

August 2013



### 2012-2013 School Year Reports

Dear School Board Members and School Personnel:

The Maine High School Assessment is the State’s measure of student progress in achieving the State standards known as *Learning Results*. It consists of the SAT Reasoning Test™ (SAT) and a science test, and is administered to students in their third year of high school for state and federal purposes.

These Maine High School Assessment Summary Reports contain the results of your students’ performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the critical reading, writing, mathematics, and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student item-level reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and science test questions that were taken by the nearly 14,000 publicly-funded students who were enrolled in their third year of high school across all Maine schools. The MHSA employs an assessment design that requires students to create an essay response to a writing prompt, generate answers to open-ended mathematics and science questions, and select answers to multiple-choice questions in all four disciplines. More information about the design, history, and use of the SAT can be found at: <http://www.maine.gov/education/mhsa/index.htm>.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Stephen L. Bowen  
Commissioner of Education



# High School Report

Test Date: May 2013

Code: 1294-1852

SAU: Five Town CSD

School: Camden Hills Regional H S

### Contents of the Report

The report is divided into seven main sections including a section describing the students tested and a separate section for the results in each content area.

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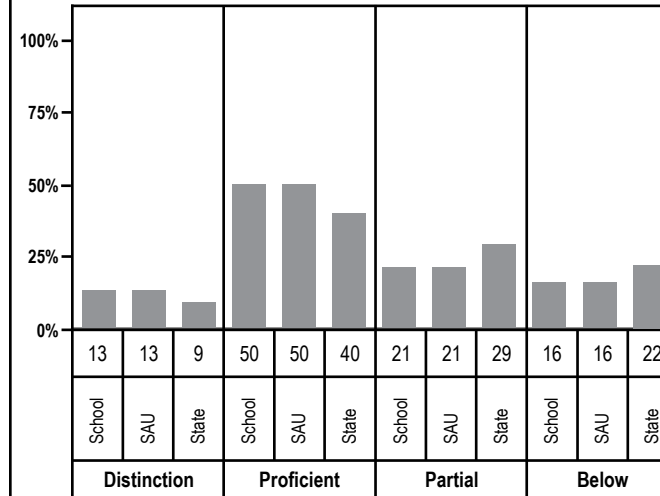
# SUMMARY OF SCORES

Test Date: May 2013  
SAU: Five Town CSD  
School: Camden Hills Regional H S

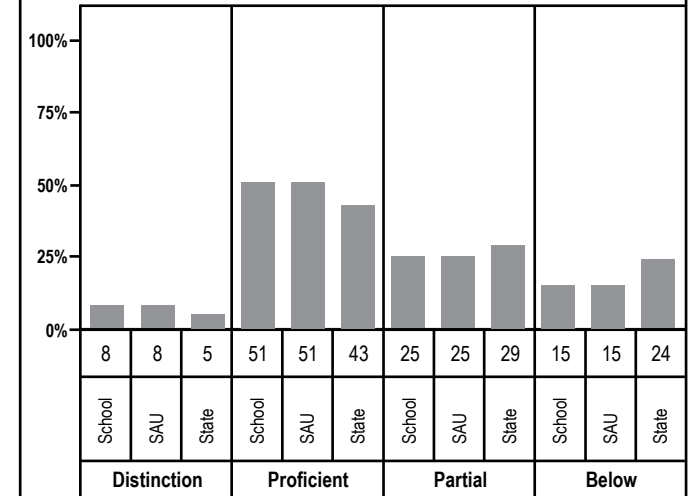
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2010–2011	1146	1146	1142
2011–2012	1148	1148	1141
<b>2012–2013</b>	<b>1146</b>	<b>1146</b>	<b>1141</b>
Cum. Average*	1147	1147	1141
<b>Mathematics</b>			
2010–2011	1145	1145	1142
2011–2012	1146	1146	1141
<b>2012–2013</b>	<b>1146</b>	<b>1146</b>	<b>1142</b>
Cum. Average*	1146	1146	1142
<b>Writing</b>			
2010–2011	1146	1146	1140
2011–2012	1146	1146	1140
<b>2012–2013</b>	<b>1145</b>	<b>1145</b>	<b>1140</b>
Cum. Average*	1146	1146	1140
<b>Science</b>			
2010–2011	1143	1143	1141
2011–2012	1144	1144	1141
<b>2012–2013</b>	<b>1142</b>	<b>1142</b>	<b>1140</b>
Cum. Average*	1143	1143	1141

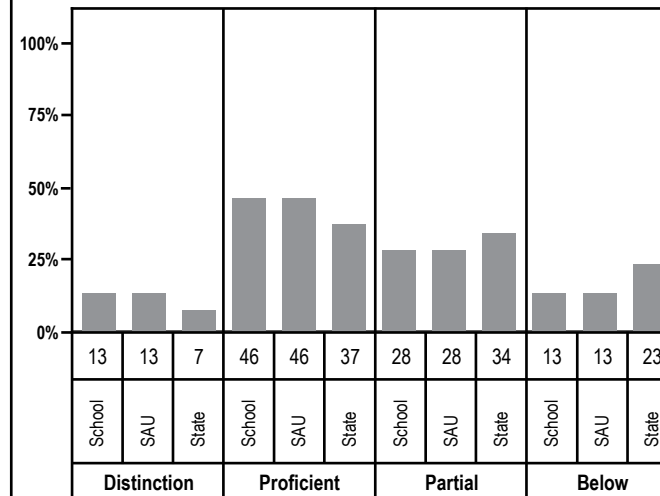
### CRITICAL READING



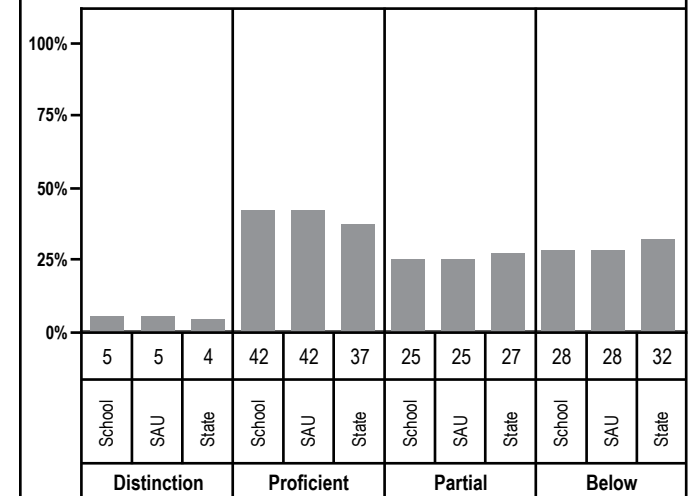
### MATHEMATICS



### WRITING



### SCIENCE



\*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																		
	School		SAU		State		Critical Reading			Mathematics			Writing			Science									
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
<b>Total number of students</b>	173	100	173	100	13614	100	169	98	169	98	13066	96	169	98	169	98	13074	96	169	98	169	98	13004	96	
<b>Ethnicity</b> Hispanic or Latino	1	1	1	1	165	1	1	100	1	100	155	95	1	100	1	100	154	93	1	100	1	100	155	95	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	107	1	0	0	0	0	100	94	0	0	0	0	101	94	0	0	0	0	100	94
	Asian	7	4	7	4	239	2	7	100	7	100	234	98	7	100	7	100	234	98	7	100	7	100	230	96
	Black or African American	6	3	6	3	407	3	6	100	6	100	382	94	6	100	6	100	383	94	5	83	5	83	377	93
	Native Hawaiian or Pacific Islander	0	0	0	0	11	<1	0	0	0	0	11	100	0	0	0	0	11	100	0	0	0	0	11	100
	White	159	92	159	92	12586	92	155	98	155	98	12092	96	155	98	155	98	12099	96	156	99	156	99	12039	96
Two or more races	0	0	0	0	99	1	0	0	0	0	92	94	0	0	0	0	92	93	0	0	0	0	92	94	
<b>Identified disability</b>	27	16	27	16	1997	15	24	89	24	89	1820	92	24	89	24	89	1822	91	26	96	26	96	1831	92	
<b>Current LEP</b>	0	0	0	0	247	2	0	0	0	0	235	95	0	0	0	0	235	95	0	0	0	0	231	94	
<b>Economically disadvantaged</b>	59	34	59	34	4913	36	57	97	57	97	4616	94	57	97	57	97	4622	94	57	97	57	97	4580	93	
<b>Migrant</b>	0	0	0	0	4	<1	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	3	75	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading			Mathematics			Writing			Science														
	School		SAU	State		School		SAU	State		School		SAU	State										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
<b>Participation without accommodations</b>	148	86	148	86	11530	85	148	86	148	86	11531	85	148	86	148	86	11535	85	149	86	149	86	11537	85
Identified disability (IEP)	10	7	10	7	708	6	10	7	10	7	707	6	10	7	10	7	709	6	12	8	12	8	755	7
LEP	0	0	0	0	170	1	0	0	0	0	170	1	0	0	0	0	170	1	0	0	0	0	169	1
<b>Participation with accommodations</b>	19	11	19	11	1333	10	19	11	19	11	1341	10	19	11	19	11	1338	10	18	10	18	10	1266	9
Identified disability (IEP)	12	63	12	63	909	68	12	63	12	63	914	68	12	63	12	63	912	68	12	67	12	67	875	69
LEP	0	0	0	0	61	5	0	0	0	0	61	5	0	0	0	0	61	5	0	0	0	0	58	5
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	203	1	2	1	2	1	204	1	2	1	2	1	201	1	2	1	2	1	201	1
Identified disability (IEP)	2	100	2	100	203	100	2	100	2	100	204	100	2	100	2	100	201	100	2	100	2	100	201	100
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	1	1	1	1	37	<1	1	1	1	1	37	<1	0	0	0	0	1	<1	1	1	1	1	28	<1
<b>Non-participation – other</b>	3	2	3	2	511	4	3	2	3	2	501	4	4	2	4	2	539	4	3	2	3	2	582	4

<sup>1</sup> Percents are the percentage of students enrolled in each participation category. <sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.



# CRITICAL READING RESULTS

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 1162-1180)	2010–2011	20	13	20	13	1,165	9
	2011–2012	34	25	34	25	1,156	9
	<b>2012–2013</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>1,096</b>	<b>9</b>
	Cum. Average*	76	17	76	17	3,417	9
<b>Proficient</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (Scaled Score 1142-1160)	2010–2011	79	50	79	50	5,595	41
	2011–2012	48	35	48	35	5,057	38
	<b>2012–2013</b>	<b>84</b>	<b>50</b>	<b>84</b>	<b>50</b>	<b>5,159</b>	<b>40</b>
	Cum. Average*	211	46	211	46	15,811	40
<b>Partially Proficient</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1130-1140)	2010–2011	40	25	40	25	4,010	30
	2011–2012	37	27	37	27	3,820	29
	<b>2012–2013</b>	<b>35</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>3,768</b>	<b>29</b>
	Cum. Average*	112	24	112	24	11,598	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1100-1128)	2010–2011	18	11	18	11	2,776	20
	2011–2012	17	13	17	13	3,234	24
	<b>2012–2013</b>	<b>26</b>	<b>16</b>	<b>26</b>	<b>16</b>	<b>2,840</b>	<b>22</b>
	Cum. Average*	61	13	61	13	8,850	22

\* Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2013  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	173	3	3	167	22	13	84	50	35	21	26	16	1146	167	13	50	21	16	1146	12,863	9	40	29	22	1141
<b>Gender</b>																									
Male	95	3	0	92	13	14	43	47	20	22	16	17	1145	92	14	47	22	17	1145	6,397	8	37	28	26	1140
Female	78	0	3	75	9	12	41	55	15	20	10	13	1148	75	12	55	20	13	1148	6,466	9	43	30	18	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						154	8	31	25	36	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						97	3	20	45	32	1135
Asian	7	0	0	7										7						232	7	43	27	23	1141
Black or African American	6	0	0	6										6						379	2	20	31	47	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	45	0	1145
White (non-Hispanic)	159	3	3	153	22	14	77	50	30	20	24	16	1147	153	14	50	20	16	1147	11,900	9	41	29	21	1142
Two or more races	0	0	0	0										0						90	7	46	22	26	1141
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						231	1	2	21	76	1124
Former LEP student - monitoring year 1	2	0	0	2										2						49	0	24	51	24	1136
Former LEP student - monitoring year 2	0	0	0	0										0						40	5	25	55	15	1139
All Other Students	171	3	3	165	22	13	84	51	34	21	25	15	1146	165	13	51	21	15	1146	12,543	9	41	29	21	1142
<b>IEP</b>																									
Students with an IEP	27	2	3	22	2	9	6	27	3	14	11	50	1136	22	9	27	14	50	1136	1,617	1	10	25	64	1128
All Other Students	146	1	0	145	20	14	78	54	32	22	15	10	1148	145	14	54	22	10	1148	11,246	10	44	30	16	1143
<b>SES</b>																									
Economically Disadvantaged Students	59	0	2	57	4	7	22	39	14	25	17	30	1139	57	7	39	25	30	1139	4,501	3	30	33	34	1136
All Other Students	114	3	1	110	18	16	62	56	21	19	9	8	1150	110	16	56	19	8	1150	8,362	12	45	27	16	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	173	3	3	167	22	13	84	50	35	21	26	16	1146	167	13	50	21	16	1146	12,859	9	40	29	22	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						213	2	18	47	33	1134
All Other Students	172	3	3	166	22	13	84	51	35	21	25	15	1147	166	13	51	21	15	1147	12,650	9	40	29	22	1141
<b>504 Plan</b>																									
Students with a 504 plan	13	0	0	13	1	8	9	69	1	8	2	15	1148	13	8	69	8	15	1148	507	9	42	29	20	1142
All Other Students	160	3	3	154	21	14	75	49	34	22	24	16	1146	154	14	49	22	16	1146	12,356	8	40	29	22	1141



# MATHEMATICS RESULTS

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the mathematics standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (Scaled Score 1162–1180)	2010–2011	6	4	6	4	571	4
	2011–2012	7	5	7	5	592	4
	<b>2012–2013</b>	<b>14</b>	<b>8</b>	<b>14</b>	<b>8</b>	<b>599</b>	<b>5</b>
	Cum. Average*	27	6	27	6	1,762	4
<b>Proficient</b> – The student’s work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (Scaled Score 1142–1160)	2010–2011	91	58	91	58	6,040	45
	2011–2012	78	57	78	57	5,586	42
	<b>2012–2013</b>	<b>86</b>	<b>51</b>	<b>86</b>	<b>51</b>	<b>5,544</b>	<b>43</b>
	Cum. Average*	255	55	255	55	17,170	43
<b>Partially Proficient</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems and apply concepts. (Scaled Score 1134–1140)	2010–2011	33	21	33	21	3,910	29
	2011–2012	30	22	30	22	3,859	29
	<b>2012–2013</b>	<b>42</b>	<b>25</b>	<b>42</b>	<b>25</b>	<b>3,692</b>	<b>29</b>
	Cum. Average*	105	23	105	23	11,461	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and apply concepts. (Scaled Score 1100–1132)	2010–2011	27	17	27	17	3,015	22
	2011–2012	21	15	21	15	3,233	24
	<b>2012–2013</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>3,037</b>	<b>24</b>
	Cum. Average*	73	16	73	16	9,285	23

\* Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2013  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	173	3	3	167	14	8	86	51	42	25	25	15	1146	167	8	51	25	15	1146	12,872	5	43	29	24	1142
<b>Gender</b>																									
Male	95	3	0	92	9	10	46	50	23	25	14	15	1146	92	10	50	25	15	1146	6,405	6	43	26	25	1142
Female	78	0	3	75	5	7	40	53	19	25	11	15	1145	75	7	53	25	15	1145	6,467	4	43	31	22	1141
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						154	2	34	26	38	1138
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						98	2	27	34	38	1137
Asian	7	0	0	7										7						232	9	52	19	19	1145
Black or African American	6	0	0	6										6						381	1	17	30	52	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	36	27	27	1140
White (non-Hispanic)	159	3	3	153	14	9	79	52	37	24	23	15	1146	153	9	52	24	15	1146	11,906	5	44	29	22	1142
Two or more races	0	0	0	0										0						90	2	38	30	30	1140
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						231	2	8	18	72	1130
Former LEP student - monitoring year 1	2	0	0	2										2						49	2	27	35	37	1137
Former LEP student - monitoring year 2	0	0	0	0										0						40	5	23	40	33	1139
All Other Students	171	3	3	165	14	8	86	52	41	25	24	15	1146	165	8	52	25	15	1146	12,552	5	44	29	23	1142
<b>IEP</b>																									
Students with an IEP	27	2	3	22	0	0	4	18	9	41	9	41	1135	22	0	18	41	41	1135	1,621	<1	9	20	71	1130
All Other Students	146	1	0	145	14	10	82	57	33	23	16	11	1147	145	10	57	23	11	1147	11,251	5	48	30	17	1143
<b>SES</b>																									
Economically Disadvantaged Students	59	0	2	57	2	4	20	35	22	39	13	23	1140	57	4	35	39	23	1140	4,508	1	29	32	37	1137
All Other Students	114	3	1	110	12	11	66	60	20	18	12	11	1148	110	11	60	18	11	1148	8,364	7	50	27	16	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	173	3	3	167	14	8	86	51	42	25	25	15	1146	167	8	51	25	15	1146	12,868	5	43	29	24	1142
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						215	0	20	44	35	1136
All Other Students	172	3	3	166	14	8	86	52	42	25	24	14	1146	166	8	52	25	14	1146	12,657	5	43	28	23	1142
<b>504 Plan</b>																									
Students with a 504 plan	13	0	0	13	0	0	7	54	4	31	2	15	1144	13	0	54	31	15	1144	508	3	40	32	25	1141
All Other Students	160	3	3	154	14	9	79	51	38	25	23	15	1146	154	9	51	25	15	1146	12,364	5	43	29	24	1142



# WRITING RESULTS

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

**Proficient with Distinction** – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)

**Proficient**– The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (Scaled Score 1142–1160)

**Partially Proficient** – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (Scaled Score 1130–1140)

**Substantially Below Proficient** – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (Scaled Score 1100–1128)

## STUDENTS AT EACH ACHIEVEMENT LEVEL

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<b>Proficient with Distinction</b>	2010–2011	21	13	21	13	865	6
	2011–2012	23	17	23	17	871	7
	<b>2012–2013</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>845</b>	<b>7</b>
	Cum. Average*	66	14	66	14	2,581	7
<b>Proficient</b>	2010–2011	80	51	80	51	5,255	39
	2011–2012	62	46	62	46	5,274	40
	<b>2012–2013</b>	<b>76</b>	<b>46</b>	<b>76</b>	<b>46</b>	<b>4,733</b>	<b>37</b>
	Cum. Average*	218	47	218	47	15,262	38
<b>Partially Proficient</b>	2010–2011	35	22	35	22	4,419	33
	2011–2012	34	25	34	25	4,330	33
	<b>2012–2013</b>	<b>47</b>	<b>28</b>	<b>47</b>	<b>28</b>	<b>4,369</b>	<b>34</b>
	Cum. Average*	116	25	116	25	13,118	33
<b>Substantially Below Proficient</b>	2010–2011	21	13	21	13	3,017	22
	2011–2012	17	13	17	13	2,800	21
	<b>2012–2013</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>2,926</b>	<b>23</b>
	Cum. Average*	60	13	60	13	8,743	22

\* Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2013  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	173	2	4	167	22	13	76	46	47	28	22	13	1145	167	13	46	28	13	1145	12,873	7	37	34	23	1140
<b>Gender</b>																									
Male	95	2	1	92	11	12	36	39	30	33	15	16	1143	92	12	39	33	16	1143	6,407	5	32	33	29	1138
Female	78	0	3	75	11	15	40	53	17	23	7	9	1148	75	15	53	23	9	1148	6,466	8	41	35	16	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						153	6	25	36	33	1136
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						98	1	17	42	40	1133
Asian	7	0	0	7										7						232	9	38	30	23	1141
Black or African American	6	0	0	6										6						380	2	16	38	44	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	27	55	18	1139
White (non-Hispanic)	159	2	4	153	22	14	71	46	40	26	20	13	1146	153	14	46	26	13	1146	11,909	7	38	34	22	1140
Two or more races	0	0	0	0										0						90	8	33	34	24	1140
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						231	1	3	26	70	1125
Former LEP student - monitoring year 1	2	0	0	2										2						49	0	24	57	18	1136
Former LEP student - monitoring year 2	0	0	0	0										0						40	5	33	40	23	1140
All Other Students	171	2	4	165	22	13	75	45	47	28	21	13	1145	165	13	45	28	13	1145	12,553	7	37	34	22	1140
<b>IEP</b>																									
Students with an IEP	27	2	3	22	1	5	4	18	9	41	8	36	1135	22	5	18	41	36	1135	1,621	1	7	23	69	1126
All Other Students	146	0	1	145	21	14	72	50	38	26	14	10	1147	145	14	50	26	10	1147	11,252	7	41	36	16	1142
<b>SES</b>																									
Economically Disadvantaged Students	59	0	2	57	5	9	16	28	21	37	15	26	1139	57	9	28	37	26	1139	4,508	2	25	37	36	1134
All Other Students	114	2	2	110	17	15	60	55	26	24	7	6	1148	110	15	55	24	6	1148	8,365	9	43	32	16	1143
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	173	2	4	167	22	13	76	46	47	28	22	13	1145	167	13	46	28	13	1145	12,869	7	37	34	23	1140
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						215	1	15	50	34	1133
All Other Students	172	2	4	166	22	13	76	46	46	28	22	13	1145	166	13	46	28	13	1145	12,658	7	37	34	23	1140
<b>504 Plan</b>																									
Students with a 504 plan	13	0	0	13	2	15	8	62	2	15	1	8	1148	13	15	62	15	8	1148	509	4	38	37	21	1139
All Other Students	160	2	4	154	20	13	68	44	45	29	21	14	1145	154	13	44	29	14	1145	12,364	7	37	34	23	1140



# SCIENCE RESULTS

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the science standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
		<b>Proficient with Distinction</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 1162–1180)	2010–2011 2011–2012 <b>2012–2013</b> Cum. Average*	5 9 <b>9</b> 23	3 6 <b>5</b> 5	5 9 <b>9</b> 23	3 6 <b>5</b> 5
<b>Proficient</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 1142–1160)	2010–2011 2011–2012 <b>2012–2013</b> Cum. Average*	77 63 <b>70</b> 210	48 45 <b>42</b> 45	77 63 <b>70</b> 210	48 45 <b>42</b> 45	5,312 5,245 <b>4,782</b> 15,339	39 40 <b>37</b> 39
<b>Partially Proficient</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 1134–1140)	2010–2011 2011–2012 <b>2012–2013</b> Cum. Average*	36 33 <b>41</b> 110	23 24 <b>25</b> 24	36 33 <b>41</b> 110	23 24 <b>25</b> 24	3,580 3,413 <b>3,446</b> 10,439	26 26 <b>27</b> 26
<b>Substantially Below Proficient</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 1100–1132)	2010–2011 2011–2012 <b>2012–2013</b> Cum. Average*	41 34 <b>47</b> 122	26 24 <b>28</b> 26	41 34 <b>47</b> 122	26 24 <b>28</b> 26	4,038 3,970 <b>4,105</b> 12,113	30 30 <b>32</b> 31

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	<b>56</b>	<b>100</b>	24.4	43.6	24.4	43.6	22.4	40.0
<b>D. The Physical Setting</b>	<b>34</b>	<b>61</b>	12.9	37.9	12.9	37.9	11.9	35.0
<b>D1/D2 Space/Earth</b>	<b>12</b>	<b>21</b>	4.2	35.0	4.2	35.0	4.0	33.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	<b>22</b>	<b>39</b>	8.6	39.1	8.6	39.1	7.9	35.9
<b>E. The Living Environment</b>	<b>22</b>	<b>39</b>	11.5	52.3	11.5	52.3	10.5	47.7

The MHSA assesses students’ science knowledge based on questions that measure the science accountability content strands highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting  
 D1 - Universe and Solar System  
 D2 - Earth  
 D3 - Matter and Energy  
 D4 - Force and Motion

Content Strand E. The Living Environment  
 E1 - Biodiversity  
 E2 - Ecosystems  
 E3 - Cells  
 E4 - Heredity and Reproduction  
 E5 - Evolution



# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2013  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

REPORTING CATEGORIES	School												SAU					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	173	3	3	167	9	5	70	42	41	25	47	28	1142	167	5	42	25	28	1142	12,803	4	37	27	32	1140
<b>Gender</b>																									
Male	95	3	0	92	9	10	31	34	25	27	27	29	1142	92	10	34	27	29	1142	6,386	5	39	24	32	1141
Female	78	0	3	75	0	0	39	52	16	21	20	27	1142	75	0	52	21	27	1142	6,417	2	35	30	33	1140
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						154	5	25	20	50	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						97	2	21	26	52	1136
Asian	7	0	0	7										7						228	5	40	23	31	1141
Black or African American	6	0	1	5										5						374	1	16	22	61	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	27	45	18	1142
White (non-Hispanic)	159	3	2	154	9	6	66	43	36	23	43	28	1142	154	6	43	23	28	1142	11,849	4	38	27	31	1141
Two or more races	0	0	0	0										0						90	2	39	23	36	1140
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						227	0	5	10	85	1129
Former LEP student - monitoring year 1	2	0	0	2										2						50	0	22	32	46	1136
Former LEP student - monitoring year 2	0	0	0	0										0						40	3	20	33	45	1137
All Other Students	171	3	3	165	9	5	70	42	41	25	45	27	1142	165	5	42	25	27	1142	12,486	4	38	27	31	1141
<b>IEP</b>																									
Students with an IEP	27	2	1	24	0	0	5	21	3	13	16	67	1134	24	0	21	13	67	1134	1,630	<1	9	16	74	1131
All Other Students	146	1	2	143	9	6	65	45	38	27	31	22	1143	143	6	45	27	22	1143	11,173	4	41	28	26	1142
<b>SES</b>																									
Economically Disadvantaged Students	59	0	2	57	1	2	14	25	18	32	24	42	1138	57	2	25	32	42	1138	4,466	1	26	27	46	1137
All Other Students	114	3	1	110	8	7	56	51	23	21	23	21	1144	110	7	51	21	21	1144	8,337	5	44	27	25	1142
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						3					
All Other Students	173	3	3	167	9	5	70	42	41	25	47	28	1142	167	5	42	25	28	1142	12,800	4	37	27	32	1140
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						222	1	17	33	49	1136
All Other Students	172	3	3	166	9	5	70	42	41	25	46	28	1142	166	5	42	25	28	1142	12,581	4	38	27	32	1141
<b>504 Plan</b>																									
Students with a 504 plan	13	0	0	13	0	0	3	23	6	46	4	31	1137	13	0	23	46	31	1137	500	4	39	27	30	1141
All Other Students	160	3	3	154	9	6	67	44	35	23	43	28	1143	154	6	44	23	28	1143	12,303	4	37	27	32	1140

# SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2013  
SAU: Five Town CSD  
School: Camden Hills Regional H S

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%	%	%	%	
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	23	1	3	12	32	11	29	14	37	1139	23	3	32	29	37	1139	39	4	39	27	30	1141
B. a few times a month	53	7	8	43	50	21	24	15	17	1145	53	8	50	24	17	1145	40	4	42	27	27	1142
C. once a month	18	1	3	14	48	6	21	8	28	1143	18	3	48	21	28	1143	11	3	35	27	35	1140
D. never or almost never	6	0	0	1	10	2	20	7	70	1132	6	0	10	20	70	1132	9	1	18	25	56	1134
<b>How do you feel about the following statement?</b> <i>"My knowledge of science will be useful to me as an adult."</i>																						
A. strongly agree	31	5	10	26	52	9	18	10	20	1146	31	10	52	18	20	1146	23	11	52	21	17	1146
B. agree	53	3	3	35	41	24	28	24	28	1142	53	3	41	28	28	1142	49	2	38	29	31	1140
C. disagree	13	1	5	8	36	7	32	6	27	1139	13	5	36	32	27	1139	21	1	27	31	42	1137
D. strongly disagree	3										3						7	<1	18	23	59	1134
<b>What best describes your ninth grade science class?</b>																						
A. earth/space science	64	5	5	53	52	26	25	18	18	1145	64	5	52	25	18	1145	45	3	37	27	32	1140
B. physical science	9	0	0	2	13	5	33	8	53	1135	9	0	13	33	53	1135	23	4	37	28	31	1141
C. engineering and physical science	1										1						3	2	27	25	47	1136
D. mixture of physical science and life science	25	4	10	12	30	8	20	16	40	1140	25	10	30	20	40	1140	23	4	40	27	29	1141
E. physics	1										1						5	6	42	23	30	1142
<b>Do you think you would like to have a job that is related to SCIENCE?</b>																						
A. No, this type of job is too hard.	4										4						6	<1	10	22	68	1132
B. No, I'm not interested.	34	2	4	20	36	12	21	22	39	1139	34	4	36	21	39	1139	42	1	31	29	39	1138
C. I might be interested if I knew more about this type of job.	24	1	3	15	38	15	38	8	21	1141	24	3	38	38	21	1141	19	2	36	31	31	1140
D. Yes, I have some interest.	23	2	5	20	54	7	19	8	22	1146	23	5	54	19	22	1146	19	5	49	26	20	1144
E. Yes, I'm very interested.	15	4	16	14	56	4	16	3	12	1149	15	16	56	16	12	1149	15	13	57	19	11	1148
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	19	5	16	16	52	5	16	5	16	1148	19	16	52	16	16	1148	12	21	56	12	11	1151
B. good	54	4	5	43	49	21	24	20	23	1143	54	5	49	24	23	1143	43	2	50	28	20	1143
C. fair	25	0	0	9	22	15	37	17	41	1136	25	0	22	37	41	1136	37	<1	23	32	45	1136
D. poor	2										2						7	<1	10	22	68	1132
<b>How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	2	10	13	62	2	10	4	19	1148	13	10	62	10	19	1148	13	10	52	21	17	1146
B. They match some of what I have learned.	55	6	7	42	46	26	29	17	19	1144	55	7	46	29	19	1144	57	4	43	28	25	1142
C. They match just a little of what I have learned.	27	1	2	13	30	13	30	17	39	1138	27	2	30	30	39	1138	26	1	24	30	46	1136
D. There is no match.	5										5						4	1	8	14	77	1130
<b>Do you think you would like to have a job that is related to MATH?</b>																						
A. No, this type of job is too hard.	5										5						8	1	21	27	51	1135
B. No, I'm not interested.	45	2	3	30	41	18	25	23	32	1141	45	3	41	25	32	1141	39	2	35	29	34	1139
C. I might be interested if I knew more about this type of job.	20	1	3	14	42	11	33	7	21	1142	20	3	42	33	21	1142	22	2	35	29	33	1140
D. Yes, I have some interest.	18	0	0	16	55	5	17	8	28	1142	18	0	55	17	28	1142	21	5	45	25	24	1143
E. Yes, I'm very interested.	12	6	30	8	40	3	15	3	15	1151	12	30	40	15	15	1151	10	11	50	20	19	1146