



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State’s measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine’s *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster 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 for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

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,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 12051515
SAU: MSAD 11
School: Gardiner Area High School

Contents of the Report

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

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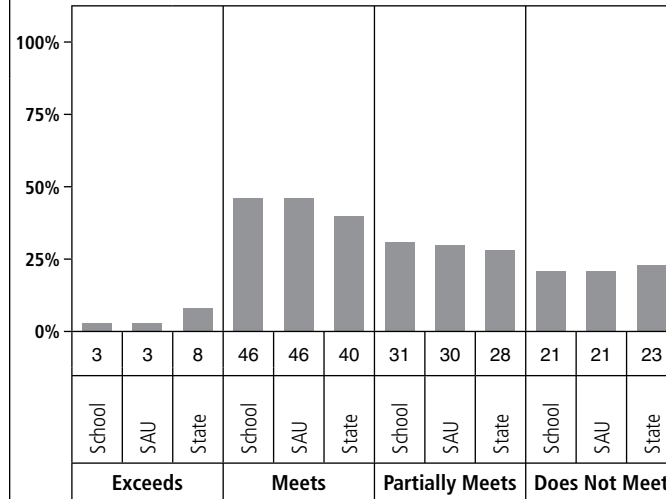
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

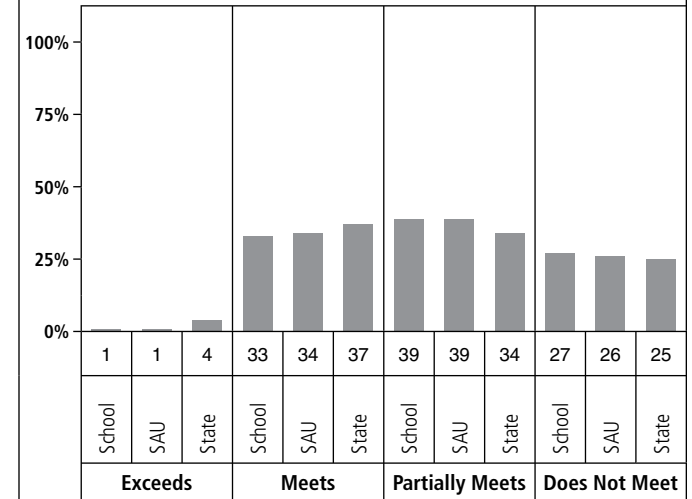
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1138 1140	1140 1140	1141 1141
Mathematics 2006–2007 2007–2008	1138 1139	1138 1140	1140 1141
Writing 2006–2007 2007–2008	1137 1138	1138 1138	1141 1140
Science 2007–2008	1141	1141	1141

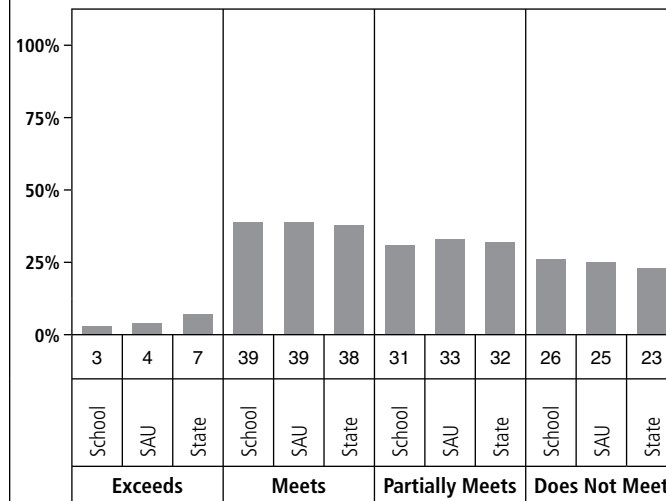
CRITICAL READING



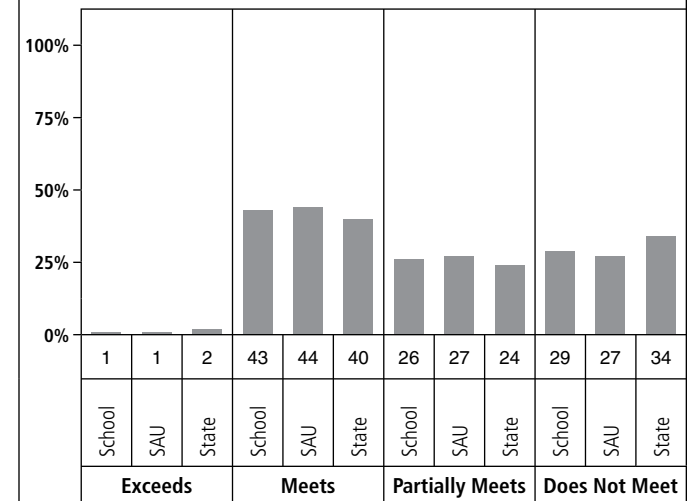
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State						
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students	188	100	176	100	15604	100	183	97	171	97	14875	96	188	100	176	100	15165	97	183	97	170	97	14869	96	186	99	173	98	14961	96
Ethnicity African American/Black	0	0	0	0	305	2	0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	1	1	1	1	215	1	1	100	1	100	194	90	1	100	1	100	202	94	1	100	1	100	194	90	1	100	1	100	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	187	99	175	99	14841	95	182	97	170	97	14207	96	187	100	175	100	14457	98	182	97	169	97	14202	96	185	99	172	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	20	11	18	10	2247	14	20	100	18	100	2065	93	20	100	18	100	2138	96	20	100	17	94	2060	92	20	100	17	94	2081	93
Current LEP	3	2	3	2	648	4	3	100	3	100	508	79	3	100	3	100	564	87	3	100	3	100	507	78	3	100	3	100	534	83
Economically disadvantaged	42	22	41	23	4028	26	42	100	41	100	3682	92	42	100	41	100	3831	95	42	100	40	98	3679	92	42	100	40	98	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	150	80	140	80	13042	84	155	82	145	82	13332	85	150	80	140	80	13042	84	155	82	145	82	13192	85
Identified disability (PET/IEP)	4	3	4	3	739	6	4	3	4	3	810	6	4	3	4	3	739	6	4	3	4	3	791	6
LEP	3	2	3	2	399	3	3	2	3	2	456	3	3	2	3	2	399	3	3	2	3	2	436	3
504 plan	3	2	3	2	196	2	5	3	5	3	204	2	3	2	3	2	196	2	5	3	5	3	201	2
Participation with accommodations	29	15	26	15	1623	10	29	15	26	15	1624	10	29	15	26	15	1625	10	27	14	24	14	1567	10
Identified disability (PET/IEP)	12	41	9	35	1117	69	12	41	9	35	1119	69	12	41	9	35	1119	69	12	44	9	38	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	5	17	5	19	58	4	5	17	5	19	58	4	5	17	5	19	58	4	4	15	4	17	55	4
Other	12	41	12	46	367	23	12	41	12	46	366	23	12	41	12	46	367	23	11	41	11	46	353	23
Participation through alternate assessment (PAAP)	4	2	5	3	209	1	4	2	5	3	209	1	4	2	4	2	202	1	4	2	4	2	202	1
Identified disability (PET/IEP)	4	100	5	100	209	100	4	100	5	100	209	100	4	100	4	100	202	100	4	100	4	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	5	3	5	3	693	4	0	0	0	0	399	3	5	3	6	3	699	4	2	1	3	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

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	%
Exceeds the Standards – 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 1161-1180)	2005-2006	6	4	6	4	1079	7
	2006-2007	9	6	9	7	1168	8
	2007-2008	5	3	5	3	1184	8
	Cum. Total*	20	4	20	5	3431	8
Meets the Standards – 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 1141-1160)	2005-2006	45	30	42	30	5697	38
	2006-2007	63	39	57	42	5714	38
	2007-2008	81	46	76	46	5885	40
	Cum. Total*	189	39	175	40	17296	39
Partially Meets the Standards – 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 1129-1140)	2005-2006	60	40	53	38	4772	32
	2006-2007	42	26	36	26	4728	31
	2007-2008	55	31	50	30	4093	28
	Cum. Total*	157	32	139	32	13593	30
Does Not Meet the Standards – 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)	2005-2006	38	26	38	27	3595	24
	2006-2007	46	29	35	26	3444	23
	2007-2008	37	21	34	21	3417	23
	Cum. Total*	121	25	107	24	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School										SAU					State							
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
All Students	178	5	3	81	46	55	31	37	21	1140	165	3	46	30	21	1140	14579	8	40	28	23	1141	
Ethnicity																							
African American/Black	0										0						248	4	21	27	48	1132	
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134	
Asian or Pacific Islander	1										1						192	4	35	30	31	1138	
Hispanic	0										0						115	5	32	26	37	1136	
Caucasian/White	177	5	3	81	46	54	31	37	21	1140	164	3	46	30	21	1140	13930	8	41	28	23	1141	
Not Reported	0										0						0						
Identified disability																							
Yes	16	0	0	2	13	6	38	8	50	1129	13	0	15	38	46	1130	1823	1	9	24	65	1126	
No	162	5	3	79	49	49	30	29	18	1141	152	3	49	30	18	1140	12756	9	45	29	17	1143	
Current LEP																							
Yes	3										3						488	3	22	24	52	1132	
No	175	5	3	81	46	54	31	35	20	1140	162	3	47	30	20	1140	14091	8	41	28	22	1141	
Economically disadvantaged																							
Yes	39	1	3	12	31	14	36	12	31	1135	37	3	30	38	30	1136	3545	3	28	30	39	1134	
No	139	4	3	69	50	41	29	25	18	1141	128	3	51	28	18	1141	11034	10	44	27	19	1143	
Migrant																							
Yes	0										0						5	20	0	40	40	1136	
No	178	5	3	81	46	55	31	37	21	1140	165	3	46	30	21	1140	14574	8	40	28	23	1141	
Gender																							
Female	86	3	3	40	47	28	33	15	17	1140	83	4	46	33	18	1140	7237	8	42	30	19	1142	
Male	92	2	2	41	45	27	29	22	24	1139	82	2	46	28	23	1139	7342	8	38	26	28	1140	
Not Reported	0										0						0						
Title 1A targeted program																							
Yes	0										0						103	0	9	30	61	1127	
No	178	5	3	81	46	55	31	37	21	1140	165	3	46	30	21	1140	14476	8	41	28	23	1141	
Gifted/talented program																							
Yes	0										0						295	48	48	4	0	1161	
No	178	5	3	81	46	55	31	37	21	1140	165	3	46	30	21	1140	14284	7	40	29	24	1140	

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

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 *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – 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 1161-1180)	2006-2007	1	1	1	1	578	4
	2007-2008	2	1	2	1	637	4
Meets the Standards – 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 1141-1160)	2006-2007	45	27	40	28	5481	36
	2007-2008	61	33	57	34	5508	37
Partially Meets the Standards – 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 1133-1140)	2006-2007	60	36	55	38	4754	31
	2007-2008	71	39	66	39	5065	34
Does Not Meet the Standards – 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)	2006-2007	60	36	48	33	4607	30
	2007-2008	49	27	45	26	3660	25

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	183	2	1	61	33	71	39	49	27	1139	170	1	34	39	26	1140	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	1										1						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	182	2	1	60	33	71	39	49	27	1139	169	1	33	39	27	1140	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	1	6	4	25	11	69	1130	13	0	8	31	62	1130	1896	0	8	22	70	1130
No	167	2	1	60	36	67	40	38	23	1140	157	1	36	39	24	1140	12974	5	41	36	18	1142
Current LEP																						
Yes	3										3						545	3	16	28	53	1135
No	180	2	1	60	33	70	39	48	27	1139	167	1	34	39	26	1140	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	39	0	0	7	18	15	38	17	44	1135	37	0	19	38	43	1135	3695	1	22	37	40	1136
No	144	2	1	54	38	56	39	32	22	1141	133	2	38	39	22	1141	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	183	2	1	61	33	71	39	49	27	1139	170	1	34	39	26	1140	14865	4	37	34	25	1141
Gender																						
Female	89	1	1	26	29	32	36	30	34	1138	86	1	30	34	35	1138	7362	3	36	36	24	1140
Male	94	1	1	35	37	39	41	19	20	1141	84	1	37	44	18	1141	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	183	2	1	61	33	71	39	49	27	1139	170	1	34	39	26	1140	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	183	2	1	61	33	71	39	49	27	1139	170	1	34	39	26	1140	14574	4	37	35	25	1140

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

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.

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<p>Exceeds the Standards – 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 1161-1180)</p>	2005-2006	2	1	2	1	952	6
	2006-2007	3	2	3	2	937	6
	2007-2008	6	3	6	4	962	7
	Cum. Total*	11	2	11	2	2851	6
<p>Meets the Standards – 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 1141-1160)</p>	2005-2006	52	35	47	34	6055	40
	2006-2007	58	36	55	40	6167	41
	2007-2008	70	39	64	39	5564	38
	Cum. Total*	180	37	166	38	17786	40
<p>Partially Meets the Standards – 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 1129-1140)</p>	2005-2006	59	40	55	40	4916	32
	2006-2007	51	32	42	31	4723	31
	2007-2008	56	31	54	33	4679	32
	Cum. Total*	166	34	151	34	14318	32
<p>Does Not Meet the Standards – 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)</p>	2005-2006	36	24	35	25	3221	21
	2006-2007	48	30	37	27	3227	21
	2007-2008	46	26	41	25	3376	23
	Cum. Total*	130	27	113	26	9824	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 2008
SAU: MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School										SAU					State							
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
All Students	178	6	3	70	39	56	31	46	26	1138	165	4	39	33	25	1138	14581	7	38	32	23	1140	
Ethnicity																							
African American/Black	0										0						248	2	19	30	49	1131	
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133	
Asian or Pacific Islander	1										1						192	6	30	34	30	1137	
Hispanic	0										0						115	2	30	36	33	1136	
Caucasian/White	177	6	3	69	39	56	32	46	26	1138	164	4	38	33	25	1138	13932	7	39	32	22	1140	
Not Reported	0										0						0						
Identified disability																							
Yes	16	0	0	1	6	4	25	11	69	1126	13	0	8	31	62	1129	1825	1	7	23	69	1125	
No	162	6	4	69	43	52	32	35	22	1139	152	4	41	33	22	1139	12756	7	43	33	17	1142	
Current LEP																							
Yes	3										3						488	3	19	29	49	1131	
No	175	6	3	70	40	54	31	45	26	1138	162	4	40	32	25	1138	14093	7	39	32	22	1140	
Economically disadvantaged																							
Yes	39	2	5	10	26	12	31	15	38	1134	37	5	27	30	38	1135	3546	2	25	35	38	1134	
No	139	4	3	60	43	44	32	31	22	1139	128	3	42	34	21	1139	11035	8	42	31	18	1142	
Migrant																							
Yes	0										0						5	20	0	20	60	1131	
No	178	6	3	70	39	56	31	46	26	1138	165	4	39	33	25	1138	14576	7	38	32	23	1140	
Gender																							
Female	86	3	3	38	44	30	35	15	17	1140	83	4	43	35	18	1140	7239	8	43	33	17	1142	
Male	92	3	3	32	35	26	28	31	34	1136	82	4	34	30	32	1136	7342	6	34	31	30	1138	
Not Reported	0										0						0						
Title 1A targeted program																							
Yes	0										0						103	0	7	39	54	1128	
No	178	6	3	70	39	56	31	46	26	1138	165	4	39	33	25	1138	14478	7	38	32	23	1140	
Gifted/talented program																							
Yes	0										0						295	42	53	4	0	1159	
No	178	6	3	70	39	56	31	46	26	1138	165	4	39	33	25	1138	14286	6	38	33	24	1139	

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

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*

	2007-2008	School		SAU		State	
		N	%	N	%	N	%
		Exceeds the Standards – 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2	1	2	1	300
Meets the Standards – 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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	79	43	75	44	5927	40	
Partially Meets the Standards – 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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	48	26	46	27	3544	24	
Does Not Meet the Standards – 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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	53	29	46	27	4988	34	

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.22	41.5	6.25	41.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.64	47.4	6.72	48.0	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.03	35.9	5.03	35.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.89	53.0	6.99	53.8	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 11
School: Gardiner Area High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	182	2	1	79	43	48	26	53	29	1141	169	1	44	27	27	1141	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	1										1						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	181	2	1	78	43	48	27	53	29	1141	168	1	44	27	27	1141	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	3	19	2	13	11	69	1135	13	0	23	8	69	1135	1879	0	11	17	72	1133
No	166	2	1	76	46	46	28	42	25	1141	156	1	46	29	24	1141	12880	2	44	25	28	1142
Current LEP																						
Yes	3										3						519	1	18	19	62	1134
No	179	2	1	78	44	47	26	52	29	1141	166	1	45	27	27	1141	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	39	0	0	14	36	9	23	16	41	1138	37	0	38	24	38	1139	3651	1	26	24	49	1137
No	143	2	1	65	45	39	27	37	26	1141	132	2	46	28	24	1142	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	182	2	1	79	43	48	26	53	29	1141	169	1	44	27	27	1141	14754	2	40	24	34	1141
Gender																						
Female	87	0	0	31	36	27	31	29	33	1139	84	0	36	31	33	1139	7277	1	37	26	36	1140
Male	95	2	2	48	51	21	22	24	25	1142	85	2	53	24	21	1142	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	182	2	1	79	43	48	26	53	29	1141	169	1	44	27	27	1141	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	182	2	1	79	43	48	26	53	29	1141	169	1	44	27	27	1141	14463	2	39	24	34	1140