August 2009

DEPARTMENT OF EDUCATION
2008–2009 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.* 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 academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student 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 2009 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 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 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, Math-A, and Science 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 an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science 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

Maine High School Assessment

SAU High School Report

Test Date: May 2009
Code: 1204
SAU: MSAD 10

Contents of the Report

Due to small school size, this report contains only a summary of student participation to protect student confidentiality.

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Maine High School Assessment

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: MSAD 10

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							Critical Reading						Mathematics						Writing						Science					
	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	%	N	%	N	%
Total number of students			3	100	15632	100			3	100	14928	96			3	100	15274	98			3	100	14926	96			3	100	15079	97
Ethnicity African American/Black			0	0	341	2			0	0	310	91			0	0	322	95			0	0	309	91			0	0	317	93
American Indian or Native Alaskan			0	0	111	1			0	0	101	91			0	0	107	96			0	0	101	91			0	0	103	93
Asian or Pacific Islander			0	0	241	2			0	0	221	92			0	0	229	95			0	0	221	92			0	0	227	94
Hispanic			0	0	166	1			0	0	156	94			0	0	162	98			0	0	156	94			0	0	155	93
Caucasian/White			3	100	14773	95			3	100	14140	96			3	100	14454	98			3	100	14139	96			3	100	14277	97
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			0	0	2327	15			0	0	2108	91			0	0	2200	95			0	0	2099	91			0	0	2140	92
Current LEP			0	0	262	2			0	0	232	89			0	0	246	94			0	0	231	88			0	0	240	92
Economically disadvantaged			1	33	4634	30			1	100	4263	92			1	100	4451	96			1	100	4262	92			1	100	4383	95
Migrant			0	0	5	0			0	0	4	80			0	0	5	100			0	0	4	80			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	%
Participation without accommodations			3	100	13079	84			3	100	13417	86			3	100	13084	84			3	100	13288	85
Identified disability (PET/IEP)			0	0	727	6			0	0	814	6			0	0	725	6			0	0	802	6
LEP			0	0	170	1			0	0	181	1			0	0	170	1			0	0	177	1
504 plan			0	0	238	2			0	0	245	2			0	0	238	2			0	0	241	2
Participation with accommodations			0	0	1626	10			0	0	1636	10			0	0	1624	10			0	0	1579	10
Identified disability (PET/IEP)			0	0	1158	71			0	0	1165	71			0	0	1156	71			0	0	1126	71
LEP			0	0	56	3			0	0	59	4			0	0	55	3			0	0	57	4
504 plan			0	0	79	5			0	0	79	5			0	0	80	5			0	0	77	5
Other			0	0	360	22			0	0	360	22			0	0	360	22			0	0	345	22
Participation through alternate assessment (PAAP)			0	0	223	1			0	0	221	1			0	0	218	1			0	0	212	1
Identified disability (PET/IEP)			0	0	223	100			0	0	221	100			0	0	218	100			0	0	212	100
LEP			0	0	6	3			0	0	6	3			0	0	6	3			0	0	6	3
504 plan			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																		
Approved non-participation – special consideration			0	0	24	0			0	0	34	0			0	0	24	0			0	0	26	0
Non-participation – other			0	0	680	4			0	0	324	2			0	0	682	4			0	0	527	3

[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.