

August 2012



2011-2012 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 2012

Code: 1200-1500

SAU: RSU 06/MSAD 06

School: Bonny Eagle 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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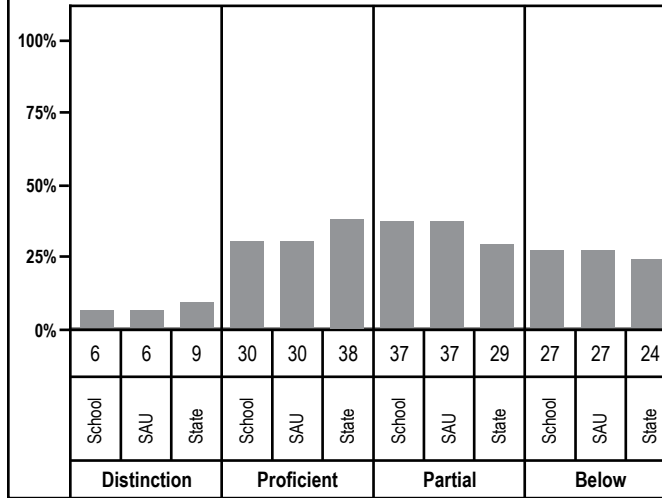
SUMMARY OF SCORES

Test Date: May 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle High School

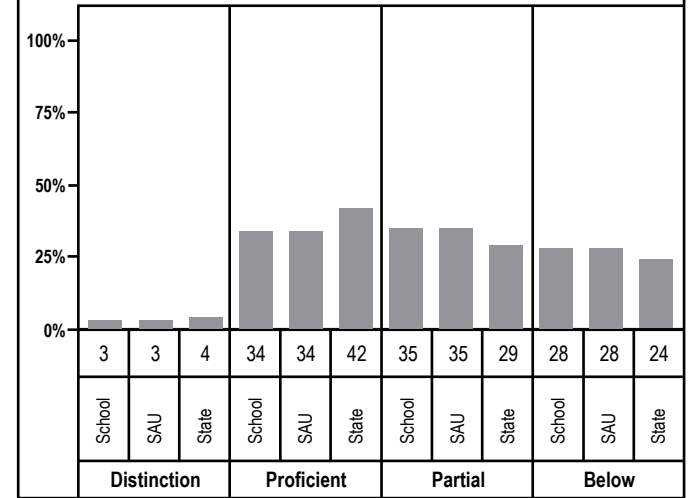
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2009–2010	1143	1143	1141
2010–2011	1141	1141	1142
2011–2012	1139	1139	1141
Cum. Average*	1141	1141	1141
Mathematics			
2009–2010	1141	1141	1142
2010–2011	1140	1140	1142
2011–2012	1139	1139	1141
Cum. Average*	1140	1140	1142
Writing			
2009–2010	1142	1142	1140
2010–2011	1140	1140	1140
2011–2012	1139	1139	1140
Cum. Average*	1140	1140	1140
Science			
2009–2010	1139	1139	1141
2010–2011	1140	1140	1141
2011–2012	1139	1139	1141
Cum. Average*	1139	1139	1141

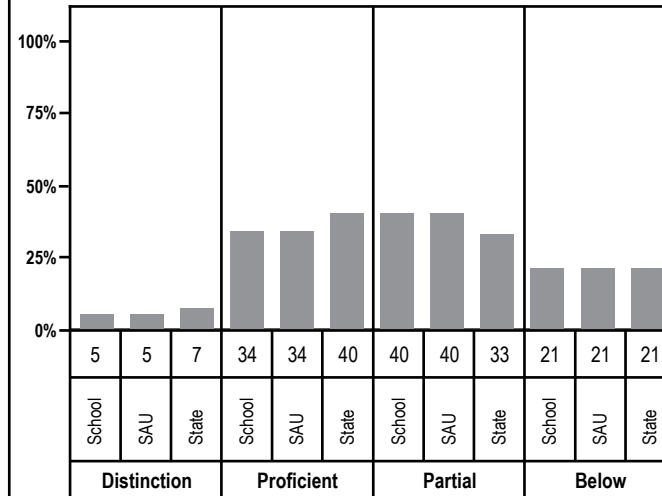
CRITICAL READING



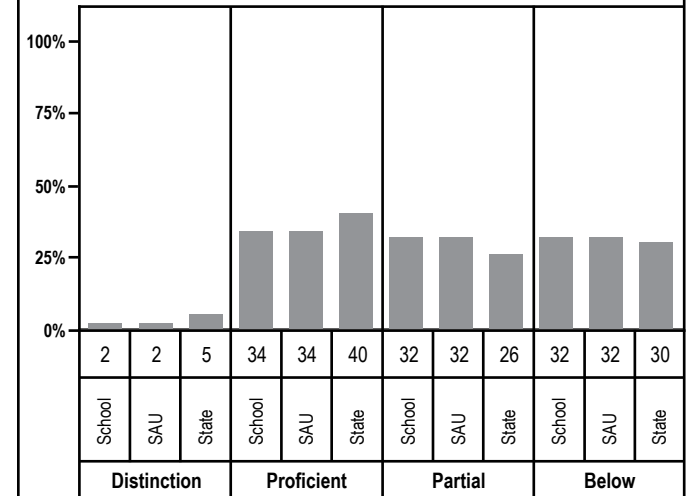
MATHEMATICS



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 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle 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	%	N	%	N	%	N	%	N	%	N	%	N	%													
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%													
Total number of students	281	100	281	100	14037	100	263	94	263	94	13475	96	263	94	263	94	13478	96	263	94	263	94	13481	96	266	95	266	95	13482	96	
Ethnicity Hispanic or Latino	1	<1	1	<1	203	1	1	100	1	100	192	95	1	100	1	100	194	96	1	100	1	100	193	95	1	100	1	100	192	95	
Not Hispanic or Latino	American Indian or Alaskan Native	2	1	2	1	101	1	2	100	2	100	95	94	2	100	2	100	95	94	2	100	2	100	95	94	2	100	2	100	98	97
	Asian	1	<1	1	<1	219	2	1	100	1	100	207	95	1	100	1	100	208	95	1	100	1	100	207	95	1	100	1	100	207	95
	Black or African American	2	1	2	1	355	3	2	100	2	100	331	94	2	100	2	100	330	93	2	100	2	100	330	93	2	100	2	100	335	95
	Native Hawaiian or Pacific Islander	0	0	0	0	13	<1	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	13	100
	White	271	96	271	96	13050	93	253	93	253	93	12546	96	253	93	253	93	12547	96	253	93	253	93	12552	96	256	94	256	94	12545	96
Two or more races	4	1	4	1	96	1	4	100	4	100	93	97	4	100	4	100	93	97	4	100	4	100	93	97	4	100	4	100	92	96	
Identified disability	53	19	53	19	2038	15	45	85	45	85	1818	90	45	85	45	85	1816	90	45	85	45	85	1815	90	46	87	46	87	1868	92	
Current LEP	3	1	3	1	286	2	3	100	3	100	259	91	3	100	3	100	261	91	3	100	3	100	258	90	3	100	3	100	265	93	
Economically disadvantaged	98	35	98	35	5003	36	87	89	87	89	4690	94	87	89	87	89	4695	94	87	89	87	89	4691	94	89	91	89	91	4724	95	
Migrant	0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100	

MODE OF PARTICIPATION ³	Critical Reading			Mathematics			Writing			Science														
	School		SAU	State		School		SAU	State		School		SAU	State										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Participation without accommodations	250	89	250	89	11993	85	250	89	250	89	11997	85	250	89	250	89	12004	86	253	90	253	90	12042	86
Identified disability (IEP)	37	15	37	15	721	6	37	15	37	15	722	6	37	15	37	15	724	6	38	15	38	15	802	7
LEP	3	1	3	1	181	2	3	1	3	1	181	2	3	1	3	1	181	2	3	1	3	1	186	2
Participation with accommodations	10	4	10	4	1274	9	10	4	10	4	1273	9	10	4	10	4	1271	9	10	4	10	4	1236	9
Identified disability (IEP)	5	50	5	50	889	70	5	50	5	50	886	70	5	50	5	50	885	70	5	50	5	50	862	70
LEP	0	0	0	0	74	6	0	0	0	0	76	6	0	0	0	0	73	6	0	0	0	0	75	6
Participation through alternate assessment (PAAP)	3	1	3	1	208	1	3	1	3	1	208	1	3	1	3	1	206	1	3	1	3	1	204	1
Identified disability (IEP)	3	100	3	100	208	100	3	100	3	100	208	100	3	100	3	100	206	100	3	100	3	100	204	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
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	21	<1
Non-participation – other	18	6	18	6	537	4	18	6	18	6	534	4	18	6	18	6	531	4	15	5	15	5	534	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 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle 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.

Proficient with Distinction – 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)

	STUDENTS AT EACH ACHIEVEMENT LEVEL					
	School		SAU		State	
	N	%	N	%	N	%
2009–2010	23	7	23	7	1,369	10
2010–2011	17	6	17	6	1,165	9
2011–2012	15	6	15	6	1,156	9
Cum. Average*	55	6	55	6	3,690	9

Proficient– 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)

2009–2010	134	43	134	43	5,248	38
2010–2011	114	40	114	40	5,595	41
2011–2012	77	30	77	30	5,057	38
Cum. Average*	325	38	325	38	15,900	39

Partially Proficient – 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)

2009–2010	101	32	101	32	4,121	30
2010–2011	104	37	104	37	4,010	30
2011–2012	97	37	97	37	3,820	29
Cum. Average*	302	35	302	35	11,951	29

Substantially Below Proficient – 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)

2009–2010	53	17	53	17	3,081	22
2010–2011	48	17	48	17	2,776	20
2011–2012	71	27	71	27	3,234	24
Cum. Average*	172	20	172	20	9,091	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 2012
SAU: RSU 06/MSAD 06
School: Bonny Eagle High School

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
All Students	281	3	18	260	15	6	77	30	97	37	71	27	1139	260	6	30	37	27	1139	13,267	9	38	29	24	1141
Gender																									
Male	163	3	13	147	9	6	41	28	48	33	49	33	1137	147	6	28	33	33	1137	6,734	8	35	28	29	1139
Female	118	0	5	113	6	5	36	32	49	43	22	19	1140	113	5	32	43	19	1140	6,533	9	41	30	20	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						188	5	24	35	36	1136
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						92	7	28	40	25	1138
Asian	1	0	0	1										1						205	11	37	29	23	1142
Black or African American	2	0	0	2										2						327	2	25	20	52	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	18	27	1142
White (non-Hispanic)	271	3	18	250	14	6	76	30	93	37	67	27	1139	250	6	30	37	27	1139	12,352	9	39	29	23	1141
Two or more races	4	0	0	4										4						92	5	38	29	27	1138
LEP Status																									
Currently LEP student	3	0	0	3										3						255	0	4	23	73	1124
Former LEP student - monitoring year 1	1	0	0	1										1						31	3	26	45	26	1135
Former LEP student - monitoring year 2	2	0	0	2										2						42	2	52	36	10	1142
All Other Students	275	3	18	254	15	6	77	30	95	37	67	26	1139	254	6	30	37	26	1139	12,939	9	39	29	23	1141
IEP																									
Students with an IEP	53	3	8	42	1	2	1	2	11	26	29	69	1128	42	2	2	26	69	1128	1,610	1	10	20	68	1127
All Other Students	228	0	10	218	14	6	76	35	86	39	42	19	1140	218	6	35	39	19	1140	11,657	10	42	30	18	1143
SES																									
Economically Disadvantaged Students	98	1	11	86	1	1	24	28	37	43	24	28	1137	86	1	28	43	28	1137	4,565	3	27	32	38	1135
All Other Students	183	2	7	174	14	8	53	30	60	34	47	27	1139	174	8	30	34	27	1139	8,702	12	44	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	281	3	18	260	15	6	77	30	97	37	71	27	1139	260	6	30	37	27	1139	13,261	9	38	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						194	3	11	40	46	1132
All Other Students	281	3	18	260	15	6	77	30	97	37	71	27	1139	260	6	30	37	27	1139	13,073	9	39	29	24	1141
504 Plan																									
Students with a 504 plan	15	0	2	13	2	15	3	23	4	31	4	31	1140	13	15	23	31	31	1140	448	10	35	30	25	1140
All Other Students	266	3	16	247	13	5	74	30	93	38	67	27	1138	247	5	30	38	27	1138	12,819	9	38	29	24	1141



MATHEMATICS RESULTS

Test Date: May 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle 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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – 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)	2009–2010	5	2	5	2	524	4
	2010–2011	8	3	8	3	571	4
	2011–2012	9	3	9	3	592	4
	Cum. Average*	22	3	22	3	1,687	4
Proficient – 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)	2009–2010	128	41	128	41	5,736	42
	2010–2011	108	38	108	38	6,040	45
	2011–2012	88	34	88	34	5,586	42
	Cum. Average*	324	38	324	38	17,362	43
Partially Proficient – 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)	2009–2010	118	38	118	38	4,444	32
	2010–2011	99	35	99	35	3,910	29
	2011–2012	91	35	91	35	3,859	29
	Cum. Average*	308	36	308	36	12,213	30
Substantially Below Proficient – 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)	2009–2010	60	19	60	19	3,103	22
	2010–2011	67	24	67	24	3,015	22
	2011–2012	72	28	72	28	3,233	24
	Cum. Average*	199	23	199	23	9,351	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 2012
SAU: RSU 06/MSAD 06
School: Bonny Eagle High School

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
All Students	281	3	18	260	9	3	88	34	91	35	72	28	1139	260	3	34	35	28	1139	13,270	4	42	29	24	1141
Gender																									
Male	163	3	13	147	8	5	49	33	52	35	38	26	1140	147	5	33	35	26	1140	6,739	6	41	28	25	1142
Female	118	0	5	113	1	1	39	35	39	35	34	30	1138	113	1	35	35	30	1138	6,531	3	43	31	23	1141
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						190	3	28	32	38	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						92	1	32	36	32	1138
Asian	1	0	0	1										1						206	14	41	27	19	1145
Black or African American	2	0	0	2										2						326	1	19	26	54	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	27	0	1146
White (non-Hispanic)	271	3	18	250	9	4	86	34	88	35	67	27	1139	250	4	34	35	27	1139	12,353	4	43	29	23	1142
Two or more races	4	0	0	4										4						92	0	33	38	29	1138
LEP Status																									
Currently LEP student	3	0	0	3										3						257	2	7	24	68	1130
Former LEP student - monitoring year 1	1	0	0	1										1						31	0	23	48	29	1137
Former LEP student - monitoring year 2	2	0	0	2										2						42	2	36	48	14	1141
All Other Students	275	3	18	254	9	4	85	33	91	36	69	27	1139	254	4	33	36	27	1139	12,940	5	43	29	24	1142
IEP																									
Students with an IEP	53	3	8	42	1	2	3	7	12	29	26	62	1131	42	2	7	29	62	1131	1,608	1	8	18	73	1129
All Other Students	228	0	10	218	8	4	85	39	79	36	46	21	1141	218	4	39	36	21	1141	11,662	5	47	31	18	1143
SES																									
Economically Disadvantaged Students	98	1	11	86	0	0	29	34	28	33	29	34	1138	86	0	34	33	34	1138	4,571	1	28	32	38	1136
All Other Students	183	2	7	174	9	5	59	34	63	36	43	25	1140	174	5	34	36	25	1140	8,699	6	50	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	281	3	18	260	9	3	88	34	91	35	72	28	1139	260	3	34	35	28	1139	13,264	4	42	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						195	1	16	37	46	1134
All Other Students	281	3	18	260	9	3	88	34	91	35	72	28	1139	260	3	34	35	28	1139	13,075	5	42	29	24	1141
504 Plan																									
Students with a 504 plan	15	0	2	13	1	8	5	38	2	15	5	38	1140	13	8	38	15	38	1140	451	3	38	31	27	1140
All Other Students	266	3	16	247	8	3	83	34	89	36	67	27	1139	247	3	34	36	27	1139	12,819	5	42	29	24	1141



WRITING RESULTS

Test Date: May 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle 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.

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 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)

Partially 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)

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							
	School		SAU		State		
	N	%	N	%	N	%	
Proficient with Distinction	2009–2010	15	5	15	5	974	7
	2010–2011	11	4	11	4	865	6
	2011–2012	14	5	14	5	871	7
	Cum. Average*	40	5	40	5	2,710	7
Proficient	2009–2010	134	43	134	43	5,463	40
	2010–2011	109	39	109	39	5,255	39
	2011–2012	88	34	88	34	5,274	40
	Cum. Average*	331	39	331	39	15,992	39
Partially Proficient	2009–2010	116	37	116	37	4,385	32
	2010–2011	109	39	109	39	4,419	33
	2011–2012	104	40	104	40	4,330	33
	Cum. Average*	329	39	329	39	13,134	32
Substantially Below Proficient	2009–2010	46	15	46	15	2,997	22
	2010–2011	54	19	54	19	3,017	22
	2011–2012	54	21	54	21	2,800	21
	Cum. Average*	154	18	154	18	8,814	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 2012
SAU: RSU 06/MSAD 06
School: Bonny Eagle High School

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
All Students	281	3	18	260	14	5	88	34	104	40	54	21	1139	260	5	34	40	21	1139	13,275	7	40	33	21	1140
Gender																									
Male	163	3	13	147	4	3	47	32	58	39	38	26	1137	147	3	32	39	26	1137	6,742	5	35	33	27	1138
Female	118	0	5	113	10	9	41	36	46	41	16	14	1141	113	9	36	41	14	1141	6,533	8	45	33	15	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						189	1	33	34	32	1135
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						92	3	36	38	23	1137
Asian	1	0	0	1										1						205	12	35	36	17	1142
Black or African American	2	0	0	2										2						326	1	26	31	42	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	27	18	1141
White (non-Hispanic)	271	3	18	250	13	5	86	34	98	39	53	21	1139	250	5	34	39	21	1139	12,360	7	40	33	20	1140
Two or more races	4	0	0	4										4						92	1	40	32	27	1137
LEP Status																									
Currently LEP student	3	0	0	3										3						254	<1	4	36	59	1126
Former LEP student - monitoring year 1	1	0	0	1										1						31	3	16	58	23	1135
Former LEP student - monitoring year 2	2	0	0	2										2						42	2	38	50	10	1141
All Other Students	275	3	18	254	14	6	87	34	101	40	52	20	1139	254	6	34	40	20	1139	12,948	7	40	32	20	1140
IEP																									
Students with an IEP	53	3	8	42	1	2	2	5	15	36	24	57	1128	42	2	5	36	57	1128	1,609	1	6	26	67	1125
All Other Students	228	0	10	218	13	6	86	39	89	41	30	14	1141	218	6	39	41	14	1141	11,666	7	44	34	15	1142
SES																									
Economically Disadvantaged Students	98	1	11	86	2	2	26	30	42	49	16	19	1137	86	2	30	49	19	1137	4,568	2	27	37	34	1134
All Other Students	183	2	7	174	12	7	62	36	62	36	38	22	1140	174	7	36	36	22	1140	8,707	9	47	30	14	1143
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	281	3	18	260	14	5	88	34	104	40	54	21	1139	260	5	34	40	21	1139	13,269	7	40	33	21	1140
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						196	2	14	40	45	1131
All Other Students	281	3	18	260	14	5	88	34	104	40	54	21	1139	260	5	34	40	21	1139	13,079	7	40	33	21	1140
504 Plan																									
Students with a 504 plan	15	0	2	13	1	8	3	23	6	46	3	23	1139	13	8	23	46	23	1139	450	5	36	34	25	1138
All Other Students	266	3	16	247	13	5	85	34	98	40	51	21	1139	247	5	34	40	21	1139	12,825	7	40	33	21	1140



SCIENCE RESULTS

Test Date: May 2012
 SAU: RSU 06/MSAD 06
 School: Bonny Eagle 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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – 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)	2009–2010	6	2	6	2	607	4
	2010–2011	4	1	4	1	644	5
	2011–2012	4	2	4	2	650	5
	Cum. Average*	14	2	14	2	1,901	5
Proficient – 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)	2009–2010	116	36	116	36	5,120	37
	2010–2011	115	41	115	41	5,312	39
	2011–2012	90	34	90	34	5,245	40
	Cum. Average*	321	37	321	37	15,677	38
Partially Proficient – 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)	2009–2010	95	30	95	30	3,857	27
	2010–2011	79	28	79	28	3,580	26
	2011–2012	84	32	84	32	3,413	26
	Cum. Average*	258	30	258	30	10,850	27
Substantially Below Proficient – 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)	2009–2010	101	32	101	32	4,443	32
	2010–2011	85	30	85	30	4,038	30
	2011–2012	85	32	85	32	3,970	30
	Cum. Average*	271	31	271	31	12,451	30

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	21.0	37.5	21.0	37.5	23.0	41.1
D. The Physical Setting	34	61	13.4	39.4	13.4	39.4	14.8	43.5
D1/D2 Space/Earth	12	21	4.8	40.0	4.8	40.0	5.3	44.2
D3/D4 Matter and Energy/Force and Motion	22	39	8.6	39.1	8.6	39.1	9.5	43.2
E. The Living Environment	22	39	7.6	34.5	7.6	34.5	8.2	37.3

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

* 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.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012
SAU: RSU 06/MSAD 06
School: Bonny Eagle High School

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
All Students	281	3	15	263	4	2	90	34	84	32	85	32	1139	263	2	34	32	32	1139	13,278	5	40	26	30	1141
Gender																									
Male	163	3	11	149	4	3	54	36	46	31	45	30	1140	149	3	36	31	30	1140	6,770	7	42	24	27	1143
Female	118	0	4	114	0	0	36	32	38	33	40	35	1138	114	0	32	33	35	1138	6,508	3	37	28	32	1140
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						188	2	30	26	43	1138
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						95	2	34	25	39	1139
Asian	1	0	0	1										1						205	8	37	23	32	1142
Black or African American	2	0	0	2										2						331	1	19	18	62	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	31	15	1143
White (non-Hispanic)	271	3	15	253	4	2	89	35	80	32	80	32	1140	253	2	35	32	32	1140	12,355	5	40	26	29	1142
Two or more races	4	0	0	4										4						91	1	36	30	33	1139
LEP Status																									
Currently LEP student	3	0	0	3										3						261	0	4	15	81	1129
Former LEP student - monitoring year 1	1	0	0	1										1						29	0	24	28	48	1137
Former LEP student - monitoring year 2	2	0	0	2										2						41	2	37	34	27	1140
All Other Students	275	3	15	257	4	2	89	35	82	32	82	32	1140	257	2	35	32	32	1140	12,947	5	40	26	29	1142
IEP																									
Students with an IEP	53	3	7	43	1	2	5	12	13	30	24	56	1135	43	2	12	30	56	1135	1,664	1	12	18	69	1132
All Other Students	228	0	8	220	3	1	85	39	71	32	61	28	1140	220	1	39	32	28	1140	11,614	5	43	27	24	1143
SES																									
Economically Disadvantaged Students	98	1	9	88	0	0	25	28	27	31	36	41	1137	88	0	28	31	41	1137	4,603	2	28	27	44	1137
All Other Students	183	2	6	175	4	2	65	37	57	33	49	28	1140	175	2	37	33	28	1140	8,675	7	46	25	22	1144
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	281	3	15	263	4	2	90	34	84	32	85	32	1139	263	2	34	32	32	1139	13,271	5	40	26	30	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										0						203	<1	19	29	51	1135
All Other Students	281	3	15	263	4	2	90	34	84	32	85	32	1139	263	2	34	32	32	1139	13,075	5	40	26	30	1142
504 Plan																									
Students with a 504 plan	15	0	1	14	0	0	4	29	7	50	3	21	1140	14	0	29	50	21	1140	446	4	38	28	30	1141
All Other Students	266	3	14	249	4	2	86	35	77	31	82	33	1139	249	2	35	31	33	1139	12,832	5	40	26	30	1141

SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2012
SAU: RSU 06/MSAD 06
School: Bonny Eagle High School

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
	%	N	%	N	%	N	%	N	%	N		%	%	%	%	%	%	%	%	%	%	
How often do you make observations and collect data in science class?																						
A. a few times a week	59	2	1	64	42	56	37	31	20	1141	59	1	42	37	20	1141	41	4	40	27	28	1142
B. a few times a month	27	2	3	20	29	20	29	28	40	1139	27	3	29	29	40	1139	39	6	45	25	23	1143
C. once a month	6	0	0	4	27	3	20	8	53	1136	6	0	27	20	53	1136	11	4	33	25	37	1140
D. never or almost never	8	0	0	2	10	4	20	14	70	1132	8	0	10	20	70	1132	9	2	21	24	54	1135
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	23	1	2	31	53	16	27	11	19	1144	23	2	53	27	19	1144	24	12	53	20	16	1147
B. agree	48	3	2	38	30	44	35	40	32	1139	48	2	30	35	32	1139	49	4	40	27	29	1141
C. disagree	22	0	0	18	32	21	38	17	30	1138	22	0	32	38	30	1138	21	1	29	29	41	1138
D. strongly disagree	8	0	0	3	15	3	15	14	70	1134	8	0	15	15	70	1134	6	1	19	23	57	1135
What best describes your ninth grade science class?																						
A. earth/space science	88	2	1	81	36	79	35	63	28	1140	88	1	36	35	28	1140	45	4	38	27	31	1141
B. physical science	5	1	8	2	15	1	8	9	69	1136	5	8	15	8	69	1136	24	5	40	26	29	1142
C. engineering and physical science	2										2						3	4	34	25	37	1139
D. mixture of physical science and life science	5	1	7	6	43	2	14	5	36	1140	5	7	43	14	36	1140	22	7	42	25	26	1143
E. physics	0										0						6	6	43	25	26	1143
Do you think you would like to have a job that is related to SCIENCE?																						
A. No, this type of job is too hard.	7	0	0	5	28	3	17	10	56	1136	7	0	28	17	56	1136	5	<1	11	21	67	1132
B. No, I'm not interested.	40	0	0	28	27	35	34	40	39	1137	40	0	27	34	39	1137	42	2	32	29	37	1139
C. I might be interested if I knew more about this type of job.	23	0	0	19	32	19	32	21	36	1139	23	0	32	32	36	1139	19	3	40	29	28	1141
D. Yes, I have some interest.	15	4	11	16	42	11	29	7	18	1144	15	11	42	29	18	1144	19	8	51	23	18	1145
E. Yes, I'm very interested.	16	0	0	22	52	15	36	5	12	1144	16	0	52	36	12	1144	15	14	56	18	12	1149
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	16	4	10	27	66	6	15	4	10	1149	16	10	66	15	10	1149	13	22	55	11	12	1152
B. good	43	0	0	47	42	41	37	23	21	1141	43	0	42	37	21	1141	45	4	52	26	19	1144
C. fair	34	0	0	14	16	31	35	43	49	1136	34	0	16	35	49	1136	36	<1	24	32	44	1137
D. poor	8	0	0	2	10	6	29	13	62	1132	8	0	10	29	62	1132	6	<1	11	22	66	1132
How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	1	2	25	49	15	29	10	20	1143	20	2	49	29	20	1143	19	11	53	20	15	1147
B. They match some of what I have learned.	52	2	1	56	41	44	32	35	26	1141	52	1	41	32	26	1141	57	4	43	27	26	1142
C. They match just a little of what I have learned.	23	1	2	6	10	23	38	30	50	1135	23	2	10	38	50	1135	21	1	22	30	47	1136
D. There is no match.	5	0	0	3	23	2	15	8	62	1134	5	0	23	15	62	1134	3	1	10	15	74	1132
Do you think you would like to have a job that is related to MATH?																						
A. No, this type of job is too hard.	10	0	0	5	19	4	15	17	65	1135	10	0	19	15	65	1135	7	1	24	26	48	1136
B. No, I'm not interested.	36	0	0	31	33	32	34	31	33	1139	36	0	33	34	33	1139	39	3	36	28	33	1140
C. I might be interested if I knew more about this type of job.	20	0	0	16	30	22	42	15	28	1138	20	0	30	42	28	1138	21	3	40	26	30	1141
D. Yes, I have some interest.	21	3	5	22	40	17	31	13	24	1143	21	5	40	31	24	1143	23	8	44	24	23	1144
E. Yes, I'm very interested.	12	1	3	16	50	8	25	7	22	1143	12	3	50	25	22	1143	10	12	52	19	17	1147