

August 2014



2013-2014 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,

James E. Rier, Jr.  
Commissioner of Education



# High School Report

Test Date: May 2014

Code: 1289-1842

SAU: Deer Isle-Stonington CSD

School: Deer Isle-Stonington High Sch

## 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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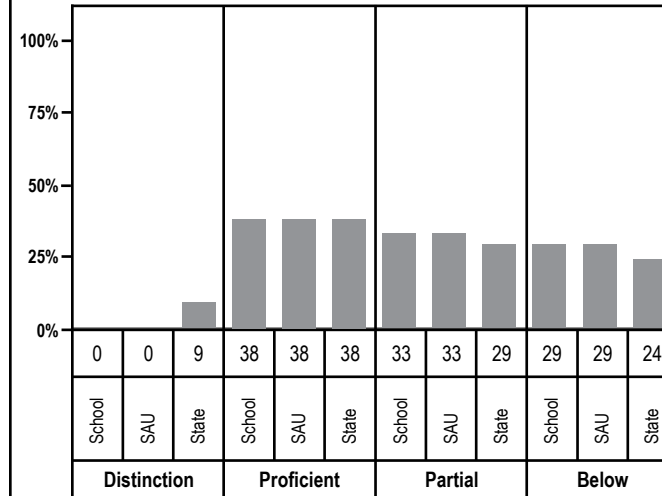
# SUMMARY OF SCORES

Test Date: May 2014  
SAU: Deer Isle-Stonington CSD  
School: Deer Isle-Stonington High Sch

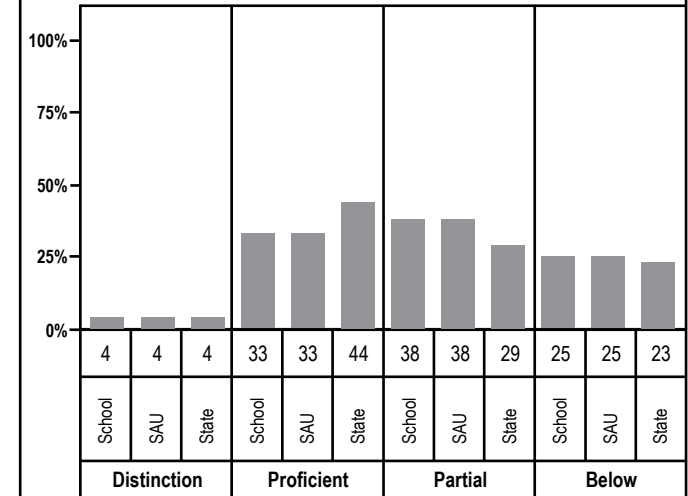
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2011–2012	1138	1138	1141
2012–2013	1138	1138	1141
<b>2013–2014</b>	<b>1136</b>	<b>1136</b>	<b>1141</b>
Cum. Average*	1138	1138	1141
<b>Mathematics</b>			
2011–2012	1141	1141	1141
2012–2013	1143	1143	1142
<b>2013–2014</b>	<b>1140</b>	<b>1140</b>	<b>1142</b>
Cum. Average*	1141	1141	1142
<b>Writing</b>			
2011–2012	1138	1138	1140
2012–2013	1137	1137	1140
<b>2013–2014</b>	<b>1134</b>	<b>1134</b>	<b>1140</b>
Cum. Average*	1137	1137	1140
<b>Science</b>			
2011–2012	1138	1138	1141
2012–2013	1136	1136	1140
<b>2013–2014</b>	<b>1138</b>	<b>1138</b>	<b>1141</b>
Cum. Average*	1137	1137	1141

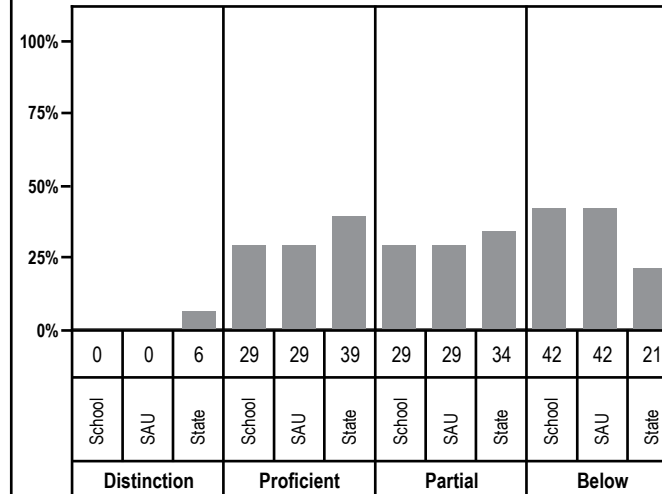
### CRITICAL READING



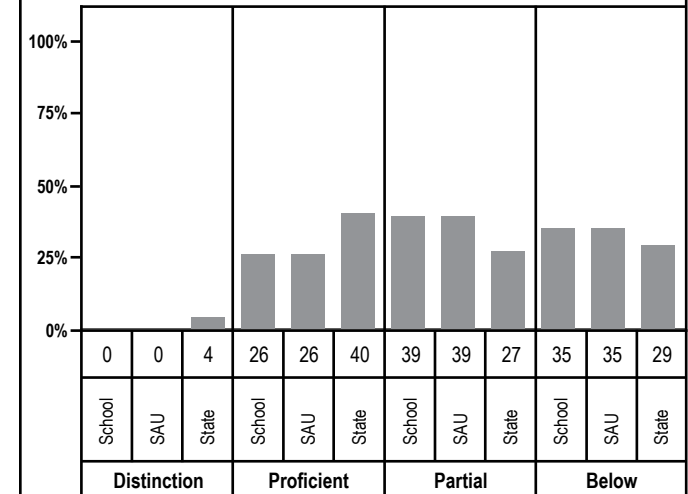
### MATHEMATICS



### 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 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

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>	24	100	24	100	13574	100	24	100	24	100	13031	96	24	100	24	100	13039	96	24	100	24	100	13009	96	23	96	23	96	12952	95	
<b>Ethnicity</b> Hispanic or Latino	0	0	0	0	192	1	0	0	0	0	187	97	0	0	0	0	189	98	0	0	0	0	184	97	0	0	0	0	188	98	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	103	1	0	0	0	0	93	90	0	0	0	0	93	90	0	0	0	0	95	92	0	0	0	0	95	93
	Asian	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	176	99	0	0	0	0	172	99	0	0	0	0	167	94
	Black or African American	0	0	0	0	442	3	0	0	0	0	423	96	0	0	0	0	426	97	0	0	0	0	401	96	0	0	0	0	416	94
	Native Hawaiian or Pacific Islander	0	0	0	0	14	<1	0	0	0	0	14	100	0	0	0	0	14	100	0	0	0	0	14	100	0	0	0	0	14	100
	White	24	100	24	100	12512	92	24	100	24	100	12011	96	24	100	24	100	12014	96	24	100	24	100	12017	96	23	96	23	96	11945	96
Two or more races	0	0	0	0	133	1	0	0	0	0	127	96	0	0	0	0	127	96	0	0	0	0	126	96	0	0	0	0	127	95	
<b>Identified disability</b>	7	29	7	29	2051	15	7	100	7	100	1852	91	7	100	7	100	1853	91	7	100	7	100	1859	91	6	86	6	86	1870	91	
<b>Current LEP</b>	0	0	0	0	285	2	0	0	0	0	270	95	0	0	0	0	271	95	0	0	0	0	232	94	0	0	0	0	258	91	
<b>Economically disadvantaged</b>	12	50	12	50	4999	37	12	100	12	100	4688	94	12	100	12	100	4699	94	12	100	12	100	4675	94	11	92	11	92	4683	94	
<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	4	100	0	0	0	0	2	50	

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	%								
<b>Participation without accommodations</b>	18	75	18	75	11522	85	18	75	18	75	11514	85	18	75	18	75	11504	85	18	75	18	75	11512	85
Identified disability (IEP)	2	11	2	11	765	7	2	11	2	11	761	7	2	11	2	11	765	7	2	11	2	11	821	7
LEP	0	0	0	0	188	2	0	0	0	0	188	2	0	0	0	0	169	1	0	0	0	0	183	2
<b>Participation with accommodations</b>	6	25	6	25	1299	10	6	25	6	25	1331	10	6	25	6	25	1313	10	5	21	5	21	1249	9
Identified disability (IEP)	5	83	5	83	892	69	5	83	5	83	898	67	5	83	5	83	902	69	4	80	4	80	858	69
LEP	0	0	0	0	56	4	0	0	0	0	72	5	0	0	0	0	52	4	0	0	0	0	64	5
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	195	1	0	0	0	0	194	1	0	0	0	0	192	1	0	0	0	0	191	1
Identified disability (IEP)	0	0	0	0	195	100	0	0	0	0	194	100	0	0	0	0	192	100	0	0	0	0	191	100
LEP	0	0	0	0	11	6	0	0	0	0	11	6	0	0	0	0	11	6	0	0	0	0	11	6
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	15	<1																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	20	<1	0	0	0	0	20	<1	0	0	0	0	58	<1	0	0	0	0	10	<1
<b>Non-participation – other</b>	0	0	0	0	523	4	0	0	0	0	515	4	0	0	0	0	507	4	1	4	1	4	612	5

<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 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

**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	%
2011–2012	2	5	2	5	1,156	9
2012–2013	1	3	1	3	1,096	9
<b>2013–2014</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,163</b>	<b>9</b>
Cum. Average*	3	3	3	3	3,415	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)

2011–2012	14	37	14	37	5,057	38
2012–2013	12	34	12	34	5,159	40
<b>2013–2014</b>	<b>9</b>	<b>38</b>	<b>9</b>	<b>38</b>	<b>4,935</b>	<b>38</b>
Cum. Average*	35	36	35	36	15,151	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)

2011–2012	10	26	10	26	3,820	29
2012–2013	14	40	14	40	3,768	29
<b>2013–2014</b>	<b>8</b>	<b>33</b>	<b>8</b>	<b>33</b>	<b>3,693</b>	<b>29</b>
Cum. Average*	32	33	32	33	11,281	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)

2011–2012	12	32	12	32	3,234	24
2012–2013	8	23	8	23	2,840	22
<b>2013–2014</b>	<b>7</b>	<b>29</b>	<b>7</b>	<b>29</b>	<b>3,030</b>	<b>24</b>
Cum. Average*	27	28	27	28	9,104	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.

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2014  
SAU: Deer Isle-Stonington CSD  
School: Deer Isle-Stonington High Sch

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>	24	0	0	24	0	0	9	38	8	33	7	29	1136	24	0	38	33	29	1136	12,821	9	38	29	24	1141
<b>Gender</b>																									
Male	16	0	0	16	0	0	5	31	4	25	7	44	1134	16	0	31	25	44	1134	6,592	10	35	28	27	1140
Female	8	0	0	8										8						6,229	8	42	30	20	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						183	7	37	30	26	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						90	2	30	34	33	1136
Asian	0	0	0	0										0						173	14	32	29	24	1142
Black or African American	0	0	0	0										0						403	2	23	28	47	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	14	43	29	14	1144
White (non-Hispanic)	24	0	0	24	0	0	9	38	8	33	7	29	1136	24	0	38	33	29	1136	11,832	9	39	29	23	1141
Two or more races	0	0	0	0										0						126	10	39	25	26	1141
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						244	0	5	17	78	1123
Former LEP student - monitoring year 1	0	0	0	0										0						35	0	6	54	40	1132
Former LEP student - monitoring year 2	0	0	0	0										0						61	0	30	49	21	1136
All Other Students	24	0	0	24	0	0	9	38	8	33	7	29	1136	24	0	38	33	29	1136	12,481	9	39	29	23	1141
<b>IEP</b>																									
Students with an IEP	7	0	0	7										7						1,657	2	11	21	67	1127
All Other Students	17	0	0	17	0	0	9	53	5	29	3	18	1139	17	0	53	29	18	1139	11,164	10	43	30	17	1143
<b>SES</b>																									
Economically Disadvantaged Students	12	0	0	12	0	0	3	25	6	50	3	25	1134	12	0	25	50	25	1134	4,574	3	28	32	36	1135
All Other Students	12	0	0	12	0	0	6	50	2	17	4	33	1138	12	0	50	17	33	1138	8,247	12	44	27	17	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	24	0	0	24	0	0	9	38	8	33	7	29	1136	24	0	38	33	29	1136	12,817	9	39	29	24	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						231	<1	15	39	46	1131
All Other Students	23	0	0	23	0	0	9	39	7	30	7	30	1136	23	0	39	30	30	1136	12,590	9	39	29	23	1141
<b>504 Plan</b>																									
Students with a 504 plan	0	0	0	0										0						598	10	36	31	23	1141
All Other Students	24	0	0	24	0	0	9	38	8	33	7	29	1136	24	0	38	33	29	1136	12,223	9	39	29	24	1141



# MATHEMATICS RESULTS

Test Date: May 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

**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	%
<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)	2011–2012	3	8	3	8	592	4
	2012–2013	2	6	2	6	599	5
	<b>2013–2014</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>576</b>	<b>4</b>
	Cum. Average*	6	6	6	6	1,767	5
<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)	2011–2012	13	34	13	34	5,586	42
	2012–2013	15	43	15	43	5,544	43
	<b>2013–2014</b>	<b>8</b>	<b>33</b>	<b>8</b>	<b>33</b>	<b>5,649</b>	<b>44</b>
	Cum. Average*	36	37	36	37	16,779	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)	2011–2012	9	24	9	24	3,859	29
	2012–2013	9	26	9	26	3,692	29
	<b>2013–2014</b>	<b>9</b>	<b>38</b>	<b>9</b>	<b>38</b>	<b>3,710</b>	<b>29</b>
	Cum. Average*	27	28	27	28	11,261	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)	2011–2012	13	34	13	34	3,233	24
	2012–2013	9	26	9	26	3,037	24
	<b>2013–2014</b>	<b>6</b>	<b>25</b>	<b>6</b>	<b>25</b>	<b>2,910</b>	<b>23</b>
	Cum. Average*	28	29	28	29	9,180	24

\* 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 2014  
SAU: Deer Isle-Stonington CSD  
School: Deer Isle-Stonington High Sch

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>	24	0	0	24	1	4	8	33	9	38	6	25	1140	24	4	33	38	25	1140	12,845	4	44	29	23	1142
<b>Gender</b>																									
Male	16	0	0	16	0	0	6	38	6	38	4	25	1138	16	0	38	38	25	1138	6,609	6	44	27	23	1142
Female	8	0	0	8										8						6,236	3	44	30	22	1141
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						186	2	39	26	33	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						90	0	29	37	34	1137
Asian	0	0	0	0										0						174	14	50	21	15	1147
Black or African American	0	0	0	0										0						415	<1	21	31	47	1134
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	7	57	21	14	1145
White (non-Hispanic)	24	0	0	24	1	4	8	33	9	38	6	25	1140	24	4	33	38	25	1140	11,840	5	45	29	22	1142
Two or more races	0	0	0	0										0						126	4	38	33	25	1141
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						260	1	12	23	64	1131
Former LEP student - monitoring year 1	0	0	0	0										0						35	3	17	51	29	1137
Former LEP student - monitoring year 2	0	0	0	0										0						61	0	34	43	23	1139
All Other Students	24	0	0	24	1	4	8	33	9	38	6	25	1140	24	4	33	38	25	1140	12,489	5	45	29	22	1142
<b>IEP</b>																									
Students with an IEP	7	0	0	7										7						1,659	<1	11	20	69	1130
All Other Students	17	0	0	17	1	6	6	35	8	47	2	12	1142	17	6	35	47	12	1142	11,186	5	49	30	16	1144
<b>SES</b>																									
Economically Disadvantaged Students	12	0	0	12	0	0	6	50	4	33	2	17	1141	12	0	50	33	17	1141	4,595	1	31	33	35	1137
All Other Students	12	0	0	12	1	8	2	17	5	42	4	33	1138	12	8	17	42	33	1138	8,250	7	51	26	16	1145
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	24	0	0	24	1	4	8	33	9	38	6	25	1140	24	4	33	38	25	1140	12,841	4	44	29	23	1142
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						231	<1	17	43	39	1135
All Other Students	23	0	0	23	1	4	8	35	9	39	5	22	1140	23	4	35	39	22	1140	12,614	5	44	29	22	1142
<b>504 Plan</b>																									
Students with a 504 plan	0	0	0	0										0						598	3	41	33	23	1141
All Other Students	24	0	0	24	1	4	8	33	9	38	6	25	1140	24	4	33	38	25	1140	12,247	5	44	29	23	1142



# WRITING RESULTS

Test Date: May 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

**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							
	School		SAU		State		
	N	%	N	%	N	%	
<b>Proficient with Distinction</b>	2011–2012	1	3	1	3	871	7
	2012–2013	0	0	0	0	845	7
	<b>2013–2014</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>786</b>	<b>6</b>
	Cum. Average*	1	1	1	1	2,502	6
<b>Proficient</b>	2011–2012	16	42	16	42	5,274	40
	2012–2013	11	31	11	31	4,733	37
	<b>2013–2014</b>	<b>7</b>	<b>29</b>	<b>7</b>	<b>29</b>	<b>5,002</b>	<b>39</b>
	Cum. Average*	34	35	34	35	15,009	39
<b>Partially Proficient</b>	2011–2012	11	29	11	29	4,330	33
	2012–2013	15	43	15	43	4,369	34
	<b>2013–2014</b>	<b>7</b>	<b>29</b>	<b>7</b>	<b>29</b>	<b>4,313</b>	<b>34</b>
	Cum. Average*	33	34	33	34	13,012	33
<b>Substantially Below Proficient</b>	2011–2012	10	26	10	26	2,800	21
	2012–2013	9	26	9	26	2,926	23
	<b>2013–2014</b>	<b>10</b>	<b>42</b>	<b>10</b>	<b>42</b>	<b>2,716</b>	<b>21</b>
	Cum. Average*	29	30	29	30	8,442	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 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

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	%
<b>All Students</b>	24	0	0	24	0	0	7	29	7	29	10	42	1134	24	0	29	29	42	1134	12,817	6	39	34	21	1140
<b>Gender</b>																									
Male	16	0	0	16	0	0	4	25	5	31	7	44	1132	16	0	25	31	44	1132	6,593	5	34	34	26	1138
Female	8	0	0	8										8						6,224	7	44	33	16	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						181	4	31	36	28	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	3	16	46	35	1134
Asian	0	0	0	0										0						170	14	37	29	20	1143
Black or African American	0	0	0	0										0						390	2	20	41	38	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	7	36	29	29	1140
White (non-Hispanic)	24	0	0	24	0	0	7	29	7	29	10	42	1134	24	0	29	29	42	1134	11,845	6	40	33	20	1140
Two or more races	0	0	0	0										0						125	3	32	38	27	1138
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						221	0	3	34	63	1126
Former LEP student - monitoring year 1	0	0	0	0										0						35	0	11	60	29	1133
Former LEP student - monitoring year 2	0	0	0	0										0						61	0	25	54	21	1136
All Other Students	24	0	0	24	0	0	7	29	7	29	10	42	1134	24	0	29	29	42	1134	12,500	6	40	33	20	1140
<b>IEP</b>																									
Students with an IEP	7	0	0	7										7						1,667	<1	8	24	67	1126
All Other Students	17	0	0	17	0	0	7	41	7	41	3	18	1138	17	0	41	41	18	1138	11,150	7	44	35	14	1142
<b>SES</b>																									
Economically Disadvantaged Students	12	0	0	12	0	0	3	25	3	25	6	50	1133	12	0	25	25	50	1133	4,572	1	27	39	33	1134
All Other Students	12	0	0	12	0	0	4	33	4	33	4	33	1135	12	0	33	33	33	1135	8,245	9	46	31	14	1143
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						4					
All Other Students	24	0	0	24	0	0	7	29	7	29	10	42	1134	24	0	29	29	42	1134	12,813	6	39	34	21	1140
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						231	0	13	49	37	1132
All Other Students	23	0	0	23	0	0	7	30	7	30	9	39	1134	23	0	30	30	39	1134	12,586	6	39	33	21	1140
<b>504 Plan</b>																									
Students with a 504 plan	0	0	0	0										0						599	4	38	36	22	1139
All Other Students	24	0	0	24	0	0	7	29	7	29	10	42	1134	24	0	29	29	42	1134	12,218	6	39	34	21	1140



# SCIENCE RESULTS

Test Date: May 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

**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	%
<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)	2011–2012	0	0	0	0	650	5
	2012–2013	1	3	1	3	470	4
	<b>2013–2014</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>494</b>	<b>4</b>
	Cum. Average*	1	1	1	1	1,614	4
<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)	2011–2012	13	34	13	34	5,245	40
	2012–2013	7	20	7	20	4,782	37
	<b>2013–2014</b>	<b>6</b>	<b>26</b>	<b>6</b>	<b>26</b>	<b>5,090</b>	<b>40</b>
	Cum. Average*	26	27	26	27	15,117	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)	2011–2012	12	32	12	32	3,413	26
	2012–2013	8	23	8	23	3,446	27
	<b>2013–2014</b>	<b>9</b>	<b>39</b>	<b>9</b>	<b>39</b>	<b>3,484</b>	<b>27</b>
	Cum. Average*	29	30	29	30	10,343	27
<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)	2011–2012	13	34	13	34	3,970	30
	2012–2013	19	54	19	54	4,105	32
	<b>2013–2014</b>	<b>8</b>	<b>35</b>	<b>8</b>	<b>35</b>	<b>3,693</b>	<b>29</b>
	Cum. Average*	40	42	40	42	11,768	30

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>	19.3	34.5	19.3	34.5	22.8	40.7
<b>D. The Physical Setting</b>	<b>34</b>	<b>61</b>	10.1	29.7	10.1	29.7	12.9	37.9
<b>D1/D2 Space/Earth</b>	<b>12</b>	<b>21</b>	3.0	25.0	3.0	25.0	4.6	38.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	<b>22</b>	<b>39</b>	7.1	32.3	7.1	32.3	8.2	37.3
<b>E. The Living Environment</b>	<b>22</b>	<b>39</b>	9.2	41.8	9.2	41.8	9.9	45.0

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 2014  
 SAU: Deer Isle-Stonington CSD  
 School: Deer Isle-Stonington High Sch

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>	24	0	1	23	0	0	6	26	9	39	8	35	1138	23	0	26	39	35	1138	12,761	4	40	27	29	1141
<b>Gender</b>																									
Male	16	0	1	15	0	0	4	27	6	40	5	33	1139	15	0	27	40	33	1139	6,594	5	41	25	28	1142
Female	8	0	0	8										8						6,167	2	38	30	30	1140
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						185	1	35	31	33	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	1	26	33	40	1138
Asian	0	0	0	0										0						165	7	47	24	22	1144
Black or African American	0	0	0	0										0						405	1	15	27	57	1134
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	0	50	21	29	1141
White (non-Hispanic)	24	0	1	23	0	0	6	26	9	39	8	35	1138	23	0	26	39	35	1138	11,774	4	41	27	28	1141
Two or more races	0	0	0	0										0						126	3	42	28	27	1141
<b>LEP Status</b>																									
Currently LEP student	0	0	0	0										0						247	0	4	18	78	1130
Former LEP student - monitoring year 1	0	0	0	0										0						35	0	17	26	57	1135
Former LEP student - monitoring year 2	0	0	0	0										0						59	0	20	47	32	1138
All Other Students	24	0	1	23	0	0	6	26	9	39	8	35	1138	23	0	26	39	35	1138	12,420	4	41	27	28	1141
<b>IEP</b>																									
Students with an IEP	7	0	1	6										6						1,679	1	12	19	69	1132
All Other Students	17	0	0	17	0	0	5	29	6	35	6	35	1139	17	0	29	35	35	1139	11,082	4	44	29	23	1142
<b>SES</b>																									
Economically Disadvantaged Students	12	0	1	11	0	0	3	27	4	36	4	36	1138	11	0	27	36	36	1138	4,581	1	28	29	42	1137
All Other Students	12	0	0	12	0	0	3	25	5	42	4	33	1138	12	0	25	42	33	1138	8,180	6	47	26	22	1143
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						2					
All Other Students	24	0	1	23	0	0	6	26	9	39	8	35	1138	23	0	26	39	35	1138	12,759	4	40	27	29	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	1	0	0	1										1						227	<1	15	36	49	1135
All Other Students	23	0	1	22	0	0	6	27	8	36	8	36	1138	22	0	27	36	36	1138	12,534	4	40	27	29	1141
<b>504 Plan</b>																									
Students with a 504 plan	0	0	0	0										0						590	2	42	27	29	1141
All Other Students	24	0	1	23	0	0	6	26	9	39	8	35	1138	23	0	26	39	35	1138	12,171	4	40	27	29	1141

# SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2014  
SAU: Deer Isle-Stonington CSD  
School: Deer Isle-Stonington High Sch

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	18									1138	18					1138	39	4	41	28	27	1141
B. a few times a month	50	0	0	3	27	4	36	4	36	50	0	27	36	36	40	5	46	27	23	1143		
C. once a month	14									14					12	4	36	28	33	1140		
D. never or almost never	18									18					10	1	21	27	51	1135		
<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	36									1137	36					1137	23	11	54	21	14	1147
B. agree	50	0	0	1	9	5	45	5	45	50	0	9	45	45	48	3	42	28	27	1141		
C. disagree	14									14					22	1	30	32	38	1138		
D. strongly disagree	0									0					7	1	17	27	55	1134		
<b>What best describes your ninth grade science class?</b>																						
A. earth/space science	14									1139	14					1139	45	3	39	28	30	1141
B. physical science	64	0	0	5	36	5	36	4	29	64	0	36	36	29	23	3	39	30	29	1141		
C. engineering and physical science	5									5					3	3	35	25	36	1139		
D. mixture of physical science and life science	18									18					23	5	45	26	25	1142		
E. physics	0									0					6	8	43	22	27	1143		
<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.	9										9						6	<1	12	27	61	1133
B. No, I'm not interested.	41									41						41	1	33	30	35	1139	
C. I might be interested if I knew more about this type of job.	9									9						19	2	40	30	28	1141	
D. Yes, I have some interest.	23									23						18	5	52	25	18	1144	
E. Yes, I'm very interested.	18									18						15	13	57	20	11	1148	
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	9										9						11	20	59	10	11	1152
B. good	36									36						43	3	53	27	17	1144	
C. fair	36									36						38	<1	27	33	40	1137	
D. poor	18									18						8	<1	11	28	61	1133	
<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.	5										5						11	11	53	20	15	1147
B. They match some of what I have learned.	32									32						55	4	47	27	22	1143	
C. They match just a little of what I have learned.	50	0	0	2	18	4	36	5	45	50	0	18	36	45	29	1	27	33	39	1137		
D. There is no match.	14									14						5	<1	10	20	70	1132	
<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.	14										14						8	1	23	29	47	1136
B. No, I'm not interested.	32									32						39	2	37	29	31	1140	
C. I might be interested if I knew more about this type of job.	27									27						22	3	40	29	28	1141	
D. Yes, I have some interest.	14									14						21	6	47	26	21	1144	
E. Yes, I'm very interested.	14									14						10	11	53	18	18	1147	