

Letter from the Superintendent

January 2010

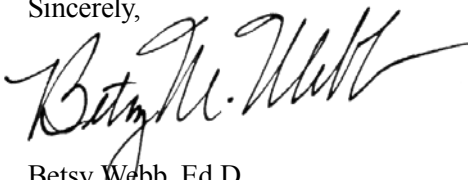
Dear Bangor Residents:

Each year, in compliance with No Child Left Behind, school districts are required to issue a report card that details the achievement of the students in that district. District report cards are recognized as critical tools for promoting accountability by publicizing data about student performance. This data is an important resource in the school and district improvement process by enabling educators to make better decisions about teaching and learning. In addition, the data can help parents and other community members work more effectively with educators and become involved in the local school system.

The following data comprises the Bangor School Department Report Card for the 2008-2009 school year. Academic years are designated in each graph and chart. In addition to MEA (Maine Educational Assessment) data and MHSA (Maine High School Assessment) data we provide data from the TerraNova Assessment which was administered in April 2009.

If you have questions about the data presented in this report please contact your local school, your child's teacher or principal, or Donna Wolfrom, the Assistant Superintendent at 992-4167. Thank you for your continued support of the Bangor School Department. We value the partnership between the schools and the community. By working together we can provide an excellent academic experience for all of our students.

Sincerely,



Betsy Webb, Ed.D.
Superintendent of Schools



Bangor High School AP Scholars

BY PAUL BOUCHARD

In 2009, Forty-seven students from Bangor High School earned the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Exams.

The College Board's Advanced Placement Program (AP) provides motivated and academically prepared students with the opportunity to take rigorous college-level courses while still in high school, and to earn college credit, advanced placement, or both for successful performance on AP Exams. About 18% of the 1.7 million students worldwide who took AP Exams performed at a sufficiently high level to also earn an AP Scholar Award. The average AP grade for AP Scholars at Bangor High School was 4.14 on a 5 point scale with 31% of the participating students earning the AP Scholar designation.



Advanced Placement Results

Total number of Bangor High School students taking AP courses and passing the AP exam with a score of 3,4, or 5 as required to potentially earn college credit in that subject.

Course	2009
US History	26
Art: Studio Drawing	1
Art: Studio 2D Design	12
Biology	4
Economics Macro	21
Economics Micro	25
Chemistry	22
Computer Science A	5
Computer Science AB	3
English Lit & Composition	35
French Language	7
Human Geography	27
Calculus AB	19
Calculus BC	11
Music Theory	1
Physics C: Mechanics	8
Physics C: Elec. and Mag.	7
Spanish Lang.	7
Statistics	9
Totals	250

Total number of exams reported including those scoring less than 3,4, and 5.	317
Total Students Participating	149
% receiving scores of 3,4,5	79%

SAT Subject Test Results

Test	Bangor 2009	State 2009	National 2009	#Bangor Participants 2009
English Literature	618	627	580	15
Mathematics I	628	612	599	12
Mathematics II	695	664	648	23
Chemistry	628	619	638	15
Biology (Molecular)	*	639	641	2
Biology(Ecological)	*	611	598	1
US History	*	635	599	2
French/Listening	*	588	618	2

This report summarizes information for the class of 2009 seniors who took SAT Subject Tests any time during their high school years through April 2009. *Number of participants is not large enough to report scores.

Class of 2009 SAT Reasoning Test Results

	National Mean**		State Mean*		Bangor Mean*	
	2008	2009	2008	2009	2008	2009
Critical Reading	502	501	469	468	493	491
Math	515	515	466	467	494	486
Writing	494	493	461	455	479	476

* Mandatory Testing 100% of students required to participate.

**Students self-select participation

Class of 2009 Post Graduate Plans

Size of class: 283

Percentage attending:

4 year college (full time)	68%
4 year college (part time)	1%
2 year college/technical/professional	18%
Deferred admissions	1%
US Military/College Degree Programs	4%
Other Schooling	5%
Year Off then College	1%
Employment	2%
Undecided	0%

BHS as Compared to the State in the % Meeting or Exceeding the Standard in SAT / MHSA Subject Areas

SAT SUBJECT	2008		2009	
	BHS	STATE	BHS	STATE
CREATIVE READING	60%	48%	65%	49%
MATH	56%	41%	55%	42%
WRITING	62%	45%	64%	46%
SCIENCE	*	*	60%	41%

* NEW STANDARDS SET FOR SCIENCE IN 2009. NO HISTORICAL DATA.

Grade 11 Educational Assessment MHSA*

Beginning with the spring administration in 2006, all Maine high school juniors, including all students in their 3rd year of high school, have been required to take SAT tests in critical reading, writing, and mathematics. The Commissioner of Education and the Department of Education feel this policy encourages all Maine students to engage in instruction and assessment that is intended to raise expectations and to increase readiness for college or other post secondary opportunities; is consistent with the high expectations for student achievement expressed in Maine's *Learning Results*; and supports the emerging Pre K-16 College Ready Initiative already underway as a joint effort of the University System and the Maine Department of Education.

***MHSA=**
SAT Critical Reading + SAT Math + SAT Writing + Math A (augmentation) + Science

This program of preparation and assessment that includes both Preliminary SAT (PSAT) and SAT tests is being made available to all Maine students. Students receive standard SAT reports and official scores that they may use as they apply to colleges both in Maine and nationally. All colleges using SAT results in their admission process will accept the scores. In addition to the student reports, school administrative units receive reports of student performance necessary to meet state and federal requirements of No Child Left Behind. The 2007 assessment included additional problems known as Math-A. MHSA Science and Technology achievement level standards were revised in spring 2008 and have been added to the Assessment.

MHSA* Average Scaled Scores (Maine High School Assessment)

MHSA	Bangor 2008	State 2008	Bangor 2009	State 2009
CREATIVE READING	1145	1141	1147	1141
MATH	1145	1141	1144	1141
WRITING	1145	1140	1145	1140
SCIENCE	*	*	1145	1140

Bangor HS includes 3rd year students enrolled at the high school in May of 2009. District includes 3rd year students that were residents of Bangor in May of 2009. State includes 3rd year students in the State of Maine in May of 2009.

These results reflect scores based on SAT test questions that were taken by over 15,000 students enrolled in their third year of high school across all Maine public schools. More information about the SAT design, use and history may be found at: http://www.maine.gov/education/sat_initiative/.

Bangor School Department 2009 MEA Report

The Maine Educational Assessment (MEA) measures the achievement of all students in reading and mathematics in Grades 3 through 8, science and technology in Grades 4 and 8. The State of Maine uses the MEA to meet the assessment requirements of No Child Left Behind.

The MEA consists of multiple choice questions and constructed response test items. Given its non-normative nature, the assessment does not allow for the reporting of school district comparisons, rather the test is to be used to compare students against a standard of performance set by the Maine Learning Results. Scores are reported by the percentage of students scoring in four achievement levels. These levels are: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards.

The final administration of the MEA was in March 2009. Maine adopted the NECAP (New England Common Assessment Program) to replace the MEAs. The NECAPs were administered in October 2009. Data will be available in January 2010.

School	READING			MATH			SCIENCE & TECHNOLOGY			WRITING		
	School	District	State	School	District	State	School	District	State	School	District	State
Grade 3												
Abraham Lincoln	347	346	345	355	354	348						
Downeast	344	346	345	350	354	348						
Fourteenth	351	346	345	361	354	348						
Fruit	346	346	345	353	354	348						
Vine	347	346	345	354	354	348						
Grade 4												
Fairmount	448	448	446	450	450	446						
Mary Snow	448	448	446	451	450	446						
Grade 5												
Fairmount	549	549	546	551	553	547	544	546	543			
Mary Snow	549	549	546	554	553	547	548	546	543			
Grade 6												
James F. Doughty	650	650	647	650	652	643						
William S. Cohen	651	650	647	653	652	643						
Grade 7												
James F. Doughty	755	755	751	749	750	745						
William S. Cohen	756	755	751	753	750	745						
Grade 8												
James F. Doughty	852	854	850	847	850	843	848	852	846			
William S. Cohen	856	854	840	853	850	843	856	852	846			

GRADE	2008		2009	
	BANGOR	STATE	BANGOR	STATE

% of Students Meeting and Exceeding in	READING (MEA)			
3	73%	64%	67%	65%
4	74%	63%	76%	71%
5	76%	63%	75%	67%
6	79%	70%	78%	70%
7	87%	73%	89%	79%
8	83%	71%	83%	71%

% of Students Meeting and Exceeding in	MATH (MEA)			
3	78%	67%	79%	69%
4	70%	60%	79%	66%
5	80%	64%	80%	65%
6	61%	53%	72%	54%
7	70%	53%	69%	58%
8	65%	51%	67%	53%

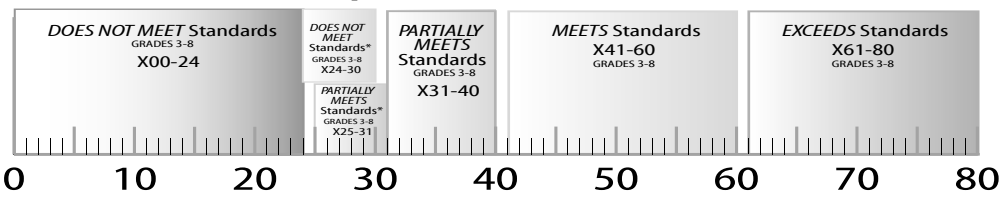
% of Students Meeting and Exceeding in	SCIENCE (MEA)			
5	*	*	66%	55%
8	*	*	75%	62%

* NEW STANDARDS SET FOR SCIENCE IN 2009. NO HISTORICAL DATA.

Performance Levels as Defined by the Maine Department of Education

X = GRADE—Example: (Grade 3 + score 45 = score 345)

*ranges adjust slightly depending upon grade and subject.



Bangor Scores Compared to Top Maine School Testing 100+ Students

Top Districts Grade 8-Math-MEA 2009*				
Math	# Tested	Av. Scaled Score	% Meets & Exceeds	% Free & Reduced
Cape Elizabeth MS	135	858	82%	5%
Falmouth MS	190	858	88%	3%
Camden Rockport MS	103	856	79%	20%
Yarmouth	119	853	81%	7%
Greely	194	853	75%	8%
Wells-Ogunquit	101	852	78%	19%
Marshwood	192	851	73%	9%
York	164	851	77%	10%
Bangor	253	850	67%	39%
Kennebunk	189	850	80%	16%

Top Districts Grade 8-Reading-MEA 2009*				
Reading	# Tested	Av. Scaled Score	% Meets & Exceeds	% Free & Reduced
Cape Elizabeth	135	859	89%	5%
Falmouth MS	190	859	91%	3%
Yarmouth MS	119	859	92%	7%
MSAD 22	190	856	88%	27%
York Middle School	164	858	87%	10%
Camden Rockport	102	857	86%	20%
Greely	185	856	85%	8%
Scarborough MS	269	856	85%	13%
Kennebunk	189	855	79%	16%
Wells	101	855	85%	19%
Bangor	253	854	83%	39%
Brunswick	223	854	78%	26%
Gorham MS	219	854	78%	16%

Top Public High Schools-Math-MHSA 2009*				
Math	# Tested	Av. Scaled Score	% Meets & Exceeds	% Free & Reduced
Cape Elizabeth	129	1153	83%	5%
Falmouth	170	1152	80%	3%
Yarmouth	121	1150	77%	7%
Greely	174	1150	75%	8%
York	169	1148	69%	10%
Scarborough	277	1145	62%	13%
Mt. Desert CD	100	1145	57%	20%
Bangor	271	1144	55%	39%
Brunswick	231	1144	52%	26%
Marshwood	205	1144	56%	9%

Top Public High Schools-Reading-MHSA 2009*				
Reading	Number Tested	Av. Scaled Score	% Meets & Exceeds	% Free & Reduced
Yarmouth	120	1154	89%	7%
Cape Elizabeth	129	1153	82%	5%
Falmouth	168	1152	80%	3%
Greely	171	1151	78%	8%
Brunswick	227	1148	63%	26%
York	168	1148	74%	10%
Bangor	262	1147	65%	39%
Camden Hills	163	1147	67%	21%
Scarborough	274	1146	68%	13%
Mt. Desert CD	100	1146	60%	20%

*Population and income data from www.city-data.com (median household income), Maine Dept. of Education Free and Reduced School Lunch Report, and MEA and MHSA 2009 Results

Federal Adequate Yearly Progress Report 2008-2009

(Measuring No Child Left Behind requirements by the % of students meeting or exceeding the standard.)

Group	Reading	Participation	Proficient	Math	Participation	Proficient	Attendance	Target
State Target			58%			50%		91%
Whole District-Elementary (Grades 3,4,5)	Yes	100%	74%	Yes	100%	80%	Yes	95%
Caucasian	Yes	100%	73%	Yes	100%	80%		
African American	Yes	*	68%	Yes	*	62%		
Economically Disadvantaged	Yes	99%	63%	Yes	100%	72%		
Students with Disabilities	No	100%	36%	Yes (SH)	100%	48%		
Female		99%	77%		100%	79%		
Male		100%	71%		100%	81%		
Abe Lincoln-Gr.3	Yes	100%	71%	Yes	100%	78%	Yes	94%
Caucasian	Yes	*	75%	Yes	*	78%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	*	*	61%	*	*	72%		
Students with Disabilities	*	*	*	*	*	*		
Female		*	79%	*	*	79%		
Male		*	62%	*	*	76%		
Downeast-Gr.3	Yes	98%	48%	Yes	98%	70%	Yes	94%
Caucasian	Yes	98%	47%	Yes	98%	73%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	98%	43%	Yes	98%	66%		
Students with Disabilities	*	*	*	*	*	*		
Female		*	55%	*	*	70%		
Male		*	43%	*	*	70%		
Fourteenth-Gr.3	Yes	*	82%	Yes	*	95%	Yes	96%
Caucasian	Yes	*	82%	Yes	*	95%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	*	*	71%	*	*	*		
Students with Disabilities	*	*	*	*	*	*		
Female		*	83%	*	*	92%		
Male		*	80%	*	*	100%		
Fruit Street-Gr.3	Yes	100%	78%	Yes	100%	79%	Yes	95%
Caucasian	Yes	100%	78%	Yes	100%	80%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	*	70%	Yes	*	61%		
Students with Disabilities	*	*	*	*	*	47%		
Female		*	87%	*	*	84%		
Male		*	69%	*	*	75%		
Vine Street-Gr.3	Yes	100%	65%	Yes	100%	85%	Yes	95%
Caucasian	Yes	100%	62%	Yes	100%	83%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	*	52%	Yes	*	76%		
Students with Disabilities	*	*	*	*	*	*		
Female		*	68%	*	*	79%		
Male		*	89%	*	*	63%		

Group	Reading	Participation	Proficient	Math	Participation	Proficient	Attendance	Target
Fairmount Gr. 4/5	Yes	100%	75%	Yes	100%	78%	Yes	96%
Caucasian	Yes	100%	75%	Yes	100%	78%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	99%	69%	Yes	100%	72%		
Students with Disabilities	Yes (CI)	100%	34%	No	100%	34%		
Female		99%	80%		100%	79%		
Male		100%	70%		100%	77%		
Mary Snow Gr. 4/5	Yes	100%	79%	Yes	100%	83%	Yes	96%
Caucasian	Yes	100%	78%	Yes	100%	82%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	99%	63%	Yes	100%	75%		
Students with Disabilities	Yes (CI)	100%	49%	Yes	100%	57%		
Female		100%	78%		100%	79%		
Male		99%	80%		100%	85%		
James F. Doughty 6,7,8	Yes	99%	84%	Yes	100%	67%	Yes	95%
Caucasian	Yes	99%	84%	Yes	99%	67%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	99%	77%	Yes	99%	58%		
Students with Disabilities	Yes	98%	66%	Yes	98%	59%		
Female		100%	84%		100%	64%		
Male		99%	84%		99%	69%		
William C. Cohen 6,7,8	Yes	99%	87%	Yes	100%	77%	Yes	95%
Caucasian	Yes	100%	87%	Yes	100%	77%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	Yes	99%	76%	Yes	100%	67%		
Students with Disabilities	Yes	100%	52%	Yes	100%	52%		
Female		99%	89%		99%	78%		
Male		100%	84%		100%	77%		
STATE REPORT REFLECTS HIGH SCHOOL AYP DATA AS A TWO-YEAR SUMMARY								
High School State Target			64%			43%		
Bangor High School	Yes	95%	60%	Yes	96%**	53%		
Caucasian	Yes	95%	61%	Yes	96%	55%		
African American	*	*	*	*	*	*		
Economically Disadvantaged	No		39%	No		29%		
Students with Disabilities	Yes SH		35%	No		29%		
Female		95%	57%		95%	49%		
Male		95%**	63%		98%**	58%		
* Not a large enough population to report scores. Proficient= Meets/Exceeds								
**Met target based on 2008/2009 data.								
SH=Safe Harbor (a decrease of 10% non proficient students)								

TerraNova

The Terra Nova, published by CTB McGraw-Hill, was administered for the first time in Bangor schools in the spring of 2009 at grades 2 through 10 in the areas of reading, language, and mathematics. Science and Social Studies were assessed in grades 9 and 10. The assessment has been used across the nation to gauge the progress of children as compared to their national peers and to national standards and aligns well with Maine's Parameters of Essential Instruction.

Data from the TerraNova will be used for a variety of purposes such as measuring individual student progress, planning instruction, and identifying school and district goals. The assessment will be also be used as one of the measures of performance that informs programmatic decisions. The TerraNova data presented here includes national percentile grade level results in reading and math.



TERRANOVA ASSESSMENT BANGOR SCHOOL DEPARTMENT 2009 MEDIAN NATIONAL PERCENTILE

