



August 2011

DEPARTMENT OF EDUCATION
2010–2011 School Year Reports

Dear School Board Members and School Personnel:

This 2010–2011 MEA Summary Report contains the results of student achievement in science at grades 5 and 8, as well as disaggregations by student and school characteristics. This report, together with MEA individual student and item analysis reports, provides support for use in program evaluation and planning.

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State science accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA science test is administered to students in grades 5 and 8 to meet state assessment requirements and the federal requirements of the *No Child Left Behind Act*.

MEA results reflect scores based on the common science test questions that are taken by the approximately 14,000 students in each grade level. Students’ scores are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

Thank you for your continuing commitment to improve the quality and effectiveness of the instructional opportunities in your schools. These assuredly will help all students achieve the high standards of the *Learning Results* as demonstrated on classroom, district, and state assessments.

Sincerely,

Stephen L. Bowen
Commissioner of Education



Grade 8 Science School Report

Test Date: May 2011
Code: 1032-1214
SAU: Castine School Department
School: Adams School

Contents of the Report

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

| <i>Topic</i> | <i>Page</i> |
|-------------------------------------|-------------|
| Grade Level Summary | 2 |
| Science Results | 3 |
| Disaggregated Science Results | 4 |



May 2011 - Grade 8 MEA Science Test

Grade Level Summary Report

School: Adams School
 SAU: Castine School Department
 State: Maine
 Code: 1032-1214

Schools and SAUs administered the MEA Science tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2010–11 school year, students for whom a special consideration was granted through the state Department of

Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

| PARTICIPATION SUMMARY | Number | | | Percentage | | |
|-----------------------------------|----------|----------|---------------|------------|------------|------------|
| | School | SAU | State | School | SAU | State |
| Students enrolled | 3 | 3 | 14,258 | 100 | 100 | 100 |
| | Science | | | Science | | |
| Students tested | 3 | 3 | 13,831 | 100 | 100 | 97 |
| With an approved accommodation | 0 | 0 | 1,898 | 0 | 0 | 14 |
| Current LEP Students | 0 | 0 | 308 | 0 | 0 | 2 |
| With an approved accommodation | 0 | 0 | 123 | | | 40 |
| IEP Students | 0 | 0 | 2,045 | 0 | 0 | 15 |
| With an approved accommodation | 0 | 0 | 1,529 | | | 75 |
| Students not tested in MEA | 0 | 0 | 427 | 0 | 0 | 3 |
| State Approved | 0 | 0 | 244 | | | 57 |
| Alternate Assessment | 0 | 0 | 204 | | | 84 |
| Special Consideration | 0 | 0 | 40 | | | 16 |
| Other | 0 | 0 | 183 | | | 43 |

PERFORMANCE SUMMARY

| School | | | | | | | | | | | SAU | | | | | | State | | | | | | | |
|----------|---------------------|------------------|--------|---------|---|---------|---|---------|---|---------|-----|-------------------|--------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
| Enrolled | Not Tested Approved | Not Tested 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 | % | % | |
| 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 13,831 | 20 | 51 | 20 | 9 | 849 |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



May 2011 - Grade 8 MEA

Science Results

| |
|---------------------------------------|
| School: Adams School |
| SAU: Castine School Department |
| State: Maine |
| Code: 1032-1214 |

Proficient with Distinction (Level 4)

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 862–880)

Proficient (Level 3)

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 842–860)

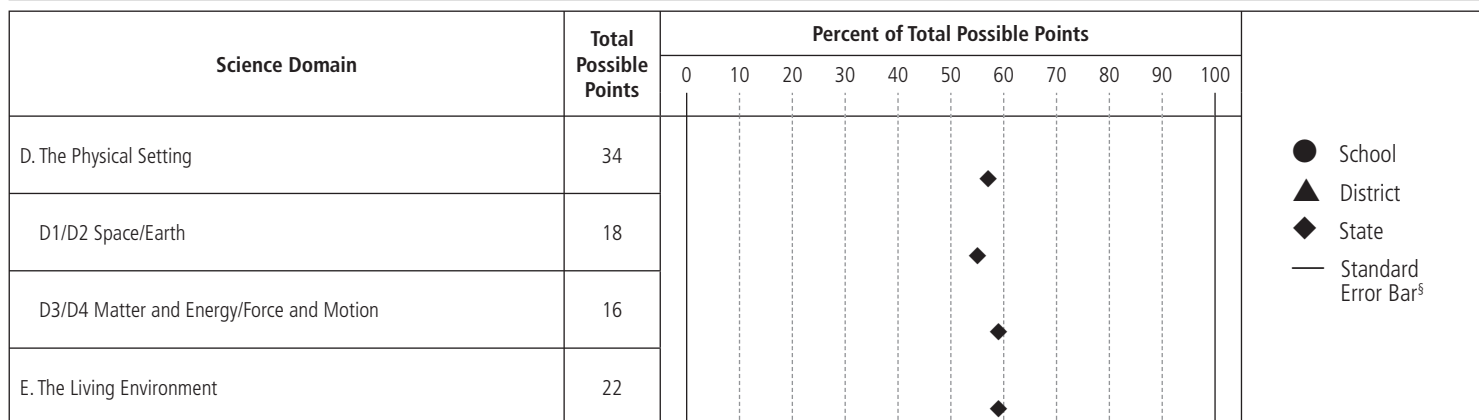
Partially Proficient (Level 2)

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 828–840)

Substantially Below Proficient (Level 1)

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 800–826)

| | Enrolled | Not Tested Approved | Not Tested Other | Tested | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Mean Scaled Score |
|--------------------|---------------|---------------------|------------------|---------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|----------|-------------------|
| | N | N | N | N | N | % | N | % | N | % | N | % | |
| SCHOOL | | | | | | | | | | | | | |
| 2008-09 | 4 | * | * | 4 | | | | | | | | | |
| 2009-10 | 10 | 0 | 0 | 10 | 1 | 10 | 7 | 70 | 2 | 20 | 0 | 0 | 848 |
| 2010-11 | 3 | 0 | 0 | 3 | | | | | | | | | |
| Cumulative Total** | | | | | | | | | | | | | |
| SAU | | | | | | | | | | | | | |
| 2008-09 | 4 | * | * | 4 | | | | | | | | | |
| 2009-10 | 10 | 0 | 0 | 10 | 1 | 10 | 7 | 70 | 2 | 20 | 0 | 0 | 848 |
| 2010-11 | 3 | 0 | 0 | 3 | | | | | | | | | |
| Cumulative Total** | | | | | | | | | | | | | |
| STATE | | | | | | | | | | | | | |
| 2008-09 | 14,804 | * | * | 14,263 | 2,155 | 15 | 6,687 | 47 | 3,672 | 26 | 1,749 | 12 | 846 |
| 2009-10 | 14,443 | 247 | 165 | 14,031 | 2,443 | 17 | 7,635 | 54 | 2,791 | 20 | 1,162 | 8 | 849 |
| 2010-11 | 14,258 | 244 | 183 | 13,831 | 2,771 | 20 | 7,024 | 51 | 2,780 | 20 | 1,256 | 9 | 849 |
| Cumulative Total** | 43,505 | ** | ** | 42,125 | 7,369 | 17 | 21,346 | 51 | 9,243 | 22 | 4,167 | 10 | 848 |



The MEA 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>.

* Data not previously calculated.

** Percentages are calculated by dividing the cumulative total of students in the achievement level by the cumulative total of the number of students tested, when three years of data are available.

§The standard error bar indicates how much the percent of points earned could vary if the students were examined multiple times with the same test.



May 2011 - Grade 8 MEA

Disaggregated Science Results

School: Adams School
 SAU: Castine School Department
 State: Maine
 Code: 1032-1214

| REPORTING CATEGORIES | School | | | | | | | | | | | SAU | | | | | State | | | | | | | | |
|--|----------|---------------------|------------------|----------|---------|---|---------|---|---------|---|---------|-----|-------------------|----------|---------|---------|---------|---------|-------------------|---------------|-----------|-----------|-----------|----------|-------------------|
| | Enrolled | Not Tested Approved | Not Tested 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 | % | % | % | % | |
| All Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 13,831 | 20 | 51 | 20 | 9 | 849 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 7,183 | 23 | 50 | 18 | 9 | 850 |
| Female | 2 | 0 | 0 | 2 | | | | | | | | | | 2 | | | | | | 6,648 | 17 | 52 | 22 | 9 | 848 |
| Not Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 131 | 14 | 47 | 29 | 10 | 846 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 178 | 22 | 52 | 15 | 11 | 849 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 385 | 6 | 40 | 29 | 25 | 838 |
| Black or African American | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 188 | 13 | 46 | 29 | 12 | 845 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 12 | 42 | 25 | 33 | 0 | 856 |
| White | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 12,844 | 21 | 51 | 20 | 9 | 849 |
| Two or more races | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 93 | 17 | 45 | 31 | 6 | 847 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | | | | |
| Currently receiving LEP services | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 308 | 2 | 31 | 32 | 35 | 834 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 17 | 12 | 76 | 12 | 0 | 853 |
| Former LEP student - monitoring year 2 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 14 | 14 | 79 | 7 | 0 | 852 |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 13,492 | 20 | 51 | 20 | 9 | 849 |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 2,045 | 6 | 32 | 34 | 28 | 837 |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 11,786 | 22 | 54 | 18 | 6 | 851 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 5,853 | 11 | 49 | 25 | 15 | 844 |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 7,978 | 27 | 52 | 16 | 5 | 852 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 13,828 | 20 | 51 | 20 | 9 | 849 |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 1,119 | 7 | 44 | 33 | 16 | 841 |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 12,712 | 21 | 51 | 19 | 8 | 849 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 400 | 20 | 53 | 19 | 8 | 850 |
| All Other Students | 3 | 0 | 0 | 3 | | | | | | | | | | 3 | | | | | | 13,431 | 20 | 51 | 20 | 9 | 849 |

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.