



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 5 Science School Report

Test Date: May 2011
Code: 1053-1229
SAU: Easton School Department
School: Easton Elementary 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.

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May 2011 - Grade 5 MEA Science Test

Grade Level Summary Report

School: Easton Elementary School
SAU: Easton School Department
State: Maine
Code: 1053-1229

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	22	22	13,841	100	100	100
	Science			Science		
Students tested	20	20	13,499	91	91	98
With an approved accommodation	12	12	2,533	60	60	19
Current LEP Students	0	0	388	0	0	3
With an approved accommodation	0	0	172			44
IEP Students	5	5	2,222	25	25	16
With an approved accommodation	5	5	1,788	100	100	80
Students not tested in MEA	2	2	342	9	9	2
State Approved	2	2	265	100	100	77
Alternate Assessment	2	2	245	100	100	92
Special Consideration	0	0	20	0	0	8
Other	0	0	77	0	0	23

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	%	%	%	%	
22	2	0	20	5	25	10	50	4	20	1	5	553	20	25	50	20	5	553	13,499	8	57	27	8	546

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 5 MEA

Science Results

School: Easton Elementary School
SAU: Easton School Department
State: Maine
Code: 1053-1229

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 562–580)

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 542–560)

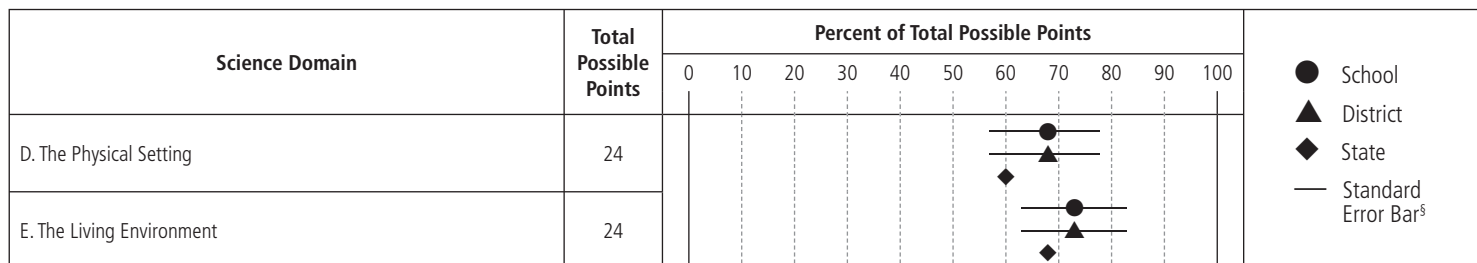
Partially Proficient (Level 2)

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 530–540)

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 500–528)

	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	8	*	*	8									
2009-10	13	0	0	13	1	8	11	85	1	8	0	0	552
2010-11	22	2	0	20	5	25	10	50	4	20	1	5	553
Cumulative Total**													
SAU													
2008-09	7	*	*	7									
2009-10	13	0	0	13	1	8	11	85	1	8	0	0	552
2010-11	22	2	0	20	5	25	10	50	4	20	1	5	553
Cumulative Total**													
STATE													
2008-09	14, 212	*	*	13, 995	626	4	7, 187	51	4, 364	31	1, 818	13	543
2009-10	13, 898	207	59	13, 632	1, 137	8	7, 563	55	3, 823	28	1, 109	8	545
2010-11	13,841	265	77	13,499	1,041	8	7,678	57	3,697	27	1,083	8	546
Cumulative Total**	41, 951	**	**	41, 126	2, 804	7	22, 428	55	11, 884	29	4, 010	10	545



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 5 MEA

Disaggregated Science Results

School: Easton Elementary School
SAU: Easton School Department
State: Maine
Code: 1053-1229

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	22	2	0	20	5	25	10	50	4	20	1	5	553	20	25	50	20	5	553	13,499	8	57	27	8	546
Gender																									
Male	13	2	0	11	1	9	6	55	3	27	1	9	550	11	9	55	27	9	550	6,899	8	57	27	8	547
Female	9	0	0	9										9						6,599	7	57	28	8	546
Not Reported	0	0	0	0										0						1					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						117	6	51	32	10	545
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						167	10	57	23	9	547
Asian	0	0	0	0										0						403	1	30	36	32	535
Black or African American	1	0	0	1										1						174	2	48	34	16	542
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	17	56	22	6	548
White	18	2	0	16	4	25	7	44	4	25	1	6	553	16	25	44	25	6	553	12,495	8	58	27	7	547
Two or more races	0	0	0	0										0						124	8	50	32	10	546
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						388	1	27	36	36	534
Former LEP student - monitoring year 1	0	0	0	0										0						37	14	78	8	0	553
Former LEP student - monitoring year 2	0	0	0	0										0						17	12	82	6	0	555
All Other Students	22	2	0	20	5	25	10	50	4	20	1	5	553	20	25	50	20	5	553	13,057	8	58	27	7	547
IEP																									
Students with an IEP	7	2	0	5										5						2,222	2	32	42	24	538
All Other Students	15	0	0	15	5	33	7	47	2	13	1	7	554	15	33	47	13	7	554	11,277	9	62	24	5	548
SES																									
Economically Disadvantaged Students	10	2	0	8										8						6,200	4	50	34	12	543
All Other Students	12	0	0	12	4	33	7	58	1	8	0	0	558	12	33	58	8	0	558	7,299	11	63	21	4	550
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	22	2	0	20	5	25	10	50	4	20	1	5	553	20	25	50	20	5	553	13,496	8	57	27	8	546
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,276	1	41	42	16	540
All Other Students	21	2	0	19	5	26	10	53	3	16	1	5	554	19	26	53	16	5	554	11,223	9	60	24	7	548
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						333	8	57	29	6	546
All Other Students	22	2	0	20	5	25	10	50	4	20	1	5	553	20	25	50	20	5	553	13,166	8	57	27	8	546

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.