MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: July 19, 2011

SUBJECT: 2011 Maryland School Assessment Science Results

The following confidential information is provided for your personal information. The data are embargoed until release on Tuesday, July 19, 2011.

PURPOSE:

To provide Board members with a summary and overview of the statewide results of the Maryland School Assessment in Science, which were administered in spring 2011.

BACKGROUND:

The 2011 administration of the Maryland School Assessment in science included all students in grades 5 and 8. The results of the assessments were required to be reported under No Child Left Behind (NCLB) beginning with the 2007-2008 school year, but are **not** included in the calculations determining Adequate Yearly Progress (AYP). This year's results serve as the fourth year for the science assessments.

EXECUTIVE SUMMARY:

Beginning in 2005, Maryland like many other states began development of a State assessment in science under the federal No Child Left Behind Act of 2001. The curriculum was revised to identify specific content to be included in instruction and state assessments grade-by-grade for students in grades three through eight. Federal law also required the implementation of an assessment at each of the levels (elementary, middle and high). The state instructional frameworks cover content at each of the three grade bands (kindergarten through grade 2, grades 3, 4 and 5, and grades 6 through 8). The assessments administered in Grade 5 and 8 covered those grade bands. The requirement for a high school science test is met through the use of the biology High School Assessment.

The Maryland School Assessments in science include selected response (multiple choice) items and items requiring students to produce a written response—some requiring short one- or two-sentence responses, some requiring longer responses. The assessments were designed to be administered on-line with an option for paper and pencil administration. The method of administration is dependent upon school system capacity to test students on-line, as well as school choice and student needs. This year, 58 percent of the administrations were on-line, with ten school systems testing more than 85

percent of their Grade 5 students on-line and twelve school systems testing more than 85 percent of their Grade 8 students on-line. Students take the exact same forms of the tests whether on paper or on-line.

The assessments were administered in April and results were returned to local school systems in early July. Local school systems have been notified of the school and system results for the MSA science, as well as individual student scores.

The 2011 assessments are important because they provide the fourth year of data for science in grades 5 and 8 under the auspices of the new curriculum and assessments. Scores show improvement both at the elementary level and at the middle school. Results of the assessments appear in the table below and will be discussed in more detail at the Board meeting. Because of the change in race codes this year, there are no 2010 results by race and no growth trends.

MSA Science 2010 and 2011 Proficient/Advanced by Subgroup

	Grade 5			Grade 8		
	2011 % Prof/Adv.	2010 % Prof. Adv.	Growth	2011 % Prof/Adv.	2010 % Prof. Adv.	Growth
All Students	**66.8**	**65.9**	**+0.9**	**69.5**	**67.7**	**+1.8**
Hispanic	56.3	NA	NA	56.6	NA	NA
American Indian	56.1	NA	NA	68.1	NA	NA
Asian	82.3	NA	NA	87.2	NA	NA
African American	47.6	NA	NA	50.1	NA	NA
Hawaiian	59.4			67.5		
White	82.2	NA	NA	85.1	NA	NA
2 or More Races	75.6	NA	NA	79.8	NA	NA
FARMs	48.0	46.9	+1.1	50.0	46.9	+3.1
ELL	30.2	25.4	+4.8	18.9	19.8	-0.9
Special Education	33.4	35.9	-2.5	29.5	30.8	-1.3

The instructional implications of these results will be discussed at the Board meeting.

ACTION:

For information only.