July 2006

DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards, known as *Learning Results,* adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Student scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the design of the MEA is available at www.maine.gov/education/mea/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 demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report Grade 4

ID: 11481381
School: Willard School
District: Sanford School Department
Date: March 2006

Contents of the Report

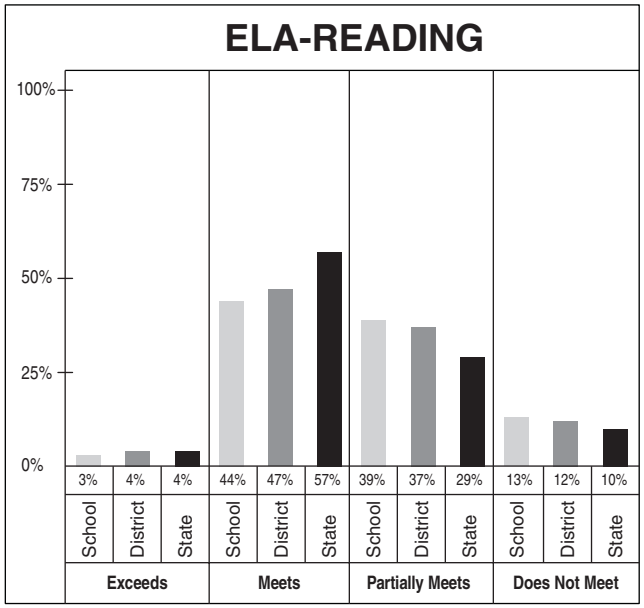
The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

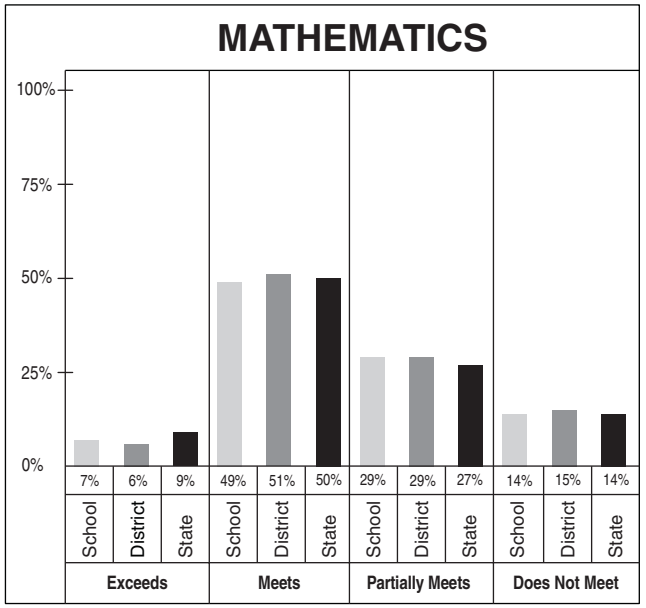
SUMMARY OF SCORES

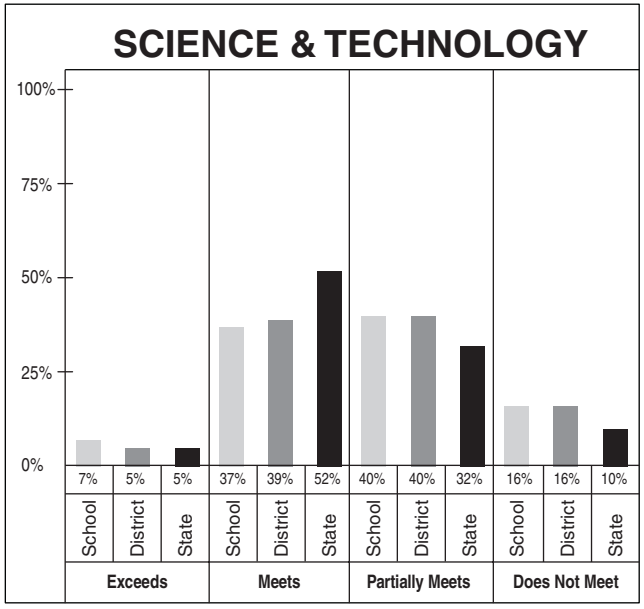
School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

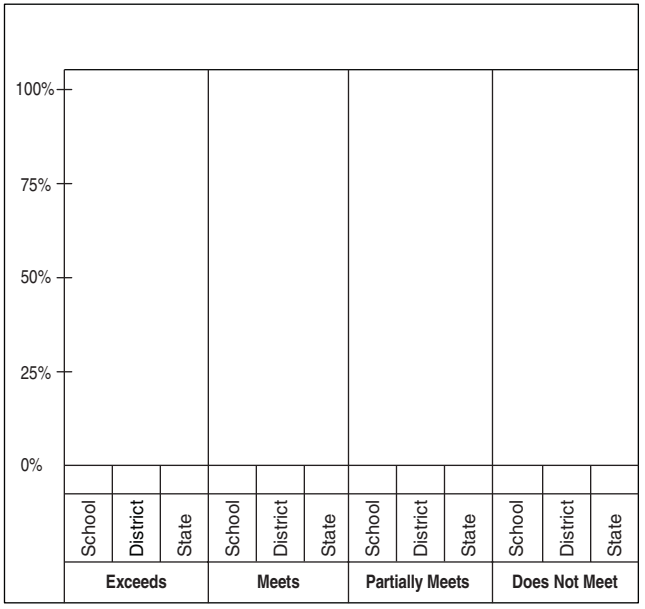
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	442	443	444
MATHEMATICS 2005–2006	443	443	444
SCIENCE & TECHNOLOGY 2005–2006	441	441	444









SUMMARY OF STUDENT PARTICIPATION

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA-Reading						Mathematics						Science & Technology					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	153	100	247	100	14242	100	153	100	247	100	14125	99	153	100	247	100	14144	99	152	99	246	100	14115	99
Ethnicity African American/Black	1	1	2	1	347	2	1	100	2	100	329	95	1	100	2	100	338	97	1	100	2	100	329	95
American Indian/Native Alaskan	0	0	0	0	97	1	0		0		96	99	0		0		96	99	0		0		95	98
Asian/Pacific Islander	0	0	2	1	255	2	0		2	100	246	96	0		2	100	253	99	0		2	100	247	97
Caucasian/White	152	99	241	98	13384	94	152	100	241	100	13299	99	152	100	241	100	13300	99	151	99	240	100	13289	99
Hispanic	0	0	2	1	147	1	0		2	100	143	97	0		2	100	145	99	0		2	100	143	97
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100
Identified disability	24	16	46	19	2479	17	24	100	46	100	2452	99	24	100	46	100	2450	99	24	100	46	100	2448	99
Current LEP	6	4	11	4	311	2	6	100	11	100	285	92	6	100	11	100	306	98	6	100	11	100	288	93
Economically disadvantaged	118	77	151	61	5330	37	118	100	151	100	5275	99	118	100	151	100	5288	99	117	99	150	99	5269	99
Migrant	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100

MODE OF PARTICIPATION[3]	ELA-Reading						Mathematics						Science & Technology					
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	122	80	191	77	11086	78	122	80	193	78	11046	78	122	80	192	78	11097	79
Identified disability (PET/IEP)	6	5	10	5	452	4	6	5	10	5	446	4	6	5	10	5	471	4
LEP	0	0	2	1	129	1	0	0	4	2	138	1	0	0	3	2	133	1
504 plan	0	0	0	0	74	1	0	0	0	0	71	1	0	0	0	0	74	1
Students who took the assessment with accommodations	31	20	54	22	2816	20	31	20	52	21	2926	21	30	20	52	21	2877	20
Identified disability (PET/IEP)	18	58	34	63	1792	64	18	58	34	65	1842	63	18	60	34	65	1847	64
LEP	6	19	9	17	148	5	6	19	7	13	163	6	6	20	8	15	147	5
504 plan	1	3	1	2	37	1	1	3	1	2	40	1	1	3	1	2	37	1
Other	6	19	11	20	864	31	6	19	11	21	906	31	5	17	10	19	871	30
Students who participated through alternate assessment (PAAP)	0	0	2	1	223	2	0	0	2	1	172	1	0	0	2	1	141	1
Identified disability (PET/IEP)	0		2	100	208	93	0		2	100	162	94	0		2	100	130	92
LEP	0		0	0	8	4	0		0	0	5	3	0		0	0	8	6
504 plan	0		0	0	0	0	0		0	0	0	0	0		0	0	0	0

[1] Percents are the percentage of students enrolled in each participation category. [2] Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3] Percents are the percentage of students in each content area who participated with each mode of participation.

ELA-READING RESULTS

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results* in English language arts – reading.		School		District		State
		N	%	N	%	%
Exceeds the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 461-480)	**2005—2006**	5	3	9	4	4
Meets the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 441-460)	**2005—2006**	68	44	115	47	57
Partially Meets the Standards - 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 draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 431-440)	**2005—2006**	60	39	91	37	29
Does Not Meet the Standards - 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 vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400-430)	**2005—2006**	20	13	30	12	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	27.4	57.1	27.5	57.3	28.9	60.2
Literary Text	**20**	**42**	11.8	59.0	11.9	59.5	12.2	61.0
Informational Text	**28**	**58**	15.6	55.7	15.6	55.7	16.6	59.3

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm.

ELA-READING RESULTS
(CONTINUED)

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

Reporting Categories	School					State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards
Gender										
Female	46	445	56	37	7	50	446	66	26	8
Male	54	440	41	41	18	50	443	57	31	12
Ethnicity										
African American/Black						2	439	42	36	22
American Indian/Native Alaskan						1	440	46	30	24
Asian/Pacific Islander						2	445	62	27	11
Caucasian/White	99	442	48	39	13	94	444	62	28	10
Hispanic						1	441	41	42	17
Not Reported						0	444	58	25	17
Economically disadvantaged										
Yes	77	442	43	41	16	37	441	47	37	16
No	23	445	63	34	3	63	446	70	24	7
Title 1A targeted program										
Yes	11	434	24	35	41	10	438	33	47	20
No	89	443	51	40	10	90	445	65	26	9
Migrant										
Yes						0	440	33	44	22
No	100	442	48	39	13	100	444	61	29	10
Gifted/talented program										
Yes						3	456	95	5	0
No	100	442	48	39	13	97	444	60	29	10
Identified disability										
Yes	16	441	33	58	8	16	437	31	39	30
No	84	443	50	36	14	84	446	67	27	6
Limited English proficient students										
Current LEP in first 10 months										
Current LEP beyond first 10 months	4	449	67	33	0	2	437	33	36	31
How much homework do you do on school nights?										
A. None	5	439	29	57	14	5	440	46	32	22
B. Less than one hour	73	443	50	39	11	74	445	63	28	9
C. One to two hours	20	441	50	33	17	18	444	62	29	9
D. More than two hours						2	437	34	38	28
Optional school/district question										
A.										
B.										
C.										
D.										

Questionnaire Items	Sch.	State			
	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Do the questions that you have just been given on this MEA test match what you have learned in school about reading?					
A. Yes, the questions on the test match what I have learned in reading class.	30	32	446	66	9
B. Yes, they match some of what I have learned.	44	48	445	65	8
C. Yes, they match just a little of what I have learned.	22	14	441	47	17
D. No, there is no match.	3	5	438	39	23
Which of the following best describes how you rate yourself as a student in reading?					
A. very good	32	34	447	73	7
B. good	56	51	444	60	9
C. fair	10	13	440	42	17
D. poor	2	2	435	22	34
How hard was the reading part of this test?					
A. harder than my regular schoolwork	32	18	440	47	20
B. about the same as my regular schoolwork	53	59	446	66	7
C. easier than my regular schoolwork	15	22	444	61	10
How hard were the reading passages on this test?					
A. Most of the passages were more difficult than what I usually read.	21	14	437	33	25
B. Most of the passages were about the same as what I usually read.	51	50	444	62	8
C. Most of the passages were easier than what I usually read.	28	36	447	72	7
How much time do you spend reading at home each day?					
A. more than one hour	12	19	446	68	9
B. 20 minutes to an hour	70	53	445	65	8
C. less than 20 minutes	9	14	442	53	14
D. I rarely read at home	9	14	440	46	17
How many pages do you read in school and to complete homework assignments?					
A. five or fewer pages	24	22	442	52	15
B. six to ten pages	39	26	444	59	9
C. eleven or more pages	37	52	446	67	8

MATHEMATICS RESULTS

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results* in mathematics.		School		District		State
		N	%	N	%	%
Exceeds the Standards – 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 problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 461-480)	**2005—2006**	11	7	14	6	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 441-460)	**2005—2006**	75	49	124	51	50
Partially Meets the Standards – 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 explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 429-440)	**2005—2006**	45	29	70	29	27
Does Not Meet the Standards – 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 explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400-428)	**2005—2006**	22	14	37	15	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**11**	**28**	7.4	67.3	7.4	67.3	7.3	66.4
Cluster 2: Shape and Size	**10**	**25**	6.1	61.0	6.1	61.0	6.1	61.0
Cluster 3: Mathematical Decision Making	**10**	**25**	6.3	63.0	6.2	62.0	6.6	66.0
Cluster 4: Patterns	**9**	**23**	5.4	60.0	5.3	58.9	5.7	63.3

Cluster 1: **Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics

Cluster 2: **Shape and Size**
E. Geometry
F. Measurement

Cluster 3: **Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
J. Mathematical Reasoning

Cluster 4: **Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm.

MATHEMATICS RESULTS
(CONTINUED)

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

Reporting Categories	School					State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards
Gender										
Female	46	443	53	27	20	50	444	58	28	14
Male	54	444	59	31	10	50	445	61	27	13
Ethnicity										
African American/Black						2	436	37	29	33
American Indian/Native Alaskan						1	439	41	38	21
Asian/Pacific Islander						2	446	66	23	11
Caucasian/White	99	443	56	30	14	94	445	60	27	13
Hispanic						1	441	46	34	20
Not Reported						0	442	50	25	25
Economically disadvantaged										
Yes	77	442	53	31	15	37	440	47	33	21
No	23	447	66	23	11	63	447	67	24	9
Title 1A targeted program										
Yes	11	437	47	24	29	10	437	35	41	24
No	89	444	57	30	13	90	445	62	25	12
Migrant										
Yes						0	433	33	17	50
No	100	443	56	29	14	100	444	59	27	14
Gifted/talented program										
Yes						3	461	97	3	0
No	100	443	56	29	14	97	444	58	28	14
Identified disability										
Yes	16	439	38	46	17	16	436	35	34	32
No	84	444	60	26	14	84	446	64	26	10
Limited English proficient students										
Current LEP in first 10 months						0	414	0	17	83
Current LEP beyond first 10 months	4	450	67	33	0	2	437	40	29	30
How much homework do you do on school nights?										
A. None	5	439	29	57	14	5	438	43	27	30
B. Less than one hour	73	444	60	31	9	74	445	61	27	12
C. One to two hours	20	443	53	23	23	18	445	60	28	12
D. More than two hours						2	436	38	29	34
Optional school/district question										
A.										
B.										
C.										
D.										

Questionnaire Items	Sch.	State			
	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
A. Yes, the questions on the test match what I have learned in mathematics class.	41	42	447	68	10
B. Yes, they match some of what I have learned.	40	44	444	58	12
C. Yes, they match just a little of what I have learned.	11	11	439	42	24
D. No, there is no match.	7	3	432	29	41
Which of the following best describes how you rate yourself as a student in mathematics?					
A. very good	48	35	449	72	9
B. good	37	48	444	58	13
C. fair	11	15	438	40	21
D. poor	4	3	432	22	39
How hard was the mathematics part of this test?					
A. harder than my regular schoolwork	18	13	438	40	26
B. about the same as my regular schoolwork	59	62	445	62	11
C. easier than my regular schoolwork	23	25	447	65	12
How often do you use hands-on material in mathematics class?					
A. almost very day	38	24	443	54	18
B. two or three days a week	42	37	445	62	11
C. two or three times each month	13	31	446	64	11
D. never	8	8	441	51	21
How often do you use calculators in mathematics class?					
A. almost very day	5	4	437	39	34
B. two or three days a week	31	20	443	53	16
C. two or three times each month	52	56	446	65	9
D. never	12	20	442	54	18
On average, how many minutes a day do you spend working on mathematics in class?					
A. less than 30 minutes	6	9	438	41	27
B. 30–45 minutes	12	28	442	53	16
C. 45–60 minutes	16	39	446	64	10
D. more than 60 minutes	66	25	447	67	11

SCIENCE & TECHNOLOGY RESULTS

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results* in science & technology.		School		District		State
		N	%	N	%	%
Exceeds the Standards – 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)	**2005—2006**	10	7	12	5	5
Meets the Standards – 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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)	**2005—2006**	56	37	96	39	52
Partially Meets the Standards – 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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)	**2005—2006**	61	40	97	40	32
Does Not Meet the Standards – 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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)	**2005—2006**	25	16	39	16	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	7.8	65.0	7.8	65.0	8.2	68.3
Cluster 2: Physical Sciences	**12**	**25**	7.1	59.2	7.2	60.0	7.6	63.3
Cluster 3: Earth and Space Sciences	**12**	**25**	7.2	60.0	7.2	60.0	7.8	65.0
Cluster 4: Nature and Implications of Science	**12**	**25**	7.4	61.7	7.2	60.0	7.7	64.2

Cluster 1: **Life Sciences**
A. Classifying Life Forms
B. Ecology
C. Cells

Cluster 2: **Physical Sciences**
E. Structure of Matter
H. Energy
I. Motion

Cluster 3: **Earth and Space Sciences**
D. Continuity and Change
F. The Earth
G. The Universe

Cluster 4: **Nature and Implications of Science**
J. Inquiry and Problem Solving
K. Scientific Reasoning
L. Communication
M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm.

SCIENCE & TECHNOLOGY RESULTS
(CONTINUED)

School: Willard School
District: Sanford School Department
Grade: 4
Date: March 2006

Reporting Categories	School					State				
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards
Gender										
Female	45	443	49	36	14	49	443	55	34	11
Male	55	440	39	43	18	51	444	59	30	10
Ethnicity										
African American/Black						2	437	32	42	26
American Indian/Native Alaskan						1	438	40	30	30
Asian/Pacific Islander						2	444	57	33	9
Caucasian/White	99	441	44	40	16	94	444	58	32	10
Hispanic						1	440	43	43	14
Not Reported						0	445	67	25	8
Economically disadvantaged										
Yes	77	440	39	41	20	37	440	44	41	16
No	23	445	57	37	6	63	446	65	27	7
Title 1A targeted program										
Yes	11	435	41	29	29	10	438	33	47	20
No	89	442	44	41	15	90	444	60	31	9
Migrant										
Yes						0	438	28	44	28
No	100	441	43	40	16	100	444	57	32	10
Gifted/talented program										
Yes						3	457	94	6	0
No	100	441	43	40	16	97	443	56	33	11
Identified disability										
Yes	16	440	46	33	21	17	438	35	41	24
No	84	442	43	41	16	83	445	62	31	8
Limited English proficient students										
Current LEP in first 10 months										
Current LEP beyond first 10 months	4	443	33	67	0	2	434	22	45	33
How much homework do you do on school nights?										
A. None	5	434	29	29	43	5	439	41	39	20
B. Less than one hour	73	443	48	39	13	74	444	59	32	9
C. One to two hours	20	441	40	47	13	18	444	59	32	10
D. More than two hours						2	437	34	39	27
Optional school/district question										
A.										
B.										
C.										
D.										

Questionnaire Items	Sch.	State			
	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?					
A. Yes, the questions on the test match what I have learned in science class.	22	26	445	61	9
B. Yes, they match some of what I have learned.	40	46	444	60	9
C. Yes, they match just a little of what I have learned.	26	22	442	53	12
D. No, there is no match.	12	6	440	43	17
Which of the following best describes how you rate yourself as a student in science?					
A. very good	24	24	445	61	10
B. good	62	55	444	60	9
C. fair	14	19	441	48	13
D. poor	0	2	436	29	25
How difficult was the science part of this test?					
A. harder than my regular schoolwork	30	20	442	50	14
B. about the same as my regular schoolwork	51	61	444	60	9
C. easier than my regular schoolwork	19	18	444	59	10
How often do you have science classes?					
A. every day	21	27	443	56	11
B. a few times a week	46	54	444	60	9
C. once a week	7	8	442	51	13
D. a few times a month	26	11	443	54	12
Which statement best describes how you learn science and technology?					
A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments.	17	23	443	53	11
B. I work in groups to design and conduct experiments.	28	23	442	51	13
C. I do a combination of A and B.	55	54	445	62	9