



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](http://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  
Commissioner of Education



# School Report Grade 4

ID: 12001499  
School: George E Jack School  
District: MSAD 06  
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.

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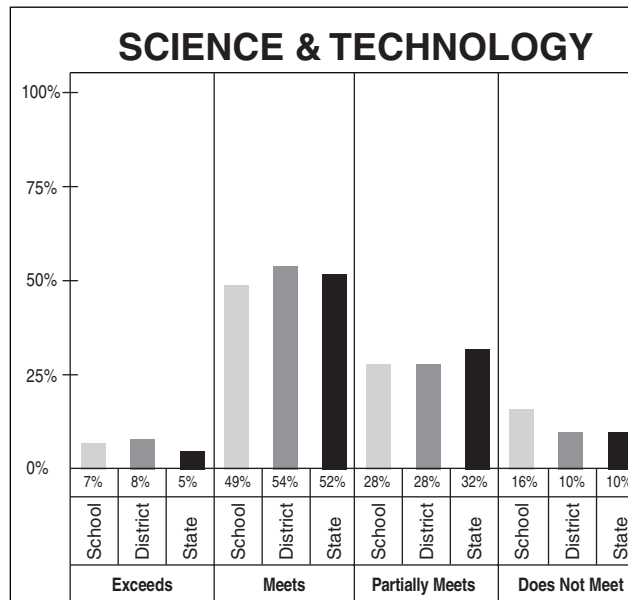
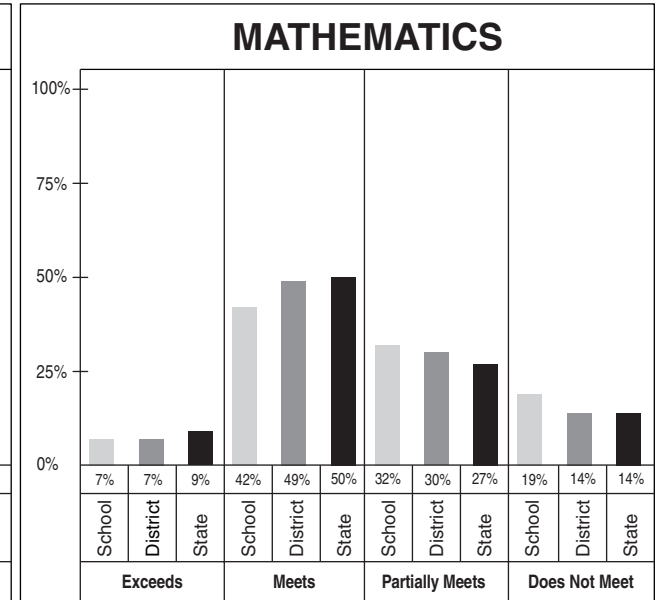
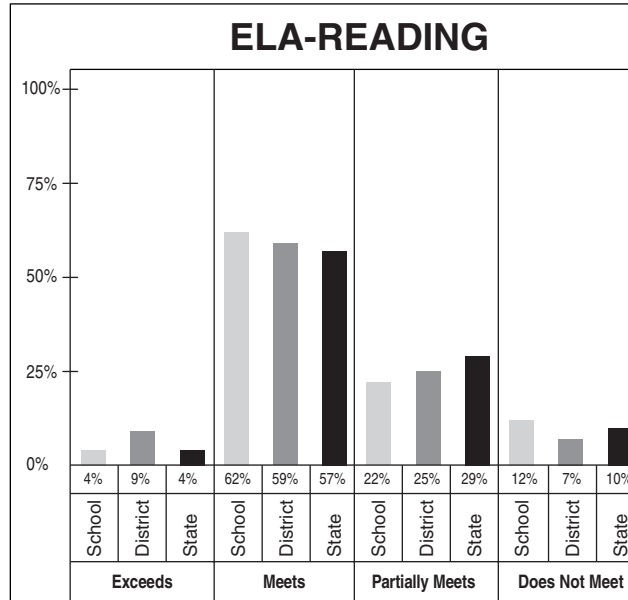


# SUMMARY OF SCORES

School: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	445	446	444
MATHEMATICS 2005–2006	442	444	444
SCIENCE & TECHNOLOGY 2005–2006	443	445	444





# SUMMARY OF STUDENT PARTICIPATION

School: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																					
	School		District		State		ELA-Reading			Mathematics			Science & Technology															
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Total number of students</b>	114	100	266	100	14242	100	112	98	263	99	14125	99	113	99	262	98	14144	99	113	99	263	99	14115	99				
<b>Ethnicity</b>																												
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	1	0	97	1	0		1	100	96	99	0		1	100	96	99	0		1	100	95	98				
Asian/Pacific Islander	1	1	1	0	255	2	1	100	1	100	246	96	1	100	1	100	253	99	1	100	1	100	247	97				
Caucasian/White	111	97	260	98	13384	94	109	98	257	99	13299	99	110	99	256	98	13300	99	110	99	257	99	13289	99				
Hispanic	1	1	2	1	147	1	1	100	2	100	143	97	1	100	2	100	145	99	1	100	2	100	143	97				
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100				
<b>Identified disability</b>	21	18	46	17	2479	17	21	100	46	100	2452	99	21	100	44	96	2450	99	21	100	45	98	2448	99				
<b>Current LEP</b>	1	1	1	0	311	2	0	0	0	0	285	92	1	100	1	100	306	98	1	100	1	100	288	93				
<b>Economically disadvantaged</b>	43	38	98	37	5330	37	43	100	98	100	5275	99	43	100	96	98	5288	99	43	100	97	99	5269	99				
<b>Migrant</b>	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100				

MODE OF PARTICIPATION <sup>3</sup>	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	%		
<b>Students who took the assessment without accommodations</b>	92	82	215	82	11086	78	93	82	215	82	11046	78	93	82	215	82	11097	79								
Identified disability (PET/IEP)	2	2	8	4	452	4	2	2	7	3	446	4	2	2	7	3	471	4								
LEP	0	0	0	0	129	1	1	1	1	0	138	1	1	1	1	0	133	1								
504 plan	0	0	0	0	74	1	0	0	0	0	71	1	0	0	0	0	74	1								
<b>Students who took the assessment with accommodations</b>	15	13	41	16	2816	20	20	18	46	18	2926	21	19	17	46	17	2877	20								
Identified disability (PET/IEP)	14	93	31	76	1792	64	19	95	36	78	1842	63	18	95	36	78	1847	64								
LEP	0	0	0	0	148	5	0	0	0	0	163	6	0	0	0	0	147	5								
504 plan	0	0	2	5	37	1	0	0	2	4	40	1	0	0	2	4	37	1								
Other	1	7	8	20	864	31	1	5	8	17	906	31	1	5	8	17	871	30								
<b>Students who participated through alternate assessment (PAAP)</b>	5	4	7	3	223	2	0	0	1	0	172	1	1	1	2	1	141	1								
Identified disability (PET/IEP)	5	100	7	100	208	93	0		1	100	162	94	1	100	2	100	130	92								
LEP	0	0	0	0	8	4	0		0	0	5	3	0	0	0	0	8	6								
504 plan	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0								

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



# ELA-READING RESULTS

School: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> - 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	4	4	22	9	4
<b>Meets the Standards</b> - 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	66	62	151	59	57
<b>Partially Meets the Standards</b> - 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	24	22	65	25	29
<b>Does Not Meet the Standards</b> - 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	13	12	18	7	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	48	100	29.4	61.3	30.3	63.1	28.9	60.2
<b>Literary Text</b>	20	42	12.3	61.5	12.9	64.5	12.2	61.0
<b>Informational Text</b>	28	58	17.1	61.1	17.5	62.5	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: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.					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		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>																					
Female	55	446	69	20	10	50	446	66	26	8	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>										
Male	45	443	60	25	15	50	443	57	31	12		A. Yes, the questions on the test match what I have learned in reading class.	42	32	446	66	9				
<b>Ethnicity</b>											<b>Which of the following best describes how you rate yourself as a student in reading?</b>										
African American/Black						2	439	42	36	22		B. Yes, they match some of what I have learned.	47	48	445	65	8				
American Indian/Native Alaskan						1	440	46	30	24		C. Yes, they match just a little of what I have learned.	9	14	441	47	17				
Asian/Pacific Islander						2	445	62	27	11		D. No, there is no match.	2	5	438	39	23				
Caucasian/White	98	445	66	22	12	94	444	62	28	10		A. very good	36	34	447	73	7				
Hispanic						1	441	41	42	17	B. good	49	51	444	60	9					
Not Reported						0	444	58	25	17	C. fair	15	13	440	42	17					
<b>Economically disadvantaged</b>											D. poor	1	2	435	22	34					
Yes	37	441	53	28	20	37	441	47	37	16	<b>How hard was the reading part of this test?</b>										
No	63	447	73	19	7	63	446	70	24	7	A. harder than my regular schoolwork	15	18	440	47	20					
<b>Title 1A targeted program</b>											B. about the same as my regular schoolwork	70	59	446	66	7					
Yes						10	438	33	47	20	C. easier than my regular schoolwork	16	22	444	61	10					
No	100	445	65	22	12	90	445	65	26	9	<b>How hard were the reading passages on this test?</b>										
<b>Migrant</b>											A. Most of the passages were more difficult than what I usually read.	14	14	437	33	25					
Yes						0	440	33	44	22	B. Most of the passages were about the same as what I usually read.	54	50	444	62	8					
No	100	445	65	22	12	100	444	61	29	10	C. Most of the passages were easier than what I usually read.	32	36	447	72	7					
<b>Gifted/talented program</b>											<b>How much time do you spend reading at home each day?</b>										
Yes						3	456	95	5	0	A. more than one hour	17	19	446	68	9					
No	100	445	65	22	12	97	444	60	29	10	B. 20 minutes to an hour	31	53	445	65	8					
<b>Identified disability</b>											C. less than 20 minutes	26	14	442	53	14					
Yes	15	434	13	50	38	16	437	31	39	30	D. I rarely read at home	26	14	440	46	17					
No	85	447	75	18	8	84	446	67	27	6	<b>How many pages do you read in school and to complete homework assignments?</b>										
<b>Limited English proficient students</b>											A. five or fewer pages	37	22	442	52	15					
Current LEP in first 10 months											B. six to ten pages	28	26	444	59	9					
Current LEP beyond first 10 months						2	437	33	36	31	C. eleven or more pages	34	52	446	67	8					
<b>How much homework do you do on school nights?</b>																					
A. None						5	440	46	32	22											
B. Less than one hour	83	445	67	21	12	74	445	63	28	9											
C. One to two hours	12	444	67	25	8	18	444	62	29	9											
D. More than two hours						2	437	34	38	28											
<b>Optional school/district question</b>																					
A.																					
B.																					
C.																					
D.																					



# MATHEMATICS RESULTS

School: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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	8	7	19	7	9
<b>Meets the Standards</b> – 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	48	42	129	49	50
<b>Partially Meets the Standards</b> – 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	36	32	77	30	27
<b>Does Not Meet the Standards</b> – 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	21	19	36	14	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	11	28	6.8	61.8	7.0	63.6	7.3	66.4
<b>Cluster 2: Shape and Size</b>	10	25	5.7	57.0	6.1	61.0	6.1	61.0
<b>Cluster 3: Mathematical Decision Making</b>	10	25	6.5	65.0	6.8	68.0	6.6	66.0
<b>Cluster 4: Patterns</b>	9	23	5.3	58.9	5.6	62.2	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: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		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		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>																
Female	56	442	52	32	16	50	444	58	28	14						
Male	44	441	46	32	22	50	445	61	27	13						
<b>Ethnicity</b>																
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	97	442	50	33	17	94	445	60	27	13						
Hispanic						1	441	46	34	20						
Not Reported						0	442	50	25	25						
<b>Economically disadvantaged</b>																
Yes	38	437	35	37	28	37	440	47	33	21						
No	62	445	59	29	13	63	447	67	24	9						
<b>Title 1A targeted program</b>																
Yes						10	437	35	41	24						
No	100	442	50	32	19	90	445	62	25	12						
<b>Migrant</b>																
Yes						0	433	33	17	50						
No	100	442	50	32	19	100	444	59	27	14						
<b>Gifted/talented program</b>																
Yes						3	461	97	3	0						
No	100	442	50	32	19	97	444	58	28	14						
<b>Identified disability</b>																
Yes	19	428	10	38	52	16	436	35	34	32						
No	81	445	59	30	11	84	446	64	26	10						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	414	0	17	83						
Current LEP beyond first 10 months						2	437	40	29	30						
<b>How much homework do you do on school nights?</b>																
A. None						5	438	43	27	30						
B. Less than one hour	82	443	52	34	15	74	445	61	27	12						
C. One to two hours	11	443	50	33	17	18	445	60	28	12						
D. More than two hours						2	436	38	29	34						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																
A. Yes, the questions on the test match what I have learned in mathematics class.	49		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.	7		11	439	42	24										
D. No, there is no match.	4		3	432	29	41										
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																
A. very good	43		35	449	72	9										
B. good	39		48	444	58	13										
C. fair	14		15	438	40	21										
D. poor	4		3	432	22	39										
<b>How hard was the mathematics part of this test?</b>																
A. harder than my regular schoolwork	11		13	438	40	26										
B. about the same as my regular schoolwork	68		62	445	62	11										
C. easier than my regular schoolwork	21		25	447	65	12										
<b>How often do you use hands-on material in mathematics class?</b>																
A. almost every day	27		24	443	54	18										
B. two or three days a week	38		37	445	62	11										
C. two or three times each month	32		31	446	64	11										
D. never	3		8	441	51	21										
<b>How often do you use calculators in mathematics class?</b>																
A. almost every day	8		4	437	39	34										
B. two or three days a week	23		20	443	53	16										
C. two or three times each month	27		56	446	65	9										
D. never	41		20	442	54	18										
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																
A. less than 30 minutes	8		9	438	41	27										
B. 30-45 minutes	43		28	442	53	16										
C. 45-60 minutes	41		39	446	64	10										
D. more than 60 minutes	8		25	447	67	11										



# SCIENCE & TECHNOLOGY RESULTS

School: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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	8	7	22	8	5
<b>Meets the Standards</b> – 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	55	49	140	54	52
<b>Partially Meets the Standards</b> – 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	31	28	73	28	32
<b>Does Not Meet the Standards</b> – 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	18	16	26	10	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
<b>Cluster 1: Life Sciences</b>	12	25	8.0	66.7	8.2	68.3	8.2	68.3	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	12	25	7.9	65.8	8.1	67.5	7.6	63.3	<b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	12	25	7.3	60.8	7.9	65.8	7.8	65.0	<b>Cluster 3: Earth and Space Sciences</b> D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	12	25	7.5	62.5	7.9	65.8	7.7	64.2	<b>Cluster 4: Nature and Implications of Science</b> 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: George E Jack School  
 District: MSAD 06  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		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		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
<b>Gender</b>																	
Female	55	443	55	31	15	49	443	55	34	11	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?</b> A. Yes, the questions on the test match what I have learned in science class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor  <b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How often do you have science classes?</b> A. every day B. a few times a week C. once a week D. a few times a month  <b>Which statement best describes how you learn science and technology?</b> A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B.						
Male	45	443	58	24	18	51	444	59	30	10		35	26	445	61	9	
<b>Ethnicity</b>																	
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	97	443	57	28	16	94	444	58	32	10							
Hispanic						1	440	43	43	14							
Not Reported						0	445	67	25	8							
<b>Economically disadvantaged</b>																	
Yes	38	438	38	38	24	37	440	44	41	16							
No	63	446	67	21	11	63	446	65	27	7							
<b>Title 1A targeted program</b>																	
Yes						10	438	33	47	20							
No	100	443	56	28	16	90	444	60	31	9							
<b>Migrant</b>																	
Yes						0	438	28	44	28							
No	100	443	56	28	16	100	444	57	32	10							
<b>Gifted/talented program</b>																	
Yes						3	457	94	6	0							
No	100	443	56	28	16	97	443	56	33	11							
<b>Identified disability</b>																	
Yes	18	432	15	40	45	17	438	35	41	24							
No	82	445	65	25	10	83	445	62	31	8							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	434	22	45	33							
<b>How much homework do you do on school nights?</b>																	
A. None						5	439	41	39	20							
B. Less than one hour	83	444	58	27	15	74	444	59	32	9							
C. One to two hours	11	445	58	33	8	18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	