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 8

ID: 11031303
School: Elm Street School
District: Mechanic Falls School Dept
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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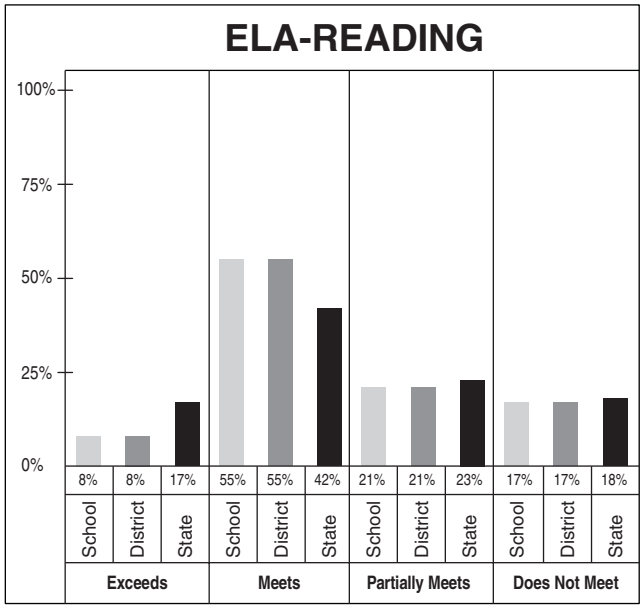
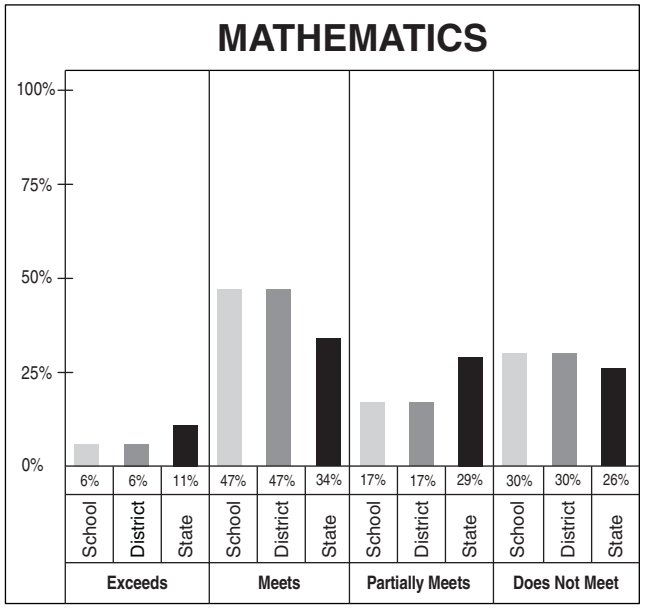
SUMMARY OF SCORES

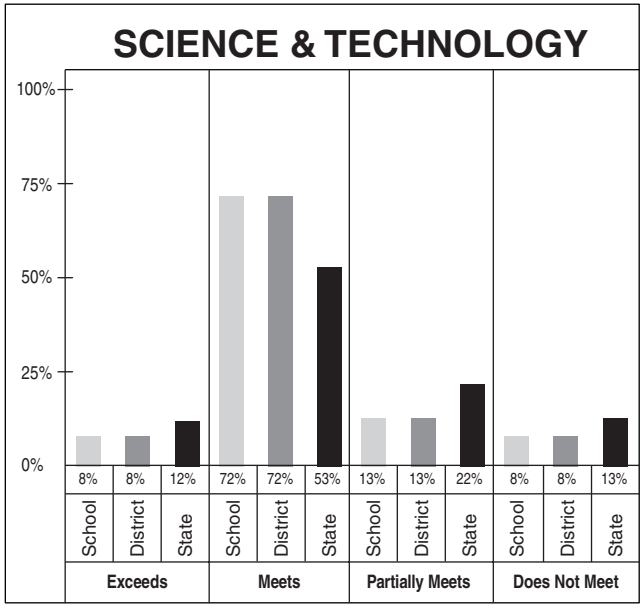
School: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
Date: March 2006

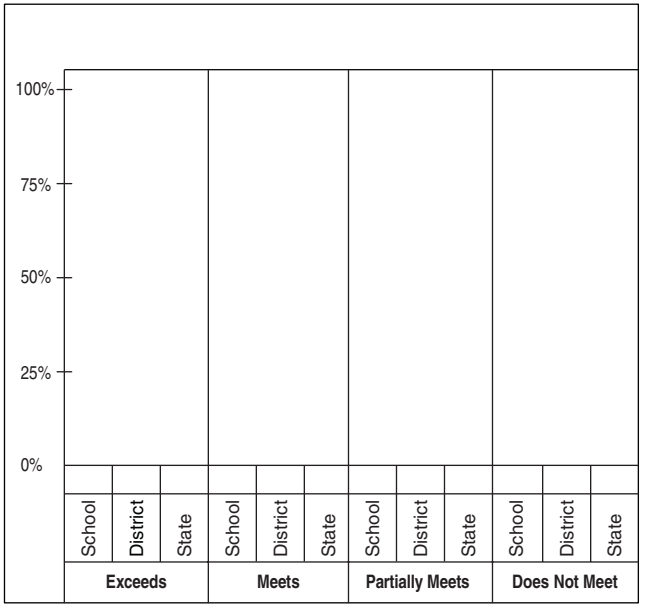
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	845	845	845
MATHEMATICS 2005–2006	838	838	840
SCIENCE & TECHNOLOGY 2005–2006	848	848	846









SUMMARY OF STUDENT PARTICIPATION

School: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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	54	100	54	100	16699	100	53	98	53	98	16486	99	53	98	53	98	16486	99	53	98	53	98	16461	99
Ethnicity African American/Black	1	2	1	2	297	2	1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	290	98
American Indian/Native Alaskan	0	0	0	0	106	1	0		0		102	96	0		0		101	95	0		0		102	96
Asian/Pacific Islander	0	0	0	0	214	1	0		0		210	98	0		0		211	99	0		0		210	98
Caucasian/White	52	96	52	96	15930	95	51	98	51	98	15736	99	51	98	51	98	15735	99	51	98	51	98	15712	99
Hispanic	1	2	1	2	139	1	1	100	1	100	135	97	1	100	1	100	136	98	1	100	1	100	135	97
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92
Identified disability	11	20	11	20	2717	16	11	100	11	100	2659	98	11	100	11	100	2657	98	11	100	11	100	2648	97
Current LEP	1	2	1	2	239	1	1	100	1	100	231	97	1	100	1	100	237	99	1	100	1	100	232	97
Economically disadvantaged	20	37	20	37	5670	34	19	95	19	95	5555	98	19	95	19	95	5552	98	19	95	19	95	5537	98
Migrant	0	0	0	0	25	0	0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION[3]	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	%
Students who took the assessment without accommodations	42	79	42	79	13752	83	42	79	42	79	13746	83	42	79	42	79	13785	84						
Identified disability (PET/IEP)	1	2	1	2	499	4	1	2	1	2	477	3	1	2	1	2	508	4						
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1						
504 plan	3	7	3	7	165	1	3	7	3	7	165	1	3	7	3	7	164	1						
Students who took the assessment with accommodations	11	21	11	21	2517	15	11	21	11	21	2516	15	11	21	11	21	2490	15						
Identified disability (PET/IEP)	10	91	10	91	1953	78	10	91	10	91	1965	78	10	91	10	91	1962	79						
LEP	1	9	1	9	132	5	1	9	1	9	137	5	1	9	1	9	131	5						
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2						
Other	0	0	0	0	389	15	0	0	0	0	372	15	0	0	0	0	354	14						
Students who participated through alternate assessment (PAAP)	0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1						
Identified disability (PET/IEP)	0		0		207	95	0		0		215	96	0		0		178	96						
LEP	0		0		8	4	0		0		7	3	0		0		7	4						
504 plan	0		0		2	1	0		0		2	1	0		0		2	1						

[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: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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 861-880)	**2005—2006**	4	8	4	8	17
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 841-860)	**2005—2006**	29	55	29	55	42
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 829-840)	**2005—2006**	11	21	11	21	23
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 800-828)	**2005—2006**	9	17	9	17	18

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	**55**	**100**	36.7	66.7	36.7	66.7	36.2	65.8
Literary Text	**27**	**49**	17.7	65.6	17.7	65.6	17.7	65.6
Informational Text	**28**	**51**	19.0	67.9	19.0	67.9	18.6	66.4

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: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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	42	852	82	14	5	48	848	66	21	13
Male	58	840	48	26	26	52	842	52	25	23
Ethnicity										
African American/Black						2	836	42	26	31
American Indian/Native Alaskan						1	836	38	30	31
Asian/Pacific Islander						1	847	65	19	16
Caucasian/White	96	845	61	22	18	95	845	59	23	18
Hispanic						1	839	47	19	35
Not Reported						0	839	54	15	31
Economically disadvantaged										
Yes	36	840	42	21	37	33	838	43	27	29
No	64	848	74	21	6	67	848	66	21	13
Title 1A targeted program										
Yes						4	838	38	34	28
No	100	845	62	21	17	96	845	59	23	18
Migrant										
Yes						0	839	48	30	22
No	100	845	62	21	17	100	845	59	23	18
Gifted/talented program										
Yes	11	859	100	0	0	3	865	97	2	0
No	89	843	57	23	19	97	844	57	24	19
Identified disability										
Yes	21	828	18	18	64	15	827	16	27	57
No	79	849	74	21	5	85	848	66	22	12
Limited English proficient students										
Current LEP in first 10 months						0	823	11	22	67
Current LEP beyond first 10 months						1	828	27	22	51
How much homework do you do on school nights?										
A. None	15	838	38	38	25	8	834	36	25	40
B. Less than one hour	66	847	69	14	17	45	844	58	24	19
C. One to two hours	13	843	71	14	14	41	848	65	22	13
D. More than two hours						6	846	59	21	19
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	29	849	69	13
B. Yes, they match some of what I have learned.	57	53	845	60	16
C. Yes, they match just a little of what I learned.	8	14	838	43	29
D. No, there is no match.	6	4	830	24	47
Which of the following best describes how you rate yourself as a student in reading?					
A. very good	29	29	854	80	8
B. good	42	50	845	59	16
C. fair	29	19	835	33	35
D. poor	0	3	829	21	50
How difficult was the reading part of this test?					
A. harder than my regular schoolwork	17	15	840	49	29
B. about the same as my regular schoolwork	62	65	845	60	16
C. easier than my regular schoolwork	21	20	848	64	14
How difficult were the reading passages on this test?					
A. Most of the passages were more difficult than what I normally read.	13	8	832	30	44
B. Most of the passages were about the same as what I normally read.	47	54	843	54	20
C. Most of the passages were easier than what I normally read.	40	37	851	73	9
How hard did you try on the reading part of this test?					
A. I tried harder on this test than I do on my regular schoolwork.	60	44	845	60	18
B. I tried about the same as I do on my regular schoolwork.	35	50	846	61	16
C. I did not try as hard on this test as I do on my regular schoolwork.	6	5	836	39	35
How much time do you spend reading at home each day?					
A. more than one hour	21	18	848	67	13
B. 20 minutes to an hour	19	40	848	65	14
C. less than 20 minutes	11	14	844	58	19
D. I rarely read at home	49	28	839	46	27
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."					
A. strongly agree	47	44	849	68	13
B. agree	47	48	843	54	20
C. disagree	4	5	835	37	36
D. strongly disagree	2	2	830	25	46

MATHEMATICS RESULTS

School: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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 861-880)	**2005—2006**	3	6	3	6	11
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 841-860)	**2005—2006**	25	47	25	47	34
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 829-840)	**2005—2006**	9	17	9	17	29
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 800-828)	**2005—2006**	16	30	16	30	26

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**	**23**	5.5	50.0	5.5	50.0	5.3	48.2
Cluster 2: Shape and Size	**12**	**26**	5.3	44.2	5.3	44.2	5.4	45.0
Cluster 3: Mathematical Decision Making	**10**	**21**	5.5	55.0	5.5	55.0	5.8	58.0
Cluster 4: Patterns	**14**	**30**	7.2	51.4	7.2	51.4	7.4	52.9

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: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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	42	842	64	14	23	48	840	45	31	24
Male	58	835	45	19	35	52	839	44	28	28
Ethnicity										
African American/Black						2	830	24	27	49
American Indian/Native Alaskan						1	833	30	33	38
Asian/Pacific Islander						1	845	60	17	23
Caucasian/White	96	838	53	18	29	95	840	45	30	26
Hispanic						1	835	38	28	34
Not Reported						0	831	25	17	58
Economically disadvantaged										
Yes	36	835	42	26	32	33	833	30	31	38
No	64	840	59	12	29	67	843	52	28	20
Title 1A targeted program										
Yes						4	834	27	35	37
No	100	838	53	17	30	96	840	45	29	26
Migrant										
Yes						0	835	26	39	35
No	100	838	53	17	30	100	840	45	29	26
Gifted/talented program										
Yes	11	860	100	0	0	3	864	96	3	1
No	89	835	47	19	34	97	839	43	30	27
Identified disability										
Yes	21	821	9	18	73	15	824	12	25	63
No	79	843	64	17	19	85	842	50	30	20
Limited English proficient students										
Current LEP in first 10 months						0	827	22	22	56
Current LEP beyond first 10 months						1	827	20	24	56
How much homework do you do on school nights?										
A. None	15	830	13	38	50	8	831	27	27	46
B. Less than one hour	66	842	63	14	23	45	839	43	31	26
C. One to two hours	13	831	43	14	43	41	842	50	28	22
D. More than two hours						6	841	49	25	26
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.	40	30	845	58	18
B. Yes, they match some of what I have learned.	43	47	840	45	24
C. Yes, they match just a little of what I have learned.	11	18	834	29	37
D. No, there is no match.	6	5	826	16	57
Which of the following best describes how you rate yourself as a student in mathematics?					
A. very good	21	24	851	73	11
B. good	51	45	840	47	22
C. fair	17	25	832	23	40
D. poor	11	6	826	10	54
How difficult was the mathematics part of this test?					
A. harder than my regular schoolwork	32	35	834	30	36
B. about the same as my regular schoolwork	55	51	840	47	23
C. easier than my regular schoolwork	13	14	853	74	10
How hard did you try on the mathematics part of this test?					
A. I tried harder on this test than I do on my regular schoolwork.	55	45	839	43	26
B. I tried about the same as I do on my regular schoolwork.	40	50	841	48	23
C. I did not try as hard on this test as I do on my regular schoolwork.	6	5	834	34	41
How often do you use laptops in mathematics class?					
A. almost every day	2	4	833	30	38
B. two or three days a week	6	11	836	37	33
C. two or three times each month	57	36	841	46	23
D. never	36	49	840	47	25
Which statement best describes the use of calculators in mathematics class?					
A. Calculators are used daily.	53	40	842	50	22
B. Calculators are used once or twice a week.	42	37	839	44	26
C. Calculators are used once or twice a month.	4	12	838	41	29
D. Calculators are rarely or never used.	2	11	836	37	33
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."					
A. strongly agree	9	11	835	35	36
B. agree	75	46	839	43	27
C. disagree	13	33	843	51	20
D. strongly disagree	2	10	839	45	28

SCIENCE & TECHNOLOGY RESULTS

School: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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 861-880)	**2005—2006**	4	8	4	8	12
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 841-860)	**2005—2006**	38	72	38	72	53
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 831-840)	**2005—2006**	7	13	7	13	22
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 800-830)	**2005—2006**	4	8	4	8	13

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	**14**	**25**	9.5	67.9	9.5	67.9	8.9	63.6
Cluster 2: Physical Sciences	**14**	**25**	7.4	52.9	7.4	52.9	7.6	54.3
Cluster 3: Earth and Space Sciences	**14**	**25**	8.5	60.7	8.5	60.7	8.1	57.9
Cluster 4: Nature and Implications of Science	**14**	**25**	8.8	62.9	8.8	62.9	8.3	59.3

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: Elm Street School
District: Mechanic Falls School Dept
Grade: 8
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	42	849	91	9	0	48	846	64	24	12
Male	58	847	71	16	13	52	846	65	21	14
Ethnicity										
African American/Black						2	838	43	27	30
American Indian/Native Alaskan						1	840	47	29	24
Asian/Pacific Islander						1	847	64	20	16
Caucasian/White	96	848	78	14	8	95	846	65	22	13
Hispanic						1	841	50	25	26
Not Reported						0	846	75	8	17
Economically disadvantaged										
Yes	36	844	63	26	11	33	841	51	27	22
No	64	850	88	6	6	67	849	71	20	9
Title 1A targeted program										
Yes						4	841	46	34	19
No	100	848	79	13	8	96	846	65	22	13
Migrant										
Yes						0	840	61	9	30
No	100	848	79	13	8	100	846	64	22	13
Gifted/talented program										
Yes	11	861	100	0	0	3	863	99	1	0
No	89	847	77	15	9	97	846	63	23	14
Identified disability										
Yes	21	840	55	18	27	15	835	30	30	40
No	79	850	86	12	2	85	848	71	21	9
Limited English proficient students										
Current LEP in first 10 months						0	827	22	33	44
Current LEP beyond first 10 months						1	833	29	25	47
How much homework do you do on school nights?										
A. None	15	844	75	25	0	8	839	45	25	30
B. Less than one hour	66	849	80	11	9	45	846	64	23	13
C. One to two hours	13	849	71	14	14	40	848	69	21	10
D. More than two hours						6	847	66	19	15
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.	43	26	847	68	12
B. Yes, they match some of what I have learned.	38	48	847	66	12
C. Yes, they match just a little of what I have learned.	11	21	846	64	14
D. No, there is no match.	8	5	840	48	27
Which of the following best describes how you rate yourself as a student in science?					
A. very good	28	22	852	78	8
B. good	60	54	847	67	11
C. fair	8	20	842	51	19
D. poor	4	3	835	30	37
How difficult was the science part of this test?					
A. harder than my regular schoolwork	17	30	847	66	13
B. about the same as my regular schoolwork	70	59	846	64	12
C. easier than my regular schoolwork	13	11	847	65	13
How hard did you try on the science part of this test?					
A. I tried harder on this test than I do on my regular schoolwork.	62	42	847	65	12
B. I tried about the same as I do on my regular schoolwork.	35	53	847	67	12
C. I did not try as hard on this test as I do on my regular schoolwork.	4	4	840	46	31
Which statement best describes how often and how long your science class meets?					
A. We meet every day for 45 minutes to an hour.	83	69	847	68	11
B. We meet on alternate days for 80 to 90 minutes.	4	16	845	63	15
C. We meet every day for 45 minutes, plus a longer lab period each week.	10	6	844	56	20
D. We have a flexible schedule depending on the activities.	4	9	842	53	20
Which courses do you plan to take before you graduate from high school?					
A. earth and space science and/or biology	33	25	845	61	14
B. the course(s) described in A, plus chemistry	18	24	847	69	12
C. the course(s) described in B, plus physics	14	22	852	76	9
D. a life science and physical science class	35	29	843	56	16
How do you feel about the following statment? "My knowledge of science and technology will be useful to me as an adult."					
A. strongly agree	40	29	849	72	11
B. agree	55	55	846	65	12
C. disagree	6	13	843	56	17
D. strongly disagree	0	3	838	40	30