



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 8

ID: 11061305  
School: Dr Lewis S Libby School  
District: Milford 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.

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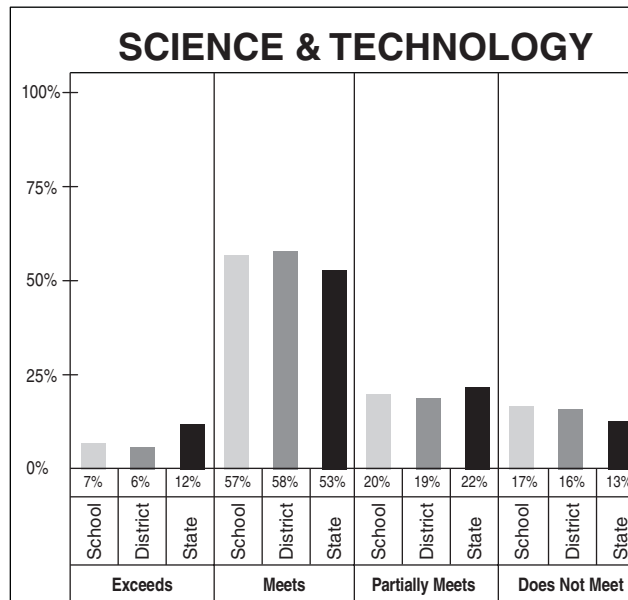
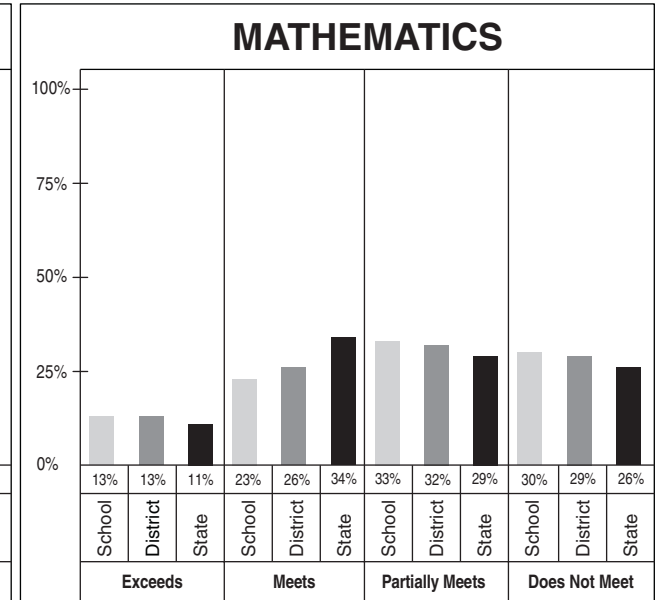
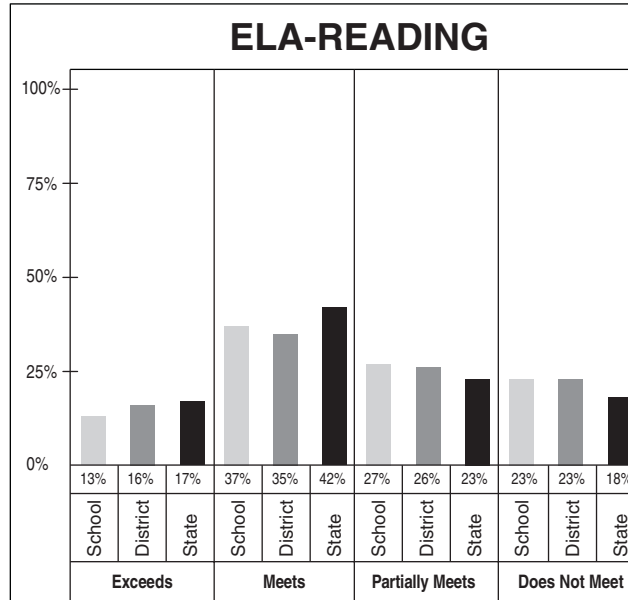


# SUMMARY OF SCORES

School: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	838	839	845
MATHEMATICS 2005–2006	838	839	840
SCIENCE & TECHNOLOGY 2005–2006	843	844	846





# SUMMARY OF STUDENT PARTICIPATION

School: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 Date: March 2006

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	30	100	31	100	16699	100
<b>Ethnicity</b>						
African American/Black	0	0	0	0	297	2
American Indian/Native Alaskan	4	13	4	13	106	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	26	87	27	87	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
<b>Identified disability</b>	9	30	9	29	2717	16
<b>Current LEP</b>	0	0	0	0	239	1
<b>Economically disadvantaged</b>	6	20	6	19	5670	34
<b>Migrant</b>	0	0	0	0	25	0

ELA-Reading			Mathematics			Science & Technology											
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
30	100	31	100	16486	99	30	100	31	100	16486	99	30	100	31	100	16461	99
0		0		290	98	0		0		291	98	0		0		290	98
4	100	4	100	102	96	4	100	4	100	101	95	4	100	4	100	102	96
0		0		210	98	0		0		211	99	0		0		210	98
26	100	27	100	15736	99	26	100	27	100	15735	99	26	100	27	100	15712	99
0		0		135	97	0		0		136	98	0		0		135	97
0		0		13	100	0		0		12	92	0		0		12	92
9	100	9	100	2659	98	9	100	9	100	2657	98	9	100	9	100	2648	97
0		0		231	97	0		0		237	99	0		0		232	97
6	100	6	100	5555	98	6	100	6	100	5552	98	6	100	6	100	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	21	70	22	71	13752	83	21	70	22	71	13746	83	21	70	22	71	13785	84
Identified disability (PET/IEP)	1	5	1	5	499	4	1	5	1	5	477	3	1	5	1	5	508	4
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1
504 plan	0	0	0	0	165	1	0	0	0	0	165	1	0	0	0	0	164	1
<b>Students who took the assessment with accommodations</b>	9	30	9	29	2517	15	9	30	9	29	2516	15	9	30	9	29	2490	15
Identified disability (PET/IEP)	8	89	8	89	1953	78	8	89	8	89	1965	78	8	89	8	89	1962	79
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2
Other	1	11	1	11	389	15	1	11	1	11	372	15	1	11	1	11	354	14
<b>Students who participated through alternate assessment (PAAP)</b>	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

<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: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 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 861-880)		2005–2006	4	13	5	16	17
<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 841-860)		2005–2006	11	37	11	35	42
<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 829-840)		2005–2006	8	27	8	26	23
<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 800-828)		2005–2006	7	23	7	23	18

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>	55	100	32.7	59.5	33.1	60.2	36.2	65.8
<b>Literary Text</b>	27	49	15.6	57.8	15.8	58.5	17.7	65.6
<b>Informational Text</b>	28	51	17.1	61.1	17.3	61.8	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:** Dr Lewis S Libby School  
**District:** Milford School Department  
**Grade:** 8  
**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	40	847	67	25	8	48	848	66	21	13	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor  <b>How difficult was the reading 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 difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.  <b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home  <b>How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree						
Male	60	833	39	28	33	52	842	52	25	23		20	29	849	69	13	
<b>Ethnicity</b>																	
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	87	840	54	23	23	95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
<b>Economically disadvantaged</b>																	
Yes	20	831	50	0	50	33	838	43	27	29							
No	80	840	50	33	17	67	848	66	21	13							
<b>Title 1A targeted program</b>																	
Yes						4	838	38	34	28							
No	100	838	50	27	23	96	845	59	23	18							
<b>Migrant</b>																	
Yes						0	839	48	30	22							
No	100	838	50	27	23	100	845	59	23	18							
<b>Gifted/talented program</b>																	
Yes						3	865	97	2	0							
No	100	838	50	27	23	97	844	57	24	19							
<b>Identified disability</b>																	
Yes	30	819	11	22	67	15	827	16	27	57							
No	70	847	67	29	5	85	848	66	22	12							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months						0	823	11	22	67							
Current LEP beyond first 10 months						1	828	27	22	51							
<b>How much homework do you do on school nights?</b>																	
A. None						8	834	36	25	40							
B. Less than one hour	67	839	55	25	20	45	844	58	24	19							
C. One to two hours	30	836	44	22	33	41	848	65	22	13							
D. More than two hours						6	846	59	21	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 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 861-880)		2005–2006	4	13	4	13	11
<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 841-860)		2005–2006	7	23	8	26	34
<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 829-840)		2005–2006	10	33	10	32	29
<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 800-828)		2005–2006	9	30	9	29	26

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	23	5.2	47.3	5.2	47.3	5.3	48.2	<b>Cluster 1: Numbers and Operations</b> A. Numbers and Number Sense B. Computation I. Discrete Mathematics <b>Cluster 2: Shape and Size</b> E. Geometry F. Measurement <b>Cluster 3: Mathematical Decision Making</b> C. Data Analysis and Statistics D. Probability J. Mathematical Reasoning <b>Cluster 4: Patterns</b> G. Patterns, Relations, and Functions H. Algebra Concepts K. Mathematical Communication  Each content standard in the clusters above is defined in Maine's <i>Learning Results</i> . The <i>Learning Results</i> are the basis for the MEA at grades 4 and 8 and can be found at <a href="http://www.maine.gov/education/lres/homepage.htm">http://www.maine.gov/education/lres/homepage.htm</a> .
<b>Cluster 2: Shape and Size</b>	12	26	5.0	41.7	5.0	41.7	5.4	45.0	
<b>Cluster 3: Mathematical Decision Making</b>	10	21	5.6	56.0	5.6	56.0	5.8	58.0	
<b>Cluster 4: Patterns</b>	14	30	7.6	54.3	7.7	55.0	7.4	52.9	



# MATHEMATICS RESULTS

## (CONTINUED)

**School:** Dr Lewis S Libby School  
**District:** Milford School Department  
**Grade:** 8  
**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	40	843	50	33	17	48	840	45	31	24	<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. 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 mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics 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 hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.  <b>How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree						
Male	60	835	28	33	39	52	839	44	28	28							
<b>Ethnicity</b>																	
African American/Black						2	830	24	27	49		13	30	845	58	18	
American Indian/Native Alaskan						1	833	30	33	38		47	47	840	45	24	
Asian/Pacific Islander						1	845	60	17	23		37	18	834	29	37	
Caucasian/White	87	840	38	38	23	95	840	45	30	26		3	5	826	16	57	
Hispanic						1	835	38	28	34							
Not Reported						0	831	25	17	58							
<b>Economically disadvantaged</b>																	
Yes	20	836	50	0	50	33	833	30	31	38		13	24	851	73	11	
No	80	839	33	42	25	67	843	52	28	20		27	45	840	47	22	
<b>Title 1A targeted program</b>																	
Yes						4	834	27	35	37		47	25	832	23	40	
No	100	838	37	33	30	96	840	45	29	26		13	6	826	10	54	
<b>Migrant</b>																	
Yes						0	835	26	39	35							
No	100	838	37	33	30	100	840	45	29	26		43	35	834	30	36	
<b>Gifted/talented program</b>																	
Yes						3	864	96	3	1		54	51	840	47	23	
No	100	838	37	33	30	97	839	43	30	27		4	14	853	74	10	
<b>Identified disability</b>																	
Yes	30	820	11	0	89	15	824	12	25	63							
No	70	846	48	48	5	85	842	50	30	20	39	45	839	43	26		
<b>Limited English proficient students</b>																	
Current LEP in first 10 months						0	827	22	22	56	57	50	841	48	23		
Current LEP beyond first 10 months						1	827	20	24	56	4	5	834	34	41		
<b>How much homework do you do on school nights?</b>																	
A. None						8	831	27	27	46	39	45	839	43	26		
B. Less than one hour	67	839	40	30	30	45	839	43	31	26	37	36	841	46	23		
C. One to two hours	30	838	33	44	22	41	842	50	28	22	60	49	840	47	25		
D. More than two hours						6	841	49	25	26							
<b>Optional school/district question</b>																	
A.											80	40	842	50	22		
B.											10	37	839	44	26		
C.											0	12	838	41	29		
D.											10	11	836	37	33		



# SCIENCE & TECHNOLOGY RESULTS

School: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 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 861-880)		2005–2006	2	7	2	6	12
<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 841-860)		2005–2006	17	57	18	58	53
<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 831-840)		2005–2006	6	20	6	19	22
<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 800-830)		2005–2006	5	17	5	16	13

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>	14	25	8.4	60.0	8.5	60.7	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	14	25	6.8	48.6	6.8	48.6	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	14	25	8.2	58.6	8.3	59.3	8.1	57.9	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	14	25	8.0	57.1	8.0	57.1	8.3	59.3	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: Dr Lewis S Libby School  
 District: Milford School Department  
 Grade: 8  
 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	40	846	75	17	8	48	846	64	24	12	<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 hard did you try on the science part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>Which statement best describes how often and how long your science class meets?</b> A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities.  <b>Which courses do you plan to take before you graduate from high school?</b> A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class  <b>How do you feel about the following statement?</b> <b>"My knowledge of science and technology will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree	7	26	847	68	12
Male	60	842	56	22	22	52	846	65	21	14		33	48	847	66	12
<b>Ethnicity</b>												50	21	846	64	14
African American/Black						2	838	43	27	30		10	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		20	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		53	54	847	67	11
Caucasian/White	87	845	69	15	15	95	846	65	22	13		23	20	842	51	19
Hispanic						1	841	50	25	26		3	3	835	30	37
Not Reported						0	846	75	8	17						
<b>Economically disadvantaged</b>												20	22	852	78	8
Yes	20	835	50	0	50	33	841	51	27	22		53	54	847	67	11
No	80	845	67	25	8	67	849	71	20	9		23	20	842	51	19
<b>Title 1A targeted program</b>												3	3	835	30	37
Yes						4	841	46	34	19		32	30	847	66	13
No	100	843	63	20	17	96	846	65	22	13		61	59	846	64	12
<b>Migrant</b>											7	11	847	65	13	
Yes						0	840	61	9	30	31	42	847	65	12	
No	100	843	63	20	17	100	846	64	22	13	59	53	847	67	12	
<b>Gifted/talented program</b>											10	4	840	46	31	
Yes						3	863	99	1	0						
No	100	843	63	20	17	97	846	63	23	14						
<b>Identified disability</b>											57	69	847	68	11	
Yes	30	833	33	22	44	15	835	30	30	40	0	16	845	63	15	
No	70	848	76	19	5	85	848	71	21	9	37	6	844	56	20	
<b>Limited English proficient students</b>											7	9	842	53	20	
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months						1	833	29	25	47						
<b>How much homework do you do on school nights?</b>																
A. None						8	839	45	25	30						
B. Less than one hour	67	846	70	20	10	45	846	64	23	13	28	25	845	61	14	
C. One to two hours	30	838	56	11	33	40	848	69	21	10	34	24	847	69	12	
D. More than two hours						6	847	66	19	15	14	22	852	76	9	
<b>Optional school/district question</b>											24	29	843	56	16	
A.																
B.																
C.																
D.											38	29	849	72	11	
											38	55	846	65	12	
											21	13	843	56	17	
											3	3	838	40	30	