



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
Commissioner of Education



School Report Grade 8

ID: 11911458
School: York Middle School
District: York 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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7
Science & Technology Results.....	8-9

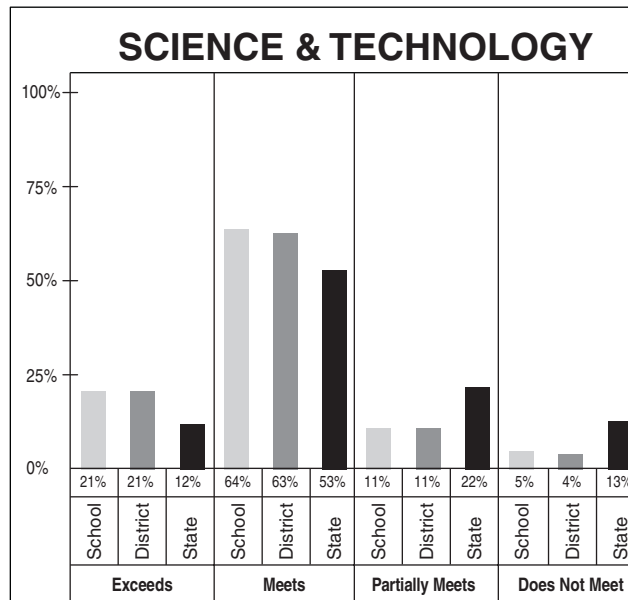
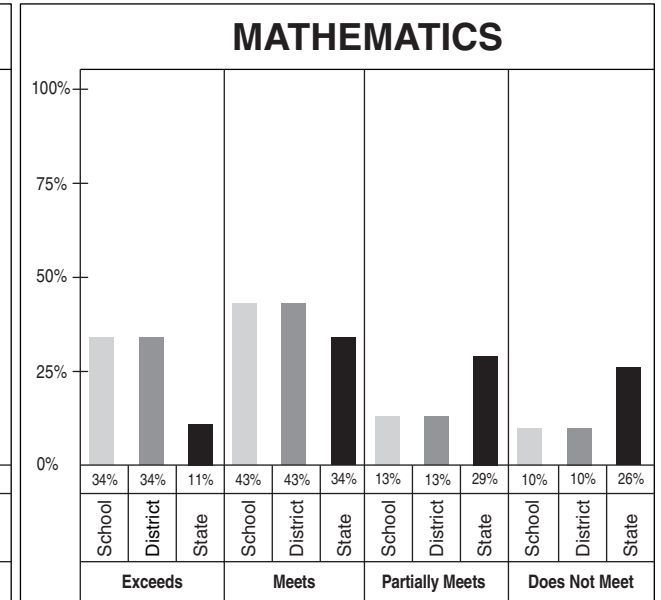
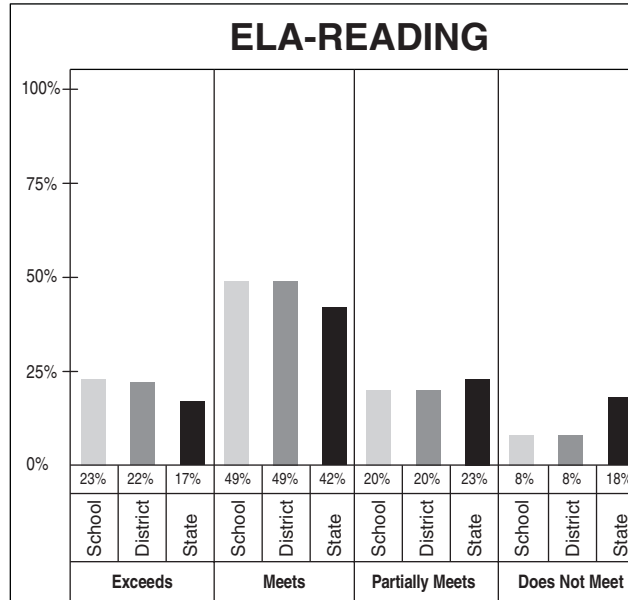


SUMMARY OF SCORES

School: York Middle School
 District: York 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	850	850	845
MATHEMATICS 2005–2006	852	852	840
SCIENCE & TECHNOLOGY 2005–2006	852	853	846





SUMMARY OF STUDENT PARTICIPATION

School: York Middle School
 District: York School Department
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	179	100	180	100	16699	100	178	99	179	99	16486	99	178	99	179	99	16486	99	178	99	179	99	16461	99
Ethnicity																								
African American/Black	0	0	0	0	297	2	0		0		290	98	0		0		291	98	0		0		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	1	1	1	1	214	1	1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98
Caucasian/White	178	99	179	99	15930	95	177	99	178	99	15736	99	177	99	178	99	15735	99	177	99	178	99	15712	99
Hispanic	0	0	0	0	139	1	0		0		135	97	0		0		136	98	0		0		135	97
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92
Identified disability	28	16	28	16	2717	16	28	100	28	100	2659	98	28	100	28	100	2657	98	28	100	28	100	2648	97
Current LEP	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97
Economically disadvantaged	20	11	21	12	5670	34	20	100	21	100	5555	98	20	100	21	100	5552	98	20	100	21	100	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	CONTENT AREA PARTICIPATION ²																	
	ELA-Reading			Mathematics			Science & Technology											
	School	District	State	School	District	State	School	District	State	School	District	State						
Students who took the assessment without accommodations	151	85	152	85	13752	83	153	86	154	86	13746	83	153	86	154	86	13785	84
Identified disability (PET/IEP)	2	1	2	1	499	4	3	2	3	2	477	3	3	2	3	2	508	4
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1
504 plan	1	1	1	1	165	1	1	1	1	1	165	1	1	1	1	1	164	1
Students who took the assessment with accommodations	26	15	26	15	2517	15	24	13	24	13	2516	15	24	13	24	13	2490	15
Identified disability (PET/IEP)	25	96	25	96	1953	78	24	100	24	100	1965	78	24	100	24	100	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	4	1	4	389	15	0	0	0	0	372	15	0	0	0	0	354	14
Students who participated through alternate assessment (PAAP)	1	1	1	1	217	1	1	1	1	1	224	1	1	1	1	1	186	1
Identified disability (PET/IEP)	1	100	1	100	207	95	1	100	1	100	215	96	1	100	1	100	178	96
LEP	0	0	0	0	8	4	0	0	0	0	7	3	0	0	0	0	7	4
504 plan	0	0	0	0	2	1	0	0	0	0	2	1	0	0	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: York Middle School
 District: York 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	%	%	
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	40	23	40	22	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	87	49	88	49	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	36	20	36	20	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	14	8	14	8	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	39.3	71.5	39.3	71.5	36.2	65.8
Literary Text	27	49	18.6	68.9	18.7	69.3	17.7	65.6
Informational Text	28	51	20.6	73.6	20.6	73.6	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: York Middle School
District: York 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	
Gender																	
Female	55	853	75	19	6	48	848	66	21	13	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. 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. Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How difficult were the reading passages on this test? 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. 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. 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. How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	45	847	68	23	10	52	842	52	25	23		20	29	849	69	13	
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	99	850	72	20	7	95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
Economically disadvantaged																	
Yes	11	837	47	26	26	33	838	43	27	29							
No	89	852	75	20	6	67	848	66	21	13							
Title 1A targeted program																	
Yes						4	838	38	34	28							
No	100	850	72	20	8	96	845	59	23	18							
Migrant																	
Yes						0	839	48	30	22							
No	100	850	72	20	8	100	845	59	23	18							
Gifted/talented program																	
Yes						3	865	97	2	0							
No	100	850	72	20	8	97	844	57	24	19							
Identified disability																	
Yes	15	831	26	33	41	15	827	16	27	57							
No	85	854	80	18	2	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						8	834	36	25	40							
B. Less than one hour	13	843	52	29	19	45	844	58	24	19							
C. One to two hours	67	851	75	19	5	41	848	65	22	13							
D. More than two hours	19	856	75	19	6	6	846	59	21	19							
Optional school/district question																	
A.																	
B.	55	863	92	8	0						43	44	849	68	13		
C.											53	48	843	54	20		
D.											4	5	835	37	36		
											1	2	830	25	46		



MATHEMATICS RESULTS

School: York Middle School
 District: York 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	%	%	
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	60	34	61	34	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	76	43	76	43	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	23	13	23	13	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	18	10	18	10	26

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
Cluster 1: Numbers and Operations	11	23	6.8	61.8	6.8	61.8	5.3	48.2
Cluster 2: Shape and Size	12	26	7.6	63.3	7.6	63.3	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	7.0	70.0	7.0	70.0	5.8	58.0
Cluster 4: Patterns	14	30	9.2	65.7	9.3	66.4	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: York Middle School
 District: York 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
Gender																
Female	55	852	73	16	10	48	840	45	31	24	<p>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</p> <p>A. Yes, the questions on the test match what I have learned in mathematics class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I have learned.</p> <p>D. No, there is no match.</p> <p>Which of the following best describes how you rate yourself as a student in mathematics?</p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p>How difficult was the mathematics part of this test?</p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p>How hard did you try on the mathematics part of this test?</p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p>How often do you use laptops in mathematics class?</p> <p>A. almost every day</p> <p>B. two or three days a week</p> <p>C. two or three times each month</p> <p>D. never</p> <p>Which statement best describes the use of calculators in mathematics class?</p> <p>A. Calculators are used daily.</p> <p>B. Calculators are used once or twice a week.</p> <p>C. Calculators are used once or twice a month.</p> <p>D. Calculators are rarely or never used.</p> <p>How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."</p> <p>A. strongly agree</p> <p>B. agree</p> <p>C. disagree</p> <p>D. strongly disagree</p>	25	30	845	58	18
Male	45	853	81	9	10	52	839	44	28	28		61	47	840	45	24
Ethnicity												12	18	834	29	37
African American/Black						2	830	24	27	49		2	5	826	16	57
American Indian/Native Alaskan						1	833	30	33	38		40	24	851	73	11
Asian/Pacific Islander						1	845	60	17	23		40	45	840	47	22
Caucasian/White	99	853	77	13	10	95	840	45	30	26		17	25	832	23	40
Hispanic						1	835	38	28	34		2	6	826	10	54
Not Reported						0	831	25	17	58		29	45	839	43	26
Economically disadvantaged												67	50	841	48	23
Yes	11	836	42	21	37	33	833	30	31	38		4	5	834	34	41
No	89	854	81	12	7	67	843	52	28	20		2	4	833	30	38
Title 1A targeted program												20	11	836	37	33
Yes						4	834	27	35	37		44	36	841	46	23
No	100	852	77	13	10	96	840	45	29	26		35	49	840	47	25
Migrant												47	40	842	50	22
Yes						0	835	26	39	35		38	37	839	44	26
No	100	852	77	13	10	100	840	45	29	26		9	12	838	41	29
Gifted/talented program												6	11	836	37	33
Yes						3	864	96	3	1		4	5	834	34	41
No	100	852	77	13	10	97	839	43	30	27	2	4	833	30	38	
Identified disability											29	45	839	43	26	
Yes	15	828	19	26	56	15	824	12	25	63	67	50	841	48	23	
No	85	857	87	11	2	85	842	50	30	20	4	5	834	34	41	
Limited English proficient students											2	4	833	30	38	
Current LEP in first 10 months						0	827	22	22	56	20	11	836	37	33	
Current LEP beyond first 10 months						1	827	20	24	56	44	36	841	46	23	
How much homework do you do on school nights?											35	49	840	47	25	
A. None						8	831	27	27	46	47	40	842	50	22	
B. Less than one hour	13	840	57	14	29	45	839	43	31	26	38	37	839	44	26	
C. One to two hours	67	854	81	12	7	41	842	50	28	22	9	12	838	41	29	
D. More than two hours	19	861	88	13	0	6	841	49	25	26	6	11	836	37	33	
Optional school/district question											4	5	834	34	41	
A.	55	863	92	8	0						2	4	833	30	38	
B.											20	11	836	37	33	
C.											44	36	841	46	23	
D.											35	49	840	47	25	



SCIENCE & TECHNOLOGY RESULTS

School: York Middle School
 District: York 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	%	%	
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	37	21	38	21	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	113	64	113	63	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	19	11	19	11	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	8	5	8	4	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	9.8	70.0	9.8	70.0	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	8.5	60.7	8.5	60.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	9.3	66.4	9.3	66.4	8.1	57.9	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
Cluster 4: Nature and Implications of Science	14	25	9.1	65.0	9.1	65.0	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: York Middle School
 District: York 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	
Gender																	
Female	55	852	81	13	5	48	846	64	24	12	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. 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. Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork 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. 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. Which statement best describes how often and how long your science class meets? 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. Which courses do you plan to take before you graduate from high school? 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 How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	45	853	89	8	4	52	846	65	21	14		26	26	847	68	12	
Ethnicity																	
African American/Black						2	838	43	27	30							
American Indian/Native Alaskan						1	840	47	29	24			51	48	847	66	12
Asian/Pacific Islander						1	847	64	20	16			22	21	846	64	14
Caucasian/White	99	853	85	11	4	95	846	65	22	13			1	5	840	48	27
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
Economically disadvantaged																	
Yes	11	839	47	32	21	33	841	51	27	22			21	22	852	78	8
No	89	854	89	8	3	67	849	71	20	9			63	54	847	67	11
Title 1A targeted program																	
Yes						4	841	46	34	19							
No	100	852	85	11	5	96	846	65	22	13			20	30	847	66	13
Migrant																	
Yes						0	840	61	9	30							
No	100	852	85	11	5	100	846	64	22	13		74	59	846	64	12	
Gifted/talented program												6	11	847	65	13	
Yes						3	863	99	1	0							
No	100	852	85	11	5	97	846	63	23	14		28	42	847	65	12	
Identified disability												69	53	847	67	12	
Yes	15	839	56	19	26	15	835	30	30	40		4	4	840	46	31	
No	85	855	90	9	1	85	848	71	21	9							
Limited English proficient students																	
Current LEP in first 10 months						0	827	22	33	44		8	69	847	68	11	
Current LEP beyond first 10 months						1	833	29	25	47		86	16	845	63	15	
How much homework do you do on school nights?												2	6	844	56	20	
A. None						8	839	45	25	30		4	9	842	53	20	
B. Less than one hour	13	846	67	10	24	45	846	64	23	13							
C. One to two hours	67	854	88	11	2	40	848	69	21	10		15	25	845	61	14	
D. More than two hours	19	857	91	9	0	6	847	66	19	15		24	24	847	69	12	
Optional school/district question												34	22	852	76	9	
A.												27	29	843	56	17	
B.	55	860	100	0	0												
C.																	
D.												27	29	849	72	11	
												63	55	846	65	12	
												9	13	843	56	17	
												1	3	838	40	30	