



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: 12411862
School: Messalonskee Middle School
District: MSAD 47
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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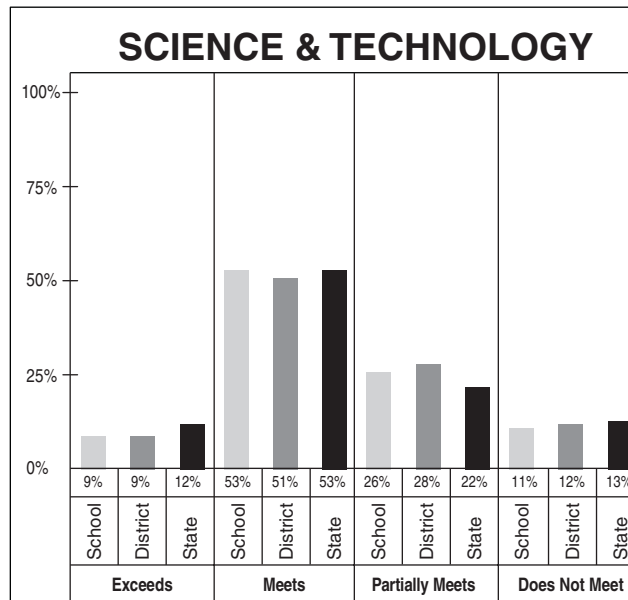
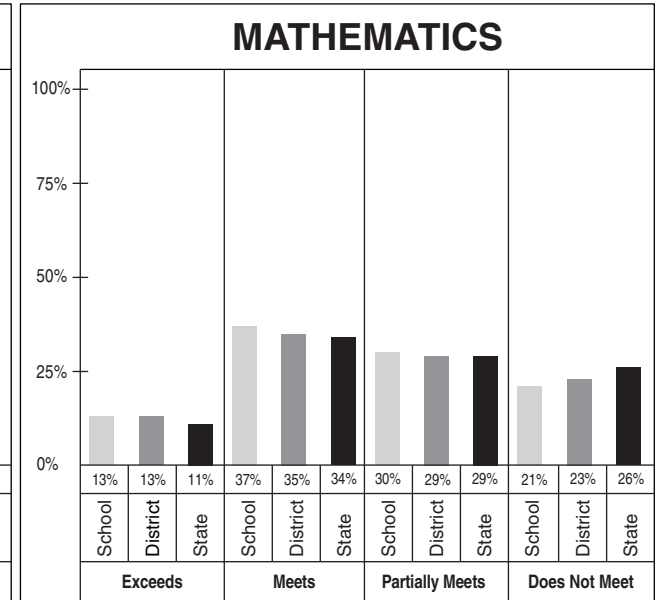
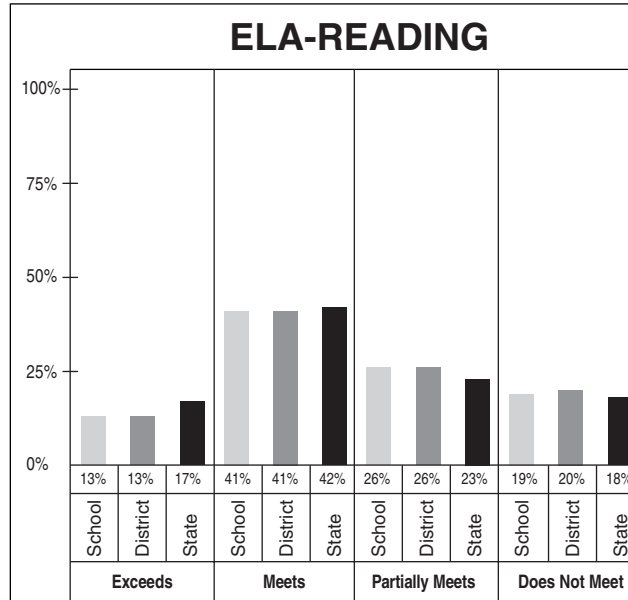


SUMMARY OF SCORES

School: Messalonskee Middle School
 District: MSAD 47
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	843	843	845
MATHEMATICS 2005–2006	841	841	840
SCIENCE & TECHNOLOGY 2005–2006	846	845	846





SUMMARY OF STUDENT PARTICIPATION

School: Messalonskee Middle School
 District: MSAD 47
 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	%						
Total number of students	213	100	207	100	16699	100	212	100	206	100	16486	99	212	100	206	100	16486	99	212	100	206	100	16461	99
Ethnicity																								
African American/Black	1	0	1	0	297	2	1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	290	98
American Indian/Native Alaskan	1	0	1	0	106	1	1	100	1	100	102	96	1	100	1	100	101	95	1	100	1	100	102	96
Asian/Pacific Islander	2	1	2	1	214	1	2	100	2	100	210	98	2	100	2	100	211	99	2	100	2	100	210	98
Caucasian/White	208	98	202	98	15930	95	207	100	201	100	15736	99	207	100	201	100	15735	99	207	100	201	100	15712	99
Hispanic	1	0	1	0	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	33	15	36	17	2717	16	32	97	35	97	2659	98	32	97	35	97	2657	98	32	97	35	97	2648	97
Current LEP	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97
Economically disadvantaged	43	20	45	22	5670	34	42	98	44	98	5555	98	42	98	44	98	5552	98	42	98	44	98	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	187	88	178	86	13752	83	186	88	177	86	13746	83	187	88	178	86	13785	84								
Identified disability (PET/IEP)	7	4	7	4	499	4	6	3	6	3	477	3	7	4	7	4	508	4								
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1								
504 plan	6	3	5	3	165	1	6	3	5	3	165	1	6	3	5	3	164	1								
Students who took the assessment with accommodations	21	10	24	12	2517	15	22	10	25	12	2516	15	21	10	24	12	2490	15								
Identified disability (PET/IEP)	21	100	24	100	1953	78	22	100	25	100	1965	78	21	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	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)	4	2	4	2	217	1	4	2	4	2	224	1	4	2	4	2	186	1								
Identified disability (PET/IEP)	4	100	4	100	207	95	4	100	4	100	215	96	4	100	4	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: Messalonskee Middle School
 District: MSAD 47
 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	27	13	27	13	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	86	41	82	41	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	55	26	52	26	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	40	19	41	20	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	35.5	64.5	35.4	64.4	36.2	65.8
Literary Text	27	49	17.7	65.6	17.7	65.6	17.7	65.6
Informational Text	28	51	17.8	63.6	17.7	63.2	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: Messalonskee Middle School
 District: MSAD 47
 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	52	846	57	27	16	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?					
Male	48	841	51	26	23	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	31	29	849	69
Ethnicity											B. Yes, they match some of what I have learned.	53	53	845	60	16
African American/Black						2	836	42	26	31		C. Yes, they match just a little of what I learned.	12	14	838	43
American Indian/Native Alaskan						1	836	38	30	31	D. No, there is no match.		4	4	830	24
Asian/Pacific Islander						1	847	65	19	16		Which of the following best describes how you rate yourself as a student in reading?				
Caucasian/White	98	843	55	26	20	95	845	59	23	18	A. very good	29	29	854	80	8
Hispanic						1	839	47	19	35	B. good	52	50	845	59	16
Not Reported						0	839	54	15	31	C. fair	17	19	835	33	35
Economically disadvantaged											D. poor	2	3	829	21	50
Yes	19	838	38	25	38	33	838	43	27	29	How difficult was the reading part of this test?					
No	81	845	58	27	15	67	848	66	21	13	A. harder than my regular schoolwork	6	15	840	49	29
Title 1A targeted program											B. about the same as my regular schoolwork	69	65	845	60	16
Yes	2	832	40	0	60	4	838	38	34	28	C. easier than my regular schoolwork	25	20	848	64	14
No	98	844	55	27	18	96	845	59	23	18	How difficult were the reading passages on this test?					
Migrant											A. Most of the passages were more difficult than what I normally read.	4	8	832	30	44
Yes						0	839	48	30	22	B. Most of the passages were about the same as what I normally read.	62	54	843	54	20
No	100	843	54	26	19	100	845	59	23	18	C. Most of the passages were easier than what I normally read.	34	37	851	73	9
Gifted/talented program											How hard did you try on the reading part of this test?					
Yes						3	865	97	2	0	A. I tried harder on this test than I do on my regular schoolwork.	44	44	845	60	18
No	100	843	54	26	19	97	844	57	24	19	B. I tried about the same as I do on my regular schoolwork.	53	50	846	61	16
Identified disability											C. I did not try as hard on this test as I do on my regular schoolwork.	3	5	836	39	35
Yes	13	827	18	32	50	15	827	16	27	57	How much time do you spend reading at home each day?					
No	87	846	60	26	14	85	848	66	22	12	A. more than one hour	15	18	848	67	13
Limited English proficient students											B. 20 minutes to an hour	43	40	848	65	14
Current LEP in first 10 months						0	823	11	22	67	C. less than 20 minutes	17	14	844	58	19
Current LEP beyond first 10 months						1	828	27	22	51	D. I rarely read at home	25	28	839	46	27
How much homework do you do on school nights?											How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."					
A. None	5	829	20	20	60	8	834	36	25	40	A. strongly agree	50	44	849	68	13
B. Less than one hour	45	844	56	28	16	45	844	58	24	19	B. agree	47	48	843	54	20
C. One to two hours	46	845	59	24	17	41	848	65	22	13	C. disagree	2	5	835	37	36
D. More than two hours	4	838	22	44	33	6	846	59	21	19	D. strongly disagree	0	2	830	25	46
Optional school/district question																
A.																
B.	71	842	60	20	20											
C.																
D.																



MATHEMATICS RESULTS

School: Messalonskee Middle School
 District: MSAD 47
 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	26	13	27	13	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	37	70	35	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	62	30	59	29	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	44	21	46	23	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	5.5	50.0	5.5	50.0	5.3	48.2
Cluster 2: Shape and Size	12	26	5.7	47.5	5.7	47.5	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	5.7	57.0	5.7	57.0	5.8	58.0
Cluster 4: Patterns	14	30	7.9	56.4	7.9	56.4	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: Messalonskee Middle School
 District: MSAD 47
 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	52	842	49	31	20	48	840	45	31	24	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. 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 mathematics? A. very good B. good C. fair D. poor How difficult was the mathematics 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 mathematics 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 often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never Which statement best describes the use of calculators in mathematics class? 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. How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	48	841	49	29	22	52	839	44	28	28		39	30	845	58	18	
Ethnicity																	
African American/Black						2	830	24	27	49		47	47	840	45	24	
American Indian/Native Alaskan						1	833	30	33	38		9	18	834	29	37	
Asian/Pacific Islander						1	845	60	17	23		4	5	826	16	57	
Caucasian/White	98	841	49	30	21	95	840	45	30	26							
Hispanic						1	835	38	28	34							
Not Reported						0	831	25	17	58							
Economically disadvantaged																	
Yes	19	835	35	38	28	33	833	30	31	38		25	24	851	73	11	
No	81	843	52	28	20	67	843	52	28	20		51	45	840	47	22	
Title 1A targeted program																	
Yes	2	825	0	60	40	4	834	27	35	37		22	25	832	23	40	
No	98	842	50	29	21	96	840	45	29	26		2	6	826	10	54	
Migrant																	
Yes						0	835	26	39	35							
No	100	841	49	30	21	100	840	45	29	26		18	35	834	30	36	
Gifted/talented program																	
Yes						3	864	96	3	1		59	51	840	47	23	
No	100	841	49	30	21	97	839	43	30	27		23	14	853	74	10	
Identified disability																	
Yes	13	818	4	32	64	15	824	12	25	63		39	45	839	43	26	
No	87	845	56	29	14	85	842	50	30	20	55	50	841	48	23		
Limited English proficient students																	
Current LEP in first 10 months						0	827	22	22	56	6	5	834	34	41		
Current LEP beyond first 10 months						1	827	20	24	56							
How much homework do you do on school nights?																	
A. None	5	820	20	20	60	8	831	27	27	46							
B. Less than one hour	45	842	52	28	20	45	839	43	31	26	3	4	833	30	38		
C. One to two hours	46	843	52	32	17	41	842	50	28	22	4	11	836	37	33		
D. More than two hours	4	838	22	44	33	6	841	49	25	26	34	36	841	46	23		
Optional school/district question																	
A.																	
B.	71	837	60	0	40						59	49	840	47	25		
C.																	
D.											6	40	842	50	22		



SCIENCE & TECHNOLOGY RESULTS

School: Messalonskee Middle School
 District: MSAD 47
 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	19	9	19	9	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	111	53	103	51	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	55	26	56	28	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	23	11	24	12	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	8.9	63.6	8.8	62.9	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.9	56.4	7.8	55.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.9	56.4	7.8	55.7	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	8.1	57.9	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: Messalonskee Middle School
 District: MSAD 47
 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	52	846	57	31	11	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	48	846	68	21	11	52	846	65	21	14		26	26	847	68	12
Ethnicity																
African American/Black						2	838	43	27	30		46	48	847	66	12
American Indian/Native Alaskan						1	840	47	29	24		25	21	846	64	14
Asian/Pacific Islander						1	847	64	20	16		3	5	840	48	27
Caucasian/White	98	846	62	27	11	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	19	842	53	30	18	33	841	51	27	22		23	22	852	78	8
No	81	847	65	26	10	67	849	71	20	9		62	54	847	67	11
Title 1A targeted program																
Yes	2	834	0	80	20	4	841	46	34	19		14	20	842	51	19
No	98	846	64	25	11	96	846	65	22	13		2	3	835	30	37
Migrant																
Yes						0	840	61	9	30						
No	100	846	63	26	11	100	846	64	22	13	22	30	847	66	13	
Gifted/talented program																
Yes						3	863	99	1	0	61	59	846	64	12	
No	100	846	63	26	11	97	846	63	23	14	17	11	847	65	13	
Identified disability																
Yes	13	833	21	32	46	15	835	30	30	40						
No	87	848	69	26	6	85	848	71	21	9	39	42	847	65	12	
Limited English proficient students																
Current LEP in first 10 months						0	827	22	33	44	56	53	847	67	12	
Current LEP beyond first 10 months						1	833	29	25	47	4	4	840	46	31	
How much homework do you do on school nights?																
A. None	5	839	30	40	30	8	839	45	25	30						
B. Less than one hour	45	845	65	23	12	45	846	64	23	13	87	69	847	68	11	
C. One to two hours	46	847	65	26	8	40	848	69	21	10	4	16	845	63	15	
D. More than two hours	4	844	44	44	11	6	847	66	19	15	5	6	844	56	20	
Optional school/district question																
A.																
B.	71	845	60	20	20											
C.																
D.																