



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

Susan A. Gendron  
Commissioner of Education



School Report  
Grade 8

ID: 12491714  
School: Sacopee Valley Jr-Sr High Sch  
District: MSAD 55  
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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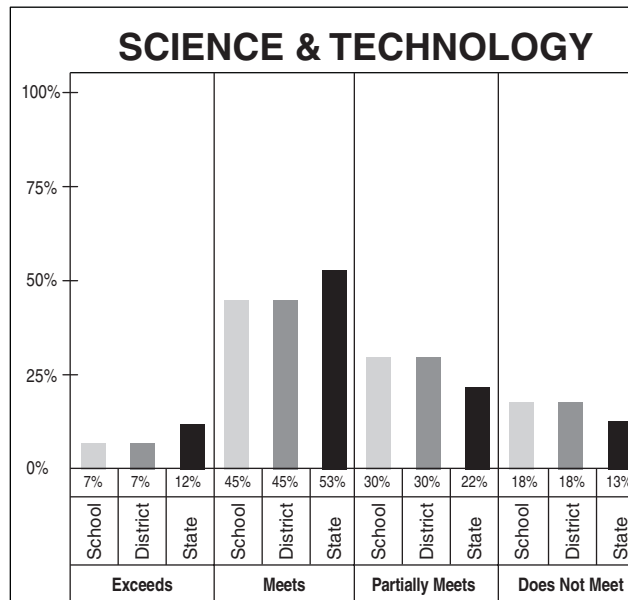
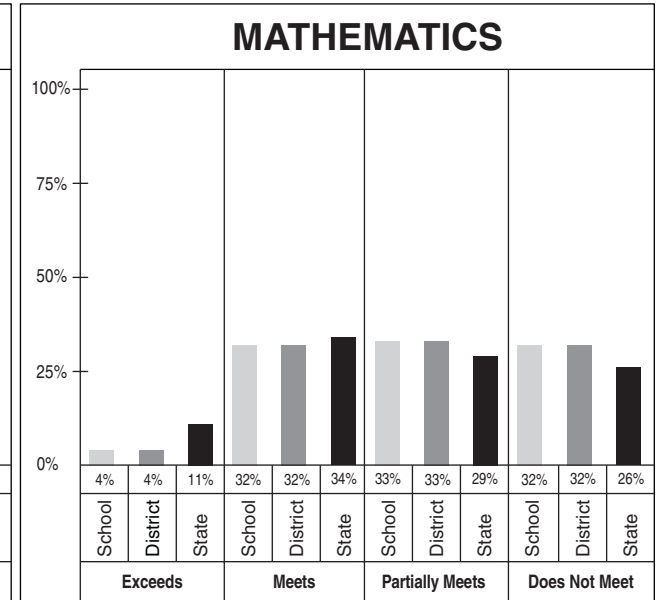
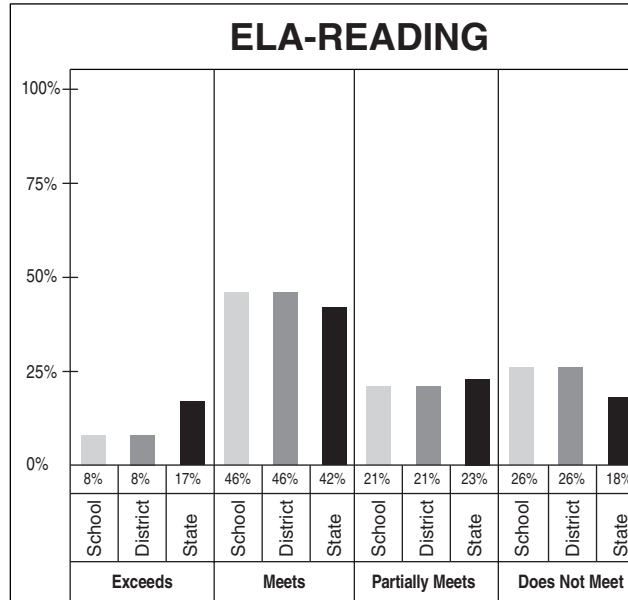


# SUMMARY OF SCORES

School: Sacopee Valley Jr-Sr High Sch  
 District: MSAD 55  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	839	839	845
MATHEMATICS 2005–2006	835	835	840
SCIENCE & TECHNOLOGY 2005–2006	842	842	846





# SUMMARY OF STUDENT PARTICIPATION

School: Sacopee Valley Jr-Sr High Sch  
 District: MSAD 55  
 Grade: 8  
 Date: March 2006

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
<b>Total number of students</b>	97	100	97	100	16699	100	93	96	93	96	16486	99	93	96	93	96	16486	99	93	96	93	96	16461	99
<b>Ethnicity</b>																								
African American/Black	0	0	0	0	297	2	0	0	0	0	290	98	0	0	0	0	290	98	0	0	0	0	290	98
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	102	96	0	0	0	0	101	95	0	0	0	0	102	96
Asian/Pacific Islander	2	2	2	2	214	1	2	100	2	100	210	98	2	100	2	100	211	99	2	100	2	100	210	98
Caucasian/White	94	97	94	97	15930	95	90	96	90	96	15736	99	90	96	90	96	15735	99	90	96	90	96	15712	99
Hispanic	1	1	1	1	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	0	0	13	100	0	0	0	0	12	92	0	0	0	0	12	92
<b>Identified disability</b>	18	19	18	19	2717	16	18	100	18	100	2659	98	18	100	18	100	2657	98	18	100	18	100	2648	97
<b>Current LEP</b>	1	1	1	1	239	1	1	100	1	100	231	97	1	100	1	100	237	99	1	100	1	100	232	97
<b>Economically disadvantaged</b>	46	47	46	47	5670	34	43	93	43	93	5555	98	43	93	43	93	5552	98	43	93	43	93	5537	98
<b>Migrant</b>	0	0	0	0	25	0	0	0	0	0	24	96	0	0	0	0	24	96	0	0	0	0	24	96

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science & Technology													
	School		District		State		School		District		State		School		District		State		School		District		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
<b>Students who took the assessment without accommodations</b>	73	78	73	78	13752	83	75	81	75	81	13746	83	75	81	75	81	13785	84								
Identified disability (PET/IEP)	0	0	0	0	499	4	1	1	1	1	477	3	1	1	1	1	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>	19	20	19	20	2517	15	17	18	17	18	2516	15	17	18	17	18	2490	15								
Identified disability (PET/IEP)	17	89	17	89	1953	78	16	94	16	94	1965	78	16	94	16	94	1962	79								
LEP	1	5	1	5	132	5	1	6	1	6	137	5	1	6	1	6	131	5								
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2								
Other	1	5	1	5	389	15	0	0	0	0	372	15	0	0	0	0	354	14								
<b>Students who participated through alternate assessment (PAAP)</b>	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								

<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: Sacopec Valley Jr-Sr High Sch  
 District: MSAD 55  
 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	7	8	7	8	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	42	46	42	46	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	19	21	19	21	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	24	26	24	26	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	33.3	60.5	33.3	60.5	36.2	65.8
<b>Literary Text</b>	27	49	16.0	59.3	16.0	59.3	17.7	65.6
<b>Informational Text</b>	28	51	17.4	62.1	17.4	62.1	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: **Sacopee Valley Jr-Sr High Sch**  
 District: **MSAD 55**  
 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	48	843	57	20	23	48	848	66	21	13						
Male	52	837	50	21	29	52	842	52	25	23						
<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	97	840	54	20	26	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
<b>Economically disadvantaged</b>																
Yes	46	838	55	14	31	33	838	43	27	29						
No	54	841	52	26	22	67	848	66	21	13						
<b>Title 1A targeted program</b>																
Yes	23	833	24	43	33	4	838	38	34	28						
No	77	841	62	14	24	96	845	59	23	18						
<b>Migrant</b>																
Yes						0	839	48	30	22						
No	100	839	53	21	26	100	845	59	23	18						
<b>Gifted/talented program</b>																
Yes						3	865	97	2	0						
No	100	839	53	21	26	97	844	57	24	19						
<b>Identified disability</b>																
Yes	18	820	6	18	76	15	827	16	27	57						
No	82	844	64	21	15	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	826	29	29	43	8	834	36	25	40						
B. Less than one hour	42	838	46	27	27	45	844	58	24	19						
C. One to two hours	44	847	72	15	13	41	848	65	22	13						
D. More than two hours	7	827	33	0	67	6	846	59	21	19						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
											<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>					
											A. Yes, the questions on the test match what I have learned in reading class.	25	29	849	69	13
											B. Yes, they match some of what I have learned.	53	53	845	60	16
											C. Yes, they match just a little of what I learned.	19	14	838	43	29
											D. No, there is no match.	2	4	830	24	47
											<b>Which of the following best describes how you rate yourself as a student in reading?</b>					
											A. very good	25	29	854	80	8
											B. good	49	50	845	59	16
											C. fair	24	19	835	33	35
											D. poor	2	3	829	21	50
											<b>How difficult was the reading part of this test?</b>					
											A. harder than my regular schoolwork	28	15	840	49	29
											B. about the same as my regular schoolwork	59	65	845	60	16
											C. easier than my regular schoolwork	13	20	848	64	14
											<b>How difficult were the reading passages on this test?</b>					
											A. Most of the passages were more difficult than what I normally read.	8	8	832	30	44
											B. Most of the passages were about the same as what I normally read.	52	54	843	54	20
											C. Most of the passages were easier than what I normally read.	39	37	851	73	9
											<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.	44	44	845	60	18
											B. I tried about the same as I do on my regular schoolwork.	51	50	846	61	16
											C. I did not try as hard on this test as I do on my regular schoolwork.	5	5	836	39	35
											<b>How much time do you spend reading at home each day?</b>					
											A. more than one hour	16	18	848	67	13
											B. 20 minutes to an hour	34	40	848	65	14
											C. less than 20 minutes	13	14	844	58	19
											D. I rarely read at home	38	28	839	46	27
											<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	47	44	849	68	13
											B. agree	48	48	843	54	20
											C. disagree	5	5	835	37	36
											D. strongly disagree	1	2	830	25	46



# MATHEMATICS RESULTS

School: Sacopee Valley Jr-Sr High Sch  
 District: MSAD 55  
 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	4	4	4	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	29	32	29	32	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	30	33	30	33	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	29	32	29	32	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	4.9	44.5	4.9	44.5	5.3	48.2
<b>Cluster 2: Shape and Size</b>	12	26	4.3	35.8	4.3	35.8	5.4	45.0
<b>Cluster 3: Mathematical Decision Making</b>	10	21	5.3	53.0	5.3	53.0	5.8	58.0
<b>Cluster 4: Patterns</b>	14	30	7.3	52.1	7.3	52.1	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: Sacopee Valley Jr-Sr High Sch  
 District: MSAD 55  
 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	48	837	36	36	27	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	52	834	35	29	35	52	839	44	28	28						
<b>Ethnicity</b>																
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	97	835	35	34	31	95	840	45	30	26						
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
<b>Economically disadvantaged</b>																
Yes	46	832	33	26	40	33	833	30	31	38						
No	54	837	38	38	24	67	843	52	28	20						
<b>Title 1A targeted program</b>																
Yes	23	828	14	29	57	4	834	27	35	37						
No	77	837	42	34	24	96	840	45	29	26						
<b>Migrant</b>																
Yes						0	835	26	39	35						
No	100	835	36	33	32	100	840	45	29	26						
<b>Gifted/talented program</b>																
Yes						3	864	96	3	1						
No	100	835	36	33	32	97	839	43	30	27						
<b>Identified disability</b>																
Yes	18	810	0	18	82	15	824	12	25	63						
No	82	841	44	36	20	85	842	50	30	20						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	827	22	22	56						
Current LEP beyond first 10 months						1	827	20	24	56						
<b>How much homework do you do on school nights?</b>																
A. None	8	840	43	43	14	8	831	27	27	46						
B. Less than one hour	42	837	38	30	32	45	839	43	31	26						
C. One to two hours	44	838	41	38	21	41	842	50	28	22						
D. More than two hours	7	815	0	17	83	6	841	49	25	26						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																



# SCIENCE & TECHNOLOGY RESULTS

School: Sacopec Valley Jr-Sr High Sch  
 District: MSAD 55  
 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	6	7	6	7	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	41	45	41	45	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	28	30	28	30	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	17	18	17	18	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	8.2	58.6	8.2	58.6	8.9	63.6	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	14	25	6.7	47.9	6.7	47.9	7.6	54.3	<b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	14	25	7.5	53.6	7.5	53.6	8.1	57.9	<b>Cluster 3: Earth and Space Sciences</b> D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	14	25	7.8	55.7	7.8	55.7	8.3	59.3	<b>Cluster 4: Nature and Implications of Science</b> J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# SCIENCE & TECHNOLOGY RESULTS

## (CONTINUED)

School: Sacopee Valley Jr-Sr High Sch  
 District: MSAD 55  
 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	48	842	55	30	16	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	17	26	847	68	12
Male	52	841	48	31	21	52	846	65	21	14						
<b>Ethnicity</b>																
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	97	842	52	30	18	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
<b>Economically disadvantaged</b>																
Yes	46	840	52	24	24	33	841	51	27	22						
No	54	843	50	36	14	67	849	71	20	9						
<b>Title 1A targeted program</b>																
Yes	23	836	19	52	29	4	841	46	34	19						
No	77	844	61	24	15	96	846	65	22	13						
<b>Migrant</b>																
Yes						0	840	61	9	30						
No	100	842	51	30	18	100	846	64	22	13						
<b>Gifted/talented program</b>																
Yes						3	863	99	1	0						
No	100	842	51	30	18	97	846	63	23	14						
<b>Identified disability</b>																
Yes	18	829	18	24	59	15	835	30	30	40						
No	82	845	59	32	9	85	848	71	21	9						
<b>Limited English proficient students</b>																
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	29	57	14	8	839	45	25	30						
B. Less than one hour	42	841	43	35	22	45	846	64	23	13						
C. One to two hours	44	847	69	23	8	40	848	69	21	10						
D. More than two hours	7	833	33	33	33	6	847	66	19	15						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																