



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: 12681809
School: Bay Ridge Elementary
District: MSAD 77
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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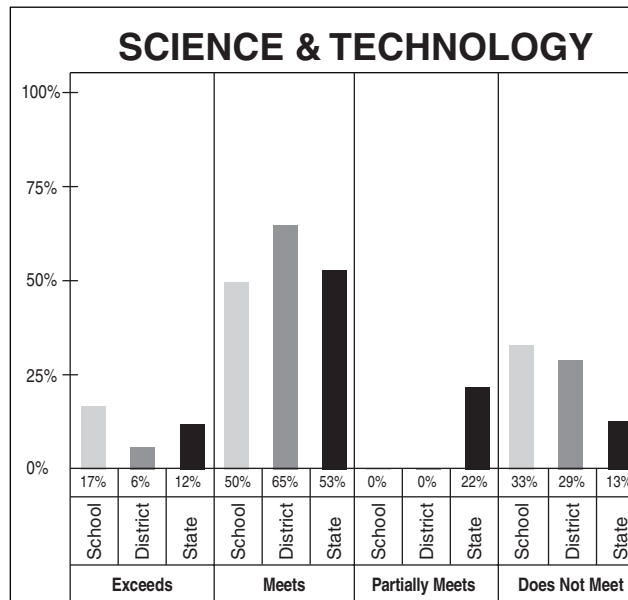
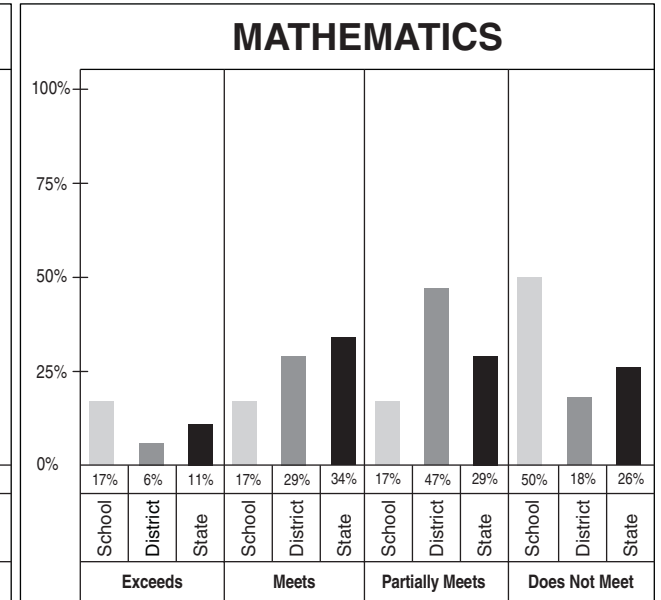
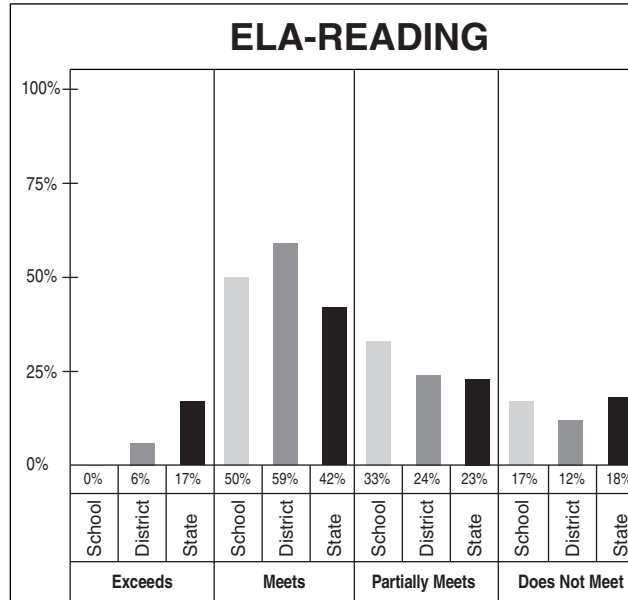


SUMMARY OF SCORES

School: Bay Ridge Elementary
 District: MSAD 77
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	839	843	845
MATHEMATICS 2005–2006	832	838	840
SCIENCE & TECHNOLOGY 2005–2006	838	841	846





SUMMARY OF STUDENT PARTICIPATION

School: Bay Ridge Elementary
 District: MSAD 77
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	6	100	17	100	16699	100
Ethnicity						
African American/Black	0	0	0	0	297	2
American Indian/Native Alaskan	0	0	0	0	106	1
Asian/Pacific Islander	0	0	1	6	214	1
Caucasian/White	6	100	16	94	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
Identified disability	1	17	2	12	2717	16
Current LEP	0	0	0	0	239	1
Economically disadvantaged	2	33	8	47	5670	34
Migrant	0	0	1	6	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	%
6	100	17	100	16486	99	6	100	17	100	16486	99	6	100	17	100	16461	99
0		0		290	98	0		0		291	98	0		0		290	98
0		0		102	96	0		0		101	95	0		0		102	96
0		1	100	210	98	0		1	100	211	99	0		1	100	210	98
6	100	16	100	15736	99	6	100	16	100	15735	99	6	100	16	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
1	100	2	100	2659	98	1	100	2	100	2657	98	1	100	2	100	2648	97
0		0		231	97	0		0		237	99	0		0		232	97
2	100	8	100	5555	98	2	100	8	100	5552	98	2	100	8	100	5537	98
0		1	100	24	96	0		1	100	24	96	0		1	100	24	96

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	6	100	16	94	13752	83	6	100	16	94	13746	83	6	100	16	94	13785	84
Identified disability (PET/IEP)	1	17	1	6	499	4	1	17	1	6	477	3	1	17	1	6	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
Students who took the assessment with accommodations	0	0	1	6	2517	15	0	0	1	6	2516	15	0	0	1	6	2490	15
Identified disability (PET/IEP)	0		1	100	1953	78	0		1	100	1965	78	0		1	100	1962	79
LEP	0		0	0	132	5	0		0	0	137	5	0		0	0	131	5
504 plan	0		0	0	54	2	0		0	0	54	2	0		0	0	54	2
Other	0		0	0	389	15	0		0	0	372	15	0		0	0	354	14
Students who participated through alternate assessment (PAAP)	0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1
Identified disability (PET/IEP)	0		0		207	95	0		0		215	96	0		0		178	96
LEP	0		0		8	4	0		0		7	3	0		0		7	4
504 plan	0		0		2	1	0		0		2	1	0		0		2	1

¹ Percents are the percentage of students enrolled in each participation category. ² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area. ³ Percents are the percentage of students in each content area who participated with each mode of participation.



ELA-READING RESULTS

School: Bay Ridge Elementary
 District: MSAD 77
 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	0	0	1	6	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	3	50	10	59	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	2	33	4	24	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	1	17	2	12	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	33.2	60.4	35.7	64.9	36.2	65.8
Literary Text	27	49	17.0	63.0	17.8	65.9	17.7	65.6
Informational Text	28	51	16.2	57.9	17.9	63.9	18.6	66.4

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



ELA-READING RESULTS

(CONTINUED)

School: Bay Ridge Elementary
District: MSAD 77
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						48	848	66	21	13						
Male						52	842	52	25	23						
Ethnicity																
African American/Black						2	836	42	26	31						
American Indian/Native Alaskan						1	836	38	30	31						
Asian/Pacific Islander						1	847	65	19	16						
Caucasian/White	100	839	50	33	17	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged																
Yes						33	838	43	27	29						
No						67	848	66	21	13						
Title 1A targeted program																
Yes						4	838	38	34	28						
No	83	840	60	20	20	96	845	59	23	18						
Migrant																
Yes						0	839	48	30	22						
No	100	839	50	33	17	100	845	59	23	18						
Gifted/talented program																
Yes						3	865	97	2	0						
No	100	839	50	33	17	97	844	57	24	19						
Identified disability																
Yes						15	827	16	27	57						
No	83	840	60	20	20	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						45	844	58	24	19						
C. One to two hours						41	848	65	22	13						
D. More than two hours						6	846	59	21	19						
Optional school/district question																
A.																
B.																
C.																
D.																
											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.	60	29	849	69	13
											B. Yes, they match some of what I have learned.	20	53	845	60	16
											C. Yes, they match just a little of what I learned.	0	14	838	43	29
											D. No, there is no match.	20	4	830	24	47
											Which of the following best describes how you rate yourself as a student in reading?					
											A. very good	60	29	854	80	8
											B. good	20	50	845	59	16
											C. fair	20	19	835	33	35
											D. poor	0	3	829	21	50
											How difficult was the reading part of this test?					
											A. harder than my regular schoolwork	20	15	840	49	29
											B. about the same as my regular schoolwork	20	65	845	60	16
											C. easier than my regular schoolwork	60	20	848	64	14
											How difficult were the reading passages on this test?					
											A. Most of the passages were more difficult than what I normally read.	20	8	832	30	44
											B. Most of the passages were about the same as what I normally read.	0	54	843	54	20
											C. Most of the passages were easier than what I normally read.	80	37	851	73	9
											How hard did you try on the reading part of this test?					
											A. I tried harder on this test than I do on my regular schoolwork.	40	44	845	60	18
											B. I tried about the same as I do on my regular schoolwork.	60	50	846	61	16
											C. I did not try as hard on this test as I do on my regular schoolwork.	0	5	836	39	35
											How much time do you spend reading at home each day?					
											A. more than one hour	60	18	848	67	13
											B. 20 minutes to an hour	20	40	848	65	14
											C. less than 20 minutes	0	14	844	58	19
											D. I rarely read at home	20	28	839	46	27
											How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."					
											A. strongly agree	80	44	849	68	13
											B. agree	20	48	843	54	20
											C. disagree	0	5	835	37	36
											D. strongly disagree	0	2	830	25	46



MATHEMATICS RESULTS

School: Bay Ridge Elementary
 District: MSAD 77
 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	1	17	1	6	11
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 841-860)		2005–2006	1	17	5	29	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	1	17	8	47	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	3	50	3	18	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	4.7	42.7	5.5	50.0	5.3	48.2
Cluster 2: Shape and Size	12	26	4.5	37.5	5.5	45.8	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	4.5	45.0	5.5	55.0	5.8	58.0
Cluster 4: Patterns	14	30	6.5	46.4	6.2	44.3	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: Bay Ridge Elementary
 District: MSAD 77
 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						48	840	45	31	24						
Male						52	839	44	28	28						
Ethnicity																
African American/Black						2	830	24	27	49						
American Indian/Native Alaskan						1	833	30	33	38						
Asian/Pacific Islander						1	845	60	17	23						
Caucasian/White	100	832	33	17	50	95	840	45	30	26						
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
Economically disadvantaged																
Yes						33	833	30	31	38						
No						67	843	52	28	20						
Title 1A targeted program																
Yes						4	834	27	35	37						
No	83	836	40	20	40	96	840	45	29	26						
Migrant																
Yes						0	835	26	39	35						
No	100	832	33	17	50	100	840	45	29	26						
Gifted/talented program																
Yes						3	864	96	3	1						
No	100	832	33	17	50	97	839	43	30	27						
Identified disability																
Yes						15	824	12	25	63						
No	83	836	40	20	40	85	842	50	30	20						
Limited English proficient students																
Current LEP in first 10 months						0	827	22	22	56						
Current LEP beyond first 10 months						1	827	20	24	56						
How much homework do you do on school nights?																
A. None						8	831	27	27	46						
B. Less than one hour						45	839	43	31	26						
C. One to two hours						41	842	50	28	22						
D. More than two hours						6	841	49	25	26						
Optional school/district question																
A.																
B.																
C.																
D.																
											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.	60	30	845	58	18
											B. Yes, they match some of what I have learned.	20	47	840	45	24
											C. Yes, they match just a little of what I have learned.	20	18	834	29	37
											D. No, there is no match.	0	5	826	16	57
											Which of the following best describes how you rate yourself as a student in mathematics?					
											A. very good	40	24	851	73	11
											B. good	20	45	840	47	22
											C. fair	40	25	832	23	40
											D. poor	0	6	826	10	54
											How difficult was the mathematics part of this test?					
											A. harder than my regular schoolwork	40	35	834	30	36
											B. about the same as my regular schoolwork	20	51	840	47	23
											C. easier than my regular schoolwork	40	14	853	74	10
											How hard did you try on the mathematics part of this test?					
											A. I tried harder on this test than I do on my regular schoolwork.	60	45	839	43	26
											B. I tried about the same as I do on my regular schoolwork.	40	50	841	48	23
											C. I did not try as hard on this test as I do on my regular schoolwork.	0	5	834	34	41
											How often do you use laptops in mathematics class?					
											A. almost every day	0	4	833	30	38
											B. two or three days a week	0	11	836	37	33
											C. two or three times each month	60	36	841	46	23
											D. never	40	49	840	47	25
											Which statement best describes the use of calculators in mathematics class?					
											A. Calculators are used daily.	60	40	842	50	22
											B. Calculators are used once or twice a week.	40	37	839	44	26
											C. Calculators are used once or twice a month.	0	12	838	41	29
											D. Calculators are rarely or never used.	0	11	836	37	33
											How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."					
											A. strongly agree	0	11	835	35	36
											B. agree	60	46	839	43	27
											C. disagree	20	33	843	51	20
											D. strongly disagree	20	10	839	45	28



SCIENCE & TECHNOLOGY RESULTS

School: Bay Ridge Elementary
 District: MSAD 77
 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	1	17	1	6	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	3	50	11	65	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	0	0	0	0	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	2	33	5	29	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	8.5	60.7	8.0	57.1	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.8	55.7	7.1	50.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	5.0	35.7	6.8	48.6	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	7.3	52.1	8.1	57.9	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: Bay Ridge Elementary
 District: MSAD 77
 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						48	846	64	24	12						
Male						52	846	65	21	14						
Ethnicity																
African American/Black						2	838	43	27	30						
American Indian/Native Alaskan						1	840	47	29	24						
Asian/Pacific Islander						1	847	64	20	16						
Caucasian/White	100	838	67	0	33	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes						33	841	51	27	22						
No						67	849	71	20	9						
Title 1A targeted program																
Yes						4	841	46	34	19						
No	83	846	80	0	20	96	846	65	22	13						
Migrant																
Yes						0	840	61	9	30						
No	100	838	67	0	33	100	846	64	22	13						
Gifted/talented program																
Yes						3	863	99	1	0						
No	100	838	67	0	33	97	846	63	23	14						
Identified disability																
Yes						15	835	30	30	40						
No	83	846	80	0	20	85	848	71	21	9						
Limited English proficient students																
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months						1	833	29	25	47						
How much homework do you do on school nights?																
A. None						8	839	45	25	30						
B. Less than one hour						45	846	64	23	13						
C. One to two hours						40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																
											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.	20	26	847	68	12
											B. Yes, they match some of what I have learned.	60	48	847	66	12
											C. Yes, they match just a little of what I have learned.	0	21	846	64	14
											D. No, there is no match.	20	5	840	48	27
											Which of the following best describes how you rate yourself as a student in science?					
											A. very good	20	22	852	78	8
											B. good	40	54	847	67	11
											C. fair	20	20	842	51	19
											D. poor	20	3	835	30	37
											How difficult was the science part of this test?					
											A. harder than my regular schoolwork	40	30	847	66	13
											B. about the same as my regular schoolwork	40	59	846	64	12
											C. easier than my regular schoolwork	20	11	847	65	13
											How hard did you try on the science part of this test?					
											A. I tried harder on this test than I do on my regular schoolwork.	60	42	847	65	12
											B. I tried about the same as I do on my regular schoolwork.	40	53	847	67	12
											C. I did not try as hard on this test as I do on my regular schoolwork.	0	4	840	46	31
											Which statement best describes how often and how long your science class meets?					
											A. We meet every day for 45 minutes to an hour.	60	69	847	68	11
											B. We meet on alternate days for 80 to 90 minutes.	0	16	845	63	15
											C. We meet every day for 45 minutes, plus a longer lab period each week.	20	6	844	56	20
											D. We have a flexible schedule depending on the activities.	20	9	842	53	20
											Which courses do you plan to take before you graduate from high school?					
											A. earth and space science and/or biology	25	25	845	61	14
											B. the course(s) described in A, plus chemistry	0	24	847	69	12
											C. the course(s) described in B, plus physics	75	22	852	76	9
											D. a life science and physical science class	0	29	843	56	16
											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	25	29	849	72	11
											B. agree	50	55	846	65	12
											C. disagree	0	13	843	56	17
											D. strongly disagree	25	3	838	40	30