



July 2006

**DEPARTMENT OF EDUCATION**

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Student scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the design of the MEA is available at [www.maine.gov/education/mea/index/htm](http://www.maine.gov/education/mea/index/htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 8

ID: 12891843  
School: Deer Isle-Stonington Elem Sch  
District: Deer Isle-Stonington CSD  
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

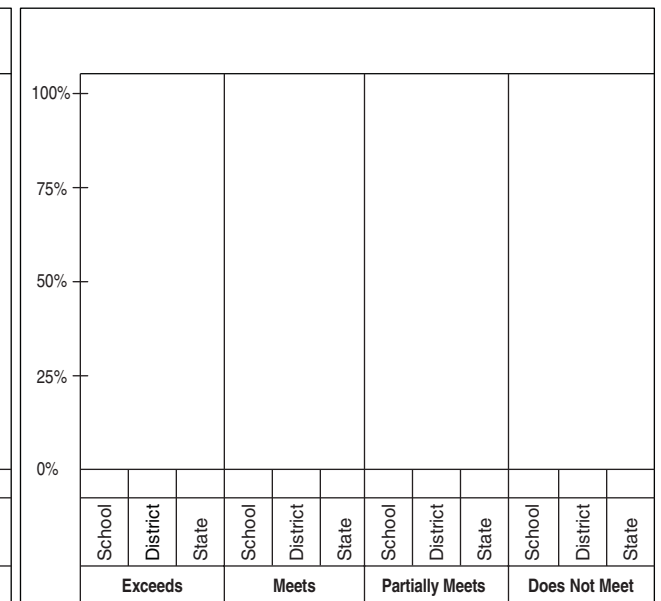
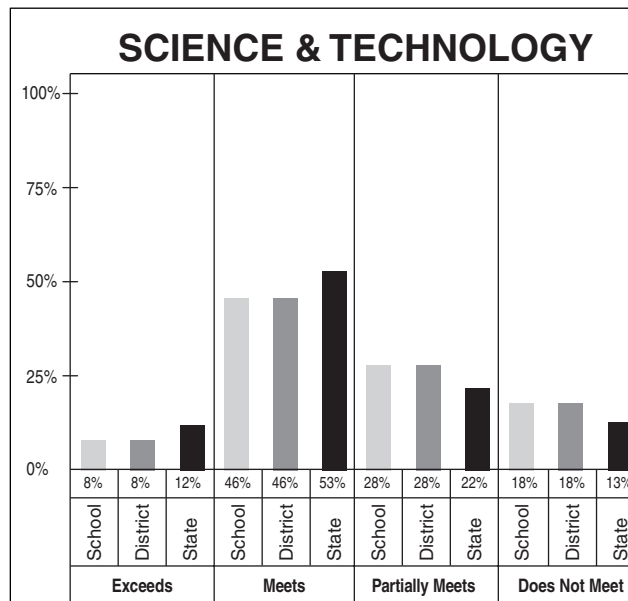
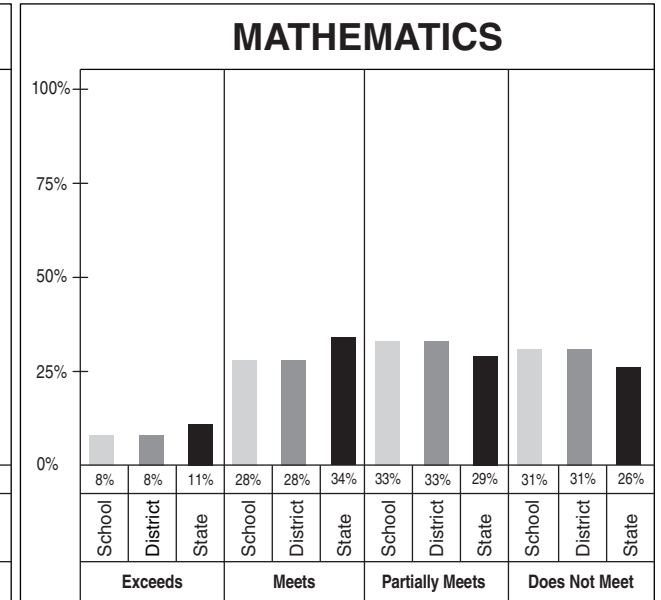
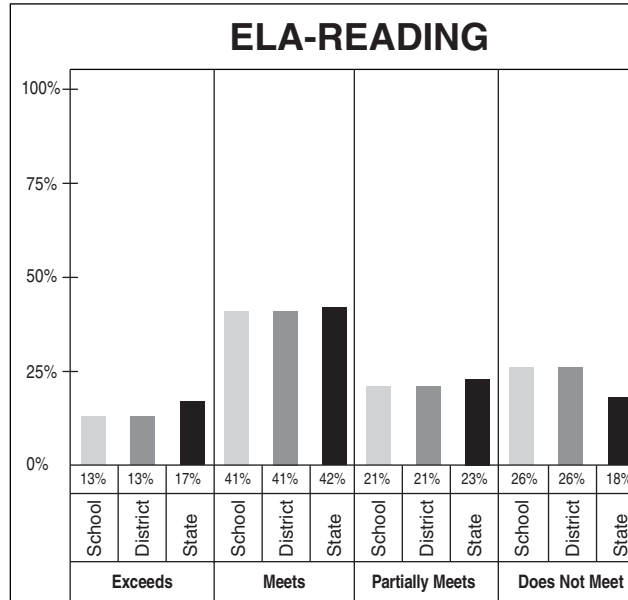


# SUMMARY OF SCORES

School: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	841	841	845
MATHEMATICS 2005–2006	838	838	840
SCIENCE & TECHNOLOGY 2005–2006	842	842	846





# SUMMARY OF STUDENT PARTICIPATION

School: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 Grade: 8  
 Date: March 2006

CONTENT AREA PARTICIPATION <sup>2</sup>																													
CATEGORY OF PARTICIPATION						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>Total number of students</b>						39	100	39	100	16699	100	39	100	39	100	16486	99	39	100	39	100	16486	99	39	100	39	100	16461	99
<b>Ethnicity</b>																													
African American/Black						0	0	0	0	297	2	0	0	0	0	290	98	0	0	0	0	291	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						0	0	0	0	214	1	0	0	0	0	210	98	0	0	0	0	211	99	0	0	0	0	210	98
Caucasian/White						35	90	35	90	15930	95	35	100	35	100	15736	99	35	100	35	100	15735	99	35	100	35	100	15712	99
Hispanic						0	0	0	0	139	1	0	0	0	0	135	97	0	0	0	0	136	98	0	0	0	0	135	97
Not Reported						4	10	4	10	13	0	4	100	4	100	13	100	4	100	4	100	12	92	4	100	4	100	12	92
<b>Identified disability</b>						9	23	9	23	2717	16	9	100	9	100	2659	98	9	100	9	100	2657	98	9	100	9	100	2648	97
<b>Current LEP</b>						0	0	0	0	239	1	0	0	0	0	231	97	0	0	0	0	237	99	0	0	0	0	232	97
<b>Economically disadvantaged</b>						0	0	0	0	5670	34	0	0	0	0	5555	98	0	0	0	0	5552	98	0	0	0	0	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>														34	87	34	87	13752	83	34	87	34	87	13746	83	34	87	34	87	13785	84						
Identified disability (PET/IEP)														4	12	4	12	499	4	4	12	4	12	477	3	4	12	4	12	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>														5	13	5	13	2517	15	5	13	5	13	2516	15	5	13	5	13	2490	15						
Identified disability (PET/IEP)														5	100	5	100	1953	78	5	100	5	100	1965	78	5	100	5	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						
<b>Students who participated through alternate assessment (PAAP)</b>														0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1						
Identified disability (PET/IEP)														0	0	0	0	207	95	0	0	0	0	215	96	0	0	0	0	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: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	5	13	5	13	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	16	41	16	41	42
<b>Partially Meets the Standards</b> - The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 829-840)		2005–2006	8	21	8	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	10	26	10	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	34.1	62.0	34.1	62.0	36.2	65.8
<b>Literary Text</b>	27	49	16.5	61.1	16.5	61.1	17.7	65.6
<b>Informational Text</b>	28	51	17.6	62.9	17.6	62.9	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: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	51	850	72	17	11	48	848	66	21	13	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>						
Male	49	828	29	24	47	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	28	29	849	69	13
<b>Ethnicity</b>											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.						
African American/Black						2	836	42	26	31							
American Indian/Native Alaskan						1	836	38	30	31			56	53	845	60	16
Asian/Pacific Islander						1	847	65	19	16			8	14	838	43	29
Caucasian/White	90	840	51	20	29	95	845	59	23	18	<b>Which of the following best describes how you rate yourself as a student in reading?</b>						
Hispanic						1	839	47	19	35		A. very good	18	29	854	80	8
Not Reported						0	839	54	15	31		B. good	56	50	845	59	16
<b>Economically disadvantaged</b>												C. fair	23	19	835	33	35
Yes						33	838	43	27	29	D. poor	3	3	829	21	50	
No	100	840	51	20	29	67	848	66	21	13	<b>How difficult was the reading part of this test?</b>						
<b>Title 1A targeted program</b>											A. harder than my regular schoolwork	18	15	840	49	29	
Yes						4	838	38	34	28	B. about the same as my regular schoolwork	61	65	845	60	16	
No	92	842	58	19	22	96	845	59	23	18	C. easier than my regular schoolwork	21	20	848	64	14	
<b>Migrant</b>											<b>How difficult were the reading passages on this test?</b>						
Yes						0	839	48	30	22	A. Most of the passages were more difficult than what I normally read.	8	8	832	30	44	
No	100	841	54	21	26	100	845	59	23	18	B. Most of the passages were about the same as what I normally read.	71	54	843	54	20	
<b>Gifted/talented program</b>											C. Most of the passages were easier than what I normally read.	21	37	851	73	9	
Yes						3	865	97	2	0	<b>How hard did you try on the reading part of this test?</b>						
No	100	841	54	21	26	97	844	57	24	19	A. I tried harder on this test than I do on my regular schoolwork.	28	44	845	60	18	
<b>Identified disability</b>											B. I tried about the same as I do on my regular schoolwork.	64	50	846	61	16	
Yes	23	820	22	0	78	15	827	16	27	57	C. I did not try as hard on this test as I do on my regular schoolwork.	8	5	836	39	35	
No	77	847	63	27	10	85	848	66	22	12	<b>How much time do you spend reading at home each day?</b>						
<b>Limited English proficient students</b>											A. more than one hour	15	18	848	67	13	
Current LEP in first 10 months						0	823	11	22	67	B. 20 minutes to an hour	46	40	848	65	14	
Current LEP beyond first 10 months						1	828	27	22	51	C. less than 20 minutes	21	14	844	58	19	
<b>How much homework do you do on school nights?</b>											D. I rarely read at home	18	28	839	46	27	
A. None	13	823	20	0	80	8	834	36	25	40	<b>How do you feel about the following statement?</b>						
B. Less than one hour	41	836	44	25	31	45	844	58	24	19	"My knowledge of reading will be useful to me as an adult."						
C. One to two hours	41	850	75	25	0	41	848	65	22	13	A. strongly agree	44	44	849	68	13	
D. More than two hours						6	846	59	21	19	B. agree	49	48	843	54	20	
<b>Optional school/district question</b>											C. disagree	5	5	835	37	36	
A.											D. strongly disagree	3	2	830	25	46	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	3	8	3	8	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	11	28	11	28	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	13	33	13	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	12	31	12	31	26

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	11	23	5.2	47.3	5.2	47.3	5.3	48.2
<b>Cluster 2: Shape and Size</b>	12	26	5.1	42.5	5.1	42.5	5.4	45.0
<b>Cluster 3: Mathematical Decision Making</b>	10	21	4.9	49.0	4.9	49.0	5.8	58.0
<b>Cluster 4: Patterns</b>	14	30	7.7	55.0	7.7	55.0	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: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	51	843	50	33	17	48	840	45	31	24	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. Yes, the questions on the test match what I have learned in mathematics class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.  <b>How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree						
Male	49	832	18	41	41	52	839	44	28	28		15	30	845	58	18	
<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	90	838	34	37	29	95	840	45	30	26							
Hispanic						1	835	38	28	34							
Not Reported						0	831	25	17	58							
<b>Economically disadvantaged</b>																	
Yes						33	833	30	31	38							
No	100	838	34	37	29	67	843	52	28	20							
<b>Title 1A targeted program</b>																	
Yes						4	834	27	35	37							
No	92	839	39	31	31	96	840	45	29	26							
<b>Migrant</b>																	
Yes						0	835	26	39	35							
No	100	838	36	33	31	100	840	45	29	26							
<b>Gifted/talented program</b>																	
Yes						3	864	96	3	1							
No	100	838	36	33	31	97	839	43	30	27							
<b>Identified disability</b>																	
Yes	23	822	0	22	78	15	824	12	25	63							
No	77	843	47	37	17	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	13	824	20	0	80	8	831	27	27	46							
B. Less than one hour	41	833	19	44	38	45	839	43	31	26							
C. One to two hours	41	847	56	38	6	41	842	50	28	22							
D. More than two hours						6	841	49	25	26							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# SCIENCE & TECHNOLOGY RESULTS

School: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	3	8	3	8	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	18	46	18	46	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	11	28	11	28	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	7	18	7	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	8.8	62.9	8.8	62.9	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	6.9	49.3	6.9	49.3	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	6.6	47.1	6.6	47.1	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	7.9	56.4	7.9	56.4	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: Deer Isle-Stonington Elem Sch  
 District: Deer Isle-Stonington CSD  
 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	51	846	67	22	11	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	10	26	847	68	12
Male	49	836	35	35	29	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	90	841	51	29	20	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
<b>Economically disadvantaged</b>																
Yes						33	841	51	27	22						
No	100	841	51	29	20	67	849	71	20	9						
<b>Title 1A targeted program</b>																
Yes						4	841	46	34	19						
No	92	842	58	25	17	96	846	65	22	13						
<b>Migrant</b>																
Yes						0	840	61	9	30						
No	100	842	54	28	18	100	846	64	22	13						
<b>Gifted/talented program</b>																
Yes						3	863	99	1	0						
No	100	842	54	28	18	97	846	63	23	14						
<b>Identified disability</b>																
Yes	23	830	22	22	56	15	835	30	30	40						
No	77	845	63	30	7	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	13	832	20	20	60	8	839	45	25	30						
B. Less than one hour	41	839	44	38	19	45	846	64	23	13						
C. One to two hours	41	848	75	25	0	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																