



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: 12931849  
School: Wells Junior High School  
District: Wells-Ogunquit 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

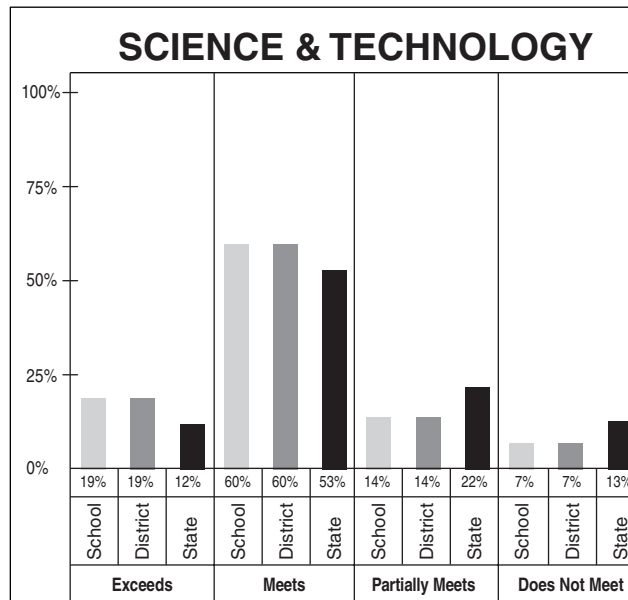
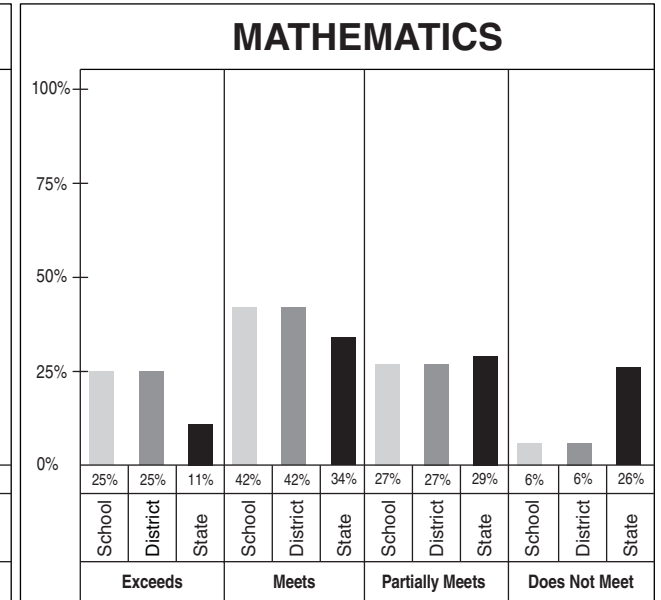
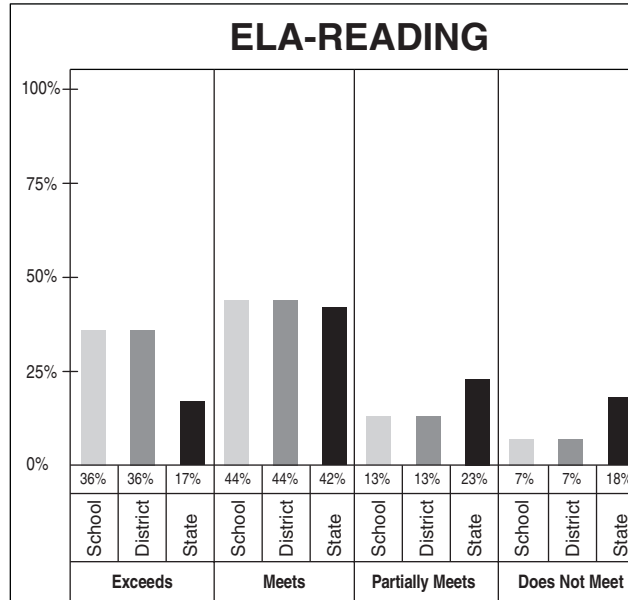


# SUMMARY OF SCORES

School: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	854	854	845
MATHEMATICS 2005–2006	852	852	840
SCIENCE & TECHNOLOGY 2005–2006	851	851	846





# SUMMARY OF STUDENT PARTICIPATION

School: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 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>	117	100	117	100	16699	100	115	98	115	98	16486	99	115	98	115	98	16486	99	115	98	115	98	16461	99
<b>Ethnicity</b>																								
African American/Black	1	1	1	1	297	2	1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	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	113	97	113	97	15930	95	111	98	111	98	15736	99	111	98	111	98	15735	99	111	98	111	98	15712	99
Hispanic	3	3	3	3	139	1	3	100	3	100	135	97	3	100	3	100	136	98	3	100	3	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>	23	20	23	20	2717	16	22	96	22	96	2659	98	22	96	22	96	2657	98	22	96	22	96	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>	21	18	21	18	5670	34	21	100	21	100	5555	98	21	100	21	100	5552	98	21	100	21	100	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>	94	82	94	82	13752	83	94	82	94	82	13746	83	94	82	94	82	13785	84						
Identified disability (PET/IEP)	4	4	4	4	499	4	4	4	4	4	477	3	4	4	4	4	508	4						
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1						
504 plan	2	2	2	2	165	1	2	2	2	2	165	1	2	2	2	2	164	1						
<b>Students who took the assessment with accommodations</b>	16	14	16	14	2517	15	16	14	16	14	2516	15	16	14	16	14	2490	15						
Identified disability (PET/IEP)	13	81	13	81	1953	78	13	81	13	81	1965	78	13	81	13	81	1962	79						
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5						
504 plan	4	25	4	25	54	2	4	25	4	25	54	2	4	25	4	25	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>	5	4	5	4	217	1	5	4	5	4	224	1	5	4	5	4	186	1						
Identified disability (PET/IEP)	5	100	5	100	207	95	5	100	5	100	215	96	5	100	5	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: Wells Junior High School  
 District: Wells-Ogunquit 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	40	36	40	36	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	48	44	48	44	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	14	13	14	13	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	8	7	8	7	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	41.2	74.9	41.2	74.9	36.2	65.8
<b>Literary Text</b>	27	49	20.1	74.4	20.1	74.4	17.7	65.6
<b>Informational Text</b>	28	51	21.1	75.4	21.1	75.4	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:** Wells Junior High School  
**District:** Wells-Ogunquit 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	54	860	90	8	2	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> A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor  <b>How difficult was the reading 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 difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.  <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. 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 much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home  <b>How do you feel about the following statement?</b> <b>"My knowledge of reading will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree						
Male	46	848	69	18	14	52	842	52	25	23		39	29	849	69	13	
<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	855	80	13	7	95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
<b>Economically disadvantaged</b>																	
Yes	18	849	75	20	5	33	838	43	27	29							
No	82	855	81	11	8	67	848	66	21	13							
<b>Title 1A targeted program</b>																	
Yes						4	838	38	34	28							
No	100	854	80	13	7	96	845	59	23	18							
<b>Migrant</b>																	
Yes						0	839	48	30	22							
No	100	854	80	13	7	100	845	59	23	18							
<b>Gifted/talented program</b>																	
Yes	6	873	100	0	0	3	865	97	2	0							
No	94	853	79	14	8	97	844	57	24	19							
<b>Identified disability</b>																	
Yes	15	833	24	47	29	15	827	16	27	57							
No	85	858	90	6	3	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	5	843	40	20	40	8	834	36	25	40							
B. Less than one hour	48	856	85	11	4	45	844	58	24	19							
C. One to two hours	46	854	78	14	8	41	848	65	22	13							
D. More than two hours						6	846	59	21	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Wells Junior High School  
 District: Wells-Ogunquit 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	27	25	27	25	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	46	42	46	42	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	27	30	27	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	7	6	7	6	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	6.5	59.1	6.5	59.1	5.3	48.2	<b>Cluster 1: Numbers and Operations</b> A. Numbers and Number Sense B. Computation I. Discrete Mathematics <b>Cluster 2: Shape and Size</b> E. Geometry F. Measurement <b>Cluster 3: Mathematical Decision Making</b> C. Data Analysis and Statistics D. Probability J. Mathematical Reasoning <b>Cluster 4: Patterns</b> G. Patterns, Relations, and Functions H. Algebra Concepts K. Mathematical Communication  Each content standard in the clusters above is defined in Maine's <i>Learning Results</i> . The <i>Learning Results</i> are the basis for the MEA at grades 4 and 8 and can be found at <a href="http://www.maine.gov/education/lres/homepage.htm">http://www.maine.gov/education/lres/homepage.htm</a> .
<b>Cluster 2: Shape and Size</b>	12	26	7.4	61.7	7.4	61.7	5.4	45.0	
<b>Cluster 3: Mathematical Decision Making</b>	10	21	7.2	72.0	7.2	72.0	5.8	58.0	
<b>Cluster 4: Patterns</b>	14	30	9.0	64.3	9.0	64.3	7.4	52.9	



# MATHEMATICS RESULTS

## (CONTINUED)

School: Wells Junior High School  
 District: Wells-Ogunquit 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	54	854	73	22	5	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>					
Male	46	849	59	33	8	52	839	44	28	28		A. Yes, the questions on the test match what I have learned in mathematics class.	44	30	845	58
<b>Ethnicity</b>											B. Yes, they match some of what I have learned.	45	47	840	45	24
African American/Black						2	830	24	27	49		C. Yes, they match just a little of what I have learned.	8	18	834	29
American Indian/Native Alaskan						1	833	30	33	38	D. No, there is no match.		3	5	826	16
Asian/Pacific Islander						1	845	60	17	23		<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>				
Caucasian/White	97	852	66	28	6	95	840	45	30	26	A. very good	25	24	851	73	11
Hispanic						1	835	38	28	34	B. good	44	45	840	47	22
Not Reported						0	831	25	17	58	C. fair	25	25	832	23	40
<b>Economically disadvantaged</b>											D. poor	6	6	826	10	54
Yes	18	847	55	35	10	33	833	30	31	38	<b>How difficult was the mathematics part of this test?</b>					
No	82	853	69	26	6	67	843	52	28	20	A. harder than my regular schoolwork	22	35	834	30	36
<b>Title 1A targeted program</b>											B. about the same as my regular schoolwork	64	51	840	47	23
Yes						4	834	27	35	37	C. easier than my regular schoolwork	15	14	853	74	10
No	100	852	66	27	6	96	840	45	29	26	<b>How hard did you try on the mathematics part of this test?</b>					
<b>Migrant</b>											A. I tried harder on this test than I do on my regular schoolwork.	42	45	839	43	26
Yes						0	835	26	39	35	B. I tried about the same as I do on my regular schoolwork.	55	50	841	48	23
No	100	852	66	27	6	100	840	45	29	26	C. I did not try as hard on this test as I do on my regular schoolwork.	4	5	834	34	41
<b>Gifted/talented program</b>											<b>How often do you use laptops in mathematics class?</b>					
Yes	6	873	100	0	0	3	864	96	3	1	A. almost every day	0	4	833	30	38
No	94	850	64	29	7	97	839	43	30	27	B. two or three days a week	6	11	836	37	33
<b>Identified disability</b>											C. two or three times each month	56	36	841	46	23
Yes	15	833	12	59	29	15	824	12	25	63	D. never	37	49	840	47	25
No	85	855	76	22	2	85	842	50	30	20	<b>Which statement best describes the use of calculators in mathematics class?</b>					
<b>Limited English proficient students</b>											A. Calculators are used daily.	49	40	842	50	22
Current LEP in first 10 months						0	827	22	22	56	B. Calculators are used once or twice a week.	46	37	839	44	26
Current LEP beyond first 10 months						1	827	20	24	56	C. Calculators are used once or twice a month.	3	12	838	41	29
<b>How much homework do you do on school nights?</b>											D. Calculators are rarely or never used.	2	11	836	37	33
A. None	5	846	60	20	20	8	831	27	27	46	<b>How do you feel about the following statement?</b>					
B. Less than one hour	48	851	66	28	6	45	839	43	31	26	"My knowledge of mathematics will be useful to me as an adult."					
C. One to two hours	46	853	69	25	6	41	842	50	28	22	A. strongly agree	1	11	835	35	36
D. More than two hours						6	841	49	25	26	B. agree	26	46	839	43	27
<b>Optional school/district question</b>											C. disagree	63	33	843	51	20
A.											D. strongly disagree	10	10	839	45	28
B.																
C.																
D.																



# SCIENCE & TECHNOLOGY RESULTS

School: Wells Junior High School  
 District: Wells-Ogunquit 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	21	19	21	19	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	66	60	66	60	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	15	14	15	14	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	8	7	8	7	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	9.7	69.3	9.7	69.3	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	8.5	60.7	8.5	60.7	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	9.1	65.0	9.1	65.0	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	8.7	62.1	8.7	62.1	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: Wells Junior High School  
 District: Wells-Ogunquit 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	54	853	81	15	3	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	18	26	847	68	12
Male	46	849	76	12	12	52	846	65	21	14		51	48	847	66	12
<b>Ethnicity</b>												27	21	846	64	14
African American/Black						2	838	43	27	30		4	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		16				
Asian/Pacific Islander						1	847	64	20	16		16	22	852	78	8
Caucasian/White	97	852	79	14	7	95	846	65	22	13		56	54	847	67	11
Hispanic						1	841	50	25	26		27	20	842	51	19
Not Reported						0	846	75	8	17		0	3	835	30	37
<b>Economically disadvantaged</b>												16	22	852	78	8
Yes	18	848	60	30	10	33	841	51	27	22		56	54	847	67	11
No	82	852	83	10	7	67	849	71	20	9		27	20	842	51	19
<b>Title 1A targeted program</b>												0	3	835	30	37
Yes						4	841	46	34	19		37	30	847	66	13
No	100	851	79	14	7	96	846	65	22	13		54	59	846	64	12
<b>Migrant</b>											9	11	847	65	13	
Yes						0	840	61	9	30	46	42	847	65	12	
No	100	851	79	14	7	100	846	64	22	13	50	53	847	67	12	
<b>Gifted/talented program</b>											4	4	840	46	31	
Yes	6	866	100	0	0	3	863	99	1	0	46	42	847	65	12	
No	94	850	78	15	8	97	846	63	23	14	50	53	847	67	12	
<b>Identified disability</b>											4	4	840	46	31	
Yes	15	837	35	29	35	15	835	30	30	40	91	69	847	68	11	
No	85	854	87	11	2	85	848	71	21	9	4	16	845	63	15	
<b>Limited English proficient students</b>											1	6	844	56	20	
Current LEP in first 10 months						0	827	22	33	44	5	9	842	53	20	
Current LEP beyond first 10 months						1	833	29	25	47	19	25	845	61	14	
<b>How much homework do you do on school nights?</b>											19	24	847	69	12	
A. None	5	843	60	0	40	8	839	45	25	30	21	22	852	76	9	
B. Less than one hour	48	852	81	17	2	45	846	64	23	13	41	29	843	56	16	
C. One to two hours	46	851	80	10	10	40	848	69	21	10	19	25	845	61	14	
D. More than two hours						6	847	66	19	15	19	24	847	69	12	
<b>Optional school/district question</b>											21	22	852	76	9	
A.											41	29	843	56	16	
B.											19	25	845	61	14	
C.											19	24	847	69	12	
D.											21	22	852	76	9	