

Delaware

Student

Testing

Program

Report of Student Questionnaire Survey

**2002 DSTP Administration for Grades 3, 5, 8, 10, and 11 in
Reading, Writing, Mathematics, Science, and Social Studies**

Prepared by the Assessment and Analysis Group
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Report for the 2002 Student Questionnaire Survey for Grades 3, 5, 8, 10, and 11 in Reading, Writing, Mathematics, Science, and Social Studies

Introduction

Along with the administration of the 2002 Delaware Student Testing Program (DSTP), a questionnaire survey was given to students in grades 3, 5, 8, and 10 about Opportunity to Learn, Reading, Writing, and Mathematics; and to students in grades 4, 6, 8, and 11 about Opportunity to Learn, Science and Social Studies (due to the fall administration, the results of the questionnaire survey for grades 4 and 6 will be reported separately). Students' responses to the questions were analyzed by grade, gender, race, and proficiency level of a given test. Students' responses to the survey questions were analyzed by grade, gender, race, and proficiency level of a given test. Questions on the Opportunity to Learn were analyzed twice: by proficiency level in reading (or science) included in the corresponding tables; by proficiency level in mathematics (or social studies) included in the corresponding appendices.

Cross grades comparisons are reported if there is a meaningful pattern of students' responses. Caution is advised in the use of the survey results for making decisions due to multiple factors, such as curriculum design, instruction style, and self-reported data.

Results of the Student Questionnaire Survey

Survey Results for Grade 3 (Table 1 and Appendix 1)

Opportunity to Learn

- Sixty-two percent of the students in grade 3 talked about what they had learned in school at home every day, 19% did once a week, and 4% did once or twice a month (Table 1a). However, 12% of the students reported that they never discussed their studies at home. The survey results also show that more girls (66%) than boys (57%) talked about their studies at home every day.
- Eighty-seven percent of the students in grade 3 reported that their parents or guardian encouraged them to do their best in school, 9% sometimes, and 1% reported that they did not get encouragement from their families.
- Nearly two-third of the students (66%) spent a half hour on their homework each day, 27% one hour or more, 3% of the students reported that they did not receive homework or they did not do their homework.
- Forty-seven percent of the students in grade 3 spent two hours or more watching television each school day, 22% spent about one hour, and 19% spent a half hour

watching television. The data show that more boys (51%) than girls (43%) spent two hours or more watching television each school day. Variations were observed among racial/ethnic groups (54% for African American, 45% for Hispanic, 44% for Caucasian, and 30% for Asian students).

- Seventy-seven percent of the students had access to a computer at home. Eighty-six percent of Asian, 84% of Caucasian, 69% of African American, and 60% of Hispanic students had the access to a computer at home. According to the data, more high-achieving than low-achieving students had access to a computer at home (89%, 85%, 77%, 68%, and 67% from Distinguished to Well Below the Standard in reading; 89%, 85%, 78%, 70%, and 66% from Distinguished to Well Below the Standard in math).
- Twenty-six percent of the students who had the access to a computer at home used the computer for learning almost every day, among them more girls (31%) than boys (23%); 24% once or twice a week; 13% once or twice a month; but 17% of them reported that they never used the computer for learning. The data show that more low-achieving than high-achieving students used the computer at home for learning almost every day (31%, 29%, 28%, 23%, and 20% from Well Below the Standard to Distinguished in reading, respectively; 31%, 30%, 27%, 21%, and 21% in math); while more high-achieving than low-achieving students reported that they used the computer at home a couple of times a week for learning (30%, 30%, 23%, 19%, 16% from Distinguished to Well Below the Standard in reading, respectively; 29%, 30%, 24%, 19%, 16% for Distinguished to Well Below the Standard in math).
- Ninety-two percent of the students in grade 3 reported that they had access to a computer at school. Among them, 15% used the computer every day for learning, 51% once or twice a week, 16% once or twice a month, and 12% of them never used the computer for learning. Variations are observed among racial/ethnic groups using school computers for learning every day (21% for African American, 16% for Hispanic, 11% for Caucasian, and 10% for Asian students).
- Eighty-eight percent of the students reported that to do well in school is very important, 3% somewhat important, and about 5% of the students thought doing well in school is not important or not sure if it is important. More girls (91%) than boys (85%) in grade 3 reported that it is very important to do well in school.

Reading

- Seventy-one percent of the third graders reported that they read to themselves in school every day, 14% every other day, 8% once or twice a week, and 2% never read to themselves in school. The data show that more high-achieving than low-achieving students read more frequently in school (82%, 78%, 71%, 66%, and 60% from Distinguished to Well Below the Standard in reading). About 58% of the students reported that their teachers read a chapter or a picture book at least every other day, 31% once or twice a week.

- Forty-seven percent of the students read at home every day. Among them, 10% more girls (52%) than boys (42%) and more high-achieving students (59% Distinguished, 54% Exceeds, and 44% Meets the Standard) than low-achieving students (41% and 42% from Below and Well Below the Standard, respectively) reading every day. More boys (10%) than girls (5%) and more low-achieving students (13% for Well below the Standard, 12% Below the Standard) than high-achieving students (8% Meets the Standard, 4% Exceeds the Standard, 2% Distinguished) never read at home.
- Fifty-nine percent of students said teachers asked them to talk with other students about what they had read at least once or twice a week, but 37% of the students were never asked to talk to their classmates about what they had read. Fifty-five percent of the students were asked to write about they had read at least once or twice a week, but 27% of the students reported that their teachers never asked them to write about they had read.
- The majority of the students (88%) tried very hard to do well on the DSTP reading test, 5% somewhat hard, and 3% not very hard.

Writing

- Over 50% of the students had writing lessons every day, 31% once or twice a week, 10% once or twice a month, and 4% reported never having such lessons. About 53% of the students always planned, drafted, and revised their writing, 29% sometimes, and 13% only if their teachers asked them to do it. More high-achieving than low-achieving students always planned their writing (69%, 75%, 60%, 48%, and 43% from Distinguished to Well Below the Standard in writing); whereas more low-achieving than high-achieving students never planned their writing (4%, 2%, 1%, and 0%) for Well Below the Standard to Distinguished, respectively).
- Eighty-nine percent of the students tried very hard to do well on the DSTP writing test, 4% somewhat hard, only 3% not very hard.

Mathematics

- Forty-four percent of the students had math homework every day, 43% once or twice a week, 7% once or twice a month, and 3% reported never having math homework. More low-achieving than high-achieving students reported never having math homework (9%, 4%, 2%, 1%, and 0% from Well Below the Standard to Distinguished in math, respectively).
- In math class, 32% of the students in grade 3 used a calculator at least once or twice a week, 36% once or twice a month, but 28% never used a calculator in class. More low-achieving than high-achieving students used a calculator every day (17%, 10%, 3%, 2%, and 1% from Well Below the Standard to Distinguished in math, respectively); while more high-achieving than low-achieving students used a

calculator in class once or twice a month (58%, 50%, 37%, 25%, and 18% from Distinguished to Well Below the Standard, respectively). Sixty-six percent of the students used a calculator only if their teachers allowed them to use it, 14% only used it to check their answers, and 13% reported never used a calculator in math class.

- When students received a math assignment, 32% reported that their teachers showed them how to solve the problem, 34% reported that their teachers asked them to solve the problem, and 29% reported that their teachers asked them to solve the problem, and then discuss the solution with the whole class. More low-achieving than high-achieving students reported that their teachers had usually showed them how to solve the problem (40%, 39%, 33%, 25%, and 22% from Well Below the Standard to Distinguished, respectively); while more high-achieving than low-achieving students reported that their teachers had usually asked them to work by themselves to solve the problems (40%, 40%, 35%, 29%, and 25% from Distinguished to Well Below the Standard, respectively).
- The majority of the students (86%) felt that their math class had prepared them to do their best on the DSTP math test. Among them, 87% are girls, 84% are boys, 89% at Distinguished Level, 88% at the Exceeds and Meets the Standard Levels, 85% Below the Standard, and 78% Well Below the Standard.
- Eighty-eight percent of the students reported that they tried very hard on the DSTP math test, 4% somewhat hard, and 3% not very hard.

Survey Results for Grade 5 (Table 2 and Appendix 2)

Opportunity to Learn

- The survey results show that 54% of the students in grade 5 talked about what they had learned in school at home every day, 25% once a week, 6% once a month, but 11% of the students never discussed their study with their families. More girls (58%) than boys (50%) talked about their studies with their families every day. Among racial/ethnic groups, more Asian (57%) and Caucasian students (55%) than African American (51%) and Hispanic students (49%) talked about their study at home every day. Eighty-seven percent of the students reported that their parents or guardian encouraged them to do their best in school -- among them more high-achieving than low-achieving students (91%, 91%, 88%, 86%, 78% from Distinguished to Well Below the Standard in reading).
- According to the survey, 39% of the fifth graders spent one hour or more on their homework, 53% about a half hour, only 3% reported that they did not do their homework or they usually did not have homework. More girls (41%) than boys (38%) and more high-achieving than low-achieving students (43%, 46%, 41%, 33%, and 30% for Distinguished to Well Below the Standard in reading, respectively) spent one hour or more on their homework.

- Over one half of the students (51%) watched television two hours or more each school day, 26% about one hour, and 13% about a half hour. The data suggest more boys (55%) than girls (47%) and more low-achieving than high-achieving students (56%, 59%, 53%, 45%, and 35% from Well Below the Standard to Distinguished in reading, respectively) spent two hours or more watching television each school day. Variations are observed among racial/ethnic groups: 65% for African American, 54% for Hispanic, 44% for Caucasian, and 35% for Asian students.
- Seventy-eight percent of the students in grade 5 had access to a computer at home. Caucasian (85%) and Asian students (86%) had a higher percentage than African American (70%) and Hispanic students (61%). More high-achieving than low-achieving students had a computer at home that they could use (92%, 87%, 80%, 68%, and 63% from Distinguished to Well Below the Standard in reading; 92%, 90%, 81%, 73%, and 63% for Distinguished to Well Below the Standard in math).
- The data show that 21% of the students who had access to a computer at home used the computer for learning almost every day, 28% once or twice a week, 18% once or twice a month, while 17% reported never using the home computer for learning. More high-achieving than low-achieving students in reading used the home computer for learning once or twice a week (38%, 32%, 29%, 22%, and 19% from Distinguished to Well Below the Standard, respectively) and the similar pattern is observed in math (40%, 35%, 28%, 26%, and 20% from Distinguished to Well Below the Standard, respectively).
- Ninety-one percent of the students had access to computers in school. Among them, 51% of them used school computers for learning at least once or twice a week, 26% once or twice a month, but 15% of them never used school computers for learning. More African American (56%) and Hispanic students (56%) than Caucasian (47%) and Asian students (48%) used computers for learning in school.
- Eighty-five percent of the students in grade 5 reported that it is very important to do well in school, 6% somewhat important, 3% not sure, and less than 1% of the students thought that doing well in school is not important.

Reading

- Sixty percent of the students read to themselves in school every day, 21% every other day, 11% once or twice a week, but 3% never read to themselves in school. More high-achieving students than low-achieving students read in school every day (73%, 71%, 61%, 51%, and 47% from Distinguished level to Well Below the Standard in reading, respectively); whereas more low-achieving students than high-achieving students never read in school (7%, 5%, 2%, 2%, and 1% from Well Below the Standard to Distinguished, respectively).

- Based on students' responses, 23% of the teachers read a chapter or a picture book to their students in school every day, 19% every other day, 31% once or twice a week, but 22% of the students reported that their teachers never read to them.
- Thirty-four percent of the fifth graders read at home every day, 25% every other day, 24% once or twice a week, and 18% never read at home or did not respond to the question. More high-achieving than low-achieving students reported read at home every day (53%, 49%, 32%, 24%, and 22% from Distinguished level to Well Below the Standard); whereas more low-achieving than high-achieving students never read at home (23%, 18%, 11%, 5%, and 4% for Well Below the Standard to Distinguished, respectively).
- Only 8% of the students reported that their teachers asked them to talk with other students about what they had read every day, 13% every other day, and 29% once or twice a week, but 44% of the students reported that their teachers never asked them to do so.
- Only 18% of the students reported that their teachers asked them to write about what they have read in English class every day, 30% once or twice a week, 22% once or twice a month, while one-quarter of the students (25%) reported that they are never asked to write about what they have read in their English class.
- Eight-six percent of the students in grade 5 tried very hard to do well on the DSTP reading test, 7% somewhat hard, and 2% not very hard. The data show that more low-achieving than high-achieving students reported that they had not tried very hard (12%, 6%, 3%, 2% and 0% from Well Below the Standard to Distinguished, respectively).

Writing

- About 39% of the students had lessons about how to be a good writer every day, 38% once or twice a week (among them more high-achieving than low-achieving students from 67%, 42%, 41%, 36%, to 25% for Distinguished to Well Below the Standard in writing, respectively), 13% once or twice a month, and 5% reported never having such lessons (among them more low-achieving than high-achieving students, from 12%, 6%, 3%, 2%, to 0% for Well Below the Standard to Distinguished, respectively).
- According to the survey, 55% of the students in grade 5 always plan, draft, and revise their writing, 27% sometimes, while 12% did it only if they it is asked. More high-achieving than low-achieving students always plan their writing (61%, 69%, 62%, 48%, and 32% for Distinguished level to Well Below the Standard in writing, respectively); whereas more low-achieving than high-achieving students never plan their writing (6%, 1%, 0%, 0%, and 0% from Well Below the Standard to Distinguished, respectively).

- Eighty-seven percent of the students tried very hard on the DSTP writing test, among them more high-achieving students (91%, 91%, 90%, 86%, 73% from Distinguished to Well Below the Standard, respectively); 6% somewhat hard, and 2% not very hard.

Mathematics

- Fifty percent of the students in grade 5 had math homework every day, 38% once or twice a week, 5% once or twice a month, and 2% reported never had math homework. More high-achieving than low-achieving students had math homework every day (66%, 56%, 49%, 49%, and 45% from Distinguished level to Well Below the Standard on the DSTP math test, respectively); whereas more low-achieving than high-achieving students reported never having math homework (6%, 2%, 1%, 0%, and 0% for Well Below the Standard to Distinguished, respectively).
- Over 40% of the students used a calculator once or twice a month in their math class, 23% once or twice a week, 4% every day, but 25% reported that they never used a calculator in their math class. The data show connections between using a calculator in class and math performance. More low-achieving than high-achieving students in grade 5 used a calculator in class every day (9%, 5%, 3%, 2% and 2% from Well Below the Standard to Distinguished, respectively) while more high-achieving students reported that they use a calculator once or twice a month (51%, 51%, 46%, 40%, and 25% from Distinguished level to Well Below the Standard, respectively). The data also suggest that more low-achieving students never used a calculator in math class (29%, 26%, 24%, 24%, and 20% from Well Below the Standard to Distinguished, respectively). Based on students' responses to the survey, 69% of the students used a calculator only when their teachers allowed, 10% used it only to check their answers, and 3% used it any time.
- Thirty-four percent of the students reported that their teachers usually showed them how to solve the problem when they received a math assignment. More low-achieving than high-achieving students have teachers who usually show them how to solve the math problem (45%, 41%, 32%, 24%, and 20% from Well Below the Standard to Distinguished, respectively). Thirty percent of the students reported that their teachers usually asked them to solve the problem. Among them, there are more high-achieving than low-achieving students on the DSTP math test (35%, 35%, 31%, 27%, and 24% from Distinguished to Well Below the Standard, respectively). Thirty percent of the students reported that their teachers usually asked them to solve the problem and then discuss the solution with the whole class; among them, there are more high-achieving than low-achieving students (40%, 36%, 31%, 26%, and 24% from Distinguished to Well Below the Standard, respectively).
- In grade 5, 74% of the students felt that their math class had prepared them to do their best on the DSTP math test with more high-achieving than low-achieving students (81%, 80%, 76%, 72%, to 68% from Distinguished to Well Below the Standard, respectively); 13% somewhat prepared, 5% not sure with more low-achieving than high-achieving students (10%, 7%, 3%, 2%, and 2% from Well Below the Standard

to Distinguished), and 2% did not feel prepared with more low-achieving than high-achieving students (4%, 2%, 2%, 1%, 0% from Well Below the Standard to Distinguished, respectively).

- Eighty-seven percent of the students tried very hard on the DSTP math test, among them, more girls (90%) than boys (84%) and more high-achieving students (90%, 90%, 88%, 86%, and 82% from Distinguished to Well Below the Standard, respectively). Six percent tried somewhat hard and 2% not very hard.

Survey Results for Grade 8 (Tables 3a, 3b and Appendix 3)

Opportunity to Learn

- The data show that 38% of the students in grade 8 talked about what they have learned in school with someone at home every day, 36% once a week, 11% once a month, and 10% of the students never talked about their studies with someone at home. More girls (40%) than boys (37%) and more Caucasian (39%), Asian (41%) and African American students (38%) than Hispanic students (31%) talked about their studies at home every day.
- Eighty-seven percent of the students reported that their parents or guardian had encouraged them to do their best in school, 8% somewhat, and nearly 1% reported no. More Caucasian (88%) and Asian students (94%) than African American (85%) and Hispanic students (84%) were encouraged to do their best in school.
- About 45% of the students spent one hour or more on their homework each day (among racial/ethnic groups: 70% for Asian, 46% for Caucasian, 45% for Hispanic, and 42% for African American students). Forty-three percent of the students spent a half hour for homework each day, but 7% of the students either did not do their homework or reported no homework. More girls (50%) than boys (40%) and more high-achieving than low-achieving students in reading worked on their homework for one hour or more each day (58%, 52%, 47%, 43%, and 31% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students in reading did not do their homework or reported no homework (11%, 6%, 5%, 5%, and 2% from Well Below the Standard to Distinguished, respectively). Similarly, more high-achieving than low-achieving students in mathematics reported spending one hour or more on homework (52%, 49%, 48%, 47%, and 37% from Distinguished to Well Below the Standard, respectively).
- About 54% of the students spent two hours or more watching television each weekday, 27% about one hour, and 10% about a half hour. Data suggest that more boys (56%) than girls (52%) and more African American (66%) and Hispanic students (58%) than Caucasian (49%) and Asian students (44%) spent two hours or more watching television each school day. More low-achieving than high-achieving students in reading (60%, 60%, 54%, 41%, and 31% for Well Below the Standard to Distinguished, respectively) and in math (60%, 58%, 53%, 47%, and 39% for Well

Below the Standard to Distinguished, respectively) watched television two hours or more each school day

- The survey shows that 81% of the students in grade 8 had a computer at home they could use (96% for Asian, 88% for Caucasian, 71% for African American, and 63% for Hispanic students). More high-achieving than low-achieving students in reading (90%, 93%, 86%, 74%, and 65% for Distinguished to Well Below the Standard, respectively) and math (95%, 91%, 89%, 81%, and 69% for Distinguished to Well Below the Standard, respectively) had access to a computer at home. Among them, 23% used the computer at home for learning almost every day, 28% once or twice a week, 23% once or twice a month, and 12% reported never using the computer at home for learning.
- Ninety-three percent of the students have access to computer in school. Sixteen percent of them used the computer for learning almost every day, 18% once or twice a week, 40% once or twice a month, and 20% reported never using the computer in school for learning. More boys (18%) than girls (14%) used school computers almost every day. Among racial/ethnic groups, 38% of African American, 36% of Asian, 32% of Hispanic and Caucasian students used school computers at least once or twice a week for learning.
- Seventy-seven percent of the eighth graders believe that to do well in school is very important, among them more girls (80%) than boys (73%) (among racial/ethnic groups: 87% for Asian, 80% for African American, 76% for Hispanic, and 75% for Caucasian students), 15% somewhat important, 3% not sure, and 1% not important.

Reading

- Over 60% of the students usually spent a half hour (31%) or 15 minutes (32%) reading in preparing for their English class each day, 11% one hour or more, and 21% reported they never read to prepare for the English classes.
- Nearly one-third (32%) of the students in grade 8 read at home almost every day, 28% once or twice a week, 16% once or twice a month, but 20% never or hardly ever read at home. More girls (36%) than boys (28%) and more high-achieving than low-achieving students read frequently at home (54%, 49%, 34%, 24%, and 20% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported that they never or hardly ever read at home (27%, 25%, 18%, 9%, and 10% from Well Below the Standard to Distinguished, respectively). Variations of reading at home almost every day are observed among racial/ethnic groups (56% for Asian, 34% for Caucasian, 29% for African American, and 23% for Hispanic students).
- Sixteen percent of the students reported that their teachers had asked them almost every day to discuss with other students about what they had read in their English

class, 30% once or twice a week, 23% once or twice a month, and 27% reported that their teachers never or hardly ever ask them to do so.

- Twenty-three percent of the students reported that their teachers asked them almost every day to write about what they had read in their English class, 33% once or twice a week, 25% once or twice a month, and 15% reported that their teachers never or hardly ever asked them to do so.
- Over 80% of the students in grade 8 tried very hard on the DSTP reading test (among them, 85% for girls and 80% for boys), 11% somewhat hard, 2% of the students did not try very hard on the test.

Writing

- Based on students' responses, 40% of them had lessons from their English teachers almost every day about being a good writer, 34% once or twice a week, 16% once or twice a month, and 5% reported that they never or hardly ever had such lessons. The data show that more high-achieving than low-achieving students had lessons about being a good writer almost every day (53%, 44%, 42%, 36%, and 31% for Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported never having such lessons (14%, 8%, 4%, 2%, and 0% for Well below the Standard to Distinguished, respectively).
- Twenty-one percent of the students in grade 8 reported that they had writing homework almost every day, 44% once or twice a week, 22% once or twice a month, but 9% never or hardly ever had writing homework.
- Over one half of the students (53%) almost always plan, draft, and revise their writing, 27% sometimes, 13% only if it is requested, 2% of the students never or hardly ever plan their writing. The data indicate that more girls (59%) than boys (48%) and more high-achieving students in writing almost always plan their writing (80%, 69%, 59%, 39%, and 18% for Distinguished to Well Below the Standard, respectively); whereas more low-achieving students reported that they never planned their writing (10%, 4%, 1%, 0%, and 0% for Well Below the Standard to Distinguished, respectively).
- Eighty-five percent of the students tried very hard to do well on the DSTP writing test (88% for girls and 82% for boys), 9% somewhat hard, and only 1% of the students reported they did not try very hard.

Mathematics

- Nearly two-thirds of the students reported that they had math homework almost every day, among them more high-achieving than low-achieving students (90%, 76%, 70%, 60%, and 40% for Distinguished to Well Below the Standard, respectively); 22% once or twice a week; 3% once or twice a month; and 4% never or hardly ever had

math homework, among them more low-achieving than high-achieving students (12%, 6%, 3%, 2%, and 0% for Well below the Standard to Distinguished, respectively).

- Students in grade 8 reported that they had used a calculator in their math class almost every day (28%), once or twice a week (29%), or once or twice a month (18%); 20% reported never or hardly ever using a calculator. The data indicate that more high-achieving than low-achieving students used a calculator almost every day in their math class (35%, 31%, 29%, 27%, and 25% for Distinguished to Well Below the Standard, respectively).
- Sixty-five percent of the students used a calculator in their math class when teachers allowed them to use it, 9% usually used it only to check the answers, and 14% used it anytime.
- When students received a math assignment, 37% of the students reported that their teachers usually showed them how to solve the problem (among them more low-achieving than high-achieving students from 46%, 37%, 33%, 29%, to 31% for Well Below the Standard to Distinguished, respectively), 18% reported that their teachers asked them to solve the problem (among them more high-achieving than low-achieving students from 23%, 21%, 17%, 19%, to 18% for Distinguished to Well Below the Standard, respectively), and 39% reported that their teachers asked them to solve the problem and then discuss the solution with the whole class (among them more high-achieving than low-achieving students from 43%, 46%, 47%, 39%, to 29% for Distinguished to Well Below the Standard, respectively).
- Over one half of the students (55%) had teachers who usually encouraged them to try different approaches to solve the problem, 34% reported sometimes, and 6% never or hardly ever.
- One half of the eighth graders felt that their math class had prepared them to do well on the DSTP math test, among them more boys (53%) than girls (46%) and more high-achieving than low-achieving students (74%, 60%, 52%, 44%, and 43% for Distinguished to Well Below the Standard, respectively). Thirty-one percent of the students felt that their math class had somewhat prepared them to do well on the DSTP math test, 5% not sure, and 9% felt they were not prepared.
- Fifty-five percent of the students tried very hard to do their best on the DSTP math test, 34% somewhat hard, and 6% not very hard.

Science

- Twenty-one percent of the students had science homework almost every day, 42% once or twice a week, 13% once or twice a month, but 14% reported never having science homework. More low-achieving than high-achieving students reported never

having science homework (19%, 13%, 12%, 9%, and 9% for Well below the Standard to Distinguished, respectively).

- Only 7% of the students actually used scientific equipment in their science class almost every day, 23% used once or twice a week, 39% once or twice a month, and 22% reported never or hardly ever using such equipment. More high-achieving than low-achieving students usually used science equipment a couple of times a month (44%, 44%, 43%, 40%, and 32% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported rarely using such equipment in their science class (27%, 23%, 19%, 16%, and 13% from Well Below the Standard to Distinguished, respectively).
- Thirteen percent of the students reported that their science teachers usually did the experiment/lab and then asked them questions, among them more low-achieving than high-achieving students (18%, 14%, 11%, 10% and 7% from Well Below the Standard to Distinguished, respectively). Twenty-seven percent of the students reported that their teachers usually prepared and demonstrated the experiment/lab and then asked students to complete the experiment/lab. Thirty-six percent of the students reported that their teachers prepared the experiment/lab and asked students to do it, among them more high-achieving than low-achieving students (43%, 42%, 39%, 37%, and 30% from Distinguished to Well Below the Standard, respectively). About 14% of the students reported that their teachers usually worked with students to decide what scientific question to investigate and how to investigate it and then asked the students to do the experiment/lab.
- Based on students' responses, 16% of them discussed possible solutions, evidence or data in small groups almost every day, 32% once or twice a week, 26% once or twice a month, and 16% never or hardly ever to do this in their science class.
- About one-quarter of the eighth graders wrote explanations in their journals, lab reports, or on tests all the time, 26% most the time, 28% sometimes, and 11% never did. The data show that more high-achieving than low-achieving students wrote explanations all the time (35%, 32%, 28%, 25%, and 21% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported never writing explanations (14%, 11%, 11%, 8%, and 5% from Well Below the Standard to Distinguished, respectively).
- One-third of the students believed that the knowledge they had learned in science class helps them understand the world better (among them more high-achieving than low-achieving students on the DSTP science test, 47%, 46%, 35%, 32%, and 29% for Distinguished to Well Below the Standard, respectively), 37% somewhat, 10% not sure (among them more low-achieving than high-achieving students, 12%, 10%, 10%, 6%, and 5% for Well Below the Standard to Distinguished, respectively), and 11% did not feel that science class helped them understand the world better (among them more low-achieving than high-achieving students, 13%, 11%, 10%, 8%, and 7% for Well below the Standard to Distinguished, respectively).

- Twenty-eight percent of the students felt being prepared by their science class to do well on the DSTP science test, 34% somewhat prepared, 10% not sure, and 19% felt not being prepared. More boys (31%) than girls (24%) felt being prepared. More high-achieving than low-achieving students felt being prepared or somewhat prepared to do well on the science test (75%, 75%, 67%, 63%, and 52% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students were not sure or felt not being prepared by their science class (35%, 30%, 26%, 20%, 18% from Well Below the Standard to Distinguished, respectively).
- Over one half of the students (59%) tried very hard to do well on the DSTP science test, 25% somewhat hard, and 6% not very hard. The data also show that more girls (64%) than boys (55%) reported trying very hard and more high-achieving than low-achieving students in science tried very hard (67%, 66%, 62%, 60%, 55% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students did not try very hard on the science test (8%, 6%, 5%, 4%, and 3% from Well Below the Standard to Distinguished, respectively).

Social Studies

- One-third of the students in grade 8 reported that their social studies teacher asked them most of the time to use maps for more than just locating places, such as collect information from maps to support their answers in social studies class, 39% sometimes, but 18% reported that their teacher never or hardly ever asked them to do it. More high-achieving than low-achieving students sometimes were asked to use maps for more than just locating places (46%, 42%, 42%, 39%, and 35% for Distinguished to Well Below the Standard, respectively).
- About 35% of the students reported that their social studies teacher asked them every time or most of the time to collect information from graphs or charts to explain or justify their answers, 38% sometimes, and 17% reported that their teachers never or hardly ever asked them to do this. More high-achieving than low-achieving students reported that their teacher asked them to collect information to justify their answers sometimes in their social studies class (43%, 40%, 42%, 39%, 34% for Well Below the Standard to Distinguished, respectively).
- More than 41% of the students reported that their social studies teachers asked them to apply the concepts and knowledge they had learned to solve real life problems every time or most the time, 31% sometimes, and 17% reported never or hardly ever did this.
- Thirty-six percent of the students reported that their social studies teacher asked them every time or most of the time to use primary sources, such as documents, diaries, and artifacts, 33% sometimes, and 21% reported never or hardly ever did this. More low-achieving than high-achieving students on the DSTP social studies test were asked to

use these resources (24%, 24%, 20%, 15%, and 15% from Well Below the Standard to Distinguished, respectively).

- Only 16% of the students reported that their social studies teacher asked them to explain why there are often different interpretations of the same event (among them more high-achieving than low-achieving students from 24%, 22%, 17%, 14%, to 13% for Distinguished to Well Below the Standard, respectively), 30% most the time, 32% sometimes, and 12% reported never or hardly ever did this (among them more low-achieving than high-achieving students from 15%, 14%, 11%, 8%, to 10% from Well Below the Standard to Distinguished, respectively).
- Based on students' responses, there are great variations for social studies teachers in teaching the four sub-content areas every class or most of the classes: 29% for geography, 52% for civics and government, 38% for economics, and 70% for history. The data also show that some social studies teachers rarely or hardly ever taught these content areas, varying from sub-content to sub-content 19% for geography, 9% for civics and government, 16% for economics, and 4% for history.
- Nearly one-third of the students in grade 8 felt their social studies class had prepared them to do well on the DSTP social studies test (among them, more high-achieving than low-achieving students from 45%, 43%, 36%, 30%, and 27% for Distinguished to Well Below the Standard, respectively), 33% somewhat, 10% not sure, and 14% reported not being prepared for the test (among them more low-achieving than high-achieving students from 17%, 16%, 12%, 11%, to 9% for Well below the Standard to Distinguished, respectively).
- More than one half of the students (58%) tried very hard to do well on the DSTP social studies test (among them, more girls (63%) than boys (53%) and more high-achieving than low-achieving students from 66%, 67%, 62%, 58%, and 52% from Distinguished to Well Below the Standard). Twenty-four percent tried somewhat hard and 7% reported that they did not try very hard on the test (among them, more low-achieving than high-achieving students from 12%, 8%, 5%, 4% to 4% for Well Below the Standard to Distinguished, respectively).

Survey Results for Grade 10 (Table 4 and Appendix 4)

Opportunity to Learn

- According to the survey results, 33% of the students in grade 10 talked about what they had learned in school with someone at home every day, 36% once a week, 14% once a month, 13% reported that they never talked about their studies at home. More girls (36%) than boys (31%) and more high-achieving than low-achieving students in reading (50%, 45%, 35%, 31%, and 29% for Distinguished to Well Below the Standard, respectively) talked about their studies at home more frequently; whereas more low-achieving than high-achieving students never talked about their studies at home (20%, 15%, 11%, 4%, and 7% from Well Below the Standard to Distinguished,

respectively). Variations among racial/ethnic groups were observed: 36% for Caucasian, 31% for Asian, 30% for African American, and 26% for Hispanic students.

- Eighty-four percent of the students reported that their parents or guardian had encouraged them to do their best in school, 9% somewhat, and 2% reported not being encouraged. Variations among racial/ethnic groups were observed: 86% for Caucasian and Asian, 81% for African American, and 79% for Hispanic students.
- About 40% of the students in grade 10 spent one hour or more on their homework, 41% a half hour, while 14% reported that they did not have homework or they did not do their homework. More girls (47%) than boys (34%) spent one hour or more on their homework. Among racial/ethnic groups, 68% of Asian, 40% of Caucasian, 40% African American, and 38% Hispanic students, spent one hour or more on their homework.
- The survey shows that 43% of the tenth graders watched television for two hours or more each school day, 31% about an hour, and 15% about a half hour. More boys (46%) than girls (40%) and more low-achieving than high-achieving students in reading (49%, 54%, 40%, 24%, 18% from Well Below the Standard to Distinguished, respectively) and math (50%, 49%, 38%, 38%, and 30% from Well Below the Standard to Distinguished, respectively) spent two or more hours watching television. Among the racial/ethnic groups, more African American students (58%) than Hispanic (50%), Asian (33%), and Caucasian students (36%) watched television for two hours or more each school day.
- Eighty-three percent of the students had a computer at home that they could use (among them, 93% for Asian, 89% for Caucasian, 71% for Hispanic, and 68% for African American students). Twenty-four percent of the students who had access to a computer at home used the computer for learning almost every day (45% for Asian, 27% for Caucasian, 19% for Hispanic, and 18% for African American students), 30% once or twice a week, 22% once or twice a month, and 10% of them reported that they never used the computer at home for learning. More high-achieving than low-achieving students used the computer at home almost every day or once or twice a week for learning (79%, 79%, 59%, 47%, and 40% from Distinguished to Well Below the Standard in reading; 73%, 69%, 63%, 51%, and 43% from Distinguished to Well Below the Standard in math).
- Ninety-three percent of the students reported that they had computers in school that they could use. Among them, 18% used it for learning almost every day (20% for boys and 16% for girls; 23% for African American, 21% for Hispanic, 17% for Asian, and 16% for Caucasian students), 17% once or twice a week, 40% once or twice a month, and 21% reported never using school computers for learning.
- Seventy-two percent of the tenth graders reported that doing well in school is very important to them (79% for girls and 66% for boys; 80% for Asian, 76% for African

American, 74% for Hispanic, and 71% for Caucasian students), 19% somewhat important, 3% not sure, and only 1% reported that it is not important to do well in school. More high-achieving than low-achieving students in reading (87%, 82%, 75%, 72%, and 68% for Distinguished to Well Below the Standard, respectively) and in math (80%, 77%, 74%, 73%, and 72% from Distinguished to Well Below the Standard, respectively) reported that it is important to do well in school.

Reading

- Only 8% of the students in grades 10 spent one hour or more reading in preparation for their English class each day, 27% about a half hour, 28% about 15 minutes (among them, more high-achieving than low-achieving students, 35%, 34%, 29%, 26%, and 27% for Distinguished to Well below the Standard), and 32% never spent time reading in preparation for their English class. More girls (39%) than boys (31%) spent at least 30 minutes in preparing their English class.
- More than 26% of the students read at home almost every day, 26% once or twice a week, 18% once or twice a month, but 25% reported never or hardly ever reading at home. More girls (31%) than boys (22%) read almost every day at home. More high-achieving than low-achieving students read more frequently at home (42%, 57%, 29%, 19%, and 19% for Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported rarely reading at home (32%, 30%, 23%, 6%, and 8% from Well Below the Standard to Distinguished, respectively).
- Twenty percent of the tenth graders reported that their teachers asked them almost every day to discuss with other students about what they had read in their English class, 29% once or twice a week (among them more high-achieving than low-achieving students, 40%, 38%, 32%, 25%, and 23% for Distinguished to Well Below the Standard), 19% once or twice a month, and 28% reported that their teachers never or hardly ever asked them to do it (among them, more low-achieving than high-achieving students, 32%, 35%, 26%, 13%, and 15% for Well Below the Standard to Distinguished, respectively).
- Twenty-two percent of the students reported that their teachers asked them to write about what they had read in their English class almost every day, 37% once or twice a week, 22% once or twice a month, and 14% reported their teachers never or hardly ever asked them to do this.
- Seventy percent of the tenth graders tried very hard on the DSTP reading test, among them more high-achieving than low-achieving students (80%, 71%, 73%, 72%, and 63% for Distinguished to Well Below the Standard, respectively), 21% somewhat hard, and 4% not very hard (among them more low-achieving than high-achieving students, 7%, 3%, 3%, 3%, and 2% from Well Below the Standard to Distinguished, respectively).

Writing

- Over one-third of the students (37%) had lessons about being a good writer from their English teachers almost every day, 33% once or twice a week, 17% once or twice a month (among them, more high-achieving than low-achieving students, 40%, 22%, 19%, 16% and 15% from Distinguished to Well below the Standard in writing, respectively), and 8% reported that they never or hardly ever had such lessons (among them more low-achieving than high-achieving students, 11%, 9%, 6%, 7%, and 3% from Well Below the Standard in writing to Distinguished, respectively).
- Forty percent of the students received writing homework once or twice a week, among them more high-achieving than low-achieving students (51%, 48%, 44%, 38%, and 28% from Distinguished to Well Below the Standard in writing, respectively), 23% once or twice a month, and 13% reported never or hardly ever to have writing homework, among them more low-achieving than high-achieving students (17%, 16%, 10%, 8%, and 9% from Well Below the Standard to Distinguished in writing, respectively).
- The data show that nearly one-half of the students (48%) almost always planned, drafted, and revised their writing, among them more girls (54%) than boys (41%) and more high-achieving than low-achieving students (66%, 66%, 58%, 41%, and 20% from Distinguished to Well Below the Standard, respectively, in writing), 27% sometimes, 16% only if it was requested, and 4% never or hardly ever planned their writing (among them more low-achieving than high-achieving students, 9%, 5%, 2%, 1%, and 0% from Well below the Standard to Distinguished, respectively).
- Seventy-five percent of the students tried very hard on the DSTP writing test, among them more girls (81%) than boys (70%) and more high-achieving than low-achieving students (86%, 82%, 82%, 73%, and 49% from Distinguished to Well Below the Standard, respectively). More African American (75%) and Caucasian students (76%) than Asian (70%) and Hispanic students (69%) reported that they tried very hard on the writing test. Sixteen reported that they tried somewhat hard and 4% did not try very hard (among them more low-achieving than high-achieving students, 12%, 4%, 2%, 2%, and 3% from Well Below the Standard to Distinguished, respectively).

Mathematics

- Sixty percent of the tenth graders had math homework almost every day (among them more high-achieving than low-achieving students, 74%, 74%, 68%, 55%, and 30% for Distinguished to Well below the Standard in math, respectively), 22% once or twice a week, 5% once or twice a month, and 9% reported that they never or hardly ever had math homework (among them more low-achieving than high-achieving students, 21%, 11%, 7%, 4%, and 6% for Well below the Standard to Distinguished, respectively).

- In grade 10, 55% of the students used a calculator almost every day in their math class (among them more high-achieving than low-achieving students, 72%, 58%, 61%, 59%, and 42% from Distinguished to Well Below the Standard in math, respectively), 17% once or twice a week, 8% once or twice a month, and 15% never or hardly every used a calculator in math class (among them more low-achieving than high-achieving student, 24%, 15%, 13%, 10%, and 5% from Well Below the Standard to Distinguished, respectively).
- Over one-third of the students (36%) reported that they used a calculator only if their teacher allowed, 43% used it anytime they wanted to, and 6% only used a calculator for checking answers.
- When students received a math assignment, 33% of them said that their teachers had showed them how to solve the problem, 20% of their teachers asked them to solve the problem, and 42% of their teachers asked them to work in a small group to solve the problem and then discuss the solution with the whole class. More high-achieving than low-achieving students either solved the problem themselves (23%, 22%, 21%, 19%, 19% from Distinguished to Well Below the Standard, respectively) or worked with a group to solve the problem (51%, 52%, 48%, 45%, 31% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students reported that their teachers usually showed them how to solve the problem (43%, 33%, 28%, 24%, 25% for Well Below the Standard to Distinguished in math, respectively).
- According to majority of the students, their teachers usually encouraged them to try different approaches to solve the math problems (44%) or sometimes encouraged students to do so (39%), but 12% reported that their teachers never or hardly ever encouraged them to use different approaches.
- About 67% of the students in grade 10 felt (32%) or somewhat felt (35%) that their math class had prepared them to do well on the DSTP math test, 8% were not sure, and 20% did not feel they were being prepared. More boys (34%) than girls (29%) and more high-achieving than low-achieving students felt being prepared (62%, 47%, 35%, 24%, and 24% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students felt not being prepared for the DSTP (27%, 24%, 17%, 12%, and 7% from Well Below the Standard to Distinguished, respectively).
- Forty-four percent of the students tried very hard on the DSTP math test, 39% somewhat hard, and 12% not very hard.

Survey Results for Grade 11 (Table 5 and Appendix 5)

Opportunity to Learn

- The survey results show that 29% of the students in grade 11 talked about what they had learned in school with someone at home almost every day, 32% once or twice a week, 16% once or twice a month, and 15% never discussed their studies at home. More girls (30%) than boys (27%) talked about their studies almost every day at home. More high-achieving than low-achieving students in science (79%, 74%, 65%, 57%, and 50% from Distinguished to Well Below the Standard, respectively) and social studies (78%, 77%, 69%, 59%, and 52% from Distinguished to Well Below the Standard, respectively) talked about their studies at home almost every day or once or twice a week.
- Nearly 80% of the students in grade 11 reported that their parents or guardian had encouraged them to do their best in school, 10% somewhat, and only 2% of the students did not get the encouragement. More high-achieving than low-achieving students in both science (90%, 88%, 84%, 79%, and 70% from Distinguished to Well Below the Standard, respectively) and social studies (91%, 88%, 87%, 81%, and 74% from Distinguished to Well Below the Standard, respectively) reported that their families had encouraged them to do their best.
- Over one-third of the students (35%) spent one hour or more on their homework each day, 36% about a half hour, 10% reported that they did not have homework, and 8% did not do their homework. The data show gender differences in spending one hour or more on homework per day between girls (42%) and boys (28%), and variations among racial/ethnic groups (36% for African American, 68% for Asian, 40% for Hispanic, and 33% for Caucasian). More high-achieving than low-achieving students in science (59%, 46%, 38%, 33%, and 27% for Distinguished to Well Below the Standard, respectively) and social studies (58%, 48%, 41%, 35%, and 26% for Distinguished to Well Below the Standard, respectively) spent an hour or more for homework each day.
- Thirty-six percent of the students in grade 11 watched television for two hours or more each school day, 31% for one hour, and 16% for about a half hour, and 8% did not watch television on a school day. More boys (38%) than girls (33%) and more African American students (52%) than other racial/ethnic groups of student, such as Caucasian (30%), Asian (31%), and Hispanic students (28%), spent more than two hours watching television each school day. More low-achieving than high-achieving students (44%, 42%, 33%, 24%, 22% for science and 42%, 39%, 34%, 31%, 24% for social studies, from Well Below the Standard to Distinguished, respectively) watched television for two hours or more each school day.
- Eighty percent of the students had a computer at home that they could use. More Caucasian (85%) and Asian students (94%) than African American (68%) and Hispanic students (66%) and more high-achieving than low-achieving students (93%,

92%, 87%, 80%, 66% for science and 94%, 92%, 90%, 83%, 70% for social studies from Distinguished to Well Below the Standard, respectively) had access to a computer at home. Twenty-two percent of the students who had a computer at home used it for learning almost every day, 28% once or twice a week, 24% once or twice a month, and 9% never used their computer for learning. The data also suggest that more high-achieving than low-achieving students more frequently used the computer at home for learning.

- Eighty-eight percent of the students had access to a computer in school. Twenty percent of these students used school computers for learning almost every day (26% of African American, 23% of Asian, 21% of Hispanic, and 17% of Caucasian students), 18% once or twice a week, 37% once or twice a month, and 15% never used school computers for learning. More boys (22%) than girls (17%) used the school computer for learning almost every day.
- Nearly two-thirds of the students (64%) reported that doing well in school is very important, among them more girls (71%) than boys (57%), 22% somewhat important, 3% not sure, and only 1% of the students reported doing well in school is not important. More high-achieving than low-achieving students in science (77%, 73%, 67%, 65%, and 56% from Distinguished to Well Below the Standard, respectively) and social studies (79%, 74%, 70%, 65%, and 58% from Distinguished to Well Below the Standard, respectively) believed doing well in school is very important to them.

Science

- Twenty-six percent of the grade 11 students had science homework almost every day (among them, more high-achieving than low-achieving students, 45%, 37%, 30%, 22%, and 15% for Distinguished to Well Below the Standard on the DSTP science test, respectively), 34% once or twice a week, 9% once or twice a month, and 21% of the students reported that they had never or hardly ever had science homework (among them more low-achieving than high-achieving students, 35%, 26%, 16%, 9%, and 7% for Well Below the Standard to Distinguished, respectively).
- Only 18% of the students in grade 11 actually used scientific equipment almost every day, 32% once or twice a week, 23% once or twice a month, and 17% of the students never or hardly ever used scientific equipment in their science classes. More high-achieving than low-achieving students used scientific equipment at least once or twice a week (65%, 64%, 56%, 48%, and 36% for Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students never or hardly ever had the opportunities to use scientific equipment (27%, 20%, 13%, 8%, and 8% from Well Below the Standard to Distinguished, respectively).
- About 8% of the students reported that their teachers usually did the experiment/lab and then asked the students questions (among them, more low-achieving than high-achieving students, 13%, 9%, 6%, 6%, and 4% from Well Below the Standard to

Distinguished, respectively); 21% reported that their teachers had prepared the experiment/lab, demonstrated, and then asked them to complete the experiment; 45% of the students reported their teachers had prepared the experiment/lab and then asked them to do the experiment (among them more high-achieving than low-achieving students, 64%, 58%, 51%, 41%, and 31% from Distinguished to Well Below the Standard, respectively), and 15% had teachers who had worked with students to decide what to investigate and how to investigate it, and then asked students to do the experiment.

- According to the survey, 19% of the students discussed the possible solutions, evidence, or data with other students almost every day, 33% once or twice a week, 20% once or twice a month, and 18% of the students reported that they had never or hardly ever done this. More high-achieving students than low-achieving students discussed the possible solutions almost every day (25%, 22%, 20%, 20%, and 15% from Distinguished to Well Below the Standard respectively).
- About one-half of the students reported that their teacher had asked them all of the time or most of the time to write explanations, 24% sometimes, and 15% of the students reported that their teacher had never asked them to do so. More high-achieving than low-achieving students wrote explanations more frequently (65%, 67%, 56%, 47%, and 39% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students never wrote explanations (20%, 18%, 13%, 9%, and 9% from Well Below the Standard to Distinguished, respectively).
- Twenty-eight percent of the students thought that the concepts and knowledge learned in science classes helped them understand the world better, among them more boys (32%) than girls (23%) and more high-achieving than low-achieving students (59%, 43%, 29%, 21%, and 25% for Distinguished to Well Below the Standard, respectively), 39% somewhat, 10% not sure, and 14% did not think the science class helped them understand the world better. More low-achieving than high-achieving students were not sure or did not think the knowledge and concepts they had learned in science class helped them understand the world better (29%, 30%, 22%, 12%, and 9% for Well Below the Standard to Distinguished, respectively).
- Fifty-five percent of the students felt that the science classes had prepared them (22%) or somewhat prepared them (33%) to do well on the DSTP, while 13% were not sure, and 22% did not feel being prepared. More boys (27%) than girls (18%) felt being prepared and more high-achieving than low-achieving students felt being prepared (59%, 43%, 25%, 14%, and 15% for Distinguished to Well Below the Standard, respectively); whereas more girls (25%) than boys (18%) and more low-scoring students than high-scoring students felt not being prepared (28%, 29%, 19%, 9%, and 5% from Well Below the Standard to Distinguished, respectively).
- About 28% of the eleventh graders tried very hard on the DSTP science test (30% for girls and 26% for boys), 42% tried somewhat hard, and 20% not very hard. More

high-achieving students than low-scoring students reported that they had tried very hard on the DSTP science test (38%, 34%, 29%, 26%, and 24% from Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students did not try very hard (29%, 22%, 17%, 16%, and 14% from Well Below the Standard to Distinguished, respectively).

Social Studies

- According to the survey, 27% of the students in grade 11 reported that their teachers had asked them to use maps for more than just locating places every time or most of the time in their social studies classes, 38% sometimes, and 25% reported that their teachers had never asked them to do this.
- About 32% of the students reported that their teachers had asked them to collect information to justify their answers every time (9%) or most the time (23%), 39% sometimes, and 19% of the students reported that their teachers never did this.
- Based on the survey results, 37% of the students reported that their teachers had asked them to apply the concepts and knowledge to solve real life problems every time (12%) or most of the time (25%), 34% sometimes, and 19% of the students had never been asked to do this.
- About 34% of the students reported that their teachers had asked them to use primary sources every time or most the time (among them more high-achieving than low-achieving students, 48%, 40%, 37%, 33%, and 30% from Distinguished to Well Below the Standard, respectively), 34% sometimes, and 22% reported that they had never or hardly ever been asked to do this (among them more low-achieving than high-achieving students, 25%, 24%, 21%, 18%, and 16% from Well Below the Standard to Distinguished, respectively).
- Forty-seven percent of the students reported that their teacher had explained every time or most of the time the different interpretations of the same event (among them more high-achieving than low-achieving students, 60%, 60%, 56%, 47%, and 38% for Distinguished to Well Below the Standard, respectively), 30% sometimes, and 12% reported their teachers never or hardly ever did this (among them more low-achieving than high-achieving students, 18%, 13%, 8%, 9%, and 9% from Well Below the Standard to Distinguished, respectively).
- Based on students' responses to the survey, 23% of the students said that their teacher taught geography every class or most of the classes, 39% in some of their classes, and 27% of the students reported that their teachers had rarely taught the content.
- Forty-seven percent of the students said that their teachers taught civics and government and 42% said economics was taught every class or most the classes; whereas 11% and 14% of the students reported that their teachers had never or hardly ever taught these two content areas, respectively. More high-achieving than low-

achieving students had a teacher who taught civics and government every or most of the classes (60%, 59%, 55%, 46%, and 40% for Distinguished to Well Below the Standard on DSTP social studies test, respectively); whereas more low-achieving than high-achieving students said their teacher rarely taught this content (18%, 11%, 8%, 7%, 6% for Well Below the Standard to Distinguished, respectively). Similarly, more low-achieving than high-achieving students reported that their teacher never or hardly taught economics (20%, 16%, 11%, 12%, and 11% for Well Below to Distinguished, respectively).

- Sixty-nine percent of the students reported that their teachers had taught history every class or most of the classes, 16% some of the classes, and only 5% of the students reported that their teachers had rarely or hardly ever taught history. More high-achieving than low-achieving students had a teacher who taught history every class (72%, 64%, 58%, 48%, and 36% for Distinguished to Well Below the Standard, respectively); whereas more low-achieving than high-achieving students said their teacher never or hardly ever taught history (9%, 5%, 3%, 3%, and 2% for Well Below the Standard to Distinguished, respectively).
- Twenty-two percent of the students in grade 11 felt that their social studies class had prepared them to do well on the DSTP social studies test (26% for boys and 19% for girls). More high-achieving than low-achieving students felt prepared (34%, 31%, 26%, 19%, and 19% for Distinguished to Well Below the Standard, respectively). Thirty-four percent felt somewhat prepared, 14% not sure, and 18% did not feel being prepared (among them more low-achieving than high-achieving students from 26%, 22%, 14%, 12%, 11% for Well Below the Standard to Distinguished, respectively).
- Over one-quarter of the students (27%) tried very hard on the DSTP social studies test (26% for boys and 28% for girls), 40% somewhat hard, and 23% did not try very hard (among them more low-achieving than high-achieving students from 32%, 25%, 19%, 15%, and 13% for Well Below the Standard to Distinguished, respectively). More high-achieving than low-achieving students tried very hard on the DSTP social studies test (40%, 35%, 31%, and 25%, to 24% for Distinguished to Well Below the Standard, respectively).

Summary of Findings

The results of the Student Questionnaire Survey provide useful information on opportunity to learn; student attitude toward school, achievement, and testing; classroom activities; and instruction style. The results of the survey also provide additional validity evidence to the connections between teaching and learning (e.g., student performance on the statewide assessment program). The following findings are summarized based on the analyses of students' responses to the 2002 DSTP Student Questionnaire Survey in reading, writing, mathematics, science, and social studies.

1. The survey results show that more students in lower grades talked about what they had learned in school with someone at home every day or almost every day than their peers in higher grades (62%, 54%, 38%, 33%, and 29% for grades 3, 5, 8, 10, and 11) and among them, more girls than boys (for example: 66% vs. 57% in grade 3; 40% vs. 37% in grade 8; 30% vs. 27% in grade 11). The data also suggest that more high-achieving students than low-achieving students across grades discussed their studies at home frequently (for example: 63%, 58%, 53%, 49%, and 48% from Distinguished to Well Below the Standard in reading for grade 5; 39%, 35%, 35%, 33%, and 32% from Distinguished to Well Below the Standard in math for grade 10); while more low-achieving than high-achieving students reported that they never or hardly ever discussed their studies at home (for example: 15%, 15%, 12%, 9%, and 6% from Well Below the Standard to Distinguished in reading for grade 3).
2. The majority of the students reported that their parents or guardian encouraged them to do their best in school (87% for grades 3, 5, and 8; 84% for grade 10, and 79% for grade 11). Only 1% to 2% of the students across grades did not receive such encouragement from their parents or guardian.
3. According to the survey, more than one-half of the students in grades 3 (66%) and 5 (53%) spent a half hour each day on their homework; while over 40% of the students in grades 8 and 10 spent one hour or more (45% for grade 8; 40% for grade 10) or a half hour (43% for grade 8; 41% for grade 10) on their homework. The data show that more girls than boys in grades 5 (41% vs. 38%), 8 (50% vs. 40%), 10 (47% vs. 34%), and 11 (42% vs. 28%) spent one hour or more on their homework each day, except grade 3 (26% for girls and 28% for boys). Further, more high-achieving than low-achieving students in grades 8, 10, and 11 spent more time on their homework (for example: 58%, 52%, 47%, 43%, and 31% from Distinguished to Well Below the Standard in reading, respectively, for grade 8); while more low-achieving than high-achieving students reported that they did not have or did not do their homework (for example: 28%, 19%, 16%, 14%, and 9% from Well Below the Standard to Distinguished in science, respectively, for grade 11).
4. On the average, about one-half of the students in grades 3 (47%), 5 (51%), and 8 (54%) spent two hours or more in watching television each school day. The percentage dropped to 43% for grade 10 and 36% for grade 11. The data also show that across grades more boys than girls and more low-achieving than high-achieving students spent more time watching television each school day (for example: 57%, 58%, 52%, 42%, and 35% from Well Below the Standard to Distinguished in math, respectively for grade 5; 44%, 42%, 33%, 24%, and 22% from Well Below the Standard to Distinguished in science, respectively, for grade 11).
5. About 80% of the students across grades had access to a computer at home, among them more Asian (86%-96%) and Caucasian students (84%-89%) than African American (68%-71%) and Hispanic students (60%-71%). The data show that more high-achieving than low-achieving students had a computer at home that they could use (for example: 89%, 85%, 77%, 68%, and 67% from Distinguished to Well Below the Standard in

reading, respectively, for grade 3; 95%, 91%, 89%, 81%, and 69% from Distinguished to Well Below the Standard in math, respectively, for grade 8).

6. More than 20% of the students who had access to a computer at home used the computer for learning almost every day and nearly 30% used it once or twice a week. More girls than boys in grades 3 (31% vs. 23%) and 5 (23% vs. 19%) used the home computer for learning almost every day, but more boys than girls in grades 10 (25% vs. 24%) and 11 (23% vs. 21%) used the computer more frequently for learning. The data suggest that in grades 3 and 5 more low-achieving than high-achieving students used the computer for learning almost every day at home (for example: 31%, 30%, 27%, 21%, and 21% from Well Below the Standard to Distinguished in math, respectively, for grade 3); while in grades 10 and 11 more high-achieving than low-achieving students used the computer for learning frequently (for example: 32%, 32%, 27%, 24%, and 20% from Distinguished to Well Below the Standard in math, respectively, for grade 10).

7. Over 90% of the students had access to a computer in school. Among them, more boys than girls (for example: 18% vs. 14% in grade 8; 22% vs. 17% in grade 11) and more African American and Hispanic students (for example: 21% and 16%, respectively, in grade 3; 23% and 21%, respectively, in grade 10) than Asian and Caucasian students (10% and 11%, respectively, in grade 3; 17% and 16%, respectively in grade 10) used the computer for learning almost every day.

8. More students in lower grades than their peers in higher grades believed that it is very important to them to do well in school (88%, 85%, 77%, 72%, and 64% from grade 3 to grade 11, respectively); among them more girls than boys (for example: 80% vs. 73% in grade 8; 71% vs. 57% in grade 11) and more high-achieving than low-achieving students (for example: 85%, 82%, 78%, 75%, and 70% from Distinguished to Well Below the Standard in reading, respectively, for grade 8).

9. The survey results show that more girls spent more time reading in school, reading for the English class, and reading at home. For example, 52% of girls, but 42% of boys read at home almost every day in grade 3; among them more high-achieving than low-achieving students. Over 80% of the students in grades 3, 5, and 8 and 70% of the students in grade 10 tried very hard to do well on the DSTP reading test.

10. According to the survey, 50% of the third graders and about 40% of the students in grade 5, 8, and 10 were given lessons about how to be a good writer. Over one-half of the students in grades 3, 5, and 8 and 48% of the students in grade 10 always plan, draft, and revise their writing; among them more girls than boys (for example: 58% vs. 48% in grade 8) and more high-achieving than low-achieving students (for example: 80%, 69%, 59%, 39%, and 18% from Distinguished to Well Below the Standard, respectively, in grade 8). The survey also show that over 80% of the students in grades 3, 5, and 8 and 75% of the students in grade 10 tried very hard to do well on the DSTP writing test.

11. More high-achieving than low-achieving students had math homework every day or almost every day across the four grades; while more low-achieving than high-achieving

students never or hardly ever had math homework. Students in grades 8 and 10 used a calculator more frequently in their math class than students in grades 3 and 5. Among them, more low-achieving than high-achieving students in grades 3 and 5 used a calculator every day; while more high-achieving than low-achieving students in grades 8 and 10 used a calculator every day. The survey data indicate more high-achieving students whose teachers usually asked them to solve the problems when an assignment was given, but more low-achieving students whose teachers usually show them how to solve the problem.

12. More students in lower grades felt being prepared for the DSTP math test than their peers in higher grades (86%, 74%, 50%, and 32% for grade 3 to grade 10) and among them more boys than girls in grades 5 (75% vs. 74%), 8 (53% vs. 46%), and 10 (34% vs. 29%). Over 80% of the students in grades 3 and 5, 55% of the students in grade 8, and 44% of the students in grade 10 tried very hard to do well on the DSTP math test.

13. About one-quarter of the students in grades 8 (21%) and 11 (26%) had science homework almost every day. Nearly one-third of the eighth graders and one-half of the eleventh graders actually used scientific equipment in their classes at least once or twice a week. The data indicate that more high-achieving than low-achieving students used scientific equipment more frequently. About one-half of the students in grades 8 and 11 reported that their science teachers asked them to write explanations most of the time; among them more high-achieving than low-achieving students (for example: 40%, 37%, 29%, 23%, and 18% from Distinguished to Well Below the Standard in science, respectively, for grade 11).

14. Thirty-three percent of the students in grade 8 and 28% in grade 11 believed that the concepts and knowledge they had learned in science class helped them understand the world better; among them, more boys than girls (36% vs. 30% for grade 8; 32% vs. 23% for grade 11) and more high-achieving than low-achieving students. The survey results show that 28% in grade 8 and 22% in grade 11 felt that their science classes had prepared them to do well on the DSTP science test; among them, more boys than girls (31% vs. 24% for grade 8; 27% vs. 18% for grade 11) and more high-achieving than low-achieving students. Moreover, 59% in grade 8, but 28% of the students in grade 11 reported that they had tried very hard to do well on the science test and among them more girls (64% for grade 8; 29% for grade 11) than boys (55% for grade 8; 26% for grade 11).

15. About one-third to nearly one-half of the students in grades 8 and 11 reported that their teachers had asked them to do the following activities in their social studies class every time or most of the time: use maps for more than just locating places (33% for grade 8; 27% for grade 11), collect information to justify their answers (34% for grade 8; 32% for grade 11), apply the concepts and knowledge they learned in their social studies class to solve real life problems (42% for grade 8; 37% for grade 11), use primary sources (36% for grade 8; 34% for grade 11), and explain why there are often different interpretations of the same event (45% for grade 8; 47% for grade 11).

16. The survey data show that nearly 70% of the social studies teachers taught history every class or most of the classes, about 50% of the teachers taught civics and government, but only one-third of the teachers taught geography (30% for grade 8; 23% for grade 11) and economics (38% for grade 8; 42% for grade 11) every class or most of the classes. The survey results suggest the connections between the instructional time and student performance on the DSTP social studies test. More high-achieving students than low-achieving students reported that their teachers taught history every class (61%, 58%, 53%, 46%, and 33% from Distinguished to Well Below the Standard, respectively, for grade 8; 72%, 64%, 58%, 48%, and 36% for grade 11); whereas more low-achieving students than high-achieving students reported that their teachers had rarely or hardly ever taught history.

17. One-third of the eighth graders and 22% of the eleventh graders felt being prepared to do well on the DSTP social studies test, among them more boys than girls (34% vs. 31% for grade 8; 26% vs. 19% for grade 11) and more high-achieving than low-achieving students. Fifty-eight percent of the students in grade 8 and 27% in grade 11 tried very hard to well on the DSTP social studies test, among them more girls than boys (63% vs. 53% for grade 8; 28% vs. 26% for grade 11) and more high-achieving than low-achieving students.

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	61.6	66.2	57.2	64.7	60.9	62.9	60.1	62.1	59.1	59.9	60.7	64.9	65.7
b. Once a week	19.3	18.3	20.2	11.8	18.9	20.4	21.4	19.3	17.9	17.7	20.0	18.9	20.4
c. Once a month	4.1	3.4	4.8	0.0	3.8	6.3	4.1	4.2	4.7	3.9	4.3	3.7	3.7
d. Never	11.8	9.2	14.2	11.8	13.4	7.7	12.1	11.0	15.2	15.1	12.3	9.1	6.4
No Response	3.2	2.9	3.5	11.8	3.0	2.7	2.3	3.4	3.2	3.4	2.7	3.4	3.7
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.5	88.2	84.8	88.2	86.7	83.3	85.1	86.6	80.1	85.6	87.8	88.5	86.5
b. Sometimes	9.2	8.0	10.2	5.9	9.1	13.6	10.6	8.8	13.1	9.5	8.7	7.5	9.1
c. No	1.2	0.9	1.5	0.0	1.3	0.9	1.6	1.2	3.4	1.8	1.0	0.7	0.5
No Response	3.1	2.9	3.4	5.9	2.9	2.3	2.7	3.4	3.4	3.2	2.5	3.3	3.8
3. How much time do you spend on your homework each day?													
a. One hour or more	27.1	25.9	28.1	29.4	25.5	28.5	32.7	27.2	30.0	25.3	26.6	27.7	27.5
b. A half hour	66.2	68.4	64.2	58.8	65.6	67.9	61.0	67.2	55.3	65.1	68.3	68.1	67.5
c. I don't have homework.	2.1	2.0	2.2	5.9	3.4	1.4	1.7	1.3	6.3	4.4	1.5	0.3	0.5
d. I don't do my homework.	1.0	0.5	1.5	0.0	1.8	0.0	1.4	0.5	4.1	1.4	0.7	0.2	0.1
No Response	3.6	3.2	4.0	5.9	3.6	2.3	3.1	3.8	4.4	3.7	2.9	3.6	4.4
4. How much television do you watch each weekday?													
a. Two hours or more	47.1	43.0	51.0	70.6	54.3	29.9	44.6	43.9	47.4	49.2	50.0	46.4	35.1
b. About an hour	22.2	23.4	21.0	11.8	16.6	38.5	23.5	24.6	17.2	17.6	20.2	26.2	33.9

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	19.4	22.5	16.5	5.9	17.5	19.5	21.8	20.3	20.9	20.7	19.1	17.1	20.9
d. None	6.2	6.2	6.2	5.9	6.2	9.5	5.6	6.1	8.9	7.4	5.6	5.7	5.5
No Response	5.2	4.9	5.4	5.9	5.4	2.7	4.5	5.2	5.5	5.0	5.1	4.5	4.6
5. Do you have a computer at home that you can use?													
a. Yes	77.0	78.6	75.5	76.5	68.8	86.4	59.8	83.6	67.1	67.5	76.6	84.7	88.8
b. No	18.9	17.8	20.0	11.8	27.0	10.4	37.4	12.2	27.9	28.1	19.8	11.6	7.1
No Response	4.1	3.6	4.5	11.8	4.1	3.2	2.8	4.2	5.0	4.4	3.5	3.7	4.1
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	26.4	30.5	22.5	23.5	28.9	26.7	26.0	24.9	31.1	28.8	27.6	22.9	19.9
b. Once or twice a week	23.5	25.7	21.5	11.8	20.1	32.1	18.8	25.8	16.3	18.6	22.8	30.1	30.1
c. Once or twice a month	13.4	12.4	14.3	29.4	8.9	17.6	8.6	16.3	10.0	8.0	11.5	17.6	24.0
d. Never	17.1	12.9	21.0	11.8	16.3	12.2	14.7	18.1	17.5	19.6	17.5	15.3	15.1
No Response	19.6	18.5	20.7	23.5	25.8	11.3	31.9	14.8	25.1	25.1	20.5	14.1	10.9
7. Does your school have computers that you can use?													
a. Yes	91.7	93.2	90.3	88.2	91.7	95.0	92.0	91.5	89.1	91.5	92.4	91.9	92.2
b. No	3.3	2.6	4.1	0.0	3.4	2.7	3.8	3.3	5.2	3.5	3.0	3.2	3.0
No Response	5.0	4.3	5.7	11.8	4.9	2.3	4.2	5.2	5.7	5.0	4.6	5.0	4.8

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
If you answered 'No' to question 7, you may skip question 8. If you answered 'Yes' to question is 'Yes', please answer the next question:													
8. How often do you use the computer in school for learning?													
a. Every day	14.5	13.7	15.3	17.6	20.6	10.4	15.6	11.0	26.2	19.1	14.2	9.3	7.7
b. Once or twice a week	51.3	53.7	48.9	70.6	48.8	54.3	50.5	52.6	40.1	47.2	53.1	54.5	54.3
c. Once or twice a month	16.1	16.3	16.0	5.9	13.3	21.3	13.1	18.0	12.9	14.8	15.0	19.9	20.9
d. Never	11.7	10.8	12.6	0.0	11.3	9.5	15.2	11.7	13.7	12.7	12.2	9.5	10.3
No Response	6.3	5.5	7.1	5.9	6.1	4.5	5.5	6.6	7.1	6.2	5.5	6.9	6.9
9. How important is it to you to do well in school?													
a. Very important	87.9	90.6	85.3	76.5	88.4	90.5	88.6	87.4	80.6	87.0	89.5	88.4	89.2
b. Somewhat important	3.4	2.6	4.2	0.0	2.6	2.7	2.3	4.1	5.1	2.9	2.7	4.0	5.0
c. Not sure	3.8	2.9	4.6	11.8	3.6	3.6	4.9	3.7	6.6	5.0	3.5	3.3	1.7
d. Not important	0.7	0.4	0.9	0.0	0.9	0.0	0.8	0.6	3.0	0.5	0.5	0.4	0.0
No Response	4.2	3.5	4.9	11.8	4.5	3.2	3.4	4.2	4.8	4.6	3.8	4.0	4.1
II. Reading													
10. How often do you read to yourself in school?													
a. Every day	71.3	74.0	68.9	52.9	66.6	77.8	71.8	73.8	60.0	65.6	70.8	78.1	81.6
b. Every other day	14.2	14.7	13.6	29.4	16.5	13.1	11.7	13.1	16.5	16.5	15.2	11.3	9.2
c. Once or twice a week	7.9	6.4	9.3	5.9	9.3	5.4	10.2	6.9	12.1	10.1	8.1	5.3	4.4
d. Never	1.7	0.8	2.6	5.9	2.4	0.9	2.3	1.3	5.1	2.9	1.5	0.7	0.1
No Response	4.9	4.1	5.6	5.9	5.2	2.7	3.9	4.9	6.3	4.9	4.4	4.6	4.6

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
a. Every day	25.1	24.5	25.6	11.8	30.3	24.9	32.6	21.1	31.4	25.9	22.6	15.8	23.1
b. Once or twice a week	29.8	31.5	28.2	29.4	27.3	35.3	30.7	30.9	25.7	28.8	31.9	39.0	23.1
c. Once or twice a month	14.6	14.2	14.9	17.6	11.2	16.7	11.4	16.8	14.1	13.9	15.4	17.8	23.1
d. Never	26.5	26.2	26.8	23.5	27.0	21.3	21.8	27.0	24.6	28.1	25.8	18.5	23.1
No Response	4.1	3.6	4.5	17.6	4.2	1.8	3.6	4.1	4.1	3.3	4.3	8.9	7.7
15. How hard did you try to do well on the DSTP reading test?													
a. Very hard	88.0	90.6	85.6	76.5	87.0	87.8	85.6	88.9	81.9	88.1	90.6	89.0	92.3
b. Somewhat hard	4.7	3.5	5.8	0.0	5.0	7.7	6.4	4.1	7.1	4.8	3.9	0.7	0.0
c. Not very hard	3.2	2.3	4.0	5.9	4.0	2.7	4.9	2.5	6.5	3.7	1.5	0.7	0.0
No Response	4.1	3.6	4.6	17.6	4.0	1.8	3.1	4.4	4.5	3.4	4.1	9.6	7.7
III. Writing													
16. How often does your teacher give lessons about how to be a good writer?													
a. Every day	50.3	50.9	49.7	47.1	58.7	45.7	55.6	44.9	55.1	50.0	49.0	52.1	61.5
b. Once or twice a week	31.2	32.2	30.3	17.6	25.3	39.4	28.3	34.8	22.9	31.6	33.9	30.1	30.8
c. Once or twice a month	10.0	9.8	10.2	23.5	7.8	10.4	6.7	11.6	10.3	9.6	10.4	7.5	0.0
d. Never	4.2	3.3	5.0	0.0	4.0	1.8	5.8	4.2	7.1	5.0	2.5	0.7	0.0
No Response	4.3	3.8	4.8	11.8	4.2	2.7	3.6	4.5	4.6	3.8	4.2	9.6	7.7
17. How often do you plan, draft, and revise your writing?													
a. Always	52.9	53.7	52.1	35.3	52.4	52.0	51.3	53.4	43.0	48.3	59.8	75.3	69.2
b. Sometimes	29.0	29.5	28.6	23.5	28.8	34.4	30.2	28.8	31.0	32.2	26.2	10.3	7.7
c. Only if it is asked	13.0	12.5	13.5	23.5	13.2	10.4	14.4	12.8	18.6	14.7	10.0	4.8	7.7
d. Never	1.4	0.8	2.0	0.0	2.1	0.9	0.9	1.1	3.5	1.6	0.5	0.0	0.0
No Response	3.7	3.5	3.9	17.6	3.6	2.3	3.1	3.8	3.9	3.2	3.5	9.6	15.4

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
18. How hard did you try to do your well on the DSTP writing test?													
a. Very hard	88.8	91.3	86.5	82.4	87.4	87.8	88.3	89.8	82.2	88.4	92.0	89.0	84.6
b. Somewhat hard	4.1	2.7	5.4	5.9	4.2	6.8	3.3	4.0	6.6	4.3	3.0	2.1	0.0
c. Not very hard	3.2	2.6	3.7	0.0	4.8	3.2	5.0	2.0	6.7	3.9	1.4	0.0	0.0
No Response	3.9	3.4	4.4	11.8	3.6	2.3	3.4	4.2	4.5	3.4	3.6	8.9	15.4
IV. Math													
19. How often do you have mathematics homework?													
a. Every day	43.5	42.8	44.2	23.5	43.8	46.2	47.3	42.9	42.9	43.2	42.9	44.2	51.3
b. Once or twice a week	42.5	44.6	40.6	58.8	41.6	43.0	41.3	43.1	34.2	42.0	44.8	45.2	38.8
c. Once or twice a month	7.1	6.4	7.7	0.0	7.2	5.9	5.9	7.2	8.6	7.7	7.4	5.9	4.4
d. Never	2.8	2.5	3.1	0.0	3.5	1.4	2.0	2.5	9.3	3.7	1.9	0.9	0.3
No Response	4.1	3.7	4.5	17.6	3.9	3.6	3.4	4.2	5.1	3.4	3.1	3.9	5.2
20. How often do you use a calculator in your mathematics class?													
a. Every day	5.5	4.8	6.3	5.9	9.1	3.6	7.7	3.3	17.2	9.5	3.4	1.5	0.5
b. Once or twice a week	25.9	29.0	23.1	17.6	30.5	22.6	30.0	22.9	27.5	32.4	27.5	20.1	14.6
c. Once or twice a month	36.2	36.1	36.4	29.4	28.6	42.1	27.9	41.5	18.0	24.5	37.2	49.7	57.5
d. Never	27.9	26.0	29.7	35.3	27.2	29.4	30.8	27.9	32.2	29.4	28.5	25.0	22.4
No Response	4.3	4.1	4.5	11.8	4.6	2.3	3.6	4.4	5.1	4.3	3.4	3.8	5.0
21. When do you use a calculator in your mathematics class?													
a. Only when my teacher allows me to use it	66.3	68.5	64.2	52.9	64.5	67.4	60.3	68.1	55.7	63.8	68.5	69.8	71.8

Table 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
b. Any time I want to use it.	2.5	1.6	3.3	0.0	4.1	1.8	2.8	1.5	6.4	4.1	1.9	0.8	0.3
c. I only use it to check my answers	13.6	13.5	13.6	5.9	15.7	14.0	17.8	11.8	17.6	15.6	13.2	11.4	10.4
d. I never use it	13.3	12.2	14.3	23.5	11.3	14.0	14.7	14.2	14.5	12.2	13.1	14.4	12.6
No Response	4.4	4.1	4.6	17.6	4.4	2.7	4.4	4.4	5.7	4.3	3.3	3.6	4.9
22. When you receive a mathematics assignment, what does your teacher usually do?													
a. Show you how to solve the problems	32.4	32.3	32.4	41.2	39.2	26.2	34.4	28.4	39.6	39.4	32.6	25.4	21.8
b. Ask you to work by yourself to solve the problems	33.7	32.3	34.9	23.5	27.8	39.4	26.9	37.7	24.9	29.2	34.5	39.9	40.3
c. Ask you to work by yourself to solve the problems and then discuss the solutions with the whole class	28.6	30.6	26.8	17.6	27.8	30.3	33.5	28.5	29.2	26.3	28.6	29.9	32.1
No Response	5.3	4.7	5.9	17.6	5.2	4.1	5.2	5.4	6.4	5.1	4.4	4.8	5.7
23. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?													
a. Yes	85.7	87.3	84.2	76.5	84.6	86.4	86.2	86.3	78.3	85.0	87.5	88.2	88.6
b. Somewhat	2.8	2.6	3.1	5.9	2.1	3.6	1.9	3.4	3.5	1.7	2.8	3.1	4.4
c. Not sure	5.5	5.0	5.9	5.9	6.7	6.8	6.9	4.5	8.7	7.4	5.1	3.9	1.7
d. No	1.4	1.1	1.7	0.0	2.1	0.9	1.6	1.1	4.2	1.4	1.1	0.9	0.5
No Response	4.5	4.0	5.0	11.8	4.6	2.3	3.4	4.7	5.3	4.5	3.5	3.9	4.9
24. How hard did you try to do well on the DSTP mathematics test?													
a. Very hard	88.0	90.3	85.7	76.5	86.9	89.1	86.9	88.7	78.2	88.4	90.5	89.8	88.4
b. Somewhat hard	4.2	2.9	5.4	5.9	4.0	4.1	3.3	4.3	6.4	3.2	3.6	4.6	5.0

Appendix 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	61.6	66.2	57.2	64.7	60.9	62.9	60.1	62.1	62.4	61.8	61.3	61.7	65.2
b. Once a week	19.3	18.3	20.2	11.8	18.9	20.4	21.4	19.3	15.0	17.7	20.2	20.7	22.7
c. Once a month	4.1	3.4	4.8	0.0	3.8	6.3	4.1	4.2	4.6	4.2	3.7	5.3	3.0
d. Never	11.8	9.2	14.2	11.8	13.4	7.7	12.1	11.0	14.8	13.8	12.5	9.0	4.7
No Response	3.2	2.9	3.5	11.8	3.0	2.7	2.3	3.4	3.1	2.6	2.3	3.2	4.4
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.5	88.2	84.8	88.2	86.7	83.3	85.1	86.6	83.0	85.9	88.2	88.0	84.2
b. Sometimes	9.2	8.0	10.2	5.9	9.1	13.6	10.6	8.8	10.3	10.3	8.5	8.5	10.9
c. No	1.2	0.9	1.5	0.0	1.3	0.9	1.6	1.2	3.5	1.3	1.1	0.5	0.5
No Response	3.1	2.9	3.4	5.9	2.9	2.3	2.7	3.4	3.2	2.4	2.3	3.1	4.4
3. How much time do you spend on your homework each day?													
a. One hour or more	27.1	25.9	28.1	29.4	25.5	28.5	32.7	27.2	30.2	25.4	26.4	27.5	30.3
b. A half hour	66.2	68.4	64.2	58.8	65.6	67.9	61.0	67.2	55.2	66.4	69.2	68.2	64.2
c. I don't have homework.	2.1	2.0	2.2	5.9	3.4	1.4	1.7	1.3	7.4	3.1	1.2	0.4	0.8
d. I don't do my homework.	1.0	0.5	1.5	0.0	1.8	0.0	1.4	0.5	3.2	2.0	0.5	0.3	0.0
No Response	3.6	3.2	4.0	5.9	3.6	2.3	3.1	3.8	4.1	3.1	2.7	3.5	4.7
4. How much television do you watch each weekday?													
a. Two hours or more	47.1	43.0	51.0	70.6	54.3	29.9	44.6	43.9	46.7	50.2	49.2	44.6	36.5
b. About an hour	22.2	23.4	21.0	11.8	16.6	38.5	23.5	24.6	17.4	16.6	21.6	27.6	34.5

Appendix 1 - Results of Student Survey for Grade 3

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	19.4	22.5	16.5	5.9	17.5	19.5	21.8	20.3	21.8	21.3	19.2	18.0	16.8
d. None	6.2	6.2	6.2	5.9	6.2	9.5	5.6	6.1	8.5	6.8	5.6	5.6	6.7
No Response	5.2	4.9	5.4	5.9	5.4	2.7	4.5	5.2	5.6	5.1	4.4	4.2	5.5
5. Do you have a computer at home that you can use?													
a. Yes	77.0	78.6	75.5	76.5	68.8	86.4	59.8	83.6	65.7	70.4	78.2	85.4	88.7
b. No	18.9	17.8	20.0	11.8	27.0	10.4	37.4	12.2	30.4	25.8	18.5	10.9	6.7
No Response	4.1	3.6	4.5	11.8	4.1	3.2	2.8	4.2	4.0	3.8	3.3	3.6	4.5
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	26.4	30.5	22.5	23.5	28.9	26.7	26.0	24.9	31.3	30.2	27.2	20.7	20.7
b. Once or twice a week	23.5	25.7	21.5	11.8	20.1	32.1	18.8	25.8	15.7	19.0	24.3	29.5	29.1
c. Once or twice a month	13.4	12.4	14.3	29.4	8.9	17.6	8.6	16.3	9.3	7.7	12.2	19.8	25.5
d. Never	17.1	12.9	21.0	11.8	16.3	12.2	14.7	18.1	18.7	18.6	17.0	16.6	13.8
No Response	19.6	18.5	20.7	23.5	25.8	11.3	31.9	14.8	25.0	24.5	19.3	13.4	10.9
7. Does your school have computers that you can use?													
a. Yes	91.7	93.2	90.3	88.2	91.7	95.0	92.0	91.5	90.5	92.9	92.4	91.8	91.4
b. No	3.3	2.6	4.1	0.0	3.4	2.7	3.8	3.3	4.6	3.1	3.2	3.2	3.5
No Response	5.0	4.3	5.7	11.8	4.9	2.3	4.2	5.2	4.9	4.1	4.5	5.0	5.0

Table 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	53.5	57.6	49.7	34.5	51.1	57.3	48.5	55.4	48.4	49.0	53.3	57.9	62.9
b. Once a week	25.0	24.1	25.8	44.8	25.0	24.3	28.1	24.6	21.0	23.7	26.3	26.5	22.6
c. Once a month	6.0	4.8	7.1	3.4	6.3	4.4	5.7	5.9	7.4	5.1	5.9	6.1	5.8
d. Never	10.6	8.6	12.3	6.9	13.1	9.7	13.0	8.9	17.2	16.4	9.8	6.0	4.2
No Response	5.0	4.8	5.1	10.3	4.5	4.4	4.6	5.3	6.0	5.8	4.7	3.5	4.5
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.7	87.7	85.9	82.8	86.2	85.0	83.2	87.6	77.7	85.5	87.6	91.1	90.8
b. Sometimes	7.5	7.1	7.9	3.4	8.5	9.2	11.3	6.5	13.6	7.9	7.2	5.4	4.4
c. No	0.7	0.5	0.9	3.4	0.8	1.0	0.9	0.7	2.5	0.8	0.6	0.1	0.4
No Response	5.0	4.7	5.2	10.3	4.6	4.9	4.6	5.2	6.1	5.9	4.6	3.5	4.5
3. How much time do you spend on your homework each day?													
a. One hour or more	39.2	40.6	37.9	41.4	34.8	51.9	41.0	41.0	29.8	33.3	40.5	46.3	43.4
b. A half hour	52.8	52.5	53.1	48.3	56.2	41.3	51.3	51.5	53.2	57.1	52.9	49.3	51.0
c. I don't have homework	1.5	1.3	1.6	0.0	2.2	1.9	1.4	1.1	5.8	1.7	0.9	0.3	0.9
d. I don't do my homework	1.3	0.9	1.7	0.0	1.9	0.0	1.5	1.0	4.8	1.7	0.8	0.6	0.3
No Response	5.2	4.8	5.6	10.3	4.9	4.9	4.8	5.4	6.5	6.2	4.9	3.5	4.5
4. How much television do you watch each weekday?													
a. Two hours or more	51.4	46.9	55.4	41.4	64.5	35.0	54.4	44.1	55.7	59.3	52.7	45.1	35.0
b. About an hour	25.7	27.8	23.9	20.7	16.1	35.4	24.4	31.1	16.2	18.7	26.2	31.4	38.4

Table 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
If you answered 'No' to question 7, you may skip question 8. If you answered 'Yes' to question 8, please answer the next question:													
8. How often do you use the computer in school for learning?													
a. Every day	9.7	8.8	10.5	6.9	12.5	6.3	11.3	8.1	20.7	12.6	8.0	7.0	6.0
b. Once or twice a week	41.2	42.9	39.7	37.9	43.8	41.3	44.9	39.3	39.6	44.0	41.5	41.2	38.0
c. Once or twice a month	26.1	27.0	25.4	31.0	22.7	30.1	19.7	28.7	14.8	19.8	27.7	30.8	34.5
d. Never	15.3	14.2	16.2	10.3	13.8	14.6	16.5	16.0	15.5	15.4	15.6	14.4	14.9
No Response	7.7	7.1	8.2	13.8	7.2	7.8	7.5	7.9	9.4	8.2	7.3	6.6	6.5
9. How important is it to you to do well in school?													
a. Very important	84.8	87.4	82.4	79.3	86.0	89.3	84.0	84.0	78.3	84.1	85.1	87.4	89.9
b. Somewhat important	6.2	5.4	7.0	6.9	5.2	3.9	5.5	7.0	7.5	4.9	6.7	6.6	4.0
c. Not sure	3.1	2.0	4.2	0.0	3.4	1.9	4.3	2.9	6.0	4.2	2.9	2.2	1.0
d. Not important	0.7	0.3	1.0	3.4	0.8	0.0	0.9	0.6	1.8	0.9	0.6	0.1	0.3
No Response	5.2	5.0	5.4	10.3	4.6	4.9	5.3	5.5	6.5	5.9	4.8	3.6	4.9
II. Reading													
10. How often do you read to yourself in school?													
a. Every day	60.0	63.5	56.9	48.3	56.7	67.0	56.9	62.1	47.1	50.8	60.7	70.6	72.8
b. Every other day	20.5	19.8	21.2	24.1	21.7	19.9	21.4	19.8	23.0	23.8	21.2	16.1	15.3
c. Once or twice a week	11.0	9.8	12.1	17.2	12.2	7.8	13.2	10.1	16.2	13.7	10.7	8.0	6.4
d. Never	3.1	1.9	4.2	0.0	4.2	1.0	3.3	2.5	6.9	5.4	2.4	1.8	0.9
No Response	5.4	5.0	5.7	10.3	5.2	4.4	5.1	5.5	6.8	6.3	5.1	3.5	4.6

Table 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
a. Every day	18.2	17.7	18.6	10.3	22.9	15.0	24.7	14.8	25.1	20.2	15.6	15.2	9.3
b. Once or twice a week	29.6	30.7	28.5	37.9	27.3	34.5	27.4	30.9	25.5	25.9	32.6	38.9	37.2
c. Once or twice a month	21.7	21.8	21.5	24.1	18.2	23.3	18.4	24.0	12.1	20.2	24.0	24.8	32.6
d. Never	24.8	24.4	25.2	17.2	26.0	22.8	24.0	24.4	28.9	27.9	22.5	16.5	16.3
No Response	5.8	5.4	6.1	10.3	5.6	4.4	5.5	5.9	8.3	5.8	5.4	4.6	4.7
15. How hard did you try to do well on the DSTP reading test?													
a. Very hard	86.1	88.9	83.5	79.3	86.3	82.5	85.2	86.2	73.0	86.1	87.8	87.8	88.4
b. Somewhat hard	6.8	5.2	8.4	6.9	6.5	10.7	6.9	6.9	10.2	7.0	6.1	7.0	7.0
c. Not hard	1.5	0.8	2.2	0.0	1.8	1.5	2.2	1.3	8.3	1.4	0.9	0.8	0.0
No Response	5.6	5.2	5.9	13.8	5.4	5.3	5.7	5.6	8.5	5.5	5.2	4.4	4.7
III. Writing													
16. How often does your teacher give lessons about how to be a good writer?													
a. Every day	38.5	40.0	37.1	41.4	44.8	28.6	42.5	34.7	41.9	38.1	38.2	42.2	14.0
b. Once or twice a week	37.8	38.3	37.3	34.5	32.0	44.7	38.3	40.8	25.3	35.6	41.0	41.9	67.4
c. Once or twice a month	13.2	12.5	13.8	13.8	12.3	17.0	9.1	14.1	12.3	14.4	12.6	9.8	14.0
d. Never	4.9	3.9	5.8	0.0	5.6	3.9	4.8	4.6	12.3	6.3	3.0	1.6	0.0
No Response	5.6	5.2	6.0	10.3	5.3	5.8	5.3	5.8	8.1	5.6	5.2	4.4	4.7
17. How often do you plan, draft, and revise your writing?													
a. Always	54.5	57.8	51.5	55.2	49.8	54.9	48.0	57.9	31.5	48.0	62.4	69.0	60.5
b. Sometimes	27.2	25.6	28.7	17.2	29.3	30.6	33.1	25.2	32.8	30.6	23.9	20.3	27.9
c. Only if it is asked	11.5	10.7	12.2	10.3	14.0	8.3	12.3	10.1	21.1	14.4	7.9	5.9	7.0
d. Never	1.0	0.5	1.4	6.9	1.2	0.0	1.0	0.8	6.2	1.1	0.3	0.0	0.0
No Response	5.9	5.5	6.2	10.3	5.7	6.3	5.5	5.9	8.5	5.8	5.5	4.8	4.7

Table 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
18. How hard did you try to do your well on the DSTP writing test?													
a. Very hard	87.0	89.2	85.0	72.4	86.4	87.4	88.3	87.2	73.4	85.7	89.8	91.0	90.7
b. Somewhat hard	5.8	4.7	6.8	17.2	6.4	6.3	4.1	5.6	10.6	6.8	4.4	4.1	4.7
c. Not very hard	1.5	0.7	2.2	0.0	1.8	1.0	2.1	1.3	7.4	1.8	0.6	0.3	0.0
No Response	5.7	5.3	6.0	10.3	5.4	5.3	5.5	5.9	8.5	5.7	5.2	4.6	4.7
IV. Math													
19. How often do you have mathematics homework?													
a. Every day	50.0	50.9	49.2	41.4	47.5	59.7	51.1	51.0	44.6	48.6	48.9	56.2	65.8
b. Once or twice a week	37.8	38.1	37.4	41.4	38.8	31.6	37.0	37.4	36.9	38.4	40.3	34.4	27.4
c. Once or twice a month	4.5	4.2	4.8	3.4	5.3	1.9	4.1	4.2	5.4	4.9	4.5	4.1	2.1
d. Never	1.9	1.5	2.4	0.0	2.9	1.0	2.1	1.4	6.0	2.1	1.1	0.3	0.3
No Response	5.8	5.3	6.2	13.8	5.4	5.8	5.7	5.9	7.1	6.0	5.1	4.9	4.4
20. How often do you use a calculator in your mathematics class?													
a. Every day	4.4	3.7	5.0	3.4	5.4	6.3	4.1	3.8	9.3	4.9	3.3	2.4	2.4
b. Once or twice a week	22.8	23.6	22.1	6.9	24.3	22.3	29.2	21.3	30.5	23.1	21.4	18.8	21.4
c. Once or twice a month	42.3	43.9	40.8	51.7	38.0	44.2	31.9	45.8	24.6	40.2	46.0	50.7	51.3
d. Never	24.7	23.5	25.8	20.7	26.6	22.3	29.5	23.1	28.6	25.7	24.1	23.6	20.3
No Response	5.8	5.2	6.3	17.2	5.7	4.9	5.3	5.9	7.0	6.0	5.2	4.5	4.7
21. When do you use a calculator in your mathematics class?													
a. Only when my teacher allows me to use	69.3	71.6	67.2	65.5	67.9	67.5	66.0	70.6	61.7	69.5	72.2	70.9	66.8
b. Any time I want to use it	2.9	2.2	3.4	3.4	3.9	1.5	3.1	2.3	6.0	2.9	2.2	2.1	1.1

Table 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. I only use it to check my answers.	10.4	10.1	10.7	13.8	12.0	11.7	14.9	8.9	12.9	10.9	9.6	8.6	12.5
d. I never use it	11.7	10.6	12.7	3.4	10.6	13.6	10.8	12.3	12.6	10.4	11.0	13.7	15.0
No Response	5.8	5.5	6.0	13.8	5.6	5.8	5.1	5.8	6.8	6.3	5.0	4.7	4.6
22. When you receive a mathematics assignment, what does your teacher usually do?													
a. Show you how to solve the problems	33.9	32.4	35.3	41.4	40.1	31.1	41.7	29.5	44.5	41.0	32.2	23.5	19.6
b. Ask you to work by yourself to solve the problems	29.7	27.5	31.6	20.7	24.0	35.4	22.5	33.6	23.7	26.8	30.9	35.4	34.8
c. Ask you to work by yourself to solve the problems and then discuss the solutions with the whole class	30.1	34.2	26.4	27.6	29.5	26.7	29.5	30.7	24.1	25.7	31.1	36.4	40.3
No Response	6.3	5.9	6.7	10.3	6.4	6.8	6.3	6.2	7.7	6.5	5.7	4.7	5.2
23. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?													
a. Yes	74.4	74.0	74.7	65.5	71.8	80.1	76.3	75.5	68.2	71.5	75.8	80.0	81.3
b. Somewhat	13.2	15.2	11.5	3.4	13.6	10.2	8.4	13.7	10.3	13.9	14.5	12.3	11.9
c. Not sure	4.7	4.5	4.9	10.3	6.0	3.9	7.7	3.6	10.2	6.5	3.2	2.3	1.9
d. No	1.9	1.1	2.6	6.9	2.6	0.5	2.1	1.4	4.1	1.9	1.5	1.0	0.3
No Response	5.8	5.2	6.4	13.8	5.9	5.3	5.5	5.8	7.3	6.1	5.1	4.5	4.6
24. How hard did you try to do well on the DSTP mathematics test?													
a. Very hard	86.6	89.5	84.1	75.9	86.0	85.4	86.6	87.1	81.8	86.4	87.7	89.6	89.9
b. Somewhat hard	5.9	4.3	7.3	10.3	6.5	6.3	5.0	5.5	7.4	5.6	6.0	4.4	4.9
c. Not very hard	1.5	0.7	2.1	0.0	1.5	1.9	2.7	1.3	3.6	1.4	1.0	1.3	0.6

Appendix 2 - Results of Student Survey for Grade 5

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	53.5	57.6	49.7	34.5	51.1	57.3	48.5	55.4	50.9	53.4	53.4	56.6	58.1
b. Once a week	25.0	24.1	25.8	44.8	25.0	24.3	28.1	24.6	20.6	23.2	26.6	26.5	27.2
c. Once a month	6.0	4.8	7.1	3.4	6.3	4.4	5.7	5.9	6.0	5.0	6.0	7.1	6.6
d. Never	10.6	8.6	12.3	6.9	13.1	9.7	13.0	8.9	16.6	13.1	9.6	6.2	3.8
No Response	5.0	4.8	5.1	10.3	4.5	4.4	4.6	5.3	5.8	5.3	4.4	3.7	4.3
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.7	87.7	85.9	82.8	86.2	85.0	83.2	87.6	82.0	85.4	87.9	90.0	91.1
b. Sometimes	7.5	7.1	7.9	3.4	8.5	9.2	11.3	6.5	10.5	8.4	7.2	5.6	4.3
c. No	0.7	0.5	0.9	3.4	0.8	1.0	0.9	0.7	1.7	0.7	0.5	0.7	0.3
No Response	5.0	4.7	5.2	10.3	4.6	4.9	4.6	5.2	5.7	5.4	4.4	3.7	4.3
3. How much time do you spend on your homework each day?													
a. One hour or more	39.2	40.6	37.9	41.4	34.8	51.9	41.0	41.0	30.8	34.5	42.2	45.0	42.7
b. A half hour	52.8	52.5	53.1	48.3	56.2	41.3	51.3	51.5	54.1	56.9	51.9	50.3	51.9
c. I don't have homework	1.5	1.3	1.6	0.0	2.2	1.9	1.4	1.1	5.0	1.4	0.6	0.7	0.6
d. I don't do my homework	1.3	0.9	1.7	0.0	1.9	0.0	1.5	1.0	3.9	1.6	0.7	0.2	0.3
No Response	5.2	4.8	5.6	10.3	4.9	4.9	4.8	5.4	6.1	5.7	4.6	3.8	4.4
4. How much television do you watch each weekday?													
a. Two hours or more	51.4	46.9	55.4	41.4	64.5	35.0	54.4	44.1	57.0	57.9	51.7	42.4	34.7
b. About an hour	25.7	27.8	23.9	20.7	16.1	35.4	24.4	31.1	16.6	20.1	27.2	34.1	39.9

Table 3a - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	38.2	39.7	36.8	34.6	37.6	40.8	30.6	39.1	34.5	37.1	38.6	44.8	42.9
b. Once a week	36.2	36.8	35.7	42.3	33.7	37.7	40.6	37.0	29.4	36.3	37.8	37.9	38.4
c. Once a month	10.7	11.2	10.2	7.7	10.6	14.1	12.3	10.5	10.1	10.0	11.4	8.5	9.0
d. Never	10.2	8.4	12.0	7.7	12.0	5.2	11.3	9.5	18.0	11.7	9.0	6.1	3.9
No Response	4.7	3.9	5.3	7.7	6.1	2.1	5.2	4.0	8.1	4.8	3.1	2.7	5.8
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.8	87.0	86.6	84.6	84.9	93.7	84.0	87.7	80.0	85.7	88.6	92.5	89.7
b. Somewhat	7.6	8.4	6.8	7.7	7.8	4.2	10.2	7.3	9.2	8.6	7.5	5.0	3.5
c. No	0.8	0.5	1.1	0.0	1.1	0.5	0.6	0.7	2.2	1.1	0.5	0.3	0.3
No Response	4.8	4.1	5.6	7.7	6.1	1.6	5.2	4.3	8.7	4.6	3.4	2.2	6.5
3. How much time do you spend on your homework each day?													
a. One hour or more	44.8	49.7	40.4	26.9	42.0	69.6	44.8	45.5	31.4	43.3	47.1	52.2	58.1
b. A half hour	43.4	41.3	45.4	57.7	44.9	25.7	42.9	43.3	45.9	44.5	43.8	41.6	32.3
c. I don't have homework	3.0	2.3	3.7	3.8	3.8	2.6	1.5	2.8	7.0	3.1	2.4	1.6	1.9
d. I don't do my homework	3.8	2.6	4.8	3.8	3.3	0.5	5.4	4.0	7.0	4.4	3.2	2.1	1.6
No Response	4.9	4.1	5.7	7.7	6.1	1.6	5.4	4.4	8.7	4.7	3.5	2.6	6.1
4. How much television do you watch each weekday?													
a. Two hours or more	54.2	52.4	55.8	50.0	65.7	43.5	57.5	48.6	60.1	60.4	54.4	41.4	30.6
b. About an hour	26.5	27.6	25.5	34.6	16.4	33.0	23.5	31.5	14.1	22.9	28.3	38.9	41.6

Table 3a - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	10.4	11.7	9.1	3.8	8.3	14.1	9.2	11.4	12.4	7.8	10.1	13.4	16.5
d. None	4.1	4.2	4.1	3.8	3.4	7.9	4.4	4.3	4.8	4.2	3.9	4.0	5.2
No Response	4.8	4.0	5.6	7.7	6.1	1.6	5.4	4.2	8.6	4.7	3.4	2.2	6.1
5. Do you have a computer at home that you can use?													
a. Yes	81.4	82.8	80.1	69.2	70.9	96.3	63.1	87.6	64.8	73.9	86.2	93.4	90.3
b. No	13.6	13.0	14.1	19.2	22.9	2.1	31.0	8.0	26.7	21.1	10.2	4.2	2.9
No Response	5.0	4.2	5.8	11.5	6.3	1.6	5.8	4.4	8.5	5.0	3.6	2.4	6.8
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	22.5	23.1	21.9	19.2	18.4	30.4	14.4	24.9	18.2	21.0	24.0	23.0	23.2
b. Once or twice a week	28.3	29.6	27.0	19.2	24.5	46.1	26.0	29.8	19.2	23.1	30.1	40.8	37.4
c. Once or twice a month	22.9	23.5	22.4	23.1	18.6	16.2	17.5	25.7	14.9	20.5	25.2	24.8	26.1
d. Never	11.7	9.5	13.7	19.2	16.0	4.7	13.5	9.6	23.5	14.8	9.4	5.0	4.2
No Response	14.7	14.3	15.0	19.2	22.6	2.6	28.5	10.0	24.2	20.6	11.3	6.4	9.0
7. Does your school have computers that you can use?													
a. Yes	92.5	93.8	91.3	92.3	90.7	94.8	90.2	93.5	86.7	91.8	94.4	96.8	92.6
b. No	2.3	1.8	2.8	0.0	2.9	3.1	3.8	1.9	3.9	3.0	2.1	1.0	1.0
No Response	5.2	4.4	5.9	7.7	6.5	2.1	6.0	4.5	9.4	5.2	3.6	2.2	6.5

Table 3a - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
If you answered 'No' to question 7, you may skip question 8. If you answered 'Yes' to question is 'Yes', please answer the next question:													
8. How often do you use the computer in school for learning?													
a. Almost every day	15.9	13.8	17.8	11.5	18.6	14.7	14.6	14.7	21.6	16.7	15.0	13.0	13.2
b. Once or twice a week	17.9	17.4	18.5	26.9	19.0	21.5	17.1	17.4	20.6	19.3	17.6	15.4	14.8
c. Once or twice a month	39.8	42.6	37.3	42.3	35.3	41.4	36.0	42.3	26.5	37.4	42.6	47.5	47.7
d. Never	20.0	20.7	19.3	11.5	19.3	18.3	24.0	20.1	21.0	19.6	20.0	21.1	17.7
No Response	6.4	5.6	7.1	7.7	7.8	4.2	8.3	5.6	10.3	6.9	4.9	3.0	6.5
9. How important is it to you to do well in school?													
a. Very important	76.5	79.9	73.3	65.4	80.0	87.4	76.3	74.5	70.2	74.9	77.9	82.4	84.5
b. Somewhat important	14.8	13.2	16.2	15.4	10.6	9.9	14.8	16.9	14.3	15.5	15.4	12.6	8.1
c. Not sure	2.9	2.3	3.4	11.5	2.3	1.0	2.3	3.3	4.8	3.7	2.5	1.8	1.0
d. Not important	0.9	0.4	1.3	0.0	0.9	0.0	1.3	0.9	1.6	1.1	0.7	0.6	0.3
No Response	5.0	4.2	5.7	7.7	6.3	1.6	5.4	4.4	9.0	4.8	3.5	2.6	6.1
II. Reading													
10. How much time do you usually spend reading in preparation for your English class each day?													
a. One hour or more	10.8	11.3	10.2	15.4	13.6	14.1	11.0	9.2	15.0	10.8	10.3	8.2	9.7
b. About 30 minutes	31.4	33.6	29.4	38.5	33.0	38.7	35.4	30.1	31.8	34.8	31.3	29.4	24.8
d. About 15 minutes	31.9	31.8	31.9	19.2	30.5	27.2	29.8	32.9	28.2	33.3	32.7	31.4	29.4
e. None	20.8	19.0	22.4	19.2	16.5	17.8	17.9	23.2	15.6	15.9	22.2	28.2	29.7

Table 3a - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
a. Very hard	82.4	85.4	79.6	76.9	81.8	81.2	82.7	82.7	74.4	83.8	84.2	84.5	84.5
b. Somewhat hard	10.8	9.4	12.1	11.5	10.2	15.2	9.0	11.1	13.5	9.5	10.7	12.2	8.7
c. Not very hard	1.9	1.2	2.5	3.8	1.7	1.6	2.3	1.9	3.5	2.0	1.6	1.0	0.6
No Response	4.9	4.0	5.8	7.7	6.3	2.1	6.0	4.2	8.7	4.8	3.5	2.4	6.1
III. Writing													
15. How often does your English teacher give lessons about being a good writer?													
a. Almost every day	39.8	41.7	38.0	42.3	43.9	40.8	45.2	37.3	30.6	35.8	41.7	44.4	53.3
b. Once or twice a week	33.6	32.5	34.7	23.1	28.9	46.1	30.0	35.9	22.6	31.6	34.9	38.1	30.0
c. Once or twice a month	16.3	16.7	15.9	19.2	15.0	11.0	13.3	17.3	15.3	18.5	16.0	11.2	13.3
d. Never or hardly ever	5.3	4.9	5.7	7.7	5.8	0.5	5.4	5.2	13.5	8.4	4.0	1.5	0.0
No Response	5.0	4.1	5.8	7.7	6.4	1.6	6.0	4.3	18.0	5.6	3.4	4.7	3.3
16. How often do you have writing homework?													
a. Almost every day	21.3	20.1	22.5	23.1	28.4	21.5	22.5	17.7	26.9	24.8	20.1	17.1	6.7
b. Once or twice a week	43.7	45.1	42.5	34.6	41.6	50.8	47.7	44.2	28.4	39.5	46.5	45.5	40.0
c. Once or twice a month	21.5	22.4	20.6	19.2	15.6	21.5	15.6	24.8	11.9	18.7	22.5	28.5	46.7
d. Never or hardly ever	8.7	8.5	8.8	15.4	8.2	4.7	8.1	9.0	14.7	11.6	7.5	4.9	3.3
No Response	4.8	4.0	5.7	7.7	6.1	1.6	6.0	4.2	18.0	5.4	3.4	4.0	3.3
17. How often do you plan, draft, and revise your writing?													
a. Almost always	52.9	57.8	48.4	42.3	46.1	51.8	42.7	57.2	17.7	38.7	59.4	69.4	80.0
b. Sometimes	26.8	24.4	29.0	26.9	31.0	32.5	34.6	23.9	38.5	34.3	24.2	17.1	10.0
c. Only if it is requested	13.2	12.4	13.9	23.1	14.3	12.6	12.7	12.7	14.7	17.9	11.6	9.1	6.7
d. Never or hardly ever	2.1	1.3	2.8	0.0	2.3	1.0	4.2	1.8	10.4	3.6	1.2	0.2	0.0

Table 3a - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
a. Only when my teacher allows me to use it	64.5	67.5	61.8	61.5	63.7	66.5	68.5	64.5	62.4	67.2	68.3	63.5	57.0
b. Any time I want to use it	14.3	14.2	14.3	7.7	12.0	14.1	7.7	16.0	13.4	13.3	13.7	15.4	22.0
c. I only use it to check my answers	9.3	8.3	10.1	15.4	10.9	11.5	9.2	8.4	9.7	10.3	8.6	8.7	8.0
d. I never use it	6.9	5.9	8.0	7.7	7.1	6.3	8.8	6.7	8.0	5.5	6.0	8.4	10.2
No Response	5.0	4.1	5.9	7.7	6.3	1.6	5.8	4.4	6.5	3.7	3.4	3.9	2.8
22. When you receive a mathematics assignment, what does your teacher usually do?													
a. Show you how to solve the problems	37.0	34.1	39.7	53.8	42.8	42.9	46.5	33.1	45.8	37.4	33.1	29.2	31.1
b. Ask you to work yourself to solve the problems	18.4	16.3	20.3	11.5	16.8	15.7	12.1	19.8	18.3	19.0	16.5	20.5	22.7
c. Ask you to work by yourself or in a small group to solve the problems and then discuss the solutions with the whole class	39.1	44.8	33.8	26.9	33.3	39.8	35.0	42.3	29.1	39.1	46.6	45.6	42.9
No Response	5.5	4.8	6.2	7.7	7.1	1.6	6.5	4.8	6.8	4.5	3.8	4.6	3.4
23. When you receive a mathematics assignment, does your teacher usually encourage you to try different approaches to solve the problems?													
a. Yes	54.6	54.1	55.0	38.5	59.6	53.4	55.6	52.1	57.6	58.0	53.9	47.2	48.4
b. Sometimes	34.1	35.9	32.5	42.3	29.1	38.2	31.7	36.6	29.8	32.6	37.0	39.7	40.5
c. Never or hardly ever	6.4	5.9	6.8	11.5	5.0	6.8	6.7	7.0	6.4	5.6	5.7	9.6	8.6
No Response	4.9	4.1	5.7	7.7	6.3	1.6	6.0	4.3	6.3	3.9	3.4	3.5	2.5

Appendix 3 - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	38.2	39.7	36.8	34.6	37.6	40.8	30.6	39.1	36.0	39.0	38.9	40.3	42.2
b. Once a week	36.2	36.8	35.7	42.3	33.7	37.7	40.6	37.0	32.8	36.6	39.2	36.0	39.4
c. Once a month	10.7	11.2	10.2	7.7	10.6	14.1	12.3	10.5	10.0	11.0	11.2	11.2	10.2
d. Never	10.2	8.4	12.0	7.7	12.0	5.2	11.3	9.5	15.2	10.1	7.6	9.0	5.4
No Response	4.7	3.9	5.3	7.7	6.1	2.1	5.2	4.0	6.0	3.3	3.2	3.5	2.8
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	86.8	87.0	86.6	84.6	84.9	93.7	84.0	87.7	83.4	87.0	88.8	90.9	93.5
b. Somewhat	7.6	8.4	6.8	7.7	7.8	4.2	10.2	7.3	8.9	8.8	7.2	5.2	3.5
c. No	0.8	0.5	1.1	0.0	1.1	0.5	0.6	0.7	1.4	0.6	0.6	0.6	0.5
No Response	4.8	4.1	5.6	7.7	6.1	1.6	5.2	4.3	6.4	3.6	3.3	3.4	2.5
3. How much time do you spend on your homework each day?													
a. One hour or more	44.8	49.7	40.4	26.9	42.0	69.6	44.8	45.5	37.1	47.4	47.9	48.7	52.2
b. A half hour	43.4	41.3	45.4	57.7	44.9	25.7	42.9	43.3	45.7	42.7	43.7	42.7	41.3
c. I don't have homework	3.0	2.3	3.7	3.8	3.8	2.6	1.5	2.8	5.1	2.6	2.2	1.7	1.7
d. I don't do my homework	3.8	2.6	4.8	3.8	3.3	0.5	5.4	4.0	5.7	3.6	2.8	3.2	2.0
No Response	4.9	4.1	5.7	7.7	6.1	1.6	5.4	4.4	6.4	3.7	3.4	3.7	2.8
4. How much television do you watch each weekday?													
a. Two hours or more	54.2	52.4	55.8	50.0	65.7	43.5	57.5	48.6	59.7	58.3	53.2	46.9	39.2
b. About an hour	26.5	27.6	25.5	34.6	16.4	33.0	23.5	31.5	18.6	24.7	30.5	35.0	38.3

Appendix 3 - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	10.4	11.7	9.1	3.8	8.3	14.1	9.2	11.4	10.7	9.6	9.5	10.7	14.5
d. None	4.1	4.2	4.1	3.8	3.4	7.9	4.4	4.3	4.6	3.7	3.5	4.1	5.7
No Response	4.8	4.0	5.6	7.7	6.1	1.6	5.4	4.2	6.4	3.7	3.3	3.4	2.4
5. Do you have a computer at home that you can use?													
a. Yes	81.4	82.8	80.1	69.2	70.9	96.3	63.1	87.6	69.3	80.8	88.5	91.3	94.9
b. No	13.6	13.0	14.1	19.2	22.9	2.1	31.0	8.0	24.2	15.5	8.0	5.1	2.3
No Response	5.0	4.2	5.8	11.5	6.3	1.6	5.8	4.4	6.5	3.7	3.5	3.7	2.8
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	22.5	23.1	21.9	19.2	18.4	30.4	14.4	24.9	19.8	22.4	23.9	25.4	25.9
b. Once or twice a week	28.3	29.6	27.0	19.2	24.5	46.1	26.0	29.8	20.7	27.4	32.0	35.7	38.0
c. Once or twice a month	22.9	23.5	22.4	23.1	18.6	16.2	17.5	25.7	17.6	23.3	26.1	25.8	27.0
d. Never	11.7	9.5	13.7	19.2	16.0	4.7	13.5	9.6	19.1	11.9	8.5	5.1	4.6
No Response	14.7	14.3	15.0	19.2	22.6	2.6	28.5	10.0	22.8	15.0	9.6	8.0	4.6
7. Does your school have computers that you can use?													
a. Yes	92.5	93.8	91.3	92.3	90.7	94.8	90.2	93.5	90.0	93.4	94.4	95.4	96.1
b. No	2.3	1.8	2.8	0.0	2.9	3.1	3.8	1.9	3.1	2.7	2.0	1.3	1.1
No Response	5.2	4.4	5.9	7.7	6.5	2.1	6.0	4.5	6.9	3.9	3.6	3.4	2.8

Table 3b - Results of Student Survey for Grade 8

Survey Questions	Total %	Gender		Race					Science & Social Studies Proficiency Level				
		Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Science</i>													
1. How often do you have science homework?													
a. Almost every day	21.4	21.0	21.9	25.9	24.0	22.2	20.5	20.2	21.1	21.5	21.2	25.0	23.0
b. Once or twice a week	42.1	42.3	41.9	44.4	38.1	51.0	39.5	43.9	34.9	44.5	46.2	48.1	47.3
c. Once or twice a month	13.0	13.9	12.2	14.8	11.6	12.4	14.2	13.6	12.2	13.7	13.4	13.1	13.8
d. Never or hardly ever	14.1	14.3	13.9	7.4	14.6	7.7	13.8	14.1	19.4	13.4	12.1	8.8	8.9
No Response	9.4	8.5	10.2	7.4	11.7	6.7	11.9	8.1	12.4	6.9	7.0	4.9	6.9
2. How often do you actually use scientific equipment (e.g., balances, microscopes, thermometers, probes, calculators, and hand lenses, etc.) in your science class?													
a. Almost every day	6.8	6.0	7.6	3.7	8.4	7.2	6.7	6.1	8.2	7.3	5.7	5.1	6.3
b. Once or twice a week	23.4	22.5	24.3	22.2	23.6	28.9	19.9	23.5	20.8	22.2	25.3	29.8	30.1
c. Once or twice a month	38.7	41.7	35.9	33.3	35.2	43.8	39.3	40.2	31.8	40.4	43.3	44.0	44.2
d. Never or hardly ever	21.7	21.4	21.9	33.3	21.2	13.4	22.4	22.1	26.9	23.1	18.8	16.3	12.5
No Response	9.4	8.4	10.2	7.4	11.7	6.7	11.7	8.2	12.3	7.0	7.0	4.8	6.9
3. What does your teacher usually do for experiment/lab in your science class?													
a. The teacher does the experiment/lab and then asks students questions	13.3	11.7	14.8	14.8	14.0	9.8	16.1	12.9	17.9	13.6	10.6	10.2	7.1
b. The teacher prepares the experiment/lab, demonstrates the experiment/lab, and then asks students to complete it	26.6	27.0	26.2	22.2	25.4	30.9	27.2	26.9	23.4	28.4	28.1	28.3	29.2

Table 3b - Results of Student Survey for Grade 8

Survey Questions	Total %	Gender		Race					Science & Social Studies Proficiency Level				
		Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
II. Social Studies													
<i>9-13. How often does your teacher ask you to do the following when you have a social studies class?</i>													
9. Use maps for more than just locating places (e.g., collect evidence from maps to support your answer)													
a. Every time	8.7	8.0	9.5	14.8	10.7	9.8	10.7	7.5	12.2	9.9	6.4	6.3	6.6
b. Most of the time	24.6	25.0	24.3	25.9	25.3	21.6	24.5	24.4	24.4	26.3	25.0	24.8	21.9
c. Sometimes	38.9	39.8	38.1	37.0	35.3	47.4	36.4	40.6	35.4	38.8	41.9	42.0	45.9
d. Never or hardly ever	17.9	18.4	17.4	14.8	16.3	13.9	15.7	19.0	15.7	17.8	20.1	19.1	19.2
No Response	9.9	8.8	10.8	7.4	12.3	7.2	12.8	8.5	12.4	7.2	6.6	7.8	6.4
10. Collect information from graphs or charts to explain or justify your answer.													
a. Every time	9.9	8.4	11.3	18.5	11.7	9.3	11.9	8.8	12.1	9.8	9.2	8.3	8.1
b. Most of the time	24.6	24.9	24.3	7.4	24.1	29.4	24.5	24.8	24.0	25.9	24.5	26.3	26.5
c. Sometimes	38.2	40.1	36.4	33.3	35.0	39.2	36.0	39.9	33.7	39.0	41.8	40.4	42.7
d. Never or hardly ever	17.2	17.6	17.0	33.3	16.9	14.4	15.1	17.6	18.0	17.9	17.3	17.1	15.7
No Response	10.1	9.1	11.0	7.4	12.4	7.7	12.6	8.9	12.3	7.4	7.2	8.0	7.0
11. Apply the concepts and knowledge you have learned in social studies (e.g., economics, history, geography, and civics) to solve real life problems.													
a. Every time	15.4	14.7	16.0	14.8	17.3	13.9	15.7	14.5	15.5	15.2	15.9	15.9	16.2

Table 3b - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
b. Most of the time	26.1	25.3	26.9	40.7	27.1	28.4	23.8	25.6	26.7	26.4	26.4	24.3	28.7
c. Sometimes	31.1	32.7	29.6	22.2	28.2	32.5	30.5	32.5	28.9	32.8	32.2	36.0	29.8
d. Never or hardly ever	17.4	18.5	16.3	14.8	15.0	18.0	17.4	18.5	16.6	18.0	18.5	15.8	18.4
No Response	10.1	8.9	11.2	7.4	12.4	7.2	12.6	8.9	12.3	7.6	6.9	8.0	6.8
12. Use primary sources, such as documents, diaries, and artifacts													
a. Every time	11.6	10.0	13.2	18.5	12.2	16.5	13.2	11.1	12.1	10.5	12.3	13.7	11.6
b. Most of the time	24.6	24.0	25.1	22.2	24.0	26.3	21.8	25.0	20.6	24.3	27.2	30.0	28.9
c. Sometimes	32.7	34.1	31.3	29.6	29.3	32.0	29.9	34.5	30.6	33.8	33.9	34.1	37.6
d. Never or hardly ever	20.8	22.7	19.0	18.5	21.7	18.6	22.6	20.3	23.8	23.8	19.5	14.6	14.9
No Response	10.3	9.1	11.4	11.1	12.8	6.7	12.6	9.1	12.9	7.7	7.1	7.7	7.0
13. Explain why there are often different interpretations of the same event													
a. Every time	15.8	14.7	16.8	25.9	16.0	18.6	15.3	15.6	13.3	14.3	16.8	22.2	24.3
b. Most of the time	29.5	29.9	29.2	33.3	26.9	36.6	27.6	30.7	24.6	29.3	34.2	31.2	33.1
c. Sometimes	31.7	32.9	30.5	29.6	30.9	26.8	31.8	32.2	33.2	35.2	30.4	30.3	26.0
d. Never or hardly ever	12.4	13.3	11.6	3.7	12.9	10.8	11.7	12.4	15.4	13.5	11.2	8.3	9.9
No Response	10.6	9.2	11.9	7.4	13.3	7.2	13.6	9.2	13.5	7.8	7.4	8.0	6.6
<i>14 - 17. How often do you learn about the following content in your social studies class?</i>													
14. Geography													
a. Every class	7.8	6.6	8.8	7.4	10.5	6.7	7.3	6.5	11.8	8.4	5.4	6.0	4.4
b. Most of the classes	21.2	20.1	22.2	37.0	22.6	21.6	20.7	20.5	21.9	24.2	20.8	18.0	17.5
c. Some of the classes	41.6	44.7	38.7	37.0	35.6	48.5	41.2	44.3	33.8	40.7	47.0	49.8	51.9

Table 3b - Results of Student Survey for Grade 8

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
d. Rarely or hardly ever	18.9	19.2	18.7	11.1	18.2	16.0	17.6	19.5	19.2	19.4	19.5	18.3	18.6
No Response	10.5	9.3	11.5	7.4	13.0	7.2	13.2	9.1	13.3	7.3	7.4	7.8	7.6
15. Civics and Government													
a. Every class	18.3	19.3	17.4	25.9	20.9	20.1	15.9	17.2	16.2	18.5	19.1	20.3	24.9
b. Most of the classes	34.1	34.7	33.4	29.6	29.1	38.7	31.4	36.6	25.4	33.9	40.2	40.7	41.3
c. Some of the classes	28.3	29.0	27.7	33.3	27.0	25.8	29.3	29.0	30.5	31.2	26.8	27.0	23.4
d. Rarely or hardly ever	9.0	7.8	10.0	3.7	10.3	8.2	10.3	8.2	14.8	9.1	6.6	4.1	3.5
No Response	10.3	9.1	11.5	7.4	12.7	7.2	13.2	9.1	13.0	7.4	7.3	8.0	7.0
16. Economics													
a. Every class	13.0	13.2	12.8	29.6	14.2	12.4	11.3	12.5	12.8	12.4	13.6	14.6	15.5
b. Most of the classes	25.3	25.3	25.2	25.9	25.2	23.2	24.9	25.4	22.1	26.6	27.0	28.5	27.1
c. Some of the classes	35.7	37.0	34.6	18.5	32.7	40.7	34.5	37.2	32.5	38.4	37.5	37.2	36.1
d. Rarely or hardly ever	15.6	15.3	15.9	18.5	14.9	16.5	16.5	15.8	19.5	14.8	14.8	11.6	14.2
No Response	10.4	9.2	11.5	7.4	12.9	7.2	12.8	9.2	13.1	7.8	7.1	8.1	7.2
17. History													
a. Every class	45.8	49.0	42.8	40.7	42.7	51.0	34.3	48.1	33.3	46.3	52.5	58.1	60.6
b. Most of the classes	23.7	23.0	24.5	29.6	21.7	23.7	25.7	24.5	22.9	25.5	24.6	22.8	22.1
c. Some of the classes	15.9	15.7	16.2	18.5	18.4	13.4	20.1	14.5	22.8	16.7	13.2	10.1	8.5
d. Rarely or hardly ever	4.0	3.0	4.9	0.0	4.1	4.1	6.7	3.7	8.0	3.4	2.4	1.4	1.7
No Response	10.5	9.3	11.6	11.1	13.2	7.7	13.2	9.1	13.1	8.1	7.2	7.7	7.2
18. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?													
a. Yes	32.6	30.9	34.1	51.9	31.1	29.4	30.3	33.4	27.1	29.9	36.0	43.4	45.3

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	33.4	35.7	31.1	22.6	29.8	31.2	26.1	35.6	28.6	31.4	35.0	44.5	50.0
b. Once a week	35.5	37.1	34.0	35.5	32.7	34.2	31.0	37.1	28.6	34.2	38.5	39.5	36.7
c. Once a month	13.6	13.2	14.0	12.9	14.8	19.8	17.4	12.6	13.7	15.8	13.5	10.0	6.7
d. Never	12.8	10.2	15.3	25.8	15.1	11.9	20.6	11.3	20.2	14.7	10.8	4.0	6.7
No Response	4.7	3.7	5.6	3.2	7.6	3.0	4.9	3.4	8.9	4.0	2.1	2.0	0.0
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	84.3	85.2	83.4	80.6	80.6	85.6	79.1	86.2	75.9	83.9	87.9	92.5	95.0
b. Somewhat	9.4	9.7	9.0	12.9	9.3	9.4	13.9	9.0	11.7	10.3	8.8	4.5	4.2
c. No	1.7	1.3	2.0	3.2	2.3	2.0	1.7	1.4	3.3	1.8	1.2	0.5	0.8
No Response	4.7	3.8	5.6	3.2	7.7	3.0	5.2	3.4	9.1	4.0	2.1	2.5	0.0
3. How much time do you spend on your homework each day?													
a. One hour or more	40.4	47.1	33.9	38.7	39.5	68.3	38.0	39.9	28.9	36.5	44.1	67.0	60.8
b. A half hour	40.5	39.0	42.0	41.9	39.4	22.3	41.4	41.7	41.4	43.2	41.1	24.0	32.5
c. I don't have homework.	8.0	6.5	9.6	6.5	8.4	3.0	7.5	8.1	13.9	9.4	6.2	4.0	3.3
d. I don't do my homework.	6.0	3.4	8.6	9.7	4.6	3.5	7.8	6.6	6.3	6.6	6.1	3.0	3.3
No Response	5.0	4.0	6.0	3.2	8.1	3.0	5.2	3.7	9.5	4.4	2.4	2.0	0.0
4. How much television do you watch each weekday?													
a. Two hours or more	42.9	40.2	45.5	54.8	57.6	32.7	49.6	36.3	49.3	54.3	40.2	23.5	17.5

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
b. About an hour	30.9	32.6	29.3	12.9	20.1	30.7	28.7	36.0	23.2	24.3	35.1	40.5	38.3
c. About a half hour	14.8	16.2	13.3	16.1	9.3	22.3	10.4	17.1	11.6	12.1	16.1	24.5	23.3
d. None	6.6	7.0	6.2	12.9	5.1	11.4	6.1	7.1	6.6	5.2	6.6	9.5	20.8
No Response	4.8	3.9	5.7	3.2	7.9	3.0	5.2	3.5	9.3	4.2	2.1	2.0	0.0
5. Do you have a computer at home that you can use?													
a. Yes	82.5	82.9	82.1	80.6	67.6	93.1	71.0	89.4	63.9	78.6	89.8	94.5	100.0
b. No	12.7	13.3	12.2	16.1	24.4	4.0	23.8	7.2	26.7	17.4	8.1	3.0	0.0
No Response	4.8	3.9	5.7	3.2	8.0	3.0	5.2	3.4	9.5	4.0	2.1	2.5	0.0
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	24.3	23.9	24.7	22.6	18.3	45.0	19.1	26.5	20.8	21.6	25.9	34.5	34.2
b. Once or twice a week	29.9	32.5	27.3	29.0	24.3	32.2	25.2	32.6	19.1	25.8	33.8	43.0	45.0
c. Once or twice a month	21.8	21.3	22.2	16.1	18.8	14.4	18.8	23.6	16.2	21.8	24.2	16.0	19.2
d. Never	10.4	8.2	12.7	16.1	13.8	4.5	16.2	8.8	18.7	14.2	7.6	2.0	1.7
No Response	13.6	14.1	13.2	16.1	24.9	4.0	20.6	8.6	25.1	16.6	8.5	4.5	0.0
7. Does your school have computers that you can use?													
a. Yes	93.4	94.9	91.8	96.8	90.1	95.0	93.9	94.7	87.0	94.4	96.4	97.5	100.0
b. No	1.6	1.0	2.2	0.0	1.9	1.0	0.9	1.6	3.5	1.3	1.2	0.0	0.0
No Response	5.0	4.0	5.9	3.2	8.0	4.0	5.2	3.7	9.5	4.3	2.4	2.5	0.0

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
If you answered 'No' to question 7, you may skip question 8. If you answered 'Yes' to question is 'Yes', please answer the next question:													
8. How often do you use the computer in school for learning?													
a. Almost every day	17.9	15.5	20.2	9.7	23.0	16.8	21.2	15.5	23.6	19.4	16.5	11.0	9.2
b. Once or twice a week	16.6	15.8	17.4	16.1	18.9	16.8	18.8	15.4	19.1	17.6	16.1	14.5	12.5
c. Once or twice a month	39.7	43.7	35.8	48.4	34.1	41.6	31.3	42.6	29.6	38.7	43.2	47.5	50.8
d. Never	20.6	20.7	20.5	22.6	15.9	21.3	22.3	22.5	18.0	19.6	21.7	25.0	27.5
No Response	5.2	4.3	6.1	3.2	8.2	3.5	6.4	3.9	9.6	4.8	2.6	2.0	0.0
9. How important is it to you to do well in school?													
a. Very important	72.4	78.8	66.3	74.2	75.9	79.7	73.9	70.5	67.6	71.9	74.6	81.5	86.7
b. Somewhat important	18.8	15.1	22.4	16.1	13.3	14.4	16.2	21.6	17.4	20.1	19.6	13.5	12.5
c. Not sure	3.0	1.9	4.1	6.5	2.3	3.0	3.2	3.2	4.3	2.9	2.8	1.5	0.0
d. Not important	1.0	0.4	1.6	0.0	0.8	0.5	1.4	1.1	1.4	1.0	0.9	0.5	0.8
No Response	4.8	3.9	5.7	3.2	7.7	2.5	5.2	3.6	9.2	4.1	2.2	3.0	0.0
II. Reading													
10. How much time do you usually spend reading in preparation for your English class each day?													
a. One hour or more	8.3	9.7	7.1	12.9	11.2	10.4	7.8	7.0	11.5	8.6	7.4	8.0	7.5
b. About 30 minutes	26.5	29.5	23.6	29.0	29.0	30.2	31.0	24.9	28.9	28.0	25.9	27.5	25.0

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
d. About 15 minutes	27.9	29.8	26.1	29.0	25.0	34.2	27.8	29.0	26.6	25.9	29.0	33.5	35.8
e. None	32.2	27.0	37.2	25.8	26.6	22.3	27.8	35.3	23.3	33.1	35.3	29.0	31.7
No Response	5.1	4.1	6.0	3.2	8.2	3.0	5.5	3.7	9.7	4.4	2.4	2.0	0.0
11. How often do you read at home?													
a. Almost every day	26.4	31.1	21.8	25.8	25.8	37.1	19.4	26.7	19.4	18.6	29.4	57.0	41.7
b. Once or twice a week	26.3	27.8	24.7	12.9	25.4	28.2	30.7	26.4	21.6	27.5	27.6	23.0	35.0
c. Once or twice a month	17.8	18.4	17.3	25.8	18.9	16.3	18.8	17.3	17.2	19.9	18.1	11.5	15.8
d. Never or hardly ever	24.6	18.7	30.2	32.3	21.8	15.3	25.8	26.0	31.8	29.7	22.7	6.0	7.5
No Response	5.0	3.9	6.0	3.2	8.1	3.0	5.2	3.6	9.9	4.3	2.2	2.5	0.0
12. How often does your teacher ask you to discuss with other students about what you have read in your English class?													
a. Almost every day	19.9	21.1	18.7	29.0	20.7	24.8	21.7	19.2	18.3	16.1	21.0	32.5	27.5
b. Once or twice a week	29.0	29.3	28.7	19.4	25.3	37.6	25.8	30.5	23.1	25.3	31.7	38.0	40.0
c. Once or twice a month	18.5	18.6	18.5	19.4	17.1	20.8	17.7	19.1	16.6	19.4	19.5	14.5	17.5
d. Never or hardly ever	27.6	27.0	28.1	29.0	28.7	13.9	29.6	27.4	32.0	34.8	25.7	13.0	15.0
No Response	5.0	4.0	6.0	3.2	8.2	3.0	5.2	3.7	10.1	4.5	2.2	2.0	0.0
13. How often does your teacher ask you to write about what you have read in your English class?													
a. Almost every day	22.4	22.8	21.9	38.7	26.9	23.3	25.2	20.0	23.9	24.2	21.7	25.5	17.5
b. Once or twice a week	36.5	36.0	37.0	22.6	33.1	40.1	31.3	38.2	29.9	32.6	40.0	41.0	40.0
c. Once or twice a month	22.4	23.3	21.6	29.0	17.1	24.3	22.3	24.6	18.3	22.2	23.7	26.5	32.5
d. Never or hardly ever	13.5	13.6	13.4	6.5	14.5	9.9	14.8	13.1	17.7	16.6	12.0	4.5	10.0
No Response	5.3	4.3	6.2	3.2	8.3	2.5	6.4	4.0	10.2	4.4	2.6	2.5	0.0

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
14. How hard did you try on the DSTP reading test?													
a. Very hard	70.1	76.3	64.0	67.7	69.8	68.3	70.4	70.2	62.8	71.7	72.9	70.5	80.0
b. Somewhat hard	21.2	17.6	24.7	22.6	18.9	23.3	19.4	22.3	21.2	21.0	21.5	25.0	18.3
c. Not very hard	3.8	2.1	5.4	6.5	3.5	5.4	4.3	3.8	6.8	3.2	3.1	2.5	1.7
No Response	4.9	4.0	5.8	3.2	7.8	3.0	5.8	3.7	9.2	4.1	2.4	2.0	0.0
III. Writing													
15. How often does your English teacher give lessons about being a good writer?													
a. Almost every day	37.3	38.0	36.7	38.7	46.0	31.2	44.3	33.3	33.5	39.1	36.9	35.4	31.4
b. Once or twice a week	32.6	32.4	32.8	16.1	27.3	33.7	27.2	35.3	21.5	31.4	36.0	34.7	25.7
c. Once or twice a month	17.4	18.8	16.2	29.0	11.3	25.2	18.0	19.7	14.8	15.9	19.0	21.6	40.0
d. Never or hardly ever	7.7	6.9	8.5	12.9	7.4	7.4	4.6	8.0	11.2	9.1	6.0	6.7	2.9
No Response	4.9	4.0	5.8	3.2	7.9	2.5	5.8	3.7	18.9	4.5	2.2	1.6	0.0
16. How often do you have writing homework?													
a. Almost every day	19.0	19.2	18.8	25.8	23.1	22.8	21.2	16.9	19.4	18.7	19.6	18.9	11.4
b. Once or twice a week	40.1	40.6	39.7	45.2	38.3	40.1	41.2	40.8	27.7	38.1	43.8	48.1	51.4
c. Once or twice a month	22.5	23.3	21.8	19.4	16.7	30.2	22.0	24.9	15.9	22.3	24.0	23.2	28.6
d. Never or hardly ever	13.3	12.9	13.7	6.5	13.8	4.0	10.4	13.7	17.4	16.2	10.4	8.0	8.6
No Response	5.0	3.9	6.1	3.2	8.1	3.0	5.2	3.7	19.6	4.7	2.1	1.8	0.0
17. How often do you plan, draft, and revise your writing?													
a. Almost always	47.7	54.4	41.3	41.9	40.3	54.5	40.9	51.2	19.8	40.9	57.7	65.5	65.7

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
b. Sometimes	27.4	25.8	29.0	22.6	30.9	29.7	31.9	25.6	32.9	31.0	24.0	22.0	22.9
c. Only if it is requested	16.1	13.7	18.4	25.8	16.6	11.4	16.8	16.0	19.1	18.5	14.2	10.0	11.4
d. Never or hardly ever	3.8	2.1	5.4	0.0	4.2	1.5	5.2	3.6	9.0	5.0	1.9	0.7	0.0
No Response	4.9	4.0	5.9	9.7	8.0	3.0	5.2	3.6	19.1	4.6	2.1	1.8	0.0
18. How hard did you try to do well on the DSTP writing test?													
a. Very hard	75.0	80.6	69.6	64.5	74.5	69.8	69.0	75.9	49.2	72.7	81.7	82.0	85.7
b. Somewhat hard	16.2	13.5	18.9	29.0	12.9	22.3	20.0	17.1	19.4	18.1	14.2	14.7	11.4
c. Not very hard	3.7	1.7	5.6	3.2	4.2	5.0	4.9	3.3	12.0	4.3	1.8	1.8	2.9
No Response	5.1	4.2	6.0	3.2	8.4	3.0	6.1	3.7	19.4	4.8	2.2	1.6	0.0
IV. Mathematics													
19. How often do you have mathematics homework?													
a. Almost every day	59.7	62.8	56.6	58.1	52.1	80.7	58.3	62.3	30.3	54.9	68.0	73.7	74.3
b. Once or twice a week	21.6	20.8	22.3	12.9	23.6	12.4	20.0	21.2	22.4	24.1	20.0	16.7	11.4
c. Once or twice a month	4.5	4.1	4.9	6.5	4.7	2.0	5.2	4.5	8.0	5.1	3.5	3.8	8.6
d. Never or hardly ever	9.3	8.3	10.4	19.4	11.7	2.0	11.0	8.4	20.6	11.2	6.5	4.2	5.7
No Response	4.9	4.0	5.8	3.2	7.9	3.0	5.5	3.7	18.7	4.7	2.0	1.6	0.0
20. How often do you usually use a calculator in your mathematics class?													
a. Almost every day	54.7	57.0	52.5	45.2	48.5	56.4	47.2	57.9	42.0	59.1	61.4	58.4	71.7
b. Once or twice a week	16.9	15.3	18.4	25.8	16.3	18.8	20.3	16.8	16.9	16.7	17.0	21.6	17.2
c. Once or twice a month	8.0	7.7	8.2	12.9	9.5	10.4	7.0	7.3	11.3	7.2	6.6	8.4	5.2
d. Never or hardly ever	15.4	15.8	15.0	12.9	17.8	10.9	20.0	14.3	23.5	14.8	12.9	9.9	5.2
No Response	5.0	4.1	5.9	3.2	7.9	3.5	5.5	3.7	6.3	2.2	2.2	1.7	0.8

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
21. When do you usually use a calculator in your mathematics class?													
a. Only when my teacher allows me to use it	36.2	36.9	35.5	41.9	37.0	39.6	39.1	35.5	37.8	38.1	36.4	34.9	33.3
b. Any time I want to use it	42.6	44.3	41.0	38.7	35.8	40.6	34.5	46.3	31.7	45.7	48.8	48.9	55.4
c. I only use it to check my answers	5.5	4.5	6.4	3.2	6.2	9.4	5.8	5.0	6.5	4.2	5.0	8.2	5.8
d. I never use it	10.5	10.0	11.1	12.9	12.8	6.9	15.1	9.4	17.5	9.4	7.5	6.5	4.6
No Response	5.2	4.3	6.1	3.2	8.2	3.5	5.5	3.9	6.5	2.5	2.4	1.5	0.9
22. When you receive a mathematics assignment, what does your teacher usually do?													
a. Show you how to solve the problems	32.6	30.1	35.1	32.3	38.7	33.7	44.1	29.2	43.0	32.8	27.6	23.9	24.9
b. Ask you to work yourself to solve the problems	19.8	18.2	21.2	22.6	16.0	21.8	18.3	21.4	18.5	19.1	21.3	22.4	22.9
c. Ask you to work by yourself or in a small group to solve the problems and then discuss the solutions with the whole class	41.8	47.1	36.7	41.9	36.6	40.6	31.9	44.8	31.2	44.8	48.4	51.5	50.9
No Response	5.8	4.6	7.0	3.2	8.8	4.0	5.8	4.5	7.3	3.2	2.7	2.2	1.2
23. When you receive a mathematics assignment, does your teacher usually encourage you to try different approaches to solve the problems?													
a. Yes	44.3	44.9	43.7	45.2	48.8	48.0	44.9	42.1	47.1	43.6	42.8	44.0	49.8

Table 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
b. Sometimes	39.1	40.1	38.2	35.5	33.9	40.6	35.7	41.6	36.0	40.6	42.9	40.9	41.3
c. Never or hardly ever	11.5	10.9	12.0	16.1	9.2	8.9	14.2	12.4	10.4	13.5	12.1	13.6	8.2
No Response	5.1	4.1	6.0	3.2	8.1	2.5	5.2	3.9	6.5	2.3	2.3	1.5	0.7
24. Do you feel your mathematics class has prepared you to do well on the DSTP mathematics test?													
a. Yes	31.5	28.7	34.3	29.0	27.2	44.6	30.4	33.0	24.2	23.6	34.6	46.8	61.5
b. Somewhat	35.4	38.7	32.3	25.8	35.4	29.2	33.0	35.9	31.9	41.0	40.3	35.1	26.9
c. Not sure	8.0	7.6	8.3	12.9	8.2	10.9	9.9	7.6	10.3	9.5	6.4	4.3	4.3
d. No	19.9	20.8	19.0	29.0	20.9	12.9	21.4	19.6	27.0	23.5	16.5	11.9	6.6
No Response	5.1	4.1	6.1	3.2	8.3	2.5	5.2	3.9	6.6	2.3	2.2	1.9	0.8
25. How hard did you try to do your best on the DSTP mathematics test?													
a. Vary hard	44.3	44.9	43.7	45.2	48.8	48.0	44.9	42.1	47.1	43.6	42.8	44.0	49.8
b. Somewhat hard	39.1	40.1	38.2	35.5	33.9	40.6	35.7	41.6	36.0	40.6	42.9	40.9	41.3
c. Not very hard	11.5	10.9	12.0	16.1	9.2	8.9	14.2	12.4	10.4	13.5	12.1	13.6	8.2
No Response	5.1	4.1	6.0	3.2	8.1	2.5	5.2	3.9	6.5	2.3	2.3	1.5	0.7
<i>A.I. - American Indian</i>													
<i>A.A. - African American</i>													
<i>A - Asian</i>													
<i>Hisp. - Hispanic</i>													
<i>Cau. - Caucasian</i>													
<i>1 - Well Below the Standard</i>													
<i>2 - Below the Standard</i>													
<i>3 - Meets the Standard</i>													

Appendix 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Every day	33.4	35.7	31.1	22.6	29.8	31.2	26.1	35.6	32.1	32.8	35.3	34.5	38.9
b. Once a week	35.5	37.1	34.0	35.5	32.7	34.2	31.0	37.1	30.8	37.4	38.2	43.1	40.4
c. Once a month	13.6	13.2	14.0	12.9	14.8	19.8	17.4	12.6	14.3	15.2	13.3	11.0	12.1
d. Never	12.8	10.2	15.3	25.8	15.1	11.9	20.6	11.3	17.1	12.8	11.2	9.7	8.0
No Response	4.7	3.7	5.6	3.2	7.6	3.0	4.9	3.4	5.7	1.8	2.0	1.7	0.6
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	84.3	85.2	83.4	80.6	80.6	85.6	79.1	86.2	79.9	87.2	88.6	87.3	91.6
b. Somewhat	9.4	9.7	9.0	12.9	9.3	9.4	13.9	9.0	11.5	9.7	8.5	8.8	6.5
c. No	1.7	1.3	2.0	3.2	2.3	2.0	1.7	1.4	2.8	1.3	0.9	2.2	1.2
No Response	4.7	3.8	5.6	3.2	7.7	3.0	5.2	3.4	5.8	1.8	2.1	1.7	0.7
3. How much time do you spend on your homework each day?													
a. One hour or more	40.4	47.1	33.9	38.7	39.5	68.3	38.0	39.9	34.1	40.3	42.9	49.1	54.9
b. A half hour	40.5	39.0	42.0	41.9	39.4	22.3	41.4	41.7	41.4	43.0	43.3	37.3	33.4
c. I don't have homework.	8.0	6.5	9.6	6.5	8.4	3.0	7.5	8.1	12.7	8.0	5.4	5.0	4.4
d. I don't do my homework.	6.0	3.4	8.6	9.7	4.6	3.5	7.8	6.6	5.5	6.6	5.9	6.7	6.5
No Response	5.0	4.0	6.0	3.2	8.1	3.0	5.2	3.7	6.3	2.1	2.4	1.9	0.8
4. How much television do you watch each weekday?													
a. Two hours or more	42.9	40.2	45.5	54.8	57.6	32.7	49.6	36.3	50.1	48.9	38.0	38.1	29.7
b. About an hour	30.9	32.6	29.3	12.9	20.1	30.7	28.7	36.0	24.7	30.1	36.7	37.1	38.5

Appendix 4 - Results of Student Survey for Grade 10

Survey Questions	Total	Gender		Race					Math Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	14.8	16.2	13.3	16.1	9.3	22.3	10.4	17.1	12.6	13.9	16.5	16.2	20.2
d. None	6.6	7.0	6.2	12.9	5.1	11.4	6.1	7.1	6.6	5.3	6.8	7.1	10.8
No Response	4.8	3.9	5.7	3.2	7.9	3.0	5.2	3.5	6.1	1.8	2.1	1.5	0.8
5. Do you have a computer at home that you can use?													
a. Yes	82.5	82.9	82.1	80.6	67.6	93.1	71.0	89.4	70.1	85.2	91.7	92.9	97.5
b. No	12.7	13.3	12.2	16.1	24.4	4.0	23.8	7.2	23.9	12.9	6.2	5.6	1.8
No Response	4.8	3.9	5.7	3.2	8.0	3.0	5.2	3.4	6.0	1.9	2.1	1.5	0.7
If you answered 'No' to question 5, you may skip question 6. If you answered 'Yes' to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	24.3	23.9	24.7	22.6	18.3	45.0	19.1	26.5	20.2	23.5	26.7	31.5	32.1
b. Once or twice a week	29.9	32.5	27.3	29.0	24.3	32.2	25.2	32.6	23.2	27.5	36.1	37.3	41.2
c. Once or twice a month	21.8	21.3	22.2	16.1	18.8	14.4	18.8	23.6	19.1	25.9	23.0	21.3	20.1
d. Never	10.4	8.2	12.7	16.1	13.8	4.5	16.2	8.8	16.5	11.2	7.0	4.3	4.6
No Response	13.6	14.1	13.2	16.1	24.9	4.0	20.6	8.6	21.1	11.8	7.3	5.6	1.9
7. Does your school have computers that you can use?													
a. Yes	93.4	94.9	91.8	96.8	90.1	95.0	93.9	94.7	91.0	96.3	96.5	96.8	98.9
b. No	1.6	1.0	2.2	0.0	1.9	1.0	0.9	1.6	2.8	1.4	1.2	1.5	0.4
No Response	5.0	4.0	5.9	3.2	8.0	4.0	5.2	3.7	6.1	2.3	2.3	1.7	0.7

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Almost every day	28.5	30.0	27.1	30.8	24.2	26.6	25.3	30.4	24.6	26.6	31.0	34.5	35.0
b. Once or twice a week	31.7	33.3	30.0	38.5	29.4	34.1	30.9	32.4	25.1	30.7	34.3	39.0	43.5
c. Once or twice a month	15.7	15.9	15.4	15.4	16.8	17.8	16.5	15.1	16.1	17.8	15.9	11.9	12.6
d. Never or hardly ever	14.5	12.5	16.6	7.7	16.5	16.8	16.9	13.6	21.0	17.3	12.4	10.7	4.8
No Response	9.6	8.3	11.0	7.7	13.2	4.7	10.4	8.5	13.2	7.7	6.4	4.0	4.1
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	78.8	79.9	77.7	92.3	74.8	85.5	75.5	80.2	69.7	78.8	84.1	87.5	90.1
b. Somewhat	9.7	10.4	9.1	0.0	9.9	7.5	12.0	9.7	13.2	11.5	8.4	7.5	4.4
c. No	1.8	1.4	2.2	0.0	2.0	2.3	2.0	1.6	3.8	2.0	1.1	1.0	1.0
No Response	9.7	8.4	11.0	7.7	13.3	4.7	10.4	8.5	13.4	7.8	6.4	4.0	4.4
3. How much time do you spend on your homework each day?													
a. One hour or more	35.4	42.2	28.3	53.8	35.8	68.2	39.8	33.4	26.6	33.2	38.3	46.3	58.8
b. About a half hour	36.1	34.8	37.5	7.7	34.0	22.4	33.3	37.8	31.4	39.2	38.6	36.2	27.6
c. I don't have homework	10.3	9.0	11.6	23.1	10.3	2.3	9.2	10.7	17.9	12.4	7.7	5.5	3.1
d. I don't do my homework	8.2	5.3	11.2	7.7	6.3	1.9	6.8	9.3	10.4	6.9	8.7	8.1	6.1
No Response	10.0	8.6	11.4	7.7	13.7	5.1	10.8	8.7	13.8	8.3	6.6	3.8	4.4
4. How much television do you watch each weekday?													

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
a. Two hours or more	35.5	33.0	38.0	46.2	52.1	30.8	27.7	29.8	43.5	41.5	33.3	23.6	22.1
b. About one hour	30.5	32.8	28.1	23.1	21.2	33.6	39.4	33.4	22.4	29.2	34.4	35.4	38.8
c. About a half hour	16.3	17.3	15.3	23.1	8.9	23.8	13.7	18.9	13.3	14.7	17.7	24.0	21.8
d. None	7.9	8.5	7.2	0.0	4.3	7.0	8.8	9.2	7.1	6.6	8.0	13.1	12.9
No Response	9.9	8.5	11.3	7.7	13.5	4.7	10.4	8.7	13.7	8.0	6.6	4.0	4.4
5. Do you have a computer at home that you can use?													
a. Yes	80.1	80.6	79.6	84.6	67.6	93.5	65.9	84.9	66.1	79.8	87.0	92.1	93.2
b. No	10.2	11.1	9.3	7.7	19.1	1.9	23.7	6.5	20.5	12.4	6.5	4.0	2.4
No Response	9.7	8.3	11.2	7.7	13.4	4.7	10.4	8.6	13.4	7.8	6.5	4.0	4.4
If you answered "No" to question 5, you may skip question 6. If you answered "Yes" to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	21.9	20.6	23.3	23.1	17.6	37.9	16.5	23.1	19.0	19.8	23.8	25.9	34.7
b. Once or twice a week	28.3	29.7	26.9	7.7	23.4	32.2	23.7	30.3	19.7	26.3	32.7	36.6	35.0
c. Once or twice a month	24.0	25.3	22.7	38.5	21.4	18.7	20.9	25.4	20.9	26.5	25.0	25.3	19.7
d. Never	9.4	7.7	11.0	15.4	11.4	5.1	9.6	8.7	16.2	11.6	6.8	5.0	4.4
No Response	16.3	16.6	16.1	15.4	26.2	6.1	29.3	12.4	24.2	15.7	11.7	7.1	6.1
7. Does your school have computers that you can use?													
a. Yes	88.0	90.2	85.7	84.6	84.7	92.5	85.9	89.1	82.4	89.6	91.9	95.4	93.2

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
a. Almost every day	25.6	26.0	25.1	30.8	21.2	38.3	17.7	27.1	14.8	22.2	29.7	37.2	44.9
b. Once or twice a week	34.3	35.1	33.5	30.8	29.2	39.7	42.6	35.6	25.4	33.8	38.4	43.0	39.1
c. Once or twice a month	9.2	9.4	8.9	7.7	10.2	8.9	10.4	8.7	11.0	10.0	9.2	6.7	4.8
d. Never or hardly ever	20.9	20.8	21.0	23.1	25.7	7.9	18.5	19.8	34.9	25.9	16.0	9.1	6.5
No Response	10.0	8.7	11.4	7.7	13.6	5.1	10.8	8.8	13.8	8.1	6.8	4.0	4.8
11. How often do you actually use scientific equipment (e.g., balances, microscopes, thermometers, probes, calculators, and hand lenses, etc.) in your science class?													
a. Almost every day	17.6	18.5	16.7	7.7	15.9	24.8	12.4	18.2	12.5	16.6	18.8	26.7	25.9
b. Once or twice a week	32.4	33.5	31.3	46.2	28.8	35.5	36.1	33.4	23.6	31.2	37.2	37.4	38.8
c. Once or twice a month	23.4	23.5	23.4	23.1	22.6	24.3	23.3	23.7	23.6	24.5	24.1	23.4	22.4
d. Never or hardly ever	16.5	15.9	17.1	15.4	19.0	10.3	17.3	15.8	26.6	19.5	13.3	8.3	8.2
No Response	10.0	8.7	11.5	7.7	13.6	5.1	10.8	8.9	13.8	8.2	6.7	4.2	4.8
12. What does your teacher usually do for experiment/lab in your science class?													
a. The teacher does the experiment/lab and then asks students questions	7.8	6.4	9.3	7.7	8.8	5.6	10.0	7.4	12.8	8.8	6.2	5.9	4.4
b. The teacher prepares the experiment/lab, demonstrates the experiment/lab, and then asks students to complete it	21.1	20.4	21.8	23.1	22.3	17.8	20.5	20.8	24.3	24.1	20.5	16.2	12.2
c. The teacher prepares the experiment/lab and then asks students to do the experiment/lab	44.5	47.7	41.3	61.5	38.5	51.4	36.9	46.9	30.6	41.1	50.5	58.0	63.9

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level				
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
a. Yes	27.5	23.2	32.0	7.7	23.1	42.1	32.9	28.3	25.0	20.9	28.5	43.4	59.2
b. Somewhat	38.5	42.2	34.5	61.5	38.3	36.9	37.8	38.6	31.6	40.6	42.6	40.4	26.9
c. Not sure	10.2	11.5	8.9	7.7	10.2	8.9	8.8	10.4	11.7	12.7	10.1	5.7	3.4
d. No	13.6	14.1	13.0	15.4	14.6	7.0	10.0	13.6	17.7	17.4	11.9	6.3	5.8
No Response	10.2	9.0	11.5	7.7	13.8	5.1	10.4	9.1	14.0	8.4	7.0	4.2	4.8
16. Do you feel your science class has prepared you to do well on the DSTP science test?													
a. Yes	22.4	18.3	26.8	30.8	15.6	33.2	19.3	24.7	14.9	14.4	24.6	43.0	59.2
b. Somewhat	32.5	34.8	30.1	7.7	32.1	36.4	32.1	32.6	26.6	31.8	37.1	38.0	26.9
c. Not sure	13.1	13.3	12.9	15.4	13.8	8.4	16.9	12.8	16.8	16.1	12.1	6.5	4.1
d. No	21.5	24.5	18.3	38.5	24.4	16.8	20.9	20.6	27.6	29.0	19.0	8.5	4.8
No Response	10.5	9.1	11.9	7.7	14.1	5.1	10.8	9.4	14.1	8.7	7.3	4.0	5.1
17. How hard did you try to do well on the DSTP science test?													
a. Very hard	27.5	28.9	26.0	23.1	28.3	36.4	34.9	26.4	24.4	25.7	29.4	33.9	38.4
b. Somewhat hard	42.0	45.8	38.0	46.2	40.4	35.5	36.1	43.2	33.1	43.9	46.1	46.3	42.2
c. Not very hard	20.2	16.4	24.2	23.1	17.2	22.9	18.5	21.3	28.7	22.1	17.4	15.6	14.3
No Response	10.3	8.9	11.7	7.7	14.1	5.1	10.4	9.1	13.8	8.3	7.0	4.2	5.1
III. Social Studies													
18-22. How often does your teacher ask you to do the following when you have a social studies class?													

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level					
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
18. Use maps for more than just locating places (e.g., collect evidence from maps to support your answer)														
a. Every time	7.7	6.7	8.7	7.7	10.6	8.9	7.6	6.5	11.8	8.8	6.1	6.1	4.1	
b. Most of the time	19.1	17.8	20.5	23.1	21.1	19.6	20.1	18.3	19.7	20.6	20.3	13.5	14.6	
c. Sometimes	37.7	38.5	36.9	30.8	32.4	42.5	40.6	39.3	31.0	37.9	40.9	45.0	40.8	
d. Never or hardly ever	25.2	28.2	22.1	30.8	21.8	23.8	20.9	26.8	23.3	24.6	25.7	30.9	35.0	
No Response	10.3	8.8	11.8	7.7	14.0	5.1	10.8	9.1	14.1	8.2	7.1	4.6	5.4	
19. Collect information from graphs or charts to explain or justify your answers														
a. Every time	9.2	7.5	10.9	7.7	12.4	11.2	8.8	7.9	11.8	8.8	9.1	6.5	8.1	
b. Most of the time	22.8	20.9	24.8	30.8	23.9	21.0	21.3	22.5	22.5	23.6	24.1	25.9	24.9	
c. Sometimes	38.7	40.8	36.5	46.2	32.9	44.4	43.8	40.4	34.8	41.8	42.3	42.8	43.3	
d. Never or hardly ever	19.0	21.8	16.0	7.7	16.7	17.8	15.3	20.1	19.9	19.7	19.1	20.4	20.4	
No Response	10.3	9.0	11.7	7.7	14.0	5.6	10.8	9.1	11.1	6.0	5.4	4.4	3.3	
20. Apply the concepts and knowledge you have learned in social studies (e.g., economics, history, geography, and civics) to solve real life problems														
a. Every time	12.4	11.5	13.4	15.4	14.5	13.6	11.2	11.7	13.2	12.8	12.9	12.5	12.8	
b. Most of the time	24.5	24.0	25.1	46.2	22.8	23.4	24.9	25.2	23.3	26.2	25.2	29.2	27.9	
c. Sometimes	34.1	35.3	32.8	30.8	31.6	39.7	33.7	34.8	31.3	36.4	38.2	33.6	37.7	
d. Never or hardly ever	18.6	20.2	16.9	0.0	17.0	17.8	18.9	19.2	21.2	18.5	18.2	20.4	18.7	
No Response	10.4	8.9	11.8	7.7	14.0	5.6	11.2	9.1	11.0	6.1	5.5	4.4	2.9	

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level					
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
21. Use primary sources, such as documents, diaries, and artifacts														
a. Every time	10.8	9.9	11.7	15.4	10.8	13.6	10.0	10.7	10.3	9.7	11.4	13.2	16.8	
b. Most of the time	23.1	22.6	23.5	15.4	21.1	27.6	23.3	23.6	19.7	23.6	25.7	26.6	31.1	
c. Sometimes	34.2	35.6	32.9	38.5	32.0	37.4	39.4	34.6	33.6	36.6	36.7	37.7	33.2	
d. Never or hardly ever	21.5	23.0	20.1	23.1	22.0	15.9	16.1	21.9	25.4	24.1	20.5	18.1	15.7	
No Response	10.4	9.0	11.8	7.7	14.0	5.6	11.2	9.2	11.1	6.1	5.6	4.4	3.1	
22. Explain why there are often different interpretations of the same event														
a. Every time	16.5	16.5	16.5	30.8	14.5	19.6	14.9	17.2	12.0	15.6	19.4	25.5	25.3	
b. Most of the time	30.7	30.5	31.0	23.1	29.4	33.2	31.7	31.1	26.4	31.5	36.4	34.5	34.4	
c. Sometimes	30.4	31.7	29.1	38.5	28.8	33.6	31.3	30.8	32.6	34.0	30.1	26.6	28.2	
d. Never or hardly ever	11.8	12.1	11.5	0.0	13.1	7.5	10.8	11.6	17.5	12.7	8.4	9.0	9.0	
No Response	10.6	9.2	11.9	7.7	14.3	6.1	11.2	9.3	11.5	6.2	5.7	4.4	3.1	
23-26. How often do you learn about the following content in your social studies class?														
23. Geography														
a. Every class	6.8	5.9	7.8	7.7	9.2	6.1	7.2	5.9	9.5	7.5	6.4	3.2	3.1	
b. Most of the classes	16.9	15.9	17.9	23.1	18.4	15.4	16.1	16.5	19.2	19.1	17.2	14.6	10.7	
c. Some of the classes	39.2	40.2	38.2	61.5	33.8	38.8	41.4	41.1	32.4	41.8	44.9	44.7	47.4	
d. Rarely or hardly ever	26.5	28.8	24.1	0.0	24.2	34.1	24.5	27.2	27.5	25.1	26.1	32.9	35.6	
No Response	10.5	9.2	12.0	7.7	14.4	5.6	10.8	9.3	11.4	6.4	5.5	4.6	3.1	

Table 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Science & Social Studies Proficiency Level					
		%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
24. Civics and Government														
a. Every class	18.3	18.9	17.6	23.1	17.9	21.0	14.1	18.5	15.8	18.1	20.9	22.9	23.0	
b. Most of the classes	28.9	28.4	29.4	23.1	25.6	25.7	25.7	30.5	24.7	27.8	34.1	36.1	37.0	
c. Some of the classes	31.2	33.0	29.4	38.5	30.7	35.0	36.5	31.0	30.6	36.0	31.7	29.4	30.8	
d. Rarely or hardly ever	10.9	10.4	11.5	7.7	11.4	11.7	12.4	10.6	17.7	11.2	7.7	6.9	6.2	
No Response	10.7	9.3	12.1	7.7	14.4	6.5	11.2	9.4	11.3	6.9	5.6	4.6	2.9	
25. Economics														
a. Every class	15.5	15.3	15.8	30.8	15.3	15.4	14.1	15.7	14.9	16.2	16.8	16.9	17.1	
b. Most of the classes	26.0	25.3	26.8	30.8	24.1	26.6	21.3	27.0	22.8	26.0	31.1	29.9	28.9	
c. Some of the classes	33.2	34.7	31.7	15.4	31.3	40.2	34.9	33.6	30.3	35.6	35.3	37.0	40.0	
d. Rarely or hardly ever	14.5	15.4	13.6	15.4	14.6	12.1	18.5	14.4	20.4	15.7	11.0	11.8	10.9	
No Response	10.7	9.3	12.2	7.7	14.7	5.6	11.2	9.4	11.6	6.6	5.8	4.4	3.1	
26. History														
a. Every class	48.6	52.3	44.8	61.5	45.7	50.9	41.8	50.0	36.4	48.0	57.5	64.4	71.6	
b. Most of the classes	20.1	18.4	22.0	23.1	17.6	20.1	22.5	21.0	21.8	22.4	21.8	16.7	14.0	
c. Some of the classes	15.9	15.9	15.8	7.7	17.4	19.2	19.7	14.9	21.3	18.6	12.4	12.0	9.7	
d. Rarely or hardly ever	4.8	4.3	5.3	0.0	5.1	4.2	4.8	4.7	9.4	4.5	2.6	2.5	1.7	
No Response	10.5	9.1	12.0	7.7	14.2	5.6	11.2	9.3	11.1	6.6	5.6	4.4	2.9	
27. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?														
a. Yes	22.1	18.7	25.6	23.1	18.8	22.9	20.9	23.4	19.2	18.5	26.2	30.8	33.7	
b. Somewhat	34.4	37.3	31.5	46.2	33.0	39.7	31.7	34.9	27.1	36.3	41.1	41.0	40.8	
c. Not sure	14.3	14.9	13.7	15.4	13.9	15.9	20.1	14.1	16.9	16.6	12.7	11.3	11.9	

Appendix 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Social Studies Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
<i>I. Opportunity to Learn</i>													
1. How often do you talk about what you have learned in school with someone at home?													
a. Almost every day	28.5	30.0	27.1	30.8	24.2	26.6	25.3	30.4	24.4	27.1	33.1	36.6	38.1
b. Once or twice a week	31.7	33.3	30.0	38.5	29.4	34.1	30.9	32.4	27.1	32.0	35.6	40.0	40.0
c. Once or twice a month	15.7	15.9	15.4	15.4	16.8	17.8	16.5	15.1	16.7	18.7	15.6	11.3	12.5
d. Never or hardly ever	14.5	12.5	16.6	7.7	16.5	16.8	16.9	13.6	21.4	16.7	11.1	8.1	6.9
No Response	9.6	8.3	11.0	7.7	13.2	4.7	10.4	8.5	10.3	5.4	4.6	3.9	2.6
2. Do your parents (or your guardian) encourage you to do your best in school?													
a. Yes	78.8	79.9	77.7	92.3	74.8	85.5	75.5	80.2	73.9	80.7	86.5	88.2	90.5
b. Somewhat	9.7	10.4	9.1		9.9	7.5	12.0	9.7	12.2	12.4	7.7	7.2	5.7
c. No	1.8	1.4	2.2	0.0	2.0	2.3	2.0	1.6	3.4	1.5	1.1	0.7	1.0
No Response	9.7	8.4	11.0	7.7	13.3	4.7	10.4	8.5	10.5	5.4	4.7	3.9	2.8
3. How much time do you spend on your homework each day?													
a. One hour or more	35.4	42.2	28.3	53.8	35.8	68.2	39.8	33.4	25.5	34.7	40.6	48.4	58.1
b. About a half hour	36.1	34.8	37.5	7.7	34.0	22.4	33.3	37.8	35.5	39.3	40.3	36.3	30.3
c. I don't have homework	10.3	9.0	11.6	23.1	10.3	2.3	9.2	10.7	17.3	11.8	6.5	4.4	4.0
d. I don't do my homework	8.2	5.3	11.2	7.7	6.3	1.9	6.8	9.3	10.6	8.4	7.9	6.9	4.8
No Response	10.0	8.6	11.4	7.7	13.7	5.1	10.8	8.7	11.1	5.7	4.8	3.9	2.8
4. How much television do you watch each weekday?													
a. Two hours or more	35.5	33.0	38.0	46.2	52.1	30.8	27.7	29.8	42.4	39.1	34.1	30.6	23.9
b. About one hour	30.5	32.8	28.1	23.1	21.2	33.6	39.4	33.4	24.5	31.2	35.4	38.4	38.8

Appendix 5 - Results of Student Survey for Grade 11

Survey Questions	Total	Gender		Race					Social Studies Proficiency Level				
	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4	5
c. About a half hour	16.3	17.3	15.3	23.1	8.9	23.8	13.7	18.9	14.6	16.4	18.4	16.7	21.8
d. None	7.9	8.5	7.2	0.0	4.3	7.0	8.8	9.2	7.6	7.6	7.4	10.4	12.8
No Response	9.9	8.5	11.3	7.7	13.5	4.7	10.4	8.7	10.9	5.7	4.8	3.9	2.8
5. Do you have a computer at home that you can use?													
a. Yes	80.1	80.6	79.6	84.6	67.6	93.5	65.9	84.9	70.4	83.4	90.0	92.1	93.8
b. No	10.2	11.1	9.3	7.7	19.1	1.9	23.7	6.5	19.1	11.1	5.3	3.9	3.3
No Response	9.7	8.3	11.2	7.7	13.4	4.7	10.4	8.6	10.5	5.5	4.7	3.9	2.9
If you answered "No" to question 5, you may skip question 6. If you answered "Yes" to question 5, please answer the next question:													
6. How often do you use the computer at home for learning?													
a. Almost every day	21.9	20.6	23.3	23.1	17.6	37.9	16.5	23.1	18.4	20.9	25.1	30.8	29.8
b. Once or twice a week	28.3	29.7	26.9	7.7	23.4	32.2	23.7	30.3	22.7	27.5	32.6	38.4	40.5
c. Once or twice a month	24.0	25.3	22.7	38.5	21.4	18.7	20.9	25.4	22.5	28.0	26.7	19.4	21.3
d. Never	9.4	7.7	11.0	15.4	11.4	5.1	9.6	8.7	15.7	10.0	6.6	4.4	2.9
No Response	16.3	16.6	16.1	15.4	26.2	6.1	29.3	12.4	20.7	13.5	9.1	6.9	5.5
7. Does your school have computers that you can use?													
a. Yes	88.0	90.2	85.7	84.6	84.7	92.5	85.9	89.1	85.3	92.2	94.0	94.7	96.2
b. No	2.1	1.2	3.1	0.0	2.0	2.8	2.0	2.2	4.1	2.2	1.0	1.4	0.7
No Response	9.9	8.5	11.3	15.4	13.4	4.7	12.0	8.7	10.6	5.6	5.0	3.9	3.1

