

**Examining the Consequences of a  
Standards-Based Assessment Program from  
Student Perspective**

**by**

**Liru Zhang**  
**Delaware Department of Education**  
*lzhang@state.k12.de.us*

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## **Examining the Consequences of a Standards-Based Assessment Program from Student Perspective**

### Background of the Study

As a result of the recent educational reform, a number of statewide testing programs are targeting complex thinking and problem-solving skills to help students achieve rigorous standards. The policy goals are ambitious and reflect high-expectations for student performance and dramatic changes in curriculum and instruction (Herman et al, 2000). In many cases, the assessments are being used for high-stakes purposes, e.g., to certify students for promotion and graduation, to evaluate teachers' performance, and to hold schools accountable. The consequences of using these types of assessment need to be addressed, both positive and negative consequences; as well as intended and unintended plausible consequences (Messick, 1989; Lane, Parke & Stone, 1998; Linn, 1998; Yen, 1998; Ryan, 2002).

Lane and her colleagues (1998, 2000) have proposed a general framework and strategies for examining the consequences of statewide assessment program and accountability system. They suggested obtaining consequential evidence at multiple levels from various stakeholders, such as surveys of instructional and assessment practices from teachers, principals, and students; observation of classroom activities, and collection of information about curriculum and professional development. Moreover, the validity of a system as a whole should be evaluated in terms of its effects on teaching and learning (Messick, 1992). As suggested (Lane, 1998; Linn, 1993; Messick, 1992), a careful evaluation of the intended effects of an assessment program is essential, including the implemented curriculum; the instructional content and strategies; motivation, efforts, and beliefs about assessment from students, teachers, and administrators; and criteria for judging student performance. However, an evaluation of the intended effects is not sufficient. The unintended effects should also be examined, which may include the narrowing of curriculum; differential performance and motivation on high-stakes and low-stakes assessments; and inappropriate uses of test scores. "Surveys of students, teachers, and principals can provide information regarding their beliefs about and awareness of the assessment program and the way they interpret and use the assessment results. Motivation and effort put forth to improve student learning will be affected by numerous factors, such as the perceived meaningfulness and relevancy of the assessment tasks, the extent to which individuals believe it is important to perform well on the assessment, and the level of familiarity with the assessment program" (Lane et. al., 1998, p.26). Further, the consideration of school contextual variables may enhance the interpretation of the consequential evidence of a statewide assessment program. Combining assessment results with school and student characteristics will provide information for examining potential differential effects on various sub-groups of students. Researchers suggested using cross-sectional cohorts in fixed grades for successive years to examine the changes in performance (Linn, 2000; Lane et. al., 2002).

In a pilot analysis, Herman, Klein, and Abedi (2000) explored students' opportunity to learn (OTL) for a statewide grade 8 mathematics assessment. Are teachers,

administrators, and students motivated in the high-stakes environment? Are these policies fair for all students? Are students being provided opportunity to learn in order to meet the expectations? To what extent students have been exposed to the specific subjects and topics that are essential to achieve the high expectations? The study focused on the integrity of three dimensions of opportunity to learn (curriculum content, instructional strategies, and instructional resources), the relationships among these three dimensions, and the implications for educational policy. They found that instructional reform was being attempted in classroom practices. The survey results show a high correlation of responses from teachers and students, which indicated an agreement between them on instructional practices, general preparation, and instructional tool accessibility. The findings support the use of relatively quick, efficient, and inexpensive surveys to obtain accurate information on teaching and learning activities. Similar findings were reported by Poggio and Glasnapp (2003). Using a student survey to investigate the influence of student motivation and opportunity to learn on test performance in a large-scale assessment, they found that instructional exposure to the content is strongly related to assessment results. Even though a high level motivation was reported for the entire state, variations across schools were observed. The consistency between student performance and their perceptions about assessments suggest that students' responses to the survey questions are largely accurate.

Since early 1990s, Delaware has promoted student problem solving, inquiry, and reasoning to improve curriculum, instruction, and learning. The statewide assessment, started in 1998, was designed to measure student achievement toward the Content Standards and emphasized applications of knowledge and skills to solve real-life problems. With the implementation of the accountability system in 2002, test scores on reading, writing, and mathematics have been used for high-stakes decisions (e.g. summer school, individual improvement plans, re-testing, promotion, graduation index, and school accountability). Test scores on science and social studies are currently used for instructional improvement only.

### Methods of the Study

**1. Purpose:** The objective of this study was to explore the consequential evidence of a statewide, standards-based assessment program from the student perspective. More specifically, the analyses intended to answer the following questions:

- Are there appropriate resources to prepare students for success on the standards (e.g., familiarity with performance-based assessments; access to instructional materials; exposure to curriculum content)?
- To what extent student motivation appears to be related to effort on the assessment and subsequent performance (e.g., attitude and effort toward school, learning, and assessment; support from family)?
- To what extent students' opportunity to learn appears to be related to effort on the assessment and subsequent performance?
- Are there differential consequences across grades, across subgroups of students, and of high-stakes and low-stakes assessments?

- Are there any changes in assessment performance and evidential variables across years?

**2. Data:** The data was collected from the 2003 Student Survey that was given in conjunction with the administration of the statewide assessments (English language arts and mathematics in grades 3, 5, 8, and 10; science and social studies in grades 4, 6, 8, and 11). Each grade sample contained about 7,000 to 9,000 students. Students' responses to the survey questions were linked to their proficiency levels. Student-level characteristics, such as gender and racial/ethnic groups, were identified for examining potential differential consequences. Survey data from previous years (1999 to 2002) were also used for comparisons on the same questions.

**3. Student Survey:** In examining the consequential evidence of the assessment program, the survey questions were classified into three overlapping categories: Family Factor (e.g., encouragement, support), Student Factor (motivation, belief, perception), and School Factor (e.g., classroom activities, instructional materials, curriculum content). The total number of survey questions varied from grade to grade. The same questions used across grades were worded slightly different to match students' reading level.

**4. Data Analysis:** Each response choice was recoded numerically for computing the mean and standard deviation of each survey question. Student survey data were aggregated to the state level and disaggregated by gender and the major racial/ethnic groups. To explore the relationships between the three factors (family, student, and school) and test performance on the statewide assessment, student responses were analyzed by the proficiency levels: Well below the Standard (level 1), Below the Standard (level 2), Meets the Standard (level 3), Exceeds the Standard (level 4), and Distinguished (level 5). Student data in grades 3, 5, 8, and 10 were linked to the proficiency levels in reading or writing or mathematics; student data in grades 4, 6, 8, and 11 were linked to the proficiency levels in science or social studies. The joint distributions of five proficiency levels with the response choices were computed using Chi-square statistics ( $\chi^2$ ) and contingency coefficients ( $CC$ ) for the level of significance. Further analysis was conducted for comparing students' responses to the same questions over time to examine possible changes in curriculum and instruction as well as in student efforts and attitude toward school, learning, and assessment. For a valid comparison, students who did not answer the question were excluded from analysis, including the 1999 to 2002 student surveys.

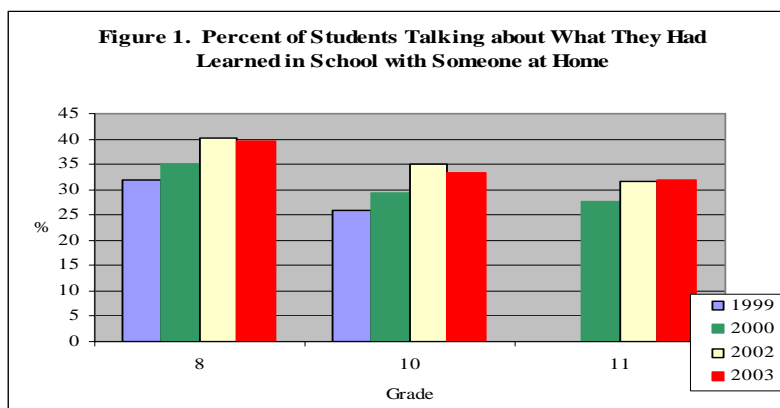
### Results of the Study

The survey results are presented in three sections: Family Factor, Student Factor, and School Factor. Means, standard deviations, and number of choices of each survey question are shown in Appendix Tables 1a and 1b; the survey results were summarized in Appendix Tables 2 to 4 by category, grade, sub-group, and proficiency level.

### ***Family Factor***

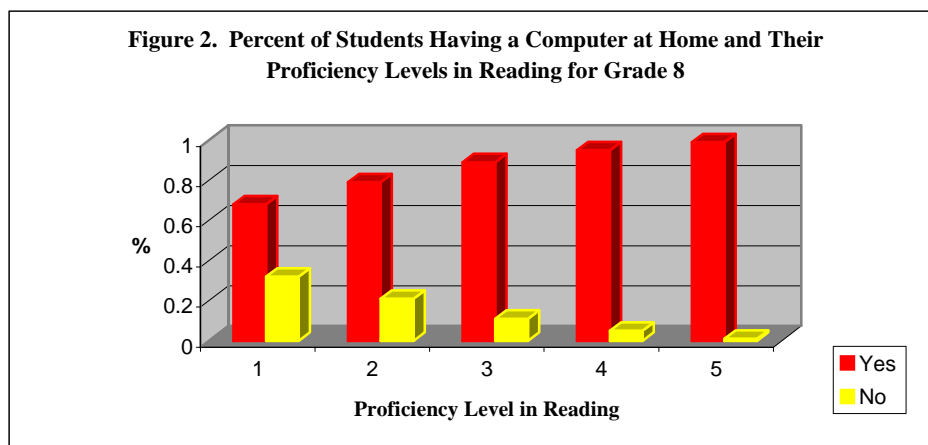
Survey questions in the category of Family Factor asked students about their family support and encouragement for school learning (Appendix Table 2). Three questions are in the form of how often students talked about what they have learned at home; if their parents encouraged them to do best in school; and if they had an access to a home computer.

The majority of the students in grades 3 (62%), 4 (68%), 5 (53%), and 6 (58%) reported talking with someone at home about what they had learned in school almost every day; the percent decreased significantly for students in grades 8 (40%), 10 (33%), and 11 (32%). On average, more female students than male students reported discussing their learning at home more frequently. According to student reports, the percent of students discussing their learning with family members consistently increased from 1999 by 5-10% in grades 4, 6, 8, 10, and 11, but no in grades 3 and 5. Figure 1 demonstrates such changes in grades 8, 10, and 11. For example in grade 8, the percent increased from 32% in 1999 to 35% in 2000 to 40% in 2002 and 2003. Apparently, with the implementation of the statewide assessment and accountability, both students and their parents became more and more serious about school learning. According to the survey results, 86-95% of the students in grade 3 through grade 11 reported that their parents or guardian encouraged them to do the best in school, among them a slightly larger percent of female students than male students (2-3%) was found in most grades. More than 80% of the students had a computer at home that they could use. Among the racial/ethnic groups, Caucasian (88-93%) and Asian students (91-98%) had a consistently higher percent of accessing a home computer than African American (73-78%) and Hispanic students (58-78%) across grades.



The survey results showed the consistency between the family factor and student performance on the statewide assessment. A positive relationship was found between frequently talking about school learning with someone at home and test performance. For example in grade 6, an increasing percent of students from the proficiency level 1 to level 5 in science reported talking about their learning at home almost every day (64% in level 5, 60% level 4, 58% level 3, 57% level 2, and 53% in level 1); whereas, a decreasing percent of students from the proficiency level 1 to level 5 reported rarely or never discussing their learning at home (18% in level 1, 14% level 2, 11% level 3, 7% level 4, and only 5% in level 5). The similar relationship was also found between the access to a home computer and test results. Figure 2 demonstrates such a relationship for grade 8. The percent of

students having an access to a home computer constantly increased from level 1 to level 5 in reading (68%, 79%, 89%, 95%, and 99%, respectively); whereas, the percent of students not having a home computer constantly decreased from level 5 to level 1 (1%, 5%, 11%, 21%, and 32%, respectively). The survey results from this study were evident of the importance of family support and encouragement in student success on meeting the standards. Similar results were also found in the previous student surveys.



### ***Student Factor***

Survey questions in the category of Student Factor focused on student beliefs about and attitude towards school and learning and their motivation and efforts to perform well on statewide assessments (Appendix Table 3). These questions were used to collect information on various home activities and learning style, such as the time students spent on homework, watching television, preparing for class, reading at home, and using computers for learning; and how hard students tried to do well on the state assessment.

The results show that overall 56-69% of the students in grades 3, 4, 5, and 6 spent a half hour on homework each day. Nearly one-half of the students in grade 8, but only 41-42% in grades 10 and 11 spent one hour each day for their homework. Table 1 shows a cross-year comparison of students doing homework in each grade. The data suggested that the percent of students doing their homework gradually increased from 1999 to 2003 in grade 4 (89% to 97%), 5 (94% to 97%), 6 (88% to 96%), 8 (87% to 92%), and 10 (80% to 86%), except grade 3 (97% to 97%) and grade 11 (78% to 79%). Consequently, the percent of students not doing their homework dropped in five years by 3-8% in grade 4 to grade 10. Moreover, the percent of students doing homework presented a decreased tendency from 96-97% in grade 3 to 75-79% in grade 11 and this tendency was found consistently each year. In 2003, a larger number of students in grade 8 (8%), 10 (14%), and 11 (21%) reported not doing their homework or claiming no homework than their peers in grade 3 to grade 6 (3-4%).

**Table 1. Percent of Students Doing Homework by Grade and Year**

Year	GR 3	GR 4	GR 5	GR 6	GR 8	GR 10	GR 11
1999	97	-	94	-	87	80	-
2000	96	89	97	88	88	81	78
2001	-	95	-	94	-	-	75
2002	96	98	99	97	93	86	79
2003	97	97	97	96	92	86	79

On average, students across grades reported spending about one hour watching television each school day. The majority of the students used home computers or school computers for learning weekly or monthly. More African American (16-29%) and Hispanic students (17-25%) than Asian (5-20%) and Caucasian students (10-18%) were found frequently using school computers for learning and more male students than female students by 2-6% in grade 5 through grade 11 used school computers for learning every day. According to student reports, 28-48% in grades 3, 5, 8, and 10 reported reading at home every day and 22-30% reading once or twice a week. Across grades, a larger number of female students than male students reported reading at home more frequently. Moreover, a positive relationship was found between frequently reading at home and student performance in reading. For example in grade 5, 29% of the level 1 students, 30% level 2, 35% level 3, 47% level 4, and 62% of the level 5 students reported reading at home every day; whereas, 21% of the level 1 students, 16% level 2, 12% level 3, 7% level 4, and only 3% of the level 5 students reported never or hardly ever reading at home.

Although the majority of students reported a high level of motivation for school learning, the proportion of students who believed doing well in school is very important for them declined from 91% in grade 3 to 71% in grade 11. According to the 2003 survey, the percent of students trying very hard on the statewide assessment dropped by 13-20% from grade 3 to grade 10 on reading, writing, and mathematics; the percent dropped by 51-53% from grade 4 to grade 11 on science and social studies (Table 2). Did students demonstrate similar motivation on low-stakes assessments as on high-stakes assessments? Started in 2002, test scores on reading, writing, and mathematics were used for high-stakes decisions for individual students in grades 3, 5, and 8, such as summer school, re-testing, promotion, and calculating a diploma index in grade 10. Take grade 8 as an example, 85-88% of the students reported trying very hard on reading, writing, and mathematics assessments, but only 67-68% of the students from the same group reported a high-level motivation on science and social studies assessments. In high-school level, 73-80% of the 10<sup>th</sup> graders reported trying very hard on reading, writing and mathematics; whereas only 39-41% of the 11<sup>th</sup> graders trying very hard on science and social studies. These results were found quite consistent to the 2002 student survey.

**Table 2. Percent of Students Trying Very Hard on Assessments**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
3	92	93	93		
4				92	92
5	91	91	91		
6				86	87
8	85	88	86	68	67
10	74	80	73		
11				41	39

As expected, a positive relationship was found between student motivation and test performance. For instance, 87% of grade 6 students reported trying very hard on the social studies assessment, 11% somewhat hard, and 2% not hard (Table 3). Among students who reported trying very hard, 92% were in level 5, 92% level 4, 88% level 3, 86% level 2, and 78% in level 1; in contrast, among students who reported trying somewhat hard or not hard on the social studies assessment, 22% were in level 1, 14% level 2, 11% level 3, 8% level 4, and 7.5% in level 5. Another example was for grade 10 in writing; 80% of grade 10 students reported trying very hard on the writing test, among them 91% were in level 5, 83% level 4, 82% level 3, 76% level 2, and 58% in level 1.

**Table 3. Motivation Level and Their Proficiency Levels in Social Studies for Grade 6**

<b>Motivation Level</b>	<b>Total Group</b>	<b>Proficiency Level in Social Studies</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very hard	87	78	86	88	92	92
Somewhat hard	11	15	12	10	7	7
Not hard	2	7	2	1	1	0.5

Proficiency level 1 – Well Below the Standard

Proficiency level 2 – Below the Standard

Proficiency level 3 – Meets the Standard

Proficiency level 4 – Exceeds the Standard

Proficiency level 5 - Distinguished

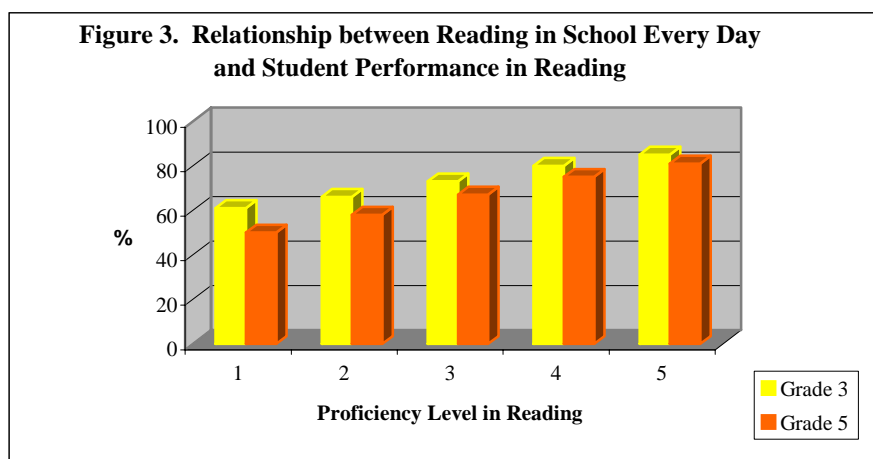
### ***School Factor***

Survey questions in the category of School Factor were used to collect information about curriculum content, instructional strategies, and to what extent students were engaged in the types of teaching and learning activities that likely prepared them to do well on the statewide assessment (Appendix Table 4). In contrast to the general content, these questions were developed specifically for each subject area in three dimensions: (a) how often students engaged in particular classroom practices, such as discussing what they read, using calculators or graphing calculators to solve problems, working in groups to discuss possible solutions, writing explanations, and using scientific equipment; (b) what

instructional strategies teachers usually applied, such as encouraging students using different approaches, collecting evidence to solve real-life problems, and using primary sources to verify their answers, and (c) how well students being prepared for assessments.

The majority of the students reported that they had engaged in the daily or weekly instructional activities in English class, such as reading to themselves, teachers reading a chapter to them, discussing with other students about what they had read, and writing about what they had read. Students also reported having a writing lesson once or twice a week.

Over 80% of the students in grades 3 (89%) and 5 (87%) reported reading to themselves every day or every other day in school, 9-10% once or twice a week, and 2-3% reported that their English teachers never asked them to read in school. A positive relationship was found between student reading to themselves every day in school and test results in reading. Figure 3 demonstrates this relationship for grades 3 and 5. An increasing percent of students from the proficiency level 1 to level 5 in reading was observed for those who reported reading to themselves in school every day, where 50%, 58%, 67%, 75%, and 81% from level 1 to level 5, respectively. On the contrast, a decreasing percent of students from level 1 to level 5 was observed for those who reported reading to themselves only once or twice a week (16%, 13%, 10%, 6%, and 5% in level 1 to level 5, respectively) or reported that their English teachers never asked them to read in school (9%, 4%, 2%, 1%, and 0% of the students in level 1 to 5, respectively).



In grades 8 and 10, 48-53% of the students reported that their teachers asked them to discuss with other students what they had read daily or weekly in English class, 20-22% bi-weekly, but 28-30% of the students never or hardly ever discussed their reading with other students in class. Like grades 3 and 5, a positive relationship was found between frequently discussing reading with other students in class and student performance in reading. Table 4 shows how often students in grades 8 and 10 discussed reading with other students and their proficiency levels in reading. For example in grade 10, the percent of students discussing their reading with other students daily or weekly in class increased from the lowest proficiency level to the highest level in reading (47%, 50%, 53%, 65%, 75% in level 1 to level 5, respectively). On the contrary, the percent of students never or

hardly ever discussing what they read with other students in English class decreased from level 1 to level 5 (33%, 32%, 26%, 16%, and 10%, respectively).

**Table 4. The Frequency of Discussing What Students Read by Proficiency Level**

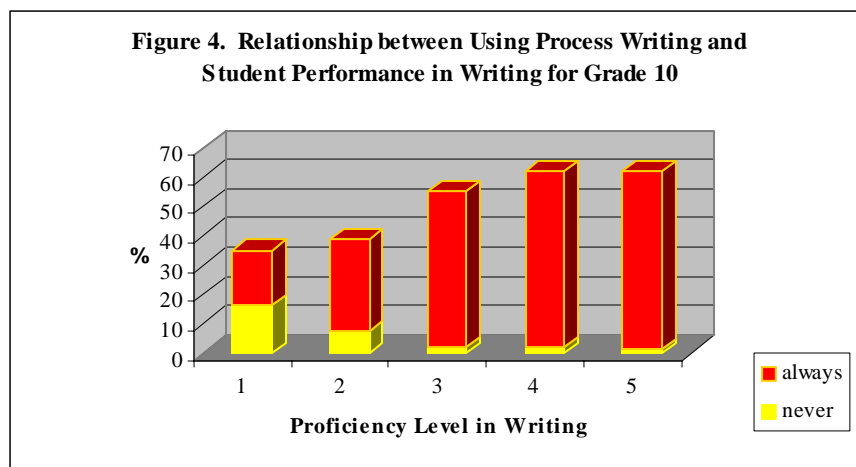
Grade 8	Total Group	Proficiency Level in Reading				
		1	2	3	4	5
Daily	18	24	20	16	15	21
Weekly	30	26	27	31	37	46
Bi-weekly	22	16	22	22	27	17
Never	30	34	32	30	21	17
<b>Grade 10</b>						
Daily	21	21	18	21	24	38
Weekly	32	26	32	32	41	37
Bi-weekly	20	20	18	21	19	16
Never	28	33	32	26	16	10

According to the survey results, 40-54% of the students across grades reported having a writing-lesson every day and 32-40% once or twice a week; and 60-70% of the students in grades 8 and 10 had writing homework once or twice a week. From 2002, the percent of students having a daily writing lesson slightly increased in grade 3 (53% to 54%), 5 (41% to 44%), 8 (42% to 46%), and 10 (39% to 40%). In 2003, 48-59% of the students across grades reported always using process writing, 28-31% sometimes, 11-15% only if their teachers asked, and 1-4% of the students reported never or hardly ever using process writing. Process writing refers to a broad range of strategies defining the audience and the purpose of the writing task, using a variety of resources, planning the first draft, and revising the draft. Table 5 compares students always or sometimes using process writing techniques in each grade from 1999 to 2003. The percent of always using process writing constantly increased from 1999 by 16-17% in grades 3 (38% to 55%), 5 (42% to 59%), and 8 (39% to 55%), and by 8% in grade 10 (40% to 48%). The percent of students who reported only sometimes using process writing techniques consequently decreased by 4-7% in the same three grades.

**Table 5. Percent of Students Using Process Writing by Grade and Year**

Grade	1999		2000		2002		2003	
	Always	Sometimes	Always	Sometimes	Always	Sometimes	Always	Sometimes
3	38	37	46	34	55	30	55	30
5	42	33	48	31	58	29	59	29
8	39	33	46	31	56	28	55	28
10	40	31	44	31	50	29	48	31

Results from the 1992 NAEP writing assessment in grades 4, 8, and 12 provided supportive evidence that process writing techniques were associated with higher writing proficiency skills. Similarly, a consistent, positive relationship was found in this study between using process writing and student performance in writing. More high-achieving students than low-achieving students reported always planning their writing; whereas, more low-achieving students than high-achieving students reported never using process writing. Figure 4 demonstrate the relationship for grade 10, where more high-achieving students than low-achieving students always used process writing (61% in level 5, 60% level 4, 53% level 3, 32% level 2, and 19% in level 1); in contrast, more low-achieving than high-achieving students never used process writing techniques (16% in level 1, 7% level 2, 2% level 3, 2% level 4, and 1% level 5). Across grades, 7-15% more female students than male students reported always using process writing, which could be used to explain the higher performance for female students than male students in writing. Similar results were found in previous student survey.

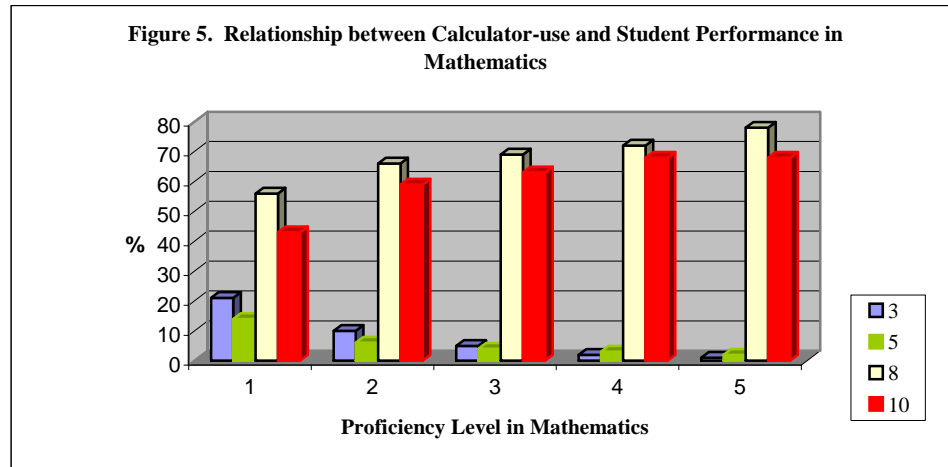


Proficiency level 1 – Well below the Standard  
 Proficiency level 2 – Below the Standard  
 Proficiency level 3 – Meets the Standard  
 Proficiency level 4 – Exceeds the Standard  
 Proficiency level 5 – Distinguished

In mathematics, 87-94% of the students had homework daily or weekly. The survey results showed that 5-7% of the students in grades 3 and 5, but 33% of the students in grade 8 and 58% in grade 10 used calculators every day in their mathematics class. The frequency of using calculators in class reflected the curriculum content in mathematics focusing on basic concepts and skills at the elementary-school level and on the applications of these concepts and skills to solve complex problems at the middle/high-school level.

A negative relationship was found between frequent calculator use and test results in mathematics in grades 3 and 5, but a positive relationship in grades 8 and 10. Figure 5 shows these relationships for all four grades, where more low-achieving students than high-achieving students in grades 3 and 5 used calculators daily; whereas, more high-achieving students than low-achieving students in the higher grades, especially in grade 10,

frequently used calculators in their mathematics class. For instance in grade 3, 51% of the level 1 students, 43% level 2, 33% level 3, 22% level 4, and only 13% of the level 5 students reported using calculator daily or weekly; whereas in grade 10, 90% of the level 5 students, 86% level 4, 82% level 3, 80% level 2, and 68% of the level 1 students reported using calculators daily or weekly in class. This tendency suggested low-achieving students in grades 3 and 5 frequently seeking help from a calculator for basic computation. In contrast, high-achieving students in grades 8 and 10 were capable of using graphing calculators to solve complex mathematics problems.



Proficiency level 1 – Well below the Standard  
 Proficiency level 2 – Below the Standard  
 Proficiency level 3 – Meets the Standard  
 Proficiency level 4 – Exceeds the Standard  
 Proficiency level 5 – Distinguished

According to student reports, one-third of the mathematics teachers usually showed them how to solve the problems in class when they received a mathematics assignment; 20-34% of the teachers asked students to solve the problems; 34-47% of the teachers asked students to solve the problems and then discussed the solutions with the class. The data in Table 6 show an interesting relationship between instructional strategies that teachers used and student performance in mathematics. More low-achieving students than high-achieving students reported that their teachers usually showed them how to solve the problems in class; on the contrary, more high-achieving students than low-achieving students reported that their teachers either asked them to solve the problems or asked them to solve the problems by themselves first, and then discussed the possible solutions. For instance in grade 5, students whose mathematics teachers usually showed them how to solve the problem had a decreasing percent from the proficiency level 1 to level 5 in mathematics (46%, 39%, 32%, 26%, and 19%, respectively); whereas students whose mathematics teachers usually asked them to solve the problem had an increasing percent from level 1 to level 5 (24%, 28%, 33%, 36%, and 42%, respectively) and also for students whose teachers usually asked them to solve the problem followed by class discussion for possible solutions (30%, 33%, 35%, 38%, and 39%, respectively). This tendency can be observed in all four grades. In addition, about one-half of the students in grades 8 (59%)

and 10 (47%) reported that their mathematics teachers always encouraged them to try different approaches to solve problems.

**Table 6. Relationship between Instructional Strategies and Student Performance in Mathematics**

Grade	Response Choice	Total Group	Proficiency Level on Mathematics*				
			1	2	3	4	5
3	a.	31.7	41.8	40.0	31.7	23.5	17.7
	b.	34.4	27.1	27.7	34.8	41.5	40.8
	c.	33.9	31.1	32.3	33.4	35.1	41.5
5	a.	33.6	46.1	39.3	32.2	26.0	18.8
	b.	32.0	24.0	27.9	33.2	35.9	42.2
	c.	34.3	30.0	32.8	34.5	38.1	39.1
8	a.	39.3	48.3	42.4	34.4	29.4	27.1
	b.	19.6	21.3	17.2	18.5	21.8	23.1
	c.	41.1	30.4	40.4	47.1	48.8	49.7
10	a.	33.1	44.7	33.3	27.9	25.1	22.8
	b.	19.7	19.9	18.3	17.4	23.9	25.4
	c.	47.2	35.4	48.5	54.7	51.0	51.8

When you receive a math assignment, what does your teacher usually do?

- a. Show you how to solve the problems.
- b. Ask you to work by yourself to solve the problems.
- c. Ask you to solve the problems and discuss solutions with the class.

Proficiency level 1 – Well Below the Standard

Proficiency level 2 – Below the Standard

Proficiency level 3 – Meets the Standard

Proficiency level 4 – Exceeds the Standard

Proficiency level 5 – Distinguished

Did students feel being prepared for the statewide mathematics assessment? Table 7 shows 90% of grade 3 students reported that their mathematics class had prepared them to do well on the statewide assessment. The percent decreased to 80% in grade 5, 53% in grade 8, and only 34% in grade 10. Gender difference was identified in the perception about mathematics. Slightly more female students than male students (by 1-2%) in grades 3 and 5 reported that the mathematics class had prepared them to do the best on the mathematics assessment, but 4-6% more male students than female students in grades 8 and 10 reported the same level confidence about their mathematics class. Variations were also found among racial/ethnic groups, from nearly no difference in grade 3 to 6% in grade 5 (78% for African American; 84% for Asian; 82% for Hispanic; 80% for Caucasian) and 13% in grade 8 (49% for African American; 62% for Asian; 55% for Hispanic; 54% for

Caucasian) to 14% in grade 10 (30% for African American; 44% for Asian; 34% for Hispanic; 36% for Caucasian). These results were quite consistent with the 2002 student survey.

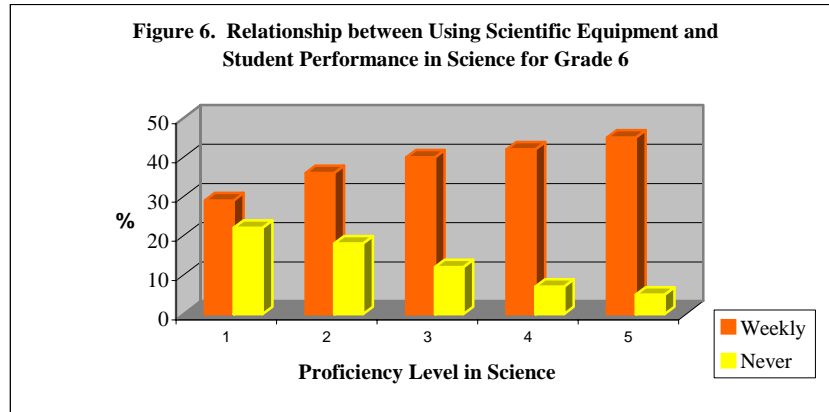
**Table 7. Percent of Students Reported Being Well Prepared**

<b>Do you feel your mathematics class has prepared you to do your best on the mathematics test?</b>							
<b>Grade</b>	<i>Total</i>	<i>Female</i>	<i>Male</i>	<i>A. A.*</i>	<i>Asian</i>	<i>Hispanic</i>	<i>Caucasian</i>
3	90	91	89	89	90	90	90
5	80	80	79	76	83	82	80
8	53	50	56	49	62	55	54
10	34	32	36	30	44	34	36

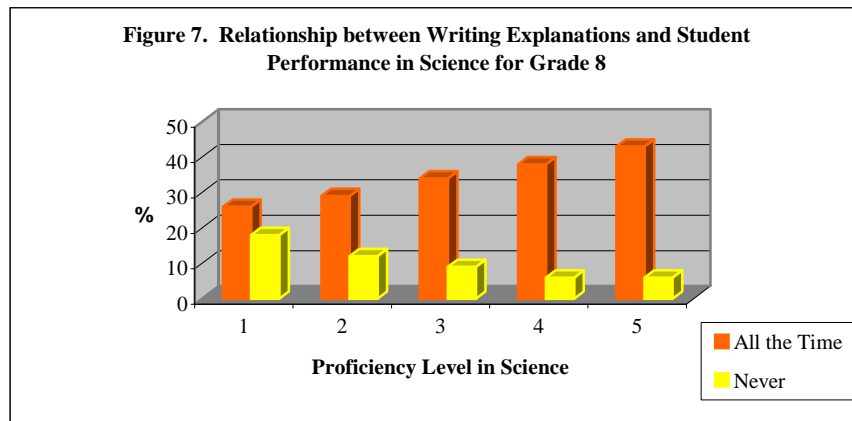
\*A. A. – African American

In science, the majority of the students in grades 4, 6, 8, and 11 reported engaging in the classroom activities, such as using scientific equipment (e.g., balances, microscopes, thermometers, hand lenses, and probes), sharing ideas and reports with other students, working in small groups to discuss evidence and solutions, conducting experiments, and writing explanations. More students in grades 6 (22%), 8 (24%), and 11 (28%) than students in grade 4 (11%) had science homework almost every day. Sixty-nine percent of the students in grades 4 and 6, 35% in grade 8, and 54% in grade 11 reported using scientific equipment almost every day or a couple of times a week. In grades 4 and 6, 64-65% of the students shared ideas and reports with other students at least once or twice a week; in grades 8 and 11, 57-59% of the students discussed possible solutions, evidence, or data in small groups or pairs most of the time in science class. Over one-half of the students across grades frequently wrote explanations in classroom quizzes, journals, and lab reports in class (57%, 70%, 60%, and 54% in grades 4, 6, 8, and 11, respectively).

The consistency between instructional strategies and student performance indicate the importance of curriculum content and opportunity to learn for students to be prepared for the statewide science assessment. In grade 6 for instance, 45% of the level 5 students, 42% level 4, 40% level 3, 36% level 2, and 29% the level 1 students reported weekly using scientific equipment in class; whereas, 22% the level 1 students, 18% level 2, 12% level 3, 7% level 4, and only 5% the level 5 students reported never or hardly using scientific equipment. Figure 6 uses grade 6 data as an example to demonstrate the positive relationship between weekly use of scientific equipment and student performance in science and the negative relationship between students never or hardly ever used the equipment in class and their performance in science.



The survey data also suggested a positive relationship between frequently writing explanations and student performance in science. Figure 7 shows an example in grade 8, where 43%, 38%, 34%, 29%, and 26% of the students from level 5 to level 1, respectively, reported their science teachers asking them to write explanations in their journals, lab reports, and on quizzes all the time in class; however, 18%, 12%, 9%, 6%, and 6% of the students from level 1 to level 5, respectively, reported their teachers never or hardly ever asking them to write explanations.



Using the 2000 to 2003 student survey data, Table 8 compares how often students actually used scientific equipment in class and how often their science teachers asked them to write explanations. The percent of students using scientific equipment almost every day increased by 7% in grade 4 (from 27% in 2000 to 34% in 2003) and by 5% in grade 6 (from 25% in 2000 to 30% in 2003). The percent remained similar in grade 8 (from 7% in 2000 to 8% in 2003), but actually dropped slightly by 3% in grade 11 (from 22% in 2000 to 19% in 2003). Consequently, the percent of students reported never using scientific equipment in class dropped by 10% in grades 4 and 6, but increased slightly by 1-2% in grades 8 and 11. The percent of students writing explanations all the time in class increased by 4% in grade 4, 8% in grade 6, 6% in grade 8, but slightly decreased by 2% in grade 11 from 2000. It should also be noted that the percent of students never writing explanations remained similar in the past four years in all four grades.

**Table 8. Percent of Students Using Scientific Equipment and Writing Explanations by Grade and Year**

Grade	Frequency	Using Equipment				Writing Explanations			
		2000	2001	2002	2003	2000	2001	2002	2003
4	Daily	27	30	31	34	24	24	28	28
	Weekly	27	31	31	35	24	27	29	29
	Monthly	13	14	13	17	33	39	32	33
	Never	26	25	25	16	11	11	11	10
6	Daily	25	29	31	30	32	34	42	40
	Weekly	30	31	35	39	27	28	29	30
	Monthly	15	17	15	19	27	30	22	23
	Never	22	23	18	12	8	8	7	7
8	Daily	7	7	8	8	25	30	28	31
	Weekly	25	22	26	27	29	33	29	30
	Monthly	43	45	43	39	34	12	31	27
	Never	25	27	24	26	13	36	12	11
11	Daily	22	23	20	19	29	28	29	27
	Weekly	38	32	36	35	28	29	43	27
	Monthly	24	28	26	28	27	18	11	27
	Never	16	18	18	18	17	28	15	19

According to student reports (Table 9), 75% of grade 4 students believed the knowledge they had learned in science class helped them understand the world better. The percent dropped quickly to 52% in grade 6, to 39% in grade 8, and to only 32% in grade 11. Similarly, 81% of the students in grade 4 reported being prepared to do well on the science assessment; but the percent dropped by 23% in grade 6, by 44% in grade 8, and by 51% in grade 11. Gender difference was found in the perception about science. In grade 4, a nearly equal percent of female and male students reported that science class helped them to understand the world better; however, more male students than female students in grades 6 (55% vs. 49%), 8 (42% vs. 36%), and 11 (37% vs. 28%) reported the same confidence about their science class. Similarly, a nearly equal percent of female and male students in grade 4 reported being prepared for the science assessment, but 2-3% more male students in grades 6 and 8 and 8% more male students than female students in grade 11 reported being prepared to do well on the science assessment.

**Table 9. Percent of Students Agreed with the Statements**

Grade	Understand the World Better <sup>1</sup>			Being Prepared for the Assessment <sup>2</sup>		
	Total	Female	Male	Total	Female	Male
4	75	75	74	81	81	80
6	52	49	55	58	57	59
8	39	36	42	37	36	39
11	32	28	37	30	27	35

1. Do you think that the knowledge you have learned in your science class helps you understand the world better?
  - a. Yes
  - b. Somewhat
  - c. Not sure
  - d. No
2. Do you feel your science class has prepared you to do well on the DSTP science test?
  - a. Yes
  - b. Somewhat
  - c. Not sure
  - d. No

Compared the 2003 student survey with the previous student surveys, the percent of students reported that the knowledge they had learned in science class helped them understand the world better was found to be increased by 13% in grade 4 and by 3% in grade 11, but no significant difference was shown in grades 6 and 8 (Table 10). From 2000 to 2003, the percent of students reported being prepared to do well on the statewide science assessment was gradually increased by 23% in grade 4, by 16% in grade 6, by 14% in grade 8, and by 11% in grade 11.

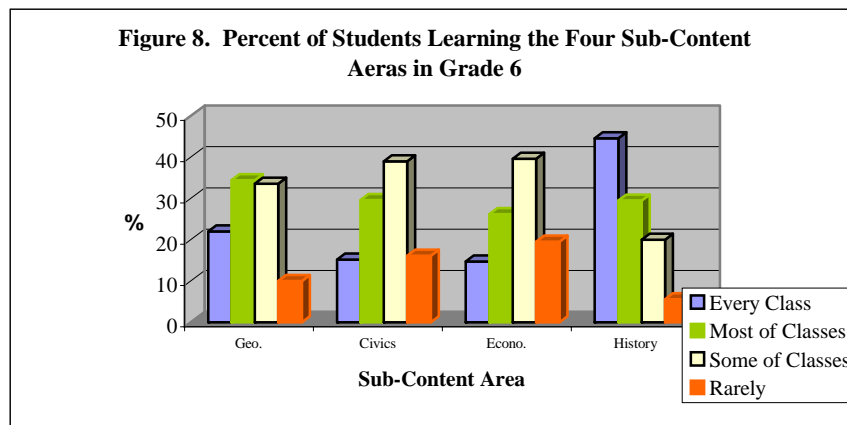
**Table 10. Percent of Students Understand the World Better and Reported being Prepared for Science Test**

Grade	Understand the World Better <sup>1</sup>				Being Prepared for the Science Test <sup>2</sup>			
	2000	2001	2002	2003	2000	2001	2002	2003
4	62	70	74	75	58	69	77	81
6	53	54	53	52	42	45	56	58
8	37	36	37	39	23	23	31	37
11	28	28	31	32	19	19	25	30

1. Do you think that the knowledge you have learned in your science class helps you understand the world better?
2. Do you feel your science class has prepared you to do well on the DSTP science test?

In social studies, the majority of the students in grades 4, 6, 8, and 11 reported sometimes engaging in the activities in class, such as using maps to locate places or more than just locate places and explain their answers, collecting information from graphics and charts, solving real life problems, and using primary sources. Students also reported how often their social studies teachers taught geography, civics, economics, and history.

The Delaware Content Standards require an integrated curriculum of the four sub-content areas (geography, civics, economics, and history) in social studies. The survey results showed that, however, 35-45% of the students in grades 6, 8, and 10 reported sometimes learning geography, civics, and economics, while 45-60% learning history every time in class. For instance, 15% of grade 6 students reported learning civics and economics and 22% learning geography, but 45% of the students reported learning history every time in class. In grade 8, only 17% of the students reported learning economics every time, 30% most the time, 35% sometimes, and 18% of the students reported never or hardly ever leaning economics in their social studies class; whereas, 58% of the students reported learning history every time, 25% most the time, 12% sometimes, and only 4% of the students reported never or hardly ever learning history in their class. The imbalanced curriculum was found in all four grades. Figure 8 uses grade 6 as an example to demonstrate how often students learned each of the four sub-content areas in their social studies class.



Compared with previous survey data (Table 11), it was found that the percent of students learning each sub-content area every time in class increased by 2-7% from 2000 to 2003 for geography, 3-7% for civics, 2-7% for economics, and 4-15% for history. Despite the adjustment in teaching social studies, the imbalanced curriculum remained similar in the past four years, especially in grades 6, 8, and 11. For example, in 2000, 9-20% of grade 8 students reported learning geography, civics, and economics, but 54% learning history every time in their class; in 2003, 13-27% reported learning geography, civics, and economics, but 58% learning history every time in their social studies class.

**Table 11. Percent of Students Learning Sub-Content Areas Every Time in Social Studies Class**

Grade	Sub-Content	2000	2001	2002	2003
4	Geography	15	17	17	17
	Civics	8	8	10	11
	Economics	8	8	10	10
	History	17	18	22	25
6	Geography	15	16	16	22
	Civics	9	8	11	15
	Economics	8	8	12	15
	History	30	35	-	45
8	Geography	9	9	9	13
	Civics	20	21	20	27
	Economics	12	14	15	17
	History	54	53	-	58
11	Geography	7	7	8	11
	Civics	19	19	21	22
	Economics	16	16	21	19
	History	54	51	54	60

In most cases, less than 20% of the students across grades reported engaging in the classroom activities every time in class, such as using maps, explaining their answers, collecting information from graphs and charts, and using primary sources. In grade 6 for example, 13-21% of the students reported engaging in these activities every time, 26-38% most the time, 34-43% sometimes, and 8-21% reported never or hardly ever engaging in these activities in the social studies class.

Table 12 compares how often students in grade 8 were engaged in these instructional activities from 2000 to 2003. Even though more social studies teachers used these activities all the time in teaching social studies in 2003, such as using maps, collecting information from graphics or charts to explain their answers (by 4%) and using what they had learned to solve real-life problems (by 9%), the percent of teachers who never or hardly ever used these activities in their class remained similar in the past four years. In the 2000 student survey, 26% of grade 8 students reported that their teachers never or hardly ever asked them to use maps for more than just locating places; the percent remained similar in the following three years (28% in 2001 and 2002, and 27% in 2003). In 2000, 21% of the students reported that their teachers never or hardly ever asked them using maps to explain or justify their answers; the similar percent was reported in 2001 (22%), 2002 (21%), and in 2003 (22%).

**Table 12. Percent of Students Engaging in Classroom Activities in Grade 8**

Classroom Activity	2000		2001		2002		2003	
	All time	Sometimes	All time	Sometimes	All time	Sometimes	All time	Sometimes
Use maps <sup>1</sup>	9	43	8	44	8	43	14	41
Collect information <sup>2</sup>	10	43	10	43	8	43	14	41
Solve problems <sup>3</sup>	14	38	15	37	17	35	23	32
Use sources <sup>4</sup>	12	38	12	37	13	36	15	36
Explain differences <sup>5</sup>	17	36	16	37	18	35	19	36

1. Use maps for more than just locating places (e.g., collect evidence)
2. Collect information from graphs or charts to explain or justify your answer
3. Apply the concepts and knowledge you have learned to solve real life problems
4. Use primary sources, such as documents, diaries, and artifacts
5. Explain why there are often different interpretations of the same event

Moreover, the percent of students reported being prepared by their social studies class to do well on the statewide assessment varied greatly from 80% in grade 4, 54% in grade 6, 37% in grade 8 to 26% in grade 11. More male students than female students in grades 6 (55% vs. 53%), 8 (40% vs. 34%), and 10 (30% vs. 24%) reported being prepared for the assessment, except in grade 4 (80% vs. 81%).

### Discussion and Conclusion

The objective of this study was to examine the consequences of a statewide, standards-based assessment program from the student perspective. The survey questions focused on three overlapping categories of concern: Family Factor, Student Factor, and School Factor. To achieve a more comprehensive and integrated view, additional information such as state efforts on professional development, high school dropout rate, and changes in test performance of cross-sectional cohorts were also discussed.

The survey results indicated that family support; student motivation and efforts; and curriculum content and instructional strategies are indeed important aspects in preparing students for success on standards. Evidence provided in this study support the relationship between the three factors (Family, Student, and School) and subsequent performance on the statewide assessment. Student reports regarding their family support were found quite consistent with test performance. The survey data also suggest an increasing family-involvement over the past five years.

Student beliefs about and attitude toward learning and school as well as their efforts and motivation to do the best on the statewide assessment were positively related to their performance. In many cases, more high-achieving students than low-achieving students reported spending more time on their homework, reading more frequently at home, always using prewriting strategies to improve writing skills, and trying very hard on the

assessment. These results were consistently observed for all grades over time. Are there differential consequences of the statewide assessment across grades? Although a high level motivation was reported by the majority of students for school learning, a clearly declining tendency was found from 91% in grade 3 to 71% in grade 11. The percent of students with high-level motivation dropped by 18-20% from grade 3 to grade 10 on reading, writing and mathematics and by 51-53% from grade 4 to grade 11 on science and social studies. The low-level motivation was found significantly affected student performance in all five content areas. Even though the percent of students meeting the standards increased in reading (by 8-19%) and mathematics (by 11-19%) across grades during the past 6 years as well as in science (by 3-11%) and social studies (by 6-20%) over four years, the percent was consistently lower for students in the middle/high-school level than for students in the elementary-school level from 1998 to 2003 (Tables 13 and 14). Apparently, greater levels of learning efforts, motivation, and perceptions about school learning were associated with greater test performance, which could considerably explain the differences in test performance across grades. No clear pattern or trend, however, was identified in this study when comparing aggregated test results in a given grade for successive years.

**Table 13. Percent of Students Meeting the Standard in Reading and Mathematics**

Grade	3		5		8		10	
Year	Reading	Math	Reading	Math	Reading	Math	Reading	Math
1998	62	55	59	52	61	36	59	31
1999	69	64	63	55	62	36	54	31
2000	77	73	69	62	67	41	61	36
2001	74	71	67	62	66	40	60	35
2002	79	72	78	67	72	48	66	43
2003	79	74	78	71	70	47	67	45

**Table 14. Percent of Students Meeting the Standard in Science and Social Studies**

Grade	4		6		8		11	
Year	Science	Social Stu.	Science	Social Stu.	Science	Social Stu.	Science	Social Stu.
2000	85	51	63	50	42	41	48	29
2001	87	56	70	53	43	48	45	33
2002	90	59	74	63	44	47	54	43
2003	89	68	74	58	49	47	51	49

The survey results also revealed a positive relationship between instructional strategies, classroom activities, and curriculum content with consequent test performance. Many more high-achieving than low-achieving students reported frequently reading in school, using scientific equipment, working in small group to explore possible solutions, writing explanations, and engaging in various classroom activities. For example in writing, for years many classrooms across the state used process writing approach in

writing instruction and engaged students in prewriting, drafting, and revision. In the statewide writing assessment, students were strongly encouraged to use structured prewriting skills to plan, organize, and revise their writing. Based on student reports, the percent of students always using process writing to improve writing skills constantly increased from 1999 in grades 3, 5, 8, and 10. Apparently, the standards-based assessment had positive impact on the curriculum in English language arts, writing instruction, and student writing performance. These changes were recently confirmed by the significant progress of Delaware writing scores on the 2002 NAEP grades 4 and 8 writing assessments. It should be noted, however, direct relationships were barely found in social studies according to student-reported engagement for three possible reasons: (1) a large number of social studies teachers (30-40%) only sometimes used these instructional activities in class; (2) the percent of teachers who never or hardly ever used these activities remained high over the past four years without noticeable changes; and (3) the integrated curriculum was not implemented yet. Evidently, the implementation of instruction and curriculum to the standards did not fully occur in social studies. Were students to be prepared to do well on the assessment? A decreasing tendency was found from student reports, where 90% of grade 3 students felt being prepared by their mathematics class, but only 27% of grade 11 students felt the same confidence about their social studies class. Similarly, 53% of grade 8 students reported that their class had prepared them for the mathematics assessment, but only 37% of the students from the same group reported being prepared by their science and social studies class.

Among other reasons, professional development played an important role in the curriculum reform and significant changes in classroom instruction. For over ten years, Delaware has committed to professional development for science teachers, particularly in the elementary-school level. Supported by federal funding and local businesses (e.g., DuPont), the Science Coalition provided numerous opportunities for their teachers, such as training, workshop, conference, developed a web page, conducted research studies, helped teachers to develop classroom assessments, and encouraged teachers to implement Delaware content standards. These efforts can be introduced to explain why these greater changes occurred in grades 4 and 6 than in grades 8 and 11 in science curriculum and classroom instruction.

Are there differential consequences of high-stakes and low-stakes assessments? Recall that test results in reading, writing, and mathematics are currently high-stakes for individual students and school accountability, while test results in science and social studies are used for instructional improvement only. This issue can be discussed from four aspects, motivation, preparation, changes in curriculum and instruction practices, and high-school dropout rate. Table 15 compares student motivation on the assessments for adjacent grades. Ninety-one percent of grade 5 students reported trying very hard on reading, writing, and mathematics, but only 86-87% of grade 6 students reported the same level of motivation on science and social studies. Similarly, 73-80% of grade 10 students tried very hard on reading, writing, and mathematics, but only 39-41% of grade 11 students showed the high-level motivation on science and social studies. In grade 8, 85-88% of the students reported a high-level motivation on the high-stakes assessments; but only 67-68% of the students were motivated on the low-stakes assessments.

**Table 15. Percent of Students Trying Very Hard on Assessment**

Content Area	Compared Grades			Compared Grades	
	5	6	Grade 8	10	11
Reading	91		85	74	
Writing	91		88	80	
Mathematics	91		86	73	
Science		86	68		41
Social Studies		87	67		39

Table 16 compares students from adjacent grades about how well they were prepared for the assessment. Ninety percent of grade 3 students reported being prepared by their mathematics class to do well on the mathematics assessment, but only 80-81% of grade 4 students felt the same confidence about the science and social studies class. Similar results were found for grade 5 vs. grade 6, and grade 10 vs. grade 11. In grade 8, 53% of the students felt that their mathematics class had prepared them to do well on the assessment, but only 37% of them reported the same confidence about their science and social studies class.

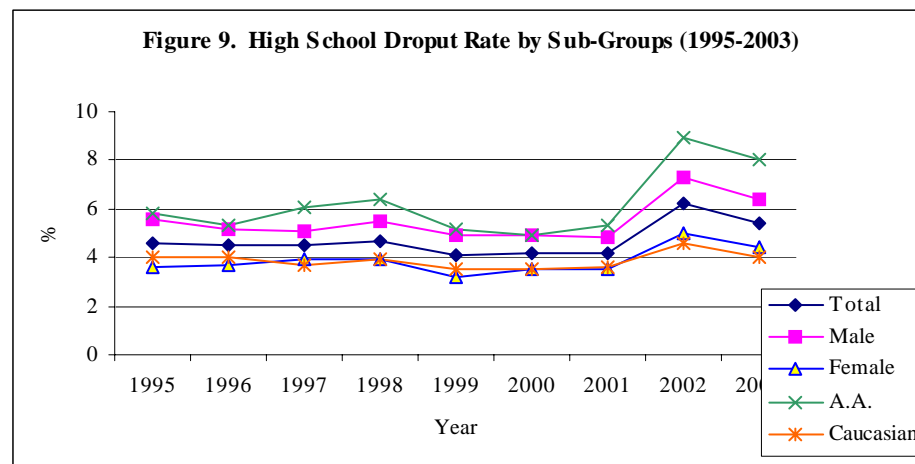
As discussed earlier, the imbalanced curriculum in social studies and unchanged instruction practices over four years suggested that the implementation of instruction and curriculum to the standards did not fully occur as expected in social studies. Was it due to a lack of high-stakes consequences being attached to the social studies assessment? Perhaps, to some extent it was. However, the experience in science grades 4 and 6 indicated that professional development may have had great impact on curriculum and classroom instruction that resulted in high performance on a low-stakes assessment. The consistently higher percent of students meeting the standards on science than on social studies in these two grades (by 21-34% for grade 4; by 11-17% for grade 8) over the past four years shown in Table 14 could be used as a piece of information to support this argument.

**Table 16. Percent of Students Being Prepared for Assessment**

Content Area	Compared Grades				Grade	Compared Grades	
	3	4	5	6	8	10	11
Mathematics	90		80		53	34	
Science		81		58	37		30
Social Studies		80		54	37		26

The comparisons of dropout rates for high-school students from 1995 to 2003 provide another indicator for examining the consequences of high-stakes assessments (Figure 9). Overall, the dropout rate was stable (4.5-4.6%) during 1995 to 1997. In 1998, the rate increased slightly in the first year of the standards-based assessment and then decreased to the lowest level of 4.1-4.2% in 1999 to 2001. The dropout rate reached the highest level (6.2%) in 2002, and then decreased by 0.8% in 2003. Male students had a

higher dropout rate than female students. The rate for male students touched the lowest level (4.8-4.9%) during 1999 to 2001 in eight years, but was bounced back to the highest level (7.3%) in 2002 by 2.5%. The dropout rate for Caucasian students was relatively stable (3.5-4%) over nine years even though the rate increased by nearly 1% in 2002, but was back to 'normal' (4%) in 2003. African American students had the highest dropout rate among racial/ethnic groups with greater fluctuations from year to year. In 1998, the dropout rate for African American students increased by 1% from the lowest level 5.3% in the three-year period (1995-1997) to 6.4%. The dropout rate then touched the lowest level in 2000 (4.9%) and was relatively stable for three years (5.2%, 4.9%, and 5.3%). In 2002 the rate for African American students jumped to the highest level 8.9% in nine years and then dropped slightly to 8%, which was still twice as high as the dropout rate for Caucasian students in the same year. What are the implications of these dropout rates? Did the statistics reflect the stakes of the statewide assessment? If so, the data appeared to suggest that the statewide assessments had positive impact on student learning; however, the high-stakes applied to the test results seemed to be directly or indirectly associated with the highest dropout rate in the nine-year period. Increased dropout rate should be considered as unintended consequence of high-stakes assessments, especially for states that withhold diplomas based on test results. Moreover, concern was raised related to the possible differential impact on sub-groups of students, particularly on African American students in this case. Previous reports indicated that dropout rate involved multiple-reasons. Additional information and more comprehensive analysis are needed to explore to what extent the high-stakes assessment affect the dropout rate.



As reported in previous studies, the survey results from this study were largely accurate and reliable because (1) consistent patterns of student reports were found across grades and sub-groups; (2) consistent patterns of student reports were observed from 1999 to 2003 student surveys; (3) student motivation and perceptions about school learning were associated with test performance; and (4) the Chi-square statistics and contingency coefficients at the statistical significant level ( $p < .00$ ) provided support to the relationship between student reports on the majority of survey questions and their proficiency levels.

The results of the current analysis support previous studies that relatively efficient and inexpensive surveys can be used to obtain accurate and useful data about the broad contours of student beliefs and attitude, student learning styles, and classroom teaching

practices (Lane and Stone, 2002; Herman, Klein & Abedi, 2000; Lane, Parke & Stone, 1998). Of course, more intensive data, such as surveys and interviews at multiple levels from various stakeholders, that provide a richer and more comprehensive portrait may be necessary to periodically validate and supplement survey results in examining the consequences of large-scale assessment programs (Lane and Stone, 2002).

### Educational Implications

A prevailing assumption underlying standards-based assessments is that they serve as motivators in improving teaching and learning, and encourage students to achieve high expectations. Evidence is needed that the uses and interpretations are contributing to enhance student achievement and, at the same time, not producing unintended negative outcomes (Linn, 1994). The findings of the present study would make contributions to evaluating the consequences and have implications for states that use test results for high-stakes decisions. Since the student survey was given with the administration of the statewide assessments each year, broader content and more comprehensive questions were constrained by time and space. Cautions should be taken into consideration in interpreting the results of this study.

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**Appendix: Table 1a. Means and Standard Deviations for Survey Questions**

Factor	Question	Grade 3			Grade 4			Grade 5			Grade 6		
		Choice	Mean	SD	Choice	Mean	SD	Choice	Mean	SD	Choice	Mean	SD
Family	1	4	1.67	1.03	4	1.60	1.02	4	1.76	1.00	4	1.70	0.99
	2	3	1.12	0.36	3	1.06	0.28	3	1.10	0.32	3	1.07	0.28
	3	2	1.19	0.40	2	1.20	0.40	2	1.17	0.37	2	1.16	0.37
Student	1	4	1.76	0.54	4	1.76	0.53	4	1.63	0.58	4	1.66	0.58
	2	4	1.79	0.97	4	1.82	0.96	4	1.66	0.85	4	1.71	0.88
	3	4	2.34	1.13	4	2.53	1.08	4	2.38	1.05	4	2.47	1.02
	4	4	2.20	0.89	4	2.34	0.95	4	2.38	0.85	4	2.61	1.00
	5	4	1.14	0.50	4	1.12	0.45	4	1.17	0.50	4	1.18	0.51
	6	4	1.91	1.03	3	1.10	0.37	4	2.11	1.04	3	1.17	0.43
	7	3	1.11	0.40	3	1.10	0.37	3	1.11	0.36	3	1.16	0.42
	8	3	1.10	0.38				3	1.10	0.35			
	9	3	1.10	0.39				3	1.10	0.35			
School	1	2	1.03	0.16	2	1.03	0.18	2	1.02	0.14	2	1.03	0.18
	2	4	1.40	0.74	4	2.72	0.99	4	1.50	0.79	4	2.19	0.91
	3	4	2.07	1.00	4	2.14	1.05	4	2.55	1.09	4	2.14	0.98
	4	4	2.93	1.03	4	2.20	1.09	4	3.11	0.96	4	2.22	1.05
	5	4	2.42	1.14	4	2.25	0.98	4	2.53	1.07	4	1.98	0.96
	6	4	1.64	0.83	4	1.39	0.74	4	1.77	0.82	4	1.66	0.82
	7	4	1.62	0.78	4	1.31	0.71	4	1.54	0.73	4	1.63	0.88
	8	4	1.69	0.73	4	2.39	0.90	4	1.55	0.66	4	2.40	0.83
	9	4	2.88	0.90	4	2.48	0.92	4	2.90	0.84	4	2.51	0.86
	10	4	1.69	1.13	4	2.37	0.91	4	1.65	1.11	4	2.38	0.94
	11	3	2.02	0.81	4	2.49	1.01	3	2.01	0.82	4	2.70	0.94
	12	4	1.18	0.58	4	2.88	0.97	4	1.29	0.65	4	2.46	0.93
	13				4	2.59	0.97				4	2.32	0.93
	14				4	2.80	0.93				4	2.56	0.93
	15				4	2.89	0.94				4	2.64	0.96
	16				4	2.30	0.97				4	1.87	0.92
	17				4	1.32	0.72				4	1.71	0.93

**Appendix: Table 1b. Means and Standard Deviations for Survey Questions**

Factor	Grade 8				Grade 10				Grade 11					
	Question	Choice	Mean	SD	Question	Choice	Mean	SD	Choice	Mean	SD	Choice	Mean	SD
Family	1	4	1.97	1.01					4	2.08	1.00	4	2.19	1.06
	2	3	1.11	0.34					3	1.13	0.38	3	1.17	0.45
	3	2	1.16	0.36					2	1.12	0.32	2	1.12	0.33
Student	1	4	1.67	0.75					4	1.76	0.85	4	1.94	0.94
	2	4	1.57	0.82					4	1.78	0.90	4	1.97	0.97
	3	4	2.32	1.02					4	2.21	0.99	4	2.24	0.98
	4	4	2.64	0.98					4	2.67	0.99	4	2.57	1.01
	5	4	1.26	0.58					4	1.28	0.57	4	1.38	0.68
	6	4	2.64	0.95					4	2.93	0.99	3	1.78	0.74
	7	4	2.27	1.13					4	2.41	1.15	3	1.82	0.76
	8	3	1.17	0.43					3	1.30	0.54			
	9	3	1.14	0.40					3	1.24	0.50			
	10	3	1.17	0.43					3	1.33	0.58			
	11	3	1.38	0.60										
	12	3	1.40	0.62										
School	1	2	1.03	0.17	19	4	2.06	1.06	2	1.02	0.13	2	1.04	0.20
	2	4	2.63	1.09	20	4	2.64	0.94	4	2.54	1.10	4	2.27	1.10
	3	4	2.30	1.04	21	4	2.66	0.94	4	2.27	0.98	4	2.45	0.99
	4	4	1.79	0.90	22	4	2.47	1.03	4	1.93	0.94	4	2.69	0.84
	5	4	2.13	0.90	23	4	2.72	1.00	4	2.28	0.94	4	2.38	1.05
	6	4	1.64	0.81	24	4	2.47	0.96	4	1.77	0.87	4	2.38	1.07
	7	4	1.46	0.75	25	4	2.72	0.95	4	1.61	0.91	4	2.10	1.02
	8	4	2.20	1.09	26	4	2.19	0.94	4	1.77	1.07	4	2.41	1.18
	9	4	1.56	0.93	27	4	2.53	0.97	4	1.84	0.90	4	2.78	0.99
	10	3	2.02	0.90	28	4	1.62	0.86	3	2.14	0.88	4	2.71	0.97
	11	3	1.47	0.61	29	4	2.03	1.02	3	1.65	0.68	4	2.52	1.05
	12	4	1.69	0.91					4	2.14	1.09	4	2.69	1.02
	13	4	2.23	0.99								4	2.47	0.98
	14	4	2.83	0.91								4	2.84	0.93
	15	4	2.54	0.95								4	2.38	0.97
	16	4	2.38	1.01								4	2.55	0.98
	17	4	2.18	1.00								4	1.64	0.90
	18	4	1.92	0.94								4	2.29	1.07

**Appendix: Table 2. Summary Results for Family Factor**

Survey Question <i>Grade 3</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X<sup>2</sup></i>	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How often do you talk about what you have learned in school with someone at home?														
a. Every day	62.2	61.2	61.1	61.0	64.4	66.6	0.00	0.00	67.5	57.1	62.1	60.6	60.0	62.7
b. Once a week	21.0	18.2	20.3	21.3	21.4	23.1			19.8	22.2	19.5	26.8	23.6	21.3
c. Once a month	4.1	6.0	4.1	3.9	3.9	3.9			3.3	5.0	3.3	2.8	4.7	4.6
d. Never	12.6	14.5	14.5	13.8	10.3	6.4			9.4	15.7	15.1	9.8	11.7	11.3
2. Do your parents (or your guardian) encourage you to do your best in school?														
a. Yes	89.4	84.3	89.1	89.4	91.5	90.8	0.00	0.00	90.9	87.9	90.1	89.0	88.7	89.1
b. Sometimes	9.4	13.6	9.9	9.3	7.8	8.5			8.1	10.7	8.9	8.9	10.1	9.7
c. No	1.2	2.1	1.0	1.3	0.8	0.7			0.9	1.4	1.0	2.0	1.2	1.2
3. Do you have a computer at home that you can use?														
a. Yes	80.6	68.1	73.7	80.2	87.9	92.1	0.00	0.00	81.2	80.1	72.5	91.0	58.3	88.4
b. No	19.4	31.9	26.3	19.8	12.1	7.9			18.8	19.9	27.5	9.0	41.7	11.6
<i>Grade 4</i>														
1. How often do you talk about what you have learned in school with someone at home?														
a. Every day	68.0	59.2	65.3	67.1	71.1	71.1	0.00	0.00	74.1	62.0	67.0	62.8	67.0	69.1
b. Once a week	15.9	22.4	15.1	15.9	15.5	15.5			14.2	17.5	15.3	24.7	15.9	15.7
c. Once a month	4.4	7.7	5.1	3.8	4.8	5.2			2.8	5.9	4.2	2.9	3.4	4.7
d. Never	11.8	10.7	14.4	13.2	8.6	8.2			9.0	14.6	13.6	9.6	13.7	10.5
2. Do your parents (or your guardian) encourage you to do your best in school?														
a. Yes	95.3	86.7	94.7	95.9	94.8	95.3	0.00	0.00	96.5	94.1	95.1	95.4	95.6	95.4
b. Sometimes	3.5	6.7	3.2	2.9	4.4	4.1			2.7	4.2	3.0	4.2	3.0	3.7
c. No	1.3	6.7	2.1	1.2	0.8	0.6			0.8	1.7	1.9	0.4	1.4	0.9

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	X <sup>2</sup>	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 4</i>															
3. Do you have a computer at home that you can use?															
a. Yes	80.5	68.4	66.3	78.4	88.1	92.2	0.00	0.00	81.0	80.0	72.6	91.5	58.8	87.8	
b. No	19.5	31.6	33.7	21.6	11.9	7.8			19.0	20.0	27.4	8.5	41.2	12.2	
<i>Grade 5</i>															
1. How often do you talk about what you have learned in school with someone at home?															
a. Every day	53.4	52.2	51.6	52.6	55.4	59.6	0.00	0.00	59.0	48.1	51.1	48.2	50.2	55.4	
b. Once a week	28.5	24.9	27.1	29.1	30.4	28.5			27.2	29.9	28.0	37.6	30.9	28.1	
c. Once a month	6.8	5.2	6.6	7.0	7.3	6.8			6.3	7.4	6.9	8.8	6.3	6.8	
d. Never	11.2	17.7	14.6	11.3	6.9	5.0			7.6	14.7	14.0	5.3	12.6	9.7	
2. Do your parents (or your guardian) encourage you to do your best in school?															
a. Yes	91.1	83.8	89.3	91.8	94.0	94.1	0.00	0.00	91.9	90.3	90.4	92.9	88.6	91.8	
b. Sometimes	8.1	12.6	9.7	7.7	5.7	5.6			7.6	8.5	8.5	6.2	10.4	7.6	
c. No	0.8	3.6	1.0	0.5	0.3	0.3			0.4	1.2	1.2	0.9	1.1	0.6	
3. Do you have a computer at home that you can use?															
a. Yes	83.2	67.8	74.9	84.7	91.3	96.1	0.00	0.00	84.4	82.1	74.8	93.8	60.8	90.7	
b. No	16.8	32.2	25.1	15.3	8.7	3.9			15.6	17.9	25.2	6.2	39.2	9.3	
<i>Grade 6</i>															
1. How often do you talk about what you have learned in school with someone at home?															
a. Every day	58.0	52.6	56.5	58.0	59.7	64.1	0.00	0.00	64.1	52.1	55.5	55.1	57.1	59.6	
b. Once a week	24.6	21.1	23.1	25.2	26.2	23.4			22.3	26.8	24.5	32.2	25.3	24.2	
c. Once a month	6.6	8.8	6.5	6.2	7.1	7.4			5.6	7.6	7.4	6.1	6.2	6.2	
d. Never	10.8	17.5	13.9	10.6	7.0	5.1			8.0	13.5	12.6	6.5	11.4	9.9	

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	X <sup>2</sup>	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 6</i>															
2. Do your parents (or your guardian) encourage you to do your best in school?															
a. Yes	94.2	85.7	93.7	94.4	96.5	96.5	0.00	0.00	94.9	93.4	93.5	95.8	93.7	94.5	
b. Sometimes	5.1	10.6	5.6	5.0	3.3	3.4			4.7	5.6	5.4	4.2	5.3	4.9	
c. No	0.7	3.6	0.7	0.6	0.2	0.2			0.4	1.0	1.1	0.0	1.0	0.5	
3. Do you have a computer at home that you can use?															
a. Yes	83.8	71.5	75.2	84.8	91.8	96.0	0.00	0.00	85.2	82.5	75.8	95.3	65.3	90.1	
b. No	16.2	28.5	24.8	15.2	8.2	4.0			14.8	17.5	24.2	4.7	34.7	9.9	
<i>Grade 8</i>															
1. How often do you talk about what you have learned in school with someone at home?															
a. Every day	39.6	37.1	37.8	40.3	40.3	45.2	0.00	0.00	41.0	38.3	38.6	39.2	34.5	40.8	
b. Once a week	36.2	31.3	36.8	36.5	43.2	38.8			36.6	35.7	34.3	40.1	40.4	36.6	
c. Once a month	11.6	12.2	11.1	12.0	9.6	8.0			11.5	11.7	12.2	13.2	11.7	11.1	
d. Never	12.6	19.3	14.3	11.2	6.8	8.0			10.8	14.3	14.9	7.5	13.4	11.5	
2. Do your parents (or your guardian) encourage you to do your best in school?															
a. Yes	90.4	86.6	90.2	90.9	94.0	95.8	0.00	0.00	90.5	90.4	90.3	90.1	88.0	90.8	
b. Sometimes	8.4	10.6	8.7	8.3	5.5	3.0			8.5	8.3	8.4	8.5	10.2	8.2	
c. No	1.1	2.8	1.1	0.8	0.6	1.1			1.0	1.3	1.3	1.4	1.7	1.0	
3. Do you have a computer at home that you can use?															
a. Yes	84.4	67.9	78.7	88.8	95.1	98.5	0.00	0.00	84.5	84.3	75.8	91.0	66.0	91.0	
b. No	15.6	32.1	21.3	11.2	4.9	1.5			15.5	15.7	24.2	9.0	34.0	9.0	

Survey Question <i>Grade 10</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How often do you talk about what you have learned in school with someone at home?														
a. Every day	33.4	30.6	30.6	34.0	44.0	42.9	0.00	0.00	35.4	31.2	29.9	35.3	33.1	34.9
b. Once a week	38.4	32.7	36.9	40.6	37.3	42.9			39.7	37.1	36.9	41.7	36.1	39.2
c. Once a month	14.9	16.0	15.7	14.8	11.2	6.3			13.9	16.0	17.1	13.7	15.8	13.9
d. Never	13.3	20.7	16.8	10.6	7.5	7.9			11.0	15.6	16.2	9.3	15.0	12.0
2. Do your parents (or your guardian) encourage you to do your best in school?														
a. Yes	88.2	84.5	85.2	89.6	95.1	93.7	0.00	0.00	87.9	88.5	87.8	90.2	85.9	88.4
b. Sometimes	10.4	12.8	13.5	9.3	3.4	6.3			11.0	9.8	10.8	8.3	12.2	10.3
c. No	1.4	2.7	1.3	1.1	1.5	0.0			1.1	1.7	1.4	1.5	1.9	1.3
3. Do you have a computer at home that you can use?														
a. Yes	88.1	73.2	83.5	93.0	97.8	98.4	0.00	0.00	87.8	88.4	78.3	96.1	71.7	93.4
b. No	11.9	26.8	16.5	7.0	2.2	1.6			12.2	11.6	21.7	3.9	28.3	6.6
<i>Grade 11</i>														
1. How often do you talk about what you have learned in school with someone at home?														
a. Every day	31.8	28.1	30.3	33.3	37.9	33.9	0.00	0.00	33.1	30.4	28.9	29.4	27.5	33.2
b. Once a week	33.8	28.3	32.6	34.9	38.7	42.8			34.5	33.1	32.5	30.5	36.1	34.4
c. Once a month	17.6	18.0	18.6	18.2	12.4	11.8			18.0	17.1	18.4	22.5	18.0	17.0
d. Never	16.8	25.6	18.5	13.6	11.0	11.5			14.4	19.5	20.2	17.6	18.5	15.4
2. Do your parents (or your guardian) encourage you to do your best in school?														
a. Yes	85.7	80.6	85.3	87.2	90.0	88.5	0.00	0.00	87.0	84.3	86.0	85.6	87.1	85.5
b. Sometimes	11.4	13.9	12.3	10.4	8.6	8.2			11.2	11.5	11.5	11.8	12.5	11.2
c. No	2.9	5.5	2.4	2.4	1.4	3.3			1.7	4.3	2.5	2.7	0.4	3.3
3. Do you have a computer at home that you can use?														
a. Yes	87.8	74.4	84.8	93.0	95.9	98.3	0.00	0.00	88.7	86.9	76.7	97.9	78.1	91.9
b. No	12.2	25.6	15.2	7.0	4.1	1.7			11.3	13.1	23.3	2.1	21.9	8.1

**Appendix: Table 3. Summary Results for Student Factor**

Survey Question <i>Grade 3</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How much time do you spend on your homework each day?														
a. One hour or more	28.0	28.9	27.3	27.3	29.5	28.3	0.00	0.00	27.3	28.7	26.6	31.3	27.3	28.7
b. A half hour	68.8	58.9	67.6	70.3	69.5	71.5			70.3	67.3	68.0	65.9	68.8	69.5
c. I don't have homework.	2.1	8.6	3.1	1.5	0.5	0.3			1.7	2.5	3.6	2.0	2.1	1.2
d. I don't do my homework.	1.1	3.6	2.0	0.9	0.5	0.0			0.7	1.5	1.8	0.8	1.8	0.6
2. How much television do you watch each weekday?														
a. Two hours or more	52.8	52.3	56.1	54.8	51.0	44.0	0.00	0.00	47.4	58.0	59.3	38.3	48.8	50.2
b. About an hour	22.1	19.5	16.9	20.7	25.8	30.8			24.2	20.0	17.7	26.7	21.4	24.5
c. About a half hour	18.5	19.0	18.9	18.4	17.7	18.7			21.0	16.1	16.1	26.3	21.4	19.2
d. None	6.6	9.3	8.2	6.1	5.6	6.6			7.4	6.0	6.9	8.6	8.5	6.1
3. How often do you use the computer at home for learning?														
a. Almost every day	30.0	36.3	41.0	31.4	23.0	19.2	0.00	0.00	35.3	24.9	37.5	25.8	35.1	25.9
b. Once or twice a week	28.9	22.8	22.4	28.4	33.5	35.5			30.2	27.6	25.1	44.9	26.9	30.2
c. Once or twice a month	18.2	15.6	10.8	16.5	22.0	27.8			17.0	19.3	13.2	12.4	14.3	21.5
d. Never	22.9	25.3	25.7	23.7	21.6	17.6			17.5	28.2	24.3	16.9	23.7	22.5
4. How often do you use the computer in school for learning?														
a. Every day	19.8	32.8	25.4	19.3	15.2	11.4	0.00	0.00	19.2	20.3	23.9	13.9	24.6	16.8
b. Once or twice a week	52.3	42.6	47.2	53.1	55.1	58.3			54.5	50.2	50.5	57.8	53.7	52.9
c. Once or twice a month	16.0	13.0	14.8	15.3	19.5	18.7			15.7	16.3	13.3	17.3	12.3	18.2
d. Never	11.9	11.6	12.6	12.3	10.2	11.6			10.5	13.2	12.3	11.0	9.4	12.1

Survey Question <i>Grade 3</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
5. How important is it to you to do well in school?														
a. Very important	91.4	83.9	90.3	92.6	91.6	93.8	0.00	0.00	94.0	88.9	91.9	95.1	91.5	90.9
b. Somewhat important	3.7	6.6	3.3	2.9	4.4	3.8			2.6	4.7	3.0	2.0	2.9	4.3
c. Not sure	4.1	6.9	5.1	4.0	3.6	2.2			3.0	5.1	4.1	2.9	4.3	4.2
d. Not important	0.8	2.6	1.4	0.6	0.4	0.2			0.3	1.3	1.0	0.0	1.3	0.7
6. How often do you read at home?														
a. Every day	48.0	42.1	41.3	45.8	53.2	61.5	0.00	0.00	53.6	42.6	40.8	62.7	48.5	51.5
b. Every other day	22.2	23.4	21.6	23.0	22.5	18.3			23.7	20.8	24.8	16.5	21.9	21.0
c. Once or twice a week	20.3	18.9	22.1	21.5	18.8	17.6			17.0	23.5	21.2	17.4	19.1	20.1
d. Never	9.5	15.6	15.1	9.6	5.5	2.6			5.7	13.1	13.2	3.4	10.5	7.3
7. How hard did you try to do well on the DSTP reading test?														
a. Very hard	91.6	79.7	89.2	93.2	94.0	94.2	0.00	0.00	93.6	89.6	91.8	92.0	88.2	92.0
b. Somewhat hard	5.6	10.8	6.4	4.8	4.8	5.0			4.3	6.8	4.8	5.9	6.0	5.9
c. Not very hard	2.8	9.5	4.4	2.0	1.2	0.9			2.1	3.6	3.3	2.1	5.9	2.1
8. How hard did you try to do your well on the DSTP writing test?														
a. Very hard	93.0	89.0	93.0	96.0	94.6	100.0	0.00	0.00	95.0	91.1	92.4	94.9	90.1	93.8
b. Somewhat hard	4.2	6.0	4.1	2.8	4.1	0.0			3.1	5.2	3.8	2.5	4.6	4.4
c. Not very hard	2.8	4.9	2.9	1.2	1.4	0.0			2.0	3.7	3.8	2.5	5.3	1.8
9. How hard did you try to do well on the DSTP mathematics test?														
a. Very hard	92.7	84.9	92.4	93.8	94.2	93.1	0.00	0.00	94.7	90.7	92.3	89.3	91.1	93.2
b. Somewhat hard	4.4	6.9	3.7	4.0	4.5	4.9			3.1	5.7	4.0	5.8	4.1	4.7
c. Not very hard	2.9	8.2	3.9	2.2	1.3	2.0			2.2	3.6	3.7	5.0	4.9	2.1

Survey Question <i>Grade 4</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How much time do you spend on your homework each day?														
a. One hour or more	28.4	36.6	33.1	27.1	27.8	30.3	0.00	0.00	28.5	28.2	28.4	33.1	27.4	28.2
b. A half hour	68.5	51.0	59.6	69.9	70.8	68.0			69.1	67.9	67.2	64.4	69.0	69.3
c. I don't have homework.	2.4	7.7	5.8	2.2	1.3	1.5			2.1	2.8	3.2	2.1	2.3	2.0
d. I don't do my homework.	0.8	4.6	1.5	0.8	0.1	0.3			0.4	1.1	1.2	0.4	1.3	0.5
2. How much television do you watch each weekday?														
a. Two hours or more	50.1	41.8	54.0	53.0	46.8	39.7	0.00	0.00	44.6	55.5	58.0	37.2	49.8	46.0
b. About an hour	24.6	22.2	18.3	22.7	29.2	32.1			26.8	22.5	18.8	31.0	24.7	27.7
c. About a half hour	18.5	29.9	18.3	17.9	18.0	20.3			21.2	15.8	15.9	21.8	19.9	19.8
d. None	6.8	6.2	9.4	6.5	6.0	7.9			7.4	6.2	7.3	10.0	5.6	6.5
3. How often do you use the computer at home for learning?														
a. Almost every day	20.3	33.3	29.1	22.1	16.5	10.8	0.00	0.00	24.3	16.5	24.8	24.0	22.4	17.5
b. Once or twice a week	31.8	27.5	25.7	31.8	34.4	32.2			35.9	27.8	30.3	37.3	32.7	32.2
c. Once or twice a month	22.7	13.7	13.5	20.2	25.6	36.3			21.4	23.9	16.9	21.7	17.4	26.2
d. Never	25.2	25.5	31.7	25.9	23.6	20.7			18.4	31.9	28.0	17.1	27.5	24.1
4. How often do you use the computer in school for learning?														
a. Almost every day	17.7	27.9	24.9	18.7	12.8	12.6	0.00	0.00	17.6	17.7	22.3	11.5	24.6	14.5
b. Once or twice a week	47.5	37.4	42.0	46.7	50.3	53.2			49.0	46.0	46.1	50.2	44.4	48.8
c. Once or twice a month	18.2	15.8	12.5	17.0	22.1	23.0			17.8	18.6	13.8	25.1	16.1	20.4
d. Never	16.6	18.9	20.6	17.6	14.8	11.2			15.5	17.6	17.7	13.2	14.9	16.3
5. How important is it to you to do well in school?														
a. Very important	92.3	79.0	90.2	93.1	92.0	92.7	0.00	0.00	95.0	89.5	92.9	92.9	92.1	91.9
b. Somewhat important	3.8	12.3	3.5	3.0	5.0	4.2			2.5	5.0	3.4	3.8	2.7	4.2
c. Not sure	3.4	5.1	5.3	3.4	2.6	3.1			2.2	4.6	3.2	3.4	4.6	3.4
d. Not important	0.5	3.6	1.0	0.5	0.4	0.1			0.3	0.8	0.5	0.0	0.6	0.5

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	X <sup>2</sup>	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 4</i>															
6. How hard did you try to do well on the DSTP science test?															
a. Very hard	92.1	77.4	87.8	92.7	93.0	93.3	0.00	0.00	94.8	89.4	91.5	88.6	93.0	92.5	
b. Somewhat hard	5.6	11.3	6.8	4.9	6.0	6.0			3.9	7.2	5.2	9.7	4.9	5.7	
c. Not very hard	2.4	11.3	5.4	2.3	1.0	0.7			1.4	3.4	3.3	1.7	2.2	1.8	
7. How hard did you try to do well on the DSTP social studies test?															
a. Very hard	92.2	80.0	91.4	93.7	95.8	94.2	0.00	0.00	95.4	89.2	90.9	90.0	93.0	93.1	
b. Somewhat hard	5.6	10.1	5.7	5.2	3.6	4.9			3.5	7.6	5.8	9.6	5.0	5.3	
c. Not very hard	2.2	9.9	2.9	1.1	0.6	0.9			1.1	3.2	3.3	0.4	2.0	1.6	
<i>Grade 5</i>															
1. How much time do you spend on your homework each day?															
a. One hour or more	41.2	34.5	36.1	42.6	45.0	41.2	0.00	0.00	43.3	39.1	36.5	51.3	41.3	43.5	
b. A half hour	56.3	55.2	60.7	55.8	54.1	58.0			55.2	57.4	60.0	47.3	55.1	54.7	
c. I don't have homework.	1.2	5.6	1.2	0.7	0.4	0.8			0.9	1.5	1.7	0.4	1.4	0.9	
d. I don't do my homework.	1.3	4.7	2.0	1.0	0.5	0.0			0.6	2.0	1.9	0.9	2.3	0.9	
2. How much television do you watch each weekday?															
a. Two hours or more	55.2	57.1	61.7	57.3	50.4	36.9	0.00	0.00	50.0	60.2	67.2	31.9	51.1	49.7	
b. About an hour	27.6	20.7	19.5	27.4	34.0	39.8			30.5	24.8	18.4	43.4	29.1	32.1	
c. About a half hour	13.4	16.2	15.2	12.2	12.2	15.9			15.1	11.7	10.2	15.0	17.3	14.6	
d. None	3.8	5.9	3.6	3.1	3.4	7.4			4.3	3.4	4.1	9.7	2.6	3.6	
3. How often do you use the computer at home for learning?															
a. Almost every day	23.3	26.9	28.6	22.6	21.3	18.5	0.00	0.00	26.2	20.5	25.5	24.2	25.4	21.8	
b. Once or twice a week	34.4	26.4	31.3	35.0	36.2	40.7			38.1	30.9	31.4	47.0	34.5	35.4	
c. Once or twice a month	22.8	13.4	13.2	23.8	28.3	32.6			22.0	23.6	18.9	20.9	17.1	25.6	
d. Never	19.5	33.4	27.0	18.6	14.1	8.2			13.6	25.0	24.2	7.9	23.0	17.2	

Survey Question <i>Grade 5</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
4. How often do you use the computer in school for learning?														
a. Every day	12.2	24.4	16.8	10.3	8.7	7.1	0.00	0.00	11.2	13.2	16.4	5.4	16.6	9.5
b. Once or twice a week	49.5	47.4	47.6	51.0	48.9	47.0			50.5	48.5	50.7	46.0	56.3	48.0
c. Once or twice a month	26.2	16.8	22.6	26.8	29.8	34.6			26.7	25.7	22.6	38.4	18.4	28.8
d. Never	12.1	11.4	12.9	12.0	12.6	11.3			11.5	12.6	10.3	10.3	8.7	13.7
5. How important is it to you to do well in school?														
a. Very important	88.2	83.2	88.1	88.3	88.5	93.0	0.00	0.00	90.9	85.6	88.8	90.7	87.5	87.8
b. Somewhat important	7.5	7.2	6.9	7.6	9.4	5.6			6.1	8.9	6.4	8.0	6.9	8.3
c. Not sure	3.6	8.2	3.9	3.6	1.6	1.3			2.7	4.5	3.9	1.3	4.5	3.5
d. Not important	0.7	1.4	1.1	0.6	0.5	0.1			0.4	1.0	1.0	0.0	1.1	0.5
6. How often do you read at home?														
a. Every day	37.5	29.4	30.2	34.7	47.3	61.7	0.00	0.00	41.7	33.4	30.9	51.8	36.4	40.9
b. Every other day	26.2	26.3	25.8	27.4	25.2	20.6			28.1	24.5	28.5	28.8	25.6	24.9
c. Once or twice a week	24.6	23.3	27.9	26.1	21.0	14.8			22.4	26.6	25.4	15.9	27.1	24.0
d. Never	11.7	20.9	16.1	11.7	6.5	2.9			7.9	15.4	15.2	3.5	10.8	10.2
7. How hard did you try to do well on the DSTP reading test?														
a. Very hard	90.7	80.7	90.3	92.0	92.0	93.2	0.00	0.00	93.2	88.4	89.3	89.8	89.8	91.7
b. Somewhat hard	7.8	13.3	7.9	7.0	7.2	6.4			6.1	9.4	8.7	9.3	8.8	7.1
c. Not very hard	1.5	6.0	1.8	1.0	0.8	0.4			0.7	2.3	2.0	0.9	1.4	1.2
8. How hard did you try to do your well on the DSTP writing test?														
a. Very hard	91.4	82.4	89.5	93.7	94.9	100.0	0.00	0.00	93.7	89.3	90.4	88.9	90.6	92.2
b. Somewhat hard	7.1	10.8	8.5	5.7	4.5	0.0			5.5	8.6	7.4	9.7	7.3	6.7
c. Not very hard	1.5	6.9	2.0	0.5	0.6	0.0			0.8	2.2	2.2	1.3	2.1	1.1

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	X <sup>2</sup>	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 5</i>															
9. How hard did you try to do well on the DSTP mathematics test?															
a. Very hard	91.7	86.6	91.7	92.9	92.6	91.8	0.00	0.00	94.0	89.6	90.2	90.7	90.9	92.8	
b. Somewhat hard	6.5	7.9	6.6	6.1	6.5	6.5			5.1	7.9	7.2	7.1	6.8	6.1	
c. Not very hard	1.7	5.5	1.7	1.0	0.9	1.7			0.9	2.5	2.6	2.2	2.3	1.1	
<i>Grade 6</i>															
1. How much time do you spend on your homework each day?															
a. One hour or more	38.4	33.1	35.1	38.1	42.5	46.1	0.00	0.00	42.2	34.7	35.0	48.6	36.6	40.1	
b. A half hour	58.4	54.7	60.4	59.5	56.1	52.5			55.9	60.9	60.6	49.1	60.0	57.4	
c. I don't have homework.	2.1	7.2	2.8	1.6	1.3	1.0			1.4	2.7	2.8	2.3	2.3	1.6	
d. I don't do my homework.	1.1	5.0	1.7	0.9	0.2	0.5			0.6	1.7	1.6	0.0	1.1	0.9	
2. How much television do you watch each weekday?															
a. Two hours or more	51.8	55.7	60.2	52.4	43.9	34.7	0.00	0.00	47.5	55.9	65.3	33.2	51.2	45.1	
b. About an hour	30.2	20.8	21.9	30.8	39.0	39.8			32.3	28.2	19.5	42.1	31.6	35.5	
c. About a half hour	13.0	16.0	12.8	12.3	12.9	16.4			15.0	11.0	10.0	16.4	13.6	14.4	
d. None	5.1	7.5	5.0	4.5	4.2	9.1			5.2	5.0	5.3	8.4	3.6	5.0	
3. How often do you use the computer at home for learning?															
a. Almost every day	19.5	24.0	21.5	19.7	16.5	14.1	0.00	0.00	22.2	16.8	21.2	22.4	23.8	18.0	
b. Once or twice a week	34.7	26.2	31.4	34.9	38.5	41.6			39.0	30.7	31.3	49.8	33.4	36.1	
c. Once or twice a month	25.4	14.6	18.6	26.2	31.9	33.4			24.0	26.8	22.6	20.5	18.7	27.8	
d. Never	20.4	35.2	28.5	19.2	13.0	10.8			14.8	25.7	24.9	7.3	24.0	18.1	
4. How often do you use the computer in school for learning?															
a. Almost every day	14.4	25.3	16.4	13.2	12.3	12.0	0.00	0.00	12.9	15.7	17.1	10.2	17.1	12.8	
b. Once or twice a week	34.2	33.0	37.9	33.7	32.4	31.7			34.8	33.6	36.6	38.5	33.1	32.8	
c. Once or twice a month	27.4	17.8	21.2	28.0	33.4	36.9			27.8	27.0	22.1	27.3	21.3	31.0	
d. Never	24.1	23.9	24.5	25.1	22.0	19.5			24.5	23.7	24.2	23.9	28.5	23.5	

Survey Question <i>Grade 6</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
5. How important is it to you to do well in school?														
a. Very important	87.0	79.7	87.7	87.2	87.0	89.7	0.00	0.00	90.3	83.9	88.4	90.7	86.1	86.3
b. Somewhat important	9.1	10.2	7.8	9.4	9.8	8.8			7.1	11.2	7.8	7.0	8.6	10.0
c. Not sure	3.0	6.9	3.0	2.9	2.8	1.1			2.2	3.8	2.8	2.3	4.5	2.9
d. Not important	0.8	3.3	1.4	0.5	0.3	0.3			0.5	1.2	1.0	0.0	0.8	0.8
6. How hard did you try to do well on the DSTP science test?														
a. Very hard	85.8	75.1	85.3	86.4	88.5	87.3	0.00	0.00	89.4	82.4	84.1	86.4	86.2	86.8
b. Somewhat hard	11.8	16.6	11.0	11.9	10.0	11.8			9.2	14.2	12.5	12.1	11.3	11.4
c. Not very hard	2.4	8.3	3.6	1.7	1.6	1.0			1.4	3.4	3.4	1.4	2.4	1.8
7. How hard did you try to do well on the DSTP social studies test?														
a. Very hard	86.6	77.9	86.0	88.3	92.1	92.3	0.00	0.00	90.4	83.0	84.6	90.2	87.7	87.6
b. Somewhat hard	11.2	15.3	12.0	10.4	6.9	7.1			8.5	13.8	12.5	9.3	10.5	10.6
c. Not very hard	2.2	6.8	2.0	1.3	1.0	0.5			1.1	3.2	3.0	0.5	1.8	1.8
<i>Grade 8</i>														
1. How much time do you spend on your homework each day?														
a. One hour or more	45.9	35.1	41.7	47.6	58.1	62.0	0.00	0.00	50.7	41.4	42.4	66.5	47.8	46.7
b. A half hour	46.0	47.5	48.9	46.1	37.6	35.4			43.0	48.7	48.8	30.7	42.7	45.4
c. I don't have homework.	3.6	8.9	3.8	2.6	2.3	0.4			2.9	4.2	4.2	1.4	2.6	3.4
d. I don't do my homework.	4.6	8.6	5.5	3.7	1.9	2.3			3.4	5.7	4.5	1.4	6.9	4.5
2. How much television do you watch each weekday?														
a. Two hours or more	60.2	64.7	66.9	59.2	48.5	38.4	0.00	0.00	57.9	62.4	73.7	46.2	62.0	53.3
b. About an hour	26.1	18.5	21.1	28.1	34.1	41.4			27.2	25.1	15.2	31.6	25.8	31.9
c. About a half hour	9.7	12.2	8.6	9.2	11.9	12.2			10.4	9.0	7.4	15.1	8.5	10.9
d. None	3.9	4.6	3.5	3.5	5.5	8.0			4.5	3.4	3.7	7.1	3.7	4.0

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
3. How often do you use the computer at home for learning?														
a. Almost every day	25.4	24.6	24.5	26.1	21.3	27.7	0.00	0.00	27.9	23.2	23.4	42.6	22.5	26.1
b. Once or twice a week	32.9	25.3	31.6	33.5	43.5	43.5			34.7	31.3	31.7	36.5	31.6	33.6
c. Once or twice a month	26.0	16.6	23.4	28.6	28.9	25.4			25.8	26.1	24.3	17.8	23.1	27.3
d. Never	15.7	33.5	20.5	11.9	6.3	3.5			11.6	19.4	20.7	3.0	22.9	13.0
4. How often do you use the computer in school for learning?														
a. Almost every day	16.6	22.9	16.6	15.8	10.6	8.5	0.00	0.00	15.4	17.7	19.7	18.6	18.0	14.7
b. Once or twice a week	22.5	27.3	25.2	20.6	23.2	21.7			21.8	23.2	23.6	21.9	22.9	21.9
c. Once or twice a month	41.3	28.3	39.3	43.8	47.9	55.8			43.8	39.0	38.2	41.4	40.0	43.1
d. Never	19.6	21.4	18.9	19.8	18.3	14.0			19.0	20.2	18.5	18.1	19.0	20.3
5. How important is it to you to do well in school?														
a. Very important	79.4	74.7	78.0	79.9	84.0	91.6	0.00	0.00	82.9	76.1	84.1	86.8	81.8	76.3
b. Somewhat important	16.0	16.2	17.3	16.2	13.5	7.2			13.9	17.9	12.5	10.4	12.8	18.5
c. Not sure	3.4	6.1	3.6	3.0	1.4	0.8			2.6	4.2	2.4	2.4	4.7	3.8
d. Not important	1.2	3.0	1.1	0.9	1.2	0.4			0.6	1.8	1.0	0.5	0.8	1.4
6. How much time do you usually spend reading in preparation for your English class each day?														
a. One hour or more	11.5	14.2	11.1	10.9	11.7	10.3	0.00	0.00	12.7	10.3	13.1	17.9	12.6	10.2
b. About 30 minutes	34.5	34.9	38.5	33.7	30.3	31.9			36.2	33.0	36.5	40.6	37.5	32.9
d. About 15 minutes	32.1	33.4	34.2	31.4	28.5	32.7			32.3	31.8	32.4	24.5	35.0	31.8
e. None	21.9	17.5	16.2	24.0	29.5	25.1			18.8	24.9	18.0	17.0	14.9	25.1
7. How often do you read at home?														
a. Almost every day	32.2	20.8	22.9	35.0	51.6	52.9	0.00	0.00	37.8	27.0	30.3	47.9	25.4	33.6
b. Once or twice a week	30.4	30.8	33.0	29.6	28.7	31.2			31.5	29.3	30.7	32.2	34.3	29.6
c. Once or twice a month	15.6	18.4	17.7	14.9	10.0	11.8			14.0	17.1	17.1	10.9	17.1	14.7
d. Never or hardly ever	21.8	30.0	26.4	20.5	9.8	4.2			16.8	26.6	21.9	9.0	23.2	22.1

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
8. How hard did you try to do well on the DSTP reading test?														
a. Very hard	85.2	78.5	84.3	86.7	87.3	88.6	0.00	0.00	88.7	81.9	86.3	77.1	86.1	84.9
b. Somewhat hard	12.6	16.6	13.5	11.7	10.6	10.3			10.2	14.9	11.6	21.0	11.9	12.9
c. Not very hard	2.2	4.9	2.2	1.6	2.2	1.1			1.1	3.2	2.1	1.9	2.0	2.2
9. How hard did you try to do your well on the DSTP writing test?														
a. Very hard	87.6	73.9	82.7	89.1	90.9	94.4	0.00	0.00	91.1	84.3	88.3	81.9	87.5	87.4
b. Somewhat hard	10.4	17.1	14.1	9.5	8.1	4.9			8.1	12.6	9.8	15.7	10.3	10.6
c. Not very hard	2.0	9.0	3.2	1.4	1.0	0.7			0.8	3.1	1.9	2.4	2.2	2.0
10. How hard did you try to do well on the DSTP mathematics test?														
a. Very hard	85.8	81.4	87.7	88.0	87.1	85.5	0.00	0.00	89.3	82.6	86.0	79.5	85.2	86.1
b. Somewhat hard	11.7	14.4	10.7	10.6	11.1	10.3			9.3	13.9	11.5	15.2	13.1	11.4
c. Not very hard	2.5	4.3	1.6	1.4	1.8	4.2			1.3	3.6	2.4	5.2	1.7	2.5
11. How hard did you try to do well on the DSTP science test?														
a. Very hard	68.6	61.6	70.0	70.1	74.6	70.7	0.00	0.00	74.1	63.4	68.9	66.5	72.7	67.9
b. Somewhat hard	25.2	27.7	24.4	25.3	21.7	24.5			22.3	28.0	24.0	25.3	20.8	26.4
c. Not very hard	6.2	10.7	5.6	4.6	3.7	4.7			3.7	8.7	7.1	8.2	6.5	5.7
12. How hard did you try to do well on the DSTP social studies test?														
a. Very hard	67.3	61.4	67.1	70.2	72.1	72.6	0.00	0.00	72.4	62.5	66.9	64.2	70.9	67.2
b. Somewhat hard	25.6	27.0	25.8	25.1	24.2	23.3			23.2	27.8	24.9	28.0	23.1	26.1
c. Not very hard	7.1	11.6	7.1	4.7	3.7	4.1			4.3	9.7	8.2	7.8	6.0	6.7

Survey Question <i>Grade 10</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How much time do you spend on your homework each day?														
a. One hour or more	44.0	34.0	35.5	47.8	59.3	66.7	0.00	0.00	51.2	36.4	42.5	74.8	41.9	43.5
b. A half hour	42.2	43.6	47.7	40.9	34.3	33.3			39.2	45.4	43.9	23.3	46.7	41.9
c. I don't have homework.	7.4	14.0	9.5	5.3	2.2	0.0			6.1	8.7	8.0	0.5	6.4	7.4
d. I don't do my homework.	6.5	8.4	7.3	6.0	4.1	0.0			3.6	9.5	5.7	1.5	5.0	7.2
2. How much television do you watch each weekday?														
a. Two hours or more	48.3	59.9	54.3	45.3	22.8	20.6	0.00	0.00	44.7	52.2	65.7	41.4	52.1	40.4
b. About an hour	31.5	22.7	28.0	34.0	44.8	47.6			33.0	30.0	20.5	35.0	29.5	36.6
c. About a half hour	14.1	12.8	12.3	14.6	19.8	17.5			15.3	12.8	8.9	16.3	12.8	16.3
d. None	6.1	4.6	5.4	6.2	12.7	14.3			7.0	5.1	4.8	7.4	5.6	6.6
3. How often do you use the computer at home for learning?														
a. Almost every day	28.5	26.9	27.1	29.0	32.3	35.5	0.00	0.00	28.2	28.9	23.9	40.6	27.6	30.0
b. Once or twice a week	34.1	26.0	31.0	36.3	43.7	43.5			37.4	30.9	32.8	38.6	30.3	34.7
c. Once or twice a month	25.3	21.8	24.6	26.5	22.8	17.7			25.3	25.2	27.0	16.8	24.9	25.0
d. Never	12.1	25.2	17.3	8.1	1.1	3.2			9.1	15.1	16.3	4.1	17.2	10.4
4. How often do you use the computer in school for learning?														
a. Almost every day	17.5	26.5	19.4	15.3	9.3	1.6	0.00	0.00	16.1	19.0	23.7	19.5	21.6	14.4
b. Once or twice a week	18.9	24.3	19.5	17.7	13.4	15.9			18.5	19.3	23.2	20.0	20.5	16.8
c. Once or twice a month	43.1	31.3	40.2	46.2	52.2	66.7			45.2	40.9	36.0	39.5	40.7	46.6
d. Never	20.5	18.0	20.9	20.8	25.0	15.9			20.1	20.8	17.1	21.0	17.1	22.2
5. How important is it to you to do well in school?														
a. Very important	77.0	74.6	74.7	77.8	82.1	88.9	0.00	0.00	82.4	71.3	83.2	88.2	80.5	73.4
b. Somewhat important	19.0	18.7	20.6	18.9	17.5	7.9			15.5	22.7	13.8	10.8	16.2	21.9
c. Not sure	2.9	5.0	3.7	2.4	0.4	0.0			1.7	4.2	2.0	0.5	2.5	3.5
d. Not important	1.1	1.7	1.0	1.0	0.0	3.2			0.4	1.8	1.0	0.5	0.8	1.2

Survey Question <i>Grade 10</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
6. How much time do you usually spend reading in preparation for your English class each day?														
a. One hour or more	9.3	12.6	9.1	8.5	8.2	1.6	0.00	0.00	10.6	7.9	12.3	12.8	12.0	7.5
b. About 30 minutes	25.3	30.4	24.6	24.1	23.9	33.3			29.0	21.4	29.9	25.6	28.4	22.9
d. About 15 minutes	28.9	29.5	28.8	28.8	30.2	30.2			28.7	29.1	26.7	35.5	27.0	29.7
e. None	36.5	27.6	37.6	38.6	37.7	34.9			31.7	41.6	31.1	26.1	32.6	39.8
7. How often do you read at home?														
a. Almost every day	28.5	19.2	19.2	32.1	50.7	46.0	0.00	0.00	34.1	22.7	28.9	40.4	24.0	28.1
b. Once or twice a week	27.3	23.5	25.2	28.7	29.1	41.3			29.4	25.2	27.0	28.6	26.5	27.5
c. Once or twice a month	18.4	20.8	22.5	17.1	13.1	6.3			18.2	18.5	20.9	14.3	22.0	17.2
d. Never or hardly ever	25.8	36.5	33.1	22.2	7.1	6.3			18.3	33.7	23.2	16.7	27.6	27.2
8. How hard did you try to do well on the DSTP reading test?														
a. Very hard	74.0	70.7	73.4	75.0	77.2	71.4	0.00	0.00	78.6	69.3	75.6	73.6	79.1	73.0
b. Somewhat hard	22.0	22.9	23.0	21.6	18.0	27.0			19.2	24.8	20.2	23.4	19.0	22.9
c. Not very hard	4.0	6.4	3.6	3.4	4.9	1.6			2.2	5.9	4.2	3.0	2.0	4.1
9. How hard did you try to do well on the DSTP writing test?														
a. Very hard	79.9	57.7	75.5	82.3	83.1	90.6	0.00	0.00	83.6	75.9	81.3	78.5	81.7	79.1
b. Somewhat hard	16.6	28.7	19.5	15.4	14.6	6.7			14.5	18.8	14.9	20.5	16.1	17.2
c. Not very hard	3.6	13.7	5.0	2.3	2.3	2.7			1.9	5.4	3.7	1.0	2.2	3.7
10. How hard did you try to do well on the DSTP mathematics test?														
a. Very hard	73.1	65.5	73.4	77.6	76.4	77.4	0.00	0.00	76.9	69.0	70.7	76.6	76.8	73.7
b. Somewhat hard	21.2	24.7	22.5	18.5	19.1	17.4			19.3	23.2	22.4	19.4	17.6	21.1
c. Not very hard	5.7	9.8	4.2	3.9	4.4	5.2			3.8	7.8	6.9	4.0	5.6	5.3

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. How much time do you spend on your homework each day?														
a. One hour or more	37.7	29.4	34.8	39.5	47.4	57.6	0.00	0.00	43.9	30.9	39.1	60.4	46.8	35.6
b. A half hour	40.8	38.0	42.4	42.7	35.9	30.9			39.4	42.3	41.2	28.9	36.9	41.5
c. I don't have homework.	11.4	20.0	13.4	8.3	6.7	2.0			10.4	12.5	12.3	3.2	7.3	11.7
d. I don't do my homework.	10.1	12.6	9.4	9.5	10.0	9.5			6.3	14.2	7.5	7.5	9.0	11.2
2. How much television do you watch each weekday?														
a. Two hours or more	39.9	48.4	43.9	36.6	32.2	23.4	0.00	0.00	38.6	41.3	58.7	33.2	45.1	33.1
b. About an hour	32.8	25.6	33.1	34.9	35.1	34.9			33.6	31.8	23.6	33.2	33.9	36.0
c. About a half hour	18.1	14.7	15.6	20.1	22.0	24.0			18.6	17.5	11.1	23.5	14.2	20.6
d. None	9.3	11.3	7.4	8.5	10.7	17.8			9.3	9.3	6.5	10.2	6.9	10.3
3. How often do you use the computer at home for learning?														
a. Almost every day	27.0	24.7	24.6	28.2	28.3	35.5	0.00	0.00	25.6	28.5	23.7	42.9	27.3	27.4
b. Once or twice a week	34.2	26.6	32.9	36.6	40.0	40.2			38.0	30.2	32.9	38.6	40.7	34.1
c. Once or twice a month	26.9	26.4	28.0	27.1	26.8	21.6			27.3	26.4	27.9	15.8	21.6	27.4
d. Never	11.9	22.3	14.5	8.1	4.9	2.7			9.0	14.8	15.5	2.7	10.3	11.2
4. How often do you use the computer in school for learning?														
a. Almost every day	20.5	22.6	23.5	18.2	21.4	14.9	0.00	0.00	17.6	23.7	28.6	17.8	23.2	17.7
b. Once or twice a week	20.8	24.3	19.9	20.5	17.5	22.5			19.7	22.0	24.3	23.2	21.9	19.4
c. Once or twice a month	40.1	33.9	39.0	43.1	42.5	41.4			44.4	35.4	34.4	43.2	37.7	42.0
d. Never	18.6	19.1	17.6	18.2	18.5	21.2			18.2	19.0	12.7	15.7	17.1	21.0
5. How important is it to you to do well in school?														
a. Very important	70.5	65.3	69.4	72.3	73.2	78.3	0.00	0.00	78.0	62.4	80.3	76.5	79.0	66.3
b. Somewhat important	23.1	23.6	24.4	22.0	25.1	18.1			19.0	27.5	15.4	17.6	18.9	26.3
c. Not sure	4.1	6.0	4.5	3.7	1.2	1.6			2.3	6.0	3.1	4.3	0.9	4.6
d. Not important	2.4	5.2	1.8	2.0	0.5	2.0			0.8	4.1	1.2	1.6	1.3	2.9

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
6. How hard did you try to do well on the DSTP science test?														
a. Very hard	40.5	36.3	39.3	42.3	40.8	48.5	0.00	0.00	43.1	37.6	46.3	40.1	40.8	38.4
b. Somewhat hard	40.8	33.4	40.3	44.1	44.8	38.3			41.4	40.1	37.1	40.1	39.5	42.3
c. Not very hard	18.7	30.4	20.4	13.7	14.4	13.2			15.5	22.3	16.6	19.8	19.7	19.3
7. How hard did you try to do well on the DSTP social studies test?														
a. Very hard	39.0	34.7	36.0	39.8	45.6	47.6	0.00	0.00	40.7	37.1	43.5	43.2	41.6	37.0
b. Somewhat hard	39.8	33.5	40.3	43.7	41.3	41.0			40.4	39.2	38.5	37.3	35.1	40.7
c. Not very hard	21.2	31.8	23.7	16.5	13.1	11.5			19.0	23.6	18.0	19.5	23.4	22.3

**Appendix: Table 4. Summary Results for School Factor**

Survey Question <i>Grade 3</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
1. Does your school have computers that you can use?														
a. Yes	97.5	96.5	98.1	97.6	96.6	98.1	0.25	0.25	98.0	97.0	97.8	96.3	97.4	97.3
b. No	2.5	3.5	1.9	2.4	3.4	1.9			2.0	3.0	2.2	3.7	2.6	2.7
2. How often do you read to yourself in school?														
a. Every day	73.3	60.9	65.6	72.6	80.0	85.1	0.00	0.00	76.3	70.3	67.4	79.2	70.8	76.8
b. Every other day	15.5	19.4	18.4	16.3	13.1	9.3			15.5	15.5	18.6	11.0	15.1	14.0
c. Once or twice a week	9.0	13.6	13.1	9.1	6.1	5.1			6.8	11.2	10.7	9.8	11.7	7.6
d. Never	2.2	6.1	2.9	2.0	0.9	0.6			1.4	2.9	3.3	0.0	2.4	1.6
3. How often does your teacher read a chapter or a picture book to you in school?														
a. Every day	38.6	39.6	39.0	38.2	38.0	38.4	0.00	0.00	39.1	38.0	38.3	42.9	38.7	38.5
b. Every other day	23.7	24.5	24.5	25.2	20.8	20.4			25.1	22.4	27.6	17.6	22.1	21.9
c. Once or twice a week	29.9	28.0	28.5	28.9	32.5	34.0			29.0	30.7	26.8	32.2	31.3	31.4
d. Never	7.8	7.8	8.0	7.7	8.7	7.2			6.7	8.9	7.4	7.3	7.9	8.1
4. How often does your teacher ask you to talk with other students about what you have read?														
a. Every day	13.0	24.4	17.4	12.4	7.9	8.0	0.00	0.00	12.1	13.9	16.3	12.2	18.9	10.2
b. Every other day	17.9	21.2	21.9	18.2	14.9	13.6			19.1	16.8	23.0	14.2	22.1	14.4
c. Once or twice a week	32.2	24.4	26.2	31.5	37.5	40.7			34.3	30.3	26.1	41.1	28.8	36.0
d. Never	36.8	30.0	34.5	37.9	39.8	37.7			34.5	39.1	34.5	32.5	30.2	39.5
5. How often does your teacher ask you to write about what you have read in your English class?														
a. Every day	26.7	36.8	32.2	26.7	21.1	19.9	0.00	0.00	25.9	27.5	31.4	25.7	37.0	22.4
b. Once or twice a week	31.1	24.1	29.1	30.3	35.4	36.5			32.8	29.5	29.2	40.4	28.9	32.1
c. Once or twice a month	15.7	12.9	12.3	14.9	18.5	21.8			16.1	15.3	12.0	15.5	12.1	18.5
d. Never	26.5	26.2	26.4	28.2	25.1	21.8			25.2	27.7	27.4	18.4	22.0	27.0

Survey Question <i>Grade 3</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
6. How often does your teacher give lessons about how to be a good writer?														
a. Every day	54.3	57.0	54.1	52.4	44.0	50.0	0.00	0.00	55.9	52.8	61.5	48.8	64.4	48.8
b. Once or twice a week	31.5	25.8	31.5	35.8	50.7	50.0			31.7	31.4	26.1	39.7	23.5	35.6
c. Once or twice a month	9.8	9.6	10.3	9.6	4.0	0.0			9.1	10.4	8.0	9.1	6.4	11.4
d. Never	4.4	7.6	4.1	2.3	1.3	0.0			3.2	5.5	4.4	2.5	5.7	4.2
7. How often do you plan, draft, and revise your writing?														
a. Always	54.6	44.4	52.2	64.0	74.3	66.7	0.00	0.00	57.9	51.4	52.7	56.8	50.1	56.3
b. Sometimes	29.9	33.5	32.6	24.8	16.2	33.3			28.3	31.4	30.6	29.9	35.0	28.6
c. Only if it is asked	14.1	18.4	14.0	11.0	9.5	0.0			13.0	15.1	14.7	13.3	13.4	13.8
d. Never	1.5	3.7	1.2	0.2	0.0	0.0			0.9	2.1	1.9	0.0	1.4	1.3
8. How often do you have mathematics homework?														
a. Every day	44.4	42.7	42.6	43.2	48.1	51.0	0.00	0.00	44.6	44.3	43.1	51.9	45.5	44.7
b. Once or twice a week	45.4	39.8	44.3	46.8	45.8	45.3			46.5	44.3	45.5	41.9	45.6	45.3
c. Once or twice a month	7.4	8.2	8.8	7.8	5.8	3.7			6.6	8.1	7.4	5.0	6.1	7.7
d. Never	2.8	9.2	4.3	2.2	0.4	0.0			2.3	3.3	3.9	1.2	2.8	2.3
9. How often do you use a calculator in your mathematics class?														
a. Every day	6.7	20.9	9.5	5.2	1.7	0.8	0.00	0.00	5.7	7.6	10.7	2.9	7.7	4.3
b. Once or twice a week	26.8	30.1	33.7	28.1	20.4	12.3			28.8	25.0	30.1	27.4	37.1	23.2
c. Once or twice a month	38.3	18.2	25.8	39.0	52.4	58.4			39.0	37.5	29.0	42.7	29.2	45.0
d. Never	28.2	30.8	31.1	27.7	25.5	28.5			26.5	29.9	30.1	27.0	26.0	27.5
10. When do you use a calculator in your mathematics class?														
a. When my teacher allows	70.4	58.9	67.5	72.4	75.2	69.6	0.00	0.00	72.2	68.7	68.0	71.2	65.5	72.5
b. Any time I want to	2.6	7.6	3.8	1.9	1.4	0.7			2.0	3.2	3.8	3.7	2.8	1.9
c. To check my answers	14.0	18.9	16.2	13.3	11.5	12.3			14.4	13.6	15.8	12.8	18.0	12.3
d. I never use it	12.9	14.7	12.6	12.4	11.9	17.5			11.4	14.5	12.3	12.3	13.8	13.2

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	$X^2$	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 3</i>															
11. When you receive a mathematics assignment, what does your teacher usually do?															
a. Show you how	31.7	41.8	40.0	31.7	23.5	17.7	0.00	0.00	30.9	32.6	37.4	27.0	36.5	27.9	
b. To work by yourself	34.4	27.1	27.7	34.8	41.5	40.8			33.4	35.3	27.1	37.8	30.2	39.2	
c. Work yourself, discuss	33.9	31.1	32.3	33.4	35.1	41.5			35.7	32.1	35.4	35.3	33.2	32.9	
12. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?															
a. Yes	90.0	87.2	88.3	90.0	92.5	91.9	0.00	0.00	91.0	89.0	89.4	90.1	89.6	90.3	
b. Somewhat	3.1	2.9	2.4	3.1	3.7	3.7			3.1	3.1	2.1	2.9	2.8	3.8	
c. Not sure	5.6	7.3	7.4	5.8	3.1	3.5			5.3	5.9	6.6	6.6	6.3	4.9	
d. No	1.3	2.6	1.9	1.1	0.7	0.8			0.6	2.0	1.9	0.4	1.3	1.0	
<i>Grade 4</i>															
1. Does your school have computers that you can use?															
a. Yes	96.7	92.2	94.4	96.7	97.1	98.4	0.00	0.00	97.5	95.8	95.5	95.7	96.4	97.4	
b. No	3.3	7.8	5.6	3.3	2.9	1.6			2.5	4.2	4.5	4.3	3.6	2.6	
2. How often do you have science homework?															
a. Almost every day	10.7	25.5	16.2	10.8	7.5	7.7	0.00	0.00	9.6	11.7	13.0	7.2	13.5	9.1	
b. Once or twice a week	34.6	23.4	32.6	35.5	33.9	35.0			34.9	34.3	34.8	37.0	38.9	33.9	
c. Once or twice a month	26.4	17.7	14.5	24.0	34.0	37.3			26.9	26.0	20.0	33.2	19.9	31.0	
d. Never or hardly ever	28.4	33.3	36.7	29.7	24.6	20.0			28.7	28.0	32.2	22.6	27.7	26.0	
3. How often do you actually use scientific equipment (e.g., balances, rulers, thermometers, hand lenses, etc.) in your science class?															
a. Almost every day	33.5	37.8	35.0	32.4	34.7	35.0	0.00	0.00	33.8	33.2	33.5	34.0	33.5	33.5	
b. Once or twice a week	34.5	21.4	32.4	33.8	35.7	40.2			36.3	32.8	32.5	34.9	37.5	35.4	
c. Once or twice a month	16.5	12.8	11.5	15.7	19.7	19.7			15.4	17.5	13.8	21.0	13.2	18.3	
d. Never or hardly ever	15.5	28.1	21.0	18.1	9.9	5.0			14.5	16.5	20.2	10.1	15.8	12.8	

Survey Question <i>Grade 4</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
4. How often do you share your ideas and reports with students in your class?														
a. Almost every day	33.6	45.4	37.7	34.5	30.1	29.3	0.00	0.00	35.4	31.9	39.1	23.9	36.3	30.4
b. Once or twice a week	31.3	22.2	25.2	30.1	34.0	39.3			32.9	29.7	27.8	36.8	29.6	33.4
c. Once or twice a month	17.0	11.9	12.9	15.8	21.1	21.2			16.4	17.6	12.4	23.9	16.2	19.6
d. Never or hardly ever	18.0	20.6	24.2	19.6	14.9	10.2			15.3	20.7	20.7	15.4	17.9	16.5
5. In your science class, how often does your teacher ask you to write explanations in your journals or notebooks?														
a. All the time	28.3	36.3	34.5	29.1	24.3	24.6	0.00	0.00	27.8	28.9	33.2	24.8	30.9	25.4
b. Most the time	28.6	18.1	21.5	27.8	32.5	34.2			28.7	28.5	27.1	33.8	24.6	29.9
c. Sometimes	32.9	30.6	33.1	32.7	34.7	30.9			34.1	31.8	29.7	35.0	34.4	34.4
d. Never or hardly ever	10.2	15.0	10.8	10.4	8.5	10.3			9.4	10.9	10.0	6.4	10.1	10.4
6. Do you think that the knowledge you have learned in your science classes helps you understand the world better?														
a. Yes	74.6	73.8	75.6	75.6	74.3	69.6	0.00	0.00	75.2	74.1	75.6	79.4	82.1	72.7
b. Somewhat	14.0	5.1	9.6	12.4	16.9	22.9			14.3	13.8	10.9	11.2	7.0	17.1
c. Not sure	9.1	13.3	11.6	9.8	7.1	6.0			8.8	9.4	10.9	6.9	8.7	8.2
d. No	2.2	7.7	3.2	2.2	1.7	1.5			1.7	2.8	2.7	2.6	2.2	2.0
7. Do you feel your science class has prepared you to do well on the DSTP science test?														
a. Yes	80.6	78.9	78.0	81.8	79.8	78.3	0.00	0.00	81.1	80.1	81.1	74.8	81.1	80.4
b. Somewhat	10.0	7.2	6.8	8.3	13.4	16.1			10.1	9.9	7.7	15.1	7.0	11.6
c. Not sure	6.8	6.2	11.4	7.3	5.0	3.4			6.5	7.0	7.7	8.0	9.8	5.8
d. No	2.6	7.7	3.8	2.6	1.8	2.2			2.2	3.0	3.5	2.1	2.2	2.2
8. How often does your social studies teacher ask you using maps to locate places?														
a. Every time	18.6	27.0	21.7	16.8	15.1	15.7	0.00	0.00	18.5	18.7	21.3	13.1	20.9	17.0
b. Most the time	33.2	26.5	27.5	34.3	42.0	44.2			33.3	33.0	28.6	37.3	27.8	36.5
c. Sometimes	38.6	31.3	38.4	40.1	38.4	36.3			39.0	38.2	37.0	40.7	39.6	39.4
d. Never or hardly ever	9.6	15.2	12.4	8.8	4.6	3.8			9.1	10.0	13.2	8.9	11.8	7.1

Survey Question <i>Grade 4</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
9. How often does your social studies teacher ask you using maps to explain your answers?														
a. Every time	16.9	25.7	20.0	15.3	12.9	12.6	0.00	0.00	17.0	16.8	20.4	14.5	19.4	14.5
b. Most the time	30.8	28.4	30.0	31.0	32.5	32.5			30.3	31.2	27.8	30.8	29.3	32.8
c. Sometimes	39.5	31.0	36.0	41.1	45.3	43.0			40.7	38.3	36.4	44.9	37.8	41.3
d. Never or hardly ever	12.8	14.9	13.9	12.7	9.3	12.0			12.0	13.6	15.3	9.8	13.6	11.3
10 How often does your social studies teacher ask you collecting information from graphic or chart to explain answers?														
a. Every time	19.6	30.4	25.1	17.8	12.0	6.1	0.00	0.00	18.5	20.6	26.1	13.1	23.5	15.5
b. Most the time	34.4	27.8	31.1	35.8	39.2	37.1			34.3	34.6	31.0	41.8	34.1	36.1
c. Sometimes	35.7	27.1	33.4	36.6	39.6	45.8			37.3	34.2	32.4	35.4	32.0	38.2
d. Never or hardly ever	10.3	14.7	10.4	9.7	9.2	11.0			9.9	10.6	10.5	9.7	10.4	10.1
11. How often does your social studies teacher ask you using what you have learned to solve real life problems?														
a. Every time	20.6	29.6	23.3	19.0	17.4	16.0	0.00	0.00	19.8	21.5	25.2	19.1	22.1	17.7
b. Most the time	27.6	25.5	26.2	29.1	26.2	23.5			27.4	27.8	25.6	29.7	28.6	28.7
c. Sometimes	34.0	28.0	32.5	34.8	37.1	38.7			35.8	32.3	30.8	35.2	34.2	36.0
d. Never or hardly ever	17.7	16.9	18.1	17.1	19.4	21.8			17.0	18.4	18.4	16.1	15.0	17.6
12. How often does your social studies teacher ask you using primary sources, such as documents, diaries, and artifacts?														
a. Every time	11.1	22.8	14.0	9.2	7.0	4.7	0.00	0.00	10.3	11.8	14.7	5.9	13.1	8.9
b. Most the time	20.4	22.4	21.8	19.9	19.0	17.4			20.0	20.7	21.6	18.6	22.9	19.4
c. Sometimes	38.3	26.5	35.1	39.9	44.1	46.8			39.5	37.2	33.4	40.9	35.3	41.5
d. Never or hardly ever	30.3	28.2	29.1	31.1	29.9	31.1			30.3	30.2	30.3	34.6	28.7	30.1
13. How often do you learn about Geography in your social studies class?														
a. Every class	16.6	30.1	17.5	14.3	14.8	18.8	0.00	0.00	16.7	16.6	19.4	13.0	21.6	14.6
b. Most of the classes	25.9	21.8	24.0	25.5	32.0	35.7			25.0	26.7	22.8	28.2	25.9	27.6
c. Some of the classes	39.7	28.2	37.2	42.4	40.5	40.0			40.7	38.7	36.4	39.1	36.3	42.3
d. Rarely or hardly ever	17.8	19.9	21.3	17.7	12.7	5.5			17.6	18.0	21.4	19.7	16.2	15.5

Survey Question <i>Grade 4</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
14. How often do you learn about Civics and Government in your social studies class?														
a. Every class	10.8	21.3	13.4	9.0	7.1	5.2	0.00	0.00	10.2	11.3	15.4	7.6	13.1	7.9
b. Most of the classes	22.3	23.6	22.6	21.5	23.9	24.9			23.0	21.6	22.7	18.6	26.0	21.6
c. Some of the classes	42.7	30.8	38.5	44.5	49.3	51.6			43.2	42.1	36.6	47.0	38.2	46.8
d. Rarely or hardly ever	24.3	24.3	25.5	25.0	19.8	18.3			23.5	25.0	25.2	26.7	22.6	23.7
15. How often do you learn about Economics in your social studies class?														
a. Every class	9.8	21.0	10.9	8.5	5.8	5.0	0.00	0.00	9.6	9.9	12.7	5.5	12.0	7.9
b. Most of the classes	21.1	20.1	21.0	20.9	23.6	20.8			20.7	21.5	21.0	19.9	22.2	21.2
c. Some of the classes	39.5	28.8	36.2	40.6	46.8	50.6			39.9	39.2	34.1	43.6	38.5	42.9
d. Rarely or hardly ever	29.6	30.2	31.9	30.0	23.7	23.7			29.8	29.3	32.2	30.9	27.3	28.0
16. How often do you learn about History in your social studies class?														
a. Every class	25.2	30.6	27.6	24.7	20.7	16.1	0.00	0.00	24.5	25.8	28.0	18.3	26.0	23.7
b. Most of the classes	30.9	25.0	27.8	31.7	35.6	39.8			29.6	32.3	28.0	37.9	29.1	32.7
c. Some of the classes	32.8	30.1	31.1	33.8	33.3	33.3			34.3	31.4	31.3	30.2	32.6	34.0
d. Rarely or hardly ever	11.1	14.3	13.4	9.7	10.4	10.8			11.7	10.5	12.7	13.6	12.2	9.7
17. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?														
a. Yes	80.1	79.2	81.7	80.8	75.9	73.6	0.00	0.00	80.6	79.7	81.6	74.6	82.1	79.5
b. Somewhat	10.2	6.6	6.8	10.4	16.9	19.4			10.3	10.2	7.7	13.6	5.8	12.1
c. Not sure	6.9	9.9	8.0	6.4	5.3	5.2			7.0	6.8	7.2	9.3	9.5	6.2
d. No	2.7	4.2	3.5	2.4	2.0	1.7			2.1	3.3	3.5	2.5	2.6	2.3
<i>Grade 5</i>														
1. Does your school have computers that you can use?														
a. Yes	97.9	97.8	97.2	98.1	98.1	97.9	.27	0.27	98.1	97.7	97.6	98.2	97.0	98.2
b. No	2.1	2.2	2.8	1.9	1.9	2.1			1.9	2.3	2.4	1.8	3.0	1.8

Survey Question <i>Grade 5</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
2. How often do you read to yourself in school?														
a. Every day	65.9	49.7	57.6	66.5	74.7	81.0	0.00	0.00	69.3	62.6	58.8	75.2	63.3	70.0
b. Every other day	21.1	25.2	24.9	21.1	18.2	14.4			20.8	21.4	24.8	15.9	21.8	19.1
c. Once or twice a week	10.1	16.1	13.4	10.1	6.1	4.5			8.3	11.9	12.6	8.0	11.9	8.6
d. Never	2.8	8.9	4.0	2.3	1.0	0.1			1.5	4.1	3.8	0.9	3.0	2.3
3. How often does your teacher read a chapter or a picture book to you in school?														
a. Every day	23.8	25.7	25.3	22.6	24.3	24.1	0.00	0.00	23.4	24.2	24.2	27.4	25.8	23.1
b. Every other day	20.5	25.0	21.5	20.5	18.5	17.1			20.8	20.2	22.9	14.6	24.3	18.8
c. Once or twice a week	32.4	28.5	29.8	33.3	32.9	36.4			33.9	30.9	29.8	31.0	28.7	34.5
d. Never	23.3	20.8	23.5	23.6	24.3	22.4			21.8	24.7	23.0	27.0	21.3	23.5
4. How often does your teacher ask you to talk with other students about what you have read?														
a. Every day	8.6	20.5	10.6	7.1	4.9	5.6	0.00	0.00	8.0	9.1	11.2	8.0	12.4	6.5
b. Every other day	15.7	19.9	19.9	15.1	12.9	12.4			16.0	15.5	18.5	14.2	20.7	13.6
c. Once or twice a week	32.0	25.2	26.9	33.1	34.7	38.3			33.9	30.2	28.1	33.6	28.5	34.6
d. Never	43.7	34.4	42.7	44.6	47.5	43.6			42.2	45.1	42.2	44.2	38.4	45.2
5. How often does your teacher ask you to write about what you have read in your English class?														
a. Every day	19.8	33.2	21.9	18.2	15.4	16.8	0.00	0.00	18.4	21.1	23.8	17.4	26.7	16.7
b. Once or twice a week	32.6	28.1	29.2	32.3	35.9	41.0			33.8	31.4	30.7	33.5	28.2	34.2
c. Once or twice a month	23.0	15.7	19.6	23.7	26.8	26.9			23.9	22.1	18.6	25.4	22.1	25.5
d. Never	24.7	23.1	29.3	25.8	21.9	15.3			24.0	25.3	27.0	23.7	23.0	23.6
6. How often does your teacher give lessons about how to be a good writer?														
a. Every day	43.9	45.8	44.5	42.5	52.0	60.9	0.00	0.00	44.9	42.8	49.6	41.6	48.4	40.1
b. Once or twice a week	39.6	30.2	36.6	42.8	39.5	34.8			40.4	38.8	34.2	45.6	36.7	42.8
c. Once or twice a month	12.5	13.4	13.8	11.9	8.2	4.3			11.6	13.3	11.2	11.5	10.3	13.6
d. Never	4.1	10.6	5.1	2.9	0.3	0.0			3.1	5.1	5.0	1.3	4.7	3.6

Survey Question <i>Grade 5</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
7. How often do you plan, draft, and revise your writing?														
a. Always	58.7	38.3	50.8	64.8	79.9	78.3	0.00	0.00	63.7	53.9	54.9	61.5	52.3	61.7
b. Sometimes	29.3	37.1	34.2	26.4	15.0	17.4			27.1	31.5	31.9	28.3	31.2	27.5
c. Only if it is asked	10.9	20.1	13.3	8.4	5.1	4.3			8.8	12.9	11.8	8.8	15.0	9.9
d. Never	1.1	4.6	1.6	0.3	0.0	0.0			0.4	1.8	1.4	1.3	1.5	0.9
8. How often do you have mathematics homework?														
a. Every day	52.6	42.9	51.6	52.9	56.9	63.8	0.00	0.00	54.3	51.1	49.8	56.2	53.3	54.0
b. Once or twice a week	41.3	43.8	41.5	42.2	39.2	33.7			40.6	42.0	43.2	39.4	39.2	40.6
c. Once or twice a month	4.4	7.3	4.9	4.0	3.2	2.4			4.2	4.6	4.7	3.5	6.5	4.0
d. Never	1.6	6.0	1.9	0.9	0.7	0.2			0.9	2.2	2.3	0.9	0.9	1.3
9. How often do you use a calculator in your mathematics class?														
a. Every day	5.1	14.0	5.9	3.6	3.1	2.1	0.00	0.00	4.8	5.4	7.1	5.3	7.6	3.4
b. Once or twice a week	25.7	28.6	31.9	24.6	20.0	21.9			26.5	24.9	29.2	20.8	28.7	23.4
c. Once or twice a month	43.6	24.9	35.2	47.5	53.2	52.0			44.3	42.9	36.7	51.3	38.1	48.0
d. Never	25.7	32.5	26.9	24.4	23.7	24.1			24.4	26.9	26.9	22.6	25.6	25.1
10. When do you use a calculator in your mathematics class?														
a. When my teacher allows	72.4	61.5	71.3	75.4	73.1	70.6	0.00	0.00	74.2	70.6	68.7	71.6	75.4	74.2
b. Any time I want to	3.1	7.6	3.2	2.1	2.6	1.9			2.3	3.8	4.3	1.8	2.9	2.4
c. To check my answers	11.6	15.7	13.1	10.7	9.7	10.6			12.1	11.2	13.7	13.3	12.9	10.1
d. I never use it	12.9	15.2	12.4	11.8	14.7	16.9			11.4	14.4	13.4	13.3	8.8	13.2
11. When you receive a mathematics assignment, what does your teacher usually do?														
a. Show you how	33.6	46.1	39.3	32.2	26.0	18.8	0.00	0.00	32.8	34.4	39.1	31.9	42.2	29.4
b. To work by yourself	32.0	24.0	27.9	33.2	35.9	42.2			29.0	35.0	26.4	35.8	23.9	36.3
c. Work yourself, discuss	34.3	30.0	32.8	34.5	38.1	39.1			38.2	30.6	34.5	32.3	33.9	34.3

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	$X^2$	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 5</i>															
12. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?															
a. Yes	79.5	72.7	77.2	79.9	86.1	83.1	0.00	0.00	79.5	79.4	77.5	83.5	81.8	80.1	
b. Somewhat	13.6	11.6	13.3	14.8	10.7	13.0			14.4	12.8	13.9	11.6	9.8	14.0	
c. Not sure	5.0	10.8	6.8	4.0	2.4	2.6			4.5	5.6	6.1	4.0	7.0	4.2	
d. No	1.9	4.9	2.7	1.3	0.9	1.4			1.6	2.3	2.6	0.9	1.4	1.7	
<i>Grade 6</i>															
1. Does your school have computers that you can use?															
a. Yes	96.6	91.8	96.4	96.8	97.8	98.1	0.00	0.00	97.2	96.1	96.3	93.5	95.6	97.2	
b. No	3.4	8.2	3.6	3.2	2.2	1.9			2.8	3.9	3.7	6.5	4.4	2.8	
2. How often do you have science homework?															
a. Almost every day	22.2	27.2	23.6	21.4	22.3	20.1	0.00	0.00	22.4	22.0	23.1	24.3	29.6	20.8	
b. Once or twice a week	48.9	37.7	46.7	49.8	50.7	54.8			50.9	47.0	47.8	51.4	47.8	49.6	
c. Once or twice a month	16.9	11.7	13.1	17.9	18.8	20.9			15.8	18.0	14.0	16.8	13.5	19.0	
d. Never or hardly ever	11.9	23.4	16.6	10.9	8.2	4.2			10.9	12.9	15.2	7.5	9.1	10.6	
3. How often do you actually use scientific equipment (e.g., balances, rulers, thermometers, hand lenses, etc.) in your science class?															
a. Almost every day	29.7	29.6	27.7	29.6	32.5	30.2	0.00	0.00	30.3	29.0	28.3	27.1	27.4	30.9	
b. Once or twice a week	39.0	29.2	36.4	39.6	41.6	45.0			40.0	38.1	35.5	38.3	35.2	41.4	
c. Once or twice a month	18.9	19.3	17.8	19.3	18.7	19.5			17.6	20.2	19.1	23.8	22.3	18.2	
d. Never or hardly ever	12.4	21.9	18.1	11.6	7.3	5.3			12.1	12.7	17.1	10.7	15.1	9.6	
4. How often do you share your ideas and reports with students in your class?															
a. Almost every day	30.3	32.9	30.2	29.4	30.9	33.6	0.00	0.00	31.7	29.0	31.8	31.3	29.5	29.5	
b. Once or twice a week	33.6	27.1	32.1	33.9	36.4	35.7			34.5	32.7	31.2	32.2	34.4	34.9	
c. Once or twice a month	19.6	15.3	16.5	20.4	20.7	23.2			19.3	19.8	17.1	22.4	19.2	20.9	
d. Never or hardly ever	16.5	24.8	21.2	16.2	12.1	7.6			14.5	18.5	19.9	14.0	16.9	14.7	

Survey Question <i>Grade 6</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
5. In your science class, how often does your teacher ask you to write explanations in your journals or notebooks?														
a. All the time	39.8	37.9	41.4	39.7	38.8	38.4	0.00	0.00	40.5	39.1	42.3	33.3	36.7	38.9
b. Most the time	30.1	27.4	27.3	30.2	32.7	34.7			30.5	29.7	28.4	39.4	32.7	30.3
c. Sometimes	22.9	21.0	23.8	23.1	22.2	21.3			22.8	22.9	21.4	21.6	25.5	23.5
d. Never or hardly ever	7.2	13.8	7.4	6.9	6.3	5.6			6.2	8.2	7.9	5.6	5.0	7.3
6. Do you think that the knowledge you have learned in your science classes helps you understand the world better?														
a. Yes	52.0	60.0	54.3	50.6	50.5	52.6	0.00	0.00	49.3	54.6	53.0	62.1	58.9	50.3
b. Somewhat	34.7	20.7	30.0	36.6	39.0	36.9			38.6	31.0	32.4	29.9	28.2	37.0
c. Not sure	8.6	10.5	10.1	8.5	6.9	7.6			8.6	8.7	9.1	5.6	9.0	8.4
d. No	4.7	8.8	5.5	4.4	3.6	2.9			3.6	5.7	5.5	2.3	3.9	4.3
7. Do you feel your science class has prepared you to do well on the DSTP science test?														
a. Yes	58.0	58.7	57.4	57.0	60.0	63.6	0.00	0.00	56.6	59.4	55.6	56.5	59.1	59.5
b. Somewhat	27.6	16.1	23.8	29.4	30.2	29.2			29.8	25.5	26.4	30.4	23.9	28.6
c. Not sure	7.9	14.8	10.2	7.5	5.4	3.9			7.8	8.0	9.4	6.1	12.8	6.5
d. No	6.4	10.4	8.6	6.1	4.3	3.4			5.8	7.0	8.6	7.0	4.2	5.4
8. How often does your social studies teacher ask you using maps to locate places?														
a. Every time	14.7	20.7	16.4	12.7	11.7	12.2	0.00	0.00	14.5	14.9	18.3	16.4	16.4	12.4
b. Most the time	38.3	32.0	37.8	40.2	39.1	37.1			39.4	37.3	35.5	45.3	38.6	39.5
c. Sometimes	39.0	35.0	37.8	40.1	43.1	43.1			38.9	39.2	37.0	34.1	38.6	40.6
d. Never or hardly ever	7.9	12.3	8.0	7.0	6.1	7.6			7.2	8.7	9.3	4.2	6.5	7.5
9. How often does your social studies teacher ask you using maps to explain your answers?														
a. Every time	13.4	22.5	16.1	10.3	8.3	12.2	0.00	0.00	12.4	14.5	17.8	11.7	17.5	10.5
b. Most the time	32.9	32.0	33.3	33.0	31.7	32.5			33.7	32.1	31.8	33.6	37.2	32.8
c. Sometimes	42.6	33.6	39.6	45.7	50.0	44.7			43.7	41.6	38.2	47.2	37.7	45.6
d. Never or hardly ever	11.1	11.9	11.0	11.1	10.1	10.7			10.2	11.9	12.1	7.5	7.6	11.1

Survey Question <i>Grade 6</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
10 How often does your social studies teacher ask you collecting information from graphic or chart to explain answers?														
a. Every time	20.6	24.6	21.6	19.2	16.6	26.4	0.00	0.00	20.3	20.9	23.9	22.5	21.0	18.7
b. Most the time	33.5	29.1	33.5	34.1	38.2	31.5			33.5	33.4	31.0	39.9	37.4	34.1
c. Sometimes	33.7	31.9	34.0	34.0	34.7	29.9			34.4	33.0	31.9	29.1	32.8	34.9
d. Never or hardly ever	12.3	14.3	10.9	12.7	10.5	12.2			11.7	12.8	13.2	8.5	8.8	12.3
11. How often does your social studies teacher ask you using what you have learned to solve real life problems?														
a. Every time	12.5	19.0	15.7	9.8	7.7	8.6	0.00	0.00	11.4	13.7	15.3	11.2	12.9	11.0
b. Most the time	26.1	27.4	27.0	25.4	26.1	23.4			24.9	27.3	27.6	29.9	29.6	24.8
c. Sometimes	40.1	32.7	36.7	42.9	44.2	50.3			42.2	38.0	34.9	42.1	39.1	43.0
d. Never or hardly ever	21.3	20.8	20.6	21.9	22.0	17.8			21.5	21.0	22.2	16.8	18.4	21.3
12. How often does your social studies teacher ask you using primary sources, such as documents, diaries, and artifacts?														
a. Every time	16.8	25.2	20.3	13.6	11.1	11.2	0.00	0.00	15.9	17.7	21.5	15.6	18.5	14.0
b. Most the time	34.1	31.2	33.5	35.2	35.2	29.4			34.4	33.7	31.5	36.8	36.9	35.1
c. Sometimes	34.9	29.1	33.7	36.6	36.8	41.1			35.4	34.5	30.9	35.8	35.1	37.1
d. Never or hardly ever	14.2	14.5	12.5	14.6	17.0	18.3			14.3	14.1	16.1	11.8	9.6	13.8
13. How often do you learn about Geography in your social studies class?														
a. Every class	22.0	25.6	23.0	20.3	23.0	25.9	0.00	0.00	21.8	22.3	22.7	22.4	22.1	21.7
b. Most of the classes	34.4	29.8	30.7	37.0	38.3	40.1			34.3	34.5	31.1	39.7	33.8	36.1
c. Some of the classes	33.6	30.3	34.5	34.0	34.1	28.9			34.2	33.0	32.4	31.8	37.4	33.8
d. Rarely or hardly ever	10.0	14.2	11.8	8.7	4.6	5.1			9.7	10.3	13.9	6.1	6.7	8.4
14. How often do you learn about Civics and Government in your social studies class?														
a. Every class	15.2	22.3	16.8	13.0	12.5	10.2	0.00	0.00	14.9	15.5	19.9	15.0	16.8	12.4
b. Most of the classes	29.6	29.9	29.1	29.4	31.5	35.5			29.4	29.9	30.4	29.0	31.5	29.0
c. Some of the classes	39.0	31.7	38.4	40.5	43.8	42.1			39.8	38.3	33.8	40.2	38.2	42.0
d. Rarely or hardly ever	16.1	16.1	15.7	17.0	12.3	12.2			15.9	16.3	16.0	15.9	13.5	16.6

Survey Question	Total	Proficiency Level					p <		Gender		Ethnic Group				
		%	1	2	3	4	5	X <sup>2</sup>	CC	F.	M.	A.A.	A.	H.	C.
<i>Grade 6</i>															
15. How often do you learn about Economics in your social studies class?															
a. Every class	14.7	19.6	15.8	13.4	11.7	11.2	0.00	0.00	13.8	15.6	17.8	14.0	14.3	13.1	
b. Most of the classes	26.2	25.4	26.4	26.3	26.3	24.9			25.6	26.8	26.6	22.0	30.3	25.5	
c. Some of the classes	39.6	34.9	35.7	41.5	46.8	52.8			41.0	38.2	34.9	47.2	38.4	42.0	
d. Rarely or hardly ever	19.5	20.2	22.0	18.7	15.2	11.2			19.7	19.3	20.6	16.8	17.0	19.4	
16. How often do you learn about History in your social studies class?															
a. Every class	44.6	40.7	44.3	45.9	43.5	42.1	0.00	0.00	46.0	43.2	45.5	47.2	43.8	44.3	
b. Most of the classes	29.8	27.7	29.9	29.4	33.7	39.6			29.0	30.6	26.9	29.4	29.0	31.3	
c. Some of the classes	20.0	22.3	20.2	19.8	17.9	16.2			20.0	20.1	20.7	19.2	22.6	19.4	
d. Rarely or hardly ever	5.6	9.3	5.6	4.9	4.8	2.0			5.1	6.1	6.9	4.2	4.6	5.0	
17. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?															
a. Yes	54.2	57.3	56.6	52.1	52.8	53.8	0.00	0.00	53.1	55.2	54.6	54.2	58.4	53.5	
b. Somewhat	28.4	19.8	25.0	31.8	33.6	34.5			30.6	26.3	26.5	32.2	24.1	29.9	
c. Not sure	9.6	14.2	10.1	8.4	8.1	7.1			9.5	9.7	10.1	8.9	12.8	9.0	
d. No	7.8	8.7	8.3	7.7	5.5	4.6			6.8	8.8	8.8	4.7	4.7	7.6	
<i>Grade 8</i>															
1. Does your school have computers that you can use?															
a. Yes	97.0	92.8	96.9	97.8	98.6	98.1	0.00	0.00	97.8	96.2	96.3	97.6	95.9	97.4	
b. No	3.0	7.2	3.1	2.2	1.4	1.9			2.2	3.8	3.7	2.4	4.1	2.6	
2. 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	18.1	24.0	19.7	16.3	15.2	20.9	0.00	0.00	18.6	17.7	22.0	22.3	21.7	15.5	
b. Once or twice a week	30.4	26.0	27.0	31.2	37.1	45.6			31.1	29.7	29.2	38.4	32.2	30.5	
c. Once or twice a month	21.5	15.9	21.5	22.4	27.1	16.7			21.6	21.3	18.6	18.0	21.0	23.1	
d. Never or hardly ever	30.0	34.0	31.8	30.1	20.5	16.7			28.7	31.3	30.2	21.3	25.1	30.9	

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group				
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>	
3. How often does your teacher ask you to write about what you have read in your English class?															
a. Almost every day	26.9	34.6	29.0	24.9	21.9	26.2	0.00	0.00	26.6	27.3	33.8	28.0	30.2	22.8	
b. Once or twice a week	33.3	27.7	32.2	33.9	40.2	44.9			33.5	33.2	30.2	34.6	35.4	34.7	
c. Once or twice a month	22.9	18.4	20.7	24.4	26.6	20.9			23.0	22.8	20.8	26.1	20.7	24.2	
d. Never or hardly ever	16.8	19.3	18.2	16.8	11.3	8.0			17.0	16.7	15.2	11.4	13.7	18.3	
4. How often does your teacher give lessons about how to be a good writer?															
a. Almost every day	46.4	38.8	44.6	46.3	50.8	54.9	0.00	0.00	48.7	44.3	51.8	51.7	53.3	42.5	
b. Once or twice a week	33.9	30.1	29.4	35.2	35.6	36.8			33.1	34.6	29.8	34.1	28.6	36.8	
c. Once or twice a month	13.5	15.5	14.7	13.8	11.0	6.9			12.9	14.1	11.3	13.3	13.1	14.8	
d. Never or hardly ever	6.1	15.5	11.4	4.7	2.7	1.4			5.3	6.9	7.1	0.9	5.0	6.0	
5. How often do you have writing homework?															
a. Almost every day	25.2	38.1	29.2	24.6	18.1	21.5	0.00	0.00	24.0	26.3	32.3	28.1	30.9	20.6	
b. Once or twice a week	45.8	29.8	40.4	47.1	51.4	52.1			46.7	44.9	42.7	51.4	45.9	47.1	
c. Once or twice a month	19.5	13.7	15.5	20.0	24.5	24.3			20.1	18.9	15.3	17.1	16.6	22.1	
d. Never or hardly ever	9.6	18.5	14.9	8.3	6.1	2.1			9.2	9.9	9.7	3.3	6.6	10.1	
6. How often do you plan, draft, and revise your writing?															
a. Almost always	55.2	23.3	35.6	59.3	72.1	75.0	0.00	0.00	59.9	50.8	47.1	63.8	45.6	60.4	
b. Sometimes	28.4	45.8	39.0	26.4	18.2	18.8			26.1	30.6	35.2	24.8	37.3	23.9	
c. Only if it is requested	14.0	18.5	20.4	12.9	9.2	6.3			12.4	15.5	14.8	11.0	15.3	13.5	
d. Never or hardly ever	2.4	12.4	5.0	1.3	0.5	0.0			1.6	3.1	2.9	0.5	1.7	2.2	
7. How often do you have mathematics homework?															
a. Almost every day	65.9	55.9	66.3	68.9	72.1	78.4	0.00	0.00	67.8	64.1	62.4	80.6	65.1	67.3	
b. Once or twice a week	26.4	29.6	26.5	26.6	23.9	18.5			25.6	27.2	27.1	17.5	27.5	26.2	
c. Once or twice a month	3.7	6.5	3.2	2.6	2.3	1.8			3.1	4.2	4.9	0.9	4.1	3.1	
d. Never or hardly ever	4.0	8.0	4.0	1.8	1.7	1.4			3.5	4.5	5.5	0.9	3.3	3.4	

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
8. How often do you use a calculator in your mathematics class?														
a. Almost every day	32.7	31.1	32.3	32.3	33.1	40.5	0.00	0.00	33.6	31.9	31.2	31.3	24.2	34.6
b. Once or twice a week	32.6	31.8	33.7	34.2	30.4	27.8			32.4	32.7	32.2	32.7	39.5	31.9
c. Once or twice a month	16.4	16.5	16.9	16.5	16.3	13.7			16.4	16.4	16.5	21.8	17.7	16.1
d. Never or hardly ever	18.3	20.6	17.1	17.0	20.3	18.0			17.6	19.0	20.1	14.2	18.6	17.5
9. When do you use a calculator in your mathematics class?														
a. When my teacher allows	67.6	64.0	71.5	69.9	66.6	60.2	0.00	0.00	70.4	65.0	68.6	64.5	72.5	66.7
b. Any time I want to	15.5	16.9	14.4	14.1	15.1	20.4			15.1	15.9	13.4	15.2	11.2	17.1
c. To check my answers	9.7	11.5	8.2	9.6	8.8	9.8			8.6	10.8	10.6	15.6	10.3	9.0
d. I never use it	7.1	7.6	5.9	6.4	9.4	9.6			5.9	8.3	7.4	4.7	5.9	7.2
10. When you receive a mathematics assignment, what does your teacher usually do?														
a. Show you how	39.3	48.3	42.4	34.4	29.4	27.1	0.00	0.00	35.8	42.6	45.0	32.7	50.5	35.2
b. To work by yourself	19.6	21.3	17.2	18.5	21.8	23.1			16.7	22.3	18.1	21.8	16.8	20.6
c. Work yourself, discuss	41.1	30.4	40.4	47.1	48.8	49.7			47.5	35.1	36.9	45.5	32.8	44.2
11. When you receive an assignment, does your teacher usually encourage you to try different approaches?														
a. Yes	58.7	64.0	61.3	57.4	49.7	46.6	0.00	0.00	58.7	58.7	64.0	52.9	64.9	55.4
b. Sometimes	35.2	30.1	33.5	36.9	41.7	44.6			35.7	34.8	31.2	41.9	30.7	37.6
c. Never or hardly ever	6.1	5.8	5.2	5.7	8.7	8.8			5.6	6.6	4.8	5.2	4.4	7.0
12. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?														
a. Yes	53.0	46.6	44.4	55.9	69.5	73.2	0.00	0.00	49.9	55.9	49.1	61.9	55.4	54.4
b. Somewhat	32.6	32.2	38.4	33.5	24.6	21.0			35.6	29.8	34.3	27.1	30.6	32.2
c. Not sure	6.4	9.5	7.0	5.3	2.1	2.4			6.3	6.4	7.3	5.2	7.8	5.7
d. No	8.0	11.7	10.2	5.4	3.7	3.4			8.2	7.9	9.3	5.7	6.2	7.7

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
13. How often do you have science homework?														
a. Almost every day	24.1	26.0	24.2	22.7	23.6	24.5	0.00	0.00	23.7	24.4	26.0	33.2	24.0	22.8
b. Once or twice a week	45.1	36.1	44.4	49.2	50.3	54.1			45.8	44.5	40.8	44.9	45.1	47.4
c. Once or twice a month	14.5	13.2	13.8	16.0	14.9	14.0			15.0	14.1	13.5	10.2	12.8	15.5
d. Never or hardly ever	16.2	24.7	17.6	12.1	11.3	7.4			15.5	17.0	19.7	11.7	18.1	14.4
14. How often do you actually use scientific equipment (e.g., balances, microscopes, etc.) in your science class?														
a. Almost every day	8.3	10.2	7.8	7.9	7.7	7.0	0.00	0.00	8.1	8.5	9.3	8.1	7.0	7.9
b. Once or twice a week	26.7	25.0	25.5	26.8	31.2	32.5			27.1	26.4	27.4	28.4	27.5	26.3
c. Once or twice a month	38.7	32.1	37.7	42.1	42.4	44.0			39.3	38.1	36.1	41.6	36.6	40.1
d. Never or hardly ever	26.3	32.7	29.0	23.2	18.7	16.5			25.5	27.0	27.3	21.8	28.9	25.7
15. What does your teacher usually do for experiment/lab in your science class?														
a. Teach does it .....	16.1	22.5	16.6	14.2	10.3	7.9	0.00	0.00	13.4	18.6	16.7	17.9	19.5	15.3
b. Teacher prepares it .....	30.2	28.1	30.9	31.5	30.2	27.7			29.4	31.0	31.5	26.2	26.6	30.0
c. Teacher prepares it .....	37.1	31.2	36.3	38.6	41.1	49.0			39.9	34.3	34.8	42.1	35.9	38.1
d. Teacher and students ..	16.7	18.2	16.2	15.7	18.3	15.5			17.3	16.1	16.9	13.8	18.0	16.6
16. How often do you discuss possible solutions, evidence, or data in small groups or pairs?														
a. Almost every day	22.2	21.5	22.4	22.9	22.5	19.1	0.00	0.00	22.9	21.5	23.9	18.0	19.3	21.8
b. Once or twice a week	34.6	31.7	33.9	35.1	37.3	43.0			34.6	34.6	34.0	41.8	38.1	34.3
c. Once or twice a month	26.6	24.8	26.7	28.0	26.7	25.5			26.5	26.6	24.6	25.8	26.3	27.7
d. Never or hardly ever	16.6	22.1	17.0	13.9	13.6	12.3			16.0	17.2	17.6	14.4	16.4	16.1
17. In your science class, how often does your teacher ask you to write explanations in your journals, lab reports or on quizzes?														
a. All the time	31.4	25.6	29.0	33.7	38.2	43.0	0.00	0.00	31.6	31.2	31.0	33.5	28.2	31.9
b. Most the time	30.1	27.5	30.3	31.0	33.7	29.6			30.1	30.2	28.4	33.5	32.8	30.6
c. Sometimes	27.1	29.0	28.7	26.6	22.3	21.4			27.7	26.5	27.5	19.1	27.7	27.1
d. Never or hardly ever	11.4	17.9	12.1	8.8	5.8	6.0			10.6	12.1	13.1	13.9	11.3	10.4

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
18. Do you think that the knowledge you have learned in your science classes helps you understand the world better?														
a. Yes	39.0	35.0	33.8	40.7	48.4	56.0	0.00	0.00	35.5	42.2	35.8	47.9	42.5	39.9
b. Somewhat	40.0	37.0	41.9	42.6	36.5	31.3			44.0	36.1	41.5	38.1	37.0	39.6
c. Not sure	11.2	14.3	13.0	9.6	7.7	5.8			11.6	10.9	12.4	6.7	11.4	10.7
d. No	9.8	13.7	11.2	7.1	7.4	7.0			8.9	10.7	10.2	7.2	9.0	9.7
19. Do you feel your science class has prepared you to do well on the DSTP														
a. Yes	37.3	30.2	31.3	41.1	49.7	52.5	0.00	0.00	35.6	38.8	33.7	32.1	34.9	39.6
b. Somewhat	35.4	29.8	36.9	38.2	35.4	33.4			38.1	32.8	34.6	42.5	34.4	35.7
c. Not sure	11.1	15.7	12.2	9.2	6.3	5.8			10.4	11.7	11.2	10.9	14.9	10.5
d. No	16.3	24.3	19.5	11.6	8.6	8.3			15.9	16.6	20.5	14.5	15.9	14.2
20. How often does your social studies teacher ask you to use maps for more than just locating places (e.g., collect evidence)?														
a. All the time	14.3	18.6	14.8	12.2	10.3	9.7	0.00	0.00	13.7	14.8	17.6	8.8	17.6	12.4
b. Most the time	26.1	26.7	27.7	25.4	26.0	21.6			25.3	26.9	27.5	27.8	28.8	25.0
c. Sometimes	41.1	34.9	41.4	43.9	44.5	46.6			41.9	40.2	37.5	43.8	39.4	43.0
d. Never or hardly ever	18.6	19.8	16.2	18.6	19.2	22.0			19.1	18.1	17.4	19.6	14.2	19.6
21. How often does your social studies teacher ask you to collect information from graphs or charts to explain or justify your answer?														
a. All the time	13.8	17.0	13.6	11.9	11.7	13.5	0.00	0.00	13.2	14.4	16.5	11.9	17.1	12.1
b. Most the time	26.2	27.1	25.8	26.2	26.2	24.7			25.3	27.1	27.0	25.8	27.9	25.7
c. Sometimes	40.5	34.4	41.5	42.7	45.3	44.2			41.8	39.1	37.1	42.8	38.0	42.3
d. Never or hardly ever	19.5	21.5	19.1	19.1	16.9	17.6			19.7	19.3	19.4	19.6	17.0	19.8
22. How often does your social studies teacher ask you to apply the concepts and knowledge you have learned to solve real life problems?														
a. All the time	22.5	22.0	23.1	21.7	21.5	26.9	0.07	0.07	22.0	23.0	25.2	20.0	22.8	21.1
b. Most the time	26.8	26.7	27.6	26.6	24.7	26.4			25.3	28.1	26.8	30.8	25.3	26.8
c. Sometimes	32.2	31.6	31.7	32.7	36.9	29.4			34.3	30.1	29.6	30.3	35.6	33.2
d. Never or hardly ever	18.6	19.7	17.6	19.0	16.9	17.3			18.4	18.7	18.3	19.0	16.3	18.8

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
23. How often does your social studies teacher ask you to use primary sources, such as documents, diaries, and artifacts?														
a. All the time	14.7	14.6	15.2	14.0	14.9	16.5	0.00	0.00	13.0	16.4	15.9	10.9	12.9	14.5
b. Most the time	23.9	23.3	21.8	24.6	27.3	26.8			22.5	25.1	23.5	30.6	26.5	23.5
c. Sometimes	36.3	33.4	35.8	38.2	38.0	38.9			37.1	35.6	34.0	35.8	37.1	37.4
d. Never or hardly ever	25.1	28.7	27.2	23.1	19.7	17.7			27.4	22.9	26.6	22.8	23.5	24.6
24. How often does your social studies teacher ask you to explain why there are often different interpretations of the same event?														
a. All the time	18.7	18.4	18.0	16.8	24.2	25.4	0.00	0.00	18.1	19.2	19.7	18.0	17.6	18.2
b. Most the time	30.3	28.3	29.4	31.8	29.8	35.0			29.1	31.5	30.1	31.4	33.3	30.1
c. Sometimes	35.9	34.5	36.7	37.9	33.7	30.3			36.8	35.0	34.8	36.6	36.7	36.2
d. Never or hardly ever	15.1	18.7	15.9	13.5	12.4	9.3			16.0	14.3	15.3	13.9	12.4	15.4
25. How often do you learn about Geography in your social studies class?														
a. All the time	12.8	17.9	14.9	9.5	7.8	5.3	0.00	0.00	11.1	14.3	17.0	7.2	11.4	10.9
b. Most the time	25.0	26.2	26.7	24.4	20.6	21.2			24.6	25.4	27.8	22.7	30.5	23.0
c. Sometimes	40.1	32.6	38.8	44.0	46.5	49.7			41.7	38.7	34.3	44.3	39.5	43.2
d. Never or hardly ever	22.1	23.3	19.6	22.1	25.0	23.9			22.6	21.6	21.0	25.8	18.6	22.9
26. How often do you learn about Civics and Government in your social studies class?														
a. All the time	26.9	28.4	27.9	25.4	26.3	25.6	0.00	0.00	27.7	26.2	30.6	18.1	29.9	25.0
b. Most the time	37.2	30.2	36.3	40.8	43.4	43.9			37.4	36.9	34.1	41.5	37.7	38.6
c. Sometimes	26.2	26.5	26.0	26.4	25.6	25.3			26.3	26.1	24.9	30.6	23.8	26.9
d. Never or hardly ever	9.7	14.9	9.8	7.5	4.7	5.3			8.6	10.8	10.5	9.8	8.6	9.5
27. How often do you learn about Economics in your social studies class?														
a. All the time	17.2	18.1	18.0	15.5	18.4	17.4	0.00	0.00	17.0	17.4	19.8	11.9	16.0	16.2
b. Most the time	30.0	26.8	30.4	32.0	29.3	32.6			30.2	29.9	29.1	26.8	32.0	30.4
c. Sometimes	35.0	32.6	35.1	37.3	35.5	33.1			35.2	34.9	34.3	45.4	35.4	35.0
d. Never or hardly ever	17.7	22.6	16.5	15.2	16.8	16.8			17.7	17.8	16.8	16.0	16.7	18.4

Survey Question <i>Grade 8</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
28. How often do you learn about History in your social studies class?														
a. All the time	58.7	49.6	58.7	62.4	65.1	70.5	0.00	0.00	61.1	56.5	57.8	63.4	59.6	59.0
b. Most the time	25.0	25.4	24.1	25.7	26.1	22.7			24.5	25.5	23.7	25.3	24.7	25.7
c. Sometimes	11.9	16.6	12.9	9.6	6.6	5.9			11.2	12.5	12.9	7.7	13.2	11.3
d. Never or hardly ever	4.4	8.4	4.3	2.3	2.2	0.9			3.2	5.5	5.6	3.6	2.4	4.0
29. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?														
a. Yes	37.1	33.9	34.8	37.6	43.4	48.8	0.00	0.00	34.1	39.9	35.2	37.6	39.3	37.7
b. Somewhat	36.3	32.8	36.0	40.2	35.3	33.7			38.8	33.9	36.5	34.5	35.2	36.3
c. Not sure	13.0	15.7	14.5	11.0	10.8	8.4			12.7	13.2	13.6	13.9	14.1	12.5
d. No	13.7	17.6	14.8	11.2	10.5	9.0			14.4	13.0	14.7	13.9	11.5	13.4
<i>Grade 10</i>														
1. Does your school have computers that you can use?														
a. Yes	98.3	95.9	98.6	98.8	100.0	100.0	0.00	0.00	99.5	97.1	97.8	98.5	98.0	98.5
b. No	1.7	4.1	1.4	1.2	0.0	0.0			0.5	2.9	2.2	1.5	2.0	1.5
2. 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	20.8	20.8	17.5	21.2	24.3	38.1	0.00	0.00	21.8	19.8	22.0	25.7	22.1	20.0
b. Once or twice a week	31.6	25.7	32.3	32.3	40.7	36.5			32.0	31.1	29.2	39.6	36.1	31.9
c. Once or twice a month	20.0	20.2	18.3	20.5	19.4	15.9			18.3	21.7	18.0	16.8	15.1	21.3
d. Never or hardly ever	27.7	33.4	31.9	26.0	15.7	9.5			27.9	27.4	30.8	17.8	26.6	26.8
3. How often does your teacher ask you to write about what you have read in your English class?														
a. Almost every day	24.3	26.3	23.9	24.0	21.3	25.4	0.00	0.00	24.8	23.9	27.0	21.3	30.7	22.8
b. Once or twice a week	37.8	31.4	36.8	39.5	44.8	41.3			37.2	38.4	34.8	42.1	35.8	39.0
c. Once or twice a month	23.9	21.6	22.3	24.8	25.4	30.2			23.5	24.2	22.2	26.2	17.6	25.1
d. Never or hardly ever	14.0	20.6	17.0	11.7	8.6	3.2			14.5	13.4	16.0	10.4	15.9	13.1

Survey Question <i>Grade 10</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
4. How often does your teacher give lessons about how to be a good writer?														
a. Almost every day	40.0	36.5	40.6	40.6	40.1	31.8	0.00	0.00	41.4	38.5	47.3	30.8	45.8	36.8
b. Once or twice a week	34.4	30.8	33.0	35.1	33.8	42.7			32.9	36.0	30.1	34.8	32.7	36.4
c. Once or twice a month	18.1	15.3	16.8	18.0	20.2	20.0			18.9	17.1	13.9	27.4	17.6	19.5
d. Never or hardly ever	7.5	17.4	9.6	6.3	5.9	5.5			6.8	8.3	8.7	7.0	3.9	7.3
5. How often do you have writing homework?														
a. Almost every day	21.2	21.2	20.4	20.9	22.1	24.7	0.00	0.00	21.2	21.2	25.4	22.0	28.2	18.7
b. Once or twice a week	43.0	34.0	38.5	44.4	46.7	45.9			43.6	42.4	42.3	48.0	45.0	42.9
c. Once or twice a month	22.8	20.1	22.8	23.0	23.1	25.9			23.0	22.6	18.4	24.5	18.7	25.1
d. Never or hardly ever	12.9	24.7	18.2	11.7	8.0	3.5			12.2	13.7	13.8	5.5	8.1	13.2
6. How often do you plan, draft, and revise your writing?														
a. Almost always	47.8	19.1	31.8	52.7	60.4	60.8	0.00	0.00	55.1	40.2	42.3	44.8	38.0	51.1
b. Sometimes	31.0	41.4	37.2	30.1	23.6	25.5			28.0	34.1	35.2	37.8	42.2	28.0
c. Only if it is requested	17.2	23.7	24.5	14.8	13.9	12.9			15.0	19.6	18.7	16.4	15.6	16.7
d. Never or hardly ever	4.0	15.8	6.5	2.4	2.1	0.8			1.9	6.1	3.8	1.0	4.2	4.2
7. How often do you have mathematics homework?														
a. Almost every day	60.6	43.5	60.0	66.2	73.1	81.2	0.00	0.00	63.4	57.7	52.4	80.5	55.2	63.8
b. Once or twice a week	26.3	31.6	26.9	26.0	21.0	16.1			25.1	27.5	30.8	14.5	29.8	24.5
c. Once or twice a month	4.9	8.2	5.0	3.3	2.8	1.4			4.1	5.7	6.3	3.5	5.0	4.3
d. Never or hardly ever	8.2	16.6	8.1	4.5	3.0	1.4			7.3	9.2	10.5	1.5	10.0	7.4
8. How often do you use a calculator in your mathematics class?														
a. Almost every day	57.7	43.4	59.1	63.2	67.9	68.2	0.00	0.00	60.3	54.9	50.2	64.0	52.2	61.1
b. Once or twice a week	20.9	23.4	20.7	19.2	18.7	21.6			19.4	22.5	22.0	17.5	23.3	20.4
c. Once or twice a month	8.0	10.9	8.1	7.2	5.6	4.1			7.2	8.8	10.1	10.0	9.7	6.9
d. Never or hardly ever	13.4	22.4	12.0	10.4	7.8	6.1			13.0	13.8	17.7	8.5	14.7	11.6

Survey Question <i>Grade 10</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
9. When do you use a calculator in your mathematics class?														
a. When my teacher allows	40.3	42.3	42.8	38.3	36.1	37.1	0.00	0.00	40.8	39.8	41.1	42.8	42.5	39.6
b. Any time I want to	44.1	32.8	44.2	48.7	53.5	53.5			46.3	41.8	38.8	46.8	39.9	46.8
c. To check my answers	6.6	9.6	5.8	5.6	4.9	5.1			5.3	8.0	8.5	4.0	9.2	5.6
d. I never use it	9.0	15.4	7.2	7.4	5.5	4.3			7.7	10.3	11.6	6.5	8.4	8.0
10. When you receive a mathematics assignment, what does your teacher usually do?														
a. Show you how	33.1	44.7	33.3	27.9	25.1	22.8	0.00	0.00	31.3	35.0	40.0	29.0	42.5	29.5
b. To work by yourself	19.7	19.9	18.3	17.4	23.9	25.4			16.3	23.4	17.9	19.5	16.3	20.8
c. Work yourself, discuss..	47.2	35.4	48.5	54.7	51.0	51.8			52.4	41.6	42.1	51.5	41.1	49.7
11. When you receive a mathematics assignment, does your teacher usually encourage you to try different approaches to solve problems?														
a. Yes	46.8	50.3	46.3	45.0	43.3	46.2	0.04	0.04	46.5	47.0	51.1	46.5	53.9	44.2
b. Sometimes	41.6	38.4	41.6	43.4	44.5	42.6			42.2	40.9	38.0	43.5	37.7	43.5
c. Never or hardly ever	11.7	11.2	12.2	11.6	12.2	11.2			11.3	12.1	10.9	10.0	8.4	12.3
12. Do you feel your mathematics class has prepared you to do your best on the DSTP mathematics test?														
a. Yes	34.1	26.0	26.8	35.2	46.5	60.6	0.00	0.00	31.8	36.4	29.8	44.3	33.5	35.6
b. Somewhat	37.8	35.4	41.8	41.7	33.6	26.7			39.6	35.9	38.6	31.3	41.1	37.4
c. Not sure	8.5	11.5	8.7	7.7	6.0	4.5			8.3	8.8	7.8	11.4	10.9	8.6
d. No	19.6	27.2	22.7	15.3	13.8	8.2			20.3	19.0	23.8	12.9	14.5	18.4
<i>Grade 11</i>														
1. Does your school have computers that you can use?														
a. Yes	95.7	91.7	95.5	96.7	98.3	99.0	0.00	0.00	97.6	93.6	96.2	96.8	96.6	95.5
b. No	4.3	8.3	4.5	3.3	1.7	1.0			2.4	6.4	3.8	3.2	3.4	4.5

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
2. How often do you have science homework?														
a. Almost every day	28.4	19.0	23.5	31.8	39.9	48.4	0.00	0.00	29.1	27.6	24.4	49.7	25.3	29.0
b. Once or twice a week	38.0	32.3	36.7	41.0	42.0	37.2			38.8	37.3	37.4	31.0	40.8	38.5
c. Once or twice a month	11.4	13.5	12.2	10.9	8.8	7.2			11.3	11.5	12.1	6.4	10.3	11.5
d. Never or hardly ever	22.1	35.2	27.6	16.4	9.3	7.2			20.8	23.6	26.1	12.8	23.6	21.1
3. How often do you actually use scientific equipment (e.g., microscopes, thermometers, probes, calculators) in your class?														
a. Almost every day	18.9	13.9	17.0	20.4	25.6	24.8	0.00	0.00	19.2	18.5	18.9	25.1	15.0	18.8
b. Once or twice a week	35.0	28.3	33.1	38.8	37.1	37.6			35.1	35.0	30.9	36.9	39.1	36.1
c. Once or twice a month	28.0	27.1	28.2	28.0	28.7	30.7			27.8	28.3	27.7	24.6	26.6	28.4
d. Never or hardly ever	18.1	30.7	21.8	12.8	8.6	6.9			17.9	18.3	22.4	13.4	19.3	16.7
4. What does your teacher usually do for experiment/lab in your science class?														
a. Teach does it .....	9.7	16.0	10.7	7.1	6.2	7.6	0.00	0.00	8.2	11.3	12.2	14.1	12.4	8.4
b. Teacher prepares it .....	26.6	31.4	27.3	26.6	20.6	15.0			24.3	29.1	29.7	21.1	26.6	25.7
c. Teacher prepares it .....	48.5	35.0	46.9	51.5	58.5	65.8			51.9	44.7	42.4	50.3	45.9	50.8
d. Teacher and students ..	15.2	17.7	15.1	14.8	14.6	11.6			15.5	14.9	15.7	14.6	15.0	15.1
5. How often do you discuss possible solutions, evidence, or data in small group or pairs?														
a. Almost every day	23.5	19.3	23.4	24.6	26.6	26.6	0.00	0.00	22.4	24.8	24.3	20.5	22.5	23.5
b. Once or twice a week	35.0	31.9	34.4	36.0	38.5	35.9			35.0	35.0	32.7	39.5	35.1	35.7
c. Once or twice a month	21.8	22.8	21.6	21.7	19.4	23.6			22.5	21.0	20.4	20.0	22.5	22.3
d. Never or hardly ever	19.7	26.0	20.5	17.6	15.6	14.0			20.1	19.2	22.6	20.0	19.9	18.6
6. In your science class, how often does your teacher ask you to write explanations in your journals, lab reports or on quizzes?														
a. All the time	27.1	20.2	23.4	30.2	34.4	36.8	0.00	0.00	27.3	26.8	25.5	32.1	28.9	27.3
b. Most the time	26.7	26.8	24.1	27.7	30.4	29.1			26.5	26.9	26.1	25.0	22.8	27.3
c. Sometimes	27.4	28.3	30.8	26.0	20.1	24.5			27.0	27.8	26.2	29.9	34.9	27.2
d. Never or hardly ever	18.9	24.6	21.8	16.1	15.1	9.6			19.1	18.6	22.2	13.0	13.4	18.2

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
7. Do you think that the knowledge you have learned in your science classes helps you understand the world better?														
a. Yes	32.2	28.4	24.4	32.8	53.2	58.7	0.00	0.00	27.9	36.9	30.2	50.0	34.3	32.1
b. Somewhat	40.8	33.3	43.7	43.8	34.8	33.0			44.1	37.3	40.5	41.4	43.8	40.7
c. Not sure	11.7	15.2	14.0	10.8	5.0	3.3			12.5	10.9	12.6	3.8	10.7	11.8
d. No	15.2	23.1	17.9	12.5	7.0	5.0			15.5	14.9	16.6	4.8	11.2	15.4
8. Do you feel your science class has prepared you to do well on the DSTP science test?														
a. Yes	30.4	19.9	20.9	33.2	56.0	66.9	0.00	0.00	26.6	34.5	23.7	41.4	24.0	32.7
b. Somewhat	24.7	22.2	24.7	27.7	20.8	14.6			25.5	23.8	25.7	23.7	28.8	24.1
c. Not sure	18.2	20.8	20.4	17.7	11.5	7.9			18.5	17.9	17.2	19.4	23.6	18.1
d. No	26.7	37.0	34.0	21.4	11.7	10.6			29.4	23.8	33.4	15.6	23.6	25.0
9. How often does your social studies teacher ask you using maps for more than just to locating places?														
a. Every time	13.9	16.9	14.8	13.1	9.8	10.0	0.00	0.00	11.8	16.1	18.0	14.1	13.3	12.4
b. Most the time	21.2	24.7	21.3	20.0	21.5	15.9			19.7	22.8	23.6	20.5	24.5	20.2
c. Sometimes	38.3	33.5	37.9	40.1	40.8	42.7			39.6	36.9	34.7	38.9	39.9	39.4
d. Never or hardly ever	26.7	24.9	26.0	26.7	27.9	31.4			28.9	24.2	23.7	26.5	22.3	28.0
10. How often does your social studies teacher ask you using maps to explain or justify your answers?														
a. Every time	14.0	15.2	14.5	13.8	12.4	12.4	0.08	0.08	12.2	16.0	17.0	7.0	11.2	13.5
b. Most the time	23.5	23.9	23.2	22.9	26.7	22.1			22.4	24.7	24.9	20.5	27.5	22.8
c. Sometimes	40.2	36.8	40.3	42.1	38.4	44.0			41.3	39.0	35.7	47.0	42.9	41.4
d. Never or hardly ever	22.3	24.1	22.0	21.2	22.5	21.5			24.1	20.2	22.4	25.4	18.5	22.3
11. How often does your social studies teacher ask you to apply the concepts and knowledge to solve real life problems?														
a. Every time	21.2	19.6	21.5	21.4	23.9	21.8	0.13	0.13	19.9	22.6	23.3	21.1	22.3	20.5
b. Most the time	26.2	26.9	26.0	27.6	22.4	24.8			26.5	26.0	27.6	25.9	24.0	25.8
c. Sometimes	31.6	31.3	30.3	31.2	33.6	34.7			32.6	30.5	28.7	34.6	36.1	32.3
d. Never or hardly ever	20.9	22.2	22.2	19.9	20.1	18.7			21.0	20.9	20.4	18.4	17.6	21.5

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
12. How often does your social studies teacher ask you using primary sources, such as documents, diaries, and artifacts?														
a. Every time	16.3	14.6	14.8	16.7	18.5	21.2	0.00	0.00	14.4	18.4	16.0	18.9	13.8	16.5
b. Most the time	23.7	22.6	22.6	24.1	27.6	24.0			22.7	24.8	23.4	25.9	27.2	23.5
c. Sometimes	34.5	33.1	33.7	36.6	31.4	36.6			34.7	34.3	32.5	36.8	35.3	35.0
d. Never or hardly ever	25.5	29.7	28.9	22.7	22.5	18.2			28.2	22.5	28.1	18.4	23.7	25.0
13. How often does your social studies teacher ask you explain why there are often different interpretations of the same event?														
a. Every time	19.6	16.6	16.9	21.1	22.5	25.9	0.00	0.00	18.6	20.6	20.2	27.0	14.2	19.4
b. Most the time	29.8	28.3	30.3	30.4	30.1	30.3			28.9	30.9	29.7	24.3	31.0	30.0
c. Sometimes	34.2	34.5	35.5	34.7	30.8	31.9			35.2	33.0	34.2	32.4	38.4	34.0
d. Never or hardly ever	16.4	20.5	17.3	13.8	16.5	11.9			17.3	15.5	15.9	16.2	16.4	16.6
14. How often do you learn about Geography in your social studies class?														
a. Every class	10.8	16.1	11.3	9.4	6.7	4.9	0.00	0.00	9.0	12.7	13.9	11.9	13.8	9.4
b. Most of the classes	20.5	23.4	22.6	19.0	18.4	14.2			18.4	22.6	22.3	22.2	20.3	19.7
c. Some of the classes	42.8	36.3	41.5	46.1	47.0	47.6			44.0	41.6	40.6	38.9	40.5	43.9
d. Rarely or hardly ever	25.9	24.2	24.5	25.4	27.9	33.3			28.6	23.1	23.2	27.0	25.4	26.9
15. How often do you learn about Civics and Government in your social studies class?														
a. Every class	22.4	21.4	22.4	22.1	24.0	24.1	0.00	0.00	22.3	22.6	24.3	26.1	20.3	21.8
b. Most of the classes	30.3	29.4	29.0	31.5	31.6	31.1			31.5	29.0	30.4	25.5	28.6	30.6
c. Some of the classes	34.4	32.0	34.3	36.0	35.2	35.4			35.1	33.8	32.7	34.8	40.3	34.7
d. Rarely or hardly ever	12.8	17.1	14.3	10.4	9.2	9.4			11.2	14.6	12.6	13.6	10.8	12.9
16. How often do you learn about Economics in your social studies class?														
a. Every class	18.5	18.6	18.4	18.9	17.2	18.1	0.14	0.14	18.4	18.5	20.4	20.5	17.9	17.8
b. Most of the classes	25.7	26.3	25.6	26.7	25.5	22.4			25.8	25.6	25.2	23.2	24.9	26.0
c. Some of the classes	38.4	35.6	38.7	39.0	39.1	41.6			38.9	37.9	37.2	43.2	39.7	38.6
d. Rarely or hardly ever	17.4	19.5	17.2	15.4	18.1	18.0			16.9	18.0	17.2	13.0	17.5	17.6

Survey Question <i>Grade 11</i>	Total %	Proficiency Level					p <		Gender		Ethnic Group			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	$X^2$	<i>CC</i>	<i>F.</i>	<i>M.</i>	<i>A.A.</i>	<i>A.</i>	<i>H.</i>	<i>C.</i>
17. How often do you learn about History in your social studies class?														
a. Every class	59.7	46.2	57.6	64.1	71.4	73.4	0.00	0.00	63.9	55.2	57.3	67.6	57.4	60.6
b. Most of the classes	21.9	25.5	22.6	21.4	17.9	16.9			19.8	24.1	21.9	19.5	21.3	21.8
c. Some of the classes	12.9	18.3	13.3	11.3	8.1	8.7			12.3	13.6	14.2	9.2	17.0	12.4
d. Rarely or hardly ever	5.5	10.0	6.6	3.2	2.6	1.1			4.1	7.0	6.7	3.8	4.3	5.2
18. Do you feel your social studies class has prepared you to do well on the DSTP social studies test?														
a. Yes	26.9	22.9	21.3	28.4	35.9	36.7	0.00	0.00	23.6	30.4	26.6	24.9	25.0	27.2
b. Somewhat	37.5	28.5	38.0	40.3	41.9	45.5			39.8	35.0	35.9	41.6	38.4	37.8
c. Not sure	15.2	19.1	15.9	14.8	10.7	9.0			15.3	15.0	14.6	19.5	18.5	14.9
d. No	20.5	29.4	24.9	16.5	11.6	8.8			21.3	19.6	22.9	14.1	18.1	20.1