



July 2006

DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

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

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

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

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

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

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

ID: 12691816
School: Kingman Elementary School
District: Education in Unorganized Terr
Date: March 2006

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7
Science & Technology Results.....	8-9

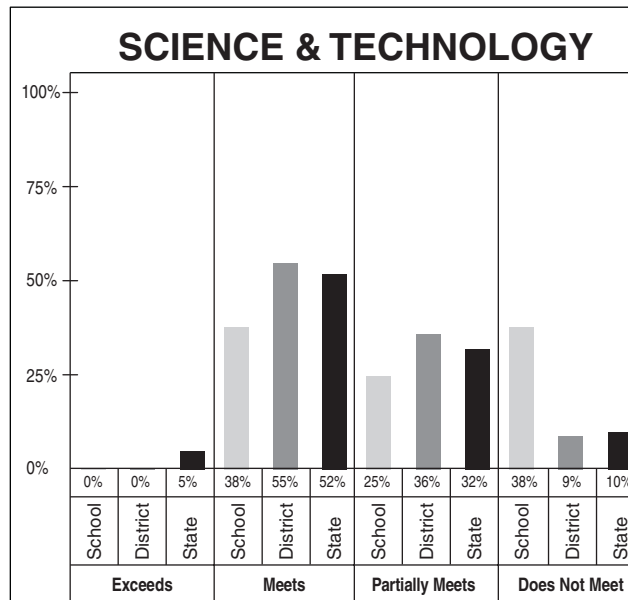
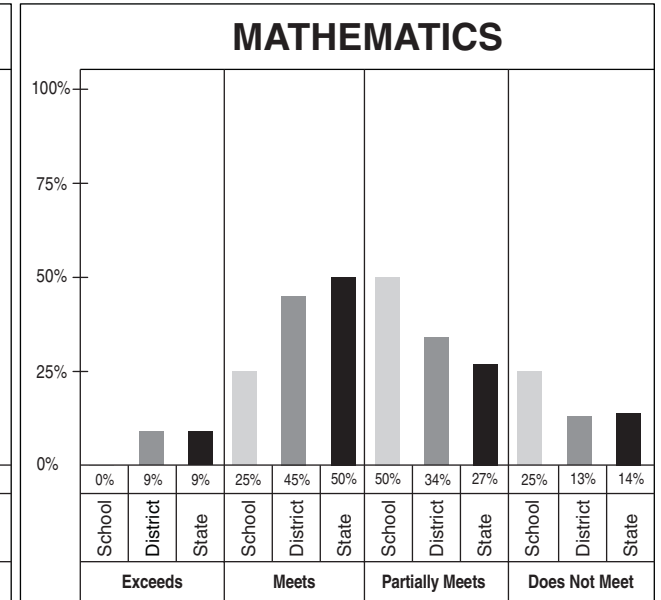
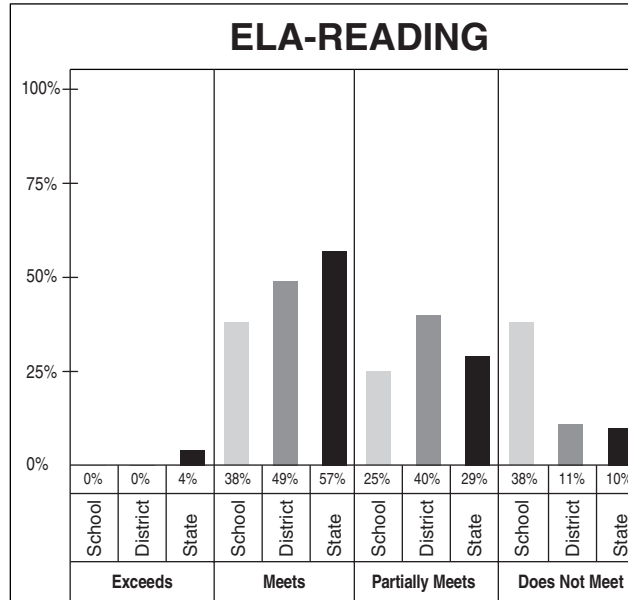


SUMMARY OF SCORES

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	438	441	444
MATHEMATICS 2005–2006	432	442	444
SCIENCE & TECHNOLOGY 2005–2006	434	442	444





SUMMARY OF STUDENT PARTICIPATION

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	8	100	47	100	14242	100
Ethnicity						
African American/Black	0	0	0	0	347	2
American Indian/Native Alaskan	0	0	0	0	97	1
Asian/Pacific Islander	0	0	1	2	255	2
Caucasian/White	8	100	46	98	13384	94
Hispanic	0	0	0	0	147	1
Not Reported	0	0	0	0	12	0
Identified disability	0	0	3	6	2479	17
Current LEP	0	0	0	0	311	2
Economically disadvantaged	8	100	31	66	5330	37
Migrant	0	0	0	0	18	0

ELA-Reading			Mathematics			Science & Technology													
School		District		State		School		District		State		School		District		State			
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
8	100	47	100	14125	99	8	100	47	100	14144	99	8	100	47	100	14115	99		
0		0		329	95	0		0		338	97	0		0		329	95		
0		0		96	99	0		0		96	99	0		0		95	98		
0		1	100	246	96	0		1	100	253	99	0		1	100	247	97		
8	100	46	100	13299	99	8	100	46	100	13300	99	8	100	46	100	13289	99		
0		0		143	97	0		0		145	99	0		0		143	97		
0		0		12	100	0		0		12	100	0		0		12	100		
0		3	100	2452	99	0		3	100	2450	99	0		3	100	2448	99		
0		0		285	92	0		0		306	98	0		0		288	93		
8	100	31	100	5275	99	8	100	31	100	5288	99	8	100	31	100	5269	99		
0		0		18	100	0		0		18	100	0		0		18	100		

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics			Science & Technology													
	School		District		State		School		District		State		School		District		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Students who took the assessment without accommodations	6	75	40	85	11086	78	6	75	40	85	11046	78	6	75	40	85	11097	79		
Identified disability (PET/IEP)	0	0	2	5	452	4	0	0	2	5	446	4	0	0	2	5	471	4		
LEP	0	0	0	0	129	1	0	0	0	0	138	1	0	0	0	0	133	1		
504 plan	0	0	0	0	74	1	0	0	0	0	71	1	0	0	0	0	74	1		
Students who took the assessment with accommodations	2	25	7	15	2816	20	2	25	7	15	2926	21	2	25	7	15	2877	20		
Identified disability (PET/IEP)	0	0	1	14	1792	64	0	0	1	14	1842	63	0	0	1	14	1847	64		
LEP	0	0	0	0	148	5	0	0	0	0	163	6	0	0	0	0	147	5		
504 plan	0	0	0	0	37	1	0	0	0	0	40	1	0	0	0	0	37	1		
Other	2	100	6	86	864	31	2	100	6	86	906	31	2	100	6	86	871	30		
Students who participated through alternate assessment (PAAP)	0	0	0	0	223	2	0	0	0	0	172	1	0	0	0	0	141	1		
Identified disability (PET/IEP)	0		0		208	93	0		0		162	94	0		0		130	92		
LEP	0		0		8	4	0		0		5	3	0		0		8	6		
504 plan	0		0		0	0	0		0		0	0	0		0		0	0		

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



ELA-READING RESULTS

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 461-480)		2005–2006	0	0	0	0	4
Meets the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 441-460)		2005–2006	3	38	23	49	57
Partially Meets the Standards - The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 431-440)		2005–2006	2	25	19	40	29
Does Not Meet the Standards - The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400-430)		2005–2006	3	38	5	11	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	23.0	47.9	26.6	55.4	28.9	60.2
Literary Text	20	42	10.1	50.5	11.5	57.5	12.2	61.0
Informational Text	28	58	12.9	46.1	15.1	53.9	16.6	59.3

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



ELA-READING RESULTS

(CONTINUED)

School: Kingman Elementary School
District: Education in Unorganized Terr
Grade: 4
Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender																	
Female						50	446	66	26	8	Do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read. How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages						
Male	63	442	60	20	20	50	443	57	31	12		38	32	446	66	9	
Ethnicity																	
African American/Black						2	439	42	36	22		38	48	445	65	8	
American Indian/Native Alaskan						1	440	46	30	24		25	14	441	47	17	
Asian/Pacific Islander						2	445	62	27	11		0	5	438	39	23	
Caucasian/White	100	438	38	25	38	94	444	62	28	10							
Hispanic						1	441	41	42	17							
Not Reported						0	444	58	25	17							
Economically disadvantaged																	
Yes	100	438	38	25	38	37	441	47	37	16							
No						63	446	70	24	7							
Title 1A targeted program																	
Yes						10	438	33	47	20							
No	100	438	38	25	38	90	445	65	26	9							
Migrant																	
Yes						0	440	33	44	22							
No	100	438	38	25	38	100	444	61	29	10							
Gifted/talented program																	
Yes						3	456	95	5	0							
No	100	438	38	25	38	97	444	60	29	10							
Identified disability																	
Yes						16	437	31	39	30							
No	100	438	38	25	38	84	446	67	27	6							
Limited English proficient students																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	437	33	36	31							
How much homework do you do on school nights?																	
A. None						5	440	46	32	22							
B. Less than one hour						74	445	63	28	9							
C. One to two hours						18	444	62	29	9							
D. More than two hours						2	437	34	38	28							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 461-480)		2005–2006	0	0	4	9	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 441-460)		2005–2006	2	25	21	45	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 429-440)		2005–2006	4	50	16	34	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400-428)		2005–2006	2	25	6	13	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
Cluster 1: Numbers and Operations	11	28	6.1	55.5	7.1	64.5	7.3	66.4
Cluster 2: Shape and Size	10	25	4.4	44.0	6.0	60.0	6.1	61.0
Cluster 3: Mathematical Decision Making	10	25	4.5	45.0	6.3	63.0	6.6	66.0
Cluster 4: Patterns	9	23	4.5	50.0	5.3	58.9	5.7	63.3

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
 - J. Mathematical Reasoning
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Gender																
Female						50	444	58	28	14						
Male	63	432	40	40	20	50	445	61	27	13						
Ethnicity																
African American/Black						2	436	37	29	33						
American Indian/Native Alaskan						1	439	41	38	21						
Asian/Pacific Islander						2	446	66	23	11						
Caucasian/White	100	432	25	50	25	94	445	60	27	13						
Hispanic						1	441	46	34	20						
Not Reported						0	442	50	25	25						
Economically disadvantaged																
Yes	100	432	25	50	25	37	440	47	33	21						
No						63	447	67	24	9						
Title 1A targeted program																
Yes						10	437	35	41	24						
No	100	432	25	50	25	90	445	62	25	12						
Migrant																
Yes						0	433	33	17	50						
No	100	432	25	50	25	100	444	59	27	14						
Gifted/talented program																
Yes						3	461	97	3	0						
No	100	432	25	50	25	97	444	58	28	14						
Identified disability																
Yes						16	436	35	34	32						
No	100	432	25	50	25	84	446	64	26	10						
Limited English proficient students																
Current LEP in first 10 months						0	414	0	17	83						
Current LEP beyond first 10 months						2	437	40	29	30						
How much homework do you do on school nights?																
A. None						5	438	43	27	30						
B. Less than one hour						74	445	61	27	12						
C. One to two hours						18	445	60	28	12						
D. More than two hours						2	436	38	29	34						
Optional school/district question																
A.																
B.																
C.																
D.																
Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																
A. Yes, the questions on the test match what I have learned in mathematics class.											38	42	447	68	10	
B. Yes, they match some of what I have learned.											25	44	444	58	12	
C. Yes, they match just a little of what I have learned.											25	11	439	42	24	
D. No, there is no match.											13	3	432	29	41	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											25	35	449	72	9	
B. good											25	48	444	58	13	
C. fair											50	15	438	40	21	
D. poor											0	3	432	22	39	
How hard was the mathematics part of this test?																
A. harder than my regular schoolwork											38	13	438	40	26	
B. about the same as my regular schoolwork											63	62	445	62	11	
C. easier than my regular schoolwork											0	25	447	65	12	
How often do you use hands-on material in mathematics class?																
A. almost every day											13	24	443	54	18	
B. two or three days a week											38	37	445	62	11	
C. two or three times each month											38	31	446	64	11	
D. never											13	8	441	51	21	
How often do you use calculators in mathematics class?																
A. almost every day											0	4	437	39	34	
B. two or three days a week											13	20	443	53	16	
C. two or three times each month											88	56	446	65	9	
D. never											0	20	442	54	18	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											25	9	438	41	27	
B. 30-45 minutes											38	28	442	53	16	
C. 45-60 minutes											13	39	446	64	10	
D. more than 60 minutes											25	25	447	67	11	



SCIENCE & TECHNOLOGY RESULTS

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)		2005–2006	0	0	0	0	5
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)		2005–2006	3	38	26	55	52
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)		2005–2006	2	25	17	36	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)		2005–2006	3	38	4	9	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
Cluster 1: Life Sciences	12	25	6.3	52.5	7.9	65.8	8.2	68.3	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	12	25	6.1	50.8	7.4	61.7	7.6	63.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	12	25	6.8	56.7	7.6	63.3	7.8	65.0	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
Cluster 4: Nature and Implications of Science	12	25	5.0	41.7	7.3	60.8	7.7	64.2	Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Kingman Elementary School
 District: Education in Unorganized Terr
 Grade: 4
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender																	
Female						49	443	55	34	11	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology? A. Yes, the questions on the test match what I have learned in science class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month Which statement best describes how you learn science and technology? A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B.						
Male	63	436	40	40	20	51	444	59	30	10		13	26	445	61	9	
Ethnicity																	
African American/Black						2	437	32	42	26		50	46	444	60	9	
American Indian/Native Alaskan						1	438	40	30	30		38	22	442	53	12	
Asian/Pacific Islander						2	444	57	33	9		0	6	440	43	17	
Caucasian/White	100	434	38	25	38	94	444	58	32	10							
Hispanic						1	440	43	43	14							
Not Reported						0	445	67	25	8							
Economically disadvantaged																	
Yes	100	434	38	25	38	37	440	44	41	16		25	24	445	61	10	
No						63	446	65	27	7		50	55	444	60	9	
Title 1A targeted program																	
Yes						10	438	33	47	20		25	20	442	50	14	
No	100	434	38	25	38	90	444	60	31	9		63	61	444	60	9	
Migrant																	
Yes						0	438	28	44	28		13	18	444	59	10	
No	100	434	38	25	38	100	444	57	32	10							
Gifted/talented program																	
Yes						3	457	94	6	0		50	27	443	56	11	
No	100	434	38	25	38	97	443	56	33	11	25	54	444	60	9		
Identified disability																	
Yes						17	438	35	41	24	13	8	442	51	13		
No	100	434	38	25	38	83	445	62	31	8	13	11	443	54	12		
Limited English proficient students																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	434	22	45	33	75	23	443	53	11		
How much homework do you do on school nights?																	
A. None						5	439	41	39	20	25	23	442	51	13		
B. Less than one hour						74	444	59	32	9	0	54	445	62	9		
C. One to two hours						18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	