



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

Susan A. Gendron
Commissioner of Education



School Report
Grade 8

ID: 10561235
School: Ellsworth Middle School
District: Ellsworth School Department
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.

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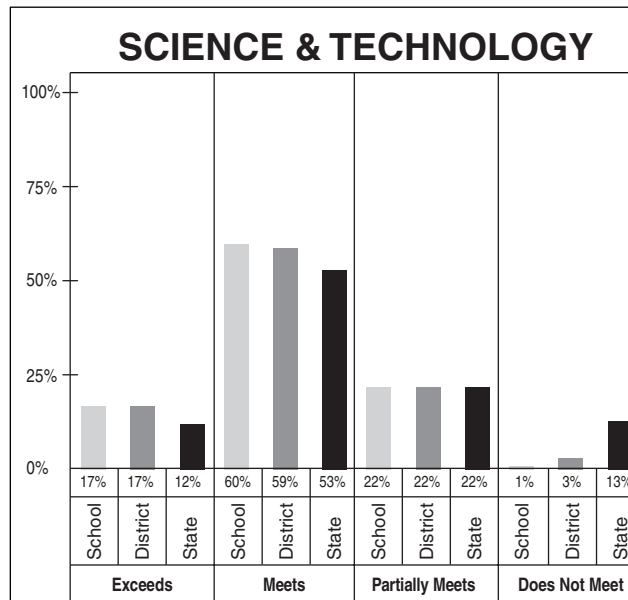
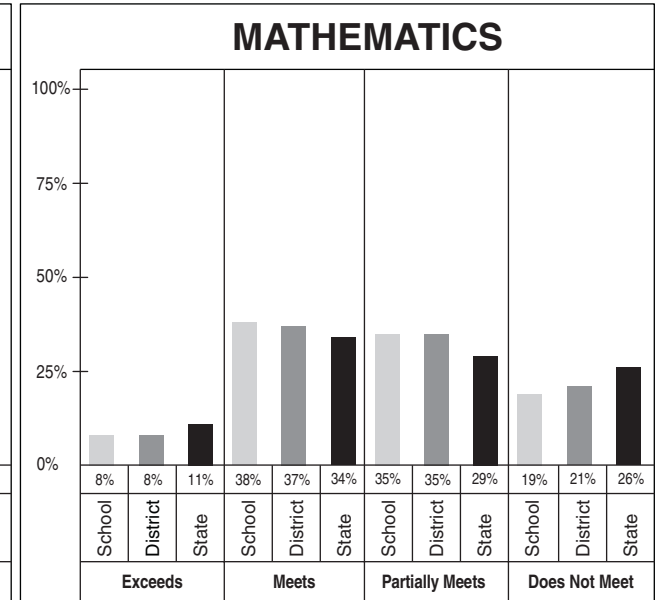
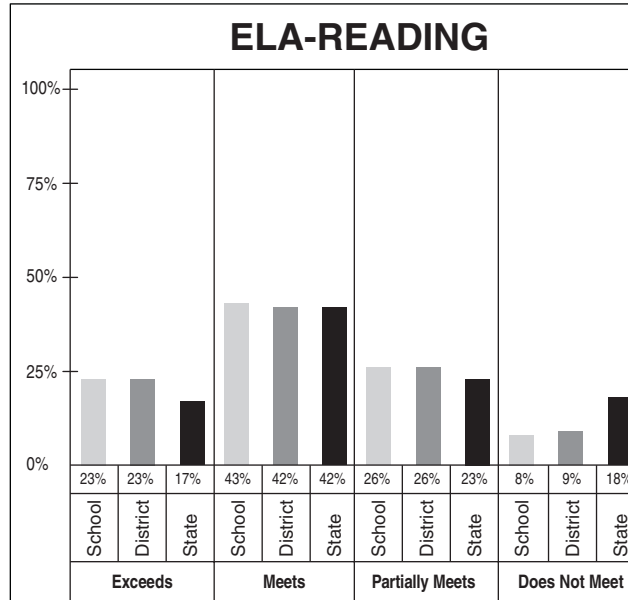


SUMMARY OF SCORES

School: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	850	850	845
MATHEMATICS 2005–2006	841	840	840
SCIENCE & TECHNOLOGY 2005–2006	851	851	846





SUMMARY OF STUDENT PARTICIPATION

School: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	78	100	79	100	16699	100
Ethnicity						
African American/Black	2	3	2	3	297	2
American Indian/Native Alaskan	0	0	0	0	106	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	76	97	77	97	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
Identified disability	13	17	14	18	2717	16
Current LEP	0	0	0	0	239	1
Economically disadvantaged	20	26	21	27	5670	34
Migrant	0	0	0	0	25	0

ELA-Reading			Mathematics			Science & Technology											
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
77	99	78	99	16486	99	77	99	78	99	16486	99	77	99	78	99	16461	99
2	100	2	100	290	98	2	100	2	100	291	98	2	100	2	100	290	98
0		0		102	96	0		0		101	95	0		0		102	96
0		0		210	98	0		0		211	99	0		0		210	98
75	99	76	99	15736	99	75	99	76	99	15735	99	75	99	76	99	15712	99
0		0		135	97	0		0		136	98	0		0		135	97
0		0		13	100	0		0		12	92	0		0		12	92
13	100	14	100	2659	98	13	100	14	100	2657	98	13	100	14	100	2648	97
0		0		231	97	0		0		237	99	0		0		232	97
20	100	21	100	5555	98	20	100	21	100	5552	98	20	100	21	100	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION³

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	63	82	63	81	13752	83	62	81	62	79	13746	83	63	82	63	81	13785	84
Identified disability (PET/IEP)	0	0	0	0	499	4	0	0	0	0	477	3	0	0	0	0	508	4
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1
504 plan	0	0	0	0	165	1	0	0	0	0	165	1	0	0	0	0	164	1
Students who took the assessment with accommodations	14	18	15	19	2517	15	15	19	16	21	2516	15	14	18	15	19	2490	15
Identified disability (PET/IEP)	13	93	14	93	1953	78	13	87	14	88	1965	78	13	93	14	93	1962	79
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5
504 plan	1	7	1	7	54	2	1	7	1	6	54	2	1	7	1	7	54	2
Other	0	0	0	0	389	15	1	7	1	6	372	15	0	0	0	0	354	14
Students who participated through alternate assessment (PAAP)	0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1
Identified disability (PET/IEP)	0		0		207	95	0		0		215	96	0		0		178	96
LEP	0		0		8	4	0		0		7	3	0		0		7	4
504 plan	0		0		2	1	0		0		2	1	0		0		2	1

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: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
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 861-880)		2005–2006	18	23	18	23	17
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 841-860)		2005–2006	33	43	33	42	42
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 829-840)		2005–2006	20	26	20	26	23
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 800-828)		2005–2006	6	8	7	9	18

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	55	100	39.3	71.5	38.9	70.7	36.2	65.8
Literary Text	27	49	19.9	73.7	19.7	73.0	17.7	65.6
Informational Text	28	51	19.4	69.3	19.3	68.9	18.6	66.4

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



ELA-READING RESULTS

(CONTINUED)

School: Ellsworth Middle School
District: Ellsworth School Department
Grade: 8
Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender																	
Female	55	852	76	19	5	48	848	66	21	13	Do the questions that you have just been given on this MEA test match what you have learned in school about reading?						
Male	45	848	54	34	11	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	33	29	849	69	13
Ethnicity											Which of the following best describes how you rate yourself as a student in reading?						
African American/Black						2	836	42	26	31		B. Yes, they match some of what I have learned.	57	53	845	60	16
American Indian/Native Alaskan						1	836	38	30	31		C. Yes, they match just a little of what I learned.	9	14	838	43	29
Asian/Pacific Islander						1	847	65	19	16		D. No, there is no match.	1	4	830	24	47
Caucasian/White	97	851	67	27	7	95	845	59	23	18		How difficult was the reading part of this test?					
Hispanic						1	839	47	19	35	A. harder than my regular schoolwork	7	15	840	49	29	
Not Reported						0	839	54	15	31	B. about the same as my regular schoolwork	65	65	845	60	16	
Economically disadvantaged											C. easier than my regular schoolwork	28	20	848	64	14	
Yes	26	849	60	25	15	33	838	43	27	29	How difficult were the reading passages on this test?						
No	74	851	68	26	5	67	848	66	21	13	A. Most of the passages were more difficult than what I normally read.	4	8	832	30	44	
Title 1A targeted program											B. Most of the passages were about the same as what I normally read.	60	54	843	54	20	
Yes						4	838	38	34	28	C. Most of the passages were easier than what I normally read.	36	37	851	73	9	
No	100	850	66	26	8	96	845	59	23	18	How hard did you try on the reading part of this test?						
Migrant											A. I tried harder on this test than I do on my regular schoolwork.	43	44	845	60	18	
Yes						0	839	48	30	22	B. I tried about the same as I do on my regular schoolwork.	52	50	846	61	16	
No	100	850	66	26	8	100	845	59	23	18	C. I did not try as hard on this test as I do on my regular schoolwork.	5	5	836	39	35	
Gifted/talented program											How much time do you spend reading at home each day?						
Yes	6	869	100	0	0	3	865	97	2	0	A. more than one hour	18	18	848	67	13	
No	94	849	64	28	8	97	844	57	24	19	B. 20 minutes to an hour	36	40	848	65	14	
Identified disability											C. less than 20 minutes	18	14	844	58	19	
Yes	17	829	0	62	38	15	827	16	27	57	D. I rarely read at home	28	28	839	46	27	
No	83	855	80	19	2	85	848	66	22	12	How do you feel about the following statement?						
Limited English proficient students											"My knowledge of reading will be useful to me as an adult."						
Current LEP in first 10 months						0	823	11	22	67	A. strongly agree	53	44	849	68	13	
Current LEP beyond first 10 months						1	828	27	22	51	B. agree	42	48	843	54	20	
How much homework do you do on school nights?											C. disagree	3	5	835	37	36	
A. None						8	834	36	25	40	D. strongly disagree	3	2	830	25	46	
B. Less than one hour	46	855	77	20	3	45	844	58	24	19							
C. One to two hours	43	851	67	30	3	41	848	65	22	13							
D. More than two hours						6	846	59	21	19							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
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 861-880)		2005–2006	6	8	6	8	11
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 841-860)		2005–2006	29	38	29	37	34
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 829-840)		2005–2006	27	35	27	35	29
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 800-828)		2005–2006	15	19	16	21	26

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	23	5.4	49.1	5.3	48.2	5.3	48.2
Cluster 2: Shape and Size	12	26	5.6	46.7	5.6	46.7	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	6.4	64.0	6.4	64.0	5.8	58.0
Cluster 4: Patterns	14	30	7.1	50.7	7.0	50.0	7.4	52.9

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

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



MATHEMATICS RESULTS

(CONTINUED)

School: Ellsworth Middle School
District: Ellsworth School Department
Grade: 8
Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
Gender																	
Female	55	839	43	38	19	48	840	45	31	24	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. 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 mathematics? A. very good B. good C. fair D. poor How difficult was the mathematics 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 did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork. How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used. How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	45	843	49	31	20	52	839	44	28	28		26	30	845	58	18	
Ethnicity																	
African American/Black						2	830	24	27	49							
American Indian/Native Alaskan						1	833	30	33	38							
Asian/Pacific Islander						1	845	60	17	23							
Caucasian/White	97	841	45	36	19	95	840	45	30	26							
Hispanic						1	835	38	28	34							
Not Reported						0	831	25	17	58							
Economically disadvantaged																	
Yes	26	839	40	45	15	33	833	30	31	38							
No	74	841	47	32	21	67	843	52	28	20							
Title 1A targeted program																	
Yes						4	834	27	35	37							
No	100	841	45	35	19	96	840	45	29	26							
Migrant																	
Yes						0	835	26	39	35							
No	100	841	45	35	19	100	840	45	29	26							
Gifted/talented program																	
Yes	6	867	80	20	0	3	864	96	3	1							
No	94	839	43	36	21	97	839	43	30	27							
Identified disability																	
Yes	17	822	0	38	62	15	824	12	25	63							
No	83	845	55	34	11	85	842	50	30	20							
Limited English proficient students																	
Current LEP in first 10 months						0	827	22	22	56							
Current LEP beyond first 10 months						1	827	20	24	56							
How much homework do you do on school nights?																	
A. None						8	831	27	27	46							
B. Less than one hour	46	844	63	26	11	45	839	43	31	26							
C. One to two hours	43	842	36	52	12	41	842	50	28	22							
D. More than two hours						6	841	49	25	26							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



SCIENCE & TECHNOLOGY RESULTS

School: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
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 861-880)		2005–2006	13	17	13	17	12
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 841-860)		2005–2006	46	60	46	59	53
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 831-840)		2005–2006	17	22	17	22	22
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 800-830)		2005–2006	1	1	2	3	13

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	14	25	9.4	67.1	9.4	67.1	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	8.6	61.4	8.5	60.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	8.9	63.6	8.8	62.9	8.1	57.9	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
Cluster 4: Nature and Implications of Science	14	25	9.0	64.3	9.0	64.3	8.3	59.3	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: Ellsworth Middle School
 District: Ellsworth School Department
 Grade: 8
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Gender																
Female	55	850	76	21	2	48	846	64	24	12	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 hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork. Which statement best describes how often and how long your science class meets? A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities. Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree	32	26	847	68	12
Male	45	853	77	23	0	52	846	65	21	14		54	48	847	66	12
Ethnicity												14	21	846	64	14
African American/Black						2	838	43	27	30		0	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		14	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		49	54	847	67	11
Caucasian/White	97	851	77	21	1	95	846	65	22	13		30	20	842	51	19
Hispanic						1	841	50	25	26		7	3	835	30	37
Not Reported						0	846	75	8	17		41	42	847	65	12
Economically disadvantaged												54	53	847	67	12
Yes	26	849	65	35	0	33	841	51	27	22		5	4	840	46	31
No	74	852	81	18	2	67	849	71	20	9		15	69	847	68	11
Title 1A targeted program												63	16	845	63	15
Yes						4	841	46	34	19		12	6	844	56	20
No	100	851	77	22	1	96	846	65	22	13		11	9	842	53	20
Migrant											33	25	845	61	14	
Yes						0	840	61	9	30	14	24	847	69	12	
No	100	851	77	22	1	100	846	64	22	13	26	22	852	76	9	
Gifted/talented program											26	29	843	56	16	
Yes	6	874	100	0	0	3	863	99	1	0	35	29	849	72	11	
No	94	850	75	24	1	97	846	63	23	14	53	55	846	65	12	
Identified disability											9	13	843	56	17	
Yes	17	843	54	38	8	15	835	30	30	40	3	3	838	40	30	
No	83	853	81	19	0	85	848	71	21	9						
Limited English proficient students																
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months						1	833	29	25	47						
How much homework do you do on school nights?																
A. None						8	839	45	25	30						
B. Less than one hour	46	852	80	20	0	45	846	64	23	13						
C. One to two hours	43	853	79	21	0	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																