



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 8

ID: 11971477
School: Mt View Jr High School
District: MSAD 03
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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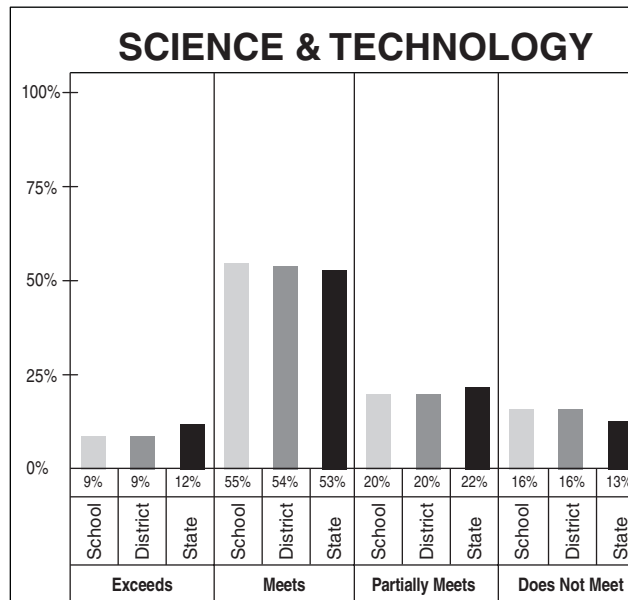
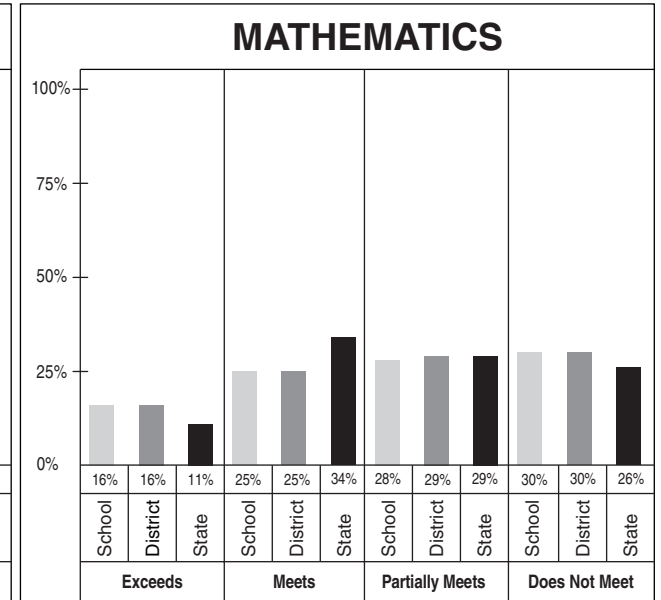
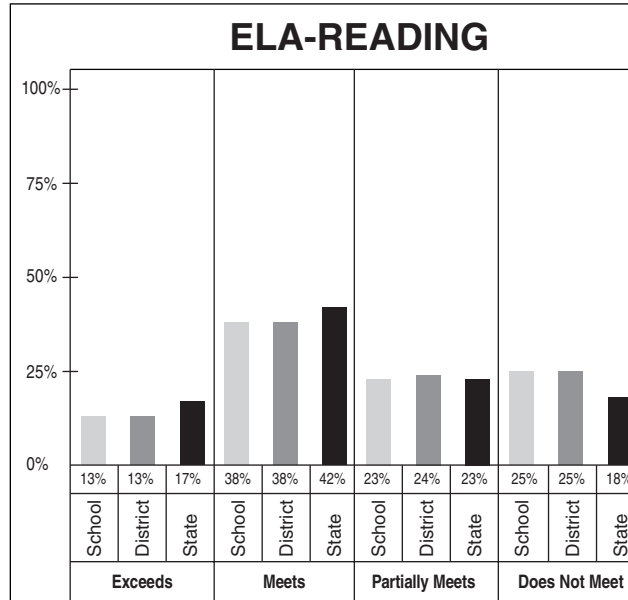


SUMMARY OF SCORES

School: Mt View Jr High School
 District: MSAD 03
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	841	841	845
MATHEMATICS 2005–2006	840	840	840
SCIENCE & TECHNOLOGY 2005–2006	844	844	846





SUMMARY OF STUDENT PARTICIPATION

School: Mt View Jr High School
 District: MSAD 03
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	130	100	131	100	16699	100	129	99	130	99	16486	99	129	99	130	99	16486	99						
Ethnicity																								
African American/Black	1	1	1	1	297	2	1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	290	98
American Indian/Native Alaskan	0	0	0	0	106	1	0		0		102	96	0		0		101	95	0		0		102	96
Asian/Pacific Islander	0	0	0	0	214	1	0		0		210	98	0		0		211	99	0		0		210	98
Caucasian/White	125	96	126	96	15930	95	124	99	125	99	15736	99	124	99	125	99	15735	99	124	99	125	99	15712	99
Hispanic	3	2	3	2	139	1	3	100	3	100	135	97	3	100	3	100	136	98	3	100	3	100	135	97
Not Reported	1	1	1	1	13	0	1	100	1	100	13	100	1	100	1	100	12	92	1	100	1	100	12	92
Identified disability	24	18	24	18	2717	16	23	96	23	96	2659	98	23	96	23	96	2657	98	23	96	23	96	2648	97
Current LEP	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97
Economically disadvantaged	72	56	73	56	5670	34	71	99	72	99	5555	98	71	99	72	99	5552	98	71	99	72	99	5537	98
Migrant	4	3	4	3	25	0	4	100	4	100	24	96	4	100	4	100	24	96	4	100	4	100	24	96

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science & Technology													
	School		District		State		School		District		State		School		District		State		School		District		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Students who took the assessment without accommodations	114	88	115	88	13752	83	114	88	115	88	13746	83	114	88	115	88	13785	84								
Identified disability (PET/IEP)	9	8	9	8	499	4	9	8	9	8	477	3	9	8	9	8	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	11	14	11	2517	15	14	11	14	11	2516	15	14	11	14	11	2490	15								
Identified disability (PET/IEP)	13	93	13	93	1953	78	13	93	13	93	1965	78	13	93	13	93	1962	79								
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5								
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2								
Other	1	7	1	7	389	15	1	7	1	7	372	15	1	7	1	7	354	14								
Students who participated through alternate assessment (PAAP)	1	1	1	1	217	1	1	1	1	1	224	1	1	1	1	1	186	1								
Identified disability (PET/IEP)	1	100	1	100	207	95	1	100	1	100	215	96	1	100	1	100	178	96								
LEP	0	0	0	0	8	4	0	0	0	0	7	3	0	0	0	0	7	4								
504 plan	0	0	0	0	2	1	0	0	0	0	2	1	0	0	0	0	2	1								

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: Mt View Jr High School
 District: MSAD 03
 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	17	13	17	13	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	49	38	49	38	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	30	23	31	24	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	32	25	32	25	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	34.1	62.0	34.1	62.0	36.2	65.8
Literary Text	27	49	16.9	62.6	16.9	62.6	17.7	65.6
Informational Text	28	51	17.2	61.4	17.2	61.4	18.6	66.4

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



ELA-READING RESULTS

(CONTINUED)

School: Mt View Jr High School
 District: MSAD 03
 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	42	845	60	23	17	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	58	838	46	24	30	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	34	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		A. very good	35	29	854	80	8
American Indian/Native Alaskan						1	836	38	30	31		B. good	44	50	845	59	16
Asian/Pacific Islander						1	847	65	19	16		C. fair	19	19	835	33	35
Caucasian/White	96	841	52	24	24	95	845	59	23	18		D. poor	2	3	829	21	50
Hispanic						1	839	47	19	35	How difficult was the reading part of this test?						
Not Reported						0	839	54	15	31	A. harder than my regular schoolwork	15	15	840	49	29	
Economically disadvantaged											B. about the same as my regular schoolwork	63	65	845	60	16	
Yes	56	837	48	23	30	33	838	43	27	29	C. easier than my regular schoolwork	22	20	848	64	14	
No	44	846	57	25	18	67	848	66	21	13	How difficult were the reading passages on this test?						
Title 1A targeted program											A. Most of the passages were more difficult than what I normally read.	8	8	832	30	44	
Yes	5	824	0	29	71	4	838	38	34	28	B. Most of the passages were about the same as what I normally read.	55	54	843	54	20	
No	95	842	55	23	22	96	845	59	23	18	C. Most of the passages were easier than what I normally read.	37	37	851	73	9	
Migrant											How hard did you try on the reading part of this test?						
Yes						0	839	48	30	22	A. I tried harder on this test than I do on my regular schoolwork.	52	44	845	60	18	
No	97	841	51	23	26	100	845	59	23	18	B. I tried about the same as I do on my regular schoolwork.	46	50	846	61	16	
Gifted/talented program											C. I did not try as hard on this test as I do on my regular schoolwork.	2	5	836	39	35	
Yes						3	865	97	2	0	How much time do you spend reading at home each day?						
No	100	841	52	23	25	97	844	57	24	19	A. more than one hour	17	18	848	67	13	
Identified disability											B. 20 minutes to an hour	41	40	848	65	14	
Yes	17	819	18	14	68	15	827	16	27	57	C. less than 20 minutes	17	14	844	58	19	
No	83	846	58	25	16	85	848	66	22	12	D. I rarely read at home	25	28	839	46	27	
Limited English proficient students											How do you feel about the following statement?						
Current LEP in first 10 months						0	823	11	22	67	"My knowledge of reading will be useful to me as an adult."						
Current LEP beyond first 10 months						1	828	27	22	51	A. strongly agree	54	44	849	68	13	
How much homework do you do on school nights?											B. agree	42	48	843	54	20	
A. None	8	825	30	20	50	8	834	36	25	40	C. disagree	4	5	835	37	36	
B. Less than one hour	38	839	48	25	27	45	844	58	24	19	D. strongly disagree	1	2	830	25	46	
C. One to two hours	50	844	56	24	21	41	848	65	22	13							
D. More than two hours	4	862	80	20	0	6	846	59	21	19							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School: Mt View Jr High School
 District: MSAD 03
 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	21	16	21	16	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	32	25	32	25	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	36	28	37	29	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	39	30	39	30	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	5.8	52.7	5.8	52.7	5.3	48.2
Cluster 2: Shape and Size	12	26	5.3	44.2	5.2	43.3	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	5.5	55.0	5.5	55.0	5.8	58.0
Cluster 4: Patterns	14	30	7.7	55.0	7.6	54.3	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: Mt View Jr High School
 District: MSAD 03
 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	42	841	40	32	28	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	58	840	43	26	31	52	839	44	28	28		37	30	845	58	18		
Ethnicity																		
African American/Black						2	830	24	27	49								
American Indian/Native Alaskan						1	833	30	33	38			45	47	840	45	24	
Asian/Pacific Islander						1	845	60	17	23			17	18	834	29	37	
Caucasian/White	96	840	42	28	30	95	840	45	30	26			2	5	826	16	57	
Hispanic						1	835	38	28	34								
Not Reported						0	831	25	17	58								
Economically disadvantaged																		
Yes	56	835	32	24	44	33	833	30	31	38			29	24	851	73	11	
No	44	847	54	34	13	67	843	52	28	20			46	45	840	47	22	
Title 1A targeted program																		
Yes	5	831	14	43	43	4	834	27	35	37			22	25	832	23	40	
No	95	841	43	27	30	96	840	45	29	26			2	6	826	10	54	
Migrant																		
Yes						0	835	26	39	35								
No	97	840	42	27	31	100	840	45	29	26								
Gifted/talented program																		
Yes						3	864	96	3	1								
No	100	840	41	28	30	97	839	43	30	27								
Identified disability																		
Yes	17	818	5	14	82	15	824	12	25	63								
No	83	845	49	31	20	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	821	10	20	70	8	831	27	27	46								
B. Less than one hour	38	836	29	38	33	45	839	43	31	26								
C. One to two hours	50	846	52	25	22	41	842	50	28	22								
D. More than two hours	4	860	100	0	0	6	841	49	25	26								
Optional school/district question																		
A.																		
B.																		
C.																		
D.																		



SCIENCE & TECHNOLOGY RESULTS

School: Mt View Jr High School
 District: MSAD 03
 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	12	9	12	9	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	70	55	70	54	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	25	20	26	20	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	21	16	21	16	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	8.7	62.1	8.7	62.1	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.2	51.4	7.2	51.4	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.5	53.6	7.4	52.9	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	8.1	57.9	8.1	57.9	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: Mt View Jr High School
 District: MSAD 03
 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	42	845	64	25	11	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	21	26	847	68	12
Male	58	843	64	16	20	52	846	65	21	14						
Ethnicity																
African American/Black						2	838	43	27	30						
American Indian/Native Alaskan						1	840	47	29	24						
Asian/Pacific Islander						1	847	64	20	16						
Caucasian/White	96	844	63	20	17	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	56	840	52	27	21	33	841	51	27	22						
No	44	848	79	11	11	67	849	71	20	9						
Title 1A targeted program																
Yes	5	835	29	43	29	4	841	46	34	19						
No	95	844	66	18	16	96	846	65	22	13						
Migrant																
Yes						0	840	61	9	30						
No	97	844	63	20	17	100	846	64	22	13						
Gifted/talented program																
Yes						3	863	99	1	0						
No	100	844	64	20	16	97	846	63	23	14						
Identified disability																
Yes	17	828	27	9	64	15	835	30	30	40						
No	83	847	72	22	7	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	829	20	10	70	8	839	45	25	30						
B. Less than one hour	38	844	69	17	15	45	846	64	23	13						
C. One to two hours	50	846	68	24	8	40	848	69	21	10						
D. More than two hours	4	856	80	20	0	6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																