



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: 11981481
School: Piscataquis Community Middle S
District: MSAD 04
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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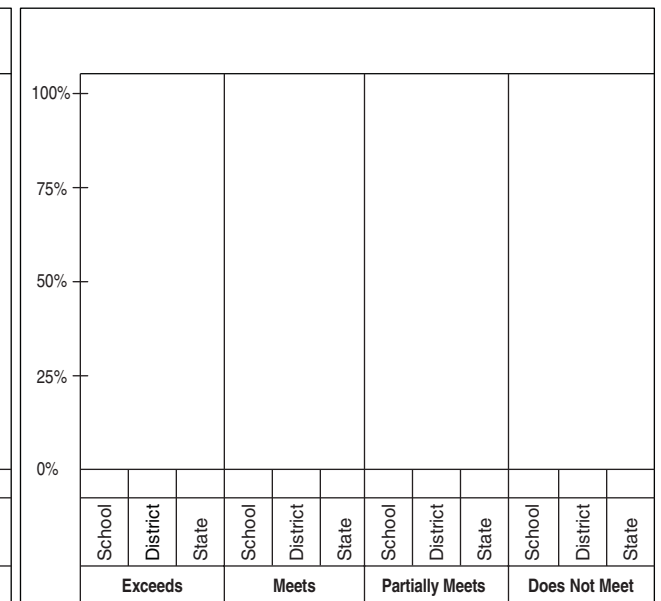
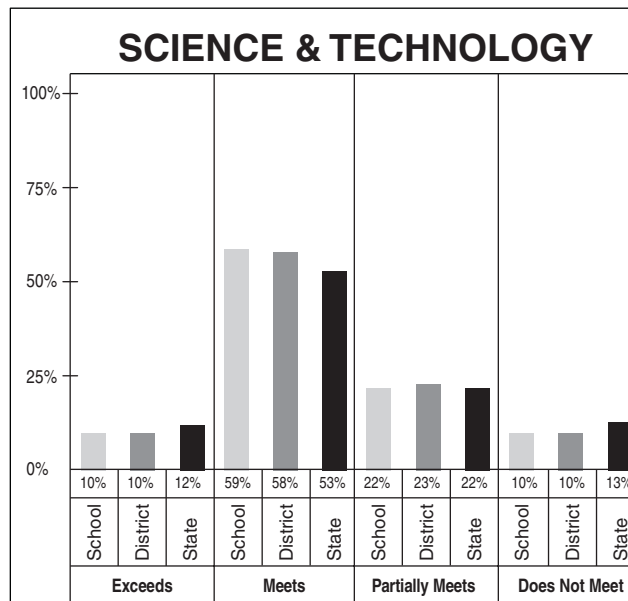
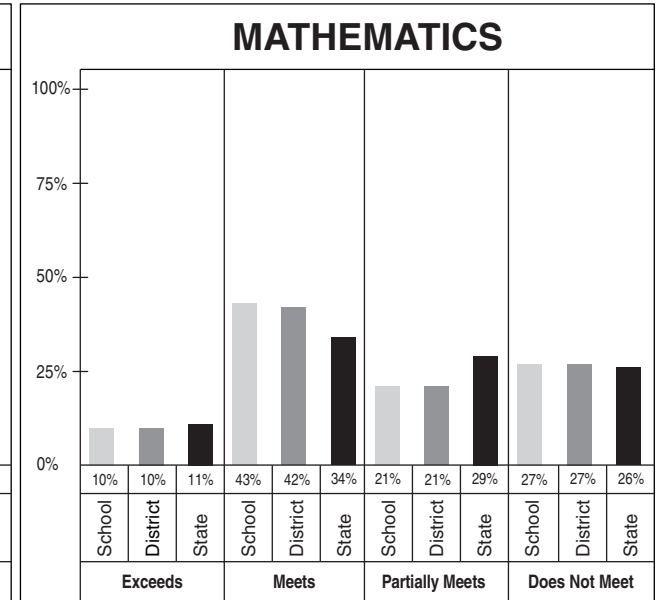
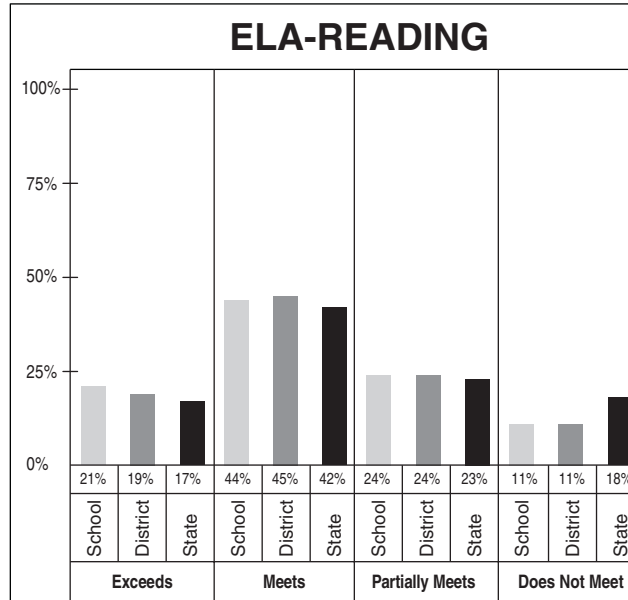


SUMMARY OF SCORES

School: Piscataquis Community Middle S
 District: MSAD 04
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	849	848	845
MATHEMATICS 2005–2006	841	840	840
SCIENCE & TECHNOLOGY 2005–2006	847	847	846





SUMMARY OF STUDENT PARTICIPATION

School: Piscataquis Community Middle S
 District: MSAD 04
 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	%	n	%	n	%						
Total number of students	63	100	62	100	16699	100	63	100	62	100	16486	99	63	100	62	100	16486	99	63	100	62	100	16461	99				
Ethnicity																												
African American/Black	0	0	0	0	297	2	0		0		290	98	0		0		291	98	0		0		290	98				
American Indian/Native Alaskan	1	2	1	2	106	1	1	100	1	100	102	96	1	100	1	100	101	95	1	100	1	100	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	62	98	61	98	15930	95	62	100	61	100	15736	99	62	100	61	100	15735	99	62	100	61	100	15712	99				
Hispanic	0	0	0	0	139	1	0		0		135	97	0		0		136	98	0		0		135	97				
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92				
Identified disability	6	10	6	10	2717	16	6	100	6	100	2659	98	6	100	6	100	2657	98	6	100	6	100	2648	97				
Current LEP	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97				
Economically disadvantaged	18	29	18	29	5670	34	18	100	18	100	5555	98	18	100	18	100	5552	98	18	100	18	100	5537	98				
Migrant	0	0	0	0	25	0	0		0		24	96	0		0		24	96	0		0		24	96				

MODE OF PARTICIPATION ³	CONTENT AREA PARTICIPATION ²																					
	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	%				
Students who took the assessment without accommodations	57	90	56	90	13752	83	57	90	56	90	13746	83	57	90	56	90	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	6	11	6	11	165	1	6	11	6	11	165	1	6	11	6	11	164	1				
Students who took the assessment with accommodations	6	10	6	10	2517	15	6	10	6	10	2516	15	6	10	6	10	2490	15				
Identified disability (PET/IEP)	6	100	6	100	1953	78	6	100	6	100	1965	78	6	100	6	100	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	0	0	0	0	389	15	0	0	0	0	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: Piscataquis Community Middle S
 District: MSAD 04
 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	13	21	12	19	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	28	44	28	45	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	15	24	15	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	7	11	7	11	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	38.4	69.8	38.3	69.6	36.2	65.8
Literary Text	27	49	18.4	68.1	18.4	68.1	17.7	65.6
Informational Text	28	51	20.0	71.4	19.9	71.1	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: Piscataquis Community Middle S
District: MSAD 04
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	46	852	76	21	3	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	54	845	56	26	18	52	842	52	25	23						
Ethnicity											A. Yes, the questions on the test match what I have learned in reading class.	29	29	849	69	13
African American/Black						2	836	42	26	31						
American Indian/Native Alaskan						1	836	38	30	31						
Asian/Pacific Islander						1	847	65	19	16						
Caucasian/White	98	849	66	23	11	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged											B. Yes, they match some of what I have learned.	59	53	845	60	16
Yes	29	845	61	22	17	33	838	43	27	29						
No	71	850	67	24	9	67	848	66	21	13						
Title 1A targeted program											C. Yes, they match just a little of what I learned.	10	14	838	43	29
Yes	35	841	32	55	14	4	838	38	34	28						
No	65	853	83	7	10	96	845	59	23	18						
Migrant											D. No, there is no match.	3	4	830	24	47
Yes						0	839	48	30	22						
No	100	849	65	24	11	100	845	59	23	18						
Gifted/talented program											Which of the following best describes how you rate yourself as a student in reading?					
Yes						3	865	97	2	0						
No	100	849	65	24	11	97	844	57	24	19						
Identified disability											A. very good	22	29	854	80	8
Yes	10	827	0	50	50	15	827	16	27	57						
No	90	851	72	21	7	85	848	66	22	12						
Limited English proficient students											B. good	44	50	845	59	16
Current LEP in first 10 months						0	823	11	22	67						
Current LEP beyond first 10 months						1	828	27	22	51						
How much homework do you do on school nights?											C. fair	22	19	835	33	35
A. None	17	839	36	36	27	8	834	36	25	40						
B. Less than one hour	68	849	67	23	9	45	844	58	24	19						
C. One to two hours	13	857	88	13	0	41	848	65	22	13						
D. More than two hours						6	846	59	21	19						
Optional school/district question											D. poor	11	3	829	21	50
A.																
B.																
C.																
D.																
											How difficult was the reading part of this test?					
											A. harder than my regular schoolwork	21	15	840	49	29
											B. about the same as my regular schoolwork	67	65	845	60	16
											C. easier than my regular schoolwork	13	20	848	64	14
											How difficult were the reading passages on this test?					
											A. Most of the passages were more difficult than what I normally read.	15	8	832	30	44
											B. Most of the passages were about the same as what I normally read.	58	54	843	54	20
											C. Most of the passages were easier than what I normally read.	27	37	851	73	9
											How hard did you try on the reading part of this test?					
											A. I tried harder on this test than I do on my regular schoolwork.	60	44	845	60	18
											B. I tried about the same as I do on my regular schoolwork.	37	50	846	61	16
											C. I did not try as hard on this test as I do on my regular schoolwork.	3	5	836	39	35
											How much time do you spend reading at home each day?					
											A. more than one hour	25	18	848	67	13
											B. 20 minutes to an hour	30	40	848	65	14
											C. less than 20 minutes	19	14	844	58	19
											D. I rarely read at home	25	28	839	46	27
											How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."					
											A. strongly agree	48	44	849	68	13
											B. agree	41	48	843	54	20
											C. disagree	10	5	835	37	36
											D. strongly disagree	2	2	830	25	46



MATHEMATICS RESULTS

School: Piscataquis Community Middle S
 District: MSAD 04
 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	10	6	10	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	27	43	26	42	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	13	21	13	21	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	17	27	17	27	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	5.5	50.0	5.5	50.0	5.3	48.2
Cluster 2: Shape and Size	12	26	5.5	45.8	5.5	45.8	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	5.6	56.0	5.6	56.0	5.8	58.0
Cluster 4: Patterns	14	30	7.7	55.0	7.7	55.0	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: Piscataquis Community Middle S
District: MSAD 04
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	46	842	55	24	21	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	54	839	50	18	32	52	839	44	28	28		41	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	98	841	53	21	26	95	840	45	30	26							
Hispanic						1	835	38	28	34							
Not Reported						0	831	25	17	58							
Economically disadvantaged																	
Yes	29	834	33	22	44	33	833	30	31	38							
No	71	843	60	20	20	67	843	52	28	20							
Title 1A targeted program																	
Yes	35	830	23	27	50	4	834	27	35	37							
No	65	846	68	17	15	96	840	45	29	26							
Migrant																	
Yes						0	835	26	39	35							
No	100	841	52	21	27	100	840	45	29	26							
Gifted/talented program																	
Yes						3	864	96	3	1							
No	100	841	52	21	27	97	839	43	30	27							
Identified disability																	
Yes	10	831	33	0	67	15	824	12	25	63							
No	90	842	54	23	23	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	17	832	36	18	45	8	831	27	27	46							
B. Less than one hour	68	840	47	26	28	45	839	43	31	26							
C. One to two hours	13	853	100	0	0	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: Piscataquis Community Middle S
 District: MSAD 04
 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	6	10	6	10	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	37	59	36	58	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	14	22	14	23	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	6	10	6	10	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	9.0	64.3	9.0	64.3	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	8.0	57.1	8.0	57.1	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	8.0	57.1	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	8.5	60.7	8.5	60.7	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: Piscataquis Community Middle S
 District: MSAD 04
 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	46	850	79	17	3	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						
Male	54	845	59	26	15	52	846	65	21	14		35	26	847	68	12	
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	98	847	68	23	10	95	846	65	22	13							
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
Economically disadvantaged																	
Yes	29	842	61	22	17	33	841	51	27	22							
No	71	849	71	22	7	67	849	71	20	9							
Title 1A targeted program																	
Yes	35	839	50	32	18	4	841	46	34	19							
No	65	851	78	17	5	96	846	65	22	13							
Migrant																	
Yes						0	840	61	9	30							
No	100	847	68	22	10	100	846	64	22	13							
Gifted/talented program																	
Yes						3	863	99	1	0							
No	100	847	68	22	10	97	846	63	23	14							
Identified disability																	
Yes	10	836	50	17	33	15	835	30	30	40							
No	90	848	70	23	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	17	840	64	0	36	8	839	45	25	30							
B. Less than one hour	68	847	65	30	5	45	846	64	23	13							
C. One to two hours	13	857	88	13	0	40	848	69	21	10							
D. More than two hours						6	847	66	19	15							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	