



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: 11991489
School: Rockland District Middle Sch
District: MSAD 05
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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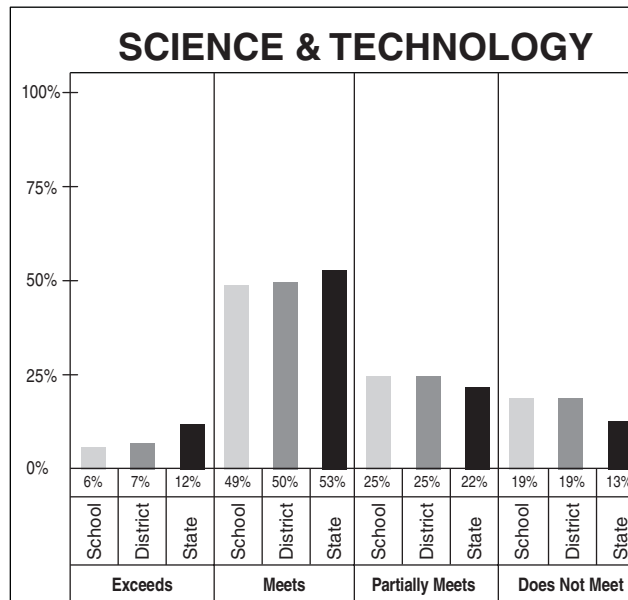
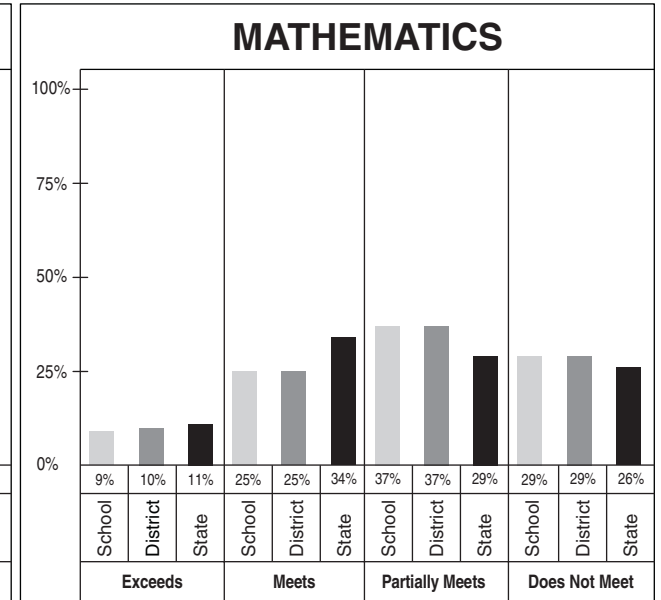
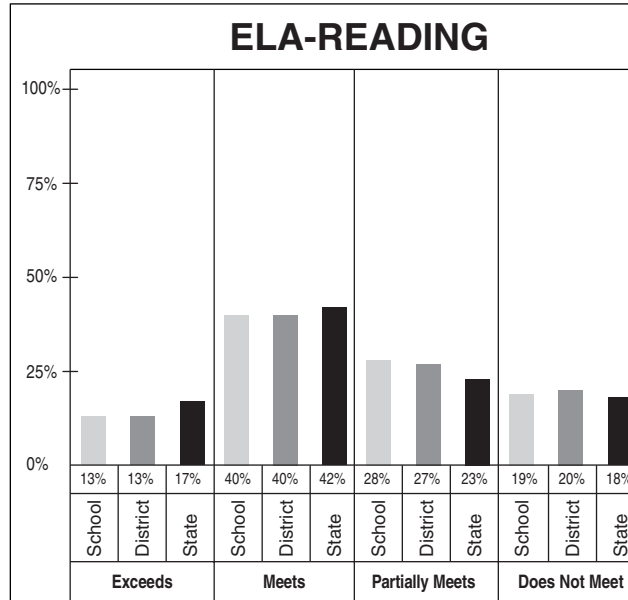


SUMMARY OF SCORES

School: Rockland District Middle Sch
 District: MSAD 05
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	842	843	845
MATHEMATICS 2005–2006	836	836	840
SCIENCE & TECHNOLOGY 2005–2006	843	843	846





SUMMARY OF STUDENT PARTICIPATION

School: Rockland District Middle Sch
 District: MSAD 05
 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	112	100	111	100	16699	100
Ethnicity						
African American/Black	1	1	1	1	297	2
American Indian/Native Alaskan	0	0	0	0	106	1
Asian/Pacific Islander	2	2	2	2	214	1
Caucasian/White	108	96	107	96	15930	95
Hispanic	1	1	1	1	139	1
Not Reported	0	0	0	0	13	0
Identified disability	19	17	18	16	2717	16
Current LEP	0	0	0	0	239	1
Economically disadvantaged	57	51	57	51	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	%
108	96	107	96	16486	99	108	96	107	96	16486	99	108	96	107	96	16461	99
1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	290	98
0		0		102	96	0		0		101	95	0		0		102	96
2	100	2	100	210	98	2	100	2	100	211	99	2	100	2	100	210	98
104	96	103	96	15736	99	104	96	103	96	15735	99	104	96	103	96	15712	99
1	100	1	100	135	97	1	100	1	100	136	98	1	100	1	100	135	97
0		0		13	100	0		0		12	92	0		0		12	92
17	89	16	89	2659	98	17	89	16	89	2657	98	17	89	16	89	2648	97
0		0		231	97	0		0		237	99	0		0		232	97
54	95	54	95	5555	98	54	95	54	95	5552	98	54	95	54	95	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	95	88	95	89	13752	83	95	88	95	89	13746	83	95	88	95	89	13785	84
Identified disability (PET/IEP)	4	4	4	4	499	4	4	4	4	4	477	3	4	4	4	4	508	4
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1
504 plan	1	1	1	1	165	1	1	1	1	1	165	1	1	1	1	1	164	1
Students who took the assessment with accommodations	13	12	12	11	2517	15	11	10	10	9	2516	15	13	12	12	11	2490	15
Identified disability (PET/IEP)	13	100	12	100	1953	78	11	100	10	100	1965	78	13	100	12	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	2	2	2	2	224	1	0	0	0	0	186	1
Identified disability (PET/IEP)	0		0		207	95	2	100	2	100	215	96	0		0		178	96
LEP	0		0		8	4	0	0	0	0	7	3	0		0		7	4
504 plan	0		0		2	1	0	0	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: Rockland District Middle Sch
 District: MSAD 05
 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	14	13	14	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	43	40	43	40	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	28	29	27	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	21	19	21	20	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	35.0	63.6	35.0	63.6	36.2	65.8
Literary Text	27	49	16.8	62.2	16.9	62.6	17.7	65.6
Informational Text	28	51	18.1	64.6	18.2	65.0	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: Rockland District Middle Sch
District: MSAD 05
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	43	844	57	28	15	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? 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 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 difficult 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 difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read. 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. 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 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 do you feel about the following statement? "My knowledge of reading will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree					
Male	57	841	50	27	23	52	842	52	25	23		16	29	849	69	13
Ethnicity																
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	96	842	52	28	20	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged																
Yes	50	839	37	41	22	33	838	43	27	29						
No	50	846	69	15	17	67	848	66	21	13						
Title 1A targeted program																
Yes	16	829	6	47	47	4	838	38	34	28						
No	84	845	62	24	14	96	845	59	23	18						
Migrant																
Yes						0	839	48	30	22						
No	100	842	53	28	19	100	845	59	23	18						
Gifted/talented program																
Yes	7	867	100	0	0	3	865	97	2	0						
No	93	840	49	30	21	97	844	57	24	19						
Identified disability																
Yes	16	822	0	47	53	15	827	16	27	57						
No	84	846	63	24	13	85	848	66	22	12						
Limited English proficient students																
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?																
A. None	16	831	24	41	35	8	834	36	25	40						
B. Less than one hour	42	846	60	27	13	45	844	58	24	19						
C. One to two hours	37	844	60	20	20	41	848	65	22	13						
D. More than two hours	6	841	33	50	17	6	846	59	21	19						
Optional school/district question																
A.											45	44	849	68	13	
B.											46	48	843	54	20	
C.											4	5	835	37	36	
D.											5	2	830	25	46	



MATHEMATICS RESULTS

School: Rockland District Middle Sch
 District: MSAD 05
 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	10	9	10	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	26	25	26	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	39	37	39	37	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	31	29	30	29	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	4.8	43.6	4.8	43.6	5.3	48.2	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 <i>Learning Results</i> . The <i>Learning Results</i> are the basis for the MEA at grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm .
Cluster 2: Shape and Size	12	26	4.8	40.0	4.9	40.8	5.4	45.0	
Cluster 3: Mathematical Decision Making	10	21	5.9	59.0	6.0	60.0	5.8	58.0	
Cluster 4: Patterns	14	30	6.7	47.9	6.8	48.6	7.4	52.9	



MATHEMATICS RESULTS

(CONTINUED)

School: Rockland District Middle Sch
 District: MSAD 05
 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	43	832	22	43	35	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	57	839	43	32	25	52	839	44	28	28						
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	836	33	37	30	95	840	45	30	26						
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
Economically disadvantaged																
Yes	50	832	21	43	36	33	833	30	31	38						
No	50	841	47	30	23	67	843	52	28	20						
Title 1A targeted program																
Yes	16	826	6	47	47	4	834	27	35	37						
No	84	838	39	35	26	96	840	45	29	26						
Migrant																
Yes						0	835	26	39	35						
No	100	836	34	37	29	100	840	45	29	26						
Gifted/talented program																
Yes	8	863	100	0	0	3	864	96	3	1						
No	92	834	29	40	32	97	839	43	30	27						
Identified disability																
Yes	14	815	0	20	80	15	824	12	25	63						
No	86	840	40	40	21	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	15	825	13	25	63	8	831	27	27	46						
B. Less than one hour	42	840	47	27	27	45	839	43	31	26						
C. One to two hours	37	838	31	54	15	41	842	50	28	22						
D. More than two hours	6	827	17	33	50	6	841	49	25	26						
Optional school/district question																
A.																
B.																
C.																
D.																



SCIENCE & TECHNOLOGY RESULTS

School: Rockland District Middle Sch
 District: MSAD 05
 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	7	6	7	7	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	53	49	53	50	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	27	25	27	25	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	19	20	19	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	8.5	60.7	8.5	60.7	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	6.7	47.9	6.7	47.9	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.4	52.9	7.5	53.6	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	8.4	60.0	8.4	60.0	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: Rockland District Middle Sch
 District: MSAD 05
 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	43	843	57	22	22	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	57	843	55	27	18	52	846	65	21	14		17	26	847	68	12	
Ethnicity																	
African American/Black						2	838	43	27	30							
American Indian/Native Alaskan						1	840	47	29	24			31	48	847	66	12
Asian/Pacific Islander						1	847	64	20	16			38	21	846	64	14
Caucasian/White	96	843	55	26	19	95	846	65	22	13			15	5	840	48	27
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
Economically disadvantaged																	
Yes	50	839	43	31	26	33	841	51	27	22			22	22	852	78	8
No	50	847	69	19	13	67	849	71	20	9			51	54	847	67	11
Title 1A targeted program													20	20	842	51	19
Yes	16	834	18	41	41	4	841	46	34	19			6	3	835	30	37
No	84	845	63	22	15	96	846	65	22	13							
Migrant																	
Yes						0	840	61	9	30							
No	100	843	56	25	19	100	846	64	22	13							
Gifted/talented program																	
Yes	7	862	100	0	0	3	863	99	1	0							
No	93	842	52	27	21	97	846	63	23	14							
Identified disability																	
Yes	16	828	12	24	65	15	835	30	30	40							
No	84	846	64	25	11	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	16	833	29	24	47	8	839	45	25	30							
B. Less than one hour	42	845	60	27	13	45	846	64	23	13							
C. One to two hours	37	846	63	25	13	40	848	69	21	10							
D. More than two hours	6	840	50	17	33	6	847	66	19	15							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	