



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: 12361637
School: Central Aroostook Jr-Sr H S
District: MSAD 42
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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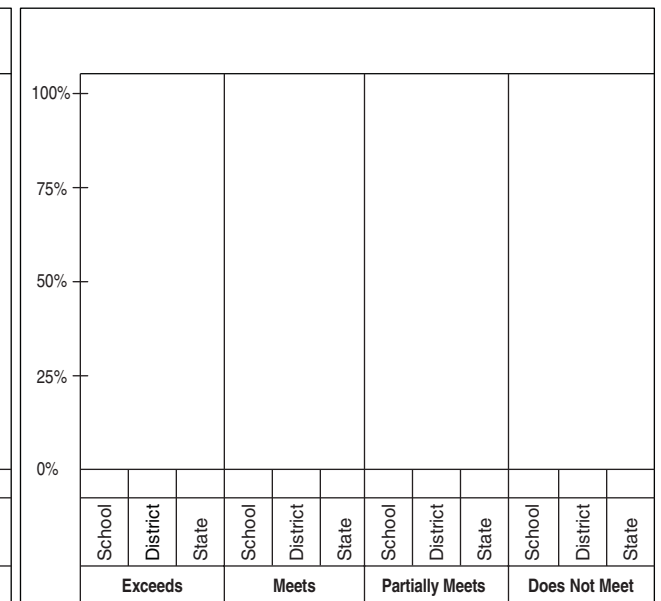
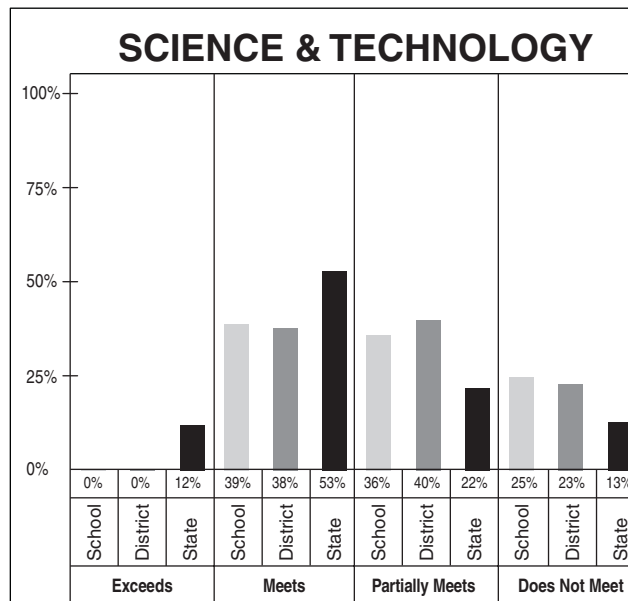
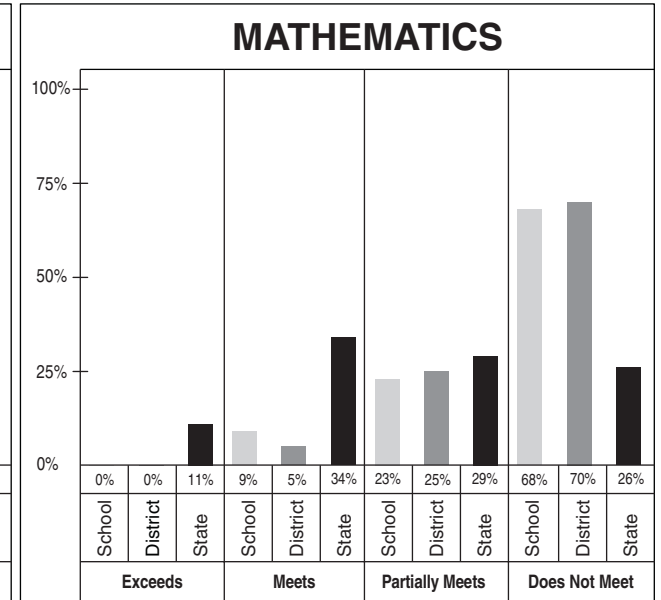
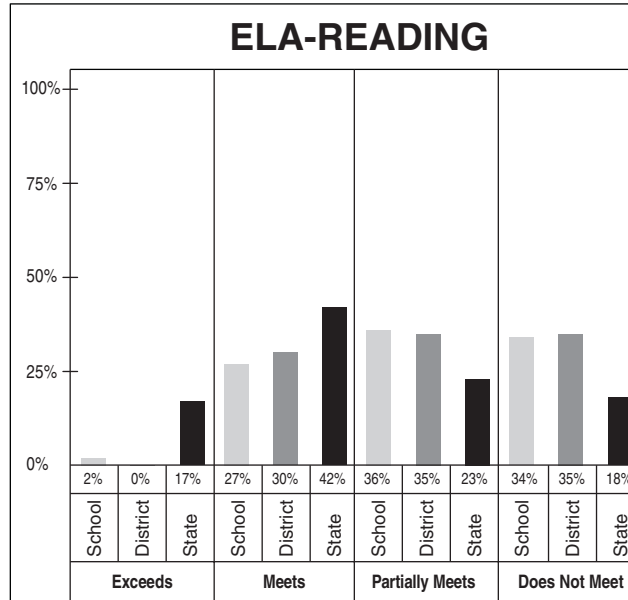


SUMMARY OF SCORES

School: Central Aroostook Jr-Sr H S
 District: MSAD 42
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	835	835	845
MATHEMATICS 2005–2006	825	825	840
SCIENCE & TECHNOLOGY 2005–2006	839	839	846





SUMMARY OF STUDENT PARTICIPATION

School: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	46	100	42	100	16699	100
Ethnicity						
African American/Black	0	0	0	0	297	2
American Indian/Native Alaskan	1	2	1	2	106	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	45	98	41	98	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
Identified disability	10	22	8	19	2717	16
Current LEP	0	0	0	0	239	1
Economically disadvantaged	25	54	23	55	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	%
44	96	40	95	16486	99	44	96	40	95	16486	99	44	96	40	95	16461	99
0		0		290	98	0		0		291	98	0		0		290	98
1	100	1	100	102	96	1	100	1	100	101	95	1	100	1	100	102	96
0		0		210	98	0		0		211	99	0		0		210	98
43	96	39	95	15736	99	43	96	39	95	15735	99	43	96	39	95	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
10	100	8	100	2659	98	10	100	8	100	2657	98	10	100	8	100	2648	97
0		0		231	97	0		0		237	99	0		0		232	97
25	100	23	100	5555	98	25	100	23	100	5552	98	25	100	23	100	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

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	35	80	33	83	13752	83	35	80	33	83	13746	83	35	80	33	83	13785	84
Identified disability (PET/IEP)	1	3	1	3	499	4	1	3	1	3	477	3	1	3	1	3	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	9	20	7	18	2517	15	9	20	7	18	2516	15	9	20	7	18	2490	15
Identified disability (PET/IEP)	9	100	7	100	1953	78	9	100	7	100	1965	78	9	100	7	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: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	1	2	0	0	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	12	27	12	30	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	16	36	14	35	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	15	34	14	35	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	30.9	56.2	30.8	56.0	36.2	65.8
Literary Text	27	49	15.0	55.6	14.9	55.2	17.7	65.6
Informational Text	28	51	16.0	57.1	15.9	56.8	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: Central Aroostook Jr-Sr H S
District: MSAD 42
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	835	32	32	37	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	57	834	28	40	32	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	36	29	849	69
Ethnicity											B. Yes, they match some of what I have learned.					
African American/Black						2	836	42	26	31		C. Yes, they match just a little of what I learned.	39	53	845	60
American Indian/Native Alaskan						1	836	38	30	31	D. No, there is no match.					
Asian/Pacific Islander						1	847	65	19	16		Which of the following best describes how you rate yourself as a student in reading?	11	14	838	43
Caucasian/White	98	835	30	35	35	95	845	59	23	18	A. very good	32	29	854	80	8
Hispanic						1	839	47	19	35	B. good	36	50	845	59	16
Not Reported						0	839	54	15	31	C. fair	30	19	835	33	35
Economically disadvantaged											D. poor	2	3	829	21	50
Yes	57	833	20	44	36	33	838	43	27	29	How difficult was the reading part of this test?					
No	43	838	42	26	32	67	848	66	21	13	A. harder than my regular schoolwork	14	15	840	49	29
Title 1A targeted program											B. about the same as my regular schoolwork	68	65	845	60	16
Yes						4	838	38	34	28	C. easier than my regular schoolwork					
No	100	835	30	36	34	96	845	59	23	18		How difficult were the reading passages on this test?	9	8	832	30
Migrant											A. Most of the passages were more difficult than what I normally read.					
Yes						0	839	48	30	22	B. Most of the passages were about the same as what I normally read.	73	54	843	54	20
No	100	835	30	36	34	100	845	59	23	18	C. Most of the passages were easier than what I normally read.	18	37	851	73	9
Gifted/talented program											How hard did you try on the reading part of this test?					
Yes						3	865	97	2	0	A. I tried harder on this test than I do on my regular schoolwork.	63	44	845	60	18
No	100	835	30	36	34	97	844	57	24	19	B. I tried about the same as I do on my regular schoolwork.	35	50	846	61	16
Identified disability											C. I did not try as hard on this test as I do on my regular schoolwork.	2	5	836	39	35
Yes	23	822	0	30	70	15	827	16	27	57	How much time do you spend reading at home each day?					
No	77	839	38	38	24	85	848	66	22	12	A. more than one hour	14	18	848	67	13
Limited English proficient students											B. 20 minutes to an hour	32	40	848	65	14
Current LEP in first 10 months						0	823	11	22	67	C. less than 20 minutes	16	14	844	58	19
Current LEP beyond first 10 months						1	828	27	22	51	D. I rarely read at home	39	28	839	46	27
How much homework do you do on school nights?											How do you feel about the following statement?					
A. None	11	825	0	60	40	8	834	36	25	40	"My knowledge of reading will be useful to me as an adult."					
B. Less than one hour	27	835	25	50	25	45	844	58	24	19	A. strongly agree	34	44	849	68	13
C. One to two hours	41	841	44	33	22	41	848	65	22	13	B. agree	57	48	843	54	20
D. More than two hours	20	828	22	11	67	6	846	59	21	19	C. disagree	9	5	835	37	36
Optional school/district question											D. strongly disagree	0	2	830	25	46
A.																
B.																
C.																
D.																



MATHEMATICS RESULTS

School: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	0	0	0	0	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	4	9	2	5	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	10	23	10	25	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	30	68	28	70	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	3.9	35.5	3.9	35.5	5.3	48.2
Cluster 2: Shape and Size	12	26	3.0	25.0	3.0	25.0	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	3.7	37.0	3.8	38.0	5.8	58.0
Cluster 4: Patterns	14	30	5.6	40.0	5.5	39.3	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: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	827	16	26	58	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	823	4	20	76	52	839	44	28	28		14	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	825	9	23	67	95	840	45	30	26								
Hispanic						1	835	38	28	34								
Not Reported						0	831	25	17	58								
Economically disadvantaged																		
Yes	57	823	8	16	76	33	833	30	31	38								
No	43	827	11	32	58	67	843	52	28	20								
Title 1A targeted program																		
Yes						4	834	27	35	37								
No	100	825	9	23	68	96	840	45	29	26								
Migrant																		
Yes						0	835	26	39	35								
No	100	825	9	23	68	100	840	45	29	26								
Gifted/talented program																		
Yes						3	864	96	3	1								
No	100	825	9	23	68	97	839	43	30	27								
Identified disability																		
Yes	23	816	0	10	90	15	824	12	25	63								
No	77	827	12	26	62	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	11	812	0	0	100	8	831	27	27	46								
B. Less than one hour	27	828	8	25	67	45	839	43	31	26								
C. One to two hours	41	826	17	22	61	41	842	50	28	22								
D. More than two hours	20	824	0	33	67	6	841	49	25	26								
Optional school/district question																		
A.																		
B.																		
C.																		
D.																		



SCIENCE & TECHNOLOGY RESULTS

School: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	0	0	0	0	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	17	39	15	38	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	16	36	16	40	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	11	25	9	23	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	7.7	55.0	7.8	55.7	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	6.6	47.1	6.5	46.4	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.0	50.0	7.0	50.0	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	7.2	51.4	7.1	50.7	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: Central Aroostook Jr-Sr H S
 District: MSAD 42
 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	838	37	42	21	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	43	26	847	68	12
Male	57	839	40	32	28	52	846	65	21	14		48	48	847	66	12
Ethnicity												0	21	846	64	14
African American/Black						2	838	43	27	30		9	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		23	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		48	54	847	67	11
Caucasian/White	98	839	40	37	23	95	846	65	22	13		25	20	842	51	19
Hispanic						1	841	50	25	26		5	3	835	30	37
Not Reported						0	846	75	8	17		56	42	847	65	12
Economically disadvantaged												44	53	847	67	12
Yes	57	837	36	36	28	33	841	51	27	22		0	4	840	46	31
No	43	841	42	37	21	67	849	71	20	9		84	69	847	68	11
Title 1A targeted program												0	16	845	63	15
Yes						4	841	46	34	19		5	6	844	56	20
No	100	839	39	36	25	96	846	65	22	13		11	9	842	53	20
Migrant											2	11	847	65	13	
Yes						0	840	61	9	30	56	42	847	65	12	
No	100	839	39	36	25	100	846	64	22	13	44	53	847	67	12	
Gifted/talented program											0	4	840	46	31	
Yes						3	863	99	1	0	84	69	847	68	11	
No	100	839	39	36	25	97	846	63	23	14	0	16	845	63	15	
Identified disability											5	6	844	56	20	
Yes	23	830	10	20	70	15	835	30	30	40	11	9	842	53	20	
No	77	841	47	41	12	85	848	71	21	9	41	25	845	61	14	
Limited English proficient students											9	24	847	69	12	
Current LEP in first 10 months						0	827	22	33	44	14	22	852	76	9	
Current LEP beyond first 10 months						1	833	29	25	47	36	29	843	56	16	
How much homework do you do on school nights?											36	29	843	56	16	
A. None	11	827	0	20	80	8	839	45	25	30	41	25	845	61	14	
B. Less than one hour	27	843	67	17	17	45	846	64	23	13	9	24	847	69	12	
C. One to two hours	41	841	44	39	17	40	848	69	21	10	14	22	852	76	9	
D. More than two hours	20	836	11	67	22	6	847	66	19	15	36	29	843	56	16	
Optional school/district question											41	25	845	61	14	
A.											9	24	847	69	12	
B.											14	22	852	76	9	
C.											36	29	843	56	16	
D.											48	29	849	72	11	
											41	55	846	65	12	
											11	13	843	56	17	
											0	3	838	40	30	