



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: 12651879
School: Carrabec Community School
District: MSAD 74
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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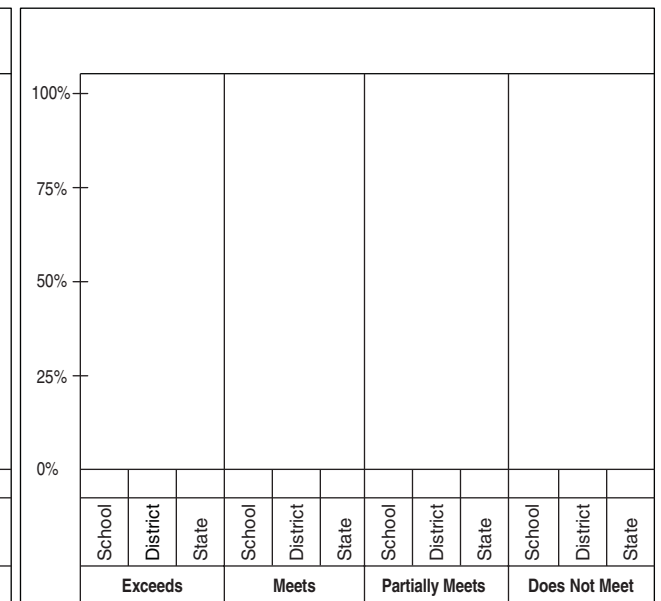
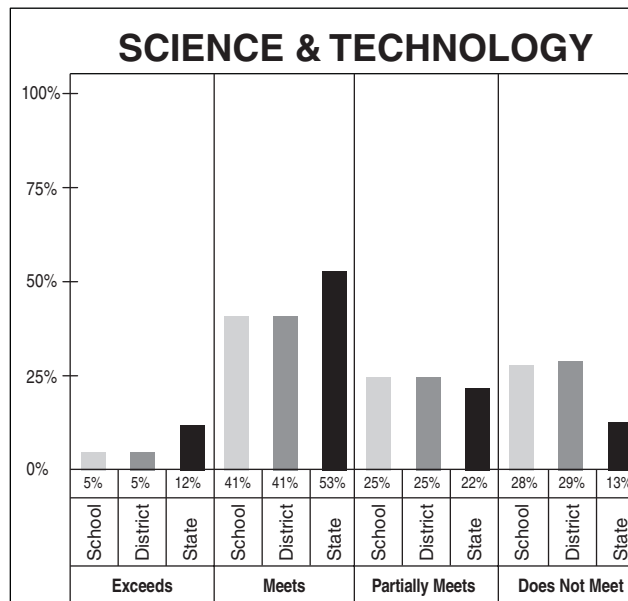
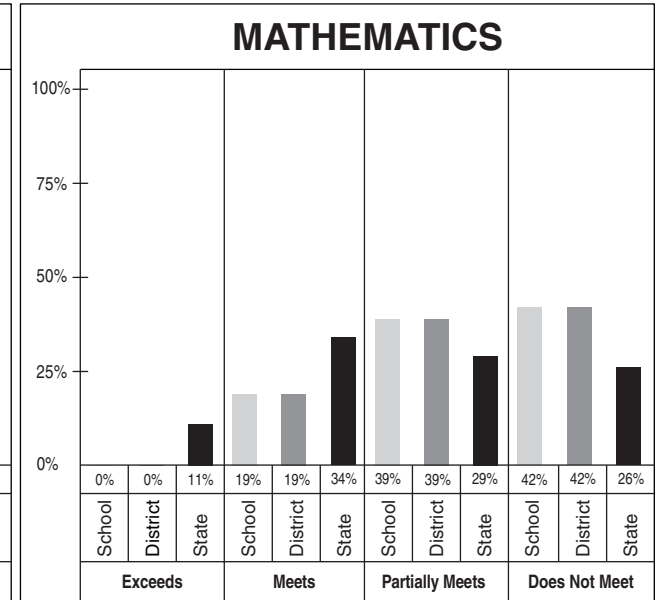
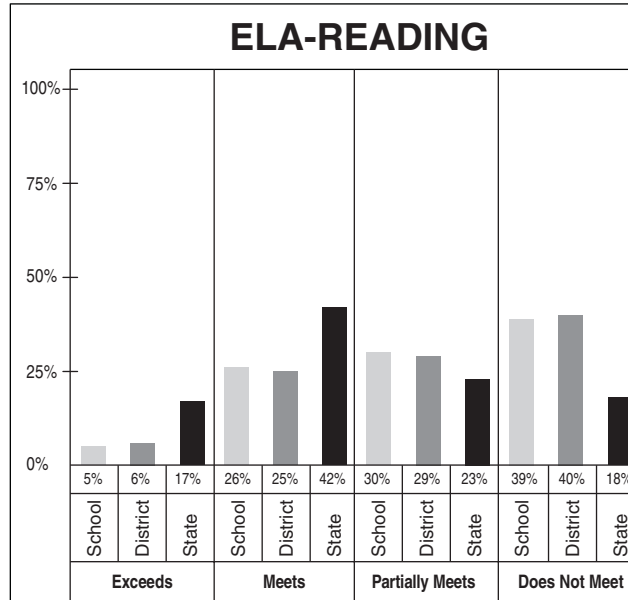


SUMMARY OF SCORES

School: Carrabec Community School
 District: MSAD 74
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	833	832	845
MATHEMATICS 2005–2006	827	828	840
SCIENCE & TECHNOLOGY 2005–2006	838	838	846





SUMMARY OF STUDENT PARTICIPATION

School: Carrabec Community School
 District: MSAD 74
 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	76	100	74	100	16699	100	76	100	74	100	16486	99	76	100	74	100	16486	99	76	100	74	100	16461	99
Ethnicity																								
African American/Black	1	1	0	0	297	2	1	100	0		290	98	1	100	0		291	98	1	100	0		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	74	97	73	99	15930	95	74	100	73	100	15736	99	74	100	73	100	15735	99	74	100	73	100	15712	99
Hispanic	1	1	1	1	139	1	1	100	1	100	135	97	1	100	1	100	136	98	1	100	1	100	135	97
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92
Identified disability	19	25	19	26	2717	16	19	100	19	100	2659	98	19	100	19	100	2657	98	19	100	19	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	46	61	44	59	5670	34	46	100	44	100	5555	98	46	100	44	100	5552	98	46	100	44	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	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	55	72	54	73	13752	83	55	72	54	73	13746	83	55	72	54	73	13785	84								
Identified disability (PET/IEP)	1	2	1	2	499	4	1	2	1	2	477	3	1	2	1	2	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	19	25	18	24	2517	15	19	25	18	24	2516	15	20	26	19	26	2490	15								
Identified disability (PET/IEP)	16	84	16	89	1953	78	16	84	16	89	1965	78	17	85	17	89	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	3	16	2	11	389	15	3	16	2	11	372	15	3	15	2	11	354	14								
Students who participated through alternate assessment (PAAP)	2	3	2	3	217	1	2	3	2	3	224	1	1	1	1	1	186	1								
Identified disability (PET/IEP)	2	100	2	100	207	95	2	100	2	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: Carrabec Community School
 District: MSAD 74
 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	4	5	4	6	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	19	26	18	25	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	22	30	21	29	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	29	39	29	40	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	29.4	53.5	29.3	53.3	36.2	65.8
Literary Text	27	49	14.4	53.3	14.4	53.3	17.7	65.6
Informational Text	28	51	15.0	53.6	14.9	53.2	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: Carrabec Community School
District: MSAD 74
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	841	47	25	28	48	848	66	21	13	<p>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</p> <p>A. Yes, the questions on the test match what I have learned in reading class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I learned.</p> <p>D. No, there is no match.</p> <p>Which of the following best describes how you rate yourself as a student in reading?</p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p>How difficult was the reading part of this test?</p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p>How difficult were the reading passages on this test?</p> <p>A. Most of the passages were more difficult than what I normally read.</p> <p>B. Most of the passages were about the same as what I normally read.</p> <p>C. Most of the passages were easier than what I normally read.</p> <p>How hard did you try on the reading part of this test?</p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p>How much time do you spend reading at home each day?</p> <p>A. more than one hour</p> <p>B. 20 minutes to an hour</p> <p>C. less than 20 minutes</p> <p>D. I rarely read at home</p> <p>How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."</p> <p>A. strongly agree</p> <p>B. agree</p> <p>C. disagree</p> <p>D. strongly disagree</p>						
Male	57	826	19	33	48	52	842	52	25	23		28	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	97	833	32	28	40	95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
Economically disadvantaged																	
Yes	59	829	25	32	43	33	838	43	27	29		16	29	854	80	8	
No	41	837	40	27	33	67	848	66	21	13		49	50	845	59	16	
Title 1A targeted program																	
Yes						4	838	38	34	28							
No	100	833	31	30	39	96	845	59	23	18		69	65	845	60	16	
Migrant																	
Yes						0	839	48	30	22		15	20	848	64	14	
No	100	833	31	30	39	100	845	59	23	18							
Gifted/talented program																	
Yes						3	865	97	2	0							
No	100	833	31	30	39	97	844	57	24	19		59	54	843	54	20	
Identified disability																	
Yes	23	820	12	12	76	15	827	16	27	57							
No	77	836	37	35	28	85	848	66	22	12	35	37	851	73	9		
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	13	823	11	11	78	8	834	36	25	40	17	18	848	67	13		
B. Less than one hour	51	840	46	29	26	45	844	58	24	19	31	40	848	65	14		
C. One to two hours	35	831	25	38	38	41	848	65	22	13	13	14	844	58	19		
D. More than two hours						6	846	59	21	19	39	28	839	46	27		
Optional school/district question																	
A.											49	44	849	68	13		
B.											39	48	843	54	20		
C.											6	5	835	37	36		
D.											6	2	830	25	46		



MATHEMATICS RESULTS

School: Carrabec Community School
 District: MSAD 74
 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	14	19	14	19	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	29	39	28	39	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	42	30	42	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	3.7	33.6	3.8	34.5	5.3	48.2
Cluster 2: Shape and Size	12	26	3.6	30.0	3.6	30.0	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	4.6	46.0	4.6	46.0	5.8	58.0
Cluster 4: Patterns	14	30	5.7	40.7	5.8	41.4	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: Carrabec Community School
 District: MSAD 74
 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	834	34	34	31	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	822	7	43	50	52	839	44	28	28		17	30	845	58	18
Ethnicity																
African American/Black						2	830	24	27	49						
American Indian/Native Alaskan						1	833	30	33	38						
Asian/Pacific Islander						1	845	60	17	23						
Caucasian/White	97	828	19	39	42	95	840	45	30	26						
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
Economically disadvantaged																
Yes	59	825	14	39	48	33	833	30	31	38		18	24	851	73	11
No	41	831	27	40	33	67	843	52	28	20		43	45	840	47	22
Title 1A targeted program												26	25	832	23	40
Yes						4	834	27	35	37		13	6	826	10	54
No	100	827	19	39	42	96	840	45	29	26						
Migrant																
Yes						0	835	26	39	35		52	35	834	30	36
No	100	827	19	39	42	100	840	45	29	26		39	51	840	47	23
Gifted/talented program												9	14	853	74	10
Yes						3	864	96	3	1						
No	100	827	19	39	42	97	839	43	30	27						
Identified disability																
Yes	23	816	6	18	76	15	824	12	25	63		51	45	839	43	26
No	77	831	23	46	32	85	842	50	30	20	42	50	841	48	23	
Limited English proficient students											7	5	834	34	41	
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	13	817	0	33	67	8	831	27	27	46						
B. Less than one hour	51	832	29	43	29	45	839	43	31	26	69	40	842	50	22	
C. One to two hours	35	829	17	42	42	41	842	50	28	22	27	37	839	44	26	
D. More than two hours						6	841	49	25	26	4	12	838	41	29	
Optional school/district question											0	11	836	37	33	
A.																
B.																
C.																
D.																



SCIENCE & TECHNOLOGY RESULTS

School: Carrabec Community School
 District: MSAD 74
 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	4	5	4	5	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	31	41	30	41	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	19	25	18	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	28	21	29	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	7.4	52.9	7.4	52.9	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	6.0	42.9	6.0	42.9	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.5	53.6	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	7.5	53.6	7.5	53.6	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: Carrabec Community School
 District: MSAD 74
 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	53	34	13	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	44	26	847	68	12
Male	57	834	42	19	40	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	97	838	47	25	29	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	60	834	38	24	38	33	841	51	27	22						
No	40	844	60	27	13	67	849	71	20	9						
Title 1A targeted program																
Yes						4	841	46	34	19						
No	100	838	47	25	28	96	846	65	22	13						
Migrant																
Yes						0	840	61	9	30						
No	100	838	47	25	28	100	846	64	22	13						
Gifted/talented program																
Yes						3	863	99	1	0						
No	100	838	47	25	28	97	846	63	23	14						
Identified disability																
Yes	24	828	22	22	56	15	835	30	30	40						
No	76	842	54	26	19	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	13	831	22	33	44	8	839	45	25	30						
B. Less than one hour	51	843	57	23	20	45	846	64	23	13						
C. One to two hours	35	840	50	25	25	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																