



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: 12701820
School: Indian Island School
District: Indian Island
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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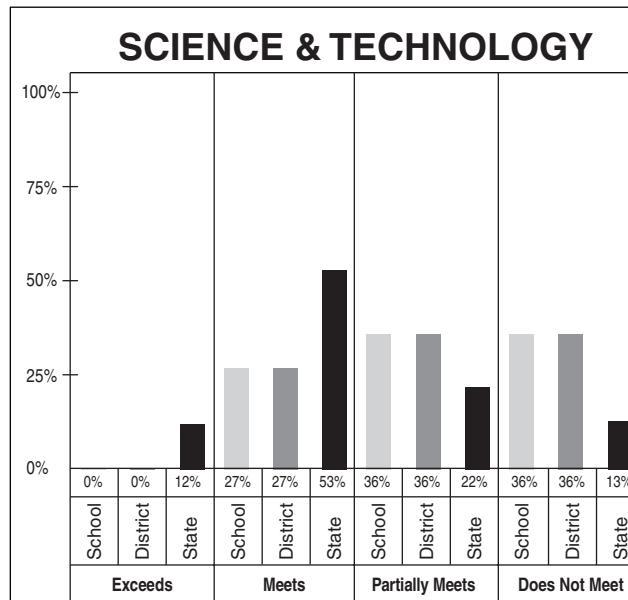
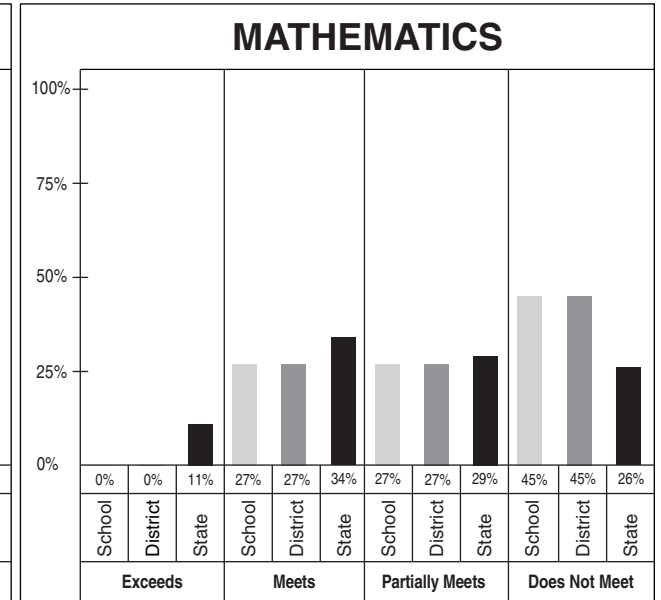
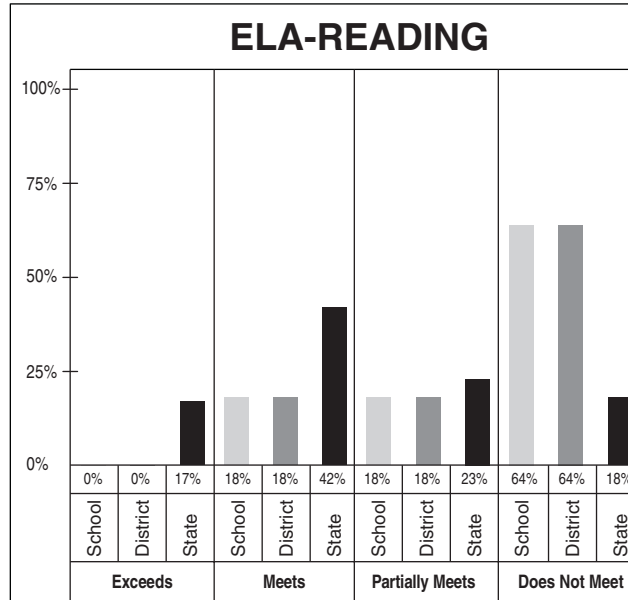


SUMMARY OF SCORES

School: Indian Island School
 District: Indian Island
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

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





SUMMARY OF STUDENT PARTICIPATION

School: Indian Island School
 District: Indian Island
 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	11	100	11	100	16699	100	11	100	11	100	16486	99	11	100	11	100	16486	99	11	100	11	100	16461	99
Ethnicity																								
African American/Black	0	0	0	0	297	2	0	0	0	0	290	98	0	0	0	0	291	98	0	0	0	0	290	98
American Indian/Native Alaskan	10	91	10	91	106	1	10	100	10	100	102	96	10	100	10	100	101	95	10	100	10	100	102	96
Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	210	98	0	0	0	0	211	99	0	0	0	0	210	98
Caucasian/White	1	9	1	9	15930	95	1	100	1	100	15736	99	1	100	1	100	15735	99	1	100	1	100	15712	99
Hispanic	0	0	0	0	139	1	0	0	0	0	135	97	0	0	0	0	136	98	0	0	0	0	135	97
Not Reported	0	0	0	0	13	0	0	0	0	0	13	100	0	0	0	0	12	92	0	0	0	0	12	92
Identified disability	4	36	4	36	2717	16	4	100	4	100	2659	98	4	100	4	100	2657	98	4	100	4	100	2648	97
Current LEP	0	0	0	0	239	1	0	0	0	0	231	97	0	0	0	0	237	99	0	0	0	0	232	97
Economically disadvantaged	11	100	11	100	5670	34	11	100	11	100	5555	98	11	100	11	100	5552	98	11	100	11	100	5537	98
Migrant	0	0	0	0	25	0	0	0	0	0	24	96	0	0	0	0	24	96	0	0	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	10	91	10	91	13752	83	10	91	10	91	13746	83	10	91	10	91	13785	84								
Identified disability (PET/IEP)	3	30	3	30	499	4	3	30	3	30	477	3	3	30	3	30	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	1	9	1	9	2517	15	1	9	1	9	2516	15	1	9	1	9	2490	15								
Identified disability (PET/IEP)	1	100	1	100	1953	78	1	100	1	100	1965	78	1	100	1	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	0	0	207	95	0	0	0	0	215	96	0	0	0	0	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: Indian Island School
 District: Indian Island
 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	0	0	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	2	18	2	18	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	2	18	2	18	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	64	7	64	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	26.3	47.8	26.3	47.8	36.2	65.8
Literary Text	27	49	12.9	47.8	12.9	47.8	17.7	65.6
Informational Text	28	51	13.4	47.9	13.4	47.9	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: Indian Island School
District: Indian Island
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	55	822	17	0	83	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	45	833	20	40	40	52	842	52	25	23		0	29	849	69	13	
Ethnicity																	
African American/Black						2	836	42	26	31		82	53	845	60	16	
American Indian/Native Alaskan	91	828	20	20	60	1	836	38	30	31		9	14	838	43	29	
Asian/Pacific Islander						1	847	65	19	16		9	4	830	24	47	
Caucasian/White						95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
Economically disadvantaged																	
Yes						33	838	43	27	29		9	29	854	80	8	
No	100	827	18	18	64	67	848	66	21	13		82	50	845	59	16	
Title 1A targeted program																	
Yes						4	838	38	34	28		9	15	840	49	29	
No	100	827	18	18	64	96	845	59	23	18		82	65	845	60	16	
Migrant																	
Yes						0	839	48	30	22		9	20	848	64	14	
No	100	827	18	18	64	100	845	59	23	18							
Gifted/talented program																	
Yes						3	865	97	2	0		9	8	832	30	44	
No	100	827	18	18	64	97	844	57	24	19		45	54	843	54	20	
Identified disability																	
Yes						15	827	16	27	57		45	37	851	73	9	
No	64	831	29	14	57	85	848	66	22	12							
Limited English proficient students																	
Current LEP in first 10 months						0	823	11	22	67	18	44	845	60	18		
Current LEP beyond first 10 months						1	828	27	22	51	73	50	846	61	16		
How much homework do you do on school nights?																	
A. None						8	834	36	25	40	9	18	848	67	13		
B. Less than one hour						45	844	58	24	19	55	40	848	65	14		
C. One to two hours	45	828	0	20	80	41	848	65	22	13	27	14	844	58	19		
D. More than two hours						6	846	59	21	19	9	28	839	46	27		
Optional school/district question																	
A.											27	44	849	68	13		
B.											64	48	843	54	20		
C.											0	5	835	37	36		
D.											9	2	830	25	46		



MATHEMATICS RESULTS

School: Indian Island School
 District: Indian Island
 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	3	27	3	27	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	3	27	3	27	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	5	45	5	45	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	4.7	42.7	4.7	42.7	5.3	48.2
Cluster 2: Shape and Size	12	26	3.9	32.5	3.9	32.5	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	4.5	45.0	4.5	45.0	5.8	58.0
Cluster 4: Patterns	14	30	6.5	46.4	6.5	46.4	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: Indian Island School
 District: Indian Island
 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											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.					
Female	55	827	17	17	67	48	840	45	31	24		27	30	845	58	18
Male	45	838	40	40	20	52	839	44	28	28						
Ethnicity											Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor					
African American/Black						2	830	24	27	49		18	24	851	73	11
American Indian/Native Alaskan	91	833	30	30	40	1	833	30	33	38		45	47	840	45	24
Asian/Pacific Islander						1	845	60	17	23		9	18	834	29	37
Caucasian/White						95	840	45	30	26		18	5	826	16	57
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
Economically disadvantaged											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					
Yes	100	832	27	27	45	33	833	30	31	38		27	35	834	30	36
No						67	843	52	28	20	64	51	840	47	23	
Title 1A targeted program											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.					
Yes	100	832	27	27	45	4	834	27	35	37		18	45	839	43	26
No						96	840	45	29	26	73	50	841	48	23	
Migrant											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					
Yes	100	832	27	27	45	0	835	26	39	35		18	4	833	30	38
No						100	840	45	29	26	0	11	836	37	33	
Gifted/talented program											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.					
Yes	100	832	27	27	45	3	864	96	3	1		82	40	842	50	22
No						97	839	43	30	27	18	37	839	44	26	
Identified disability											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					
Yes	64	840	43	29	29	15	824	12	25	63		0	12	838	41	29
No						85	842	50	30	20	0	11	836	37	33	
Limited English proficient students																
Current LEP in first 10 months						0	827	22	22	56						
Current LEP beyond first 10 months						1	827	20	24	56						
How much homework do you do on school nights?																
A. None						8	831	27	27	46						
B. Less than one hour						45	839	43	31	26						
C. One to two hours	45	832	20	40	40	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: Indian Island School
 District: Indian Island
 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	3	27	3	27	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	4	36	4	36	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	4	36	4	36	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	7.0	50.0	7.0	50.0	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	5.0	35.7	5.0	35.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	5.6	40.0	5.6	40.0	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	6.7	47.9	6.7	47.9	8.3	59.3	Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Indian Island School
 District: Indian Island
 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	55	823	17	33	50	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	9	26	847	68	12
Male	45	844	40	40	20	52	846	65	21	14		64	48	847	66	12
Ethnicity												18	21	846	64	14
African American/Black						2	838	43	27	30		9	5	840	48	27
American Indian/Native Alaskan	91	832	30	30	40	1	840	47	29	24		9	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		55	54	847	67	11
Caucasian/White						95	846	65	22	13		36	20	842	51	19
Hispanic						1	841	50	25	26		0	3	835	30	37
Not Reported						0	846	75	8	17		27	30	847	66	13
Economically disadvantaged												73	59	846	64	12
Yes	100	832	27	36	36	33	841	51	27	22		0	11	847	65	13
No						67	849	71	20	9		0	42	847	65	12
Title 1A targeted program												91	53	847	67	12
Yes						4	841	46	34	19		9	4	840	46	31
No	100	832	27	36	36	96	846	65	22	13		27	30	847	66	13
Migrant											73	59	846	64	12	
Yes						0	840	61	9	30	0	11	847	65	13	
No	100	832	27	36	36	100	846	64	22	13	0	42	847	65	12	
Gifted/talented program											91	53	847	67	12	
Yes						3	863	99	1	0	9	4	840	46	31	
No	100	832	27	36	36	97	846	63	23	14	27	9	842	53	20	
Identified disability											27	25	845	61	14	
Yes						15	835	30	30	40	27	24	847	69	12	
No	64	838	43	29	29	85	848	71	21	9	0	22	852	76	9	
Limited English proficient students											45	29	843	56	16	
Current LEP in first 10 months						0	827	22	33	44	27	29	849	72	11	
Current LEP beyond first 10 months						1	833	29	25	47	64	55	846	65	12	
How much homework do you do on school nights?											9	13	843	56	17	
A. None						8	839	45	25	30	0	3	838	40	30	
B. Less than one hour						45	846	64	23	13						
C. One to two hours	45	834	20	40	40	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																