



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System 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 Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine’s *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

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 graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



SAU Report

Test Date: May 2008
ID: 1122
SAU: Orland School Department

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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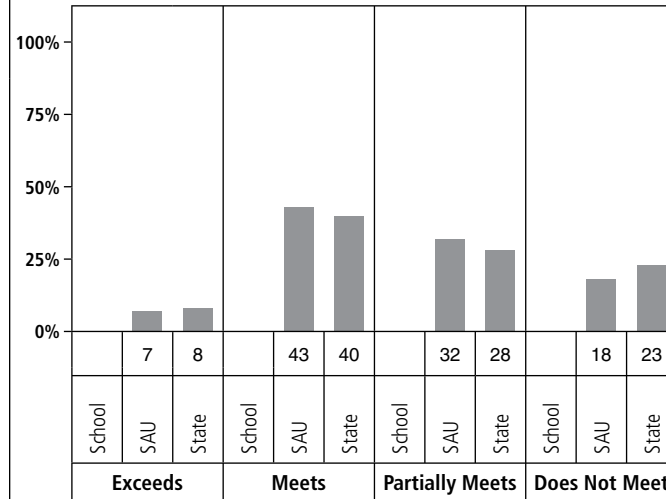
SUMMARY OF SCORES

Test Date: May 2008
SAU: Orland School Department

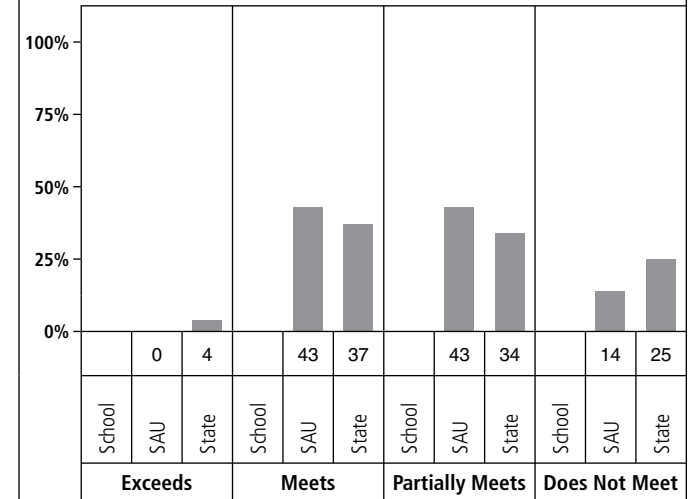
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008		1140 1142	1141 1141
Mathematics 2006–2007 2007–2008		1141 1140	1140 1141
Writing 2006–2007 2007–2008		1141 1139	1141 1140
Science 2007–2008		1142	1141

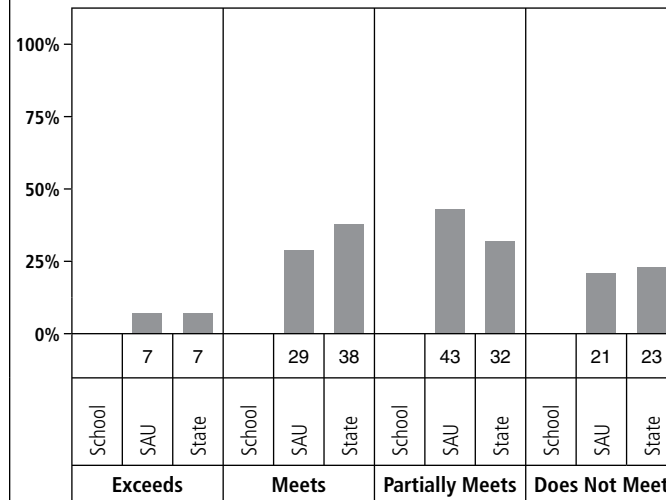
CRITICAL READING



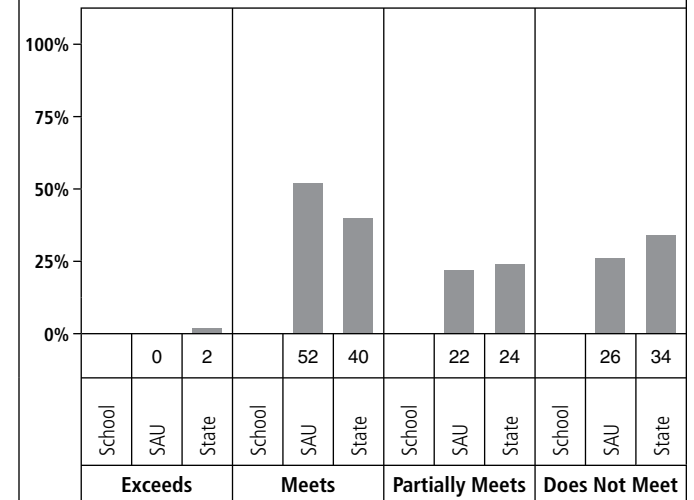
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Orland School Department

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Total number of students			29	100	15604	100			28	97	14875	96			28	97	15165	97			28	97	14869	96			27	93	14961	96
Ethnicity African American/Black			0	0	305	2			0	0	261	86			0	0	286	95			0	0	260	86			0	0	280	93
American Indian or Native Alaskan			0	0	103	1			0	0	95	93			0	0	97	95			0	0	95	93			0	0	93	91
Asian or Pacific Islander			0	0	215	1			0	0	194	90			0	0	202	94			0	0	194	90			0	0	200	93
Hispanic			0	0	140	1			0	0	118	84			0	0	123	88			0	0	118	84			0	0	120	86
Caucasian/White			29	100	14841	95			28	97	14207	96			28	97	14457	98			28	97	14202	96			27	93	14268	96
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			3	10	2247	14			2	67	2065	93			2	67	2138	96			2	67	2060	92			2	67	2081	93
Current LEP			2	7	648	4			2	100	508	79			2	100	564	87			2	100	507	78			1	50	534	83
Economically disadvantaged			2	7	4028	26			2	100	3682	92			2	100	3831	95			2	100	3679	92			2	100	3755	94
Migrant			0	0	5	0			0	0	5	100			0	0	5	100			0	0	5	100			0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science													
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State									
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Participation without accommodations					24	83	13042	84					24	83	13332	85					24	83	13042	84					24	83	13192	85
Identified disability (PET/IEP)					0	0	739	6					0	0	810	6					0	0	739	6					0	0	791	6
LEP					0	0	399	3					0	0	456	3					0	0	399	3					0	0	436	3
504 plan					1	4	196	2					1	4	204	2					1	4	196	2					1	4	201	2
Participation with accommodations					4	14	1623	10					4	14	1624	10					4	14	1625	10					3	10	1567	10
Identified disability (PET/IEP)					2	50	1117	69					2	50	1119	69					2	50	1119	69					2	67	1088	69
LEP					2	50	93	6					2	50	93	6					2	50	93	6					1	33	83	5
504 plan					0	0	58	4					0	0	58	4					0	0	58	4					0	0	55	4
Other					0	0	367	23					0	0	366	23					0	0	367	23					0	0	353	23
Participation through alternate assessment (PAAP)					0	0	209	1					0	0	209	1					0	0	202	1					0	0	202	1
Identified disability (PET/IEP)					0	0	209	100					0	0	209	100					0	0	202	100					0	0	202	100
LEP					0	0	15	7					0	0	15	7					0	0	15	7					0	0	15	7
504 plan					0	0	0	0					0	0	0	0					0	0	0	0					0	0	0	0
Approved non-participation in reading – 1st year LEP					0	0	1	0																								
Approved non-participation – special consideration					0	0	36	0					0	0	40	0					0	0	36	0					0	0	38	0
Non-participation – other					1	3	693	4					1	3	399	3					1	3	699	4					2	7	605	4

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 by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Orland School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	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 applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006			2	9	1079	7
	2006-2007			2	9	1168	8
	2007-2008			2	7	1184	8
	Cum. Total*			6	8	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006			2	9	5697	38
	2006-2007			8	35	5714	38
	2007-2008			12	43	5885	40
	Cum. Total*			22	30	17296	39
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 use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006			9	41	4772	32
	2006-2007			7	30	4728	31
	2007-2008			9	32	4093	28
	Cum. Total*			25	34	13593	30
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 incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006			9	41	3595	24
	2006-2007			6	26	3444	23
	2007-2008			5	18	3417	23
	Cum. Total*			20	27	10456	23

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orland School Department

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	28	7	43	32	18	1142	14579	8	40	28	23	1141										
Ethnicity																						
African American/Black	0						248	4	21	27	48	1132										
American Indian or Native Alaskan	0						94	5	27	28	40	1134										
Asian or Pacific Islander	0						192	4	35	30	31	1138										
Hispanic	0						115	5	32	26	37	1136										
Caucasian/White	28	7	43	32	18	1142	13930	8	41	28	23	1141										
Not Reported	0						0															
Identified disability																						
Yes	2						1823	1	9	24	65	1126										
No	26	8	46	35	12	1144	12756	9	45	29	17	1143										
Current LEP																						
Yes	2						488	3	22	24	52	1132										
No	26	8	42	35	15	1143	14091	8	41	28	22	1141										
Economically disadvantaged																						
Yes	2						3545	3	28	30	39	1134										
No	26	8	42	35	15	1143	11034	10	44	27	19	1143										
Migrant																						
Yes	0						5	20	0	40	40	1136										
No	28	7	43	32	18	1142	14574	8	40	28	23	1141										
Gender																						
Female	17	12	47	29	12	1147	7237	8	42	30	19	1142										
Male	11	0	36	36	27	1136	7342	8	38	26	28	1140										
Not Reported	0						0															
Title 1A targeted program																						
Yes	0						103	0	9	30	61	1127										
No	28	7	43	32	18	1142	14476	8	41	28	23	1141										
Gifted/talented program																						
Yes	0						295	48	48	4	0	1161										
No	28	7	43	32	18	1142	14284	7	40	29	24	1140										

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Orland School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	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 or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008			0 0	0 0	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008			10 12	40 43	5481 5508	36 37
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 apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008			6 12	24 43	4754 5065	31 34
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 apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008			9 4	36 14	4607 3660	30 25

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orland School Department

REPORTING CATEGORIES	School										SAU					State					
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D	Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
All Students	28	0	43	43	14	1140	14870	4	37	34	25	1141									
Ethnicity																					
African American/Black	0						274	1	12	31	57	1133									
American Indian or Native Alaskan	0						96	2	24	30	44	1136									
Asian or Pacific Islander	0						200	8	37	34	22	1142									
Hispanic	0						120	3	23	32	43	1138									
Caucasian/White	28	0	43	43	14	1140	14180	4	38	34	24	1141									
Not Reported	0						0														
Identified disability																					
Yes	2						1896	0	8	22	70	1130									
No	26	0	46	42	12	1141	12974	5	41	36	18	1142									
Current LEP																					
Yes	2						545	3	16	28	53	1135									
No	26	0	46	42	12	1141	14325	4	38	34	24	1141									
Economically disadvantaged																					
Yes	2						3695	1	22	37	40	1136									
No	26	0	46	42	12	1141	11175	5	42	33	19	1142									
Migrant																					
Yes	0						5	20	20	40	20	1144									
No	28	0	43	43	14	1140	14865	4	37	34	25	1141									
Gender																					
Female	17	0	47	35	18	1141	7362	3	36	36	24	1140									
Male	11	0	36	55	9	1138	7508	5	38	32	25	1141									
Not Reported	0						0														
Title 1A targeted program																					
Yes	0						103	0	8	41	51	1134									
No	28	0	43	43	14	1140	14767	4	37	34	24	1141									
Gifted/talented program																					
Yes	0						296	35	59	5	0	1158									
No	28	0	43	43	14	1140	14574	4	37	35	25	1140									

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Orland School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

	STUDENTS AT EACH ACHIEVEMENT LEVEL					
	School		SAU		State	
	N	%	N	%	N	%
<p>Exceeds the Standards – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)</p>	2005-2006		1	5	952	6
	2006-2007		2	9	937	6
	2007-2008		2	7	962	7
	Cum. Total*		5	7	2851	6
<p>Meets the Standards – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)</p>	2005-2006		4	18	6055	40
	2006-2007		8	35	6167	41
	2007-2008		8	29	5564	38
	Cum. Total*		20	27	17786	40
<p>Partially Meets the Standards – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)</p>	2005-2006		9	41	4916	32
	2006-2007		9	39	4723	31
	2007-2008		12	43	4679	32
	Cum. Total*		30	41	14318	32
<p>Does Not Meet the Standards – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)</p>	2005-2006		8	36	3221	21
	2006-2007		4	17	3227	21
	2007-2008		6	21	3376	23
	Cum. Total*		18	25	9824	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orland School Department

REPORTING CATEGORIES	School										SAU					State				
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	
All Students	28	7	29	43	21	1139	14581	7	38	32	23	1140								
Ethnicity																				
African American/Black	0						248	2	19	30	49	1131								
American Indian or Native Alaskan	0						94	3	19	38	39	1133								
Asian or Pacific Islander	0						192	6	30	34	30	1137								
Hispanic	0						115	2	30	36	33	1136								
Caucasian/White	28	7	29	43	21	1139	13932	7	39	32	22	1140								
Not Reported	0						0													
Identified disability																				
Yes	2						1825	1	7	23	69	1125								
No	26	8	31	46	15	1141	12756	7	43	33	17	1142								
Current LEP																				
Yes	2						488	3	19	29	49	1131								
No	26	8	27	46	19	1139	14093	7	39	32	22	1140								
Economically disadvantaged																				
Yes	2						3546	2	25	35	38	1134								
No	26	8	31	42	19	1140	11035	8	42	31	18	1142								
Migrant																				
Yes	0						5	20	0	20	60	1131								
No	28	7	29	43	21	1139	14576	7	38	32	23	1140								
Gender																				
Female	17	12	47	29	12	1144	7239	8	43	33	17	1142								
Male	11	0	0	64	36	1131	7342	6	34	31	30	1138								
Not Reported	0						0													
Title 1A targeted program																				
Yes	0						103	0	7	39	54	1128								
No	28	7	29	43	21	1139	14478	7	38	32	23	1140								
Gifted/talented program																				
Yes	0						295	42	53	4	0	1159								
No	28	7	29	43	21	1139	14286	6	38	33	24	1139								

SCIENCE RESULTS

Test Date: May 2008
SAU: Orland School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL*

	2007-2008	School		SAU		State	
		N	%	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 1161-1180)				0	0
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 1141-1160)				14	52	5927	40
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 1135-1140)				6	22	3544	24
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 1100-1134)				7	26	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27			6.28	41.9	6.41	42.7
Cluster 2: Physical Sciences	14	25			7.46	53.3	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			5.12	36.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			7.58	58.3	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

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 shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Orland School Department

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	27										1142	14759	2	40	24	34					1141	
Ethnicity																						
African American/Black	0										269	0	20	14	65						1134	
American Indian or Native Alaskan	0										92	1	24	28	47						1138	
Asian or Pacific Islander	0										199	3	36	25	36						1140	
Hispanic	0										118	1	26	19	54						1136	
Caucasian/White	27	0	52	22	26					1142	14081	2	41	24	33						1141	
Not Reported	0										0											
Identified disability																						
Yes	2										1879	0	11	17	72						1133	
No	25	0	52	24	24					1142	12880	2	44	25	28						1142	
Current LEP																						
Yes	1										519	1	18	19	62						1134	
No	26	0	54	23	23					1142	14240	2	41	24	33						1141	
Economically disadvantaged																						
Yes	2										3651	1	26	24	49						1137	
No	25	0	52	24	24					1142	11108	3	45	24	29						1142	
Migrant																						
Yes	0										5	20	40	40	0						1146	
No	27	0	52	22	26					1142	14754	2	40	24	34						1141	
Gender																						
Female	16	0	50	25	25					1142	7277	1	37	26	36						1140	
Male	11	0	55	18	27					1141	7482	3	43	22	32						1141	
Not Reported	0										0											
Title 1A targeted program																						
Yes	0										100	1	5	22	72						1133	
No	27	0	52	22	26					1142	14659	2	40	24	34						1141	
Gifted/talented program																						
Yes	0										296	13	80	5	3						1152	
No	27	0	52	22	26					1142	14463	2	39	24	34						1140	