



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: 1264
SAU: MSAD 72

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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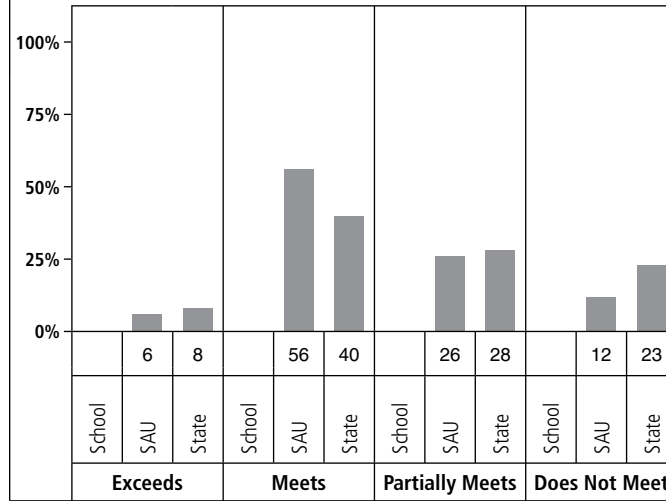
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 72

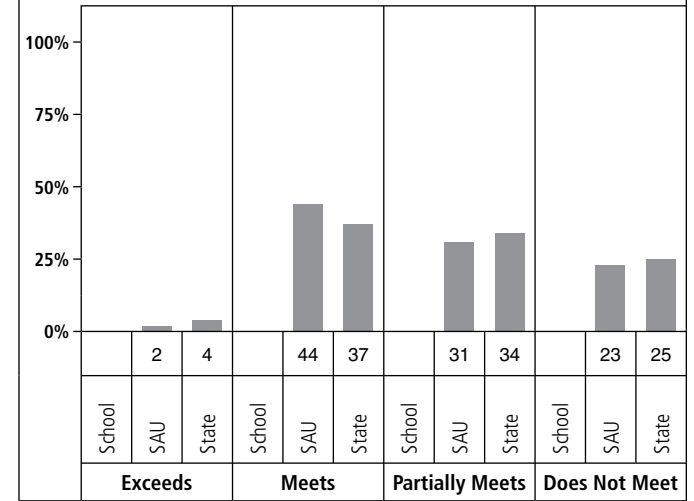
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008		1140 1143	1141 1141
Mathematics 2006–2007 2007–2008		1141 1141	1140 1141
Writing 2006–2007 2007–2008		1142 1141	1141 1140
Science 2007–2008		1140	1141

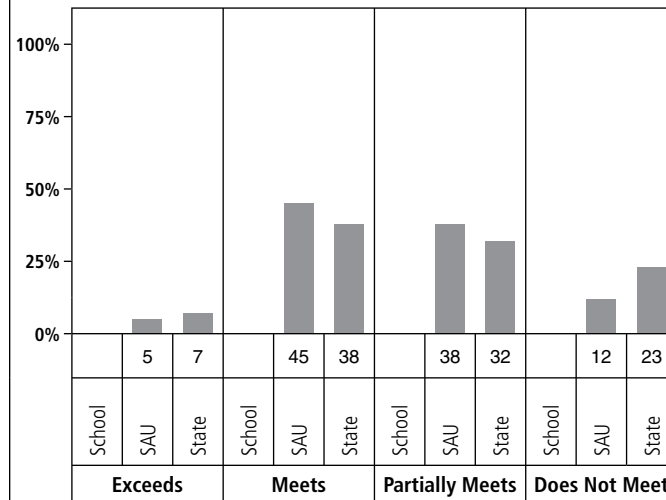
CRITICAL READING



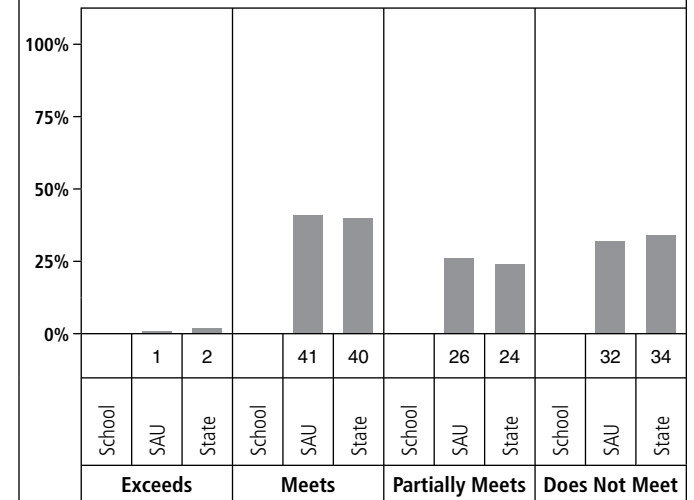
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 72

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading				Mathematics				Writing				Science											
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Total number of students			139	100	15604	100			125	90	14875	96			132	95	15165	97			125	90	14869	96			130	94	14961	96
Ethnicity African American/Black			2	1	305	2			2	100	261	86			2	100	286	95			2	100	260	86			2	100	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			1	1	215	1			1	100	194	90			1	100	202	94			1	100	194	90			1	100	200	93
Hispanic			1	1	140	1			1	100	118	84			1	100	123	88			1	100	118	84			1	100	120	86
Caucasian/White			135	97	14841	95			121	90	14207	96			128	95	14457	98			121	90	14202	96			126	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			14	10	2247	14			12	86	2065	93			12	86	2138	96			12	86	2060	92			12	86	2081	93
Current LEP			3	2	648	4			2	67	508	79			3	100	564	87			2	67	507	78			3	100	534	83
Economically disadvantaged			19	14	4028	26			16	84	3682	92			18	95	3831	95			16	84	3679	92			17	89	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									115	83	13042	84									115	83	13042	84									120	86	13192	85
Identified disability (PET/IEP)									3	3	739	6									3	3	739	6									3	3	791	6
LEP									2	2	399	3									2	2	399	3									3	3	436	3
504 plan									8	7	196	2									8	7	196	2									9	8	201	2
Participation with accommodations									10	7	1623	10									10	7	1625	10									10	7	1567	10
Identified disability (PET/IEP)									9	90	1117	69									9	90	1119	69									9	90	1088	69
LEP									0	0	93	6									0	0	93	6									0	0	83	5
504 plan									0	0	58	4									0	0	58	4									0	0	55	4
Other									1	10	367	23									1	10	367	23									1	10	353	23
Participation through alternate assessment (PAAP)									0	0	209	1									0	0	202	1									0	0	202	1
Identified disability (PET/IEP)									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
504 plan									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	36	0									0	0	38	0
Non-participation – other									14	10	693	4									14	10	699	4									9	6	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: MSAD 72

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			8	7	1079	7
	2006-2007			6	5	1168	8
	2007-2008			7	6	1184	8
	Cum. Total*			21	6	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			41	37	5697	38
	2006-2007			51	42	5714	38
	2007-2008			70	56	5885	40
	Cum. Total*			162	45	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			37	33	4772	32
	2006-2007			39	32	4728	31
	2007-2008			33	26	4093	28
	Cum. Total*			109	30	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			26	23	3595	24
	2006-2007			26	21	3444	23
	2007-2008			15	12	3417	23
	Cum. Total*			67	19	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: MSAD 72

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	125	6	56	26	12	1143	14579	8	40	28	23	1141										
Ethnicity																						
African American/Black	2						248	4	21	27	48	1132										
American Indian or Native Alaskan	0						94	5	27	28	40	1134										
Asian or Pacific Islander	1						192	4	35	30	31	1138										
Hispanic	1						115	5	32	26	37	1136										
Caucasian/White	121	5	55	27	12	1143	13930	8	41	28	23	1141										
Not Reported	0						0															
Identified disability																						
Yes	12	0	25	25	50	1131	1823	1	9	24	65	1126										
No	113	6	59	27	8	1145	12756	9	45	29	17	1143										
Current LEP																						
Yes	2						488	3	22	24	52	1132										
No	123	6	56	27	11	1144	14091	8	41	28	22	1141										
Economically disadvantaged																						
Yes	16	6	44	25	25	1141	3545	3	28	30	39	1134										
No	109	6	58	27	10	1144	11034	10	44	27	19	1143										
Migrant																						
Yes	0						5	20	0	40	40	1136										
No	125	6	56	26	12	1143	14574	8	40	28	23	1141										
Gender																						
Female	74	4	59	26	11	1143	7237	8	42	30	19	1142										
Male	51	8	51	27	14	1143	7342	8	38	26	28	1140										
Not Reported	0						0															
Title 1A targeted program																						
Yes	0						103	0	9	30	61	1127										
No	125	6	56	26	12	1143	14476	8	41	28	23	1141										
Gifted/talented program																						
Yes	0						295	48	48	4	0	1161										
No	125	6	56	26	12	1143	14284	7	40	29	24	1140										

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 72

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			4 3	3 2	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			49 58	40 44	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			37 41	30 31	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			34 30	27 23	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: MSAD 72

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	132										1141	14870	4	37	34	25					1141	
Ethnicity																						
African American/Black	2										1133	274	1	12	31	57					1133	
American Indian or Native Alaskan	0										1136	96	2	24	30	44					1136	
Asian or Pacific Islander	1										1142	200	8	37	34	22					1142	
Hispanic	1										1138	120	3	23	32	43					1138	
Caucasian/White	128									1141	14180	4	38	34	24						1141	
Not Reported	0										0											
Identified disability																						
Yes	12									1130	1896	0	8	22	70						1130	
No	120									1142	12974	5	41	36	18						1142	
Current LEP																						
Yes	3										1135	545	3	16	28	53					1135	
No	129									1141	14325	4	38	34	24						1141	
Economically disadvantaged																						
Yes	18									1137	3695	1	22	37	40						1136	
No	114									1141	11175	5	42	33	19						1142	
Migrant																						
Yes	0										1144	5	20	20	40	20					1144	
No	132									1141	14865	4	37	34	25						1141	
Gender																						
Female	80									1140	7362	3	36	36	24						1140	
Male	52									1142	7508	5	38	32	25						1141	
Not Reported	0										0											
Title 1A targeted program																						
Yes	0										1134	103	0	8	41	51					1134	
No	132									1141	14767	4	37	34	24						1141	
Gifted/talented program																						
Yes	0										1158	296	35	59	5	0					1158	
No	132									1141	14574	4	37	35	25						1140	

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 72

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		7	6	952	6
	2006-2007		5	4	937	6
	2007-2008		6	5	962	7
	Cum. Total*		18	5	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		46	41	6055	40
	2006-2007		55	45	6167	41
	2007-2008		56	45	5564	38
	Cum. Total*		157	44	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		34	30	4916	32
	2006-2007		46	38	4723	31
	2007-2008		48	38	4679	32
	Cum. Total*		128	36	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		25	22	3221	21
	2006-2007		16	13	3227	21
	2007-2008		15	12	3376	23
	Cum. Total*		56	16	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: MSAD 72

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											125	5	45	38	12	1141	14581	7	38	32	23	1140
Ethnicity																						
African American/Black											2						248	2	19	30	49	1131
American Indian or Native Alaskan											0						94	3	19	38	39	1133
Asian or Pacific Islander											1						192	6	30	34	30	1137
Hispanic											1						115	2	30	36	33	1136
Caucasian/White											121	4	44	40	12	1141	13932	7	39	32	22	1140
Not Reported											0						0					
Identified disability																						
Yes											12	0	8	42	50	1127	1825	1	7	23	69	1125
No											113	5	49	38	8	1143	12756	7	43	33	17	1142
Current LEP																						
Yes											2						488	3	19	29	49	1131
No											123	5	45	38	12	1141	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes											16	6	38	44	13	1139	3546	2	25	35	38	1134
No											109	5	46	38	12	1142	11035	8	42	31	18	1142
Migrant																						
Yes											0						5	20	0	20	60	1131
No											125	5	45	38	12	1141	14576	7	38	32	23	1140
Gender																						
Female											74	5	50	34	11	1143	7239	8	43	33	17	1142
Male											51	4	37	45	14	1139	7342	6	34	31	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						103	0	7	39	54	1128
No											125	5	45	38	12	1141	14478	7	38	32	23	1140
Gifted/talented program																						
Yes											0						295	42	53	4	0	1159
No											125	5	45	38	12	1141	14286	6	38	33	24	1139

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 72

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	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 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)				1	1	300	2
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)				53	41	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)				34	26	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)				42	32	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			6.07	40.5	6.41	42.7
Cluster 2: Physical Sciences	14	25			6.00	42.9	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			4.75	33.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			6.89	53.0	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: MSAD 72

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											130	1	41	26	32	1140	14759	2	40	24	34	1141
Ethnicity																						
African American/Black											2						269	0	20	14	65	1134
American Indian or Native Alaskan											0						92	1	24	28	47	1138
Asian or Pacific Islander											1						199	3	36	25	36	1140
Hispanic											1						118	1	26	19	54	1136
Caucasian/White											126	1	40	26	33	1140	14081	2	41	24	33	1141
Not Reported											0						0					
Identified disability																						
Yes											12	0	8	8	83	1132	1879	0	11	17	72	1133
No											118	1	44	28	27	1141	12880	2	44	25	28	1142
Current LEP																						
Yes											3						519	1	18	19	62	1134
No											127	1	41	26	32	1140	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes											17	6	29	29	35	1140	3651	1	26	24	49	1137
No											113	0	42	26	32	1140	11108	3	45	24	29	1142
Migrant																						
Yes											0						5	20	40	40	0	1146
No											130	1	41	26	32	1140	14754	2	40	24	34	1141
Gender																						
Female											78	0	38	24	37	1139	7277	1	37	26	36	1140
Male											52	2	44	29	25	1141	7482	3	43	22	32	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						100	1	5	22	72	1133
No											130	1	41	26	32	1140	14659	2	40	24	34	1141
Gifted/talented program																						
Yes											0						296	13	80	5	3	1152
No											130	1	41	26	32	1140	14463	2	39	24	34	1140