



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

Susan A. Gendron
Commissioner of Education



School Report
Grade 4

ID: 10211181
School: State Street School
District: Brewer School Department
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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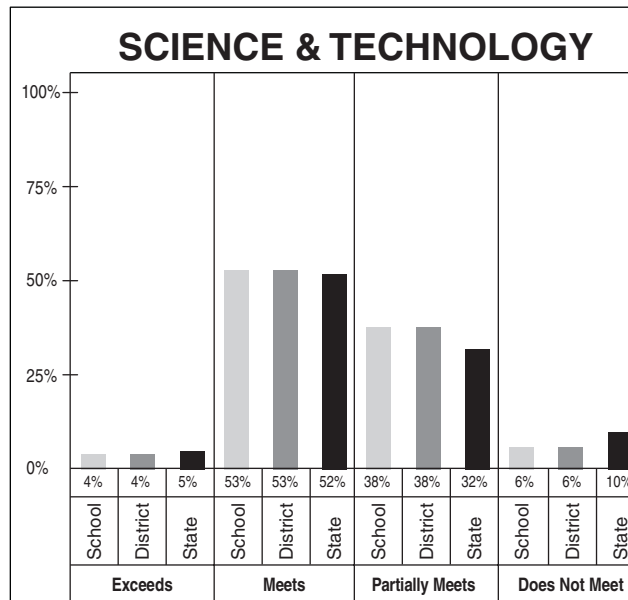
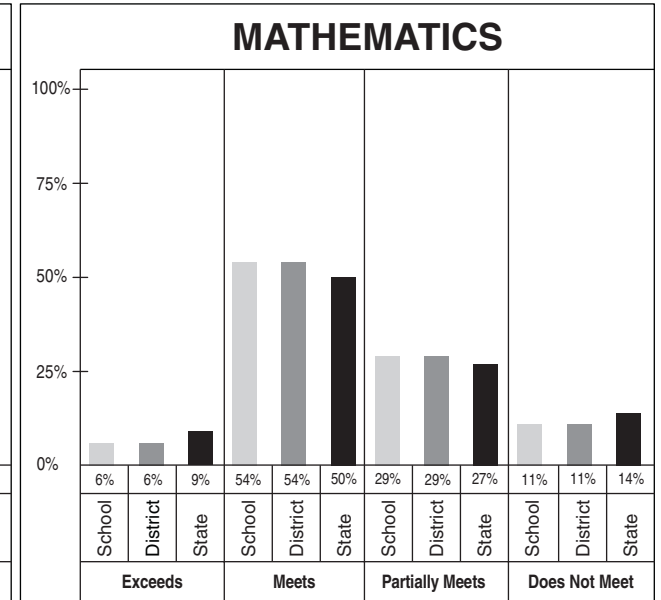
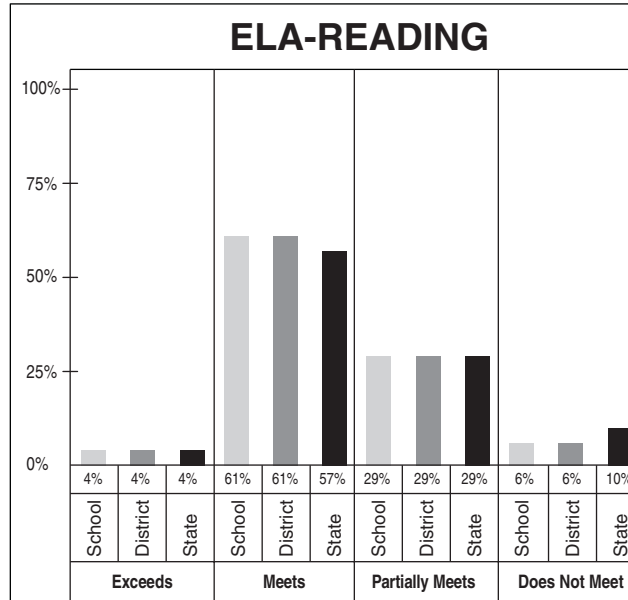


SUMMARY OF SCORES

School: State Street School
 District: Brewer School Department
 Grade: 4
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	446	446	444
MATHEMATICS 2005–2006	445	445	444
SCIENCE & TECHNOLOGY 2005–2006	444	444	444





SUMMARY OF STUDENT PARTICIPATION

School: State Street School
 District: Brewer School Department
 Grade: 4
 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	85	100	85	100	14242	100	85	100	85	100	14125	99	85	100	85	100	14144	99	85	100	85	100	14115	99				
Ethnicity																												
African American/Black	3	4	3	4	347	2	3	100	3	100	329	95	3	100	3	100	338	97	3	100	3	100	329	95				
American Indian/Native Alaskan	0	0	0	0	97	1	0		0		96	99	0		0		96	99	0		0		95	98				
Asian/Pacific Islander	3	4	3	4	255	2	3	100	3	100	246	96	3	100	3	100	253	99	3	100	3	100	247	97				
Caucasian/White	78	92	78	92	13384	94	78	100	78	100	13299	99	78	100	78	100	13300	99	78	100	78	100	13289	99				
Hispanic	1	1	1	1	147	1	1	100	1	100	143	97	1	100	1	100	145	99	1	100	1	100	143	97				
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100				
Identified disability	10	12	10	12	2479	17	10	100	10	100	2452	99	10	100	10	100	2450	99	10	100	10	100	2448	99				
Current LEP	0	0	0	0	311	2	0		0		285	92	0		0		306	98	0		0		288	93				
Economically disadvantaged	27	32	27	32	5330	37	27	100	27	100	5275	99	27	100	27	100	5288	99	27	100	27	100	5269	99				
Migrant	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100				

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	74	87	74	87	11086	78	74	87	74	87	11046	78	74	87	74	87	11097	79								
Identified disability (PET/IEP)	0	0	0	0	452	4	0	0	0	0	446	4	0	0	0	0	471	4								
LEP	0	0	0	0	129	1	0	0	0	0	138	1	0	0	0	0	133	1								
504 plan	1	1	1	1	74	1	1	1	1	1	71	1	1	1	1	1	74	1								
Students who took the assessment with accommodations	11	13	11	13	2816	20	11	13	11	13	2926	21	11	13	11	13	2877	20								
Identified disability (PET/IEP)	10	91	10	91	1792	64	10	91	10	91	1842	63	10	91	10	91	1847	64								
LEP	0	0	0	0	148	5	0	0	0	0	163	6	0	0	0	0	147	5								
504 plan	0	0	0	0	37	1	0	0	0	0	40	1	0	0	0	0	37	1								
Other	1	9	1	9	864	31	1	9	1	9	906	31	1	9	1	9	871	30								
Students who participated through alternate assessment (PAAP)	0	0	0	0	223	2	0	0	0	0	172	1	0	0	0	0	141	1								
Identified disability (PET/IEP)	0		0		208	93	0		0		162	94	0		0		130	92								
LEP	0		0		8	4	0		0		5	3	0		0		8	6								
504 plan	0		0		0	0	0		0		0	0	0		0		0	0								

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. Page 3



ELA-READING RESULTS

School: State Street School
 District: Brewer School Department
 Grade: 4
 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 461-480)		2005–2006	3	4	3	4	4
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 441-460)		2005–2006	52	61	52	61	57
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 431-440)		2005–2006	25	29	25	29	29
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 400-430)		2005–2006	5	6	5	6	10

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	48	100	30.1	62.7	30.1	62.7	28.9	60.2
Literary Text	20	42	12.7	63.5	12.7	63.5	12.2	61.0
Informational Text	28	58	17.5	62.5	17.5	62.5	16.6	59.3

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: State Street School
 District: Brewer School Department
 Grade: 4
 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	49	446	71	24	5	50	446	66	26	8	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 have 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 hard 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 hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read. 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 many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	25	32	446	66	9
Male	51	445	58	35	7	50	443	57	31	12		68	48	445	65	8
Ethnicity												6	14	441	47	17
African American/Black						2	439	42	36	22		1	5	438	39	23
American Indian/Native Alaskan						1	440	46	30	24						
Asian/Pacific Islander						2	445	62	27	11						
Caucasian/White	92	446	65	29	5	94	444	62	28	10						
Hispanic						1	441	41	42	17						
Not Reported						0	444	58	25	17						
Economically disadvantaged																
Yes	32	441	41	52	7	37	441	47	37	16						
No	68	448	76	19	5	63	446	70	24	7						
Title 1A targeted program																
Yes						10	438	33	47	20						
No	100	446	65	29	6	90	445	65	26	9						
Migrant																
Yes						0	440	33	44	22						
No	100	446	65	29	6	100	444	61	29	10						
Gifted/talented program																
Yes						3	456	95	5	0						
No	98	445	64	30	6	97	444	60	29	10						
Identified disability																
Yes	12	436	20	50	30	16	437	31	39	30						
No	88	447	71	27	3	84	446	67	27	6						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	437	33	36	31						
How much homework do you do on school nights?																
A. None	7	444	67	33	0	5	440	46	32	22						
B. Less than one hour	68	445	60	34	5	74	445	63	28	9						
C. One to two hours	22	447	79	11	11	18	444	62	29	9						
D. More than two hours						2	437	34	38	28						
Optional school/district question																
A.																
B.																
C.																
D.																



MATHEMATICS RESULTS

School: State Street School
 District: Brewer School Department
 Grade: 4
 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 461-480)		2005–2006	5	6	5	6	9
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 441-460)		2005–2006	46	54	46	54	50
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 429-440)		2005–2006	25	29	25	29	27
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 400-428)		2005–2006	9	11	9	11	14

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	28	7.6	69.1	7.6	69.1	7.3	66.4
Cluster 2: Shape and Size	10	25	6.3	63.0	6.3	63.0	6.1	61.0
Cluster 3: Mathematical Decision Making	10	25	6.6	66.0	6.6	66.0	6.6	66.0
Cluster 4: Patterns	9	23	5.4	60.0	5.4	60.0	5.7	63.3

- 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: State Street School
 District: Brewer School Department
 Grade: 4
 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	49	443	50	40	10	50	444	58	28	14						
Male	51	446	70	19	12	50	445	61	27	13						
Ethnicity																
African American/Black						2	436	37	29	33						
American Indian/Native Alaskan						1	439	41	38	21						
Asian/Pacific Islander						2	446	66	23	11						
Caucasian/White	92	445	62	28	10	94	445	60	27	13						
Hispanic						1	441	46	34	20						
Not Reported						0	442	50	25	25						
Economically disadvantaged																
Yes	32	440	44	41	15	37	440	47	33	21						
No	68	447	67	24	9	63	447	67	24	9						
Title 1A targeted program																
Yes						10	437	35	41	24						
No	100	445	60	29	11	90	445	62	25	12						
Migrant																
Yes						0	433	33	17	50						
No	100	445	60	29	11	100	444	59	27	14						
Gifted/talented program																
Yes						3	461	97	3	0						
No	98	444	59	30	11	97	444	58	28	14						
Identified disability																
Yes	12	433	10	60	30	16	436	35	34	32						
No	88	446	67	25	8	84	446	64	26	10						
Limited English proficient students																
Current LEP in first 10 months						0	414	0	17	83						
Current LEP beyond first 10 months						2	437	40	29	30						
How much homework do you do on school nights?																
A. None	7	440	50	50	0	5	438	43	27	30						
B. Less than one hour	68	444	57	31	12	74	445	61	27	12						
C. One to two hours	22	447	74	16	11	18	445	60	28	12						
D. More than two hours						2	436	38	29	34						
Optional school/district question																
A.																
B.																
C.																
D.																
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.											42	42	447	68	10	
B. Yes, they match some of what I have learned.											46	44	444	58	12	
C. Yes, they match just a little of what I have learned.											11	11	439	42	24	
D. No, there is no match.											1	3	432	29	41	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											26	35	449	72	9	
B. good											59	48	444	58	13	
C. fair											13	15	438	40	21	
D. poor											2	3	432	22	39	
How hard was the mathematics part of this test?																
A. harder than my regular schoolwork											14	13	438	40	26	
B. about the same as my regular schoolwork											68	62	445	62	11	
C. easier than my regular schoolwork											18	25	447	65	12	
How often do you use hands-on material in mathematics class?																
A. almost every day											15	24	443	54	18	
B. two or three days a week											49	37	445	62	11	
C. two or three times each month											30	31	446	64	11	
D. never											6	8	441	51	21	
How often do you use calculators in mathematics class?																
A. almost every day											4	4	437	39	34	
B. two or three days a week											19	20	443	53	16	
C. two or three times each month											62	56	446	65	9	
D. never											15	20	442	54	18	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											5	9	438	41	27	
B. 30-45 minutes											24	28	442	53	16	
C. 45-60 minutes											43	39	446	64	10	
D. more than 60 minutes											29	25	447	67	11	



SCIENCE & TECHNOLOGY RESULTS

School: State Street School
 District: Brewer School Department
 Grade: 4
 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 461-480)		2005–2006	3	4	3	4	5
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 441-460)		2005–2006	45	53	45	53	52
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 429-440)		2005–2006	32	38	32	38	32
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 400-428)		2005–2006	5	6	5	6	10

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	12	25	8.3	69.2	8.3	69.2	8.2	68.3	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 above is defined in Maine's <i>Learning Results</i> . The <i>Learning Results</i> are the basis for grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm .
Cluster 2: Physical Sciences	12	25	7.8	65.0	7.8	65.0	7.6	63.3	
Cluster 3: Earth and Space Sciences	12	25	7.4	61.7	7.4	61.7	7.8	65.0	
Cluster 4: Nature and Implications of Science	12	25	8.1	67.5	8.1	67.5	7.7	64.2	



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: State Street School
 District: Brewer School Department
 Grade: 4
 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	49	443	50	48	2	49	443	55	34	11	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 often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month Which statement best describes how you learn science and technology? A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B.						
Male	51	445	63	28	9	51	444	59	30	10		26	26	445	61	9	
Ethnicity																	
African American/Black						2	437	32	42	26		54	46	444	60	9	
American Indian/Native Alaskan						1	438	40	30	30		19	22	442	53	12	
Asian/Pacific Islander						2	444	57	33	9		1	6	440	43	17	
Caucasian/White	92	444	58	36	6	94	444	58	32	10							
Hispanic						1	440	43	43	14							
Not Reported						0	445	67	25	8							
Economically disadvantaged																	
Yes	32	439	41	44	15	37	440	44	41	16		25	24	445	61	10	
No	68	446	64	34	2	63	446	65	27	7		42	55	444	60	9	
Title 1A targeted program																	
Yes						10	438	33	47	20		33	19	441	48	13	
No	100	444	56	38	6	90	444	60	31	9		0	2	436	29	25	
Migrant																	
Yes						0	438	28	44	28							
No	100	444	56	38	6	100	444	57	32	10		25	20	442	50	14	
Gifted/talented program																	
Yes						3	457	94	6	0		55	61	444	60	9	
No	98	444	55	39	6	97	443	56	33	11	19	18	444	59	10		
Identified disability																	
Yes	12	436	40	40	20	17	438	35	41	24							
No	88	445	59	37	4	83	445	62	31	8	4	11	443	54	12		
Limited English proficient students																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	434	22	45	33	30	23	443	53	11		
How much homework do you do on school nights?																	
A. None	7	442	67	33	0	5	439	41	39	20	19	23	442	51	13		
B. Less than one hour	68	443	52	41	7	74	444	59	32	9	52	54	445	62	9		
C. One to two hours	22	448	74	26	0	18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	