July 2009

DEPARTMENT OF EDUCATION
2008–2009 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 accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 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. Students' 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 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 assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 3

Test Date:	March 2009
Code:	10491224
SAU:	Dresden School Department
School:	Dresden Elementary School

Contents of the Report

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

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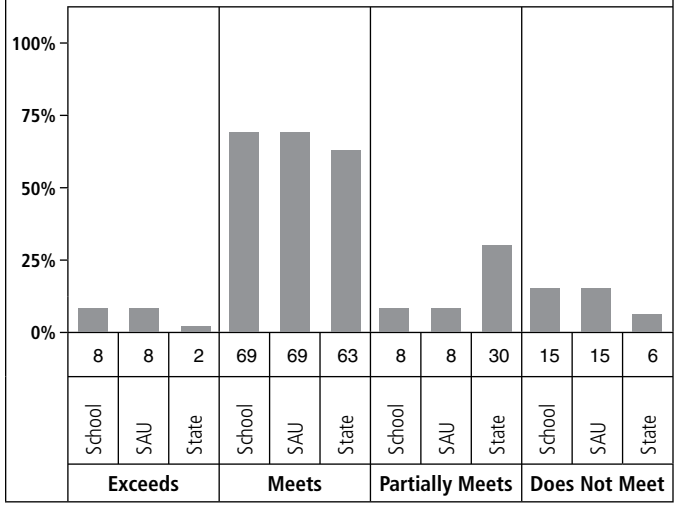
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

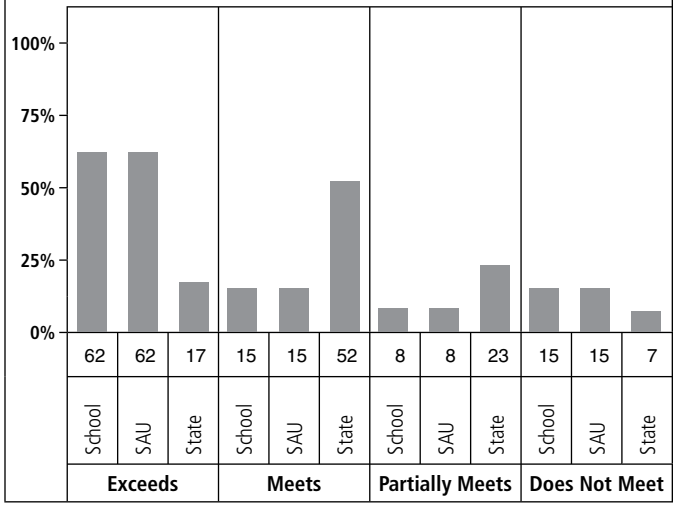
Summary of School, SAU, and State Scores

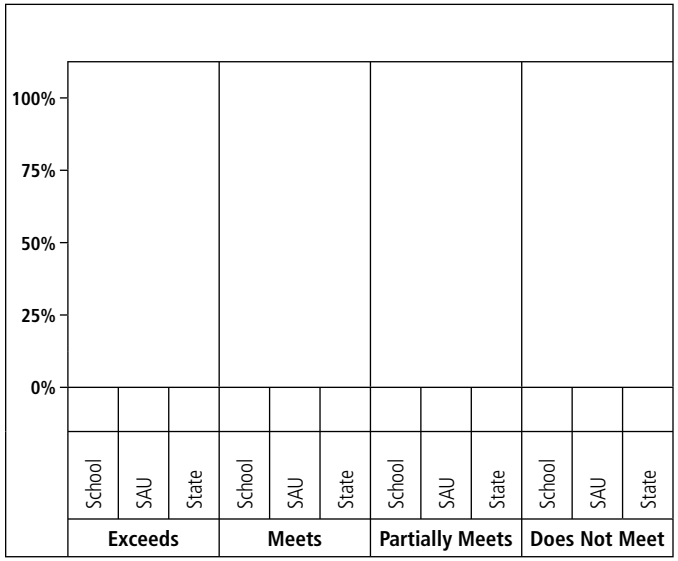
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	344	344	345
2007–2008	345	345	344
2008–2009	**347**	**347**	**345**
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	344	344	347
2007–2008	345	345	347
2008–2009	**360**	**360**	**348**
Cum. Avg.*	348	348	347

ELA – READING



MATHEMATICS





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	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	13	100	13	100	13763	100	13	100	13	100	13691	100	13	100	13	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	8	1	8	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	12	92	12	92	12846	93	12	100	12	100	12788	100	12	100	12	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	4	31	4	31	2414	18	4	100	4	100	2388	100	4	100	4	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	5	38	5	38	5887	43	5	100	5	100	5847	100	5	100	5	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	11	85	11	85	10316	75	11	85	11	85	10355	75						
Identified disability (PET/IEP)	2	18	2	18	437	4	2	18	2	18	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	2	15	2	15	3179	23	2	15	2	15	3152	23						
Identified disability (PET/IEP)	2	100	2	100	1757	55	2	100	2	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	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 by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Dresden School Department
School:	Dresden Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		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 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 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	**1**	**8**	**1**	**8**	**262**	**2**
	Cum. Total*	1	2	1	2	821	2
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 342–360)	2006-2007	14	58	14	58	8691	63
	2007-2008	15	65	15	65	8403	62
	2008-2009	**9**	**69**	**9**	**69**	**8500**	**63**
	Cum. Total*	38	63	38	63	25594	63
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 332–340)	2006-2007	9	38	9	38	3781	27
	2007-2008	6	26	6	26	4018	30
	2008-2009	**1**	**8**	**1**	**8**	**3985**	**30**
	Cum. Total*	16	27	16	27	11784	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 300–330)	2006-2007	1	4	1	4	1021	7
	2007-2008	2	9	2	9	938	7
	2008-2009	**2**	**15**	**2**	**15**	**748**	**6**
	Cum. Total*	5	8	5	8	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**46**	**100**	30.5	66.3	30.5	66.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	21.2	66.3	21.2	66.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	9.3	66.4	9.3	66.4	8.4	60.0

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*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.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13	1	8	9	69	1	8	2	15	347	13	8	69	8	15	347	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	1										1						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	12	1	8	8	67	1	8	2	17	347	12	8	67	8	17	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2194	0	32	50	18	338
No	9	1	11	8	89	0	0	0	0	354	9	11	89	0	0	354	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	13	1	8	9	69	1	8	2	15	347	13	8	69	8	15	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	5	0	0	4	80	1	20	0	0	351	5	0	80	20	0	351	5721	1	52	39	9	342
No	8	1	13	5	63	0	0	2	25	345	8	13	63	0	25	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	13	1	8	9	69	1	8	2	15	347	13	8	69	8	15	347	13489	2	63	30	6	345
Gender																						
Female	4										4						6568	3	67	26	4	346
Male	9	0	0	7	78	0	0	2	22	344	9	0	78	0	22	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2300	0	39	49	11	340
No	11	1	9	8	73	0	0	2	18	347	11	9	73	0	18	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	13	1	8	9	69	1	8	2	15	347	13	8	69	8	15	347	13340	2	63	30	6	344

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

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	69	0	0	6	67	1	11	2	22	343	69	0	67	11	22	343	80	2	66	28	4	345
C. one to two hours	31	1	25	3	75	0	0	0	0	357	31	25	75	0	0	357	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	0	0	4	100	0	0	0	0	354	31	0	100	0	0	354	47	3	68	24	4	346
B. good	62	1	13	5	63	1	13	1	13	348	62	13	63	13	13	348	41	1	62	31	5	344
C. fair	8	0	0	0	0	0	0	1	100	316	8	0	0	0	100	316	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	92	1	8	9	75	1	8	1	8	350	92	8	75	8	8	350	31	3	63	28	6	345
B. They match some of what I have learned.	8	0	0	0	0	0	0	1	100	320	8	0	0	0	100	320	49	2	68	26	3	345
C. They match just a little of what I have learned.	0										0						14	1	53	39	7	342
D. There is no match.	0										0						6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	0										0						18	1	50	38	11	342
B. about the same as my regular schoolwork	100	1	8	9	69	1	8	2	15	347	100	8	69	8	15	347	57	2	68	26	3	346
C. easier than my regular schoolwork	0										0						25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	8	0	0	0	0	0	0	1	100	320	8	0	0	0	100	320	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	92	1	8	9	75	1	8	1	8	350	92	8	75	8	8	350	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	0										0						37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	2	67	0	0	1	33	341	23	0	67	0	33	341	22	3	67	25	4	346
B. 20 minutes to an hour	77	1	10	7	70	1	10	1	10	349	77	10	70	10	10	349	46	2	68	26	4	346
C. less than 20 minutes	0										0						18	1	56	36	8	343
D. I rarely read at home.	0										0						14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	0										0						29	1	56	36	7	343
B. six to ten pages	0										0						21	2	62	31	5	344
C. eleven or more pages	100	1	8	9	69	1	8	2	15	347	100	8	69	8	15	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Dresden School Department
School:	Dresden Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		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 problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	3	13	3	13	1985	14
	2007-2008	1	4	1	4	2277	17
	2008-2009	**8**	**62**	**8**	**62**	**2328**	**17**
	Cum. Total*	12	20	12	20	6590	16
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 342–360)	2006-2007	10	42	10	42	6990	51
	2007-2008	14	61	14	61	6764	50
	2008-2009	**2**	**15**	**2**	**15**	**7045**	**52**
	Cum. Total*	26	43	26	43	20799	51
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 326–340)	2006-2007	8	33	8	33	3673	27
	2007-2008	4	17	4	17	3504	26
	2008-2009	**1**	**8**	**1**	**8**	**3137**	**23**
	Cum. Total*	13	22	13	22	10314	25
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 300–324)	2006-2007	3	13	3	13	1193	9
	2007-2008	4	17	4	17	1044	8
	2008-2009	**2**	**15**	**2**	**15**	**997**	**7**
	Cum. Total*	9	15	9	15	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	37.2	77.5	37.2	77.5	31.5	65.6
A. Number	**20**	**42**	15.8	79.0	15.8	79.0	12.8	64.0
B. Data	**8**	**17**	6.5	81.3	6.5	81.3	6.1	76.3
C. Geometry	**8**	**17**	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	**12**	**25**	8.8	73.3	8.8	73.3	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*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.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13	8	62	2	15	1	8	2	15	360	13	62	15	8	15	360	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	1										1						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	12	7	58	2	17	1	8	2	17	358	12	58	17	8	17	358	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2204	6	36	36	22	338
No	9	7	78	2	22	0	0	0	0	369	9	78	22	0	0	369	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	13	8	62	2	15	1	8	2	15	360	13	62	15	8	15	360	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	5	3	60	1	20	1	20	0	0	363	5	60	20	20	0	363	5727	10	48	31	12	343
No	8	5	63	1	13	0	0	2	25	358	8	63	13	0	25	358	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	13	8	62	2	15	1	8	2	15	360	13	62	15	8	15	360	13501	17	52	23	7	348
Gender																						
Female	4										4						6568	16	52	24	8	348
Male	9	6	67	1	11	0	0	2	22	360	9	67	11	0	22	360	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2300	4	43	39	14	340
No	11	7	64	2	18	0	0	2	18	360	11	64	18	0	18	360	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	13	8	62	2	15	1	8	2	15	360	13	62	15	8	15	360	13352	17	52	23	7	348

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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Dresden School Department
School: Dresden Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	69	4	44	2	22	1	11	2	22	352	69	44	22	11	22	352	80	19	54	22	5	349
C. one to two hours	31	4	100	0	0	0	0	0	0	376	31	100	0	0	0	376	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	5	100	0	0	0	0	0	0	376	42	100	0	0	0	376	40	25	51	17	7	351
B. good	50	3	50	2	33	0	0	1	17	357	50	50	33	0	17	357	45	14	56	24	6	348
C. fair	8	0	0	0	0	0	0	1	100	316	8	0	0	0	100	316	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	3	75	0	0	0	0	1	25	357	31	75	0	0	25	357	38	23	52	19	5	351
B. They match some of what I have learned.	69	5	56	2	22	1	11	1	11	361	69	56	22	11	11	361	45	16	56	22	6	348
C. They match just a little of what I have learned.	0										0						12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	0	0	0	0	1	100	322	9	0	0	0	100	322	17	8	45	34	13	342
B. about the same as my regular schoolwork	91	6	60	2	20	1	10	1	10	361	91	60	20	10	10	361	59	19	55	21	5	350
C. easier than my regular schoolwork	0										0						24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						15	8	41	35	15	341
B. 30–45 minutes	0										0						29	16	54	23	6	348
C. 45–60 minutes	0										0						32	21	55	19	5	350
D. more than 60 minutes	100	8	67	2	17	0	0	2	17	362	100	67	17	0	17	362	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	6	33	39	23	337
B. two or three days a week	85	8	73	2	18	1	9	0	0	367	85	73	18	9	0	367	12	15	55	22	8	348
C. two or three times each month	8	0	0	0	0	0	0	1	100	322	8	0	0	0	100	322	26	20	56	19	5	350
D. never or almost never	8	0	0	0	0	0	0	1	100	316	8	0	0	0	100	316	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	85	8	73	2	18	1	9	0	0	367	85	73	18	9	0	367	37	14	51	27	9	346
B. two or three days a week	8	0	0	0	0	0	0	1	100	322	8	0	0	0	100	322	27	20	55	19	6	350
C. two or three times each month	8	0	0	0	0	0	0	1	100	316	8	0	0	0	100	316	19	22	53	19	6	350
D. never or almost never	0										0						18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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