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 4

Test Date:	March 2009
Code:	11291337
SAU:	Perry School Department
School:	Perry 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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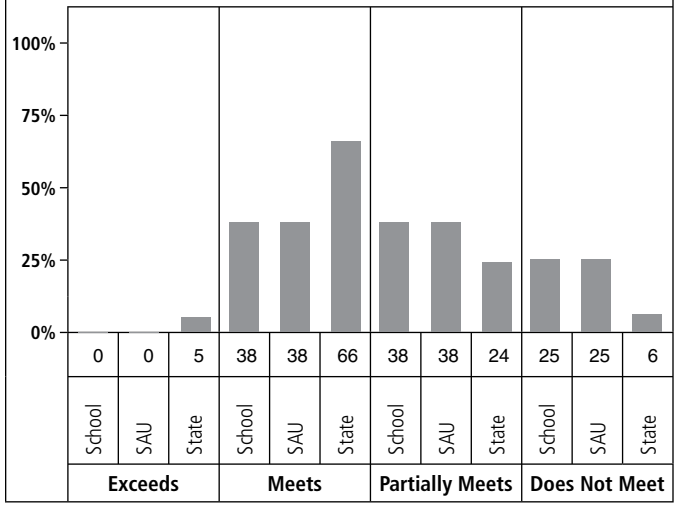
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Perry School Department
School: Perry Elementary School

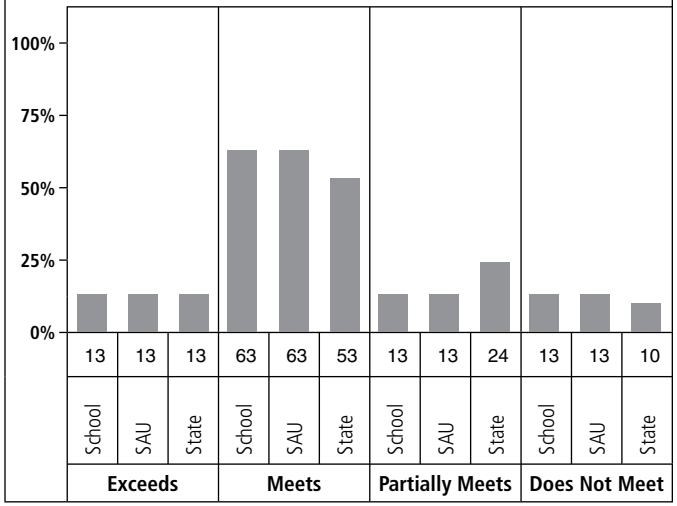
Summary of School, SAU, and State Scores

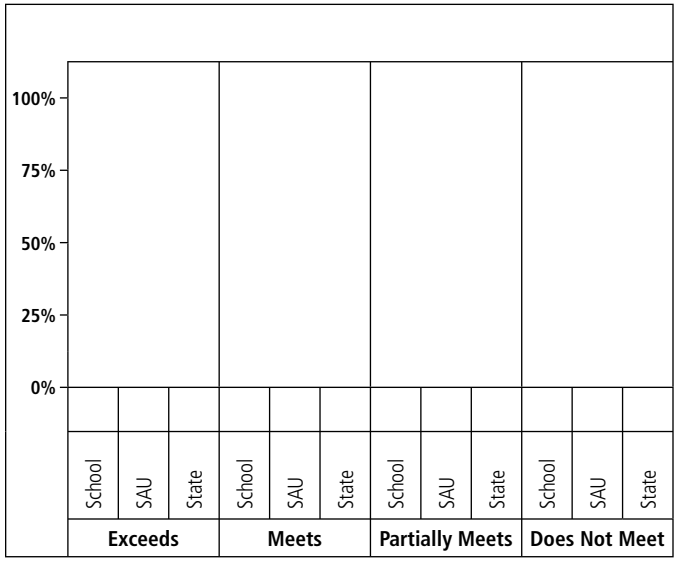
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	445	445	445
2007–2008	443	443	445
2008–2009	**442**	**442**	**446**
Cum. Avg.*	444	444	445
Mathematics			
2006–2007	443	443	445
2007–2008	441	441	445
2008–2009	**444**	**444**	**446**
Cum. Avg.*	442	442	445

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: 4
SAU: Perry School Department
School: Perry 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	8	100	8	100	13805	100	8	100	8	100	13737	100	8	100	8	100	13746	100						
Ethnicity African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	2	25	2	25	125	1	2	100	2	100	124	99	2	100	2	100	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	6	75	6	75	12883	93	6	100	6	100	12832	100	6	100	6	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	3	38	3	38	2383	17	3	100	3	100	2366	100	3	100	3	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	6	75	6	75	5819	42	6	100	6	100	5782	99	6	100	6	100	5788	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	7	88	7	88	10439	76	7	88	7	88	10471	76						
Identified disability (PET/IEP)	2	29	2	29	351	3	2	29	2	29	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	1	13	1	13	3142	23	1	13	1	13	3138	23						
Identified disability (PET/IEP)	1	100	1	100	1860	59	1	100	1	100	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	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:	4
SAU:	Perry School Department
School:	Perry 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 462–480)	2006-2007	0	0	0	0	507	4
	2007-2008	0	0	0	0	559	4
	2008-2009	**0**	**0**	**0**	**0**	**672**	**5**
	Cum. Total*	0	0	0	0	1738	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 442–460)	2006-2007	10	71	10	71	8749	63
	2007-2008	7	50	7	50	8308	59
	2008-2009	**3**	**38**	**3**	**38**	**8917**	**66**
	Cum. Total*	20	56	20	56	25974	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 432–440)	2006-2007	4	29	4	29	3467	25
	2007-2008	5	36	5	36	3922	28
	2008-2009	**3**	**38**	**3**	**38**	**3241**	**24**
	Cum. Total*	12	33	12	33	10630	26
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)	2006-2007	0	0	0	0	1165	8
	2007-2008	2	14	2	14	1264	9
	2008-2009	**2**	**25**	**2**	**25**	**751**	**6**
	Cum. Total*	4	11	4	11	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	27.4	57.1	27.4	57.1	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	13.9	57.9	13.9	57.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	13.5	56.3	13.5	56.3	15.5	64.6

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and 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: 4
SAU: Perry School Department
School: Perry 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	8	0	0	3	38	3	38	2	25	442	8	0	38	38	25	442	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	2										2						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	6	0	0	1	17	3	50	2	33	437	6	0	17	50	33	437	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2211	1	39	42	18	439
No	5	0	0	2	40	2	40	1	20	442	5	0	40	40	20	442	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	8	0	0	3	38	3	38	2	25	442	8	0	38	38	25	442	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	6	0	0	2	33	2	33	2	33	440	6	0	33	33	33	440	5677	2	57	32	9	443
No	2										2						7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	8	0	0	3	38	3	38	2	25	442	8	0	38	38	25	442	13575	5	66	24	6	446
Gender																						
Female	5	0	0	3	60	2	40	0	0	449	5	0	60	40	0	449	6580	7	68	21	5	448
Male	3										3						7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2127	1	48	42	9	441
No	6	0	0	3	50	2	33	1	17	445	6	0	50	33	17	445	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	8	0	0	3	38	3	38	2	25	442	8	0	38	38	25	442	13257	4	65	24	6	446

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: 4
SAU: Perry School Department
School: Perry 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						4	2	45	36	17	441
B. less than one hour	88	0	0	2	29	3	43	2	29	440	88	0	29	43	29	440	75	5	67	23	4	447
C. one to two hours	13	0	0	1	100	0	0	0	0	454	13	0	100	0	0	454	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	1	50	1	50	0	0	449	25	0	50	50	0	449	40	8	71	17	4	449
B. good	63	0	0	2	40	1	20	2	40	440	63	0	40	20	40	440	45	3	66	25	5	446
C. fair	13	0	0	0	0	1	100	0	0	436	13	0	0	100	0	436	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
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.	25	0	0	1	50	1	50	0	0	449	25	0	50	50	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	38	0	0	1	33	1	33	1	33	439	38	0	33	33	33	439	53	4	68	23	4	447
C. They match just a little of what I have learned.	38	0	0	1	33	1	33	1	33	440	38	0	33	33	33	440	11	2	54	35	10	442
D. There is no match.	0										0						4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	1	50	0	0	1	50	442	25	0	50	0	50	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	50	0	0	1	25	2	50	1	25	441	50	0	25	50	25	441	63	6	69	22	4	447
C. easier than my regular schoolwork	25	0	0	1	50	1	50	0	0	445	25	0	50	50	0	445	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	38	0	0	1	33	0	0	2	67	436	38	0	33	0	67	436	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	0	0	1	25	3	75	0	0	444	50	0	25	75	0	444	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	13	0	0	1	100	0	0	0	0	454	13	0	100	0	0	454	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	25	0	0	1	50	1	50	0	0	449	25	0	50	50	0	449	21	8	68	19	5	448
B. 20 minutes to an hour	25	0	0	0	0	2	100	0	0	438	25	0	0	100	0	438	55	5	70	21	4	447
C. less than 20 minutes	25	0	0	1	50	0	0	1	50	439	25	0	50	0	50	439	13	2	57	33	8	443
D. I rarely read at home.	25	0	0	1	50	0	0	1	50	442	25	0	50	0	50	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	13	0	0	0	0	1	100	0	0	436	13	0	0	100	0	436	25	3	59	30	8	444
B. six to ten pages	25	0	0	1	50	1	50	0	0	447	25	0	50	50	0	447	24	4	64	26	6	445
C. eleven or more pages	63	0	0	2	40	1	20	2	40	441	63	0	40	20	40	441	51	7	70	20	4	448
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:	4
SAU:	Perry School Department
School:	Perry 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 462–480)	2006-2007	0	0	0	0	1054	8
	2007-2008	1	7	1	7	1321	9
	2008-2009	**1**	**13**	**1**	**13**	**1712**	**13**
	Cum. Total*	2	6	2	6	4087	10
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 442–460)	2006-2007	7	50	7	50	7394	53
	2007-2008	6	43	6	43	7079	51
	2008-2009	**5**	**63**	**5**	**63**	**7270**	**53**
	Cum. Total*	18	50	18	50	21743	52
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 430–440)	2006-2007	7	50	7	50	3729	27
	2007-2008	5	36	5	36	3955	28
	2008-2009	**1**	**13**	**1**	**13**	**3219**	**24**
	Cum. Total*	13	36	13	36	10903	26
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)	2006-2007	0	0	0	0	1735	12
	2007-2008	2	14	2	14	1642	12
	2008-2009	**1**	**13**	**1**	**13**	**1408**	**10**
	Cum. Total*	3	8	3	8	4785	12

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**	29.5	61.5	29.5	61.5	30.8	64.2
A. Number	**20**	**42**	13.3	66.5	13.3	66.5	12.5	62.5
B. Data	**8**	**17**	4.8	60.0	4.8	60.0	5.3	66.3
C. Geometry	**10**	**21**	5.4	54.0	5.4	54.0	6.5	65.0
D. Algebra	**10**	**21**	6.1	61.0	6.1	61.0	6.5	65.0

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: 4
SAU: Perry School Department
School: Perry 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	8	1	13	5	63	1	13	1	13	444	8	13	63	13	13	444	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	2										2						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	6	0	0	4	67	1	17	1	17	439	6	0	67	17	17	439	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2227	3	34	33	30	437
No	5	0	0	4	80	0	0	1	20	439	5	0	80	0	20	439	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	8	1	13	5	63	1	13	1	13	444	8	13	63	13	13	444	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	6	1	17	3	50	1	17	1	17	443	6	17	50	17	17	443	5704	6	48	30	16	442
No	2										2						7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	8	1	13	5	63	1	13	1	13	444	8	13	63	13	13	444	13603	13	53	24	10	446
Gender																						
Female	5	1	20	4	80	0	0	0	0	452	5	20	80	0	0	452	6591	12	54	24	11	446
Male	3										3						7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2131	3	41	38	18	440
No	6	1	17	4	67	1	17	0	0	449	6	17	67	17	0	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	8	1	13	5	63	1	13	1	13	444	8	13	63	13	13	444	13285	11	54	24	11	446

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: 4
SAU: Perry School Department
School: Perry 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						4	4	37	30	28	438
B. less than one hour	88	0	0	5	71	1	14	1	14	441	88	0	71	14	14	441	75	13	55	23	9	447
C. one to two hours	13	1	100	0	0	0	0	0	0	470	13	100	0	0	0	470	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	88	1	14	4	57	1	14	1	14	445	88	14	57	14	14	445	37	22	56	16	7	451
B. good	13	0	0	1	100	0	0	0	0	442	13	0	100	0	0	442	45	9	56	25	9	446
C. fair	0										0						14	3	46	34	17	440
D. poor	0										0						3	2	33	35	29	436
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.	13	0	0	0	0	1	100	0	0	438	13	0	0	100	0	438	35	19	56	19	7	450
B. They match some of what I have learned.	75	1	17	5	83	0	0	0	0	451	75	17	83	0	0	451	51	11	56	25	8	446
C. They match just a little of what I have learned.	13	0	0	0	0	0	0	1	100	412	13	0	0	0	100	412	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										0						17	5	44	31	20	441
B. about the same as my regular schoolwork	63	0	0	3	60	1	20	1	20	437	63	0	60	20	20	437	62	13	57	23	7	448
C. easier than my regular schoolwork	38	1	33	2	67	0	0	0	0	456	38	33	67	0	0	456	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	0	0	1	100	0	0	0	0	448	13	0	100	0	0	448	7	6	36	32	27	438
B. 30–45 minutes	13	0	0	1	100	0	0	0	0	442	13	0	100	0	0	442	25	7	52	28	12	444
C. 45–60 minutes	63	1	20	3	60	1	20	0	0	450	63	20	60	20	0	450	38	14	56	22	8	448
D. more than 60 minutes	13	0	0	0	0	0	0	1	100	412	13	0	0	0	100	412	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						3	4	36	31	28	438
B. two or three days a week	13	0	0	0	0	0	0	1	100	412	13	0	0	0	100	412	12	13	51	26	10	446
C. two or three times each month	25	0	0	1	50	1	50	0	0	442	25	0	50	50	0	442	32	15	58	20	7	449
D. never or almost never	63	1	20	4	80	0	0	0	0	452	63	20	80	0	0	452	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	50	1	25	3	75	0	0	0	0	452	50	25	75	0	0	452	26	12	50	25	13	445
B. two or three days a week	25	0	0	0	0	1	50	1	50	425	25	0	0	50	50	425	32	14	57	21	7	448
C. two or three times each month	13	0	0	1	100	0	0	0	0	450	13	0	100	0	0	450	26	13	56	22	8	448
D. never or almost never	13	0	0	1	100	0	0	0	0	448	13	0	100	0	0	448	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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