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:	12611943
SAU:	MSAD 68
School:	Se Do Mo Cha 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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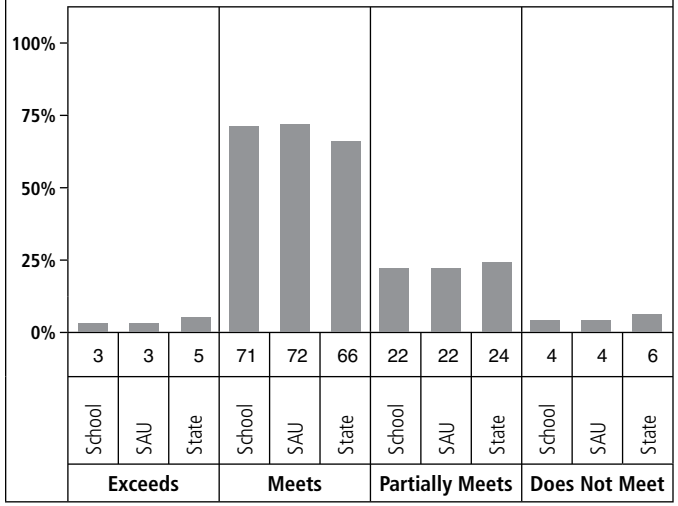
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 68
School: Se Do Mo Cha Elementary School

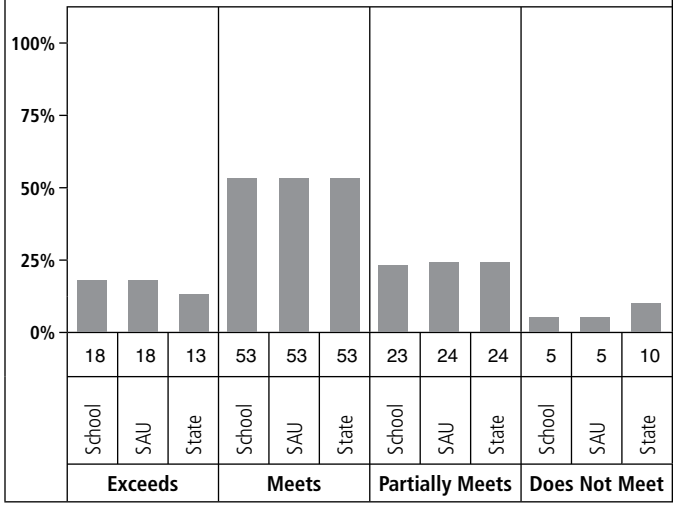
Summary of School, SAU, and State Scores

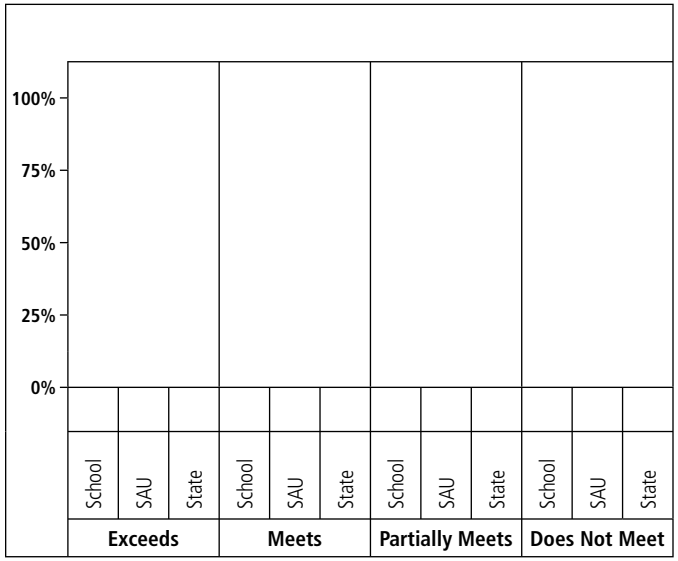
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007		446	445
2007–2008	443	443	445
2008–2009	**446**	**446**	**446**
Cum. Avg.*		445	445
Mathematics			
2006–2007		447	445
2007–2008	444	444	445
2008–2009	**450**	**449**	**446**
Cum. Avg.*		447	445

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: MSAD 68
School: Se Do Mo Cha 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	77	100	78	100	13805	100	77	100	78	100	13737	100	77	100	78	100	13746	100						
Ethnicity African American/Black	2	3	2	3	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	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	75	97	76	97	12883	93	75	100	76	100	12832	100	75	100	76	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	7	9	7	9	2383	17	7	100	7	100	2366	100	7	100	7	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	34	44	35	45	5819	42	34	100	35	100	5782	99	34	100	35	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	76	99	77	99	10439	76	76	99	77	99	10471	76						
Identified disability (PET/IEP)	6	8	6	8	351	3	6	8	6	8	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	1	1	1	3142	23	1	1	1	1	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:	MSAD 68
School:	Se Do Mo Cha 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			6	6	507	4
	2007-2008	1	1	1	1	559	4
	2008-2009	**2**	**3**	**2**	**3**	**672**	**5**
	Cum. Total*			9	4	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			64	65	8749	63
	2007-2008	43	64	46	63	8308	59
	2008-2009	**55**	**71**	**56**	**72**	**8917**	**66**
	Cum. Total*			166	67	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			20	20	3467	25
	2007-2008	13	19	15	21	3922	28
	2008-2009	**17**	**22**	**17**	**22**	**3241**	**24**
	Cum. Total*			52	21	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			8	8	1165	8
	2007-2008	10	15	11	15	1264	9
	2008-2009	**3**	**4**	**3**	**4**	**751**	**6**
	Cum. Total*			22	9	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**	32.0	66.7	32.1	66.9	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.4	68.3	16.4	68.3	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.7	65.4	15.7	65.4	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: MSAD 68
School: Se Do Mo Cha 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	77	2	3	55	71	17	22	3	4	446	78	3	72	22	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						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	75	2	3	53	71	17	23	3	4	446	76	3	71	22	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	3	43	3	43	433	7	0	14	43	43	433	2211	1	39	42	18	439
No	70	2	3	54	77	14	20	0	0	448	71	3	77	20	0	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	77	2	3	55	71	17	22	3	4	446	78	3	72	22	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	34	1	3	20	59	11	32	2	6	444	35	3	60	31	6	445	5677	2	57	32	9	443
No	43	1	2	35	81	6	14	1	2	448	43	2	81	14	2	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	77	2	3	55	71	17	22	3	4	446	78	3	72	22	4	446	13575	5	66	24	6	446
Gender																						
Female	39	1	3	28	72	10	26	0	0	447	40	3	73	25	0	447	6580	7	68	21	5	448
Male	38	1	3	27	71	7	18	3	8	445	38	3	71	18	8	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	77	2	3	55	71	17	22	3	4	446	78	3	72	22	4	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	77	2	3	55	71	17	22	3	4	446	78	3	72	22	4	446	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: MSAD 68
School: Se Do Mo Cha 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	3	0	0	1	50	0	0	1	50	434	3	0	50	0	50	434	4	2	45	36	17	441
B. less than one hour	82	2	3	48	76	12	19	1	2	447	83	3	77	18	2	447	75	5	67	23	4	447
C. one to two hours	16	0	0	6	50	5	42	1	8	443	14	0	45	45	9	443	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	31	1	4	20	83	1	4	2	8	447	33	4	85	4	8	447	40	8	71	17	4	449
B. good	60	1	2	29	63	16	35	0	0	447	58	2	62	36	0	447	45	3	66	25	5	446
C. fair	9	0	0	6	86	0	0	1	14	444	9	0	86	0	14	444	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.	38	1	3	22	76	6	21	0	0	448	37	3	76	21	0	448	31	8	69	19	4	448
B. They match some of what I have learned.	48	1	3	27	73	9	24	0	0	447	49	3	74	24	0	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	12	0	0	5	56	2	22	2	22	440	12	0	56	22	22	440	11	2	54	35	10	442
D. There is no match.	3	0	0	1	50	0	0	1	50	434	3	0	50	0	50	434	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	4	67	0	0	2	33	440	8	0	67	0	33	440	19	4	54	31	11	443
B. about the same as my regular schoolwork	77	2	3	42	71	15	25	0	0	447	74	3	71	26	0	447	63	6	69	22	4	447
C. easier than my regular schoolwork	16	0	0	9	75	2	17	1	8	445	18	0	79	14	7	446	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.	8	0	0	4	67	0	0	2	33	439	8	0	67	0	33	439	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	57	0	0	31	70	12	27	1	2	446	58	0	71	27	2	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	35	2	7	20	74	5	19	0	0	449	35	7	74	19	0	449	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	32	2	8	18	72	5	20	0	0	448	33	8	73	19	0	448	21	8	68	19	5	448
B. 20 minutes to an hour	43	0	0	27	82	6	18	0	0	448	42	0	82	18	0	448	55	5	70	21	4	447
C. less than 20 minutes	10	0	0	5	63	2	25	1	13	443	10	0	63	25	13	443	13	2	57	33	8	443
D. I rarely read at home.	14	0	0	5	45	4	36	2	18	439	14	0	45	36	18	439	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	21	75	5	18	2	7	445	36	0	75	18	7	445	25	3	59	30	8	444
B. six to ten pages	30	0	0	16	70	7	30	0	0	447	32	0	72	28	0	447	24	4	64	26	6	445
C. eleven or more pages	33	2	8	17	68	5	20	1	4	447	31	8	67	21	4	447	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: MSAD 68
School: Se Do Mo Cha 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			9	9	1054	8
	2007-2008	5	7	5	7	1321	9
	2008-2009	**14**	**18**	**14**	**18**	**1712**	**13**
	Cum. Total*			28	11	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			57	58	7394	53
	2007-2008	37	55	38	52	7079	51
	2008-2009	**41**	**53**	**41**	**53**	**7270**	**53**
	Cum. Total*			136	55	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			24	24	3729	27
	2007-2008	14	21	18	25	3955	28
	2008-2009	**18**	**23**	**19**	**24**	**3219**	**24**
	Cum. Total*			61	24	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			8	8	1735	12
	2007-2008	11	16	12	16	1642	12
	2008-2009	**4**	**5**	**4**	**5**	**1408**	**10**
	Cum. Total*			24	10	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**	32.7	68.1	32.5	67.7	30.8	64.2
A. Number	**20**	**42**	13.4	67.0	13.3	66.5	12.5	62.5
B. Data	**8**	**17**	5.6	70.0	5.6	70.0	5.3	66.3
C. Geometry	**10**	**21**	6.8	68.0	6.8	68.0	6.5	65.0
D. Algebra	**10**	**21**	6.8	68.0	6.8	68.0	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: MSAD 68
School: Se Do Mo Cha 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	77	14	18	41	53	18	23	4	5	450	78	18	53	24	5	449	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						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	75	13	17	40	53	18	24	4	5	449	76	17	53	25	5	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	2	29	4	57	425	7	0	14	29	57	425	2227	3	34	33	30	437
No	70	14	20	40	57	16	23	0	0	452	71	20	56	24	0	452	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	77	14	18	41	53	18	23	4	5	450	78	18	53	24	5	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	34	4	12	17	50	10	29	3	9	446	35	11	49	31	9	445	5704	6	48	30	16	442
No	43	10	23	24	56	8	19	1	2	452	43	23	56	19	2	452	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	77	14	18	41	53	18	23	4	5	450	78	18	53	24	5	449	13603	13	53	24	10	446
Gender																						
Female	39	5	13	23	59	10	26	1	3	449	40	13	58	28	3	449	6591	12	54	24	11	446
Male	38	9	24	18	47	8	21	3	8	450	38	24	47	21	8	450	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	77	14	18	41	53	18	23	4	5	450	78	18	53	24	5	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	77	14	18	41	53	18	23	4	5	450	78	18	53	24	5	449	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: MSAD 68
School: Se Do Mo Cha 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	3	0	0	0	0	1	50	1	50	420	3	0	0	50	50	420	4	4	37	30	28	438
B. less than one hour	82	13	21	37	59	11	17	2	3	451	83	20	58	18	3	451	75	13	55	23	9	447
C. one to two hours	16	1	8	4	33	6	50	1	8	444	14	9	27	55	9	443	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	40	12	39	16	52	1	3	2	6	457	38	40	50	3	7	457	37	22	56	16	7	451
B. good	43	2	6	19	58	11	33	1	3	447	44	6	59	32	3	447	45	9	56	25	9	446
C. fair	17	0	0	6	46	6	46	1	8	440	18	0	43	50	7	440	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.	53	11	27	18	44	9	22	3	7	451	51	28	43	23	8	451	35	19	56	19	7	450
B. They match some of what I have learned.	38	3	10	19	66	7	24	0	0	450	40	10	65	26	0	450	51	11	56	25	8	446
C. They match just a little of what I have learned.	6	0	0	2	40	2	40	1	20	436	6	0	40	40	20	436	10	5	43	31	21	440
D. There is no match.	3	0	0	2	100	0	0	0	0	448	3	0	100	0	0	448	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	1	20	2	40	2	40	426	6	0	20	40	40	426	17	5	44	31	20	441
B. about the same as my regular schoolwork	74	11	20	32	57	12	21	1	2	452	74	19	56	23	2	451	62	13	57	23	7	448
C. easier than my regular schoolwork	20	3	20	8	53	3	20	1	7	449	19	20	53	20	7	449	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	10	0	0	4	50	1	13	3	38	434	10	0	50	13	38	434	7	6	36	32	27	438
B. 30–45 minutes	31	7	29	12	50	5	21	0	0	455	31	29	50	21	0	455	25	7	52	28	12	444
C. 45–60 minutes	34	5	19	14	54	7	27	0	0	450	35	19	52	30	0	449	38	14	56	22	8	448
D. more than 60 minutes	25	2	11	11	58	5	26	1	5	448	24	11	58	26	5	448	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	33	2	67	0	0	437	4	0	33	67	0	437	3	4	36	31	28	438
B. two or three days a week	18	3	21	5	36	6	43	0	0	450	21	19	38	44	0	449	12	13	51	26	10	446
C. two or three times each month	41	6	19	20	65	5	16	0	0	454	39	20	63	17	0	454	32	15	58	20	7	449
D. never or almost never	37	5	18	15	54	5	18	3	11	448	36	18	54	18	11	448	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	2	13	7	47	3	20	3	20	441	19	13	47	20	20	441	26	12	50	25	13	445
B. two or three days a week	39	6	20	18	60	5	17	1	3	454	40	19	58	19	3	453	32	14	57	21	7	448
C. two or three times each month	25	4	21	9	47	6	32	0	0	450	24	21	47	32	0	450	26	13	56	22	8	448
D. never or almost never	17	2	15	7	54	4	31	0	0	450	17	15	54	31	0	450	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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