July 2007

DEPARTMENT OF EDUCATION
2006–2007 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 *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards 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 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. 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. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. 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
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 3

Test Date:	March 2007 (Reports Revised October 2007)
ID:	10651251
District:	Gorham School Department
School:	Village Elementary Sch-Gorham

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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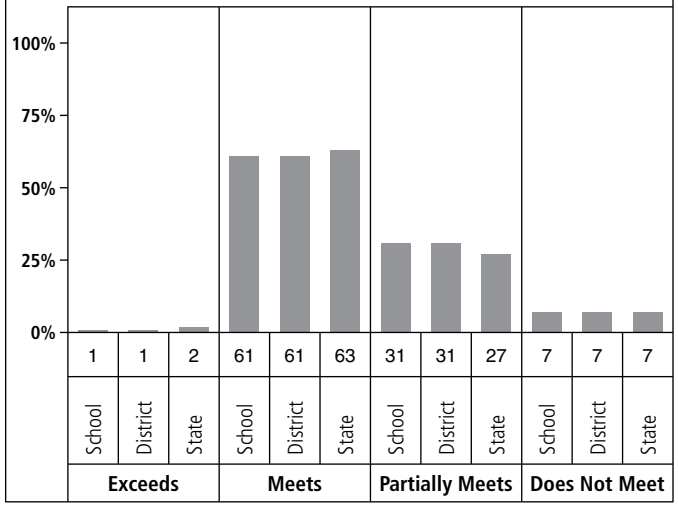
SUMMARY OF SCORES

Date:	March 2007
Grade:	3
District:	Gorham School Department
School:	Village Elementary Sch-Gorham

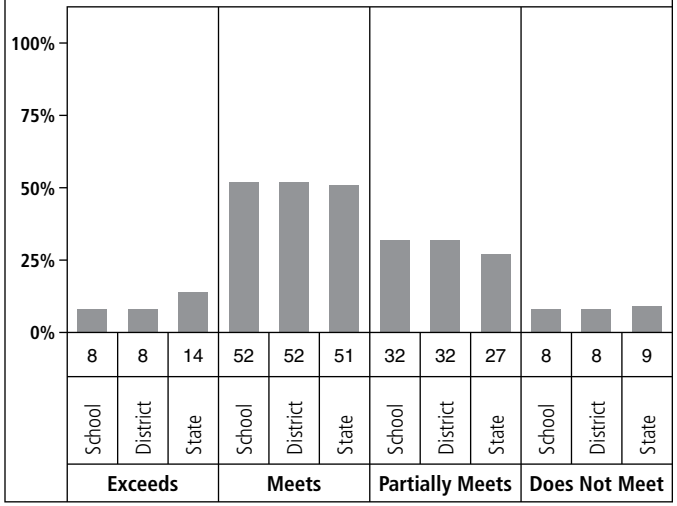
Summary of School, District, and State Scores

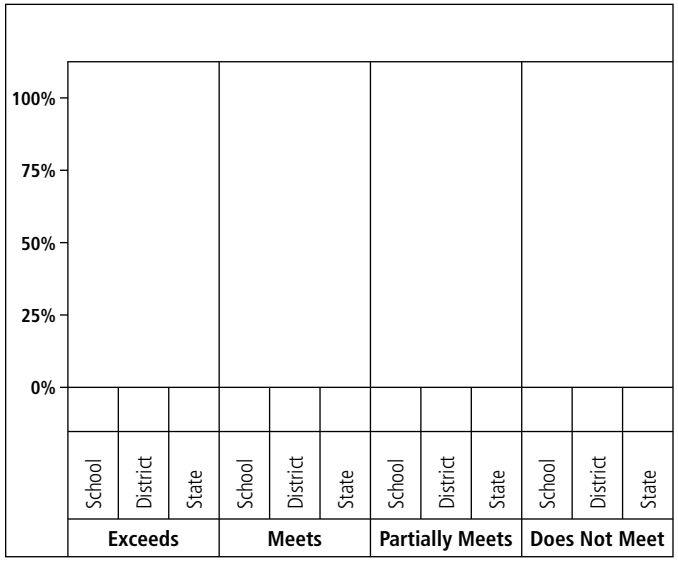
Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	344	344	345
2006–2007	**344**	**344**	**345**
Cum. Avg.*	344	344	345
Mathematics			
2005–2006	345	345	344
2006–2007	**344**	**344**	**347**
Cum. Avg.*	344	344	345

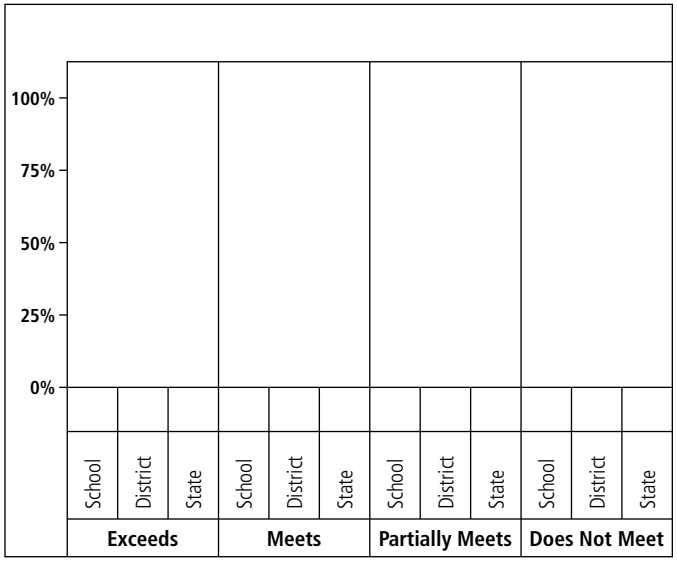
ELA – READING



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

MEA
Maine Educational Assessment

Date:	March 2007
Grade:	3
District:	Gorham School Department
School:	Village Elementary Sch-Gorham

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	190	100	191	100	14114	100	189	99	190	99	14000	99	189	99	190	99	14001	99												
Ethnicity African American	5	3	5	3	374	3	5	100	5	100	367	98	5	100	5	100	370	99												
American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
Asian/Pacific Islander	4	2	4	2	252	2	4	100	4	100	246	98	4	100	4	100	249	99												
Hispanic	1	1	1	1	179	1	1	100	1	100	173	97	1	100	1	100	173	97												
White	180	95	181	95	13196	93	179	99	180	99	13121	100	179	99	180	99	13116	99												
Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	32	17	33	17	2445	17	32	100	33	100	2425	99	32	100	33	100	2422	99												
Current LEP	0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged	24	13	24	13	5495	39	24	100	24	100	5447	99	24	100	24	100	5448	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	167	88	167	87	11043	78	167	88	167	87	11094	79												
Identified disability (PET/IEP)	10	6	10	6	602	5	10	6	10	6	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	0	0	99	1	0	0	0	0	101	1												
Participation with accommodations	21	11	21	11	2782	20	21	11	21	11	2747	19												
Identified disability (PET/IEP)	21	100	21	100	1659	60	21	100	21	100	1639	60												
LEP	0	0	0	0	156	6	0	0	0	0	162	6												
504 plan	0	0	0	0	59	2	0	0	0	0	57	2												
Other	0	0	0	0	936	34	0	0	0	0	915	33												
Participation through alternate assessment (PAAP)	1	1	2	1	168	1	1	1	2	1	160	1												
Identified disability (PET/IEP)	1	100	2	100	164	98	1	100	2	100	156	98												
LEP	0	0	0	0	1	1	0	0	0	0	1	1												
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	7	0																		
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0												
Non-participation – other	1	1	1	1	104	1	1	1	1	1	102	1												

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

Date:	March 2007
Grade:	3
District:	Gorham School Department
School:	Village Elementary Sch-Gorham

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 361–380)	2005-2006	4	2	4	2	352	3
	2006-2007	**2**	**1**	**2**	**1**	**332**	**2**
	Cum. Avg.	3	2	3	2	342	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 341–360)	2005-2006	123	66	123	66	8641	62
	2006-2007	**114**	**61**	**114**	**61**	**8691**	**63**
	Cum. Avg.	119	63	119	63	8666	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 331–340)	2005-2006	48	26	48	26	3671	27
	2006-2007	**59**	**31**	**59**	**31**	**3781**	**27**
	Cum. Avg.	54	29	54	29	3726	27
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)	2005-2006	11	6	11	6	1163	8
	2006-2007	**13**	**7**	**13**	**7**	**1021**	**7**
	Cum. Avg.	12	6	12	6	1092	8

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	**46**	**100**	27.1	58.9	27.1	58.9	28.0	60.9
Literary Text	**28**	**61**	17.9	63.9	17.9	63.9	17.9	63.9
Informational Text	**18**	**39**	9.2	51.1	9.2	51.1	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). 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. Items on the MEA measure Grade Level Expectations, based on Maine's *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–READING RESULTS
(CONTINUED)

Date: March 2007
Grade: 3
District: Gorham School Department
School: Village Elementary Sch-Gorham

REPORTING CATEGORIES	School										District						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	188	2	1	114	61	59	31	13	7	344	188	1	61	31	7	344	13825	2	63	27	7	345
Ethnicity																						
African American	5	0	0	4	80	1	20	0	0	344	5	0	80	20	0	344	360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	4										4						241	2	68	22	8	345
Hispanic	1										1						168	0	50	33	17	341
White	178	2	1	107	60	56	31	13	7	344	178	1	60	31	7	344	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	31	0	0	14	45	16	52	1	3	341	31	0	45	52	3	341	2261	0	33	46	21	338
No	157	2	1	100	64	43	27	12	8	344	157	1	64	27	8	344	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	24	0	0	13	54	9	38	2	8	342	24	0	54	38	8	342	5360	1	50	36	13	342
No	164	2	1	101	62	50	30	11	7	344	164	1	62	30	7	344	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	188	2	1	114	61	59	31	13	7	344	188	1	61	31	7	344	13821	2	63	27	7	345
Gender																						
Female	89	1	1	58	65	25	28	5	6	345	89	1	65	28	6	345	6861	3	67	24	6	346
Male	99	1	1	56	57	34	34	8	8	343	99	1	57	34	8	343	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	31	0	0	7	23	16	52	8	26	337	31	0	23	52	26	337	2092	0	36	48	15	339
No	157	2	1	107	68	43	27	5	3	345	157	1	68	27	3	345	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	188	2	1	114	61	59	31	13	7	344	188	1	61	31	7	344	13651	2	63	28	7	345

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)

Date: March 2007
Grade: 3
District: Gorham School Department
School: Village Elementary Sch-Gorham

QUESTIONNAIRE ITEMS	School										District						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	2	0	0	3	75	1	25	0	0	348	2	0	75	25	0	348	5	1	41	40	18	340
B. less than one hour	79	2	1	89	61	45	31	9	6	344	79	1	61	31	6	344	80	3	66	26	6	346
C. one to two hours	16	0	0	18	60	9	30	3	10	344	16	0	60	30	10	344	12	2	60	29	9	344
D. more than two hours	3	0	0	2	40	3	60	0	0	340	3	0	40	60	0	340	3	0	30	41	29	336
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.	21	0	0	20	53	14	37	4	11	342	21	0	53	37	11	342	27	4	63	26	8	346
B. They match some of what I have learned.	51	0	0	63	68	25	27	5	5	345	51	0	68	27	5	345	49	2	69	24	5	346
C. They match just a little of what I have learned.	20	1	3	19	51	14	38	3	8	343	20	3	51	38	8	343	16	1	57	33	9	343
D. There is no match.	9	0	0	10	63	5	31	1	6	343	9	0	63	31	6	343	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	0	0	51	72	16	23	4	6	345	39	0	72	23	6	345	42	4	67	22	7	346
B. good	50	2	2	53	58	29	32	7	8	343	50	2	58	32	8	343	46	2	63	29	7	345
C. fair	10	0	0	6	32	11	58	2	11	340	10	0	32	58	11	340	9	1	51	38	10	342
D. poor	1	0	0	1	50	1	50	0	0	343	1	0	50	50	0	343	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	9	36	13	52	3	12	340	14	0	36	52	12	340	22	1	50	36	13	342
B. about the same as my regular schoolwork	57	2	2	69	66	26	25	8	8	345	57	2	66	25	8	345	55	3	69	24	5	346
C. easier than my regular schoolwork	30	0	0	34	62	19	35	2	4	343	30	0	62	35	4	343	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	17	0	0	6	19	19	61	6	19	338	17	0	19	61	19	338	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	49	1	1	58	64	26	29	5	6	344	49	1	64	29	6	344	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	34	1	2	47	75	13	21	2	3	346	34	2	75	21	3	346	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	18	58	11	35	2	6	343	17	0	58	35	6	343	19	4	65	25	7	346
B. 20 minutes to an hour	63	1	1	75	65	32	28	7	6	344	63	1	65	28	6	344	47	3	68	24	5	346
C. less than 20 minutes	9	0	0	8	50	6	38	2	13	341	9	0	50	38	13	341	19	1	59	32	8	344
D. I rarely read at home.	11	0	0	12	57	7	33	2	10	342	11	0	57	33	10	342	15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	1	3	22	59	10	27	4	11	344	21	3	59	27	11	344	26	2	57	32	10	343
B. six to ten pages	27	1	2	23	47	20	41	5	10	342	27	2	47	41	10	342	23	2	64	27	7	345
C. eleven or more pages	52	0	0	64	68	26	28	4	4	344	52	0	68	28	4	344	51	3	66	25	6	346
Optional school/district question																						
A.	38	0	0	0	0	1	33	2	67	329	38	0	0	33	67	329						
B.	25	0	0	0	0	2	100	0	0	338	25	0	0	100	0	338						
C.	38	0	0	1	33	2	67	0	0	340	38	0	33	67	0	340						
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

Date:	March 2007
Grade:	3
District:	Gorham School Department
School:	Village Elementary Sch-Gorham

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 361–380)	2005-2006	24	13	24	13	1295	9
	2006-2007	**15**	**8**	**15**	**8**	**1985**	**14**
	Cum. Avg.	20	11	20	11	1640	12
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 341–360)	2005-2006	95	51	95	51	6852	49
	2006-2007	**97**	**52**	**97**	**52**	**6990**	**51**
	Cum. Avg.	96	51	96	51	6921	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 325–340)	2005-2006	50	27	50	27	4081	29
	2006-2007	**61**	**32**	**61**	**32**	**3673**	**27**
	Cum. Avg.	56	30	56	30	3877	28
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)	2005-2006	18	10	18	10	1638	12
	2006-2007	**15**	**8**	**15**	**8**	**1193**	**9**
	Cum. Avg.	17	9	17	9	1416	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: Numbers and Operations	**15**	**31**	7.2	48.0	7.2	48.0	7.7	51.3
Cluster 2: Shape and Size	**14**	**29**	10.5	75.0	10.5	75.0	10.5	75.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.0	60.0	3.0	60.0	3.3	66.0
Cluster 4: Patterns	**14**	**29**	9.2	65.7	9.2	65.7	9.8	70.0

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

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*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

MATHEMATICS RESULTS
(CONTINUED)

Date: March 2007
Grade: 3
District: Gorham School Department
School: Village Elementary Sch-Gorham

REPORTING CATEGORIES	School										District						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	188	15	8	97	52	61	32	15	8	344	188	8	52	32	8	344	13841	14	51	27	9	347
Ethnicity																						
African American	5	0	0	3	60	2	40	0	0	341	5	0	60	40	0	341	367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	4										4						247	16	51	22	11	347
Hispanic	1										1						168	7	42	32	20	339
White	178	14	8	93	52	57	32	14	8	344	178	8	52	32	8	344	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	31	3	10	10	32	12	39	6	19	341	31	10	32	39	19	341	2266	6	34	39	21	338
No	157	12	8	87	55	49	31	9	6	345	157	8	55	31	6	345	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	24	0	0	12	50	10	42	2	8	340	24	0	50	42	8	340	5371	7	44	34	14	342
No	164	15	9	85	52	51	31	13	8	345	164	9	52	31	8	345	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	188	15	8	97	52	61	32	15	8	344	188	8	52	32	8	344	13837	14	51	27	9	347
Gender																						
Female	89	5	6	43	48	34	38	7	8	343	89	6	48	38	8	343	6865	14	50	27	9	347
Male	99	10	10	54	55	27	27	8	8	345	99	10	55	27	8	345	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	31	0	0	6	19	18	58	7	23	333	31	0	19	58	23	333	2098	3	37	43	17	338
No	157	15	10	91	58	43	27	8	5	346	157	10	58	27	5	346	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	188	15	8	97	52	61	32	15	8	344	188	8	52	32	8	344	13667	14	51	27	9	347

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)

Date: March 2007
Grade: 3
District: Gorham School Department
School: Village Elementary Sch-Gorham

QUESTIONNAIRE ITEMS	School										District						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	2	1	25	2	50	1	25	0	0	351	2	25	50	25	0	351	5	7	38	34	21	339
B. less than one hour	79	8	6	77	53	49	34	11	8	344	79	6	53	34	8	344	80	16	52	26	6	348
C. one to two hours	16	3	10	17	57	7	23	3	10	345	16	10	57	23	10	345	12	12	50	28	10	346
D. more than two hours	3	2	40	1	20	1	20	1	20	347	3	40	20	20	20	347	3	3	26	34	37	332
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.	23	3	7	24	57	11	26	4	10	345	23	7	57	26	10	345	37	20	52	22	6	350
B. They match some of what I have learned.	50	6	6	51	55	30	32	6	6	345	50	6	55	32	6	345	44	13	54	26	7	347
C. They match just a little of what I have learned.	17	3	9	15	47	11	34	3	9	342	17	9	47	34	9	342	13	8	45	34	13	342
D. There is no match.	10	3	17	6	33	7	39	2	11	344	10	17	33	39	11	344	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	9	15	36	61	11	19	3	5	348	33	15	61	19	5	348	40	21	50	21	8	349
B. good	47	5	6	44	52	29	35	6	7	344	47	6	52	35	7	344	46	12	53	28	7	347
C. fair	17	0	0	15	50	14	47	1	3	342	17	0	50	47	3	342	12	6	46	36	11	342
D. poor	3	0	0	0	0	2	33	4	67	327	3	0	0	33	67	327	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	1	4	7	27	15	58	3	12	338	14	4	27	58	12	338	15	5	38	38	19	339
B. about the same as my regular schoolwork	57	7	7	59	56	31	30	8	8	345	57	7	56	30	8	345	56	15	54	25	6	348
C. easier than my regular schoolwork	29	7	13	31	57	12	22	4	7	347	29	13	57	22	7	347	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	2	3	30	52	19	33	7	12	342	32	3	52	33	12	342	32	11	47	32	11	344
B. two or three days a week	33	6	10	36	60	15	25	3	5	346	33	10	60	25	5	346	32	17	53	24	6	349
C. two or three times each month	20	5	14	18	50	12	33	1	3	347	20	14	50	33	3	347	27	18	54	22	6	350
D. never	14	2	8	11	42	9	35	4	15	342	14	8	42	35	15	342	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	3	30	5	50	2	20	333	5	0	30	50	20	333	7	4	33	43	20	337
B. two or three days a week	20	2	5	22	58	11	29	3	8	344	20	5	58	29	8	344	20	11	51	29	9	346
C. two or three times each month	41	9	12	42	55	22	29	4	5	346	41	12	55	29	5	346	46	19	54	21	5	350
D. never	33	4	7	30	49	21	34	6	10	344	33	7	49	34	10	344	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	2	8	8	33	11	46	3	13	340	13	8	33	46	13	340	15	7	41	38	14	341
B. 30–45 minutes	35	5	8	36	55	19	29	5	8	345	35	8	55	29	8	345	31	13	53	27	7	347
C. 45–60 minutes	30	6	11	31	56	15	27	3	5	345	30	11	56	27	5	345	32	18	53	22	6	349
D. more than 60 minutes	22	2	5	22	55	12	30	4	10	345	22	5	55	30	10	345	22	17	50	24	9	348
Optional school/district question																						
A.	38	0	0	0	0	1	33	2	67	324	38	0	0	33	67	324						
B.	25	0	0	1	50	0	0	1	50	333	25	0	50	0	50	333						
C.	38	0	0	1	33	1	33	1	33	333	38	0	33	33	33	333						
D.	0										0											

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