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:	12481708
District:	MSAD 54
School:	Bloomfield 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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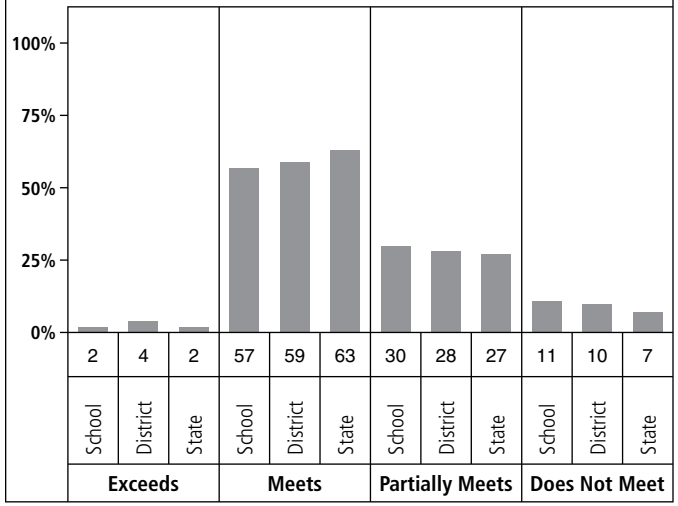
SUMMARY OF SCORES

Date:	March 2007
Grade:	3
District:	MSAD 54
School:	Bloomfield Elementary School

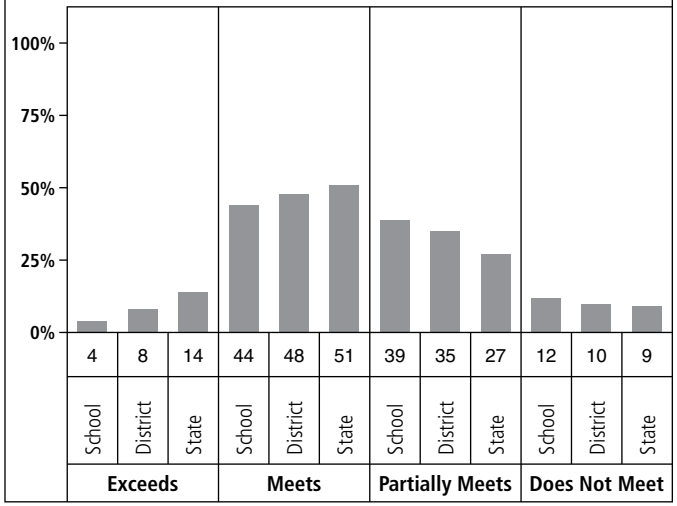
Summary of School, District, and State Scores

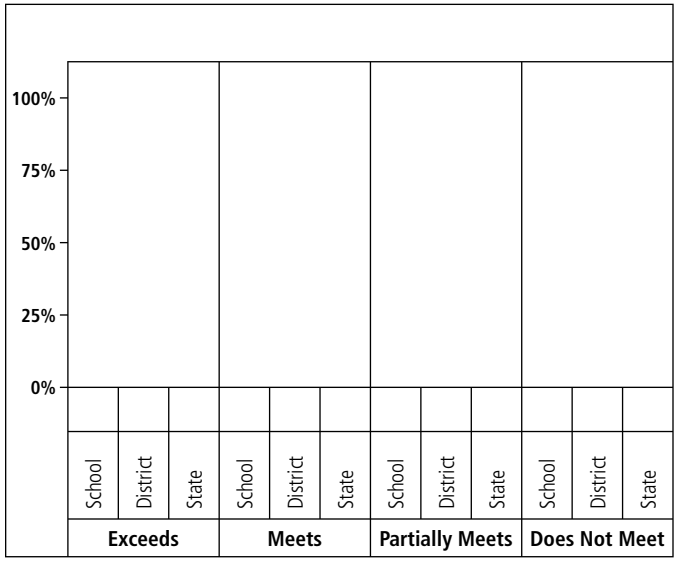
Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	342	343	345
2006–2007	**343**	**344**	**345**
Cum. Avg.*	342	344	345
Mathematics			
2005–2006	340	341	344
2006–2007	**342**	**344**	**347**
Cum. Avg.*	341	342	345

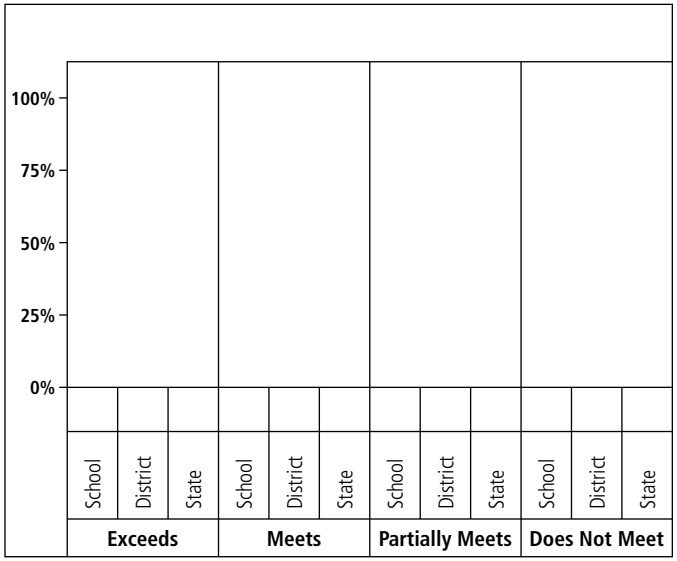
ELA – READING



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:	MSAD 54
School:	Bloomfield Elementary School

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	100	100	199	100	14114	100	100	100	199	100	14000	99	99	99	197	99	14001	99												
Ethnicity African American	0	0	1	1	374	3	0	0	1	100	367	98	0	0	1	100	370	99												
American Indian/Native Alaskan	0	0	1	1	94	1	0	0	1	100	93	99	0	0	1	100	93	99												
Asian/Pacific Islander	2	2	2	1	252	2	2	100	2	100	246	98	2	100	2	100	249	99												
Hispanic	2	2	3	2	179	1	2	100	3	100	173	97	2	100	3	100	173	97												
White	96	96	192	96	13196	93	96	100	192	100	13121	100	95	99	190	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	14	14	41	21	2445	17	14	100	41	100	2425	99	13	93	40	98	2422	99												
Current LEP	2	2	2	1	339	2	2	100	2	100	326	96	2	100	2	100	332	98												
Economically disadvantaged	53	53	105	53	5495	39	53	100	105	100	5447	99	52	98	103	98	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	87	87	165	83	11043	78	87	87	164	82	11094	79												
Identified disability (PET/IEP)	2	2	9	5	602	5	2	2	9	5	627	6												
LEP	0	0	0	0	162	1	0	0	0	0	169	2												
504 plan	0	0	2	1	99	1	0	0	2	1	101	1												
Participation with accommodations	10	10	31	16	2782	20	10	10	31	16	2747	19												
Identified disability (PET/IEP)	9	90	29	94	1659	60	9	90	29	94	1639	60												
LEP	2	20	2	6	156	6	2	20	2	6	162	6												
504 plan	1	10	3	10	59	2	1	10	3	10	57	2												
Other	0	0	0	0	936	34	0	0	0	0	915	33												
Participation through alternate assessment (PAAP)	3	3	3	2	168	1	2	2	2	1	160	1												
Identified disability (PET/IEP)	3	100	3	100	164	98	2	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	0	0	0	0	104	1	1	1	2	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:	MSAD 54
School:	Bloomfield Elementary School

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	3	3	9	5	352	3
	2006-2007	**2**	**2**	**7**	**4**	**332**	**2**
	Cum. Avg.	3	3	8	4	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	50	49	104	53	8641	62
	2006-2007	**55**	**57**	**115**	**59**	**8691**	**63**
	Cum. Avg.	53	52	110	56	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	36	35	57	29	3671	27
	2006-2007	**29**	**30**	**55**	**28**	**3781**	**27**
	Cum. Avg.	33	33	56	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	13	13	25	13	1163	8
	2006-2007	**11**	**11**	**19**	**10**	**1021**	**7**
	Cum. Avg.	12	12	22	11	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**	26.1	56.7	27.1	58.9	28.0	60.9
Literary Text	**28**	**61**	16.4	58.6	17.1	61.1	17.9	63.9
Informational Text	**18**	**39**	9.6	53.3	10.0	55.6	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: MSAD 54
School: Bloomfield Elementary School

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	97	2	2	55	57	29	30	11	11	343	196	4	59	28	10	344	13825	2	63	27	7	345
Ethnicity																						
African American	0										1						360	1	40	34	25	338
American Indian/Native Alaskan	0										1						93	0	52	39	10	342
Asian/Pacific Islander	2										2						241	2	68	22	8	345
Hispanic	2										2						168	0	50	33	17	341
White	93	2	2	53	57	27	29	11	12	342	190	4	58	28	10	344	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	3	27	7	64	331	38	3	11	50	37	334	2261	0	33	46	21	338
No	86	2	2	54	63	26	30	4	5	344	158	4	70	23	3	346	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	2										2						314	0	35	34	31	336
Economically disadvantaged																						
Yes	50	1	2	25	50	16	32	8	16	341	103	3	50	33	14	342	5360	1	50	36	13	342
No	47	1	2	30	64	13	28	3	6	344	93	4	68	23	5	345	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	97	2	2	55	57	29	30	11	11	343	196	4	59	28	10	344	13821	2	63	27	7	345
Gender																						
Female	51	1	2	28	55	18	35	4	8	343	102	4	62	28	6	345	6861	3	67	24	6	346
Male	46	1	2	27	59	11	24	7	15	342	94	3	55	28	14	343	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	1	8	6	50	5	42	334	23	0	17	61	22	337	2092	0	36	48	15	339
No	85	2	2	54	64	23	27	6	7	344	173	4	64	24	8	345	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	97	2	2	55	57	29	30	11	11	343	196	4	59	28	10	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: MSAD 54
School: Bloomfield Elementary School

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	0	0	1	50	1	50	335	4	0	38	50	13	342	5	1	41	40	18	340
B. less than one hour	72	1	1	37	54	22	32	8	12	342	78	4	60	28	8	344	80	3	66	26	6	346
C. one to two hours	22	1	5	13	62	6	29	1	5	344	16	3	55	32	10	343	12	2	60	29	9	344
D. more than two hours	3	0	0	2	67	0	0	1	33	341	2	0	50	0	50	331	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.	28	0	0	19	73	4	15	3	12	344	23	0	75	18	7	346	27	4	63	26	8	346
B. They match some of what I have learned.	42	2	5	19	49	15	38	3	8	343	44	7	60	27	6	345	49	2	69	24	5	346
C. They match just a little of what I have learned.	17	0	0	7	44	6	38	3	19	341	22	2	37	44	17	340	16	1	57	33	9	343
D. There is no match.	12	0	0	6	55	3	27	2	18	339	11	0	62	24	14	340	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	53	2	4	27	54	14	28	7	14	342	54	5	61	24	10	344	42	4	67	22	7	346
B. good	39	0	0	22	59	11	30	4	11	343	38	3	57	31	10	343	46	2	63	29	7	345
C. fair	5	0	0	2	40	3	60	0	0	341	7	0	43	50	7	342	9	1	51	38	10	342
D. poor	2	0	0	1	50	1	50	0	0	340	1	0	50	50	0	340	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	0	0	13	65	4	20	3	15	341	23	0	64	25	11	343	22	1	50	36	13	342
B. about the same as my regular schoolwork	57	2	4	28	52	19	35	5	9	343	53	6	56	31	7	345	55	3	69	24	5	346
C. easier than my regular schoolwork	21	0	0	11	55	6	30	3	15	341	24	2	56	29	13	342	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.	24	0	0	7	32	8	36	7	32	336	22	0	34	44	22	338	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	48	1	2	30	67	13	29	1	2	345	49	3	66	27	4	345	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	28	1	4	15	58	7	27	3	12	344	29	7	65	18	9	346	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	16	1	7	8	53	4	27	2	13	343	17	6	52	33	9	344	19	4	65	25	7	346
B. 20 minutes to an hour	57	1	2	32	60	15	28	5	9	343	51	2	65	25	8	344	47	3	68	24	5	346
C. less than 20 minutes	20	0	0	12	63	6	32	1	5	343	21	3	68	23	8	343	19	1	59	32	8	344
D. I rarely read at home.	6	0	0	0	0	3	50	3	50	334	11	5	25	50	20	340	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	0	0	10	53	4	21	5	26	339	22	0	56	29	15	342	26	2	57	32	10	343
B. six to ten pages	27	0	0	15	60	8	32	2	8	344	27	4	63	27	6	345	23	2	64	27	7	345
C. eleven or more pages	52	1	2	26	55	16	34	4	9	342	51	3	59	28	10	343	51	3	66	25	6	346
Optional school/district question																						
A.	50	0	0	0	0	1	100	0	0	334	60	0	0	67	33	333						
B.	0										0											
C.	0										20	0	0	100	0	338						
D.	50	0	0	0	0	1	100	0	0	340	20	0	0	100	0	340						

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:	MSAD 54
School:	Bloomfield Elementary School

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	8	8	15	8	1295	9
	2006-2007	**4**	**4**	**15**	**8**	**1985**	**14**
	Cum. Avg.	6	6	15	8	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	43	42	87	44	6852	49
	2006-2007	**43**	**44**	**93**	**48**	**6990**	**51**
	Cum. Avg.	43	43	90	46	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	30	29	60	31	4081	29
	2006-2007	**38**	**39**	**68**	**35**	**3673**	**27**
	Cum. Avg.	34	34	64	33	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	22	21	34	17	1638	12
	2006-2007	**12**	**12**	**19**	**10**	**1193**	**9**
	Cum. Avg.	17	17	27	14	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**	6.9	46.0	7.4	49.3	7.7	51.3
Cluster 2: Shape and Size	**14**	**29**	10.1	72.1	10.3	73.6	10.5	75.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.9	58.0	3.1	62.0	3.3	66.0
Cluster 4: Patterns	**14**	**29**	9.0	64.3	9.3	66.4	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: MSAD 54
School: Bloomfield Elementary School

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	97	4	4	43	44	38	39	12	12	342	195	8	48	35	10	344	13841	14	51	27	9	347
Ethnicity																						
African American	0										1						367	6	28	37	28	335
American Indian/Native Alaskan	0										1						93	4	42	40	14	340
Asian/Pacific Islander	2										2						247	16	51	22	11	347
Hispanic	2										2						168	7	42	32	20	339
White	93	4	4	40	43	37	40	12	13	342	189	8	47	35	10	344	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	5	45	5	45	328	38	0	21	50	29	333	2266	6	34	39	21	338
No	86	4	5	42	49	33	38	7	8	344	157	10	54	31	5	347	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	2										2						321	4	28	34	34	333
Economically disadvantaged																						
Yes	50	0	0	19	38	23	46	8	16	339	102	6	42	40	12	342	5371	7	44	34	14	342
No	47	4	9	24	51	15	32	4	9	346	93	10	54	29	8	347	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	97	4	4	43	44	38	39	12	12	342	195	8	48	35	10	344	13837	14	51	27	9	347
Gender																						
Female	51	3	6	20	39	22	43	6	12	342	101	9	46	37	9	344	6865	14	50	27	9	347
Male	46	1	2	23	50	16	35	6	13	343	94	6	50	33	11	345	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	2	17	4	33	6	50	333	23	4	22	43	30	337	2098	3	37	43	17	338
No	85	4	5	41	48	34	40	6	7	344	172	8	51	34	7	345	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	97	4	4	43	44	38	39	12	12	342	195	8	48	35	10	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: MSAD 54
School: Bloomfield Elementary School

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	0	0	1	50	1	50	332	4	0	13	75	13	335	5	7	38	34	21	339
B. less than one hour	72	3	4	31	46	26	38	8	12	342	78	8	52	32	9	345	80	16	52	26	6	348
C. one to two hours	22	1	5	8	38	10	48	2	10	344	16	10	35	42	13	344	12	12	50	28	10	346
D. more than two hours	3	0	0	1	33	1	33	1	33	333	2	0	25	50	25	335	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.	24	1	5	10	45	6	27	5	23	342	27	16	45	27	12	347	37	20	52	22	6	350
B. They match some of what I have learned.	50	3	7	18	39	22	48	3	7	344	45	7	48	38	7	345	44	13	54	26	7	347
C. They match just a little of what I have learned.	17	0	0	11	69	3	19	2	13	343	16	3	71	13	13	344	13	8	45	34	13	342
D. There is no match.	9	0	0	2	25	4	50	2	25	335	12	0	23	64	14	336	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	2	6	13	39	12	36	6	18	341	36	12	42	32	14	344	40	21	50	21	8	349
B. good	47	1	2	17	41	18	44	5	12	342	47	5	48	41	7	345	46	12	53	28	7	347
C. fair	16	0	0	7	50	6	43	1	7	342	16	3	57	30	10	344	12	6	46	36	11	342
D. poor	0										1	0	0	0	100	316	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	6	35	8	47	3	18	338	18	6	44	38	12	342	15	5	38	38	19	339
B. about the same as my regular schoolwork	56	2	4	24	45	23	43	4	8	344	57	7	49	36	8	345	56	15	54	25	6	348
C. easier than my regular schoolwork	26	2	8	10	42	7	29	5	21	342	26	10	45	33	12	345	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	1	3	15	48	12	39	3	10	342	35	6	50	32	12	343	32	11	47	32	11	344
B. two or three days a week	26	2	8	11	46	6	25	5	21	342	25	13	45	30	13	346	32	17	53	24	6	349
C. two or three times each month	32	1	3	15	52	12	41	1	3	346	28	6	51	42	2	347	27	18	54	22	6	350
D. never	9	0	0	0	0	6	75	2	25	335	11	5	40	40	15	341	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	2	67	1	33	328	3	0	0	67	33	328	7	4	33	43	20	337
B. two or three days a week	12	0	0	6	55	3	27	2	18	340	9	6	50	33	11	343	20	11	51	29	9	346
C. two or three times each month	44	3	7	16	39	17	41	5	12	342	41	12	50	31	8	347	46	19	54	21	5	350
D. never	41	1	3	18	47	15	39	4	11	344	46	6	48	36	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	33	1	3	11	35	13	42	6	19	339	29	4	41	43	13	341	15	7	41	38	14	341
B. 30–45 minutes	53	2	4	22	45	21	43	4	8	344	39	8	45	36	11	344	31	13	53	27	7	347
C. 45–60 minutes	11	1	10	6	60	3	30	0	0	349	23	14	55	32	0	349	32	18	53	22	6	349
D. more than 60 minutes	3	0	0	1	33	1	33	1	33	335	9	6	50	25	19	342	22	17	50	24	9	348
Optional school/district question																						
A.	50	0	0	0	0	0	0	1	100	324	60	0	0	67	33	329						
B.	0										0											
C.	0										20	0	0	100	0	332						
D.	50	0	0	0	0	1	100	0	0	332	20	0	0	100	0	332						

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