June 2008

DEPARTMENT OF EDUCATION
2007–2008 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. These *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/Span 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 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. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. 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 2008
Code: 10301208
SAU: Caribou School Department
School: Teague Park 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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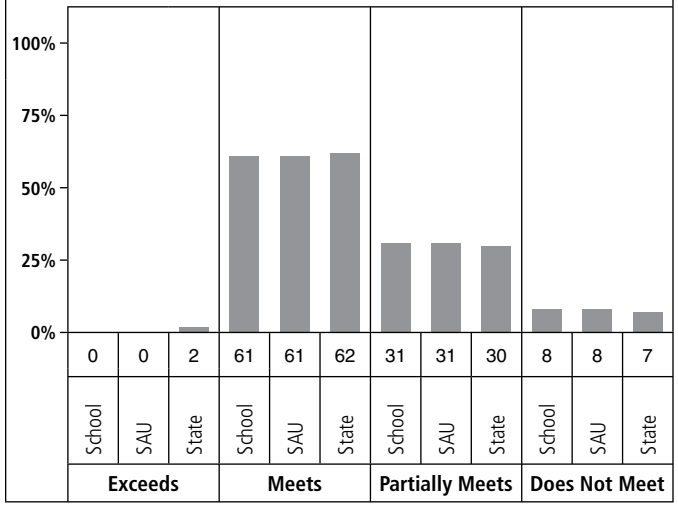
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park School

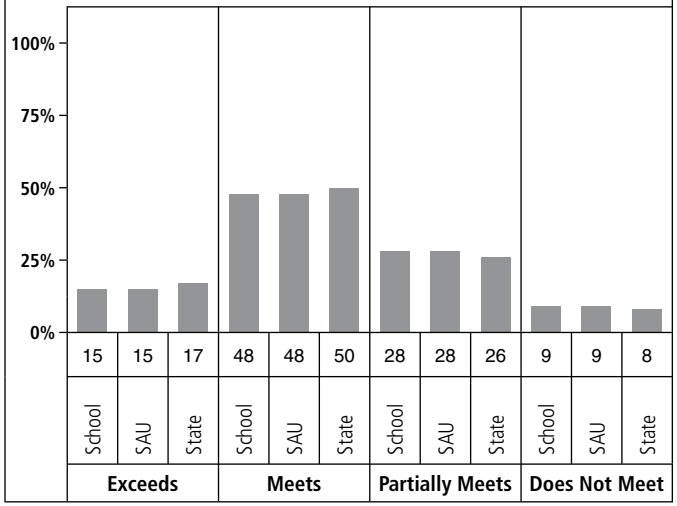
Summary of School, SAU, and State Scores

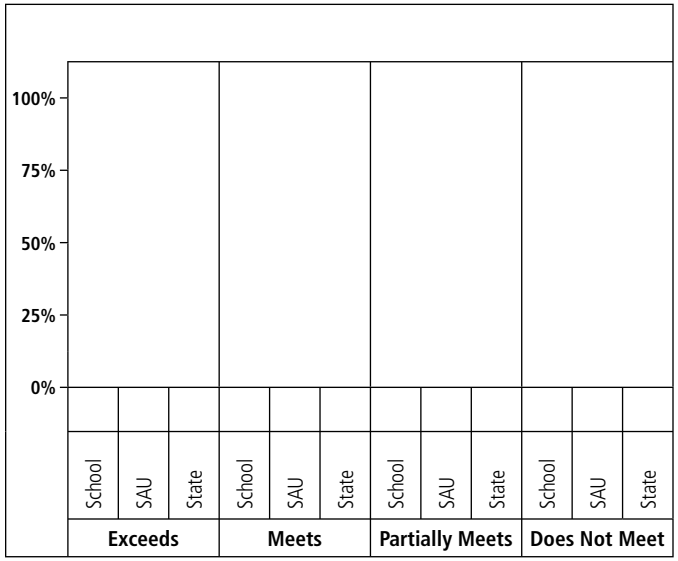
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	345	345
2006–2007	344	344	345
2007–2008	**343**	**343**	**344**
Cum. Avg.*	344	344	345
Mathematics			
2005–2006	346	346	344
2006–2007	345	345	347
2007–2008	**346**	**346**	**347**
Cum. Avg.*	346	346	346

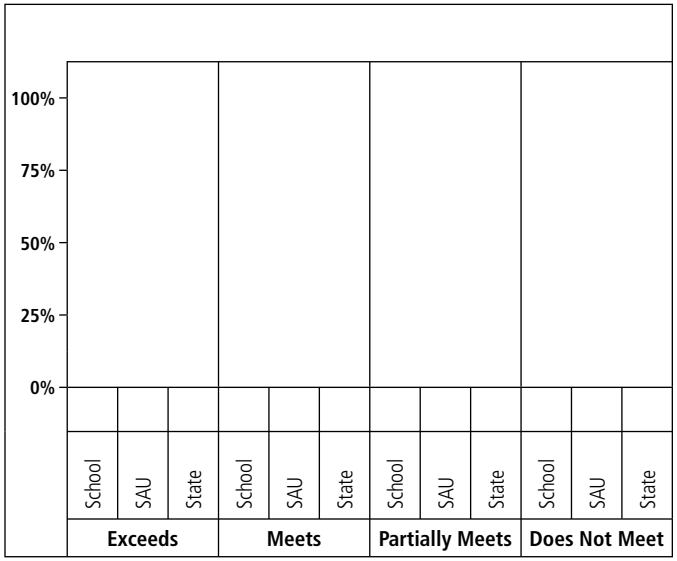
ELA – READING



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 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park 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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	88	100	88	100	13803	100	88	100	88	100	13714	99	88	100	88	100	13710	99												
Ethnicity African American/Black	1	1	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99												
Asian or Pacific Islander	1	1	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	85	97	85	97	12916	94	85	100	85	100	12846	100	85	100	85	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	25	28	25	28	2358	17	25	100	25	100	2333	99	25	100	25	100	2329	99												
Current LEP	1	1	1	1	371	3	1	100	1	100	357	96	1	100	1	100	361	98												
Economically disadvantaged	47	53	47	53	5584	40	47	100	47	100	5535	99	47	100	47	100	5530	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		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	52	59	52	59	10650	77	53	60	53	60	10678	77												
Identified disability (PET/IEP)	4	8	4	8	475	4	5	9	5	9	479	4												
LEP	1	2	1	2	151	1	1	2	1	2	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	36	41	36	41	2936	21	35	40	35	40	2911	21												
Identified disability (PET/IEP)	21	58	21	58	1735	59	20	57	20	57	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	15	42	15	42	986	34	15	43	15	43	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
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	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	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

Test Date:	March 2008
Grade:	3
SAU:	Caribou School Department
School:	Teague Park 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		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 361–380)	2005-2006	1	1	1	1	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	**0**	**0**	**0**	**0**	**227**	**2**
	Cum. Total*	1	0	1	0	911	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	67	61	66	61	8641	62
	2006-2007	55	58	55	58	8691	63
	2007-2008	**54**	**61**	**54**	**61**	**8403**	**62**
	Cum. Total*	176	60	175	60	25735	62
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	34	31	34	31	3671	27
	2006-2007	33	35	33	35	3781	27
	2007-2008	**27**	**31**	**27**	**31**	**4018**	**30**
	Cum. Total*	94	32	94	32	11470	28
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	8	7	8	7	1163	8
	2006-2007	7	7	7	7	1021	7
	2007-2008	**7**	**8**	**7**	**8**	**938**	**7**
	Cum. Total*	22	8	22	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**46**	**100**	26.7	58.0	26.7	58.0	27.6	60.0
Literary Text	**23**	**50**	13.1	57.0	13.1	57.0	14.1	61.3
Informational Text	**23**	**50**	13.6	59.1	13.6	59.1	13.5	58.7

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 texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park 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	88	0	0	54	61	27	31	7	8	343	88	0	61	31	8	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	85	0	0	53	62	26	31	6	7	344	85	0	62	31	7	344	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	6	24	12	48	7	28	336	25	0	24	48	28	336	2210	0	32	48	20	338
No	63	0	0	48	76	15	24	0	0	346	63	0	76	24	0	346	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	87	0	0	54	62	26	30	7	8	343	87	0	62	30	8	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	47	0	0	24	51	18	38	5	11	342	47	0	51	38	11	342	5450	1	49	39	11	341
No	41	0	0	30	73	9	22	2	5	345	41	0	73	22	5	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	88	0	0	54	61	27	31	7	8	343	88	0	61	31	8	343	13581	2	62	30	7	344
Gender																						
Female	41	0	0	27	66	11	27	3	7	345	41	0	66	27	7	345	6567	3	65	27	5	345
Male	47	0	0	27	57	16	34	4	9	342	47	0	57	34	9	342	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	10	45	10	45	2	9	340	22	0	45	45	9	340	2004	0	37	49	14	339
No	66	0	0	44	67	17	26	5	8	345	66	0	67	26	8	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	88	0	0	54	61	27	31	7	8	343	88	0	61	31	8	343	13461	2	62	30	7	344

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

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park 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	6	0	0	2	40	2	40	1	20	340	6	0	40	40	20	340	6	0	43	39	18	340
B. less than one hour	82	0	0	46	64	22	31	4	6	344	82	0	64	31	6	344	79	2	65	28	5	345
C. one to two hours	11	0	0	6	60	3	30	1	10	344	11	0	60	30	10	344	12	2	60	31	7	344
D. more than two hours	1	0	0	0	0	0	0	1	100	330	1	0	0	0	100	330	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	0	0	21	68	8	26	2	6	344	35	0	68	26	6	344	29	3	62	28	7	345
B. They match some of what I have learned.	49	0	0	30	70	10	23	3	7	345	49	0	70	23	7	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	6	0	0	1	20	4	80	0	0	339	6	0	20	80	0	339	15	1	56	34	9	343
D. There is no match.	10	0	0	2	22	5	56	2	22	338	10	0	22	56	22	338	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	0	0	23	70	10	30	0	0	346	38	0	70	30	0	346	42	3	67	24	6	346
B. good	50	0	0	26	59	13	30	5	11	342	50	0	59	30	11	342	46	1	62	32	5	344
C. fair	10	0	0	5	56	3	33	1	11	342	10	0	56	33	11	342	10	0	48	42	10	341
D. poor	2	0	0	0	0	1	50	1	50	333	2	0	0	50	50	333	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	31	0	0	10	37	12	44	5	19	339	31	0	37	44	19	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	57	0	0	38	76	11	22	1	2	346	57	0	76	22	2	346	57	2	68	26	4	346
C. easier than my regular schoolwork	11	0	0	6	60	4	40	0	0	344	11	0	60	40	0	344	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	39	0	0	15	44	14	41	5	15	340	39	0	44	41	15	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	44	0	0	25	66	11	29	2	5	345	44	0	66	29	5	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	17	0	0	13	87	2	13	0	0	347	17	0	87	13	0	347	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	19	0	0	10	59	5	29	2	12	342	19	0	59	29	12	342	19	3	65	27	6	346
B. 20 minutes to an hour	49	0	0	30	70	9	21	4	9	345	49	0	70	21	9	345	47	2	68	25	5	346
C. less than 20 minutes	8	0	0	4	57	3	43	0	0	342	8	0	57	43	0	342	19	1	56	35	8	343
D. I rarely read at home.	24	0	0	10	48	10	48	1	5	342	24	0	48	48	5	342	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	0	0	20	61	9	27	4	12	343	38	0	61	27	12	343	28	1	56	33	9	343
B. six to ten pages	18	0	0	9	56	6	38	1	6	342	18	0	56	38	6	342	23	1	63	29	7	344
C. eleven or more pages	44	0	0	25	64	12	31	2	5	344	44	0	64	31	5	344	49	2	65	27	6	345
Optional school/SAU question																						
A.	75	0	0	2	67	1	33	0	0	343	75	0	67	33	0	343						
B.	0										0											
C.	0										0											
D.	25	0	0	0	0	1	100	0	0	336	25	0	0	100	0	336						

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 2008
Grade:	3
SAU:	Caribou School Department
School:	Teague Park 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		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 361–380)	2005-2006	15	14	14	13	1295	9
	2006-2007	12	13	12	13	1985	14
	2007-2008	**13**	**15**	**13**	**15**	**2277**	**17**
	Cum. Total*	40	14	39	13	5557	13
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	56	51	56	51	6852	49
	2006-2007	41	43	41	43	6990	51
	2007-2008	**42**	**48**	**42**	**48**	**6764**	**50**
	Cum. Total*	139	47	139	48	20606	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	28	25	28	26	4081	29
	2006-2007	34	36	34	36	3673	27
	2007-2008	**25**	**28**	**25**	**28**	**3504**	**26**
	Cum. Total*	87	30	87	30	11258	27
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	11	10	11	10	1638	12
	2006-2007	8	8	8	8	1193	9
	2007-2008	**8**	**9**	**8**	**9**	**1044**	**8**
	Cum. Total*	27	9	27	9	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	9.3	62.0	9.3	62.0	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	9.0	64.3	9.0	64.3	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.4	68.0	3.4	68.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	9.0	64.3	9.0	64.3	9.0	64.3

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 1997 *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.

*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 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park 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	88	13	15	42	48	25	28	8	9	346	88	15	48	28	9	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	85	13	15	40	47	24	28	8	9	346	85	15	47	28	9	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	9	36	10	40	6	24	336	25	0	36	40	24	336	2208	6	35	37	21	338
No	63	13	21	33	52	15	24	2	3	350	63	21	52	24	3	350	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	87	13	15	41	47	25	29	8	9	346	87	15	47	29	9	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	47	6	13	21	45	18	38	2	4	346	47	13	45	38	4	346	5452	9	45	33	12	343
No	41	7	17	21	51	7	17	6	15	346	41	17	51	17	15	346	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	88	13	15	42	48	25	28	8	9	346	88	15	48	28	9	346	13584	17	50	26	8	347
Gender																						
Female	41	5	12	21	51	12	29	3	7	346	41	12	51	29	7	346	6565	15	49	27	8	347
Male	47	8	17	21	45	13	28	5	11	345	47	17	45	28	11	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	2	9	14	64	4	18	2	9	347	22	9	64	18	9	347	2004	5	39	41	15	339
No	66	11	17	28	42	21	32	6	9	346	66	17	42	32	9	346	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	88	13	15	42	48	25	28	8	9	346	88	15	48	28	9	346	13464	16	50	26	8	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)

Test Date: March 2008
Grade: 3
SAU: Caribou School Department
School: Teague Park 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	6	0	0	1	20	2	40	2	40	334	6	0	20	40	40	334	6	9	40	33	18	340
B. less than one hour	82	12	17	36	50	20	28	4	6	348	82	17	50	28	6	348	79	18	52	24	6	348
C. one to two hours	11	1	10	5	50	3	30	1	10	343	11	10	50	30	10	343	12	16	48	27	8	347
D. more than two hours	1	0	0	0	0	0	0	1	100	318	1	0	0	0	100	318	3	7	26	37	29	335
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.	28	3	12	10	40	8	32	4	16	343	28	12	40	32	16	343	37	22	50	22	6	350
B. They match some of what I have learned.	53	9	19	26	55	11	23	1	2	350	53	19	55	23	2	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	1	11	5	56	2	22	1	11	343	10	11	56	22	11	343	12	9	44	36	11	342
D. There is no match.	8	0	0	1	14	4	57	2	29	333	8	0	14	57	29	333	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	7	23	13	43	8	27	2	7	349	34	23	43	27	7	349	39	25	48	20	7	350
B. good	44	5	13	20	53	12	32	1	3	347	44	13	53	32	3	347	46	14	52	27	7	347
C. fair	17	1	7	7	47	5	33	2	13	341	17	7	47	33	13	341	12	8	49	35	9	343
D. poor	5	0	0	1	25	0	0	3	75	330	5	0	25	0	75	330	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	3	10	17	55	7	23	4	13	345	35	10	55	23	13	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	50	10	23	21	48	10	23	3	7	349	50	23	48	23	7	349	59	18	53	24	5	349
C. easier than my regular schoolwork	15	0	0	4	31	8	62	1	8	338	15	0	31	62	8	338	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	3	43	2	29	2	29	339	8	0	43	29	29	339	32	13	47	30	10	345
B. two or three days a week	18	3	19	7	44	5	31	1	6	346	18	19	44	31	6	346	30	20	52	23	5	349
C. two or three times each month	39	4	12	19	56	8	24	3	9	347	39	12	56	24	9	347	19	20	53	21	6	350
D. never or almost never	34	6	20	13	43	9	30	2	7	346	34	20	43	30	7	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	2	50	2	50	328	5	0	0	50	50	328	7	5	34	40	20	338
B. two or three days a week	2	0	0	0	0	2	100	0	0	340	2	0	0	100	0	340	18	15	50	27	8	346
C. two or three times each month	7	0	0	4	67	1	17	1	17	344	7	0	67	17	17	344	28	21	53	21	4	350
D. never or almost never	86	13	17	38	50	20	26	5	7	347	86	17	50	26	7	347	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	23	3	15	10	50	5	25	2	10	346	23	15	50	25	10	346	16	8	42	36	13	342
B. 30–45 minutes	39	3	9	17	50	11	32	3	9	344	39	9	50	32	9	344	30	14	53	26	7	347
C. 45–60 minutes	26	5	22	13	57	5	22	0	0	352	26	22	57	22	0	352	32	22	51	22	5	350
D. more than 60 minutes	11	1	10	2	20	4	40	3	30	336	11	10	20	40	30	336	22	20	49	23	7	349
Optional school/SAU question																						
A.	75	1	33	2	67	0	0	0	0	356	75	33	67	0	0	356						
B.	0										0											
C.	0										0											
D.	25	0	0	0	0	1	100	0	0	334	25	0	0	100	0	334						

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