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: 12001502
SAU: MSAD 06
School: Edna Libby 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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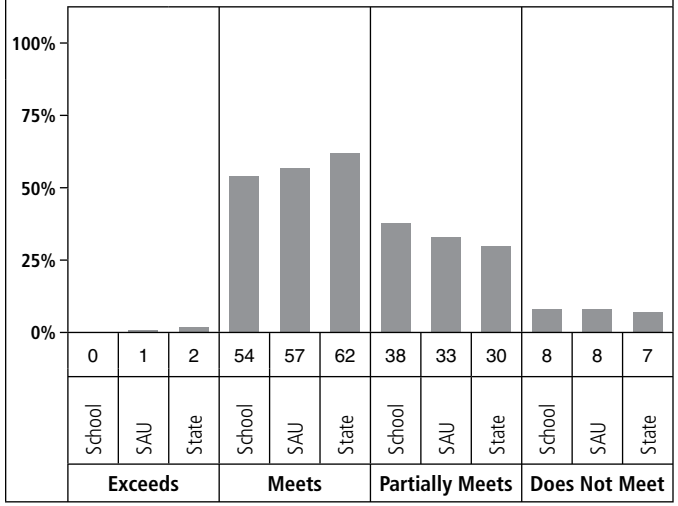
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	3
SAU:	MSAD 06
School:	Edna Libby Elementary School

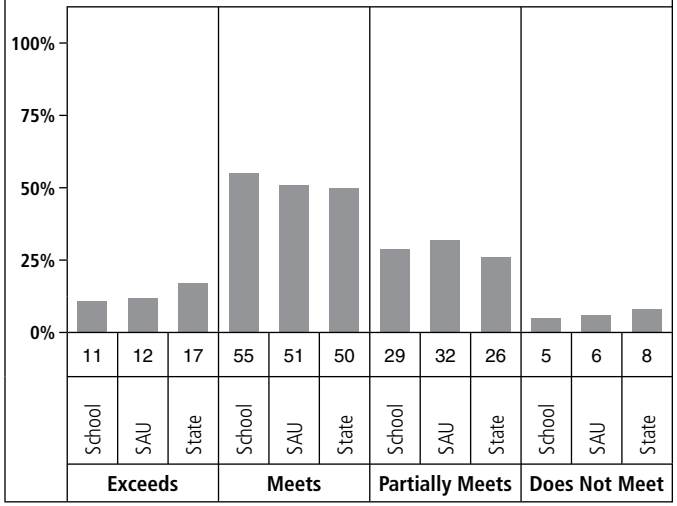
Summary of School, SAU, and State Scores

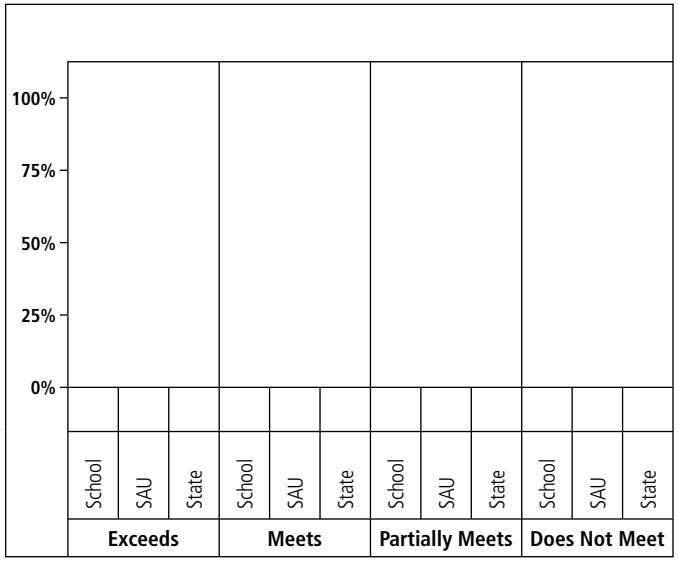
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	345	345
2006–2007	345	345	345
2007–2008	**342**	**343**	**344**
Cum. Avg.*	344	344	345
Mathematics			
2005–2006	344	344	344
2006–2007	348	348	347
2007–2008	**346**	**346**	**347**
Cum. Avg.*	346	346	346

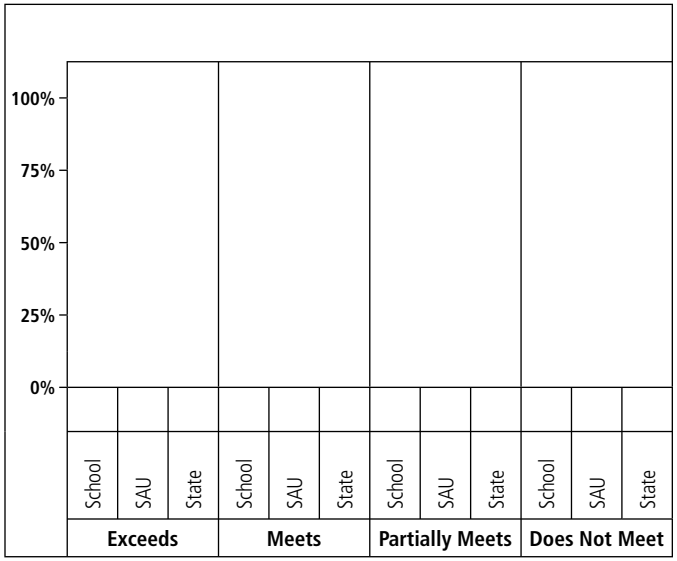
ELA – READING



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: MSAD 06
School: Edna Libby 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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	85	100	315	100	13803	100	85	100	313	100	13714	99	85	100	312	99	13710	99												
Ethnicity African American/Black	2	2	4	1	399	3	2	100	4	100	391	98	2	100	4	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	1	0	162	1	0	0	1	100	158	98	0	0	1	100	159	98												
Caucasian/White	83	98	310	98	12916	94	83	100	308	100	12846	100	83	100	307	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	14	54	17	2358	17	12	100	53	100	2333	99	12	100	52	98	2329	99												
Current LEP	1	1	1	0	371	3	1	100	1	100	357	96	1	100	1	100	361	98												
Economically disadvantaged	30	35	119	38	5584	40	30	100	118	99	5535	99	30	100	117	98	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	78	92	268	85	10650	77	77	91	266	84	10678	77												
Identified disability (PET/IEP)	5	6	11	4	475	4	4	5	9	3	479	4												
LEP	1	1	1	0	151	1	1	1	1	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	7	8	44	14	2936	21	8	9	46	15	2911	21												
Identified disability (PET/IEP)	7	100	41	93	1735	59	8	100	43	93	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	0	0	3	7	986	34	0	0	3	7	958	33												
Participation through alternate assessment (PAAP)	0	0	1	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	1	100	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	1	0	9	0	0	0	1	0	12	0												
Non-participation – other	0	0	1	0	80	1	0	0	2	1	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:	MSAD 06
School:	Edna Libby 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		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	0	0	4	1	352	3
	2006-2007	1	1	8	3	332	2
	2007-2008	**0**	**0**	**4**	**1**	**227**	**2**
	Cum. Total*	1	0	16	2	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	52	66	202	66	8641	62
	2006-2007	58	68	192	66	8691	63
	2007-2008	**46**	**54**	**179**	**57**	**8403**	**62**
	Cum. Total*	156	63	573	63	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	22	28	79	26	3671	27
	2006-2007	22	26	74	25	3781	27
	2007-2008	**32**	**38**	**104**	**33**	**4018**	**30**
	Cum. Total*	76	31	257	28	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	5	6	19	6	1163	8
	2006-2007	4	5	18	6	1021	7
	2007-2008	**7**	**8**	**25**	**8**	**938**	**7**
	Cum. Total*	16	6	62	7	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**	25.7	55.9	26.6	57.8	27.6	60.0
Literary Text	**23**	**50**	13.3	57.8	13.7	59.6	14.1	61.3
Informational Text	**23**	**50**	12.4	53.9	12.9	56.1	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: MSAD 06
School: Edna Libby 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	85	0	0	46	54	32	38	7	8	342	312	1	57	33	8	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										4						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										1						158	1	52	36	11	342
Caucasian/White	83	0	0	44	53	32	39	7	8	342	307	1	57	34	8	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	4	33	6	50	2	17	340	52	0	25	56	19	337	2210	0	32	48	20	338
No	73	0	0	42	58	26	36	5	7	343	260	2	64	29	6	345	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	84	0	0	46	55	31	37	7	8	343	311	1	58	33	8	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	30	0	0	9	30	19	63	2	7	341	117	0	41	45	14	340	5450	1	49	39	11	341
No	55	0	0	37	67	13	24	5	9	343	195	2	67	26	5	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	85	0	0	46	54	32	38	7	8	342	312	1	57	33	8	343	13581	2	62	30	7	344
Gender																						
Female	41	0	0	19	46	18	44	4	10	342	146	2	56	35	7	344	6567	3	65	27	5	345
Male	44	0	0	27	61	14	32	3	7	343	166	1	58	32	9	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										18	0	28	44	28	337	2004	0	37	49	14	339
No	82	0	0	45	55	31	38	6	7	343	294	1	59	33	7	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	85	0	0	46	54	32	38	7	8	342	312	1	57	33	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: MSAD 06
School: Edna Libby 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	4	0	0	0	0	3	100	0	0	339	6	0	37	63	0	342	6	0	43	39	18	340
B. less than one hour	88	0	0	43	61	21	30	6	9	343	83	2	61	29	8	344	79	2	65	28	5	345
C. one to two hours	8	0	0	1	17	5	83	0	0	339	8	0	48	48	4	343	12	2	60	31	7	344
D. more than two hours	1	0	0	0	0	1	100	0	0	340	2	0	33	50	17	340	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.	19	0	0	10	67	5	33	0	0	345	25	3	54	33	11	344	29	3	62	28	7	345
B. They match some of what I have learned.	60	0	0	27	56	18	38	3	6	343	55	1	61	33	5	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	15	0	0	6	50	4	33	2	17	340	14	2	60	29	10	343	15	1	56	34	9	343
D. There is no match.	6	0	0	2	40	2	40	1	20	340	6	0	50	39	11	341	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	0	0	21	55	17	45	0	0	344	39	2	59	32	7	344	42	3	67	24	6	346
B. good	43	0	0	20	59	10	29	4	12	342	49	1	62	30	6	344	46	1	62	32	5	344
C. fair	4	0	0	2	67	1	33	0	0	345	8	0	50	38	13	342	10	0	48	42	10	341
D. poor	6	0	0	1	20	2	40	2	40	336	4	0	8	69	23	336	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	25	7	58	2	17	338	21	0	55	36	9	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	69	0	0	32	58	19	35	4	7	343	63	2	60	32	7	344	57	2	68	26	4	346
C. easier than my regular schoolwork	16	0	0	9	69	4	31	0	0	345	15	2	54	35	9	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.	18	0	0	4	29	9	64	1	7	339	19	0	30	57	13	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	58	0	0	26	57	17	37	3	7	343	59	1	66	27	6	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	24	0	0	14	74	4	21	1	5	345	23	3	63	28	6	345	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	10	0	0	5	63	3	38	0	0	348	23	3	50	40	7	345	19	3	65	27	6	346
B. 20 minutes to an hour	35	0	0	14	50	11	39	3	11	342	38	1	65	25	9	344	47	2	68	25	5	346
C. less than 20 minutes	21	0	0	10	59	6	35	1	6	343	16	2	56	38	4	343	19	1	56	35	8	343
D. I rarely read at home.	34	0	0	16	59	10	37	1	4	343	24	0	56	38	7	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	46	0	0	21	57	15	41	1	3	344	38	3	55	36	6	344	28	1	56	33	9	343
B. six to ten pages	30	0	0	17	71	5	21	2	8	345	27	0	63	30	7	344	23	1	63	29	7	344
C. eleven or more pages	24	0	0	6	32	10	53	3	16	339	35	1	57	33	10	343	49	2	65	27	6	345
Optional school/SAU question																						
A.	75	0	0	2	67	1	33	0	0	342	67	0	75	25	0	344						
B.	25	0	0	1	100	0	0	0	0	344	17	0	100	0	0	344						
C.	0										0											
D.	0										17	0	100	0	0	346						

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:	MSAD 06
School:	Edna Libby 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		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	6	8	25	8	1295	9
	2006-2007	9	11	41	14	1985	14
	2007-2008	**9**	**11**	**36**	**12**	**2277**	**17**
	Cum. Total*	24	10	102	11	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	44	56	157	52	6852	49
	2006-2007	50	59	153	52	6990	51
	2007-2008	**47**	**55**	**158**	**51**	**6764**	**50**
	Cum. Total*	141	57	468	52	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	20	25	84	28	4081	29
	2006-2007	22	26	78	27	3673	27
	2007-2008	**25**	**29**	**100**	**32**	**3504**	**26**
	Cum. Total*	67	27	262	29	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	9	11	38	13	1638	12
	2006-2007	4	5	20	7	1193	9
	2007-2008	**4**	**5**	**18**	**6**	**1044**	**8**
	Cum. Total*	17	7	76	8	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**	9.1	60.7	8.8	58.7	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	10.1	72.1	10.1	72.1	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.1	62.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	8.7	62.1	8.8	62.9	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: MSAD 06
School: Edna Libby 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	85	9	11	47	55	25	29	4	5	346	312	12	51	32	6	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										4						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										1						159	6	50	31	13	342
Caucasian/White	83	8	10	46	55	25	30	4	5	346	307	11	50	33	6	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	2	17	3	25	5	42	2	17	342	52	6	38	40	15	340	2208	6	35	37	21	338
No	73	7	10	44	60	20	27	2	3	347	260	13	53	30	4	347	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	84	9	11	46	55	25	30	4	5	346	311	12	50	32	6	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	30	1	3	15	50	11	37	3	10	342	117	8	41	39	12	341	5452	9	45	33	12	343
No	55	8	15	32	58	14	25	1	2	349	195	14	56	28	2	349	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	85	9	11	47	55	25	29	4	5	346	312	12	51	32	6	346	13584	17	50	26	8	347
Gender																						
Female	41	2	5	23	56	13	32	3	7	344	146	8	49	35	8	344	6565	15	49	27	8	347
Male	44	7	16	24	55	12	27	1	2	349	166	15	52	30	4	348	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										18	0	33	67	0	341	2004	5	39	41	15	339
No	82	9	11	46	56	23	28	4	5	347	294	12	52	30	6	346	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	85	9	11	47	55	25	29	4	5	346	312	12	51	32	6	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: MSAD 06
School: Edna Libby 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	4	0	0	1	33	2	67	0	0	339	6	11	42	42	5	344	6	9	40	33	18	340
B. less than one hour	88	8	11	42	60	19	27	1	1	348	83	12	53	31	4	347	79	18	52	24	6	348
C. one to two hours	8	1	17	2	33	3	50	0	0	347	8	12	40	40	8	345	12	16	48	27	8	347
D. more than two hours	1	0	0	0	0	0	0	1	100	324	2	0	29	14	57	329	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.	35	2	7	20	71	5	18	1	4	348	40	14	53	26	7	347	37	22	50	22	6	350
B. They match some of what I have learned.	49	7	18	20	50	13	33	0	0	350	47	12	50	35	3	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	11	0	0	5	56	4	44	0	0	340	11	6	48	39	6	342	12	9	44	36	11	342
D. There is no match.	5	0	0	1	25	2	50	1	25	335	3	0	25	50	25	334	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	7	23	15	48	9	29	0	0	350	38	21	54	23	2	351	39	25	48	20	7	350
B. good	45	1	3	24	67	10	28	1	3	346	48	7	52	36	5	344	46	14	52	27	7	347
C. fair	13	1	10	6	60	3	30	0	0	348	10	3	50	40	7	342	12	8	49	35	9	343
D. poor	4	0	0	1	33	1	33	1	33	333	4	0	23	38	38	332	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	0	0	5	36	8	57	1	7	338	14	0	38	43	19	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	73	5	8	38	64	15	25	1	2	348	66	10	54	33	3	347	59	18	53	24	5	349
C. easier than my regular schoolwork	10	4	50	3	38	1	13	0	0	356	20	26	48	23	3	351	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	41	2	6	18	55	12	36	1	3	345	50	7	53	34	6	345	32	13	47	30	10	345
B. two or three days a week	27	3	14	13	59	6	27	0	0	349	26	17	49	31	4	348	30	20	52	23	5	349
C. two or three times each month	20	3	19	9	56	3	19	1	6	349	13	21	53	21	5	349	19	20	53	21	6	350
D. never or almost never	12	1	10	6	60	3	30	0	0	348	11	12	44	41	3	345	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	33	0	0	2	67	0	0	344	8	4	22	57	17	335	7	5	34	40	20	338
B. two or three days a week	26	1	5	10	48	10	48	0	0	344	34	4	58	33	5	345	18	15	50	27	8	346
C. two or three times each month	33	3	11	19	70	5	19	0	0	348	31	16	54	28	2	348	28	21	53	21	4	350
D. never or almost never	37	4	13	17	57	7	23	2	7	349	27	20	46	30	5	349	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	14	1	9	6	55	4	36	0	0	349	12	6	47	42	6	342	16	8	42	36	13	342
B. 30–45 minutes	36	2	7	18	62	9	31	0	0	347	27	14	54	28	4	348	30	14	53	26	7	347
C. 45–60 minutes	25	3	15	12	60	5	25	0	0	350	19	14	53	32	2	349	32	22	51	22	5	350
D. more than 60 minutes	26	3	14	10	48	6	29	2	10	344	43	12	49	33	7	345	22	20	49	23	7	349
Optional school/SAU question																						
A.	75	1	33	0	0	2	67	0	0	352	67	25	0	75	0	346						
B.	25	0	0	1	100	0	0	0	0	352	17	0	100	0	0	352						
C.	0										0											
D.	0										17	0	100	0	0	342						

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