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:	12161561
SAU:	MSAD 22
School:	Newburgh 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

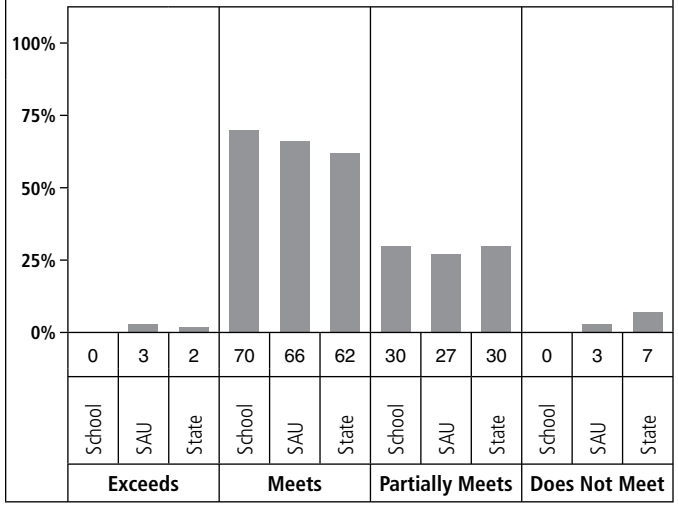
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	3
SAU:	MSAD 22
School:	Newburgh Elementary School

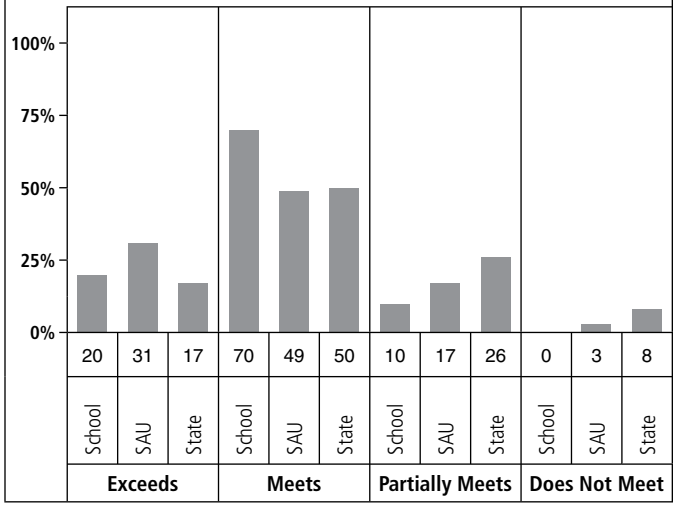
Summary of School, SAU, and State Scores

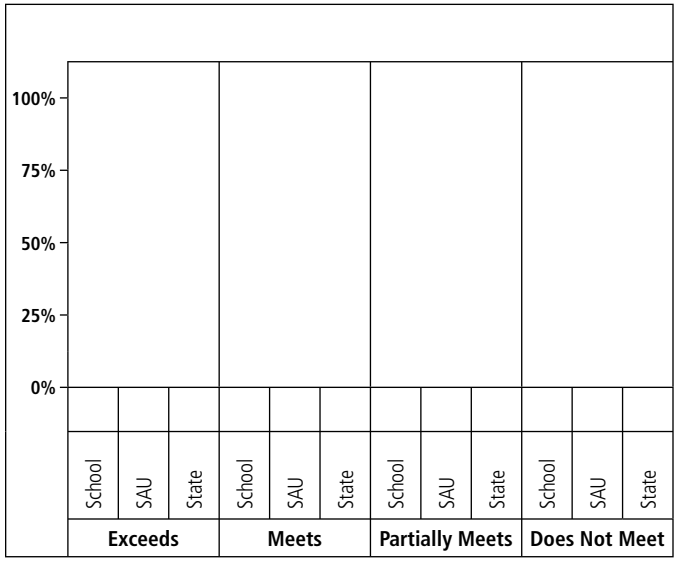
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	353	346	345
2006–2007	342	346	345
2007–2008	**346**	**346**	**344**
Cum. Avg.*	346	346	345
Mathematics			
2005–2006	352	348	344
2006–2007	346	350	347
2007–2008	**353**	**354**	**347**
Cum. Avg.*	349	350	346

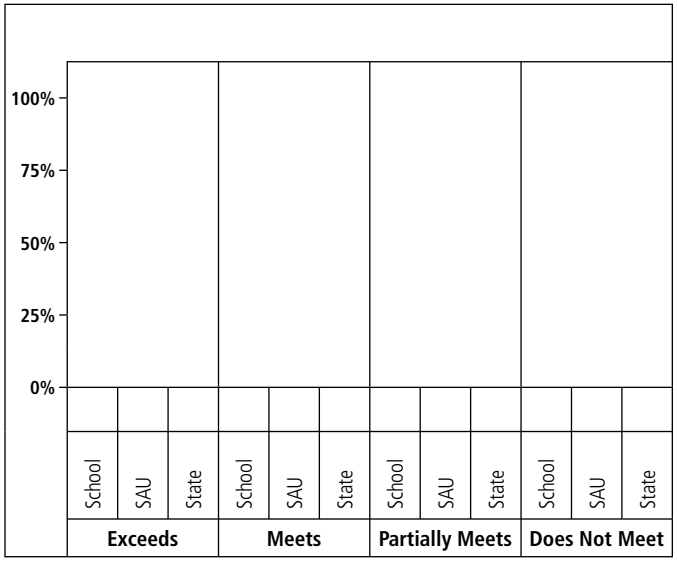
ELA – READING



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

MEA
Maine Educational Assessment

Test Date: March 2008
Grade: 3
SAU: MSAD 22
School: Newburgh 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	10	100	121	100	13803	100	10	100	119	98	13714	99	10	100	119	98	13710	99												
Ethnicity African American/Black	0	0	2	2	399	3	0	0	2	100	391	98	0	0	2	100	392	98												
American Indian or Native Alaskan	0	0	1	1	116	1	0	0	1	100	114	99	0	0	1	100	114	99												
Asian or Pacific Islander	0	0	2	2	210	2	0	0	2	100	205	98	0	0	2	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	10	100	116	96	12916	94	10	100	114	98	12846	100	10	100	114	98	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	20	22	18	2358	17	2	100	22	100	2333	99	2	100	22	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	3	30	21	17	5584	40	3	100	21	100	5535	99	3	100	21	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	9	90	97	80	10650	77	9	90	97	80	10678	77												
Identified disability (PET/IEP)	1	11	6	6	475	4	1	11	6	6	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	1	10	20	17	2936	21	1	10	20	17	2911	21												
Identified disability (PET/IEP)	1	100	14	70	1735	59	1	100	14	70	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	6	30	986	34	0	0	6	30	958	33												
Participation through alternate assessment (PAAP)	0	0	2	2	123	1	0	0	2	2	121	1												
Identified disability (PET/IEP)	0	0	2	100	123	100	0	0	2	100	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	2	2	80	1	0	0	2	2	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 22
School:	Newburgh 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	2	20	6	4	352	3
	2006-2007	0	0	2	1	332	2
	2007-2008	**0**	**0**	**4**	**3**	**227**	**2**
	Cum. Total*	2	5	12	3	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	7	70	100	69	8641	62
	2006-2007	11	58	118	72	8691	63
	2007-2008	**7**	**70**	**77**	**66**	**8403**	**62**
	Cum. Total*	25	64	295	69	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	1	10	28	19	3671	27
	2006-2007	6	32	35	21	3781	27
	2007-2008	**3**	**30**	**32**	**27**	**4018**	**30**
	Cum. Total*	10	26	95	22	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	0	0	10	7	1163	8
	2006-2007	2	11	9	5	1021	7
	2007-2008	**0**	**0**	**4**	**3**	**938**	**7**
	Cum. Total*	2	5	23	5	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**	28.9	62.8	29.6	64.3	27.6	60.0
Literary Text	**23**	**50**	14.9	64.8	15.2	66.1	14.1	61.3
Informational Text	**23**	**50**	14.0	60.9	14.3	62.2	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 22
School: Newburgh 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	10	0	0	7	70	3	30	0	0	346	117	3	66	27	3	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										2						384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	0										2						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	10	0	0	7	70	3	30	0	0	346	112	4	66	27	4	347	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	2										20	5	30	55	10	342	2210	0	32	48	20	338
No	8	0	0	5	63	3	38	0	0	346	97	3	73	22	2	347	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	10	0	0	7	70	3	30	0	0	346	117	3	66	27	3	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	3										20	0	60	30	10	344	5450	1	49	39	11	341
No	7	0	0	5	71	2	29	0	0	347	97	4	67	27	2	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	10	0	0	7	70	3	30	0	0	346	117	3	66	27	3	346	13581	2	62	30	7	344
Gender																						
Female	6	0	0	5	83	1	17	0	0	349	58	5	71	22	2	348	6567	3	65	27	5	345
Male	4										59	2	61	32	5	345	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	3	60	2	40	0	0	342	16	0	44	50	6	340	2004	0	37	49	14	339
No	5	0	0	4	80	1	20	0	0	350	101	4	69	24	3	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	10	0	0	7	70	3	30	0	0	346	117	3	66	27	3	346	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 22
School: Newburgh 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	0										4	0	20	60	20	336	6	0	43	39	18	340
B. less than one hour	90	0	0	6	67	3	33	0	0	346	87	4	69	25	2	347	79	2	65	28	5	345
C. one to two hours	10	0	0	1	100	0	0	0	0	342	8	0	67	33	0	346	12	2	60	31	7	344
D. more than two hours	0										1	0	0	100	0	336	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.	80	0	0	5	63	3	38	0	0	346	41	4	70	23	2	348	29	3	62	28	7	345
B. They match some of what I have learned.	20	0	0	2	100	0	0	0	0	345	48	4	59	34	4	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	0										8	0	67	22	11	344	15	1	56	34	9	343
D. There is no match.	0										3	0	100	0	0	351	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	20	0	0	2	100	0	0	0	0	352	38	7	66	23	5	348	42	3	67	24	6	346
B. good	60	0	0	4	67	2	33	0	0	345	47	2	70	24	4	347	46	1	62	32	5	344
C. fair	10	0	0	1	100	0	0	0	0	348	11	0	54	46	0	344	10	0	48	42	10	341
D. poor	10	0	0	0	0	1	100	0	0	336	3	0	25	75	0	341	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	0	0	1	100	0	0	336	14	6	44	50	0	344	22	1	48	38	12	341
B. about the same as my regular schoolwork	70	0	0	5	71	2	29	0	0	347	64	4	72	24	0	348	57	2	68	26	4	346
C. easier than my regular schoolwork	20	0	0	2	100	0	0	0	0	346	22	0	60	24	16	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.	0										9	0	30	70	0	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	80	0	0	5	63	3	38	0	0	343	54	5	71	21	3	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	20	0	0	2	100	0	0	0	0	356	37	2	67	26	5	347	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	1	100	0	0	0	0	342	21	8	63	25	4	347	19	3	65	27	6	346
B. 20 minutes to an hour	70	0	0	6	86	1	14	0	0	348	50	2	76	21	2	348	47	2	68	25	5	346
C. less than 20 minutes	20	0	0	0	0	2	100	0	0	338	22	4	46	46	4	345	19	1	56	35	8	343
D. I rarely read at home.	0										7	0	63	25	13	344	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	60	0	0	4	67	2	33	0	0	344	30	3	62	29	6	345	28	1	56	33	9	343
B. six to ten pages	30	0	0	2	67	1	33	0	0	346	25	7	72	21	0	348	23	1	63	29	7	344
C. eleven or more pages	10	0	0	1	100	0	0	0	0	356	45	2	63	31	4	347	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										33	0	0	50	50	335						
B.	100	0	0	0	0	1	100	0	0	338	50	0	0	100	0	338						
C.	0										0											
D.	0										17	0	100	0	0	350						

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 22
School:	Newburgh 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	3	30	22	15	1295	9
	2006-2007	0	0	25	15	1985	14
	2007-2008	**2**	**20**	**36**	**31**	**2277**	**17**
	Cum. Total*	5	13	83	20	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	5	50	79	55	6852	49
	2006-2007	15	79	95	58	6990	51
	2007-2008	**7**	**70**	**57**	**49**	**6764**	**50**
	Cum. Total*	27	69	231	54	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	2	20	30	21	4081	29
	2006-2007	3	16	39	24	3673	27
	2007-2008	**1**	**10**	**20**	**17**	**3504**	**26**
	Cum. Total*	6	15	89	21	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	0	0	13	9	1638	12
	2006-2007	1	5	5	3	1193	9
	2007-2008	**0**	**0**	**4**	**3**	**1044**	**8**
	Cum. Total*	1	3	22	5	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**	10.9	72.7	10.5	70.0	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	10.8	77.1	10.9	77.9	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.5	70.0	3.6	72.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	9.6	68.6	9.9	70.7	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 22
School: Newburgh 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	10	2	20	7	70	1	10	0	0	353	117	31	49	17	3	354	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										2						390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	0										2						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	10	2	20	7	70	1	10	0	0	353	112	31	48	17	4	354	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	2										20	10	45	25	20	342	2208	6	35	37	21	338
No	8	2	25	5	63	1	13	0	0	353	97	35	49	15	0	356	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	10	2	20	7	70	1	10	0	0	353	117	31	49	17	3	354	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	3										20	30	40	20	10	351	5452	9	45	33	12	343
No	7	2	29	5	71	0	0	0	0	357	97	31	51	16	2	354	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	10	2	20	7	70	1	10	0	0	353	117	31	49	17	3	354	13584	17	50	26	8	347
Gender																						
Female	6	2	33	3	50	1	17	0	0	354	58	29	50	19	2	353	6565	15	49	27	8	347
Male	4										59	32	47	15	5	354	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	4	80	1	20	0	0	346	16	6	50	44	0	343	2004	5	39	41	15	339
No	5	2	40	3	60	0	0	0	0	360	101	35	49	13	4	355	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	10	2	20	7	70	1	10	0	0	353	117	31	49	17	3	354	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 22
School: Newburgh 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	0										4	0	20	60	20	339	6	9	40	33	18	340
B. less than one hour	90	2	22	6	67	1	11	0	0	354	87	32	52	15	1	355	79	18	52	24	6	348
C. one to two hours	10	0	0	1	100	0	0	0	0	348	8	22	56	22	0	351	12	16	48	27	8	347
D. more than two hours	0										1	0	0	0	100	316	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.	50	2	40	3	60	0	0	0	0	360	50	40	43	16	2	356	37	22	50	22	6	350
B. They match some of what I have learned.	40	0	0	3	75	1	25	0	0	345	41	23	49	21	6	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	0	0	1	100	0	0	0	0	350	7	13	75	13	0	350	12	9	44	36	11	342
D. There is no match.	0										3	0	100	0	0	346	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	1	33	2	67	0	0	0	0	357	44	47	38	13	2	359	39	25	48	20	7	350
B. good	56	1	20	3	60	1	20	0	0	350	44	17	64	19	0	351	46	14	52	27	7	347
C. fair	11	0	0	1	100	0	0	0	0	360	10	9	55	27	9	346	12	8	49	35	9	343
D. poor	0										2	0	50	50	0	341	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										12	21	43	29	7	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	100	2	20	7	70	1	10	0	0	353	62	29	51	17	3	353	59	18	53	24	5	349
C. easier than my regular schoolwork	0										26	37	47	13	3	357	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	0	0	1	50	1	50	0	0	343	38	30	41	25	5	351	32	13	47	30	10	345
B. two or three days a week	50	0	0	5	100	0	0	0	0	352	34	36	51	13	0	358	30	20	52	23	5	349
C. two or three times each month	30	2	67	1	33	0	0	0	0	362	16	22	67	6	6	351	19	20	53	21	6	350
D. never or almost never	0										12	29	50	21	0	351	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	1	100	0	0	0	0	358	9	20	50	30	0	347	7	5	34	40	20	338
B. two or three days a week	30	0	0	2	67	1	33	0	0	345	28	22	63	9	6	354	18	15	50	27	8	346
C. two or three times each month	40	1	25	3	75	0	0	0	0	355	30	32	44	24	0	355	28	21	53	21	4	350
D. never or almost never	20	1	50	1	50	0	0	0	0	359	33	39	42	16	3	354	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	10	0	0	1	100	0	0	0	0	350	9	20	50	30	0	349	16	8	42	36	13	342
B. 30–45 minutes	40	1	25	3	75	0	0	0	0	358	20	22	61	17	0	353	30	14	53	26	7	347
C. 45–60 minutes	40	1	25	2	50	1	25	0	0	352	28	34	53	13	0	355	32	22	51	22	5	350
D. more than 60 minutes	10	0	0	1	100	0	0	0	0	344	43	33	43	18	6	354	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										33	0	0	50	50	331						
B.	100	0	0	0	0	1	100	0	0	326	50	0	0	100	0	327						
C.	0										0											
D.	0										17	100	0	0	0	362						

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N = Number