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:	12661804
SAU:	MSAD 75
School:	Williams-Cone 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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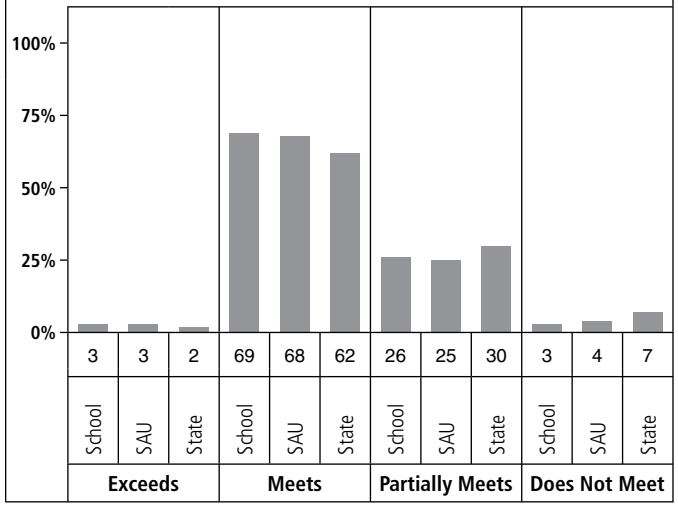
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	3
SAU:	MSAD 75
School:	Williams-Cone School

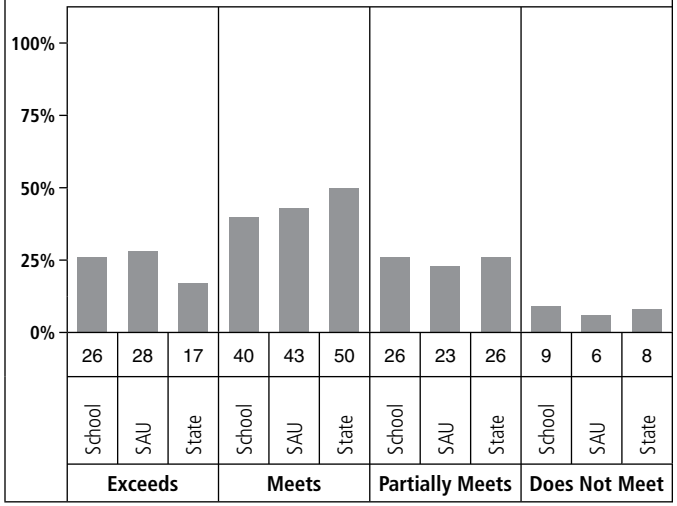
Summary of School, SAU, and State Scores

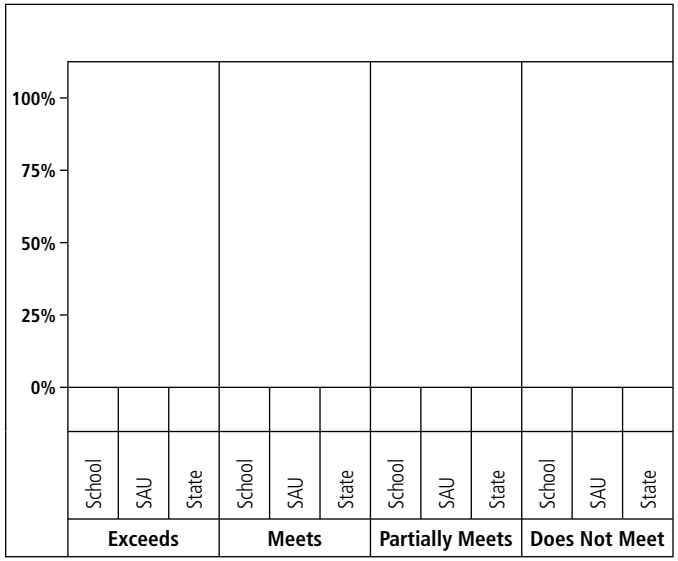
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	346	345
2006–2007	349	346	345
2007–2008	**347**	**346**	**344**
Cum. Avg.*	347	346	345
Mathematics			
2005–2006	345	347	344
2006–2007	353	350	347
2007–2008	**348**	**351**	**347**
Cum. Avg.*	349	349	346

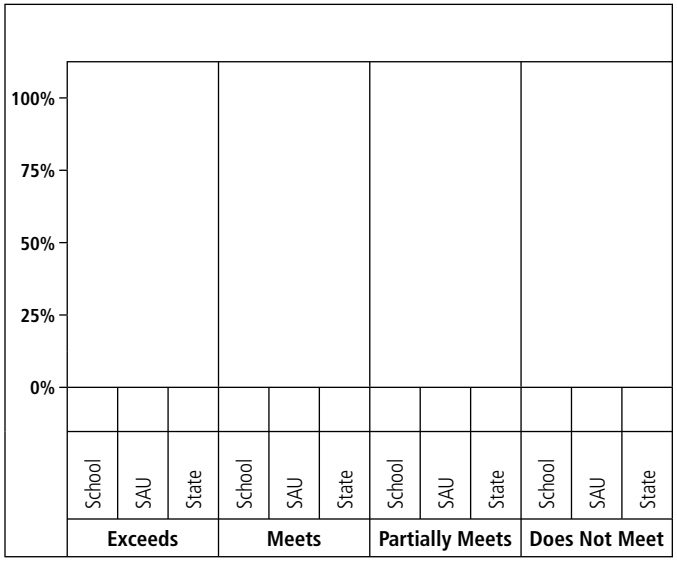
ELA – READING



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 75
School: Williams-Cone 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	36	100	216	100	13803	100	35	97	214	100	13714	99	35	97	214	100	13710	99												
Ethnicity African American/Black	2	6	6	3	399	3	2	100	6	100	391	98	2	100	6	100	392	98												
American Indian or Native Alaskan	0	0	1	0	116	1	0	0	1	100	114	99	0	0	1	100	114	99												
Asian or Pacific Islander	1	3	1	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	1	3	3	1	162	1	1	100	3	100	158	98	1	100	3	100	159	98												
Caucasian/White	32	89	205	95	12916	94	32	100	204	100	12846	100	32	100	204	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	5	14	43	20	2358	17	5	100	42	100	2333	99	5	100	42	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	7	19	70	32	5584	40	6	86	69	99	5535	99	6	86	69	99	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	26	72	163	75	10650	77	26	72	161	75	10678	77												
Identified disability (PET/IEP)	1	4	7	4	475	4	1	4	5	3	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	3	2	83	1	0	0	3	2	85	1												
Participation with accommodations	9	25	49	23	2936	21	9	25	51	24	2911	21												
Identified disability (PET/IEP)	4	44	33	67	1735	59	4	44	35	69	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	4	44	8	16	49	2	4	44	8	16	47	2												
Other	1	11	8	16	986	34	1	11	8	16	958	33												
Participation through alternate assessment (PAAP)	0	0	2	1	123	1	0	0	2	1	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	1	0	9	0	0	0	1	0	12	0												
Non-participation – other	1	3	1	0	80	1	1	3	1	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:	MSAD 75
School:	Williams-Cone 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	5	2	352	3
	2006-2007	2	4	5	2	332	2
	2007-2008	**1**	**3**	**6**	**3**	**227**	**2**
	Cum. Total*	3	2	16	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	29	64	142	67	8641	62
	2006-2007	38	76	137	67	8691	63
	2007-2008	**24**	**69**	**145**	**68**	**8403**	**62**
	Cum. Total*	91	70	424	68	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	13	29	54	25	3671	27
	2006-2007	9	18	51	25	3781	27
	2007-2008	**9**	**26**	**52**	**25**	**4018**	**30**
	Cum. Total*	31	24	157	25	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	3	7	11	5	1163	8
	2006-2007	1	2	10	5	1021	7
	2007-2008	**1**	**3**	**9**	**4**	**938**	**7**
	Cum. Total*	5	4	30	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**	30.0	65.2	29.3	63.7	27.6	60.0
Literary Text	**23**	**50**	15.1	65.7	14.9	64.8	14.1	61.3
Informational Text	**23**	**50**	14.9	64.8	14.4	62.6	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 75
School: Williams-Cone 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	35	1	3	24	69	9	26	1	3	347	212	3	68	25	4	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										6	17	17	67	0	344	384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	1										3						158	1	52	36	11	342
Caucasian/White	32	1	3	24	75	7	22	0	0	348	202	2	71	23	4	346	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	1	20	1	20	341	40	0	43	40	18	340	2210	0	32	48	20	338
No	30	1	3	21	70	8	27	0	0	348	172	3	74	21	1	348	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	35	1	3	24	69	9	26	1	3	347	212	3	68	25	4	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	6	0	0	5	83	1	17	0	0	346	68	1	49	43	7	343	5450	1	49	39	11	341
No	29	1	3	19	66	8	28	1	3	347	144	3	78	16	3	348	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	35	1	3	24	69	9	26	1	3	347	212	3	68	25	4	346	13581	2	62	30	7	344
Gender																						
Female	13	0	0	8	62	5	38	0	0	347	103	3	67	27	3	346	6567	3	65	27	5	345
Male	22	1	5	16	73	4	18	1	5	347	109	3	70	22	6	346	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										33	0	52	45	3	342	2004	0	37	49	14	339
No	35	1	3	24	69	9	26	1	3	347	179	3	72	21	4	347	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										3						125	11	87	2	0	355
No	35	1	3	24	69	9	26	1	3	347	209	2	68	25	4	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 75
School: Williams-Cone 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										3	0	33	33	33	337	6	0	43	39	18	340
B. less than one hour	83	1	3	20	69	7	24	1	3	347	84	3	71	23	3	347	79	2	65	28	5	345
C. one to two hours	11	0	0	4	100	0	0	0	0	351	10	0	77	23	0	346	12	2	60	31	7	344
D. more than two hours	6	0	0	0	0	2	100	0	0	339	3	0	17	83	0	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.	23	0	0	7	88	1	13	0	0	349	30	5	67	23	5	347	29	3	62	28	7	345
B. They match some of what I have learned.	54	1	5	14	74	4	21	0	0	348	49	2	75	22	2	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	9	0	0	2	67	1	33	0	0	349	14	3	62	31	3	345	15	1	56	34	9	343
D. There is no match.	14	0	0	1	20	3	60	1	20	337	7	0	47	40	13	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	38	0	0	8	62	5	38	0	0	348	38	4	66	26	4	347	42	3	67	24	6	346
B. good	44	1	7	14	93	0	0	0	0	350	48	3	74	23	0	347	46	1	62	32	5	344
C. fair	12	0	0	2	50	1	25	1	25	340	12	0	65	19	15	344	10	0	48	42	10	341
D. poor	6	0	0	0	0	2	100	0	0	339	1	0	0	67	33	336	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	31	0	0	7	64	3	27	1	9	344	24	0	50	40	10	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	51	1	6	14	78	3	17	0	0	350	60	5	77	18	1	348	57	2	68	26	4	346
C. easier than my regular schoolwork	17	0	0	3	50	3	50	0	0	343	17	0	66	29	6	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.	20	0	0	3	43	3	43	1	14	341	18	0	41	49	11	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	40	1	7	10	71	3	21	0	0	348	51	3	75	19	3	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	40	0	0	11	79	3	21	0	0	349	31	5	75	19	2	349	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	26	0	0	7	78	2	22	0	0	351	19	5	80	15	0	350	19	3	65	27	6	346
B. 20 minutes to an hour	41	1	7	12	86	1	7	0	0	349	50	4	73	24	0	347	47	2	68	25	5	346
C. less than 20 minutes	12	0	0	1	25	2	50	1	25	339	21	0	53	31	16	342	19	1	56	35	8	343
D. I rarely read at home.	21	0	0	4	57	3	43	0	0	345	9	0	63	32	5	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	14	0	0	3	60	2	40	0	0	344	22	2	59	37	2	344	28	1	56	33	9	343
B. six to ten pages	11	0	0	3	75	0	0	1	25	340	16	0	65	26	9	344	23	1	63	29	7	344
C. eleven or more pages	74	1	4	18	69	7	27	0	0	349	62	4	73	20	3	348	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										69	11	89	0	0	352						
B.	0										15	0	100	0	0	348						
C.	0										15	0	100	0	0	348						
D.	0										0											

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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	3
SAU:	MSAD 75
School:	Williams-Cone 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	7	27	13	1295	9
	2006-2007	15	30	38	19	1985	14
	2007-2008	**9**	**26**	**60**	**28**	**2277**	**17**
	Cum. Total*	27	21	125	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	28	62	123	58	6852	49
	2006-2007	26	52	113	56	6990	51
	2007-2008	**14**	**40**	**92**	**43**	**6764**	**50**
	Cum. Total*	68	52	328	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	9	20	47	22	4081	29
	2006-2007	5	10	40	20	3673	27
	2007-2008	**9**	**26**	**48**	**23**	**3504**	**26**
	Cum. Total*	23	18	135	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	5	11	16	8	1638	12
	2006-2007	4	8	12	6	1193	9
	2007-2008	**3**	**9**	**12**	**6**	**1044**	**8**
	Cum. Total*	12	9	40	6	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**	9.0	60.0	9.9	66.0	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	10.8	77.1	10.6	75.7	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.2	64.0	3.4	68.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	9.0	64.3	9.4	67.1	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 75
School: Williams-Cone 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	35	9	26	14	40	9	26	3	9	348	212	28	43	23	6	351	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										6	17	33	17	33	339	390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	1										3						159	6	50	31	13	342
Caucasian/White	32	9	28	13	41	8	25	2	6	350	202	29	44	23	4	351	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	334	40	13	25	40	23	340	2208	6	35	37	21	338
No	30	9	30	13	43	7	23	1	3	350	172	32	48	19	2	353	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	35	9	26	14	40	9	26	3	9	348	212	28	43	23	6	351	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	6	2	33	0	0	3	50	1	17	344	68	16	37	40	7	346	5452	9	45	33	12	343
No	29	7	24	14	48	6	21	2	7	349	144	34	47	15	5	353	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	35	9	26	14	40	9	26	3	9	348	212	28	43	23	6	351	13584	17	50	26	8	347
Gender																						
Female	13	3	23	5	38	4	31	1	8	345	103	27	42	24	7	350	6565	15	49	27	8	347
Male	22	6	27	9	41	5	23	2	9	350	109	29	45	21	5	352	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										33	21	27	45	6	345	2004	5	39	41	15	339
No	35	9	26	14	40	9	26	3	9	348	179	30	46	18	6	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										3						125	70	30	0	0	366
No	35	9	26	14	40	9	26	3	9	348	209	27	44	23	6	351	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 75
School: Williams-Cone 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										3	17	17	50	17	340	6	9	40	33	18	340
B. less than one hour	83	7	24	11	38	8	28	3	10	347	84	29	45	21	5	352	79	18	52	24	6	348
C. one to two hours	11	2	50	2	50	0	0	0	0	360	10	27	41	27	5	350	12	16	48	27	8	347
D. more than two hours	6	0	0	1	50	1	50	0	0	337	3	17	17	33	33	337	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.	47	8	50	4	25	4	25	0	0	353	36	37	41	21	0	354	37	22	50	22	6	350
B. They match some of what I have learned.	41	0	0	8	57	4	29	2	14	343	46	25	49	20	6	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	6	1	50	1	50	0	0	0	0	358	13	26	33	37	4	348	12	9	44	36	11	342
D. There is no match.	6	0	0	0	0	1	50	1	50	332	5	9	18	27	45	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	40	5	36	4	29	5	36	0	0	351	41	40	33	25	2	354	39	25	48	20	7	350
B. good	31	4	36	5	45	1	9	1	9	352	40	27	50	16	7	352	46	14	52	27	7	347
C. fair	23	0	0	5	63	2	25	1	13	341	17	12	50	32	6	344	12	8	49	35	9	343
D. poor	6	0	0	0	0	1	50	1	50	332	2	0	0	60	40	330	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	0	0	5	50	3	30	2	20	341	20	7	36	40	17	340	17	7	41	35	17	340
B. about the same as my regular schoolwork	46	6	38	6	38	4	25	0	0	353	52	30	50	17	3	353	59	18	53	24	5	349
C. easier than my regular schoolwork	26	3	33	3	33	2	22	1	11	348	28	41	36	20	3	355	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	0	0	4	50	3	38	1	13	341	24	27	39	25	8	350	32	13	47	30	10	345
B. two or three days a week	20	3	43	3	43	0	0	1	14	352	25	28	47	19	6	352	30	20	52	23	5	349
C. two or three times each month	34	3	25	4	33	5	42	0	0	348	25	32	47	17	4	352	19	20	53	21	6	350
D. never or almost never	23	3	38	3	38	1	13	1	13	352	25	26	40	28	6	350	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	340	2	0	25	50	25	335	7	5	34	40	20	338
B. two or three days a week	17	0	0	3	50	3	50	0	0	339	8	6	53	35	6	343	18	15	50	27	8	346
C. two or three times each month	29	3	30	6	60	1	10	0	0	355	24	36	38	24	2	353	28	21	53	21	4	350
D. never or almost never	51	6	33	5	28	4	22	3	17	348	66	30	43	20	7	351	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	6	1	50	0	0	1	50	0	0	351	16	12	39	39	9	344	16	8	42	36	13	342
B. 30–45 minutes	31	3	27	4	36	2	18	2	18	348	24	16	56	18	10	349	30	14	53	26	7	347
C. 45–60 minutes	40	2	14	9	64	2	14	1	7	347	42	26	49	20	5	350	32	22	51	22	5	350
D. more than 60 minutes	23	3	38	1	13	4	50	0	0	349	19	64	15	21	0	360	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										69	33	67	0	0	357						
B.	0										15	50	50	0	0	363						
C.	0										15	0	100	0	0	347						
D.	0										0											

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