July 2009

DEPARTMENT OF EDUCATION
2008–2009 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 accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed 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 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 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. More information about 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 assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 3

Test Date:	March 2009
Code:	11481384
SAU:	Sanford School Department
School:	Margaret Chase Smith Sch.-Sanf

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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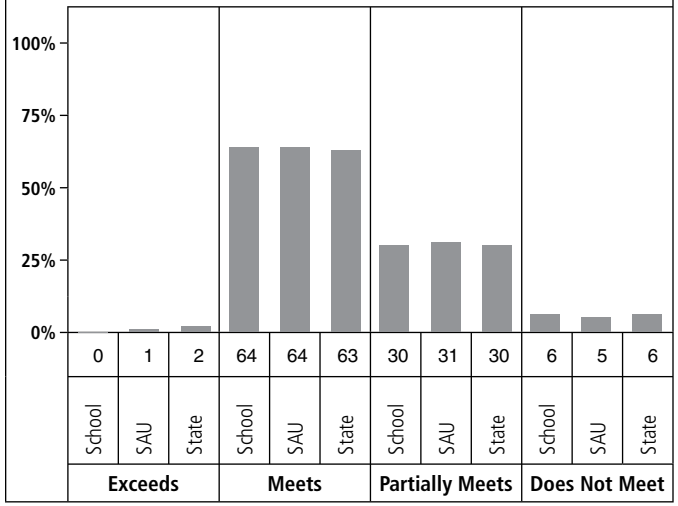
SUMMARY OF SCORES

Test Date:	March 2009
Grade:	3
SAU:	Sanford School Department
School:	Margaret Chase Smith Sch.-Sanf

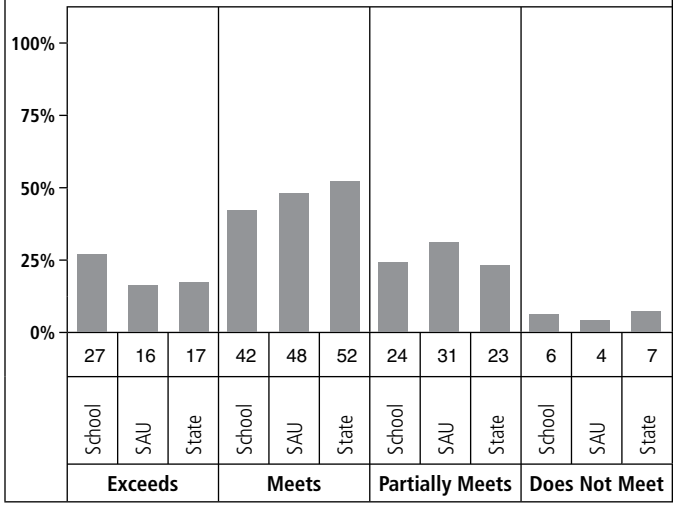
Summary of School, SAU, and State Scores

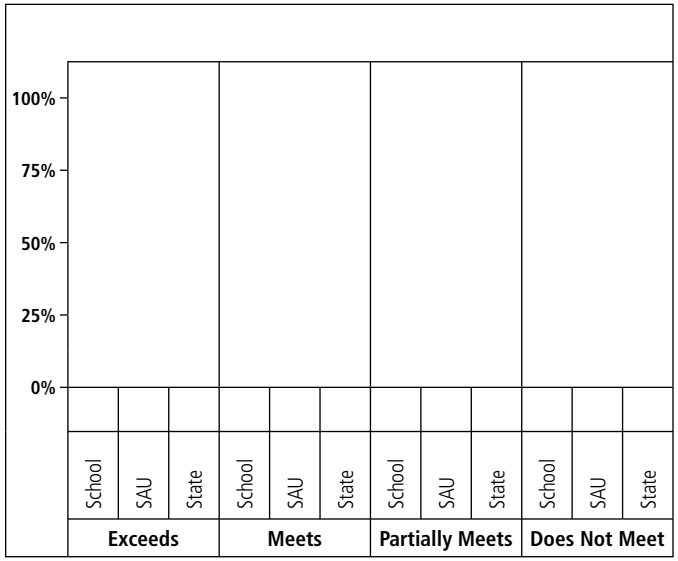
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	346	344	345
2007–2008	345	344	344
2008–2009	**344**	**344**	**345**
Cum. Avg.*	345	344	345
Mathematics			
2006–2007	349	346	347
2007–2008	350	346	347
2008–2009	**350**	**348**	**348**
Cum. Avg.*	350	347	347

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 2009
Grade: 3
SAU: Sanford School Department
School: Margaret Chase Smith Sch.-Sanf

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	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	67	100	209	100	13763	100	66	99	208	100	13691	100	66	99	208	100	13691	100						
Ethnicity African American/Black	1	1	3	1	416	3	1	100	3	100	412	99	1	100	3	100	414	100						
American Indian or Native Alaskan	1	1	1	0	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	4	6	6	3	232	2	4	100	6	100	226	97	4	100	6	100	227	98						
Hispanic	1	1	4	2	167	1	0	0	3	75	164	98	0	0	3	75	164	98						
Caucasian/White	60	90	195	93	12846	93	60	100	195	100	12788	100	60	100	195	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	19	47	22	2414	18	13	100	47	100	2388	100	13	100	47	100	2388	100						
Current LEP	4	6	7	3	420	3	3	75	6	86	413	98	3	75	6	86	417	99						
Economically disadvantaged	26	39	121	58	5887	43	26	100	121	100	5847	100	26	100	121	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	45	67	143	68	10316	75	45	67	143	68	10355	75						
Identified disability (PET/IEP)	1	2	4	3	437	4	1	2	4	3	445	4						
LEP	2	4	3	2	192	2	2	4	3	2	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	21	31	57	27	3179	23	21	31	58	28	3152	23						
Identified disability (PET/IEP)	12	57	35	61	1757	55	12	57	36	62	1759	56						
LEP	1	5	3	5	214	7	1	5	3	5	219	7						
504 plan	0	0	3	5	63	2	0	0	3	5	64	2						
Other	9	43	18	32	1192	37	9	43	18	31	1157	37						
Participation through alternate assessment (PAAP)	0	0	8	4	194	1	0	0	7	3	184	1						
Identified disability (PET/IEP)	0	0	8	100	194	100	0	0	7	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	1	1	0	53	0	1	1	1	0	51	0						

[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 2009
Grade:	3
SAU:	Sanford School Department
School:	Margaret Chase Smith Sch.-Sanf

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	1	1	1	0	227	2
	2008-2009	**0**	**0**	**1**	**1**	**262**	**2**
	Cum. Total*	1	0	2	0	821	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 342–360)	2006-2007	65	76	144	65	8691	63
	2007-2008	56	70	147	63	8403	62
	2008-2009	**42**	**64**	**128**	**64**	**8500**	**63**
	Cum. Total*	163	70	419	64	25594	63
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	17	20	60	27	3781	27
	2007-2008	18	23	68	29	4018	30
	2008-2009	**20**	**30**	**61**	**31**	**3985**	**30**
	Cum. Total*	55	24	189	29	11784	29
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)	2006-2007	4	5	19	9	1021	7
	2007-2008	5	6	19	8	938	7
	2008-2009	**4**	**6**	**10**	**5**	**748**	**6**
	Cum. Total*	13	6	48	7	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**46**	**100**	28.2	61.3	28.2	61.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.9	62.2	19.9	62.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.3	59.3	8.3	59.3	8.4	60.0

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*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 2009
Grade: 3
SAU: Sanford School Department
School: Margaret Chase Smith Sch.-Sanf

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	66	0	0	42	64	20	30	4	6	344	200	1	64	31	5	344	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										3						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	4										6	0	67	0	33	339	222	4	63	25	8	345
Hispanic	0										3						162	0	51	38	10	342
Caucasian/White	60	0	0	38	63	20	33	2	3	345	187	1	63	33	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	9	69	2	15	338	39	0	26	64	10	339	2194	0	32	50	18	338
No	53	0	0	40	75	11	21	2	4	346	161	1	73	22	4	346	11301	2	69	26	3	346
Current LEP																						
Yes	3										6	0	83	0	17	343	406	0	39	41	20	339
No	63	0	0	40	63	20	32	3	5	345	194	1	63	31	5	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	26	0	0	11	42	11	42	4	15	341	114	0	56	38	6	343	5721	1	52	39	9	342
No	40	0	0	31	78	9	23	0	0	347	86	1	74	21	3	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	66	0	0	42	64	20	30	4	6	344	200	1	64	31	5	344	13489	2	63	30	6	345
Gender																						
Female	28	0	0	18	64	7	25	3	11	344	98	0	69	26	5	345	6568	3	67	26	4	346
Male	38	0	0	24	63	13	34	1	3	344	102	1	59	35	5	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	1	10	7	70	2	20	336	41	0	32	54	15	338	2300	0	39	49	11	340
No	56	0	0	41	73	13	23	2	4	346	159	1	72	25	3	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	66	0	0	42	64	20	30	4	6	344	200	1	64	31	5	344	13340	2	63	30	6	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 2009
Grade: 3
SAU: Sanford School Department
School: Margaret Chase Smith Sch.-Sanf

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	8	0	0	2	50	2	50	0	0	342	2	0	50	50	0	342	5	1	44	39	16	340
B. less than one hour	81	0	0	28	67	12	29	2	5	345	85	1	64	31	4	344	80	2	66	28	4	345
C. one to two hours	10	0	0	2	40	2	40	1	20	342	11	0	62	24	14	344	13	2	61	32	6	344
D. more than two hours	2	0	0	0	0	0	0	1	100	330	1	0	50	0	50	339	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	56	0	0	25	86	3	10	1	3	348	56	0	77	20	3	346	47	3	68	24	4	346
B. good	38	0	0	7	35	11	55	2	10	339	35	2	52	42	5	343	41	1	62	31	5	344
C. fair	4	0	0	1	50	1	50	0	0	346	9	0	38	44	19	340	9	0	51	41	8	342
D. poor	2	0	0	0	0	0	0	1	100	330	1	0	50	0	50	337	2	0	30	51	19	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.	25	0	0	8	62	2	15	3	23	342	35	0	60	29	11	343	31	3	63	28	6	345
B. They match some of what I have learned.	47	0	0	18	72	7	28	0	0	346	46	1	72	25	2	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	17	0	0	5	56	4	44	0	0	343	14	0	58	42	0	343	14	1	53	39	7	342
D. There is no match.	11	0	0	2	33	3	50	1	17	342	5	0	40	50	10	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	30	0	0	8	50	6	38	2	13	343	19	0	57	34	9	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	53	0	0	19	68	7	25	2	7	345	55	1	68	28	3	346	57	2	68	26	3	346
C. easier than my regular schoolwork	17	0	0	6	67	3	33	0	0	344	27	0	60	32	8	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	21	0	0	5	45	4	36	2	18	341	16	0	45	48	7	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	40	0	0	10	48	10	48	1	5	342	46	0	59	38	4	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	40	0	0	18	86	2	10	1	5	348	39	1	78	14	7	346	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	7	78	2	22	0	0	346	20	0	70	27	3	345	22	3	67	25	4	346
B. 20 minutes to an hour	65	0	0	22	65	9	26	3	9	345	62	1	68	26	5	345	46	2	68	26	4	346
C. less than 20 minutes	13	0	0	3	43	4	57	0	0	341	9	0	41	59	0	343	18	1	56	36	8	343
D. I rarely read at home.	4	0	0	0	0	1	50	1	50	331	9	0	44	44	13	341	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	8	62	5	38	0	0	345	27	0	59	37	4	344	29	1	56	36	7	343
B. six to ten pages	14	0	0	4	57	1	14	2	29	341	22	0	65	30	5	344	21	2	62	31	5	344
C. eleven or more pages	61	0	0	20	65	9	29	2	6	344	52	1	65	27	6	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										50	0	0	100	0	340						
C.	0										25	0	100	0	0	342						
D.	100	0	0	0	0	1	100	0	0	332	25	0	0	100	0	332						

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 2009
Grade:	3
SAU:	Sanford School Department
School:	Margaret Chase Smith Sch.-Sanf

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 362–380)	2006-2007	12	14	25	11	1985	14
	2007-2008	14	18	30	13	2277	17
	2008-2009	**18**	**27**	**33**	**16**	**2328**	**17**
	Cum. Total*	44	19	88	13	6590	16
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 342–360)	2006-2007	50	58	111	50	6990	51
	2007-2008	51	64	129	55	6764	50
	2008-2009	**28**	**42**	**97**	**48**	**7045**	**52**
	Cum. Total*	129	56	337	51	20799	51
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 326–340)	2006-2007	23	27	71	32	3673	27
	2007-2008	13	16	58	25	3504	26
	2008-2009	**16**	**24**	**63**	**31**	**3137**	**23**
	Cum. Total*	52	22	192	29	10314	25
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)	2006-2007	1	1	16	7	1193	9
	2007-2008	2	3	17	7	1044	8
	2008-2009	**4**	**6**	**8**	**4**	**997**	**7**
	Cum. Total*	7	3	41	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	32.5	67.7	31.3	65.2	31.5	65.6
A. Number	**20**	**42**	13.2	66.0	12.7	63.5	12.8	64.0
B. Data	**8**	**17**	6.3	78.8	6.1	76.3	6.1	76.3
C. Geometry	**8**	**17**	5.7	71.3	5.6	70.0	5.5	68.8
D. Algebra	**12**	**25**	7.3	60.8	7.0	58.3	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*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 2009
Grade: 3
SAU: Sanford School Department
School: Margaret Chase Smith Sch.-Sanf

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	66	18	27	28	42	16	24	4	6	350	201	16	48	31	4	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										3						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	4										6	0	67	17	17	343	223	25	45	24	7	350
Hispanic	0										3						162	6	44	35	15	341
Caucasian/White	60	18	30	23	38	16	27	3	5	350	188	17	47	32	4	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	2	15	8	62	2	15	337	40	3	30	60	8	339	2204	6	36	36	22	338
No	53	17	32	26	49	8	15	2	4	353	161	20	53	24	3	350	11303	19	55	21	4	350
Current LEP																						
Yes	3										6	0	83	17	0	347	412	7	37	35	21	339
No	63	18	29	25	40	16	25	4	6	350	195	17	47	32	4	348	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	26	3	12	10	38	10	38	3	12	343	114	10	46	40	4	345	5727	10	48	31	12	343
No	40	15	38	18	45	6	15	1	3	354	87	25	51	20	5	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	66	18	27	28	42	16	24	4	6	350	201	16	48	31	4	348	13501	17	52	23	7	348
Gender																						
Female	28	5	18	17	61	3	11	3	11	348	98	14	50	30	6	347	6568	16	52	24	8	348
Male	38	13	34	11	29	13	34	1	3	351	103	18	47	33	2	348	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	6	60	1	10	336	41	0	29	63	7	338	2300	4	43	39	14	340
No	56	18	32	25	45	10	18	3	5	352	160	21	53	23	3	350	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	66	18	27	28	42	16	24	4	6	350	201	16	48	31	4	348	13352	17	52	23	7	348

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 2009
Grade: 3
SAU: Sanford School Department
School: Margaret Chase Smith Sch.-Sanf

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	8	0	0	2	50	2	50	0	0	340	2	0	50	50	0	340	5	9	38	32	21	340
B. less than one hour	81	14	33	16	38	9	21	3	7	351	85	15	49	32	4	347	80	19	54	22	5	349
C. one to two hours	10	1	20	3	60	0	0	1	20	345	11	29	38	24	10	349	13	16	51	24	9	347
D. more than two hours	2	0	0	0	0	1	100	0	0	328	1	50	0	50	0	351	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	55	12	43	11	39	3	11	2	7	353	44	27	52	19	2	352	40	25	51	17	7	351
B. good	33	4	24	7	41	4	24	2	12	348	43	11	49	34	6	346	45	14	56	24	6	348
C. fair	8	0	0	2	50	2	50	0	0	341	10	0	32	63	5	339	12	7	49	34	10	343
D. poor	4	0	0	1	50	1	50	0	0	346	2	0	25	75	0	339	3	3	35	43	20	337
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.	40	8	40	8	40	1	5	3	15	351	44	20	48	26	6	349	38	23	52	19	5	351
B. They match some of what I have learned.	40	6	30	10	50	3	15	1	5	352	39	14	58	25	4	348	45	16	56	22	6	348
C. They match just a little of what I have learned.	10	0	0	1	20	4	80	0	0	338	14	12	24	64	0	344	12	10	45	33	12	343
D. There is no match.	10	0	0	2	40	3	60	0	0	340	3	0	50	50	0	341	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	1	25	1	25	2	50	0	0	350	14	12	12	76	0	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	68	11	32	14	41	6	18	3	9	350	58	17	54	23	6	348	59	19	55	21	5	350
C. easier than my regular schoolwork	24	3	25	4	33	4	33	1	8	345	29	17	52	27	4	349	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	1	25	3	75	0	0	335	7	0	23	69	8	335	15	8	41	35	15	341
B. 30–45 minutes	24	2	17	5	42	3	25	2	17	345	21	10	49	33	8	345	29	16	54	23	6	348
C. 45–60 minutes	33	6	35	7	41	3	18	1	6	354	21	15	44	36	5	347	32	21	55	19	5	350
D. more than 60 minutes	35	8	44	7	39	2	11	1	6	353	50	23	54	22	1	351	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	0	0	2	50	2	50	328	8	7	21	57	14	338	6	6	33	39	23	337
B. two or three days a week	6	1	33	2	67	0	0	0	0	362	17	13	61	26	0	349	12	15	55	22	8	348
C. two or three times each month	45	10	42	11	46	3	13	0	0	354	33	25	46	28	2	350	26	20	56	19	5	350
D. never or almost never	42	5	23	8	36	7	32	2	9	347	43	13	49	33	6	346	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	4	22	8	44	3	17	3	17	346	41	12	43	36	9	345	37	14	51	27	9	346
B. two or three days a week	38	10	50	9	45	1	5	0	0	357	33	31	58	12	0	354	27	20	55	19	6	350
C. two or three times each month	12	1	17	2	33	3	50	0	0	347	13	4	50	46	0	345	19	22	53	19	6	350
D. never or almost never	15	1	13	2	25	4	50	1	13	342	13	9	39	48	4	344	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										50	0	50	50	0	341						
C.	0										25	0	0	100	0	340						
D.	100	0	0	0	0	1	100	0	0	338	25	0	0	100	0	338						

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