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:	11831443
SAU:	Winslow Schools
School:	Winslow 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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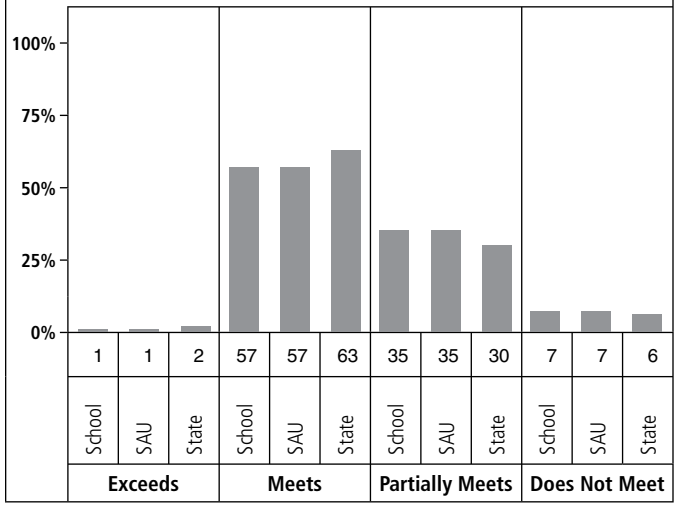
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Winslow Schools
School: Winslow Elementary School

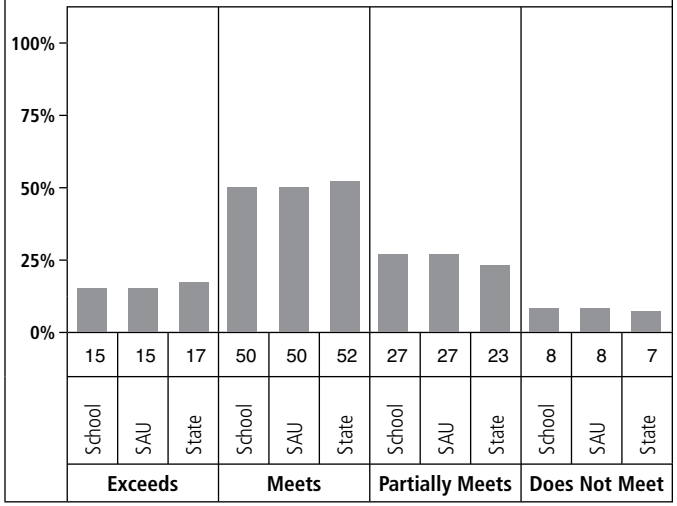
Summary of School, SAU, and State Scores

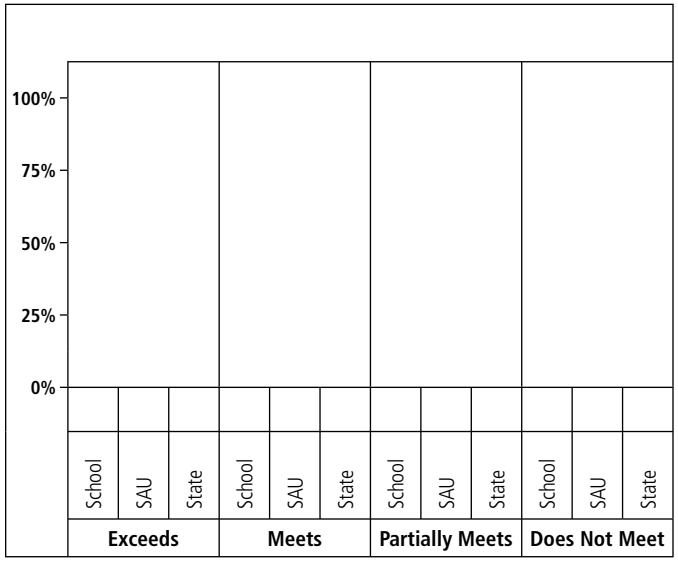
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	344	344	345
2007–2008	342	342	344
2008–2009	**343**	**343**	**345**
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	349	349	347
2007–2008	345	345	347
2008–2009	**347**	**347**	**348**
Cum. Avg.*	347	347	347

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: Winslow Schools
School: Winslow 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	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	99	100	99	100	13763	100	98	99	98	99	13691	100	98	99	98	99	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	3	3	3	3	167	1	3	100	3	100	164	98	3	100	3	100	164	98						
Caucasian/White	96	97	96	97	12846	93	95	99	95	99	12788	100	95	99	95	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	17	17	17	17	2414	18	17	100	17	100	2388	100	17	100	17	100	2388	100						
Current LEP	4	4	4	4	420	3	4	100	4	100	413	98	4	100	4	100	417	99						
Economically disadvantaged	38	38	38	38	5887	43	38	100	38	100	5847	100	38	100	38	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	78	79	78	79	10316	75	79	80	79	80	10355	75						
Identified disability (PET/IEP)	1	1	1	1	437	4	1	1	1	1	445	4						
LEP	2	3	2	3	192	2	2	3	2	3	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	20	20	20	20	3179	23	19	19	19	19	3152	23						
Identified disability (PET/IEP)	16	80	16	80	1757	55	16	84	16	84	1759	56						
LEP	2	10	2	10	214	7	2	11	2	11	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	4	20	4	20	1192	37	3	16	3	16	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	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	1	53	0	1	1	1	1	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:	Winslow Schools
School:	Winslow Elementary School

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	1	1	1	1	332	2
	2007-2008	1	1	1	1	227	2
	2008-2009	**1**	**1**	**1**	**1**	**262**	**2**
	Cum. Total*	3	1	3	1	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	64	66	64	66	8691	63
	2007-2008	53	55	53	55	8403	62
	2008-2009	**56**	**57**	**56**	**57**	**8500**	**63**
	Cum. Total*	173	59	173	59	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	23	24	23	24	3781	27
	2007-2008	31	32	31	32	4018	30
	2008-2009	**34**	**35**	**34**	**35**	**3985**	**30**
	Cum. Total*	88	30	88	30	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	9	9	9	9	1021	7
	2007-2008	12	12	12	12	938	7
	2008-2009	**7**	**7**	**7**	**7**	**748**	**6**
	Cum. Total*	28	10	28	10	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**	26.9	58.5	26.9	58.5	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	18.9	59.1	18.9	59.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.0	57.1	8.0	57.1	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: Winslow Schools
School: Winslow 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	98	1	1	56	57	34	35	7	7	343	98	1	57	35	7	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	3										3						162	0	51	38	10	342
Caucasian/White	95	1	1	54	57	33	35	7	7	343	95	1	57	35	7	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	3	18	9	53	5	29	335	17	0	18	53	29	335	2194	0	32	50	18	338
No	81	1	1	53	65	25	31	2	2	345	81	1	65	31	2	345	11301	2	69	26	3	346
Current LEP																						
Yes	4										4						406	0	39	41	20	339
No	94	1	1	53	56	33	35	7	7	343	94	1	56	35	7	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	38	0	0	13	34	20	53	5	13	339	38	0	34	53	13	339	5721	1	52	39	9	342
No	60	1	2	43	72	14	23	2	3	346	60	2	72	23	3	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	98	1	1	56	57	34	35	7	7	343	98	1	57	35	7	343	13489	2	63	30	6	345
Gender																						
Female	40	1	3	29	73	10	25	0	0	346	40	3	73	25	0	346	6568	3	67	26	4	346
Male	58	0	0	27	47	24	41	7	12	341	58	0	47	41	12	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	4	27	10	67	1	7	338	15	0	27	67	7	338	2300	0	39	49	11	340
No	83	1	1	52	63	24	29	6	7	344	83	1	63	29	7	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	355	9	11	89	0	0	355	155	11	87	2	0	354
No	89	0	0	48	54	34	38	7	8	342	89	0	54	38	8	342	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: Winslow Schools
School: Winslow 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	75	1	25	333	4	0	0	75	25	333	5	1	44	39	16	340
B. less than one hour	65	1	2	38	60	19	30	5	8	344	65	2	60	30	8	344	80	2	66	28	4	345
C. one to two hours	30	0	0	17	59	11	38	1	3	343	30	0	59	38	3	343	13	2	61	32	6	344
D. more than two hours	1	0	0	0	0	1	100	0	0	340	1	0	0	100	0	340	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	1	2	27	63	13	30	2	5	345	44	2	63	30	5	345	47	3	68	24	4	346
B. good	42	0	0	25	61	14	34	2	5	343	42	0	61	34	5	343	41	1	62	31	5	344
C. fair	10	0	0	3	30	6	60	1	10	338	10	0	30	60	10	338	9	0	51	41	8	342
D. poor	4	0	0	1	25	1	25	2	50	332	4	0	25	25	50	332	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.	34	1	3	17	52	13	39	2	6	344	34	3	52	39	6	344	31	3	63	28	6	345
B. They match some of what I have learned.	50	0	0	32	65	14	29	3	6	344	50	0	65	29	6	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	10	0	0	7	70	3	30	0	0	345	10	0	70	30	0	345	14	1	53	39	7	342
D. There is no match.	6	0	0	0	0	4	67	2	33	332	6	0	0	67	33	332	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	9	53	7	41	1	6	341	17	0	53	41	6	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	58	1	2	34	60	17	30	5	9	343	58	2	60	30	9	343	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	13	54	10	42	1	4	344	24	0	54	42	4	344	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.	12	0	0	2	17	7	58	3	25	336	12	0	17	58	25	336	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	55	1	2	34	63	16	30	3	6	344	55	2	63	30	6	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	33	0	0	20	63	11	34	1	3	344	33	0	63	34	3	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	5	38	6	46	2	15	340	13	0	38	46	15	340	22	3	67	25	4	346
B. 20 minutes to an hour	71	1	1	46	67	18	26	4	6	344	71	1	67	26	6	344	46	2	68	26	4	346
C. less than 20 minutes	6	0	0	1	17	5	83	0	0	340	6	0	17	83	0	340	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	3	33	5	56	1	11	339	9	0	33	56	11	339	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	10	43	10	43	3	13	340	25	0	43	43	13	340	29	1	56	36	7	343
B. six to ten pages	34	1	3	17	55	11	35	2	6	344	34	3	55	35	6	344	21	2	62	31	5	344
C. eleven or more pages	41	0	0	25	66	11	29	2	5	344	41	0	66	29	5	344	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	344	100	0	100	0	0	344						
B.	0										0											
C.	0										0											
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 2009
Grade:	3
SAU:	Winslow Schools
School:	Winslow Elementary School

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	17	18	17	18	1985	14
	2007-2008	12	12	12	12	2277	17
	2008-2009	**15**	**15**	**15**	**15**	**2328**	**17**
	Cum. Total*	44	15	44	15	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	53	55	53	55	6990	51
	2007-2008	50	52	50	52	6764	50
	2008-2009	**49**	**50**	**49**	**50**	**7045**	**52**
	Cum. Total*	152	52	152	52	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	22	23	22	23	3673	27
	2007-2008	28	29	28	29	3504	26
	2008-2009	**26**	**27**	**26**	**27**	**3137**	**23**
	Cum. Total*	76	26	76	26	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	5	5	5	5	1193	9
	2007-2008	7	7	7	7	1044	8
	2008-2009	**8**	**8**	**8**	**8**	**997**	**7**
	Cum. Total*	20	7	20	7	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**	31.0	64.6	31.0	64.6	31.5	65.6
A. Number	**20**	**42**	12.7	63.5	12.7	63.5	12.8	64.0
B. Data	**8**	**17**	6.2	77.5	6.2	77.5	6.1	76.3
C. Geometry	**8**	**17**	5.3	66.3	5.3	66.3	5.5	68.8
D. Algebra	**12**	**25**	6.9	57.5	6.9	57.5	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: Winslow Schools
School: Winslow 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	98	15	15	49	50	26	27	8	8	347	98	15	50	27	8	347	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	3										3						162	6	44	35	15	341
Caucasian/White	95	15	16	48	51	24	25	8	8	348	95	16	51	25	8	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	3	18	10	59	4	24	333	17	0	18	59	24	333	2204	6	36	36	22	338
No	81	15	19	46	57	16	20	4	5	350	81	19	57	20	5	350	11303	19	55	21	4	350
Current LEP																						
Yes	4										4						412	7	37	35	21	339
No	94	15	16	47	50	24	26	8	9	347	94	16	50	26	9	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	38	1	3	13	34	16	42	8	21	337	38	3	34	42	21	337	5727	10	48	31	12	343
No	60	14	23	36	60	10	17	0	0	354	60	23	60	17	0	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	98	15	15	49	50	26	27	8	8	347	98	15	50	27	8	347	13501	17	52	23	7	348
Gender																						
Female	40	7	18	19	48	10	25	4	10	349	40	18	48	25	10	349	6568	16	52	24	8	348
Male	58	8	14	30	52	16	28	4	7	347	58	14	52	28	7	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	3	20	9	60	3	20	335	15	0	20	60	20	335	2300	4	43	39	14	340
No	83	15	18	46	55	17	20	5	6	350	83	18	55	20	6	350	11207	20	54	20	6	350
Gifted/talented program																						
Yes	9	9	100	0	0	0	0	0	0	370	9	100	0	0	0	370	155	73	26	1	0	368
No	89	6	7	49	55	26	29	8	9	345	89	7	55	29	9	345	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: Winslow Schools
School: Winslow 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	1	25	3	75	323	4	0	0	25	75	323	5	9	38	32	21	340
B. less than one hour	65	9	14	34	54	16	25	4	6	348	65	14	54	25	6	348	80	19	54	22	5	349
C. one to two hours	30	6	21	13	45	9	31	1	3	349	30	21	45	31	3	349	13	16	51	24	9	347
D. more than two hours	1	0	0	1	100	0	0	0	0	342	1	0	100	0	0	342	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	48	13	28	23	49	10	21	1	2	353	48	28	49	21	2	353	40	25	51	17	7	351
B. good	43	2	5	24	57	13	31	3	7	345	43	5	57	31	7	345	45	14	56	24	6	348
C. fair	6	0	0	2	33	2	33	2	33	336	6	0	33	33	33	336	12	7	49	34	10	343
D. poor	3	0	0	0	0	1	33	2	67	323	3	0	0	33	67	323	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.	44	9	21	21	49	9	21	4	9	350	44	21	49	21	9	350	38	23	52	19	5	351
B. They match some of what I have learned.	39	4	11	20	53	13	34	1	3	346	39	11	53	34	3	346	45	16	56	22	6	348
C. They match just a little of what I have learned.	14	2	14	8	57	3	21	1	7	347	14	14	57	21	7	347	12	10	45	33	12	343
D. There is no match.	3	0	0	0	0	1	33	2	67	324	3	0	0	33	67	324	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	6	9	56	4	25	2	13	342	17	6	56	25	13	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	55	7	13	26	50	17	33	2	4	348	55	13	50	33	4	348	59	19	55	21	5	350
C. easier than my regular schoolwork	28	7	27	11	42	5	19	3	12	350	28	27	42	19	12	350	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	16	1	7	4	27	8	53	2	13	338	16	7	27	53	13	338	15	8	41	35	15	341
B. 30–45 minutes	35	2	6	20	63	7	22	3	9	347	35	6	63	22	9	347	29	16	54	23	6	348
C. 45–60 minutes	33	7	23	16	53	6	20	1	3	352	33	23	53	20	3	352	32	21	55	19	5	350
D. more than 60 minutes	16	4	27	6	40	4	27	1	7	348	16	27	40	27	7	348	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	1	17	3	50	2	33	332	6	0	17	50	33	332	6	6	33	39	23	337
B. two or three days a week	14	2	15	9	69	2	15	0	0	352	14	15	69	15	0	352	12	15	55	22	8	348
C. two or three times each month	24	2	9	16	70	4	17	1	4	349	24	9	70	17	4	349	26	20	56	19	5	350
D. never or almost never	56	11	21	22	42	17	32	3	6	349	56	21	42	32	6	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	2	8	14	58	6	25	2	8	345	25	8	58	25	8	345	37	14	51	27	9	346
B. two or three days a week	26	2	8	17	68	4	16	2	8	347	26	8	68	16	8	347	27	20	55	19	6	350
C. two or three times each month	21	8	40	7	35	4	20	1	5	353	21	40	35	20	5	353	19	22	53	19	6	350
D. never or almost never	27	2	8	10	38	11	42	3	12	344	27	8	38	42	12	344	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	338	100	0	0	100	0	338						
B.	0										0											
C.	0										0											
D.	0										0											

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