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:	12411659
SAU:	MSAD 47
School:	Williams 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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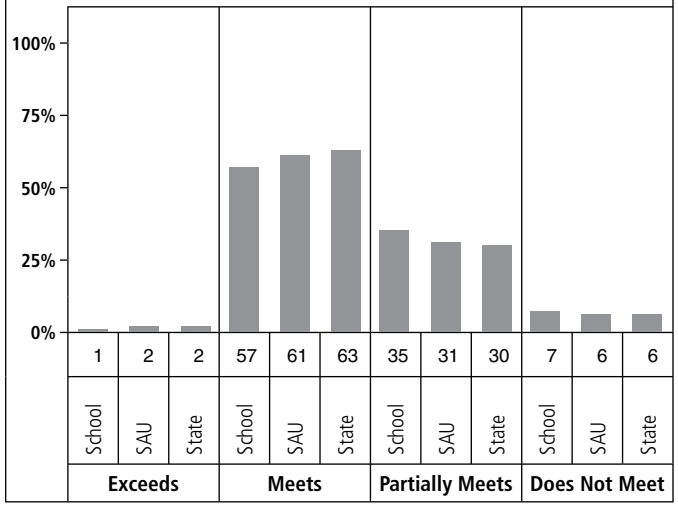
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 47
School: Williams Elementary School

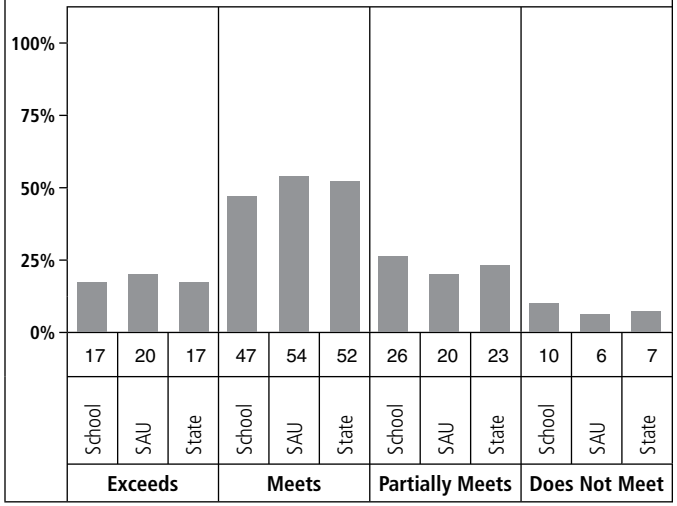
Summary of School, SAU, and State Scores

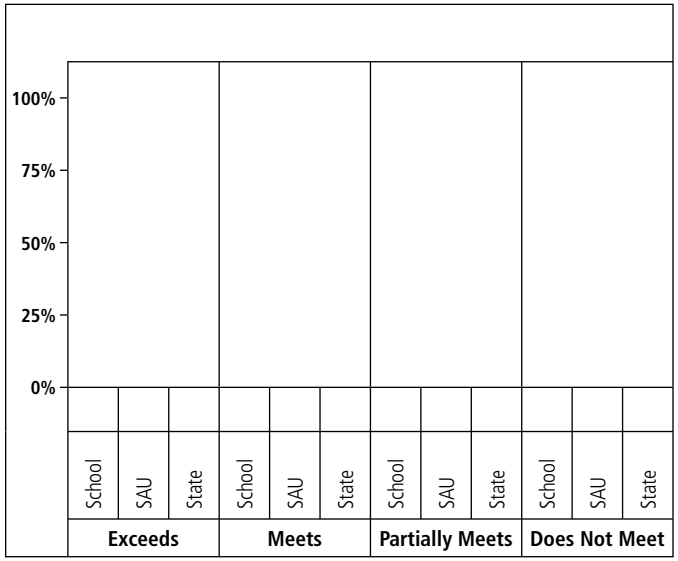
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	347	345
2007–2008	345	345	344
2008–2009	**343**	**344**	**345**
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	351	352	347
2007–2008	350	349	347
2008–2009	**345**	**348**	**348**
Cum. Avg.*	349	350	347

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: MSAD 47
School: Williams 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	77	100	166	100	13763	100	77	100	166	100	13691	100	77	100	166	100	13691	100						
Ethnicity African American/Black	0	0	1	1	416	3	0	0	1	100	412	99	0	0	1	100	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	0	0	1	1	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	77	100	164	99	12846	93	77	100	164	100	12788	100	77	100	164	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	15	19	26	16	2414	18	15	100	26	100	2388	100	15	100	26	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	37	48	64	39	5887	43	37	100	64	100	5847	100	37	100	64	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	57	74	126	76	10316	75	57	74	126	76	10355	75						
Identified disability (PET/IEP)	3	5	4	3	437	4	3	5	4	3	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	2	4	3	83	1	1	2	4	3	83	1						
Participation with accommodations	15	19	34	20	3179	23	15	19	34	20	3152	23						
Identified disability (PET/IEP)	7	47	16	47	1757	55	7	47	16	47	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	7	1	3	63	2	1	7	1	3	64	2						
Other	7	47	17	50	1192	37	7	47	17	50	1157	37						
Participation through alternate assessment (PAAP)	5	6	6	4	194	1	5	6	6	4	184	1						
Identified disability (PET/IEP)	5	100	6	100	194	100	5	100	6	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	0	0	0	0	53	0	0	0	0	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:	MSAD 47
School:	Williams 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	2	3	5	3	332	2
	2007-2008	2	3	3	2	227	2
	2008-2009	**1**	**1**	**3**	**2**	**262**	**2**
	Cum. Total*	5	2	11	2	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	55	72	125	70	8691	63
	2007-2008	46	67	102	67	8403	62
	2008-2009	**41**	**57**	**98**	**61**	**8500**	**63**
	Cum. Total*	142	65	325	66	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	18	24	42	23	3781	27
	2007-2008	17	25	38	25	4018	30
	2008-2009	**25**	**35**	**50**	**31**	**3985**	**30**
	Cum. Total*	60	28	130	26	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	1	1	7	4	1021	7
	2007-2008	4	6	10	7	938	7
	2008-2009	**5**	**7**	**9**	**6**	**748**	**6**
	Cum. Total*	10	5	26	5	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	28.0	60.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	18.7	58.4	19.4	60.6	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.3	59.3	8.6	61.4	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: MSAD 47
School: Williams 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	72	1	1	41	57	25	35	5	7	343	160	2	61	31	6	344	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										1						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	0										1						162	0	51	38	10	342
Caucasian/White	72	1	1	41	57	25	35	5	7	343	158	2	61	31	6	344	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	5	50	3	30	336	20	0	25	45	30	336	2194	0	32	50	18	338
No	62	1	2	39	63	20	32	2	3	344	140	2	66	29	2	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	72	1	1	41	57	25	35	5	7	343	160	2	61	31	6	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	33	0	0	16	48	13	39	4	12	341	59	0	56	36	8	342	5721	1	52	39	9	342
No	39	1	3	25	64	12	31	1	3	345	101	3	64	29	4	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	1	1	41	57	25	35	5	7	343	160	2	61	31	6	344	13489	2	63	30	6	345
Gender																						
Female	32	1	3	18	56	10	31	3	9	344	73	1	71	22	5	346	6568	3	67	26	4	346
Male	40	0	0	23	58	15	38	2	5	343	87	2	53	39	6	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	7	35	11	55	2	10	340	39	0	33	56	10	340	2300	0	39	49	11	340
No	52	1	2	34	65	14	27	3	6	344	121	2	70	23	4	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										5	0	100	0	0	357	155	11	87	2	0	354
No	71	1	1	40	56	25	35	5	7	343	155	2	60	32	6	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: MSAD 47
School: Williams 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	6	0	0	0	0	3	75	1	25	336	3	0	0	75	25	336	5	1	44	39	16	340
B. less than one hour	84	1	2	35	59	19	32	4	7	343	88	1	63	30	6	344	80	2	66	28	4	345
C. one to two hours	10	0	0	4	57	3	43	0	0	345	10	7	60	33	0	345	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	52	0	0	23	62	12	32	2	5	344	49	3	65	29	4	345	47	3	68	24	4	346
B. good	37	1	4	12	46	11	42	2	8	342	43	1	59	34	6	344	41	1	62	31	5	344
C. fair	7	0	0	4	80	1	20	0	0	343	6	0	60	30	10	342	9	0	51	41	8	342
D. poor	4	0	0	1	33	1	33	1	33	337	2	0	33	33	33	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.	40	0	0	17	61	9	32	2	7	344	37	3	59	33	5	345	31	3	63	28	6	345
B. They match some of what I have learned.	33	1	4	16	70	6	26	0	0	345	46	1	73	23	3	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	14	0	0	4	40	5	50	1	10	340	12	0	39	50	11	340	14	1	53	39	7	342
D. There is no match.	13	0	0	2	22	5	56	2	22	338	6	0	22	56	22	338	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	6	46	5	38	2	15	339	12	0	42	47	11	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	48	1	3	21	62	12	35	0	0	346	53	4	68	26	2	346	57	2	68	26	3	346
C. easier than my regular schoolwork	34	0	0	13	54	8	33	3	13	342	35	0	58	33	9	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.	20	0	0	6	43	6	43	2	14	340	14	0	45	45	9	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	46	1	3	21	64	9	27	2	6	345	49	3	68	25	5	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	34	0	0	13	54	10	42	1	4	343	37	2	59	34	5	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	24	0	0	9	53	5	29	3	18	342	20	3	59	28	9	345	22	3	67	25	4	346
B. 20 minutes to an hour	30	1	5	11	52	9	43	0	0	345	41	3	61	34	2	345	46	2	68	26	4	346
C. less than 20 minutes	23	0	0	9	56	7	44	0	0	342	25	0	63	30	8	343	18	1	56	36	8	343
D. I rarely read at home.	24	0	0	11	65	4	24	2	12	342	14	0	64	27	9	343	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	8	50	8	50	0	0	343	26	0	59	41	0	344	29	1	56	36	7	343
B. six to ten pages	21	0	0	7	47	4	27	4	27	339	20	0	53	28	19	342	21	2	62	31	5	344
C. eleven or more pages	56	1	3	25	63	13	33	1	3	345	54	4	67	26	4	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	9	0	0	2	33	4	67	0	0	344	10	0	29	71	0	343						
B.	44	1	3	17	55	12	39	1	3	343	44	3	56	38	3	343						
C.	19	0	0	10	77	2	15	1	8	346	18	0	77	15	8	346						
D.	29	0	0	11	55	7	35	2	10	342	29	0	52	38	10	341						

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:	MSAD 47
School:	Williams 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	12	16	34	19	1985	14
	2007-2008	9	13	22	14	2277	17
	2008-2009	**12**	**17**	**32**	**20**	**2328**	**17**
	Cum. Total*	33	15	88	18	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	45	58	107	59	6990	51
	2007-2008	46	67	95	62	6764	50
	2008-2009	**34**	**47**	**86**	**54**	**7045**	**52**
	Cum. Total*	125	57	288	58	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	18	23	33	18	3673	27
	2007-2008	12	17	28	18	3504	26
	2008-2009	**19**	**26**	**32**	**20**	**3137**	**23**
	Cum. Total*	49	22	93	19	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	2	3	6	3	1193	9
	2007-2008	2	3	8	5	1044	8
	2008-2009	**7**	**10**	**10**	**6**	**997**	**7**
	Cum. Total*	11	5	24	5	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**	29.9	62.3	31.9	66.5	31.5	65.6
A. Number	**20**	**42**	12.0	60.0	13.0	65.0	12.8	64.0
B. Data	**8**	**17**	5.8	72.5	6.1	76.3	6.1	76.3
C. Geometry	**8**	**17**	5.3	66.3	5.8	72.5	5.5	68.8
D. Algebra	**12**	**25**	6.7	55.8	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: MSAD 47
School: Williams 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	72	12	17	34	47	19	26	7	10	345	160	20	54	20	6	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										1						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	0										1						162	6	44	35	15	341
Caucasian/White	72	12	17	34	47	19	26	7	10	345	158	20	54	20	6	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	5	50	4	40	324	20	0	20	45	35	329	2204	6	36	36	22	338
No	62	12	19	33	53	14	23	3	5	349	140	23	59	16	2	351	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	72	12	17	34	47	19	26	7	10	345	160	20	54	20	6	348	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	33	3	9	15	45	10	30	5	15	341	59	12	56	20	12	345	5727	10	48	31	12	343
No	39	9	23	19	49	9	23	2	5	349	101	25	52	20	3	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	12	17	34	47	19	26	7	10	345	160	20	54	20	6	348	13501	17	52	23	7	348
Gender																						
Female	32	6	19	14	44	6	19	6	19	343	73	23	52	16	8	349	6568	16	52	24	8	348
Male	40	6	15	20	50	13	33	1	3	347	87	17	55	23	5	348	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	10	50	8	40	2	10	339	39	3	51	38	8	341	2300	4	43	39	14	340
No	52	12	23	24	46	11	21	5	10	348	121	26	55	14	6	351	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										5	100	0	0	0	373	155	73	26	1	0	368
No	71	11	15	34	48	19	27	7	10	345	155	17	55	21	6	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: MSAD 47
School: Williams 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	6	0	0	0	0	2	50	2	50	324	3	0	0	50	50	324	5	9	38	32	21	340
B. less than one hour	84	11	19	29	49	14	24	5	8	346	88	21	54	19	6	349	80	19	54	22	5	349
C. one to two hours	10	1	14	3	43	3	43	0	0	345	10	20	60	20	0	349	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	7	35	7	35	5	25	1	5	352	35	35	44	17	4	353	40	25	51	17	7	351
B. good	45	5	16	15	48	7	23	4	13	344	47	16	59	19	5	348	45	14	56	24	6	348
C. fair	22	0	0	8	53	6	40	1	7	340	16	4	56	28	12	342	12	7	49	34	10	343
D. poor	4	0	0	1	33	1	33	1	33	330	3	0	50	25	25	336	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	29	9	32	8	29	3	11	347	43	31	46	18	6	351	38	23	52	19	5	351
B. They match some of what I have learned.	37	4	15	16	62	5	19	1	4	348	45	16	61	19	4	349	45	16	56	22	6	348
C. They match just a little of what I have learned.	10	0	0	4	57	2	29	1	14	339	6	0	70	20	10	341	12	10	45	33	12	343
D. There is no match.	13	0	0	3	33	4	44	2	22	335	6	0	33	44	22	335	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	4	31	5	38	4	31	331	11	0	39	39	22	334	17	8	45	34	13	342
B. about the same as my regular schoolwork	54	6	16	20	53	10	26	2	5	347	58	18	59	20	3	350	59	19	55	21	5	350
C. easier than my regular schoolwork	28	6	30	9	45	4	20	1	5	350	31	33	48	13	6	352	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	9	2	18	4	36	4	36	332	12	11	26	32	32	335	15	8	41	35	15	341
B. 30–45 minutes	26	2	11	9	50	6	33	1	6	346	24	16	62	19	3	350	29	16	54	23	6	348
C. 45–60 minutes	29	5	25	9	45	5	25	1	5	348	25	24	55	18	3	351	32	21	55	19	5	350
D. more than 60 minutes	30	4	19	12	57	4	19	1	5	348	39	25	54	18	3	350	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	1	11	5	56	3	33	331	10	0	25	50	25	334	6	6	33	39	23	337
B. two or three days a week	18	4	31	6	46	1	8	2	15	348	15	25	50	17	8	348	12	15	55	22	8	348
C. two or three times each month	25	2	11	10	56	6	33	0	0	347	36	25	56	16	4	351	26	20	56	19	5	350
D. never or almost never	44	6	19	16	52	7	23	2	6	347	39	20	61	16	3	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	2	8	9	38	9	38	4	17	338	42	15	52	25	8	346	37	14	51	27	9	346
B. two or three days a week	18	3	23	7	54	2	15	1	8	348	29	29	51	13	7	351	27	20	55	19	6	350
C. two or three times each month	37	7	27	11	42	6	23	2	8	349	23	25	50	19	6	349	19	22	53	19	6	350
D. never or almost never	11	0	0	6	75	2	25	0	0	347	6	0	80	20	0	347	18	15	51	26	8	347
Optional school/SAU question																						
A.	9	1	17	1	17	3	50	1	17	337	10	14	29	43	14	337						
B.	44	4	13	14	45	10	32	3	10	343	44	13	47	31	9	344						
C.	19	6	46	6	46	0	0	1	8	356	18	46	46	0	8	356						
D.	29	1	5	11	55	6	30	2	10	343	29	5	52	33	10	343						

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