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:	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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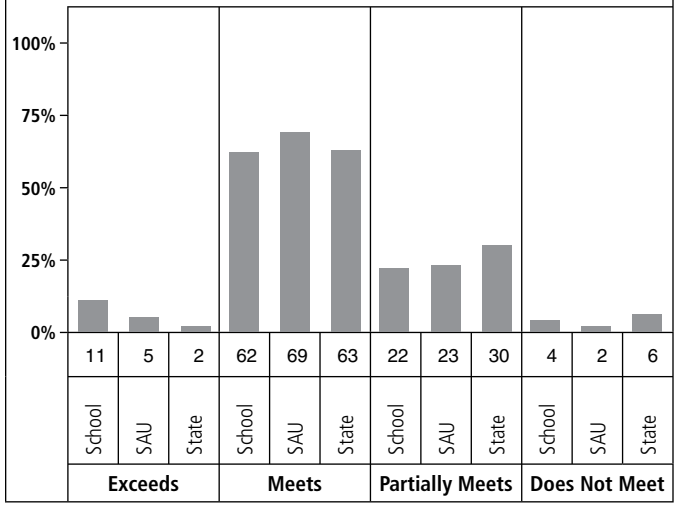
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 75
School: Williams-Cone School

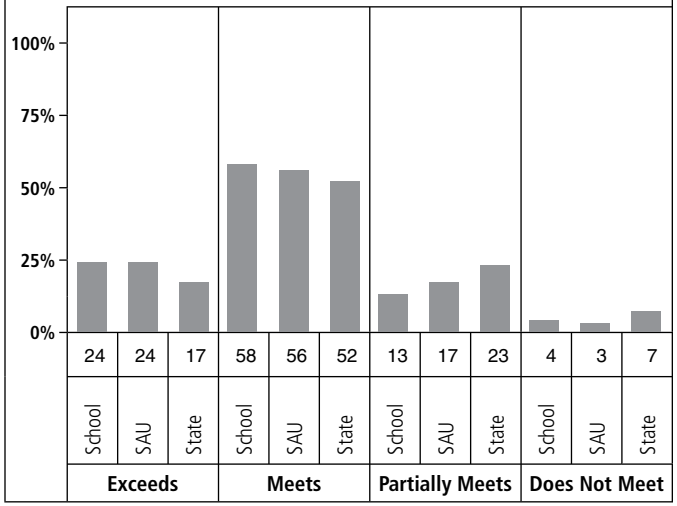
Summary of School, SAU, and State Scores

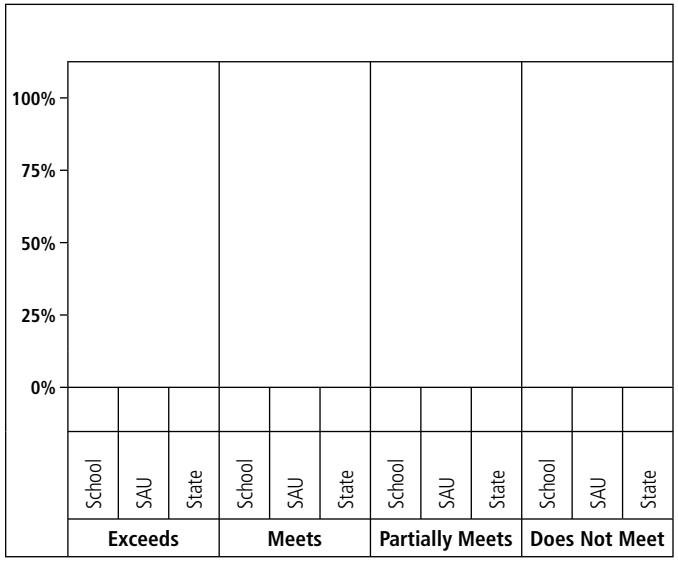
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	349	346	345
2007–2008	347	346	344
2008–2009	**348**	**347**	**345**
Cum. Avg.*	348	346	345
Mathematics			
2006–2007	353	350	347
2007–2008	348	351	347
2008–2009	**353**	**352**	**348**
Cum. Avg.*	352	351	347

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 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	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	211	100	13763	100	45	100	210	100	13691	100	45	100	210	100	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	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	2	4	7	3	232	2	2	100	6	86	226	97	2	100	6	86	227	98						
Hispanic	3	7	5	2	167	1	3	100	5	100	164	98	3	100	5	100	164	98						
Caucasian/White	40	89	198	94	12846	93	40	100	198	100	12788	100	40	100	198	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	5	11	36	17	2414	18	5	100	36	100	2388	100	5	100	36	100	2388	100						
Current LEP	1	2	2	1	420	3	1	100	1	50	413	98	1	100	1	50	417	99						
Economically disadvantaged	12	27	70	33	5887	43	12	100	70	100	5847	100	12	100	70	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	39	87	155	73	10316	75	39	87	155	73	10355	75						
Identified disability (PET/IEP)	1	3	4	3	437	4	1	3	4	3	445	4						
LEP	1	3	1	1	192	2	1	3	1	1	193	2						
504 plan	0	0	2	1	83	1	0	0	2	1	83	1						
Participation with accommodations	6	13	47	22	3179	23	6	13	47	22	3152	23						
Identified disability (PET/IEP)	4	67	24	51	1757	55	4	67	24	51	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	17	6	13	63	2	1	17	6	13	64	2						
Other	1	17	17	36	1192	37	1	17	17	36	1157	37						
Participation through alternate assessment (PAAP)	0	0	8	4	194	1	0	0	8	4	184	1						
Identified disability (PET/IEP)	0	0	8	100	194	100	0	0	8	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	1	0	53	0	0	0	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:	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 *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	4	5	2	332	2
	2007-2008	1	3	6	3	227	2
	2008-2009	**5**	**11**	**11**	**5**	**262**	**2**
	Cum. Total*	8	6	22	4	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	38	76	137	67	8691	63
	2007-2008	24	69	145	68	8403	62
	2008-2009	**28**	**62**	**140**	**69**	**8500**	**63**
	Cum. Total*	90	69	422	68	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	9	18	51	25	3781	27
	2007-2008	9	26	52	25	4018	30
	2008-2009	**10**	**22**	**46**	**23**	**3985**	**30**
	Cum. Total*	28	22	149	24	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	2	10	5	1021	7
	2007-2008	1	3	9	4	938	7
	2008-2009	**2**	**4**	**5**	**2**	**748**	**6**
	Cum. Total*	4	3	24	4	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**	30.9	67.2	30.5	66.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	21.6	67.5	21.5	67.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	9.3	66.4	9.1	65.0	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 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	45	5	11	28	62	10	22	2	4	348	202	5	69	23	2	347	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	2										5	0	100	0	0	349	222	4	63	25	8	345
Hispanic	3										5	0	80	20	0	344	162	0	51	38	10	342
Caucasian/White	40	5	13	24	60	9	23	2	5	348	191	6	68	24	3	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	338	28	0	50	43	7	342	2194	0	32	50	18	338
No	40	5	13	27	68	7	18	1	3	349	174	6	72	20	2	348	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	44	5	11	27	61	10	23	2	5	348	201	5	69	23	2	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	12	0	0	5	42	5	42	2	17	340	67	0	61	36	3	344	5721	1	52	39	9	342
No	33	5	15	23	70	5	15	0	0	351	135	8	73	16	2	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	45	5	11	28	62	10	22	2	4	348	202	5	69	23	2	347	13489	2	63	30	6	345
Gender																						
Female	23	3	13	14	61	5	22	1	4	348	104	8	70	20	2	348	6568	3	67	26	4	346
Male	22	2	9	14	64	5	23	1	5	348	98	3	68	26	3	347	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										30	0	47	47	7	342	2300	0	39	49	11	340
No	45	5	11	28	62	10	22	2	4	348	172	6	73	19	2	348	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										3						155	11	87	2	0	354
No	44	5	11	27	61	10	23	2	5	348	199	6	69	23	3	347	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 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	2	0	0	0	0	1	100	0	0	338	2	0	50	50	0	344	5	1	44	39	16	340
B. less than one hour	84	2	5	24	65	9	24	2	5	347	78	5	71	22	2	347	80	2	66	28	4	345
C. one to two hours	9	1	25	3	75	0	0	0	0	355	18	6	74	17	3	349	13	2	61	32	6	344
D. more than two hours	5	2	100	0	0	0	0	0	0	365	2	50	25	25	0	353	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	3	14	15	68	3	14	1	5	350	44	8	75	15	2	349	47	3	68	24	4	346
B. good	47	2	10	12	57	6	29	1	5	347	44	5	65	30	1	347	41	1	62	31	5	344
C. fair	4	0	0	1	50	1	50	0	0	342	11	0	77	18	5	345	9	0	51	41	8	342
D. poor	0										1	0	0	67	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.	42	4	21	11	58	3	16	1	5	350	35	8	66	23	3	349	31	3	63	28	6	345
B. They match some of what I have learned.	44	1	5	14	70	5	25	0	0	348	43	3	72	24	0	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	4	0	0	2	100	0	0	0	0	345	14	4	86	11	0	348	14	1	53	39	7	342
D. There is no match.	9	0	0	1	25	2	50	1	25	340	8	6	38	38	19	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	3	50	1	17	2	33	341	19	5	62	26	8	346	18	1	50	38	11	342
B. about the same as my regular schoolwork	53	3	13	15	63	6	25	0	0	349	53	4	73	22	1	347	57	2	68	26	3	346
C. easier than my regular schoolwork	33	2	13	10	67	3	20	0	0	349	27	9	67	22	2	348	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.	4	0	0	1	50	1	50	0	0	344	11	5	41	50	5	343	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	38	1	6	10	59	5	29	1	6	346	41	2	72	23	2	346	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	58	4	15	17	65	4	15	1	4	350	48	8	75	15	2	349	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	39	3	18	11	65	2	12	1	6	350	22	16	70	12	2	351	22	3	67	25	4	346
B. 20 minutes to an hour	34	2	13	8	53	5	33	0	0	349	53	4	69	27	0	347	46	2	68	26	4	346
C. less than 20 minutes	14	0	0	3	50	2	33	1	17	342	17	0	71	24	6	345	18	1	56	36	8	343
D. I rarely read at home.	14	0	0	5	83	1	17	0	0	348	9	0	65	24	12	344	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	0	0	6	55	3	27	2	18	342	22	0	61	27	11	344	29	1	56	36	7	343
B. six to ten pages	27	0	0	9	75	3	25	0	0	347	21	2	71	26	0	346	21	2	62	31	5	344
C. eleven or more pages	49	5	23	13	59	4	18	0	0	352	57	9	72	19	0	350	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										60	0	0	100	0	339						
B.	100	0	0	0	0	1	100	0	0	340	20	0	0	100	0	340						
C.	0										20	0	100	0	0	346						
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:	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 *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	15	30	38	19	1985	14
	2007-2008	9	26	60	28	2277	17
	2008-2009	**11**	**24**	**48**	**24**	**2328**	**17**
	Cum. Total*	35	27	146	24	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	26	52	113	56	6990	51
	2007-2008	14	40	92	43	6764	50
	2008-2009	**26**	**58**	**113**	**56**	**7045**	**52**
	Cum. Total*	66	51	318	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	5	10	40	20	3673	27
	2007-2008	9	26	48	23	3504	26
	2008-2009	**6**	**13**	**35**	**17**	**3137**	**23**
	Cum. Total*	20	15	123	20	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	4	8	12	6	1193	9
	2007-2008	3	9	12	6	1044	8
	2008-2009	**2**	**4**	**6**	**3**	**997**	**7**
	Cum. Total*	9	7	30	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**	34.9	72.7	34.1	71.0	31.5	65.6
A. Number	**20**	**42**	14.1	70.5	13.6	68.0	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	**8**	**17**	6.5	81.3	6.1	76.3	5.5	68.8
D. Algebra	**12**	**25**	7.9	65.8	8.0	66.7	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 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	45	11	24	26	58	6	13	2	4	353	202	24	56	17	3	352	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	2										5	40	40	20	0	358	223	25	45	24	7	350
Hispanic	3										5	0	100	0	0	348	162	6	44	35	15	341
Caucasian/White	40	10	25	23	58	5	13	2	5	354	191	24	55	18	3	352	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	335	28	7	46	32	14	341	2204	6	36	36	22	338
No	40	11	28	24	60	4	10	1	3	356	174	26	57	15	1	354	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	44	11	25	25	57	6	14	2	5	354	201	24	56	17	3	352	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	12	0	0	6	50	4	33	2	17	341	67	15	51	30	4	348	5727	10	48	31	12	343
No	33	11	33	20	61	2	6	0	0	358	135	28	59	11	2	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	45	11	24	26	58	6	13	2	4	353	202	24	56	17	3	352	13501	17	52	23	7	348
Gender																						
Female	23	6	26	10	43	5	22	2	9	351	104	24	58	15	3	352	6568	16	52	24	8	348
Male	22	5	23	16	73	1	5	0	0	356	98	23	54	19	3	352	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										30	7	57	33	3	345	2300	4	43	39	14	340
No	45	11	24	26	58	6	13	2	4	353	172	27	56	15	3	353	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										3						155	73	26	1	0	368
No	44	11	25	25	57	6	14	2	5	353	199	23	56	18	3	352	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 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	2	0	0	1	100	0	0	0	0	346	2	0	75	25	0	347	5	9	38	32	21	340
B. less than one hour	84	9	24	20	54	6	16	2	5	353	78	25	57	16	2	353	80	19	54	22	5	349
C. one to two hours	9	1	25	3	75	0	0	0	0	357	18	26	51	17	6	352	13	16	51	24	9	347
D. more than two hours	5	1	50	1	50	0	0	0	0	357	2	25	50	25	0	352	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	4	33	7	58	1	8	0	0	359	34	35	50	13	1	357	40	25	51	17	7	351
B. good	57	7	28	15	60	1	4	2	8	353	50	22	58	16	4	351	45	14	56	24	6	348
C. fair	11	0	0	4	80	1	20	0	0	351	13	7	74	15	4	350	12	7	49	34	10	343
D. poor	5	0	0	0	0	2	100	0	0	335	3	0	17	83	0	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.	48	6	29	13	62	2	10	0	0	356	42	35	51	12	1	357	38	23	52	19	5	351
B. They match some of what I have learned.	34	2	13	10	67	2	13	1	7	353	42	15	65	18	2	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	9	3	75	1	25	0	0	0	0	367	11	27	55	18	0	353	12	10	45	33	12	343
D. There is no match.	9	0	0	2	50	1	25	1	25	336	6	0	36	45	18	335	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	2	50	1	25	1	25	338	12	0	67	25	8	343	17	8	45	34	13	342
B. about the same as my regular schoolwork	67	7	24	17	59	4	14	1	3	353	62	27	56	14	2	353	59	19	55	21	5	350
C. easier than my regular schoolwork	23	3	30	6	60	1	10	0	0	359	26	27	49	24	0	354	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	2	29	4	57	0	0	1	14	353	13	12	58	27	4	348	15	8	41	35	15	341
B. 30–45 minutes	26	2	18	7	64	2	18	0	0	352	31	20	63	17	0	351	29	16	54	23	6	348
C. 45–60 minutes	21	3	33	5	56	0	0	1	11	356	26	27	51	16	6	353	32	21	55	19	5	350
D. more than 60 minutes	37	4	25	8	50	4	25	0	0	352	30	33	51	14	2	355	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	1	50	0	0	1	50	0	0	351	3	20	40	40	0	346	6	6	33	39	23	337
B. two or three days a week	14	2	33	4	67	0	0	0	0	361	17	24	68	6	3	355	12	15	55	22	8	348
C. two or three times each month	51	6	27	12	55	4	18	0	0	355	31	29	55	16	0	354	26	20	56	19	5	350
D. never or almost never	30	2	15	8	62	1	8	2	15	349	49	20	53	21	5	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	7	39	8	44	2	11	1	6	355	41	26	50	18	6	351	37	14	51	27	9	346
B. two or three days a week	40	3	18	10	59	3	18	1	6	351	30	23	58	17	2	353	27	20	55	19	6	350
C. two or three times each month	14	0	0	6	100	0	0	0	0	353	18	23	66	11	0	354	19	22	53	19	6	350
D. never or almost never	5	1	50	1	50	0	0	0	0	368	11	24	52	24	0	353	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										60	0	33	67	0	341						
B.	100	0	0	1	100	0	0	0	0	356	20	0	100	0	0	356						
C.	0										20	0	100	0	0	356						
D.	0										0											

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