July 2006

## DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards, known as *Learning Results,* adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards 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. Student 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 design of the MEA is available at www.maine.gov/education/mea/index/htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

# School Report Grade 3

ID: 12571760
School: Holden School
District: MSAD 63
Date: March 2006

## Contents of the Report

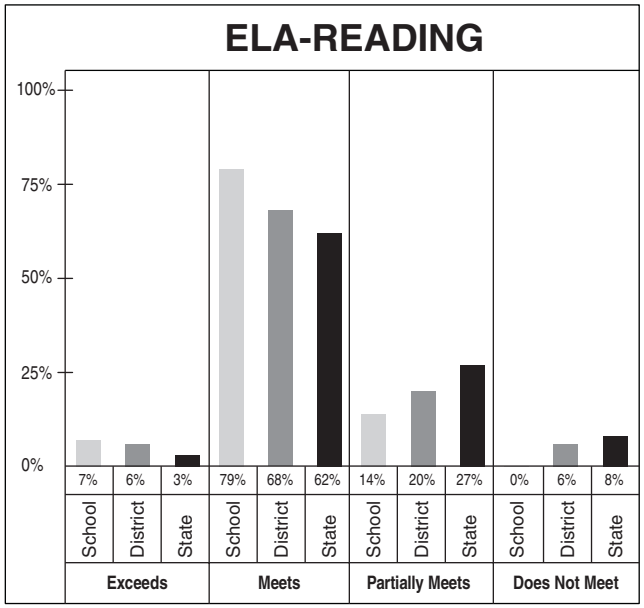
The report is divided into four main sections including a section describing the students tested and a separate section for the results in each content area.

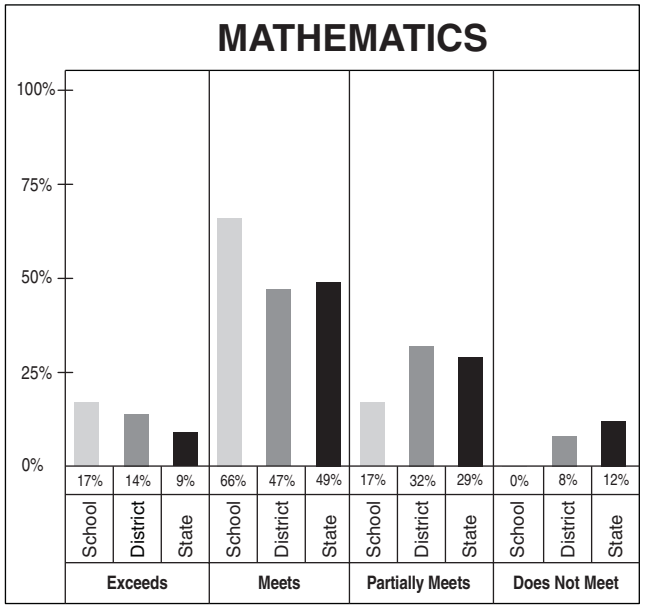
# SUMMARY OF SCORES

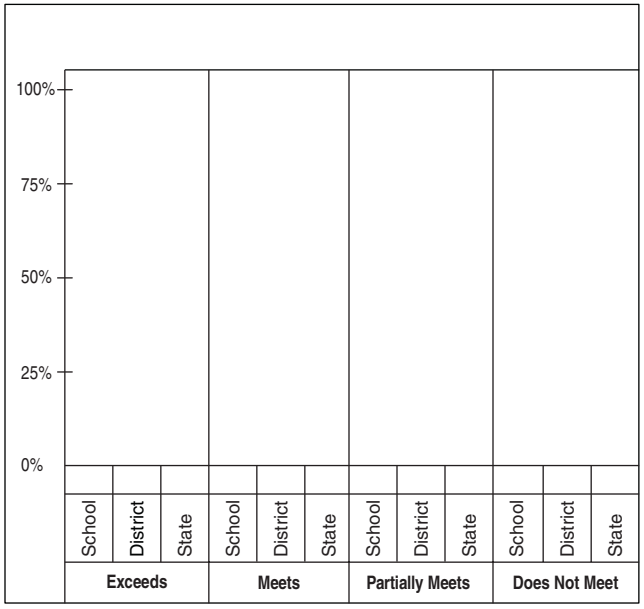
School: Holden School
District: MSAD 63
Grade: 3
Date: March 2006

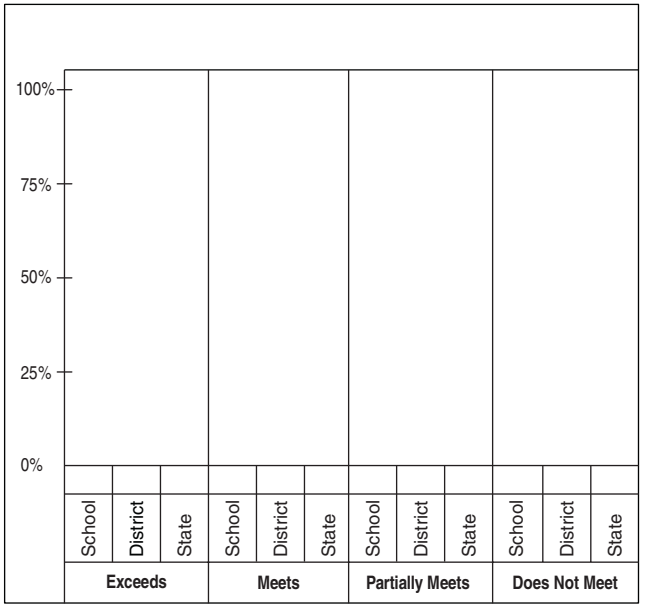
## Summary of District, School and State Scores

| Year | Average Scaled Score | | |
|---|---|---|---|
| | School | District | State |
| ELA-READING 2005–2006 | 349 | 346 | 345 |
| MATHEMATICS 2005–2006 | 352 | 346 | 344 | |
| | | | | |
| | | | | |



# SUMMARY OF STUDENT PARTICIPATION

**School:** Holden School
**District:** MSAD 63
**Grade:** 3
**Date:** March 2006

| CATEGORY OF PARTICIPATION | Enrollment[1] during testing window | | | | | | CONTENT AREA PARTICIPATION[2] | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | ELA-Reading | | | | | | Mathematics | | | | | | | | | | | |
| | School | | District | | State | | School | | District | | State | | School | | District | | State | | School | | District | | State | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| **Total number of students** | 29 | 100 | 67 | 100 | 14094 | 100 | 29 | 100 | 66 | 99 | 13930 | 99 | 29 | 100 | 66 | 99 | 13944 | 99 | | | | | | |
| **Ethnicity** African American/Black | 0 | 0 | 0 | 0 | 370 | 3 | 0 | | 0 | | 356 | 96 | 0 | | 0 | | 366 | 99 | | | | | | |
| American Indian/Native Alaskan | 0 | 0 | 0 | 0 | 113 | 1 | 0 | | 0 | | 110 | 97 | 0 | | 0 | | 110 | 97 | | | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 | 201 | 1 | 0 | | 0 | | 196 | 98 | 0 | | 0 | | 198 | 99 | | | | | | |
| Caucasian/White | 29 | 100 | 67 | 100 | 13229 | 94 | 29 | 100 | 66 | 99 | 13090 | 99 | 29 | 100 | 66 | 99 | 13091 | 99 | | | | | | |
| Hispanic | 0 | 0 | 0 | 0 | 169 | 1 | 0 | | 0 | | 166 | 98 | 0 | | 0 | | 167 | 99 | | | | | | |
| Not Reported | 0 | 0 | 0 | 0 | 12 | 0 | 0 | | 0 | | 12 | 100 | 0 | | 0 | | 12 | 100 | | | | | | |
| **Identified disability** | 2 | 7 | 12 | 18 | 2381 | 17 | 2 | 100 | 11 | 92 | 2306 | 97 | 2 | 100 | 11 | 92 | 2308 | 97 | | | | | | |
| **Current LEP** | 1 | 3 | 1 | 1 | 319 | 2 | 1 | 100 | 1 | 100 | 300 | 94 | 1 | 100 | 1 | 100 | 315 | 99 | | | | | | |
| **Economically disadvantaged** | 6 | 21 | 21 | 31 | 5366 | 38 | 6 | 100 | 20 | 95 | 5285 | 98 | 6 | 100 | 20 | 95 | 5296 | 99 | | | | | | |
| **Migrant** | 0 | 0 | 0 | 0 | 19 | 0 | 0 | | 0 | | 19 | 100 | 0 | | 0 | | 19 | 100 | | | | | | |

| MODE OF PARTICIPATION[3] | ELA-Reading | | | | | | Mathematics | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | | District | | State | | School | | District | | State | | School | | District | | State | | School | | District | | State | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| **Students who took the assessment without accommodations** | 26 | 90 | 56 | 85 | 11176 | 80 | 26 | 90 | 56 | 85 | 11195 | 80 | | | | | | | | | | | | |
| Identified disability (PET/IEP) | 0 | 0 | 2 | 4 | 613 | 5 | 0 | 0 | 2 | 4 | 631 | 6 | | | | | | | | | | | | |
| LEP | 1 | 4 | 1 | 2 | 156 | 1 | 1 | 4 | 1 | 2 | 151 | 1 | | | | | | | | | | | | |
| 504 plan | 0 | 0 | 0 | 0 | 99 | 1 | 0 | 0 | 0 | 0 | 103 | 1 | | | | | | | | | | | | |
| **Students who took the assessment with accommodations** | 3 | 10 | 10 | 15 | 2651 | 19 | 3 | 10 | 10 | 15 | 2671 | 19 | | | | | | | | | | | | |
| Identified disability (PET/IEP) | 2 | 67 | 9 | 90 | 1606 | 61 | 2 | 67 | 9 | 90 | 1610 | 60 | | | | | | | | | | | | |
| LEP | 0 | 0 | 0 | 0 | 134 | 5 | 0 | 0 | 0 | 0 | 157 | 6 | | | | | | | | | | | | |
| 504 plan | 1 | 33 | 1 | 10 | 32 | 1 | 1 | 33 | 1 | 10 | 28 | 1 | | | | | | | | | | | | |
| Other | 0 | 0 | 0 | 0 | 906 | 34 | 0 | 0 | 0 | 0 | 901 | 34 | | | | | | | | | | | | |
| **Students who would have participated through a PAAP if one had been available** | 0 | 0 | 0 | 0 | 103 | 1 | 0 | 0 | 0 | 0 | 78 | 1 | | | | | | | | | | | | |
| Identified disability (PET/IEP) | 0 | | 0 | | 87 | 84 | 0 | | 0 | | 67 | 86 | | | | | | | | | | | | |
| LEP | 0 | | 0 | | 10 | 10 | 0 | | 0 | | 7 | 9 | | | | | | | | | | | | |
| 504 plan | 0 | | 0 | | 0 | 0 | 0 | | 0 | | 0 | 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 who participated with each mode of participation.

# ELA-READING RESULTS

**School:** Holden School
**District:** MSAD 63
**Grade:** 3
**Date:** March 2006

| ACHIEVEMENT LEVEL DEFINITIONS | STUDENTS AT EACH ACHIEVEMENT LEVEL | | | | | |
|---|---|---|---|---|---|---|
| The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading. | | School | | District | | State |
| | | N | % | N | % | % |
| **Exceeds the Standards** - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 361-380) | **2005—2006** | 2 | 7 | 4 | 6 | 3 |
| **Meets the Standards** - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 341-360) | **2005—2006** | 23 | 79 | 45 | 68 | 62 |
| **Partially Meets the Standards -** The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 331-340) | **2005—2006** | 4 | 14 | 13 | 20 | 27 |
| **Does Not Meet the Standards** - The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300-330) | **2005—2006** | 0 | 0 | 4 | 6 | 8 |

| Learning Results Content Standard Cluster | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | School | | District | | State | |
| | N | % | N | % | N | % | N | % |
| **Total Reading Cluster** | **46** | **100** | 31.1 | 67.6 | 28.9 | 62.8 | 27.6 | 60.0 |
| **Literary Text** | **41** | **89** | 27.3 | 66.6 | 25.4 | 62.0 | 24.6 | 60.0 |
| **Informational Text** | **5** | **11** | 3.8 | 76.0 | 3.5 | 70.0 | 3.1 | 62.0 |

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at http://www.maine.gov/education/lsalt/gles.htm.

**Note: Caution should be excercised when interpreting scores that are based on less than 10 points.**

# ELA-READING RESULTS
## (CONTINUED)

**School:** Holden School
**District:** MSAD 63
**Grade:** 3
**Date:** March 2006

| Reporting Categories | School | | | | | State | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Partially Meets the Standards | % Does Not Meet the Standards | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Partially Meets the Standards | % Does Not Meet the Standards |
| **Gender** | | | | | | | | | | |
| Female | 48 | 349 | 79 | 21 | 0 | 48 | 346 | 71 | 23 | 6 |
| Male | 52 | 349 | 93 | 7 | 0 | 52 | 343 | 60 | 30 | 10 |
| **Ethnicity** | | | | | | | | | | |
| African American/Black | | | | | | 3 | 340 | 49 | 34 | 17 |
| American Indian/Native Alaskan | | | | | | 1 | 340 | 42 | 36 | 22 |
| Asian/Pacific Islander | | | | | | 1 | 345 | 65 | 26 | 9 |
| Caucasian/White | 100 | 349 | 86 | 14 | 0 | 94 | 345 | 66 | 26 | 8 |
| Hispanic | | | | | | 1 | 342 | 49 | 40 | 11 |
| Not Reported | | | | | | 0 | 342 | 42 | 50 | 8 |
| **Economically disadvantaged** | | | | | | | | | | |
| Yes | 21 | 343 | 67 | 33 | 0 | 38 | 342 | 52 | 35 | 13 |
| No | 79 | 351 | 91 | 9 | 0 | 62 | 346 | 73 | 22 | 6 |
| **Title 1A targeted program** | | | | | | | | | | |
| Yes | | | | | | 12 | 339 | 36 | 46 | 17 |
| No | 90 | 350 | 96 | 4 | 0 | 88 | 345 | 69 | 24 | 7 |
| **Migrant** | | | | | | | | | | |
| Yes | | | | | | 0 | 338 | 56 | 11 | 33 |
| No | 100 | 349 | 86 | 14 | 0 | 100 | 345 | 65 | 27 | 8 |
| **Gifted/talented program** | | | | | | | | | | |
| Yes | | | | | | 2 | 356 | 98 | 2 | 0 |
| No | 100 | 349 | 86 | 14 | 0 | 98 | 344 | 65 | 27 | 9 |
| **Identified disability** | | | | | | | | | | |
| Yes | | | | | | 16 | 338 | 32 | 44 | 25 |
| No | 93 | 350 | 89 | 11 | 0 | 84 | 346 | 71 | 23 | 5 |
| **Limited English proficient students** | | | | | | | | | | |
| Current LEP in first 10 months | | | | | | | | | | |
| Current LEP beyond first 10 months | | | | | | 2 | 337 | 30 | 42 | 28 |
| **How much homework do you do on school nights?** | | | | | | | | | | |
| A. None | | | | | | 5 | 340 | 45 | 34 | 22 |
| B. Less than one hour | 70 | 351 | 95 | 5 | 0 | 79 | 345 | 68 | 26 | 7 |
| C. One to two hours | 22 | 344 | 50 | 50 | 0 | 13 | 345 | 66 | 26 | 8 |
| D. More than two hours | | | | | | 3 | 338 | 33 | 41 | 26 |
| **Optional school/district question** | | | | | | | | | | |
| A. | | | | | | | | | | |
| B. | | | | | | | | | | |
| C. | | | | | | | | | | |
| D. | | | | | | | | | | |

| Questionnaire Items | Sch. | State | | | |
|---|---|---|---|---|---|
| | % Students in Each Category | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Does Not Meet the Standards |
| **Do the questions that you have just been given on this MEA test match what you have learned in school about reading?** | | | | | |
| A. Yes, the questions on the test match what I have learned in reading class. | 46 | 33 | 345 | 66 | 9 |
| B. Yes, they match some of what I have learned. | 31 | 42 | 346 | 71 | 6 |
| C. Yes, they match just a little of what I learned. | 12 | 17 | 343 | 60 | 9 |
| D. No, there is no match. | 12 | 9 | 341 | 49 | 17 |
| **Which of the following best describes how you rate yourself as a student in reading?** | | | | | |
| A. very good | 50 | 44 | 346 | 72 | 6 |
| B. good | 43 | 45 | 344 | 64 | 8 |
| C. fair | 0 | 9 | 341 | 47 | 13 |
| D. poor | 7 | 2 | 336 | 28 | 31 |
| **How hard was the reading part of this test?** | | | | | |
| A. harder than my regular schoolwork | 14 | 21 | 341 | 47 | 16 |
| B. about the same as my regular schoolwork | 57 | 55 | 346 | 72 | 5 |
| C. easier than my regular schoolwork | 29 | 24 | 345 | 66 | 8 |
| **How hard were the reading passages on this test?** | | | | | |
| A. Most of the passages were harder than what I normally read. | 7 | 19 | 339 | 36 | 19 |
| B. Most of the passages were about the same as what I normally read. | 64 | 48 | 345 | 70 | 6 |
| C. Most of the passages were easier than what I normally read. | 29 | 33 | 347 | 75 | 6 |
| **How much time do you spend reading at home each day?** | | | | | |
| A. more than one hour | 21 | 20 | 346 | 69 | 7 |
| B. 20 minutes to an hour | 48 | 46 | 346 | 71 | 6 |
| C. less than 20 minutes | 7 | 20 | 343 | 59 | 11 |
| D. I rarely read at home | 24 | 15 | 342 | 53 | 14 |
| **How many pages do you read in school and to complete homework assignments?** | | | | | |
| A. five or fewer pages | 41 | 29 | 343 | 57 | 11 |
| B. six to ten pages | 34 | 23 | 344 | 65 | 8 |
| C. eleven or more pages | 24 | 48 | 346 | 70 | 7 |

# MATHEMATICS RESULTS

**School:** Holden School
**District:** MSAD 63
**Grade:** 3
**Date:** March 2006

| ACHIEVEMENT LEVEL DEFINITIONS | STUDENTS AT EACH ACHIEVEMENT LEVEL | School | | District | | State |
|---|---|---|---|---|---|---|
| The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics. | | N | % | N | % | % |
| **Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 361-380) | **2005—2006** | 5 | 17 | 9 | 14 | 9 |
| **Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 341-360) | **2005—2006** | 19 | 66 | 31 | 47 | 49 |
| **Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 325-340) | **2005—2006** | 5 | 17 | 21 | 32 | 29 |
| **Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300-324) | **2005—2006** | 0 | 0 | 5 | 8 | 12 |

| Learning Results Content Standard Clusters | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | School | | District | | State | |
| | N | % | N | % | N | % | N | % |
| **Cluster 1: Numbers and Operations** | **15** | **31** | 10.1 | 67.3 | 9.0 | 60.0 | 8.4 | 56.0 |
| **Cluster 2: Shape and Size** | **14** | **29** | 11.3 | 80.7 | 10.6 | 75.7 | 10.4 | 74.3 |
| **Cluster 3: Mathematical Decision Making** | **6** | **13** | 4.7 | 78.3 | 4.1 | 68.3 | 3.9 | 65.0 |
| **Cluster 4: Patterns** | **13** | **27** | 9.4 | 72.3 | 8.0 | 61.5 | 8.0 | 61.5 |

**Cluster 1:** **Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics

**Cluster 2:** **Shape and Size**
E. Geometry
F. Measurement

**Cluster 3:** **Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
J. Mathematical Reasoning

**Cluster 4:** **Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at http://www.maine.gov/education/lsalt/gles.htm.

# MATHEMATICS RESULTS
## (CONTINUED)

**School:** Holden School
**District:** MSAD 63
**Grade:** 3
**Date:** March 2006

| Reporting Categories | School | | | | | State | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Partially Meets the Standards | % Does Not Meet the Standards | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Partially Meets the Standards | % Does Not Meet the Standards |
| **Gender** | | | | | | | | | | |
| Female | 48 | 350 | 79 | 21 | 0 | 48 | 343 | 57 | 30 | 13 |
| Male | 52 | 354 | 87 | 13 | 0 | 52 | 345 | 61 | 29 | 11 |
| **Ethnicity** | | | | | | | | | | |
| African American/Black | | | | | | 3 | 336 | 40 | 35 | 25 |
| American Indian/Native Alaskan | | | | | | 1 | 339 | 46 | 33 | 21 |
| Asian/Pacific Islander | | | | | | 1 | 346 | 64 | 25 | 11 |
| Caucasian/White | 100 | 352 | 83 | 17 | 0 | 94 | 344 | 59 | 29 | 11 |
| Hispanic | | | | | | 1 | 339 | 45 | 35 | 20 |
| Not Reported | | | | | | 0 | 343 | 58 | 25 | 17 |
| **Economically disadvantaged** | | | | | | | | | | |
| Yes | 21 | 344 | 67 | 33 | 0 | 38 | 340 | 47 | 36 | 17 |
| No | 79 | 354 | 87 | 13 | 0 | 62 | 346 | 66 | 26 | 9 |
| **Title 1A targeted program** | | | | | | | | | | |
| Yes | | | | | | 12 | 336 | 34 | 43 | 23 |
| No | 90 | 353 | 88 | 12 | 0 | 88 | 345 | 62 | 28 | 10 |
| **Migrant** | | | | | | | | | | |
| Yes | | | | | | 0 | 337 | 33 | 39 | 28 |
| No | 100 | 352 | 83 | 17 | 0 | 100 | 344 | 59 | 29 | 12 |
| **Gifted/talented program** | | | | | | | | | | |
| Yes | | | | | | 2 | 361 | 98 | 1 | 0 |
| No | 100 | 352 | 83 | 17 | 0 | 98 | 344 | 58 | 30 | 12 |
| **Identified disability** | | | | | | | | | | |
| Yes | | | | | | 16 | 336 | 35 | 37 | 28 |
| No | 93 | 352 | 85 | 15 | 0 | 84 | 346 | 63 | 28 | 9 |
| **Limited English proficient students** | | | | | | | | | | |
| Current LEP in first 10 months | | | | | | 0 | 317 | 20 | 10 | 70 |
| Current LEP beyond first 10 months | | | | | | 2 | 334 | 35 | 34 | 32 |
| **How much homework do you do on school nights?** | | | | | | | | | | |
| A. None | | | | | | 5 | 338 | 43 | 33 | 25 |
| B. Less than one hour | 70 | 353 | 84 | 16 | 0 | 79 | 345 | 61 | 29 | 10 |
| C. One to two hours | 22 | 349 | 67 | 33 | 0 | 13 | 344 | 60 | 28 | 12 |
| D. More than two hours | | | | | | 3 | 332 | 27 | 35 | 39 |
| **Optional school/district question** | | | | | | | | | | |
| A. | | | | | | | | | | |
| B. | | | | | | | | | | |
| C. | | | | | | | | | | |
| D. | | | | | | | | | | |

| Questionnaire Items | Sch. | State | | | |
|---|---|---|---|---|---|
| | % Students in Each Category | % Students in Each Category | Scaled Score | % Exceeds or Meets the Standards | % Does Not Meet the Standards |
| **Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?** | | | | | |
| A. Yes, the questions on the test match what I have learned in mathematics class. | 68 | 40 | 346 | 66 | 9 |
| B. Yes, they match some of what I have learned. | 29 | 40 | 345 | 60 | 9 |
| C. Yes, they match just a little of what I have learned. | 4 | 14 | 340 | 46 | 17 |
| D. No, there is no match. | 0 | 6 | 336 | 37 | 26 |
| **Which of the following best describes how you rate yourself as a student in mathematics?** | | | | | |
| A. very good | 39 | 40 | 347 | 66 | 10 |
| B. good | 39 | 45 | 344 | 59 | 10 |
| C. fair | 14 | 12 | 339 | 42 | 17 |
| D. poor | 7 | 2 | 333 | 25 | 30 |
| **How hard was the mathematics part of this test?** | | | | | |
| A. harder than my regular schoolwork | 7 | 16 | 337 | 37 | 23 |
| B. about the same as my regular schoolwork | 66 | 56 | 346 | 63 | 8 |
| C. easier than my regular schoolwork | 28 | 28 | 346 | 63 | 11 |
| **How often do you use hands-on materials in mathematics class?** | | | | | |
| A. almost every day | 33 | 31 | 341 | 50 | 16 |
| B. two or three days a week | 41 | 33 | 346 | 65 | 9 |
| C. two or three times each month | 22 | 27 | 346 | 65 | 9 |
| D. never | 4 | 9 | 341 | 50 | 19 |
| **How often do you use calculators in mathematics class?** | | | | | |
| A. almost every day | 7 | 7 | 334 | 28 | 29 |
| B. two or three days a week | 29 | 18 | 342 | 52 | 13 |
| C. two or three times each month | 61 | 50 | 347 | 67 | 7 |
| D. never | 4 | 25 | 343 | 56 | 14 |
| **On average, how many minutes a day do you spend working on mathematics in class?** | | | | | |
| A. less than 30 minutes | 0 | 16 | 339 | 44 | 19 |
| B. 30-45 minutes | 14 | 32 | 345 | 61 | 10 |
| C. 45-60 minutes | 29 | 32 | 346 | 64 | 9 |
| D. more than 60 minutes | 57 | 21 | 344 | 60 | 12 |