June 2008

DEPARTMENT OF EDUCATION
2007–2008 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. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 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. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. 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
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 3

Test Date:	March 2008
Code:	11341358
SAU:	Portland Public Schools
School:	Howard C Reiche Community Sch

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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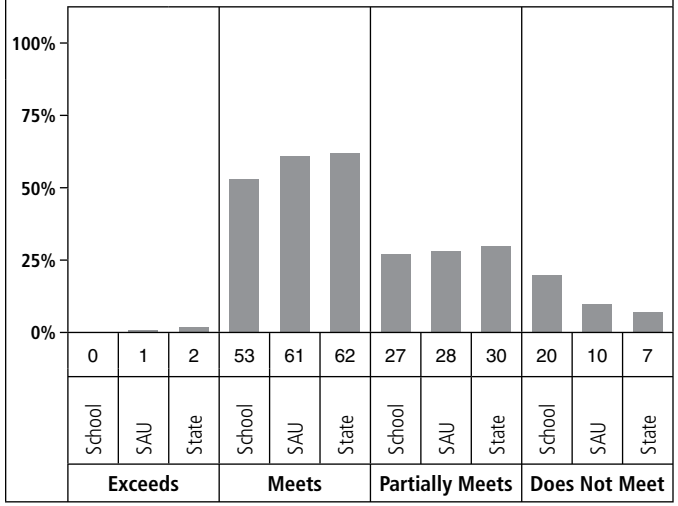
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	3
SAU:	Portland Public Schools
School:	Howard C Reiche Community Sch

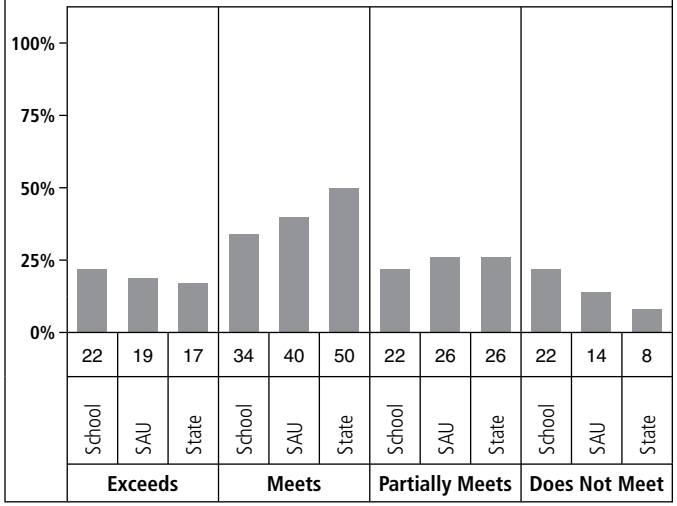
Summary of School, SAU, and State Scores

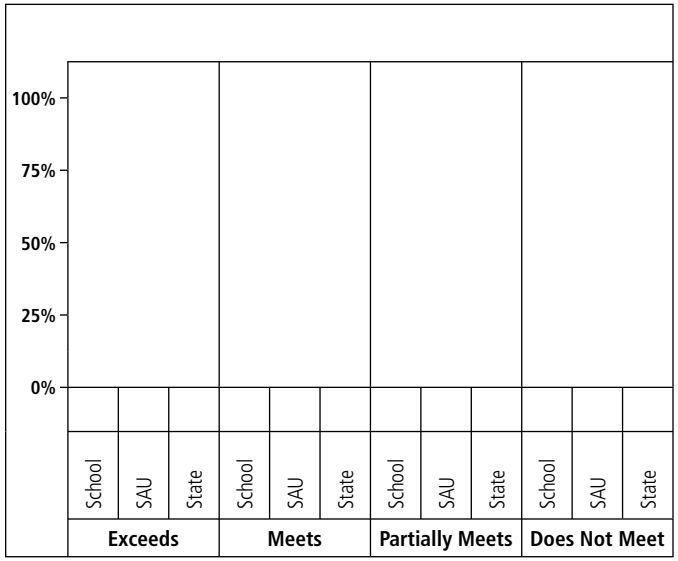
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	338	344	345
2006–2007	343	344	345
2007–2008	**340**	**344**	**344**
Cum. Avg.*	340	344	345
Mathematics			
2005–2006	336	341	344
2006–2007	343	344	347
2007–2008	**344**	**346**	**347**
Cum. Avg.*	341	344	346

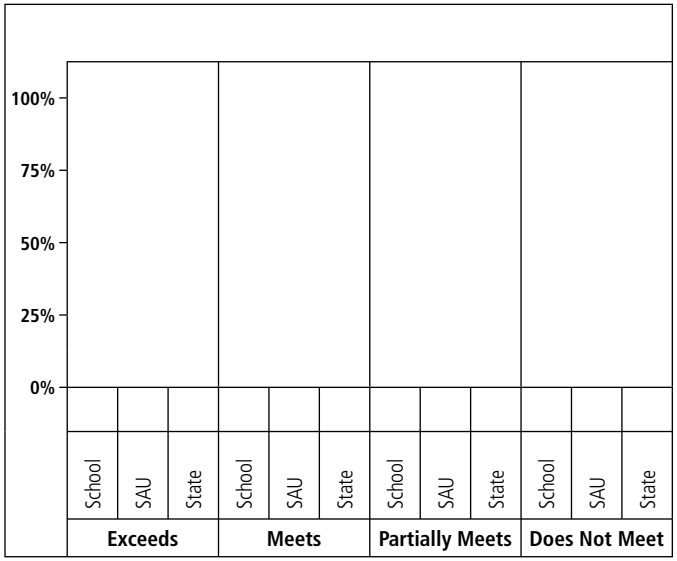
ELA – READING



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 2008
Grade: 3
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	53	100	498	100	13803	100	50	94	488	98	13714	99	50	94	488	98	13710	99												
Ethnicity African American/Black	22	42	88	18	399	3	20	91	84	95	391	98	20	91	83	94	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	3	6	41	8	210	2	3	100	40	98	205	98	3	100	40	98	206	98												
Hispanic	5	9	26	5	162	1	5	100	24	92	158	98	5	100	25	96	159	98												
Caucasian/White	23	43	343	69	12916	94	22	96	340	99	12846	100	22	96	340	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	19	95	19	2358	17	10	100	93	98	2333	99	9	90	92	97	2329	99												
Current LEP	24	45	106	21	371	3	22	92	101	95	357	96	23	96	102	96	361	98												
Economically disadvantaged	45	85	236	47	5584	40	42	93	228	97	5535	99	42	93	228	97	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION[3]	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	%
Participation without accommodations	10	19	331	66	10650	77	10	19	332	67	10678	77												
Identified disability (PET/IEP)	0	0	18	5	475	4	0	0	19	6	479	4												
LEP	0	0	35	11	151	1	0	0	34	10	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	39	74	150	30	2936	21	40	75	152	31	2911	21												
Identified disability (PET/IEP)	10	26	71	47	1735	59	9	23	69	45	1729	59												
LEP	21	54	62	41	197	7	23	58	67	44	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	11	28	24	16	986	34	11	28	23	15	958	33												
Participation through alternate assessment (PAAP)	0	0	4	1	123	1	0	0	4	1	121	1												
Identified disability (PET/IEP)	0	0	4	100	123	100	0	0	4	100	121	100												
LEP	0	0	1	25	4	3	0	0	1	25	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	1	2	3	1	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	3	6	10	2	80	1	3	6	10	2	81	1												

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 2008
Grade:	3
SAU:	Portland Public Schools
School:	Howard C Reiche Community Sch

ACHIEVEMENT LEVEL DEFINITIONS

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.

		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 361–380)	2005-2006	0	0	22	4	352	3
	2006-2007	3	6	21	4	332	2
	2007-2008	**0**	**0**	**6**	**1**	**227**	**2**
	Cum. Total*	3	2	49	3	911	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 341–360)	2005-2006	21	39	283	57	8641	62
	2006-2007	23	48	302	59	8691	63
	2007-2008	**26**	**53**	**293**	**61**	**8403**	**62**
	Cum. Total*	70	46	878	59	25735	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	19	35	126	25	3671	27
	2006-2007	13	27	110	22	3781	27
	2007-2008	**13**	**27**	**136**	**28**	**4018**	**30**
	Cum. Total*	45	30	372	25	11470	28
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	14	26	66	13	1163	8
	2006-2007	9	19	75	15	1021	7
	2007-2008	**10**	**20**	**46**	**10**	**938**	**7**
	Cum. Total*	33	22	187	13	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**46**	**100**	24.3	52.8	27.3	59.3	27.6	60.0
Literary Text	**23**	**50**	12.1	52.6	14.0	60.9	14.1	61.3
Informational Text	**23**	**50**	12.3	53.5	13.3	57.8	13.5	58.7

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 texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 3
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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	49	0	0	26	53	13	27	10	20	340	481	1	61	28	10	344	13586	2	62	30	7	344
Ethnicity																						
African American/Black	19	0	0	6	32	6	32	7	37	333	81	0	32	41	27	336	384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	3										39	0	41	46	13	340	203	1	60	31	8	344
Hispanic	5	0	0	2	40	3	60	0	0	340	24	0	46	42	13	341	158	1	52	36	11	342
Caucasian/White	22	0	0	17	77	2	9	3	14	346	337	2	71	22	5	346	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	1	10	7	70	325	89	0	35	42	24	337	2210	0	32	48	20	338
No	39	0	0	24	62	12	31	3	8	344	392	2	67	25	6	345	11376	2	68	26	4	346
Current LEP																						
Yes	21	0	0	6	29	10	48	5	24	336	97	0	27	47	26	336	348	1	36	45	19	339
No	28	0	0	20	71	3	11	5	18	343	384	2	70	23	5	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	41	0	0	20	49	11	27	10	24	338	222	0	42	41	18	339	5450	1	49	39	11	341
No	8	0	0	6	75	2	25	0	0	350	259	2	77	18	3	348	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	49	0	0	26	53	13	27	10	20	340	481	1	61	28	10	344	13581	2	62	30	7	344
Gender																						
Female	26	0	0	14	54	8	31	4	15	340	250	2	63	26	9	344	6567	3	65	27	5	345
Male	23	0	0	12	52	5	22	6	26	340	231	0	59	31	10	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	49	0	0	26	53	13	27	10	20	340	211	0	41	40	19	339	2004	0	37	49	14	339
No	0										270	2	77	19	2	347	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	49	0	0	26	53	13	27	10	20	340	481	1	61	28	10	344	13461	2	62	30	7	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 2008
Grade: 3
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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	7	0	0	1	33	1	33	1	33	335	3	0	27	53	20	335	6	0	43	39	18	340
B. less than one hour	52	0	0	13	57	6	26	4	17	342	73	1	63	28	8	344	79	2	65	28	5	345
C. one to two hours	39	0	0	11	65	6	35	0	0	345	21	1	67	26	6	345	12	2	60	31	7	344
D. more than two hours	2	0	0	1	100	0	0	0	0	352	3	0	42	25	33	338	3	0	32	44	24	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.	61	0	0	17	63	7	26	3	11	343	30	2	62	27	9	345	29	3	62	28	7	345
B. They match some of what I have learned.	34	0	0	8	53	5	33	2	13	343	47	1	70	25	4	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	2	0	0	0	0	1	100	0	0	340	15	0	54	39	7	342	15	1	56	34	9	343
D. There is no match.	2	0	0	1	100	0	0	0	0	352	8	0	30	30	41	334	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	61	0	0	19	70	4	15	4	15	344	43	2	65	23	11	345	42	3	67	24	6	346
B. good	30	0	0	5	38	7	54	1	8	341	47	1	64	30	5	345	46	1	62	32	5	344
C. fair	9	0	0	2	50	2	50	0	0	340	8	0	43	46	11	340	10	0	48	42	10	341
D. poor	0										3	0	33	25	42	331	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	35	0	0	7	47	4	27	4	27	339	22	1	46	32	21	340	22	1	48	38	12	341
B. about the same as my regular schoolwork	49	0	0	14	67	7	33	0	0	345	59	1	67	27	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	16	0	0	4	57	2	29	1	14	344	19	2	66	26	6	346	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	34	0	0	6	40	7	47	2	13	339	19	0	28	45	26	336	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	34	0	0	10	67	4	27	1	7	346	52	1	68	26	5	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	32	0	0	10	71	2	14	2	14	344	29	3	74	20	3	349	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	39	0	0	12	71	3	18	2	12	344	25	2	64	29	6	346	19	3	65	27	6	346
B. 20 minutes to an hour	27	0	0	8	67	2	17	2	17	344	47	2	71	22	5	346	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	3	60	2	40	0	0	345	16	0	49	36	14	340	19	1	56	35	8	343
D. I rarely read at home.	23	0	0	3	30	6	60	1	10	339	12	0	39	39	22	338	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	17	0	0	3	43	2	29	2	29	338	19	1	46	37	17	341	28	1	56	33	9	343
B. six to ten pages	12	0	0	0	0	4	80	1	20	333	21	1	60	28	10	342	23	1	63	29	7	344
C. eleven or more pages	71	0	0	23	77	6	20	1	3	347	60	1	68	25	5	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	326	48	0	42	27	31	339						
B.	0										24	0	46	46	8	341						
C.	0										11	0	67	17	17	340						
D.	0										17	0	44	22	33	334						

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 2008
Grade:	3
SAU:	Portland Public Schools
School:	Howard C Reiche Community Sch

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 361–380)	2005-2006	3	5	46	9	1295	9
	2006-2007	6	12	77	15	1985	14
	2007-2008	**11**	**22**	**94**	**19**	**2277**	**17**
	Cum. Total*	20	13	217	14	5557	13
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	18	32	208	41	6852	49
	2006-2007	21	42	209	41	6990	51
	2007-2008	**17**	**34**	**195**	**40**	**6764**	**50**
	Cum. Total*	56	36	612	41	20606	50
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	21	37	161	32	4081	29
	2006-2007	12	24	143	28	3673	27
	2007-2008	**11**	**22**	**127**	**26**	**3504**	**26**
	Cum. Total*	44	28	431	29	11258	27
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	15	26	87	17	1638	12
	2006-2007	11	22	83	16	1193	9
	2007-2008	**11**	**22**	**68**	**14**	**1044**	**8**
	Cum. Total*	37	24	238	16	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	8.5	56.7	8.6	57.3	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	9.1	65.0	9.8	70.0	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.3	66.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	8.2	58.6	8.7	62.1	9.0	64.3

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

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

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

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 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 3
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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	50	11	22	17	34	11	22	11	22	344	484	19	40	26	14	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	20	2	10	4	20	7	35	7	35	335	83	5	24	34	37	332	390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	3										39	8	26	44	23	337	204	18	48	25	9	347
Hispanic	5	0	0	3	60	2	40	0	0	344	25	4	44	32	20	338	159	6	50	31	13	342
Caucasian/White	22	8	36	10	45	0	0	4	18	351	337	26	46	22	7	350	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	0	0	6	67	326	88	6	32	35	27	335	2208	6	35	37	21	338
No	41	11	27	14	34	11	27	5	12	348	396	22	42	24	11	348	11381	19	53	24	5	349
Current LEP																						
Yes	23	2	9	4	17	11	48	6	26	335	101	5	19	43	34	331	357	8	29	37	26	336
No	27	9	33	13	48	0	0	5	19	351	383	23	46	22	9	349	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	42	8	19	13	31	10	24	11	26	341	225	6	34	35	25	336	5452	9	45	33	12	343
No	8	3	38	4	50	1	13	0	0	360	259	31	46	19	4	353	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	50	11	22	17	34	11	22	11	22	344	484	19	40	26	14	346	13584	17	50	26	8	347
Gender																						
Female	26	4	15	10	38	7	27	5	19	343	250	18	38	30	15	344	6565	15	49	27	8	347
Male	24	7	29	7	29	4	17	6	25	345	234	21	43	22	13	347	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	11	22	17	34	11	22	11	22	344	214	9	30	34	27	337	2004	5	39	41	15	339
No	0										270	27	49	20	4	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	50	11	22	17	34	11	22	11	22	344	484	19	40	26	14	346	13464	16	50	26	8	347

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 2008
Grade: 3
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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	7	0	0	1	33	0	0	2	67	327	3	0	33	33	33	332	6	9	40	33	18	340
B. less than one hour	52	8	35	7	30	5	22	3	13	349	73	22	41	25	12	347	79	18	52	24	6	348
C. one to two hours	39	2	12	9	53	5	29	1	6	347	21	17	46	27	9	346	12	16	48	27	8	347
D. more than two hours	2	1	100	0	0	0	0	0	0	374	3	8	17	42	33	333	3	7	26	37	29	335
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.	45	5	25	7	35	4	20	4	20	345	33	25	42	21	12	348	37	22	50	22	6	350
B. They match some of what I have learned.	48	6	29	9	43	5	24	1	5	352	53	22	43	25	10	348	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	0	0	1	33	1	33	1	33	333	10	0	33	49	18	336	12	9	44	36	11	342
D. There is no match.	0										4	0	15	40	45	329	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	8	40	7	35	3	15	2	10	352	36	29	39	19	13	349	39	25	48	20	7	350
B. good	49	3	14	9	43	7	33	2	10	346	49	17	44	32	6	347	46	14	52	27	7	347
C. fair	2	0	0	1	100	0	0	0	0	342	11	10	38	31	21	340	12	8	49	35	9	343
D. poor	2	0	0	0	0	0	0	1	100	320	4	0	12	18	71	318	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	5	38	7	54	1	8	341	21	4	36	29	32	335	17	7	41	35	17	340
B. about the same as my regular schoolwork	39	4	24	9	53	2	12	2	12	351	60	23	42	28	7	349	59	18	53	24	5	349
C. easier than my regular schoolwork	32	7	50	3	21	1	7	3	21	350	19	28	42	19	11	348	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	0	0	7	54	3	23	3	23	340	30	11	37	27	25	339	32	13	47	30	10	345
B. two or three days a week	55	7	30	9	39	5	22	2	9	349	34	28	39	26	8	350	30	20	52	23	5	349
C. two or three times each month	12	4	80	0	0	1	20	0	0	364	20	23	48	21	7	349	19	20	53	21	6	350
D. never or almost never	2	0	0	1	100	0	0	0	0	360	16	16	42	33	8	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	1	33	1	33	1	33	338	6	7	15	56	22	334	7	5	34	40	20	338
B. two or three days a week	20	0	0	5	56	2	22	2	22	342	10	9	46	26	20	342	18	15	50	27	8	346
C. two or three times each month	66	9	31	11	38	6	21	3	10	349	28	27	43	25	5	350	28	21	53	21	4	350
D. never or almost never	7	2	67	0	0	1	33	0	0	358	57	19	42	24	15	346	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	1	33	0	0	2	67	323	13	8	28	41	23	337	16	8	42	36	13	342
B. 30–45 minutes	9	1	25	1	25	0	0	2	50	331	28	12	36	34	18	341	30	14	53	26	7	347
C. 45–60 minutes	34	7	47	4	27	3	20	1	7	357	36	28	48	16	8	352	32	22	51	22	5	350
D. more than 60 minutes	50	3	14	11	50	7	32	1	5	347	23	24	43	24	9	349	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	316	48	12	31	27	31	338						
B.	0										24	0	46	38	15	340						
C.	0										11	0	17	67	17	332						
D.	0										17	0	44	22	33	332						

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