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:	12111540
SAU:	MSAD 17
School:	Guy E Rowe 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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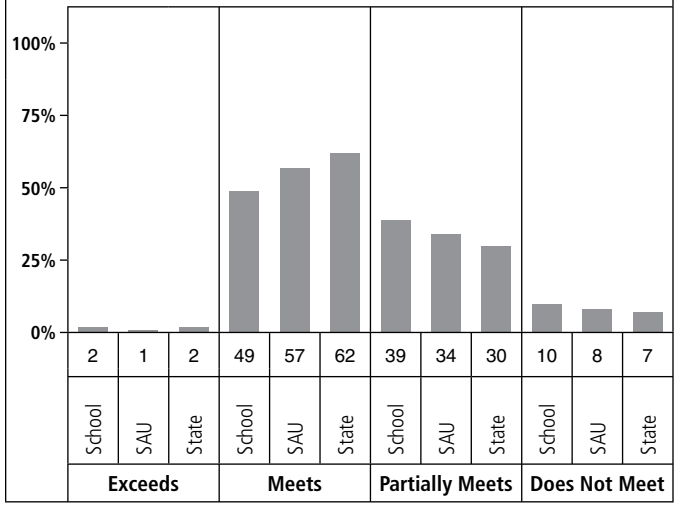
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	3
SAU:	MSAD 17
School:	Guy E Rowe School

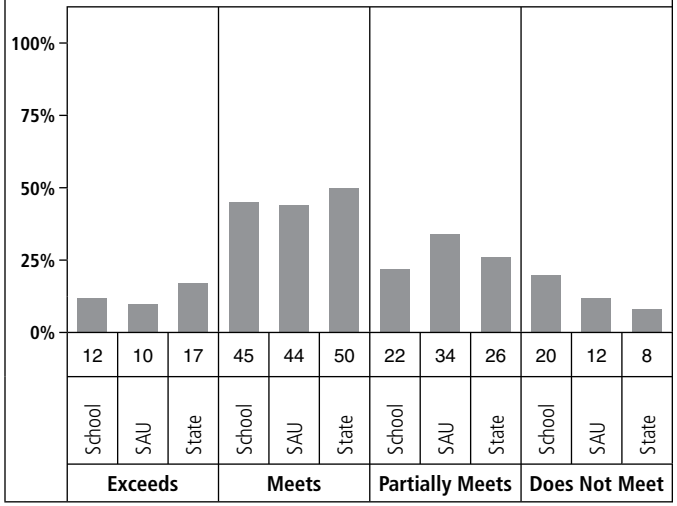
Summary of School, SAU, and State Scores

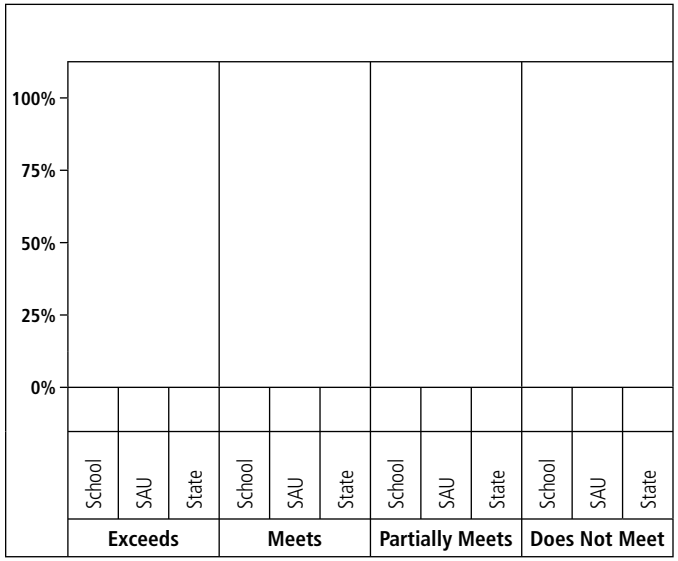
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	343	343	345
2006–2007	344	343	345
2007–2008	**342**	**343**	**344**
Cum. Avg.*	343	343	345
Mathematics			
2005–2006	336	336	344
2006–2007	345	342	347
2007–2008	**342**	**343**	**347**
Cum. Avg.*	341	340	346

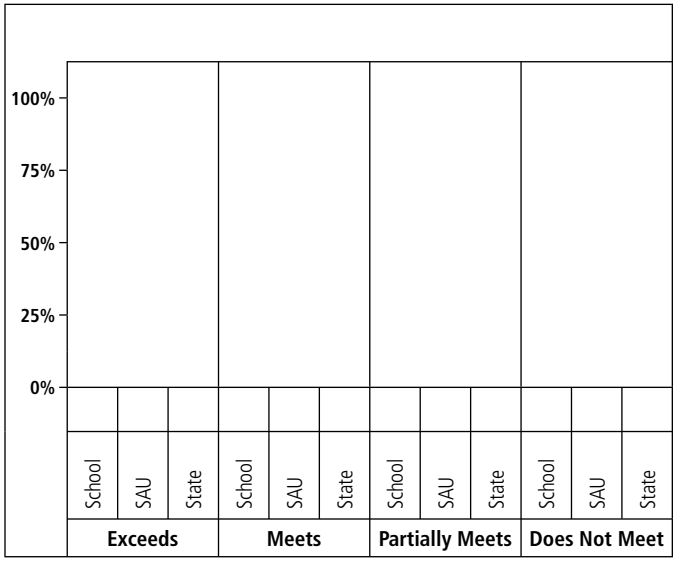
ELA – READING



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: MSAD 17
School: Guy E Rowe 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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	239	100	13803	100	51	100	238	100	13714	99	51	100	237	99	13710	99												
Ethnicity African American/Black	2	4	6	3	399	3	2	100	6	100	391	98	2	100	6	100	392	98												
American Indian or Native Alaskan	1	2	2	1	116	1	1	100	2	100	114	99	1	100	2	100	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	3	1	162	1	0	0	3	100	158	98	0	0	3	100	159	98												
Caucasian/White	48	94	228	95	12916	94	48	100	227	100	12846	100	48	100	226	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	6	12	39	16	2358	17	6	100	38	97	2333	99	6	100	38	97	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	29	57	137	57	5584	40	29	100	137	100	5535	99	29	100	136	99	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	41	80	144	60	10650	77	39	76	144	60	10678	77												
Identified disability (PET/IEP)	2	5	2	1	475	4	2	5	3	2	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	2	1	83	1	0	0	2	1	85	1												
Participation with accommodations	8	16	89	37	2936	21	10	20	88	37	2911	21												
Identified disability (PET/IEP)	2	25	31	35	1735	59	2	20	30	34	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	1	1	49	2	0	0	1	1	47	2												
Other	6	75	57	64	986	34	8	80	57	65	958	33												
Participation through alternate assessment (PAAP)	2	4	5	2	123	1	2	4	5	2	121	1												
Identified disability (PET/IEP)	2	100	5	100	123	100	2	100	5	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	1	0	80	1	0	0	2	1	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:	MSAD 17
School:	Guy E Rowe School

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	1	2	5	2	352	3
	2006-2007	0	0	2	1	332	2
	2007-2008	**1**	**2**	**2**	**1**	**227**	**2**
	Cum. Total*	2	1	9	1	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	29	51	129	54	8641	62
	2006-2007	32	62	164	56	8691	63
	2007-2008	**24**	**49**	**133**	**57**	**8403**	**62**
	Cum. Total*	85	54	426	56	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	24	42	76	32	3671	27
	2006-2007	17	33	99	34	3781	27
	2007-2008	**19**	**39**	**79**	**34**	**4018**	**30**
	Cum. Total*	60	38	254	33	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	3	5	29	12	1163	8
	2006-2007	3	6	29	10	1021	7
	2007-2008	**5**	**10**	**19**	**8**	**938**	**7**
	Cum. Total*	11	7	77	10	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**	25.4	55.2	26.5	57.6	27.6	60.0
Literary Text	**23**	**50**	12.5	54.3	13.2	57.4	14.1	61.3
Informational Text	**23**	**50**	12.9	56.1	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: MSAD 17
School: Guy E Rowe 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	49	1	2	24	49	19	39	5	10	342	233	1	57	34	8	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										6	0	100	0	0	345	384	1	42	39	18	339
American Indian or Native Alaskan	1										2						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										3						158	1	52	36	11	342
Caucasian/White	46	1	2	21	46	19	41	5	11	342	222	1	56	35	9	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										33	0	30	42	27	336	2210	0	32	48	20	338
No	45	1	2	22	49	18	40	4	9	343	200	1	62	33	5	344	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	49	1	2	24	49	19	39	5	10	342	233	1	57	34	8	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	27	1	4	9	33	13	48	4	15	340	133	1	47	41	11	341	5450	1	49	39	11	341
No	22	0	0	15	68	6	27	1	5	345	100	1	70	25	4	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	49	1	2	24	49	19	39	5	10	342	233	1	57	34	8	343	13581	2	62	30	7	344
Gender																						
Female	26	1	4	13	50	9	35	3	12	343	109	2	59	28	11	343	6567	3	65	27	5	345
Male	23	0	0	11	48	10	43	2	9	341	124	0	56	39	6	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	0	37	49	14	339
No	49	1	2	24	49	19	39	5	10	342	233	1	57	34	8	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	3										14	7	93	0	0	355	125	11	87	2	0	355
No	46	1	2	21	46	19	41	5	11	341	219	0	55	36	9	342	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: MSAD 17
School: Guy E Rowe 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	334	7	0	31	50	19	337	6	0	43	39	18	340
B. less than one hour	90	1	2	23	53	14	33	5	12	343	75	1	61	31	6	344	79	2	65	28	5	345
C. one to two hours	8	0	0	0	0	4	100	0	0	337	14	0	56	34	9	343	12	2	60	31	7	344
D. more than two hours	0										4	0	22	56	22	336	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.	29	0	0	7	50	5	36	2	14	341	24	2	61	25	13	344	29	3	62	28	7	345
B. They match some of what I have learned.	42	1	5	7	35	11	55	1	5	343	45	1	55	39	5	343	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	5	63	2	25	1	13	340	16	0	57	35	8	342	15	1	56	34	9	343
D. There is no match.	13	0	0	4	67	1	17	1	17	343	14	0	55	33	12	341	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	54	1	4	13	50	10	38	2	8	343	47	2	62	27	9	344	42	3	67	24	6	346
B. good	40	0	0	9	47	7	37	3	16	341	43	0	56	37	7	343	46	1	62	32	5	344
C. fair	4	0	0	1	50	1	50	0	0	344	7	0	40	53	7	339	10	0	48	42	10	341
D. poor	2	0	0	0	0	1	100	0	0	338	3	0	29	57	14	340	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	0	0	1	10	5	50	4	40	333	29	2	44	44	11	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	55	0	0	15	58	10	38	1	4	344	50	0	60	33	7	344	57	2	68	26	4	346
C. easier than my regular schoolwork	23	0	0	7	64	4	36	0	0	344	21	0	67	24	8	344	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.	21	0	0	2	20	4	40	4	40	333	19	0	51	35	14	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	49	0	0	13	57	9	39	1	4	344	50	1	59	35	5	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	30	0	0	8	57	6	43	0	0	344	30	0	60	31	9	343	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	35	0	0	9	53	7	41	1	6	342	24	0	69	26	6	344	19	3	65	27	6	346
B. 20 minutes to an hour	52	0	0	14	56	9	36	2	8	343	53	1	64	31	5	344	47	2	68	25	5	346
C. less than 20 minutes	6	0	0	0	0	2	67	1	33	336	14	0	35	45	19	338	19	1	56	35	8	343
D. I rarely read at home.	6	0	0	1	33	1	33	1	33	335	10	0	26	57	17	339	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	4	36	4	36	3	27	338	23	0	50	38	12	341	28	1	56	33	9	343
B. six to ten pages	15	0	0	4	57	2	29	1	14	343	16	0	57	30	14	343	23	1	63	29	7	344
C. eleven or more pages	62	0	0	15	52	13	45	1	3	343	61	1	59	34	6	344	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	346	50	0	33	33	33	336						
B.	0										17	0	0	100	0	332						
C.	50	0	0	0	0	0	0	1	100	330	33	0	0	0	100	330						
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 2008
Grade:	3
SAU:	MSAD 17
School:	Guy E Rowe School

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	1	2	6	3	1295	9
	2006-2007	7	13	22	7	1985	14
	2007-2008	**6**	**12**	**24**	**10**	**2277**	**17**
	Cum. Total*	14	9	52	7	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	15	26	69	29	6852	49
	2006-2007	29	56	136	46	6990	51
	2007-2008	**22**	**45**	**102**	**44**	**6764**	**50**
	Cum. Total*	66	42	307	40	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	28	49	109	46	4081	29
	2006-2007	10	19	97	33	3673	27
	2007-2008	**11**	**22**	**79**	**34**	**3504**	**26**
	Cum. Total*	49	31	285	37	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	13	23	55	23	1638	12
	2006-2007	6	12	40	14	1193	9
	2007-2008	**10**	**20**	**27**	**12**	**1044**	**8**
	Cum. Total*	29	18	122	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**	8.0	53.3	8.1	54.0	9.2	61.3
Cluster 2: Shape and Size	**14**	**29**	9.3	66.4	9.6	68.6	10.0	71.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.1	62.0	3.1	62.0	3.2	64.0
Cluster 4: Patterns	**14**	**29**	8.1	57.9	8.3	59.3	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: MSAD 17
School: Guy E Rowe 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	49	6	12	22	45	11	22	10	20	342	232	10	44	34	12	343	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										6	0	17	50	33	334	390	10	30	32	28	337
American Indian or Native Alaskan	1										2						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										3						159	6	50	31	13	342
Caucasian/White	46	6	13	20	43	11	24	9	20	343	221	10	44	34	11	343	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										33	3	21	42	33	331	2208	6	35	37	21	338
No	45	6	13	20	44	11	24	8	18	344	199	12	48	33	8	345	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	49	6	12	22	45	11	22	10	20	342	232	10	44	34	12	343	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	27	2	7	9	33	7	26	9	33	337	132	6	33	45	16	339	5452	9	45	33	12	343
No	22	4	18	13	59	4	18	1	5	350	100	16	58	20	6	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	49	6	12	22	45	11	22	10	20	342	232	10	44	34	12	343	13584	17	50	26	8	347
Gender																						
Female	26	2	8	13	50	7	27	4	15	341	109	6	41	39	14	340	6565	15	49	27	8	347
Male	23	4	17	9	39	4	17	6	26	344	123	14	46	30	10	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	5	39	41	15	339
No	49	6	12	22	45	11	22	10	20	342	232	10	44	34	12	343	11585	19	52	23	6	349
Gifted/talented program																						
Yes	3										14	71	29	0	0	366	125	70	30	0	0	366
No	46	3	7	22	48	11	24	10	22	341	218	6	45	36	12	342	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: MSAD 17
School: Guy E Rowe 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	0	0	1	100	320	7	0	31	38	31	331	6	9	40	33	18	340
B. less than one hour	90	6	14	20	47	9	21	8	19	343	75	12	48	31	9	345	79	18	52	24	6	348
C. one to two hours	8	0	0	1	25	2	50	1	25	336	14	13	34	47	6	343	12	16	48	27	8	347
D. more than two hours	0										4	0	22	33	44	329	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.	23	1	9	4	36	4	36	2	18	339	26	14	42	36	8	346	37	22	50	22	6	350
B. They match some of what I have learned.	67	5	16	17	53	4	13	6	19	345	53	13	53	26	9	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	4	0	0	0	0	2	100	0	0	334	13	3	31	59	7	339	12	9	44	36	11	342
D. There is no match.	6	0	0	0	0	1	33	2	67	323	8	0	16	42	42	327	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	5	24	6	29	3	14	7	33	342	42	17	39	31	13	345	39	25	48	20	7	350
B. good	43	0	0	12	60	6	30	2	10	342	44	6	54	33	7	343	46	14	52	27	7	347
C. fair	9	1	25	1	25	1	25	1	25	344	10	4	22	57	17	337	12	8	49	35	9	343
D. poor	2	0	0	0	0	1	100	0	0	334	4	0	38	38	25	336	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	1	7	6	43	3	21	4	29	338	29	5	35	46	14	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	55	4	15	11	42	7	27	4	15	344	50	14	49	28	9	346	59	18	53	24	5	349
C. easier than my regular schoolwork	15	1	14	4	57	1	14	1	14	347	22	10	44	32	14	342	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	51	1	4	10	42	5	21	8	33	336	42	8	36	40	16	340	32	13	47	30	10	345
B. two or three days a week	28	3	23	5	38	3	23	2	15	348	23	14	59	22	6	348	30	20	52	23	5	349
C. two or three times each month	9	1	25	2	50	1	25	0	0	351	15	12	36	42	9	342	19	20	53	21	6	350
D. never or almost never	13	1	17	3	50	2	33	0	0	347	21	9	47	32	13	342	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	25	0	0	3	75	323	7	0	20	47	33	330	7	5	34	40	20	338
B. two or three days a week	13	0	0	2	33	1	17	3	50	330	10	0	50	27	23	337	18	15	50	27	8	346
C. two or three times each month	29	1	7	8	57	3	21	2	14	344	28	17	45	27	11	346	28	21	53	21	4	350
D. never or almost never	50	5	21	10	42	7	29	2	8	347	56	10	45	37	7	344	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	17	1	13	2	25	1	13	4	50	335	12	4	22	48	26	335	16	8	42	36	13	342
B. 30–45 minutes	23	1	9	7	64	1	9	2	18	344	24	9	46	35	9	343	30	14	53	26	7	347
C. 45–60 minutes	52	4	16	11	44	7	28	3	12	345	43	14	51	29	6	346	32	22	51	22	5	350
D. more than 60 minutes	8	0	0	1	25	2	50	1	25	333	22	8	40	34	18	341	22	20	49	23	7	349
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	350	50	0	33	33	33	330						
B.	0										17	0	0	0	100	324						
C.	50	0	0	1	100	0	0	0	0	348	33	0	50	0	50	329						
D.	0										0											

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