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:	10071140
SAU:	Auburn School Department
School:	Walton 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

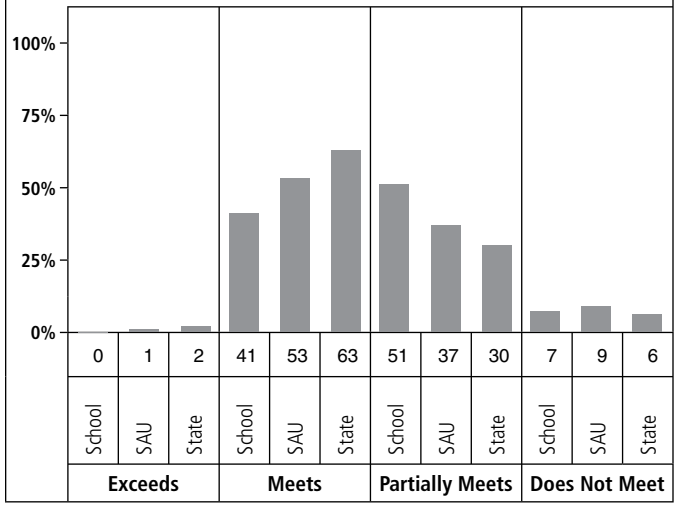
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Walton School

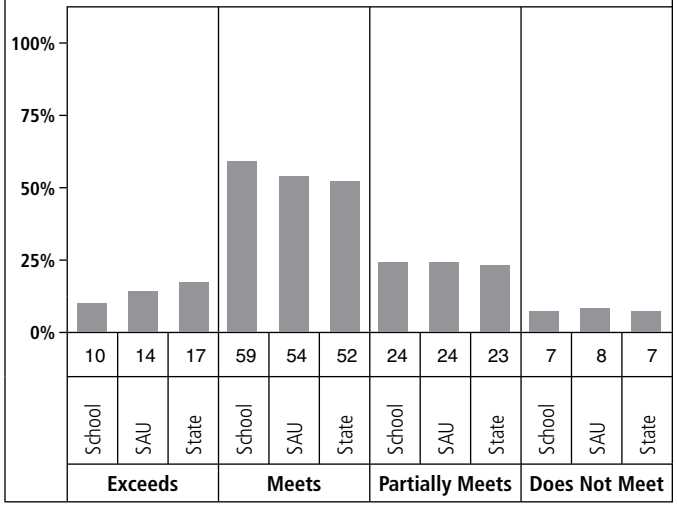
Summary of School, SAU, and State Scores

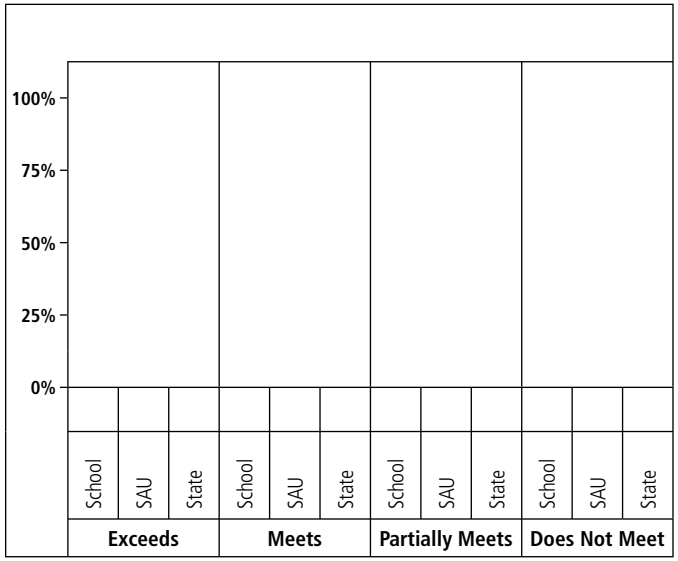
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	345	345
2007–2008	341	342	344
2008–2009	**341**	**343**	**345**
Cum. Avg.*	341	343	345
Mathematics			
2006–2007	341	346	347
2007–2008	340	345	347
2008–2009	**345**	**346**	**348**
Cum. Avg.*	342	346	347

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: Auburn School Department
School: Walton 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	42	100	265	100	13763	100	42	100	264	100	13691	100	42	100	264	100	13691	100						
Ethnicity African American/Black	2	5	20	8	416	3	2	100	20	100	412	99	2	100	20	100	414	100						
American Indian or Native Alaskan	0	0	2	1	102	1	0	0	2	100	101	100	0	0	2	100	101	100						
Asian or Pacific Islander	3	7	8	3	232	2	3	100	8	100	226	97	3	100	8	100	227	98						
Hispanic	2	5	6	2	167	1	2	100	6	100	164	98	2	100	6	100	164	98						
Caucasian/White	35	83	229	86	12846	93	35	100	228	100	12788	100	35	100	228	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	11	26	67	25	2414	18	11	100	67	100	2388	100	11	100	67	100	2388	100						
Current LEP	0	0	13	5	420	3	0	0	13	100	413	98	0	0	13	100	417	99						
Economically disadvantaged	22	52	119	45	5887	43	22	100	119	100	5847	100	22	100	119	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	23	55	157	59	10316	75	23	55	158	60	10355	75						
Identified disability (PET/IEP)	0	0	4	3	437	4	0	0	4	3	445	4						
LEP	0	0	3	2	192	2	0	0	3	2	193	2						
504 plan	1	4	1	1	83	1	1	4	1	1	83	1						
Participation with accommodations	18	43	102	38	3179	23	18	43	101	38	3152	23						
Identified disability (PET/IEP)	10	56	58	57	1757	55	10	56	58	57	1759	56						
LEP	0	0	10	10	214	7	0	0	10	10	219	7						
504 plan	0	0	1	1	63	2	0	0	1	1	64	2						
Other	8	44	34	33	1192	37	8	44	33	33	1157	37						
Participation through alternate assessment (PAAP)	1	2	5	2	194	1	1	2	5	2	184	1						
Identified disability (PET/IEP)	1	100	5	100	194	100	1	100	5	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: Auburn School Department
School: Walton 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	0	0	8	3	332	2
	2007-2008	0	0	3	1	227	2
	2008-2009	**0**	**0**	**3**	**1**	**262**	**2**
	Cum. Total*	0	0	14	2	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	9	50	153	59	8691	63
	2007-2008	20	49	140	51	8403	62
	2008-2009	**17**	**41**	**137**	**53**	**8500**	**63**
	Cum. Total*	46	46	430	54	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	50	77	30	3781	27
	2007-2008	17	41	105	38	4018	30
	2008-2009	**21**	**51**	**96**	**37**	**3985**	**30**
	Cum. Total*	47	47	278	35	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	0	0	20	8	1021	7
	2007-2008	4	10	27	10	938	7
	2008-2009	**3**	**7**	**23**	**9**	**748**	**6**
	Cum. Total*	7	7	70	9	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**	25.1	54.6	26.7	58.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	17.8	55.6	19.0	59.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	7.3	52.1	7.7	55.0	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: Auburn School Department
School: Walton 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	41	0	0	17	41	21	51	3	7	341	259	1	53	37	9	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										20	0	35	40	25	337	402	0	40	41	18	339
American Indian or Native Alaskan	0										2						99	0	64	31	5	343
Asian or Pacific Islander	3										8	0	13	75	13	338	222	4	63	25	8	345
Hispanic	2										6	0	83	17	0	345	162	0	51	38	10	342
Caucasian/White	34	0	0	14	41	18	53	2	6	341	223	1	55	36	8	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	6	60	2	20	337	62	0	29	45	26	337	2194	0	32	50	18	338
No	31	0	0	15	48	15	48	1	3	342	197	2	60	35	4	345	11301	2	69	26	3	346
Current LEP																						
Yes	0										13	0	23	46	31	335	406	0	39	41	20	339
No	41	0	0	17	41	21	51	3	7	341	246	1	54	37	8	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	22	0	0	8	36	12	55	2	9	341	117	0	39	44	16	340	5721	1	52	39	9	342
No	19	0	0	9	47	9	47	1	5	341	142	2	64	31	3	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	0	0	17	41	21	51	3	7	341	259	1	53	37	9	343	13489	2	63	30	6	345
Gender																						
Female	19	0	0	7	37	11	58	1	5	341	128	2	61	34	3	344	6568	3	67	26	4	346
Male	22	0	0	10	45	10	45	2	9	341	131	1	45	40	15	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	4	40	5	50	1	10	341	34	0	26	59	15	339	2300	0	39	49	11	340
No	31	0	0	13	42	16	52	2	6	341	225	1	57	34	8	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	41	0	0	17	41	21	51	3	7	341	259	1	53	37	9	343	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: Auburn School Department
School: Walton 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	5	0	0	2	100	0	0	0	0	345	7	0	61	17	22	340	5	1	44	39	16	340
B. less than one hour	93	0	0	14	38	20	54	3	8	341	82	1	55	39	5	343	80	2	66	28	4	345
C. one to two hours	0										8	5	37	42	16	342	13	2	61	32	6	344
D. more than two hours	3	0	0	0	0	1	100	0	0	334	3	0	13	38	50	330	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	51	0	0	8	38	11	52	2	10	340	47	2	58	33	8	344	47	3	68	24	4	346
B. good	41	0	0	8	47	8	47	1	6	342	38	1	58	33	8	343	41	1	62	31	5	344
C. fair	5	0	0	1	50	1	50	0	0	341	10	0	35	65	0	341	9	0	51	41	8	342
D. poor	2	0	0	0	0	1	100	0	0	340	5	0	8	54	38	335	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.	22	0	0	2	22	6	67	1	11	339	26	1	51	41	6	344	31	3	63	28	6	345
B. They match some of what I have learned.	51	0	0	11	52	9	43	1	5	343	48	2	61	31	6	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	12	0	0	2	40	2	40	1	20	339	16	0	43	45	12	341	14	1	53	39	7	342
D. There is no match.	15	0	0	2	33	4	67	0	0	339	9	0	35	48	17	337	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	37	0	0	6	40	7	47	2	13	341	27	0	46	42	12	342	18	1	50	38	11	342
B. about the same as my regular schoolwork	34	0	0	4	29	9	64	1	7	340	50	2	55	38	5	344	57	2	68	26	3	346
C. easier than my regular schoolwork	29	0	0	7	58	5	42	0	0	342	23	0	57	32	12	341	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.	24	0	0	3	30	5	50	2	20	339	22	0	28	54	18	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	34	0	0	6	43	7	50	1	7	341	45	1	61	34	4	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	41	0	0	8	47	9	53	0	0	342	33	2	58	31	8	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	2	29	5	71	0	0	340	16	5	48	43	5	343	22	3	67	25	4	346
B. 20 minutes to an hour	32	0	0	5	38	6	46	2	15	341	48	1	65	29	5	345	46	2	68	26	4	346
C. less than 20 minutes	32	0	0	5	38	7	54	1	8	340	20	0	32	54	14	339	18	1	56	36	8	343
D. I rarely read at home.	20	0	0	5	63	3	38	0	0	344	16	0	45	38	18	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	4	31	7	54	2	15	338	33	0	41	49	10	341	29	1	56	36	7	343
B. six to ten pages	13	0	0	1	20	4	80	0	0	339	19	2	57	33	8	343	21	2	62	31	5	344
C. eleven or more pages	55	0	0	11	50	10	45	1	5	343	48	2	60	31	7	344	50	3	68	25	5	346
Optional school/SAU question																						
A.	67	0	0	0	0	2	100	0	0	339	50	0	0	100	0	339						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	332	38	0	0	100	0	337						
D.	0										13	0	100	0	0	350						

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:	Auburn School Department
School:	Walton 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	1	6	25	10	1985	14
	2007-2008	0	0	38	14	2277	17
	2008-2009	**4**	**10**	**36**	**14**	**2328**	**17**
	Cum. Total*	5	5	99	12	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	8	44	139	53	6990	51
	2007-2008	18	44	122	44	6764	50
	2008-2009	**24**	**59**	**141**	**54**	**7045**	**52**
	Cum. Total*	50	50	402	51	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	7	39	72	28	3673	27
	2007-2008	17	41	94	34	3504	26
	2008-2009	**10**	**24**	**62**	**24**	**3137**	**23**
	Cum. Total*	34	34	228	29	10314	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	2	11	24	9	1193	9
	2007-2008	6	15	23	8	1044	8
	2008-2009	**3**	**7**	**20**	**8**	**997**	**7**
	Cum. Total*	11	11	67	8	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	29.9	62.3	30.5	63.5	31.5	65.6
A. Number	**20**	**42**	12.4	62.0	12.4	62.0	12.8	64.0
B. Data	**8**	**17**	5.6	70.0	5.7	71.3	6.1	76.3
C. Geometry	**8**	**17**	5.3	66.3	5.5	68.8	5.5	68.8
D. Algebra	**12**	**25**	6.7	55.8	7.0	58.3	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Auburn School Department
School: Walton 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	41	4	10	24	59	10	24	3	7	345	259	14	54	24	8	346	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										20	0	45	30	25	338	407	7	37	32	24	338
American Indian or Native Alaskan	0										2						99	7	47	38	7	344
Asian or Pacific Islander	3										8	0	50	38	13	340	223	25	45	24	7	350
Hispanic	2										6	17	83	0	0	355	162	6	44	35	15	341
Caucasian/White	34	3	9	20	59	9	26	2	6	345	223	16	55	23	6	347	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	6	60	4	40	0	0	342	62	6	37	42	15	339	2204	6	36	36	22	338
No	31	4	13	18	58	6	19	3	10	346	197	16	60	18	6	349	11303	19	55	21	4	350
Current LEP																						
Yes	0										13	0	38	38	23	337	412	7	37	35	21	339
No	41	4	10	24	59	10	24	3	7	345	246	15	55	23	7	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	22	0	0	15	68	6	27	1	5	344	117	7	48	35	10	342	5727	10	48	31	12	343
No	19	4	21	9	47	4	21	2	11	347	142	20	60	15	6	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	4	10	24	59	10	24	3	7	345	259	14	54	24	8	346	13501	17	52	23	7	348
Gender																						
Female	19	1	5	11	58	4	21	3	16	341	128	11	60	21	8	346	6568	16	52	24	8	348
Male	22	3	14	13	59	6	27	0	0	349	131	17	49	27	8	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	8	80	2	20	0	0	344	34	3	47	35	15	338	2300	4	43	39	14	340
No	31	4	13	16	52	8	26	3	10	346	225	16	56	22	7	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	41	4	10	24	59	10	24	3	7	345	259	14	54	24	8	346	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: Auburn School Department
School: Walton 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	5	0	0	2	100	0	0	0	0	342	7	11	39	39	11	342	5	9	38	32	21	340
B. less than one hour	93	4	11	21	57	9	24	3	8	346	82	15	59	21	6	348	80	19	54	22	5	349
C. one to two hours	0										8	16	42	32	11	345	13	16	51	24	9	347
D. more than two hours	3	0	0	0	0	1	100	0	0	330	3	0	13	50	38	329	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	4	22	10	56	4	22	0	0	352	47	22	51	20	8	349	40	25	51	17	7	351
B. good	39	0	0	8	50	5	31	3	19	337	38	10	57	24	9	344	45	14	56	24	6	348
C. fair	10	0	0	4	100	0	0	0	0	349	11	0	68	29	4	345	12	7	49	34	10	343
D. poor	7	0	0	2	67	1	33	0	0	341	5	0	46	46	8	341	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.	22	1	11	6	67	1	11	1	11	345	35	21	57	16	6	350	38	23	52	19	5	351
B. They match some of what I have learned.	46	3	16	11	58	3	16	2	11	347	44	14	57	23	6	347	45	16	56	22	6	348
C. They match just a little of what I have learned.	22	0	0	7	78	2	22	0	0	347	14	3	58	33	6	343	12	10	45	33	12	343
D. There is no match.	10	0	0	0	0	4	100	0	0	334	7	0	26	42	32	331	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	0	0	7	70	3	30	0	0	345	21	8	45	34	13	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	58	4	17	11	48	5	22	3	13	346	58	15	60	19	6	348	59	19	55	21	5	350
C. easier than my regular schoolwork	18	0	0	5	71	2	29	0	0	343	21	17	44	29	10	345	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	15	0	0	3	50	2	33	1	17	341	15	3	57	22	19	340	15	8	41	35	15	341
B. 30–45 minutes	20	1	13	5	63	1	13	1	13	345	20	10	59	22	8	345	29	16	54	23	6	348
C. 45–60 minutes	58	2	9	14	61	6	26	1	4	346	26	11	64	16	9	347	32	21	55	19	5	350
D. more than 60 minutes	8	1	33	2	67	0	0	0	0	353	40	22	45	29	3	350	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	0	0	4	100	0	0	335	8	5	15	60	20	334	6	6	33	39	23	337
B. two or three days a week	10	0	0	2	50	0	0	2	50	329	11	7	54	21	18	342	12	15	55	22	8	348
C. two or three times each month	15	0	0	6	100	0	0	0	0	348	33	8	71	17	4	347	26	20	56	19	5	350
D. never or almost never	66	4	15	16	59	6	22	1	4	348	48	21	51	22	6	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	46	2	11	10	53	5	26	2	11	344	46	11	49	31	9	344	37	14	51	27	9	346
B. two or three days a week	27	2	18	7	64	1	9	1	9	348	30	20	62	11	8	350	27	20	55	19	6	350
C. two or three times each month	10	0	0	3	75	1	25	0	0	349	13	18	61	15	6	349	19	22	53	19	6	350
D. never or almost never	17	0	0	4	57	3	43	0	0	343	11	7	55	34	3	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	67	0	0	1	50	0	0	1	50	335	50	0	50	25	25	342						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	330	38	0	33	67	0	334						
D.	0										13	100	0	0	0	368						

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