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:	10111157
SAU:	Bangor School Department
School:	Fruit Street School

Contents of the Report

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

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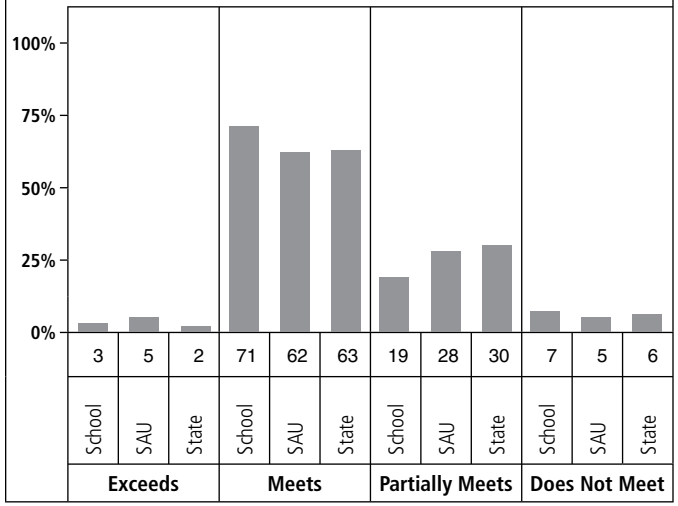
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Bangor School Department
School: Fruit Street School

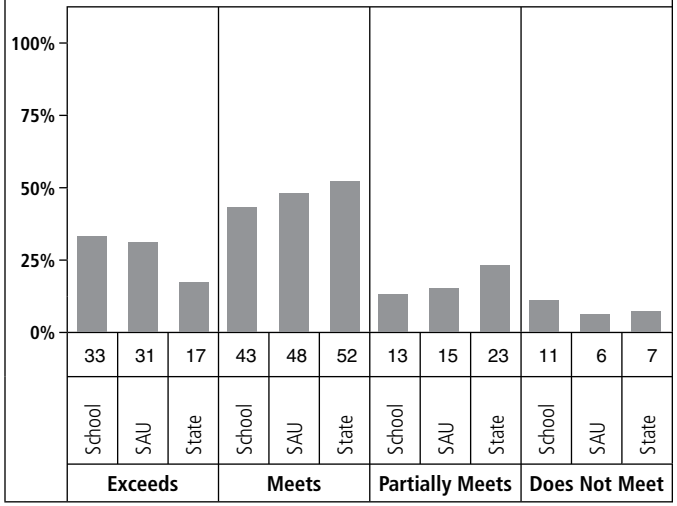
Summary of School, SAU, and State Scores

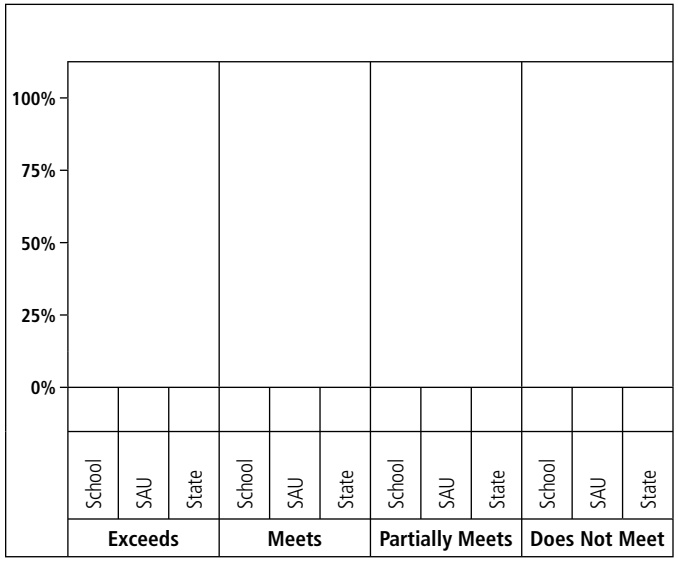
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	348	348	345
2007–2008	349	347	344
2008–2009	**346**	**346**	**345**
Cum. Avg.*	348	347	345
Mathematics			
2006–2007	352	351	347
2007–2008	355	353	347
2008–2009	**353**	**354**	**348**
Cum. Avg.*	353	353	347

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: Bangor School Department
School: Fruit Street 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	73	100	249	100	13763	100	72	100	243	100	13691	100	72	100	243	100	13691	100						
Ethnicity African American/Black	0	0	9	4	416	3	0	0	9	100	412	99	0	0	9	100	414	100						
American Indian or Native Alaskan	1	1	3	1	102	1	1	100	3	100	101	100	1	100	3	100	101	100						
Asian or Pacific Islander	0	0	7	3	232	2	0	0	7	100	226	97	0	0	7	100	227	98						
Hispanic	2	3	3	1	167	1	2	100	3	100	164	98	2	100	3	100	164	98						
Caucasian/White	70	96	227	91	12846	93	69	100	221	100	12788	100	69	100	221	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	19	26	59	24	2414	18	19	100	56	100	2388	100	19	100	56	100	2388	100						
Current LEP	1	1	3	1	420	3	1	100	3	100	413	98	1	100	3	100	417	99						
Economically disadvantaged	27	37	129	52	5887	43	27	100	124	99	5847	100	27	100	124	99	5846	100						
Migrant	0	0	1	0	6	0	0	0	1	100	6	100	0	0	1	100	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	72	99	211	85	10316	75	72	99	212	85	10355	75						
Identified disability (PET/IEP)	19	26	29	14	437	4	19	26	29	14	445	4						
LEP	1	1	2	1	192	2	1	1	2	1	193	2						
504 plan	0	0	3	1	83	1	0	0	3	1	83	1						
Participation with accommodations	0	0	30	12	3179	23	0	0	29	12	3152	23						
Identified disability (PET/IEP)	0	0	25	83	1757	55	0	0	25	86	1759	56						
LEP	0	0	1	3	214	7	0	0	1	3	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	4	13	1192	37	0	0	3	10	1157	37						
Participation through alternate assessment (PAAP)	0	0	2	1	194	1	0	0	2	1	184	1						
Identified disability (PET/IEP)	0	0	2	100	194	100	0	0	2	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	1	1	5	2	19	0	1	1	5	2	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:	Bangor School Department
School:	Fruit Street 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	9	11	22	9	332	2
	2007-2008	0	0	11	4	227	2
	2008-2009	**2**	**3**	**13**	**5**	**262**	**2**
	Cum. Total*	11	5	46	6	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	46	58	156	65	8691	63
	2007-2008	63	86	176	69	8403	62
	2008-2009	**51**	**71**	**149**	**62**	**8500**	**63**
	Cum. Total*	160	71	481	65	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	16	20	47	20	3781	27
	2007-2008	8	11	55	22	4018	30
	2008-2009	**14**	**19**	**67**	**28**	**3985**	**30**
	Cum. Total*	38	17	169	23	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	8	10	16	7	1021	7
	2007-2008	2	3	12	5	938	7
	2008-2009	**5**	**7**	**12**	**5**	**748**	**6**
	Cum. Total*	15	7	40	5	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**	29.3	63.7	29.4	63.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.6	64.4	20.5	64.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.7	62.1	8.9	63.6	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: Bangor School Department
School: Fruit Street 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	72	2	3	51	71	14	19	5	7	346	241	5	62	28	5	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										9	0	56	44	0	342	402	0	40	41	18	339
American Indian or Native Alaskan	1										2						99	0	64	31	5	343
Asian or Pacific Islander	0										7	14	71	14	0	351	222	4	63	25	8	345
Hispanic	2										3						162	0	51	38	10	342
Caucasian/White	69	2	3	49	71	14	20	4	6	346	220	5	62	28	5	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	7	37	8	42	4	21	339	54	0	24	57	19	338	2194	0	32	50	18	338
No	53	2	4	44	83	6	11	1	2	348	187	7	73	19	1	349	11301	2	69	26	3	346
Current LEP																						
Yes	1										3						406	0	39	41	20	339
No	71	2	3	50	70	14	20	5	7	346	238	5	62	28	5	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	27	0	0	16	59	9	33	2	7	343	122	2	52	38	7	343	5721	1	52	39	9	342
No	45	2	4	35	78	5	11	3	7	347	119	8	71	18	3	349	7774	3	71	23	3	346
Migrant																						
Yes	0										1						6	0	67	33	0	345
No	72	2	3	51	71	14	19	5	7	346	240	5	62	28	5	346	13489	2	63	30	6	345
Gender																						
Female	34	1	3	27	79	5	15	1	3	347	113	7	67	24	2	348	6568	3	67	26	4	346
Male	38	1	3	24	63	9	24	4	11	345	128	4	57	31	8	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										3						2300	0	39	49	11	340
No	72	2	3	51	71	14	19	5	7	346	238	5	63	27	5	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	72	2	3	51	71	14	19	5	7	346	241	5	62	28	5	346	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: Bangor School Department
School: Fruit Street 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	7	0	0	3	60	1	20	1	20	341	6	0	47	27	27	338	5	1	44	39	16	340
B. less than one hour	85	2	3	46	77	9	15	3	5	347	79	7	63	28	3	347	80	2	66	28	4	345
C. one to two hours	7	0	0	2	40	3	60	0	0	344	13	3	61	32	3	346	13	2	61	32	6	344
D. more than two hours	1	0	0	0	0	1	100	0	0	336	1	0	33	33	33	337	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	65	2	4	32	68	9	19	4	9	346	53	8	60	26	6	347	47	3	68	24	4	346
B. good	29	0	0	17	81	3	14	1	5	346	40	3	63	29	5	345	41	1	62	31	5	344
C. fair	6	0	0	2	50	2	50	0	0	344	7	0	65	35	0	344	9	0	51	41	8	342
D. poor	0										0						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.	32	1	4	16	70	5	22	1	4	346	41	9	67	18	5	348	31	3	63	28	6	345
B. They match some of what I have learned.	50	1	3	28	78	5	14	2	6	347	43	4	63	29	4	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	5	63	2	25	1	13	343	10	0	44	52	4	343	14	1	53	39	7	342
D. There is no match.	7	0	0	2	40	2	40	1	20	342	5	0	38	46	15	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	12	67	2	11	4	22	344	18	2	56	26	16	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	56	2	5	32	80	6	15	0	0	348	62	7	68	24	1	348	57	2	68	26	3	346
C. easier than my regular schoolwork	19	0	0	7	50	6	43	1	7	342	20	4	46	44	6	343	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.	13	0	0	5	56	2	22	2	22	342	14	0	38	41	21	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	65	1	2	35	76	9	20	1	2	346	52	5	66	27	2	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	23	1	6	10	63	3	19	2	13	346	34	9	64	25	3	348	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	13	87	2	13	0	0	348	22	8	71	17	4	348	22	3	67	25	4	346
B. 20 minutes to an hour	32	2	9	17	74	4	17	0	0	349	36	9	64	26	0	349	46	2	68	26	4	346
C. less than 20 minutes	27	0	0	11	58	5	26	3	16	342	26	2	51	39	8	342	18	1	56	36	8	343
D. I rarely read at home.	20	0	0	9	64	3	21	2	14	344	16	0	59	28	13	343	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	1	4	16	67	6	25	1	4	346	27	5	52	39	5	344	29	1	56	36	7	343
B. six to ten pages	30	0	0	18	86	3	14	0	0	347	29	6	68	23	3	347	21	2	62	31	5	344
C. eleven or more pages	36	1	4	15	60	5	20	4	16	344	43	6	63	25	7	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	2	100	0	0	340	50	0	0	67	33	335						
B.	0										17	0	0	100	0	340						
C.	50	0	0	1	50	0	0	1	50	334	33	0	50	0	50	334						
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Bangor School Department
School:	Fruit Street 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	19	24	56	23	1985	14
	2007-2008	21	29	71	28	2277	17
	2008-2009	**24**	**33**	**74**	**31**	**2328**	**17**
	Cum. Total*	64	28	201	27	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	44	55	129	53	6990	51
	2007-2008	41	56	128	50	6764	50
	2008-2009	**31**	**43**	**116**	**48**	**7045**	**52**
	Cum. Total*	116	52	373	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	12	15	40	17	3673	27
	2007-2008	9	12	46	18	3504	26
	2008-2009	**9**	**13**	**37**	**15**	**3137**	**23**
	Cum. Total*	30	13	123	17	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	5	6	17	7	1193	9
	2007-2008	2	3	10	4	1044	8
	2008-2009	**8**	**11**	**14**	**6**	**997**	**7**
	Cum. Total*	15	7	41	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	34.2	71.3	34.8	72.5	31.5	65.6
A. Number	**20**	**42**	13.5	67.5	14.0	70.0	12.8	64.0
B. Data	**8**	**17**	6.3	78.8	6.5	81.3	6.1	76.3
C. Geometry	**8**	**17**	6.3	78.8	5.8	72.5	5.5	68.8
D. Algebra	**12**	**25**	8.2	68.3	8.4	70.0	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: Bangor School Department
School: Fruit Street 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	72	24	33	31	43	9	13	8	11	353	241	31	48	15	6	354	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										9	22	33	22	22	345	407	7	37	32	24	338
American Indian or Native Alaskan	1										2						99	7	47	38	7	344
Asian or Pacific Islander	0										7	29	71	0	0	356	223	25	45	24	7	350
Hispanic	2										3						162	6	44	35	15	341
Caucasian/White	69	23	33	30	43	9	13	7	10	353	220	31	48	16	5	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	19	3	16	6	32	4	21	6	32	339	54	9	39	31	20	339	2204	6	36	36	22	338
No	53	21	40	25	47	5	9	2	4	358	187	37	51	11	2	358	11303	19	55	21	4	350
Current LEP																						
Yes	1										3						412	7	37	35	21	339
No	71	23	32	31	44	9	13	8	11	353	238	30	48	16	6	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	27	5	19	10	37	7	26	5	19	345	122	18	51	23	8	348	5727	10	48	31	12	343
No	45	19	42	21	47	2	4	3	7	357	119	44	45	8	3	359	7780	23	55	18	4	351
Migrant																						
Yes	0										1						6	0	67	33	0	345
No	72	24	33	31	43	9	13	8	11	353	240	31	48	15	6	354	13501	17	52	23	7	348
Gender																						
Female	34	12	35	16	47	3	9	3	9	355	113	30	50	16	4	355	6568	16	52	24	8	348
Male	38	12	32	15	39	6	16	5	13	351	128	31	46	15	8	353	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										3						2300	4	43	39	14	340
No	72	24	33	31	43	9	13	8	11	353	238	31	48	15	6	354	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	72	24	33	31	43	9	13	8	11	353	241	31	48	15	6	354	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: Bangor School Department
School: Fruit Street 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	7	2	40	0	0	1	20	2	40	342	6	20	20	33	27	340	5	9	38	32	21	340
B. less than one hour	85	20	33	29	48	6	10	5	8	354	79	31	49	15	5	354	80	19	54	22	5	349
C. one to two hours	7	2	40	2	40	1	20	0	0	358	13	39	48	13	0	357	13	16	51	24	9	347
D. more than two hours	1	0	0	0	0	1	100	0	0	336	1	0	67	33	0	345	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	17	53	11	34	2	6	2	6	359	46	41	45	9	5	356	40	25	51	17	7	351
B. good	39	6	21	17	61	3	11	2	7	351	44	23	55	19	3	353	45	14	56	24	6	348
C. fair	15	1	9	3	27	4	36	3	27	340	9	14	38	29	19	343	12	7	49	34	10	343
D. poor	1	0	0	0	0	0	0	1	100	318	2	25	25	25	25	342	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.	63	17	38	20	44	6	13	2	4	355	56	40	44	12	4	356	38	23	52	19	5	351
B. They match some of what I have learned.	27	7	37	7	37	2	11	3	16	354	32	24	56	13	7	353	45	16	56	22	6	348
C. They match just a little of what I have learned.	8	0	0	3	50	1	17	2	33	338	10	9	43	35	13	344	12	10	45	33	12	343
D. There is no match.	1	0	0	0	0	0	0	1	100	316	3	0	43	43	14	339	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	5	45	1	9	0	0	5	45	341	11	19	42	15	23	343	17	8	45	34	13	342
B. about the same as my regular schoolwork	66	16	35	23	50	4	9	3	7	356	63	36	46	14	3	356	59	19	55	21	5	350
C. easier than my regular schoolwork	19	3	23	5	38	5	38	0	0	352	26	23	52	20	5	352	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	24	5	31	6	38	2	13	3	19	346	21	23	35	27	15	345	15	8	41	35	15	341
B. 30–45 minutes	47	11	34	13	41	5	16	3	9	355	33	29	49	17	5	354	29	16	54	23	6	348
C. 45–60 minutes	28	6	32	9	47	2	11	2	11	354	33	36	50	11	4	356	32	21	55	19	5	350
D. more than 60 minutes	1	1	100	0	0	0	0	0	0	368	13	38	52	10	0	358	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	6	1	25	1	25	0	0	2	50	340	6	7	27	33	33	335	6	6	33	39	23	337
B. two or three days a week	3	0	0	2	100	0	0	0	0	348	3	29	57	0	14	349	12	15	55	22	8	348
C. two or three times each month	17	3	25	8	67	1	8	0	0	355	15	34	60	6	0	358	26	20	56	19	5	350
D. never or almost never	74	20	38	20	38	8	15	4	8	355	76	33	47	17	3	355	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	8	40	10	50	1	5	1	5	358	30	26	49	20	6	352	37	14	51	27	9	346
B. two or three days a week	30	6	29	6	29	3	14	6	29	346	25	34	40	12	14	352	27	20	55	19	6	350
C. two or three times each month	25	8	44	8	44	1	6	1	6	356	22	38	56	4	2	358	19	22	53	19	6	350
D. never or almost never	17	2	17	6	50	4	33	0	0	352	24	25	48	25	2	352	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	345	50	0	33	33	33	336						
B.	0										17	0	100	0	0	344						
C.	50	0	0	1	50	0	0	1	50	335	33	0	50	0	50	335						
D.	0										0											

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