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:	11241332
SAU:	Orrington School Department
School:	Center Drive 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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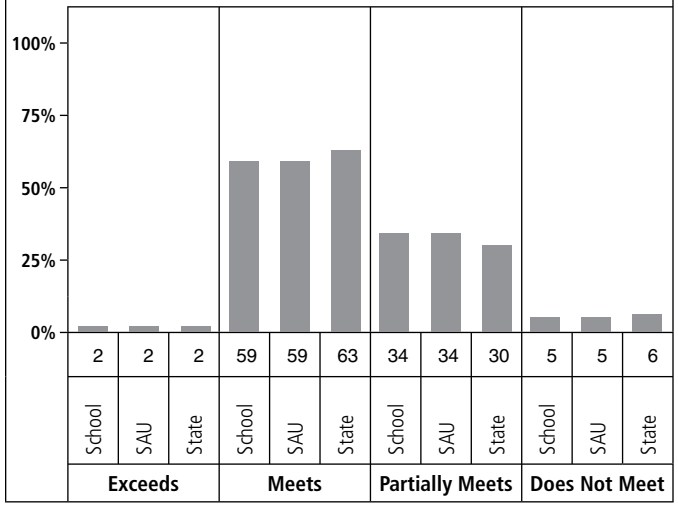
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Orrington School Department
School: Center Drive School

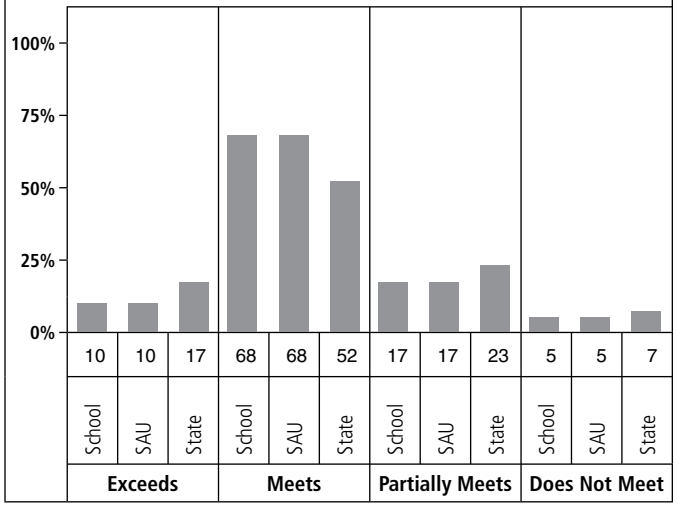
Summary of School, SAU, and State Scores

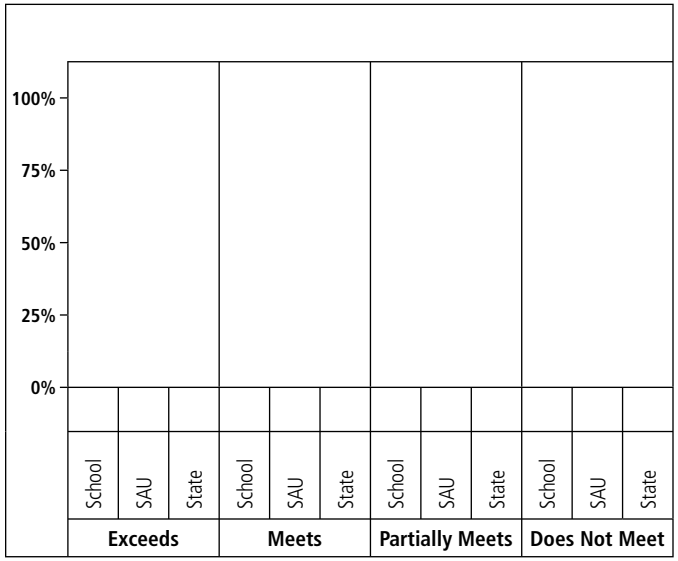
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	343	345
2007–2008	344	344	344
2008–2009	**344**	**344**	**345**
Cum. Avg.*	344	344	345
Mathematics			
2006–2007	342	342	347
2007–2008	346	346	347
2008–2009	**347**	**347**	**348**
Cum. Avg.*	345	345	347

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: Orrington School Department
School: Center Drive 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	43	100	43	100	13763	100	42	98	42	98	13691	100	42	98	42	98	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	1	2	1	2	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	42	98	42	98	12846	93	41	98	41	98	12788	100	41	98	41	98	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	12	5	12	2414	18	5	100	5	100	2388	100	5	100	5	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	9	21	9	21	5887	43	9	100	9	100	5847	100	9	100	9	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	38	88	38	88	10316	75	38	88	38	88	10355	75						
Identified disability (PET/IEP)	1	3	1	3	437	4	1	3	1	3	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	3	1	3	83	1	1	3	1	3	83	1						
Participation with accommodations	3	7	3	7	3179	23	3	7	3	7	3152	23						
Identified disability (PET/IEP)	3	100	3	100	1757	55	3	100	3	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	1	2	1	2	194	1	1	2	1	2	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	1	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	1	2	1	2	53	0	1	2	1	2	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: Orrington School Department
School: Center Drive 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	0	0	332	2
	2007-2008	1	3	1	3	227	2
	2008-2009	**1**	**2**	**1**	**2**	**262**	**2**
	Cum. Total*	2	2	2	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	23	64	23	64	8691	63
	2007-2008	25	64	25	64	8403	62
	2008-2009	**24**	**59**	**24**	**59**	**8500**	**63**
	Cum. Total*	72	62	72	62	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	8	22	8	22	3781	27
	2007-2008	11	28	11	28	4018	30
	2008-2009	**14**	**34**	**14**	**34**	**3985**	**30**
	Cum. Total*	33	28	33	28	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	5	14	5	14	1021	7
	2007-2008	2	5	2	5	938	7
	2008-2009	**2**	**5**	**2**	**5**	**748**	**6**
	Cum. Total*	9	8	9	8	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**	28.5	62.0	28.5	62.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.3	63.4	20.3	63.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.1	57.9	8.1	57.9	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: Orrington School Department
School: Center Drive 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	1	2	24	59	14	34	2	5	344	41	2	59	34	5	344	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	40	1	3	23	58	14	35	2	5	344	40	3	58	35	5	344	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2194	0	32	50	18	338
No	37	1	3	23	62	12	32	1	3	345	37	3	62	32	3	345	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	41	1	2	24	59	14	34	2	5	344	41	2	59	34	5	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	8	0	0	3	38	3	38	2	25	341	8	0	38	38	25	341	5721	1	52	39	9	342
No	33	1	3	21	64	11	33	0	0	345	33	3	64	33	0	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	1	2	24	59	14	34	2	5	344	41	2	59	34	5	344	13489	2	63	30	6	345
Gender																						
Female	19	1	5	15	79	3	16	0	0	349	19	5	79	16	0	349	6568	3	67	26	4	346
Male	22	0	0	9	41	11	50	2	9	341	22	0	41	50	9	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	41	1	2	24	59	14	34	2	5	344	41	2	59	34	5	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	41	1	2	24	59	14	34	2	5	344	41	2	59	34	5	344	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: Orrington School Department
School: Center Drive 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	3	0	0	0	0	0	0	1	100	330	3	0	0	0	100	330	5	1	44	39	16	340
B. less than one hour	82	1	3	20	63	10	31	1	3	345	82	3	63	31	3	345	80	2	66	28	4	345
C. one to two hours	13	0	0	3	60	2	40	0	0	344	13	0	60	40	0	344	13	2	61	32	6	344
D. more than two hours	3	0	0	1	100	0	0	0	0	342	3	0	100	0	0	342	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	15	71	5	24	1	5	346	51	0	71	24	5	346	47	3	68	24	4	346
B. good	49	1	5	9	45	9	45	1	5	343	49	5	45	45	5	343	41	1	62	31	5	344
C. fair	0										0						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.	35	0	0	9	64	4	29	1	7	344	35	0	64	29	7	344	31	3	63	28	6	345
B. They match some of what I have learned.	48	1	5	12	63	6	32	0	0	346	48	5	63	32	0	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	10	0	0	2	50	2	50	0	0	345	10	0	50	50	0	345	14	1	53	39	7	342
D. There is no match.	8	0	0	1	33	1	33	1	33	338	8	0	33	33	33	338	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	7	1	33	0	0	2	67	0	0	347	7	33	0	67	0	347	18	1	50	38	11	342
B. about the same as my regular schoolwork	63	0	0	15	58	10	38	1	4	344	63	0	58	38	4	344	57	2	68	26	3	346
C. easier than my regular schoolwork	29	0	0	9	75	2	17	1	8	344	29	0	75	17	8	344	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.	7	0	0	1	33	2	67	0	0	340	7	0	33	67	0	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	54	1	5	9	41	10	45	2	9	343	54	5	41	45	9	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	39	0	0	14	88	2	13	0	0	347	39	0	88	13	0	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	27	0	0	9	82	1	9	1	9	346	27	0	82	9	9	346	22	3	67	25	4	346
B. 20 minutes to an hour	49	1	5	11	55	8	40	0	0	345	49	5	55	40	0	345	46	2	68	26	4	346
C. less than 20 minutes	20	0	0	3	38	4	50	1	13	341	20	0	38	50	13	341	18	1	56	36	8	343
D. I rarely read at home.	5	0	0	1	50	1	50	0	0	344	5	0	50	50	0	344	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	0	0	7	50	5	36	2	14	342	34	0	50	36	14	342	29	1	56	36	7	343
B. six to ten pages	15	1	17	2	33	3	50	0	0	345	15	17	33	50	0	345	21	2	62	31	5	344
C. eleven or more pages	51	0	0	15	71	6	29	0	0	346	51	0	71	29	0	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	336	50	0	0	100	0	336						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	330	50	0	0	0	100	330						

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:	Orrington School Department
School:	Center Drive 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	3	1	3	1985	14
	2007-2008	6	15	6	15	2277	17
	2008-2009	**4**	**10**	**4**	**10**	**2328**	**17**
	Cum. Total*	11	9	11	9	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	19	53	19	53	6990	51
	2007-2008	20	51	20	51	6764	50
	2008-2009	**28**	**68**	**28**	**68**	**7045**	**52**
	Cum. Total*	67	58	67	58	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	33	12	33	3673	27
	2007-2008	11	28	11	28	3504	26
	2008-2009	**7**	**17**	**7**	**17**	**3137**	**23**
	Cum. Total*	30	26	30	26	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	4	11	4	11	1193	9
	2007-2008	2	5	2	5	1044	8
	2008-2009	**2**	**5**	**2**	**5**	**997**	**7**
	Cum. Total*	8	7	8	7	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**	31.2	65.0	31.2	65.0	31.5	65.6
A. Number	**20**	**42**	12.6	63.0	12.6	63.0	12.8	64.0
B. Data	**8**	**17**	6.5	81.3	6.5	81.3	6.1	76.3
C. Geometry	**8**	**17**	4.5	56.3	4.5	56.3	5.5	68.8
D. Algebra	**12**	**25**	7.7	64.2	7.7	64.2	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: Orrington School Department
School: Center Drive 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	28	68	7	17	2	5	347	41	10	68	17	5	347	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	40	4	10	27	68	7	18	2	5	346	40	10	68	18	5	346	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2204	6	36	36	22	338
No	37	4	11	27	73	6	16	0	0	349	37	11	73	16	0	349	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	41	4	10	28	68	7	17	2	5	347	41	10	68	17	5	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	8	0	0	4	50	3	38	1	13	338	8	0	50	38	13	338	5727	10	48	31	12	343
No	33	4	12	24	73	4	12	1	3	349	33	12	73	12	3	349	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	4	10	28	68	7	17	2	5	347	41	10	68	17	5	347	13501	17	52	23	7	348
Gender																						
Female	19	2	11	16	84	1	5	0	0	351	19	11	84	5	0	351	6568	16	52	24	8	348
Male	22	2	9	12	55	6	27	2	9	343	22	9	55	27	9	343	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	41	4	10	28	68	7	17	2	5	347	41	10	68	17	5	347	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	41	4	10	28	68	7	17	2	5	347	41	10	68	17	5	347	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: Orrington School Department
School: Center Drive 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	3	0	0	0	0	0	0	1	100	300	3	0	0	0	100	300	5	9	38	32	21	340
B. less than one hour	82	4	13	22	69	5	16	1	3	348	82	13	69	16	3	348	80	19	54	22	5	349
C. one to two hours	13	0	0	4	80	1	20	0	0	348	13	0	80	20	0	348	13	16	51	24	9	347
D. more than two hours	3	0	0	1	100	0	0	0	0	342	3	0	100	0	0	342	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	55	3	14	16	73	3	14	0	0	350	55	14	73	14	0	350	40	25	51	17	7	351
B. good	38	1	7	11	73	1	7	2	13	344	38	7	73	7	13	344	45	14	56	24	6	348
C. fair	5	0	0	0	0	2	100	0	0	336	5	0	0	100	0	336	12	7	49	34	10	343
D. poor	3	0	0	0	0	1	100	0	0	330	3	0	0	100	0	330	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.	28	1	9	7	64	3	27	0	0	347	28	9	64	27	0	347	38	23	52	19	5	351
B. They match some of what I have learned.	53	2	10	15	71	3	14	1	5	347	53	10	71	14	5	347	45	16	56	22	6	348
C. They match just a little of what I have learned.	13	1	20	3	60	0	0	1	20	344	13	20	60	0	20	344	12	10	45	33	12	343
D. There is no match.	8	0	0	2	67	1	33	0	0	342	8	0	67	33	0	342	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	1	20	3	60	1	20	0	0	352	14	20	60	20	0	352	17	8	45	34	13	342
B. about the same as my regular schoolwork	59	3	14	17	77	2	9	0	0	350	59	14	77	9	0	350	59	19	55	21	5	350
C. easier than my regular schoolwork	27	0	0	5	50	3	30	2	20	338	27	0	50	30	20	338	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	26	0	0	7	78	2	22	0	0	349	26	0	78	22	0	349	15	8	41	35	15	341
B. 30–45 minutes	34	0	0	8	67	2	17	2	17	341	34	0	67	17	17	341	29	16	54	23	6	348
C. 45–60 minutes	34	2	17	9	75	1	8	0	0	350	34	17	75	8	0	350	32	21	55	19	5	350
D. more than 60 minutes	6	2	100	0	0	0	0	0	0	364	6	100	0	0	0	364	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	300	2	0	0	0	100	300	6	6	33	39	23	337
B. two or three days a week	5	0	0	2	100	0	0	0	0	353	5	0	100	0	0	353	12	15	55	22	8	348
C. two or three times each month	10	0	0	2	50	1	25	1	25	336	10	0	50	25	25	336	26	20	56	19	5	350
D. never or almost never	83	4	12	24	71	6	18	0	0	349	83	12	71	18	0	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	0	0	6	55	3	27	2	18	338	27	0	55	27	18	338	37	14	51	27	9	346
B. two or three days a week	24	0	0	9	90	1	10	0	0	346	24	0	90	10	0	346	27	20	55	19	6	350
C. two or three times each month	20	2	25	6	75	0	0	0	0	354	20	25	75	0	0	354	19	22	53	19	6	350
D. never or almost never	29	2	17	7	58	3	25	0	0	350	29	17	58	25	0	350	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	310	50	0	0	0	100	310						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	300	50	0	0	0	100	300						

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