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:	11341351
SAU:	Portland Public Schools
School:	Harrison Lyseth Elem 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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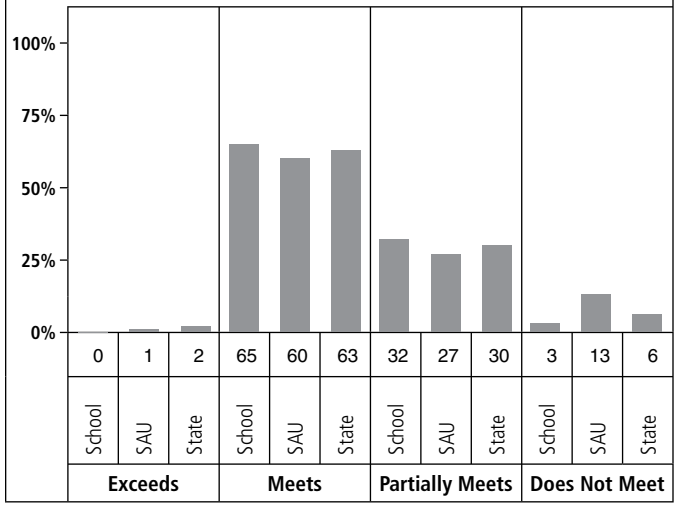
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Portland Public Schools
School: Harrison Lyseth Elem School

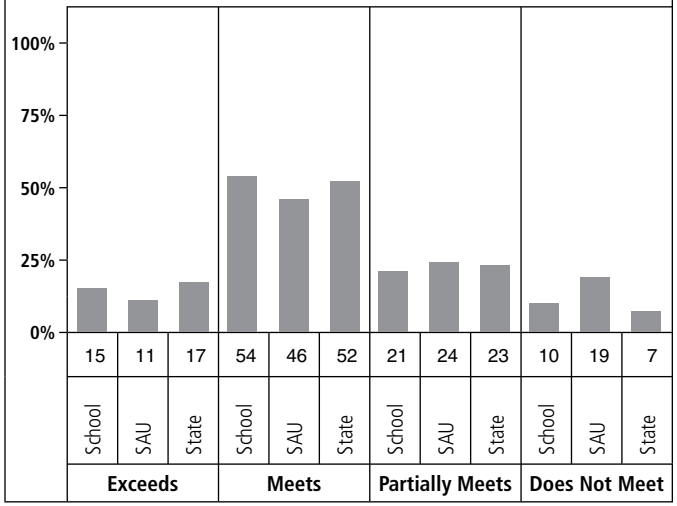
Summary of School, SAU, and State Scores

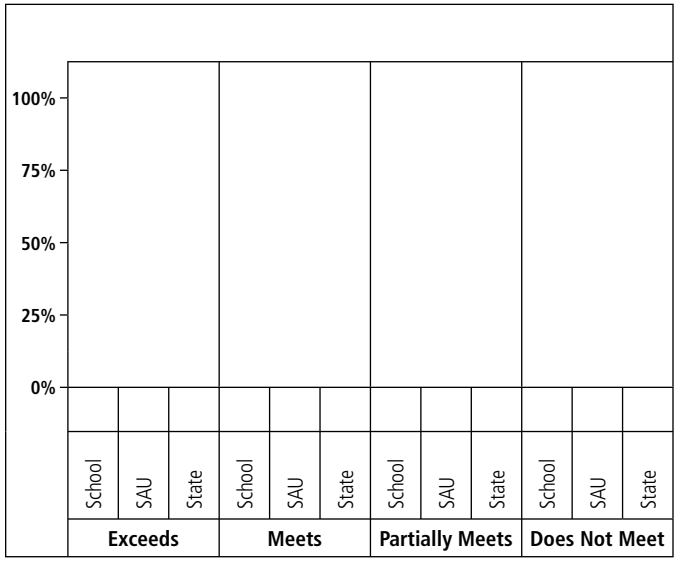
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	351	344	345
2007–2008	348	344	344
2008–2009	**345**	**343**	**345**
Cum. Avg.*	348	344	345
Mathematics			
2006–2007	357	344	347
2007–2008	352	346	347
2008–2009	**347**	**342**	**348**
Cum. Avg.*	352	344	347

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: Portland Public Schools
School: Harrison Lyseth Elem 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	91	100	515	100	13763	100	91	100	513	100	13691	100	91	100	514	100	13691	100						
Ethnicity African American/Black	10	11	107	21	416	3	10	100	106	99	412	99	10	100	107	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	4	4	48	9	232	2	4	100	48	100	226	97	4	100	48	100	227	98						
Hispanic	5	5	31	6	167	1	5	100	31	100	164	98	5	100	31	100	164	98						
Caucasian/White	72	79	328	64	12846	93	72	100	327	100	12788	100	72	100	327	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	16	18	90	17	2414	18	16	100	90	100	2388	100	16	100	90	100	2388	100						
Current LEP	15	16	146	28	420	3	15	100	145	99	413	98	15	100	146	100	417	99						
Economically disadvantaged	28	31	270	52	5887	43	28	100	269	100	5847	100	28	100	270	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	77	85	323	63	10316	75	77	85	330	64	10355	75						
Identified disability (PET/IEP)	3	4	14	4	437	4	3	4	14	4	445	4						
LEP	13	17	53	16	192	2	13	17	55	17	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	14	15	181	35	3179	23	14	15	175	34	3152	23						
Identified disability (PET/IEP)	13	93	68	38	1757	55	13	93	67	38	1759	56						
LEP	2	14	89	49	214	7	2	14	89	51	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	7	36	20	1192	37	1	7	30	17	1157	37						
Participation through alternate assessment (PAAP)	0	0	8	2	194	1	0	0	9	2	184	1						
Identified disability (PET/IEP)	0	0	8	100	194	100	0	0	9	100	184	100						
LEP	0	0	2	25	5	3	0	0	2	22	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	1	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	2	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:	Portland Public Schools
School:	Harrison Lyseth Elem 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	8	9	21	4	332	2
	2007-2008	2	3	6	1	227	2
	2008-2009	**0**	**0**	**5**	**1**	**262**	**2**
	Cum. Total*	10	4	32	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	74	82	302	59	8691	63
	2007-2008	61	84	293	61	8403	62
	2008-2009	**59**	**65**	**301**	**60**	**8500**	**63**
	Cum. Total*	194	76	896	60	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	7	8	110	22	3781	27
	2007-2008	10	14	136	28	4018	30
	2008-2009	**29**	**32**	**135**	**27**	**3985**	**30**
	Cum. Total*	46	18	381	26	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	1	1	75	15	1021	7
	2007-2008	0	0	46	10	938	7
	2008-2009	**3**	**3**	**63**	**13**	**748**	**6**
	Cum. Total*	4	2	184	12	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**	28.3	61.5	27.0	58.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.0	62.5	19.1	59.7	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.3	59.3	7.9	56.4	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: Portland Public Schools
School: Harrison Lyseth Elem 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	91	0	0	59	65	29	32	3	3	345	504	1	60	27	13	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	10	0	0	4	40	5	50	1	10	340	103	0	35	33	32	336	402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	4										48	2	52	29	17	341	222	4	63	25	8	345
Hispanic	5	0	0	2	40	2	40	1	20	339	31	0	55	35	10	343	162	0	51	38	10	342
Caucasian/White	72	0	0	51	71	21	29	0	0	346	321	1	69	24	6	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	5	31	9	56	2	13	339	82	0	41	38	21	339	2194	0	32	50	18	338
No	75	0	0	54	72	20	27	1	1	346	422	1	63	25	11	344	11301	2	69	26	3	346
Current LEP																						
Yes	15	0	0	5	33	7	47	3	20	338	142	0	32	38	30	336	406	0	39	41	20	339
No	76	0	0	54	71	22	29	0	0	346	362	1	70	22	6	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	28	0	0	10	36	15	54	3	11	340	261	0	44	34	22	339	5721	1	52	39	9	342
No	63	0	0	49	78	14	22	0	0	347	243	2	77	19	2	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	91	0	0	59	65	29	32	3	3	345	504	1	60	27	13	343	13489	2	63	30	6	345
Gender																						
Female	47	0	0	31	66	14	30	2	4	345	255	2	62	25	11	345	6568	3	67	26	4	346
Male	44	0	0	28	64	15	34	1	2	344	249	0	57	29	14	342	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	1	17	4	67	1	17	338	225	0	45	32	22	339	2300	0	39	49	11	340
No	85	0	0	58	68	25	29	2	2	345	279	1	71	22	5	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										1						155	11	87	2	0	354
No	91	0	0	59	65	29	32	3	3	345	503	1	60	27	13	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: Portland Public Schools
School: Harrison Lyseth Elem 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	1	0	0	1	100	0	0	0	0	354	6	0	39	29	32	337	5	1	44	39	16	340
B. less than one hour	69	0	0	38	62	21	34	2	3	344	71	1	64	26	9	345	80	2	66	28	4	345
C. one to two hours	26	0	0	15	65	7	30	1	4	345	19	0	57	31	12	342	13	2	61	32	6	344
D. more than two hours	3	0	0	2	67	1	33	0	0	343	4	0	37	37	26	338	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	0	0	32	76	9	21	1	2	347	53	2	66	23	10	345	47	3	68	24	4	346
B. good	47	0	0	25	60	15	36	2	5	342	37	1	56	33	11	342	41	1	62	31	5	344
C. fair	4	0	0	1	25	3	75	0	0	340	8	0	55	24	21	341	9	0	51	41	8	342
D. poor	1	0	0	0	0	1	100	0	0	338	2	0	38	50	13	341	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	20	65	10	32	1	3	345	29	1	54	28	17	343	31	3	63	28	6	345
B. They match some of what I have learned.	51	0	0	32	71	11	24	2	4	345	49	1	69	22	8	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	12	0	0	5	45	6	55	0	0	341	14	0	48	39	12	341	14	1	53	39	7	342
D. There is no match.	2	0	0	1	50	1	50	0	0	342	8	0	51	37	12	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	10	63	5	31	1	6	344	23	0	49	28	23	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	60	0	0	34	64	17	32	2	4	344	56	1	64	27	8	345	57	2	68	26	3	346
C. easier than my regular schoolwork	22	0	0	14	70	6	30	0	0	347	21	2	62	27	9	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.	12	0	0	5	45	5	45	1	9	340	21	0	39	34	27	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	56	0	0	30	60	19	38	1	2	344	48	1	62	28	9	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	32	0	0	23	79	5	17	1	3	347	31	2	72	21	5	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	29	0	0	19	73	7	27	0	0	346	27	2	69	22	7	346	22	3	67	25	4	346
B. 20 minutes to an hour	55	0	0	31	63	16	33	2	4	345	48	1	65	27	7	345	46	2	68	26	4	346
C. less than 20 minutes	9	0	0	6	75	2	25	0	0	344	16	1	50	31	18	340	18	1	56	36	8	343
D. I rarely read at home.	7	0	0	2	33	3	50	1	17	338	9	0	36	34	30	337	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	9	45	9	45	2	10	342	21	0	46	33	22	340	29	1	56	36	7	343
B. six to ten pages	26	0	0	13	59	8	36	1	5	341	20	1	60	27	12	342	21	2	62	31	5	344
C. eleven or more pages	51	0	0	33	75	11	25	0	0	348	59	1	66	25	8	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	60	0	0	1	33	2	67	0	0	339	48	0	40	40	20	339						
B.	20	0	0	0	0	1	100	0	0	338	35	0	64	27	9	344						
C.	20	0	0	0	0	1	100	0	0	340	10	0	0	67	33	334						
D.	0										6	0	50	50	0	341						

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:	Portland Public Schools
School:	Harrison Lyseth Elem 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	28	31	77	15	1985	14
	2007-2008	18	25	94	19	2277	17
	2008-2009	**14**	**15**	**57**	**11**	**2328**	**17**
	Cum. Total*	60	24	228	15	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	55	61	209	41	6990	51
	2007-2008	42	58	195	40	6764	50
	2008-2009	**49**	**54**	**231**	**46**	**7045**	**52**
	Cum. Total*	146	57	635	42	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	6	7	143	28	3673	27
	2007-2008	10	14	127	26	3504	26
	2008-2009	**19**	**21**	**123**	**24**	**3137**	**23**
	Cum. Total*	35	14	393	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	1	1	83	16	1193	9
	2007-2008	3	4	68	14	1044	8
	2008-2009	**9**	**10**	**94**	**19**	**997**	**7**
	Cum. Total*	13	5	245	16	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**	30.7	64.0	28.1	58.5	31.5	65.6
A. Number	**20**	**42**	12.3	61.5	11.2	56.0	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	5.6	70.0	6.1	76.3
C. Geometry	**8**	**17**	5.1	63.8	5.0	62.5	5.5	68.8
D. Algebra	**12**	**25**	6.9	57.5	6.3	52.5	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: Portland Public Schools
School: Harrison Lyseth Elem 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	91	14	15	49	54	19	21	9	10	347	505	11	46	24	19	342	13507	17	52	23	7	348
Ethnicity																						
African American/Black	10	0	0	5	50	3	30	2	20	339	105	1	24	27	49	329	407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	4										48	13	35	38	15	342	223	25	45	24	7	350
Hispanic	5	1	20	0	0	3	60	1	20	334	31	3	32	52	13	339	162	6	44	35	15	341
Caucasian/White	72	13	18	42	58	11	15	6	8	349	320	15	56	19	10	347	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	5	31	4	25	6	38	333	81	5	40	26	30	337	2204	6	36	36	22	338
No	75	13	17	44	59	15	20	3	4	349	424	13	47	24	17	344	11303	19	55	21	4	350
Current LEP																						
Yes	15	1	7	5	33	6	40	3	20	336	144	3	24	36	36	332	412	7	37	35	21	339
No	76	13	17	44	58	13	17	6	8	349	361	14	54	20	12	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	28	1	4	13	46	8	29	6	21	338	263	5	36	30	29	336	5727	10	48	31	12	343
No	63	13	21	36	57	11	17	3	5	350	242	18	57	18	7	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	91	14	15	49	54	19	21	9	10	347	505	11	46	24	19	342	13501	17	52	23	7	348
Gender																						
Female	47	6	13	25	53	11	23	5	11	346	256	10	44	26	20	342	6568	16	52	24	8	348
Male	44	8	18	24	55	8	18	4	9	347	249	12	47	22	18	343	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	2	33	2	33	2	33	335	225	6	34	30	30	336	2300	4	43	39	14	340
No	85	14	16	47	55	17	20	7	8	347	280	16	55	20	10	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										1						155	73	26	1	0	368
No	91	14	15	49	54	19	21	9	10	347	504	11	46	24	19	342	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: Portland Public Schools
School: Harrison Lyseth Elem 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	1	0	0	1	100	0	0	0	0	358	6	14	14	25	46	334	5	9	38	32	21	340
B. less than one hour	69	11	18	30	49	13	21	7	11	346	71	13	50	23	14	345	80	19	54	22	5	349
C. one to two hours	26	2	9	14	61	6	26	1	4	346	19	7	44	27	22	340	13	16	51	24	9	347
D. more than two hours	3	0	0	2	67	0	0	1	33	337	4	0	40	35	25	333	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	9	24	22	59	3	8	3	8	351	38	16	53	17	15	346	40	25	51	17	7	351
B. good	44	3	8	21	55	11	29	3	8	345	44	9	45	31	14	343	45	14	56	24	6	348
C. fair	13	1	9	4	36	4	36	2	18	337	14	9	43	24	25	340	12	7	49	34	10	343
D. poor	1	0	0	0	0	0	0	1	100	320	4	5	26	16	53	333	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.	33	5	18	17	61	4	14	2	7	349	32	16	45	27	12	346	38	23	52	19	5	351
B. They match some of what I have learned.	42	7	19	17	47	7	19	5	14	346	46	13	51	22	15	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	22	1	5	11	58	6	32	1	5	343	18	3	41	25	30	336	12	10	45	33	12	343
D. There is no match.	3	0	0	2	67	1	33	0	0	346	4	0	37	42	21	336	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	1	8	6	50	3	25	2	17	340	24	9	45	21	25	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	64	9	17	28	53	11	21	5	9	347	57	11	48	26	15	344	59	19	55	21	5	350
C. easier than my regular schoolwork	22	3	17	10	56	4	22	1	6	350	19	17	43	25	14	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	16	1	8	7	54	2	15	3	23	341	17	4	32	33	32	334	15	8	41	35	15	341
B. 30–45 minutes	41	6	18	15	45	8	24	4	12	346	33	13	43	26	18	344	29	16	54	23	6	348
C. 45–60 minutes	24	3	16	11	58	4	21	1	5	348	33	10	54	23	13	345	32	21	55	19	5	350
D. more than 60 minutes	19	3	20	9	60	3	20	0	0	351	17	19	51	20	10	348	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	33	1	33	1	33	329	7	3	16	34	47	328	6	6	33	39	23	337
B. two or three days a week	15	2	15	3	23	5	38	3	23	339	7	12	24	45	18	338	12	15	55	22	8	348
C. two or three times each month	14	1	8	8	67	3	25	0	0	348	15	15	42	18	25	343	26	20	56	19	5	350
D. never or almost never	67	11	19	31	54	10	18	5	9	349	71	12	52	24	12	345	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	3	10	18	62	6	21	2	7	346	40	6	46	27	21	340	37	14	51	27	9	346
B. two or three days a week	26	4	18	13	59	2	9	3	14	348	26	15	50	21	14	346	27	20	55	19	6	350
C. two or three times each month	23	5	25	8	40	4	20	3	15	346	18	20	44	19	17	346	19	22	53	19	6	350
D. never or almost never	17	2	13	6	40	6	40	1	7	344	16	11	41	35	13	342	18	15	51	26	8	347
Optional school/SAU question																						
A.	60	0	0	1	33	0	0	2	67	328	48	0	40	20	40	334						
B.	20	0	0	0	0	1	100	0	0	334	35	0	55	36	9	344						
C.	20	0	0	1	100	0	0	0	0	344	10	0	33	33	33	329						
D.	0										6	0	50	0	50	336						

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