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:	11491392
SAU:	Scarborough School Department
School:	Benjamin Wentworth Intermediat

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

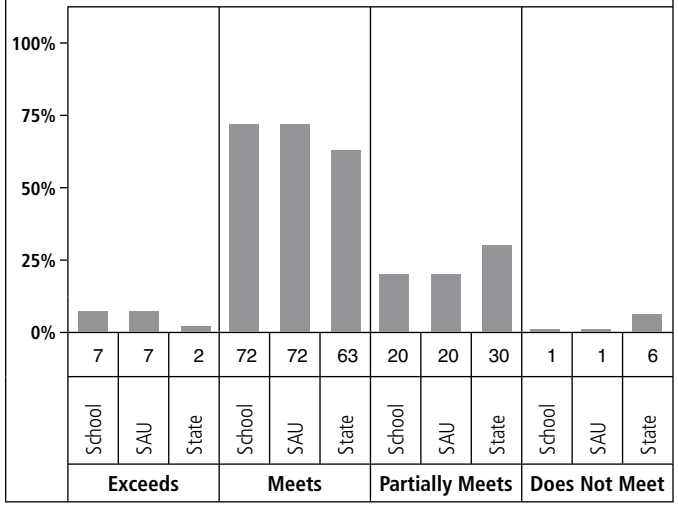
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Scarborough School Department
School: Benjamin Wentworth Intermediat

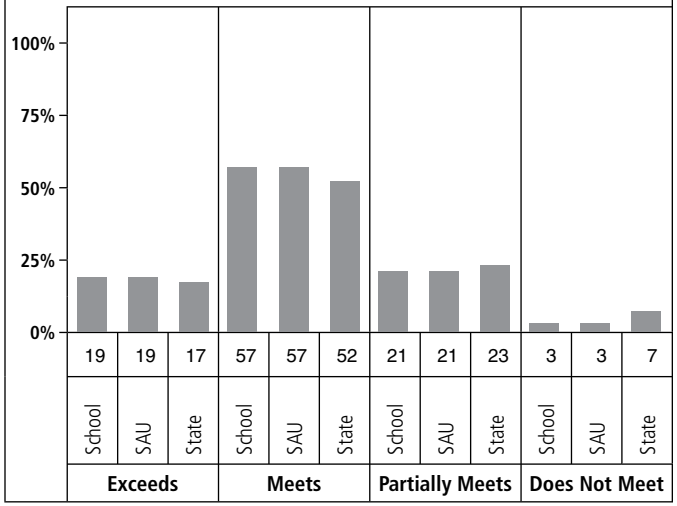
Summary of School, SAU, and State Scores

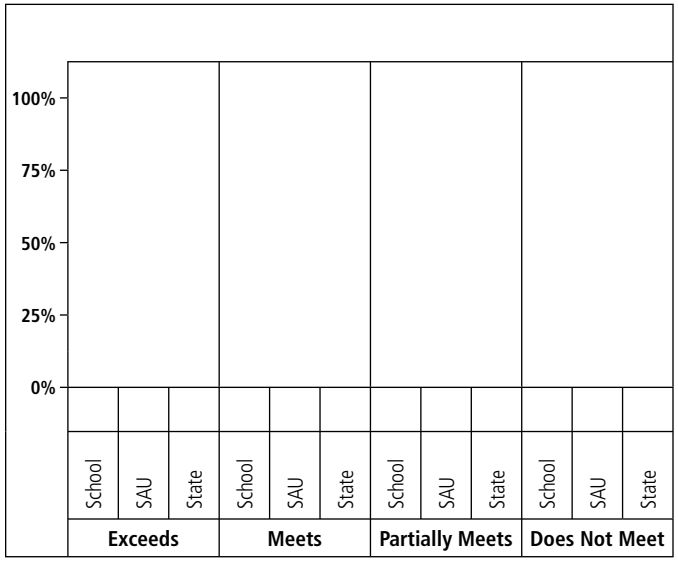
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	348	348	345
2007–2008	347	347	344
2008–2009	**348**	**348**	**345**
Cum. Avg.*	348	348	345
Mathematics			
2006–2007	351	351	347
2007–2008	349	349	347
2008–2009	**350**	**350**	**348**
Cum. Avg.*	350	350	347

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: Scarborough School Department
School: Benjamin Wentworth Intermediat

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	216	100	216	100	13763	100	216	100	216	100	13691	100	215	100	215	100	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	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	7	3	7	3	232	2	7	100	7	100	226	97	7	100	7	100	227	98						
Hispanic	4	2	4	2	167	1	4	100	4	100	164	98	4	100	4	100	164	98						
Caucasian/White	205	95	205	95	12846	93	205	100	205	100	12788	100	204	100	204	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	22	10	22	10	2414	18	22	100	22	100	2388	100	22	100	22	100	2388	100						
Current LEP	8	4	8	4	420	3	8	100	8	100	413	98	8	100	8	100	417	99						
Economically disadvantaged	37	17	37	17	5887	43	37	100	37	100	5847	100	37	100	37	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	168	78	168	78	10316	75	163	75	163	75	10355	75						
Identified disability (PET/IEP)	1	1	1	1	437	4	1	1	1	1	445	4						
LEP	5	3	5	3	192	2	5	3	5	3	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	47	22	47	22	3179	23	51	24	51	24	3152	23						
Identified disability (PET/IEP)	20	43	20	43	1757	55	20	39	20	39	1759	56						
LEP	3	6	3	6	214	7	3	6	3	6	219	7						
504 plan	4	9	4	9	63	2	4	8	4	8	64	2						
Other	20	43	20	43	1192	37	24	47	24	47	1157	37						
Participation through alternate assessment (PAAP)	1	0	1	0	194	1	1	0	1	0	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	1	0	1	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	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:	Scarborough School Department
School:	Benjamin Wentworth Intermediat

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	11	4	11	4	332	2
	2007-2008	5	2	5	2	227	2
	2008-2009	**15**	**7**	**15**	**7**	**262**	**2**
	Cum. Total*	31	4	31	4	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	186	74	186	74	8691	63
	2007-2008	189	73	189	73	8403	62
	2008-2009	**154**	**72**	**154**	**72**	**8500**	**63**
	Cum. Total*	529	73	529	73	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	45	18	45	18	3781	27
	2007-2008	58	22	58	22	4018	30
	2008-2009	**43**	**20**	**43**	**20**	**3985**	**30**
	Cum. Total*	146	20	146	20	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	9	4	9	4	1021	7
	2007-2008	6	2	6	2	938	7
	2008-2009	**3**	**1**	**3**	**1**	**748**	**6**
	Cum. Total*	18	2	18	2	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**	30.9	67.2	30.9	67.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	21.6	67.5	21.6	67.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	9.3	66.4	9.3	66.4	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: Scarborough School Department
School: Benjamin Wentworth Intermediat

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	215	15	7	154	72	43	20	3	1	348	215	7	72	20	1	348	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	7	0	0	6	86	1	14	0	0	347	7	0	86	14	0	347	222	4	63	25	8	345
Hispanic	3										3						162	0	51	38	10	342
Caucasian/White	205	15	7	146	71	42	20	2	1	348	205	7	71	20	1	348	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	11	52	3	14	340	21	0	33	52	14	340	2194	0	32	50	18	338
No	194	15	8	147	76	32	16	0	0	349	194	8	76	16	0	349	11301	2	69	26	3	346
Current LEP																						
Yes	8	0	0	6	75	2	25	0	0	345	8	0	75	25	0	345	406	0	39	41	20	339
No	207	15	7	148	71	41	20	3	1	348	207	7	71	20	1	348	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	37	0	0	23	62	11	30	3	8	343	37	0	62	30	8	343	5721	1	52	39	9	342
No	178	15	8	131	74	32	18	0	0	349	178	8	74	18	0	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	215	15	7	154	72	43	20	3	1	348	215	7	72	20	1	348	13489	2	63	30	6	345
Gender																						
Female	99	11	11	74	75	14	14	0	0	351	99	11	75	14	0	351	6568	3	67	26	4	346
Male	116	4	3	80	69	29	25	3	3	346	116	3	69	25	3	346	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	24	0	0	15	63	9	38	0	0	343	24	0	63	38	0	343	2300	0	39	49	11	340
No	191	15	8	139	73	34	18	3	2	349	191	8	73	18	2	349	11195	2	68	25	4	345
Gifted/talented program																						
Yes	3										3						155	11	87	2	0	354
No	212	13	6	153	72	43	20	3	1	348	212	6	72	20	1	348	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: Scarborough School Department
School: Benjamin Wentworth Intermediat

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	25	1	25	2	50	335	2	0	25	25	50	335	5	1	44	39	16	340
B. less than one hour	82	14	8	118	71	34	20	1	1	348	82	8	71	20	1	348	80	2	66	28	4	345
C. one to two hours	14	0	0	24	83	5	17	0	0	348	14	0	83	17	0	348	13	2	61	32	6	344
D. more than two hours	1	0	0	1	33	2	67	0	0	339	1	0	33	67	0	339	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	12	13	68	72	13	14	2	2	351	46	13	72	14	2	351	47	3	68	24	4	346
B. good	43	3	3	68	76	18	20	1	1	347	43	3	76	20	1	347	41	1	62	31	5	344
C. fair	11	0	0	12	55	10	45	0	0	342	11	0	55	45	0	342	9	0	51	41	8	342
D. poor	0	0	0	0	0	1	100	0	0	336	0	0	0	100	0	336	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.	26	8	15	33	61	12	22	1	2	350	26	15	61	22	2	350	31	3	63	28	6	345
B. They match some of what I have learned.	57	7	6	93	78	19	16	0	0	348	57	6	78	16	0	348	49	2	68	26	3	345
C. They match just a little of what I have learned.	12	0	0	18	72	7	28	0	0	345	12	0	72	28	0	345	14	1	53	39	7	342
D. There is no match.	5	0	0	4	40	4	40	2	20	341	5	0	40	40	20	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	2	5	18	49	15	41	2	5	343	18	5	49	41	5	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	69	11	8	113	78	20	14	0	0	349	69	8	78	14	0	349	57	2	68	26	3	346
C. easier than my regular schoolwork	13	2	7	18	64	7	25	1	4	347	13	7	64	25	4	347	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.	11	0	0	10	43	12	52	1	4	341	11	0	43	52	4	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	51	5	5	75	70	25	23	2	2	347	51	5	70	23	2	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	10	13	64	81	5	6	0	0	352	38	13	81	6	0	352	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	16	8	24	20	61	5	15	0	0	353	16	24	61	15	0	353	22	3	67	25	4	346
B. 20 minutes to an hour	67	5	4	109	78	25	18	0	0	348	67	4	78	18	0	348	46	2	68	26	4	346
C. less than 20 minutes	10	2	10	9	45	8	40	1	5	345	10	10	45	40	5	345	18	1	56	36	8	343
D. I rarely read at home.	8	0	0	11	65	4	24	2	12	343	8	0	65	24	12	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	17	1	3	22	61	11	31	2	6	344	17	3	61	31	6	344	29	1	56	36	7	343
B. six to ten pages	27	3	5	42	76	10	18	0	0	348	27	5	76	18	0	348	21	2	62	31	5	344
C. eleven or more pages	56	11	9	84	72	20	17	1	1	350	56	9	72	17	1	350	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	340	50	0	0	100	0	340						
C.	50	0	0	1	100	0	0	0	0	346	50	0	100	0	0	346						
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:	Scarborough School Department
School:	Benjamin Wentworth Intermediat

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	54	21	54	21	1985	14
	2007-2008	42	16	42	16	2277	17
	2008-2009	**41**	**19**	**41**	**19**	**2328**	**17**
	Cum. Total*	137	19	137	19	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	142	56	142	56	6990	51
	2007-2008	143	55	143	55	6764	50
	2008-2009	**121**	**57**	**121**	**57**	**7045**	**52**
	Cum. Total*	406	56	406	56	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	48	19	48	19	3673	27
	2007-2008	62	24	62	24	3504	26
	2008-2009	**46**	**21**	**46**	**21**	**3137**	**23**
	Cum. Total*	156	22	156	22	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	8	3	8	3	1193	9
	2007-2008	11	4	11	4	1044	8
	2008-2009	**6**	**3**	**6**	**3**	**997**	**7**
	Cum. Total*	25	3	25	3	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**	33.2	69.2	33.2	69.2	31.5	65.6
A. Number	**20**	**42**	13.5	67.5	13.5	67.5	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	**8**	**17**	5.7	71.3	5.7	71.3	5.5	68.8
D. Algebra	**12**	**25**	7.5	62.5	7.5	62.5	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: Scarborough School Department
School: Benjamin Wentworth Intermediat

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	214	41	19	121	57	46	21	6	3	350	214	19	57	21	3	350	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	7	2	29	4	57	1	14	0	0	354	7	29	57	14	0	354	223	25	45	24	7	350
Hispanic	3										3						162	6	44	35	15	341
Caucasian/White	204	39	19	115	56	45	22	5	2	351	204	19	56	22	2	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	6	29	11	52	4	19	336	21	0	29	52	19	336	2204	6	36	36	22	338
No	193	41	21	115	60	35	18	2	1	352	193	21	60	18	1	352	11303	19	55	21	4	350
Current LEP																						
Yes	8	1	13	4	50	3	38	0	0	348	8	13	50	38	0	348	412	7	37	35	21	339
No	206	40	19	117	57	43	21	6	3	351	206	19	57	21	3	351	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	37	1	3	21	57	11	30	4	11	343	37	3	57	30	11	343	5727	10	48	31	12	343
No	177	40	23	100	56	35	20	2	1	352	177	23	56	20	1	352	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	214	41	19	121	57	46	21	6	3	350	214	19	57	21	3	350	13501	17	52	23	7	348
Gender																						
Female	98	22	22	55	56	19	19	2	2	351	98	22	56	19	2	351	6568	16	52	24	8	348
Male	116	19	16	66	57	27	23	4	3	350	116	16	57	23	3	350	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	24	2	8	16	67	4	17	2	8	345	24	8	67	17	8	345	2300	4	43	39	14	340
No	190	39	21	105	55	42	22	4	2	351	190	21	55	22	2	351	11207	20	54	20	6	350
Gifted/talented program																						
Yes	3										3						155	73	26	1	0	368
No	211	38	18	121	57	46	22	6	3	350	211	18	57	22	3	350	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: Scarborough School Department
School: Benjamin Wentworth Intermediat

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	50	2	50	326	2	0	0	50	50	326	5	9	38	32	21	340
B. less than one hour	82	36	22	92	55	36	22	3	2	351	82	22	55	22	2	351	80	19	54	22	5	349
C. one to two hours	14	4	14	19	66	5	17	1	3	350	14	14	66	17	3	350	13	16	51	24	9	347
D. more than two hours	1	0	0	1	33	2	67	0	0	344	1	0	33	67	0	344	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	23	32	37	51	10	14	2	3	355	34	32	51	14	3	355	40	25	51	17	7	351
B. good	51	14	13	63	59	26	25	3	3	349	51	13	59	25	3	349	45	14	56	24	6	348
C. fair	14	4	13	16	53	9	30	1	3	346	14	13	53	30	3	346	12	7	49	34	10	343
D. poor	0	0	0	1	100	0	0	0	0	344	0	0	100	0	0	344	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.	24	17	34	24	48	7	14	2	4	354	24	34	48	14	4	354	38	23	52	19	5	351
B. They match some of what I have learned.	61	20	16	79	62	28	22	0	0	351	61	16	62	22	0	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	3	14	10	45	7	32	2	9	345	11	14	45	32	9	345	12	10	45	33	12	343
D. There is no match.	4	1	11	3	33	3	33	2	22	338	4	11	33	33	22	338	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	5	14	18	49	14	38	0	0	347	18	14	49	38	0	347	17	8	45	34	13	342
B. about the same as my regular schoolwork	65	30	22	76	56	26	19	4	3	351	65	22	56	19	3	351	59	19	55	21	5	350
C. easier than my regular schoolwork	17	6	17	22	63	5	14	2	6	351	17	17	63	14	6	351	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	9	1	6	10	59	6	35	0	0	346	9	6	59	35	0	346	15	8	41	35	15	341
B. 30–45 minutes	25	5	10	26	52	18	36	1	2	347	25	10	52	36	2	347	29	16	54	23	6	348
C. 45–60 minutes	58	30	26	66	57	17	15	3	3	353	58	26	57	15	3	353	32	21	55	19	5	350
D. more than 60 minutes	8	4	25	8	50	3	19	1	6	351	8	25	50	19	6	351	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	1	9	4	36	3	27	3	27	338	5	9	36	27	27	338	6	6	33	39	23	337
B. two or three days a week	11	3	14	12	55	5	23	2	9	348	11	14	55	23	9	348	12	15	55	22	8	348
C. two or three times each month	27	5	9	39	68	13	23	0	0	350	27	9	68	23	0	350	26	20	56	19	5	350
D. never or almost never	57	32	27	61	52	24	20	1	1	353	57	27	52	20	1	353	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	3	6	28	58	13	27	4	8	346	23	6	58	27	8	346	37	14	51	27	9	346
B. two or three days a week	40	24	29	44	53	14	17	1	1	353	40	29	53	17	1	353	27	20	55	19	6	350
C. two or three times each month	20	8	19	21	50	12	29	1	2	351	20	19	50	29	2	351	19	22	53	19	6	350
D. never or almost never	17	6	17	24	67	6	17	0	0	352	17	17	67	17	0	352	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	344	50	0	100	0	0	344						
C.	50	0	0	0	0	0	0	1	100	320	50	0	0	0	100	320						
D.	0										0											

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