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:	11551399
SAU:	South Portland School Dept
School:	James Otis Kaler Elementary Sc

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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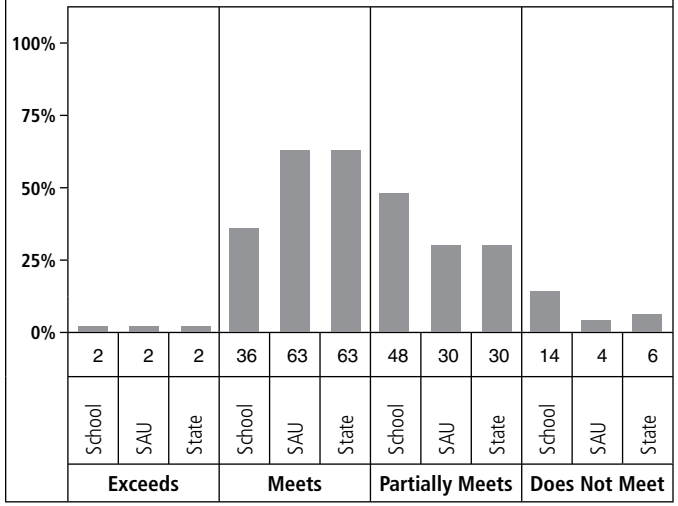
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: South Portland School Dept
School: James Otis Kaler Elementary Sc

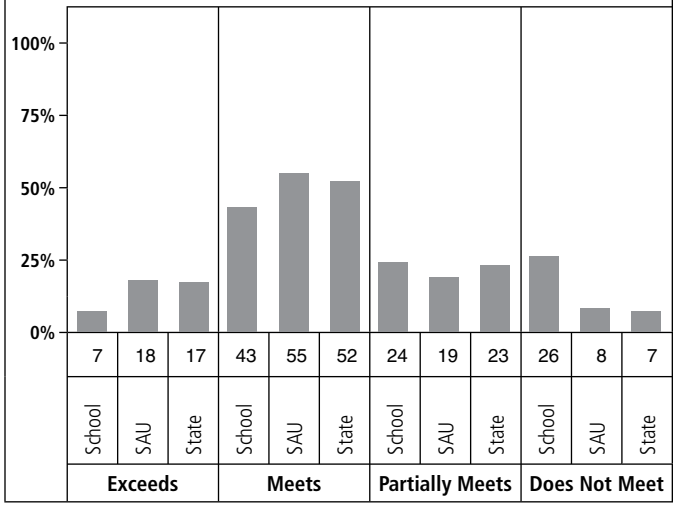
Summary of School, SAU, and State Scores

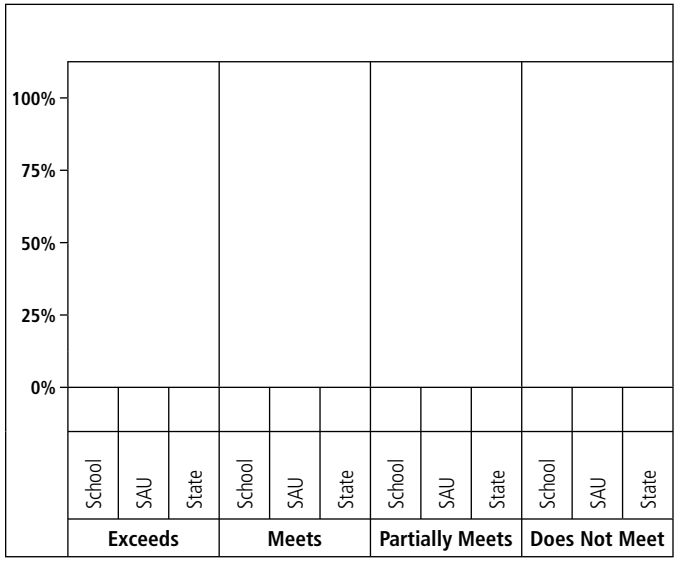
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	342	346	345
2007–2008	343	345	344
2008–2009	**340**	**345**	**345**
Cum. Avg.*	342	345	345
Mathematics			
2006–2007	342	348	347
2007–2008	343	346	347
2008–2009	**339**	**348**	**348**
Cum. Avg.*	341	347	347

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: South Portland School Dept
School: James Otis Kaler Elementary Sc

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	42	100	260	100	13763	100	42	100	259	100	13691	100	42	100	259	100	13691	100						
Ethnicity African American/Black	1	2	7	3	416	3	1	100	7	100	412	99	1	100	7	100	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	2	5	10	4	232	2	2	100	10	100	226	97	2	100	10	100	227	98						
Hispanic	0	0	3	1	167	1	0	0	3	100	164	98	0	0	3	100	164	98						
Caucasian/White	39	93	240	92	12846	93	39	100	239	100	12788	100	39	100	239	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	26	45	17	2414	18	11	100	45	100	2388	100	11	100	45	100	2388	100						
Current LEP	1	2	10	4	420	3	1	100	10	100	413	98	1	100	10	100	417	99						
Economically disadvantaged	19	45	74	28	5887	43	19	100	74	100	5847	100	19	100	74	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	32	76	210	81	10316	75	32	76	209	80	10355	75						
Identified disability (PET/IEP)	1	3	4	2	437	4	1	3	4	2	445	4						
LEP	0	0	5	2	192	2	0	0	3	1	193	2						
504 plan	1	3	3	1	83	1	1	3	3	1	83	1						
Participation with accommodations	10	24	46	18	3179	23	10	24	47	18	3152	23						
Identified disability (PET/IEP)	10	100	38	83	1757	55	10	100	38	81	1759	56						
LEP	1	10	5	11	214	7	1	10	7	15	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	5	11	1192	37	0	0	4	9	1157	37						
Participation through alternate assessment (PAAP)	0	0	3	1	194	1	0	0	3	1	184	1						
Identified disability (PET/IEP)	0	0	3	100	194	100	0	0	3	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	1	0	53	0	0	0	1	0	51	0						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	South Portland School Dept
School:	James Otis Kaler Elementary Sc

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	4	2	332	2
	2007-2008	1	3	4	2	227	2
	2008-2009	**1**	**2**	**5**	**2**	**262**	**2**
	Cum. Total*	2	2	13	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	20	61	155	74	8691	63
	2007-2008	16	46	136	63	8403	62
	2008-2009	**15**	**36**	**162**	**63**	**8500**	**63**
	Cum. Total*	51	46	453	67	25594	63
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	9	27	39	19	3781	27
	2007-2008	15	43	57	27	4018	30
	2008-2009	**20**	**48**	**78**	**30**	**3985**	**30**
	Cum. Total*	44	40	174	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	4	12	11	5	1021	7
	2007-2008	3	9	18	8	938	7
	2008-2009	**6**	**14**	**11**	**4**	**748**	**6**
	Cum. Total*	13	12	40	6	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**	24.0	52.2	28.7	62.4	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	17.0	53.1	20.1	62.8	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	7.1	50.7	8.6	61.4	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: South Portland School Dept
School: James Otis Kaler Elementary Sc

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	42	1	2	15	36	20	48	6	14	340	256	2	63	30	4	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										7	0	14	71	14	335	402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	2										10	0	60	30	10	343	222	4	63	25	8	345
Hispanic	0										3						162	0	51	38	10	342
Caucasian/White	39	1	3	14	36	19	49	5	13	340	236	2	65	29	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	4	36	5	45	335	42	0	29	48	24	337	2194	0	32	50	18	338
No	31	1	3	13	42	16	52	1	3	342	214	2	70	27	0	347	11301	2	69	26	3	346
Current LEP																						
Yes	1										10	0	30	50	20	339	406	0	39	41	20	339
No	41	1	2	15	37	20	49	5	12	340	246	2	65	30	4	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	19	0	0	5	26	9	47	5	26	338	74	0	46	45	9	341	5721	1	52	39	9	342
No	23	1	4	10	43	11	48	1	4	342	182	3	70	25	2	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	42	1	2	15	36	20	48	6	14	340	256	2	63	30	4	345	13489	2	63	30	6	345
Gender																						
Female	21	0	0	6	29	13	62	2	10	339	123	2	70	25	2	346	6568	3	67	26	4	346
Male	21	1	5	9	43	7	33	4	19	341	133	2	57	35	6	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										3						2300	0	39	49	11	340
No	41	1	2	15	37	19	46	6	15	340	253	2	64	30	4	345	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										8	0	100	0	0	353	155	11	87	2	0	354
No	41	1	2	14	34	20	49	6	15	340	248	2	62	31	4	345	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: South Portland School Dept
School: James Otis Kaler Elementary Sc

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	8	0	0	0	0	2	67	1	33	337	2	0	0	75	25	336	5	1	44	39	16	340
B. less than one hour	78	1	3	14	45	12	39	4	13	342	81	2	66	28	4	345	80	2	66	28	4	345
C. one to two hours	10	0	0	0	0	3	75	1	25	336	15	3	62	32	3	345	13	2	61	32	6	344
D. more than two hours	5	0	0	1	50	1	50	0	0	337	3	0	57	43	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	54	1	5	7	33	10	48	3	14	342	56	4	68	25	4	347	47	3	68	24	4	346
B. good	33	0	0	7	54	4	31	2	15	341	34	0	67	29	3	345	41	1	62	31	5	344
C. fair	8	0	0	1	33	2	67	0	0	338	7	0	44	44	11	339	9	0	51	41	8	342
D. poor	5	0	0	0	0	1	50	1	50	335	3	0	0	86	14	337	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.	21	0	0	1	13	5	63	2	25	338	29	0	60	32	8	344	31	3	63	28	6	345
B. They match some of what I have learned.	45	1	6	8	47	7	41	1	6	343	54	4	72	23	1	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	2	50	2	50	0	0	342	12	0	57	43	0	343	14	1	53	39	7	342
D. There is no match.	24	0	0	3	33	3	33	3	33	338	6	0	36	43	21	339	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	2	29	4	57	1	14	339	15	0	55	37	8	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	55	1	5	10	45	8	36	3	14	342	62	3	66	29	3	346	57	2	68	26	3	346
C. easier than my regular schoolwork	28	0	0	3	27	6	55	2	18	339	23	2	65	28	5	345	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.	23	0	0	0	0	7	78	2	22	337	13	0	24	64	12	339	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	38	1	7	8	53	5	33	1	7	343	49	2	67	29	2	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	0	0	6	40	6	40	3	20	340	38	3	74	19	4	347	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	2	25	6	75	0	0	342	24	2	74	23	2	346	22	3	67	25	4	346
B. 20 minutes to an hour	61	1	4	9	39	9	39	4	17	340	55	2	67	26	4	346	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	2	50	2	50	0	0	342	12	3	48	45	3	344	18	1	56	36	8	343
D. I rarely read at home.	8	0	0	1	33	0	0	2	67	335	9	0	36	50	14	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	0	0	4	31	8	62	1	8	341	20	0	52	38	10	342	29	1	56	36	7	343
B. six to ten pages	21	0	0	4	50	3	38	1	13	340	27	2	62	33	3	345	21	2	62	31	5	344
C. eleven or more pages	45	1	6	6	35	7	41	3	18	341	52	3	70	25	2	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	2	100	0	0	335	56	0	0	100	0	334						
B.	25	0	0	0	0	1	100	0	0	340	22	0	50	50	0	342						
C.	25	0	0	1	100	0	0	0	0	346	11	0	100	0	0	346						
D.	0										11	0	100	0	0	346						

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:	South Portland School Dept
School:	James Otis Kaler Elementary Sc

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	32	15	1985	14
	2007-2008	1	3	33	15	2277	17
	2008-2009	**3**	**7**	**46**	**18**	**2328**	**17**
	Cum. Total*	5	5	111	16	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	15	45	110	53	6990	51
	2007-2008	22	63	100	47	6764	50
	2008-2009	**18**	**43**	**140**	**55**	**7045**	**52**
	Cum. Total*	55	50	350	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	13	39	55	26	3673	27
	2007-2008	10	29	63	29	3504	26
	2008-2009	**10**	**24**	**49**	**19**	**3137**	**23**
	Cum. Total*	33	30	167	25	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	12	12	6	1193	9
	2007-2008	2	6	19	9	1044	8
	2008-2009	**11**	**26**	**21**	**8**	**997**	**7**
	Cum. Total*	17	15	52	8	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	25.8	53.8	31.8	66.3	31.5	65.6
A. Number	**20**	**42**	10.8	54.0	13.0	65.0	12.8	64.0
B. Data	**8**	**17**	5.1	63.8	6.1	76.3	6.1	76.3
C. Geometry	**8**	**17**	4.5	56.3	5.5	68.8	5.5	68.8
D. Algebra	**12**	**25**	5.4	45.0	7.2	60.0	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: South Portland School Dept
School: James Otis Kaler Elementary Sc

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	42	3	7	18	43	10	24	11	26	339	256	18	55	19	8	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										7	0	14	43	43	326	407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	2										10	10	60	20	10	346	223	25	45	24	7	350
Hispanic	0										3						162	6	44	35	15	341
Caucasian/White	39	3	8	17	44	10	26	9	23	340	236	19	56	18	7	349	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	2	18	2	18	6	55	330	42	7	29	29	36	334	2204	6	36	36	22	338
No	31	2	6	16	52	8	26	5	16	342	214	20	60	17	3	351	11303	19	55	21	4	350
Current LEP																						
Yes	1										10	0	60	20	20	338	412	7	37	35	21	339
No	41	3	7	18	44	10	24	10	24	339	246	19	54	19	8	349	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	19	0	0	8	42	7	37	4	21	336	74	1	58	28	12	341	5727	10	48	31	12	343
No	23	3	13	10	43	3	13	7	30	341	182	25	53	15	7	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	42	3	7	18	43	10	24	11	26	339	256	18	55	19	8	348	13501	17	52	23	7	348
Gender																						
Female	21	0	0	8	38	6	29	7	33	334	123	17	56	20	7	349	6568	16	52	24	8	348
Male	21	3	14	10	48	4	19	4	19	344	133	19	53	18	10	348	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										3						2300	4	43	39	14	340
No	41	3	7	17	41	10	24	11	27	339	253	18	55	19	8	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										8	88	13	0	0	369	155	73	26	1	0	368
No	41	3	7	17	41	10	24	11	27	338	248	16	56	20	8	348	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: South Portland School Dept
School: James Otis Kaler Elementary Sc

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	8	0	0	1	33	0	0	2	67	327	2	0	25	0	75	320	5	9	38	32	21	340
B. less than one hour	78	2	6	16	52	8	26	5	16	342	81	19	58	17	6	349	80	19	54	22	5	349
C. one to two hours	10	1	25	1	25	0	0	2	50	337	15	22	49	19	11	349	13	16	51	24	9	347
D. more than two hours	5	0	0	0	0	1	50	1	50	327	3	0	29	57	14	337	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	45	1	6	9	53	4	24	3	18	344	45	21	58	14	7	350	40	25	51	17	7	351
B. good	32	0	0	5	42	4	33	3	25	336	38	17	54	22	6	348	45	14	56	24	6	348
C. fair	13	1	20	2	40	1	20	1	20	338	14	12	56	24	9	346	12	7	49	34	10	343
D. poor	11	0	0	1	25	0	0	3	75	323	3	13	25	25	38	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.	26	2	20	5	50	2	20	1	10	346	32	27	53	15	5	352	38	23	52	19	5	351
B. They match some of what I have learned.	34	1	8	6	46	4	31	2	15	343	48	17	61	18	4	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	21	0	0	4	50	2	25	2	25	338	14	9	47	29	15	341	12	10	45	33	12	343
D. There is no match.	18	0	0	1	14	1	14	5	71	324	6	7	33	20	40	337	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	0	0	8	73	2	18	1	9	345	19	9	59	20	13	344	17	8	45	34	13	342
B. about the same as my regular schoolwork	44	1	6	6	38	4	25	5	31	338	63	20	56	17	7	350	59	19	55	21	5	350
C. easier than my regular schoolwork	25	1	11	2	22	2	22	4	44	330	18	20	49	22	9	348	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	2	22	2	22	5	56	328	14	6	41	25	28	338	15	8	41	35	15	341
B. 30–45 minutes	29	1	10	3	30	3	30	3	30	336	32	14	51	26	9	346	29	16	54	23	6	348
C. 45–60 minutes	34	2	17	6	50	3	25	1	8	348	42	26	56	15	3	353	32	21	55	19	5	350
D. more than 60 minutes	11	0	0	3	75	0	0	1	25	341	12	21	71	4	4	351	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	33	0	0	2	67	324	4	20	30	30	20	340	6	6	33	39	23	337
B. two or three days a week	5	0	0	0	0	1	50	1	50	327	7	6	56	28	11	345	12	15	55	22	8	348
C. two or three times each month	26	0	0	5	50	4	40	1	10	340	25	18	62	13	7	350	26	20	56	19	5	350
D. never or almost never	61	3	13	10	43	4	17	6	26	342	64	19	53	19	8	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	33	1	8	8	62	1	8	3	23	343	35	8	66	19	7	346	37	14	51	27	9	346
B. two or three days a week	23	0	0	3	33	4	44	2	22	337	24	24	47	20	8	350	27	20	55	19	6	350
C. two or three times each month	23	2	22	3	33	3	33	1	11	344	23	23	56	14	7	351	19	22	53	19	6	350
D. never or almost never	21	0	0	3	38	1	13	4	50	333	17	24	40	24	12	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	0	0	1	50	1	50	328	56	0	0	60	40	324						
B.	25	0	0	0	0	1	100	0	0	328	22	0	50	50	0	336						
C.	25	0	0	0	0	0	0	1	100	318	11	0	0	0	100	318						
D.	0										11	0	0	100	0	336						

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