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:	11811438
SAU:	Windham School Department
School:	Windham Primary 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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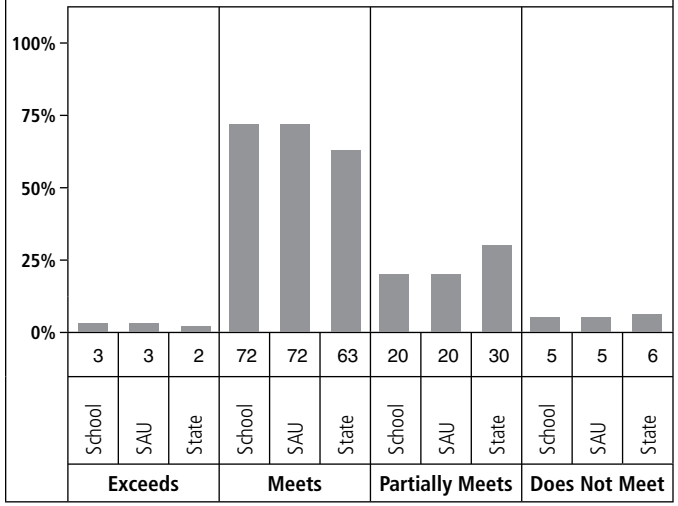
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Windham School Department
School: Windham Primary School

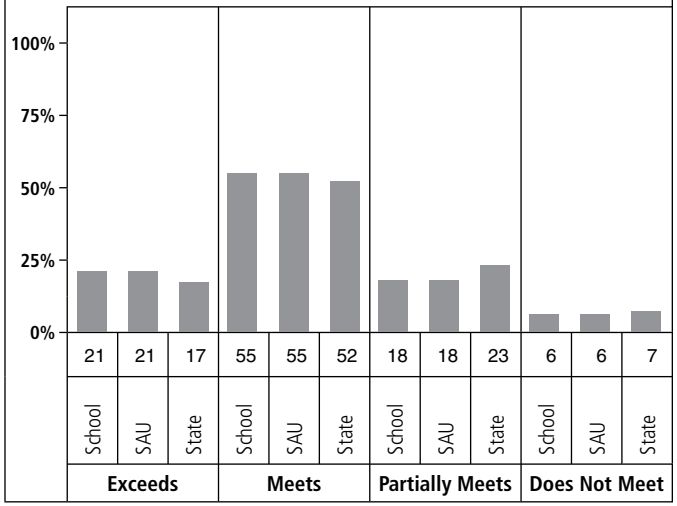
Summary of School, SAU, and State Scores

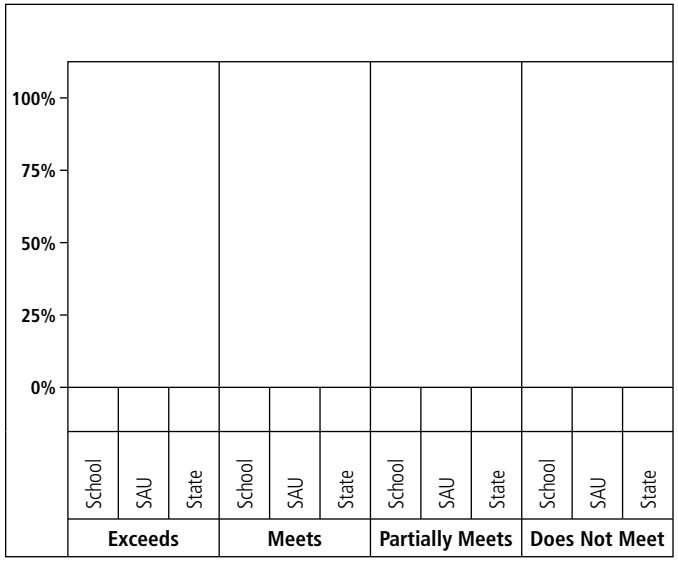
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	347	345
2007–2008	345	345	344
2008–2009	**347**	**347**	**345**
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	350	350	347
2007–2008	349	349	347
2008–2009	**349**	**349**	**348**
Cum. Avg.*	349	349	347

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: Windham School Department
School: Windham Primary 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	213	100	213	100	13763	100	213	100	213	100	13691	100	213	100	213	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	1	0	1	0	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	1	0	1	0	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	211	99	211	99	12846	93	211	100	211	100	12788	100	211	100	211	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	21	10	21	10	2414	18	21	100	21	100	2388	100	21	100	21	100	2388	100						
Current LEP	2	1	2	1	420	3	2	100	2	100	413	98	2	100	2	100	417	99						
Economically disadvantaged	47	22	47	22	5887	43	47	100	47	100	5847	100	47	100	47	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	126	59	126	59	10316	75	131	62	131	62	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	82	38	82	38	3179	23	77	36	77	36	3152	23						
Identified disability (PET/IEP)	16	20	16	20	1757	55	16	21	16	21	1759	56						
LEP	2	2	2	2	214	7	2	3	2	3	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	64	78	64	78	1192	37	59	77	59	77	1157	37						
Participation through alternate assessment (PAAP)	5	2	5	2	194	1	5	2	5	2	184	1						
Identified disability (PET/IEP)	5	100	5	100	194	100	5	100	5	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	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:	Windham School Department
School:	Windham Primary 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	6	3	6	3	332	2
	2007-2008	2	1	2	1	227	2
	2008-2009	**7**	**3**	**7**	**3**	**262**	**2**
	Cum. Total*	15	2	15	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	157	71	157	71	8691	63
	2007-2008	112	63	112	63	8403	62
	2008-2009	**150**	**72**	**150**	**72**	**8500**	**63**
	Cum. Total*	419	69	419	69	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	46	21	46	21	3781	27
	2007-2008	59	33	60	34	4018	30
	2008-2009	**41**	**20**	**41**	**20**	**3985**	**30**
	Cum. Total*	146	24	147	24	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	11	5	11	5	1021	7
	2007-2008	4	2	4	2	938	7
	2008-2009	**10**	**5**	**10**	**5**	**748**	**6**
	Cum. Total*	25	4	25	4	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**	30.0	65.2	30.0	65.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	21.2	66.3	21.2	66.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.8	62.9	8.8	62.9	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: Windham School Department
School: Windham Primary 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	208	7	3	150	72	41	20	10	5	347	208	3	72	20	5	347	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	1										1						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	206	7	3	149	72	40	19	10	5	347	206	3	72	19	5	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	1	6	10	63	5	31	333	16	0	6	63	31	333	2194	0	32	50	18	338
No	192	7	4	149	78	31	16	5	3	348	192	4	78	16	3	348	11301	2	69	26	3	346
Current LEP																						
Yes	2										2						406	0	39	41	20	339
No	206	7	3	150	73	40	19	9	4	347	206	3	73	19	4	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	45	1	2	28	62	11	24	5	11	344	45	2	62	24	11	344	5721	1	52	39	9	342
No	163	6	4	122	75	30	18	5	3	348	163	4	75	18	3	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	208	7	3	150	72	41	20	10	5	347	208	3	72	20	5	347	13489	2	63	30	6	345
Gender																						
Female	104	7	7	75	72	15	14	7	7	349	104	7	72	14	7	349	6568	3	67	26	4	346
Male	104	0	0	75	72	26	25	3	3	345	104	0	72	25	3	345	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	208	7	3	150	72	41	20	10	5	347	208	3	72	20	5	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	208	7	3	150	72	41	20	10	5	347	208	3	72	20	5	347	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: Windham School Department
School: Windham Primary 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	3	60	1	20	1	20	340	3	0	60	20	20	340	5	1	44	39	16	340
B. less than one hour	84	7	4	127	76	29	17	4	2	348	84	4	76	17	2	348	80	2	66	28	4	345
C. one to two hours	12	0	0	14	61	7	30	2	9	346	12	0	61	30	9	346	13	2	61	32	6	344
D. more than two hours	2	0	0	1	25	1	25	2	50	335	2	0	25	25	50	335	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	6	6	70	71	18	18	4	4	348	48	6	71	18	4	348	47	3	68	24	4	346
B. good	42	1	1	65	76	15	17	5	6	346	42	1	76	17	6	346	41	1	62	31	5	344
C. fair	8	0	0	12	71	4	24	1	6	345	8	0	71	24	6	345	9	0	51	41	8	342
D. poor	1	0	0	1	33	2	67	0	0	339	1	0	33	67	0	339	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.	20	0	0	27	68	9	23	4	10	345	20	0	68	23	10	345	31	3	63	28	6	345
B. They match some of what I have learned.	57	6	5	88	77	17	15	4	3	348	57	5	77	15	3	348	49	2	68	26	3	345
C. They match just a little of what I have learned.	17	1	3	23	68	9	26	1	3	347	17	3	68	26	3	347	14	1	53	39	7	342
D. There is no match.	7	0	0	9	64	4	29	1	7	344	7	0	64	29	7	344	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	2	5	32	74	7	16	2	5	347	21	5	74	16	5	347	18	1	50	38	11	342
B. about the same as my regular schoolwork	61	4	3	97	77	20	16	5	4	348	61	3	77	16	4	348	57	2	68	26	3	346
C. easier than my regular schoolwork	18	1	3	20	56	12	33	3	8	345	18	3	56	33	8	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.	9	0	0	11	58	6	32	2	11	342	9	0	58	32	11	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	53	3	3	79	72	21	19	6	6	346	53	3	72	19	6	346	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	4	5	59	77	12	16	2	3	349	38	5	77	16	3	349	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	18	3	8	24	65	8	22	2	5	348	18	8	65	22	5	348	22	3	67	25	4	346
B. 20 minutes to an hour	48	3	3	80	83	10	10	3	3	349	48	3	83	10	3	349	46	2	68	26	4	346
C. less than 20 minutes	24	0	0	35	71	12	24	2	4	345	24	0	71	24	4	345	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	7	37	9	47	3	16	340	9	0	37	47	16	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	0	0	44	72	14	23	3	5	346	31	0	72	23	5	346	29	1	56	36	7	343
B. six to ten pages	18	4	11	26	74	4	11	1	3	350	18	11	74	11	3	350	21	2	62	31	5	344
C. eleven or more pages	51	3	3	72	72	19	19	6	6	346	51	3	72	19	6	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	29	0	0	0	0	2	100	0	0	335	29	0	0	100	0	335						
B.	14	0	0	0	0	0	0	1	100	324	14	0	0	0	100	324						
C.	29	0	0	0	0	1	50	1	50	331	29	0	0	50	50	331						
D.	29	0	0	0	0	2	100	0	0	333	29	0	0	100	0	333						

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:	Windham School Department
School:	Windham Primary 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	42	19	42	19	1985	14
	2007-2008	36	20	36	20	2277	17
	2008-2009	**44**	**21**	**44**	**21**	**2328**	**17**
	Cum. Total*	122	20	122	20	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	115	52	115	52	6990	51
	2007-2008	87	49	87	49	6764	50
	2008-2009	**114**	**55**	**114**	**55**	**7045**	**52**
	Cum. Total*	316	52	316	52	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	56	25	56	25	3673	27
	2007-2008	45	25	46	26	3504	26
	2008-2009	**37**	**18**	**37**	**18**	**3137**	**23**
	Cum. Total*	138	23	139	23	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	7	3	7	3	1193	9
	2007-2008	9	5	9	5	1044	8
	2008-2009	**13**	**6**	**13**	**6**	**997**	**7**
	Cum. Total*	29	5	29	5	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**	32.5	67.7	32.5	67.7	31.5	65.6
A. Number	**20**	**42**	13.3	66.5	13.3	66.5	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	**8**	**17**	5.5	68.8	5.5	68.8	5.5	68.8
D. Algebra	**12**	**25**	7.3	60.8	7.3	60.8	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: Windham School Department
School: Windham Primary 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	208	44	21	114	55	37	18	13	6	349	208	21	55	18	6	349	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	1										1						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	206	44	21	113	55	36	17	13	6	349	206	21	55	17	6	349	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	3	19	5	31	7	44	327	16	6	19	31	44	327	2204	6	36	36	22	338
No	192	43	22	111	58	32	17	6	3	351	192	22	58	17	3	351	11303	19	55	21	4	350
Current LEP																						
Yes	2										2						412	7	37	35	21	339
No	206	44	21	113	55	36	17	13	6	349	206	21	55	17	6	349	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	45	8	18	21	47	12	27	4	9	346	45	18	47	27	9	346	5727	10	48	31	12	343
No	163	36	22	93	57	25	15	9	6	350	163	22	57	15	6	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	208	44	21	114	55	37	18	13	6	349	208	21	55	18	6	349	13501	17	52	23	7	348
Gender																						
Female	104	16	15	60	58	21	20	7	7	348	104	15	58	20	7	348	6568	16	52	24	8	348
Male	104	28	27	54	52	16	15	6	6	351	104	27	52	15	6	351	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	208	44	21	114	55	37	18	13	6	349	208	21	55	18	6	349	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	208	44	21	114	55	37	18	13	6	349	208	21	55	18	6	349	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: Windham School Department
School: Windham Primary 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	1	20	2	40	1	20	1	20	343	3	20	40	20	20	343	5	9	38	32	21	340
B. less than one hour	84	37	22	95	57	28	17	7	4	351	84	22	57	17	4	351	80	19	54	22	5	349
C. one to two hours	12	3	13	12	52	7	30	1	4	347	12	13	52	30	4	347	13	16	51	24	9	347
D. more than two hours	2	0	0	1	25	0	0	3	75	321	2	0	25	0	75	321	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	20	28	39	54	9	13	4	6	352	36	28	54	13	6	352	40	25	51	17	7	351
B. good	51	22	21	59	57	15	15	7	7	349	51	21	57	15	7	349	45	14	56	24	6	348
C. fair	11	1	5	12	55	9	41	0	0	344	11	5	55	41	0	344	12	7	49	34	10	343
D. poor	2	0	0	1	20	3	60	1	20	336	2	0	20	60	20	336	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.	27	12	22	35	65	5	9	2	4	353	27	22	65	9	4	353	38	23	52	19	5	351
B. They match some of what I have learned.	62	30	24	65	52	24	19	6	5	350	62	24	52	19	5	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	9	1	6	9	50	6	33	2	11	341	9	6	50	33	11	341	12	10	45	33	12	343
D. There is no match.	3	1	17	2	33	1	17	2	33	338	3	17	33	17	33	338	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	4	11	26	72	6	17	0	0	350	18	11	72	17	0	350	17	8	45	34	13	342
B. about the same as my regular schoolwork	62	27	22	68	56	21	17	6	5	350	62	22	56	17	5	350	59	19	55	21	5	350
C. easier than my regular schoolwork	20	11	28	16	40	7	18	6	15	348	20	28	40	18	15	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	12	4	17	5	22	9	39	5	22	338	12	17	22	39	22	338	15	8	41	35	15	341
B. 30–45 minutes	26	13	25	21	41	13	25	4	8	349	26	25	41	25	8	349	29	16	54	23	6	348
C. 45–60 minutes	36	12	17	48	70	7	10	2	3	351	36	17	70	10	3	351	32	21	55	19	5	350
D. more than 60 minutes	26	13	25	33	65	4	8	1	2	353	26	25	65	8	2	353	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	5	36	7	50	2	14	336	7	0	36	50	14	336	6	6	33	39	23	337
B. two or three days a week	22	5	11	27	60	10	22	3	7	348	22	11	60	22	7	348	12	15	55	22	8	348
C. two or three times each month	36	22	30	40	55	8	11	3	4	353	36	30	55	11	4	353	26	20	56	19	5	350
D. never or almost never	34	16	23	38	55	11	16	4	6	350	34	23	55	16	6	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	47	15	16	55	58	20	21	5	5	348	47	16	58	21	5	348	37	14	51	27	9	346
B. two or three days a week	25	9	18	33	66	7	14	1	2	351	25	18	66	14	2	351	27	20	55	19	6	350
C. two or three times each month	20	15	37	16	39	6	15	4	10	351	20	37	39	15	10	351	19	22	53	19	6	350
D. never or almost never	8	4	25	6	38	4	25	2	13	349	8	25	38	25	13	349	18	15	51	26	8	347
Optional school/SAU question																						
A.	29	0	0	0	0	1	50	1	50	318	29	0	0	50	50	318						
B.	14	0	0	0	0	0	0	1	100	316	14	0	0	0	100	316						
C.	29	0	0	0	0	1	50	1	50	324	29	0	0	50	50	324						
D.	29	0	0	0	0	0	0	2	100	310	29	0	0	0	100	310						

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