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:	11851445
SAU:	Winthrop Public Schools
School:	Winthrop Grade 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

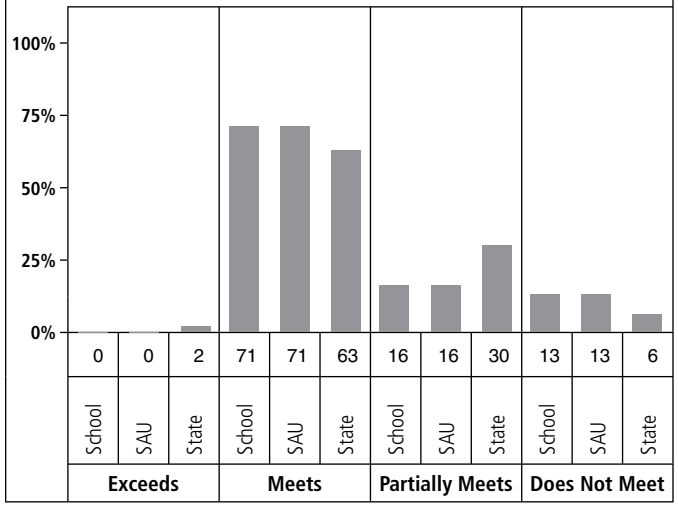
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Winthrop Public Schools
School: Winthrop Grade School

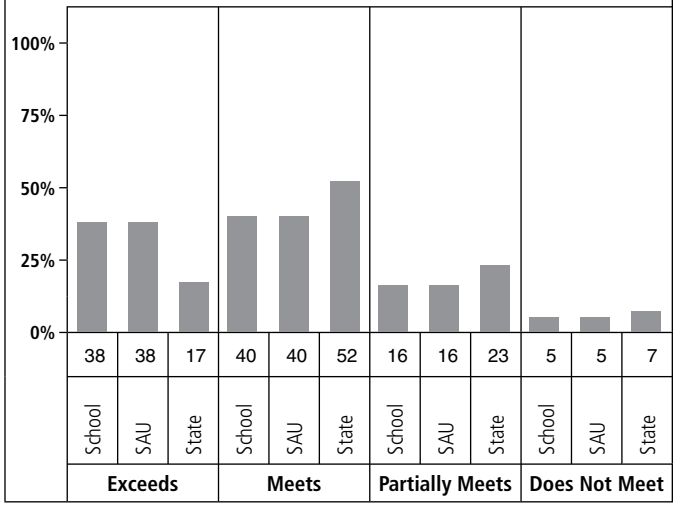
Summary of School, SAU, and State Scores

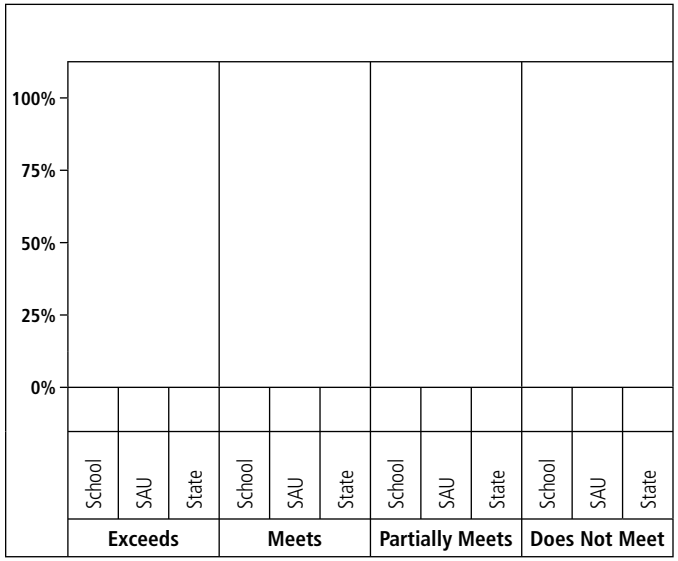
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	346	346	345
2007–2008	346	346	344
2008–2009	**343**	**343**	**345**
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	356	356	347
2007–2008	354	354	347
2008–2009	**353**	**353**	**348**
Cum. Avg.*	354	354	347

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: Winthrop Public Schools
School: Winthrop Grade 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	57	100	57	100	13763	100	56	98	56	98	13691	100	56	98	56	98	13691	100						
Ethnicity African American/Black	2	4	2	4	416	3	2	100	2	100	412	99	2	100	2	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	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	1	2	1	2	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	54	95	54	95	12846	93	53	98	53	98	12788	100	53	98	53	98	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	19	11	19	2414	18	11	100	11	100	2388	100	11	100	11	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	23	40	23	40	5887	43	22	96	22	96	5847	100	22	96	22	96	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	44	77	44	77	10316	75	44	77	44	77	10355	75						
Identified disability (PET/IEP)	2	5	2	5	437	4	2	5	2	5	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	11	19	11	19	3179	23	11	19	11	19	3152	23						
Identified disability (PET/IEP)	8	73	8	73	1757	55	8	73	8	73	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	9	1	9	63	2	1	9	1	9	64	2						
Other	2	18	2	18	1192	37	2	18	2	18	1157	37						
Participation through alternate assessment (PAAP)	1	2	1	2	194	1	1	2	1	2	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	2	1	2	53	0	1	2	1	2	51	0						

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

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Winthrop Public Schools
School:	Winthrop Grade 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	2	3	2	3	332	2
	2007-2008	1	2	1	2	227	2
	2008-2009	**0**	**0**	**0**	**0**	**262**	**2**
	Cum. Total*	3	2	3	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	48	74	48	74	8691	63
	2007-2008	44	75	44	75	8403	62
	2008-2009	**39**	**71**	**39**	**71**	**8500**	**63**
	Cum. Total*	131	73	131	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	13	20	13	20	3781	27
	2007-2008	13	22	13	22	4018	30
	2008-2009	**9**	**16**	**9**	**16**	**3985**	**30**
	Cum. Total*	35	20	35	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	2	3	2	3	1021	7
	2007-2008	1	2	1	2	938	7
	2008-2009	**7**	**13**	**7**	**13**	**748**	**6**
	Cum. Total*	10	6	10	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**	27.3	59.3	27.3	59.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.1	59.7	19.1	59.7	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.2	58.6	8.2	58.6	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: Winthrop Public Schools
School: Winthrop Grade 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	55	0	0	39	71	9	16	7	13	343	55	0	71	16	13	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										2						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	52	0	0	38	73	8	15	6	12	344	52	0	73	15	12	344	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	1	10	5	50	331	10	0	40	10	50	331	2194	0	32	50	18	338
No	45	0	0	35	78	8	18	2	4	345	45	0	78	18	4	345	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	55	0	0	39	71	9	16	7	13	343	55	0	71	16	13	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	21	0	0	12	57	4	19	5	24	338	21	0	57	19	24	338	5721	1	52	39	9	342
No	34	0	0	27	79	5	15	2	6	346	34	0	79	15	6	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	55	0	0	39	71	9	16	7	13	343	55	0	71	16	13	343	13489	2	63	30	6	345
Gender																						
Female	29	0	0	22	76	5	17	2	7	345	29	0	76	17	7	345	6568	3	67	26	4	346
Male	26	0	0	17	65	4	15	5	19	341	26	0	65	15	19	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2300	0	39	49	11	340
No	51	0	0	38	75	7	14	6	12	343	51	0	75	14	12	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	4										4						155	11	87	2	0	354
No	51	0	0	35	69	9	18	7	14	342	51	0	69	18	14	342	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: Winthrop Public Schools
School: Winthrop Grade 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	9	0	0	2	40	1	20	2	40	337	9	0	40	20	40	337	5	1	44	39	16	340
B. less than one hour	87	0	0	36	77	7	15	4	9	344	87	0	77	15	9	344	80	2	66	28	4	345
C. one to two hours	2	0	0	1	100	0	0	0	0	354	2	0	100	0	0	354	13	2	61	32	6	344
D. more than two hours	2	0	0	0	0	0	0	1	100	322	2	0	0	0	100	322	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	0	0	19	83	1	4	3	13	345	42	0	83	4	13	345	47	3	68	24	4	346
B. good	40	0	0	15	68	4	18	3	14	342	40	0	68	18	14	342	41	1	62	31	5	344
C. fair	11	0	0	5	83	1	17	0	0	344	11	0	83	17	0	344	9	0	51	41	8	342
D. poor	7	0	0	0	0	3	75	1	25	335	7	0	0	75	25	335	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.	25	0	0	12	86	1	7	1	7	345	25	0	86	7	7	345	31	3	63	28	6	345
B. They match some of what I have learned.	62	0	0	26	76	6	18	2	6	345	62	0	76	18	6	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	7	0	0	1	25	1	25	2	50	334	7	0	25	25	50	334	14	1	53	39	7	342
D. There is no match.	5	0	0	0	0	1	33	2	67	321	5	0	0	33	67	321	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	38	3	38	2	25	336	15	0	38	38	25	336	18	1	50	38	11	342
B. about the same as my regular schoolwork	65	0	0	28	78	4	11	4	11	344	65	0	78	11	11	344	57	2	68	26	3	346
C. easier than my regular schoolwork	20	0	0	8	73	2	18	1	9	342	20	0	73	18	9	342	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.	15	0	0	4	50	2	25	2	25	337	15	0	50	25	25	337	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	40	0	0	17	77	2	9	3	14	343	40	0	77	9	14	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	45	0	0	18	72	5	20	2	8	344	45	0	72	20	8	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	24	0	0	8	62	2	15	3	23	342	24	0	62	15	23	342	22	3	67	25	4	346
B. 20 minutes to an hour	51	0	0	22	79	5	18	1	4	345	51	0	79	18	4	345	46	2	68	26	4	346
C. less than 20 minutes	16	0	0	5	56	1	11	3	33	337	16	0	56	11	33	337	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	4	80	1	20	0	0	344	9	0	80	20	0	344	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	0	0	8	67	2	17	2	17	341	22	0	67	17	17	341	29	1	56	36	7	343
B. six to ten pages	20	0	0	3	27	4	36	4	36	334	20	0	27	36	36	334	21	2	62	31	5	344
C. eleven or more pages	58	0	0	28	88	3	9	1	3	346	58	0	88	9	3	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	332	50	0	0	100	0	332						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	326	50	0	0	0	100	326						

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:	Winthrop Public Schools
School:	Winthrop Grade 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	21	32	21	32	1985	14
	2007-2008	19	32	19	32	2277	17
	2008-2009	**21**	**38**	**21**	**38**	**2328**	**17**
	Cum. Total*	61	34	61	34	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	33	51	33	51	6990	51
	2007-2008	31	53	31	53	6764	50
	2008-2009	**22**	**40**	**22**	**40**	**7045**	**52**
	Cum. Total*	86	48	86	48	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	10	15	10	15	3673	27
	2007-2008	9	15	9	15	3504	26
	2008-2009	**9**	**16**	**9**	**16**	**3137**	**23**
	Cum. Total*	28	16	28	16	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	2	1	2	1193	9
	2007-2008	0	0	0	0	1044	8
	2008-2009	**3**	**5**	**3**	**5**	**997**	**7**
	Cum. Total*	4	2	4	2	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**	34.5	71.9	34.5	71.9	31.5	65.6
A. Number	**20**	**42**	14.0	70.0	14.0	70.0	12.8	64.0
B. Data	**8**	**17**	6.5	81.3	6.5	81.3	6.1	76.3
C. Geometry	**8**	**17**	5.7	71.3	5.7	71.3	5.5	68.8
D. Algebra	**12**	**25**	8.2	68.3	8.2	68.3	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: Winthrop Public Schools
School: Winthrop Grade 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	55	21	38	22	40	9	16	3	5	353	55	38	40	16	5	353	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										2						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	52	20	38	21	40	9	17	2	4	354	52	38	40	17	4	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	2	20	3	30	2	20	3	30	339	10	20	30	20	30	339	2204	6	36	36	22	338
No	45	19	42	19	42	7	16	0	0	356	45	42	42	16	0	356	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	55	21	38	22	40	9	16	3	5	353	55	38	40	16	5	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	21	4	19	8	38	6	29	3	14	344	21	19	38	29	14	344	5727	10	48	31	12	343
No	34	17	50	14	41	3	9	0	0	359	34	50	41	9	0	359	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	55	21	38	22	40	9	16	3	5	353	55	38	40	16	5	353	13501	17	52	23	7	348
Gender																						
Female	29	13	45	11	38	3	10	2	7	354	29	45	38	10	7	354	6568	16	52	24	8	348
Male	26	8	31	11	42	6	23	1	4	352	26	31	42	23	4	352	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2300	4	43	39	14	340
No	51	20	39	21	41	7	14	3	6	353	51	39	41	14	6	353	11207	20	54	20	6	350
Gifted/talented program																						
Yes	4										4						155	73	26	1	0	368
No	51	17	33	22	43	9	18	3	6	352	51	33	43	18	6	352	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: Winthrop Public Schools
School: Winthrop Grade 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	9	2	40	1	20	0	0	2	40	342	9	40	20	0	40	342	5	9	38	32	21	340
B. less than one hour	87	17	36	21	45	8	17	1	2	354	87	36	45	17	2	354	80	19	54	22	5	349
C. one to two hours	2	1	100	0	0	0	0	0	0	368	2	100	0	0	0	368	13	16	51	24	9	347
D. more than two hours	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	49	15	56	8	30	4	15	0	0	358	49	56	30	15	0	358	40	25	51	17	7	351
B. good	44	6	25	13	54	4	17	1	4	351	44	25	54	17	4	351	45	14	56	24	6	348
C. fair	4	0	0	0	0	1	50	1	50	328	4	0	0	50	50	328	12	7	49	34	10	343
D. poor	4	0	0	1	50	0	0	1	50	321	4	0	50	0	50	321	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.	51	13	46	11	39	2	7	2	7	355	51	46	39	7	7	355	38	23	52	19	5	351
B. They match some of what I have learned.	38	7	33	10	48	4	19	0	0	355	38	33	48	19	0	355	45	16	56	22	6	348
C. They match just a little of what I have learned.	7	1	25	0	0	3	75	0	0	342	7	25	0	75	0	342	12	10	45	33	12	343
D. There is no match.	4	0	0	1	50	0	0	1	50	321	4	0	50	0	50	321	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	1	20	1	20	3	60	0	0	345	9	20	20	60	0	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	56	12	39	14	45	3	10	2	6	354	56	39	45	10	6	354	59	19	55	21	5	350
C. easier than my regular schoolwork	35	8	42	7	37	3	16	1	5	353	35	42	37	16	5	353	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	15	3	38	3	38	2	25	0	0	355	15	38	38	25	0	355	15	8	41	35	15	341
B. 30–45 minutes	42	8	36	10	45	3	14	1	5	354	42	36	45	14	5	354	29	16	54	23	6	348
C. 45–60 minutes	34	9	50	6	33	2	11	1	6	357	34	50	33	11	6	357	32	21	55	19	5	350
D. more than 60 minutes	9	1	20	2	40	1	20	1	20	338	9	20	40	20	20	338	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	1	50	1	50	327	4	0	0	50	50	327	6	6	33	39	23	337
B. two or three days a week	9	0	0	3	60	2	40	0	0	341	9	0	60	40	0	341	12	15	55	22	8	348
C. two or three times each month	28	5	33	5	33	4	27	1	7	352	28	33	33	27	7	352	26	20	56	19	5	350
D. never or almost never	59	15	47	14	44	2	6	1	3	356	59	47	44	6	3	356	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	1	20	2	40	2	40	0	0	347	9	20	40	40	0	347	37	14	51	27	9	346
B. two or three days a week	22	3	25	7	58	2	17	0	0	352	22	25	58	17	0	352	27	20	55	19	6	350
C. two or three times each month	38	9	43	8	38	3	14	1	5	354	38	43	38	14	5	354	19	22	53	19	6	350
D. never or almost never	31	8	47	5	29	2	12	2	12	354	31	47	29	12	12	354	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	320	50	0	0	0	100	320						
B.	0										0											
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	342	50	0	100	0	0	342						

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