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:	11961463
SAU:	MSAD 01
School:	Eva Hoyt Zippel 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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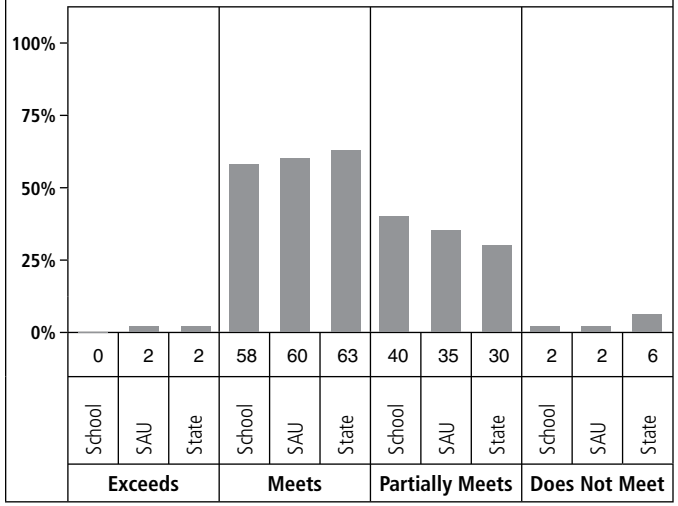
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 01
School: Eva Hoyt Zippel School

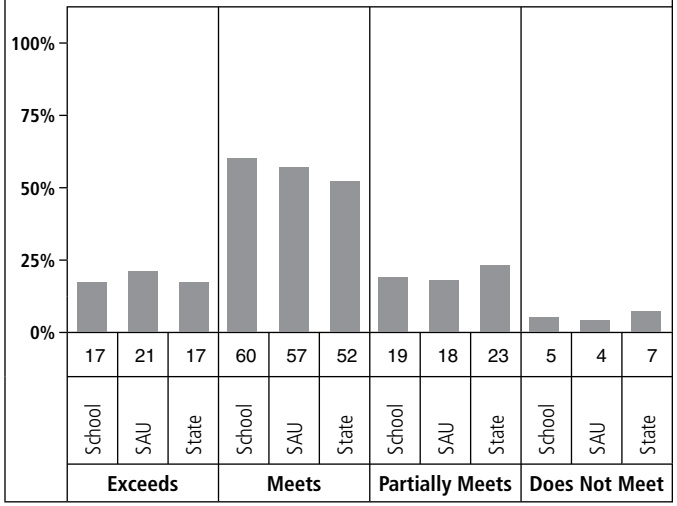
Summary of School, SAU, and State Scores

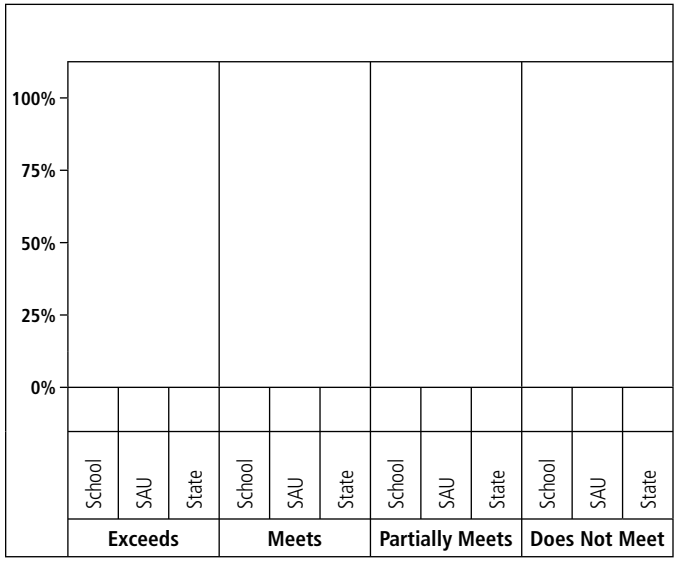
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	345	346	344
2008–2009	**344**	**345**	**345**
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	350	350	347
2007–2008	348	348	347
2008–2009	**350**	**351**	**348**
Cum. Avg.*	349	350	347

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: MSAD 01
School: Eva Hoyt Zippel 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	107	100	142	100	13763	100	107	100	141	100	13691	100	107	100	141	100	13691	100						
Ethnicity African American/Black	1	1	1	1	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	5	5	6	4	102	1	5	100	5	100	101	100	5	100	5	100	101	100						
Asian or Pacific Islander	2	2	3	2	232	2	2	100	3	100	226	97	2	100	3	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	98	92	131	92	12846	93	98	100	131	100	12788	100	98	100	131	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	20	29	20	2414	18	21	100	28	100	2388	100	21	100	28	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	60	56	70	49	5887	43	60	100	69	100	5847	100	60	100	69	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	69	64	88	62	10316	75	69	64	88	62	10355	75						
Identified disability (PET/IEP)	3	4	4	5	437	4	3	4	4	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	38	36	53	37	3179	23	38	36	53	37	3152	23						
Identified disability (PET/IEP)	18	47	24	45	1757	55	18	47	24	45	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	20	53	29	55	1192	37	20	53	29	55	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	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	1	1	19	0	0	0	1	1	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:	MSAD 01
School:	Eva Hoyt Zippel 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	2	2	1	332	2
	2007-2008	0	0	1	1	227	2
	2008-2009	**0**	**0**	**3**	**2**	**262**	**2**
	Cum. Total*	2	1	6	1	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	73	68	99	69	8691	63
	2007-2008	76	70	96	70	8403	62
	2008-2009	**62**	**58**	**85**	**60**	**8500**	**63**
	Cum. Total*	211	65	280	66	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	26	24	37	26	3781	27
	2007-2008	32	29	38	28	4018	30
	2008-2009	**43**	**40**	**50**	**35**	**3985**	**30**
	Cum. Total*	101	31	125	30	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	6	6	6	4	1021	7
	2007-2008	1	1	2	1	938	7
	2008-2009	**2**	**2**	**3**	**2**	**748**	**6**
	Cum. Total*	9	3	11	3	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**	27.6	60.0	28.4	61.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.5	60.9	19.9	62.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.1	57.9	8.5	60.7	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: MSAD 01
School: Eva Hoyt Zippel 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	107	0	0	62	58	43	40	2	2	344	141	2	60	35	2	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	5	0	0	2	40	3	60	0	0	341	5	0	40	60	0	341	99	0	64	31	5	343
Asian or Pacific Islander	2										3						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	98	0	0	56	57	40	41	2	2	344	131	2	60	35	2	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	4	19	15	71	2	10	339	28	0	21	68	11	339	2194	0	32	50	18	338
No	86	0	0	58	67	28	33	0	0	345	113	3	70	27	0	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	107	0	0	62	58	43	40	2	2	344	141	2	60	35	2	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	60	0	0	26	43	32	53	2	3	342	69	1	43	52	3	342	5721	1	52	39	9	342
No	47	0	0	36	77	11	23	0	0	346	72	3	76	19	1	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	107	0	0	62	58	43	40	2	2	344	141	2	60	35	2	345	13489	2	63	30	6	345
Gender																						
Female	58	0	0	42	72	15	26	1	2	345	74	3	73	23	1	346	6568	3	67	26	4	346
Male	49	0	0	20	41	28	57	1	2	342	67	1	46	49	3	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	6	29	15	71	0	0	341	29	0	41	59	0	342	2300	0	39	49	11	340
No	86	0	0	56	65	28	33	2	2	344	112	3	65	29	3	345	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										1						155	11	87	2	0	354
No	106	0	0	61	58	43	41	2	2	344	140	2	60	36	2	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: MSAD 01
School: Eva Hoyt Zippel 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	26	0	0	16	59	11	41	0	0	343	22	0	57	40	3	342	5	1	44	39	16	340
B. less than one hour	62	0	0	43	66	20	31	2	3	345	67	3	67	27	2	346	80	2	66	28	4	345
C. one to two hours	7	0	0	2	29	5	71	0	0	340	6	0	38	63	0	341	13	2	61	32	6	344
D. more than two hours	6	0	0	1	17	5	83	0	0	340	6	0	25	75	0	341	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	0	0	21	57	16	43	0	0	344	39	6	57	35	2	346	47	3	68	24	4	346
B. good	46	0	0	33	67	14	29	2	4	344	40	0	70	27	4	344	41	1	62	31	5	344
C. fair	12	0	0	7	54	6	46	0	0	343	14	0	55	45	0	344	9	0	51	41	8	342
D. poor	7	0	0	1	14	6	86	0	0	339	7	0	40	60	0	342	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.	31	0	0	22	67	11	33	0	0	344	34	4	65	29	2	346	31	3	63	28	6	345
B. They match some of what I have learned.	43	0	0	29	63	16	35	1	2	344	41	2	63	33	2	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	19	0	0	8	40	11	55	1	5	342	16	0	48	48	4	343	14	1	53	39	7	342
D. There is no match.	7	0	0	3	43	4	57	0	0	341	9	0	58	42	0	343	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	15	56	11	41	1	4	344	21	0	55	41	3	344	18	1	50	38	11	342
B. about the same as my regular schoolwork	50	0	0	33	62	19	36	1	2	344	46	3	64	31	2	345	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	13	52	12	48	0	0	343	33	2	59	37	2	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.	20	0	0	6	29	14	67	1	5	340	16	0	26	70	4	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	55	0	0	38	66	19	33	1	2	344	49	0	70	29	1	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	25	0	0	18	67	9	33	0	0	346	34	6	65	27	2	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	16	70	7	30	0	0	346	23	3	75	22	0	348	22	3	67	25	4	346
B. 20 minutes to an hour	31	0	0	25	76	8	24	0	0	346	27	5	68	26	0	347	46	2	68	26	4	346
C. less than 20 minutes	15	0	0	8	50	7	44	1	6	342	18	0	56	40	4	344	18	1	56	36	8	343
D. I rarely read at home.	32	0	0	13	38	20	59	1	3	341	32	0	47	49	4	341	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	41	0	0	26	60	15	35	2	5	343	43	3	62	32	3	345	29	1	56	36	7	343
B. six to ten pages	30	0	0	16	50	16	50	0	0	343	26	3	53	44	0	344	21	2	62	31	5	344
C. eleven or more pages	29	0	0	20	65	11	35	0	0	344	31	0	66	32	2	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
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: MSAD 01
School: Eva Hoyt Zippel 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	18	17	24	17	1985	14
	2007-2008	20	18	28	20	2277	17
	2008-2009	**18**	**17**	**29**	**21**	**2328**	**17**
	Cum. Total*	56	17	81	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	63	59	85	59	6990	51
	2007-2008	52	48	67	49	6764	50
	2008-2009	**64**	**60**	**80**	**57**	**7045**	**52**
	Cum. Total*	179	55	232	55	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	21	20	28	19	3673	27
	2007-2008	33	30	35	26	3504	26
	2008-2009	**20**	**19**	**26**	**18**	**3137**	**23**
	Cum. Total*	74	23	89	21	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	5	5	7	5	1193	9
	2007-2008	4	4	7	5	1044	8
	2008-2009	**5**	**5**	**6**	**4**	**997**	**7**
	Cum. Total*	14	4	20	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**	32.9	68.5	33.3	69.4	31.5	65.6
A. Number	**20**	**42**	13.2	66.0	13.4	67.0	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	6.5	81.3	6.1	76.3
C. Geometry	**8**	**17**	5.9	73.8	5.9	73.8	5.5	68.8
D. Algebra	**12**	**25**	7.3	60.8	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: MSAD 01
School: Eva Hoyt Zippel 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	107	18	17	64	60	20	19	5	5	350	141	21	57	18	4	351	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	5	0	0	3	60	1	20	1	20	344	5	0	60	20	20	344	99	7	47	38	7	344
Asian or Pacific Islander	2										3						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	98	17	17	58	59	19	19	4	4	350	131	21	56	18	4	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	21	1	5	6	29	9	43	5	24	336	28	7	29	43	21	337	2204	6	36	36	22	338
No	86	17	20	58	67	11	13	0	0	354	113	24	64	12	0	354	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	107	18	17	64	60	20	19	5	5	350	141	21	57	18	4	351	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	60	7	12	34	57	14	23	5	8	347	69	12	57	25	7	347	5727	10	48	31	12	343
No	47	11	23	30	64	6	13	0	0	354	72	29	57	13	1	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	107	18	17	64	60	20	19	5	5	350	141	21	57	18	4	351	13501	17	52	23	7	348
Gender																						
Female	58	11	19	36	62	8	14	3	5	352	74	23	59	14	4	353	6568	16	52	24	8	348
Male	49	7	14	28	57	12	24	2	4	348	67	18	54	24	4	349	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	13	62	8	38	0	0	345	29	3	62	34	0	346	2300	4	43	39	14	340
No	86	18	21	51	59	12	14	5	6	351	112	25	55	14	5	352	11207	20	54	20	6	350
Gifted/talented program																						
Yes	1										1						155	73	26	1	0	368
No	106	17	16	64	60	20	19	5	5	350	140	20	57	19	4	351	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: MSAD 01
School: Eva Hoyt Zippel 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	26	4	15	17	63	5	19	1	4	349	22	13	60	20	7	347	5	9	38	32	21	340
B. less than one hour	62	13	20	40	62	10	15	2	3	352	67	26	57	15	2	354	80	19	54	22	5	349
C. one to two hours	7	0	0	3	43	3	43	1	14	339	6	0	50	38	13	341	13	16	51	24	9	347
D. more than two hours	6	1	17	2	33	2	33	1	17	343	6	13	38	38	13	343	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	7	18	23	58	7	18	3	8	350	41	26	53	14	7	353	40	25	51	17	7	351
B. good	41	9	21	24	56	9	21	1	2	351	38	23	53	23	2	351	45	14	56	24	6	348
C. fair	16	2	12	12	71	3	18	0	0	350	16	9	73	18	0	349	12	7	49	34	10	343
D. poor	6	0	0	4	67	1	17	1	17	342	6	0	63	25	13	343	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.	36	8	21	23	61	6	16	1	3	352	38	26	57	15	2	353	38	23	52	19	5	351
B. They match some of what I have learned.	45	6	13	30	63	10	21	2	4	350	42	19	58	20	3	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	12	4	31	6	46	3	23	0	0	353	11	25	50	19	6	350	12	10	45	33	12	343
D. There is no match.	7	0	0	4	57	1	14	2	29	337	9	0	58	25	17	341	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	3	12	16	62	6	23	1	4	349	22	16	58	23	3	350	17	8	45	34	13	342
B. about the same as my regular schoolwork	51	10	19	36	67	7	13	1	2	353	47	22	63	14	2	353	59	19	55	21	5	350
C. easier than my regular schoolwork	24	5	20	11	44	7	28	2	8	347	31	23	47	23	7	349	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	2	22	4	44	3	33	0	0	351	9	17	42	42	0	349	15	8	41	35	15	341
B. 30–45 minutes	29	5	17	20	67	5	17	0	0	354	23	22	63	16	0	355	29	16	54	23	6	348
C. 45–60 minutes	30	4	13	17	53	6	19	5	16	345	37	22	49	20	10	348	32	21	55	19	5	350
D. more than 60 minutes	32	7	21	21	62	6	18	0	0	351	32	20	64	14	2	351	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	3	75	1	25	0	0	348	6	0	78	22	0	349	6	6	33	39	23	337
B. two or three days a week	26	8	29	17	61	1	4	2	7	355	24	32	59	3	6	355	12	15	55	22	8	348
C. two or three times each month	26	3	11	20	71	5	18	0	0	351	27	24	63	13	0	354	26	20	56	19	5	350
D. never or almost never	43	7	15	23	50	13	28	3	7	347	42	15	47	31	7	347	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	43	3	7	29	64	9	20	4	9	346	42	12	58	24	7	347	37	14	51	27	9	346
B. two or three days a week	31	9	27	20	61	4	12	0	0	355	29	29	59	12	0	355	27	20	55	19	6	350
C. two or three times each month	18	4	21	11	58	3	16	1	5	353	18	32	52	12	4	355	19	22	53	19	6	350
D. never or almost never	8	2	25	3	38	3	38	0	0	352	10	14	57	21	7	350	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	344	100	0	100	0	0	344						
D.	0										0											

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