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:	12091532
SAU:	MSAD 15
School:	Burchard A Dunn 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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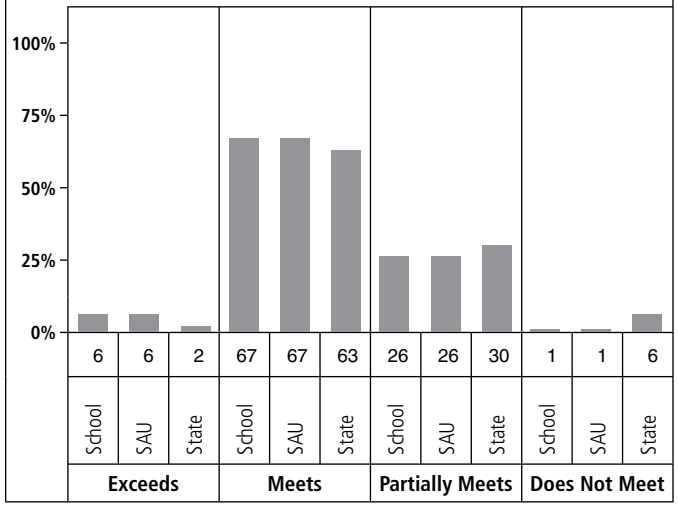
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 15
School: Burchard A Dunn School

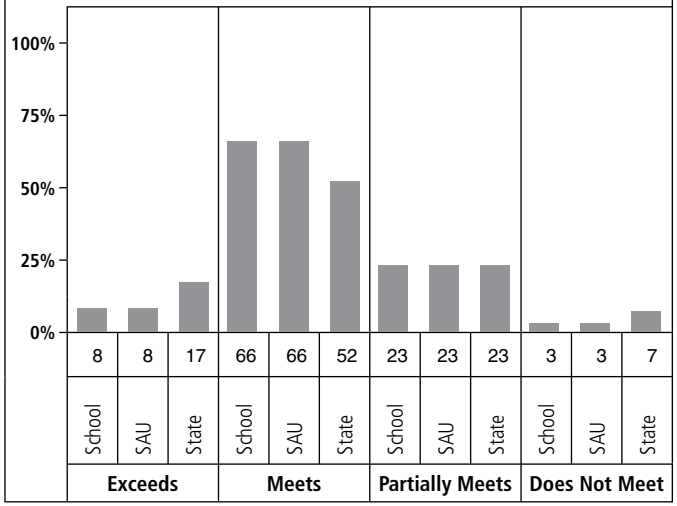
Summary of School, SAU, and State Scores

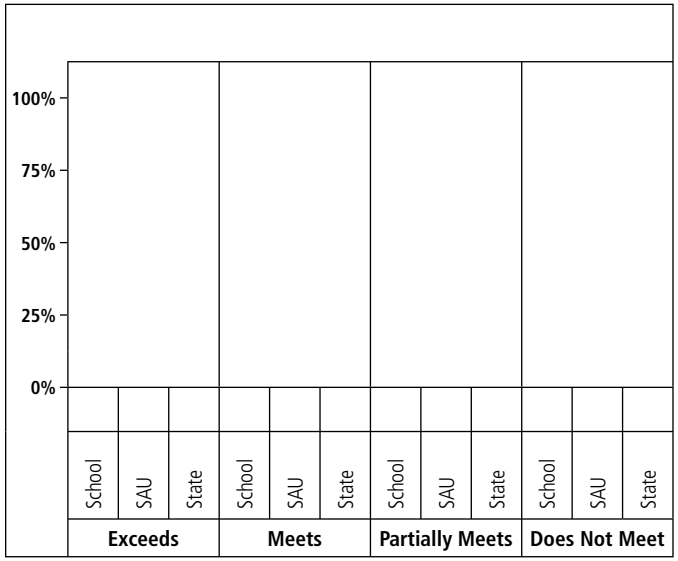
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	346	346	344
2008–2009	**347**	**347**	**345**
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	347	347	347
2007–2008	348	348	347
2008–2009	**348**	**348**	**348**
Cum. Avg.*	348	348	347

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 15
School: Burchard A Dunn 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	155	100	155	100	13763	100	154	100	154	100	13691	100	154	100	154	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	1	1	1	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	153	99	153	99	12846	93	152	100	152	100	12788	100	152	100	152	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	25	16	25	16	2414	18	24	100	24	100	2388	100	24	100	24	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	53	34	53	34	5887	43	52	100	52	100	5847	100	52	100	52	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	123	79	123	79	10316	75	123	79	123	79	10355	75						
Identified disability (PET/IEP)	3	2	3	2	437	4	3	2	3	2	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	1	1	1	83	1	1	1	1	1	83	1						
Participation with accommodations	27	17	27	17	3179	23	27	17	27	17	3152	23						
Identified disability (PET/IEP)	17	63	17	63	1757	55	17	63	17	63	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	4	1	4	63	2	1	4	1	4	64	2						
Other	10	37	10	37	1192	37	10	37	10	37	1157	37						
Participation through alternate assessment (PAAP)	4	3	4	3	194	1	4	3	4	3	184	1						
Identified disability (PET/IEP)	4	100	4	100	194	100	4	100	4	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	1	1	1	1	19	0	1	1	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 15
School:	Burchard A Dunn 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	4	3	4	3	332	2
	2007-2008	3	2	3	2	227	2
	2008-2009	**9**	**6**	**9**	**6**	**262**	**2**
	Cum. Total*	16	4	16	4	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	90	62	90	62	8691	63
	2007-2008	86	65	86	65	8403	62
	2008-2009	**100**	**67**	**100**	**67**	**8500**	**63**
	Cum. Total*	276	64	276	64	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	48	33	48	33	3781	27
	2007-2008	33	25	33	25	4018	30
	2008-2009	**39**	**26**	**39**	**26**	**3985**	**30**
	Cum. Total*	120	28	120	28	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	3	4	3	1021	7
	2007-2008	10	8	10	8	938	7
	2008-2009	**2**	**1**	**2**	**1**	**748**	**6**
	Cum. Total*	16	4	16	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**	30.2	65.7	30.2	65.7	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**	8.9	63.6	8.9	63.6	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: MSAD 15
School: Burchard A Dunn 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	150	9	6	100	67	39	26	2	1	347	150	6	67	26	1	347	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	1										1						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	148	9	6	99	67	38	26	2	1	347	148	6	67	26	1	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	11	55	8	40	1	5	342	20	0	55	40	5	342	2194	0	32	50	18	338
No	130	9	7	89	68	31	24	1	1	348	130	7	68	24	1	348	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	150	9	6	100	67	39	26	2	1	347	150	6	67	26	1	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	49	2	4	28	57	17	35	2	4	344	49	4	57	35	4	344	5721	1	52	39	9	342
No	101	7	7	72	71	22	22	0	0	349	101	7	71	22	0	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	150	9	6	100	67	39	26	2	1	347	150	6	67	26	1	347	13489	2	63	30	6	345
Gender																						
Female	76	8	11	51	67	17	22	0	0	349	76	11	67	22	0	349	6568	3	67	26	4	346
Male	74	1	1	49	66	22	30	2	3	345	74	1	66	30	3	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	4	29	9	64	1	7	339	14	0	29	64	7	339	2300	0	39	49	11	340
No	136	9	7	96	71	30	22	1	1	348	136	7	71	22	1	348	11195	2	68	25	4	345
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	360	9	44	56	0	0	360	155	11	87	2	0	354
No	141	5	4	95	67	39	28	2	1	346	141	4	67	28	1	346	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 15
School: Burchard A Dunn 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	4	0	0	3	50	3	50	0	0	343	4	0	50	50	0	343	5	1	44	39	16	340
B. less than one hour	75	6	5	76	69	26	24	2	2	347	75	5	69	24	2	347	80	2	66	28	4	345
C. one to two hours	18	2	8	17	65	7	27	0	0	347	18	8	65	27	0	347	13	2	61	32	6	344
D. more than two hours	3	1	25	2	50	1	25	0	0	347	3	25	50	25	0	347	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	6	8	54	76	9	13	2	3	350	49	8	76	13	3	350	47	3	68	24	4	346
B. good	40	3	5	34	59	21	36	0	0	345	40	5	59	36	0	345	41	1	62	31	5	344
C. fair	9	0	0	8	62	5	38	0	0	345	9	0	62	38	0	345	9	0	51	41	8	342
D. poor	2	0	0	0	0	3	100	0	0	337	2	0	0	100	0	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.	24	5	14	23	66	6	17	1	3	350	24	14	66	17	3	350	31	3	63	28	6	345
B. They match some of what I have learned.	52	2	3	54	70	21	27	0	0	346	52	3	70	27	0	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	19	1	4	17	61	9	32	1	4	345	19	4	61	32	4	345	14	1	53	39	7	342
D. There is no match.	5	1	14	3	43	3	43	0	0	347	5	14	43	43	0	347	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	7	41	9	53	1	6	340	11	0	41	53	6	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	63	5	5	70	74	20	21	0	0	348	63	5	74	21	0	348	57	2	68	26	3	346
C. easier than my regular schoolwork	25	4	11	23	61	10	26	1	3	347	25	11	61	26	3	347	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	11	1	6	5	29	11	65	0	0	341	11	6	29	65	0	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	48	3	4	48	67	20	28	1	1	346	48	4	67	28	1	346	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	40	5	8	46	77	8	13	1	2	350	40	8	77	13	2	350	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	28	4	10	28	68	8	20	1	2	349	28	10	68	20	2	349	22	3	67	25	4	346
B. 20 minutes to an hour	56	5	6	59	71	19	23	0	0	348	56	6	71	23	0	348	46	2	68	26	4	346
C. less than 20 minutes	10	0	0	9	60	6	40	0	0	342	10	0	60	40	0	342	18	1	56	36	8	343
D. I rarely read at home.	6	0	0	3	33	5	56	1	11	338	6	0	33	56	11	338	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	1	3	22	55	16	40	1	3	344	27	3	55	40	3	344	29	1	56	36	7	343
B. six to ten pages	30	3	7	31	70	10	23	0	0	349	30	7	70	23	0	349	21	2	62	31	5	344
C. eleven or more pages	43	5	8	45	70	13	20	1	2	348	43	8	70	20	2	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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 15
School:	Burchard A Dunn 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	14	10	14	10	1985	14
	2007-2008	24	18	24	18	2277	17
	2008-2009	**12**	**8**	**12**	**8**	**2328**	**17**
	Cum. Total*	50	12	50	12	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	82	56	82	56	6990	51
	2007-2008	69	52	69	52	6764	50
	2008-2009	**99**	**66**	**99**	**66**	**7045**	**52**
	Cum. Total*	250	58	250	58	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	42	29	42	29	3673	27
	2007-2008	32	24	32	24	3504	26
	2008-2009	**35**	**23**	**35**	**23**	**3137**	**23**
	Cum. Total*	109	25	109	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	8	5	8	5	1193	9
	2007-2008	7	5	7	5	1044	8
	2008-2009	**4**	**3**	**4**	**3**	**997**	**7**
	Cum. Total*	19	4	19	4	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**	32.0	66.7	32.0	66.7	31.5	65.6
A. Number	**20**	**42**	13.0	65.0	13.0	65.0	12.8	64.0
B. Data	**8**	**17**	6.2	77.5	6.2	77.5	6.1	76.3
C. Geometry	**8**	**17**	6.2	77.5	6.2	77.5	5.5	68.8
D. Algebra	**12**	**25**	6.6	55.0	6.6	55.0	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: MSAD 15
School: Burchard A Dunn 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	150	12	8	99	66	35	23	4	3	348	150	8	66	23	3	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	1										1						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	148	12	8	98	66	34	23	4	3	348	148	8	66	23	3	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	20	1	5	10	50	7	35	2	10	341	20	5	50	35	10	341	2204	6	36	36	22	338
No	130	11	8	89	68	28	22	2	2	349	130	8	68	22	2	349	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	150	12	8	99	66	35	23	4	3	348	150	8	66	23	3	348	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	49	3	6	28	57	16	33	2	4	345	49	6	57	33	4	345	5727	10	48	31	12	343
No	101	9	9	71	70	19	19	2	2	350	101	9	70	19	2	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	150	12	8	99	66	35	23	4	3	348	150	8	66	23	3	348	13501	17	52	23	7	348
Gender																						
Female	76	6	8	52	68	16	21	2	3	349	76	8	68	21	3	349	6568	16	52	24	8	348
Male	74	6	8	47	64	19	26	2	3	347	74	8	64	26	3	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	5	36	9	64	0	0	340	14	0	36	64	0	340	2300	4	43	39	14	340
No	136	12	9	94	69	26	19	4	3	349	136	9	69	19	3	349	11207	20	54	20	6	350
Gifted/talented program																						
Yes	9	3	33	6	67	0	0	0	0	361	9	33	67	0	0	361	155	73	26	1	0	368
No	141	9	6	93	66	35	25	4	3	347	141	6	66	25	3	347	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 15
School: Burchard A Dunn 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	4	0	0	5	83	1	17	0	0	344	4	0	83	17	0	344	5	9	38	32	21	340
B. less than one hour	75	11	10	71	65	24	22	4	4	349	75	10	65	22	4	349	80	19	54	22	5	349
C. one to two hours	18	1	4	17	65	8	31	0	0	347	18	4	65	31	0	347	13	16	51	24	9	347
D. more than two hours	3	0	0	3	75	1	25	0	0	349	3	0	75	25	0	349	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	8	13	43	68	11	17	1	2	351	42	13	68	17	2	351	40	25	51	17	7	351
B. good	42	4	6	45	71	13	21	1	2	348	42	6	71	21	2	348	45	14	56	24	6	348
C. fair	14	0	0	10	48	9	43	2	10	340	14	0	48	43	10	340	12	7	49	34	10	343
D. poor	2	0	0	1	33	2	67	0	0	342	2	0	33	67	0	342	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.	32	3	6	32	68	10	21	2	4	348	32	6	68	21	4	348	38	23	52	19	5	351
B. They match some of what I have learned.	47	8	12	45	65	15	22	1	1	350	47	12	65	22	1	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	19	1	4	19	68	7	25	1	4	347	19	4	68	25	4	347	12	10	45	33	12	343
D. There is no match.	3	0	0	1	25	3	75	0	0	337	3	0	25	75	0	337	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	0	0	6	38	8	50	2	13	340	11	0	38	50	13	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	62	8	9	64	70	18	20	2	2	349	62	9	70	20	2	349	59	19	55	21	5	350
C. easier than my regular schoolwork	27	4	10	27	68	9	23	0	0	349	27	10	68	23	0	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	6	1	11	5	56	2	22	1	11	346	6	11	56	22	11	346	15	8	41	35	15	341
B. 30–45 minutes	15	2	9	14	64	5	23	1	5	346	15	9	64	23	5	346	29	16	54	23	6	348
C. 45–60 minutes	57	5	6	60	71	17	20	2	2	349	57	6	71	20	2	349	32	21	55	19	5	350
D. more than 60 minutes	22	4	13	18	56	10	31	0	0	348	22	13	56	31	0	348	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	17	2	33	3	50	0	0	344	4	17	33	50	0	344	6	6	33	39	23	337
B. two or three days a week	2	0	0	1	33	1	33	1	33	334	2	0	33	33	33	334	12	15	55	22	8	348
C. two or three times each month	9	0	0	8	62	3	23	2	15	341	9	0	62	23	15	341	26	20	56	19	5	350
D. never or almost never	85	11	9	85	69	27	22	1	1	349	85	9	69	22	1	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	7	12	37	63	14	24	1	2	349	42	12	63	24	2	349	37	14	51	27	9	346
B. two or three days a week	23	1	3	22	69	7	22	2	6	347	23	3	69	22	6	347	27	20	55	19	6	350
C. two or three times each month	18	2	8	21	84	1	4	1	4	351	18	8	84	4	4	351	19	22	53	19	6	350
D. never or almost never	18	2	8	14	54	10	38	0	0	346	18	8	54	38	0	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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