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:	12111936
SAU:	MSAD 17
School:	Paris Elementary 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

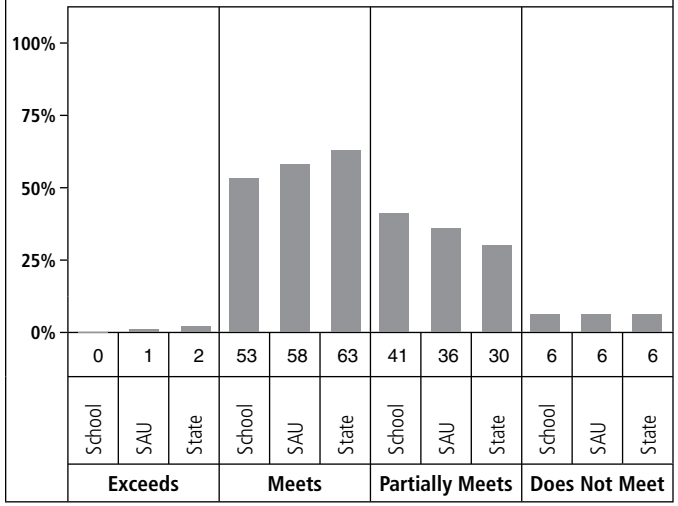
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Paris Elementary School

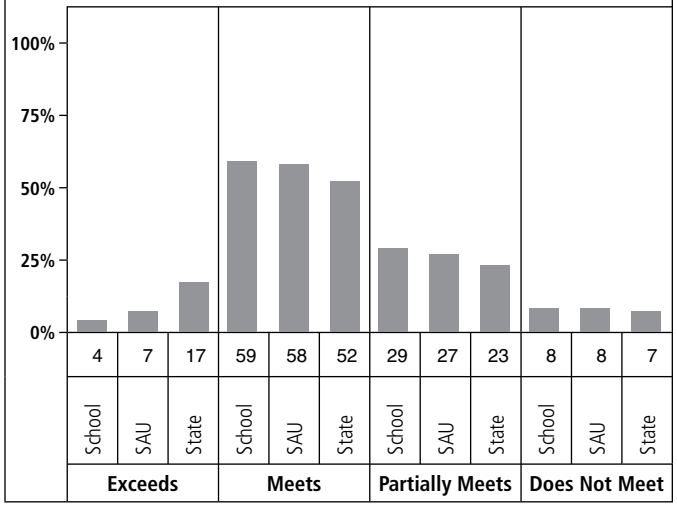
Summary of School, SAU, and State Scores

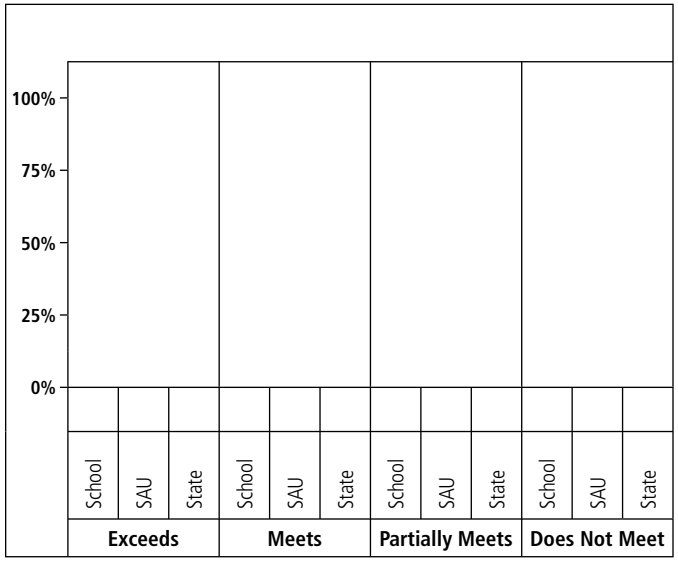
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	343	345
2007–2008	343	343	344
2008–2009	**343**	**343**	**345**
Cum. Avg.*	344	343	345
Mathematics			
2006–2007	342	342	347
2007–2008	341	343	347
2008–2009	**344**	**345**	**348**
Cum. Avg.*	342	343	347

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 17
School: Paris Elementary 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	49	100	254	100	13763	100	49	100	253	100	13691	100	49	100	252	99	13691	100						
Ethnicity African American/Black	1	2	10	4	416	3	1	100	10	100	412	99	1	100	10	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	1	2	1	0	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	1	2	1	0	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	46	94	241	95	12846	93	46	100	240	100	12788	100	46	100	239	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	20	28	11	2414	18	10	100	28	100	2388	100	10	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	29	59	162	64	5887	43	29	100	161	99	5847	100	29	100	160	99	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	27	55	144	57	10316	75	27	55	142	56	10355	75						
Identified disability (PET/IEP)	1	4	3	2	437	4	1	4	3	2	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	1	1	83	1	0	0	1	1	83	1						
Participation with accommodations	22	45	106	42	3179	23	22	45	107	42	3152	23						
Identified disability (PET/IEP)	9	41	22	21	1757	55	9	41	22	21	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	13	59	84	79	1192	37	13	59	85	79	1157	37						
Participation through alternate assessment (PAAP)	0	0	3	1	194	1	0	0	3	1	184	1						
Identified disability (PET/IEP)	0	0	3	100	194	100	0	0	3	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	1	0	53	0	0	0	2	1	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 17
School:	Paris Elementary 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	0	0	2	1	332	2
	2007-2008	0	0	2	1	227	2
	2008-2009	**0**	**0**	**2**	**1**	**262**	**2**
	Cum. Total*	0	0	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	39	64	164	56	8691	63
	2007-2008	29	62	133	57	8403	62
	2008-2009	**26**	**53**	**144**	**58**	**8500**	**63**
	Cum. Total*	94	60	441	57	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	19	31	99	34	3781	27
	2007-2008	15	32	79	34	4018	30
	2008-2009	**20**	**41**	**89**	**36**	**3985**	**30**
	Cum. Total*	54	34	267	34	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	3	5	29	10	1021	7
	2007-2008	3	6	19	8	938	7
	2008-2009	**3**	**6**	**15**	**6**	**748**	**6**
	Cum. Total*	9	6	63	8	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**	27.0	58.7	27.3	59.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.0	59.4	19.5	60.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.0	57.1	7.9	56.4	8.4	60.0

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Paris Elementary 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	49	0	0	26	53	20	41	3	6	343	250	1	58	36	6	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										10	0	70	30	0	345	402	0	40	41	18	339
American Indian or Native Alaskan	0										1						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	46	0	0	24	52	19	41	3	7	343	237	1	57	35	6	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	7	70	1	10	338	25	0	24	60	16	338	2194	0	32	50	18	338
No	39	0	0	24	62	13	33	2	5	344	225	1	61	33	5	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	49	0	0	26	53	20	41	3	6	343	250	1	58	36	6	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	29	0	0	11	38	17	59	1	3	342	158	0	49	46	5	342	5721	1	52	39	9	342
No	20	0	0	15	75	3	15	2	10	345	92	2	73	17	8	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	49	0	0	26	53	20	41	3	6	343	250	1	58	36	6	343	13489	2	63	30	6	345
Gender																						
Female	17	0	0	11	65	6	35	0	0	345	107	2	59	36	3	345	6568	3	67	26	4	346
Male	32	0	0	15	47	14	44	3	9	342	143	0	57	35	8	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										3						2300	0	39	49	11	340
No	49	0	0	26	53	20	41	3	6	343	247	1	57	36	6	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	2										8	0	100	0	0	353	155	11	87	2	0	354
No	47	0	0	24	51	20	43	3	6	343	242	1	56	37	6	343	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 17
School: Paris Elementary 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	17	0	0	5	63	2	25	1	13	343	8	0	39	44	17	339	5	1	44	39	16	340
B. less than one hour	54	0	0	12	48	13	52	0	0	344	70	1	61	34	4	344	80	2	66	28	4	345
C. one to two hours	20	0	0	5	56	2	22	2	22	342	17	0	60	28	13	343	13	2	61	32	6	344
D. more than two hours	9	0	0	2	50	2	50	0	0	342	5	0	31	62	8	340	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	61	0	0	17	61	9	32	2	7	345	51	2	66	28	4	345	47	3	68	24	4	346
B. good	26	0	0	8	67	4	33	0	0	344	36	0	59	36	6	343	41	1	62	31	5	344
C. fair	9	0	0	0	0	3	75	1	25	337	11	0	32	54	14	339	9	0	51	41	8	342
D. poor	4	0	0	0	0	2	100	0	0	334	2	0	20	60	20	336	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.	47	0	0	15	68	6	27	1	5	345	30	1	58	37	4	344	31	3	63	28	6	345
B. They match some of what I have learned.	34	0	0	8	50	6	38	2	13	343	50	1	64	29	7	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	9	0	0	0	0	4	100	0	0	337	13	0	48	45	6	341	14	1	53	39	7	342
D. There is no match.	11	0	0	2	40	3	60	0	0	342	7	0	35	53	12	340	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	3	25	6	50	3	25	339	19	0	45	43	13	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	40	0	0	13	68	6	32	0	0	345	51	2	63	32	3	344	57	2	68	26	3	346
C. easier than my regular schoolwork	34	0	0	9	56	7	44	0	0	344	30	0	59	34	7	343	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.	30	0	0	2	14	9	64	3	21	337	17	0	26	60	14	339	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	36	0	0	9	53	8	47	0	0	344	46	1	59	38	3	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	34	0	0	14	88	2	13	0	0	348	37	1	71	21	7	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	26	0	0	8	67	3	25	1	8	346	24	3	64	27	5	346	22	3	67	25	4	346
B. 20 minutes to an hour	47	0	0	15	68	6	27	1	5	345	41	0	68	27	5	344	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	1	20	4	80	0	0	338	18	0	41	52	7	341	18	1	56	36	8	343
D. I rarely read at home.	17	0	0	1	13	6	75	1	13	337	17	0	41	49	10	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	30	0	0	7	50	4	29	3	21	340	28	1	44	43	12	342	29	1	56	36	7	343
B. six to ten pages	13	0	0	3	50	3	50	0	0	343	18	0	53	40	7	343	21	2	62	31	5	344
C. eleven or more pages	57	0	0	15	56	12	44	0	0	345	54	1	67	30	2	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	75	0	0	0	0	2	67	1	33	333	61	0	45	45	9	341						
B.	0										11	0	50	0	50	336						
C.	25	0	0	0	0	1	100	0	0	336	22	0	0	75	25	337						
D.	0										6	0	100	0	0	350						

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 17
School:	Paris Elementary 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	0	0	22	7	1985	14
	2007-2008	3	7	24	10	2277	17
	2008-2009	**2**	**4**	**18**	**7**	**2328**	**17**
	Cum. Total*	5	3	64	8	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	37	61	136	46	6990	51
	2007-2008	18	39	102	44	6764	50
	2008-2009	**29**	**59**	**145**	**58**	**7045**	**52**
	Cum. Total*	84	54	383	49	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	19	31	97	33	3673	27
	2007-2008	20	43	79	34	3504	26
	2008-2009	**14**	**29**	**67**	**27**	**3137**	**23**
	Cum. Total*	53	34	243	31	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	8	40	14	1193	9
	2007-2008	5	11	27	12	1044	8
	2008-2009	**4**	**8**	**19**	**8**	**997**	**7**
	Cum. Total*	14	9	86	11	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**	29.4	61.3	29.7	61.9	31.5	65.6
A. Number	**20**	**42**	11.6	58.0	11.9	59.5	12.8	64.0
B. Data	**8**	**17**	6.0	75.0	5.9	73.8	6.1	76.3
C. Geometry	**8**	**17**	5.6	70.0	5.7	71.3	5.5	68.8
D. Algebra	**12**	**25**	6.2	51.7	6.2	51.7	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 17
School: Paris Elementary 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	49	2	4	29	59	14	29	4	8	344	249	7	58	27	8	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										10	10	80	0	10	350	407	7	37	32	24	338
American Indian or Native Alaskan	0										1						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	46	2	4	26	57	14	30	4	9	344	236	7	57	28	8	345	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	5	50	2	20	3	30	336	25	0	40	36	24	336	2204	6	36	36	22	338
No	39	2	5	24	62	12	31	1	3	346	224	8	60	26	6	346	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	49	2	4	29	59	14	29	4	8	344	249	7	58	27	8	345	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	29	0	0	14	48	11	38	4	14	340	157	4	55	32	10	342	5727	10	48	31	12	343
No	20	2	10	15	75	3	15	0	0	350	92	13	64	18	4	349	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	49	2	4	29	59	14	29	4	8	344	249	7	58	27	8	345	13501	17	52	23	7	348
Gender																						
Female	17	1	6	9	53	6	35	1	6	343	106	8	51	32	8	344	6568	16	52	24	8	348
Male	32	1	3	20	63	8	25	3	9	345	143	6	64	23	7	345	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										3						2300	4	43	39	14	340
No	49	2	4	29	59	14	29	4	8	344	246	7	58	27	8	345	11207	20	54	20	6	350
Gifted/talented program																						
Yes	2										8	75	25	0	0	366	155	73	26	1	0	368
No	47	0	0	29	62	14	30	4	9	343	241	5	59	28	8	344	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 17
School: Paris Elementary 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	17	0	0	6	75	1	13	1	13	344	8	0	50	33	17	340	5	9	38	32	21	340
B. less than one hour	54	2	8	15	60	7	28	1	4	346	70	10	62	23	5	347	80	19	54	22	5	349
C. one to two hours	20	0	0	4	44	5	56	0	0	342	17	0	55	38	8	341	13	16	51	24	9	347
D. more than two hours	9	0	0	2	50	1	25	1	25	341	5	0	38	38	23	337	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	57	2	7	15	56	8	30	2	7	345	38	9	61	24	7	346	40	25	51	17	7	351
B. good	30	0	0	9	64	4	29	1	7	344	45	7	61	27	5	346	45	14	56	24	6	348
C. fair	9	0	0	2	50	2	50	0	0	341	12	7	55	28	10	343	12	7	49	34	10	343
D. poor	4	0	0	2	100	0	0	0	0	353	5	0	31	54	15	338	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.	46	2	10	13	62	5	24	1	5	348	34	6	65	24	5	347	38	23	52	19	5	351
B. They match some of what I have learned.	33	0	0	10	67	3	20	2	13	342	45	10	57	25	7	346	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	0	0	2	40	3	60	0	0	340	13	6	50	38	6	342	12	10	45	33	12	343
D. There is no match.	11	0	0	2	40	3	60	0	0	341	8	0	50	35	15	340	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	0	0	5	45	4	36	2	18	336	20	6	51	32	11	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	51	2	8	13	54	8	33	1	4	346	53	9	55	30	6	345	59	19	55	21	5	350
C. easier than my regular schoolwork	26	0	0	10	83	2	17	0	0	349	27	5	70	17	8	346	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	4	0	0	2	100	0	0	0	0	353	9	5	55	20	20	340	15	8	41	35	15	341
B. 30–45 minutes	9	0	0	3	75	1	25	0	0	344	21	6	58	29	6	345	29	16	54	23	6	348
C. 45–60 minutes	6	0	0	2	67	0	0	1	33	340	15	6	59	26	9	345	32	21	55	19	5	350
D. more than 60 minutes	81	2	5	21	55	13	34	2	5	345	56	9	60	26	5	346	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	2	67	0	0	1	33	344	3	0	50	25	25	340	6	6	33	39	23	337
B. two or three days a week	4	0	0	1	50	1	50	0	0	346	8	0	47	26	26	338	12	15	55	22	8	348
C. two or three times each month	28	0	0	8	62	4	31	1	8	345	19	2	62	32	4	343	26	20	56	19	5	350
D. never or almost never	62	2	7	17	59	9	31	1	3	345	70	10	59	25	5	347	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	51	1	4	12	50	8	33	3	13	341	41	4	54	31	11	343	37	14	51	27	9	346
B. two or three days a week	26	0	0	8	67	4	33	0	0	347	21	4	60	34	2	345	27	20	55	19	6	350
C. two or three times each month	13	0	0	5	83	1	17	0	0	350	22	11	64	19	6	348	19	22	53	19	6	350
D. never or almost never	11	1	20	3	60	1	20	0	0	349	16	13	61	18	8	345	18	15	51	26	8	347
Optional school/SAU question																						
A.	75	0	0	0	0	3	100	0	0	335	61	0	36	36	27	337						
B.	0										11	0	50	50	0	340						
C.	25	0	0	0	0	0	0	1	100	324	22	0	0	25	75	327						
D.	0										6	0	100	0	0	356						

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