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:	12371642
SAU:	MSAD 43
School:	Rumford Elementary

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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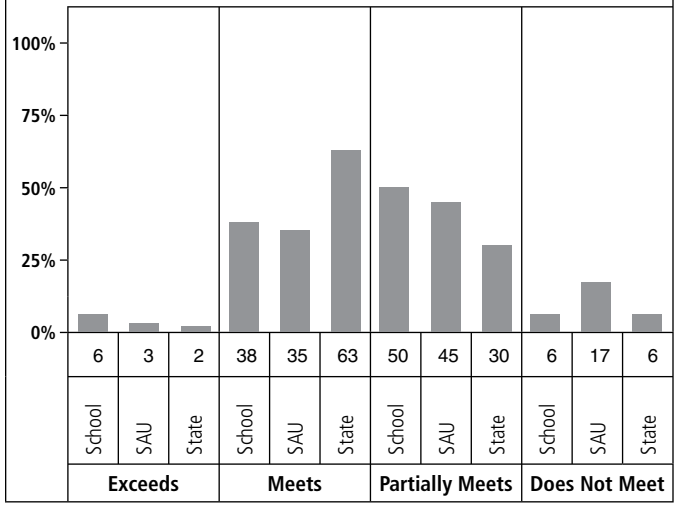
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 43
School: Rumford Elementary

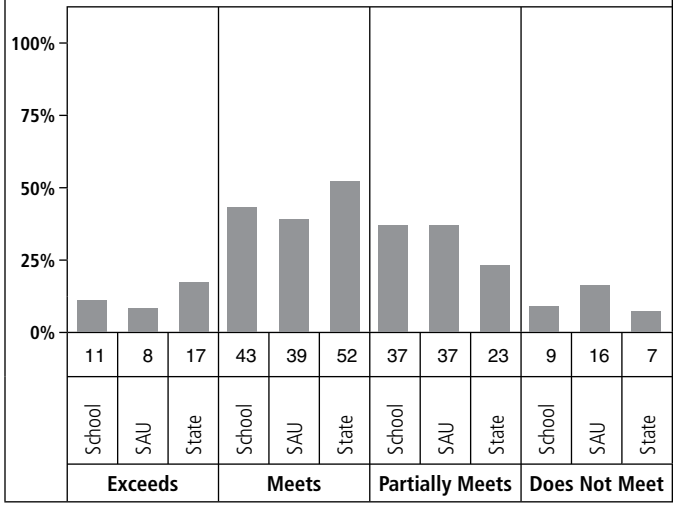
Summary of School, SAU, and State Scores

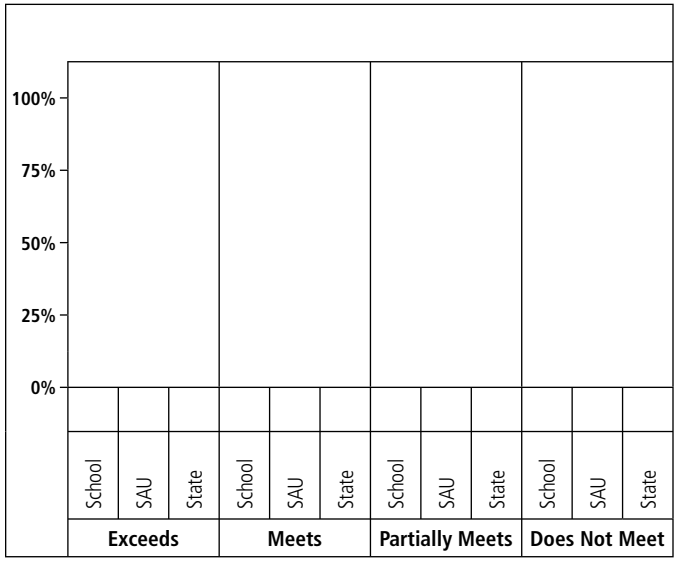
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	341	342	345
2007–2008	342	341	344
2008–2009	**343**	**339**	**345**
Cum. Avg.*	342	341	345
Mathematics			
2006–2007	345	342	347
2007–2008	345	343	347
2008–2009	**345**	**340**	**348**
Cum. Avg.*	345	342	347

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 43
School: Rumford Elementary

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	38	100	83	100	13763	100	38	100	81	98	13691	100	38	100	82	99	13691	100						
Ethnicity African American/Black	2	5	2	2	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	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	36	95	81	98	12846	93	36	100	79	98	12788	100	36	100	80	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	13	34	27	33	2414	18	13	100	25	93	2388	100	13	100	26	96	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	32	84	61	73	5887	43	32	100	60	98	5847	100	32	100	61	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	26	68	60	72	10316	75	26	68	60	72	10355	75						
Identified disability (PET/IEP)	1	4	5	8	437	4	1	4	5	8	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	1	2	83	1	0	0	1	2	83	1						
Participation with accommodations	8	21	17	20	3179	23	9	24	19	23	3152	23						
Identified disability (PET/IEP)	8	100	16	94	1757	55	9	100	18	95	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	0	0	1	6	1192	37	0	0	1	5	1157	37						
Participation through alternate assessment (PAAP)	4	11	4	5	194	1	3	8	3	4	184	1						
Identified disability (PET/IEP)	4	100	4	100	194	100	3	100	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	2	2	53	0	0	0	1	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 43
School:	Rumford Elementary

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	1	2	1	1	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	**2**	**6**	**2**	**3**	**262**	**2**
	Cum. Total*	3	2	3	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	20	47	51	52	8691	63
	2007-2008	22	46	53	46	8403	62
	2008-2009	**13**	**38**	**27**	**35**	**8500**	**63**
	Cum. Total*	55	44	131	45	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	15	35	35	35	3781	27
	2007-2008	22	46	49	42	4018	30
	2008-2009	**17**	**50**	**35**	**45**	**3985**	**30**
	Cum. Total*	54	43	119	41	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	7	16	12	12	1021	7
	2007-2008	4	8	14	12	938	7
	2008-2009	**2**	**6**	**13**	**17**	**748**	**6**
	Cum. Total*	13	10	39	13	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**	26.2	57.0	23.5	51.1	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	17.9	55.9	16.4	51.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.2	58.6	7.2	51.4	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 43
School: Rumford Elementary

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	34	2	6	13	38	17	50	2	6	343	77	3	35	45	17	339	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	0										0						162	0	51	38	10	342
Caucasian/White	32	2	6	13	41	15	47	2	6	343	75	3	36	44	17	339	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	7	78	2	22	335	21	0	5	48	48	328	2194	0	32	50	18	338
No	25	2	8	13	52	10	40	0	0	346	56	4	46	45	5	343	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	34	2	6	13	38	17	50	2	6	343	77	3	35	45	17	339	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	28	1	4	12	43	14	50	1	4	343	56	2	29	52	18	338	5721	1	52	39	9	342
No	6	1	17	1	17	3	50	1	17	343	21	5	52	29	14	341	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	34	2	6	13	38	17	50	2	6	343	77	3	35	45	17	339	13489	2	63	30	6	345
Gender																						
Female	15	2	13	9	60	4	27	0	0	350	37	5	46	38	11	343	6568	3	67	26	4	346
Male	19	0	0	4	21	13	68	2	11	338	40	0	25	53	23	335	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	8	89	0	0	338	14	0	7	86	7	337	2300	0	39	49	11	340
No	25	2	8	12	48	9	36	2	8	345	63	3	41	37	19	339	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	34	2	6	13	38	17	50	2	6	343	77	3	35	45	17	339	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 43
School: Rumford Elementary

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	0	0	2	67	1	33	332	4	0	0	67	33	332	5	1	44	39	16	340
B. less than one hour	85	2	7	13	46	12	43	1	4	345	90	3	39	47	11	342	80	2	66	28	4	345
C. one to two hours	3	0	0	0	0	1	100	0	0	338	3	0	50	50	0	341	13	2	61	32	6	344
D. more than two hours	3	0	0	0	0	1	100	0	0	338	3	0	0	100	0	338	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	1	7	7	50	6	43	0	0	346	48	3	44	41	12	342	47	3	68	24	4	346
B. good	52	1	6	5	29	9	53	2	12	341	44	3	32	55	10	340	41	1	62	31	5	344
C. fair	6	0	0	1	50	1	50	0	0	343	7	0	20	60	20	338	9	0	51	41	8	342
D. poor	0										1	0	0	0	100	330	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.	39	2	15	7	54	4	31	0	0	349	32	9	43	43	4	345	31	3	63	28	6	345
B. They match some of what I have learned.	39	0	0	6	46	7	54	0	0	343	49	0	40	49	11	340	49	2	68	26	3	345
C. They match just a little of what I have learned.	21	0	0	0	0	5	71	2	29	333	17	0	17	50	33	334	14	1	53	39	7	342
D. There is no match.	0										1	0	0	100	0	340	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	33	0	0	2	18	8	73	1	9	337	25	0	28	61	11	338	18	1	50	38	11	342
B. about the same as my regular schoolwork	45	2	13	8	53	5	33	0	0	348	52	5	43	35	16	343	57	2	68	26	3	346
C. easier than my regular schoolwork	21	0	0	3	43	3	43	1	14	342	23	0	31	63	6	340	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.	36	0	0	4	33	7	58	1	8	339	29	0	25	50	25	337	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	45	1	7	7	47	6	40	1	7	346	47	3	36	48	12	342	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	18	1	17	2	33	3	50	0	0	347	24	6	53	41	0	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	19	1	17	3	50	2	33	0	0	346	23	6	38	44	13	341	22	3	67	25	4	346
B. 20 minutes to an hour	25	1	13	3	38	4	50	0	0	347	30	5	48	38	10	344	46	2	68	26	4	346
C. less than 20 minutes	22	0	0	1	14	4	57	2	29	335	21	0	20	60	20	336	18	1	56	36	8	343
D. I rarely read at home.	34	0	0	5	45	6	55	0	0	344	26	0	33	56	11	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	44	1	7	4	29	9	64	0	0	343	43	3	24	66	7	341	29	1	56	36	7	343
B. six to ten pages	13	0	0	1	25	2	50	1	25	337	18	0	42	42	17	340	21	2	62	31	5	344
C. eleven or more pages	44	1	7	8	57	4	29	1	7	346	40	4	48	30	19	342	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	338	50	0	0	100	0	336						
C.	50	0	0	1	100	0	0	0	0	354	50	0	100	0	0	350						
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 43
School:	Rumford Elementary

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	6	14	9	9	1985	14
	2007-2008	6	13	10	9	2277	17
	2008-2009	**4**	**11**	**6**	**8**	**2328**	**17**
	Cum. Total*	16	13	25	9	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	22	51	45	45	6990	51
	2007-2008	26	54	51	44	6764	50
	2008-2009	**15**	**43**	**31**	**39**	**7045**	**52**
	Cum. Total*	63	50	127	43	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	9	21	34	34	3673	27
	2007-2008	9	19	42	36	3504	26
	2008-2009	**13**	**37**	**29**	**37**	**3137**	**23**
	Cum. Total*	31	25	105	36	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	6	14	11	11	1193	9
	2007-2008	7	15	13	11	1044	8
	2008-2009	**3**	**9**	**13**	**16**	**997**	**7**
	Cum. Total*	16	13	37	13	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**	29.5	61.5	26.4	55.0	31.5	65.6
A. Number	**20**	**42**	11.9	59.5	10.9	54.5	12.8	64.0
B. Data	**8**	**17**	5.7	71.3	5.4	67.5	6.1	76.3
C. Geometry	**8**	**17**	5.9	73.8	4.8	60.0	5.5	68.8
D. Algebra	**12**	**25**	6.0	50.0	5.3	44.2	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 43
School: Rumford Elementary

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	35	4	11	15	43	13	37	3	9	345	79	8	39	37	16	340	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	0										0						162	6	44	35	15	341
Caucasian/White	33	4	12	14	42	12	36	3	9	345	77	8	39	36	17	340	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	4	40	3	30	335	23	0	22	35	43	329	2204	6	36	36	22	338
No	25	4	16	12	48	9	36	0	0	349	56	11	46	38	5	344	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	35	4	11	15	43	13	37	3	9	345	79	8	39	37	16	340	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	29	2	7	15	52	11	38	1	3	345	58	3	41	38	17	338	5727	10	48	31	12	343
No	6	2	33	0	0	2	33	2	33	343	21	19	33	33	14	344	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	35	4	11	15	43	13	37	3	9	345	79	8	39	37	16	340	13501	17	52	23	7	348
Gender																						
Female	15	3	20	7	47	4	27	1	7	349	37	14	41	32	14	343	6568	16	52	24	8	348
Male	20	1	5	8	40	9	45	2	10	342	42	2	38	40	19	337	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	2	22	5	56	2	22	335	14	0	21	50	29	333	2300	4	43	39	14	340
No	26	4	15	13	50	8	31	1	4	348	65	9	43	34	14	341	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	35	4	11	15	43	13	37	3	9	345	79	8	39	37	16	340	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 43
School: Rumford Elementary

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	12	0	0	0	0	3	75	1	25	330	7	0	0	60	40	324	5	9	38	32	21	340
B. less than one hour	82	4	14	13	46	9	32	2	7	347	87	8	42	39	11	342	80	19	54	22	5	349
C. one to two hours	3	0	0	0	0	1	100	0	0	338	3	0	50	50	0	343	13	16	51	24	9	347
D. more than two hours	3	0	0	1	100	0	0	0	0	348	3	0	100	0	0	346	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	3	19	9	56	3	19	1	6	351	50	11	47	31	11	344	40	25	51	17	7	351
B. good	38	1	8	4	31	7	54	1	8	341	39	4	36	50	11	339	45	14	56	24	6	348
C. fair	9	0	0	0	0	3	100	0	0	337	7	0	20	80	0	342	12	7	49	34	10	343
D. poor	6	0	0	1	50	0	0	1	50	336	4	0	33	0	67	324	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.	42	4	31	5	38	3	23	1	8	351	41	18	36	32	14	342	38	23	52	19	5	351
B. They match some of what I have learned.	39	0	0	3	25	7	58	2	17	338	36	0	36	56	8	340	45	16	56	22	6	348
C. They match just a little of what I have learned.	16	0	0	3	60	2	40	0	0	343	19	0	46	31	23	337	12	10	45	33	12	343
D. There is no match.	3	0	0	1	100	0	0	0	0	346	4	0	67	33	0	347	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	32	0	0	4	40	4	40	2	20	340	22	0	29	43	29	337	17	8	45	34	13	342
B. about the same as my regular schoolwork	55	4	24	5	29	7	41	1	6	346	54	14	37	43	6	343	59	19	55	21	5	350
C. easier than my regular schoolwork	13	0	0	3	75	1	25	0	0	348	25	0	56	31	13	341	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	20	0	0	2	33	3	50	1	17	339	17	0	27	45	27	333	15	8	41	35	15	341
B. 30–45 minutes	33	0	0	4	40	5	50	1	10	339	34	0	45	36	18	337	29	16	54	23	6	348
C. 45–60 minutes	43	4	31	4	31	4	31	1	8	350	39	20	32	44	4	346	32	21	55	19	5	350
D. more than 60 minutes	3	0	0	1	100	0	0	0	0	346	9	0	67	33	0	344	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	12	0	0	0	0	4	100	0	0	336	10	0	14	71	14	331	6	6	33	39	23	337
B. two or three days a week	9	0	0	1	33	2	67	0	0	342	10	0	43	57	0	344	12	15	55	22	8	348
C. two or three times each month	26	1	11	2	22	3	33	3	33	339	27	11	37	32	21	340	26	20	56	19	5	350
D. never or almost never	53	3	17	11	61	4	22	0	0	351	53	8	49	32	11	343	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	1	8	4	31	6	46	2	15	340	38	4	30	48	19	336	37	14	51	27	9	346
B. two or three days a week	24	1	13	4	50	2	25	1	13	347	21	7	47	33	13	343	27	20	55	19	6	350
C. two or three times each month	21	2	29	2	29	3	43	0	0	351	22	19	44	31	6	347	19	22	53	19	6	350
D. never or almost never	18	0	0	4	67	2	33	0	0	348	19	0	50	43	7	342	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	350	50	0	50	50	0	339						
C.	50	0	0	0	0	1	100	0	0	338	50	0	50	50	0	343						
D.	0										0											

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