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:	12401654
SAU:	MSAD 46
School:	Exeter Consolidated 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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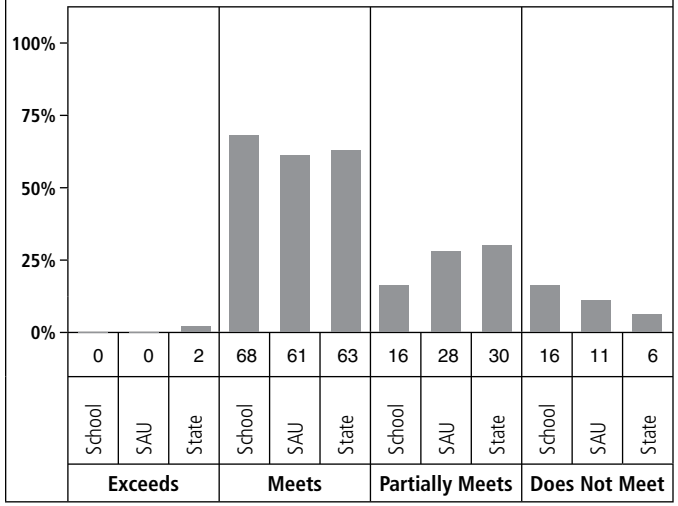
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 46
School: Exeter Consolidated School

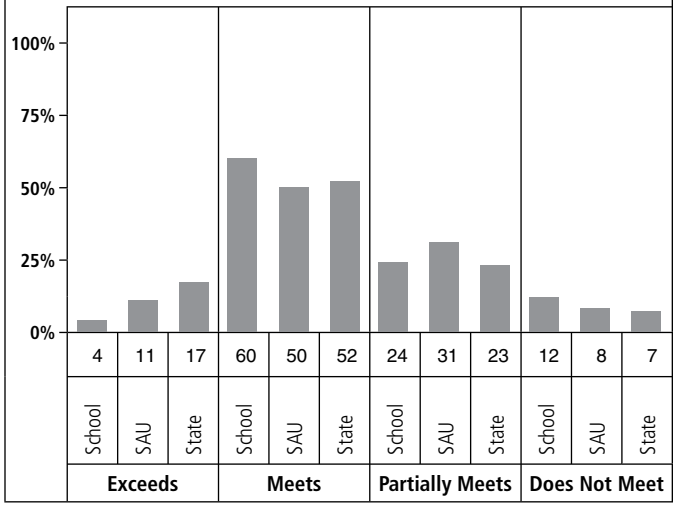
Summary of School, SAU, and State Scores

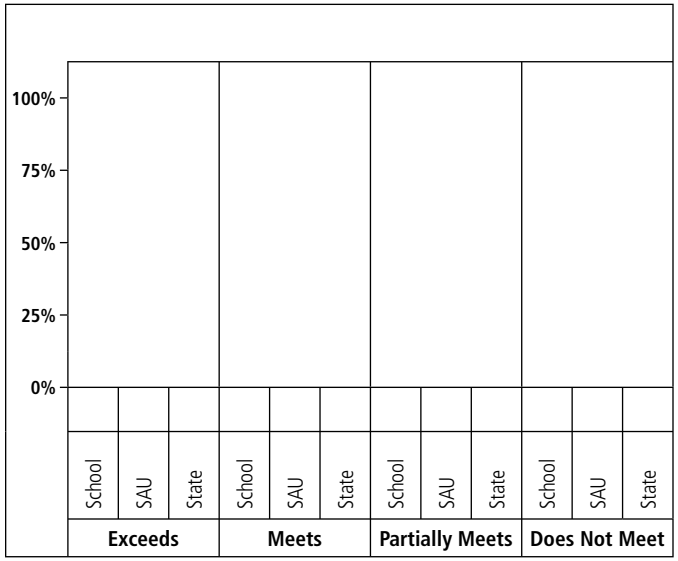
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	343	345
2007–2008	344	343	344
2008–2009	**343**	**342**	**345**
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	341	343	347
2007–2008	348	343	347
2008–2009	**345**	**345**	**348**
Cum. Avg.*	345	344	347

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 46
School: Exeter Consolidated 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	25	100	73	100	13763	100	25	100	73	100	13691	100	25	100	73	100	13691	100						
Ethnicity African American/Black	1	4	2	3	416	3	1	100	2	100	412	99	1	100	2	100	414	100						
American Indian or Native Alaskan	1	4	2	3	102	1	1	100	2	100	101	100	1	100	2	100	101	100						
Asian or Pacific Islander	0	0	1	1	232	2	0	0	1	100	226	97	0	0	1	100	227	98						
Hispanic	1	4	2	3	167	1	1	100	2	100	164	98	1	100	2	100	164	98						
Caucasian/White	22	88	66	90	12846	93	22	100	66	100	12788	100	22	100	66	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	3	12	13	18	2414	18	3	100	13	100	2388	100	3	100	13	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	16	64	44	60	5887	43	16	100	44	100	5847	100	16	100	44	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	19	76	52	71	10316	75	19	76	49	67	10355	75						
Identified disability (PET/IEP)	0	0	4	8	437	4	0	0	3	6	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	6	24	20	27	3179	23	6	24	23	32	3152	23						
Identified disability (PET/IEP)	3	50	8	40	1757	55	3	50	9	39	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	3	50	12	60	1192	37	3	50	14	61	1157	37						
Participation through alternate assessment (PAAP)	0	0	1	1	194	1	0	0	1	1	184	1						
Identified disability (PET/IEP)	0	0	1	100	194	100	0	0	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	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 46
School:	Exeter Consolidated 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	2	332	2
	2007-2008	0	0	2	3	227	2
	2008-2009	**0**	**0**	**0**	**0**	**262**	**2**
	Cum. Total*	0	0	4	2	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	9	47	46	53	8691	63
	2007-2008	11	61	35	49	8403	62
	2008-2009	**17**	**68**	**44**	**61**	**8500**	**63**
	Cum. Total*	37	60	125	54	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	9	47	30	34	3781	27
	2007-2008	5	28	29	40	4018	30
	2008-2009	**4**	**16**	**20**	**28**	**3985**	**30**
	Cum. Total*	18	29	79	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	1	5	9	10	1021	7
	2007-2008	2	11	6	8	938	7
	2008-2009	**4**	**16**	**8**	**11**	**748**	**6**
	Cum. Total*	7	11	23	10	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**	26.9	58.5	26.2	57.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.0	59.4	18.6	58.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	7.8	55.7	7.5	53.6	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 46
School: Exeter Consolidated 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	25	0	0	17	68	4	16	4	16	343	72	0	61	28	11	342	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										2						402	0	40	41	18	339
American Indian or Native Alaskan	1										2						99	0	64	31	5	343
Asian or Pacific Islander	0										1						222	4	63	25	8	345
Hispanic	1										2						162	0	51	38	10	342
Caucasian/White	22	0	0	14	64	4	18	4	18	342	65	0	62	26	12	341	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	3										12	0	8	42	50	329	2194	0	32	50	18	338
No	22	0	0	17	77	3	14	2	9	345	60	0	72	25	3	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	25	0	0	17	68	4	16	4	16	343	72	0	61	28	11	342	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	16	0	0	10	63	3	19	3	19	343	43	0	58	30	12	342	5721	1	52	39	9	342
No	9	0	0	7	78	1	11	1	11	344	29	0	66	24	10	341	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	25	0	0	17	68	4	16	4	16	343	72	0	61	28	11	342	13489	2	63	30	6	345
Gender																						
Female	14	0	0	12	86	2	14	0	0	347	36	0	67	33	0	344	6568	3	67	26	4	346
Male	11	0	0	5	45	2	18	4	36	338	36	0	56	22	22	339	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										13	0	46	46	8	340	2300	0	39	49	11	340
No	25	0	0	17	68	4	16	4	16	343	59	0	64	24	12	342	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	25	0	0	17	68	4	16	4	16	343	72	0	61	28	11	342	13340	2	63	30	6	344

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 46
School: Exeter Consolidated 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	0	0	1	100	0	0	340	6	0	25	25	50	328	5	1	44	39	16	340
B. less than one hour	92	0	0	16	73	2	9	4	18	343	87	0	65	27	8	343	80	2	66	28	4	345
C. one to two hours	4	0	0	1	100	0	0	0	0	342	6	0	75	25	0	344	13	2	61	32	6	344
D. more than two hours	0										1	0	0	0	100	330	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	0	0	9	82	1	9	1	9	346	46	0	70	24	6	344	47	3	68	24	4	346
B. good	44	0	0	6	55	2	18	3	27	340	43	0	58	29	13	341	41	1	62	31	5	344
C. fair	8	0	0	2	100	0	0	0	0	346	8	0	50	33	17	338	9	0	51	41	8	342
D. poor	4	0	0	0	0	1	100	0	0	338	3	0	0	50	50	334	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.	44	0	0	9	82	0	0	2	18	343	31	0	73	14	14	343	31	3	63	28	6	345
B. They match some of what I have learned.	40	0	0	5	50	3	30	2	20	342	55	0	59	36	5	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	8	0	0	2	100	0	0	0	0	348	7	0	60	40	0	344	14	1	53	39	7	342
D. There is no match.	8	0	0	1	50	1	50	0	0	340	7	0	40	20	40	330	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	3	60	0	0	2	40	339	21	0	40	33	27	337	18	1	50	38	11	342
B. about the same as my regular schoolwork	44	0	0	10	91	1	9	0	0	347	55	0	72	26	3	344	57	2	68	26	3	346
C. easier than my regular schoolwork	36	0	0	4	44	3	33	2	22	340	24	0	59	29	12	341	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.	16	0	0	3	75	0	0	1	25	342	13	0	44	22	33	339	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	48	0	0	8	67	2	17	2	17	342	52	0	59	35	5	342	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	36	0	0	6	67	2	22	1	11	344	35	0	72	20	8	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	4	80	1	20	0	0	349	17	0	58	42	0	345	22	3	67	25	4	346
B. 20 minutes to an hour	63	0	0	10	67	3	20	2	13	342	44	0	65	26	10	342	46	2	68	26	4	346
C. less than 20 minutes	8	0	0	1	50	0	0	1	50	338	27	0	68	26	5	343	18	1	56	36	8	343
D. I rarely read at home.	8	0	0	1	50	0	0	1	50	335	11	0	38	13	50	331	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	5	63	1	13	2	25	341	24	0	47	35	18	339	29	1	56	36	7	343
B. six to ten pages	29	0	0	4	57	1	14	2	29	341	21	0	60	13	27	339	21	2	62	31	5	344
C. eleven or more pages	38	0	0	8	89	1	11	0	0	346	55	0	69	28	3	344	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										40	0	0	50	50	320						
B.	33	0	0	1	100	0	0	0	0	344	20	0	100	0	0	344						
C.	33	0	0	1	100	0	0	0	0	352	20	0	100	0	0	352						
D.	33	0	0	1	100	0	0	0	0	348	20	0	100	0	0	348						

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 46
School:	Exeter Consolidated 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	5	6	1985	14
	2007-2008	3	17	7	10	2277	17
	2008-2009	**1**	**4**	**8**	**11**	**2328**	**17**
	Cum. Total*	4	6	20	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	11	58	48	55	6990	51
	2007-2008	9	50	32	45	6764	50
	2008-2009	**15**	**60**	**36**	**50**	**7045**	**52**
	Cum. Total*	35	56	116	50	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	5	26	25	29	3673	27
	2007-2008	6	33	25	35	3504	26
	2008-2009	**6**	**24**	**22**	**31**	**3137**	**23**
	Cum. Total*	17	27	72	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	3	16	9	10	1193	9
	2007-2008	0	0	7	10	1044	8
	2008-2009	**3**	**12**	**6**	**8**	**997**	**7**
	Cum. Total*	6	10	22	10	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**	29.6	61.7	29.8	62.1	31.5	65.6
A. Number	**20**	**42**	11.6	58.0	12.2	61.0	12.8	64.0
B. Data	**8**	**17**	6.0	75.0	5.9	73.8	6.1	76.3
C. Geometry	**8**	**17**	4.8	60.0	5.1	63.8	5.5	68.8
D. Algebra	**12**	**25**	7.2	60.0	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 46
School: Exeter Consolidated 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	25	1	4	15	60	6	24	3	12	345	72	11	50	31	8	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										2						407	7	37	32	24	338
American Indian or Native Alaskan	1										2						99	7	47	38	7	344
Asian or Pacific Islander	0										1						223	25	45	24	7	350
Hispanic	1										2						162	6	44	35	15	341
Caucasian/White	22	1	5	13	59	5	23	3	14	344	65	12	51	28	9	346	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	3										12	0	8	58	33	332	2204	6	36	36	22	338
No	22	1	5	15	68	5	23	1	5	347	60	13	58	25	3	348	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	25	1	4	15	60	6	24	3	12	345	72	11	50	31	8	345	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	16	1	6	7	44	5	31	3	19	341	43	14	40	35	12	344	5727	10	48	31	12	343
No	9	0	0	8	89	1	11	0	0	351	29	7	66	24	3	348	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	25	1	4	15	60	6	24	3	12	345	72	11	50	31	8	345	13501	17	52	23	7	348
Gender																						
Female	14	1	7	9	64	3	21	1	7	347	36	11	53	28	8	346	6568	16	52	24	8	348
Male	11	0	0	6	55	3	27	2	18	343	36	11	47	33	8	345	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										13	0	46	54	0	343	2300	4	43	39	14	340
No	25	1	4	15	60	6	24	3	12	345	59	14	51	25	10	346	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	25	1	4	15	60	6	24	3	12	345	72	11	50	31	8	345	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 46
School: Exeter Consolidated 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	0	0	0	0	1	100	324	6	25	0	25	50	338	5	9	38	32	21	340
B. less than one hour	92	1	5	14	64	5	23	2	9	346	87	10	53	31	6	345	80	19	54	22	5	349
C. one to two hours	4	0	0	1	100	0	0	0	0	354	6	25	75	0	0	357	13	16	51	24	9	347
D. more than two hours	0										1	0	0	100	0	336	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	0	0	4	50	2	25	2	25	339	31	9	50	23	18	344	40	25	51	17	7	351
B. good	48	0	0	8	67	3	25	1	8	345	50	11	53	33	3	346	45	14	56	24	6	348
C. fair	16	1	25	3	75	0	0	0	0	357	17	17	50	25	8	349	12	7	49	34	10	343
D. poor	4	0	0	0	0	1	100	0	0	340	3	0	0	100	0	335	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.	40	1	10	5	50	2	20	2	20	344	35	16	56	16	12	348	38	23	52	19	5	351
B. They match some of what I have learned.	44	0	0	9	82	1	9	1	9	348	51	11	51	35	3	346	45	16	56	22	6	348
C. They match just a little of what I have learned.	8	0	0	1	50	1	50	0	0	344	7	0	40	40	20	336	12	10	45	33	12	343
D. There is no match.	8	0	0	0	0	2	100	0	0	334	7	0	20	60	20	334	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	3	75	0	0	1	25	344	18	8	54	23	15	343	17	8	45	34	13	342
B. about the same as my regular schoolwork	72	1	6	11	61	5	28	1	6	346	69	14	50	32	4	347	59	19	55	21	5	350
C. easier than my regular schoolwork	12	0	0	1	33	1	33	1	33	336	13	0	44	33	22	339	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	28	0	0	4	57	3	43	0	0	344	13	0	44	44	11	340	15	8	41	35	15	341
B. 30–45 minutes	28	0	0	5	71	2	29	0	0	347	13	11	67	22	0	352	29	16	54	23	6	348
C. 45–60 minutes	24	1	17	5	83	0	0	0	0	355	54	16	57	24	3	348	32	21	55	19	5	350
D. more than 60 minutes	20	0	0	1	20	1	20	3	60	330	20	7	29	36	29	337	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	1	50	0	0	1	50	336	9	0	17	50	33	334	6	6	33	39	23	337
B. two or three days a week	0										3	0	50	0	50	336	12	15	55	22	8	348
C. two or three times each month	4	0	0	0	0	1	100	0	0	340	10	14	43	43	0	346	26	20	56	19	5	350
D. never or almost never	87	1	5	12	60	5	25	2	10	345	79	13	53	29	5	346	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	0	0	5	50	2	20	3	30	339	63	13	49	27	11	345	37	14	51	27	9	346
B. two or three days a week	8	1	50	1	50	0	0	0	0	362	10	29	57	0	14	351	27	20	55	19	6	350
C. two or three times each month	24	0	0	4	67	2	33	0	0	346	11	0	50	50	0	343	19	22	53	19	6	350
D. never or almost never	28	0	0	5	71	2	29	0	0	347	17	0	50	50	0	343	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										40	0	0	100	0	332						
B.	33	0	0	1	100	0	0	0	0	356	20	0	100	0	0	356						
C.	33	0	0	1	100	0	0	0	0	356	20	0	100	0	0	356						
D.	33	0	0	1	100	0	0	0	0	360	20	0	100	0	0	360						

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