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:	12451684
SAU:	MSAD 51
School:	Drowne Road 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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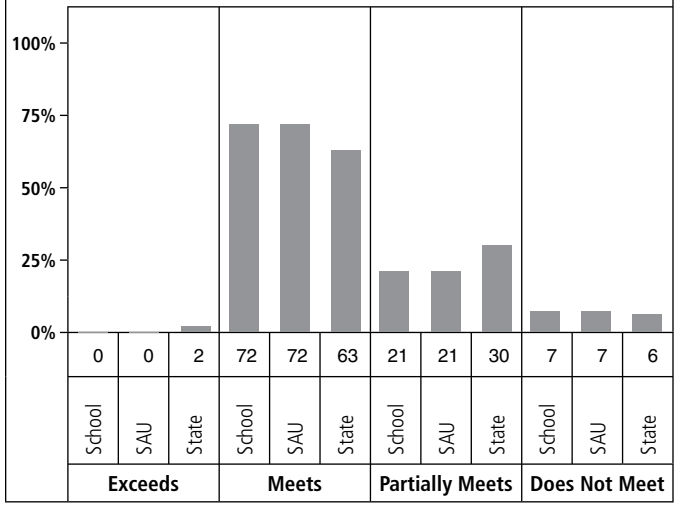
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 51
School: Drowne Road School

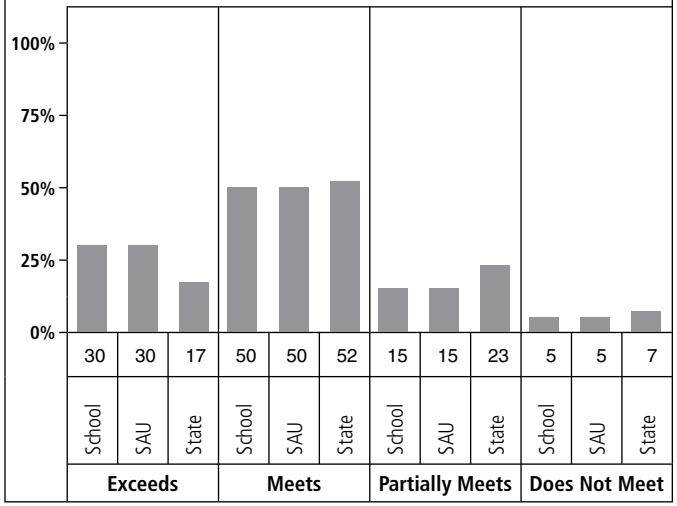
Summary of School, SAU, and State Scores

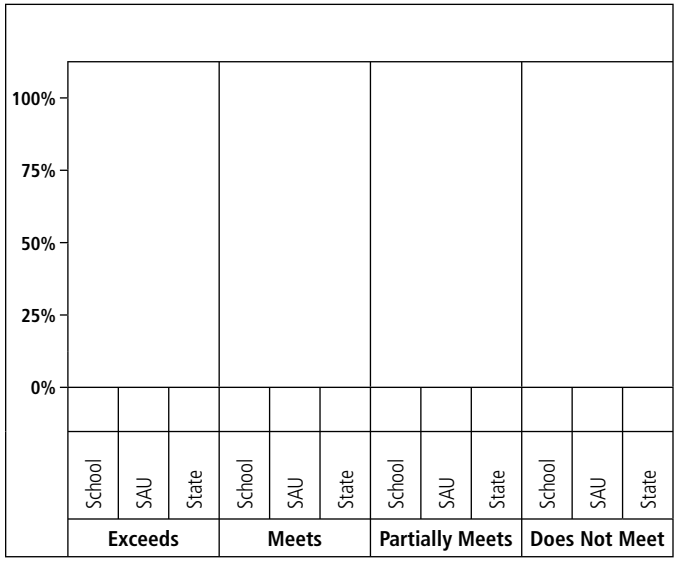
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	347	345
2007–2008	347	347	344
2008–2009	**345**	**345**	**345**
Cum. Avg.*	346	346	345
Mathematics			
2006–2007	353	353	347
2007–2008	355	355	347
2008–2009	**353**	**353**	**348**
Cum. Avg.*	354	354	347

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 51
School: Drowne Road 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	141	100	141	100	13763	100	141	100	141	100	13691	100	141	100	141	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	139	99	139	99	12846	93	139	100	139	100	12788	100	139	100	139	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	24	17	24	17	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	17	12	17	12	5887	43	17	100	17	100	5847	100	17	100	17	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	122	87	122	87	10316	75	122	87	122	87	10355	75						
Identified disability (PET/IEP)	5	4	5	4	437	4	5	4	5	4	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	19	13	19	13	3179	23	19	13	19	13	3152	23						
Identified disability (PET/IEP)	19	100	19	100	1757	55	19	100	19	100	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	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	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 51
School:	Drowne Road 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	2	4	2	332	2
	2007-2008	3	2	3	2	227	2
	2008-2009	**0**	**0**	**0**	**0**	**262**	**2**
	Cum. Total*	7	1	7	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	128	72	130	71	8691	63
	2007-2008	113	72	113	72	8403	62
	2008-2009	**101**	**72**	**101**	**72**	**8500**	**63**
	Cum. Total*	342	72	344	72	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	40	22	41	22	3781	27
	2007-2008	34	22	34	22	4018	30
	2008-2009	**30**	**21**	**30**	**21**	**3985**	**30**
	Cum. Total*	104	22	105	22	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	4	8	4	1021	7
	2007-2008	6	4	6	4	938	7
	2008-2009	**10**	**7**	**10**	**7**	**748**	**6**
	Cum. Total*	23	5	24	5	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**	29.0	63.0	29.0	63.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.5	64.1	20.5	64.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.5	60.7	8.5	60.7	8.4	60.0

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

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

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 51
School: Drowne Road 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	141	0	0	101	72	30	21	10	7	345	141	0	72	21	7	345	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	139	0	0	100	72	29	21	10	7	345	139	0	72	21	7	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	3	13	12	50	9	38	335	24	0	13	50	38	335	2194	0	32	50	18	338
No	117	0	0	98	84	18	15	1	1	347	117	0	84	15	1	347	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	141	0	0	101	72	30	21	10	7	345	141	0	72	21	7	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	17	0	0	3	18	13	76	1	6	339	17	0	18	76	6	339	5721	1	52	39	9	342
No	124	0	0	98	79	17	14	9	7	346	124	0	79	14	7	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	141	0	0	101	72	30	21	10	7	345	141	0	72	21	7	345	13489	2	63	30	6	345
Gender																						
Female	73	0	0	55	75	13	18	5	7	346	73	0	75	18	7	346	6568	3	67	26	4	346
Male	68	0	0	46	68	17	25	5	7	344	68	0	68	25	7	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	141	0	0	101	72	30	21	10	7	345	141	0	72	21	7	345	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	141	0	0	101	72	30	21	10	7	345	141	0	72	21	7	345	13340	2	63	30	6	344

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

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

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 51
School: Drowne Road 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	2	0	0	0	0	1	33	2	67	331	2	0	0	33	67	331	5	1	44	39	16	340
B. less than one hour	84	0	0	86	74	25	21	6	5	345	84	0	74	21	5	345	80	2	66	28	4	345
C. one to two hours	12	0	0	13	81	2	13	1	6	347	12	0	81	13	6	347	13	2	61	32	6	344
D. more than two hours	2	0	0	0	0	2	67	1	33	334	2	0	0	67	33	334	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	0	0	42	78	9	17	3	6	347	39	0	78	17	6	347	47	3	68	24	4	346
B. good	53	0	0	54	73	16	22	4	5	345	53	0	73	22	5	345	41	1	62	31	5	344
C. fair	6	0	0	3	33	4	44	2	22	337	6	0	33	44	22	337	9	0	51	41	8	342
D. poor	1	0	0	0	0	1	50	1	50	332	1	0	0	50	50	332	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.	42	0	0	44	75	10	17	5	8	345	42	0	75	17	8	345	31	3	63	28	6	345
B. They match some of what I have learned.	41	0	0	40	70	16	28	1	2	346	41	0	70	28	2	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	12	0	0	10	63	3	19	3	19	343	12	0	63	19	19	343	14	1	53	39	7	342
D. There is no match.	5	0	0	5	71	1	14	1	14	344	5	0	71	14	14	344	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	7	50	3	21	4	29	339	10	0	50	21	29	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	57	0	0	65	81	12	15	3	4	347	57	0	81	15	4	347	57	2	68	26	3	346
C. easier than my regular schoolwork	33	0	0	29	62	15	32	3	6	344	33	0	62	32	6	344	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.	8	0	0	4	36	4	36	3	27	338	8	0	36	36	27	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	42	0	0	41	69	13	22	5	8	344	42	0	69	22	8	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	50	0	0	55	80	12	17	2	3	347	50	0	80	17	3	347	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	20	69	9	31	0	0	346	21	0	69	31	0	346	22	3	67	25	4	346
B. 20 minutes to an hour	61	0	0	67	78	15	17	4	5	346	61	0	78	17	5	346	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	11	69	3	19	2	13	343	11	0	69	19	13	343	18	1	56	36	8	343
D. I rarely read at home.	6	0	0	2	22	3	33	4	44	334	6	0	22	33	44	334	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	0	0	26	63	10	24	5	12	343	31	0	63	24	12	343	29	1	56	36	7	343
B. six to ten pages	17	0	0	13	57	8	35	2	9	343	17	0	57	35	9	343	21	2	62	31	5	344
C. eleven or more pages	52	0	0	56	80	12	17	2	3	347	52	0	80	17	3	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	25	0	0	0	0	1	100	0	0	340	25	0	0	100	0	340						
B.	25	0	0	0	0	0	0	1	100	330	25	0	0	0	100	330						
C.	50	0	0	0	0	2	100	0	0	338	50	0	0	100	0	338						
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 51
School:	Drowne Road 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	40	22	41	22	1985	14
	2007-2008	48	31	48	31	2277	17
	2008-2009	**42**	**30**	**42**	**30**	**2328**	**17**
	Cum. Total*	130	27	131	27	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	106	59	109	60	6990	51
	2007-2008	85	54	85	54	6764	50
	2008-2009	**71**	**50**	**71**	**50**	**7045**	**52**
	Cum. Total*	262	55	265	55	20799	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	23	13	23	13	3673	27
	2007-2008	18	12	18	12	3504	26
	2008-2009	**21**	**15**	**21**	**15**	**3137**	**23**
	Cum. Total*	62	13	62	13	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	10	6	10	5	1193	9
	2007-2008	5	3	5	3	1044	8
	2008-2009	**7**	**5**	**7**	**5**	**997**	**7**
	Cum. Total*	22	5	22	5	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	34.4	71.7	34.4	71.7	31.5	65.6
A. Number	**20**	**42**	14.3	71.5	14.3	71.5	12.8	64.0
B. Data	**8**	**17**	6.4	80.0	6.4	80.0	6.1	76.3
C. Geometry	**8**	**17**	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	**12**	**25**	7.5	62.5	7.5	62.5	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

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

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 51
School: Drowne Road 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	141	42	30	71	50	21	15	7	5	353	141	30	50	15	5	353	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	139	41	29	71	51	20	14	7	5	353	139	29	51	14	5	353	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	24	1	4	7	29	11	46	5	21	337	24	4	29	46	21	337	2204	6	36	36	22	338
No	117	41	35	64	55	10	9	2	2	356	117	35	55	9	2	356	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	141	42	30	71	50	21	15	7	5	353	141	30	50	15	5	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	17	1	6	6	35	7	41	3	18	340	17	6	35	41	18	340	5727	10	48	31	12	343
No	124	41	33	65	52	14	11	4	3	354	124	33	52	11	3	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	141	42	30	71	50	21	15	7	5	353	141	30	50	15	5	353	13501	17	52	23	7	348
Gender																						
Female	73	20	27	37	51	10	14	6	8	351	73	27	51	14	8	351	6568	16	52	24	8	348
Male	68	22	32	34	50	11	16	1	1	354	68	32	50	16	1	354	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	141	42	30	71	50	21	15	7	5	353	141	30	50	15	5	353	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	141	42	30	71	50	21	15	7	5	353	141	30	50	15	5	353	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 51
School: Drowne Road 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	2	0	0	1	33	1	33	1	33	331	2	0	33	33	33	331	5	9	38	32	21	340
B. less than one hour	84	37	32	58	50	18	15	4	3	353	84	32	50	15	3	353	80	19	54	22	5	349
C. one to two hours	12	4	25	10	63	1	6	1	6	355	12	25	63	6	6	355	13	16	51	24	9	347
D. more than two hours	2	0	0	1	33	1	33	1	33	335	2	0	33	33	33	335	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	20	43	20	43	5	11	2	4	358	33	43	43	11	4	358	40	25	51	17	7	351
B. good	55	20	26	43	56	11	14	3	4	352	55	26	56	14	4	352	45	14	56	24	6	348
C. fair	11	2	13	6	40	5	33	2	13	343	11	13	40	33	13	343	12	7	49	34	10	343
D. poor	1	0	0	2	100	0	0	0	0	348	1	0	100	0	0	348	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.	48	25	37	31	46	10	15	1	1	355	48	37	46	15	1	355	38	23	52	19	5	351
B. They match some of what I have learned.	43	14	23	35	58	7	12	4	7	351	43	23	58	12	7	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	8	2	18	5	45	3	27	1	9	349	8	18	45	27	9	349	12	10	45	33	12	343
D. There is no match.	2	1	33	0	0	1	33	1	33	345	2	33	0	33	33	345	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	3	20	5	33	5	33	2	13	346	11	20	33	33	13	346	17	8	45	34	13	342
B. about the same as my regular schoolwork	59	22	27	42	52	15	19	2	2	352	59	27	52	19	2	352	59	19	55	21	5	350
C. easier than my regular schoolwork	30	17	41	20	49	1	2	3	7	356	30	41	49	2	7	356	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	8	0	0	4	36	4	36	3	27	335	8	0	36	36	27	335	15	8	41	35	15	341
B. 30–45 minutes	27	11	30	17	46	7	19	2	5	351	27	30	46	19	5	351	29	16	54	23	6	348
C. 45–60 minutes	43	17	29	35	59	6	10	1	2	355	43	29	59	10	2	355	32	21	55	19	5	350
D. more than 60 minutes	21	14	48	11	38	3	10	1	3	358	21	48	38	10	3	358	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	2	33	4	67	0	0	338	4	0	33	67	0	338	6	6	33	39	23	337
B. two or three days a week	15	6	29	7	33	4	19	4	19	346	15	29	33	19	19	346	12	15	55	22	8	348
C. two or three times each month	51	24	34	38	54	7	10	2	3	355	51	34	54	10	3	355	26	20	56	19	5	350
D. never or almost never	30	11	26	24	57	6	14	1	2	353	30	26	57	14	2	353	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	39	14	25	22	40	16	29	3	5	350	39	25	40	29	5	350	37	14	51	27	9	346
B. two or three days a week	34	18	38	26	54	4	8	0	0	357	34	38	54	8	0	357	27	20	55	19	6	350
C. two or three times each month	18	8	32	15	60	1	4	1	4	355	18	32	60	4	4	355	19	22	53	19	6	350
D. never or almost never	9	2	17	7	58	0	0	3	25	346	9	17	58	0	25	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	25	0	0	1	100	0	0	0	0	352	25	0	100	0	0	352						
B.	25	0	0	0	0	1	100	0	0	334	25	0	0	100	0	334						
C.	50	0	0	0	0	2	100	0	0	331	50	0	0	100	0	331						
D.	0										0											

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