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:	12541747
SAU:	MSAD 60
School:	Vivian E Hussey Primary

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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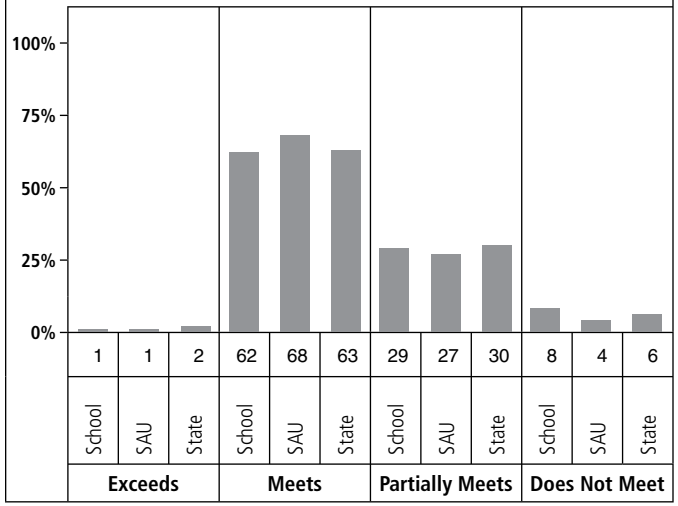
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 60
School: Vivian E Hussey Primary

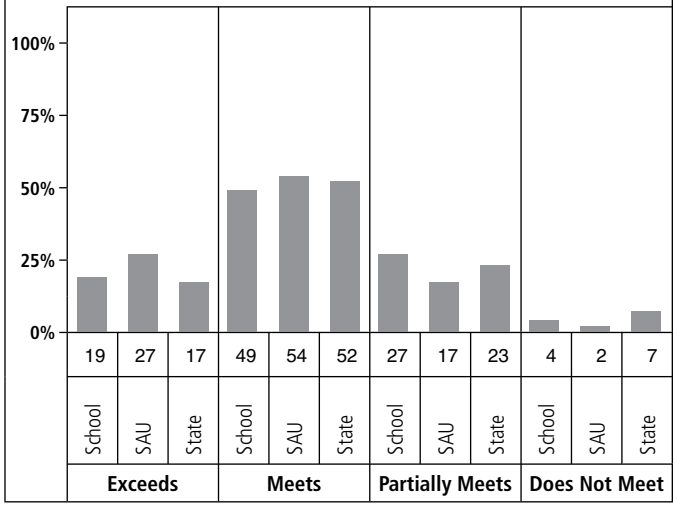
Summary of School, SAU, and State Scores

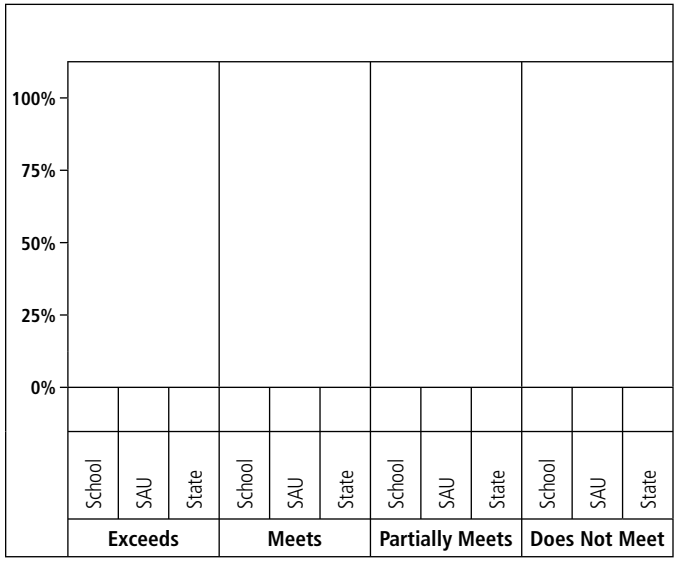
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	344	345	344
2008–2009	**344**	**345**	**345**
Cum. Avg.*	344	345	345
Mathematics			
2006–2007	347	349	347
2007–2008	348	351	347
2008–2009	**348**	**352**	**348**
Cum. Avg.*	348	351	347

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 60
School: Vivian E Hussey Primary

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	79	100	214	100	13763	100	78	99	212	99	13691	100	78	99	212	99	13691	100						
Ethnicity African American/Black	1	1	1	0	416	3	1	100	1	100	412	99	1	100	1	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	2	3	4	2	232	2	2	100	4	100	226	97	2	100	4	100	227	98						
Hispanic	1	1	1	0	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	75	95	208	97	12846	93	74	99	206	99	12788	100	74	99	206	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	17	22	39	18	2414	18	16	94	38	97	2388	100	16	94	38	97	2388	100						
Current LEP	1	1	2	1	420	3	1	100	2	100	413	98	1	100	2	100	417	99						
Economically disadvantaged	19	24	66	31	5887	43	19	100	66	100	5847	100	19	100	66	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	47	59	135	63	10316	75	47	59	135	63	10355	75						
Identified disability (PET/IEP)	4	9	5	4	437	4	4	9	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	30	38	76	36	3179	23	30	38	76	36	3152	23						
Identified disability (PET/IEP)	11	37	32	42	1757	55	11	37	32	42	1759	56						
LEP	1	3	2	3	214	7	1	3	2	3	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	19	63	44	58	1192	37	19	63	44	58	1157	37						
Participation through alternate assessment (PAAP)	1	1	1	0	194	1	1	1	1	0	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	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	1	1	2	1	53	0	1	1	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 60
School:	Vivian E Hussey Primary

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	1	1	0	332	2
	2007-2008	1	1	3	2	227	2
	2008-2009	**1**	**1**	**2**	**1**	**262**	**2**
	Cum. Total*	3	1	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	65	75	143	68	8691	63
	2007-2008	52	65	126	67	8403	62
	2008-2009	**48**	**62**	**144**	**68**	**8500**	**63**
	Cum. Total*	165	68	413	68	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	18	21	52	25	3781	27
	2007-2008	19	24	50	26	4018	30
	2008-2009	**22**	**29**	**56**	**27**	**3985**	**30**
	Cum. Total*	59	24	158	26	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	3	14	7	1021	7
	2007-2008	8	10	10	5	938	7
	2008-2009	**6**	**8**	**9**	**4**	**748**	**6**
	Cum. Total*	17	7	33	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**	28.0	60.9	28.9	62.8	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.5	60.9	20.3	63.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.5	60.7	8.6	61.4	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 60
School: Vivian E Hussey Primary

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	77	1	1	48	62	22	29	6	8	344	211	1	68	27	4	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	2										4						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	73	0	0	46	63	21	29	6	8	344	205	0	68	27	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	6	40	6	40	3	20	338	37	0	46	43	11	340	2194	0	32	50	18	338
No	62	1	2	42	68	16	26	3	5	346	174	1	73	23	3	346	11301	2	69	26	3	346
Current LEP																						
Yes	1										2						406	0	39	41	20	339
No	76	1	1	48	63	21	28	6	8	344	209	1	68	26	4	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	19	1	5	9	47	7	37	2	11	343	66	2	61	33	5	344	5721	1	52	39	9	342
No	58	0	0	39	67	15	26	4	7	345	145	1	72	23	4	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	77	1	1	48	62	22	29	6	8	344	211	1	68	27	4	345	13489	2	63	30	6	345
Gender																						
Female	40	1	3	26	65	11	28	2	5	346	107	2	69	26	3	346	6568	3	67	26	4	346
Male	37	0	0	22	59	11	30	4	11	342	104	0	67	27	6	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	37	0	0	18	49	15	41	4	11	341	63	0	49	41	10	341	2300	0	39	49	11	340
No	40	1	3	30	75	7	18	2	5	347	148	1	76	20	2	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	77	1	1	48	62	22	29	6	8	344	211	1	68	27	4	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 60
School: Vivian E Hussey Primary

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	3	0	0	1	50	1	50	0	0	344	1	0	67	33	0	343	5	1	44	39	16	340
B. less than one hour	88	1	1	42	62	20	29	5	7	344	91	1	69	26	4	345	80	2	66	28	4	345
C. one to two hours	9	0	0	5	71	1	14	1	14	343	7	0	57	29	14	342	13	2	61	32	6	344
D. more than two hours	0										1	0	50	50	0	345	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	55	1	2	29	69	11	26	1	2	347	50	2	76	21	1	347	47	3	68	24	4	346
B. good	35	0	0	15	56	8	30	4	15	341	38	0	61	33	6	343	41	1	62	31	5	344
C. fair	8	0	0	4	67	2	33	0	0	345	11	0	61	30	9	343	9	0	51	41	8	342
D. poor	3	0	0	0	0	1	50	1	50	330	1	0	33	33	33	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.	32	0	0	13	52	9	36	3	12	343	29	0	67	25	8	345	31	3	63	28	6	345
B. They match some of what I have learned.	45	1	3	25	71	8	23	1	3	346	51	2	73	23	2	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	13	0	0	7	70	3	30	0	0	344	16	0	61	39	0	343	14	1	53	39	7	342
D. There is no match.	9	0	0	3	43	2	29	2	29	340	5	0	50	30	20	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	5	50	3	30	2	20	342	16	0	64	30	6	345	18	1	50	38	11	342
B. about the same as my regular schoolwork	63	0	0	34	71	13	27	1	2	345	64	1	70	26	3	345	57	2	68	26	3	346
C. easier than my regular schoolwork	24	1	6	9	50	6	33	2	11	343	20	2	66	27	5	345	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	11	0	0	1	13	4	50	3	38	334	13	0	43	39	18	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	61	0	0	32	70	13	28	1	2	345	52	0	72	27	2	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	29	1	5	14	64	5	23	2	9	346	34	3	72	22	3	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	6	9	53	6	35	1	6	346	18	3	62	32	3	346	22	3	67	25	4	346
B. 20 minutes to an hour	69	0	0	36	68	14	26	3	6	344	63	1	72	24	3	345	46	2	68	26	4	346
C. less than 20 minutes	6	0	0	2	40	1	20	2	40	340	10	0	67	24	10	344	18	1	56	36	8	343
D. I rarely read at home.	3	0	0	1	50	1	50	0	0	342	10	0	60	30	10	342	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	0	0	13	59	6	27	3	14	343	33	0	62	30	7	343	29	1	56	36	7	343
B. six to ten pages	23	0	0	10	56	7	39	1	6	343	22	0	73	24	2	345	21	2	62	31	5	344
C. eleven or more pages	48	1	3	25	68	9	24	2	5	346	45	2	69	25	3	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	328	100	0	0	50	50	334						
B.	0										0											
C.	0										0											
D.	0										0											

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

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	MSAD 60
School:	Vivian E Hussey Primary

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	10	11	31	15	1985	14
	2007-2008	10	13	31	16	2277	17
	2008-2009	**15**	**19**	**56**	**27**	**2328**	**17**
	Cum. Total*	35	14	118	19	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	47	54	120	57	6990	51
	2007-2008	47	59	116	61	6764	50
	2008-2009	**38**	**49**	**114**	**54**	**7045**	**52**
	Cum. Total*	132	54	350	57	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	27	31	49	23	3673	27
	2007-2008	17	21	35	19	3504	26
	2008-2009	**21**	**27**	**36**	**17**	**3137**	**23**
	Cum. Total*	65	27	120	20	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	3	10	5	1193	9
	2007-2008	6	8	7	4	1044	8
	2008-2009	**3**	**4**	**5**	**2**	**997**	**7**
	Cum. Total*	12	5	22	4	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	31.6	65.8	34.2	71.3	31.5	65.6
A. Number	**20**	**42**	13.0	65.0	13.9	69.5	12.8	64.0
B. Data	**8**	**17**	6.3	78.8	6.8	85.0	6.1	76.3
C. Geometry	**8**	**17**	5.5	68.8	6.1	76.3	5.5	68.8
D. Algebra	**12**	**25**	6.8	56.7	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 60
School: Vivian E Hussey Primary

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	77	15	19	38	49	21	27	3	4	348	211	27	54	17	2	352	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	2										4						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	73	14	19	36	49	20	27	3	4	348	205	27	54	17	2	352	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	7	47	5	33	3	20	338	37	16	46	30	8	346	2204	6	36	36	22	338
No	62	15	24	31	50	16	26	0	0	351	174	29	56	14	1	354	11303	19	55	21	4	350
Current LEP																						
Yes	1										2						412	7	37	35	21	339
No	76	15	20	38	50	20	26	3	4	348	209	27	54	17	2	352	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	19	3	16	6	32	9	47	1	5	346	66	21	48	26	5	350	5727	10	48	31	12	343
No	58	12	21	32	55	12	21	2	3	349	145	29	57	13	1	353	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	77	15	19	38	49	21	27	3	4	348	211	27	54	17	2	352	13501	17	52	23	7	348
Gender																						
Female	40	9	23	19	48	10	25	2	5	349	107	22	56	19	3	352	6568	16	52	24	8	348
Male	37	6	16	19	51	11	30	1	3	347	104	31	52	15	2	353	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	37	2	5	19	51	14	38	2	5	343	63	6	57	32	5	345	2300	4	43	39	14	340
No	40	13	33	19	48	7	18	1	3	353	148	35	53	11	1	355	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	77	15	19	38	49	21	27	3	4	348	211	27	54	17	2	352	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 60
School: Vivian E Hussey Primary

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	3	0	0	1	50	1	50	0	0	336	1	0	67	33	0	342	5	9	38	32	21	340
B. less than one hour	88	14	21	32	47	19	28	3	4	348	91	28	53	16	3	353	80	19	54	22	5	349
C. one to two hours	9	1	14	5	71	1	14	0	0	351	7	7	71	21	0	349	13	16	51	24	9	347
D. more than two hours	0										1	50	0	50	0	351	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	9	33	13	48	4	15	1	4	353	32	41	50	8	2	358	40	25	51	17	7	351
B. good	53	6	15	22	54	11	27	2	5	347	56	22	56	18	3	351	45	14	56	24	6	348
C. fair	10	0	0	3	38	5	63	0	0	339	11	4	61	35	0	345	12	7	49	34	10	343
D. poor	1	0	0	0	0	1	100	0	0	336	2	25	25	50	0	349	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.	29	5	23	12	55	4	18	1	5	350	36	39	51	9	1	356	38	23	52	19	5	351
B. They match some of what I have learned.	47	7	19	17	47	12	33	0	0	348	46	22	57	20	2	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	17	1	8	7	54	3	23	2	15	343	14	10	62	21	7	346	12	10	45	33	12	343
D. There is no match.	8	2	33	2	33	2	33	0	0	354	5	30	30	40	0	351	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	0	0	2	33	4	67	0	0	340	10	11	47	42	0	346	17	8	45	34	13	342
B. about the same as my regular schoolwork	73	12	21	30	54	13	23	1	2	350	72	29	56	15	1	353	59	19	55	21	5	350
C. easier than my regular schoolwork	19	3	20	6	40	4	27	2	13	346	19	32	47	13	8	352	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	10	0	0	3	38	5	63	0	0	341	10	20	40	40	0	347	15	8	41	35	15	341
B. 30–45 minutes	26	2	10	12	60	4	20	2	10	345	25	18	65	12	4	349	29	16	54	23	6	348
C. 45–60 minutes	51	12	31	16	41	11	28	0	0	351	38	33	47	19	1	353	32	21	55	19	5	350
D. more than 60 minutes	13	1	10	7	70	1	10	1	10	349	27	29	60	10	2	356	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	2	100	0	0	336	6	25	50	17	8	353	6	6	33	39	23	337
B. two or three days a week	39	8	27	17	57	5	17	0	0	352	25	23	62	13	2	352	12	15	55	22	8	348
C. two or three times each month	36	3	11	14	50	10	36	1	4	345	34	31	48	20	1	352	26	20	56	19	5	350
D. never or almost never	22	4	24	7	41	4	24	2	12	348	35	25	55	18	3	352	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	52	9	23	19	48	11	28	1	3	350	45	28	52	18	2	353	37	14	51	27	9	346
B. two or three days a week	25	4	21	9	47	5	26	1	5	347	25	24	57	18	2	351	27	20	55	19	6	350
C. two or three times each month	14	1	9	6	55	4	36	0	0	345	16	39	45	15	0	356	19	22	53	19	6	350
D. never or almost never	9	1	14	4	57	1	14	1	14	345	14	13	63	17	7	347	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	332	100	0	50	50	0	343						
B.	0										0											
C.	0										0											
D.	0										0											

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