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:	12551751
SAU:	MSAD 61
School:	Stevens Brook 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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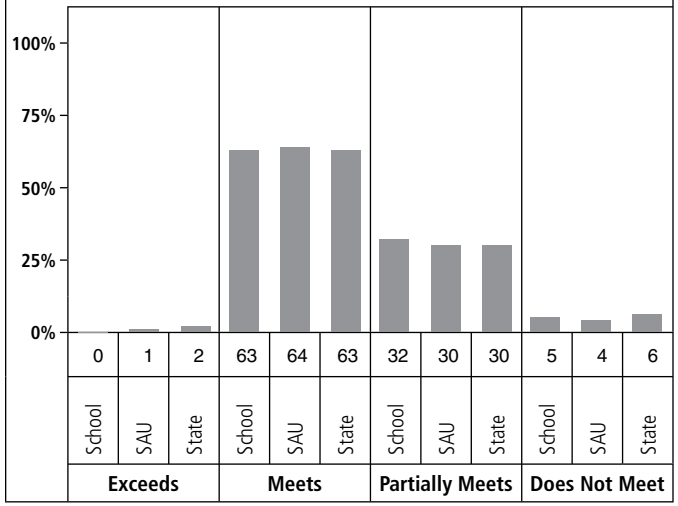
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 61
School: Stevens Brook School

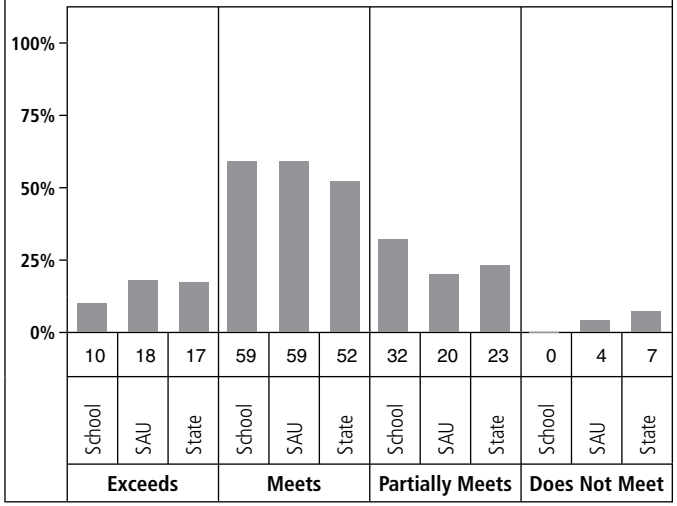
Summary of School, SAU, and State Scores

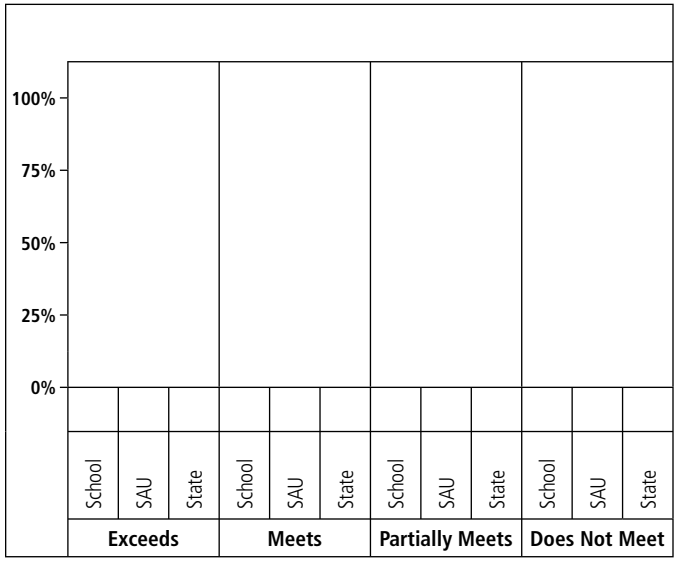
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	342	344	345
2007–2008	345	344	344
2008–2009	**343**	**345**	**345**
Cum. Avg.*	343	344	345
Mathematics			
2006–2007	343	345	347
2007–2008	351	349	347
2008–2009	**348**	**350**	**348**
Cum. Avg.*	347	348	347

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 61
School: Stevens Brook 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	42	100	136	100	13763	100	42	100	136	100	13691	100	42	100	136	100	13691	100						
Ethnicity African American/Black	1	2	3	2	416	3	1	100	3	100	412	99	1	100	3	100	414	100						
American Indian or Native Alaskan	1	2	1	1	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	2	5	2	1	232	2	2	100	2	100	226	97	2	100	2	100	227	98						
Hispanic	1	2	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	37	88	129	95	12846	93	37	100	129	100	12788	100	37	100	129	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	10	24	27	20	2414	18	10	100	27	100	2388	100	10	100	27	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	24	57	55	40	5887	43	24	100	55	100	5847	100	24	100	55	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	21	50	89	65	10316	75	21	50	92	68	10355	75						
Identified disability (PET/IEP)	0	0	2	2	437	4	0	0	3	3	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	20	48	46	34	3179	23	20	48	43	32	3152	23						
Identified disability (PET/IEP)	9	45	24	52	1757	55	9	45	23	53	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	11	55	22	48	1192	37	11	55	20	47	1157	37						
Participation through alternate assessment (PAAP)	1	2	1	1	194	1	1	2	1	1	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	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 61
School:	Stevens Brook School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	2	1	332	2
	2007-2008	0	0	2	1	227	2
	2008-2009	**0**	**0**	**2**	**1**	**262**	**2**
	Cum. Total*	0	0	6	1	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	25	49	94	59	8691	63
	2007-2008	35	65	84	53	8403	62
	2008-2009	**26**	**63**	**86**	**64**	**8500**	**63**
	Cum. Total*	86	59	264	58	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	21	41	51	32	3781	27
	2007-2008	18	33	62	39	4018	30
	2008-2009	**13**	**32**	**41**	**30**	**3985**	**30**
	Cum. Total*	52	36	154	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	5	10	12	8	1021	7
	2007-2008	1	2	10	6	938	7
	2008-2009	**2**	**5**	**6**	**4**	**748**	**6**
	Cum. Total*	8	5	28	6	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**46**	**100**	27.4	59.6	28.5	62.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.0	59.4	20.0	62.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.4	60.0	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 61
School: Stevens Brook 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	41	0	0	26	63	13	32	2	5	343	135	1	64	30	4	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										3						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	2										2						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	36	0	0	22	61	12	33	2	6	343	128	2	63	30	5	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	6	67	3	33	0	0	345	26	0	42	50	8	341	2194	0	32	50	18	338
No	32	0	0	20	63	10	31	2	6	343	109	2	69	26	4	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	41	0	0	26	63	13	32	2	5	343	135	1	64	30	4	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	23	0	0	14	61	8	35	1	4	343	54	0	57	37	6	342	5721	1	52	39	9	342
No	18	0	0	12	67	5	28	1	6	344	81	2	68	26	4	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	0	0	26	63	13	32	2	5	343	135	1	64	30	4	345	13489	2	63	30	6	345
Gender																						
Female	16	0	0	10	63	5	31	1	6	342	66	3	64	29	5	345	6568	3	67	26	4	346
Male	25	0	0	16	64	8	32	1	4	344	69	0	64	32	4	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	4	31	9	69	0	0	340	34	0	38	53	9	340	2300	0	39	49	11	340
No	28	0	0	22	79	4	14	2	7	345	101	2	72	23	3	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	346	5	0	100	0	0	346	155	11	87	2	0	354
No	36	0	0	21	58	13	36	2	6	343	130	2	62	32	5	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 61
School: Stevens Brook 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	0										3	0	25	50	25	337	5	1	44	39	16	340
B. less than one hour	90	0	0	23	64	11	31	2	6	343	88	2	63	31	4	345	80	2	66	28	4	345
C. one to two hours	8	0	0	1	33	2	67	0	0	340	8	0	73	27	0	344	13	2	61	32	6	344
D. more than two hours	3	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	0	0	13	72	5	28	0	0	345	39	0	75	21	4	346	47	3	68	24	4	346
B. good	43	0	0	7	41	8	47	2	12	341	48	3	58	36	3	345	41	1	62	31	5	344
C. fair	10	0	0	4	100	0	0	0	0	345	10	0	50	43	7	341	9	0	51	41	8	342
D. poor	3	0	0	1	100	0	0	0	0	344	3	0	50	25	25	337	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.	22	0	0	4	44	3	33	2	22	340	25	6	62	24	9	347	31	3	63	28	6	345
B. They match some of what I have learned.	44	0	0	13	72	5	28	0	0	345	46	0	68	31	2	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	22	0	0	5	56	4	44	0	0	343	22	0	57	37	7	343	14	1	53	39	7	342
D. There is no match.	12	0	0	4	80	1	20	0	0	342	7	0	67	33	0	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	2	29	5	71	0	0	343	13	0	47	47	6	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	39	0	0	11	69	4	25	1	6	344	56	3	71	23	4	347	57	2	68	26	3	346
C. easier than my regular schoolwork	44	0	0	13	72	4	22	1	6	342	32	0	58	37	5	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	17	0	0	1	14	6	86	0	0	341	15	0	50	45	5	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	44	0	0	15	83	3	17	0	0	346	44	2	64	32	2	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	39	0	0	10	63	4	25	2	13	342	41	2	68	23	7	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	3	43	4	57	0	0	342	21	4	64	29	4	346	22	3	67	25	4	346
B. 20 minutes to an hour	34	0	0	11	79	3	21	0	0	345	32	2	70	28	0	346	46	2	68	26	4	346
C. less than 20 minutes	34	0	0	7	50	6	43	1	7	342	32	0	62	33	5	345	18	1	56	36	8	343
D. I rarely read at home.	15	0	0	5	83	0	0	1	17	342	15	0	50	35	15	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	26	0	0	7	70	1	10	2	20	341	26	0	64	30	6	343	29	1	56	36	7	343
B. six to ten pages	21	0	0	4	50	4	50	0	0	344	20	4	69	27	0	347	21	2	62	31	5	344
C. eleven or more pages	53	0	0	13	65	7	35	0	0	344	54	1	61	32	6	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	344	50	0	100	0	0	344						
B.	50	0	0	1	100	0	0	0	0	344	50	0	100	0	0	344						
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 61
School:	Stevens Brook 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	2	4	15	9	1985	14
	2007-2008	11	20	26	16	2277	17
	2008-2009	**4**	**10**	**24**	**18**	**2328**	**17**
	Cum. Total*	17	12	65	14	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	25	49	76	48	6990	51
	2007-2008	32	59	90	57	6764	50
	2008-2009	**24**	**59**	**79**	**59**	**7045**	**52**
	Cum. Total*	81	55	245	54	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	22	43	55	35	3673	27
	2007-2008	9	17	36	23	3504	26
	2008-2009	**13**	**32**	**27**	**20**	**3137**	**23**
	Cum. Total*	44	30	118	26	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	2	4	13	8	1193	9
	2007-2008	2	4	6	4	1044	8
	2008-2009	**0**	**0**	**5**	**4**	**997**	**7**
	Cum. Total*	4	3	24	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**	31.5	65.6	33.2	69.2	31.5	65.6
A. Number	**20**	**42**	12.8	64.0	13.5	67.5	12.8	64.0
B. Data	**8**	**17**	6.3	78.8	6.2	77.5	6.1	76.3
C. Geometry	**8**	**17**	5.6	70.0	5.9	73.8	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 61
School: Stevens Brook 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	41	4	10	24	59	13	32	0	0	348	135	18	59	20	4	350	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										3						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	2										2						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	36	4	11	20	56	12	33	0	0	347	128	19	58	20	4	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	2	22	6	67	1	11	0	0	352	26	19	46	23	12	347	2204	6	36	36	22	338
No	32	2	6	18	56	12	38	0	0	346	109	17	61	19	2	351	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	41	4	10	24	59	13	32	0	0	348	135	18	59	20	4	350	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	23	1	4	14	61	8	35	0	0	346	54	13	50	30	7	346	5727	10	48	31	12	343
No	18	3	17	10	56	5	28	0	0	350	81	21	64	14	1	353	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	41	4	10	24	59	13	32	0	0	348	135	18	59	20	4	350	13501	17	52	23	7	348
Gender																						
Female	16	0	0	8	50	8	50	0	0	342	66	14	58	27	2	349	6568	16	52	24	8	348
Male	25	4	16	16	64	5	20	0	0	351	69	22	59	13	6	352	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	1	8	6	46	6	46	0	0	344	34	3	56	38	3	344	2300	4	43	39	14	340
No	28	3	11	18	64	7	25	0	0	349	101	23	59	14	4	352	11207	20	54	20	6	350
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	359	5	40	60	0	0	359	155	73	26	1	0	368
No	36	2	6	21	58	13	36	0	0	346	130	17	58	21	4	350	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 61
School: Stevens Brook 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	0										3	0	50	25	25	337	5	9	38	32	21	340
B. less than one hour	90	4	11	21	58	11	31	0	0	348	88	19	59	20	3	351	80	19	54	22	5	349
C. one to two hours	8	0	0	2	67	1	33	0	0	348	8	18	55	18	9	351	13	16	51	24	9	347
D. more than two hours	3	0	0	0	0	1	100	0	0	340	1	0	0	100	0	340	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	2	12	11	65	4	24	0	0	350	33	27	59	11	2	355	40	25	51	17	7	351
B. good	43	2	12	12	71	3	18	0	0	349	55	15	64	16	5	350	45	14	56	24	6	348
C. fair	13	0	0	1	20	4	80	0	0	340	10	7	36	57	0	342	12	7	49	34	10	343
D. poor	3	0	0	0	0	1	100	0	0	328	1	0	50	50	0	342	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.	28	1	9	7	64	3	27	0	0	353	27	26	60	11	3	356	38	23	52	19	5	351
B. They match some of what I have learned.	38	1	7	11	73	3	20	0	0	347	48	17	62	17	3	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	23	2	22	3	33	4	44	0	0	346	19	12	52	28	8	346	12	10	45	33	12	343
D. There is no match.	10	0	0	2	50	2	50	0	0	341	6	0	63	38	0	346	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	1	13	3	38	4	50	0	0	343	13	18	47	35	0	347	17	8	45	34	13	342
B. about the same as my regular schoolwork	40	1	6	13	81	2	13	0	0	349	58	17	63	16	4	351	59	19	55	21	5	350
C. easier than my regular schoolwork	40	2	13	8	50	6	38	0	0	349	30	21	54	21	5	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	15	0	0	3	50	3	50	0	0	344	13	12	41	35	12	344	15	8	41	35	15	341
B. 30–45 minutes	51	1	5	13	65	6	30	0	0	348	29	5	66	26	3	348	29	16	54	23	6	348
C. 45–60 minutes	15	2	33	3	50	1	17	0	0	355	19	32	52	12	4	355	32	21	55	19	5	350
D. more than 60 minutes	18	1	14	4	57	2	29	0	0	346	39	23	62	13	2	352	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	12	0	0	2	40	3	60	0	0	340	6	0	50	38	13	341	6	6	33	39	23	337
B. two or three days a week	20	1	13	6	75	1	13	0	0	352	26	24	62	15	0	354	12	15	55	22	8	348
C. two or three times each month	24	1	10	7	70	2	20	0	0	351	29	21	61	13	5	352	26	20	56	19	5	350
D. never or almost never	44	2	11	9	50	7	39	0	0	346	40	15	55	26	4	348	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	1	7	9	60	5	33	0	0	345	37	12	61	24	2	348	37	14	51	27	9	346
B. two or three days a week	28	2	18	8	73	1	9	0	0	355	31	25	63	8	5	355	27	20	55	19	6	350
C. two or three times each month	21	1	13	5	63	2	25	0	0	352	18	26	52	22	0	352	19	22	53	19	6	350
D. never or almost never	13	0	0	2	40	3	60	0	0	337	15	11	53	26	11	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	334	50	0	0	100	0	334						
B.	50	0	0	0	0	1	100	0	0	328	50	0	0	100	0	328						
C.	0										0											
D.	0										0											

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