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:	12551755
SAU:	MSAD 61
School:	Songo Locks 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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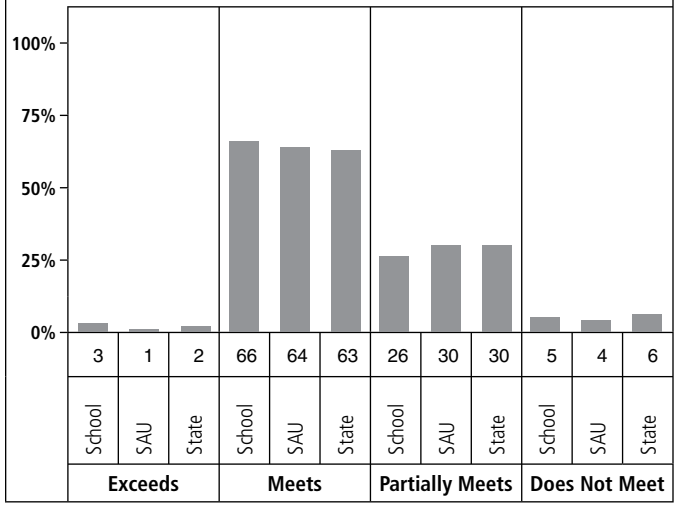
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 61
School: Songo Locks School

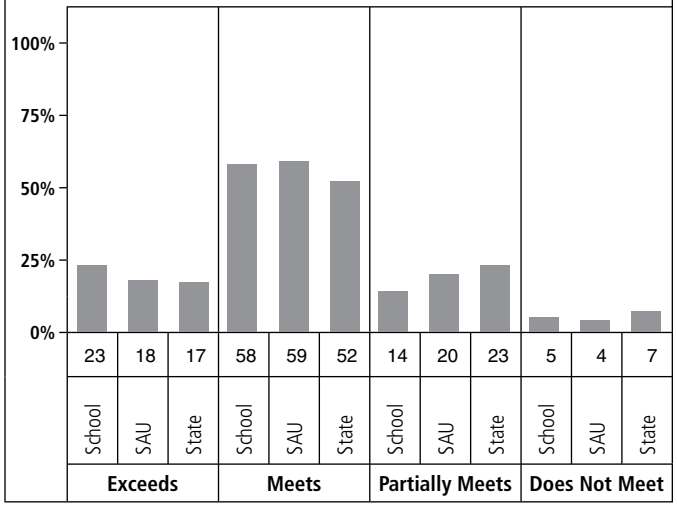
Summary of School, SAU, and State Scores

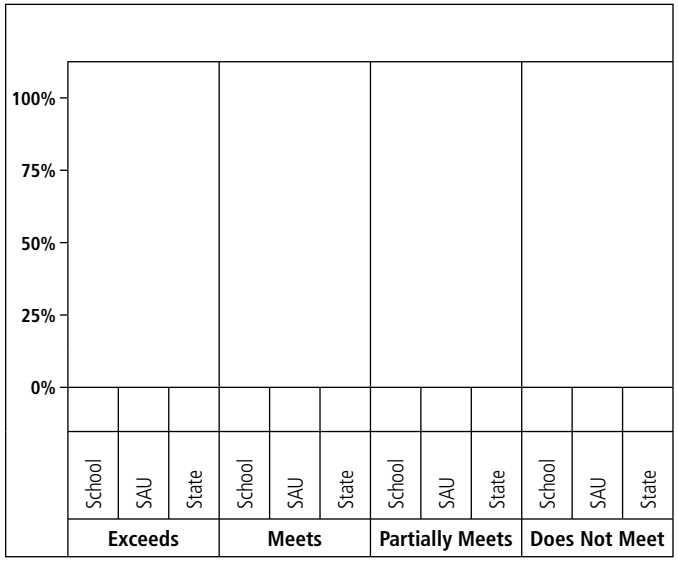
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	344	344	345
2007–2008	342	344	344
2008–2009	**346**	**345**	**345**
Cum. Avg.*	344	344	345
Mathematics			
2006–2007	345	345	347
2007–2008	347	349	347
2008–2009	**352**	**350**	**348**
Cum. Avg.*	348	348	347

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: Songo Locks 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	74	100	136	100	13763	100	74	100	136	100	13691	100	74	100	136	100	13691	100						
Ethnicity African American/Black	2	3	3	2	416	3	2	100	3	100	412	99	2	100	3	100	414	100						
American Indian or Native Alaskan	0	0	1	1	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	2	1	232	2	0	0	2	100	226	97	0	0	2	100	227	98						
Hispanic	0	0	1	1	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	72	97	129	95	12846	93	72	100	129	100	12788	100	72	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	12	16	27	20	2414	18	12	100	27	100	2388	100	12	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	32	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	57	77	89	65	10316	75	61	82	92	68	10355	75						
Identified disability (PET/IEP)	2	4	2	2	437	4	3	5	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	17	23	46	34	3179	23	13	18	43	32	3152	23						
Identified disability (PET/IEP)	10	59	24	52	1757	55	9	69	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	7	41	22	48	1192	37	4	31	20	47	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 61
School:	Songo Locks 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	1	1	2	1	332	2
	2007-2008	2	2	2	1	227	2
	2008-2009	**2**	**3**	**2**	**1**	**262**	**2**
	Cum. Total*	5	2	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	55	65	94	59	8691	63
	2007-2008	39	44	84	53	8403	62
	2008-2009	**49**	**66**	**86**	**64**	**8500**	**63**
	Cum. Total*	143	58	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	23	27	51	32	3781	27
	2007-2008	39	44	62	39	4018	30
	2008-2009	**19**	**26**	**41**	**30**	**3985**	**30**
	Cum. Total*	81	33	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	6	12	8	1021	7
	2007-2008	8	9	10	6	938	7
	2008-2009	**4**	**5**	**6**	**4**	**748**	**6**
	Cum. Total*	17	7	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**	29.5	64.1	28.5	62.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.6	64.4	20.0	62.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.8	62.9	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: Songo Locks 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	74	2	3	49	66	19	26	4	5	346	135	1	64	30	4	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										3						402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	0										2						222	4	63	25	8	345
Hispanic	0										1						162	0	51	38	10	342
Caucasian/White	72	2	3	48	67	18	25	4	6	346	128	2	63	30	5	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	3	25	7	58	2	17	339	26	0	42	50	8	341	2194	0	32	50	18	338
No	62	2	3	46	74	12	19	2	3	347	109	2	69	26	4	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	74	2	3	49	66	19	26	4	5	346	135	1	64	30	4	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	24	0	0	14	58	8	33	2	8	343	54	0	57	37	6	342	5721	1	52	39	9	342
No	50	2	4	35	70	11	22	2	4	348	81	2	68	26	4	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	74	2	3	49	66	19	26	4	5	346	135	1	64	30	4	345	13489	2	63	30	6	345
Gender																						
Female	40	2	5	26	65	10	25	2	5	347	66	3	64	29	5	345	6568	3	67	26	4	346
Male	34	0	0	23	68	9	26	2	6	345	69	0	64	32	4	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	5	36	6	43	3	21	339	34	0	38	53	9	340	2300	0	39	49	11	340
No	60	2	3	44	73	13	22	1	2	348	101	2	72	23	3	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										5	0	100	0	0	346	155	11	87	2	0	354
No	74	2	3	49	66	19	26	4	5	346	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: Songo Locks 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	5	0	0	1	25	2	50	1	25	337	3	0	25	50	25	337	5	1	44	39	16	340
B. less than one hour	86	2	3	41	65	17	27	3	5	346	88	2	63	31	4	345	80	2	66	28	4	345
C. one to two hours	8	0	0	6	100	0	0	0	0	348	8	0	73	27	0	344	13	2	61	32	6	344
D. more than two hours	0										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	41	0	0	23	77	5	17	2	7	347	39	0	75	21	4	346	47	3	68	24	4	346
B. good	50	2	5	25	68	10	27	0	0	347	48	3	58	36	3	345	41	1	62	31	5	344
C. fair	7	0	0	1	20	3	60	1	20	338	10	0	50	43	7	341	9	0	51	41	8	342
D. poor	3	0	0	0	0	1	50	1	50	329	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.	28	2	10	14	67	4	19	1	5	349	25	6	62	24	9	347	31	3	63	28	6	345
B. They match some of what I have learned.	50	0	0	26	70	10	27	1	3	345	46	0	68	31	2	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	18	0	0	8	62	3	23	2	15	344	22	0	57	37	7	343	14	1	53	39	7	342
D. There is no match.	4	0	0	1	33	2	67	0	0	339	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	8	0	0	4	67	1	17	1	17	340	13	0	47	47	6	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	68	2	4	36	72	10	20	2	4	348	56	3	71	23	4	347	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	9	50	8	44	1	6	343	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.	11	0	0	5	63	2	25	1	13	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.	46	1	3	20	59	12	35	1	3	345	44	2	64	32	2	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	43	1	3	24	75	5	16	2	6	348	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	25	1	6	13	72	3	17	1	6	347	21	4	64	29	4	346	22	3	67	25	4	346
B. 20 minutes to an hour	35	1	4	17	68	7	28	0	0	347	32	2	70	28	0	346	46	2	68	26	4	346
C. less than 20 minutes	26	0	0	13	68	5	26	1	5	346	32	0	62	33	5	345	18	1	56	36	8	343
D. I rarely read at home.	14	0	0	4	40	4	40	2	20	341	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	12	67	6	33	0	0	345	26	0	64	30	6	343	29	1	56	36	7	343
B. six to ten pages	21	1	7	12	80	2	13	0	0	350	20	4	69	27	0	347	21	2	62	31	5	344
C. eleven or more pages	53	1	3	22	59	10	27	4	11	345	54	1	61	32	6	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										50	0	100	0	0	344						
B.	0										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:	Songo Locks 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	11	13	15	9	1985	14
	2007-2008	12	14	26	16	2277	17
	2008-2009	**17**	**23**	**24**	**18**	**2328**	**17**
	Cum. Total*	40	16	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	38	45	76	48	6990	51
	2007-2008	46	52	90	57	6764	50
	2008-2009	**43**	**58**	**79**	**59**	**7045**	**52**
	Cum. Total*	127	52	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	26	31	55	35	3673	27
	2007-2008	26	30	36	23	3504	26
	2008-2009	**10**	**14**	**27**	**20**	**3137**	**23**
	Cum. Total*	62	25	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	9	11	13	8	1193	9
	2007-2008	4	5	6	4	1044	8
	2008-2009	**4**	**5**	**5**	**4**	**997**	**7**
	Cum. Total*	17	7	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**	34.1	71.0	33.2	69.2	31.5	65.6
A. Number	**20**	**42**	13.7	68.5	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**	6.1	76.3	5.9	73.8	5.5	68.8
D. Algebra	**12**	**25**	8.0	66.7	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: Songo Locks 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	74	17	23	43	58	10	14	4	5	352	135	18	59	20	4	350	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										3						407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	0										2						223	25	45	24	7	350
Hispanic	0										1						162	6	44	35	15	341
Caucasian/White	72	17	24	42	58	9	13	4	6	352	128	19	58	20	4	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	3	25	3	25	4	33	2	17	344	26	19	46	23	12	347	2204	6	36	36	22	338
No	62	14	23	40	65	6	10	2	3	354	109	17	61	19	2	351	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	74	17	23	43	58	10	14	4	5	352	135	18	59	20	4	350	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	24	6	25	10	42	5	21	3	13	348	54	13	50	30	7	346	5727	10	48	31	12	343
No	50	11	22	33	66	5	10	1	2	354	81	21	64	14	1	353	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	74	17	23	43	58	10	14	4	5	352	135	18	59	20	4	350	13501	17	52	23	7	348
Gender																						
Female	40	7	18	25	63	7	18	1	3	352	66	14	58	27	2	349	6568	16	52	24	8	348
Male	34	10	29	18	53	3	9	3	9	353	69	22	59	13	6	352	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	8	57	5	36	1	7	342	34	3	56	38	3	344	2300	4	43	39	14	340
No	60	17	28	35	58	5	8	3	5	354	101	23	59	14	4	352	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										5	40	60	0	0	359	155	73	26	1	0	368
No	74	17	23	43	58	10	14	4	5	352	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: Songo Locks 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	5	0	0	2	50	1	25	1	25	337	3	0	50	25	25	337	5	9	38	32	21	340
B. less than one hour	86	15	24	37	59	8	13	3	5	353	88	19	59	20	3	351	80	19	54	22	5	349
C. one to two hours	8	2	33	3	50	1	17	0	0	356	8	18	55	18	9	351	13	16	51	24	9	347
D. more than two hours	0										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	31	8	35	13	57	1	4	1	4	357	33	27	59	11	2	355	40	25	51	17	7	351
B. good	58	8	19	26	60	6	14	3	7	350	55	15	64	16	5	350	45	14	56	24	6	348
C. fair	9	1	14	3	43	3	43	0	0	345	10	7	36	57	0	342	12	7	49	34	10	343
D. poor	1	0	0	1	100	0	0	0	0	356	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.	31	8	36	12	55	1	5	1	5	358	27	26	60	11	3	356	38	23	52	19	5	351
B. They match some of what I have learned.	51	7	19	23	62	5	14	2	5	350	48	17	62	17	3	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	14	1	10	6	60	2	20	1	10	347	19	12	52	28	8	346	12	10	45	33	12	343
D. There is no match.	4	0	0	2	67	1	33	0	0	347	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	11	2	25	4	50	2	25	0	0	351	13	18	47	35	0	347	17	8	45	34	13	342
B. about the same as my regular schoolwork	61	10	23	25	57	7	16	2	5	351	58	17	63	16	4	351	59	19	55	21	5	350
C. easier than my regular schoolwork	28	5	25	12	60	1	5	2	10	354	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	10	2	29	1	14	3	43	1	14	345	13	12	41	35	12	344	15	8	41	35	15	341
B. 30–45 minutes	21	1	7	11	73	2	13	1	7	349	29	5	66	26	3	348	29	16	54	23	6	348
C. 45–60 minutes	23	5	29	9	53	2	12	1	6	354	19	32	52	12	4	355	32	21	55	19	5	350
D. more than 60 minutes	47	9	26	21	62	3	9	1	3	354	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	4	0	0	2	67	0	0	1	33	343	6	0	50	38	13	341	6	6	33	39	23	337
B. two or three days a week	31	7	32	12	55	3	14	0	0	355	26	24	62	15	0	354	12	15	55	22	8	348
C. two or three times each month	31	5	23	13	59	3	14	1	5	352	29	21	61	13	5	352	26	20	56	19	5	350
D. never or almost never	35	5	20	14	56	4	16	2	8	350	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	36	5	19	15	58	5	19	1	4	350	37	12	61	24	2	348	37	14	51	27	9	346
B. two or three days a week	33	6	25	15	63	2	8	1	4	355	31	25	63	8	5	355	27	20	55	19	6	350
C. two or three times each month	15	4	36	6	55	1	9	0	0	356	18	26	52	22	0	352	19	22	53	19	6	350
D. never or almost never	16	2	17	6	50	2	17	2	17	348	15	11	53	26	11	346	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										50	0	0	100	0	334						
B.	0										50	0	0	100	0	328						
C.	0										0											
D.	0										0											

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