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:	12601770
SAU:	MSAD 67
School:	Ella P Burr 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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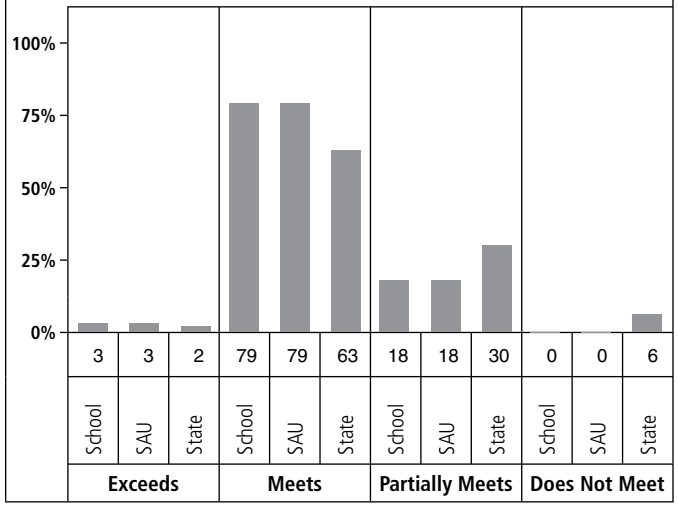
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 67
School: Ella P Burr School

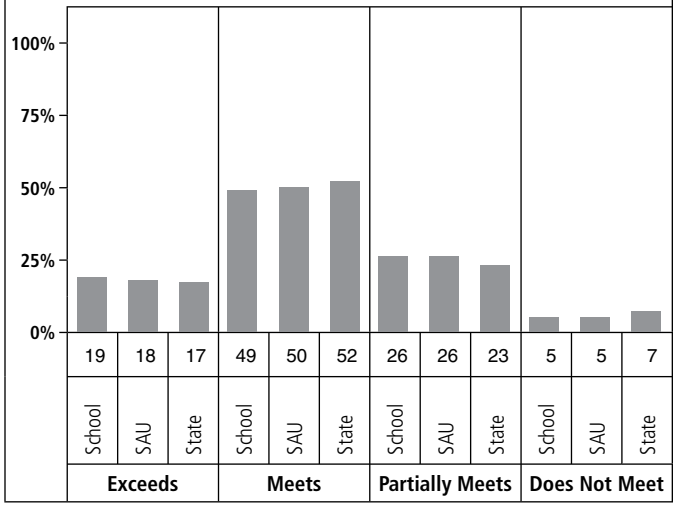
Summary of School, SAU, and State Scores

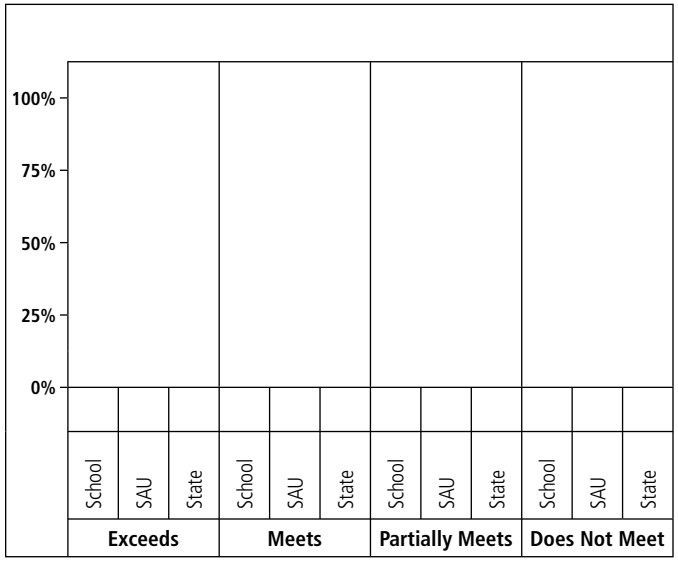
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	342	343	345
2007–2008	344	344	344
2008–2009	**348**	**348**	**345**
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	341	341	347
2007–2008	344	343	347
2008–2009	**349**	**349**	**348**
Cum. Avg.*	345	344	347

ELA – READING



MATHEMATICS





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 67
School: Ella P Burr 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	77	100	13763	100	73	99	76	99	13691	100	73	99	76	99	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	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	74	100	77	100	12846	93	73	99	76	99	12788	100	73	99	76	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	7	9	10	13	2414	18	7	100	10	100	2388	100	7	100	10	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	39	53	42	55	5887	43	39	100	42	100	5847	100	39	100	42	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	55	74	55	71	10316	75	55	74	56	73	10355	75						
Identified disability (PET/IEP)	1	2	1	2	437	4	1	2	2	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	18	24	21	27	3179	23	18	24	20	26	3152	23						
Identified disability (PET/IEP)	6	33	9	43	1757	55	6	33	8	40	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	12	67	12	57	1192	37	12	67	12	60	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	1	1	1	1	53	0	1	1	1	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 67
School:	Ella P Burr 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	0	0	332	2
	2007-2008	3	3	3	3	227	2
	2008-2009	**2**	**3**	**2**	**3**	**262**	**2**
	Cum. Total*	5	2	5	2	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	39	49	45	53	8691	63
	2007-2008	50	57	55	59	8403	62
	2008-2009	**58**	**79**	**60**	**79**	**8500**	**63**
	Cum. Total*	147	62	160	63	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	33	42	33	39	3781	27
	2007-2008	29	33	30	32	4018	30
	2008-2009	**13**	**18**	**14**	**18**	**3985**	**30**
	Cum. Total*	75	31	77	30	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	9	7	8	1021	7
	2007-2008	5	6	5	5	938	7
	2008-2009	**0**	**0**	**0**	**0**	**748**	**6**
	Cum. Total*	12	5	12	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**	31.2	67.8	31.1	67.6	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	21.8	68.1	21.8	68.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	9.4	67.1	9.4	67.1	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 67
School: Ella P Burr 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	73	2	3	58	79	13	18	0	0	348	76	3	79	18	0	348	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	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	73	2	3	58	79	13	18	0	0	348	76	3	79	18	0	348	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	4	57	0	0	343	10	0	50	50	0	343	2194	0	32	50	18	338
No	66	2	3	55	83	9	14	0	0	348	66	3	83	14	0	348	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	73	2	3	58	79	13	18	0	0	348	76	3	79	18	0	348	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	39	1	3	26	67	12	31	0	0	345	42	2	67	31	0	345	5721	1	52	39	9	342
No	34	1	3	32	94	1	3	0	0	351	34	3	94	3	0	351	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	73	2	3	58	79	13	18	0	0	348	76	3	79	18	0	348	13489	2	63	30	6	345
Gender																						
Female	43	1	2	32	74	10	23	0	0	347	45	2	76	22	0	347	6568	3	67	26	4	346
Male	30	1	3	26	87	3	10	0	0	349	31	3	84	13	0	349	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	6	46	7	54	0	0	342	14	0	50	50	0	342	2300	0	39	49	11	340
No	60	2	3	52	87	6	10	0	0	349	62	3	85	11	0	349	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	73	2	3	58	79	13	18	0	0	348	76	3	79	18	0	348	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 67
School: Ella P Burr School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	2	67	0	0	344	4	0	33	67	0	344	5	1	44	39	16	340
B. less than one hour	69	1	2	41	85	6	13	0	0	349	70	2	84	14	0	348	80	2	66	28	4	345
C. one to two hours	20	1	7	11	79	2	14	0	0	349	19	7	79	14	0	349	13	2	61	32	6	344
D. more than two hours	7	0	0	4	80	1	20	0	0	344	7	0	80	20	0	344	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	2	7	24	80	4	13	0	0	350	42	6	81	13	0	350	47	3	68	24	4	346
B. good	49	0	0	28	80	7	20	0	0	347	49	0	81	19	0	347	41	1	62	31	5	344
C. fair	6	0	0	3	75	1	25	0	0	346	5	0	75	25	0	346	9	0	51	41	8	342
D. poor	3	0	0	2	100	0	0	0	0	346	4	0	67	33	0	344	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.	37	0	0	21	81	5	19	0	0	348	35	0	81	19	0	348	31	3	63	28	6	345
B. They match some of what I have learned.	48	2	6	28	82	4	12	0	0	349	49	6	81	14	0	349	49	2	68	26	3	345
C. They match just a little of what I have learned.	13	0	0	6	67	3	33	0	0	345	14	0	70	30	0	346	14	1	53	39	7	342
D. There is no match.	3	0	0	2	100	0	0	0	0	344	3	0	100	0	0	344	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	16	94	1	6	0	0	349	24	0	94	6	0	349	18	1	50	38	11	342
B. about the same as my regular schoolwork	52	2	6	30	83	4	11	0	0	350	53	5	82	13	0	349	57	2	68	26	3	346
C. easier than my regular schoolwork	23	0	0	9	56	7	44	0	0	344	24	0	59	41	0	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.	14	0	0	6	60	4	40	0	0	344	16	0	58	42	0	344	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	54	0	0	33	87	5	13	0	0	348	54	0	88	13	0	348	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	32	2	9	18	78	3	13	0	0	350	30	9	77	14	0	350	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	23	1	6	11	69	4	25	0	0	347	23	6	71	24	0	347	22	3	67	25	4	346
B. 20 minutes to an hour	46	1	3	29	88	3	9	0	0	350	47	3	89	9	0	350	46	2	68	26	4	346
C. less than 20 minutes	17	0	0	11	92	1	8	0	0	348	15	0	91	9	0	348	18	1	56	36	8	343
D. I rarely read at home.	14	0	0	6	60	4	40	0	0	345	15	0	55	45	0	344	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	11	0	0	6	75	2	25	0	0	347	11	0	75	25	0	347	29	1	56	36	7	343
B. six to ten pages	17	0	0	9	75	3	25	0	0	347	15	0	73	27	0	347	21	2	62	31	5	344
C. eleven or more pages	72	2	4	42	82	7	14	0	0	348	74	4	82	15	0	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
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 67
School:	Ella P Burr 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	3	4	3	4	1985	14
	2007-2008	8	9	8	9	2277	17
	2008-2009	**14**	**19**	**14**	**18**	**2328**	**17**
	Cum. Total*	25	10	25	10	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	36	46	38	45	6990	51
	2007-2008	40	46	43	46	6764	50
	2008-2009	**36**	**49**	**38**	**50**	**7045**	**52**
	Cum. Total*	112	47	119	47	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	32	41	36	42	3673	27
	2007-2008	35	40	37	40	3504	26
	2008-2009	**19**	**26**	**20**	**26**	**3137**	**23**
	Cum. Total*	86	36	93	37	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	8	10	8	9	1193	9
	2007-2008	4	5	5	5	1044	8
	2008-2009	**4**	**5**	**4**	**5**	**997**	**7**
	Cum. Total*	16	7	17	7	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**	32.4	67.5	32.2	67.1	31.5	65.6
A. Number	**20**	**42**	12.5	62.5	12.4	62.0	12.8	64.0
B. Data	**8**	**17**	6.6	82.5	6.6	82.5	6.1	76.3
C. Geometry	**8**	**17**	5.9	73.8	5.9	73.8	5.5	68.8
D. Algebra	**12**	**25**	7.4	61.7	7.3	60.8	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 67
School: Ella P Burr 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	73	14	19	36	49	19	26	4	5	349	76	18	50	26	5	349	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	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	73	14	19	36	49	19	26	4	5	349	76	18	50	26	5	349	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	7	1	14	3	43	2	29	1	14	344	10	10	50	30	10	343	2204	6	36	36	22	338
No	66	13	20	33	50	17	26	3	5	350	66	20	50	26	5	350	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	73	14	19	36	49	19	26	4	5	349	76	18	50	26	5	349	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	39	5	13	16	41	15	38	3	8	345	42	12	43	38	7	345	5727	10	48	31	12	343
No	34	9	26	20	59	4	12	1	3	354	34	26	59	12	3	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	73	14	19	36	49	19	26	4	5	349	76	18	50	26	5	349	13501	17	52	23	7	348
Gender																						
Female	43	3	7	22	51	16	37	2	5	345	45	7	53	36	4	345	6568	16	52	24	8	348
Male	30	11	37	14	47	3	10	2	7	355	31	35	45	13	6	354	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	2	15	2	15	7	54	2	15	341	14	14	21	50	14	342	2300	4	43	39	14	340
No	60	12	20	34	57	12	20	2	3	351	62	19	56	21	3	351	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	73	14	19	36	49	19	26	4	5	349	76	18	50	26	5	349	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 67
School: Ella P Burr School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	0	0	2	67	334	4	0	33	0	67	334	5	9	38	32	21	340
B. less than one hour	69	12	25	23	48	12	25	1	2	352	70	24	49	25	2	351	80	19	54	22	5	349
C. one to two hours	20	2	14	9	64	2	14	1	7	349	19	14	64	14	7	349	13	16	51	24	9	347
D. more than two hours	7	0	0	2	40	3	60	0	0	342	7	0	40	60	0	342	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	8	29	12	43	6	21	2	7	351	43	25	47	22	6	350	40	25	51	17	7	351
B. good	45	5	16	18	56	7	22	2	6	349	42	16	55	23	6	349	45	14	56	24	6	348
C. fair	15	1	9	5	45	5	45	0	0	346	15	9	45	45	0	346	12	7	49	34	10	343
D. poor	0										0						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.	33	5	22	10	43	7	30	1	4	348	33	21	46	29	4	348	38	23	52	19	5	351
B. They match some of what I have learned.	51	9	25	19	53	7	19	1	3	352	52	24	53	21	3	352	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	0	0	5	63	2	25	1	13	346	11	0	63	25	13	346	12	10	45	33	12	343
D. There is no match.	4	0	0	0	0	2	67	1	33	329	4	0	0	67	33	329	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	8	3	25	8	67	0	0	342	19	7	29	64	0	341	17	8	45	34	13	342
B. about the same as my regular schoolwork	68	9	19	28	58	10	21	1	2	350	65	19	58	21	2	351	59	19	55	21	5	350
C. easier than my regular schoolwork	15	4	36	4	36	0	0	3	27	353	16	33	42	0	25	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	2	29	3	43	2	29	336	11	0	38	38	25	337	15	8	41	35	15	341
B. 30–45 minutes	24	3	18	6	35	7	41	1	6	345	25	17	39	39	6	346	29	16	54	23	6	348
C. 45–60 minutes	56	11	28	20	51	7	18	1	3	354	52	29	50	18	3	355	32	21	55	19	5	350
D. more than 60 minutes	10	0	0	6	86	1	14	0	0	345	12	0	78	22	0	343	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	2	67	1	33	331	4	0	0	67	33	331	6	6	33	39	23	337
B. two or three days a week	11	1	13	6	75	1	13	0	0	350	11	13	75	13	0	350	12	15	55	22	8	348
C. two or three times each month	30	4	19	12	57	4	19	1	5	350	30	18	59	18	5	350	26	20	56	19	5	350
D. never or almost never	55	9	23	17	44	11	28	2	5	350	55	22	44	29	5	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	3	21	5	36	4	29	2	14	346	20	21	36	29	14	346	37	14	51	27	9	346
B. two or three days a week	41	4	14	18	64	4	14	2	7	350	38	15	63	15	7	350	27	20	55	19	6	350
C. two or three times each month	22	4	27	5	33	6	40	0	0	350	25	22	44	33	0	350	19	22	53	19	6	350
D. never or almost never	16	2	18	5	45	4	36	0	0	350	17	17	42	42	0	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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