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:	12901845
SAU:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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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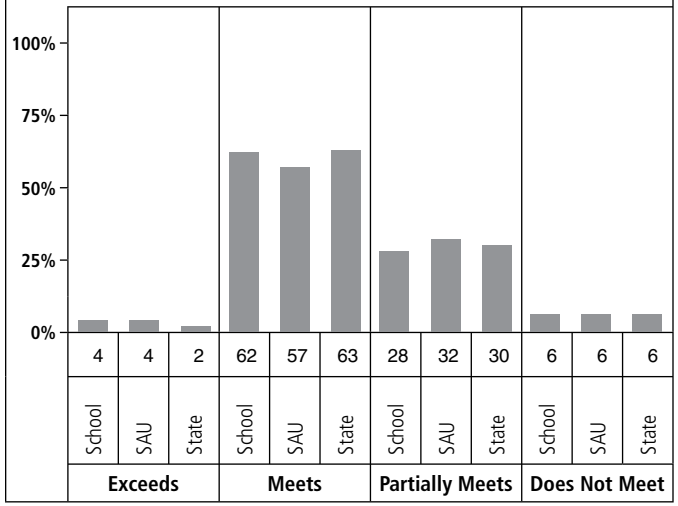
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

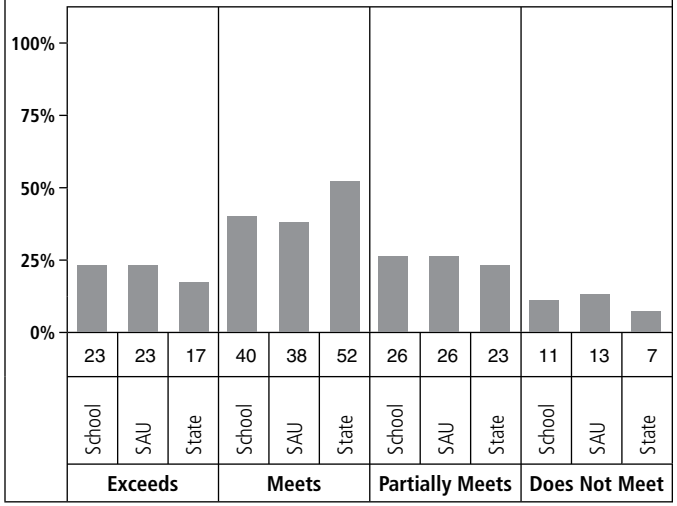
Summary of School, SAU, and State Scores

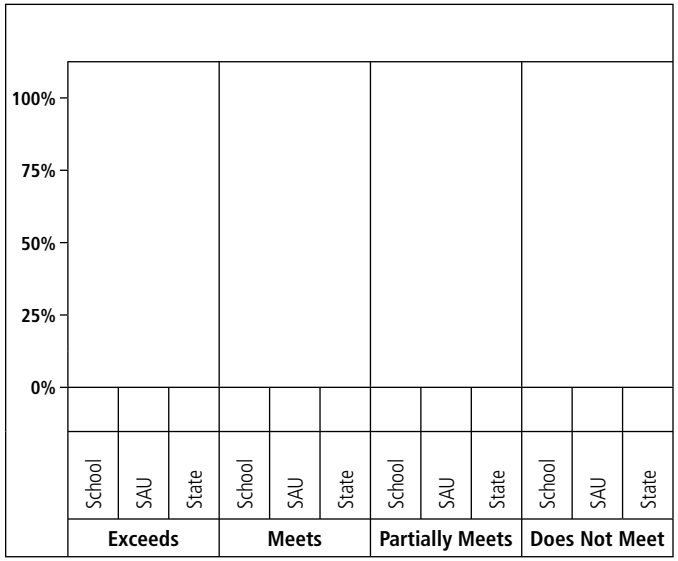
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	348	347	345
2007–2008	344	344	344
2008–2009	**346**	**345**	**345**
Cum. Avg.*	346	345	345
Mathematics			
2006–2007	353	353	347
2007–2008	347	347	347
2008–2009	**348**	**347**	**348**
Cum. Avg.*	349	349	347

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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	54	100	47	100	13763	100	54	100	47	100	13691	100	54	100	47	100	13691	100						
Ethnicity African American/Black	1	2	1	2	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	3	6	3	6	232	2	3	100	3	100	226	97	3	100	3	100	227	98						
Hispanic	1	2	1	2	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	49	91	42	89	12846	93	49	100	42	100	12788	100	49	100	42	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	5	9	4	9	2414	18	5	100	4	100	2388	100	5	100	4	100	2388	100						
Current LEP	1	2	1	2	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
Economically disadvantaged	19	35	18	38	5887	43	19	100	18	100	5847	100	19	100	18	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	42	78	36	77	10316	75	42	78	36	77	10355	75						
Identified disability (PET/IEP)	1	2	1	3	437	4	1	2	1	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	11	20	11	23	3179	23	11	20	11	23	3152	23						
Identified disability (PET/IEP)	3	27	3	27	1757	55	3	27	3	27	1759	56						
LEP	1	9	1	9	214	7	1	9	1	9	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	7	64	7	64	1192	37	7	64	7	64	1157	37						
Participation through alternate assessment (PAAP)	1	2	0	0	194	1	1	2	0	0	184	1						
Identified disability (PET/IEP)	1	100	0	0	194	100	1	100	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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	2	5	1	3	332	2
	2007-2008	1	2	1	2	227	2
	2008-2009	**2**	**4**	**2**	**4**	**262**	**2**
	Cum. Total*	5	4	4	3	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	30	77	28	78	8691	63
	2007-2008	29	63	28	62	8403	62
	2008-2009	**33**	**62**	**27**	**57**	**8500**	**63**
	Cum. Total*	92	67	83	65	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	6	15	6	17	3781	27
	2007-2008	13	28	13	29	4018	30
	2008-2009	**15**	**28**	**15**	**32**	**3985**	**30**
	Cum. Total*	34	25	34	27	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	1	3	1	3	1021	7
	2007-2008	3	7	3	7	938	7
	2008-2009	**3**	**6**	**3**	**6**	**748**	**6**
	Cum. Total*	7	5	7	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**	28.9	62.8	28.4	61.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	20.6	64.4	20.2	63.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.4	60.0	8.2	58.6	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	53	2	4	33	62	15	28	3	6	346	47	4	57	32	6	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	3										3						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	48	1	2	30	63	14	29	3	6	345	42	2	57	33	7	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2194	0	32	50	18	338
No	49	2	4	32	65	13	27	2	4	346	43	5	60	30	5	346	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	52	2	4	32	62	15	29	3	6	346	46	4	57	33	7	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	19	0	0	9	47	7	37	3	16	342	18	0	44	39	17	342	5721	1	52	39	9	342
No	34	2	6	24	71	8	24	0	0	347	29	7	66	28	0	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	53	2	4	33	62	15	28	3	6	346	47	4	57	32	6	345	13489	2	63	30	6	345
Gender																						
Female	29	1	3	22	76	6	21	0	0	348	25	4	72	24	0	348	6568	3	67	26	4	346
Male	24	1	4	11	46	9	38	3	13	343	22	5	41	41	14	342	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	2	33	2	33	2	33	335	6	0	33	33	33	335	2300	0	39	49	11	340
No	47	2	4	31	66	13	28	1	2	347	41	5	61	32	2	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	53	2	4	33	62	15	28	3	6	346	47	4	57	32	6	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	6	0	0	1	33	1	33	1	33	337	4	0	0	50	50	332	5	1	44	39	16	340
B. less than one hour	83	2	5	28	64	12	27	2	5	346	83	5	59	31	5	346	80	2	66	28	4	345
C. one to two hours	9	0	0	3	60	2	40	0	0	345	11	0	60	40	0	345	13	2	61	32	6	344
D. more than two hours	2	0	0	1	100	0	0	0	0	350	2	0	100	0	0	350	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	1	5	15	79	2	11	1	5	348	32	7	73	13	7	347	47	3	68	24	4	346
B. good	42	1	5	14	64	7	32	0	0	347	45	5	62	33	0	347	41	1	62	31	5	344
C. fair	17	0	0	4	44	4	44	1	11	342	17	0	38	50	13	342	9	0	51	41	8	342
D. poor	6	0	0	0	0	2	67	1	33	335	6	0	0	67	33	335	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.	19	0	0	6	60	3	30	1	10	345	20	0	56	33	11	344	31	3	63	28	6	345
B. They match some of what I have learned.	52	2	7	20	74	4	15	1	4	349	52	8	71	17	4	348	49	2	68	26	3	345
C. They match just a little of what I have learned.	19	0	0	3	30	6	60	1	10	340	20	0	22	67	11	340	14	1	53	39	7	342
D. There is no match.	10	0	0	3	60	2	40	0	0	343	9	0	50	50	0	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	28	1	7	7	47	6	40	1	7	344	32	7	47	40	7	344	18	1	50	38	11	342
B. about the same as my regular schoolwork	60	1	3	22	69	8	25	1	3	347	60	4	64	29	4	347	57	2	68	26	3	346
C. easier than my regular schoolwork	11	0	0	4	67	1	17	1	17	343	9	0	50	25	25	341	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.	21	1	9	3	27	5	45	2	18	341	23	9	27	45	18	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	50	0	0	16	62	9	35	1	4	344	49	0	57	39	4	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	29	1	7	13	87	1	7	0	0	351	28	8	85	8	0	351	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	8	73	3	27	0	0	348	19	0	67	33	0	347	22	3	67	25	4	346
B. 20 minutes to an hour	58	2	6	20	65	7	23	2	6	346	60	7	61	25	7	346	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	3	50	3	50	0	0	344	11	0	40	60	0	344	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	2	40	2	40	1	20	339	11	0	40	40	20	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	6	43	8	57	0	0	343	26	0	33	67	0	342	29	1	56	36	7	343
B. six to ten pages	31	0	0	10	63	4	25	2	13	343	33	0	60	27	13	343	21	2	62	31	5	344
C. eleven or more pages	42	1	5	17	77	3	14	1	5	348	41	5	74	16	5	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	330	100	0	0	0	100	330						
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:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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	9	23	8	22	1985	14
	2007-2008	9	20	9	20	2277	17
	2008-2009	**12**	**23**	**11**	**23**	**2328**	**17**
	Cum. Total*	30	22	28	22	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	23	59	22	61	6990	51
	2007-2008	19	41	18	40	6764	50
	2008-2009	**21**	**40**	**18**	**38**	**7045**	**52**
	Cum. Total*	63	46	58	45	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	6	15	5	14	3673	27
	2007-2008	15	33	15	33	3504	26
	2008-2009	**14**	**26**	**12**	**26**	**3137**	**23**
	Cum. Total*	35	25	32	25	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	1	3	1	3	1193	9
	2007-2008	3	7	3	7	1044	8
	2008-2009	**6**	**11**	**6**	**13**	**997**	**7**
	Cum. Total*	10	7	10	8	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**	31.2	65.0	31.1	64.8	31.5	65.6
A. Number	**20**	**42**	12.5	62.5	12.6	63.0	12.8	64.0
B. Data	**8**	**17**	6.5	81.3	6.4	80.0	6.1	76.3
C. Geometry	**8**	**17**	5.3	66.3	5.2	65.0	5.5	68.8
D. Algebra	**12**	**25**	6.9	57.5	6.9	57.5	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	53	12	23	21	40	14	26	6	11	348	47	23	38	26	13	347	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	3										3						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	48	12	25	18	38	12	25	6	13	347	42	26	36	24	14	347	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2204	6	36	36	22	338
No	49	11	22	21	43	13	27	4	8	348	43	23	42	26	9	348	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	52	12	23	20	38	14	27	6	12	347	46	24	37	26	13	347	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	19	3	16	4	21	8	42	4	21	341	18	17	22	39	22	341	5727	10	48	31	12	343
No	34	9	26	17	50	6	18	2	6	351	29	28	48	17	7	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	53	12	23	21	40	14	26	6	11	348	47	23	38	26	13	347	13501	17	52	23	7	348
Gender																						
Female	29	7	24	11	38	10	34	1	3	348	25	24	36	36	4	348	6568	16	52	24	8	348
Male	24	5	21	10	42	4	17	5	21	347	22	23	41	14	23	347	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	0	0	3	50	3	50	328	6	0	0	50	50	328	2300	4	43	39	14	340
No	47	12	26	21	45	11	23	3	6	350	41	27	44	22	7	350	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	53	12	23	21	40	14	26	6	11	348	47	23	38	26	13	347	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	6	0	0	1	33	0	0	2	67	331	4	0	0	0	100	323	5	9	38	32	21	340
B. less than one hour	83	10	23	18	41	13	30	3	7	348	83	23	41	28	8	348	80	19	54	22	5	349
C. one to two hours	9	1	20	2	40	1	20	1	20	347	11	20	40	20	20	347	13	16	51	24	9	347
D. more than two hours	2	1	100	0	0	0	0	0	0	364	2	100	0	0	0	364	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	7	47	6	40	0	0	2	13	355	30	50	36	0	14	355	40	25	51	17	7	351
B. good	49	5	19	10	38	8	31	3	12	346	47	18	36	32	14	346	45	14	56	24	6	348
C. fair	15	0	0	3	38	4	50	1	13	340	15	0	43	43	14	340	12	7	49	34	10	343
D. poor	8	0	0	2	50	2	50	0	0	343	9	0	50	50	0	343	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.	23	5	42	4	33	1	8	2	17	351	26	42	33	8	17	351	38	23	52	19	5	351
B. They match some of what I have learned.	57	4	13	14	47	10	33	2	7	347	55	12	46	35	8	346	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	2	33	1	17	2	33	1	17	346	11	40	20	20	20	349	12	10	45	33	12	343
D. There is no match.	9	1	20	2	40	1	20	1	20	344	9	25	25	25	25	342	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	1	8	5	42	3	25	3	25	340	27	8	42	25	25	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	68	9	26	14	41	10	29	1	3	351	64	29	39	29	4	351	59	19	55	21	5	350
C. easier than my regular schoolwork	8	1	25	1	25	0	0	2	50	342	9	25	25	0	50	342	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	16	1	13	3	38	2	25	2	25	342	16	14	29	29	29	341	15	8	41	35	15	341
B. 30–45 minutes	52	6	23	12	46	5	19	3	12	348	57	20	48	20	12	347	29	16	54	23	6	348
C. 45–60 minutes	16	2	25	1	13	4	50	1	13	346	11	40	0	40	20	348	32	21	55	19	5	350
D. more than 60 minutes	16	2	25	4	50	2	25	0	0	353	16	29	43	29	0	352	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	13	1	14	1	14	2	29	3	43	336	13	17	0	33	50	334	6	6	33	39	23	337
B. two or three days a week	27	3	21	6	43	4	29	1	7	348	24	18	45	27	9	347	12	15	55	22	8	348
C. two or three times each month	27	3	21	10	71	1	7	0	0	354	26	25	75	0	0	355	26	20	56	19	5	350
D. never or almost never	33	5	29	4	24	6	35	2	12	348	37	29	24	35	12	348	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	4	19	9	43	4	19	4	19	346	35	19	38	19	25	344	37	14	51	27	9	346
B. two or three days a week	25	3	23	5	38	5	38	0	0	348	28	23	38	38	0	348	27	20	55	19	6	350
C. two or three times each month	19	1	10	4	40	4	40	1	10	346	22	10	40	40	10	346	19	22	53	19	6	350
D. never or almost never	15	4	50	2	25	1	13	1	13	353	15	57	29	0	14	356	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	320	100	0	0	0	100	320						
C.	0										0											
D.	0										0											

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