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 4

Test Date:	March 2009
Code:	10071138
SAU:	Auburn School Department
School:	Washburn 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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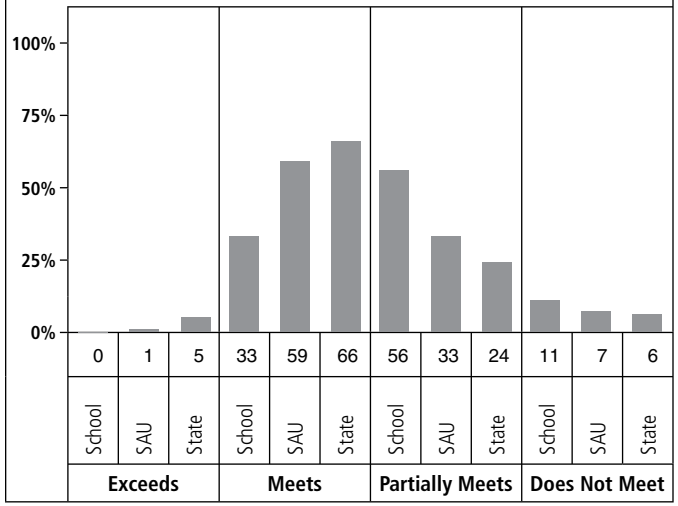
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Auburn School Department
School: Washburn School

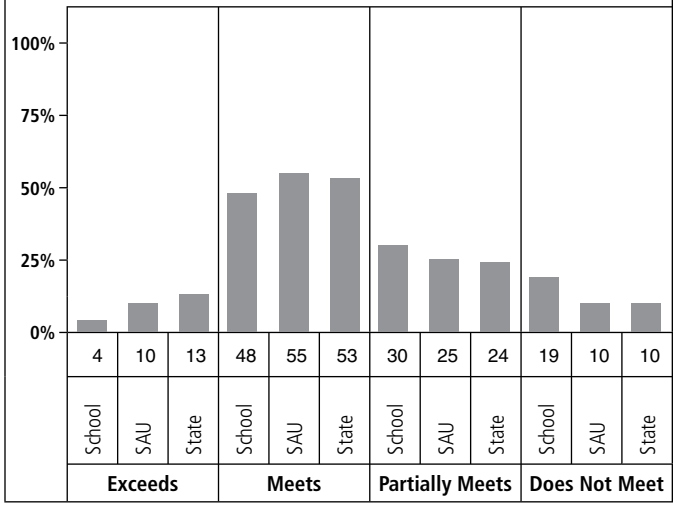
Summary of School, SAU, and State Scores

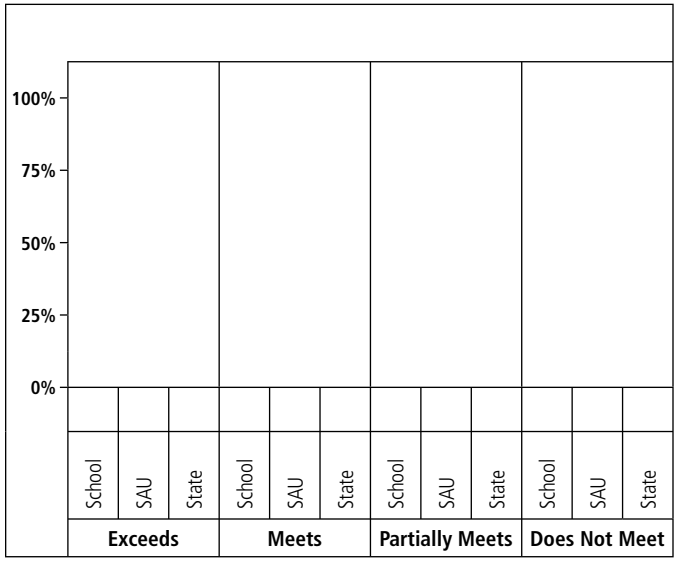
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	445	445
2007–2008	442	443	445
2008–2009	**440**	**443**	**446**
Cum. Avg.*	442	444	445
Mathematics			
2006–2007	443	444	445
2007–2008	444	443	445
2008–2009	**443**	**446**	**446**
Cum. Avg.*	443	444	445

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: 4
SAU: Auburn School Department
School: Washburn 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	27	100	264	100	13805	100	27	100	263	100	13737	100	27	100	263	100	13746	100						
Ethnicity African American/Black	2	7	23	9	419	3	2	100	23	100	410	98	2	100	23	100	416	99						
American Indian or Native Alaskan	0	0	2	1	125	1	0	0	2	100	124	99	0	0	2	100	124	99						
Asian or Pacific Islander	0	0	7	3	229	2	0	0	7	100	223	97	0	0	7	100	227	99						
Hispanic	1	4	5	2	149	1	1	100	5	100	148	99	1	100	5	100	148	99						
Caucasian/White	24	89	227	86	12883	93	24	100	226	100	12832	100	24	100	226	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	19	64	24	2383	17	5	100	63	100	2366	100	5	100	63	100	2364	99						
Current LEP	0	0	13	5	377	3	0	0	13	100	362	96	0	0	13	100	373	99						
Economically disadvantaged	16	59	122	46	5819	42	16	100	122	100	5782	99	16	100	122	100	5788	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	19	70	157	59	10439	76	19	70	158	60	10471	76						
Identified disability (PET/IEP)	0	0	4	3	351	3	0	0	5	3	367	4						
LEP	0	0	4	3	171	2	0	0	4	3	172	2						
504 plan	1	5	3	2	92	1	1	5	3	2	90	1						
Participation with accommodations	8	30	101	38	3142	23	8	30	100	38	3138	23						
Identified disability (PET/IEP)	5	63	54	53	1860	59	5	63	53	53	1860	59						
LEP	0	0	9	9	186	6	0	0	9	9	198	6						
504 plan	0	0	1	1	71	2	0	0	1	1	73	2						
Other	3	38	39	39	1060	34	3	38	39	39	1043	33						
Participation through alternate assessment (PAAP)	0	0	5	2	155	1	0	0	5	2	137	1						
Identified disability (PET/IEP)	0	0	5	100	155	100	0	0	5	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	1	0	11	0	0	0	1	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	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:	4
SAU:	Auburn School Department
School:	Washburn 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 462–480)	2006-2007	1	3	4	2	507	4
	2007-2008	1	3	7	3	559	4
	2008-2009	**0**	**0**	**3**	**1**	**672**	**5**
	Cum. Total*	2	2	14	2	1738	4
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 442–460)	2006-2007	18	58	136	64	8749	63
	2007-2008	18	47	146	55	8308	59
	2008-2009	**9**	**33**	**153**	**59**	**8917**	**66**
	Cum. Total*	45	47	435	59	25974	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 432–440)	2006-2007	11	35	65	31	3467	25
	2007-2008	15	39	79	30	3922	28
	2008-2009	**15**	**56**	**85**	**33**	**3241**	**24**
	Cum. Total*	41	43	229	31	10630	26
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 400–430)	2006-2007	1	3	8	4	1165	8
	2007-2008	4	11	33	12	1264	9
	2008-2009	**3**	**11**	**17**	**7**	**751**	**6**
	Cum. Total*	8	8	58	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	25.7	53.5	29.2	60.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.6	60.8	15.1	62.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	11.1	46.3	14.1	58.8	15.5	64.6

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and 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: 4
SAU: Auburn School Department
School: Washburn 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	27	0	0	9	33	15	56	3	11	440	258	1	59	33	7	443	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										23	0	57	30	13	441	408	2	51	31	16	441
American Indian or Native Alaskan	0										2						122	1	59	34	6	444
Asian or Pacific Islander	0										7	0	71	29	0	447	221	9	62	22	7	447
Hispanic	1										5	0	60	40	0	443	146	1	64	28	6	445
Caucasian/White	24	0	0	6	25	15	63	3	13	439	221	1	59	33	6	443	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	0	0	5	100	0	0	437	58	0	26	57	17	438	2211	1	39	42	18	439
No	22	0	0	9	41	10	45	3	14	440	200	2	69	26	4	445	11370	6	71	20	3	448
Current LEP																						
Yes	0										13	0	31	46	23	437	357	3	42	36	19	440
No	27	0	0	9	33	15	56	3	11	440	245	1	61	32	6	444	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	16	0	0	5	31	10	63	1	6	439	120	0	48	43	10	441	5677	2	57	32	9	443
No	11	0	0	4	36	5	45	2	18	440	138	2	70	25	4	445	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	27	0	0	9	33	15	56	3	11	440	258	1	59	33	7	443	13575	5	66	24	6	446
Gender																						
Female	12	0	0	7	58	4	33	1	8	442	120	3	68	23	7	444	6580	7	68	21	5	448
Male	15	0	0	2	13	11	73	2	13	438	138	0	52	41	7	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	1	10	8	80	1	10	437	45	0	40	56	4	440	2127	1	48	42	9	441
No	17	0	0	8	47	7	41	2	12	441	213	1	63	28	7	444	11454	6	69	20	5	447
Gifted/talented program																						
Yes	1										12	0	100	0	0	455	324	27	72	1	0	458
No	26	0	0	8	31	15	58	3	12	439	246	1	57	35	7	443	13257	4	65	24	6	446

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: 4
SAU: Auburn School Department
School: Washburn 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	15	0	0	0	0	3	75	1	25	436	6	0	20	60	20	436	4	2	45	36	17	441
B. less than one hour	59	0	0	5	31	9	56	2	13	439	71	2	64	29	6	444	75	5	67	23	4	447
C. one to two hours	19	0	0	4	80	1	20	0	0	448	20	0	62	35	4	444	18	5	67	23	5	447
D. more than two hours	7	0	0	0	0	2	100	0	0	436	3	0	14	71	14	435	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	0	0	4	44	4	44	1	11	442	40	3	66	26	5	445	40	8	71	17	4	449
B. good	37	0	0	3	30	5	50	2	20	438	45	0	60	32	8	443	45	3	66	25	5	446
C. fair	19	0	0	2	40	3	60	0	0	442	12	0	53	41	6	442	13	1	54	35	10	442
D. poor	11	0	0	0	0	3	100	0	0	436	3	0	0	89	11	436	2	0	39	42	19	439
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.	15	0	0	1	25	2	50	1	25	439	30	4	66	23	6	445	31	8	69	19	4	448
B. They match some of what I have learned.	56	0	0	7	47	7	47	1	7	441	53	0	64	30	6	443	53	4	68	23	4	447
C. They match just a little of what I have learned.	22	0	0	1	17	5	83	0	0	439	11	0	38	55	7	440	11	2	54	35	10	442
D. There is no match.	7	0	0	0	0	1	50	1	50	435	6	0	25	63	13	438	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	0	0	7	100	0	0	437	21	0	45	49	6	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	59	0	0	8	50	7	44	1	6	441	59	1	66	26	6	444	63	6	69	22	4	447
C. easier than my regular schoolwork	15	0	0	1	25	1	25	2	50	439	20	2	59	31	8	443	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	15	0	0	1	25	3	75	0	0	440	14	0	31	54	14	439	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	52	0	0	6	43	7	50	1	7	440	55	1	65	30	4	444	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	33	0	0	2	22	5	56	2	22	439	32	3	64	28	6	445	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	1	17	3	50	2	33	437	17	2	56	26	16	442	21	8	68	19	5	448
B. 20 minutes to an hour	41	0	0	7	64	4	36	0	0	444	55	1	72	23	4	445	55	5	70	21	4	447
C. less than 20 minutes	11	0	0	0	0	3	100	0	0	438	17	0	44	53	2	442	13	2	57	33	8	443
D. I rarely read at home.	26	0	0	1	14	5	71	1	14	436	11	0	24	66	10	438	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	0	0	6	75	2	25	435	25	2	40	48	10	441	25	3	59	30	8	444
B. six to ten pages	19	0	0	1	20	3	60	1	20	438	24	0	66	26	9	443	24	4	64	26	6	445
C. eleven or more pages	52	0	0	8	57	6	43	0	0	443	51	2	66	30	2	445	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										25	0	0	50	50	429						
B.	50	0	0	0	0	1	100	0	0	440	38	0	0	67	33	437						
C.	50	0	0	1	100	0	0	0	0	444	25	0	50	0	50	435						
D.	0										13	0	100	0	0	446						

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:	4
SAU:	Auburn School Department
School:	Washburn 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 462–480)	2006-2007	3	10	12	6	1054	8
	2007-2008	3	8	11	4	1321	9
	2008-2009	**1**	**4**	**27**	**10**	**1712**	**13**
	Cum. Total*	7	7	50	7	4087	10
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 442–460)	2006-2007	10	32	112	52	7394	53
	2007-2008	19	50	128	48	7079	51
	2008-2009	**13**	**48**	**142**	**55**	**7270**	**53**
	Cum. Total*	42	44	382	52	21743	52
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 430–440)	2006-2007	11	35	63	29	3729	27
	2007-2008	11	29	92	35	3955	28
	2008-2009	**8**	**30**	**64**	**25**	**3219**	**24**
	Cum. Total*	30	31	219	30	10903	26
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 400–428)	2006-2007	7	23	28	13	1735	12
	2007-2008	5	13	34	13	1642	12
	2008-2009	**5**	**19**	**25**	**10**	**1408**	**10**
	Cum. Total*	17	18	87	12	4785	12

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**	28.3	59.0	30.6	63.8	30.8	64.2
A. Number	**20**	**42**	11.9	59.5	12.7	63.5	12.5	62.5
B. Data	**8**	**17**	4.6	57.5	5.2	65.0	5.3	66.3
C. Geometry	**10**	**21**	5.9	59.0	6.4	64.0	6.5	65.0
D. Algebra	**10**	**21**	5.9	59.0	6.3	63.0	6.5	65.0

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: 4
SAU: Auburn School Department
School: Washburn 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	27	1	4	13	48	8	30	5	19	443	258	10	55	25	10	446	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										23	9	57	26	9	444	415	5	41	30	24	439
American Indian or Native Alaskan	0										2						123	12	46	28	13	445
Asian or Pacific Islander	0										7	29	14	43	14	447	225	22	45	20	12	448
Hispanic	1										5	0	80	0	20	445	147	3	58	30	10	443
Caucasian/White	24	1	4	11	46	7	29	5	21	443	221	10	56	25	9	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	1	20	2	40	438	58	2	33	33	33	437	2227	3	34	33	30	437
No	22	1	5	11	50	7	32	3	14	444	200	13	62	23	3	449	11382	14	57	22	7	448
Current LEP																						
Yes	0										13	8	54	31	8	443	370	7	35	31	27	439
No	27	1	4	13	48	8	30	5	19	443	245	11	55	24	10	446	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	16	0	0	8	50	4	25	4	25	441	120	3	53	31	14	443	5704	6	48	30	16	442
No	11	1	9	5	45	4	36	1	9	445	138	17	57	20	6	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	27	1	4	13	48	8	30	5	19	443	258	10	55	25	10	446	13603	13	53	24	10	446
Gender																						
Female	12	1	8	5	42	5	42	1	8	444	120	10	53	23	14	445	6591	12	54	24	11	446
Male	15	0	0	8	53	3	20	4	27	441	138	11	57	26	6	448	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	4	40	3	30	438	45	0	58	31	11	442	2131	3	41	38	18	440
No	17	1	6	10	59	4	24	2	12	446	213	13	54	23	9	447	11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										12	83	17	0	0	468	324	64	34	2	0	464
No	26	0	0	13	50	8	31	5	19	442	246	7	57	26	10	445	13285	11	54	24	11	446

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: 4
SAU: Auburn School Department
School: Washburn 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	15	0	0	2	50	1	25	1	25	441	6	0	47	33	20	437	4	4	37	30	28	438
B. less than one hour	59	0	0	8	50	4	25	4	25	442	71	13	57	21	10	448	75	13	55	23	9	447
C. one to two hours	19	1	20	3	60	1	20	0	0	450	20	8	56	29	8	445	18	12	54	24	10	446
D. more than two hours	7	0	0	0	0	2	100	0	0	433	3	0	14	86	0	437	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	1	11	6	67	2	22	0	0	449	45	17	58	21	3	451	37	22	56	16	7	451
B. good	48	0	0	7	54	2	15	4	31	442	40	6	59	25	10	444	45	9	56	25	9	446
C. fair	11	0	0	0	0	3	100	0	0	435	11	4	43	29	25	440	14	3	46	34	17	440
D. poor	7	0	0	0	0	1	50	1	50	431	5	0	23	46	31	435	3	2	33	35	29	436
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	1	11	7	78	1	11	0	0	451	41	16	59	18	7	450	35	19	56	19	7	450
B. They match some of what I have learned.	48	0	0	5	38	4	31	4	31	439	45	8	54	29	9	445	51	11	56	25	8	446
C. They match just a little of what I have learned.	15	0	0	0	0	3	75	1	25	435	7	5	32	37	26	439	10	5	43	31	21	440
D. There is no match.	4	0	0	1	100	0	0	0	0	454	7	0	59	24	18	439	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	0	0	2	40	3	60	430	16	3	36	41	21	439	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	1	6	9	50	6	33	2	11	444	55	13	58	20	9	448	62	13	57	23	7	448
C. easier than my regular schoolwork	15	0	0	4	100	0	0	0	0	451	29	11	62	22	5	449	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										8	5	50	30	15	442	7	6	36	32	27	438
B. 30–45 minutes	7	0	0	1	50	1	50	0	0	440	18	4	57	26	13	444	25	7	52	28	12	444
C. 45–60 minutes	26	0	0	3	43	1	14	3	43	439	23	10	43	35	12	444	38	14	56	22	8	448
D. more than 60 minutes	67	1	6	9	50	6	33	2	11	445	51	14	60	19	7	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	0	0	0	0	2	100	428	4	0	27	27	45	433	3	4	36	31	28	438
B. two or three days a week	11	0	0	1	33	2	67	0	0	441	15	8	49	31	13	444	12	13	51	26	10	446
C. two or three times each month	48	1	8	8	62	4	31	0	0	447	37	14	63	19	5	449	32	15	58	20	7	449
D. never or almost never	33	0	0	4	44	2	22	3	33	440	43	10	54	28	9	446	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	58	0	0	5	33	6	40	4	27	439	41	6	52	29	13	444	26	12	50	25	13	445
B. two or three days a week	27	0	0	6	86	1	14	0	0	449	30	14	59	24	3	450	32	14	57	21	7	448
C. two or three times each month	15	1	25	1	25	1	25	1	25	446	19	13	54	19	15	446	26	13	56	22	8	448
D. never or almost never	0										11	14	54	25	7	447	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										25	0	0	100	0	433						
B.	50	0	0	0	0	1	100	0	0	440	38	0	33	33	33	435						
C.	50	0	0	1	100	0	0	0	0	452	25	0	50	0	50	435						
D.	0										13	0	100	0	0	442						

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