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:	10881279
SAU:	Lewiston School Department
School:	Farwell Elementary 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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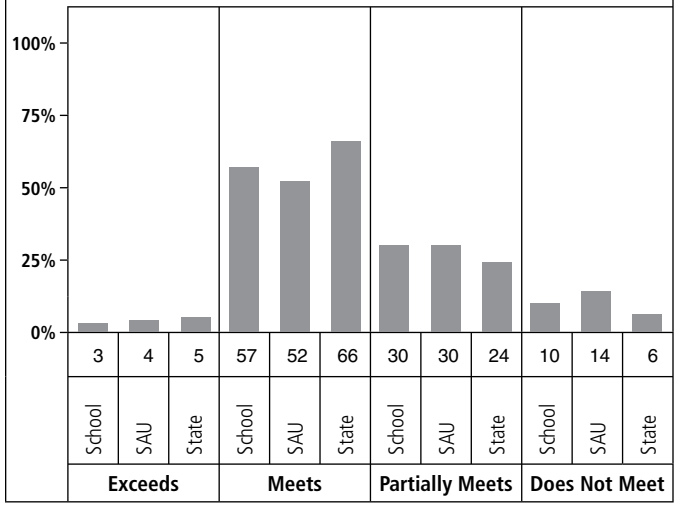
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Lewiston School Department
School: Farwell Elementary School

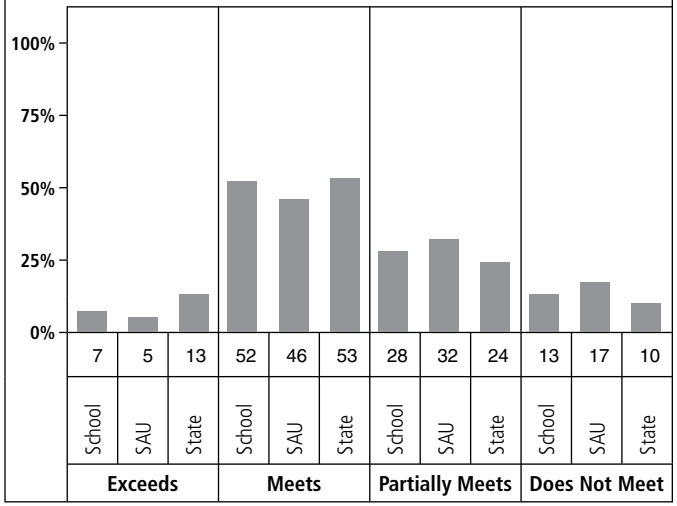
Summary of School, SAU, and State Scores

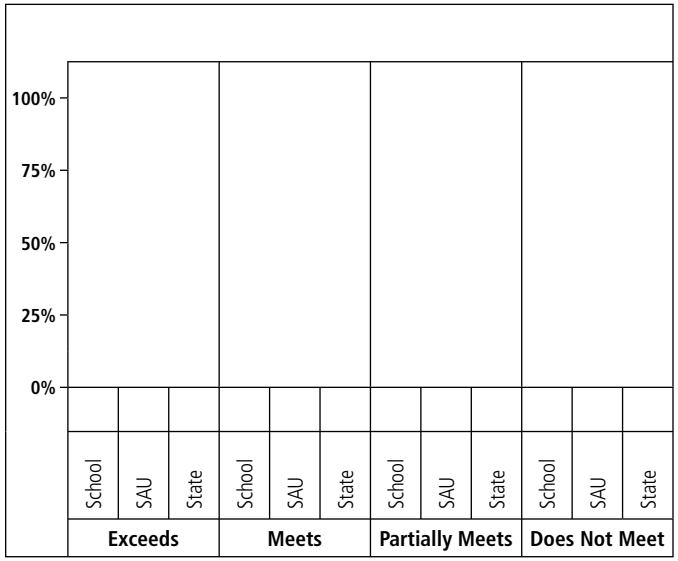
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	448	441	445
2007–2008	446	440	445
2008–2009	**444**	**443**	**446**
Cum. Avg.*	446	441	445
Mathematics			
2006–2007	451	442	445
2007–2008	448	437	445
2008–2009	**444**	**441**	**446**
Cum. Avg.*	447	440	445

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: Lewiston School Department
School: Farwell Elementary 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	60	100	398	100	13805	100	60	100	392	98	13737	100	60	100	396	99	13746	100						
Ethnicity African American/Black	8	13	96	24	419	3	8	100	92	96	410	98	8	100	96	100	416	99						
American Indian or Native Alaskan	1	2	5	1	125	1	1	100	5	100	124	99	1	100	5	100	124	99						
Asian or Pacific Islander	2	3	7	2	229	2	2	100	7	100	223	97	2	100	7	100	227	99						
Hispanic	1	2	9	2	149	1	1	100	9	100	148	99	1	100	9	100	148	99						
Caucasian/White	48	80	281	71	12883	93	48	100	279	99	12832	100	48	100	279	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	9	15	74	19	2383	17	9	100	73	99	2366	100	9	100	73	99	2364	99						
Current LEP	1	2	80	20	377	3	1	100	76	95	362	96	1	100	80	100	373	99						
Economically disadvantaged	34	57	260	65	5819	42	34	100	257	99	5782	99	34	100	259	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	54	90	259	65	10439	76	54	90	250	63	10471	76						
Identified disability (PET/IEP)	4	7	9	3	351	3	4	7	8	3	367	4						
LEP	1	2	23	9	171	2	1	2	22	9	172	2						
504 plan	2	4	3	1	92	1	2	4	3	1	90	1						
Participation with accommodations	6	10	127	32	3142	23	6	10	141	35	3138	23						
Identified disability (PET/IEP)	5	83	59	46	1860	59	5	83	60	43	1860	59						
LEP	0	0	52	41	186	6	0	0	58	41	198	6						
504 plan	0	0	1	1	71	2	0	0	1	1	73	2						
Other	1	17	16	13	1060	34	1	17	23	16	1043	33						
Participation through alternate assessment (PAAP)	0	0	5	1	155	1	0	0	5	1	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	1	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	6	2	57	0	0	0	2	1	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:	Lewiston School Department
School:	Farwell Elementary 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	2	5	5	2	507	4
	2007-2008	3	8	11	3	559	4
	2008-2009	**2**	**3**	**16**	**4**	**672**	**5**
	Cum. Total*	7	5	32	3	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	28	72	173	52	8749	63
	2007-2008	21	58	133	40	8308	59
	2008-2009	**34**	**57**	**200**	**52**	**8917**	**66**
	Cum. Total*	83	61	506	48	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	7	18	101	30	3467	25
	2007-2008	6	17	102	31	3922	28
	2008-2009	**18**	**30**	**116**	**30**	**3241**	**24**
	Cum. Total*	31	23	319	30	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	2	5	53	16	1165	8
	2007-2008	6	17	83	25	1264	9
	2008-2009	**6**	**10**	**54**	**14**	**751**	**6**
	Cum. Total*	14	10	190	18	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**	29.8	62.1	29.0	60.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.3	63.8	14.8	61.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.5	60.4	14.2	59.2	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: Lewiston School Department
School: Farwell Elementary 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	60	2	3	34	57	18	30	6	10	444	386	4	52	30	14	443	13581	5	66	24	6	446
Ethnicity																						
African American/Black	8	1	13	4	50	2	25	1	13	446	91	2	31	34	33	436	408	2	51	31	16	441
American Indian or Native Alaskan	1										5	0	60	40	0	444	122	1	59	34	6	444
Asian or Pacific Islander	2										7	14	57	29	0	451	221	9	62	22	7	447
Hispanic	1										9	0	56	22	22	444	146	1	64	28	6	445
Caucasian/White	48	0	0	27	56	16	33	5	10	443	274	5	58	29	8	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	5	56	2	22	2	22	441	68	0	41	44	15	440	2211	1	39	42	18	439
No	51	2	4	29	57	16	31	4	8	445	318	5	54	27	14	444	11370	6	71	20	3	448
Current LEP																						
Yes	1										75	0	23	40	37	434	357	3	42	36	19	440
No	59	2	3	33	56	18	31	6	10	444	311	5	59	28	8	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	34	1	3	16	47	12	35	5	15	442	254	2	44	35	19	441	5677	2	57	32	9	443
No	26	1	4	18	69	6	23	1	4	446	132	8	67	20	5	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	60	2	3	34	57	18	30	6	10	444	386	4	52	30	14	443	13575	5	66	24	6	446
Gender																						
Female	29	1	3	15	52	10	34	3	10	444	170	7	55	25	13	445	6580	7	68	21	5	448
Male	31	1	3	19	61	8	26	3	10	444	216	2	49	34	15	442	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	3	20	8	53	4	27	437	127	0	33	46	20	438	2127	1	48	42	9	441
No	45	2	4	31	69	10	22	2	4	446	259	6	61	22	11	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	457	27	26	74	0	0	457	324	27	72	1	0	458
No	55	0	0	31	56	18	33	6	11	443	359	3	50	32	15	442	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: Lewiston School Department
School: Farwell Elementary 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	3	0	0	0	0	0	0	2	100	429	5	0	19	52	29	436	4	2	45	36	17	441
B. less than one hour	38	0	0	16	70	7	30	0	0	445	61	5	56	26	13	444	75	5	67	23	4	447
C. one to two hours	50	2	7	17	57	9	30	2	7	445	28	5	54	33	8	445	18	5	67	23	5	447
D. more than two hours	8	0	0	1	20	2	40	2	40	435	6	0	26	35	39	437	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	1	5	12	57	6	29	2	10	444	36	6	57	28	10	445	40	8	71	17	4	449
B. good	50	0	0	19	63	9	30	2	7	444	46	3	55	28	13	444	45	3	66	25	5	446
C. fair	10	1	17	2	33	3	50	0	0	444	13	4	31	43	22	439	13	1	54	35	10	442
D. poor	5	0	0	1	33	0	0	2	67	438	4	0	33	27	40	438	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.	46	2	7	15	56	10	37	0	0	445	29	5	59	29	7	445	31	8	69	19	4	448
B. They match some of what I have learned.	42	0	0	16	64	6	24	3	12	445	54	5	55	26	14	444	53	4	68	23	4	447
C. They match just a little of what I have learned.	5	0	0	2	67	1	33	0	0	444	11	0	38	40	21	438	11	2	54	35	10	442
D. There is no match.	7	0	0	1	25	0	0	3	75	434	6	0	13	52	35	435	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	1	7	5	36	6	43	2	14	442	28	6	37	38	19	441	19	4	54	31	11	443
B. about the same as my regular schoolwork	54	0	0	21	66	9	28	2	6	445	57	4	58	26	12	444	63	6	69	22	4	447
C. easier than my regular schoolwork	22	1	8	7	54	3	23	2	15	444	15	4	55	29	13	444	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.	22	0	0	3	23	6	46	4	31	438	24	1	28	42	29	437	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	56	1	3	21	64	9	27	2	6	445	50	6	58	28	9	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	22	1	8	10	77	2	15	0	0	449	27	4	64	22	10	446	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	7	54	6	46	0	0	442	21	5	60	24	11	445	21	8	68	19	5	448
B. 20 minutes to an hour	66	2	5	24	62	11	28	2	5	446	47	4	56	31	8	445	55	5	70	21	4	447
C. less than 20 minutes	8	0	0	2	40	0	0	3	60	436	15	5	43	30	21	441	13	2	57	33	8	443
D. I rarely read at home.	3	0	0	1	50	0	0	1	50	441	17	3	37	32	28	439	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	9	0	0	3	60	0	0	2	40	440	25	1	43	36	20	441	25	3	59	30	8	444
B. six to ten pages	19	0	0	5	45	4	36	2	18	444	19	4	49	31	17	443	24	4	64	26	6	445
C. eleven or more pages	72	2	5	26	63	11	27	2	5	445	56	6	59	25	10	445	51	7	70	20	4	448
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	430	36	0	36	43	21	441						
B.	0										31	0	42	33	25	440						
C.	50	0	0	0	0	1	100	0	0	432	21	13	0	63	25	437						
D.	0										13	0	20	20	60	431						

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:	Lewiston School Department
School:	Farwell Elementary 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	8	21	24	7	1054	8
	2007-2008	7	19	10	3	1321	9
	2008-2009	**4**	**7**	**19**	**5**	**1712**	**13**
	Cum. Total*	19	14	53	5	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	23	59	160	48	7394	53
	2007-2008	15	42	121	37	7079	51
	2008-2009	**31**	**52**	**180**	**46**	**7270**	**53**
	Cum. Total*	69	51	461	44	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	5	13	94	28	3729	27
	2007-2008	12	33	106	32	3955	28
	2008-2009	**17**	**28**	**125**	**32**	**3219**	**24**
	Cum. Total*	34	25	325	31	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	3	8	54	16	1735	12
	2007-2008	2	6	92	28	1642	12
	2008-2009	**8**	**13**	**67**	**17**	**1408**	**10**
	Cum. Total*	13	10	213	20	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**	29.2	60.8	27.4	57.1	30.8	64.2
A. Number	**20**	**42**	11.8	59.0	11.3	56.5	12.5	62.5
B. Data	**8**	**17**	5.0	62.5	4.7	58.8	5.3	66.3
C. Geometry	**10**	**21**	6.3	63.0	5.7	57.0	6.5	65.0
D. Algebra	**10**	**21**	6.1	61.0	5.8	58.0	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: Lewiston School Department
School: Farwell Elementary 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	60	4	7	31	52	17	28	8	13	444	391	5	46	32	17	441	13609	13	53	24	10	446
Ethnicity																						
African American/Black	8	0	0	5	63	3	38	0	0	447	96	1	30	35	33	435	415	5	41	30	24	439
American Indian or Native Alaskan	1										5	20	20	60	0	446	123	12	46	28	13	445
Asian or Pacific Islander	2										7	29	57	14	0	450	225	22	45	20	12	448
Hispanic	1										9	0	67	33	0	445	147	3	58	30	10	443
Caucasian/White	48	2	4	24	50	14	29	8	17	442	274	5	51	31	13	443	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	433	68	0	34	41	25	436	2227	3	34	33	30	437
No	51	4	8	28	55	13	25	6	12	446	323	6	49	30	15	442	11382	14	57	22	7	448
Current LEP																						
Yes	1										80	0	24	36	40	432	370	7	35	31	27	439
No	59	4	7	30	51	17	29	8	14	444	311	6	52	31	11	443	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	34	3	9	13	38	12	35	6	18	442	257	4	38	36	23	439	5704	6	48	30	16	442
No	26	1	4	18	69	5	19	2	8	446	134	7	62	24	7	445	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	60	4	7	31	52	17	28	8	13	444	391	5	46	32	17	441	13603	13	53	24	10	446
Gender																						
Female	29	3	10	15	52	5	17	6	21	445	173	6	47	29	17	441	6591	12	54	24	11	446
Male	31	1	3	16	52	12	39	2	6	443	218	4	45	34	17	441	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	3	20	6	40	6	40	434	127	0	31	47	22	437	2131	3	41	38	18	440
No	45	4	9	28	62	11	24	2	4	447	264	7	53	25	15	443	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	456	27	26	74	0	0	457	324	64	34	2	0	464
No	55	3	5	27	49	17	31	8	15	443	364	3	44	34	18	440	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: Lewiston School Department
School: Farwell Elementary 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	3	0	0	0	0	1	50	1	50	417	6	0	18	50	32	431	4	4	37	30	28	438
B. less than one hour	38	2	9	12	52	8	35	1	4	445	60	5	49	32	14	442	75	13	55	23	9	447
C. one to two hours	50	2	7	18	60	7	23	3	10	447	27	6	52	30	12	444	18	12	54	24	10	446
D. more than two hours	8	0	0	1	20	1	20	3	60	430	6	4	20	24	52	430	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	3	11	14	52	7	26	3	11	446	40	7	47	29	17	442	37	22	56	16	7	451
B. good	32	0	0	13	68	5	26	1	5	445	41	4	52	31	14	442	45	9	56	25	9	446
C. fair	17	1	10	3	30	3	30	3	30	439	16	2	32	43	23	437	14	3	46	34	17	440
D. poor	5	0	0	1	33	1	33	1	33	435	3	0	42	17	42	432	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.	41	2	8	11	46	7	29	4	17	443	32	7	52	25	17	442	35	19	56	19	7	450
B. They match some of what I have learned.	48	2	7	19	68	4	14	3	11	447	49	5	48	34	14	442	51	11	56	25	8	446
C. They match just a little of what I have learned.	9	0	0	1	20	3	60	1	20	435	15	2	34	36	28	436	10	5	43	31	21	440
D. There is no match.	2	0	0	0	0	1	100	0	0	434	4	0	35	41	24	436	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	6	55	2	18	3	27	436	26	2	48	29	21	440	17	5	44	31	20	441
B. about the same as my regular schoolwork	58	4	12	19	56	6	18	5	15	445	51	5	51	31	14	442	62	13	57	23	7	448
C. easier than my regular schoolwork	24	0	0	6	43	8	57	0	0	446	23	6	38	37	20	440	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	8	0	0	2	40	2	40	1	20	441	11	2	39	32	27	435	7	6	36	32	27	438
B. 30–45 minutes	19	0	0	6	55	2	18	3	27	439	29	1	44	34	21	439	25	7	52	28	12	444
C. 45–60 minutes	27	2	13	9	56	4	25	1	6	447	31	8	50	30	12	444	38	14	56	22	8	448
D. more than 60 minutes	46	2	7	14	52	8	30	3	11	445	29	5	48	31	16	442	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	50	0	0	1	50	0	0	451	5	5	32	47	16	438	3	4	36	31	28	438
B. two or three days a week	5	0	0	1	33	1	33	1	33	438	10	5	30	46	19	438	12	13	51	26	10	446
C. two or three times each month	17	1	10	5	50	2	20	2	20	446	17	5	43	26	26	440	32	15	58	20	7	449
D. never or almost never	75	2	5	25	57	12	27	5	11	443	69	5	51	30	15	442	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	2	40	2	40	1	20	436	18	6	38	35	22	439	26	12	50	25	13	445
B. two or three days a week	15	0	0	5	56	4	44	0	0	445	21	1	51	32	16	441	32	14	57	21	7	448
C. two or three times each month	31	1	6	10	56	3	17	4	22	443	34	5	48	29	17	442	26	13	56	22	8	448
D. never or almost never	46	3	11	14	52	7	26	3	11	445	28	5	47	32	16	442	17	9	50	27	13	444
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	420	35	0	50	14	36	439						
B.	0										30	8	33	42	17	440						
C.	50	0	0	0	0	1	100	0	0	440	23	0	11	56	33	428						
D.	0										13	0	0	0	100	420						

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