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:	10881286
SAU:	Lewiston School Department
School:	Governor James B Longley Elem

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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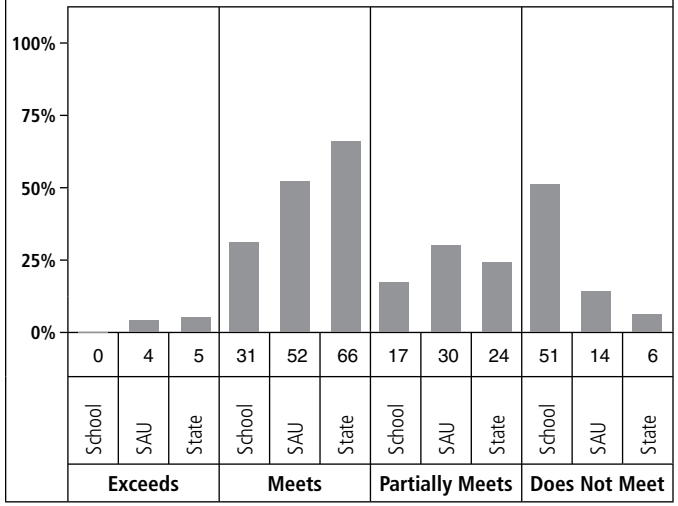
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Lewiston School Department
School: Governor James B Longley Elem

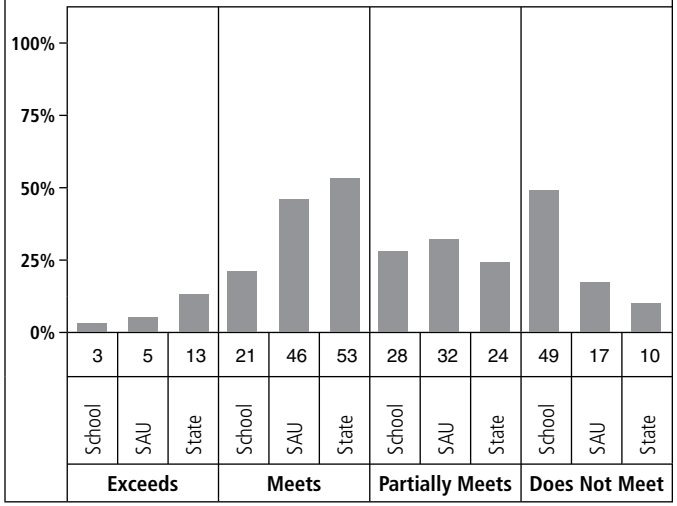
Summary of School, SAU, and State Scores

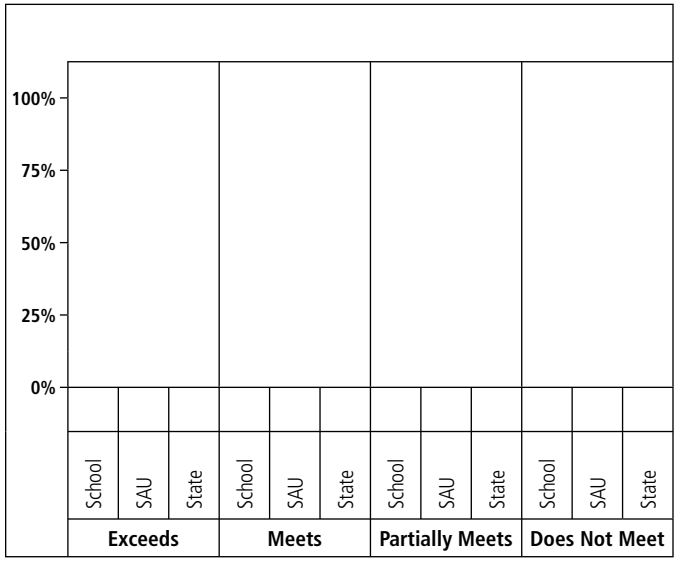
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	433	441	445
2007–2008	430	440	445
2008–2009	**433**	**443**	**446**
Cum. Avg.*	432	441	445
Mathematics			
2006–2007	434	442	445
2007–2008	425	437	445
2008–2009	**429**	**441**	**446**
Cum. Avg.*	429	440	445

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: Governor James B Longley Elem

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	39	100	398	100	13805	100	36	92	392	98	13737	100	39	100	396	99	13746	100						
Ethnicity African American/Black	28	72	96	24	419	3	25	89	92	96	410	98	28	100	96	100	416	99						
American Indian or Native Alaskan	0	0	5	1	125	1	0	0	5	100	124	99	0	0	5	100	124	99						
Asian or Pacific Islander	0	0	7	2	229	2	0	0	7	100	223	97	0	0	7	100	227	99						
Hispanic	1	3	9	2	149	1	1	100	9	100	148	99	1	100	9	100	148	99						
Caucasian/White	10	26	281	71	12883	93	10	100	279	99	12832	100	10	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	5	13	74	19	2383	17	5	100	73	99	2366	100	5	100	73	99	2364	99						
Current LEP	28	72	80	20	377	3	25	89	76	95	362	96	28	100	80	100	373	99						
Economically disadvantaged	35	90	260	65	5819	42	34	97	257	99	5782	99	35	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	5	13	259	65	10439	76	5	13	250	63	10471	76						
Identified disability (PET/IEP)	0	0	9	3	351	3	0	0	8	3	367	4						
LEP	3	60	23	9	171	2	3	60	22	9	172	2						
504 plan	0	0	3	1	92	1	0	0	3	1	90	1						
Participation with accommodations	30	77	127	32	3142	23	34	87	141	35	3138	23						
Identified disability (PET/IEP)	5	17	59	46	1860	59	5	15	60	43	1860	59						
LEP	21	70	52	41	186	6	25	74	58	41	198	6						
504 plan	0	0	1	1	71	2	0	0	1	1	73	2						
Other	4	13	16	13	1060	34	4	12	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	1	3	1	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	3	8	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:	Governor James B Longley Elem

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	0	0	5	2	507	4
	2007-2008	0	0	11	3	559	4
	2008-2009	**0**	**0**	**16**	**4**	**672**	**5**
	Cum. Total*	0	0	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	9	32	173	52	8749	63
	2007-2008	6	16	133	40	8308	59
	2008-2009	**11**	**31**	**200**	**52**	**8917**	**66**
	Cum. Total*	26	26	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	6	21	101	30	3467	25
	2007-2008	11	30	102	31	3922	28
	2008-2009	**6**	**17**	**116**	**30**	**3241**	**24**
	Cum. Total*	23	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	13	46	53	16	1165	8
	2007-2008	20	54	83	25	1264	9
	2008-2009	**18**	**51**	**54**	**14**	**751**	**6**
	Cum. Total*	51	51	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**	20.3	42.3	29.0	60.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	10.4	43.3	14.8	61.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	9.9	41.3	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: Governor James B Longley Elem

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	35	0	0	11	31	6	17	18	51	433	386	4	52	30	14	443	13581	5	66	24	6	446
Ethnicity																						
African American/Black	24	0	0	5	21	2	8	17	71	428	91	2	31	34	33	436	408	2	51	31	16	441
American Indian or Native Alaskan	0										5	0	60	40	0	444	122	1	59	34	6	444
Asian or Pacific Islander	0										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	10	0	0	6	60	3	30	1	10	444	274	5	58	29	8	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	438	68	0	41	44	15	440	2211	1	39	42	18	439
No	30	0	0	9	30	4	13	17	57	432	318	5	54	27	14	444	11370	6	71	20	3	448
Current LEP																						
Yes	24	0	0	4	17	3	13	17	71	427	75	0	23	40	37	434	357	3	42	36	19	440
No	11	0	0	7	64	3	27	1	9	444	311	5	59	28	8	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	33	0	0	9	27	6	18	18	55	432	254	2	44	35	19	441	5677	2	57	32	9	443
No	2										132	8	67	20	5	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	35	0	0	11	31	6	17	18	51	433	386	4	52	30	14	443	13575	5	66	24	6	446
Gender																						
Female	9	0	0	2	22	2	22	5	56	429	170	7	55	25	13	445	6580	7	68	21	5	448
Male	26	0	0	9	35	4	15	13	50	434	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	6	40	3	20	6	40	437	127	0	33	46	20	438	2127	1	48	42	9	441
No	20	0	0	5	25	3	15	12	60	430	259	6	61	22	11	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	1										27	26	74	0	0	457	324	27	72	1	0	458
No	34	0	0	10	29	6	18	18	53	432	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: Governor James B Longley Elem

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	9	0	0	1	33	1	33	1	33	435	5	0	19	52	29	436	4	2	45	36	17	441
B. less than one hour	74	0	0	9	35	3	12	14	54	432	61	5	56	26	13	444	75	5	67	23	4	447
C. one to two hours	6	0	0	1	50	0	0	1	50	437	28	5	54	33	8	445	18	5	67	23	5	447
D. more than two hours	11	0	0	0	0	2	50	2	50	433	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	20	0	0	4	57	1	14	2	29	439	36	6	57	28	10	445	40	8	71	17	4	449
B. good	46	0	0	4	25	4	25	8	50	432	46	3	55	28	13	444	45	3	66	25	5	446
C. fair	29	0	0	3	30	1	10	6	60	431	13	4	31	43	22	439	13	1	54	35	10	442
D. poor	6	0	0	0	0	0	0	2	100	426	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.	29	0	0	3	30	4	40	3	30	435	29	5	59	29	7	445	31	8	69	19	4	448
B. They match some of what I have learned.	49	0	0	6	35	1	6	10	59	433	54	5	55	26	14	444	53	4	68	23	4	447
C. They match just a little of what I have learned.	17	0	0	2	33	1	17	3	50	430	11	0	38	40	21	438	11	2	54	35	10	442
D. There is no match.	6	0	0	0	0	0	0	2	100	423	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	40	0	0	3	21	2	14	9	64	430	28	6	37	38	19	441	19	4	54	31	11	443
B. about the same as my regular schoolwork	46	0	0	6	38	3	19	7	44	434	57	4	58	26	12	444	63	6	69	22	4	447
C. easier than my regular schoolwork	14	0	0	2	40	1	20	2	40	436	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.	40	0	0	1	7	2	14	11	79	426	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.	40	0	0	7	50	4	29	3	21	437	50	6	58	28	9	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	20	0	0	3	43	0	0	4	57	435	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	17	0	0	3	50	1	17	2	33	440	21	5	60	24	11	445	21	8	68	19	5	448
B. 20 minutes to an hour	29	0	0	2	20	4	40	4	40	431	47	4	56	31	8	445	55	5	70	21	4	447
C. less than 20 minutes	11	0	0	0	0	0	0	4	100	417	15	5	43	30	21	441	13	2	57	33	8	443
D. I rarely read at home.	43	0	0	6	40	1	7	8	53	435	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	38	0	0	4	33	2	17	6	50	437	25	1	43	36	20	441	25	3	59	30	8	444
B. six to ten pages	25	0	0	3	38	2	25	3	38	435	19	4	49	31	17	443	24	4	64	26	6	445
C. eleven or more pages	38	0	0	4	33	1	8	7	58	428	56	6	59	25	10	445	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										36	0	36	43	21	441						
B.	0										31	0	42	33	25	440						
C.	25	0	0	0	0	1	100	0	0	438	21	13	0	63	25	437						
D.	75	0	0	1	33	0	0	2	67	430	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:	Governor James B Longley Elem

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	1	4	24	7	1054	8
	2007-2008	0	0	10	3	1321	9
	2008-2009	**1**	**3**	**19**	**5**	**1712**	**13**
	Cum. Total*	2	2	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	6	21	160	48	7394	53
	2007-2008	4	11	121	37	7079	51
	2008-2009	**8**	**21**	**180**	**46**	**7270**	**53**
	Cum. Total*	18	17	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	13	46	94	28	3729	27
	2007-2008	9	24	106	32	3955	28
	2008-2009	**11**	**28**	**125**	**32**	**3219**	**24**
	Cum. Total*	33	32	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	8	29	54	16	1735	12
	2007-2008	24	65	92	28	1642	12
	2008-2009	**19**	**49**	**67**	**17**	**1408**	**10**
	Cum. Total*	51	49	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**	20.6	42.9	27.4	57.1	30.8	64.2
A. Number	**20**	**42**	8.6	43.0	11.3	56.5	12.5	62.5
B. Data	**8**	**17**	3.1	38.8	4.7	58.8	5.3	66.3
C. Geometry	**10**	**21**	5.5	55.0	5.7	57.0	6.5	65.0
D. Algebra	**10**	**21**	3.5	35.0	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: Governor James B Longley Elem

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	39	1	3	8	21	11	28	19	49	429	391	5	46	32	17	441	13609	13	53	24	10	446
Ethnicity																						
African American/Black	28	0	0	2	7	8	29	18	64	423	96	1	30	35	33	435	415	5	41	30	24	439
American Indian or Native Alaskan	0										5	20	20	60	0	446	123	12	46	28	13	445
Asian or Pacific Islander	0										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	10	1	10	5	50	3	30	1	10	445	274	5	51	31	13	443	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	436	68	0	34	41	25	436	2227	3	34	33	30	437
No	34	1	3	7	21	8	24	18	53	429	323	6	49	30	15	442	11382	14	57	22	7	448
Current LEP																						
Yes	28	0	0	3	11	7	25	18	64	424	80	0	24	36	40	432	370	7	35	31	27	439
No	11	1	9	5	45	4	36	1	9	445	311	6	52	31	11	443	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	35	1	3	6	17	11	31	17	49	430	257	4	38	36	23	439	5704	6	48	30	16	442
No	4										134	7	62	24	7	445	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	39	1	3	8	21	11	28	19	49	429	391	5	46	32	17	441	13603	13	53	24	10	446
Gender																						
Female	11	0	0	2	18	3	27	6	55	423	173	6	47	29	17	441	6591	12	54	24	11	446
Male	28	1	4	6	21	8	29	13	46	432	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	4	27	6	40	5	33	435	127	0	31	47	22	437	2131	3	41	38	18	440
No	24	1	4	4	17	5	21	14	58	426	264	7	53	25	15	443	11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										27	26	74	0	0	457	324	64	34	2	0	464
No	38	0	0	8	21	11	29	19	50	429	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: Governor James B Longley Elem

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	10	0	0	1	25	1	25	2	50	427	6	0	18	50	32	431	4	4	37	30	28	438
B. less than one hour	69	1	4	6	22	7	26	13	48	432	60	5	49	32	14	442	75	13	55	23	9	447
C. one to two hours	5	0	0	1	50	0	0	1	50	434	27	6	52	30	12	444	18	12	54	24	10	446
D. more than two hours	15	0	0	0	0	3	50	3	50	418	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	44	0	0	3	18	4	24	10	59	427	40	7	47	29	17	442	37	22	56	16	7	451
B. good	33	1	8	2	15	7	54	3	23	435	41	4	52	31	14	442	45	9	56	25	9	446
C. fair	21	0	0	3	38	0	0	5	63	429	16	2	32	43	23	437	14	3	46	34	17	440
D. poor	3	0	0	0	0	0	0	1	100	400	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.	36	1	7	6	43	2	14	5	36	436	32	7	52	25	17	442	35	19	56	19	7	450
B. They match some of what I have learned.	44	0	0	2	12	8	47	7	41	430	49	5	48	34	14	442	51	11	56	25	8	446
C. They match just a little of what I have learned.	13	0	0	0	0	0	0	5	100	412	15	2	34	36	28	436	10	5	43	31	21	440
D. There is no match.	8	0	0	0	0	1	33	2	67	424	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	32	0	0	1	8	3	25	8	67	424	26	2	48	29	21	440	17	5	44	31	20	441
B. about the same as my regular schoolwork	54	1	5	6	30	7	35	6	30	436	51	5	51	31	14	442	62	13	57	23	7	448
C. easier than my regular schoolwork	14	0	0	1	20	1	20	3	60	427	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	23	0	0	1	11	0	0	8	89	411	11	2	39	32	27	435	7	6	36	32	27	438
B. 30–45 minutes	3	0	0	0	0	0	0	1	100	422	29	1	44	34	21	439	25	7	52	28	12	444
C. 45–60 minutes	31	1	8	3	25	3	25	5	42	437	31	8	50	30	12	444	38	14	56	22	8	448
D. more than 60 minutes	44	0	0	4	24	8	47	5	29	434	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	0										5	5	32	47	16	438	3	4	36	31	28	438
B. two or three days a week	21	1	13	0	0	2	25	5	63	422	10	5	30	46	19	438	12	13	51	26	10	446
C. two or three times each month	18	0	0	2	29	2	29	3	43	429	17	5	43	26	26	440	32	15	58	20	7	449
D. never or almost never	62	0	0	6	25	7	29	11	46	432	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	41	1	6	3	19	5	31	7	44	432	18	6	38	35	22	439	26	12	50	25	13	445
B. two or three days a week	21	0	0	2	25	1	13	5	63	427	21	1	51	32	16	441	32	14	57	21	7	448
C. two or three times each month	18	0	0	2	29	1	14	4	57	426	34	5	48	29	17	442	26	13	56	22	8	448
D. never or almost never	21	0	0	1	13	4	50	3	38	429	28	5	47	32	16	442	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										35	0	50	14	36	439						
B.	0										30	8	33	42	17	440						
C.	40	0	0	0	0	1	50	1	50	416	23	0	11	56	33	428						
D.	60	0	0	0	0	0	0	3	100	417	13	0	0	0	100	420						

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