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:	11751431
SAU:	Westbrook School Department
School:	Oxford-Cumberland Canal School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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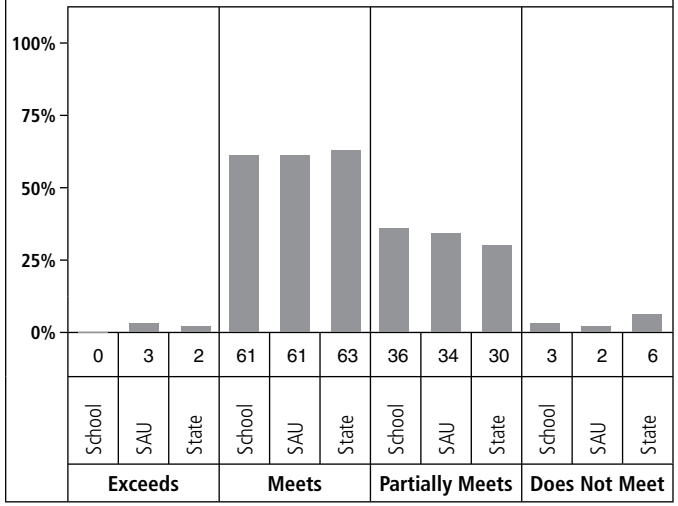
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

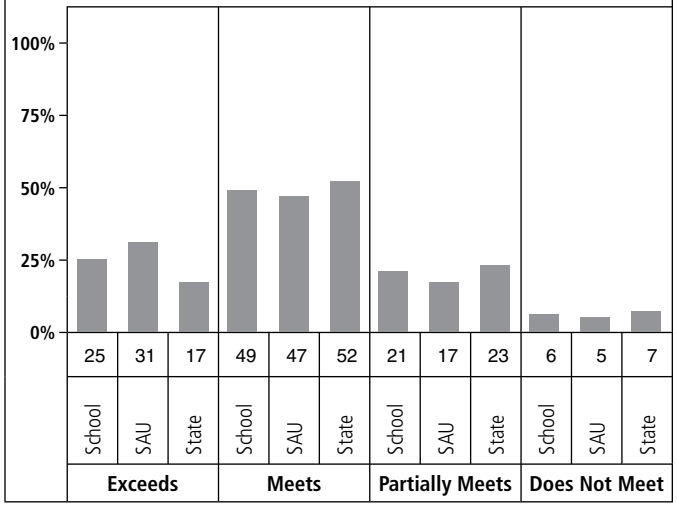
Summary of School, SAU, and State Scores

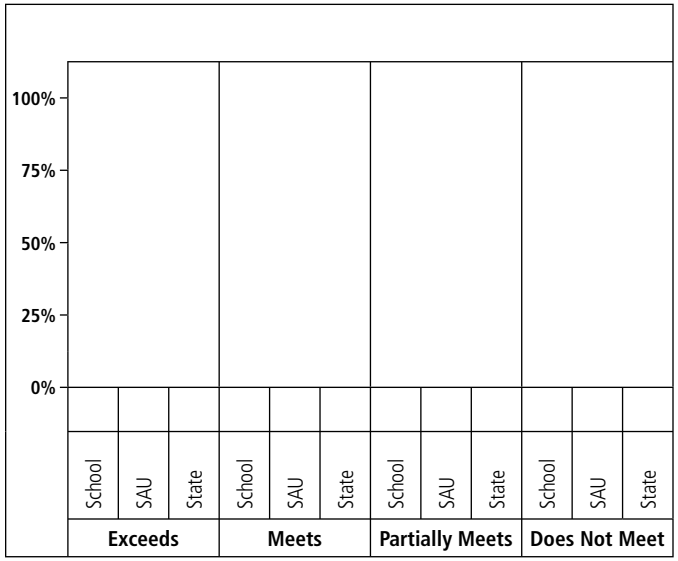
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	346	345
2007–2008	345	345	344
2008–2009	**344**	**346**	**345**
Cum. Avg.*	345	346	345
Mathematics			
2006–2007	350	349	347
2007–2008	350	350	347
2008–2009	**350**	**352**	**348**
Cum. Avg.*	350	350	347

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: Westbrook School Department
School: Oxford-Cumberland Canal 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	72	100	176	100	13763	100	72	100	176	100	13691	100	72	100	176	100	13691	100						
Ethnicity African American/Black	6	8	10	6	416	3	6	100	10	100	412	99	6	100	10	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	4	6	7	4	232	2	4	100	7	100	226	97	4	100	7	100	227	98						
Hispanic	0	0	2	1	167	1	0	0	2	100	164	98	0	0	2	100	164	98						
Caucasian/White	62	86	157	89	12846	93	62	100	157	100	12788	100	62	100	157	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	8	11	28	16	2414	18	8	100	28	100	2388	100	8	100	28	100	2388	100						
Current LEP	5	7	8	5	420	3	5	100	8	100	413	98	5	100	8	100	417	99						
Economically disadvantaged	43	60	92	52	5887	43	43	100	92	100	5847	100	43	100	92	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	58	81	140	80	10316	75	58	81	140	80	10355	75						
Identified disability (PET/IEP)	1	2	4	3	437	4	1	2	4	3	445	4						
LEP	0	0	1	1	192	2	0	0	1	1	193	2						
504 plan	0	0	1	1	83	1	0	0	1	1	83	1						
Participation with accommodations	14	19	32	18	3179	23	14	19	32	18	3152	23						
Identified disability (PET/IEP)	7	50	20	63	1757	55	7	50	20	63	1759	56						
LEP	5	36	7	22	214	7	5	36	7	22	219	7						
504 plan	0	0	2	6	63	2	0	0	2	6	64	2						
Other	2	14	3	9	1192	37	2	14	3	9	1157	37						
Participation through alternate assessment (PAAP)	0	0	4	2	194	1	0	0	4	2	184	1						
Identified disability (PET/IEP)	0	0	4	100	194	100	0	0	4	100	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:	Westbrook School Department
School:	Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	1	4	2	332	2
	2007-2008	2	3	4	2	227	2
	2008-2009	**0**	**0**	**5**	**3**	**262**	**2**
	Cum. Total*	3	1	13	2	821	2
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	49	68	131	70	8691	63
	2007-2008	38	60	100	61	8403	62
	2008-2009	**44**	**61**	**105**	**61**	**8500**	**63**
	Cum. Total*	131	63	336	64	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	19	26	44	24	3781	27
	2007-2008	21	33	53	33	4018	30
	2008-2009	**26**	**36**	**58**	**34**	**3985**	**30**
	Cum. Total*	66	32	155	30	11784	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	4	8	4	1021	7
	2007-2008	2	3	6	4	938	7
	2008-2009	**2**	**3**	**4**	**2**	**748**	**6**
	Cum. Total*	7	3	18	3	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**	27.9	60.7	29.0	63.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	**32**	**70**	19.5	60.9	20.2	63.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	**14**	**30**	8.4	60.0	8.8	62.9	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: Westbrook School Department
School: Oxford-Cumberland Canal 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	72	0	0	44	61	26	36	2	3	344	172	3	61	34	2	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	6	0	0	2	33	4	67	0	0	341	10	0	30	70	0	339	402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	4										6	0	17	83	0	343	222	4	63	25	8	345
Hispanic	0										2						162	0	51	38	10	342
Caucasian/White	62	0	0	42	68	18	29	2	3	345	154	3	66	29	3	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	3	38	5	63	0	0	342	24	0	46	46	8	342	2194	0	32	50	18	338
No	64	0	0	41	64	21	33	2	3	344	148	3	64	32	1	346	11301	2	69	26	3	346
Current LEP																						
Yes	5	0	0	1	20	4	80	0	0	342	8	0	13	88	0	340	406	0	39	41	20	339
No	67	0	0	43	64	22	33	2	3	344	164	3	63	31	2	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	43	0	0	22	51	20	47	1	2	343	89	1	51	46	2	344	5721	1	52	39	9	342
No	29	0	0	22	76	6	21	1	3	346	83	5	72	20	2	348	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	0	0	44	61	26	36	2	3	344	172	3	61	34	2	346	13489	2	63	30	6	345
Gender																						
Female	40	0	0	25	63	14	35	1	3	345	85	4	59	34	4	346	6568	3	67	26	4	346
Male	32	0	0	19	59	12	38	1	3	343	87	2	63	33	1	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	5	26	13	68	1	5	339	39	0	26	72	3	339	2300	0	39	49	11	340
No	53	0	0	39	74	13	25	1	2	346	133	4	71	23	2	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	3										8	13	75	13	0	355	155	11	87	2	0	354
No	69	0	0	41	59	26	38	2	3	344	164	2	60	35	2	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: Westbrook School Department
School: Oxford-Cumberland Canal 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	2	100	0	0	336	4	0	17	67	17	338	5	1	44	39	16	340
B. less than one hour	90	0	0	38	62	21	34	2	3	344	86	4	65	29	2	346	80	2	66	28	4	345
C. one to two hours	7	0	0	3	60	2	40	0	0	344	8	0	43	57	0	343	13	2	61	32	6	344
D. more than two hours	0										2	0	0	100	0	336	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	23	68	11	32	0	0	346	49	4	70	27	0	347	47	3	68	24	4	346
B. good	44	0	0	19	63	10	33	1	3	343	39	3	55	37	5	345	41	1	62	31	5	344
C. fair	4	0	0	0	0	3	100	0	0	336	9	0	47	53	0	342	9	0	51	41	8	342
D. poor	1	0	0	0	0	0	0	1	100	320	2	0	25	50	25	336	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.	30	0	0	16	76	5	24	0	0	346	35	3	69	27	0	348	31	3	63	28	6	345
B. They match some of what I have learned.	46	0	0	17	53	15	47	0	0	344	45	4	57	36	3	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	19	0	0	7	54	4	31	2	15	341	14	0	50	42	8	341	14	1	53	39	7	342
D. There is no match.	4	0	0	2	67	1	33	0	0	343	5	0	56	44	0	343	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	4	50	3	38	1	13	341	18	3	47	47	3	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	72	0	0	33	66	16	32	1	2	345	68	4	65	29	3	346	57	2	68	26	3	346
C. easier than my regular schoolwork	16	0	0	5	45	6	55	0	0	342	14	0	57	43	0	344	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	25	0	0	6	35	9	53	2	12	339	20	0	30	58	12	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	51	0	0	27	77	8	23	0	0	346	54	2	74	24	0	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	24	0	0	9	56	7	44	0	0	344	26	7	60	33	0	348	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	5	50	5	50	0	0	345	16	0	63	37	0	346	22	3	67	25	4	346
B. 20 minutes to an hour	48	0	0	22	69	9	28	1	3	345	47	5	62	29	4	347	46	2	68	26	4	346
C. less than 20 minutes	22	0	0	9	60	6	40	0	0	344	21	3	60	37	0	345	18	1	56	36	8	343
D. I rarely read at home.	15	0	0	4	40	5	50	1	10	338	16	0	54	42	4	342	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	13	54	10	42	1	4	343	27	0	50	48	2	342	29	1	56	36	7	343
B. six to ten pages	14	0	0	5	56	4	44	0	0	342	16	0	50	42	8	343	21	2	62	31	5	344
C. eleven or more pages	50	0	0	22	67	10	30	1	3	345	57	5	70	24	1	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	40	0	0	100	0	339						
B.	0										20	0	100	0	0	358						
C.	0										40	0	50	50	0	343						
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:	Westbrook School Department
School:	Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	15	21	30	16	1985	14
	2007-2008	14	22	34	21	2277	17
	2008-2009	**18**	**25**	**54**	**31**	**2328**	**17**
	Cum. Total*	47	23	118	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	37	51	110	58	6990	51
	2007-2008	34	54	88	54	6764	50
	2008-2009	**35**	**49**	**80**	**47**	**7045**	**52**
	Cum. Total*	106	51	278	53	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	14	19	34	18	3673	27
	2007-2008	11	17	33	20	3504	26
	2008-2009	**15**	**21**	**29**	**17**	**3137**	**23**
	Cum. Total*	40	19	96	18	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	7	10	15	8	1193	9
	2007-2008	4	6	9	5	1044	8
	2008-2009	**4**	**6**	**9**	**5**	**997**	**7**
	Cum. Total*	15	7	33	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	32.9	68.5	34.0	70.8	31.5	65.6
A. Number	**20**	**42**	13.6	68.0	13.9	69.5	12.8	64.0
B. Data	**8**	**17**	6.1	76.3	6.3	78.8	6.1	76.3
C. Geometry	**8**	**17**	5.6	70.0	5.9	73.8	5.5	68.8
D. Algebra	**12**	**25**	7.6	63.3	7.9	65.8	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Westbrook School Department
School: Oxford-Cumberland Canal 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	72	18	25	35	49	15	21	4	6	350	172	31	47	17	5	352	13507	17	52	23	7	348
Ethnicity																						
African American/Black	6	0	0	2	33	4	67	0	0	340	10	0	20	70	10	336	407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	4										6	33	17	50	0	350	223	25	45	24	7	350
Hispanic	0										2						162	6	44	35	15	341
Caucasian/White	62	17	27	32	52	9	15	4	6	351	154	34	50	12	5	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	3	38	3	38	2	25	337	24	17	42	29	13	345	2204	6	36	36	22	338
No	64	18	28	32	50	12	19	2	3	352	148	34	47	15	4	354	11303	19	55	21	4	350
Current LEP																						
Yes	5	0	0	3	60	2	40	0	0	345	8	0	38	63	0	341	412	7	37	35	21	339
No	67	18	27	32	48	13	19	4	6	351	164	33	47	15	5	353	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	43	6	14	22	51	12	28	3	7	346	89	17	52	24	8	348	5727	10	48	31	12	343
No	29	12	41	13	45	3	10	1	3	356	83	47	41	10	2	357	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	18	25	35	49	15	21	4	6	350	172	31	47	17	5	352	13501	17	52	23	7	348
Gender																						
Female	40	11	28	16	40	10	25	3	8	349	85	28	42	21	8	350	6568	16	52	24	8	348
Male	32	7	22	19	59	5	16	1	3	352	87	34	51	13	2	355	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	8	42	9	47	2	11	339	39	0	44	38	18	337	2300	4	43	39	14	340
No	53	18	34	27	51	6	11	2	4	354	133	41	47	11	2	357	11207	20	54	20	6	350
Gifted/talented program																						
Yes	3										8	100	0	0	0	377	155	73	26	1	0	368
No	69	15	22	35	51	15	22	4	6	349	164	28	49	18	5	351	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: Westbrook School Department
School: Oxford-Cumberland Canal 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	2	100	0	0	334	4	0	33	67	0	337	5	9	38	32	21	340
B. less than one hour	90	15	25	33	54	10	16	3	5	351	86	35	48	14	4	354	80	19	54	22	5	349
C. one to two hours	7	3	60	1	20	1	20	0	0	355	8	29	43	14	14	348	13	16	51	24	9	347
D. more than two hours	0										2	0	50	25	25	336	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	5	31	7	44	4	25	0	0	355	33	46	41	11	2	359	40	25	51	17	7	351
B. good	68	13	28	21	45	10	21	3	6	349	53	28	45	22	5	350	45	14	56	24	6	348
C. fair	6	0	0	4	100	0	0	0	0	354	11	17	67	11	6	353	12	7	49	34	10	343
D. poor	3	0	0	2	100	0	0	0	0	355	3	0	60	20	20	342	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.	46	12	38	16	50	3	9	1	3	356	40	41	44	14	2	356	38	23	52	19	5	351
B. They match some of what I have learned.	33	4	17	10	43	7	30	2	9	346	41	27	52	17	5	353	45	16	56	22	6	348
C. They match just a little of what I have learned.	17	2	17	7	58	3	25	0	0	350	17	22	41	26	11	347	12	10	45	33	12	343
D. There is no match.	3	0	0	1	50	1	50	0	0	341	2	25	50	25	0	349	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	6	55	3	27	2	18	341	15	13	46	33	8	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	70	16	34	22	47	8	17	1	2	354	66	36	48	15	1	355	59	19	55	21	5	350
C. easier than my regular schoolwork	13	2	22	4	44	3	33	0	0	350	19	37	40	13	10	353	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	12	1	13	5	63	1	13	1	13	345	9	21	50	14	14	346	15	8	41	35	15	341
B. 30–45 minutes	36	5	21	11	46	8	33	0	0	350	27	21	43	31	5	348	29	16	54	23	6	348
C. 45–60 minutes	12	2	25	3	38	2	25	1	13	350	18	39	46	11	4	357	32	21	55	19	5	350
D. more than 60 minutes	40	10	37	14	52	2	7	1	4	355	47	38	49	11	3	356	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	33	2	67	0	0	341	5	0	50	25	25	339	6	6	33	39	23	337
B. two or three days a week	24	3	19	8	50	4	25	1	6	350	14	17	48	30	4	348	12	15	55	22	8	348
C. two or three times each month	26	7	39	8	44	3	17	0	0	357	39	39	42	17	2	356	26	20	56	19	5	350
D. never or almost never	46	8	26	16	52	5	16	2	6	350	42	33	51	10	6	353	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	68	12	27	22	49	9	20	2	4	351	55	29	44	20	7	351	37	14	51	27	9	346
B. two or three days a week	18	5	42	4	33	3	25	0	0	355	22	42	42	17	0	357	27	20	55	19	6	350
C. two or three times each month	5	1	33	2	67	0	0	0	0	358	13	48	38	10	5	358	19	22	53	19	6	350
D. never or almost never	9	0	0	3	50	2	33	1	17	338	10	13	69	13	6	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	1	100	0	0	0	0	0	0	362	40	50	0	0	50	343						
B.	0										20	100	0	0	0	374						
C.	0										40	0	100	0	0	345						
D.	0										0											

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