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:	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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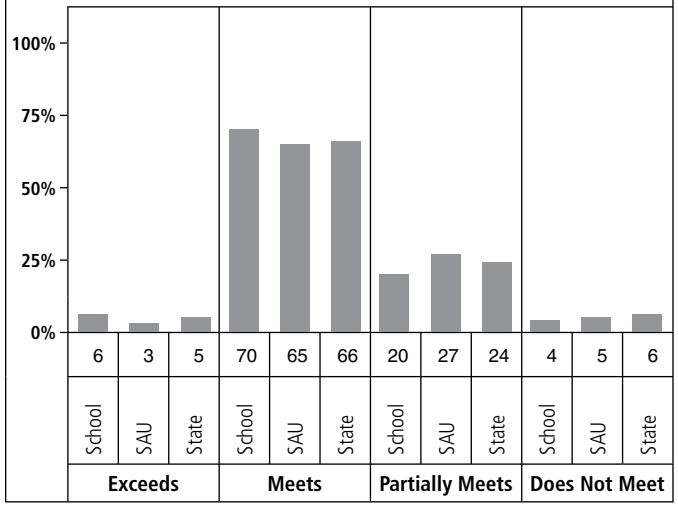
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

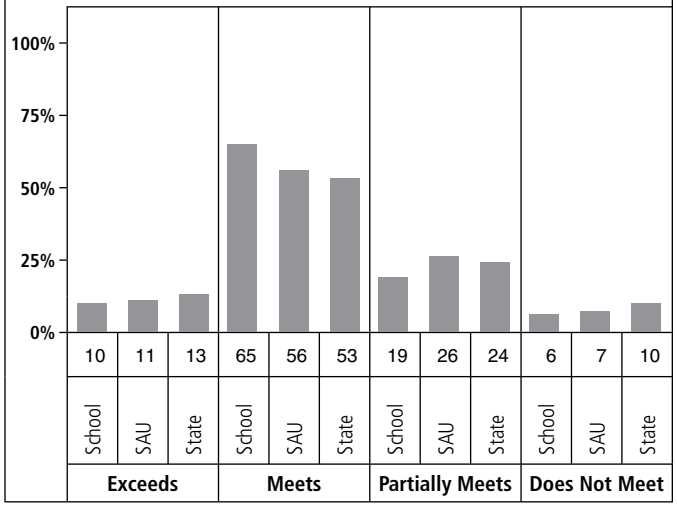
Summary of School, SAU, and State Scores

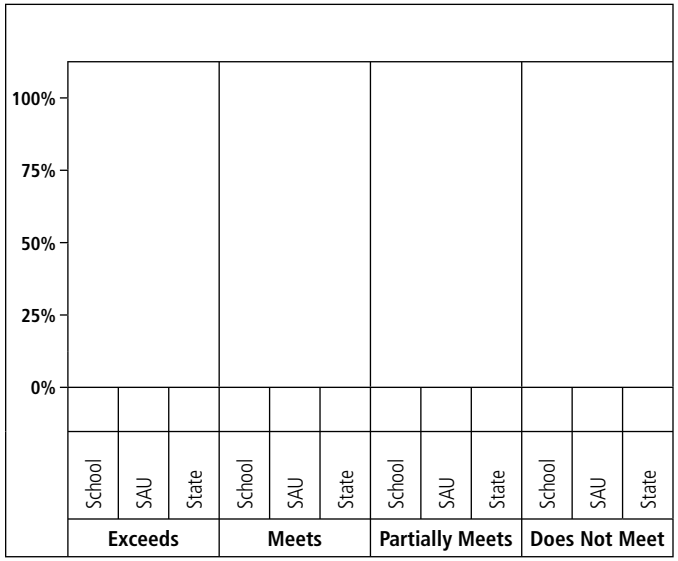
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	446	445	445
2007–2008	448	446	445
2008–2009	**446**	**445**	**446**
Cum. Avg.*	447	445	445
Mathematics			
2006–2007	447	445	445
2007–2008	453	449	445
2008–2009	**449**	**447**	**446**
Cum. Avg.*	450	447	445

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: 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	69	100	176	100	13805	100	69	100	176	100	13737	100	69	100	176	100	13746	100						
Ethnicity African American/Black	5	7	8	5	419	3	5	100	8	100	410	98	5	100	8	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	4	6	5	3	229	2	4	100	5	100	223	97	4	100	5	100	227	99						
Hispanic	1	1	3	2	149	1	1	100	3	100	148	99	1	100	3	100	148	99						
Caucasian/White	59	86	160	91	12883	93	59	100	160	100	12832	100	59	100	160	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	14	20	35	20	2383	17	14	100	35	100	2366	100	14	100	35	100	2364	99						
Current LEP	6	9	11	6	377	3	6	100	11	100	362	96	6	100	11	100	373	99						
Economically disadvantaged	49	71	89	51	5819	42	49	100	89	100	5782	99	49	100	89	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	53	77	137	78	10439	76	53	77	137	78	10471	76						
Identified disability (PET/IEP)	3	6	6	4	351	3	3	6	6	4	367	4						
LEP	2	4	2	1	171	2	2	4	2	1	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
Participation with accommodations	16	23	39	22	3142	23	16	23	39	22	3138	23						
Identified disability (PET/IEP)	11	69	29	74	1860	59	11	69	29	74	1860	59						
LEP	4	25	9	23	186	6	4	25	9	23	198	6						
504 plan	1	6	2	5	71	2	1	6	2	5	73	2						
Other	1	6	1	3	1060	34	1	6	1	3	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	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	0	0	11	0	0	0	0	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:	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 462–480)	2006-2007	4	6	11	6	507	4
	2007-2008	4	6	6	3	559	4
	2008-2009	**4**	**6**	**6**	**3**	**672**	**5**
	Cum. Total*	12	6	23	4	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	44	68	97	57	8749	63
	2007-2008	50	77	118	66	8308	59
	2008-2009	**48**	**70**	**114**	**65**	**8917**	**66**
	Cum. Total*	142	71	329	63	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	14	22	46	27	3467	25
	2007-2008	10	15	41	23	3922	28
	2008-2009	**14**	**20**	**47**	**27**	**3241**	**24**
	Cum. Total*	38	19	134	26	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	3	5	17	10	1165	8
	2007-2008	1	2	13	7	1264	9
	2008-2009	**3**	**4**	**9**	**5**	**751**	**6**
	Cum. Total*	7	4	39	7	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**	31.9	66.5	30.7	64.0	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.6	69.2	15.7	65.4	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.3	63.8	15.1	62.9	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: 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	69	4	6	48	70	14	20	3	4	446	176	3	65	27	5	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	5	0	0	5	100	0	0	0	0	450	8	0	63	25	13	444	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	4										5	0	0	40	60	433	221	9	62	22	7	447
Hispanic	1										3						146	1	64	28	6	445
Caucasian/White	59	4	7	42	71	12	20	1	2	447	160	4	67	26	3	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	10	71	2	14	2	14	443	35	0	46	43	11	441	2211	1	39	42	18	439
No	55	4	7	38	69	12	22	1	2	447	141	4	70	23	4	446	11370	6	71	20	3	448
Current LEP																						
Yes	6	1	17	2	33	1	17	2	33	442	11	9	27	27	36	440	357	3	42	36	19	440
No	63	3	5	46	73	13	21	1	2	447	165	3	67	27	3	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	49	2	4	35	71	10	20	2	4	446	89	2	62	30	6	444	5677	2	57	32	9	443
No	20	2	10	13	65	4	20	1	5	447	87	5	68	23	5	446	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	69	4	6	48	70	14	20	3	4	446	176	3	65	27	5	445	13575	5	66	24	6	446
Gender																						
Female	37	2	5	23	62	10	27	2	5	445	90	3	64	28	4	445	6580	7	68	21	5	448
Male	32	2	6	25	78	4	13	1	3	448	86	3	65	26	6	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	8	47	7	41	2	12	442	42	0	45	48	7	441	2127	1	48	42	9	441
No	52	4	8	40	77	7	13	1	2	448	134	4	71	20	4	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	3										10	0	90	10	0	452	324	27	72	1	0	458
No	66	4	6	45	68	14	21	3	5	446	166	4	63	28	5	445	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: 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	1	0	0	1	100	0	0	0	0	446	4	0	50	17	33	438	4	2	45	36	17	441
B. less than one hour	93	4	6	42	68	13	21	3	5	446	89	4	71	21	4	446	75	5	67	23	4	447
C. one to two hours	4	0	0	3	100	0	0	0	0	449	6	0	50	40	10	440	18	5	67	23	5	447
D. more than two hours	1	0	0	1	100	0	0	0	0	444	1	0	50	50	0	442	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	3	9	23	72	5	16	1	3	449	48	7	74	16	4	448	40	8	71	17	4	449
B. good	31	1	5	15	71	4	19	1	5	446	32	2	63	27	8	443	45	3	66	25	5	446
C. fair	18	0	0	7	58	4	33	1	8	442	16	0	60	32	8	442	13	1	54	35	10	442
D. poor	3	0	0	2	100	0	0	0	0	447	3	0	80	20	0	448	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.	25	2	12	13	76	1	6	1	6	448	29	7	69	20	4	447	31	8	69	19	4	448
B. They match some of what I have learned.	45	2	7	21	70	7	23	0	0	447	46	4	73	19	4	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	21	0	0	7	50	5	36	2	14	442	20	0	52	35	13	443	11	2	54	35	10	442
D. There is no match.	9	0	0	6	100	0	0	0	0	447	5	0	88	13	0	446	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	8	62	3	23	2	15	442	20	3	61	19	16	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	62	3	7	28	68	9	22	1	2	447	63	3	70	22	4	446	63	6	69	22	4	447
C. easier than my regular schoolwork	18	1	8	10	83	1	8	0	0	448	17	7	67	26	0	446	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.	12	0	0	3	38	4	50	1	13	442	13	0	38	43	19	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	1	3	23	70	7	21	2	6	445	51	3	69	24	5	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	38	3	12	20	80	2	8	0	0	449	35	7	78	13	2	449	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	15	3	30	6	60	1	10	0	0	453	13	14	67	19	0	450	21	8	68	19	5	448
B. 20 minutes to an hour	42	0	0	20	71	6	21	2	7	446	44	3	71	19	7	446	55	5	70	21	4	447
C. less than 20 minutes	16	1	9	7	64	3	27	0	0	446	17	4	65	27	4	444	13	2	57	33	8	443
D. I rarely read at home.	27	0	0	14	78	3	17	1	6	444	26	0	66	27	7	443	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	6	67	1	11	2	22	443	23	0	71	23	6	444	25	3	59	30	8	444
B. six to ten pages	16	0	0	5	50	5	50	0	0	444	17	4	42	42	12	442	24	4	64	26	6	445
C. eleven or more pages	70	4	9	34	76	6	13	1	2	448	60	5	75	16	3	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	446	33	0	100	0	0	446						
B.	50	0	0	1	100	0	0	0	0	454	67	0	100	0	0	457						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	4
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 462–480)	2006-2007	4	6	17	10	1054	8
	2007-2008	15	23	27	15	1321	9
	2008-2009	**7**	**10**	**19**	**11**	**1712**	**13**
	Cum. Total*	26	13	63	12	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	41	63	91	53	7394	53
	2007-2008	40	61	103	58	7079	51
	2008-2009	**45**	**65**	**98**	**56**	**7270**	**53**
	Cum. Total*	126	63	292	56	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	16	25	40	23	3729	27
	2007-2008	8	12	35	20	3955	28
	2008-2009	**13**	**19**	**46**	**26**	**3219**	**24**
	Cum. Total*	37	19	121	23	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	4	6	23	13	1735	12
	2007-2008	3	5	14	8	1642	12
	2008-2009	**4**	**6**	**13**	**7**	**1408**	**10**
	Cum. Total*	11	6	50	10	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**	32.4	67.5	31.2	65.0	30.8	64.2
A. Number	**20**	**42**	13.9	69.5	12.8	64.0	12.5	62.5
B. Data	**8**	**17**	5.2	65.0	5.1	63.8	5.3	66.3
C. Geometry	**10**	**21**	6.8	68.0	6.7	67.0	6.5	65.0
D. Algebra	**10**	**21**	6.4	64.0	6.5	65.0	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: 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	69	7	10	45	65	13	19	4	6	449	176	11	56	26	7	447	13609	13	53	24	10	446
Ethnicity																						
African American/Black	5	0	0	5	100	0	0	0	0	451	8	0	75	13	13	447	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	4										5	0	40	60	0	443	225	22	45	20	12	448
Hispanic	1										3						147	3	58	30	10	443
Caucasian/White	59	7	12	38	64	10	17	4	7	449	160	12	55	26	8	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	14	1	7	6	43	3	21	4	29	438	35	9	34	34	23	439	2227	3	34	33	30	437
No	55	6	11	39	71	10	18	0	0	451	141	11	61	24	4	449	11382	14	57	22	7	448
Current LEP																						
Yes	6	1	17	3	50	2	33	0	0	449	11	9	45	36	9	446	370	7	35	31	27	439
No	63	6	10	42	67	11	17	4	6	449	165	11	56	25	7	447	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	49	6	12	28	57	12	24	3	6	448	89	10	49	30	10	446	5704	6	48	30	16	442
No	20	1	5	17	85	1	5	1	5	450	87	11	62	22	5	448	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	69	7	10	45	65	13	19	4	6	449	176	11	56	26	7	447	13603	13	53	24	10	446
Gender																						
Female	37	1	3	24	65	8	22	4	11	445	90	6	59	27	9	445	6591	12	54	24	11	446
Male	32	6	19	21	66	5	16	0	0	453	86	16	52	26	6	448	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	10	59	6	35	1	6	444	42	0	52	40	7	443	2131	3	41	38	18	440
No	52	7	13	35	67	7	13	3	6	450	134	14	57	22	7	448	11478	14	56	21	9	448
Gifted/talented program																						
Yes	3										10	70	30	0	0	464	324	64	34	2	0	464
No	66	5	8	44	67	13	20	4	6	448	166	7	57	28	8	446	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: 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	1	0	0	0	0	1	100	0	0	436	4	0	33	33	33	435	4	4	37	30	28	438
B. less than one hour	93	6	10	43	69	11	18	2	3	450	89	12	63	22	4	449	75	13	55	23	9	447
C. one to two hours	4	1	33	1	33	1	33	0	0	450	6	10	20	50	20	440	18	12	54	24	10	446
D. more than two hours	1	0	0	0	0	0	0	1	100	418	1	0	50	0	50	433	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	4	17	17	74	2	9	0	0	454	31	17	67	13	4	452	37	22	56	16	7	451
B. good	45	3	10	19	63	6	20	2	7	448	48	11	59	23	8	447	45	9	56	25	9	446
C. fair	18	0	0	8	67	3	25	1	8	444	14	0	64	32	5	444	14	3	46	34	17	440
D. poor	3	0	0	0	0	2	100	0	0	435	8	8	17	67	8	438	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.	52	4	11	21	60	10	29	0	0	450	41	14	63	23	0	451	35	19	56	19	7	450
B. They match some of what I have learned.	33	2	9	17	77	2	9	1	5	452	45	10	62	23	6	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	12	1	13	5	63	0	0	2	25	441	11	6	41	24	29	437	10	5	43	31	21	440
D. There is no match.	3	0	0	1	50	1	50	0	0	447	3	0	20	60	20	438	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	0	0	4	50	2	25	2	25	437	13	0	30	50	20	437	17	5	44	31	20	441
B. about the same as my regular schoolwork	66	3	7	32	73	8	18	1	2	450	66	12	66	18	4	450	62	13	57	23	7	448
C. easier than my regular schoolwork	22	4	27	8	53	3	20	0	0	453	21	15	55	27	3	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	6	1	25	1	25	2	50	0	0	448	6	11	44	22	22	445	7	6	36	32	27	438
B. 30–45 minutes	13	0	0	6	67	3	33	0	0	448	23	11	58	25	6	448	25	7	52	28	12	444
C. 45–60 minutes	18	1	8	8	67	2	17	1	8	447	21	9	52	33	6	445	38	14	56	22	8	448
D. more than 60 minutes	63	5	12	29	69	6	14	2	5	450	50	12	64	19	5	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	452	3	0	75	0	25	444	3	4	36	31	28	438
B. two or three days a week	0										8	0	46	38	15	442	12	13	51	26	10	446
C. two or three times each month	61	4	10	27	66	9	22	1	2	449	52	13	61	22	4	449	32	15	58	20	7	449
D. never or almost never	37	3	12	16	64	4	16	2	8	449	37	10	57	26	7	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	52	5	15	20	59	7	21	2	6	448	36	9	52	30	9	445	26	12	50	25	13	445
B. two or three days a week	29	1	5	14	74	3	16	1	5	450	32	10	61	27	2	449	32	14	57	21	7	448
C. two or three times each month	12	1	13	4	50	3	38	0	0	447	21	18	52	18	12	448	26	13	56	22	8	448
D. never or almost never	8	0	0	5	100	0	0	0	0	453	11	6	82	12	0	452	17	9	50	27	13	444
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	446	33	0	100	0	0	446						
B.	50	1	100	0	0	0	0	0	0	464	67	50	50	0	0	459						
C.	0										0											
D.	0										0											

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