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:	11811436
SAU:	Windham School Department
School:	Manchester 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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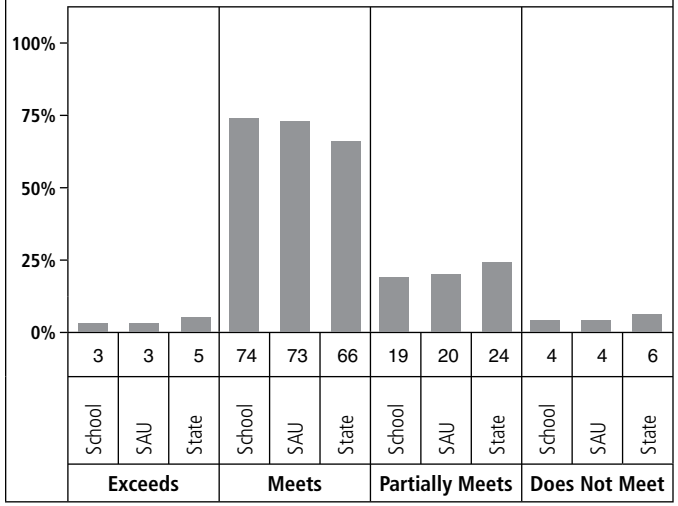
SUMMARY OF SCORES

Test Date:	March 2009
Grade:	4
SAU:	Windham School Department
School:	Manchester School

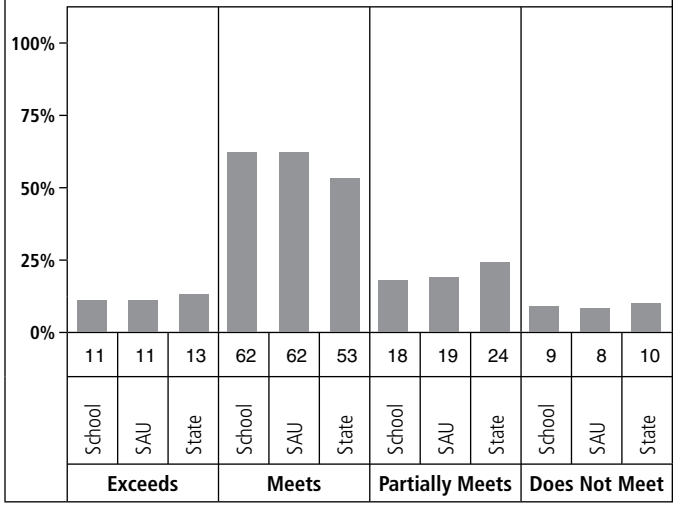
Summary of School, SAU, and State Scores

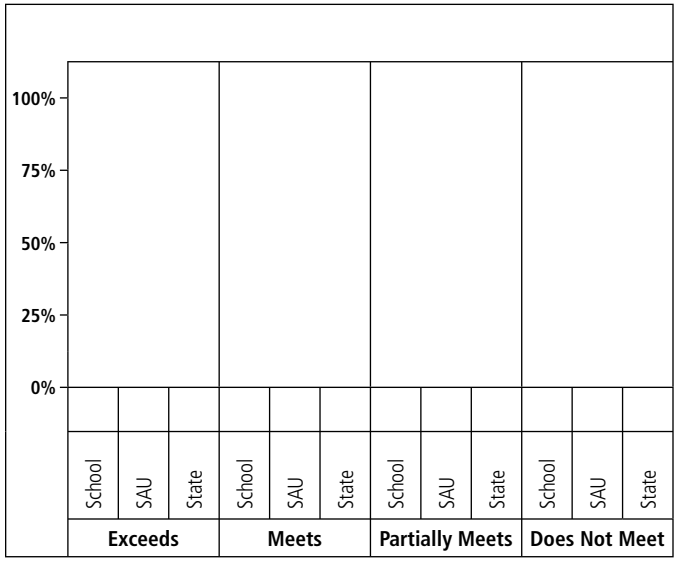
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	446	446	445
2007–2008	446	446	445
2008–2009	**446**	**446**	**446**
Cum. Avg.*	446	446	445
Mathematics			
2006–2007	446	446	445
2007–2008	445	445	445
2008–2009	**448**	**448**	**446**
Cum. Avg.*	446	446	445

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: Windham School Department
School: Manchester 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	177	100	178	100	13805	100	177	100	178	100	13737	100	177	100	178	100	13746	100						
Ethnicity African American/Black	1	1	1	1	419	3	1	100	1	100	410	98	1	100	1	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	2	1	2	1	229	2	2	100	2	100	223	97	2	100	2	100	227	99						
Hispanic	2	1	2	1	149	1	2	100	2	100	148	99	2	100	2	100	148	99						
Caucasian/White	172	97	173	97	12883	93	172	100	173	100	12832	100	172	100	173	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	24	14	25	14	2383	17	24	100	25	100	2366	100	24	100	25	100	2364	99						
Current LEP	5	3	5	3	377	3	5	100	5	100	362	96	5	100	5	100	373	99						
Economically disadvantaged	51	29	52	29	5819	42	51	100	52	100	5782	99	51	100	52	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	107	60	107	60	10439	76	108	61	108	61	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	5	5	5	5	171	2	5	5	5	5	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	69	39	70	39	3142	23	68	38	69	39	3138	23						
Identified disability (PET/IEP)	23	33	24	34	1860	59	23	34	24	35	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	46	67	46	66	1060	34	45	66	45	65	1043	33						
Participation through alternate assessment (PAAP)	1	1	1	1	155	1	1	1	1	1	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	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:	Windham School Department
School:	Manchester 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	5	2	5	2	507	4
	2007-2008	7	3	7	3	559	4
	2008-2009	**5**	**3**	**5**	**3**	**672**	**5**
	Cum. Total*	17	3	17	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	147	72	147	72	8749	63
	2007-2008	143	62	143	62	8308	59
	2008-2009	**130**	**74**	**130**	**73**	**8917**	**66**
	Cum. Total*	420	69	420	69	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	41	20	41	20	3467	25
	2007-2008	69	30	69	30	3922	28
	2008-2009	**34**	**19**	**35**	**20**	**3241**	**24**
	Cum. Total*	144	24	145	24	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	12	6	12	6	1165	8
	2007-2008	11	5	11	5	1264	9
	2008-2009	**7**	**4**	**7**	**4**	**751**	**6**
	Cum. Total*	30	5	30	5	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**	32.0	66.7	32.0	66.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.3	67.9	16.3	67.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.7	65.4	15.6	65.0	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: Windham School Department
School: Manchester 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	176	5	3	130	74	34	19	7	4	446	177	3	73	20	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	2										2						221	9	62	22	7	447
Hispanic	2										2						146	1	64	28	6	445
Caucasian/White	171	4	2	128	75	32	19	7	4	446	172	2	74	19	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	8	35	11	48	4	17	439	24	0	33	50	17	439	2211	1	39	42	18	439
No	153	5	3	122	80	23	15	3	2	448	153	3	80	15	2	448	11370	6	71	20	3	448
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	446	5	0	80	20	0	446	357	3	42	36	19	440
No	171	5	3	126	74	33	19	7	4	446	172	3	73	20	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	51	1	2	34	67	13	25	3	6	444	52	2	65	27	6	444	5677	2	57	32	9	443
No	125	4	3	96	77	21	17	4	3	447	125	3	77	17	3	447	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	176	5	3	130	74	34	19	7	4	446	177	3	73	20	4	446	13575	5	66	24	6	446
Gender																						
Female	88	5	6	68	77	13	15	2	2	448	88	6	77	15	2	448	6580	7	68	21	5	448
Male	88	0	0	62	70	21	24	5	6	445	89	0	70	25	6	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2127	1	48	42	9	441
No	175	5	3	129	74	34	19	7	4	446	176	3	73	20	4	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	176	5	3	130	74	34	19	7	4	446	177	3	73	20	4	446	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: Windham School Department
School: Manchester 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	2	0	0	3	75	0	0	1	25	444	3	0	60	20	20	443	4	2	45	36	17	441
B. less than one hour	78	5	4	100	72	29	21	4	3	447	78	4	72	21	3	447	75	5	67	23	4	447
C. one to two hours	15	0	0	22	81	3	11	2	7	447	15	0	81	11	7	447	18	5	67	23	5	447
D. more than two hours	4	0	0	5	71	2	29	0	0	446	4	0	71	29	0	446	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	4	6	56	81	8	12	1	1	449	40	6	80	13	1	449	40	8	71	17	4	449
B. good	45	1	1	55	70	18	23	5	6	445	45	1	70	23	6	445	45	3	66	25	5	446
C. fair	11	0	0	14	70	5	25	1	5	443	11	0	70	25	5	443	13	1	54	35	10	442
D. poor	3	0	0	3	50	3	50	0	0	443	3	0	50	50	0	443	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.	23	0	0	35	88	5	13	0	0	449	23	0	88	13	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	58	5	5	74	73	20	20	3	3	447	58	5	72	20	3	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	13	0	0	13	59	6	27	3	14	441	12	0	59	27	14	441	11	2	54	35	10	442
D. There is no match.	7	0	0	8	67	3	25	1	8	443	7	0	67	25	8	443	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	1	3	20	67	8	27	1	3	445	17	3	67	27	3	445	19	4	54	31	11	443
B. about the same as my regular schoolwork	60	3	3	80	75	19	18	4	4	447	60	3	75	18	4	447	63	6	69	22	4	447
C. easier than my regular schoolwork	23	1	3	30	75	7	18	2	5	446	23	2	73	20	5	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.	14	0	0	11	44	13	52	1	4	442	14	0	44	52	4	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	53	3	3	72	77	15	16	3	3	447	54	3	77	17	3	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	32	2	4	45	80	6	11	3	5	448	32	4	80	11	5	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	18	2	6	23	74	6	19	0	0	448	18	6	74	19	0	448	21	8	68	19	5	448
B. 20 minutes to an hour	57	3	3	80	80	15	15	2	2	448	57	3	80	15	2	448	55	5	70	21	4	447
C. less than 20 minutes	12	0	0	16	76	2	10	3	14	444	13	0	73	14	14	443	13	2	57	33	8	443
D. I rarely read at home.	13	0	0	10	43	11	48	2	9	441	13	0	43	48	9	441	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	25	64	11	28	3	8	443	23	0	63	30	8	443	25	3	59	30	8	444
B. six to ten pages	31	2	4	41	76	9	17	2	4	447	31	4	76	17	4	447	24	4	64	26	6	445
C. eleven or more pages	46	3	4	63	80	12	15	1	1	448	46	4	80	15	1	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	20	0	0	1	100	0	0	0	0	442	20	0	100	0	0	442						
B.	60	0	0	3	100	0	0	0	0	447	60	0	100	0	0	447						
C.	0										0											
D.	20	0	0	0	0	0	0	1	100	428	20	0	0	0	100	428						

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:	Windham School Department
School:	Manchester 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	13	6	13	6	1054	8
	2007-2008	15	7	15	7	1321	9
	2008-2009	**20**	**11**	**20**	**11**	**1712**	**13**
	Cum. Total*	48	8	48	8	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	118	58	118	58	7394	53
	2007-2008	120	52	120	52	7079	51
	2008-2009	**109**	**62**	**109**	**62**	**7270**	**53**
	Cum. Total*	347	57	347	57	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	59	29	59	29	3729	27
	2007-2008	73	32	73	32	3955	28
	2008-2009	**32**	**18**	**33**	**19**	**3219**	**24**
	Cum. Total*	164	27	165	27	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	15	7	15	7	1735	12
	2007-2008	22	10	22	10	1642	12
	2008-2009	**15**	**9**	**15**	**8**	**1408**	**10**
	Cum. Total*	52	9	52	8	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**	31.9	66.5	31.9	66.5	30.8	64.2
A. Number	**20**	**42**	13.3	66.5	13.2	66.0	12.5	62.5
B. Data	**8**	**17**	5.4	67.5	5.3	66.3	5.3	66.3
C. Geometry	**10**	**21**	6.7	67.0	6.7	67.0	6.5	65.0
D. Algebra	**10**	**21**	6.6	66.0	6.6	66.0	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: Windham School Department
School: Manchester 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	176	20	11	109	62	32	18	15	9	448	177	11	62	19	8	448	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	2										2						225	22	45	20	12	448
Hispanic	2										2						147	3	58	30	10	443
Caucasian/White	171	19	11	107	63	31	18	14	8	448	172	11	62	19	8	448	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	23	1	4	7	30	7	30	8	35	437	24	4	29	33	33	437	2227	3	34	33	30	437
No	153	19	12	102	67	25	16	7	5	450	153	12	67	16	5	450	11382	14	57	22	7	448
Current LEP																						
Yes	5	1	20	3	60	0	0	1	20	446	5	20	60	0	20	446	370	7	35	31	27	439
No	171	19	11	106	62	32	19	14	8	448	172	11	62	19	8	448	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	51	3	6	30	59	10	20	8	16	445	52	6	58	21	15	445	5704	6	48	30	16	442
No	125	17	14	79	63	22	18	7	6	449	125	14	63	18	6	449	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	176	20	11	109	62	32	18	15	9	448	177	11	62	19	8	448	13603	13	53	24	10	446
Gender																						
Female	88	11	13	52	59	19	22	6	7	448	88	13	59	22	7	448	6591	12	54	24	11	446
Male	88	9	10	57	65	13	15	9	10	448	89	10	64	16	10	447	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2131	3	41	38	18	440
No	175	20	11	108	62	32	18	15	9	448	176	11	61	19	9	448	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	176	20	11	109	62	32	18	15	9	448	177	11	62	19	8	448	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: Windham School Department
School: Manchester 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	2	0	0	3	75	0	0	1	25	437	3	0	60	20	20	436	4	4	37	30	28	438
B. less than one hour	78	15	11	84	61	28	20	11	8	448	78	11	61	20	8	448	75	13	55	23	9	447
C. one to two hours	15	5	19	18	67	2	7	2	7	452	15	19	67	7	7	452	18	12	54	24	10	446
D. more than two hours	4	0	0	4	57	2	29	1	14	443	4	0	57	29	14	443	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	10	14	51	70	8	11	4	5	451	41	14	70	11	5	451	37	22	56	16	7	451
B. good	44	8	10	47	60	14	18	9	12	446	45	10	59	19	11	446	45	9	56	25	9	446
C. fair	11	2	11	8	42	8	42	1	5	445	11	11	42	42	5	445	14	3	46	34	17	440
D. poor	3	0	0	3	50	2	33	1	17	440	3	0	50	33	17	440	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	13	18	43	59	11	15	6	8	450	41	18	59	15	8	450	35	19	56	19	7	450
B. They match some of what I have learned.	45	4	5	53	67	17	22	5	6	447	45	5	66	23	6	447	51	11	56	25	8	446
C. They match just a little of what I have learned.	11	3	16	9	47	3	16	4	21	444	11	16	47	16	21	444	10	5	43	31	21	440
D. There is no match.	3	0	0	4	80	1	20	0	0	448	3	0	80	20	0	448	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	1	4	17	63	5	19	4	15	444	16	4	63	19	15	444	17	5	44	31	20	441
B. about the same as my regular schoolwork	58	8	8	61	61	22	22	9	9	447	58	8	60	23	9	446	62	13	57	23	7	448
C. easier than my regular schoolwork	27	9	20	31	67	5	11	1	2	453	26	20	67	11	2	453	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	7	0	0	5	42	3	25	4	33	434	7	0	42	25	33	434	7	6	36	32	27	438
B. 30–45 minutes	16	0	0	13	46	10	36	5	18	441	16	0	45	38	17	441	25	7	52	28	12	444
C. 45–60 minutes	45	17	22	47	59	11	14	4	5	452	45	22	59	14	5	452	38	14	56	22	8	448
D. more than 60 minutes	32	3	5	44	77	8	14	2	4	449	32	5	77	14	4	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	5	1	11	6	67	0	0	2	22	447	5	11	67	0	22	447	3	4	36	31	28	438
B. two or three days a week	16	4	14	15	54	7	25	2	7	448	16	14	54	25	7	448	12	13	51	26	10	446
C. two or three times each month	37	9	14	40	63	10	16	5	8	448	36	14	63	16	8	448	32	15	58	20	7	449
D. never or almost never	42	5	7	48	65	15	20	6	8	448	43	7	64	21	8	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	6	12	30	58	11	21	5	10	448	30	12	58	21	10	448	26	12	50	25	13	445
B. two or three days a week	34	11	19	38	64	6	10	4	7	451	34	18	63	12	7	451	32	14	57	21	7	448
C. two or three times each month	14	2	8	16	64	5	20	2	8	446	14	8	64	20	8	446	26	13	56	22	8	448
D. never or almost never	22	1	3	23	61	10	26	4	11	445	22	3	61	26	11	445	17	9	50	27	13	444
Optional school/SAU question																						
A.	20	0	0	0	0	1	100	0	0	436	20	0	0	100	0	436						
B.	60	1	33	2	67	0	0	0	0	454	60	33	67	0	0	454						
C.	0										0											
D.	20	0	0	0	0	1	100	0	0	440	20	0	0	100	0	440						

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