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:	12931848
SAU:	Wells-Ogunquit CSD
School:	Wells Elementary School

Contents of the Report

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

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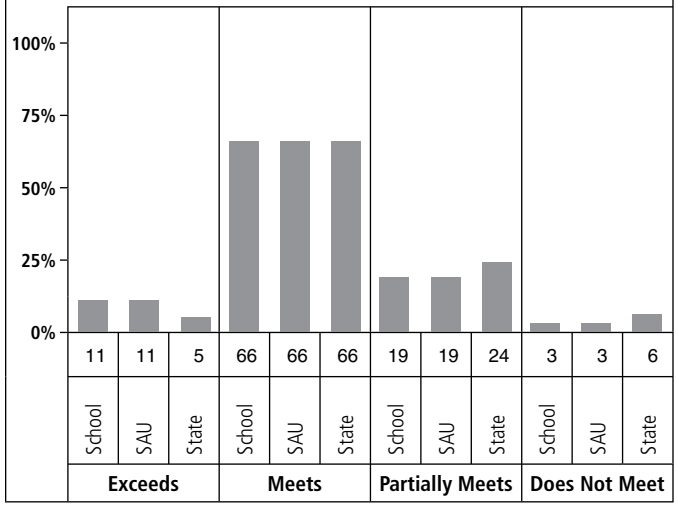
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

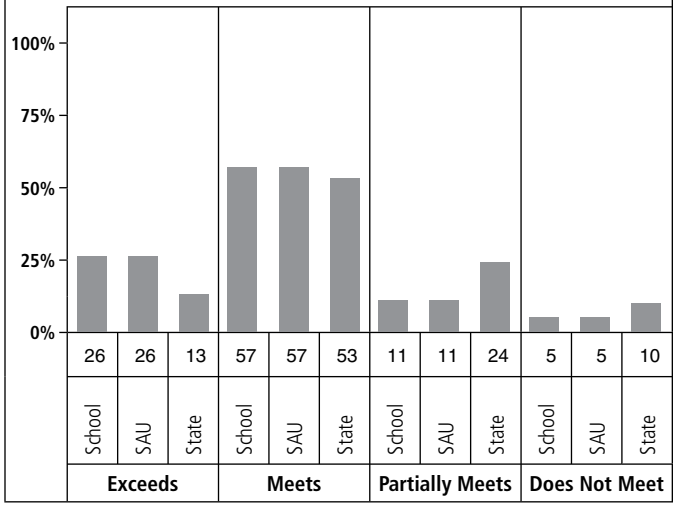
Summary of School, SAU, and State Scores

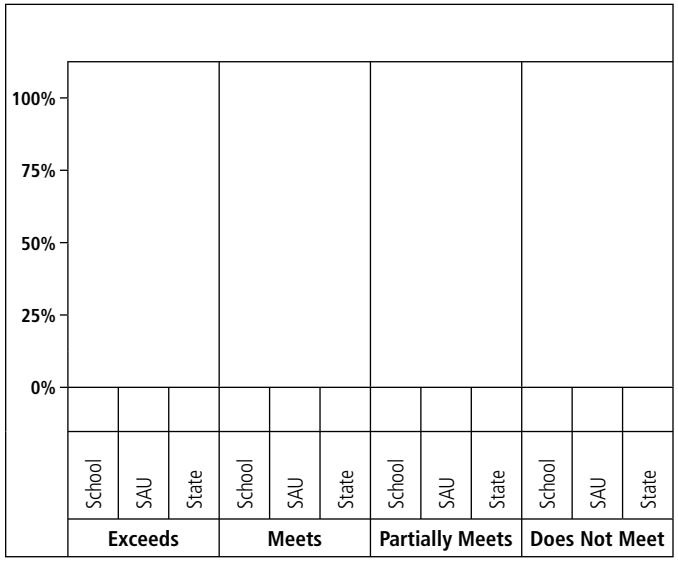
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	450	450	445
2007–2008	450	450	445
2008–2009	**449**	**449**	**446**
Cum. Avg.*	450	450	445
Mathematics			
2006–2007	448	448	445
2007–2008	451	451	445
2008–2009	**453**	**453**	**446**
Cum. Avg.*	451	451	445

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: Wells-Ogunquit CSD
School: Wells Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	123	100	123	100	13805	100	123	100	123	100	13737	100	123	100	123	100	13746	100						
Ethnicity African American/Black	3	2	3	2	419	3	3	100	3	100	410	98	3	100	3	100	416	99						
American Indian or Native Alaskan	1	1	1	1	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	119	97	119	97	12883	93	119	100	119	100	12832	100	119	100	119	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	27	22	27	22	2383	17	27	100	27	100	2366	100	27	100	27	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	23	19	23	19	5819	42	23	100	23	100	5782	99	23	100	23	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	92	75	92	75	10439	76	95	77	95	77	10471	76						
Identified disability (PET/IEP)	3	3	3	3	351	3	6	6	6	6	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	30	24	30	24	3142	23	27	22	27	22	3138	23						
Identified disability (PET/IEP)	23	77	23	77	1860	59	20	74	20	74	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	7	23	7	23	1060	34	7	26	7	26	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:	Wells-Ogunquit CSD
School:	Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	7	6	7	6	507	4
	2007-2008	7	6	7	6	559	4
	2008-2009	**14**	**11**	**14**	**11**	**672**	**5**
	Cum. Total*	28	8	28	8	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	88	80	88	80	8749	63
	2007-2008	84	78	84	78	8308	59
	2008-2009	**81**	**66**	**81**	**66**	**8917**	**66**
	Cum. Total*	253	74	253	74	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	11	10	11	10	3467	25
	2007-2008	15	14	15	14	3922	28
	2008-2009	**23**	**19**	**23**	**19**	**3241**	**24**
	Cum. Total*	49	14	49	14	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	4	4	4	4	1165	8
	2007-2008	2	2	2	2	1264	9
	2008-2009	**4**	**3**	**4**	**3**	**751**	**6**
	Cum. Total*	10	3	10	3	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**	33.7	70.2	33.7	70.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	17.0	70.8	17.0	70.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.8	70.0	16.8	70.0	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: Wells-Ogunquit CSD
School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	122	14	11	81	66	23	19	4	3	449	122	11	66	19	3	449	13581	5	66	24	6	446
Ethnicity																						
African American/Black	3										3						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	118	14	12	79	67	21	18	4	3	450	118	12	67	18	3	450	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	11	42	11	42	4	15	439	26	0	42	42	15	439	2211	1	39	42	18	439
No	96	14	15	70	73	12	13	0	0	452	96	15	73	13	0	452	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	122	14	11	81	66	23	19	4	3	449	122	11	66	19	3	449	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	23	0	0	14	61	9	39	0	0	445	23	0	61	39	0	445	5677	2	57	32	9	443
No	99	14	14	67	68	14	14	4	4	450	99	14	68	14	4	450	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	122	14	11	81	66	23	19	4	3	449	122	11	66	19	3	449	13575	5	66	24	6	446
Gender																						
Female	64	13	20	40	63	9	14	2	3	452	64	20	63	14	3	452	6580	7	68	21	5	448
Male	58	1	2	41	71	14	24	2	3	446	58	2	71	24	3	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	122	14	11	81	66	23	19	4	3	449	122	11	66	19	3	449	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	463	5	60	40	0	0	463	324	27	72	1	0	458
No	117	11	9	79	68	23	20	4	3	449	117	9	68	20	3	449	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: Wells-Ogunquit CSD
School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	50	1	50	433	2	0	0	50	50	433	4	2	45	36	17	441
B. less than one hour	85	10	10	69	66	22	21	3	3	449	85	10	66	21	3	449	75	5	67	23	4	447
C. one to two hours	9	3	27	8	73	0	0	0	0	457	9	27	73	0	0	457	18	5	67	23	5	447
D. more than two hours	4	1	20	4	80	0	0	0	0	452	4	20	80	0	0	452	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	9	24	23	62	3	8	2	5	454	30	24	62	8	5	454	40	8	71	17	4	449
B. good	52	5	8	41	65	15	24	2	3	447	52	8	65	24	3	447	45	3	66	25	5	446
C. fair	17	0	0	17	81	4	19	0	0	447	17	0	81	19	0	447	13	1	54	35	10	442
D. poor	1	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	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.	39	10	21	30	63	8	17	0	0	454	39	21	63	17	0	454	31	8	69	19	4	448
B. They match some of what I have learned.	50	4	7	46	75	10	16	1	2	448	50	7	75	16	2	448	53	4	68	23	4	447
C. They match just a little of what I have learned.	8	0	0	5	50	3	30	2	20	441	8	0	50	30	20	441	11	2	54	35	10	442
D. There is no match.	2	0	0	0	0	2	67	1	33	425	2	0	0	67	33	425	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	2	7	18	60	8	27	2	7	445	25	7	60	27	7	445	19	4	54	31	11	443
B. about the same as my regular schoolwork	62	10	13	50	66	15	20	1	1	451	62	13	66	20	1	451	63	6	69	22	4	447
C. easier than my regular schoolwork	13	2	13	13	81	0	0	1	6	451	13	13	81	0	6	451	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.	10	0	0	4	33	6	50	2	17	436	10	0	33	50	17	436	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	54	7	11	45	69	12	18	1	2	450	54	11	69	18	2	450	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	36	7	16	31	70	5	11	1	2	453	36	16	70	11	2	453	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	22	6	22	19	70	1	4	1	4	452	22	22	70	4	4	452	21	8	68	19	5	448
B. 20 minutes to an hour	43	6	11	33	62	12	23	2	4	450	43	11	62	23	4	450	55	5	70	21	4	447
C. less than 20 minutes	16	1	5	14	70	5	25	0	0	447	16	5	70	25	0	447	13	2	57	33	8	443
D. I rarely read at home.	18	1	5	15	68	5	23	1	5	447	18	5	68	23	5	447	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	20	67	9	30	1	3	445	25	0	67	30	3	445	25	3	59	30	8	444
B. six to ten pages	36	7	16	27	63	8	19	1	2	451	36	16	63	19	2	451	24	4	64	26	6	445
C. eleven or more pages	39	7	15	33	70	6	13	1	2	451	39	15	70	13	2	451	51	7	70	20	4	448
Optional school/SAU question																						
A.	67	0	0	0	0	1	50	1	50	434	67	0	0	50	50	434						
B.	33	0	0	0	0	1	100	0	0	436	33	0	0	100	0	436						
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: Wells-Ogunquit CSD
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	10	9	10	9	1054	8
	2007-2008	21	19	21	19	1321	9
	2008-2009	**32**	**26**	**32**	**26**	**1712**	**13**
	Cum. Total*	63	18	63	18	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	68	62	68	62	7394	53
	2007-2008	59	54	59	54	7079	51
	2008-2009	**70**	**57**	**70**	**57**	**7270**	**53**
	Cum. Total*	197	58	197	58	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	22	20	22	20	3729	27
	2007-2008	26	24	26	24	3955	28
	2008-2009	**14**	**11**	**14**	**11**	**3219**	**24**
	Cum. Total*	62	18	62	18	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	10	9	10	9	1735	12
	2007-2008	3	3	3	3	1642	12
	2008-2009	**6**	**5**	**6**	**5**	**1408**	**10**
	Cum. Total*	19	6	19	6	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**	35.0	72.9	35.0	72.9	30.8	64.2
A. Number	**20**	**42**	14.6	73.0	14.6	73.0	12.5	62.5
B. Data	**8**	**17**	5.6	70.0	5.6	70.0	5.3	66.3
C. Geometry	**10**	**21**	7.3	73.0	7.3	73.0	6.5	65.0
D. Algebra	**10**	**21**	7.5	75.0	7.5	75.0	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: Wells-Ogunquit CSD
School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	122	32	26	70	57	14	11	6	5	453	122	26	57	11	5	453	13609	13	53	24	10	446
Ethnicity																						
African American/Black	3										3						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	118	32	27	66	56	14	12	6	5	453	118	27	56	12	5	453	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	26	2	8	13	50	5	19	6	23	442	26	8	50	19	23	442	2227	3	34	33	30	437
No	96	30	31	57	59	9	9	0	0	456	96	31	59	9	0	456	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	122	32	26	70	57	14	11	6	5	453	122	26	57	11	5	453	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	23	3	13	14	61	5	22	1	4	448	23	13	61	22	4	448	5704	6	48	30	16	442
No	99	29	29	56	57	9	9	5	5	454	99	29	57	9	5	454	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	122	32	26	70	57	14	11	6	5	453	122	26	57	11	5	453	13603	13	53	24	10	446
Gender																						
Female	64	20	31	33	52	8	13	3	5	454	64	31	52	13	5	454	6591	12	54	24	11	446
Male	58	12	21	37	64	6	10	3	5	451	58	21	64	10	5	451	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	122	32	26	70	57	14	11	6	5	453	122	26	57	11	5	453	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	465	5	60	40	0	0	465	324	64	34	2	0	464
No	117	29	25	68	58	14	12	6	5	453	117	25	58	12	5	453	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: Wells-Ogunquit CSD
School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	0	0	1	50	428	2	0	50	0	50	428	4	4	37	30	28	438
B. less than one hour	85	27	26	58	56	14	13	5	5	453	85	26	56	13	5	453	75	13	55	23	9	447
C. one to two hours	9	4	36	7	64	0	0	0	0	460	9	36	64	0	0	460	18	12	54	24	10	446
D. more than two hours	4	1	20	4	80	0	0	0	0	456	4	20	80	0	0	456	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	48	22	38	24	41	8	14	4	7	454	48	38	41	14	7	454	37	22	56	16	7	451
B. good	41	8	16	35	70	5	10	2	4	452	41	16	70	10	4	452	45	9	56	25	9	446
C. fair	10	2	17	9	75	1	8	0	0	452	10	17	75	8	0	452	14	3	46	34	17	440
D. poor	2	0	0	2	100	0	0	0	0	453	2	0	100	0	0	453	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.	44	19	35	29	54	5	9	1	2	455	44	35	54	9	2	455	35	19	56	19	7	450
B. They match some of what I have learned.	47	12	21	36	63	8	14	1	2	454	47	21	63	14	2	454	51	11	56	25	8	446
C. They match just a little of what I have learned.	7	1	13	5	63	1	13	1	13	445	7	13	63	13	13	445	10	5	43	31	21	440
D. There is no match.	2	0	0	0	0	0	0	3	100	418	2	0	0	0	100	418	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	5	24	12	57	4	19	0	0	452	18	24	57	19	0	452	17	5	44	31	20	441
B. about the same as my regular schoolwork	65	19	24	52	67	5	6	2	3	454	65	24	67	6	3	454	62	13	57	23	7	448
C. easier than my regular schoolwork	18	8	38	5	24	5	24	3	14	451	18	38	24	24	14	451	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	2	0	0	2	67	0	0	1	33	439	2	0	67	0	33	439	7	6	36	32	27	438
B. 30–45 minutes	14	2	12	12	71	3	18	0	0	451	14	12	71	18	0	451	25	7	52	28	12	444
C. 45–60 minutes	36	15	34	21	48	6	14	2	5	454	36	34	48	14	5	454	38	14	56	22	8	448
D. more than 60 minutes	48	15	26	35	60	5	9	3	5	453	48	26	60	9	5	453	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	3	4	36	31	28	438
B. two or three days a week	10	4	33	6	50	2	17	0	0	455	10	33	50	17	0	455	12	13	51	26	10	446
C. two or three times each month	33	10	25	29	73	1	3	0	0	455	33	25	73	3	0	455	32	15	58	20	7	449
D. never or almost never	57	18	26	35	51	10	14	6	9	452	57	26	51	14	9	452	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	3	23	7	54	2	15	1	8	450	11	23	54	15	8	450	26	12	50	25	13	445
B. two or three days a week	49	16	27	33	56	7	12	3	5	452	49	27	56	12	5	452	32	14	57	21	7	448
C. two or three times each month	26	8	25	21	66	2	6	1	3	455	26	25	66	6	3	455	26	13	56	22	8	448
D. never or almost never	14	5	29	8	47	3	18	1	6	454	14	29	47	18	6	454	17	9	50	27	13	444
Optional school/SAU question																						
A.	67	0	0	0	0	1	50	1	50	425	67	0	0	50	50	425						
B.	33	0	0	0	0	1	100	0	0	440	33	0	0	100	0	440						
C.	0										0											
D.	0										0											

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