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:	10281201
SAU:	Calais School Department
School:	Calais 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

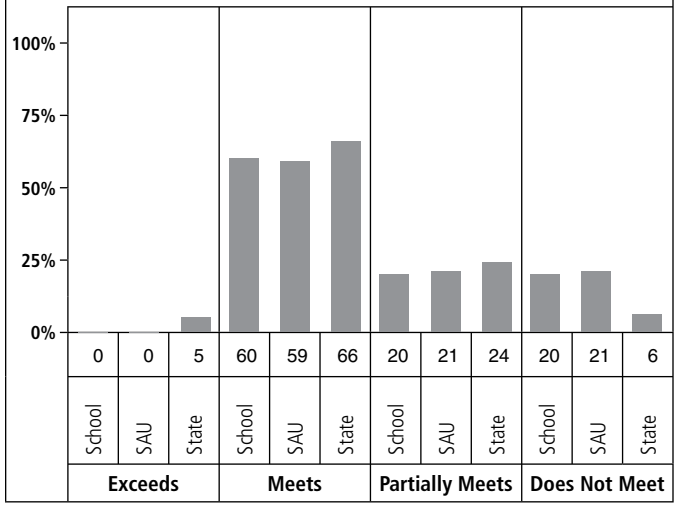
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Calais School Department
School: Calais Elementary School

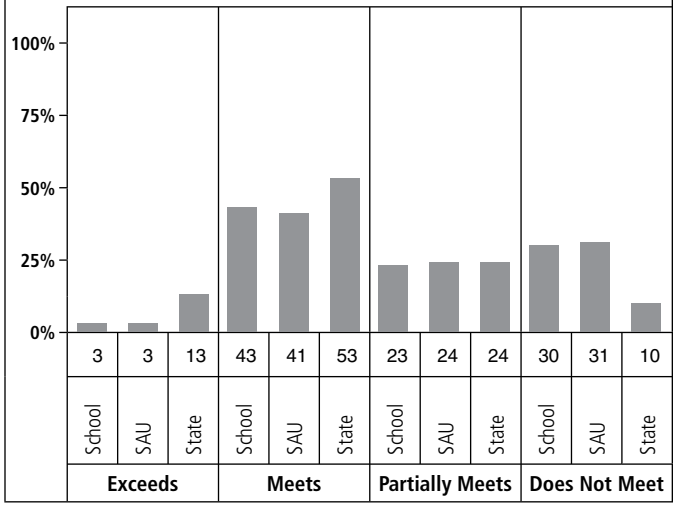
Summary of School, SAU, and State Scores

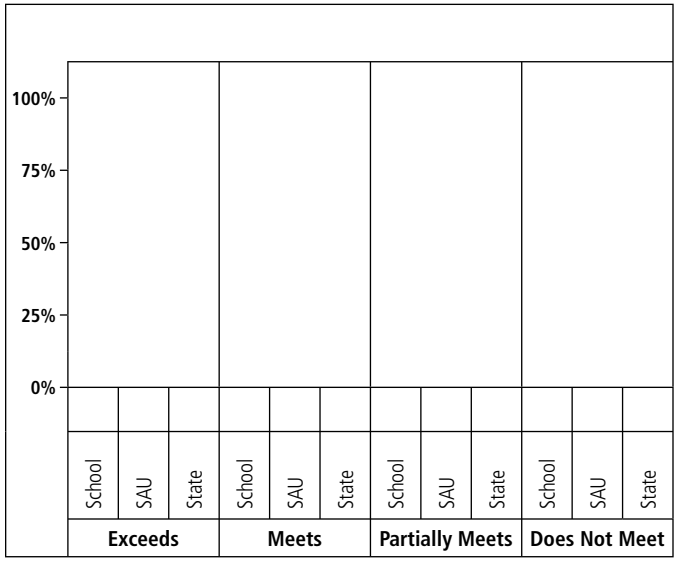
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	441	441	445
2007–2008	441	443	445
2008–2009	**441**	**441**	**446**
Cum. Avg.*	441	442	445
Mathematics			
2006–2007	436	437	445
2007–2008	439	441	445
2008–2009	**439**	**438**	**446**
Cum. Avg.*	438	438	445

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: Calais School Department
School: Calais 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	30	100	29	100	13805	100	30	100	29	100	13737	100	30	100	29	100	13746	100						
Ethnicity African American/Black	2	7	2	7	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	1	3	1	3	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	27	90	26	90	12883	93	27	100	26	100	12832	100	27	100	26	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	6	20	6	21	2383	17	6	100	6	100	2366	100	6	100	6	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	17	57	16	55	5819	42	17	100	16	100	5782	99	17	100	16	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	27	90	26	90	10439	76	27	90	26	90	10471	76						
Identified disability (PET/IEP)	3	11	3	12	351	3	3	11	3	12	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	3	10	3	10	3142	23	3	10	3	10	3138	23						
Identified disability (PET/IEP)	3	100	3	100	1860	59	3	100	3	100	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	0	0	0	0	1060	34	0	0	0	0	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:	Calais School Department
School:	Calais 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	0	0	0	0	507	4
	2007-2008	1	3	1	4	559	4
	2008-2009	**0**	**0**	**0**	**0**	**672**	**5**
	Cum. Total*	1	1	1	1	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	21	50	20	50	8749	63
	2007-2008	15	52	15	56	8308	59
	2008-2009	**18**	**60**	**17**	**59**	**8917**	**66**
	Cum. Total*	54	53	52	54	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	33	14	35	3467	25
	2007-2008	8	28	7	26	3922	28
	2008-2009	**6**	**20**	**6**	**21**	**3241**	**24**
	Cum. Total*	28	28	27	28	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	7	17	6	15	1165	8
	2007-2008	5	17	4	15	1264	9
	2008-2009	**6**	**20**	**6**	**21**	**751**	**6**
	Cum. Total*	18	18	16	17	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**	27.7	57.7	27.5	57.3	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.4	60.0	14.3	59.6	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	13.4	55.8	13.2	55.0	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: Calais School Department
School: Calais 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	30	0	0	18	60	6	20	6	20	441	29	0	59	21	21	441	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						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	27	0	0	18	67	5	19	4	15	442	26	0	65	19	15	442	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	2	33	3	50	429	6	0	17	33	50	429	2211	1	39	42	18	439
No	24	0	0	17	71	4	17	3	13	444	23	0	70	17	13	444	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	30	0	0	18	60	6	20	6	20	441	29	0	59	21	21	441	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	17	0	0	8	47	4	24	5	29	438	16	0	44	25	31	438	5677	2	57	32	9	443
No	13	0	0	10	77	2	15	1	8	445	13	0	77	15	8	445	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	30	0	0	18	60	6	20	6	20	441	29	0	59	21	21	441	13575	5	66	24	6	446
Gender																						
Female	14	0	0	7	50	4	29	3	21	441	13	0	46	31	23	441	6580	7	68	21	5	448
Male	16	0	0	11	69	2	13	3	19	441	16	0	69	13	19	441	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2127	1	48	42	9	441
No	26	0	0	17	65	5	19	4	15	442	25	0	64	20	16	442	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	30	0	0	18	60	6	20	6	20	441	29	0	59	21	21	441	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: Calais School Department
School: Calais 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	27	0	0	6	75	1	13	1	13	441	28	0	75	13	13	441	4	2	45	36	17	441
B. less than one hour	37	0	0	7	64	2	18	2	18	443	38	0	64	18	18	443	75	5	67	23	4	447
C. one to two hours	33	0	0	5	50	2	20	3	30	440	31	0	44	22	33	439	18	5	67	23	5	447
D. more than two hours	3	0	0	0	0	1	100	0	0	438	3	0	0	100	0	438	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	17	0	0	2	40	1	20	2	40	432	17	0	40	20	40	432	40	8	71	17	4	449
B. good	60	0	0	13	72	2	11	3	17	444	59	0	71	12	18	444	45	3	66	25	5	446
C. fair	17	0	0	2	40	3	60	0	0	442	17	0	40	60	0	442	13	1	54	35	10	442
D. poor	7	0	0	1	50	0	0	1	50	434	7	0	50	0	50	434	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.	30	0	0	4	44	1	11	4	44	434	28	0	38	13	50	433	31	8	69	19	4	448
B. They match some of what I have learned.	47	0	0	11	79	3	21	0	0	446	48	0	79	21	0	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	20	0	0	3	50	2	33	1	17	441	21	0	50	33	17	441	11	2	54	35	10	442
D. There is no match.	3	0	0	0	0	0	0	1	100	430	3	0	0	0	100	430	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	3	0	0	1	100	0	0	0	0	442	3	0	100	0	0	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	60	0	0	9	50	5	28	4	22	440	62	0	50	28	22	440	63	6	69	22	4	447
C. easier than my regular schoolwork	37	0	0	8	73	1	9	2	18	443	34	0	70	10	20	442	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.	13	0	0	2	50	1	25	1	25	441	14	0	50	25	25	441	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	47	0	0	9	64	4	29	1	7	445	48	0	64	29	7	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	40	0	0	7	58	1	8	4	33	437	38	0	55	9	36	436	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	4	57	2	29	1	14	443	24	0	57	29	14	443	21	8	68	19	5	448
B. 20 minutes to an hour	30	0	0	7	78	0	0	2	22	445	28	0	75	0	25	444	55	5	70	21	4	447
C. less than 20 minutes	17	0	0	3	60	1	20	1	20	440	17	0	60	20	20	440	13	2	57	33	8	443
D. I rarely read at home.	30	0	0	4	44	3	33	2	22	437	31	0	44	33	22	437	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	47	0	0	9	64	2	14	3	21	441	48	0	64	14	21	441	25	3	59	30	8	444
B. six to ten pages	27	0	0	5	63	2	25	1	13	443	28	0	63	25	13	443	24	4	64	26	6	445
C. eleven or more pages	27	0	0	4	50	2	25	2	25	440	24	0	43	29	29	439	51	7	70	20	4	448
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	438	50	0	0	100	0	438						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	426	50	0	0	0	100	426						
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:	Calais School Department
School:	Calais 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	0	0	0	0	1054	8
	2007-2008	2	7	2	7	1321	9
	2008-2009	**1**	**3**	**1**	**3**	**1712**	**13**
	Cum. Total*	3	3	3	3	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	16	38	16	40	7394	53
	2007-2008	8	28	8	30	7079	51
	2008-2009	**13**	**43**	**12**	**41**	**7270**	**53**
	Cum. Total*	37	37	36	38	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	15	36	14	35	3729	27
	2007-2008	12	41	12	44	3955	28
	2008-2009	**7**	**23**	**7**	**24**	**3219**	**24**
	Cum. Total*	34	34	33	34	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	11	26	10	25	1735	12
	2007-2008	7	24	5	19	1642	12
	2008-2009	**9**	**30**	**9**	**31**	**1408**	**10**
	Cum. Total*	27	27	24	25	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**	26.0	54.2	25.7	53.5	30.8	64.2
A. Number	**20**	**42**	10.4	52.0	10.3	51.5	12.5	62.5
B. Data	**8**	**17**	4.2	52.5	4.1	51.3	5.3	66.3
C. Geometry	**10**	**21**	5.9	59.0	5.8	58.0	6.5	65.0
D. Algebra	**10**	**21**	5.5	55.0	5.4	54.0	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: Calais School Department
School: Calais 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	30	1	3	13	43	7	23	9	30	439	29	3	41	24	31	438	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						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	27	1	4	13	48	6	22	7	26	440	26	4	46	23	27	440	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	2	33	3	50	431	6	0	17	33	50	431	2227	3	34	33	30	437
No	24	1	4	12	50	5	21	6	25	441	23	4	48	22	26	440	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	30	1	3	13	43	7	23	9	30	439	29	3	41	24	31	438	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	17	0	0	7	41	2	12	8	47	434	16	0	38	13	50	433	5704	6	48	30	16	442
No	13	1	8	6	46	5	38	1	8	444	13	8	46	38	8	444	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	30	1	3	13	43	7	23	9	30	439	29	3	41	24	31	438	13603	13	53	24	10	446
Gender																						
Female	14	1	7	5	36	2	14	6	43	437	13	8	31	15	46	436	6591	12	54	24	11	446
Male	16	0	0	8	50	5	31	3	19	440	16	0	50	31	19	440	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2131	3	41	38	18	440
No	26	1	4	13	50	5	19	7	27	440	25	4	48	20	28	440	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	30	1	3	13	43	7	23	9	30	439	29	3	41	24	31	438	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: Calais School Department
School: Calais 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	27	0	0	3	38	3	38	2	25	439	28	0	38	38	25	439	4	4	37	30	28	438
B. less than one hour	37	0	0	6	55	2	18	3	27	441	38	0	55	18	27	441	75	13	55	23	9	447
C. one to two hours	33	1	10	4	40	1	10	4	40	436	31	11	33	11	44	435	18	12	54	24	10	446
D. more than two hours	3	0	0	0	0	1	100	0	0	436	3	0	0	100	0	436	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	0	0	4	67	0	0	2	33	439	21	0	67	0	33	439	37	22	56	16	7	451
B. good	41	1	8	4	33	4	33	3	25	441	43	8	33	33	25	441	45	9	56	25	9	446
C. fair	24	0	0	3	43	3	43	1	14	438	21	0	33	50	17	436	14	3	46	34	17	440
D. poor	14	0	0	1	25	0	0	3	75	431	14	0	25	0	75	431	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.	20	0	0	2	33	2	33	2	33	437	21	0	33	33	33	437	35	19	56	19	7	450
B. They match some of what I have learned.	43	0	0	8	62	1	8	4	31	440	41	0	58	8	33	439	51	11	56	25	8	446
C. They match just a little of what I have learned.	37	1	9	3	27	4	36	3	27	438	38	9	27	36	27	438	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	0	0	1	50	1	50	432	7	0	0	50	50	432	17	5	44	31	20	441
B. about the same as my regular schoolwork	70	1	5	9	43	6	29	5	24	440	69	5	40	30	25	440	62	13	57	23	7	448
C. easier than my regular schoolwork	23	0	0	4	57	0	0	3	43	435	24	0	57	0	43	435	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	20	0	0	2	33	0	0	4	67	430	21	0	33	0	67	430	7	6	36	32	27	438
B. 30–45 minutes	23	0	0	3	43	2	29	2	29	439	24	0	43	29	29	439	25	7	52	28	12	444
C. 45–60 minutes	43	1	8	7	54	3	23	2	15	443	41	8	50	25	17	443	38	14	56	22	8	448
D. more than 60 minutes	13	0	0	1	25	2	50	1	25	437	14	0	25	50	25	437	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	430	3	0	0	100	0	430	3	4	36	31	28	438
B. two or three days a week	0										0						12	13	51	26	10	446
C. two or three times each month	10	0	0	1	33	0	0	2	67	433	10	0	33	0	67	433	32	15	58	20	7	449
D. never or almost never	87	1	4	12	46	6	23	7	27	440	86	4	44	24	28	439	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	0	0	1	33	2	67	0	0	441	7	0	0	100	0	436	26	12	50	25	13	445
B. two or three days a week	45	1	8	7	54	1	8	4	31	440	46	8	54	8	31	440	32	14	57	21	7	448
C. two or three times each month	17	0	0	1	20	1	20	3	60	432	18	0	20	20	60	432	26	13	56	22	8	448
D. never or almost never	28	0	0	4	50	2	25	2	25	439	29	0	50	25	25	439	17	9	50	27	13	444
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	422	50	0	0	0	100	422						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	410	50	0	0	0	100	410						
D.	0										0											

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