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:	11201859
SAU:	Old Town School Department
School:	Old Town 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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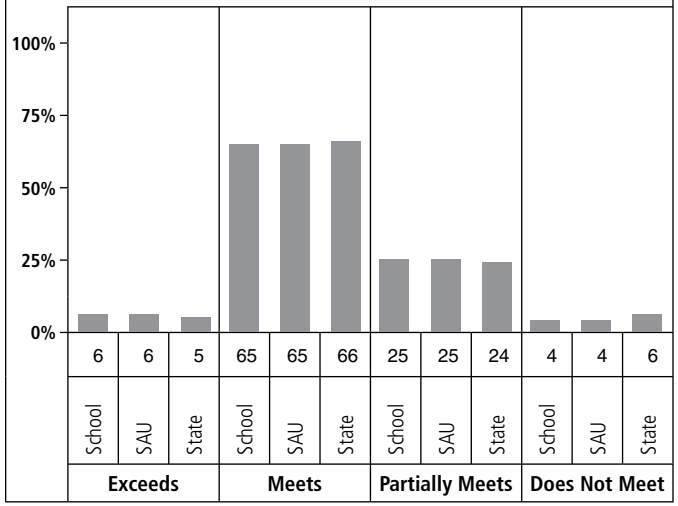
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Old Town School Department
School: Old Town Elementary School

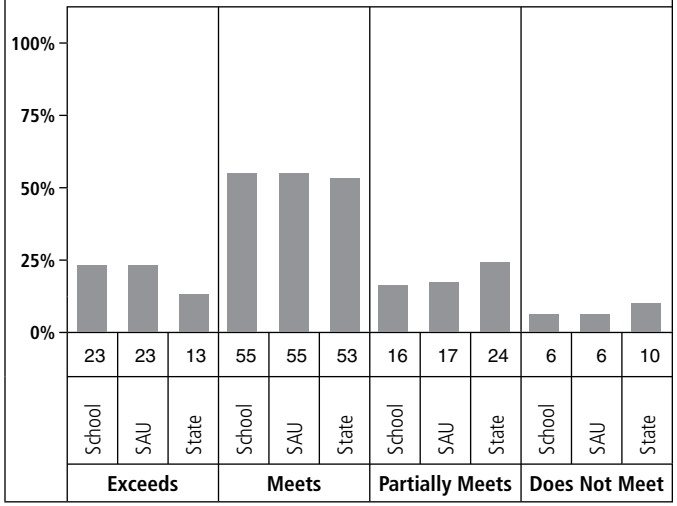
Summary of School, SAU, and State Scores

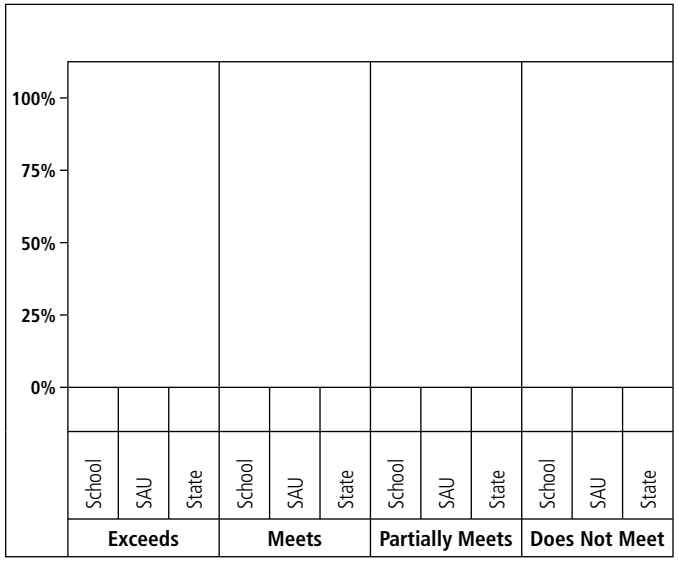
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	445	445	445
2007–2008	446	446	445
2008–2009	**449**	**449**	**446**
Cum. Avg.*	447	447	445
Mathematics			
2006–2007	445	445	445
2007–2008	447	448	445
2008–2009	**451**	**451**	**446**
Cum. Avg.*	448	448	445

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: Old Town School Department
School: Old Town 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	72	100	74	100	13805	100	71	99	73	99	13737	100	71	99	73	99	13746	100						
Ethnicity African American/Black	2	3	2	3	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	3	4	5	7	125	1	3	100	5	100	124	99	3	100	5	100	124	99						
Asian or Pacific Islander	1	1	1	1	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	66	92	66	89	12883	93	65	98	65	98	12832	100	65	98	65	98	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	20	28	20	27	2383	17	19	95	19	95	2366	100	19	95	19	95	2364	99						
Current LEP	0	0	2	3	377	3	0	0	2	100	362	96	0	0	2	100	373	99						
Economically disadvantaged	29	40	30	41	5819	42	28	97	29	97	5782	99	28	97	29	97	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	46	64	48	65	10439	76	46	64	48	65	10471	76						
Identified disability (PET/IEP)	2	4	2	4	351	3	2	4	2	4	367	4						
LEP	0	0	2	4	171	2	0	0	2	4	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	23	32	23	31	3142	23	23	32	23	31	3138	23						
Identified disability (PET/IEP)	15	65	15	65	1860	59	15	65	15	65	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	8	35	8	35	1060	34	8	35	8	35	1043	33						
Participation through alternate assessment (PAAP)	2	3	2	3	155	1	2	3	2	3	137	1						
Identified disability (PET/IEP)	2	100	2	100	155	100	2	100	2	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	1	1	1	1	57	0	1	1	1	1	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: Old Town School Department
School: Old Town 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	1	2	1	2	507	4
	2007-2008	3	3	3	4	559	4
	2008-2009	**4**	**6**	**4**	**6**	**672**	**5**
	Cum. Total*	8	4	8	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	42	69	38	68	8749	63
	2007-2008	57	65	56	67	8308	59
	2008-2009	**45**	**65**	**46**	**65**	**8917**	**66**
	Cum. Total*	144	66	140	66	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	15	25	15	27	3467	25
	2007-2008	22	25	20	24	3922	28
	2008-2009	**17**	**25**	**18**	**25**	**3241**	**24**
	Cum. Total*	54	25	53	25	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	2	4	1165	8
	2007-2008	6	7	5	6	1264	9
	2008-2009	**3**	**4**	**3**	**4**	**751**	**6**
	Cum. Total*	12	6	10	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**	33.4	69.6	33.2	69.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.6	69.2	16.5	68.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.7	69.6	16.7	69.6	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: Old Town School Department
School: Old Town 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	69	4	6	45	65	17	25	3	4	449	71	6	65	25	4	449	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	3										5	0	80	20	0	448	122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	63	4	6	39	62	17	27	3	5	449	63	6	62	27	5	449	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	6	35	8	47	3	18	441	17	0	35	47	18	441	2211	1	39	42	18	439
No	52	4	8	39	75	9	17	0	0	452	54	7	74	19	0	451	11370	6	71	20	3	448
Current LEP																						
Yes	0										2						357	3	42	36	19	440
No	69	4	6	45	65	17	25	3	4	449	69	6	65	25	4	449	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	26	0	0	15	58	9	35	2	8	446	27	0	56	37	7	446	5677	2	57	32	9	443
No	43	4	9	30	70	8	19	1	2	451	44	9	70	18	2	451	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	69	4	6	45	65	17	25	3	4	449	71	6	65	25	4	449	13575	5	66	24	6	446
Gender																						
Female	26	2	8	16	62	6	23	2	8	450	27	7	59	26	7	449	6580	7	68	21	5	448
Male	43	2	5	29	67	11	26	1	2	449	44	5	68	25	2	449	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	1	7	7	47	7	47	0	0	446	15	7	47	47	0	446	2127	1	48	42	9	441
No	54	3	6	38	70	10	19	3	6	450	56	5	70	20	5	449	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	69	4	6	45	65	17	25	3	4	449	71	6	65	25	4	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: Old Town School Department
School: Old Town 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	4	0	0	1	33	2	67	0	0	443	4	0	33	67	0	443	4	2	45	36	17	441
B. less than one hour	74	2	4	34	67	13	25	2	4	448	73	4	65	27	4	448	75	5	67	23	4	447
C. one to two hours	20	2	14	9	64	2	14	1	7	454	21	13	67	13	7	454	18	5	67	23	5	447
D. more than two hours	1	0	0	1	100	0	0	0	0	446	1	0	100	0	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	38	4	15	16	62	5	19	1	4	452	38	15	63	19	4	452	40	8	71	17	4	449
B. good	55	0	0	24	63	12	32	2	5	447	55	0	62	33	5	446	45	3	66	25	5	446
C. fair	6	0	0	4	100	0	0	0	0	452	6	0	100	0	0	452	13	1	54	35	10	442
D. poor	1	0	0	1	100	0	0	0	0	442	1	0	100	0	0	442	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.	41	2	7	16	57	8	29	2	7	449	41	7	59	28	7	449	31	8	69	19	4	448
B. They match some of what I have learned.	57	2	5	27	69	9	23	1	3	449	56	5	68	25	3	448	53	4	68	23	4	447
C. They match just a little of what I have learned.	3	0	0	2	100	0	0	0	0	456	3	0	100	0	0	456	11	2	54	35	10	442
D. There is no match.	0										0						4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	29	1	5	11	55	6	30	2	10	447	28	5	55	30	10	447	19	4	54	31	11	443
B. about the same as my regular schoolwork	57	2	5	25	64	11	28	1	3	448	58	5	63	29	2	448	63	6	69	22	4	447
C. easier than my regular schoolwork	14	1	10	9	90	0	0	0	0	456	14	10	90	0	0	456	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	4	40	4	40	2	20	442	14	0	40	40	20	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	49	1	3	23	68	9	26	1	3	448	51	3	67	28	3	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	36	3	12	18	72	4	16	0	0	453	35	12	72	16	0	453	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	7	9	60	5	33	0	0	449	21	7	60	33	0	449	21	8	68	19	5	448
B. 20 minutes to an hour	62	3	7	28	65	10	23	2	5	450	63	7	64	24	4	449	55	5	70	21	4	447
C. less than 20 minutes	12	0	0	8	100	0	0	0	0	452	11	0	100	0	0	452	13	2	57	33	8	443
D. I rarely read at home.	4	0	0	0	0	2	67	1	33	435	4	0	0	67	33	435	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	7	70	3	30	0	0	450	14	0	70	30	0	450	25	3	59	30	8	444
B. six to ten pages	22	0	0	9	60	5	33	1	7	443	22	0	60	33	7	443	24	4	64	26	6	445
C. eleven or more pages	63	4	9	28	65	9	21	2	5	450	64	9	66	20	5	450	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	438	100	0	0	100	0	438						

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:	Old Town School Department
School:	Old Town 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	2	3	2	4	1054	8
	2007-2008	5	6	5	6	1321	9
	2008-2009	**16**	**23**	**16**	**23**	**1712**	**13**
	Cum. Total*	23	11	23	11	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	42	69	38	68	7394	53
	2007-2008	56	64	55	65	7079	51
	2008-2009	**38**	**55**	**39**	**55**	**7270**	**53**
	Cum. Total*	136	62	132	63	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	10	16	10	18	3729	27
	2007-2008	20	23	19	23	3955	28
	2008-2009	**11**	**16**	**12**	**17**	**3219**	**24**
	Cum. Total*	41	19	41	19	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	7	11	6	11	1735	12
	2007-2008	7	8	5	6	1642	12
	2008-2009	**4**	**6**	**4**	**6**	**1408**	**10**
	Cum. Total*	18	8	15	7	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**	33.7	70.2	33.5	69.8	30.8	64.2
A. Number	**20**	**42**	14.1	70.5	14.0	70.0	12.5	62.5
B. Data	**8**	**17**	5.6	70.0	5.7	71.3	5.3	66.3
C. Geometry	**10**	**21**	7.2	72.0	7.2	72.0	6.5	65.0
D. Algebra	**10**	**21**	6.7	67.0	6.7	67.0	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: Old Town School Department
School: Old Town 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	69	16	23	38	55	11	16	4	6	451	71	23	55	17	6	451	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	3										5	20	60	20	0	453	123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	63	14	22	34	54	11	17	4	6	451	63	22	54	17	6	451	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	8	47	6	35	3	18	439	17	0	47	35	18	439	2227	3	34	33	30	437
No	52	16	31	30	58	5	10	1	2	455	54	30	57	11	2	455	11382	14	57	22	7	448
Current LEP																						
Yes	0										2						370	7	35	31	27	439
No	69	16	23	38	55	11	16	4	6	451	69	23	55	16	6	451	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	26	2	8	16	62	6	23	2	8	447	27	7	59	26	7	446	5704	6	48	30	16	442
No	43	14	33	22	51	5	12	2	5	454	44	32	52	11	5	454	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	69	16	23	38	55	11	16	4	6	451	71	23	55	17	6	451	13603	13	53	24	10	446
Gender																						
Female	26	5	19	15	58	4	15	2	8	449	27	19	56	19	7	448	6591	12	54	24	11	446
Male	43	11	26	23	53	7	16	2	5	452	44	25	55	16	5	452	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	1	7	9	60	3	20	2	13	446	15	7	60	20	13	446	2131	3	41	38	18	440
No	54	15	28	29	54	8	15	2	4	452	56	27	54	16	4	452	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	69	16	23	38	55	11	16	4	6	451	71	23	55	17	6	451	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: Old Town School Department
School: Old Town 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	4	0	0	1	33	1	33	1	33	435	4	0	33	33	33	435	4	4	37	30	28	438
B. less than one hour	74	10	20	29	57	9	18	3	6	450	73	19	56	19	6	450	75	13	55	23	9	447
C. one to two hours	20	6	43	7	50	1	7	0	0	457	21	40	53	7	0	457	18	12	54	24	10	446
D. more than two hours	1	0	0	1	100	0	0	0	0	442	1	0	100	0	0	442	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	13	48	9	33	3	11	2	7	456	41	45	34	14	7	456	37	22	56	16	7	451
B. good	43	3	10	22	76	2	7	2	7	450	41	10	76	7	7	450	45	9	56	25	9	446
C. fair	16	0	0	5	45	6	55	0	0	442	16	0	45	55	0	442	14	3	46	34	17	440
D. poor	1	0	0	1	100	0	0	0	0	446	1	0	100	0	0	446	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.	38	11	42	10	38	3	12	2	8	454	38	41	41	11	7	454	35	19	56	19	7	450
B. They match some of what I have learned.	55	3	8	25	66	8	21	2	5	448	55	8	64	23	5	447	51	11	56	25	8	446
C. They match just a little of what I have learned.	6	1	25	3	75	0	0	0	0	457	6	25	75	0	0	457	10	5	43	31	21	440
D. There is no match.	1	1	100	0	0	0	0	0	0	474	1	100	0	0	0	474	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	0	0	7	58	4	33	1	8	443	18	0	62	31	8	444	17	5	44	31	20	441
B. about the same as my regular schoolwork	64	9	20	26	59	6	14	3	7	451	63	20	58	16	7	450	62	13	57	23	7	448
C. easier than my regular schoolwork	19	7	54	5	38	1	8	0	0	460	18	54	38	8	0	460	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	3	1	50	1	50	0	0	0	0	464	3	50	50	0	0	464	7	6	36	32	27	438
B. 30–45 minutes	23	2	13	7	44	5	31	2	13	443	23	13	44	31	13	443	25	7	52	28	12	444
C. 45–60 minutes	49	9	26	19	56	4	12	2	6	453	48	26	56	12	6	453	38	14	56	22	8	448
D. more than 60 minutes	25	4	24	11	65	2	12	0	0	454	27	21	63	16	0	453	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										1	0	0	100	0	434	3	4	36	31	28	438
B. two or three days a week	12	2	25	2	25	4	50	0	0	445	11	25	25	50	0	445	12	13	51	26	10	446
C. two or three times each month	57	11	28	25	64	2	5	1	3	455	55	28	64	5	3	455	32	15	58	20	7	449
D. never or almost never	32	3	14	11	50	5	23	3	14	446	32	13	52	22	13	446	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	43	7	23	16	53	5	17	2	7	450	44	23	52	19	6	449	26	12	50	25	13	445
B. two or three days a week	29	5	25	11	55	4	20	0	0	455	28	25	55	20	0	455	32	14	57	21	7	448
C. two or three times each month	14	3	30	6	60	1	10	0	0	454	14	30	60	10	0	454	26	13	56	22	8	448
D. never or almost never	13	1	11	5	56	1	11	2	22	445	14	10	60	10	20	446	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	442	100	0	100	0	0	442						

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