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:	11721878
SAU:	Sabattus School Department
School:	Sabattus Central 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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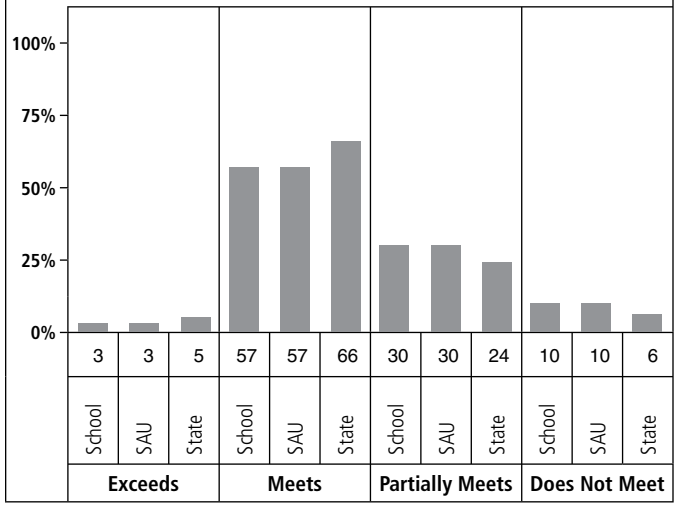
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Sabattus School Department
School: Sabattus Central School

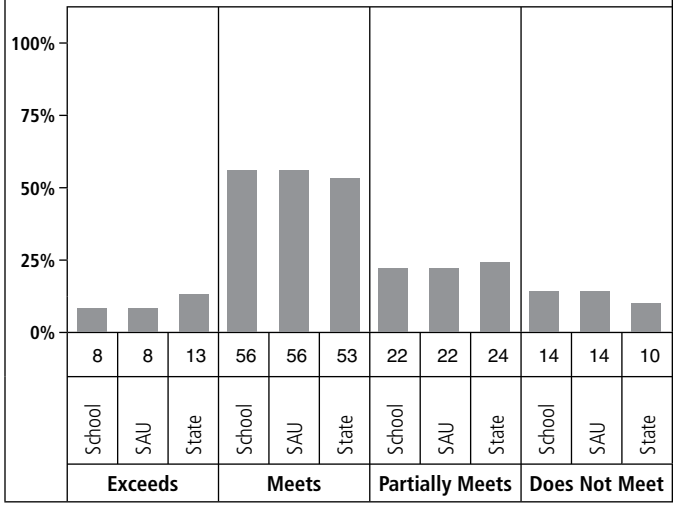
Summary of School, SAU, and State Scores

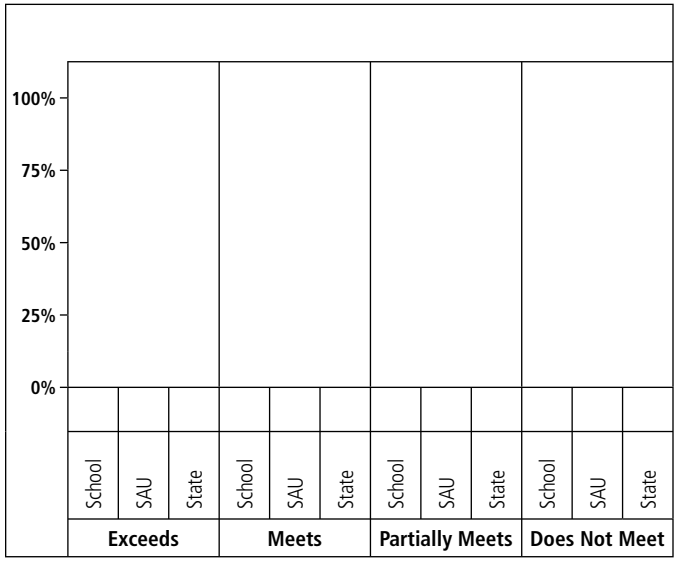
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	444	445
2007–2008	443	442	445
2008–2009	**444**	**444**	**446**
Cum. Avg.*	444	443	445
Mathematics			
2006–2007	444	444	445
2007–2008	442	442	445
2008–2009	**445**	**445**	**446**
Cum. Avg.*	444	444	445

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: Sabattus School Department
School: Sabattus Central 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	65	100	65	100	13805	100	64	98	64	98	13737	100	64	98	64	98	13746	100						
Ethnicity African American/Black	5	8	5	8	419	3	5	100	5	100	410	98	5	100	5	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	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	60	92	60	92	12883	93	59	98	59	98	12832	100	59	98	59	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	6	9	6	9	2383	17	5	83	5	83	2366	100	5	83	5	83	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	33	51	33	51	5819	42	32	97	32	97	5782	99	32	97	32	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	59	91	59	91	10439	76	59	91	59	91	10471	76						
Identified disability (PET/IEP)	1	2	1	2	351	3	1	2	1	2	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	4	6	4	6	3142	23	4	6	4	6	3138	23						
Identified disability (PET/IEP)	3	75	3	75	1860	59	3	75	3	75	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	1	25	1	25	1060	34	1	25	1	25	1043	33						
Participation through alternate assessment (PAAP)	1	2	1	2	155	1	1	2	1	2	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	1	2	1	2	57	0	1	2	1	2	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: Sabattus School Department
School: Sabattus Central 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	1	2	1	2	559	4
	2008-2009	**2**	**3**	**2**	**3**	**672**	**5**
	Cum. Total*	4	2	4	2	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	28	55	28	55	8749	63
	2007-2008	30	53	30	52	8308	59
	2008-2009	**36**	**57**	**36**	**57**	**8917**	**66**
	Cum. Total*	94	55	94	55	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	19	37	19	37	3467	25
	2007-2008	19	33	19	33	3922	28
	2008-2009	**19**	**30**	**19**	**30**	**3241**	**24**
	Cum. Total*	57	33	57	33	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	6	3	6	1165	8
	2007-2008	7	12	8	14	1264	9
	2008-2009	**6**	**10**	**6**	**10**	**751**	**6**
	Cum. Total*	16	9	17	10	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**	30.2	62.9	30.2	62.9	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.6	65.0	15.6	65.0	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.6	60.8	14.6	60.8	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: Sabattus School Department
School: Sabattus Central 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	63	2	3	36	57	19	30	6	10	444	63	3	57	30	10	444	13581	5	66	24	6	446
Ethnicity																						
African American/Black	5	0	0	1	20	4	80	0	0	437	5	0	20	80	0	437	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						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	58	2	3	35	60	15	26	6	10	445	58	3	60	26	10	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2211	1	39	42	18	439
No	59	2	3	34	58	18	31	5	8	445	59	3	58	31	8	445	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	63	2	3	36	57	19	30	6	10	444	63	3	57	30	10	444	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	32	1	3	17	53	11	34	3	9	444	32	3	53	34	9	444	5677	2	57	32	9	443
No	31	1	3	19	61	8	26	3	10	445	31	3	61	26	10	445	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	63	2	3	36	57	19	30	6	10	444	63	3	57	30	10	444	13575	5	66	24	6	446
Gender																						
Female	29	1	3	18	62	9	31	1	3	446	29	3	62	31	3	446	6580	7	68	21	5	448
Male	34	1	3	18	53	10	29	5	15	443	34	3	53	29	15	443	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	63	2	3	36	57	19	30	6	10	444	63	3	57	30	10	444	11454	6	69	20	5	447
Gifted/talented program																						
Yes	2										2						324	27	72	1	0	458
No	61	2	3	34	56	19	31	6	10	444	61	3	56	31	10	444	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: Sabattus School Department
School: Sabattus Central 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	3	0	0	1	50	1	50	0	0	441	3	0	50	50	0	441	4	2	45	36	17	441
B. less than one hour	77	2	4	29	62	13	28	3	6	446	77	4	62	28	6	446	75	5	67	23	4	447
C. one to two hours	18	0	0	5	45	4	36	2	18	439	18	0	45	36	18	439	18	5	67	23	5	447
D. more than two hours	2	0	0	1	100	0	0	0	0	452	2	0	100	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	49	2	7	22	73	4	13	2	7	448	49	7	73	13	7	448	40	8	71	17	4	449
B. good	43	0	0	13	50	10	38	3	12	442	43	0	50	38	12	442	45	3	66	25	5	446
C. fair	8	0	0	1	20	4	80	0	0	439	8	0	20	80	0	439	13	1	54	35	10	442
D. poor	0										0						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.	46	2	7	17	61	6	21	3	11	445	46	7	61	21	11	445	31	8	69	19	4	448
B. They match some of what I have learned.	38	0	0	13	57	9	39	1	4	445	38	0	57	39	4	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	16	0	0	6	60	3	30	1	10	443	16	0	60	30	10	443	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	26	0	0	9	56	6	38	1	6	443	26	0	56	38	6	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	66	2	5	23	58	11	28	4	10	445	66	5	58	28	10	445	63	6	69	22	4	447
C. easier than my regular schoolwork	8	0	0	4	80	1	20	0	0	447	8	0	80	20	0	447	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	3	50	2	33	1	17	438	10	0	50	33	17	438	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	64	0	0	21	54	14	36	4	10	443	64	0	54	36	10	443	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	26	2	13	12	75	2	13	0	0	451	26	13	75	13	0	451	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	20	2	17	4	33	5	42	1	8	446	20	17	33	42	8	446	21	8	68	19	5	448
B. 20 minutes to an hour	57	0	0	26	74	7	20	2	6	446	57	0	74	20	6	446	55	5	70	21	4	447
C. less than 20 minutes	20	0	0	5	42	5	42	2	17	439	20	0	42	42	17	439	13	2	57	33	8	443
D. I rarely read at home.	3	0	0	1	50	1	50	0	0	442	3	0	50	50	0	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	19	0	0	3	27	5	45	3	27	436	19	0	27	45	27	436	25	3	59	30	8	444
B. six to ten pages	17	0	0	4	40	5	50	1	10	441	17	0	40	50	10	441	24	4	64	26	6	445
C. eleven or more pages	64	2	5	27	71	8	21	1	3	448	64	5	71	21	3	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	33	0	0	0	0	1	100	0	0	440	33	0	0	100	0	440						
B.	0										0											
C.	67	0	0	2	100	0	0	0	0	450	67	0	100	0	0	450						
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:	Sabattus School Department
School:	Sabattus Central 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	1	2	1	2	1054	8
	2007-2008	1	2	1	2	1321	9
	2008-2009	**5**	**8**	**5**	**8**	**1712**	**13**
	Cum. Total*	7	4	7	4	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	29	57	29	57	7394	53
	2007-2008	28	49	28	49	7079	51
	2008-2009	**35**	**56**	**35**	**56**	**7270**	**53**
	Cum. Total*	92	54	92	54	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	13	25	13	25	3729	27
	2007-2008	21	37	21	37	3955	28
	2008-2009	**14**	**22**	**14**	**22**	**3219**	**24**
	Cum. Total*	48	28	48	28	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	8	16	8	16	1735	12
	2007-2008	7	12	7	12	1642	12
	2008-2009	**9**	**14**	**9**	**14**	**1408**	**10**
	Cum. Total*	24	14	24	14	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**	29.9	62.3	29.9	62.3	30.8	64.2
A. Number	**20**	**42**	11.4	57.0	11.4	57.0	12.5	62.5
B. Data	**8**	**17**	5.1	63.8	5.1	63.8	5.3	66.3
C. Geometry	**10**	**21**	7.2	72.0	7.2	72.0	6.5	65.0
D. Algebra	**10**	**21**	6.2	62.0	6.2	62.0	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: Sabattus School Department
School: Sabattus Central 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	63	5	8	35	56	14	22	9	14	445	63	8	56	22	14	445	13609	13	53	24	10	446
Ethnicity																						
African American/Black	5	0	0	1	20	2	40	2	40	436	5	0	20	40	40	436	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						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	58	5	9	34	59	12	21	7	12	446	58	9	59	21	12	446	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2227	3	34	33	30	437
No	59	5	8	34	58	13	22	7	12	446	59	8	58	22	12	446	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	63	5	8	35	56	14	22	9	14	445	63	8	56	22	14	445	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	32	1	3	17	53	7	22	7	22	442	32	3	53	22	22	442	5704	6	48	30	16	442
No	31	4	13	18	58	7	23	2	6	448	31	13	58	23	6	448	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	63	5	8	35	56	14	22	9	14	445	63	8	56	22	14	445	13603	13	53	24	10	446
Gender																						
Female	29	2	7	15	52	9	31	3	10	444	29	7	52	31	10	444	6591	12	54	24	11	446
Male	34	3	9	20	59	5	15	6	18	445	34	9	59	15	18	445	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	63	5	8	35	56	14	22	9	14	445	63	8	56	22	14	445	11478	14	56	21	9	448
Gifted/talented program																						
Yes	2										2						324	64	34	2	0	464
No	61	4	7	34	56	14	23	9	15	444	61	7	56	23	15	444	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: Sabattus School Department
School: Sabattus Central 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	3	0	0	1	50	0	0	1	50	435	3	0	50	0	50	435	4	4	37	30	28	438
B. less than one hour	77	4	9	28	60	10	21	5	11	446	77	9	60	21	11	446	75	13	55	23	9	447
C. one to two hours	18	1	9	5	45	3	27	2	18	443	18	9	45	27	18	443	18	12	54	24	10	446
D. more than two hours	2	0	0	0	0	1	100	0	0	440	2	0	0	100	0	440	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	4	21	11	58	3	16	1	5	452	31	21	58	16	5	452	37	22	56	16	7	451
B. good	51	1	3	17	55	9	29	4	13	443	51	3	55	29	13	443	45	9	56	25	9	446
C. fair	15	0	0	5	56	1	11	3	33	439	15	0	56	11	33	439	14	3	46	34	17	440
D. poor	3	0	0	1	50	1	50	0	0	441	3	0	50	50	0	441	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	2	9	13	57	7	30	1	4	447	38	9	57	30	4	447	35	19	56	19	7	450
B. They match some of what I have learned.	57	2	6	20	57	7	20	6	17	444	57	6	57	20	17	444	51	11	56	25	8	446
C. They match just a little of what I have learned.	3	0	0	1	50	0	0	1	50	438	3	0	50	0	50	438	10	5	43	31	21	440
D. There is no match.	2	1	100	0	0	0	0	0	0	470	2	100	0	0	0	470	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	2	40	1	20	2	40	432	9	0	40	20	40	432	17	5	44	31	20	441
B. about the same as my regular schoolwork	71	4	10	23	56	10	24	4	10	447	71	10	56	24	10	447	62	13	57	23	7	448
C. easier than my regular schoolwork	21	1	8	8	67	2	17	1	8	447	21	8	67	17	8	447	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	0	0	2	100	0	0	0	0	450	3	0	100	0	0	450	7	6	36	32	27	438
B. 30–45 minutes	10	0	0	2	33	1	17	3	50	430	10	0	33	17	50	430	25	7	52	28	12	444
C. 45–60 minutes	37	1	5	13	59	5	23	3	14	445	37	5	59	23	14	445	38	14	56	22	8	448
D. more than 60 minutes	50	4	13	17	57	8	27	1	3	449	50	13	57	27	3	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	430	2	0	0	100	0	430	3	4	36	31	28	438
B. two or three days a week	3	0	0	0	0	1	50	1	50	427	3	0	0	50	50	427	12	13	51	26	10	446
C. two or three times each month	20	1	8	6	50	3	25	2	17	444	20	8	50	25	17	444	32	15	58	20	7	449
D. never or almost never	75	4	9	28	62	9	20	4	9	447	75	9	62	20	9	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	0	0	2	29	2	29	3	43	434	12	0	29	29	43	434	26	12	50	25	13	445
B. two or three days a week	27	2	13	9	56	3	19	2	13	446	27	13	56	19	13	446	32	14	57	21	7	448
C. two or three times each month	47	3	11	15	54	8	29	2	7	447	47	11	54	29	7	447	26	13	56	22	8	448
D. never or almost never	15	0	0	8	89	1	11	0	0	448	15	0	89	11	0	448	17	9	50	27	13	444
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	428	33	0	0	0	100	428						
B.	0										0											
C.	67	0	0	2	100	0	0	0	0	451	67	0	100	0	0	451						
D.	0										0											

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