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:	11901455
SAU:	Yarmouth Schools
School:	Yarmouth 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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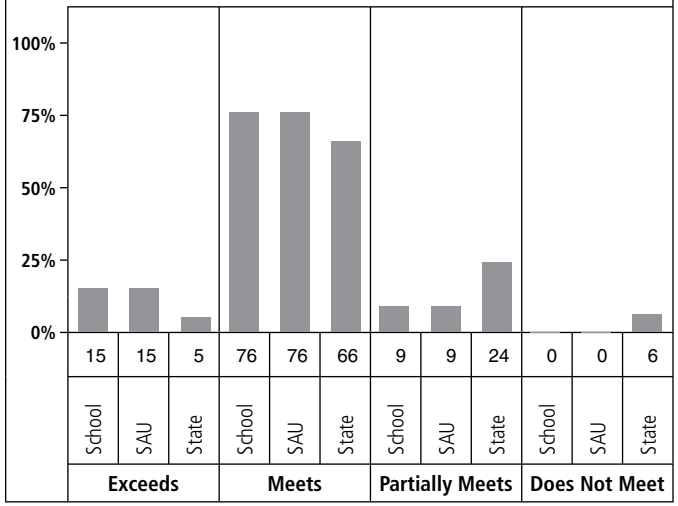
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Yarmouth Schools
School: Yarmouth Elementary School

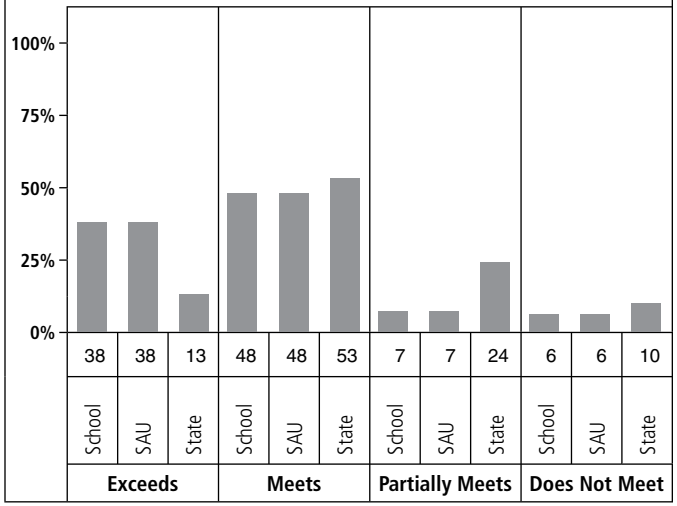
Summary of School, SAU, and State Scores

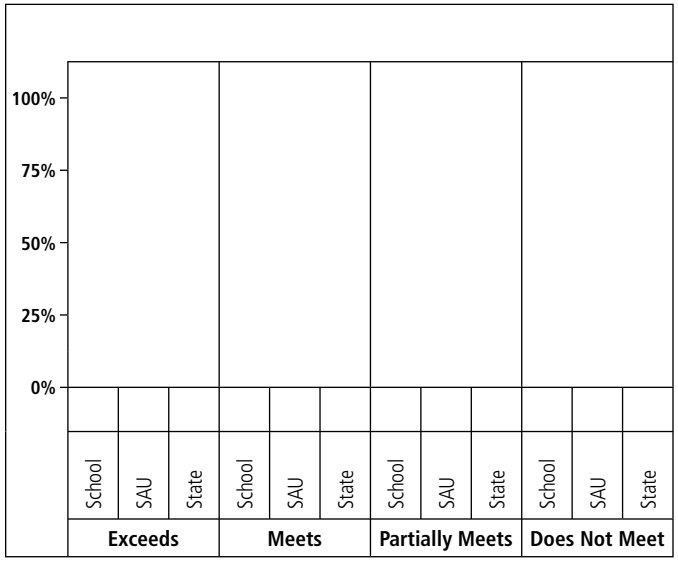
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	449	449	445
2007–2008	450	450	445
2008–2009	**453**	**453**	**446**
Cum. Avg.*	451	451	445
Mathematics			
2006–2007	448	448	445
2007–2008	451	451	445
2008–2009	**456**	**456**	**446**
Cum. Avg.*	452	452	445

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: Yarmouth Schools
School: Yarmouth 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	113	100	113	100	13805	100	112	99	112	99	13737	100	112	99	112	99	13746	100						
Ethnicity African American/Black	1	1	1	1	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	4	4	4	4	229	2	4	100	4	100	223	97	4	100	4	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	108	96	108	96	12883	93	107	99	107	99	12832	100	107	99	107	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	10	11	10	2383	17	11	100	11	100	2366	100	11	100	11	100	2364	99						
Current LEP	1	1	1	1	377	3	1	100	1	100	362	96	1	100	1	100	373	99						
Economically disadvantaged	8	7	8	7	5819	42	7	88	7	88	5782	99	7	88	7	88	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	99	88	99	88	10439	76	102	90	102	90	10471	76						
Identified disability (PET/IEP)	5	5	5	5	351	3	5	5	5	5	367	4						
LEP	1	1	1	1	171	2	1	1	1	1	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	13	12	13	12	3142	23	10	9	10	9	3138	23						
Identified disability (PET/IEP)	6	46	6	46	1860	59	6	60	6	60	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	54	7	54	1060	34	4	40	4	40	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	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:	Yarmouth Schools
School:	Yarmouth 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	9	8	9	8	559	4
	2008-2009	**17**	**15**	**17**	**15**	**672**	**5**
	Cum. Total*	33	10	33	10	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	83	75	83	75	8749	63
	2007-2008	76	72	76	72	8308	59
	2008-2009	**85**	**76**	**85**	**76**	**8917**	**66**
	Cum. Total*	244	74	244	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	13	12	13	12	3467	25
	2007-2008	16	15	16	15	3922	28
	2008-2009	**10**	**9**	**10**	**9**	**3241**	**24**
	Cum. Total*	39	12	39	12	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	8	7	8	7	1165	8
	2007-2008	5	5	5	5	1264	9
	2008-2009	**0**	**0**	**0**	**0**	**751**	**6**
	Cum. Total*	13	4	13	4	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**	36.2	75.4	36.2	75.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	18.3	76.3	18.3	76.3	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	17.9	74.6	17.9	74.6	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: Yarmouth Schools
School: Yarmouth 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	112	17	15	85	76	10	9	0	0	453	112	15	76	9	0	453	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	4										4						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	107	16	15	81	76	10	9	0	0	452	107	15	76	9	0	452	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	8	73	3	27	0	0	446	11	0	73	27	0	446	2211	1	39	42	18	439
No	101	17	17	77	76	7	7	0	0	453	101	17	76	7	0	453	11370	6	71	20	3	448
Current LEP																						
Yes	1										1						357	3	42	36	19	440
No	111	17	15	85	77	9	8	0	0	453	111	15	77	8	0	453	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	7	1	14	5	71	1	14	0	0	451	7	14	71	14	0	451	5677	2	57	32	9	443
No	105	16	15	80	76	9	9	0	0	453	105	15	76	9	0	453	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	112	17	15	85	76	10	9	0	0	453	112	15	76	9	0	453	13575	5	66	24	6	446
Gender																						
Female	63	14	22	45	71	4	6	0	0	454	63	22	71	6	0	454	6580	7	68	21	5	448
Male	49	3	6	40	82	6	12	0	0	450	49	6	82	12	0	450	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	112	17	15	85	76	10	9	0	0	453	112	15	76	9	0	453	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	112	17	15	85	76	10	9	0	0	453	112	15	76	9	0	453	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: Yarmouth Schools
School: Yarmouth 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	3	0	0	2	67	1	33	0	0	443	3	0	67	33	0	443	4	2	45	36	17	441
B. less than one hour	83	14	15	72	79	5	5	0	0	453	83	15	79	5	0	453	75	5	67	23	4	447
C. one to two hours	15	3	19	10	63	3	19	0	0	451	15	19	63	19	0	451	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	10	20	37	74	3	6	0	0	454	45	20	74	6	0	454	40	8	71	17	4	449
B. good	49	7	13	42	78	5	9	0	0	452	49	13	78	9	0	452	45	3	66	25	5	446
C. fair	5	0	0	5	83	1	17	0	0	449	5	0	83	17	0	449	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	7	14	40	78	4	8	0	0	454	46	14	78	8	0	454	31	8	69	19	4	448
B. They match some of what I have learned.	48	9	17	41	77	3	6	0	0	452	48	17	77	6	0	452	53	4	68	23	4	447
C. They match just a little of what I have learned.	4	1	25	2	50	1	25	0	0	451	4	25	50	25	0	451	11	2	54	35	10	442
D. There is no match.	2	0	0	1	50	1	50	0	0	440	2	0	50	50	0	440	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	5	26	12	63	2	11	0	0	455	17	26	63	11	0	455	19	4	54	31	11	443
B. about the same as my regular schoolwork	62	10	15	53	78	5	7	0	0	453	62	15	78	7	0	453	63	6	69	22	4	447
C. easier than my regular schoolwork	20	2	9	19	86	1	5	0	0	451	20	9	86	5	0	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.	8	0	0	6	67	3	33	0	0	448	8	0	67	33	0	448	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	44	8	17	35	74	4	9	0	0	452	44	17	74	9	0	452	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	48	9	17	41	79	2	4	0	0	454	48	17	79	4	0	454	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	19	5	24	14	67	2	10	0	0	455	19	24	67	10	0	455	21	8	68	19	5	448
B. 20 minutes to an hour	72	11	14	62	78	6	8	0	0	452	72	14	78	8	0	452	55	5	70	21	4	447
C. less than 20 minutes	5	1	17	5	83	0	0	0	0	457	5	17	83	0	0	457	13	2	57	33	8	443
D. I rarely read at home.	4	0	0	3	75	1	25	0	0	444	4	0	75	25	0	444	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	1	7	10	67	4	27	0	0	448	14	7	67	27	0	448	25	3	59	30	8	444
B. six to ten pages	17	3	17	12	67	3	17	0	0	453	17	17	67	17	0	453	24	4	64	26	6	445
C. eleven or more pages	69	13	18	59	80	2	3	0	0	454	69	18	80	3	0	454	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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: Yarmouth Schools
School: Yarmouth 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	14	13	14	13	1054	8
	2007-2008	22	21	22	21	1321	9
	2008-2009	**43**	**38**	**43**	**38**	**1712**	**13**
	Cum. Total*	79	24	79	24	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	65	59	65	59	7394	53
	2007-2008	57	54	57	54	7079	51
	2008-2009	**54**	**48**	**54**	**48**	**7270**	**53**
	Cum. Total*	176	53	176	53	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	20	18	20	18	3729	27
	2007-2008	22	21	22	21	3955	28
	2008-2009	**8**	**7**	**8**	**7**	**3219**	**24**
	Cum. Total*	50	15	50	15	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	12	11	12	11	1735	12
	2007-2008	5	5	5	5	1642	12
	2008-2009	**7**	**6**	**7**	**6**	**1408**	**10**
	Cum. Total*	24	7	24	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**	36.6	76.3	36.6	76.3	30.8	64.2
A. Number	**20**	**42**	15.2	76.0	15.2	76.0	12.5	62.5
B. Data	**8**	**17**	6.2	77.5	6.2	77.5	5.3	66.3
C. Geometry	**10**	**21**	7.9	79.0	7.9	79.0	6.5	65.0
D. Algebra	**10**	**21**	7.3	73.0	7.3	73.0	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: Yarmouth Schools
School: Yarmouth 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	112	43	38	54	48	8	7	7	6	456	112	38	48	7	6	456	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	4										4						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	107	39	36	53	50	8	7	7	7	456	107	36	50	7	7	456	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	1	9	5	45	437	11	0	45	9	45	437	2227	3	34	33	30	437
No	101	43	43	49	49	7	7	2	2	458	101	43	49	7	2	458	11382	14	57	22	7	448
Current LEP																						
Yes	1										1						370	7	35	31	27	439
No	111	43	39	54	49	8	7	6	5	456	111	39	49	7	5	456	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	7	2	29	3	43	1	14	1	14	448	7	29	43	14	14	448	5704	6	48	30	16	442
No	105	41	39	51	49	7	7	6	6	457	105	39	49	7	6	457	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	112	43	38	54	48	8	7	7	6	456	112	38	48	7	6	456	13603	13	53	24	10	446
Gender																						
Female	63	25	40	30	48	4	6	4	6	456	63	40	48	6	6	456	6591	12	54	24	11	446
Male	49	18	37	24	49	4	8	3	6	457	49	37	49	8	6	457	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	112	43	38	54	48	8	7	7	6	456	112	38	48	7	6	456	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	112	43	38	54	48	8	7	7	6	456	112	38	48	7	6	456	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: Yarmouth Schools
School: Yarmouth 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	3	0	0	1	33	0	0	2	67	436	3	0	33	0	67	436	4	4	37	30	28	438
B. less than one hour	83	39	43	42	46	8	9	2	2	457	83	43	46	9	2	457	75	13	55	23	9	447
C. one to two hours	15	4	25	11	69	0	0	1	6	456	15	25	69	0	6	456	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	24	53	18	40	2	4	1	2	460	41	53	40	4	2	460	37	22	56	16	7	451
B. good	51	19	34	31	55	3	5	3	5	456	51	34	55	5	5	456	45	9	56	25	9	446
C. fair	6	0	0	4	67	1	17	1	17	445	6	0	67	17	17	445	14	3	46	34	17	440
D. poor	2	0	0	0	0	2	100	0	0	436	2	0	0	100	0	436	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.	56	29	47	28	45	5	8	0	0	460	56	47	45	8	0	460	35	19	56	19	7	450
B. They match some of what I have learned.	35	12	32	22	58	2	5	2	5	454	35	32	58	5	5	454	51	11	56	25	8	446
C. They match just a little of what I have learned.	8	2	22	4	44	1	11	2	22	448	8	22	44	11	22	448	10	5	43	31	21	440
D. There is no match.	1	0	0	0	0	0	0	1	100	418	1	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	10	3	27	5	45	2	18	1	9	451	10	27	45	18	9	451	17	5	44	31	20	441
B. about the same as my regular schoolwork	61	25	37	37	55	2	3	3	4	457	61	37	55	3	4	457	62	13	57	23	7	448
C. easier than my regular schoolwork	28	14	45	12	39	4	13	1	3	459	28	45	39	13	3	459	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	6	1	17	3	50	1	17	1	17	446	6	17	50	17	17	446	7	6	36	32	27	438
B. 30–45 minutes	14	5	33	8	53	1	7	1	7	456	14	33	53	7	7	456	25	7	52	28	12	444
C. 45–60 minutes	23	8	32	12	48	3	12	2	8	453	23	32	48	12	8	453	38	14	56	22	8	448
D. more than 60 minutes	58	28	44	31	49	3	5	1	2	459	58	44	49	5	2	459	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						3	4	36	31	28	438
B. two or three days a week	9	1	10	7	70	1	10	1	10	450	9	10	70	10	10	450	12	13	51	26	10	446
C. two or three times each month	44	18	38	27	56	2	4	1	2	458	44	38	56	4	2	458	32	15	58	20	7	449
D. never or almost never	47	23	45	20	39	5	10	3	6	457	47	45	39	10	6	457	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	8	31	14	54	2	8	2	8	456	24	31	54	8	8	456	26	12	50	25	13	445
B. two or three days a week	50	25	46	26	48	3	6	0	0	459	50	46	48	6	0	459	32	14	57	21	7	448
C. two or three times each month	22	8	33	11	46	3	13	2	8	454	22	33	46	13	8	454	26	13	56	22	8	448
D. never or almost never	5	1	20	3	60	0	0	1	20	446	5	20	60	0	20	446	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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