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:	12001496
SAU:	MSAD 06
School:	Hollis 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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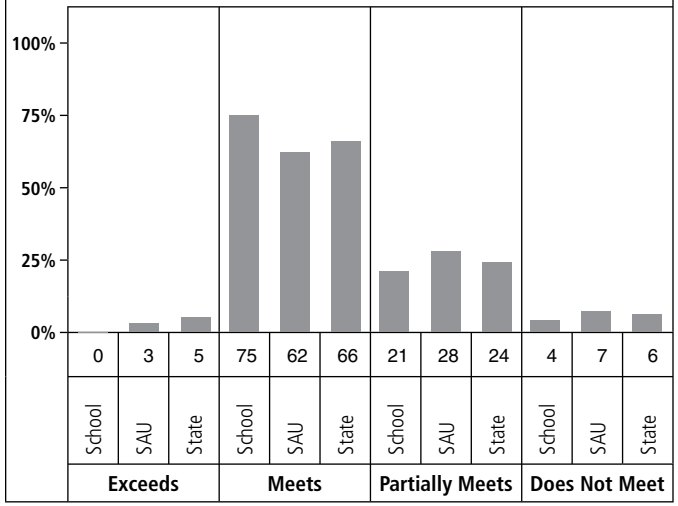
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 06
School: Hollis School

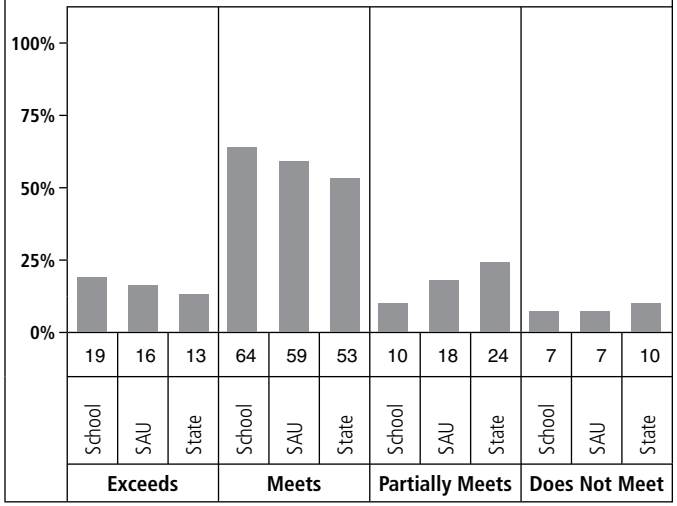
Summary of School, SAU, and State Scores

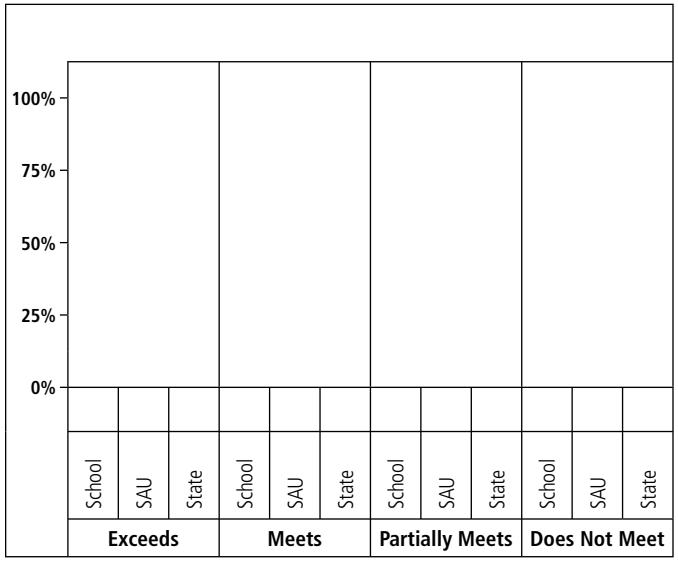
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	442	445	445
2007–2008	442	443	445
2008–2009	**446**	**445**	**446**
Cum. Avg.*	443	444	445
Mathematics			
2006–2007	443	445	445
2007–2008	442	444	445
2008–2009	**451**	**449**	**446**
Cum. Avg.*	445	446	445

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: MSAD 06
School: Hollis 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	58	100	319	100	13805	100	58	100	319	100	13737	100	58	100	317	99	13746	100						
Ethnicity African American/Black	0	0	5	2	419	3	0	0	5	100	410	98	0	0	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	1	0	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	1	2	1	0	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	57	98	312	98	12883	93	57	100	312	100	12832	100	57	100	310	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	5	9	51	16	2383	17	5	100	51	100	2366	100	5	100	50	98	2364	99						
Current LEP	0	0	2	1	377	3	0	0	2	100	362	96	0	0	2	100	373	99						
Economically disadvantaged	24	41	120	38	5819	42	24	100	120	100	5782	99	24	100	118	98	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	52	90	266	83	10439	76	52	90	263	82	10471	76						
Identified disability (PET/IEP)	0	0	7	3	351	3	0	0	6	2	367	4						
LEP	0	0	2	1	171	2	0	0	2	1	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	5	9	51	16	3142	23	6	10	54	17	3138	23						
Identified disability (PET/IEP)	4	80	42	82	1860	59	5	83	44	81	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	20	9	18	1060	34	1	17	10	19	1043	33						
Participation through alternate assessment (PAAP)	1	2	2	1	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	1	100	2	100	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	2	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:	MSAD 06
School:	Hollis 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	7	2	507	4
	2007-2008	0	0	8	3	559	4
	2008-2009	**0**	**0**	**10**	**3**	**672**	**5**
	Cum. Total*	0	0	25	3	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	22	48	189	61	8749	63
	2007-2008	27	45	151	52	8308	59
	2008-2009	**43**	**75**	**196**	**62**	**8917**	**66**
	Cum. Total*	92	56	536	58	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	41	81	26	3467	25
	2007-2008	30	50	109	37	3922	28
	2008-2009	**12**	**21**	**90**	**28**	**3241**	**24**
	Cum. Total*	61	37	280	31	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	5	11	32	10	1165	8
	2007-2008	3	5	24	8	1264	9
	2008-2009	**2**	**4**	**21**	**7**	**751**	**6**
	Cum. Total*	10	6	77	8	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**	32.2	67.1	30.1	62.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.7	69.6	15.4	64.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.5	64.6	14.8	61.7	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: MSAD 06
School: Hollis 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	57	0	0	43	75	12	21	2	4	446	317	3	62	28	7	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										5	0	100	0	0	450	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										1						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	56	0	0	42	75	12	21	2	4	446	310	3	61	29	6	444	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	4										49	2	29	51	18	438	2211	1	39	42	18	439
No	53	0	0	40	75	11	21	2	4	446	268	3	68	24	4	446	11370	6	71	20	3	448
Current LEP																						
Yes	0										2						357	3	42	36	19	440
No	57	0	0	43	75	12	21	2	4	446	315	3	62	29	7	444	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	23	0	0	18	78	4	17	1	4	445	118	1	54	35	10	442	5677	2	57	32	9	443
No	34	0	0	25	74	8	24	1	3	447	199	5	66	25	5	446	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	57	0	0	43	75	12	21	2	4	446	317	3	62	28	7	445	13575	5	66	24	6	446
Gender																						
Female	31	0	0	24	77	6	19	1	3	447	152	5	63	27	5	446	6580	7	68	21	5	448
Male	26	0	0	19	73	6	23	1	4	445	165	1	61	30	8	443	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	6	43	7	50	1	7	441	100	0	41	50	9	440	2127	1	48	42	9	441
No	43	0	0	37	86	5	12	1	2	448	217	5	71	18	6	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	0	0	4	80	1	20	0	0	451	20	25	70	5	0	457	324	27	72	1	0	458
No	52	0	0	39	75	11	21	2	4	446	297	2	61	30	7	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: MSAD 06
School: Hollis 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	0										2	0	60	20	20	442	4	2	45	36	17	441
B. less than one hour	93	0	0	39	76	10	20	2	4	446	82	3	64	26	7	445	75	5	67	23	4	447
C. one to two hours	7	0	0	2	50	2	50	0	0	443	15	4	51	43	2	444	18	5	67	23	5	447
D. more than two hours	0										1	0	25	50	25	436	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	0	0	17	85	3	15	0	0	449	32	7	74	16	3	448	40	8	71	17	4	449
B. good	40	0	0	16	73	5	23	1	5	445	48	1	58	35	6	444	45	3	66	25	5	446
C. fair	16	0	0	6	67	2	22	1	11	444	16	2	55	33	10	442	13	1	54	35	10	442
D. poor	7	0	0	2	50	2	50	0	0	441	4	0	36	45	18	438	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.	29	0	0	13	81	3	19	0	0	448	27	2	69	27	2	446	31	8	69	19	4	448
B. They match some of what I have learned.	53	0	0	21	72	7	24	1	3	446	58	4	61	28	7	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	15	0	0	6	75	1	13	1	13	443	12	3	50	37	11	442	11	2	54	35	10	442
D. There is no match.	4	0	0	1	50	1	50	0	0	443	4	0	55	27	18	439	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	0	0	9	69	4	31	0	0	446	21	3	53	36	8	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	65	0	0	29	81	5	14	2	6	446	64	3	65	26	5	445	63	6	69	22	4	447
C. easier than my regular schoolwork	11	0	0	3	50	3	50	0	0	444	14	2	60	29	9	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.	15	0	0	5	63	3	38	0	0	443	16	0	36	44	20	438	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	51	0	0	23	82	4	14	1	4	446	54	2	64	30	4	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	35	0	0	13	68	5	26	1	5	448	30	7	70	20	4	447	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	38	0	0	17	81	3	14	1	5	448	24	3	76	17	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	38	0	0	16	76	4	19	1	5	446	50	5	57	32	6	445	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	2	40	3	60	0	0	440	14	0	49	42	9	441	13	2	57	33	8	443
D. I rarely read at home.	15	0	0	6	75	2	25	0	0	445	12	0	68	24	8	443	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	14	70	4	20	2	10	444	29	1	57	33	9	443	25	3	59	30	8	444
B. six to ten pages	27	0	0	14	93	1	7	0	0	449	26	1	69	28	3	445	24	4	64	26	6	445
C. eleven or more pages	36	0	0	13	65	7	35	0	0	445	45	6	60	27	7	445	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										33	0	0	100	0	436						
B.	100	0	0	1	100	0	0	0	0	452	50	0	67	33	0	447						
C.	0										17	0	100	0	0	452						
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:	MSAD 06
School:	Hollis 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	4	9	16	5	1054	8
	2007-2008	4	7	17	6	1321	9
	2008-2009	**11**	**19**	**51**	**16**	**1712**	**13**
	Cum. Total*	19	12	84	9	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	22	48	177	57	7394	53
	2007-2008	27	45	153	52	7079	51
	2008-2009	**37**	**64**	**188**	**59**	**7270**	**53**
	Cum. Total*	86	52	518	56	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	12	26	87	28	3729	27
	2007-2008	18	30	88	30	3955	28
	2008-2009	**6**	**10**	**56**	**18**	**3219**	**24**
	Cum. Total*	36	22	231	25	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	17	30	10	1735	12
	2007-2008	11	18	34	12	1642	12
	2008-2009	**4**	**7**	**22**	**7**	**1408**	**10**
	Cum. Total*	23	14	86	9	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**	34.1	71.0	32.6	67.9	30.8	64.2
A. Number	**20**	**42**	14.8	74.0	14.0	70.0	12.5	62.5
B. Data	**8**	**17**	5.6	70.0	5.4	67.5	5.3	66.3
C. Geometry	**10**	**21**	6.8	68.0	6.8	68.0	6.5	65.0
D. Algebra	**10**	**21**	6.9	69.0	6.5	65.0	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: MSAD 06
School: Hollis 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	58	11	19	37	64	6	10	4	7	451	317	16	59	18	7	449	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										5	40	60	0	0	457	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										1						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	57	11	19	36	63	6	11	4	7	451	310	16	59	18	7	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	0	0	2	40	438	50	6	42	26	26	439	2227	3	34	33	30	437
No	53	11	21	34	64	6	11	2	4	453	267	18	63	16	3	451	11382	14	57	22	7	448
Current LEP																						
Yes	0										2						370	7	35	31	27	439
No	58	11	19	37	64	6	10	4	7	451	315	16	59	18	7	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	24	2	8	15	63	4	17	3	13	447	118	9	55	23	13	445	5704	6	48	30	16	442
No	34	9	26	22	65	2	6	1	3	454	199	20	62	15	4	452	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	58	11	19	37	64	6	10	4	7	451	317	16	59	18	7	449	13603	13	53	24	10	446
Gender																						
Female	32	5	16	21	66	3	9	3	9	451	153	14	60	16	9	448	6591	12	54	24	11	446
Male	26	6	23	16	62	3	12	1	4	452	164	18	59	19	5	450	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	10	71	2	14	2	14	442	100	1	50	39	10	441	2131	3	41	38	18	440
No	44	11	25	27	61	4	9	2	5	455	217	23	64	8	6	453	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	465	20	80	20	0	0	466	324	64	34	2	0	464
No	53	7	13	36	68	6	11	4	8	450	297	12	62	19	7	448	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: MSAD 06
School: Hollis School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	422	2	0	50	17	33	440	4	4	37	30	28	438
B. less than one hour	91	9	18	34	67	6	12	2	4	452	82	18	61	16	5	450	75	13	55	23	9	447
C. one to two hours	7	0	0	3	75	0	0	1	25	440	15	6	57	26	11	445	18	12	54	24	10	446
D. more than two hours	0										1	0	25	50	25	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	51	8	28	19	66	1	3	1	3	456	39	29	61	7	3	455	37	22	56	16	7	451
B. good	28	2	13	12	75	2	13	0	0	451	40	11	63	20	6	448	45	9	56	25	9	446
C. fair	16	0	0	5	56	2	22	2	22	442	15	2	52	33	13	443	14	3	46	34	17	440
D. poor	5	0	0	1	33	1	33	1	33	434	6	0	39	39	22	438	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.	46	5	19	18	69	1	4	2	8	452	47	19	65	11	5	451	35	19	56	19	7	450
B. They match some of what I have learned.	42	5	21	15	63	4	17	0	0	454	43	15	53	26	7	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	11	0	0	4	67	1	17	1	17	442	8	4	64	16	16	444	10	5	43	31	21	440
D. There is no match.	2	0	0	0	0	0	0	1	100	422	2	17	33	17	33	440	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	5	71	1	14	1	14	446	12	3	47	37	13	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	65	6	17	24	67	4	11	2	6	451	67	15	63	17	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	22	4	33	7	58	0	0	1	8	455	21	28	54	8	11	452	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	0										3	0	50	20	30	436	7	6	36	32	27	438
B. 30–45 minutes	9	0	0	3	60	1	20	1	20	442	15	7	65	22	7	447	25	7	52	28	12	444
C. 45–60 minutes	7	0	0	3	75	0	0	1	25	444	28	22	58	13	6	451	38	14	56	22	8	448
D. more than 60 minutes	84	10	21	31	65	5	10	2	4	453	54	16	59	19	6	450	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	50	1	50	0	0	445	4	0	42	33	25	440	3	4	36	31	28	438
B. two or three days a week	19	0	0	7	64	3	27	1	9	445	19	10	62	25	3	449	12	13	51	26	10	446
C. two or three times each month	63	9	25	24	67	1	3	2	6	454	41	18	67	10	5	451	32	15	58	20	7	449
D. never or almost never	14	1	13	5	63	1	13	1	13	447	36	19	51	21	9	448	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	4	20	11	55	3	15	2	10	449	38	18	58	19	6	450	26	12	50	25	13	445
B. two or three days a week	39	2	9	15	68	3	14	2	9	450	35	10	61	23	6	448	32	14	57	21	7	448
C. two or three times each month	21	3	25	9	75	0	0	0	0	456	19	26	62	7	5	454	26	13	56	22	8	448
D. never or almost never	5	1	33	2	67	0	0	0	0	452	7	9	50	18	23	441	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										33	0	0	100	0	435						
B.	100	0	0	1	100	0	0	0	0	454	50	0	100	0	0	451						
C.	0										17	100	0	0	0	480						
D.	0										0											

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