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:	12001499
SAU:	MSAD 06
School:	George E Jack 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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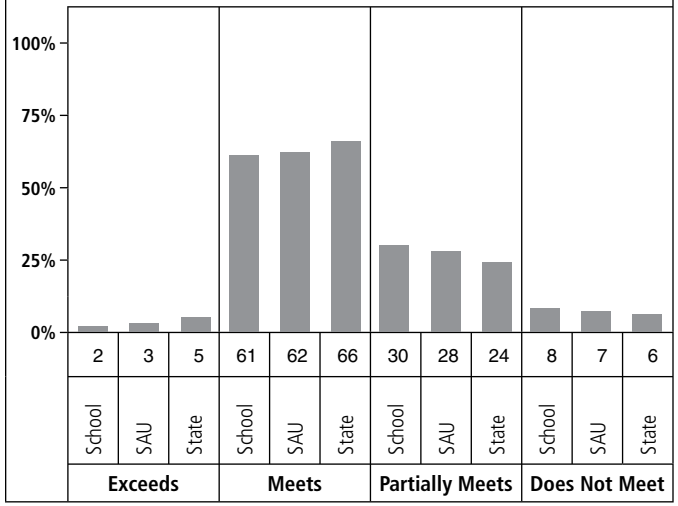
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 06
School: George E Jack School

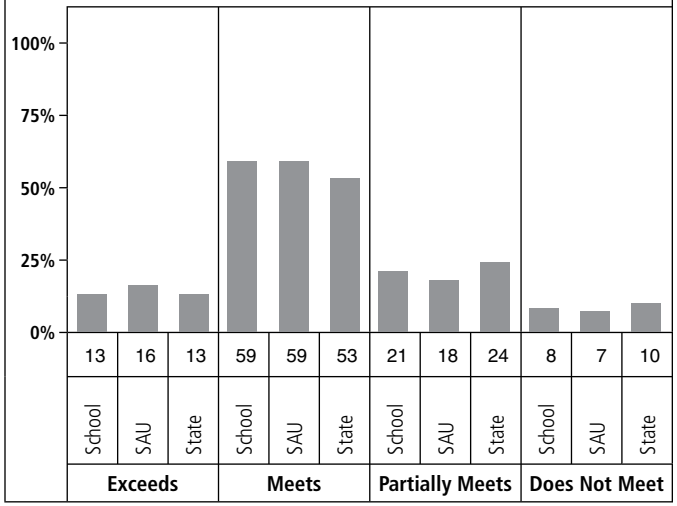
Summary of School, SAU, and State Scores

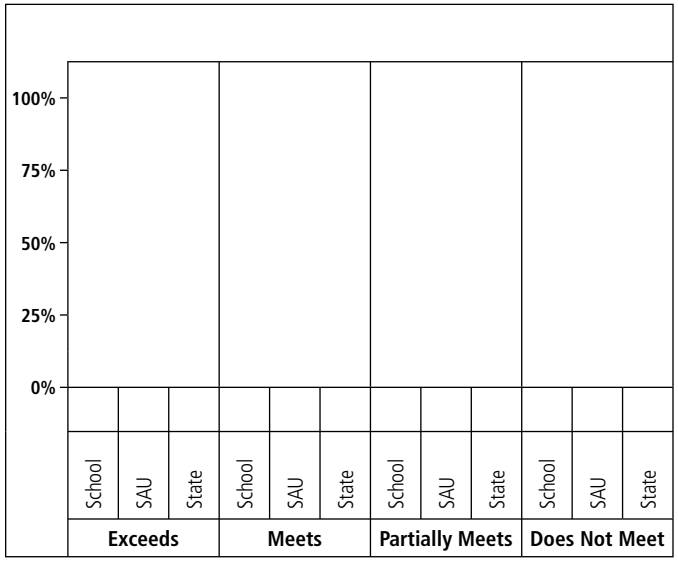
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	445	445
2007–2008	443	443	445
2008–2009	**443**	**445**	**446**
Cum. Avg.*	443	444	445
Mathematics			
2006–2007	444	445	445
2007–2008	445	444	445
2008–2009	**448**	**449**	**446**
Cum. Avg.*	446	446	445

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: George E Jack 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	120	100	319	100	13805	100	120	100	319	100	13737	100	120	100	317	99	13746	100						
Ethnicity African American/Black	3	3	5	2	419	3	3	100	5	100	410	98	3	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	1	0	229	2	0	0	1	100	223	97	0	0	1	100	227	99						
Hispanic	0	0	1	0	149	1	0	0	1	100	148	99	0	0	1	100	148	99						
Caucasian/White	117	98	312	98	12883	93	117	100	312	100	12832	100	117	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	21	18	51	16	2383	17	21	100	51	100	2366	100	21	100	50	98	2364	99						
Current LEP	1	1	2	1	377	3	1	100	2	100	362	96	1	100	2	100	373	99						
Economically disadvantaged	44	37	120	38	5819	42	44	100	120	100	5782	99	44	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	98	82	266	83	10439	76	98	82	263	82	10471	76						
Identified disability (PET/IEP)	3	3	7	3	351	3	3	3	6	2	367	4						
LEP	1	1	2	1	171	2	1	1	2	1	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	22	18	51	16	3142	23	22	18	54	17	3138	23						
Identified disability (PET/IEP)	18	82	42	82	1860	59	18	82	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	4	18	9	18	1060	34	4	18	10	19	1043	33						
Participation through alternate assessment (PAAP)	0	0	2	1	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	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:	George E Jack 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	2	2	7	2	507	4
	2007-2008	2	2	8	3	559	4
	2008-2009	**2**	**2**	**10**	**3**	**672**	**5**
	Cum. Total*	6	2	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	72	61	189	61	8749	63
	2007-2008	62	53	151	52	8308	59
	2008-2009	**73**	**61**	**196**	**62**	**8917**	**66**
	Cum. Total*	207	58	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	30	25	81	26	3467	25
	2007-2008	41	35	109	37	3922	28
	2008-2009	**36**	**30**	**90**	**28**	**3241**	**24**
	Cum. Total*	107	30	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	15	13	32	10	1165	8
	2007-2008	13	11	24	8	1264	9
	2008-2009	**9**	**8**	**21**	**7**	**751**	**6**
	Cum. Total*	37	10	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**	29.2	60.8	30.1	62.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.8	61.7	15.4	64.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.4	60.0	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: George E Jack 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	120	2	2	73	61	36	30	9	8	443	317	3	62	28	7	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	3										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	0										1						146	1	64	28	6	445
Caucasian/White	117	2	2	70	60	36	31	9	8	443	310	3	61	29	6	444	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	21	1	5	5	24	12	57	3	14	439	49	2	29	51	18	438	2211	1	39	42	18	439
No	99	1	1	68	69	24	24	6	6	444	268	3	68	24	4	446	11370	6	71	20	3	448
Current LEP																						
Yes	1										2						357	3	42	36	19	440
No	119	2	2	72	61	36	30	9	8	443	315	3	62	29	7	444	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	44	0	0	24	55	16	36	4	9	441	118	1	54	35	10	442	5677	2	57	32	9	443
No	76	2	3	49	64	20	26	5	7	445	199	5	66	25	5	446	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	120	2	2	73	61	36	30	9	8	443	317	3	62	28	7	445	13575	5	66	24	6	446
Gender																						
Female	56	1	2	36	64	15	27	4	7	445	152	5	63	27	5	446	6580	7	68	21	5	448
Male	64	1	2	37	58	21	33	5	8	442	165	1	61	30	8	443	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	39	0	0	14	36	19	49	6	15	439	100	0	41	50	9	440	2127	1	48	42	9	441
No	81	2	2	59	73	17	21	3	4	446	217	5	71	18	6	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	4										20	25	70	5	0	457	324	27	72	1	0	458
No	116	0	0	71	61	36	31	9	8	443	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: George E Jack 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	1	50	0	0	1	50	437	2	0	60	20	20	442	4	2	45	36	17	441
B. less than one hour	87	2	2	67	64	28	27	7	7	444	82	3	64	26	7	445	75	5	67	23	4	447
C. one to two hours	9	0	0	4	36	7	64	0	0	442	15	4	51	43	2	444	18	5	67	23	5	447
D. more than two hours	3	0	0	1	33	1	33	1	33	435	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	32	2	5	29	76	6	16	1	3	447	32	7	74	16	3	448	40	8	71	17	4	449
B. good	51	0	0	34	57	22	37	4	7	442	48	1	58	35	6	444	45	3	66	25	5	446
C. fair	14	0	0	8	50	6	38	2	13	440	16	2	55	33	10	442	13	1	54	35	10	442
D. poor	3	0	0	1	25	1	25	2	50	435	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.	28	0	0	24	73	7	21	2	6	444	27	2	69	27	2	446	31	8	69	19	4	448
B. They match some of what I have learned.	57	1	1	40	59	21	31	6	9	443	58	4	61	28	7	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	13	1	7	7	47	6	40	1	7	443	12	3	50	37	11	442	11	2	54	35	10	442
D. There is no match.	3	0	0	2	50	2	50	0	0	439	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	1	3	12	41	13	45	3	10	441	21	3	53	36	8	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	56	0	0	45	67	17	25	5	7	445	64	3	65	26	5	445	63	6	69	22	4	447
C. easier than my regular schoolwork	19	1	4	15	65	6	26	1	4	443	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.	20	0	0	6	26	11	48	6	26	437	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.	53	1	2	40	66	17	28	3	5	444	54	2	64	30	4	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	28	1	3	24	75	7	22	0	0	446	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	25	1	3	20	67	8	27	1	3	446	24	3	76	17	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	39	1	2	26	55	17	36	3	6	443	50	5	57	32	6	445	55	5	70	21	4	447
C. less than 20 minutes	18	0	0	13	59	7	32	2	9	441	14	0	49	42	9	441	13	2	57	33	8	443
D. I rarely read at home.	18	0	0	14	67	4	19	3	14	442	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	29	1	3	17	49	13	37	4	11	442	29	1	57	33	9	443	25	3	59	30	8	444
B. six to ten pages	32	1	3	26	68	10	26	1	3	445	26	1	69	28	3	445	24	4	64	26	6	445
C. eleven or more pages	39	0	0	29	63	13	28	4	9	443	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.	0										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:	George E Jack 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	3	16	5	1054	8
	2007-2008	7	6	17	6	1321	9
	2008-2009	**15**	**13**	**51**	**16**	**1712**	**13**
	Cum. Total*	26	7	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	68	57	177	57	7394	53
	2007-2008	65	55	153	52	7079	51
	2008-2009	**71**	**59**	**188**	**59**	**7270**	**53**
	Cum. Total*	204	57	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	37	31	87	28	3729	27
	2007-2008	35	30	88	30	3955	28
	2008-2009	**25**	**21**	**56**	**18**	**3219**	**24**
	Cum. Total*	97	27	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	11	9	30	10	1735	12
	2007-2008	11	9	34	12	1642	12
	2008-2009	**9**	**8**	**22**	**7**	**1408**	**10**
	Cum. Total*	31	9	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**	31.7	66.0	32.6	67.9	30.8	64.2
A. Number	**20**	**42**	13.7	68.5	14.0	70.0	12.5	62.5
B. Data	**8**	**17**	5.2	65.0	5.4	67.5	5.3	66.3
C. Geometry	**10**	**21**	6.4	64.0	6.8	68.0	6.5	65.0
D. Algebra	**10**	**21**	6.3	63.0	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: George E Jack 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	120	15	13	71	59	25	21	9	8	448	317	16	59	18	7	449	13609	13	53	24	10	446
Ethnicity																						
African American/Black	3										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	0										1						147	3	58	30	10	443
Caucasian/White	117	13	11	70	60	25	21	9	8	447	310	16	59	18	7	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	21	2	10	9	43	7	33	3	14	442	50	6	42	26	26	439	2227	3	34	33	30	437
No	99	13	13	62	63	18	18	6	6	449	267	18	63	16	3	451	11382	14	57	22	7	448
Current LEP																						
Yes	1										2						370	7	35	31	27	439
No	119	15	13	70	59	25	21	9	8	447	315	16	59	18	7	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	44	5	11	21	48	12	27	6	14	444	118	9	55	23	13	445	5704	6	48	30	16	442
No	76	10	13	50	66	13	17	3	4	450	199	20	62	15	4	452	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	120	15	13	71	59	25	21	9	8	448	317	16	59	18	7	449	13603	13	53	24	10	446
Gender																						
Female	56	6	11	32	57	12	21	6	11	446	153	14	60	16	9	448	6591	12	54	24	11	446
Male	64	9	14	39	61	13	20	3	5	449	164	18	59	19	5	450	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	39	1	3	14	36	18	46	6	15	439	100	1	50	39	10	441	2131	3	41	38	18	440
No	81	14	17	57	70	7	9	3	4	452	217	23	64	8	6	453	11478	14	56	21	9	448
Gifted/talented program																						
Yes	4										20	80	20	0	0	466	324	64	34	2	0	464
No	116	12	10	70	60	25	22	9	8	447	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: George E Jack 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	1	50	1	50	0	0	444	2	0	50	17	33	440	4	4	37	30	28	438
B. less than one hour	87	15	14	64	62	18	17	7	7	449	82	18	61	16	5	450	75	13	55	23	9	447
C. one to two hours	9	0	0	5	45	5	45	1	9	443	15	6	57	26	11	445	18	12	54	24	10	446
D. more than two hours	3	0	0	1	33	1	33	1	33	434	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	36	10	23	29	67	2	5	2	5	453	39	29	61	7	3	455	37	22	56	16	7	451
B. good	41	4	8	30	61	11	22	4	8	446	40	11	63	20	6	448	45	9	56	25	9	446
C. fair	17	1	5	8	40	9	45	2	10	441	15	2	52	33	13	443	14	3	46	34	17	440
D. poor	7	0	0	4	50	3	38	1	13	440	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	9	16	35	64	8	15	3	5	449	47	19	65	11	5	451	35	19	56	19	7	450
B. They match some of what I have learned.	46	5	9	30	55	15	27	5	9	446	43	15	53	26	7	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	6	0	0	4	57	2	29	1	14	441	8	4	64	16	16	444	10	5	43	31	21	440
D. There is no match.	3	1	33	2	67	0	0	0	0	454	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	7	44	8	50	1	6	441	12	3	47	37	13	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	8	10	50	63	16	20	6	8	447	67	15	63	17	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	20	7	29	14	58	1	4	2	8	453	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	3	0	0	2	50	1	25	1	25	435	3	0	50	20	30	436	7	6	36	32	27	438
B. 30–45 minutes	18	1	5	14	64	6	27	1	5	446	15	7	65	22	7	447	25	7	52	28	12	444
C. 45–60 minutes	21	10	40	13	52	1	4	1	4	455	28	22	58	13	6	451	38	14	56	22	8	448
D. more than 60 minutes	58	4	6	42	61	17	25	6	9	446	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	3	0	0	2	50	0	0	2	50	439	4	0	42	33	25	440	3	4	36	31	28	438
B. two or three days a week	9	0	0	6	55	4	36	1	9	443	19	10	62	25	3	449	12	13	51	26	10	446
C. two or three times each month	43	6	12	35	67	9	17	2	4	450	41	18	67	10	5	451	32	15	58	20	7	449
D. never or almost never	44	9	17	28	53	12	23	4	8	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	42	6	12	28	56	13	26	3	6	447	38	18	58	19	6	450	26	12	50	25	13	445
B. two or three days a week	31	6	16	20	54	7	19	4	11	447	35	10	61	23	6	448	32	14	57	21	7	448
C. two or three times each month	16	2	11	15	79	2	11	0	0	452	19	26	62	7	5	454	26	13	56	22	8	448
D. never or almost never	11	1	8	7	54	3	23	2	15	442	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.	0										50	0	100	0	0	451						
C.	0										17	100	0	0	0	480						
D.	0										0											

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