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:	12481707
SAU:	MSAD 54
School:	Margaret Chase Smith Sch.-Skow

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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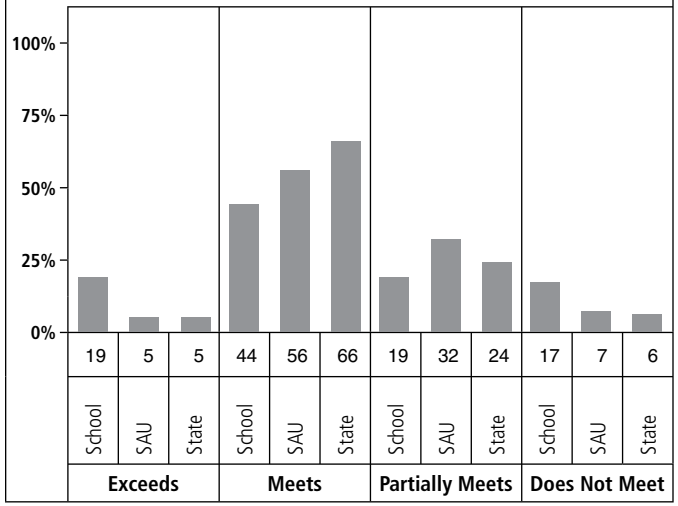
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

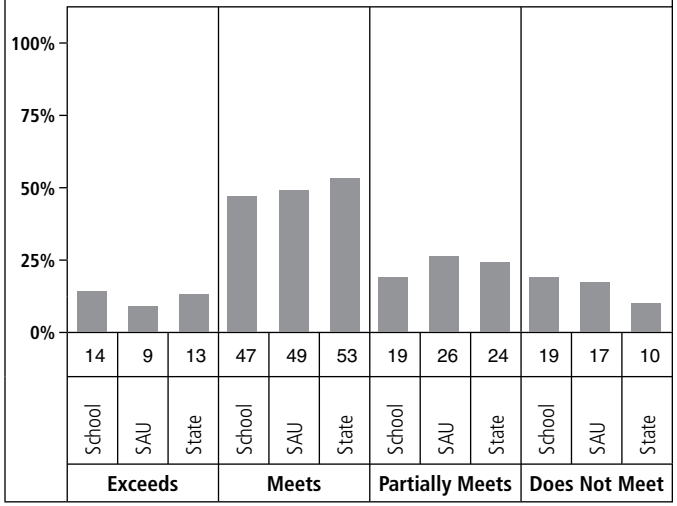
Summary of School, SAU, and State Scores

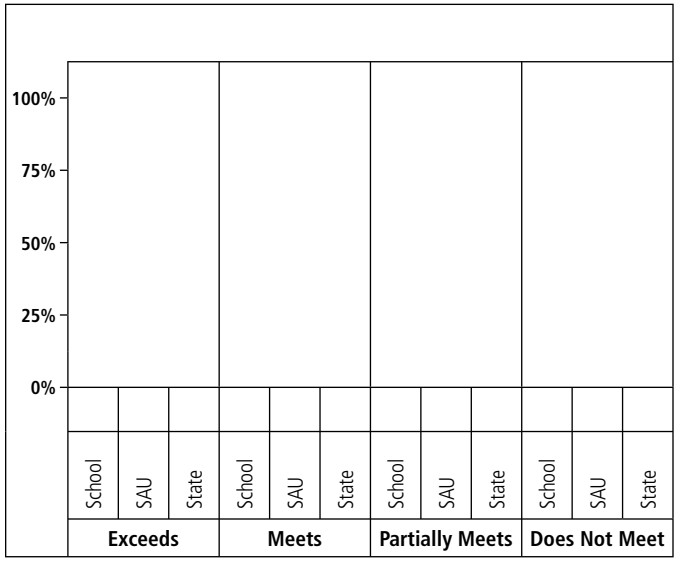
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007		442	445
2007–2008		443	445
2008–2009	**448**	**445**	**446**
Cum. Avg.*		443	445
Mathematics			
2006–2007		441	445
2007–2008		442	445
2008–2009	**445**	**443**	**446**
Cum. Avg.*		442	445

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 54
School: Margaret Chase Smith Sch.-Skow

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	36	100	186	100	13805	100	36	100	185	99	13737	100	36	100	185	99	13746	100						
Ethnicity African American/Black	1	3	2	1	419	3	1	100	2	100	410	98	1	100	2	100	416	99						
American Indian or Native Alaskan	1	3	1	1	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	1	3	1	1	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	33	92	182	98	12883	93	33	100	181	99	12832	100	33	100	181	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	6	17	34	18	2383	17	6	100	34	100	2366	100	6	100	34	100	2364	99						
Current LEP	1	3	1	1	377	3	1	100	1	100	362	96	1	100	1	100	373	99						
Economically disadvantaged	14	39	108	58	5819	42	14	100	107	99	5782	99	14	100	107	99	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	21	58	134	72	10439	76	21	58	134	72	10471	76						
Identified disability (PET/IEP)	0	0	6	4	351	3	0	0	6	4	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
Participation with accommodations	15	42	49	26	3142	23	15	42	49	26	3138	23						
Identified disability (PET/IEP)	6	40	26	53	1860	59	6	40	26	53	1860	59						
LEP	1	7	1	2	186	6	1	7	1	2	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	8	53	22	45	1060	34	8	53	22	45	1043	33						
Participation through alternate assessment (PAAP)	0	0	2	1	155	1	0	0	2	1	137	1						
Identified disability (PET/IEP)	0	0	2	100	155	100	0	0	2	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	1	1	57	0	0	0	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:	MSAD 54
School:	Margaret Chase Smith Sch.-Skow

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	0	507	4
	2007-2008			3	1	559	4
	2008-2009	**7**	**19**	**9**	**5**	**672**	**5**
	Cum. Total*			13	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			103	51	8749	63
	2007-2008			107	53	8308	59
	2008-2009	**16**	**44**	**103**	**56**	**8917**	**66**
	Cum. Total*			313	53	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			74	36	3467	25
	2007-2008			70	35	3922	28
	2008-2009	**7**	**19**	**59**	**32**	**3241**	**24**
	Cum. Total*			203	35	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			25	12	1165	8
	2007-2008			22	11	1264	9
	2008-2009	**6**	**17**	**12**	**7**	**751**	**6**
	Cum. Total*			59	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**	31.8	66.3	30.2	62.9	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.7	65.4	15.6	65.0	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.1	67.1	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: MSAD 54
School: Margaret Chase Smith Sch.-Skow

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	36	7	19	16	44	7	19	6	17	448	183	5	56	32	7	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										2						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	33	7	21	14	42	7	21	5	15	448	179	5	56	33	6	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	1	17	5	83	425	32	0	19	47	34	434	2211	1	39	42	18	439
No	30	7	23	16	53	6	20	1	3	452	151	6	64	29	1	447	11370	6	71	20	3	448
Current LEP																						
Yes	1										1						357	3	42	36	19	440
No	35	7	20	15	43	7	20	6	17	448	182	5	56	32	7	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	14	1	7	3	21	5	36	5	36	437	106	2	44	44	9	441	5677	2	57	32	9	443
No	22	6	27	13	59	2	9	1	5	455	77	9	73	16	3	449	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	36	7	19	16	44	7	19	6	17	448	183	5	56	32	7	445	13575	5	66	24	6	446
Gender																						
Female	15	4	27	7	47	1	7	3	20	449	95	5	58	29	7	445	6580	7	68	21	5	448
Male	21	3	14	9	43	6	29	3	14	447	88	5	55	35	6	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	1	20	4	80	0	0	440	44	0	34	66	0	441	2127	1	48	42	9	441
No	31	7	23	15	48	3	10	6	19	449	139	6	63	22	9	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										1						324	27	72	1	0	458
No	36	7	19	16	44	7	19	6	17	448	182	5	56	32	7	445	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 54
School: Margaret Chase Smith Sch.-Skow

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										9	0	53	35	12	440	4	2	45	36	17	441
B. less than one hour	61	4	18	9	41	5	23	4	18	447	68	4	59	31	6	445	75	5	67	23	4	447
C. one to two hours	36	3	23	7	54	2	15	1	8	451	19	12	56	29	3	448	18	5	67	23	5	447
D. more than two hours	3	0	0	0	0	0	0	1	100	426	4	0	14	57	29	434	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	5	36	6	43	1	7	2	14	453	43	9	59	28	4	447	40	8	71	17	4	449
B. good	33	2	17	7	58	3	25	0	0	453	41	3	64	32	1	446	45	3	66	25	5	446
C. fair	22	0	0	3	38	2	25	3	38	435	13	0	35	43	22	437	13	1	54	35	10	442
D. poor	6	0	0	0	0	1	50	1	50	431	3	0	0	50	50	427	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	2	20	5	50	2	20	1	10	448	34	6	63	29	2	446	31	8	69	19	4	448
B. They match some of what I have learned.	51	4	22	10	56	2	11	2	11	452	50	4	60	31	4	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	14	1	20	1	20	2	40	1	20	445	10	5	37	47	11	442	11	2	54	35	10	442
D. There is no match.	6	0	0	0	0	1	50	1	50	423	5	0	20	40	40	429	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	2	67	0	0	1	33	441	16	0	31	52	17	439	19	4	54	31	11	443
B. about the same as my regular schoolwork	61	6	27	11	50	4	18	1	5	452	63	6	65	26	3	447	63	6	69	22	4	447
C. easier than my regular schoolwork	31	1	9	3	27	3	27	4	36	441	21	5	49	36	10	443	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	0	0	2	67	1	33	435	13	0	13	74	13	437	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	28	0	0	7	70	1	10	2	20	446	51	0	70	26	4	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	64	7	30	9	39	4	17	3	13	450	37	13	54	27	6	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	28	1	10	5	50	2	20	2	20	447	21	3	46	44	8	443	21	8	68	19	5	448
B. 20 minutes to an hour	58	6	29	10	48	3	14	2	10	452	56	8	66	22	4	447	55	5	70	21	4	447
C. less than 20 minutes	6	0	0	1	50	1	50	0	0	440	10	0	56	39	6	442	13	2	57	33	8	443
D. I rarely read at home.	8	0	0	0	0	1	33	2	67	427	13	0	30	52	17	436	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	1	14	1	14	2	29	3	43	438	20	3	49	37	11	441	25	3	59	30	8	444
B. six to ten pages	20	2	29	2	29	2	29	1	14	448	25	5	57	34	5	444	24	4	64	26	6	445
C. eleven or more pages	60	4	19	12	57	3	14	2	10	451	55	6	59	29	6	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	430	33	0	0	50	50	431						
B.	0										17	0	0	100	0	434						
C.	50	0	0	0	0	1	100	0	0	440	33	0	50	50	0	443						
D.	0										17	0	100	0	0	458						

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 54
School:	Margaret Chase Smith Sch.-Skow

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			13	6	1054	8
	2007-2008			13	6	1321	9
	2008-2009	**5**	**14**	**16**	**9**	**1712**	**13**
	Cum. Total*			42	7	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			88	43	7394	53
	2007-2008			86	43	7079	51
	2008-2009	**17**	**47**	**89**	**49**	**7270**	**53**
	Cum. Total*			263	45	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			62	30	3729	27
	2007-2008			73	36	3955	28
	2008-2009	**7**	**19**	**47**	**26**	**3219**	**24**
	Cum. Total*			182	31	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			41	20	1735	12
	2007-2008			30	15	1642	12
	2008-2009	**7**	**19**	**31**	**17**	**1408**	**10**
	Cum. Total*			102	17	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**	29.8	62.1	28.5	59.4	30.8	64.2
A. Number	**20**	**42**	11.9	59.5	11.6	58.0	12.5	62.5
B. Data	**8**	**17**	5.5	68.8	5.0	62.5	5.3	66.3
C. Geometry	**10**	**21**	5.8	58.0	5.7	57.0	6.5	65.0
D. Algebra	**10**	**21**	6.5	65.0	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: MSAD 54
School: Margaret Chase Smith Sch.-Skow

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	36	5	14	17	47	7	19	7	19	445	183	9	49	26	17	443	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										2						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	33	5	15	16	48	7	21	5	15	446	179	9	49	26	16	443	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	1	17	5	83	424	32	0	19	31	50	429	2227	3	34	33	30	437
No	30	5	17	17	57	6	20	2	7	449	151	11	55	25	10	445	11382	14	57	22	7	448
Current LEP																						
Yes	1										1						370	7	35	31	27	439
No	35	5	14	16	46	7	20	7	20	445	182	9	48	26	17	443	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	14	1	7	3	21	4	29	6	43	435	106	5	37	34	25	439	5704	6	48	30	16	442
No	22	4	18	14	64	3	14	1	5	450	77	14	65	14	6	448	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	36	5	14	17	47	7	19	7	19	445	183	9	49	26	17	443	13603	13	53	24	10	446
Gender																						
Female	15	3	20	7	47	2	13	3	20	447	95	8	53	20	19	443	6591	12	54	24	11	446
Male	21	2	10	10	48	5	24	4	19	443	88	9	44	32	15	442	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	1	20	3	60	1	20	435	44	5	20	45	30	436	2131	3	41	38	18	440
No	31	5	16	16	52	4	13	6	19	446	139	10	58	19	13	445	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										1						324	64	34	2	0	464
No	36	5	14	17	47	7	19	7	19	445	182	8	49	26	17	443	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 54
School: Margaret Chase Smith Sch.-Skow

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										9	0	29	65	6	438	4	4	37	30	28	438
B. less than one hour	61	1	5	11	50	5	23	5	23	443	68	7	54	25	14	444	75	13	55	23	9	447
C. one to two hours	36	4	31	6	46	2	15	1	8	449	19	21	41	15	24	444	18	12	54	24	10	446
D. more than two hours	3	0	0	0	0	0	0	1	100	424	4	0	43	0	57	431	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	3	21	7	50	2	14	2	14	450	40	14	54	24	8	447	37	22	56	16	7	451
B. good	31	2	18	6	55	1	9	2	18	447	36	8	52	23	17	442	45	9	56	25	9	446
C. fair	23	0	0	4	50	2	25	2	25	438	21	0	41	31	28	437	14	3	46	34	17	440
D. poor	6	0	0	0	0	1	50	1	50	427	3	17	0	33	50	433	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.	28	1	10	6	60	2	20	1	10	450	29	9	51	28	11	445	35	19	56	19	7	450
B. They match some of what I have learned.	47	2	12	8	47	4	24	3	18	445	55	8	50	24	18	442	51	11	56	25	8	446
C. They match just a little of what I have learned.	17	2	33	3	50	0	0	1	17	444	11	14	48	24	14	442	10	5	43	31	21	440
D. There is no match.	8	0	0	0	0	1	33	2	67	427	4	0	13	38	50	434	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	0	0	2	33	1	17	3	50	430	24	0	51	21	28	438	17	5	44	31	20	441
B. about the same as my regular schoolwork	58	3	14	12	57	5	24	1	5	449	58	8	54	25	12	444	62	13	57	23	7	448
C. easier than my regular schoolwork	25	2	22	3	33	1	11	3	33	444	18	21	30	30	18	444	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	14	0	0	2	40	0	0	3	60	437	8	7	27	27	40	437	7	6	36	32	27	438
B. 30–45 minutes	17	0	0	4	67	1	17	1	17	445	19	0	59	18	24	441	25	7	52	28	12	444
C. 45–60 minutes	61	5	23	10	45	5	23	2	9	448	40	10	45	33	12	443	38	14	56	22	8	448
D. more than 60 minutes	8	0	0	1	33	1	33	1	33	429	33	13	52	21	13	445	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	0	0	1	50	1	50	433	3	0	0	40	60	428	3	4	36	31	28	438
B. two or three days a week	8	0	0	0	0	2	67	1	33	430	2	0	25	50	25	434	12	13	51	26	10	446
C. two or three times each month	44	1	6	10	63	3	19	2	13	446	13	4	50	25	21	442	32	15	58	20	7	449
D. never or almost never	42	4	27	7	47	1	7	3	20	448	82	10	51	25	15	443	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	39	1	7	5	36	4	29	4	29	438	20	6	33	33	28	436	26	12	50	25	13	445
B. two or three days a week	28	3	30	3	30	3	30	1	10	449	36	9	59	21	11	446	32	14	57	21	7	448
C. two or three times each month	25	0	0	8	89	0	0	1	11	451	30	7	54	24	15	444	26	13	56	22	8	448
D. never or almost never	8	1	33	1	33	0	0	1	33	445	14	12	32	32	24	440	17	9	50	27	13	444
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	426	33	0	0	50	50	428						
B.	0										17	0	100	0	0	450						
C.	50	0	0	0	0	1	100	0	0	436	33	0	0	100	0	438						
D.	0										17	0	100	0	0	450						

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