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:	11341358
SAU:	Portland Public Schools
School:	Howard C Reiche Community Sch

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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

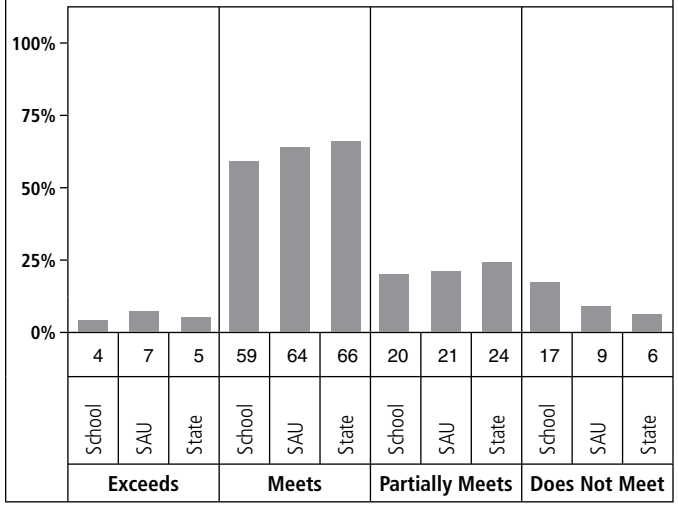
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

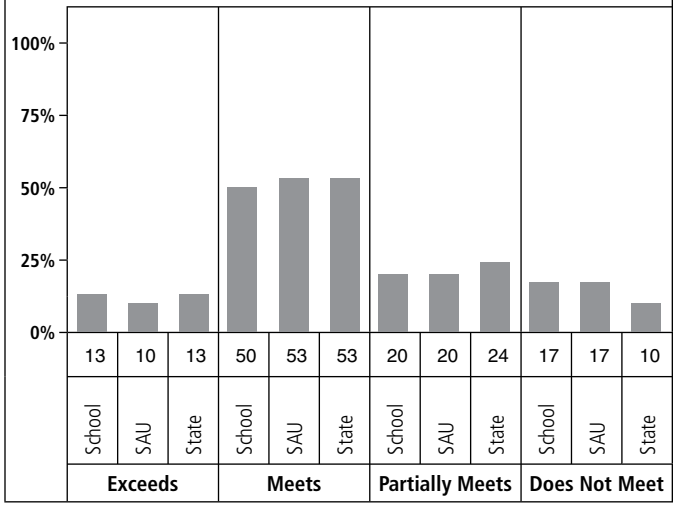
Summary of School, SAU, and State Scores

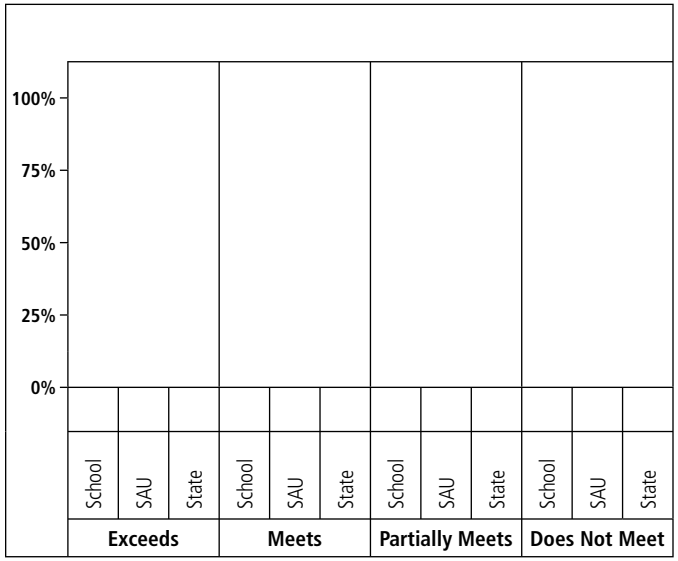
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	439	443	445
2007–2008	441	443	445
2008–2009	**442**	**446**	**446**
Cum. Avg.*	441	444	445
Mathematics			
2006–2007	440	442	445
2007–2008	447	442	445
2008–2009	**443**	**444**	**446**
Cum. Avg.*	443	443	445

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: Portland Public Schools
School: Howard C Reiche Community Sch

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	46	100	490	100	13805	100	46	100	484	99	13737	100	46	100	486	99	13746	100						
Ethnicity African American/Black	18	39	85	17	419	3	18	100	81	95	410	98	18	100	82	96	416	99						
American Indian or Native Alaskan	1	2	2	0	125	1	1	100	2	100	124	99	1	100	2	100	124	99						
Asian or Pacific Islander	3	7	46	9	229	2	3	100	44	96	223	97	3	100	46	100	227	99						
Hispanic	2	4	22	4	149	1	2	100	22	100	148	99	2	100	22	100	148	99						
Caucasian/White	22	48	335	68	12883	93	22	100	335	100	12832	100	22	100	334	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	22	90	18	2383	17	10	100	90	100	2366	100	10	100	89	99	2364	99						
Current LEP	16	35	101	21	377	3	16	100	95	94	362	96	16	100	99	98	373	99						
Economically disadvantaged	35	76	223	46	5819	42	35	100	217	97	5782	99	35	100	220	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	10	22	341	70	10439	76	11	24	342	70	10471	76						
Identified disability (PET/IEP)	0	0	20	6	351	3	0	0	20	6	367	4						
LEP	0	0	35	10	171	2	0	0	36	11	172	2						
504 plan	0	0	1	0	92	1	0	0	1	0	90	1						
Participation with accommodations	36	78	137	28	3142	23	35	76	137	28	3138	23						
Identified disability (PET/IEP)	10	28	64	47	1860	59	10	29	62	45	1860	59						
LEP	16	44	59	43	186	6	16	46	62	45	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	12	33	23	17	1060	34	11	31	22	16	1043	33						
Participation through alternate assessment (PAAP)	0	0	6	1	155	1	0	0	7	1	137	1						
Identified disability (PET/IEP)	0	0	6	100	155	100	0	0	7	100	137	100						
LEP	0	0	1	17	4	3	0	0	1	14	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	6	1	57	0	0	0	4	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:	Portland Public Schools
School:	Howard C Reiche Community Sch

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	3	15	3	507	4
	2007-2008	1	2	28	6	559	4
	2008-2009	**2**	**4**	**32**	**7**	**672**	**5**
	Cum. Total*	4	3	75	5	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	16	40	261	53	8749	63
	2007-2008	20	42	271	54	8308	59
	2008-2009	**27**	**59**	**307**	**64**	**8917**	**66**
	Cum. Total*	63	47	839	57	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	16	40	148	30	3467	25
	2007-2008	18	38	128	25	3922	28
	2008-2009	**9**	**20**	**98**	**21**	**3241**	**24**
	Cum. Total*	43	32	374	25	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	7	18	68	14	1165	8
	2007-2008	9	19	79	16	1264	9
	2008-2009	**8**	**17**	**41**	**9**	**751**	**6**
	Cum. Total*	24	18	188	13	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**	28.5	59.4	31.5	65.6	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.7	61.3	16.1	67.1	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	13.8	57.5	15.4	64.2	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: Portland Public Schools
School: Howard C Reiche Community Sch

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	46	2	4	27	59	9	20	8	17	442	478	7	64	21	9	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	18	0	0	8	44	3	17	7	39	435	81	2	48	25	25	439	408	2	51	31	16	441
American Indian or Native Alaskan	1										2						122	1	59	34	6	444
Asian or Pacific Islander	3										43	2	51	35	12	442	221	9	62	22	7	447
Hispanic	2										22	5	50	32	14	444	146	1	64	28	6	445
Caucasian/White	22	2	9	15	68	4	18	1	5	448	330	8	71	17	4	449	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	4	40	4	40	432	84	0	39	35	26	438	2211	1	39	42	18	439
No	36	2	6	25	69	5	14	4	11	445	394	8	70	18	5	448	11370	6	71	20	3	448
Current LEP																						
Yes	16	0	0	7	44	3	19	6	38	435	94	0	40	36	23	438	357	3	42	36	19	440
No	30	2	7	20	67	6	20	2	7	446	384	8	70	17	5	448	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	35	0	0	21	60	6	17	8	23	440	213	1	52	30	17	441	5677	2	57	32	9	443
No	11	2	18	6	55	3	27	0	0	449	265	11	74	13	2	451	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	46	2	4	27	59	9	20	8	17	442	478	7	64	21	9	446	13575	5	66	24	6	446
Gender																						
Female	17	1	6	12	71	3	18	1	6	446	251	10	62	19	10	447	6580	7	68	21	5	448
Male	29	1	3	15	52	6	21	7	24	440	227	4	67	22	7	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	42	2	5	25	60	7	17	8	19	442	214	3	54	28	16	442	2127	1	48	42	9	441
No	4										264	10	73	15	3	450	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										3						324	27	72	1	0	458
No	46	2	4	27	59	9	20	8	17	442	475	6	64	21	9	446	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: Portland Public Schools
School: Howard C Reiche Community Sch

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	7	0	0	2	67	0	0	1	33	439	4	6	39	28	28	439	4	2	45	36	17	441
B. less than one hour	76	0	0	22	65	7	21	5	15	442	70	8	65	19	7	447	75	5	67	23	4	447
C. one to two hours	11	2	40	2	40	0	0	1	20	453	24	4	70	20	7	447	18	5	67	23	5	447
D. more than two hours	7	0	0	1	33	1	33	1	33	431	3	0	38	31	31	439	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	1	5	13	68	2	11	3	16	444	46	12	65	15	9	448	40	8	71	17	4	449
B. good	41	1	6	11	61	5	28	1	6	445	44	3	66	25	6	446	45	3	66	25	5	446
C. fair	11	0	0	3	60	1	20	1	20	439	9	0	65	23	13	443	13	1	54	35	10	442
D. poor	5	0	0	0	0	0	0	2	100	420	2	0	25	38	38	434	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.	38	0	0	14	82	1	6	2	12	444	30	9	68	17	6	448	31	8	69	19	4	448
B. They match some of what I have learned.	42	2	11	10	53	4	21	3	16	445	53	7	69	18	6	448	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	0	0	2	40	1	20	2	40	433	14	2	56	26	17	442	11	2	54	35	10	442
D. There is no match.	9	0	0	1	25	2	50	1	25	436	4	0	24	53	24	436	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	32	1	7	5	36	3	21	5	36	437	18	6	44	21	29	441	19	4	54	31	11	443
B. about the same as my regular schoolwork	50	1	5	16	73	5	23	0	0	447	60	7	70	19	3	448	63	6	69	22	4	447
C. easier than my regular schoolwork	18	0	0	6	75	0	0	2	25	442	21	7	69	18	5	448	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.	16	0	0	1	14	2	29	4	57	429	12	0	31	29	40	435	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	49	1	5	14	64	5	23	2	9	444	47	4	68	23	5	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	36	1	6	12	75	1	6	2	13	446	41	13	70	14	4	450	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	10	5	50	2	20	2	20	445	27	10	66	16	9	448	21	8	68	19	5	448
B. 20 minutes to an hour	44	1	5	13	65	4	20	2	10	443	53	7	66	21	6	447	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	3	75	0	0	1	25	443	10	2	67	24	7	445	13	2	57	33	8	443
D. I rarely read at home.	24	0	0	6	55	2	18	3	27	438	10	0	53	24	22	440	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	2	33	2	33	2	33	440	22	2	61	28	9	444	25	3	59	30	8	444
B. six to ten pages	32	0	0	7	54	5	38	1	8	441	17	4	64	24	8	445	24	4	64	26	6	445
C. eleven or more pages	54	2	9	15	68	0	0	5	23	443	60	10	67	16	7	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										25	0	25	75	0	438						
B.	0										38	0	17	67	17	434						
C.	50	0	0	0	0	0	0	1	100	422	31	0	80	0	20	444						
D.	50	0	0	0	0	0	0	1	100	428	6	0	0	0	100	428						

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:	Portland Public Schools
School:	Howard C Reiche Community Sch

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	2	41	8	1054	8
	2007-2008	8	16	50	10	1321	9
	2008-2009	**6**	**13**	**47**	**10**	**1712**	**13**
	Cum. Total*	15	11	138	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	16	37	222	45	7394	53
	2007-2008	21	43	214	42	7079	51
	2008-2009	**23**	**50**	**252**	**53**	**7270**	**53**
	Cum. Total*	60	43	688	46	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	19	44	142	29	3729	27
	2007-2008	15	31	137	27	3955	28
	2008-2009	**9**	**20**	**98**	**20**	**3219**	**24**
	Cum. Total*	43	31	377	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	7	16	93	19	1735	12
	2007-2008	5	10	109	21	1642	12
	2008-2009	**8**	**17**	**82**	**17**	**1408**	**10**
	Cum. Total*	20	14	284	19	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**	28.8	60.0	29.3	61.0	30.8	64.2
A. Number	**20**	**42**	11.2	56.0	11.6	58.0	12.5	62.5
B. Data	**8**	**17**	4.7	58.8	5.2	65.0	5.3	66.3
C. Geometry	**10**	**21**	6.6	66.0	6.1	61.0	6.5	65.0
D. Algebra	**10**	**21**	6.2	62.0	6.4	64.0	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: Portland Public Schools
School: Howard C Reiche Community Sch

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	46	6	13	23	50	9	20	8	17	443	479	10	53	20	17	444	13609	13	53	24	10	446
Ethnicity																						
African American/Black	18	0	0	8	44	5	28	5	28	435	82	2	29	32	37	434	415	5	41	30	24	439
American Indian or Native Alaskan	1										2						123	12	46	28	13	445
Asian or Pacific Islander	3										45	7	36	22	36	438	225	22	45	20	12	448
Hispanic	2										22	0	55	23	23	438	147	3	58	30	10	443
Caucasian/White	22	5	23	13	59	1	5	3	14	449	328	13	61	17	9	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	2	20	5	50	426	82	1	38	23	38	435	2227	3	34	33	30	437
No	36	6	17	20	56	7	19	3	8	448	397	12	56	20	13	446	11382	14	57	22	7	448
Current LEP																						
Yes	16	1	6	5	31	6	38	4	25	436	98	3	27	31	40	433	370	7	35	31	27	439
No	30	5	17	18	60	3	10	4	13	447	381	12	59	18	11	447	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	35	5	14	15	43	8	23	7	20	441	216	3	41	25	31	437	5704	6	48	30	16	442
No	11	1	9	8	73	1	9	1	9	449	263	15	62	16	6	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	46	6	13	23	50	9	20	8	17	443	479	10	53	20	17	444	13603	13	53	24	10	446
Gender																						
Female	17	3	18	8	47	4	24	2	12	444	251	8	52	22	18	443	6591	12	54	24	11	446
Male	29	3	10	15	52	5	17	6	21	442	228	12	53	19	16	445	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	42	6	14	20	48	8	19	8	19	443	217	4	40	26	29	437	2131	3	41	38	18	440
No	4										262	15	63	16	7	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										3						324	64	34	2	0	464
No	46	6	13	23	50	9	20	8	17	443	476	9	53	21	17	444	13285	11	54	24	11	446

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Portland Public Schools
School: Howard C Reiche Community Sch

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	7	0	0	1	33	1	33	1	33	429	4	6	28	22	44	433	4	4	37	30	28	438
B. less than one hour	76	4	12	19	56	5	15	6	18	443	70	10	56	21	14	445	75	13	55	23	9	447
C. one to two hours	11	2	40	2	40	1	20	0	0	459	24	12	50	20	19	445	18	12	54	24	10	446
D. more than two hours	7	0	0	1	33	1	33	1	33	433	3	8	38	15	38	432	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	5	24	13	62	1	5	2	10	451	34	19	54	13	15	447	37	22	56	16	7	451
B. good	42	1	5	10	53	4	21	4	21	439	44	7	57	20	16	444	45	9	56	25	9	446
C. fair	9	0	0	0	0	3	75	1	25	427	19	2	43	34	21	439	14	3	46	34	17	440
D. poor	2	0	0	0	0	0	0	1	100	428	2	0	36	27	36	435	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.	36	4	25	7	44	5	31	0	0	450	26	18	56	19	7	449	35	19	56	19	7	450
B. They match some of what I have learned.	42	2	11	15	79	1	5	1	5	448	58	7	58	21	14	445	51	11	56	25	8	446
C. They match just a little of what I have learned.	13	0	0	1	17	2	33	3	50	428	13	10	35	25	30	440	10	5	43	31	21	440
D. There is no match.	9	0	0	0	0	0	0	4	100	418	4	0	11	5	84	422	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	2	22	3	33	4	44	428	24	6	35	27	32	438	17	5	44	31	20	441
B. about the same as my regular schoolwork	51	6	26	11	48	2	9	4	17	446	59	11	60	19	11	446	62	13	57	23	7	448
C. easier than my regular schoolwork	29	0	0	10	77	3	23	0	0	449	18	12	54	17	17	446	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	9	0	0	1	25	1	25	2	50	428	7	0	21	24	55	429	7	6	36	32	27	438
B. 30–45 minutes	20	0	0	6	67	0	0	3	33	432	25	7	51	21	21	443	25	7	52	28	12	444
C. 45–60 minutes	56	4	16	13	52	7	28	1	4	449	43	9	55	23	14	444	38	14	56	22	8	448
D. more than 60 minutes	16	2	29	3	43	0	0	2	29	447	25	18	60	14	8	450	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										3	7	20	33	40	434	3	4	36	31	28	438
B. two or three days a week	16	0	0	5	71	2	29	0	0	441	17	6	48	24	23	441	12	13	51	26	10	446
C. two or three times each month	29	2	15	7	54	3	23	1	8	446	31	13	62	17	8	448	32	15	58	20	7	449
D. never or almost never	56	4	16	11	44	3	12	7	28	442	49	9	52	20	19	443	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	2	40	1	20	1	20	1	20	448	26	9	45	19	26	441	26	12	50	25	13	445
B. two or three days a week	31	2	14	7	50	2	14	3	21	444	39	9	55	20	16	444	32	14	57	21	7	448
C. two or three times each month	40	2	11	12	67	4	22	0	0	448	26	14	63	17	6	449	26	13	56	22	8	448
D. never or almost never	18	0	0	3	38	1	13	4	50	428	9	2	36	38	24	437	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										25	0	0	25	75	428						
B.	0										38	0	17	17	67	427						
C.	50	0	0	0	0	0	0	1	100	428	31	0	60	20	20	441						
D.	50	0	0	0	0	1	100	0	0	430	6	0	0	100	0	430						

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