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:	11961463
SAU:	MSAD 01
School:	Eva Hoyt Zippel 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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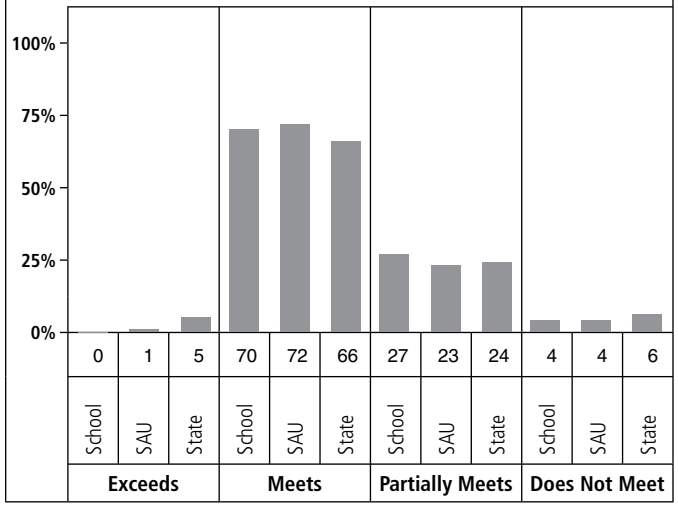
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Eva Hoyt Zippel School

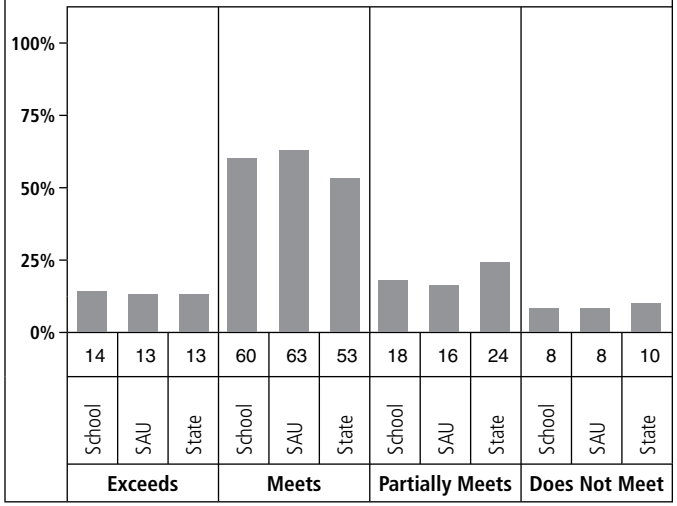
Summary of School, SAU, and State Scores

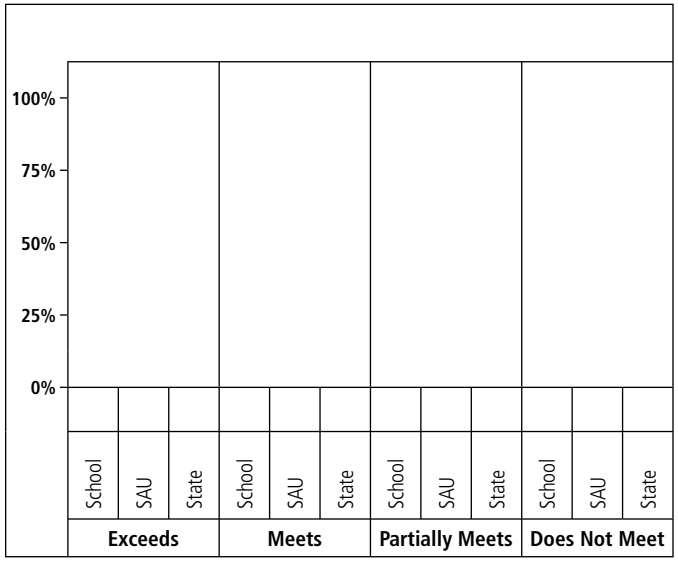
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	448	447	445
2007–2008	446	446	445
2008–2009	**445**	**446**	**446**
Cum. Avg.*	446	446	445
Mathematics			
2006–2007	447	447	445
2007–2008	450	449	445
2008–2009	**447**	**448**	**446**
Cum. Avg.*	448	448	445

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 01
School: Eva Hoyt Zippel 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	110	100	138	100	13805	100	110	100	138	100	13737	100	110	100	138	100	13746	100						
Ethnicity African American/Black	4	4	4	3	419	3	4	100	4	100	410	98	4	100	4	100	416	99						
American Indian or Native Alaskan	2	2	3	2	125	1	2	100	3	100	124	99	2	100	3	100	124	99						
Asian or Pacific Islander	0	0	1	1	229	2	0	0	1	100	223	97	0	0	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	104	95	130	94	12883	93	104	100	130	100	12832	100	104	100	130	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	30	27	38	28	2383	17	30	100	38	100	2366	100	30	100	38	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	58	53	71	51	5819	42	58	100	71	100	5782	99	58	100	71	100	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	56	51	70	51	10439	76	55	50	70	51	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	53	48	67	49	3142	23	54	49	67	49	3138	23						
Identified disability (PET/IEP)	29	55	37	55	1860	59	29	54	37	55	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	24	45	30	45	1060	34	25	46	30	45	1043	33						
Participation through alternate assessment (PAAP)	1	1	1	1	155	1	1	1	1	1	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	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	0	0	57	0	0	0	0	0	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 01
School:	Eva Hoyt Zippel 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	8	7	10	6	507	4
	2007-2008	4	4	5	4	559	4
	2008-2009	**0**	**0**	**2**	**1**	**672**	**5**
	Cum. Total*	12	4	17	4	1738	4
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	83	71	109	69	8749	63
	2007-2008	65	61	90	64	8308	59
	2008-2009	**76**	**70**	**99**	**72**	**8917**	**66**
	Cum. Total*	224	67	298	69	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	22	19	31	20	3467	25
	2007-2008	32	30	40	28	3922	28
	2008-2009	**29**	**27**	**31**	**23**	**3241**	**24**
	Cum. Total*	83	25	102	23	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	4	3	7	4	1165	8
	2007-2008	5	5	6	4	1264	9
	2008-2009	**4**	**4**	**5**	**4**	**751**	**6**
	Cum. Total*	13	4	18	4	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	30.7	64.0	31.6	65.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.3	63.8	15.7	65.4	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.4	64.2	15.9	66.3	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 01
School: Eva Hoyt Zippel 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	109	0	0	76	70	29	27	4	4	445	137	1	72	23	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	3										3						408	2	51	31	16	441
American Indian or Native Alaskan	2										3						122	1	59	34	6	444
Asian or Pacific Islander	0										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	104	0	0	73	70	27	26	4	4	445	130	2	72	22	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	29	0	0	12	41	14	48	3	10	440	37	0	49	41	11	441	2211	1	39	42	18	439
No	80	0	0	64	80	15	19	1	1	447	100	2	81	16	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	109	0	0	76	70	29	27	4	4	445	137	1	72	23	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	57	0	0	35	61	19	33	3	5	443	70	0	66	30	4	444	5677	2	57	32	9	443
No	52	0	0	41	79	10	19	1	2	447	67	3	79	15	3	449	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	109	0	0	76	70	29	27	4	4	445	137	1	72	23	4	446	13575	5	66	24	6	446
Gender																						
Female	56	0	0	39	70	16	29	1	2	445	71	3	72	24	1	447	6580	7	68	21	5	448
Male	53	0	0	37	70	13	25	3	6	445	66	0	73	21	6	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	36	0	0	19	53	16	44	1	3	442	42	0	57	40	2	443	2127	1	48	42	9	441
No	73	0	0	57	78	13	18	3	4	446	95	2	79	15	4	448	11454	6	69	20	5	447
Gifted/talented program																						
Yes	6	0	0	6	100	0	0	0	0	455	6	0	100	0	0	455	324	27	72	1	0	458
No	103	0	0	70	68	29	28	4	4	444	131	2	71	24	4	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: MSAD 01
School: Eva Hoyt Zippel 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	6	0	0	3	50	2	33	1	17	441	8	0	45	36	18	440	4	2	45	36	17	441
B. less than one hour	76	0	0	59	72	21	26	2	2	445	74	2	75	21	2	447	75	5	67	23	4	447
C. one to two hours	18	0	0	13	68	5	26	1	5	445	18	0	75	21	4	447	18	5	67	23	5	447
D. more than two hours	1	0	0	1	100	0	0	0	0	452	1	0	100	0	0	452	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	0	0	17	71	6	25	1	4	445	22	3	70	23	3	446	40	8	71	17	4	449
B. good	48	0	0	35	67	14	27	3	6	445	45	2	70	23	5	446	45	3	66	25	5	446
C. fair	25	0	0	22	81	5	19	0	0	446	27	0	81	16	3	446	13	1	54	35	10	442
D. poor	5	0	0	2	40	3	60	0	0	441	6	0	63	38	0	447	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.	22	0	0	20	83	4	17	0	0	447	24	0	81	19	0	448	31	8	69	19	4	448
B. They match some of what I have learned.	52	0	0	41	73	11	20	4	7	445	51	3	75	16	6	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	20	0	0	11	52	10	48	0	0	442	18	0	58	42	0	443	11	2	54	35	10	442
D. There is no match.	6	0	0	3	50	3	50	0	0	442	7	0	60	30	10	443	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	28	0	0	16	53	12	40	2	7	442	28	0	61	32	8	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	58	0	0	46	74	14	23	2	3	446	58	3	74	21	3	447	63	6	69	22	4	447
C. easier than my regular schoolwork	14	0	0	13	87	2	13	0	0	447	14	0	89	11	0	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.	22	0	0	10	43	11	48	2	9	441	22	0	48	41	10	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	49	0	0	39	76	10	20	2	4	446	50	2	79	17	3	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	30	0	0	26	84	5	16	0	0	447	29	3	84	13	0	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	11	69	5	31	0	0	447	18	4	68	28	0	448	21	8	68	19	5	448
B. 20 minutes to an hour	31	0	0	29	85	5	15	0	0	448	32	0	88	12	0	448	55	5	70	21	4	447
C. less than 20 minutes	30	0	0	19	59	11	34	2	6	442	26	3	60	31	6	444	13	2	57	33	8	443
D. I rarely read at home.	24	0	0	17	65	7	27	2	8	444	24	0	70	21	9	444	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	30	79	8	21	0	0	446	37	0	82	18	0	447	25	3	59	30	8	444
B. six to ten pages	32	0	0	21	64	9	27	3	9	443	28	5	62	24	8	445	24	4	64	26	6	445
C. eleven or more pages	31	0	0	22	69	9	28	1	3	446	34	0	73	22	4	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	2	67	0	0	1	33	437	60	0	67	0	33	437						
C.	0										0											
D.	25	0	0	0	0	1	100	0	0	440	40	50	0	50	0	453						

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 01
School: Eva Hoyt Zippel 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	6	5	9	6	1054	8
	2007-2008	18	17	20	14	1321	9
	2008-2009	**15**	**14**	**18**	**13**	**1712**	**13**
	Cum. Total*	39	12	47	11	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	80	68	101	64	7394	53
	2007-2008	58	55	78	55	7079	51
	2008-2009	**65**	**60**	**86**	**63**	**7270**	**53**
	Cum. Total*	203	61	265	61	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	21	18	33	21	3729	27
	2007-2008	25	24	36	26	3955	28
	2008-2009	**20**	**18**	**22**	**16**	**3219**	**24**
	Cum. Total*	66	20	91	21	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	10	9	14	9	1735	12
	2007-2008	5	5	7	5	1642	12
	2008-2009	**9**	**8**	**11**	**8**	**1408**	**10**
	Cum. Total*	24	7	32	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	31.5	65.6	31.9	66.5	30.8	64.2
A. Number	**20**	**42**	12.9	64.5	13.1	65.5	12.5	62.5
B. Data	**8**	**17**	5.2	65.0	5.2	65.0	5.3	66.3
C. Geometry	**10**	**21**	6.8	68.0	6.8	68.0	6.5	65.0
D. Algebra	**10**	**21**	6.7	67.0	6.7	67.0	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 01
School: Eva Hoyt Zippel 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	109	15	14	65	60	20	18	9	8	447	137	13	63	16	8	448	13609	13	53	24	10	446
Ethnicity																						
African American/Black	3										3						415	5	41	30	24	439
American Indian or Native Alaskan	2										3						123	12	46	28	13	445
Asian or Pacific Islander	0										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	104	15	14	61	59	19	18	9	9	448	130	14	62	15	8	448	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	29	1	3	12	41	7	24	9	31	438	37	5	43	24	27	439	2227	3	34	33	30	437
No	80	14	18	53	66	13	16	0	0	451	100	16	70	13	1	451	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	109	15	14	65	60	20	18	9	8	447	137	13	63	16	8	448	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	57	6	11	34	60	12	21	5	9	446	70	10	63	19	9	446	5704	6	48	30	16	442
No	52	9	17	31	60	8	15	4	8	449	67	16	63	13	7	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	109	15	14	65	60	20	18	9	8	447	137	13	63	16	8	448	13603	13	53	24	10	446
Gender																						
Female	56	7	13	31	55	11	20	7	13	446	71	11	61	17	11	447	6591	12	54	24	11	446
Male	53	8	15	34	64	9	17	2	4	449	66	15	65	15	5	449	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	36	2	6	27	75	4	11	3	8	446	42	7	71	12	10	445	2131	3	41	38	18	440
No	73	13	18	38	52	16	22	6	8	448	95	16	59	18	7	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	469	6	83	17	0	0	469	324	64	34	2	0	464
No	103	10	10	64	62	20	19	9	9	446	131	10	65	17	8	447	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 01
School: Eva Hoyt Zippel 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	6	0	0	3	50	2	33	1	17	440	8	0	36	36	27	437	4	4	37	30	28	438
B. less than one hour	76	13	16	50	61	14	17	5	6	449	74	14	67	14	5	450	75	13	55	23	9	447
C. one to two hours	18	2	11	11	58	4	21	2	11	446	18	17	58	17	8	447	18	12	54	24	10	446
D. more than two hours	1	0	0	1	100	0	0	0	0	458	1	0	100	0	0	458	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	12	29	26	63	2	5	1	2	455	37	30	64	4	2	456	37	22	56	16	7	451
B. good	37	2	5	24	60	10	25	4	10	443	37	4	66	20	10	445	45	9	56	25	9	446
C. fair	17	0	0	10	56	6	33	2	11	443	16	0	59	27	14	443	14	3	46	34	17	440
D. poor	8	1	11	5	56	2	22	1	11	445	10	7	57	29	7	444	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	6	15	26	67	4	10	3	8	450	38	18	69	8	6	451	35	19	56	19	7	450
B. They match some of what I have learned.	52	8	14	31	55	13	23	4	7	447	49	12	59	21	8	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	10	1	9	7	64	2	18	1	9	447	12	6	69	19	6	447	10	5	43	31	21	440
D. There is no match.	2	0	0	1	50	1	50	0	0	437	2	0	33	33	33	432	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	1	6	10	59	4	24	2	12	443	16	5	52	29	14	442	17	5	44	31	20	441
B. about the same as my regular schoolwork	55	8	14	33	57	13	22	4	7	448	59	13	65	16	6	449	62	13	57	23	7	448
C. easier than my regular schoolwork	29	6	19	20	65	3	10	2	6	450	25	21	65	9	6	450	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	8	1	11	4	44	3	33	1	11	445	9	8	42	33	17	443	7	6	36	32	27	438
B. 30–45 minutes	31	5	15	14	42	11	33	3	9	446	31	17	48	29	7	447	25	7	52	28	12	444
C. 45–60 minutes	33	6	17	21	58	5	14	4	11	447	36	14	65	10	10	448	38	14	56	22	8	448
D. more than 60 minutes	28	3	10	26	87	1	3	0	0	452	24	9	88	3	0	452	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	3	43	3	43	1	14	440	5	0	43	43	14	440	3	4	36	31	28	438
B. two or three days a week	27	2	7	19	66	5	17	3	10	445	23	6	68	16	10	445	12	13	51	26	10	446
C. two or three times each month	39	10	24	26	62	6	14	0	0	453	39	21	64	13	2	452	32	15	58	20	7	449
D. never or almost never	28	3	10	17	57	6	20	4	13	445	33	11	62	16	11	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	51	5	9	31	56	12	22	7	13	444	44	8	57	22	13	444	26	12	50	25	13	445
B. two or three days a week	35	7	18	25	66	5	13	1	3	451	32	19	67	12	2	452	32	14	57	21	7	448
C. two or three times each month	8	1	11	6	67	2	22	0	0	450	13	17	72	11	0	454	26	13	56	22	8	448
D. never or almost never	6	2	33	3	50	1	17	0	0	454	11	13	67	13	7	450	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	2	67	0	0	1	33	441	60	0	67	0	33	441						
C.	0										0											
D.	25	0	0	1	100	0	0	0	0	456	40	50	50	0	0	459						

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