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:	31521168
SAU:	RSU 01
School:	Fisher-Mitchell 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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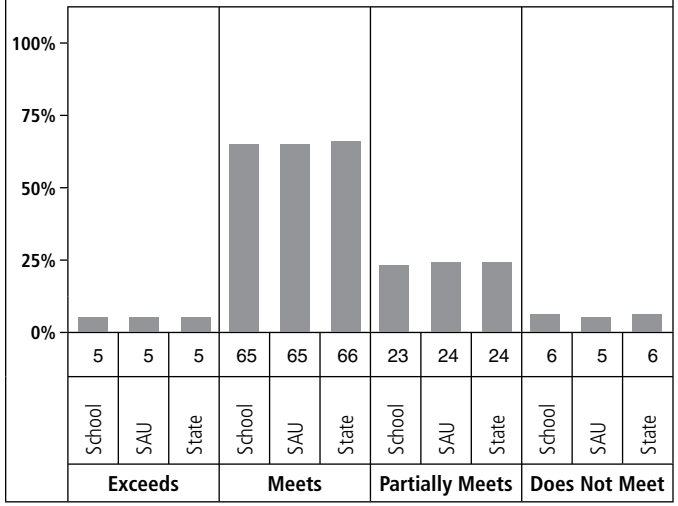
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: RSU 01
School: Fisher-Mitchell School

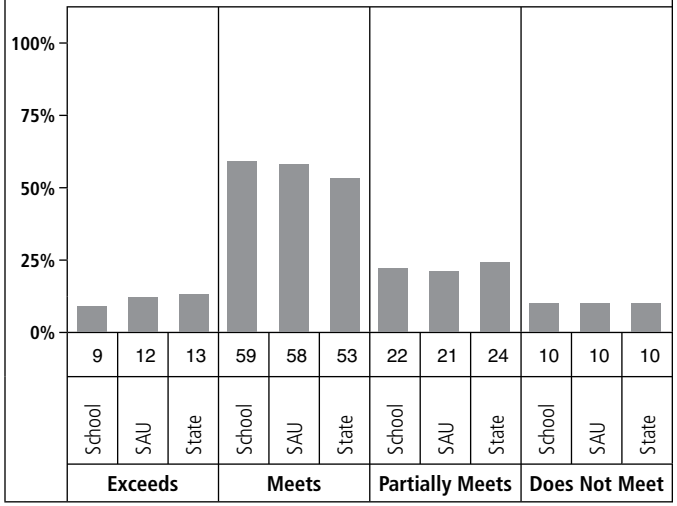
Summary of School, SAU, and State Scores

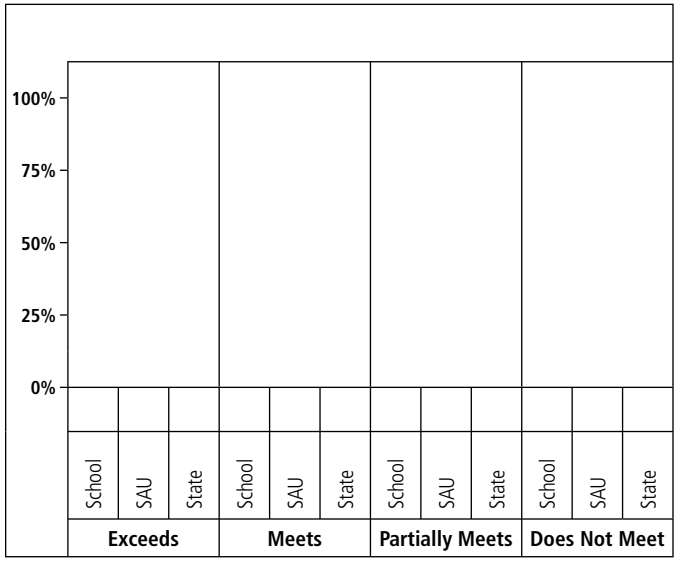
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444		445
2007–2008	445		445
2008–2009	**446**	**446**	**446**
Cum. Avg.*	445		445
Mathematics			
2006–2007	439		445
2007–2008	439		445
2008–2009	**446**	**447**	**446**
Cum. Avg.*	441		445

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: RSU 01
School: Fisher-Mitchell 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	80	100	167	100	13805	100	79	99	166	99	13737	100	79	99	166	99	13746	100						
Ethnicity African American/Black	6	8	6	4	419	3	6	100	6	100	410	98	6	100	6	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	2	3	5	3	229	2	2	100	5	100	223	97	2	100	5	100	227	99						
Hispanic	2	3	3	2	149	1	2	100	3	100	148	99	2	100	3	100	148	99						
Caucasian/White	70	88	153	92	12883	93	69	99	152	99	12832	100	69	99	152	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	10	13	20	12	2383	17	10	100	20	100	2366	100	10	100	20	100	2364	99						
Current LEP	2	3	2	1	377	3	1	50	1	50	362	96	1	50	1	50	373	99						
Economically disadvantaged	42	53	69	41	5819	42	42	100	69	100	5782	99	42	100	69	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	67	84	139	83	10439	76	67	84	142	85	10471	76						
Identified disability (PET/IEP)	2	3	3	2	351	3	2	3	5	4	367	4						
LEP	1	1	1	1	171	2	1	1	1	1	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
Participation with accommodations	11	14	26	16	3142	23	11	14	23	14	3138	23						
Identified disability (PET/IEP)	7	64	16	62	1860	59	7	64	14	61	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	36	10	38	1060	34	4	36	9	39	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	1	1	1	1	57	0	1	1	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:	RSU 01
School:	Fisher-Mitchell 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			507	4
	2007-2008	2	2			559	4
	2008-2009	**4**	**5**	**8**	**5**	**672**	**5**
	Cum. Total*	8	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	61	61			8749	63
	2007-2008	57	63			8308	59
	2008-2009	**51**	**65**	**108**	**65**	**8917**	**66**
	Cum. Total*	169	63			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	27	27			3467	25
	2007-2008	29	32			3922	28
	2008-2009	**18**	**23**	**40**	**24**	**3241**	**24**
	Cum. Total*	74	28			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	10	10			1165	8
	2007-2008	3	3			1264	9
	2008-2009	**5**	**6**	**9**	**5**	**751**	**6**
	Cum. Total*	18	7			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**	31.1	64.8	31.4	65.4	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.1	67.1	16.2	67.5	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.0	62.5	15.3	63.8	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: RSU 01
School: Fisher-Mitchell 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	78	4	5	51	65	18	23	5	6	446	165	5	65	24	5	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	6	0	0	2	33	4	67	0	0	438	6	0	33	67	0	438	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	2										5	0	20	80	0	439	221	9	62	22	7	447
Hispanic	2										3						146	1	64	28	6	445
Caucasian/White	68	4	6	47	69	12	18	5	7	447	151	5	68	21	6	447	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	3	33	3	33	437	19	5	42	32	21	441	2211	1	39	42	18	439
No	69	4	6	48	70	15	22	2	3	447	146	5	68	23	3	447	11370	6	71	20	3	448
Current LEP																						
Yes	1										1						357	3	42	36	19	440
No	77	4	5	51	66	17	22	5	6	446	164	5	66	24	5	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	41	0	0	24	59	14	34	3	7	443	68	0	57	37	6	443	5677	2	57	32	9	443
No	37	4	11	27	73	4	11	2	5	449	97	8	71	15	5	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	78	4	5	51	65	18	23	5	6	446	165	5	65	24	5	446	13575	5	66	24	6	446
Gender																						
Female	39	2	5	27	69	6	15	4	10	447	84	6	73	15	6	448	6580	7	68	21	5	448
Male	39	2	5	24	62	12	31	1	3	445	81	4	58	33	5	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	2	20	5	50	3	30	435	10	0	20	50	30	435	2127	1	48	42	9	441
No	68	4	6	49	72	13	19	2	3	448	155	5	68	23	4	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	458	9	33	67	0	0	458	324	27	72	1	0	458
No	72	2	3	47	65	18	25	5	7	445	156	3	65	26	6	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: RSU 01
School: Fisher-Mitchell 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	1	0	0	1	100	0	0	0	0	450	2	0	67	33	0	443	4	2	45	36	17	441
B. less than one hour	79	3	5	41	67	13	21	4	7	446	84	5	66	23	6	446	75	5	67	23	4	447
C. one to two hours	18	1	7	8	57	4	29	1	7	445	13	5	64	27	5	446	18	5	67	23	5	447
D. more than two hours	1	0	0	1	100	0	0	0	0	446	1	0	100	0	0	446	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	3	8	28	74	6	16	1	3	448	49	8	69	18	5	448	40	8	71	17	4	449
B. good	36	1	4	19	70	5	19	2	7	446	36	3	71	22	3	447	45	3	66	25	5	446
C. fair	13	0	0	4	40	5	50	1	10	440	13	0	48	43	10	441	13	1	54	35	10	442
D. poor	1	0	0	0	0	0	0	1	100	430	2	0	67	0	33	443	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.	30	0	0	14	61	7	30	2	9	445	30	6	55	27	12	445	31	8	69	19	4	448
B. They match some of what I have learned.	53	4	10	30	73	7	17	0	0	448	58	5	74	20	0	448	53	4	68	23	4	447
C. They match just a little of what I have learned.	13	0	0	6	60	1	10	3	30	440	10	0	59	24	18	441	11	2	54	35	10	442
D. There is no match.	4	0	0	1	33	2	67	0	0	441	2	0	33	67	0	441	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	16	1	8	6	50	2	17	3	25	442	18	7	66	14	14	446	19	4	54	31	11	443
B. about the same as my regular schoolwork	58	3	7	30	67	10	22	2	4	448	62	4	67	24	5	447	63	6	69	22	4	447
C. easier than my regular schoolwork	26	0	0	15	75	5	25	0	0	445	20	6	64	30	0	446	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.	12	0	0	3	33	3	33	3	33	437	9	0	36	43	21	439	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	55	2	5	28	70	8	20	2	5	446	61	3	70	23	4	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	33	2	8	18	75	4	17	0	0	450	30	11	70	15	4	449	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	28	3	14	14	67	3	14	1	5	450	20	9	76	9	6	449	21	8	68	19	5	448
B. 20 minutes to an hour	66	1	2	35	70	10	20	4	8	445	71	4	66	23	6	446	55	5	70	21	4	447
C. less than 20 minutes	5	0	0	1	25	3	75	0	0	437	6	0	50	50	0	442	13	2	57	33	8	443
D. I rarely read at home.	1	0	0	1	100	0	0	0	0	448	2	0	50	50	0	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	1	8	5	42	5	42	1	8	443	26	2	59	34	5	445	25	3	59	30	8	444
B. six to ten pages	11	0	0	4	50	2	25	2	25	440	16	4	64	24	8	444	24	4	64	26	6	445
C. eleven or more pages	73	3	5	41	75	9	16	2	4	448	58	6	71	17	5	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	33	0	0	0	0	1	100	0	0	432	33	0	0	100	0	432						
B.	33	0	0	0	0	0	0	1	100	420	33	0	0	0	100	420						
C.	0										0											
D.	33	0	0	0	0	1	100	0	0	438	33	0	0	100	0	438						

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:	RSU 01
School:	Fisher-Mitchell 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	2	2			1054	8
	2007-2008	3	3			1321	9
	2008-2009	**7**	**9**	**19**	**12**	**1712**	**13**
	Cum. Total*	12	4			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	42	42			7394	53
	2007-2008	34	37			7079	51
	2008-2009	**46**	**59**	**95**	**58**	**7270**	**53**
	Cum. Total*	122	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	34	34			3729	27
	2007-2008	33	36			3955	28
	2008-2009	**17**	**22**	**35**	**21**	**3219**	**24**
	Cum. Total*	84	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	22	22			1735	12
	2007-2008	21	23			1642	12
	2008-2009	**8**	**10**	**16**	**10**	**1408**	**10**
	Cum. Total*	51	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**	30.4	63.3	31.3	65.2	30.8	64.2
A. Number	**20**	**42**	12.9	64.5	13.0	65.0	12.5	62.5
B. Data	**8**	**17**	5.1	63.8	5.3	66.3	5.3	66.3
C. Geometry	**10**	**21**	6.1	61.0	6.5	65.0	6.5	65.0
D. Algebra	**10**	**21**	6.2	62.0	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: RSU 01
School: Fisher-Mitchell 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	78	7	9	46	59	17	22	8	10	446	165	12	58	21	10	447	13609	13	53	24	10	446
Ethnicity																						
African American/Black	6	0	0	2	33	2	33	2	33	434	6	0	33	33	33	434	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	2										5	0	40	60	0	443	225	22	45	20	12	448
Hispanic	2										3						147	3	58	30	10	443
Caucasian/White	68	7	10	41	60	14	21	6	9	447	151	13	59	19	9	448	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	3	33	4	44	431	19	0	37	32	32	435	2227	3	34	33	30	437
No	69	7	10	44	64	14	20	4	6	448	146	13	60	20	7	449	11382	14	57	22	7	448
Current LEP																						
Yes	1										1						370	7	35	31	27	439
No	77	7	9	45	58	17	22	8	10	446	164	12	57	21	10	447	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	41	2	5	22	54	11	27	6	15	442	68	4	54	28	13	443	5704	6	48	30	16	442
No	37	5	14	24	65	6	16	2	5	449	97	16	60	16	7	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	78	7	9	46	59	17	22	8	10	446	165	12	58	21	10	447	13603	13	53	24	10	446
Gender																						
Female	39	7	18	21	54	7	18	4	10	448	84	14	56	21	8	449	6591	12	54	24	11	446
Male	39	0	0	25	64	10	26	4	10	443	81	9	59	21	11	446	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	0	0	6	60	4	40	431	10	0	0	60	40	431	2131	3	41	38	18	440
No	68	7	10	46	68	11	16	4	6	448	155	12	61	19	8	448	11478	14	56	21	9	448
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	466	9	89	11	0	0	467	324	64	34	2	0	464
No	72	2	3	45	63	17	24	8	11	444	156	7	60	22	10	446	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: RSU 01
School: Fisher-Mitchell 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	1	0	0	1	100	0	0	0	0	458	2	0	33	67	0	441	4	4	37	30	28	438
B. less than one hour	79	3	5	40	66	14	23	4	7	446	84	10	62	20	8	448	75	13	55	23	9	447
C. one to two hours	18	4	29	5	36	3	21	2	14	447	13	23	41	23	14	446	18	12	54	24	10	446
D. more than two hours	1	0	0	0	0	0	0	1	100	420	1	0	0	0	100	420	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	4	14	18	64	4	14	2	7	449	34	24	58	15	4	452	37	22	56	16	7	451
B. good	43	3	9	19	58	9	27	2	6	447	45	8	62	22	8	447	45	9	56	25	9	446
C. fair	16	0	0	8	67	3	25	1	8	441	17	0	54	29	18	441	14	3	46	34	17	440
D. poor	5	0	0	1	25	1	25	2	50	432	4	0	33	33	33	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.	30	2	9	15	65	5	22	1	4	447	38	18	52	20	10	448	35	19	56	19	7	450
B. They match some of what I have learned.	61	5	11	30	64	9	19	3	6	448	56	9	64	21	6	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	6	0	0	1	20	2	40	2	40	432	6	0	44	22	33	438	10	5	43	31	21	440
D. There is no match.	3	0	0	0	0	1	50	1	50	430	1	0	0	50	50	430	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	1	7	8	53	4	27	2	13	445	14	9	43	30	17	444	17	5	44	31	20	441
B. about the same as my regular schoolwork	60	5	11	30	65	8	17	3	7	447	70	12	63	18	7	448	62	13	57	23	7	448
C. easier than my regular schoolwork	21	1	6	8	50	5	31	2	13	443	16	12	54	23	12	447	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	5	0	0	1	25	0	0	3	75	431	5	13	25	13	50	440	7	6	36	32	27	438
B. 30–45 minutes	27	2	10	9	43	8	38	2	10	444	21	6	49	31	14	443	25	7	52	28	12	444
C. 45–60 minutes	45	4	11	25	71	5	14	1	3	449	53	14	63	18	5	449	38	14	56	22	8	448
D. more than 60 minutes	22	1	6	11	65	4	24	1	6	446	20	12	64	18	6	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	33	0	0	1	33	1	33	441	6	11	22	33	33	438	3	4	36	31	28	438
B. two or three days a week	25	0	0	11	58	5	26	3	16	442	29	2	60	21	17	443	12	13	51	26	10	446
C. two or three times each month	34	3	12	20	77	2	8	1	4	451	36	17	68	14	2	452	32	15	58	20	7	449
D. never or almost never	38	3	10	15	52	9	31	2	7	445	29	15	52	27	6	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	2	12	9	53	4	24	2	12	445	30	13	56	17	15	446	26	12	50	25	13	445
B. two or three days a week	40	2	7	19	63	8	27	1	3	447	36	7	67	22	3	448	32	14	57	21	7	448
C. two or three times each month	24	2	11	12	67	2	11	2	11	447	23	16	57	19	8	450	26	13	56	22	8	448
D. never or almost never	13	1	10	5	50	2	20	2	20	444	11	18	41	24	18	445	17	9	50	27	13	444
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	450	33	0	100	0	0	450						
B.	33	0	0	0	0	1	100	0	0	432	33	0	0	100	0	432						
C.	0										0											
D.	33	0	0	0	0	1	100	0	0	436	33	0	0	100	0	436						

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