June 2008

DEPARTMENT OF EDUCATION
2007–2008 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 standards known as *Learning Results,* adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 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. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of 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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 6

Test Date:	March 2008
Code:	12001495
SAU:	MSAD 06
School:	Bonny Eagle Middle 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.

Topic ***Page***

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

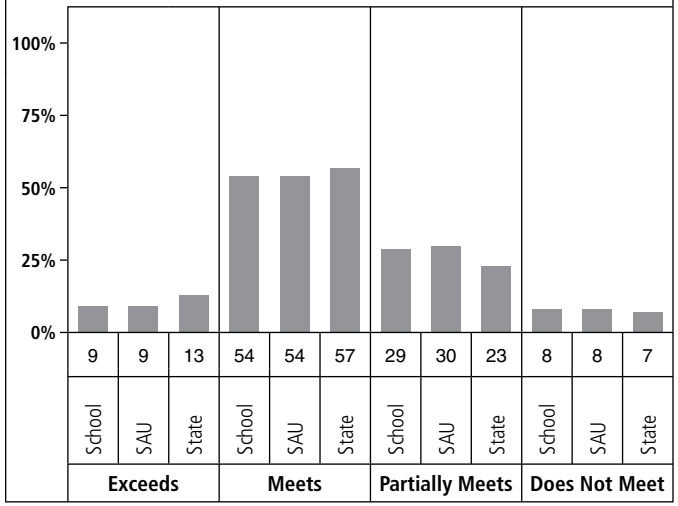
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	6
SAU:	MSAD 06
School:	Bonny Eagle Middle School

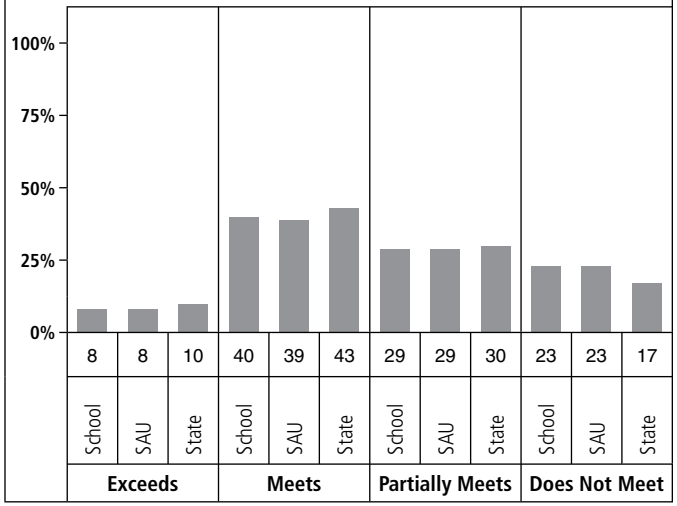
Summary of School, SAU, and State Scores

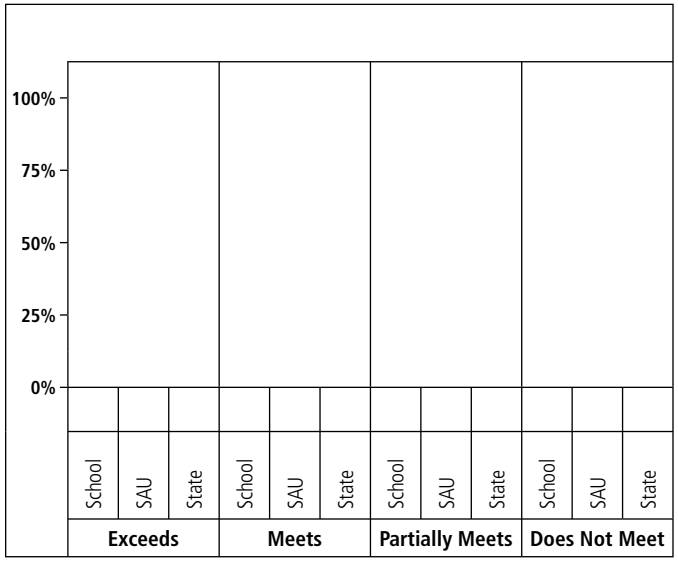
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	644	644	644
2006–2007	646	646	646
2007–2008	**646**	**646**	**648**
Cum. Avg.*	645	645	646
Mathematics			
2005–2006	638	638	641
2006–2007	640	640	643
2007–2008	**639**	**639**	**642**
Cum. Avg.*	639	639	642

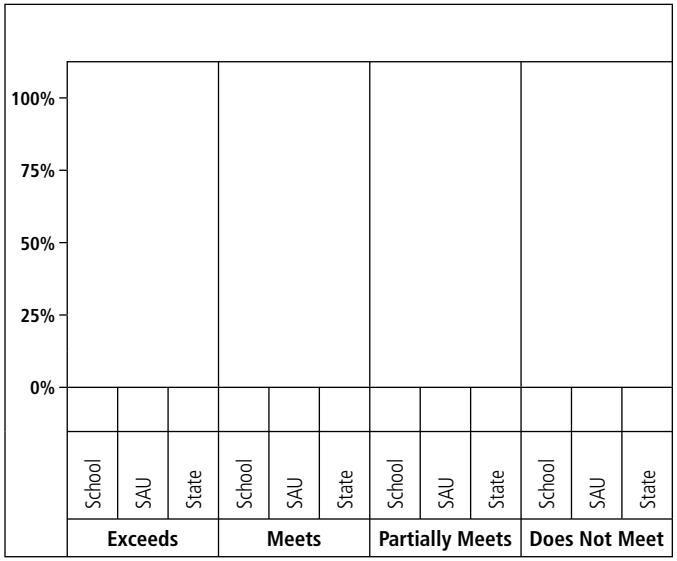
ELA – READING



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

MEA
Maine Educational Assessment

Test Date: March 2008
Grade: 6
SAU: MSAD 06
School: Bonny Eagle Middle 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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	277	100	279	100	14365	100	273	99	275	99	14266	99	273	99	275	99	14268	99												
Ethnicity African American/Black	3	1	3	1	418	3	3	100	3	100	407	97	3	100	3	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	1	0	1	0	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	2	1	2	1	149	1	2	100	2	100	147	99	2	100	2	100	147	99												
Caucasian/White	271	98	273	98	13438	94	267	99	269	99	13353	100	267	99	269	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	57	21	59	21	2518	18	55	96	57	97	2479	99	55	96	57	97	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	86	31	86	31	5335	37	85	99	85	99	5277	99	85	99	85	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION[3]	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	%
Participation without accommodations	232	84	232	83	11613	81	233	84	233	84	11626	81												
Identified disability (PET/IEP)	14	6	14	6	373	3	15	6	15	6	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	8	3	8	3	149	1	8	3	8	3	150	1												
Participation with accommodations	40	14	42	15	2451	17	39	14	41	15	2446	17												
Identified disability (PET/IEP)	40	100	42	100	1909	78	39	100	41	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	1	3	1	2	85	3	1	3	1	2	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	1	0	1	0	197	1	1	0	1	0	196	1												
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
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	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	4	1	4	1	75	1	4	1	4	1	73	1												

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 2008
Grade:	6
SAU:	MSAD 06
School:	Bonny Eagle Middle School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 661–680)	2005-2006	18	6	18	6	1176	8
	2006-2007	22	8	22	8	1132	8
	2007-2008	**24**	**9**	**24**	**9**	**1817**	**13**
	Cum. Total*	64	7	64	7	4125	10
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 641–660)	2005-2006	157	52	158	52	7612	51
	2006-2007	169	58	170	58	8127	57
	2007-2008	**147**	**54**	**148**	**54**	**8072**	**57**
	Cum. Total*	473	55	476	55	23811	55
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 629–640)	2005-2006	91	30	91	30	4080	27
	2006-2007	73	25	73	25	3549	25
	2007-2008	**80**	**29**	**81**	**30**	**3194**	**23**
	Cum. Total*	244	28	245	28	10823	25
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 600–628)	2005-2006	34	11	34	11	2005	13
	2006-2007	25	9	26	9	1478	10
	2007-2008	**21**	**8**	**21**	**8**	**981**	**7**
	Cum. Total*	80	9	81	9	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**56**	**100**	31.0	55.4	30.9	55.2	32.7	58.4
Literary Text	**28**	**50**	15.2	54.3	15.2	54.3	16.3	58.2
Informational Text	**28**	**50**	15.7	56.1	15.7	56.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 6
SAU: MSAD 06
School: Bonny Eagle Middle 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	272	24	9	147	54	80	29	21	8	646	274	9	54	30	8	646	14064	13	57	23	7	648
Ethnicity																						
African American/Black	3										3						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	266	23	9	144	54	79	30	20	8	645	268	9	54	30	7	645	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	54	0	0	13	24	26	48	15	28	635	56	0	25	48	27	635	2282	2	29	42	27	636
No	218	24	11	134	61	54	25	6	3	648	218	11	61	25	3	648	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	272	24	9	147	54	80	29	21	8	646	274	9	54	30	8	646	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	84	3	4	36	43	32	38	13	15	641	84	4	43	38	15	641	5153	6	51	31	12	643
No	188	21	11	111	59	48	26	8	4	648	190	11	59	26	4	648	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	272	24	9	147	54	80	29	21	8	646	274	9	54	30	8	646	14057	13	57	23	7	648
Gender																						
Female	142	17	12	81	57	35	25	9	6	647	142	12	57	25	6	647	6967	16	59	20	5	650
Male	130	7	5	66	51	45	35	12	9	644	132	5	51	35	9	644	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	272	24	9	147	54	80	29	21	8	646	274	9	54	30	8	646	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	272	24	9	147	54	80	29	21	8	646	274	9	54	30	8	646	13507	11	58	24	7	647

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 2008
Grade: 6
SAU: MSAD 06
School: Bonny Eagle Middle 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	9	56	4	25	3	19	641	6	0	56	25	19	641	6	7	43	30	20	641
B. less than one hour	60	13	8	84	53	49	31	14	9	645	60	8	53	30	9	645	56	13	58	23	6	648
C. one to two hours	31	10	12	47	58	22	27	2	2	647	31	12	57	28	2	647	34	15	60	20	5	649
D. more than two hours	3	1	13	3	38	3	38	1	13	644	3	13	38	38	13	644	3	9	46	29	16	643
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.	36	10	10	59	61	25	26	2	2	649	36	10	61	26	2	649	40	17	60	19	5	650
B. They match some of what I have learned.	54	12	8	77	54	42	30	11	8	645	54	8	54	30	8	645	48	12	59	23	6	648
C. They match just a little of what I have learned.	8	2	9	6	27	10	45	4	18	640	8	9	27	45	18	640	9	7	45	34	15	643
D. There is no match.	2	0	0	1	20	1	20	3	60	629	2	0	20	20	60	629	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	17	22	44	56	15	19	2	3	652	30	22	57	19	3	652	28	26	58	11	4	653
B. good	58	7	5	88	58	48	32	9	6	645	58	5	58	32	6	645	54	9	61	24	6	647
C. fair	12	0	0	11	34	14	44	7	22	638	12	0	34	44	22	638	16	3	48	37	13	642
D. poor	1	0	0	0	0	1	50	1	50	630	1	0	0	50	50	630	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	13	1	3	14	40	14	40	6	17	640	13	3	40	40	17	640	15	10	48	27	15	644
B. about the same as my regular schoolwork	75	20	10	115	58	54	27	9	5	647	75	10	58	27	5	647	66	13	59	22	5	649
C. easier than my regular schoolwork	12	3	10	14	45	10	32	4	13	644	12	9	44	34	13	644	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	6	25	13	54	5	21	636	9	0	25	54	21	636	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	62	6	4	92	57	52	32	11	7	644	61	4	57	32	7	644	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	29	18	24	41	54	13	17	4	5	652	30	23	54	18	5	652	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	8	7	60	55	36	33	6	5	646	42	7	55	33	5	646	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	55	16	11	78	55	39	27	10	7	646	55	11	54	28	7	646	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	4	44	3	33	2	22	640	4	0	50	30	20	641	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	18	6	13	28	60	12	26	1	2	649	18	13	60	26	2	649	19	19	58	17	6	651
B. 20 minutes to an hour	51	14	10	71	53	39	29	10	7	646	51	10	53	29	7	646	51	15	60	20	5	649
C. less than 20 minutes	11	3	10	16	55	7	24	3	10	646	11	10	55	24	10	646	12	9	56	26	9	646
D. I rarely read at home.	21	1	2	28	51	20	36	6	11	642	21	2	50	38	11	642	18	4	50	34	13	643
Optional school/SAU question																						
A.	40	0	0	1	25	2	50	1	25	633	40	0	25	50	25	633						
B.	40	0	0	0	0	3	75	1	25	634	40	0	0	75	25	634						
C.	0										0											
D.	20	0	0	1	50	0	0	1	50	639	20	0	50	0	50	639						

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 2008
Grade:	6
SAU:	MSAD 06
School:	Bonny Eagle Middle School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 661–680)	2005-2006	25	8	25	8	1463	10
	2006-2007	24	8	24	8	2092	15
	2007-2008	**22**	**8**	**22**	**8**	**1474**	**10**
	Cum. Total*	71	8	71	8	5029	12
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 641–660)	2005-2006	105	35	106	35	5914	40
	2006-2007	97	34	97	33	5731	40
	2007-2008	**108**	**40**	**108**	**39**	**6008**	**43**
	Cum. Total*	310	36	311	36	17653	41
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 627–640)	2005-2006	108	36	108	36	4494	30
	2006-2007	111	38	113	39	4175	29
	2007-2008	**79**	**29**	**80**	**29**	**4244**	**30**
	Cum. Total*	298	35	301	35	12913	30
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 600–626)	2005-2006	63	21	63	21	3014	20
	2006-2007	57	20	57	20	2308	16
	2007-2008	**63**	**23**	**64**	**23**	**2346**	**17**
	Cum. Total*	183	21	184	21	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**19**	**34**	8.3	43.7	8.2	43.2	9.6	50.5
Cluster 2: Shape and Size	**15**	**27**	7.4	49.3	7.4	49.3	8.1	54.0
Cluster 3: Mathematical Decision Making	**7**	**13**	4.4	62.9	4.4	62.9	4.2	60.0
Cluster 4: Patterns	**15**	**27**	7.3	48.7	7.3	48.7	7.5	50.0

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 6
SAU: MSAD 06
School: Bonny Eagle Middle 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	272	22	8	108	40	79	29	63	23	639	274	8	39	29	23	639	14072	10	43	30	17	642
Ethnicity																						
African American/Black	3										3						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	266	22	8	105	39	78	29	61	23	639	268	8	39	29	23	639	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	54	0	0	5	9	16	30	33	61	621	56	0	9	30	61	621	2283	2	18	31	49	627
No	218	22	10	103	47	63	29	30	14	644	218	10	47	29	14	644	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	272	22	8	108	40	79	29	63	23	639	274	8	39	29	23	639	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	84	3	4	23	27	26	31	32	38	632	84	4	27	31	38	632	5160	4	34	36	26	636
No	188	19	10	85	45	53	28	31	16	642	190	10	45	28	17	642	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	272	22	8	108	40	79	29	63	23	639	274	8	39	29	23	639	14065	10	43	30	17	642
Gender																						
Female	142	16	11	55	39	42	30	29	20	640	142	11	39	30	20	640	6974	10	43	31	16	642
Male	130	6	5	53	41	37	28	34	26	638	132	5	40	29	27	637	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	272	22	8	108	40	79	29	63	23	639	274	8	39	29	23	639	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	272	22	8	108	40	79	29	63	23	639	274	8	39	29	23	639	13515	9	43	31	17	641

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 2008
Grade: 6
SAU: MSAD 06
School: Bonny Eagle Middle 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	6	38	2	13	8	50	629	6	0	38	13	50	629	6	6	33	31	31	635
B. less than one hour	60	14	9	67	42	49	31	30	19	641	60	9	42	31	19	641	56	11	43	30	16	643
C. one to two hours	31	7	9	33	41	25	31	16	20	640	31	9	40	30	21	640	34	11	45	30	14	644
D. more than two hours	3	1	13	0	0	3	38	4	50	629	3	13	0	38	50	629	3	6	33	32	28	636
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.	48	17	13	53	42	34	27	22	17	644	47	13	42	27	17	644	45	14	47	28	11	646
B. They match some of what I have learned.	41	2	2	44	40	41	38	22	20	637	41	2	40	38	20	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	8	1	5	8	38	3	14	9	43	635	8	5	36	18	41	634	9	6	30	33	32	635
D. There is no match.	3	2	22	1	11	1	11	5	56	629	4	20	10	10	60	628	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	20	25	37	46	14	18	9	11	650	30	25	46	18	11	650	29	24	51	17	8	651
B. good	44	2	2	55	47	41	35	18	16	639	44	2	47	35	16	639	48	6	45	33	16	641
C. fair	23	0	0	14	23	22	37	24	40	630	23	0	23	37	40	630	19	1	29	42	28	634
D. poor	3	0	0	0	0	2	25	6	75	618	3	0	0	25	75	618	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	1	2	28	44	18	28	17	27	636	25	2	42	29	27	635	24	5	38	33	24	638
B. about the same as my regular schoolwork	62	7	4	67	41	56	34	33	20	639	62	4	41	34	20	639	62	9	45	31	14	643
C. easier than my regular schoolwork	13	14	41	9	26	5	15	6	18	652	13	41	26	15	18	652	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	44	11	10	47	41	37	32	19	17	641	44	9	41	33	17	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	52	11	8	56	41	39	29	30	22	640	52	8	41	29	22	640	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	20	2	20	6	60	628	4	0	20	20	60	628	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	2	5	15	34	11	25	16	36	633	17	5	34	25	36	633	17	8	39	30	22	639
B. two or three days a week	39	8	8	46	44	35	34	15	14	642	39	8	44	34	14	642	34	11	44	31	14	643
C. two or three times each month	29	8	10	31	40	21	27	17	22	641	29	10	40	27	22	641	31	12	44	29	15	644
D. never or almost never	15	4	10	13	33	12	31	10	26	639	15	10	33	30	28	639	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	5	29	3	18	9	53	627	7	0	28	22	50	627	11	11	37	29	23	641
B. two or three days a week	43	5	4	47	41	42	37	21	18	639	43	4	41	37	18	639	32	11	44	30	15	643
C. two or three times each month	37	9	9	46	46	26	26	18	18	642	37	9	46	26	19	642	32	11	45	30	15	643
D. never or almost never	13	8	24	8	24	8	24	10	29	641	13	24	24	24	29	641	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	5	36	2	14	7	50	632	5	0	36	14	50	632	7	6	29	33	32	635
B. 30–45 minutes	35	4	4	33	35	34	37	22	24	637	35	4	35	37	24	637	37	8	39	34	20	640
C. 45–60 minutes	38	11	11	46	46	30	30	14	14	643	39	11	45	30	15	642	42	13	47	28	12	645
D. more than 60 minutes	22	7	12	22	39	13	23	15	26	640	21	12	39	23	26	640	15	12	46	27	15	644
Optional school/SAU question																						
A.	40	0	0	0	0	1	25	3	75	622	40	0	0	25	75	622						
B.	40	0	0	0	0	2	50	2	50	626	40	0	0	50	50	626						
C.	0										0											
D.	20	0	0	1	50	0	0	1	50	633	20	0	50	0	50	633						

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