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: 12261593
SAU: MSAD 32
School: Ashland Community High 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

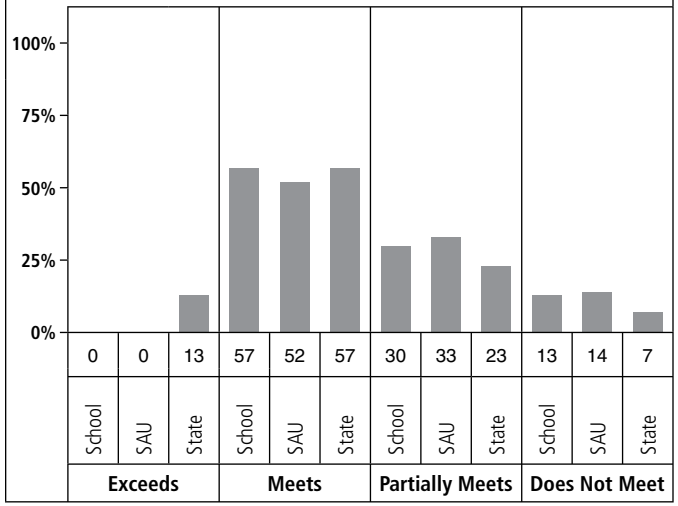
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	6
SAU:	MSAD 32
School:	Ashland Community High School

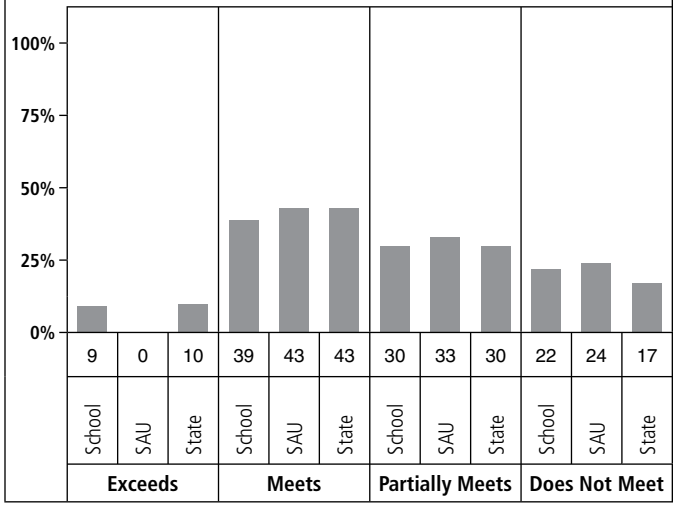
Summary of School, SAU, and State Scores

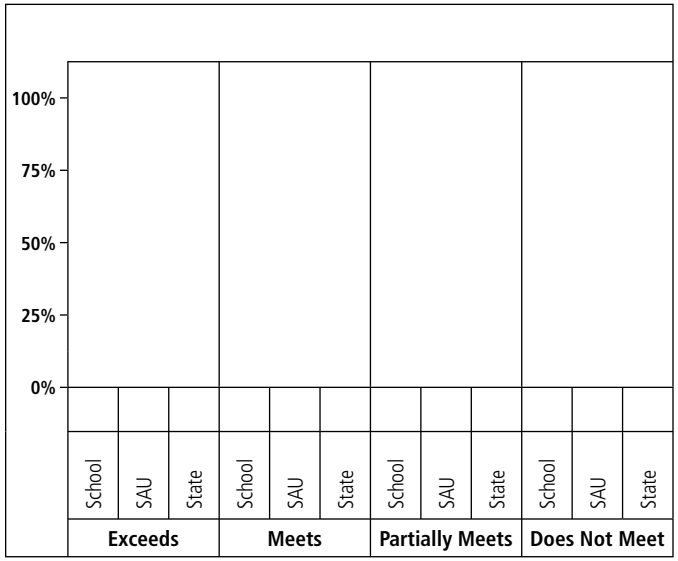
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	642	642	644
2006–2007	643	643	646
2007–2008	**644**	**642**	**648**
Cum. Avg.*	643	642	646
Mathematics			
2005–2006	636	636	641
2006–2007	644	644	643
2007–2008	**638**	**635**	**642**
Cum. Avg.*	639	639	642

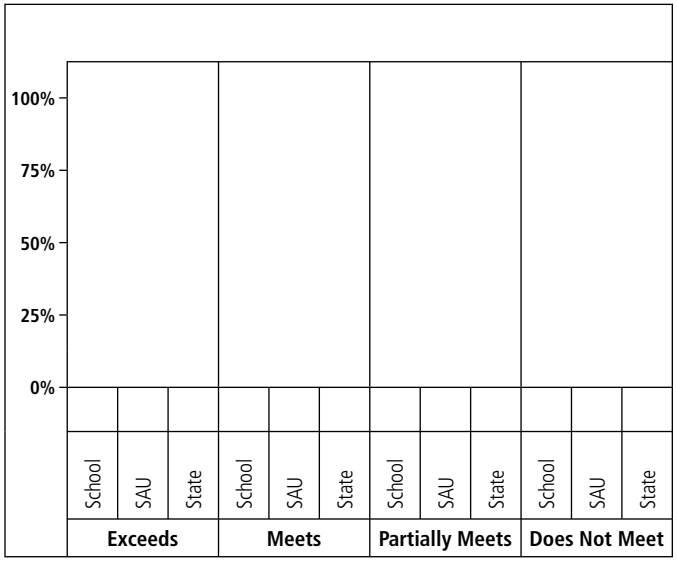
ELA – READING



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

Test Date: March 2008
Grade: 6
SAU: MSAD 32
School: Ashland Community High 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	23	100	21	100	14365	100	23	100	21	100	14266	99	23	100	21	100	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	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	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	23	100	21	100	13438	94	23	100	21	100	13353	100	23	100	21	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	5	22	5	24	2518	18	5	100	5	100	2479	99	5	100	5	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	14	61	14	67	5335	37	14	100	14	100	5277	99	14	100	14	100	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	19	83	17	81	11613	81	19	83	17	81	11626	81												
Identified disability (PET/IEP)	1	5	1	6	373	3	1	5	1	6	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
Participation with accommodations	4	17	4	19	2451	17	4	17	4	19	2446	17												
Identified disability (PET/IEP)	4	100	4	100	1909	78	4	100	4	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1												
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	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	0	0	0	0	75	1	0	0	0	0	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 32
School:	Ashland Community High 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	1	4	1	4	1176	8
	2006-2007	1	4	1	4	1132	8
	2007-2008	**0**	**0**	**0**	**0**	**1817**	**13**
	Cum. Total*	2	3	2	3	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	12	48	11	46	7612	51
	2006-2007	13	52	13	52	8127	57
	2007-2008	**13**	**57**	**11**	**52**	**8072**	**57**
	Cum. Total*	38	52	35	50	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	8	32	8	33	4080	27
	2006-2007	9	36	9	36	3549	25
	2007-2008	**7**	**30**	**7**	**33**	**3194**	**23**
	Cum. Total*	24	33	24	34	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	4	16	4	17	2005	13
	2006-2007	2	8	2	8	1478	10
	2007-2008	**3**	**13**	**3**	**14**	**981**	**7**
	Cum. Total*	9	12	9	13	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**	29.7	53.0	28.7	51.3	32.7	58.4
Literary Text	**28**	**50**	14.5	51.8	14.0	50.0	16.3	58.2
Informational Text	**28**	**50**	15.3	54.6	14.7	52.5	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 32
School: Ashland Community High 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	23	0	0	13	57	7	30	3	13	644	21	0	52	33	14	642	14064	13	57	23	7	648
Ethnicity																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	23	0	0	13	57	7	30	3	13	644	21	0	52	33	14	642	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	1	20	3	60	631	5	0	20	20	60	631	2282	2	29	42	27	636
No	18	0	0	12	67	6	33	0	0	647	16	0	63	38	0	646	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	23	0	0	13	57	7	30	3	13	644	21	0	52	33	14	642	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	14	0	0	7	50	4	29	3	21	641	14	0	50	29	21	641	5153	6	51	31	12	643
No	9	0	0	6	67	3	33	0	0	648	7	0	57	43	0	645	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	23	0	0	13	57	7	30	3	13	644	21	0	52	33	14	642	14057	13	57	23	7	648
Gender																						
Female	14	0	0	10	71	4	29	0	0	648	12	0	67	33	0	647	6967	16	59	20	5	650
Male	9	0	0	3	33	3	33	3	33	637	9	0	33	33	33	637	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1186	6	41	42	11	642
No	19	0	0	13	68	3	16	3	16	645	17	0	65	18	18	643	12878	14	59	21	7	648
Gifted/talented program																						
Yes	2										0						557	50	48	2	0	661
No	21	0	0	11	52	7	33	3	14	642	21	0	52	33	14	642	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 32
School: Ashland Community High 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	4	0	0	0	0	0	0	1	100	628	5	0	0	0	100	628	6	7	43	30	20	641
B. less than one hour	48	0	0	6	55	4	36	1	9	645	43	0	44	44	11	641	56	13	58	23	6	648
C. one to two hours	43	0	0	6	60	3	30	1	10	644	48	0	60	30	10	644	34	15	60	20	5	649
D. more than two hours	4	0	0	1	100	0	0	0	0	650	5	0	100	0	0	650	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.	35	0	0	4	50	3	38	1	13	642	38	0	50	38	13	642	40	17	60	19	5	650
B. They match some of what I have learned.	39	0	0	6	67	2	22	1	11	646	38	0	63	25	13	644	48	12	59	23	6	648
C. They match just a little of what I have learned.	17	0	0	3	75	1	25	0	0	650	14	0	67	33	0	646	9	7	45	34	15	643
D. There is no match.	9	0	0	0	0	1	50	1	50	634	10	0	0	50	50	634	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	0	0	3	43	4	57	0	0	643	29	0	33	67	0	641	28	26	58	11	4	653
B. good	52	0	0	8	67	3	25	1	8	646	52	0	64	27	9	644	54	9	61	24	6	647
C. fair	13	0	0	2	67	0	0	1	33	643	14	0	67	0	33	643	16	3	48	37	13	642
D. poor	4	0	0	0	0	0	0	1	100	628	5	0	0	0	100	628	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	9	0	0	1	50	1	50	0	0	648	5	0	0	100	0	636	15	10	48	27	15	644
B. about the same as my regular schoolwork	68	0	0	9	60	5	33	1	7	645	70	0	57	36	7	644	66	13	59	22	5	649
C. easier than my regular schoolwork	23	0	0	3	60	1	20	1	20	642	25	0	60	20	20	642	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.	5	0	0	0	0	0	0	1	100	624	5	0	0	0	100	624	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	50	0	0	6	55	5	45	0	0	645	55	0	55	45	0	645	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	45	0	0	7	70	2	20	1	10	646	40	0	63	25	13	642	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.	45	0	0	6	60	3	30	1	10	645	40	0	50	38	13	642	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	50	0	0	6	55	4	36	1	9	643	55	0	55	36	9	643	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	100	0	0	0	0	650	5	0	100	0	0	650	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	30	0	0	5	71	2	29	0	0	645	33	0	71	29	0	645	19	19	58	17	6	651
B. 20 minutes to an hour	26	0	0	5	83	0	0	1	17	649	19	0	75	0	25	644	51	15	60	20	5	649
C. less than 20 minutes	13	0	0	1	33	2	67	0	0	641	14	0	33	67	0	641	12	9	56	26	9	646
D. I rarely read at home.	30	0	0	2	29	3	43	2	29	640	33	0	29	43	29	640	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	624	50	0	0	0	100	624						
D.	50	0	0	0	0	0	0	1	100	628	50	0	0	0	100	628						

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 32
School:	Ashland Community High 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	0	0	0	0	1463	10
	2006-2007	2	8	2	8	2092	15
	2007-2008	**2**	**9**	**0**	**0**	**1474**	**10**
	Cum. Total*	4	5	2	3	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	8	32	8	33	5914	40
	2006-2007	13	52	13	52	5731	40
	2007-2008	**9**	**39**	**9**	**43**	**6008**	**43**
	Cum. Total*	30	41	30	43	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	12	48	11	46	4494	30
	2006-2007	9	36	9	36	4175	29
	2007-2008	**7**	**30**	**7**	**33**	**4244**	**30**
	Cum. Total*	28	38	27	39	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	5	20	5	21	3014	20
	2006-2007	1	4	1	4	2308	16
	2007-2008	**5**	**22**	**5**	**24**	**2346**	**17**
	Cum. Total*	11	15	11	16	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**	9.3	48.9	8.5	44.7	9.6	50.5
Cluster 2: Shape and Size	**15**	**27**	8.0	53.3	7.5	50.0	8.1	54.0
Cluster 3: Mathematical Decision Making	**7**	**13**	2.6	37.1	2.3	32.9	4.2	60.0
Cluster 4: Patterns	**15**	**27**	6.6	44.0	6.0	40.0	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 32
School: Ashland Community High 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	23	2	9	9	39	7	30	5	22	638	21	0	43	33	24	635	14072	10	43	30	17	642
Ethnicity																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	23	2	9	9	39	7	30	5	22	638	21	0	43	33	24	635	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	0	0	4	80	616	5	0	20	0	80	616	2283	2	18	31	49	627
No	18	2	11	8	44	7	39	1	6	644	16	0	50	44	6	640	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	23	2	9	9	39	7	30	5	22	638	21	0	43	33	24	635	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	14	0	0	5	36	4	29	5	36	631	14	0	36	29	36	631	5160	4	34	36	26	636
No	9	2	22	4	44	3	33	0	0	648	7	0	57	43	0	642	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	23	2	9	9	39	7	30	5	22	638	21	0	43	33	24	635	14065	10	43	30	17	642
Gender																						
Female	14	2	14	6	43	4	29	2	14	642	12	0	50	33	17	637	6974	10	43	31	16	642
Male	9	0	0	3	33	3	33	3	33	631	9	0	33	33	33	631	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1192	4	23	43	30	634
No	19	2	11	9	47	5	26	3	16	641	17	0	53	29	18	638	12880	11	44	29	15	643
Gifted/talented program																						
Yes	2										0						557	53	42	4	0	663
No	21	0	0	9	43	7	33	5	24	635	21	0	43	33	24	635	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 32
School: Ashland Community High 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	4	0	0	0	0	0	0	1	100	614	5	0	0	0	100	614	6	6	33	31	31	635
B. less than one hour	48	2	18	4	36	3	27	2	18	643	43	0	44	33	22	636	56	11	43	30	16	643
C. one to two hours	43	0	0	4	40	4	40	2	20	634	48	0	40	40	20	634	34	11	45	30	14	644
D. more than two hours	4	0	0	1	100	0	0	0	0	642	5	0	100	0	0	642	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	2	18	5	45	3	27	1	9	644	43	0	56	33	11	638	45	14	47	28	11	646
B. They match some of what I have learned.	30	0	0	4	57	2	29	1	14	639	33	0	57	29	14	639	43	8	43	33	17	641
C. They match just a little of what I have learned.	13	0	0	0	0	2	67	1	33	627	14	0	0	67	33	627	9	6	30	33	32	635
D. There is no match.	9	0	0	0	0	0	0	2	100	617	10	0	0	0	100	617	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	2	22	3	33	1	11	3	33	638	33	0	43	14	43	628	29	24	51	17	8	651
B. good	26	0	0	4	67	2	33	0	0	644	29	0	67	33	0	644	48	6	45	33	16	641
C. fair	26	0	0	2	33	3	50	1	17	635	29	0	33	50	17	635	19	1	29	42	28	634
D. poor	9	0	0	0	0	1	50	1	50	627	10	0	0	50	50	627	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	1	33	2	67	0	0	0	0	654	11	0	100	0	0	647	24	5	38	33	24	638
B. about the same as my regular schoolwork	71	1	7	5	33	7	47	2	13	638	74	0	36	50	14	635	62	9	45	31	14	643
C. easier than my regular schoolwork	14	0	0	2	67	0	0	1	33	639	16	0	67	0	33	639	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.	52	2	17	5	42	4	33	1	8	643	48	0	50	40	10	637	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	39	0	0	4	44	2	22	3	33	634	43	0	44	22	33	634	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	0	0	1	50	1	50	625	10	0	0	50	50	625	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	5	0	0	0	0	0	0	1	100	600	5	0	0	0	100	600	17	8	39	30	22	639
B. two or three days a week	45	1	10	4	40	4	40	1	10	642	45	0	44	44	11	639	34	11	44	31	14	643
C. two or three times each month	36	0	0	3	38	2	25	3	38	630	40	0	38	25	38	630	31	12	44	29	15	644
D. never or almost never	14	1	33	1	33	1	33	0	0	653	10	0	50	50	0	643	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	100	0	0	0	0	642	5	0	100	0	0	642	11	11	37	29	23	641
B. two or three days a week	26	0	0	2	33	0	0	4	67	622	29	0	33	0	67	622	32	11	44	30	15	643
C. two or three times each month	43	1	10	4	40	4	40	1	10	642	43	0	44	44	11	639	32	11	45	30	15	643
D. never or almost never	26	1	17	2	33	3	50	0	0	647	24	0	40	60	0	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	18	0	0	3	75	0	0	1	25	634	20	0	75	0	25	634	7	6	29	33	32	635
B. 30–45 minutes	73	2	13	6	38	6	38	2	13	642	70	0	43	43	14	638	37	8	39	34	20	640
C. 45–60 minutes	9	0	0	0	0	1	50	1	50	621	10	0	0	50	50	621	42	13	47	28	12	645
D. more than 60 minutes	0										0						15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	604	50	0	0	0	100	604						
D.	50	0	0	0	0	0	0	1	100	614	50	0	0	0	100	614						

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