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:	12321621
SAU:	MSAD 38
School:	Etna-Dixmont 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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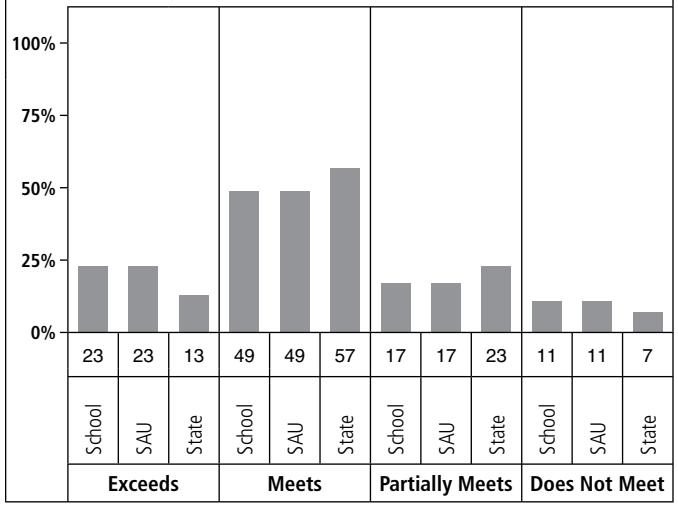
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	6
SAU:	MSAD 38
School:	Etna-Dixmont School

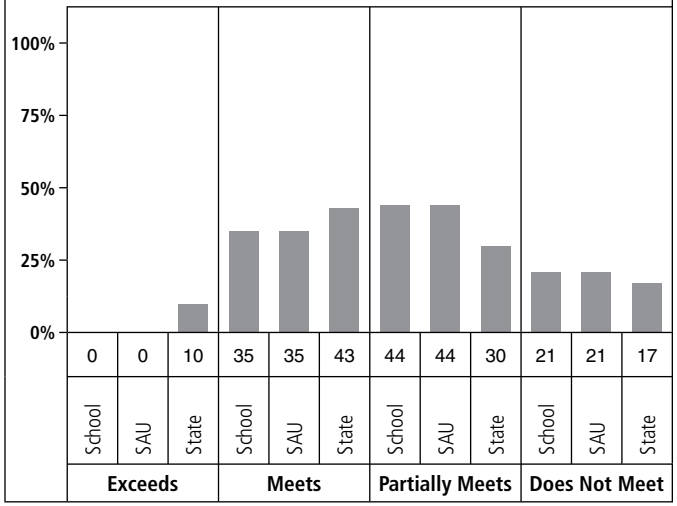
Summary of School, SAU, and State Scores

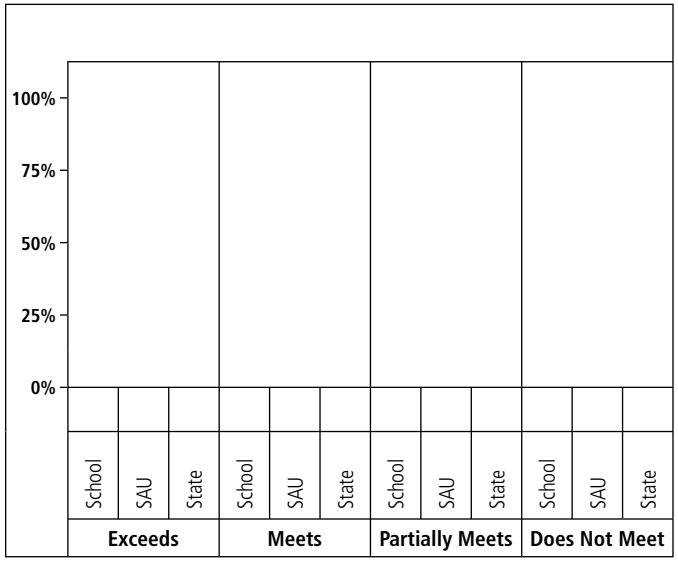
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	644	643	644
2006–2007	639	639	646
2007–2008	**647**	**647**	**648**
Cum. Avg.*	644	643	646
Mathematics			
2005–2006	639	639	641
2006–2007	638	638	643
2007–2008	**636**	**636**	**642**
Cum. Avg.*	638	637	642

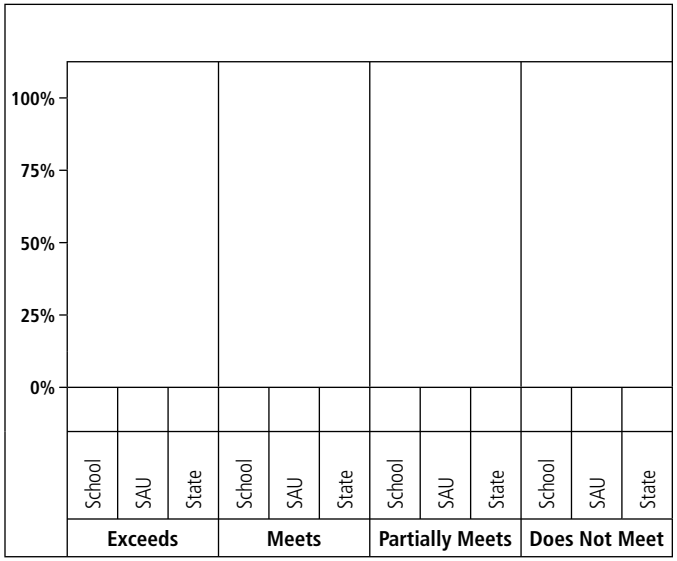
ELA – READING



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 38
School: Etna-Dixmont 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	36	100	36	100	14365	100	36	100	36	100	14266	99	35	97	35	97	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	36	100	36	100	13438	94	36	100	36	100	13353	100	35	97	35	97	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	4	11	4	11	2518	18	4	100	4	100	2479	99	4	100	4	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	18	50	18	50	5335	37	18	100	18	100	5277	99	17	94	17	94	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	29	81	29	81	11613	81	31	86	31	86	11626	81												
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	3	1	3	149	1	1	3	1	3	150	1												
Participation with accommodations	6	17	6	17	2451	17	3	8	3	8	2446	17												
Identified disability (PET/IEP)	3	50	3	50	1909	78	3	100	3	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	3	50	3	50	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	1	3	1	3	197	1	1	3	1	3	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	0	0	0	0	75	1	1	3	1	3	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 38
School:	Etna-Dixmont 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	2	8	2	8	1176	8
	2006-2007	0	0	0	0	1132	8
	2007-2008	**8**	**23**	**8**	**23**	**1817**	**13**
	Cum. Total*	10	12	10	12	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	11	42	10	40	7612	51
	2006-2007	11	44	11	44	8127	57
	2007-2008	**17**	**49**	**17**	**49**	**8072**	**57**
	Cum. Total*	39	45	38	45	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	11	42	11	44	4080	27
	2006-2007	8	32	8	32	3549	25
	2007-2008	**6**	**17**	**6**	**17**	**3194**	**23**
	Cum. Total*	25	29	25	29	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	2	8	2	8	2005	13
	2006-2007	6	24	6	24	1478	10
	2007-2008	**4**	**11**	**4**	**11**	**981**	**7**
	Cum. Total*	12	14	12	14	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**	32.0	57.1	32.0	57.1	32.7	58.4
Literary Text	**28**	**50**	15.6	55.7	15.6	55.7	16.3	58.2
Informational Text	**28**	**50**	16.4	58.6	16.4	58.6	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 38
School: Etna-Dixmont 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	35	8	23	17	49	6	17	4	11	647	35	23	49	17	11	647	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	35	8	23	17	49	6	17	4	11	647	35	23	49	17	11	647	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2282	2	29	42	27	636
No	32	8	25	17	53	6	19	1	3	650	32	25	53	19	3	650	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	35	8	23	17	49	6	17	4	11	647	35	23	49	17	11	647	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	18	3	17	9	50	4	22	2	11	645	18	17	50	22	11	645	5153	6	51	31	12	643
No	17	5	29	8	47	2	12	2	12	649	17	29	47	12	12	649	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	35	8	23	17	49	6	17	4	11	647	35	23	49	17	11	647	14057	13	57	23	7	648
Gender																						
Female	21	5	24	12	57	2	10	2	10	650	21	24	57	10	10	650	6967	16	59	20	5	650
Male	14	3	21	5	36	4	29	2	14	643	14	21	36	29	14	643	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	3	38	4	50	1	13	637	8	0	38	50	13	637	1186	6	41	42	11	642
No	27	8	30	14	52	2	7	3	11	650	27	30	52	7	11	650	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	35	8	23	17	49	6	17	4	11	647	35	23	49	17	11	647	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 38
School: Etna-Dixmont 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	3	0	0	0	0	1	100	0	0	634	3	0	0	100	0	634	6	7	43	30	20	641
B. less than one hour	48	5	31	6	38	2	13	3	19	647	48	31	38	13	19	647	56	13	58	23	6	648
C. one to two hours	45	2	13	10	67	2	13	1	7	648	45	13	67	13	7	648	34	15	60	20	5	649
D. more than two hours	3	0	0	0	0	1	100	0	0	630	3	0	0	100	0	630	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.	33	3	27	7	64	1	9	0	0	652	33	27	64	9	0	652	40	17	60	19	5	650
B. They match some of what I have learned.	52	3	18	9	53	4	24	1	6	646	52	18	53	24	6	646	48	12	59	23	6	648
C. They match just a little of what I have learned.	12	1	25	0	0	1	25	2	50	635	12	25	0	25	50	635	9	7	45	34	15	643
D. There is no match.	3	0	0	0	0	0	0	1	100	624	3	0	0	0	100	624	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	19	3	50	3	50	0	0	0	0	657	19	50	50	0	0	657	28	26	58	11	4	653
B. good	53	3	18	9	53	3	18	2	12	647	53	18	53	18	12	647	54	9	61	24	6	647
C. fair	19	1	17	3	50	1	17	1	17	642	19	17	50	17	17	642	16	3	48	37	13	642
D. poor	9	0	0	1	33	1	33	1	33	633	9	0	33	33	33	633	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	1	25	2	50	1	25	633	12	0	25	50	25	633	15	10	48	27	15	644
B. about the same as my regular schoolwork	70	5	22	11	48	4	17	3	13	646	70	22	48	17	13	646	66	13	59	22	5	649
C. easier than my regular schoolwork	18	2	33	4	67	0	0	0	0	656	18	33	67	0	0	656	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.	15	0	0	2	40	1	20	2	40	632	15	0	40	20	40	632	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	55	2	11	9	50	5	28	2	11	643	55	11	50	28	11	643	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	30	5	50	5	50	0	0	0	0	659	30	50	50	0	0	659	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.	39	0	0	9	69	2	15	2	15	641	39	0	69	15	15	641	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	61	7	35	7	35	4	20	2	10	650	61	35	35	20	10	650	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	12	2	50	2	50	0	0	0	0	658	12	50	50	0	0	658	19	19	58	17	6	651
B. 20 minutes to an hour	36	2	17	8	67	1	8	1	8	648	36	17	67	8	8	648	51	15	60	20	5	649
C. less than 20 minutes	24	1	13	3	38	1	13	3	38	639	24	13	38	13	38	639	12	9	56	26	9	646
D. I rarely read at home.	27	2	22	3	33	4	44	0	0	645	27	22	33	44	0	645	18	4	50	34	13	643
Optional school/SAU question																						
A.	3	1	100	0	0	0	0	0	0	664	3	100	0	0	0	664						
B.	70	5	22	13	57	2	9	3	13	648	70	22	57	9	13	648						
C.	15	0	0	2	40	3	60	0	0	640	15	0	40	60	0	640						
D.	12	1	25	1	25	1	25	1	25	639	12	25	25	25	25	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 38
School:	Etna-Dixmont 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	2	8	2	8	1463	10
	2006-2007	1	4	1	4	2092	15
	2007-2008	**0**	**0**	**0**	**0**	**1474**	**10**
	Cum. Total*	3	4	3	4	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	7	27	7	28	5914	40
	2006-2007	11	44	11	44	5731	40
	2007-2008	**12**	**35**	**12**	**35**	**6008**	**43**
	Cum. Total*	30	35	30	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	11	42	10	40	4494	30
	2006-2007	9	36	9	36	4175	29
	2007-2008	**15**	**44**	**15**	**44**	**4244**	**30**
	Cum. Total*	35	41	34	40	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	6	23	6	24	3014	20
	2006-2007	4	16	4	16	2308	16
	2007-2008	**7**	**21**	**7**	**21**	**2346**	**17**
	Cum. Total*	17	20	17	20	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**	9.1	47.9	9.1	47.9	9.6	50.5
Cluster 2: Shape and Size	**15**	**27**	6.4	42.7	6.4	42.7	8.1	54.0
Cluster 3: Mathematical Decision Making	**7**	**13**	3.0	42.9	3.0	42.9	4.2	60.0
Cluster 4: Patterns	**15**	**27**	6.4	42.7	6.4	42.7	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 38
School: Etna-Dixmont 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	34	0	0	12	35	15	44	7	21	636	34	0	35	44	21	636	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	34	0	0	12	35	15	44	7	21	636	34	0	35	44	21	636	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2283	2	18	31	49	627
No	31	0	0	12	39	14	45	5	16	637	31	0	39	45	16	637	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	34	0	0	12	35	15	44	7	21	636	34	0	35	44	21	636	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	17	0	0	3	18	11	65	3	18	633	17	0	18	65	18	633	5160	4	34	36	26	636
No	17	0	0	9	53	4	24	4	24	639	17	0	53	24	24	639	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	34	0	0	12	35	15	44	7	21	636	34	0	35	44	21	636	14065	10	43	30	17	642
Gender																						
Female	21	0	0	7	33	11	52	3	14	637	21	0	33	52	14	637	6974	10	43	31	16	642
Male	13	0	0	5	38	4	31	4	31	634	13	0	38	31	31	634	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	0	0	5	63	3	38	629	8	0	0	63	38	629	1192	4	23	43	30	634
No	26	0	0	12	46	10	38	4	15	638	26	0	46	38	15	638	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	34	0	0	12	35	15	44	7	21	636	34	0	35	44	21	636	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 38
School: Etna-Dixmont 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	3	0	0	0	0	1	100	0	0	640	3	0	0	100	0	640	6	6	33	31	31	635
B. less than one hour	48	0	0	6	38	6	38	4	25	636	48	0	38	38	25	636	56	11	43	30	16	643
C. one to two hours	45	0	0	5	33	7	47	3	20	634	45	0	33	47	20	634	34	11	45	30	14	644
D. more than two hours	3	0	0	0	0	1	100	0	0	638	3	0	0	100	0	638	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.	36	0	0	6	50	5	42	1	8	640	36	0	50	42	8	640	45	14	47	28	11	646
B. They match some of what I have learned.	55	0	0	5	28	9	50	4	22	635	55	0	28	50	22	635	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	0	0	1	50	1	50	630	6	0	0	50	50	630	9	6	30	33	32	635
D. There is no match.	3	0	0	0	0	0	0	1	100	600	3	0	0	0	100	600	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	15	0	0	2	40	2	40	1	20	640	15	0	40	40	20	640	29	24	51	17	8	651
B. good	52	0	0	9	53	5	29	3	18	640	52	0	53	29	18	640	48	6	45	33	16	641
C. fair	18	0	0	0	0	5	83	1	17	631	18	0	0	83	17	631	19	1	29	42	28	634
D. poor	15	0	0	0	0	3	60	2	40	619	15	0	0	60	40	619	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	0	0	2	67	1	33	621	9	0	0	67	33	621	24	5	38	33	24	638
B. about the same as my regular schoolwork	82	0	0	10	37	11	41	6	22	636	82	0	37	41	22	636	62	9	45	31	14	643
C. easier than my regular schoolwork	9	0	0	1	33	2	67	0	0	641	9	0	33	67	0	641	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.	48	0	0	4	25	8	50	4	25	634	48	0	25	50	25	634	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	52	0	0	7	41	7	41	3	18	637	52	0	41	41	18	637	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	0	0	0	0	4	100	0	0	638	12	0	0	100	0	638	17	8	39	30	22	639
B. two or three days a week	9	0	0	1	33	2	67	0	0	641	9	0	33	67	0	641	34	11	44	31	14	643
C. two or three times each month	24	0	0	4	50	1	13	3	38	637	24	0	50	13	38	637	31	12	44	29	15	644
D. never or almost never	55	0	0	6	33	8	44	4	22	633	55	0	33	44	22	633	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	52	0	0	5	29	9	53	3	18	637	52	0	29	53	18	637	11	11	37	29	23	641
B. two or three days a week	39	0	0	6	46	5	38	2	15	637	39	0	46	38	15	637	32	11	44	30	15	643
C. two or three times each month	9	0	0	0	0	1	33	2	67	615	9	0	0	33	67	615	32	11	45	30	15	643
D. never or almost never	0										0						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	15	0	0	1	20	3	60	1	20	630	15	0	20	60	20	630	7	6	29	33	32	635
B. 30–45 minutes	42	0	0	4	29	7	50	3	21	634	42	0	29	50	21	634	37	8	39	34	20	640
C. 45–60 minutes	42	0	0	6	43	5	36	3	21	639	42	0	43	36	21	639	42	13	47	28	12	645
D. more than 60 minutes	0										0						15	12	46	27	15	644
Optional school/SAU question																						
A.	3	0	0	1	100	0	0	0	0	650	3	0	100	0	0	650						
B.	70	0	0	7	30	11	48	5	22	635	70	0	30	48	22	635						
C.	15	0	0	2	40	2	40	1	20	636	15	0	40	40	20	636						
D.	12	0	0	1	25	2	50	1	25	634	12	0	25	50	25	634						

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