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:	12341626
SAU:	MSAD 40
School:	Miller 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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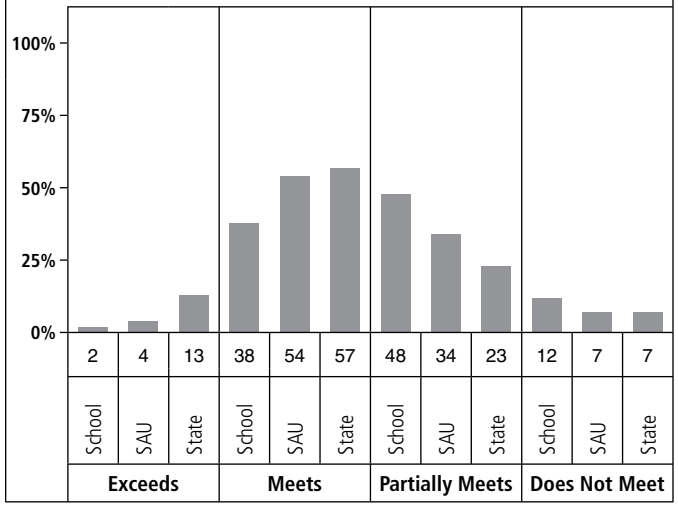
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	6
SAU:	MSAD 40
School:	Miller School

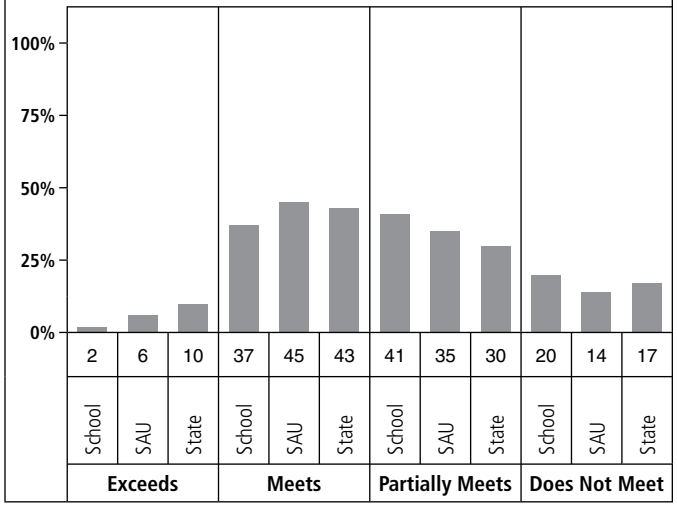
Summary of School, SAU, and State Scores

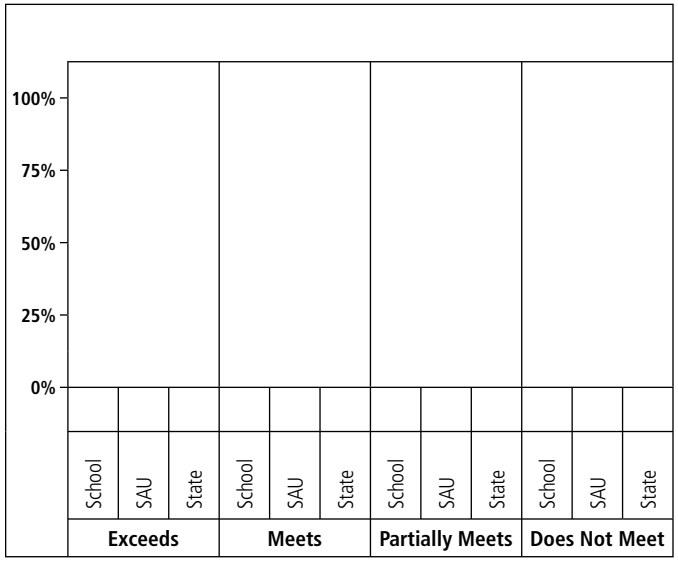
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	643	641	644
2006–2007	647	647	646
2007–2008	**640**	**644**	**648**
Cum. Avg.*	644	644	646
Mathematics			
2005–2006	638	641	641
2006–2007	644	647	643
2007–2008	**637**	**642**	**642**
Cum. Avg.*	640	643	642

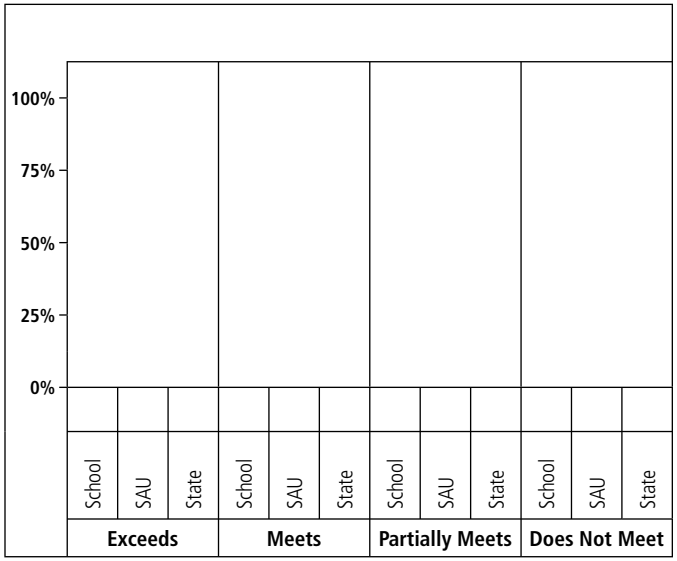
ELA – READING



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 40
School: Miller 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	53	100	142	100	14365	100	52	98	141	99	14266	99	52	98	141	99	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	1	2	1	1	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	52	98	141	99	13438	94	51	98	140	99	13353	100	51	98	140	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	8	15	29	20	2518	18	8	100	29	100	2479	99	8	100	29	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	31	58	74	52	5335	37	31	100	74	100	5277	99	31	100	74	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	41	77	115	81	11613	81	43	81	117	82	11626	81												
Identified disability (PET/IEP)	1	2	7	6	373	3	1	2	7	6	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	2	3	3	149	1	1	2	3	3	150	1												
Participation with accommodations	9	17	23	16	2451	17	8	15	22	15	2446	17												
Identified disability (PET/IEP)	5	56	19	83	1909	78	6	75	20	91	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	4	44	4	17	350	14	2	25	2	9	335	14												
Participation through alternate assessment (PAAP)	2	4	3	2	197	1	1	2	2	1	196	1												
Identified disability (PET/IEP)	2	100	3	100	197	100	1	100	2	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	1	2	1	1	75	1	1	2	1	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 40
School:	Miller 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	4	8	10	6	1176	8
	2006-2007	4	7	16	11	1132	8
	2007-2008	**1**	**2**	**6**	**4**	**1817**	**13**
	Cum. Total*	9	6	32	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	17	33	62	40	7612	51
	2006-2007	37	64	82	59	8127	57
	2007-2008	**19**	**38**	**75**	**54**	**8072**	**57**
	Cum. Total*	73	46	219	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	21	41	54	35	4080	27
	2006-2007	12	21	26	19	3549	25
	2007-2008	**24**	**48**	**47**	**34**	**3194**	**23**
	Cum. Total*	57	36	127	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	9	18	30	19	2005	13
	2006-2007	5	9	16	11	1478	10
	2007-2008	**6**	**12**	**10**	**7**	**981**	**7**
	Cum. Total*	20	13	56	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**	27.2	48.6	29.9	53.4	32.7	58.4
Literary Text	**28**	**50**	13.3	47.5	14.7	52.5	16.3	58.2
Informational Text	**28**	**50**	13.9	49.6	15.2	54.3	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 40
School: Miller 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	50	1	2	19	38	24	48	6	12	640	138	4	54	34	7	644	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	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	49	1	2	19	39	23	47	6	12	640	137	4	55	34	7	644	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	634	26	0	31	50	19	638	2282	2	29	42	27	636
No	44	1	2	18	41	21	48	4	9	641	112	5	60	30	4	646	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	50	1	2	19	38	24	48	6	12	640	138	4	54	34	7	644	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	29	0	0	11	38	13	45	5	17	639	71	1	52	35	11	642	5153	6	51	31	12	643
No	21	1	5	8	38	11	52	1	5	642	67	7	57	33	3	646	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	50	1	2	19	38	24	48	6	12	640	138	4	54	34	7	644	14057	13	57	23	7	648
Gender																						
Female	27	1	4	13	48	9	33	4	15	642	66	8	62	23	8	646	6967	16	59	20	5	650
Male	23	0	0	6	26	15	65	2	9	639	72	1	47	44	7	642	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	0	0	10	77	3	23	634	30	0	27	63	10	637	1186	6	41	42	11	642
No	37	1	3	19	51	14	38	3	8	643	108	6	62	26	6	646	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	50	1	2	19	38	24	48	6	12	640	138	4	54	34	7	644	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 40
School: Miller 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	8	0	0	0	0	3	75	1	25	636	7	0	40	50	10	640	6	7	43	30	20	641
B. less than one hour	62	1	3	12	39	13	42	5	16	640	61	5	53	33	10	643	56	13	58	23	6	648
C. one to two hours	28	0	0	7	50	7	50	0	0	641	29	5	63	30	3	646	34	15	60	20	5	649
D. more than two hours	2	0	0	0	0	1	100	0	0	640	3	0	25	75	0	641	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.	22	1	9	6	55	4	36	0	0	647	34	9	55	32	4	647	40	17	60	19	5	650
B. They match some of what I have learned.	58	0	0	12	41	12	41	5	17	640	47	3	57	31	9	643	48	12	59	23	6	648
C. They match just a little of what I have learned.	14	0	0	1	14	5	71	1	14	635	15	0	50	45	5	642	9	7	45	34	15	643
D. There is no match.	6	0	0	0	0	3	100	0	0	635	4	0	20	60	20	635	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	18	0	0	5	56	3	33	1	11	642	20	11	48	33	7	646	28	26	58	11	4	653
B. good	40	0	0	7	35	11	55	2	10	640	52	3	65	27	6	645	54	9	61	24	6	647
C. fair	36	1	6	7	39	7	39	3	17	640	26	3	40	46	11	640	16	3	48	37	13	642
D. poor	6	0	0	0	0	3	100	0	0	639	3	0	25	75	0	641	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	25	5	63	1	13	640	15	0	60	25	15	642	15	10	48	27	15	644
B. about the same as my regular schoolwork	57	1	4	12	43	13	46	2	7	641	62	4	54	39	4	644	66	13	59	22	5	649
C. easier than my regular schoolwork	27	0	0	5	38	6	46	2	15	639	24	9	53	28	9	646	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.	14	0	0	0	0	6	86	1	14	633	12	0	44	44	13	640	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	58	1	3	13	45	12	41	3	10	642	56	3	53	37	7	643	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	28	0	0	6	43	6	43	2	14	639	32	9	56	28	7	646	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.	46	1	4	7	30	11	48	4	17	639	44	3	53	35	8	644	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	50	0	0	11	44	12	48	2	8	641	53	6	56	32	6	645	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	1	50	0	0	641	3	0	25	50	25	633	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	12	0	0	3	50	2	33	1	17	640	18	8	68	20	4	648	19	19	58	17	6	651
B. 20 minutes to an hour	68	1	3	13	38	16	47	4	12	641	58	5	52	37	6	644	51	15	60	20	5	649
C. less than 20 minutes	6	0	0	0	0	3	100	0	0	637	8	0	36	55	9	639	12	9	56	26	9	646
D. I rarely read at home.	14	0	0	3	43	3	43	1	14	639	15	0	52	33	14	640	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	100	0	640						
C.	100	0	0	0	0	2	100	0	0	634	50	0	0	100	0	634						
D.	0										25	0	100	0	0	644						

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 40
School:	Miller 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	3	6	14	9	1463	10
	2006-2007	8	14	34	24	2092	15
	2007-2008	**1**	**2**	**9**	**6**	**1474**	**10**
	Cum. Total*	12	8	57	13	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	19	38	63	41	5914	40
	2006-2007	25	43	56	40	5731	40
	2007-2008	**19**	**37**	**62**	**45**	**6008**	**43**
	Cum. Total*	63	40	181	42	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	15	30	47	30	4494	30
	2006-2007	17	29	34	24	4175	29
	2007-2008	**21**	**41**	**48**	**35**	**4244**	**30**
	Cum. Total*	53	33	129	30	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	13	26	31	20	3014	20
	2006-2007	8	14	16	11	2308	16
	2007-2008	**10**	**20**	**20**	**14**	**2346**	**17**
	Cum. Total*	31	19	67	15	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**	8.5	44.7	9.7	51.1	9.6	50.5
Cluster 2: Shape and Size	**15**	**27**	6.7	44.7	7.9	52.7	8.1	54.0
Cluster 3: Mathematical Decision Making	**7**	**13**	3.7	52.9	4.2	60.0	4.2	60.0
Cluster 4: Patterns	**15**	**27**	6.8	45.3	7.5	50.0	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 40
School: Miller 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	51	1	2	19	37	21	41	10	20	637	139	6	45	35	14	642	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	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	50	1	2	19	38	21	42	9	18	638	138	7	45	35	14	642	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	2	29	4	57	627	27	0	22	33	44	630	2283	2	18	31	49	627
No	44	1	2	18	41	19	43	6	14	639	112	8	50	35	7	645	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	51	1	2	19	37	21	41	10	20	637	139	6	45	35	14	642	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	30	1	3	9	30	13	43	7	23	635	72	3	39	40	18	638	5160	4	34	36	26	636
No	21	0	0	10	48	8	38	3	14	641	67	10	51	28	10	647	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	51	1	2	19	37	21	41	10	20	637	139	6	45	35	14	642	14065	10	43	30	17	642
Gender																						
Female	27	0	0	11	41	11	41	5	19	638	66	8	44	39	9	644	6974	10	43	31	16	642
Male	24	1	4	8	33	10	42	5	21	637	73	5	45	30	19	640	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	3	23	7	54	3	23	632	30	0	33	43	23	636	1192	4	23	43	30	634
No	38	1	3	16	42	14	37	7	18	639	109	8	48	32	12	644	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	51	1	2	19	37	21	41	10	20	637	139	6	45	35	14	642	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 40
School: Miller 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	8	0	0	1	25	3	75	0	0	635	7	10	40	50	0	644	6	6	33	31	31	635
B. less than one hour	63	0	0	12	38	13	41	7	22	637	61	4	45	36	15	641	56	11	43	30	16	643
C. one to two hours	27	1	7	6	43	4	29	3	21	640	29	13	45	28	15	645	34	11	45	30	14	644
D. more than two hours	2	0	0	0	0	1	100	0	0	630	3	0	25	50	25	630	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.	35	0	0	8	44	9	50	1	6	641	50	12	54	28	7	647	45	14	47	28	11	646
B. They match some of what I have learned.	43	1	5	7	32	7	32	7	32	635	38	2	36	40	23	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	22	0	0	4	36	5	45	2	18	637	11	0	27	53	20	635	9	6	30	33	32	635
D. There is no match.	0										1	0	100	0	0	658	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	1	8	6	50	4	33	1	8	645	22	16	48	26	10	648	29	24	51	17	8	651
B. good	29	0	0	6	40	4	27	5	33	633	40	7	51	25	16	643	48	6	45	33	16	641
C. fair	35	0	0	5	28	9	50	4	22	636	29	0	38	45	18	638	19	1	29	42	28	634
D. poor	12	0	0	2	33	4	67	0	0	636	9	0	25	67	8	634	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	7	47	6	40	2	13	639	28	0	37	39	24	637	24	5	38	33	24	638
B. about the same as my regular schoolwork	54	1	4	9	33	11	41	6	22	635	51	6	43	39	13	641	62	9	45	31	14	643
C. easier than my regular schoolwork	16	0	0	3	38	4	50	1	13	641	21	17	59	21	3	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.	51	1	4	10	38	10	38	5	19	638	47	6	37	40	17	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	49	0	0	9	36	11	44	5	20	636	49	7	50	31	12	644	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										4	0	60	20	20	643	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	33	1	6	5	31	8	50	2	13	637	29	3	43	40	15	640	17	8	39	30	22	639
B. two or three days a week	39	0	0	10	53	6	32	3	16	641	42	12	56	26	5	648	34	11	44	31	14	643
C. two or three times each month	20	0	0	2	20	5	50	3	30	631	18	4	20	48	28	635	31	12	44	29	15	644
D. never or almost never	8	0	0	1	25	2	50	1	25	634	10	0	43	36	21	639	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	12	0	0	2	33	1	17	3	50	635	9	0	54	23	23	642	11	11	37	29	23	641
B. two or three days a week	47	1	4	10	42	11	46	2	8	640	38	11	43	38	8	645	32	11	44	30	15	643
C. two or three times each month	25	0	0	7	54	5	38	1	8	640	26	8	53	33	6	645	32	11	45	30	15	643
D. never or almost never	16	0	0	0	0	4	50	4	50	625	26	0	33	36	31	635	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	0										2	0	0	33	67	619	7	6	29	33	32	635
B. 30–45 minutes	16	0	0	3	38	2	25	3	38	635	15	0	55	25	20	640	37	8	39	34	20	640
C. 45–60 minutes	65	1	3	13	39	13	39	6	18	637	53	8	47	32	14	643	42	13	47	28	12	645
D. more than 60 minutes	20	0	0	3	30	6	60	1	10	639	30	7	37	46	10	643	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	100	0	0	652						
C.	100	0	0	0	0	0	0	2	100	622	50	0	0	0	100	622						
D.	0										25	0	0	0	100	624						

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