July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 6

Test Date: March 2009
Code: 10071140
SAU: Auburn School Department
School: Walton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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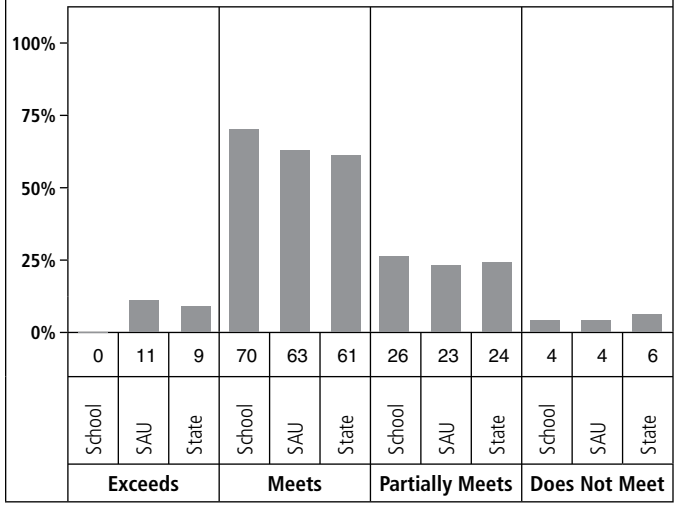
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Auburn School Department
School: Walton School

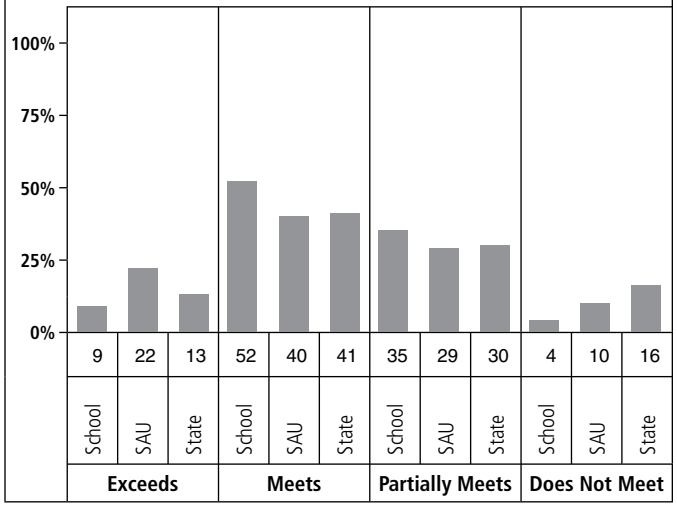
Summary of School, SAU, and State Scores

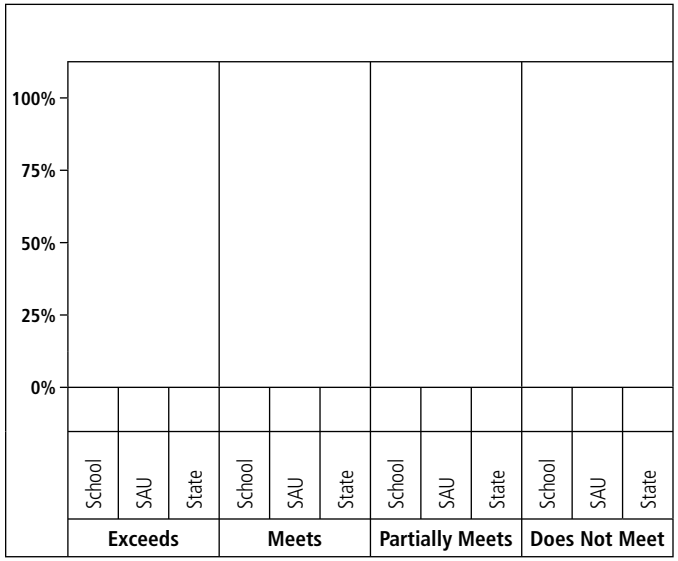
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	646	647	646
2007–2008	643	648	648
2008–2009	**646**	**648**	**647**
Cum. Avg.*	645	648	647
Mathematics			
2006–2007	644	648	643
2007–2008	636	645	642
2008–2009	**645**	**647**	**643**
Cum. Avg.*	641	647	643

ELA – READING



MATHEMATICS





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Auburn School Department
School: Walton School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	23	100	229	100	14251	100	23	100	229	100	14150	99	23	100	229	100	14156	100						
Ethnicity African American/Black	1	4	23	10	421	3	1	100	23	100	412	98	1	100	23	100	415	99						
American Indian or Native Alaskan	0	0	1	0	128	1	0	0	1	100	127	99	0	0	1	100	128	100						
Asian or Pacific Islander	0	0	7	3	212	1	0	0	7	100	210	99	0	0	7	100	212	100						
Hispanic	0	0	3	1	181	1	0	0	3	100	177	98	0	0	3	100	178	99						
Caucasian/White	22	96	195	85	13309	93	22	100	195	100	13224	100	22	100	195	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	3	13	53	23	2468	17	3	100	53	100	2423	99	3	100	53	100	2426	99						
Current LEP	0	0	13	6	341	2	0	0	13	100	330	97	0	0	13	100	338	99						
Economically disadvantaged	10	43	96	42	5780	41	10	100	96	100	5724	99	10	100	96	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	16	70	148	65	11369	80	16	70	147	64	11373	80						
Identified disability (PET/IEP)	0	0	4	3	355	3	0	0	4	3	371	3						
LEP	0	0	5	3	167	1	0	0	4	3	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	7	30	77	34	2594	18	7	30	78	34	2605	18						
Identified disability (PET/IEP)	3	43	45	58	1881	73	3	43	45	58	1877	72						
LEP	0	0	7	9	155	6	0	0	8	10	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	4	57	25	32	519	20	4	57	25	32	532	20						
Participation through alternate assessment (PAAP)	0	0	4	2	187	1	0	0	4	2	178	1						
Identified disability (PET/IEP)	0	0	4	100	187	100	0	0	4	100	178	100						
LEP	0	0	1	25	8	4	0	0	1	25	7	4						
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	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	6
SAU:	Auburn School Department
School:	Walton School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	1	4	20	9	1132	8
	2007-2008	2	7	42	17	1817	13
	2008-2009	**0**	**0**	**24**	**11**	**1309**	**9**
	Cum. Total*	3	4	86	12	4258	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 642–660)	2006-2007	15	65	141	61	8127	57
	2007-2008	13	45	135	53	8072	57
	2008-2009	**16**	**70**	**141**	**63**	**8564**	**61**
	Cum. Total*	44	59	417	59	24763	59
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 630–640)	2006-2007	7	30	49	21	3549	25
	2007-2008	11	38	59	23	3194	23
	2008-2009	**6**	**26**	**52**	**23**	**3291**	**24**
	Cum. Total*	24	32	160	23	10034	24
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)	2006-2007	0	0	22	9	1478	10
	2007-2008	3	10	17	7	981	7
	2008-2009	**1**	**4**	**8**	**4**	**799**	**6**
	Cum. Total*	4	5	47	7	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**56**	**100**	32.9	58.8	34.4	61.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.7	58.5	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.1	58.6	22.4	62.2	21.9	60.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: Auburn School Department
School: Walton 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	16	70	6	26	1	4	646	225	11	63	23	4	648	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										22	5	50	36	9	642	403	5	46	34	15	641
American Indian or Native Alaskan	0										1						125	4	49	38	10	642
Asian or Pacific Islander	0										7	43	43	14	0	655	206	18	56	20	6	649
Hispanic	0										3						174	5	55	33	7	644
Caucasian/White	22	0	0	16	73	5	23	1	5	646	192	10	66	20	3	648	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	3										49	0	51	41	8	642	2236	1	30	48	22	637
No	20	0	0	15	75	4	20	1	5	647	176	14	66	18	2	649	11727	11	67	19	3	649
Current LEP																						
Yes	0										12	0	67	17	17	640	322	2	39	37	21	638
No	23	0	0	16	70	6	26	1	4	646	213	11	62	23	3	648	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	10	0	0	5	50	5	50	0	0	643	94	4	59	31	6	644	5617	4	54	33	9	643
No	13	0	0	11	85	1	8	1	8	647	131	15	66	18	2	651	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	23	0	0	16	70	6	26	1	4	646	225	11	63	23	4	648	13959	9	61	24	6	647
Gender																						
Female	8	0	0	6	75	2	25	0	0	648	114	13	65	22	0	649	6743	13	63	20	4	649
Male	15	0	0	10	67	4	27	1	7	645	111	8	60	24	7	646	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	3	60	2	40	0	0	642	23	0	35	61	4	640	1408	4	41	43	12	641
No	18	0	0	13	72	4	22	1	6	646	202	12	66	19	3	649	12555	10	64	21	5	648
Gifted/talented program																						
Yes	1										14	43	57	0	0	658	636	39	59	2	0	659
No	22	0	0	15	68	6	27	1	5	645	211	9	63	25	4	647	13327	8	61	25	6	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 2009
Grade: 6
SAU: Auburn School Department
School: Walton 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	0										4	13	50	25	13	643	6	5	47	32	16	642
B. less than one hour	83	0	0	13	68	5	26	1	5	645	69	11	64	23	2	649	59	9	62	24	5	647
C. one to two hours	17	0	0	3	75	1	25	0	0	647	26	10	61	25	3	647	32	11	64	21	4	648
D. more than two hours	0										1	0	67	0	33	644	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	57	0	0	11	85	2	15	0	0	648	38	16	71	12	1	651	31	17	66	14	3	651
B. good	26	0	0	3	50	3	50	0	0	645	46	10	57	29	4	647	48	8	64	23	5	647
C. fair	17	0	0	2	50	1	25	1	25	640	14	0	58	35	6	642	18	2	48	40	10	641
D. poor	0										2	0	75	25	0	643	2	1	34	47	18	638
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.	39	0	0	9	100	0	0	0	0	651	45	17	62	17	4	650	38	13	65	18	3	650
B. They match some of what I have learned.	48	0	0	6	55	5	45	0	0	643	46	7	64	28	1	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	9	0	0	1	50	1	50	0	0	642	8	0	67	28	6	644	10	5	48	36	11	642
D. There is no match.	4	0	0	0	0	0	0	1	100	624	1	0	33	33	33	637	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	0	0	1	50	1	50	632	17	14	57	22	8	647	16	7	52	30	11	644
B. about the same as my regular schoolwork	74	0	0	12	71	5	29	0	0	647	74	10	63	25	1	648	66	10	64	22	4	648
C. easier than my regular schoolwork	17	0	0	4	100	0	0	0	0	648	10	9	73	14	5	647	17	11	61	22	5	648
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	1	50	1	50	0	0	642	10	0	57	38	5	640	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	61	0	0	10	71	3	21	1	7	646	60	5	65	26	3	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	30	0	0	5	71	2	29	0	0	645	31	24	61	12	3	652	35	16	67	14	3	651
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.	65	0	0	12	80	3	20	0	0	648	55	11	61	25	3	647	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	30	0	0	4	57	3	43	0	0	643	43	11	67	21	1	649	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	0	0	1	100	624	2	0	25	25	50	630	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	3	75	1	25	0	0	648	22	16	59	22	2	649	23	15	65	16	4	650
B. 20 minutes to an hour	65	0	0	11	73	4	27	0	0	647	63	11	67	19	3	648	49	10	64	22	4	648
C. less than 20 minutes	4	0	0	0	0	1	100	0	0	640	4	0	44	56	0	643	11	6	58	29	7	645
D. I rarely read at home.	13	0	0	2	67	0	0	1	33	639	11	0	54	38	8	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										67	0	0	50	50	620						
B.	0										33	0	0	100	0	636						
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	6
SAU:	Auburn School Department
School:	Walton School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	2	9	49	21	2092	15
	2007-2008	2	7	40	16	1474	10
	2008-2009	**2**	**9**	**49**	**22**	**1807**	**13**
	Cum. Total*	6	8	138	19	5373	13
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 642–660)	2006-2007	13	57	111	47	5731	40
	2007-2008	11	38	111	44	6008	43
	2008-2009	**12**	**52**	**89**	**40**	**5662**	**41**
	Cum. Total*	36	48	311	44	17401	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 628–640)	2006-2007	6	26	47	20	4175	29
	2007-2008	7	24	65	26	4244	30
	2008-2009	**8**	**35**	**65**	**29**	**4219**	**30**
	Cum. Total*	21	28	177	25	12638	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)	2006-2007	2	9	28	12	2308	16
	2007-2008	9	31	38	15	2346	17
	2008-2009	**1**	**4**	**22**	**10**	**2290**	**16**
	Cum. Total*	12	16	88	12	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**56**	**100**	31.7	56.6	33.6	60.0	30.6	54.6
A. Number	**18**	**32**	10.0	55.6	11.4	63.3	10.3	57.2
B. Data	**12**	**21**	7.3	60.8	7.5	62.5	6.6	55.0
C. Geometry	**14**	**25**	7.3	52.1	7.6	54.3	7.3	52.1
D. Algebra	**12**	**21**	7.1	59.2	7.2	60.0	6.5	54.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: Auburn School Department
School: Walton 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	12	52	8	35	1	4	645	225	22	40	29	10	647	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										22	5	18	55	23	634	406	4	26	36	34	633
American Indian or Native Alaskan	0										1						126	4	29	40	28	635
Asian or Pacific Islander	0										7	57	14	29	0	656	208	18	47	23	12	647
Hispanic	0										3						175	5	31	41	23	638
Caucasian/White	22	2	9	12	55	7	32	1	5	645	192	23	43	25	9	649	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	3										49	12	22	33	33	636	2248	3	18	33	46	629
No	20	2	10	12	60	5	25	1	5	647	176	24	44	28	3	651	11730	15	45	30	11	646
Current LEP																						
Yes	0										12	0	8	58	33	629	331	3	22	35	40	631
No	23	2	9	12	52	8	35	1	4	645	213	23	41	27	8	648	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	10	0	0	4	40	5	50	1	10	639	94	14	33	38	15	642	5620	6	33	37	25	637
No	13	2	15	8	62	3	23	0	0	649	131	27	44	22	6	651	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	23	2	9	12	52	8	35	1	4	645	225	22	40	29	10	647	13974	13	41	30	16	643
Gender																						
Female	8	0	0	5	63	3	38	0	0	644	114	17	44	33	6	647	6738	12	40	32	16	642
Male	15	2	13	7	47	5	33	1	7	646	111	27	35	24	14	648	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	2	40	1	20	637	23	0	43	48	9	640	1410	3	24	41	32	634
No	18	2	11	10	56	6	33	0	0	647	202	24	39	27	10	648	12568	14	42	29	15	644
Gifted/talented program																						
Yes	1										14	79	21	0	0	669	637	65	32	3	0	665
No	22	1	5	12	55	8	36	1	5	643	211	18	41	31	10	646	13341	10	41	31	17	642

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Auburn School Department
School: Walton 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	0										4	13	13	38	38	637	6	7	32	28	32	636
B. less than one hour	83	1	5	9	47	8	42	1	5	644	69	22	42	29	7	649	59	13	41	30	16	643
C. one to two hours	17	1	25	3	75	0	0	0	0	651	26	22	39	29	10	646	32	14	41	31	14	644
D. more than two hours	0										1	33	0	33	33	637	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	1	13	5	63	2	25	0	0	652	38	44	34	16	6	656	30	27	45	18	9	651
B. good	48	1	9	6	55	4	36	0	0	645	46	12	46	32	11	645	46	9	45	31	15	643
C. fair	17	0	0	1	25	2	50	1	25	633	13	0	40	43	17	637	20	2	29	43	26	635
D. poor	0										3	0	17	83	0	635	4	1	15	46	38	630
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.	39	1	11	4	44	4	44	0	0	646	43	26	35	31	8	649	35	18	42	27	13	646
B. They match some of what I have learned.	61	1	7	8	57	4	29	1	7	644	47	19	46	25	9	647	50	11	43	31	15	643
C. They match just a little of what I have learned.	0										8	17	33	44	6	644	13	8	31	36	26	638
D. There is no match.	0										1	33	0	0	67	639	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	39	0	0	4	44	4	44	1	11	640	23	16	45	27	12	645	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	2	15	8	62	3	23	0	0	649	65	20	38	33	8	647	56	13	42	30	15	644
C. easier than my regular schoolwork	4	0	0	0	0	1	100	0	0	632	12	44	30	15	11	655	12	31	36	20	13	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.	74	1	6	11	65	5	29	0	0	646	48	21	41	30	8	646	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	22	1	20	1	20	2	40	1	20	644	49	23	39	27	10	649	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	100	0	0	632	3	0	33	50	17	638	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	1	50	1	50	0	0	642	4	10	20	50	20	639	6	8	29	29	34	635
B. 30–45 minutes	9	0	0	1	50	1	50	0	0	642	13	3	31	45	21	638	33	10	37	34	19	641
C. 45–60 minutes	39	1	11	4	44	3	33	1	11	643	27	16	51	28	5	648	45	15	44	29	12	645
D. more than 60 minutes	43	1	10	6	60	3	30	0	0	648	55	30	38	24	8	650	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	1	50	1	50	0	0	640	9	5	33	57	5	640	9	14	35	29	22	641
B. two or three days a week	65	1	7	7	47	6	40	1	7	643	40	25	40	27	8	648	26	15	40	30	16	644
C. two or three times each month	22	0	0	4	80	1	20	0	0	646	36	20	49	22	9	648	31	13	43	30	14	644
D. never or almost never	4	1	100	0	0	0	0	0	0	680	14	31	19	31	19	648	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	2	100	0	0	0	0	651	27	9	38	38	16	641	17	8	35	33	24	639
B. two or three days a week	43	0	0	5	50	4	40	1	10	642	32	26	41	29	4	650	28	13	42	30	15	643
C. two or three times each month	22	0	0	5	100	0	0	0	0	648	24	23	56	12	10	651	31	15	43	30	13	645
D. never or almost never	26	2	33	0	0	4	67	0	0	645	18	34	16	42	8	649	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										67	0	0	0	100	617						
B.	0										33	0	0	0	100	624						
C.	0										0											
D.	0										0											

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