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:	10111163
SAU:	Bangor School Department
School:	James F. Doughty 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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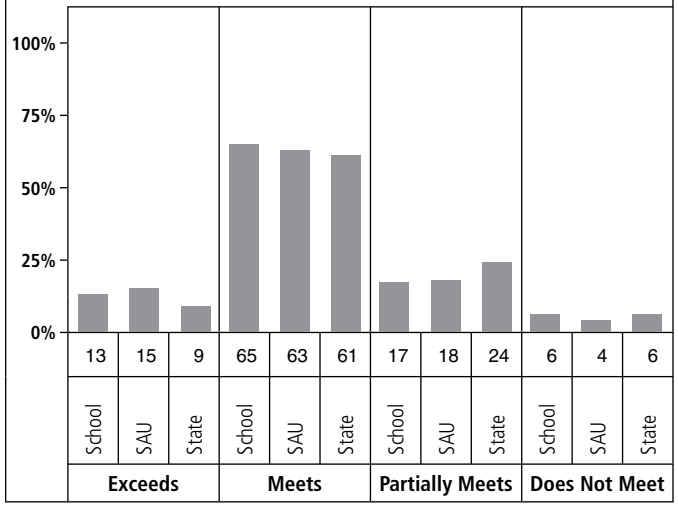
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Bangor School Department
School: James F. Doughty School

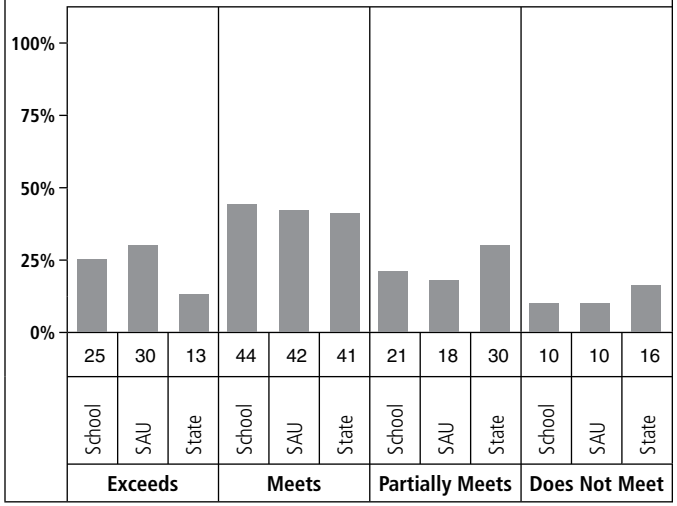
Summary of School, SAU, and State Scores

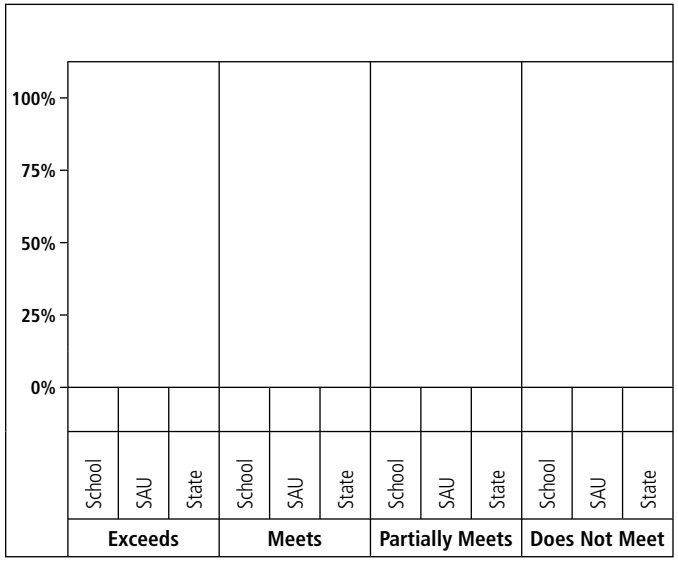
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	647	650	646
2007–2008	649	651	648
2008–2009	**650**	**650**	**647**
Cum. Avg.*	649	650	647
Mathematics			
2006–2007	646	650	643
2007–2008	645	647	642
2008–2009	**650**	**652**	**643**
Cum. Avg.*	647	650	643

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: Bangor School Department
School: James F. Doughty 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	131	100	253	100	14251	100	130	99	250	100	14150	99	130	99	250	100	14156	100						
Ethnicity African American/Black	2	2	3	1	421	3	2	100	3	100	412	98	2	100	3	100	415	99						
American Indian or Native Alaskan	1	1	2	1	128	1	1	100	2	100	127	99	1	100	2	100	128	100						
Asian or Pacific Islander	0	0	2	1	212	1	0	0	2	100	210	99	0	0	2	100	212	100						
Hispanic	2	2	4	2	181	1	2	100	3	100	177	98	2	100	3	100	178	99						
Caucasian/White	126	96	242	96	13309	93	125	99	240	100	13224	100	125	99	240	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	20	15	37	15	2468	17	19	95	35	97	2423	99	19	95	35	97	2426	99						
Current LEP	0	0	1	0	341	2	0	0	1	100	330	97	0	0	1	100	338	99						
Economically disadvantaged	73	56	112	44	5780	41	72	99	109	99	5724	99	72	99	109	99	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	110	84	213	84	11369	80	110	84	213	84	11373	80						
Identified disability (PET/IEP)	1	1	2	1	355	3	1	1	2	1	371	3						
LEP	0	0	1	0	167	1	0	0	1	0	170	1						
504 plan	5	5	14	7	172	2	5	5	14	7	175	2						
Participation with accommodations	16	12	30	12	2594	18	14	11	27	11	2605	18						
Identified disability (PET/IEP)	14	88	26	87	1881	73	12	86	23	85	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	2	13	2	7	74	3	2	14	2	7	71	3						
Other	0	0	2	7	519	20	0	0	2	7	532	20						
Participation through alternate assessment (PAAP)	4	3	7	3	187	1	6	5	10	4	178	1						
Identified disability (PET/IEP)	4	100	7	100	187	100	6	100	10	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	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	2	1	26	0	0	0	2	1	25	0						
Non-participation – other	1	1	1	0	75	1	1	1	1	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:	Bangor School Department
School:	James F. Doughty 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	8	7	33	14	1132	8
	2007-2008	24	15	55	20	1817	13
	2008-2009	**16**	**13**	**37**	**15**	**1309**	**9**
	Cum. Total*	48	12	125	16	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	74	61	148	61	8127	57
	2007-2008	95	60	166	59	8072	57
	2008-2009	**82**	**65**	**154**	**63**	**8564**	**61**
	Cum. Total*	251	62	468	61	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	33	27	48	20	3549	25
	2007-2008	30	19	47	17	3194	23
	2008-2009	**21**	**17**	**43**	**18**	**3291**	**24**
	Cum. Total*	84	21	138	18	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	6	5	13	5	1478	10
	2007-2008	10	6	12	4	981	7
	2008-2009	**7**	**6**	**9**	**4**	**799**	**6**
	Cum. Total*	23	6	34	4	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**	36.0	64.3	36.4	65.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.7	63.5	12.9	64.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.2	64.4	23.5	65.3	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: Bangor School Department
School: James F. Doughty 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	126	16	13	82	65	21	17	7	6	650	243	15	63	18	4	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										3						403	5	46	34	15	641
American Indian or Native Alaskan	1										2						125	4	49	38	10	642
Asian or Pacific Islander	0										2						206	18	56	20	6	649
Hispanic	2										3						174	5	55	33	7	644
Caucasian/White	121	16	13	77	64	21	17	7	6	650	233	15	63	18	4	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	15	2	13	6	40	5	33	2	13	644	28	7	32	50	11	641	2236	1	30	48	22	637
No	111	14	13	76	68	16	14	5	5	651	215	16	67	13	3	652	11727	11	67	19	3	649
Current LEP																						
Yes	0										1						322	2	39	37	21	638
No	126	16	13	82	65	21	17	7	6	650	242	15	63	18	4	651	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	68	4	6	40	59	18	26	6	9	646	102	8	57	28	7	646	5617	4	54	33	9	643
No	58	12	21	42	72	3	5	1	2	655	141	21	68	10	1	653	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	126	16	13	82	65	21	17	7	6	650	243	15	63	18	4	650	13959	9	61	24	6	647
Gender																						
Female	62	12	19	37	60	10	16	3	5	652	120	23	58	16	3	652	6743	13	63	20	4	649
Male	64	4	6	45	70	11	17	4	6	648	123	8	68	20	4	649	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	3	33	5	56	1	11	638	9	0	33	56	11	638	1408	4	41	43	12	641
No	117	16	14	79	68	16	14	6	5	651	234	16	65	16	3	651	12555	10	64	21	5	648
Gifted/talented program																						
Yes	14	7	50	6	43	1	7	0	0	663	37	49	49	3	0	662	636	39	59	2	0	659
No	112	9	8	76	68	20	18	7	6	648	206	9	66	20	4	648	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: Bangor School Department
School: James F. Doughty 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	1	0	0	0	0	1	100	0	0	640	1	0	0	100	0	635	6	5	47	32	16	642
B. less than one hour	53	10	15	38	58	14	22	3	5	649	45	15	56	25	4	649	59	9	62	24	5	647
C. one to two hours	44	6	11	41	76	5	9	2	4	652	50	18	70	9	3	653	32	11	64	21	4	648
D. more than two hours	2	0	0	2	67	0	0	1	33	640	4	0	78	11	11	646	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	9	24	23	62	4	11	1	3	654	31	19	69	11	1	653	31	17	66	14	3	651
B. good	54	7	11	48	73	8	12	3	5	650	54	17	66	13	4	651	48	8	64	23	5	647
C. fair	13	0	0	7	44	7	44	2	13	642	14	3	42	48	6	643	18	2	48	40	10	641
D. poor	2	0	0	2	67	1	33	0	0	646	1	0	67	33	0	646	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.	52	11	17	46	72	6	9	1	2	653	51	18	72	9	1	653	38	13	65	18	3	650
B. They match some of what I have learned.	36	3	7	29	66	8	18	4	9	647	39	14	59	22	5	649	49	8	63	24	5	647
C. They match just a little of what I have learned.	11	2	14	5	36	6	43	1	7	647	9	10	38	43	10	644	10	5	48	36	11	642
D. There is no match.	1	0	0	1	100	0	0	0	0	650	1	0	50	50	0	643	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	0	0	8	67	3	25	1	8	645	11	0	68	24	8	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	62	8	11	51	67	14	18	3	4	649	61	15	65	18	3	650	66	10	64	22	4	648
C. easier than my regular schoolwork	28	8	23	22	63	3	9	2	6	655	29	23	61	13	3	654	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.	8	0	0	4	40	6	60	0	0	643	8	0	39	61	0	643	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	52	3	5	46	72	9	14	6	9	647	50	10	66	18	7	648	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	40	13	27	31	63	5	10	0	0	656	42	25	65	10	0	655	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.	53	11	17	46	71	4	6	4	6	652	48	17	67	13	4	651	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	43	5	9	31	58	15	28	2	4	648	49	15	60	22	3	650	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	3	75	1	25	0	0	648	3	13	63	25	0	648	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	33	9	23	26	65	5	13	0	0	655	25	25	60	15	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	39	6	13	30	63	8	17	4	8	649	49	15	67	15	3	651	49	10	64	22	4	648
C. less than 20 minutes	11	1	7	10	71	3	21	0	0	647	10	17	58	21	4	648	11	6	58	29	7	645
D. I rarely read at home.	17	0	0	15	71	4	19	2	10	645	16	0	62	30	8	644	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										5	25	75	0	0	655						
B.	0										39	21	62	14	3	651						
C.	100	0	0	0	0	1	100	0	0	640	44	33	42	24	0	654						
D.	0										12	0	56	33	11	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 2009
Grade:	6
SAU:	Bangor School Department
School:	James F. Doughty 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	18	15	58	24	2092	15
	2007-2008	30	19	57	20	1474	10
	2008-2009	**31**	**25**	**72**	**30**	**1807**	**13**
	Cum. Total*	79	20	187	25	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	57	47	111	46	5731	40
	2007-2008	59	37	116	41	6008	43
	2008-2009	**54**	**44**	**101**	**42**	**5662**	**41**
	Cum. Total*	170	42	328	43	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	34	28	50	21	4175	29
	2007-2008	39	25	69	25	4244	30
	2008-2009	**26**	**21**	**43**	**18**	**4219**	**30**
	Cum. Total*	99	25	162	21	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	12	10	23	10	2308	16
	2007-2008	31	19	38	14	2346	17
	2008-2009	**13**	**10**	**24**	**10**	**2290**	**16**
	Cum. Total*	56	14	85	11	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**	35.3	63.0	36.5	65.2	30.6	54.6
A. Number	**18**	**32**	11.8	65.6	12.1	67.2	10.3	57.2
B. Data	**12**	**21**	7.7	64.2	8.0	66.7	6.6	55.0
C. Geometry	**14**	**25**	8.8	62.9	8.9	63.6	7.3	52.1
D. Algebra	**12**	**21**	7.1	59.2	7.5	62.5	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: Bangor School Department
School: James F. Doughty 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	124	31	25	54	44	26	21	13	10	650	240	30	42	18	10	652	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										3						406	4	26	36	34	633
American Indian or Native Alaskan	1										2						126	4	29	40	28	635
Asian or Pacific Islander	0										2						208	18	47	23	12	647
Hispanic	2										3						175	5	31	41	23	638
Caucasian/White	119	31	26	52	44	24	20	12	10	650	230	30	42	18	10	652	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	6	46	3	23	3	23	641	25	4	32	24	40	633	2248	3	18	33	46	629
No	111	30	27	48	43	23	21	10	9	651	215	33	43	17	7	654	11730	15	45	30	11	646
Current LEP																						
Yes	0										1						331	3	22	35	40	631
No	124	31	25	54	44	26	21	13	10	650	239	30	42	18	10	652	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	66	7	11	31	47	17	26	11	17	643	100	14	46	25	15	645	5620	6	33	37	25	637
No	58	24	41	23	40	9	16	2	3	657	140	41	39	13	6	656	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	124	31	25	54	44	26	21	13	10	650	240	30	42	18	10	652	13974	13	41	30	16	643
Gender																						
Female	61	18	30	19	31	15	25	9	15	649	118	33	36	19	13	651	6738	12	40	32	16	642
Male	63	13	21	35	56	11	17	4	6	651	122	27	48	17	7	652	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	3	33	4	44	2	22	636	9	0	33	44	22	636	1410	3	24	41	32	634
No	115	31	27	51	44	22	19	11	10	651	231	31	42	17	10	652	12568	14	42	29	15	644
Gifted/talented program																						
Yes	14	12	86	1	7	1	7	0	0	669	37	89	8	3	0	671	637	65	32	3	0	665
No	110	19	17	53	48	25	23	13	12	647	203	19	48	21	12	648	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: Bangor School Department
School: James F. Doughty 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	1	0	0	0	0	0	0	1	100	624	1	0	0	0	100	616	6	7	32	28	32	636
B. less than one hour	53	18	28	30	46	11	17	6	9	650	46	25	44	20	10	650	59	13	41	30	16	643
C. one to two hours	44	13	24	22	41	14	26	5	9	650	50	36	41	16	8	654	32	14	41	31	14	644
D. more than two hours	2	0	0	1	33	1	33	1	33	638	3	25	50	13	13	651	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	15	38	19	49	3	8	2	5	657	35	46	43	7	4	659	30	27	45	18	9	651
B. good	43	15	28	25	47	10	19	3	6	652	46	27	46	16	10	651	46	9	45	31	15	643
C. fair	20	1	4	8	32	13	52	3	12	639	16	11	32	43	14	641	20	2	29	43	26	635
D. poor	4	0	0	0	0	0	0	5	100	618	3	0	0	29	71	623	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.	50	19	31	22	36	17	28	3	5	652	44	38	37	19	7	654	35	18	42	27	13	646
B. They match some of what I have learned.	44	11	20	29	54	9	17	5	9	650	47	26	51	17	6	652	50	11	43	31	15	643
C. They match just a little of what I have learned.	5	0	0	2	33	0	0	4	67	630	8	16	26	11	47	635	13	8	31	36	26	638
D. There is no match.	2	1	50	0	0	0	0	1	50	646	1	33	0	33	33	640	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	3	12	14	54	4	15	5	19	644	22	21	44	17	17	646	32	7	40	34	20	640
B. about the same as my regular schoolwork	59	14	19	34	47	19	26	5	7	649	57	22	48	21	8	650	56	13	42	30	15	644
C. easier than my regular schoolwork	20	14	58	4	17	3	13	3	13	660	21	63	20	8	8	662	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.	60	18	25	28	39	19	27	6	8	650	57	30	39	21	10	651	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	39	12	26	23	50	6	13	5	11	651	41	31	48	13	8	653	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	50	1	50	628	2	0	20	40	40	630	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	10	3	25	4	33	2	17	3	25	644	12	21	45	17	17	646	6	8	29	29	34	635
B. 30–45 minutes	23	3	11	15	54	6	21	4	14	644	39	26	43	17	13	649	33	10	37	34	19	641
C. 45–60 minutes	53	20	31	27	42	15	23	3	5	653	41	38	41	18	4	656	45	15	44	29	12	645
D. more than 60 minutes	14	5	29	7	41	3	18	2	12	654	8	32	42	16	11	655	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	33	1	33	1	33	637	6	0	27	27	47	630	9	14	35	29	22	641
B. two or three days a week	11	6	43	4	29	3	21	1	7	653	10	42	33	13	13	653	26	15	40	30	16	644
C. two or three times each month	20	10	42	7	29	4	17	3	13	655	27	40	41	13	6	657	31	13	43	30	14	644
D. never or almost never	67	15	18	41	50	18	22	8	10	648	57	27	46	19	7	651	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	4	24	7	41	4	24	2	12	648	12	21	38	28	14	646	17	8	35	33	24	639
B. two or three days a week	13	3	19	8	50	3	19	2	13	649	14	25	41	16	19	648	28	13	42	30	15	643
C. two or three times each month	26	10	31	15	47	6	19	1	3	655	29	39	45	12	4	657	31	15	43	30	13	645
D. never or almost never	47	14	25	22	39	13	23	8	14	648	45	30	43	17	10	651	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										5	25	75	0	0	660						
B.	0										38	46	32	14	7	654						
C.	100	0	0	0	0	1	100	0	0	640	45	36	45	9	9	656						
D.	0										12	22	44	0	33	644						

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