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:	10511225
SAU:	Durham School Department
School:	Durham Elementary 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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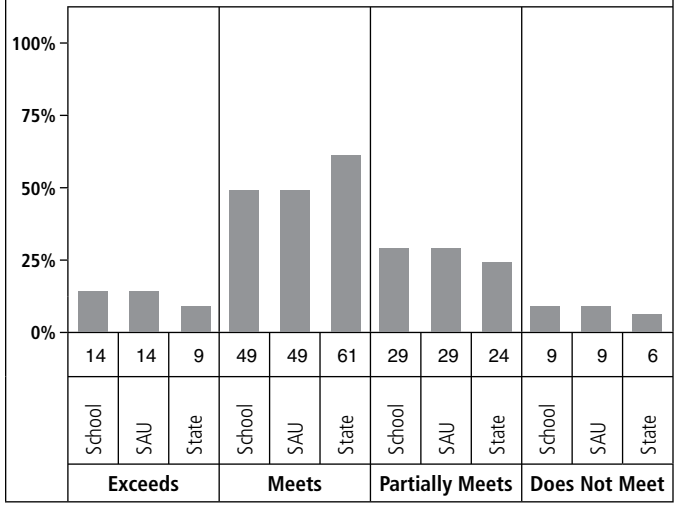
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Durham School Department
School: Durham Elementary School

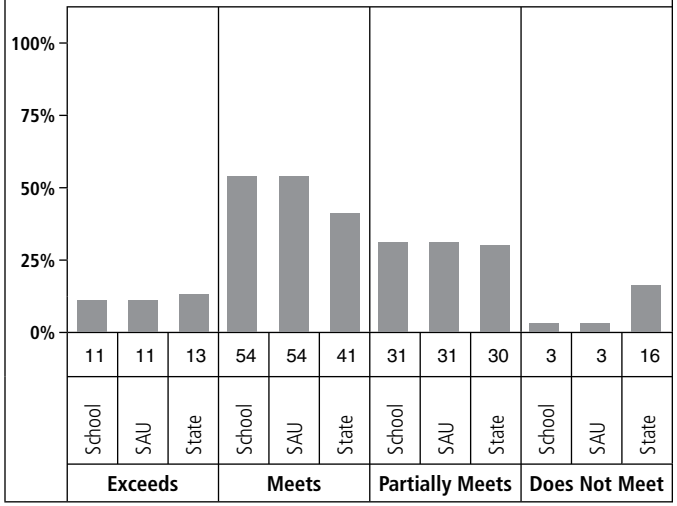
Summary of School, SAU, and State Scores

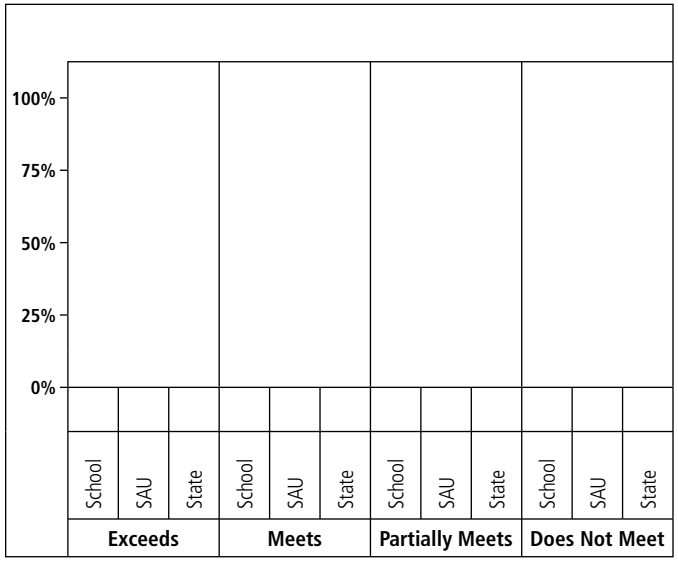
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	644	644	646
2007–2008	652	652	648
2008–2009	**647**	**647**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	640	640	643
2007–2008	645	645	642
2008–2009	**647**	**647**	**643**
Cum. Avg.*	644	644	643

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: Durham School Department
School: Durham Elementary 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	35	100	35	100	14251	100	35	100	35	100	14150	99	35	100	35	100	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	35	100	35	100	13309	93	35	100	35	100	13224	100	35	100	35	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	9	3	9	2468	17	3	100	3	100	2423	99	3	100	3	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	13	37	13	37	5780	41	13	100	13	100	5724	99	13	100	13	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	29	83	29	83	11369	80	29	83	29	83	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	2	7	2	7	172	2	2	7	2	7	175	2						
Participation with accommodations	6	17	6	17	2594	18	6	17	6	17	2605	18						
Identified disability (PET/IEP)	3	50	3	50	1881	73	3	50	3	50	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	3	50	3	50	519	20	3	50	3	50	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	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	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:	Durham School Department
School:	Durham Elementary 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	3	9	3	9	1132	8
	2007-2008	5	13	5	13	1817	13
	2008-2009	**5**	**14**	**5**	**14**	**1309**	**9**
	Cum. Total*	13	12	13	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	17	49	17	49	8127	57
	2007-2008	29	73	29	73	8072	57
	2008-2009	**17**	**49**	**17**	**49**	**8564**	**61**
	Cum. Total*	63	57	63	57	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	13	37	13	37	3549	25
	2007-2008	4	10	4	10	3194	23
	2008-2009	**10**	**29**	**10**	**29**	**3291**	**24**
	Cum. Total*	27	25	27	25	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	2	6	2	6	1478	10
	2007-2008	2	5	2	5	981	7
	2008-2009	**3**	**9**	**3**	**9**	**799**	**6**
	Cum. Total*	7	6	7	6	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**	33.5	59.8	33.5	59.8	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.7	58.5	11.7	58.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.8	60.6	21.8	60.6	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: Durham School Department
School: Durham Elementary 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	5	14	17	49	10	29	3	9	647	35	14	49	29	9	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	35	5	14	17	49	10	29	3	9	647	35	14	49	29	9	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2236	1	30	48	22	637
No	32	5	16	17	53	7	22	3	9	648	32	16	53	22	9	648	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	35	5	14	17	49	10	29	3	9	647	35	14	49	29	9	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	13	1	8	6	46	4	31	2	15	643	13	8	46	31	15	643	5617	4	54	33	9	643
No	22	4	18	11	50	6	27	1	5	650	22	18	50	27	5	650	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	35	5	14	17	49	10	29	3	9	647	35	14	49	29	9	647	13959	9	61	24	6	647
Gender																						
Female	21	3	14	14	67	3	14	1	5	650	21	14	67	14	5	650	6743	13	63	20	4	649
Male	14	2	14	3	21	7	50	2	14	643	14	14	21	50	14	643	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	35	5	14	17	49	10	29	3	9	647	35	14	49	29	9	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	35	5	14	17	49	10	29	3	9	647	35	14	49	29	9	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: Durham School Department
School: Durham Elementary 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	1	100	0	0	0	0	646	3	0	100	0	0	646	6	5	47	32	16	642
B. less than one hour	74	4	15	14	54	7	27	1	4	649	74	15	54	27	4	649	59	9	62	24	5	647
C. one to two hours	20	1	14	2	29	3	43	1	14	645	20	14	29	43	14	645	32	11	64	21	4	648
D. more than two hours	3	0	0	0	0	0	0	1	100	626	3	0	0	0	100	626	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	1	8	9	69	2	15	1	8	650	37	8	69	15	8	650	31	17	66	14	3	651
B. good	43	4	27	6	40	4	27	1	7	649	43	27	40	27	7	649	48	8	64	23	5	647
C. fair	20	0	0	2	29	4	57	1	14	637	20	0	29	57	14	637	18	2	48	40	10	641
D. poor	0										0						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.	46	3	19	9	56	2	13	2	13	650	46	19	56	13	13	650	38	13	65	18	3	650
B. They match some of what I have learned.	46	2	13	7	44	6	38	1	6	645	46	13	44	38	6	645	49	8	63	24	5	647
C. They match just a little of what I have learned.	9	0	0	1	33	2	67	0	0	641	9	0	33	67	0	641	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	1	33	0	0	2	67	0	0	649	9	33	0	67	0	649	16	7	52	30	11	644
B. about the same as my regular schoolwork	80	3	11	14	50	8	29	3	11	645	80	11	50	29	11	645	66	10	64	22	4	648
C. easier than my regular schoolwork	11	1	25	3	75	0	0	0	0	658	11	25	75	0	0	658	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.	6	0	0	1	50	1	50	0	0	643	6	0	50	50	0	643	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	46	2	13	5	31	6	38	3	19	641	46	13	31	38	19	641	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	49	3	18	11	65	3	18	0	0	653	49	18	65	18	0	653	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.	38	2	15	7	54	2	15	2	15	646	38	15	54	15	15	646	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	62	3	14	10	48	7	33	1	5	648	62	14	48	33	5	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	29	1	10	5	50	3	30	1	10	646	29	10	50	30	10	646	23	15	65	16	4	650
B. 20 minutes to an hour	54	3	16	9	47	5	26	2	11	648	54	16	47	26	11	648	49	10	64	22	4	648
C. less than 20 minutes	9	1	33	2	67	0	0	0	0	655	9	33	67	0	0	655	11	6	58	29	7	645
D. I rarely read at home.	9	0	0	1	33	2	67	0	0	636	9	0	33	67	0	636	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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:	Durham School Department
School:	Durham Elementary 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	6	2	6	2092	15
	2007-2008	2	5	2	5	1474	10
	2008-2009	**4**	**11**	**4**	**11**	**1807**	**13**
	Cum. Total*	8	7	8	7	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	14	40	14	40	5731	40
	2007-2008	28	70	28	70	6008	43
	2008-2009	**19**	**54**	**19**	**54**	**5662**	**41**
	Cum. Total*	61	55	61	55	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	14	40	14	40	4175	29
	2007-2008	6	15	6	15	4244	30
	2008-2009	**11**	**31**	**11**	**31**	**4219**	**30**
	Cum. Total*	31	28	31	28	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	5	14	5	14	2308	16
	2007-2008	4	10	4	10	2346	17
	2008-2009	**1**	**3**	**1**	**3**	**2290**	**16**
	Cum. Total*	10	9	10	9	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**	33.3	59.5	33.3	59.5	30.6	54.6
A. Number	**18**	**32**	11.8	65.6	11.8	65.6	10.3	57.2
B. Data	**12**	**21**	6.9	57.5	6.9	57.5	6.6	55.0
C. Geometry	**14**	**25**	6.8	48.6	6.8	48.6	7.3	52.1
D. Algebra	**12**	**21**	7.9	65.8	7.9	65.8	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: Durham School Department
School: Durham Elementary 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	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	35	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2248	3	18	33	46	629
No	32	4	13	18	56	9	28	1	3	647	32	13	56	28	3	647	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	35	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	13	0	0	8	62	4	31	1	8	643	13	0	62	31	8	643	5620	6	33	37	25	637
No	22	4	18	11	50	7	32	0	0	649	22	18	50	32	0	649	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	35	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	13974	13	41	30	16	643
Gender																						
Female	21	2	10	13	62	5	24	1	5	647	21	10	62	24	5	647	6738	12	40	32	16	642
Male	14	2	14	6	43	6	43	0	0	646	14	14	43	43	0	646	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	35	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	35	4	11	19	54	11	31	1	3	647	35	11	54	31	3	647	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: Durham School Department
School: Durham Elementary 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	1	100	0	0	0	0	652	3	0	100	0	0	652	6	7	32	28	32	636
B. less than one hour	74	3	12	15	58	7	27	1	4	647	74	12	58	27	4	647	59	13	41	30	16	643
C. one to two hours	20	1	14	2	29	4	57	0	0	647	20	14	29	57	0	647	32	14	41	31	14	644
D. more than two hours	3	0	0	1	100	0	0	0	0	648	3	0	100	0	0	648	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	2	22	5	56	2	22	0	0	652	26	22	56	22	0	652	30	27	45	18	9	651
B. good	51	2	11	12	67	4	22	0	0	649	51	11	67	22	0	649	46	9	45	31	15	643
C. fair	23	0	0	2	25	5	63	1	13	637	23	0	25	63	13	637	20	2	29	43	26	635
D. poor	0										0						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.	40	3	21	10	71	1	7	0	0	654	40	21	71	7	0	654	35	18	42	27	13	646
B. They match some of what I have learned.	49	0	0	8	47	9	53	0	0	642	49	0	47	53	0	642	50	11	43	31	15	643
C. They match just a little of what I have learned.	11	1	25	1	25	1	25	1	25	643	11	25	25	25	25	643	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	3	0	0	1	100	0	0	0	0	642	3	0	100	0	0	642	32	7	40	34	20	640
B. about the same as my regular schoolwork	85	4	14	14	48	10	34	1	3	647	85	14	48	34	3	647	56	13	42	30	15	644
C. easier than my regular schoolwork	12	0	0	4	100	0	0	0	0	653	12	0	100	0	0	653	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.	39	2	15	8	62	3	23	0	0	650	39	15	62	23	0	650	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	55	0	0	10	56	7	39	1	6	643	55	0	56	39	6	643	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	100	0	0	0	0	0	0	668	6	100	0	0	0	668	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	0										0						6	8	29	29	34	635
B. 30–45 minutes	23	1	13	4	50	2	25	1	13	643	23	13	50	25	13	643	33	10	37	34	19	641
C. 45–60 minutes	40	2	14	9	64	3	21	0	0	652	40	14	64	21	0	652	45	15	44	29	12	645
D. more than 60 minutes	37	1	8	6	46	6	46	0	0	644	37	8	46	46	0	644	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	12	0	0	3	75	1	25	0	0	650	12	0	75	25	0	650	9	14	35	29	22	641
B. two or three days a week	65	3	14	10	45	8	36	1	5	645	65	14	45	36	5	645	26	15	40	30	16	644
C. two or three times each month	21	1	14	4	57	2	29	0	0	652	21	14	57	29	0	652	31	13	43	30	14	644
D. never or almost never	3	0	0	1	100	0	0	0	0	648	3	0	100	0	0	648	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	2	29	3	43	1	14	1	14	648	21	29	43	14	14	648	17	8	35	33	24	639
B. two or three days a week	38	2	15	7	54	4	31	0	0	651	38	15	54	31	0	651	28	13	42	30	15	643
C. two or three times each month	35	0	0	7	58	5	42	0	0	643	35	0	58	42	0	643	31	15	43	30	13	645
D. never or almost never	6	0	0	1	50	1	50	0	0	643	6	0	50	50	0	643	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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