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:	10651858
SAU:	Gorham School Department
School:	Gorham Middle 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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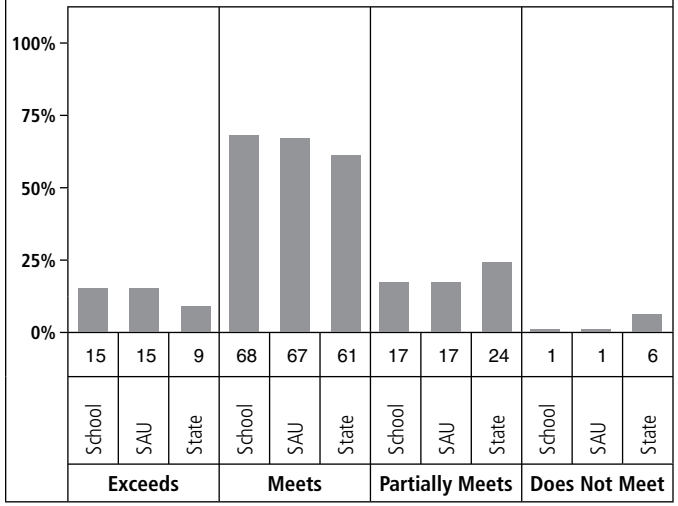
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Gorham School Department
School: Gorham Middle School

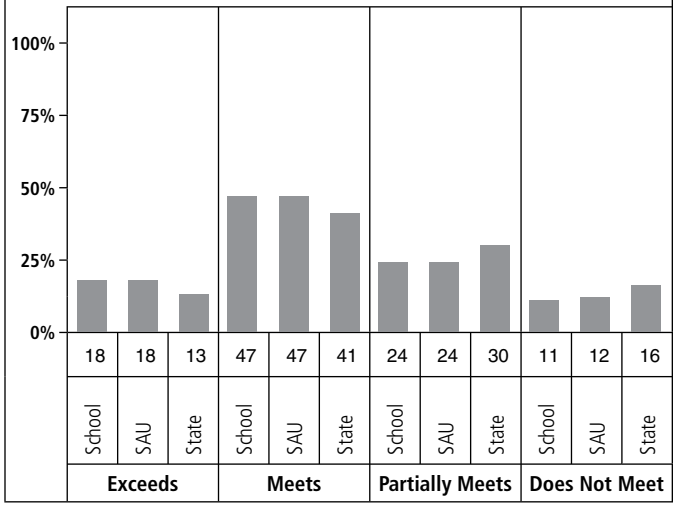
Summary of School, SAU, and State Scores

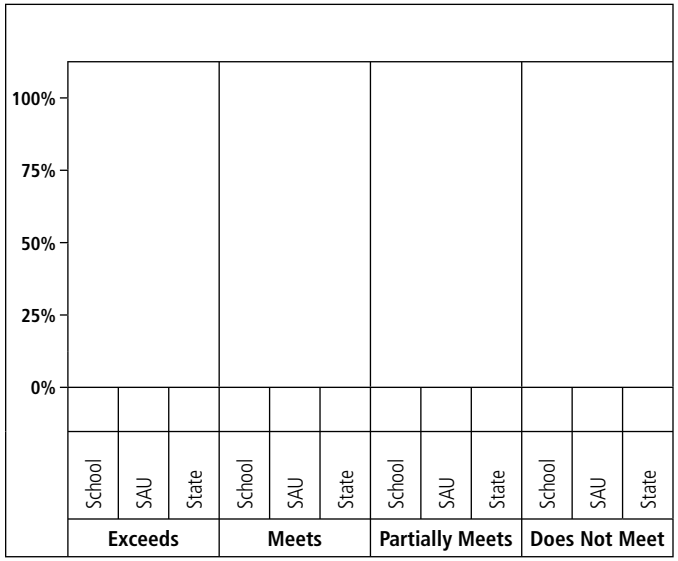
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	648	648	646
2007–2008	653	653	648
2008–2009	**651**	**651**	**647**
Cum. Avg.*	651	651	647
Mathematics			
2006–2007	647	647	643
2007–2008	645	645	642
2008–2009	**646**	**646**	**643**
Cum. Avg.*	646	646	643

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: Gorham School Department
School: Gorham Middle 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	195	100	196	100	14251	100	194	99	195	99	14150	99	194	99	195	99	14156	100						
Ethnicity African American/Black	4	2	4	2	421	3	4	100	4	100	412	98	4	100	4	100	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	1	1	1	1	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	3	2	3	2	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	187	96	188	96	13309	93	186	99	187	99	13224	100	186	99	187	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	30	15	31	16	2468	17	30	100	31	100	2423	99	30	100	31	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	42	22	42	21	5780	41	41	98	41	98	5724	99	41	98	41	98	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	165	85	165	84	11369	80	165	85	165	84	11373	80						
Identified disability (PET/IEP)	2	1	2	1	355	3	2	1	2	1	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	3	2	3	2	172	2	3	2	3	2	175	2						
Participation with accommodations	27	14	28	14	2594	18	27	14	28	14	2605	18						
Identified disability (PET/IEP)	26	96	27	96	1881	73	26	96	27	96	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	1	4	1	4	74	3	1	4	1	4	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	2	1	2	1	187	1	2	1	2	1	178	1						
Identified disability (PET/IEP)	2	100	2	100	187	100	2	100	2	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	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	1	1	1	75	1	1	1	1	1	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:	Gorham School Department
School:	Gorham Middle 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	19	9	19	9	1132	8
	2007-2008	50	23	50	23	1817	13
	2008-2009	**28**	**15**	**28**	**15**	**1309**	**9**
	Cum. Total*	97	15	97	15	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	143	66	143	66	8127	57
	2007-2008	136	61	136	61	8072	57
	2008-2009	**130**	**68**	**130**	**67**	**8564**	**61**
	Cum. Total*	409	65	409	65	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	44	20	44	20	3549	25
	2007-2008	32	14	32	14	3194	23
	2008-2009	**32**	**17**	**33**	**17**	**3291**	**24**
	Cum. Total*	108	17	109	17	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	12	6	12	6	1478	10
	2007-2008	4	2	4	2	981	7
	2008-2009	**2**	**1**	**2**	**1**	**799**	**6**
	Cum. Total*	18	3	18	3	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**	36.8	65.7	36.8	65.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.8	64.0	12.8	64.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	24.0	66.7	23.9	66.4	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: Gorham School Department
School: Gorham Middle 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	192	28	15	130	68	32	17	2	1	651	193	15	67	17	1	651	13963	9	61	24	6	647
Ethnicity																						
African American/Black	4										4						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	184	28	15	125	68	29	16	2	1	651	185	15	68	16	1	651	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	28	1	4	10	36	15	54	2	7	641	29	3	34	55	7	641	2236	1	30	48	22	637
No	164	27	16	120	73	17	10	0	0	652	164	16	73	10	0	652	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	192	28	15	130	68	32	17	2	1	651	193	15	67	17	1	651	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	41	1	2	29	71	10	24	1	2	646	41	2	71	24	2	646	5617	4	54	33	9	643
No	151	27	18	101	67	22	15	1	1	652	152	18	66	15	1	652	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	192	28	15	130	68	32	17	2	1	651	193	15	67	17	1	651	13959	9	61	24	6	647
Gender																						
Female	103	21	20	68	66	13	13	1	1	652	104	20	65	13	1	652	6743	13	63	20	4	649
Male	89	7	8	62	70	19	21	1	1	649	89	8	70	21	1	649	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	192	28	15	130	68	32	17	2	1	651	193	15	67	17	1	651	12555	10	64	21	5	648
Gifted/talented program																						
Yes	18	7	39	11	61	0	0	0	0	662	18	39	61	0	0	662	636	39	59	2	0	659
No	174	21	12	119	68	32	18	2	1	650	175	12	68	19	1	649	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: Gorham School Department
School: Gorham Middle 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	2	1	25	1	25	0	0	2	50	638	2	25	25	0	50	638	6	5	47	32	16	642
B. less than one hour	60	17	15	75	66	22	19	0	0	651	60	15	65	20	0	651	59	9	62	24	5	647
C. one to two hours	37	10	14	53	76	7	10	0	0	651	37	14	76	10	0	651	32	11	64	21	4	648
D. more than two hours	1	0	0	0	0	2	100	0	0	639	1	0	0	100	0	639	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	20	30	42	63	4	6	1	1	655	35	30	63	6	1	655	31	17	66	14	3	651
B. good	51	8	8	69	72	19	20	0	0	650	51	8	71	21	0	650	48	8	64	23	5	647
C. fair	13	0	0	17	71	7	29	0	0	644	13	0	71	29	0	644	18	2	48	40	10	641
D. poor	2	0	0	1	33	1	33	1	33	633	2	0	33	33	33	633	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.	31	16	27	36	61	6	10	1	2	654	31	27	61	10	2	654	38	13	65	18	3	650
B. They match some of what I have learned.	50	8	8	71	75	16	17	0	0	650	51	8	74	18	0	650	49	8	63	24	5	647
C. They match just a little of what I have learned.	14	2	7	16	59	9	33	0	0	646	14	7	59	33	0	646	10	5	48	36	11	642
D. There is no match.	4	2	25	5	63	0	0	1	13	650	4	25	63	0	13	650	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	17	4	13	21	66	7	22	0	0	650	17	13	66	22	0	650	16	7	52	30	11	644
B. about the same as my regular schoolwork	71	20	15	90	67	23	17	1	1	651	71	15	67	18	1	651	66	10	64	22	4	648
C. easier than my regular schoolwork	12	4	17	17	74	1	4	1	4	653	12	17	74	4	4	653	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	8	50	7	44	1	6	640	9	0	50	44	6	640	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	52	9	9	69	71	18	19	1	1	649	52	9	71	19	1	649	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	39	18	25	50	68	5	7	0	0	656	40	24	68	8	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.	47	11	12	59	66	19	21	0	0	650	47	12	66	21	0	650	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	52	17	17	69	70	11	11	1	1	652	52	17	70	12	1	652	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	1	100	0	0	640	1	0	0	100	0	640	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	17	7	22	21	66	4	13	0	0	653	17	22	66	13	0	653	23	15	65	16	4	650
B. 20 minutes to an hour	54	15	15	72	71	15	15	0	0	651	54	15	70	16	0	651	49	10	64	22	4	648
C. less than 20 minutes	12	2	9	12	55	7	32	1	5	646	12	9	55	32	5	646	11	6	58	29	7	645
D. I rarely read at home.	17	4	12	23	70	5	15	1	3	649	17	12	70	15	3	649	17	2	51	36	11	642
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	620	50	0	0	0	100	620						
B.	0										0											
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	656	50	0	100	0	0	656						

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:	Gorham School Department
School:	Gorham Middle 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	47	22	47	22	2092	15
	2007-2008	25	11	25	11	1474	10
	2008-2009	**34**	**18**	**34**	**18**	**1807**	**13**
	Cum. Total*	106	17	106	17	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	80	37	80	37	5731	40
	2007-2008	108	49	108	49	6008	43
	2008-2009	**90**	**47**	**90**	**47**	**5662**	**41**
	Cum. Total*	278	44	278	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	65	30	65	30	4175	29
	2007-2008	68	31	68	31	4244	30
	2008-2009	**46**	**24**	**46**	**24**	**4219**	**30**
	Cum. Total*	179	28	179	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	26	12	26	12	2308	16
	2007-2008	21	9	21	9	2346	17
	2008-2009	**22**	**11**	**23**	**12**	**2290**	**16**
	Cum. Total*	69	11	70	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**	33.0	58.9	32.9	58.8	30.6	54.6
A. Number	**18**	**32**	11.2	62.2	11.1	61.7	10.3	57.2
B. Data	**12**	**21**	7.1	59.2	7.1	59.2	6.6	55.0
C. Geometry	**14**	**25**	7.8	55.7	7.8	55.7	7.3	52.1
D. Algebra	**12**	**21**	6.9	57.5	6.9	57.5	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: Gorham School Department
School: Gorham Middle 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	192	34	18	90	47	46	24	22	11	646	193	18	47	24	12	646	13978	13	41	30	16	643
Ethnicity																						
African American/Black	4										4						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	184	34	18	86	47	43	23	21	11	647	185	18	46	23	12	647	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	28	3	11	3	11	10	36	12	43	632	29	10	10	34	45	631	2248	3	18	33	46	629
No	164	31	19	87	53	36	22	10	6	649	164	19	53	22	6	649	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	192	34	18	90	47	46	24	22	11	646	193	18	47	24	12	646	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	41	3	7	16	39	13	32	9	22	639	41	7	39	32	22	639	5620	6	33	37	25	637
No	151	31	21	74	49	33	22	13	9	649	152	20	49	22	9	648	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	192	34	18	90	47	46	24	22	11	646	193	18	47	24	12	646	13974	13	41	30	16	643
Gender																						
Female	103	12	12	54	52	27	26	10	10	645	104	12	52	26	11	644	6738	12	40	32	16	642
Male	89	22	25	36	40	19	21	12	13	648	89	25	40	21	13	648	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	192	34	18	90	47	46	24	22	11	646	193	18	47	24	12	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	18	13	72	5	28	0	0	0	0	668	18	72	28	0	0	668	637	65	32	3	0	665
No	174	21	12	85	49	46	26	22	13	644	175	12	49	26	13	644	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: Gorham School Department
School: Gorham Middle 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	2	1	25	0	0	1	25	2	50	631	2	25	0	25	50	631	6	7	32	28	32	636
B. less than one hour	60	23	20	56	49	23	20	12	11	648	60	20	49	20	11	647	59	13	41	30	16	643
C. one to two hours	37	10	14	33	47	19	27	8	11	646	37	14	47	27	11	646	32	14	41	31	14	644
D. more than two hours	1	0	0	1	50	1	50	0	0	639	1	0	50	50	0	639	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	21	38	21	38	5	9	9	16	652	29	38	38	9	16	652	30	27	45	18	9	651
B. good	54	13	13	53	51	28	27	9	9	645	54	13	51	27	9	645	46	9	45	31	15	643
C. fair	14	0	0	14	52	10	37	3	11	641	15	0	50	36	14	640	20	2	29	43	26	635
D. poor	2	0	0	1	33	1	33	1	33	631	2	0	33	33	33	631	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.	30	15	26	23	40	15	26	4	7	650	30	26	40	26	7	650	35	18	42	27	13	646
B. They match some of what I have learned.	48	15	16	51	55	20	22	6	7	648	49	16	55	22	8	648	50	11	43	31	15	643
C. They match just a little of what I have learned.	20	4	11	14	37	10	26	10	26	640	20	11	37	26	26	640	13	8	31	36	26	638
D. There is no match.	2	0	0	1	33	0	0	2	67	620	2	0	33	0	67	620	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	39	8	11	36	49	20	27	9	12	644	38	11	49	27	12	644	32	7	40	34	20	640
B. about the same as my regular schoolwork	55	22	21	49	47	22	21	11	11	648	55	21	47	21	11	647	56	13	42	30	15	644
C. easier than my regular schoolwork	6	4	33	5	42	2	17	1	8	655	6	33	42	17	8	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.	50	11	12	47	49	22	23	15	16	645	50	12	49	23	16	645	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	48	21	23	43	47	20	22	7	8	648	48	23	47	22	9	648	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	2	50	0	0	2	50	0	0	655	2	50	0	50	0	655	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	6	3	27	4	36	3	27	1	9	645	6	25	33	25	17	642	6	8	29	29	34	635
B. 30–45 minutes	25	4	9	19	40	15	32	9	19	643	25	9	40	32	19	643	33	10	37	34	19	641
C. 45–60 minutes	68	27	21	65	50	26	20	12	9	648	68	21	50	20	9	648	45	15	44	29	12	645
D. more than 60 minutes	1	0	0	2	100	0	0	0	0	652	1	0	100	0	0	652	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	2	67	0	0	1	33	641	2	0	67	0	33	641	9	14	35	29	22	641
B. two or three days a week	10	2	11	9	50	3	17	4	22	642	10	11	47	16	26	640	26	15	40	30	16	644
C. two or three times each month	37	10	14	32	46	19	28	8	12	647	36	14	46	28	12	647	31	13	43	30	14	644
D. never or almost never	52	22	22	47	47	21	21	9	9	648	52	22	47	21	9	648	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	2	9	7	30	9	39	5	22	638	12	9	30	39	22	638	17	8	35	33	24	639
B. two or three days a week	34	11	17	29	46	11	17	12	19	645	33	17	46	17	19	645	28	13	42	30	15	643
C. two or three times each month	38	12	17	40	56	17	24	3	4	649	39	16	55	23	5	648	31	15	43	30	13	645
D. never or almost never	16	9	30	13	43	6	20	2	7	651	16	30	43	20	7	651	23	14	39	30	17	643
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	616	50	0	0	0	100	616						
B.	0										0											
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	656	50	0	100	0	0	656						

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