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:	10921292
SAU:	Lisbon School Department
School:	Philip W Sugg 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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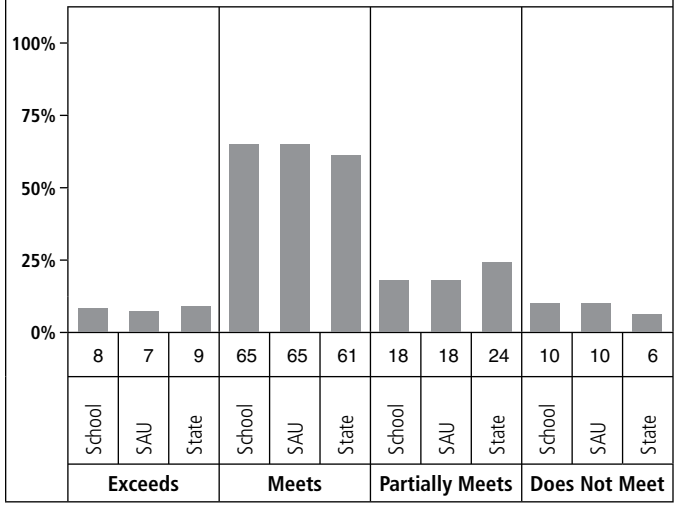
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Lisbon School Department
School: Philip W Sugg Middle School

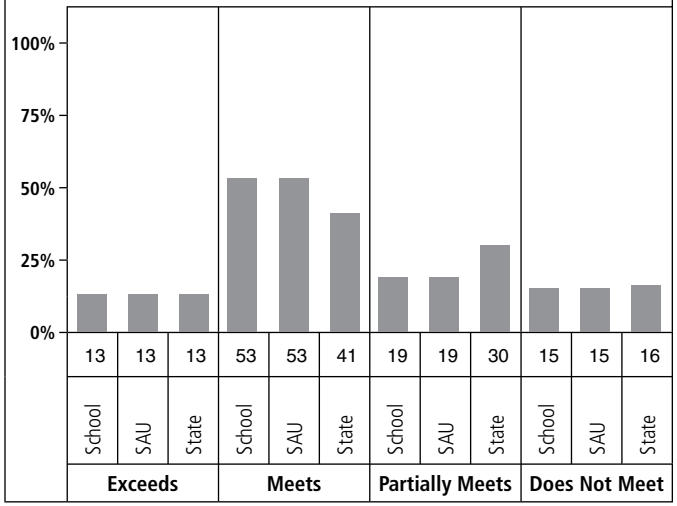
Summary of School, SAU, and State Scores

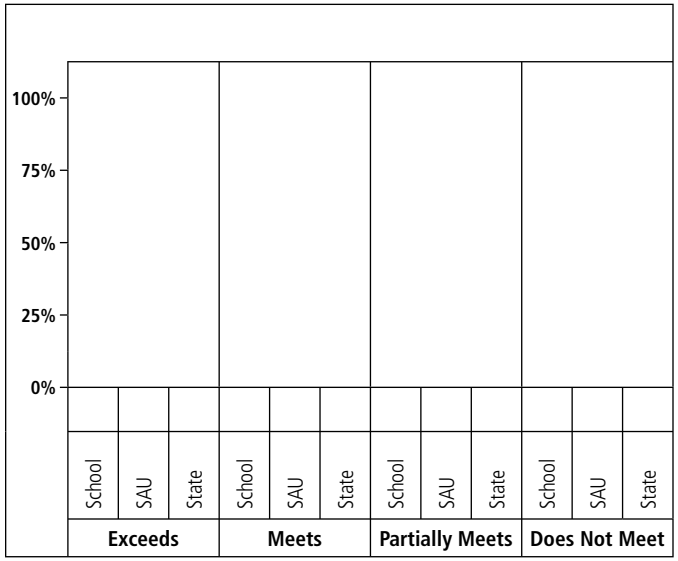
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007		639	646
2007–2008	642	642	648
2008–2009	**646**	**646**	**647**
Cum. Avg.*		642	647
Mathematics			
2006–2007		639	643
2007–2008	637	637	642
2008–2009	**645**	**645**	**643**
Cum. Avg.*		640	643

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: Lisbon School Department
School: Philip W Sugg 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	94	100	95	100	14251	100	94	100	95	100	14150	99	94	100	95	100	14156	100						
Ethnicity African American/Black	2	2	2	2	421	3	2	100	2	100	412	98	2	100	2	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	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	2	2	2	2	181	1	2	100	2	100	177	98	2	100	2	100	178	99						
Caucasian/White	90	96	91	96	13309	93	90	100	91	100	13224	100	90	100	91	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	12	13	13	14	2468	17	12	100	13	100	2423	99	12	100	13	100	2426	99						
Current LEP	1	1	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	43	46	44	46	5780	41	43	100	44	100	5724	99	43	100	44	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	58	62	58	61	11369	80	67	71	67	71	11373	80						
Identified disability (PET/IEP)	2	3	2	3	355	3	2	3	2	3	371	3						
LEP	0	0	0	0	167	1	1	1	1	1	170	1						
504 plan	1	2	1	2	172	2	1	1	1	1	175	2						
Participation with accommodations	35	37	36	38	2594	18	26	28	27	28	2605	18						
Identified disability (PET/IEP)	9	26	10	28	1881	73	9	35	10	37	1877	72						
LEP	1	3	1	3	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	25	71	25	69	519	20	17	65	17	63	532	20						
Participation through alternate assessment (PAAP)	1	1	1	1	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	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	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:	Lisbon School Department
School:	Philip W Sugg 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			3	3	1132	8
	2007-2008	4	3	4	3	1817	13
	2008-2009	**7**	**8**	**7**	**7**	**1309**	**9**
	Cum. Total*			14	4	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			37	41	8127	57
	2007-2008	62	48	62	48	8072	57
	2008-2009	**60**	**65**	**61**	**65**	**8564**	**61**
	Cum. Total*			160	51	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			31	34	3549	25
	2007-2008	45	35	45	35	3194	23
	2008-2009	**17**	**18**	**17**	**18**	**3291**	**24**
	Cum. Total*			93	30	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			20	22	1478	10
	2007-2008	17	13	17	13	981	7
	2008-2009	**9**	**10**	**9**	**10**	**799**	**6**
	Cum. Total*			46	15	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**	32.7	58.4	32.8	58.6	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.6	58.0	11.6	58.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.2	58.9	21.2	58.9	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: Lisbon School Department
School: Philip W Sugg 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	93	7	8	60	65	17	18	9	10	646	94	7	65	18	10	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						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	2										2						174	5	55	33	7	644
Caucasian/White	89	6	7	58	65	16	18	9	10	645	90	7	66	18	10	645	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	2	18	6	55	629	12	0	33	17	50	632	2236	1	30	48	22	637
No	82	7	9	57	70	15	18	3	4	648	82	9	70	18	4	648	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	92	7	8	60	65	16	17	9	10	646	93	8	66	17	10	646	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	43	0	0	26	60	9	21	8	19	641	44	0	61	20	18	641	5617	4	54	33	9	643
No	50	7	14	34	68	8	16	1	2	650	50	14	68	16	2	650	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	93	7	8	60	65	17	18	9	10	646	94	7	65	18	10	646	13959	9	61	24	6	647
Gender																						
Female	45	6	13	27	60	8	18	4	9	646	45	13	60	18	9	646	6743	13	63	20	4	649
Male	48	1	2	33	69	9	19	5	10	645	49	2	69	18	10	645	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	93	7	8	60	65	17	18	9	10	646	94	7	65	18	10	646	12555	10	64	21	5	648
Gifted/talented program																						
Yes	9	2	22	7	78	0	0	0	0	655	9	22	78	0	0	655	636	39	59	2	0	659
No	84	5	6	53	63	17	20	9	11	645	85	6	64	20	11	645	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: Lisbon School Department
School: Philip W Sugg 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	14	1	8	6	46	3	23	3	23	640	14	8	46	23	23	640	6	5	47	32	16	642
B. less than one hour	70	6	9	43	67	12	19	3	5	647	70	9	68	18	5	647	59	9	62	24	5	647
C. one to two hours	12	0	0	9	82	2	18	0	0	649	12	0	82	18	0	649	32	11	64	21	4	648
D. more than two hours	4	0	0	2	50	0	0	2	50	637	4	0	50	0	50	637	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	2	6	24	77	1	3	4	13	647	34	6	78	3	13	647	31	17	66	14	3	651
B. good	42	4	10	24	62	10	26	1	3	648	42	10	62	26	3	648	48	8	64	23	5	647
C. fair	17	1	6	11	69	3	19	1	6	645	17	6	69	19	6	645	18	2	48	40	10	641
D. poor	7	0	0	1	17	3	50	2	33	634	6	0	17	50	33	634	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.	60	6	11	39	71	9	16	1	2	648	60	11	71	16	2	648	38	13	65	18	3	650
B. They match some of what I have learned.	35	1	3	18	56	8	25	5	16	643	34	3	56	25	16	643	49	8	63	24	5	647
C. They match just a little of what I have learned.	4	0	0	3	75	0	0	1	25	642	4	0	75	0	25	642	10	5	48	36	11	642
D. There is no match.	1	0	0	0	0	0	0	1	100	620	1	0	0	0	100	620	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	1	6	11	61	2	11	4	22	645	19	6	61	11	22	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	68	6	10	42	67	13	21	2	3	647	69	9	67	20	3	648	66	10	64	22	4	648
C. easier than my regular schoolwork	12	0	0	7	64	2	18	2	18	640	12	0	64	18	18	640	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.	12	0	0	3	27	5	45	3	27	637	12	0	27	45	27	637	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	71	6	10	42	67	11	17	4	6	647	70	10	67	17	6	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	17	1	7	13	87	0	0	1	7	650	18	6	88	0	6	651	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.	60	5	9	35	66	10	19	3	6	647	60	9	67	19	6	647	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	40	2	6	24	67	6	17	4	11	645	40	6	67	17	11	645	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	16	1	7	14	93	0	0	0	0	651	17	6	94	0	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	57	6	12	32	62	9	17	5	10	646	57	12	62	17	10	646	49	10	64	22	4	648
C. less than 20 minutes	11	0	0	7	70	1	10	2	20	643	11	0	70	10	20	643	11	6	58	29	7	645
D. I rarely read at home.	15	0	0	7	50	6	43	1	7	642	15	0	50	43	7	642	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	638	33	0	0	100	0	638						
D.	67	0	0	0	0	1	50	1	50	631	67	0	0	50	50	631						

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:	Lisbon School Department
School:	Philip W Sugg 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			4	4	2092	15
	2007-2008	6	5	6	5	1474	10
	2008-2009	**12**	**13**	**12**	**13**	**1807**	**13**
	Cum. Total*			22	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			33	37	5731	40
	2007-2008	40	31	40	31	6008	43
	2008-2009	**49**	**53**	**50**	**53**	**5662**	**41**
	Cum. Total*			123	39	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	38	4175	29
	2007-2008	54	42	54	42	4244	30
	2008-2009	**18**	**19**	**18**	**19**	**4219**	**30**
	Cum. Total*			106	34	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			19	21	2308	16
	2007-2008	28	22	28	22	2346	17
	2008-2009	**14**	**15**	**14**	**15**	**2290**	**16**
	Cum. Total*			61	20	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**	32.0	57.1	32.0	57.1	30.6	54.6
A. Number	**18**	**32**	10.4	57.8	10.4	57.8	10.3	57.2
B. Data	**12**	**21**	7.6	63.3	7.6	63.3	6.6	55.0
C. Geometry	**14**	**25**	7.5	53.6	7.5	53.6	7.3	52.1
D. Algebra	**12**	**21**	6.5	54.2	6.5	54.2	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: Lisbon School Department
School: Philip W Sugg 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	93	12	13	49	53	18	19	14	15	645	94	13	53	19	15	645	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						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	2										2						175	5	31	41	23	638
Caucasian/White	89	11	12	46	52	18	20	14	16	644	90	12	52	20	16	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	11	2	18	2	18	1	9	6	55	629	12	17	25	8	50	631	2248	3	18	33	46	629
No	82	10	12	47	57	17	21	8	10	647	82	12	57	21	10	647	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	92	12	13	49	53	17	18	14	15	645	93	13	54	18	15	645	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	43	2	5	21	49	10	23	10	23	639	44	5	50	23	23	639	5620	6	33	37	25	637
No	50	10	20	28	56	8	16	4	8	650	50	20	56	16	8	650	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	93	12	13	49	53	18	19	14	15	645	94	13	53	19	15	645	13974	13	41	30	16	643
Gender																						
Female	45	4	9	24	53	11	24	6	13	643	45	9	53	24	13	643	6738	12	40	32	16	642
Male	48	8	17	25	52	7	15	8	17	646	49	16	53	14	16	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	93	12	13	49	53	18	19	14	15	645	94	13	53	19	15	645	12568	14	42	29	15	644
Gifted/talented program																						
Yes	9	5	56	4	44	0	0	0	0	662	9	56	44	0	0	662	637	65	32	3	0	665
No	84	7	8	45	54	18	21	14	17	643	85	8	54	21	16	643	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: Lisbon School Department
School: Philip W Sugg 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	14	0	0	5	38	4	31	4	31	635	14	0	38	31	31	635	6	7	32	28	32	636
B. less than one hour	70	11	17	33	52	14	22	6	9	647	70	17	52	22	9	647	59	13	41	30	16	643
C. one to two hours	12	1	9	9	82	0	0	1	9	650	12	9	82	0	9	650	32	14	41	31	14	644
D. more than two hours	4	0	0	2	50	0	0	2	50	634	4	0	50	0	50	634	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	6	16	24	63	5	13	3	8	650	41	16	63	13	8	650	30	27	45	18	9	651
B. good	43	4	10	22	55	10	25	4	10	645	44	10	56	24	10	645	46	9	45	31	15	643
C. fair	13	2	17	3	25	2	17	5	42	634	13	17	25	17	42	634	20	2	29	43	26	635
D. poor	2	0	0	0	0	1	50	1	50	622	2	0	0	50	50	622	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.	46	4	10	30	71	7	17	1	2	649	45	10	71	17	2	649	35	18	42	27	13	646
B. They match some of what I have learned.	45	6	15	18	44	10	24	7	17	644	45	14	45	24	17	644	50	11	43	31	15	643
C. They match just a little of what I have learned.	5	2	40	1	20	1	20	1	20	647	5	40	20	20	20	647	13	8	31	36	26	638
D. There is no match.	4	0	0	0	0	0	0	4	100	615	4	0	0	0	100	615	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	4	16	13	52	2	8	6	24	644	28	15	54	8	23	644	32	7	40	34	20	640
B. about the same as my regular schoolwork	58	6	11	30	57	12	23	5	9	645	58	11	57	23	9	645	56	13	42	30	15	644
C. easier than my regular schoolwork	14	2	15	6	46	4	31	1	8	648	14	15	46	31	8	648	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.	53	3	6	33	67	10	20	3	6	646	54	6	68	20	6	646	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	42	9	23	15	38	7	18	8	21	645	42	23	38	18	21	645	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	1	25	1	25	2	50	632	4	0	25	25	50	632	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	8	1	14	1	14	0	0	5	71	628	8	14	14	0	71	628	6	8	29	29	34	635
B. 30–45 minutes	27	5	20	11	44	6	24	3	12	644	27	20	44	24	12	644	33	10	37	34	19	641
C. 45–60 minutes	61	6	11	35	63	11	20	4	7	648	61	11	63	19	7	648	45	15	44	29	12	645
D. more than 60 minutes	4	0	0	2	50	1	25	1	25	642	4	0	50	25	25	642	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	4	50	1	13	3	38	640	9	0	50	13	38	640	9	14	35	29	22	641
B. two or three days a week	34	5	16	16	52	7	23	3	10	645	33	16	52	23	10	645	26	15	40	30	16	644
C. two or three times each month	15	2	14	8	57	2	14	2	14	646	15	14	57	14	14	646	31	13	43	30	14	644
D. never or almost never	42	5	13	21	54	8	21	5	13	646	43	13	55	20	13	646	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	3	38	2	25	3	38	634	9	0	38	25	38	634	17	8	35	33	24	639
B. two or three days a week	33	1	3	19	63	5	17	5	17	644	32	3	63	17	17	644	28	13	42	30	15	643
C. two or three times each month	33	5	17	17	57	6	20	2	7	648	33	16	58	19	6	648	31	15	43	30	13	645
D. never or almost never	26	6	25	10	42	5	21	3	13	647	26	25	42	21	13	647	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	1	100	0	0	0	0	646	33	0	100	0	0	646						
D.	67	0	0	0	0	0	0	2	100	612	67	0	0	0	100	612						

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