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:	11341354
SAU:	Portland Public Schools
School:	Lincoln 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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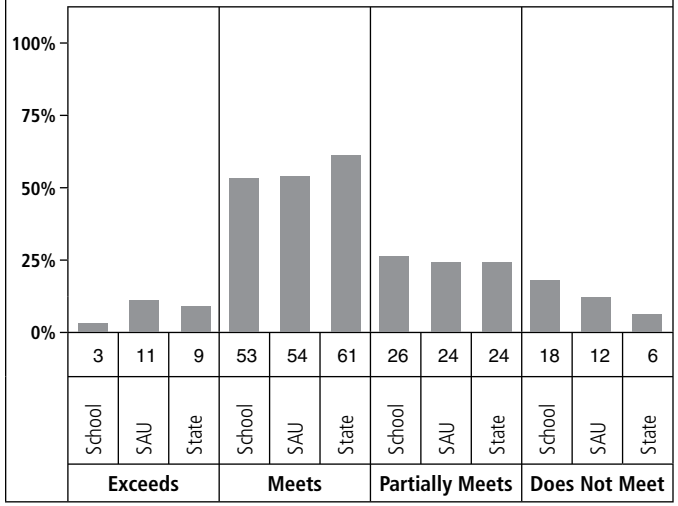
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Portland Public Schools
School: Lincoln Middle School

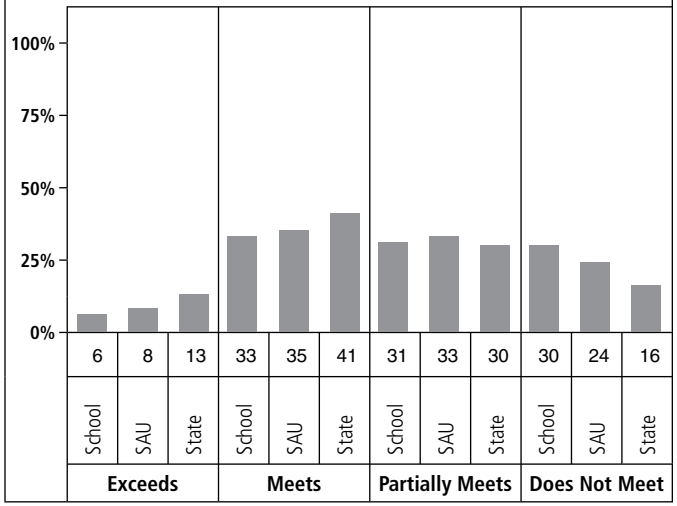
Summary of School, SAU, and State Scores

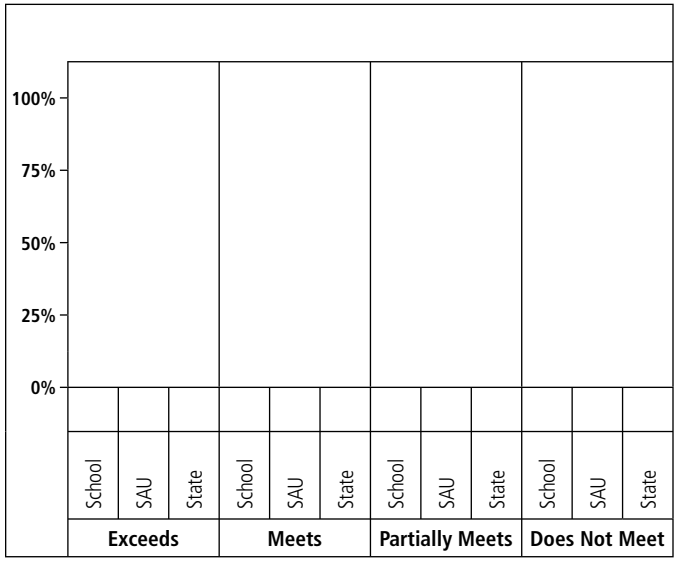
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	643	645	646
2007–2008	645	649	648
2008–2009	**642**	**646**	**647**
Cum. Avg.*	643	647	647
Mathematics			
2006–2007	640	642	643
2007–2008	636	642	642
2008–2009	**635**	**638**	**643**
Cum. Avg.*	637	641	643

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: Portland Public Schools
School: Lincoln 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	164	100	512	100	14251	100	161	99	506	99	14150	99	163	100	508	99	14156	100						
Ethnicity African American/Black	38	23	110	21	421	3	36	95	107	97	412	98	38	100	109	99	415	99						
American Indian or Native Alaskan	1	1	4	1	128	1	1	100	4	100	127	99	1	100	4	100	128	100						
Asian or Pacific Islander	16	10	45	9	212	1	16	100	45	100	210	99	16	100	45	100	212	100						
Hispanic	11	7	32	6	181	1	11	100	32	100	177	98	11	100	32	100	178	99						
Caucasian/White	98	60	321	63	13309	93	97	100	318	99	13224	100	97	100	318	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	26	16	85	17	2468	17	26	100	84	99	2423	99	26	100	85	100	2426	99						
Current LEP	45	27	125	24	341	2	43	96	122	98	330	97	45	100	124	99	338	99						
Economically disadvantaged	76	46	253	49	5780	41	74	97	248	98	5724	99	76	100	250	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	123	75	339	66	11369	80	124	76	340	66	11373	80						
Identified disability (PET/IEP)	10	8	21	6	355	3	11	9	23	7	371	3						
LEP	19	15	49	14	167	1	19	15	49	14	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	34	21	156	30	2594	18	35	21	157	31	2605	18						
Identified disability (PET/IEP)	12	35	52	33	1881	73	11	31	51	32	1877	72						
LEP	22	65	69	44	155	6	24	69	71	45	161	6						
504 plan	1	3	1	1	74	3	1	3	1	1	71	3						
Other	1	3	40	26	519	20	1	3	40	25	532	20						
Participation through alternate assessment (PAAP)	4	2	11	2	187	1	4	2	11	2	178	1						
Identified disability (PET/IEP)	4	100	11	100	187	100	4	100	11	100	178	100						
LEP	2	50	4	36	8	4	2	50	4	36	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	1	1	1	0	26	0	1	1	1	0	25	0						
Non-participation – other	2	1	5	1	75	1	0	0	3	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: Portland Public Schools
School: Lincoln 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	5	4	45	10	1132	8
	2007-2008	16	11	104	22	1817	13
	2008-2009	**5**	**3**	**53**	**11**	**1309**	**9**
	Cum. Total*	26	6	202	14	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	73	54	233	52	8127	57
	2007-2008	79	52	234	49	8072	57
	2008-2009	**83**	**53**	**265**	**54**	**8564**	**61**
	Cum. Total*	235	53	732	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	41	30	115	26	3549	25
	2007-2008	39	26	102	21	3194	23
	2008-2009	**41**	**26**	**118**	**24**	**3291**	**24**
	Cum. Total*	121	27	335	23	10034	24
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	16	12	57	13	1478	10
	2007-2008	17	11	41	9	981	7
	2008-2009	**28**	**18**	**59**	**12**	**799**	**6**
	Cum. Total*	61	14	157	11	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**	29.7	53.0	32.3	57.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.2	51.0	11.2	56.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	19.4	53.9	21.1	58.6	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: Portland Public Schools
School: Lincoln 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	157	5	3	83	53	41	26	28	18	642	495	11	54	24	12	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	35	0	0	13	37	6	17	16	46	633	104	3	37	32	29	637	403	5	46	34	15	641
American Indian or Native Alaskan	1										4						125	4	49	38	10	642
Asian or Pacific Islander	15	0	0	4	27	8	53	3	20	637	44	11	43	32	14	644	206	18	56	20	6	649
Hispanic	11	0	0	7	64	3	27	1	9	641	30	0	50	40	10	640	174	5	55	33	7	644
Caucasian/White	95	5	5	59	62	23	24	8	8	646	313	14	61	19	6	649	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	4	18	10	45	8	36	633	73	1	23	45	30	635	2236	1	30	48	22	637
No	135	5	4	79	59	31	23	20	15	644	422	12	59	20	9	647	11727	11	67	19	3	649
Current LEP																						
Yes	41	0	0	10	24	11	27	20	49	630	118	1	31	38	30	635	322	2	39	37	21	638
No	116	5	4	73	63	30	26	8	7	646	377	14	60	19	6	649	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	72	0	0	28	39	20	28	24	33	636	240	3	42	34	21	639	5617	4	54	33	9	643
No	85	5	6	55	65	21	25	4	5	648	255	18	65	14	4	652	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	157	5	3	83	53	41	26	28	18	642	495	11	54	24	12	646	13959	9	61	24	6	647
Gender																						
Female	82	5	6	50	61	16	20	11	13	645	245	15	59	17	9	649	6743	13	63	20	4	649
Male	75	0	0	33	44	25	33	17	23	639	250	6	48	31	14	643	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	66	0	0	29	44	18	27	19	29	637	260	13	46	24	17	644	1408	4	41	43	12	641
No	91	5	5	54	59	23	25	9	10	646	235	8	62	23	7	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	659	21	52	48	0	0	664	636	39	59	2	0	659
No	152	4	3	79	52	41	27	28	18	642	474	9	54	25	12	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: Portland Public Schools
School: Lincoln 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	1	0	0	0	0	1	50	1	50	624	3	7	20	33	40	634	6	5	47	32	16	642
B. less than one hour	47	3	4	34	47	21	29	15	21	642	53	12	54	20	13	646	59	9	62	24	5	647
C. one to two hours	48	2	3	45	60	19	25	9	12	643	41	10	55	28	6	646	32	11	64	21	4	648
D. more than two hours	3	0	0	3	60	0	0	2	40	639	3	0	54	8	38	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	32	2	4	34	69	7	14	6	12	646	34	19	57	16	7	650	31	17	66	14	3	651
B. good	50	3	4	37	48	24	31	13	17	642	53	9	54	25	12	645	48	8	64	23	5	647
C. fair	16	0	0	9	38	8	33	7	29	638	12	0	45	33	22	639	18	2	48	40	10	641
D. poor	2	0	0	1	33	1	33	1	33	635	1	0	17	50	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.	26	0	0	26	63	10	24	5	12	644	34	16	59	17	7	649	38	13	65	18	3	650
B. They match some of what I have learned.	50	5	6	46	59	17	22	10	13	644	52	9	58	25	9	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	17	0	0	9	33	10	37	8	30	637	10	4	34	36	26	638	10	5	48	36	11	642
D. There is no match.	6	0	0	1	11	4	44	4	44	631	4	0	10	35	55	628	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	2	5	12	32	9	24	15	39	637	21	9	38	29	25	641	16	7	52	30	11	644
B. about the same as my regular schoolwork	57	3	3	46	53	29	34	8	9	643	63	12	56	25	8	647	66	10	64	22	4	648
C. easier than my regular schoolwork	18	0	0	21	78	3	11	3	11	646	16	10	65	14	10	648	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.	13	0	0	3	15	7	35	10	50	629	13	3	25	39	33	635	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	54	2	2	45	56	25	31	9	11	643	54	7	59	25	8	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	3	6	33	67	7	14	6	12	648	32	21	58	14	7	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.	40	1	2	31	51	16	26	13	21	641	45	12	51	25	12	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	56	4	5	48	55	24	28	11	13	644	51	10	57	22	10	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	50	1	17	2	33	638	4	0	50	22	28	637	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	31	0	0	29	60	11	23	8	17	642	27	16	52	20	12	647	23	15	65	16	4	650
B. 20 minutes to an hour	52	3	4	47	59	21	26	9	11	644	56	11	60	21	8	647	49	10	64	22	4	648
C. less than 20 minutes	7	1	9	3	27	3	27	4	36	638	7	3	47	31	19	641	11	6	58	29	7	645
D. I rarely read at home.	10	1	7	3	20	6	40	5	33	637	10	2	31	39	27	637	17	2	51	36	11	642
Optional school/SAU question																						
A.	27	0	0	0	0	1	33	2	67	629	23	0	17	33	50	630						
B.	27	0	0	1	33	0	0	2	67	631	46	0	17	33	50	629						
C.	18	0	0	0	0	1	50	1	50	627	15	0	25	50	25	635						
D.	27	0	0	1	33	1	33	1	33	637	15	0	25	50	25	637						

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: Portland Public Schools
School: Lincoln 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	10	7	57	13	2092	15
	2007-2008	11	7	60	12	1474	10
	2008-2009	**9**	**6**	**39**	**8**	**1807**	**13**
	Cum. Total*	30	7	156	11	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	42	176	39	5731	40
	2007-2008	49	32	195	40	6008	43
	2008-2009	**53**	**33**	**174**	**35**	**5662**	**41**
	Cum. Total*	159	35	545	38	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	42	31	134	29	4175	29
	2007-2008	46	30	127	26	4244	30
	2008-2009	**49**	**31**	**165**	**33**	**4219**	**30**
	Cum. Total*	137	31	426	30	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	28	20	89	20	2308	16
	2007-2008	47	31	106	22	2346	17
	2008-2009	**48**	**30**	**119**	**24**	**2290**	**16**
	Cum. Total*	123	27	314	22	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**	25.4	45.4	27.3	48.8	30.6	54.6
A. Number	**18**	**32**	8.1	45.0	8.7	48.3	10.3	57.2
B. Data	**12**	**21**	5.3	44.2	6.0	50.0	6.6	55.0
C. Geometry	**14**	**25**	6.7	47.9	6.9	49.3	7.3	52.1
D. Algebra	**12**	**21**	5.3	44.2	5.7	47.5	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: Portland Public Schools
School: Lincoln 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	159	9	6	53	33	49	31	48	30	635	497	8	35	33	24	638	13978	13	41	30	16	643
Ethnicity																						
African American/Black	37	0	0	8	22	10	27	19	51	626	106	1	24	34	42	630	406	4	26	36	34	633
American Indian or Native Alaskan	1										4						126	4	29	40	28	635
Asian or Pacific Islander	15	0	0	5	33	5	33	5	33	632	44	7	39	30	25	638	208	18	47	23	12	647
Hispanic	11	0	0	2	18	7	64	2	18	634	30	0	17	57	27	634	175	5	31	41	23	638
Caucasian/White	95	9	9	37	39	27	28	22	23	639	313	11	40	31	17	641	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	2	9	4	18	16	73	620	74	1	12	31	55	625	2248	3	18	33	46	629
No	137	9	7	51	37	45	33	32	23	638	423	9	39	34	18	640	11730	15	45	30	11	646
Current LEP																						
Yes	43	0	0	7	16	13	30	23	53	624	120	1	16	38	46	628	331	3	22	35	40	631
No	116	9	8	46	40	36	31	25	22	639	377	10	41	32	17	641	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	74	1	1	16	22	22	30	35	47	627	242	3	24	36	37	632	5620	6	33	37	25	637
No	85	8	9	37	44	27	32	13	15	642	255	12	46	30	12	644	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	159	9	6	53	33	49	31	48	30	635	497	8	35	33	24	638	13974	13	41	30	16	643
Gender																						
Female	84	2	2	27	32	33	39	22	26	635	247	6	37	36	22	638	6738	12	40	32	16	642
Male	75	7	9	26	35	16	21	26	35	635	250	10	33	31	26	638	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	68	1	1	17	25	22	32	28	41	629	262	6	34	32	27	637	1410	3	24	41	32	634
No	91	8	9	36	40	27	30	20	22	639	235	10	36	34	20	640	12568	14	42	29	15	644
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	666	21	71	29	0	0	668	637	65	32	3	0	665
No	154	6	4	51	33	49	32	48	31	634	476	5	35	35	25	637	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: Portland Public Schools
School: Lincoln 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	1	0	0	0	0	0	0	2	100	620	3	0	33	13	53	629	6	7	32	28	32	636
B. less than one hour	48	4	5	26	35	22	29	23	31	634	53	10	34	35	20	639	59	13	41	30	16	643
C. one to two hours	48	5	7	25	33	25	33	20	27	637	41	6	37	32	25	638	32	14	41	31	14	644
D. more than two hours	3	0	0	1	20	2	40	2	40	632	3	0	23	38	38	631	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	5	12	21	51	8	20	7	17	643	31	20	45	23	13	646	30	27	45	18	9	651
B. good	42	3	5	25	38	17	26	21	32	634	47	3	36	35	26	636	46	9	45	31	15	643
C. fair	26	0	0	6	15	21	53	13	33	631	19	0	23	45	32	632	20	2	29	43	26	635
D. poor	6	1	11	0	0	3	33	5	56	624	3	7	7	33	53	625	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.	24	2	5	10	26	17	45	9	24	636	26	9	38	29	23	640	35	18	42	27	13	646
B. They match some of what I have learned.	53	6	7	29	35	25	30	22	27	637	56	8	36	36	20	639	50	11	43	31	15	643
C. They match just a little of what I have learned.	18	1	4	12	43	7	25	8	29	634	15	5	32	31	31	634	13	8	31	36	26	638
D. There is no match.	5	0	0	1	13	0	0	7	88	617	3	0	8	23	69	622	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	40	2	3	23	37	20	32	17	27	635	42	5	33	38	23	637	32	7	40	34	20	640
B. about the same as my regular schoolwork	55	6	7	26	30	26	30	28	33	635	51	9	37	30	24	638	56	13	42	30	15	644
C. easier than my regular schoolwork	5	1	14	3	43	3	43	0	0	645	7	21	38	24	18	644	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.	44	5	7	16	24	26	39	20	30	634	49	8	35	35	23	638	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	49	3	4	32	42	22	29	19	25	637	45	9	38	32	21	640	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	9	4	36	1	9	5	45	632	6	7	22	30	41	631	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	0	0	2	15	4	31	7	54	622	8	0	22	34	44	629	6	8	29	29	34	635
B. 30–45 minutes	24	0	0	10	26	9	24	19	50	627	36	7	30	31	31	635	33	10	37	34	19	641
C. 45–60 minutes	62	9	9	38	39	34	35	16	16	641	48	11	43	31	15	642	45	15	44	29	12	645
D. more than 60 minutes	6	0	0	2	22	2	22	5	56	627	7	3	25	50	22	637	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	17	1	17	4	67	617	10	8	31	35	25	638	9	14	35	29	22	641
B. two or three days a week	21	1	3	9	27	12	36	11	33	633	27	5	34	34	27	637	26	15	40	30	16	644
C. two or three times each month	41	3	5	28	44	23	36	10	16	640	34	7	43	34	17	640	31	13	43	30	14	644
D. never or almost never	34	5	9	14	26	13	24	22	41	633	29	13	28	30	28	638	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	0	0	11	31	12	33	13	36	631	19	1	29	35	34	633	17	8	35	33	24	639
B. two or three days a week	42	5	8	23	35	23	35	15	23	638	36	10	36	32	23	640	28	13	42	30	15	643
C. two or three times each month	23	2	6	13	36	11	31	10	28	635	32	10	42	32	16	641	31	15	43	30	13	645
D. never or almost never	12	2	11	5	26	3	16	9	47	632	12	10	25	33	32	636	23	14	39	30	17	643
Optional school/SAU question																						
A.	27	0	0	1	33	0	0	2	67	632	23	0	17	50	33	633						
B.	27	0	0	0	0	1	33	2	67	623	46	0	17	33	50	625						
C.	18	0	0	0	0	0	0	2	100	614	15	0	25	0	75	619						
D.	27	0	0	1	33	0	0	2	67	616	15	0	25	0	75	618						

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