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:	11461376
SAU:	Saco School Department
School:	Saco 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

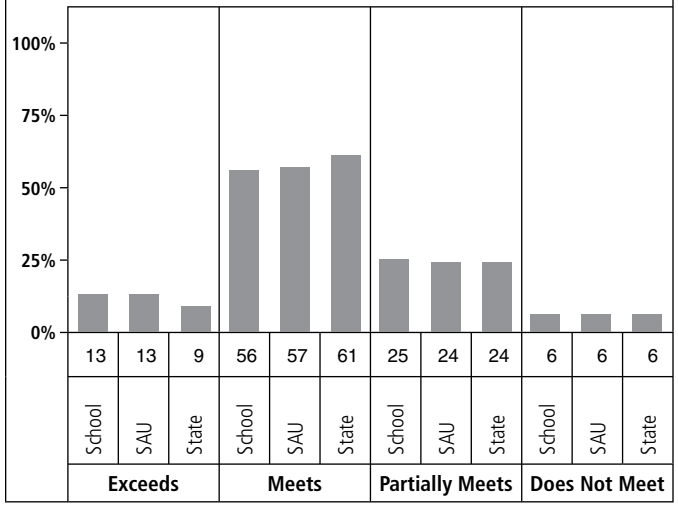
SUMMARY OF SCORES

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

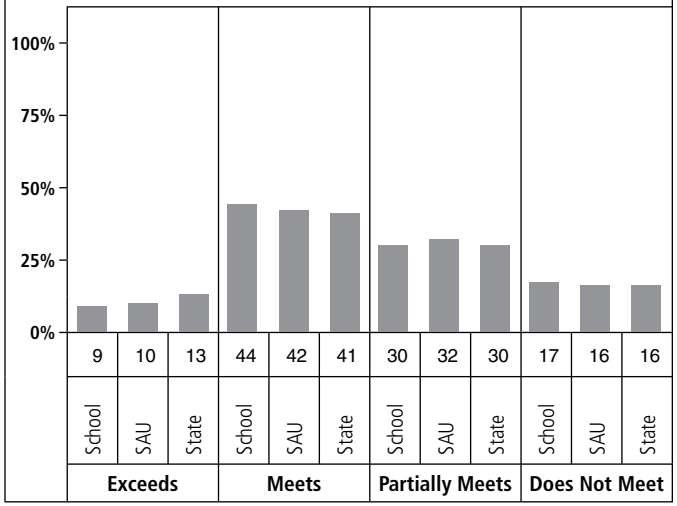
Summary of School, SAU, and State Scores

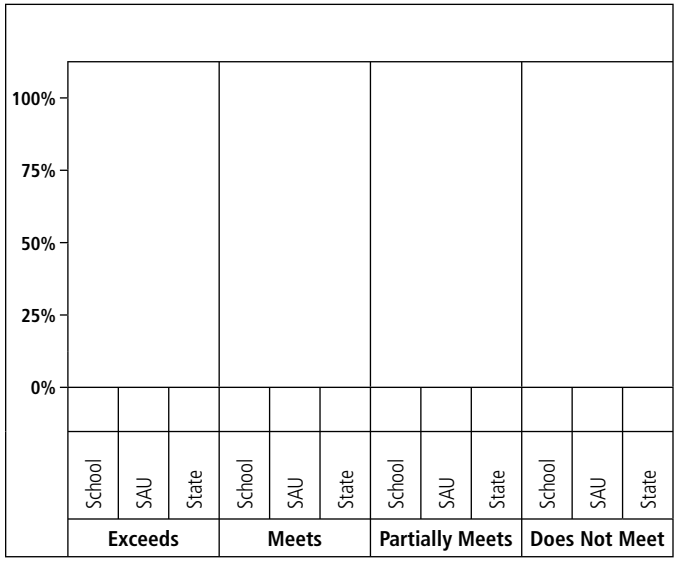
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	647	647	646
2007–2008	649	649	648
2008–2009	**648**	**648**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	645	645	643
2007–2008	644	644	642
2008–2009	**642**	**642**	**643**
Cum. Avg.*	644	644	643

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: Saco School Department
School: Saco 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	246	100	213	100	14251	100	246	100	213	100	14150	99	246	100	213	100	14156	100						
Ethnicity African American/Black	10	4	10	5	421	3	10	100	10	100	412	98	10	100	10	100	415	99						
American Indian or Native Alaskan	1	0	0	0	128	1	1	100	0	0	127	99	1	100	0	0	128	100						
Asian or Pacific Islander	5	2	5	2	212	1	5	100	5	100	210	99	5	100	5	100	212	100						
Hispanic	2	1	2	1	181	1	2	100	2	100	177	98	2	100	2	100	178	99						
Caucasian/White	228	93	196	92	13309	93	228	100	196	100	13224	100	228	100	196	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	41	17	33	15	2468	17	41	100	33	100	2423	99	41	100	33	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	61	25	57	27	5780	41	61	100	57	100	5724	99	61	100	57	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	206	84	181	85	11369	80	206	84	181	85	11373	80						
Identified disability (PET/IEP)	5	2	5	3	355	3	5	2	5	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	1	0	0	0	172	2	1	0	0	0	175	2						
Participation with accommodations	32	13	26	12	2594	18	32	13	26	12	2605	18						
Identified disability (PET/IEP)	28	88	22	85	1881	73	28	88	22	85	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	2	6	2	8	74	3	2	6	2	8	71	3						
Other	2	6	2	8	519	20	2	6	2	8	532	20						
Participation through alternate assessment (PAAP)	8	3	6	3	187	1	8	3	6	3	178	1						
Identified disability (PET/IEP)	8	100	6	100	187	100	8	100	6	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:	Saco School Department
School:	Saco 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	12	5	12	6	1132	8
	2007-2008	34	16	28	15	1817	13
	2008-2009	**30**	**13**	**26**	**13**	**1309**	**9**
	Cum. Total*	76	11	66	11	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	164	67	142	66	8127	57
	2007-2008	122	56	102	55	8072	57
	2008-2009	**133**	**56**	**118**	**57**	**8564**	**61**
	Cum. Total*	419	60	362	59	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	60	24	51	24	3549	25
	2007-2008	45	21	43	23	3194	23
	2008-2009	**60**	**25**	**50**	**24**	**3291**	**24**
	Cum. Total*	165	24	144	24	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	10	4	10	5	1478	10
	2007-2008	16	7	14	7	981	7
	2008-2009	**15**	**6**	**13**	**6**	**799**	**6**
	Cum. Total*	41	6	37	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**	34.0	60.7	34.1	60.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.0	60.0	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	22.0	61.1	22.1	61.4	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: Saco School Department
School: Saco 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	238	30	13	133	56	60	25	15	6	648	207	13	57	24	6	648	13963	9	61	24	6	647
Ethnicity																						
African American/Black	9	1	11	5	56	3	33	0	0	649	9	11	56	33	0	649	403	5	46	34	15	641
American Indian or Native Alaskan	1										0						125	4	49	38	10	642
Asian or Pacific Islander	4										4						206	18	56	20	6	649
Hispanic	2										2						174	5	55	33	7	644
Caucasian/White	222	29	13	125	56	53	24	15	7	648	192	13	57	23	7	648	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	33	0	0	9	27	14	42	10	30	635	27	0	26	41	33	635	2236	1	30	48	22	637
No	205	30	15	124	60	46	22	5	2	650	180	14	62	22	2	650	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	238	30	13	133	56	60	25	15	6	648	207	13	57	24	6	648	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	56	2	4	26	46	21	38	7	13	643	52	4	48	37	12	643	5617	4	54	33	9	643
No	182	28	15	107	59	39	21	8	4	649	155	15	60	20	5	649	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	238	30	13	133	56	60	25	15	6	648	207	13	57	24	6	648	13959	9	61	24	6	647
Gender																						
Female	115	25	22	60	52	22	19	8	7	651	100	21	55	17	7	651	6743	13	63	20	4	649
Male	123	5	4	73	59	38	31	7	6	645	107	5	59	31	6	645	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	12	38	16	50	4	13	639	25	0	36	56	8	640	1408	4	41	43	12	641
No	206	30	15	121	59	44	21	11	5	649	182	14	60	20	6	649	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	238	30	13	133	56	60	25	15	6	648	207	13	57	24	6	648	13327	8	61	25	6	647

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Saco School Department
School: Saco 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	6	0	0	7	47	6	40	2	13	641	6	0	46	38	15	641	6	5	47	32	16	642
B. less than one hour	55	16	12	78	60	29	22	8	6	648	55	12	61	20	6	648	59	9	62	24	5	647
C. one to two hours	37	13	15	47	54	23	26	4	5	648	37	14	55	26	4	648	32	11	64	21	4	648
D. more than two hours	2	1	20	1	20	2	40	1	20	643	2	20	20	40	20	643	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	20	27	41	56	10	14	2	3	654	32	26	58	14	3	653	31	17	66	14	3	651
B. good	52	10	8	71	58	31	25	10	8	646	51	9	60	23	9	646	48	8	64	23	5	647
C. fair	16	0	0	18	47	18	47	2	5	642	16	0	47	50	3	643	18	2	48	40	10	641
D. poor	1	0	0	0	0	1	50	1	50	633	1	0	0	50	50	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.	49	23	20	65	56	22	19	7	6	650	48	21	58	16	5	651	38	13	65	18	3	650
B. They match some of what I have learned.	41	6	6	57	59	28	29	6	6	646	41	5	59	29	7	645	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	1	5	10	53	7	37	1	5	644	9	6	50	39	6	644	10	5	48	36	11	642
D. There is no match.	2	0	0	1	20	3	60	1	20	636	2	0	25	50	25	636	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	3	9	18	51	12	34	2	6	645	15	10	50	37	3	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	71	24	14	98	59	37	22	8	5	649	72	14	61	20	5	649	66	10	64	22	4	648
C. easier than my regular schoolwork	14	3	9	15	45	11	33	4	12	644	13	11	41	33	15	644	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.	10	1	4	9	39	9	39	4	17	640	10	5	40	35	20	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	58	12	9	80	58	38	28	7	5	647	58	9	60	27	4	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	32	17	22	44	57	12	16	4	5	652	32	21	58	15	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.	44	14	13	60	57	26	25	5	5	648	45	14	58	23	5	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	51	16	13	69	57	30	25	6	5	648	50	13	60	24	4	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	4	36	4	36	3	27	640	5	0	30	40	30	639	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	16	5	14	23	62	8	22	1	3	650	17	11	66	20	3	650	23	15	65	16	4	650
B. 20 minutes to an hour	54	22	17	66	52	32	25	8	6	649	53	17	52	25	6	649	49	10	64	22	4	648
C. less than 20 minutes	14	1	3	25	76	7	21	0	0	647	14	4	79	18	0	647	11	6	58	29	7	645
D. I rarely read at home.	17	2	5	19	48	13	33	6	15	642	16	6	47	32	15	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	67	0	0	1	50	0	0	1	50	642	67	0	50	0	50	642						
B.	33	0	0	0	0	0	0	1	100	618	33	0	0	0	100	618						
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: Saco School Department
School: Saco 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	38	15	37	17	2092	15
	2007-2008	24	11	23	12	1474	10
	2008-2009	**22**	**9**	**20**	**10**	**1807**	**13**
	Cum. Total*	84	12	80	13	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	107	43	88	41	5731	40
	2007-2008	101	47	82	44	6008	43
	2008-2009	**105**	**44**	**87**	**42**	**5662**	**41**
	Cum. Total*	313	45	257	42	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	74	30	65	30	4175	29
	2007-2008	66	30	59	32	4244	30
	2008-2009	**71**	**30**	**66**	**32**	**4219**	**30**
	Cum. Total*	211	30	190	31	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	27	11	25	12	2308	16
	2007-2008	26	12	23	12	2346	17
	2008-2009	**40**	**17**	**34**	**16**	**2290**	**16**
	Cum. Total*	93	13	82	13	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**	29.8	53.2	29.8	53.2	30.6	54.6
A. Number	**18**	**32**	9.8	54.4	9.8	54.4	10.3	57.2
B. Data	**12**	**21**	6.5	54.2	6.5	54.2	6.6	55.0
C. Geometry	**14**	**25**	7.2	51.4	7.2	51.4	7.3	52.1
D. Algebra	**12**	**21**	6.3	52.5	6.3	52.5	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: Saco School Department
School: Saco 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	238	22	9	105	44	71	30	40	17	642	207	10	42	32	16	642	13978	13	41	30	16	643
Ethnicity																						
African American/Black	9	1	11	4	44	2	22	2	22	643	9	11	44	22	22	643	406	4	26	36	34	633
American Indian or Native Alaskan	1										0						126	4	29	40	28	635
Asian or Pacific Islander	4										4						208	18	47	23	12	647
Hispanic	2										2						175	5	31	41	23	638
Caucasian/White	222	21	9	99	45	68	31	34	15	642	192	10	42	33	15	642	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	33	0	0	6	18	8	24	19	58	623	27	0	19	19	63	622	2248	3	18	33	46	629
No	205	22	11	99	48	63	31	21	10	645	180	11	46	34	9	644	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	238	22	9	105	44	71	30	40	17	642	207	10	42	32	16	642	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	56	3	5	20	36	16	29	17	30	635	52	6	33	31	31	635	5620	6	33	37	25	637
No	182	19	10	85	47	55	30	23	13	644	155	11	45	32	12	644	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	238	22	9	105	44	71	30	40	17	642	207	10	42	32	16	642	13974	13	41	30	16	643
Gender																						
Female	115	15	13	50	43	33	29	17	15	644	100	13	42	32	13	644	6738	12	40	32	16	642
Male	123	7	6	55	45	38	31	23	19	640	107	7	42	32	20	639	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	6	19	18	56	8	25	633	25	0	16	60	24	633	1410	3	24	41	32	634
No	206	22	11	99	48	53	26	32	16	643	182	11	46	28	15	643	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	238	22	9	105	44	71	30	40	17	642	207	10	42	32	16	642	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: Saco School Department
School: Saco 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	6	1	7	4	27	2	13	8	53	629	6	8	23	15	54	629	6	7	32	28	32	636
B. less than one hour	55	12	9	65	50	34	26	20	15	643	55	11	47	28	14	643	59	13	41	30	16	643
C. one to two hours	37	9	10	36	41	32	37	10	11	643	37	9	41	38	12	642	32	14	41	31	14	644
D. more than two hours	2	0	0	0	0	3	60	2	40	628	2	0	0	60	40	628	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	16	30	25	47	7	13	5	9	652	24	31	47	12	10	652	30	27	45	18	9	651
B. good	48	6	5	68	59	25	22	16	14	643	46	5	56	24	15	643	46	9	45	31	15	643
C. fair	26	0	0	11	18	34	56	16	26	632	26	0	17	60	23	632	20	2	29	43	26	635
D. poor	4	0	0	1	11	5	56	3	33	627	4	0	11	56	33	627	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.	34	12	15	38	48	19	24	11	14	645	35	15	47	26	12	646	35	18	42	27	13	646
B. They match some of what I have learned.	55	9	7	57	44	45	34	20	15	641	53	7	41	36	15	640	50	11	43	31	15	643
C. They match just a little of what I have learned.	10	1	4	9	39	7	30	6	26	636	10	5	35	35	25	637	13	8	31	36	26	638
D. There is no match.	2	0	0	1	25	0	0	3	75	622	2	0	25	0	75	622	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	35	3	4	30	36	33	40	17	20	637	35	3	35	43	19	637	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	15	11	62	46	38	28	20	15	643	57	12	44	30	14	643	56	13	42	30	15	644
C. easier than my regular schoolwork	8	4	21	12	63	0	0	3	16	648	8	25	56	0	19	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.	51	10	8	57	48	33	28	20	17	642	49	9	45	31	16	642	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	46	11	10	45	41	35	32	18	17	641	47	10	40	33	16	642	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	13	2	25	3	38	2	25	637	4	13	25	38	25	637	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	12	2	7	9	32	7	25	10	36	633	12	8	28	28	36	632	6	8	29	29	34	635
B. 30–45 minutes	43	6	6	40	40	38	38	17	17	640	44	7	38	39	17	640	33	10	37	34	19	641
C. 45–60 minutes	44	14	13	55	52	24	23	12	11	646	43	14	51	25	10	646	45	15	44	29	12	645
D. more than 60 minutes	1	0	0	0	0	2	67	1	33	624	1	0	0	67	33	624	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	4	40	1	10	5	50	628	3	0	29	14	57	627	9	14	35	29	22	641
B. two or three days a week	24	2	4	24	42	19	33	12	21	638	23	4	43	32	21	638	26	15	40	30	16	644
C. two or three times each month	45	9	8	52	49	37	35	8	8	644	45	8	46	39	8	643	31	13	43	30	14	644
D. never or almost never	27	11	17	24	38	14	22	15	23	643	29	18	37	23	22	643	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	1	3	13	38	11	32	9	26	633	15	3	37	33	27	633	17	8	35	33	24	639
B. two or three days a week	22	2	4	26	51	17	33	6	12	642	22	5	48	36	11	643	28	13	42	30	15	643
C. two or three times each month	36	6	7	38	45	27	32	13	15	642	36	5	48	34	12	642	31	15	43	30	13	645
D. never or almost never	28	12	18	26	39	16	24	12	18	644	28	21	32	26	21	644	23	14	39	30	17	643
Optional school/SAU question																						
A.	67	1	50	0	0	0	0	1	50	637	67	50	0	0	50	637						
B.	33	0	0	0	0	1	100	0	0	628	33	0	0	100	0	628						
C.	0										0											
D.	0										0											

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