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:	11551403
SAU:	South Portland School Dept
School:	Daniel F. Mahoney Middle Schoo

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

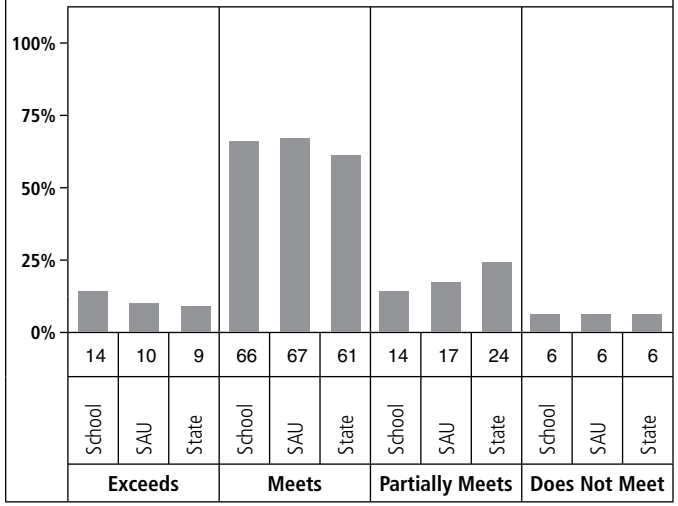
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

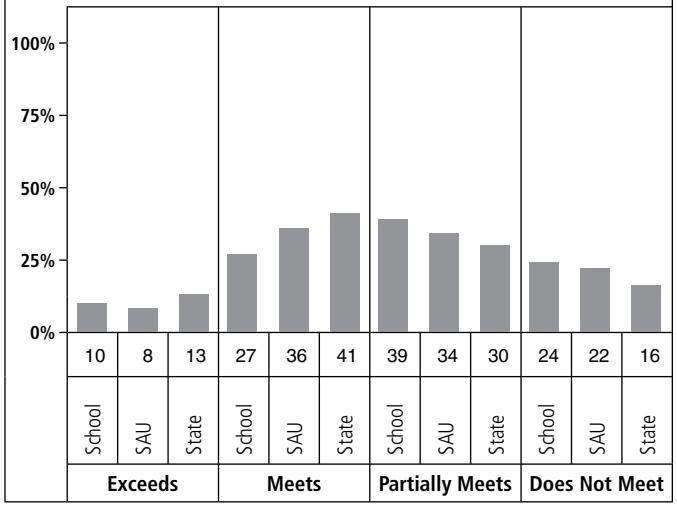
Summary of School, SAU, and State Scores

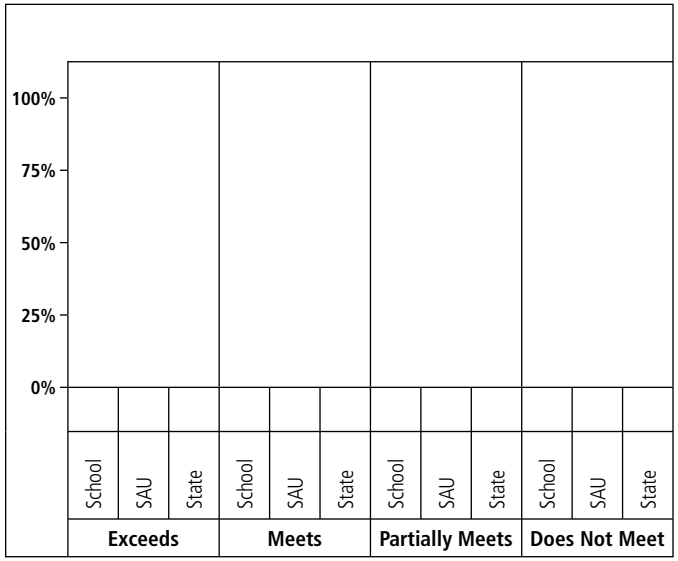
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	648	648	646
2007–2008	649	648	648
2008–2009	**649**	**648**	**647**
Cum. Avg.*	649	648	647
Mathematics			
2006–2007	642	643	643
2007–2008	638	637	642
2008–2009	**639**	**640**	**643**
Cum. Avg.*	640	640	643

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: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	114	100	221	100	14251	100	114	100	220	100	14150	99	114	100	220	100	14156	100						
Ethnicity African American/Black	1	1	9	4	421	3	1	100	9	100	412	98	1	100	9	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	3	1	212	1	1	100	3	100	210	99	1	100	3	100	212	100						
Hispanic	2	2	8	4	181	1	2	100	8	100	177	98	2	100	8	100	178	99						
Caucasian/White	110	96	201	91	13309	93	110	100	200	100	13224	100	110	100	200	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	21	18	44	20	2468	17	21	100	44	100	2423	99	21	100	44	100	2426	99						
Current LEP	4	4	13	6	341	2	4	100	13	100	330	97	4	100	13	100	338	99						
Economically disadvantaged	32	28	72	33	5780	41	32	100	72	100	5724	99	32	100	72	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	91	80	172	78	11369	80	91	80	172	78	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	3	3	8	5	167	1	3	3	8	5	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	23	20	45	20	2594	18	23	20	45	20	2605	18						
Identified disability (PET/IEP)	21	91	41	91	1881	73	21	91	41	91	1877	72						
LEP	1	4	4	9	155	6	1	4	4	9	161	6						
504 plan	1	4	1	2	74	3	1	4	1	2	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	0	0	3	1	187	1	0	0	3	1	178	1						
Identified disability (PET/IEP)	0	0	3	100	187	100	0	0	3	100	178	100						
LEP	0	0	1	33	8	4	0	0	1	33	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	1	0	75	1	0	0	1	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:	South Portland School Dept
School:	Daniel F. Mahoney Middle Schoo

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	7	7	15	7	1132	8
	2007-2008	14	13	22	9	1817	13
	2008-2009	**16**	**14**	**22**	**10**	**1309**	**9**
	Cum. Total*	37	11	59	9	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	65	61	135	62	8127	57
	2007-2008	62	59	147	63	8072	57
	2008-2009	**75**	**66**	**146**	**67**	**8564**	**61**
	Cum. Total*	202	62	428	64	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	27	25	54	25	3549	25
	2007-2008	22	21	47	20	3194	23
	2008-2009	**16**	**14**	**37**	**17**	**3291**	**24**
	Cum. Total*	65	20	138	21	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	7	7	13	6	1478	10
	2007-2008	7	7	17	7	981	7
	2008-2009	**7**	**6**	**12**	**6**	**799**	**6**
	Cum. Total*	21	6	42	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**	34.9	62.3	34.6	61.8	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.4	62.0	12.2	61.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	22.5	62.5	22.4	62.2	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: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	114	16	14	75	66	16	14	7	6	649	217	10	67	17	6	648	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										8	0	63	25	13	642	403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										2						206	18	56	20	6	649
Hispanic	2										8	0	88	13	0	647	174	5	55	33	7	644
Caucasian/White	110	16	15	71	65	16	15	7	6	649	199	11	66	17	6	648	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	8	38	7	33	6	29	637	41	0	34	44	22	637	2236	1	30	48	22	637
No	93	16	17	67	72	9	10	1	1	651	176	13	75	11	2	651	11727	11	67	19	3	649
Current LEP																						
Yes	4										12	0	75	17	8	644	322	2	39	37	21	638
No	110	16	15	72	65	16	15	6	5	649	205	11	67	17	5	648	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	32	0	0	21	66	8	25	3	9	643	69	1	59	30	9	643	5617	4	54	33	9	643
No	82	16	20	54	66	8	10	4	5	651	148	14	71	11	4	650	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	114	16	14	75	66	16	14	7	6	649	217	10	67	17	6	648	13959	9	61	24	6	647
Gender																						
Female	49	11	22	33	67	3	6	2	4	652	98	16	69	10	4	651	6743	13	63	20	4	649
Male	65	5	8	42	65	13	20	5	8	646	119	5	66	23	7	646	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	114	16	14	75	66	16	14	7	6	649	217	10	67	17	6	648	12555	10	64	21	5	648
Gifted/talented program																						
Yes	15	8	53	7	47	0	0	0	0	663	18	44	56	0	0	662	636	39	59	2	0	659
No	99	8	8	68	69	16	16	7	7	646	199	7	68	19	6	647	13327	8	61	25	6	647

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

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

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	4	0	0	3	75	1	25	0	0	648	3	0	50	33	17	641	6	5	47	32	16	642
B. less than one hour	59	9	13	46	69	7	10	5	7	648	52	10	66	16	8	647	59	9	62	24	5	647
C. one to two hours	36	7	17	26	63	7	17	1	2	650	39	11	71	18	1	650	32	11	64	21	4	648
D. more than two hours	2	0	0	0	0	1	50	1	50	632	6	14	64	14	7	649	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	12	26	29	62	1	2	5	11	652	36	21	64	5	9	652	31	17	66	14	3	651
B. good	41	4	9	35	76	6	13	1	2	648	49	6	77	14	4	648	48	8	64	23	5	647
C. fair	15	0	0	9	53	8	47	0	0	640	15	0	44	56	0	641	18	2	48	40	10	641
D. poor	1	0	0	1	100	0	0	0	0	642	0	0	100	0	0	642	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.	37	9	21	24	57	6	14	3	7	651	38	13	67	14	5	650	38	13	65	18	3	650
B. They match some of what I have learned.	50	4	7	42	75	8	14	2	4	647	52	7	71	18	4	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	12	3	21	8	57	2	14	1	7	649	8	17	50	22	11	646	10	5	48	36	11	642
D. There is no match.	1	0	0	0	0	0	0	1	100	628	1	0	0	50	50	631	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	26	3	10	16	53	9	30	2	7	646	19	7	60	29	5	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	60	8	12	52	76	6	9	2	3	649	70	7	74	15	4	648	66	10	64	22	4	648
C. easier than my regular schoolwork	14	5	31	7	44	1	6	3	19	651	11	33	42	8	17	651	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	6	46	4	31	3	23	638	9	0	50	35	15	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	50	6	11	41	72	8	14	2	4	648	60	6	71	18	5	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	38	9	21	28	65	4	9	2	5	652	30	20	66	11	3	652	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.	45	7	14	30	60	10	20	3	6	647	43	10	63	19	8	647	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	52	9	16	40	69	6	10	3	5	650	54	11	69	16	3	649	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	75	0	0	1	25	644	3	0	83	0	17	647	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	24	2	7	21	78	3	11	1	4	650	24	6	71	20	4	648	23	15	65	16	4	650
B. 20 minutes to an hour	45	9	18	32	63	6	12	4	8	650	49	12	68	12	8	649	49	10	64	22	4	648
C. less than 20 minutes	14	3	19	11	69	2	13	0	0	649	11	17	65	17	0	649	11	6	58	29	7	645
D. I rarely read at home.	18	2	10	11	55	5	25	2	10	644	17	6	61	28	6	644	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	50	50	0	644						
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	656	33	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: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	12	11	24	11	2092	15
	2007-2008	4	4	9	4	1474	10
	2008-2009	**11**	**10**	**18**	**8**	**1807**	**13**
	Cum. Total*	27	8	51	8	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	43	41	95	44	5731	40
	2007-2008	39	37	91	39	6008	43
	2008-2009	**31**	**27**	**79**	**36**	**5662**	**41**
	Cum. Total*	113	35	265	40	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	33	31	67	31	4175	29
	2007-2008	39	37	82	35	4244	30
	2008-2009	**45**	**39**	**73**	**34**	**4219**	**30**
	Cum. Total*	117	36	222	33	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	18	17	31	14	2308	16
	2007-2008	23	22	51	22	2346	17
	2008-2009	**27**	**24**	**47**	**22**	**2290**	**16**
	Cum. Total*	68	21	129	19	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**	27.4	48.9	28.4	50.7	30.6	54.6
A. Number	**18**	**32**	8.6	47.8	9.5	52.8	10.3	57.2
B. Data	**12**	**21**	6.1	50.8	6.4	53.3	6.6	55.0
C. Geometry	**14**	**25**	6.8	48.6	6.5	46.4	7.3	52.1
D. Algebra	**12**	**21**	6.0	50.0	6.0	50.0	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: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	114	11	10	31	27	45	39	27	24	639	217	8	36	34	22	640	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										8	0	25	63	13	636	406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										2						208	18	47	23	12	647
Hispanic	2										8	0	50	50	0	643	175	5	31	41	23	638
Caucasian/White	110	11	10	29	26	43	39	27	25	639	199	9	36	32	23	640	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	3	14	5	24	13	62	625	41	0	15	27	59	625	2248	3	18	33	46	629
No	93	11	12	28	30	40	43	14	15	642	176	10	41	35	13	643	11730	15	45	30	11	646
Current LEP																						
Yes	4										12	0	33	50	17	638	331	3	22	35	40	631
No	110	11	10	30	27	43	39	26	24	639	205	9	37	33	22	640	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	32	0	0	3	9	18	56	11	34	632	69	1	25	42	32	634	5620	6	33	37	25	637
No	82	11	13	28	34	27	33	16	20	641	148	11	42	30	17	643	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	114	11	10	31	27	45	39	27	24	639	217	8	36	34	22	640	13974	13	41	30	16	643
Gender																						
Female	49	4	8	12	24	24	49	9	18	639	98	8	33	40	19	639	6738	12	40	32	16	642
Male	65	7	11	19	29	21	32	18	28	639	119	8	39	29	24	640	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	114	11	10	31	27	45	39	27	24	639	217	8	36	34	22	640	12568	14	42	29	15	644
Gifted/talented program																						
Yes	15	8	53	7	47	0	0	0	0	662	18	61	39	0	0	664	637	65	32	3	0	665
No	99	3	3	24	24	45	45	27	27	635	199	4	36	37	24	638	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: South Portland School Dept
School: Daniel F. Mahoney Middle Schoo

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	4	1	25	1	25	1	25	1	25	642	3	17	17	17	50	635	6	7	32	28	32	636
B. less than one hour	59	5	7	20	30	29	43	13	19	639	52	7	34	39	20	639	59	13	41	30	16	643
C. one to two hours	36	5	12	10	24	15	37	11	27	639	39	9	40	28	22	641	32	14	41	31	14	644
D. more than two hours	2	0	0	0	0	0	0	2	100	606	6	7	43	29	21	640	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	20	5	22	13	57	0	0	5	22	649	27	19	56	12	14	649	30	27	45	18	9	651
B. good	48	5	9	15	27	26	47	9	16	640	48	6	38	38	18	639	46	9	45	31	15	643
C. fair	26	1	3	3	10	17	57	9	30	632	21	2	15	48	35	632	20	2	29	43	26	635
D. poor	5	0	0	0	0	2	33	4	67	623	3	0	0	43	57	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.	19	3	14	3	14	7	32	9	41	636	25	15	29	25	31	639	35	18	42	27	13	646
B. They match some of what I have learned.	61	4	6	24	35	30	43	11	16	640	57	4	43	37	16	640	50	11	43	31	15	643
C. They match just a little of what I have learned.	17	3	16	3	16	7	37	6	32	637	15	9	27	39	24	639	13	8	31	36	26	638
D. There is no match.	4	1	25	1	25	1	25	1	25	639	3	33	17	17	33	642	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	57	2	3	21	32	26	40	16	25	637	46	5	38	37	20	640	32	7	40	34	20	640
B. about the same as my regular schoolwork	32	4	11	7	19	18	50	7	19	639	41	6	34	37	23	638	56	13	42	30	15	644
C. easier than my regular schoolwork	11	5	38	3	23	1	8	4	31	648	12	30	37	11	22	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.	64	4	5	18	25	32	44	19	26	637	55	5	36	38	21	639	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	33	7	18	11	29	12	32	8	21	642	40	13	36	27	24	640	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	67	1	33	0	0	640	5	9	45	36	9	643	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	3	0	0	0	0	0	0	3	100	624	3	0	17	0	83	628	6	8	29	29	34	635
B. 30–45 minutes	35	1	3	8	21	17	44	13	33	634	38	4	31	37	28	636	33	10	37	34	19	641
C. 45–60 minutes	58	10	15	21	32	26	39	9	14	643	54	13	41	34	13	644	45	15	44	29	12	645
D. more than 60 minutes	4	0	0	1	20	2	40	2	40	628	5	0	36	27	36	635	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	4	2	40	1	20	0	0	2	40	642	3	33	17	0	50	638	9	14	35	29	22	641
B. two or three days a week	24	5	19	5	19	10	37	7	26	641	17	14	31	28	28	640	26	15	40	30	16	644
C. two or three times each month	48	3	6	19	35	20	37	12	22	638	40	7	37	36	20	639	31	13	43	30	14	644
D. never or almost never	24	0	0	6	22	15	56	6	22	636	41	5	40	36	19	640	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	1	8	3	23	3	23	6	46	636	11	4	35	26	35	637	17	8	35	33	24	639
B. two or three days a week	32	4	11	12	32	15	41	6	16	641	24	8	33	40	19	640	28	13	42	30	15	643
C. two or three times each month	32	4	11	10	28	15	42	7	19	640	36	6	43	34	17	641	31	15	43	30	13	645
D. never or almost never	25	2	7	6	21	12	43	8	29	635	30	13	33	31	23	640	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	50	0	50	643						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	640	33	0	0	100	0	640						

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