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:	11811437
SAU:	Windham School Department
School:	Windham 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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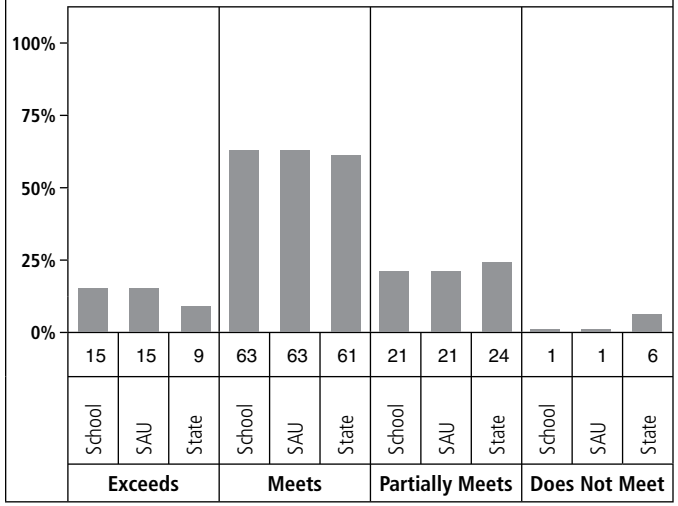
SUMMARY OF SCORES

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

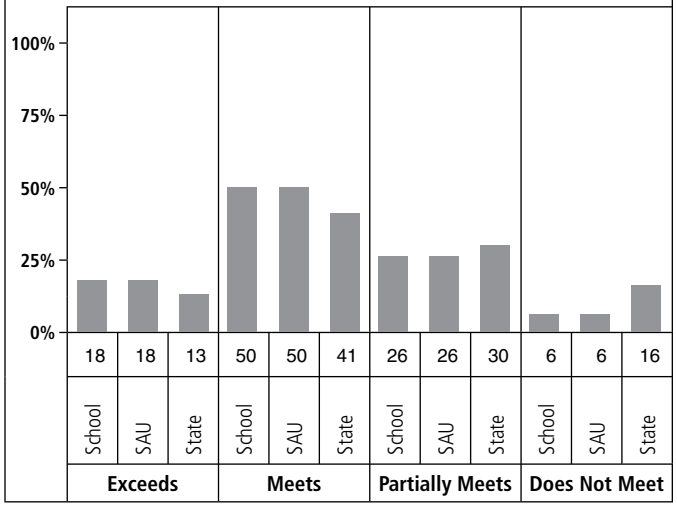
Summary of School, SAU, and State Scores

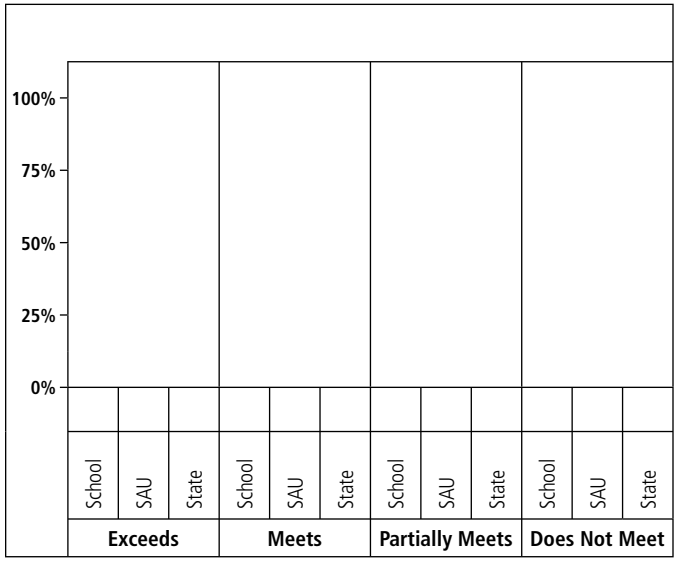
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	648	648	648
2008–2009	**650**	**650**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	646	646	643
2007–2008	642	642	642
2008–2009	**649**	**649**	**643**
Cum. Avg.*	646	646	643

ELA – READING



MATHEMATICS





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Windham School Department
School: Windham 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	204	100	204	100	14251	100	203	100	203	100	14150	99	203	100	203	100	14156	100						
Ethnicity African American/Black	5	2	5	2	421	3	5	100	5	100	412	98	5	100	5	100	415	99						
American Indian or Native Alaskan	1	0	1	0	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	1	0	1	0	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	3	1	3	1	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	194	95	194	95	13309	93	193	99	193	99	13224	100	193	99	193	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	31	15	31	15	2468	17	31	100	31	100	2423	99	31	100	31	100	2426	99						
Current LEP	2	1	2	1	341	2	2	100	2	100	330	97	2	100	2	100	338	99						
Economically disadvantaged	54	26	54	26	5780	41	53	98	53	98	5724	99	53	98	53	98	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	170	83	170	83	11369	80	172	84	172	84	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	3	2	3	2	371	3						
LEP	2	1	2	1	167	1	2	1	2	1	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	32	16	32	16	2594	18	30	15	30	15	2605	18						
Identified disability (PET/IEP)	29	91	29	91	1881	73	27	90	27	90	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	3	9	3	9	519	20	3	10	3	10	532	20						
Participation through alternate assessment (PAAP)	1	0	1	0	187	1	1	0	1	0	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	1	0	1	0	75	1	1	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:	Windham School Department
School:	Windham 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	6	3	6	3	1132	8
	2007-2008	27	12	27	12	1817	13
	2008-2009	**30**	**15**	**30**	**15**	**1309**	**9**
	Cum. Total*	63	10	63	10	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	111	59	111	59	8127	57
	2007-2008	132	58	132	58	8072	57
	2008-2009	**128**	**63**	**128**	**63**	**8564**	**61**
	Cum. Total*	371	60	371	60	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	56	30	56	30	3549	25
	2007-2008	59	26	59	26	3194	23
	2008-2009	**42**	**21**	**42**	**21**	**3291**	**24**
	Cum. Total*	157	25	157	25	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	14	7	14	7	1478	10
	2007-2008	9	4	9	4	981	7
	2008-2009	**2**	**1**	**2**	**1**	**799**	**6**
	Cum. Total*	25	4	25	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**56**	**100**	36.2	64.6	36.2	64.6	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.9	64.5	12.9	64.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.3	64.7	23.3	64.7	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: Windham School Department
School: Windham 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	202	30	15	128	63	42	21	2	1	650	202	15	63	21	1	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	5	1	20	2	40	2	40	0	0	644	5	20	40	40	0	644	403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	192	29	15	122	64	39	20	2	1	650	192	15	64	20	1	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	30	0	0	13	43	17	57	0	0	642	30	0	43	57	0	642	2236	1	30	48	22	637
No	172	30	17	115	67	25	15	2	1	651	172	17	67	15	1	651	11727	11	67	19	3	649
Current LEP																						
Yes	2										2						322	2	39	37	21	638
No	200	30	15	126	63	42	21	2	1	650	200	15	63	21	1	650	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	52	4	8	24	46	22	42	2	4	645	52	8	46	42	4	645	5617	4	54	33	9	643
No	150	26	17	104	69	20	13	0	0	652	150	17	69	13	0	652	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	202	30	15	128	63	42	21	2	1	650	202	15	63	21	1	650	13959	9	61	24	6	647
Gender																						
Female	80	16	20	49	61	14	18	1	1	651	80	20	61	18	1	651	6743	13	63	20	4	649
Male	122	14	11	79	65	28	23	1	1	649	122	11	65	23	1	649	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1408	4	41	43	12	641
No	201	30	15	128	64	41	20	2	1	650	201	15	64	20	1	650	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	202	30	15	128	63	42	21	2	1	650	202	15	63	21	1	650	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: Windham School Department
School: Windham 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	3	0	0	2	29	5	71	0	0	642	3	0	29	71	0	642	6	5	47	32	16	642
B. less than one hour	70	19	13	96	68	25	18	2	1	650	70	13	68	18	1	650	59	9	62	24	5	647
C. one to two hours	25	10	20	28	56	12	24	0	0	650	25	20	56	24	0	650	32	11	64	21	4	648
D. more than two hours	1	1	33	2	67	0	0	0	0	655	1	33	67	0	0	655	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	16	28	36	62	6	10	0	0	655	29	28	62	10	0	655	31	17	66	14	3	651
B. good	56	13	12	76	68	22	20	0	0	650	56	12	68	20	0	650	48	8	64	23	5	647
C. fair	14	1	4	13	48	11	41	2	7	643	14	4	48	41	7	643	18	2	48	40	10	641
D. poor	2	0	0	0	0	3	100	0	0	636	2	0	0	100	0	636	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.	40	15	19	49	60	16	20	1	1	651	40	19	60	20	1	651	38	13	65	18	3	650
B. They match some of what I have learned.	48	12	13	67	70	16	17	1	1	650	48	13	70	17	1	650	49	8	63	24	5	647
C. They match just a little of what I have learned.	11	2	9	12	52	9	39	0	0	648	11	9	52	39	0	648	10	5	48	36	11	642
D. There is no match.	1	1	50	0	0	1	50	0	0	651	1	50	0	50	0	651	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	2	5	27	68	10	25	1	3	649	20	5	68	25	3	649	16	7	52	30	11	644
B. about the same as my regular schoolwork	64	18	14	81	64	27	21	1	1	650	64	14	64	21	1	650	66	10	64	22	4	648
C. easier than my regular schoolwork	17	10	30	18	55	5	15	0	0	654	17	30	55	15	0	654	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.	14	1	4	14	52	12	44	0	0	644	14	4	52	44	0	644	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	53	11	10	68	64	26	25	1	1	649	53	10	64	25	1	649	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	18	27	43	65	4	6	1	2	655	33	27	65	6	2	655	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	11	11	61	63	24	25	1	1	649	49	11	63	25	1	649	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	50	18	18	64	65	16	16	1	1	651	50	18	65	16	1	651	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	25	2	50	1	25	0	0	653	2	25	50	25	0	653	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	17	9	26	20	57	6	17	0	0	654	17	26	57	17	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	58	16	14	80	68	20	17	1	1	650	58	14	68	17	1	650	49	10	64	22	4	648
C. less than 20 minutes	12	2	8	15	63	7	29	0	0	647	12	8	63	29	0	647	11	6	58	29	7	645
D. I rarely read at home.	13	3	12	13	50	9	35	1	4	646	13	12	50	35	4	646	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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:	Windham School Department
School:	Windham 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	29	16	29	16	2092	15
	2007-2008	18	8	18	8	1474	10
	2008-2009	**37**	**18**	**37**	**18**	**1807**	**13**
	Cum. Total*	84	14	84	14	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	86	46	86	46	5731	40
	2007-2008	100	44	100	44	6008	43
	2008-2009	**101**	**50**	**101**	**50**	**5662**	**41**
	Cum. Total*	287	47	287	47	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	52	28	52	28	4175	29
	2007-2008	75	33	75	33	4244	30
	2008-2009	**52**	**26**	**52**	**26**	**4219**	**30**
	Cum. Total*	179	29	179	29	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	20	11	20	11	2308	16
	2007-2008	34	15	34	15	2346	17
	2008-2009	**12**	**6**	**12**	**6**	**2290**	**16**
	Cum. Total*	66	11	66	11	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**56**	**100**	34.4	61.4	34.4	61.4	30.6	54.6
A. Number	**18**	**32**	11.6	64.4	11.6	64.4	10.3	57.2
B. Data	**12**	**21**	7.6	63.3	7.6	63.3	6.6	55.0
C. Geometry	**14**	**25**	7.9	56.4	7.9	56.4	7.3	52.1
D. Algebra	**12**	**21**	7.3	60.8	7.3	60.8	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: Windham School Department
School: Windham 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	202	37	18	101	50	52	26	12	6	649	202	18	50	26	6	649	13978	13	41	30	16	643
Ethnicity																						
African American/Black	5	0	0	1	20	4	80	0	0	634	5	0	20	80	0	634	406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	192	36	19	96	50	48	25	12	6	649	192	19	50	25	6	649	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	30	3	10	10	33	10	33	7	23	639	30	10	33	33	23	639	2248	3	18	33	46	629
No	172	34	20	91	53	42	24	5	3	650	172	20	53	24	3	650	11730	15	45	30	11	646
Current LEP																						
Yes	2										2						331	3	22	35	40	631
No	200	37	19	100	50	51	26	12	6	649	200	19	50	26	6	649	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	52	2	4	20	38	24	46	6	12	642	52	4	38	46	12	642	5620	6	33	37	25	637
No	150	35	23	81	54	28	19	6	4	651	150	23	54	19	4	651	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	202	37	18	101	50	52	26	12	6	649	202	18	50	26	6	649	13974	13	41	30	16	643
Gender																						
Female	80	8	10	42	53	24	30	6	8	646	80	10	53	30	8	646	6738	12	40	32	16	642
Male	122	29	24	59	48	28	23	6	5	650	122	24	48	23	5	650	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1410	3	24	41	32	634
No	201	37	18	101	50	51	25	12	6	649	201	18	50	25	6	649	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	202	37	18	101	50	52	26	12	6	649	202	18	50	26	6	649	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: Windham School Department
School: Windham 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	3	0	0	1	14	4	57	2	29	635	3	0	14	57	29	635	6	7	32	28	32	636
B. less than one hour	70	24	17	78	55	34	24	6	4	649	70	17	55	24	4	649	59	13	41	30	16	643
C. one to two hours	25	13	26	19	38	14	28	4	8	650	25	26	38	28	8	650	32	14	41	31	14	644
D. more than two hours	1	0	0	3	100	0	0	0	0	653	1	0	100	0	0	653	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	24	39	31	51	4	7	2	3	657	30	39	51	7	3	657	30	27	45	18	9	651
B. good	50	13	13	56	55	27	27	5	5	648	50	13	55	27	5	648	46	9	45	31	15	643
C. fair	17	0	0	13	37	19	54	3	9	639	17	0	37	54	9	639	20	2	29	43	26	635
D. poor	2	0	0	1	25	2	50	1	25	633	2	0	25	50	25	633	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.	43	16	18	50	57	16	18	5	6	650	43	18	57	18	6	650	35	18	42	27	13	646
B. They match some of what I have learned.	50	17	17	50	50	30	30	4	4	648	50	17	50	30	4	648	50	11	43	31	15	643
C. They match just a little of what I have learned.	6	4	31	1	8	6	46	2	15	647	6	31	8	46	15	647	13	8	31	36	26	638
D. There is no match.	0	0	0	0	0	0	0	1	100	622	0	0	0	0	100	622	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	23	2	4	18	40	21	47	4	9	642	23	4	40	47	9	642	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	19	17	61	54	28	25	6	5	648	57	17	54	25	5	648	56	13	42	30	15	644
C. easier than my regular schoolwork	21	15	37	21	51	3	7	2	5	656	21	37	51	7	5	656	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.	47	14	15	44	47	31	33	4	4	647	47	15	47	33	4	647	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	49	19	20	54	56	18	19	6	6	650	49	20	56	19	6	650	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	5	4	40	3	30	3	30	0	0	655	5	40	30	30	0	655	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	2	29	4	57	1	14	635	3	0	29	57	14	635	6	8	29	29	34	635
B. 30–45 minutes	13	3	11	7	26	13	48	4	15	639	13	11	26	48	15	639	33	10	37	34	19	641
C. 45–60 minutes	49	15	15	54	55	23	23	6	6	649	49	15	55	23	6	649	45	15	44	29	12	645
D. more than 60 minutes	35	19	27	38	54	12	17	1	1	653	35	27	54	17	1	653	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	13	1	13	4	50	2	25	639	4	13	13	50	25	639	9	14	35	29	22	641
B. two or three days a week	24	2	4	27	55	16	33	4	8	643	24	4	55	33	8	643	26	15	40	30	16	644
C. two or three times each month	51	21	20	52	50	25	24	5	5	650	51	20	50	24	5	650	31	13	43	30	14	644
D. never or almost never	20	13	32	21	51	6	15	1	2	654	20	32	51	15	2	654	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	8	42	10	53	1	5	640	9	0	42	53	5	640	17	8	35	33	24	639
B. two or three days a week	33	11	17	36	55	14	21	5	8	648	33	17	55	21	8	648	28	13	42	30	15	643
C. two or three times each month	39	20	25	39	49	16	20	4	5	651	39	25	49	20	5	651	31	15	43	30	13	645
D. never or almost never	18	6	16	18	49	11	30	2	5	650	18	16	49	30	5	650	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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