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:	11831442
SAU:	Winslow Schools
School:	Winslow Junior High 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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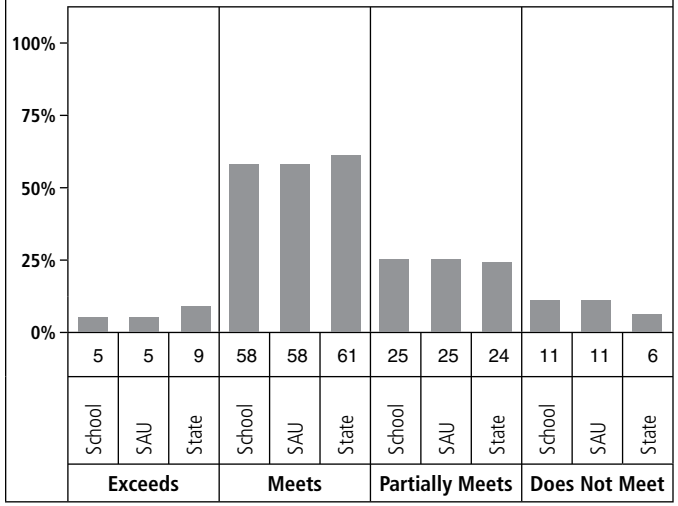
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Winslow Schools
School: Winslow Junior High School

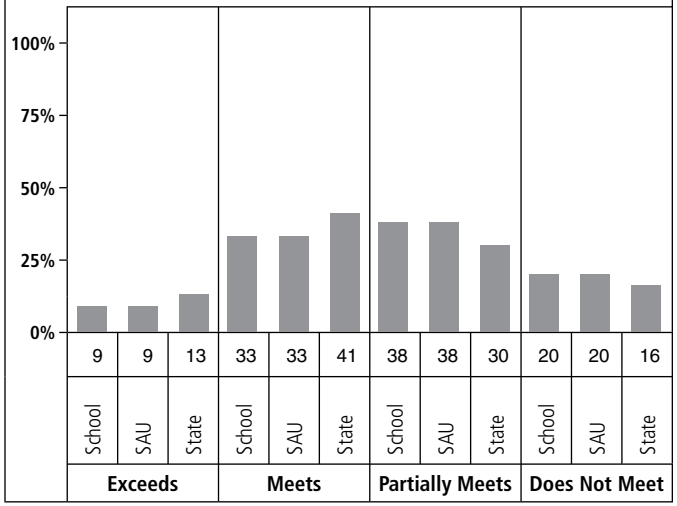
Summary of School, SAU, and State Scores

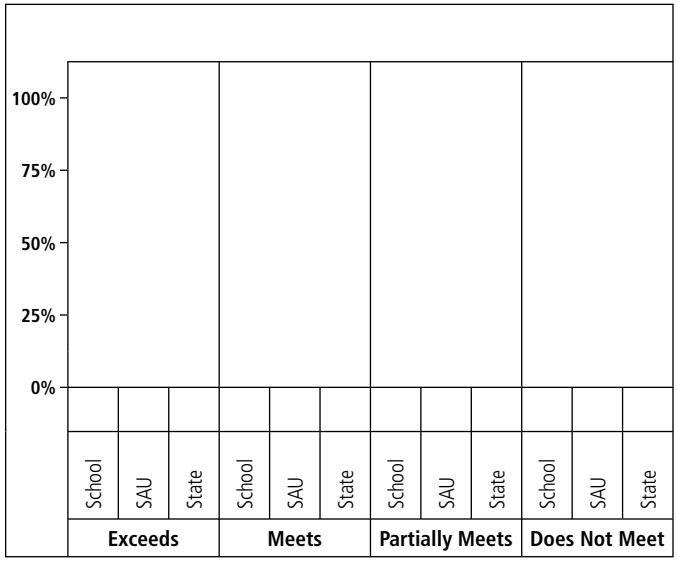
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	646	646	648
2008–2009	**644**	**644**	**647**
Cum. Avg.*	645	645	647
Mathematics			
2006–2007	643	643	643
2007–2008	639	639	642
2008–2009	**640**	**640**	**643**
Cum. Avg.*	640	640	643

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: Winslow Schools
School: Winslow Junior High School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	94	100	94	100	14251	100	92	98	92	98	14150	99	94	100	94	100	14156	100						
Ethnicity African American/Black	2	2	2	2	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	2	2	2	2	181	1	1	50	1	50	177	98	2	100	2	100	178	99						
Caucasian/White	90	96	90	96	13309	93	89	99	89	99	13224	100	90	100	90	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	14	15	14	15	2468	17	13	93	13	93	2423	99	14	100	14	100	2426	99						
Current LEP	2	2	2	2	341	2	1	50	1	50	330	97	2	100	2	100	338	99						
Economically disadvantaged	30	32	30	32	5780	41	30	100	30	100	5724	99	30	100	30	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	80	85	80	85	11369	80	81	86	81	86	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	1	1	1	1	167	1	2	2	2	2	170	1						
504 plan	1	1	1	1	172	2	1	1	1	1	175	2						
Participation with accommodations	11	12	11	12	2594	18	12	13	12	13	2605	18						
Identified disability (PET/IEP)	11	100	11	100	1881	73	12	100	12	100	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	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	1	1	1	1	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	2	2	2	2	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: Winslow Schools
School: Winslow Junior High 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	7	5	7	1132	8
	2007-2008	11	10	11	10	1817	13
	2008-2009	**5**	**5**	**5**	**5**	**1309**	**9**
	Cum. Total*	21	8	21	8	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	40	56	40	56	8127	57
	2007-2008	57	54	57	54	8072	57
	2008-2009	**53**	**58**	**53**	**58**	**8564**	**61**
	Cum. Total*	150	56	150	56	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	14	20	14	20	3549	25
	2007-2008	23	22	23	22	3194	23
	2008-2009	**23**	**25**	**23**	**25**	**3291**	**24**
	Cum. Total*	60	22	60	22	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	12	17	12	17	1478	10
	2007-2008	14	13	14	13	981	7
	2008-2009	**10**	**11**	**10**	**11**	**799**	**6**
	Cum. Total*	36	13	36	13	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**	31.5	56.3	31.5	56.3	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.1	55.5	11.1	55.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	20.4	56.7	20.4	56.7	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: Winslow Schools
School: Winslow Junior High 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	91	5	5	53	58	23	25	10	11	644	91	5	58	25	11	644	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	88	5	6	52	59	21	24	10	11	644	88	6	59	24	11	644	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	3	25	4	33	5	42	633	12	0	25	33	42	633	2236	1	30	48	22	637
No	79	5	6	50	63	19	24	5	6	646	79	6	63	24	6	646	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	90	5	6	53	59	22	24	10	11	644	90	6	59	24	11	644	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	29	0	0	16	55	9	31	4	14	641	29	0	55	31	14	641	5617	4	54	33	9	643
No	62	5	8	37	60	14	23	6	10	646	62	8	60	23	10	646	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	91	5	5	53	58	23	25	10	11	644	91	5	58	25	11	644	13959	9	61	24	6	647
Gender																						
Female	42	2	5	26	62	13	31	1	2	647	42	5	62	31	2	647	6743	13	63	20	4	649
Male	49	3	6	27	55	10	20	9	18	642	49	6	55	20	18	642	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	91	5	5	53	58	23	25	10	11	644	91	5	58	25	11	644	12555	10	64	21	5	648
Gifted/talented program																						
Yes	10	4	40	6	60	0	0	0	0	661	10	40	60	0	0	661	636	39	59	2	0	659
No	81	1	1	47	58	23	28	10	12	642	81	1	58	28	12	642	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: Winslow Schools
School: Winslow Junior High 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	33	2	67	0	0	641	3	0	33	67	0	641	6	5	47	32	16	642
B. less than one hour	53	5	10	26	54	12	25	5	10	646	53	10	54	25	10	646	59	9	62	24	5	647
C. one to two hours	36	0	0	22	67	8	24	3	9	644	36	0	67	24	9	644	32	11	64	21	4	648
D. more than two hours	8	0	0	4	57	1	14	2	29	637	8	0	57	14	29	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	4	14	13	45	10	34	2	7	647	32	14	45	34	7	647	31	17	66	14	3	651
B. good	49	1	2	30	68	7	16	6	14	644	49	2	68	16	14	644	48	8	64	23	5	647
C. fair	19	0	0	10	59	5	29	2	12	640	19	0	59	29	12	640	18	2	48	40	10	641
D. poor	0										0						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.	30	2	7	18	67	5	19	2	7	648	30	7	67	19	7	648	38	13	65	18	3	650
B. They match some of what I have learned.	58	1	2	29	55	16	30	7	13	642	58	2	55	30	13	642	49	8	63	24	5	647
C. They match just a little of what I have learned.	12	2	18	6	55	2	18	1	9	645	12	18	55	18	9	645	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	2	13	5	31	5	31	4	25	639	18	13	31	31	25	639	16	7	52	30	11	644
B. about the same as my regular schoolwork	70	3	5	42	66	16	25	3	5	646	70	5	66	25	5	646	66	10	64	22	4	648
C. easier than my regular schoolwork	12	0	0	6	55	2	18	3	27	641	12	0	55	18	27	641	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.	11	0	0	3	30	3	30	4	40	634	11	0	30	30	40	634	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	60	2	4	33	62	15	28	3	6	645	60	4	62	28	6	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	29	3	12	16	62	5	19	2	8	648	29	12	62	19	8	648	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.	28	2	8	13	52	8	32	2	8	643	28	8	52	32	8	643	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	68	3	5	39	64	13	21	6	10	646	68	5	64	21	10	646	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	1	25	2	50	1	25	637	4	0	25	50	25	637	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	19	4	24	10	59	2	12	1	6	652	19	24	59	12	6	652	23	15	65	16	4	650
B. 20 minutes to an hour	37	0	0	20	59	11	32	3	9	643	37	0	59	32	9	643	49	10	64	22	4	648
C. less than 20 minutes	18	1	6	10	63	2	13	3	19	643	18	6	63	13	19	643	11	6	58	29	7	645
D. I rarely read at home.	26	0	0	13	54	8	33	3	13	641	26	0	54	33	13	641	17	2	51	36	11	642
Optional school/SAU question																						
A.	33	0	0	0	0	2	100	0	0	637	33	0	0	100	0	637						
B.	33	0	0	0	0	2	100	0	0	638	33	0	0	100	0	638						
C.	17	0	0	0	0	0	0	1	100	610	17	0	0	0	100	610						
D.	17	0	0	0	0	1	100	0	0	640	17	0	0	100	0	640						

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:	Winslow Schools
School:	Winslow Junior High 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	14	10	14	2092	15
	2007-2008	8	8	8	8	1474	10
	2008-2009	**8**	**9**	**8**	**9**	**1807**	**13**
	Cum. Total*	26	10	26	10	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	30	42	30	42	5731	40
	2007-2008	37	35	37	35	6008	43
	2008-2009	**31**	**33**	**31**	**33**	**5662**	**41**
	Cum. Total*	98	36	98	36	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	16	23	16	23	4175	29
	2007-2008	35	33	35	33	4244	30
	2008-2009	**35**	**38**	**35**	**38**	**4219**	**30**
	Cum. Total*	86	32	86	32	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	15	21	15	21	2308	16
	2007-2008	25	24	25	24	2346	17
	2008-2009	**19**	**20**	**19**	**20**	**2290**	**16**
	Cum. Total*	59	22	59	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**	28.1	50.2	28.1	50.2	30.6	54.6
A. Number	**18**	**32**	8.7	48.3	8.7	48.3	10.3	57.2
B. Data	**12**	**21**	6.5	54.2	6.5	54.2	6.6	55.0
C. Geometry	**14**	**25**	6.7	47.9	6.7	47.9	7.3	52.1
D. Algebra	**12**	**21**	6.2	51.7	6.2	51.7	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: Winslow Schools
School: Winslow Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	93	8	9	31	33	35	38	19	20	640	93	9	33	38	20	640	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	2										2						175	5	31	41	23	638
Caucasian/White	89	8	9	30	34	34	38	17	19	640	89	9	34	38	19	640	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	5	38	6	46	628	13	0	15	38	46	628	2248	3	18	33	46	629
No	80	8	10	29	36	30	38	13	16	642	80	10	36	38	16	642	11730	15	45	30	11	646
Current LEP																						
Yes	2										2						331	3	22	35	40	631
No	91	8	9	30	33	35	38	18	20	640	91	9	33	38	20	640	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	29	0	0	7	24	13	45	9	31	632	29	0	24	45	31	632	5620	6	33	37	25	637
No	64	8	13	24	38	22	34	10	16	643	64	13	38	34	16	643	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	93	8	9	31	33	35	38	19	20	640	93	9	33	38	20	640	13974	13	41	30	16	643
Gender																						
Female	42	4	10	15	36	16	38	7	17	641	42	10	36	38	17	641	6738	12	40	32	16	642
Male	51	4	8	16	31	19	37	12	24	638	51	8	31	37	24	638	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	93	8	9	31	33	35	38	19	20	640	93	9	33	38	20	640	12568	14	42	29	15	644
Gifted/talented program																						
Yes	10	7	70	3	30	0	0	0	0	668	10	70	30	0	0	668	637	65	32	3	0	665
No	83	1	1	28	34	35	42	19	23	636	83	1	34	42	23	636	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: Winslow Schools
School: Winslow Junior High 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	33	2	67	0	0	642	3	0	33	67	0	642	6	7	32	28	32	636
B. less than one hour	52	7	15	16	33	18	38	7	15	643	52	15	33	38	15	643	59	13	41	30	16	643
C. one to two hours	37	1	3	13	38	10	29	10	29	637	37	3	38	29	29	637	32	14	41	31	14	644
D. more than two hours	8	0	0	1	14	5	71	1	14	633	8	0	14	71	14	633	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	7	16	14	33	16	37	6	14	644	47	16	33	37	14	644	30	27	45	18	9	651
B. good	40	1	3	16	43	12	32	8	22	639	40	3	43	32	22	639	46	9	45	31	15	643
C. fair	12	0	0	1	9	6	55	4	36	631	12	0	9	55	36	631	20	2	29	43	26	635
D. poor	1	0	0	0	0	1	100	0	0	636	1	0	0	100	0	636	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.	40	5	14	12	32	15	41	5	14	643	40	14	32	41	14	643	35	18	42	27	13	646
B. They match some of what I have learned.	47	3	7	18	42	14	33	8	19	641	47	7	42	33	19	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	12	0	0	1	9	6	55	4	36	630	12	0	9	55	36	630	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	0	0	1	100	620	1	0	0	0	100	620	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	37	1	3	11	33	13	39	8	24	637	37	3	33	39	24	637	32	7	40	34	20	640
B. about the same as my regular schoolwork	45	3	8	16	40	15	38	6	15	641	45	8	40	38	15	641	56	13	42	30	15	644
C. easier than my regular schoolwork	18	4	25	3	19	6	38	3	19	645	18	25	19	38	19	645	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.	39	3	9	9	26	14	41	8	24	638	39	9	26	41	24	638	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	57	5	10	21	42	17	34	7	14	643	57	10	42	34	14	643	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	25	2	50	1	25	634	5	0	25	50	25	634	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	13	0	0	4	33	5	42	3	25	634	13	0	33	42	25	634	6	8	29	29	34	635
B. 30–45 minutes	52	6	13	19	40	14	30	8	17	643	52	13	40	30	17	643	33	10	37	34	19	641
C. 45–60 minutes	19	2	12	6	35	6	35	3	18	643	19	12	35	35	18	643	45	15	44	29	12	645
D. more than 60 minutes	16	0	0	2	13	9	60	4	27	633	16	0	13	60	27	633	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	0	0	1	100	620	1	0	0	0	100	620	9	14	35	29	22	641
B. two or three days a week	9	0	0	0	0	5	63	3	38	628	9	0	0	63	38	628	26	15	40	30	16	644
C. two or three times each month	18	2	12	3	18	6	35	6	35	636	18	12	18	35	35	636	31	13	43	30	14	644
D. never or almost never	72	6	9	28	42	24	36	8	12	643	72	9	42	36	12	643	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	5	26	8	42	6	32	632	21	0	26	42	32	632	17	8	35	33	24	639
B. two or three days a week	16	0	0	4	27	7	47	4	27	635	16	0	27	47	27	635	28	13	42	30	15	643
C. two or three times each month	32	0	0	12	41	11	38	6	21	638	32	0	41	38	21	638	31	15	43	30	13	645
D. never or almost never	32	8	28	10	34	9	31	2	7	649	32	28	34	31	7	649	23	14	39	30	17	643
Optional school/SAU question																						
A.	33	0	0	0	0	1	50	1	50	630	33	0	0	50	50	630						
B.	33	0	0	0	0	2	100	0	0	635	33	0	0	100	0	635						
C.	17	0	0	0	0	0	0	1	100	620	17	0	0	0	100	620						
D.	17	0	0	0	0	1	100	0	0	628	17	0	0	100	0	628						

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