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:	11961465
SAU:	MSAD 01
School:	Presque Isle 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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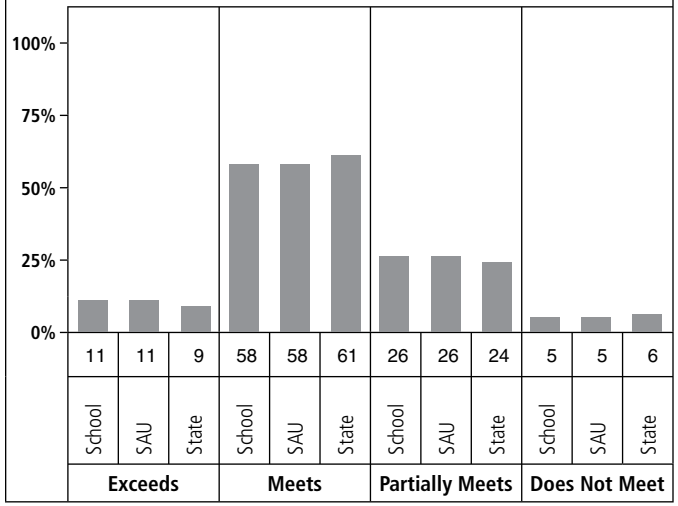
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 01
School: Presque Isle Middle School

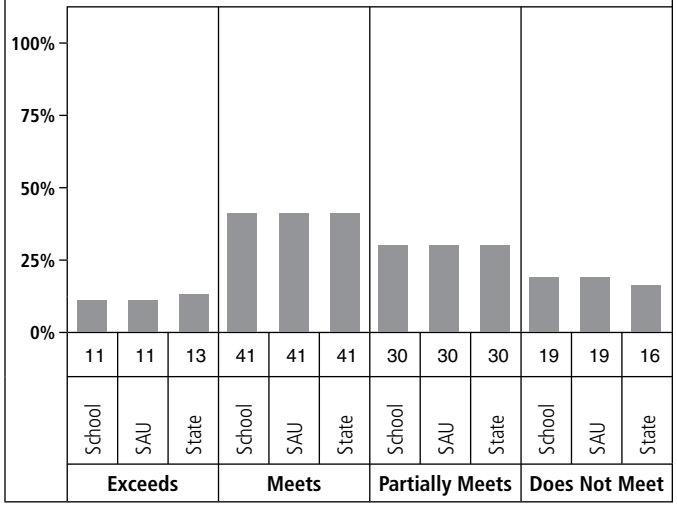
Summary of School, SAU, and State Scores

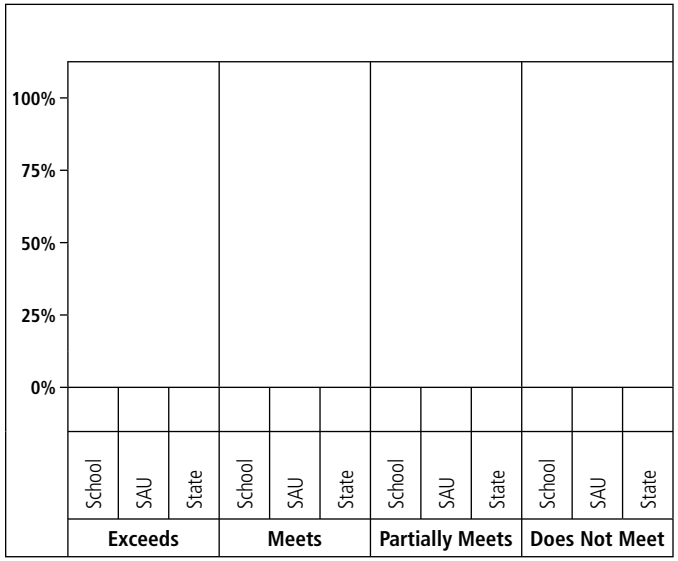
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	648	648	646
2007–2008	649	649	648
2008–2009	**647**	**647**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	643	643	643
2007–2008	644	644	642
2008–2009	**641**	**641**	**643**
Cum. Avg.*	643	643	643

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: MSAD 01
School: Presque Isle 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	152	100	152	100	14251	100	152	100	152	100	14150	99	152	100	152	100	14156	100						
Ethnicity African American/Black	2	1	2	1	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	2	1	2	1	128	1	2	100	2	100	127	99	2	100	2	100	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	1	2	1	181	1	2	100	2	100	177	98	2	100	2	100	178	99						
Caucasian/White	146	96	146	96	13309	93	146	100	146	100	13224	100	146	100	146	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	29	19	29	19	2468	17	29	100	29	100	2423	99	29	100	29	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	77	51	77	51	5780	41	77	100	77	100	5724	99	77	100	77	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	109	72	109	72	11369	80	109	72	109	72	11373	80						
Identified disability (PET/IEP)	3	3	3	3	355	3	3	3	3	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	42	28	42	28	2594	18	42	28	42	28	2605	18						
Identified disability (PET/IEP)	25	60	25	60	1881	73	25	60	25	60	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	17	40	17	40	519	20	17	40	17	40	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	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:	MSAD 01
School:	Presque Isle 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	14	11	14	11	1132	8
	2007-2008	21	14	21	14	1817	13
	2008-2009	**17**	**11**	**17**	**11**	**1309**	**9**
	Cum. Total*	52	12	52	12	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	78	59	78	59	8127	57
	2007-2008	86	57	86	57	8072	57
	2008-2009	**87**	**58**	**87**	**58**	**8564**	**61**
	Cum. Total*	251	58	251	58	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	33	25	33	25	3549	25
	2007-2008	38	25	38	25	3194	23
	2008-2009	**39**	**26**	**39**	**26**	**3291**	**24**
	Cum. Total*	110	25	110	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	7	5	7	5	1478	10
	2007-2008	7	5	7	5	981	7
	2008-2009	**8**	**5**	**8**	**5**	**799**	**6**
	Cum. Total*	22	5	22	5	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**	33.7	60.2	33.7	60.2	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.8	59.0	11.8	59.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.9	60.8	21.9	60.8	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: MSAD 01
School: Presque Isle 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	151	17	11	87	58	39	26	8	5	647	151	11	58	26	5	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	2										2						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	2										2						174	5	55	33	7	644
Caucasian/White	145	17	12	85	59	35	24	8	6	647	145	12	59	24	6	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	8	29	14	50	6	21	637	28	0	29	50	21	637	2236	1	30	48	22	637
No	123	17	14	79	64	25	20	2	2	649	123	14	64	20	2	649	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	151	17	11	87	58	39	26	8	5	647	151	11	58	26	5	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	76	4	5	41	54	25	33	6	8	644	76	5	54	33	8	644	5617	4	54	33	9	643
No	75	13	17	46	61	14	19	2	3	650	75	17	61	19	3	650	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	151	17	11	87	58	39	26	8	5	647	151	11	58	26	5	647	13959	9	61	24	6	647
Gender																						
Female	84	12	14	54	64	15	18	3	4	649	84	14	64	18	4	649	6743	13	63	20	4	649
Male	67	5	7	33	49	24	36	5	7	645	67	7	49	36	7	645	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	0	0	22	44	25	50	3	6	640	50	0	44	50	6	640	1408	4	41	43	12	641
No	101	17	17	65	64	14	14	5	5	650	101	17	64	14	5	650	12555	10	64	21	5	648
Gifted/talented program																						
Yes	4										4						636	39	59	2	0	659
No	147	17	12	84	57	38	26	8	5	647	147	12	57	26	5	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: MSAD 01
School: Presque Isle 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	5	2	25	2	25	4	50	0	0	646	5	25	25	50	0	646	6	5	47	32	16	642
B. less than one hour	59	13	15	51	57	20	22	5	6	648	59	15	57	22	6	648	59	9	62	24	5	647
C. one to two hours	30	1	2	29	63	14	30	2	4	645	30	2	63	30	4	645	32	11	64	21	4	648
D. more than two hours	5	1	13	5	63	1	13	1	13	644	5	13	63	13	13	644	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	9	18	28	55	11	22	3	6	650	34	18	55	22	6	650	31	17	66	14	3	651
B. good	40	6	10	36	60	14	23	4	7	647	40	10	60	23	7	647	48	8	64	23	5	647
C. fair	22	1	3	18	55	13	39	1	3	642	22	3	55	39	3	642	18	2	48	40	10	641
D. poor	4	1	17	4	67	1	17	0	0	647	4	17	67	17	0	647	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	9	15	37	61	10	16	5	8	648	40	15	61	16	8	648	38	13	65	18	3	650
B. They match some of what I have learned.	50	6	8	43	57	23	31	3	4	647	50	8	57	31	4	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	1	8	5	42	6	50	0	0	643	8	8	42	50	0	643	10	5	48	36	11	642
D. There is no match.	2	1	33	2	67	0	0	0	0	653	2	33	67	0	0	653	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	7	35	9	45	4	20	0	0	651	13	35	45	20	0	651	16	7	52	30	11	644
B. about the same as my regular schoolwork	73	6	5	69	63	28	25	7	6	646	73	5	63	25	6	646	66	10	64	22	4	648
C. easier than my regular schoolwork	14	4	19	9	43	7	33	1	5	648	14	19	43	33	5	648	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	7	7	47	6	40	1	7	643	10	7	47	40	7	643	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	58	6	7	50	57	25	29	6	7	645	58	7	57	29	7	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	32	10	20	30	61	8	16	1	2	652	32	20	61	16	2	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.	47	6	9	41	59	21	30	2	3	646	47	9	59	30	3	646	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	50	11	15	40	53	18	24	6	8	647	50	15	53	24	8	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	4	100	0	0	0	0	652	3	0	100	0	0	652	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	32	7	15	26	54	13	27	2	4	649	32	15	54	27	4	649	23	15	65	16	4	650
B. 20 minutes to an hour	30	8	18	26	58	8	18	3	7	649	30	18	58	18	7	649	49	10	64	22	4	648
C. less than 20 minutes	10	1	7	10	67	4	27	0	0	645	10	7	67	27	0	645	11	6	58	29	7	645
D. I rarely read at home.	28	1	2	25	58	14	33	3	7	643	28	2	58	33	7	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	646	50	0	100	0	0	646						
C.	50	0	0	1	100	0	0	0	0	646	50	0	100	0	0	646						
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:	MSAD 01
School:	Presque Isle 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	19	15	19	15	2092	15
	2007-2008	22	14	22	14	1474	10
	2008-2009	**16**	**11**	**16**	**11**	**1807**	**13**
	Cum. Total*	57	13	57	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	47	36	47	36	5731	40
	2007-2008	62	41	62	41	6008	43
	2008-2009	**62**	**41**	**62**	**41**	**5662**	**41**
	Cum. Total*	171	39	171	39	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	41	31	41	31	4175	29
	2007-2008	39	26	39	26	4244	30
	2008-2009	**45**	**30**	**45**	**30**	**4219**	**30**
	Cum. Total*	125	29	125	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	24	18	24	18	2308	16
	2007-2008	29	19	29	19	2346	17
	2008-2009	**28**	**19**	**28**	**19**	**2290**	**16**
	Cum. Total*	81	19	81	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**	29.4	52.5	29.4	52.5	30.6	54.6
A. Number	**18**	**32**	9.9	55.0	9.9	55.0	10.3	57.2
B. Data	**12**	**21**	6.6	55.0	6.6	55.0	6.6	55.0
C. Geometry	**14**	**25**	6.8	48.6	6.8	48.6	7.3	52.1
D. Algebra	**12**	**21**	6.1	50.8	6.1	50.8	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: MSAD 01
School: Presque Isle 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	151	16	11	62	41	45	30	28	19	641	151	11	41	30	19	641	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	2										2						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	145	16	11	62	43	40	28	27	19	642	145	11	43	28	19	642	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	3	11	6	21	19	68	624	28	0	11	21	68	624	2248	3	18	33	46	629
No	123	16	13	59	48	39	32	9	7	645	123	13	48	32	7	645	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	151	16	11	62	41	45	30	28	19	641	151	11	41	30	19	641	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	76	4	5	26	34	28	37	18	24	637	76	5	34	37	24	637	5620	6	33	37	25	637
No	75	12	16	36	48	17	23	10	13	646	75	16	48	23	13	646	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	151	16	11	62	41	45	30	28	19	641	151	11	41	30	19	641	13974	13	41	30	16	643
Gender																						
Female	84	9	11	34	40	26	31	15	18	641	84	11	40	31	18	641	6738	12	40	32	16	642
Male	67	7	10	28	42	19	28	13	19	641	67	10	42	28	19	641	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	0	0	10	20	26	52	14	28	633	50	0	20	52	28	633	1410	3	24	41	32	634
No	101	16	16	52	51	19	19	14	14	646	101	16	51	19	14	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	4										4						637	65	32	3	0	665
No	147	13	9	61	41	45	31	28	19	641	147	9	41	31	19	641	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: MSAD 01
School: Presque Isle 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	5	0	0	3	38	2	25	3	38	636	5	0	38	25	38	636	6	7	32	28	32	636
B. less than one hour	59	13	15	42	47	21	24	13	15	644	59	15	47	24	15	644	59	13	41	30	16	643
C. one to two hours	30	2	4	15	33	19	41	10	22	639	30	4	33	41	22	639	32	14	41	31	14	644
D. more than two hours	5	1	13	2	25	3	38	2	25	638	5	13	25	38	25	638	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	11	25	25	57	4	9	4	9	651	29	25	57	9	9	651	30	27	45	18	9	651
B. good	44	4	6	27	41	25	38	10	15	641	44	6	41	38	15	641	46	9	45	31	15	643
C. fair	21	1	3	9	28	13	41	9	28	633	21	3	28	41	28	633	20	2	29	43	26	635
D. poor	6	0	0	1	11	3	33	5	56	626	6	0	11	33	56	626	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.	41	11	18	25	41	18	30	7	11	645	41	18	41	30	11	645	35	18	42	27	13	646
B. They match some of what I have learned.	45	4	6	32	48	17	25	14	21	641	45	6	48	25	21	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	11	1	6	2	13	8	50	5	31	635	11	6	13	50	31	635	13	8	31	36	26	638
D. There is no match.	4	0	0	3	50	1	17	2	33	633	4	0	50	17	33	633	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	30	4	9	21	46	11	24	10	22	640	30	9	46	24	22	640	32	7	40	34	20	640
B. about the same as my regular schoolwork	58	8	9	32	37	31	36	16	18	641	58	9	37	36	18	641	56	13	42	30	15	644
C. easier than my regular schoolwork	12	4	22	9	50	3	17	2	11	647	12	22	50	17	11	647	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.	49	7	10	31	42	20	27	15	21	641	49	10	42	27	21	641	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	47	8	11	28	40	23	33	11	16	642	47	11	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.	5	0	0	3	43	2	29	2	29	635	5	0	43	29	29	635	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	11	1	6	4	25	5	31	6	38	631	11	6	25	31	38	631	6	8	29	29	34	635
B. 30–45 minutes	68	12	12	40	39	34	33	16	16	642	68	12	39	33	16	642	33	10	37	34	19	641
C. 45–60 minutes	20	3	10	18	60	6	20	3	10	646	20	10	60	20	10	646	45	15	44	29	12	645
D. more than 60 minutes	2	0	0	0	0	0	0	3	100	612	2	0	0	0	100	612	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	15	1	5	9	41	9	41	3	14	640	15	5	41	41	14	640	9	14	35	29	22	641
B. two or three days a week	45	5	7	30	44	24	35	9	13	642	45	7	44	35	13	642	26	15	40	30	16	644
C. two or three times each month	26	9	23	17	44	7	18	6	15	648	26	23	44	18	15	648	31	13	43	30	14	644
D. never or almost never	15	1	5	6	27	5	23	10	45	630	15	5	27	23	45	630	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	8	20	11	28	14	35	7	18	643	26	20	28	35	18	643	17	8	35	33	24	639
B. two or three days a week	39	3	5	25	42	18	31	13	22	639	39	5	42	31	22	639	28	13	42	30	15	643
C. two or three times each month	25	2	5	20	53	10	26	6	16	641	25	5	53	26	16	641	31	15	43	30	13	645
D. never or almost never	9	3	21	6	43	3	21	2	14	648	9	21	43	21	14	648	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	640	50	0	0	100	0	640						
C.	50	0	0	1	100	0	0	0	0	648	50	0	100	0	0	648						
D.	0										0											

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