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:	12091530
SAU:	MSAD 15
School:	Gray-New Gloucester Middle Sch

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

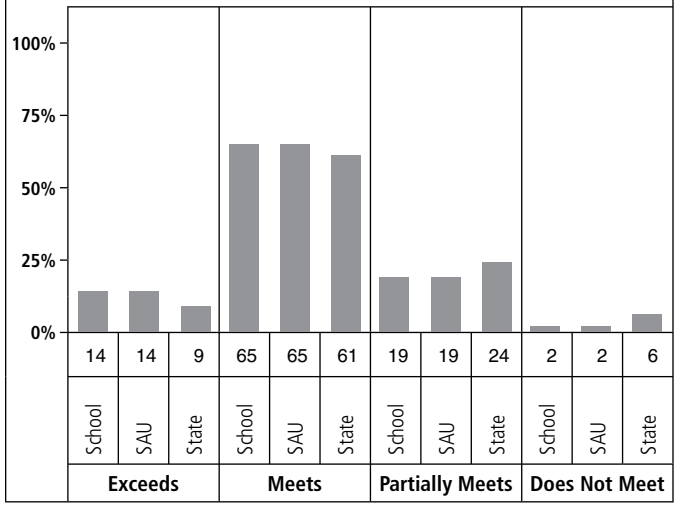
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

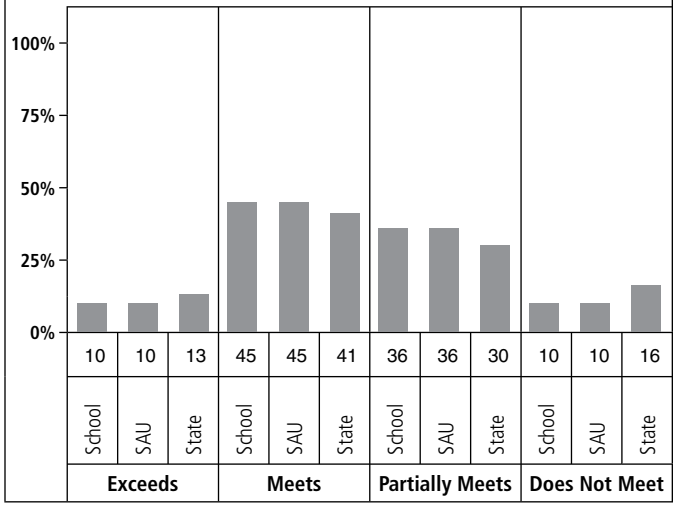
Summary of School, SAU, and State Scores

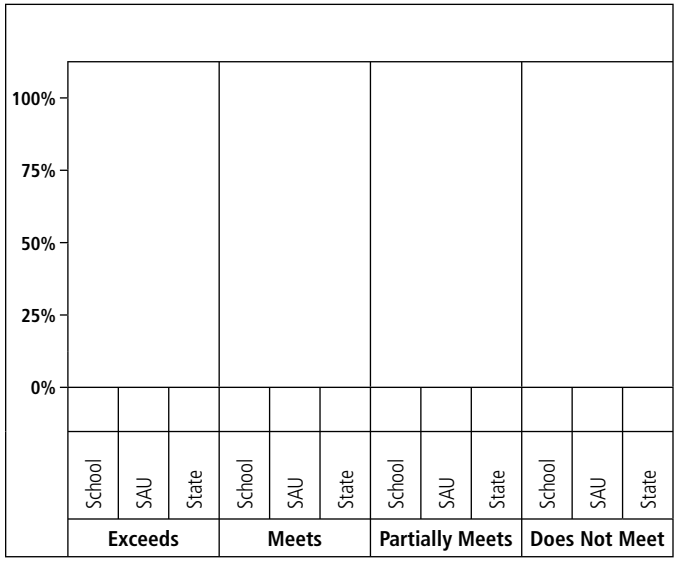
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	650	650	648
2008–2009	**650**	**650**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	640	640	643
2007–2008	641	641	642
2008–2009	**644**	**644**	**643**
Cum. Avg.*	642	642	643

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 15
School: Gray-New Gloucester Middle Sch

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	127	100	127	100	14251	100	126	100	126	100	14150	99	126	100	126	100	14156	100						
Ethnicity African American/Black	1	1	1	1	421	3	1	100	1	100	412	98	1	100	1	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	1	1	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	1	1	1	1	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	124	98	124	98	13309	93	123	100	123	100	13224	100	123	100	123	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	17	13	17	13	2468	17	16	100	16	100	2423	99	16	100	16	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	38	30	38	30	5780	41	38	100	38	100	5724	99	38	100	38	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	86	109	86	11369	80	109	86	109	86	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	3	3	3	3	172	2	3	3	3	3	175	2						
Participation with accommodations	17	13	17	13	2594	18	17	13	17	13	2605	18						
Identified disability (PET/IEP)	15	88	15	88	1881	73	15	88	15	88	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	2	12	2	12	519	20	2	12	2	12	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	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	1	1	1	1	26	0	1	1	1	1	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 15
School:	Gray-New Gloucester Middle Sch

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	8	5	8	5	1132	8
	2007-2008	24	20	24	20	1817	13
	2008-2009	**18**	**14**	**18**	**14**	**1309**	**9**
	Cum. Total*	50	13	50	13	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	80	54	80	54	8127	57
	2007-2008	72	59	72	59	8072	57
	2008-2009	**82**	**65**	**82**	**65**	**8564**	**61**
	Cum. Total*	234	59	234	59	24763	59
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	43	29	43	29	3549	25
	2007-2008	22	18	22	18	3194	23
	2008-2009	**24**	**19**	**24**	**19**	**3291**	**24**
	Cum. Total*	89	22	89	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	18	12	18	12	1478	10
	2007-2008	5	4	5	4	981	7
	2008-2009	**2**	**2**	**2**	**2**	**799**	**6**
	Cum. Total*	25	6	25	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**	36.1	64.5	36.1	64.5	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.0	65.0	13.0	65.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.1	64.2	23.1	64.2	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: MSAD 15
School: Gray-New Gloucester Middle Sch

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	126	18	14	82	65	24	19	2	2	650	126	14	65	19	2	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	123	17	14	81	66	23	19	2	2	650	123	14	66	19	2	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	16	2	13	7	44	7	44	0	0	647	16	13	44	44	0	647	2236	1	30	48	22	637
No	110	16	15	75	68	17	15	2	2	650	110	15	68	15	2	650	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	126	18	14	82	65	24	19	2	2	650	126	14	65	19	2	650	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	38	4	11	23	61	10	26	1	3	647	38	11	61	26	3	647	5617	4	54	33	9	643
No	88	14	16	59	67	14	16	1	1	651	88	16	67	16	1	651	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	126	18	14	82	65	24	19	2	2	650	126	14	65	19	2	650	13959	9	61	24	6	647
Gender																						
Female	57	12	21	37	65	8	14	0	0	652	57	21	65	14	0	652	6743	13	63	20	4	649
Male	69	6	9	45	65	16	23	2	3	648	69	9	65	23	3	648	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	126	18	14	82	65	24	19	2	2	650	126	14	65	19	2	650	12555	10	64	21	5	648
Gifted/talented program																						
Yes	11	6	55	5	45	0	0	0	0	662	11	55	45	0	0	662	636	39	59	2	0	659
No	115	12	10	77	67	24	21	2	2	649	115	10	67	21	2	649	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 15
School: Gray-New Gloucester Middle Sch

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	2	0	0	2	100	0	0	0	0	650	2	0	100	0	0	650	6	5	47	32	16	642
B. less than one hour	65	14	17	51	62	16	20	1	1	651	65	17	62	20	1	651	59	9	62	24	5	647
C. one to two hours	31	4	10	27	69	8	21	0	0	649	31	10	69	21	0	649	32	11	64	21	4	648
D. more than two hours	2	0	0	2	67	0	0	1	33	637	2	0	67	0	33	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	30	11	30	24	65	2	5	0	0	656	30	30	65	5	0	656	31	17	66	14	3	651
B. good	49	7	11	45	74	9	15	0	0	650	49	11	74	15	0	650	48	8	64	23	5	647
C. fair	19	0	0	12	52	11	48	0	0	643	19	0	52	48	0	643	18	2	48	40	10	641
D. poor	2	0	0	0	0	2	67	1	33	631	2	0	0	67	33	631	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.	53	10	15	49	73	8	12	0	0	652	53	15	73	12	0	652	38	13	65	18	3	650
B. They match some of what I have learned.	42	8	15	31	58	12	23	2	4	648	42	15	58	23	4	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	3	0	0	1	25	3	75	0	0	642	3	0	25	75	0	642	10	5	48	36	11	642
D. There is no match.	2	0	0	1	50	1	50	0	0	645	2	0	50	50	0	645	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	1	6	13	72	3	17	1	6	648	14	6	72	17	6	648	16	7	52	30	11	644
B. about the same as my regular schoolwork	76	16	17	59	61	20	21	1	1	650	76	17	61	21	1	650	66	10	64	22	4	648
C. easier than my regular schoolwork	10	1	8	10	83	1	8	0	0	652	10	8	83	8	0	652	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	0	0	8	62	4	31	1	8	642	10	0	62	31	8	642	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	51	7	11	40	63	16	25	1	2	648	51	11	63	25	2	648	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	39	11	22	34	69	4	8	0	0	654	39	22	69	8	0	654	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.	54	8	12	47	69	11	16	2	3	650	54	12	69	16	3	650	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	43	10	19	31	57	13	24	0	0	650	43	19	57	24	0	650	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	3	100	0	0	0	0	650	2	0	100	0	0	650	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	25	8	25	16	50	8	25	0	0	652	25	25	50	25	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	42	5	9	38	72	8	15	2	4	649	42	9	72	15	4	649	49	10	64	22	4	648
C. less than 20 minutes	12	2	13	11	73	2	13	0	0	650	12	13	73	13	0	650	11	6	58	29	7	645
D. I rarely read at home.	21	3	12	17	65	6	23	0	0	649	21	12	65	23	0	649	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	632	100	0	0	100	0	632						
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:	MSAD 15
School:	Gray-New Gloucester Middle Sch

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	7	10	7	2092	15
	2007-2008	9	7	9	7	1474	10
	2008-2009	**12**	**10**	**12**	**10**	**1807**	**13**
	Cum. Total*	31	8	31	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	57	38	57	38	5731	40
	2007-2008	52	42	52	42	6008	43
	2008-2009	**57**	**45**	**57**	**45**	**5662**	**41**
	Cum. Total*	166	42	166	42	17401	41
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	54	36	54	36	4175	29
	2007-2008	42	34	42	34	4244	30
	2008-2009	**45**	**36**	**45**	**36**	**4219**	**30**
	Cum. Total*	141	35	141	35	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	28	19	28	19	2308	16
	2007-2008	20	16	20	16	2346	17
	2008-2009	**12**	**10**	**12**	**10**	**2290**	**16**
	Cum. Total*	60	15	60	15	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**	31.3	55.9	31.3	55.9	30.6	54.6
A. Number	**18**	**32**	10.7	59.4	10.7	59.4	10.3	57.2
B. Data	**12**	**21**	6.4	53.3	6.4	53.3	6.6	55.0
C. Geometry	**14**	**25**	7.6	54.3	7.6	54.3	7.3	52.1
D. Algebra	**12**	**21**	6.5	54.2	6.5	54.2	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 15
School: Gray-New Gloucester Middle Sch

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	126	12	10	57	45	45	36	12	10	644	126	10	45	36	10	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	123	12	10	55	45	44	36	12	10	644	123	10	45	36	10	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	4	25	8	50	4	25	636	16	0	25	50	25	636	2248	3	18	33	46	629
No	110	12	11	53	48	37	34	8	7	645	110	11	48	34	7	645	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	126	12	10	57	45	45	36	12	10	644	126	10	45	36	10	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	38	3	8	14	37	16	42	5	13	642	38	8	37	42	13	642	5620	6	33	37	25	637
No	88	9	10	43	49	29	33	7	8	645	88	10	49	33	8	645	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	126	12	10	57	45	45	36	12	10	644	126	10	45	36	10	644	13974	13	41	30	16	643
Gender																						
Female	57	6	11	23	40	25	44	3	5	645	57	11	40	44	5	645	6738	12	40	32	16	642
Male	69	6	9	34	49	20	29	9	13	643	69	9	49	29	13	643	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	126	12	10	57	45	45	36	12	10	644	126	10	45	36	10	644	12568	14	42	29	15	644
Gifted/talented program																						
Yes	11	5	45	5	45	1	9	0	0	659	11	45	45	9	0	659	637	65	32	3	0	665
No	115	7	6	52	45	44	38	12	10	643	115	6	45	38	10	643	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 15
School: Gray-New Gloucester Middle Sch

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	2	0	0	2	100	0	0	0	0	653	2	0	100	0	0	653	6	7	32	28	32	636
B. less than one hour	65	8	10	43	52	24	29	7	9	646	65	10	52	29	9	646	59	13	41	30	16	643
C. one to two hours	31	4	10	11	28	19	49	5	13	641	31	10	28	49	13	641	32	14	41	31	14	644
D. more than two hours	2	0	0	1	33	2	67	0	0	636	2	0	33	67	0	636	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	10	29	20	59	4	12	0	0	654	27	29	59	12	0	654	30	27	45	18	9	651
B. good	54	2	3	30	44	26	38	10	15	641	54	3	44	38	15	641	46	9	45	31	15	643
C. fair	15	0	0	7	37	11	58	1	5	640	15	0	37	58	5	640	20	2	29	43	26	635
D. poor	4	0	0	0	0	4	80	1	20	628	4	0	0	80	20	628	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.	37	5	11	19	41	19	41	3	7	645	37	11	41	41	7	645	35	18	42	27	13	646
B. They match some of what I have learned.	50	4	6	33	52	21	33	5	8	644	50	6	52	33	8	644	50	11	43	31	15	643
C. They match just a little of what I have learned.	10	2	15	5	38	3	23	3	23	644	10	15	38	23	23	644	13	8	31	36	26	638
D. There is no match.	2	1	33	0	0	1	33	1	33	641	2	33	0	33	33	641	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	36	2	4	26	58	14	31	3	7	645	36	4	58	31	7	645	32	7	40	34	20	640
B. about the same as my regular schoolwork	56	8	12	29	42	26	38	6	9	645	56	12	42	38	9	645	56	13	42	30	15	644
C. easier than my regular schoolwork	8	2	20	2	20	4	40	2	20	642	8	20	20	40	20	642	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.	66	8	10	39	48	31	38	4	5	645	66	10	48	38	5	645	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	31	4	10	16	41	13	33	6	15	642	31	10	41	33	15	642	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	33	2	67	629	2	0	0	33	67	629	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	2	0	0	2	67	1	33	0	0	649	2	0	67	33	0	649	6	8	29	29	34	635
B. 30–45 minutes	13	1	6	7	44	7	44	1	6	645	13	6	44	44	6	645	33	10	37	34	19	641
C. 45–60 minutes	42	6	11	17	32	20	38	10	19	641	42	11	32	38	19	641	45	15	44	29	12	645
D. more than 60 minutes	42	5	9	30	57	17	32	1	2	647	42	9	57	32	2	647	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	39	0	0	28	57	15	31	6	12	642	39	0	57	31	12	642	9	14	35	29	22	641
B. two or three days a week	36	6	13	18	40	16	36	5	11	645	36	13	40	36	11	645	26	15	40	30	16	644
C. two or three times each month	18	4	18	9	41	8	36	1	5	647	18	18	41	36	5	647	31	13	43	30	14	644
D. never or almost never	7	2	22	2	22	5	56	0	0	646	7	22	22	56	0	646	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	0	0	6	50	6	50	0	0	641	10	0	50	50	0	641	17	8	35	33	24	639
B. two or three days a week	28	2	6	14	40	13	37	6	17	641	28	6	40	37	17	641	28	13	42	30	15	643
C. two or three times each month	33	5	12	17	41	14	34	5	12	643	33	12	41	34	12	643	31	15	43	30	13	645
D. never or almost never	29	5	14	20	56	10	28	1	3	649	29	14	56	28	3	649	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	616	100	0	0	0	100	616						
C.	0										0											
D.	0										0											

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