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:	12411862
SAU:	MSAD 47
School:	Messalonskee 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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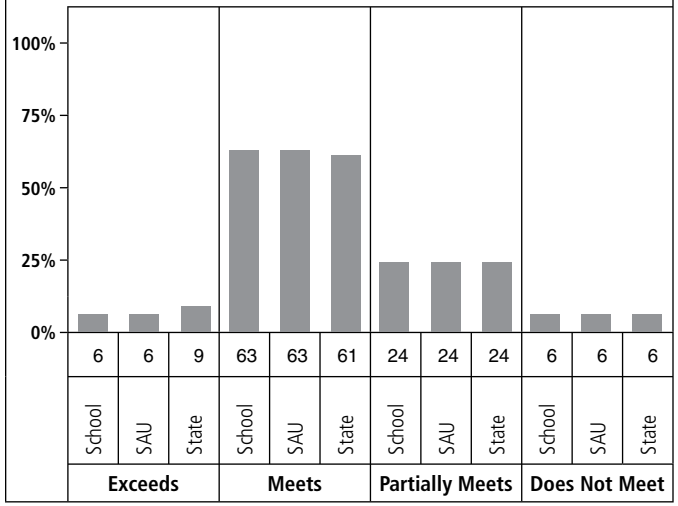
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 47
School: Messalonskee Middle School

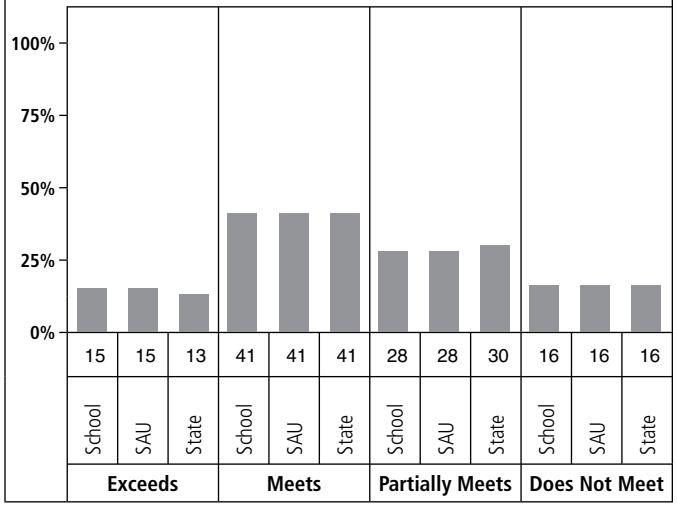
Summary of School, SAU, and State Scores

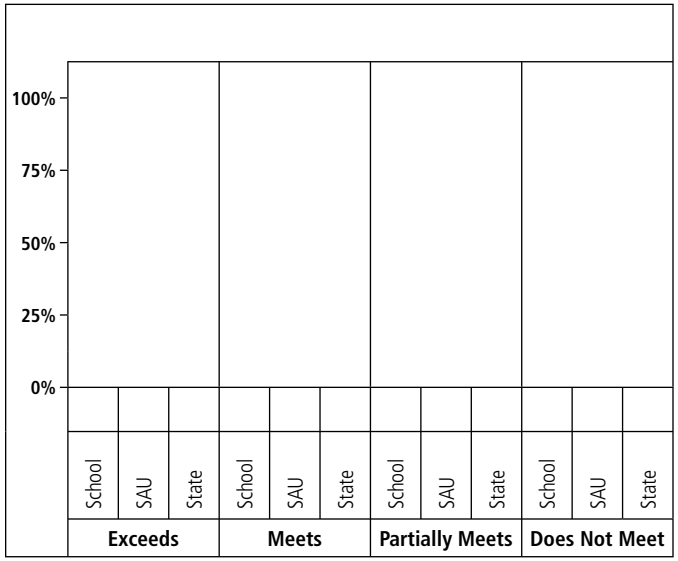
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	645	646
2007–2008	652	652	648
2008–2009	**647**	**647**	**647**
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	647	647	643
2007–2008	647	647	642
2008–2009	**644**	**644**	**643**
Cum. Avg.*	646	646	643

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: MSAD 47
School: Messalonskee 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	191	100	191	100	14251	100	190	99	190	99	14150	99	190	99	190	99	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	1	1	1	1	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	3	2	3	2	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	185	97	185	97	13309	93	184	99	184	99	13224	100	184	99	184	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	32	17	32	17	2468	17	31	97	31	97	2423	99	31	97	31	97	2426	99						
Current LEP	1	1	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	57	30	57	30	5780	41	57	100	57	100	5724	99	57	100	57	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	157	82	157	82	11369	80	157	82	157	82	11373	80						
Identified disability (PET/IEP)	2	1	2	1	355	3	2	1	2	1	371	3						
LEP	1	1	1	1	167	1	1	1	1	1	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	32	17	32	17	2594	18	32	17	32	17	2605	18						
Identified disability (PET/IEP)	28	88	28	88	1881	73	28	88	28	88	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	2	6	2	6	74	3	2	6	2	6	71	3						
Other	2	6	2	6	519	20	2	6	2	6	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	1	1	1	1	75	1	1	1	1	1	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 47
School:	Messalonskee 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	8	5	8	5	1132	8
	2007-2008	35	19	35	19	1817	13
	2008-2009	**12**	**6**	**12**	**6**	**1309**	**9**
	Cum. Total*	55	10	55	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	98	57	94	58	8127	57
	2007-2008	117	63	117	63	8072	57
	2008-2009	**120**	**63**	**120**	**63**	**8564**	**61**
	Cum. Total*	335	61	331	61	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	47	27	43	26	3549	25
	2007-2008	28	15	29	16	3194	23
	2008-2009	**45**	**24**	**45**	**24**	**3291**	**24**
	Cum. Total*	120	22	117	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	20	12	18	11	1478	10
	2007-2008	6	3	6	3	981	7
	2008-2009	**12**	**6**	**12**	**6**	**799**	**6**
	Cum. Total*	38	7	36	7	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**	21.8	60.6	21.8	60.6	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 47
School: Messalonskee 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	189	12	6	120	63	45	24	12	6	647	189	6	63	24	6	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	183	11	6	115	63	45	25	12	7	647	183	6	63	25	7	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	30	0	0	13	43	10	33	7	23	637	30	0	43	33	23	637	2236	1	30	48	22	637
No	159	12	8	107	67	35	22	5	3	649	159	8	67	22	3	649	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	188	12	6	119	63	45	24	12	6	647	188	6	63	24	6	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	57	0	0	31	54	21	37	5	9	642	57	0	54	37	9	642	5617	4	54	33	9	643
No	132	12	9	89	67	24	18	7	5	649	132	9	67	18	5	649	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	189	12	6	120	63	45	24	12	6	647	189	6	63	24	6	647	13959	9	61	24	6	647
Gender																						
Female	104	10	10	67	64	22	21	5	5	648	104	10	64	21	5	648	6743	13	63	20	4	649
Male	85	2	2	53	62	23	27	7	8	646	85	2	62	27	8	646	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	33	0	0	12	36	13	39	8	24	636	33	0	36	39	24	636	1408	4	41	43	12	641
No	156	12	8	108	69	32	21	4	3	649	156	8	69	21	3	649	12555	10	64	21	5	648
Gifted/talented program																						
Yes	10	4	40	6	60	0	0	0	0	658	10	40	60	0	0	658	636	39	59	2	0	659
No	179	8	4	114	64	45	25	12	7	646	179	4	64	25	7	646	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 47
School: Messalonskee 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	6	0	0	9	82	2	18	0	0	648	6	0	82	18	0	648	6	5	47	32	16	642
B. less than one hour	80	9	6	97	65	34	23	9	6	647	80	6	65	23	6	647	59	9	62	24	5	647
C. one to two hours	14	3	11	13	48	9	33	2	7	646	14	11	48	33	7	646	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	10	16	44	71	7	11	1	2	652	33	16	71	11	2	652	31	17	66	14	3	651
B. good	48	2	2	58	64	25	27	6	7	645	48	2	64	27	7	645	48	8	64	23	5	647
C. fair	18	0	0	17	52	11	33	5	15	641	18	0	52	33	15	641	18	2	48	40	10	641
D. poor	1	0	0	0	0	2	100	0	0	638	1	0	0	100	0	638	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.	28	5	10	35	67	9	17	3	6	649	28	10	67	17	6	649	38	13	65	18	3	650
B. They match some of what I have learned.	57	6	6	69	64	27	25	6	6	647	57	6	64	25	6	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	13	1	4	16	64	8	32	0	0	645	13	4	64	32	0	645	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	1	25	3	75	628	2	0	0	25	75	628	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	0	0	19	56	11	32	4	12	643	18	0	56	32	12	643	16	7	52	30	11	644
B. about the same as my regular schoolwork	70	10	8	86	66	28	22	6	5	648	70	8	66	22	5	648	66	10	64	22	4	648
C. easier than my regular schoolwork	12	2	9	14	61	6	26	1	4	648	12	9	61	26	4	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	6	6	33	7	39	4	22	639	10	6	33	39	22	639	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	57	4	4	62	58	34	32	6	6	645	57	4	58	32	6	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	7	11	49	79	4	6	2	3	651	33	11	79	6	3	651	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.	48	6	7	60	67	18	20	6	7	648	48	7	67	20	7	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	48	6	7	56	62	25	27	4	4	647	48	7	62	27	4	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	43	2	29	2	29	634	4	0	43	29	29	634	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	23	5	11	31	70	5	11	3	7	650	23	11	70	11	7	650	23	15	65	16	4	650
B. 20 minutes to an hour	49	6	6	54	58	26	28	7	8	646	49	6	58	28	8	646	49	10	64	22	4	648
C. less than 20 minutes	11	1	5	12	57	8	38	0	0	645	11	5	57	38	0	645	11	6	58	29	7	645
D. I rarely read at home.	16	0	0	23	74	6	19	2	6	646	16	0	74	19	6	646	17	2	51	36	11	642
Optional school/SAU question																						
A.	75	0	0	1	33	1	33	1	33	638	75	0	33	33	33	638						
B.	25	0	0	1	100	0	0	0	0	642	25	0	100	0	0	642						
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 47
School:	Messalonskee 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	32	18	31	19	2092	15
	2007-2008	27	15	27	14	1474	10
	2008-2009	**28**	**15**	**28**	**15**	**1807**	**13**
	Cum. Total*	87	16	86	16	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	75	43	69	42	5731	40
	2007-2008	94	51	94	50	6008	43
	2008-2009	**78**	**41**	**78**	**41**	**5662**	**41**
	Cum. Total*	247	45	241	45	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	46	27	43	26	4175	29
	2007-2008	48	26	48	26	4244	30
	2008-2009	**53**	**28**	**53**	**28**	**4219**	**30**
	Cum. Total*	147	27	144	27	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	12	20	12	2308	16
	2007-2008	17	9	18	10	2346	17
	2008-2009	**30**	**16**	**30**	**16**	**2290**	**16**
	Cum. Total*	67	12	68	13	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**	31.1	55.5	31.1	55.5	30.6	54.6
A. Number	**18**	**32**	10.7	59.4	10.7	59.4	10.3	57.2
B. Data	**12**	**21**	6.5	54.2	6.5	54.2	6.6	55.0
C. Geometry	**14**	**25**	7.1	50.7	7.1	50.7	7.3	52.1
D. Algebra	**12**	**21**	6.7	55.8	6.7	55.8	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 47
School: Messalonskee 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	189	28	15	78	41	53	28	30	16	644	189	15	41	28	16	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	183	26	14	75	41	52	28	30	16	643	183	14	41	28	16	643	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	30	1	3	5	17	8	27	16	53	628	30	3	17	27	53	628	2248	3	18	33	46	629
No	159	27	17	73	46	45	28	14	9	646	159	17	46	28	9	646	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	188	27	14	78	41	53	28	30	16	643	188	14	41	28	16	643	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	57	1	2	19	33	21	37	16	28	635	57	2	33	37	28	635	5620	6	33	37	25	637
No	132	27	20	59	45	32	24	14	11	647	132	20	45	24	11	647	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	189	28	15	78	41	53	28	30	16	644	189	15	41	28	16	644	13974	13	41	30	16	643
Gender																						
Female	104	11	11	44	42	37	36	12	12	643	104	11	42	36	12	643	6738	12	40	32	16	642
Male	85	17	20	34	40	16	19	18	21	644	85	20	40	19	21	644	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	33	0	0	8	24	10	30	15	45	629	33	0	24	30	45	629	1410	3	24	41	32	634
No	156	28	18	70	45	43	28	15	10	647	156	18	45	28	10	647	12568	14	42	29	15	644
Gifted/talented program																						
Yes	10	8	80	2	20	0	0	0	0	666	10	80	20	0	0	666	637	65	32	3	0	665
No	179	20	11	76	42	53	30	30	17	642	179	11	42	30	17	642	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 47
School: Messalonskee 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	6	2	18	5	45	2	18	2	18	646	6	18	45	18	18	646	6	7	32	28	32	636
B. less than one hour	80	23	15	63	42	42	28	21	14	644	80	15	42	28	14	644	59	13	41	30	16	643
C. one to two hours	14	3	11	10	37	8	30	6	22	640	14	11	37	30	22	640	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	16	41	16	41	5	13	2	5	656	21	41	41	13	5	656	30	27	45	18	9	651
B. good	55	10	10	47	45	32	31	15	14	642	55	10	45	31	14	642	46	9	45	31	15	643
C. fair	21	2	5	13	33	16	41	8	21	637	21	5	33	41	21	637	20	2	29	43	26	635
D. poor	4	0	0	2	29	0	0	5	71	625	4	0	29	0	71	625	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	12	18	29	43	19	28	8	12	645	36	18	43	28	12	645	35	18	42	27	13	646
B. They match some of what I have learned.	48	10	11	38	42	30	33	13	14	643	48	11	42	33	14	643	50	11	43	31	15	643
C. They match just a little of what I have learned.	14	6	22	10	37	3	11	8	30	642	14	22	37	11	30	642	13	8	31	36	26	638
D. There is no match.	2	0	0	1	33	1	33	1	33	631	2	0	33	33	33	631	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	3	6	30	59	9	18	9	18	642	27	6	59	18	18	642	32	7	40	34	20	640
B. about the same as my regular schoolwork	58	12	11	41	38	40	37	16	15	642	58	11	38	37	15	642	56	13	42	30	15	644
C. easier than my regular schoolwork	15	13	46	7	25	3	11	5	18	653	15	46	25	11	18	653	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.	53	10	10	45	45	31	31	13	13	644	53	10	45	31	13	644	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	46	18	21	32	37	20	23	16	19	644	46	21	37	23	19	644	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	1	33	2	67	0	0	635	2	0	33	67	0	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	7	1	8	3	23	4	31	5	38	631	7	8	23	31	38	631	6	8	29	29	34	635
B. 30–45 minutes	39	6	8	26	36	26	36	14	19	640	39	8	36	36	19	640	33	10	37	34	19	641
C. 45–60 minutes	51	18	19	47	49	21	22	10	10	648	51	19	49	22	10	648	45	15	44	29	12	645
D. more than 60 minutes	3	3	50	2	33	1	17	0	0	657	3	50	33	17	0	657	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	1	50	1	50	623	1	0	0	50	50	623	9	14	35	29	22	641
B. two or three days a week	7	2	15	0	0	1	8	10	77	623	7	15	0	8	77	623	26	15	40	30	16	644
C. two or three times each month	20	3	8	16	42	12	32	7	18	640	20	8	42	32	18	640	31	13	43	30	14	644
D. never or almost never	72	23	17	62	46	39	29	12	9	647	72	17	46	29	9	647	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	2	8	8	33	9	38	5	21	639	13	8	33	38	21	639	17	8	35	33	24	639
B. two or three days a week	20	2	5	19	51	9	24	7	19	640	20	5	51	24	19	640	28	13	42	30	15	643
C. two or three times each month	32	13	22	23	39	16	27	7	12	647	32	22	39	27	12	647	31	15	43	30	13	645
D. never or almost never	35	10	15	27	42	18	28	10	15	644	35	15	42	28	15	644	23	14	39	30	17	643
Optional school/SAU question																						
A.	75	1	33	1	33	0	0	1	33	645	75	33	33	0	33	645						
B.	25	0	0	1	100	0	0	0	0	644	25	0	100	0	0	644						
C.	0										0											
D.	0										0											

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