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:	12461694
SAU:	MSAD 52
School:	Turner Elementary 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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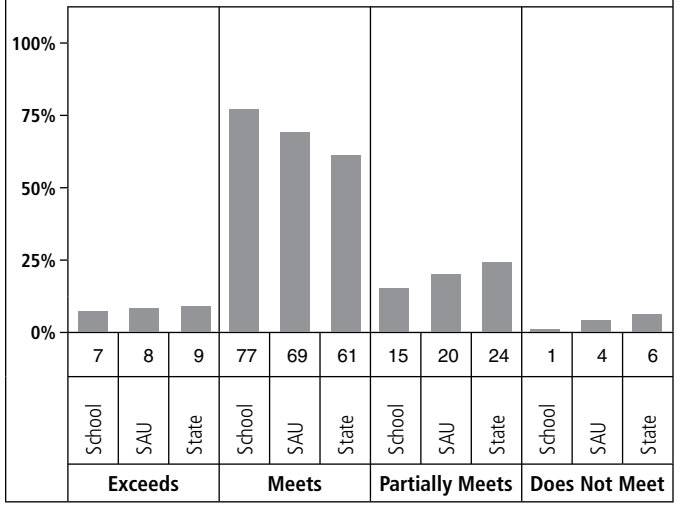
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Turner Elementary School

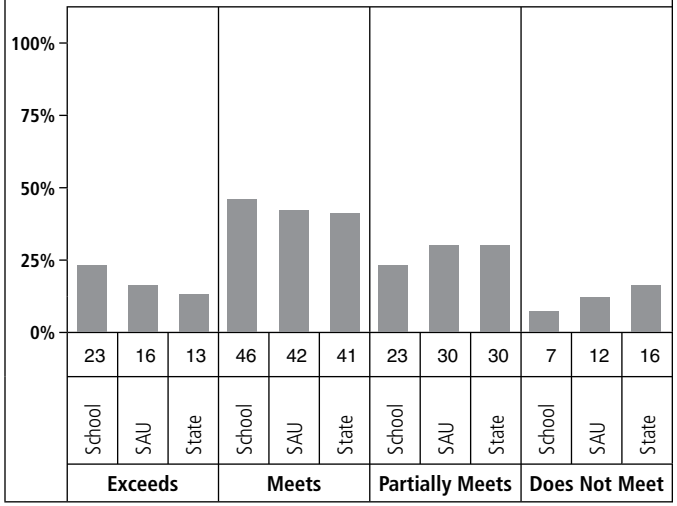
Summary of School, SAU, and State Scores

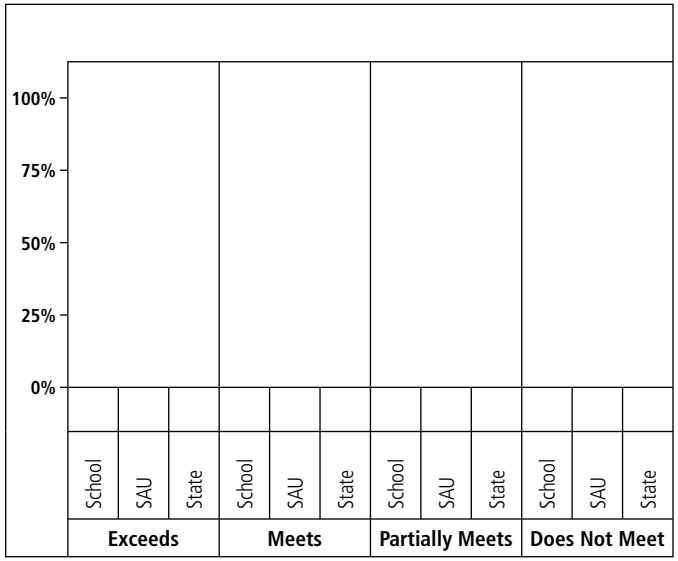
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	645	644	646
2007–2008	644	646	648
2008–2009	**649**	**648**	**647**
Cum. Avg.*	646	646	647
Mathematics			
2006–2007	645	643	643
2007–2008	643	641	642
2008–2009	**650**	**645**	**643**
Cum. Avg.*	646	643	643

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 52
School: Turner Elementary 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	84	100	167	100	14251	100	82	99	165	99	14150	99	82	99	165	99	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	1	1	2	1	128	1	1	100	2	100	127	99	1	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	1	1	3	2	181	1	1	100	3	100	177	98	1	100	3	100	178	99						
Caucasian/White	82	98	162	97	13309	93	80	99	160	99	13224	100	80	99	160	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	21	25	39	23	2468	17	20	100	38	100	2423	99	20	100	38	100	2426	99						
Current LEP	0	0	1	1	341	2	0	0	1	100	330	97	0	0	1	100	338	99						
Economically disadvantaged	31	37	63	38	5780	41	30	97	62	98	5724	99	30	97	62	98	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	66	79	137	82	11369	80	66	79	136	81	11373	80						
Identified disability (PET/IEP)	5	8	11	8	355	3	5	8	10	7	371	3						
LEP	0	0	1	1	167	1	0	0	1	1	170	1						
504 plan	2	3	2	1	172	2	2	3	2	1	175	2						
Participation with accommodations	15	18	25	15	2594	18	15	18	28	17	2605	18						
Identified disability (PET/IEP)	14	93	24	96	1881	73	14	93	27	96	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	1	7	1	4	74	3	1	7	1	4	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	1	1	3	2	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	3	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	1	1	1	1	26	0	1	1	1	1	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 52
School:	Turner Elementary 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	10	7	1132	8
	2007-2008	6	7	19	10	1817	13
	2008-2009	**6**	**7**	**13**	**8**	**1309**	**9**
	Cum. Total*	17	7	42	9	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	38	56	76	52	8127	57
	2007-2008	52	57	104	56	8072	57
	2008-2009	**62**	**77**	**111**	**69**	**8564**	**61**
	Cum. Total*	152	63	291	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	16	24	40	27	3549	25
	2007-2008	22	24	41	22	3194	23
	2008-2009	**12**	**15**	**32**	**20**	**3291**	**24**
	Cum. Total*	50	21	113	23	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	9	13	20	14	1478	10
	2007-2008	12	13	21	11	981	7
	2008-2009	**1**	**1**	**6**	**4**	**799**	**6**
	Cum. Total*	22	9	47	10	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**	35.7	63.8	34.4	61.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.5	62.5	12.4	62.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.2	64.4	22.0	61.1	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 52
School: Turner Elementary 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	81	6	7	62	77	12	15	1	1	649	162	8	69	20	4	648	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	1										2						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	1										3						174	5	55	33	7	644
Caucasian/White	79	6	8	61	77	11	14	1	1	649	157	8	69	18	4	648	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	10	53	8	42	1	5	643	35	0	43	43	14	640	2236	1	30	48	22	637
No	62	6	10	52	84	4	6	0	0	651	127	10	76	13	1	650	11727	11	67	19	3	649
Current LEP																						
Yes	0										1						322	2	39	37	21	638
No	81	6	7	62	77	12	15	1	1	649	161	8	69	19	4	648	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	29	1	3	19	66	9	31	0	0	646	60	10	57	30	3	646	5617	4	54	33	9	643
No	52	5	10	43	83	3	6	1	2	651	102	7	75	14	4	648	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	81	6	7	62	77	12	15	1	1	649	162	8	69	20	4	648	13959	9	61	24	6	647
Gender																						
Female	38	4	11	28	74	6	16	0	0	649	75	11	63	23	4	648	6743	13	63	20	4	649
Male	43	2	5	34	79	6	14	1	2	649	87	6	74	17	3	647	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	11	69	4	25	1	6	645	22	0	64	27	9	644	1408	4	41	43	12	641
No	65	6	9	51	78	8	12	0	0	650	140	9	69	19	3	648	12555	10	64	21	5	648
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	657	5	20	80	0	0	657	636	39	59	2	0	659
No	76	5	7	58	76	12	16	1	1	648	157	8	68	20	4	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 52
School: Turner Elementary 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	1	0	0	0	0	1	100	0	0	640	1	0	0	100	0	638	6	5	47	32	16	642
B. less than one hour	60	3	6	38	78	7	14	1	2	648	59	8	69	18	5	647	59	9	62	24	5	647
C. one to two hours	33	3	11	20	74	4	15	0	0	650	34	9	67	22	2	649	32	11	64	21	4	648
D. more than two hours	5	0	0	4	100	0	0	0	0	654	6	0	89	11	0	650	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	15	2	17	9	75	1	8	0	0	654	21	21	59	15	6	651	31	17	66	14	3	651
B. good	51	4	10	31	76	5	12	1	2	651	52	6	70	20	4	648	48	8	64	23	5	647
C. fair	31	0	0	19	76	6	24	0	0	644	25	3	70	25	3	644	18	2	48	40	10	641
D. poor	4	0	0	3	100	0	0	0	0	647	2	0	100	0	0	650	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.	42	4	12	25	74	5	15	0	0	651	35	11	68	18	4	649	38	13	65	18	3	650
B. They match some of what I have learned.	51	2	5	32	78	7	17	0	0	648	51	6	76	17	1	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	6	0	0	5	100	0	0	0	0	648	13	10	48	33	10	644	10	5	48	36	11	642
D. There is no match.	1	0	0	0	0	0	0	1	100	626	2	0	33	33	33	637	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	27	1	5	14	64	7	32	0	0	647	24	3	58	34	5	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	62	4	8	41	82	4	8	1	2	650	63	10	72	15	3	649	66	10	64	22	4	648
C. easier than my regular schoolwork	11	1	11	7	78	1	11	0	0	648	14	9	68	18	5	647	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.	15	1	8	7	58	4	33	0	0	646	14	14	45	32	9	645	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	63	1	2	41	80	8	16	1	2	647	63	5	72	20	3	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	22	4	22	14	78	0	0	0	0	656	24	13	71	13	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.	52	5	12	29	69	8	19	0	0	651	59	12	64	22	2	649	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	48	1	3	33	85	4	10	1	3	647	41	3	74	17	6	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	100	0	0	648	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	11	4	44	5	56	0	0	0	0	660	13	29	48	10	14	651	23	15	65	16	4	650
B. 20 minutes to an hour	57	1	2	36	78	8	17	1	2	647	62	3	70	24	3	647	49	10	64	22	4	648
C. less than 20 minutes	10	0	0	7	88	1	13	0	0	647	9	7	79	14	0	648	11	6	58	29	7	645
D. I rarely read at home.	22	1	6	14	78	3	17	0	0	648	16	12	73	15	0	649	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	638						
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 52
School: Turner Elementary 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	14	21	25	17	2092	15
	2007-2008	11	12	22	12	1474	10
	2008-2009	**19**	**23**	**26**	**16**	**1807**	**13**
	Cum. Total*	44	18	73	15	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	26	38	50	34	5731	40
	2007-2008	43	47	73	39	6008	43
	2008-2009	**37**	**46**	**69**	**42**	**5662**	**41**
	Cum. Total*	106	44	192	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	17	25	42	29	4175	29
	2007-2008	25	27	56	30	4244	30
	2008-2009	**19**	**23**	**50**	**30**	**4219**	**30**
	Cum. Total*	61	25	148	30	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	11	16	29	20	2308	16
	2007-2008	13	14	34	18	2346	17
	2008-2009	**6**	**7**	**19**	**12**	**2290**	**16**
	Cum. Total*	30	12	82	17	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**	35.1	62.7	32.0	57.1	30.6	54.6
A. Number	**18**	**32**	11.8	65.6	11.4	63.3	10.3	57.2
B. Data	**12**	**21**	8.0	66.7	6.7	55.8	6.6	55.0
C. Geometry	**14**	**25**	8.0	57.1	7.3	52.1	7.3	52.1
D. Algebra	**12**	**21**	7.3	60.8	6.6	55.0	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 52
School: Turner Elementary 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	81	19	23	37	46	19	23	6	7	650	164	16	42	30	12	645	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	1										2						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	1										3						175	5	31	41	23	638
Caucasian/White	79	19	24	35	44	19	24	6	8	650	159	16	42	30	12	645	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	19	2	11	4	21	7	37	6	32	636	37	5	19	32	43	631	2248	3	18	33	46	629
No	62	17	27	33	53	12	19	0	0	654	127	19	49	30	2	649	11730	15	45	30	11	646
Current LEP																						
Yes	0										1						331	3	22	35	40	631
No	81	19	23	37	46	19	23	6	7	650	163	16	42	30	12	645	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	29	3	10	14	48	8	28	4	14	643	61	10	44	31	15	642	5620	6	33	37	25	637
No	52	16	31	23	44	11	21	2	4	653	103	19	41	30	10	647	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	81	19	23	37	46	19	23	6	7	650	164	16	42	30	12	645	13974	13	41	30	16	643
Gender																						
Female	38	8	21	16	42	11	29	3	8	648	75	13	39	36	12	644	6738	12	40	32	16	642
Male	43	11	26	21	49	8	19	3	7	651	89	18	45	26	11	646	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	1	6	7	44	4	25	4	25	640	22	5	36	36	23	638	1410	3	24	41	32	634
No	65	18	28	30	46	15	23	2	3	652	142	18	43	30	10	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	5	3	60	1	20	1	20	0	0	666	5	60	20	20	0	666	637	65	32	3	0	665
No	76	16	21	36	47	18	24	6	8	649	159	14	43	31	12	645	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 52
School: Turner Elementary 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	1	0	0	0	0	1	100	0	0	640	2	0	33	33	33	635	6	7	32	28	32	636
B. less than one hour	60	9	18	21	43	13	27	6	12	646	59	13	39	34	13	643	59	13	41	30	16	643
C. one to two hours	33	8	30	14	52	5	19	0	0	655	34	20	44	29	7	648	32	14	41	31	14	644
D. more than two hours	5	2	50	2	50	0	0	0	0	662	5	22	67	0	11	652	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	12	50	9	38	3	13	0	0	662	32	34	49	13	4	655	30	27	45	18	9	651
B. good	49	7	18	21	53	10	25	2	5	648	47	10	44	32	13	643	46	9	45	31	15	643
C. fair	17	0	0	6	43	5	36	3	21	638	18	0	27	53	20	636	20	2	29	43	26	635
D. poor	4	0	0	1	33	1	33	1	33	629	2	0	25	50	25	630	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.	60	15	31	23	47	11	22	0	0	654	41	26	43	28	3	651	35	18	42	27	13	646
B. They match some of what I have learned.	31	4	16	11	44	7	28	3	12	647	44	10	42	38	11	643	50	11	43	31	15	643
C. They match just a little of what I have learned.	7	0	0	3	50	1	17	2	33	636	12	5	45	20	30	639	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	0	0	1	100	604	2	0	25	0	75	614	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	3	18	7	41	5	29	2	12	645	24	13	41	33	13	642	32	7	40	34	20	640
B. about the same as my regular schoolwork	66	12	23	26	49	12	23	3	6	650	60	18	41	32	9	646	56	13	42	30	15	644
C. easier than my regular schoolwork	13	4	40	3	30	2	20	1	10	655	16	15	42	23	19	644	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.	57	10	22	20	43	14	30	2	4	650	59	17	41	35	7	646	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	43	9	26	17	49	5	14	4	11	650	39	16	44	23	17	644	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										2	0	50	25	25	639	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	0	0	2	100	0	0	629	3	0	20	60	20	632	6	8	29	29	34	635
B. 30–45 minutes	12	3	30	5	50	2	20	0	0	654	15	13	42	21	25	641	33	10	37	34	19	641
C. 45–60 minutes	77	12	19	29	47	15	24	6	10	648	65	16	43	32	9	646	45	15	44	29	12	645
D. more than 60 minutes	9	4	57	3	43	0	0	0	0	664	17	21	43	29	7	649	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	15	0	0	7	58	4	33	1	8	644	10	0	56	25	19	642	9	14	35	29	22	641
B. two or three days a week	43	13	37	13	37	9	26	0	0	654	36	24	39	29	8	648	26	15	40	30	16	644
C. two or three times each month	27	6	27	11	50	3	14	2	9	652	35	18	44	30	9	647	31	13	43	30	14	644
D. never or almost never	15	0	0	6	50	3	25	3	25	638	19	6	39	39	16	640	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	1	6	8	47	6	35	2	12	643	16	12	42	27	19	643	17	8	35	33	24	639
B. two or three days a week	43	5	15	20	59	7	21	2	6	650	36	10	43	34	12	643	28	13	42	30	15	643
C. two or three times each month	23	9	50	5	28	3	17	1	6	657	31	24	46	26	4	650	31	15	43	30	13	645
D. never or almost never	14	3	27	4	36	3	27	1	9	648	18	14	34	34	17	642	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	33	67	625						
D.	0										0											

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