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 7

Test Date:	March 2009
Code:	10001129
SAU:	Acton School Department
School:	Acton 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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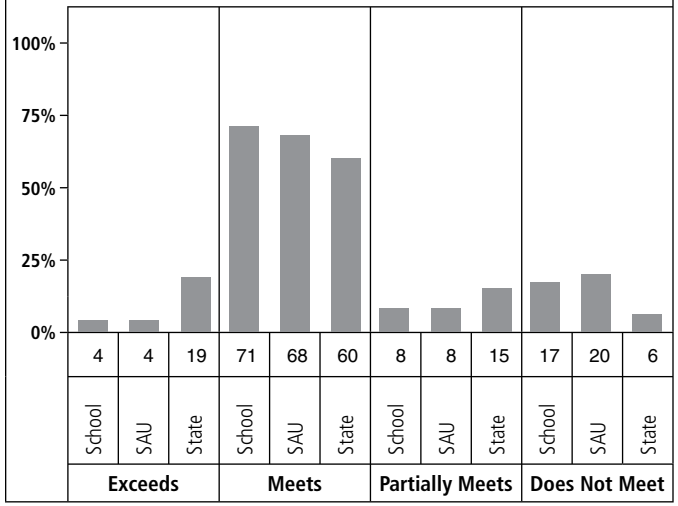
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Acton School Department
School: Acton Elementary School

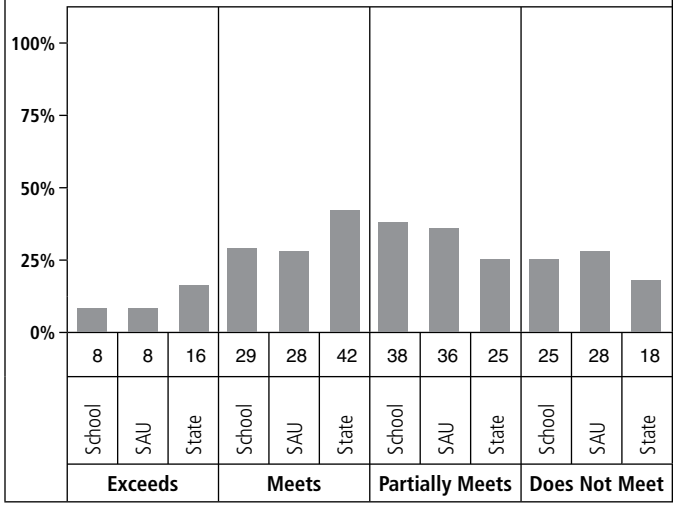
Summary of School, SAU, and State Scores

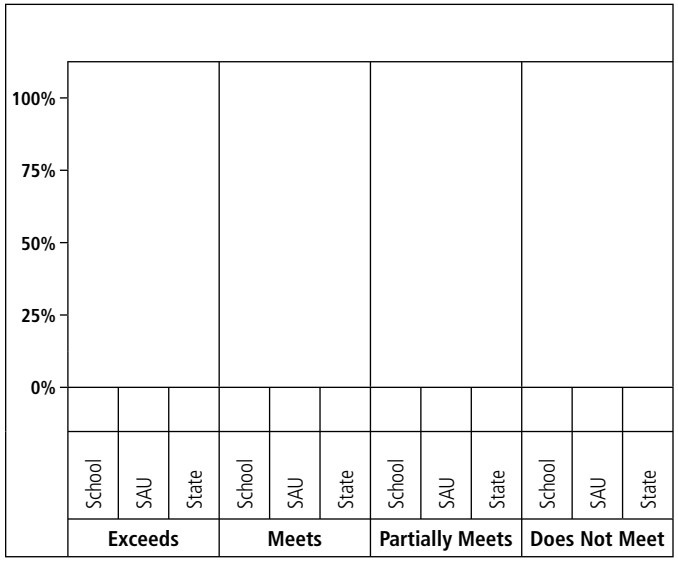
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	752	752	748
2007–2008	748	748	750
2008–2009	**745**	**744**	**751**
Cum. Avg.*	749	748	750
Mathematics			
2006–2007	745	745	742
2007–2008	743	743	743
2008–2009	**739**	**738**	**745**
Cum. Avg.*	743	742	743

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: 7
SAU: Acton School Department
School: Acton 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	25	100	26	100	14446	100	25	100	26	100	14316	99	25	100	26	100	14322	99						
Ethnicity African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	25	100	26	100	13483	93	25	100	26	100	13380	99	25	100	26	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	40	11	42	2428	17	10	100	11	100	2391	99	10	100	11	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	15	60	16	62	5498	38	15	100	16	100	5431	99	15	100	16	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	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	17	68	18	69	11742	81	17	68	18	69	11754	81						
Identified disability (PET/IEP)	2	12	3	17	367	3	2	12	3	17	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	6	1	6	183	2	1	6	1	6	187	2						
Participation with accommodations	7	28	7	27	2367	16	7	28	7	27	2366	16						
Identified disability (PET/IEP)	7	100	7	100	1819	77	7	100	7	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	1	4	1	4	205	1	1	4	1	4	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
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	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

[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: 7
SAU: Acton School Department
School: Acton 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 762–780)	2006-2007	12	33	12	33	2630	18
	2007-2008	4	13	4	13	2604	18
	2008-2009	**1**	**4**	**1**	**4**	**2618**	**19**
	Cum. Total*	17	19	17	18	7852	18
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 742–760)	2006-2007	17	47	17	47	7605	51
	2007-2008	20	65	20	65	8049	55
	2008-2009	**17**	**71**	**17**	**68**	**8484**	**60**
	Cum. Total*	54	59	54	59	24138	56
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 730–740)	2006-2007	3	8	3	8	3000	20
	2007-2008	5	16	5	16	2672	18
	2008-2009	**2**	**8**	**2**	**8**	**2108**	**15**
	Cum. Total*	10	11	10	11	7780	18
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 700–728)	2006-2007	4	11	4	11	1620	11
	2007-2008	2	6	2	6	1190	8
	2008-2009	**4**	**17**	**5**	**20**	**899**	**6**
	Cum. Total*	10	11	11	12	3709	9

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**	30.5	54.5	29.7	53.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.0	50.0	9.8	49.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	20.5	56.9	19.9	55.3	22.6	62.8

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: 7
SAU: Acton School Department
School: Acton 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	24	1	4	17	71	2	8	4	17	745	25	4	68	8	20	744	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	24	1	4	17	71	2	8	4	17	745	25	4	68	8	20	744	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	5	56	0	0	4	44	736	10	0	50	0	50	735	2186	2	36	35	27	737
No	15	1	7	12	80	2	13	0	0	751	15	7	80	13	0	751	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	24	1	4	17	71	2	8	4	17	745	25	4	68	8	20	744	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	14	1	7	8	57	2	14	3	21	743	15	7	53	13	27	741	5300	8	58	22	11	746
No	10	0	0	9	90	0	0	1	10	749	10	0	90	0	10	749	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	24	1	4	17	71	2	8	4	17	745	25	4	68	8	20	744	14101	19	60	15	6	751
Gender																						
Female	6	0	0	6	100	0	0	0	0	752	6	0	100	0	0	752	6993	24	61	11	4	754
Male	18	1	6	11	61	2	11	4	22	743	19	5	58	11	26	742	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	24	1	4	17	71	2	8	4	17	745	25	4	68	8	20	744	13084	19	61	14	6	752
Gifted/talented program																						
Yes	2										2						676	66	33	1	0	766
No	22	1	5	15	68	2	9	4	18	744	23	4	65	9	22	743	13433	16	61	16	7	750

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: 7
SAU: Acton School Department
School: Acton 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	8	0	0	0	0	1	50	1	50	732	12	0	0	33	67	727	7	8	48	25	19	743
B. less than one hour	58	1	7	11	79	1	7	1	7	750	56	7	79	7	7	750	52	17	62	15	6	751
C. one to two hours	29	0	0	6	86	0	0	1	14	744	28	0	86	0	14	744	37	23	61	12	4	753
D. more than two hours	4	0	0	0	0	0	0	1	100	722	4	0	0	0	100	722	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	1	10	8	80	0	0	1	10	748	40	10	80	0	10	748	30	33	56	7	4	756
B. good	33	0	0	7	88	0	0	1	13	747	36	0	78	0	22	744	49	16	64	14	5	751
C. fair	21	0	0	2	40	2	40	1	20	741	20	0	40	40	20	741	19	5	59	26	10	745
D. poor	4	0	0	0	0	0	0	1	100	726	4	0	0	0	100	726	3	3	45	32	21	740
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.	29	1	14	5	71	0	0	1	14	751	28	14	71	0	14	751	33	24	62	10	3	754
B. They match some of what I have learned.	46	0	0	9	82	1	9	1	9	745	48	0	75	8	17	743	52	18	62	15	5	751
C. They match just a little of what I have learned.	17	0	0	2	50	1	25	1	25	742	16	0	50	25	25	742	11	11	54	23	13	746
D. There is no match.	8	0	0	1	50	0	0	1	50	736	8	0	50	0	50	736	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	5	83	0	0	1	17	745	24	0	83	0	17	745	17	16	55	18	12	748
B. about the same as my regular schoolwork	58	1	7	9	64	2	14	2	14	746	56	7	64	14	14	746	65	19	62	14	5	752
C. easier than my regular schoolwork	17	0	0	3	75	0	0	1	25	745	20	0	60	0	40	740	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	1	50	0	0	1	50	734	8	0	50	0	50	734	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	48	0	0	7	64	1	9	3	27	740	50	0	58	8	33	739	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	43	1	10	8	80	1	10	0	0	753	42	10	80	10	0	753	38	28	60	9	3	756
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.	38	1	11	4	44	0	0	4	44	739	40	10	40	0	50	737	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	54	0	0	12	92	1	8	0	0	750	52	0	92	8	0	750	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	50	1	50	0	0	741	8	0	50	50	0	741	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	13	1	33	2	67	0	0	0	0	752	12	33	67	0	0	752	21	27	57	11	5	755
B. 20 minutes to an hour	42	0	0	10	100	0	0	0	0	751	40	0	100	0	0	751	45	22	62	12	4	753
C. less than 20 minutes	21	0	0	1	20	1	20	3	60	734	24	0	17	17	67	731	13	13	61	17	8	749
D. I rarely read at home.	25	0	0	4	67	1	17	1	17	743	24	0	67	17	17	743	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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: 7
SAU: Acton School Department
School: Acton 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 762–780)	2006-2007	6	17	6	17	2142	14
	2007-2008	2	6	2	6	2028	14
	2008-2009	**2**	**8**	**2**	**8**	**2220**	**16**
	Cum. Total*	10	11	10	11	6390	15
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 742–760)	2006-2007	16	44	16	44	5642	38
	2007-2008	15	48	15	48	5703	39
	2008-2009	**7**	**29**	**7**	**28**	**5879**	**42**
	Cum. Total*	38	42	38	41	17224	40
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 728–740)	2006-2007	10	28	10	28	4077	27
	2007-2008	8	26	8	26	3733	26
	2008-2009	**9**	**38**	**9**	**36**	**3537**	**25**
	Cum. Total*	27	30	27	29	11347	26
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 700–726)	2006-2007	4	11	4	11	3001	20
	2007-2008	6	19	6	19	3054	21
	2008-2009	**6**	**25**	**7**	**28**	**2484**	**18**
	Cum. Total*	16	18	17	18	8539	20

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**	26.0	46.4	25.2	45.0	29.9	53.4
A. Number	**14**	**25**	6.7	47.9	6.4	45.7	7.7	55.0
B. Data	**16**	**29**	7.3	45.6	7.0	43.8	8.1	50.6
C. Geometry	**12**	**21**	6.3	52.5	6.1	50.8	6.9	57.5
D. Algebra	**14**	**25**	5.8	41.4	5.6	40.0	7.3	52.1

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: 7
SAU: Acton School Department
School: Acton 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	24	2	8	7	29	9	38	6	25	739	25	8	28	36	28	738	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	24	2	8	7	29	9	38	6	25	739	25	8	28	36	28	738	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	3	33	5	56	726	10	0	10	30	60	723	2189	2	17	27	53	728
No	15	2	13	6	40	6	40	1	7	747	15	13	40	40	7	747	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	24	2	8	7	29	9	38	6	25	739	25	8	28	36	28	738	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	14	1	7	3	21	5	36	5	36	735	15	7	20	33	40	733	5308	7	35	30	28	738
No	10	1	10	4	40	4	40	1	10	745	10	10	40	40	10	745	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	24	2	8	7	29	9	38	6	25	739	25	8	28	36	28	738	14112	16	42	25	18	745
Gender																						
Female	6	0	0	3	50	0	0	3	50	736	6	0	50	0	50	736	6992	16	43	25	16	745
Male	18	2	11	4	22	9	50	3	17	740	19	11	21	47	21	738	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	24	2	8	7	29	9	38	6	25	739	25	8	28	36	28	738	13096	16	43	24	17	745
Gifted/talented program																						
Yes	2										2						676	68	29	2	0	767
No	22	0	0	7	32	9	41	6	27	736	23	0	30	39	30	734	13444	13	42	26	18	744

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: 7
SAU: Acton School Department
School: Acton 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	8	0	0	0	0	2	100	0	0	735	12	0	0	67	33	723	7	6	30	28	36	735
B. less than one hour	58	2	14	5	36	6	43	1	7	746	56	14	36	43	7	746	52	16	42	25	17	745
C. one to two hours	29	0	0	2	29	1	14	4	57	730	28	0	29	14	57	730	37	18	44	24	14	747
D. more than two hours	4	0	0	0	0	0	0	1	100	714	4	0	0	0	100	714	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	2	25	3	38	2	25	1	13	749	33	25	38	25	13	749	26	35	43	12	9	754
B. good	39	0	0	2	22	5	56	2	22	733	42	0	20	50	30	730	46	13	48	25	15	745
C. fair	26	0	0	2	33	2	33	2	33	736	25	0	33	33	33	736	23	3	32	37	27	737
D. poor	0										0						5	1	22	37	40	731
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.	13	0	0	1	33	2	67	0	0	740	13	0	33	67	0	740	26	23	43	20	13	749
B. They match some of what I have learned.	74	0	0	6	35	6	35	5	29	736	75	0	33	33	33	734	53	15	45	26	15	746
C. They match just a little of what I have learned.	13	2	67	0	0	1	33	0	0	761	13	67	0	33	0	761	17	9	35	32	24	740
D. There is no match.	0										0						4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	30	0	0	3	43	3	43	1	14	738	29	0	43	43	14	738	37	8	40	29	23	740
B. about the same as my regular schoolwork	48	0	0	3	27	5	45	3	27	736	50	0	25	42	33	733	51	16	44	25	15	746
C. easier than my regular schoolwork	22	2	40	1	20	1	20	1	20	751	21	40	20	20	20	751	12	41	35	13	11	755
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.	32	0	0	3	43	2	29	2	29	734	35	0	38	25	38	730	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	59	2	15	4	31	4	31	3	23	744	57	15	31	31	23	744	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	0	0	2	100	0	0	737	9	0	0	100	0	737	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	0	0	2	100	0	0	738	13	0	0	67	33	725	8	8	30	29	33	737
B. 30–45 minutes	39	1	11	2	22	1	11	5	56	735	38	11	22	11	56	735	38	13	40	27	20	743
C. 45–60 minutes	39	1	11	5	56	3	33	0	0	747	38	11	56	33	0	747	42	20	45	23	12	748
D. more than 60 minutes	13	0	0	0	0	3	100	0	0	733	13	0	0	100	0	733	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	13	2	67	1	33	0	0	0	0	763	13	67	33	0	0	763	15	19	38	25	19	745
B. two or three days a week	61	0	0	5	36	7	50	2	14	739	58	0	36	50	14	739	31	18	42	24	16	746
C. two or three times a month	22	0	0	1	20	1	20	3	60	729	21	0	20	20	60	729	26	17	43	24	17	746
D. never or almost never	4	0	0	0	0	1	100	0	0	730	8	0	0	50	50	715	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	9	2	100	0	0	0	0	0	0	773	8	100	0	0	0	773	10	12	39	24	24	741
B. two or three days a week	4	0	0	0	0	0	0	1	100	714	4	0	0	0	100	714	22	13	43	26	18	744
C. two or three times each month	22	0	0	2	40	1	20	2	40	733	21	0	40	20	40	733	33	18	44	25	13	747
D. never or almost never	65	0	0	5	33	8	53	2	13	739	67	0	31	50	19	737	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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