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:	10361217
SAU:	Chelsea School Department
School:	Chelsea 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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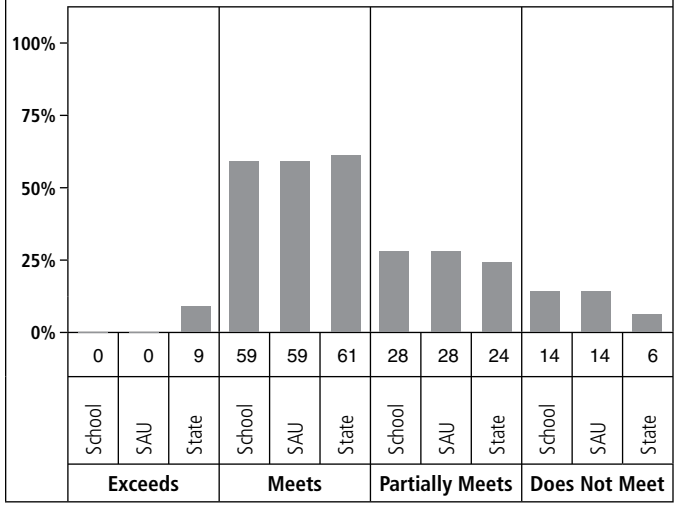
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Chelsea School Department
School: Chelsea Elementary School

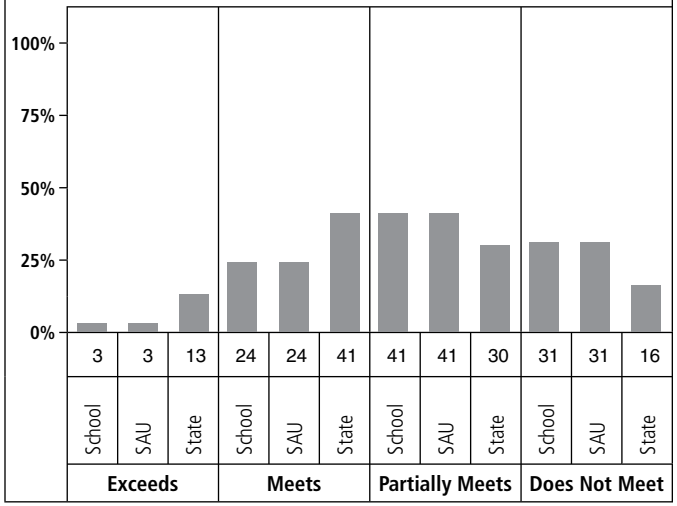
Summary of School, SAU, and State Scores

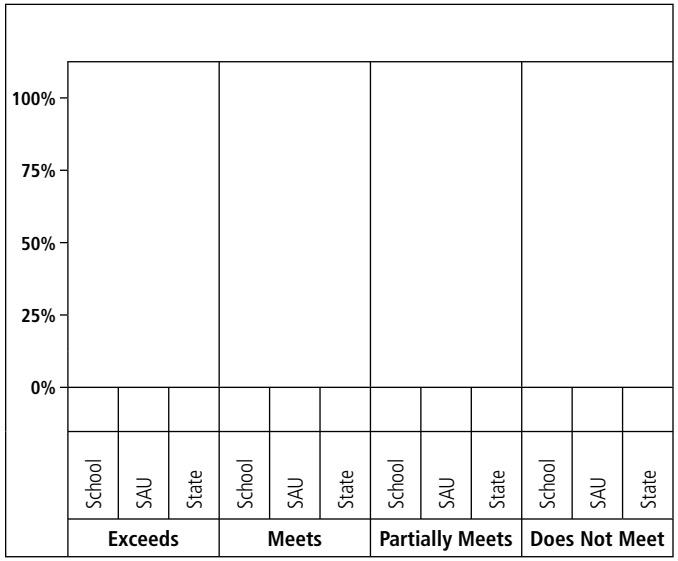
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	640	640	646
2007–2008	645	643	648
2008–2009	**641**	**641**	**647**
Cum. Avg.*	641	641	647
Mathematics			
2006–2007	634	634	643
2007–2008	636	635	642
2008–2009	**634**	**634**	**643**
Cum. Avg.*	634	634	643

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: Chelsea School Department
School: Chelsea 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	30	100	30	100	14251	100	29	97	29	97	14150	99	29	97	29	97	14156	100						
Ethnicity African American/Black	1	3	1	3	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	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	29	97	29	97	13309	93	28	97	28	97	13224	100	28	97	28	97	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	43	13	43	2468	17	12	92	12	92	2423	99	12	92	12	92	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	13	43	13	43	5780	41	12	92	12	92	5724	99	12	92	12	92	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	19	63	19	63	11369	80	19	63	19	63	11373	80						
Identified disability (PET/IEP)	2	11	2	11	355	3	2	11	2	11	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	10	33	10	33	2594	18	10	33	10	33	2605	18						
Identified disability (PET/IEP)	10	100	10	100	1881	73	10	100	10	100	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	0	0	0	0	519	20	0	0	0	0	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	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	3	1	3	75	1	1	3	1	3	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:	Chelsea School Department
School:	Chelsea 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	0	0	0	0	1132	8
	2007-2008	1	6	1	6	1817	13
	2008-2009	**0**	**0**	**0**	**0**	**1309**	**9**
	Cum. Total*	1	1	1	1	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	14	48	14	48	8127	57
	2007-2008	8	50	8	47	8072	57
	2008-2009	**17**	**59**	**17**	**59**	**8564**	**61**
	Cum. Total*	39	53	39	52	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	8	28	8	28	3549	25
	2007-2008	6	38	6	35	3194	23
	2008-2009	**8**	**28**	**8**	**28**	**3291**	**24**
	Cum. Total*	22	30	22	29	10034	24
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	24	7	24	1478	10
	2007-2008	1	6	2	12	981	7
	2008-2009	**4**	**14**	**4**	**14**	**799**	**6**
	Cum. Total*	12	16	13	17	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**	29.3	52.3	29.3	52.3	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.1	50.5	10.1	50.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	19.2	53.3	19.2	53.3	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: Chelsea School Department
School: Chelsea 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	29	0	0	17	59	8	28	4	14	641	29	0	59	28	14	641	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	0										0						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	28	0	0	17	61	7	25	4	14	642	28	0	61	25	14	642	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	3	25	5	42	4	33	632	12	0	25	42	33	632	2236	1	30	48	22	637
No	17	0	0	14	82	3	18	0	0	648	17	0	82	18	0	648	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	29	0	0	17	59	8	28	4	14	641	29	0	59	28	14	641	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	12	0	0	5	42	4	33	3	25	637	12	0	42	33	25	637	5617	4	54	33	9	643
No	17	0	0	12	71	4	24	1	6	644	17	0	71	24	6	644	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	29	0	0	17	59	8	28	4	14	641	29	0	59	28	14	641	13959	9	61	24	6	647
Gender																						
Female	13	0	0	7	54	6	46	0	0	643	13	0	54	46	0	643	6743	13	63	20	4	649
Male	16	0	0	10	63	2	13	4	25	639	16	0	63	13	25	639	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1408	4	41	43	12	641
No	25	0	0	16	64	5	20	4	16	641	25	0	64	20	16	641	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	29	0	0	17	59	8	28	4	14	641	29	0	59	28	14	641	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: Chelsea School Department
School: Chelsea 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	10	0	0	0	0	1	33	2	67	621	10	0	0	33	67	621	6	5	47	32	16	642
B. less than one hour	38	0	0	5	45	4	36	2	18	640	38	0	45	36	18	640	59	9	62	24	5	647
C. one to two hours	48	0	0	12	86	2	14	0	0	647	48	0	86	14	0	647	32	11	64	21	4	648
D. more than two hours	3	0	0	0	0	1	100	0	0	632	3	0	0	100	0	632	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	0	0	7	70	3	30	0	0	646	34	0	70	30	0	646	31	17	66	14	3	651
B. good	45	0	0	8	62	5	38	0	0	644	45	0	62	38	0	644	48	8	64	23	5	647
C. fair	14	0	0	2	50	0	0	2	50	628	14	0	50	0	50	628	18	2	48	40	10	641
D. poor	7	0	0	0	0	0	0	2	100	623	7	0	0	0	100	623	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.	34	0	0	10	100	0	0	0	0	650	34	0	100	0	0	650	38	13	65	18	3	650
B. They match some of what I have learned.	41	0	0	7	58	4	33	1	8	643	41	0	58	33	8	643	49	8	63	24	5	647
C. They match just a little of what I have learned.	17	0	0	0	0	4	80	1	20	633	17	0	0	80	20	633	10	5	48	36	11	642
D. There is no match.	7	0	0	0	0	0	0	2	100	611	7	0	0	0	100	611	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	32	0	0	1	11	6	67	2	22	634	32	0	11	67	22	634	16	7	52	30	11	644
B. about the same as my regular schoolwork	46	0	0	11	85	2	15	0	0	647	46	0	85	15	0	647	66	10	64	22	4	648
C. easier than my regular schoolwork	21	0	0	5	83	0	0	1	17	646	21	0	83	0	17	646	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.	14	0	0	0	0	1	25	3	75	626	14	0	0	25	75	626	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	31	0	0	5	56	4	44	0	0	643	31	0	56	44	0	643	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	55	0	0	12	75	3	19	1	6	644	55	0	75	19	6	644	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.	55	0	0	9	56	5	31	2	13	639	55	0	56	31	13	639	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	45	0	0	8	62	3	23	2	15	644	45	0	62	23	15	644	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	34	0	0	7	70	3	30	0	0	645	34	0	70	30	0	645	23	15	65	16	4	650
B. 20 minutes to an hour	45	0	0	8	62	4	31	1	8	644	45	0	62	31	8	644	49	10	64	22	4	648
C. less than 20 minutes	10	0	0	1	33	0	0	2	67	623	10	0	33	0	67	623	11	6	58	29	7	645
D. I rarely read at home.	10	0	0	1	33	1	33	1	33	633	10	0	33	33	33	633	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	634	100	0	0	100	0	634						

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:	Chelsea School Department
School:	Chelsea 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	3	10	3	10	2092	15
	2007-2008	0	0	0	0	1474	10
	2008-2009	**1**	**3**	**1**	**3**	**1807**	**13**
	Cum. Total*	4	5	4	5	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	9	31	9	31	5731	40
	2007-2008	6	38	6	35	6008	43
	2008-2009	**7**	**24**	**7**	**24**	**5662**	**41**
	Cum. Total*	22	30	22	29	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	5	17	5	17	4175	29
	2007-2008	7	44	7	41	4244	30
	2008-2009	**12**	**41**	**12**	**41**	**4219**	**30**
	Cum. Total*	24	32	24	32	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	12	41	12	41	2308	16
	2007-2008	3	19	4	24	2346	17
	2008-2009	**9**	**31**	**9**	**31**	**2290**	**16**
	Cum. Total*	24	32	25	33	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**	24.3	43.4	24.3	43.4	30.6	54.6
A. Number	**18**	**32**	8.5	47.2	8.5	47.2	10.3	57.2
B. Data	**12**	**21**	4.6	38.3	4.6	38.3	6.6	55.0
C. Geometry	**14**	**25**	5.4	38.6	5.4	38.6	7.3	52.1
D. Algebra	**12**	**21**	5.9	49.2	5.9	49.2	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: Chelsea School Department
School: Chelsea 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	29	1	3	7	24	12	41	9	31	634	29	3	24	41	31	634	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	0										0						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	28	1	4	7	25	12	43	8	29	634	28	4	25	43	29	634	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	0	0	5	42	7	58	623	12	0	0	42	58	623	2248	3	18	33	46	629
No	17	1	6	7	41	7	41	2	12	642	17	6	41	41	12	642	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	29	1	3	7	24	12	41	9	31	634	29	3	24	41	31	634	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	12	0	0	1	8	4	33	7	58	626	12	0	8	33	58	626	5620	6	33	37	25	637
No	17	1	6	6	35	8	47	2	12	639	17	6	35	47	12	639	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	29	1	3	7	24	12	41	9	31	634	29	3	24	41	31	634	13974	13	41	30	16	643
Gender																						
Female	13	0	0	3	23	4	31	6	46	628	13	0	23	31	46	628	6738	12	40	32	16	642
Male	16	1	6	4	25	8	50	3	19	639	16	6	25	50	19	639	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1410	3	24	41	32	634
No	25	1	4	7	28	10	40	7	28	635	25	4	28	40	28	635	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	29	1	3	7	24	12	41	9	31	634	29	3	24	41	31	634	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: Chelsea School Department
School: Chelsea 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	10	0	0	0	0	2	67	1	33	629	10	0	0	67	33	629	6	7	32	28	32	636
B. less than one hour	38	0	0	3	27	4	36	4	36	631	38	0	27	36	36	631	59	13	41	30	16	643
C. one to two hours	48	1	7	4	29	6	43	3	21	638	48	7	29	43	21	638	32	14	41	31	14	644
D. more than two hours	3	0	0	0	0	0	0	1	100	624	3	0	0	0	100	624	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	1	20	1	20	3	60	0	0	645	17	20	20	60	0	645	30	27	45	18	9	651
B. good	45	0	0	5	38	4	31	4	31	634	45	0	38	31	31	634	46	9	45	31	15	643
C. fair	28	0	0	1	13	4	50	3	38	629	28	0	13	50	38	629	20	2	29	43	26	635
D. poor	10	0	0	0	0	1	33	2	67	627	10	0	0	33	67	627	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	0	0	5	42	6	50	1	8	640	41	0	42	50	8	640	35	18	42	27	13	646
B. They match some of what I have learned.	38	1	9	2	18	6	55	2	18	638	38	9	18	55	18	638	50	11	43	31	15	643
C. They match just a little of what I have learned.	10	0	0	0	0	0	0	3	100	617	10	0	0	0	100	617	13	8	31	36	26	638
D. There is no match.	10	0	0	0	0	0	0	3	100	611	10	0	0	0	100	611	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	33	0	0	0	0	3	33	6	67	620	33	0	0	33	67	620	32	7	40	34	20	640
B. about the same as my regular schoolwork	52	1	7	5	36	7	50	1	7	642	52	7	36	50	7	642	56	13	42	30	15	644
C. easier than my regular schoolwork	15	0	0	2	50	1	25	1	25	637	15	0	50	25	25	637	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	0	0	4	25	7	44	5	31	632	57	0	25	44	31	632	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	39	1	9	3	27	4	36	3	27	637	39	9	27	36	27	637	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	100	0	0	638	4	0	0	100	0	638	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	10	0	0	0	0	2	67	1	33	623	10	0	0	67	33	623	6	8	29	29	34	635
B. 30–45 minutes	34	0	0	4	40	2	20	4	40	631	34	0	40	20	40	631	33	10	37	34	19	641
C. 45–60 minutes	52	1	7	3	20	8	53	3	20	639	52	7	20	53	20	639	45	15	44	29	12	645
D. more than 60 minutes	3	0	0	0	0	0	0	1	100	624	3	0	0	0	100	624	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	600	3	0	0	0	100	600	9	14	35	29	22	641
B. two or three days a week	3	0	0	0	0	1	100	0	0	640	3	0	0	100	0	640	26	15	40	30	16	644
C. two or three times each month	48	0	0	4	29	8	57	2	14	638	48	0	29	57	14	638	31	13	43	30	14	644
D. never or almost never	45	1	8	3	23	3	23	6	46	631	45	8	23	23	46	631	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	1	17	2	33	3	50	629	21	0	17	33	50	629	17	8	35	33	24	639
B. two or three days a week	41	1	8	1	8	8	67	2	17	636	41	8	8	67	17	636	28	13	42	30	15	643
C. two or three times each month	17	0	0	3	60	2	40	0	0	646	17	0	60	40	0	646	31	15	43	30	13	645
D. never or almost never	21	0	0	2	33	0	0	4	67	624	21	0	33	0	67	624	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	600	100	0	0	0	100	600						

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