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:	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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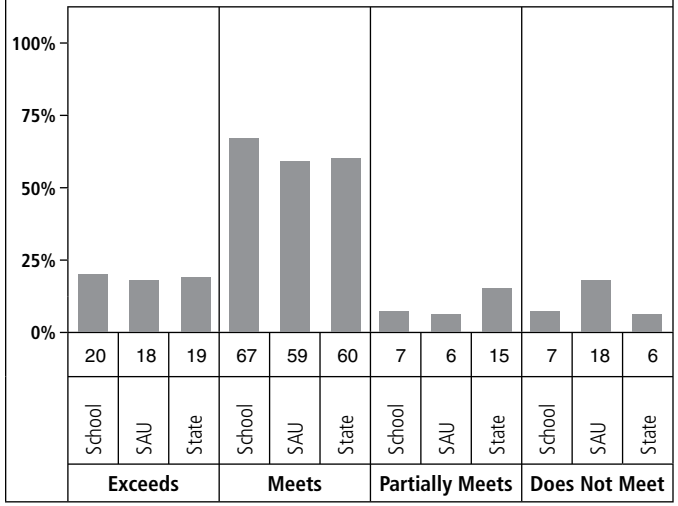
SUMMARY OF SCORES

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

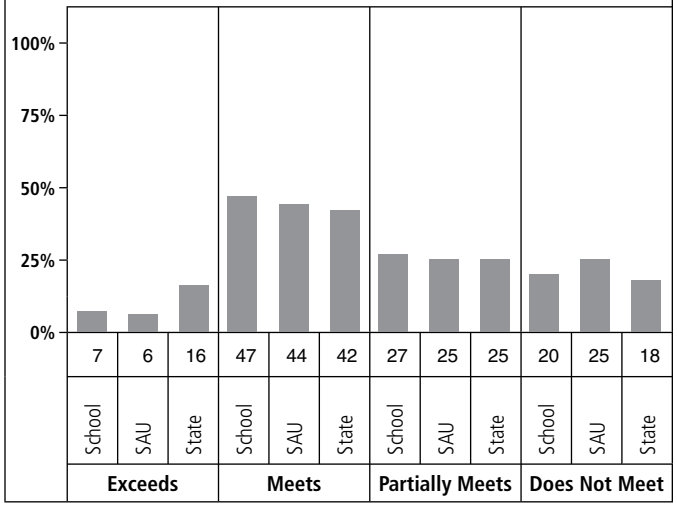
Summary of School, SAU, and State Scores

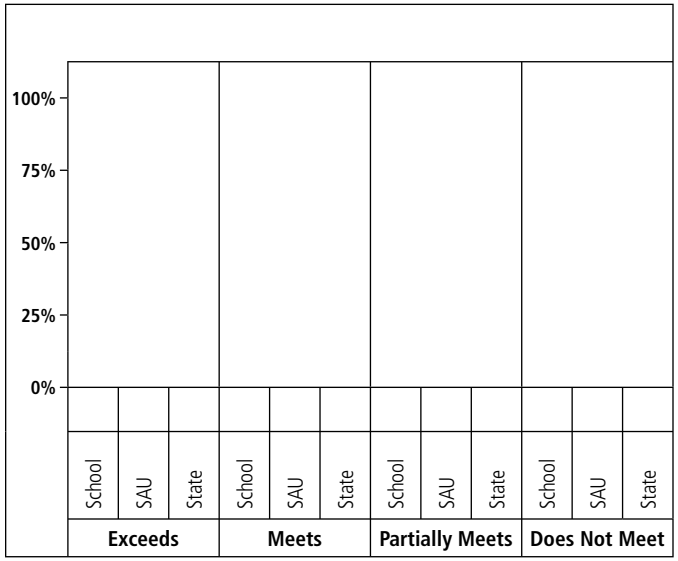
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	744	744	748
2007–2008	747	747	750
2008–2009	**753**	**750**	**751**
Cum. Avg.*	747	746	750
Mathematics			
2006–2007	733	733	742
2007–2008	736	736	743
2008–2009	**742**	**741**	**745**
Cum. Avg.*	736	736	743

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: 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	15	100	18	100	14446	100	15	100	18	100	14316	99	15	100	17	94	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	15	100	18	100	13483	93	15	100	18	100	13380	99	15	100	17	94	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	13	5	28	2428	17	2	100	5	100	2391	99	2	100	4	80	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	6	40	8	44	5498	38	6	100	8	100	5431	99	6	100	7	88	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	13	87	13	72	11742	81	13	87	13	72	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	2	13	4	22	2367	16	2	13	3	17	2366	16						
Identified disability (PET/IEP)	2	100	4	100	1819	77	2	100	3	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)	0	0	1	6	205	1	0	0	1	6	202	1						
Identified disability (PET/IEP)	0	0	1	100	205	100	0	0	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	1	6	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:	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 762–780)	2006-2007	6	18	6	18	2630	18
	2007-2008	7	26	7	26	2604	18
	2008-2009	**3**	**20**	**3**	**18**	**2618**	**19**
	Cum. Total*	16	21	16	21	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	16	47	16	47	7605	51
	2007-2008	10	37	10	37	8049	55
	2008-2009	**10**	**67**	**10**	**59**	**8484**	**60**
	Cum. Total*	36	47	36	46	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	9	3	9	3000	20
	2007-2008	6	22	6	22	2672	18
	2008-2009	**1**	**7**	**1**	**6**	**2108**	**15**
	Cum. Total*	10	13	10	13	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	9	26	9	26	1620	11
	2007-2008	4	15	4	15	1190	8
	2008-2009	**1**	**7**	**3**	**18**	**899**	**6**
	Cum. Total*	14	18	16	21	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**	35.9	64.1	33.2	59.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.1	60.5	11.3	56.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.8	66.1	21.9	60.8	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: 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	15	3	20	10	67	1	7	1	7	753	17	18	59	6	18	750	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	15	3	20	10	67	1	7	1	7	753	17	18	59	6	18	750	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	2										4						2186	2	36	35	27	737
No	13	3	23	10	77	0	0	0	0	756	13	23	77	0	0	756	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	15	3	20	10	67	1	7	1	7	753	17	18	59	6	18	750	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	6	0	0	4	67	1	17	1	17	743	8	0	50	13	38	738	5300	8	58	22	11	746
No	9	3	33	6	67	0	0	0	0	760	9	33	67	0	0	760	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	15	3	20	10	67	1	7	1	7	753	17	18	59	6	18	750	14101	19	60	15	6	751
Gender																						
Female	5	0	0	5	100	0	0	0	0	752	5	0	100	0	0	752	6993	24	61	11	4	754
Male	10	3	30	5	50	1	10	1	10	754	12	25	42	8	25	749	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1025	10	53	27	11	745
No	11	3	27	7	64	1	9	0	0	757	13	23	54	8	15	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	15	3	20	10	67	1	7	1	7	753	17	18	59	6	18	750	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: 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	7	1	100	0	0	0	0	0	0	780	7	100	0	0	0	780	7	8	48	25	19	743
B. less than one hour	43	1	17	4	67	1	17	0	0	751	47	14	57	14	14	747	52	17	62	15	6	751
C. one to two hours	43	1	17	5	83	0	0	0	0	757	40	17	83	0	0	757	37	23	61	12	4	753
D. more than two hours	7	0	0	1	100	0	0	0	0	744	7	0	100	0	0	744	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	2	29	4	57	1	14	0	0	756	53	25	50	13	13	753	30	33	56	7	4	756
B. good	36	1	20	4	80	0	0	0	0	755	33	20	80	0	0	755	49	16	64	14	5	751
C. fair	14	0	0	2	100	0	0	0	0	752	13	0	100	0	0	752	19	5	59	26	10	745
D. poor	0										0						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.	50	3	43	3	43	1	14	0	0	760	47	43	43	14	0	760	33	24	62	10	3	754
B. They match some of what I have learned.	43	0	0	6	100	0	0	0	0	752	47	0	86	0	14	748	52	18	62	15	5	751
C. They match just a little of what I have learned.	0										0						11	11	54	23	13	746
D. There is no match.	7	0	0	1	100	0	0	0	0	744	7	0	100	0	0	744	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	0										0						17	16	55	18	12	748
B. about the same as my regular schoolwork	79	2	18	8	73	1	9	0	0	754	80	17	67	8	8	752	65	19	62	14	5	752
C. easier than my regular schoolwork	21	1	33	2	67	0	0	0	0	761	20	33	67	0	0	761	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.	7	1	100	0	0	0	0	0	0	772	7	100	0	0	0	772	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	7	0	0	1	100	0	0	0	0	744	7	0	100	0	0	744	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	86	2	17	9	75	1	8	0	0	755	87	15	69	8	8	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.	50	2	29	4	57	1	14	0	0	755	50	29	57	14	0	755	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	50	1	14	6	86	0	0	0	0	755	50	14	86	0	0	755	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	1	100	0	0	0	0	758	13	0	50	0	50	743	21	27	57	11	5	755
B. 20 minutes to an hour	79	3	27	7	64	1	9	0	0	755	73	27	64	9	0	755	45	22	62	12	4	753
C. less than 20 minutes	14	0	0	2	100	0	0	0	0	752	13	0	100	0	0	752	13	13	61	17	8	749
D. I rarely read at home.	0										0						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: 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 762–780)	2006-2007	1	3	1	3	2142	14
	2007-2008	2	7	2	7	2028	14
	2008-2009	**1**	**7**	**1**	**6**	**2220**	**16**
	Cum. Total*	4	5	4	5	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	11	32	11	32	5642	38
	2007-2008	9	33	9	33	5703	39
	2008-2009	**7**	**47**	**7**	**44**	**5879**	**42**
	Cum. Total*	27	36	27	35	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	9	26	9	26	4077	27
	2007-2008	6	22	6	22	3733	26
	2008-2009	**4**	**27**	**4**	**25**	**3537**	**25**
	Cum. Total*	19	25	19	25	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	13	38	13	38	3001	20
	2007-2008	10	37	10	37	3054	21
	2008-2009	**3**	**20**	**4**	**25**	**2484**	**18**
	Cum. Total*	26	34	27	35	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**	28.7	51.3	27.9	49.8	29.9	53.4
A. Number	**14**	**25**	8.1	57.9	8.0	57.1	7.7	55.0
B. Data	**16**	**29**	7.4	46.3	7.2	45.0	8.1	50.6
C. Geometry	**12**	**21**	6.3	52.5	6.1	50.8	6.9	57.5
D. Algebra	**14**	**25**	6.8	48.6	6.7	47.9	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: 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	15	1	7	7	47	4	27	3	20	742	16	6	44	25	25	741	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	15	1	7	7	47	4	27	3	20	742	16	6	44	25	25	741	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	2										3						2189	2	17	27	53	728
No	13	1	8	7	54	3	23	2	15	747	13	8	54	23	15	747	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	15	1	7	7	47	4	27	3	20	742	16	6	44	25	25	741	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	6	0	0	1	17	2	33	3	50	727	7	0	14	29	57	727	5308	7	35	30	28	738
No	9	1	11	6	67	2	22	0	0	752	9	11	67	22	0	752	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	15	1	7	7	47	4	27	3	20	742	16	6	44	25	25	741	14112	16	42	25	18	745
Gender																						
Female	5	0	0	2	40	2	40	1	20	742	5	0	40	40	20	742	6992	16	43	25	16	745
Male	10	1	10	5	50	2	20	2	20	743	11	9	45	18	27	741	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1024	7	26	36	31	736
No	11	1	9	7	64	2	18	1	9	748	12	8	58	17	17	747	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	15	1	7	7	47	4	27	3	20	742	16	6	44	25	25	741	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: 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	7	1	100	0	0	0	0	0	0	766	7	100	0	0	0	766	7	6	30	28	36	735
B. less than one hour	43	0	0	3	50	2	33	1	17	742	47	0	43	29	29	739	52	16	42	25	17	745
C. one to two hours	43	0	0	4	67	1	17	1	17	748	40	0	67	17	17	748	37	18	44	24	14	747
D. more than two hours	7	0	0	0	0	1	100	0	0	730	7	0	0	100	0	730	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	0	0	4	100	0	0	0	0	755	27	0	100	0	0	755	26	35	43	12	9	754
B. good	57	1	13	3	38	3	38	1	13	744	60	11	33	33	22	742	46	13	48	25	15	745
C. fair	7	0	0	0	0	1	100	0	0	738	7	0	0	100	0	738	23	3	32	37	27	737
D. poor	7	0	0	0	0	0	0	1	100	726	7	0	0	0	100	726	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.	29	1	25	2	50	0	0	1	25	750	27	25	50	0	25	750	26	23	43	20	13	749
B. They match some of what I have learned.	64	0	0	5	56	4	44	0	0	746	67	0	50	40	10	744	53	15	45	26	15	746
C. They match just a little of what I have learned.	7	0	0	0	0	0	0	1	100	726	7	0	0	0	100	726	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	14	0	0	0	0	1	50	1	50	733	20	0	0	33	67	731	37	8	40	29	23	740
B. about the same as my regular schoolwork	71	1	10	6	60	3	30	0	0	749	67	10	60	30	0	749	51	16	44	25	15	746
C. easier than my regular schoolwork	14	0	0	1	50	0	0	1	50	740	13	0	50	0	50	740	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.	57	1	13	2	25	3	38	2	25	742	60	11	22	33	33	740	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	36	0	0	5	100	0	0	0	0	754	33	0	100	0	0	754	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	0	0	1	100	0	0	730	7	0	0	100	0	730	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	0										0						8	8	30	29	33	737
B. 30–45 minutes	7	0	0	1	100	0	0	0	0	758	13	0	50	0	50	742	38	13	40	27	20	743
C. 45–60 minutes	86	1	8	6	50	3	25	2	17	746	80	8	50	25	17	746	42	20	45	23	12	748
D. more than 60 minutes	7	0	0	0	0	1	100	0	0	730	7	0	0	100	0	730	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	0	0	1	100	0	0	730	7	0	0	100	0	730	15	19	38	25	19	745
B. two or three days a week	7	0	0	0	0	0	0	1	100	726	7	0	0	0	100	726	31	18	42	24	16	746
C. two or three times a month	57	1	13	5	63	2	25	0	0	751	53	13	63	25	0	751	26	17	43	24	17	746
D. never or almost never	29	0	0	2	50	1	25	1	25	743	33	0	40	20	40	739	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						10	12	39	24	24	741
B. two or three days a week	0										0						22	13	43	26	18	744
C. two or three times each month	0										0						33	18	44	25	13	747
D. never or almost never	100	1	7	7	50	4	29	2	14	745	100	7	47	27	20	744	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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