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:	11701421
SAU:	Waterville Public Schools
School:	Waterville Junior High 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

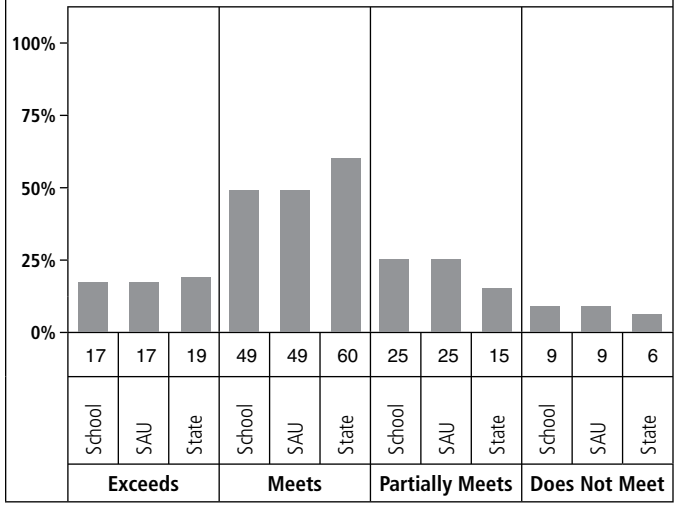
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Waterville Public Schools
School: Waterville Junior High School

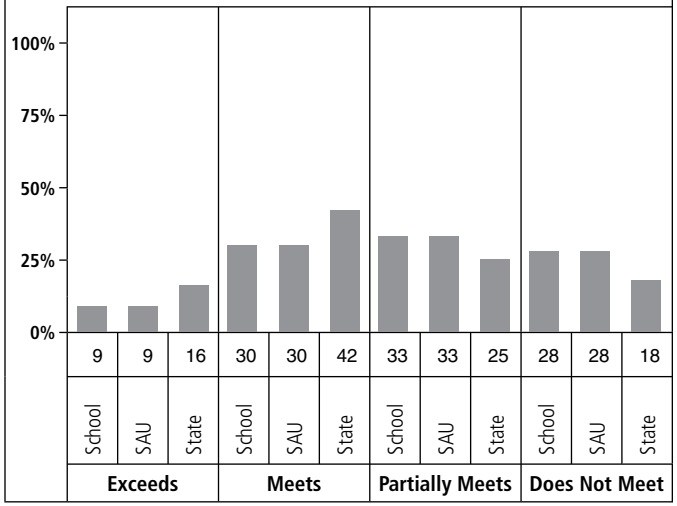
Summary of School, SAU, and State Scores

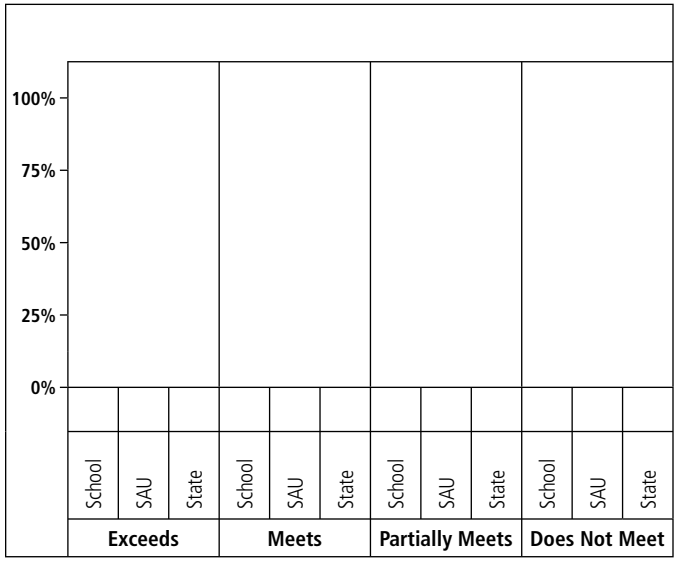
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	749	749	748
2007–2008	751	751	750
2008–2009	**748**	**748**	**751**
Cum. Avg.*	749	749	750
Mathematics			
2006–2007	740	740	742
2007–2008	737	737	743
2008–2009	**739**	**739**	**745**
Cum. Avg.*	739	739	743

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: Waterville Public Schools
School: Waterville Junior High 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	141	100	141	100	14446	100	141	100	141	100	14316	99	141	100	141	100	14322	99						
Ethnicity African American/Black	2	1	2	1	432	3	2	100	2	100	416	97	2	100	2	100	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	1	1	1	1	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	5	4	5	4	147	1	5	100	5	100	144	99	5	100	5	100	144	99						
Caucasian/White	133	94	133	94	13483	93	133	100	133	100	13380	99	133	100	133	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	23	16	23	16	2428	17	23	100	23	100	2391	99	23	100	23	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	67	48	67	48	5498	38	67	100	67	100	5431	99	67	100	67	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	118	84	118	84	11742	81	118	84	118	84	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	23	16	23	16	2367	16	23	16	23	16	2366	16						
Identified disability (PET/IEP)	23	100	23	100	1819	77	23	100	23	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	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	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:	Waterville Public Schools
School:	Waterville Junior High 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	25	19	25	19	2630	18
	2007-2008	29	21	29	21	2604	18
	2008-2009	**24**	**17**	**24**	**17**	**2618**	**19**
	Cum. Total*	78	19	78	19	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	70	53	70	53	7605	51
	2007-2008	75	53	75	53	8049	55
	2008-2009	**69**	**49**	**69**	**49**	**8484**	**60**
	Cum. Total*	214	52	214	52	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	22	17	22	17	3000	20
	2007-2008	24	17	24	17	2672	18
	2008-2009	**35**	**25**	**35**	**25**	**2108**	**15**
	Cum. Total*	81	20	81	20	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	15	11	15	11	1620	11
	2007-2008	13	9	13	9	1190	8
	2008-2009	**13**	**9**	**13**	**9**	**899**	**6**
	Cum. Total*	41	10	41	10	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**	31.9	57.0	31.9	57.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.9	54.5	10.9	54.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.0	58.3	21.0	58.3	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: Waterville Public Schools
School: Waterville Junior High 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	141	24	17	69	49	35	25	13	9	748	141	17	49	25	9	748	14109	19	60	15	6	751
Ethnicity																						
African American/Black	2										2						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	5	1	20	2	40	1	20	1	20	750	5	20	40	20	20	750	142	14	56	17	13	747
Caucasian/White	133	22	17	65	49	34	26	12	9	748	133	17	49	26	9	748	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	23	1	4	6	26	8	35	8	35	734	23	4	26	35	35	734	2186	2	36	35	27	737
No	118	23	19	63	53	27	23	5	4	750	118	19	53	23	4	750	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	141	24	17	69	49	35	25	13	9	748	141	17	49	25	9	748	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	67	4	6	32	48	21	31	10	15	743	67	6	48	31	15	743	5300	8	58	22	11	746
No	74	20	27	37	50	14	19	3	4	752	74	27	50	19	4	752	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	141	24	17	69	49	35	25	13	9	748	141	17	49	25	9	748	14101	19	60	15	6	751
Gender																						
Female	66	18	27	29	44	13	20	6	9	751	66	27	44	20	9	751	6993	24	61	11	4	754
Male	75	6	8	40	53	22	29	7	9	745	75	8	53	29	9	745	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	141	24	17	69	49	35	25	13	9	748	141	17	49	25	9	748	13084	19	61	14	6	752
Gifted/talented program																						
Yes	1										1						676	66	33	1	0	766
No	140	23	16	69	49	35	25	13	9	748	140	16	49	25	9	748	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: Waterville Public Schools
School: Waterville Junior High 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	4	36	3	27	4	36	736	8	0	36	27	36	736	7	8	48	25	19	743
B. less than one hour	57	16	20	35	44	21	27	7	9	748	57	20	44	27	9	748	52	17	62	15	6	751
C. one to two hours	30	8	19	26	62	7	17	1	2	752	30	19	62	17	2	752	37	23	61	12	4	753
D. more than two hours	5	0	0	3	43	4	57	0	0	742	5	0	43	57	0	742	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	13	27	28	57	5	10	3	6	753	35	27	57	10	6	753	30	33	56	7	4	756
B. good	41	8	14	24	42	19	33	6	11	746	41	14	42	33	11	746	49	16	64	14	5	751
C. fair	20	3	11	13	46	9	32	3	11	745	20	11	46	32	11	745	19	5	59	26	10	745
D. poor	4	0	0	4	80	1	20	0	0	747	4	0	80	20	0	747	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.	27	8	22	19	51	8	22	2	5	750	27	22	51	22	5	750	33	24	62	10	3	754
B. They match some of what I have learned.	46	12	19	34	54	12	19	5	8	750	46	19	54	19	8	750	52	18	62	15	5	751
C. They match just a little of what I have learned.	20	3	11	10	37	13	48	1	4	745	20	11	37	48	4	745	11	11	54	23	13	746
D. There is no match.	7	0	0	5	50	2	20	3	30	737	7	0	50	20	30	737	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	5	20	11	44	6	24	3	12	748	18	20	44	24	12	748	17	16	55	18	12	748
B. about the same as my regular schoolwork	57	15	19	42	54	15	19	6	8	750	57	19	54	19	8	750	65	19	62	14	5	752
C. easier than my regular schoolwork	24	4	12	14	42	13	39	2	6	745	24	12	42	39	6	745	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.	10	0	0	9	64	3	21	2	14	741	10	0	64	21	14	741	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	40	6	11	28	52	15	28	5	9	747	40	11	52	28	9	747	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	50	17	25	30	44	16	24	5	7	750	50	25	44	24	7	750	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.	41	9	16	29	52	11	20	7	13	749	41	16	52	20	13	749	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	50	15	22	35	51	16	23	3	4	750	50	22	51	23	4	750	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	3	25	8	67	1	8	738	9	0	25	67	8	738	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	26	14	39	14	39	4	11	4	11	753	26	39	39	11	11	753	21	27	57	11	5	755
B. 20 minutes to an hour	39	7	13	30	56	15	28	2	4	748	39	13	56	28	4	748	45	22	62	12	4	753
C. less than 20 minutes	8	1	9	6	55	3	27	1	9	747	8	9	55	27	9	747	13	13	61	17	8	749
D. I rarely read at home.	28	2	5	19	49	13	33	5	13	744	28	5	49	33	13	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	13	0	0	0	0	1	100	0	0	732	13	0	0	100	0	732						
B.	25	0	0	1	50	1	50	0	0	746	25	0	50	50	0	746						
C.	38	0	0	0	0	1	33	2	67	727	38	0	0	33	67	727						
D.	25	0	0	2	100	0	0	0	0	746	25	0	100	0	0	746						

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:	Waterville Public Schools
School:	Waterville Junior High 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	16	12	16	12	2142	14
	2007-2008	16	11	16	11	2028	14
	2008-2009	**13**	**9**	**13**	**9**	**2220**	**16**
	Cum. Total*	45	11	45	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	45	34	45	34	5642	38
	2007-2008	35	25	35	25	5703	39
	2008-2009	**42**	**30**	**42**	**30**	**5879**	**42**
	Cum. Total*	122	30	122	30	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	36	27	36	27	4077	27
	2007-2008	40	28	40	28	3733	26
	2008-2009	**46**	**33**	**46**	**33**	**3537**	**25**
	Cum. Total*	122	30	122	30	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	34	26	34	26	3001	20
	2007-2008	50	35	50	35	3054	21
	2008-2009	**40**	**28**	**40**	**28**	**2484**	**18**
	Cum. Total*	124	30	124	30	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**	26.3	47.0	26.3	47.0	29.9	53.4
A. Number	**14**	**25**	7.0	50.0	7.0	50.0	7.7	55.0
B. Data	**16**	**29**	6.9	43.1	6.9	43.1	8.1	50.6
C. Geometry	**12**	**21**	6.4	53.3	6.4	53.3	6.9	57.5
D. Algebra	**14**	**25**	6.1	43.6	6.1	43.6	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: Waterville Public Schools
School: Waterville Junior High 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	141	13	9	42	30	46	33	40	28	739	141	9	30	33	28	739	14120	16	42	25	18	745
Ethnicity																						
African American/Black	2										2						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	5	1	20	2	40	1	20	1	20	746	5	20	40	20	20	746	142	8	39	23	30	739
Caucasian/White	133	12	9	40	30	43	32	38	29	739	133	9	30	32	29	739	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	23	1	4	2	9	7	30	13	57	728	23	4	9	30	57	728	2189	2	17	27	53	728
No	118	12	10	40	34	39	33	27	23	741	118	10	34	33	23	741	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	141	13	9	42	30	46	33	40	28	739	141	9	30	33	28	739	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	67	2	3	14	21	26	39	25	37	733	67	3	21	39	37	733	5308	7	35	30	28	738
No	74	11	15	28	38	20	27	15	20	745	74	15	38	27	20	745	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	141	13	9	42	30	46	33	40	28	739	141	9	30	33	28	739	14112	16	42	25	18	745
Gender																						
Female	66	8	12	22	33	17	26	19	29	740	66	12	33	26	29	740	6992	16	43	25	16	745
Male	75	5	7	20	27	29	39	21	28	739	75	7	27	39	28	739	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	141	13	9	42	30	46	33	40	28	739	141	9	30	33	28	739	13096	16	43	24	17	745
Gifted/talented program																						
Yes	1										1						676	68	29	2	0	767
No	140	12	9	42	30	46	33	40	29	739	140	9	30	33	29	739	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: Waterville Public Schools
School: Waterville Junior High 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	2	18	1	9	8	73	727	8	0	18	9	73	727	7	6	30	28	36	735
B. less than one hour	57	10	13	25	32	25	32	19	24	741	57	13	32	32	24	741	52	16	42	25	17	745
C. one to two hours	30	3	7	13	31	18	43	8	19	740	30	7	31	43	19	740	37	18	44	24	14	747
D. more than two hours	5	0	0	1	14	1	14	5	71	728	5	0	14	14	71	728	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	9	21	13	31	16	38	4	10	748	30	21	31	38	10	748	26	35	43	12	9	754
B. good	37	4	8	21	40	15	29	12	23	742	37	8	40	29	23	742	46	13	48	25	15	745
C. fair	20	0	0	7	25	9	32	12	43	733	20	0	25	32	43	733	23	3	32	37	27	737
D. poor	13	0	0	1	6	5	28	12	67	723	13	0	6	28	67	723	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.	31	7	16	14	32	13	30	10	23	743	31	16	32	30	23	743	26	23	43	20	13	749
B. They match some of what I have learned.	45	5	8	21	33	20	32	17	27	739	45	8	33	32	27	739	53	15	45	26	15	746
C. They match just a little of what I have learned.	16	1	4	6	26	9	39	7	30	736	16	4	26	39	30	736	17	9	35	32	24	740
D. There is no match.	7	0	0	1	10	3	30	6	60	729	7	0	10	30	60	729	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	41	3	5	18	32	16	29	19	34	737	41	5	32	29	34	737	37	8	40	29	23	740
B. about the same as my regular schoolwork	48	6	9	19	29	23	35	18	27	739	48	9	29	35	27	739	51	16	44	25	15	746
C. easier than my regular schoolwork	11	4	27	4	27	4	27	3	20	748	11	27	27	27	20	748	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.	50	6	9	24	34	23	33	17	24	740	50	9	34	33	24	740	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	42	7	12	17	29	18	31	17	29	741	42	12	29	31	29	741	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	1	10	4	40	5	50	728	7	0	10	40	50	728	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	10	0	0	3	21	3	21	8	57	728	10	0	21	21	57	728	8	8	30	29	33	737
B. 30–45 minutes	28	3	8	8	21	16	41	12	31	738	28	8	21	41	31	738	38	13	40	27	20	743
C. 45–60 minutes	54	9	12	31	41	24	32	11	15	744	54	12	41	32	15	744	42	20	45	23	12	748
D. more than 60 minutes	9	1	8	0	0	2	17	9	75	727	9	8	0	17	75	727	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	13	5	28	2	11	6	33	5	28	745	13	28	11	33	28	745	15	19	38	25	19	745
B. two or three days a week	40	2	4	17	30	24	43	13	23	738	40	4	30	43	23	738	31	18	42	24	16	746
C. two or three times a month	29	5	12	18	44	8	20	10	24	743	29	12	44	20	24	743	26	17	43	24	17	746
D. never or almost never	18	1	4	5	20	7	28	12	48	733	18	4	20	28	48	733	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	6	0	0	2	22	3	33	4	44	728	6	0	22	33	44	728	10	12	39	24	24	741
B. two or three days a week	26	1	3	6	17	19	53	10	28	735	26	3	17	53	28	735	22	13	43	26	18	744
C. two or three times each month	54	8	11	30	40	18	24	19	25	742	54	11	40	24	25	742	33	18	44	25	13	747
D. never or almost never	14	4	20	4	20	5	25	7	35	742	14	20	20	25	35	742	35	16	40	25	19	744
Optional school/SAU question																						
A.	13	0	0	0	0	0	0	1	100	726	13	0	0	0	100	726						
B.	25	0	0	1	50	0	0	1	50	734	25	0	50	0	50	734						
C.	38	0	0	0	0	0	0	3	100	712	38	0	0	0	100	712						
D.	25	0	0	0	0	2	100	0	0	737	25	0	0	100	0	737						

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