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:	12181944
SAU:	MSAD 24
School:	Van Buren 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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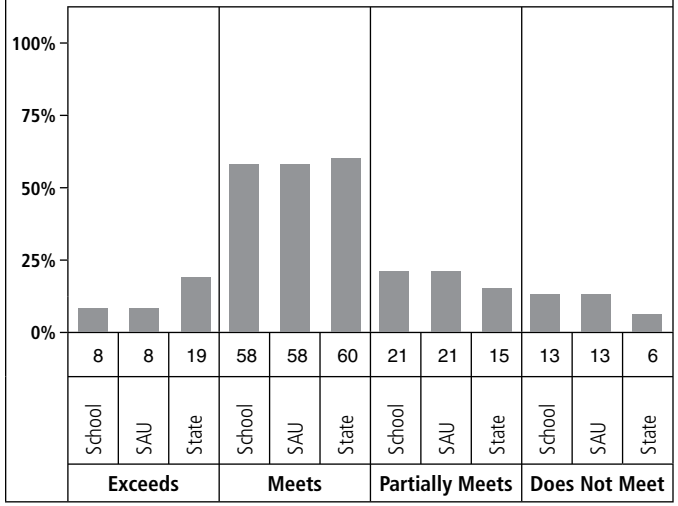
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 24
School: Van Buren Elementary School

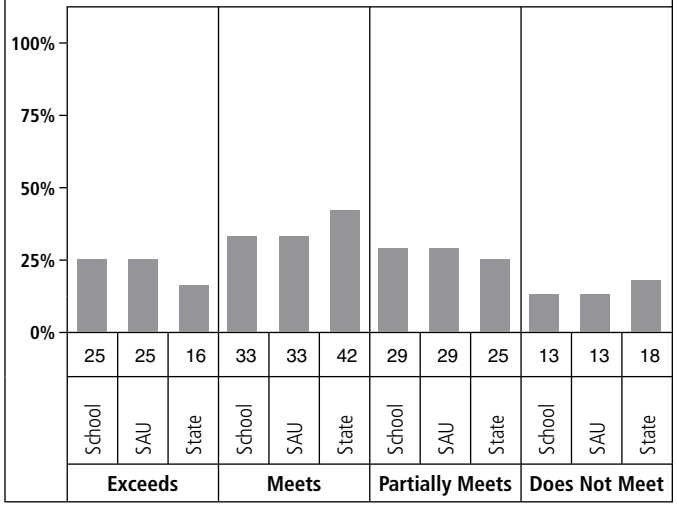
Summary of School, SAU, and State Scores

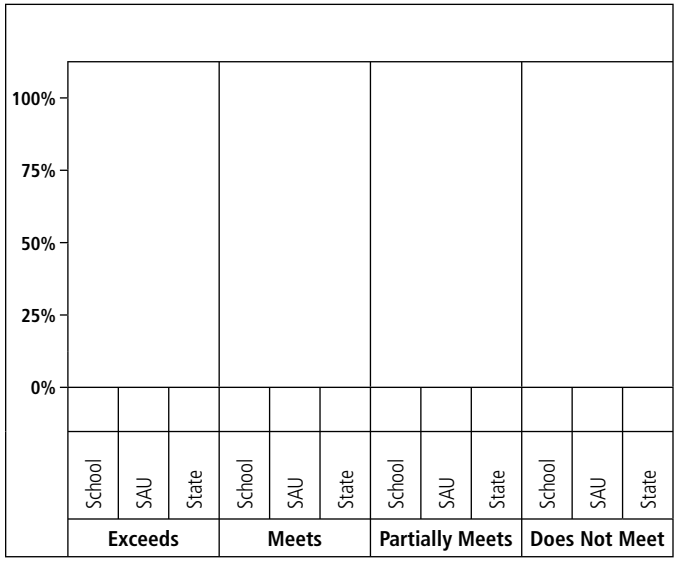
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007		742	748
2007–2008	740	740	750
2008–2009	**747**	**747**	**751**
Cum. Avg.*		743	750
Mathematics			
2006–2007		742	742
2007–2008	735	735	743
2008–2009	**749**	**749**	**745**
Cum. Avg.*		742	743

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: MSAD 24
School: Van Buren 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	27	100	27	100	14446	100	27	100	27	100	14316	99	27	100	27	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	27	100	27	100	13483	93	27	100	27	100	13380	99	27	100	27	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	4	15	4	15	2428	17	4	100	4	100	2391	99	4	100	4	100	2391	99						
Current LEP	7	26	7	26	334	2	7	100	7	100	318	95	7	100	7	100	328	98						
Economically disadvantaged	14	52	14	52	5498	38	14	100	14	100	5431	99	14	100	14	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	24	89	24	89	11742	81	24	89	24	89	11754	81						
Identified disability (PET/IEP)	1	4	1	4	367	3	1	4	1	4	365	3						
LEP	7	29	7	29	168	1	7	29	7	29	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	0	0	0	0	2367	16	0	0	0	0	2366	16						
Identified disability (PET/IEP)	0	0	0	0	1819	77	0	0	0	0	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)	3	11	3	11	205	1	3	11	3	11	202	1						
Identified disability (PET/IEP)	3	100	3	100	205	100	3	100	3	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:	MSAD 24
School:	Van Buren 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			4	11	2630	18
	2007-2008	1	4	1	4	2604	18
	2008-2009	**2**	**8**	**2**	**8**	**2618**	**19**
	Cum. Total*			7	8	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	44	7605	51
	2007-2008	10	40	10	40	8049	55
	2008-2009	**14**	**58**	**14**	**58**	**8484**	**60**
	Cum. Total*			40	47	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			10	28	3000	20
	2007-2008	9	36	9	36	2672	18
	2008-2009	**5**	**21**	**5**	**21**	**2108**	**15**
	Cum. Total*			24	28	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			6	17	1620	11
	2007-2008	5	20	5	20	1190	8
	2008-2009	**3**	**13**	**3**	**13**	**899**	**6**
	Cum. Total*			14	16	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**	31.4	56.1	31.4	56.1	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**	20.5	56.9	20.5	56.9	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: MSAD 24
School: Van Buren 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	14	58	5	21	3	13	747	24	8	58	21	13	747	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	2	8	14	58	5	21	3	13	747	24	8	58	21	13	747	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2186	2	36	35	27	737
No	23	2	9	14	61	5	22	2	9	748	23	9	61	22	9	748	11923	22	65	11	3	754
Current LEP																						
Yes	7	1	14	2	29	2	29	2	29	745	7	14	29	29	29	745	311	4	41	29	26	739
No	17	1	6	12	71	3	18	1	6	748	17	6	71	18	6	748	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	11	1	9	6	55	3	27	1	9	747	11	9	55	27	9	747	5300	8	58	22	11	746
No	13	1	8	8	62	2	15	2	15	747	13	8	62	15	15	747	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	24	2	8	14	58	5	21	3	13	747	24	8	58	21	13	747	14101	19	60	15	6	751
Gender																						
Female	16	1	6	10	63	3	19	2	13	748	16	6	63	19	13	748	6993	24	61	11	4	754
Male	8	1	13	4	50	2	25	1	13	747	8	13	50	25	13	747	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	2	8	14	58	5	21	3	13	747	24	8	58	21	13	747	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	24	2	8	14	58	5	21	3	13	747	24	8	58	21	13	747	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: MSAD 24
School: Van Buren 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	4	0	0	1	100	0	0	0	0	758	4	0	100	0	0	758	7	8	48	25	19	743
B. less than one hour	54	2	15	8	62	1	8	2	15	750	54	15	62	8	15	750	52	17	62	15	6	751
C. one to two hours	25	0	0	4	67	1	17	1	17	746	25	0	67	17	17	746	37	23	61	12	4	753
D. more than two hours	17	0	0	1	25	3	75	0	0	739	17	0	25	75	0	739	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	2	33	4	67	0	0	0	0	761	25	33	67	0	0	761	30	33	56	7	4	756
B. good	42	0	0	7	70	2	20	1	10	747	42	0	70	20	10	747	49	16	64	14	5	751
C. fair	29	0	0	3	43	2	29	2	29	737	29	0	43	29	29	737	19	5	59	26	10	745
D. poor	4	0	0	0	0	1	100	0	0	734	4	0	0	100	0	734	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	0	0	5	71	1	14	1	14	747	29	0	71	14	14	747	33	24	62	10	3	754
B. They match some of what I have learned.	58	2	14	9	64	1	7	2	14	750	58	14	64	7	14	750	52	18	62	15	5	751
C. They match just a little of what I have learned.	4	0	0	0	0	1	100	0	0	734	4	0	0	100	0	734	11	11	54	23	13	746
D. There is no match.	8	0	0	0	0	2	100	0	0	735	8	0	0	100	0	735	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	17	0	0	1	25	2	50	1	25	738	17	0	25	50	25	738	17	16	55	18	12	748
B. about the same as my regular schoolwork	67	2	13	10	63	3	19	1	6	751	67	13	63	19	6	751	65	19	62	14	5	752
C. easier than my regular schoolwork	17	0	0	3	75	0	0	1	25	741	17	0	75	0	25	741	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.	13	0	0	1	33	1	33	1	33	737	13	0	33	33	33	737	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	50	0	0	8	67	2	17	2	17	744	50	0	67	17	17	744	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	38	2	22	5	56	2	22	0	0	755	38	22	56	22	0	755	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.	42	1	10	7	70	2	20	0	0	750	42	10	70	20	0	750	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	54	1	8	7	54	3	23	2	15	746	54	8	54	23	15	746	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	0	0	1	100	728	4	0	0	0	100	728	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	2	67	1	33	0	0	745	13	0	67	33	0	745	21	27	57	11	5	755
B. 20 minutes to an hour	46	2	18	7	64	2	18	0	0	754	46	18	64	18	0	754	45	22	62	12	4	753
C. less than 20 minutes	21	0	0	2	40	2	40	1	20	740	21	0	40	40	20	740	13	13	61	17	8	749
D. I rarely read at home.	21	0	0	3	60	0	0	2	40	742	21	0	60	0	40	742	21	7	59	24	11	746
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	738	100	0	0	100	0	738						
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:	MSAD 24
School:	Van Buren 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	2142	14
	2007-2008	2	8	2	8	2028	14
	2008-2009	**6**	**25**	**6**	**25**	**2220**	**16**
	Cum. Total*			14	16	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	31	5642	38
	2007-2008	8	32	8	32	5703	39
	2008-2009	**8**	**33**	**8**	**33**	**5879**	**42**
	Cum. Total*			27	32	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			11	31	4077	27
	2007-2008	6	24	6	24	3733	26
	2008-2009	**7**	**29**	**7**	**29**	**3537**	**25**
	Cum. Total*			24	28	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			8	22	3001	20
	2007-2008	9	36	9	36	3054	21
	2008-2009	**3**	**13**	**3**	**13**	**2484**	**18**
	Cum. Total*			20	24	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**	32.3	57.7	32.3	57.7	29.9	53.4
A. Number	**14**	**25**	8.0	57.1	8.0	57.1	7.7	55.0
B. Data	**16**	**29**	8.1	50.6	8.1	50.6	8.1	50.6
C. Geometry	**12**	**21**	7.7	64.2	7.7	64.2	6.9	57.5
D. Algebra	**14**	**25**	8.5	60.7	8.5	60.7	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: MSAD 24
School: Van Buren 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	6	25	8	33	7	29	3	13	749	24	25	33	29	13	749	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	6	25	8	33	7	29	3	13	749	24	25	33	29	13	749	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2189	2	17	27	53	728
No	23	6	26	8	35	7	30	2	9	750	23	26	35	30	9	750	11931	18	46	25	11	748
Current LEP																						
Yes	7	1	14	2	29	2	29	2	29	743	7	14	29	29	29	743	323	4	20	28	48	729
No	17	5	29	6	35	5	29	1	6	752	17	29	35	29	6	752	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	11	3	27	3	27	3	27	2	18	748	11	27	27	27	18	748	5308	7	35	30	28	738
No	13	3	23	5	38	4	31	1	8	750	13	23	38	31	8	750	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	24	6	25	8	33	7	29	3	13	749	24	25	33	29	13	749	14112	16	42	25	18	745
Gender																						
Female	16	4	25	6	38	4	25	2	13	749	16	25	38	25	13	749	6992	16	43	25	16	745
Male	8	2	25	2	25	3	38	1	13	749	8	25	25	38	13	749	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	6	25	8	33	7	29	3	13	749	24	25	33	29	13	749	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	24	6	25	8	33	7	29	3	13	749	24	25	33	29	13	749	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: MSAD 24
School: Van Buren 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	4	0	0	1	100	0	0	0	0	760	4	0	100	0	0	760	7	6	30	28	36	735
B. less than one hour	54	3	23	5	38	3	23	2	15	750	54	23	38	23	15	750	52	16	42	25	17	745
C. one to two hours	25	2	33	2	33	2	33	0	0	752	25	33	33	33	0	752	37	18	44	24	14	747
D. more than two hours	17	1	25	0	0	2	50	1	25	740	17	25	0	50	25	740	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	3	50	2	33	1	17	0	0	761	25	50	33	17	0	761	26	35	43	12	9	754
B. good	54	3	23	6	46	2	15	2	15	750	54	23	46	15	15	750	46	13	48	25	15	745
C. fair	17	0	0	0	0	3	75	1	25	733	17	0	0	75	25	733	23	3	32	37	27	737
D. poor	4	0	0	0	0	1	100	0	0	738	4	0	0	100	0	738	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.	58	4	29	4	29	4	29	2	14	749	58	29	29	29	14	749	26	23	43	20	13	749
B. They match some of what I have learned.	29	1	14	4	57	2	29	0	0	750	29	14	57	29	0	750	53	15	45	26	15	746
C. They match just a little of what I have learned.	8	1	50	0	0	1	50	0	0	757	8	50	0	50	0	757	17	9	35	32	24	740
D. There is no match.	4	0	0	0	0	0	0	1	100	726	4	0	0	0	100	726	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	1	20	2	40	2	40	734	21	0	20	40	40	734	37	8	40	29	23	740
B. about the same as my regular schoolwork	75	6	33	7	39	4	22	1	6	754	75	33	39	22	6	754	51	16	44	25	15	746
C. easier than my regular schoolwork	4	0	0	0	0	1	100	0	0	738	4	0	0	100	0	738	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	3	25	2	17	5	42	2	17	745	50	25	17	42	17	745	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	42	3	30	5	50	2	20	0	0	757	42	30	50	20	0	757	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	50	0	0	1	50	736	8	0	50	0	50	736	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	8	0	0	1	50	0	0	1	50	741	8	0	50	0	50	741	38	13	40	27	20	743
C. 45–60 minutes	13	0	0	1	33	1	33	1	33	739	13	0	33	33	33	739	42	20	45	23	12	748
D. more than 60 minutes	79	6	32	6	32	6	32	1	5	751	79	32	32	32	5	751	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	100	0	0	0	0	0	0	776	4	100	0	0	0	776	15	19	38	25	19	745
B. two or three days a week	33	1	13	3	38	2	25	2	25	744	33	13	38	25	25	744	31	18	42	24	16	746
C. two or three times a month	17	1	25	2	50	1	25	0	0	750	17	25	50	25	0	750	26	17	43	24	17	746
D. never or almost never	46	3	27	3	27	4	36	1	9	750	46	27	27	36	9	750	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	4	0	0	0	0	0	0	1	100	722	4	0	0	0	100	722	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	96	6	26	8	35	7	30	2	9	750	96	26	35	30	9	750	35	16	40	25	19	744
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	722	100	0	0	0	100	722						
B.	0										0											
C.	0										0											
D.	0										0											

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