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:	12931849
SAU:	Wells-Ogunquit CSD
School:	Wells 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.

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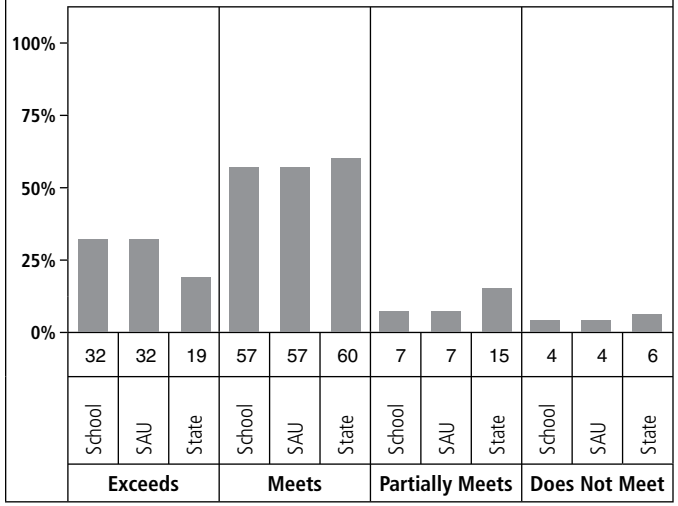
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

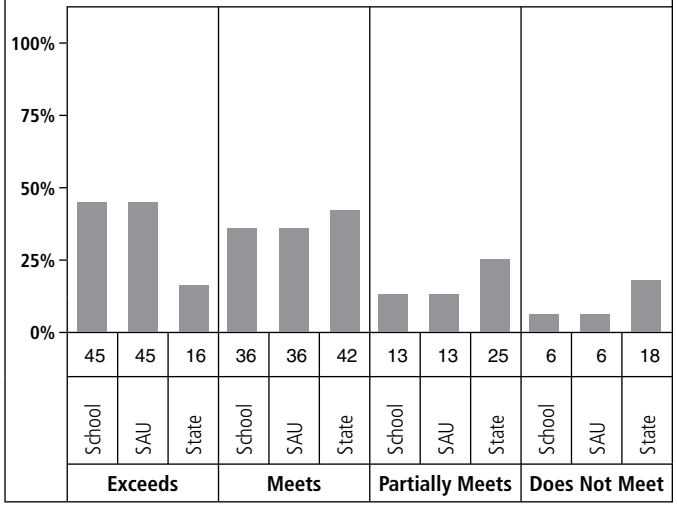
Summary of School, SAU, and State Scores

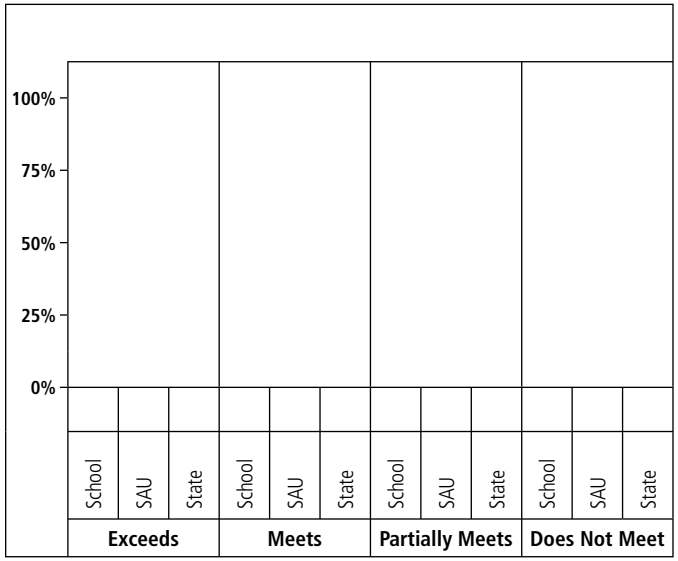
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	753	753	748
2007–2008	753	753	750
2008–2009	**757**	**757**	**751**
Cum. Avg.*	754	754	750
Mathematics			
2006–2007	750	750	742
2007–2008	751	751	743
2008–2009	**758**	**758**	**745**
Cum. Avg.*	753	753	743

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: Wells-Ogunquit CSD
School: Wells 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	105	100	106	100	14446	100	105	100	105	99	14316	99	105	100	105	99	14322	99						
Ethnicity African American/Black	1	1	1	1	432	3	1	100	1	100	416	97	1	100	1	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	2	2	2	2	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	1	1	1	1	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	101	96	102	96	13483	93	101	100	101	99	13380	99	101	100	101	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	12	11	12	11	2428	17	12	100	12	100	2391	99	12	100	12	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	24	23	24	23	5498	38	24	100	24	100	5431	99	24	100	24	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	94	90	94	89	11742	81	94	90	94	89	11754	81						
Identified disability (PET/IEP)	1	1	1	1	367	3	1	1	1	1	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	2	2	2	2	183	2	2	2	2	2	187	2						
Participation with accommodations	11	10	11	10	2367	16	11	10	11	10	2366	16						
Identified disability (PET/IEP)	11	100	11	100	1819	77	11	100	11	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	1	1	97	1	0	0	1	1	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:	Wells-Ogunquit CSD
School:	Wells 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	28	24	28	23	2630	18
	2007-2008	27	26	27	26	2604	18
	2008-2009	**34**	**32**	**34**	**32**	**2618**	**19**
	Cum. Total*	89	27	89	27	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	66	55	66	55	7605	51
	2007-2008	57	55	57	55	8049	55
	2008-2009	**60**	**57**	**60**	**57**	**8484**	**60**
	Cum. Total*	183	56	183	56	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	23	19	23	19	3000	20
	2007-2008	11	11	11	11	2672	18
	2008-2009	**7**	**7**	**7**	**7**	**2108**	**15**
	Cum. Total*	41	13	41	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	2	2	3	3	1620	11
	2007-2008	8	8	8	8	1190	8
	2008-2009	**4**	**4**	**4**	**4**	**899**	**6**
	Cum. Total*	14	4	15	5	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**	38.6	68.9	38.6	68.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.3	66.5	13.3	66.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	25.3	70.3	25.3	70.3	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: Wells-Ogunquit CSD
School: Wells 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	105	34	32	60	57	7	7	4	4	757	105	32	57	7	4	757	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	101	34	34	56	55	7	7	4	4	757	101	34	55	7	4	757	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	3	25	4	33	737	12	0	42	25	33	737	2186	2	36	35	27	737
No	93	34	37	55	59	4	4	0	0	760	93	37	59	4	0	760	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	105	34	32	60	57	7	7	4	4	757	105	32	57	7	4	757	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	24	3	13	18	75	2	8	1	4	754	24	13	75	8	4	754	5300	8	58	22	11	746
No	81	31	38	42	52	5	6	3	4	758	81	38	52	6	4	758	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	105	34	32	60	57	7	7	4	4	757	105	32	57	7	4	757	14101	19	60	15	6	751
Gender																						
Female	61	16	26	40	66	3	5	2	3	757	61	26	66	5	3	757	6993	24	61	11	4	754
Male	44	18	41	20	45	4	9	2	5	758	44	41	45	9	5	758	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	105	34	32	60	57	7	7	4	4	757	105	32	57	7	4	757	13084	19	61	14	6	752
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	765	6	67	33	0	0	765	676	66	33	1	0	766
No	99	30	30	58	59	7	7	4	4	757	99	30	59	7	4	757	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: Wells-Ogunquit CSD
School: Wells 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	1	0	0	0	0	0	0	1	100	718	1	0	0	0	100	718	7	8	48	25	19	743
B. less than one hour	36	13	34	20	53	4	11	1	3	757	36	34	53	11	3	757	52	17	62	15	6	751
C. one to two hours	55	19	33	35	60	3	5	1	2	758	55	33	60	5	2	758	37	23	61	12	4	753
D. more than two hours	8	2	25	5	63	0	0	1	13	754	8	25	63	0	13	754	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	12	39	14	45	2	6	3	10	758	30	39	45	6	10	758	30	33	56	7	4	756
B. good	51	19	35	32	59	3	6	0	0	758	51	35	59	6	0	758	49	16	64	14	5	751
C. fair	18	3	16	13	68	2	11	1	5	753	18	16	68	11	5	753	19	5	59	26	10	745
D. poor	1	0	0	1	100	0	0	0	0	756	1	0	100	0	0	756	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.	52	22	40	31	56	1	2	1	2	760	52	40	56	2	2	760	33	24	62	10	3	754
B. They match some of what I have learned.	45	12	26	28	60	5	11	2	4	755	45	26	60	11	4	755	52	18	62	15	5	751
C. They match just a little of what I have learned.	1	0	0	0	0	0	0	1	100	718	1	0	0	0	100	718	11	11	54	23	13	746
D. There is no match.	2	0	0	1	50	1	50	0	0	743	2	0	50	50	0	743	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	9	35	16	62	1	4	0	0	759	25	35	62	4	0	759	17	16	55	18	12	748
B. about the same as my regular schoolwork	68	24	34	39	55	5	7	3	4	757	68	34	55	7	4	757	65	19	62	14	5	752
C. easier than my regular schoolwork	8	1	13	5	63	1	13	1	13	753	8	13	63	13	13	753	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.	6	1	17	4	67	1	17	0	0	752	6	17	67	17	0	752	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	63	20	30	40	61	4	6	2	3	757	63	30	61	6	3	757	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	31	13	39	16	48	2	6	2	6	759	31	39	48	6	6	759	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.	56	19	32	34	58	4	7	2	3	757	56	32	58	7	3	757	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	41	13	30	26	60	3	7	1	2	757	41	30	60	7	2	757	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	67	0	0	0	0	1	33	751	3	67	0	0	33	751	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	18	5	26	12	63	1	5	1	5	758	18	26	63	5	5	758	21	27	57	11	5	755
B. 20 minutes to an hour	49	19	37	27	53	3	6	2	4	758	49	37	53	6	4	758	45	22	62	12	4	753
C. less than 20 minutes	18	7	37	11	58	0	0	1	5	758	18	37	58	0	5	758	13	13	61	17	8	749
D. I rarely read at home.	14	3	20	9	60	3	20	0	0	753	14	20	60	20	0	753	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	0	0	1	33	2	67	726	75	0	0	33	67	726						
C.	0										0											
D.	25	0	0	1	100	0	0	0	0	742	25	0	100	0	0	742						

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:	Wells-Ogunquit CSD
School:	Wells 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	31	26	31	26	2142	14
	2007-2008	37	36	37	36	2028	14
	2008-2009	**47**	**45**	**47**	**45**	**2220**	**16**
	Cum. Total*	115	35	115	35	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	55	46	55	46	5642	38
	2007-2008	38	37	38	37	5703	39
	2008-2009	**38**	**36**	**38**	**36**	**5879**	**42**
	Cum. Total*	131	40	131	40	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	18	15	18	15	4077	27
	2007-2008	16	16	16	16	3733	26
	2008-2009	**14**	**13**	**14**	**13**	**3537**	**25**
	Cum. Total*	48	15	48	15	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	15	13	16	13	3001	20
	2007-2008	12	12	12	12	3054	21
	2008-2009	**6**	**6**	**6**	**6**	**2484**	**18**
	Cum. Total*	33	10	34	10	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**	38.6	68.9	38.6	68.9	29.9	53.4
A. Number	**14**	**25**	9.4	67.1	9.4	67.1	7.7	55.0
B. Data	**16**	**29**	10.6	66.3	10.6	66.3	8.1	50.6
C. Geometry	**12**	**21**	8.7	72.5	8.7	72.5	6.9	57.5
D. Algebra	**14**	**25**	9.9	70.7	9.9	70.7	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: Wells-Ogunquit CSD
School: Wells 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	105	47	45	38	36	14	13	6	6	758	105	45	36	13	6	758	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	101	43	43	38	38	14	14	6	6	757	101	43	38	14	6	757	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	12	2	17	1	8	4	33	5	42	733	12	17	8	33	42	733	2189	2	17	27	53	728
No	93	45	48	37	40	10	11	1	1	761	93	48	40	11	1	761	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	105	47	45	38	36	14	13	6	6	758	105	45	36	13	6	758	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	24	9	38	10	42	4	17	1	4	757	24	38	42	17	4	757	5308	7	35	30	28	738
No	81	38	47	28	35	10	12	5	6	758	81	47	35	12	6	758	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	105	47	45	38	36	14	13	6	6	758	105	45	36	13	6	758	14112	16	42	25	18	745
Gender																						
Female	61	24	39	26	43	7	11	4	7	756	61	39	43	11	7	756	6992	16	43	25	16	745
Male	44	23	52	12	27	7	16	2	5	760	44	52	27	16	5	760	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	105	47	45	38	36	14	13	6	6	758	105	45	36	13	6	758	13096	16	43	24	17	745
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	769	6	83	17	0	0	769	676	68	29	2	0	767
No	99	42	42	37	37	14	14	6	6	757	99	42	37	14	6	757	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: Wells-Ogunquit CSD
School: Wells 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	1	0	0	0	0	0	0	1	100	702	1	0	0	0	100	702	7	6	30	28	36	735
B. less than one hour	36	16	42	13	34	9	24	0	0	757	36	42	34	24	0	757	52	16	42	25	17	745
C. one to two hours	55	26	45	24	41	4	7	4	7	759	55	45	41	7	7	759	37	18	44	24	14	747
D. more than two hours	8	5	63	1	13	1	13	1	13	756	8	63	13	13	13	756	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	32	67	11	23	2	4	3	6	764	46	67	23	4	6	764	26	35	43	12	9	754
B. good	41	14	33	21	49	7	16	1	2	757	41	33	49	16	2	757	46	13	48	25	15	745
C. fair	11	1	8	5	42	5	42	1	8	743	11	8	42	42	8	743	23	3	32	37	27	737
D. poor	2	0	0	1	50	0	0	1	50	733	2	0	50	0	50	733	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.	55	32	55	16	28	7	12	3	5	760	55	55	28	12	5	760	26	23	43	20	13	749
B. They match some of what I have learned.	36	12	32	20	53	5	13	1	3	757	36	32	53	13	3	757	53	15	45	26	15	746
C. They match just a little of what I have learned.	8	2	25	2	25	2	25	2	25	745	8	25	25	25	25	745	17	9	35	32	24	740
D. There is no match.	1	1	100	0	0	0	0	0	0	764	1	100	0	0	0	764	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	17	7	39	5	28	3	17	3	17	752	17	39	28	17	17	752	37	8	40	29	23	740
B. about the same as my regular schoolwork	65	25	37	30	44	11	16	2	3	757	65	37	44	16	3	757	51	16	44	25	15	746
C. easier than my regular schoolwork	17	15	83	3	17	0	0	0	0	770	17	83	17	0	0	770	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	20	38	19	37	9	17	4	8	755	50	38	37	17	8	755	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	49	25	49	19	37	5	10	2	4	761	49	49	37	10	4	761	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	2	2	100	0	0	0	0	0	0	765	2	100	0	0	0	765	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	3	1	33	0	0	0	0	2	67	729	3	33	0	0	67	729	8	8	30	29	33	737
B. 30–45 minutes	13	4	31	6	46	3	23	0	0	758	13	31	46	23	0	758	38	13	40	27	20	743
C. 45–60 minutes	45	21	46	14	30	8	17	3	7	757	45	46	30	17	7	757	42	20	45	23	12	748
D. more than 60 minutes	40	20	49	17	41	3	7	1	2	761	40	49	41	7	2	761	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	13	8	62	3	23	2	15	0	0	764	13	62	23	15	0	764	15	19	38	25	19	745
B. two or three days a week	54	21	38	23	41	8	14	4	7	755	54	38	41	14	7	755	31	18	42	24	16	746
C. two or three times a month	21	12	55	9	41	1	5	0	0	764	21	55	41	5	0	764	26	17	43	24	17	746
D. never or almost never	12	5	42	2	17	3	25	2	17	751	12	42	17	25	17	751	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	7	4	57	1	14	1	14	1	14	755	7	57	14	14	14	755	10	12	39	24	24	741
B. two or three days a week	51	17	31	26	48	8	15	3	6	756	51	31	48	15	6	756	22	13	43	26	18	744
C. two or three times each month	30	18	56	9	28	4	13	1	3	760	30	56	28	13	3	760	33	18	44	25	13	747
D. never or almost never	11	8	67	2	17	1	8	1	8	763	11	67	17	8	8	763	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	0	0	1	33	2	67	719	75	0	0	33	67	719						
C.	0										0											
D.	25	0	0	0	0	1	100	0	0	736	25	0	0	100	0	736						

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