June 2008

DEPARTMENT OF EDUCATION
2007–2008 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 standards known as *Learning Results,* adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 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. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of 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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 7

Test Date:	March 2008
Code:	11251333
SAU:	Otis School Department
School:	Beech Hill 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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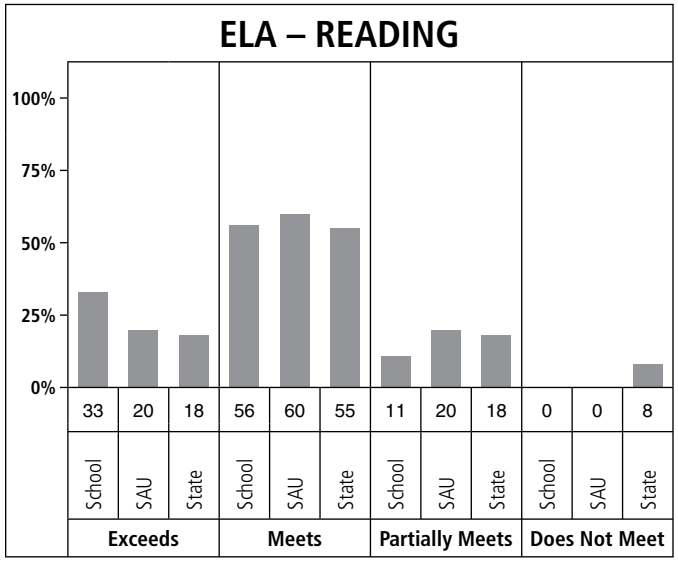
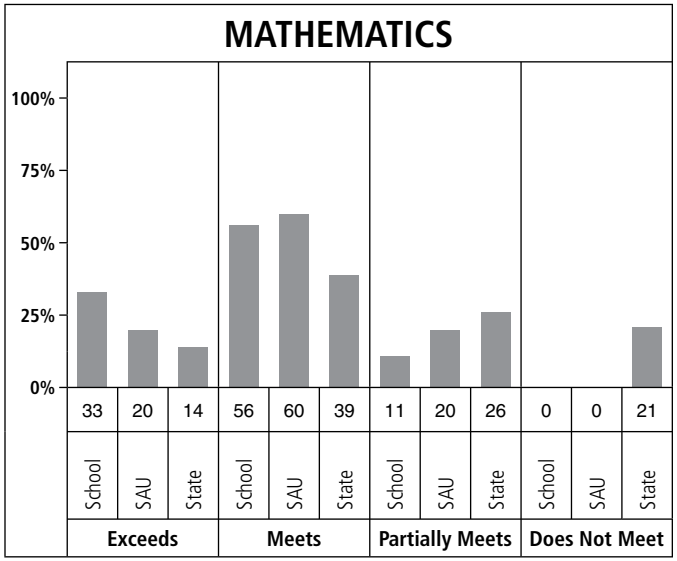
SUMMARY OF SCORES

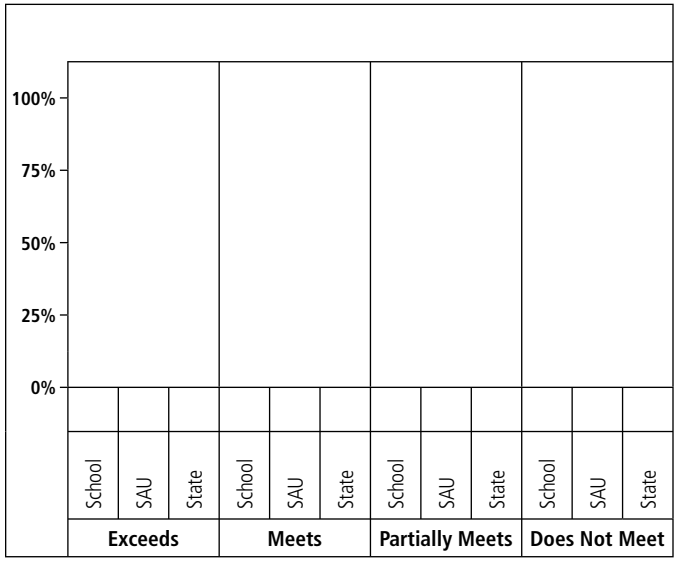
Test Date:	March 2008
Grade:	7
SAU:	Otis School Department
School:	Beech Hill School

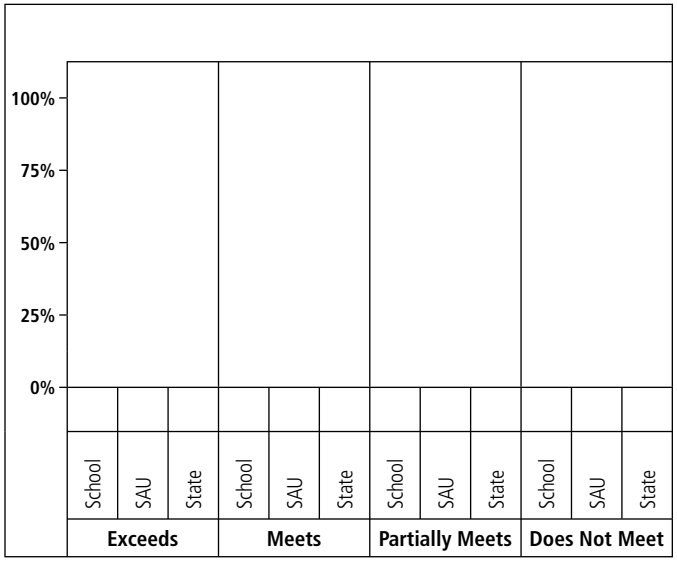
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	741	738	745
2006–2007	749		748
2007–2008	**755**	**751**	**750**
Cum. Avg.*	748		748
Mathematics			
2005–2006	742	743	740
2006–2007	747		742
2007–2008	**756**	**750**	**743**
Cum. Avg.*	748		742









*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 2008
Grade: 7
SAU: Otis School Department
School: Beech Hill 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		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	9	100	5	100	14818	100	9	100	5	100	14698	99	9	100	5	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	9	100	5	100	13927	94	9	100	5	100	13825	99	9	100	5	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	1	11	0	0	2556	17	1	100	0	0	2508	99	1	100	0	0	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	4	44	3	60	5461	37	4	100	3	100	5408	99	4	100	3	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION[3]	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	%
Participation without accommodations	9	100	5	100	12195	82	9	100	5	100	12215	82												
Identified disability (PET/IEP)	1	11	0	0	418	3	1	11	0	0	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
Participation with accommodations	0	0	0	0	2320	16	0	0	0	0	2303	16												
Identified disability (PET/IEP)	0	0	0	0	1912	82	0	0	0	0	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	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	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	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 2008
Grade:	7
SAU:	Otis School Department
School:	Beech Hill School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 761–780)	2005-2006	0	0	0	0	1769	11
	2006-2007	2	17			2630	18
	2007-2008	**3**	**33**	**1**	**20**	**2604**	**18**
	Cum. Total*	5	15			7003	16
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 741–760)	2005-2006	7	58	4	50	7521	49
	2006-2007	7	58			7605	51
	2007-2008	**5**	**56**	**3**	**60**	**8049**	**55**
	Cum. Total*	19	58			23175	52
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 729–740)	2005-2006	3	25	2	25	3773	24
	2006-2007	2	17			3000	20
	2007-2008	**1**	**11**	**1**	**20**	**2672**	**18**
	Cum. Total*	6	18			9445	21
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)	2005-2006	2	17	2	25	2399	16
	2006-2007	1	8			1620	11
	2007-2008	**0**	**0**	**0**	**0**	**1190**	**8**
	Cum. Total*	3	9			5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**56**	**100**	39.1	69.8	36.2	64.6	35.3	63.0
Literary Text	**28**	**50**	18.7	66.8	17.4	62.1	17.3	61.8
Informational Text	**28**	**50**	20.4	72.9	18.8	67.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 7
SAU: Otis School Department
School: Beech Hill 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	9	3	33	5	56	1	11	0	0	755	5	20	60	20	0	751	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	9	3	33	5	56	1	11	0	0	755	5	20	60	20	0	751	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	1										0						2330	2	30	36	32	735
No	8	3	38	4	50	1	13	0	0	756	5	20	60	20	0	751	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	9	3	33	5	56	1	11	0	0	755	5	20	60	20	0	751	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	4										3						5299	9	51	26	14	745
No	5	2	40	3	60	0	0	0	0	757	2						9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	9	3	33	5	56	1	11	0	0	755	5	20	60	20	0	751	14514	18	55	18	8	750
Gender																						
Female	4										2						7084	24	55	15	6	752
Male	5	1	20	3	60	1	20	0	0	750	3						7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	9	3	33	5	56	1	11	0	0	755	5	20	60	20	0	751	13569	19	56	17	8	750
Gifted/talented program																						
Yes	2										0						574	61	38	1	0	765
No	7	2	29	4	57	1	14	0	0	753	5	20	60	20	0	751	13941	16	56	19	9	749

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 2008
Grade: 7
SAU: Otis School Department
School: Beech Hill 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	0										0						6	9	42	24	25	741
B. less than one hour	56	3	60	2	40	0	0	0	0	764	40	50	50	0	0	765	50	17	56	19	8	750
C. one to two hours	44	0	0	3	75	1	25	0	0	744	60	0	67	33	0	742	40	20	58	16	6	752
D. more than two hours	0										0						4	19	49	21	11	749
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.	11	1	100	0	0	0	0	0	0	766	0						36	24	58	14	5	753
B. They match some of what I have learned.	89	2	25	5	63	1	13	0	0	754	100	20	60	20	0	751	50	16	58	19	8	749
C. They match just a little of what I have learned.	0										0						11	13	45	26	16	745
D. There is no match.	0										0						3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	2	100	0	0	0	0	0	0	768	20	100	0	0	0	770	28	35	52	9	5	756
B. good	67	1	17	4	67	1	17	0	0	753	60	0	67	33	0	747	52	15	60	18	7	750
C. fair	11	0	0	1	100	0	0	0	0	744	20	0	100	0	0	744	18	3	49	33	15	742
D. poor	0										0						2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	0	0	1	100	0	0	736	20	0	0	100	0	736	16	13	48	23	16	745
B. about the same as my regular schoolwork	67	1	17	5	83	0	0	0	0	755	80	25	75	0	0	755	65	18	57	18	7	750
C. easier than my regular schoolwork	22	2	100	0	0	0	0	0	0	765	0						19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	1	100	0	0	0	0	746	20	0	100	0	0	746	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	44	3	75	1	25	0	0	0	0	763	20	100	0	0	0	770	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	44	0	0	3	75	1	25	0	0	750	60	0	67	33	0	747	36	28	58	10	4	755
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.	67	3	50	3	50	0	0	0	0	758	80	25	75	0	0	755	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	33	0	0	2	67	1	33	0	0	749	20	0	0	100	0	736	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	50	1	50	0	0	0	0	765	40	50	50	0	0	765	17	25	57	13	6	753
B. 20 minutes to an hour	44	1	25	2	50	1	25	0	0	753	20	0	0	100	0	736	45	22	56	16	6	752
C. less than 20 minutes	22	0	0	2	100	0	0	0	0	745	40	0	100	0	0	745	13	14	56	21	9	748
D. I rarely read at home.	11	1	100	0	0	0	0	0	0	766	0						24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	750	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 2008
Grade:	7
SAU:	Otis School Department
School:	Beech Hill School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 761–780)	2005-2006	3	25	3	38	1646	11
	2006-2007	3	25			2142	14
	2007-2008	**3**	**33**	**1**	**20**	**2028**	**14**
	Cum. Total*	9	27			5816	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 741–760)	2005-2006	3	25	1	13	5497	36
	2006-2007	5	42			5642	38
	2007-2008	**5**	**56**	**3**	**60**	**5703**	**39**
	Cum. Total*	13	39			16842	38
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 727–740)	2005-2006	3	25	2	25	4514	29
	2006-2007	3	25			4077	27
	2007-2008	**1**	**11**	**1**	**20**	**3733**	**26**
	Cum. Total*	7	21			12324	27
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)	2005-2006	3	25	2	25	3797	25
	2006-2007	1	8			3001	20
	2007-2008	**0**	**0**	**0**	**0**	**3054**	**21**
	Cum. Total*	4	12			9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**16**	**29**	9.8	61.3	9.2	57.5	8.8	55.0
Cluster 2: Shape and Size	**14**	**25**	7.2	51.4	5.6	40.0	5.5	39.3
Cluster 3: Mathematical Decision Making	**8**	**14**	5.6	70.0	4.2	52.5	3.5	43.8
Cluster 4: Patterns	**18**	**32**	11.7	65.0	11.2	62.2	7.9	43.9

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*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 2008
Grade: 7
SAU: Otis School Department
School: Beech Hill 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	9	3	33	5	56	1	11	0	0	756	5	20	60	20	0	750	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	9	3	33	5	56	1	11	0	0	756	5	20	60	20	0	750	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	1										0						2321	2	16	26	55	727
No	8	3	38	4	50	1	13	0	0	757	5	20	60	20	0	750	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	9	3	33	5	56	1	11	0	0	756	5	20	60	20	0	750	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	4										3						5301	5	31	31	33	736
No	5	2	40	3	60	0	0	0	0	758	2						9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	9	3	33	5	56	1	11	0	0	756	5	20	60	20	0	750	14517	14	39	26	21	743
Gender																						
Female	4										2						7086	14	40	26	20	743
Male	5	2	40	2	40	1	20	0	0	756	3						7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	9	3	33	5	56	1	11	0	0	756	5	20	60	20	0	750	13572	15	40	25	20	743
Gifted/talented program																						
Yes	2										0						575	64	31	3	1	765
No	7	1	14	5	71	1	14	0	0	751	5	20	60	20	0	750	13943	12	40	27	22	742

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 2008
Grade: 7
SAU: Otis School Department
School: Beech Hill 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	0										0						6	7	29	26	37	734
B. less than one hour	56	3	60	2	40	0	0	0	0	765	40	50	50	0	0	759	50	13	39	26	22	742
C. one to two hours	44	0	0	3	75	1	25	0	0	744	60	0	67	33	0	744	40	15	42	26	17	744
D. more than two hours	0										0						4	16	37	23	24	742
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.	22	1	50	0	0	1	50	0	0	755	20	0	0	100	0	730	32	21	40	23	16	747
B. They match some of what I have learned.	67	2	33	4	67	0	0	0	0	755	80	25	75	0	0	755	50	12	42	27	19	743
C. They match just a little of what I have learned.	11	0	0	1	100	0	0	0	0	760	0						15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	11	1	100	0	0	0	0	0	0	780	0						25	34	42	13	11	753
B. good	67	2	33	4	67	0	0	0	0	757	60	33	67	0	0	756	47	10	45	27	18	743
C. fair	11	0	0	1	100	0	0	0	0	752	20	0	100	0	0	752	23	3	30	36	32	735
D. poor	11	0	0	0	0	1	100	0	0	730	20	0	0	100	0	730	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	67	2	33	4	67	0	0	0	0	757	60	33	67	0	0	757	36	6	38	29	27	738
B. about the same as my regular schoolwork	22	0	0	1	50	1	50	0	0	740	40	0	50	50	0	740	53	13	42	27	18	744
C. easier than my regular schoolwork	11	1	100	0	0	0	0	0	0	780	0						11	40	32	15	13	753
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.	44	2	50	2	50	0	0	0	0	759	60	33	67	0	0	756	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	56	1	20	3	60	1	20	0	0	753	40	0	50	50	0	741	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	15	37	25	23	742
B. two or three days a week	0										0						20	13	41	26	20	743
C. two or three times each month	22	1	50	1	50	0	0	0	0	759	40	50	50	0	0	759	30	15	40	27	18	744
D. never or almost never	78	2	29	4	57	1	14	0	0	755	60	0	67	33	0	744	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						20	17	39	23	22	744
B. two or three days a week	22	1	50	0	0	1	50	0	0	749	20	0	0	100	0	730	29	16	40	25	19	744
C. two or three times a month	56	2	40	3	60	0	0	0	0	762	60	33	67	0	0	756	26	13	40	28	20	743
D. never or almost never	22	0	0	2	100	0	0	0	0	748	20	0	100	0	0	752	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						8	7	32	26	35	736
B. 30–45 minutes	0										0						41	12	38	27	23	741
C. 45–60 minutes	33	0	0	2	67	1	33	0	0	744	60	0	67	33	0	744	41	17	42	24	16	745
D. more than 60 minutes	67	3	50	3	50	0	0	0	0	762	40	50	50	0	0	759	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	744	0											

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