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:	11721878
SAU:	Sabattus School Department
School:	Sabattus Central 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

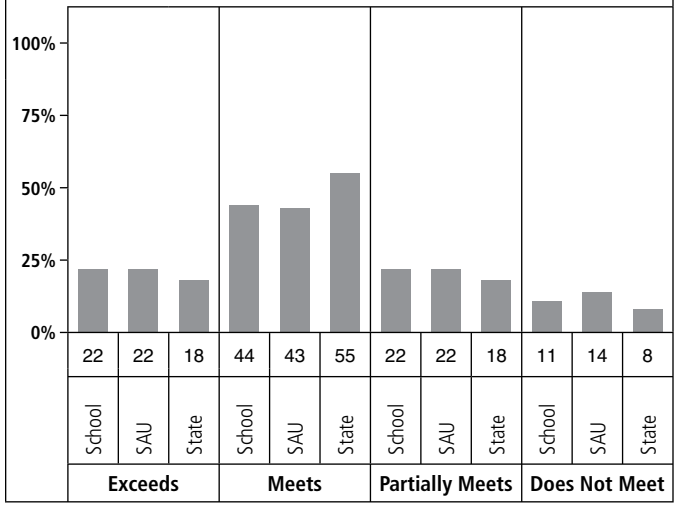
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	7
SAU:	Sabattus School Department
School:	Sabattus Central School

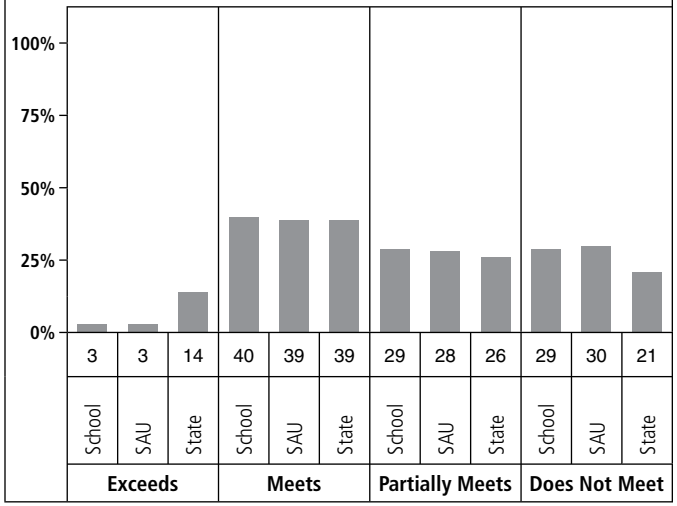
Summary of School, SAU, and State Scores

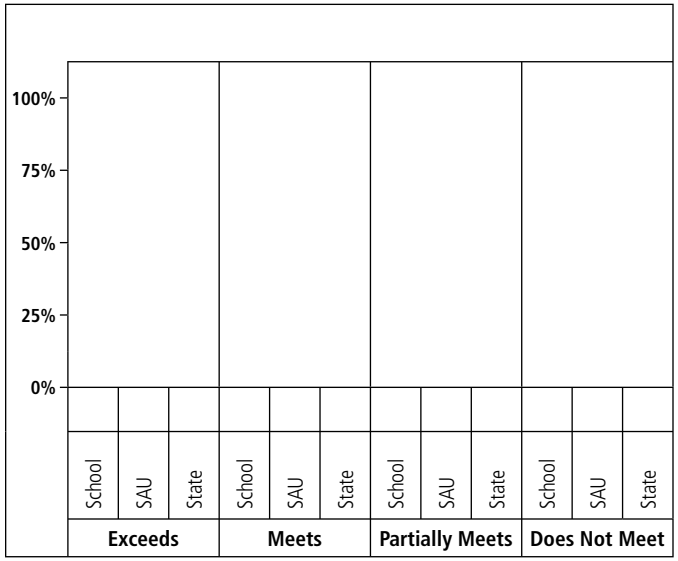
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	749	748	745
2006–2007	747	745	748
2007–2008	**749**	**748**	**750**
Cum. Avg.*	748	747	748
Mathematics			
2005–2006	743	743	740
2006–2007	741	739	742
2007–2008	**740**	**739**	**743**
Cum. Avg.*	741	740	742

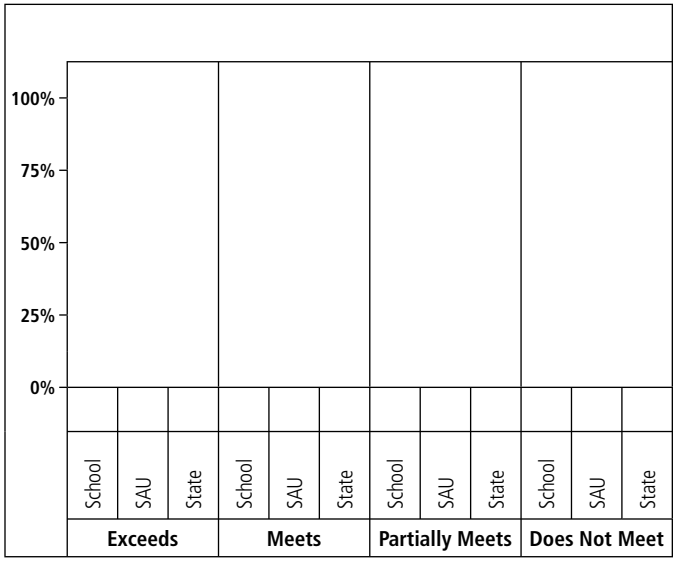
ELA – READING



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 2008
Grade: 7
SAU: Sabattus School Department
School: Sabattus Central 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	63	100	65	100	14818	100	63	100	65	100	14698	99	63	100	64	98	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	63	100	65	100	13927	94	63	100	65	100	13825	99	63	100	64	98	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	7	11	9	14	2556	17	7	100	9	100	2508	99	7	100	8	89	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	12	19	12	18	5461	37	12	100	12	100	5408	99	12	100	12	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	56	89	56	86	12195	82	56	89	56	86	12215	82												
Identified disability (PET/IEP)	1	2	1	2	418	3	1	2	1	2	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	7	11	9	14	2320	16	7	11	8	12	2303	16												
Identified disability (PET/IEP)	6	86	8	89	1912	82	6	86	7	88	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	1	14	1	11	244	11	1	14	1	13	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	1	2	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:	Sabattus School Department
School:	Sabattus Central 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	12	19	12	19	1769	11
	2006-2007	9	16	9	16	2630	18
	2007-2008	**14**	**22**	**14**	**22**	**2604**	**18**
	Cum. Total*	35	19	35	19	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	34	54	34	54	7521	49
	2006-2007	28	51	28	49	7605	51
	2007-2008	**28**	**44**	**28**	**43**	**8049**	**55**
	Cum. Total*	90	50	90	49	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	7	11	7	11	3773	24
	2006-2007	11	20	11	19	3000	20
	2007-2008	**14**	**22**	**14**	**22**	**2672**	**18**
	Cum. Total*	32	18	32	17	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	10	16	10	16	2399	16
	2006-2007	7	13	9	16	1620	11
	2007-2008	**7**	**11**	**9**	**14**	**1190**	**8**
	Cum. Total*	24	13	28	15	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**	34.5	61.6	33.7	60.2	35.3	63.0
Literary Text	**28**	**50**	16.7	59.6	16.4	58.6	17.3	61.8
Informational Text	**28**	**50**	17.8	63.6	17.4	62.1	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: Sabattus School Department
School: Sabattus Central 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	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	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	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	2	29	4	57	728	9	0	11	22	67	724	2330	2	30	36	32	735
No	56	14	25	27	48	12	21	3	5	752	56	25	48	21	5	752	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	12	0	0	7	58	4	33	1	8	743	12	0	58	33	8	743	5299	9	51	26	14	745
No	51	14	27	21	41	10	20	6	12	751	53	26	40	19	15	749	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	14514	18	55	18	8	750
Gender																						
Female	35	9	26	16	46	7	20	3	9	751	35	26	46	20	9	751	7084	24	55	15	6	752
Male	28	5	18	12	43	7	25	4	14	747	30	17	40	23	20	744	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	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	63	14	22	28	44	14	22	7	11	749	65	22	43	22	14	748	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: Sabattus School Department
School: Sabattus Central 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	17	1	9	6	55	1	9	3	27	743	17	9	55	9	27	743	6	9	42	24	25	741
B. less than one hour	48	11	37	13	43	5	17	1	3	755	48	35	42	16	6	754	50	17	56	19	8	750
C. one to two hours	32	2	10	9	45	8	40	1	5	746	31	10	45	40	5	746	40	20	58	16	6	752
D. more than two hours	3	0	0	0	0	0	0	2	100	718	3	0	0	0	100	718	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.	30	4	21	6	32	7	37	2	11	749	30	21	32	37	11	749	36	24	58	14	5	753
B. They match some of what I have learned.	59	9	24	19	51	7	19	2	5	751	58	24	51	19	5	751	50	16	58	19	8	749
C. They match just a little of what I have learned.	10	1	17	2	33	0	0	3	50	738	9	17	33	0	50	738	11	13	45	26	16	745
D. There is no match.	2	0	0	1	100	0	0	0	0	750	3	0	50	0	50	735	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	5	38	4	31	3	23	1	8	754	20	38	31	23	8	754	28	35	52	9	5	756
B. good	52	8	24	18	55	3	9	4	12	751	53	24	53	9	15	750	52	15	60	18	7	750
C. fair	24	1	7	5	33	7	47	2	13	741	23	7	33	47	13	741	18	3	49	33	15	742
D. poor	3	0	0	1	50	1	50	0	0	749	3	0	50	50	0	749	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	25	3	19	9	56	2	13	2	13	750	25	19	56	13	13	750	16	13	48	23	16	745
B. about the same as my regular schoolwork	57	9	25	16	44	7	19	4	11	750	58	24	43	19	14	749	65	18	57	18	7	750
C. easier than my regular schoolwork	17	2	18	3	27	5	45	1	9	744	17	18	27	45	9	744	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.	8	2	40	0	0	1	20	2	40	743	8	40	0	20	40	743	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	62	5	13	22	56	8	21	4	10	747	63	13	55	20	13	747	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	30	7	37	6	32	5	26	1	5	754	30	37	32	26	5	754	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.	46	3	10	14	48	8	28	4	14	746	45	10	48	28	14	746	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	52	11	33	14	42	6	18	2	6	752	53	32	41	18	9	751	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	0	0	1	100	720	2	0	0	0	100	720	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	13	2	25	4	50	1	13	1	13	750	13	25	50	13	13	750	17	25	57	13	6	753
B. 20 minutes to an hour	19	3	25	6	50	2	17	1	8	752	19	25	50	17	8	752	45	22	56	16	6	752
C. less than 20 minutes	13	3	38	2	25	2	25	1	13	752	13	38	25	25	13	752	13	14	56	21	9	748
D. I rarely read at home.	56	6	17	16	46	9	26	4	11	747	56	17	44	25	14	747	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	748	100	0	100	0	0	748						
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 2008
Grade:	7
SAU:	Sabattus School Department
School:	Sabattus Central 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	7	11	7	11	1646	11
	2006-2007	2	4	2	4	2142	14
	2007-2008	**2**	**3**	**2**	**3**	**2028**	**14**
	Cum. Total*	11	6	11	6	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	31	49	31	49	5497	36
	2006-2007	27	49	27	47	5642	38
	2007-2008	**25**	**40**	**25**	**39**	**5703**	**39**
	Cum. Total*	83	46	83	45	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	14	22	14	22	4514	29
	2006-2007	18	33	18	32	4077	27
	2007-2008	**18**	**29**	**18**	**28**	**3733**	**26**
	Cum. Total*	50	28	50	27	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	11	17	11	17	3797	25
	2006-2007	8	15	10	18	3001	20
	2007-2008	**18**	**29**	**19**	**30**	**3054**	**21**
	Cum. Total*	37	20	40	22	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**	7.8	48.8	7.7	48.1	8.8	55.0
Cluster 2: Shape and Size	**14**	**25**	5.6	40.0	5.6	40.0	5.5	39.3
Cluster 3: Mathematical Decision Making	**8**	**14**	2.9	36.3	2.8	35.0	3.5	43.8
Cluster 4: Patterns	**18**	**32**	7.5	41.7	7.4	41.1	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: Sabattus School Department
School: Sabattus Central 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	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	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	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	1	14	6	86	719	8	0	0	13	88	717	2321	2	16	26	55	727
No	56	2	4	25	45	17	30	12	21	743	56	4	45	30	21	743	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	12	0	0	2	17	5	42	5	42	731	12	0	17	42	42	731	5301	5	31	31	33	736
No	51	2	4	23	45	13	25	13	25	742	52	4	44	25	27	741	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	14517	14	39	26	21	743
Gender																						
Female	35	2	6	14	40	7	20	12	34	740	35	6	40	20	34	740	7086	14	40	26	20	743
Male	28	0	0	11	39	11	39	6	21	740	29	0	38	38	24	738	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	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	63	2	3	25	40	18	29	18	29	740	64	3	39	28	30	739	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: Sabattus School Department
School: Sabattus Central 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	17	0	0	2	18	5	45	4	36	734	17	0	18	45	36	734	6	7	29	26	37	734
B. less than one hour	48	2	7	15	50	5	17	8	27	743	48	6	48	16	29	742	50	13	39	26	22	742
C. one to two hours	32	0	0	8	40	8	40	4	20	741	31	0	40	40	20	741	40	15	42	26	17	744
D. more than two hours	3	0	0	0	0	0	0	2	100	713	3	0	0	0	100	713	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.	24	1	7	4	27	3	20	7	47	735	23	7	27	20	47	735	32	21	40	23	16	747
B. They match some of what I have learned.	43	1	4	11	41	9	33	6	22	742	42	4	41	33	22	742	50	12	42	27	19	743
C. They match just a little of what I have learned.	30	0	0	9	47	6	32	4	21	742	31	0	45	30	25	740	15	7	32	31	30	737
D. There is no match.	3	0	0	1	50	0	0	1	50	736	3	0	50	0	50	736	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	14	2	22	6	67	1	11	0	0	756	16	20	60	10	10	750	25	34	42	13	11	753
B. good	44	0	0	17	61	4	14	7	25	743	44	0	61	14	25	743	47	10	45	27	18	743
C. fair	27	0	0	2	12	11	65	4	24	734	27	0	12	65	24	734	23	3	30	36	32	735
D. poor	14	0	0	0	0	2	22	7	78	727	14	0	0	22	78	727	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	2	9	11	50	4	18	5	23	745	37	9	48	17	26	743	36	6	38	29	27	738
B. about the same as my regular schoolwork	58	0	0	12	33	14	39	10	28	738	57	0	33	39	28	738	53	13	42	27	18	744
C. easier than my regular schoolwork	6	0	0	2	50	0	0	2	50	738	6	0	50	0	50	738	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.	41	0	0	12	46	6	23	8	31	740	42	0	44	22	33	739	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	54	2	6	13	38	10	29	9	26	740	53	6	38	29	26	740	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	2	67	1	33	734	5	0	0	67	33	734	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	16	2	20	5	50	1	10	2	20	745	16	20	50	10	20	745	9	15	37	25	23	742
B. two or three days a week	31	0	0	10	53	6	32	3	16	743	31	0	53	32	16	743	20	13	41	26	20	743
C. two or three times each month	34	0	0	7	33	7	33	7	33	739	34	0	33	33	33	739	30	15	40	27	18	744
D. never or almost never	18	0	0	2	18	3	27	6	55	732	19	0	17	25	58	729	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	5	1	33	1	33	1	33	0	0	753	5	33	33	33	0	753	20	17	39	23	22	744
B. two or three days a week	27	1	6	6	35	2	12	8	47	739	27	6	35	12	47	739	29	16	40	25	19	744
C. two or three times a month	49	0	0	14	45	10	32	7	23	740	50	0	44	31	25	738	26	13	40	28	20	743
D. never or almost never	19	0	0	4	33	5	42	3	25	740	19	0	33	42	25	740	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	3	0	0	0	0	1	50	1	50	732	3	0	0	50	50	732	8	7	32	26	35	736
B. 30–45 minutes	24	0	0	7	47	4	27	4	27	739	25	0	44	25	31	736	41	12	38	27	23	741
C. 45–60 minutes	23	1	7	8	57	2	14	3	21	745	22	7	57	14	21	745	41	17	42	24	16	745
D. more than 60 minutes	50	1	3	10	32	11	35	9	29	740	49	3	32	35	29	740	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	726	100	0	0	0	100	726						
D.	0										0											

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