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:	12321621
SAU:	MSAD 38
School:	Etna-Dixmont 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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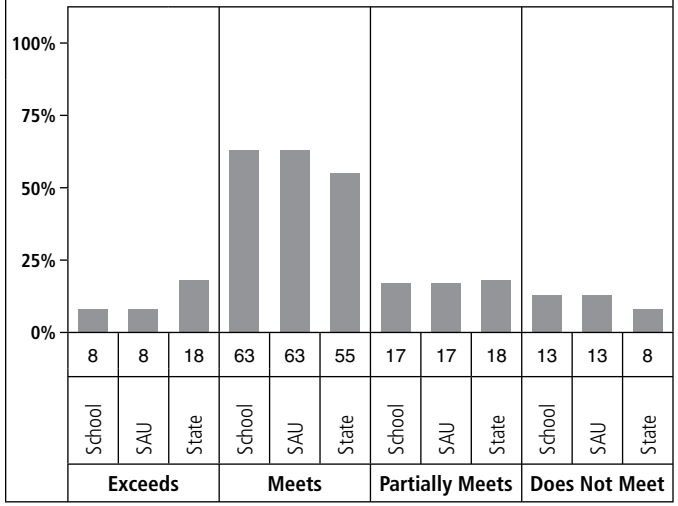
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	7
SAU:	MSAD 38
School:	Etna-Dixmont School

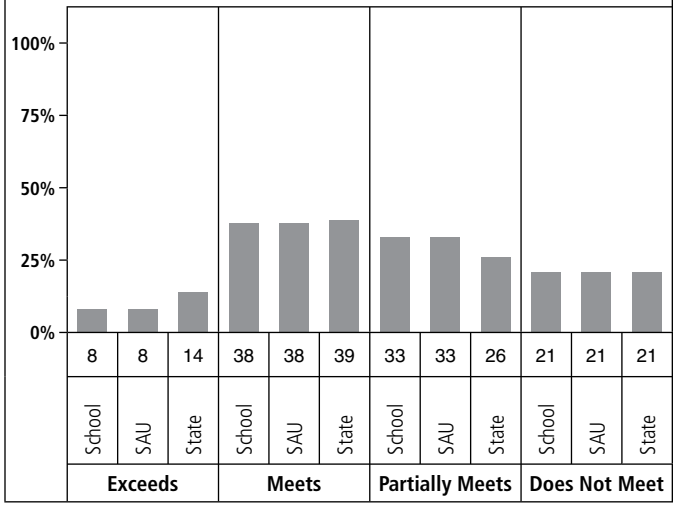
Summary of School, SAU, and State Scores

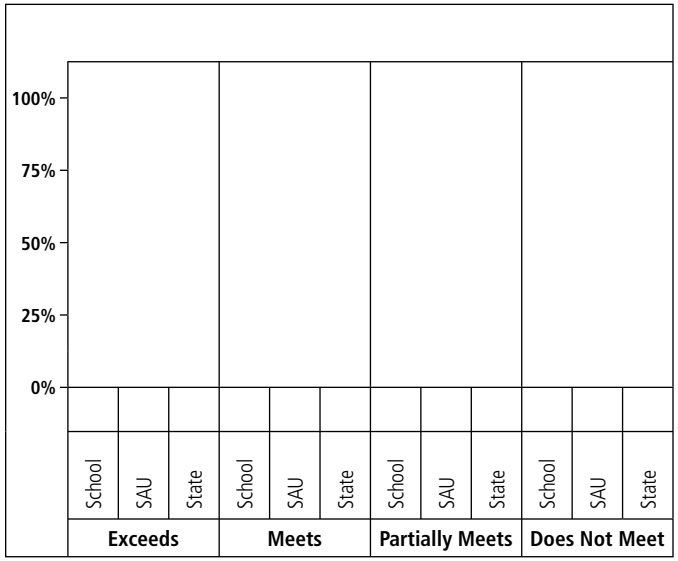
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	744	744	745
2006–2007	744	744	748
2007–2008	**747**	**747**	**750**
Cum. Avg.*	745	745	748
Mathematics			
2005–2006	737	737	740
2006–2007	737	737	742
2007–2008	**740**	**740**	**743**
Cum. Avg.*	738	738	742

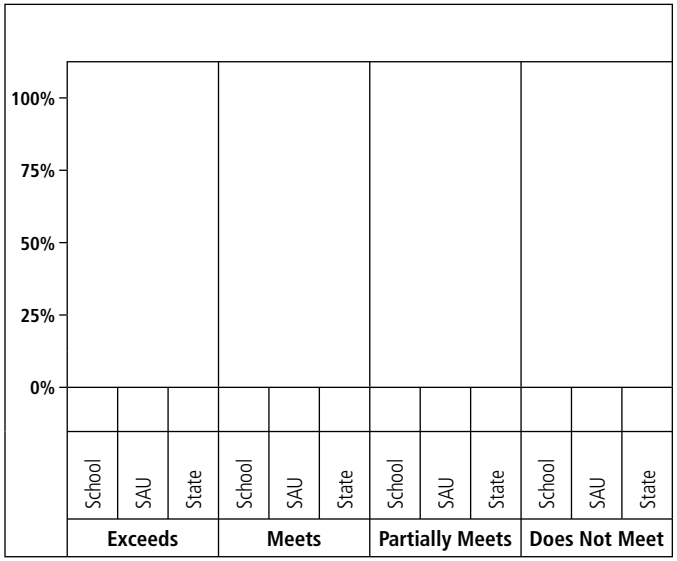
ELA – READING



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: MSAD 38
School: Etna-Dixmont 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	24	100	24	100	14818	100	24	100	24	100	14698	99	24	100	24	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	24	100	24	100	13927	94	24	100	24	100	13825	99	24	100	24	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	5	21	5	21	2556	17	5	100	5	100	2508	99	5	100	5	100	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	50	12	50	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	20	83	20	83	12195	82	20	83	20	83	12215	82												
Identified disability (PET/IEP)	1	5	1	5	418	3	1	5	1	5	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	1	5	1	5	181	1	1	5	1	5	182	1												
Participation with accommodations	4	17	4	17	2320	16	4	17	4	17	2303	16												
Identified disability (PET/IEP)	4	100	4	100	1912	82	4	100	4	100	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:	MSAD 38
School:	Etna-Dixmont 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	3	9	3	9	2630	18
	2007-2008	**2**	**8**	**2**	**8**	**2604**	**18**
	Cum. Total*	5	6	5	6	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	15	58	14	56	7521	49
	2006-2007	13	41	13	41	7605	51
	2007-2008	**15**	**63**	**15**	**63**	**8049**	**55**
	Cum. Total*	43	52	42	52	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	8	31	8	32	3773	24
	2006-2007	12	38	12	38	3000	20
	2007-2008	**4**	**17**	**4**	**17**	**2672**	**18**
	Cum. Total*	24	29	24	30	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	3	12	3	12	2399	16
	2006-2007	4	13	4	13	1620	11
	2007-2008	**3**	**13**	**3**	**13**	**1190**	**8**
	Cum. Total*	10	12	10	12	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**	33.4	59.6	33.4	59.6	35.3	63.0
Literary Text	**28**	**50**	16.3	58.2	16.3	58.2	17.3	61.8
Informational Text	**28**	**50**	17.2	61.4	17.2	61.4	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: MSAD 38
School: Etna-Dixmont 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	15	63	4	17	3	13	747	24	8	63	17	13	747	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	24	2	8	15	63	4	17	3	13	747	24	8	63	17	13	747	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	735	5	0	40	40	20	735	2330	2	30	36	32	735
No	19	2	11	13	68	2	11	2	11	750	19	11	68	11	11	750	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	24	2	8	15	63	4	17	3	13	747	24	8	63	17	13	747	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	12	1	8	7	58	2	17	2	17	745	12	8	58	17	17	745	5299	9	51	26	14	745
No	12	1	8	8	67	2	17	1	8	748	12	8	67	17	8	748	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	24	2	8	15	63	4	17	3	13	747	24	8	63	17	13	747	14514	18	55	18	8	750
Gender																						
Female	12	1	8	10	83	1	8	0	0	752	12	8	83	8	0	752	7084	24	55	15	6	752
Male	12	1	8	5	42	3	25	3	25	742	12	8	42	25	25	742	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						946	6	47	34	12	743
No	20	2	10	12	60	3	15	3	15	747	20	10	60	15	15	747	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	24	2	8	15	63	4	17	3	13	747	24	8	63	17	13	747	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: MSAD 38
School: Etna-Dixmont 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	9	0	0	2	100	0	0	0	0	755	9	0	100	0	0	755	6	9	42	24	25	741
B. less than one hour	77	2	12	9	53	3	18	3	18	745	77	12	53	18	18	745	50	17	56	19	8	750
C. one to two hours	14	0	0	3	100	0	0	0	0	749	14	0	100	0	0	749	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.	45	2	20	6	60	1	10	1	10	751	45	20	60	10	10	751	36	24	58	14	5	753
B. They match some of what I have learned.	45	0	0	8	80	2	20	0	0	748	45	0	80	20	0	748	50	16	58	19	8	749
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	1	100	712	5	0	0	0	100	712	11	13	45	26	16	745
D. There is no match.	5	0	0	0	0	0	0	1	100	728	5	0	0	0	100	728	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	1	20	4	80	0	0	0	0	758	23	20	80	0	0	758	28	35	52	9	5	756
B. good	59	1	8	9	69	2	15	1	8	747	59	8	69	15	8	747	52	15	60	18	7	750
C. fair	18	0	0	1	25	1	25	2	50	734	18	0	25	25	50	734	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	0										0						16	13	48	23	16	745
B. about the same as my regular schoolwork	73	2	13	10	63	2	13	2	13	747	73	13	63	13	13	747	65	18	57	18	7	750
C. easier than my regular schoolwork	27	0	0	4	67	1	17	1	17	746	27	0	67	17	17	746	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.	0										0						9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	67	2	14	8	57	2	14	2	14	747	67	14	57	14	14	747	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	33	0	0	6	86	0	0	1	14	749	33	0	86	0	14	749	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.	55	1	8	6	50	2	17	3	25	742	55	8	50	17	25	742	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	32	1	14	5	71	1	14	0	0	752	32	14	71	14	0	752	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	3	100	0	0	0	0	752	14	0	100	0	0	752	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	14	0	0	3	100	0	0	0	0	757	14	0	100	0	0	757	17	25	57	13	6	753
B. 20 minutes to an hour	27	1	17	5	83	0	0	0	0	753	27	17	83	0	0	753	45	22	56	16	6	752
C. less than 20 minutes	14	0	0	1	33	0	0	2	67	730	14	0	33	0	67	730	13	14	56	21	9	748
D. I rarely read at home.	45	1	10	5	50	3	30	1	10	745	45	10	50	30	10	745	24	8	53	26	13	745
Optional school/SAU question																						
A.	19	0	0	1	25	1	25	2	50	733	19	0	25	25	50	733						
B.	43	0	0	9	100	0	0	0	0	752	43	0	100	0	0	752						
C.	10	1	50	1	50	0	0	0	0	760	10	50	50	0	0	760						
D.	29	1	17	3	50	1	17	1	17	745	29	17	50	17	17	745						

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:	MSAD 38
School:	Etna-Dixmont 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	1	4	1	4	1646	11
	2006-2007	4	13	4	13	2142	14
	2007-2008	**2**	**8**	**2**	**8**	**2028**	**14**
	Cum. Total*	7	9	7	9	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	8	31	8	32	5497	36
	2006-2007	10	31	10	31	5642	38
	2007-2008	**9**	**38**	**9**	**38**	**5703**	**39**
	Cum. Total*	27	33	27	33	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	8	31	8	32	4514	29
	2006-2007	7	22	7	22	4077	27
	2007-2008	**8**	**33**	**8**	**33**	**3733**	**26**
	Cum. Total*	23	28	23	28	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	9	35	8	32	3797	25
	2006-2007	11	34	11	34	3001	20
	2007-2008	**5**	**21**	**5**	**21**	**3054**	**21**
	Cum. Total*	25	30	24	30	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**	8.3	51.9	8.3	51.9	8.8	55.0
Cluster 2: Shape and Size	**14**	**25**	4.6	32.9	4.6	32.9	5.5	39.3
Cluster 3: Mathematical Decision Making	**8**	**14**	3.7	46.3	3.7	46.3	3.5	43.8
Cluster 4: Patterns	**18**	**32**	6.9	38.3	6.9	38.3	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: MSAD 38
School: Etna-Dixmont 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	9	38	8	33	5	21	740	24	8	38	33	21	740	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	24	2	8	9	38	8	33	5	21	740	24	8	38	33	21	740	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	727	5	0	20	40	40	727	2321	2	16	26	55	727
No	19	2	11	8	42	6	32	3	16	743	19	11	42	32	16	743	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	24	2	8	9	38	8	33	5	21	740	24	8	38	33	21	740	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	12	1	8	4	33	3	25	4	33	735	12	8	33	25	33	735	5301	5	31	31	33	736
No	12	1	8	5	42	5	42	1	8	744	12	8	42	42	8	744	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	24	2	8	9	38	8	33	5	21	740	24	8	38	33	21	740	14517	14	39	26	21	743
Gender																						
Female	12	1	8	6	50	3	25	2	17	740	12	8	50	25	17	740	7086	14	40	26	20	743
Male	12	1	8	3	25	5	42	3	25	739	12	8	25	42	25	739	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						946	4	23	36	37	733
No	20	2	10	8	40	5	25	5	25	739	20	10	40	25	25	739	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	24	2	8	9	38	8	33	5	21	740	24	8	38	33	21	740	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: MSAD 38
School: Etna-Dixmont 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	9	1	50	1	50	0	0	0	0	754	9	50	50	0	0	754	6	7	29	26	37	734
B. less than one hour	77	1	6	6	35	5	29	5	29	737	77	6	35	29	29	737	50	13	39	26	22	742
C. one to two hours	14	0	0	2	67	1	33	0	0	745	14	0	67	33	0	745	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.	32	0	0	3	43	3	43	1	14	739	32	0	43	43	14	739	32	21	40	23	16	747
B. They match some of what I have learned.	50	2	18	5	45	2	18	2	18	744	50	18	45	18	18	744	50	12	42	27	19	743
C. They match just a little of what I have learned.	18	0	0	1	25	1	25	2	50	729	18	0	25	25	50	729	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	14	0	0	3	100	0	0	0	0	751	14	0	100	0	0	751	25	34	42	13	11	753
B. good	45	2	20	2	20	4	40	2	20	742	45	20	20	40	20	742	47	10	45	27	18	743
C. fair	32	0	0	4	57	2	29	1	14	743	32	0	57	29	14	743	23	3	30	36	32	735
D. poor	9	0	0	0	0	0	0	2	100	704	9	0	0	0	100	704	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	0	0	2	40	1	20	2	40	734	23	0	40	20	40	734	36	6	38	29	27	738
B. about the same as my regular schoolwork	68	2	13	6	40	4	27	3	20	741	68	13	40	27	20	741	53	13	42	27	18	744
C. easier than my regular schoolwork	9	0	0	1	50	1	50	0	0	747	9	0	50	50	0	747	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.	50	1	9	3	27	4	36	3	27	736	50	9	27	36	27	736	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	45	0	0	6	60	2	20	2	20	742	45	0	60	20	20	742	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	100	0	0	0	0	0	0	764	5	100	0	0	0	764	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	5	0	0	0	0	0	0	1	100	700	5	0	0	0	100	700	30	15	40	27	18	744
D. never or almost never	95	2	10	9	43	6	29	4	19	742	95	10	43	29	19	742	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	59	2	15	5	38	3	23	3	23	744	59	15	38	23	23	744	20	17	39	23	22	744
B. two or three days a week	41	0	0	4	44	3	33	2	22	734	41	0	44	33	22	734	29	16	40	25	19	744
C. two or three times a month	0										0						26	13	40	28	20	743
D. never or almost never	0										0						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	14	0	0	2	67	1	33	0	0	749	14	0	67	33	0	749	8	7	32	26	35	736
B. 30–45 minutes	73	2	13	4	25	5	31	5	31	737	73	13	25	31	31	737	41	12	38	27	23	741
C. 45–60 minutes	14	0	0	3	100	0	0	0	0	747	14	0	100	0	0	747	41	17	42	24	16	745
D. more than 60 minutes	0										0						10	15	38	25	22	743
Optional school/SAU question																						
A.	19	0	0	1	25	1	25	2	50	732	19	0	25	25	50	732						
B.	43	1	11	5	56	3	33	0	0	746	43	11	56	33	0	746						
C.	10	0	0	1	50	1	50	0	0	746	10	0	50	50	0	746						
D.	29	1	17	2	33	1	17	2	33	740	29	17	33	17	33	740						

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