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:	10081147
SAU:	Augusta Public Schools
School:	Ella R Hodgkins 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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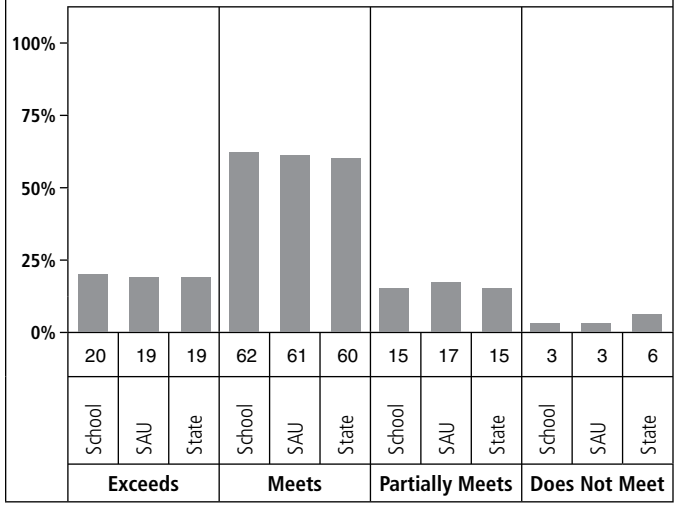
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

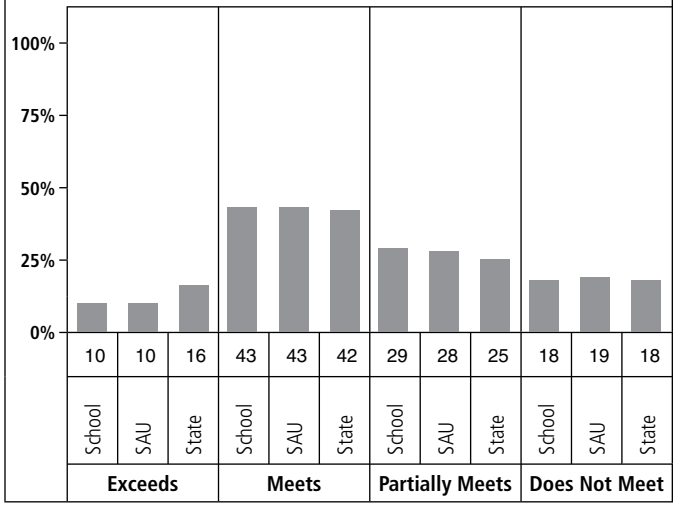
Summary of School, SAU, and State Scores

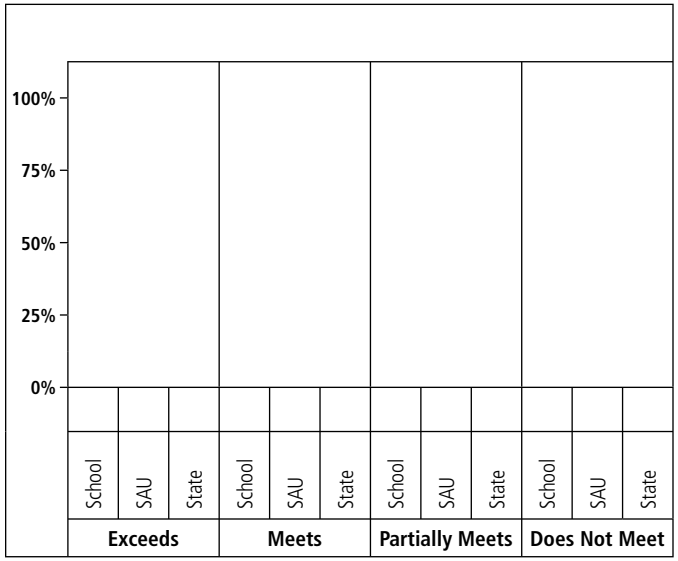
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	742	742	748
2007–2008	750	750	750
2008–2009	**753**	**753**	**751**
Cum. Avg.*	748	748	750
Mathematics			
2006–2007	737	737	742
2007–2008	738	738	743
2008–2009	**743**	**742**	**745**
Cum. Avg.*	739	739	743

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: Augusta Public Schools
School: Ella R Hodgkins 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	150	100	152	100	14446	100	148	99	150	99	14316	99	148	99	150	99	14322	99						
Ethnicity African American/Black	3	2	3	2	432	3	3	100	3	100	416	97	3	100	3	100	421	98						
American Indian or Native Alaskan	2	1	2	1	124	1	2	100	2	100	121	98	2	100	2	100	122	99						
Asian or Pacific Islander	1	1	1	1	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	2	1	2	1	147	1	2	100	2	100	144	99	2	100	2	100	144	99						
Caucasian/White	142	95	144	95	13483	93	140	99	142	99	13380	99	140	99	142	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	25	17	27	18	2428	17	24	96	26	96	2391	99	24	96	26	96	2391	99						
Current LEP	3	2	3	2	334	2	3	100	3	100	318	95	3	100	3	100	328	98						
Economically disadvantaged	73	49	74	49	5498	38	71	97	72	97	5431	99	71	97	72	97	5436	99						
Migrant	1	1	1	1	8	0	1	100	1	100	8	100	1	100	1	100	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	118	79	119	78	11742	81	122	81	123	81	11754	81						
Identified disability (PET/IEP)	5	4	6	5	367	3	5	4	6	5	365	3						
LEP	2	2	2	2	168	1	2	2	2	2	169	1						
504 plan	0	0	0	0	183	2	2	2	2	2	187	2						
Participation with accommodations	25	17	26	17	2367	16	21	14	22	14	2366	16						
Identified disability (PET/IEP)	14	56	15	58	1819	77	14	67	15	68	1824	77						
LEP	1	4	1	4	143	6	1	5	1	5	154	7						
504 plan	2	8	2	8	84	4	0	0	0	0	80	3						
Other	9	36	9	35	358	15	7	33	7	32	346	15						
Participation through alternate assessment (PAAP)	5	3	5	3	205	1	5	3	5	3	202	1						
Identified disability (PET/IEP)	5	100	5	100	205	100	5	100	5	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	2	1	2	1	97	1	2	1	2	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:	Augusta Public Schools
School:	Ella R Hodgkins 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	14	8	14	8	2630	18
	2007-2008	28	17	28	17	2604	18
	2008-2009	**28**	**20**	**28**	**19**	**2618**	**19**
	Cum. Total*	70	14	70	14	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	80	44	80	43	7605	51
	2007-2008	87	54	87	54	8049	55
	2008-2009	**89**	**62**	**89**	**61**	**8484**	**60**
	Cum. Total*	256	53	256	52	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	57	31	58	32	3000	20
	2007-2008	36	22	36	22	2672	18
	2008-2009	**22**	**15**	**24**	**17**	**2108**	**15**
	Cum. Total*	115	24	118	24	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	32	17	32	17	1620	11
	2007-2008	10	6	10	6	1190	8
	2008-2009	**4**	**3**	**4**	**3**	**899**	**6**
	Cum. Total*	46	9	46	9	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**	35.5	63.4	35.4	63.2	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.1	60.5	12.0	60.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.4	65.0	23.3	64.7	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: Augusta Public Schools
School: Ella R Hodgkins 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	143	28	20	89	62	22	15	4	3	753	145	19	61	17	3	753	14109	19	60	15	6	751
Ethnicity																						
African American/Black	3										3						409	11	49	22	18	744
American Indian or Native Alaskan	2										2						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	2										2						142	14	56	17	13	747
Caucasian/White	135	25	19	84	62	22	16	4	3	753	137	18	61	18	3	752	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	10	53	8	42	1	5	742	21	0	48	48	5	742	2186	2	36	35	27	737
No	124	28	23	79	64	14	11	3	2	754	124	23	64	11	2	754	11923	22	65	11	3	754
Current LEP																						
Yes	3										3						311	4	41	29	26	739
No	140	27	19	87	62	22	16	4	3	753	142	19	61	17	3	753	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	68	6	9	47	69	13	19	2	3	750	69	9	68	20	3	750	5300	8	58	22	11	746
No	75	22	29	42	56	9	12	2	3	755	76	29	55	13	3	755	8809	25	61	10	4	754
Migrant																						
Yes	1										1						8	13	50	38	0	747
No	142	28	20	88	62	22	15	4	3	753	144	19	61	17	3	753	14101	19	60	15	6	751
Gender																						
Female	78	22	28	47	60	8	10	1	1	756	78	28	60	10	1	756	6993	24	61	11	4	754
Male	65	6	9	42	65	14	22	3	5	749	67	9	63	24	4	748	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	2	22	2	22	5	56	0	0	746	9	22	22	56	0	746	1025	10	53	27	11	745
No	134	26	19	87	65	17	13	4	3	753	136	19	64	14	3	753	13084	19	61	14	6	752
Gifted/talented program																						
Yes	1										1						676	66	33	1	0	766
No	142	27	19	89	63	22	15	4	3	753	144	19	62	17	3	753	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: Augusta Public Schools
School: Ella R Hodgkins 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	7	1	10	6	60	3	30	0	0	750	7	10	60	30	0	750	7	8	48	25	19	743
B. less than one hour	56	14	18	52	65	14	18	0	0	753	56	18	65	18	0	753	52	17	62	15	6	751
C. one to two hours	35	13	27	29	59	3	6	4	8	754	35	27	59	6	8	754	37	23	61	12	4	753
D. more than two hours	2	0	0	1	33	2	67	0	0	745	2	0	33	67	0	745	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	10	31	20	63	1	3	1	3	758	23	31	63	3	3	758	30	33	56	7	4	756
B. good	53	16	21	47	63	9	12	3	4	754	53	21	63	12	4	754	49	16	64	14	5	751
C. fair	22	2	6	20	65	9	29	0	0	748	22	6	65	29	0	748	19	5	59	26	10	745
D. poor	3	0	0	1	25	3	75	0	0	740	3	0	25	75	0	740	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.	37	14	27	35	67	3	6	0	0	757	37	27	67	6	0	757	33	24	62	10	3	754
B. They match some of what I have learned.	55	13	17	47	60	15	19	3	4	751	55	17	60	19	4	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	8	0	0	6	55	4	36	1	9	742	8	0	55	36	9	742	11	11	54	23	13	746
D. There is no match.	0										0						3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	6	29	12	57	2	10	1	5	755	15	29	57	10	5	755	17	16	55	18	12	748
B. about the same as my regular schoolwork	63	16	18	59	66	13	14	2	2	753	63	18	66	14	2	753	65	19	62	14	5	752
C. easier than my regular schoolwork	22	6	19	17	55	7	23	1	3	752	22	19	55	23	3	752	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	0	0	6	67	3	33	0	0	746	6	0	67	33	0	746	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	50	10	14	44	64	13	19	2	3	751	50	14	64	19	3	751	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	44	18	30	36	59	5	8	2	3	756	44	30	59	8	3	756	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.	55	15	19	44	56	16	21	3	4	751	55	19	56	21	4	751	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	42	11	19	42	71	5	8	1	2	755	42	19	71	8	2	755	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	40	2	40	1	20	0	0	754	4	40	40	20	0	754	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	25	8	22	23	64	5	14	0	0	755	25	22	64	14	0	755	21	27	57	11	5	755
B. 20 minutes to an hour	36	13	25	31	61	4	8	3	6	753	36	25	61	8	6	753	45	22	62	12	4	753
C. less than 20 minutes	12	2	12	12	71	3	18	0	0	752	12	12	71	18	0	752	13	13	61	17	8	749
D. I rarely read at home.	27	5	13	22	58	10	26	1	3	751	27	13	58	26	3	751	21	7	59	24	11	746
Optional school/SAU question																						
A.	17	0	0	1	100	0	0	0	0	744	17	0	100	0	0	744						
B.	67	0	0	3	75	1	25	0	0	748	67	0	75	25	0	748						
C.	0										0											
D.	17	0	0	1	100	0	0	0	0	754	17	0	100	0	0	754						

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: Augusta Public Schools
School: Ella R Hodgkins 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	15	8	15	8	2142	14
	2007-2008	18	11	18	11	2028	14
	2008-2009	**14**	**10**	**14**	**10**	**2220**	**16**
	Cum. Total*	47	10	47	10	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	61	34	61	33	5642	38
	2007-2008	48	30	48	30	5703	39
	2008-2009	**62**	**43**	**62**	**43**	**5879**	**42**
	Cum. Total*	171	35	171	35	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	56	31	56	31	4077	27
	2007-2008	47	29	47	29	3733	26
	2008-2009	**41**	**29**	**41**	**28**	**3537**	**25**
	Cum. Total*	144	30	144	29	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	50	27	51	28	3001	20
	2007-2008	49	30	49	30	3054	21
	2008-2009	**26**	**18**	**28**	**19**	**2484**	**18**
	Cum. Total*	125	26	128	26	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**	28.8	51.4	28.5	50.9	29.9	53.4
A. Number	**14**	**25**	7.4	52.9	7.4	52.9	7.7	55.0
B. Data	**16**	**29**	7.8	48.8	7.7	48.1	8.1	50.6
C. Geometry	**12**	**21**	6.9	57.5	6.9	57.5	6.9	57.5
D. Algebra	**14**	**25**	6.7	47.9	6.6	47.1	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: Augusta Public Schools
School: Ella R Hodgkins 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	143	14	10	62	43	41	29	26	18	743	145	10	43	28	19	742	14120	16	42	25	18	745
Ethnicity																						
African American/Black	3										3						416	5	26	28	41	733
American Indian or Native Alaskan	2										2						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	2										2						142	8	39	23	30	739
Caucasian/White	135	14	10	59	44	37	27	25	19	743	137	10	43	27	20	743	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	3	16	5	26	11	58	725	21	0	14	24	62	723	2189	2	17	27	53	728
No	124	14	11	59	48	36	29	15	12	746	124	11	48	29	12	746	11931	18	46	25	11	748
Current LEP																						
Yes	3										3						323	4	20	28	48	729
No	140	14	10	61	44	39	28	26	19	743	142	10	43	27	20	742	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	68	4	6	21	31	25	37	18	26	737	69	6	30	36	28	737	5308	7	35	30	28	738
No	75	10	13	41	55	16	21	8	11	748	76	13	54	21	12	747	8812	21	46	22	11	749
Migrant																						
Yes	1										1						8	0	50	38	13	742
No	142	14	10	61	43	41	29	26	18	743	144	10	42	28	19	742	14112	16	42	25	18	745
Gender																						
Female	78	6	8	35	45	24	31	13	17	743	78	8	45	31	17	743	6992	16	43	25	16	745
Male	65	8	12	27	42	17	26	13	20	743	67	12	40	25	22	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	0	0	3	33	6	67	725	9	0	0	33	67	725	1024	7	26	36	31	736
No	134	14	10	62	46	38	28	20	15	744	136	10	46	28	16	743	13096	16	43	24	17	745
Gifted/talented program																						
Yes	1										1						676	68	29	2	0	767
No	142	13	9	62	44	41	29	26	18	743	144	9	43	28	19	742	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: Augusta Public Schools
School: Ella R Hodgkins 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	7	2	20	3	30	2	20	3	30	743	7	20	30	20	30	743	7	6	30	28	36	735
B. less than one hour	56	9	11	35	44	23	29	13	16	744	56	11	44	29	16	744	52	16	42	25	17	745
C. one to two hours	35	3	6	23	47	15	31	8	16	742	35	6	47	31	16	742	37	18	44	24	14	747
D. more than two hours	2	0	0	1	33	1	33	1	33	733	2	0	33	33	33	733	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	8	22	19	51	8	22	2	5	751	26	22	51	22	5	751	26	35	43	12	9	754
B. good	43	5	8	30	49	17	28	9	15	745	43	8	49	28	15	745	46	13	48	25	15	745
C. fair	28	0	0	12	30	16	40	12	30	735	28	0	30	40	30	735	23	3	32	37	27	737
D. poor	3	1	25	1	25	0	0	2	50	734	3	25	25	0	50	734	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.	44	6	10	31	50	12	19	13	21	743	44	10	50	19	21	743	26	23	43	20	13	749
B. They match some of what I have learned.	45	4	6	23	36	26	41	11	17	741	45	6	36	41	17	741	53	15	45	26	15	746
C. They match just a little of what I have learned.	10	3	21	7	50	3	21	1	7	750	10	21	50	21	7	750	17	9	35	32	24	740
D. There is no match.	1	1	50	1	50	0	0	0	0	760	1	50	50	0	0	760	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	15	50	10	33	5	17	741	21	0	50	33	17	741	37	8	40	29	23	740
B. about the same as my regular schoolwork	67	11	12	41	44	27	29	15	16	744	67	12	44	29	16	744	51	16	44	25	15	746
C. easier than my regular schoolwork	12	3	18	6	35	4	24	4	24	744	12	18	35	24	24	744	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.	49	3	4	26	38	25	36	15	22	739	49	4	38	36	22	739	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	47	9	14	33	50	15	23	9	14	746	47	14	50	23	14	746	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	40	2	40	0	0	1	20	754	4	40	40	0	20	754	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	4	2	33	1	17	1	17	2	33	739	4	33	17	17	33	739	8	8	30	29	33	737
B. 30–45 minutes	14	2	10	10	50	5	25	3	15	744	14	10	50	25	15	744	38	13	40	27	20	743
C. 45–60 minutes	63	6	7	42	47	27	30	15	17	743	63	7	47	30	17	743	42	20	45	23	12	748
D. more than 60 minutes	18	4	15	9	35	8	31	5	19	743	18	15	35	31	19	743	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	2	2	67	0	0	1	33	0	0	759	2	67	0	33	0	759	15	19	38	25	19	745
B. two or three days a week	18	2	8	14	54	6	23	4	15	744	18	8	54	23	15	744	31	18	42	24	16	746
C. two or three times a month	47	9	13	28	42	22	33	8	12	745	47	13	42	33	12	745	26	17	43	24	17	746
D. never or almost never	32	1	2	20	43	12	26	13	28	739	32	2	43	26	28	739	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	1	0	0	1	50	0	0	1	50	725	1	0	50	0	50	725	10	12	39	24	24	741
B. two or three days a week	18	4	16	8	32	10	40	3	12	744	18	16	32	40	12	744	22	13	43	26	18	744
C. two or three times each month	45	1	2	34	53	16	25	13	20	741	45	2	53	25	20	741	33	18	44	25	13	747
D. never or almost never	36	9	18	19	37	15	29	8	16	746	36	18	37	29	16	746	35	16	40	25	19	744
Optional school/SAU question																						
A.	17	0	0	0	0	1	100	0	0	732	17	0	0	100	0	732						
B.	67	0	0	2	50	1	25	1	25	735	67	0	50	25	25	735						
C.	0										0											
D.	17	0	0	0	0	1	100	0	0	740	17	0	0	100	0	740						

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