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:	10301211
SAU:	Caribou School Department
School:	Caribou Middle 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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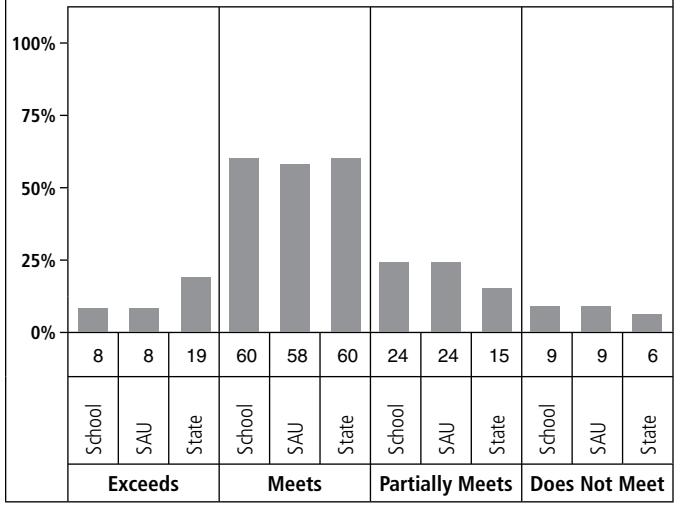
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Caribou School Department
School: Caribou Middle School

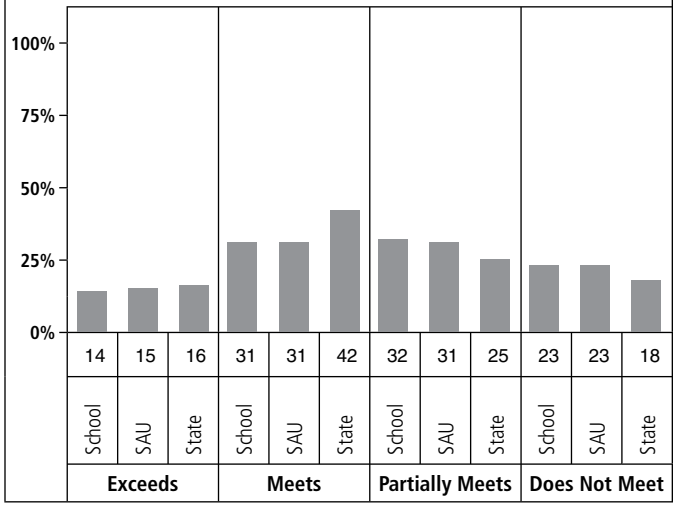
Summary of School, SAU, and State Scores

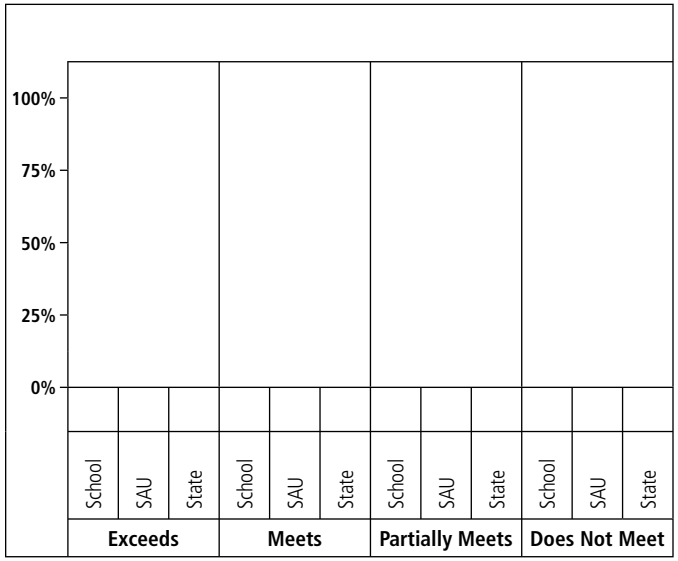
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	746	746	748
2007–2008	744	745	750
2008–2009	**747**	**747**	**751**
Cum. Avg.*	746	746	750
Mathematics			
2006–2007	743	744	742
2007–2008	739	739	743
2008–2009	**741**	**741**	**745**
Cum. Avg.*	741	741	743

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: Caribou School Department
School: Caribou Middle 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	106	100	100	100	14446	100	104	98	98	98	14316	99	104	98	98	98	14322	99						
Ethnicity African American/Black	2	2	2	2	432	3	2	100	2	100	416	97	2	100	2	100	421	98						
American Indian or Native Alaskan	2	2	2	2	124	1	2	100	2	100	121	98	2	100	2	100	122	99						
Asian or Pacific Islander	2	2	2	2	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	100	94	94	94	13483	93	98	98	92	98	13380	99	98	98	92	98	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	22	21	22	22	2428	17	22	100	22	100	2391	99	22	100	22	100	2391	99						
Current LEP	1	1	1	1	334	2	1	100	1	100	318	95	1	100	1	100	328	98						
Economically disadvantaged	47	44	46	46	5498	38	45	96	44	96	5431	99	45	96	44	96	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	87	82	81	81	11742	81	87	82	81	81	11754	81						
Identified disability (PET/IEP)	6	7	6	7	367	3	6	7	6	7	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	2	2	2	2	183	2	2	2	2	2	187	2						
Participation with accommodations	15	14	15	15	2367	16	15	14	15	15	2366	16						
Identified disability (PET/IEP)	14	93	14	93	1819	77	14	93	14	93	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	1	7	1	7	84	4	1	7	1	7	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	2	2	2	2	205	1	2	2	2	2	202	1						
Identified disability (PET/IEP)	2	100	2	100	205	100	2	100	2	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	2	2	2	97	1	2	2	2	2	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:	Caribou School Department
School:	Caribou Middle 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	10	10	10	10	2630	18
	2007-2008	14	11	14	12	2604	18
	2008-2009	**8**	**8**	**8**	**8**	**2618**	**19**
	Cum. Total*	32	10	32	10	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	61	58	57	58	7605	51
	2007-2008	57	46	53	45	8049	55
	2008-2009	**61**	**60**	**56**	**58**	**8484**	**60**
	Cum. Total*	179	54	166	53	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	24	23	22	22	3000	20
	2007-2008	36	29	36	30	2672	18
	2008-2009	**24**	**24**	**23**	**24**	**2108**	**15**
	Cum. Total*	84	25	81	26	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	10	10	9	9	1620	11
	2007-2008	18	14	16	13	1190	8
	2008-2009	**9**	**9**	**9**	**9**	**899**	**6**
	Cum. Total*	37	11	34	11	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**	31.4	56.1	31.3	55.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.5	52.5	10.5	52.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	20.9	58.1	20.8	57.8	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: Caribou School Department
School: Caribou Middle 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	102	8	8	61	60	24	24	9	9	747	96	8	58	24	9	747	14109	19	60	15	6	751
Ethnicity																						
African American/Black	2										2						409	11	49	22	18	744
American Indian or Native Alaskan	2										2						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	96	5	5	58	60	24	25	9	9	746	90	6	59	26	10	746	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	7	35	7	35	6	30	737	20	0	35	35	30	737	2186	2	36	35	27	737
No	82	8	10	54	66	17	21	3	4	749	76	11	64	21	4	749	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	101	8	8	60	59	24	24	9	9	746	95	8	58	24	9	746	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	43	1	2	24	56	13	30	5	12	743	42	2	57	29	12	744	5300	8	58	22	11	746
No	59	7	12	37	63	11	19	4	7	749	54	13	59	20	7	749	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	102	8	8	61	60	24	24	9	9	747	96	8	58	24	9	747	14101	19	60	15	6	751
Gender																						
Female	48	4	8	33	69	8	17	3	6	748	45	9	67	18	7	748	6993	24	61	11	4	754
Male	54	4	7	28	52	16	30	6	11	745	51	8	51	29	12	745	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	37	0	0	15	41	17	46	5	14	740	34	0	38	47	15	739	1025	10	53	27	11	745
No	65	8	12	46	71	7	11	4	6	750	62	13	69	11	6	750	13084	19	61	14	6	752
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	761	8	50	50	0	0	763	676	66	33	1	0	766
No	93	4	4	56	60	24	26	9	10	745	88	5	59	26	10	745	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: Caribou School Department
School: Caribou Middle 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	3	0	0	1	33	1	33	1	33	739	3	0	33	33	33	739	7	8	48	25	19	743
B. less than one hour	52	4	8	34	64	10	19	5	9	747	53	8	64	18	10	747	52	17	62	15	6	751
C. one to two hours	40	4	10	23	58	12	30	1	3	747	40	11	55	32	3	747	37	23	61	12	4	753
D. more than two hours	5	0	0	3	60	0	0	2	40	741	4	0	50	0	50	739	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	3	13	18	75	3	13	0	0	752	23	14	73	14	0	752	30	33	56	7	4	756
B. good	58	5	8	35	59	13	22	6	10	746	58	9	58	22	11	746	49	16	64	14	5	751
C. fair	15	0	0	7	47	5	33	3	20	741	16	0	47	33	20	741	19	5	59	26	10	745
D. poor	3	0	0	1	33	2	67	0	0	739	3	0	33	67	0	739	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.	31	1	3	20	65	7	23	3	10	745	30	4	61	25	11	745	33	24	62	10	3	754
B. They match some of what I have learned.	57	7	12	32	56	13	23	5	9	748	59	13	56	22	9	748	52	18	62	15	5	751
C. They match just a little of what I have learned.	11	0	0	8	73	2	18	1	9	746	11	0	70	20	10	746	11	11	54	23	13	746
D. There is no match.	1	0	0	0	0	1	100	0	0	734	1	0	0	100	0	734	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	4	29	7	50	2	14	1	7	754	15	29	50	14	7	754	17	16	55	18	12	748
B. about the same as my regular schoolwork	70	4	6	46	66	14	20	6	9	747	68	6	64	20	9	747	65	19	62	14	5	752
C. easier than my regular schoolwork	16	0	0	8	50	6	38	2	13	741	17	0	50	38	13	741	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.	7	0	0	2	29	4	57	1	14	738	7	0	29	57	14	738	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	65	4	6	43	66	11	17	7	11	747	64	7	65	17	12	747	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	28	4	14	16	57	7	25	1	4	749	29	15	56	26	4	749	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.	58	4	7	39	66	12	20	4	7	747	58	7	64	22	7	747	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	39	4	10	22	56	11	28	2	5	747	39	11	57	27	5	747	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	0	0	3	100	726	3	0	0	0	100	726	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	12	2	17	7	58	2	17	1	8	750	13	17	58	17	8	750	21	27	57	11	5	755
B. 20 minutes to an hour	52	5	9	35	66	11	21	2	4	749	52	10	63	22	4	749	45	22	62	12	4	753
C. less than 20 minutes	17	0	0	10	59	3	18	4	24	741	16	0	60	13	27	741	13	13	61	17	8	749
D. I rarely read at home.	19	1	5	9	47	7	37	2	11	744	20	5	47	37	11	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	33	0	0	0	0	1	100	0	0	736	33	0	0	100	0	736						
C.	33	0	0	0	0	1	100	0	0	734	33	0	0	100	0	734						
D.	33	0	0	0	0	0	0	1	100	726	33	0	0	0	100	726						

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:	Caribou School Department
School:	Caribou Middle 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	16	15	16	16	2142	14
	2007-2008	2	2	2	2	2028	14
	2008-2009	**14**	**14**	**14**	**15**	**2220**	**16**
	Cum. Total*	32	10	32	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	42	40	40	40	5642	38
	2007-2008	59	48	57	48	5703	39
	2008-2009	**32**	**31**	**30**	**31**	**5879**	**42**
	Cum. Total*	133	40	127	41	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	24	23	23	23	4077	27
	2007-2008	38	31	36	31	3733	26
	2008-2009	**33**	**32**	**30**	**31**	**3537**	**25**
	Cum. Total*	95	29	89	28	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	24	23	20	20	3001	20
	2007-2008	25	20	23	19	3054	21
	2008-2009	**23**	**23**	**22**	**23**	**2484**	**18**
	Cum. Total*	72	22	65	21	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**	27.3	48.8	27.5	49.1	29.9	53.4
A. Number	**14**	**25**	7.0	50.0	7.1	50.7	7.7	55.0
B. Data	**16**	**29**	7.7	48.1	7.8	48.8	8.1	50.6
C. Geometry	**12**	**21**	6.1	50.8	6.1	50.8	6.9	57.5
D. Algebra	**14**	**25**	6.5	46.4	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: Caribou School Department
School: Caribou Middle 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	102	14	14	32	31	33	32	23	23	741	96	15	31	31	23	741	14120	16	42	25	18	745
Ethnicity																						
African American/Black	2										2						416	5	26	28	41	733
American Indian or Native Alaskan	2										2						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	96	12	13	29	30	32	33	23	24	739	90	13	30	32	24	740	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	2	10	5	25	13	65	722	20	0	10	25	65	722	2189	2	17	27	53	728
No	82	14	17	30	37	28	34	10	12	745	76	18	37	33	12	746	11931	18	46	25	11	748
Current LEP																						
Yes	1										1						323	4	20	28	48	729
No	101	13	13	32	32	33	33	23	23	740	95	14	32	32	23	741	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	43	3	7	11	26	14	33	15	35	734	42	7	26	33	33	735	5308	7	35	30	28	738
No	59	11	19	21	36	19	32	8	14	745	54	20	35	30	15	746	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	102	14	14	32	31	33	32	23	23	741	96	15	31	31	23	741	14112	16	42	25	18	745
Gender																						
Female	48	8	17	10	21	18	38	12	25	739	45	18	22	33	27	739	6992	16	43	25	16	745
Male	54	6	11	22	41	15	28	11	20	742	51	12	39	29	20	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	37	0	0	2	5	19	51	16	43	727	34	0	6	50	44	726	1024	7	26	36	31	736
No	65	14	22	30	46	14	22	7	11	749	62	23	45	21	11	749	13096	16	43	24	17	745
Gifted/talented program																						
Yes	9	4	44	1	11	4	44	0	0	756	8	50	13	38	0	759	676	68	29	2	0	767
No	93	10	11	31	33	29	31	23	25	739	88	11	33	31	25	739	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: Caribou School Department
School: Caribou Middle 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	3	0	0	1	33	0	0	2	67	720	3	0	33	0	67	720	7	6	30	28	36	735
B. less than one hour	52	11	21	19	36	13	25	10	19	745	53	22	36	24	18	745	52	16	42	25	17	745
C. one to two hours	40	3	8	11	28	16	40	10	25	738	40	8	26	39	26	738	37	18	44	24	14	747
D. more than two hours	5	0	0	1	20	4	80	0	0	738	4	0	25	75	0	737	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	8	24	16	48	6	18	3	9	751	34	25	47	19	9	751	26	35	43	12	9	754
B. good	35	5	14	12	34	9	26	9	26	740	34	16	34	25	25	740	46	13	48	25	15	745
C. fair	27	1	4	4	15	14	52	8	30	733	27	4	15	50	31	733	23	3	32	37	27	737
D. poor	6	0	0	0	0	4	67	2	33	728	5	0	0	60	40	726	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.	35	8	23	13	37	8	23	6	17	747	35	24	36	24	15	748	26	23	43	20	13	749
B. They match some of what I have learned.	40	6	15	13	33	12	30	9	23	741	39	16	32	27	24	741	53	15	45	26	15	746
C. They match just a little of what I have learned.	18	0	0	5	28	10	56	3	17	735	18	0	29	53	18	735	17	9	35	32	24	740
D. There is no match.	8	0	0	1	13	3	38	4	50	727	8	0	13	38	50	727	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	42	5	12	12	29	14	33	11	26	738	42	13	30	30	28	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	50	9	18	18	35	14	27	10	20	744	51	19	33	29	19	744	51	16	44	25	15	746
C. easier than my regular schoolwork	8	0	0	2	25	5	63	1	13	736	7	0	29	57	14	736	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.	64	10	15	21	32	21	32	13	20	741	64	16	31	31	21	741	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	32	4	13	11	34	10	31	7	22	743	33	13	35	29	23	743	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	2	50	2	50	730	3	0	0	67	33	731	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	18	1	6	8	44	5	28	4	22	741	19	6	44	28	22	741	8	8	30	29	33	737
B. 30–45 minutes	69	8	11	21	30	25	36	16	23	740	67	13	30	34	23	740	38	13	40	27	20	743
C. 45–60 minutes	10	5	50	3	30	2	20	0	0	755	11	50	30	20	0	755	42	20	45	23	12	748
D. more than 60 minutes	3	0	0	0	0	1	33	2	67	723	3	0	0	33	67	723	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	1	20	1	20	3	60	725	5	0	20	20	60	725	15	19	38	25	19	745
B. two or three days a week	9	0	0	0	0	4	44	5	56	722	9	0	0	44	56	722	31	18	42	24	16	746
C. two or three times a month	26	5	19	9	35	7	27	5	19	742	25	21	33	25	21	742	26	17	43	24	17	746
D. never or almost never	60	9	15	22	36	21	34	9	15	744	60	16	37	33	14	745	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	0	0	2	50	2	50	730	4	0	0	50	50	730	10	12	39	24	24	741
B. two or three days a week	11	1	9	2	18	4	36	4	36	733	9	11	11	44	33	732	22	13	43	26	18	744
C. two or three times each month	36	6	17	13	36	11	31	6	17	744	38	17	36	31	17	744	33	18	44	25	13	747
D. never or almost never	50	7	14	17	34	16	32	10	20	742	48	15	35	28	22	742	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	718	33	0	0	0	100	718						
C.	33	0	0	0	0	0	0	1	100	724	33	0	0	0	100	724						
D.	33	0	0	0	0	0	0	1	100	702	33	0	0	0	100	702						

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