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:	11081309
SAU:	Minot School Department
School:	Minot Consolidated 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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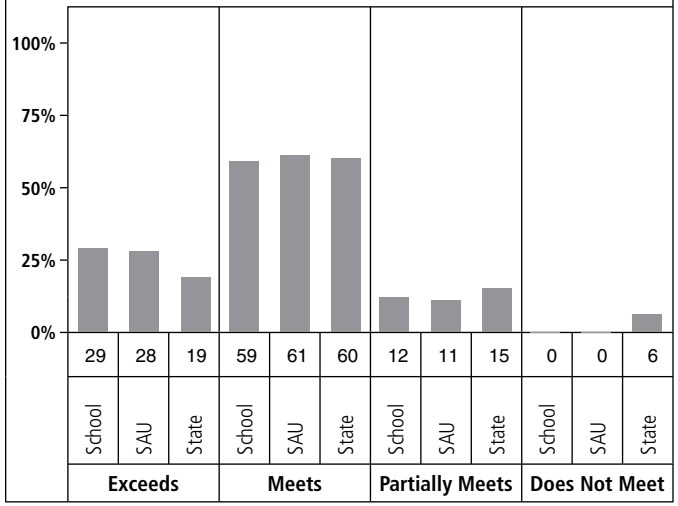
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Minot School Department
School: Minot Consolidated School

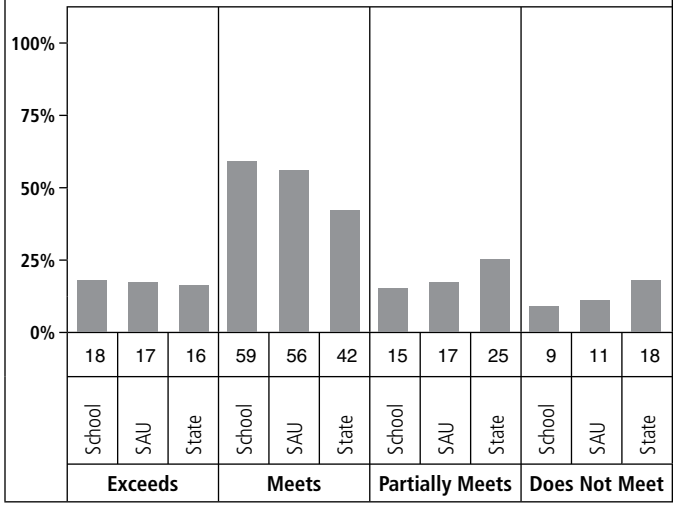
Summary of School, SAU, and State Scores

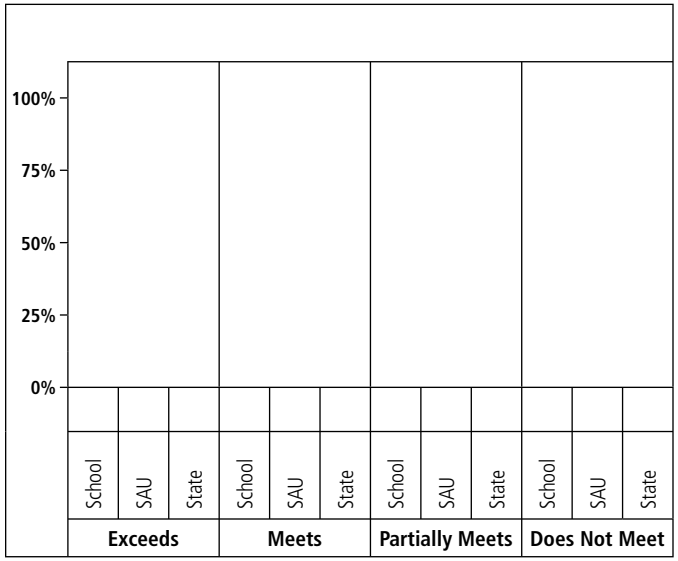
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	750	750	748
2007–2008	753	753	750
2008–2009	**756**	**756**	**751**
Cum. Avg.*	753	753	750
Mathematics			
2006–2007	740	740	742
2007–2008	749	749	743
2008–2009	**752**	**751**	**745**
Cum. Avg.*	747	747	743

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: Minot School Department
School: Minot Consolidated 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	35	100	38	100	14446	100	34	97	37	97	14316	99	34	97	37	97	14322	99						
Ethnicity African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	35	100	38	100	13483	93	34	97	37	97	13380	99	34	97	37	97	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	6	4	11	2428	17	1	50	3	75	2391	99	1	50	3	75	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	8	23	8	21	5498	38	7	88	7	88	5431	99	7	88	7	88	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	34	97	35	92	11742	81	34	97	35	92	11754	81						
Identified disability (PET/IEP)	1	3	1	3	367	3	1	3	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	0	0	1	3	2367	16	0	0	1	3	2366	16						
Identified disability (PET/IEP)	0	0	1	100	1819	77	0	0	1	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	0	0	1	3	205	1	0	0	1	3	202	1						
Identified disability (PET/IEP)	0	0	1	100	205	100	0	0	1	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	1	3	1	3	97	1	1	3	1	3	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:	Minot School Department
School:	Minot Consolidated 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	4	13	4	13	2630	18
	2007-2008	8	30	8	30	2604	18
	2008-2009	**10**	**29**	**10**	**28**	**2618**	**19**
	Cum. Total*	22	24	22	24	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	19	63	19	63	7605	51
	2007-2008	16	59	16	59	8049	55
	2008-2009	**20**	**59**	**22**	**61**	**8484**	**60**
	Cum. Total*	55	60	57	61	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	6	20	6	20	3000	20
	2007-2008	2	7	2	7	2672	18
	2008-2009	**4**	**12**	**4**	**11**	**2108**	**15**
	Cum. Total*	12	13	12	13	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	1	3	1	3	1620	11
	2007-2008	1	4	1	4	1190	8
	2008-2009	**0**	**0**	**0**	**0**	**899**	**6**
	Cum. Total*	2	2	2	2	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**	37.5	67.0	37.4	66.8	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	12.6	63.0	12.6	63.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	24.9	69.2	24.8	68.9	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: Minot School Department
School: Minot Consolidated 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	34	10	29	20	59	4	12	0	0	756	36	28	61	11	0	756	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	34	10	29	20	59	4	12	0	0	756	36	28	61	11	0	756	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	1										2						2186	2	36	35	27	737
No	33	10	30	19	58	4	12	0	0	756	34	29	59	12	0	756	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	34	10	29	20	59	4	12	0	0	756	36	28	61	11	0	756	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	7	0	0	6	86	1	14	0	0	749	7	0	86	14	0	749	5300	8	58	22	11	746
No	27	10	37	14	52	3	11	0	0	758	29	34	55	10	0	757	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	34	10	29	20	59	4	12	0	0	756	36	28	61	11	0	756	14101	19	60	15	6	751
Gender																						
Female	23	6	26	14	61	3	13	0	0	755	24	25	63	13	0	756	6993	24	61	11	4	754
Male	11	4	36	6	55	1	9	0	0	758	12	33	58	8	0	757	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	34	10	29	20	59	4	12	0	0	756	36	28	61	11	0	756	13084	19	61	14	6	752
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	772	6	83	17	0	0	772	676	66	33	1	0	766
No	28	5	18	19	68	4	14	0	0	753	30	17	70	13	0	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: Minot School Department
School: Minot Consolidated 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	6	1	50	1	50	0	0	0	0	769	6	50	50	0	0	769	7	8	48	25	19	743
B. less than one hour	50	4	24	11	65	2	12	0	0	755	53	21	68	11	0	755	52	17	62	15	6	751
C. one to two hours	41	5	36	8	57	1	7	0	0	757	39	36	57	7	0	757	37	23	61	12	4	753
D. more than two hours	3	0	0	0	0	1	100	0	0	740	3	0	0	100	0	740	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	4	33	8	67	0	0	0	0	761	33	33	67	0	0	761	30	33	56	7	4	756
B. good	59	6	30	10	50	4	20	0	0	754	61	27	55	18	0	754	49	16	64	14	5	751
C. fair	6	0	0	2	100	0	0	0	0	753	6	0	100	0	0	753	19	5	59	26	10	745
D. poor	0										0						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.	32	3	27	7	64	1	9	0	0	756	31	27	64	9	0	756	33	24	62	10	3	754
B. They match some of what I have learned.	53	7	39	8	44	3	17	0	0	757	56	35	50	15	0	757	52	18	62	15	5	751
C. They match just a little of what I have learned.	9	0	0	3	100	0	0	0	0	752	8	0	100	0	0	752	11	11	54	23	13	746
D. There is no match.	6	0	0	2	100	0	0	0	0	752	6	0	100	0	0	752	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	2	40	3	60	0	0	0	0	756	17	33	67	0	0	756	17	16	55	18	12	748
B. about the same as my regular schoolwork	68	7	30	13	57	3	13	0	0	756	67	29	58	13	0	756	65	19	62	14	5	752
C. easier than my regular schoolwork	18	1	17	4	67	1	17	0	0	756	17	17	67	17	0	756	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.	3	0	0	1	100	0	0	0	0	744	3	0	100	0	0	744	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	55	5	28	11	61	2	11	0	0	754	54	26	63	11	0	753	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	42	5	36	7	50	2	14	0	0	760	43	33	53	13	0	760	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.	53	6	33	9	50	3	17	0	0	759	53	32	53	16	0	758	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	44	3	20	11	73	1	7	0	0	752	44	19	75	6	0	751	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	100	0	0	0	0	0	0	780	3	100	0	0	0	780	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	21	1	14	6	86	0	0	0	0	758	19	14	86	0	0	758	21	27	57	11	5	755
B. 20 minutes to an hour	50	5	29	9	53	3	18	0	0	755	50	28	56	17	0	754	45	22	62	12	4	753
C. less than 20 minutes	24	4	50	3	38	1	13	0	0	758	25	44	44	11	0	758	13	13	61	17	8	749
D. I rarely read at home.	6	0	0	2	100	0	0	0	0	750	6	0	100	0	0	750	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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 2009
Grade:	7
SAU:	Minot School Department
School:	Minot Consolidated 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	4	13	4	13	2142	14
	2007-2008	4	15	4	15	2028	14
	2008-2009	**6**	**18**	**6**	**17**	**2220**	**16**
	Cum. Total*	14	15	14	15	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	9	30	9	30	5642	38
	2007-2008	16	59	16	59	5703	39
	2008-2009	**20**	**59**	**20**	**56**	**5879**	**42**
	Cum. Total*	45	49	45	48	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	11	37	11	37	4077	27
	2007-2008	3	11	3	11	3733	26
	2008-2009	**5**	**15**	**6**	**17**	**3537**	**25**
	Cum. Total*	19	21	20	22	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	6	20	6	20	3001	20
	2007-2008	4	15	4	15	3054	21
	2008-2009	**3**	**9**	**4**	**11**	**2484**	**18**
	Cum. Total*	13	14	14	15	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**	34.6	61.8	33.7	60.2	29.9	53.4
A. Number	**14**	**25**	9.0	64.3	8.8	62.9	7.7	55.0
B. Data	**16**	**29**	8.4	52.5	8.0	50.0	8.1	50.6
C. Geometry	**12**	**21**	8.5	70.8	8.3	69.2	6.9	57.5
D. Algebra	**14**	**25**	8.8	62.9	8.6	61.4	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: Minot School Department
School: Minot Consolidated 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	34	6	18	20	59	5	15	3	9	752	36	17	56	17	11	751	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	34	6	18	20	59	5	15	3	9	752	36	17	56	17	11	751	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	1										2						2189	2	17	27	53	728
No	33	6	18	19	58	5	15	3	9	752	34	18	56	18	9	751	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	34	6	18	20	59	5	15	3	9	752	36	17	56	17	11	751	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	7	0	0	5	71	1	14	1	14	745	7	0	71	14	14	745	5308	7	35	30	28	738
No	27	6	22	15	56	4	15	2	7	754	29	21	52	17	10	752	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	34	6	18	20	59	5	15	3	9	752	36	17	56	17	11	751	14112	16	42	25	18	745
Gender																						
Female	23	3	13	13	57	4	17	3	13	750	24	13	54	21	13	749	6992	16	43	25	16	745
Male	11	3	27	7	64	1	9	0	0	756	12	25	58	8	8	753	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	34	6	18	20	59	5	15	3	9	752	36	17	56	17	11	751	13096	16	43	24	17	745
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	767	6	50	50	0	0	767	676	68	29	2	0	767
No	28	3	11	17	61	5	18	3	11	749	30	10	57	20	13	747	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: Minot School Department
School: Minot Consolidated 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	6	1	50	1	50	0	0	0	0	766	6	50	50	0	0	766	7	6	30	28	36	735
B. less than one hour	50	2	12	11	65	3	18	1	6	752	53	11	58	21	11	749	52	16	42	25	17	745
C. one to two hours	41	3	21	8	57	2	14	1	7	752	39	21	57	14	7	752	37	18	44	24	14	747
D. more than two hours	3	0	0	0	0	0	0	1	100	722	3	0	0	0	100	722	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	3	30	6	60	1	10	0	0	761	28	30	60	10	0	761	26	35	43	12	9	754
B. good	47	3	19	11	69	1	6	1	6	754	50	17	61	11	11	751	46	13	48	25	15	745
C. fair	18	0	0	2	33	2	33	2	33	736	17	0	33	33	33	736	23	3	32	37	27	737
D. poor	6	0	0	1	50	1	50	0	0	741	6	0	50	50	0	741	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.	26	2	22	5	56	2	22	0	0	752	25	22	56	22	0	752	26	23	43	20	13	749
B. They match some of what I have learned.	59	4	20	10	50	3	15	3	15	752	61	18	45	18	18	749	53	15	45	26	15	746
C. They match just a little of what I have learned.	12	0	0	4	100	0	0	0	0	754	11	0	100	0	0	754	17	9	35	32	24	740
D. There is no match.	3	0	0	1	100	0	0	0	0	748	3	0	100	0	0	748	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	15	2	40	2	40	1	20	0	0	759	17	33	33	33	0	755	37	8	40	29	23	740
B. about the same as my regular schoolwork	79	4	15	16	59	4	15	3	11	751	78	14	57	14	14	750	51	16	44	25	15	746
C. easier than my regular schoolwork	6	0	0	2	100	0	0	0	0	752	6	0	100	0	0	752	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.	62	4	19	12	57	3	14	2	10	753	61	18	55	18	9	752	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	35	2	17	8	67	2	17	0	0	753	36	15	62	15	8	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	0	0	1	100	714	3	0	0	0	100	714	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	21	2	29	2	29	2	29	1	14	749	19	29	29	29	14	749	8	8	30	29	33	737
B. 30–45 minutes	24	0	0	6	75	2	25	0	0	748	25	0	67	22	11	744	38	13	40	27	20	743
C. 45–60 minutes	53	4	22	12	67	1	6	1	6	756	53	21	63	11	5	755	42	20	45	23	12	748
D. more than 60 minutes	3	0	0	0	0	0	0	1	100	726	3	0	0	0	100	726	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	1	50	1	50	0	0	746	8	0	33	67	0	742	15	19	38	25	19	745
B. two or three days a week	44	3	20	6	40	4	27	2	13	750	44	19	38	25	19	748	31	18	42	24	16	746
C. two or three times a month	44	3	20	11	73	0	0	1	7	754	42	20	73	0	7	754	26	17	43	24	17	746
D. never or almost never	6	0	0	2	100	0	0	0	0	753	6	0	100	0	0	753	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	53	2	11	12	67	2	11	2	11	751	50	11	67	11	11	751	10	12	39	24	24	741
B. two or three days a week	41	4	29	6	43	3	21	1	7	753	42	27	40	27	7	751	22	13	43	26	18	744
C. two or three times each month	6	0	0	2	100	0	0	0	0	758	6	0	100	0	0	758	33	18	44	25	13	747
D. never or almost never	0										3	0	0	0	100	720	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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