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:	11721878
SAU:	Sabattus School Department
School:	Sabattus Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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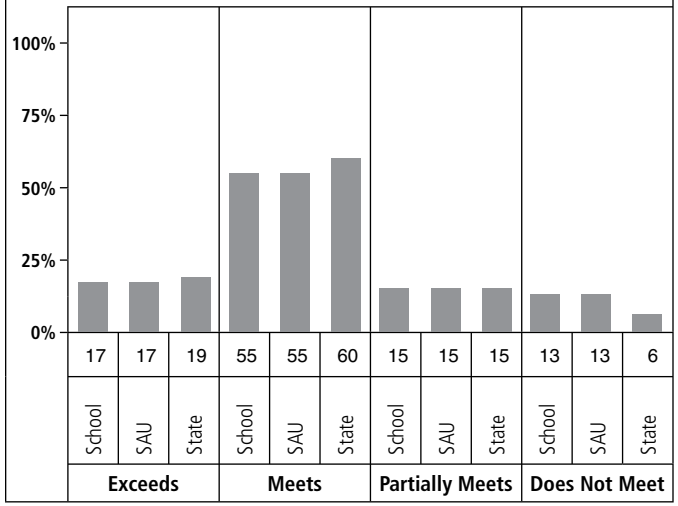
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Sabattus School Department
School: Sabattus Central School

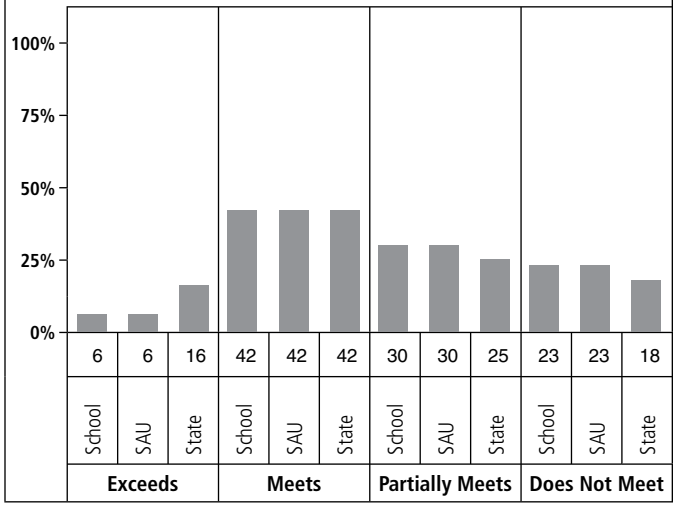
Summary of School, SAU, and State Scores

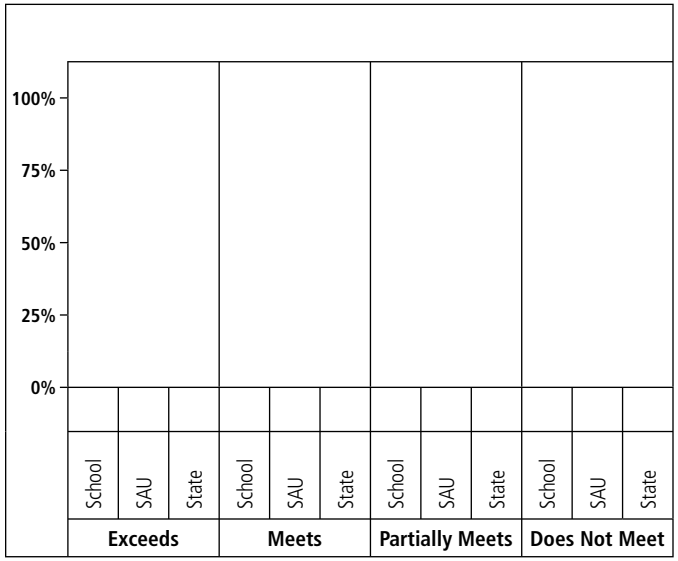
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	747	745	748
2007–2008	749	748	750
2008–2009	**748**	**748**	**751**
Cum. Avg.*	748	747	750
Mathematics			
2006–2007	741	739	742
2007–2008	740	739	743
2008–2009	**740**	**740**	**745**
Cum. Avg.*	740	739	743

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: Sabattus School Department
School: Sabattus Central School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	54	100	54	100	14446	100	54	100	54	100	14316	99	54	100	54	100	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	54	100	54	100	13483	93	54	100	54	100	13380	99	54	100	54	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	20	11	20	2428	17	11	100	11	100	2391	99	11	100	11	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	21	39	21	39	5498	38	21	100	21	100	5431	99	21	100	21	100	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	45	83	45	83	11742	81	45	83	45	83	11754	81						
Identified disability (PET/IEP)	3	7	3	7	367	3	3	7	3	7	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	2	4	2	4	183	2	2	4	2	4	187	2						
Participation with accommodations	8	15	8	15	2367	16	8	15	8	15	2366	16						
Identified disability (PET/IEP)	7	88	7	88	1819	77	7	88	7	88	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	1	13	1	13	358	15	1	13	1	13	346	15						
Participation through alternate assessment (PAAP)	1	2	1	2	205	1	1	2	1	2	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	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	0	0	0	0	97	1	0	0	0	0	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:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *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	9	16	9	16	2630	18
	2007-2008	14	22	14	22	2604	18
	2008-2009	**9**	**17**	**9**	**17**	**2618**	**19**
	Cum. Total*	32	19	32	18	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	28	51	28	49	7605	51
	2007-2008	28	44	28	43	8049	55
	2008-2009	**29**	**55**	**29**	**55**	**8484**	**60**
	Cum. Total*	85	50	85	49	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	11	20	11	19	3000	20
	2007-2008	14	22	14	22	2672	18
	2008-2009	**8**	**15**	**8**	**15**	**2108**	**15**
	Cum. Total*	33	19	33	19	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	7	13	9	16	1620	11
	2007-2008	7	11	9	14	1190	8
	2008-2009	**7**	**13**	**7**	**13**	**899**	**6**
	Cum. Total*	21	12	25	14	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**	32.1	57.3	32.1	57.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.0	55.0	11.0	55.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.1	58.6	21.1	58.6	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: Sabattus School Department
School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	53	9	17	29	55	8	15	7	13	748	53	17	55	15	13	748	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	53	9	17	29	55	8	15	7	13	748	53	17	55	15	13	748	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	3	30	6	60	728	10	0	10	30	60	728	2186	2	36	35	27	737
No	43	9	21	28	65	5	12	1	2	752	43	21	65	12	2	752	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	53	9	17	29	55	8	15	7	13	748	53	17	55	15	13	748	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	20	2	10	11	55	4	20	3	15	744	20	10	55	20	15	744	5300	8	58	22	11	746
No	33	7	21	18	55	4	12	4	12	749	33	21	55	12	12	749	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	53	9	17	29	55	8	15	7	13	748	53	17	55	15	13	748	14101	19	60	15	6	751
Gender																						
Female	21	5	24	11	52	1	5	4	19	748	21	24	52	5	19	748	6993	24	61	11	4	754
Male	32	4	13	18	56	7	22	3	9	747	32	13	56	22	9	747	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	53	9	17	29	55	8	15	7	13	748	53	17	55	15	13	748	13084	19	61	14	6	752
Gifted/talented program																						
Yes	2										2						676	66	33	1	0	766
No	51	8	16	28	55	8	16	7	14	747	51	16	55	16	14	747	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: Sabattus School Department
School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	1	33	1	33	0	0	1	33	751	6	33	33	0	33	751	7	8	48	25	19	743
B. less than one hour	51	5	19	14	52	4	15	4	15	746	51	19	52	15	15	746	52	17	62	15	6	751
C. one to two hours	42	3	14	14	64	3	14	2	9	749	42	14	64	14	9	749	37	23	61	12	4	753
D. more than two hours	2	0	0	0	0	1	100	0	0	740	2	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	26	4	29	9	64	1	7	0	0	755	26	29	64	7	0	755	30	33	56	7	4	756
B. good	55	4	14	15	52	5	17	5	17	745	55	14	52	17	17	745	49	16	64	14	5	751
C. fair	15	1	13	4	50	2	25	1	13	744	15	13	50	25	13	744	19	5	59	26	10	745
D. poor	4	0	0	1	50	0	0	1	50	740	4	0	50	0	50	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.	28	3	21	10	71	1	7	0	0	754	28	21	71	7	0	754	33	24	62	10	3	754
B. They match some of what I have learned.	60	5	17	17	57	4	13	4	13	747	60	17	57	13	13	747	52	18	62	15	5	751
C. They match just a little of what I have learned.	10	0	0	1	20	2	40	2	40	735	10	0	20	40	40	735	11	11	54	23	13	746
D. There is no match.	2	0	0	0	0	0	0	1	100	716	2	0	0	0	100	716	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	34	4	22	8	44	2	11	4	22	747	34	22	44	11	22	747	17	16	55	18	12	748
B. about the same as my regular schoolwork	60	4	13	19	59	6	19	3	9	747	60	13	59	19	9	747	65	19	62	14	5	752
C. easier than my regular schoolwork	6	1	33	2	67	0	0	0	0	759	6	33	67	0	0	759	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.	12	0	0	2	33	0	0	4	67	735	12	0	33	0	67	735	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	65	6	18	19	56	6	18	3	9	748	65	18	56	18	9	748	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	23	3	25	7	58	2	17	0	0	753	23	25	58	17	0	753	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.	52	5	19	12	44	4	15	6	22	744	52	19	44	15	22	744	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	44	4	17	16	70	3	13	0	0	752	44	17	70	13	0	752	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	1	50	0	0	749	4	0	50	50	0	749	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	23	3	25	6	50	1	8	2	17	751	23	25	50	8	17	751	21	27	57	11	5	755
B. 20 minutes to an hour	32	4	24	12	71	0	0	1	6	754	32	24	71	0	6	754	45	22	62	12	4	753
C. less than 20 minutes	19	1	10	5	50	3	30	1	10	745	19	10	50	30	10	745	13	13	61	17	8	749
D. I rarely read at home.	26	1	7	6	43	4	29	3	21	739	26	7	43	29	21	739	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:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *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	2	4	2	4	2142	14
	2007-2008	2	3	2	3	2028	14
	2008-2009	**3**	**6**	**3**	**6**	**2220**	**16**
	Cum. Total*	7	4	7	4	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	27	49	27	47	5642	38
	2007-2008	25	40	25	39	5703	39
	2008-2009	**22**	**42**	**22**	**42**	**5879**	**42**
	Cum. Total*	74	43	74	43	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	18	33	18	32	4077	27
	2007-2008	18	29	18	28	3733	26
	2008-2009	**16**	**30**	**16**	**30**	**3537**	**25**
	Cum. Total*	52	30	52	30	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	8	15	10	18	3001	20
	2007-2008	18	29	19	30	3054	21
	2008-2009	**12**	**23**	**12**	**23**	**2484**	**18**
	Cum. Total*	38	22	41	24	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**	26.6	47.5	26.6	47.5	29.9	53.4
A. Number	**14**	**25**	6.8	48.6	6.8	48.6	7.7	55.0
B. Data	**16**	**29**	6.7	41.9	6.7	41.9	8.1	50.6
C. Geometry	**12**	**21**	6.5	54.2	6.5	54.2	6.9	57.5
D. Algebra	**14**	**25**	6.6	47.1	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: Sabattus School Department
School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	53	3	6	22	42	16	30	12	23	740	53	6	42	30	23	740	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	53	3	6	22	42	16	30	12	23	740	53	6	42	30	23	740	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	1	10	9	90	715	10	0	0	10	90	715	2189	2	17	27	53	728
No	43	3	7	22	51	15	35	3	7	745	43	7	51	35	7	745	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	53	3	6	22	42	16	30	12	23	740	53	6	42	30	23	740	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	20	1	5	7	35	5	25	7	35	735	20	5	35	25	35	735	5308	7	35	30	28	738
No	33	2	6	15	45	11	33	5	15	742	33	6	45	33	15	742	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	53	3	6	22	42	16	30	12	23	740	53	6	42	30	23	740	14112	16	42	25	18	745
Gender																						
Female	21	1	5	8	38	7	33	5	24	736	21	5	38	33	24	736	6992	16	43	25	16	745
Male	32	2	6	14	44	9	28	7	22	742	32	6	44	28	22	742	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	53	3	6	22	42	16	30	12	23	740	53	6	42	30	23	740	13096	16	43	24	17	745
Gifted/talented program																						
Yes	2										2						676	68	29	2	0	767
No	51	2	4	21	41	16	31	12	24	739	51	4	41	31	24	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: Sabattus School Department
School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	1	33	0	0	1	33	1	33	745	6	33	0	33	33	745	7	6	30	28	36	735
B. less than one hour	51	1	4	12	44	9	33	5	19	739	51	4	44	33	19	739	52	16	42	25	17	745
C. one to two hours	42	1	5	10	45	6	27	5	23	740	42	5	45	27	23	740	37	18	44	24	14	747
D. more than two hours	2	0	0	0	0	0	0	1	100	726	2	0	0	0	100	726	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	15	2	25	4	50	1	13	1	13	753	15	25	50	13	13	753	26	35	43	12	9	754
B. good	49	1	4	11	42	7	27	7	27	738	49	4	42	27	27	738	46	13	48	25	15	745
C. fair	23	0	0	6	50	3	25	3	25	738	23	0	50	25	25	738	23	3	32	37	27	737
D. poor	13	0	0	1	14	5	71	1	14	734	13	0	14	71	14	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.	19	1	10	4	40	4	40	1	10	745	19	10	40	40	10	745	26	23	43	20	13	749
B. They match some of what I have learned.	62	2	6	14	42	10	30	7	21	742	62	6	42	30	21	742	53	15	45	26	15	746
C. They match just a little of what I have learned.	15	0	0	4	50	2	25	2	25	735	15	0	50	25	25	735	17	9	35	32	24	740
D. There is no match.	4	0	0	0	0	0	0	2	100	700	4	0	0	0	100	700	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	45	0	0	14	58	3	13	7	29	737	45	0	58	13	29	737	37	8	40	29	23	740
B. about the same as my regular schoolwork	49	2	8	7	27	13	50	4	15	741	49	8	27	50	15	741	51	16	44	25	15	746
C. easier than my regular schoolwork	6	1	33	1	33	0	0	1	33	750	6	33	33	0	33	750	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.	51	1	4	11	41	10	37	5	19	739	51	4	41	37	19	739	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	45	2	8	11	46	6	25	5	21	742	45	8	46	25	21	742	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	0	0	2	100	713	4	0	0	0	100	713	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	8	0	0	3	75	1	25	0	0	747	8	0	75	25	0	747	8	8	30	29	33	737
B. 30–45 minutes	29	0	0	3	20	8	53	4	27	734	29	0	20	53	27	734	38	13	40	27	20	743
C. 45–60 minutes	37	1	5	10	53	4	21	4	21	741	37	5	53	21	21	741	42	20	45	23	12	748
D. more than 60 minutes	27	2	14	6	43	3	21	3	21	743	27	14	43	21	21	743	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	2	100	0	0	0	0	752	4	0	100	0	0	752	15	19	38	25	19	745
B. two or three days a week	37	1	5	11	58	3	16	4	21	744	37	5	58	16	21	744	31	18	42	24	16	746
C. two or three times a month	40	1	5	9	43	10	48	1	5	742	40	5	43	48	5	742	26	17	43	24	17	746
D. never or almost never	19	1	10	0	0	2	20	7	70	724	19	10	0	20	70	724	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	11	1	17	5	83	0	0	0	0	756	11	17	83	0	0	756	10	12	39	24	24	741
B. two or three days a week	32	0	0	7	41	6	35	4	24	735	32	0	41	35	24	735	22	13	43	26	18	744
C. two or three times each month	28	1	7	9	60	4	27	1	7	747	28	7	60	27	7	747	33	18	44	25	13	747
D. never or almost never	28	1	7	1	7	6	40	7	47	731	28	7	7	40	47	731	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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