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:	11981481
SAU:	MSAD 04
School:	Piscataquis Community Middle S

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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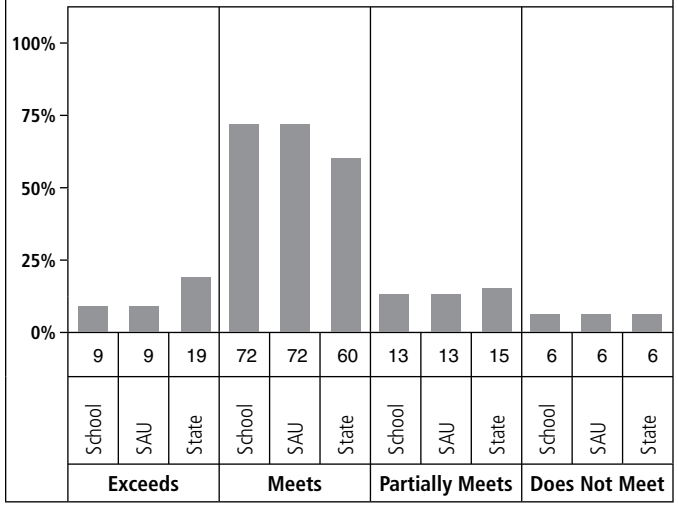
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle S

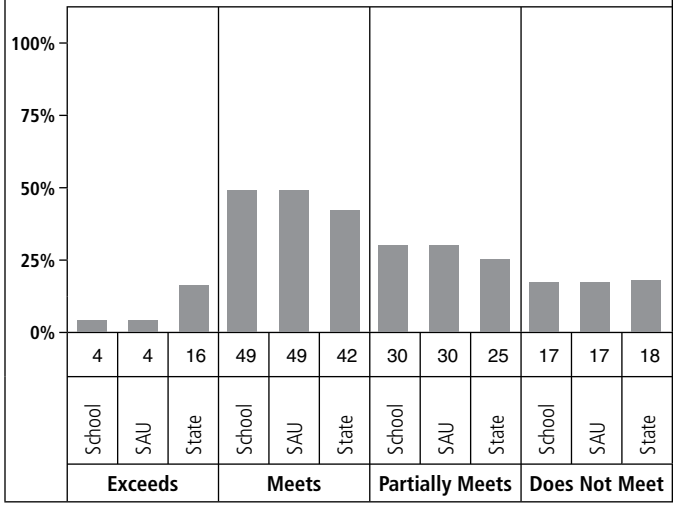
Summary of School, SAU, and State Scores

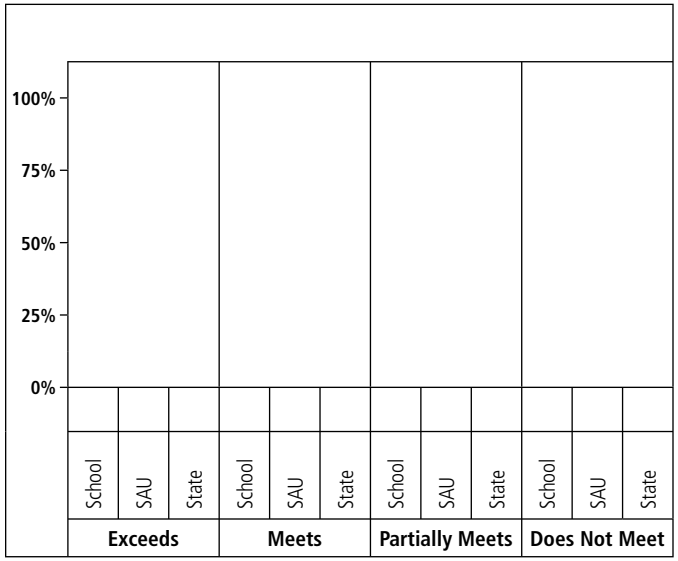
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	745	745	748
2007–2008	746	746	750
2008–2009	**749**	**749**	**751**
Cum. Avg.*	747	747	750
Mathematics			
2006–2007	741	741	742
2007–2008	739	739	743
2008–2009	**741**	**741**	**745**
Cum. Avg.*	740	740	743

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: MSAD 04
School: Piscataquis Community Middle S

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	53	100	53	100	14446	100	53	100	53	100	14316	99	53	100	53	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	1	2	1	2	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	1	2	1	2	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	51	96	51	96	13483	93	51	100	51	100	13380	99	51	100	51	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	7	13	7	13	2428	17	7	100	7	100	2391	99	7	100	7	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	30	57	30	57	5498	38	30	100	30	100	5431	99	30	100	30	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	38	72	38	72	11742	81	38	72	38	72	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	3	1	3	183	2	1	3	1	3	187	2						
Participation with accommodations	15	28	15	28	2367	16	15	28	15	28	2366	16						
Identified disability (PET/IEP)	7	47	7	47	1819	77	7	47	7	47	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	2	13	2	13	84	4	2	13	2	13	80	3						
Other	6	40	6	40	358	15	6	40	6	40	346	15						
Participation through alternate assessment (PAAP)	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	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:	MSAD 04
School:	Piscataquis Community Middle S

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	6	10	6	10	2630	18
	2007-2008	3	6	3	6	2604	18
	2008-2009	**5**	**9**	**5**	**9**	**2618**	**19**
	Cum. Total*	14	8	14	9	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	29	47	28	47	7605	51
	2007-2008	30	60	29	59	8049	55
	2008-2009	**38**	**72**	**38**	**72**	**8484**	**60**
	Cum. Total*	97	59	95	59	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	15	24	15	25	3000	20
	2007-2008	13	26	13	27	2672	18
	2008-2009	**7**	**13**	**7**	**13**	**2108**	**15**
	Cum. Total*	35	21	35	22	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	12	19	11	18	1620	11
	2007-2008	4	8	4	8	1190	8
	2008-2009	**3**	**6**	**3**	**6**	**899**	**6**
	Cum. Total*	19	12	18	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**	33.2	59.3	33.2	59.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.5	57.5	11.5	57.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.7	60.3	21.7	60.3	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: MSAD 04
School: Piscataquis Community Middle S

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	5	9	38	72	7	13	3	6	749	53	9	72	13	6	749	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	51	5	10	36	71	7	14	3	6	749	51	10	71	14	6	749	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	2	29	3	43	733	7	0	29	29	43	733	2186	2	36	35	27	737
No	46	5	11	36	78	5	11	0	0	752	46	11	78	11	0	752	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	53	5	9	38	72	7	13	3	6	749	53	9	72	13	6	749	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	30	1	3	23	77	5	17	1	3	748	30	3	77	17	3	748	5300	8	58	22	11	746
No	23	4	17	15	65	2	9	2	9	751	23	17	65	9	9	751	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	53	5	9	38	72	7	13	3	6	749	53	9	72	13	6	749	14101	19	60	15	6	751
Gender																						
Female	28	4	14	21	75	2	7	1	4	753	28	14	75	7	4	753	6993	24	61	11	4	754
Male	25	1	4	17	68	5	20	2	8	745	25	4	68	20	8	745	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	10	67	5	33	0	0	744	15	0	67	33	0	744	1025	10	53	27	11	745
No	38	5	13	28	74	2	5	3	8	751	38	13	74	5	8	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	53	5	9	38	72	7	13	3	6	749	53	9	72	13	6	749	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: MSAD 04
School: Piscataquis Community Middle S

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	13	0	0	4	57	1	14	2	29	737	13	0	57	14	29	737	7	8	48	25	19	743
B. less than one hour	70	3	8	28	76	5	14	1	3	750	70	8	76	14	3	750	52	17	62	15	6	751
C. one to two hours	15	2	25	5	63	1	13	0	0	754	15	25	63	13	0	754	37	23	61	12	4	753
D. more than two hours	2	0	0	1	100	0	0	0	0	758	2	0	100	0	0	758	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	4	20	14	70	0	0	2	10	753	38	20	70	0	10	753	30	33	56	7	4	756
B. good	42	1	5	18	82	3	14	0	0	750	42	5	82	14	0	750	49	16	64	14	5	751
C. fair	13	0	0	4	57	2	29	1	14	742	13	0	57	29	14	742	19	5	59	26	10	745
D. poor	8	0	0	2	50	2	50	0	0	740	8	0	50	50	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.	32	2	12	14	82	1	6	0	0	752	32	12	82	6	0	752	33	24	62	10	3	754
B. They match some of what I have learned.	51	3	11	18	67	5	19	1	4	750	51	11	67	19	4	750	52	18	62	15	5	751
C. They match just a little of what I have learned.	13	0	0	6	86	0	0	1	14	743	13	0	86	0	14	743	11	11	54	23	13	746
D. There is no match.	4	0	0	0	0	1	50	1	50	728	4	0	0	50	50	728	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	4	40	5	50	1	10	739	19	0	40	50	10	739	17	16	55	18	12	748
B. about the same as my regular schoolwork	52	3	11	23	85	1	4	0	0	753	52	11	85	4	0	753	65	19	62	14	5	752
C. easier than my regular schoolwork	29	2	13	10	67	1	7	2	13	750	29	13	67	7	13	750	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.	9	0	0	3	60	1	20	1	20	744	9	0	60	20	20	744	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	49	1	4	19	73	5	19	1	4	747	49	4	73	19	4	747	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	42	4	18	16	73	1	5	1	5	753	42	18	73	5	5	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.	43	1	4	18	78	3	13	1	4	750	43	4	78	13	4	750	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	45	4	17	15	63	3	13	2	8	749	45	17	63	13	8	749	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	11	0	0	5	83	1	17	0	0	747	11	0	83	17	0	747	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	23	2	17	9	75	0	0	1	8	755	23	17	75	0	8	755	21	27	57	11	5	755
B. 20 minutes to an hour	32	3	18	13	76	1	6	0	0	754	32	18	76	6	0	754	45	22	62	12	4	753
C. less than 20 minutes	19	0	0	8	80	1	10	1	10	745	19	0	80	10	10	745	13	13	61	17	8	749
D. I rarely read at home.	26	0	0	8	57	5	36	1	7	741	26	0	57	36	7	741	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	746	100	0	100	0	0	746						
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:	MSAD 04
School:	Piscataquis Community Middle S

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	6	10	6	10	2142	14
	2007-2008	3	6	3	6	2028	14
	2008-2009	**2**	**4**	**2**	**4**	**2220**	**16**
	Cum. Total*	11	7	11	7	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	26	42	26	43	5642	38
	2007-2008	19	38	19	39	5703	39
	2008-2009	**26**	**49**	**26**	**49**	**5879**	**42**
	Cum. Total*	71	43	71	44	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	29	17	28	4077	27
	2007-2008	14	28	13	27	3733	26
	2008-2009	**16**	**30**	**16**	**30**	**3537**	**25**
	Cum. Total*	48	29	46	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	12	19	11	18	3001	20
	2007-2008	14	28	14	29	3054	21
	2008-2009	**9**	**17**	**9**	**17**	**2484**	**18**
	Cum. Total*	35	21	34	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**	27.5	49.1	27.5	49.1	29.9	53.4
A. Number	**14**	**25**	6.6	47.1	6.6	47.1	7.7	55.0
B. Data	**16**	**29**	6.8	42.5	6.8	42.5	8.1	50.6
C. Geometry	**12**	**21**	7.2	60.0	7.2	60.0	6.9	57.5
D. Algebra	**14**	**25**	7.0	50.0	7.0	50.0	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: MSAD 04
School: Piscataquis Community Middle S

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	2	4	26	49	16	30	9	17	741	53	4	49	30	17	741	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	51	2	4	26	51	14	27	9	18	742	51	4	51	27	18	742	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	6	86	1	14	733	7	0	0	86	14	733	2189	2	17	27	53	728
No	46	2	4	26	57	10	22	8	17	743	46	4	57	22	17	743	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	53	2	4	26	49	16	30	9	17	741	53	4	49	30	17	741	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	30	0	0	14	47	10	33	6	20	739	30	0	47	33	20	739	5308	7	35	30	28	738
No	23	2	9	12	52	6	26	3	13	744	23	9	52	26	13	744	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	53	2	4	26	49	16	30	9	17	741	53	4	49	30	17	741	14112	16	42	25	18	745
Gender																						
Female	28	0	0	15	54	7	25	6	21	741	28	0	54	25	21	741	6992	16	43	25	16	745
Male	25	2	8	11	44	9	36	3	12	742	25	8	44	36	12	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	3	20	6	40	6	40	730	15	0	20	40	40	730	1024	7	26	36	31	736
No	38	2	5	23	61	10	26	3	8	746	38	5	61	26	8	746	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	53	2	4	26	49	16	30	9	17	741	53	4	49	30	17	741	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: MSAD 04
School: Piscataquis Community Middle S

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	13	0	0	0	0	6	86	1	14	734	13	0	0	86	14	734	7	6	30	28	36	735
B. less than one hour	70	2	5	21	57	9	24	5	14	743	70	5	57	24	14	743	52	16	42	25	17	745
C. one to two hours	15	0	0	4	50	1	13	3	38	740	15	0	50	13	38	740	37	18	44	24	14	747
D. more than two hours	2	0	0	1	100	0	0	0	0	746	2	0	100	0	0	746	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	11	1	17	3	50	2	33	0	0	751	11	17	50	33	0	751	26	35	43	12	9	754
B. good	34	1	6	13	72	2	11	2	11	747	34	6	72	11	11	747	46	13	48	25	15	745
C. fair	40	0	0	9	43	9	43	3	14	739	40	0	43	43	14	739	23	3	32	37	27	737
D. poor	15	0	0	1	13	3	38	4	50	728	15	0	13	38	50	728	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.	17	1	11	3	33	3	33	2	22	741	17	11	33	33	22	741	26	23	43	20	13	749
B. They match some of what I have learned.	58	1	3	17	55	9	29	4	13	744	58	3	55	29	13	744	53	15	45	26	15	746
C. They match just a little of what I have learned.	23	0	0	5	42	4	33	3	25	736	23	0	42	33	25	736	17	9	35	32	24	740
D. There is no match.	2	0	0	1	100	0	0	0	0	750	2	0	100	0	0	750	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	44	1	4	11	48	7	30	4	17	739	44	4	48	30	17	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	50	1	4	12	46	8	31	5	19	743	50	4	46	31	19	743	51	16	44	25	15	746
C. easier than my regular schoolwork	6	0	0	2	67	1	33	0	0	742	6	0	67	33	0	742	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.	53	2	7	14	50	7	25	5	18	742	53	7	50	25	18	742	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	43	0	0	12	52	7	30	4	17	741	43	0	52	30	17	741	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	100	0	0	732	4	0	0	100	0	732	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	17	0	0	2	22	4	44	3	33	731	17	0	22	44	33	731	8	8	30	29	33	737
B. 30–45 minutes	66	1	3	20	57	8	23	6	17	743	66	3	57	23	17	743	38	13	40	27	20	743
C. 45–60 minutes	13	1	14	4	57	2	29	0	0	748	13	14	57	29	0	748	42	20	45	23	12	748
D. more than 60 minutes	4	0	0	0	0	2	100	0	0	740	4	0	0	100	0	740	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	1	33	1	33	1	33	729	6	0	33	33	33	729	15	19	38	25	19	745
B. two or three days a week	19	0	0	7	70	2	20	1	10	743	19	0	70	20	10	743	31	18	42	24	16	746
C. two or three times a month	36	0	0	10	53	6	32	3	16	742	36	0	53	32	16	742	26	17	43	24	17	746
D. never or almost never	40	2	10	8	38	7	33	4	19	742	40	10	38	33	19	742	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	62	2	6	19	58	8	24	4	12	744	62	6	58	24	12	744	10	12	39	24	24	741
B. two or three days a week	32	0	0	5	29	8	47	4	24	736	32	0	29	47	24	736	22	13	43	26	18	744
C. two or three times each month	4	0	0	2	100	0	0	0	0	752	4	0	100	0	0	752	33	18	44	25	13	747
D. never or almost never	2	0	0	0	0	0	0	1	100	726	2	0	0	0	100	726	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	748	100	0	100	0	0	748						
C.	0										0											
D.	0										0											

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