July 2007

DEPARTMENT OF EDUCATION
2006–2007 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 standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards 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 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. 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. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of 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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 7

Test Date:	March 2007 (Reports Revised October 2007)
ID:	12541745
District:	MSAD 60
School:	Noble 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9

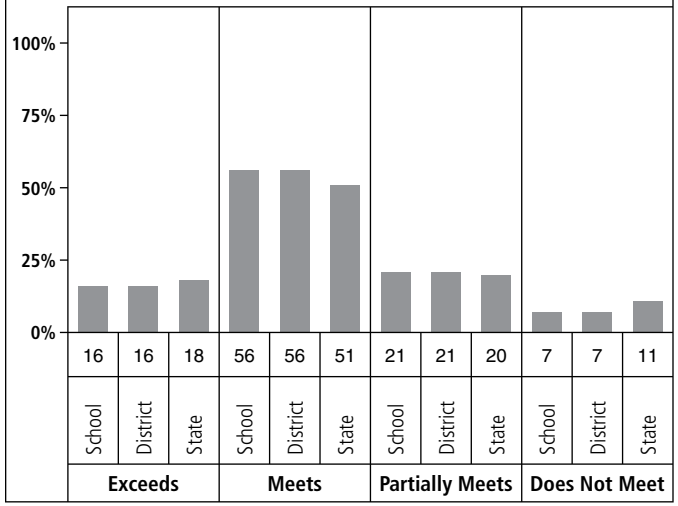
SUMMARY OF SCORES

Date:	March 2007
Grade:	7
District:	MSAD 60
School:	Noble Middle School

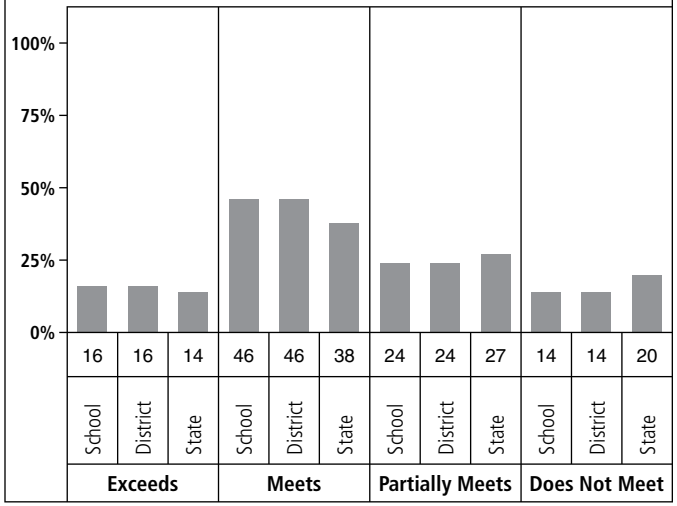
Summary of School, District, and State Scores

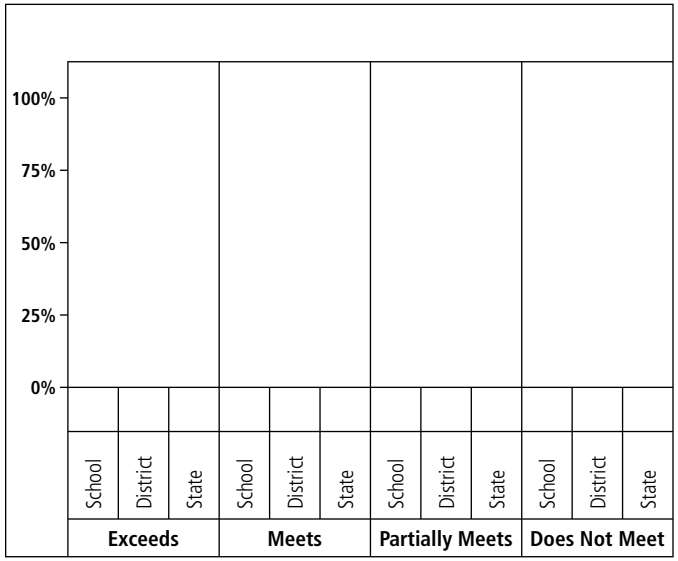
Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	744	744	745
2006–2007	**748**	**748**	**748**
Cum. Avg.*	746	746	746
Mathematics			
2005–2006	744	744	740
2006–2007	**746**	**745**	**742**
Cum. Avg.*	745	744	741

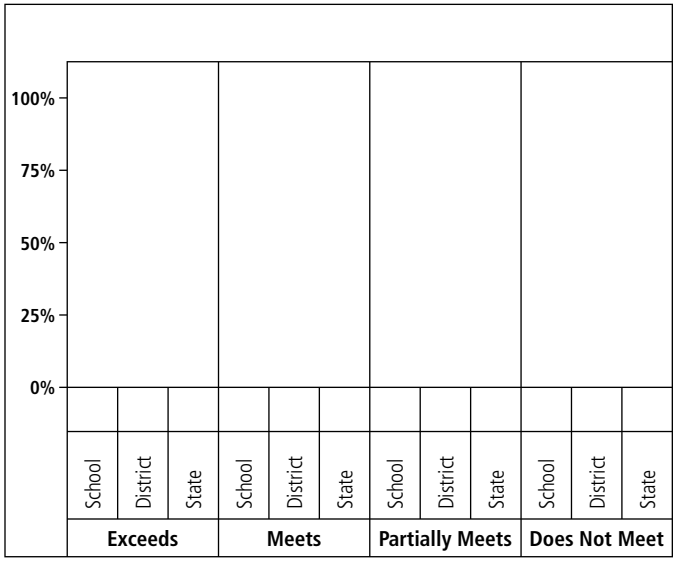
ELA – READING



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

Date: March 2007
Grade: 7
District: MSAD 60
School: Noble Middle School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	229	100	230	100	15234	100	229	100	230	100	15076	99	229	100	230	100	15071	99												
Ethnicity African American	2	1	2	1	356	2	2	100	2	100	348	98	2	100	2	100	348	98												
American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
Asian/Pacific Islander	2	1	2	1	182	1	2	100	2	100	179	99	2	100	2	100	179	99												
Hispanic	1	0	1	0	138	1	1	100	1	100	133	98	1	100	1	100	133	98												
White	224	98	225	98	14440	95	224	100	225	100	14303	99	224	100	225	100	14299	99												
Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability	32	14	33	14	2525	17	32	100	33	100	2469	98	32	100	33	100	2465	98												
Current LEP	0	0	0	0	277	2	0	0	0	0	269	99	0	0	0	0	270	99												
Economically disadvantaged	64	28	64	28	5501	36	64	100	64	100	5424	99	64	100	64	100	5415	99												
Migrant	1	0	1	0	10	0	1	100	1	100	10	100	1	100	1	100	10	100												

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	203	89	203	88	12557	82	203	89	203	88	12580	83												
Identified disability (PET/IEP)	6	3	6	3	424	3	6	3	6	3	448	4												
LEP	0	0	0	0	128	1	0	0	0	0	130	1												
504 plan	0	0	0	0	160	1	0	0	0	0	161	1												
Participation with accommodations	26	11	26	11	2298	15	26	11	27	12	2282	15												
Identified disability (PET/IEP)	26	100	26	100	1845	80	26	100	27	100	1817	80												
LEP	0	0	0	0	122	5	0	0	0	0	133	6												
504 plan	0	0	0	0	54	2	0	0	0	0	53	2												
Other	0	0	0	0	296	13	0	0	0	0	298	13												
Participation through alternate assessment (PAAP)	0	0	1	0	209	1	0	0	0	0	209	1												
Identified disability (PET/IEP)	0	0	1	100	200	96	0	0	0	0	200	96												
LEP	0	0	0	0	7	3	0	0	0	0	7	3												
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	12	0																		
Approved non-participation – special consideration	0	0	0	0	30	0	0	0	0	0	30	0												
Non-participation – other	0	0	0	0	128	1	0	0	0	0	133	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

Date:	March 2007
Grade:	7
District:	MSAD 60
School:	Noble Middle School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 761–780)	2005-2006	23	9	23	9	1769	11
	2006-2007	**37**	**16**	**37**	**16**	**2630**	**18**
	Cum. Avg.	30	12	30	12	2200	15
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 741–760)	2005-2006	136	50	136	50	7521	49
	2006-2007	**128**	**56**	**128**	**56**	**7605**	**51**
	Cum. Avg.	132	53	132	53	7563	50
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 729–740)	2005-2006	68	25	68	25	3773	24
	2006-2007	**48**	**21**	**48**	**21**	**3000**	**20**
	Cum. Avg.	58	23	58	23	3387	22
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)	2005-2006	43	16	43	16	2399	16
	2006-2007	**16**	**7**	**16**	**7**	**1620**	**11**
	Cum. Avg.	30	12	30	12	2010	13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**56**	**100**	36.2	64.6	36.2	64.6	36.0	64.3
Literary Text	**24**	**43**	15.7	65.4	15.7	65.4	15.4	64.2
Informational Text	**32**	**57**	20.6	64.4	20.6	64.4	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine's *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–READING RESULTS
(CONTINUED)

Date: March 2007
Grade: 7
District: MSAD 60
School: Noble Middle School

REPORTING CATEGORIES	School										District						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	229	37	16	128	56	48	21	16	7	748	229	16	56	21	7	748	14855	18	51	20	11	748
Ethnicity																						
African American	2										2						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	2										2						175	25	46	17	12	750
Hispanic	1										1						126	17	43	22	18	745
White	224	36	16	125	56	47	21	16	7	748	224	16	56	21	7	748	14106	18	52	20	10	749
Not Reported	0										0						1					
Identified disability																						
Yes	32	0	0	6	19	14	44	12	38	732	32	0	19	44	38	732	2269	2	25	34	39	734
No	197	37	19	122	62	34	17	4	2	751	197	19	62	17	2	751	12586	20	56	18	6	751
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						246	3	29	28	40	733
Economically disadvantaged																						
Yes	64	8	13	34	53	17	27	5	8	746	64	13	53	27	8	746	5279	9	46	27	18	743
No	165	29	18	94	57	31	19	11	7	750	165	18	57	19	7	750	9576	23	54	16	7	751
Migrant																						
Yes	1										1						10	10	50	10	30	743
No	228	36	16	128	56	48	21	16	7	748	228	16	56	21	7	748	14845	18	51	20	11	748
Gender																						
Female	121	24	20	79	65	17	14	1	1	753	121	20	65	14	1	753	7214	24	52	17	7	751
Male	108	13	12	49	45	31	29	15	14	744	108	12	45	29	14	744	7640	12	51	23	14	745
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						919	7	39	34	20	741
No	229	37	16	128	56	48	21	16	7	748	229	16	56	21	7	748	13936	18	52	19	10	749
Gifted/talented program																						
Yes	0										0						522	62	36	2	0	764
No	229	37	16	128	56	48	21	16	7	748	229	16	56	21	7	748	14333	16	52	21	11	748

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)

Date: March 2007
Grade: 7
District: MSAD 60
School: Noble Middle School

QUESTIONNAIRE ITEMS	School										District						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	7	8	57	2	14	3	21	743	6	7	57	14	21	743	6	8	39	25	27	740
B. less than one hour	60	22	16	81	60	26	19	7	5	749	60	16	60	19	5	749	49	17	51	21	11	748
C. one to two hours	32	14	19	37	51	17	24	4	6	749	32	19	51	24	6	749	40	20	54	18	7	751
D. more than two hours	2	0	0	1	20	3	60	1	20	736	2	0	20	60	20	736	5	17	46	22	14	747
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.	36	15	19	49	60	13	16	4	5	751	36	19	60	16	5	751	35	24	56	14	6	752
B. They match some of what I have learned.	50	19	17	64	57	23	20	7	6	748	50	17	57	20	6	748	51	16	52	22	10	748
C. They match just a little of what I have learned.	12	3	11	13	46	10	36	2	7	745	12	11	46	36	7	745	11	10	42	27	22	742
D. There is no match.	3	0	0	2	33	2	33	2	33	734	3	0	33	33	33	734	3	6	29	30	35	736
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	17	27	36	56	7	11	4	6	753	28	27	56	11	6	753	27	33	52	10	5	755
B. good	54	19	15	75	61	23	19	6	5	749	54	15	61	19	5	749	52	15	55	21	9	748
C. fair	16	1	3	16	43	16	43	4	11	741	16	3	43	43	11	741	19	4	43	32	21	741
D. poor	1	0	0	0	0	2	67	1	33	730	1	0	0	67	33	730	2	3	31	34	32	735
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	3	13	12	50	7	29	2	8	747	11	13	50	29	8	747	15	12	43	23	22	743
B. about the same as my regular schoolwork	64	22	15	83	57	31	21	10	7	749	64	15	57	21	7	749	64	18	53	20	9	749
C. easier than my regular schoolwork	25	12	21	32	56	10	18	3	5	749	25	21	56	18	5	749	21	20	53	19	8	750
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	1	6	4	24	9	53	3	18	738	8	6	24	53	18	738	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	52	11	9	68	59	28	24	9	8	747	52	9	59	24	8	747	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	41	25	27	53	58	10	11	3	3	753	41	27	58	11	3	753	40	26	56	13	5	753
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.	50	18	16	63	56	24	21	7	6	748	50	16	56	21	6	748	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	46	19	18	62	60	18	17	4	4	751	46	18	60	17	4	751	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	20	5	50	3	30	734	4	0	20	50	30	734	4	6	40	25	28	740
How much time do you spend reading at home each day?																						
A. more than one hour	20	12	27	27	60	5	11	1	2	753	20	27	60	11	2	753	17	25	53	13	8	752
B. 20 minutes to an hour	40	14	15	61	67	13	14	3	3	751	40	15	67	14	3	751	45	21	53	18	8	751
C. less than 20 minutes	16	5	14	18	49	11	30	3	8	747	16	14	49	30	8	747	14	16	50	21	13	747
D. I rarely read at home.	24	6	11	22	40	19	35	8	15	742	24	11	40	35	15	742	24	7	48	28	17	743
Optional school/district question																						
A.	33	0	0	1	33	2	67	0	0	741	33	0	33	67	0	741						
B.	33	0	0	2	67	0	0	1	33	741	33	0	67	0	33	741						
C.	11	0	0	0	0	1	100	0	0	734	11	0	0	100	0	734						
D.	22	0	0	0	0	1	50	1	50	718	22	0	0	50	50	718						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

N = Number

MATHEMATICS RESULTS

Date:	March 2007
Grade:	7
District:	MSAD 60
School:	Noble Middle School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 761–780)	2005-2006	33	12	33	12	1646	11
	2006-2007	**36**	**16**	**36**	**16**	**2142**	**14**
	Cum. Avg.	35	14	35	14	1894	12
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 741–760)	2005-2006	128	47	128	47	5497	36
	2006-2007	**106**	**46**	**106**	**46**	**5642**	**38**
	Cum. Avg.	117	47	117	46	5570	37
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 727–740)	2005-2006	64	24	64	24	4514	29
	2006-2007	**55**	**24**	**55**	**24**	**4077**	**27**
	Cum. Avg.	60	24	60	24	4296	28
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)	2005-2006	46	17	46	17	3797	25
	2006-2007	**32**	**14**	**33**	**14**	**3001**	**20**
	Cum. Avg.	39	16	40	16	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**16**	**29**	8.3	51.9	8.2	51.3	7.5	46.9
Cluster 2: Shape and Size	**14**	**25**	8.4	60.0	8.4	60.0	7.9	56.4
Cluster 3: Mathematical Decision Making	**8**	**14**	4.1	51.3	4.1	51.3	3.9	48.8
Cluster 4: Patterns	**18**	**32**	10.0	55.6	10.0	55.6	9.4	52.2

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

MATHEMATICS RESULTS
(CONTINUED)

Date: March 2007
Grade: 7
District: MSAD 60
School: Noble Middle School

REPORTING CATEGORIES	School										District						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	229	36	16	106	46	55	24	32	14	746	230	16	46	24	14	745	14862	14	38	27	20	742
Ethnicity																						
African American	2										2						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	2										2						177	26	42	16	15	748
Hispanic	1										1						129	12	26	33	28	737
White	224	35	16	103	46	54	24	32	14	746	225	16	46	24	15	745	14102	15	38	28	19	742
Not Reported	0										0						1					
Identified disability																						
Yes	32	1	3	6	19	12	38	13	41	731	33	3	18	36	42	730	2265	3	14	27	56	725
No	197	35	18	100	51	43	22	19	10	748	197	18	51	22	10	748	12597	17	42	27	14	745
Limited English proficient students																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										0						249	6	24	19	51	728
Economically disadvantaged																						
Yes	64	5	8	29	45	16	25	14	22	741	64	8	45	25	22	741	5282	6	30	31	32	735
No	165	31	19	77	47	39	24	18	11	748	166	19	46	23	11	747	9580	19	42	25	14	746
Migrant																						
Yes	1										1						10	0	50	20	30	734
No	228	36	16	105	46	55	24	32	14	746	229	16	46	24	14	745	14852	14	38	27	20	742
Gender																						
Female	121	22	18	62	51	25	21	12	10	748	121	18	51	21	10	748	7225	14	38	28	20	742
Male	108	14	13	44	41	30	28	20	19	743	109	13	40	28	19	742	7636	15	37	27	21	742
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						921	5	22	35	37	732
No	229	36	16	106	46	55	24	32	14	746	230	16	46	24	14	745	13941	15	39	27	19	743
Gifted/talented program																						
Yes	0										0						522	68	29	3	0	765
No	229	36	16	106	46	55	24	32	14	746	230	16	46	24	14	745	14340	12	38	28	21	741

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: MSAD 60
School: Noble Middle School

QUESTIONNAIRE ITEMS	School										District						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	2	14	6	43	3	21	3	21	740	7	13	40	20	27	738	6	8	26	29	37	733
B. less than one hour	60	20	15	66	49	33	24	17	13	746	60	15	49	24	13	746	49	14	38	27	20	742
C. one to two hours	32	13	18	32	44	17	24	10	14	747	32	18	44	24	14	747	40	16	40	28	16	744
D. more than two hours	2	0	0	2	40	2	40	1	20	733	2	0	40	40	20	733	5	14	34	26	26	740
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.	36	13	16	45	55	14	17	10	12	748	36	16	55	17	12	748	29	24	40	22	14	747
B. They match some of what I have learned.	43	18	18	39	40	29	30	12	12	745	43	18	40	30	12	745	51	12	41	29	18	742
C. They match just a little of what I have learned.	18	3	7	20	49	10	24	8	20	743	18	7	48	24	21	742	17	6	32	32	29	736
D. There is no match.	3	2	29	2	29	2	29	1	14	747	3	29	29	29	14	747	4	8	15	26	52	728
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	20	31	34	52	7	11	4	6	753	28	31	52	11	6	753	23	36	40	14	10	753
B. good	46	16	15	52	50	26	25	10	10	747	46	15	50	25	10	746	47	11	45	28	16	743
C. fair	23	0	0	18	35	19	37	15	29	736	23	0	35	37	29	736	25	3	28	38	31	734
D. poor	3	0	0	2	29	3	43	2	29	735	3	0	29	43	29	735	5	1	17	37	45	728
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	28	6	10	32	51	15	24	10	16	744	28	9	50	23	17	743	41	8	37	32	23	739
B. about the same as my regular schoolwork	55	14	11	60	49	31	25	18	15	744	55	11	49	25	15	744	49	15	41	26	18	743
C. easier than my regular schoolwork	17	14	37	14	37	8	21	2	5	754	17	37	37	21	5	754	9	41	31	15	13	753
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.	50	17	15	52	46	28	25	17	15	745	50	15	45	24	16	745	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	46	18	17	51	49	24	23	12	11	747	46	17	49	23	11	747	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	13	3	38	3	38	1	13	742	4	13	38	38	13	742	5	11	25	28	36	735
How often do you use laptops in mathematics class?																						
A. almost every day	6	1	7	9	64	2	14	2	14	741	6	7	64	14	14	741	9	12	37	28	23	740
B. two or three days a week	28	6	10	33	53	16	26	7	11	745	28	10	52	25	13	744	21	13	39	28	19	742
C. two or three times each month	37	19	23	32	39	22	27	10	12	747	37	23	39	27	12	747	39	17	40	27	16	745
D. never	29	10	15	29	45	14	22	12	18	745	29	15	45	22	18	745	31	13	35	28	24	740
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	35	6	8	42	53	19	24	12	15	744	35	8	53	24	15	744	19	18	37	25	20	743
B. Calculators are used once or twice a week.	47	17	16	50	47	27	25	12	11	746	46	16	47	25	11	746	37	15	38	29	19	742
C. Calculators are used once or twice a month.	11	9	35	9	35	4	15	4	15	750	11	35	35	15	15	750	20	13	42	27	18	743
D. Calculators are rarely or never used.	7	4	25	5	31	4	25	3	19	745	7	24	29	24	24	743	24	13	37	29	22	741
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	6	9	53	4	24	3	18	741	8	6	50	22	22	739	9	10	32	30	28	737
B. 30–45 minutes	26	11	19	19	32	19	32	10	17	743	26	19	32	32	17	743	43	14	37	29	21	742
C. 45–60 minutes	46	22	21	57	55	19	18	6	6	751	46	21	55	18	6	751	37	17	41	26	17	744
D. more than 60 minutes	20	2	4	20	44	11	24	12	27	739	20	4	44	24	27	739	11	13	41	27	20	742
Optional school/district question																						
A.	33	0	0	0	0	3	100	0	0	734	33	0	0	100	0	734						
B.	33	1	33	1	33	0	0	1	33	745	33	33	33	0	33	745						
C.	11	0	0	0	0	1	100	0	0	728	11	0	0	100	0	728						
D.	22	0	0	0	0	0	0	2	100	724	22	0	0	0	100	724						

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