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:	10071144
SAU:	Auburn School Department
School:	Auburn 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

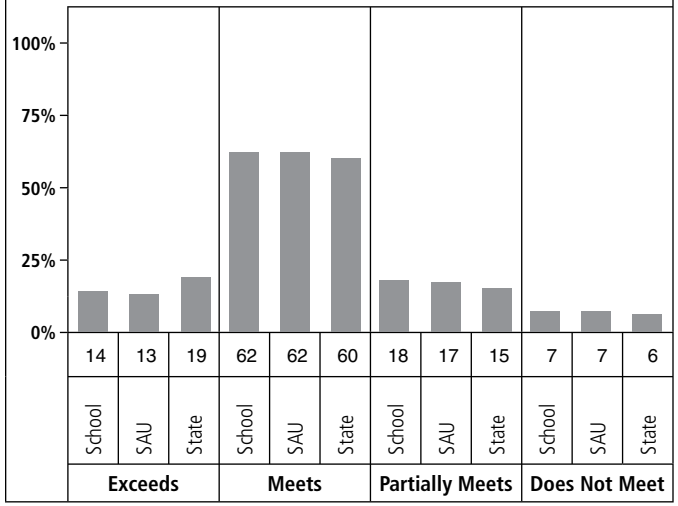
SUMMARY OF SCORES

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

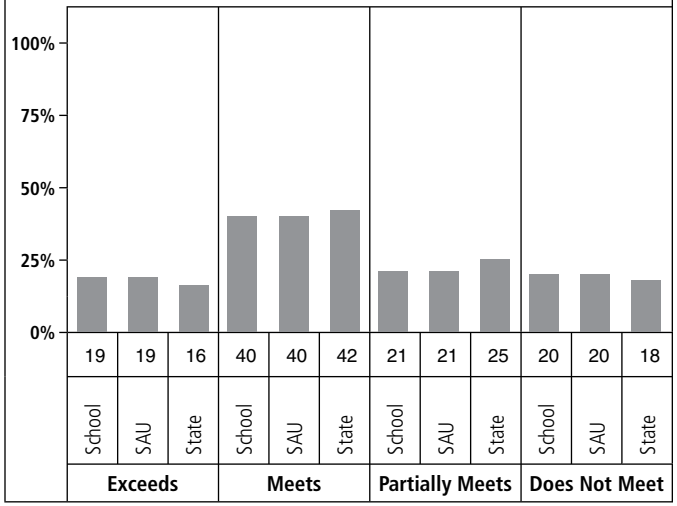
Summary of School, SAU, and State Scores

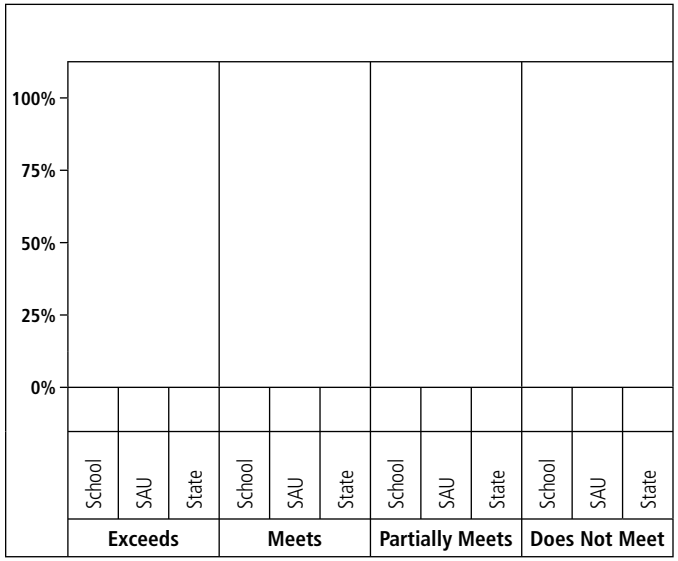
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	746	746	748
2007–2008	748	748	750
2008–2009	**749**	**749**	**751**
Cum. Avg.*	748	748	750
Mathematics			
2006–2007	743	743	742
2007–2008	745	744	743
2008–2009	**746**	**746**	**745**
Cum. Avg.*	745	744	743

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: Auburn School Department
School: Auburn Middle School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	252	100	253	100	14446	100	251	100	252	100	14316	99	251	100	252	100	14322	99						
Ethnicity African American/Black	24	10	25	10	432	3	24	100	25	100	416	97	24	100	25	100	421	98						
American Indian or Native Alaskan	2	1	2	1	124	1	2	100	2	100	121	98	2	100	2	100	122	99						
Asian or Pacific Islander	2	1	2	1	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	3	1	3	1	147	1	3	100	3	100	144	99	3	100	3	100	144	99						
Caucasian/White	221	88	221	87	13483	93	220	100	220	100	13380	99	220	100	220	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	48	19	49	19	2428	17	48	100	49	100	2391	99	48	100	49	100	2391	99						
Current LEP	16	6	16	6	334	2	16	100	16	100	318	95	16	100	16	100	328	98						
Economically disadvantaged	107	42	107	42	5498	38	106	99	106	99	5431	99	106	99	106	99	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	193	77	194	77	11742	81	193	77	194	77	11754	81						
Identified disability (PET/IEP)	2	1	3	2	367	3	2	1	3	2	365	3						
LEP	7	4	7	4	168	1	7	4	7	4	169	1						
504 plan	3	2	3	2	183	2	3	2	3	2	187	2						
Participation with accommodations	58	23	58	23	2367	16	58	23	58	23	2366	16						
Identified disability (PET/IEP)	46	79	46	79	1819	77	46	79	46	79	1824	77						
LEP	9	16	9	16	143	6	9	16	9	16	154	7						
504 plan	2	3	2	3	84	4	2	3	2	3	80	3						
Other	1	2	1	2	358	15	1	2	1	2	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	1	0	1	0	97	1	1	0	1	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:	Auburn School Department
School:	Auburn Middle School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	31	12	31	12	2630	18
	2007-2008	35	14	35	14	2604	18
	2008-2009	**34**	**14**	**34**	**13**	**2618**	**19**
	Cum. Total*	100	13	100	13	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	130	51	130	51	7605	51
	2007-2008	133	54	133	54	8049	55
	2008-2009	**155**	**62**	**156**	**62**	**8484**	**60**
	Cum. Total*	418	56	419	55	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	61	24	61	24	3000	20
	2007-2008	56	23	57	23	2672	18
	2008-2009	**44**	**18**	**44**	**17**	**2108**	**15**
	Cum. Total*	161	21	162	21	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	33	13	34	13	1620	11
	2007-2008	21	9	23	9	1190	8
	2008-2009	**18**	**7**	**18**	**7**	**899**	**6**
	Cum. Total*	72	10	75	10	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**	33.1	59.1	33.1	59.1	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.3	56.5	11.3	56.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	21.9	60.8	21.8	60.6	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: Auburn School Department
School: Auburn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	251	34	14	155	62	44	18	18	7	749	252	13	62	17	7	749	14109	19	60	15	6	751
Ethnicity																						
African American/Black	24	1	4	7	29	11	46	5	21	739	25	4	32	44	20	740	409	11	49	22	18	744
American Indian or Native Alaskan	2										2						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	3										3						142	14	56	17	13	747
Caucasian/White	220	30	14	145	66	32	15	13	6	750	220	14	66	15	6	750	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	48	1	2	20	42	16	33	11	23	739	49	2	43	33	22	739	2186	2	36	35	27	737
No	203	33	16	135	67	28	14	7	3	752	203	16	67	14	3	752	11923	22	65	11	3	754
Current LEP																						
Yes	16	0	0	5	31	7	44	4	25	737	16	0	31	44	25	737	311	4	41	29	26	739
No	235	34	14	150	64	37	16	14	6	750	236	14	64	16	6	750	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	106	7	7	64	60	25	24	10	9	746	106	7	60	24	9	746	5300	8	58	22	11	746
No	145	27	19	91	63	19	13	8	6	752	146	18	63	13	5	752	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	251	34	14	155	62	44	18	18	7	749	252	13	62	17	7	749	14101	19	60	15	6	751
Gender																						
Female	122	23	19	75	61	18	15	6	5	752	122	19	61	15	5	752	6993	24	61	11	4	754
Male	129	11	9	80	62	26	20	12	9	747	130	8	62	20	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	251	34	14	155	62	44	18	18	7	749	252	13	62	17	7	749	13084	19	61	14	6	752
Gifted/talented program																						
Yes	12	8	67	4	33	0	0	0	0	766	12	67	33	0	0	766	676	66	33	1	0	766
No	239	26	11	151	63	44	18	18	8	748	240	11	63	18	8	748	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: Auburn School Department
School: Auburn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	14	2	29	3	43	1	14	741	3	13	38	38	13	742	7	8	48	25	19	743
B. less than one hour	42	13	12	64	61	23	22	5	5	749	42	12	61	22	5	749	52	17	62	15	6	751
C. one to two hours	48	18	15	79	66	13	11	9	8	751	48	15	66	11	8	751	37	23	61	12	4	753
D. more than two hours	7	2	11	10	56	4	22	2	11	746	7	11	56	22	11	746	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	17	23	44	60	8	11	4	5	753	29	23	60	11	5	753	30	33	56	7	4	756
B. good	48	14	12	80	68	19	16	5	4	750	48	12	68	16	4	750	49	16	64	14	5	751
C. fair	21	3	6	29	56	14	27	6	12	745	21	6	56	27	12	745	19	5	59	26	10	745
D. poor	2	0	0	1	25	1	25	2	50	733	2	0	25	25	50	733	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.	33	11	14	55	68	10	12	5	6	750	33	13	68	12	6	750	33	24	62	10	3	754
B. They match some of what I have learned.	50	22	18	73	60	21	17	6	5	751	49	18	60	17	5	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	14	1	3	23	68	9	26	1	3	747	14	3	68	26	3	747	11	11	54	23	13	746
D. There is no match.	4	0	0	2	22	3	33	4	44	731	4	0	22	33	44	731	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	2	4	27	60	9	20	7	16	744	18	4	60	20	16	744	17	16	55	18	12	748
B. about the same as my regular schoolwork	63	25	16	93	60	31	20	7	4	750	63	16	60	20	4	750	65	19	62	14	5	752
C. easier than my regular schoolwork	18	7	16	33	73	3	7	2	4	753	19	15	74	7	4	752	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.	13	0	0	15	47	13	41	4	13	740	13	0	47	41	13	740	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	48	13	11	78	66	21	18	6	5	750	48	11	66	18	5	750	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	39	21	22	60	63	9	9	5	5	753	39	22	64	9	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.	45	11	10	73	66	23	21	3	3	749	45	10	66	21	3	749	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	50	22	18	73	59	18	15	10	8	750	50	18	60	15	8	750	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	8	7	58	2	17	2	17	745	5	8	58	17	17	745	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	14	8	24	20	59	2	6	4	12	752	14	24	59	6	12	752	21	27	57	11	5	755
B. 20 minutes to an hour	54	21	16	83	62	21	16	8	6	751	54	16	63	16	6	751	45	22	62	12	4	753
C. less than 20 minutes	14	3	9	25	71	5	14	2	6	748	14	9	71	14	6	748	13	13	61	17	8	749
D. I rarely read at home.	18	2	4	25	56	15	33	3	7	744	18	4	56	33	7	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	26	7	11	39	64	12	20	3	5	749	26	11	64	20	5	749						
B.	23	2	4	37	69	8	15	7	13	746	23	4	69	15	13	746						
C.	7	1	6	9	56	5	31	1	6	745	7	6	56	31	6	745						
D.	44	22	21	63	61	13	13	6	6	752	44	21	61	13	6	752						

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:	Auburn School Department
School:	Auburn Middle School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	42	16	42	16	2142	14
	2007-2008	50	20	50	20	2028	14
	2008-2009	**48**	**19**	**48**	**19**	**2220**	**16**
	Cum. Total*	140	19	140	19	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	98	38	98	38	5642	38
	2007-2008	92	38	92	37	5703	39
	2008-2009	**101**	**40**	**101**	**40**	**5879**	**42**
	Cum. Total*	291	39	291	38	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	57	22	58	23	4077	27
	2007-2008	56	23	56	23	3733	26
	2008-2009	**53**	**21**	**53**	**21**	**3537**	**25**
	Cum. Total*	166	22	167	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	58	23	58	23	3001	20
	2007-2008	47	19	50	20	3054	21
	2008-2009	**49**	**20**	**50**	**20**	**2484**	**18**
	Cum. Total*	154	21	158	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**	30.8	55.0	30.8	55.0	29.9	53.4
A. Number	**14**	**25**	8.1	57.9	8.1	57.9	7.7	55.0
B. Data	**16**	**29**	7.7	48.1	7.7	48.1	8.1	50.6
C. Geometry	**12**	**21**	7.1	59.2	7.1	59.2	6.9	57.5
D. Algebra	**14**	**25**	7.9	56.4	7.9	56.4	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: Auburn School Department
School: Auburn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	251	48	19	101	40	53	21	49	20	746	252	19	40	21	20	746	14120	16	42	25	18	745
Ethnicity																						
African American/Black	24	1	4	3	13	8	33	12	50	729	25	4	12	32	52	728	416	5	26	28	41	733
American Indian or Native Alaskan	2										2						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	3										3						142	8	39	23	30	739
Caucasian/White	220	46	21	94	43	44	20	36	16	748	220	21	43	20	16	748	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	48	1	2	10	21	12	25	25	52	730	49	2	20	24	53	730	2189	2	17	27	53	728
No	203	47	23	91	45	41	20	24	12	750	203	23	45	20	12	750	11931	18	46	25	11	748
Current LEP																						
Yes	16	0	0	2	13	5	31	9	56	726	16	0	13	31	56	726	323	4	20	28	48	729
No	235	48	20	99	42	48	20	40	17	747	236	20	42	20	17	747	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	106	12	11	29	27	35	33	30	28	739	106	11	27	33	28	739	5308	7	35	30	28	738
No	145	36	25	72	50	18	12	19	13	751	146	25	49	12	14	751	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	251	48	19	101	40	53	21	49	20	746	252	19	40	21	20	746	14112	16	42	25	18	745
Gender																						
Female	122	26	21	46	38	27	22	23	19	747	122	21	38	22	19	747	6992	16	43	25	16	745
Male	129	22	17	55	43	26	20	26	20	745	130	17	42	20	21	745	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	251	48	19	101	40	53	21	49	20	746	252	19	40	21	20	746	13096	16	43	24	17	745
Gifted/talented program																						
Yes	12	12	100	0	0	0	0	0	0	775	12	100	0	0	0	775	676	68	29	2	0	767
No	239	36	15	101	42	53	22	49	21	745	240	15	42	22	21	744	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: Auburn School Department
School: Auburn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	14	1	14	5	71	722	3	0	13	13	75	722	7	6	30	28	36	735
B. less than one hour	42	20	19	40	38	24	23	21	20	745	42	19	38	23	20	745	52	16	42	25	17	745
C. one to two hours	48	27	23	51	43	24	20	17	14	749	48	23	43	20	14	749	37	18	44	24	14	747
D. more than two hours	7	1	6	9	50	4	22	4	22	740	7	6	50	22	22	740	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	31	38	34	42	6	7	10	12	755	33	38	42	7	12	755	26	35	43	12	9	754
B. good	41	15	15	50	49	24	24	13	13	747	41	15	49	24	13	747	46	13	48	25	15	745
C. fair	21	2	4	15	29	17	33	18	35	735	21	4	29	33	35	735	23	3	32	37	27	737
D. poor	5	0	0	1	8	6	50	5	42	730	5	0	8	46	46	730	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.	32	21	26	32	40	13	16	14	18	750	32	26	40	16	18	750	26	23	43	20	13	749
B. They match some of what I have learned.	50	22	18	55	44	28	22	20	16	747	50	18	44	22	16	747	53	15	45	26	15	746
C. They match just a little of what I have learned.	14	4	12	12	35	8	24	10	29	739	14	11	34	23	31	739	17	9	35	32	24	740
D. There is no match.	4	1	11	2	22	4	44	2	22	736	4	11	22	44	22	736	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	32	3	4	28	36	26	33	21	27	737	32	4	35	33	28	737	37	8	40	29	23	740
B. about the same as my regular schoolwork	45	18	16	50	45	24	22	19	17	747	45	16	45	22	17	747	51	16	44	25	15	746
C. easier than my regular schoolwork	23	26	47	22	40	3	5	4	7	758	22	47	40	5	7	758	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.	49	17	14	54	45	24	20	25	21	745	49	14	45	20	21	744	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	47	28	25	44	39	26	23	16	14	749	46	25	39	23	14	749	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	4	3	27	3	27	3	27	2	18	743	4	27	27	27	18	743	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	9	1	5	6	29	7	33	7	33	738	8	5	29	33	33	738	8	8	30	29	33	737
B. 30–45 minutes	26	8	12	23	35	20	31	14	22	741	27	12	35	30	23	741	38	13	40	27	20	743
C. 45–60 minutes	48	32	27	52	44	17	14	18	15	750	48	27	44	14	15	750	42	20	45	23	12	748
D. more than 60 minutes	17	7	17	20	48	9	21	6	14	748	17	17	48	21	14	748	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	16	6	15	16	40	12	30	6	15	747	17	15	39	29	17	746	15	19	38	25	19	745
B. two or three days a week	31	13	17	31	40	16	21	17	22	745	31	17	40	21	22	745	31	18	42	24	16	746
C. two or three times a month	29	11	15	31	44	17	24	12	17	746	29	15	44	24	17	746	26	17	43	24	17	746
D. never or almost never	24	18	31	22	38	8	14	10	17	749	23	31	38	14	17	749	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	7	0	0	9	50	3	17	6	33	739	7	0	50	17	33	739	10	12	39	24	24	741
B. two or three days a week	16	3	8	18	46	9	23	9	23	742	16	8	46	23	23	742	22	13	43	26	18	744
C. two or three times each month	41	19	19	39	38	29	28	15	15	746	41	19	38	28	15	746	33	18	44	25	13	747
D. never or almost never	35	26	30	34	39	12	14	15	17	750	36	30	39	14	18	750	35	16	40	25	19	744
Optional school/SAU question																						
A.	26	14	23	23	38	12	20	12	20	747	26	23	38	20	20	747						
B.	23	6	11	23	43	14	26	11	20	744	23	11	43	26	20	744						
C.	7	2	13	6	38	2	13	6	38	739	7	13	38	13	38	739						
D.	44	26	25	43	41	21	20	14	13	749	44	25	41	20	13	749						

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