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:	12541745
SAU:	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

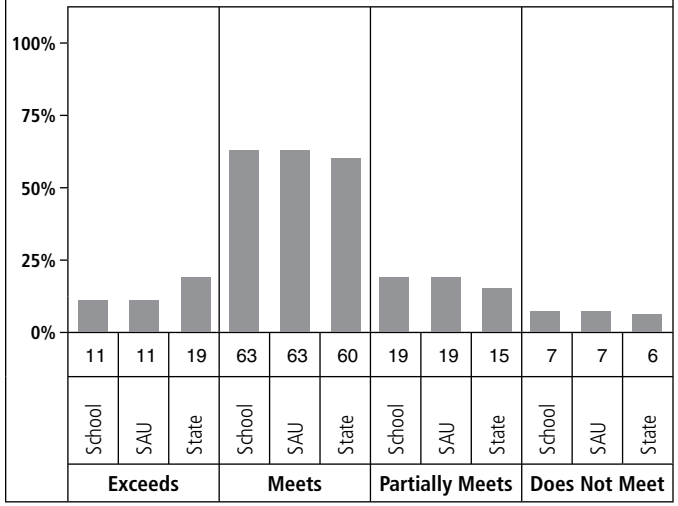
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 60
School: Noble Middle School

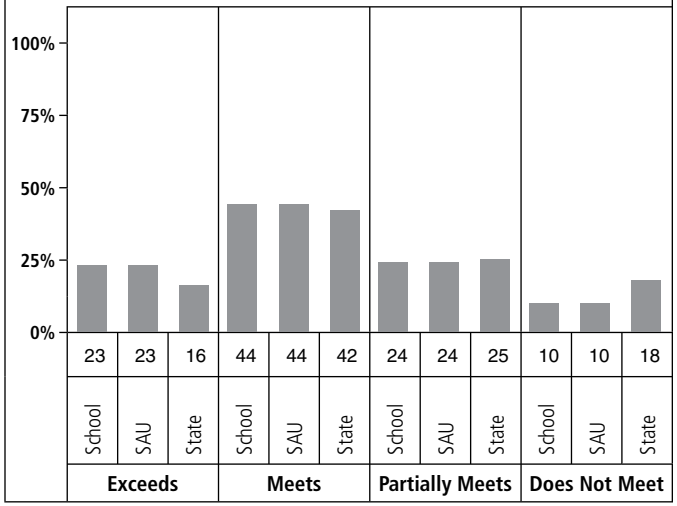
Summary of School, SAU, and State Scores

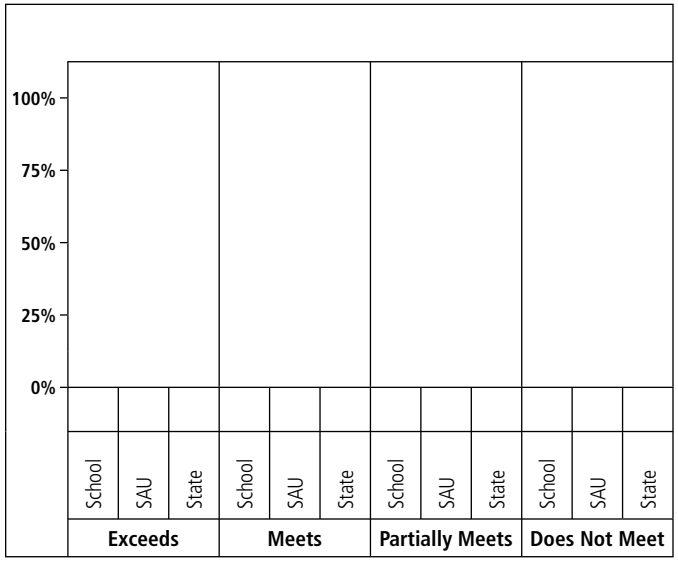
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	748	748	748
2007–2008	749	749	750
2008–2009	**749**	**749**	**751**
Cum. Avg.*	749	749	750
Mathematics			
2006–2007	746	745	742
2007–2008	748	748	743
2008–2009	**749**	**749**	**745**
Cum. Avg.*	748	747	743

ELA – READING



MATHEMATICS





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 60
School: Noble 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	246	100	248	100	14446	100	237	97	239	97	14316	99	237	97	239	97	14322	99						
Ethnicity African American/Black	4	2	4	2	432	3	3	75	3	75	416	97	3	75	3	75	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	4	2	4	2	260	2	4	100	4	100	255	98	4	100	4	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	238	97	240	97	13483	93	230	97	232	97	13380	99	230	97	232	97	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	40	16	42	17	2428	17	39	98	41	98	2391	99	39	98	41	98	2391	99						
Current LEP	4	2	4	2	334	2	4	100	4	100	318	95	4	100	4	100	328	98						
Economically disadvantaged	82	33	82	33	5498	38	80	98	80	98	5431	99	80	98	80	98	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	195	79	195	79	11742	81	194	79	194	78	11754	81						
Identified disability (PET/IEP)	2	1	2	1	367	3	2	1	2	1	365	3						
LEP	4	2	4	2	168	1	3	2	3	2	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	42	17	43	17	2367	16	43	17	44	18	2366	16						
Identified disability (PET/IEP)	37	88	38	88	1819	77	37	86	38	86	1824	77						
LEP	0	0	0	0	143	6	1	2	1	2	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	5	12	5	12	358	15	5	12	5	11	346	15						
Participation through alternate assessment (PAAP)	0	0	1	0	205	1	0	0	1	0	202	1						
Identified disability (PET/IEP)	0	0	1	100	205	100	0	0	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	1	0	1	0	33	0	1	0	1	0	32	0						
Non-participation – other	8	3	8	3	97	1	8	3	8	3	92	1						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	7
SAU:	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 *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	37	16	37	16	2630	18
	2007-2008	51	19	51	19	2604	18
	2008-2009	**25**	**11**	**25**	**11**	**2618**	**19**
	Cum. Total*	113	16	113	16	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	128	56	128	56	7605	51
	2007-2008	129	49	129	49	8049	55
	2008-2009	**150**	**63**	**150**	**63**	**8484**	**60**
	Cum. Total*	407	56	407	56	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	48	21	48	21	3000	20
	2007-2008	60	23	60	23	2672	18
	2008-2009	**46**	**19**	**46**	**19**	**2108**	**15**
	Cum. Total*	154	21	154	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	16	7	16	7	1620	11
	2007-2008	22	8	22	8	1190	8
	2008-2009	**16**	**7**	**17**	**7**	**899**	**6**
	Cum. Total*	54	7	55	8	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**	33.0	58.9	32.9	58.8	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.0	55.0	10.9	54.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	22.0	61.1	22.0	61.1	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 60
School: Noble 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	237	25	11	150	63	46	19	16	7	749	238	11	63	19	7	749	14109	19	60	15	6	751
Ethnicity																						
African American/Black	3										3						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	4										4						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	230	25	11	144	63	45	20	16	7	749	231	11	62	19	7	749	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	39	1	3	10	26	15	38	13	33	736	40	3	25	38	35	736	2186	2	36	35	27	737
No	198	24	12	140	71	31	16	3	2	751	198	12	71	16	2	751	11923	22	65	11	3	754
Current LEP																						
Yes	4										4						311	4	41	29	26	739
No	233	25	11	147	63	45	19	16	7	749	234	11	63	19	7	749	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	80	5	6	40	50	27	34	8	10	744	80	6	50	34	10	744	5300	8	58	22	11	746
No	157	20	13	110	70	19	12	8	5	751	158	13	70	12	6	751	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	237	25	11	150	63	46	19	16	7	749	238	11	63	19	7	749	14101	19	60	15	6	751
Gender																						
Female	125	15	12	88	70	17	14	5	4	751	125	12	70	14	4	751	6993	24	61	11	4	754
Male	112	10	9	62	55	29	26	11	10	746	113	9	55	26	11	746	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	13	62	7	33	1	5	743	21	0	62	33	5	743	1025	10	53	27	11	745
No	216	25	12	137	63	39	18	15	7	749	217	12	63	18	7	749	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	237	25	11	150	63	46	19	16	7	749	238	11	63	19	7	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 60
School: Noble 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	6	0	0	3	23	5	38	5	38	736	6	0	23	38	38	736	7	8	48	25	19	743
B. less than one hour	65	16	11	105	69	27	18	4	3	751	65	10	69	18	3	750	52	17	62	15	6	751
C. one to two hours	28	9	14	41	62	13	20	3	5	749	28	14	62	20	5	749	37	23	61	12	4	753
D. more than two hours	1	0	0	0	0	1	33	2	67	719	1	0	0	33	67	719	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	19	24	51	65	5	6	3	4	755	33	24	65	6	4	755	30	33	56	7	4	756
B. good	43	6	6	67	67	23	23	4	4	749	43	6	66	23	5	748	49	16	64	14	5	751
C. fair	19	0	0	29	64	14	31	2	4	744	19	0	64	31	4	744	19	5	59	26	10	745
D. poor	5	0	0	2	18	4	36	5	45	732	5	0	18	36	45	732	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	8	13	45	70	9	14	2	3	752	28	13	70	14	3	752	33	24	62	10	3	754
B. They match some of what I have learned.	56	12	9	82	64	31	24	4	3	749	56	9	63	24	4	749	52	18	62	15	5	751
C. They match just a little of what I have learned.	12	3	11	18	67	4	15	2	7	750	12	11	67	15	7	750	11	11	54	23	13	746
D. There is no match.	5	1	9	3	27	2	18	5	45	734	5	9	27	18	45	734	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	4	9	26	55	10	21	7	15	746	20	9	55	21	15	746	17	16	55	18	12	748
B. about the same as my regular schoolwork	65	16	11	100	67	30	20	3	2	750	65	11	67	20	3	750	65	19	62	14	5	752
C. easier than my regular schoolwork	15	4	12	23	68	5	15	2	6	751	15	12	68	15	6	751	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.	11	1	4	10	40	8	32	6	24	742	11	4	38	31	27	741	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	50	8	7	74	65	30	26	2	2	748	50	7	65	26	2	748	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	39	16	18	63	71	8	9	2	2	753	39	18	71	9	2	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.	47	11	10	64	60	25	23	7	7	749	47	10	59	23	7	748	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	48	13	12	76	69	17	15	4	4	750	48	12	69	15	4	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	3	25	1	8	746	5	8	58	25	8	746	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	19	7	16	27	61	7	16	3	7	751	19	16	61	16	7	751	21	27	57	11	5	755
B. 20 minutes to an hour	34	11	14	54	68	9	11	5	6	751	34	14	68	11	6	751	45	22	62	12	4	753
C. less than 20 minutes	14	2	6	20	63	9	28	1	3	748	14	6	63	28	3	748	13	13	61	17	8	749
D. I rarely read at home.	33	5	6	47	61	21	27	4	5	746	33	6	60	27	6	746	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	1	33	1	33	1	33	735	75	0	33	33	33	735						
C.	25	0	0	0	0	1	100	0	0	740	25	0	0	100	0	740						
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 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 *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	36	16	36	16	2142	14
	2007-2008	53	20	53	20	2028	14
	2008-2009	**54**	**23**	**54**	**23**	**2220**	**16**
	Cum. Total*	143	20	143	20	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	106	46	106	46	5642	38
	2007-2008	121	46	121	46	5703	39
	2008-2009	**104**	**44**	**104**	**44**	**5879**	**42**
	Cum. Total*	331	45	331	45	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	55	24	55	24	4077	27
	2007-2008	50	19	50	19	3733	26
	2008-2009	**56**	**24**	**56**	**24**	**3537**	**25**
	Cum. Total*	161	22	161	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	32	14	33	14	3001	20
	2007-2008	38	15	38	15	3054	21
	2008-2009	**23**	**10**	**24**	**10**	**2484**	**18**
	Cum. Total*	93	13	95	13	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**	32.7	58.4	32.6	58.2	29.9	53.4
A. Number	**14**	**25**	8.3	59.3	8.3	59.3	7.7	55.0
B. Data	**16**	**29**	8.5	53.1	8.5	53.1	8.1	50.6
C. Geometry	**12**	**21**	7.8	65.0	7.7	64.2	6.9	57.5
D. Algebra	**14**	**25**	8.1	57.9	8.1	57.9	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 60
School: Noble 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	237	54	23	104	44	56	24	23	10	749	238	23	44	24	10	749	14120	16	42	25	18	745
Ethnicity																						
African American/Black	3										3						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	4										4						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	230	53	23	100	43	54	23	23	10	749	231	23	43	23	10	749	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	39	1	3	8	21	14	36	16	41	731	40	3	20	35	43	730	2189	2	17	27	53	728
No	198	53	27	96	48	42	21	7	4	753	198	27	48	21	4	753	11931	18	46	25	11	748
Current LEP																						
Yes	4										4						323	4	20	28	48	729
No	233	53	23	102	44	55	24	23	10	749	234	23	44	24	10	749	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	80	10	13	33	41	26	33	11	14	744	80	13	41	33	14	744	5308	7	35	30	28	738
No	157	44	28	71	45	30	19	12	8	752	158	28	45	19	8	752	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	237	54	23	104	44	56	24	23	10	749	238	23	44	24	10	749	14112	16	42	25	18	745
Gender																						
Female	125	31	25	58	46	25	20	11	9	750	125	25	46	20	9	750	6992	16	43	25	16	745
Male	112	23	21	46	41	31	28	12	11	748	113	20	41	27	12	747	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	14	67	6	29	1	5	746	21	0	67	29	5	746	1024	7	26	36	31	736
No	216	54	25	90	42	50	23	22	10	749	217	25	41	23	11	749	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	237	54	23	104	44	56	24	23	10	749	238	23	44	24	10	749	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 60
School: Noble 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	6	1	8	2	15	6	46	4	31	733	6	8	15	46	31	733	7	6	30	28	36	735
B. less than one hour	65	43	28	67	44	30	20	12	8	752	65	28	44	20	8	752	52	16	42	25	17	745
C. one to two hours	28	10	15	33	50	19	29	4	6	748	28	15	50	29	6	748	37	18	44	24	14	747
D. more than two hours	1	0	0	1	33	1	33	1	33	725	1	0	33	33	33	725	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	32	49	26	40	3	5	4	6	758	28	49	40	5	6	758	26	35	43	12	9	754
B. good	44	20	20	57	56	20	20	5	5	751	44	20	56	20	5	751	46	13	48	25	15	745
C. fair	22	1	2	18	35	23	45	9	18	739	22	2	35	44	19	738	23	3	32	37	27	737
D. poor	6	1	7	2	13	9	60	3	20	735	6	7	13	60	20	735	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.	27	22	35	26	42	10	16	4	6	753	26	35	42	16	6	753	26	23	43	20	13	749
B. They match some of what I have learned.	55	27	21	65	51	28	22	7	6	751	54	21	51	22	6	751	53	15	45	26	15	746
C. They match just a little of what I have learned.	15	5	14	10	29	13	37	7	20	742	15	14	29	37	20	742	17	9	35	32	24	740
D. There is no match.	4	0	0	2	22	4	44	3	33	733	4	0	20	40	40	729	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	2	3	29	47	21	34	10	16	741	27	3	46	33	17	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	56	36	28	57	44	27	21	9	7	752	55	28	44	21	7	752	51	16	44	25	15	746
C. easier than my regular schoolwork	18	16	39	17	41	6	15	2	5	755	18	39	41	15	5	755	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.	52	22	18	53	44	34	28	11	9	748	52	18	44	28	9	748	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	42	30	31	45	46	17	18	5	5	753	42	31	46	18	5	753	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	14	4	29	4	29	4	29	736	6	13	27	27	33	734	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	4	0	0	0	0	7	70	3	30	727	4	0	0	70	30	727	8	8	30	29	33	737
B. 30–45 minutes	16	5	14	17	46	11	30	4	11	745	16	13	45	29	13	744	38	13	40	27	20	743
C. 45–60 minutes	70	44	27	76	47	31	19	12	7	752	70	27	47	19	7	752	42	20	45	23	12	748
D. more than 60 minutes	10	5	22	10	43	6	26	2	9	749	10	22	43	26	9	749	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	17	2	5	25	63	12	30	1	3	748	17	5	63	30	3	748	15	19	38	25	19	745
B. two or three days a week	34	23	29	25	32	26	33	5	6	749	34	29	32	33	6	749	31	18	42	24	16	746
C. two or three times a month	30	19	27	34	49	11	16	6	9	752	30	27	49	16	9	752	26	17	43	24	17	746
D. never or almost never	19	10	23	19	43	6	14	9	20	747	19	22	42	13	22	746	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	3	38	1	13	4	50	728	3	0	38	13	50	728	10	12	39	24	24	741
B. two or three days a week	23	12	22	18	33	18	33	6	11	747	23	22	33	33	11	747	22	13	43	26	18	744
C. two or three times each month	52	35	29	55	45	27	22	4	3	753	52	29	45	22	3	753	33	18	44	25	13	747
D. never or almost never	21	7	14	26	53	9	18	7	14	746	21	14	52	18	16	745	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	75	0	0	0	0	1	33	2	67	718	75	0	0	33	67	718						
C.	25	0	0	1	100	0	0	0	0	756	25	0	100	0	0	756						
D.	0										0											

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