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:	12551754
SAU:	MSAD 61
School:	Lake Region 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.

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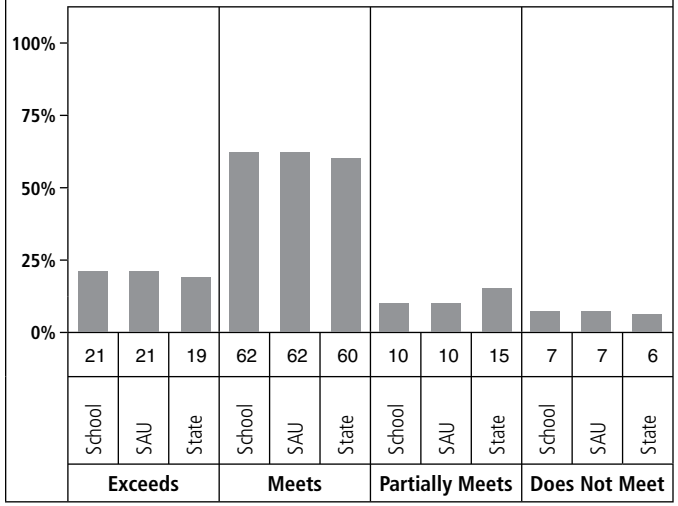
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 61
School: Lake Region Middle School

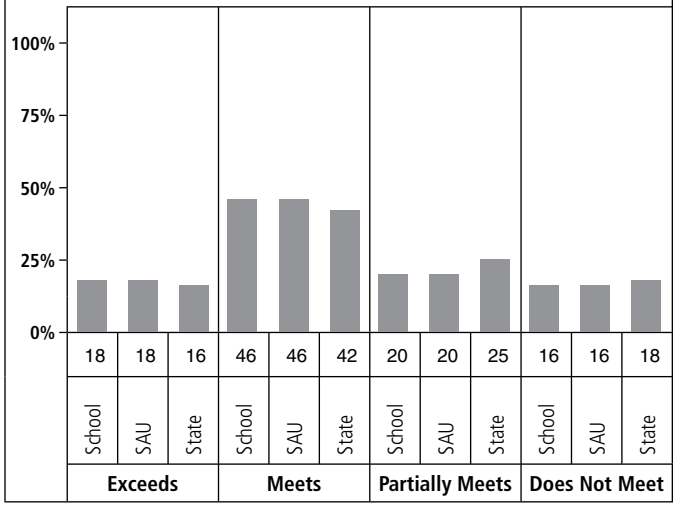
Summary of School, SAU, and State Scores

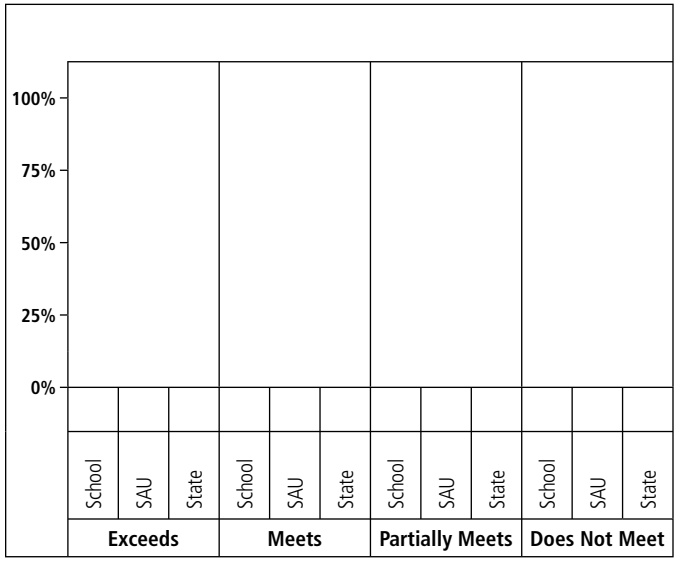
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	751	751	748
2007–2008	752	752	750
2008–2009	**752**	**752**	**751**
Cum. Avg.*	752	752	750
Mathematics			
2006–2007	746	746	742
2007–2008	744	744	743
2008–2009	**747**	**747**	**745**
Cum. Avg.*	746	746	743

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 61
School: Lake Region 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	136	100	136	100	14446	100	136	100	136	100	14316	99	136	100	136	100	14322	99						
Ethnicity African American/Black	1	1	1	1	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	1	1	1	1	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	133	98	133	98	13483	93	133	100	133	100	13380	99	133	100	133	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	18	13	18	13	2428	17	18	100	18	100	2391	99	18	100	18	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	66	49	66	49	5498	38	66	100	66	100	5431	99	66	100	66	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	122	90	122	90	11742	81	122	90	122	90	11754	81						
Identified disability (PET/IEP)	5	4	5	4	367	3	5	4	5	4	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	1	1	1	183	2	1	1	1	1	187	2						
Participation with accommodations	14	10	14	10	2367	16	14	10	14	10	2366	16						
Identified disability (PET/IEP)	13	93	13	93	1819	77	13	93	13	93	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	1	7	1	7	84	4	1	7	1	7	80	3						
Other	0	0	0	0	358	15	0	0	0	0	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 61
School:	Lake Region 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	34	23	34	23	2630	18
	2007-2008	36	22	36	22	2604	18
	2008-2009	**29**	**21**	**29**	**21**	**2618**	**19**
	Cum. Total*	99	22	99	22	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	81	54	81	54	7605	51
	2007-2008	93	57	93	56	8049	55
	2008-2009	**84**	**62**	**84**	**62**	**8484**	**60**
	Cum. Total*	258	57	258	57	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	32	21	32	21	3000	20
	2007-2008	25	15	25	15	2672	18
	2008-2009	**13**	**10**	**13**	**10**	**2108**	**15**
	Cum. Total*	70	16	70	15	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	4	3	4	3	1620	11
	2007-2008	10	6	11	7	1190	8
	2008-2009	**10**	**7**	**10**	**7**	**899**	**6**
	Cum. Total*	24	5	25	6	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**	35.1	62.7	35.1	62.7	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	11.9	59.5	11.9	59.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.2	64.4	23.2	64.4	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 61
School: Lake Region 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	136	29	21	84	62	13	10	10	7	752	136	21	62	10	7	752	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	133	28	21	83	62	13	10	9	7	752	133	21	62	10	7	752	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	7	39	4	22	7	39	736	18	0	39	22	39	736	2186	2	36	35	27	737
No	118	29	25	77	65	9	8	3	3	754	118	25	65	8	3	754	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	136	29	21	84	62	13	10	10	7	752	136	21	62	10	7	752	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	66	9	14	39	59	10	15	8	12	748	66	14	59	15	12	748	5300	8	58	22	11	746
No	70	20	29	45	64	3	4	2	3	756	70	29	64	4	3	756	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	136	29	21	84	62	13	10	10	7	752	136	21	62	10	7	752	14101	19	60	15	6	751
Gender																						
Female	66	18	27	40	61	5	8	3	5	755	66	27	61	8	5	755	6993	24	61	11	4	754
Male	70	11	16	44	63	8	11	7	10	749	70	16	63	11	10	749	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	136	29	21	84	62	13	10	10	7	752	136	21	62	10	7	752	13084	19	61	14	6	752
Gifted/talented program																						
Yes	26	15	58	11	42	0	0	0	0	765	26	58	42	0	0	765	676	66	33	1	0	766
No	110	14	13	73	66	13	12	10	9	749	110	13	66	12	9	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 61
School: Lake Region 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	38	3	38	2	25	738	6	0	38	38	25	738	7	8	48	25	19	743
B. less than one hour	48	13	20	39	61	7	11	5	8	751	48	20	61	11	8	751	52	17	62	15	6	751
C. one to two hours	44	15	26	39	67	1	2	3	5	755	44	26	67	2	5	755	37	23	61	12	4	753
D. more than two hours	2	1	50	0	0	1	50	0	0	756	2	50	0	50	0	756	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	19	36	28	53	3	6	3	6	756	40	36	53	6	6	756	30	33	56	7	4	756
B. good	36	9	19	29	62	3	6	6	13	751	36	19	62	6	13	751	49	16	64	14	5	751
C. fair	22	1	3	22	76	5	17	1	3	748	22	3	76	17	3	748	19	5	59	26	10	745
D. poor	2	0	0	2	67	1	33	0	0	745	2	0	67	33	0	745	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.	31	10	25	25	63	4	10	1	3	755	31	25	63	10	3	755	33	24	62	10	3	754
B. They match some of what I have learned.	56	17	24	44	61	4	6	7	10	752	56	24	61	6	10	752	52	18	62	15	5	751
C. They match just a little of what I have learned.	12	1	7	8	53	4	27	2	13	744	12	7	53	27	13	744	11	11	54	23	13	746
D. There is no match.	2	1	50	1	50	0	0	0	0	759	2	50	50	0	0	759	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	2	15	6	46	1	8	4	31	742	10	15	46	8	31	742	17	16	55	18	12	748
B. about the same as my regular schoolwork	59	17	22	51	66	6	8	3	4	754	59	22	66	8	4	754	65	19	62	14	5	752
C. easier than my regular schoolwork	31	10	24	23	56	5	12	3	7	753	31	24	56	12	7	753	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.	7	0	0	5	56	2	22	2	22	740	7	0	56	22	22	740	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	44	7	12	39	68	5	9	6	11	749	44	12	68	9	11	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	49	22	34	35	55	5	8	2	3	757	49	34	55	8	3	757	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.	39	10	20	29	57	7	14	5	10	752	39	20	57	14	10	752	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	55	18	25	47	64	4	5	4	5	753	55	25	64	5	5	753	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	6	1	13	5	63	1	13	1	13	750	6	13	63	13	13	750	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	17	6	27	13	59	2	9	1	5	756	17	27	59	9	5	756	21	27	57	11	5	755
B. 20 minutes to an hour	45	16	27	37	63	2	3	4	7	754	45	27	63	3	7	754	45	22	62	12	4	753
C. less than 20 minutes	17	4	18	13	59	4	18	1	5	750	17	18	59	18	5	750	13	13	61	17	8	749
D. I rarely read at home.	22	3	10	18	62	4	14	4	14	746	22	10	62	14	14	746	21	7	59	24	11	746
Optional school/SAU question																						
A.	25	0	0	0	0	0	0	1	100	726	25	0	0	0	100	726						
B.	0										0											
C.	25	0	0	1	100	0	0	0	0	744	25	0	100	0	0	744						
D.	50	0	0	0	0	1	50	1	50	733	50	0	0	50	50	733						

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 61
School:	Lake Region 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	31	21	31	21	2142	14
	2007-2008	26	16	26	16	2028	14
	2008-2009	**25**	**18**	**25**	**18**	**2220**	**16**
	Cum. Total*	82	18	82	18	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	58	38	58	38	5642	38
	2007-2008	67	41	67	41	5703	39
	2008-2009	**62**	**46**	**62**	**46**	**5879**	**42**
	Cum. Total*	187	41	187	41	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	41	27	41	27	4077	27
	2007-2008	40	24	40	24	3733	26
	2008-2009	**27**	**20**	**27**	**20**	**3537**	**25**
	Cum. Total*	108	24	108	24	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	21	14	21	14	3001	20
	2007-2008	31	19	32	19	3054	21
	2008-2009	**22**	**16**	**22**	**16**	**2484**	**18**
	Cum. Total*	74	16	75	17	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**	31.7	56.6	31.7	56.6	29.9	53.4
A. Number	**14**	**25**	8.3	59.3	8.3	59.3	7.7	55.0
B. Data	**16**	**29**	8.1	50.6	8.1	50.6	8.1	50.6
C. Geometry	**12**	**21**	7.3	60.8	7.3	60.8	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: MSAD 61
School: Lake Region 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	136	25	18	62	46	27	20	22	16	747	136	18	46	20	16	747	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	133	24	18	61	46	27	20	21	16	747	133	18	46	20	16	747	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	3	17	7	39	8	44	731	18	0	17	39	44	731	2189	2	17	27	53	728
No	118	25	21	59	50	20	17	14	12	750	118	21	50	17	12	750	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	136	25	18	62	46	27	20	22	16	747	136	18	46	20	16	747	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	66	8	12	26	39	16	24	16	24	743	66	12	39	24	24	743	5308	7	35	30	28	738
No	70	17	24	36	51	11	16	6	9	752	70	24	51	16	9	752	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	136	25	18	62	46	27	20	22	16	747	136	18	46	20	16	747	14112	16	42	25	18	745
Gender																						
Female	66	19	29	32	48	10	15	5	8	753	66	29	48	15	8	753	6992	16	43	25	16	745
Male	70	6	9	30	43	17	24	17	24	742	70	9	43	24	24	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	136	25	18	62	46	27	20	22	16	747	136	18	46	20	16	747	13096	16	43	24	17	745
Gifted/talented program																						
Yes	26	17	65	8	31	0	0	1	4	767	26	65	31	0	4	767	676	68	29	2	0	767
No	110	8	7	54	49	27	25	21	19	743	110	7	49	25	19	743	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 61
School: Lake Region 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	38	4	50	1	13	740	6	0	38	50	13	740	7	6	30	28	36	735
B. less than one hour	48	7	11	34	53	9	14	14	22	745	48	11	53	14	22	745	52	16	42	25	17	745
C. one to two hours	44	17	29	25	43	14	24	2	3	753	44	29	43	24	3	753	37	18	44	24	14	747
D. more than two hours	2	1	50	0	0	0	0	1	50	750	2	50	0	0	50	750	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	16	33	26	53	3	6	4	8	756	37	33	53	6	8	756	26	35	43	12	9	754
B. good	46	8	13	29	48	16	27	7	12	746	46	13	48	27	12	746	46	13	48	25	15	745
C. fair	14	1	6	6	33	5	28	6	33	738	14	6	33	28	33	738	23	3	32	37	27	737
D. poor	3	0	0	1	25	2	50	1	25	741	3	0	25	50	25	741	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.	34	12	27	24	53	6	13	3	7	754	34	27	53	13	7	754	26	23	43	20	13	749
B. They match some of what I have learned.	56	13	18	33	45	18	24	10	14	747	56	18	45	24	14	747	53	15	45	26	15	746
C. They match just a little of what I have learned.	8	0	0	4	40	3	30	3	30	738	8	0	40	30	30	738	17	9	35	32	24	740
D. There is no match.	2	0	0	1	33	0	0	2	67	729	2	0	33	0	67	729	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	18	1	4	8	33	8	33	7	29	738	18	4	33	33	29	738	37	8	40	29	23	740
B. about the same as my regular schoolwork	64	17	20	41	49	15	18	10	12	750	64	20	49	18	12	750	51	16	44	25	15	746
C. easier than my regular schoolwork	18	7	30	11	48	4	17	1	4	756	18	30	48	17	4	756	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.	40	9	17	26	49	9	17	9	17	747	40	17	49	17	17	747	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	58	16	21	34	44	18	23	9	12	750	58	21	44	23	12	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	100	0	0	0	0	760	2	0	100	0	0	760	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	5	0	0	1	14	2	29	4	57	729	5	0	14	29	57	729	8	8	30	29	33	737
B. 30–45 minutes	28	6	16	15	41	7	19	9	24	744	28	16	41	19	24	744	38	13	40	27	20	743
C. 45–60 minutes	48	11	17	33	52	16	25	3	5	751	48	17	52	25	5	751	42	20	45	23	12	748
D. more than 60 minutes	19	8	32	13	52	2	8	2	8	754	19	32	52	8	8	754	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	4	3	60	1	20	0	0	1	20	758	4	60	20	0	20	758	15	19	38	25	19	745
B. two or three days a week	10	8	62	2	15	3	23	0	0	764	10	62	15	23	0	764	31	18	42	24	16	746
C. two or three times a month	22	3	10	10	34	8	28	8	28	742	22	10	34	28	28	742	26	17	43	24	17	746
D. never or almost never	64	11	13	49	58	16	19	9	11	748	64	13	58	19	11	748	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	9	0	0	6	50	5	42	1	8	742	9	0	50	42	8	742	10	12	39	24	24	741
B. two or three days a week	24	1	3	17	53	8	25	6	19	743	24	3	53	25	19	743	22	13	43	26	18	744
C. two or three times each month	37	9	19	27	56	9	19	3	6	752	37	19	56	19	6	752	33	18	44	25	13	747
D. never or almost never	30	15	38	11	28	5	13	8	21	751	30	38	28	13	21	751	35	16	40	25	19	744
Optional school/SAU question																						
A.	25	0	0	0	0	0	0	1	100	720	25	0	0	0	100	720						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	736	25	0	0	100	0	736						
D.	50	0	0	0	0	2	100	0	0	735	50	0	0	100	0	735						

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