

## Site Team SMART Goal Southwest Elementary School

**District Outcome:** Highest Student Achievement - Math Skills

**Site Team Goal:** Students will achieve 80% accuracy for 100 math facts at 5 minute timings at grade level and 80% of 3<sup>rd</sup> & 5<sup>th</sup> grade students will score in Levels 3 - 4 & 5 on the Math section of the Minnesota Comprehensive Assessment tests.

### Benchmarks:

November	December	January	February	March	April	May
Staff discussion & planning	Individual goal setting by students	Implement "Math Fridays" building wide	Inservice to evaluate Math data	Practice tests for 3 <sup>rd</sup> & 5 <sup>th</sup> grades	MCA & MAP testing	Data analysis

\*Monthly = staff updates for classroom progress & data profiles

### Implications of this New Goal:

<b>Teachers</b>	Consistent use of mandated curriculum. Daily math lesson taught. Monthly discussion at staff meetings to review student progress and goals.
<b>Non-teaching Staff</b>	Incorporate "Math Fridays" in the computer lab and library. Certificate awards and recognition for Math Facts In A Flash program success.
<b>Budget</b>	Staff development for grade level "math strategies" PTC support for math game purchases - classrooms & library.
<b>Technology/ Pedagogy/ Facility</b>	Computer lab program support for monthly classroom profiles. District projected time lines for curriculum completion. "Math Buddies" across grade levels.
<b>Community</b>	Communicate goal through building "goal" brochure, monthly "math tips" and classroom parent letters.
<b>Students</b>	Set individual goals for personal improvement in math skills (80% target)

## Site Team SMART Goal - Southwest Elementary School

**District Outcome:** Highest Student Achievement - Writing Skills

**Site Team Goal:** Students will increase writing skill to be at or above grade level as determined by the Minnesota Comprehensive Assessment tests for 5<sup>th</sup> grade ( a 2% reduction in the number of students scoring in Level I & II will be seen over the next three years 2005, 2006 & 2007 for all writing categories)

### Benchmarks:

November	December	January	February	March	April	May
Staff discussion & strategy plan	Rubistar (web based rubric) site training	MCA writing style inservice  "Goal" brochure out to parents	"Four Blocks" writing process inservice	Review quarterly writing portfolio process		Data analysis

Monthly = Specialty writing projects with "writing buddies"

### Implications of this New Goal:

<b>Teachers</b>	Enhanced activities & emphasis on writing through specialty projects. Four "standardized" samples per student will create a "writing portfolio" scored on a 1-2-3-4 rubric criteria. Inservice opportunities.
<b>Non-teaching Staff</b>	Set up "writing folders" for K - 5 <sup>th</sup> grades in the cum folder.
<b>Budget</b>	Staff development for "The Four Blocks Way"
<b>Technology/ Pedagogy/ Facility</b>	Rubistar site training - writing rubrics
<b>Community</b>	Share goal expectations with P.T.C. and parents through parent letters, a SW brochure and tip sheets.
<b>Students</b>	Students will use rubrics to improve writing strategies.

## Site Team SMART Goal - Southwest Elementary School

**District Outcome:** Safe Environment - Every student has a right to be educated in a positive environment.

**Site Team Goal:** Students will show a 10% reduction in the number of discipline tickets, detention sessions and peer mediations by 2007.  
(3 - 4% reduction /year)

### Benchmarks:

November	December	January	February	March	April	May
Staff & E.S.P. Discussion  Parent Surveys	Classroom discussions  Principal discussion with students	Staff & student surveys  "Goal" brochure distribution	Parent information on bullying (Policy mandates)	Data analysis	Site team review of "Bullying / Social Skills" programs	Determine need for specialty program implementation

### Implications of this New Goal:

<b>Teachers</b>	Responsive Classroom strategies & procedures for playground issues. Weekly student "morning meeting" discussion. Consistent procedure to deal with "lunch / recess" issues.
<b>Non-teaching Staff</b>	Educational support personnel implement responsive classroom strategies for playground issues & inservice
<b>Budget</b>	Staff development for inservice needs
<b>Technology/ Pedagogy/ Facility</b>	Responsive Classroom philosophy & strategies become a "standard" at SW
<b>Community</b>	Communicate goal through SW Goal Brochure. Parent information through monthly newsletters regarding "Bullying" and social skills.
<b>Students</b>	Personal & classroom goal setting to reach building goal Student surveys 1 <sup>st</sup> - 5 <sup>th</sup> grades

## **Education Committee**

*Chair: Sen. Steve Kelley*

January 13, 2005

3 p.m. Room 112 Capitol

### Minnesota Schools Accountability Achievements

#### **Northwest Evaluation Association Measures of Academic Progress (MAP) Princeton Schools**

1. Princeton Public Schools and MAP
2. Individual Student Growth Reports and Classroom Achievement Growth Reports

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## Princeton Schools – Overview of MAP Use

- Students are tested in grades two through eight
- Tests are given in both reading and math
- We test in the fall and spring
- A small number of students are testing in the winter at the middle school level
- We can use a short version to test when students register to assist in placement and give us additional background information on the student
- The test we use is taken on the computer
- We are able to get valuable data within 24 hours of each testing session
- Teachers, parents and students set goals in the fall for the year
- There are many online tools available for teachers - including a learning continuum, lexile information (readability levels for books), and access to individual, class and grade level achievement and growth reports
- The data are used for differentiating instruction, flexible grouping, student growth, teacher development, predicting success on state tests, selection of supplemental instructional materials, and school improvement planning

### Handouts

Page 3	Individual Student Growth
Page 4	Class Report
Page 5, 6	Understanding Achievement and Growth Target Class Report – Fall and Spring
Page 7, 8	Learning Continuum
Page 9	Lexile Framework
Page 10	Cut Scores from 16 other State Assessments

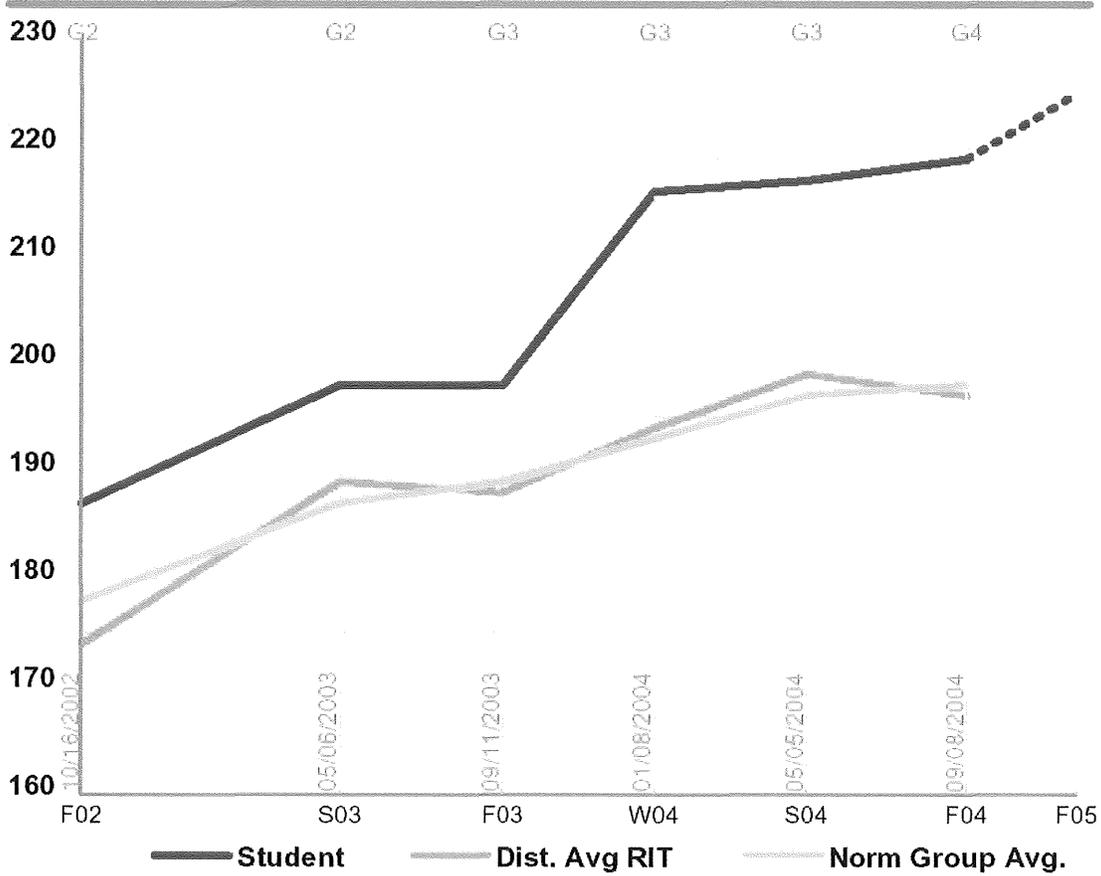
All of this information can be found or linked to from the NWEA web site, which is [www.nwea.org](http://www.nwea.org).

# Sample Portion of Individual Student Growth Report

## Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F04	4	216- 219 -222	197	198			90- 94 -97
S04	3	214- 217 -220	199	197	19	9.4	86- 93 -95
W04	3	213- 216 -220	194	193			91- 96 -97
F03	3	195- 198 -201	188	189			62- 70 -80
S03	2	195- 198 -201	189	187	11	13	67- 74 -83
F02	2	184- 187 -190	174	178			62- 69 -76

## Reading



### Reading Goals Performance - Fall 2004

Word Recognition	High
Literal Comprehension	High
Interpretive Comprehension	High
Evaluative Comprehension	HiAvg
Literature	High

**Lexile Range: 842-992**

Class Report - Mathematics Spring 2001

Goal Performance

School ██████ Elementary ██████ School District ██████  
 Class ██████ Mathematics & Language Arts 1  
 Teacher ██████ John

Student ID	Name	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Comput	Num Concept	Geom	Meas	Prob, Graphs, Data Collection & Analysis	Patterns & Rels	Prob Solv	
5848	Vanessa L.	S/G	May 3	190	3.1	187-193	12	9-16	LO	LO	LO	LO	LO	LO	LO	
8190	Jeffrey R.	S/G	May 7	192	3.1	189-195	15	11-19	LO	LO	AV	LO	LO	LO	LO	
9346	Britney A.	S/G	May 3	193	3.1	190-196	16	12-21	AV	LO	LO	LO	LO	AV	LO	
8142	Stephanie	S/G	May 7	198	3.5	194-201	25	18-31	LO	AV	LO	LO	AV	AV	LO	
8192	Austin	S/G	May 3	199	3.2	196-202	27	21-34	LO	LO	LO	AV	HI	LO	LO	
8202	Jazmin H.	S/G	Apr 27	200	3.1	197-203	29	23-37	LO	AV	LO	LO	LO	AV	LO	
8137	Ben	S/G	May 2	200	3.5	196-203	29	21-37	AV	LO	LO	LO	LO	HI	LO	
8162	Kaden	S/G	May 1	200	3.0	197-203	29	23-37	LO	LO	LO	AV	AV	HI	LO	
8194	Kaycee L.	S/G	May 3	201	3.2	197-204	31	23-40	LO	AV	LO	AV	LO	AV	LO	
8183	Taylor	S/G	May 2	201	3.0	198-204	31	25-40	LO	AV	AV	LO	HI	LO	LO	
9679	Jase	S/G	May 3	201	3.1	198-205	31	25-42	LO	AV	LO	AV	LO	AV	HI	
5654	Sarah	S/G	May 2	202	3.1	199-205	34	27-42	LO	LO	AV	LO	HI	LO	AV	
5850	Bethany J.	S/G	May 1	203	3.0	200-206	37	29-45	AV	AV	AV	LO	AV	LO	AV	
5714	Katelyn	S/G	May 3	205	3.1	202-208	42	34-51	LO	LO	HI	HI	LO	HI	LO	
9630	Albert	S/G	May 2	206	3.2	203-209	45	37-54	LO	HI	LO	HI	LO	AV	AV	
8203	Jaima	S/G	May 2	206	3.1	203-209	45	37-54	AV	LO	HI	AV	AV	LO	AV	
8189	Rachel	S/G	May 3	207	3.2	204-210	48	40-58	AV	HI	AV	LO	LO	AV	HI	
8138	Micaiah	S/G	May 2	208	3.2	204-211	51	40-60	AV	LO	HI	LO	HI	HI	AV	
9785	Katherine	S/G	May 2	211	3.0	208-214	60	51-69	HI	AV	AV	AV	AV	HI	HI	
8135	Byron T.	S/G	May 2	212	3.0	208-215	63	51-72	HI	HI	HI	HI	LO	AV	AV	
5719	Carson	S/G	May 3	212	3.0	209-215	63	54-72	AV	LO	HI	AV	AV	HI	HI	
8802	Michael	S/G	May 2	213	3.1	210-216	66	58-74	AV	AV	HI	LO	HI	HI	AV	
5709	Brianna	S/G	May 4	216	3.2	213-219	74	66-81	AV	HI	LO	HI	HI	HI	HI	
5841	Cassandra	S/G	May 2	222	3.0	219-225	87	81-91	HI	HI	HI	HI	HI	HI	HI	
5787	Lisa M.	S/G	May 2	230	3.1	227-233	96	93-97	HI	HI	HI	HI	HI	HI	AV	
8131	Tyson J.	S/G	May 1	231	3.0	228-234	96	94-97	HI	HI	HI	HI	HI	HI	HI	
<b>Totals For:</b>									High	5	7	9	7	9	11	7
									Avg	9	8	6	7	6	8	8
									Low	12	11	11	12	11	7	11
									Mean	204.4	204.6	208.9	206.0	205.4	212.6	203.5
									Median	202	203	203	205	203	210	203
									Std Dev.	15.4	13.9	12.5	13.4	13.9	13.7	14.9

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 33  
 Test events shown in gray occurred outside the testing window for this term and are excluded from summary statistics.



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# Understanding the Achievement Status and Growth Targets Class Report

This report provides teachers with a summary of initial term test scores and a suggested amount of reasonable anticipated growth based on the student's initial term test scores. The anticipated growth targets are calculated using the 2002 NWEA RIT Scale Norms.

Achievement Status and Growth Targets Class Report													
Fall 2003 to Spring 2004 - Mathematics													
NWEA Sample District													
School:		Eastland Junior High											
Teacher:		Abbot, J											
Class Name:		Abbot, J Homeroom											
Optional Group:		None Selected											
Mathematics													
Student ID	Name	Grd	Date	Test Type	FA03 Test RIT	FA03 Std Err	SP04 Test RIT	SP04 Std Err	Growth Std Err	Target Growth	Target RIT	Target Met	Growth Index
000000001	ADDLE, S.	6	10/6/03	S/G	204	3.0				8	212		
000000002	ARNOLD, N.	6	10/6/03	S/G	183	3.2				8	191		
000000003	BUSHOP, M.	6	10/6/03	S/G	205	3.0				8	213		
000000004	BRICEMAN, U..	6	10/6/03	S/G	216	2.9				8	224		
000000005	CORK, A.	6	10/6/03	S/G	227	3.0				9	236		
000000006	FELTON, M.	6	10/6/03	S/G	218	2.9				8	226		
000000007	FRINKLE, A.	6	10/6/03	S/G	223	3.0				9	232		
000000008	KITCHN, S.	6	10/6/03	S/G	202	3.0				8	210		
000000009	LAYMAN, A.	6	10/6/03	S/G	208	2.9				8	216		
000000010	MCCLAIN, J.	6	10/6/03	S/G	231	2.9				9	240		
000000011	MEIR, N.	6	10/6/03	S/G	220	2.9				7	229		
000000012	MITCHELL, R.	6	10/6/03	S/G	197	2.9				7	204		
000000013	MYTER, E.	6	10/6/03	S/G	206	3.0				8	214		
000000014	NEEDLE, H.	6	10/6/03	S/G	204	2.9				8	212		
000000015	NELSON, S.	6	10/6/03	S/G	200	3.0				8	208		
000000016	NELZER, I.	6	10/6/03	S/G	224	2.9				9	233		
000000017	ORCUT, E.	6	10/6/03	S/G	224	3.0				9	233		
000000018	PACER, O.	6	10/6/03	S/G	196	2.9				7	203		
000000019	RANCHO, N.	6	10/6/03	S/G	189	2.9				8	197		
000000020	ROBINSON, A.	6	10/6/03	S/G	221	3.2				9	230		
000000021	SIMMONS, K.	6	10/6/03	S/G	224	3.0				9	233		
000000022	STEVENSON, R.	6	10/6/03	S/G	233	3.1				9	242		
000000023	TRACER, L.	6	10/6/03	S/G	214	2.9				8	222		
000000024	WAFFLE, N.	6	10/6/03	S/G	194	2.9				7	201		
000000025	WHITE, T.	6	10/6/03	S/G	234	3.0				9	243		
000000026	YAO, M.	6	10/6/03	S/G	235	3.0				9	244		
000000027	ZACKER, K.	6	10/6/03	S/G	219	3.0				8	227		
000000028	ZELLMAN, R.	6	10/6/03	S/G	235	3.0				9	244		

<b>Subject Summary:</b>		Count of Students with Valid Beginning and Ending Term Scores	0
<b>Mathematics</b>		Count of Students who Met or Exceeded their Target RIT	28
		Percentage of Students who Met or Exceeded their Target RIT	213.5
		Overall Percentage of Target RIT Met or Exceeded	217
		Count of Students with INVALID Fall 2003 Test Scores	14.5
		Count of Students with VALID Fall 2003 Test Scores	
		Fall 2003 Mean RIT	
		Fall 2003 Median RIT	
		Fall 2003 StdDev	

\*( Small Group Summary Display is OFF)

\* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

**Column headings appearing in grey** are to be used when target term testing is complete. These columns will allow teachers to observe how students have performed in relation to their target growth.

**Test RIT:** This is the student's overall scale score on the current test.

**Standard Error:** The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.

**Target Growth:** Mean growth that was observed in the latest norming study for students who had a starting RIT score in the same 10 point RIT block.

**Target RIT:** The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target).

**Summary statistics appearing in grey** are to be used when target term testing is complete. These statistics will allow teachers to quickly observe class performance in an aggregate form.

**Count of current valid Tests:** Count of students in the class who have a valid score for the term.

**Mean RIT:** Average RIT score of students in this class.

**Median RIT:** Middle RIT score of this class.

**Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.



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# Understanding the Achievement Status and Growth Summary Class Report

This class report provides each student's term-to-term growth and shows how that growth relates to the student's growth targets. Growth targets come from the 2002 NWEA RIT Scale Norms

Achievement Status and Growth Summary Class Report													
Fall 2003 to Spring 2004 - Mathematics													
NWEA Sample District													
School:		Eastland Junior High											
Teacher:		Abbot, J											
Class Name:		Abbot J Homeroom											
Optional Group:		None Selected											
Mathematics													
Student ID	Name	Grd	Date	Test Type	FA03 Test RIT	FA03 Std Err	SP04 Test RIT	SP04 Std Err	Growth Std Err	SP04 Target Growth	SP04 Target RIT	Growth Target Met	Growth Index
000000001	ADDLE, S.	6	5/17/04	S/G	204	3.0	222	3.0	4.2	8	212	Yes	10
000000002	ARNOLD, N.	6	5/17/04	S/G	183	3.2	214	3.0	4.4	8	191	Yes	23
000000003	BUSHOP, M.	6	5/17/04	S/G	205	3.0	211	3.0	4.2	8	213	No	2
000000004	BRICEMAN, U.	6	5/18/04	S/G	216	3.0	230	3.1	4.3	8	224	Yes	6
000000005	CORK, A.	6	5/17/04	S/G	227	2.9	244	3.1	4.2	9	236	Yes	8
000000006	FELTON, M.	6	5/17/04	S/G	218	3.0	235	3.0	4.2	8	226	Yes	9
000000007	FRINKLE, A.	6	5/18/04	S/G	223	3.0	237	2.9	4.2	9	232	Yes	5
000000008	KITCHN, S.	6	5/17/04	S/G	202	2.9	214	3.0	4.2	8	210	Yes	4
000000009	LAYMAN, A.	6	5/17/04	S/G	208	2.9	228	3.1	4.2	8	216	Yes	12
000000010	MCCLAIN, J.	6	5/17/04	S/G	231	2.9	238	3.1	4.2	9	240	No	-2
000000011	MEIR, N.	6	5/17/04	S/G	220	2.9	240	2.9	4.1	9	229	Yes	11
000000012	MITCHELL, R.	6	5/17/04	S/G	197	3.0	206	2.9	4.2	7	204	Yes	2
000000013	MYTER, E.	6	5/17/04	S/G	206	2.9	200	3.1	4.2	8	214	No	-14
000000014	NEEDLE, H.	6	5/17/04	S/G	204	3.0	218	3.1	4.3	8	212	Yes	6
000000015	NELSON, S.	6	5/17/04	S/G	200	2.9	203	3.0	4.2	8	208	No	-5
000000016	NELZER, I.	6	5/17/04	S/G	224	3.0	232	3.0	4.2	9	233	No	-1
000000017	ORCUT, E.	6	5/17/04	S/G	224	2.9	228	2.9	4.1	9	233	No	-5
000000018	PACER, O.	6	5/17/04	S/G	196	2.9	206	3.1	4.2	7	203	Yes	3
000000019	RANCHO, N.	6	5/17/04	S/G	189	3.2	209	2.9	4.3	8	197	Yes	12
000000020	ROBINSON, A.	6	5/17/04	S/G	221	3.0	235	3.1	4.3	9	230	Yes	5
000000021	SIMMONS, K.	6	5/17/04	S/G	224	3.1	232	2.9	4.2	9	233	No	-1
000000022	STEVENSON, R.	6	5/17/04	S/G	233	2.9	240	3.0	4.2	9	242	No	-2
000000023	TRACER, L.	6	5/17/04	S/G	214	2.9	235	3.0	4.2	8	222	Yes	13
000000024	WAFFLE, N.	6	5/17/04	S/G	194	3.0	201	3.1	4.3	7	201	Yes	0
000000025	WHITE, T.	6	5/17/04	S/G	234	3.0	249	3.0	4.2	9	243	Yes	6
000000026	YAO, M.	6	5/17/04	S/G	235	3.0	250	3.0	4.2	9	244	Yes	6

Subject Summary: Mathematics	Count of Students with Valid Beginning and Ending Term Scores	26
	Count of Students who Met or Exceeded their Target RIT	18
	Percentage of Students who Met or Exceeded their Target RIT	69.2%
	Overall Percentage of Target RIT Met or Exceeded	150.5%
	Count of Students with INVALID Spring 2004 Test Scores	0
	Count of Students with VALID Spring 2004 Test Scores	26
	Spring 2004 Mean RIT	225.3
	Spring 2004 Median RIT	229
	Spring 2004 StdDev	15.4

\*( Small Group Summary Display is OFF)

**Growth Standard Error:** Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Std Error.

**Target Growth:** Mean growth that was observed in the latest norming study for students who had a starting RIT score in the same 10 point RIT block.

**Target RIT:** The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target).

**Growth Target Met:** Indicates Yes if the student's term-to-term growth was equal to or exceeded the Growth Target. Indicates No if the growth was less than the Growth Target.

**Growth Index:** The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).

**Count of students with Valid Beginning and Ending Term Scores:** The number of students on which all group growth statistics is based.

**Overall Percentage of Target RIT Met or Exceeded:** This is the total student growth divided by the total of target RITs expressed as a percentage. Shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the percentage of Students who Met or Exceeded their Target RIT.

**Count of students who Met or Exceeded their Target RIT:** The number of students with a Growth Index Value of greater than or equal to zero.

**Percentage of students who Met or Exceeded their Target RIT:** The percentage of students with a Growth Index Value of greater than or equal to zero.

Subject: Reading  
 Goal Strand: Interpretive Comprehension  
 RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<b>Identify Author's Purpose and Viewpoint</b>	<b>Identify Author's Purpose and Viewpoint</b>	<b>Identify Author's Purpose and Viewpoint</b>
<ul style="list-style-type: none"> <li>Analyzes when the author's purpose is to persuade in informational text*</li> <li>Analyzes when the author's purpose is to inform in informational text</li> <li>Infers viewpoint in literary text</li> <li>Interprets author's viewpoint in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Discriminates when the author's purpose is to persuade in informational text</li> <li>Discriminates when the author's purpose is to inform in informational text</li> <li>Infers viewpoint in literary text</li> <li>Analyzes assertion/viewpoint in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Discriminates when the author's purpose is to persuade in informational text</li> <li>Discriminates when the author's purpose is to inform in informational text</li> <li>Infers author's viewpoint/attitude in literary text</li> <li>Analyzes assertion/viewpoint in informational text*</li> </ul>
<b>Make Predictions, Inferences, and Draw Conclusions</b>	<b>Make Predictions, Inferences, and Draw Conclusions</b>	<b>Make Predictions, Inferences, and Draw Conclusions</b>
<ul style="list-style-type: none"> <li>Makes, confirms, and revises predictions in literary text using content (e.g., titles, topic sentences, key words)*</li> <li>Makes inferences about characters based on characters' actions in the literary work</li> <li>Makes inferences about the emotions and perspectives of characters in literary text</li> <li>Makes inferences about characters based on the characters' responses to other characters in the literary work</li> <li>Identifies future events in literary text using inference</li> <li>Makes inferences in literary text to identify physical qualities of characters</li> <li>Makes inferences to identify setting in literary passages</li> <li>Makes inferences in literary text to identify tone/mood</li> <li>Makes inferences to identify problem/resolution in literary text*</li> <li>Makes inferences about events in literary text</li> <li>Draws conclusions based on information in informational text</li> <li>Makes inferences based on information in informational text*</li> <li>Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words)*</li> <li>Makes, confirms, and revises predictions using supporting details in informational text</li> </ul>	<ul style="list-style-type: none"> <li>Predicts, confirms, and revises ideas within literary text*</li> <li>Makes inferences about characters based on the characters' responses to other characters in the literary work</li> <li>Makes inferences related to events in literary text</li> <li>Makes inferences about setting in literary text*</li> <li>Assesses future events in literary text using inference</li> <li>Makes inferences in literary text to identify feelings and perspectives of characters</li> <li>Makes inferences in literary text to identify setting</li> <li>Infers in literary text to identify tone/mood</li> <li>Infers to interpret figurative language in literary text*</li> <li>Makes inferences to identify symbolism in literary text*</li> <li>Makes inferences about characters based on appearances of characters in literary text*</li> <li>Makes inferences about characters supported by their responses to other characters in literary text</li> <li>Makes inferences about characters and their motives based on the characters' actions in literary text*</li> <li>Draws conclusions from content in informational text</li> <li>Makes inferences based on content in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Predicts, confirms, and revises ideas within literary text*</li> <li>Makes inferences related to events in literary text</li> <li>Makes inferences about setting in literary text*</li> <li>Assesses future events in literary text using inference</li> <li>Makes inferences in literary text to identify feelings and perspectives of characters</li> <li>Infers in literary text to identify tone/mood</li> <li>Infers to identify problem/resolution in literary text</li> <li>Infers to interpret figurative language in literary text*</li> <li>Makes inferences to identify symbolism in literary text*</li> <li>Makes inferences to identify irony, suspense, and foreshadowing in literary text</li> <li>Makes inferences about characters based on appearances of characters in literary text*</li> <li>Makes inferences about characters and their motives based on the characters' actions in literary text*</li> <li>Draws conclusions from content in informational text</li> <li>Makes inferences based on content in informational text*</li> <li>Makes, confirms, and revises predictions in informational text using supporting details</li> </ul>
<b>Summarize and Paraphrase</b>	<b>Summarize and Paraphrase</b>	<b>Summarize and Paraphrase</b>
<ul style="list-style-type: none"> <li>Summarizes informational text</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes literary text</li> <li>Summarizes using informational text</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes literary text</li> <li>Summarizes using informational text</li> </ul>

Determine Cause and Effect	Determine Cause and Effect	Determine Cause and Effect
<ul style="list-style-type: none"> <li>Recognizes cause and effect relationships in literary text</li> <li>Recognizes cause and effect in informational text*</li> <li>Analyzes the effect in a cause and effect relationship described in literary text</li> <li>Analyzes the cause in a cause and effect relationship described in literary text</li> <li>Assesses the cause in a cause and effect relationship in informational text*</li> <li>Assesses the effect in a cause and effect relationship in informational text*</li> <li>Analyzes cause and effect relationships in literary text*</li> <li>Interprets cause and effect in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Determines cause and effect relationships in literary text*</li> <li>Determines cause and effect in informational text*</li> <li>Assesses the effect in a cause and effect relationship described in literary text</li> <li>Assesses the cause in a cause and effect relationship described in literary text*</li> <li>Analyzes the cause in a cause and effect relationship in informational text*</li> <li>Assesses the effect in a cause and effect relationship in informational text</li> <li>Interprets cause and effect relationships in literary text*</li> <li>Assesses cause and effect in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Determines cause and effect relationships in literary text*</li> <li>Determines cause and effect in informational text*</li> <li>Assesses the effect in a cause and effect relationship described in literary text</li> <li>Assesses the cause in a cause and effect relationship described in literary text*</li> <li>Analyzes the cause in a cause and effect relationship in informational text*</li> <li>Assesses the effect in a cause and effect relationship in informational text</li> <li>Interprets cause and effect relationships in literary text*</li> <li>Assesses cause and effect in informational text*</li> </ul>
<i>New Vocabulary:</i> summary	<i>New Vocabulary:</i> assumption, British literature, field guide, instruction, irony, memorandum, narrate	<i>New Vocabulary:</i> resolve
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

8

# The Lexile Framework<sup>®</sup>

## FOR READING

Text Level	Literature Titles	Benchmarks	Tests/Textbooks
	<b>DISCOURSE ON THE METHOD AND MEDIATIONS ON FIRST PHILOSOPHY</b>		
1700L	1690 Concerning Civil Government 1680 Critique of Judgment 1660 On Abraham Lincoln 1620 On the Law Which Has Regulated the Introduction of New Species	To such a class of things pertains corporeal nature in general, and its extension, the figure of extended things, their quantity or magnitude and number, as also the place in which they are, the time which measures their duration, and so on. That is possibly why our reasoning is not unjust when we conclude from this that Physics, Astronomy, Medicine and all other sciences which have at their end the consideration of composite things, are very dubious and uncertain; but that Arithmetic, Geometry and other sciences of that kind which only treat of things that are very simple and very general, without taking great trouble to ascertain whether they are actually existent or not, contain some measure of certainty and an element of the indubitable. (René Descartes, author)	1670 The Principles of Scientific Management; Dover Publications 1630 The American Constitution: Cases, comments, questions, 7th ed.; West Publishing 1610 The Condition of Postmodernity; Blackwell Publishers
	<b>FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS</b>		
1600L	1570 Aesthetics 1550 God, Idea of the Ancients 1530 Putnam's Lives 1520 A Modest Proposal 1510 On Human Nature 1500 The Decameron	In fact, it is absolutely impossible to make out by experience with complete certainty a single case in which the maxim of an action, however right in itself, rested simply on moral grounds and on the conception of duty. Sometimes it happens that with the sharpest self-examination we can find nothing beside the moral principle of duty which could have been powerful enough to move us to it; but that action and to find a sacrifice; yet we cannot from this infer with certainty that it was not really some secret impulse of self-love, under the false appearance of duty, that was the actual determining cause of the will. (Immanuel Kant, author)	1550 Culture/Power/History: A Reader in Contemporary Social Theory; Prentice Hall University Press 1530 On Iniquities of the Heart; Project Gutenberg 1510 On Human Nature; Howard University Press 1500 On Liberty; Hackett Publishing 1500 The Making of Man; From Molecules to Mind; Doubleday
	<b>ON ANCIENT MEDICINE</b>		
1400L	1490 Ring of Bright Water 1470 Ulysses 1450 The Confessions of Nat Turner 1440 The Legend of Sleepy Hollow 1420 Master Humphrey's Clock 1410 Profiles in Courage	And as to him who had been accustomed to dinner, sleep, as soon as the body required food, and when the former meal was consumed, and he wanted refreshment, no new supply was furnished to it, he wastes and is consumed from want of food. For all the symptoms which I describe as falling to this man I refer to want of food. And I also say that all men who, when in a state of health, remain for two or three days without food, experience the same unpleasant symptoms as those which I described in the case of him who had omitted to take dinner. (Hippocrates, author)	1450 Philosophical Essays; Hackett Publishing 1440 Graduate Management Admission Test GMAT 1430 Certified Public Accountant Examination CBA 1430 Criminal Justice Today; Prentice Hall SAT 1410 Science and Education; The Glendal Press 1400 Test of English as a Foreign Language TOEFL
	<b>THE SCARLET LETTER</b>		
1300L	1380 Life in a Medieval Castle 1350 The Guns of August 1340 The Hunchback of Notre Dame 1330 The Snow Leopard 1320 The Metamorphosis 1300 People of the Desert	But the point which drew all eyes, and, as it were, transfused the weavers—that both men and women who had been familiarly acquainted with Hester Prynne were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself. "She hath good skill at her needle, that's certain," remarked one of her female spectators; "but did ever a woman, before this brazen hussy, contrive such a way of showing off? Why, gossip, what is it but to laugh in the faces of our godly neighbors, and make a pride out of what they, worthy gentlemen, meant for a punishment?" (Nathaniel Hawthorne, author)	1390 Graduate Record Examination GRE 1380 College Board Achievement Test in English CBAT 1380 Law School Admission Test LSAT 1330 Scholastic Aptitude Test SAT 1330 Medical College Admission Test MCAT 1320 Psychology: An Introduction; Prentice Hall
	<b>BROWN V. BOARD OF EDUCATION: 1954</b>		
1200L	1280 House of the Spirits 1270 Chronicle of a Death Foretold 1240 The Midwife's Apprentice 1240 Dragon Seed 1210 Cold Mountain 1200 The Trumpeter of Krakow	Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools. The plaintiffs contended that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and argument was heard this Term on certain questions propounded by the Court. (347 US 483, 78 L ed 873, 74 S Ct 686)	1290 Understanding Science; Glencoe/McGraw-Hill 1290 Speech Science Primer; Williams & Wilkins 1240 Business; Prentice Hall 1230 Annual Series; National Aptitude Battery ASVAB 1210 American College Testing Program ACT
	<b>WAR AND PEACE</b>		
1100L	1190 Hiroshima 1160 The Pickwick Papers 1130 The Great Fire 1130 Abigail Adams: Wives to a Revolution 1120 Gutsy Girls: Young Women Who Dare 1100 Eleanor Roosevelt: A Life of Discovery	Pierre had been educated abroad, and that reception at Anna Pavlovna's was the first he had attended in Russia. He knew that the intellectual light of Petersburg were gathered there and, like a child in a toyshop, did not know which way to look, afraid of missing any clever conversation that was to be heard. Seeking the self-confidence and first experience of the faces of the women, because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and argument was heard this Term on certain questions propounded by the Court. (347 US 483, 78 L ed 873, 74 S Ct 686)	1170 Scholastic Reading Inventory SRI Level 18 1150 National History of a Fine Nation; Glencoe/McGraw-Hill 1150 NAEP Grade 12 NAEP Grade 12 1130 Modern Biology; Holt, Reinhart & Winston 1100 Modern Masonry; Goodheart-Wilcox Co. 1100 Stanford Achievement Test SAT 9-Task 2
	<b>PRIDE AND PREJUDICE</b>		
1000L	1090 Amos Fortune; Free Man 1070 All Things Bright and Beautiful 1030 Now is Your Time! 1030 Adam of the Road 1000 Island of the Blue Dolphins 1000 Patron in the Oven; Mi Vida	Occupied in observing Mr. Bingley's attentions to her sister, Elizabeth was far from suspecting that she was herself becoming an object of some interest in the eyes of his friend. Mr. Darcy had at first scarcely allowed her to be pretty; he had looked at her without admiration as the balls; and when they next met, he looked at her only to criticize. But so soon as he had made it clear to himself and his friends that she had had a good feature in her face, then he began to find it rendered uncommonly intelligent by the beautiful expression of her dark eyes. (Jane Austen, author)	1080 Test of General Educational Development GED 1050 Test of Adult Basic Education General Form TABE-D 1050 Scholastic Reading Inventory SRI Level 17 1040 Writing & Grammar; Gold Level; Prentice Hall 1020 African American Literature; Holt-Reinhart & Winston
	<b>OLIVE</b>		
900L	870 Leon's Story 870 The Samarkand Tale 850 Bud, Not Buddy 840 All the Pretty Faces 830 The Golden Compass 820 Talking with Artists	One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cast-horse colts, and of course they have not learned manners. You have been well-bred and well-born your father has a great name in these parts, and your grandfather was for two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." (Vivian Stansell, author)	990 NAEP Text NAEP Grade 8 950 Scholastic Reading Inventory SRI Level 16 940 World Cultures: A Global mosaic; Prentice Hall 930 Stanford Achievement Test SAT 9-Advanced 2 910 Test of Adult Basic Education TABE-M 900 Stanford Achievement Test SAT 9-Advanced 1
	<b>TOM SWIFT IN THE LAND OF WONDERS</b>		
800L	880 Her Stories 870 The View from Saturday 860 Julie of the Wolves 820 Maniac Magee 800 Homesick Bird 800 Scooter	Just what Tom's thoughts were, Ned, of course, could not guess. But by the flash that showed under the tan of his chin's cheeks the young financial secretary felt pretty certain that Tom was a bit apprehensive of the outcome of Professor Beecher's call on Mary Nestor. "So it is going to see her about 'something important,' Ned?" "That's what some members of his party called it." "So he's waiting here for him to join them?" "Yes. And it means waiting a week or longer at least. It must be something pretty important, don't you think, to cause Beecher to take that delay in stating after the ideal of gold?" "Important? Yes, I suppose so," asserted Tom. (Vivian Stansell, author)	870 Word 97; Glencoe/McGraw-Hill 860 Scholastic Reading Inventory SRI Level 15 850 Stanford Achievement Test SAT 9-Intermediate 3 820 NAEP Text NAEP-Grade 4 810 Stanford Achievement Test SAT 9-Intermediate 2 800 Energy from Water; Harcourt
	<b>THE ADVENTURES OF PINOCCHIO</b>		
700L	790 Flare Books 770 The Giver 760 Walk Two Moons 730 The Apprentice 720 Some of the Kinder Planets 710 The Friends	"Great soul!" said Pinocchio, fondly embracing his friend. Five months passed and the boys continued playing and enjoying themselves from morn till night, without ever seeing a book, or a desk, or a school. But, my children, there came a morning when Pinocchio awoke and found a great surprise awaiting him, a surprise which made him feel very unhappy, as you shall see. Everyone, at one time or another, has found some surprise awaiting him. Of the kind which Pinocchio had on that eventful morning of his life, there are but few. What was it? I will tell you, my dear little readers. On awakening, Pinocchio put his hand up to his head and there he found—Gues! He found that, during the night, his ears had grown at least ten full inches! (Carlo Collodi, author)	780 World Exploring The U.S. & Canada; Prentice Hall 770 World Explorer Latin America; Prentice Hall 760 Scholastic Reading Inventory SRI Level 14 760 Stanford Achievement Test SAT 9-Intermediate 1 730 Test of Adult Basic Education TABE-E 720 Health 4; McGraw-Hill School Division
	<b>RUNNICA: A RABBIT TALE OF MYSTERY</b>		
600L	670 The Girl Who Loved Wild Horses 670 Number the Stars 680 Holes 650 The Robber and Me 620 McGuffey, the Great 610 Beat the Story-Drum, Pum-Pum	"Of course he bites vegetables. All rabbits like vegetables!" "He bites them, Harold, but he does not eat them. That tomato was all white. What does that mean?" "It means that he paints vegetables!" I ventured. "It means he bites vegetables to make a hole in them, and then he sucks out all the juice." "But what about all the lettuce and carrots that Toby has been feeding him in his cage?" "Ah ha. What indeed?" Chester said. "Look at that!" Whenupon, he checked his gaze under the chair toward the trough and brought out with a flourish an assortment of strange white objects. Some of them looked like uncooked knickerbockers, and the others what he, the others didn't look like anything I'd ever seen before. (Deborah and James Howe, authors) © 1979 by James Howe. Reprinted by permission of Simon & Schuster Children's Publishing Division. All rights reserved.	680 One Nation Many People; Volume One; Globe Fearon 670 Science; Addison-Wesley 660 Understanding Technology; Goodheart-Wilcox 650 Scholastic Reading Inventory SRI Level 13 650 Stanford Achievement Test SAT 9-Primary 3 600 Community Quilt; Scholastic Inc.
	<b>A BABY SISTER FOR FRANCIS</b>		
500L	570 The Whipping Boy 560 Sarah, Plain and Tall 540 The Adventures of Sparrowhawk 530 It's All Greek to Me 520 John Henry: An American Legend 510 Kate's Chasin Letter	"Did you forget that I like mine?" "No, I did not forget," said Mother. "That you finished up the raisins yesterday and I have not been out shopping yet." "Well," said Francis, "things are not very good around here anymore. No clothes to wear. No raisins for the oatmeal. I think maybe I'll run away." "Finish your breakfast," said Mother. "It is almost time for the school bus." "What time will dinner be tonight?" said Francis. "Half past six," said Mother. "Then I will have plenty of time to run away after dinner," said Francis, and he kissed her mother good-bye and went to school. After dinner that evening Francis packed her little knicker very carefully. She put in her tiny special blanket and her alligator doll. (Russell Hoban, author) © 1964 by Russell Hoban. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	550 Communities; Harcourt Brace Jovanovich 540 People and Places; Silver Burdett Ginn 510 Team Spirit; Scholastic Inc. 510 Scholastic Reading Inventory SRI Level 12 500 Stanford Achievement Test SAT 9-Primary 2
	<b>THE MAGIC SCHOOL BUS INSIDE THE EARTH</b>		
400L	490 Harold and the Purple Crayon 440 All Tunn Should Be Pink 420 Michael Bindi-Boy 420 Angel Child, Dragon Child 410 Sam the Minuteman 400 Arthur's New Puppy	But suddenly the bus began to spin like a top. That sort of thing doesn't happen on most class trips. When the spinning finally stopped, some things had changed. We all had on new clothes. The bus had turned into a steam shovel. And there were shovels and picks for every kid in the class. "Start digging!" yelled Mr. Frizzle. And we began making a huge hole right in the middle of the field. Before long, BINGO was his rock. The big hand on the odometer. We began to break through the hard rock. "Hey these rocks have stripes!" said kid Mr. Frizzle explained that each stripe was a different kind of rock. We chipped off pieces of the rocks for our class rock collection. "These rocks are called sedimentary rocks, class," said Mr. Frizzle. (Joanna Cole, author) THE MAGIC SCHOOL BUS: A magical textbook of Scholastic Inc. © 1987 by Joanna Cole. Reprinted by permission of Scholastic Inc. All rights reserved.	480 Once Upon a Hippo; Scott Foresman 470 Bears Don't Go to School; Houghton Mifflin 440 Imagine That; Scholastic Inc. 440 Traveling Star; SRA/McGraw-Hill 400 We Are All Artists; Benchmark Education
	<b>FROG AND TOAD ARE FRIENDS</b>		
300L	370 The Drinking Gourd 370 A My Name Is Alice 370 In the Forest 360 The Best Way to Play 330 Clifford, the Not-So-Big Puppy 320 Miss Nelson Is Back	"That button is thin. My button was thick." Toad put the thin button in his pocket. He was very angry. He jumped up and down and screamed. "The whole world is covered with buttons, and not one of them is mine!" Toad ran home and slammed the door. There, on the floor, he saw his white, four-holed, big round, thick button. "Oh," said Toad. "It was here all the time. What a lot of trouble I have made for Frog!" Toad took all of the buttons out of his pocket. He took his sewing box down from the shelf. Toad sewed the buttons all over his jacket. The next day Toad gave his jacket to Frog. Frog thought it was beautiful. He put it on and jumped for joy. (Arnold Lobel, author) © 1970 by Arnold Lobel. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	390 Discover Science; Scott Foresman 380 Cassiopeia; Houghton Mifflin 360 Scholastic Reading Inventory SRI Level 11 350 My World; Harcourt Brace 340 Stanford Achievement Test SAT 9-Primary 1 330 Who Painted the Porcupine Purple; Silver Burdett Ginn
	<b>CLIFFORD'S MANNERS</b>		
200L	290 Sarah's Unicorn 270 Baseball Ballerina 270 In the Forest 260 At the Crossroads 230 The Boy Who Cried Wolf 220 Play Ball, Amelia Bedelia	Clifford loves to go visiting. When he visits his sister in the country, he always calls ahead. Clifford always arrives on time. Don't be late. Knock before you walk in. He knocks on the door before he enters. He wipes his feet first. Wipe your feet. Clifford kisses his sister. He shakes hands with her friend. Shake hands. Wash up before you eat. Clifford's sister has dinner ready. Clifford washes his hands before he eats. Clifford cleans his food with his mouth closed. He never talks with his mouth full. Don't talk with your mouth full. Help clean up. Clifford helps with the clean-up. Say good-bye. Then he says thank you and good-bye to his sister and to his friend. Everyone loves Clifford's manners. (Norman Sidwell, author) © 1974 by Norman Sidwell. Reprinted by permission of Scholastic Inc. All rights reserved.	280 Too Big; Houghton Mifflin 270 Test of Adult Basic Education TABE-L 270 Parents; Houghton Mifflin 250 My Family; Your Family; Silver Burdett Ginn 240 My Pet Pup; Benchmark Education
	<b>DANNY AND THE DINOSAUR</b>		

About the Lexile Framework<sup>®</sup> for Reading  
 The Lexile Framework for Reading helps educators, parents and students locate challenging books and articles. The Lexile Framework also helps determine reading ability to match readers to texts. Text difficulty and a student's reading ability are measured in the same unit: a Lexile<sup>®</sup>. A student's Lexile measure is the position on the Lexile Scale where the reader can expect to have 75-percent comprehension. Reader measures can be obtained from any test that has been linked to the Lexile Framework. When Lexile measures for reader and text match, the reader is "targeted." Targeted readers experience confidence, competence and control over text, and will want to read. Other factors (purpose, interest, developmental appropriateness, prior knowledge, text quality and text support) may be as important as the Lexile text measure when choosing a book for a student. Please note that listed titles are illustrative only. Final determination of the appropriateness of a title rests with the educator or parent. The Lexile Framework has been adopted for testing and reading programs by states and school districts around the country, as well as by the U.S. Department of Education's "America Reads" program. For more information about the Lexile Framework, contact MetaMetrics, Inc. at 1-888-LEXILES or www.lexile.com.

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Look to the Lexile logo for appropriate reading levels.

Cut scores representing "proficient" or "meets standards" level of performance on 16 state assessments

Reading

Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
State	Cut Score	%ile	State	Cut Score	%ile																		
SC	205	67	WY	214	73	SC	220	73	SC	221	63	SC	227	70	WY	232	74	MT	224	43	OR	236	77
NV	202	58	SC	213	70	NV	215	59	CA	216	46	WA	226	67	SC	230	68	IA	224	43	WA	227	53
CA	200	51	WA	207	53	CA	214	56	MT	211	35	CA	221	50	OR	227	58	ID	221	37	ID	224	44
MN	196	42	CA	205	46	PA	212	50	ID	211	35	MT	218	43	CA	226	54	CO	204	9	MT	224	44
OR	193	35	ID	200	34	AZ	210	45	IN	210	32	IA	216	37	AZ	224	49				IA	223	42
ID	193	35	MT	196	26	OR	209	42	IA	209	30	NV	215	35	PA	223	46				CO	209	15
MT	193	35	IA	196	26	MN	207	37	TX	208	28	ID	215	35	IN	219	35				CA	208	14
IL	193	35	NV	194	22	IL	207	37	CO	197	11	TX	210	24	MT	219	35						
IN	192	32	CO	191	18	MT	206	35				CO	206	18	IA	219	35						
IA	191	31				ID	206	35						ID	218	32							
AZ	190	29				IA	205	32						IL	218	32							
TX	179	13				TX	204	30						MN	218	32							
CO	179	13				CO	197	18						CO	206	12							

Mathematics

Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
State	Cut Score	%ile	State	Cut Score	%ile																		
SC	208	75	WY	221	83	SC	227	76	SC	235	78	SC	242	78	WY	257	89	MT	242	47	WA	257	73
CA	204	63	WA	218	76	CA	225	71	CA	230	68	WA	242	78	SC	251	80	IA	241	44	MT	247	40
NV	203	59	NV	200	26	AZ	220	59	IN	221	47	CA	238	71	AZ	248	75	ID	240	42	IA	247	40
IN	201	50	SC	217	74	NV	216	48	ID	219	42	ID	225	44	CA	240	60	CO	235	32	OR	245	33
MN	200	49	CA	212	59	PA	216	48	IA	218	40	MT	224	42	PA	237	53				ID	242	25
OR	199	46	ID	205	39	OR	215	46	MT	218	40	IA	222	38	OR	235	50				CO	233	14
AZ	199	46	IA	205	39	ID	213	41	CO	207	19	TX	221	35	ID	233	46				CA	232	13
MT	197	39	MT	205	39	MT	212	38				NV	220	33	MN	231	42						
IA	197	39				IA	212	38				CO	216	26	IN	231	42						
ID	196	36				MN	211	36						IL	230	40							
IL	193	29				IL	210	33						MT	228	36							
						TX	209	31						IA	228	36							
						CO	201	15						CO	225	31							

- Indiana tests students in the fall. Their cut scores were adjusted to reflect equivalent spring performance
- Colorado uses the partially proficient level of performance for NCLB reporting. To maintain consistency we report the level each state uses for NCLB reporting here.
  - The Texas estimate is based on the level for proficient performance that will be implemented in 2005.
- Nevada used a criterion-referenced test at grades 3 and 5 and the ITBS at grades 4 and 7 in 2003. They will discontinue use of the ITBS in 2004.



# ISD #15 Teacher Academy

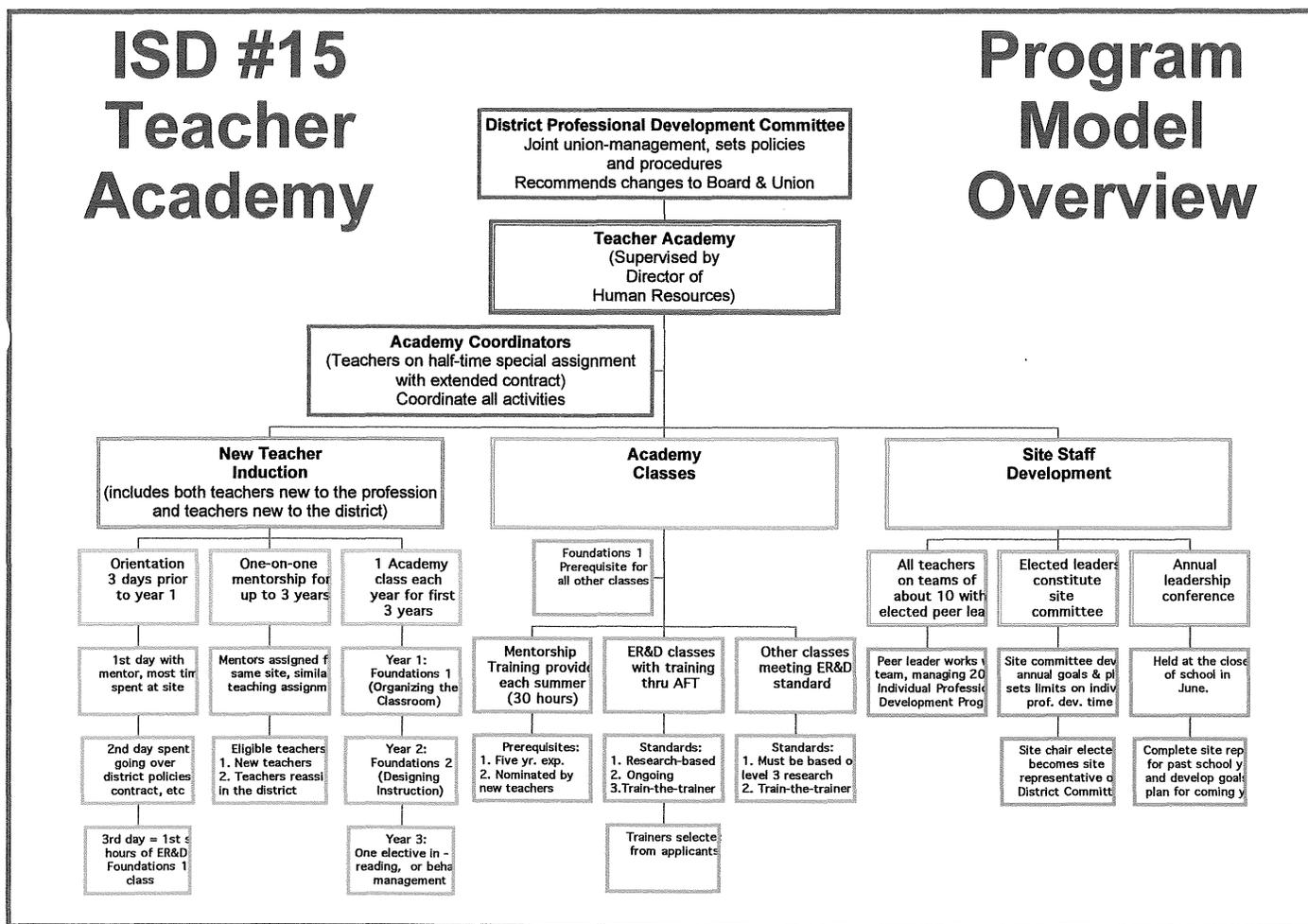
*A joint project of ISD #  
15 and Education  
Minnesota St. Francis*

Early Reading  
at East Bethel  
Community  
School

For the past ten years, discussion of and work on a collaborative approach to professional development has been part of negotiations between the school district and the union. Originally, the agreement covered use of staff development in quite traditional ways – providing funding for each teacher to work on an individual plan that included things like attending one-day workshops. In 2001, however, the school district and the union agreed to try a different approach that they called the ISD #15 Teacher Academy. With that new approach, several things changed. The focus of professional development became student performance and achievement. Most professional development opportunities were provided locally outside of regular instructional time, and a comprehensive new teacher induction program was begun. Additionally, site planning and control of professional development time was increased. District-wide coordination of the effort was provided. The School Board policy on the Teacher Academy has this purpose statement:

*Purpose: To increase student learning in every classroom in the district by providing each teacher with the support and tools to his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career (adopted May 2001).*

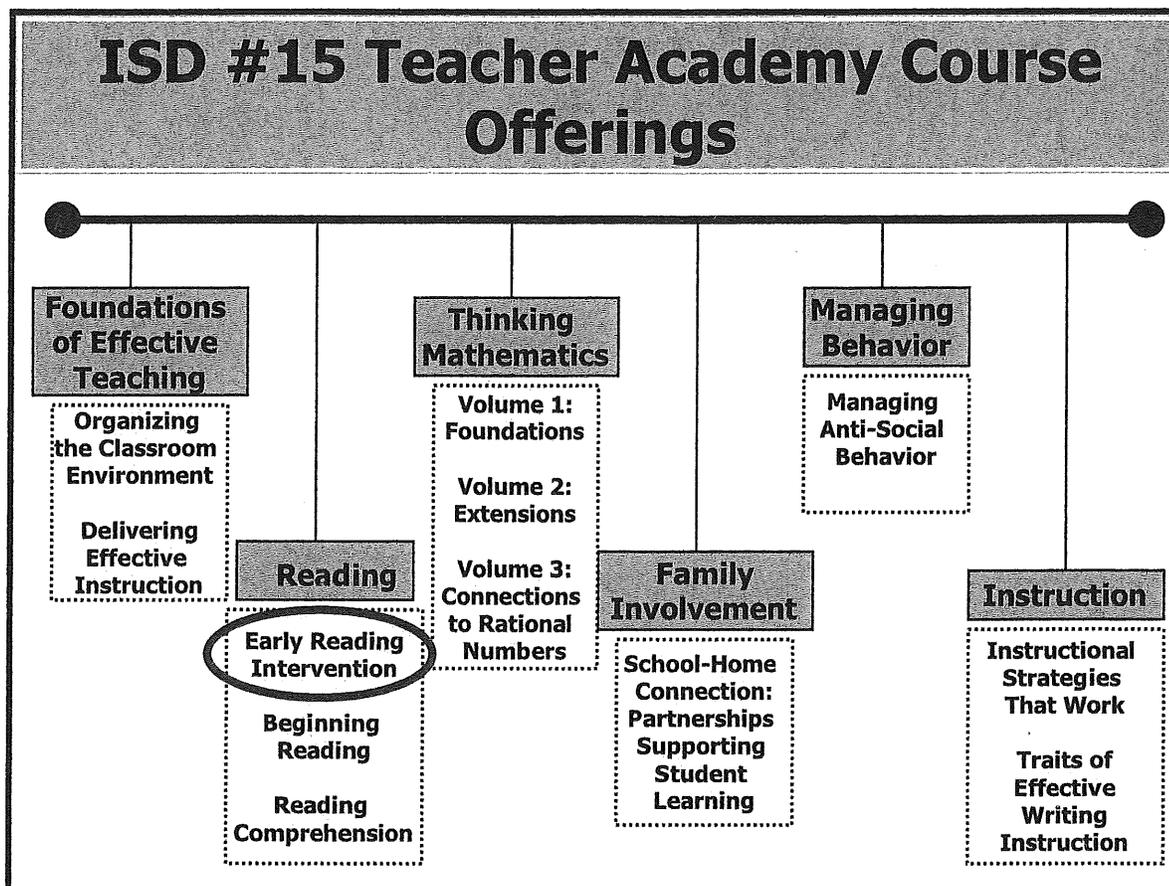
The graphic below shows exactly what we have built as a result of this collaborative effort.



At the center of the Teacher Academy is the American Federation of Teachers' Educational Research and Dissemination program. Accessing this program was vital. It provided the model for effective professional development, the strands – or courses – that we are using, and the training and funding for district teachers to become trainers for each of the courses. In addition to AFT,

Education Minnesota, and local union funding, the district provided additional funding through ESEA Title II professional development funds to expand the program faster than the union support allowed.

The graphic below outlines the strands – or courses – in the Teacher Academy. All but two of these courses are AFT-sponsored. Mentorship Training, and Traits of Effective Writing Instruction are both of locally developed courses that follow the AFT model of basing each course on level-three research.



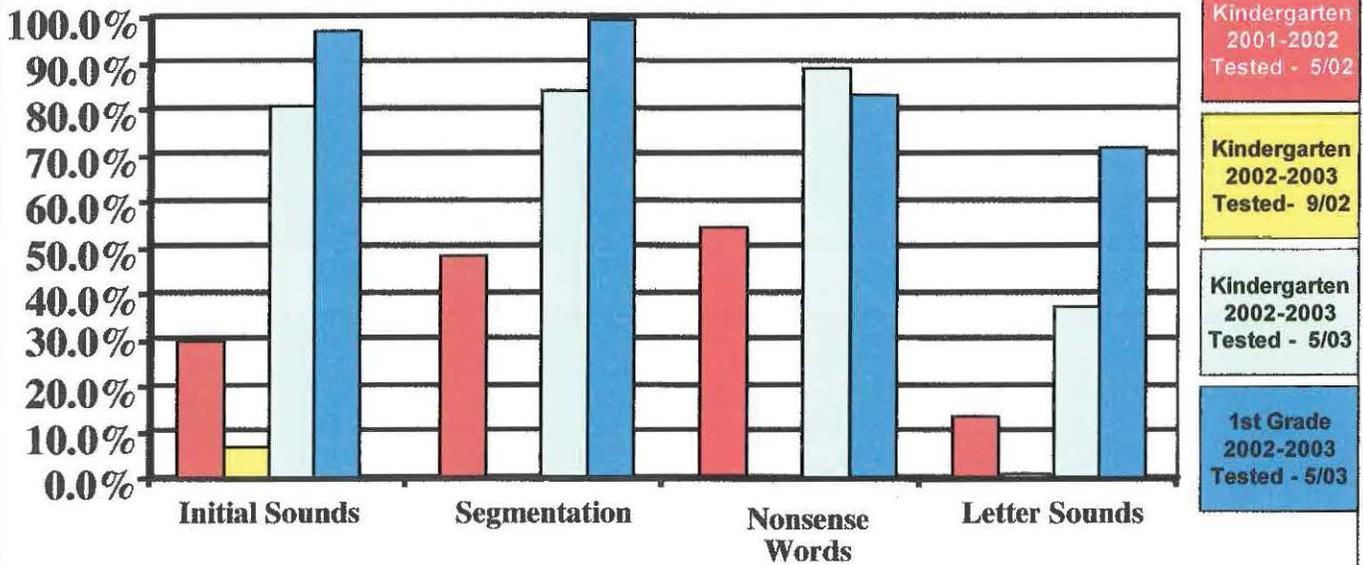
Trying to measure the impact of any professional development program is difficult at best. However, an unintended outcome of one of the first Teacher Academy courses has given us an ideal opportunity to examine the impact of this professional development approach. In the spring of 2001, Early Reading Intervention was offered for the first time. A large group of the teachers in the class were concentrated in one of the two primary buildings in the district. As the class ended, these teachers got together and challenged the site management council at the building to implement the identification and instruction methods that were part of the class. Using the University of Oregon Dynamic Indicators of Basic Early Literacy Skills, kindergartners were assessed in the spring of 2001. This group becomes the baseline data for what has developed into a building-wide endeavor. The following fall, incoming kindergartners were assessed on the same standards. Again, they were assessed in the spring of 2002. At the same time, those kindergartners from 2001 had now had a year of instruction based on the University of Oregon model. Their gains from the previous year provide a value-added assessment of progress.

The results for the following two years are also reported. In the spring of 2004, a comparison was done of kindergartners in the all-day, everyday program versus those students in the all-day,

# East Bethel Community School Early Reading Intervention Program Test Results

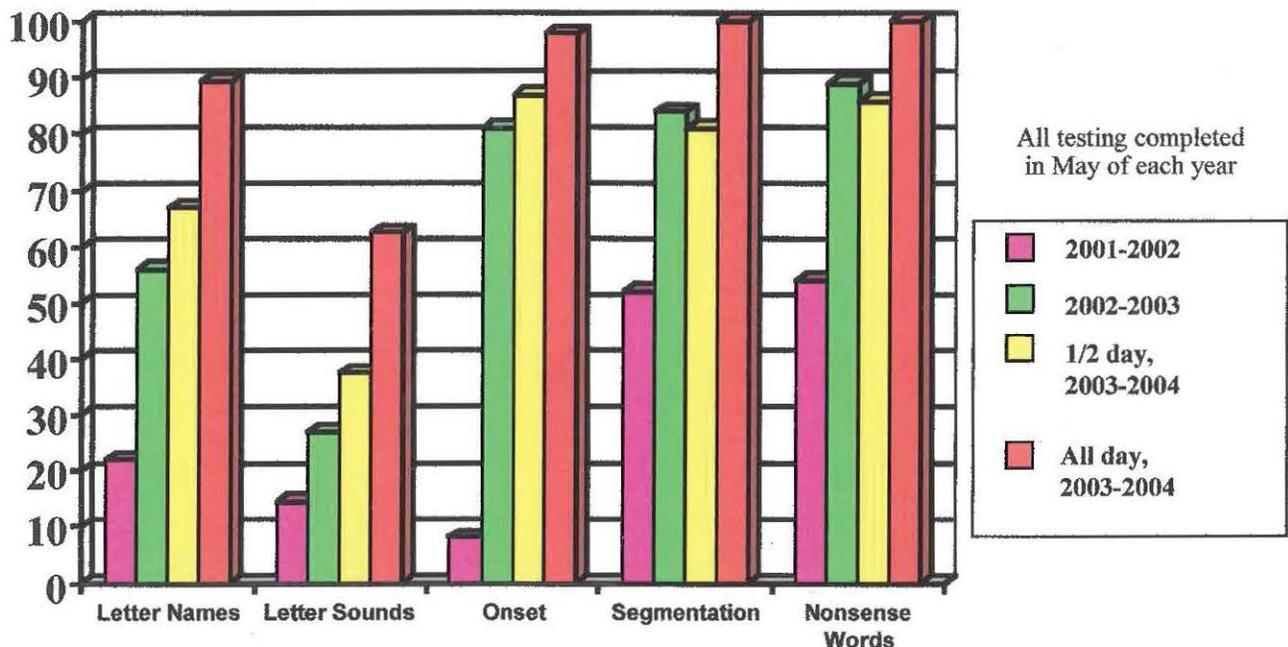
## Dynamic Indicators of Basic Early Literacy Skills

Percentage of students who reached the grade-level standard.



Based on University of Oregon research and the National Reading Panel Report.

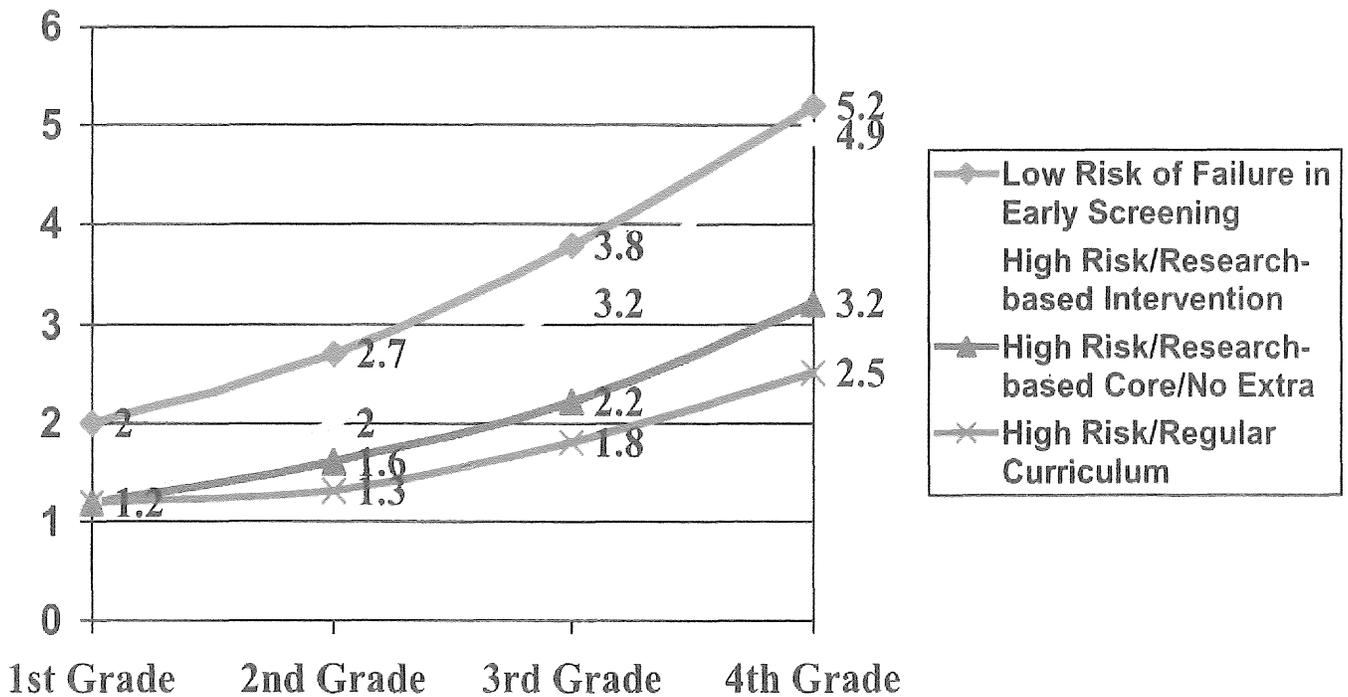
## Spring 2004 Follow Up (Kindergarten)



In the lives of children, the significance of early reading achievement cannot be overstated. The impact on the remaining years of school and on adult potential is linked directly to a student's achievement in reading.

In developing the Dynamic Indicators of Beginning Early Literacy, the University of Oregon also developed research that demonstrates the impact of focusing instruction on meaningful teaching approaches to early reading intervention. The graph below indicates the impact over an elementary career. The chart also demonstrates the potential for affecting long-term outcomes for primary students when provided with meaningful early reading intervention.

# Early Reading Intervention Changes Reading Outcomes



# **Patrick Henry High School - Minneapolis**

*Our philosophy of excellence is implemented through investment in best practices.*

## **Three Successful Initiatives**

**1. Team Prep Hour** (Costs .2 per teacher involved – at PHHS that's the equivalent of 6.8 teachers for 2004-05 or \$476,000)

- Examining student work together
- Planning and evaluating interdisciplinary units
- Meeting with parents & students
- Connecting with support staff

**2. Small Learning Communities** (Costs .6 to 1.0 per SLC for coordinators and teacher leaders - the equivalent of 3.2 teachers for 2004-05 or \$224,000)

- SLC Program Coordinators recruit & support students, families and teachers
- Arts Lead teacher works with Commercial & Fine Arts (CFA) SLC colleagues on integration strategies
- Engineering tech teacher supports 3 computer labs for Engineering SLC
- IB coordinator is full time position because of IB testing requirements
- SLC Program coordinator work together to ensure that all initiatives are good for the

**3. Patrick Henry Instructional Leaders (PHILs)** (Costs .6 per teacher involved – that's 3.6 teachers or \$252,000 for which we have one fewer assistant principal)

- Data Collection & Analysis
- Curriculum & Instruction
- Professional Development
- Student Development
- Mentorship
- Professional Practice School Lead

Presented by Emily Lilja,

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612-668-1973

Patrick Henry H.S., Minneapolis

January 13, 2005



# Patrick Henry High School's

## Report to the Community 2004-05

Paul McMahan, Principal  
 Patrick Henry High School  
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### Our School

Patrick Henry High School is an academically focused senior high school with four small learning communities (SLC): Engineering, Commercial and Fine Arts, Open, and International Baccalaureate (IB).

- The Commercial and Fine Arts Small Learning Community is for students who want arts integration in all their courses, as well as expanded arts opportunities in visual, performing and graphic arts.
- The Open Small Learning Community is a group of students who share a broad range of academic interests with high standards. It offers individualized learning and inquiry opportunities for those students who are particularly self-motivated and independent. Students may take positions of leadership through mentoring opportunities in community or business organizations.
- The IB program provides an internationally recognized challenging academic program to meet the needs of highly motivated students. Final exams offer an opportunity for students to earn credit at universities.

- The Engineering SLC is a computer assisted design and development program leading to a variety of technology careers. The program uses a nationally known pre-engineering curriculum called "Project Lead the Way". Students can take 5 courses in such as Engineering Design, Digital Electronics, and Computer Integrated Manufacturing..

PHHS teachers have high expectations for all our students. We support this through our commitment to highest quality teaching – demonstrated in our Professional Practice School, which promotes mentoring for new teachers and National Board Certification (NBCT) for experienced professionals. PHHS has 7 NBCT, more than any other school in Minnesota.

Our teachers also provide additional help for students during weekly scheduled tutorials after school. Days for tutorials are listed on our web site. Numerous opportunities before and after school and on weekends.

### Special Highlights ACADEMIC:

- At PHHS in the National Merit Scholarship Program, 1 student is a semi-finalist and 1 student is a commended student. Both are recognized for their academic excellence, and outstanding performance on the PSAT
- In May 2004, 157 students took 326 IB exams.
- 2 of the 6 students who attempted the IB Diploma were successful.

(continued on next page)

### From the Heart

Henry is a great place to be. There are always so many things happening and so many things to do. You would see students here daily at 8 o'clock at night, not because they have to but because they want to. Students stay to get homework help or participate in a school activity such as clubs and sports.

I remember last year, my junior year, my physics class was reviewing for the big IB test and we were here until 9 o'clock at night! The teacher, Mr. Scheibe, was willing to stay late without getting paid for the extra hours just to help us study to be successful on this test. That's the wonderful thing about Henry, their teachers and staff look forward to your success.

Patrick Henry High School is the only high school I know of that gives students a Minnesota Basics Standard (MBST) Writing Test practice with all of the actual conditions -no talking, the two hour time frame and similar questions. Then teachers in the school, who volunteer *their free time*, read and correct the papers. The students can then see how they will do on the real test, and have a chance to work on improvements. This actually was the key reason that I passed the MBST Writing test. I did not pass the practice writing test, but by looking at my test with my teacher, I saw areas for improvement. I passed the real one, the first time. Without the practice test, my teachers wouldn't know where I could improve, and wouldn't be able to help me.

At the end of each year, I am always amazed at what the school has done for me and am a little more appreciative as I return for the next coming school year. The Principal, Mr. Paul McMahan is really the star of the school for going out into the world and fighting for the great opportunities that Henry provides for its students. At Henry, students will be successful.  
 Ellina Xiong, Grade 12

# PROGRESS TOWARD OUR GOALS

Our School's Environment: High Expectations, Respect

## Adequate Yearly Progress (AYP) - No Child Left Behind

The Minnesota Department of Education uses scores on Grade 10 Reading and Grade 11 Math exams, graduation rate and average daily attendance to rate schools as outlined by the federal No Child Left Behind law. The table below shows that all student groups in our school are meeting the state's target rate of adequate yearly progress.

Adequate Yearly Progress				
	Grade 10- Reading		Grade 11- Math	
	PHHS	Target	PHHS	Target
<b>School</b>	78.6%	76.5%	75.5%	69.8%
Asian American	81.0%	73.7%	83.5%	67.0%
Hispanic	N/A	59.8%	N/A	42.3%
African American	<b>70.6%</b>	74.6%	<b>58.2%</b>	67.3%
White	92.6%	71.5%	84.7%	63.4%
ELL Students	73.8%	72.7%	66.2%	64.9%
Special Education	N/A	68.1%	N/A	60.2%
Free/Reduced Lunch	<b>75.2%</b>	75.7%	69.8%	69.0%

**Bold: groups not meeting target.**

## American College Test (ACT)

This test is taken by juniors and seniors who are interested in going to college. This test is required by most of the Minnesota state colleges and universities. Last year the ACT test was given at PHHS. 169 students took the test, an increase of 50 students over the previous year. 55 juniors and 114 seniors.

Average Composite Score on ACT-03--04			
	School	District	State
<b>School</b>	<b>18.0</b>	<b>19.5</b>	<b>22.0</b>
African American	16.1	15.3	17.0
Asian American	16.8	17.2	19.9
White American	22.2	23.7	22.3

## Minnesota Basic Skills Test (MBST)

The Basic Skills Test is must be passed in order for a student in Minnesota to graduate from high school. At PHHS, the MBST is given to all students who have not yet passed the reading or math test from grade 8. The writing section is administered for the first time in 10<sup>th</sup> grade. The figures below reflect the percent of students who passed. Almost ¾ of PHHS students passed the Minnesota Basic Standard Test in writing last spring. We have set a goal to increase the number of students who pass in Math and Reading

MBST Passing Status by grade - as of 5/30/04			
	Reading	Math	Writing
<b>All students</b>	<b>78%</b>	<b>66%</b>	<b>79%</b>
Grade 9	65%	53%	
Grade 10	79%	64%	74%
Grade 11	84%	73%	80%
Grade 12	93%	89%	89%

## Test of Emerging Academic English (TEAE)

This test is given only to students currently designated as English Language Learners (ELL). It is used to determine which students no longer need these services by the state.

## READING

	Level 1	Level 2	Level 3	Level 4 Proficient
PHHS	5%	25%	61%	9%
District	17%	35%	40%	9%

## WRITING

	Level 1	Level 2	Level 3	Level 4	Level 5 Proficient
PHHS	6%	3%	41%	45%	4%
District	18%	10%	35%	31%	6%

## Adequate Yearly Progress

	Average Daily Attendance			Graduation		
	PHHS			PHHS		
	2003	2004	Target	2003	2004	Target
<b>All</b>	<b>68%</b>	<b>93%</b>	<b>90%</b>	<b>91%</b>	<b>75%</b>	<b>68%</b>

You can see that PHHS improved both its attendance and its graduation rate from last year

## School Environment: Safety and Respect

Percent Agree & Agree Strongly	Students		Staff	
	PHHS	District	PHHS	District
I feel safe in my school	64%	76%	98%	91%
Students trust adults in my school to keep them safe	67%	68%	95%	89%
Students in my school show respect for teachers	33%	39%	79%	73%
The teachers in this school treat students and other staff with respect.	85%	82%	91%	90%

## **Progress Toward Our Goals –**

### **AYP and 2-Star Schools**

Patrick Henry has been listed as a school that did not meet the Adequate Yearly Progress targets for all of its groups. The state sets these targets for each group of students: African American (Black), Asian American, Caucasian(White), English Language Learners (ELL), and Free and Reduced Lunch (Lunch). If a group of students has too few who score proficient, a school will not have met AYP – (***ADEQUATE YEARLY PROGRESS***) and then the most ***STARS*** a school can get is two out of five.

PHHS has two groups of students in reading and one group in math that did not meet the target. Below you can see how our students compared to the targets. On the Grade 10 Reading test, our African American students were **only 4%** below the target. And our Free and Reduced Lunch students were **only half of one percent below!** On the Grade 11 Math test, our African American students scored nine percent below the target.

Our students can do better, and we are focusing our efforts to achieve this. But let's compare how our students did with those in other Minneapolis and nearby suburban schools. Out of 16 Minneapolis and suburban high schools, PHHS was 5<sup>th</sup> highest in Reading and 7<sup>th</sup> highest in math for our African American students.

Also, Patrick Henry students had, on average, a **higher percent who were proficient than both the district and the state** on the Grade 10 Reading and the Grade 11 Math for all our groups. But, wait a minute! Our school score is below the state, even though the groups are all above. How can that be? The numbers are correct. However, Patrick Henry has fewer high scoring students compared to the state of Minnesota. In an average, these high scoring students, bring up the total. Patrick Henry has 14 % white students while the state has 80%

Our teachers are analyzing the students' results so that they can improve scores for this year. We will develop specific instruction in those areas where students have difficulties.

However, we also know that these scores only reflect a small part of what we want students to learn in school. We want to ensure that our students have a balanced education at PHHS. We do not believe that reviewing tests problems endlessly and test-taking strategies will provide students with the skills and knowledge to succeed in their future.

## **Teacher Quality**

Patrick Henry High School knows that quality teachers, those who possess a thorough knowledge of the subject they teach and who have the ability to effectively communicate this content to their students, are integral to the success of our students and our school. Patrick Henry's staff development activities are designed to develop, support, retain, and recruit quality teachers. **Literacy is Our Focus**

During Summer 2004, 22 teachers from PHHS attended the MPS Literacy Institute. There the participants developed a plan to help teachers strengthen the literacy skills of their students. Our goal is to help students use texts in ways that will lead our students toward their independence as learners.

In the first three weeks of school, your student probably took a 'reading' test, even in math, science and modern language classes. This was so that every teacher would know how well their students could read the text.

Literacy is more than learning to read: A literate person has the skills to read, understand, respond and use many different kinds of materials independently. Our job as educators is to teach techniques to our students that make it possible for them to use texts in ways that give them independence as readers, learners and writers. Currently, teachers are learning a variety of instructional strategies that will help them meet their students' specific needs. At the end of the year, students will take a similar test to see if they have improved.

### **Supporting Teachers New to PHHS**

This year, PHHS has a number of teachers with experience in other schools, who are now teaching in areas that they are licensed in, but may not have taught before. Our mentoring team has been working intensively to support these teachers through special classes, observations, coaching, and making sure they have the necessary resources to teach in their new assignments.

### **The Professional Practice School**

The Professional Practice School is a collaborative effort among Patrick Henry High School, the University of Minnesota College of Education and Human Development, the Minneapolis Federation of Teachers, and the Minneapolis Public Schools. It supports teachers' success, growth, and retention with a full spectrum of professional development opportunities for all stages of educators' careers. These opportunities include from support for teacher research, weekly lunch discussions of educational topics, support for teachers applying for National Board Certification, and a Leadership Seminar Series.

Patrick Henry also has a unique teacher leadership structure, in which classroom teachers are released part-time to serve in school leadership roles. The Patrick Henry Instructional Leaders (PHILs) provide mentoring, curriculum support, research, student leadership aid, and professional development for staff.

## **Factoids**

### **Student enrollment:**

1528 (10/16/02)

### **Student Race: Our School District**

American Indian	1%	4%
African American	50%	43%
Asian American	31%	14%
Hispanic American	3%	13%
White American	15%	26%

<b>Students</b>	<b>School</b>	<b>District</b>
Receiving ELL services	19 %	23 %

Qualify for free or reduced lunch 75 % 71%

Students who participate in special education: 17 % 13 %

### **Number of Staff**

Teachers: 103

Classroom support/staff\*: 67

Administrator: 4

\*Includes media specialists, reading specialist, assistants, clerical, custodians.

## **Highlights (continued)**

- Students can earn up to 16 college credits in classes at PHHS in 2004-05.
- Named one of the Nation's best public high schools by Newsweek magazine in 2000 and 2003.

### *Fourth quarter awards for 2004 included:*

- 964 students received awards
- 760 – A and B honor roll; 160 improved .5 points in their grades
- 12 – seniors received the Highest Honors – 3.85 or higher grade point average for all four years.

### ***College Prep Programs***

- Admission Possible worked with 80 juniors and seniors preparing for college admission..

### ***Grants Received***

- PHHS was awarded a Comprehensive School Reform Grant for a second year. The \$100,000 will be used for professional development of teachers in literacy.
- PHHS received an Arts for Academic Achievement grant for \$5000 for the Arts SLC to integrate artists in the community into the curriculum.
- Brionna Harder won a grant to attend a seminar in Washington D.C. on the Supreme Court.

### ***Student and Community Activities***

- Patrick Henry Student Council has students attending the Minneapolis City-wide Student Council
- Summer Training of 110 Link Leaders (seniors and juniors) who will mentor all freshman in their advisories.
- Last year 6 dances raising money for student activities were sponsored by students leadership.
- Students visited the Al-Amal Islamic School in Fridley and discussed the issues facing Muslim students and how their school supports them.
- 15 students collected macroinvertebrates in Shingle Creek for Hennepin County and presented their findings on water quality at the Third River Summit at the Science Museum of Minnesota.
- 4 students participated in YMCA Beacon: "An inside look at being a Doctor"
- Students went to: U of MN law school seminar, High Tech Girls Society, Camp Ripley intensive technical career job shadows, Opus mentors, Architectural Youth Program, Business career exploration at St Kate's, and the Walkable Communities workshop.
- Students participated in internships in law enforcement, radiation oncology, auto mechanics, construction management, and other areas. Students also participated in school year or summer internships in law enforcement, physical therapy, environmental advocacy, elementary education,.
- The PHHS Varsity basketball team moved to the AAAA division and was runner-up for the State title.
- The after school Political Forums hosted MN Senator Steve Kelly and US Senator Mark Dayton discussing education, as well as numerous other public figures.

### ***Volunteer Activities***

- Recycling kids raked the leaves of senior citizens in the neighborhood with the Camden Neighborhood Association
- Over 100 students worked in the community for Operation Days Work at 50 different businesses and raised almost \$3000 for international projects.

Reading MCA

R- PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	76.52	0	73.66	59.83	74.63	71.50	72.66	68.09	75.70
04-Rate	78.62	N/A	80.95	N/A	<b>70.63</b>	92.62	73.75	N/A	<b>75.23</b>
Safe Harbor	100%-70.63% = 29.37 10% of 29.37% = 2.94%. Next year African American students target (for Safe Harbor) will be 70.63% + 2.94% = 73.57% at levels 3-5.								
	100%-75.23% = 24.67% 10% of 24.67% = 2.47%. Next year Free/Reduced Lunch students target (for Safe Harbor) will be 75.23% + 2.47% = 77.70% at levels 3-5.								

Math MCA

M-PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.76	0	66.96	42.26	67.28	63.43	64.91	60.20	69.02
04-Rate	75.52	N/A	83.49	N/A	<b>58.19</b>	84.69	66.15	N/A	69.81

MCA – Grade 11 Math - % Proficient, 2004

M-PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.76	0	66.96	42.26	67.28	63.43	64.91	60.20	69.02
04-Rate	75.52	N/A	83.49	N/A	<b>58.19</b>	84.69	66.15	N/A	69.81

M-Edison	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	68.62	19.86	58.85	55.23	65.86	63.62	64.67	60.13	67.69
04-Rate	<b>54.90</b>	N/A	74.14	60.00	<b>38.59</b>	70.69	<b>49.30</b>	N/A	<b>49.67</b>

M-North	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	68.68	0.00	64.16	9.85	67.19	44.95	63.07	62.37	67.86
04-Rate	<b>53.85</b>	N/A	64.29	N/A	<b>46.46</b>	N/A	<b>59.78</b>	<b>25.61</b>	<b>52.17</b>

M-Roosevelt	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.17	43.88	59.06	56.72	67.18	63.83	65.57	63.17	68.12
04-Rate	<b>59.51</b>	N/A	82.26	64.58	<b>48.52</b>	69.05	<b>55.00</b>	<b>35.71</b>	<b>56.67</b>

M-South	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	70.31	53.31	58.85	56.71	66.44	69.14	62.38	60.56	67.46
04-Rate	76.18	N/A	79.31	69.57	<b>51.42</b>	87.35	<b>46.81</b>	N/A	<b>57.14</b>

M-Southwest	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.65	0	55.01	63.40	61.00	68.46	63.72	58.66	65.53
04-Rate	79.54	N/A	N/A	<b>51.96</b>	<b>57.14</b>	91.48	<b>46.07</b>	N/A	<b>51.92</b>

M-Washburn	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.17	0	56.16	54.34	67.06	65.53	62.52	60.79	67.18
04-Rate	<b>62.39</b>	N/A	85.00	N/A	<b>50.88</b>	73.08	<b>45.45</b>	N/A	<b>52.54</b>

M-Cooper	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	70.26	30.73	60.00	47.31	64.89	69.48	56.69	62.52	66.05
04-Rate	76.14	N/A	82.81	N/A	<b>59.15</b>	81.02	56.82	<b>46.74</b>	<b>61.96</b>

R-Armstrong	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	70.54	0.00	0.00	56.26	61.49	70.15	60.35	62.10	64.81
04-Rate	80.90	N/A	N/A	69.09	<b>59.76</b>	84.53	<b>47.14</b>	<b>57.78</b>	<b>58.22</b>

M-Hopkins	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.03	21.70	60.68	54.51	62.90	70.73	57.92	64.68	63.95
04-Rate	90.05	N/A	98.57	N/A	64.29	93.05	64.00	<b>63.24</b>	66.95

M-BC	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.24	15.79	63.68	49.21	65.40	66.85	64.76	57.88	67.50
04-Rate	70.75	N/A	74.55	N/A	<b>55.63</b>	80.53	<b>64.49</b>	N/A	<b>61.70</b>

M-Richfield	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.68	0.00	57.55	55.01	63.91	68.63	60.34	58.32	65.29
04-Rate	75.61	N/A	82.61	N/A	<b>59.82</b>	82.09	<b>48.44</b>	N/A	<b>55.41</b>

M-St. Anthony	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	68.98	0.00	0.00	0.00	0.00	68.77	0.00	0.00	0.00
04-Rate	95.49	N/A	N/A	N/A	N/A	95.53	N/A	N/A	N/A

M-St. Louis Park	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.84	0.00	0.00	0.00	59.83	69.37	0.00	0.00	61.97
04-Rate	87.55	N/A	N/A	N/A	61.54	90.74	N/A	N/A	<b>61.43</b>

M-Edina	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.02	0.00	59.17	0.00	0.00	70.87	0.00	63.24	60.40
04-Rate	93.37	N/A	95.83	N/A	N/A	93.57	N/A	66.28	85.71

M-Columbia Heights	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.00	0.00	0.00	0.00	57.54	68.12	58.00	0.00	64.74
04-Rate	77.51	N/A	N/A	N/A	67.50	80.88	64.29	N/A	67.54

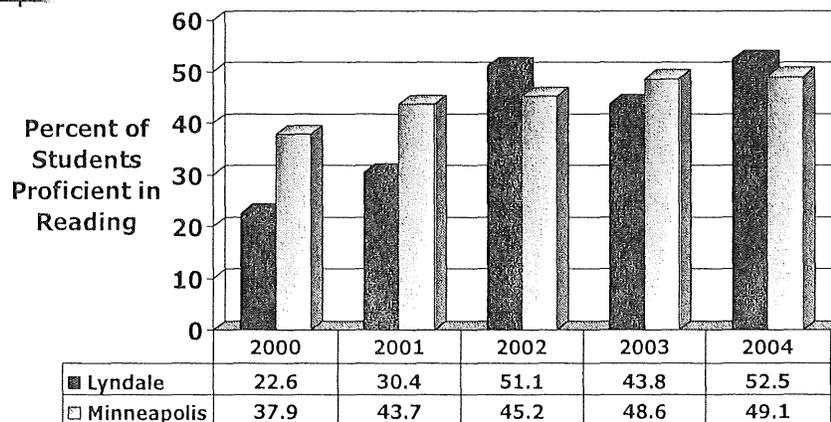
M-Wayzata	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.28	0.00	62.23	0.00	57.95	71.12	56.66	62.79	62.79
04-Rate	90.77	N/A	96.43	N/A	<b>47.92</b>	92.46	61.90	<b>59.78</b>	<b>61.96</b>

# Minneapolis Public Schools and Lyndale Elementary Reading and Math Improvement

Presentation to the Minnesota  
Senate

January 14, 2005

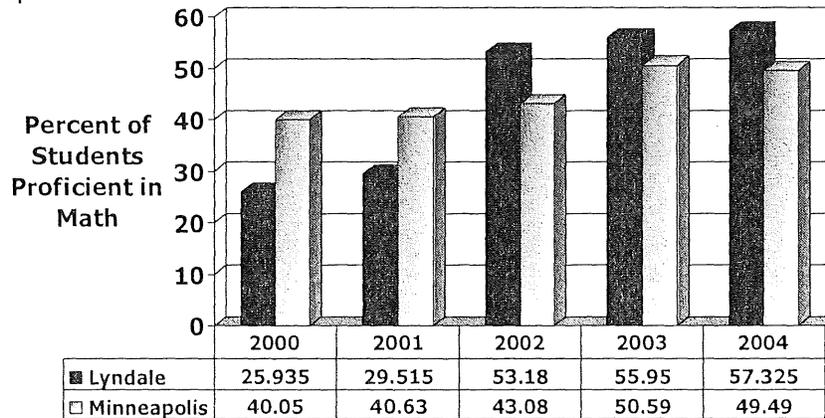
## MCA Reading Trends for MPS District and Lyndale Elementary



Students with MCA scale scores of  
1420 or above are proficient

2

## MCA Math Trends for MPS District and Lyndale Elementary



Students with MCA scale scores of  
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3

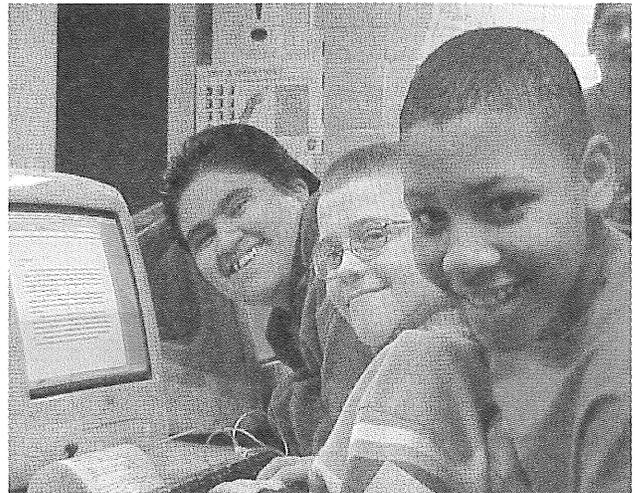
## Student Demographics

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Lyndale                             <ul style="list-style-type: none"> <li>■ 88% in Poverty</li> <li>■ 51% English Language Learners (ELL)</li> <li>■ 16% Receiving Special Education</li> <li>■ 77% Enrolled full year</li> <li>■ 90% Students of Color</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Minneapolis Elementary                             <ul style="list-style-type: none"> <li>■ 69% in Poverty</li> <li>■ 25% English Language Learners (ELL)</li> <li>■ 16% Receiving Special Education</li> <li>■ 79% Enrolled full year</li> <li>■ 73% Students of Color</li> </ul> </li> </ul> |
|--|---|

See [www.incschools.mpls](http://www.incschools.mpls) for  
complete school information  
reports

4

# Washington *Technology* Magnet



Offering a challenging middle school  
experience for 6th, 7th, and 8th graders

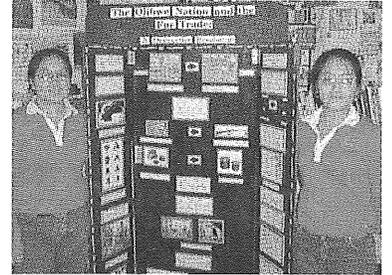
Visit the Washington  
**SHOWCASE!**

Thursday, February 10, 2005 6:30 p.m.

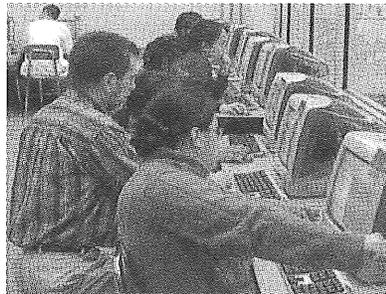
[www.washington.spps.org](http://www.washington.spps.org)

# Technology Strong Curriculum

Washington's focus on instruction using technology provides students with the advanced training necessary for life in the 21st century. Our strong commitment to technology enhances learning through the use of many computer applications and individualized instruction in:



- challenge, regular, and basic levels of math, English, social studies, and science
- rigorous integrated and traditional math offerings
- digital photography, animation, and video
- physical education and health
- journalism and yearbook production
- visual art (several traditional media)
- family and consumer science
- industrial technology
- French, Hmong, and Spanish (two full years)
- earth and life science including *Eco-Education*
- Schoolwide Enrichment Model
- writing through the Minnesota Writing Project
- reading through the Read 180 program

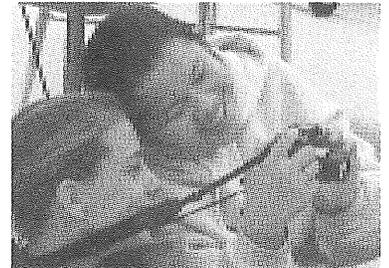


# Advanced *Technology*

Washington students gain hands-on computer experience through classroom instruction and special projects.

Technology offerings include:

- Digital art lab with 32 stations equipped with professional software for graphics, photography, animation, and web design.
- Video production program complete with cameras, audio and lighting equipment, and digital editing stations.
- Two multi-purpose computer labs for classroom research projects.
- Two SuccessMaker (CCC) Labs provide individualized instruction in language arts and math skills.
- Electronic Media Center combines print materials with a PC based research center.
- Music Technology Lab with 30 electronic keyboards and 20 computer stations for music composition and publishing
- Accelerated Math program used with math classes from sixth to eighth grade.
- Accelerated Reader program electronically tracks students' reading progress as well as qualifies them for individual, class, and grade-level incentives!
- *CAMPUS* grade system allows parents and students to access to current assignment and grade information from any internet-linked computer.
- *Read 180* reading program combines computer, small group instruction, and high-interest directed reading.



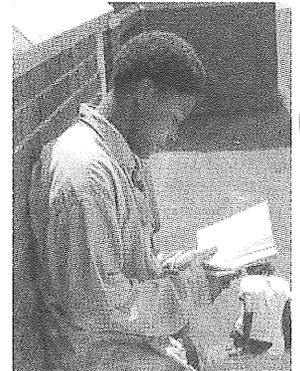
# Outstanding Music Program

- Widely recognized Instrumental Music offerings including four different bands from Beginning Band to Concert Band.
- Excellent vocal music program involving hundreds of Washington students.
- Music Technology Lab with 30 electronic keyboards and 20 computer work stations for music composition and publishing.

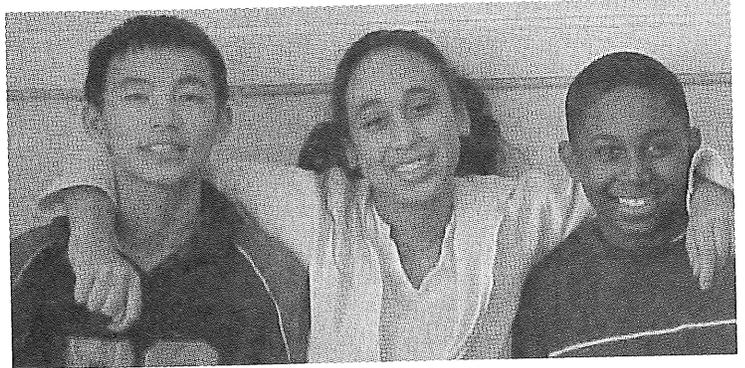


## A Great Place to Learn

- Motivated, hard working staff provides excellent learning opportunities
- Regional, State, and National recognition in National History Day competition
- National Junior Honor Society
- Math Team Division champions for 2003 -2004
- Challenges through the Schoolwide Enrichment Model
- Project Good Start - a fun summer orientation program for new students
- Fun and stimulating WINGS after-school program featuring a choice of classes, snack, and transportation home
- State Recognition in the National Geography Bee
- Community service through Fresh Force and Student Council
- Boys Soccer and Girls Badminton City Conference champs



# Technology



## Why a Sixth Grade?

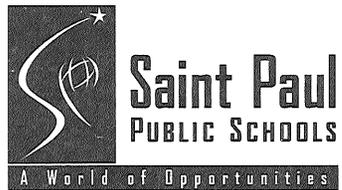
Washington is one of a few middle schools in Saint Paul where students may choose to go to sixth grade. We have found that many sixth graders are mature enough and ready for the challenges of middle school. In addition to an expanded variety of world languages, music, and technology, sixth graders are often ready for participation in extracurricular activities.

Many of our most successful students started at Washington in the sixth grade and have benefited from three full years at the middle level.

If you have a prospective sixth grader, call us to discuss your options. We can provide you with information to help you make the best decision for your student.

**Visit the Washington  
SHOWCASE!**

**Thursday, February 10, 2005 6:30 p.m.**



**Washington Technology Magnet School**  
1041 MARION STREET  
ST. PAUL, MINNESOTA 55117  
Phone 293-8830 Fax 228-4331

*SAINT PAUL BOARD OF EDUCATION*

*John Brodrick*  
*Anne Carroll*  
*Toni Carter*  
*Tom Conlon*  
*Kazoua Kong-Thao*  
*Al Oertwig*  
*Elona Street-Stewart*

*SAINT PAUL PUBLIC SCHOOLS ADMINISTRATION*

*Patricia Harvey, Superintendent*  
*LuzMarie Serrano, Area A Superintendent*

*WASHINGTON TECHNOLOGY MAGNET ADMINISTRATION*

*Mike McCollor, Principal*  
*Renee Jensen, Assistant Principal*  
*Xong Moua, Assistant Principal*

Non-Profit Org.  
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St. Paul, Minn.  
Permit No. 3085



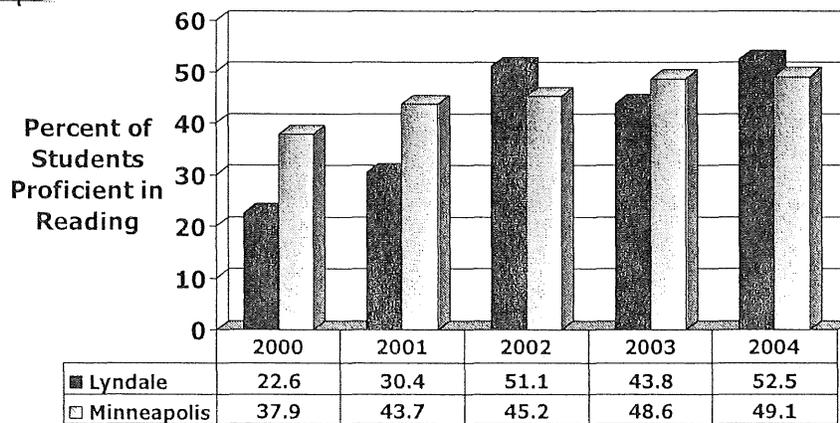
Stillwater Area Public Schools

# Minneapolis Public Schools and Lyndale Elementary Reading and Math Improvement

Presentation to the Minnesota  
Senate

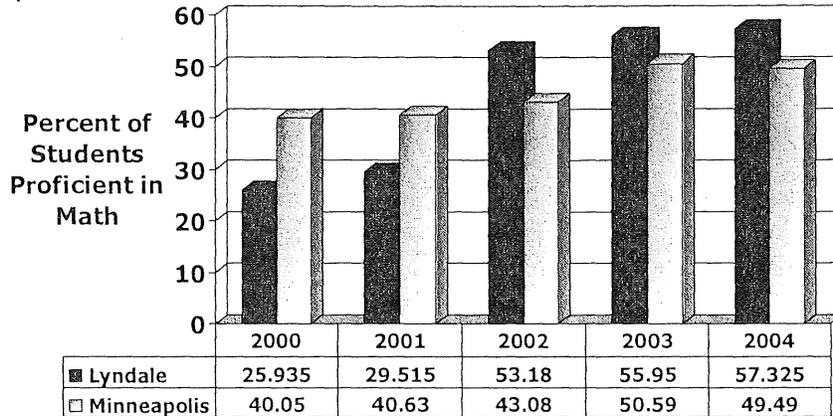
January 14, 2005

## MCA Reading Trends for MPS District and Lyndale Elementary



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## Student Demographics

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|--|---|
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|--|---|

See [www.incschools.mpls](http://www.incschools.mpls) for  
complete school information  
reports

4



## State of Stillwater Area Public Schools 2004

12-16-04

1



## District 834 Facts

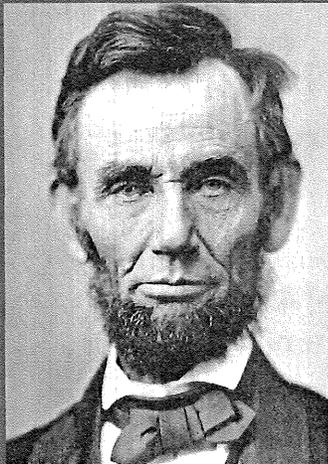
- 150 sq.miles - 30+ miles long
- 13 cities & 5 townships - population 54,699
- 15 Public Schools:
  - 10 elementary, 2 junior high, 1 senior high, 1 ALC, 1 Early Childhood Family Center
- 2 private schools
- 2 charter schools



## District 834 Facts

- 9,132 Enrollment
  - 19th largest of 343 districts
  - 7% minorities
  - 9.8% free/reduced lunch
  - 14 languages
  - 48% athletics participation (fall '04), 10-12
  - 26% music participation, 10-12
  - 47% music participation, 7-9
  - 9.9% special education

3



“If we could first know where we are and wither we are tending we could better judge what to do and when to do it.” Abraham Lincoln



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
- Partnerships to meet goals
- Facility Status
- Demographics/Student Enrollment
- Academic Performance of Students

5



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
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- Demographics/Student Enrollment
- Academic Performance of Students

6



### Judging Our Current Condition

## District 834 Community Perceptions of its Schools and Staff

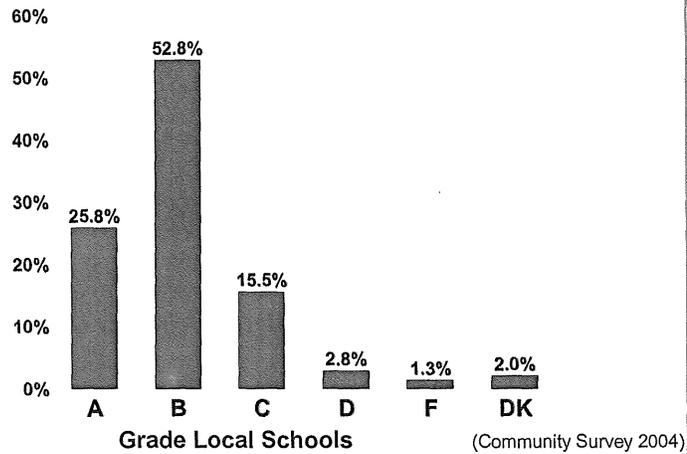
- What grade would you give the Stillwater Area Public Schools?

7



### Judging Our Current Condition

## District 834 Community Perceptions of Its Schools and Staff



8



### Judging Our Current Condition

## District 834 Community Perceptions of Its Schools and Staff

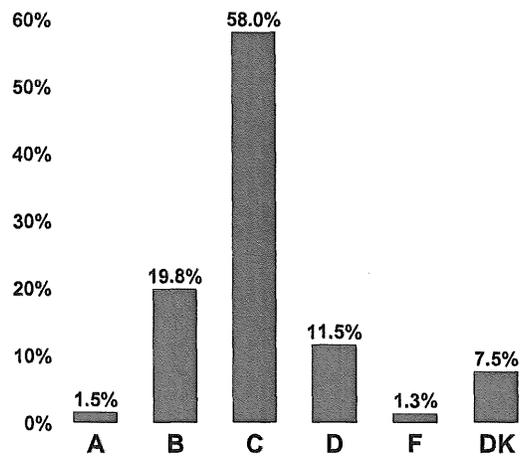
- What grade would you give the public schools nationally?

9



### Judging Our Current Condition

## Nation's Schools



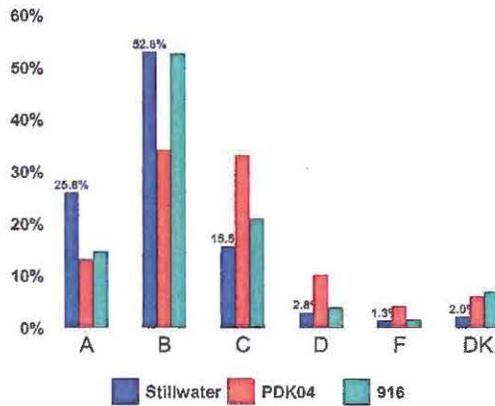
(Community Survey 2004)

10



### Judging Our Current Condition

#### Local, Regional, National Perceptions Of Public Schools



(Community Survey 2004)

11



### Judging Our Current Condition

#### District 834 Community Perceptions Of Its Schools and Staff

- Our community grades Stillwater Area Public Schools
  - Higher than it did in 2001
  - Higher than other communities grade their schools

12

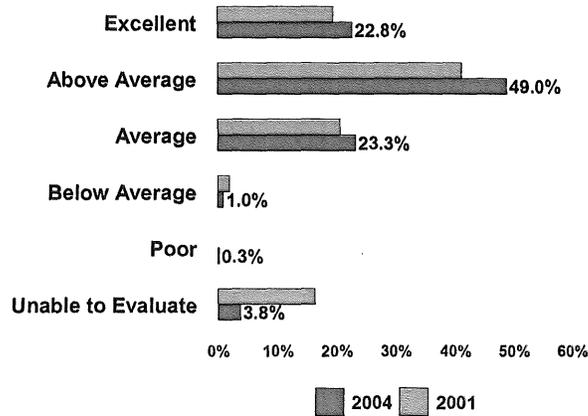


### Judging Our Current Condition

- The job done by Stillwater Area teachers, principals and others has a direct impact on the quality of learning for students.



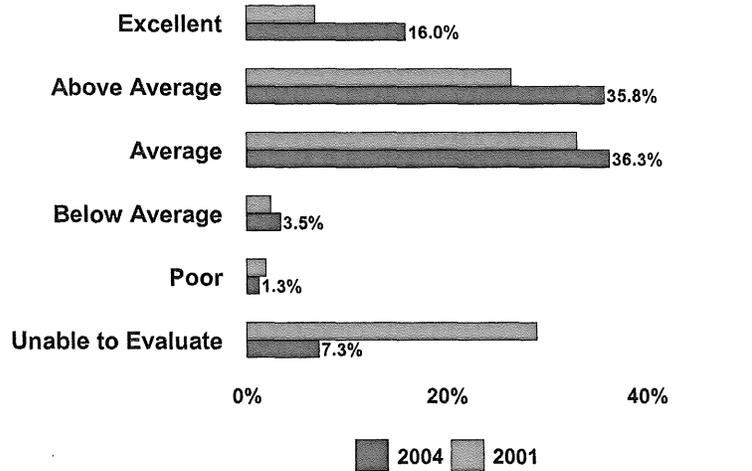
### District 834 Community Perceptions Of Its Teachers



(Community Survey 2004)



### District 834 Community Perceptions of Its Principals



(Community Survey 2004)



### Judging Our Current Condition

### District 834 Community Perceptions Of Its Schools and Staff

- Stillwater Area Public Schools earned higher grades from the community in all areas of Instruction, Leadership and Management than in 2001.

(Community Survey 2001 and 2004)



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- **Financial Condition – use of funds**
- Partnerships to meet goals
- Facility Status
- Demographics/Student Enrollment
- Academic Performance of Students

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## Judging Our Current Condition

### Finance

- Community Perceptions
- Audit of Financial Statements/  
Management Report
- State Report Card

18



## Judging Our Current Condition

### District 834 Community Perceptions of Its Schools and Staff Finance

- Stillwater Area Public Schools residents are more informed about the financial management of the District than in 2001.

(Community Survey 2001 and 2004)

19



## Judging Our Current Condition

### District 834 Community Perceptions of Its Schools and Staff Finance

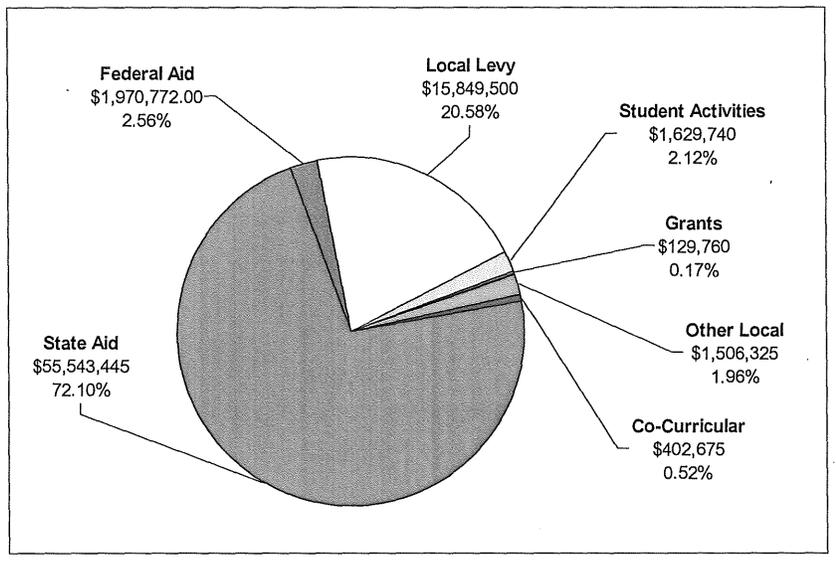
- 72.6% voters surveyed in District 834 rated the financial management "Excellent" or "Above Average". (60% in 2001)

(Community Survey 2001 and 2004)

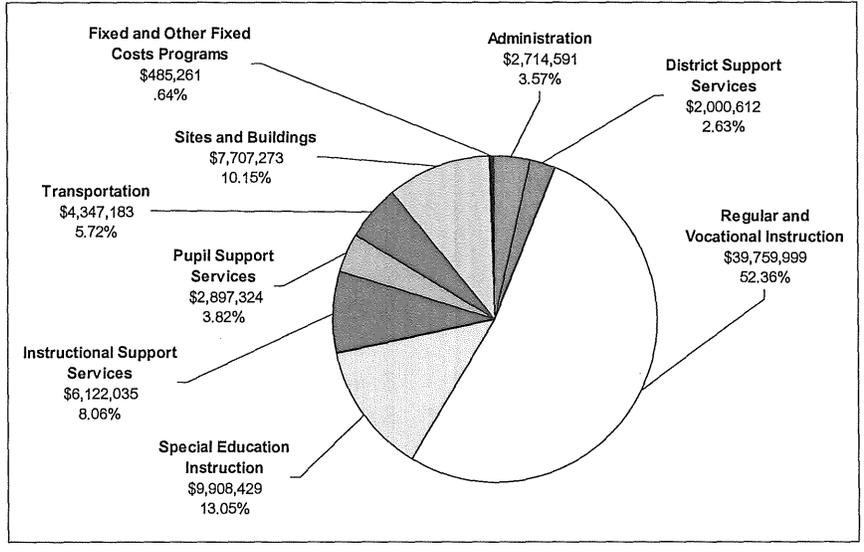
20



### General Fund – FY 2003-04 Revenue



### General Fund – FY 2003-04 Expenditures





### General Fund Revenue per Student

	<u>District 834</u>	<u>State</u>
Federal Grants	\$ 192	\$ 429
State Aids and Grants	\$ 6,505	\$ 6,997
Local Property Tax	\$ 593	\$ 553
Student Fees/Admissions	\$ 42	\$ 79
Tuition from other Districts	\$ 52	\$ 306
Investment Earnings	\$ 11	\$ 22
Other Local	\$ 263	\$ 228
<b>Total General Fund</b>	<b>\$7,658</b>	<b>\$8,614</b>
Voter Approved Operating Referendum Revenue included in the above	\$ 252	\$ 343

(State Report Card 2004)

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### General Fund Expenditure per Student

	<u>District 834</u>	<u>State</u>
District Level Administration	\$ 246	\$ 429
School Level Administration	\$ 190	\$ 305
Regular Instruction	\$ 3,684	\$ 3,619
Career & Technical Instruction	\$ 105	\$ 155
Special Education Instruction	\$ 1,035	\$ 1,446
Student Activities/Athletics	\$ 291	\$ 205
Instructional Support Services	\$ 391	\$ 443
Pupil Support Services	\$ 295	\$ 268
Operations, Maintenance & Other	\$ 580	\$ 790
Student Transportation	\$ 441	\$ 436
<b>Subtotal of General Operating Fund</b>	<b>\$7,258</b>	<b>\$8,096</b>
<b>Capital Expenditures</b>	<b>\$ 277</b>	<b>\$ 354</b>
<b>Total of General Operating Fund</b>	<b>\$7,535</b>	<b>\$8,450</b>

(State Report Card 2004)

24



**Judging Our Current Condition**  
**Audit of Financial Statements**

“We found, as we have in the past, the District’s financial records to be in excellent condition. This not only provides for an efficient audit at year-end, but should also provide confidence in interim financial data utilized by the District throughout the year.”

Management Report, MMKR June 2004



**District 834 Fund Balance Decisions**

**Chose to spend down the cash flow account**

<b>Year</b>	<b>Unreserved Fund Balance</b>	
1991-92	11.34%	
1992-93	10.69%	
1993-94	9.23%	SAHS opens
1994-95	5.29%	
1995-96	6.45%	
1996-97	5.84%	
1997-98	7.47%	
1998-99	5.08%	Rutherford opens
1999-2000	4.69%	
2000-2001	4.07%	
2001-2002	1.30%	Bd of Ed decision to save staff
2002-2003	0.66%	
2003-2004	1.20%	Operating Levy



## Judging Our Current Condition

### Audit of Financial Statements

“The large decrease in cash and investments is due to the tax shift and change in the metering of state and payments used to help balance the state budget.”

Management Report, MMKR June 2004

27



## Judging Our Current Condition

### Audit of Financial Statements

Undesignated fund balance 1.2%,  
June 30, 2004.

Management Report, MMKR June 2004

28



## Judging Our Current Condition

It is the policy of I.S.D. 834 that the Superintendent shall not cause or allow the development of fiscal jeopardy or substantial deviation of actual expenditures from established budget.

Policy-Superintendent Limitations 2.0  
District 834 Board of Education August 9, 2001

29



## Judging Our Current Condition

### **Audit of Financial Statements**

Expenditures in 2004 were held \$209,094  
or .27% under budget

Management Report, MMKR June 2004

30



**Judging Our Current Condition**

**Audit of Financial Statements**

**Food Service:**

The District's Food Service has maintained a positive and healthy fund balance.

Management Report, MMKR June 2004

31



**Judging Our Current Condition**

**Audit of Financial Statements**

**Community Education:**

The District's Community Education Fund is in healthy condition.

Management Report, MMKR June 2004

32



**Judging Our Current Condition**

**Audit of Financial Statements**

Capital Projects and Debt Service Funds  
are controlled in accordance with plans.

Management Report, MMKR June 2004

33



**Judging Our Current Condition**

**Audit of Financial Statements**

A challenge:  
Decrease in unrestricted net assets due  
to long-term obligation for severance and  
health benefits payable.

Management Report, MMKR June 2004

34



## Judging Our Current Condition

It is the policy of I.S.D. 834 that time, talent, physical and financial resources will be targeted toward raising student achievement.

Policy-School Board Relationship 2.1  
District 834 Board of Education April 10, 2003

35



## Judging Our Current Condition

### Stillwater Area School District

- ✓ More dollars spent on student learning  
(8/48 metro)
- ✓ Less dollars on operation and administration  
(47/48 metro)

State Report Card Data 2004  
Audit Financial Statements Data 2004  
School District Profiles – Department of Education 2003

36



## Judging Our Current Condition

### Finance

In 2004-05 local taxpayers will pay a larger portion - 25%, of the District's budget compared to 21% in 2003-04.

37



## Judging Our Current Condition

### Finance

There will be no additional dollars for schools because of the change.

38



## Judging Our Current Condition

### Finance

In 2004-05:

- Local taxpayers will pay more
- State of Minnesota will pay less
- Local schools receive no more funding

39



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
- Partnerships to meet goals
- Facility Status
- Demographics/Student Enrollment
- Academic Performance of Students

40



## Judging Our Current Condition

### Partnerships to Meet Goals

- Early Childhood (Pre-K)
- Early Intervention Network
- Head Start
- Human Services, Inc. (HSI)
- Lakeview Hospital
- University of Minnesota
- Washington County Child Care Resource and Referral
- Washington County Community Services and Public Health

Impacts: Referral services for children with special needs, parent education, staff development and improved school readiness of children

41



## Judging Our Current Condition

### Partnerships to Meet Goals

- CAREI Institute – University of Minnesota
- Courage St. Croix
- Common Health Clinic
- East Metro Integration District (EMID)
- Family Means
- Human Services, Inc. (HSI)
- Northeast Metro Intermediate District (916)
- Stillwater Youth Service Bureau
- University of Minnesota – Read with Me
- Washington County Social Services and Public Health

Impacts: Improved services for children with special needs, YCAPP Program, improved academic opportunities, improved student achievement

42



## Judging Our Current Condition

### Partnerships to Meet Goals

- Community Education
- Area Athletic Associations
- Courage St. Croix
- Lakeview Hospital
- Local Municipalities
- River Valley Arts Council
- 3M Wizard Program
- Stillwater Area Youth Service Bureau
- Warner Nature Center
- Washington County Workforce Center
- YMCA of Greater St. Paul

Impacts: Improved academic enrichment and recreational opportunities for children and adults, comprehensive services for adult learners

43



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
- Partnerships to meet goals
- **Facility Status**
- Demographics/Student Enrollment
- Academic Performance of Students

44



## Judging Our Current Condition

### Facility Improvement Plan

- Safe schools
- Responsible stewardship taxpayer property

45



## Judging Our Current Condition

### Facilities

#### Major Facility Upgrades 2001 to 2005

Year	School	Primary Project	Construction Cost
2001	Afton-Lakeland Elementary	Renovate ventilation system	\$3,270,000
	Lake Elmo Elementary	Renovate ventilation system	\$2,466,000
	Lily Lake Elementary	Renovate ventilation system	\$1,614,000
	Oak Park Elementary	Renovate ventilation system	\$3,292,000
2002	Andersen Elementary	Renovate portion of ventilation system	\$228,000
	Stonebridge Elementary	Renovate ventilation system	\$2,620,000
	Withrow Elementary	Renovate portion of ventilation system	\$703,000
	Stillwater Area High School - Stadium	Complete the stadium with bleachers & lighting	\$984,000
2003	Stillwater Junior High	Renovate portion of ventilation system	\$3,022,000
	Oak-Land Junior High	Renovate portion of ventilation system	\$398,000
2004	Stillwater Area High School	Track resurfacing	\$90,931
	Lake Elmo Elementary	Roofing	\$295,750
	Various Schools	Flooring	\$103,754
2005	Marine Elementary - Proposed	Renovate ventilation system	\$2,200,000

46



## Judging Our Current Condition

### Facilities

More than \$20.8 million to improve school safety and efficiency.

47



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
- Partnerships to meet goals
- Facility Status
- **Demographics/Student Enrollment**
- Academic Performance of Students

48



## Judging Our Current Condition

### Demographics & Student Enrollment

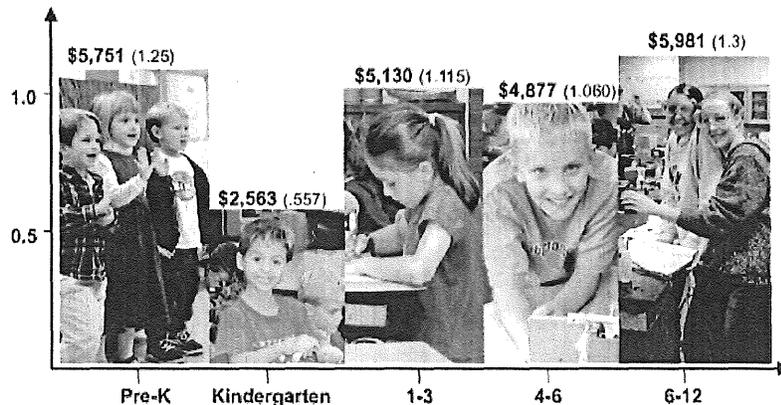
- Revised projection shows stable to declining enrollment
- Buildings at or near capacity will be monitored annually
- Changes in students of different grade levels must be monitored annually

49



## Pupil Weighting in Minnesota

- \$4,601 per pupil





## Judging Our Current Condition

### Demographics & Student Enrollment

Growth is uneven in area served by Stillwater Area Public Schools.

51



## Judging Our Current Condition

“If we could first know where we are...”

- Community Perception of Stillwater Area Public Schools
- Financial Condition – use of funds
- Partnerships to meet goals
- Facility Status
- Demographics/Student Enrollment
- Academic Performance of Students

52



### Judging Our Current Condition

It is the policy of District 834 that through its curriculum, **high achievement** for all learners is expected, **risk is sanctioned**, **positive relationships** are developed and opportunities for **choice** are provided within the financial boundaries as established by the community.

District 834 Board of Education June 28, 2001

53



### Judging Our Current Condition

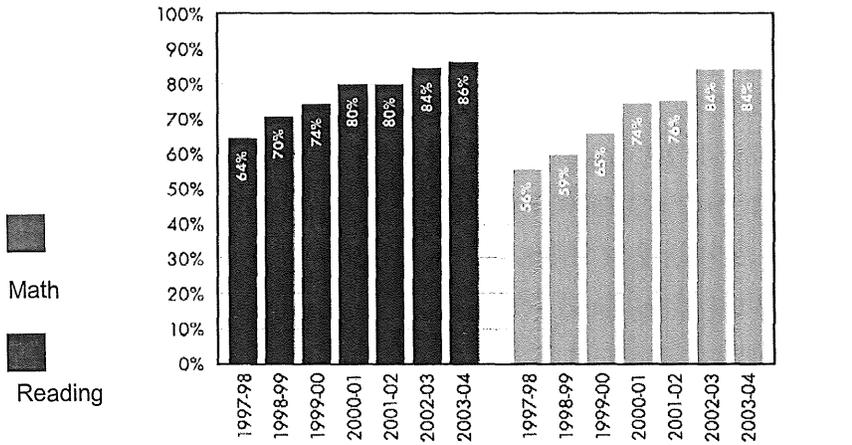
#### Attendance

1993-1997	95%
1997-1998	96%
1998-1999	95%
1999-2001	93%
2001-2002	94%
2002-2003	92%
2003-2004	95%

54



### Judging Our Current Condition Academic Performance of Students



Percent of Stillwater Area Grade 5 Students Who Achieved at or Above Grade Level-MCA



### Judging Our Current Condition

### Academic Performance of Students

Percent of Grade 5 students performing above grade level in reading has jumped from 48% to 76% since 1998.

Minnesota Comprehensive Assessments-Reading 2004



### Judging Our Current Condition

## Academic Performance of Students

Percent of Grade 5 students performing above grade level in math has jumped from 39% to 71% since 1998.

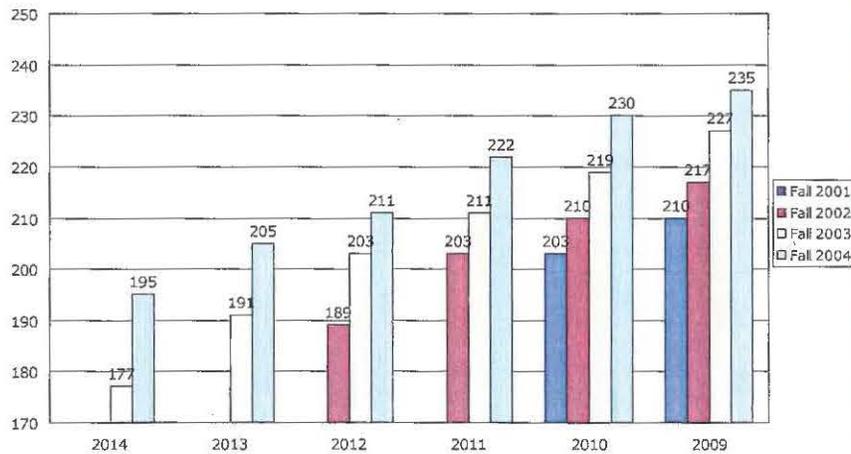
Minnesota Comprehensive Assessments-Math 2004

57



### Judging Our Current Condition

#### NWEA Mathematics Growth by Grad Year



58



## Judging Our Current Condition

### Math Growth

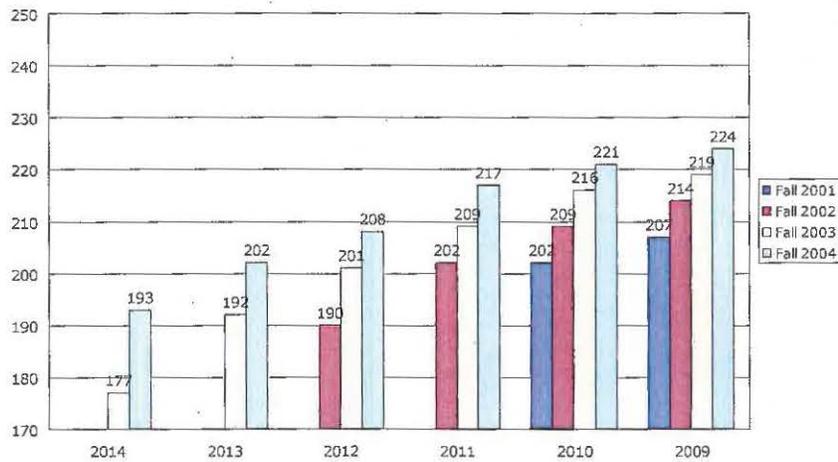
Students in 5 of 6 classes grew more than the typical growth of students nationally.  
(2014, 2013, 2011, 2010 and 2009)

59



## Judging Our Current Condition

### NWEA Reading Growth by Grad Year



60



## Judging Our Current Condition

### Reading Growth

Students in 3 of 6 classes grew more than the typical growth of students nationally.  
(2014, 2011, and 2009)

61



## Judging Our Current Condition

### District 834 Community Perceptions About Academic Program

“75.8% of voters in the district believe it is extremely or very important that the district provide a program that is more comprehensive and effective than the program funded by the state...even if such a program results in tax increases.”

Community Survey 2004

62



## Judging Our Current Condition

“What we achieve is directly proportional to what we attempt to do.”

Unknown

63



## Judging Our Current Condition

### **Student Achievement Priority Stillwater Area Public Schools**

Student academic achievement will rank in the top 1% of public school districts nationwide in 2006.

District 834 Board of Education Directive 2002

64



## Judging Our Current Condition

### Academic Performance of Students

Targets = students achieving in the top 1% of students in public schools across the nation in 2006.

65



## Judging Our Current Condition

### Academic Performance of Students

Targets set require 4-7% yearly increases in MCA student test performance.\*

\* All tests have been modified since targets set.

66



## Judging Our Current Condition

### Academic Performance of Students

Our students performed 1-3% better in 2003-04 in MCA reading, writing and math across the District.\*

\* Exception 7% increase in 5<sup>th</sup> grade writing scores.

67



## Judging Our Current Condition

### Academic Rigor – Course Selection Algebra

District 7<sup>th</sup> Grade Algebra Placement

School Year	# Students	%
2002-2003	158	20%
2003-2004	229	35%
2004-2005	250	38%

68

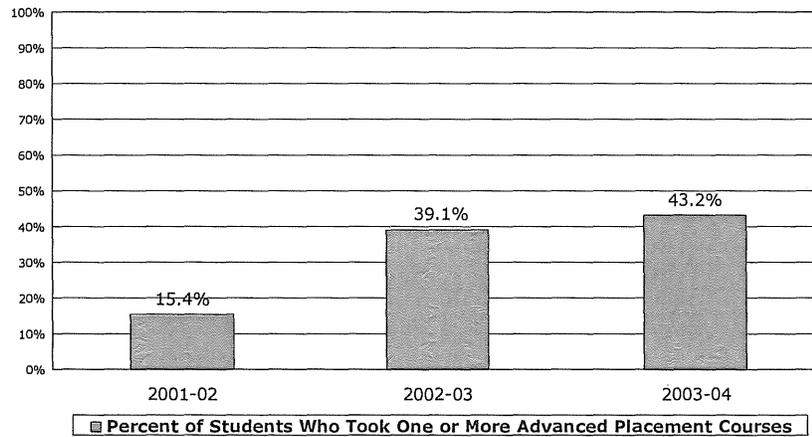


### Judging Our Current Condition

Advanced Placement course completion  
best predictor of college degree  
completion.

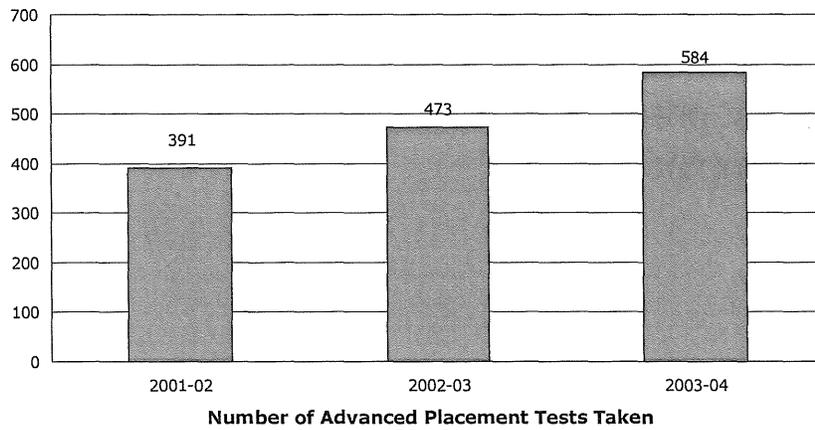


### Judging Our Current Condition Academic Rigor – Course Selection





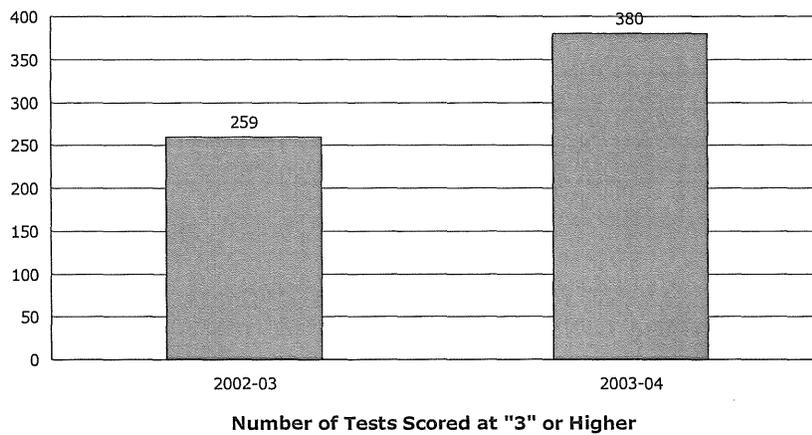
### Judging Our Current Condition Academic Rigor – Course Selection



71



### Judging Our Current Condition Academic Rigor – Student Performance



72



### Judging Our Current Condition

## Academic Performance of Students ACT Test Results

Year	Total Composite	% Tested	Total Class
2000	22.8	70.9	653
2001	23.3	79.3	672
2002	22.6	77.8	642
2003	22.8	76.2	677
2004	23.1*	73.0	713

\*22.2 State of Minnesota Average in 2004

73



### Judging Our Current Condition

## Academic Performance of Students SAT Test Results

Year	Verbal	Math	% Tested	Total Class
2000	576	580	12.4	653
2001	599	600	11.1	672
2002	589	584	15.2	642
2003	576	573	13.8	677
2004	590*	580**	15.3	713

\*587 State of Minnesota Average Verbal in 2004

\*\*593 State of Minnesota Average Math in 2004

74



### Judging Our Current Condition National Merit Scholars

YEAR	SEMI-FINALIST
1993	6
1994	6
1995	4
1996	11
1997	5
1998	5
1999	4
2000	3
2001	3
2002	6
2003	4
2004	3
2005	7

National College Board



### Judging Our Current Condition Academic Support of Students

- Increased parent access to student information
- Increased after school programming
- Improved school day schedules for reading
- Improved reading content, materials and instruction at all levels
- Improved "high power" content at junior highs



## Judging Our Current Condition

### Academic Support for Students

At the District level:

- District-wide performance targets set
- Policies define achievement focus
- Budget focus to improve student achievement
- Partnerships for enrichments and increased service

77



## Judging Our Current Condition

### Academic Performance of Students

- Improved reading and mathematics scores at all levels
- More students in AP classes – more success on AP tests
- More students taking PSAT, ACT, SAT tests

78



### Judging Our Current Status

In 2003-04 the goals of the administrative team were:

1. Place more dollars in instruction than the state/metro average
2. Improve student academic growth in reading, writing, and math each year
3. Improve the financial condition of the district by presenting a balanced budget and increasing unreserved fund balance

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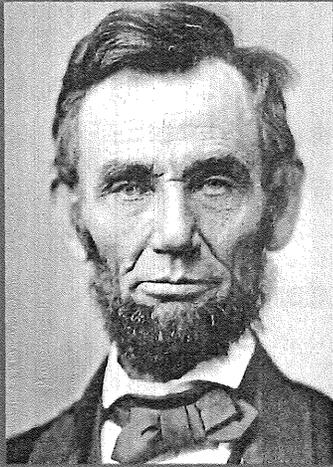
### Judging Our Current Status

In 2003-04 the goals of the administrative team were:

4. Improve perception and knowledge of schools in our community
5. Improve the facilities around the district on a planned basis
6. Develop strategic partnerships that increase service and represent good taxpayer value

All have been achieved in 2004.

80



“If we could first know where we are and wither we are tending we could better judge what to do and when to do it.” Abraham Lincoln

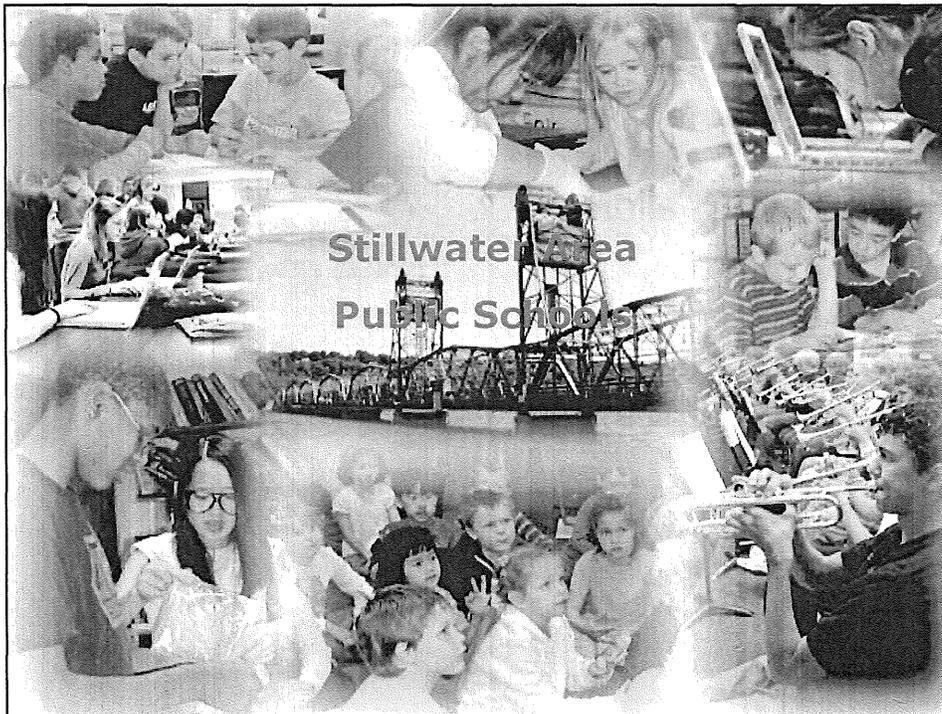


- Future Challenges
  - Funding
  - Accountability
  - Local Control



- Future Challenges
  - Declining student enrollment
  - Short term focus – long term vision
  - Leadership
  - Meeting the needs of all students

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STILLWATER  
AREA SCHOOLS

# Education Committee

Senator Steve Kelley, Chair

Thursday, January 13, 2005

3:00-5:30 p.m.

Room 112, Capitol

## Agenda

1. Lloyd Styrwoll, *Superintendent of Schools, Grand Rapids, MN*  
(10 min)
2. John Beach, *Principal, Princeton, MN*  
Greg Blodgett, *Principal, Princeton, MN*  
(10 min)
3. Mary Wherry, *Teacher, St. Francis, MN*  
Emily Lilja, *Teacher, Minneapolis, MN*  
Sally Vogel, *Teacher, Hayfield, MN*  
(20 min)
4. Doug Conboy, *Superintendent Renville County West, Renville, MN*  
(10 min)
5. Ossie Brooks James, *Principal, Lyndale School, Minneapolis, MN*  
(10 min)
6. Dr. Kathleen Macy, *Superintendent, Stillwater, MN*  
Ms. Carolyn Olson, *Director of Instructional Support, Stillwater, MN*  
Mr. Stephen Gorde, *Principal, Rutherford Elementary, Stillwater, MN*  
Ms. Sharon Turner, *Teacher, Rutherford Elementary, Stillwater, MN*  
(20 min)
7. Von Sheppard, *Principal, Dayton's Bluff, St. Paul, MN*  
Mike McCollor, *Principal, Washington Middle School, St. Paul, MN*  
(10 min)

For Immediate Release  
Contact: Mary Cecconi, 651/214-6565

January 13, 2005

**Parents and Faith Community Demand to Legislators and Governor;  
“Keep the Promise of Public Schools”**

The ‘We the People’ coalition will hold a press conference on **Wednesday, January 19 at 12pm in Room 181, State Office Building** to define the broken promises that produce a public education funding system that is unable to provide the resources to meet the actual cost of a high quality education for each child in Minnesota. Coalition members will deliver cards to legislators and the governor asking them to Keep the Promise, marking the start of the ‘We the People’ commitment to discuss these promises with all of our legislators and the governor.

Our democracy makes a promise that all children, including the poor, the immigrants, the students with special needs, the gifted and kids of color will have equal opportunity and access to quality public education. Minnesota’s promise is to teach all children well.

This promise is broken when our schools are underfunded. “Today we are at a crossroads. Policy decisions at the state and federal level have disinvested, underfunded and cut funding for public schools. This puts our children and the future of our communities at risk,” said Pat Welter, principal and ISALAH leader.

‘We the People’ has been initiated by ISALAH, Parents United for Public Schools, Parents United Network and PTA because we recognize our responsibility to work with our legislators and governor to ensure that the promise of public schools is realized.

“As moms and dads, grandparents, aunts and uncles, we are disappointed and angered by the lack of funding in our schools. In 2001, the state took on the responsibility to fund the lion’s share of our public schools, yet never defined a way to pay for it,” said Mary Cecconi, Parents United Network. “This broken promise has crippled our public schools’ ability to provide the necessary resources for our children. We’re coming to tell legislators that this is unacceptable.”

**About the ‘We the People’ Coalition Members**

ISALAH is an interfaith organization of congregations committed to building an equitable and just community through intentional and intensive relationship building, development and involvement of lay leadership and effective participation in the public arena.

Minnesota PTA is the largest and oldest volunteer child and youth advocacy organization in Minnesota and is part of National PTA.

The affiliates, Parents United for Public Schools and Parents United Network are statewide non-profit organizations whose mission is to involve community members with their schools and in the public policy that governs them.

###

# **Patrick Henry High School - Minneapolis**

*Our philosophy of excellence is implemented through investment in best practices.*

## **Three Successful Initiatives**

- 1. Team Prep Hour** (Costs .2 per teacher involved – at PHHS that's the equivalent of 6.8 teachers for 2004-05 or \$476,000)
  - Examining student work together
  - Planning and evaluating interdisciplinary units
  - Meeting with parents & students
  - Connecting with support staff
  
- 2. Small Learning Communities** (Costs .6 to 1.0 per SLC for coordinators and teacher leaders - the equivalent of 3.2 teachers for 2004-05 or \$224,000)
  - SLC Program Coordinators recruit & support students, families and teachers
  - Arts Lead teacher works with Commercial & Fine Arts (CFA) SLC colleagues on integration strategies
  - Engineering tech teacher supports 3 computer labs for Engineering SLC
  - IB coordinator is full time position because of IB testing requirements
  - SLC Program coordinator work together to ensure that all initiatives are good for the
  
- 3. Patrick Henry Instructional Leaders (PHILs)** (Costs .6 per teacher involved – that's 3.6 teachers or \$252,000 for which we have one fewer assistant principal)
  - Data Collection & Analysis
  - Curriculum & Instruction
  - Professional Development
  - Student Development
  - Mentorship
  - Professional Practice School Lead

Presented by Emily Lilja,

[elilja@mpls.k12.mn.us](mailto:elilja@mpls.k12.mn.us)

612-668-1973

Patrick Henry H.S., Minneapolis

January 13, 2005



# Patrick Henry High School's

## Report to the Community 2004-05

Paul McMahan, Principal  
 Patrick Henry High School  
 4320 Newton Ave. North  
 Minneapolis, MN 55412  
 9-12; 8:30 AM-3:00 PM  
 Phone: 612-668-2000  
 Email:  
[Paul.McMahan@mpls.k12.mn.us](mailto:Paul.McMahan@mpls.k12.mn.us)  
 Web:<http://henry.mpls.k12.mn.us/>

### Our School

Patrick Henry High School is an academically focused senior high school with four small learning communities (SLC): Engineering, Commercial and Fine Arts, Open, and International Baccalaureate (IB).

- The Commercial and Fine Arts Small Learning Community is for students who want arts integration in all their courses, as well as expanded arts opportunities in visual, performing and graphic arts.
- The Open Small Learning Community is a group of students who share a broad range of academic interests with high standards. It offers individualized learning and inquiry opportunities for those students who are particularly self-motivated and independent. Students may take positions of leadership through mentoring opportunities in community or business organizations.
- The IB program provides an internationally recognized challenging academic program to meet the needs of highly motivated students. Final exams offer an opportunity for students to earn credit at universities.

- The Engineering SLC is a computer assisted design and development program leading to a variety of technology careers. The program uses a nationally known pre-engineering curriculum called "Project Lead the Way". Students can take 5 courses in such as Engineering Design, Digital Electronics, and Computer Integrated Manufacturing..

PHHS teachers have high expectations for all our students. We support this through our commitment to highest quality teaching – demonstrated in our Professional Practice School, which promotes mentoring for new teachers and National Board Certification (NBCT) for experienced professionals. PHHS has 7 NBCT, more than any other school in Minnesota.

Our teachers also provide additional help for students during weekly scheduled tutorials after school. Days for tutorials are listed on our web site. Numerous opportunities before and after school and on weekends.

### Special Highlights ACADEMIC:

- At PHHS in the National Merit Scholarship Program, 1 student is a semi-finalist and 1 student is a commended student. Both are recognized for their academic excellence, and outstanding performance on the PSAT
- In May 2004, 157 students took 326 IB exams.
- 2 of the 6 students who attempted the IB Diploma were successful.

(continued on next page)

### From the Heart

Henry is a great place to be. There are always so many things happening and so many things to do. You would see students here daily at 8 o'clock at night, not because they have to but because they want to. Students stay to get homework help or participate in a school activity such as clubs and sports.

I remember last year, my junior year, my physics class was reviewing for the big IB test and we were here until 9 o'clock at night! The teacher, Mr. Scheibe, was willing to stay late without getting paid for the extra hours just to help us study to be successful on this test. That's the wonderful thing about Henry, their teachers and staff look forward to your success.

Patrick Henry High School is the only high school I know of that gives students a Minnesota Basics Standard (MBST) Writing Test practice with all of the actual conditions -no talking, the two hour time frame and similar questions. Then teachers in the school, who volunteer *their free time*, read and correct the papers. The students can then see how they will do on the real test, and have a chance to work on improvements. This actually was the key reason that I passed the MBST Writing test. I did not pass the practice writing test, but by looking at my test with my teacher, I saw areas for improvement. I passed the real one, the first time. Without the practice test, my teachers wouldn't know where I could improve, and wouldn't be able to help me.

At the end of each year, I am always amazed at what the school has done for me and am a little more appreciative as I return for the next coming school year. The Principal, Mr. Paul McMahan is really the star of the school for going out into the world and fighting for the great opportunities that Henry provides for its students. At Henry, students will be successful.  
 Ellina Xiong, Grade 12

# PROGRESS TOWARD OUR GOALS

Our School's Environment: High Expectations, Respect

## Adequate Yearly Progress (AYP)– No Child Left Behind

The Minnesota Department of Education uses scores on Grade 10 Reading and Grade 11 Math exams, graduation rate and average daily attendance to rate schools as outlined by the federal No Child Left Behind law. The table below shows that all student groups in our school are meeting the state's target rate of adequate yearly progress.

Adequate Yearly Progress				
	Grade 10- Reading		Grade 11- Math	
	PHHS	Target	PHHS	Target
<b>School</b>	78.6%	76.5%	75.5%	69.8%
Asian American	81.0%	73.7%	83.5%	67.0%
Hispanic	N/A	59.8%	N/A	42.3%
African American	<b>70.6%</b>	74.6%	<b>58.2%</b>	67.3%
White	92.6%	71.5%	84.7%	63.4%
ELL Students	73.8%	72.7%	66.2%	64.9%
Special Education	N/A	68.1%	N/A	60.2%
Free/Reduced Lunch	<b>75.2%</b>	75.7%	69.8%	69.0%

**Bold: groups not meeting target.**

## American College Test (ACT)

This test is taken by juniors and seniors who are interested in going to college. This test is required by most of the Minnesota state colleges and universities. Last year the ACT test was given at PHHS. 169 students took the test, an increase of 50 students over the previous year. 55 juniors and 114 seniors.

Average Composite Score on ACT-03--04			
	School	District	State
<b>School</b>	<b>18.0</b>	<b>19.5</b>	<b>22.0</b>
African American	16.1	15.3	17.0
Asian American	16.8	17.2	19.9
White American	22.2	23.7	22.3

## Minnesota Basic Skills Test (MBST)

The Basic Skills Test is must be passed in order for a student in Minnesota to graduate from high school. At PHHS, the MBST is given to all students who have not yet passed the reading or math test from grade 8. The writing section is administered for the first time in 10<sup>th</sup> grade. The figures below reflect the percent of students who passed. Almost ¾ of PHHS students passed the Minnesota Basic Standard Test in writing last spring. We have set a goal to increase the number of students who pass in Math and Reading

MBST Passing Status by grade – as of 5/30/04			
	Reading	Math	Writing
<b>All students</b>	<b>78%</b>	<b>66%</b>	<b>79%</b>
Grade 9	65%	53%	
Grade 10	79%	64%	74%
Grade 11	84%	73%	80%
Grade 12	93%	89%	89%

## Test of Emerging Academic English (TEAE)

This test is given only to students currently designated as English Language Learners (ELL). It is used to determine which students no longer need these services by the state.

## READING

	Level 1	Level 2	Level 3	Level 4 Proficient
PHHS	5%	25%	61%	9%
District	17%	35%	40%	9%

## WRITING

	Level 1	Level 2	Level 3	Level 4	Level 5 Proficient
PHHS	6%	3%	41%	45%	4%
District	18%	10%	35%	31%	6%

Adequate Yearly Progress						
	Average Daily Attendance			Graduation		
	PHHS			PHHS		
	2003	2004	Target	2003	2004	Target
<b>All</b>	<b>68%</b>	<b>93%</b>	<b>90%</b>	<b>91%</b>	<b>75%</b>	<b>68%</b>

You can see that PHHS improved both its attendance and its graduation rate from last year

## School Environment: Safety and Respect

Percent Agree & Agree Strongly	Students		Staff	
	PHHS	District	PHHS	District
I feel safe in my school	64%	76%	98%	91%
Students trust adults in my school to keep them safe	67%	68%	95%	89%
Students in my school show respect for teachers	33%	39%	79%	73%
The teachers in this school treat students and other staff with respect.	85%	82%	91%	90%

## **Progress Toward Our Goals – AYP and 2-Star Schools**

Patrick Henry has been listed as a school that did not meet the Adequate Yearly Progress targets for all of its groups. The state sets these targets for each group of students: African American (Black), Asian American, Caucasian(White), English Language Learners (ELL), and Free and Reduced Lunch (Lunch). If a group of students has too few who score proficient, a school will not have met AYP – (**ADEQUATE YEARLY PROGRESS**) and then the most **STARS** a school can get is two out of five.

PHHS has two groups of students in reading and one group in math that did not meet the target. Below you can see how our students compared to the targets. On the Grade 10 Reading test, our African American students were **only 4%** below the target. And our Free and Reduced Lunch students were **only half of one percent below!** On the Grade 11 Math test, our African American students scored nine percent below the target.

Our students can do better, and we are focusing our efforts to achieve this. But let's compare how our students did with those in other Minneapolis and nearby suburban schools. Out of 16 Minneapolis and suburban high schools, PHHS was 5<sup>th</sup> highest in Reading and 7<sup>th</sup> highest in math for our African American students.

Also, Patrick Henry students had, on average, a **higher percent who were proficient than both the district and the state** on the Grade 10 Reading and the Grade 11 Math for all our groups. But, wait a minute! Our school score is below the state, even though the groups are all above. How can that be? The numbers are correct. However, Patrick Henry has fewer high scoring students compared to the state of Minnesota. In an average, these high scoring students, bring up the total. Patrick Henry has 14 % white students while the state has 80%

Our teachers are analyzing the students' results so that they can improve scores for this year. We will develop specific instruction in those areas where students have difficulties.

However, we also know that these scores only reflect a small part of what we want students to learn in school. We want to ensure that our students have a balanced education at PHHS. We do not believe that reviewing tests problems endlessly and test-taking strategies will provide students with the skills and knowledge to succeed in their future.

## **Teacher Quality**

Patrick Henry High School knows that quality teachers, those who possess a thorough knowledge of the subject they teach and who have the ability to effectively communicate this content to their students, are integral to the success of our students and our school. Patrick Henry's staff development activities are designed to develop, support, retain, and recruit quality teachers.

### **Literacy is Our Focus**

During Summer 2004, 22 teachers from PHHS attended the MPS Literacy Institute. There the participants developed a plan to help teachers strengthen the literacy skills of their students. Our goal is to help students use texts in ways that will lead our students toward their independence as learners.

In the first three weeks of school, your student probably took a 'reading' test, even in math, science and modern language classes. This was so that every teacher would know how well their students could read the text.

Literacy is more than learning to read: A literate person has the skills to read, understand, respond and use many different kinds of materials independently. Our job as educators is to teach techniques to our students that make it possible for them to use texts in ways that give them independence as readers, learners and writers. Currently, teachers are learning a variety of instructional strategies that will help them meet their students' specific needs. At the end of the year, students will take a similar test to see if they have improved.

### **Supporting Teachers New to PHHS**

This year, PHHS has a number of teachers with experience in other schools, who are now teaching in areas that they are licensed in, but may not have taught before. Our mentoring team has been working intensively to support these teachers through special classes, observations, coaching, and making sure they have the necessary resources to teach in their new assignments.

### **The Professional Practice School**

The Professional Practice School is a collaborative effort among Patrick Henry High School, the University of Minnesota College of Education and Human Development, the Minneapolis Federation of Teachers, and the Minneapolis Public Schools. It supports teachers' success, growth, and retention with a full spectrum of professional development opportunities for all stages of educators' careers. These opportunities include from support for teacher research, weekly lunch discussions of educational topics, support for teachers applying for National Board Certification, and a Leadership Seminar Series.

Patrick Henry also has a unique teacher leadership structure, in which classroom teachers are released part-time to serve in school leadership roles. The Patrick Henry Instructional Leaders (PHILs) provide mentoring, curriculum support, research, student leadership aid, and professional development for staff.

## **Factoids**

### **Student enrollment:**

1528 (10/16/02)

### **Student Race: Our School District**

American Indian	1%	4%
African American	50%	43%
Asian American	31%	14%
Hispanic American	3%	13%
White American	15%	26%

<b>Students</b>	<b>School</b>	<b>District</b>
Receiving ELL services	19 %	23 %

Qualify for free or reduced lunch 75 % 71%

Students who participate in special education: 17 % 13 %

### **Number of Staff**

Teachers: 103

Classroom support/staff\*: 67

Administrator: 4

\*Includes media specialists, reading specialist, assistants, clerical, custodians.

## **Highlights (continued)**

- Students can earn up to 16 college credits in classes at PHHS in 2004-05.
- Named one of the Nation's best public high schools by Newsweek magazine in 2000 and 2003.

### *Fourth quarter awards for 2004 included:*

- 964 students received awards
- 760 – A and B honor roll; 160 improved .5 points in their grades
- 12 – seniors received the Highest Honors – 3.85 or higher grade point average for all four years.

### **College Prep Programs**

- Admission Possible worked with 80 juniors and seniors preparing for college admission..

### **Grants Received**

- PHHS was awarded a Comprehensive School Reform Grant for a second year. The \$100,000 will be used for professional development of teachers in literacy.
- PHHS received an Arts for Academic Achievement grant for \$5000 for the Arts SLC to integrate artists in the community into the curriculum.
- Brionna Harder won a grant to attend a seminar in Washington D.C. on the Supreme Court.

### **Student and Community Activities**

- Patrick Henry Student Council has students attending the Minneapolis City-wide Student Council
- Summer Training of 110 Link Leaders (seniors and juniors) who will mentor all freshman in their advisories.
- Last year 6 dances raising money for student activities were sponsored by students leadership.
- Students visited the Al-Amal Islamic School in Fridley and discussed the issues facing Muslim students and how their school supports them.
- 15 students collected macroinvertebrates in Shingle Creek for Hennepin County and presented their findings on water quality at the Third River Summit at the Science Museum of Minnesota.
- 4 students participated in YMCA Beacon: "An inside look at being a Doctor"
- Students went to: U of MN law school seminar, High Tech Girls Society, Camp Ripley intensive technical career job shadows, Opus mentors, Architectural Youth Program, Business career exploration at St Kate's, and the Walkable Communities workshop.
- Students participated in internships in law enforcement, radiation oncology, auto mechanics, construction management, and other areas. Students also participated in school year or summer internships in law enforcement, physical therapy, environmental advocacy, elementary education,.
- The PHHS Varsity basketball team moved to the AAAA division and was runner-up for the State title.
- The after school Political Forums hosted MN Senator Steve Kelly and US Senator Mark Dayton discussing education, as well as numerous other public figures.

### **Volunteer Activities**

- Recycling kids raked the leaves of senior citizens in the neighborhood with the Camden Neighborhood Association
- Over 100 students worked in the community for Operation Days Work at 50 different businesses and raised almost \$3000 for international projects.

Reading MCA

R- PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	76.52	0	73.66	59.83	74.63	71.50	72.66	68.09	75.70
04-Rate	78.62	N/A	80.95	N/A	<b>70.63</b>	92.62	73.75	N/A	<b>75.23</b>
Safe Harbor	100%-70.63% = 29.37    10% of 29.37% = 2.94%. Next year African American students target (for Safe Harbor) will be 70.63% + 2.94% = 73.57% at levels 3-5.								
	100%-75.23% = 24.67%    10% of 24.67% = 2.47%. Next year Free/Reduced Lunch students target (for Safe Harbor) will be 75.23% + 2.47% = 77.70% at levels 3-5.								

Math MCA

M-PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.76	0	66.96	42.26	67.28	63.43	64.91	60.20	69.02
04-Rate	75.52	N/A	83.49	N/A	<b>58.19</b>	84.69	66.15	N/A	69.81

MCA – Grade 11 Math - % Proficient, 2004

M-PHHS	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.76	0	66.96	42.26	67.28	63.43	64.91	60.20	69.02
04-Rate	75.52	N/A	83.49	N/A	<b>58.19</b>	84.69	66.15	N/A	69.81

M-Edison	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	68.62	19.86	58.85	55.23	65.86	63.62	64.67	60.13	67.69
04-Rate	<b>54.90</b>	N/A	74.14	60.00	<b>38.59</b>	70.69	<b>49.30</b>	N/A	<b>49.67</b>

M-North	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	68.68	0.00	64.16	9.85	67.19	44.95	63.07	62.37	67.86
04-Rate	<b>53.85</b>	N/A	64.29	N/A	<b>46.46</b>	N/A	<b>59.78</b>	<b>25.61</b>	<b>52.17</b>

M-Roosevelt	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.17	43.88	59.06	56.72	67.18	63.83	65.57	63.17	68.12
04-Rate	<b>59.51</b>	N/A	82.26	64.58	<b>48.52</b>	69.05	<b>55.00</b>	<b>35.71</b>	<b>56.67</b>

M-South	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	70.31	53.31	58.85	56.71	66.44	69.14	62.38	60.56	67.46
04-Rate	76.18	N/A	79.31	69.57	<b>51.42</b>	87.35	<b>46.81</b>	N/A	<b>57.14</b>

M-Southwest	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.65	0	55.01	63.40	61.00	68.46	63.72	58.66	65.53
04-Rate	79.54	N/A	N/A	<b>51.96</b>	<b>57.14</b>	91.48	<b>46.07</b>	N/A	<b>51.92</b>

M-Washburn	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	69.17	0	56.16	54.34	67.06	65.53	62.52	60.79	67.18
04-Rate	<b>62.39</b>	N/A	85.00	N/A	<b>50.88</b>	73.08	<b>45.45</b>	N/A	<b>52.54</b>

M-Cooper	School	Am. Ind	Asian	Hispanic	Black	White	LEP	Special	Lunch
04-Target	70.26	30.73	60.00	47.31	64.89	69.48	56.69	62.52	66.05
04-Rate	76.14	N/A	82.81	N/A	<b>59.15</b>	81.02	56.82	<b>46.74</b>	<b>61.96</b>

R-Armstrong	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	70.54	0.00	0.00	56.26	61.49	70.15	60.35	62.10	64.81
04-Rate	80.90	N/A	N/A	69.09	<b>59.76</b>	84.53	<b>47.14</b>	<b>57.78</b>	<b>58.22</b>

M-Hopkins	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.03	21.70	60.68	54.51	62.90	70.73	57.92	64.68	63.95
04-Rate	90.05	N/A	98.57	N/A	64.29	93.05	64.00	<b>63.24</b>	66.95

M-BC	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.24	15.79	63.68	49.21	65.40	66.85	64.76	57.88	67.50
04-Rate	70.75	N/A	74.55	N/A	<b>55.63</b>	80.53	<b>64.49</b>	N/A	<b>61.70</b>

M-Richfield	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.68	0.00	57.55	55.01	63.91	68.63	60.34	58.32	65.29
04-Rate	75.61	N/A	82.61	N/A	<b>59.82</b>	82.09	<b>48.44</b>	N/A	<b>55.41</b>

M-St. Anthony	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	68.98	0.00	0.00	0.00	0.00	68.77	0.00	0.00	0.00
04-Rate	95.49	N/A	N/A	N/A	N/A	95.53	N/A	N/A	N/A

M-St. Louis Park	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.84	0.00	0.00	0.00	59.83	69.37	0.00	0.00	61.97
04-Rate	87.55	N/A	N/A	N/A	61.54	90.74	N/A	N/A	<b>61.43</b>

M-Edina	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.02	0.00	59.17	0.00	0.00	70.87	0.00	63.24	60.40
04-Rate	93.37	N/A	95.83	N/A	N/A	93.57	N/A	66.28	85.71

M-Columbia Heights	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	69.00	0.00	0.00	0.00	57.54	68.12	58.00	0.00	64.74
04-Rate	77.51	N/A	N/A	N/A	67.50	80.88	64.29	N/A	67.54

M-Wayzata	School	Am.Ind	Asian	Hispanic	Black	White	LEP	Special	FRP
04-Target	71.28	0.00	62.23	0.00	57.95	71.12	56.66	62.79	62.79
04-Rate	90.77	N/A	96.43	N/A	<b>47.92</b>	92.46	61.90	<b>59.78</b>	<b>61.96</b>

**Using Data to Improve Student Achievement**

**a testimony presented to the**

**State of Minnesota Education Committee**

**by**

**Sally Vogel**

**Teacher and Process Facilitator**

**on behalf of the site staff of**

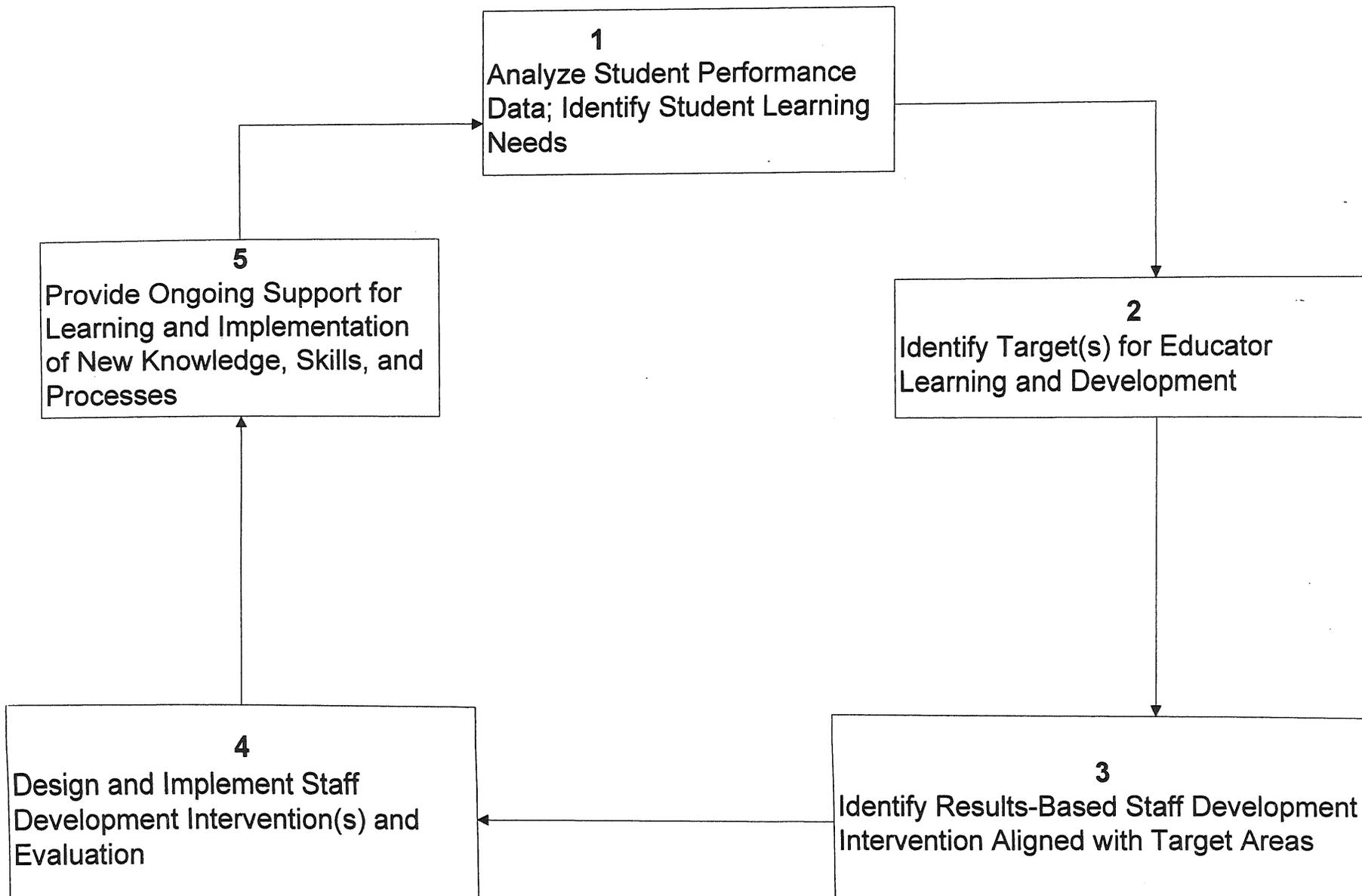
**Brownsdale Elementary School**

**Hayfield Community Schools**

**507-567-2244**

**January 13, 2005**

# Improving Student Achievement Through Staff Development



## Trends and Common Weak Strands Across Grade Levels

- **Reading**

MCA scores leveling out for both 3rd and 5th at about 15% scoring levels I & IIA

Weak strands found throughout grades 2-5:

Inference

Compare/Contrast

Analysis/Evaluation of Meanings

Vocabulary

Literary passages

- **Math**

MCA scores leveling out for both 3rd and 5th at about 15-20% scoring levels I & IIA

Weak strands found throughout grades 2-5:

Problem solving

Chance & Data

Data/Categorization

- **Writing**

Levels I & IIA make up 20-30% of 5th grade MCA scores

Weak strands found throughout grades 2-5

Oral language development

punctuation and expression

narrative writing style

## Who are the Struggling Students?

- Those with less than a score of 1420 on any MCA test in any area
- Any student with an NCE score of less than 40 on an area of ITBS
- Any student reading under grade level on STAR reading tests
- Other indicators:
  - failing subject areas on report cards
  - having behavior problems
  - having social problems
  - having attendance problems

## Possible Staff Development Priorities

### Reading

1. inference
2. compare/contrast
3. analysis / evaluation of meanings
4. vocabulary
5. literary passages

### Math

6. Problem solving
7. Chance & Data
8. Data/Categorization

### Writing

9. The Writing Process
10. Writing Assessment
11. Who Teaches What and When?

12. Student Management/Discipline

13. Respect/Responsibility

14. Traditional "Climate" activities (Christmas Craft Day, etc..) (Staff development?)

15. Parent Involvement

16. Community Involvement

**Remember.....Make SMART goals:**

**S**--specific about what is to be accomplished

**M**--measurable

**A**--attainable

**R**--results - or output - oriented

**T**--timebound

## Staff Development Action Plan 2004-2006

### Site: Brownsdale Elementary School

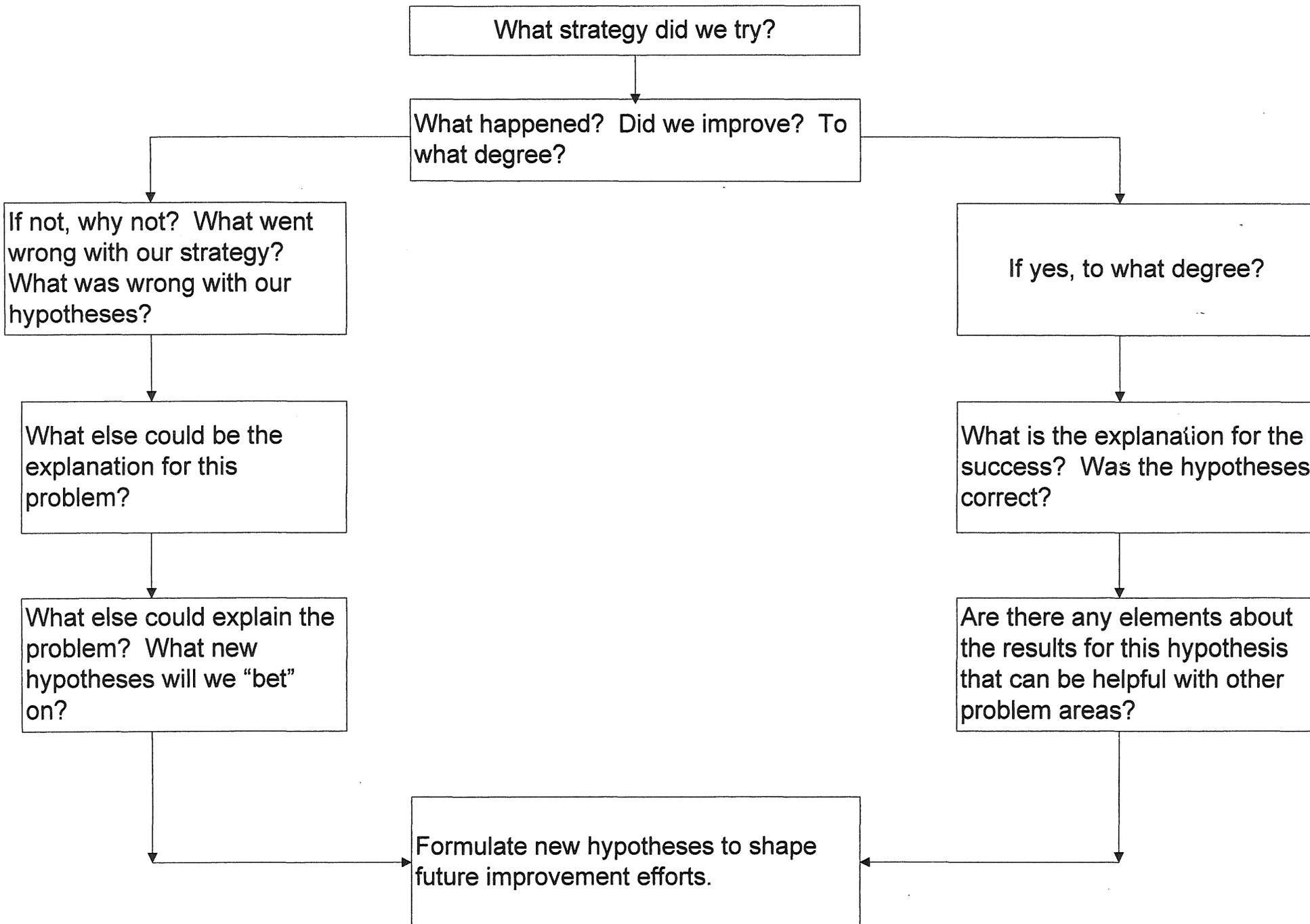
Goal	Baseline Data	Pertinent Information	Desired Result	Staff Development	Evidence of Teacher Learning & Improved Student Performance
<p>Analyze multiple types of student data to use for writing staff development goals to improve student achievement.</p>	<p># of students with 90% or &gt; attendance</p> <p># of students completing homework 5 days a week</p> <p># of students with 0 behavior problems per week.</p> <p>% of parents attending conferences</p> <p># of students at or above grade level on STAR test</p> <p># of students at 3, or 4 on all MCA tests</p> <p># of students with 75% or &gt; on ITBS subtests</p> <p># of students with no D, F, or P- on report card.</p>	<p>All student data will be recorded and analyzed at benchmark dates during the year in order to check student progress, then strategies modified as needed.</p>	<p>To improve student performance by the end of the year.</p>	<p>Using the baseline data, write staff development goals for improving student performance.</p>	<p>Teachers will share staff development training with appropriate audience.</p> <p>Staff will apply knowledge learned in staff development in the classroom, and student performance will show improvement over baseline data.</p>

Brownsdale Elementary Staff Development Action Plan 2004-2006

Goal	Baseline Data	Pertinent Information	Desired Result	Staff Development	Evidence on Teacher Learning & Improved Student Performance
To improve student respect and responsibility each month as indicated on the "R & R" monthly awards graph.	# of student "R & R" awards given in Sept.	Classroom and administrative records show that incidents of student disrespect and irresponsibility are increasing and we want to decrease them.	Incidents of disrespect and irresponsibility will decrease each month.	All staff will be trained in the "Love and Logic" methodology of working with student behaviors.	Teachers and all building staff will use "Love and Logic" techniques with students.  The number of "R & R" rewards will increase each month.
To provide opportunities for all staff to receive staff development as needed.	# of staff participating in staff dev. training opportunities	Allows for continuous improvement for the site.  All staff development will be shared with an appropriate audience and evaluated by the attendee and the audience.	Continuous Improvement in students' performance.	Workshops, conventions, study groups, peer coaching, action research, etc., etc.	Evaluations show the staff development was of high quality.  Students improve as a result of the staff development.
To develop a scope and sequence for writing for K-5 grades.	Make a list of what is being done now.  Student writing performance data.	Align the new scope & sequence with state standards for each grade level.  MCAs, ITBS, other indicators.	Improvements in students' performance on baseline indicators.	Collaborative research, planning, and evaluation.	New scope and sequence aligns with standards and each teacher has a copy to implement in the classroom.  Teachers meet to discuss the Implementation progress and discuss problems and solutions.  Students' writing performance continually improves when compared to baseline data.

Goal	Baseline Data	Pertinent Information	Desired Result	Staff Development	Evidence of Teacher Learning & Improved Student Performance
<p>To provide at risk students academic tutoring to improve their performance over baseline data.</p>	<p># of students with 90% &gt; attendance</p> <p># of students completing homework 5 days a week</p> <p># of students with 0 behavior problems per week</p> <p>% of parents attending conferences</p> <p># of students at or above grade level on STAR tests</p> <p># of students with 75% or &gt; all ITBS subtests</p> <p># of students with no D, F, P-, or "Needs Improvement on report card.</p>	<p>All tutored students baseline data will be recorded and analyzed at benchmark dates during the year in order to check tutored students progress, then strategies modified as needed.</p>	<p>To improve each students performance data on all bench mark indicators by the end of the year.</p>	<p>Collaborative planning research, assessment, and evaluation.</p>	<p>Student performance meets desired result.</p> <p>Surveys given to tutors, students, teachers, committee, parents and other Stakeholders include positive feedback regarding the tutoring program.</p>

# Evaluation





# ISD #15 Teacher Academy

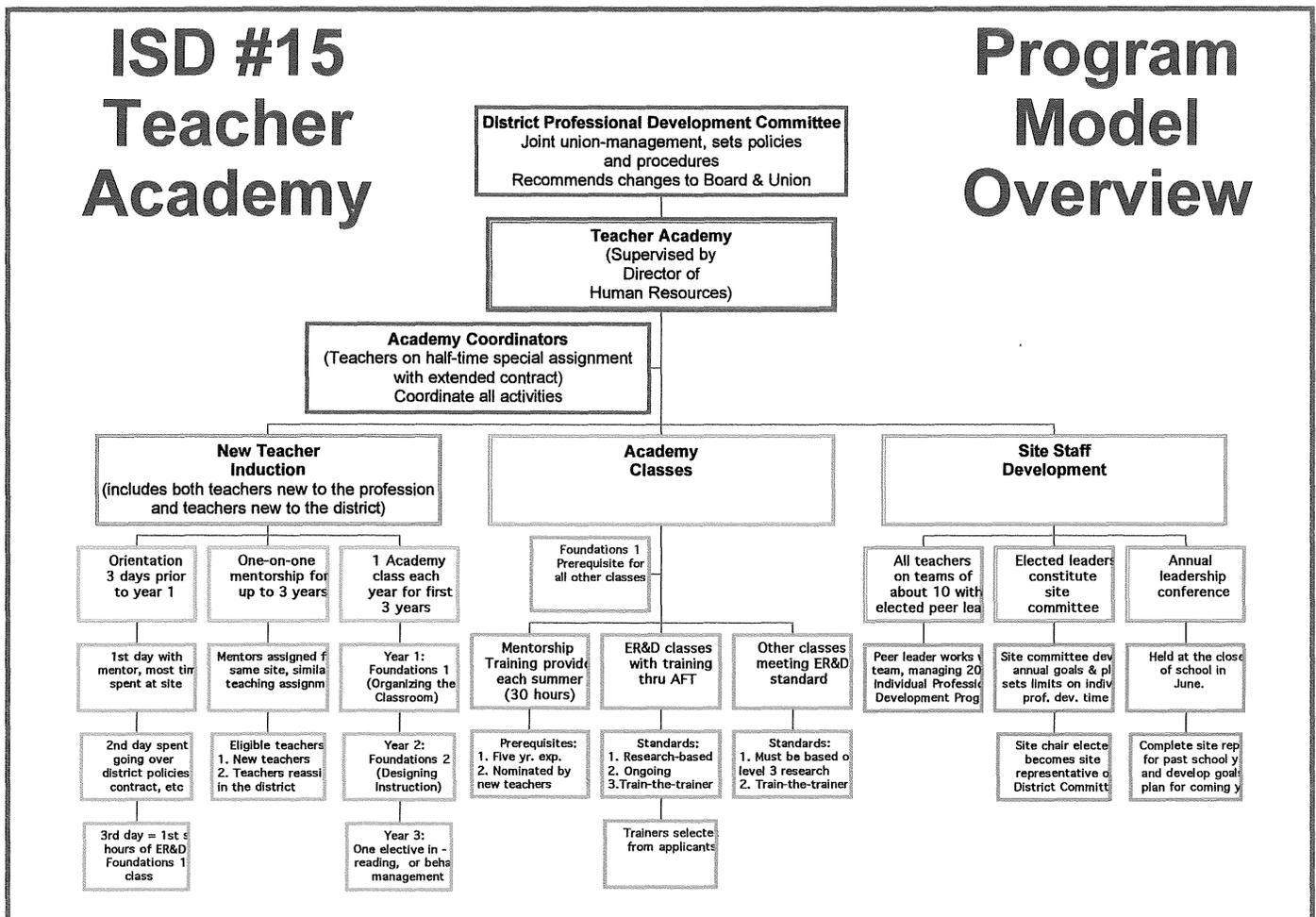
*A joint project of ISD #  
15 and Education  
Minnesota St. Francis*

Early Reading  
at East Bethel  
Community  
School

For the past ten years, discussion of and work on a collaborative approach to professional development has been part of negotiations between the school district and the union. Originally, the agreement covered use of staff development in quite traditional ways – providing funding for each teacher to work on an individual plan that included things like attending one-day workshops. In 2001, however, the school district and the union agreed to try a different approach that they called the ISD #15 Teacher Academy. With that new approach, several things changed. The focus of professional development became student performance and achievement. Most professional development opportunities were provided locally outside of regular instructional time, and a comprehensive new teacher induction program was begun. Additionally, site planning and control of professional development time was increased. District-wide coordination of the effort was provided. The School Board policy on the Teacher Academy has this purpose statement:

*Purpose: To increase student learning in every classroom in the district by providing each teacher with the support and tools to his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career (adopted May 2001).*

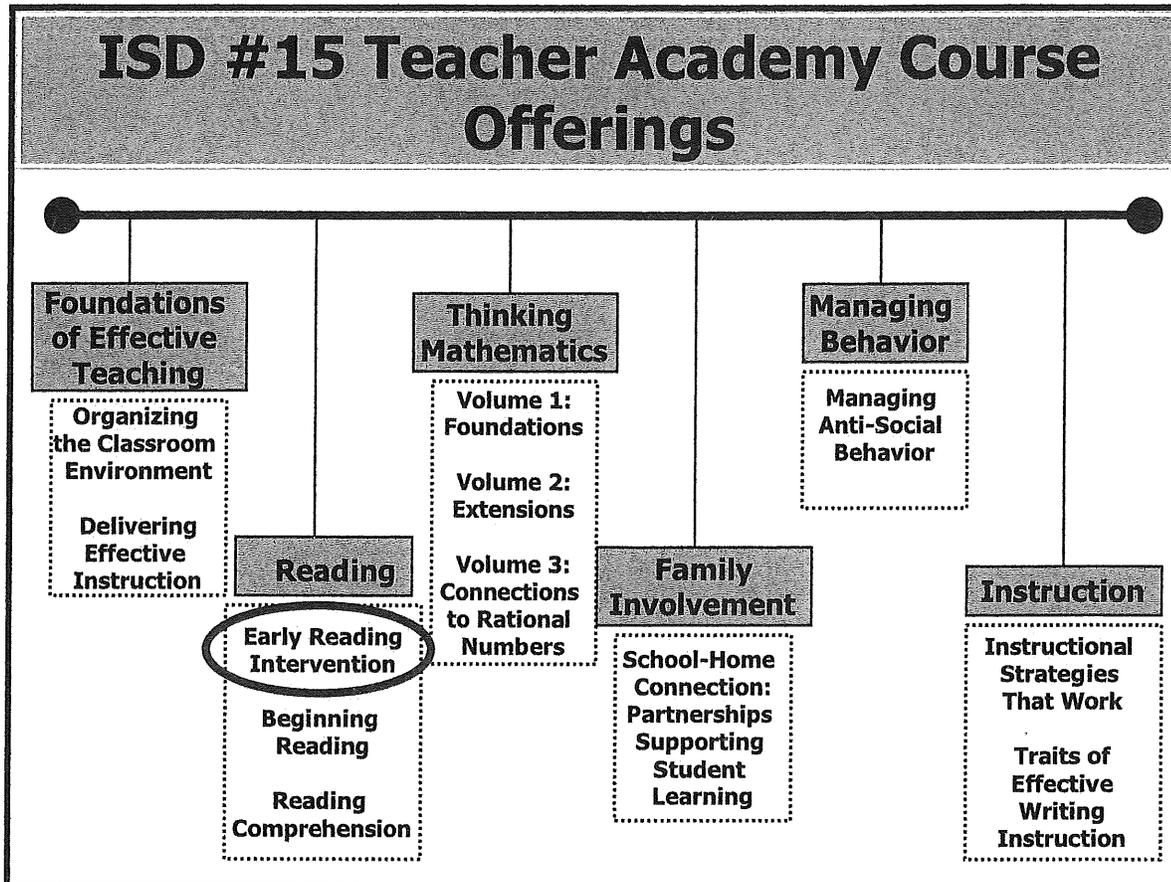
The graphic below shows exactly what we have built as a result of this collaborative effort.



At the center of the Teacher Academy is the American Federation of Teachers' Educational Research and Dissemination program. Accessing this program was vital. It provided the model for effective professional development, the strands – or courses – that we are using, and the training and funding for district teachers to become trainers for each of the courses. In addition to AFT,

Education Minnesota, and local union funding, the district provided additional funding through ESEA Title II professional development funds to expand the program faster than the union support allowed.

The graphic below outlines the strands – or courses – in the Teacher Academy. All but two of these courses are AFT-sponsored. Mentorship Training, and Traits of Effective Writing Instruction are both of locally developed courses that follow the AFT model of basing each course on level-three research.



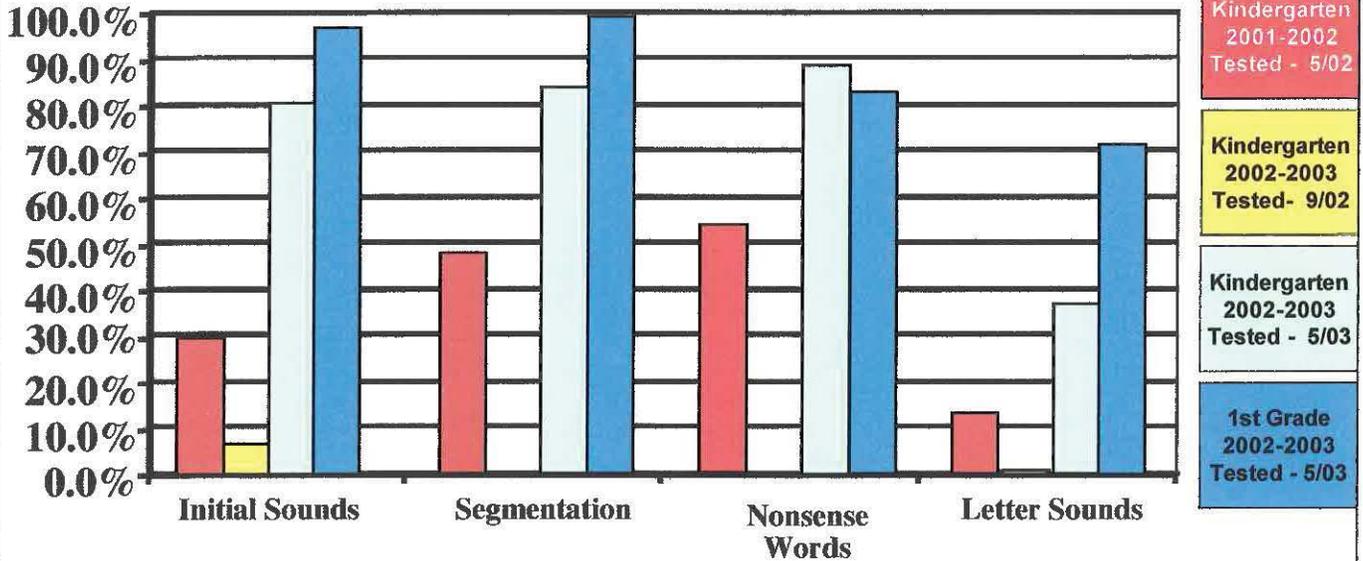
Trying to measure the impact of any professional development program is difficult at best. However, an unintended outcome of one of the first Teacher Academy courses has given us an ideal opportunity to examine the impact of this professional development approach. In the spring of 2001, Early Reading Intervention was offered for the first time. A large group of the teachers in the class were concentrated in one of the two primary buildings in the district. As the class ended, these teachers got together and challenged the site management council at the building to implement the identification and instruction methods that were part of the class. Using the University of Oregon Dynamic Indicators of Basic Early Literacy Skills, kindergartners were assessed in the spring of 2001. This group becomes the baseline data for what has developed into a building-wide endeavor. The following fall, incoming kindergartners were assessed on the same standards. Again, they were assessed in the spring of 2002. At the same time, those kindergartners from 2001 had now had a year of instruction based on the University of Oregon model. Their gains from the previous year provide a value-added assessment of progress.

The results for the following two years are also reported. In the spring of 2004, a comparison was done of kindergartners in the all-day, everyday program versus those students in the all-day,

# East Bethel Community School Early Reading Intervention Program Test Results

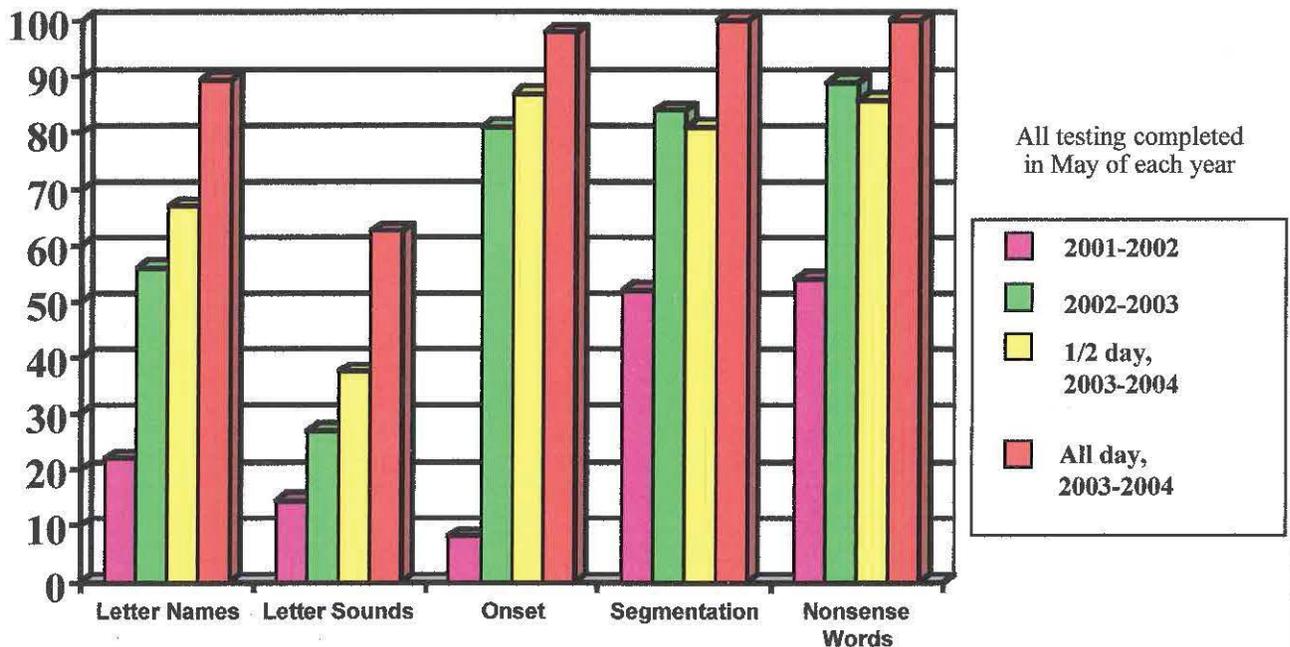
## Dynamic Indicators of Basic Early Literacy Skills

Percentage of students who reached the grade-level standard.



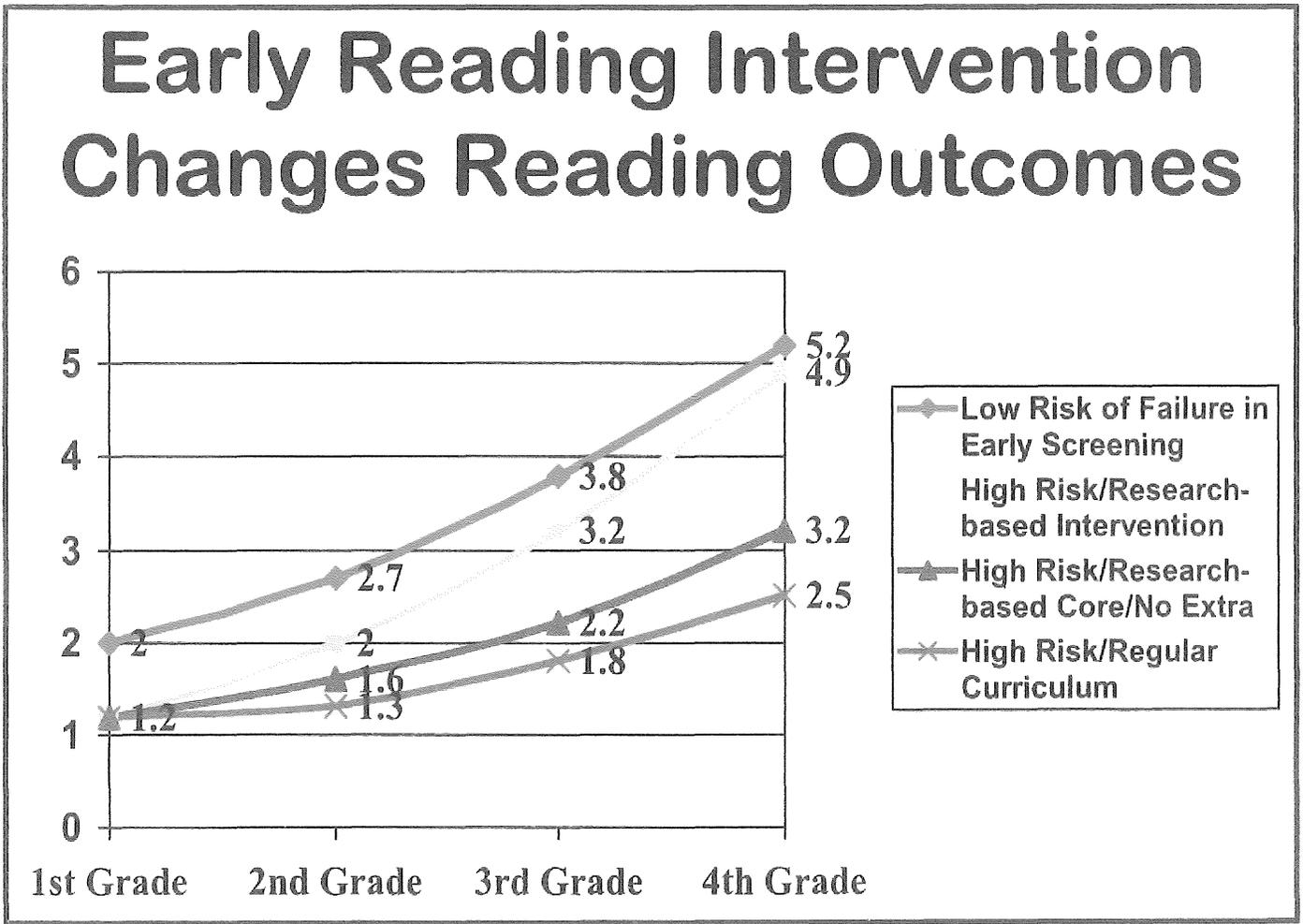
Based on University of Oregon research and the National Reading Panel Report.

## Spring 2004 Follow Up (Kindergarten)



In the lives of children, the significance of early reading achievement cannot be overstated. The impact on the remaining years of school and on adult potential is linked directly to a student's achievement in reading.

In developing the Dynamic Indicators of Beginning Early Literacy, the University of Oregon also developed research that demonstrates the impact of focusing instruction on meaningful teaching approaches to early reading intervention. The graph below indicates the impact over an elementary career. The chart also demonstrates the potential for affecting long-term outcomes for primary students when provided with meaningful early reading intervention.



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# SAMPLE REPORTS SET

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Pages 1-4.....	Teacher Report Math Reading
Pages 5-9.....	Class Report Math Reading Sorted by Alpha (multiple points)
Page 10.....	ASG Report
Page 11.....	Online Individual Student Progress Report
Page 12.....	End-of-Term Individual Student Progress Report
Page 13.....	District Summary Report by School
Page 14-15.....	District Summary Report by Grade Sorted by Gender

# Teacher Report - Mathematics Fall 2003

Goal Performance

School: Nixon Elementary (NWEA Sample District)  
 Class: 55 Bondy 6thGrade 6  
 Teacher: Bondy, Bondy

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Num Sense	Comput	Algeb Func	Geom	Meas	Data Analysis / Stat / Probtly	Prob Solv
12341145	Kirsten, J. E.	6	S/G	Aug 22	200	2.9	197-203	15	11-20	LO	LO	LO	AV	AV	LO	LO
12340465	Tierra, S. Y.	6	S/G	Aug 22	201	3.0	198-204	17	13-22	LO	LO	LO	AV	LO	AV	LO
12340617	Robert, P. K.	6	S/G	Aug 22	202	2.9	199-205	19	14-24	LO	LO	LO	LO	LO	AV	LO
12340448	Elesvan, J. E.	6	S/G	Aug 22	202	3.0	199-205	19	14-24	LO	LO	LO	AV	LO	LO	LO
12341189	Brandon, J. N.	6	S/G	Aug 22	204	3.0	201-207	22	17-28	LO	AV	LO	AV	LO	LO	LO
12340630	Andy, W. Y.	6	S/G	Aug 22	205	3.0	202-208	24	19-31	LO	AV	AV	HI	LO	LO	LO
12340549	Jacque, L. N.	6	S/G	Aug 22	208	3.0	205-211	31	24-38	HI	LO	LO	LO	LO	LO	AV
12340627	Alexandra, K. L.	5	S/G	Aug 26	210	2.9	207-213	53	44-63	AV	AV	HI	AV	LO	AV	AV
12340599	Christofer, C. E.	6	S/G	Aug 22	210	3.0	207-213	35	28-43	LO	HI	LO	AV	AV	LO	AV
12341174	Jessica, J. N.	6	S/G	Aug 22	210	2.9	207-213	35	28-43	LO	LO	LO	AV	AV	LO	LO
12340605	LaDonna, G. E.	6	S/G	Aug 22	211	3.1	208-214	38	31-46	AV	LO	LO	HI	AV	AV	AV
12340511	Michael, T. R.	6	S/G	Aug 22	211	3.0	208-214	38	31-46	HI	LO	LO	AV	HI	LO	LO
12340504	Michael, Y. A.	6	S/G	Aug 22	211	2.9	208-214	38	31-43	LO	AV	LO	AV	LO	HI	LO
12340482	Grace, J. T.	6	S/G	Aug 22	214	2.9	211-217	46	38-54	HI	AV	AV	LO	LO	AV	AV
12340447	Jazmin, N. S.	6	S/G	Aug 22	215	3.0	212-218	49	40-57	LO	HI	HI	AV	LO	LO	AV
12340508	Jackquelyn, D. A.	6	S/G	Aug 22	216	2.9	213-219	51	43-60	HI	AV	HI	HI	LO	AV	AV
12340636	Christina, L. A.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	HI	LO	AV	AV	AV	HI	AV
12340421	Nathan, T. I.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	AV	LO	HI	AV	AV	HI	AV
12340530	Aaron, J. A.	6	S/G	Aug 22	216	2.9	213-219	51	43-60	AV	HI	AV	LO	LO	AV	HI
12341114	Ryan, C. Y.	6	S/G	Aug 22	216	3.0	213-219	51	43-60	HI	LO	LO	AV	AV	HI	LO
12340437	Nasser, J. N.	6	S/G	Aug 22	217	3.3	214-220	54	46-62	HI	AV	AV	HI	LO	LO	AV
12340408	Sara, B. Y.	6	S/G	Aug 22	218	3.0	215-221	57	49-65	HI	AV	HI	AV	LO	AV	AV
12340509	Cierra, J. N.	6	S/G	Aug 22	218	3.0	215-221	57	49-65	HI	AV	HI	LO	LO	AV	HI
12340981	Keitha, L. N.	6	S/G	Aug 22	219	2.9	216-222	60	51-68	HI	AV	AV	LO	AV	HI	HI
12340383	Megan, N. L.	6	S/G	Aug 22	220	3.0	217-223	62	54-70	HI	HI	HI	LO	LO	AV	HI
12340434	Gary, P. K.	6	S/G	Aug 22	220	3.1	217-223	62	54-70	HI	AV	AV	HI	AV	AV	AV
12340603	Jonathan, K. N.	6	S/G	Aug 22	221	3.0	218-224	65	57-73	AV	HI	HI	HI	AV	LO	HI
12340640	Tristan, C. A.	6	S/G	Aug 22	224	3.0	221-227	73	65-79	HI	AV	HI	HI	HI	AV	AV
12340438	Austin, V. E.	6	S/G	Aug 22	224	3.2	221-227	73	65-79	AV	AV	AV	HI	HI	HI	AV
12340558	Rache'l, D. N.	6	S/G	Aug 22	225	2.9	222-228	75	68-81	HI	HI	HI	HI	AV	HI	HI
12340470	Robert, G. Y.	6	S/G	Aug 22	227	2.9	224-230	79	73-85	HI	AV	HI	LO	AV	HI	HI
12340505	Jon, S. L.	6	S/G	Aug 22	228	3.3	225-231	81	75-86	HI	HI	HI	HI	HI	HI	HI
12340473	Jordan, N. R.	6	S/G	Aug 22	229	2.9	226-232	83	77-88	HI	AV	HI	HI	AV	HI	HI
12340476	Megan, M. E.	6	S/G	Aug 22	229	3.0	226-232	83	77-88	HI	HI	HI	HI	LO	HI	HI
12340506	Alejandra, R. T.	6	S/G	Aug 22	232	3.0	229-235	88	83-91	HI	HI	HI	HI	HI	HI	HI
12340393	Stacia, J. E.	6	S/G	Aug 22	233	3.0	230-236	89	85-92	HI	HI	HI	HI	HI	HI	HI

Continued on next page . . .

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
 Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

# Teacher Report - Mathematics (Continued) Fall 2003

Goal Performance

School: Nixon Elementary (NWEA Sample District)  
 Class: 55 Bondy 6thGrade 6  
 Teacher: Bondy, Bondy

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Num Sense	Comput	Algeb Func	Geom	Meas	Data Analysis / Stat / Probity	Prob Solv	
12340868	Jeremy, K. E.	6	S/G	Aug 22	234	3.0	231-237	90	86-93	HI	HI	HI	HI	HI	HI	HI	
12340458	Melanie, L. E.	6	S/G	Aug 22	234	3.0	231-237	90	86-93	HI	HI	HI	HI	HI	HI	HI	
12340461	Patrick, N. E.	6	S/G	Aug 22	234	2.9	231-237	90	86-93	HI	HI	AV	HI	HI	HI	HI	
12340394	Elizabeth, N. N.	6	S/G	Aug 22	238	3.0	235-241	94	91-96	HI	HI	HI	HI	HI	HI	HI	
12340453	Katlynn, K. Y.	6	S/G	Aug 22	241	3.0	238-244	96	94-97	HI	HI	HI	HI	HI	HI	HI	
12340603	Jonathan, K. D.	6	S/G	Aug 22	219	Proctor terminated without option to resume											
<b>Totals For: Mathematics</b>										<b>High</b>	25	15	20	19	11	18	17
										<b>Avg</b>	6	15	9	14	13	12	14
										<b>Low</b>	10	11	12	8	17	11	10
<b>Students:</b>					<b>41</b>												
<b>Mean RIT</b>					<b>218.5</b>	<b>Mean</b>	221.4	216.7	218.0	220.8	214.6	217.8	218.8				
<b>Std Dev</b>					<b>10.8</b>	<b>Std Dev</b>	14.4	12.7	12.3	14.2	12.8	14.0	14.3				
<b>Median RIT</b>					<b>217</b>	<b>Median</b>	224	218	221	220	213	220	220				

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

\*\*\* Test score was invalid. Retesting is recommended:

# Teacher Report - Reading Fall 2003

Goal Performance

School: Nixon Elementary (NWEA Sample District)

Class: 55 Bondy 6thGrade 6

Teacher: Bondy, Bondy

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis
12341189	Brandon, J. N.	6	S/G	Aug 25	174	3.4	171-177	2	1-3	LO	LO	LO
12341190	Brandon, J. N.	6	S/G	Aug 25	177	3.3	174-179	2	2-3	LO	LO	LO
12340599	Christofer, C. E.	6	S/G	Aug 25	192	3.8	188-196	11	9-16	LO	LO	LO
12340504	Michael, Y. A.	6	S/G	Aug 25	193	3.3	190-196	12	9-16	LO	LO	LO
12340603	Jonathan, K. N.	6	S/G	Aug 25	194	3.3	191-197	13	9-17	LO	AV	LO
12340605	LaDonna, G. E.	6	S/G	Aug 25	196	3.4	193-199	16	12-20	LO	LO	LO
12341145	Kirsten, J. E.	6	S/G	Aug 25	199	3.3	196-202	20	16-25	LO	LO	LO
12340530	Aaron, J. A.	6	S/G	Aug 25	201	3.3	198-204	24	19-32	LO	AV	LO
12340448	Elesvan, J. E.	6	S/G	Aug 25	202	3.3	199-205	25	20-34	LO	LO	AV
12340508	Jackquelyn, D. A.	6	S/G	Aug 25	203	3.3	200-206	28	22-34	AV	LO	AV
12340482	Grace, J. T.	6	S/G	Aug 25	203	3.6	199-207	28	20-36	LO	AV	LO
12341174	Jessica, J. N.	6	S/G	Aug 25	203	3.6	199-207	28	22-36	LO	AV	LO
12340627	Alexandra, K. L.	5	S/G	Aug 22	204	3.3	201-207	41	34-53	AV	AV	AV
12340511	Michael, T. R.	6	S/G	Aug 25	205	3.3	202-208	32	24-39	AV	LO	LO
12340421	Nathan, T. I.	6	S/G	Aug 25	205	3.3	202-208	32	25-39	LO	AV	AV
12340408	Sara, B. Y.	6	S/G	Aug 25	207	3.3	204-210	36	29-47	LO	LO	AV
12340630	Andy, W. Y.	6	S/G	Aug 25	207	3.3	204-210	36	29-44	LO	AV	AV
12340549	Jacque, L. N.	6	S/G	Aug 25	207	3.3	204-210	36	28-44	AV	LO	LO
12340509	Cierra, J. N.	6	S/G	Aug 25	208	3.3	205-211	39	29-47	AV	LO	AV
12340447	Jazmin, N. S.	6	S/G	Aug 25	209	3.2	206-212	42	34-50	AV	AV	AV
12340437	Nasser, J. N.	6	S/G	Aug 25	212	3.3	209-215	50	42-59	AV	AV	LO
12340476	Megan, M. E.	6	S/G	Aug 25	214	3.6	210-218	56	44-67	AV	AV	HI
12340465	Tierra, S. Y.	6	S/G	Aug 25	214	3.3	211-217	56	47-64	AV	AV	AV
12340617	Robert, P. K.	6	S/G	Aug 25	214	3.2	211-217	56	44-64	HI	LO	HI
12340434	Gary, P. K.	6	S/G	Aug 25	214	3.2	211-217	56	47-64	AV	AV	AV
12340438	Austin, V. E.	6	S/G	Aug 25	214	3.4	211-217	56	44-64	AV	AV	AV
12340636	Christina, L. A.	6	S/G	Aug 25	215	3.3	212-218	59	50-70	HI	AV	AV
12340981	Keitha, L. N.	6	S/G	Aug 25	215	3.5	212-219	59	47-67	AV	AV	AV
12340470	Robert, G. Y.	6	S/G	Aug 25	216	3.3	213-219	61	53-73	AV	AV	HI
12341114	Ryan, C. Y.	6	S/G	Aug 25	217	3.4	214-220	64	53-73	AV	HI	AV
12340558	Rachel, D. N.	6	S/G	Aug 25	218	3.3	215-221	67	59-78	HI	HI	AV
12340640	Tristan, C. A.	6	S/G	Aug 25	219	3.3	216-222	70	61-78	AV	HI	AV
12340505	Jon, S. L.	6	S/G	Aug 25	220	3.3	217-223	73	64-81	HI	HI	HI
12340461	Patrick, N. E.	6	S/G	Aug 25	221	3.3	218-224	76	67-83	AV	HI	AV
12340383	Megan, N. L.	6	S/G	Aug 25	222	3.3	219-225	78	70-85	HI	AV	HI
12340458	Melanie, L. E.	6	S/G	Aug 25	224	3.3	221-227	83	73-89	AV	HI	HI

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HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
 Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

# Teacher Report - Reading (Continued) Fall 2003

Goal Performance

School: Nixon Elementary (NWEA Sample District)

Class: 55 Bondy 6thGrade 6

Teacher: Bondy, Bondy

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis	
12340868	Jeremy, K. E.	6	S/G	Aug 25	224	3.3	221-227	83	76-90	HI	HI	HI	
12340506	Alejandra, R. T.	6	S/G	Aug 25	226	3.3	223-229	87	81-92	HI	HI	HI	
12340473	Jordan, N. R.	6	S/G	Aug 25	228	3.2	225-231	90	85-94	HI	HI	HI	
12340393	Stacia, J. E.	6	S/G	Aug 25	233	3.2	230-236	96	93-98	HI	HI	HI	
12340453	Katlyne, K. Y.	6	S/G	Aug 25	235	3.3	232-238	97	95-98	HI	HI	HI	
12340394	Elizabeth, N. N.	6	S/G	Aug 25	241	3.4	238-244	99	98-99	HI	HI	HI	
12340421	Nathan, T. I.	6	S/G	Aug 25	***19	Proctor terminated without option to resume							
<b>Totals For: Reading</b>										<b>High</b>	11	12	12
										<b>Avg</b>	17	17	17
										<b>Low</b>	13	12	12
										<b>Mean</b>	210.8	211.8	211.7
										<b>Std Dev</b>	13.6	13.6	14.3
										<b>Median</b>	215	211	212
					<b>Students:</b>	<b>41</b>							
					<b>Mean RIT</b>	<b>211.4</b>							
					<b>Std Dev</b>	<b>12.9</b>							
					<b>Median RIT</b>	<b>214</b>							

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
 Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

\*\*\* Test score was invalid. Retesting is recommended:

# Class Report - Mathematics - Fall 2003 - By Test RIT

## Nixon Elementary

School: Nixon Elementary  
 Teacher: Bondy, Bondy  
 Class Name: 55 Bondy 6thGrade 6  
 Math Goals Survey 6+ IN Version 2

### Goal Performance

Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile Rng	%ile	Num Sense	Comput	Algeb Func	Geom	Meas	Data Analysis / Stat / Probfly	Prob Solv
12340603	Jonathan, K. N.	6	S/G	Aug 22	FA03	***	19	Proctor terminated without option to resume									
12341145	Kirsten, J. E.	6	S/G	Aug 22	FA03	200	2.9	197-203	15	11-20	180-197	199-216	194-210	202-219	205-222	187-205	173-195
12340465	Tierra, S. Y.	6	S/G	Aug 22	FA03	201	3.0	198-204	17	13-22	184-201	172-195	189-205	204-222	200-216	202-218	188-205
12340448	Elesvan, J. E.	6	S/G	Aug 22	FA03	202	3.0	199-205	19	14-24	201-216	192-208	191-207	204-221	198-215	184-201	189-205
12340617	Robert, P. K.	6	S/G	Aug 22	FA03	202	2.9	199-205	19	14-24	201-216	193-209	192-208	197-212	186-203	203-220	185-202
12341189	Brandon, J. N.	6	S/G	Aug 22	FA03	204	3.0	201-207	22	17-28	190-205	202-219	197-213	205-222	196-212	186-204	193-209
12340630	Andy, W. Y.	6	S/G	Aug 22	FA03	205	3.0	202-208	24	19-31	194-209	203-221	203-221	219-252	174-196	189-205	195-211
12340549	Jacque, L. N.	6	S/G	Aug 22	FA03	208	3.0	205-211	31	24-38	215-232	193-211	179-201	193-210	199-215	198-214	210-228
12340599	Christofer, C. E.	6	S/G	Aug 22	FA03	210	3.0	207-213	35	28-43	192-209	217-240	200-216	202-219	202-219	193-211	206-222
12340605	LaDonna, G. E.	6	S/G	Aug 22	FA03	211	3.1	208-214	38	31-46	208-224	184-207	193-211	215-233	204-221	204-220	203-219
12340511	Michael, T. R.	6	S/G	Aug 22	FA03	211	3.0	208-214	38	31-46	215-232	193-211	191-209	208-224	221-243	188-209	185-208
12340504	Michael, Y. A.	6	S/G	Aug 22	FA03	211	2.9	208-214	38	31-43	193-209	205-220	200-216	206-221	201-217	213-230	202-217
12340482	Grace, J. T.	6	S/G	Aug 22	FA03	214	2.9	211-217	46	38-54	216-233	210-225	205-221	196-213	184-206	210-227	213-230
12340447	Jazmin, N. S.	6	S/G	Aug 22	FA03	215	3.0	212-218	49	40-57	201-216	216-233	217-235	212-228	198-215	196-214	209-225
12340530	Aaron, J. A.	6	S/G	Aug 22	FA03	216	2.9	213-219	51	43-60	213-228	218-235	208-224	187-209	195-212	213-230	215-233
12340636	Christina, L. A.	6	S/G	Aug 22	FA03	216	3.0	213-219	51	43-60	214-229	197-214	204-220	203-219	210-226	216-233	211-227
12340508	Jackquelyn, D. A.	6	S/G	Aug 22	FA03	216	2.9	213-219	51	43-60	216-233	204-220	215-232	215-232	195-213	202-218	204-220
12340421	Nathan, T. I.	6	S/G	Aug 22	FA03	216	3.0	213-219	51	43-60	203-219	186-208	215-232	212-228	204-221	217-235	213-230
12341114	Ryan, C. Y.	6	S/G	Aug 22	FA03	216	3.0	213-219	51	43-60	220-237	199-217	200-217	211-226	204-220	217-234	199-216
12340437	Nasser, J. N.	6	S/G	Aug 22	FA03	217	3.3	214-220	54	46-62	216-232	211-228	211-228	215-234	199-218	185-209	212-229
12340509	Cierra, J. N.	6	S/G	Aug 22	FA03	218	3.0	215-221	57	49-65	219-236	207-223	214-230	201-218	198-215	210-226	217-234
12340408	Sara, B. Y.	6	S/G	Aug 22	FA03	218	3.0	215-221	57	49-65	221-238	205-221	217-235	208-224	200-217	205-222	211-228
12340981	Keitha, L. N.	6	S/G	Aug 22	FA03	219	2.9	216-222	60	51-68	219-234	211-227	210-227	174-205	208-224	219-237	215-231
12340434	Gary, P. K.	6	S/G	Aug 22	FA03	220	3.1	217-223	62	54-70	214-230	210-227	210-226	218-235	206-224	212-229	211-229
12340383	Megan, N. L.	6	S/G	Aug 22	FA03	220	3.0	217-223	62	54-70	218-233	215-231	224-241	194-216	191-213	213-228	219-236
12340603	Jonathan, K. N.	6	S/G	Aug 22	FA03	221	3.0	218-224	65	57-73	211-226	215-231	221-239	222-240	211-227	193-215	215-231
12340438	Austin, V. E.	6	S/G	Aug 22	FA03	224	3.2	221-227	73	65-79	212-228	212-229	212-230	223-240	223-239	216-233	208-226
12340640	Tristan, C. A.	6	S/G	Aug 22	FA03	224	3.0	221-227	73	65-79	229-246	208-226	214-230	215-231	227-244	209-227	207-224
12340558	Rache'l, D. N.	6	S/G	Aug 22	FA03	225	2.9	222-228	75	68-81	223-239	216-232	216-232	219-235	213-229	214-229	221-237
12340470	Robert, G. Y.	6	S/G	Aug 22	FA03	227	2.9	224-230	79	73-85	226-241	213-230	218-234	197-219	213-229	232-254	227-244
12340505	Jon, S. L.	6	S/G	Aug 22	FA03	228	3.3	225-231	81	75-86	216-233	216-233	215-232	228-246	213-232	227-244	220-238

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
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 Tests shown in gray *background* occurred prior to the term for which this report is produced

# Class Report - Mathematics - Fall 2003 - By Test RIT

## Nixon Elementary

School: Nixon Elementary  
 Teacher: Bondy, Bondy  
 Class Name: 55 Bondy 6thGrade 6  
 Math Goals Survey 6+ IN Version 2

### Goal Performance

Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile Rng	Goal Performance							
										Num Sense	Comput	Algeb Func	Geom	Meas	Data Analysis / Stat / Probity	Prob Solv	
12340473	Jordan, N. R.	6	S/G	Aug 22	FA03	229	2.9	226-232	83	77-88	229-245	212-229	224-240	214-231	212-229	224-240	226-242
12340476	Megan, M. E.	6	S/G	Aug 22	FA03	229	3.0	226-232	83	77-88	216-232	224-240	218-234	238-259	185-215	218-234	231-248
12340506	Alejandra, R. T.	6	S/G	Aug 22	FA03	232	3.0	229-235	88	83-91	226-241	216-233	227-244	227-243	221-238	221-238	227-244
12340393	Stacia, J. E.	6	S/G	Aug 22	FA03	233	3.0	230-236	89	85-92	236-254	224-240	215-232	232-249	229-244	222-238	214-231
12340868	Jeremy, K. E.	6	S/G	Aug 22	FA03	234	3.0	231-237	90	86-93	229-245	222-238	227-243	244-267	220-237	217-234	223-239
12340458	Melanie, L. E.	6	S/G	Aug 22	FA03	234	3.0	231-237	90	86-93	233-248	218-235	222-238	231-246	218-236	230-246	230-246
12340461	Patrick, N. E.	6	S/G	Aug 22	FA03	234	2.9	231-237	90	86-93	234-248	218-235	206-228	234-251	229-245	224-239	230-246
12340394	Elizabeth, N. N.	6	S/G	Aug 22	FA03	238	3.0	235-241	94	91-96	232-247	228-245	234-250	220-238	218-237	233-249	237-255
12340453	Katlynn, K. Y.	6	S/G	Aug 22	FA03	241	3.0	238-244	96	94-97	237-253	242-259	224-242	223-241	231-247	236-252	230-246
<b>Totals For: Math Goals Survey 6+ IN Version 2</b>										<b>High</b>	25	15	19	19	11	10	9
										<b>Avg</b>	5	14	9	12	12	11	13
<b>Students with current, valid scores 39</b>										<b>Low</b>	9	10	11	8	16	18	17
<b>Mean RIT 218.9</b>										<b>Mean</b>	222.1	217.0	218.0	221.2	214.9	218.3	219.3
<b>Median RIT 218</b>										<b>Median</b>	224	219	221	220	213	221	220
<b>Std Dev 10.9</b>										<b>Std Dev.</b>	14.4	12.9	12.4	14.4	12.9	14.1	14.4

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
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 Tests shown in gray background occurred prior to the term for which this report is produced

# Class Report - Reading - Fall 2003 - By Test RIT

## Nixon Elementary

School: Nixon Elementary  
 Teacher: Bondy, Bondy  
 Class Name: 55 Bondy 6thGrade 6  
 Reading Goals Survey 6+ IN Version 2

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile Rng	Lexile Rng	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis		
12340421	Nathan, T. I.	6	S/G	Aug 25	FA03	***	19	Proctor terminated without option to resume							
12341189	Brandon, J. N.	6	S/G	Aug 25	FA03	174	3.4	171-177	2	1-3	27-177	171-183	166-177	167-178	
12341189	Brandon, J. N.	6	S/G	Aug 25	FA03	175	3.6	171-179	2	2-3	53-203				
12340599	Christofer, C. E.	6	S/G	Aug 25	FA03	192	3.8	188-196	11	9-16	363-513	194-208	189-202	175-189	
12340504	Michael, Y. A.	6	S/G	Aug 25	FA03	193	3.3	190-196	12	9-16	369-519	186-198	185-197	190-201	
12340603	Jonathan, K. N.	6	S/G	Aug 25	FA03	194	3.3	191-197	13	9-17	388-538	179-191	199-213	186-197	
12340605	LaDonna, G. E.	6	S/G	Aug 25	FA03	196	3.4	193-199	16	12-20	428-578	195-207	192-204	183-195	
12341145	Kirsten, J. E.	6	S/G	Aug 25	FA03	199	3.3	196-202	20	16-25	480-630	190-202	193-204	196-207	
12340530	Aaron, J. A.	6	S/G	Aug 25	FA03	201	3.3	198-204	24	19-32	524-674	182-195	205-219	198-209	
12340448	Elesvan, J. E.	6	S/G	Aug 25	FA03	202	3.3	199-205	25	20-34	541-691	194-205	195-207	200-211	
12340482	Grace, J. T.	6	S/G	Aug 25	FA03	203	3.6	199-207	28	20-36	555-705	192-205	206-219	191-204	
12340508	Jackquelyn, D. A.	6	S/G	Aug 25	FA03	203	3.3	200-206	28	22-34	552-702	203-215	185-199	201-212	
12341174	Jessica, J. N.	6	S/G	Aug 25	FA03	203	3.6	199-207	28	22-36	559-709	189-203	201-213	199-212	
12340627	Alexandra, K. L.	5	S/G	Aug 22	FA03	204	3.3	201-207	41	34-53	578-728	196-207	201-213	199-210	
12340511	Michael, T. R.	6	S/G	Aug 25	FA03	205	3.3	202-208	32	24-39	584-734	202-214	196-208	198-209	
12340421	Nathan, T. I.	6	S/G	Aug 25	FA03	205	3.3	202-208	32	25-39	589-739	195-206	200-212	202-214	
12340630	Andy, W. Y.	6	S/G	Aug 25	FA03	207	3.3	204-210	36	29-44	630-780	193-206	206-218	204-215	
12340549	Jacque, L. N.	6	S/G	Aug 25	FA03	207	3.3	204-210	36	28-44	622-772	209-222	198-209	196-208	
12340408	Sara, B. Y.	6	S/G	Aug 25	FA03	207	3.3	204-210	36	29-47	630-780	199-211	198-210	207-218	
12340509	Cierra, J. N.	6	S/G	Aug 25	FA03	208	3.3	205-211	39	29-47	638-788	201-213	193-206	210-222	
12340447	Jazmin, N. S.	6	S/G	Aug 25	FA03	209	3.2	206-212	42	34-50	667-817	203-214	201-213	206-217	
12340437	Nasser, J. N.	6	S/G	Aug 25	FA03	212	3.3	209-215	50	42-59	715-865	210-222	211-223	197-209	
12340438	Austin, V. E.	6	S/G	Aug 25	FA03	214	3.4	211-217	56	44-64	746-896	210-223	205-217	208-219	
12340434	Gary, P. K.	6	S/G	Aug 25	FA03	214	3.2	211-217	56	47-64	750-900	209-221	204-216	211-222	
12340476	Megan, M. E.	6	S/G	Aug 25	FA03	214	3.6	210-218	56	44-67	753-903	202-216	206-219	214-225	
12340617	Robert, P. K.	6	S/G	Aug 25	FA03	214	3.2	211-217	56	44-64	748-898	212-224	198-211	212-224	
12340465	Tierra, S. Y.	6	S/G	Aug 25	FA03	214	3.3	211-217	56	47-64	754-904	210-221	210-222	206-217	
12340636	Christina, L. A.	6	S/G	Aug 25	FA03	215	3.3	212-218	59	50-70	777-927	214-226	208-220	206-218	
12340981	Keitha, L. N.	6	S/G	Aug 25	FA03	215	3.5	212-219	59	47-67	763-913	210-223	204-217	210-222	
12340470	Robert, G. Y.	6	S/G	Aug 25	FA03	216	3.3	213-219	61	53-73	798-948	210-222	210-222	212-223	
12341114	Ryan, C. Y.	6	S/G	Aug 25	FA03	217	3.4	214-220	64	53-73	803-953	210-222	217-230	206-217	

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34

Tests shown in gray font are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term

Tests shown in gray background occurred prior to the term for which this report is produced

# Class Report - Reading - Fall 2003 - By Test RIT

## Nixon Elementary

School: Nixon Elementary  
 Teacher: Bondy, Bondy  
 Class Name: 55 Bondy 6thGrade 6  
 Reading Goals Survey 6+ IN Version 2

### Goal Performance

Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile Rng	%ile Rng	Lexile Rng	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis	
12340558	Rache'l, D. N.	6	S/G	Aug 25	FA03	218	3.3	215-221	67	59-78	832-982	213-224	216-229	209-220	
12340640	Tristan, C. A.	6	S/G	Aug 25	FA03	219	3.3	216-222	70	61-78	842-992	211-223	218-230	211-222	
12340505	Jon, S. L.	6	S/G	Aug 25	FA03	220	3.3	217-223	73	64-81	859-1009	217-229	213-225	212-223	
12340461	Patrick, N. E.	6	S/G	Aug 25	FA03	221	3.3	218-224	76	67-83	879-1029	211-222	223-236	212-223	
12340383	Megan, N. L.	6	S/G	Aug 25	FA03	222	3.3	219-225	78	70-85	894-1044	216-228	201-215	229-244	
12340868	Jeremy, K. E.	6	S/G	Aug 25	FA03	224	3.3	221-227	83	76-90	938-1088	217-228	217-228	222-233	
12340458	Melanie, L. E.	6	S/G	Aug 25	FA03	224	3.3	221-227	83	73-89	925-1075	206-220	220-231	224-236	
12340506	Alejandra, R. T.	6	S/G	Aug 25	FA03	226	3.3	223-229	87	81-92	970-1120	216-228	221-232	224-235	
12340473	Jordan, N. R.	6	S/G	Aug 25	FA03	228	3.2	225-231	90	85-94	1006-1156	226-238	221-233	220-231	
12340393	Stacia, J. E.	6	S/G	Aug 25	FA03	233	3.2	230-236	96	93-98	1103-1253	229-241	231-243	223-234	
12340453	Katlyne, K. Y.	6	S/G	Aug 25	FA03	235	3.3	232-238	97	95-98	1131-1281	227-239	232-244	229-240	
12340394	Elizabeth, N. N.	6	S/G	Aug 25	FA03	241	3.4	238-244	99	98-99	1236-1386	234-246	233-244	238-250	
<b>Totals For: Reading</b>												<b>High</b>	11	12	12
												<b>Avg</b>	17	17	17
<b>Students with current, valid scores</b>												<b>Low</b>	13	12	12
												<b>Mean</b>	210.8	211.8	211.7
												<b>Median</b>	215	211	212
												<b>Std Dev</b>	13.6	13.6	14.3

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
 Tests shown in gray font are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term  
 Tests shown in gray background occurred prior to the term for which this report is produced

# Class Report - Reading - Fall 2003 - By Student Name

## Nixon Elementary

School: Nixon Elementary  
 Teacher: Bondy, Bondy  
 Class Name: 55 Bondy 6thGrade 6  
 Reading Goals Survey 6+ IN Version 2

### Goal Performance

Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile %ile Rng	Lexile Rng	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis	
12340530	Aaron, J. A.	6	S/G	Aug 25	FA03	201	3.3	198-204	24	19-32	524-674	182-195	205-219	198-209
12340530	Aaron, J. A.	5	S/G	Apr 21	SP03	208	3.2	205-211	40	32-47	649-799			
12340530	Aaron, J. A.	5	S/G	Aug 19	FA02	197	3.2	194-200	25	20-34	456-606			
12340506	Alejandra, R. T.	6	S/G	Aug 25	FA03	226	3.3	223-229	87	81-92	970-1120	216-228	221-232	224-235
12340506	Alejandra, R. T.	5	SUR	Apr 21	SP03	218	4.9	213-223	68	53-78	817-967			
12340506	Alejandra, R. T.	5	S/G	Aug 19	FA02	217	3.3	214-220	79	68-85	803-953			
12340627	Alexandra, K. L.	5	S/G	Aug 22	FA03	204	3.3	201-207	41	34-53	578-728	196-207	201-213	199-210
12340630	Andy, W. Y.	6	S/G	Aug 25	FA03	207	3.3	204-210	36	29-44	630-780	193-206	206-218	204-215
12340630	Andy, W. Y.	5	S/G	Apr 21	SP03	207	3.3	204-210	37	30-45	625-775			
12340630	Andy, W. Y.	5	S/G	Aug 19	FA02	204	3.2	201-207	41	31-50	564-714			
12340438	Austin, V. E.	6	S/G	Aug 25	FA03	214	3.4	211-217	56	44-64	746-896	210-223	205-217	208-219
12340438	Austin, V. E.	5	SUR	Apr 21	SP03	210	4.6	205-215	45	32-56	676-826			
12340438	Austin, V. E.	5	S/G	Aug 19	FA02	212	3.3	209-215	65	56-73	718-868			
12341189	Brandon, J. N.	6	S/G	Aug 25	FA03	175	3.6	171-179	2	2-3	53-203			
12341189	Brandon, J. N.	6	S/G	Aug 25	FA03	174	3.4	171-177	2	1-3	27-177	171-183	166-177	167-178
12341189	Brandon, J. N.	5	S/G	Apr 21	SP03	196	3.3	193-199	16	13-20	426-576			
12341165	Brandon, L. N.	5	S/G	Apr 21	SP03	207	3.2	204-210	37	28-45	619-769			
12340636	Christina, L. A.	6	S/G	Aug 25	FA03	215	3.3	212-218	59	50-70	777-927	214-226	208-220	206-218
12340636	Christina, L. A.	5	S/G	Apr 25	SP03	223	3.3	220-226	81	73-87	916-1066			
12340636	Christina, L. A.	5	SUR	Apr 21	SP03	215	4.6	210-220	59	47-73	774-924			
12340636	Christina, L. A.	5	S/G	Aug 19	FA02	212	3.3	209-215	65	53-73	712-862			
12340599	Christofer, C. E.	6	S/G	Aug 25	FA03	192	3.8	188-196	11	9-16	363-513	194-208	189-202	175-189
12340599	Christofer, C. E.	5	SUR	Apr 21	SP03	211	4.8	206-216	47	35-62	697-847			
12340599	Christofer, C. E.	6	S/G	Aug 19	FA02	193	3.4	190-196	12	9-17	378-528			
12340509	Cierra, J. N.	6	S/G	Aug 25	FA03	208	3.3	205-211	39	29-47	638-788	201-213	193-206	210-222
12340509	Cierra, J. N.	5	S/G	Apr 21	SP03	219	3.3	216-222	70	62-78	843-993			
12340509	Cierra, J. N.	5	S/G	Aug 19	FA02	206	3.5	203-210	47	36-56	601-751			
12340448	Elesvan, J. E.	6	S/G	Aug 25	FA03	202	3.3	199-205	25	20-34	541-691	194-205	195-207	200-211
12340448	Elesvan, J. E.	5	SUR	Apr 21	SP03	214	4.8	209-219	56	45-70	762-912			
12340448	Elesvan, J. E.	5	S/G	Aug 19	FA02	200	3.3	197-203	31	25-39	501-651			
12340394	Elizabeth, N. N.	6	S/G	Aug 25	FA03	241	3.4	238-244	99	98-99	1236-1386	234-246	233-244	238-250

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34  
 Tests shown in gray font are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term  
 Tests shown in gray *background* occurred prior to the term for which this report is produced

# Achievement Status and Growth Targets Class Report - Mathematics - Fall 2003

## Nixon Elementary

**School:** Nixon Elementary  
**Teacher:** Trindwell, Trindwell  
**Class Name:** 51 Trindwell 4thGrade 4  
**Optional Group:** None selected

Student ID	Name	Grd	Date	Test Type	Fall		Sprg		Fall-Sprg Growth	Sprg		Growth	
					Test RIT	Std Err	Test RIT	Std Err		Target RIT	Target Met	Target Index	
12340618	Andrew, M. N.	4	Aug 19	S/G	191	2.9				9	200		
12341090	Breanna, J. E.	4	Aug 19	S/G	179	3.0				11	190		
12341079	Brittany, M. O.	4	Aug 19	S/G	196	2.9				9	205		
12340602	Brittany, Z. Y.	4	Aug 19	S/G	212	2.9				9	221		
12340590	Christopher, M. N.	4	Aug 19	S/G	201	3.0				9	210		
12341122	Conor, D. L.	4	Aug 19	S/G	197	3.0				9	206		
12340571	Courtney, R. A.	4	Aug 19	S/G	172	3.3				11	183		
12341164	Daniel, H. E.	4	Aug 19	S/G	176	3.1				11	187		
12340492	Haylee, T. A.	4	Aug 19	S/G	202	3.0				9	211		
12340491	Jacob, D. Y.	4	Aug 19	S/G	189	3.0				10	199		
12340523	Kasey, A. W.	4	Aug 19	S/G	202	2.9				9	211		
12340545	Kathryn, C. A.	4	Aug 19	S/G	190	3.0				9	199		
12341206	Kelsey, Z. Y.	4	Aug 19	S/G	161	3.1				12	173		
12341116	Kenisha, C. R.	4	Aug 19	S/G	195	3.0				9	204		
12340829	Keri, L. E.	4	Aug 19	S/G	208	3.0				9	217		
12340493	Lauren, J. H.	4	Aug 19	S/G	213	3.0				9	222		
12340608	Maria, B. K.	4	Aug 19	S/G	173	3.3				11	184		
12341121	Montrell, C. I.	4	Aug 19	S/G	190	3.0				9	199		
12340560	Nayeli, K. N.	4	Aug 19	S/G	210	2.9				9	219		
12340161	Rachael, A. A.	4	Aug 25	S/G	196	3.0				9	205		
12340535	Rebecca, D. N.	4	Aug 19	S/G	211	3.0				9	220		
12340532	Samuel, T. A.	4	Aug 19	S/G	193	3.1				9	202		
12340490	Taylor, L. E.	4	Aug 19	S/G	204	2.9				9	213		
12340496	Tresana, L. E.	4	Aug 19	S/G	173	3.1				11	184		
12340562	Victoria, S. E.	4	Aug 19	S/G	217	3.0				9	226		

**Subject Summary:** Count of Students with Valid Fall and Spring Scores  
**Mathematics** Count of Students Meeting Their Expected RIT  
 Percentage of Students Meeting Their Expected RIT  
 Overall Percentage of Expected RIT Met  
 Count of Students with ONLY Invalid Tests  
 Count of current valid Tests 25  
 Mean RIT 194.0  
 Median RIT 196  
 Std Dev 14.9

(\* Small Group Summary Display is OFF)

# NWEA Sample District

## Student Progress Report for *Melanie, L. E.*

### Nixon Elementary

Growth is measured from Fall to Spring

Student ID: 12340458

### Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F03	6	231- 234 -237	223	215			86- 90 -93
S03	5	224- 227 -230	222	216	7	9.5	69- 76 -81
F02	5	217- 220 -223	214	209			74- 81 -87

### Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F03	6	221- 224 -227	215	210			73- 83 -89
S03	5	216- 219 -222	214	210	0	5.4	59- 70 -78
F02	5	216- 219 -222	210	205			76- 83 -91

#### Mathematics Goals Performance - Fall 2003

Num Sense	High
Comput	HiAvg
Algeb Func	High
Geom	High
Meas	HiAvg
Data Analysis / Stat / Probly	High
Prob Solv	High

#### Reading Goals Performance - Fall 2003

Word Recog / Fluency / Vocab	Avg
Reading Comp	High
Literary Response & Analysis	High
<b>Lexile Range: 925-1075</b>	

### Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F03	6	226- 229 -232	219	212			87- 92 -96
S03	5	222- 225 -228	219	212	8	5	78- 86 -92
F02	5	214- 217 -220	213	207			67- 76 -84

#### Language Usage Goals Performance - Fall 2003

Writing Strategies & Skills	HiAvg
Conventions Grammar & Usage	High
Conventions Mechanics of Writ	High

### Explanatory Notes:

#### Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

#### Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

#### District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

#### Norm Group Avg.

The average score observed for students in the 2002 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

#### Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

#### Typical Growth

The average growth of students in the 2002 NWEA Norming study who were in the same grade and began the growth comparison period at a similar achievement level.

#### Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the 2002 NWEA Norming study that had a RIT score less than or equal to your child's score. The number on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

#### Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

#### Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.

# Nixon Elementary - Fall 2003

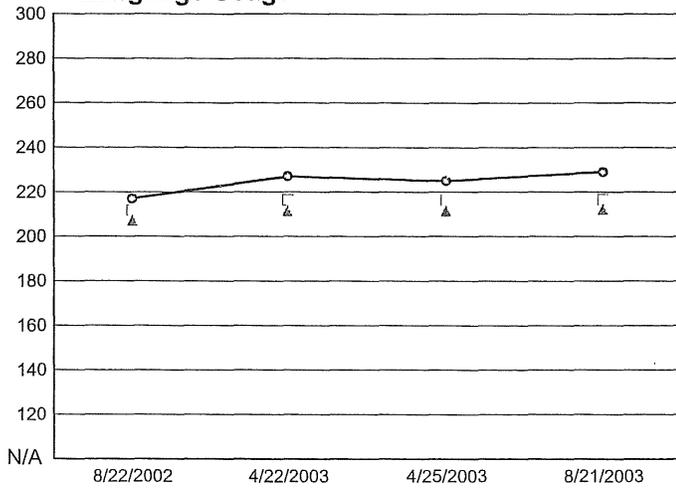
Nixon Elementary

Melanie, L. E. ID: 12340458

- Student RIT Score
- District Grp Av
- △ Norm Grp Avg

Grade 6

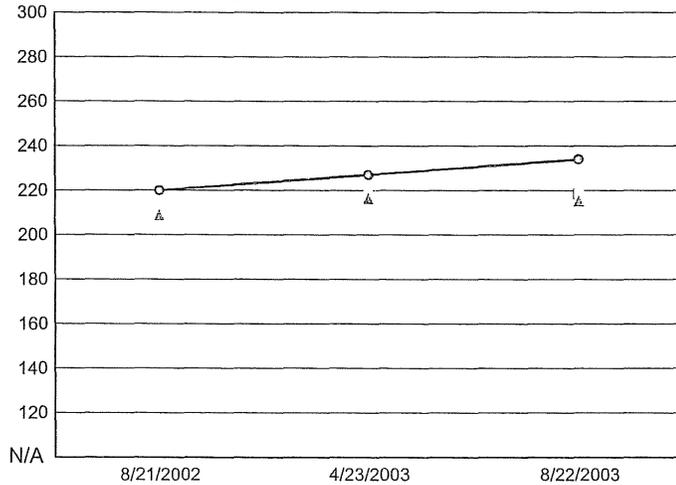
## Language Usage



**Student RIT Score** 229  
 Student RIT Range: 226-232  
 Percentile Range: 87-96  
 District Avg: 215  
 Norm Grp Avg: 212.2  
 Term Name - Grade: Fall 2003

- 217-227 Writing Strategies & Skills
- 230-241 Conventions Grammar & Usage
- 225-235 Conventions Mechanics of Writ

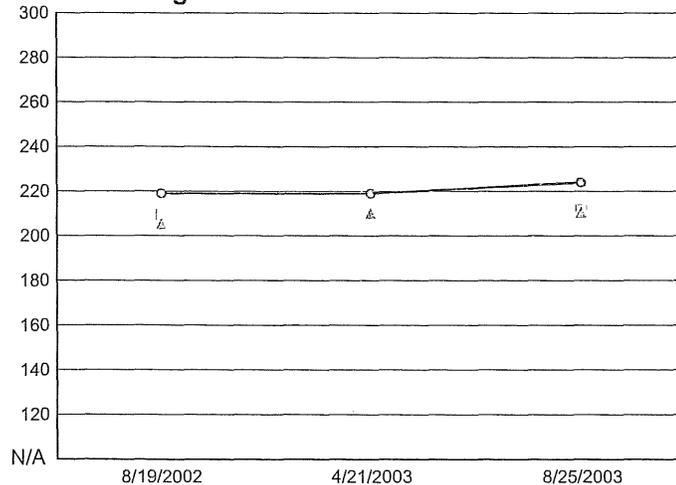
## Mathematics



**Student RIT Score** 234  
 Student RIT Range: 231-237  
 Percentile Range: 86-93  
 District Avg: 215  
 Norm Grp Avg: 215.2  
 Term Name - Grade: Fall 2003

- 233-248 Num Sense
- 218-235 Comput
- 222-238 Algeb Func
- 231-246 Geom
- 218-236 Meas
- 230-246 Data Analysis / Stat / Problty
- 230-246 Prob Solv

## Reading



**Student RIT Score** 224  
 Student RIT Range: 221-227  
 Percentile Range: 73-89  
 District Avg: 215  
 Norm Grp Avg: 210.5  
 Term Name - Grade: Fall 2003  
 Lexile Range: 925-1075

- 206-220 Word Recog / Fluency / Vocab
- 220-231 Reading Comp
- 224-236 Literary Response & Analysis

(--) No score available

# District Summary Report by School - Fall 2003

## NWEA Sample District

### Mathematics

#### Eagle Elementary

Math Goals Survey 2-5 IN Version 2						Num Sense		Comput		Algeb Func		Geom		Meas		Data Analysis / Stat / Probity		Prob Solv	
Term	Grad	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev								
Spring 2002	2	23	192.9	10.8	194	190.8	13.2	<b>183.0</b>	12.3	195.1	14.4	<b>198.1</b>	12.4	195.6	14.1	<b>197.1</b>	14.1	192.0	16.7
Fall 2001	2	20	182.4	8.9	182	<b>177.5</b>	11.6	<b>173.6</b>	12.6	182.5	16.3	<b>189.1</b>	13.3	183.7	12.3	<b>187.3</b>	10.1	182.4	12.3
Spring 2002	3	28	207.1	6.4	207	208.0	10.8	<b>201.1</b>	13.0	209.5	9.6	205.3	14.6	208.6	9.2	206.5	8.5	209.8	14.5
Fall 2001	3	25	197.3	8.5	198	198.6	10.2	<b>189.9</b>	15.8	194.7	14.0	199.0	11.4	197.5	12.3	<b>204.6</b>	18.7	195.2	12.6
Spring 2002	4	20	214.1	12.1	219	212.7	15.7	<b>219.6</b>	22.3	216.9	17.2	213.4	14.0	<b>210.2</b>	14.1	214.3	14.4	214.2	17.8
Fall 2001	4	19	204.5	9.7	206	<b>200.9</b>	11.6	202.1	13.8	205.1	13.3	<b>211.1</b>	12.2	203.1	16.7	204.2	11.1	204.9	17.1
Spring 2002	5	20	217.1	11.0	216	219.7	16.7	216.5	14.9	215.7	11.9	<b>220.4</b>	10.2	<b>212.4</b>	14.2	<b>222.3</b>	15.7	<b>213.9</b>	13.9
Fall 2001	5	20	210.3	9.6	213	<b>213.6</b>	12.4	<b>207.1</b>	14.9	<b>216.7</b>	18.6	211.5	10.0	<b>205.9</b>	12.2	209.6	11.4	<b>206.9</b>	13.6
Fall 2001	6	3																	
Math Goals Survey 6+ IN Version 2						Num Sense		Comput		Algeb Func		Geom		Meas		Data Analysis / Stat / Probity		Prob Solv	
Term	Grad	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev								
Fall 2001	2	1																	
Fall 2001	3	1																	
Spring 2002	6	27	228.5	13.6	230	230.3	19.5	<b>233.1</b>	19.9	<b>225.4</b>	16.2	226.9	13.7	<b>224.5</b>	17.8	<b>232.5</b>	15.9	227.4	11.6
Fall 2001	6	18	222.4	10.1	224	221.4	12.2	<b>218.9</b>	10.6	<b>233.8</b>	14.5	220.2	13.0	<b>219.1</b>	11.2	<b>226.2</b>	13.6	<b>218.9</b>	14.1

### Eastland Junior High

Groups with less than 10 students are suppressed because they are not statistically reliable.

\* A goal mean in **bold italic** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

# District Summary Report by Grade - Fall 2003

## NWEA Sample District

### Reading

Reading Goals Survey 2-5 IN Version 2						Word Recog / Fluency / Vocab		Reading Comp		Literary Response & Analysis							
Term	Grad	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>Optional Group: None</b>																	
Spring 2003	2	116	186.4	15.2	188	185.7	14.0	186.1	17.0	187.3	17.6						
Spring 2003	2	1															
Fall 2002	2	107	174.9	15.4	174	174.2	15.7	174.8	17.3	174.9	16.8						
Fall 2002	2	2															
Spring 2002	2	41	190.3	15.9	193	189.7	15.8	189.0	15.8	192.0	18.8						
Fall 2001	2	18	181.2	17.7	180	180.8	18.1	180.6	18.8	182.6	18.4						
<b>Optional Group: None</b>																	
Fall 2003	3	108	185.9	15.4	187	186.2	14.9	185.3	17.0	186.0	17.6						
Spring 2003	3	111	197.0	14.6	201	196.6	14.8	197.3	16.3	197.1	16.0						
Spring 2003	3	1															
Fall 2002	3	110	191.2	14.0	194	189.7	13.7	192.1	15.5	191.5	16.0						
Spring 2002	3	52	202.3	12.1	205	201.8	11.3	203.6	12.9	201.8	14.4						
Fall 2001	3	26	189.8	13.4	193	190.4	11.5	191.0	15.4	187.8	16.2						
<b>Optional Group: None</b>																	
Fall 2003	4	106	195.3	16.7	198	195.3	16.1	194.0	18.3	196.4	18.1						
Spring 2003	4	123	204.0	16.5	207	203.2	16.2	204.1	17.4	204.5	18.5						
Fall 2002	4	117	199.0	15.8	202	197.8	15.6	199.8	17.9	199.6	16.8						
Spring 2002	4	37	209.0	14.7	212	206.4	13.3	210.0	17.3	211.1	17.3						
Fall 2001	4	19	201.2	16.7	205	198.7	14.6	201.9	20.2	202.4	18.1						
<b>Optional Group: None</b>																	
Fall 2003	5	117	205.2	15.0	208	205.3	15.6	204.8	16.2	205.5	16.0						
Spring 2003	5	114	214.5	13.0	217	214.4	13.5	214.8	15.1	214.8	14.8						
Spring 2003	5	1															
Fall 2002	5	116	210.5	11.2	212	208.8	12.4	211.3	11.9	211.7	12.7						
Spring 2002	5	39	210.8	12.1	213	212.4	13.3	210.5	11.7	209.3	13.7						
Fall 2001	5	18	207.4	10.5	210	207.3	10.1	206.9	11.8	207.8	12.3						

Groups with less than 10 students are suppressed because they are not statistically reliable.

\* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively high performance.

# District Summary Report by Grade and Gender - Fall 2003

## NWEA Sample District

(Small Group Summary Display is ON)

### Language Usage

Language Goals Survey IN Version 2						Writing Strategies & Skills		Conventions Grammar & Usage		Conventions Mechanics of Writ							
Term	Grad	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>Optional Group: Gender: Female</b>																	
Spring 2003	2	53	194.6	16.2	196	192.8	15.8	194.0	19.4	197.0	16.1						
Fall 2002	2	47	179.3	15.1	178	177.7	17.4	181.0	16.6	178.4	14.8						
Spring 2002	2	9	203.9	14.8	209	205.2	12.4	202.7	16.3	203.6	17.1						
Fall 2001	2	4	198.5	14.9	194	197.0	12.9	<b><u>201.5</u></b>	15.1	197.5	19.1						
<b>Optional Group: Gender: Male</b>																	
Spring 2003	2	68	192.0	15.6	196	190.8	16.3	191.5	16.1	193.4	17.1						
Fall 2002	2	67	175.3	12.7	178	173.6	14.3	177.7	13.6	174.4	12.7						
Spring 2002	2	32	193.7	11.2	209	191.8	11.9	194.8	11.3	194.5	11.9						
Fall 2001	2	14	181.2	15.1	194	179.6	16.1	<b><u>184.5</u></b>	16.8	179.4	15.1						
<b>Optional Group: Gender: Female</b>																	
Fall 2003	3	47	195.0	15.4	198	194.2	17.1	194.6	16.9	196.0	15.2						
Spring 2003	3	46	205.1	13.5	206	203.7	15.8	204.7	14.8	207.0	12.5						
Fall 2002	3	51	196.0	14.7	200	195.1	16.2	195.7	14.9	197.2	15.2						
Spring 2002	3	30	213.9	9.4	215	214.5	9.4	214.4	11.4	213.0	9.5						
Fall 2001	3	15	203.1	8.8	200	201.5	10.7	206.1	10.6	202.1	7.5						
<b>Optional Group: Gender: Male</b>																	
Fall 2003	3	60	189.1	14.1	198	186.7	15.3	190.1	15.0	190.1	14.9						
Spring 2003	3	68	202.7	12.6	206	200.7	13.1	203.2	13.8	204.1	13.4						
Fall 2002	3	58	193.0	12.5	200	191.3	13.1	194.2	13.2	193.3	13.7						
Spring 2002	3	24	207.5	14.2	215	206.0	14.1	208.7	14.3	207.5	16.2						
Fall 2001	3	11	200.7	9.1	200	199.1	9.7	202.3	12.3	200.9	9.3						
<b>Optional Group: Gender: Female</b>																	
Fall 2003	4	43	204.2	15.5	207	203.8	16.3	203.8	17.5	204.9	15.7						
Spring 2003	4	59	213.1	12.4	212	211.5	13.9	212.8	12.6	214.9	13.8						
Fall 2002	4	61	205.1	13.3	204	204.5	15.4	204.3	14.2	206.5	12.6						
Spring 2002	4	21	216.9	8.2	217	215.9	10.2	217.4	8.7	217.7	9.1						
Fall 2001	4	10	210.1	10.7	211	211.6	12.2	210.6	12.1	208.6	10.1						

Groups with less than 10 students are shown as selected, but may not be statistically reliable.

\* A goal mean in **bold italic** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

School  
Grade

# Student Growth

SPRING 2004

Subject	Fall RIT Mean	Spring RIT Mean	Growth Mean	Growth Range	NWEA Growth Target	Growth Index (compared to others)	% of students meeting Growth Target
Reading							
Math							
Language Usage							

	Areas of Concern	Strengths
Reading		
Math		
Language		

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EVALUATION  
ASSOCIATION**

# Monitoring Growth in Student Achievement

In 2002, the Northwest Evaluation Association completed a norming study designed to describe student achievement status and growth along the RIT scales. The study included over 1.05 million students from 323 school districts in 24 states who were administered Achievement Level Tests and Measures of Academic Progress (MAP) tests. These assessment instruments are uniquely designed to provide accurate measurement of student achievement and student growth across time.

Achievement and growth for the students involved in the norming study are described in the tables below and on the back. The mean (average) and median achievement values are based on all students in the study for that season. The median is the 50<sup>th</sup> percentile rank; half the students for the grade scored above this level and half scored below. The mean growth values are based only on students with scores from each of the testing seasons used to estimate growth.

The values in these tables are based on the performance of students from a wide variety of schools and school districts. As we improve education, we expect that students in our districts will achieve at higher levels and grow more rapidly. The RIT scores and mean growth values in these tables should be considered as *typical* or *indicative* of student performance at each grade level. They should *not* be considered as long-term goals, stopping points or expectations.

## Mathematics Achievement and Growth

Grade	Fall		Spring		Ending Grade	Mean Growth		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	178	177.6	189	188.2	2	15.7	n/a	n/a
3	191	189.7	201	199.7	3	11.8	13.4	12.8
4	201	200.4	209	208.6	4	8.9	12.0	9.3
5	209	208.9	217	216.4	5	8.8	9.3	9.2
6	216	215.2	222	221.9	6	8.1	7.3	6.4
7	222	220.9	228	227.5	7	6.9	8.5	6.9
8	228	227.2	235	234.0	8	7.1	7.7	8.1
9	231	229.8	244	240.9	9	5.8	6.2	7.8
10	235	232.7	250	248.2	10	4.8	4.9	2.4

(over for Reading and Language Usage)

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## Reading Achievement and Growth

Grade	Fall		Spring		Ending Grade	Mean Growth		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	179	177.7	188	186.6	2	14.9		n/a
3	191	188.7	199	197.2	3	10.4	14.1	11.9
4	200	198.0	206	204.3	4	7.4	10.7	7.6
5	207	205.2	212	210.3	5	6.3	8.0	7.0
6	212	210.5	217	215.2	6	5.3	6.1	5.3
7	216	214.4	221	218.9	7	4.3	5.3	4.3
8	220	218.3	225	222.8	8	4.2	4.6	4.3
9	223	221.0	226	224.2	9	2.9	3.8	3.0
10	225	223.1	226	224.3	10	2.6	3.6	3.3

## Language Usage Achievement and Growth

Grade	Fall		Spring		Ending Grade	Mean Growth		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	180	180.0	190	189.0	2	n/a	n/a	n/a
3	194	191.6	201	199.0	3	9.3	n/a	10.7
4	203	200.9	207	205.5	4	6.5	9.6	7.5
5	209	207.3	213	211.5	5	5.8	6.4	6.4
6	214	212.2	217	215.3	6	4.5	5.1	4.3
7	217	215.2	220	218.4	7	3.6	3.8	3.6
8	220	218.7	223	221.3	8	3.5	3.2	3.4
9	222	220.4	224	223.4	9	2.4	2.6	2.4
10	224	222.2	224	222.5	10	1.9	1.9	1.2

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