BOARD OF EDUCATION COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE: STUDENT ACHIEVEMENT

MONDAY, OCTOBER 17, 2011 6:30 P.M.

RAYMOND HENDEE EDUCATION SERVICE CENTER 164 S. PROSPECT AVENUE

AGENDA

- 1. CALL TO ORDER AND ROLL CALL
- 2. STUDENT ACHIEVEMENT/EDUCATIONAL ENDS
- 3. PUBLIC COMMENTS
- 4. BOARD ADJOURNED TO CLOSED SESSION COLLECTIVE BARGAINING 5 ILCS 120/2(C)(2)

PB:mw

Examining Student Learning in District 64

3 Guiding Questions

- I. What do we want students to know and be able to do?
- 2. How will we know when they have learned the desired outcomes?
- 3. How will we respond to the data?

What do we want students to know and be able to do?

- Core Academic Skills and Knowledge
- Critical Thinking and Problem Solving
- Social Emotional Development
- Physical Development
- Fine Arts Experiences
- Positive Attitude toward Learning

EDUCATING THE WHOLE CHILD

EDUCATIONAL ENDS

- Statements of the broad learning targets we want our students to achieve as a result of their educational experiences in District 64.
- End statements written for
 - Each Core academic area
 - Each Encore area
 - Social-Emotional
 - Critical Thinking/Problem Solving

Hierarchy of Learning

- Educational End Statements
 - Illinois Learning Standards
 - · Grade Level Learning Standards
 - Specific Skills and Objectives

How will we know when they have learned the desired outcomes? Variety of Assessments Specialized Diagnostic Assessments Student Portfolios and Projects Teacher Observations

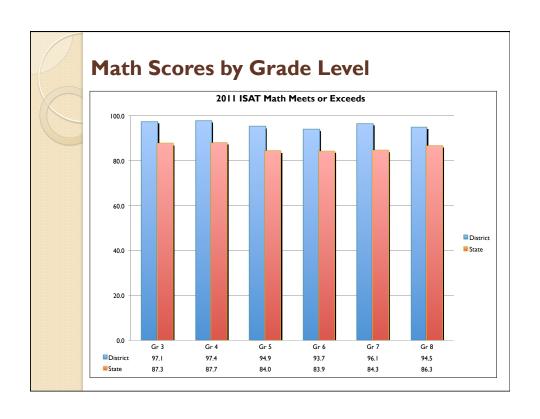
ISAT

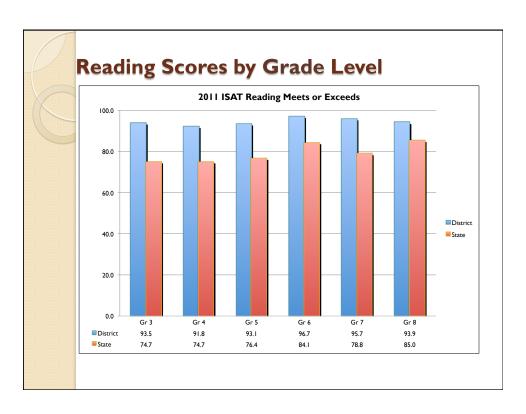
- Measures mastery of the Illinois Learning Standards
- Compares students, schools and districts across the state
- Used to meet national No Child Left Behind (NCLB) mandate

2011 ISAT Results

STRONG Scores Continue!

- 94% of All Students Meet or Exceed Standards in Reading
- 95% of All Students Meet or Exceed
 Standards in Math





Celebrations!

- Small positive increases in Meets/Exceeds over time
 - Both grade levels increased in Science
 - 4 out of 6 grade levels increased in Math
 - 4 out of 6 grade levels increased in Reading
- Increase in the % of students scoring in Exceeds Level in Math at every grade
- Increase in the % of students scoring in Exceeds Level in Reading in 4 out of 6 grades
- Decrease in the % of students scoring below standards

AYP Status

- District met expectations for Adequate Yearly Progress (AYP)
 - 85% or more of ALL students scored at Meets/Exceeds level
 - 85% or more students in subgroups scored at Meets/Exceeds level or met Safe Harbor provisions
 - Over 91% Attendance Rate
- All but 2 of our 7 schools met expectations for AYP

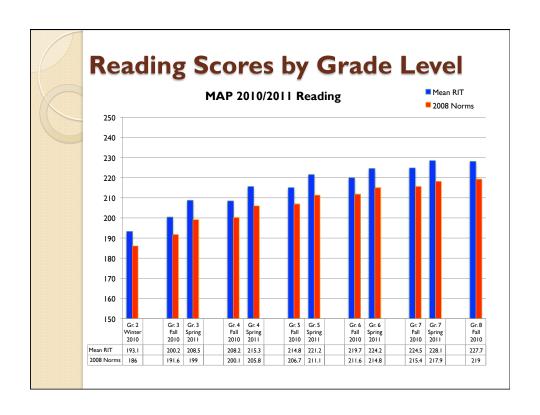
MAP

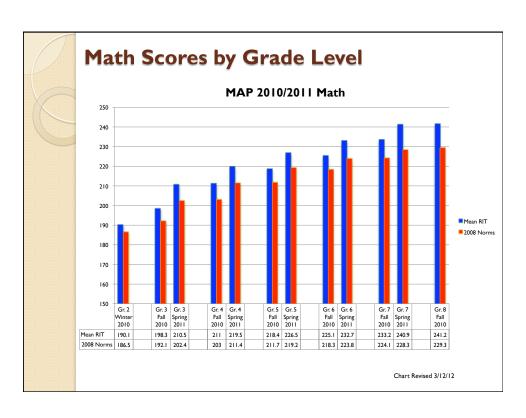
- Aligned with Illinois Learning Standards
- Can predict if students will meet ISAT standards
- Computerized Adaptive Test
 - Measures student's current level of knowledge
- Measures growth over time
- Provides national comparisons
- Timely results teachers can use to drive instructional decisions

2010-11 MAP Results

STRONG Scores Continue!

- Mean RIT score in Reading approximately
 10 points higher than national norms
- Mean RIT score in Math approximately
 8 12 points higher than national norms





Celebrations!

- Highest Mean RIT scores in Reading at all grade levels since we began MAP testing 5 years ago
- Highest Mean RIT scores in Math at all grades levels since we began MAP testing 5 years ago
- More students meeting growth targets in Math

Educational End Assessments

- Measure wide range of skills and attitudes embedded in End Statements
- Includes:
 - Standardized test results such as ISAT and MAP
 - Benchmark assessments such as DIBELS
 - Locally developed assessments
 - Report Card data
 - Information from student surveys

Educational Ends Score Cards

- Reports summative data relative to the Ends
- Targets determined by District 64 staff
- Shows performance over five year period

Celebrations!

- Meeting intended targets on 78% of the Educational End Assessments
- Maintaining strong performance on vast majority of End Assessments
- Demonstrating growth on standardized tests such as ISAT and MAP

How will we respond to the data?

- District Curricular Level Dept. of Student Learning
 - Analyze ISAT, MAP and Educational End assessments for areas of strength as well as specific areas for improvement
 - Make curricular and instructional adjustments to address areas of relative weakness
 - Provide staff development

Building Level – QIT

- Analyze building data on ISAT, MAP, benchmark assessments and other local assessments in comparison to District averages and results from other schools
- Look for areas of strength as well as specific areas for instructional improvement
- Set building goals for improvement
- Redirect instructional focus
- Provide staff development

Group Level – Grade Level Teams

- Analyze data from ISAT, MAP, benchmark assessments and other local assessments for students who are performing significantly above or below standards in order to determine need for differentiation and interventions
- Analyze data to form instructional groups and determine specific instructional needs
- Utilize data to determine areas for more intensive instructional focus and to make pacing decisions

Individual Student Level – Individual teachers, Grade Level Teams, IPST

- Analyze data from ISAT, MAP, benchmark assessments and other local assessments to determine need for differentiation and interventions
- Utilize data for instructional placement decisions (Channels of Challenge, high school placement, Literacy support, Math Connections, etc.)
- Utilize data to determine specific areas for more intensive instruction
- Utilize data to help students set individual goals

District 64

- Committed to continuous improvement
- Focused on helping all students achieve personal excellence

DATE:

October 17, 2011

TO:

Board of Education

Dr. Philip Bender

FROM:

Diane Betts, Assistant Superintendent for Student Learning

RE:

Annual Report on Student Achievement in District 64

RELATION OF REPORT TO:

State/Federal Mandates:

Illinois Learning Standards

Board Goal:

Strategic Plan Parameters #6 and #8

Board Policy:

None

Board Procedure:

None

Budget Implications:

Ongoing

BACKGROUND

Student achievement information is reported to the Board on an annual basis. In past years, I have provided individual reports to the Board of Education regarding student achievement on ISAT, MAP and the Educational Ends Scorecards. This year instead of separate reports, I am providing a comprehensive, blended report. This review provides background information and 2010-11 results on each of these assessment measures, but also synthesizes the information we gain from these assessments to form a collective analysis of student learning in District 64.

The report is divided into four sections:

- 1. This introduction, which offers an overview of student learning and assessment in District 64.
- 2. A section on the Educational Ends and District Scorecards.
- 3. A section on the Illinois Standards Achievement Test (ISAT).
- 4. A section on the NWEA Measures of Academic Progress (MAP).

A similar format is used in sections 2-4. Each section begins with background information on the assessment and what it is intended to measure. This is then followed by data from the 2010-11 administration of the assessment as well as historical analysis of achievement over time on the measure. Examples of how school personnel analyze and use the data to make instructional improvements are shared. Each section ends with conclusions and celebrations.

INTRODUCTION

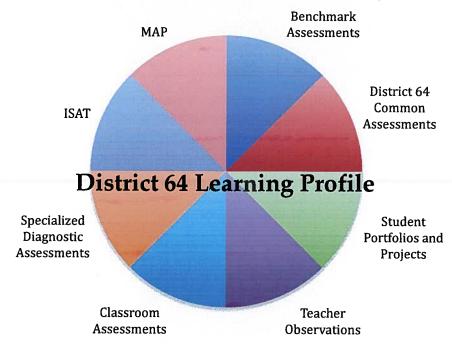
Guiding Questions to Examining Student Learning in District 64

Whenever an individual teacher, school or district wants to examine student learning they must ask themselves three basic guiding questions:

- 1. What do we want our students to learn and be able to do?
- 2. How will we know when they have learned the desired outcomes?
- 3. How will we respond to the data on these outcomes?

The answer to the first question of what we want our students to learn and be able to do is in large part driven by state standards and national curricular organizations, such as the National Council of Teachers of Mathematics. But it also is driven by what the local community and district values. Here in District 64, we have publicly stated that we value more than just academic skills. We recognize that to educate a well-rounded child who is capable of achieving excellence and thriving in and contributing to a rapidly changing world, we must also emphasize higher order thinking and problem solving skills, social and emotional development, physical development, exposure to a wide range of experiences in the arts, and development of a positive attitude toward learning. This is what we mean when we say we educate the "whole child". This set of essential skills led to the development over many years of District 64's unique Educational Ends. A more complete description of the Ends and how they were created can be found in Section 2 of this report.

Answering the second question regarding how we will know when students have achieved our desired outcomes involves the use of assessment. If we want our students to benefit from rich and complex educational experiences that focus on the whole child, we must utilize a variety of types of assessments to measure their learning and growth. The following District 64 Learning Profile shows the range of assessments that are used to examine student learning.



Standardized tests, such as the ISAT, measure student learning at a particular point in time against set standards (in this case the Illinois Learning Standards). Results can be used to determine how well our students are mastering state standards and relative areas of strengths and weaknesses within our students' learning. MAP is another standardized test that measure student learning in relation to the state standards. However, MAP varies from ISAT and other fixed norm referenced assessments in a number of important ways that are further explained in Section 4 of this report.

In addition to these large scale standardized tests, students at select grade levels are also assessed with a variety of benchmark assessments that measure specific skills, such as reading fluency, math computation or spelling development. Results from these more frequently administered assessments are used to identify students that might need additional support to reach benchmark levels of performance.

Teachers in District 64 have also developed some local common assessments that are used across the District to measure student learning on specific curriculum that has been taught. Some of the assessments are used to measure learning toward the Educational Ends at select grade levels. Results from these assessments can provide a snapshot of learning and be used to determine what specific area of the curriculum requires re-teaching, which students need additional support, etc.

Answering the third question - how will we respond to the data on these outcomes - requires us to use the data to make changes in our instruction. Regardless of the type of assessment, if we merely measure learning but do not use the results to drive instructional improvement at the district, school, classroom or individual student level we are using the results in a summative manner only. In District 64, however, we believe that we need to use all assessment measures in a *formative manner* to improve student learning. By this we mean, that we need to carefully analyze the results from all assessments looking for insights into how we can improve instruction for all students, for select groups of students or for individual students. It is only when we use this data to actually do something different instructionally that we are using the data formatively.

Analysis of Student Learning in District 64

In the following sections, 2010-11 results from the Educational Ends Assessments, the ISAT and the MAP will be shared in detail and historical perspective of growth over time analyzed. When we look at our assessment data collectively we see multiple sources of evidence that show that our students are achieving at very high levels of performance:

- On norm referenced assessments such as the ISAT, District 64 students are achieving at 92% or higher on all tests at all grade levels.
- Similar achievement levels are found when we compare our students' Mean RIT score on the MAP to national norms.

 And we continue to achieve at or above or own locally determined target level of performance on the vast majority of assessments monitored through the District Educational Ends Scorecards.

Although even small improvements in achievement can be difficult when you are already performing at such high levels, District 64 nevertheless has established the goal of continuous improvement on these measures.

We are happy to report that over time, District 64 students have experienced growth in their achievement levels. Our ISAT scores continue to improve over time, particularly when we break the scores down by performance level. We have seen some significant growth in the number of students scoring at the Exceeds level in Math, Reading and Science. And conversely, the number of students scoring below standards has decreased. Increases in the Mean RIT MAP score have also been achieved. Taken together with continued strong performance on a wide variety of Educational Ends assessments, we should be proud of the very positive indicators of successful learning District 64 students are achieving.

I hope you will find this collective report on student achievement in 2010-11 has provided a panoramic view of student learning in District 64. Please feel free to contact me with any specific questions you may have about the data prior to the Board meeting.

DB:km

EDUCATIONAL ENDS AND THE DISTRICT SCORECARD

This section of the report will provide background information on the District 64 Educational Ends: what they represent, where they came from, and how they fit into the big picture of student learning in our District. Information on how the Ends are assessed and reported through a District Scorecard will also be provided. Results from the 2010-2011 District Scorecard will be reviewed and how these results are used to drive instructional improvement are discussed.

I. BACKGROUND INFORMATION

Educational Ends - Educating the Whole Child

The District 64 Educational Ends were developed approximately 10 years ago and answer the question what we want our students to learn as a result of their District 64 educational experience. They define in broad terms the goals the District has established for learning in each area of a child's development. The Ends focus on more than just academic skills and reflect the value District 64 places on learning higher order thinking and problem solving skills, social and emotional development, physical development, exposure to a wide range of experiences in the arts, and development of a positive attitude toward learning. Collectively, they reflect our commitment to educating the whole child and establish the broad range of desired outcomes we want our students to gain as a result of their school experience in District 64.

The Ends were not intended to replace the more specific Illinois Learning Standards or District 64's Scope and Sequence of objectives that are developed in each curricular area. Rather, the Ends serve as the broad target toward which the learning standards, benchmarks and specific grade level scope and sequences must lead. A complete listing of all District 64 Educational Ends statements can be found in the Student Learning section of the District's website.

Assessing the Ends

The assessment of the Ends was purposefully designed to provide assessment data that could be used to formatively guide our instructional decision making as well as summatively measure where we stand in relation to our desired outcomes. We carefully deliberated the most effective way to measure the wide range of skills and attitudes embedded in the Ends statements. The Ends are measured by both standardized tests, such as the ISAT and MAP, as well as locally developed assessments, performance activities, report card data and information from student surveys.

Assessments are not given at each grade level for each End statement. Instead, benchmark assessments at select grade levels are used to help teachers gain a deeper understanding of their students' learning and to help the District monitor student learning over time. In the five years we have been collecting Educational Ends assessment data, we have added, deleted or modified some assessments to more accurately measure student learning and support District initiatives, such as RtI. An example of this can be seen in the Language Arts area where we decided to only administer the MAP Language assessment at two benchmark grades (4th and 8th) once per year instead of administering the assessments two times per year at each grade 3rd-8th. We therefore changed the Scorecard to reflect data from only these two benchmark grade levels. Last year, we also added some new math benchmark assessments and individualized reading assessments and

therefore decided not to administer some of the other Educational Ends assessments in order to not overload students with too many assessments.

District Scorecard

Once we had several years of data, District Scorecards were developed in order to communicate summative data regarding achievement of the Educational Ends. The scorecards are intended to provide a quick visual overview of the following information:

- The End statements for each area of learning.
- The assessment tool(s) that are used to measure each End statement.
- When each assessment is given.
- What the desired (target) level of performance is on the assessment.
- What the baseline (beginning) level of performance on this assessment was.
- The actual performance data on this assessment over time.
- The current status of achievement on this assessment i.e., whether we are meeting our target level of performance (green), within 10% of our targeted level of performance (yellow) or more than 10% from our targeted level of performance (red).

For example, on the Scorecard for Language Arts (see Attachment 1) one of the ways we measure whether students are proficient readers (End Statement 1) is to measure their oral reading fluency using the DIBELS assessment. We established a targeted level of performance stating that 80% of our 5th grade students would be able to read 124 words or more correctly per minute. In 2010-11, 88% of our students met this goal. The scorecard is colored green to indicate that we are currently achieving our targeted goal on this measure.

II. DISTRICT 64'S CURRENT EDUCATIONAL ENDS SCORECARDS

The attached scorecards reflect performance over a five year period. The last column entitled Current Status provides data results for all five years; it is color coded to only reflect the level of performance from the most recent year (2010 - 2011). Current scorecards for each curricular area can be located in the Student Learning section of our District web page.

Attachment 2 indicates that on 116 assessments administered in the 2010-2011 school year:

- 78% of these assessments are in the green scoring range (at or above the target).
- 16% of these assessments are in the yellow scoring range, (i.e., within 10% of the goal target).
- 6% of these assessments are in the red scoring range, (i.e., not within 10% of the goal target). This is the scoring range that requires the greatest need for focused improvement.

An analysis of our performance on the scorecards over the past five years shows that overall we are maintaining strong performance in all curricular areas and experiencing growth in performance on some assessments.

- Overall, the percentage of assessments in the "on target" green level increased from 56% in 2006-2007 and has held at approximately 78% over the last two years.
- Achievement on the DIBELS reading fluency measure has increased in both 3rd and 5th grade over time.

- The percentage of students meeting or exceeding on the ISAT performances has experienced small upward increases over time.
- As also noted in the MAP section, the percentage of students scoring above the national median in Math on the MAP assessment has risen slightly.

Scores on the more standardized assessments such as ISAT, MAP or DIBELS have shown small upward incremental changes over time. However, scores on some of our locally developed performance assessments have experienced more variability year to year. On some assessments administered in Social Studies and Math, for example, it has been difficult for students to reach the targeted level of performance. This may be caused by the design of the assessment or the accompanying rubric, an inappropriate performance target level or both.

Designing effective locally developed assessments that accurately and reliably measure student learning is a challenging task. Getting all teachers to consistently use the same criteria on a rubric can be difficult, particularly with new teachers who may lack familiarity with the assessment or when large numbers of teachers use the rubric but do not regularly discuss and agree on rubric scoring criteria. Designing effective assessments and increasing consistency among rates are areas we know we need to continue to address.

III. INSTRUCTIONAL OPPORTUNITIES

The District continues to analyze scorecard results for insights into instructional improvement at the District curricular level. Curriculum specialists and department chairs examine their own data and set specific goals and priorities for instructional improvement within their own curricular area or changes to the assessment to more accurately measure student learning. Action plans and strategies for reaching these improvement goals are developed as part of each curriculum specialist's and department chair's job responsibilities. As part of this work, curriculum specialists and department chairs share the Ends data with classroom teachers and discuss how teachers can use the data to make improvements in instruction within their own class.

Results from many of the assessments reported on the scorecards are also shared with administrators and Quality Improvement Teams (QITs) at each building. These groups examine data at the building level looking for patterns and trends in student achievement. Building goals for improved student achievement in a particular curricular area may be developed based on this analysis.

Results from several of the assessments reflected in the scorecards are also analyzed at the group or individual student level. The District focus on RtI is designed to use these assessment results to analyze students' instructional needs. As part of this initiative, universal screening assessments, such as the DIBELS oral reading fluency measure, are administered multiple times each year to identify students in need of intervention or differentiation. Throughout the year, teachers meet on a regular basis to examine this data as well as other data on student learning and develop specific plans for intervention and differentiated instruction. Student learning is also monitored for some students on a frequent basis (1-2 times per month) to determine if the interventions are making a difference. In addition to analyzing data, collaborative grade level or team level problem

solving time is also used to discuss best practices in instruction and effective instructional strategies for meeting the needs of select groups of students.

We believe that an increased emphasis on the value and use of assessment data and the resulting instructional improvement efforts has enabled us to realize some small gains in improved student learning as measured by our Ends assessments and meet the Board goal for continuous improvement.

IV. NEXT STEPS

As part of the Student Learning Strategy of the Strategic Plan, we identified Priority Standards last year in each core and encore subject areas for each grade level. As part of this work, we carefully examined the Educational Ends statements as well as new Common Core Standards in Reading/ Language Arts and Math, existing State Learning Standards in the other core and encore areas and our current grade level learner objectives. The completed Priority Standards will in effect serve as grade level End statements for each grade level.

Following identification of the grade level Priority Standards, the committees will this year develop new assessments or modify existing assessments to accurately measure student learning in relation to the specific grade level Priority Standards. The existing Educational Ends assessments will be carefully examined to determine if they provide effective and efficient data regarding specific learning targets. Some Educational Ends assessments may be abandoned while others may be modified or kept as is.

The concept of the Educational Ends as it relates to the three key questions in instructional improvement (defining what we want students to learn, measuring achievement and growth toward these ends, and using the data to improve educational opportunities) has been and will remain an essential element of our ongoing work.

DB:km Attachment

Educational Ends Score Card Language Arts Through 2010/2011

CURRENT STATUS	67% (2006/2007) 69% (2007/2008) 73% (2008/2009) 74% (2009/2010) 77% (2010/2011)	72% (2006/2007) 74% (2007/2008) 85% (2008/2009) 83% (2009/2010) 88% (2010/2011)	83% (2006/2007) 76% (2007/2008) 84% (2008/2009) 84% (2009/2010) 85% (2010/2011)	81% (2006/2007) 81% (2007/2008) 84% (2008/2009) Not Tested in Spring 2010 or 2011	79% (2009/2010) 80% (2010/2011)	90% (2006/2007) 92% (2007/2008) 91% (2008/2009) 92% (2009/2010) 94% (2010/2011)	65% (2006/2007) 70% (2007/2008) 62% (2008/2009) 96% (2009/2010) 68% (2010/2011)	86% (2019/2011) 22% (2010/2011)	65% (2006/2007) 85% (2007/2008) 73% (2008/2009) 74% (2009/2010) Writing ISAT not administered in 2010/2011
TARGET	%08	%08	75%	75%	75%	%06	Revised	Revised	75%
BASELINE	<i>67%</i>	72%	83% (Spring 2007) 75%	81% (Spring 2007) 75%	79%(Fall 2009)	90% (Spring 2007) 90%	65% (Fall 2006) Survey revised Fall 2009	Survey revised Fall 2009	65% (Spring 2007)
WHEN	Spring	Spring	Spring	Spring	Fall	Spring	Fall	Fall	Spring
TARGETED OUTCOME	80% of third grade students will be able to read 110 words/minute * or more on the final recorded fluency test of the school year.	80% of fifth grade students will be able to read 124 words/minute or more on the final recorded fluency test of the school year.	75% of fifth grade students will score at or above the National Mean RIT Score. Grade Five National Spring RIT = 210.	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Eight National Spring RIT = 221.	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Eight National Fall RIT = 219.	90% of third-eighth grade students will score in the meets or exceeds state standards category in "Total Reading" on the ISAT.	75% of sixth grade students surveyed will read for pleasure every day or 3 times or more a week. (Revised 2010/2011)	75% of sixth grade students surveyed will read for information 3 or more times a week. (Revised 2010/2011)	75% of fifth grade students tested will score in the meets or exceeds state standards category in "Total Writing" on the ISAT.
EVIDENCE	Scores on Reading Fluency Measures	luency	Scores on the "Total Reading" Test			Scores on the "Total Reading" Test		Student Reading Attitude Survey	Scores on the "Total Writing" Test
ASSESSMENT TOOL	DIBELS	DIBEL.S	MAP	MAP	MAP	ISAT	Reading Attitude Survey	Reading Attitude Survey	ISAT
ENDS STATEMENT	LA - 1: Students will be proficient readers.						LA - 2: Students will read for both information and pleasure.		LA - 3: Students will be able to effectively communicate in writing for a variety of purposes and audiences.

Educational Ends Score Card Language Arts Through 2010/2011

CURRENT STATUS	79% (2006/2007) 81% (2007/2008) 78% (2008/2009) 89% (2009/2010) Writing ISAT not administered in 2010/2011		79% (2010/2011) 79% (2010/2011)	79% (2006/2007) 70% (2007/2008) 76% (2008/2009) Not Tested 2009/2010 or 2010/2011	88% (2009/2010) Not Tested in 2010/2011	82%, (2006/2007) 83%, (2007/2008) 83%, (2008/2009) Not Tested (2009/2010) 82%, (2010/2011)	12% (2007/2008) 13% (2008/2009) 14% (2009/2010) 12% (2010/2011)
TARGET	75%		75%	75%		75%	10%
BASELINE	79% (Spring 2007)		79% (Spring 2010) 75%	79% (Spring 2007) 75%	88% (Spring 2010)	82% (Spring 2007) 75%	12% (2007/2008)
WHEN	Spring		Spring	Spring	Spring	Winter	Year Long
TARGETED OUTCOME	on the "Total Writing" 75% of eighth grade students tested will score in the meets or exceeds state standards category in "Total Writing" on the ISAT.		75% of fourth grade students will score at or above the National Mean RIT Score. Grade Four National Spring RIT = 207.	75% of fifth grade students will score Spring at or above the National Mean RIT Score. Grade Five National Spring RIT = 212.	75% of seventh grade students will score at or above the National Mean RIT Score. Grade Seven National Spring RIT = 218.	75% of eighth grade students will score at or above the National Mean RIT Score. Grade Winter RIT = 220.	Scores on District Rubric for Seventh and eighth grade SPFY (Speak For Yourself) students will increase their score over a six week period by 10% or better as measured on the communication skill rubric.
EVIDENCE	Scores on the "Total Writing" Test		Scores on the "Total Language Usage" Test	Scores on the "Total Language Usage" Test	Scores on the "Total Language Usage" Test	Scores on the "Total Language Usage" Test	Scores on District Rubric for Speaking/Listening
ASSESSMENT TOOL	ISAT	District Level Writing Assessment in Development	MAP	MAP	MAP	MAP	SPFY Rubric
ENDS STATEMENT							LA - 4: Students will be able to speak effectively and listen with understanding.

* Currently

Educational Ends Score Card Math Through 2010/2011

Educational Ends Score Card Math Through 2010/2011

CURRENT STATUS	62% (2006/ 2007) 77% (2007/ 2008) 60% (2008/ 2009) Assessment not administered in 2009/ 2010 72% (2010/ 2011)	59% (2006/2007) 59% (2007/2008) 66% (2008/2009) Assessment not administered in 2009/2010 53% (2010/2011)	69% (2007/2008) 71% (2008/2009) Assessment not administered in 2009/2010 or 2010/2011	44% (2006/2007) 60% (2007/2008) 52% (2008/2009) 59% (2009/2010) 58% (2010/2011)	76% (2006/2007) 76% (2007/2008) 82% (2008/2009) 89% (2009/2010) 81% (2010/2011)	46% (2006/2007) 48% (2007/2008) 50% (2008/2009) 52% (2009/2010) 48% (2010/2011)	97% (2006/2007) 89% (2007/2008) 90% (2008/2009) 88% (2009/2010) Revised test with higher criteria used in 2009/2010 89% (2010/2011)
TARGET	%08	%08	%08	%08 ***	%08	45%	<i>%</i> 06
BASELINE	62% (Spring 2007)	59% (Winter 2006/2007)	69% (2007/2008)	44% (Spring 2007)	76% (Spring 2007)	46% (Fall 2006)	<i>97%</i> (Spring)
WHEN	Spring	Winter	Winter	Spring	Spring	Fall	Spring
TARGETED OUTCOME	80% will score at the Meets or Exceeds level on a District rubric.	80% will score at the Meets or Exceeds level on a District rubric.	80% will score at the Meets or Exceeds level on a District rubric.	80% of fifth grade students will score 3 or 4 for Explanation on ISAT extended response statements.	80% of eighth grade students will score 3 or 4 for Explanation on ISAT extended response statements.	45% of students will place in Algebra 1 at eighth grade.	90% of Algebra 1 students will place into Algebra II.
EVIDENCE	Grade Two Performance Assessment: Data Organization	Grade Four Performance Assessment: Algebraic Relationships	Grade Six Performance Assessment: Fractions	Scores on Extended Response Items on the ISAT Math	Scores on Extended Response Items on the ISAT Math	Percent of Total Enrollment of Students in Algebra in 8th grade	Placement in (or selection of) Classes in High School Math
ASSESSMENT TOOL	Performance Assessment	Performance Assessment	Performance Assessment	ISAT	ISAT	Placement into Algebra I or II in Grade Eight	
ENDS STATEMENT	MA - 3: Students will apply Performance Assessment appropriate strategies for solving complex and real world problems.			MA - 4: Students will communicate how and why mathematics is used to solve complex problems in "real world" situations.		MA - 5: Students will acquire sufficient knowledge and appreciation of mathematics to provide the basis for success in higher level mathematics and science classes.	

Educational Ends Score Card Science Through 2010/2011

S					
CURRENT STATUS	93% (Spring 2007) 95% (Spring 2008) 92% (2008/ 2009) 93% (2009/ 2010) 95% (2010/ 2011)	91% (Spring 2007) 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 96% (2010/2011)	72% (2006/2007) 78% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011)	86% (2006/2007) 89% (2007/2008) 94% (2008/2009) 92% (2009/2010) 86% (2010/2011)	74% (Spring 2008) 84% (2008/2009) 61% (2009/2010) 73% (2010/2011)
TARGET	85%	85%	75%	%08	<i>9/</i> .08
BASELINE	93% (Spring 2007)	91% (Spring 2007)	(Year Long)	86% (Year Long 2006/2007)	74% (Spring 2008)
WHEN	Spring	Spring	Year Long	Year Long	Spring
TARGETED OUTCOME	85% of students will score in the meets or exceeds category.	85% of students will score in the meets or exceeds category.	75% of students will score 80% or above on a District administered assessment.	80% of students will earn 50% or better on a critical thinking Science assessment.	80% of eighth grade students will score 80% or higher on a teacher administered assessment.
EVIDENCE	Scores on Fourth Grade ISAT	Scores on Seventh Grade ISAT		Fifth Grade "Reading and Thinking About Weather Data" Assessment	Grade IPS Final 7 (Sludge)
ASSESSMENT TOOL	ISAT	ISAT	Critical Thinking District Assessment	Critical Thinking District Assessment	Final Grade on Culminating Eighth (IPS Lab
ENDS STATEMENT	SC - 1: Students will know and understand basic concepts and principles of life, physical, earth, and space sciences, as defined in the Illinois State Standards.		SC - 2: Students will apply scientific knowledge and reasoning in creative and systematic ways to solve complex problems.		

Educational Ends Score Card Science Through 2010/2011

TARGET CURRENT STATUS	48% (Fall 2007) 54% (2008/2009) 45% (2009/2010) 52% (2010/2011)	48% (Fall 2007) 45% (Fall 2008) 48% (2009/ 2009) 52% (2009/ 2010) 56% (2010/ 2011)	44% (Spring 2008) 54% (2008/2009) Assessment not administered in 2009- 2010 58% (2010/2011)	65% (Fall 2007) 78% (2008/2009) 93% (2009/2010) 93% (2010/2011)
BASELINE	48% 50% (Fall 2007)	(Fall 2007) 50%	44% (Spring 2008)	65% 75% (Fall 2007)
WHEN	Spring	Spring	Spring	Fall
TARGETED OUTCOME	50% of seventh grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	50% of eighth grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	50% of fifth grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	75% of students will score at Fall the 70% level or better on the Beginning of the Year lab safety assessment.
EVIDENCE	Questions on a Science Interest and Attitude Survey	Questions on a Science Interest and Attitude Survey		Lab Safety Assessment
ASSESSMENT TOOL	Science Interest and Attitude Survey	Science Interest and Attitude Survey		Lab Safety Assessment
ENDS STATEMENT	SC - 4: Students will develop an interest in and appreciation for the sciences.			SC - 5: Students will demonstrate safe and appropriate laboratory skills.

Science Page 2 of 2

Educational Ends Score Card Social Studies Through 2010/2011

[
CURRENTSTATUS	88% (2007/2008) 65% (2008/2009) 72% (2009/2010) 70% (2010/2011)	70% (2006/2007) 72% (2007/2008) 78% (2008/2009) 82% (2009/2010) 49% (2010/2011)	83% (2006/2007) 71% (2008/2009) 73% (2009/2010) 69% (2010/2011)	88% (2007/2008) 65% (2008/2009)* 72% (2009/2010) 70% (2010/2011)	58% (2006/2007) 65% (2007/2008) 72% (2008/2009) 64% (2009/2010) 75% (2010/2011)
TARGET	90%	75%	75%	%08	75%
BASELINE	TBD (2007/2008) 88% Pilot data	70% (Spring 2006) Pilot	60% (Spring 2005) Pilot 83% (2006)	TBD (2007/2008) 88% Pilot data	58% (Spring 2007) Pilot
WHEN	Year Long	Spring	Winter	Year Long	Year Long
TARGETED OUTCOME	80% of third grade students will score 75% (3 out of 4) or above on a teacher developed rubric.*	75% of eighth grade students will score 80% or above on a teacher developed rubric.	75% of seventh grade students will score 80% or above on a teacher developed economic assessment.	80% of third grade students Year Long will score 75% (3 out of 4) or above on a teacher developed rubric.*	75% of seventh grade students will score a 3 out of 4 on a teacher created rubric.
EVIDENCE	Third grade students will demonstrate knowledge of Native American Tribes.	Eighth grade students will present an interactive museum exhibit of 20th century social and political events.	Seventh grade students explain process by which a producer determines the market clearing price.	Third grade students will demonstrate knowledge of Native American Tribes.	Severth grade students will create a visual and written representation (flow chart) illustrating their knowledge and understanding of the influence physical, geographic, and natural resources play on economic development.
ASSESSMENT TOOL	بد	District Rubric		District Assessment *New District Assessment used for 2008/2009.	Visual Representation
ENDS STATEMENT	SS - 1: Students will attain a basic knowledge and understanding of the people, places and events that contributed to the experience of the American people both at home and abroad.		SS - 2: Students will understand District Rubric and appreciate the implications of a global society and economy.	SS - 3: Students will gain a knowledge and understanding of local, regional, national and world geography including the distribution of natural resources and environmental connectedness.	

Educational Ends Score Card Social Studies Through 2010/2011

	· · · · · · · · · · · · · · · · · · ·	WERE COMPANY		
CURRENT STATUS	88% (2007/2008) 65% (2008/2009)* 72% (2009/2010) 70% (2010/2011)	73% (2006/2007) 70% (2007/2008) 69% (2008/2009) 70% (2009/2010) 44% (2010/2011)	70% (2006/2007) 68% (2007/2008) 68% (2008/2009) 71% (2009/2010) 86% (2010/2011)	86% (2006/2007) 86% (2007/2008) 89% (2008/2009) 84% (2009/2010) 77% (2010/2011)
TARGET	%0 8	75%	75%	85%
BASELINE	TBD (2007/2008) 88% Pilot data	70% (Spring 2005) 75% Pilot 73% (Spring 2007)	58% (Spring 2005) 75% Pilot 70% (Spring 2007)	80%(Fall 2004) Pilot 86% (Fall 2007)
WHEN	Year Long	Winter	Spring	Fall
TARGETED OUTCOME	80% of third grade students will score 75% (3 out of 4) or above on a teacher developed rubric.*	75% of sixth grade students Winter will score a 7 out of 8 on a teacher created rubric.	75% of sixth grade students will score 80% on the end-of the year assessment.	85% of eighth grade students will earn 80% or better on the Constitution Test.
EVIDENCE	Third grade students will demonstrate knowledge of Native American Tribes.	Sixth grade students will show their knowledge and understanding of different groups found around the world by creating a Venn diagram.	Completion of an end-of-the 75% of sixth grade students Spring year assessment on ancient will score 80% on the end-of-civilizations.	District Constitution Test
ASSESSMENT TOOL		Venn Diagram	End of year assessment	Constitution Test
ENDS STATEMENT	SS - 4: Students will develop an Unstrict Assessment understanding and appreciation Thew District Assessment for people of other cultures from used for 2008/2009. around the world and diversity with the United States; respecting the uniqueness that each group possesses.		SS - 5: Students will know and apply the elements of responsible citizenship including such ideas as the need for a rule of law in society, the various roles played by citizens in establishing that order, and respect for the rights entrusted to each individual.	SS - 6: Students will know and understand how a democratic state, like the U.S., is structured to meet the needs of the people and the impact that it has played on American history.

Educational Ends Score Card Health Through 2010/2011

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TREESING.	WHEN	BASELINE	TARGET	CURRENT STATUS
9	nc	End of Year Fifth Grade lest	level or Great e Year	Spring	(Spring 2007)	%02	73% (Spring 2007) 70% (2008/2009) Assessment not administered in 2009/2010 85% (2010/2011)
is 11	Rubric	District Healthy Attitudes/Behaviors Survey	70% of eighth grade students will meet the criteria for "healthy living" on a behavioral rubric designed to measure the acquisition of healthy habits.	Spring	55% (Spring 2008) 7	70%	55% (Spring 2008) 54% (2008/ 2009) 54% (2009/ 2010) 61% (2010/ 2011)
	Rubric	District Healthy Attitudes/Behaviors Survey :	70% of eighth grade students will mee the criteria for "healthy living" on a behavioral rubric designed to measure the acquisition of healthy habits.	Spring	55% (Spring 2009) 7	70%	55% (Spring 2008) 54% (2008/ 2009) 54% (2009/2010) 61% (2010/2011)
	Middle School Behavior Referrals	Counselor Reports and Observations of Health Office and Assistant Principal	Less than 10% of all the discipline referrals will be for violent or destructive behavior.	Year Long	5% (2005/2006)	10%	% (2005/2006) 9% (2007/2008) 5% (2008/2009) 2% (2009/2010) 5% (2010/2011)
	HE - 4: Students will refrain Illinois Youth Survey (IYS) from the use of tobacco, illegal drugs, and alcohol.	Illinois Youth Survey (IYS)	Less than 10% of eighth graders will report using alcohol in the last month.	Fall - Every 5 Years	16% (Fall 2005)	10%	16% (Fall 2005) To Be Assessed in 2010 11% Winter 2011
		.bi	Responses will show a decrease in the number of eighth graders reporting they used alcohol in the past month.	Spring	21% (Fall 2006)	10%	21% (Nov. 2006) 17% (Nov. 2007) 13% (Nov. 2008) 12% (Nov. 2009) 14% (Nov. 2010)
		Illinois Youth Survey (IYS)	Responses will show a decrease in the number of seighth graders reporting they used marijuana in the last month.	Fall - Every 5 Years	1% (Fall 2005)	1%	1% (Fall 2005) To Be Assessed in 2010 2% Winter 2011
I∑ ₹	Middle School Behavior Referrals	Observations of Student, Teachers, and Parents	99% of students will have no referrals for behavior related to tobacco, illegal drugs, or alcohol.	Year Long	100% (2005/2006) 99%		100% (2005/2006) 100% (2007/2008) 100% (2008/2009) 100% (2010/2011)

Health Page 1 of 1

Educational Ends Score Card FLES Through 2010/2011

CHRRENTSTATUS	87% (2008/2009) 84% (2009/2010) 92% (2010/2011)	73% (Spring 2007) 78% (Spring 2008) 96% (2008/2009) 89% (2009/2010) 94% (2010/2011)	85% (Spring 2007) French no longer taught as part of the FLES program.	93% (Spring 2007) French no longer taught as part of the FLES program.	58% (Spring 2007) 77% (Spring 2008) 84% (2008/2009) Not assessed with new program in 2009/2010 88% (2010/2011)
TARGET	%08	%08	%08	%08	%08
BASELINE	87% (Spring 2009) NEW for Grade Three	73% (Spring 2007)	85% (Spring 2007)	93% (Spring 2007)	58% (Spring 2007)
WHEN	Sprir	Spring	Spring	Spring	Spring f
TARGETED OUTCOME	80% of third grade students will score a 4 out of a possible 5 points on the responses from the various questions.	80% of fifth grade students will score a 7 out of a possible 10 points on the responses from the various questions.	80% of third grade French students will score a 4 out of 5 on a District developed test.	80% of fifth grade French students will score a 4 out of 5 on a District developed test.	80% of third grade Spanish students will score a 5 out of 6 on a District developed test.
EVIDENCE	students will be able to espond to various luestions in French or panish.	Students will be able to espond to various questions in French or panish.	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.	Students will be able to demonstrate their understanding of similarities and differences between the U.S. and one Spanish or French speaking country.
ASSESSMENT TOOL	Listening/Speaking Oral/Written Questionnaire 1	onnaire	Cultural Written Questionnaire	Cultural Written Questionnaire	Cultural Written Questionnaire
ENDS STATEMENT	FL - 1: Students will develop listening and speaking skills in French or Spanish. Updated August 2008: Students will develop listening and speaking skills in Spanish.	Note: This End is not a goal of our Listening/Speaking revised FLES program. Oral/Written Questing	FL - 2: Students will develop an appreciation for the culture of French or Spanish speaking countries and an appreciation for the value of learning another language.		

Educational Ends Score Card FLES Through 2010/2011

CURRENT STATUS	84% (Spring 2007) 82% (Spring 2008) 96% (2008/2009)* Not assessed with new program 2009/2010 84% (2010/2011)	98% (Spring 2007) 98% (Spring 2008) 97% (2008/2009) 96% (2009/2010) 95% (2010/2011)	77% (2008/2009)* No longer assessed.	82% (Spring 2007) 77% (Spring 2008) 96% (2008/2009) No longer assessed.	94% (Spring 2007) 96% (2008/2009) 96% (2009/2010) 99% (2010/2011)	
TARGET	%08	80%	80%	%0%	%08	
BASELINE	84% (Spring 2007)	98% (Spring 2007)	77% (Spring 2009)	82% (Spring 2007)	94% (Spring 2007)	new FLES materials
WHEN	Sprir	Spring	s Fall	Fall	s Spring	shington are piloting
TARGETED OUTCOME	80% of fifth grade Spanish students will score an 8 out of 10 on a District developed test.	80% of eighth students will earn a score of 3 out of 4 or higher on the department- based rubric assessment.	80% of third grade students will earn a score of 75% or higher on the District assessment.	80% of fifth grade students will earn a score of 75% or higher on the District assessment.	80% of ninth grade students Spring will earn a grade of 70% or better in French and Spanish II during the first semester.	Roosevelt. Carpenter and Wa
EVIDENCE	to the U.S. rench	Students will be measured by a district/department based assessment on culture.	Student performance scores on paper-pencil assessment task.	Student performance scores on paper-pencil assessment task.	Final grade on Report Card	* Assessments reflect data from Field, Franklin and Roosevelt. Carpenter and Washington are piloting new FLES materials.
ASSESSMENT TOOL	Cultural Written Questionnaire	Cultural Written Questionnaire	Listening Comprehension District Assessment	Listening Comprehension District Assessment	High School Language P	* Assessments refi
ENDS STATEMENT			FL - 3: Students will make connections between foreign language study and other curricular areas.		FL - 4: Students who elect to take foreign language in middle school will further develop reading, writing, speaking and listening skills in either French or Spanish and enhance their knowledge of the culture, history and current events of the French or Spanish speaking world.	

Educational Ends Score Card Instrumental Music Through 2010/2011

10			
CURRENT STATUS	70% (2007/2008) 63% (2007/2008) 78% (2008/2009) 93% (2009/2010) 88% (2010/2011)	94% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)	100% (2006/2007) 100% (2007/2008) 100% (2008/2009) 100% (2009/2010) 100% (2010/2011)
TARGET	85%	85%	100%
BASELINE	70% (Spring 2007)	94% (2007 / 2008) 85%	100% (Year Long)
WHEN	Spring	Spring Exit Survey to be Administered Spring 2008	Year Long
TARGETED OUTCOME	85% of students enrolled in band & orchestra will Meet or Exceed expectations on District Performance Assessments.	85% of survey responses are positive.	All band & orchestra students will have opportunities to perform in concerts. Beginning groups - 2 performances per year Cadet Band, Concert Band, String Ensemble - 3 performances per year Ensemble - 3-5 performances per year
EVIDENCE	District Assessments	Survey questions regarding 85% of survey responses are Spring Exit participation in band & positive. Survey to borchestra. (Example: Administer Spring 2008 opportunity to express myself musically. I enjoy participating in band or orchestra.)	Concert Performances
ASSESSMENT TOOL	District 64 Instrumental Music Assessment Program	Eighth Grade Student Exit Surveys	Student Concert Performances
ENDS STATEMENT	IM - 1: Students who choose to participate in band or orchestra will have the knowledge and skills necessary to perform and experience a variety of musical works.	IM - 2: Students who choose to participate in band or orchestra will appreciate the value of music in their lives, as well as the value of throughout history and across cultures.	IM - 3: Students who choose to participate in band or orchestra will have opportunities to perform musical works in a band or orchestra setting.

Educational Ends Score Card General Music Through 2010/2011

CURRENT STATUS 80% (2007/ 2008) 88% (2008/ 2009) 85% (2009/ 2010) 86% (2010/ 2011)	79% (2007/2008) 84% (2008/2009) 83% (2009/2010) 88% (2010/2011)	92% (2007/2008) 78% (2008/2009) 82% (2009/2010) 82% (2010/2011)	79% (2007/2008) 79% (2008/2009) 73% (2009/2010) 51% (2010/2011)	00% (2007/2008) 00% (2008/2009) 00% (2009/2010) 00% (2010/2011)	% (2007/2008) % (2008/2009) % (2009/2010)	(BD) (100% (2008/2009) (100% (2010/2011)
75% 88 88 88	75%	75% 78	75% 79	pri pri pri	70% 688 649 827	100% 100% 100% 100%
BASELINE 80% (2007/2008)	79% (2007/2008)	92% (2007/2008)	79% (2007/2008)	Throughout The 100% (2007/2008) 100% Year	68% (2007 / 2008)	Throughout The TBD (2008/2009) Year
WHEN Spring	Spring 4	4 Spring	Every Trimester		Yearly	
TARGETED OUTCOME 75% of fourth grade students will score 3 out of 4 on the District assessment.	75% of fourth grade students will score 3 out of 4 on the District assessment.	75% of fourth grade students will score 3 out of on the District assessment.	75% of sixth grade students will score 80% or better on the District assessment.	100% of students in kindergarten through sixth grade will participate in at least one performance on an armual basis.	70% of seventh and eighth grade students will take music electives.	All choral students in the 4th through 8th grades will have opportunities to perform in concerts. Students in chorus will participate in at least 2 performances per year.
EVIDENCE Students will perform in class and public performances.	Students will perform in class and public performances.	Students will perform in 75% of fourth grade class performances and take students will score 3 out of 4 a listening assessment.	Students will demonstrate appropriate knowledge and skills when creating and performing music, demonstrated on a written assessment.	Students perform in any of the following venues: class performances, original compositions, performance on field trips, school performances, etc.	Continuing interest and involvement in music classes and programs	Choral Performances
ASSESSMENT TOOL Singing Performance Assessment	Rhythm Performance Assessment	Listening Assessment	Written Assessment	Observation of Music Performances	Middle School Enrollment Data for Music Electives	Student Concert Performances
ENDS STATEMENT GM - 1: Students will know and apply the skills necessary to experience, perform, and produce a variety of musical works.				GM - 2. Students will have opportunities to create and perform musical works in music classes and other settings.	GM - 3. Students will appreciate the value of music in their lives, as well as the value of music throughout history and across cultures.	GM - 4: Students will have opportunities to perform musical works in a choral setting.

Educational Ends Score Card Physical Education Through 2010/2011

	STATUS	0007) 0008) 010)	0007) 0008) 010)	2007) 2008) 2009) 2010)	2007) 2008) 2009) 7,2010) 7,2011)		2007) 2008) 2010) 2011)		2007) 2008) 2009) 2010) 2011)	2007) (2008) 2009) 2010) 2011)
	CURRENT STATUS	80% (2006/2007 61% (2007/2008 89% (2008/2009 90% (2009/2010) 87% (2010/2011)	67% (2006/2007) 77% (2007/2008) 75% (2008/2009) 77% (2009/2010) 75% (2010/2011)	56% (2006/2007) 38% (2007/2008) 75% (2008/2009) 76% (2009/2010) 76% (2010/2011)	91% (2006/2007) 98% (2007/2008) 92% (2008/2009) 100% (2010/2011)		93% (2006/2007 79% (2007/2008 87% (2008/2009 84% (2009/2010) 88% (2010/2011)		94% (2006/2007) 94% (2007/2008) 94% (2008/2009) 99% (2010/2011)	96% (2006/2007) TBD (2007/2008) 91% (2008/2009) 97% (2009/2010)
	TARGET									
2000		75%	75%	75%	85%	1000	82%	L	85%	85%
	BASELINE	80% (2006/2007)	67% (2006/2007)	56% (2006/2007)	91% (2006/2007)	100001 1000	93% (2006/2007)		94% (2006/2007)	96% (2006/2007)
	WHEN	Fall, Spring	Fall, Spring	Spring	Year Long		Year Long		Spring	Spring
	TARGETED OUTCOME	75% of fifth grade students will maintain or improve in 4 of 7 District Fitness Test Components.	75% of eighth grade students will maintain or improve in 4 of 7 District Fitness Test Components.	75% of eighth grade students will score in the Meets or Exceeds category on the final written fitness test.	85% of fifth grade students will score in the Meets or Exceeds category of warm-up assessment.	the state of the s	85% of eighth grade students will score in the Meets or Exceeds category on District assessments.		85% of fifth grade students surveyed will participate in organized or non-organized sports at least 1 time a week or more.	85% of eighth grade students surveyed will participate in organized or non-organized sports at least 1 time a week or more.
	EVIDENCE	Personal Fitness Test Scores	I. P. C	-	Demonstrate Proper Warm-Ups 8 6 6 6 6 6 6 6 6 6		Score on Sports 1est		Interest and participation in B physical activities outside of s Physical Education class	
	ASSESSMENT TOOL	Fitness Tests	Fitness Tests	Final Written Test	Warm-up Checklist					Student Survey
THE STATE STATE OF THE STATE OF	ENDS STATEMENT	PE - 1: Understand and apply Ithe practices of physical fitness, health, and safety.				7 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	FE - 2: Understand the concepts Written Sports Lest and strategies of individual and team games.		PE - 3: Develop in each student Student Survey the attitudes necessary to maintain a physically fit and healthy body.	<u> </u>

Educational Ends Score Card Physical Education Through 2010/2011

CURRENT STATUS	(2006/2007) (2007/2008) (2008/2009) (2009/2010) (2010/2011)	Addition	(2006/2007) (2007/2008) (2008/2009) (2009/2010) (2010/2011)	/2007) //2008) //2009) //2010)	No Data (2007/2008) 79% (2008/2009) 66% (2009/2010) 79% (2010/2011)	(2006/2007) (2007/2008) (2008/2009) (2009/2010) (2010/2011)	(2006/2007) (2007/2008) (2008/2009) (2009/2010) (2010/2011)
CURRE	82% (2006/2007) 78% (2007/2008) 81% (2008/2009) 81% (2009/2010) 77% (2010/2011)		92% (2006/2007) 93% (2007/2008) 97% (2008/2009) 93% (2009/2010) 96% (2010/2011)	82%(2006/2007) 81% (2007/2008) 85% (2008/2009) 86% (2009/2010) 86% (2010/2011)	No Data (2007) 7 79% (2008/2009) 66% (2009/2010) 79% (2010/2011)	86% (2006/2007) 89% (2007/2008) 85% (2008/2009) 84% (2009/2010) 76% (2010/2011	93% (2006/2007) 90% (2007/2008) 90% (2008/2009) 83% (2009/2010) 99% (2010/2011)
TARGET	75%		75%	75%	75%	75%	75%
BASELINE	82%(2006/2007)		92%(2006/2007)	82%(2006/2007)	72%(2006/2007)	86%(2006/2007)	93%(2006/2007)
WHEN	Spring		Year Long	Year Long	Year Long	Spring	Year Long
TARGETED OUTCOME	75% of students in seventh grade Spring will score in the high or very high range on this scale.		75% of fifth grade students will score in the Meets or Exceeds category on the Volleyball Bump Assessment.	75% of eighth grade students will score in the Meets or Exceeds category on the Basketball Lay-up Assessment.	75% of eighth grade students will score in the Meets or Exceeds category on the Volleyball Serve Assessment.	75% of eighth grade students will score in the Meets or Exceeds category on the Spring Heart Rate Monitor Assessment.	75% of second grade students will score in the Meets or Exceeds category on the Locomotor Skills Assessment.
EVIDENCE	Fitness for Life: Build Positive Attitudes Scale		Score on District Skills Assessments			Knowing Heart Rate Zone and how to pace oneself while running	Students will demonstrate control when performing locomotor skills
ASSESSMENT TOOL	Student Survey	To be measured through Social Emotional End Statements	District Skills Assessments			HRM	Locomotor Checklist
ENDS STATEMENT		PE - 4: Develop in each student consideration, cooperation and respect for themselves and others in a physically active environment.	PE - 5: Demonstrate physical competency in skills necessary to participate in lifelong physical activity.				

Educational Ends Score Card Visual Arts Through 2010/2011

CURRENT	92% (2006/2007) 90% (2007/2008) 91% (2008/2009) 95% (2010/2011) 95% (2010/2011)	95% (2006 / 2007) 97% (2007 / 2008) 97% (2008 / 2009) 97% (2009 / 2010) 99% (2010 / 2011)	77% (2008/2009) 90% (2009/2010) 89% (2010/2011)	96% (2007/2008) 96% (2008/2009) 95% (2009/2010) 99% (2010/2011)
TARGET	%08	%08	%08	80%
BASELINE	92% (2006/2007)	95%(2006/2007)	77% (2008/2009) 80% Pilot Data	96% (2007/2008) Third Trimester Pilot Data
WHEN	Yearly	Each Trimester	Yearly	TBD
TARGETED OUTCOME	80% of third grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address performance skills on at least one project per year.	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address performance skills on at least one project per trimester.	80% of the fourh grade students will meet or exceed expectations in those portions of District Visual Arts Curriculum that address the understanding and appreciation of historic periods and cultures on at least one assessment per year.	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address the understanding and appreciation of historic periods and cultures on at least one project per trimester.
EVIDENCE	Art projects will be created and skills / processes will be observed by the Art teacher according to a common, District developed checklist. (Third Grade Weaving)	Art projects will be created and specific indicators evaluated to chart success of expectations in those project goals using a common District rubric. (Seventh Grade Ceramics) on at least one project trimester.	Students will study architecture as a thematic focus throughout 4th grade. In the spring all 4th grade students will respond to a series of images of architecture by answering multiple choice and short-answer questions. Responses will demonstrate an understanding and appreciation of various historical and cultural aspects of architecture. A common set of images and questions will be used.	Art projects will be created that reflect an understanding and appreciation of historic appreciation of historic periods and cultures. In a written self-reflection of the art work created, specific questions will be asked / evaluated to chart evidence of understanding and appreciation. A common set of questions will be used. (Seventh Grade Ceramics)
ASSESSMENT TOOL	Elementary - Teacher Observation Checklist	Middle School - Student Self-Evaluation/ Teacher Evaluation	Elementary School - Student Self-Reflection	Middle School - Student Self-Reflection
ENDS STATEMENT	VA - 1: Students will have the skills and knowledge to produce a variety of artistic works using a broad range of materials and tools.		VA - 2: Students will understand and appreciate the value of the visual arts and its impact on personal, historic, and / or cultural expression.	

Educational Ends Score Card Visual Arts Through 2010/2011

CURRENT	88% (2006/2007) 98% (2007/2008) 95% (2008/2009) 97% (2009/2010) 96% (2010/2011)	99% (2006/2007) 97% (2007/2008) 98% (2008/2009) 98% (2009/2010) 95% (2010/2011)
TARGET	%08	80%
BASELINE	88% (2006/2007) 80%	99%(2006/2007) 80%
WHEN	Yearly	Each Trimester
TARGETED OUTCOME	80% of the third grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address idea development (communication of thoughts, feelings or emotions) on one project per year.	80% of seventh grade students will meet or exceed expectations in those portions of the District Visual Arts Curriculum that address idea development (communication of thoughts, feelings or emotions) on at least one project per trimester.
EVIDENCE	Art projects will be created and idea development students will meet or exceed (communication of thoughts, feelings, or portions of the District by the Art teacher according address idea development to a common, District (communication of developed checklist. (Third Grade Weaving) The following of the third grade exceed experience of the District (communication of thoughts, feelings or emotions) on one project per year.	Art projects will be created and evaluated based on students will meet or exceed specific indicators (idea development:
ASSESSMENT TOOL		Middle School - Student Self-Evaluation/ Teacher Evaluation
ENDS STATEMENT	VA - 3: Students will use the visual arts as a means of Teacher Observation communicating human thoughts, feelings and emotions.	

10/03/11

Educational Ends Score Card Critical Thinking/Problem Solving Through 2010/2011

CURRENT	91% (2007/2008) 95% (2008/2009) 99% (2009/2010) 99% (2010/2011)	92% (2007/2008) 93% (2008/2009) 93% (2009/2010) 93% (2010/2011)	92% (2007/2008) 93% (2008/2009) 96% (2010/2011)	99% (2007/2008) 96% (2008/2009) 98% (2009/2010) 96% (2010/2011)	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)	99% (2007/2008) 97% (2008/2009) 99% (2010/2011)	92% (2007/2008) 69% (2008/2009) 95% (2009/2010) 93% (2010/2011)	93% (2007/2008) 96% (2008/2009) 94% (2009/2010) 88% (2010/2011)
TARGET	%06	%08	%08	85%	85%	85%	%08	%08
BASELINE	91% (2007/2008) Pilot Data	92% (2007/2008) 80%	91% (2007/2008) 80%	99% (2007-2008)	90% (2007-2008)	99% (2007-2008)	92% (2007-2008)	93% (2007-2008)
WHEN	Year long	Spring	Spring	Spring	Spring	Spring	Spring	Spring
TARGETED OUTCOME	90% of students will receive a passing grade in the WWW.LA elective in grade 7 or 8.	80% of students in fifth grade will score a "2 or above" on the Extended Response ISAT Reading response.	80% of students in eighth grade will score a "2 or above" on the Extended Response ISAT Reading response.	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in Using Effective Problem Solving Strategies".	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	80% of students in fifth grade students will score a "2 or above" on the Extended Response ISAT Math response.	in eighth e a "2 or xtended Math
EVIDENCE	Research project completed using technology skills	Scored on Extended Response section on ISAT Reading	Scored on Extended Response section on ISAT Reading	Report Card Data	Report Card Data	Report Card Data	Scored on Extended Response section on ISAT Math-Math Knowledge	Scored on Extended Response section on ISAT Math-Math Knowledge
ASSESSMENT TOOL	Middle School Elective Class	ISAT	ISAT	Report Card Rating Scale- CB.4	Report Card Rating Scale- CB.3.1	Report Card Rating Scale- CB.1	ISAT	ISAT
ENDS STATEMENT	CP - 1: Students will develop the research and technological skills needed to access, evaluate and use information to support their learning.	CP - 2: Students will apply the skills of analysis, synthesis and evaluation.		CP - 3: Students will view problems and situations from a variety of perspectives.	CP - 4: Students will take intellectual risks considering logical consequences.		CP - 5: Students will apply classroom learning to "real life" situations.	

Educational Ends Score Card Critical Thinking/Problem Solving Through 2010/2011

CURRENT	72% (2006/2007) 78% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011)	86% (2006/2007) 89% (2007/2008) 93% (2008/2009) 92% (2009/2010) 86% (2010/2011)	74% (2007/2008) 84% (2008/2009) 61% (2009/2010) 73% (2010/2011)		90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)
D 30	72% 78% 81% 78% 78%	86% 89% 93% 92% 86%	74% 84% 61% 73%		90% 97% 94% 95%	99%(6
TARGET	75%	%08	%08		35%	85%
BASELINE	72% (Year Long) 75%	86% (Year Long 2006/2007)	(Spring 2008)		90% (2007-2008) 85%	99% (2007-2008)
WHEN	Year Long	Year Long	Spring		Spring	Spring
TARGETED OUTCOME	75% of students will score 80% or above on a District administered assessment.	80% of students will earn 50% or better on a critical thinking Science assessment.	80% of eighth grade students will score 80% or higher on a teacher administered assessment.		85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	85% of students in grade seven will be rated "secure" on the Trimester 3 report cards in demonstrating a
EVIDENCE	Fourth Grade "Simple Machines" Assessment	Fifth Grade "Reading and Thinking About Weather Data" Assessment			Report Card Data	Report Card Data
ASSESSMENT TOOL	Critical Thinking District Assessment	Critical Thinking District Assessment	Final Grade on Culminating Eighth Grade IPS Final IPS Lab Activity (Sludge)	Recommend To Remove	Report Card Rating Scale- CB.3.1	Report Card Rating Scale- CB.1
ENDS STATEMENT				CP - 6: Students will use a variety of techniques to learn.	CP - 7: Students will persevere in learning academically challenging material.	

Score Card Educational Ends Social Emotional Through 2010/2011

CURRENT	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)	76% (2007/2008) 81% (2008/2009) 80% (2009/2010) 82% (2010/2011)	97% (2007/2008) 95% (2008/2009) 97% (2009/2010) 95% (2010/2011)	95% (2007/2008) 93% (2008/2009) 85% (2009/2010) 88% (2010/2011)	90% (2007/2008) 97% (2008/2009) 94% (2009/2010) 95% (2010/2011)	99% (2007/2008) 97% (2008/2009) 99% (2009/2010) 99% (2010/2011)
TARGET	85%	85%	85%	85%	%06	%5%	85%
BASELINE	90% (2007-2008)	99% (2007-2008)	76% (2007-2008)	97% (2007-2008)	95% (2007-2008)	90% (2007-2008)	99% (2007-2008)
WHEN	Spring	Spring	Spring	Spring	Year Long	Spring	Spring
TARGETED OUTCOME	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	85% of students in third grade will be rated 'secure'' on the Trimester 3 report cards in uses self control and assumes responsible behavior.	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in uses self control and assumes responsible behavior.	90% of middle school students will not receive any discipline referrals for disruptive behavior.	85% of students in third grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards in demonstrating a positive attitude.
EVIDENCE	Report Card Data	Report Card Data	Report Card Data	ta ta		Report Card Data	Report Card Data
ASSESSMENT TOOL	Report Card Rating Scale- CB.3.1	Report Card Rating Scale- CB.1	Report Card Rating Scale- CB.3.2	Report Card Rating Scale- CB.2	Middle School PowerSchool Discipline Data Discipline Referral Tracking System - Codes: DC, FFLP, FFHRoom, H, IBS, IA, TR	Report Card Rating Scale- CB.3.1	Report Card Rating Scale- CB.1
END STATEMENT	SE-1: Students will demonstrate emotional awareness & accurate self assessment while developing strategies for self improvement leading to increased self esteem.		SE-2: Students will develop self-control, stress management and decision making skills while demonstrating responsibility and civil behavior.			SE-3: Students will understand the difference between intrinsic and extrinsic motivation while demonstrating goal setting skills, persistence, and initiative.	

Score Card Educational Ends Social Emotional Through 2010/2011

CURRENT	90% (2007/2008) 93% (2008/2009) 94% (2009/2010) 93% (2010/2011)	99% (2007/2008) 98% (2008/2009) 99% (2010/2011)	97% (2007/2008) 93% (2008/2009) 95% (2009/2010) 90% (2010/2011)	88% (2007/2008) 88% (2008/2009) 88% (2009/2010) 89% (2010/2011)	86% (2007/2008) 83% (2008/2009) 84% (2009/2010) 87% (2010/2011)	97% (2007/2008) 97% (2007/2008) 96% (2009/2010) 97% (2010/2011)	91% (2007/2008) 89% (2008/2009) 92% (2009/2010) 93% (2010/2011)	87% (2007/2008) 91% (2008/2009) 89% (2009/2010) 93% (2010/2011)
TARGET	85%	85%	%06	75%	75%	%06	%0e	85%
BASELINE	90% (2007-2008)	99% (2007-2008)	97% (2007-2008)	88% (2007/2008) 75%	70% (2007/2008) 75%	97% (2007/2008) 90%	95% (2007/2008) 90%	87\$ (2007-2008)
WHEN	Spring	Spring	Spring	Spring	Spring	Spring	Spring	Spring
TARGETED OUTCOME	85% of students in third grade will be rated "secure" on the Trimester 3 report cards for "Exhibiting Caring and Respectful Behavior".	85% of students in seventh grade will be rated "secure" on the Trimester 3 report cards for "Exhibiting Caring and Respectful Behavior".	90% of middle school students will not receive any discipline referrals for disrespectful and harassing behavior.	75% of students responded that other students demonstrated empathetic behavior towards them.	75% of students responded that other students demonstrated empathetic behavior towards them.	90% of student responded that other students demonstrated kindness.	90% of student responded that other students demonstrated kindness.	85% of students in grade three will be rated "secure" on the Trimester 3 report cards for "Working Collaboratively".
EVIDENCE	Report Card Data	Report Card Data	Referral Data Discipline 90% of middle school Referral Data students will not rece any discipline referra disrespectful and har behavior.	Elementary School Climate Survey Data	Middle School Climate Survey Data	Elementary School Climate Survey Data	Middle School Climate Survey Data	Report Card Data
ASSESSMENT TOOL	Report Card Rating Scale- CB.3.3	Report Card Rating Scale- CB.3	Report Card Rating Scale and Middle School PowerSchool Discipline referral Tracking system	Climate Survey	Climate Survey	Climate Survey	Climate Survey	Report Card Rating Scale- WH.3.3
TENT	SE-4: Students will understand and respect others while demonstrating tolerance and public service.							SE-5: Students will manage conflicts and demonstrate leadership with effective communication while building bonds, working in teams, and collaborating with others.

Score Card Educational Ends Social Emotional Through 2010/2011

CURRENT	79% (2007/2008) 88% (2008/2009) 87% (2009/2010) 87% (2010/2011)	99% (2007/2008) 96% (2008/2009) 98% (2009/2010) 96% (2010/2011)	59% (2007/2008) 58% (2008/2009) 62% (2009/2010) 65% (2010/2011)	62% (2007/2008) 63% (2008/2009) 66% (2009/2010 65% (2010/2011)
TARGET				
BASELINE	79% (2007-2008) 85%	99% (2007-2008) 85%	59% (2007/2008) 70%	62% (2007/2008) 70%
WHEN	Spring	Spring	Spring	Spring
TARGETED OUTCOME	85% of students in grade three will be rated "secure" on the Trimester 3 report cards for "Uses Effective Problem Solving Strategies"	85% of students in grade seven will be rated "secure" on the Trimester 3 report cards for "Uses Effective Problem Solving Strategies".	70% of students in grade through five responded that other students do not show aggressive behavior towards them.	70% of students in grade six Spring through eight will respond that other students do not show aggressive behavior towards them.
EVIDENCE	Report Card Data	Report Card Data	Elementary Climate Survey 70% of students in grade Data three through five responded that other students do not show aggressive behavior towards them.	Middle School Climate Survey Data
ASSESSMENT TOOL	Report Card Rating Scale- CB.3.4	Report Card Rating Scale- CB.4	Climate Survey	Climate Survey
END STATEMENT				

Meeting the Needs of the Whole Child - Educational Ends

Educational Ends	60-80 80-20 20-90	80-20	60-80	00-10	10-11	20-90	07-08	60-80	01-60	10-11	20-90	80-20	60-80	09-10	10-11
	Green	Green	Green	Green	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Red	Red	Red	Red	Red
Language Arts	9	7	8	10	8	3	3	2	2	П	1	П	1	0	1
	10	7	6	6	8	5	4	1	0	3	6	E	4	1	2
	9	2	7	4	9	1	3	1	0	0	1	0	0	0	0
Instrumental Music	1	2	2	3	3	0	0	0	0	0	П	1	1	0	0
General Music	1	5	9	9	9	1	П	П	1	0	0	0	0	0	1
Physical Education	10	8	13	11	13	2	2	0	2	0	1	2	0	0	0
Science	3	3	6	9	8	4	7	П	2	П	0	0	0	0	0
Social Studies	2	2	2	1	2	3	4	4	7	5	1	0	3	1	2
Health	4	4	4	2	2	4	4	2	T	5	0	2	2	2	1
Visual Arts	2	5	5	9	9	0	0	T	0	0	0	0	0	0	0
Critical Thinking	0	10	11	11	12	0	2	0	0	1	0	0	1	-	0
Social Emotional	0	12	16	15	15	0	4	2	4	2	0	П	1	0	0
# of Assessments	48	73	92	84	88	23	34	15	19	18	14	10	13	5	7
Percent	%95	62%	17%	78%	%87	27%	%66	13%	17%	16%	160%	%0b	110%	E0/2	40%

		82			117			120			108			114
Total number of	Assessments	2006/2007	Total Number of	Assessments	2007/2008	Total Number of	Assessments	2008/2009	Total Number of	Assessments	2009/2010	Total Number of	Assessments	2010/2011

ISAT (Illinois Standards Achievement Test)

This section of the report will provide background information on ISAT and share data regarding student performance on the 2011 ISAT administered to third-eighth grade students in March 2011. Information contained in each school's and the District's State Report Cards regarding Adequate Yearly Progress (AYP) will also be discussed. A brief overview of how ISAT data is used to drive instructional improvement is also provided.

I. 2011 ISAT AND AYP BACKGROUND

This was the sixth year that the Illinois State Board of Education (ISBE) administered the current ISAT assessment that measures student learning in relation to the Illinois Learning Standards. As such, this is a standardized criterion referenced assessment that is used to measure and compare how all students in the state are performing. All students third-eighth grade are tested in Reading and Math using multiple choice questions as well as extended response questions in which students must explain their thinking in writing. Fourth and seventh grade students are also assessed in Science using multiple-choice questions only.

ISAT Scores and Performance Levels

A numerical score (scale score) is derived for each student's performance on the various subject tests. Based on expected grade level performance, scores are divided into four performance levels:

- Exceeds Standards
- Meets Standards
- Below Standards
- Academic Warning

ISBE provides scoring information at the district, school and individual student levels. A report entitled *Individual Student Report* is sent home each fall to parents and provides individual student results in the form of scale scores, a corresponding performance level and national percentile ranks for the Reading, Math and Science tests.

NCLB and AYP

In addition to providing information on individual student achievement, ISAT scores are used as the sole indicator to comply with the federal No Child Left Behind Act of 2001 that requires all students in third – eighth grades be tested annually in Reading and Math. The purpose behind this federal act is to ensure that the achievement of all students is being measured and that over time, the number of students who meet established standards increases so that by the year 2014, 100% of students in every school would meet or exceed their state's learning standards.

Schools are expected to make adequate yearly progress (AYP) toward the goal of 100% proficiency. Each state developed a timeline that specified the annual academic performance target that a school must make to be considered on track for 100% proficiency by 2014. Illinois developed a timeline that increases the percentage of students required to meet or exceed standards by 7.5% per year.

In addition to looking at student performance as one total aggregated group, NCLB also requires schools to disaggregate students into subgroups and determine the performance level of each subgroup. According to federal and state guidelines, a school must have 45 students in a subgroup to require reporting of the performance for that subgroup. Therefore, each subgroup at each school is only measured for AYP achievement if they contain 45 students. Examples of subgroups include Economically Disadvantaged students, Limited English Proficient students, Students with Disabilities (IEPs), Hispanic, etc. Typically, the only subgroup that District 64 schools will qualify as having is a subgroup of *Students with Disabilities*.

Both individual schools and the district as a whole must demonstrate AYP. Three conditions are required for making AYP in a given year:

1. Academic Performance

This past year the ISBE set the goal that 85% of all students must score in the combined "Meets or Exceeds" category on both the Math and Reading ISAT to achieve AYP. Each subgroup must also have 85% or greater of the students in that subgroup score in the "Meets or Exceeds" level to meet AYP.

A Safe Harbor provision is allowed if subgroups do not meet the targeted level of performance. A 95% confidence interval can be applied based on that subgroup's results from previous years. If a school or district fails to make AYP solely because the Students with Disabilities (IEP) subgroup does not make the targeted percent of students meeting or exceeding standards, the state does provide a flexibility provision that allows a school or district's subgroup to meet Safe Harbor by reducing the percent of students not meeting standards by 10% from the previous year.

2. Student Participation in Testing

At least 95% of all students in every group must be tested in Mathematics to achieve AYP.

3. Attendance

A minimum target for annual student attendance must be met. This past year, each school had to demonstrate that they had an attendance rate of 91% to qualify for AYP.

Schools are required to annually report achievement results and AYP status to parents and the community through a *State Report Card* that is developed for each school and the district each fall. In addition to data on student performance, this report also provides demographic and financial data.

II. DISTRICT 64 ISAT 2011 RESULTS

A. <u>District vs. State Averages</u>

Students in District 64 continue to perform very well on the ISAT. This year, as in previous years, a very high percentage of our students continue to meet or exceed the Illinois State Standards. Attachment 1 shows our 2011 performance in Reading,

Math, and Science by grade level in comparison to the State average. As would be expected, our students exceed state averages in every subject at every grade level.

B. ISAT Scores by Grade Level Over Time

Attachment 2 shows current District 64 2011 ISAT results for each grade level along with the results from the past five years. We believe that it is beneficial to examine grade level results over time to look for trends in student performance. Overall, when we examine the percentage of students who score at the "Meets or Exceeds" level, our scores have shown small increases over time. Comparing this year to last year, both 4th and 7th grade showed increases in Science, all grade levels except 6th and 8th showed increases in Math, and all grade levels except 4th and 8th showed increases in Reading.

Breaking the grade level scores down by performance level and analyzing these results over time reveals many positive trends.

- One positive trend we see when we examine ISAT results over time by performance level is a **reduction in most grades in the percentage of students who scored in the Below Standards or Academic Warning level**. In Math, the percentage of students scoring at these levels decreased at 3rd, 4th 5th and 7th grades. In Reading, the percentage of students in the "Below or Warning" level decreased in 3rd, 5th, 6th and 7th grades. Decreases were also seen in Science at both 4th and 7th grade. We believe that the percentage of students scoring below standards may be attributable to our District's emphasis on RtI and using data to identify and provide interventions to students who may be at risk for not meeting standards.
- Another positive trend seen in Attachment 2 is an increase in the percentage of students who score at the Exceeds level. The percentage of students scoring at the Exceeds level in Math increased at every grade level as compared to the previous year. In Reading, the percentage of students scoring at the Exceeds level increased at 4th, 6th, 7th and 8th grades. Increases were also seen at both grade levels tested in Science. We believe that this upward trend in Exceeds scores in Math, Reading and Science might be attributed to the District's emphasis on examining and using test data to plan more differentiated instruction and to be more aware of what level of performance is needed to score in the Exceeds range.

C. 2011 District 64 AYP Results

As previously stated, 85% of all students must score in the combined "Meets or Exceeds" category on *both* the Math and Reading ISAT to achieve AYP. In addition, each subgroup must also have 85% or greater of the students in that subgroup score in the "Meets or Exceeds" level to meet AYP.

Based on our strong collective scores, the District did achieve AYP in 2011. A copy of the District's AYP report for 2011 is included as Attachment 3. When looking at the performance of all students, 93.6% Met or Exceeded standards in Reading and 95.2% Met or Exceeded in Math. At the District level, we had subgroups in the following categories: White, Hispanic, Asian, Two or More Races, LEP (Limited English Proficient), Students with Disabilities and Economically Disadvantaged.

The 95% Confidence Interval and Safe Harbor provision were used to determine that our Students with Disabilities subgroup made AYP.

At the school level, all but two of our schools made AYP. Emerson and Washington Schools did not meet AYP this year. While overall results were strong in these schools, they did not make AYP based on scores in the Students with Disabilities (IEP) subgroup. Even with the Safe Harbor provision, it can be difficult for this particular subgroup, who we know have learning difficulties, to meet the demands of AYP. We predict that increasing numbers of districts, many of them in our commonly used comparison group, did not make AYP this year for similar reasons.

III. INSTRUCTIONAL OPPORTUNITIES

The District continues to analyze ISAT results for insights into instructional improvement at the systems (curricular) level, building level, group level and individual level. Results are shared with administrators, Quality Improvement Teams (QITs), staff members and individual grade levels at buildings to carefully examine these results, look for patterns and trends, and plan improvement strategies. ISAT data is also examined as part of our RtI initiative during grade level problem solving meetings. We use ISAT results for our District to improve instruction and ultimately student learning. Our goal is to assist principals and teachers to use the ISAT data as they plan instruction. Specific steps to accomplish this goal continue to include:

- Work with principals, core curriculum specialists, and teachers to interpret and analyze ISAT data. This is accomplished by examining District, school and individual student data in each area tested.
- Results for student performance in sub-categories within each curricular area are also examined for insights into particular areas of curricular strengths or weaknesses.
- Share ISAT results with schools and QIT's and examine differences in school results to determine instructional ideas that can be shared with other schools to help with continuous improvement efforts.
- Principals and teachers examine student results for those students who score at the "Warning" or "Below" level in any academic area and also examine those students whose MAP scores predict they will not meet standards on the ISAT in Reading and/or Math. Academic support is provided to these students as needed.
- Work with teachers using the INFORM data management system to examine ISAT data along with MAP and other assessments to look for correlations between the various sources of assessment data.

IV. CELEBRATIONS AND CONCLUSIONS

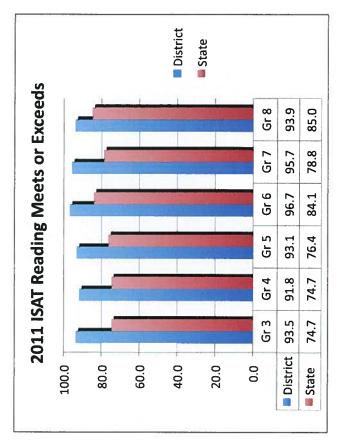
Our students continue to perform well on the ISAT in the areas of Math, Reading, and Science. Longitudinal data shows that in the six years that the current ISAT test has been given, we have seen improvement in Math and Reading scores, particularly in the number of students scoring in the "exceeds" level.

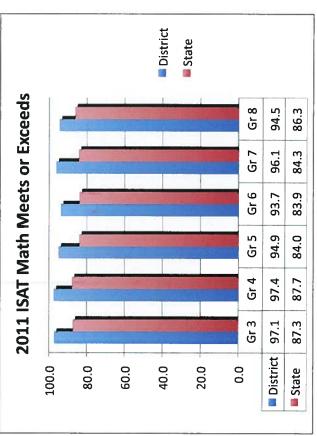
We predict that our total student body at each school and in the District as a whole should continue to perform at the percentage levels needed to make AYP (92.5% "Meets or Exceeds" standards next year). IEP subgroups may continue to have difficulty reaching this increased target or the requirements for growth in the Safe Harbor provision.

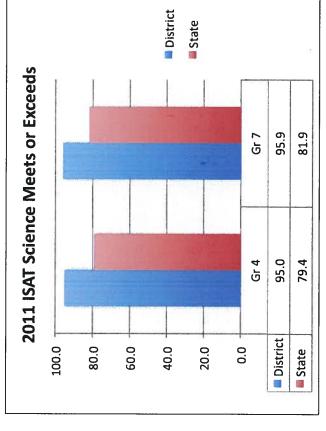
Administration and curriculum specialists will continue to work with curriculum committees and the teaching staff at the buildings to use ISAT as one piece of data regarding student learning. Information from this test as well as other assessments will be used in making instructional decisions for individuals and groups of students and making curricular decisions for schools and the District as a whole.

DB:km Attachment

Attachment 1



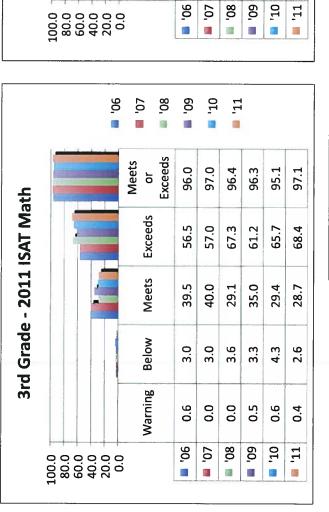




Attachment 2 Page 1 of 5

3rd – 5th Grade Math

4th Grade - 2011 ISAT Math



'06 '03 '09 '10 '11

Meets

ō

Exceeds

Meets

Below

Warning

Exceeds

95.6

39.6 46.0 48.5 51.2 48.2 50.4

56.0 50.0 48.3 44.7

0.4 3.2 3.1 3.1 2.0

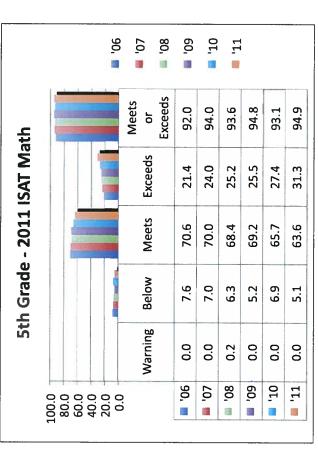
0.2

0.0

96.8 95.9 96.9

48.7

9.0

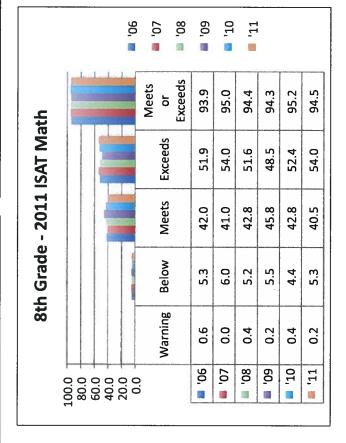


Attachment 2 Page 2 of 5

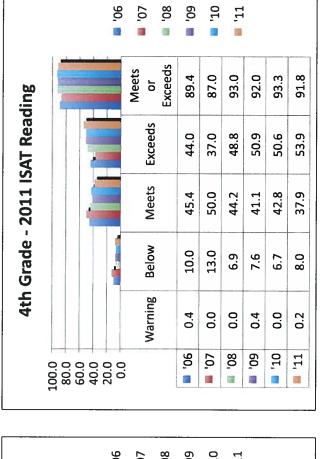
6th - 8th Grade Math

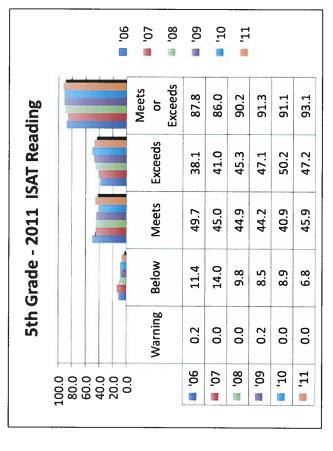
90, 9 60, 107 '11 Exceeds Meets 93.1 90.0 93.0 92.8 93.7 96.1 7th Grade - 2011 ISAT Math Exceeds 40.0 45.0 48.8 42.3 47.4 55.4 Meets 45.0 44.8 40.7 53.1 50.7 45.4 Below 9.0 6.5 6.0 6.7 Warning 0.0 0.8 0.4 0.2 0.4 90, ,07 08 9 10 11 100.0 80.0 60.0 20.0 0.0

110 90, .08 107 60, Exceeds Meets 91.8 94.0 93.8 92.4 94.7 93.7 6th Grade - 2011 ISAT Math Exceeds 28.8 32.0 31.3 36.8 41.5 50.5 Meets 63.0 62.0 62.5 55.5 53.2 43.2 Below 6.0 6.2 7.2 Warning 0.0 0.0 0.0 0.0 0.4 0.0 90, 10, 80₁ 60, 110 11 100.0 80.0 60.0 20.0 0.0



3rd – 5th Grade ISAT Reading





		90,	60,	10	111			
ling		Meets or Exceeds	82.8	89.0	89.1	6.06	90.1	93.5
3rd Grade -2011 ISAT Reading		Exceeds	32.8	38.0	43.2	52.3	49.4	48.0
-2011 IS		Meets	50.0	51.0	45.9	38.6	40.7	45.5
Grade		Below	15.5	9.0	8.6	8.2	8.6	5.7
3rd		Warning	1.5	2.0	1.1	6.0	1.2	0.8
9	80.0 80.0 60.0 40.0	0.0	90, 🔳	40.	80, 🔳	60,	10	111
						0		

Attachment 2 Page 4 of 5

7th Grade - 2011 ISAT Reading

90,

80,

Meets or Exceeds

Exceeds

Meets

Below

Warning

90.2 88.0 92.8 89.6 90.5

20.3 25.0 29.4 31.2 33.5 37.4

69.9 63.0 63.4 63.4 58.3 56.9 58.3

9.1

0.0 0.0 0.0 0.0 0.2 0.2

12.0

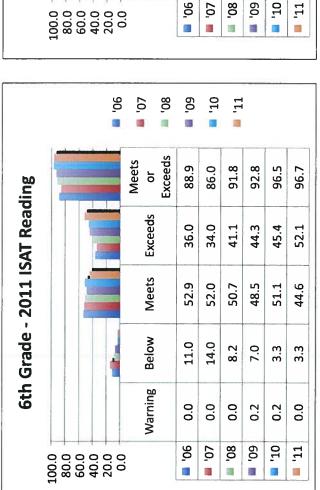
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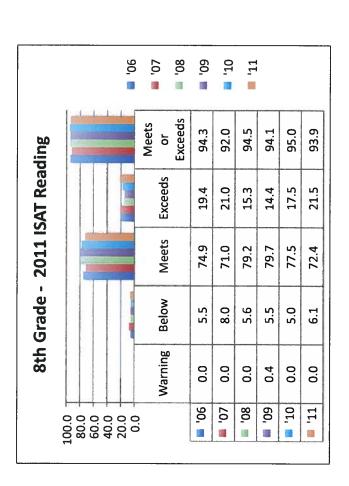
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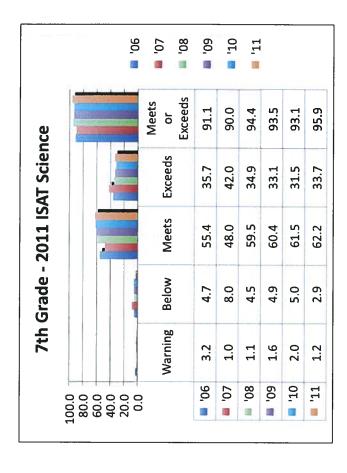
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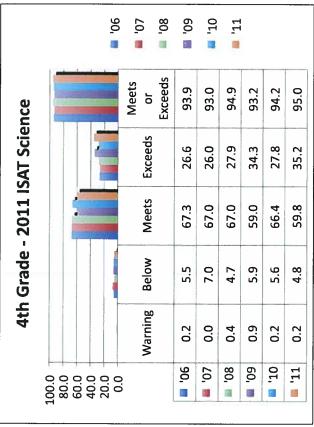
6th-8th Grade Reading





4th and 7th Grade Science





Illinois State Board of Education

Gery J. Chico, Chairman

Christopher A. Koch, State Superintendent

05-016-0640-04

Park Ridge CGSD 64

2011 Adequate Yearly Progress (AYP) Information

Calculated based on 09/19/11 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	Yes	Has this district been identified for Federal Improvement Status according the AYP specification of the federal No Child Left Behind Act?	g to No
Is this district making AYP in reading?	Yes	2011-12 Federal Improvement Status	
Is this district making AYP in mathematics?	Yes	2011-12 State Improvement Status	A STATE OF THE PARTY OF THE PAR

	Perc		ted on S	tate	P	ercent Mee	ting/Ex	cceedin	g Standard	*63		ther In	dicators	
	Read	ling	Mather	natics		Reading	Ja.	fa	lathematic	5	Attend Ra	77 hours 173	Gradu Ra	100
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0		種味	85.0			91.0		82.0	
ALL	100.0	Yes	100.0	Yes	93.6		Yes	95.2		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	94.0		Yes	95.4		Yes			11	
Biack		200 III	-:0		10017					7 -09			18	
Hispanic	100.0	Yes	100.0	Yes	88.6	Teleser.	Yes	92.4	- 141	Yes		PY and		
Asian	100.0	Yes	100.0	Yes	90.1		Yes	93.4		Yes		E		
Native Hawaiian Pacific Islander														
Native American														
Two or more races	100.0	Yes	100.0	Yes	97.2		Yes	98.6		Yes				
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	99.8	Yes	70.1	69.4	Yes	73.3	74.9	Yes	95.4			
Economically Disadvantaged	100.0	Yes	100.0	Yes	87.8		Yes	91.6		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- 1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 85.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
- 3. At least 91.0% attendance rate for non-high schools and at least 82.0% graduation rate for high schools.

- * Includes only students enrolled as of 5/01/2010.
- ** Safe Harbor Targets of 85.0% or above are not printed.
- *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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NWEA MAP ASSESSMENTS

This section of the report will provide background information on the NWEA Measures of Academic Progress (MAP) assessment and describe how it differs from other standardized norm referenced tests. Student performance from the 2010-11 school year will be shared. An overview of how MAP data is used to drive instructional improvement is also provided.

I. OVERVIEW OF MAP

MAP is a unique standardized test that varies from ISAT and other norm referenced achievement tests in a number of ways. While it is similar to ISAT in that it is aligned to state standards, it differs most dramatically in that it is a computerized adaptive test. This means that it dynamically adapts the questions each child is asked depending on how the child answered on the previous question. Adaptive testing captures a child's current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next.

Another significant difference is that MAP assessments can measure academic growth over time, independent of grade level or age. MAP results are reported using a RIT scale. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year. This type of score also makes it possible to calculate accurate class or school averages. In addition to RIT scores, national norms are available for comparison to individual or group results.

Perhaps most importantly, educators receive results in a timely manner so that the information can have immediate application to teaching and learning. Unlike ISAT or other standardized tests, teachers can see their students' results at the end of a testing session, rather than waiting months for results to be returned from the testing company.

Students Tested

District 64 students	take the following tests:
Grade 2	Reading & Math

Grade 2	Reading & Math	Winter Only
Grade 3	Reading & Math	Fall & Spring
Grade 4	Reading & Math	Fall & Spring
	Language Arts	Spring
Grade 5	Reading & Math	Fall & Spring
Grade 6	Reading & Math	Fall & Spring
Grade 7	Reading & Math	Fall & Spring
Grade 8	Reading, Math &	Fall
	Language Arts	

II. DISTRICT 64 2010-11 RESULTS

District 64 versus National NWEA RIT Scores

As would be expected, District 64 students continue to achieve at levels higher than national norms. Attachment 1 graphically shows the District 64 Fall 2010 and Spring 2011 mean RIT scores for each grade level versus national NWEA RIT norms for these same testing times.

District 64's Mean RIT Over Time

District 64 has been administering the MAP test to 3rd-8th grade students for five years. Attachment 2 displays our Mean RIT scores for Reading and Math over time. As shown in this graph, the Mean RIT in Reading has increased at all grade levels 3rd-8th over this five year period of time with Spring 2011 Mean RIT scores close to or over 1.0 RIT points higher than the same testing period in 2010. Mean RIT scores in Math have also increased over time with some grade levels showing greater growth than others.

Projected Performance and Growth Distribution

As stated previously, a major benefit of MAP assessments is the opportunity to measure an individual student's academic growth. Growth targets can be developed from the normative data to predict anticipated growth for a particular student from one year to the next. Growth targets are established based on the 2008 normative data study. This study examined students at each grade level and looked at their growth from fall to spring.

Growth targets can be used to set specific learning goals for a below-proficient student to increase the odds of reaching proficiency. Growth targets can also be used to encourage schools to pay attention to students who have already met proficiency standards and design appropriately challenging instruction to meet their needs. MAP reports place students into one of the following four categories:

- (G+P+) Students are above typical growth and above projected proficiency on the state exam (ISAT).
- (G-P+) Students are below typical growth, but remain above projected proficiency on the state exam (ISAT).
- (G-P-) Students are below typical growth and below projected proficiency on the state exam (ISAT).
- (G+P-) Students are above typical growth but remain below projected proficiency on the state exam (ISAT).

For the past three years, we have monitored students in the District as to whether they are making their predicted growth targets and their projected performance on the ISAT state assessment. Attachment 3 provides District and school level results on growth targets and expected proficiency for Reading and Math. It shows the percent of students in each of the four categories. It also shares the percent of students who reached their growth targets and the percent of students who are projected to be proficient on the state exam. The "Percentage of Students who met or exceeded their Target RIT" represents the percentage of students who have met their individual RIT target. As an example, in a school of 400 students, if 200 met or exceeded their Target RIT the percentage would be 50%. This statistic is related to individual student growth.

2011 District 64 ISAT results mirror the projected results from MAP. Although the vast majority of our students are projected to be proficient on the state exam and do in fact score in the Meets or Exceeds categories, many are not reaching their full growth targets according to MAP projections. In NWEA partner districts that perform well in terms of growth, about 70% of students meet or exceed average growth. During the 2010-11 school year, 56.4% of students reached their full growth target in Reading and 60.2% of students reached their full growth target in Math.

We are able to provide District, school and individual classroom reports that share which students fall into each category. Teachers have received some training regarding growth targets and expected levels of proficiency on the ISAT, however additional emphasis on how this information can be used to increase student achievement is needed. We also need increased emphasis on providing appropriately challenging instruction to those students who meet ISAT standards but are not reaching their MAP growth targets. Strategy II of the District Strategic Plan (individual goal setting) and Strategy IV (using data to provide differentiated instruction) are designed to address these needs.

District Summary Reports by Grade

NWEA provides District Summary Reports by Grade according to the Illinois State Standards. This report is included as Attachment 4. This report documents areas of relative strength or weakness within our own curriculum. It highlights areas where we might want to provide increased instructional emphasis. Areas of possible emphasis are in *bold italic* and represent areas in which we score three points lower than the mean RIT score. Areas of relative strength are reported as *bold underlined* and represent instructional areas in which we score three points above the mean RIT score. As you can see from these reports, Geometry continues to stand out as an area of strong performance in Mathematics at several grade levels, whereas Number Sense is an area to further emphasize at the younger grade levels. This data is analyzed in more depth by both our Student Learning Department and the individual building QITs and used as part of our continuous curricular improvement process.

III. INSTRUCTIONAL OPPORTUNITIES

Teachers are able to generate numerous reports for their students using MAP data. A sample of a 5th grade teacher's report is included in Attachment 5. This report breaks the students' RIT scores down by specific instructional goal areas that are aligned with Illinois Learning Standards in Reading and Math. Teachers can use the data from this report to plan for differentiated instruction in the classroom.

DesCartes

The DesCartes report is another beneficial tool that helps teachers to match instruction to students' current instructional levels. A sample DesCartes report is located in Attachment 6. By referencing a student's RIT score in DesCartes, teachers gain an indication of what skills and concepts a student understands, what skills the student is developing, and what skills need to be introduced and will be academically challenging. This information assists teachers in determining appropriate instructional emphasis for each individual student or for groups of students.

Using Data to Plan Instruction

Using the RtI problem solving approach, grade level or team level groups of teachers carefully examine the fall and spring MAP data to gain important information about their students' current level of achievement and instructional needs. Working in groups, teachers examine which students might need additional support and which students are ready for curricular acceleration or enhancement. This information is combined with information from other assessments, such as the DIBELS reading fluency measure and locally developed classroom assessments, to determine which students would benefit from support from our Literacy teachers or Math Connections program in middle school. Teachers also use these assessment results to group students for instruction on specific skills within their classroom or between classrooms.

Analysis of MAP results also reveals where instruction is strong and producing desired results and which skills need to receive additional emphasis. Classroom teachers can use this information to determine instructional pacing. If for example, the class results indicate that the majority of students have mastered a specific skill, the teacher may choose to focus instructional time on more advanced skills with the majority of students and work in a small group setting to further develop the skill with those few students who have not demonstrated mastery.

We also use data from the MAP assessments to identify students for the Channels of Challenge program and other informal enrichment opportunities. Now that we have five years of data on our students, we have been able to develop local norms and consequently identify which students score significantly higher than their local District 64 peers.

Maine Township High School District 207 uses MAP data as part of the process to place all eighth grade students into classes as freshman. All eighth grade students in Districts 62, 63, 64 and the private schools now take MAP assessments. These assessments are used as part of the process to place students at the high school.

Next Steps

- 1. We continue to provide all teachers in grade three through eight with a Class Summary of their student results. This summary shows which students have not met their goal targets in the past. It also shares which students are not projected to "meet or exceed" standards based on MAP assessment for the 2012 ISAT. Teachers are expected to use this data as they meet in problem solving teams during the school year and plan interventions and differentiated instruction.
- 2. We continue to provide education on MAP data for principals, curriculum specialists and teachers. In addition to reports from MAP, we highlight how the INFORM student achievement database can be used to analyze student data from a variety of assessment measures. We now have results from MAP, ISAT, DIBELS, middle school grades and some other locally developed assessments available on this database. Teachers can access scores from these various assessments for a single student or their entire class.

- 3. We continue to encourage teachers who have the majority of their students reaching growth targets to share effective instructional strategies and ideas they use with other grade level, department and building colleagues. In particular, we strive to know what practices they have used to work with students to achieve their individual growth target goals, how they have involved the students in goal setting as well as how they have involved parents. Ideas gained from these discussions are being shared with the committee that will be working on Strategic Plan Strategy II Individual Goal Setting.
- 4. We are working directly with schools and their Quality Improvement Teams (QITs) as they analyze assessment data and establish improvement goals for their buildings.
- 5. We continue to highlight for both our teachers and community how the use of assessment data relates to our Strategic Plan Mission and the specific work of Strategy II Goal Setting and Strategy IV Differentiated Instruction.

IV. CELEBRATIONS AND CONCLUSIONS

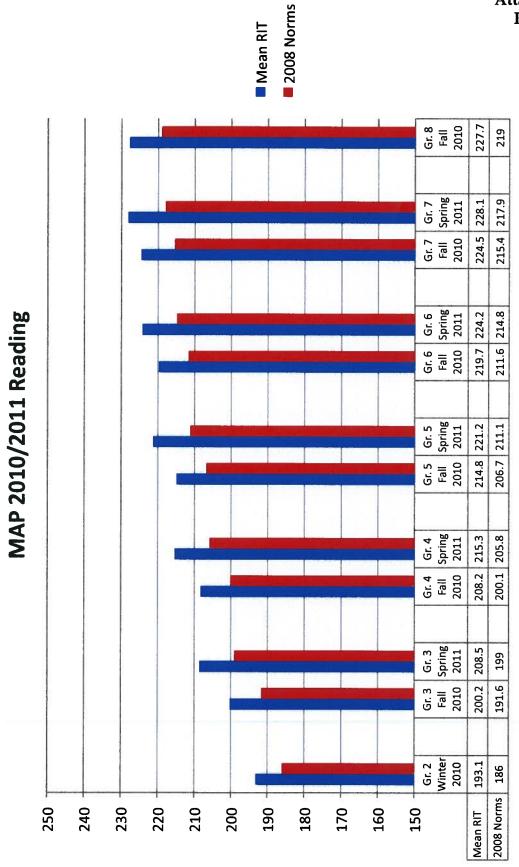
Conclusions

We are pleased with the fifth year of this assessment measure and the results our students have achieved. Online test administration continues to go smoothly in all buildings and is well received by our students. Over 3,000 students in our District take the MAP assessments generated on computers in grades two through eight.

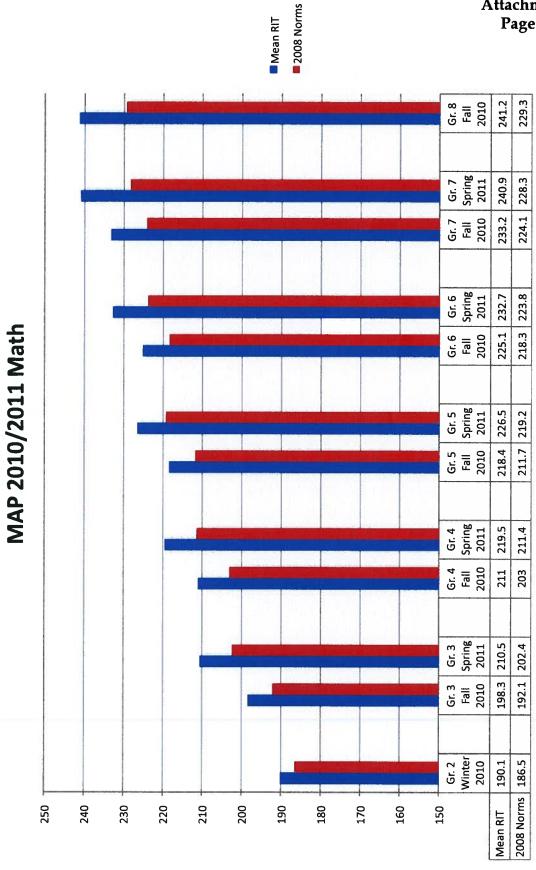
Celebrations

- Overall, our results continue to demonstrate that District 64 students score well above national averages.
- Looking at our MAP data over time, the mean RIT scores in Reading are the
 highest they have been at all grade levels since we began this testing in the fall
 of 2006. This is also true in the breakout categories of Word
 Analysis/Vocabulary, Reading Strategies/Comprehension, Literature and
 Literary Works. This increase may be attributable to our new Reading
 curriculum and/or the increased literacy support available at all grade levels.
- Literature and Literary Works continue to be the highest area of achievement for students in upper elementary and middle school grade levels.
- The mean RIT scores in Math are also the highest they have been at all grade levels since we began this testing in the fall of 2006.
- Staff members see the benefits of the MAP test and are regularly using MAP results as an indicator of student learning.

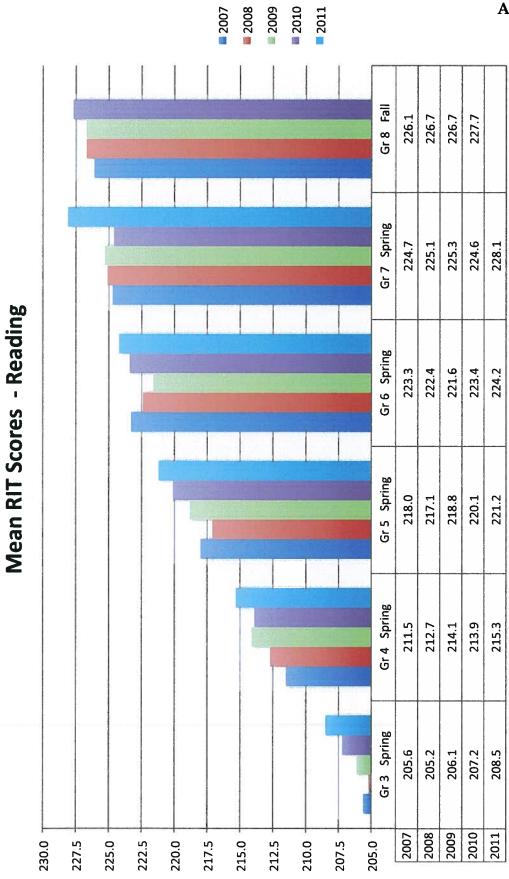
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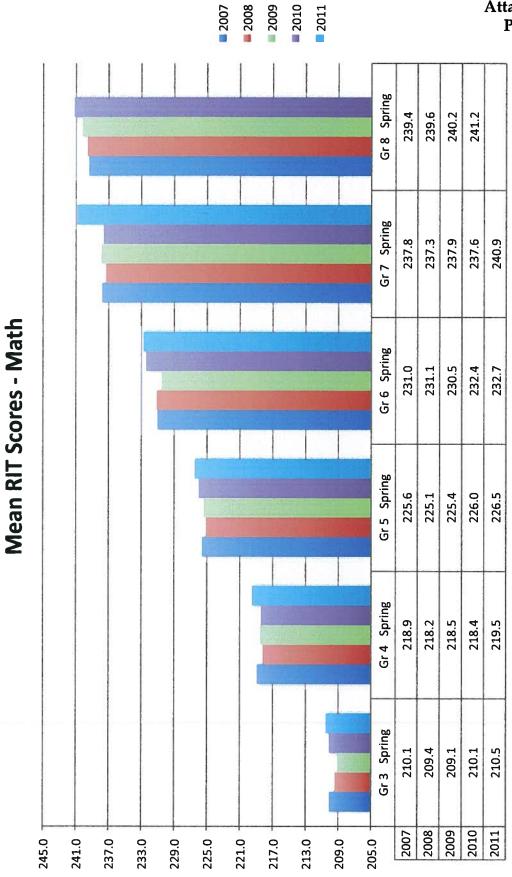
Attachment 1 Page 2 of 2



Attachment 2 Page 1 of 2



Attachment 2 Page 2 of 2



NWEA District by School

District: Park Ridge Community Consolidated School District 64

View District by Grade Run this report for a different term

Roster Term: Spring 2011

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The second of th	Seriow Typical Glowili, below Projected Proficiency
	G+P- Above Typical Growth, Below Projected Proficiency
Projected Proficiency	Above Typical Growth, at or Above Projected Proficiency
	G-P+ Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution	oution	Growth	Projected Performance	Median
		Percent	Fall 10 - Spring 11	Spring 2011	
			Count/Percent	Count/Percent	Percent
Reading	4.1 1.	4.1 1.9 54.5 39.5	2,430 56.4	2,455 93.7	82.1
Benjamin Franklin Sc	3.7 2.	2.1 56.8 37.4	243 58.8	253 92.1	81.0
Eugene Field School	3.8 2.	2.4 52.1 41.8	340 54.4	342 93.9	84.2
George B Carpenter S	2.8 3.	3.9 51.9 41.4	181 55.8	183 92.9	82.0
George Washington Sc	4.9 1.	1.5 55.3 38.3	329 56.8	330 93.6	83.0
Theodore Roosevelt S	3.7 2.	2.0 54.2 40.1	349 56.2	352 94.0	83.8
Abraham Lincoln Midd	3.7 1	1.2 56.6 38.4	489 57.9	492 94.9	79.7
Emerson Middle Schoo	5.0 1.	1.6 53.5 39.9	499 55.1	503 93,4	81.9

NWEA District by School

District: Park Ridge Community Consolidated School District 64

View District by Grade

Run this report for a different term Roster Term: Spring 2011

	Projected Performance and Growth Distribution	owth Dis	stributio	_	Growth	Projected Performance	Median
			Percent		Fall 10 - Spring 11	Spring 2011	
					Count/Percent	Count/Percent	Percent
Mathematics		2.6	1.1 59	59.0 37.3	2,467 60.2	2,496 96.0	74.2
Benjamin Franklin Sc		0.8	0.8 58	58.0 40.3	243 58.8	253 96.4	68.0
Eugene Field School		2.4	0.3 54	54.4 42.9	340 54.7	342 97.4	71.9
George B Carpenter S		2.2	0.6 61	61.9 35.4	181 62.4	183 96.7	74.3
George Washington Sc		2.7	1.2 53	53.5 42.6	329 54.7	330 96.1	74.8
Theodore Roosevelt S		2.9	0.6 52	52.4 44.1	349 53.0	352 96.3	71.9
Abraham Lincoln Midd		2.6	1.0 64	64.9 31.5	502 65.9	505 96.2	80.8
Emerson Middle Schoo		3.4	2.5 63	63.7 30.4	523 66.2	531 94.2	73.4
Language Usage	No data for both Growth and Proficiency	•	1	1		495 -	78.6
Benjamin Franklin Sc	No data for both Growth and Proficiency	t	1	1		- 92	77.6
Eugene Field School	No data for both Growth and Proficiency	r j	t	1 1 1	**************************************	116 -	81.9
George B Carpenter S	No data for both Growth and Proficiency	1	t	ı	1	. 54	77.8
George Washington Sc	No data for both Growth and Proficiency		1	ı		126 -	81.0
Theodore Roosevelt S	No data for both Growth and Proficiency	•	1			122 -	73.8
Abraham Lincoln Midd	No data for both Growth and Proficiency	1	•	1		г Н	100.0
	-				÷		

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Report Printed: 10/13/2011 (version 2.5.1.000)

NWEA MAP Report

Data date: 6/1/2011

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3 460 198.9 12.7 200 197.1 14.3 198.9 14.8 200.8 14.8 198.7	Winter 2007		69	189.5	11.4	191	188.8	12.0	188.4	13.4	190.0	14.7	190.8	12.9					
	Fall 2006	က	460	198.9	12.7	200	197.1	14.3	198.9	14.8	200.8	14.8	198.7	13.9					
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Groups with less than 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.

Data date: 6/1/2011 Report Printed: 10/13/2011 (version 2.5.1.000)

NWEA MAP Report

Nord Analysis Reading Starty Word Analysis Reading Starty Word Analysis Reading Starty Word Analysis Reading Starty Nord Analysis Reading Starty Nord Analysis Reading Starty Nord Reading Starty Readi	A CONTRACTOR OF THE CONTRACTOR	ס							THE PERSON NAMED IN	Company of the Compan			STATE OF STA	District the contract				
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215.6 13.4 215.0 12.8 211.2 13.8 212.4 13.8 208.5 14.1 208.5 13.8 216.0 14.8 215.2 13.7 209.1 15.7 209.8 14.0 207.2 15.3 207.5 14.1 214.4 14.4 213.8 13.3 206.5 14.6 206.5 14.1 212.0 14.5 212.9 14.6 209.2 13.7 209.0 13.7	Winter 201	4	184	206.5	12.7		204.1	13.4	205.6	14.4	208.2	15.0	208.0	13.3				
215.6 13.4 215.0 12.8 208.5 14.1 208.5 13.8 208.5 14.1 208.5 13.8 216.0 14.8 215.2 13.7 209.1 15.7 209.8 14.0 207.2 15.3 207.5 14.1 214.4 14.4 213.8 13.3 210.9 13.6 210.9 14.6 209.2 13.7 209.0 13.7 209.2 13.7 209.0 13.7	Fall 2010	4	494	208.2	11.9		207.1	13.3	207.5	13.1	208.9	13.7	209.4	13.1				
215.6 13.4 215.0 12.8 208.5 14.1 208.5 13.8 208.5 14.1 208.5 13.8 216.0 14.8 215.2 13.7 209.1 15.7 209.8 14.0 207.2 15.3 207.5 14.1 214.4 14.4 213.8 13.3 210.9 13.6 210.9 14.6 212.0 14.5 212.9 14.6 209.2 13.7 209.0 13.7	Fall 2010	4	-															
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206.5 14.6 206.5 14.1 212.0 14.5 212.9 14.6 209.2 13.7 209.0 13.7 209.0 13.7	Winter 2008		159	210.1	12.3		207.7	13.9	210.0	14.6	210.9	13.6	211.9	13.4				
212.0 14.6 209.0 13.7	Fall 2007	4	476	205.4	12.6		203.6	13.9	204.9	15.0	206.5	14.6	206.5	14.1				
Page 3 of	Spring 2007		478	211.5	12.7		209.4	13.6	211.9	14.5	212.0	14.5	212.9	14.6				
Page 3 of	Winter 2007		6) : :						
Page 3 of	Fall 2006	4	476	208.1	11.9		205.9	13.4	208.4	14.3	209.2	13.7	209.0	13.7				
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		481	214.6	1.9	216	212.6	13.7	215.2	13.9	214.8	14.3	216.0	14.3				
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Groups with less than 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.

Reading Stringty Accele 2-5 LV21	Nord Analysis Reading Survey w/ Goals 2.5 L/23 Nord Analysis Reading Survey w/ Goals 2.5 L/23 Nord Analysis Reading Survey w/ Goals 2.5 L/23 Nord Analysis Reading Strat/ Comprehension Nord Analysis Reading Strat/ Comprehension Nord Analysis	Reading	ō																
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6 481 218.7 11.4 219 218.0 11.0 213.4 13.0 211.3 10.1 6 481 218.7 11.4 219 218.0 11.0 213.4 13.0 211.3 10.1 222 22.05 14.5 22.05 14.1 218.8 12.4 22.0 20.2 22.05 14.5 22.05 14.1 218.8 12.4 22.0 20.2 22.05 14.5 22.0 20.2 14.1 218.8 12.4 22.0 20.2 22.0 14.2 22.0 20.2 14.2 22.0 14.4 22.0 14.2 22.0 14.4 22.0 1	Wither 2010 6 138 211.1 9.4 211 208.6 10.9 210.0 11.0 213.4 13.0 211.3 10.1 april 2008 6 491 221.6 131.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 219 218.0 11.4 2 220.0 21.4 13.0 204.3 14.0 222.3 14.1 218.0 12.4 218.0 206.8 13.5 21.2 223 21.2 22	Spring 2010	9	482	223.4	10.5	224	221.9	11.7	222.3	12.5	226.0	13.0	223.6	12.1				
6 481 218.7 114 219 218.0 12.8 217.7 12.8 220.3 14.1 218.8 12.4 14.2 18.6 12.4 14.2 220.6 14.5 220.6 14.3 223.3 16.0 222.1 14.2 14.2 2.5 25.0 1.2 2.5 22.0 1.3 22.3 16.0 22.2 1.4 2 2.5 25.7 12.0 20.7 20.8 1.4 2 22.3 16.0 22.2 1.4 2 2.5 21.5 13.3 221.0 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 14.2 22.8 13.8 20.2 2.1 13.8 21.0 14.2 22.8 13.9 216.1 13.8 218.2 16.7 13.9 216.1 13.8 218.2 18.4 22.2 18.4 22.8 13.9 216.7 13.9 216.1 13.8 218.2 18.3 21.0 12.9 22.4 13.0 22.8 13.0 22.4 21.2 12.9 22.4 21.3 21.0 13.8 218.0 13.6 21.2 12.9 22.8 13.0 218.0 13.6 22.8 13.0 22.8 13	Fall 2008 6 481 218.7 11.4 219 218.0 12.8 217.7 12.8 220.3 14.1 218.8 12.4 spring 2008 6 497 221.6 13.1 222 220.6 14.5 220.6 14.3 223.3 16.0 222.1 14.2 Vilker 2008 6 496 215.7 12.0 22.4 12.0 204.4 14.9 204.3 16.0 222.1 14.2 Spring 2008 6 501 222.4 12.2 223 221.2 13.3 221.0 14.2 224.8 14.4 222.9 13.8 Vilker 2008 6 34 204.4 17.6 204 205.5 18.8 202.5 20.4 203.6 19.1 205.5 18.4 204.3 11.5 223 21.6 7 13.9 216.7 13.9 218.3 18.6 19.1 205.5 18.4 204.3 11.5 223 11.5 223 216.7 13.9 218.5 15.3 216.7 13.9 218.7 1	Winter 2010	9	138	211.1	9.4	211	209.6	10.9	210.0	11.0	213.4	13.0	211.3	10.1				
6 59 205.7 12.0 207 205.8 14.5 220.6 14.5 220.6 14.5 220.6 14.5 220.6 14.5 220.6 14.5 220.6 14.9 204.3 14.9 206.8 13.5 205.7 12.0 207 205.8 12.0 205.4 14.9 204.3 14.9 206.8 13.5 216.7 12.2 223 221.2 13.3 221.0 14.2 222.9 13.8 20.5 20.4 205.6 18.8 202.5 20.4 203.6 19.1 205.5 18.4 222.8 13.0 20.5 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 20.5 20.4 203.6 19.1 205.5 18.4 222.8 13.0 20.5 20.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 20.5 224.5 14.4 222.8 13.0 20.5 20.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 20.5 22.9 22.9 21.0 14.5 222.8 13.0 222.8 13.0 222.8 22	Spring 2009 6 497 2216 13.1 222 22.0.6 14.5 220.6 14.3 223.3 16.0 222.1 14.2 Winter 2008 6 59 205.7 12.0 207 205.8 12.0 205.4 14.9 204.3 14.9 206.8 13.5 Fall 2008 6 501 222.4 12.2 223 21.5 13.0 210.7 13.9 21	Fall 2009	9	481	218.7	11.4	219	218.0	12.8	217.7	12.8	220.3	14.1	218.8	12.4				
6 59 205.7 12.0 207 205.8 12.0 205.4 14.9 204.3 14.9 206.8 13.5 6 501 222.4 12.2 223 221.0 14.2 224.8 14.4 222.9 13.8 6 496 217.0 12.6 218 205.5 18.8 202.5 20.4 203.6 19.1 205.5 18.4 6 496 217.0 12.6 218 216.7 13.9 216.1 13.8 218.5 15.0 216.7 13.9 6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.8 13.0 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 218.0 13.6 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6	Winter 2008 6 59 205.7 12.0 207 205.8 12.0 205.4 14.9 204.3 14.9 206.8 13.5 Fall 2008 6 495 215.7 13.3 217.0 14.2 225.9 13.8 Windra 2008 6 54 12.2 4.2 12.6 13.3 221.0 14.2 222.9 13.8 Spring 2008 6 54 217.0 12.6 208 18.8 202.5 16.7 13.9 206.5 18.4 Spring 2007 6 3 217.0 12.6 218 216.1 13.8 218.5 15.3 216.7 13.9 Spring 2007 6 1 222.3 11.6 229 12.6 218.3 13.6 13.6 13.6 Fall 2006 6 544 217.8 11.8 219 216.4 13.6 218.3 13.9 218.0 13.6 Fall 2006 6 544 217.9	Spring 2009	9	497	221.6	13.1	222	220.6	14.5	220.6	14.3	223.3	16.0	222.1	14.2				
6 495 215.7 13.3 217 215.3 14.6 215.5 15.0 215.7 15.5 216.3 14.2 22.9 13.8	Fail 2008 6 495 215.7 13.3 217 215.3 14.6 215.5 15.0 215.7 15.5 216.3 14.2 Spring 2008 6 501 222.4 12.2 223 221.2 13.3 221.0 14.2 22.4 14.4 222.9 13.8 Winner 2008 6 34 204.4 17.6 204 205.6 18.8 202.5 20.4 203.6 19.1 205.5 18.4 Eal 2007 6 34 202.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Winner 2007 6 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Winter 2009	9	29	205.7	12.0	207	205.8	12.0	205.4	14.9	204.3	14.9	206.8	13.5				
6 501 222.4 12.2 223 221.2 13.3 221.0 14.2 222.9 13.8 6 34 204.4 17.6 204 205.6 18.8 202.5 20.4 203.6 19.1 205.5 18.4 6 49.6 217.0 12.6 218 216.7 13.9 216.1 13.8 218.3 216.7 13.9 6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 6 1 1 6 1 1 8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 219.0 13.6 20.9 12.6 219.2 13.9 218.0 13.6 219.2 13.9 218.0 13.6 219.2 13.9 218.0 13.6 219.2 13.9 218.0 13.6 219.2 13.9 218.0 13.6 219.2 219.2 219.2 219.0 229.8 229.9 2	Spring 2008 6 501 222.4 12.2 223 221.2 13.3 221.0 14.2 222.9 13.8 Winter 2008 6 34 204, 17.6 204 205.6 18.8 202.5 20.4 2036 19.1 205.5 18.4 5 Fall 2007 6 34 204, 17.6 204 205.6 18.8 202.5 20.4 2036 19.1 205.5 18.4 5 Fall 2007 6 34 217.9 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Winter 2007 6 1 Fall 2006 6 1	Fall 2008	9	495	215.7	13.3	217	215.3	14.6	215.5	15.0	215.7	15.5	216.3	14.2				
6 496 217.0 12.6 218 206.6 18.8 202.5 20.4 203.6 19.1 206.5 18.4 6 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Winter 2006 6 34 204, 176 204 205.6 18.8 202.5 20.4 203.6 19.1 205.5 18.4 Fall 2007 6 496 217.0 12.6 218 216.7 13.9 216.1 13.8 218.5 15.3 216.7 13.9 Spring 2007 6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Winter 2007 6 1	Spring 2008	9	501	222.4	12.2	223	221.2	13.3	221.0	14.2	224.8	14.4	222.9	13.8				
6 496 217.0 12.6 218 216.7 13.9 216.1 13.8 218.5 15.3 216.7 13.9 6 3 2 22.3 11.5 22.3 12.0 12.6 221.2 12.9 224.5 14.4 222.8 13.0 6 1 1 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 218.0 13.6	Spring 2007 6 3 216.7 13.9 216.1 13.8 218.5 15.3 216.7 13.9 Spring 2007 6 3 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Writer 2007 6 1 1 222 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Fall 2006 6 1 1 21.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 Groups with less than students are suppressed because they are not statistically reliable.	Winter 2008	9	8	204.4	17.6	204	205.6	18.8	202.5	20.4	203.6	19.1	205.5	18.4	NI CONTRACTOR OF THE PARTY OF T			
6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 6 1 1 6 1 1 8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6	Spring 2007 6 3 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Winter 2007 6 1 1 218.0 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 Fall 2006 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 Groups with less than students are suppressed because they are not statistically reliable.	Fall 2007	9	496	217.0	12.6	218	216.7	13.9	216.1	13.8	218.5	15.3	216.7	13.9				
6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 6 1 1 6 1 1 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6	Spring 2007 6 540 222.3 11.5 223 220.9 12.6 221.2 12.9 224.5 14.4 222.8 13.0 Winter 2007 6 1 Fall 2006 6 1 Fall 2006 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 Groups with less than students are suppressed because they are not statistically reliable.	Spring 2007	9	3															
6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 219.2 13.9 218.0 13.6 Bage 2 o	Winter 2007 6 1 Fall 2006 6 544 217.9 11.8 219 216.4 13.6 218.0 13.6 Fall 2006 6 544 217.9 11.8 219.2 13.9 218.0 13.6 Groups with less than students are suppressed because they are not statistically reliable.	Spring 2007	9	540	222.3	11.5	223	220.9	12.6		12.9	224.5	14.4	222.8	13.0				
6 544 217.9 11.8 219 216.4 13.6 219.2 13.9 218.0 13.6 544 217.9 11.8 219.2 13.9 218.0 13.6	219.2 13.9 218.0	Winter 2007	9	-															
Page 2 to 11.8 219 216.4 13.6 218.3 13.6 218.0 13.6 218.0 13.6 218.0 13.6	Fall 2006 6 544 217.9 11.8 219 216.4 13.6 218.3 13.6 218.0 13.6 Groups with less than students are suppressed because they are not statistically reliable.	Fall 2006	9	_															
	Groups with less than students are suppressed because they are not statistically reliable.	Fall 2006	9	544	217.9	11.8	219	216.4	13.6	218.3	13.6	219.2	13.9	218.0	13.6				
	Groups with less than students are suppressed because they are not statistically reliable.																		
	Groups with less than students are suppressed because they are not statistically reliable.												•						·
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	Groups with less than students are suppressed because they are not statistically reliable.																		
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	Groups with less than students are suppressed because they are not statistically reliable.			The same													1635		

Data date: 6/1/2011

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Std Dev Attachment 4 Page 6 of 11 Mean Mean Std Dev Std Dev Mean Std Dev Literary Works 10.9 14.3 13.4 13.6 13.3 12.5 13.5 14.3 15.4 13.7 227.8 215.3 212.8 221.4 207.6 222.6 225.8 211.8 225.0 Mean 223.2 223.7 224.7 226.1 Std Dev 13.9 11.6 12.3 15.7 14.8 13.3 15.0 14.1 13.2 13.7 14.3 14.7 Literature Mean 229.9 216.3 226.5 227.0 227.5 209.8 225.9 226.4 213.7 211.4 223.7 223.6 225.1 222.7 Reading Strat / Std Dev Comprehensio 12.9 12.8 14.3 12.3 14.9 13.6 13.2 14.5 12.8 14.0 13.3 14.4 12.7 14.2 Mean 227.2 214.2 223.6 223.8 211.0 208.6 211.6 220.4 224.0 221.0 223.7 220.8 223.7 222.7 Word Analysis Std Dev 12.8 11.6 10.9 13.6 13.9 14.3 13.4 11.9 14.0 12.6 11.8 Vocabulary Mean 213.9 227.4 223.3 211.3 224.3 221.5 220.4 224.5 210.1 221.0 224.0 211.3 223.7 216 228 213 Median 222 226 209 224 226 226 211 1.3 10.0 9.8 12.0 11.8 13.4 12.2 12.5 11.0 12.3 Std 11.1 Reading Survey w/ Goals 2-5 IL V2.1 214.9 Mean 228.1 224.5 224.6 221.2 225.3 209.4 212.1 223.2 222.1 222.2 224.7 225.1 211.1 Student Count 483 505 515 508 554 498 503 129 8 37 553 Optional Group: None Grade Reading Spring 2011 **Spring 2010** Winter 2010 Spring 2009 Winter 2009 Spring 2008 Winter 2008 Winter 2011 Spring 2011 Spring 2007 Spring 2007 Fall 2010 Fall 2010 Fall 2009 Fall 2008 Fall 2007 Fall 2006 Term

Groups with less than 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.

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NWEA MAP Report

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35 180.4 6.9 182 179.3 9.0 179.5 10.1 180.5 10.1 182.0 10.3 180.7 12 210.5 12.2 211 208.0 13.8 211.1 14.1 209.3 14.2 213.6 13.4 210.9 52 198.4 13.1 199 196.1 15.9 198.2 15.0 198.8 14.8 200.0 14.7 199.1 07 198.3 10.6 198 12.7 197.5 12.9 199.6 11.6 200.0 198.3 10.6 198 12.7 197.5 12.9 199.6 11.6 200.3 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 200.3 10.7 199.4 11.9 200.3 199.4 11.9 200.3 11.9 10.0 199.4 11.9 200.3 10.0 199.4 11.9 200.3 11.9 200.3 11.9			186.4	8.6	187	183.6	11.5	183.8	10.7	184.3	10.1	191.0	10.6	189.4	11.5			
12 210.5 12.2 211 208.0 13.8 211.1 14.1 209.3 14.2 213.6 13.4 210.9 52 198.4 13.1 199 196.1 15.9 198.2 15.0 198.8 14.8 200.0 14.7 199.1 52 198.4 13.1 199 196.1 15.9 198.2 15.0 198.6 11.6 200.0 14.7 199.1 83 210.1 11.9 207.0 13.4 211.2 13.7 207.2 14.6 214.4 13.8 210.7 48 203.6 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 199.4 11.9 200.2 7 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 190.2 10 192.0 10.1 198 195.3 12.4 196.1 12.5 190.4 11.1 190.4 11.1 190.4 11.1 190.4 11.1 190.4 <t< td=""><td></td><td></td><td>180.4</td><td>6.9</td><td>182</td><td>179.3</td><td>9.0</td><td>179.5</td><td>10.1</td><td>180.5</td><td>10.1</td><td>182.0</td><td>10.3</td><td>180.7</td><td>6.6</td><td></td><td></td><td></td></t<>			180.4	6.9	182	179.3	9.0	179.5	10.1	180.5	10.1	182.0	10.3	180.7	6.6			
12 210.5 12.2 211 208.0 13.8 211.1 14.1 209.3 14.2 213.6 13.4 210.9 52 198.4 13.1 199 196.1 15.9 198.2 15.0 198.8 14.8 200.0 14.7 199.1 87 198.3 10.6 198 196.9 12.7 197.5 12.9 197.6 12.9 199.6 11.6 200.0 83 210.1 11.9 210 207.0 13.4 211.2 13.7 207.2 14.6 214.4 13.8 210.7 48 203.6 11.6 203 202.1 13.0 203.8 14.3 204.0 13.8 203.1 12.4 199.4 11.9 200.2 27 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 200.2 29 197.0 13.3 187.9 12.4 207.3 <	ontitud Graditud																	
3 152 198.4 13.1 199 196.1 15.9 198.2 15.0 198.8 14.8 200.0 14.7 199.1 3 507 198.3 10.6 198 196.9 12.7 197.5 12.9 197.6 12.9 199.6 11.6 200.3 3 483 210.1 11.9 207.0 13.4 211.2 13.7 207.2 14.6 214.4 13.8 210.7 3 248 203.6 11.6 203.2 12.7 197.2 14.6 214.4 13.8 200.1 12.4 200.3 3 478 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.4 207.3 14.0 199.4 11.9 200.2 3 427 209.1 11.7 209 206.2 13.3 187.9 14.4 207.3 14.0 199.4 11.0 199.4 11.0 199.4 11.0 199.	Spring 2011	512	210.5	12.2	211	208.0	13.8	211.1	14.1	209.3	14.2	2136	13.4	210 0	0 71			
3 507 198.3 10.6 198 196.9 12.7 197.5 12.9 197.6 12.9 199.6 11.6 200.3 3 483 210.1 11.9 210 207.0 13.4 211.2 13.7 207.2 14.6 214.4 13.8 210.7 3 248 203.6 11.6 203 202.1 13.0 203.8 14.3 204.0 13.8 203.1 12.4 205.3 3 478 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 199.4 11.9 200.2 3 427 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 199.4 11.9 200.2 3 429 197.0 10.1 198 195.3 12.4 196.1 12.5 196.2 13.3 198.2 11.3 199.2 207.3 14.0 199.4 11.7 </td <td></td> <td></td> <td>198.4</td> <td>13.1</td> <td>199</td> <td>196.1</td> <td>15.9</td> <td>198.2</td> <td>15.0</td> <td>198.8</td> <td>14.8</td> <td>200.0</td> <td>14.7</td> <td>199.1</td> <td>13.0</td> <td></td> <td></td> <td></td>			198.4	13.1	199	196.1	15.9	198.2	15.0	198.8	14.8	200.0	14.7	199.1	13.0			
3 483 210.1 11.9 210 207.0 13.4 211.2 13.7 207.2 14.6 214.4 13.8 210.7 3 248 203.6 11.6 203 202.1 13.0 203.8 14.3 204.0 13.8 203.1 12.4 205.3 3 478 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 199.4 11.9 200.2 3 427 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 200.2 3 429 197.0 10.1 198 195.3 12.4 196.1 12.5 196.2 13.3 198.4 11.7 199.0 3 442 197.0 10.1 198.3 12.4 196.1 15.8 198.4 11.7 199.0 3 462 207.1 11.1 209 206.9			198.3	10.6	198	196.9	12.7	197.5	12.9	197.6	12.9	199.6	11.6	200.3	12.2			
3 248 203.6 11.6 203 202.1 13.0 203.8 14.3 204.0 13.8 203.1 12.4 205.3 3 478 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 199.4 11.9 200.2 3 427 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 200.2 3 429 197.0 10.1 198 195.0 13.3 187.9 12.4 191.4 7.8 191.3 14.9 200.3 3 429 197.0 10.1 198 195.3 12.4 196.1 15.2 197.0 13.3 196.2 13.3 198.4 11.7 199.0 3 442 197.0 12.7 197.1 14.4 196.6 15.8 199.4 11.7 199.7 14.1 214.9 199.4 11.7 199.0<			210.1	11.9	210	207.0	13.4	211.2	13.7	207.2	14.6	214.4	13.8	210.7	13.1			
3 478 198.5 11.1 199 197.2 12.7 197.8 13.3 198.0 14.0 199.4 11.9 200.2 3 427 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 209.3 3 429 197.0 10.1 198 195.3 12.4 191.4 7.8 191.3 14.6 195.2 3 446 209.4 12.5 209 205.7 14.3 210.1 15.2 207.3 15.4 191.3 14.6 199.0 3 442 197.0 12.7 198 193.2 14.7 197.1 14.4 196.6 15.8 198.5 12.9 199.4 3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 199.4 3 462 210.1 11.1 199.7 14.5 200.8 12.2 209.8 3 463 191.3 10.0 1			203.6	11.6	203	202.1	13.0	203.8	14.3	204.0	13.8	203.1	12.4	205.3	13.3			
3 427 209.1 11.7 209 206.2 13.1 209.6 14.4 207.3 14.0 213.6 14.9 209.3 3 10 192.0 9.3 193 195.0 13.3 187.9 12.4 191.4 7.8 191.3 14.6 195.2 1 3 429 197.0 10.1 198 195.3 12.4 196.1 12.5 196.2 13.3 198.4 11.7 199.0 3 446 209.4 12.5 209 205.7 14.7 197.1 14.4 196.6 15.8 198.5 12.9 199.4 3 442 197.0 12.7 197.1 14.4 196.6 15.8 198.5 12.9 199.4 3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 15.9 199.4 3 463 190.6 10.8 200 198.7 12.8 198.1 13.1 14.5 200.8 12.2 201.0			198.5	11.1	199	197.2	12.7	197.8	13.3	198.0	14.0	199.4	11.9	200.2	12.7			
3 10 192.0 9.3 193 195.0 13.3 187.9 12.4 191.4 7.8 191.3 14.6 195.2 1 195.2 13.3 196.2 13.3 198.4 11.7 199.0 1 199.0 1 199.0 1 199.0 1 199.0 1 199.0 1 199.0 1 1 199.0 1		4	209.1	11.7	209	206.2	13.1	209.6	14.4	207.3	14.0	213.6	14.9	209.3	13.2			
3 429 197.0 10.1 198 195.3 12.4 196.1 12.5 198.2 13.3 198.4 11.7 199.0 3 446 209.4 12.5 209 205.1 14.3 210.1 15.2 207.3 15.4 215.5 15.0 209.7 3 442 197.0 12.7 198.7 14.4 196.6 15.8 198.5 12.9 199.4 3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 13.2 209.8 3 463 191.3 10.0 193 189.5 13.4 187.5 11.3 191.4 9.6 193.4 12.2 201.0 3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0			192.0	9.3	193	195.0	13.3	187.9	12.4	191.4	7.8	191.3	14.6	195.2	11.4			
3 446 209.4 12.5 209 205.7 14.3 210.1 15.2 207.3 15.4 215.5 15.0 209.7 1 3 442 197.0 12.7 198 793.2 14.7 197.1 14.4 196.6 15.8 198.5 12.9 199.4 1 3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 13.2 209.8 1 3 33 191.3 10.0 193 189.5 13.4 187.5 11.3 191.4 9.6 193.4 12.3 194.3 1 3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0 1			197.0	10.1	198	195.3	12.4	196.1	12.5	196.2	13.3	198.4	11.7	199.0	12.7			
3 442 197.0 12.7 198 193.2 14.7 197.1 14.4 196.6 15.8 198.5 12.9 199.4 1 3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 13.2 209.8 1 3 33 191.3 10.0 193 189.5 13.4 187.5 11.3 191.4 9.6 193.4 12.3 194.3 1 3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0 1			209.4	12.5	209	205.1	14.3	210.1	15.2	207.3	15.4	215.5	15.0	209.7	13.7			
3 462 210.1 11.1 209 206.9 13.2 210.3 13.3 208.9 14.1 214.9 13.2 209.8 1 3 3 191.3 10.0 193 189.5 13.4 167.5 11.3 191.4 9.6 193.4 12.3 <u>194.3</u> 1 3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0			197.0	12.7	198	193.2	14.7	197.1	14.4	196.6	15.8	198.5	12.9	199.4	15.0			
3 33 191.3 10.0 193 189.5 13.4 187.5 11.3 191.4 9.6 193.4 12.3 194.3 3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0		4	210.1	11.1	209	206.9	13.2	210.3	13.3	208.9	14.1	214.9	13.2	209.8	12.8			
3 463 199.6 10.8 200 198.7 12.8 198.1 13.1 199.7 14.5 200.8 12.2 201.0			191.3	10.0	193	189.5	13.4	187.5	11.3	191.4	9.6	193.4	12.3	194.3	13.1			
			199.6	10.8	200	198.7	12.8	198.1	13.1	199.7	14.5	200.8	12.2	201.0	12.7			

Groups with less than 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.

Mean Std Dev Attachment 4 Page 9 of 11 Mean Std Dev

12.7

212.7

13.0

212.5

14.6

212.6

14.4

211.9

13.6

210.5

211

11.6

212.0

477

Fall 2006

222.7

16.2

14.5 12.4 15.2 16.3

15.2 12.1

225.6 206.6 217.6

15.8 13.5 14.8 17.0 19.2 15.6 16.2

225.6 209.4 218.4 224.8 218.9

> 10.6 14.8

205.6

208 217

224.7

13.9 10.2 13.5

226.5 208.9

454 82 454 463 126

Spring 2011 Winter 2011

Optional Group: None

215.8 223.2 217.2 216.5 223.3

13.4

209.0 220.6 228.2

213.7 219.5

14.8

15.3 16.9 18.5 15.0 15.2

219.1

14.9

219.4 229.8 210.7 220.5 229.6 203.6 220.2

15.3 15.8 14.5

217.5 223.5

14.4

217.0

215.8 222.2

13.2 14.2

217.8

225.1

493

Spring 2008 Winter 2008

Fall 2008

16.2

223.4 207.7 217.7

16.0 10.7 15.4

205.5

209

11.2 13.3 14.2 8.0

208.3 217.7

Ξ 492 485

40

225

16.7

227.5 208.6 219.2

15.3

17.1

220.3 227.6

14.9 15.4

229.0

223.1

18.8

17.8

15.3 15.7

218.6

18.2 15.7 16.2

17.1

226 220 218

15.1

226.0

Spring 2010 Winter 2010

Fall 2010

218.4

17.2

221.1

224.0

226

14.3

13.7

218.8 225.4

462

483

Spring 2009 Winter 2009

Fall 2009

229.4 226.4 220.7

15.5

224.7 219.9 217.8 223.3 16.8 15.3 16.4

14.6

14.7

15.8

8.7

204.9 222.0

13.3 15.2

226.7

16.5

15.6

224.0 200.9

224.0

16.1 7.2

224.6

226

225.6

5

Spring 2007 Winter 2007

Fall 2007

202.8 220.0

18

Fall 2006

201.4

199

214.1

217

11.4 15.2

221.3

15.5

218.2 204.1

218.8

2.6

15.1

15.9 16.2

207.9 216.9

8.7

Data Analysis &

Geometry

Algebra

Measurement

Number Sense

Math Survey w/ Goals 2-5 IL V2.1

Mathematics

Probability

Park Ridge Community Consolidated School District 64

District Summary Report by Grade - Spring 2011

Std Dev

Mean

Median

Std

Mean

Student Count

Grade

Optional Group: None

13.5

13.6 14.5

14.3 14.8

210.1

211.5 218.0 213.7 210.4 217.7 209.7

13.8

204.4 208.8

13.0

14.4

214.5 211.4

13.0 15.5

218.4 215.4 209.7 218.5 209.0 218.2

453

Spring 2010 Winter 2010

121

12.2

211.0

495

206.2

Winter 2011

Fall 2010

Spring 2011

17.0 12.8 15.5

214 209 219 209 218 208

15.1

206.6 212.5 220.6 217.6 211.0 219.9 209.8

207.5 212.0

218.4 206.8

> 14.3 13.7 14.3 16.0 13.5 15.8 15.5 15.0 14.6 15.5

15.0

16.5

17.7 13.4

219.6 210.7 222.6 211.0 222.6 211.9

16.9 13.5 15.6 15.9

208.6

216.7 208.2 218.0 208.4 218.3

222.1

217.4 215.2 12.7 15.5 14.9

> 15.6 15.2

14.6

219.7

15.5 14.8 15.8

14.5 14.6

209.2

205.5

12.8

209.1

475

13.4

218.9

478

Spring 2007 Winter 2007

215.0

217.1

14.8 15.3

214.3

16.1

206.3

215.6

13.6 13.6 12.8

> 459 475

11.4

446

461

Spring 2009

Fall 2008

Fall 2009

Spring 2008

Fall 2007

207.7

14.2 15.0

209.9

Groups with less than students are suppressed because * A goal mean in bold italic represents performance that	e suppressed because they are not statistically reliable. sents performance that might be considered an area of concern. A goal mean in bold underlined represents relatively strong performance.
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NWEA MAP Report

Data date: 6/1/2011

Report Printed: 10/13/2011 (version 2.5.1.000)

Attachmen Page 10 of

Math Survey W Galls 6+1L V2.1 Number Sense Nu		S	The second second			NOT THE PROPERTY AND ADDRESS.												
Appert Apper Ap	Math Surve	ıy w/ Go	als 6+ IL	V2.1			Numbe	r Sense	Measur	ement	Alg	ebra	Geo	netry	Data An Proba	alysis &		
22 23 17.2 231.2 17.2 231.2 17.3 234.2 16.1 234.1 18.1 87 226.1 15.8 234.2 15.2 231.2 17.3 234.2 16.1 231.2 17.1 15.3 87 226.1 15.2 226.2 15.2 231.8 15.3 231.4 15.3 232.0 15.4 231.8 15.3 231.4 14.8 232.5 14.4 232.5 14.4 232.5 14.4 232.5 14.4 232.5 14.4 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.6 14.7 232.7 14.7 14.7 232.7 14.7 232.7 14.7 14.7 232.7	Term	Grade			Std	Median	Mean	Std Dev	350	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		198
82 232.7 15.8 234 231.0 18.0 233.3 17.2 231.2 17.3 234.2 16.1 234.1 18.0 211.5 12.7 21.3 211.4 15.1 211.0 13.0 211.8 15.0 211.4 13.0 211.8 15.0 211.4 13.8 212.1 44.4 228.1 15.9 228.0 14.4 228.2 17.3 224.2 16.7 223.8 15.5 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.8 229.8 14.9 229.8 14.8 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14.9 229.8 14	Optional Gr	N :ano.	one														6 20	99
99 211.5 12.7 213 211.4 15.1 211.0 13.0 211.8 15.0 211.4 15.1 211.4 15.1 211.4 15.1 211.4 15.2 226.1 15.2 226.1 15.2 226.1 15.2 226.1 15.2 226.2 17.3 224.2 16.7 223.8 15.3 231.4 232.5 14.4 228.7 1	Spring 201	9	482	232.7	15.8	234	231.0	18.0	233.3	17.2	231.2	17.3	234.2	16.1	234 1	18 1		
87 225.1 15.2 226 223.2 17.3 224.2 16.7 223.8 15.8 226.1 15.9 228.0 18.9 224.2 16.7 223.8 15.8 224.2 16.7 223.8 15.8 222.6 14.4 222.5 14.4 223.5 14.4 224.7 14.4 224.7 14.4 226.7 14.4 226.7 14.4 226.7 14.4 226.7 14.4 227.6 227.6 14.4 226.7 14.4 227.6 227.7 14.4 226.7 14.4 226.7 14.4 226.7 14.4 226.7 14.4 227.7 14.4 226.7 14.4 227.7 14.4 227.7 14.4 227.7 14.4 227.7 14.4 227.7 14.4 227.7 14.4 227.7 14.4 227.7 14.6 227.3 14.4 227.7 14.4 227.7 14.6 228.7 15.3 223.7 15.3 223.3 223.3 223.3 223.3 <th< td=""><td>Winter 201</td><td></td><td>66</td><td>211.5</td><td>12.7</td><td>213</td><td>211.4</td><td>15.1</td><td>211.0</td><td>13.0</td><td>211.8</td><td>15.0</td><td>211.4</td><td>13.8</td><td>212.1</td><td>- <u>1</u></td><td></td><td></td></th<>	Winter 201		66	211.5	12.7	213	211.4	15.1	211.0	13.0	211.8	15.0	211.4	13.8	212.1	- <u>1</u>		
84 232.4 13.1 233 232.0 15.4 231.8 15.5 203.3 14.8 232.5 14.4 234.7 40 210.3 12.4 211 224.3 15.1 223.6 14.9 207.8 15.5 209.3 13.5 211.2 14.4 227.6 79 220.1 13.1 229.6 15.0 223.6 14.9 223.5 14.9 226.7 14.4 227.6 58 214.5 11.0 216 223.3 15.0 220.6 16.1 228.5 16.0 223.4 16.0 229.7 14.4 229.7 14.9 229.3 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 <td< td=""><td>Fall 2010</td><td>9</td><td>487</td><td>225.1</td><td>15.2</td><td>226</td><td>223.2</td><td>17.3</td><td>224.2</td><td>16.7</td><td>223.8</td><td>15.8</td><td>226.1</td><td>15.9</td><td>228.0</td><td>17.1</td><td></td><td></td></td<>	Fall 2010	9	487	225.1	15.2	226	223.2	17.3	224.2	16.7	223.8	15.8	226.1	15.9	228.0	17.1		
40 210.3 12.4 211 209.8 14.9 207.8 15.5 209.3 13.5 211.2 14.4 226.7 14.4 22	Spring 201(484	232.4	13.1	233	232.0	15.4	231.8	15.3	231.4	14.8	232.5	14.4	234.7	14.2		
79 225.1 13.1 226 224.3 15.1 223.6 14.9 223.5 14.4 226.7 14.4 227.6 96 20.5. 13.8 231 229.6 17.0 230.6 16.1 228.5 15.5 231.9 14.5 227.1 98 220.5 13.8 13.5 213.2 14.0 214.8 13.1 213.6 12.5 231.9 14.5 223.7 98 222.7 14.4 223 16.6 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.1 19.2 229.9 16.1 19.2 229.9 16.1 2	Winter 2010		9	210.3	12.4	211	209.8	14.9	207.8	15.5	209.3	13.5	211.2	14.3	213.6	12.7		
96 230.5 13.8 231 229.6 17.0 230.6 16.1 228.5 15.5 231.9 14.5 232.1 53 24.5 11.0 216 213.8 13.5 213.2 14.0 214.8 13.1 213.6 12.5 217.1 96 222.7 14.4 223 221.1 16.5 229.9 16.0 229.9 16.1 229.9 16.0 229.9 16.1 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.0 229.9 16.1 229.9 16.0 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9 16.1 229.9	Fall 2009		479	225.1	13.1	226	224.3	15.1	223.6	14.9	223.5	14.4	226.7	14.4	227.6	14.7		
53 214.5 11.0 216 213.8 13.5 213.2 14.0 213.6 123.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.4 16.0 223.3 16.2 223.3 16.2 223.3 16.2 223.3 16.2 223.3 16.2 223.3 16.2 223.3 16.2 223.3 16.2 223.5 14.9 223.1 14.8 225.3 14.9 223.1 14.8 225.3 14.9 223.1 14.8 225.3 14.9 225.1 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 14.8 225.3 1	Spring 2009		496	230.5	13.8	231	229.6	17.0	230.6	16.1	228.5	15.5	231.9	14.5	232.1	15.3		e i i e
95 222.7 14.4 223 221.1 16.5 223.1 16.8 220.3 14.6 223.4 16.0 229.9 16.0 229.9 16.1 229.7 15.3 233.3 33.4 33.3 33.4 33.3 33.4 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3	Winter 2005		23	214.5	11.0	216	213.8	13.5	213.2	14.0	214.8	13.1	213.6	12.5	217.1	11.6		
00 231.1 13.7 233 229.9 15.6 229.9 16.0 229.9 15.1 232.7 15.3 233.3 208.5 18.1 205 18.8 207.1 19.5 207.4 19.2 208.3 19.1 209.8 35 228.7 18.6 229.5 18.8 207.1 19.5 207.4 19.2 208.3 19.1 209.8 44 231.0 13.9 231 220.5 16.5 222.5 14.9 225.1 14.8 225.9 15.9 226.9 16.5 222.5 14.9 225.1 14.8 225.6 15.9 226.9 16.5 220.1 14.9 225.1 14.9 225.1 14.9 225.1 14.9 225.1 14.8 225.9 15.9 224.2 16.7 224.9 14.5 225.6 15.9 224.2 16.7 224.9 14.5 225.6 15.9 226.8 17.9 225.1 14.8 225.9 14.8 <	Fall 2008		495	222.7	14.4	223	221.1	16.5	223.1	16.8	220.3	14.6	223.4	16.0	225.6	16.4		
32 208.5 18.1 205 209.5 18.8 207.1 19.5 207.4 19.2 208.3 19.1 209.8 95 223.7 13.6 224 221.9 16.3 223.3 16.2 222.5 14.9 225.1 14.8 225.9 44 231.0 13.9 231 20.5 16.0 230.5 16.5 230.1 14.9 231.2 15.9 233.1 46 225.3 13.2 224.2 16.0 230.5 16.5 230.1 14.9 231.2 14.8 225.9 5 240.9 13.2 224.2 16.7 224.9 14.5 225.6 15.2 226.8 5 240.9 13.2 224.2 16.7 224.9 14.5 225.6 15.2 226.8 67 217.6 10.0 219 224.2 16.7 224.9 14.5 225.6 15.2 226.8 84 233.2 13.4 13.	Spring 2006		200	231.1	13.7	233	229.9	15.6	229.9	16.0	229.9	15.1	232.7	15.3	233.3	15.7		
95 223.7 13.6 224 221.9 16.3 223.3 16.2 222.5 14.9 225.1 14.8 225.9 44 231.0 13.9 231 230.5 16.0 230.5 16.5 230.1 14.9 221.2 15.9 233.1 46 225.3 13.7 226 224.8 15.9 224.2 16.7 224.9 14.5 225.6 15.2 226.8 85 240.9 13.2 242 16.9 224.2 16.7 224.9 14.5 225.6 15.2 226.8 84 225.3 13.2 242 16.9 224.2 16.7 224.9 14.5 225.6 15.2 226.8 84 233.2 13.4 234 234.6 15.9 231.9 14.6 232.7 14.5 234.1 14.8 234.8 84 233.2 13.4 234.6 15.9 231.9 14.6 232.7 14.5 234.1 <t< td=""><td>Winter 2008</td><td></td><td>32</td><td>208.5</td><td>18.1</td><td>205</td><td>209.5</td><td>18.8</td><td>207.1</td><td>19.5</td><td>207.4</td><td>19.2</td><td>208.3</td><td>19.1</td><td>209.8</td><td>21.0</td><td></td><td></td></t<>	Winter 2008		32	208.5	18.1	205	209.5	18.8	207.1	19.5	207.4	19.2	208.3	19.1	209.8	21.0		
44 231.0 13.9 231 230.5 16.5 230.1 14.9 231.2 15.9 233.1 46 225.3 13.7 226 224.8 15.9 224.2 16.7 224.9 14.5 225.6 15.2 226.8 85 240.9 13.2 242 240.1 15.7 241.2 15.0 240.0 15.6 241.7 13.1 241.8 226.8 87 240.9 13.2 242 240.1 15.7 241.2 15.0 240.0 15.6 241.7 13.1 241.8 226.8 14.6 232.7 14.5 234.1 14.8 234.8 </td <td>Fall 2007</td> <td></td> <td>495</td> <td>223.7</td> <td>13.6</td> <td>224</td> <td>221.9</td> <td>16.3</td> <td>223.3</td> <td>16.2</td> <td>222.5</td> <td>14.9</td> <td>225.1</td> <td>14.8</td> <td>225.9</td> <td>15.7</td> <td></td> <td></td>	Fall 2007		495	223.7	13.6	224	221.9	16.3	223.3	16.2	222.5	14.9	225.1	14.8	225.9	15.7		
46 225.3 13.7 226 224.8 15.9 224.2 16.7 224.9 14.5 225.6 15.2 224.8 15.9 224.2 16.7 24.9 14.5 225.6 15.2 226.8 85 240.9 13.2 242 240.1 15.7 241.2 15.0 240.0 15.6 241.7 13.1 241.8 67 217.6 10.0 219 216.7 11.6 216.4 13.3 218.9 9.9 216.4 11.7 219.6 84 233.2 13.4 234 232.6 15.9 231.9 14.6 232.7 14.5 234.1 14.8 234.8 61 211.5 12.1 213 212.2 14.4 208.5 17.0 237.9 17.0 237.9 15.4 237.9 61 211.5 12.1 213.8 17.1 231.0 16.7 230.7 16.9 232.9 15.4 232.8 61 <t< td=""><td>Spring 2007</td><td></td><td>544</td><td>231.0</td><td>13.9</td><td>231</td><td>230.5</td><td>16.0</td><td></td><td>16.5</td><td>230.1</td><td>14.9</td><td>231.2</td><td>15.9</td><td>233.1</td><td>15.7</td><td></td><td></td></t<>	Spring 2007		544	231.0	13.9	231	230.5	16.0		16.5	230.1	14.9	231.2	15.9	233.1	15.7		
85 240.9 13.2 242 240.1 15.7 241.2 15.0 240.0 15.6 241.7 13.1 241.8 67 217.6 10.0 219 216.7 11.6 216.4 13.3 218.9 9.9 216.4 11.7 219.6 84 233.2 13.4 234 232.6 15.9 231.9 14.6 232.7 14.5 234.1 14.8 234.8 64 237.6 15.2 239 237.8 17.0 237.9 1	Fall 2006	ဖ	546	225.3	13.7	526	224.8	15.9		16.7	224.9	14.5	225.6	15.2	226.8	15.8		
85 240.9 13.2 242 240.1 15.7 241.2 15.0 240.0 15.6 241.7 13.1 241.8 67 217.6 10.0 219 216.7 11.6 216.4 13.3 218.9 9.9 216.4 11.7 219.6 84 233.2 13.4 234 232.6 15.9 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 15.4 237.9 15.4 237.9 15.4 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.4 237.9 15.4 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9 15.0 237.9	Optional Gr	N :dno	one															AT HE
7 67 217.6 10.0 219 216.7 11.6 216.4 13.3 218.9 9.9 216.4 11.7 219.6 7 484 233.2 13.4 234 232.6 15.9 231.9 14.6 232.7 14.5 234.1 14.8 234.8 7 504 237.6 15.2 239 237.8 17.0 236.9 17.0 237.9 17.0 237.9 16.4 237.9 17.0 237.9 16.4 237.9 17.0 237.9 16.4 237.9 17.0 237.9 16.9 237.9 16.9 237.9 16.9 237.9 16.9 237.9 16.9 237.9 16.9 237.0 16.9 237.0 16.9 236.7 16.9 239.0 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236	Spring 2011	7	485	240.9	13.2	242	240.1	15.7		15.0	240.0	15.6	241.7	13.1	241.8	بر بر		
7 484 233.2 13.4 234 232.6 15.9 231.9 14.6 232.7 14.5 234.1 14.8 234.8 7 504 237.6 15.2 239 237.8 17.0 236.9 17.0 237.9 17.0 237.9 15.4 237.9 17.0 237.9	Winter 2011	7	29	217.6	10.0	219	216.7	11.6		13.3	218.9	9.9	216.4	11.7	219.6	12.2		
7 504 237.6 15.2 239 237.8 17.0 236.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 17.0 237.9 16.9 232.0 16.9 232.0 16.9 236.7 15.9 230.7 16.9 232.0 16.9 232.0 16.9 232.0 16.9 232.0 16.9 232.0 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.7 16.9 236.8 16.9 236.7 16.9 236.8 16.9 236.8 16.9 236.8 16.9 236.9 16.9 231.8 16.9 231.8 16.9 231.8 16.9	Fall 2010	7	484	233.2	13.4	234	232.6	15.9	231.9	14.6	232.7	14.5	234.1	14.8	234.8	14.7		
7 61 211.5 12.1 213 212.2 14.4 208.5 13.8 211.8 13.8 212.5 13.0 212.8 7 506 231.7 15.1 233 231.8 17.1 231.0 16.7 230.7 16.9 232.0 15.6 232.0 15.6 232.8 7 514 237.9 14.2 239 236.7 16.5 236.7 15.9 230.0 16.9 232.0 16.9 232.0 16.9 232.0 16.9 230.0 16.9	Spring 2010	7 (204	237.6	15.2	239	237.8	17.0	236.9	17.0	237.9	17.0	237.9	15.4	237.9	16.9		Since
7 506 231.7 15.1 233 231.8 17.1 231.0 16.7 230.7 16.9 232.0 15.6 232.8 7 514 237.9 14.2 239 236.7 16.5 236.7 15.9 239.0 16.9 238.3 14.6 239.1 7 508 231.4 14.0 233 231.5 16.9 231.5 15.4 230.1 15.2 231.8 15.6 232.4 7 553 237.3 14.2 239 236.4 15.8 236.2 16.4 237.7 17.4 237.8 15.3 238.6 7 553 237.3 14.5 210 212.3 17.6 210.1 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231.8 17.6 220.9 15.4 230.9 16.2 230.9 15.7 230.9 16.2 230.9 16.8 230.0 17.9<	Winter 2010	7 (61	211.5	12.1	213	212.2	14.4	208.5	13.8	211.8	13.8	212.5	13.0	212.8	12.9		
7 514 237.9 14.2 239 236.7 15.9 239.0 16.9 238.3 14.6 239.1 7 44 216.6 15.9 213 218.3 19.9 216.3 17.1 216.4 19.5 217.0 7 508 231.4 14.0 233 231.5 16.9 231.5 15.4 230.1 15.2 231.8 15.6 232.4 7 553 237.3 14.2 239 236.4 15.8 236.2 16.4 237.7 17.4 237.8 15.3 238.6 7 50 211.2 14.5 210 212.3 17.6 210.6 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231 16.6 229.2 16.5 229.9 15.4 230.9 16.7 233.0 7 502 237.8 15.9 236.4 16.5 230.2 17.9	Fall 2009	7	206	231.7	12.1	233	231.8	17.1	231.0	16.7	230.7	16.9	232.0	15.6	232.8	16.8		
7 44 216.6 15.9 213 216.3 17.1 215.1 17.1 216.4 19.5 217.0 7 508 231.4 14.0 233 231.5 16.9 231.5 15.4 230.1 15.2 231.8 15.6 232.4 7 553 237.3 14.2 239 236.4 15.8 236.2 16.4 237.7 17.4 237.8 15.3 238.6 7 50 211.2 14.5 210.3 17.6 210.6 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231 229.8 16.6 229.2 16.5 229.9 15.4 230.9 15.7 230.9 7 502 237.8 15.9 240. 16.8 239.0 7 503 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Spring 2009	7	514	237.9	14.2	239	236.7	16.5		15.9	239.0	16.9	238.3	14.6	239.1	16.5		
7 508 231.4 14.0 233 231.5 16.9 231.5 15.4 230.1 15.2 231.8 15.6 232.4 7 553 237.3 14.2 239 236.4 15.8 236.2 16.4 237.7 17.4 237.8 15.3 238.6 7 50 211.2 14.5 210 212.3 17.6 210.6 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231 229.8 16.6 229.2 16.5 229.9 15.4 230.9 15.7 233.0 7 502 237.8 15.9 240 236.3 18.3 237.8 17.6 236.0 17.9 240.0 16.8 239.0 7 503 232.6 14.6 230.4 16.2 232.1 15.4 234.1 16.6 234.1 16.6 232.1 15.4 234.1 16.8 239.0	Winter 2009	7	4	216.6	15.9	213	218.3	19.9		17.1	215.1	17.1	216.4	19.5	217.0	15.7		
7 553 237.3 14.2 239 236.4 15.8 236.2 16.4 237.7 17.4 237.8 15.3 238.6 7 50 211.2 14.5 210 212.3 17.6 210.6 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231 229.8 16.6 229.2 16.5 229.9 15.4 230.9 15.7 233.0 7 502 237.8 15.9 240 236.3 18.3 237.8 17.6 236.0 17.9 240.0 16.8 239.0 7 503 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Fall 2008	7	208	231.4	14.0	233	231.5	16.9		15.4	230.1	15.2	231.8	15.6	232.4	15.6		12000
7 50 211.2 14.5 210 212.3 17.6 210.6 17.1 212.1 16.3 209.0 14.7 212.8 7 552 230.5 14.0 231 229.8 16.6 229.2 16.5 229.9 15.4 230.9 15.7 233.0 7 502 237.8 15.9 240 236.3 18.3 237.8 17.6 236.0 17.9 240.0 16.8 239.0 7 503 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Spring 2008	7	553	237.3	14.2	239	236.4	15.8	236.2	16.4	237.7	17.4	237.8	15.3	238.6	15.9		
7 552 230.5 14.0 231 229.8 16.6 229.2 16.5 229.9 15.4 230.9 15.7 233.0 7 502 237.8 15.9 240 236.3 18.3 237.8 17.6 236.0 17.9 240.0 16.8 239.0 7 503 232.6 14.6 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Winter 2008	7	20	211.2	14.5	210	212.3	17.6	210.6	17.1	212.1	16.3	209.0	14.7	212.8	16.3		
7 502 237.8 15.9 240 236.3 18.3 237.8 17.6 236.0 17.9 240.0 16.8 239.0 7 503 232.6 14.6 234 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Fall 2007	7	225	230.5	14.0	231	229.8	16.6	229.2	16.5	229.9	15.4	230.9	15.7	233.0	15.9		2.191
7 503 232.6 14.6 234 232.6 17.4 230.4 16.2 232.1 15.4 234.1 16.6 234.4	Spring 2007	7	205	237.8	15.9	240	236.3	18.3	237.8	17.6	236.0	17.9	240.0	16.8	239.0	17.4		172.6
	Fall 2006	7	503	232.6	14.6	234	232.6	17.4	230.4	16.2	232.1	15.4	234.1	16.6	234.4	16.2		

Groups with less than 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.

Mathematics								1107-791
Math Survey w/ Goals 6+ IL V2.1		Number Sense	Measurement	Algebra	Geometry	Data Analysis & Probability		
Term Grade Student Mean	Std Dev Median	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev
Optional Group: None				hallet				0004800
69 242.7	26.0 244	244.3 29.4	239.9 24.5	247.5 32.3	237.5 22.6	244.3 26.2		
Winter 2011 8 116 231.0	17.9 232		9.6					
Fall 2010 8 507 241.2	15.5 243	241.4 18.1	0.0					
Spring 2010 8 143 240.3	16.3 244	•						
Winter 2010 8 57 220.7	11.6 220	221.1 15.6	219.1 12.3					117/200
Fall 2009 8 517 240.2	14.9 241	240.6 17.2						7,177
		244.2 17.6	243.6 15.4	<u>249.2</u> 19.5	244.0 14.8			
12 221.6	17.8 222	215.8 23.9	220.8 23.0	222.9 18.1	221.4 15.5			
Fall 2008 8 556 239.6	14.1 241	239.5 16.8	239.6 16.3	239.8 16.2				
Spring 2008 8 504 244.6	15.5 247	243.5 18.6	243.9 16.4	247.0 20.5	ř			
Winter 2008 8 61 222.3	16.3 225	218.8 19.5						
Fall 2007 8 499 239.4	15.3 241	238.1 18.1						
519 244.6	14.6 246	243.4 18.0						Ame Love
Fall 2006 8 521 241.1	14.9 243	240.7 18.8	239.6 16.9			·		
	STATE OF STA					17/25		
Primary Grades Math (Combined Tests-all Goals)	ts-all	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Term Grade Student Mean Student HIT L	Std Dev Median	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev	Mean Std Dev
Optional Group: None Spring 2011 1 89 181.9 1	12.1 182	182.4 14.9	183.8 15.6	182.3 12.4	181.1 15.4	181.6 14.5	181.0 14.7	
				O Senarel Manager				
				Mark 2.55 m				
								chm e 11
Groups with loss than students are summessed heaviles they are not statical	and becar	tog one wedt ear	oldoilos vilcoitoitoto			21		
Croups with ress that 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.	performance t	that might be con	statistically reliable. Sidered an area of c	concern. A goal mea	n in bold underline	d represents relative	iv etrong performs	11

Groups with less than 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.

Data date: 6/1/2011 Report Printed: 10/13/2011 (version 2.5.1.000)

NWEA MAP Report



5th Grade Class Breakdown By Goal for Math Test Name: Math Survey w/Goals 2-5 IL V2.1

The following table shows how the class is broken down by RIT and goal. Student names have been removed from this report. The number represents the student's overall RIT score. The student's performance in each specific goal area falls within the RIT range of the column.

2514					242
241-250	242		231	242	
231-240	235	. 19 2 235 242	221 227 235 242	235	227 228 235
221-230	213 219 219 224 227 227 238	*210 - 213 - 2195 - 223 - 223 - 231	212 214 219 227 228	22.1 _c -22.7 22.8 -2.28	227
211-220	201 209 210 212 221	207 214 212 2 9 2 9 221	211 213 219 224	621 213 214 214 218 22	207 209 210 212 213 214 221
201-210	207 211 213 214	201 209 214	209 210 213	201 207 209* 213 219	213 219
<201			201 207	210°m	201
	Algebra	Data Analysis & Probability	Geometry	Measurement	Number Sense

Subject: Mathematics Goal Strand: Number Sense RIT Score Range: 171 - 180

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Skills and Concepts to Introduce 181 - 190	Read, Write, and Represent Numbers	Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two and wice series)*	• Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six and vice wares)	• Identifies the numeral and written name for whole numbers 10,000 to 100,000 • Counts numbers 0-1000*	 Counts and writes by 3's* Counts and writes by 4's* Counts and writes by 6's 7's 8's or 0's* 	 Counts ordinal numbers (first to tenth) Identifies the ordinal number that comes before 	between, or after a given ordinal number (first to tenth)*	Counts and converts to dozens with models* Writes equivalent forms of whole numbers 11 to 20	using addition (e.g., $14 = 7 + 7$). • Writes equivalent forms of whole numbers using multiplication (e.g. $12 = 4 \times 3 = 7 \times 6 = 7 \times 3 \times 7 \times 8 = 7 \times 6 = 7 \times 8 \times 7 \times 8 \times 1 \times 8 \times 1 \times 8 \times 1 \times 8 \times 1 \times 1 \times 1$	 Converts to dozens without models Counts objects that are grouped into tens and ones 	• Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)	 Identifies the place value and value of each digit in whole numbers through the tens place* 	 Identifies the place value and value of each digit in whole numbers through the hundreds place 	 Identifies the place value and value of each digit in whole numbers through the thousands 	 Identifies the place value and value of each digit in whole numbers through the hundred thousands 	 Represents 1/4 with a diagram or model* Represents 3/4 with a diagram or model*
	Read, Write, and Represent Numbers	 Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)* 	 Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)* 	 Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)* Counts numbers 0-100 	 Counts numbers 9-1000 Identifies missing numbers in a series through 100 Counts by 2's to 100 	 Counts and writes by 5's* Counts backwards from a given number (given 	number greater than 10)* • Counts ordinal numbers (first to tenth)	 Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)* 	 Writes equivalent forms of whole number expressions (e.g., 15 + 5 = 10 + 10) 	 Counts objects that are grouped into tens and ones Identifies the place value and value of each digit in 	• Represents 1/2 with a diagram or model	 Idenumes equivalent fractions using visual representations* 				
Skills and Concepts to Enhance 161 - 170	Actus, virile, and Represent Numbers	 Counts 1 to 10 objects Counts numbers 0-20* Identifies missing numbers in a series through 100 	 Counts ordinal numbers (1st to 10th) Writes whole numbers in standard and expanded form through the tens 													

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