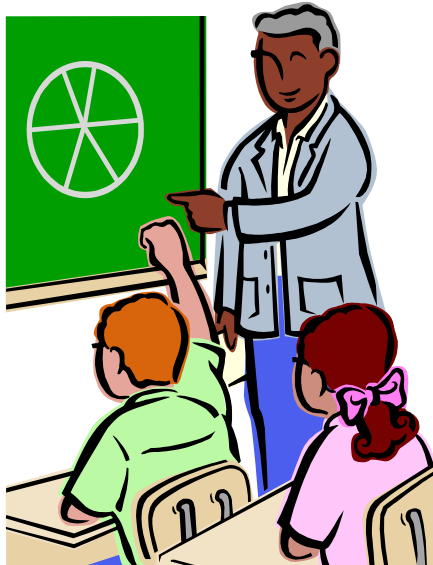


# Student Performance Data Analysis

## Component 3



## **Introduction**

A committee of teachers representing all grade levels worked together to identify, disaggregate, and analyze all relevant data related to students' performance. This collaboration included a review of TCAP data, students' records, students' grades, and students' portfolios.

The TCAP data was analyzed to see how well our students are performing in relation to the average performance of the district and the state. It was also analyzed to see how students' performance has changed over the past three years. Information in regards to the TCAP Writing Assessment was also included. (Graphs and a review of this data are included in the data analysis section.)

The TCAP data was disaggregated to identify the achievement of subgroups by grade level, gender, poverty level, special education status, and prior achievement. Information comparing student performance by ethnicity and ELL status was not included because there were not enough children at each grade level of varied ethnicity or ELL status to make this data significant. (A review of this data is included in the data analysis section.)

Information regarding The Group Performance Level Summary Report was included to show at which level our students are currently performing. The 2002 data indicates that the majority of our students at each grade level are performing at the "Progressing or Nearing Proficiency Level" in each subject. (Charts by grade level are provided in the data analysis section.)

The committee also looked at the Objective Performance Index Summary to identify those areas where our students are showing mastery, partial mastery, and non-mastery of specific skills. OPIs are provided for those test objectives with four or more test items. One way to determine how well students are performing in relation to the national groups is to examine OPI ratios. Objectives with an OPI ratio of 1.05 or higher may be considered areas of strength. Objectives with an OPI ratio of .95 or lower may be considered as areas of need. (A chart of ratios and a summary of areas of strengths and areas of need by grade level is included in the data analysis section.)

After reviewing this data, Annual School Academic Goals and performance targets were developed.

### **Annual School Academic Goals**

1. Students will attain a three-year average mean NCE of 48 or greater on the Reading Composite subtest of the TCAP Achievement Test.  
Students will attain a three-year average mean NCE of 50 or greater on the Language Arts Composite subtest of the TCAP Achievement Test.  
Students will increase the percent of fifth grade students scoring a 4 or greater by 5 percentage points, as compared to the percent of fourth grade students scoring a 4 or greater in spring 2002.
2. Students will attain a three-year average mean NCE of 50 or greater on the Mathematics Composite subtest of the TCAP Achievement Test.
3. Students will attain a three-year average mean NCE of 39 or greater on the Science subtest of the TCAP Achievement Test.
4. Students will attain a three-year average mean NCE of 43 or greater on the Social Studies subtest of the TCAP Achievement Test.

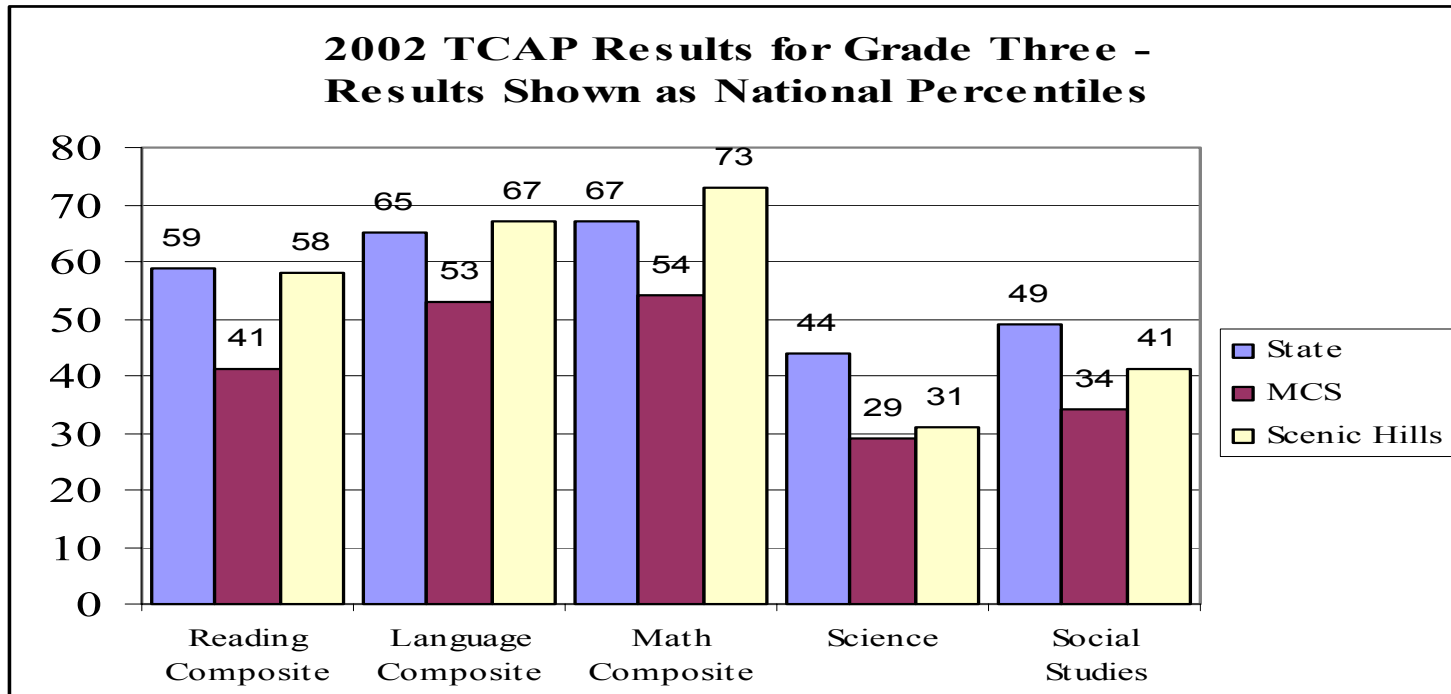
### **Performance Targets**

1. To increase the number of students showing Mastery and Partial Mastery in Vocabulary Sub skills of Multimeaning Words and Words in Context by 2%
2. To increase the number of students showing Mastery and Partial Mastery in Math Sub skill of Problem Solving/Reasoning by 2% in grades 2, 3, 4, and 5
3. To improve writing skills of all students in order to increase their ability to communicate through written expression; to increase the number of students scoring at or above grade level on the TCAP Writing Assessment by 5%
4. To increase the number of students showing Mastery and Partial Mastery in Science Sub skill of Science Inquiry by 2%.
5. To increase the number of students showing Mastery and Partial Mastery in Social Studies Sub skill of History and Culture by 2%

### Data Analysis

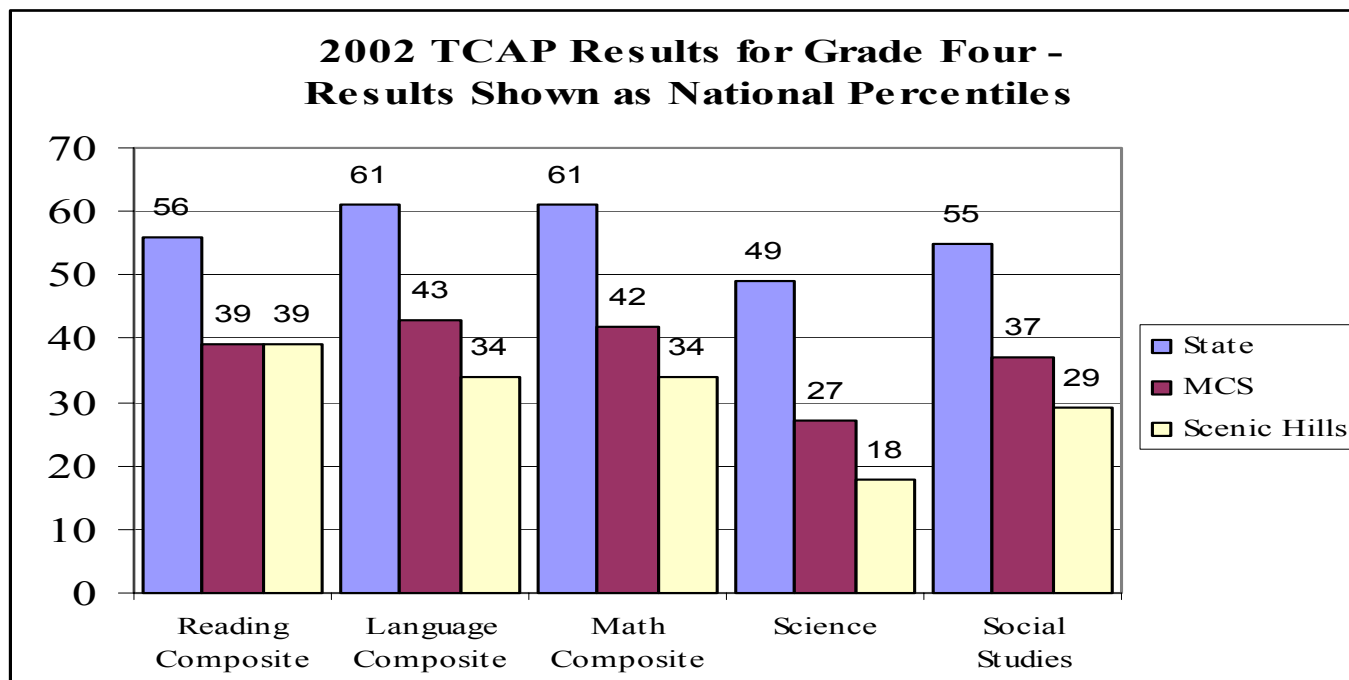
In comparing the average national percentile scores of third grade students at Scenic Hills Elementary in 2002 to the average national percentile score of third grade students in the Memphis City School District, the data shows that Scenic Hills students were 17 percentile points above the district average of 41%-ile in reading, 14 percentile points above the district average of 53%-ile in language, 19 percentile points above the district average of 54%-ile in mathematics, 2 percentile points above the district average of 29%-ile in science, and 7 percentile points above the district average of 34% in social studies.

In comparing the average national percentile scores of third grade students at Scenic Hills Elementary in 2002 to the average national percentile scores of third grade students in the state of Tennessee, the data shows that Scenic Hills students were 1 percentile point below the state average of 59%-ile in reading, 2 percentile points above the state average of 65%-ile in language, 6 percentile points above the state average in mathematics, 13 percentile points below the state average of 44%-ile in science, and 9 percentile points below the state average of 49%-ile in social studies.



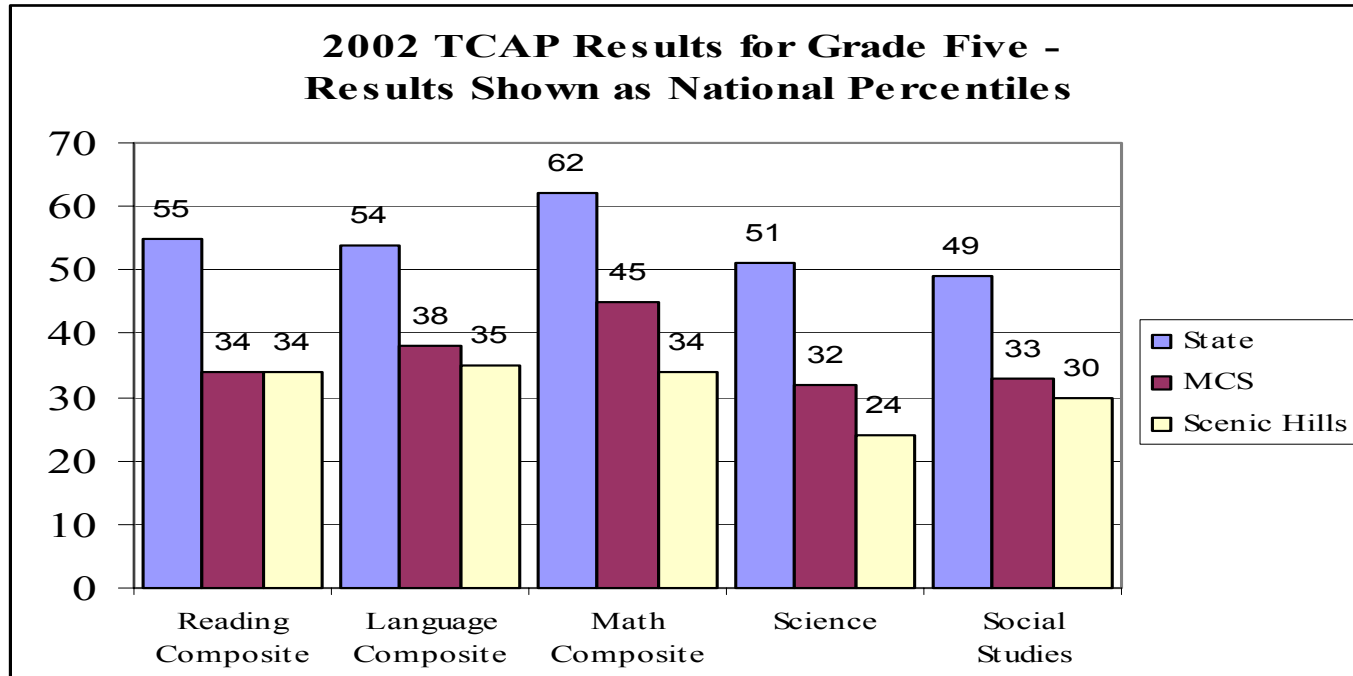
In comparing the average national percentile scores of fourth grade students at Scenic Hills Elementary in 2002 to the average national percentile scores of fourth grade in the Memphis City School District, the data shows that students at Scenic Hills were even with the district score of 39%-ile in reading, 9 percentile points below the district average of 43%-ile in language, 8 percentile points below the district average of 42%-ile in mathematics, 9 percentile points below the district average of 27%-ile in science, and 8 percentile points below the district average of 37%-ile in social studies.

In comparing the average national percentile scores of fourth grade students at Scenic Hills Elementary in 2002 to the average national percentile scores of fourth grade students across the state of Tennessee, the data shows that Scenic Hills students were 17 percentile points below the state average of 56%-ile in reading, 27 percentile points below the state average of 61%-ile in language, 27 percentile points below the state average of 61%-ile in mathematics, 31 percentile points below the state average of 49%-ile in science, and 16 percentile points below the state average of 55%-ile in social studies.

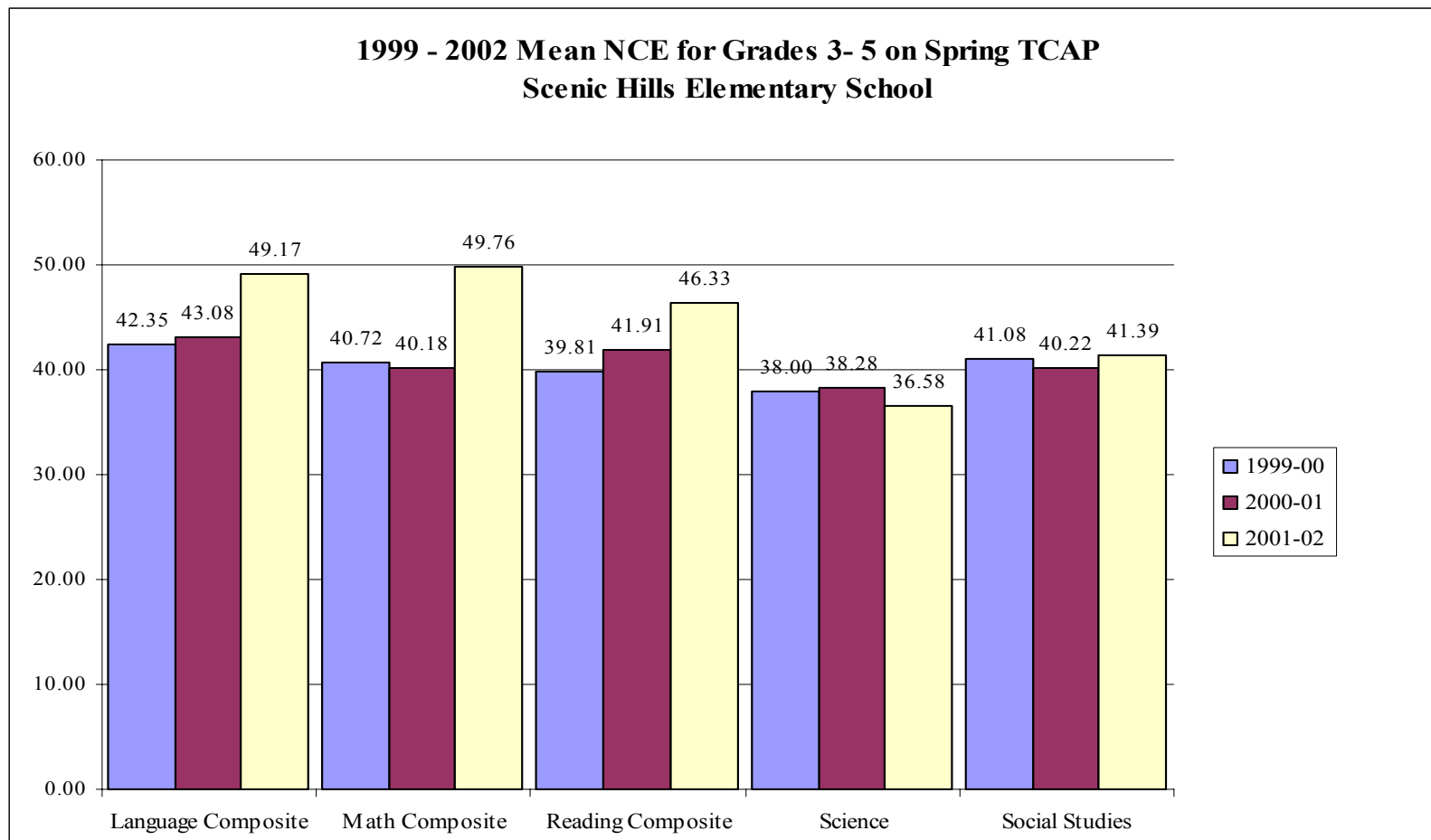


In comparing the average national percentile scores of fifth grade students at Scenic Hills Elementary in 2002 with the average percentile scores of fifth grade students in the Memphis City School District, the data shows that Scenic Hills students were even with the district average of 34%-ile in reading, 3 percentile points below the district average of 35%-ile in language, 11 percentile points below the district average of 45%-ile in math, 8 percentile points below the district average of 32%-ile in science, and 3 points below the district average of 33%-til in social studies.

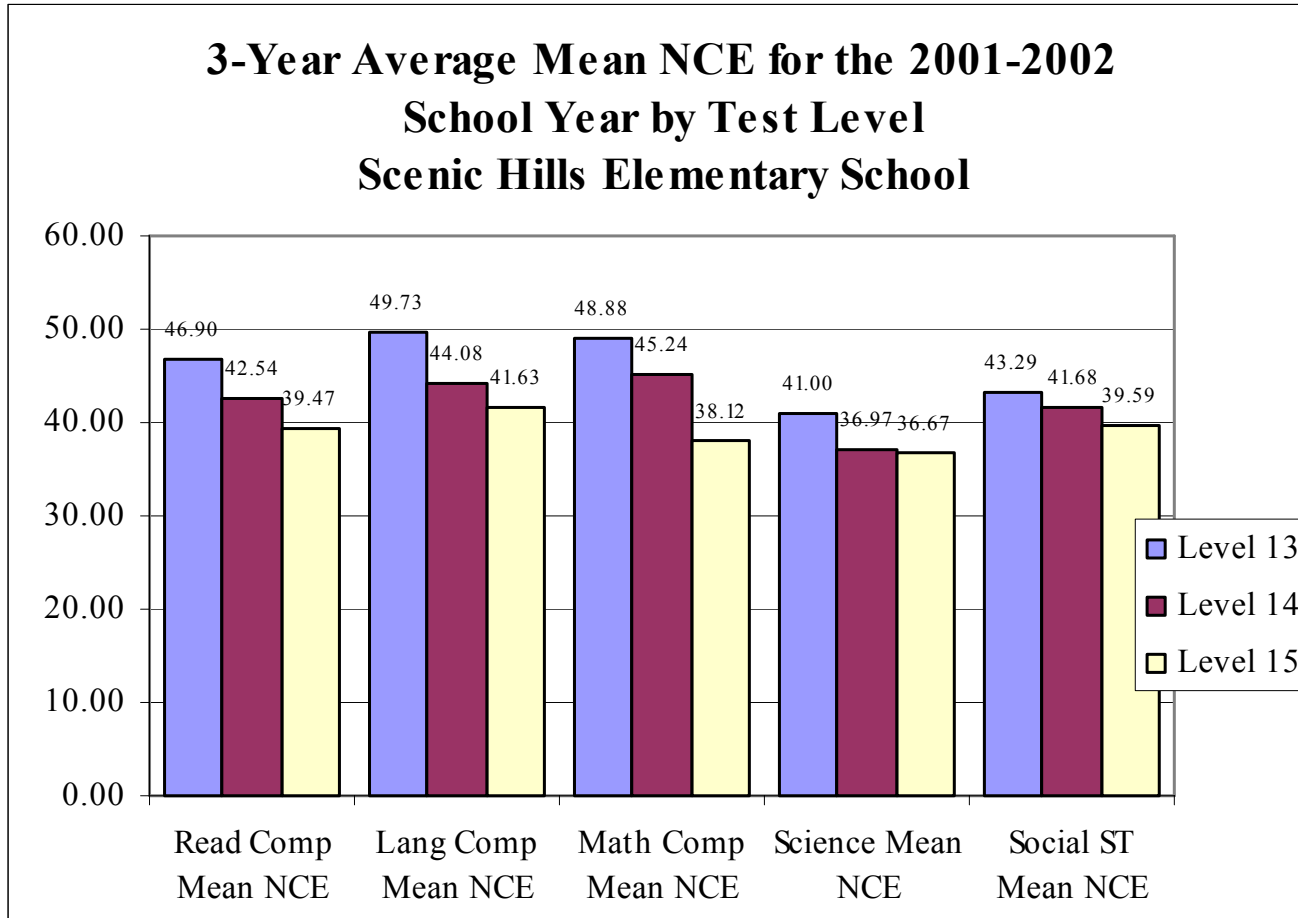
In comparing the average national percentile scores of fifth grade students at Scenic Hills Elementary in 2002 with the average percentile scores of fifth grade students across the state of Tennessee, Scenic Hills students were 21 percentile points below the state average of 55 %-ile in reading, 19 percentile points below the state average of 54%-ile in language, 28 percentile points below the state average of 62%-ile in mathematics, 27 percentile points below the state average of 51%-ile in science, and 19 percentile points below the state average of 49%-ile in social studies.



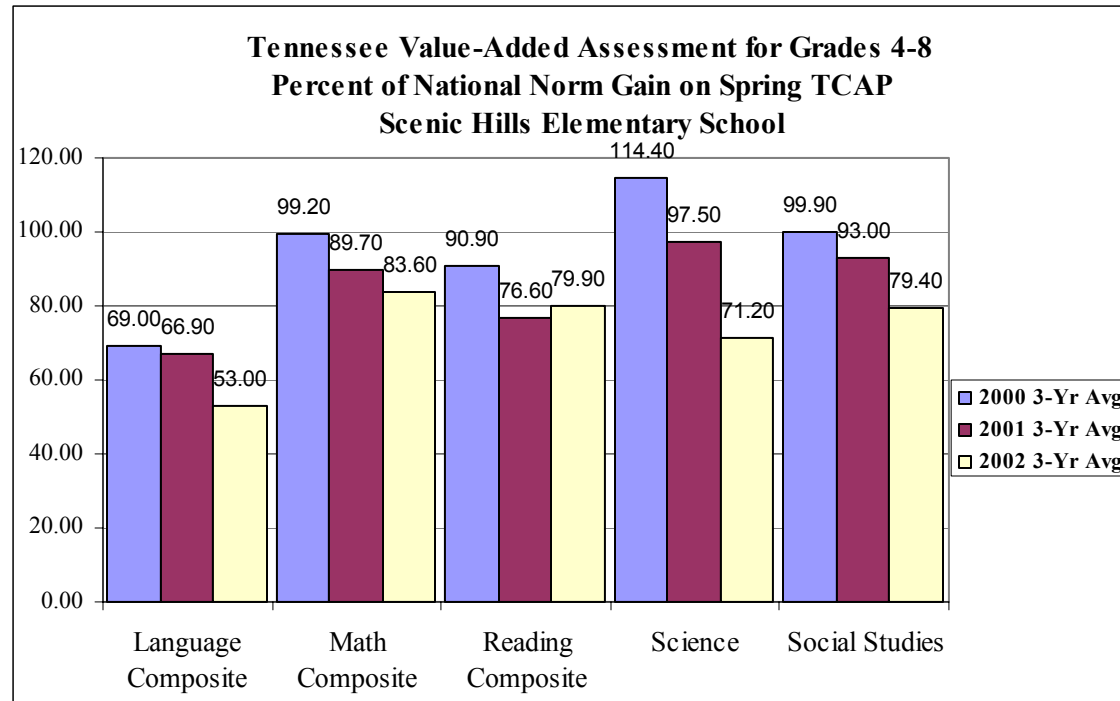
In looking at the mean NCE for grades 3-5 in the 1999-2000, 2000-2001, and 2001-2002 school years, the data shows that there has been an increase in the mean NCE in language, math, reading, and social studies. There has been a decrease in the 2001-2002 school year in science.



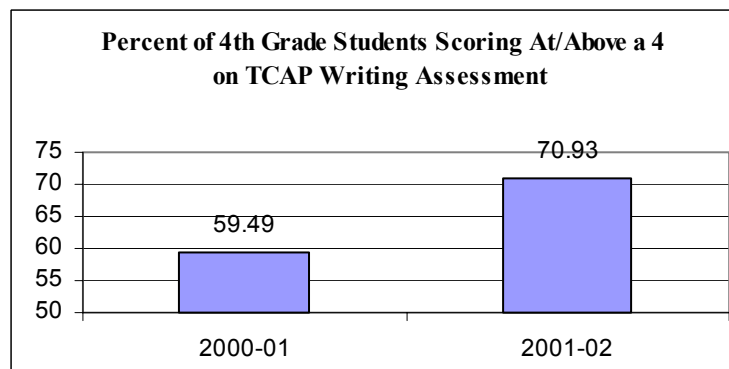
In looking at the 3-year average mean NCE for the 2001-2002 school year by test level, the data shows that third grade students are performing at the highest levels in each subject area. Fifth grade students are performing at the lowest levels in each subject area. As the test level increases, the students' performance levels decrease.



In looking at the Tennessee Value-Added Assessment for Grades 4-8 on the Spring TCAP, the data reflects a steady decrease in all subject areas over the past three years.



In the school year 2002-2003 the percent of fifth grade students scoring a 4 or greater will increase by 5 percentage points. To accomplish this goal all students will increase their ability to communicate through written expression.



The following charts display information from the Group Performance Level Summary Report for the 2002 TCAP. The information shows that the majority of our students at Scenic Hills Elementary are performing in the Progressing and Nearing Proficiency levels in each subject matter.

PERCENTAGE OF STUDENTS  
SCORING AT EACH PERFORMANCE LEVEL

2002

GRADE 1

Performance Level	Reading	Language	Math	Science	Social Studies
5 Advanced	2.13%	1.06%	1.06%	3.19%	9.57%
4 Proficient	17.02%	14.89%	10.64%	10.64%	5.32%
3 Nearing Prof	35.11%	29.79%	20.21%	20.21%	32.98%
2 Progressing	19.15%	18.09%	30.85%	42.55%	26.60%
1 Starting Out	26.60%	36.17%	37.23%	23.40%	25.53%

100.00%      100.00%      100.00%      100.00%      100.00%

PERCENTAGE OF STUDENTS  
 SCORING AT EACH PERFORMANCE LEVEL  
 2002

GRADE 2

Performance Level	Reading	Language	Math	Science	Social Studies
5 Advanced	4.60%	4.60%	3.45%	1.15%	9.20%
4 Proficient	18.39%	20.69%	11.49%	26.44%	32.18%
3 Nearing Prof	49.43%	35.63%	39.08%	37.93%	44.83%
2 Progressing	22.99%	29.89%	35.63%	26.44%	9.20%
1 Starting Out	4.60%	9.20%	10.34%	8.05%	4.60%

100.00%      100.00%      100.00%      100.00%      100.00%

PERCENTAGE OF STUDENTS  
SCORING AT EACH PERFORMANCE LEVEL

2002

GRADE 3

Performance Level	Reading	Language	Math	Science	Social Studies
5 Advanced	2.41%	7.23%	0.00%	1.20%	0.00%
4 Proficient	14.46%	3.61%	2.41%	0.00%	1.20%
3 Nearing Prof	27.71%	33.73%	12.05%	12.05%	22.89%
2 Progressing	34.94%	36.14%	43.37%	42.17%	49.40%
1 Starting Out	20.48%	19.28%	42.17%	44.58%	26.51%
	100.00%	100.00%	100.00%	100.00%	100.00%

PERCENTAGE OF STUDENTS  
SCORING AT EACH PERFORMANCE LEVEL  
2002

GRADE 4

Performance Level	Reading	Language	Math	Science	Social Studies
Advanced/ Proficient	12%	16%	9%	2%	6%
Nearing Prof/ Progressing/ Starting Out	88%	84%	91%	98%	94%

PERCENTAGE OF STUDENTS  
SCORING AT EACH PERFORMANCE LEVEL

2002

GRADE 5

Performance Level	Reading	Language	Math	Science	Social Studies
Advanced/ Proficient	18%	18%	9%	10%	5%
Nearing Prof/ Progressing/ Starting Out	82%	82%	91%	90%	95%

**Simple Paired Mean Gain by Prior-Achievement Subgroups**  
**School System: Memphis (791)**  
**School: Scenic Hills Elementary School (0633)**

<b>Grade 3</b>		<b>Prior-Achievement Subgroups</b>					
		<b>1 (Lowest)</b>	<b>2</b>	<b>3 (Middle)</b>	<b>4</b>	<b>5 (Highest)</b>	
<b>Subject</b>	<b>Year</b>						
<b>Math</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>43.0</b>	<b>43.0</b>	<b>43.0</b>	<b>43.0</b>	<b>43.0</b>
		<b>Gain</b>	<b>64.9</b>	<b>67.4</b>	<b>90.2</b>	<b>61.7</b>	
		<b># of Students</b>	<b>19</b>	<b>17</b>	<b>14</b>	<b>9</b>	<b>4</b>
<b>Reading</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>28.0</b>	<b>28.0</b>	<b>28.0</b>	<b>28.0</b>	<b>28.0</b>
		<b>Gain</b>	<b>43.2</b>	<b>41.0</b>	<b>52.8</b>	<b>46.5</b>	
		<b># of Students</b>	<b>15</b>	<b>19</b>	<b>12</b>	<b>13</b>	<b>3</b>
<b>Language</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>
		<b>Gain</b>	<b>41.8</b>	<b>38.6</b>	<b>43.7</b>	<b>33.3</b>	
		<b># of Students</b>	<b>16</b>	<b>19</b>	<b>13</b>	<b>10</b>	<b>5</b>
<b>Social Studies</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>21.0</b>	<b>21.0</b>	<b>21.0</b>	<b>21.0</b>	<b>21.0</b>
		<b>Gain</b>	<b>28.7</b>	<b>32.5</b>		<b>7.7</b>	
		<b># of Students</b>	<b>23</b>	<b>21</b>	<b>4</b>	<b>8</b>	<b>6</b>
<b>Science</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>
		<b>Gain</b>	<b>43.0</b>	<b>26.6</b>	<b>30.3</b>		
		<b># of Students</b>	<b>28</b>	<b>20</b>	<b>12</b>	<b>2</b>	<b>1</b>

*Prior-Achievement Subgroups are assigned on a State-wide Basis.*

This chart shows the mean gain by prior-achievement subgroups by subject area in the third grade. In math the USA norm gain was 43.0. Every subgroup exceeded the USA norm gain in mathematics. The same is true for reading, language, and science. In social studies, the prior-achievement subgroup #4 only had a gain of 7.7. This was significantly below the USA norm gain of 21.0. In looking at this chart as a whole, the data shows that the lower three subgroups in grade 3 showed the most gains on the Spring 2002 TCAP assessment.

**Simple Paired Mean Gain by Prior-Achievement Subgroups**  
**School System: Memphis (791)**  
**School: Scenic Hills Elementary School (0633)**

<b>Grade 4</b>		<b>Prior-Achievement Subgroups</b>					
		<b>1 (Lowest)</b>	<b>2</b>	<b>3 (Middle)</b>	<b>4</b>	<b>5 (Highest)</b>	
<b>Subject</b>	<b>Year</b>						
<b>Math</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>	<b>25.0</b>
		<b>Gain</b>	<b>26.2</b>	<b>17.8</b>	<b>39.8</b>	<b>50.7</b>	<b>17.0</b>
		<b># of Students</b>	<b>38</b>	<b>16</b>	<b>14</b>	<b>10</b>	<b>8</b>
<b>Reading</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>
		<b>Gain</b>	<b>0.0</b>	<b>11.0</b>	<b>12.8</b>	<b>14.2</b>	
		<b># of Students</b>	<b>29</b>	<b>21</b>	<b>21</b>	<b>9</b>	<b>6</b>
<b>Language</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>
		<b>Gain</b>	<b>-0.1</b>	<b>7.2</b>	<b>7.6</b>	<b>20.1</b>	
		<b># of Students</b>	<b>34</b>	<b>20</b>	<b>13</b>	<b>13</b>	<b>6</b>
<b>Social Studies</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>
		<b>Gain</b>	<b>5.6</b>	<b>8.9</b>	<b>31.8</b>	<b>29.3</b>	<b>33.6</b>
		<b># of Students</b>	<b>34</b>	<b>22</b>	<b>10</b>	<b>9</b>	<b>8</b>
<b>Science</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>	<b>19.0</b>
		<b>Gain</b>	<b>3.9</b>	<b>20.1</b>	<b>22.2</b>		
		<b># of Students</b>	<b>39</b>	<b>23</b>	<b>10</b>	<b>7</b>	<b>4</b>

*Prior-Achievement Subgroups are assigned on a State-wide Basis.*

This chart shows the mean gain made by prior-achievement subgroups by subject area in the fourth grade. In math, reading, and language, the most gain was made by the 4th subgroup. This is the group of students performing just below the group of highest performing students. In social studies, the most gain was made by the 5th subgroup, which is the subgroup with the

highest performing students. In science, the most gain was made by the 3rd subgroup, or the students performing at the middle level of achievement.

**Simple Paired Mean Gain by Prior-Achievement Subgroups**  
**School System: Memphis (791)**  
**School: Scenic Hills Elementary School (0633)**

<b>Grade 5</b>		<b>Prior-Achievement Subgroups</b>					
		<b>1 (Lowest)</b>	<b>2</b>	<b>3 (Middle)</b>	<b>4</b>	<b>5 (Highest)</b>	
<b>Subject</b>	<b>Year</b>						
<b>Math</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>
		<b>Gain</b>	<b>34.3</b>	<b>22.0</b>	<b>26.1</b>	<b>5.4</b>	
		<b># of Students</b>	<b>24</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>1</b>
<b>Reading</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>
		<b>Gain</b>	<b>17.4</b>	<b>12.1</b>	<b>15.8</b>	<b>2.4</b>	
		<b># of Students</b>	<b>23</b>	<b>19</b>	<b>8</b>	<b>10</b>	<b>1</b>
<b>Language</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>
		<b>Gain</b>	<b>19.4</b>	<b>9.1</b>	<b>16.9</b>		
		<b># of Students</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>7</b>	<b>4</b>
<b>Social Studies</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>	<b>13.0</b>
		<b>Gain</b>	<b>6.1</b>	<b>11.7</b>	<b>10.0</b>		
		<b># of Students</b>	<b>26</b>	<b>15</b>	<b>9</b>	<b>7</b>	<b>2</b>
<b>Science</b>	<b>2002</b>	<b>USA Norm Gain</b>	<b>16.0</b>	<b>16.0</b>	<b>16.0</b>	<b>16.0</b>	<b>16.0</b>
		<b>Gain</b>	<b>6.9</b>	<b>23.1</b>	<b>19.9</b>		
		<b># of Students</b>	<b>33</b>	<b>13</b>	<b>9</b>	<b>3</b>	<b>2</b>

*Prior-Achievement Subgroups are assigned on a State-wide Basis.*

This chart shows the mean gain by prior-achievement subgroups by subject area in the fifth grade. In looking at each subject

area, the chart shows that the most gains were made by the lowest two subgroups. The least amount of gain was made by the highest subgroup.

### 2001-02 MEAN NCE SCORES BY TEST LEVEL AND GENDER

TEST LEVEL	GENDER	READ COMP MEAN NCE	LANG COMP	MATH COMP	SCIENCE	SOCIAL ST
11	FEMALE	51.12	NA	49.86	37.88	47.20
11	MALE	49.27	NA	51.44	43.09	43.71
12	FEMALE	50.82	57.12	50.50	38.68	50.47
12	MALE	42.80	41.65	39.98	41.59	46.82
13	FEMALE	52.89	59.28	58.13	39.50	45.37
13	MALE	53.51	57.30	65.68	41.16	43.97
14	FEMALE	50.40	52.66	50.81	36.91	46.09
14	MALE	40.09	36.96	40.35	30.00	36.52
15	FEMALE	44.83	51.05	46.37	39.34	40.00
15	MALE	38.30	41.65	40.25	35.45	37.75

This chart compares the mean NCE of female and male students in each grade level by subject area. In the first grade, the male students performed at higher levels than the female students in every subject but reading. In the second grade, the female students performed at higher levels than the male students in every subject but science. In the third grade, the female students performed

at higher levels than the male students in reading, language, and social studies. The male students performed at higher levels in math and science. In the fourth grade, the female students performed at higher levels than the male students in all subject areas. The female students in fifth grade also performed at higher levels than the male students in each subject area.

### 2001-02 MEAN NCE SCORES BY TEST LEVEL AND LUNCH STATUS

TEST LEVEL	GENDER	READ COMP MEAN NCE	LANG COMP	MATH COMP	SCIENCE	SOCIAL ST
11	FREE	49.37	NA	48.63	38.03	43.05
11	PAY	53.24	NA	57.52	48.52	54.14
12	FREE	46.39	49.70	44.93	40.01	49.09
12	PAY	44.61	40.89	41.44	41.94	45.28
13	FREE	54.15	58.29	61.32	40.29	45.55
13	PAY	49.35	58.82	62.18	40.06	41.65
14	FREE	43.76	43.57	44.28	33.01	39.28
14	PAY	48.31	46.54	48.36	34.04	46.32
15	FREE	41.40	45.27	42.44	36.95	38.49
15	PAY	42.33	50.39	46.50	39.06	40.28

This chart compares the students' performance in each grade level according to whether they pay for their lunch or receive a free lunch. In grades 1, 4, and 5, the students that pay for their lunch performed at higher levels in each subject area.

## 2001-02 MEAN NCE SCORES BY TEST LEVEL AND SPECIAL ED STATUS

TEST LEVEL	GENDER	READ COMP MEAN NCE	LANG COMP	MATH COMP	SCIENCE	SOCIAL ST
11	NON SPECIAL ED	51.11	NA	51.12	40.80	45.77
11	SPECIAL ED	NA	NA	NA	NA	NA
12	NON SPECIAL ED	46.55	48.96	44.71	40.76	48.96
12	SPECIAL ED	NA	NA	NA	NA	NA
13	NON SPECIAL ED	54.04	59.18	62.58	40.71	45.40
13	SPECIAL ED	42.00	48.33	47.50	34.17	36.33
14	NON SPECIAL ED	45.82	45.72	46.72	34.41	42.19
14	SPECIAL ED	31.17	22.67	23.50	16.17	23.50
15	NON SPECIAL ED	42.30	48.16	44.50	38.09	40.24
15	SPECIAL ED	34.29	27.86	31.14	30.29	24.57

This chart compares the performance of students who are receiving services through special education to the performance of students who are not receiving services through the special education department. In examining results by grade level, the data shows that, in general, the performance of students who do not receive special services decreases from the third to fifth grades. The performance of students who are receiving services through the special education department does not follow the same pattern. Their performance decreases from third to

fourth grade and then increases from the fourth grade to the fifth grade.

### Objective Performance Index (OPI) Ratios

*The OPI Ratio is obtained by dividing the grade OPI of each objective by the national OPI for that objective.*

*Objectives with an OPI ratio of 1.05 or higher may be considered areas of strength.*

*Objectives with an OPI ratio of .95 or lower may be considered areas of need.*

Objective:	Gr 1 Ratio	Gr 2 Ratio	Gr 3 Ratio	Gr 4 Ratio	Gr 5 Ratio
<b>Reading</b>	0.93				
01 Oral Comprehension					
02 Basic Understanding	1.09	0.96	1.04	0.99	0.91
03 Analyze Text	1.05	0.93	1.03	0.93	0.93
04 Evaluate/Extend Meaning		0.91	1.00	0.94	0.93
05 Identify Reading Strategies		0.92	1.00		0.88
<b>Vocabulary</b>	1.05	0.95	1.07	0.90	0.89
35 Word meaning					
36 Multimeaning Words		1.02	1.04	0.92	0.82
37 Words in Context	0.95	0.98	1.03	0.84	0.76
<b>Language</b>					
06 Introduction to Print	0.99	0.95			
07 Sentence Structure			1.13	0.97	0.98
08 Writing Strategies		0.97	1.08	0.95	0.97
09 Editing skills	1.00	0.97	1.09	0.93	0.97
<b>Language Mechanics</b>					
38 Sentences, Phrases, Clauses		0.99	1.06	0.85	0.93
39 Writing Conventions		1.06	1.16	0.90	0.95
<b>Mathematics</b>					
10 Number/Number Relations	0.97	0.94	1.00	0.88	0.91
11 Computation & Estimation	0.99	0.89	1.04	0.88	0.91
12 Operation Concepts		0.97	1.01	0.85	0.92
13 Measurements	0.97	0.91	1.00	0.86	0.82
14 Geography & Spatial Sense	0.96	0.89	0.96	0.87	0.96
15 Data/Statistics/Probability	0.96	0.83	1.02	0.90	0.85
16 Patterns/Functions/Algebra	0.94	0.93	1.00	0.88	0.90
17 Problem Solving/Reasoning		0.81	0.95	0.81	0.80
<b>Mathematics Computation</b>	1.03	1.00	1.11		

43 Add Whole Numbers					
44 Subtract Whole Numbers	1.08	1.00	1.19		
45 Multiply Whole Numbers			1.29	0.98	0.92
46 Divide Whole Numbers			1.73	0.96	0.87
47 Decimals			1.17	1.02	0.93
48 Fractions					0.96
<b>Spelling</b>	Gr 1 Ratio	Gr 2 Ratio	Gr 3 Ratio	Gr 4 Ratio	Gr 5 Ratio
40 Vowels		1.22	1.10	1.15	1.07
41 Consonants			1.13	1.13	1.05
42 Structural Units		1.11	1.14	1.10	1.07
<b>Word Analysis</b>					
30 Consonants		0.95	1.00		
31 Sight Words					
32 Vowels		0.97	0.87		
33 Contractions/Compounds		1.06			
34 Roots & Affixes		1.01	0.98		
<b>Science</b>					
19 Science Inquiry	0.93	0.9	0.88	0.79	0.83
20 Physical Science	0.88	0.94	0.94	0.76	0.80
21 Life Science	0.94	0.95	0.92	0.79	0.77
22 Earth & Space Science	0.94	0.95	0.85	0.77	0.80
23 Science & Technology		0.91	0.92	0.77	0.84
24 Personal & Social Perspective			0.83	0.82	0.85
<b>Social Studies</b>					
26 Geographic Perspectives	0.97	1.01	0.93	0.81	0.79
27 History & Culture	0.96	0.99	0.95	0.85	0.81
28 Civics & Government	0.96	1.00	0.98	0.86	0.78
29 Economic Perspectives	0.94	1.03	0.95	0.91	0.88

## 1st Grade

### Areas of Strength

Basic Understanding	1.09
Analyze Text	1.05
Word Meaning	1.05

### Areas of Need

Oral Comprehension	0.93
Words in Context	0.95
Patterns/Functions/Algebra	0.94
Science Inquiry	0.93
Physical Science	0.88
Life Science	0.94
Earth and Space Science	0.94
Economic Perspectives	0.94

## 2nd Grade

### Areas of Strength

Writing Conventions	1.06
Vowels(Spelling)	1.22
Structural Units(Spelling)	1.11

### Areas of Need

Analyze Text	0.93
Evaluate/Extend Meaning	0.91
Identify Reading Strategies	0.92
Word Meaning	0.95
Introduction to Print	0.95
Number/Number Relations	0.94
Computation and Estimation	0.89
Measurements	0.91
Geography and Spatial Sense	0.89
Data/Statistics/Probability	0.83
Patterns/Functions/Algebra	0.93
Problem Solving/Reasoning	0.81
Consonants(Word Analysis)	0.95

Science Inquiry	0.90
Physical Science	0.94
Life Science	0.95
Earth and Space Science	0.95
Science and Technology	0.91

### 3rd Grade

Areas of Strength		Areas of Need	
Word Meaning	1.07	Vowels(Word Analysis)	0.87
Sentence Structure	1.13	Science Inquiry	0.88
Writing Strategies	1.08	Physical Science	0.94
Editing Skills	1.09	Life Science	0.92
Sentences/Phrases/Clauses	1.06	Earth and Space Science	0.85
Writing Conventions	1.16	Science and Technology	0.92
Adding Whole Numbers	1.11	Personal and Social Perspectives	0.93
Subtracting Whole Numbers	1.19	Geographic Perspectives	0.93
Multiplying Whole Numbers	1.29	History and Culture	0.95
Dividing Whole Numbers	1.73	Economic Perspectives	0.95
Decimals	1.17		
Vowels(Spelling)	1.10		
Consonants(Spelling)	1.13		
Structural Units(Spelling)	1.14		

## 4th Grade

<b>Areas of Strength</b>		<b>Areas of Need</b>	
Vowels(Spelling)	1.22	Basic Understanding	0.93
Consonants(Spelling)	1.13	Evaluate/Extend Meaning	0.94
Structural Units(Spelling)	1.14	Word Meaning	0.90
		Multimeaning Words	0.92
		Words in Context	0.84
		Editing Skills	0.93
		Sentences/Phrases/Clauses	0.85
		Writing Conventions	0.90
		Number/Number Relations	0.88
		Computation and Estimation	0.88
		Operation Concepts	0.85
		Measurements	0.86
		Geography and Spatial Sense	0.87
		Data/Statistics/Probability	0.90
		Patterns/Functions/Algebra	0.88
		Problem Solving/Reasoning	0.81
		Science Inquiry	0.79
		Physical Science	0.76
		Life Science	0.79
		Earth and Space Science	0.77
		Science and Technology	0.77
		Personal and Social Perspectives	0.82
		Geographic Perspectives	0.81
		History and Culture	0.85
		Civics and Government	0.86
		Economic Perspectives	0.91

## 5th Grade

<b>Areas of Strength</b>		<b>Areas of Need</b>	
Vowels(Spelling)	1.07	Basic Understanding	0.91
Consonants(Spelling)	1.05	Analyze Text	0.93
Structural Units(Spelling)	1.07	Evaluate/Extend Meanings	0.93
		Identify Reading Strategies	0.88
		Word Meaning	0.89
		Multimeaning Words	0.82
		Words in Context	0.76
		Sentences/Phrases/Clauses	0.93
		Writing Conventions	0.95
		Number/Number Relations	0.91
		Computation and Estimation	0.91
		Operation Concepts	0.92
		Measurements	0.82
		Data/Statistics/Probability	0.85
		Patterns/Functions/Algebra	0.90
		Problem Solving/Reasoning	0.80
		Multiply Whole Numbers	0.92
		Divide Whole Numbers	0.87
		Decimals	0.93
		Science Inquiry	0.83
		Physical Science	0.80
		Life Science	0.77
		Earth and Space Science	0.80
		Science and Technology	0.84
		Personal and Social Perspectives	0.85
		Geographic Perspectives	0.79
		History and Culture	0.81

**Civics and Government**  
**Economic Perspectives**

**0.78**  
**0.88**