

2011

Woodland Math Achievement



“How will we know they are learning?”

This report is designed to update you on the progress of Woodland students' math performance during the 2010-2011 year. It will also give you a glimpse at the type of assessment tools we are using and how we have and will continue to use this data to inform our curriculum and instructional decisions. In 2011 math achievement data in grades K-6 were collected and analyzed, in 2012 we will track and analyze math achievement data for all grades K-12.

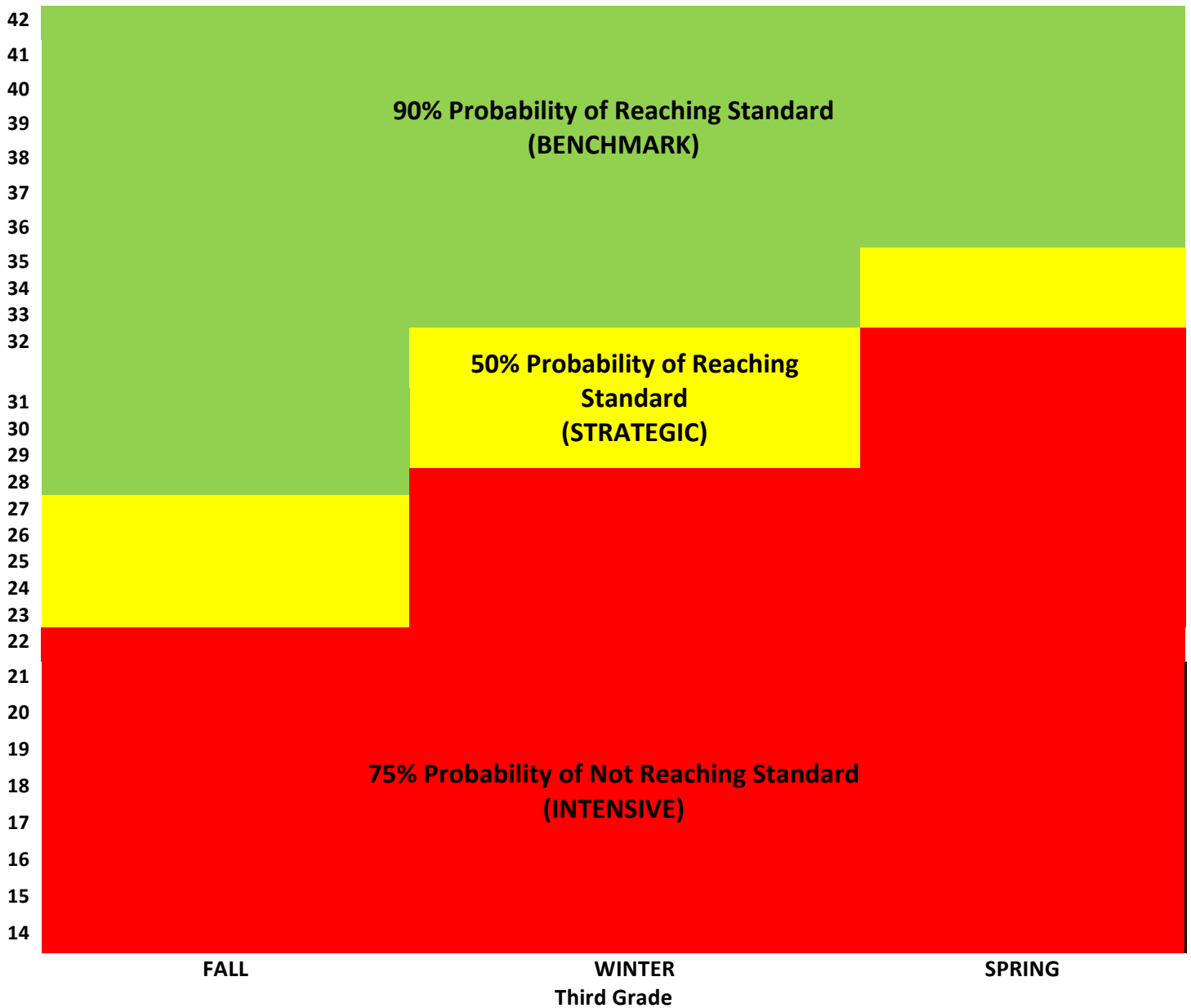
Measuring student performance on grade level standards

Standard	3.1.A (Compare and Order Values)	3.1.B (Rounding)	3.1.C (Add and Subtract)	3.1.D (Estimation)	SUM
John	3	2	3	3	11
Susie	1	1	1	1	4
Greg	2	2	3	2	9
Sarah	3	1	2	3	9
Amy	3	1	3	3	10
Natalia	3	1	3	3	10
SUM	15	8	15	15	

Above is a sample spreadsheet with student results on one of our district math assessments. After each assessment teachers review a report that is similar to this one.

- The rows reflect strengths and weaknesses of individual students. The sum score on the far right is what we use to make an overall determination whether a student is within the intensive, strategic, or benchmark range.
- The columns show strengths and weaknesses by specific math standard. The sum at the bottom reflects the performance of a class as a whole on a particular standard. This helps us note particular concepts or skills we may need to re teach since a majority of the class didn't successfully meet the standard.
 - The first set of tables in this report review overall student progress over time.
 - The second set of tables in this report overall standards performance

EXPECTED PROGRESSION OF STUDENT ACHIEVEMENT OVER TIME



To make a determination whether a student is making expected progress we compare their score to risk levels. Above is a graph illustrates which scores will result in a particular risk level based on the likelihood they will meet standard on the state Measurement of Student Progress (MSP). For instance, if a third grade student scores 14 total points on the fall math assessment they only have a 25% probability of achieving end of grade standard on the state Measurement of Student Progress (MSP) assessment. However, if they make good gains and achieve a score of 32 on the winter assessment they then have a 75% probability of achieving end of grade standard on the MSP.

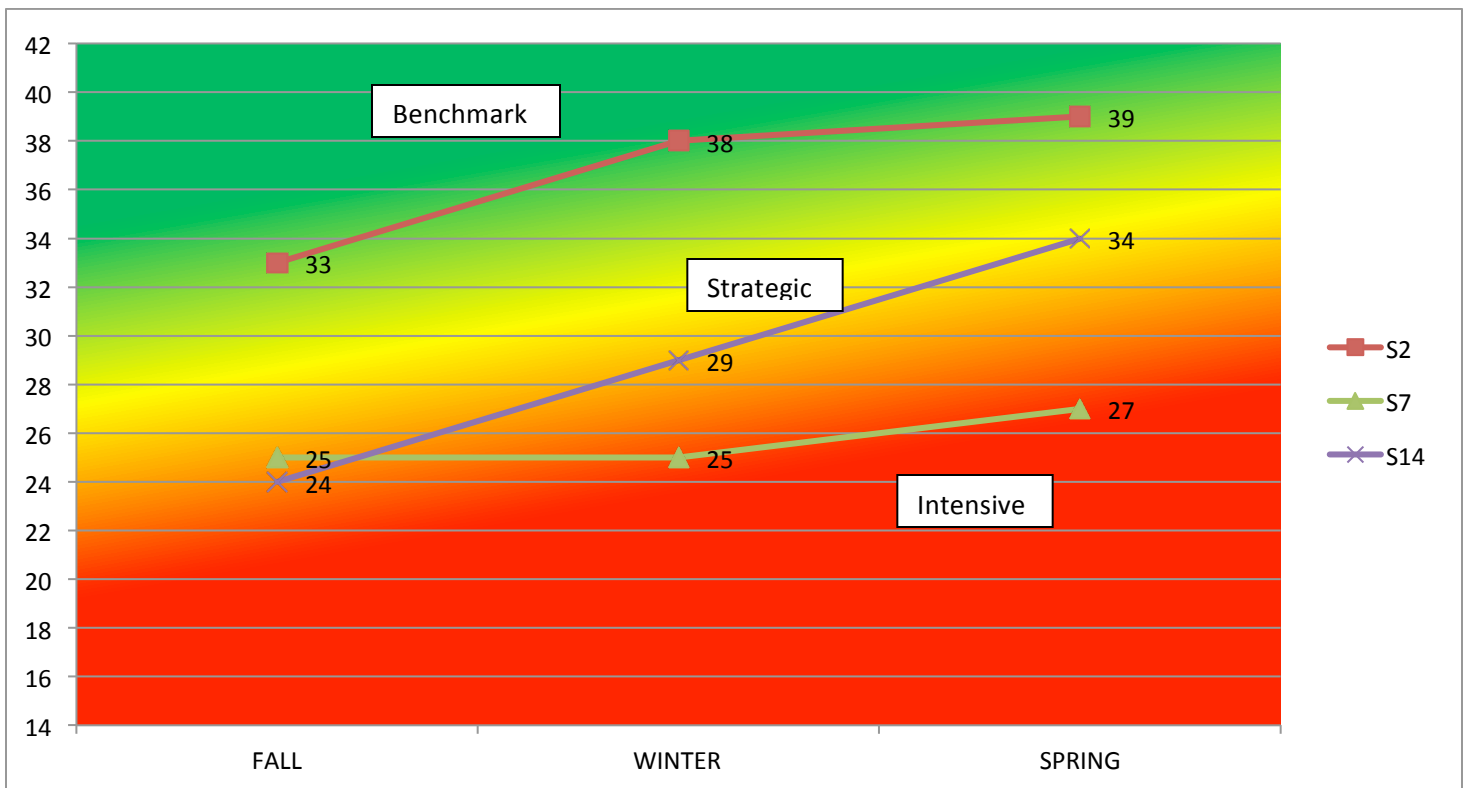
SAMPLES OF THIRD GRADE PERFORMANCE OVER TIME

Students	Fall	Winter	Spring
S1	20	23	19
S2	33	38	39
S3	26	30	28
S4	29	39	32
S5	33	40	40
S6	31	35	36
S7	25	25	29
S8	33	33	35
S9	37	40	42
S10	39	41	41
S11	32	37	39
S12	30	25	31
S13	26	35	28
S14	24	29	34
S15	25	28	28
S16	33	35	38
S17	35	38	37
S18	26	17	27
S19	37	41	39
S20	31	38	38
S21	32	35	38
S22	26	32	29
S23	30	35	32
S24	37	39	38

The table to the left is a collection of students' scores on the math assessments each time they took the test last year. The scores are color coded according to levels of risk indicated in the graph above.

The graph below displays three third grade students math progress over the course of the year toward achieving end of grade standard.

- Note that if a student demonstrates weak number sense skills at the beginning of the year they have a much steeper trajectory to make up in order to meet standard by the end of the year.
- A student might make good learning gains each time they are assessed but still not meet end of grade standard as was the case for student 14.
- In tables below this graph you will notice some classrooms increase the number of students in the intensive range between fall and spring. This is demonstrated by student 7. The student might began the year at the strategic level. While they performed the same or slightly better on the winter and spring assessments it wasn't enough progress to stay in the strategic range and they dropped into the intensive range.



The tables below compare the overall progress of student in each classroom from fall to spring. Ultimately we hope to see that in between fall and spring number of students that fall within the intensive range decreases and the number of students who fall within the benchmark range increases.

- Within the Intensive column positive decrease of students achieving standard are noted in green and increases are noted in red.
- Within the Benchmark column positive increases of students achieving standard are noted in green and decreases are noted in red.

First Grade	Teacher	Intensive		Strategic		Benchmark	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
T1		6	3	6	1	7	19
T2		3	6	2	1	4	2
T3		2	5	1	7	10	10
T4		13	9	5	6	1	8
T5		4	5	6	2	12	16
T6		8	6	13	7	2	11
T7		10	6	6	7	8	11
Summary		46	40	39	31	44	77
Point Ranges		14-22	14-32	23-27	33-35	28-42	36-42

Comments: In first grade we notice a decrease in the number of students in the intensive range, and a significant number of students meeting benchmark by the end of the year. While this is a good starting point we'd like to get the number of intensive level students down to only 5% of the population (roughly 7 students in first grade).

Second Grade	Teacher	Intensive		Strategic		Benchmark	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
T1		7	9	4	1	11	13
T2		8	5	4	3	11	15
T3		7	6	3	1	12	16
T4		9	5	3	6	9	12
T5		1	1	1	0	2	4
T6		6	7	6	0	8	15
T7		4	5	4	2	14	17
Summary		42	38	25	13	67	92
Point Ranges		13-20	13-30	21-25	31-32	26-39	33-39

Comments: In second grade there was a much more significant shift over the course of the year. Every teacher increased the number of students achieving benchmark by the end of the year.

Third Grade	Teacher	Intensive		Strategic		Benchmark	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
T1		3	2	3	2	13	20
T2		1	10	7	2	16	12
T3		1	5	4	3	4	1
T4		3	7	9	5	8	11
T5		2	5	6	4	13	12
T6		6	4	7	5	6	9
T7		3	2	4	3	16	18
T8		3	7	3	3	15	11
Summary		22	42	43	27	91	94
Point Ranges		14-22	14-32	23-27	33-35	28-42	36-42

Comments: Unfortunately we begin to see an increase in the number of students falling into the intensive range over the course of time while the number of students in the benchmark range remains relatively the same. As the year progresses it appears that rather than moving from strategic to benchmark levels, roughly half of the benchmark level students move from strategic to intensive. We intend to dig deeper into student results to determine whether strategic student performance typically regresses or goes stagnant over the course of the year and why.

Fourth Grade	Teacher	Intensive		Strategic		Benchmark	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
T1		9	7	12	6	6	18
T2		6	22	13	1	8	6
T3		9	20	9	4	7	2
T4		5	15	14	8	5	6
T5		6	15	13	5	10	11
T6		0	0	0	1	2	1
Summary		35	79	61	25	38	44
Point Ranges		15-19	15-34	20-24	35-38	25-45	39-45

Comments: Again we see a significant shift of strategic students falling into the intensive range by the end of the year rather than bumping up to benchmark levels.

Fifth Grade	Teacher	Intensive		Strategic		Benchmark	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
T1		13	7	6	3	8	19
T2		14	10	1	1	12	17
T3		14	8	3	5	8	12
T4		8	11	3	6	13	11
T5		20	13	3	1	6	15
T6		1	3	1	1	6	4
Summary		70	52	17	17	53	78
Point Ranges		16-29	16-39	30-31	30-41	32-48	42-48

Comments: In fifth grade we see a positive shift from intensive to benchmark.

2011 Standards Performance - 1st Grade

The tables to the right record each first grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard.

In the fall the first grade students generally struggled with questions

4 -Classifying numbers as odd or even

9- Connecting visual pictorial representations with equations

10- Use of the equal sign to indicate that two expressions are equivalent

13- We note that good gains were made by spring and the only standard that still posed difficulty was question

10 - Use of equal sign to indicate that two expressions are equivalent.

We also note that student performance on question 14 (solving and creating story problems) remained relatively static over the course of the year.

Fall	1	2	3	4	5	6	7, 8	9	10	11	12	13	14
T1	2.8	2.2	2.1	1.0	1.8	2.4	2.0	1.6	1.3	1.8	2.0	1.6	2.2
T2	2.1	2.1	1.8	1.7	1.9	2.3	2.0	1.7	1.6	2.0	2.0	2.2	2.4
T3	2.0	2.1	1.5	1.0	1.3	2.3	2.1	1.5	1.4	1.6	2.4	1.7	2.1
T4	2.6	2.7	2.2	1.5	2.3	2.5	2.7	2.0	2.3	2.5	2.6	2.1	2.7
T5	2.5	2.4	2.5	1.1	1.8	2.5	2.3	1.8	2.1	1.9	2.1	1.4	2.7
T6	1.5	1.7	2.1	1.3	1.3	2.3	1.8	1.7	1.5	1.6	1.6	1.4	1.6
T7	1.9	2.5	2.0	1.2	2.0	2.1	2.2	1.7	1.5	2.0	2.3	1.8	2.4
Averages	2.2	2.3	2.0	1.3	1.8	2.4	2.2	1.7	1.7	1.9	2.2	1.7	2.3

Winter	1	2	3	4	5	6	7, 8	9	10	11	12	13	14
T1	2.9	2.5	2.8	2.4	2.6	2.7	2.9	1.8	2.0	2.9	2.5	2.5	2.7
T2	2.6	2.2	2.5	1.8	2.4	2.5	2.0	1.5	2.5	2.9	1.5	2.6	1.8
T3	2.5	2.1	2.5	2.8	2.5	2.6	2.9	2.4	1.6	2.8	2.7	2.5	2.3
T4	2.8	2.1	2.7	2.5	2.7	2.5	2.7	2.0	2.1	2.9	2.6	1.7	1.7
T5	2.5	2.3	2.1	2.8	2.3	2.5	2.5	2.2	2.3	2.7	2.4	2.5	1.7
T6	1.9	1.6	2.0	1.3	1.9	2.2	2.3	2.6	2.4	2.7	2.4	2.9	1.4
T7	2.8	2.3	2.4	2.5	2.7	2.7	2.9	2.7	2.7	2.6	2.8	2.7	2.8
Averages	2.6	2.2	2.4	2.3	2.4	2.5	2.6	2.2	2.2	2.8	2.4	2.5	2.0

Spring	1	2	3	4	5	6	7, 8	9	10	11	12	13	14
T1	3.0	2.8	2.9	2.7	2.7	2.3	2.8	2.8	2.6	2.9	2.8	2.8	2.6
T2	2.7	1.9	2.6	2.3	2.2	2.6	2.4	2.4	2.6	2.4	2.1	1.4	1.9
T3	2.9	2.5	2.8	2.9	2.8	2.6	2.9	2.6	2.3	2.9	2.8	2.2	2.3
T4	2.7	2.3	2.8	3.0	2.4	2.5	2.6	2.6	2.5	2.7	2.9	2.5	2.4
T5	2.9	2.7	2.9	3.0	2.7	2.6	2.8	2.9	2.4	2.9	2.8	3.0	2.5
T6	2.8	2.6	2.7	2.6	2.3	2.4	2.5	2.9	1.7	2.7	2.6	2.7	2.6
T7	2.9	3.0	3.0	2.8	2.7	2.8	2.8	2.8	2.3	2.8	3.0	2.9	2.7
Averages	2.8	2.5	2.8	2.8	2.5	2.5	2.7	2.7	2.4	2.8	2.7	2.5	2.4

2011 Standards Performance - 2nd Grade

The tables to the right record each second grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard. In the fall the second grade students generally struggled with questions

2 – Counting by 10s , 5s and 2s forward and backward

8 – Estimating sums and differences

9- Determining the value of coins

12- Solving equations with unknown numbers in various positions.

Student performance improves on all standards measured above. We would like to see greater progress on standards measured by questions 9 (value of coins) and 12 (unknown numbers in equations).

We also notice a drop in performance over the course of the year on question 7 (creating or generating a rule and extending patterns using addition). After reviewing student work it appears that students are able to extend patterns but have difficulty identifying the rule in the more complex patterns they worked with in the spring.

Fall	1	2	3	4	5	6	7	8	9	10	11	12	13
T1	2.3	1.3	2.0	2.0	2.0	2.1	2.0	2.3	1.5	1.8	2.0	1.1	2.3
T2	2.5	1.5	2.0	1.5	2.0	2.0	2.5	2.0	1.5	1.0	2.2	2.2	2.2
T3	2.5	1.5	1.8	2.1	1.8	1.6	2.4	2.2	1.5	2.5	1.9	1.1	2.1
T4	2.1	1.8	2.0	2.0	2.8	1.8	2.2	2.5	1.8	2.5	2.1	1.1	2.1
T5	2.7	1.8	2.1	1.8	2.0	2.0	2.5	2.5	1.7	1.6	1.9	1.4	2.0
T6	2.3	1.2	2.0	2.1	1.7	1.7	2.0	1.9	1.7	2.1	1.7	1.3	2.3
T7													
T8	2.1	1.4	1.7	1.4	1.5	1.5	2.1	2.5	1.7	1.7	2.2	1.2	2.7
Grade Averages	2.4	1.5	1.9	1.8	2.0	1.8	2.2	2.3	1.6	1.9	2.0	1.3	2.2

Winter	1	2	3	4	5	6	7	8	9	10	11	12	13
T1	2.9	2.7	2.5	2.1	2.4	2.4	1.6	2.8	1.7	2.5	2.3	1.5	1.7
T2	2.8	2.6	2.0	2.0	2.2	2.6	1.4	2.2	1.2	3.0	3.0	1.0	2.4
T3	2.9	2.8	2.7	2.0	2.7	2.7	1.5	2.7	1.8	2.7	2.5	2.0	2.3
T4	2.8	2.8	2.8	2.7	2.7	2.8	1.9	2.8	1.3	2.5	2.7	2.4	2.2
T5	2.7	2.8	2.6	2.6	2.7	2.4	1.6	2.5	1.9	2.5	2.7	1.6	1.7
T6	2.9	2.7	2.6	2.4	2.6	2.5	1.3	2.3	2.1	2.9	2.1	1.8	1.7
T7													
T8	2.7	2.7	2.8	2.7	2.7	2.8	1.3	2.7	2.4	2.8	2.5	1.3	2.3
Grade Averages	2.8	2.7	2.6	2.4	2.6	2.6	1.5	2.6	1.8	2.7	2.5	1.7	2.1

Spring	1	2	3	4	5	6	7	8	9	10	11	12	13
T1	2.7	2.9	2.8	2.6	2.4	2.6	2.0	2.6	2.4	2.7	2.6	2.1	2.1
T2	3.0	3.0	3.0	2.4	3.0	2.2	2.2	3.0	2.6	2.0	2.8	2.6	2.2
T3	2.8	3.0	2.6	2.2	2.8	2.6	2.5	2.5	2.1	2.8	2.5	1.7	2.2
T4	2.8	3.0	2.8	2.8	2.7	2.7	2.6	2.2	2.5	2.7	2.5	2.4	2.3
T5	2.9	2.8	2.9	2.3	2.7	2.7	2.3	2.7	2.7	2.7	2.9	1.9	1.7
T6	3.0	3.0	2.9	2.6	2.7	2.3	2.1	2.7	2.5	2.9	2.4	1.7	2.0
T7													
T8	3.0	2.9	2.8	2.8	2.8	2.7	2.0	2.3	2.6	2.9	2.7	2.0	2.1
Grade Averages	2.9	2.9	2.8	2.5	2.7	2.5	2.2	2.6	2.5	2.7	2.6	2.1	2.1

2011 Standards Performance - 3rd Grade

The tables to the right record each third grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard.

In the fall the third grade students generally struggled with questions

10 and 11 – Using arrays to represent multiplication and division, and accurately connecting each representation to an equation.

12- Representing multiplication as repeat addition on a number line and connect to equation.

13 –Representing fractions with denominators of 2, 3, 4, 5, 6, 7, 8, 9, 10 and 12 as parts of wholes.

16 – Solve single and multi-step problems using addition and subtraction.

Performance on the above standards increases over the course of the year. We note a slight regression in student performance on question 3 (rounding). It has been a concern of the grade level team that retention of this concept is lacking.

Fall	1	2	3	4	5, 6,7	8, 9	10	11	12	13	14	15	16	17
T1	2.9	2.9	1.9	2.6	1.7	1.7	1.2	1.3	1.1	1.4	1.8	1.5	1.3	1.9
T2	2.6	2.8	1.8	2.5	2.3	2.8	1.8	2.2	1.6	2.2	1.3	1.7	1.3	2.1
T3	2.9	2.7	2.5	2.7	1.8	2.1	1.7	2.0	1.6	1.8	2.0	2.2	1.6	2.5
T4	2.4	2.7	2.2	2.8	2.0	1.6	1.4	1.4	1.2	1.4	1.6	2.9	1.2	2.5
T5	2.9	2.9	2.2	2.8	2.4	2.2	1.4	1.6	1.4	1.6	2.1	2.8	2.0	2.2
T6	2.7	2.7	1.9	2.6	2.2	2.5	2.2	2.4	1.7	1.8	2.2	2.1	1.4	1.9
T7	2.8	2.8	1.6	2.6	2.1	1.8	1.3	1.8	1.3	1.7	1.8	2.7	1.8	2.1
T8	2.9	2.7	1.7	2.7	2.0	2.1	1.9	2.0	2.0	1.8	2.2	2.7	2.0	2.5
Grade Averages	2.7	2.8	2.0	2.6	2.1	2.1	1.6	1.8	1.5	1.7	1.9	2.3	1.6	2.2

Winter	1	2	3	4	5, 6,7	8, 9	10	11	12	13	14	15	16	17
T1	3.0	2.5	1.6	2.4	2.1	2.4	2.4	2.2	2.1	1.6	1.8	1.6	1.8	2.1
T2	3.0	2.9	2.4	2.7	2.7	3.0	2.9	2.7	2.3	2.7	2.1	2.5	2.3	2.8
T3	2.9	2.5	2.5	2.7	2.5	2.8	2.8	2.6	2.3	1.6	2.1	2.2	1.9	2.6
T4	2.5	2.3	1.9	2.6	2.3	2.6	2.4	2.4	1.8	1.3	1.8	1.9	1.5	1.6
T5	2.9	2.2	2.0	2.7	2.5	2.7	2.8	2.5	2.4	1.8	2.2	2.5	2.0	2.5
T6	2.9	2.8	2.2	2.6	2.4	2.8	2.8	2.3	2.2	1.6	2.1	2.0	1.5	2.7
T7	2.9	1.4	1.7	3.0	2.0	1.9	2.2	1.9	2.2	2.0	2.0	2.4	2.3	2.1
T8	2.6	2.6	2.3	2.7	2.6	2.6	2.5	2.3	2.2	1.5	2.2	2.4	2.0	2.4
Grade Averages	2.8	2.4	2.1	2.7	2.4	2.6	2.6	2.4	2.2	1.8	2.0	2.2	1.9	2.4

Spring	1	2	3	4	5, 6,7	8, 9	10	11	12	13	14	15	16	17
T1														
T2	3.0	2.7	2.1	2.9	2.9	3.0	2.8	3.0	2.6	2.6	2.5	2.2	3.0	3.0
T3	2.9	2.7	2.1	2.7	2.2	2.9	2.8	2.8	2.4	2.4	2.6	2.6	2.2	3.0
T4	3.0	2.7	1.7	2.7	2.3	2.8	2.7	2.5	2.4	2.1	2.3	2.5	2.0	2.6
T5	3.0	2.5	1.6	2.8	2.0	2.8	2.5	2.8	2.0	2.1	2.5	2.6	2.2	2.8
T6	2.9	2.9	2.4	2.8	2.7	2.9	2.8	2.8	2.7	2.3	2.7	2.5	2.7	3.0
T7	3.0	2.6	1.3	2.3	2.7	2.9	2.8	1.7	1.3	2.1	1.9	1.9	2.1	2.1
T8	3.0	2.7	2.0	2.8	2.3	2.7	2.4	2.2	2.5	2.0	2.4	2.3	2.1	2.5
Grade Averages	2.9	2.7	1.9	2.7	2.4	2.9	2.7	2.5	2.3	2.2	2.4	2.4	2.3	2.7

2011 Standards Performance - 4th Grade

The tables to the right record each fourth grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard.

A general glance at fourth grade standards reveals they are significantly more difficult than the previous year. Therefore we see students who were successful in grades K-3 begin to struggle in fourth grade. This trend is not only evident in the fall grade level averages but has also been identified in state MSP results over the past few years.

In general we also note that fourth grade teachers make progress on each standard relative or greater than other grade levels over the course of the year. However because of the raised level of standards that progress doesn't reap the same success.

At this time we are not only working to strengthen our curriculum and instruction of particular 4th grade math standards, we are also developing a plan to better prepare students in grades K-3 to face the increased rigor of standards in fourth grade.

Fall

Fourth Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T1	2.3	2.6	1.6	1.0	1.4	1.7	1.8	1.0	1.2	1.0	1.4	1.0	1.2	1.5	1.5
T2	2.2	2.4	2.0	1.0	1.6	1.6	1.7	1.1	1.4	1.1	1.4	1.1	1.4	2.0	1.7
T3	2.0	2.5	1.8	1.0	1.4	1.5	1.8	1.0	1.3	1.0	1.2	1.0	1.3	1.5	1.4
T4	1.9	2.0	2.0	1.0	1.7	1.7	1.7	1.3	1.0	1.0	1.2	1.1	1.2	1.4	1.4
T5	2.3	2.5	1.9	1.1	1.7	1.6	1.7	1.0	1.3	1.1	1.2	1.2	1.3	1.7	1.6
T6	2.5	3.0	3.0	1.0	2.5	2.0	2.0	3.0	2.0	1.0	2.0	1.5	2.0	2.0	2.5
Grade Averages	2.2	2.5	2.1	1.0	1.7	1.7	1.8	1.4	1.4	1.0	1.4	1.1	1.4	1.7	1.7

Winter

Fourth Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T1	2.9	2.8	2.4	2.7	2.8	1.7	2.2	1.1	1.5	1.1	2.1	1.5	1.2	1.6	2.1
T2	2.3	2.4	1.9	1.7	2.3	1.7	1.9	1.3	1.8	1.2	1.7	1.6	1.4	1.9	1.5
T3	2.3	2.5	1.9	1.7	2.4	2.2	1.9	1.0	1.6	1.1	1.8	1.4	1.4	1.9	1.8
T4	2.4	2.2	2.2	2.6	2.3	1.9	1.9	1.4	1.5	1.1	1.9	1.4	1.2	2.0	1.1
T5	2.3	2.2	2.1	2.0	2.7	2.4	2.1	1.6	1.7	1.1	1.9	1.5	1.3	1.7	2.1
T6	3.0	2.5	2.0	2.0	2.5	3.0	2.5	2.5	3.0	2.0	2.5	2.0	1.5	3.0	2.0
Grade Averages	2.5	2.4	2.1	2.1	2.5	2.1	2.1	1.5	1.8	1.3	2.0	1.5	1.3	2.0	1.8

Spring

Fourth Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T1	2.8	2.6	2.5	2.5	2.6	2.5	2.9	2.5	2.5	2.3	2.5	2.8	2.3	2.3	2.4
T2	2.7	2.6	2.4	2.6	2.1	1.8	2.3	1.9	1.8	1.4	2.0	1.6	1.3	1.6	1.8
T3	2.5	2.0	2.3	2.4	2.6	2.2	2.0	1.2	1.3	1.2	2.0	2.2	1.7	2.1	2.2
T4	2.6	2.1	2.3	2.7	2.5	2.0	2.7	2.2	1.7	1.8	2.2	2.6	1.7	1.9	2.2
T5	2.7	2.7	2.4	2.5	2.7	2.2	2.7	1.6	2.0	1.7	2.5	2.5	2.0	2.0	2.3
T6	3.0	3.0	3.0	3.0	2.5	2.0	3.0	2.5	3.0	2.0	3.0	2.5	2.0	2.5	2.0
T1															
Grade Averages	2.7	2.5	2.5	2.6	2.5	2.1	2.6	2.0	2.1	1.7	2.4	2.3	1.8	2.1	2.1

2011 Standards Performance – 5th Grade

The tables to the right record each fifth grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard.

In the fall the fifth grade students generally struggled with questions 2 – Determine the greatest common factor and least common multiple of two or more whole numbers
4 – Represent multi-digit division using place value models place value models and connect models to equations.

7 - Determine and interpret the mean of small data sets

8 – Rewrite fractions with unlike denominators so they have common denominators.

Performance on the above standards increased over the course of the year.

Fall	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
T1	2.1	1.6	2.4	1.1	1.6	2.3	1.4	1.4	1.8	2.2	2.1	2.1	1.9	1.7	1.6	1.6
T2	1.6	1.6	2.5	1.0	1.6	1.9	1.8	1.5	2.2	2.3	1.8	2.2	1.9	2.4	2.3	2.5
T3	2.2	1.6	2.3	1.0	1.4	2.2	1.0	1.3	2.1	1.9	1.6	1.8	1.8	2.3	2.1	2.1
T4	2.4	1.1	2.3	1.1	1.9	2.3	1.1	1.6	2.2	2.2	1.6	1.7	1.9	2.0	2.0	2.2
T5	2.1	1.4	2.2	1.0	1.4	2.0	1.1	1.3	1.6	2.3	1.4	1.9	1.7	1.7	1.7	2.2
T6	2.2	1.8	2.2	1.0	2.8	2.2	1.8	2.6	1.8	2.5	2.0	2.2	2.1	2.5	2.8	2.6
Grade Averages	2.1	1.5	2.3	1.0	1.8	2.2	1.3	1.6	1.9	2.2	1.8	2.0	1.9	2.1	2.1	2.2

Winter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
T1	2.9	2.4	2.7	2.0	2.8	2.4	1.8	2.2	2.4	2.4	2.7	2.5	2.2	2.6	2.4	2.1
T2	2.7	1.9	2.5	2.0	2.5	2.5	1.5	2.4	2.4	2.8	1.8	2.9	2.9	2.4	2.9	2.6
T3	2.7	2.8	2.8	1.5	2.5	2.5	2.2	2.3	2.3	2.6	2.1	2.2	2.2	2.4	2.4	2.1
T4	2.6	2.3	2.7	1.8	2.7	2.6	1.8	2.1	2.3	2.2	1.8	2.4	2.3	2.6	2.4	2.1
T5	2.9	2.1	2.8	1.2	2.7	2.6	2.1	2.1	2.2	2.2	1.4	2.2	1.9	2.4	2.2	2.1
T6	2.5	1.6	2.5	1.0	2.6	2.5	2.2	2.8	2.8	2.6	2.4	2.4	2.5	2.5	2.6	2.5
Grade Averages	2.7	2.2	2.7	1.6	2.7	2.5	1.9	2.3	2.4	2.5	2.0	2.4	2.3	2.5	2.5	2.3

Spring	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
T1	2.4	2.5	2.9	2.7	2.8	2.9	2.4	2.4	2.8	2.8	2.4	2.5	2.7	2.7	2.5	2.1
T2	1.7	1.8	1.8	2.5	2.7	2.8	2.0	2.8	2.2	2.8	2.8	2.5	2.7	2.3	2.6	2.4
T3	2.2	2.8	2.9	2.5	2.7	2.6	2.3	2.6	2.6	2.7	2.5	2.3	2.6	2.6	2.8	2.2
T4	2.3	2.6	2.7	2.6	2.9	2.6	2.7	2.6	2.6	2.8	2.6	2.4	2.7	2.5	2.7	2.2
T5	1.8	2.3	2.3	2.7	2.5	2.8	2.1	2.6	2.8	2.7	1.9	2.2	2.6	2.4	2.4	2.0
T6	1.9	2.5	2.6	1.8	2.6	2.5	1.8	2.8	2.2	2.9	2.2	2.5	2.5	2.6	2.5	2.4
Grade Averages	2.1	2.4	2.5	2.4	2.7	2.7	2.2	2.6	2.5	2.8	2.4	2.4	2.6	2.5	2.6	2.2

2011 Standards Performance - 6th Grade

The tables to the right record each sixth grade class' sum scores according to each math standard. The average scores at the bottom calculate the overall grade level performance on each standard.

In the fall the sixth grade students generally struggled with questions

3- Math expressions and equations

4 - Ratios, rates and percents

Performance on these standards was significantly stronger in the spring.

Fall	1	2	3	4	5	6
T1	1.9	2.0	2.1	1.8	1.6	2.1
T2	2.2	2.3	2.0	1.9	1.6	2.1
T3	2.1	2.2	1.9	1.8	1.5	2.0
T4	2.2	2.4	1.8	2.0	1.8	1.9
T5	2.1	2.2	1.8	1.9	2.0	2.4
T6	2.0	2.1	1.9	1.6	1.7	1.6
Grade Averages	2.1	2.2	1.9	1.8	1.7	2.0

Winter	1	2	3	4	5	6
T1	2.8	2.8	2.4	2.5	2.1	2.4
T2	2.7	2.5	2.3	2.5	2.3	2.5
T3	2.2	2.5	2.2	1.9	2.3	2.3
T4	2.9	2.6	2.7	2.6	2.0	2.4
T5	2.5	2.7	2.3	2.0	2.4	2.7
T6	2.4	2.6	2.7	2.4	2.1	2.6
Grade Averages	2.6	2.6	2.4	2.3	2.2	2.5

Spring	1	2	3	4	5	6
T1	2.8	2.5	2.7	2.6	2.6	3.0
T2	2.9	2.7	2.9	2.7	2.7	2.8
T3	2.7	2.4	2.4	2.2	2.2	2.6
T4	2.8	2.5	2.3	2.6	2.0	2.4
T5	2.7	2.3	2.3	2.2	2.1	2.7
T6	2.8	2.3	2.7	2.5	2.6	2.7
Grade Averages	2.8	2.5	2.5	2.5	2.4	2.7