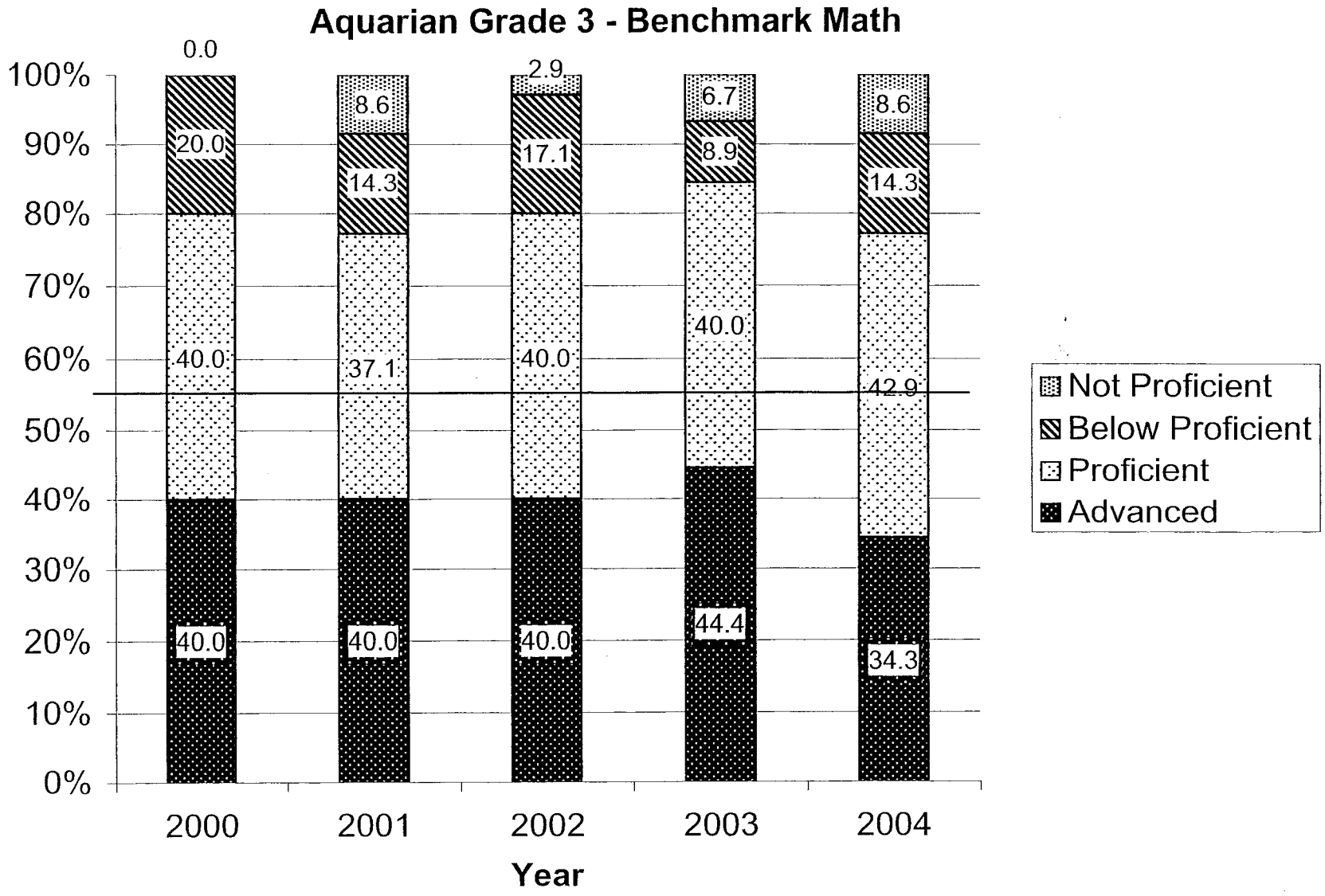
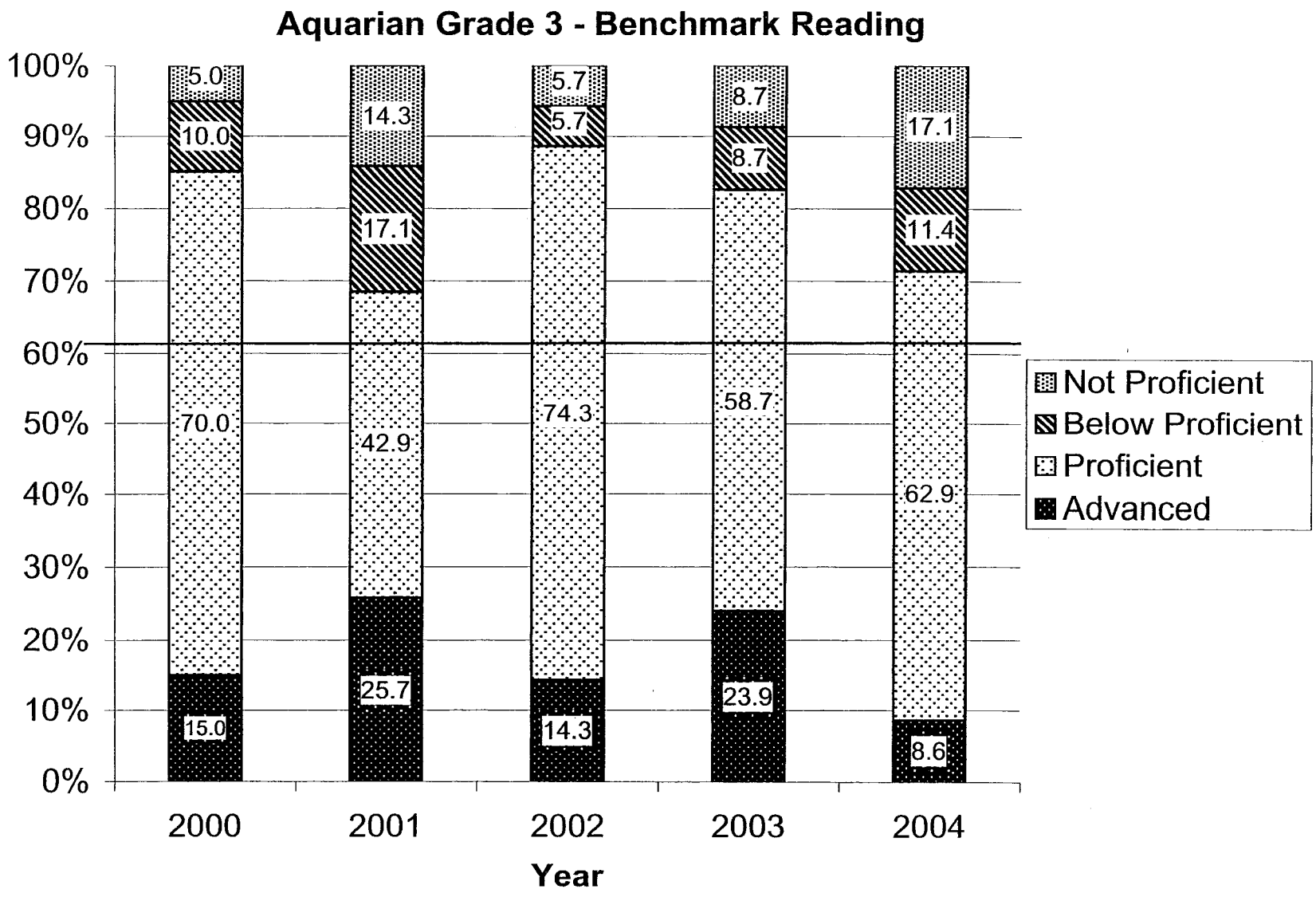
Assessment & Student Achievement Data


Aquarian Grade 3 - Benchmark Math
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0
20.0
40.0
40.0
8.6
14.3
37.1
40.0
2.9
17.1
40.0
40.0
6.7
8.9
40.0
44.4
8.6
14.3
42.9
34.3
2000
2001
2002
2003
2004
Year
Not Proficient
Below Proficient
Proficient
Advanced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90%
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20%
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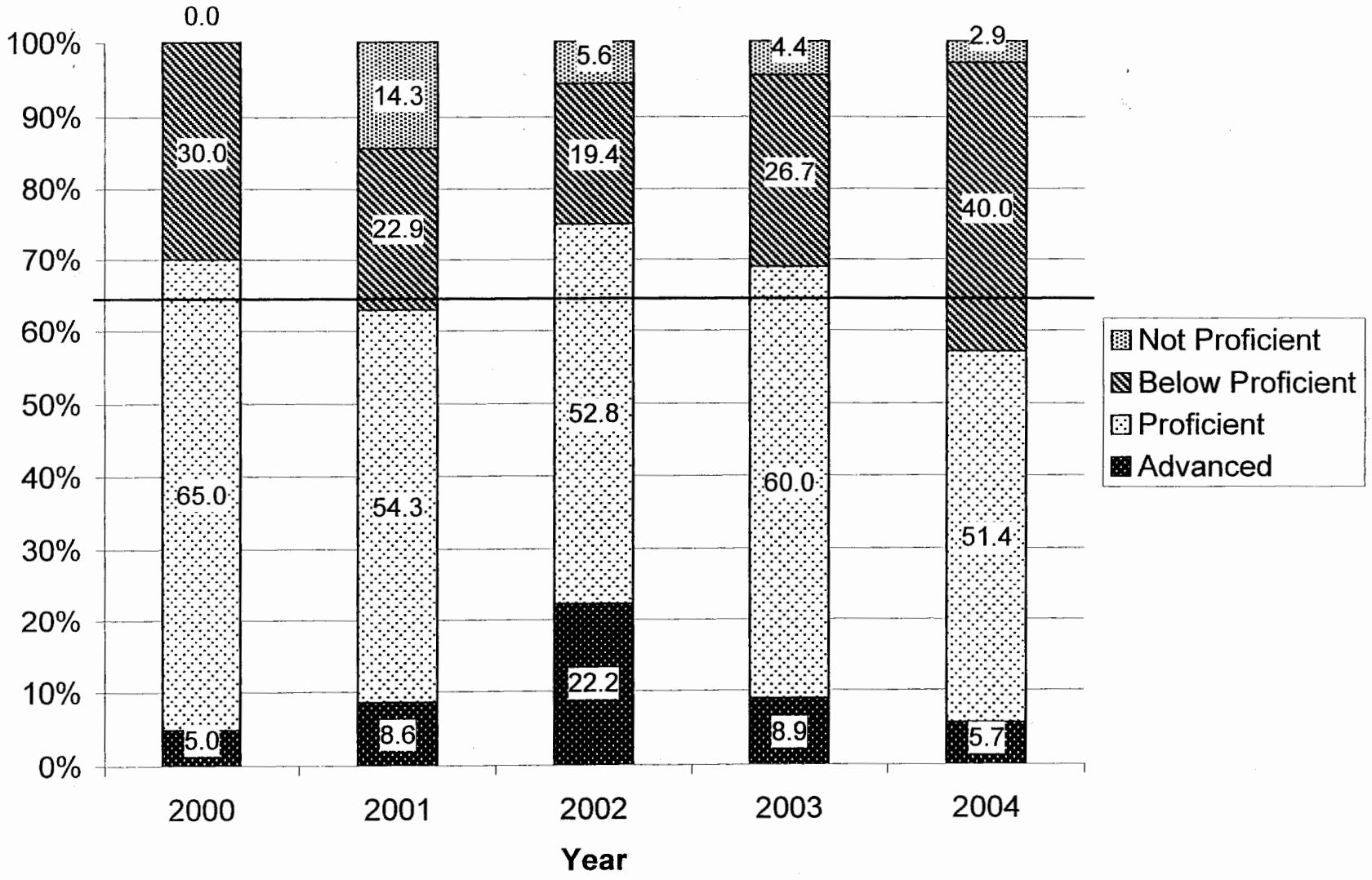
70.0
15.0
14.3
17.1
42.9
25.7
5.7
5.7
74.3
14.3
8.7
8.7
58.7
23.9
17.1
11.4
62.9
8.6
2000
2001
2002
2003
2004
Year
Not Proficient
Below Proficient
Proficient
Advanced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80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0
30.0
65.0
5.0
14.3
22.9
54.3
8.6
5.6
19.4
52.8
22.2
4.4
26.7
60.0
8.9
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2004
Year
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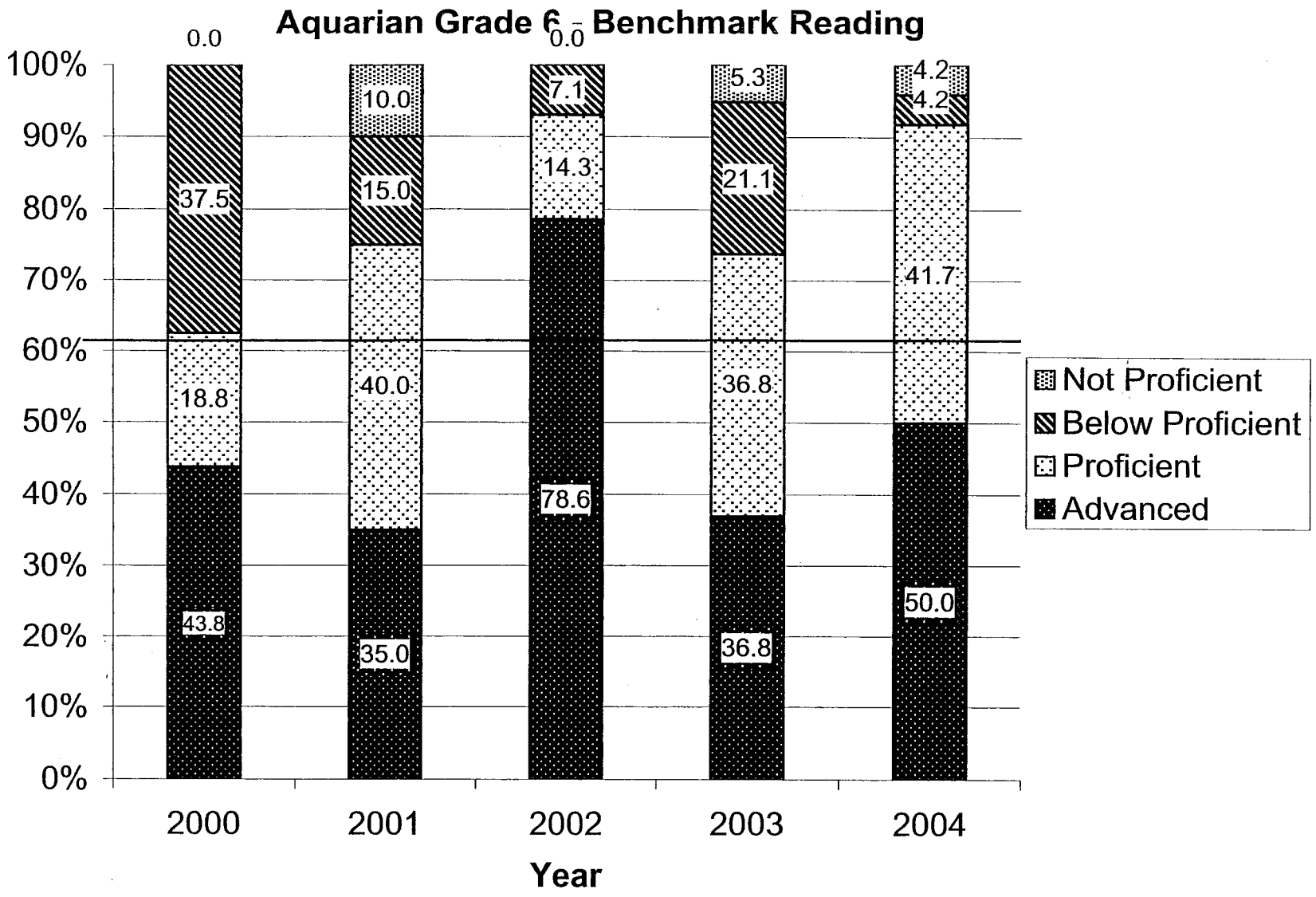
Below Proficient
Proficient
Advanced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90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0
37.5
18.8
43.8
10.0
15.0
40.0
35.0
0.0
7.1
14.3
78.6
5.3
21.1
36.8
36.8
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41.7
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2000
2001
2002
2003
2004
Year
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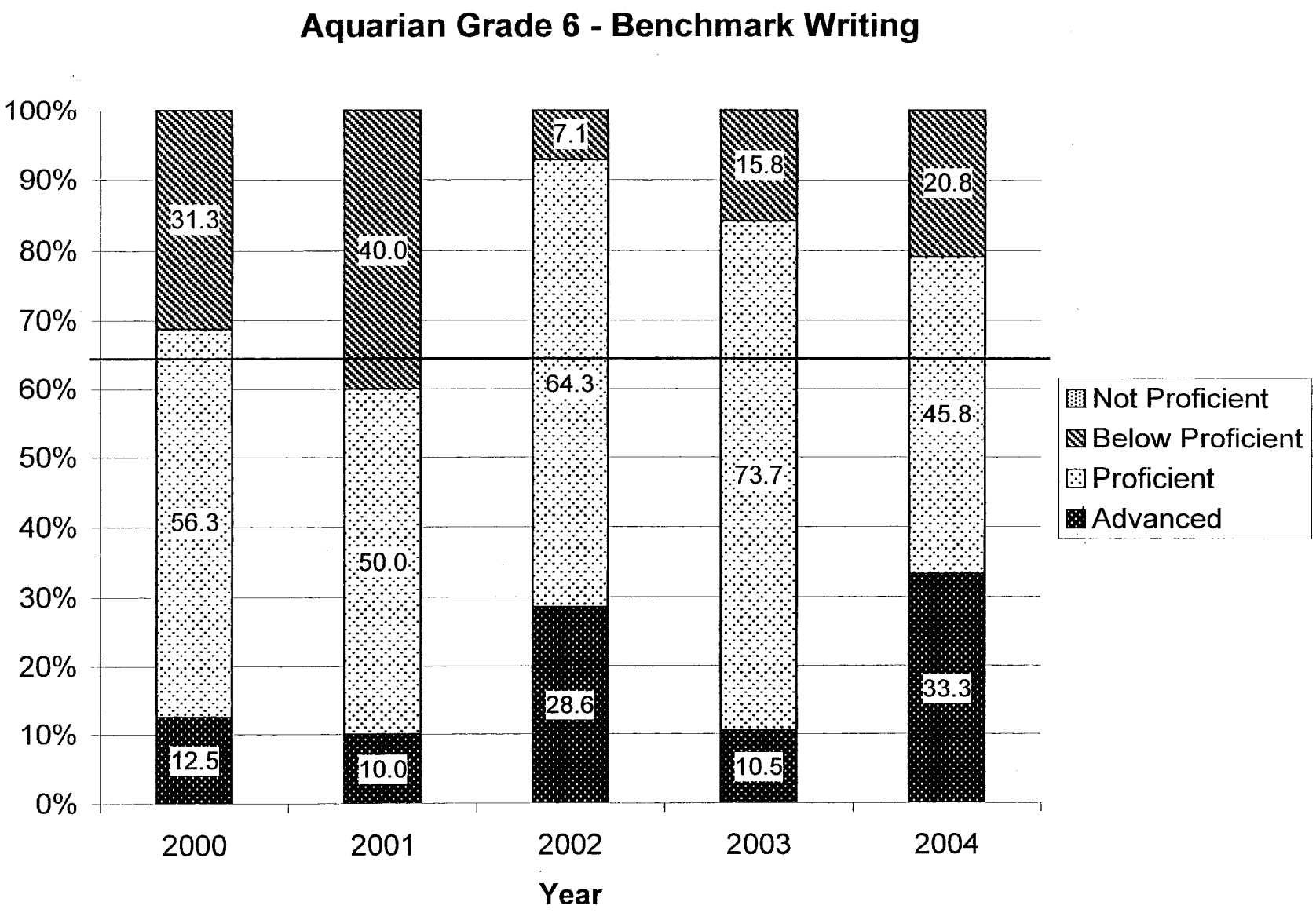
Below Proficient
Proficient
Advanced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100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
31.3
56.3
12.5
40.0
50.0
10.0
7.1
64.3
28.6
15.8
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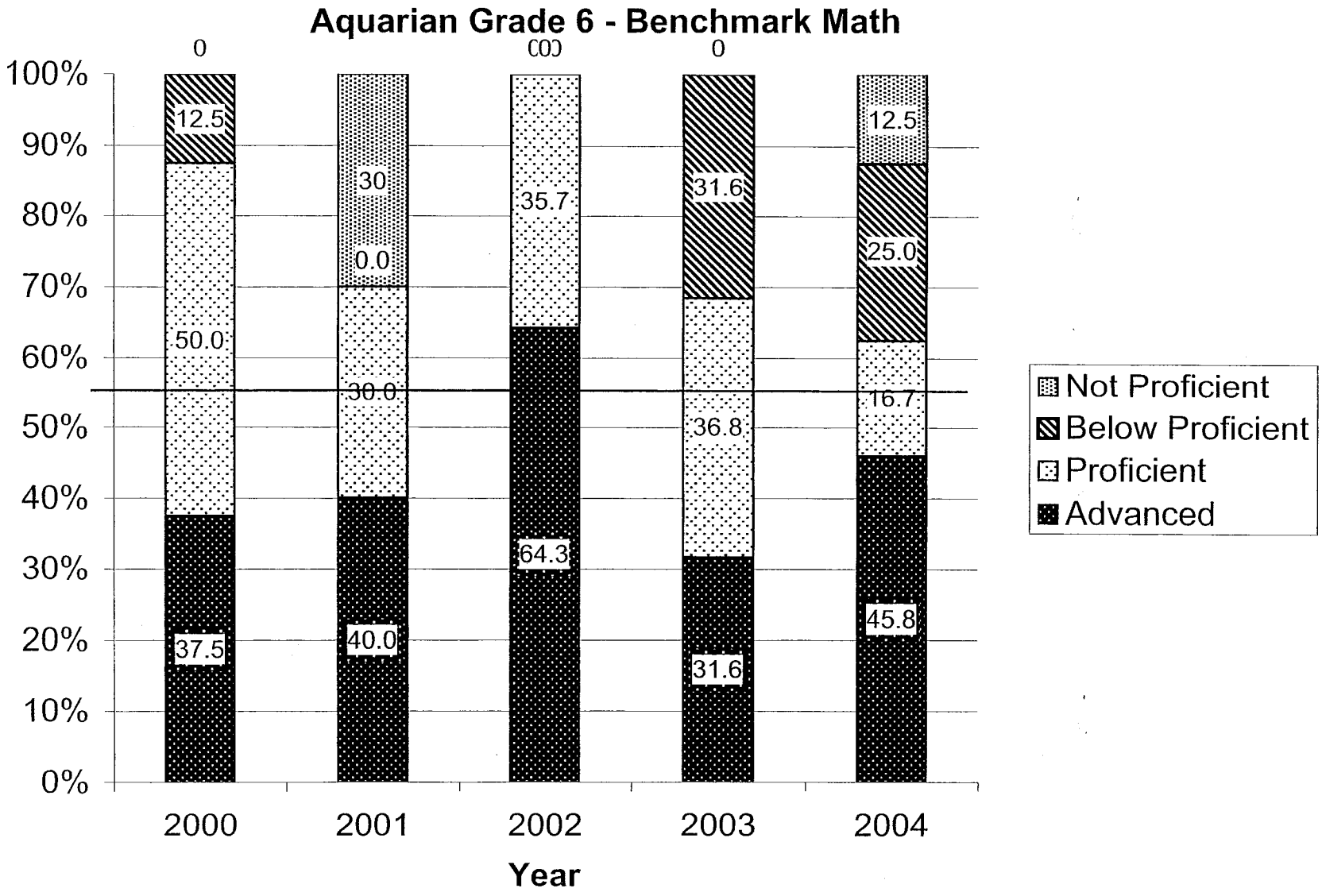
33.3
2000
2001
2002
2003
2004
Year
Not Proficient
Below Proficient
Proficient
Advanced


Aquarian Grade 6 - Benchmark Math
0
0
0
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12.5
50.0
37.5
30
0.0
30.0
40.0
35.7
64.3
31.6
36.8
31.6
12.5
25.0
16.7
45.8
2000
2001
2002
2003
2004
Year
Not Proficient
Below Proficient
Proficient
Advanced

TerraNova/CAT 6 Test Results

Enclosed are copies of test scores for your school for the February 2005 TerraNova/CAT 6 testing and a copy of the "Guide to Test Interpretation for Alaska Norm-Referenced Tests." It may be helpful for teachers and counselors who will be explaining information to parents. The document is also available on the state website at http://www.eed.state.ak.us/tls/assessment/terranova/guide_to_test_interpretation.pdf

Reports

1. **Home Report (HR)**-one copy
   The Home Report (HR) provides parents/guardians with normative information about their child's academic achievement in an easily understood format. The HR presents test information that can help parents/guardians become more involved in their child's learning. The HR describes performance in language and graphics that are easily understood (national percentile ranks), enabling teachers to use this information to improve communication with parents/guardians and students. The HR's second page presents detailed information about what was measured in the specific content area, and a statement about the student's achievement in each content area tested.

   What do you do with the Home Report? Place the HR report that you receive in the **student's cumulative folder**. The second copy of the Home Report is mailed home to the parents/guardians by Assessment and Evaluation. It has already been removed from your copies.

2. **Individual Profile Report (IPR)**-2 copies
   The Individual Profile Report (IPR) presents information about the student's performance and describes achievement in terms of performance on the objectives. The IPR provides a description of the content measured by each content area tested and a statement of how the student performed on that content.

   The "Performance on Objectives" shows the student's level of mastery of each objective measured by the test using the Objectives Performance Index (OPI). The OPI is an estimate of the number of items the student could be expected to answer correctly if he or she had completed 100 items measuring that objective. The OPI is like the API that was used on CTB's version of the Benchmark/HSGQE tests. The student's performance on the objectives is also classified into three Degree of Mastery categories—high, moderate, and low. Students classified as having a high degree of mastery demonstrate the skills that teachers expect of proficient students. Students classified as having a moderate degree of mastery demonstrate skills that approach, but do no reach, the desired level of proficiency. Students whose performance is below the moderate level are classified as having a low degree of mastery.

The report provides the student's OPI for each objective and the national OPI, or the average OPI of the norm group for the same objective. The difference between the student's OPI and the national OPI is listed. A positive number indicates that the student is above the national average, and a negative number indicates the student is below the national average.

What do you do with the Individual Profile Reports? A&E recommends that you distribute one copy of the Individual Profile Report to the student's current teacher and place the second copy in the school test score file notebook so that next year's teacher will have access to the report.

3. **Group List Reports by Class**

Class Group List (GLR) I and II—1 copy of each
The Group List Report I (GLR) provides a record of the test results for students in a class or another specified group. The GLR presents concise results that may be used to evaluate individual and group achievement compared with national achievement. Data may also be used to look at overall performance and identify areas of strength and need.

If you are wondering why the Class Group Lists are listed as grades 5.5 or 7.5, it is because the .5 is the norming table used to generate the report. CTB has a norming table for each month that the test is administered, except July and August. September is .0, October is .1, November is .2, December is .3, January is .4 and February is .5. Since we administered our tests in February, the norming table used is 5^{th} or 7^{th} grade, the 5^{th} month.

The Group List Report II (GLR) provides a record of individual achievement data for students in a class or other specified group.

What do you do with the Group List Reports by Class? A&E recommends that you provide the copies in this package to the classroom teachers.

4. **Group List Reports—School Summary and Summary by Class**

School Group List Report (GLR) I and II—2 copies
Summary by Class Group List Report (GLR) I and II—1 copy
The School Group List provides the same information as the Class Group Lists except they are reported at the building level and summarized by grade level tested.

What do you do with the School Summary GLR's and the additional copy of the Summary by Class GLR's? A&E recommends that you place this copy in your school test score file notebook

Explaining Test Results

It is important to emphasize that the test scores represent achievement in basic skills areas at one particular time and must be reviewed with the student's actual classroom work and other factors. It is important for parents and guardians to understand that the information produced by testing is only one of the many variables that contribute to improved learning. Parents and guardians should also understand that the test measures the basic content and skills that are most common to curricula throughout the country. **It is a norm-referenced test and is not tied specifically to the Anchorage School District's curriculum.** It cannot possibly measure, nor should it attempt to measure, the full curriculum of a particular classroom, school, or district.

Norm-Referenced Scores used on the Group List Reports

Scale Score—The basic score for the TerraNova/CAT 6 is the scale score (SS). Scale scores range in value from approximately 100-900. Scale scores have equal-interval property (the difference between 1% and 2% is exactly the same as between 50% and 51%) so you can make direct comparisons between classes, schools, or entire districts, for each content area.

Normal Cure Equivalent Score—The test content areas of the TerraNova/CAT 6 are "scaled" separately so the scale scores for one content area cannot be compared with the scale scores for another content area. If you look only at a student's scale scores, you will not gain any information about the student's performance in a particular academic area relative to other areas tested. To make comparisons using scale score units across content areas, the scale score is converted to a normal curve equivalent. NCE scores are also based on an equal-interval scale. This property allows you to make meaningful comparisons among the different achievement tests. The district uses the Mean (Average) Normal Curve Equivalent (MNCE) for reporting in the Profiles of Performance. This provides for meaningful comparisons of scores across content areas.

National Percentile—The national percentile (NP) is the basis for the home report because it summarizes the information in an easily understood format. The national percentile represents the percentage of students in the norm group whose scores fall below a given student's raw score. For example, a student who has a NP of 53 scored higher than approximately 53 percent of the students in the norm group. Percentile ranks are not equal-interval data. Differences between percentile ranks are larger near the ends of the range than they are in the middle. For example, the difference between 5% and 10% or between 90% and 95% is much greater than the difference between percentile ranks of 50% and 55%. Because the intervals between percentiles are unequal, they are converted into NCE scores for statistical reporting purposes.

Median National Percentile—The MDNP is the score that divides the distribution in half. The Median National Percentile for the nation is 50. If the Median National Percentile for your school is 63, that would mean that half of the National Percentile scores are above 63 and the other half are below 63.

Comparison

Normal Curve Equivalent Scale

National Percentile Scale

CAT COMPLETE BATTERY

Group List Report, Part I

School: AQUARIAN CHART

Grade: 5

Purpose
This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT
Number of students: 39
Number of students using accommodations: 0

Form/Level: D-15
Test Date: 02/11/05 Scoring: PATTERN (IRT)
QM: 21 Norms Date: 2000
District: ANCHORAGE 05-9010
State: ALASKA

City/State: ANCHORAGE,AK

CTBID: 05083M006374006-03-00024-002084

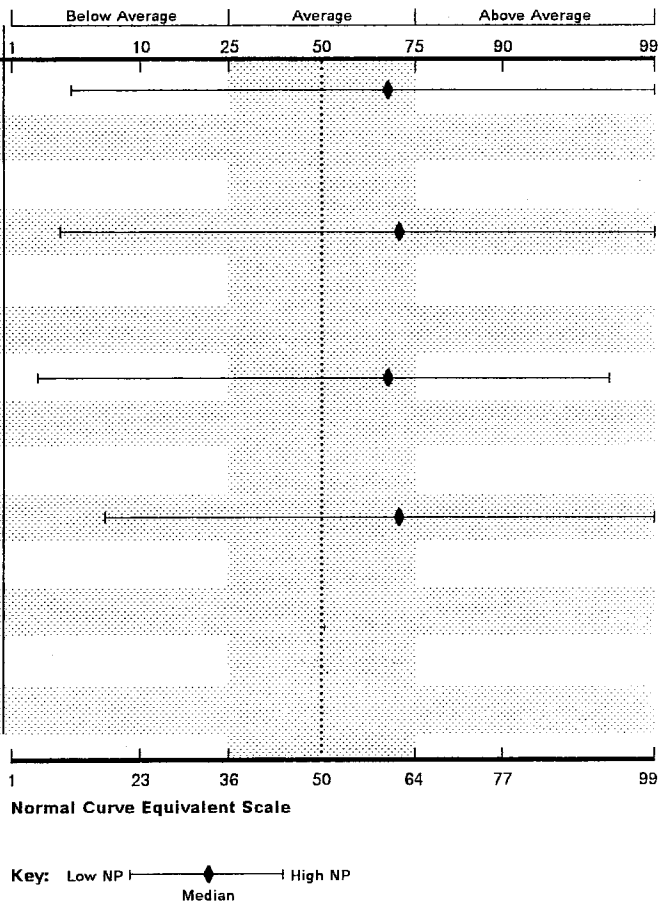
Norm-Referenced Scores

	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/ High NP
Reading	39	0	59.7	670.2	68	69.0	4-99
Language	39	0	59.7	670.9	68	71.0	3-99
Mathematics	39	0	59.8	659.5	68	70.3	2-98
Total Score**	39	0	61.2	666.9	70	72.0	6-99

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
NCENP: NP of the MNCE
MDNP: Median National Percentile
Accom: Accommodations

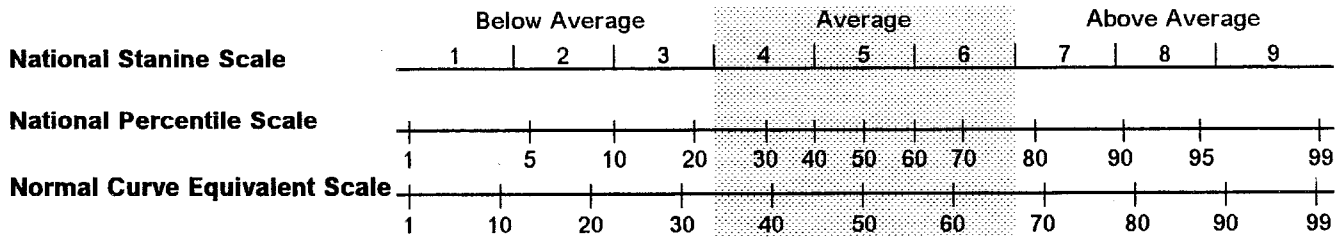
National Percentile Scale



Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's four MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 69.0, which is in the average range. The lowest Reading score in the group is 4 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.



Key Terms

A Scale Score (SS) is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

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TerraNova The Second Edition

CAT COMPLETE BATTERY

Group List Report, Part I

Class: ANDERSON

Grade: 5.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 21
Number of students using accommodations: 0

Form/Level: D-15
Test Date: 02/11/05 Scoring: PATTERN (IRT)
QM: 21 Norms Date: 2000
School: AQUARIAN CHART 05-9010
District: ANCHORAGE
State: ALASKA

City/State: ANCHORAGE,AK

CTBID: 05083M006374006-04-00368-002100

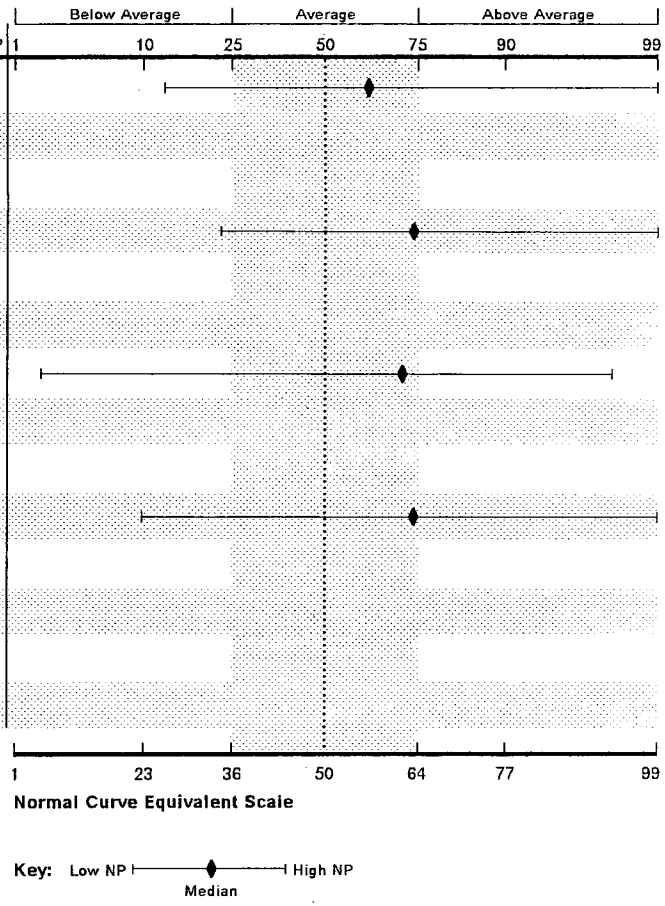
Norm-Referenced Scores

	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/High NP
Reading	21	0	63.2	677.7	73	63.0	13-99
Language	21	0	62.9	679.7	73	74.3	22-99
Mathematics	21	0	59.0	657.7	67	71.0	2-98
Total Score**	21	0	63.7	671.7	74	75.0	9-99

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
NCENP: NP of the MNCE
MDNP: Median National Percentile
Accom: Accommodations

National Percentile Scale



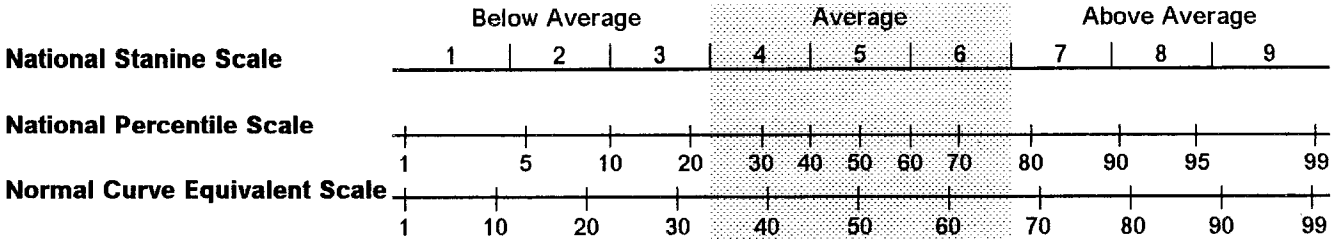
Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's four MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 63.0, which is in the average range. The lowest Reading score in the group is 13 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

CTB McGraw-Hill
www.ctb.com



Key Terms

A Scale Score (SS) is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

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CAT COMPLETE BATTERY

Group List Report, Part I

Class: WENTZEL WALLE

Grade: 5.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 18
Number of students using accommodations: 0

Form/Level: D-15
Test Date: 02/11/05 Scoring: PATTERN (IRT)
QM: 21 Norms Date: 2000
School: AQUARIAN CHART 05-9010
District: ANCHORAGE
State: ALASKA

City/State: ANCHORAGE,AK

CTBID: 05083M006374006-04-00369-002107

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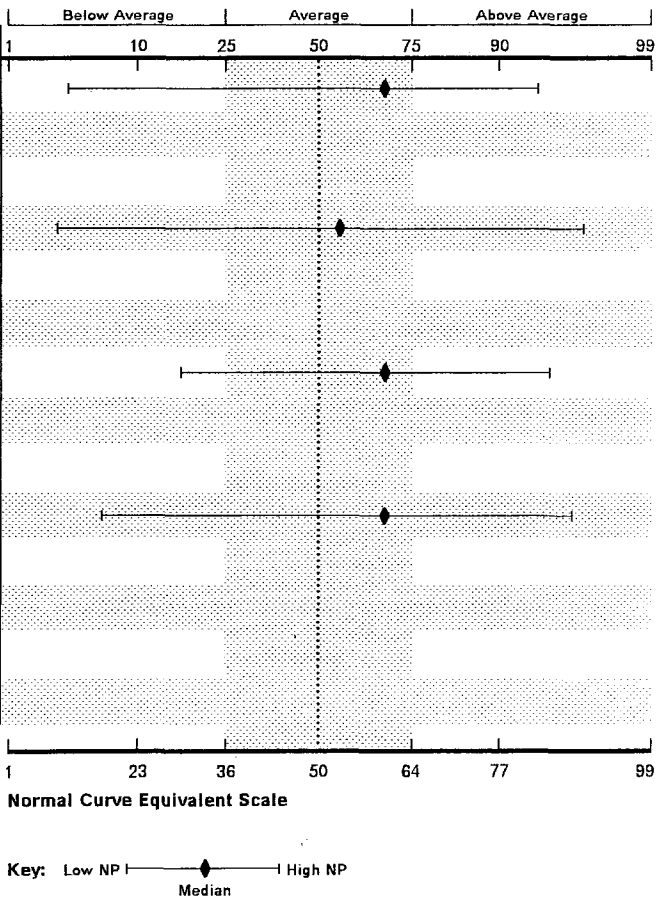
Norm-Referenced Scores

	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/High NP
Reading	18	0	55.6	661.4	60	69.5	4-94
Language	18	0	56.0	660.7	61	58.0	3-97
Mathematics	18	0	60.8	661.6	70	70.0	16-95
Total Score**	18	0	58.2	661.3	65	67.5	6-96

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
NCENP: NP of the MNCE
MDNP: Median National Percentile
Accom: Accommodations

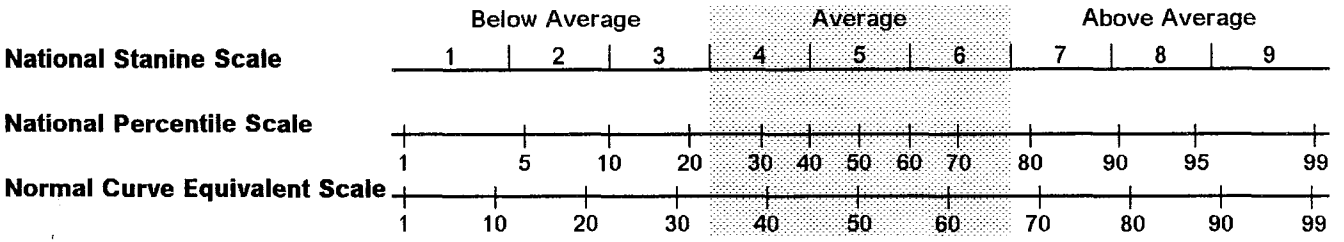
National Percentile Scale



Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's four MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 69.5, which is in the average range. The lowest Reading score in the group is 4 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.



Key Terms

A Scale Score (SS) is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

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NCES
National Center for Education Statistics

The Nation's Report Card
NAEP

CERTIFICATE OF APPRECIATION

The appreciation of the management and staff
of the National Assessment of Educational Progress,

"The Nation's Report Card,"

is hereby extended to:

Aquarian Charter School

In recognition of the professional support so
instrumental in the successful accomplishment of the

National Assessment of Educational Progress

Peggy G. Carr, Associate Commissioner,
National Center for Education Statistics
U.S. Department of Education

Institute of Education Sciences
U.S. Department of Education

FY2004 Quality Schools Grant Application

Improving Student Performance and Standards Implementation

Due September 12, 2003

School District Name: Anchorage School District **Date:** September 9, 2003

Contact Name: Jan Christensen, Asst. Supt., Instruction **Phone:** 907 742-4321

Planned Expenditures

Funding Category	Brief Explanation	Grant Budget Total
Student Interventions Aquarian Charter School	**Review of standardized testing in Grades 3-6. Teachers will be trained to evaluate student scores in areas of reading and writing for the purpose of curricular planning. Cross grade levels plan and implement, together to assist students at cross grade levels in area of academic need. Teaching assistants will be used in tutoring during and after school.**	**$4,608**

Please send to:
Patricia Wherry, Administrative Clerk II
Department of Education & Early Development
801 W. 10th Street, Suite 200
Juneau, Alaska 99801-1894

0501008

FY2004 Quality Schools Grant Application

Improving Student Performance and Standards Implementation

For each intervention strategy, please provide complete information regarding how you will use these funds in the following areas:

1. **Describe the intervention strategy that will be used to help students having difficulty meeting standards.**

Teachers and teaching assistants will meet to interpret and discuss standardized test scores in the areas of reading and writing (literacy). A plan will be designed to tutor the identified struggling students in class and during after school tutoring sessions. Training and support materials will be provided to participating.

2. **Identify data that will be used to determine the need for this strategy.**

Examination of standardized test scores and DRA in grades 3-6. Holistic writing rubrics and DRA scores for students grades K-2. Teachers will graph data and determine need during training.

3. **Describe standards not being met by those students not passing the Benchmarks or High School Graduation Qualifying Exam. Explain how this intervention strategy will focus on those standards.**

A basic understanding of reading with an emphasis in the area of evaluate and extend meaning will be the focus for reading standards. Beginning writing strategies, editing skills, and writing conventions will be the focus for writing standards.
These are selected due to the number of students below proficient in specific areas listed above.

4. **Describe how you will determine student success resulting from your implementation of this intervention strategy. You are not limited to describing improved state assessments. Please note that a wide audience including non-educators may review the measures.**

Standardized assessments (Benchmark, CAT) will be paired with writing samples using a holistic scoring rubric. Reading will be determined by the DRA assessment and listening to the students read and retell. In grades K and 1 letter identification and sight word recognition will be included.

Please maintain program data including student achievement data for inclusion in your annual performance report.

2003 - 2004 Quality Schools/Learning Opportunity Grant								
Intervention Strategy	No of Students Targeted	Early Assessment			Final Assessment			Statistical evidence of measurable impact on student achievement
		Date	Type	Result	Date	Type	Result	
Fall/Spring assessment	All School	9/4/03	Writing prompt Fall & Spring	Six Traits Rubric	4/2/04	Writing Prompt Fall & Spring	Six Traits Rubric	All students were evaluated by the Six Traits / Six-Point Scoring criteria. All Special education and gifted students were evaluated within their regular classroom
K	42			42/42 Experimental			30/42 Emerging	+ Increase proficiency # = 30 students
1	48			10/48 Experimental 38/48 Emerging			4/47 Experimental 30/47 Emerging 13/47 Developing	+ Increase proficiency # = 27 students * One student absent post assessment
2	34			11/34 Emerging 23/34 Developing			2/44 Emerging 15/44 Developing	+ Increase in Proficiency # = 17 students
3	30			5/30 Emerging 25/30 Developing			1/30 Emerging 14/30 Developing 10/30 Effective	+ Increase in Proficiency # = 24 students

4	46			1/46 Developing 29/46 Effective 16/46 Strong		0/46 Developing 25/46 Effective 21/46 Strong	+ Increase in Proficiency # = 10 students
5	43			3/43 Developing 10/43 Effective 27/43 Strong 3/43 Exceptional		1/43 Developing 3/43 Effective 22/43 Strong 17/43 Exceptional	+ Increase in Proficiency # = 24 students
6	24			1/24 Developing 10/24 Effective 4/24 Strong 9/24 Exceptional		1/24 Developing 6/24 Effective 7/24 Strong 10/24 Exceptional	• Maximum Level in proficiency is Exceptional- Little or No growth expected At Levels "Strong" and "Exceptional"

Quality Schools Grant End of Year Report
2003-2004

School District: Anchorage School District___ **Date Due: October 1, 2004**

Contact Person: Susan Forbes, Principal **Phone: 907 742-4900**

Email address: *forbes_susan@asdk12.org*

Signature: _____

1) Did you spend the budget on activities as proposed in your application?

Yes___x___
No_____

2) If you answered "No" to question 1, please explain changes to your budget below:

Expenditure Summary

Proposed Budget Amount	Activity	Actual Expenditure
3,000	Teacher training in Six Traits Writing Assessment for grades K-6 Planning time provided for teacher teaming Organization of book room materials	3,000
Proposed Budget Amount	**Activity**	**Actual Expenditure**
3,024	Materials and professional books for teacher/classroom use to support Six Traits Writing curriculum	3,024
Proposed Budget Amount	**Activity**	**Actual Expenditure**
Proposed Budget Amount	**Activity**	**Actual Expenditure**
Total Budget		
6,024		