

## STUDENT PERFORMANCE DATA

<b>Math Knowledge and Skills Grade 03, 05</b>		Weight	2002-2003		2003-2004		2004-2005		2005-2006	
			Students	Weighted	Students	Weighted	Students	Weighted	Students	Weighted
Exceeds	133	20	2,660	39	5,187	42	5,586	40	5,320	
Meets	100	53	5,300	52	5,200	49	4,900	79	7,900	
Nearly Meets	67	17	1,139	16	1,072	4	268	8	536	
Low	33	8	264	1	33	9	297	4	132	
Very Low	0	0	0	0	0	1	0	3	0	
<b>Totals</b>		98	9,363	108	11,492	105	11,051	134	13,888	
<b>Index**</b>		95.5		106.4		105.2		103.6		

<b>Reading Knowledge and Skills Grade 03, 05</b>		Weight	2002-2003		2003-2004		2004-2005		2005-2006	
			Students	Weighted	Students	Weighted	Students	Weighted	Students	Weighted
Exceeds	133	41	5,453	58	7,714	54	7,182	58	7,714	
Meets	100	38	3,800	42	4,200	33	3,300	66	6,600	
Nearly Meets	67	4	268	4	268	3	201	8	536	
Low	33	3	99	5	165	7	231	0	0	
Very Low	0	1	0	6	0	5	0	2	0	
<b>Totals</b>		87	9,620	115	12,347	102	10,914	134	14,850	
<b>Index**</b>		110.6		107.4		107.0		110.8		

<b>Writing Grade 04</b>		Weight	2002-2003		2003-2004		2004-2005		2005-2006	
			Students	Weighted	Students	Weighted	Students	Weighted	Students	Weighted
Exceeds	133	0	0	0	0	2	266	3	399	
Meets	100	0	0	24	2,400	20	2,000	24	2,400	
Nearly Meets	67	0	0	20	1,340	19	1,273	24	1,608	
Low	33	0	0	17	561	21	693	22	726	
Very Low	0	0	0	0	0	1	0	2	0	
<b>Totals</b>				61	4,301	63	4,232	75	5,133	
<b>Index**</b>				70.5		67.2		68.4		

*Only grade 10 results for 2004-05 and 2005-06 are included in the rating formula. Statewide Writing assessments were first offered in grades 4 and 7 in 2004-05.*

<b>Science Grade 05</b>		Weight	2002-2003		2003-2004		2004-2005		2005-2006	
			Students	Weighted	Students	Weighted	Students	Weighted	Students	Weighted
Exceeds	133			20	2,660	14	1,862	22	2,926	
Meets	100			34	3,400	28	2,800	41	4,100	
Nearly Meets	67			9	603	12	804	7	469	
Low	33			0	0	0	0	1	33	
Very Low	0			0	0	0	0	0	0	
<b>Totals</b>				63	6,663	54	5,466	71	7,528	
<b>Index**</b>				105.8		101.2		106.0		

*Data are not included in the ratings and are displayed for information only.*

\*\* Index = Total Weighted / Total Students

## STUDENT PERFORMANCE FORMULAE

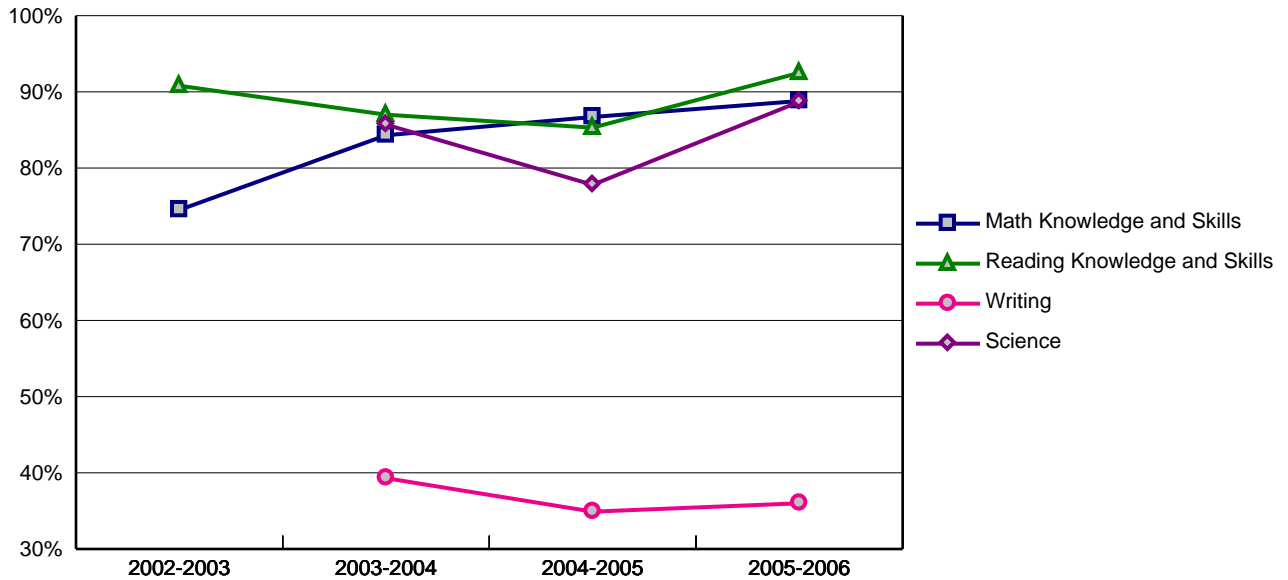
**Student Performance** =  $[(.50 * \text{Math Index}) + (.50 * \text{Read Index})]$

**Student Performance 2004-2005** =  $[(.50 * 105.2) + (.50 * 107.0)] = 106.1$

**Student Performance 2005-2006** =  $[(.50 * 103.6) + (.50 * 110.8)] = 107.2$

<b>Student Performance Rating: Strong</b>					
Student Performance = (Student Performance 04-05 + Student Performance 05-06) / 2					
(106.1 + 107.2) / 2 = 106.7					
Rating Score = 3					
Rating Score	0	1	2	3	4
Rating	Unacceptable	Low	Satisfactory	Strong	Exceptional
Index Score	Less than 60.0	60.0 - 69.9	70.0 - 99.9	100.0 - 114.9	115.0 or Higher

### Student Performance Trends



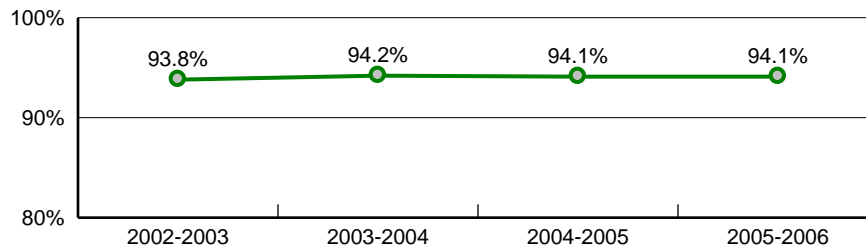
*Note: In this graph, "Conditionally Met" for Writing is NOT included in %Meets/Exceeds.*

## STUDENT BEHAVIOR FORMULAE

**Two-Year Average Attendance Index 2004-05, 2005-06** =  $[(\text{Attendance Rate 2005} + \text{Attendance Rate 2006}) / 2]$   
 =  $[(94.1 + 94.1) / 2] = 94.1$

<b>Student Behavior Rating: Strong</b>					
Student Behavior = Two-Year Avg. Attendance Index 94.1					
Rating Score = 3					
<b>Rating Score</b>	0	1	2	3	4
<b>Rating</b>	Unacceptable	Low	Satisfactory	Strong	Exceptional
<b>Index Score</b>	Less than 89.0	89.0 - 91.9	92.0 - 93.9	94.0 - 95.9	96.0 or Higher

### Attendance Trends



\* Please note that all numbers are rounded to the nearest tenth after every multiplication or division.

## IMPROVEMENT FORMULAE

**Math Improvement** =  $[(\text{Math } 2006 + \text{Math } 2005) / 2] - [(\text{Math } 2004 + \text{Math } 2003) / 2]$   
 =  $[(103.6 + 105.2) / 2] - [(106.4 + 95.5) / 2] = 3.4$

**Reading Improvement** =  $[(\text{Read } 2006 + \text{Read } 2005) / 2] - [(\text{Read } 2004 + \text{Read } 2003) / 2]$   
 =  $[(110.8 + 107.0) / 2] - [(107.4 + 110.6) / 2] = -0.1$

**Test Improvement** =  $[(\text{Math Improvement (2003-2006)} + \text{Reading Improvement (2003-2006)}) / 2]$   
 =  $[(3.4 + -0.1) / 2] = 1.7$

**Attendance Improvement** =  $[(\text{Attend. Rate } 2006 + \text{Attend. Rate } 2005) / 2] - [(\text{Attend. Rate } 2004 + \text{Attend. Rate } 2003) / 2]$   
 =  $[(94.1 + 94.1) / 2] - [(94.2 + 93.8) / 2] = 0.1$

### Improvement Rating: Stayed About The Same

Improvement =  $[(\text{Test Improvement} * .8) + (\text{Attendance Improvement} * .2)]$   
 $[(1.7 * .8) + (0.1 * .2)] = 1.4$

Rating Score = 0

<b>Rating Score</b>	-0.25	0	1
<b>Rating</b>	Declined	Stayed About The Same	Improved
<b>Index Score</b>	Less than -4.9	-4.9 - 4.9	5.0 or Higher

\* Please note that all numbers are rounded to the nearest tenth after every multiplication or division.

## SCHOOL CHARACTERISTICS FORMULAE

**Participation in Statewide Assessments** = Number of Participants + Number of Non-Participants  
 = 520 + 7 = 527

<b>School Characteristics Rating: Exceptional</b>		
School Characteristics = Participants / (Participants + Non-Participants) 520 / 527 = 98.7		
Unacceptable	Low	Exceptional
Less than 89.5	89.5 - 94.4	94.5 or Higher

### Participation Detail

Grade	RL		MA		WR		SC	
	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic
<b>3</b>	70	2	70	2				
<b>4</b>	80	1	79	2	79	0		
<b>5</b>	71	0	71	0			71	0
<b>6</b>	0	0	0	0				
<b>7</b>	0	0	0	0	0	0		
<b>8</b>	0	0	0	0			0	0
<b>10</b>	0	0	0	0	0	0	0	0

Science participation is for display only and is not included in the School Characteristics rating.

\* Please note that all numbers are rounded to the nearest tenth after every multiplication or division.

## OVERALL PERFORMANCE

### Overall Performance Rating: **Strong**

$$\text{Overall Performance} = (\text{Student Performance} * .8) + (\text{Student Behavior} * .2) + \text{Improvement}$$
$$(3 * .8) + (3 * .2) + 0 = 3.0$$

Unacceptable	Low	Satisfactory	Strong	Exceptional
Less Than 1.0	1.0 - 1.4	1.5 - 2.9	3.0 - 3.9	4.0 or Higher

## NOTES

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### Student Performance

There are no notes.

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### Student Behavior

There are no notes.

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### Improvement

There are no notes.

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### School Characteristics

There are no notes.

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### Overall Performance

This rating should be interpreted with caution. This school has had a significant change in population due to a boundary or organizational change.

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