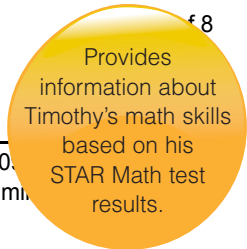


Student Diagnostic Report Enterprise Test

Printed Thursday, September 8, 2011 3:17:28 PM



School: Oakwood Elementary School

Test Date: 09/08/11
Test Time: 12 min

Bell, Timothy

ID: TBELL
Grade: 4

Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class



STAR Math^a Scores

SS: 563 (Scaled Score)	■ On Watch	Timothy's Scaled Score is in the On Watch range for students in this grade.
PR: 29 (Percentile Rank)		Timothy scored greater than 29% of students nationally in the same grade.
GE: 3.3 (Grade Equivalent)		Timothy's test performance is comparable to that of an average third grader in the third month of the school year.
FGL: (Functional Grade Level)		FGL represents the student's level of mastery of grade-level Common Core State Standards. See Functional Grade Level (FGL) Score for STAR Math™ for more information about using Scaled Score as an indicator of mastery.

Common Core State Standards Domain Scores

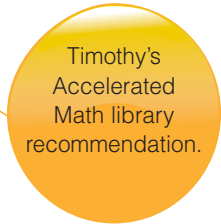
Operations and Algebraic Thinking: 45 Number and Operations in Base Ten: 35 Geometry: 34 Measurement and Data: 30		Domain scores, ranging from 0-100, estimate Timothy's percent of mastery on skills in each domain at a fourth grade level.
--	--	--

Algebra Readiness

Timothy is not yet meeting grade level expectations for algebra readiness.

Math Recommendation

Accelerated Math™ Library: Grade 3	If you are using the Accelerated Math management software system with Timothy, assign the Grade 3 library. This library should provide a good match for his abilities.
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^aGE, NCE, and PR scores are based on 2002 norms because this test was taken before the 2012 re-norming.

Bell, Timothy

ID: TBELL
Grade: 4

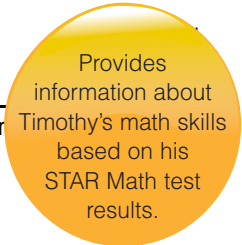
Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

Skill Details

Skill Area scores, ranging from 0-100, estimate Timothy's percent of mastery of skills in each skill area. Use Common Core State Standards learning progressions to find teacher activities and problems for skills in each skill area.

Operations and Algebraic Thinking	Domain Score: 45
Score	
34 Whole Numbers: Addition and Subtraction	
<ul style="list-style-type: none"> Add up to 4-digit whole numbers in expanded form Add a 5-digit or greater whole number and a 3-digit or greater whole number Add three multi-digit whole numbers Subtract a smaller number from a 3- or 4-digit whole number in expanded form Subtract a 3-digit or greater whole number from a 5-digit or greater whole number WP: Add a 5-digit or greater whole number and a 3-digit or greater whole number WP: Add three multi-digit whole numbers WP: Subtract a 3-digit or greater whole number from a 5-digit or greater whole number WP: Estimate the sum or difference of two whole numbers, all values less than 1,000,000 WP: Solve a 2-step problem involving addition and/or subtraction of multi-digit whole numbers 	
31 Whole Numbers: Multiplication and Division	
<ul style="list-style-type: none"> ● Multiply a 1- or 2-digit whole number by a multiple of 10, 100, or 1,000 <ul style="list-style-type: none"> Apply the distributive property to the multiplication of a 2-digit number by a 1- or 2-digit number ● Apply the distributive property to multiply a multi-digit number by a 1-digit number ● Multiply a 3- or 4-digit whole number by a 1-digit whole number ● Multiply a 2-digit whole number by a 2-digit whole number <ul style="list-style-type: none"> Multiply a 3-digit whole number by a 2-digit whole number Multiply three 1- and 2-digit whole numbers ● WP: Multiply a multi-digit whole number by a 1-digit whole number ● WP: Multiply a 2-digit whole number by a 2-digit whole number <ul style="list-style-type: none"> WP: Multiply a 3-digit whole number by a 2-digit whole number Estimate a product of whole numbers by rounding ● Estimate a product of whole numbers using any method ● WP: Estimate a product of two whole numbers using any method <ul style="list-style-type: none"> Divide a multi-digit whole number by 10 or 100 with no remainder Divide a 2-digit whole number by a 1-digit whole number with no remainder in the quotient Divide a 3-digit whole number by a 1-digit whole number with no remainder in the quotient Divide a 2-digit whole number by a 1-digit whole number with a remainder in the quotient ● Divide a 3-digit whole number by a 1-digit whole number with a remainder in the quotient <ul style="list-style-type: none"> WP: Divide a 2-digit whole number by a 1-digit whole number with no remainder in the quotient ● WP: Divide a 3-digit whole number by a 1-digit whole number with no remainder in the quotient <ul style="list-style-type: none"> WP: Divide a 2-digit whole number by a 1-digit whole number with a remainder in the quotient ● WP: Divide a 3-digit whole number by a 1-digit whole number with a remainder in the quotient <ul style="list-style-type: none"> WP: Solve a 2-step whole number problem using more than 1 operation 	
→ 45 Algebraic Thinking	

→ Next Steps: These are skill areas the student is ready to learn and practice, based on their Scaled Score. Skill areas with a score below 40 may not have been presented to the student yet or may be too difficult at this time.
● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.



School: Oakwood Elementary School

Test Date: September

Bell, Timothy

ID: BELLTIM
Grade: 4

Class: Mrs. Fox's Class
Teacher: Mrs. S. Fox

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Math test.

Score Summary

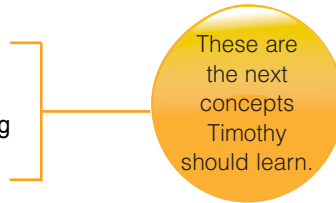
SS	GE	PR	PR Range	PR and PR Range			NCE	Recommended Accelerated Math™ Library
				Below Average 1	Average 50	Above Average 99		
563	3.3	29	23-33	◆			38.3	Grade 3

This student's Grade Equivalent (GE) score is 3.3. His test performance is therefore comparable to that of an average third grader after the third month of the school year. Timothy achieved a national Percentile Rank (PR) of 29. This score is in the average range and means that Timothy scored higher than 29% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of his scores would likely have fallen between 23 and 33. It reflects the amount of statistical variability in a student's PR score.

These scores suggest that Timothy understands three-digit numbers. He should begin working with four-digit numbers (thousands). Next, Timothy should learn hundred thousands and millions. Emphasizing the place-value of digits is important at this stage. He should continue to practice adding and subtracting three-digit numbers with regrouping. Next, Timothy can begin working with four-digit numbers with regrouping. He should also be working toward mastery of multiplication and division basic facts.

At this stage, Timothy needs to:

- Begin working with four-digit numbers
- Begin to learn hundred thousands and millions
- Practice adding and subtracting three-digit numbers with regrouping
- Begin to learn adding and subtracting four-digit numbers with regrouping
- Continue to learn to estimate by rounding
- Learn to use a calculator as a tool to aid learning



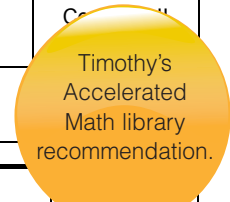
The bar charts below reflect Timothy's level of proficiency within the Numeration and Computation objectives in STAR Math. The solid black line is pointing to the math skills Timothy is currently developing.

Numeration Objectives

Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II
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Computational Objectives

Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers
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If you are using the Accelerated Math management software system with Timothy, assign the Grade 3 library. This library should provide a good match for his abilities.

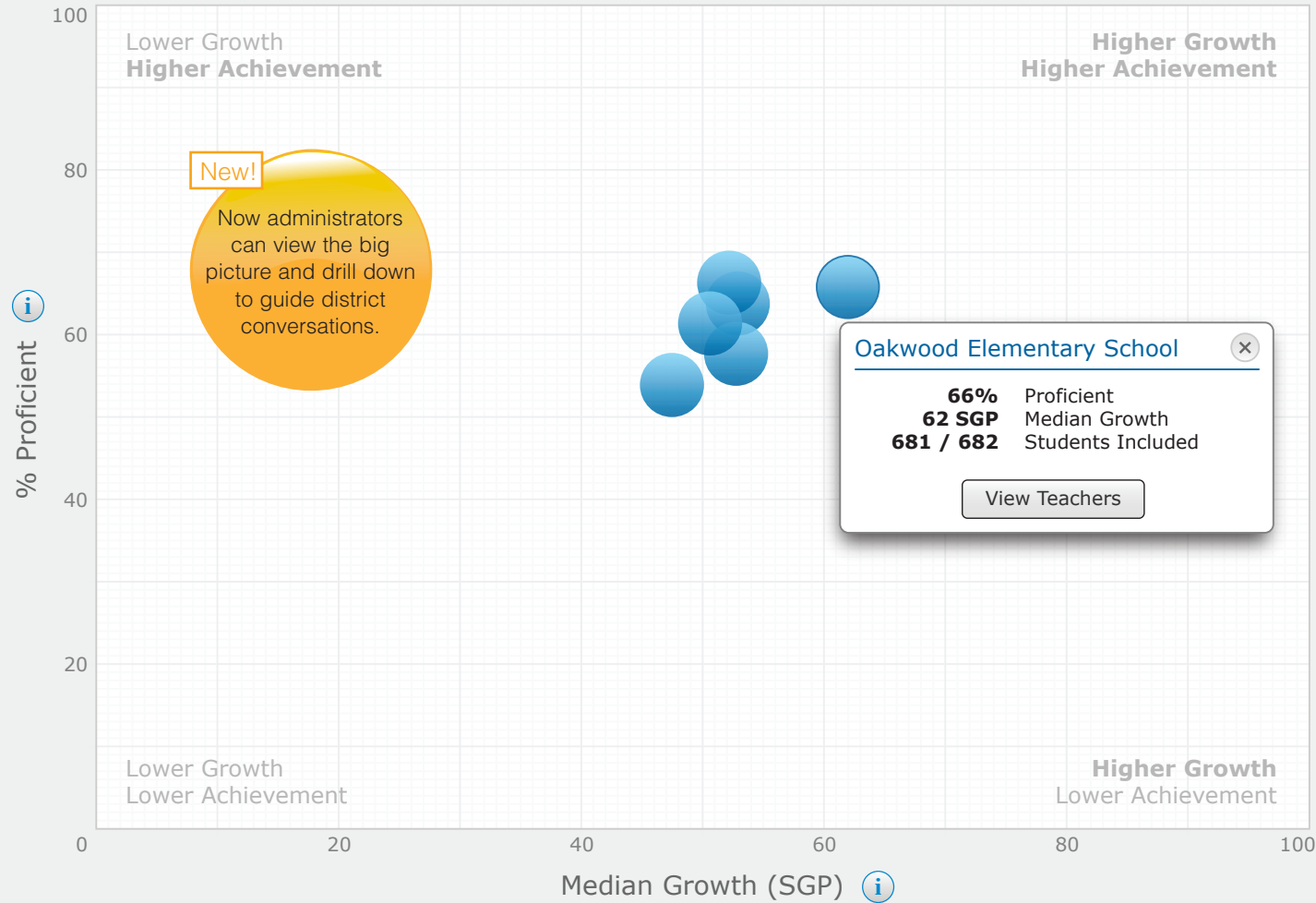
These recommendations rely on analysis of the student's performance on one STAR Math test. Please combine this information with your own knowledge of the student, and use your professional judgment when designing an instructional program.



Live Chat Support Available

Growth Proficiency Chart

District Schools



Proficiency
Tennessee TCAP

Grade-specific values [View](#)

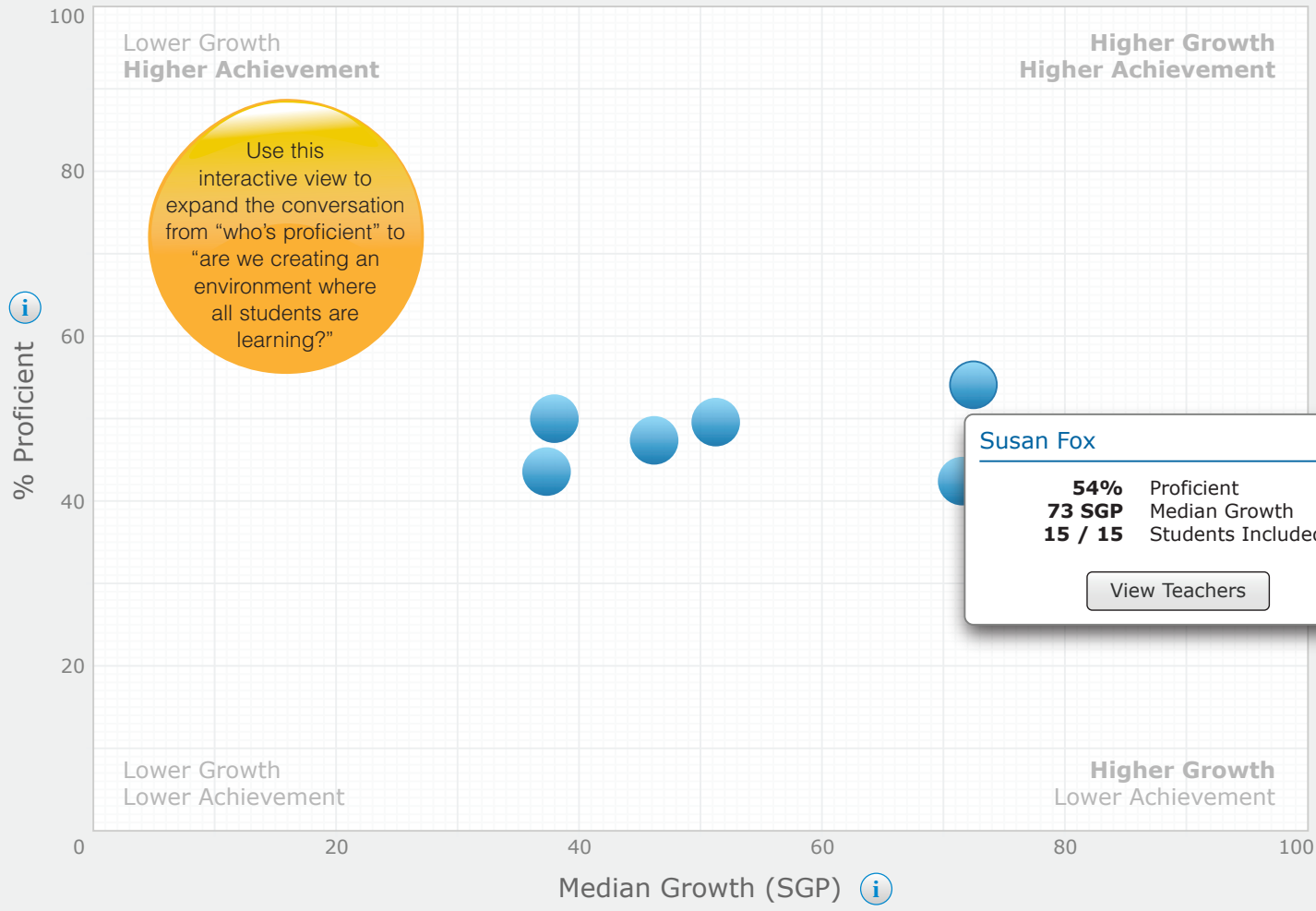
Growth
Fall to Winter SGP

Grade
All Grades



Growth Proficiency Chart

Oakwood Elementary - Teachers



Proficiency
 Tennessee TCAP
 Grade-specific values [View](#)

Growth
 Fall to Winter SGP

Grade
 All Grades

Susan Fox

54% Proficient
73 SGP Median Growth
15 / 15 Students Included

School: Oakwood Elementary School

 SGP Fall window: 8/1/2011 – 10/15/2012
 SGP Winter window: 12/15/2012 – 2/15/2012

Report Options

 Reporting Parameter Group: All Demographics [Default]
 Group By: Teacher

School: Oakwood Elementary School

Teacher	Class	Total Students Included	Grade	Test date	Median SGP ² Fall-Win	Averages			
						SS	GE	PR	NCE
Boyd, Mark	Grade 3 (Boyd)	18	3	Pretest		493	2.6	34	41.3
				Posttest		544	3.1	40	44.7
				Change	37	+51	+0.5	+6	+3.4
Ellis, Anne	Grade 3 (Ellis)	18	3	Pretest		543	3.1	56	53.2
				Posttest		585	3.5	59	54.8
				Change	38	+42	+0.4	+3	+1.6
Fox, Susan	Mrs. Fox's Class	15	4	Pretest		575	3.7	37	43.0
				Posttest		668	4.9	66	58.5
				Change	73	+93	+1.2	+29	+15.5
Latner, Karen	Grade 4 (Latner)	19	4	Pretest		635	4.3	49	49.5
				Posttest		674	5.0	68	63.8
				Change	46	+49	+0.7	+19	+14.3
Marquette, Dee	Grade 5 (Marquette)	21	5	Pretest		601	3.7	23	34.4
				Posttest		663	4.8	37	43.0
				Change	51	+62	+1.1	+12	+7.6
Ross, Brian	Grade 5 Ross	22	5	Pretest		659	4.7	44	46.8
				Posttest		745	6.3	75	64.2
				Change	71	+86	+1.6	+31	+17.4


²Student Growth Percentile is shown when tests are taken within the SGP testing windows.



Growth Proficiency Chart

My Students



Proficiency
 Tennessee TCAP
 Grade-specific values [View](#)

Growth
 Fall to Winter SGP

[Return to Class](#)

Timothy Bell

Test Scores:

563 SS / 29 PR Fall 09/08/2011
647 SS / 55 PR Winter 01/09/2012
66 SGP Growth Percentile



Growth Report

3 of 3

Printed Tuesday, January 17, 2012 3:35:23 PM

School: Oakwood Elementary School

SGP Fall window: 8/1/2011 – 10/15/2011
SGP Winter window: 12/15/2011 – 2/15/2012

Class: Mrs. Fox's Class Summary

Class	Teacher	Total Students	Grade	Test date	Median SGP Fall-Win	Averages			
						SS	GE	PR	NCE
Mrs. Fox's Class	Fox, Susan	15	4	Pretest		575	3.7	37	43.0
				Posttest		668	4.9	66	58.5
				Change	73	+93	+1.2	+29	+15.5

New!
Improved Growth Report includes SGP and calculates the change between two test scores.



Growth Report

1 of 3

Printed Tuesday, January 17, 2012 3:35:23 PM

School: Oakwood Elementary School

SGP Fall window: 8/1/2011 – 10/15/2011
SGP Winter window: 12/15/2011 – 2/15/2012

Class: Mrs. Fox's Class

Run this report for a class or small group.

Student	Class	Teacher	Grade	Test date	SGP ^a Fall-Win	SS	GE	PR	NCE
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		639	4.4	62	56.4
				01/09/2012		722	5.9	85	71.8
				Change	75	+83	+1.5	+17	
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	4	09/09/2011		403	1.8	2	6
				01/09/2012		490	2.5	7	
				Change	53	+87	+0.7	+5	
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		563	3.3	29	
				01/09/2012		647	4.5	55	5
				Change	66	+84	+1.2	+26	+5.3
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		537	3.0	20	32.3
				01/09/2012		641	4.4	52	51.1
				Change	73	+104	+1.4	+32	+18.8
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		613	3.9	49	49.5
				01/09/2012		758	6.6	94	82.7
				Change	95	+145	+2.7	+45	+33.2
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	4	09/09/2011		574	3.4	32	40.1
				01/13/2012		635	4.3	49	49.5
				Change	53	+61	+0.9	+7	+9.4
Halden, Susan	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		657	4.7	70	61.0
				01/09/2012		682	5.1	71	61.7
				Change	40	+25	+0.4	+1	+0.7

New!
Following students' winter screening, use the Fall-Winter SGP to help make classroom decisions during the school year.

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

Class: Mrs. Fox's Class

Teacher: Fox, Susan

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	7	657	602-782
Group 2	3	563	537-574
Group 3	5	448	403-519

Skills to Learn

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for math to find additional information for each skill, worked examples, and example problems.

Group 1

Students

Thiess, Kimberly; O'Neil, Sarah; Richmond, Angela; Halden, Susan; Anderson, Marcus; Chang, Mich; isa

Students are listed in rank order.

Numbers and Operations

- Add fractions with like denominators no greater than 10
- Add fractions with like denominators no greater than 10 and simplify the sum
- WP: Add fractions with like denominators no greater than 10 and simplify the sum
- Subtract fractions with like denominators no greater than 10 using models
- Subtract fractions with like denominators no greater than 10

Recommended skills are based on the median Scaled Score for each group.

Algebra

- Identify a missing figure in a growing pictorial or nonnumeric pattern
- Identify a missing figure in a repeating pictorial or nonnumeric pattern
- Generate a table of paired numbers based on a rule
- Determine a rule that relates two variables
- Extend a number pattern in a table of related pairs

Find more information on any skill listed using the Math Learning Progressions.

Geometry and Measurement

- Calculate elapsed time exceeding an hour with regrouping
- WP: Calculate elapsed time exceeding an hour without regrouping hours
- WP: Calculate elapsed time exceeding an hour with regrouping hours
- WP: Determine the end time given the start time and the elapsed time exceeding an hour
- WP: Determine the start time given the end time and the elapsed time exceeding an hour

Data Analysis, Statistics, and Probability

- Answer a question using information from a line graph that does not start at zero or has a broken vertical scale
- WP: Extend a line graph to solve a problem
- Read a double- or stacked-bar graph
- Use a double- or stacked-bar graph to represent data
- Answer a question using information from a double- or stacked-bar graph

Page 1 of a multipage report. Remaining groups are shown on following pages.

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

School: Oakwood Elementary School

Reporting Period: 09/01/2011-09/12/2011

Class: Mrs. Fox's Class

Teacher: Fox, Susan

Group 2

Students
Delacruz, Benito; Bell, Timothy; Bollig, Brandon

Numbers and Operations
<ol style="list-style-type: none"> Identify a unit fraction as part of a whole Identify a unit fraction as part of a set of objects Identify a fraction as part of a set of objects Identify a fraction as part of a whole Relate a fraction equal to a whole to a pictorial model

Algebra
<ol style="list-style-type: none"> Determine the missing addend in a number sentence involving 3-digit numbers Determine the missing multiplier in a number sentence involving 3-digit numbers Determine the missing dividend in a number sentence involving basic facts Determine the missing divisor in a number sentence involving basic facts Recognize equivalent expressions involving basic facts

Students will benefit from working on all the skills listed for each domain, but the Core skills are critical for student improvement.

Geometry and Measurement
<ol style="list-style-type: none"> <input checked="" type="radio"/> Tell time to the minute Convert hours to minutes or minutes to seconds Calculate elapsed time within an hour, given two clocks, without regrouping Calculate elapsed time within an hour, given two clocks, with regrouping WP: Calculate elapsed time within an hour given two clocks

Data Analysis, Statistics, and Probability
There are no recommended skills for this domain at this difficulty level.

Group 3

Students
Santos, Juan; Riccio, Sara; Unger, Jerry; Mailloux, Louis; Aschenbrenner, Chris

Numbers and Operations
<ol style="list-style-type: none"> Apply the relationship between addition and counting on Apply the relationship between subtraction and counting back <input checked="" type="radio"/> Know basic addition facts to 10 plus 10 <input checked="" type="radio"/> Know basic subtraction facts to 20 minus 10 Add three 1-digit numbers

Algebra
<ol style="list-style-type: none"> Extend a repeating picture pattern

Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

School: Oakwood Elementary School

Reporting Period: 09/01/2011-09/12/2011

Class: Mrs. Fox's Class

Teacher: Fox, Susan

Group 3

Algebra

2. Extend a pictorial growth pattern
3. Determine a pattern on a 1 to 100 chart
4. Complete a pattern on a 1 to 100 chart
5. Determine a missing addend in a number sentence involving 2-digit numbers

Geometry and Measurement

1. ● Measure length in inches
2. ● Measure length in centimeters
3. ● Tell time to the quarter hour
4. ● Tell time to 5-minute intervals
5. WP: Calculate elapsed time

Data Analysis, Statistics, and Probability

1. Read a multi-category tally chart
2. Use a tally chart to represent data
3. Answer a question using information from a tally chart
4. Read a pictograph (1 symbol = more than 1 object)
5. ● Use a pictograph to represent data (1 symbol = more than 1 object)

Use this report to see how each student is doing and get recommendations for skills the student should work on next.

School: Oakwood Elementary School
Class: Mrs. Fox's Class

STAR Math Enterprise Test Results

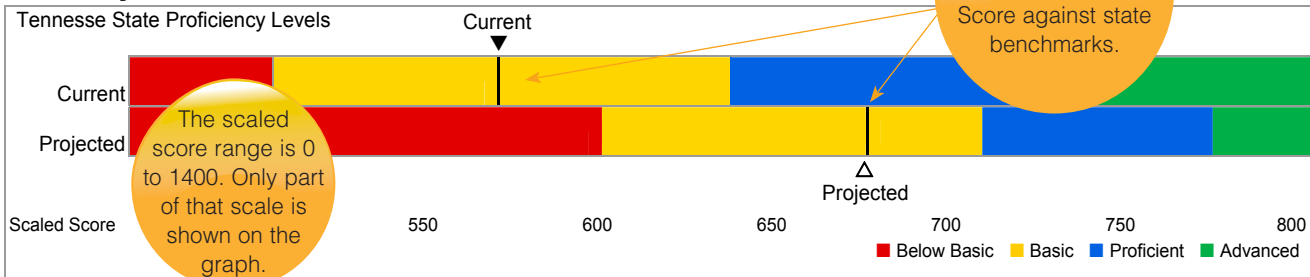
Current SS (Scaled Score): 563 Test Date: 09/08/2011

Algebra Readiness: Timothy is not yet meeting grade level expectations for algebra readiness.

Projected SS for 06/10/11: 671 Based on research, 50% of students at this student's level should show much growth.

Graph shows Timothy's current and projected Scaled Score against state benchmarks.

Timothy's Current Performance



Skills to Learn

Skills listed below are suggested skills Timothy should work on based on his last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Timothy. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for math to find additional information for each skill, worked examples, and example problems.

Numbers and Operations

This score suggests Timothy has an understanding of addition and subtraction with regrouping and modeling basic multiplication and division. Based on this score, Timothy should practice modeling simple fractions. Timothy should continue practicing addition and subtraction facts until automaticity is achieved and should begin to practice basic multiplication facts.

Skills to Learn

1. Identify a unit fraction as part of a whole
2. Identify a unit fraction as part of a set of objects
3. Identify a fraction as part of a set of objects
4. Identify a fraction as part of a whole
5. Relate a fraction equal to a whole to a pictorial model

Use this list of skills to help plan instruction for Timothy.

Algebra

This score suggests Timothy has an understanding of how to extend and determine rules for number patterns. Based on this score, Timothy should practice finding missing terms in simple multiplication and division number sentences.

Skills to Learn

1. Determine the missing addend in a number sentence involving 3-digit numbers
2. Determine the missing subtrahend in a number sentence involving 3-digit numbers
3. Determine the missing multiplicand in a number sentence involving basic facts
4. Determine the missing dividend or divisor in a number sentence involving basic facts
5. Recognize equivalent multiplication or division expressions involving basic facts

Find more information using the Math Learning Progressions.

Geometry and Measurement

This score suggests Timothy has an understanding of how to measure lengths and convert within measurement systems and how to add and subtract with compound units of length. Based on this score, Timothy should practice solving problems involving elapsed time within an hour and temperature change.

School: Oakwood Elementary School
Class: Mrs. Fox's Class

Teacher: Mrs. S. Fox
Grade: 4

Some skills are considered Core skills; these skills are the most important for students to learn at their skill level.

Geometry and Measurement

Skills to Learn

1. ● Tell time to the minute
2. Convert hours to minutes or minutes to seconds
3. Calculate elapsed time within an hour, given two clocks, without regrouping
4. Calculate elapsed time within an hour, given two clocks, with regrouping
5. WP: Calculate elapsed time within an hour given two clocks

Data Analysis, Statistics, and Probability

This score suggests Timothy has an understanding of how to construct and analyze tables and of beginning probability concepts. Based on this score, Timothy should focus on skills found in the Numbers and Operations, the Algebra, and the Geometry and Measurement domains at this time.

There are no recommended skills for this domain at this difficulty level.

Share this report with parents and students.

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	Oakwood Elementary School	
Grade	All Grades	Or Select Multiple Grades
Method	<input type="radio"/> Cross Sectional (Same grade year to year - ex: G3, G3, G3) <input checked="" type="radio"/> Growth (Same students over multiple years - ex: G1, G2, G3) <input checked="" type="checkbox"/> Only include students who tested in all timeframes	
Timeframe	Last 3 years	Aug 15 - Oct 15 (Fall)
<input type="button" value="Update"/>		

This example shows data for the same students over multiple years.

Track trends back as far as five years.

Done Print

Oakwood Elementary School Growth

Grade	School Year	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2011 - 2012 Grade 1		111	59% 65	11% 12	9% 10	21% 24
	--						
	--						
Grade 2	2011 - 2012 Grade 2		111	57% 63	10% 11	8% 9	25% 28
	2010 - 2011 Grade 1		111	51% 57	11% 12	9% 10	29% 32
	--						
Grade 3	2011 - 2012 Grade 3		102	59% 60	6% 6	13% 13	22% 23
	2010 - 2011 Grade 2		102	56% 57	7% 7	18% 18	19% 20
	2009 - 2010 Grade 1		102	50% 51	9% 9	22% 22	19% 20
Grade 4	2011 - 2012 Grade 4		110	61% 67	8% 9	10% 11	21% 23
	2010 - 2011 Grade 3		110	57% 63	6% 7	7% 8	30% 32
	2009 - 2010 Grade 2		110	55% 61	4% 4	12% 13	29% 32
Grade 5	2011 - 2012 Grade 5		104	64% 67	8% 8	12% 12	16% 17
	2010 - 2011 Grade 4		104	59% 61	6% 6	9% 9	26% 28
	2009 - 2010 Grade 3		104	55% 57	6% 6	12% 12	27% 29

The students in Grade 1 (2010-2011) are the same students in Grade 2 (2011-2012).

Done Print

Use this interactive report to view student progress over time.

Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	Oakwood Elementary School	
Grade	All Grades	Or Select Multiple Grades
Method	<input checked="" type="radio"/> Cross Sectional (Same grade year to year - ex: G3, G3, G3) <input type="radio"/> Growth (Same students over multiple years - ex: G1, G2, G3) <input type="checkbox"/> Only include students who tested in all timeframes	
Timeframe	Last 3 years	Aug 15 - Oct 15 (Fall)
<input type="button" value="Update"/>		

Compare the same grades year to year or compare the same students over multiple years.

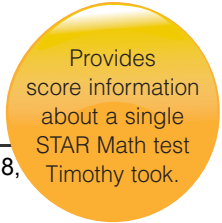
Uses district benchmarks.

Oakwood Elementary School - Cross Sectional

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2011 - 2012 Grade 1		111	59% 65	11% 12	9% 10	21% 24
	2010 - 2011 Grade 1		106	55% 58	8% 8	5% 5	32% 35
	2009 - 2010 Grade 1		112	51% 57	6% 7	2% 2	41% 46
Grade 2	2011 - 2012 Grade 2		113	59% 67	9% 10	11% 12	21% 24
	2010 - 2011 Grade 2		113	56% 63	7% 8	9% 10	28% 32
	2009 - 2010 Grade 2		103	54% 56	6% 6	4% 4	36% 37
Grade 3	2011 - 2012 Grade 3		105	67% 70	7% 7	13% 14	13% 14
	2010 - 2011 Grade 3		101	62% 63	9% 9	16% 16	13% 13
	2009 - 2010 Grade 3		109	58% 63	6% 7	14% 15	22% 24
Grade 4	2011 - 2012 Grade 4		110	61% 67	8% 9	10% 11	21% 21
	2010 - 2011 Grade 4		113	59% 67	10% 11	12% 14	19% 21
	2009 - 2010 Grade 4		117	54% 63	10% 12	7% 8	29% 34
Grade 5	2011 - 2012 Grade 5		115	66% 76	10% 12	10% 12	14% 15
	2010 - 2011 Grade 5		101	60% 61	10% 10	6% 6	24% 24
	2009 - 2010 Grade 5		107	58% 62	8% 9	7% 7	27% 29

Parent Report for Timothy Bell

Printed Monday, September 12, 2011 9:12:15 AM



School: Oakwood Elementary School
Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

Test Date: September 8,

Dear Parent or Guardian of Timothy Bell:

Timothy has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	GE	PR	PR Range	Below Average	Average 50	Above Average	NCE
563	3.3	29	23-33	◆			38.3

National Norm Scores

Grade Equivalent (GE): 3.3

Grade Equivalent scores range from 0.0 to 12.9+. A GE score shows how your child's test performance compares with that of other students nationally. Based on the national norms, Timothy's math skills are at a level equal to that of a typical third grader after the third month of the school year.

Percentile Rank (PR): 29

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 29, Timothy's math skills are greater than 29% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of his scores would likely have fallen between 23 and 33.

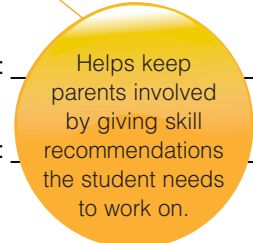
I will be using these STAR Math test scores to help Timothy further develop his math skills through the selection of materials for math practice at school. At home, you can help Timothy develop his math skills as well. At this stage, he needs to work with numbers in the thousands and practice multiplying and dividing basic facts.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Comments:



Informe para los Padres de Timothy Bell

Impreso: Monday, September 12, 2011 9:12:15 AM

Ofrece información sobre el puntaje obtenido en una prueba de STAR Math que Timothy presentó.

Escuela: Oakwood Elementary School
Maestro(a): Mrs. S. Fox
Clase: Mrs. Fox's Class

Fecha de la prueba: Septem

Estimados padres o tutores de Timothy Bell:

Timothy presentó la prueba computarizada de matemáticas llamada STAR Math. En este informe le ofrecemos un resumen del puntaje que su hijo(a) obtuvo en la prueba. Como en cualquier evaluación, hay muchos factores que pueden influir en el puntaje de un estudiante. Es importante entender que los resultados de estas pruebas sólo muestran un aspecto del progreso de los estudiantes en la escuela.

SS	GE	PR	Rango del PR	Por debajo del promedio	Promedio 50	Por encima del promedio	NCE
563	3.3	29	23-33	◆			38.3

Puntaje con respecto al promedio nacional:

Grado equivalente (GE, por Grade Equivalent): 3.3

El Grado equivalente va desde 0.0 hasta 12.9+. Este indicador compara el rendimiento que tuvo su hijo(a) en la prueba con el de otros estudiantes de todo el país. Según los promedios nacionales, Timothy tiene un nivel de habilidad en matemáticas igual al de un estudiante típico de tercer grado en el tercer mes del año escolar.

Valor percentil (PR, por Percentile Rank): 29

El Valor percentil compara el rendimiento que tuvo su hijo(a) en la prueba con el de otros estudiantes de todo el país en el mismo grado. El PR de Timothy es 29. Esto indica que tiene más habilidad en matemáticas que el 29% de los estudiantes del mismo grado. Este puntaje está en el nivel promedio. El rango del PR indica que, si Timothy hubiera presentado varias veces la prueba STAR Math, su nivel habría estado entre 23 y 33.

Para que Timothy siga desarrollando sus habilidades matemáticas, tendré en cuenta estos resultados de la prueba STAR Math al seleccionar el material con el que practicará matemáticas en clase. En casa, usted también puede ayudar a Timothy a desarrollar sus habilidades matemáticas. En esta etapa, Timothy necesita practicar números expresados en millares y hacer ejercicios con operaciones básicas de multiplicación y división.

Si tiene alguna pregunta sobre las puntuaciones obtenidas o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____ Fecha: _____

Firma del padre o de la madre: _____ Fecha: _____

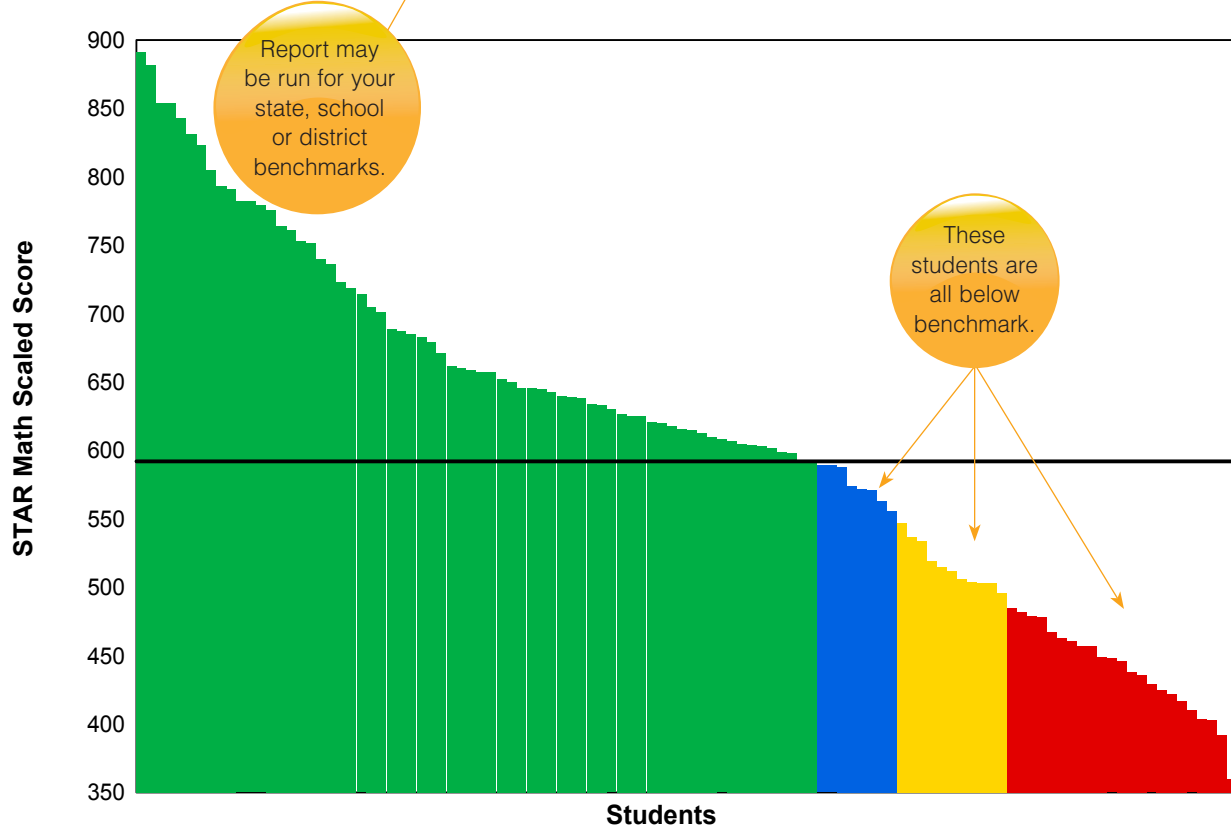
Comentarios:

Printed Friday, September 9, 2011 1:43:25 PM

School: Oakwood Elementary School

Reporting Period: 9/6/2011 - 9/9/2011
(Fall Screening)

Grade: 4



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 592 SS	At/Above 40 PR	67	61%
Category Total			67	61%
Below Benchmark				
On Watch	Below 553 SS	Below 40 PR	9	8%
Intervention	Below 553 SS	Below 25 PR	11	10%
Urgent Intervention	Below 487 SS	Below 10 PR	23	21%
Category Total			43	39%
Students Tested			110	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just at or below the benchmark do you "worry about" and what support within or beyond core instruction is warranted? What support is warranted for students just below? Do all students represented by your lowest level need urgent intervention?

Use these key questions to help determine next steps.

Screening is the first step in Response to Intervention (RTI). Use this report for grade-level planning and identifying students who need the most help.

Pages following the graph provide a breakdown of which students are in each category.

School: Oakwood Elementary School

Reporting Period: 9/0

Grade: 4

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Caldwell, Cory ^c	Math 4C	Crowley, B.	09/06/2011	360	1	1.4	Grade 1
O'Brien, Tamara ^c	Math 4C	Crowley, B.	09/06/2011	392	2	1.7	Grade 1
Aschenbrenner, Chris ^c	Mrs. Fox's Class	Fox, S.	09/09/2011	403	2	1.8	Grade 1
Fletcher, Viola ^c	Math 4D	Dillon, A.	09/06/2011	404	2	1.8	Grade 1
Vaughn, Darren	Math 4D	Dillon, A.	09/06/2011	410	2 ^b	1.9	Grade 1
Keller, Carole	Math 4E	Latner, K.	09/07/2011	417	3 ^b	1.9	Grade 1
Castro, Joy	Math 4C	Crowley, B.	09/06/2011	422	3 ^b	2.0	Grade 1
Baldwin, Toni	Math 4F	Mills, C.	09/07/2011	425	3 ^b	2.0	Grade 1
Mailloux, Louis	Mrs. Fox's Class	Fox, S.	09/09/2011	429	3 ^b	2.0	Grade 1
Moss, Terrance	Math 4H	Rowan, B.	09/08/2011	436	3 ^b	2.1	Grade 1
Miles, Jackie	Math 4C	Crowley, B.	09/06/2011	438	4 ^b	2.1	Grade 1
Weber, Dave	Math 4E	Latner, K.	09/07/2011	446	4 ^b	2.2	Grade 2
Unger, Jerry	Mrs. Fox's Class	Fox, S.	09/09/2011	448	4 ^b	2.2	Grade 2
Rodgers, Sabrina	Math 4H	Rowan, B.	09/08/2011	449	5 ^b	2.2	Grade 2
Schneider, Isaac	Math 4F	Mills, C.	09/07/2011	457	5 ^b	2.3	Grade 2
Aguilar, Wade	Math 4H	Rowan, B.	09/08/2011	457	5 ^b	2.3	Grade 2
Mendez, Mathew	Math 4D	Dillon, A.	09/06/2011	461	5 ^b	2.3	Grade 2
Stevenson, Erika	Math 4F	Mills, C.	09/07/2011	463	6 ^b	2.3	Grade 2 or Grade 3
Barber, Kristina	Math 4F	Mills, C.	09/07/2011	467	6 ^b	2.3	Grade 2 or Grade 3
Burgess, Katrina	Math 4F	Mills, C.	09/07/2011	478	9 ^b	2.4	Grade 2 or Grade 3
Mullins, Morris	Math 4F	Mills, C.	09/07/2011	479	9 ^b	2.4	Grade 2 or Grade 3
Steele, Allan	Math 4E	Latner, K.	09/07/2011	482	9 ^b	2.5	Grade 2 or Grade 3
Garner, Tracy	Math 4F	Mills, C.	09/08/2011	485	9 ^b	2.5	Grade 2 or Grade 3
Beck, Jo	Math 4D	Dillon, A.	09/06/2011	496	11 ^b	2.6	Grade 2 or Grade 3
Dennis, Eduardo	Math 4H	Rowan, B.	09/08/2011	503	13 ^b	2.6	Grade 2 or Grade 3
Lucas, Claudia	Math 4C	Crowley, B.	09/06/2011	503	13 ^b	2.6	Grade 2 or Grade 3
Curry, Nelson	Math 4E	Latner, K.	09/07/2011	504	13 ^b	2.7	Grade 2 or Grade 3
Riccio, Sara	Mrs. Fox's Class	Fox, S.	09/09/2011	506	13 ^b	2.7	Grade 2 or Grade 3
Delgado, Freddie	Math 4H	Rowan, B.	09/08/2011	512	15 ^b	2.7	Grade 3
Barnett, Darryl	Math 4C	Crowley, B.	09/06/2011	515	15 ^b	2.8	Grade 3
Santos, Juan	Mrs. Fox's Class	Fox, S.	09/09/2011	519	16 ^b	2.8	Grade 3
Sutton, Georgia	Math 4C	Crowley, B.	09/06/2011	534	19 ^b	3.0	Grade 3
Bollig, Brandon	Mrs. Fox's Class	Fox, S.	09/08/2011	537	20 ^b	3.0	Grade 3
Hale, Stella	Math 4D	Dillon, A.	09/06/2011	547	22 ^b	3.1	Grade 3
Norris, Julio	Math 4D	Dillon, A.	09/06/2011	556	26 ^b	3.2	Grade 3
Bell, Timothy	Mrs. Fox's Class	Fox, S.	09/08/2011	563	29 ^b	3.3	Grade 3
Mckinney, Lillie	Math 4C	Crowley, B.	09/06/2011	571	31 ^b	3.4	Grade 3
Lyons, Sidney	Math 4E	Latner, K.	09/07/2011	572	31 ^b	3.4	Grade 3
Delacruz, Benito	Mrs. Fox's Class	Fox, S.	09/09/2011	574	32 ^b	3.4	Grade 3

STAR Math recommends an appropriate instructional level for each student.

^bTest date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

^cThis student was given additional time to complete the test.

School: Oakwood Elementary School

Reporting Period: 9/6/2011 - 9/9/2011
(Fall Screening)

Grade: 4

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Jensen, Angie	Math 4B	Adams, M.	09/09/2011	588	38 ^b	3.5	Grade 4
Hubbard, Shelly	Math 4F	Mills, C.	09/07/2011	589	39 ^b	3.6	Grade 4
Holt, Minnie	Math 4C	Crowley, B.	09/06/2011	589	39 ^b	3.6	Grade 4
Cross, Marion	Math 4F	Mills, C.	09/08/2011	592	40 ^b	3.6	Grade 4
Salazar, Daisy	Math 4F	Mills, C.	09/07/2011	593	40 ^b	3.6	Grade 4
Farmer, Enrique	Math 4H	Rowan, B.	09/08/2011	598	42 ^b	3.7	Grade 4
Ramsey, Byron	Math 4E	Latner, K.	09/07/2011	599	42 ^b	3.7	Grade 4
Stone, Lisa	Mrs. Fox's Class	Fox, S.	09/08/2011	602	44 ^b	3.7	Grade 4
Cohen, Arturo	Math 4H	Rowan, B.	09/08/2011	603	44 ^b	3.7	Grade 4
Walsh, Johnnie	Math 4E	Latner, K.	09/07/2011	604	45 ^b	3.8	Grade 4
Powers, Nina	Math 4E	Latner, K.	09/07/2011	605	45 ^b	3.8	Grade 4
Santos, Kirk	Math 4F	Mills, C.	09/07/2011	607	46 ^b	3.8	Grade 4
Daniel, Violet	Math 4F	Mills, C.	09/07/2011	608	47 ^b	3.8	Grade 4
Thornton, Rene	Math 4H	Rowan, B.	09/08/2011	610	47 ^b	3.9	Grade 4
Chang, Michelle	Mrs. Fox's Class	Fox, S.	09/08/2011	613	49 ^b	3.9	Grade 4
Sharp, Becky	Math 4F	Mills, C.	09/07/2011	615	51 ^b	3.9	Grade 4
Barker, Leah	Math 4E	Latner, K.	09/07/2011	616	51 ^b	4.0	Grade 4
Guzman, Penny	Math 4E	Latner, K.	09/07/2011	618	52 ^b	4.0	Grade 4
Warner, Sherri	Math 4F	Mills, C.	09/07/2011	620	53 ^b	4.0	Grade 4
Love, Kurt	Math 4E	Latner, K.	09/07/2011	621	53 ^b	4.0	Grade 4
Tate, Sergio	Math 4F	Mills, C.	09/07/2011	625	56 ^b	4.1	Grade 4
Mcdaniel, Ted	Math 4D	Dillon, A.	09/06/2011	625	56 ^b	4.1	Grade 4
Chambers, Nellie	Math 4C	Crowley, B.	09/06/2011	627	57 ^b	4.1	Grade 4
Mcgee, Terrence	Math 4H	Rowan, B.	09/08/2011	630	58 ^b	4.2	Grade 4
Manning, Fredrick	Math 4H	Rowan, B.	09/08/2011	633	60 ^b	4.3	Grade 4 or Grade 5
Jennings, Erik	Math 4C	Crowley, B.	09/06/2011	634	60 ^b	4.3	Grade 4 or Grade 5
Jimenez, Neil	Math 4C	Crowley, B.	09/06/2011	638	61 ^b	4.3	Grade 4 or Grade 5
Anderson, Marcus	Mrs. Fox's Class	Fox, S.	09/08/2011	639	62 ^b	4.4	Grade 4 or Grade 5
Vega, Austin	Math 4H	Rowan, B.	09/08/2011	640	62 ^b	4.4	Grade 4 or Grade 5
Rhodes, Caroline	Math 4D	Dillon, A.	09/06/2011	643	63 ^b	4.4	Grade 4 or Grade 5
Page, Kay	Math 4E	Latner, K.	09/07/2011	645	64 ^b	4.5	Grade 4 or Grade 5
Lambert, Lydia	Math 4D	Dillon, A.	09/06/2011	646	65 ^b	4.5	Grade 4 or Grade 5
Rodriguez, Carlos	Math 4A	Adams, M.	09/08/2011	646	65 ^b	4.5	Grade 4 or Grade 5
Ball, Naomi	Math 4E	Latner, K.	09/07/2011	650	66 ^b	4.5	Grade 4 or Grade 5
Bowen, Bobbie	Math 4F	Mills, C.	09/07/2011	652	68 ^b	4.6	Grade 4 or Grade 5
Bush, Tyrone	Math 4D	Dillon, A.	09/06/2011	657	70 ^b	4.7	Grade 4 or Grade 5
Halden, Susan	Mrs. Fox's Class	Fox, S.	09/08/2011	657	70 ^b	4.7	Grade 4 or Grade 5
Griffith, Misty	Math 4F	Mills, C.	09/07/2011	659	71 ^b	4.7	Grade 4 or Grade 5
Richmond, Angela	Mrs. Fox's Class	Fox, S.	09/08/2011	660	71 ^b	4.7	Grade 4 or Grade 5

^bTest date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

School: Oakwood Elementary School

Reporting Period: 9/6/2011 - 9/9/2011
(Fall Screening)

Grade: 4

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Schultz, Cassandra	Math 4E	Latner, K.	09/07/2011	662	72 ^b	4.8	Grade 4 or Grade 5
Leonard, Ivan	Math 4E	Latner, K.	09/07/2011	671	76 ^b	4.9	Grade 4 or Grade 5
Newman, Vickie	Math 4D	Dillon, A.	09/06/2011	679	80 ^b	5.1	Grade 4 or Grade 5
Benson, Clifton	Math 4F	Mills, C.	09/07/2011	683	81 ^b	5.2	Grade 5
Gonzales, Maria	Math 4A	Adams, M.	09/08/2011	685	82 ^b	5.2	Grade 5
O'Neil, Sarah	Mrs. Fox's Class	Fox, S.	09/08/2011	687	83 ^b	5.2	Grade 5
Mack, Kent	Math 4H	Rowan, B.	09/08/2011	689	83 ^b	5.3	Grade 5
Glover, Stuart	Math 4H	Rowan, B.	09/08/2011	701	87 ^b	5.5	Grade 5
Hardy, Kelly	Math 4E	Latner, K.	09/06/2011	705	89 ^b	5.6	Grade 5
Parks, Lonnie	Math 4D	Dillon, A.	09/06/2011	714	90 ^b	5.8	Grade 5
Harmon, Alejandro	Math 4H	Rowan, B.	09/08/2011	719	92 ^b	5.9	Grade 5
Haynes, Mattie	Math 4D	Dillon, A.	09/06/2011	723	92 ^b	5.9	Grade 5
Reeves, Ramona	Math 4F	Mills, C.	09/07/2011	736	95 ^b	6.2	Grade 6
Pena, Dora	Math 4D	Dillon, A.	09/06/2011	740	95 ^b	6.2	Grade 6
Wolfe, Julian	Math 4E	Latner, K.	09/07/2011	752	96 ^b	6.5	Grade 6
Watts, Courtney	Math 4D	Dillon, A.	09/06/2011	753	96 ^b	6.5	Grade 6
Rodriguez, Tanya	Math 4C	Crowley, B.	09/06/2011	761	97 ^b	6.6	Grade 6
Munoz, Priscilla	Math 4E	Latner, K.	09/07/2011	764	97 ^b	6.7	Grade 6
Gregory, Constance	Math 4C	Crowley, B.	09/06/2011	776	97 ^b	>7	Grade 7
Dawson, Lance	Math 4D	Dillon, A.	09/06/2011	779	97 ^b	>7	Grade 7
Thiess, Kimberly	Mrs. Fox's Class	Fox, S.	09/09/2011	782	98 ^b	>7	Grade 7
Horton, Jessie	Math 4C	Crowley, B.	09/06/2011	782	98 ^b	>7	Grade 7
Bates, Marian	Math 4D	Dillon, A.	09/06/2011	791	98 ^b	>7	Grade 7
Graves, Jamie	Math 4C	Crowley, B.	09/06/2011	793	98 ^b	>7	Grade 7
Shelton, Christian	Math 4C	Crowley, B.	09/06/2011	805	98 ^b	>7	Grade 7
Valdez, Mae	Math 4F	Mills, C.	09/07/2011	823	99 ^b	>7	Grade 8 or Algebra I
Craig, Marcia	Math 4C	Crowley, B.	09/06/2011	831	99 ^b	>7	Grade 8 or Algebra I
Lowe, Claude	Math 4C	Crowley, B.	09/06/2011	843	99 ^b	>7	Grade 8 or Algebra I
Mann, Seth	Math 4F	Mills, C.	09/08/2011	854	99 ^b	>7	Algebra 1, Algebra 2, or Geometry
Barrett, Javier	Math 4C	Crowley, B.	09/06/2011	854	99 ^b	>7	Algebra 1, Algebra 2, or Geometry
Chandler, Brandy	Math 4E	Latner, K.	09/07/2011	882	99 ^b	>7	Algebra 1, Algebra 2, or Geometry
Santiago, Cody	Math 4D	Dillon, A.	09/06/2011	891	99 ^b	>7	Algebra 1, Algebra 2, or Geometry

^bTest date impacts PR. As a result, students with the same SS can have different PR scores and may fall into different screening categories.

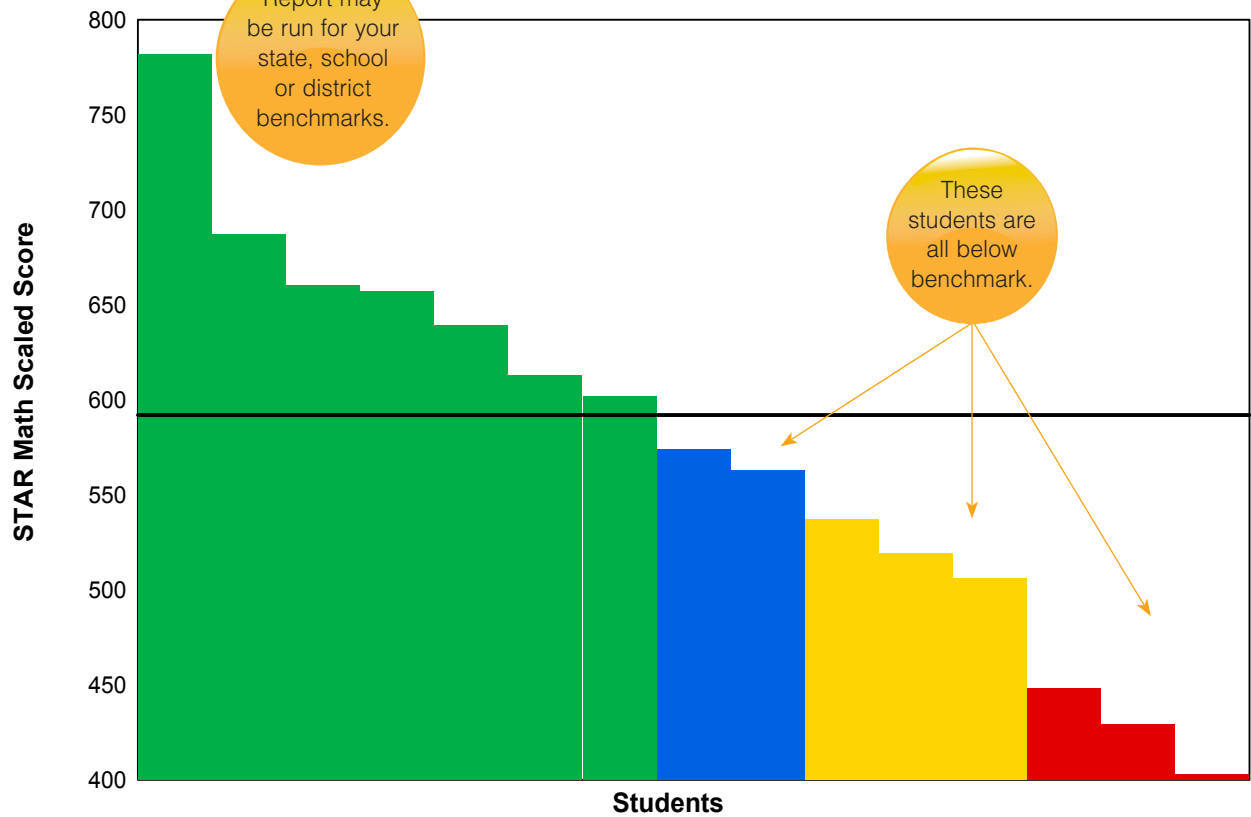
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School: Oakwood Elementary School

Reporting Period: 9/6/2011 - 9/9/2011
(Fall Screening)

Class: Mrs. Fox's Class

Teacher: Fox, S.



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 592 SS	At/Above 40 PR	7	47%
Category Total			7	47%
Below Benchmark				
On Watch	Below 553 SS	Below 40 PR	2	13%
Intervention	Below 553 SS	Below 25 PR	3	20%
Urgent Intervention	Below 487 SS	Below 10 PR	3	20%
Category Total			8	53%
Students Tested			15	

Key questions to ask based on this and other information: Are you satisfied with the number of students at this level of performance? Next, consider the level or score that indicates proficiency. Which students just below you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Use these key questions to help determine next steps.

Screening is the first step in Response to Intervention (RTI). Use this report for grade-level planning and identifying students who need the most help.

Screening Report for <State>

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Pages following the graph provide a breakdown of which students are in each category.

School: Oakwood Elementary School

Reporting Period: 9/0

Class: Mrs. Fox's Class

Teacher: Fox, S.

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, S.	09/09/2011	403	2	1.8	Grade 1
Mailloux, Louis	Mrs. Fox's Class	Fox, S.	09/09/2011	429	3	2.0	Grade 1
Unger, Jerry	Mrs. Fox's Class	Fox, S.	09/09/2011	448	4	2.2	Grade 2 or Grade 3

Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Riccio, Sara	Mrs. Fox's Class	Fox, S.	09/09/2011	506	13	2.7	Grade 2 or Grade 3
Santos, Juan	Mrs. Fox's Class	Fox, S.	09/09/2011	519	16	2.8	Grade 3
Bollig, Brandon	Mrs. Fox's Class	Fox, S.	09/08/2011	537	20	3.0	Grade 3

On Watch

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Bell, Timothy	Mrs. Fox's Class	Fox, S.	09/08/2011	563	29	3.3	Grade 3
Delacruz, Benito	Mrs. Fox's Class	Fox, S.	09/09/2011	574	32	3.4	Grade 3

STAR Math recommends an appropriate instructional level for each student.

At/Above Benchmark

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Stone, Lisa	Mrs. Fox's Class	Fox, S.	09/08/2011	602	44	3.7	Grade 4
Chang, Michelle	Mrs. Fox's Class	Fox, S.	09/08/2011	613	49	3.9	Grade 4
Anderson, Marcus	Mrs. Fox's Class	Fox, S.	09/08/2011	639	62	4.4	Grade 4 or Grade 5
Halden, Susan	Mrs. Fox's Class	Fox, S.	09/08/2011	657	70	4.7	Grade 4 or Grade 5
Richmond, Angela	Mrs. Fox's Class	Fox, S.	09/08/2011	660	71	4.7	Grade 4 or Grade 5
O'Neil, Sarah	Mrs. Fox's Class	Fox, S.	09/08/2011	687	83	5.2	Grade 5
Thiess, Kimberly	Mrs. Fox's Class	Fox, S.	09/09/2011	782	98	>7	Grade 7

Use research-based, reliable data to see how the class is doing as a whole and make critical, instructional decisions.

Class: Math 4A

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	PE
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	09/08/2011	5	4.02	639	4.4	62	56.4
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	09/09/2011	15	4.03	403	1.8	2	6.7
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	09/08/2011	9	4.02	563	3.3	29	38.3
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	09/08/2011	10	4.02	537	3.0	20	32.3
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	09/08/2011	6	4.02	613	3.9	49	49.5
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	09/09/2011	8	4.03	574	3.4	32	40.1
Halden, Susan	Mrs. Fox's Class	Fox, Susan	09/08/2011	4	4.02	657	4.7	70	61.0
Mailloux, Louis	Mrs. Fox's Class	Fox, Susan	09/09/2011	14	4.03	429	2.0	3	10.4
O'Neil, Sarah	Mrs. Fox's Class	Fox, Susan	09/08/2011	2	4.02	687	5.2	83	70.1
Riccio, Sara	Mrs. Fox's Class	Fox, Susan	09/09/2011	12	4.03	506	2.7	13	26.3
Richmond, Angela	Mrs. Fox's Class	Fox, Susan	09/08/2011	3	4.02	660	4.7	71	61.7
Santos, Juan	Mrs. Fox's Class	Fox, Susan	09/09/2011	11	4.03	519	2.8	16	29.1
Stone, Lisa	Mrs. Fox's Class	Fox, Susan	09/08/2011	7	4.02	602	3.7	44	46.8
Theiss, Kimberly	Mrs. Fox's Class	Fox, Susan	09/09/2011	1	4.03	782	7.4	98	93.3
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	09/09/2011	13	4.03	448	2.2	4	13.1
Average					4.02	575	3.4	32	40.1

PR Distribution Summary

Percentile	Students	Percent
Below 25th	6	40.0
25th to 49th	4	26.7
50th to 74th	3	20.0
75th & Above	2	13.3
Number of Students: 15		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	6.7
2.0 - 2.9	4	26.7
3.0 - 3.9	5	33.3
4.0 - 4.9	3	20.0
5.0 - 5.9	1	6.7
6.0 - 6.9	0	0.0
7.0 - 7.9	1	6.7
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

Sort by Rank to quickly see the distribution of scores.