

2004-2005

Assessment Summary:

Local Measures

Mounds View Public Schools

Testing within Mounds View Public Schools

- State & Federal Mandates
 - Presented Sept. 12th Board Meeting
- District obligations
 - [K-12 Model of Assessment](#)
 - Formative and Summative in nature
- School and classroom obligations

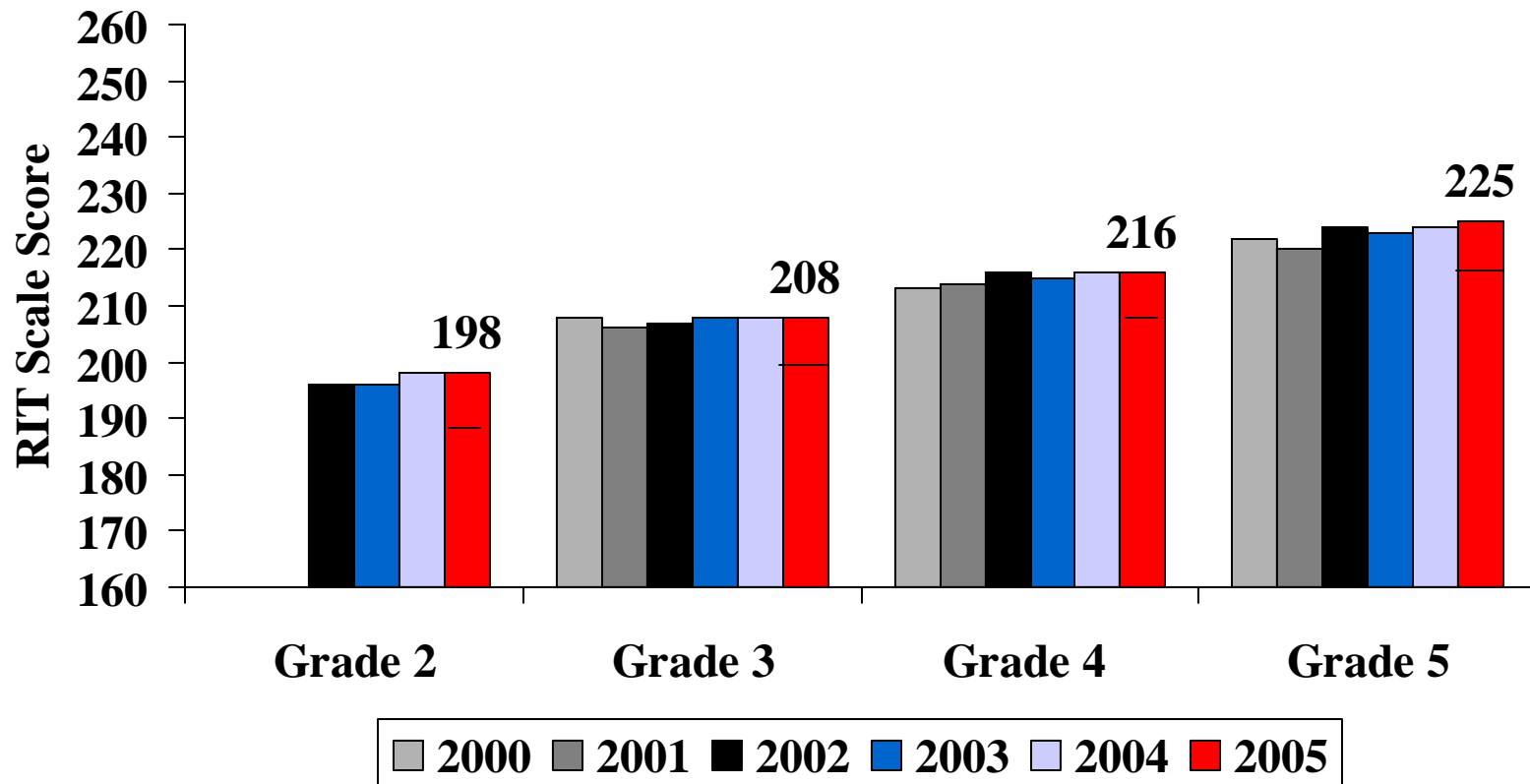
NWEA Assessment

- Leveled Assessment in reading and math.
 - Overall score is based on degree of difficulty and student performance
 - Olympic figure skating, gymnastics, or diving.
- Provides information based on national user norms linked to overall level of proficiency and growth.
- Scores are reported on a vertical scale called, RIT.
 - Increase in RIT values equates to increase in student proficiency.
 - RIT values can be tied to skills using the Learning Continuum: established, emerging, and future skills.
 - **Growth** is based on 10-RIT block starting point
 - Growth is normative and thus describes the change in RIT value on year to the next (50%).
- Subtest scores also referred to as strand or goal areas are reported. These subtest scores may be directly compared to each other and across years.

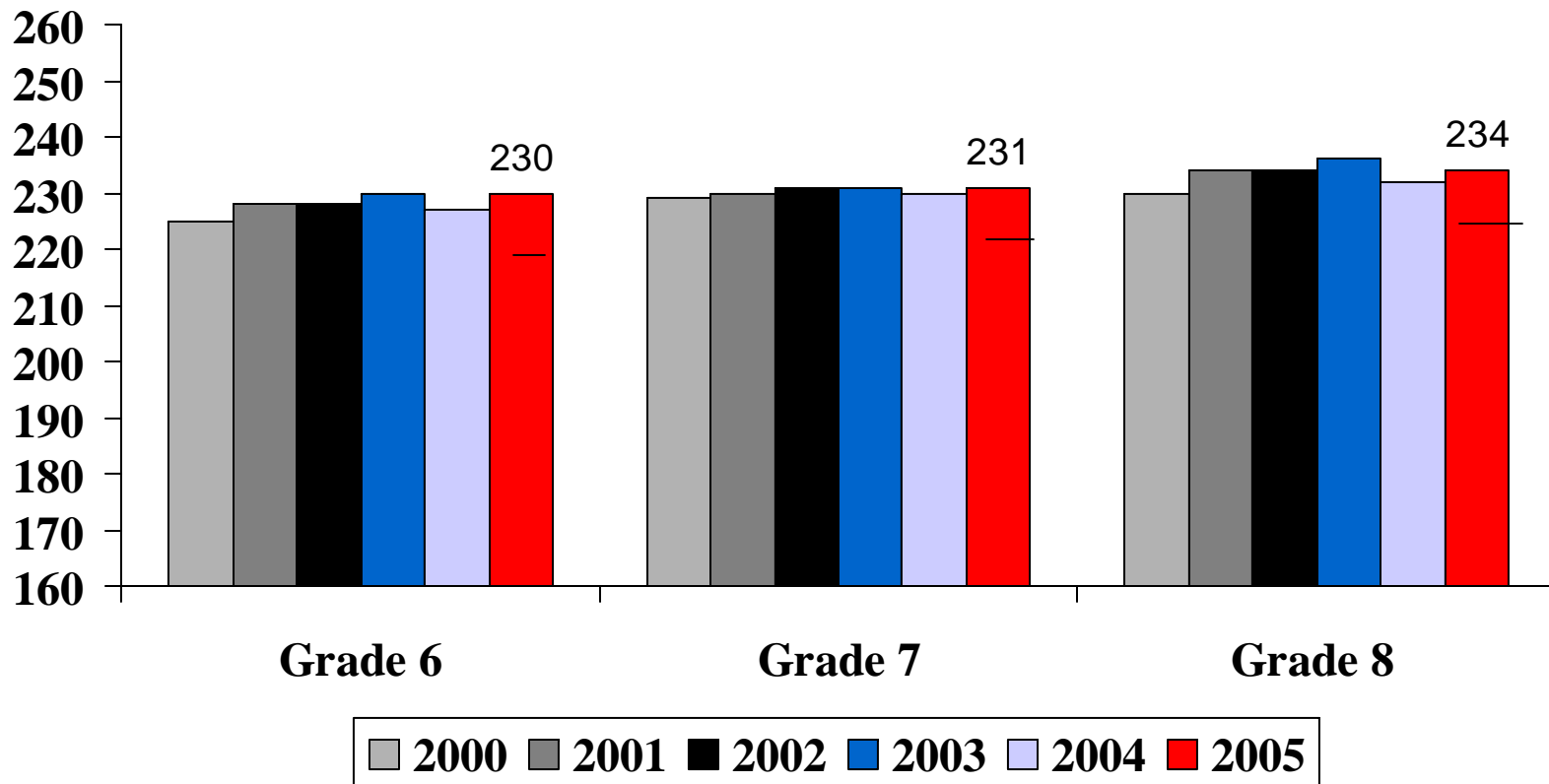
Annual Spring Assessment: NWEA Measure

- *Key Messages Reading*
- Elementary reading achievement scores remained constant between 2004 and 2005 on the district's annual NWEA exam.
- Middle school reading scores demonstrated a rebound in performance with increased achievement at all three grade levels.
- District-wide nearly 61% of the student body performs in the top quartile compared to national norms in reading proficiency.
- Mounds View Students relative standing based on rank would be approximately at the 74th to 85th percentile nationally.

District 621- Elementary NWEA Median Reading Scores by year

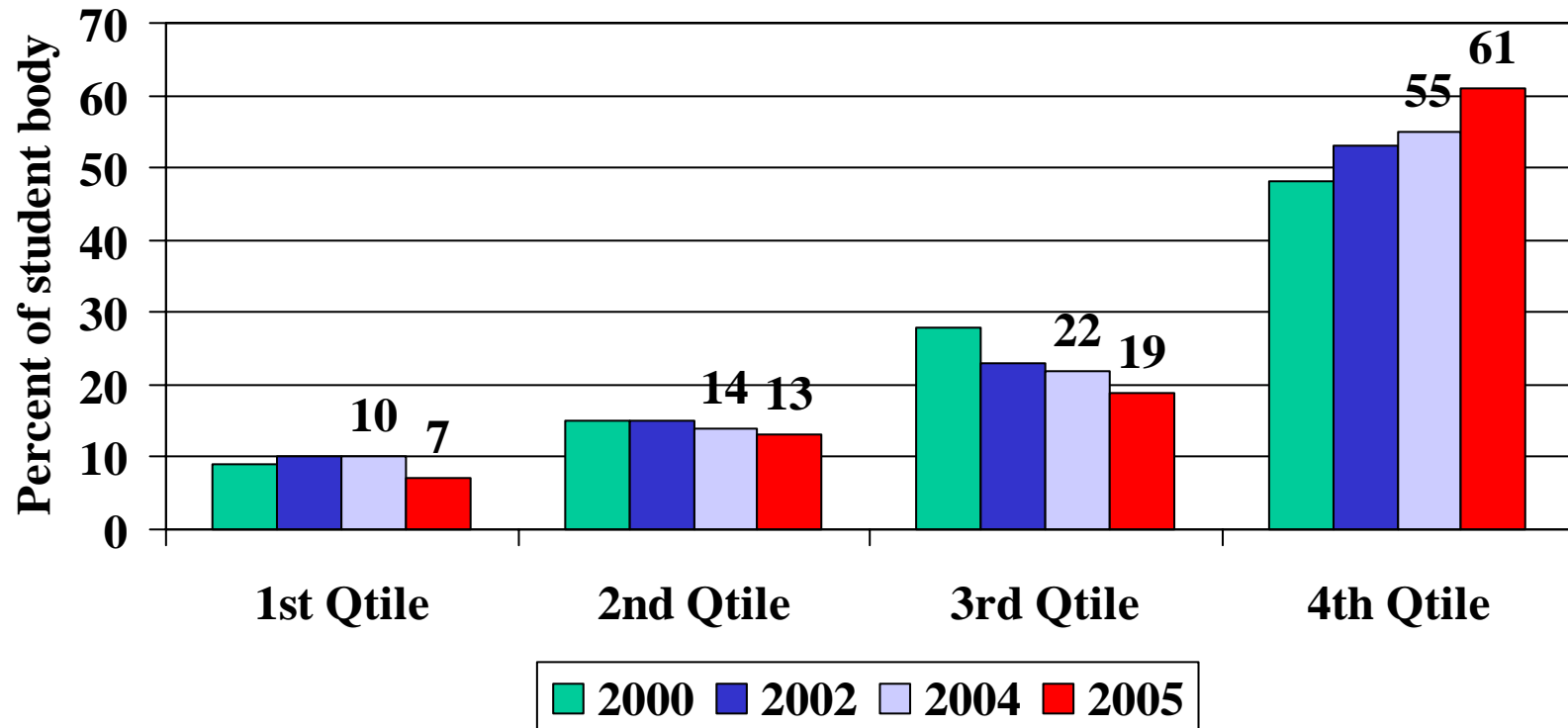


District 621- Middle School NWEA Median Reading Scores by year



Proficiency Distribution of Students by Quartile: NWEA Reading

Reading Performance



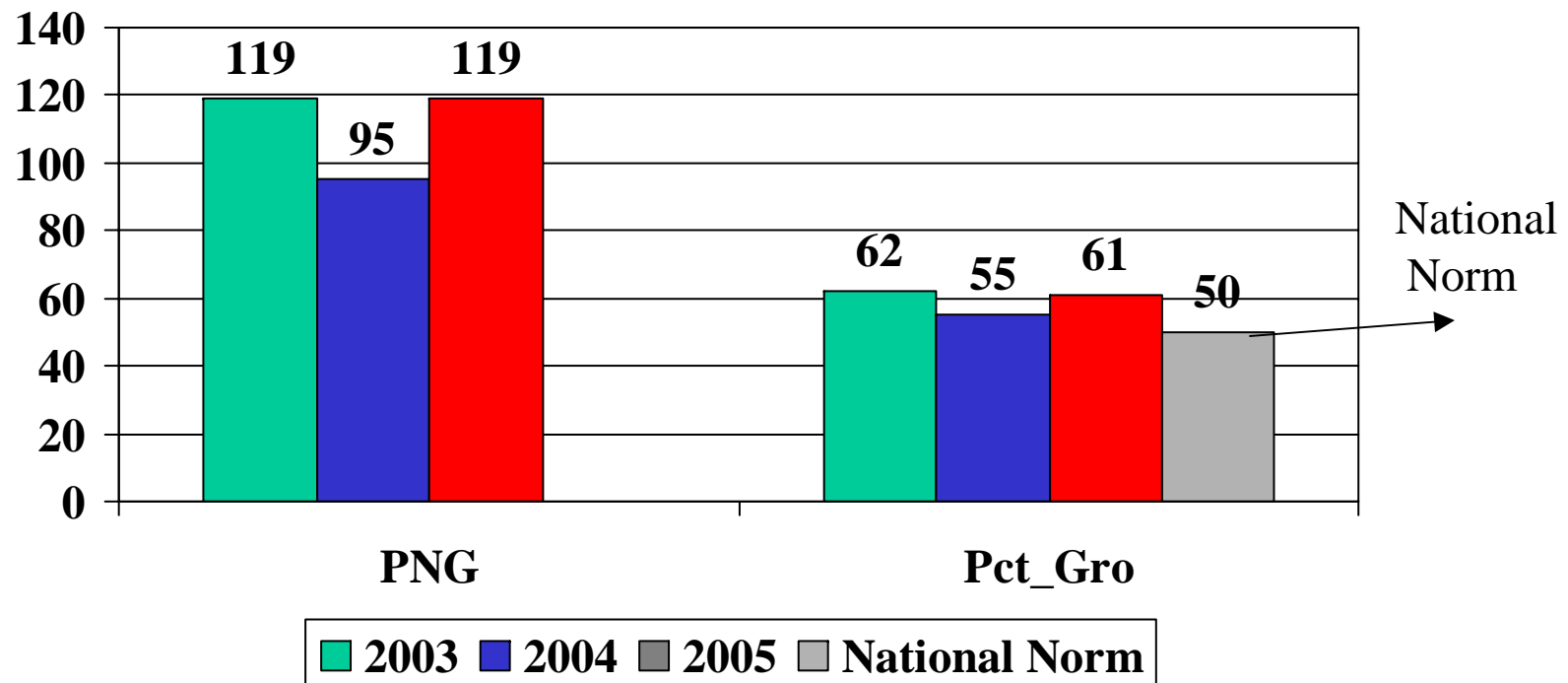
NWEA Key Messages continued

Reading...

- Our district indicator for growth is displayed using **two methods**:
 - Percent of normative growth (PNG), and
 - Percent of students making a year's growth in one year's time.
- Both indicators of growth are positive at a district level identifying overall growth in reading between 2004-2005.
 - This increase in percent of students meeting or exceeding growth targets is most apparent in grades 4 through 8.

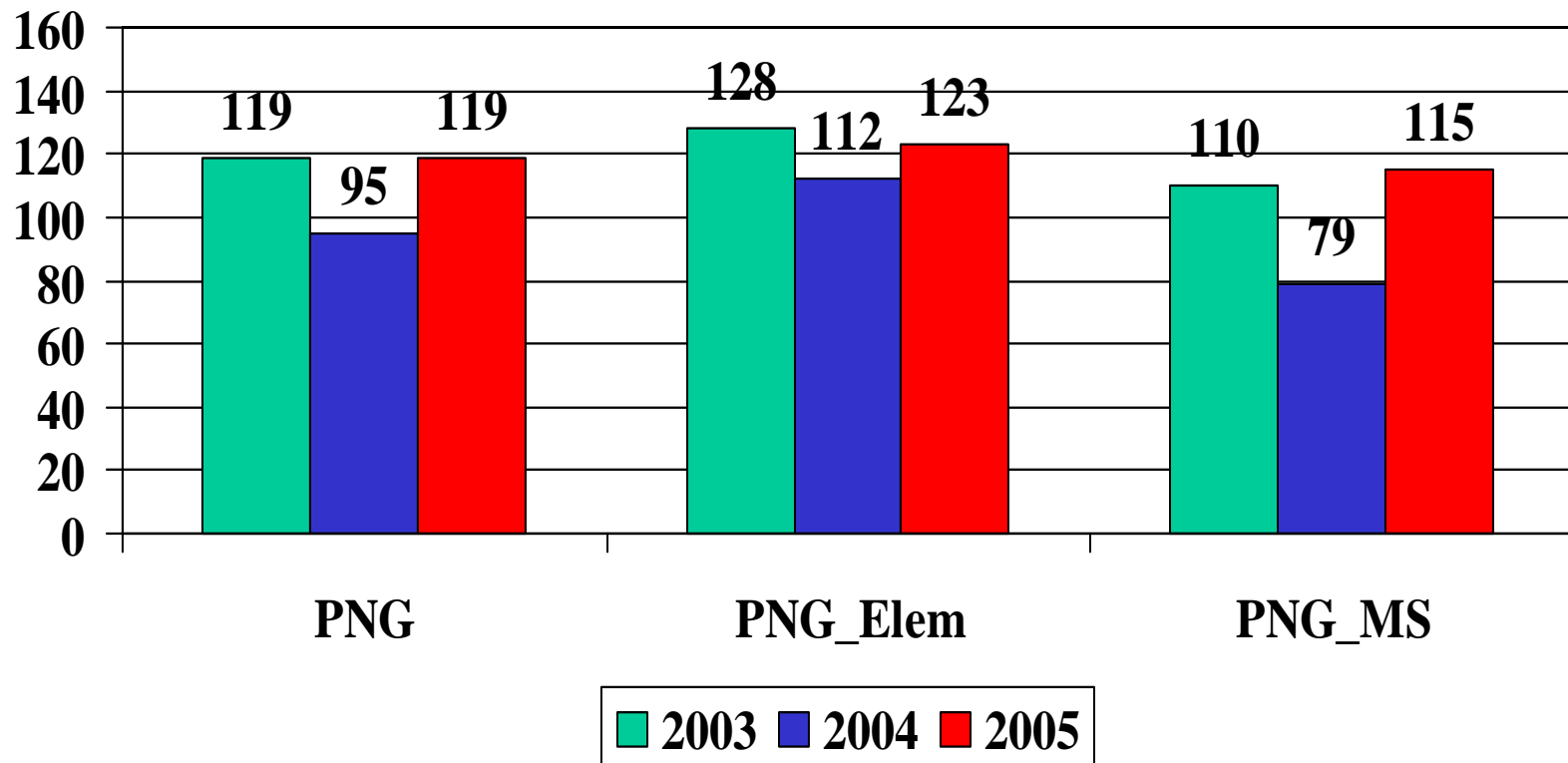
District Reading Growth NWEA: All grades

2003 through 2005



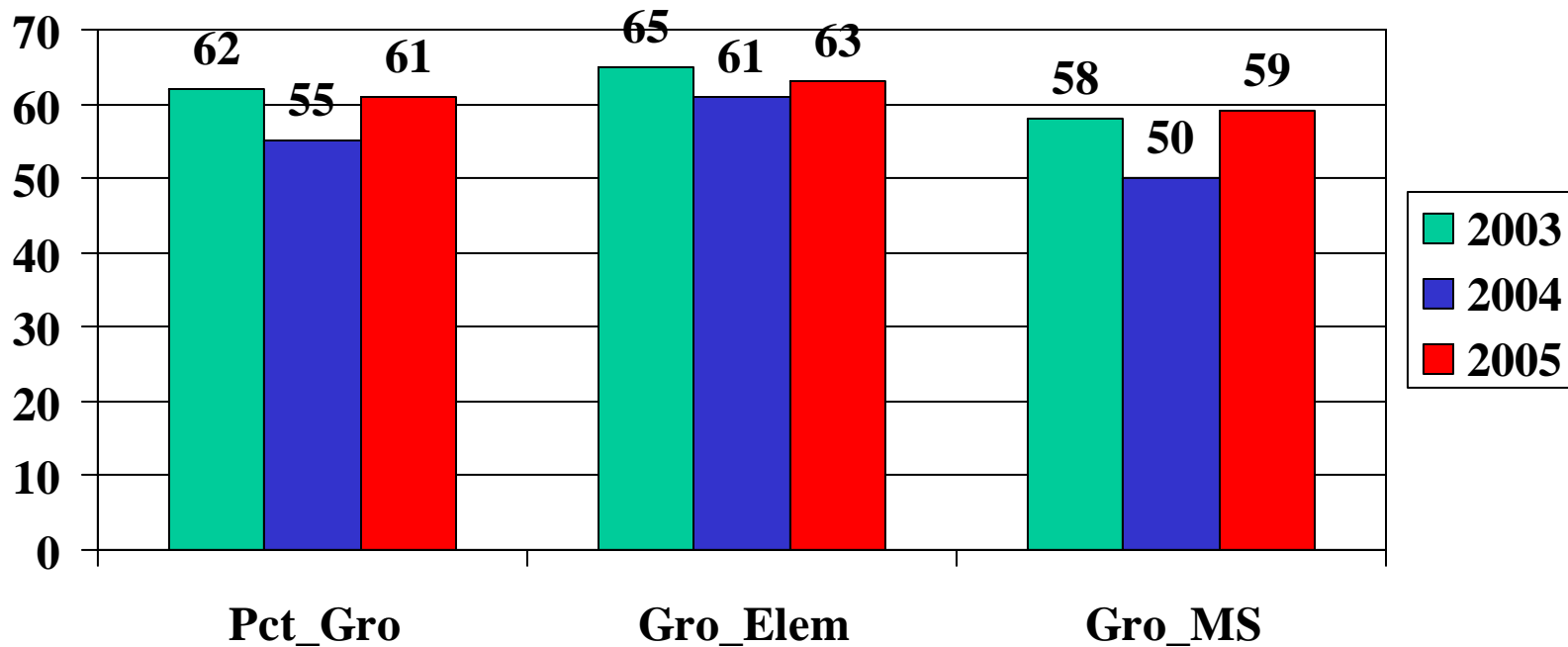
District Reading Percent of Normative Growth: By Grade Level

2003 through 2005, Benchmark 100%



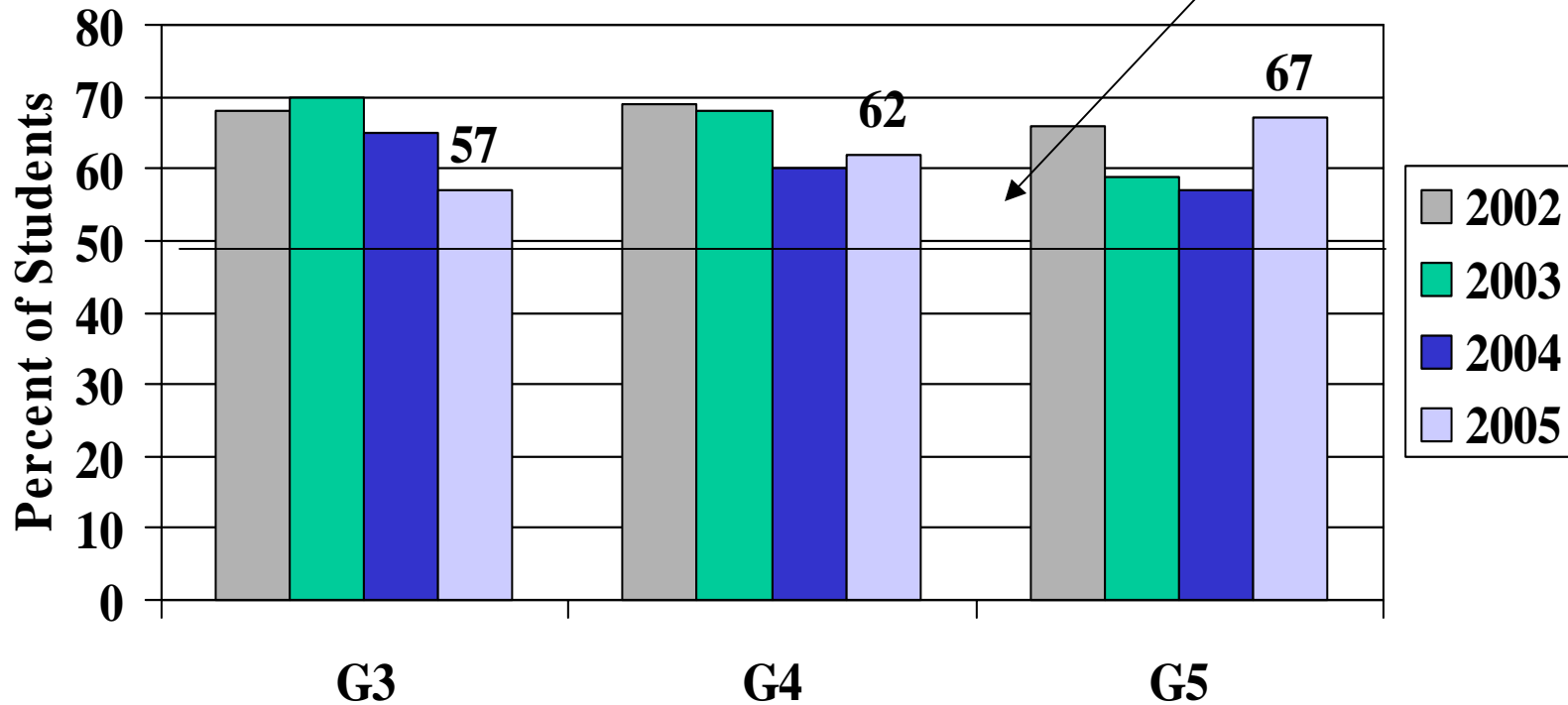
District Reading Indicator: Percent Making Year's Growth

National Norm 50% Growth



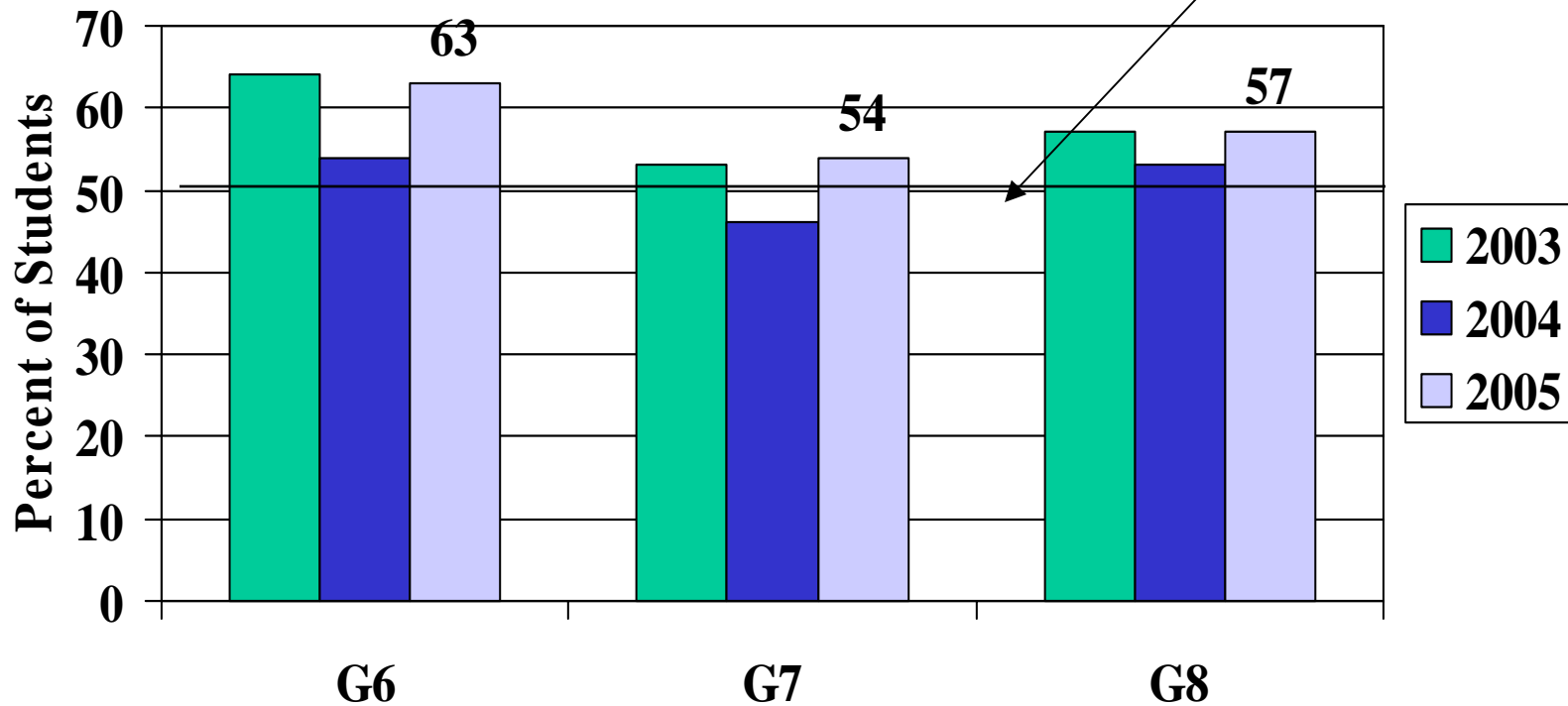
Elem: Percent of Students meeting growth target--Reading by grade

Reading--NWEA Report 50% Benchmark



MS: Percent of Students meeting growth target--Reading by grade

Reading--NWEA Report 50% Benchmark



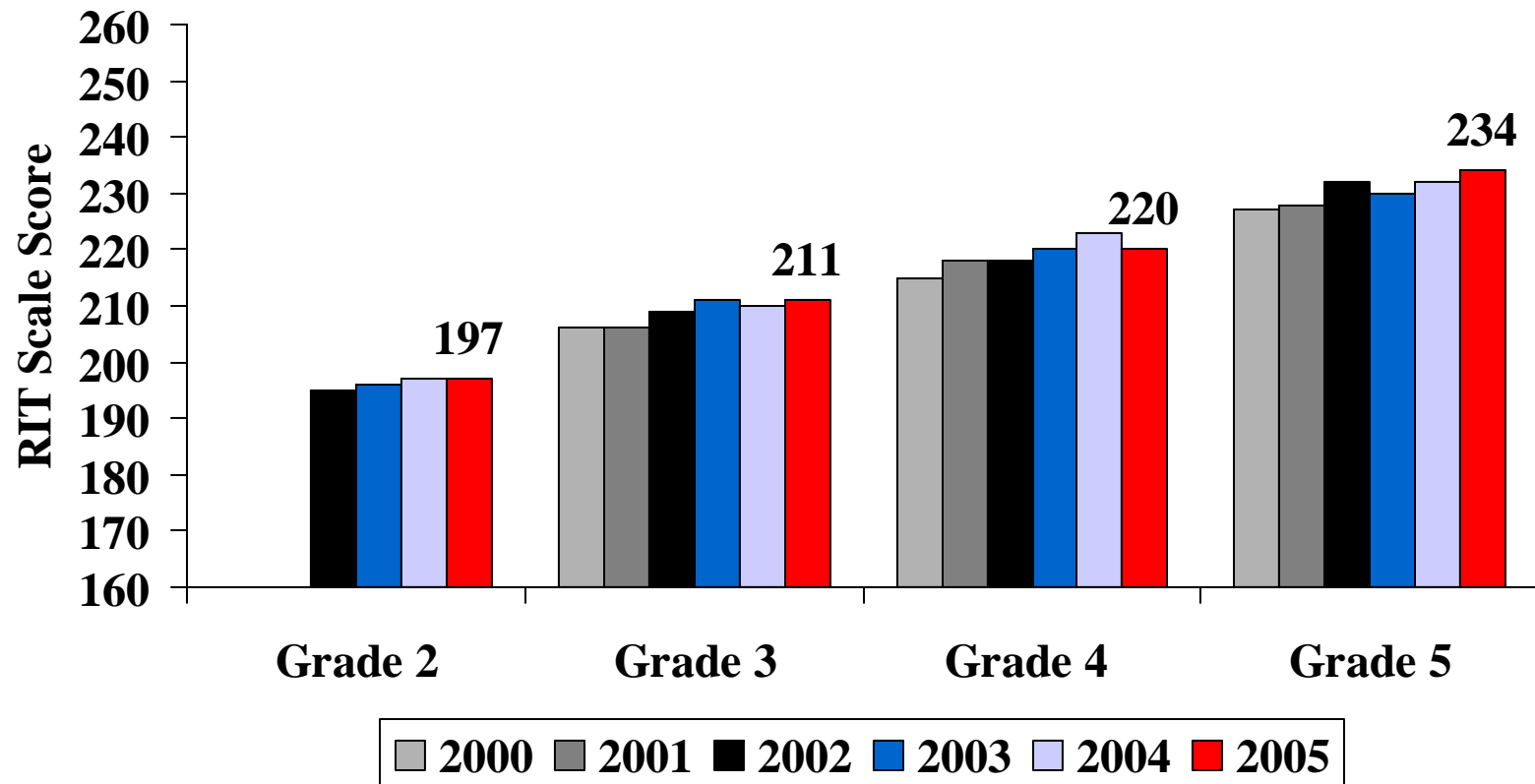
NWEA Achievement & Growth

Math

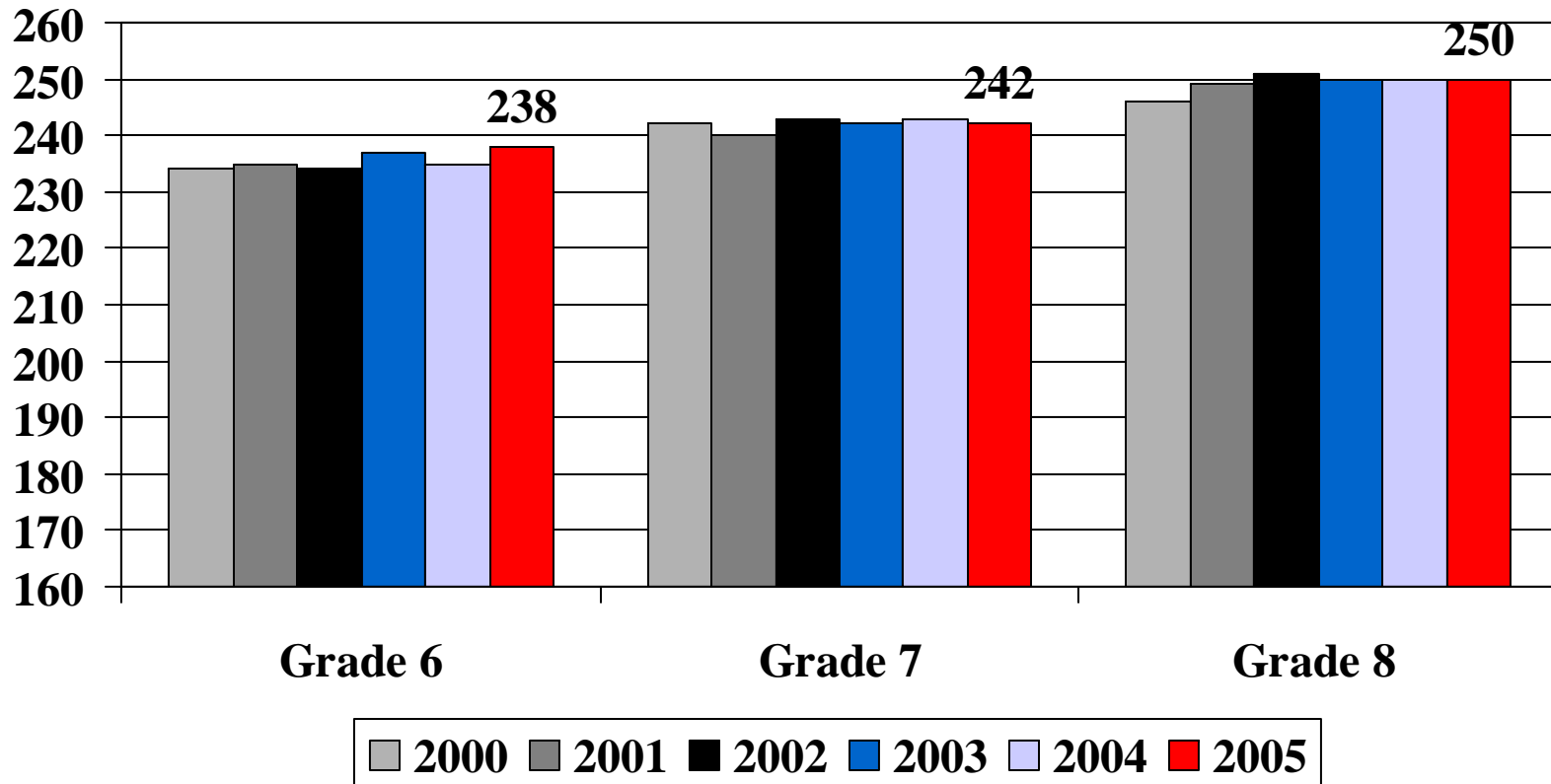
NWEA Key Messages Math.

- District-wide nearly 63% of the student body performs in the top quartile compared to national norms of math proficiency.
- Mounds View Students median performance ranges from the 76th to 87th percentile based on NWEA norms.
 - These numbers are consistent with the high level of students scoring as proficient on state tests, especially grade 5.
- Elementary scores are quite consistent between 2004 and 2005 with grade 4 students showing a slight dip in overall achievement to previous years.

District 621- Elementary NWEA Median Math Scores by year

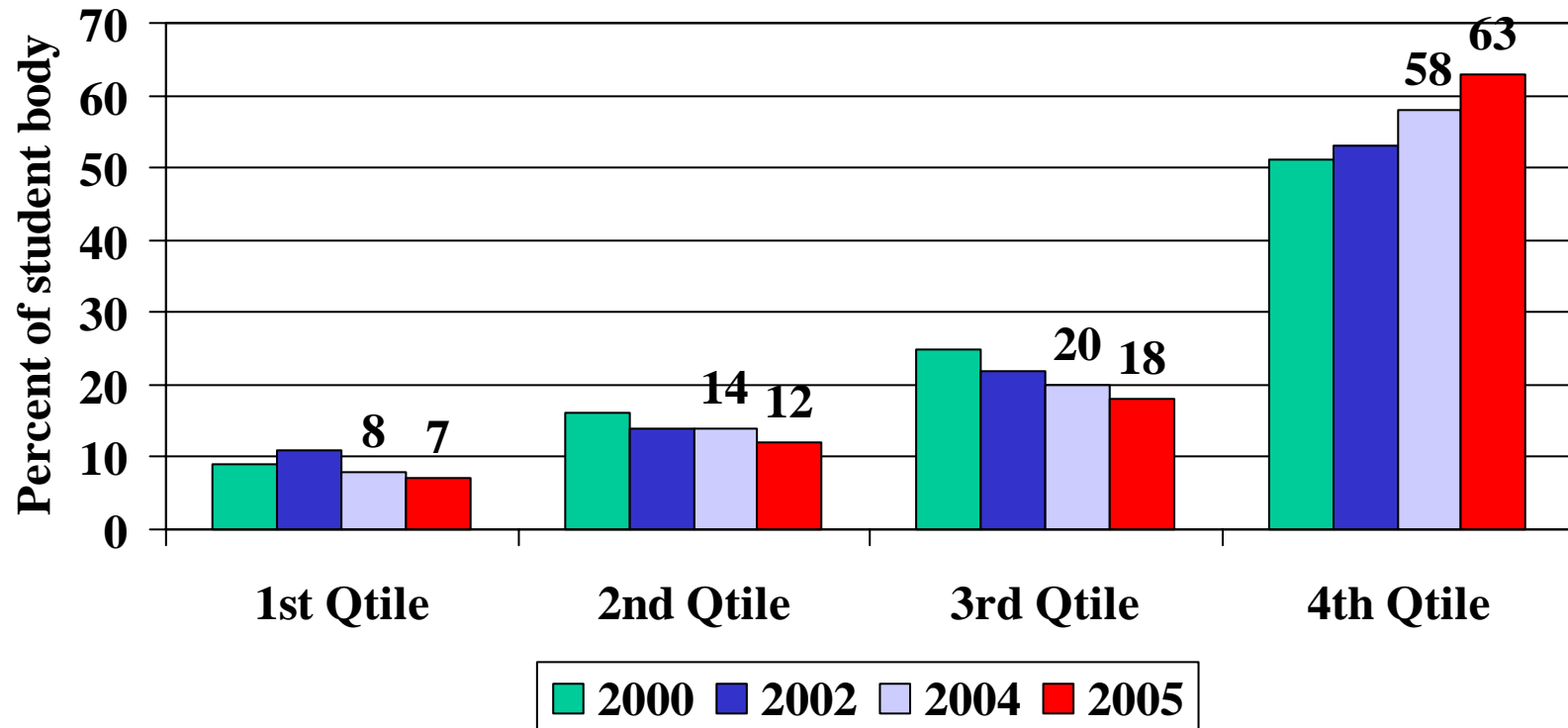


District 621- Middle School NWEA Median Math Scores by year



Proficiency Distribution of Students by Quartile: NWEA Math

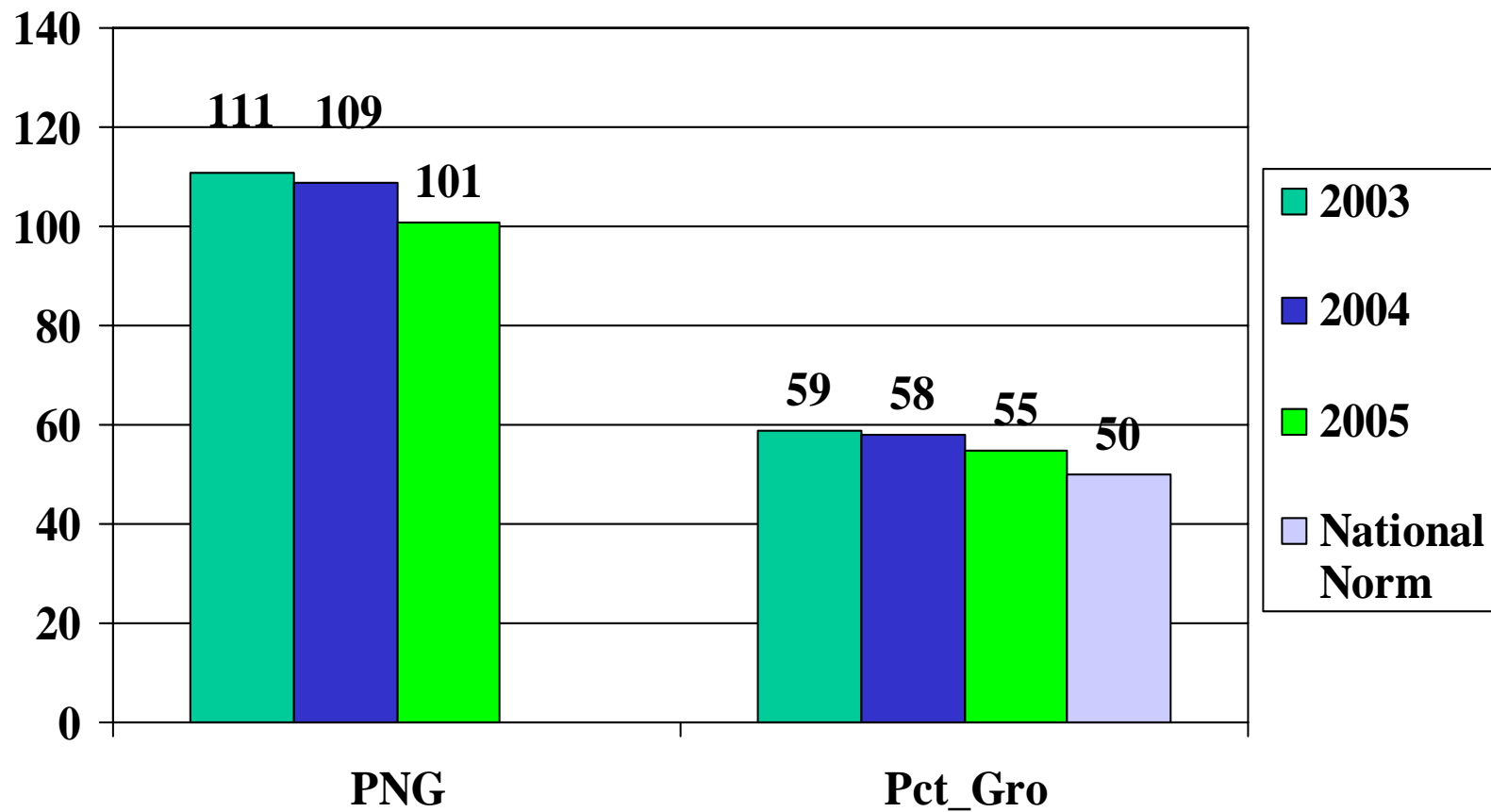
Math Performance



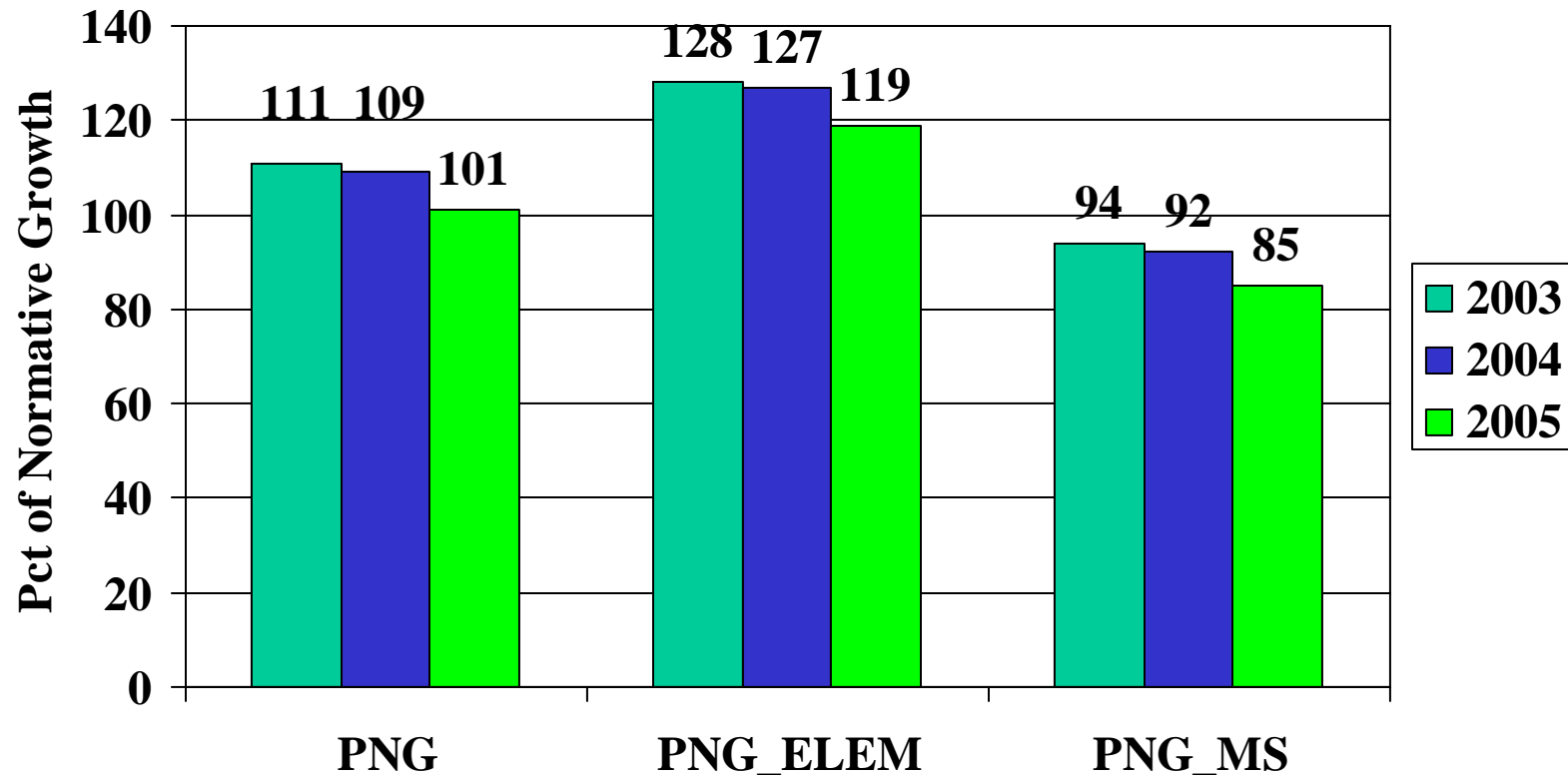
NWEA Math Key Messages continued...

- Middle School scores remained stable with a slight increase in overall attainment demonstrated at grade 6.
- Student growth at both elementary and middle grades show a slight decrease from 2004, but remain well-above national norms at elementary, and normative at middle school.

District Indicator of Math Growth: NWEA Measure

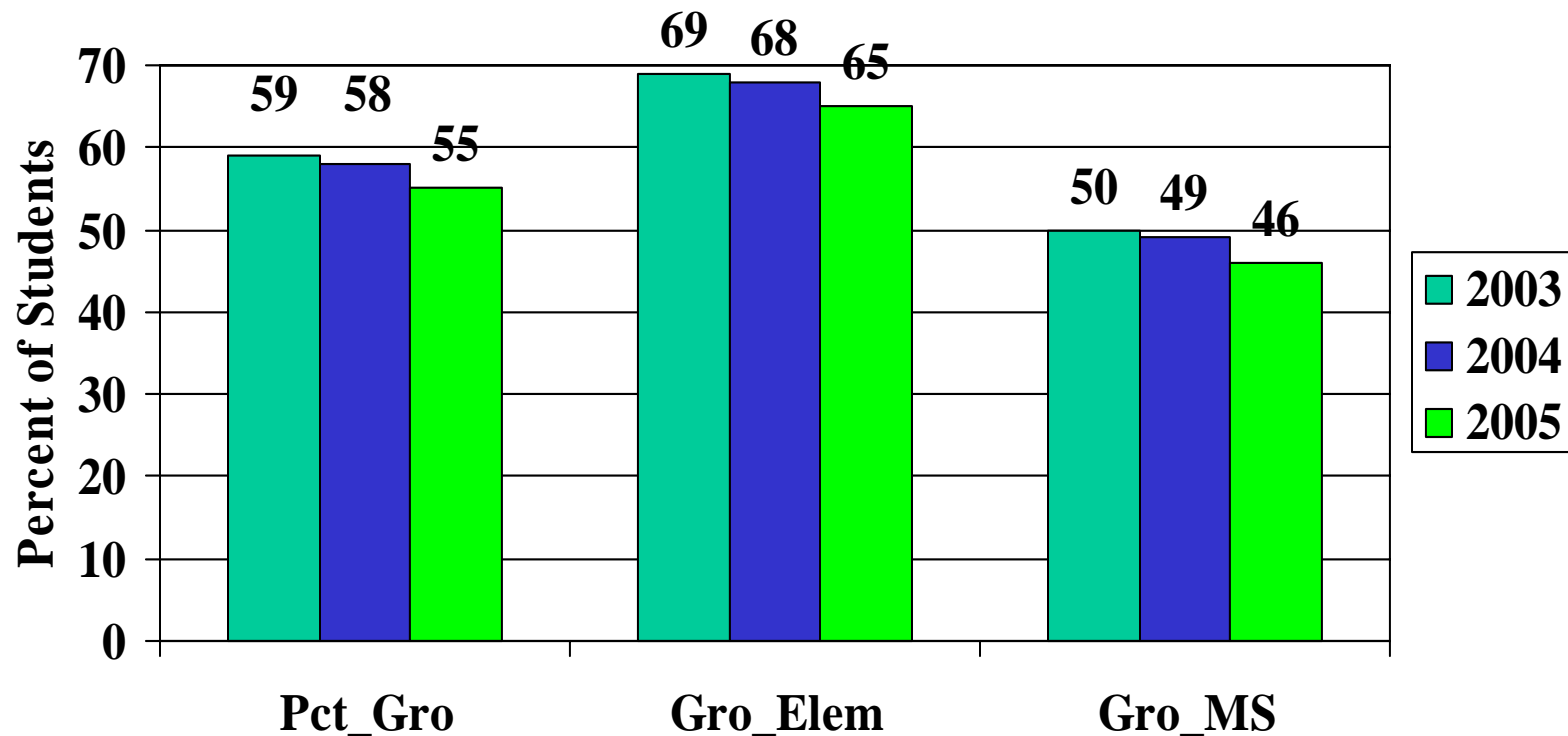


District Indicator of Math Growth: By Grade Level



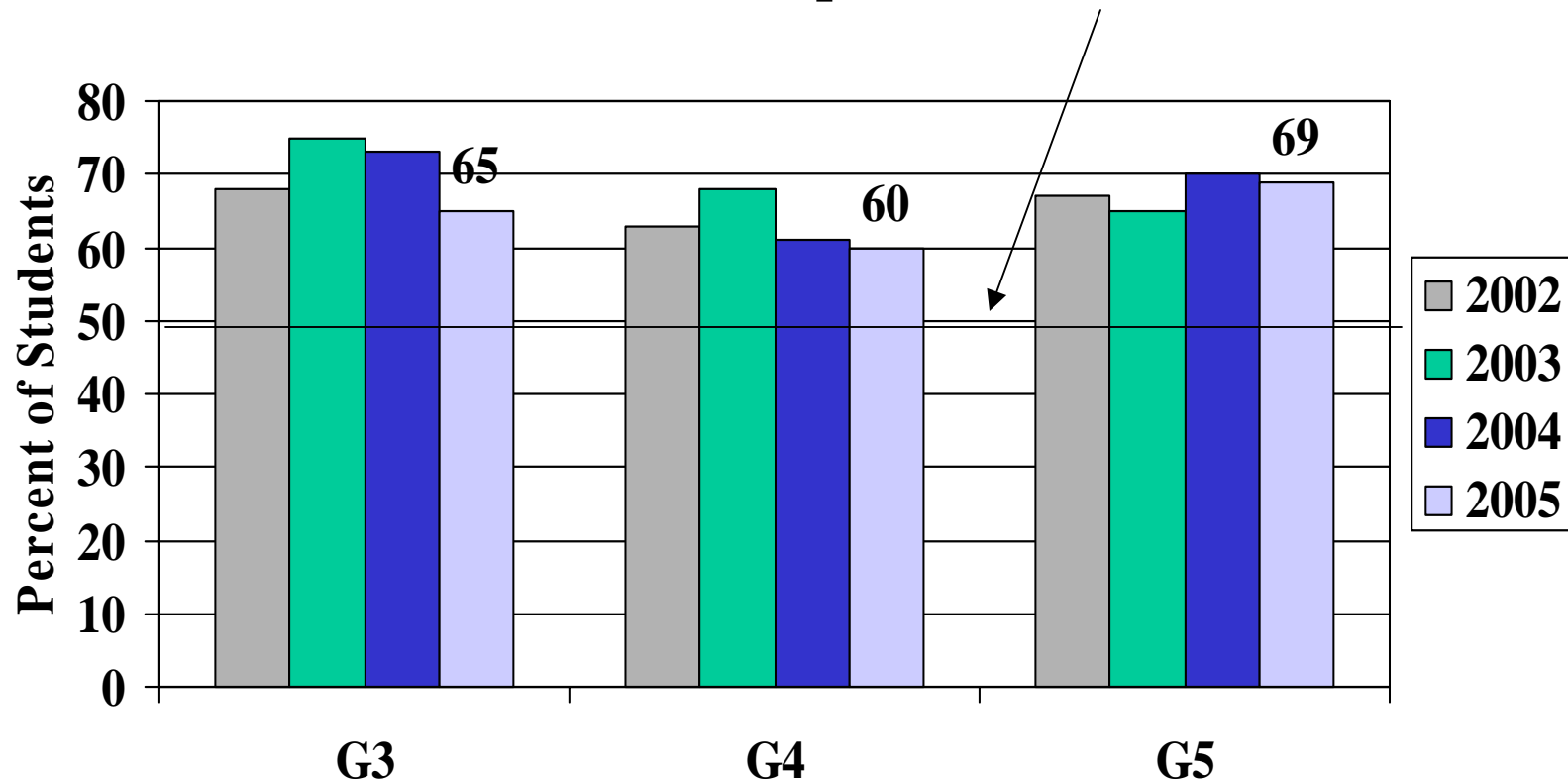
District Indicator of Math Growth: By Grade Level

National Norm 50% Growth



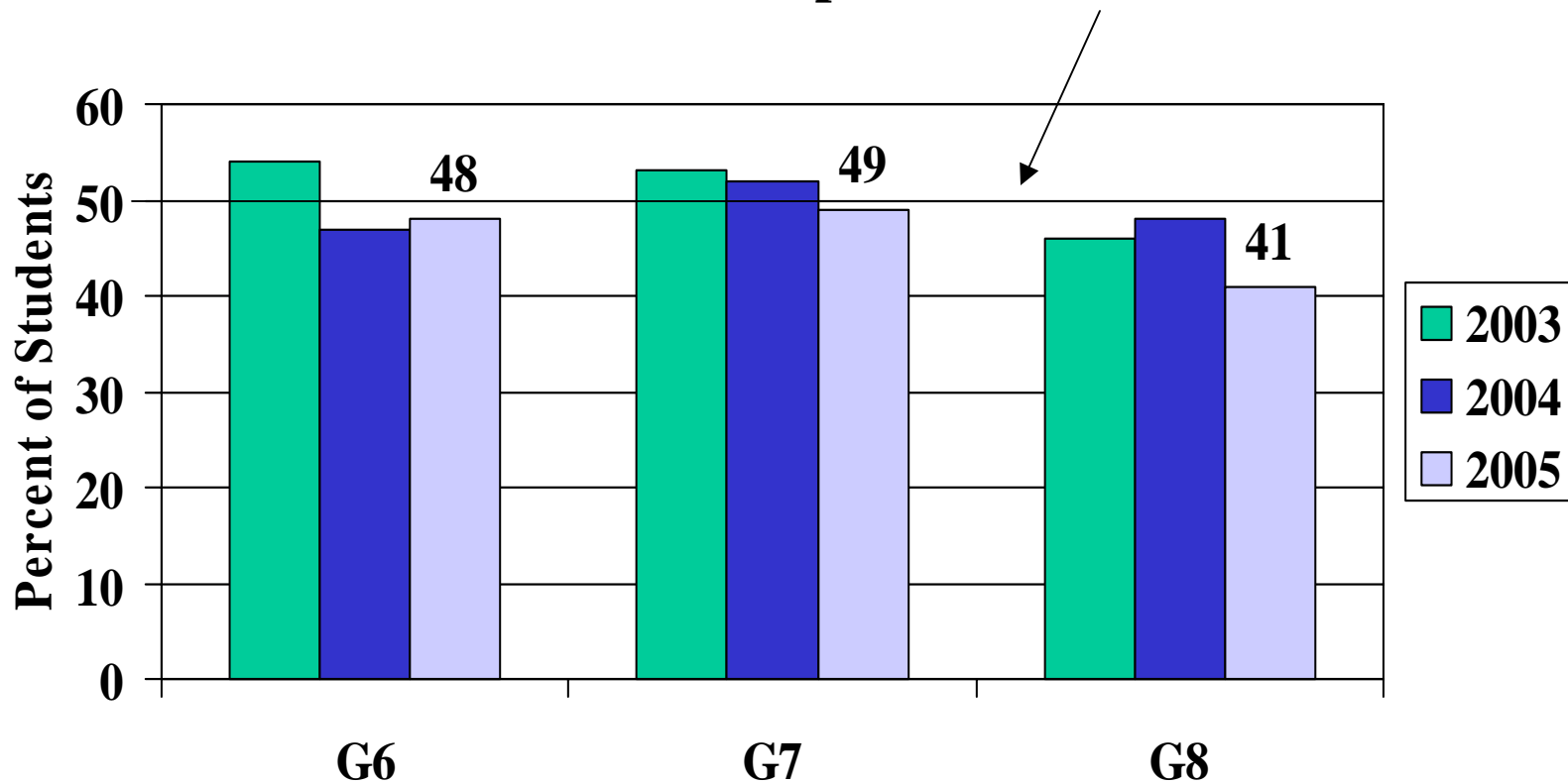
Elem: Percent of students meeting growth target--Math by Grade

Mathematics--NWEA Report 50% Benchmark



MS: Percent of students meeting growth target--Math by Grade

Mathematics--NWEA Report 50% Benchmark



Summary of Assessment Findings 2004-2005

- 2005 student achievement continues to be a strength with Mounds View students scoring above state and national levels in both reading and math.
 - On the NWEA measure of reading and math performance Mounds View students consistently perform one grade-level above same-grade peers.
- More than 60% of Mounds View students perform in the top quartile (75th percentile and above) compared to national norms in both reading and math.
- Overall, growth indicators continue to be strong. National growth is benchmarked at 50% of students making typical growth.
 - Reading performance shows greater than expected growth at all grade-levels 3 through 8. Overall, 63% of elementary students and 59% of middle school students met or exceeded national growth targets.
 - Math performance demonstrates stronger growth numbers in the elementary grades than middle schools. Overall, 65% of elementary students met or exceed national growth targets. Students in middle school perform near the national norm with 46% of students meeting or exceeding national growth targets. Students in grade 8 demonstrated the least amount of growth.

High School ACT Performance

- High School ACT scores increased across the board in 2004-2005.
 - The five year trend continues to indicate overall strength in ACT achievement compared to national and state [performance](#).