

Student Performance Diagnostic Questions

Areas of Notable Achievement

1. Which area(s) are above the expected levels of performance?

Mathematics made major jumps, reading has also seen an increase in levels of performance.

2. Describe the area(s) that show a positive trend in performance.

Reading & math & writing trends have all increased in performance; science, although in its first year shows positive scores for our students.

3. Which area(s) indicate the overall highest performance?

The area that indicates the highest overall performance is mathematics.

4. Which subgroup(s) show a trend toward increasing performance?

The subgroup that shows a trend toward increasing is gender, boys specifically in reading, where the largest performance increase is noted. Another subgroup that shows a trend toward increasing is our free and reduced population, who have shown increasing performance with math.

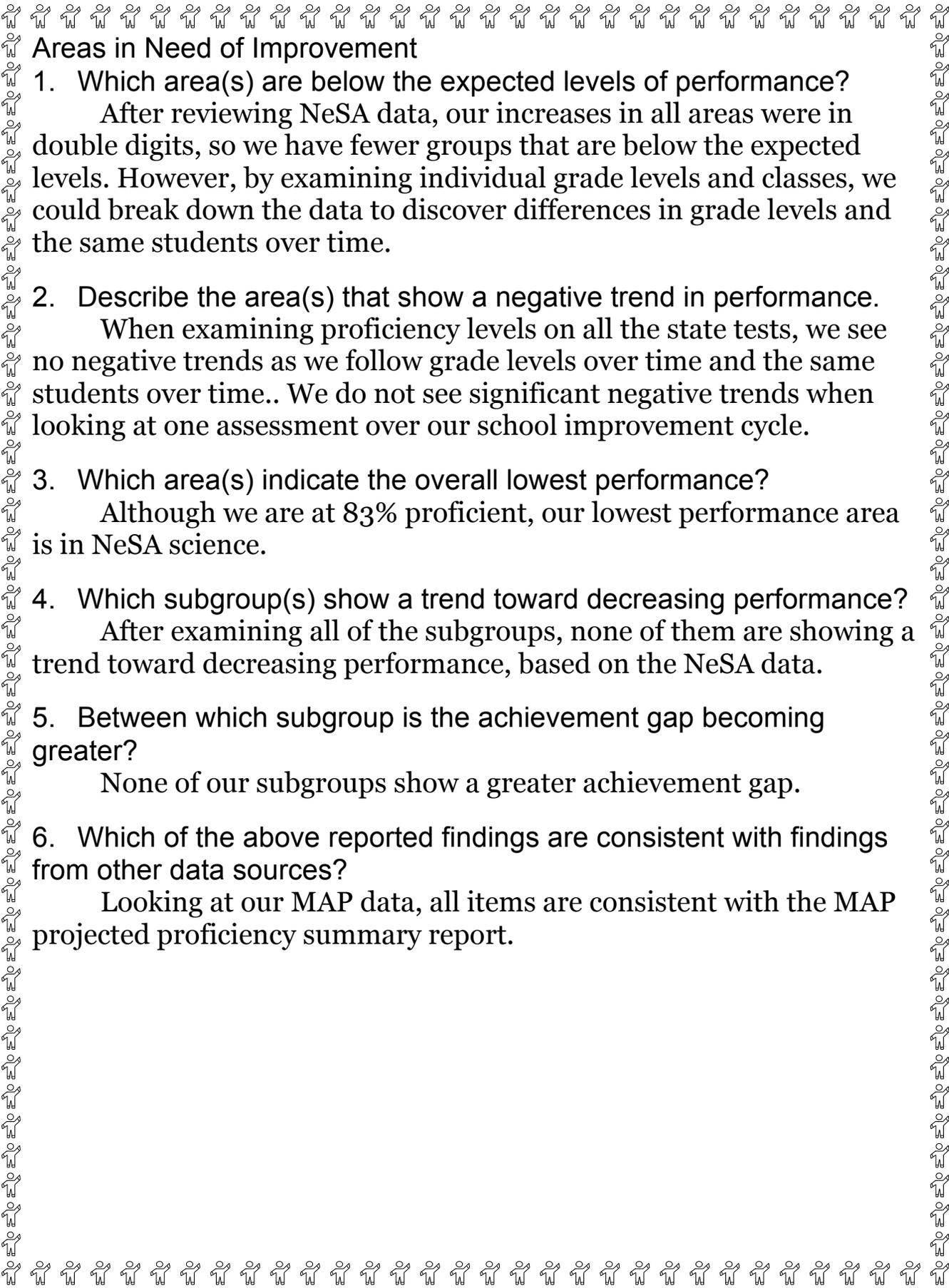
Depending on the core curricular areas, we are seeing jumps in performance with gender (females in math and males in reading), whereas with free and reduced populations showed increases in math as well as measured by NeSA data.

5. Between which subgroup is the achievement gap closing?

Both gender and socioeconomic levels have shown that they are closing the gap in performance.

6. Which of the above reported findings are consistent with findings from other data sources?

All reading and math items are consistent with data found on the MAP projected proficiency summary report.



Areas in Need of Improvement

1. Which area(s) are below the expected levels of performance?

After reviewing NeSA data, our increases in all areas were in double digits, so we have fewer groups that are below the expected levels. However, by examining individual grade levels and classes, we could break down the data to discover differences in grade levels and the same students over time.

2. Describe the area(s) that show a negative trend in performance.

When examining proficiency levels on all the state tests, we see no negative trends as we follow grade levels over time and the same students over time.. We do not see significant negative trends when looking at one assessment over our school improvement cycle.

3. Which area(s) indicate the overall lowest performance?

Although we are at 83% proficient, our lowest performance area is in NeSA science.

4. Which subgroup(s) show a trend toward decreasing performance?

After examining all of the subgroups, none of them are showing a trend toward decreasing performance, based on the NeSA data.

5. Between which subgroup is the achievement gap becoming greater?

None of our subgroups show a greater achievement gap.

6. Which of the above reported findings are consistent with findings from other data sources?

Looking at our MAP data, all items are consistent with the MAP projected proficiency summary report.