
The Golden Package

Of Data Analysis Reports for MEAP



*Pleasantville Public Schools
Pleasantville Elementary School #1
2003-04*

The Golden Package for MEAP

PURPOSE OF THE GOLDEN PACKAGE

The Golden Package is a set of reports designed to make your collection, organization and analysis of your MEAP data easier. Consider your set of golden reports as your set of essential reports for working with your school's MEAP data for each school year. Certainly not all the data you can look at is in this package - just the essential data.

For those of you who have participated in Deborah Wahlstrom's advanced data analysis training, you probably remember her talking about the importance of having a data packet for each content area. What you have in your hands is the basic data packet!

THREE TYPES OF DATA

You will have reports for each of the three types of data - outcome (achievement), demographic, and process (contextual). Each of these reports can be used in your school improvement plans as well as in your Ed YES! self-assessment. We're providing your data and our popular analysis questions on the same page. The purpose of these questions is to help make analysis of your data effective and efficient. We have introduced the analysis guide sheets to educators throughout Michigan.

REGARDING THE DATA USED TO GENERATE THESE REPORTS

For the basis of these reports we have attempted to include information as intact as possible. This information has been derived from various sources, including published MEAP results from student data and research files. Please be aware that this data has gone through many changes throughout the breadth of MEAP testing, and in some cases is incomplete or inconsistent. Where possible, we have inserted comments regarding any data anomalies or missing data, and these comments are typically displayed at the beginning of the outcome, demographic and process sections of this package.



TESTS THAT ARE EXCLUDED FROM REPORTS

Reports that display the Successline "General Achievement" star logo seen here are set to be the most inclusive in order to analyze general student achievement. However, particular tests may be ignored for reporting under certain conditions. These conditions are generally referred to as "exclusion factors", and will result in their not appearing on a report or not being averaged into aggregate numbers and percentages on that report. The following is a list of the specific exclusion factors used for these reports:

No Proficiency Level Reported
Marked as Not Tested, Absent or Not Available
Marked as Parent Exempt
Marked as Unethical

Marked as Home School
Marked as Post-Graduate
Given a Non-Standard Testing Accommodation (included but marked as a zero)





SPECIAL NOTICE REGARDING NCLB/AYP REPORTS

For reports that display the No Child Left Behind logo, in addition to the "General Achievement" exclusion factors mentioned previously, these reports use additional exclusion factors to correspond with state reporting guidelines, as follows:

- Only first-time test administrations are used (no retests allowed)
- EXCL marked or INCL not marked (2000-01 and 2001-02 school years)
- Marked as Less than Full Academic Year

Please note that we have attempted to make these reports as accurate as possible, but there are factors that can negatively affect their accuracy. The most important factor is the issue of isolating first-time test takers from any subsequent retakes that may have been administered. According to federal guidelines AYP calculations are only to consider the first time a given test is administered to a student. The MEAP data as released by the testing company often inaccurately reflects any "Retest" status. We use special routines to consolidate student information and identify retests according to the chronological order of testing. However, faulty or missing testing information can interfere with the accuracy of this process.

JUST IN CASE YOU HAVE QUESTIONS

We hope you'll call if you have questions about any of your reports or the process of getting those reports. We want your questions and we're always happy to answer them. Please contact Mark Wahlstrom through one of the following methods:


Telephone:	757-539-6513
Fax:	757-539-6523
E-mail:	Mark.Wahlstrom@successlineinc.com



3 Types of Data in the Golden Package

Outcome

★ Which students were tested?

 Student Demographics Summary

★ What has been our trend in achievement for the past three years?*

Percentage of Students Scoring in Proficient Levels on MEAP Test

Have we decreased by 10% from the previous year the percentage of students who were not proficient? (Safe Harbor)*

Percentage of Students Not Proficient, Multi-Year Comparison (Language Arts and Mathematics only)

Note: Reports marked with * will not appear without at least two consecutive years worth of data.

Demographic

What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups:
Race/Ethnicity
Economically Disadvantaged
Students With Disabilities
Limited English Proficient
Migrant
Gender

Have we improved the performance of subgroups over time?*

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Subgroups

Have we decreased by 10% from last year the percentage of students who were not proficient? (Safe Harbor)*

Percentage Students in Select Subgroups Not Proficient (Language Arts and Mathematics only)

Process

★ Is our curriculum aligned?

Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

★ Where do we have curriculum alignment? Would a focus on instructional strategies help us?

Comparison of Strengths and Weaknesses

★ What was our performance on constructed response items?

Percentage of Students Earning 80% of Possible Point on Constructed Response Items

★ In which areas of Language Arts are we doing well?

Percentage of Students Receiving Each Comment Code (Reading and Writing tests only)

★ For which items did we show a strong performance? A weak performance?

Percentage of Students With Correct Answer for Each Item Descriptor

★ How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Results of Item Analysis Between School, District

This organizer presents the three types of data and corresponding report questions and titles in your Golden Reports Package. You'll have this data in the form of a booklet containing results for each school in your district in each of the core content areas: Reading, Writing, English Language Arts (Reading + Writing combined), Math, Science, and Social Studies for the grade levels tested by MEAP.



The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 English Language Arts 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display



Have we decreased by 10% from the previous year the percentage of students who were not proficient? (Safe Harbor)

Percentage of Students Not Proficient, Multi-Year Comparison

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2001-02 This test was not administered prior to 2002-03.



Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 English Language Arts

	2002-03		2003-04	
Total Test Records	80	100%	60	100%

General Achievement Reporting

Excluded General Achievement	0	0%	1	1%
Unknown Proficiency	20	25%	0	0%
Used for General Achievement Reporting	60	75%	59	98%



AYP/NCLB Reporting

Excluded AYP/NCLB	36	45%	18	30%
Used for AYP/NCLB Reporting	44	55%	42	70%

Gender

Female	43	53%	30	50%
Male	37	46%	30	50%

Race/Ethnicity

American Indian	1	1%	2	3%
Asian/Pacific Islander	1	1%	1	1%
Black	33	41%	14	23%
Hispanic	20	25%	17	28%
White	25	31%	26	43%

SWD

Student with Disabilities	8	10%	4	6%
Student without Disabilities	72	90%	56	93%

Economic Status

Economically Disadvantaged	71	88%	45	75%
Non-Economically Disadvantaged	9	11%	15	25%

English Proficiency

English Proficient	65	81%	44	73%
Limited English Proficient	15	18%	16	26%

Less than Full Academic Year

Full Academic Year	54	67%	43	71%
Less than Full Academic Year	26	32%	17	28%

This is the total number of test records within the system for the given periods.

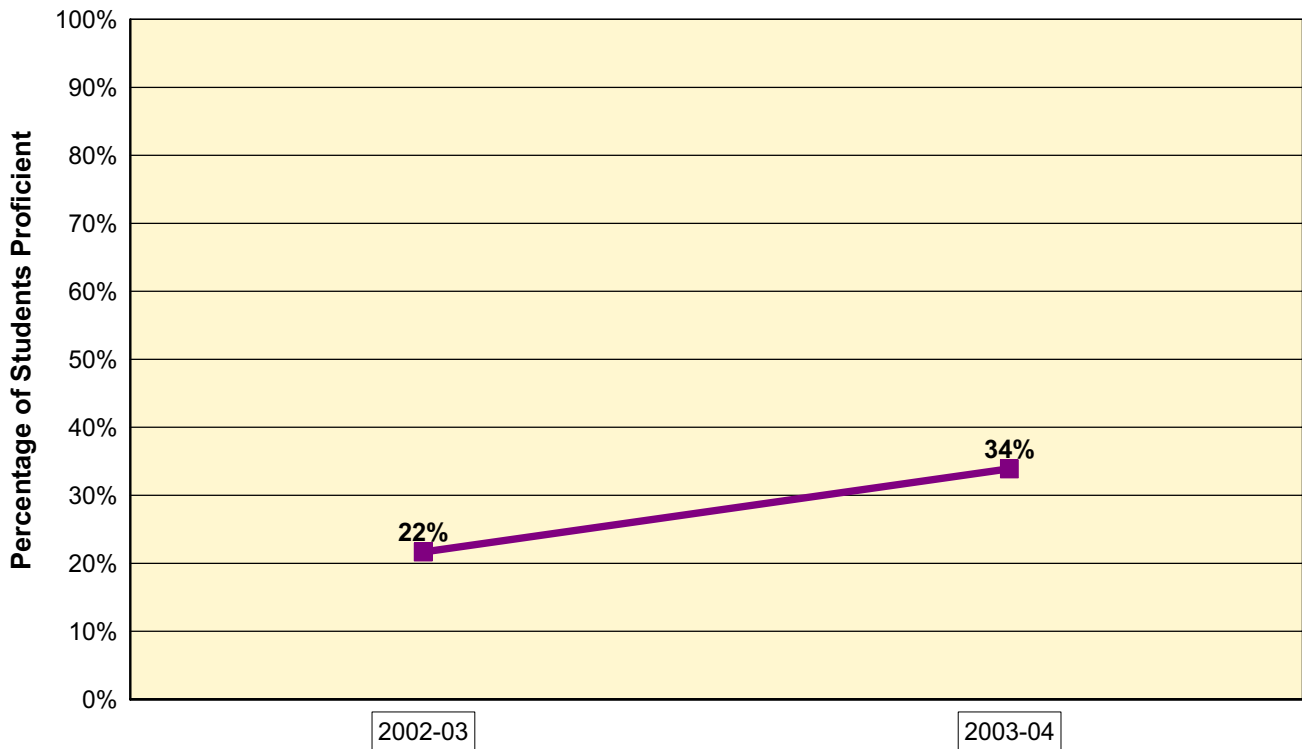
Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

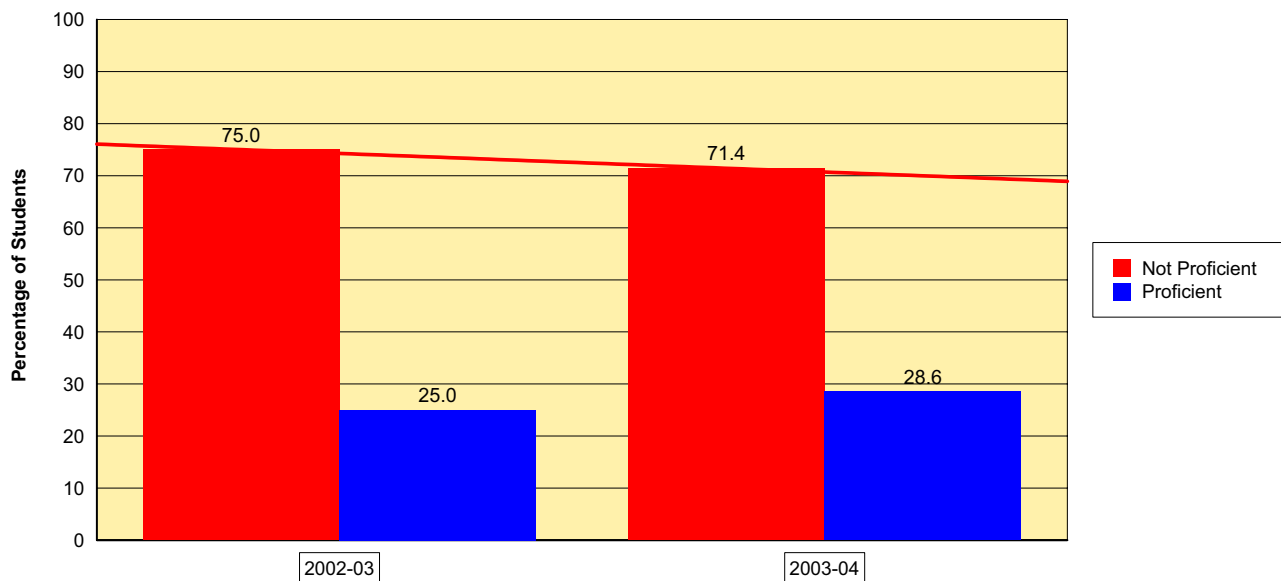
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we decreased, by 10% from the previous year, the percentage of students who were not proficient?
(Safe Harbor)

Percentage of Students Not Proficient

**Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 4 English Language Arts**



Safe Harbor Calculator	% of Students NOT Proficient in 2002-03	75.0% NOT PROFICIENT
	Reduction in Percentage Points	- 7.5% (reduced by 10%)
	% Needed to Meet Safe Harbor in 2003-04	= 67.5% NOT PROFICIENT X

Analysis Questions

1. What percentage of our students scored in proficient levels on the MEAP test this year?
2. What percentage of our students were not proficient on the MEAP test this year?
3. Did the percentage of students who were non-proficient on the MEAP test this year decrease by 10%? (This is the Safe Harbor for No Child Left Behind.)

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 English Language Arts 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

Note: This report will not appear without two consecutive years worth of data to display



Have we decreased by 10% from the previous year the percentage of students in select subgroups who were not proficient? (Safe Harbor)

Percentage of Students Not Proficient, Disaggregated by Race/Ethnicity, Students with Disabilities, Economic Status and English Proficiency

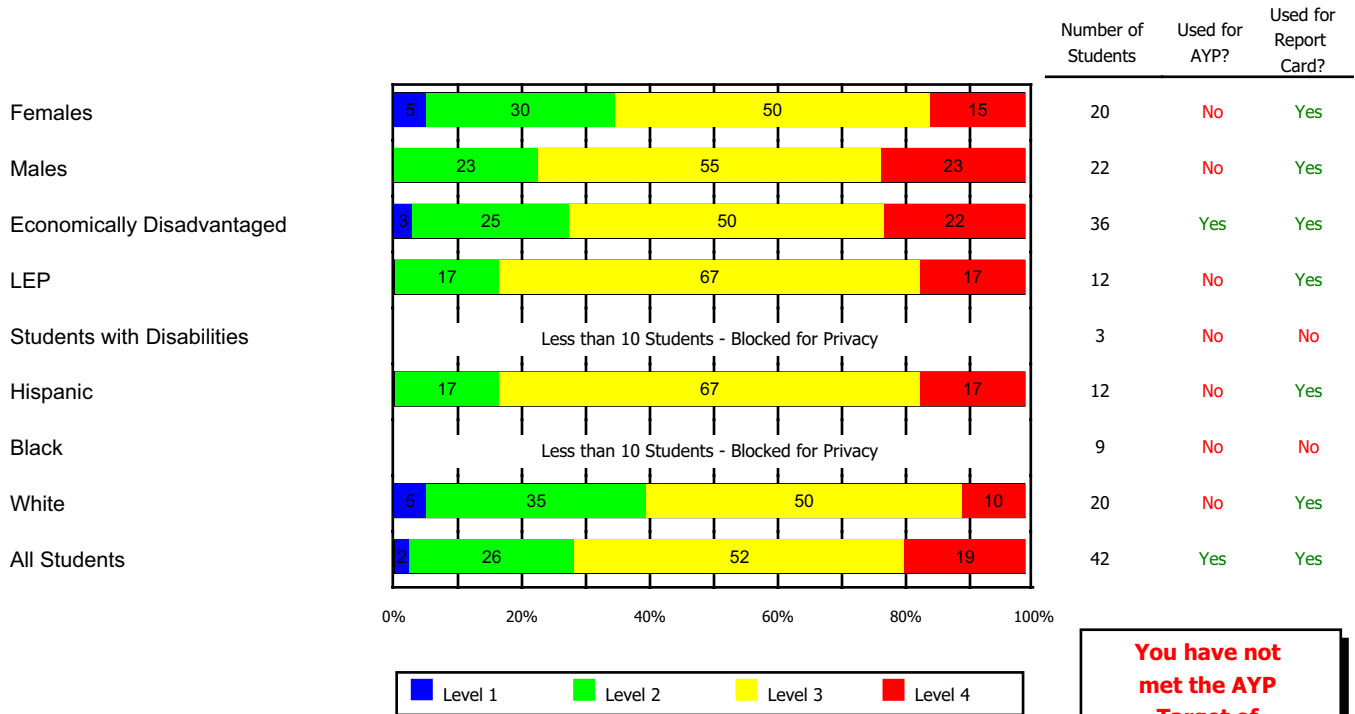
Note: These reports will not appear without two consecutive years worth of data to display for each subgroup



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 4 English Language Arts • 2003-04



You have not met the AYP Target of 38.0% for "All Students" on this test.

Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

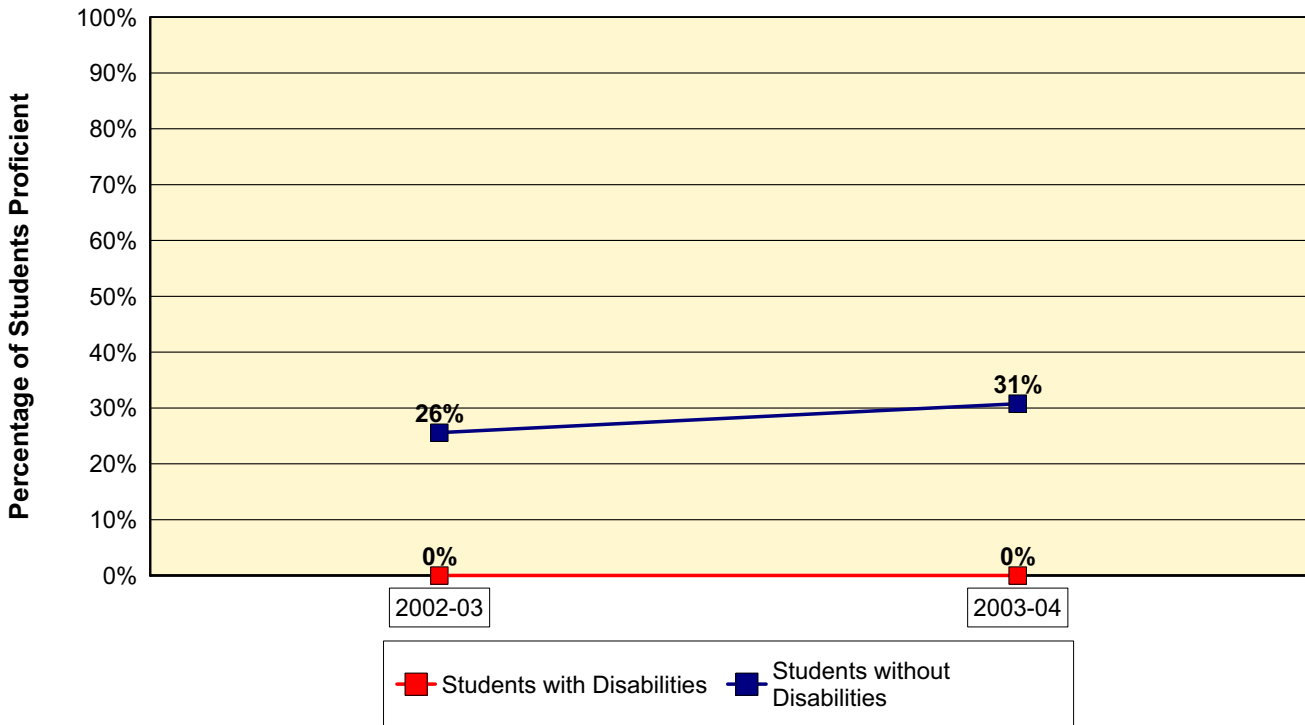
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

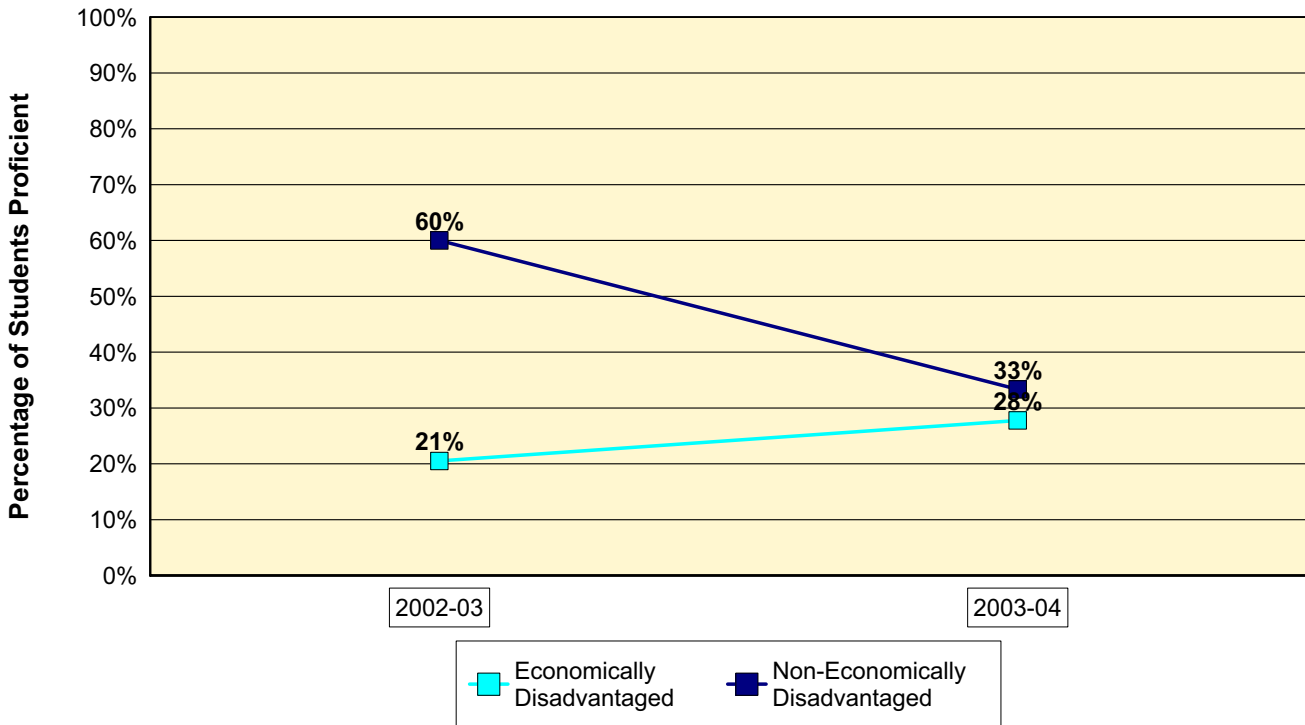
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

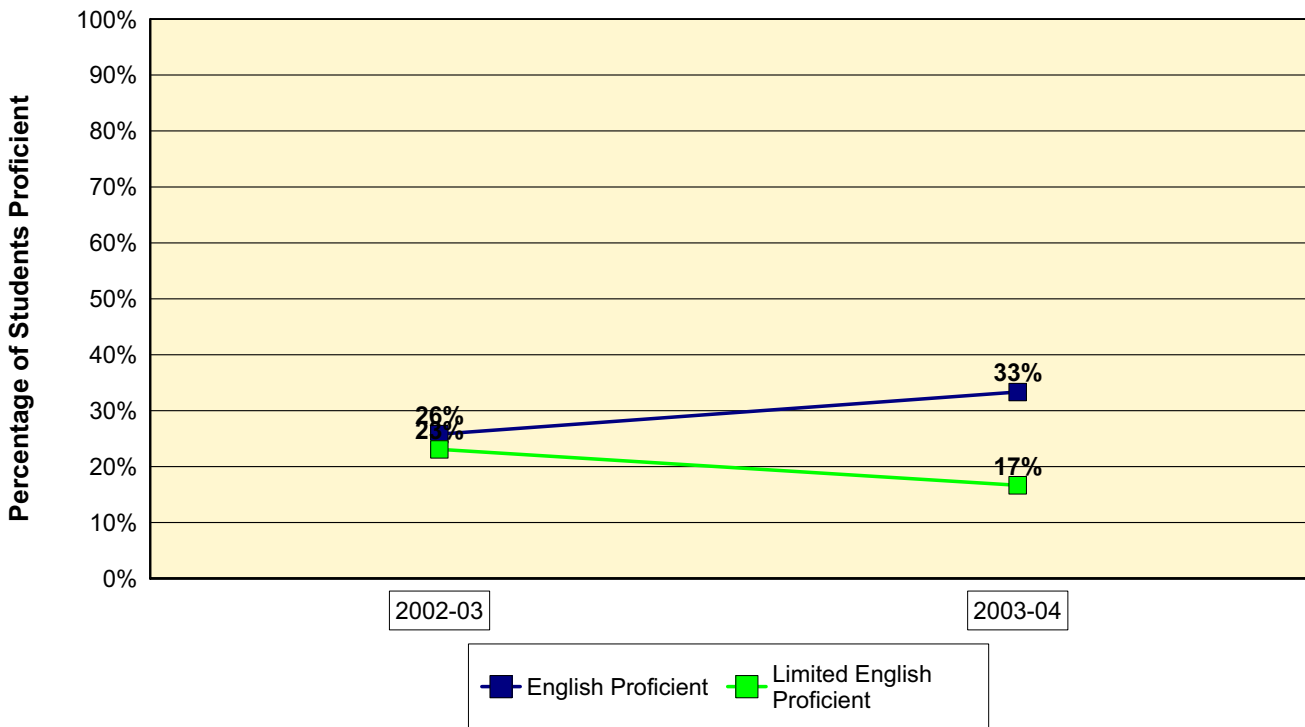
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!






The Golden Package


Pleasantville Elementary School #1

MEAP Grade 4 English Language Arts 2003-04

Process Data

 **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**

Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

 **Where do we have curriculum alignment? Which do we need to deal with first - curriculum alignment or instructional strategies?**

Comparison of Strengths and Weaknesses

 **For which items did we show a strong performance? A weak performance?**

Percentage of Students with Correct Answer for Each Item Descriptor

 **How did we perform in comparison to the district and state on each item in our item analysis?**

Comparison of Results of Item Analysis Between School, District and State

Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 4 English Language Arts

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	60	13	22%	47	78%	49	36	14
2003-04	59	20	34%	39	66%	48	28	15

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 515-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in Elementary Language Arts Test Strands

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts • 2003-04

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2							
		Weakness		Strength		Weakness		Strength					
		#	%	#	%	#	%	#	%				
Meaning and Communication	59	24	62%	15	38%	2	10%	18	90%				
Skills and Processes	59	21	54%	18	46%	5	25%	15	75%				
Genre and Craft of Language	59	37	95%	2	5%	8	40%	12	60%				
Depth of Understanding	59	36	92%	3	8%	13	65%	7	35%				
TOTAL STUDENTS NOT PROFICIENT					39		TOTAL STUDENTS PROFICIENT					20	
PERCENT NOT PROFICIENT					66%		PERCENT PROFICIENT					34%	

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)
4. In which strand(s) does our curriculum need tightening?

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)
- Education YES!



For which items did we show a strong performance?
A weak performance?

Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Meaning and Communication							
ELA.4.02	Summarizing main idea of written narrative text	60				60%	
ELA.4.04	Using details from narrative text to construct and support meaning	60				85%	
ELA.4.06	Using details from narrative text to construct and support meaning	60				60%	
ELA.4.09	Portraying narrative text to appeal to an audience	60				73%	
ELA.4.10	Drawing an inference from context clues in narrative text	60				78%	
ELA.4.18	Drawing an inference from context clues in informational text.	60				78%	
Skills and Processes							
ELA.4.08	Predicting outcome for main character(s) from context provided	60				55%	
Genre and Craft of Language							
ELA.4.01	Identifying tone of given narrative text	60				75%	
ELA.4.03	Identify traits of main character(s) from actions in narrative text	60				73%	
ELA.4.05	Identifying traits of main character(s) in narrative text.	60				82%	
ELA.4.07	Identifying which main character(s) possesses specified trait(s)	60				80%	
ELA.4.11	Identifying major idea of informational text.	60				73%	
ELA.4.12	Using details to construct and support meaning of informational text	60				55%	
ELA.4.13	Using details to construct and support meaning of informational text	60				30%	
ELA.4.14	Identifying traits of author of informational text.	60				32%	
ELA.4.15	Using major ideas/details in informational text to appeal to audiences.	60				55%	
ELA.4.16	Using details to construct and support meaning of informational text	60				58%	
ELA.4.17	Identifying author's perspective/point of view in informational text	60				57%	
ELA.4.19	Using details to construct and support meaning of informational text	60				48%	



Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 English Language Arts • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Depth of Understanding							
ELA.4.20	Identifying informational text lesson related to a universal theme	60				65%	
ELA.4.21	Drawing parallels between characters in multiple texts	60				77%	
ELA.4.22	Drawing parallels between characters in multiple texts	60			50%		
ELA.4.23	Drawing parallels between characters in multiple texts	60	22%				
ELA.4.24	Drawing contrasts about tone of multiple texts	60			47%		
ELA.4.25	Drawing conclusions about people's experiences in multiple texts.	60				68%	

Analysis Questions

- For which item descriptors did 80% or more of our students answer the corresponding MEAP test question correctly? These represent our stronger items.
- For which item descriptors did 79% or fewer of our students answer the corresponding MEAP test question correctly? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!

How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Item Analysis Results between School, District and State

Pleasantville Public Schools Pleasantville Elementary School #1

MEAP Grade 4 English Language Arts • Winter 2003-04 • Form B

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Depth of Understanding					
ELA.4.20	Identifying informational text lesson related to a universal theme	60	65%	76%	82%
ELA.4.21	Drawing parallels between characters in multiple texts	60	77%	85%	90%
ELA.4.22	Drawing parallels between characters in multiple texts	60	50%	66%	0%
ELA.4.23	Drawing parallels between characters in multiple texts	60	22%	32%	0%
ELA.4.24	Drawing contrasts about tone of multiple texts	60	47%	60%	65%
ELA.4.25	Drawing conclusions about people's experiences in multiple texts.	60	68%	73%	82%
Genre and Craft of Language					
ELA.4.01	Identifying tone of given narrative text	60	75%	78%	79%
ELA.4.03	Identify traits of main character(s) from actions in narrative text	60	73%	86%	90%
ELA.4.05	Identifying traits of main character(s) in narrative text.	60	82%	92%	95%
ELA.4.07	Identifying which main character(s) possesses specified trait(s)	60	80%	91%	94%
ELA.4.11	Identifying major idea of informational text.	60	73%	81%	87%
ELA.4.12	Using details to construct and support meaning of informational text	60	55%	58%	60%
ELA.4.13	Using details to construct and support meaning of informational text	60	30%	48%	55%
ELA.4.14	Identifying traits of author of informational text.	60	32%	57%	68%
ELA.4.15	Using major ideas/details in informational text to appeal to audiences.	60	55%	57%	64%
ELA.4.16	Using details to construct and support meaning of informational text	60	58%	70%	74%
ELA.4.17	Identifying author's perspective/point of view in informational text	60	57%	65%	68%
ELA.4.19	Using details to construct and support meaning of informational text	60	48%	63%	70%
Meaning and Communication					
ELA.4.02	Summarizing main idea of written narrative text	60	60%	71%	73%
ELA.4.04	Using details from narrative text to construct and support meaning	60	85%	88%	92%
ELA.4.06	Using details from narrative text to construct and support meaning	60	60%	77%	83%
ELA.4.09	Portraying narrative text to appeal to an audience	60	73%	77%	80%
ELA.4.10	Drawing an inference from context clues in narrative text	60	78%	81%	86%
ELA.4.18	Drawing an inference from context clues in informational text.	60	78%	78%	81%
Skills and Processes					
ELA.4.08	Predicting outcome for main character(s) from context provided	60	55%	71%	76%

Percentages in Green indicate school performance meets or exceed overall State performance on this item, or meets or exceeds district performance when this is not the only school within the district administering the test. Percent Correct in District is based on all data within the system. Percent Correct in State is based on published percentages for all students taking the test statewide.





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Mathematics 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display



Have we decreased by 10% from the previous year the percentage of students who were not proficient? (Safe Harbor)

Percentage of Students Not Proficient, Multi-Year Comparison

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2000-01	During 2000-01, this test was scored on a three point scale (Satisfactory/Moderate/Low), with Satisfactory considered proficient. Data for 2000-01 has not been imported for this test.
2001-02	Data for 2001-02 has not been imported for this test.



Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Mathematics

	2002-03		2003-04	
Total Test Records	85	100%	60	100%

This is the total number of test records within the system for the given periods.

General Achievement Reporting

Excluded General Achievement	0	0%	1	1%
Used for General Achievement Reporting	85	100%	59	98%

AYP/NCLB Reporting

Excluded AYP/NCLB	30	35%	18	30%
Used for AYP/NCLB Reporting	55	64%	42	70%

Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.

Gender

Female	46	54%	30	50%
Male	39	45%	30	50%

Race/Ethnicity

American Indian	1	1%	2	3%
Asian/Pacific Islander	2	2%	1	1%
Black	33	38%	14	23%
Hispanic	24	28%	17	28%
White	25	29%	26	43%

SWD

Student with Disabilities	8	9%	4	6%
Student without Disabilities	77	90%	56	93%

Economic Status

Economically Disadvantaged	76	89%	45	75%
Non-Economically Disadvantaged	9	10%	15	25%

English Proficiency

English Proficient	66	77%	44	73%
Limited English Proficient	19	22%	16	26%

Less than Full Academic Year

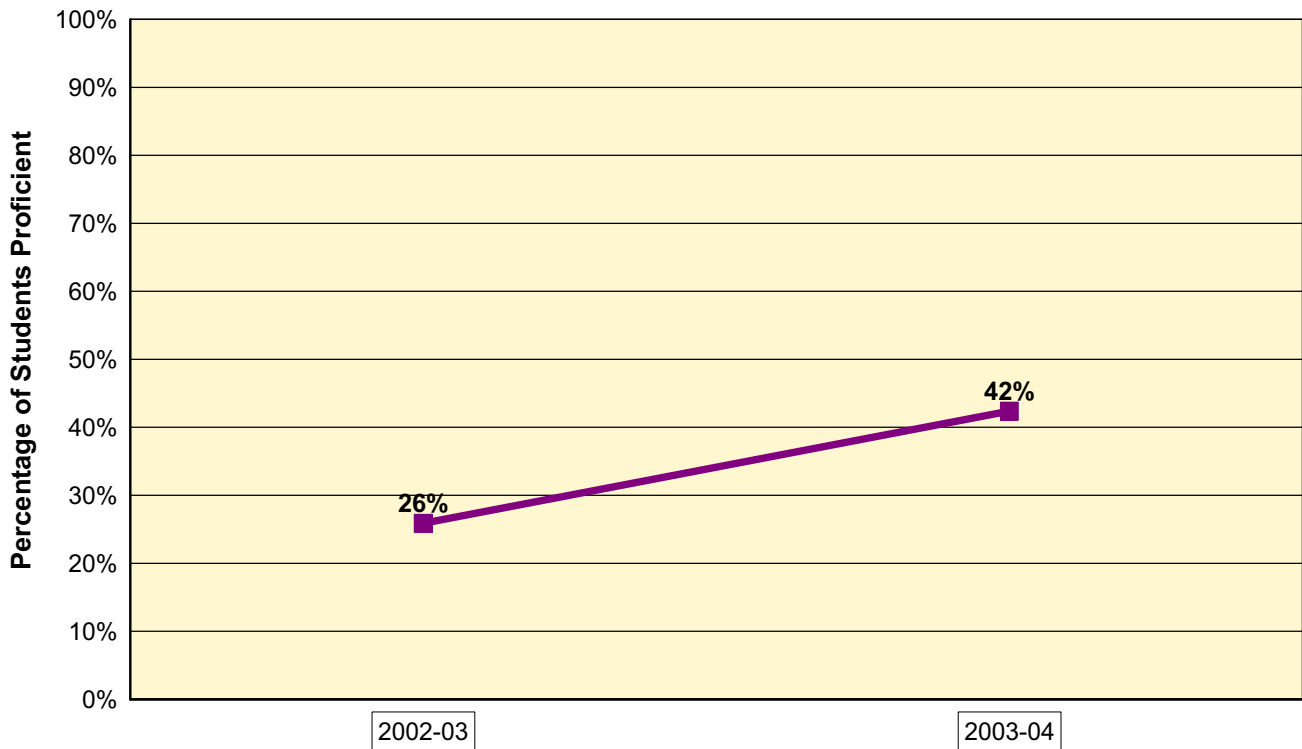
Full Academic Year	55	64%	43	71%
Less than Full Academic Year	30	35%	17	28%



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!

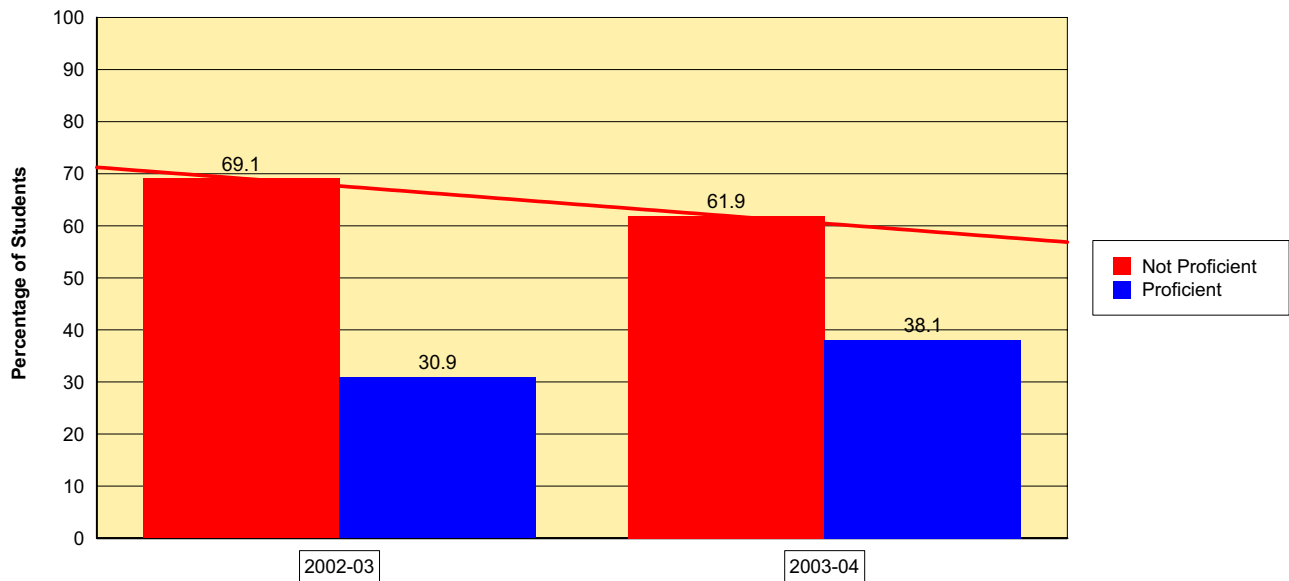


Have we decreased, by 10% from the previous year, the percentage of students who were not proficient?

(Safe Harbor)

Percentage of Students Not Proficient

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics**



Safe Harbor Calculator	% of Students NOT Proficient in 2002-03	69.1% NOT PROFICIENT
	Reduction in Percentage Points	- 6.9% (reduced by 10%)
	% Needed to Meet Safe Harbor in 2003-04	= 62.2% NOT PROFICIENT

Analysis Questions

1. What percentage of our students scored in proficient levels on the MEAP test this year?
2. What percentage of our students were not proficient on the MEAP test this year?
3. Did the percentage of students who were non-proficient on the MEAP test this year decrease by 10%? (This is the Safe Harbor for No Child Left Behind.)

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Mathematics 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

Note: This report will not appear without two consecutive years worth of data to display



Have we decreased by 10% from the previous year the percentage of students in select subgroups who were not proficient? (Safe Harbor)

Percentage of Students Not Proficient, Disaggregated by Race/Ethnicity, Students with Disabilities, Economic Status and English Proficiency

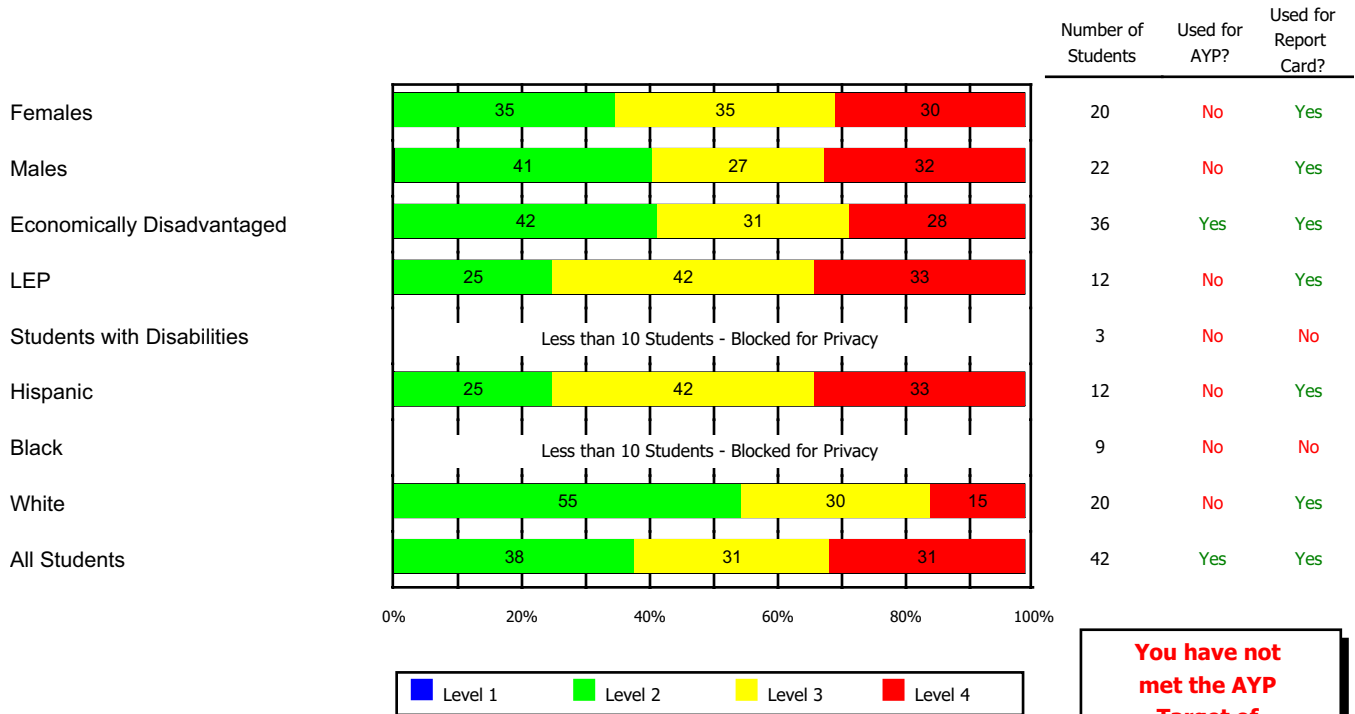
Note: These reports will not appear without two consecutive years worth of data to display for each subgroup



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Mathematics • 2003-04



You have not met the AYP Target of 47.0% for "All Students" on this test.

Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

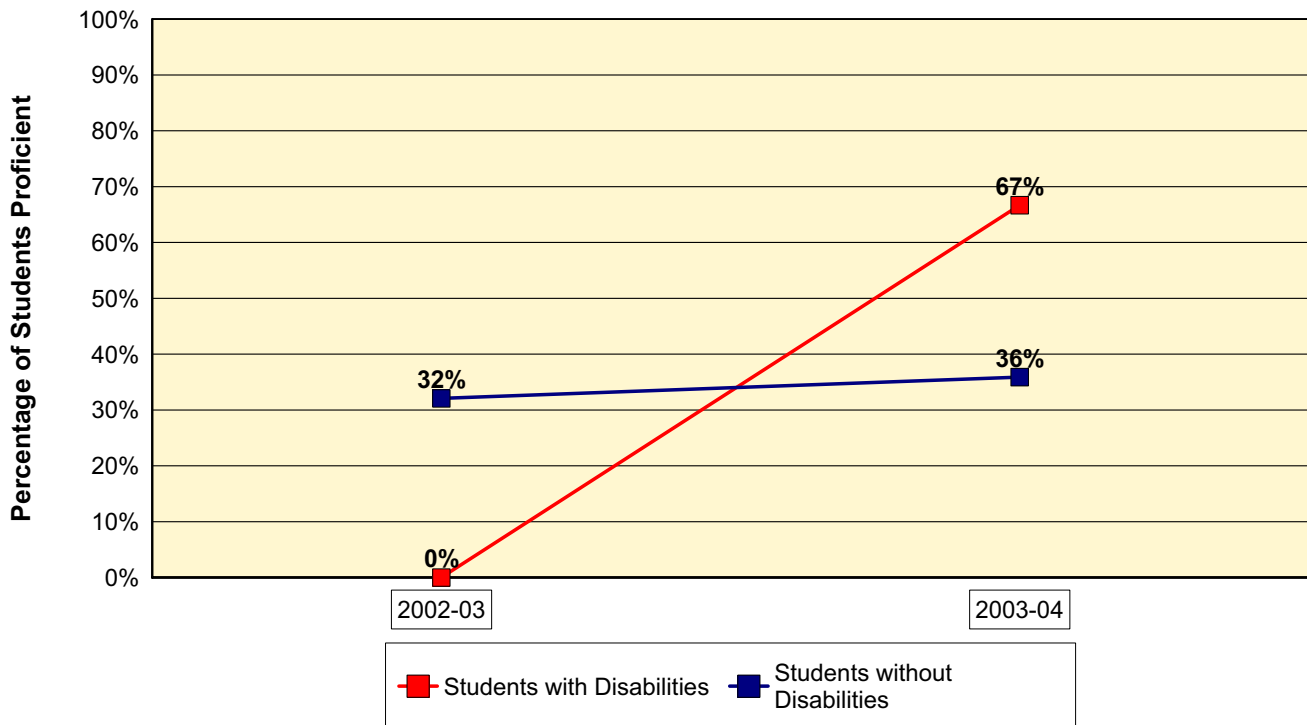
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

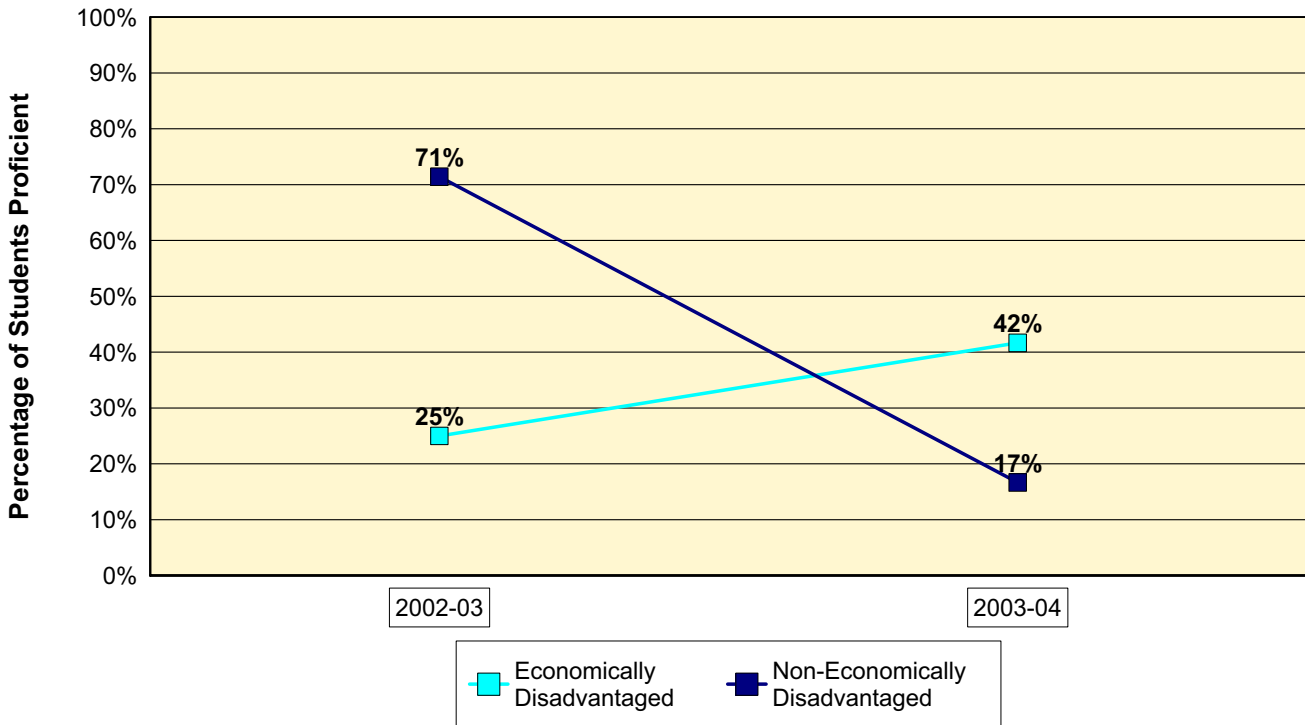
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

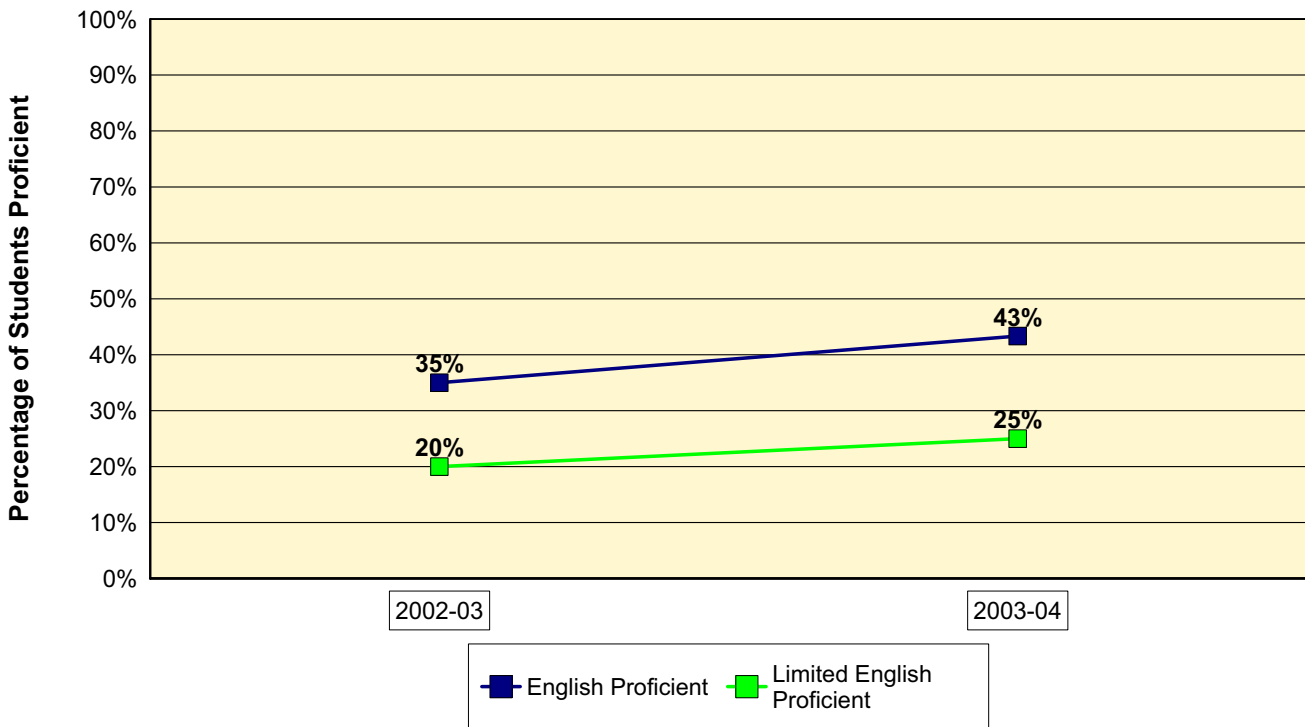
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!






The Golden Package


Pleasantville Elementary School #1

MEAP Grade 4 Mathematics 2003-04

Process Data

 **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**

Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

 **Where do we have curriculum alignment? Which do we need to deal with first - curriculum alignment or instructional strategies?**

Comparison of Strengths and Weaknesses

 **What was our performance on constructed response items?**

Percentage of Students Earning 80% of Possible Point on Constructed Response Items

 **For which items did we show a strong performance? A weak performance?**

Percentage of Students with Correct Answer for Each Item Descriptor

 **How did we perform in comparison to the district and state on each item in our item analysis?**

Comparison of Results of Item Analysis Between School, District and State

Comments Regarding Strand and Item Analysis Data

2000-01 During 2000-01, this test was scored on a three point scale (Satisfactory/Moderate/Low), with Satisfactory considered proficient.



Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 4 Mathematics

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	85	22	26%	63	74%	69	47	7
2003-04	59	25	42%	34	58%	48	23	5

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 520-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in Elementary Mathematics Test Strands

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics • 2003-04

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2							
		Weakness		Strength		Weakness		Strength					
		#	%	#	%	#	%	#	%				
Patterns, Relationships and Functions	59	34	100%	0	0%	7	28%	18	72%				
Geometry and Measurement	59	34	100%	0	0%	23	92%	2	8%				
Data Analysis and Statistics	59	34	100%	0	0%	22	88%	3	12%				
Number Sense and Numeration	59	34	100%	0	0%	17	68%	8	32%				
Numerical and Algebraic Operations and Analytical Thinking	59	34	100%	0	0%	23	92%	2	8%				
Probability and Discrete Mathematics	59	30	88%	4	12%	18	72%	7	28%				
TOTAL STUDENTS NOT PROFICIENT					34		TOTAL STUDENTS PROFICIENT					25	
PERCENT NOT PROFICIENT					58%		PERCENT PROFICIENT					42%	

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)
4. In which strand(s) does our curriculum need tightening?

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)
- Education YES!



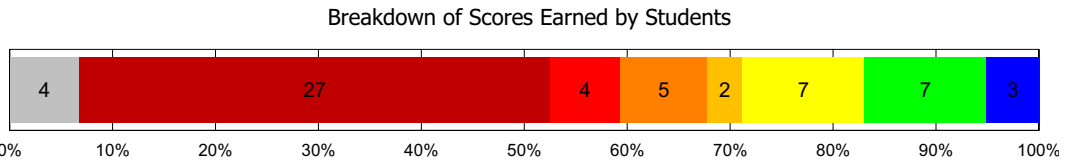
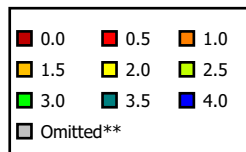
What was our performance on constructed response items?

Student Performance by Question Percentage of Students Earning 80% of Possible Points on Constructed Response Items

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics • 2003-04
Form B

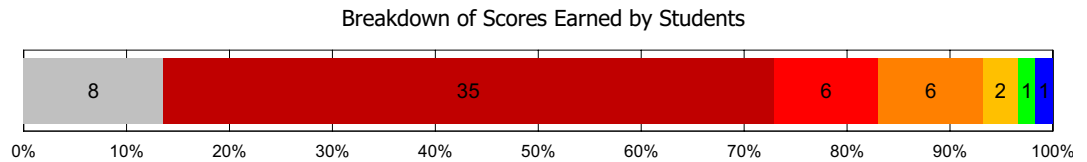
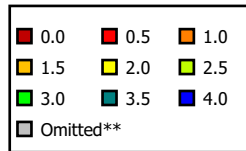
Patterns, Relationships and Functions

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
MA.4.43	Completing and generalizing arithmetic pattern.	4.0	59	0	0%



Geometry and Measurement

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
MA.4.44	Locating, describing & comparing object in terms of directions.	4.0	59	1	2%



Analysis Questions

- For which constructed response items did 80% or more of our students earn 80% or more of the possible points? These represent our stronger items.
- For which constructed response items did 79% or fewer of our students earn 80% or more of the possible points? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!

* When Benchmarks are not available, a green item label is used that displays the subject, grade level, and position within the research file.

** Marked as Omitted, Off Topic, Illegible, Foreign Language or Blank.



For which items did we show a strong performance?
A weak performance?

Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Patterns, Relationships and Functions							
MA.4.01	Analyzing shape pattern	60				67%	
MA.4.19	Extending arithmetic pattern.	60		40%			
MA.4.21	Analyzing geometric pattern.	60		42%			
MA.4.34	Extending arithmetic pattern.	60			52%		
MA.4.38	Extending pattern of days of week.	60			42%		
Geometry and Measurement							
MA.4.05	Locating object in terms of directions	60			42%		
MA.4.11	Relating number of units to size of units	60		20%			
MA.4.25	Identifying quadrilateral given properties.	60		27%			
MA.4.35	Calculating with standard units of measure.	60			37%		
MA.4.39	Recognizing lines of symmetry in letters.	60			25%		
Data Analysis and Statistics							
MA.4.09	Reading and interpreting bar graph.	60				63%	
MA.4.12	Identifying appropriate title for bar graph	60				53%	
MA.4.16	Calculating the median.	60			35%		
MA.4.18	Finding possible dimensions of rectangle given perimeter.	60	8%				
MA.4.22	Making prediction based on data in bar graph.	60				57%	
MA.4.26	Drawing conclusion about bar graph.	60				50%	
MA.4.32	Interpreting & computing w/ data presented in chart.	60		20%			
MA.4.33	Interpreting picture graph.	60				53%	
MA.4.37	Interpreting & computing w/ data presented in chart.	60				40%	
MA.4.41	Comparing data in chart to bar graph.	60				37%	
Number Sense and Numeration							
MA.4.03	Classifying whole numbers by parity, multiples.	60			23%		
MA.4.07	Representing mixed numbers pictorially	60			40%		
MA.4.08	Identifying multiples of whole numbers.	60			33%		
MA.4.31	Using circle model of fractions.	60				53%	
MA.4.40	Representing decimal numbers w/ area model.	60				62%	



Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Numerical and Algebraic Operations and Analytical Thinking							
MA.4.02	Applying whole number addition & subtraction	60					73%
MA.4.06	Determining number sentence	60					40%
MA.4.10	Developing & applying appropriate whole number computations	60					50%
MA.4.17	Determining number sentence	60					70%
MA.4.20	Developing and applying appropriate whole number computations	60					23%
MA.4.24	Modeling division with rectangular array.	60					20%
MA.4.27	Determining number sentence	60					48%
MA.4.36	Developing and applying appropriate whole number computations	60					15%
MA.4.42	Developing & applying appropriate whole number computations	60					33%
Probability and Discrete Mathematics							
MA.4.04	Determine the least likely event given data.	60					50%
MA.4.23	Counting combination of sandwiches.	60					37%

Analysis Questions

- For which item descriptors did 80% or more of our students answer the corresponding MEAP test question correctly? These represent our stronger items.
- For which item descriptors did 79% or fewer of our students answer the corresponding MEAP test question correctly? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!



How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Item Analysis Results between School, District and State

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Mathematics • Winter 2003-04 • Form B**

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Data Analysis and Statistics					
MA.4.09	Reading and interpreting bar graph.	60	63%	72%	79%
MA.4.12	Identifying appropriate title for bar graph	60	53%	71%	75%
MA.4.16	Calculating the median.	60	35%	57%	51%
MA.4.18	Finding possible dimensions of rectangle given perimeter.	60	8%	13%	14%
MA.4.22	Making prediction based on data in bar graph.	60	57%	74%	81%
MA.4.26	Drawing conclusion about bar graph.	60	50%	58%	65%
MA.4.32	Interpreting & computing w/ data presented in chart.	60	20%	33%	37%
MA.4.33	Interpreting picture graph.	60	53%	58%	66%
MA.4.37	Interpreting & computing w/ data presented in chart.	60	40%	48%	81%
MA.4.41	Comparing data in chart to bar graph.	60	37%	49%	46%
Geometry and Measurement					
MA.4.05	Locating object in terms of directions	60	42%	48%	48%
MA.4.11	Relating number of units to size of units	60	20%	30%	41%
MA.4.25	Identifying quadrilateral given properties.	60	27%	48%	46%
MA.4.35	Calculating with standard units of measure.	60	37%	54%	54%
MA.4.39	Recognizing lines of symmetry in letters.	60	25%	28%	32%
Number Sense and Numeration					
MA.4.03	Classifying whole numbers by parity, multiples.	60	23%	43%	52%
MA.4.07	Representing mixed numbers pictorially	60	40%	52%	55%
MA.4.08	Identifying multiples of whole numbers.	60	33%	57%	63%
MA.4.31	Using circle model of fractions.	60	53%	63%	70%
MA.4.40	Representing decimal numbers w/ area model.	60	62%	73%	70%
Numerical and Algebraic Operations and Analytical Thinking					
MA.4.02	Applying whole number addition & subtraction	60	73%	77%	84%
MA.4.06	Determining number sentence	60	40%	50%	53%
MA.4.10	Developing & applying appropriate whole number computations	60	50%	62%	70%
MA.4.17	Determining number sentence	60	70%	84%	85%
MA.4.20	Developing and applying appropriate whole number computations	60	23%	30%	35%
MA.4.24	Modeling division with rectangular array.	60	20%	38%	37%
MA.4.27	Determining number sentence	60	48%	64%	70%
MA.4.36	Developing and applying appropriate whole number computations	60	15%	43%	0%
MA.4.42	Developing & applying appropriate whole number computations	60	33%	43%	0%



Pleasantville Elementary School #1 • MEAP Grade 4 Mathematics • Winter 2003-04 (Continued...)

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Patterns, Relationships and Functions					
MA.4.01	Analyzing shape pattern	60	67%	79%	83%
MA.4.19	Extending arithmetic pattern.	60	40%	54%	0%
MA.4.21	Analyzing geometric pattern.	60	42%	60%	63%
MA.4.34	Extending arithmetic pattern.	60	52%	60%	0%
MA.4.38	Extending pattern of days of week.	60	42%	49%	56%
Probability and Discrete Mathematics					
MA.4.04	Determine the least likely event given data.	60	50%	66%	71%
MA.4.23	Counting combination of sandwiches.	60	37%	53%	61%

Percentages in Green indicate school performance meets or exceed overall State performance on this item, or meets or exceeds district performance when this is not the only school within the district administering the test. Percent Correct in District is based on all data within the system. Percent Correct in State is based on published percentages for all students taking the test statewide.





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Reading 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2001-02

Reading prior to 2002-03 was split into two tests (Reading Information and Reading Story), and consolidated into one test (Reading) starting in 2002-03, so trend analysis is not available.



Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Reading

	2002-03		2003-04	
Total Test Records	80	100%	60	100%

This is the total number of test records within the system for the given periods.

General Achievement Reporting

Excluded General Achievement	0	0%	1	1%
Used for General Achievement Reporting	80	100%	59	98%

AYP/NCLB Reporting

Excluded AYP/NCLB	26	32%	18	30%
Used for AYP/NCLB Reporting	54	67%	42	70%

Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.

Gender

Female	43	53%	30	50%
Male	37	46%	30	50%

Race/Ethnicity

American Indian	1	1%	2	3%
Asian/Pacific Islander	1	1%	1	1%
Black	33	41%	14	23%
Hispanic	20	25%	17	28%
White	25	31%	26	43%

SWD

Student with Disabilities	8	10%	4	6%
Student without Disabilities	72	90%	56	93%

Economic Status

Economically Disadvantaged	71	88%	45	75%
Non-Economically Disadvantaged	9	11%	15	25%

English Proficiency

English Proficient	65	81%	44	73%
Limited English Proficient	15	18%	16	26%

Less than Full Academic Year

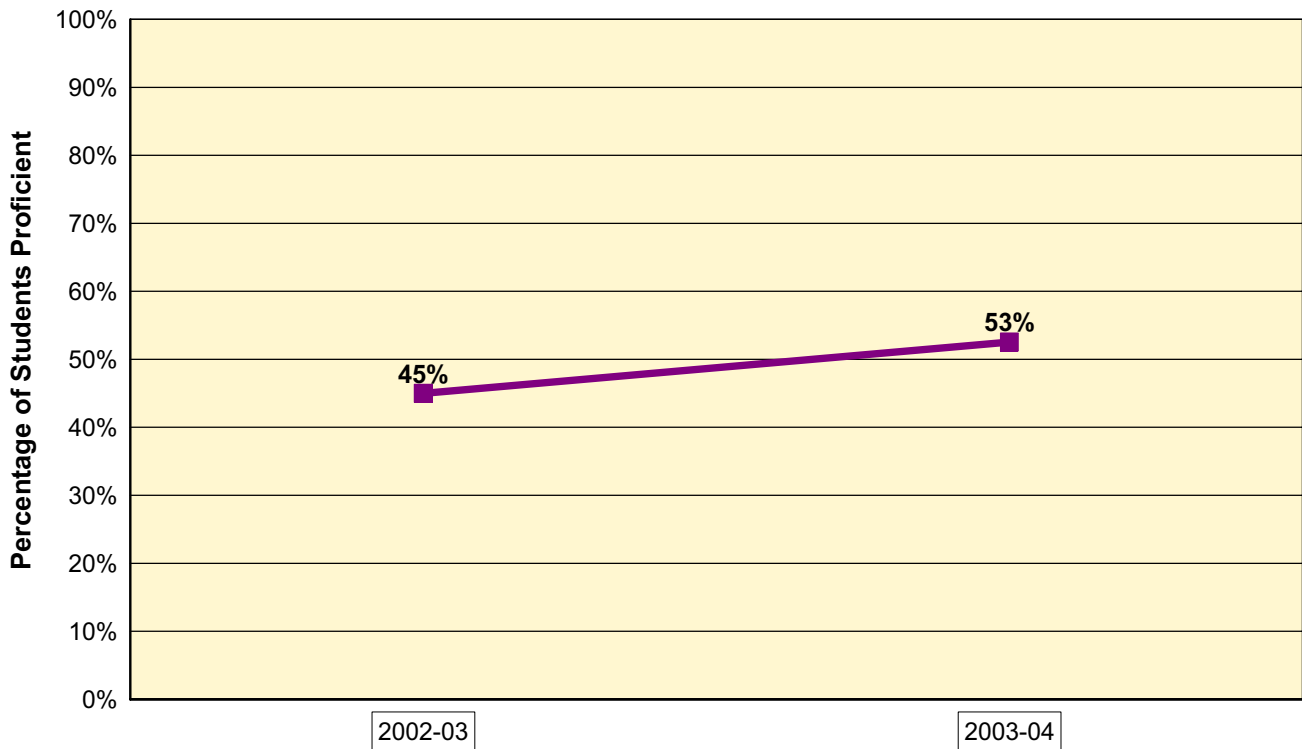
Full Academic Year	54	67%	43	71%
Less than Full Academic Year	26	32%	17	28%



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Reading 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

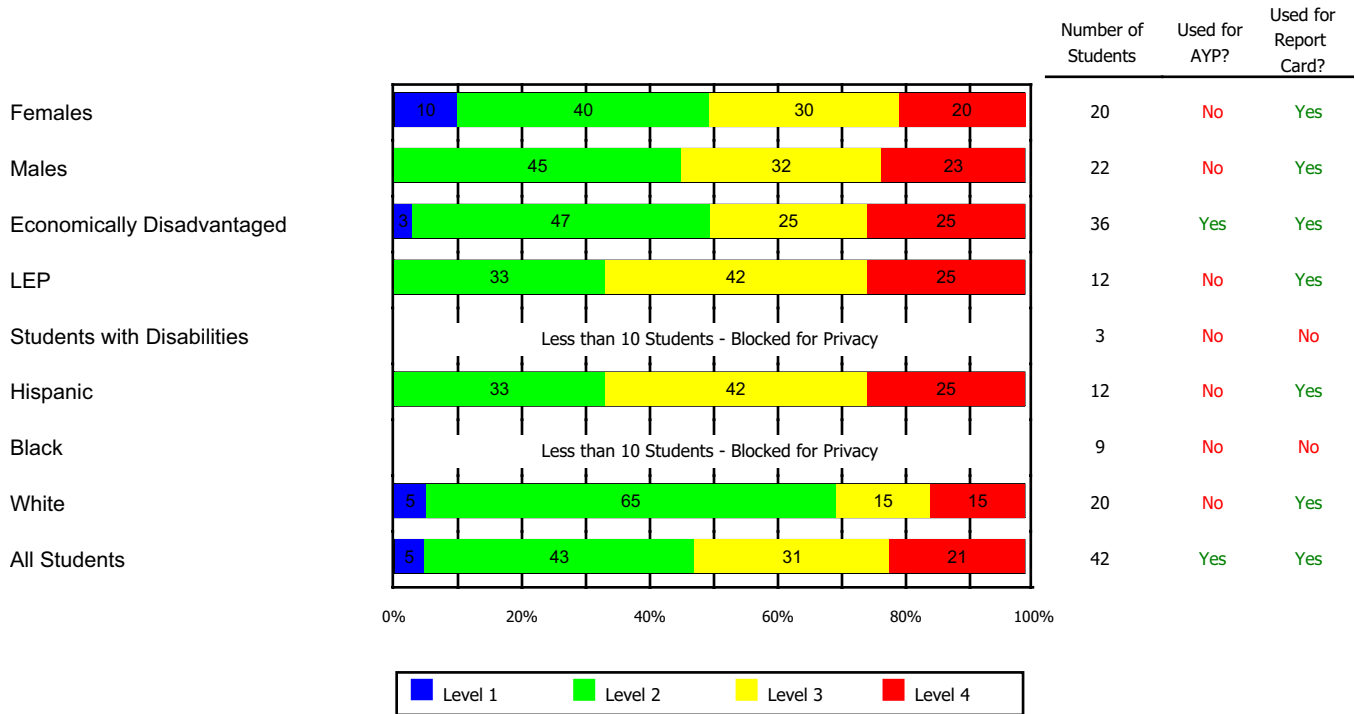
Note: This report will not appear without two consecutive years worth of data to display



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Reading • 2003-04



Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

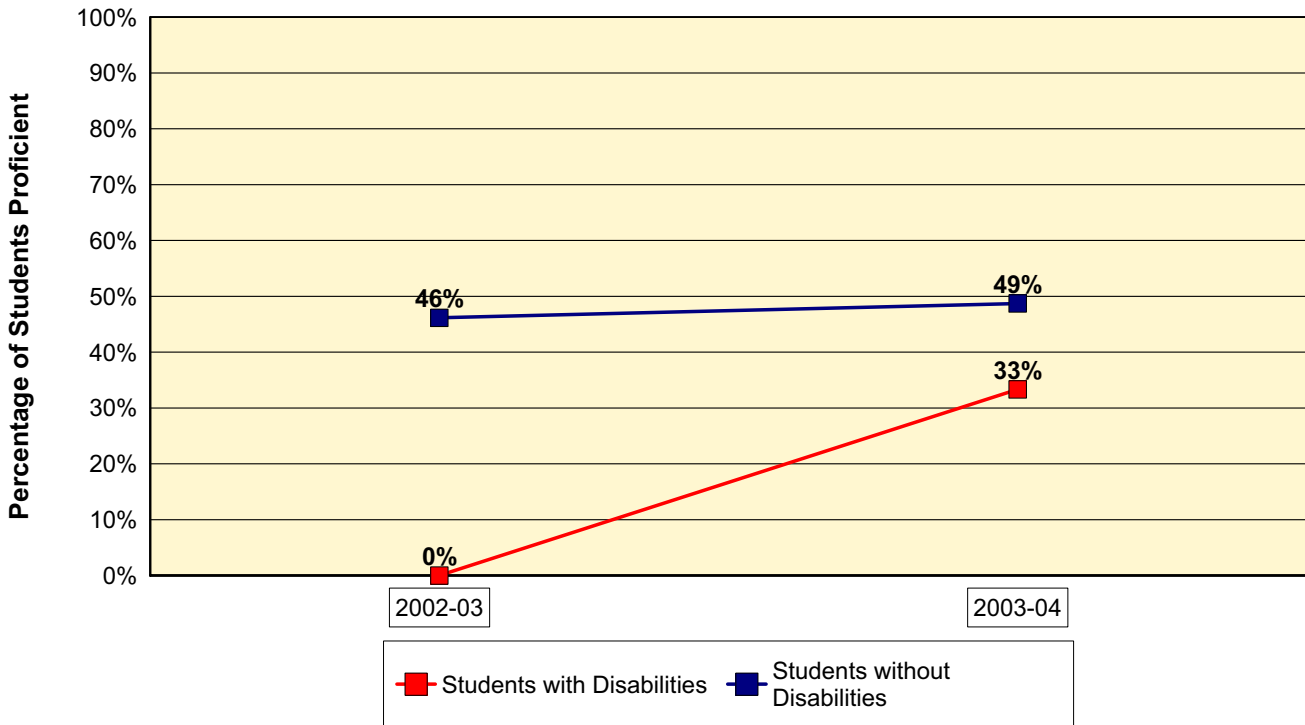
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

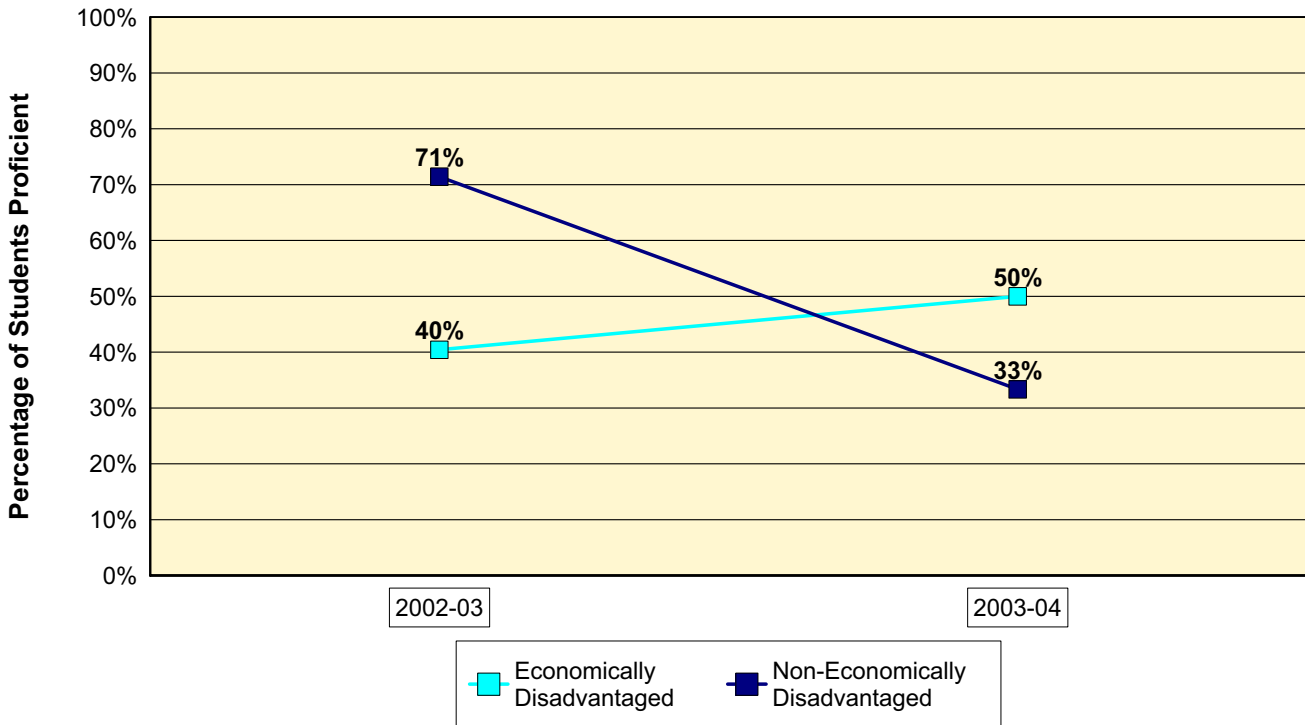
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

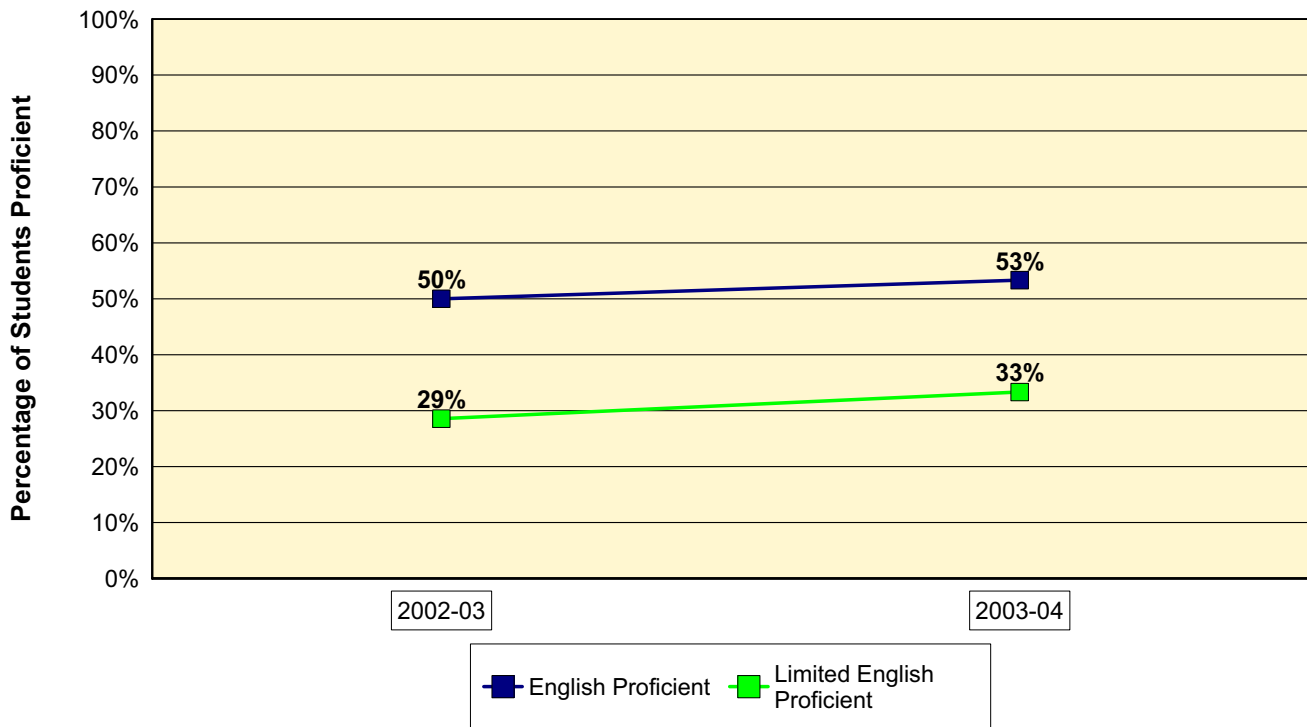
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!







The Golden Package


Pleasantville Elementary School #1


MEAP Grade 4 Reading 2003-04


Process Data

-  **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**
Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

-  **Where do we have curriculum alignment? Which do we need to deal with first - curriculum alignment or instructional strategies?**
Comparison of Strengths and Weaknesses

-  **In which areas of Reading are we doing well?**
Percentage of Students Receiving Each Comment Code

-  **For which items did we show a strong performance? A weak performance?**
Percentage of Students with Correct Answer for Each Item Descriptor

-  **How did we perform in comparison to the district and state on each item in our item analysis?**
Comparison of Results of Item Analysis Between School, District and State

Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Reading

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	80	36	45%	44	55%	65	29	11
2003-04	59	31	53%	28	47%	48	17	9

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 515-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in Elementary Reading Test Strands

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading • 2003-04

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2							
		Weakness		Strength		Weakness		Strength					
		#	%	#	%	#	%	#	%				
Meaning and Communication	59	23	82%	5	18%	3	10%	28	90%				
Skills and Processes	59	19	68%	9	32%	7	23%	24	77%				
Genre and Craft of Language	59	28	100%	0	0%	17	55%	14	45%				
Depth of Understanding	59	28	100%	0	0%	21	68%	10	32%				
TOTAL STUDENTS NOT PROFICIENT					28		TOTAL STUDENTS PROFICIENT					31	
PERCENT NOT PROFICIENT					47%		PERCENT PROFICIENT					53%	

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)
4. In which strand(s) does our curriculum need tightening?

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)
- Education YES!



In which areas of reading are we doing well?

Michigan's Reading Rubric

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading • 2003-04**

Student Score	Holistic Rubric Description	Comment Codes	Percentage of students receiving this comment code
6	The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contribute to the effect of the response.	9 Earned the highest scorepoint of 6.	0% 0 students
		0 Represents a highly competent response.	0% 0 students
5	The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.	8 Needs greater precision and mastery of language use.	0% 0 students
		7 Needs richer support of the positions with some additional examples and details from the reading selections.	4% 2 students
4	The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.	6 Contains misconceptions about the content of the reading selections.	0% 0 students
3	The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection or partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with	6 Contains misconceptions about the content of the reading selections.	6% 3 students
2	The student takes a clear position on the question. There is partially successful use of ideas from one reading selection or minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.	5 Does not make a connection across the two reading selections.	36% 17 students
		4 Supports the position with examples and details from only one reading selection.	13% 6 students
1	The student takes a position on the question but only makes minimal use of ideas from one reading selection or the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may make the writing difficult to understand.	3 Needs examples and details from the reading selections to adequately develop the position.	60% 28 students
		2 Lacks clarity, which causes confusion.	0% 0 students
		1 Lacks a position or does not support a position with examples from the reading selections.	17% 8 students

The number and percentage of students in this report is based on the total number of students (47) who took this particular reading test. Since each student can receive up to two comment codes, the numbers and percentages will not equal 100%. These may be duplicated counts.

For which items did we show a strong performance? A weak performance?

Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor



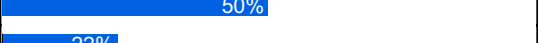



Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Meaning and Communication							
ELA.4.02	Summarizing main idea of written narrative text	60				60%	
ELA.4.04	Using details from narrative text to construct and support meaning	60				85%	
ELA.4.06	Using details from narrative text to construct and support meaning	60				60%	
ELA.4.09	Portraying narrative text to appeal to an audience	60				73%	
ELA.4.10	Drawing an inference from context clues in narrative text	60				78%	
ELA.4.18	Drawing an inference from context clues in informational text.	60				78%	
Skills and Processes							
ELA.4.08	Predicting outcome for main character(s) from context provided	60				55%	
Genre and Craft of Language							
ELA.4.01	Identifying tone of given narrative text	60				75%	
ELA.4.03	Identify traits of main character(s) from actions in narrative text	60				73%	
ELA.4.05	Identifying traits of main character(s) in narrative text.	60				82%	
ELA.4.07	Identifying which main character(s) possesses specified trait(s)	60				80%	
ELA.4.11	Identifying major idea of informational text.	60				73%	
ELA.4.12	Using details to construct and support meaning of informational text	60				55%	
ELA.4.13	Using details to construct and support meaning of informational text	60				30%	
ELA.4.14	Identifying traits of author of informational text.	60				32%	
ELA.4.15	Using major ideas/details in informational text to appeal to audiences.	60				55%	
ELA.4.16	Using details to construct and support meaning of informational text	60				58%	
ELA.4.17	Identifying author's perspective/point of view in informational text	60				57%	
ELA.4.19	Using details to construct and support meaning of informational text	60				48%	



Student Performance by Question
Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Reading • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Depth of Understanding							
ELA.4.20	Identifying informational text lesson related to a universal theme	60					
ELA.4.21	Drawing parallels between characters in multiple texts	60					
ELA.4.22	Drawing parallels between characters in multiple texts	60					
ELA.4.23	Drawing parallels between characters in multiple texts	60					
ELA.4.24	Drawing contrasts about tone of multiple texts	60					
ELA.4.25	Drawing conclusions about people's experiences in multiple texts.	60					

Analysis Questions

1. For which item descriptors did 80% or more of our students answer the corresponding MEAP test question correctly? These represent our stronger items.
2. For which item descriptors did 79% or fewer of our students answer the corresponding MEAP test question correctly? These represent our weaker items.

Analysis Questions (continued)

3. Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!

How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Item Analysis Results between School, District and State

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Reading • Winter 2003-04 • Form B

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Depth of Understanding					
ELA.4.20	Identifying informational text lesson related to a universal theme	60	65%	76%	82%
ELA.4.21	Drawing parallels between characters in multiple texts	60	77%	85%	90%
ELA.4.22	Drawing parallels between characters in multiple texts	60	50%	66%	0%
ELA.4.23	Drawing parallels between characters in multiple texts	60	22%	32%	0%
ELA.4.24	Drawing contrasts about tone of multiple texts	60	47%	60%	65%
ELA.4.25	Drawing conclusions about people's experiences in multiple texts.	60	68%	73%	82%
Genre and Craft of Language					
ELA.4.01	Identifying tone of given narrative text	60	75%	78%	79%
ELA.4.03	Identify traits of main character(s) from actions in narrative text	60	73%	86%	90%
ELA.4.05	Identifying traits of main character(s) in narrative text.	60	82%	92%	95%
ELA.4.07	Identifying which main character(s) possesses specified trait(s)	60	80%	91%	94%
ELA.4.11	Identifying major idea of informational text.	60	73%	81%	87%
ELA.4.12	Using details to construct and support meaning of informational text	60	55%	58%	60%
ELA.4.13	Using details to construct and support meaning of informational text	60	30%	48%	55%
ELA.4.14	Identifying traits of author of informational text.	60	32%	57%	68%
ELA.4.15	Using major ideas/details in informational text to appeal to audiences.	60	55%	57%	64%
ELA.4.16	Using details to construct and support meaning of informational text	60	58%	70%	74%
ELA.4.17	Identifying author's perspective/point of view in informational text	60	57%	65%	68%
ELA.4.19	Using details to construct and support meaning of informational text	60	48%	63%	70%
Meaning and Communication					
ELA.4.02	Summarizing main idea of written narrative text	60	60%	71%	73%
ELA.4.04	Using details from narrative text to construct and support meaning	60	85%	88%	92%
ELA.4.06	Using details from narrative text to construct and support meaning	60	60%	77%	83%
ELA.4.09	Portraying narrative text to appeal to an audience	60	73%	77%	80%
ELA.4.10	Drawing an inference from context clues in narrative text	60	78%	81%	86%
ELA.4.18	Drawing an inference from context clues in informational text.	60	78%	78%	81%
Skills and Processes					
ELA.4.08	Predicting outcome for main character(s) from context provided	60	55%	71%	76%

Percentages in Green indicate school performance meets or exceed overall State performance on this item, or meets or exceeds district performance when this is not the only school within the district administering the test. Percent Correct in District is based on all data within the system. Percent Correct in State is based on published percentages for all students taking the test statewide.





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Writing 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2001-02

This test was not administered prior to 2002-03.



Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Writing

	2002-03		2003-04	
Total Test Records	62	100%	60	100%

This is the total number of test records within the system for the given periods.

General Achievement Reporting

Excluded General Achievement	0	0%	1	1%
Used for General Achievement Reporting	62	100%	59	98%

AYP/NCLB Reporting

Excluded AYP/NCLB	17	27%	18	30%
Used for AYP/NCLB Reporting	45	72%	42	70%

Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.

Gender

Female	33	53%	30	50%
Male	29	46%	30	50%

Race/Ethnicity

American Indian	1	1%	2	3%
Asian/Pacific Islander	1	1%	1	1%
Black	25	40%	14	23%
Hispanic	16	25%	17	28%
White	19	30%	26	43%

SWD

Student with Disabilities	5	8%	4	6%
Student without Disabilities	57	91%	56	93%

Economic Status

Economically Disadvantaged	55	88%	45	75%
Non-Economically Disadvantaged	7	11%	15	25%

English Proficiency

English Proficient	47	75%	44	73%
Limited English Proficient	15	24%	16	26%

Less than Full Academic Year

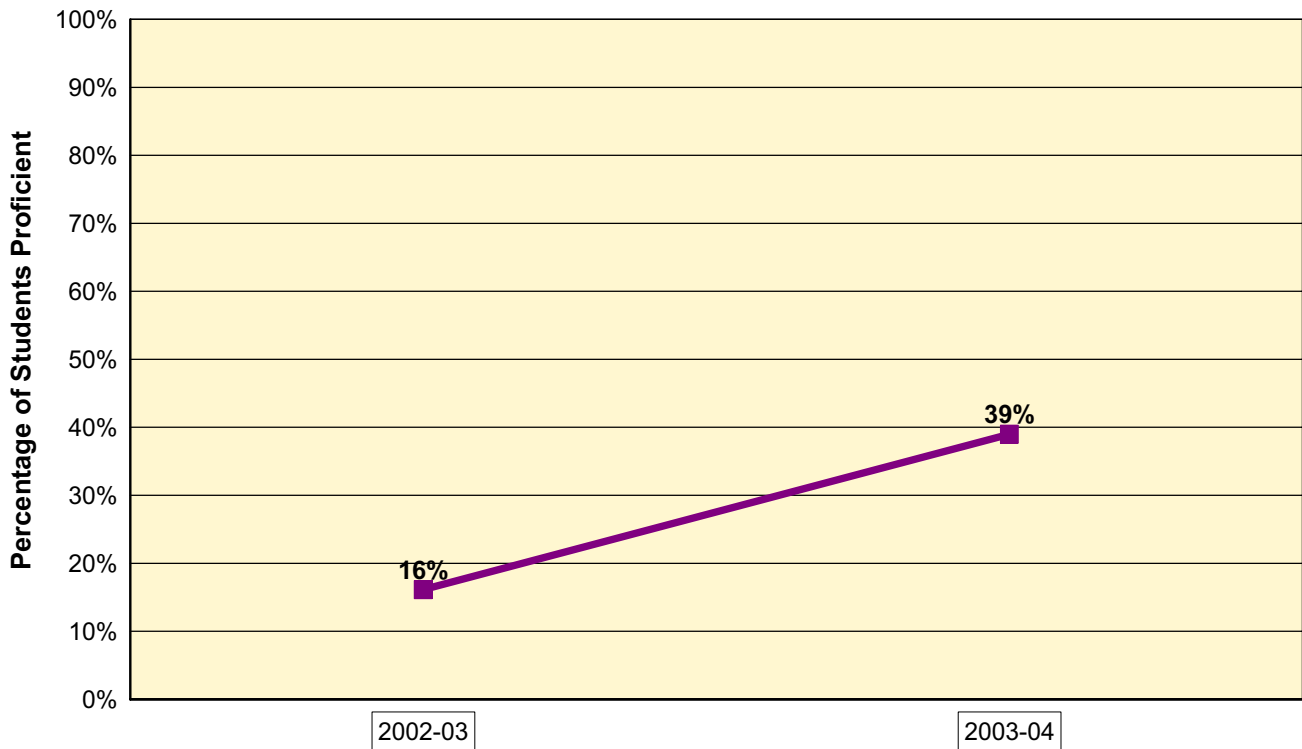
Full Academic Year	45	72%	43	71%
Less than Full Academic Year	17	27%	17	28%



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Writing



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Writing 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

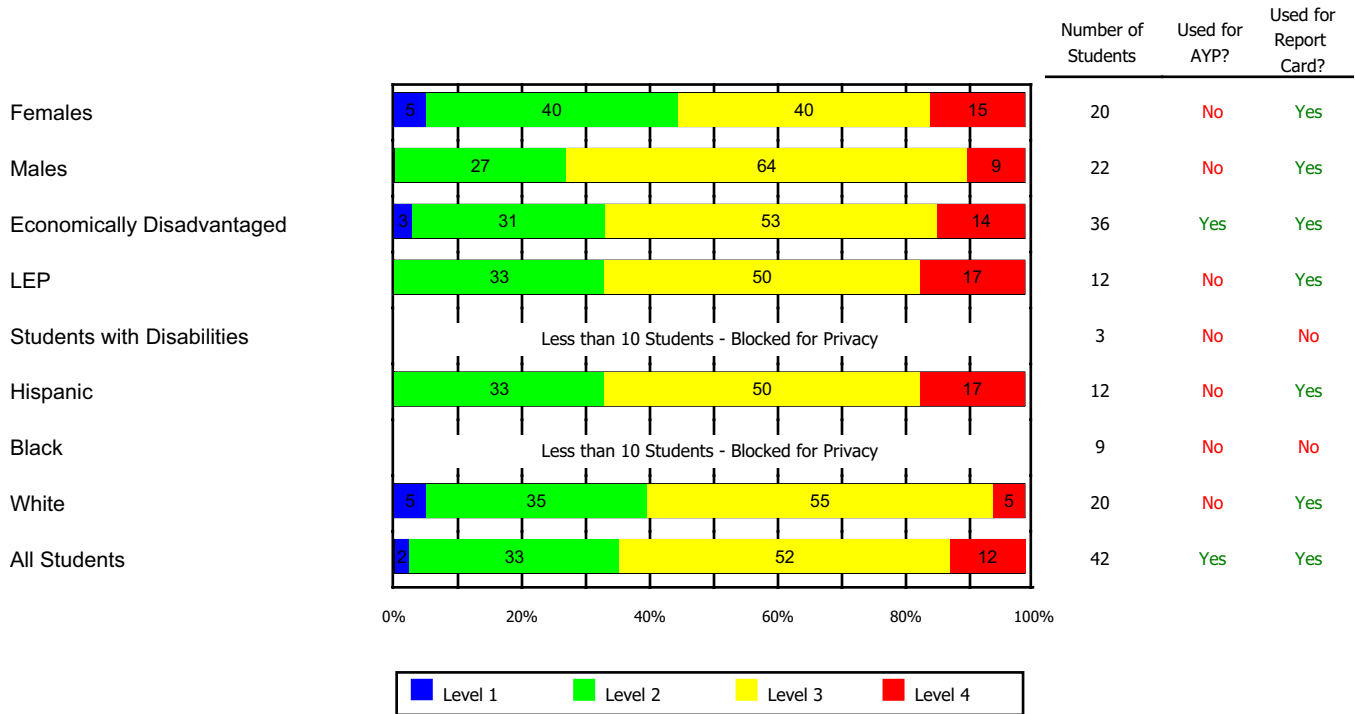
Note: This report will not appear without two consecutive years worth of data to display



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Writing • 2003-04



Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

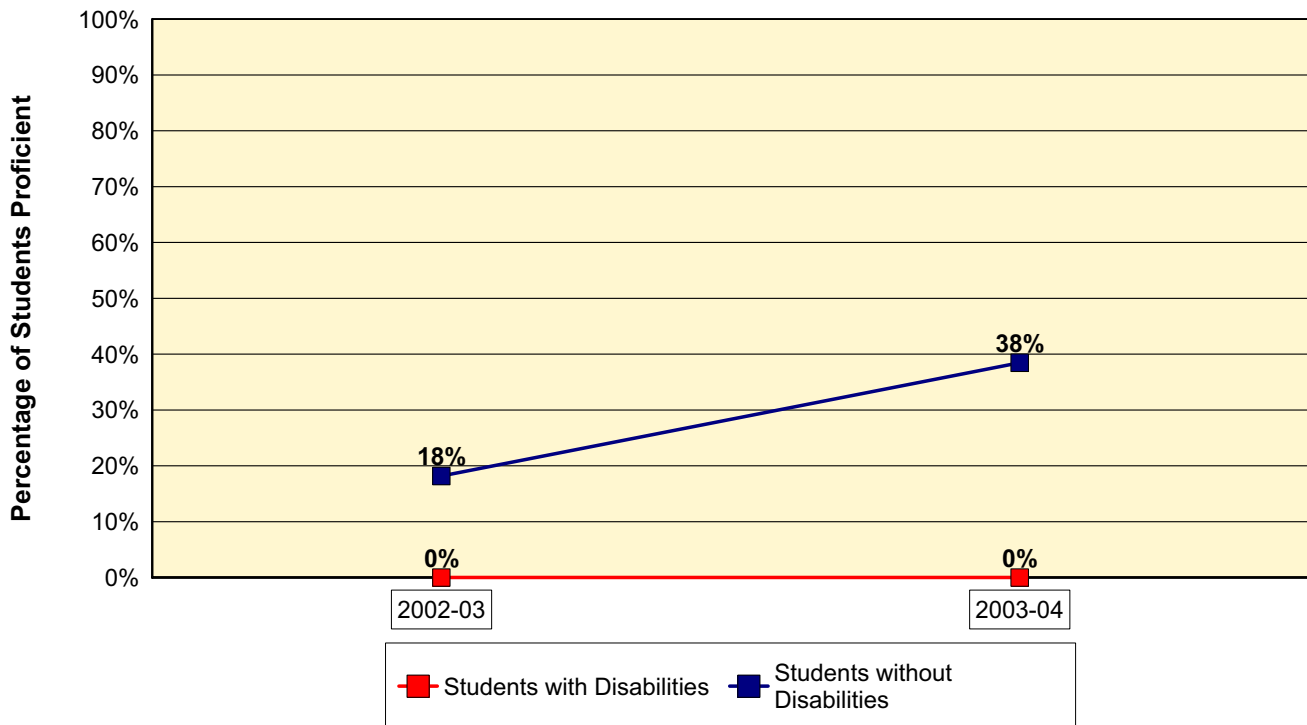
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Writing



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

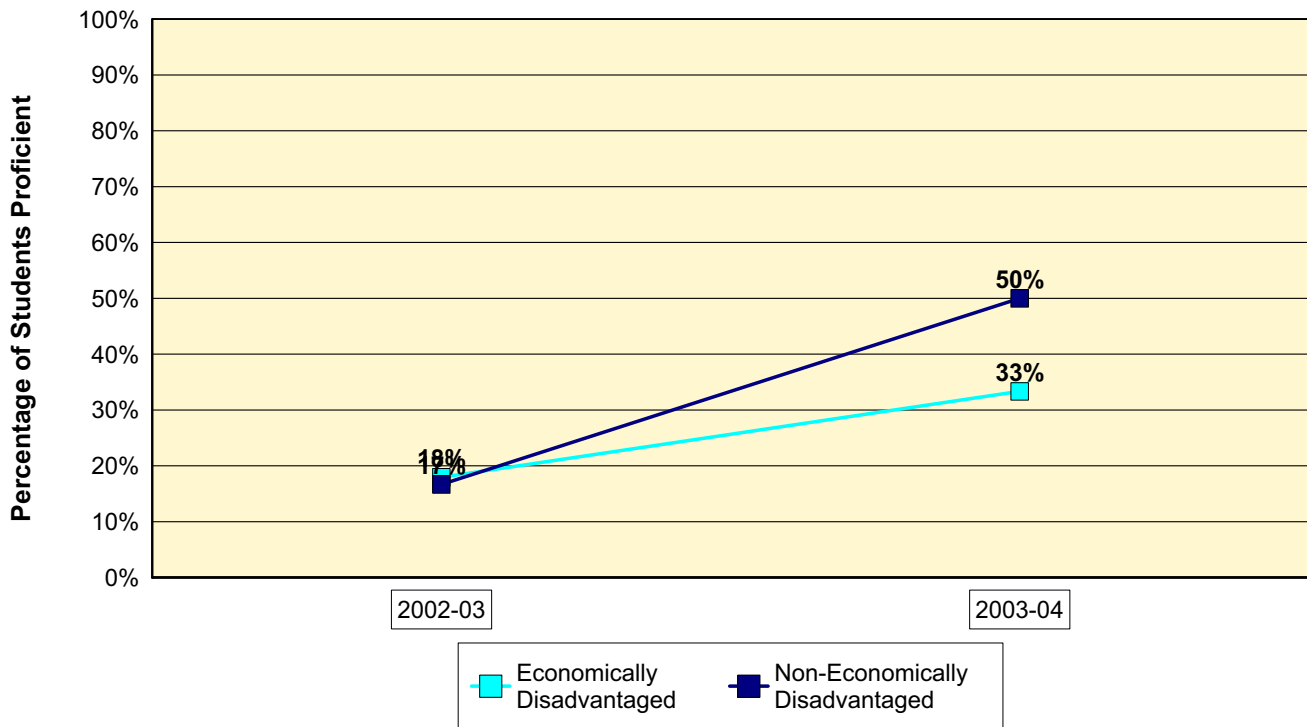
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Writing



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

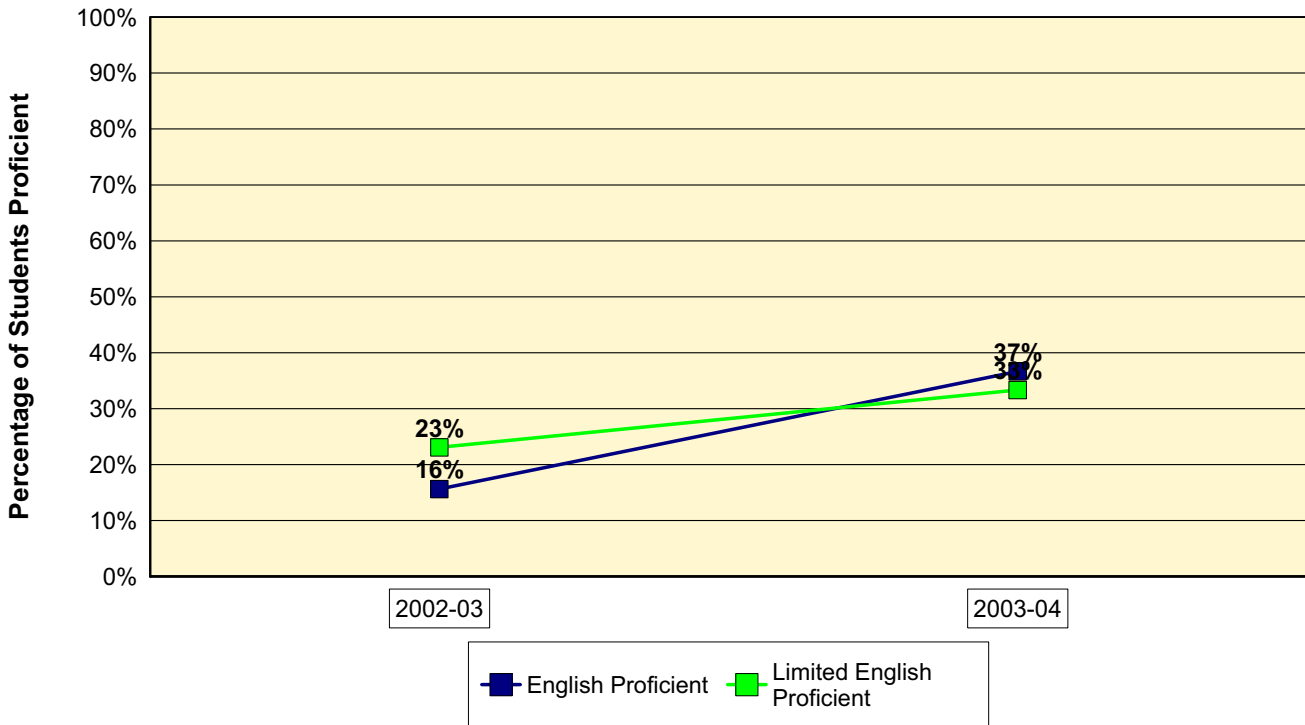
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Writing



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!






The Golden Package

Pleasantville Elementary School #1

MEAP Grade 4 Writing 2003-04

Process Data

 **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**

Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

 **In which areas of Writing are we doing well?**

Percentage of Students Receiving Each Comment Code



Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 4 Writing

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	62	10	16%	52	84%	50	40	13
2003-04	59	23	39%	36	61%	48	25	7

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 515-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



In which areas of writing are we doing well?

Michigan's Writing Rubric

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 4 Writing • 2003-04**

Student Score	Holistic Rubric Description
6	The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and master of writing conventions contribute to the effect of the response.
5	The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
4	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
3	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
2	The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
1	The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Comment Codes

Percentage of students receiving this comment code

8 Earned the highest scorepoint of 6.

0%
0 students

0 Represents a highly competent response.

0%
0 students

- 7** Needs greater precision and maturity of language to get a higher score.
- 6** Needs tighter control of organization and/or the connections among ideas to get a higher score.
- 5** Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.

0%
0 students

0%
0 students

2%
1 students

- 4** Lacks coherent organization or connections.
- 3** Needs details and examples to adequately develop the ideas and content.
- 2** Demonstrates limited control over sentence structure, vocabulary, and/or conventions.
- 1** Lacks focus on a central idea.

3%
2 students

97%
57 students

8%
5 students

3%
2 students

The number and percentage of students in this report is based on the total number of students (59) who took this particular writing test. Since each student can receive up to two comment codes, the numbers and percentages will not equal 100%. These may be duplicated counts.



The Golden Package

Pleasantville Elementary School #1

MEAP Grade 5 Science 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2000-01	During 2000-01, this test was scored on a three point scale (Levels 1/2/3), with Level 1 considered proficient. Data for 2000-01 has not been imported for this test.
2001-02	Data for 2001-02 has not been imported for this test.



Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 5 Science

	2002-03		2003-04	
Total Test Records	62	100%	81	100%

General Achievement Reporting

Unknown Proficiency	0	0%	1	1%
Used for General Achievement Reporting	62	100%	80	98%



AYP/NCLB Reporting

Excluded AYP/NCLB	11	17%	10	12%
Used for AYP/NCLB Reporting	51	82%	71	87%

Gender

Female	33	53%	48	59%
Male	29	46%	33	40%

Race/Ethnicity

American Indian	1	1%	3	3%
Asian/Pacific Islander	1	1%	3	3%
Black	27	43%	32	39%
Hispanic	8	12%	19	23%
Multiracial	0	0%	1	1%
White	25	40%	23	28%

SWD

Student with Disabilities	5	8%	10	12%
Student without Disabilities	57	91%	71	87%

Economic Status

Economically Disadvantaged	46	74%	68	83%
Non-Economically Disadvantaged	16	25%	13	16%

English Proficiency

English Proficient	57	91%	61	75%
Limited English Proficient	5	8%	20	24%

Less than Full Academic Year

Full Academic Year	51	82%	72	88%
Less than Full Academic Year	11	17%	9	11%

This is the total number of test records within the system for the given periods.

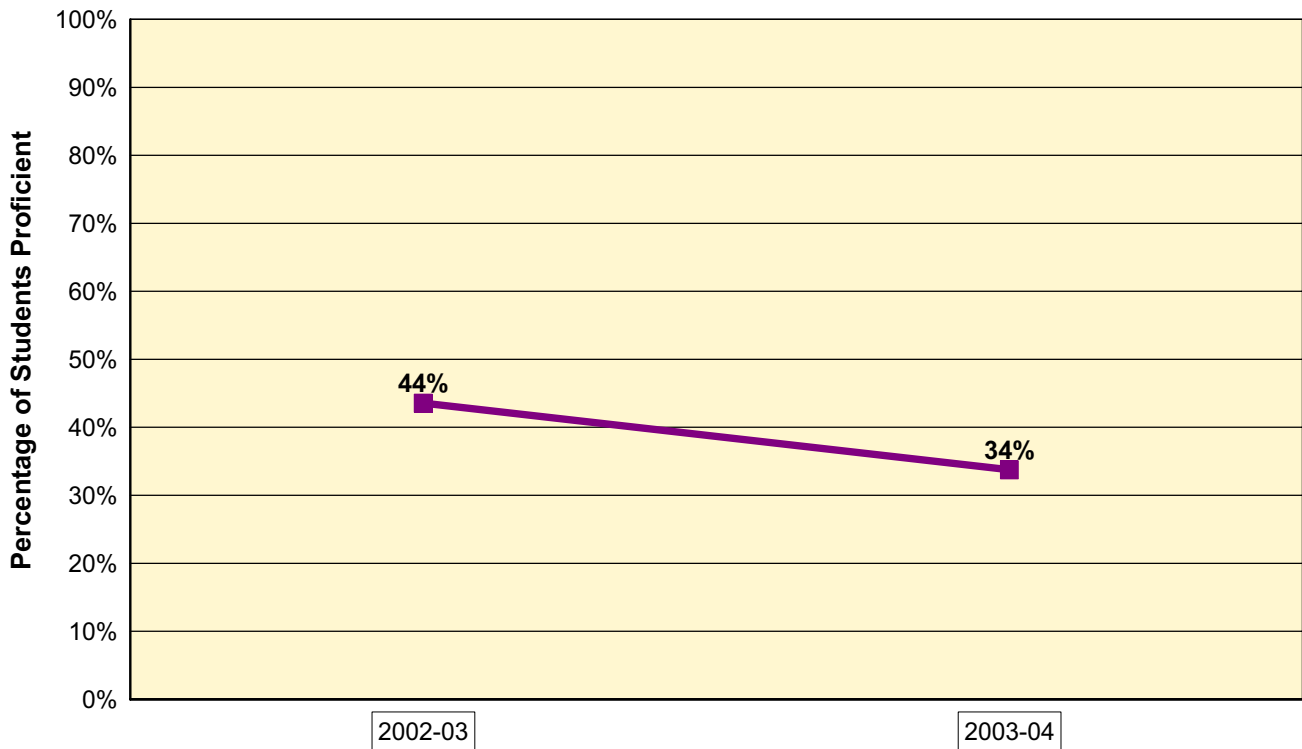
Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 5 Science 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

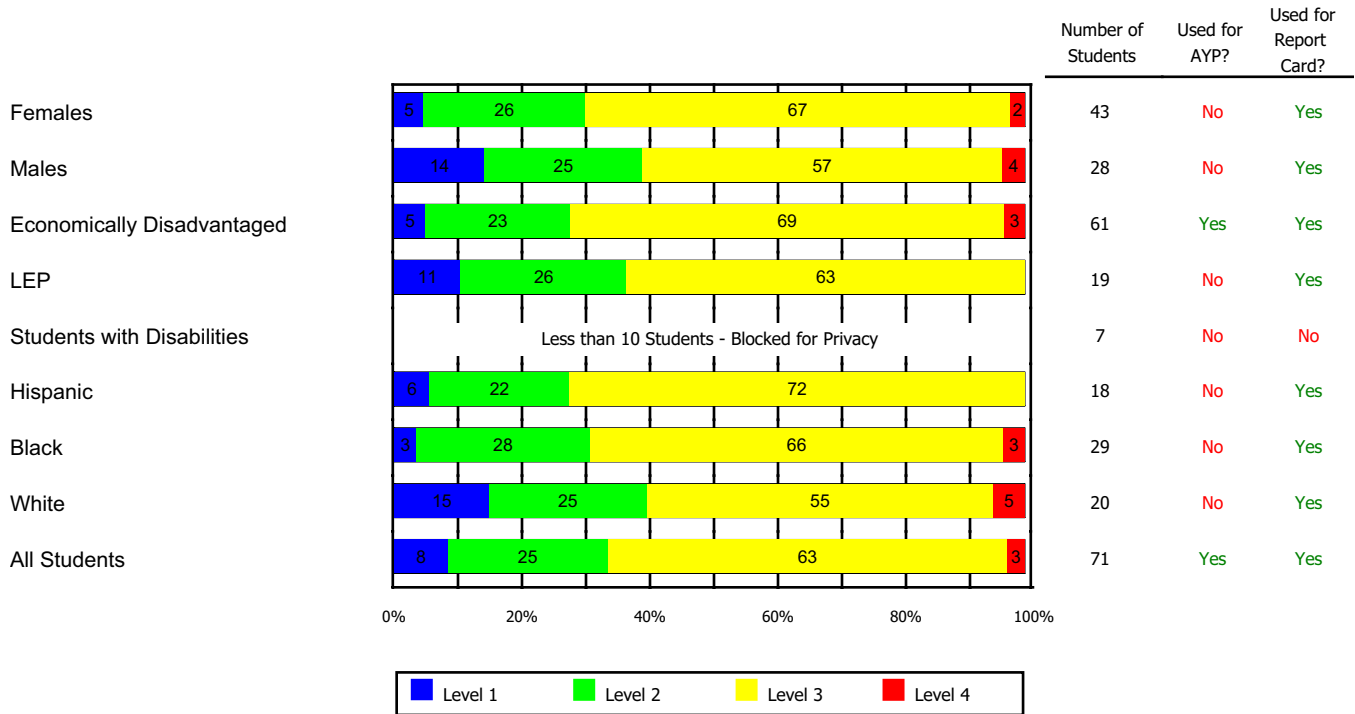
Note: This report will not appear without two consecutive years worth of data to display



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science • 2003-04**



Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

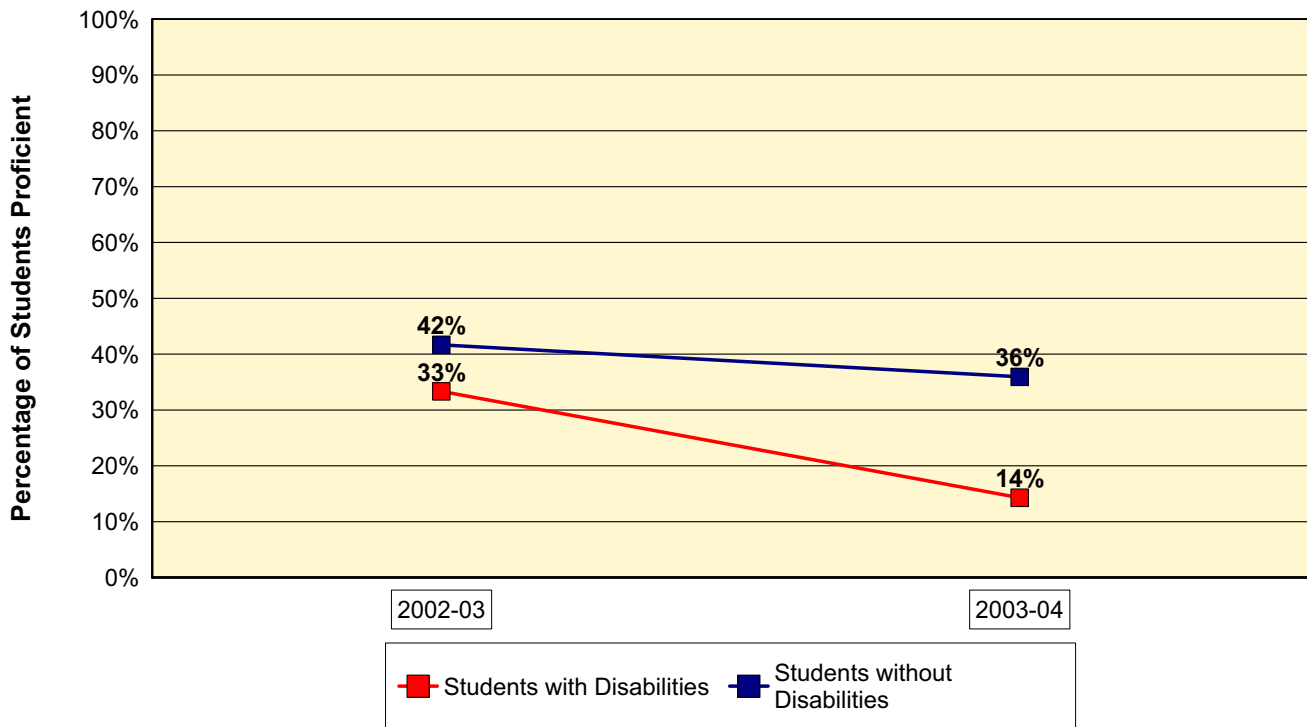
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

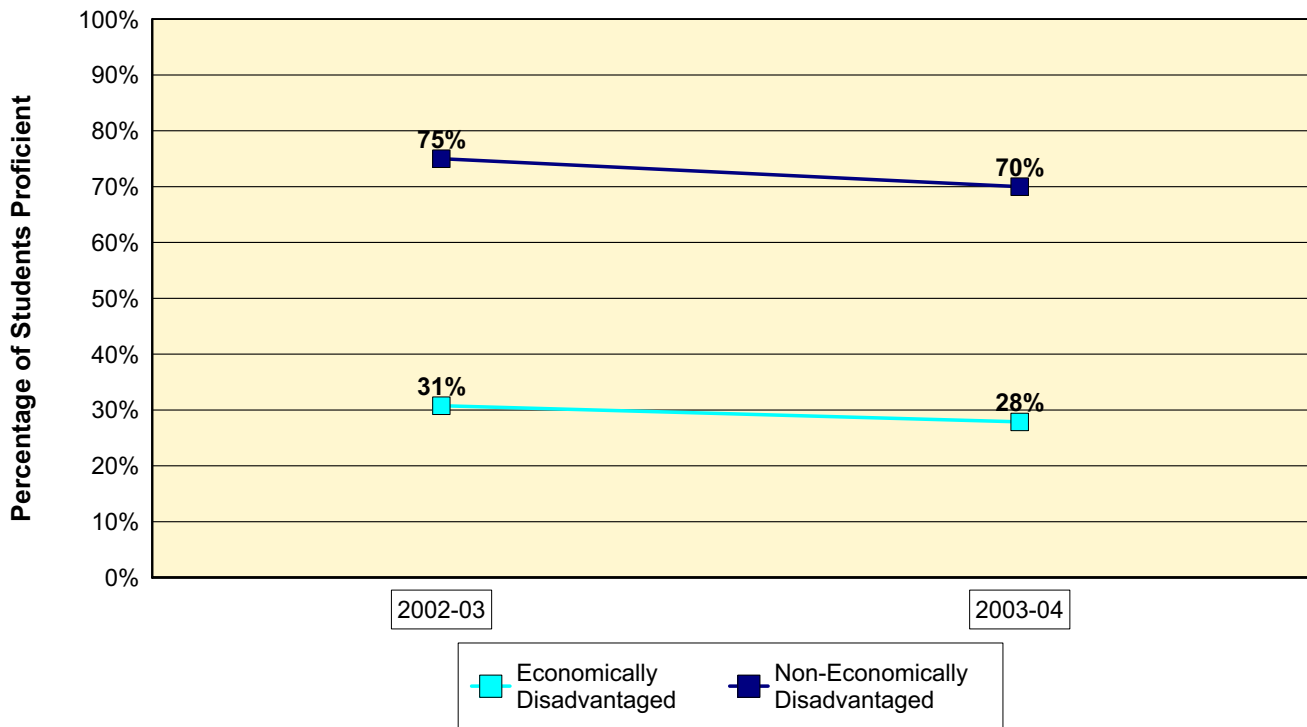
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

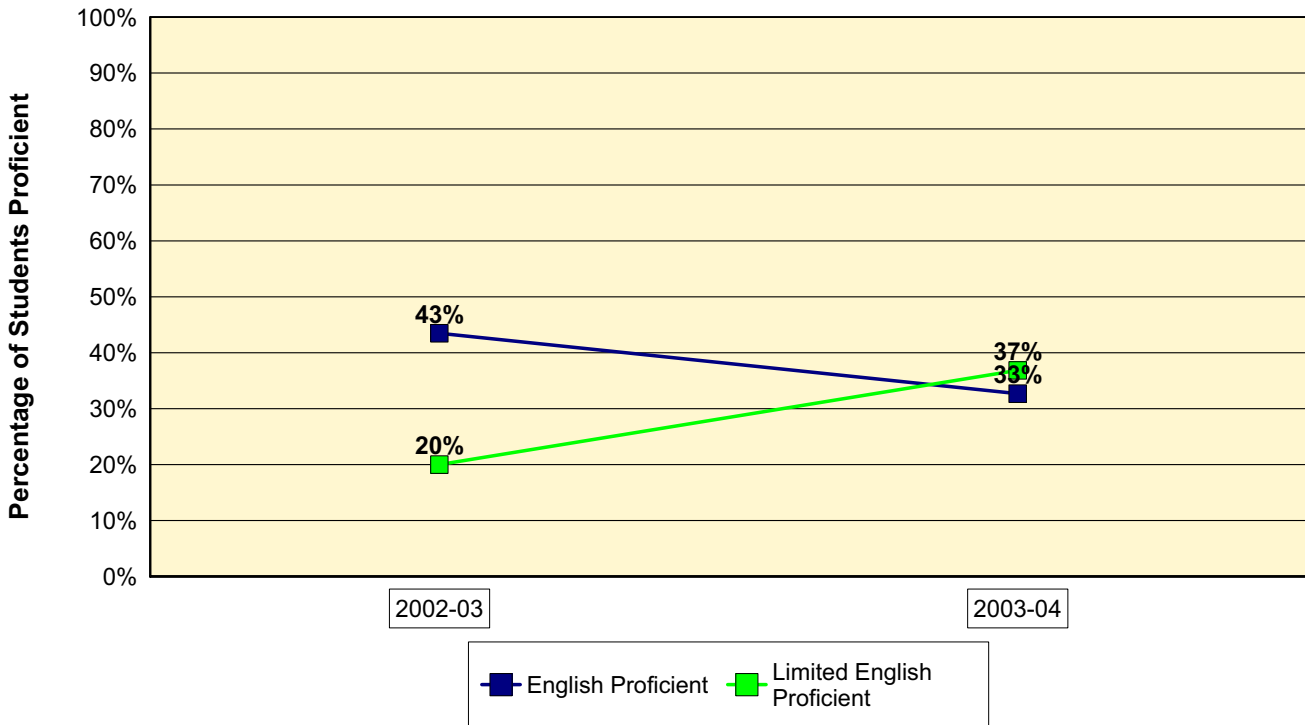
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!






The Golden Package


Pleasantville Elementary School #1

MEAP Grade 5 Science 2003-04

Process Data

 **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**

Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

 **Where do we have curriculum alignment? Which do we need to deal with first - curriculum alignment or instructional strategies?**

Comparison of Strengths and Weaknesses

 **What was our performance on constructed response items?**

Percentage of Students Earning 80% of Possible Point on Constructed Response Items

 **For which items did we show a strong performance? A weak performance?**

Percentage of Students with Correct Answer for Each Item Descriptor

 **How did we perform in comparison to the district and state on each item in our item analysis?**

Comparison of Results of Item Analysis Between School, District and State

Comments Regarding Strand and Item Analysis Data

2000-01 During 2000-01, this test was scored on a three point scale (Levels 1/2/3), with Level 1 considered proficient.



Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 5 Science

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	62	27	44%	35	56%	50	23	11
2003-04	80	27	34%	53	66%	65	38	17

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 522-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in Elementary Science Test Strands

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science • 2003-04

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2					
		Weakness		Strength		Weakness		Strength			
		#	%	#	%	#	%	#	%		
Construct New Scientific Knowledge	80	52	98%	1	2%	19	70%	8	30%		
Reflecting on Scientific Knowledge (R)	80	31	58%	22	42%	4	15%	23	85%		
Life Science	80	49	92%	4	8%	8	30%	19	70%		
Physical Science	80	53	100%	0	0%	23	85%	4	15%		
Earth Science	80	53	100%	0	0%	17	63%	10	37%		
TOTAL STUDENTS NOT PROFICIENT						53		TOTAL STUDENTS PROFICIENT		27	
PERCENT NOT PROFICIENT						66%		PERCENT PROFICIENT		34%	

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)
4. In which strand(s) does our curriculum need tightening?

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)
- Education YES!



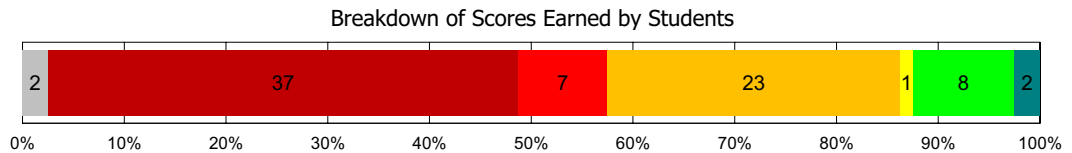
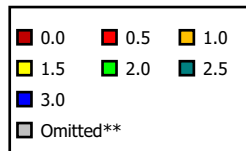
What was our performance on constructed response items?

Student Performance by Question Percentage of Students Earning 80% of Possible Points on Constructed Response Items

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science • 2003-04
Form B

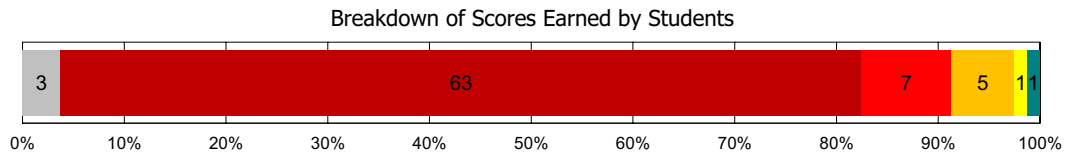
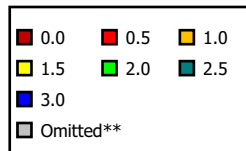
Construct New Scientific Knowledge

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
SC.5.47	Using a chart to gather information and express a conclusion.	3.0	80	2	3%



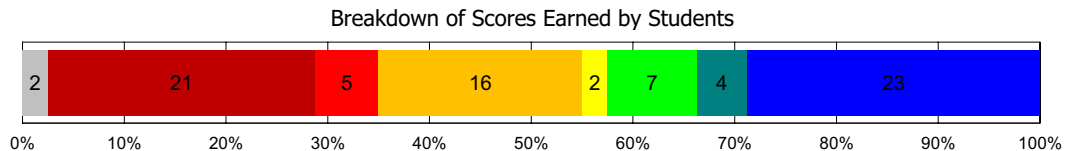
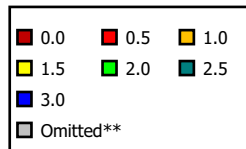
Reflecting on Scientific Knowledge (R)

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
SC.5.49	Describe the positive/negative effects of tourism in a pristine area.	3.0	80	1	1%



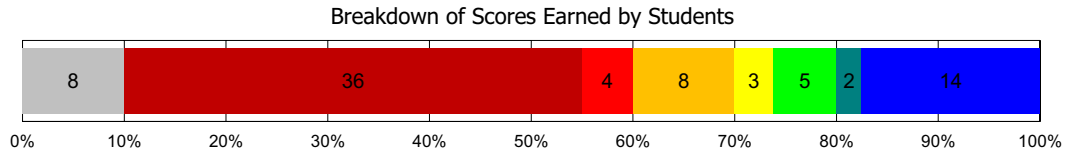
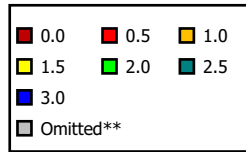
Life Science

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
SC.5.50	Explain how traits are needed for animal's survival in environment.	3.0	80	27	34%



Earth Science

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
SC.5.48	Provide examples how specific earth materials are used by mankind.	3.0	80	16	20%



Analysis Questions

- For which constructed response items did 80% or more of our students earn 80% or more of the possible points? These represent our stronger items.
- For which constructed response items did 79% or fewer of our students earn 80% or more of the possible points? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!

* When Benchmarks are not available, a green item label is used that displays the subject, grade level, and position within the research file.

** Marked as Omitted, Off Topic, Illegible, Foreign Language or Blank.

For which items did we show a strong performance? A weak performance?

Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Construct New Scientific Knowledge							
SC.5.01	Identify the simple machine used in exercise equipment.	81				69%	
SC.5.02	Develop a solution to identify whether an object is made of iron.	81				63%	
SC.5.10	Selection of an instrument to measure temperature.	81				96%	
SC.5.11	Selecting the appropriate unit of measurement for a task	81				58%	
SC.5.12	Note measurement instrument with least application for investigation.	81				19%	
SC.5.13	Using results to recognize a conclusion from the investigation.	81				60%	
SC.5.17	Reading a chart to find the number of days of rain in a week	81				83%	
SC.5.22	Noting how a fossil is/is not useful for learning about an animal.	81				49%	
SC.5.23	Using text as a source of information.	81				54%	
SC.5.24	Using text as a source of information.	81				38%	
SC.5.25	Using text information as a basis for reasoning an explanation.	81				63%	
SC.5.27	Using a chart to gather information.	81				35%	
SC.5.36	Using evidence to support a hypothesis.	81				27%	
SC.5.45	Select most appropriate method to reforest land.	81				70%	
Reflecting on Scientific Knowledge (R)							
SC.5.16	Select the best evidence that the Earth is a sphere	81				62%	
SC.5.33	Identifying evidence that substantiates that dinosaurs once lived.	81				81%	
Life Science							
SC.5.28	Noting a plant's physical characteristic useful for survival.	81				65%	
SC.5.29	Recognizing the purpose of plant seeds.	81				77%	
SC.5.40	Classifying an animal a prey and/or predator in a described food chain.	81				56%	
SC.5.41	Recognize how animal's physical characteristics help survival.	81				75%	
SC.5.42	Recognize the illustration of a food chain based on feeding patterns.	81				44%	
SC.5.43	Animal features that provide for life needs in its environment.	81				77%	
SC.5.44	Using fossil evidence to prepare life-like models of extinct animals.	81				58%	
SC.5.46	Passing of physical characteristics from parent to offspring.	81				60%	



Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 5 Science • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Physical Science							
SC.5.03	Select the reason to explain how a whistles differ in sound produced.	81			43%		
SC.5.04	Identify process to separate mixture of soluble/insoluble substances.	81			35%		
SC.5.06	Identifying attribute used to classify objects into groups.	81			57%		
SC.5.07	Distinguishing metal from non-metal based on a metallic property.	81			30%		
SC.5.08	Recognizing the reason why a magnet stays attached to an object.	81			40%		
SC.5.09	Conditions facilitate change from a liquid to a gas.	81			91%		
SC.5.34	Identify the simple machine that is being used to accomplish a task.	81			85%		
SC.5.37	Note the force needed for glaciers to move down mountains.	81			31%		
Earth Science							
SC.5.14	Evaporation in the water cycle.	81			41%		
SC.5.18	Select the slowest process by which the surface of the Earth changes.	81			41%		
SC.5.19	Recognize how the Earth and moon differs from the Sun.	81			68%		
SC.5.20	Identifying effects of weathering/erosion forces on land surfaces.	81			20%		
SC.5.21	Identifying land objects likely found in a desert.	81			81%		
SC.5.35	Identify the source of Michigan's drinking water.	81			78%		
SC.5.38	Recognize the improbability of finding a lava lake at an inactive volcano.	81			30%		

Analysis Questions

- For which item descriptors did 80% or more of our students answer the corresponding MEAP test question correctly? These represent our stronger items.
- For which item descriptors did 79% or fewer of our students answer the corresponding MEAP test question correctly? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!



How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Item Analysis Results between School, District and State

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Science • Winter 2003-04 • Form B**

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Construct New Scientific Knowledge					
SC.5.01	Identify the simple machine used in exercise equipment.	81	69%	62%	82%
SC.5.02	Develop a solution to identify whether an object is made of iron.	81	63%	81%	88%
SC.5.10	Selection of an instrument to measure temperature.	81	96%	97%	99%
SC.5.11	Selecting the appropriate unit of measurement for a task	81	58%	63%	75%
SC.5.12	Note measurement instrument with least application for investigation.	81	19%	19%	26%
SC.5.13	Using results to recognize a conclusion from the investigation.	81	60%	68%	77%
SC.5.17	Reading a chart to find the number of days of rain in a week	81	83%	78%	86%
SC.5.22	Noting how a fossil is/is not useful for learning about an animal.	81	49%	53%	62%
SC.5.23	Using text as a source of information.	81	54%	58%	79%
SC.5.24	Using text as a source of information.	81	38%	46%	65%
SC.5.25	Using text information as a basis for reasoning an explanation.	81	63%	72%	82%
SC.5.27	Using a chart to gather information.	81	35%	39%	50%
SC.5.36	Using evidence to support a hypothesis.	81	27%	34%	42%
SC.5.45	Select most appropriate method to reforest land.	81	70%	74%	85%
Earth Science					
SC.5.14	Evaporation in the water cycle.	81	41%	64%	82%
SC.5.18	Select the slowest process by which the surface of the Earth changes.	81	41%	44%	57%
SC.5.19	Recognize how the Earth and moon differs from the Sun.	81	68%	66%	80%
SC.5.20	Identifying effects of weathering/erosion forces on land surfaces.	81	20%	30%	46%
SC.5.21	Identifying land objects likely found in a desert.	81	81%	81%	89%
SC.5.35	Identify the source of Michigan's drinking water.	81	78%	81%	90%
SC.5.38	Recognize the improbability of finding a lava lake at an inactive volcano.	81	30%	44%	54%
Life Science					
SC.5.28	Noting a plant's physical characteristic useful for survival.	81	65%	74%	84%
SC.5.29	Recognizing the purpose of plant seeds.	81	77%	74%	85%
SC.5.40	Classifying an animal a prey and/or predator in a described food chain.	81	56%	58%	73%
SC.5.41	Recognize how animal's physical characteristics help survival.	81	75%	74%	86%
SC.5.42	Recognize the illustration of a food chain based on feeding patterns.	81	44%	59%	69%
SC.5.43	Animal features that provide for life needs in its environment.	81	77%	79%	87%
SC.5.44	Using fossil evidence to prepare life-like models of extinct animals.	81	58%	69%	83%
SC.5.46	Passing of physical characteristics from parent to offspring.	81	60%	67%	13%



Pleasantville Elementary School #1 • MEAP Grade 5 Science • Winter 2003-04 (Continued...)

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Physical Science					
SC.5.03	Select the reason to explain how a whistles differ in sound produced.	81	43%	37%	56%
SC.5.04	Identify process to separate mixture of soluble/insoluble substances.	81	35%	40%	57%
SC.5.06	Identifying attribute used to classify objects into groups.	81	57%	64%	73%
SC.5.07	Distinguishing metal from non-metal based on a metallic property.	81	30%	46%	46%
SC.5.08	Recognizing the reason why a magnet stays attached to an object.	81	40%	47%	64%
SC.5.09	Conditions facilitate change from a liquid to a gas.	81	91%	94%	97%
SC.5.34	Identify the simple machine that is being used to accomplish a task.	81	85%	86%	89%
SC.5.37	Note the force needed for glaciers to move down mountains.	81	31%	33%	36%
Reflecting on Scientific Knowledge (R)					
SC.5.16	Select the best evidence that the Earth is a sphere	81	62%	71%	84%
SC.5.33	Identifying evidence that substantiates that dinosaurs once lived.	81	81%	88%	95%

Percentages in Green indicate school performance meets or exceed overall State performance on this item, or meets or exceeds district performance when this is not the only school within the district administering the test. Percent Correct in District is based on all data within the system. Percent Correct in State is based on published percentages for all students taking the test statewide.





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 5 Social Studies 2003-04

Outcome Data



Which students were tested?



Student Demographics Summary



What has been our trend in achievement for the past three years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Note: This report will not appear without two consecutive years worth of data to display

Comments Regarding Data

2000-01	Data for 2000-01 has not been imported for this test.
2001-02	Data for 2001-02 has not been imported for this test.

Which students were tested?

Student Demographics Summary Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 5 Social Studies

	2002-03		2003-04	
Total Test Records	67	100%	81	100%

General Achievement Reporting

Unknown Proficiency	0	0%	1	1%
Used for General Achievement Reporting	67	100%	80	98%



AYP/NCLB Reporting

Excluded AYP/NCLB	11	16%	10	12%
Used for AYP/NCLB Reporting	56	83%	71	87%

Gender

Female	36	53%	48	59%
Male	31	46%	33	40%

Race/Ethnicity

American Indian	1	1%	3	3%
Asian/Pacific Islander	1	1%	3	3%
Black	29	43%	32	39%
Hispanic	9	13%	19	23%
Multiracial	0	0%	1	1%
White	27	40%	23	28%

SWD

Student with Disabilities	5	7%	10	12%
Student without Disabilities	62	92%	71	87%

Economic Status

Economically Disadvantaged	50	74%	68	83%
Non-Economically Disadvantaged	17	25%	13	16%

English Proficiency

English Proficient	61	91%	61	75%
Limited English Proficient	6	8%	20	24%

Less than Full Academic Year

Full Academic Year	56	83%	72	88%
Less than Full Academic Year	11	16%	9	11%

This is the total number of test records within the system for the given periods.

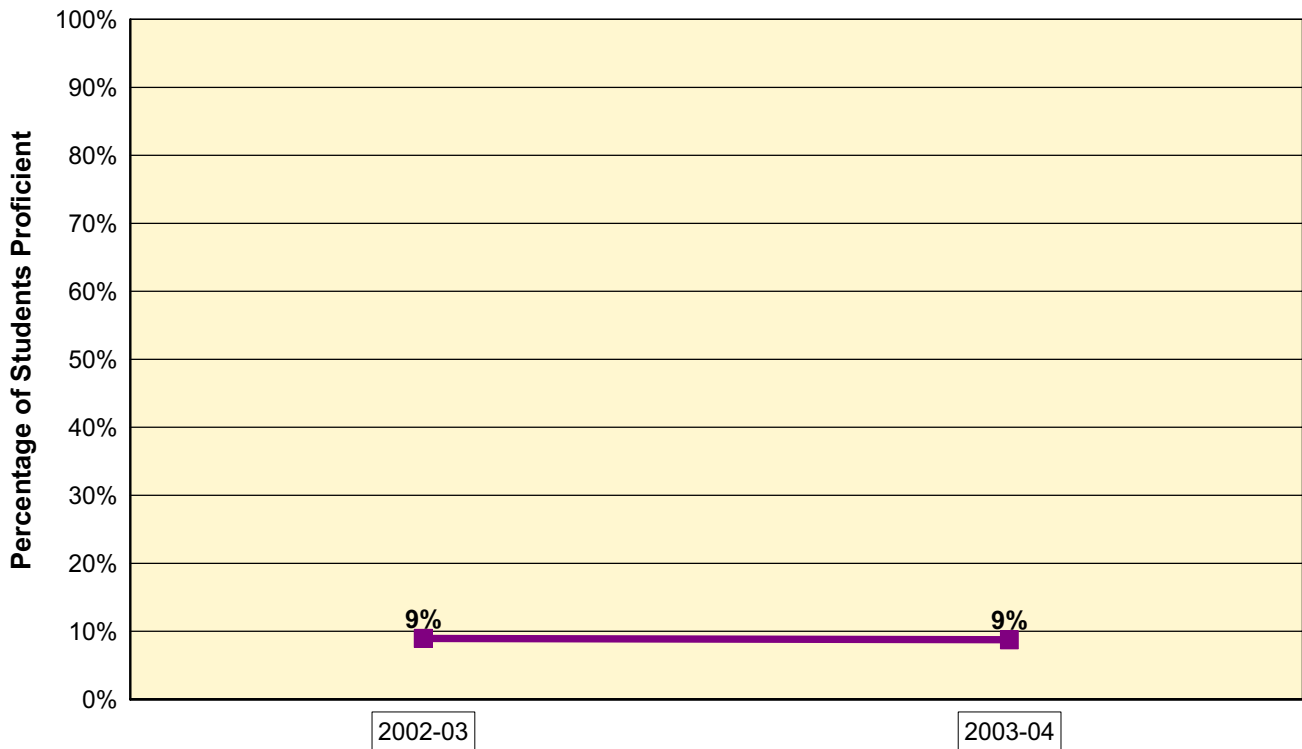
Records where the Level of Proficiency is Unknown are not used for most summary reports. In addition, certain test records may be excluded from various reports based on particular Exclusion Factors.



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do achievement scores go up? Down? Stay the same?
2. In which years did students perform best? Worst? What might be some reasons for this?
3. Based on this trend line, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!





The Golden Package

Pleasantville Elementary School #1

MEAP Grade 5 Social Studies 2003-04

Demographic Data



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

For NCLB accountability purposes (at least 30 students per subgroup):

- Race/Ethnicity
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient

For NCLB reporting purposes (at least 10 students per subgroup):

- Migrant
- Gender



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Disaggregated by Students with Disabilities, Economic Status, and English Proficiency

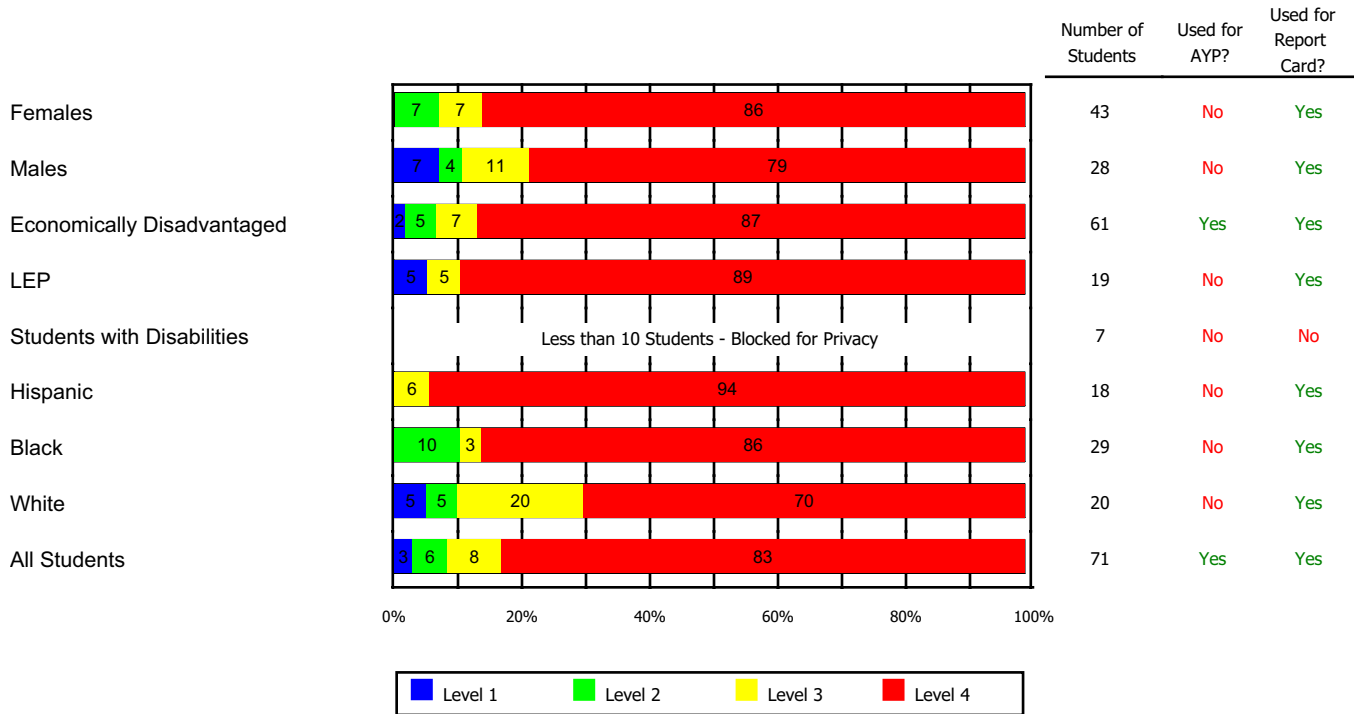
Note: This report will not appear without two consecutive years worth of data to display



What is the performance, by proficiency levels, of subgroups of students?

Percentage of Students in Each Proficiency Level, by Subgroups of Students

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies • 2003-04



Analysis Questions

1. What percentage of our students scored in each proficiency level?
2. When looking at *All Students*, did our students meet or exceed the Michigan AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this MEAP test?
4. Which subgroup of students performed the worst, as measured by this MEAP test?

Suggested Uses (Internal/External)

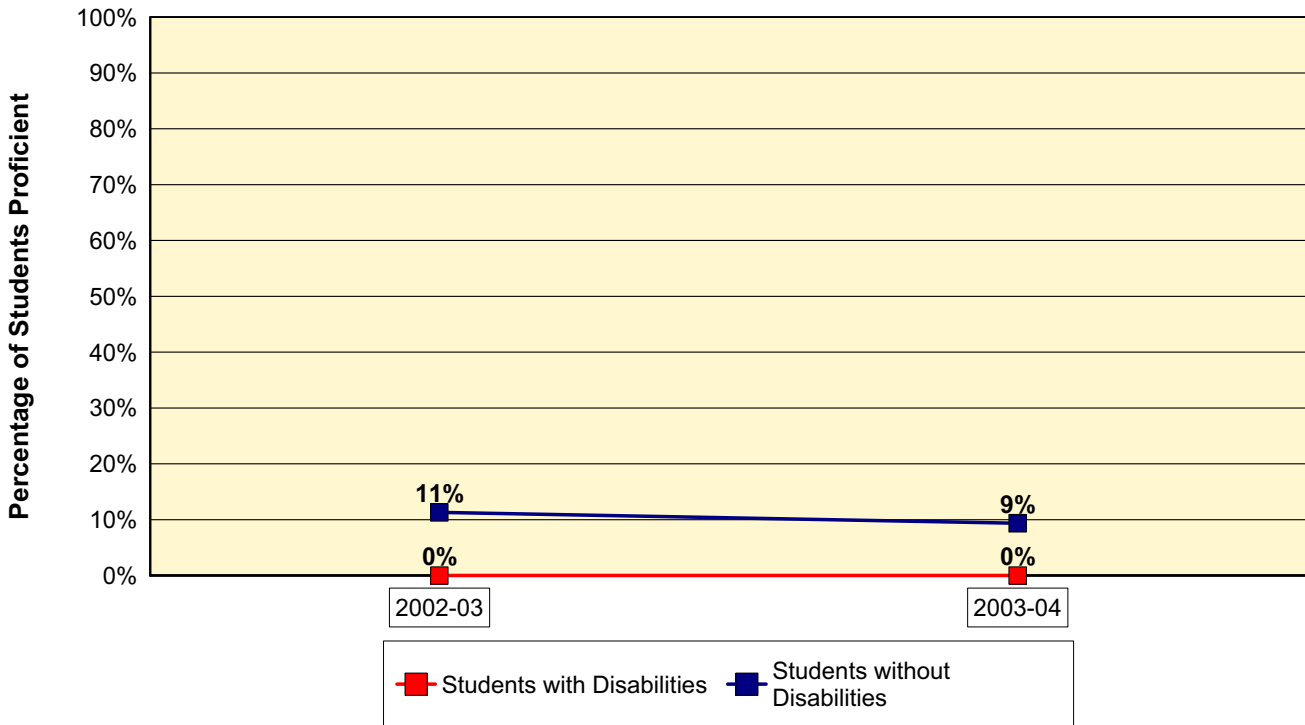
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Students with Disabilities (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

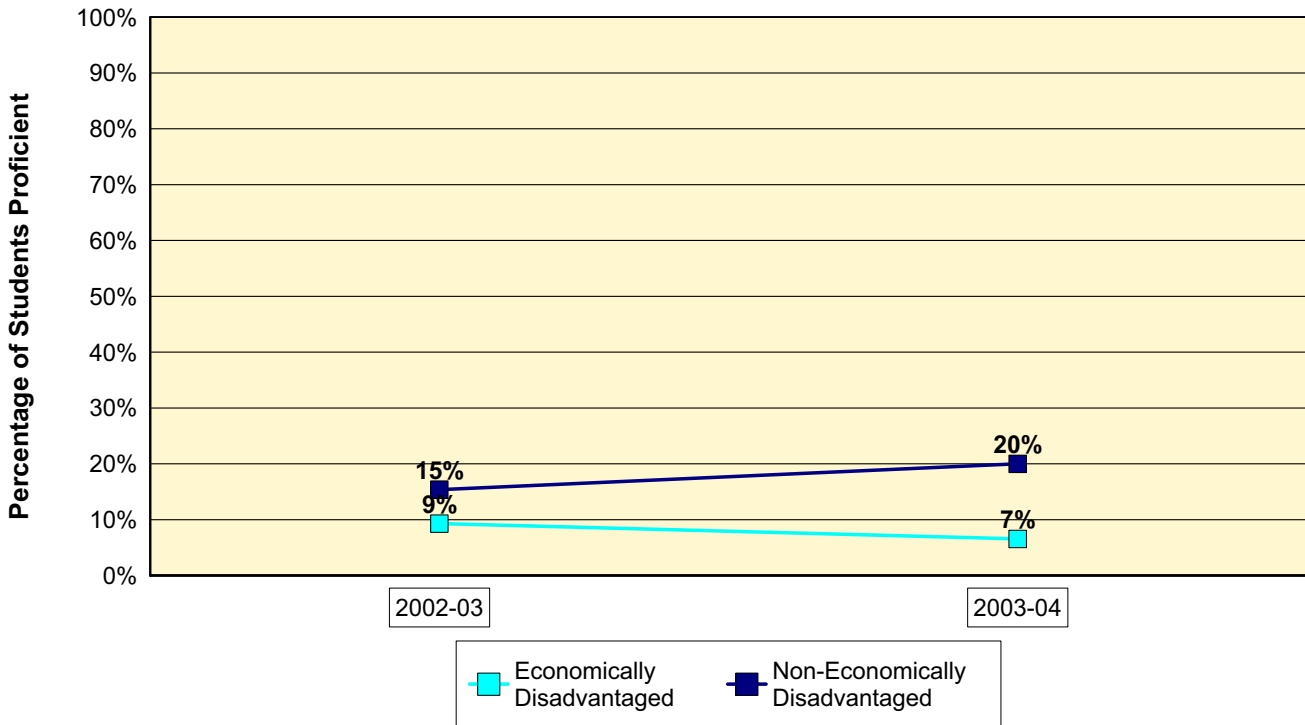
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



Have we improved the performance of subgroups over time?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by Economic Status (Test)

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 5 Social Studies



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

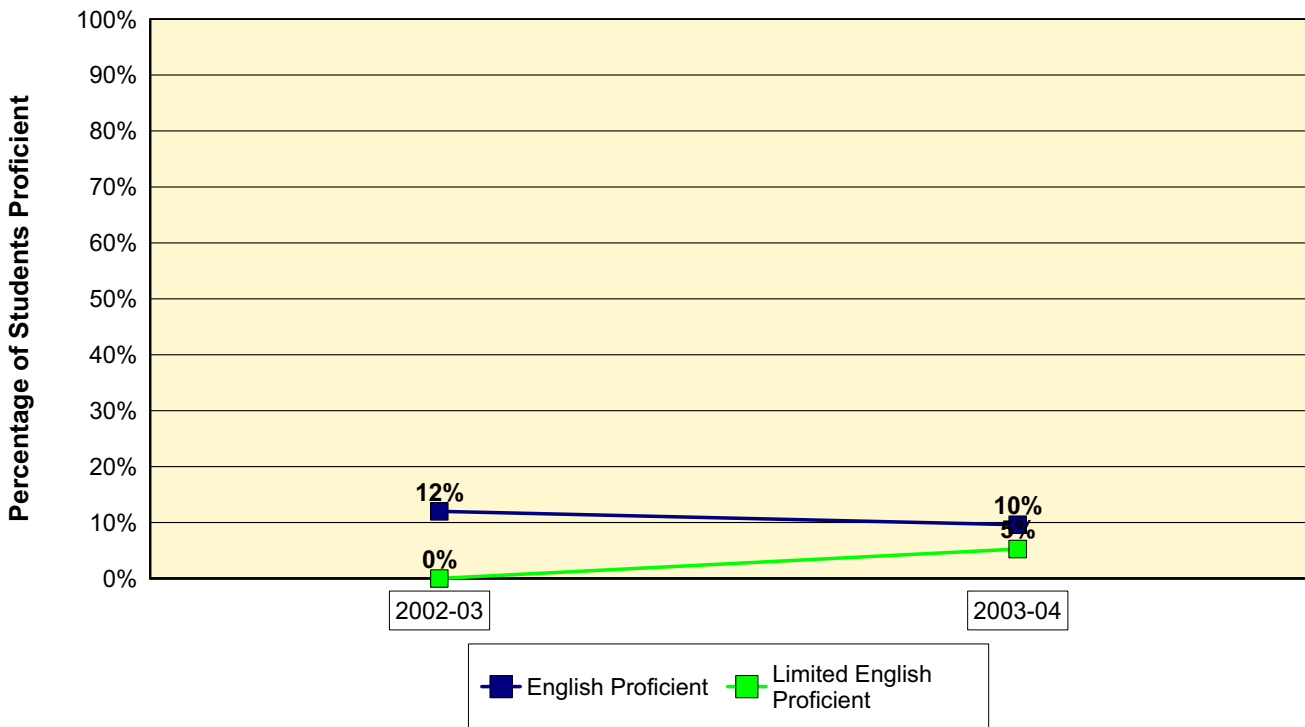
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!



What has been our trend in achievement for the past few years?

Percentage of Students Scoring in Proficient Levels on MEAP Test Disaggregated by English Proficiency (Test)

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies



Analysis Questions

1. What is the trend in achievement for this MEAP test? Do the various subgroups share the same trend?
2. In which years did students in the subgroups perform best? Worst? What might be some reasons for this?
3. Should more attention be focused on certain subgroups?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind
- Education YES!







The Golden Package


Pleasantville Elementary School #1


MEAP Grade 5 Social Studies 2003-04


Process Data

-  **Is our curriculum aligned? Do we have evidence of needing curriculum alignment? Do we need to focus on high-quality test-taking strategies?**
Percent of Students Meeting (Level 2) or Exceeding (Level 1) Michigan Standards

-  **Where do we have curriculum alignment? Which do we need to deal with first - curriculum alignment or instructional strategies?**
Comparison of Strengths and Weaknesses

-  **What was our performance on constructed response items?**
Percentage of Students Earning 80% of Possible Point on Constructed Response Items

-  **For which items did we show a strong performance? A weak performance?**
Percentage of Students with Correct Answer for Each Item Descriptor

-  **How did we perform in comparison to the district and state on each item in our item analysis?**
Comparison of Results of Item Analysis Between School, District and State

Is our curriculum aligned?

Percent of Students Meeting or Exceeding State Standards

Pleasantville Public Schools
 Pleasantville Elementary School #1
 MEAP Grade 5 Social Studies

Year	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels)	% Students in Non-Proficient Levels)	# of Students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
2002-03	67	6	9%	61	91%	54	48	7
2003-04	80	7	9%	73	91%	65	58	3

This number tells you if you were close or far away from the target. We use 80% on this report because we're looking at curriculum alignment - a smaller number here would be too loose of an alignment.

This number tells you how many students you "had in your hands" - how many were close to meeting the state's standards (scored 513-529). If you don't have enough students to meet the standards - you likely have some curriculum alignment issues to address. **If you do have enough students to meet the standards, high-quality test-taking strategies should do the trick next time around.**

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this MEAP test during the displayed years?
2. What does the data say about curriculum alignment during these years?
3. For which year(s) might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%*).

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)
- Education YES!



Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in Elementary Social Studies Test Strands

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies • 2003-04

STRANDS	Total # Tested	NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
		#	%	#	%	#	%	#	%
Historical Perspective	80	47	64%	26	36%	0	0%	7	100%
Geographic Perspective	80	64	88%	9	12%	1	14%	6	86%
Civic Perspective	80	68	93%	5	7%	1	14%	6	86%
Economic Perspective	80	69	95%	4	5%	0	0%	7	100%
Inquiry	80	62	85%	11	15%	3	43%	4	57%
TOTAL STUDENTS NOT PROFICIENT					73				
PERCENT NOT PROFICIENT					91%				
TOTAL STUDENTS PROFICIENT					7				
PERCENT PROFICIENT					9%				

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)
4. In which strand(s) does our curriculum need tightening?

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)
- Education YES!



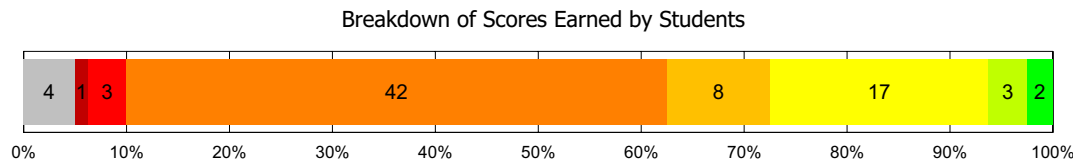
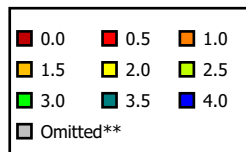
What was our performance on constructed response items?

Student Performance by Question Percentage of Students Earning 80% of Possible Points on Constructed Response Items

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies • 2003-04
Form B

Public Discourse and Decision Making

Benchmark*	Item Descriptor	Maximum Possible Points	# Students Answering	# Students Earning 80% of Possible Points	% Students Earning 80% of Possible Points
SS.5.47	Defending a position on a public policy issue.	4.0	80	0	0%



Analysis Questions

- For which constructed response items did 80% or more of our students earn 80% or more of the possible points? These represent our stronger items.
- For which constructed response items did 79% or fewer of our students earn 80% or more of the possible points? These represent our weaker items.

Analysis Questions (continued)

- Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!

* When Benchmarks are not available, a green item label is used that displays the subject, grade level, and position within the research file.

** Marked as Omitted, Off Topic, Illegible, Foreign Language or Blank.



For which items did we show a strong performance? A weak performance?

Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Historical Perspective							
SS.5.11	Identifying value of those involved in trial of John Peter Zenger.	81				74%	
SS.5.12	Describing good character of A. Hamilton and J.P. Zenger.	81				75%	
SS.5.13	Recognizing effects of the Zenger trial on U.S. History.	81			59%		
SS.5.14	Interpreting the reasons for action of the governor of New York.	81				74%	
SS.5.15	Analyzing the long term effect of the trial of John Peter Zenger.	81			56%		
SS.5.16	Identifying the number of families living in a long house.	81				81%	
SS.5.17	Identifying the natural materials used in building a long house.	81			65%		
SS.5.18	Describing the lives of people living in a long house.	81			60%		
SS.5.19	Recognizing similarities long houses and houses today.	81		41%			
SS.5.20	Analyzing objects used by long house dwellers.	81				68%	
Geographic Perspective							
SS.5.01	Identifying the effect of a major river on the great lake states.	81			43%		
SS.5.02	Recognizing why people modify the physical environment.	81			58%		
SS.5.03	Selecting the region of a major river in the United States.	81			58%		
SS.5.04	Identifying the route from Detroit to Chicago	81				73%	
SS.5.05	Selecting the river used for moving goods by United States and Canada	81			44%		
SS.5.06	Recognizing the importance of great lakes to cities near it.	81			51%		
SS.5.07	Analyzing importance of canal to the transportation industry.	81		25%			
SS.5.08	Identifying which lake is a major water resource for a major city.	81			44%		
SS.5.09	Identifying names of states which border the great lakes.	81			58%		
SS.5.10	Identifying industries of great lake states on a map.	81				69%	



Student Performance by Question Percentage of Students with Correct Answer for Each Item Descriptor

Pleasantville Public Schools Pleasantville Elementary School #1 MEAP Grade 5 Social Studies • Winter 2003-04 • Form B

Item ID	Item Descriptor	# Students	Percentage of Students with Correct Answer				
			0	20	40	60	80
Civic Perspective							
SS.5.21	Identifying the responsibilities citizens have that go along with voting.	81			41%		
SS.5.22	Identifying the right of both citizens and non-citizens.	81			51%		
SS.5.23	Recognizing responsibilities of naturalized citizens.	81			67%		
SS.5.24	Recognizing the contributions of naturalized citizens.	81			69%		
SS.5.25	Recognizing the importance of citizens being informed.	81			60%		
SS.5.26	Identifying the property rights of citizens in a dispute.	81			54%		
SS.5.27	Recognizing level of government that enforces certain rules.	81			40%		
SS.5.28	Identifying the branch of government that changes law.	81			23%		
SS.5.29	Describe how citizens can effect officials to represent them.	81			64%		
SS.5.30	Analyzing the similarities between local and international disputes.	81			20%		
Economic Perspective							
SS.5.31	Identify natural resources used in a business.	81			53%		
SS.5.32	Recognizing which party is acting as the consumer of a product.	81			28%		
SS.5.33	Recognizing which party is acting as the producer of a product.	81			44%		
SS.5.34	Recognizing how businesses act as consumers.	81			27%		
SS.5.35	Identify the characteristics of a corporation.	81			38%		
SS.5.36	Identify the opportunity cost in a personal situation.	81			79%		
SS.5.37	Recognizing how high demand for a product causes high prices.	81			53%		
SS.5.38	Analyzing the personal choice of a consumer.	81			67%		
SS.5.39	Identifying how people act as consumers.	81			73%		
SS.5.40	Recognizing capital equipment used in a business.	81			47%		
Inquiry							
SS.5.41	Locating and interpreting information in a table.	81			51%		
SS.5.42	Selecting appropriate labels from information on a graph.	81			30%		
SS.5.43	Selecting appropriate labels from information on a graph.	81			43%		
SS.5.44	Selecting appropriate labels from information on a graph.	81			58%		
SS.5.45	Identifying a trend shown on a line graph.	81			41%		
SS.5.46	Recognizing a relationship between two variables in a simple table.	81			47%		



Analysis Questions

1. For which item descriptors did 80% or more of our students answer the corresponding MEAP test question correctly? These represent our stronger items.
2. For which item descriptors did 79% or fewer of our students answer the corresponding MEAP test question correctly? These represent our weaker items.

Analysis Questions (continued)

3. Which standards are measured by the items for which there were weaknesses? (Refer to your district's curriculum guide and Michigan's Curriculum Framework for this.)

Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- Education YES!



How did we perform in comparison to the district and state on each item in our item analysis?

Comparison of Item Analysis Results between School, District and State

**Pleasantville Public Schools
Pleasantville Elementary School #1
MEAP Grade 5 Social Studies • Winter 2003-04 • Form B**

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Civic Perspective					
SS.5.21	Identifying the responsibilities citizens have that go along with voting.	81	41%	55%	62%
SS.5.22	Identifying the right of both citizens and non-citizens.	81	51%	62%	75%
SS.5.23	Recognizing responsibilities of naturalized citizens.	81	67%	72%	79%
SS.5.24	Recognizing the contributions of naturalized citizens.	81	69%	70%	78%
SS.5.25	Recognizing the importance of citizens being informed.	81	60%	67%	76%
SS.5.26	Identifying the property rights of citizens in a dispute.	81	54%	62%	64%
SS.5.27	Recognizing level of government that enforces certain rules.	81	40%	55%	72%
SS.5.28	Identifying the branch of government that changes law.	81	23%	37%	64%
SS.5.29	Describe how citizens can effect officials to represent them.	81	64%	73%	82%
SS.5.30	Analyzing the similarities between local and international disputes.	81	20%	32%	43%
Economic Perspective					
SS.5.31	Identify natural resources used in a business.	81	53%	67%	79%
SS.5.32	Recognizing which party is acting as the consumer of a product.	81	28%	50%	66%
SS.5.33	Recognizing which party is acting as the producer of a product.	81	44%	48%	59%
SS.5.34	Recognizing how businesses act as consumers.	81	27%	40%	50%
SS.5.35	Identify the characteristics of a corporation.	81	38%	43%	55%
SS.5.36	Identify the opportunity cost in a personal situation.	81	79%	83%	89%
SS.5.37	Recognizing how high demand for a product causes high prices.	81	53%	60%	70%
SS.5.38	Analyzing the personal choice of a consumer.	81	67%	74%	83%
SS.5.39	Identifying how people act as consumers.	81	73%	74%	82%
SS.5.40	Recognizing capital equipment used in a business.	81	47%	51%	51%
Geographic Perspective					
SS.5.01	Identifying the effect of a major river on the great lake states.	81	43%	54%	76%
SS.5.02	Recognizing why people modify the physical environment.	81	58%	60%	74%
SS.5.03	Selecting the region of a major river in the United States.	81	58%	69%	78%
SS.5.04	Identifying the route from Detroit to Chicago	81	73%	74%	80%
SS.5.05	Selecting the river used for moving goods by United States and Canada	81	44%	58%	74%
SS.5.06	Recognizing the importance of great lakes to cities near it.	81	51%	54%	67%
SS.5.07	Analyzing importance of canal to the transportation industry.	81	25%	39%	48%
SS.5.08	Identifying which lake is a major water resource for a major city.	81	44%	62%	78%
SS.5.09	Identifying names of states which border the great lakes.	81	58%	65%	80%
SS.5.10	Identifying industries of great lake states on a map.	81	69%	77%	88%



Pleasantville Elementary School #1 • MEAP Grade 5 Social Studies • Winter 2003-04 (Continued...)

Section	Item Descriptor	# Students in School	% Correct in School	% Correct in District	% Correct in State
Historical Perspective					
SS.5.11	Identifying value of those involved in trial of John Peter Zenger.	81	74%	73%	81%
SS.5.12	Describing good character of A. Hamilton and J.P. Zenger.	81	75%	78%	86%
SS.5.13	Recognizing effects of the Zenger trial on U.S. History.	81	59%	65%	76%
SS.5.14	Interpreting the reasons for action of the governor of New York.	81	74%	79%	88%
SS.5.15	Analyzing the long term effect of the trial of John Peter Zenger.	81	56%	61%	70%
SS.5.16	Identifying the number of families living in a long house.	81	81%	88%	94%
SS.5.17	Identifying the natural materials used in building a long house.	81	65%	69%	80%
SS.5.18	Describing the lives of people living in a long house.	81	60%	65%	80%
SS.5.19	Recognizing similarities long houses and houses today.	81	41%	53%	64%
SS.5.20	Analyzing objects used by long house dwellers.	81	68%	69%	83%
Inquiry					
SS.5.41	Locating and interpreting information in a table.	81	51%	61%	75%
SS.5.42	Selecting appropriate labels from information on a graph.	81	30%	19%	18%
SS.5.43	Selecting appropriate labels from information on a graph.	81	43%	49%	68%
SS.5.44	Selecting appropriate labels from information on a graph.	81	58%	61%	72%
SS.5.45	Identifying a trend shown on a line graph.	81	41%	53%	63%
SS.5.46	Recognizing a relationship between two variables in a simple table.	81	47%	48%	53%

Percentages in Green indicate school performance meets or exceed overall State performance on this item, or meets or exceeds district performance when this is not the only school within the district administering the test. Percent Correct in District is based on all data within the system. Percent Correct in State is based on published percentages for all students taking the test statewide.

