

## **James Van Dierendonck Elementary School - DATA PRESENTATION REPORT**

Students at the James Van Dierendonck Elementary School consistently score very high on standardized norm referenced tests as well as local assessments. These high scores are the result of the high caliber student population and the exceptional teaching staff. Parents, teachers, and students work together to make learning a priority in our school community.

With the exceptionally high scores, it is sometimes difficult to show significant improvement in scores. When our students regularly score at the 70<sup>th</sup> Median National Percentile, our goal is often to maintain this high level of performance. This "ceiling effect" impacts our interpretation of test scores. Slight variations – up or down – do not necessarily indicate progress or lack of progress.

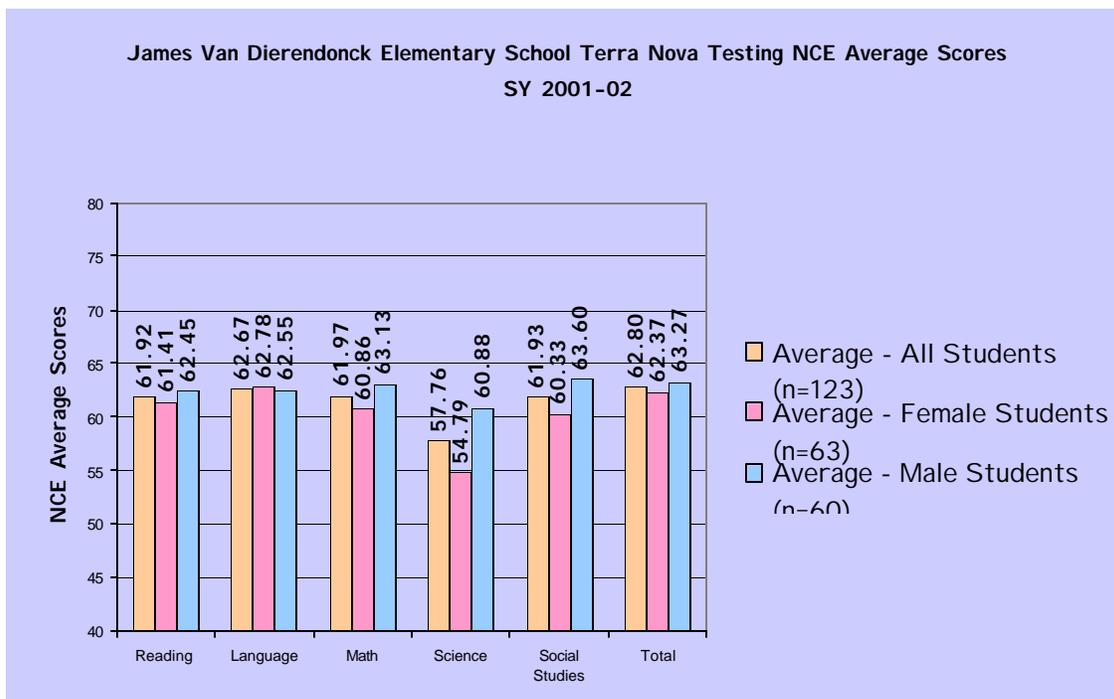
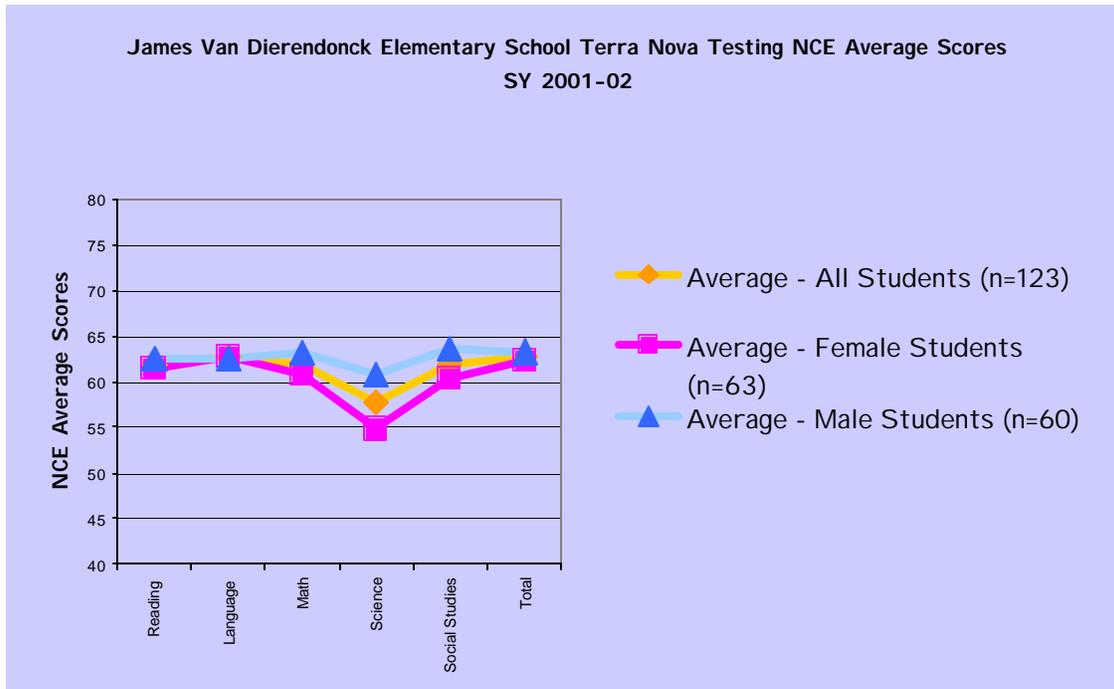
There is also recognition that with the low student samples of 20-35 students in a grade level, the statistical significance is difficult to determine. In one case, a single student score raised our "median national percentile" for the class by 4 points. In another case, one student score lowered our "median national percentile" by 3 points. The NCE scores are a better indicator since the individual student scores can be averaged. But with small sampling groups, even these scores can be strongly influenced by one or two high performing or low performing students. We have established means by which we track individual students showing their individual progress. We enter all standardized and local assessments for all students into the WinSchool database and collect data and work samples in the individual student CSP folders. We can then use this data to guide instruction as well as demonstrate where individual students start and where they go from there.

We attempted to disaggregate our data using multiple categories but discovered that our small student population limited us to disaggregating the data using gender only. As substantial discrepancies between males and females were noted, we will be exploring ways to "lessen the gap." Much of the data indicates a general weakness in science and this is where the greatest gap between males and females is found. We recognize that science could have been an area of focus in our CSP and we will be considering interventions to improve student performance.

Our careful review of data since the reading comprehension goal was established at the end of SY 00-01, has not provided conclusive evidence that our school's interventions have been successful or not successful. The data does indicate that our students continue to perform at a very high level and have made good strides forward in many areas. It also indicates that on the average, individual students who spend 2-3 years at our school do improve their NCE scores.

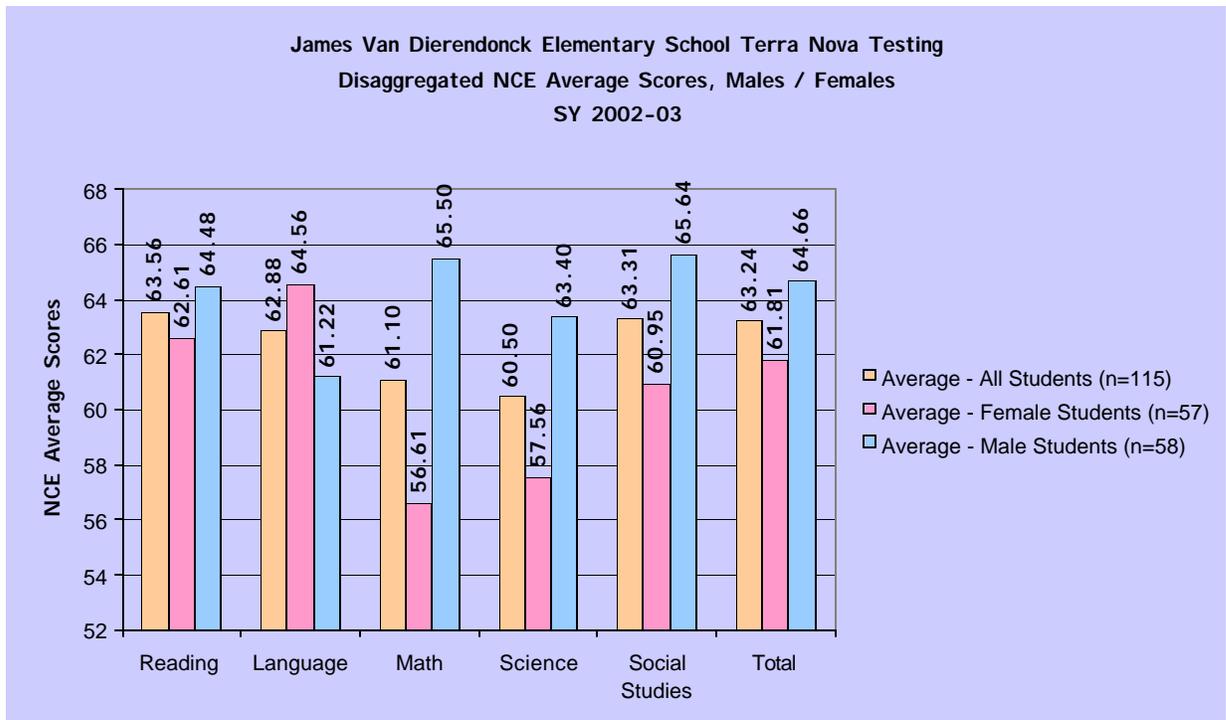
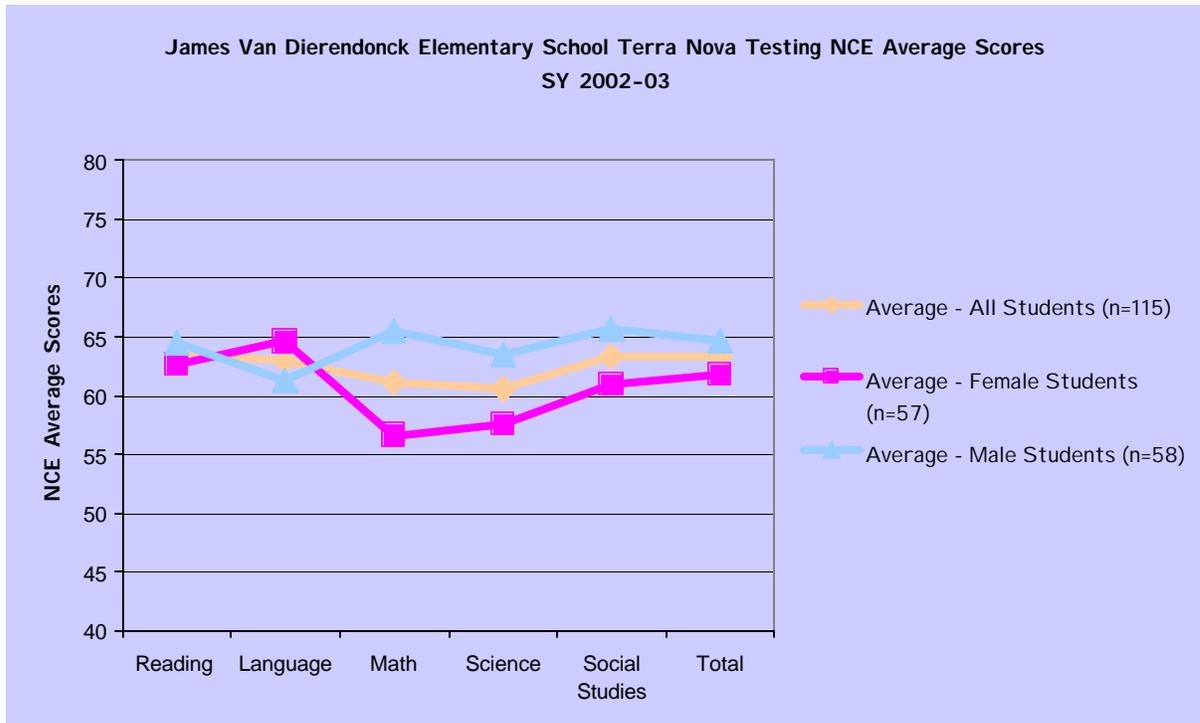
**Terra Nova NCE Average Scores for SY 2001-2002**

\* data available on pages 24-27 of this report



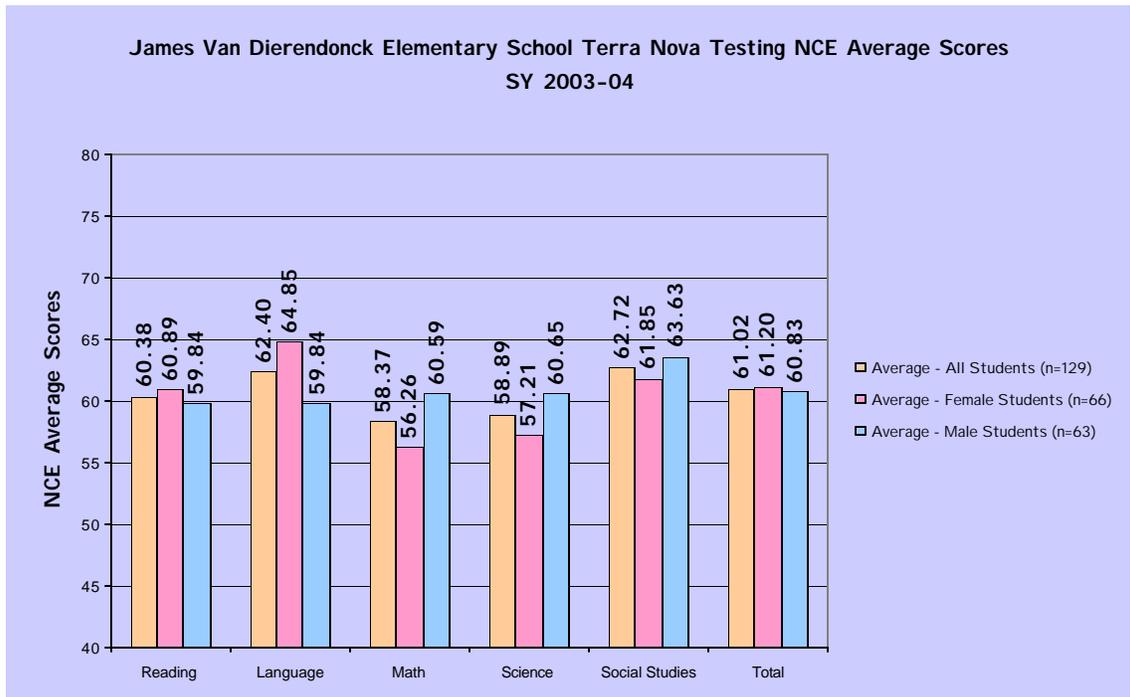
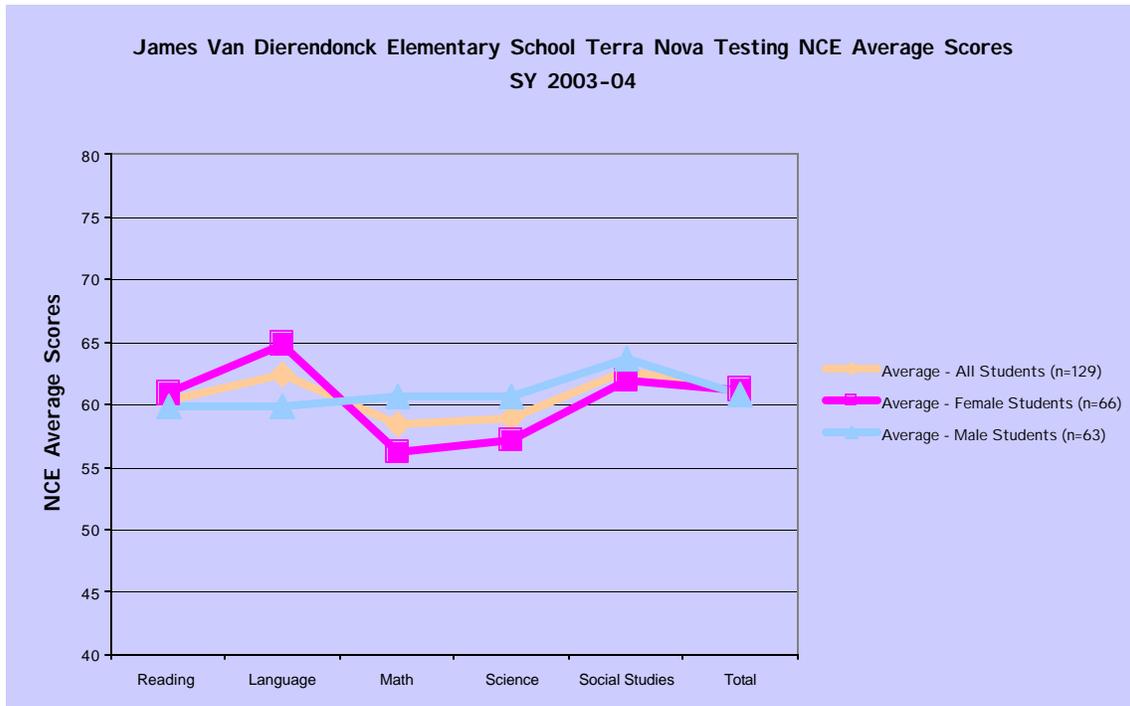
In SY 01-02, the Terra Nova NCE scores show a substantial difference between male and female students in math, science, and social studies.

**Terra Nova NCE Average Scores for SY 2002-2003**



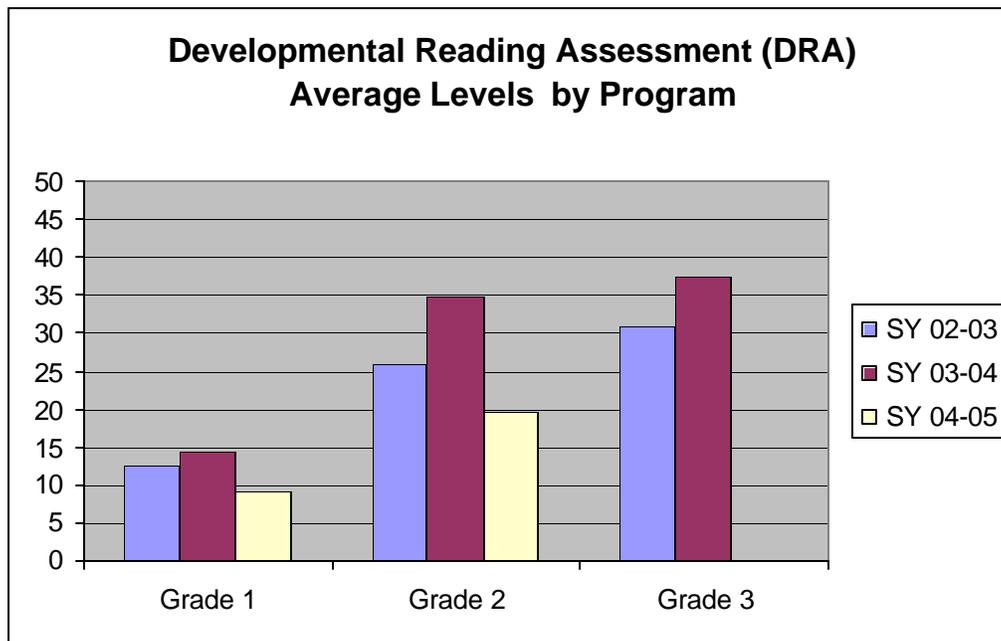
In SY 02-03, the Terra Nova NCE scores show a substantial difference between male and female students in language, math, science, and social studies.

**Terra Nova NCE Average Scores for SY 2002-2003**



In SY 03-04, the Terra Nova NCE scores show a substantial difference between male and female students in language and math.

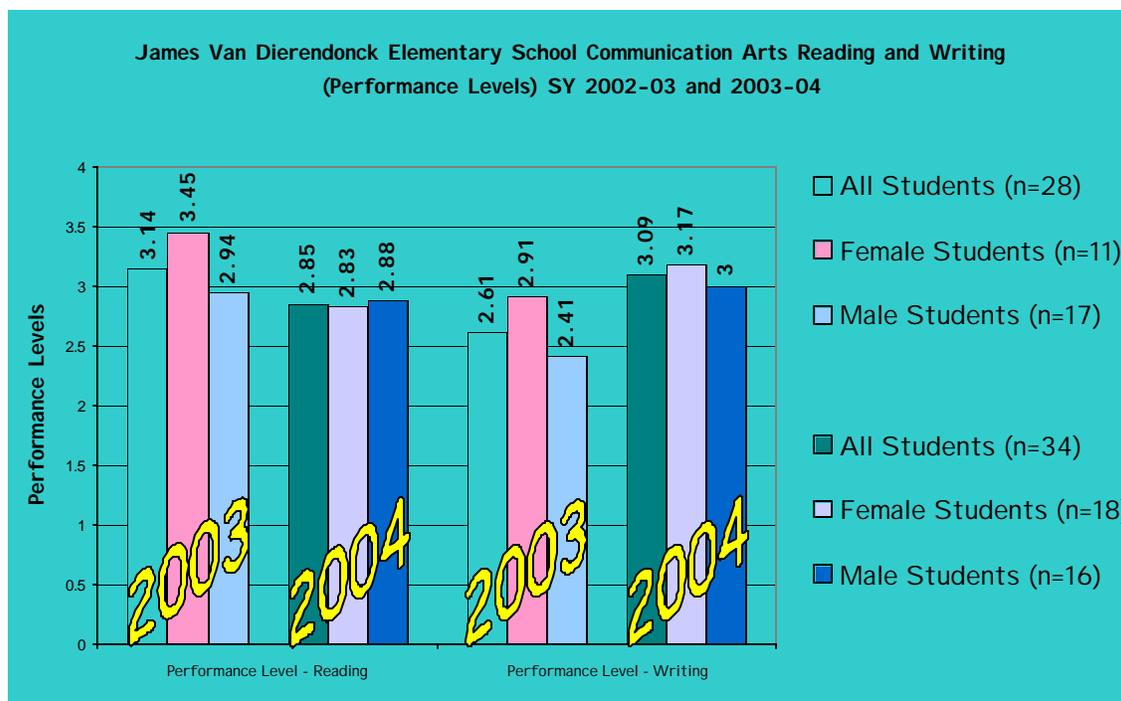
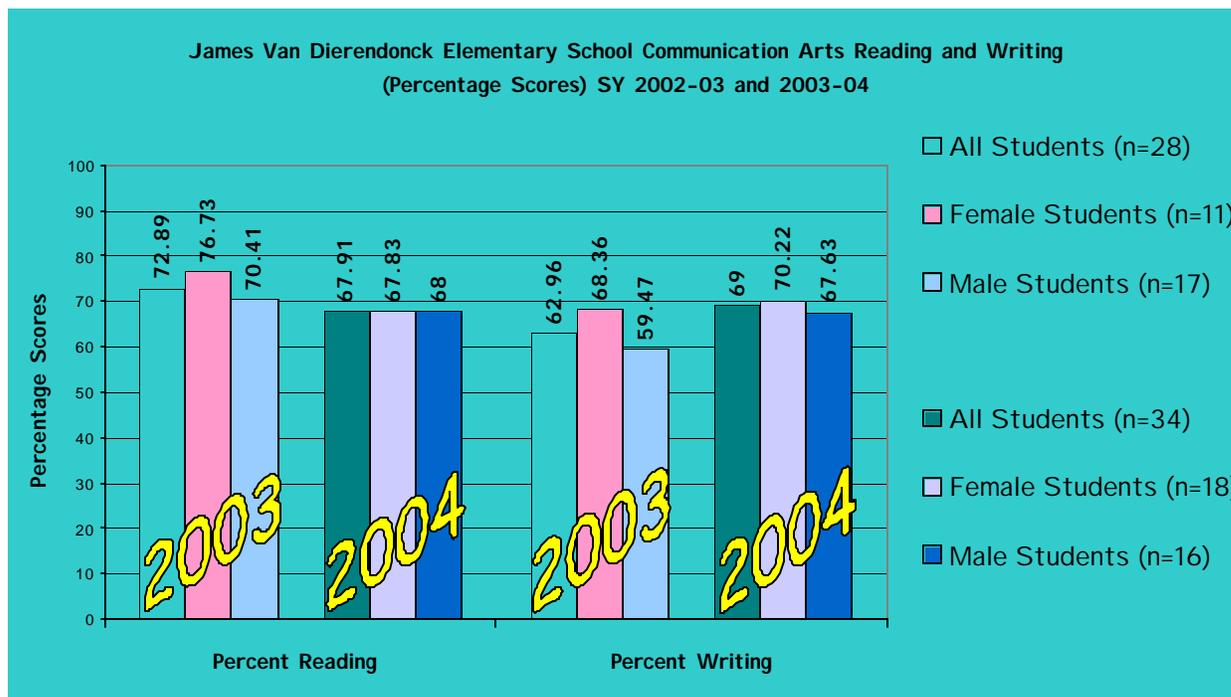
Year to Year Comparison of Developmental Reading Assessment Average Scores  
By Grade Level



When the average end of year grade-level DRA scores from SY 02-03 are compared to those from SY 03-04, there appears to be significant student growth in reading as students scored at a considerably higher level last year than the previous year. The SY 04-05 scores are beginning of year scores and will be updated at the end of the school year. We anticipate sustained growth.

**COMMUNICATION ARTS TESTS - SY 02/03 & SY 03/04\***

\* Actual data can be found on pages 28-31



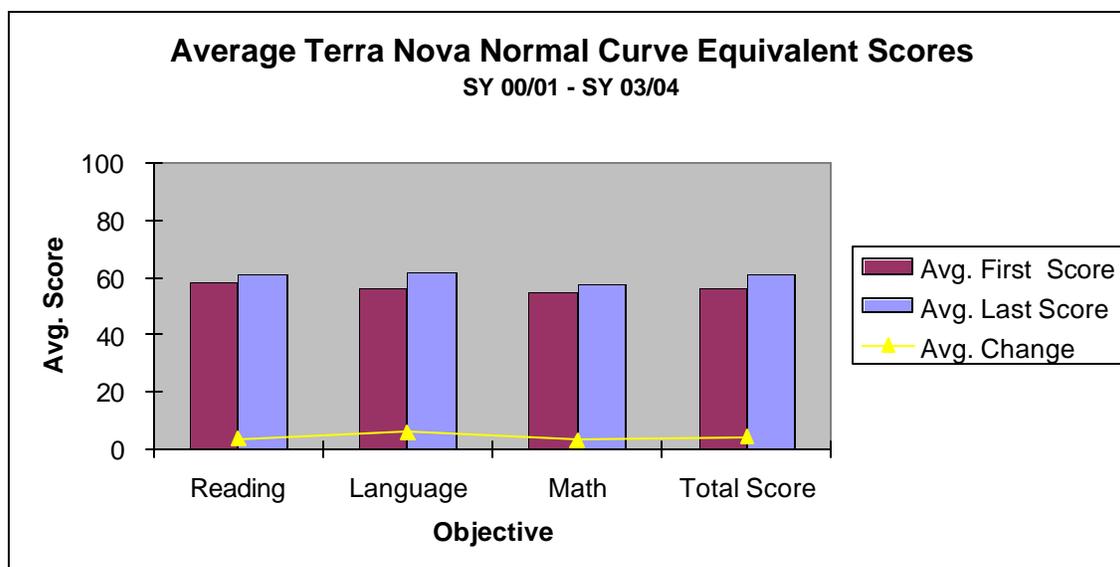
The percentage scores and the performance level scores show mixed performance between the two school years with slight decrease in reading and slight increase in writing.

### Averages of First and Last Terra Nova NCE Scores For Individual Students\*

\* refer to chart on pages 22-23 for complete data

#### Average TerraNova Normal Curve Equivalent Scores, N = 63

	Avg. First Score	Avg. Last Score	Avg. Change
Reading	58	61	+3
Language	56	62	+6
Math	55	58	+3
Total Score	57	61	+4

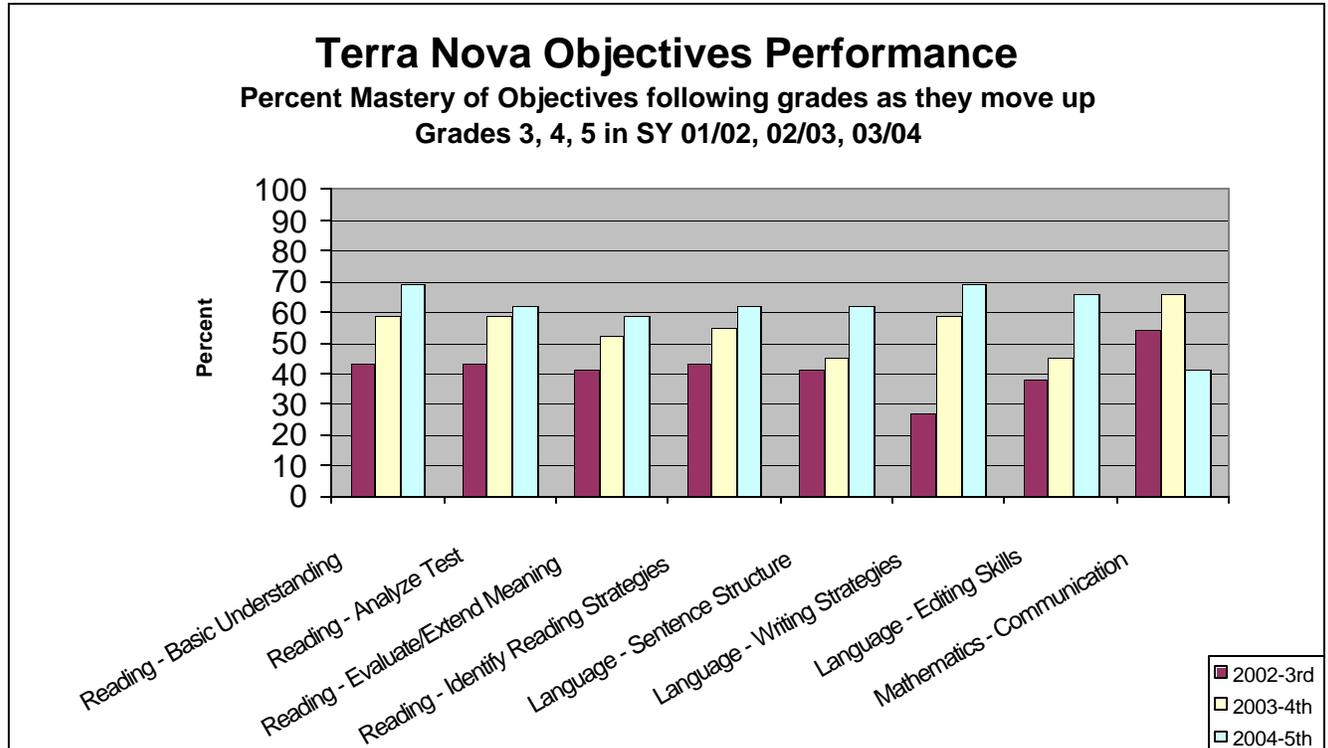


This graph shows the NCE scores for a cohort group of students who took the Terra Nova two times or more from SY 00/01 to SY 03/04 while here at James Van Dierendonck Elementary School. The average of the first and last scores for these students was determined. The data indicates that students who were at our school for two or more years, on the average, improved their Terra Nova scores.

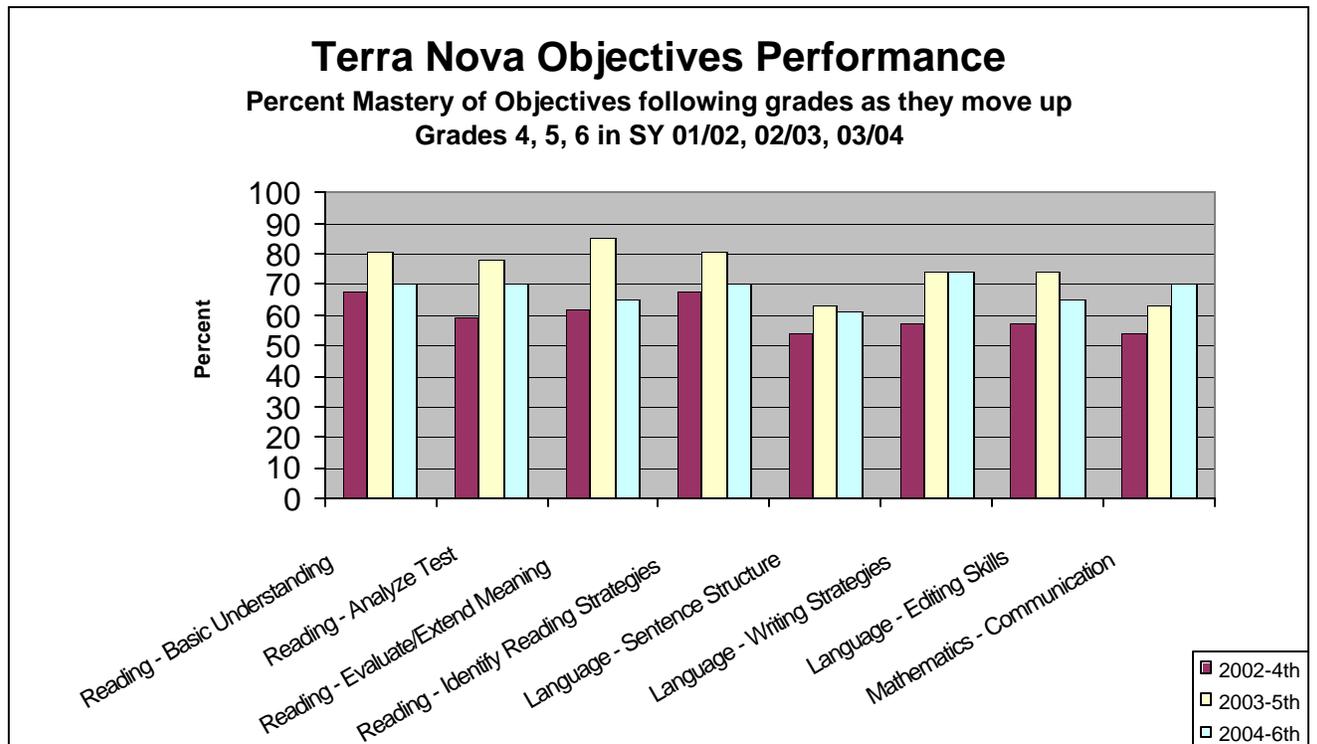
## Terra Nova Objectives Performance Index\*

\* Data available on page 21

### Comparison of Percentage of Students Mastering Objectives Following Grades As They Move Up in School Years 01/02, 02/03, 03/04



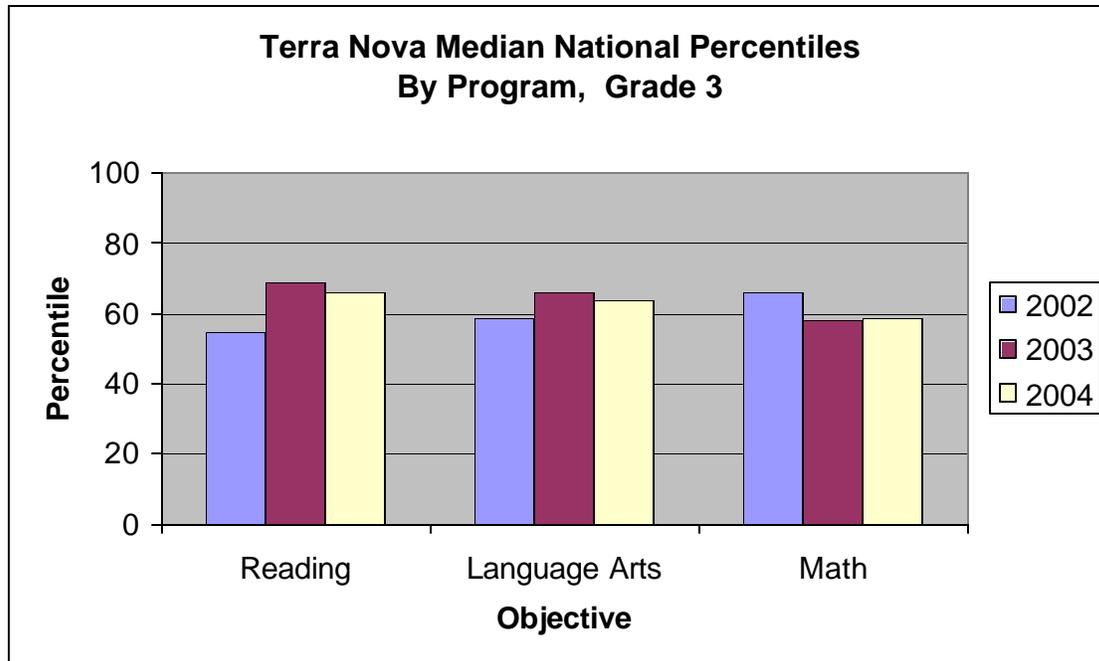
The data indicates that as students move up in grade levels, there is an increase in the percentage of students mastering objectives as measured by the Terra Nova Objectives Performance Index. The only exception to this is in "Mathematics - Communication."



The data indicates that as students moved up in grades 4, 5, 6, there was generally an overall increase in the percentage of students mastering objectives as measured by the Terra Nova Objectives Performance Index.

**Terra Nova Median National Percentile Scores\* for Grade 3** (refer to page 20)

School Year	Grade	N	Reading	Language	Math
2002	3	37	55	59	66
2003	3	38	69	66	58
2004	3	43	66	64	59

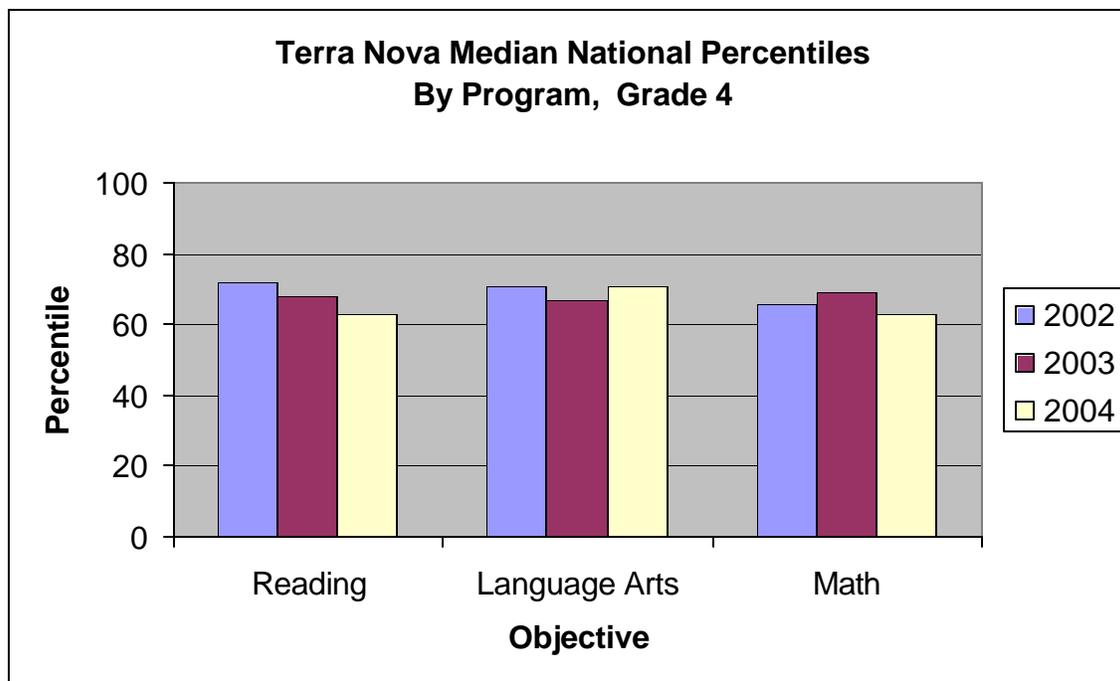


The 2002, 2003, and 2004 Terra Nova Median National Percentiles for grade 3 show improvement and then a general maintenance of scores in reading and language at or above the 60<sup>th</sup> percentile.

\* With a student population of approximately 40 students, the Median National Percentile score is easily influenced by the performance of 2-3 students.

**Terra Nova Median National Percentile Scores\* for Grade 4** (refer to page 20)

School Year	Grade	N	Reading	Language	Math
2002	4	36	72	71	66
2003	4	29	68	67	69
2004	4	33	63	71	63

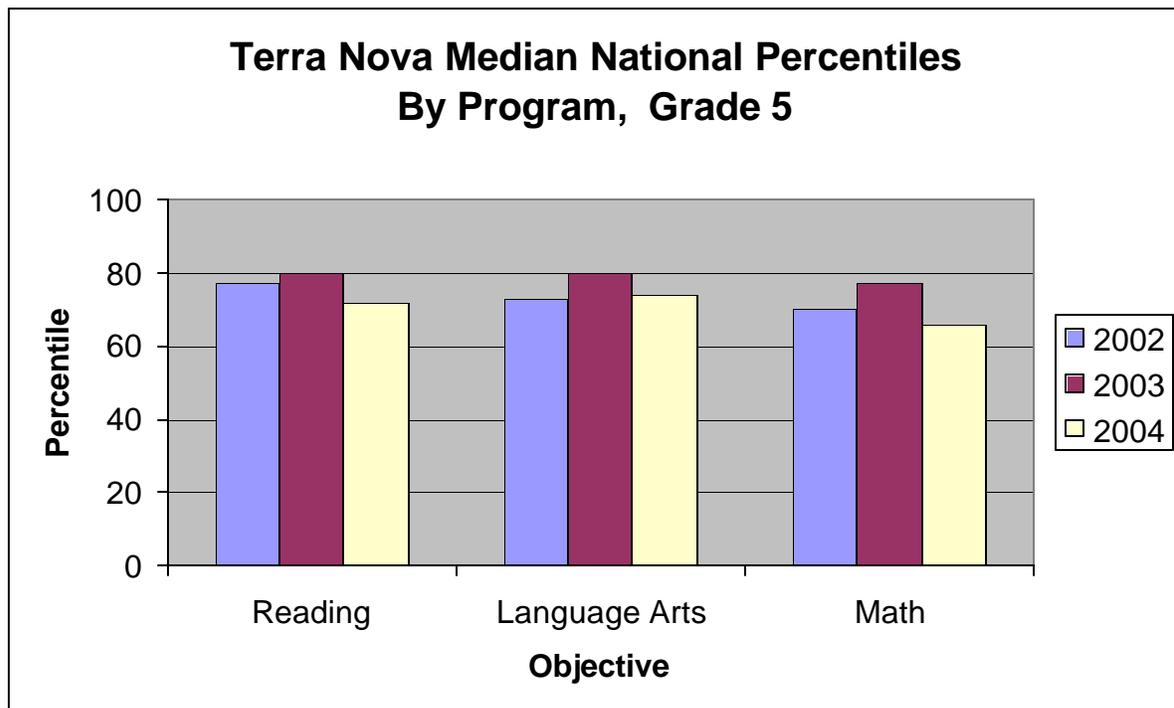


The 2002, 2003, and 2004 Terra Nova Median National Percentiles for grade 4 show a drop in the reading scores and maintenance of language arts scores at or above the 70<sup>th</sup> percentile.

\* With a student population of approximately 30 students, the Median National Percentile score is easily influenced by the performance of 1-2 students.

**Terra Nova Median National Percentile Scores\* for Grade 5** (refer to page 20)

School Year	Grade	N	Reading	Language	Math
2002	5	26	77	73	70
2003	5	27	80	80	77
2004	5	29	72	74	66

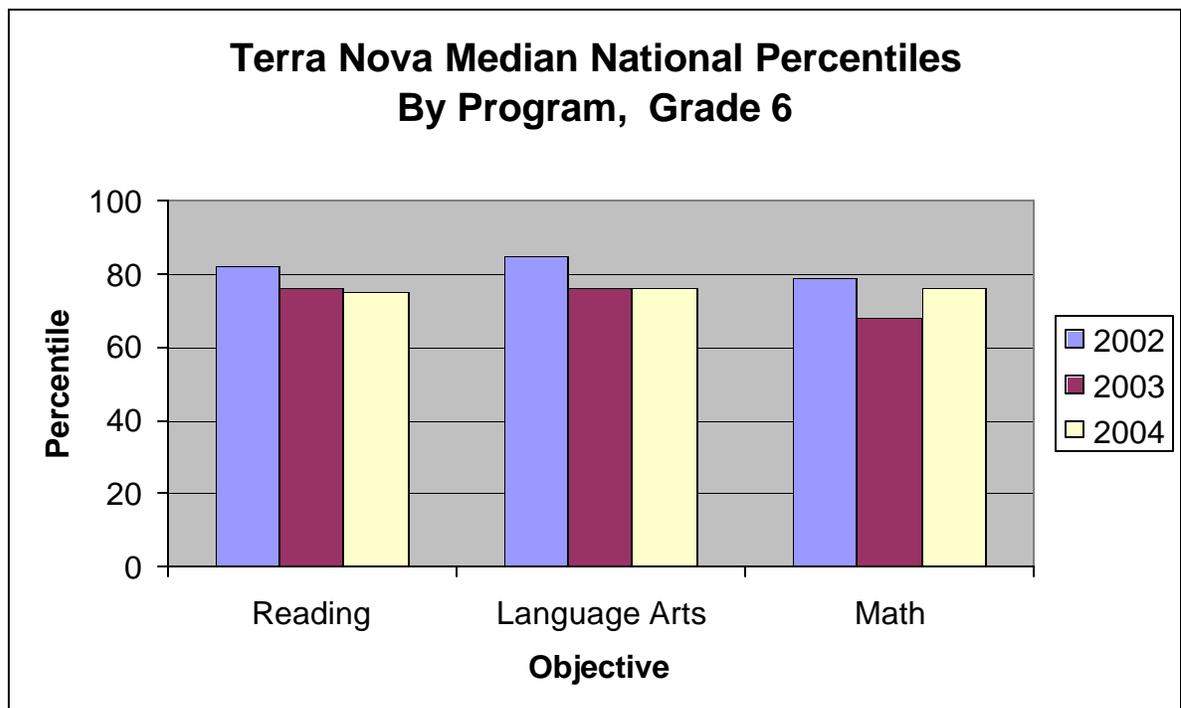


The 2002, 2003, and 2004 Terra Nova Median National Percentiles for grade 5 show fluctuation in reading scores and language scores but an overall maintenance of very high scores between the 70<sup>th</sup> and 80<sup>th</sup> percentiles.

\* With a student population of less than 30 students, the Median National Percentile score is easily influenced by the performance of 1-2 students.

**Terra Nova Median National Percentile Scores\* for Grade 6** (refer to page 20)

School Year	Grade	N	Reading	Language	Math
2002	6	23	82	85	79
2003	6	20	76	76	68
2004	6	23	75	76	76

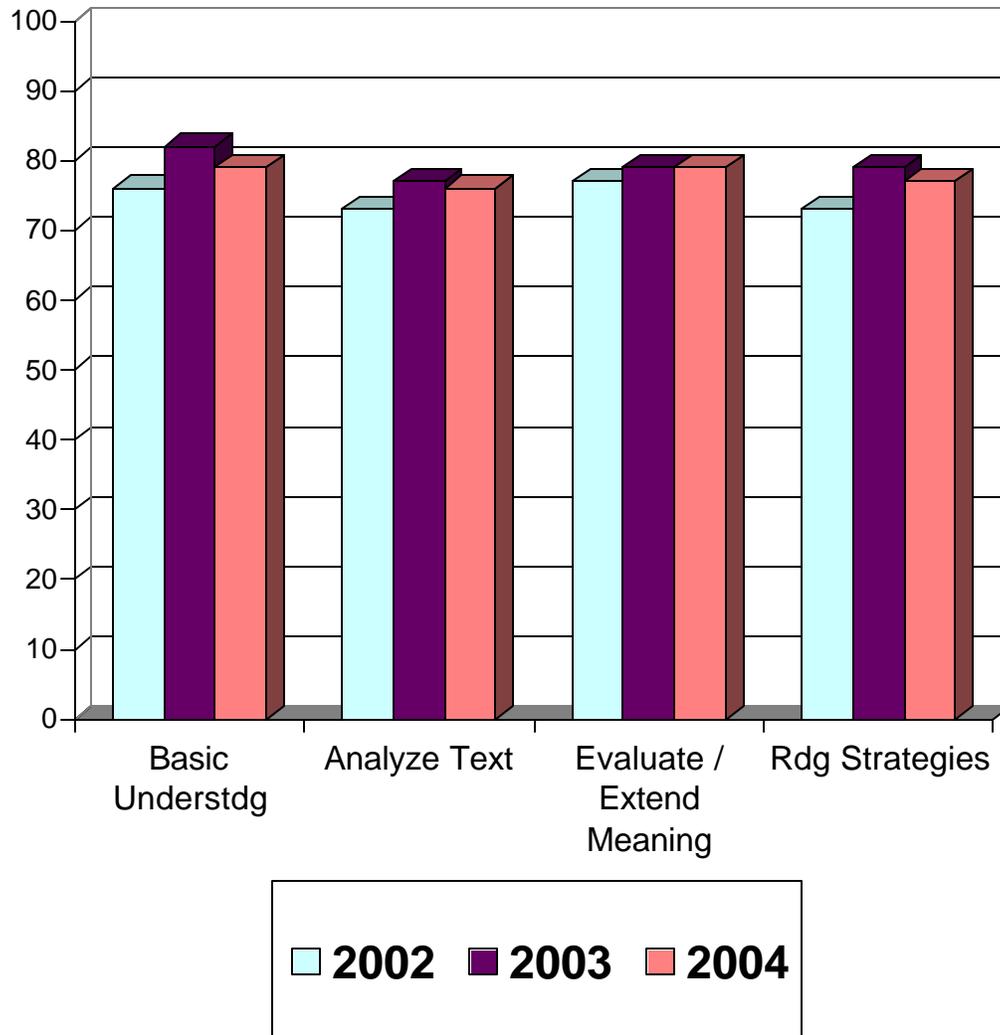


The 2002, 2003, and 2004 Terra Nova Median National Percentiles for grade 6 show a drop from the extremely high reading and language arts scores in 2002 (82<sup>nd</sup> and 85<sup>th</sup> percentiles) to the still high 75<sup>th</sup> and 75<sup>th</sup> percentiles. A general maintenance of very high scores is evident.

\* With a student population of approximately 20 students, the Median National Percentile score is easily influenced by the performance of 1-2 students.

**James Van Dierendonck Elementary School**  
**Average Objectives Performance Index (OPI \*)**  
**Grade 3 Reading**

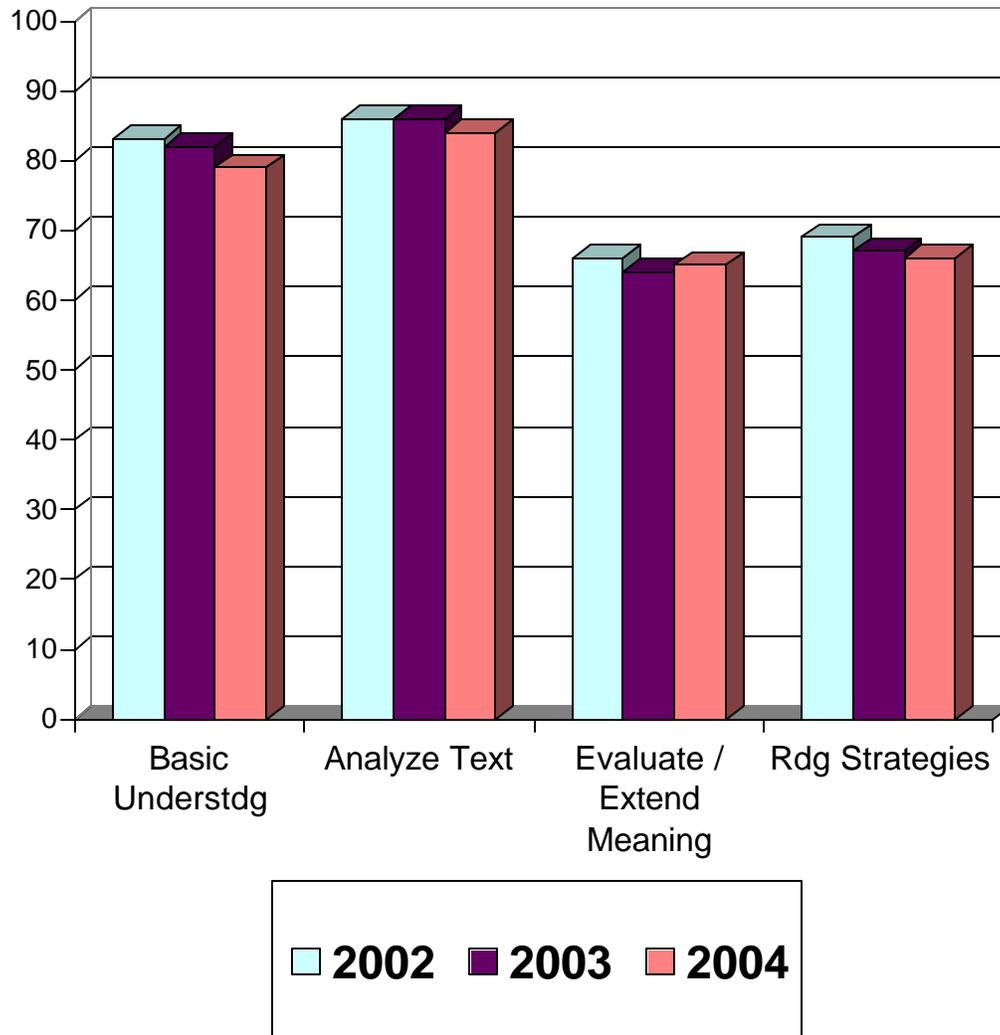
\* OPI is the estimated # of items correct out of 100 had there been 100 items for that objective. A score of 75-100 is considered mastery.



In the past three years, there has been slight growth or a maintenance of the Objectives Performance Index for grade 3 reading objectives.

**James Van Dierendonck Elementary School**  
**Average Objectives Performance Index (OPI \*)**  
**Grade 4 Reading**

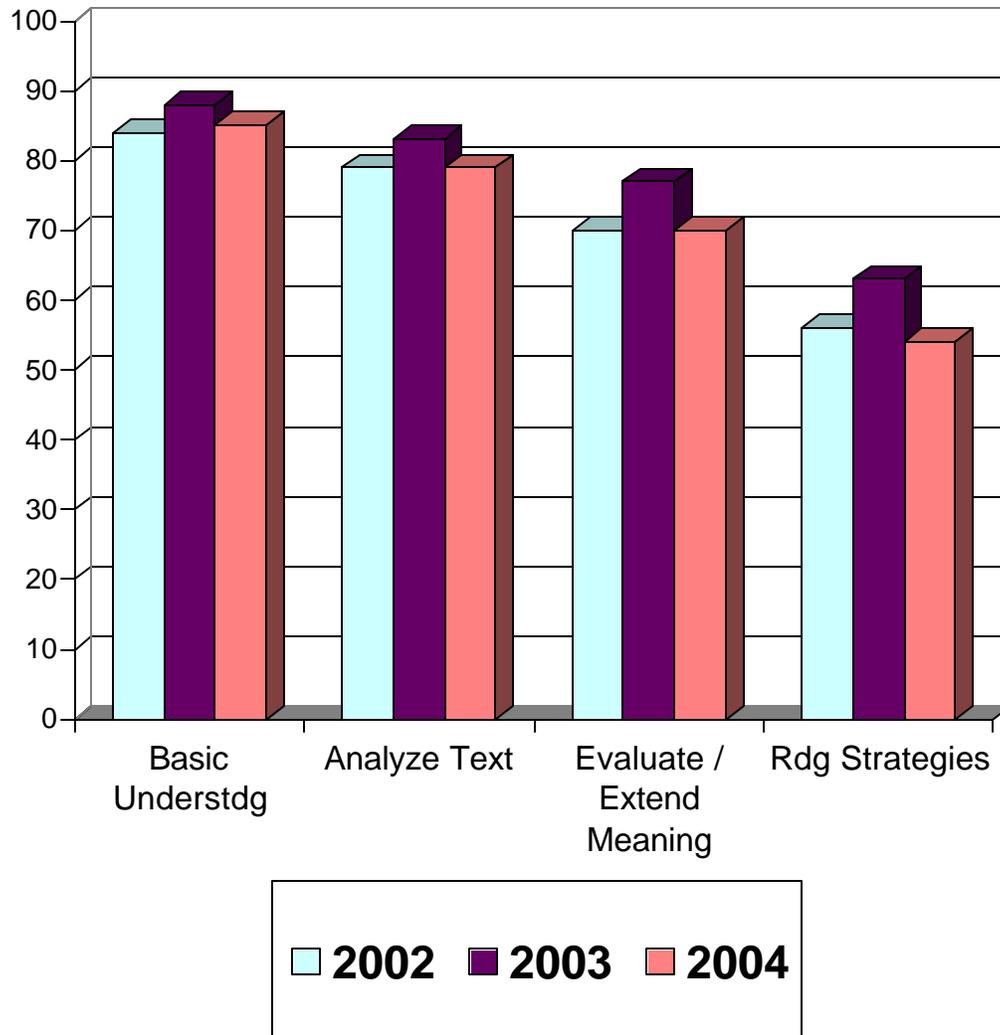
\* OPI is the estimated # of items correct out of 100 had there been 100 items for that objective. A score of 75-100 is considered mastery.



In the past three years, there has been a slight drop in or maintenance of the Objectives Performance Index for grade 4 reading objectives.

**James Van Dierendonck Elementary School**  
**Average Objectives Performance Index (OPI \*)**  
**Grade 5 Reading**

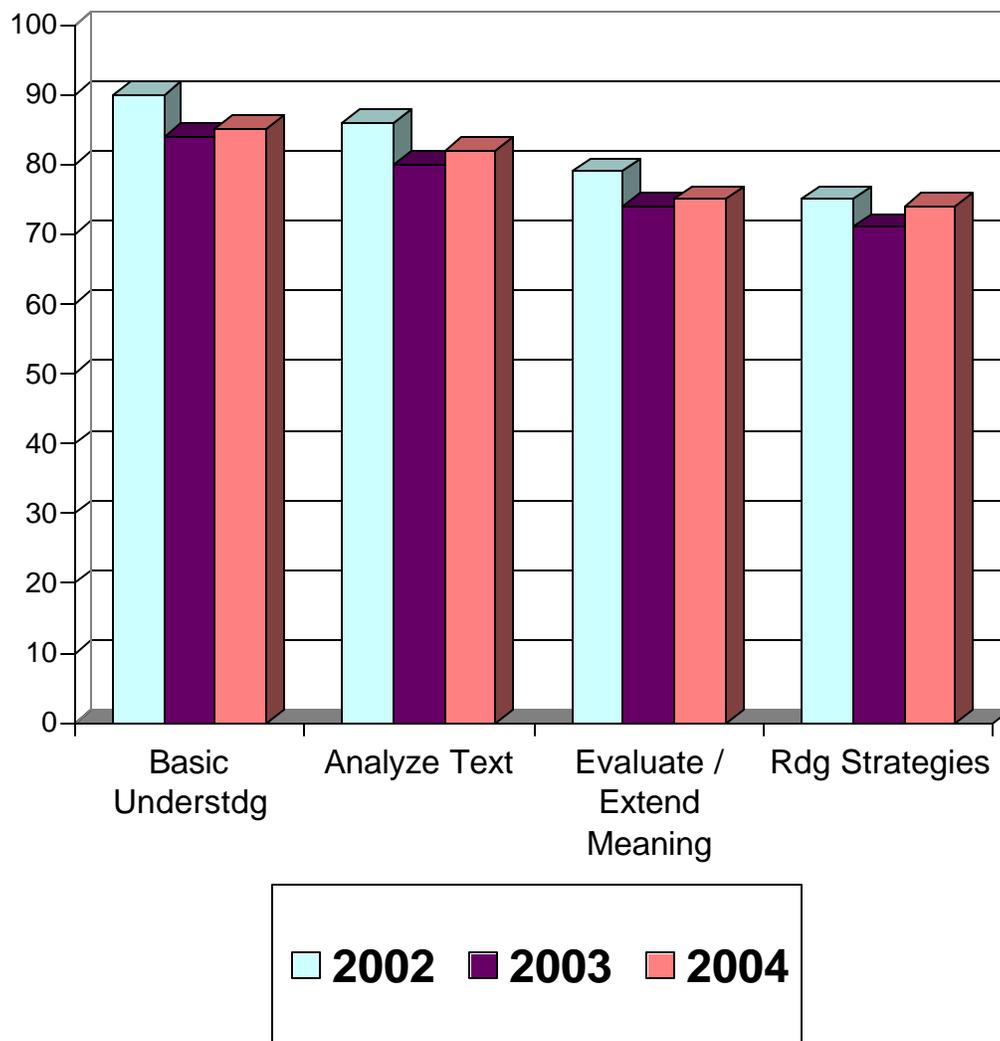
\* OPI is the estimated # of items correct out of 100 had there been 100 items for that objective. A score of 75-100 is considered mastery.



In the past three years, there has been a slight dip in or maintenance of the Objectives Performance Index for grade 5 reading objectives. During SY02/03 there was a peak in the OPI scores that was not fully maintained in the following year.

**James Van Dierendonck Elementary School  
Average Objectives Performance Index (OPI \*)  
Grade 6 Reading**

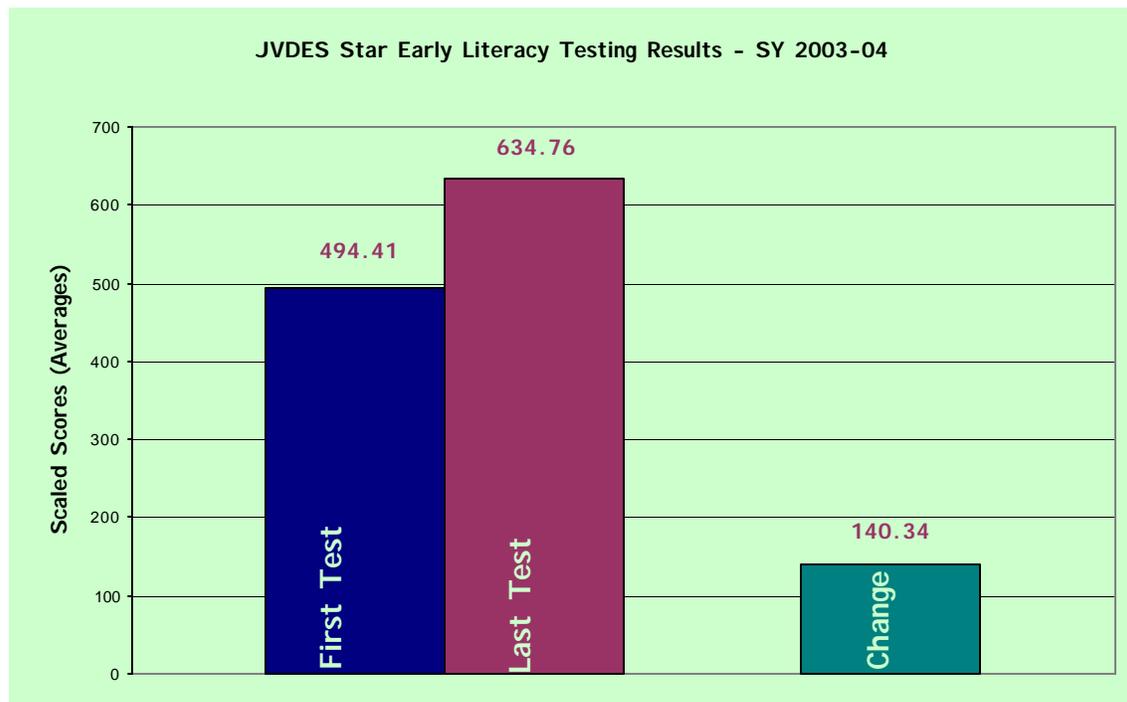
\* OPI is the estimated # of items correct out of 100 had there been 100 items for that objective. A score of 75-100 is considered mastery.



In the past three years, there has been a slight dip in or maintenance of the Objectives Performance Index for grade 6 reading objectives.

### STAR Early Literacy for Kindergarten Students

STAR Early Literacy is a computerized norm-referenced test that helps to determine students' phonemic awareness, phonics, and other early literacy skills. It provides "accurate, reliable, scores for kindergarten students in about 10 minutes." The software assesses 41 skills in seven domains—General Readiness, Graphophonemic Knowledge, Phonemic Awareness, Phonics, Comprehension, Structural Analysis, and Vocabulary.



During SY 2003-2004, kindergarten students took the STAR Early Literacy test in September. This score was averaged as the "First Test." They took it several times during the school year and we averaged their May/June testing and recorded the average of all students as the "Last Test."

This graph indicates that on the average, our kindergarten students progressed by over 140 scaled score points for the STAR Early Literacy indicating a substantial increase in their reading and reading readiness.

## Terra Nova 2004 - Objectives Summary - compared to DSO

### Grade 4 - Terra Nova Objectives Summary for Kaiserslautern DSO and Geilenkirchen ES

<b>% of students attaining high mastery of TN objective</b>	<b>Total % for Kaiserslautern DSO</b>	<b>Total % for Geilenkirchen ES</b>	<b>Difference</b>
<b>READING</b>			
02 Basic Understanding	54	52	- 02
03 Analyze Text	51	39	- 12
04 Evaluate/Extend Meaning	54	52	- 02
05 Identify Rdg Strategies	55	48	- 07
<b>LANGUAGE</b>			
07 Sentence Structure	50	52	+ 02
08 Writing Strategies	52	58	+ 06
09 Editing Skills	53	61	+ 08
Average	52.71	51.71	- 01

### Grade 5 - Terra Nova Objectives Summary for Kaiserslautern DSO and Geilenkirchen ES

<b>% of students attaining high mastery of TN objective</b>	<b>Total % for Kaiserslautern DSO</b>	<b>Total % for Geilenkirchen ES</b>	<b>Difference</b>
<b>READING</b>			
02 Basic Understanding	51	69	+ 18
03 Analyze Text	48	62	+ 14
04 Evaluate/Extend Meaning	51	59	+ 08
05 Identify Rdg Strategies	49	62	+ 13
<b>LANGUAGE</b>			
07 Sentence Structure	45	62	+ 17
08 Writing Strategies	47	69	+ 22
09 Editing Skills	47	66	+ 19
Average	48.29	64.14	+ 15.86

### Grade 4 - Terra Nova Objectives Summary for Kaiserslautern DSO and Geilenkirchen ES

<b>% of students attaining high mastery of TN objective</b>	<b>Total % for Kaiserslautern DSO</b>	<b>Total % for Geilenkirchen ES</b>	<b>Difference</b>
<b>READING</b>			
02 Basic Understanding	50	70	+ 20
03 Analyze Text	49	70	+ 21
04 Evaluate/Extend Meaning	48	65	+ 17
05 Identify Rdg Strategies	49	70	+ 21
<b>LANGUAGE</b>			
07 Sentence Structure	45	61	+ 16
08 Writing Strategies	50	74	+ 24
09 Editing Skills	48	65	+ 17
Average	48.43	67.86	+ 19.43

**TerraNova Median National Percentiles**

	<b>Year</b>	<b>Grade</b>	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>
2002	2002	3	37	55	59	66
	2002	4	36	72	71	66
	2002	5	26	77	73	70
	2002	6	23	82	85	79

2003	2003	3	38	69	66	58
	2003	4	29	68	67	69
	2003	5	27	80	80	77
	2003	6	20	76	76	68

2004	2004	3	43	66	64	59
	2004	4	33	63	71	63
	2004	5	29	72	74	66
	2004	6	23	75	76	76

Grade 3	2002	3	37	55	59	66
	2003	3	38	69	66	58
	2004	3	43	66	64	59

Grade 4	2002	4	36	72	71	66
	2003	4	29	68	67	69
	2004	4	33	63	71	63

Grade 5	2002	5	26	77	73	70
	2003	5	27	80	80	77
	2004	5	29	72	74	66

Grade 6	2002	6	23	82	85	79
	2003	6	20	76	76	68
	2004	6	23	75	76	76

2002	3	37	55	59	66
2003	4	29	68	67	69
2004	5	29	72	74	66

2002	4	36	72	71	66
2003	5	27	80	80	77
2004	6	23	75	76	76

2002	5	26	77	73	70
2003	6	20	76	76	68

2003	3	38	69	66	58
2004	4	33	63	71	63

**TERRA NOVA 2001 - 2004**

Percent of Students Mastering Each Objective (\*\*TN1)

Percent of Students Attaining High Mastery of Each Objective (TN2)

(Total School)

<u>Grade</u>	<u>Objectives</u>	<u>2001**</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
3	2Reading - Basic Understanding	88	43	61	56
3	3Reading - Analyze Test	73	43	55	53
3	4Reading - Evaluate/Extend Meaning	83	41	53	51
3	5Reading - Identify Reading Strategies	70	43	63	56
3	7Language - Sentence Structure	88	41	61	49
3	8Language - Writing Strategies	38	27	47	49
3	9Language - Editing Skills	85	38	55	47
3	18Mathematics - Communication	15	54	45	47
4	2Reading - Basic Understanding	100	68	59	52
4	3Reading - Analyze Test	55	59	59	39
4	4Reading - Evaluate/Extend Meaning	45	62	52	52
4	5Reading - Identify Reading Strategies	59	68	55	48
4	7Language - Sentence Structure	52	54	45	52
4	8Language - Writing Strategies	59	57	59	58
4	9Language - Editing Skills	38	57	45	61
4	18Mathematics - Communication	55	54	66	45
5	2Reading - Basic Understanding	89	62	81	69
5	3Reading - Analyze Test	96	62	78	62
5	4Reading - Evaluate/Extend Meaning	50	62	85	59
5	5Reading - Identify Reading Strategies	61	62	81	62
5	7Language - Sentence Structure	93	54	63	62
5	8Language - Writing Strategies	75	54	74	69
5	9Language - Editing Skills	75	50	74	66
5	18Mathematics - Communication	32	46	63	41
6	2Reading - Basic Understanding	94	74	55	70
6	3Reading - Analyze Test	89	78	60	70
6	4Reading - Evaluate/Extend Meaning	67	78	60	65
6	5Reading - Identify Reading Strategies	83	70	55	70
6	7Language - Sentence Structure	83	87	60	61
6	8Language - Writing Strategies	89	87	65	74
6	9Language - Editing Skills	50	83	65	65
6	18Mathematics - Communication	50	83	55	70

TerraNova Normal Curve Equivalent Scores

(Scores are from the first test taken and the last test taken during enrollment between SY01/02 and SY03/04)

<u>Student Initials</u>	<u>Reading</u>			<u>Language</u>			<u>Math</u>				
	<u>1st Test</u>	<u>Last Test</u>	<u>1st Score</u>	<u>Last Score</u>	<u>Change</u>	<u>1st Score</u>	<u>Last Score</u>	<u>Change</u>	<u>1st Score</u>	<u>Last Score</u>	<u>Change</u>
DA	3-Mar-03	3-Mar-04	81	97	16	72	93	21	62	72	10
SA	3-Mar-03	3-Mar-04	81	82	1	75	94	19	86	83	(3)
LA	3-Mar-03	3-Mar-04	36	42	6	51	44	(7)	17	26	9
HA	5-Mar-01	4-Mar-02	58	59	1	51	63	12	67	62	(5)
GA	5-Mar-01	4-Mar-02	63	77	14	59	68	9	77	76	(1)
DB	4-Mar-02	3-Mar-04	45	49	4	53	51	(2)	63	46	(17)
KB	5-Mar-01	3-Mar-03	78	94	16	76	75	(1)	57	59	2
AM	5-Mar-01	4-Mar-02	64	74	10	72	86	14	63	61	(2)
JB	4-Mar-02	3-Mar-03	62	56	(6)	51	47	(4)	46	60	14
KB	5-Mar-01	4-Mar-02	72	62	(10)	70	60	(10)	69	61	(8)
TB	4-Mar-02	3-Mar-03	47	58	11	63	50	(13)	38	57	19
SB	5-Mar-01	4-Mar-02	50	57	7	55	66	11	42	56	14
JC	3-Mar-03	3-Mar-04	47	56	9	55	73	18	59	61	2
BC	5-Mar-01	4-Mar-02	51	49	(2)	52	45	(7)	48	52	4
SC	4-Mar-02	3-Mar-04	15	59	44	26	61	35	51	70	19
QC	4-Mar-02	3-Mar-03	70	73	3	50	61	11	43	58	15
CC	3-Mar-02	3-Mar-04	52	73	21	53	62	9	49	48	(1)
JE	5-Mar-01	4-Mar-02	69	68	(1)	55	47	(8)	51	57	6
BE	5-Mar-01	4-Mar-02	76	98	22	82	91	9	86	83	(3)
JF	5-Mar-01	4-Mar-02	63	61	(2)	60	75	15	70	67	(3)
DG	6-Mar-00	4-Mar-02	62	73	11	79	99	20	50	71	21
GG	5-Mar-01	3-Mar-03	59	80	21	57	61	4	56	72	16
WG	3-Mar-03	3-Mar-04	72	71	(1)	59	72	13	53	52	(1)
JG	3-Mar-03	3-Mar-04	42	51	9	52	69	17	62	48	(14)
KG	4-Mar-02	3-Mar-03	52	54	2	43	68	25	66	58	(8)
AG	5-Mar-01	4-Mar-02	44	43	(1)	43	45	2	54	49	(5)
VG	4-Mar-02	3-Mar-04	42	54	12	50	62	12	43	48	5
MH	3-Mar-03	3-Mar-04	80	70	(10)	60	63	3	58	71	13
AH	5-Mar-01	4-Mar-02	63	55	(8)	60	54	(6)	46	44	(2)

DH	3-Mar-03	3-Mar-04	57	59	2	69	55	(14)	74	64	(10)
AH	4-Mar-02	3-Mar-03	68	84	16	72	77	5	52	61	9
KH	5-Mar-01	3-Mar-03	81	68	(13)	69	83	14	71	64	(7)
CH	4-Mar-02	3-Mar-03	57	61	4	41	49	8	38	20	(18)
MJ	5-Mar-01	4-Mar-02	48	42	(6)	43	36	(7)	44	48	4
CJ	5-Mar-01	4-Mar-02	66	74	8	72	74	2	54	63	9
KK	3-Mar-03	3-Mar-04	51	52	1	38	56	18	64	58	(6)
KK	4-Mar-02	3-Mar-04	62	56	(6)	54	54	0	68	78	10
KL	5-Mar-01	3-Mar-03	63	68	5	50	46	(4)	46	70	24
NL	5-Mar-01	4-Mar-02	69	77	8	79	97	18	71	85	14
DM	4-Mar-02	3-Mar-04	67	62	(5)	66	78	12	64	67	3
SM	5-Mar-01	4-Mar-02	44	32	(12)	43	36	(7)	52	36	(16)
MKM	4-Mar-02	3-Mar-04	60	74	14	63	70	7	58	56	(2)
JM	4-Mar-02	3-Mar-03	51	59	8	55	64	9	64	82	18
KM	3-Mar-03	3-Mar-04	23	29	6	20	37	17	5	24	19
JM	5-Mar-01	4-Mar-02	84	76	(8)	65	70	5	60	69	9
TM	5-Mar-01	3-Mar-03	66	63	(3)	65	63	(2)	58	57	(1)
CN	5-Mar-01	4-Mar-02	70	76	6	56	67	11	68	66	(2)
JP	3-Mar-03	3-Mar-04	61	36	(25)	50	27	(23)	39	35	(4)
JQ	3-Mar-03	3-Mar-04	61	49	(12)	25	48	23	37	41	4
JR	3-Mar-03	3-Mar-04	39	43	4	43	62	19	43	54	11
DR	5-Mar-01	4-Mar-02	46	56	10	53	47	(6)	35	31	(4)
KR	5-Mar-01	3-Mar-03	44	48	4	59	61	2	51	65	14
JR	3-Mar-03	3-Mar-04	34	40	6	58	45	(13)	39	30	(9)
LR	4-Mar-02	3-Mar-04	62	56	(6)	51	60	9	62	43	(19)
JS	3-Mar-03	3-Mar-04	62	49	(13)	63	52	(11)	48	63	15
SS	5-Mar-01	4-Mar-02	41	57	16	33	37	4	44	48	4
HS	5-Mar-01	4-Mar-02	66	68	2	54	50	(4)	46	58	12
HS	5-Mar-01	4-Mar-02	51	56	5	55	64	9	64	74	10
LSH	5-Mar-01	4-Mar-02	37	49	12	39	46	7	31	38	7
JT	3-Mar-03	3-Mar-04	93	70	(23)	56	75	19	78	76	(2)
MT	5-Mar-01	4-Mar-02	48	50	2	73	55	(18)	54	46	(8)
JT	4-Mar-02	3-Mar-03	42	55	13	37	50	13	42	59	17
SW	5-Mar-01	4-Mar-02	81	76	(5)	68	89	21	79	68	(11)
<b><u>NCE Averages</u></b>			<b><u>58</u></b>	<b><u>61</u></b>	<b><u>+3</u></b>	<b><u>56</u></b>	<b><u>62</u></b>	<b><u>+6</u></b>	<b><u>55</u></b>	<b><u>58</u></b>	<b><u>+3</u></b>

## JAMES VAN DI ERENDONCK ELEMENTARY SCHOOL - TERRA NOVA NCE RESULTS SY 2001-02

Grade	Gender		Reading	Language	Math	Science	SocSt	Total
4	F	3	59	63	62	45	75	61
6	F	0	85	98	90	91	98	95
4	F	0	81	61	54	78	72	65
5	F	0	75	63	59	53	51	66
6	F	3	56	57	63	53	65	60
5	F	0	74	86	61	74	69	75
4	F	0	62	51	46	65	55	53
4	F	0	62	60	61	51	67	61
3	F	1	47	63	38	43	64	50
3	F	3	44	50	52	39	32	49
4	F	5	49	45	52	47	55	49
3	F	0	70	70	71	63	72	70
3	F	0	47	49	48	67	72	49
6	F	0	54	66	68	50	74	63
4	F	3	61	75	67	53	69	68
6	F	0	90	75	85	60	63	84
5	F	0	74	78	93	62	61	83
3	F	0	39	55	55	67	44	50
5	F	0	82	64	60	64	68	69
5	F	6	73	99	71	53	65	84
3	F	0	52	43	66	51	60	54
5	F	6	43	45	49	52	40	47
3	F	6	42	50	43	56	44	46
3	F	0	40	54	52	43	55	49
5	F	0	84	82	72	64	61	79
3	F	6	38	59	44	39	44	47
3	F	0	70	51	68	54	76	63
3	F	0	68	72	52	62	77	65
6	F	0	69	75	59	67	81	68

4	F	0	62	75	71	73	80	70
4	F	0	57	41	38	56	55	46
4	F	0	49	46	38	40	34	45
5	F	0	59	56	52	43		57
3	F	0	73	56	57	52	58	63
3	F	0	70	77	89	85	74	80
3	F	0	68	71	77	58	62	72
5	F	0	74	74	63	58	73	71
6	F	1	88	69	78	74	93	78
3	F	0	47	55	69	68	78	57
3	F	0	36	43	28	34	26	36
6	F	4	71	73	98	56	92	82
5	F	3	51	52	51	47	48	52
5	F	1	32	36	36	31	42	35
3	F	3	54	45	52	38	44	50
4	F	0	98	99	99	47	79	99
6	F	0	94	66	62	77	72	75
3	F	0	60	63	58	62	60	61
3	F	0	58	65	78	54	53	67
4	F	1	66	99	79	55	66	88
4	F	5	76	69	53	38	60	66
4	F	0	40	32	40	41	45	38
5	F	1	56	47	31	48	46	44
4	F	0	44	62	66	44	55	57
3	F	0	48	54	48	53	48	50
3	F	3	62	51	62	42	49	59
3	F	1	64	69	57	47	50	63
5	F	6	58	58	68	51	60	62
5	F	0	57	37	48	62	43	48
5	F	0	50	55	46	43	62	51
4	F	0	82	94	86	53	86	89
3	F	0	42	37	42	33	33	41
6	F	0	57	81	85	56	79	76

5	F	6	76	89	68	67	67	79
6	M	0	94	99	99	89	92	99
5	M	0	63	56	65	42	50	62
4	M	0	22	25	30	18	41	26
5	M	3	77	68	76	51	60	74
3	M	0	45	53	63	37	40	54
5	M	0	68	64	74	62	61	69
5	M	0	43	53	60	51	44	53
4	M	0	43	50	41	43	45	45
5	M	6	39	45	46	40	47	44
3	M	0	66	58	71	72	81	65
5	M	1	57	66	56	52	51	61
3	M	0	61	54	46	52	40	54
4	M	0	88	82	87	71	75	86
3	M	0	15	26	51	37	46	30
6	M	1	68	58	41	50	58	56
4	M	6	70	50	43	34	51	54
3	M	0	55	63	48	63	62	56
4	M	3	68	47	57	55	68	57
4	M	0	45	45	55	69	65	49
5	M	0	98	91	83	82	85	92
6	M	2	76	71	67	59	71	72
4	M	0	50	61	58	48	62	56
4	M	2	88	72	66	72	70	75
6	M	0	66	71	52	55	51	64
4	M	0	55	54	44	51	73	52
4	M	0	59	80	70	54	64	70
4	M	0	67	74	57	58	61	66
6	M	0	56	58	63	89	72	60
5	M	0	42	36	48	39	47	43
3	M	0	62	54	68	92	67	61
6	M	0	91	65	73	74	77	77
4	M	4	46	54	60	68	58	53

4	M	0	77	97	85	78	72	89
3	M	0	23	33	95	69	83	53
3	M	6	67	57	63	75	73	63
4	M	0	89	85	76	87	85	84
3	M	0	51	55	64	54	55	57
6	M	0	54	63	63	59	56	61
6	M	0	86	98	90	81	93	94
4	M	0	91	75	76	78	76	80
4	M	0	76	70	69	77	72	72
4	M	5	64	50	42	53	44	53
6	M	0	72	78	78	76	80	77
5	M	6	76	67	66	87	82	70
4	M	0	94	79	71	68	80	81
6	M	0	90	92	99	94	92	94
6	M	5	64	78	62	47	44	69
6	M	3	45	62	51	24	46	53
6	M	2	68	73	57	56	51	67
4	M	0	68	50	58	60	65	59
4	M	0	56	64	74	77	65	64
4	M	2	24	28	29	18	41	27
3	M	0	71	69	68	68	69	69
6	M	2	60	54	49	55	52	56
3	M	3	35	59	60	40	43	52
3	M	0	65	56	70	88	81	64
3	M	0	45	54	74	63	60	58
3	M	0	36	40	59	68	48	45
5	M	0	78	99	65	73	99	83
4	M	1	79	65	57	51	74	67

	Reading	Language	Math	Science	Social Studies	Total
Average - All Students (n=123)	61.92	62.67	61.97	57.76	61.93	62.80
Avge - Female Students (n=63)	61.41	62.78	60.86	54.79	60.33	62.37
Average - Male Students (n=60)	62.45	62.55	63.13	60.88	63.60	63.27

## COMMUNICATION ARTS STANDARDIZED TEST - SY 03/04

Communication Arts		2004								
		Name	Grade	Gender			Percent Read	PerfLvl Read	Percent Write	PerfLvl Write
			4	F			79	4	82	4
			4	F			79	4	82	4
			4	F			58	2	59	2
			4	F			79	4	89	4
			4	F			58	2	85	4
			4	F			67	3	67	3
			4	F			75	3	70	3
			4	F			71	3	67	3
			4	F			71	3	63	3
			4	F			50	2	63	3
			4	F			58	2	59	2
			4	F			79	4	78	4
			4	F			63	2	63	3
			4	F			67	3	67	3
			4	F			63	2	67	3
			4	F			58	2	63	3
			4	F			63	2	70	3
			4	F			83	4	70	3
			4	M			63	2	63	3
			4	M			58	2	63	3
			4	M			54	2	70	3
			4	M			79	4	67	3
			4	M			67	3	78	4
			4	M			67	3	70	3
			4	M			63	2	74	3
			4	M			79	4	82	4
			4	M			71	3	70	3
			4	M			75	3	78	4
			4	M			71	3	59	2



**Communication Arts Standardized Test - SY 02/03**

			<b>Grade</b>	<b>Gender</b>			<b>Percent Read</b>	<b>PerfLvl Read</b>	<b>Percent Write</b>	<b>PerfLvl Write</b>
			4	F			67	3	59	2
			4	F			88	4	67	3
			4	F			75	3	67	3
			4	F			75	3	59	2
			4	F			79	4	59	2
			4	F			67	3	63	3
			4	F			88	4	85	4
			4	F			88	4	74	3
			4	F			67	3	82	4
			4	F			79	4	67	3
			4	F			71	3	70	3
			4	M			54	2	48	2
			4	M			67	3	59	2
			4	M			71	3	48	2
			4	M			79	4	63	3
			4	M			83	4	70	3
			4	M			67	3	48	2
			4	M			83	4	70	3
			4	M			75	3	56	2
			4	M			67	3	63	3
			4	M			63	2	67	3
			4	M			63	2	56	2
			4	M			88	4	67	3
			4	M			75	3	52	2
			4	M			75	3	70	3
			4	M			58	2	56	2
			4	M			71	3	59	2
			4	M			58	2	59	2



Geilenkirchen ES National Quarters, 2004  
Distribution of Students in Grades

Reading	% of Students				Number of students					% of	% in 2 Quartile Groups of DoDEA Goals
	3	4	5	6	3	4	5	6	N		
Q1 76-99	23.3	30.3	44.8	47.8	10	10	13	11	44	34.38	
Q2 51-75	46.5	36.4	48.3	47.8	20	12	14	11	57	44.53	78.91
Q3 26-50	23.3	27.3	3.4	4.3	10	9	1	1	21	16.41	21.09
Q4 01-25	7.0	6.1	3.4	0.0	3	2	1	0	6	4.69	< Pink ^ Green
TOTAL	100.1	100.1	99.9	100.1	43	33	29	23	128	100.00	

75% or higher  
in green  
74% or less  
in yellow

8% or less  
in pink  
more than 8%  
in yellow

Language	% of Students				Number of students					% of	% in 2 Quartile Groups of DoDEA Goals
	3	4	5	6	3	4	5	6	N		
Q 1 76-99	34.9	36.4	48.3	52.2	15	12	14	12	53	41.41	
Q 2 51-75	34.9	33.3	44.8	39.1	15	11	13	9	48	37.50	78.91
Q 3 26-50	27.9	27.3	3.4	8.7	12	9	1	2	24	18.75	21.09
Q 4 01-25	2.3	3.0	3.4	0.0	1	1	1	0	3	2.34	< Pink ^ Green
TOTAL	100.0	100.0	99.9	100.0	43	33	29	23	128	100.00	

Math	% of Students				Number of students					% of	% in 2 Quartile Groups of DoDEA Goals
	3	4	5	6	3	4	5	6	N		
Q 1 76-99	20.9	30.3	31.0	47.8	9	10	9	11	39	30.47	
Q 2 51-75	34.9	36.4	44.8	34.8	15	12	13	8	48	37.50	67.97
Q 3 26-50	37.2	21.2	20.7	17.4	16	7	6	4	33	25.78	32.03
Q 4 01-25	7.0	12.1	3.4	0.0	3	4	1	0	8	6.25	< Pink ^ Yellow
TOTAL	100.0	100.0	99.9	100.0	43	33	29	23	128	100.00	

Science	% of Students				Number of students					% of	% in 2 Quartile Groups of DoDEA Goals
	3	4	5	6	3	4	5	6	N		
Q 1 76-99	32.6	30.3	24.1	34.8	14	10	7	8	39	30.47	

Q 2 51-75	39.5	42.4	44.8	43.5	17	14	13	10	54	42.19	<b>72.66</b>
Q 3 26-50	23.3	24.2	24.1	21.7	10	8	7	5	30	23.44	<b>27.34</b>
Q 4 01-25	4.7	3.0	6.9	0.0	2	1	2	0	5	3.91	< Pink ^ Yellow
TOTAL	100.1	99.9	99.9	100.1	43	33	29	23	128	100.00	

<b>Social Studies</b>	3	4	5	6	3	4	5	6	N	%	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	34.9	48.5	41.4	52.2	15	16	12	12	55	42.97	
Q 2 51-75	30.2	33.3	48.3	34.8	13	11	14	8	46	35.94	<b>78.91</b>
Q 3 26-50	34.9	12.1	10.3	13.0	15	4	3	3	25	19.53	<b>21.09</b>
Q 4 01-25	0.0	6.1	0.0	0.0	0	2	0	0	2	1.56	< Pink ^ Green
TOTAL	100.0	100.0	100.0	100.0	43	33	29	23	128	100.00	

Test Date:  
3/3/2004

### Geilenkirchen Elementary School Disaggregation Data, 2004

MALES		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals	FEMALES		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals
Reading	3	4	5	3	4	5	N	3			4	5	3	4	5	3	4	5	N		
Q1 76-99	30.4	31.3	33.3	7	5	4	16	31.37			Q1 76-99	15.0	29.4	52.9	3	5	9	17	31.48		
Q2 51-75	34.8	37.5	50.0	8	6	6	20	39.22	<b>70.59</b>		Q2 51-75	60.0	35.3	47.1	12	6	8	26	48.15	<b>79.63</b>	
Q3 26-50	26.1	25.0	8.3	6	4	1	11	21.57	<b>29.41</b>		Q3 26-50	20.0	29.4	0.0	4	5	0	9	16.67	<b>20.37</b>	
Q4 01-25	8.7	6.3	8.3	2	1	1	4	<b>7.84</b>	< Pink ^ Yellow		Q4 01-25	5.0	5.9	0.0	1	1	0	2	<b>3.70</b>	< Pink ^ Green	
TOTAL	100.0	100.1	99.9	23	16	12	51	100.00			TOTAL	100.0	100.0	100.0	20	17	17	54	100.00		

Language		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals	Language		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	3	4	5	3	4	5	N	Q 1 76-99			3	4	5	3	4	5	N				
Q 1 76-99	34.8	31.3	33.3	8	5	4	17	33.33			Q 1 76-99	35.0	41.2	58.8	7	7	10	24	44.44		
Q 2 51-75	30.4	37.5	50.0	7	6	6	19	37.25	<b>70.59</b>		Q 2 51-75	40.0	29.4	41.2	8	5	7	20	37.04	<b>81.48</b>	
Q 3 26-50	30.4	25.0	8.3	7	4	1	12	23.53	<b>29.41</b>		Q 3 26-50	25.0	29.4	0.0	5	5	0	10	18.52	<b>18.52</b>	
Q 4 01-25	4.3	6.3	8.3	1	1	1	3	<b>5.88</b>	< Pink ^ Yellow		Q 4 01-25	0.0	0.0	0.0	0	0	0	0	<b>0.00</b>	< Pink ^ Green	
TOTAL	99.9	100.1	99.9	23	16	12	51	100.00			TOTAL	100.0	100.0	100.0	20	17	17	54	100.00		

Math		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals	Math		% of Students			Number of students				% of	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	3	4	5	3	4	5	N	Q 1 76-99			3	4	5	3	4	5	N				
Q 1 76-99	17.4	43.8	41.7	4	7	5	16	31.37			Q 1 76-99	25.0	17.6	23.5	5	3	4	12	22.22		
Q 2 51-75	39.1	31.3	41.7	9	5	5	19	37.25	<b>68.63</b>		Q 2 51-75	30.0	41.2	47.1	6	7	8	21	38.89	<b>61.11</b>	
Q 3 26-50	34.8	18.8	8.3	8	3	1	12	23.53	<b>31.37</b>		Q 3 26-50	40.0	23.5	29.4	8	4	5	17	31.48	<b>38.89</b>	
Q 4 01-25	8.7	6.3	8.3	2	1	1	4	<b>7.84</b>	< Pink ^ Yellow		Q 4 01-25	5.0	17.6	0.0	1	3	0	4	<b>7.41</b>	< Pink ^ Yellow	
TOTAL	100.0	100.2	100.0	23	16	12	51	100.00			TOTAL	100.0	99.9	100.0	20	17	17	54	100.00		

Science	3	4	5	3	4	5	N	%	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	34.8	31.3	25.0	8	5	3	16	31.37	
Q 2 51-75	34.8	50.0	50.0	8	8	6	22	43.14	<b>74.51</b>
Q 3 26-50	26.1	18.8	25.0	6	3	3	12	23.53	<b>25.49</b>
Q 4 01-25	4.3	0.0	0.0	1	0	0	1	1.96	< Pink ^ Yellow
TOTAL	100.0	100.1	100.0	23	16	12	51	100.00	

Science	3	4	5	3	4	5	N	%	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	30.0	29.4	23.5	6	5	4	15	27.78	
Q 2 51-75	45.0	35.3	41.2	9	6	7	22	40.74	<b>68.52</b>
Q 3 26-50	20.0	29.4	23.5	4	5	4	13	24.07	<b>31.48</b>
Q 4 01-25	5.0	5.9	11.8	1	1	2	4	7.41	< Pink ^ Yellow
TOTAL	100.0	100.0	100.0	20	17	17	54	100.00	

Social Studies	3	4	5	3	4	5	N	%	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	39.1	50.0	33.3	9	8	4	21	41.18	
Q 2 51-75	21.7	37.5	66.7	5	6	8	19	37.25	<b>78.43</b>
Q 3 26-50	39.1	12.5	0.0	9	2	0	11	21.57	<b>21.57</b>
Q 4 01-25	0.0	0.0	0.0	0	0	0	0	0.00	< Pink ^ Green
TOTAL	99.9	100.0	100.0	23	16	12	51	100.00	

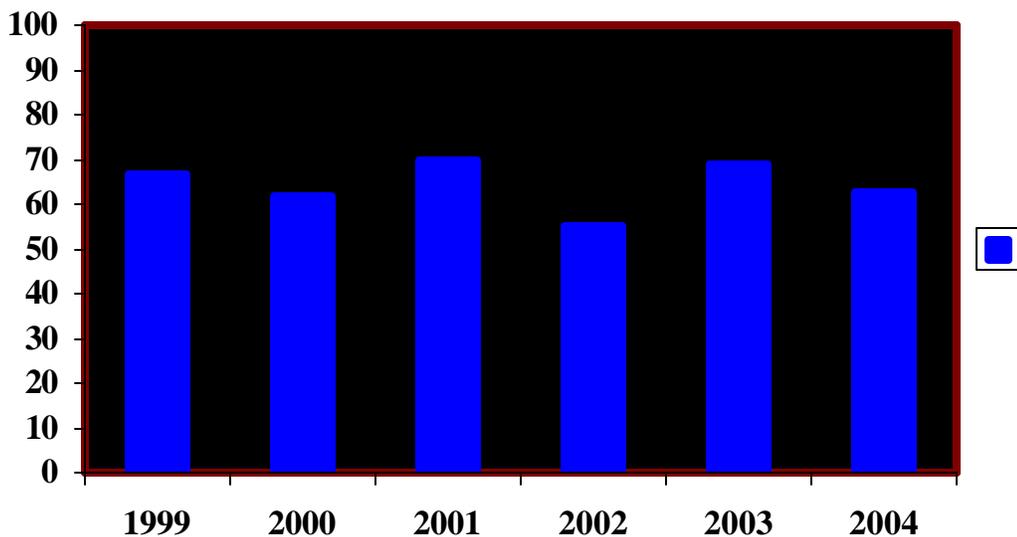
Social Studies	3	4	5	3	4	5	N	%	% in 2 Quartile Groups of DoDEA Goals
Q 1 76-99	30.0	47.1	47.1	6	8	8	22	40.74	
Q 2 51-75	40.0	29.4	35.3	8	5	6	19	35.19	<b>75.93</b>
Q 3 26-50	30.0	11.8	17.6	6	2	3	11	20.37	<b>24.07</b>
Q 4 01-25	0.0	11.8	0.0	0	2	0	2	3.70	< Pink ^ Green
TOTAL	100.0	100.1	100.0	20	17	17	54	100.00	

The DoDEA goal to have 75% of all students in the top two quartiles has been accomplished in most of the subject areas while the goal to have less than 8% of all students in the bottom quartile has been met in all subject areas.

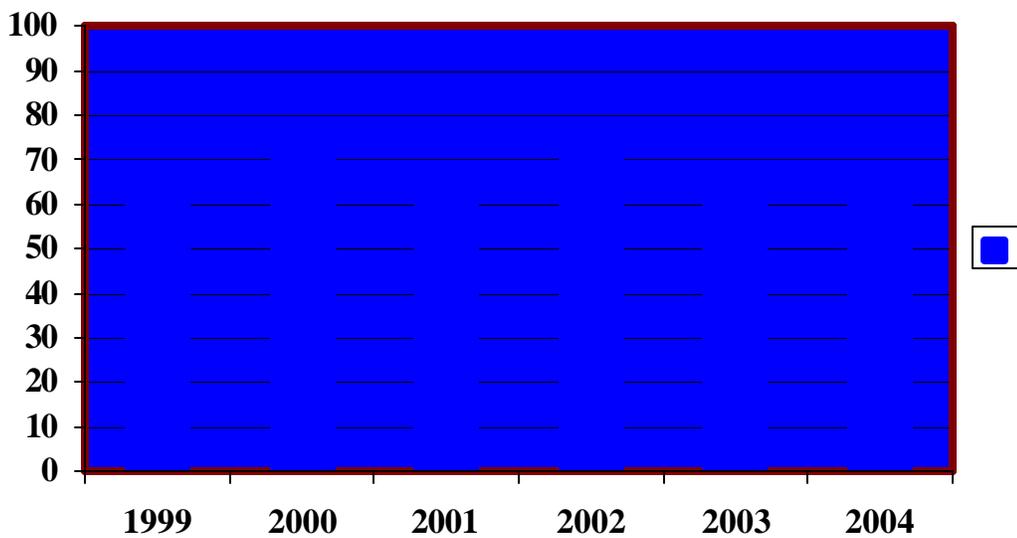


Geilenkirchen Elementary School  
Terra Nova  
Median National Percentiles in Reading  
\* New norms effective in 2002

Grade 3

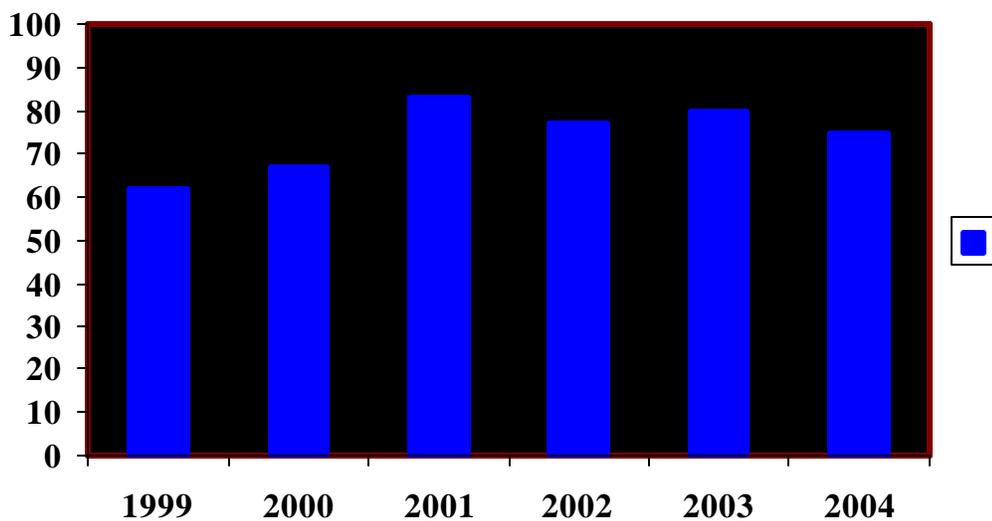


Grade 4

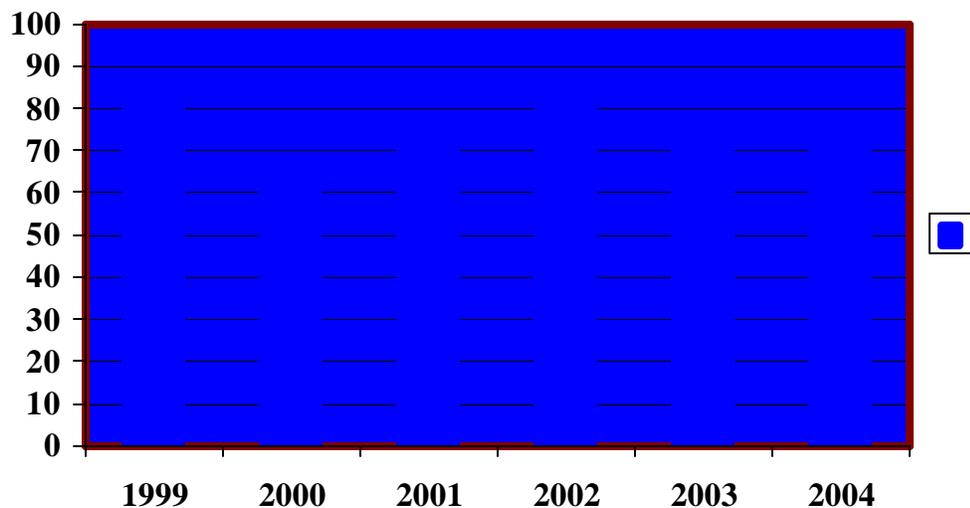


Geilenkirchen Elementary School  
Terra Nova  
Median National Percentiles in Reading  
\* New norms effective in 2002

Grade 5



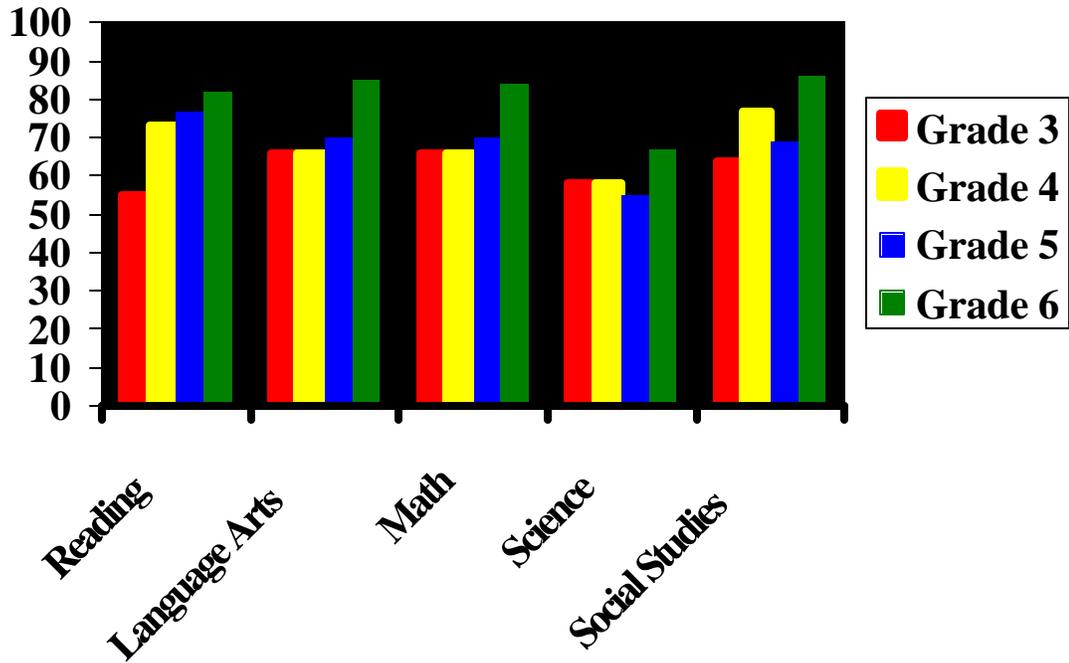
Grade 6



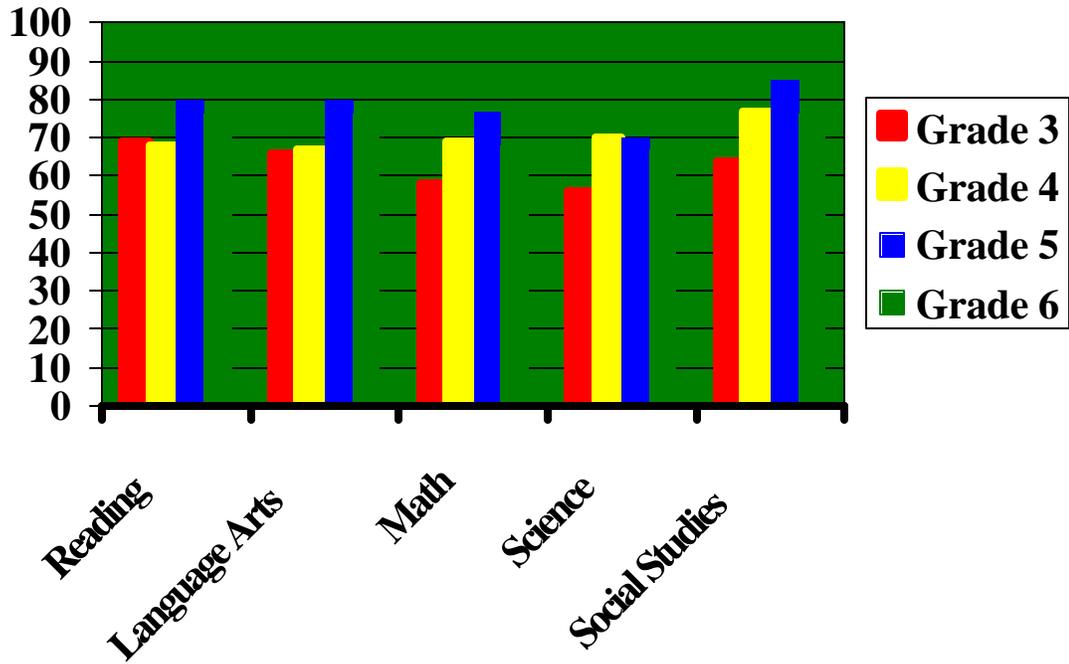
When scores are compared from year to year in the same grade level, there is inconsistency in the median national percentile reading scores. However, the high scores are generally maintained.

Geilenkirchen Elementary School  
Median National Percentile By Grade Level

Terra Nova 2002

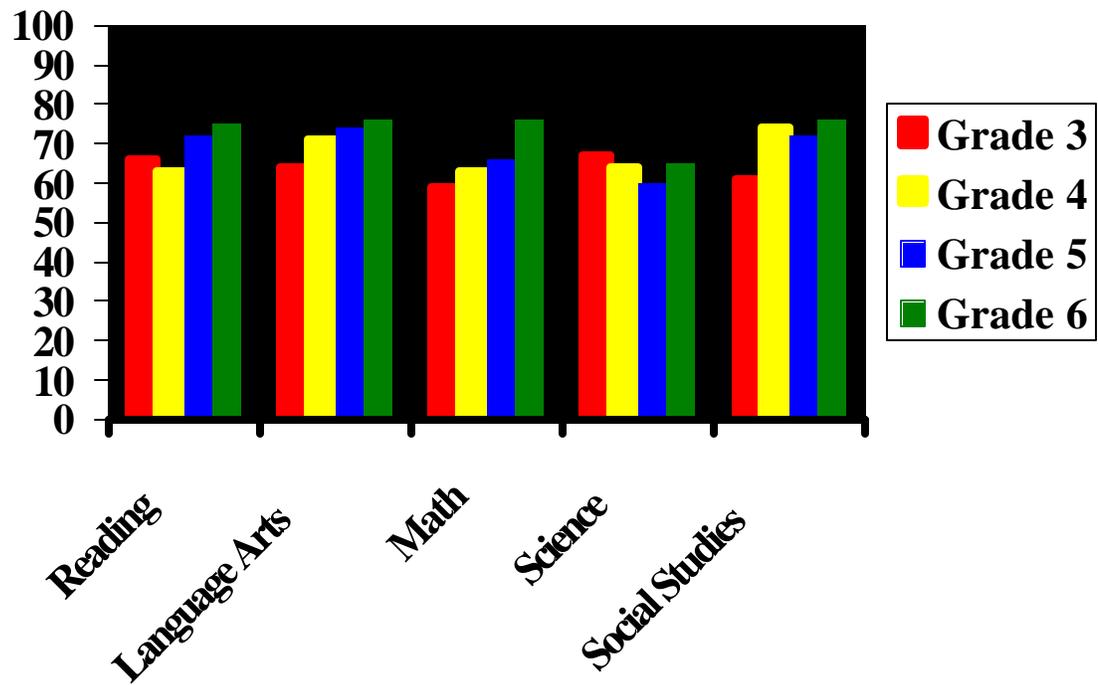


Terra Nova 2003



Geilenkirchen Elementary School  
Median National Percentile By Grade Level

Terra Nova 2004



As students increase in grade level, there is a general increase in academic performance as measured by the median national percentile.