

Teacher Report - Mathematics Spring 2012

Goal Performance

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: McNelly McNelly Class 1
 Teacher: McNelly, David
 Test: Math Survey w/ Goals 2-5 AZ V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number & Operations	Data Analysis & Probability	Algebra	Geometry & Measurement
8		2	S/G	May 1	159	3.0	156-162	1	1-1	159-171	151-163	158-169	145-157
9		2	S/G	May 1	167	3.0	164-170	3	1-4	168-180	156-168	160-173	157-170
10		3	S/G	May 1	179	3.0	176-182	3	2-5	174-186	172-184	174-186	172-184
2		2	S/G	May 1	183	3.8	179-187	25	16-37	180-195	183-198	168-184	168-183
5		3	S/G	May 1	190	3.0	187-193	16	11-22	174-187	176-189	186-199	197-211
1		2	S/G	May 1	201	2.9	198-204	78	73-84	191-203	196-208	196-208	199-211
12		3	S/G	May 1	202	3.1	199-205	47	38-56	197-210	195-207	194-205	200-212
7		3	S/G	May 1	207	3.1	204-210	62	53-70	202-214	193-206	203-215	204-216
18		3	S/G	May 1	207	3.1	204-210	62	53-70	197-209	197-211	212-226	195-208
3		3	S/G	May 1	209	3.4	206-212	68	56-75	195-209	199-212	210-223	202-216
14		3	S/G	May 1	210	3.1	207-213	70	62-78	197-210	207-220	210-223	202-213
6		3	S/G	May 1	212	3.0	209-215	75	68-82	201-214	214-226	205-217	202-214
11		3	S/G	May 1	216	3.1	213-219	84	78-89	208-221	205-218	214-226	211-222
17		3	S/G	May 1	217	3.0	214-220	86	80-90	217-231	219-231	211-223	199-212
13		3	S/G	May 1	219	3.1	216-222	89	84-93	212-225	224-239	201-214	213-225

Totals For: Math Survey w/ Goals 2-5 AZ V4

Students:	15			
Valid tests:	15			
Mean RIT:	198.5	Mean:	197.9	198.9
Std Dev:	18.7	Std Dev:	17.0	21.6
Median RIT:	207	Median:	203	202
			199.9	197.2
			19.6	20.3
			208	205

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.

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Teacher Report - Reading Spring 2012

Goal Performance

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: McNelly McNelly Class 1
 Teacher: McNelly, David
 Test: Reading Survey w/ Goals 2-5 AZ V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Goal Performance			
											Reading: Process	Reading: Comprehension	Literary Texts	Informational Texts
8		2	S/G	Apr 30	153	3.6	149-157	1	1-1	BR	147-161	139-154	158-171	140-156
9		2	S/G	Apr 30	156	3.5	153-160	1	1-2	BR	153-169	140-155	156-170	149-163
54		3	S/G	Apr 30	161	3.3	158-164	1	1-1	BR	158-171	148-162	166-180	148-161
144		3	S/G	Apr 30	175	3.3	172-178	5	3-8	56-206	171-185	166-179	175-189	163-176
31		3	S/G	Apr 30	180	3.5	177-184	9	5-13	137-287	173-188	171-184	177-192	171-184
74		3	S/G	Apr 30	181	3.4	178-184	10	7-16	166-316	171-186	167-182	179-192	180-193
104		3	S/G	Apr 30	194	3.3	191-197	36	28-47	398-548	195-209	187-200	180-194	188-203
1		2	S/G	Apr 30	197	3.3	194-200	69	62-76	450-600	198-212	183-198	196-210	184-197
2		2	S/G	Apr 30	199	3.5	196-203	74	64-80	481-631	193-207	182-200	190-204	198-211
18		3	S/G	Apr 30	199	3.3	196-202	49	39-58	475-625	196-209	187-202	184-198	198-211
11		3	S/G	Apr 30	200	3.4	197-203	52	41-60	493-643	188-200	187-201	202-216	193-207
12		3	S/G	Apr 30	201	3.4	198-204	55	47-66	527-677	198-210	182-198	203-216	194-208
12		3	S/G	Apr 30	203	3.4	200-206	60	49-68	550-700	199-212	185-200	202-216	196-210
13		3	S/G	Apr 30	214	3.4	211-217	85	79-89	752-902	193-209	203-218	209-224	219-233
6		3	S/G	Apr 30	217	3.5	214-221	89	83-93	804-954	197-213	231-253	200-219	202-217
17		3	S/G	Apr 30	221	3.3	218-224	93	90-96	877-1027	213-226	217-231	213-226	214-227

Totals For: Reading Survey w/ Goals 2-5 AZ V4

Students:	15			
Valid tests:	15			
Mean RIT:	190.0	Mean:	190.1	187.0
Std Dev:	21.6	Std Dev:	19.3	26.5
Median RIT:	197	Median:	200	191
			191	196

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Teacher Report - Language Usage Spring 2012

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: McNelly McNelly Class 1
 Teacher: McNelly, David
 Test: Language Survey w/ Goals AZ V4

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance			
										Writing Process	Writing Elements	Conventions	Applications for Writing
9		2	S/G	Apr 30	160	3.2	157-163	2	1-3	149-162	159-172	148-161	158-170
5		3	S/G	Apr 30	166	2.9	163-169	1	1-1	152-164	166-178	161-173	161-173
14		3	S/G	Apr 30	170	3.0	167-173	1	1-2	165-177	165-177	171-184	156-169
7		3	S/G	Apr 30	176	3.1	173-179	4	2-7	168-182	174-187	169-183	169-180
10		3	S/G	Apr 30	183	3.0	180-186	11	7-15	176-189	191-204	175-188	167-179
3		3	S/G	Apr 30	187	3.0	184-190	17	12-23	182-194	179-191	176-189	186-198
2		2	S/G	Apr 30	193	3.1	190-196	58	50-69	191-203	189-201	189-201	178-192
1		2	S/G	Apr 30	204	2.9	201-207	84	78-88	199-211	194-206	195-207	205-218
18		3	S/G	Apr 30	204	3.0	201-207	61	52-69	201-213	197-209	201-213	192-204
6		3	S/G	Apr 30	205	3.3	202-208	63	52-71	189-204	198-212	200-213	202-216
11		3	S/G	Apr 30	210	3.0	207-213	76	69-82	203-215	204-216	204-215	205-217
13		3	S/G	Apr 30	215	2.9	212-218	86	80-90	204-216	207-219	212-224	214-226
17		3	S/G	Apr 30	217	3.0	214-220	89	84-92	214-226	205-217	214-226	211-223
8		2	S/G	Apr 30	***3								

Totals For: Language Survey w/ Goals AZ V4

Students:	14			
Valid tests:	13			
Mean RIT:	191.5	Mean:	190.4	192.9
Std Dev:	19.3	Std Dev:	20.6	16.4
Median RIT:	193	Median:	196	197

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*** Test score was invalid. Retesting is recommended.

Teacher Report - Language Usage Winter 2012

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: 2 McNelly Class 1
 Teacher: McNelly, David
 Test: Language Survey w/ Goals AZ V4

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance			
										Writing Process	Writing Elements	Conventions	Applications for Writing
9		2	S/G	Jan 26	150	3.5	147-154	1	1-1	138-151	149-162	138-153	151-164
8		2	S/G	Jan 26	155	3.4	152-158	2	1-3	140-154	157-169	133-149	162-176
5		3	S/G	Jan 26	159	3.3	156-162	1	1-1	148-162	150-164	148-160	163-177
4		3	S/G	Jan 26	166	3.1	163-169	1	1-2	156-170	151-164	163-176	169-182
10		3	S/G	Jan 26	184	2.9	181-187	19	15-25	175-187	181-192	186-198	170-183
16		2	S/G	Jan 26	187	3.0	184-190	55	46-63	181-193	186-198	185-197	172-186
14		3	S/G	Jan 26	194	2.9	191-197	43	35-51	186-198	178-190	193-206	195-207
7		3	S/G	Jan 26	194	3.0	191-197	43	35-51	182-195	185-197	197-209	187-199
15		3	S/G	Jan 26	196	3.0	193-199	49	40-57	191-203	185-197	193-206	189-201
3		3	S/G	Jan 26	197	2.9	194-200	51	43-60	189-201	196-209	192-203	186-198
1		2	S/G	Jan 26	197	3.0	194-200	79	73-85	190-202	195-207	188-200	191-204
11		3	S/G	Jan 26	198	3.1	195-201	54	46-63	187-199	196-210	190-202	194-207
12		3	S/G	Jan 26	199	3.2	196-202	57	49-68	192-205	196-210	188-201	195-208
2		2	S/G	Jan 26	204	3.1	201-207	90	86-93	200-213	204-218	195-208	191-203
13		3	S/G	Jan 26	208	3.1	205-211	80	73-87	205-217	196-208	195-208	212-226
6		3	S/G	Jan 26	208	2.9	205-211	80	73-85	210-223	203-215	193-205	200-212
7		3	S/G	Jan 24	***19					Proctor terminated without option to resume			

Totals For: Language Survey w/ Goals AZ V4

Students:	16			
Valid tests:	16			
Mean RIT:	187.3	Mean:	185.6	188.1
Std Dev:	19.0	Std Dev:	22.1	19.3
Median RIT:	195	Median:	192	191
			186.3	189.4
			21.2	16.3
			195	194

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*** Test score was invalid. Retesting is recommended.

Teacher Report - Reading Winter 2012

Goal Performance

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: 2 McNelly Class 1
 Teacher: McNelly, David
 Test: Reading Survey w/ Goals 2-5 AZ V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Goal Performance				
											Reading: Process	Reading: Comprehension	Literary Texts	Informational Texts	
9		2	S/G	Feb 7	147	3.6	143-151	1	1-1	BR	135-150	138-152	149-163	140-154	
5		3	S/G	Feb 7	154	3.4	151-157	1	1-1	BR	158-172	134-151	141-157	150-164	
10		3	S/G	Feb 7	169	3.4	166-172	4	2-6	BR-86	162-177	154-168	166-178	164-178	
14		3	S/G	Feb 7	169	3.7	165-173	4	2-6	BR-87	150-167	165-180	166-180	161-175	
16		2	S/G	Feb 7	173	3.3	170-176	24	18-30	17-167	166-180	165-178	174-187	160-174	
7		3	S/G	Feb 7	174	3.4	171-177	8	5-11	35-185	174-188	159-174	175-189	158-173	
3		3	S/G	Feb 7	183	3.4	180-186	21	14-28	186-336	171-185	178-192	175-189	178-192	
15		3	S/G	Feb 7	188	3.4	185-191	32	25-40	283-433	185-200	169-184	187-201	182-196	
12		3	S/G	Feb 7	192	3.6	188-196	43	35-54	359-509	178-194	195-209	189-205	177-191	
6		3	S/G	Feb 7	193	3.4	190-196	46	38-57	380-530	185-199	192-205	183-197	184-198	
11		3	S/G	Feb 7	193	3.5	190-197	46	38-57	377-527	179-193	190-204	194-207	179-194	
18		3	S/G	Feb 7	201	3.3	198-204	67	59-76	523-673	191-205	193-206	194-207	200-214	
2		2	S/G	Feb 7	203	3.4	200-206	91	87-94	556-706	190-204	207-220	194-209	191-205	
1		2	S/G	Feb 7	206	3.3	203-209	94	89-96	600-750	183-200	210-226	210-227	188-202	
13		3	S/G	Feb 7	215	3.3	212-218	92	87-95	765-915	210-223	211-225	199-213	211-224	
17		3	S/G	Feb 7	220	3.4	217-223	96	93-97	853-1003	222-238	212-226	210-223	208-221	
8		2	S/G	Feb 7	***3		Test duration too short								

Totals For: Reading Survey w/ Goals 2-5 AZ V4

Students:	17			
Valid tests:	16			
Mean RIT:	186.3	Mean:	185.0	186.8
Std Dev:	20.8	Std Dev:	21.3	25.2
Median RIT:	190	Median:	186	191
			192	186

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*** Test score was invalid. Retesting is recommended.

Teacher Report - Mathematics Winter 2012

Goal Performance

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: 2 McNelly Class 1
 Teacher: McNelly, David
 Test: Math Survey w/ Goals 2-5 AZ V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number & Operations	Data Analysis & Probability	Algebra	Geometry & Measurement
8		2	S/G	Feb 2	155	2.9	152-158	1	1-1	148-159	141-153	156-168	153-165
9		2	S/G	Feb 2	164	3.0	161-167	4	2-7	151-164	157-169	162-174	160-172
14		3	S/G	Feb 2	172	3.1	169-175	2	1-3	168-180	168-180	165-178	162-175
10		3	S/G	Feb 2	175	3.1	172-178	3	2-5	165-178	165-178	177-189	167-179
5		3	S/G	Feb 2	175	3.1	172-178	3	2-5	163-177	157-171	190-211	157-170
16		2	S/G	Feb 2	179	3.1	176-182	30	22-39	177-189	175-188	174-186	166-179
7		3	S/G	Feb 2	186	2.9	183-189	16	11-23	182-194	176-188	183-195	180-192
12		3	S/G	Feb 2	188	3.0	185-191	20	14-28	188-200	188-200	180-193	174-186
15		3	S/G	Feb 2	190	3.2	187-193	25	16-33	183-197	180-194	184-195	185-197
1		2	S/G	Feb 2	193	3.0	190-196	73	64-80	183-195	179-191	193-206	192-204
6		3	S/G	Feb 2	193	3.1	190-196	33	25-42	175-188	194-207	193-207	186-199
2		2	S/G	Feb 2	198	3.0	195-201	84	78-89	186-199	188-201	192-204	199-211
11		3	S/G	Feb 2	203	2.9	200-206	64	55-72	200-212	193-205	202-214	194-206
18		3	S/G	Feb 2	209	2.9	206-212	80	72-86	195-207	207-219	209-221	201-213
13		3	S/G	Feb 2	210	3.0	207-213	82	75-87	203-214	201-214	204-216	207-219
17		3	S/G	Feb 2	216	2.9	213-219	92	87-95	191-206	213-227	222-235	211-223

Totals For: Math Survey w/ Goals 2-5 AZ V4

Students:	16					
Valid tests:	16					
Mean RIT:	187.9	Mean:	184.9	186.4	193.1	187.1
Std Dev:	17.2	Std Dev:	16.1	19.7	18.0	18.6
Median RIT:	189	Median:	188	186	193	188

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Teacher Report - Language Usage Spring 2012

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: Dorsey Dorsey Class 1
 Teacher: Dorsey, Peter
 Test: Language Survey w/ Goals AZ V4

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance			
										Writing Process	Writing Elements	Conventions	Applications for Writing
22		4	S/G	Apr 30	192	3.1	189-195	13	9-19	193-206	188-200	183-195	176-190
29		5	S/G	Apr 30	199	3.3	196-202	14	9-20	185-199	190-204	197-209	194-208
21		4	S/G	Apr 30	200	2.9	197-203	30	23-38	196-208	188-200	197-209	194-207
31		5	S/G	Apr 30	200	2.9	197-203	16	11-22	202-213	188-200	195-206	192-204
25		5	S/G	Apr 30	209	3.0	206-212	38	30-47	206-218	205-217	198-209	205-216
23		5	S/G	Apr 30	210	3.0	207-213	41	33-50	206-218	206-218	197-210	206-218
19		4	S/G	Apr 30	211	3.0	208-214	62	53-70	203-216	200-213	218-232	195-208
24		5	S/G	Apr 30	214	3.1	211-217	53	41-62	209-222	208-220	204-217	208-220
28		5	S/G	Apr 30	214	2.9	211-217	53	44-59	212-224	209-221	207-218	202-214
27		5	S/G	Apr 30	216	2.9	213-219	59	50-68	224-239	208-221	196-209	209-221
20		4	S/G	Apr 30	218	2.9	215-221	79	75-85	200-214	219-232	210-222	219-232
26		5	S/G	Apr 30	218	2.9	215-221	65	56-73	219-231	208-220	212-224	208-220
30		5	S/G	Apr 30	229	2.9	226-232	89	84-93	227-239	218-230	221-233	228-241

Totals For: Language Survey w/ Goals AZ V4

Students:	13			
Valid tests:	13			
Mean RIT:	210.0	Mean:	212.6	208.9
Std Dev:	10.0	Std Dev:	12.0	11.0
Median RIT:	211	Median:	212	204

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Teacher Report - Reading Spring 2012

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: Dorsey Dorsey Class 1
 Teacher: Dorsey, Peter
 Test: Reading Survey w/ Goals 2-5 AZ V4

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Goal Performance			
											Reading: Process	Reading: Comprehension	Literary Texts	Informational Texts
29		5	S/G	Apr 30	196	3.3	193-199	13	9-19	435-585	195-209	190-204	195-209	179-193
25		5	S/G	Apr 30	202	3.4	199-205	23	18-33	541-691	192-206	199-213	196-210	195-208
22		4	S/G	Apr 30	204	3.5	201-208	42	32-51	570-720	195-209	194-209	193-207	204-218
23		5	S/G	Apr 30	206	3.4	203-209	33	23-41	602-752	195-209	197-210	202-216	201-215
31		5	S/G	Apr 30	211	3.6	207-215	46	35-58	698-848	209-223	192-208	208-223	204-218
27		5	S/G	Apr 30	212	3.3	209-215	49	41-60	720-870	207-221	206-219	198-211	212-226
28		5	S/G	Apr 30	212	3.4	209-215	49	41-58	719-869	210-224	197-210	211-225	205-219
21		4	S/G	Apr 30	215	3.4	212-218	72	65-81	777-927	212-226	204-220	202-216	213-227
26		5	S/G	Apr 30	218	3.3	215-221	66	58-73	826-976	206-221	203-218	217-231	216-230
24		5	S/G	Apr 30	223	3.5	220-227	77	68-83	912-1062	221-236	213-227	212-226	218-232
20		4	S/G	Apr 30	223	3.4	220-226	88	81-91	910-1060	217-231	214-227	221-234	210-224
30		5	S/G	Apr 30	225	3.4	222-228	81	73-86	949-1099	221-236	224-239	222-236	205-219
19		4	S/G	Apr 30	228	3.5	225-232	93	90-96	1005-1155	224-239	214-228	232-248	213-228

Totals For: Reading Survey w/ Goals 2-5 AZ V4

Students:	13			
Valid tests:	13			
Mean RIT:	213.5	Mean:	215.2	210.8
Std Dev:	9.8	Std Dev:	11.1	10.1
Median RIT:	212	Median:	216	211
			216	212

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.

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Teacher Report - Mathematics Spring 2012

Goal Performance

School: LA TIERRA COMMUNITY SCHOOL (La Tierra Community School)
 Class: Dorsey Dorsey Class 1
 Teacher: Dorsey, Peter
 Test: Math Survey w/ Goals 2-5 AZ V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Goal Performance			
										Number & Operations	Data Analysis & Probability	Algebra	Geometry & Measurement
20		4	S/G	May 1	210	3.1	207-213	43	35-51	193-207	210-222	195-209	214-226
28		5	S/G	May 1	212	3.0	209-215	27	21-34	200-213	207-219	208-219	207-220
21		4	S/G	May 1	212	2.9	209-215	49	40-57	209-221	200-212	209-221	207-219
25		5	S/G	May 1	212	3.1	209-215	27	21-34	202-215	211-223	202-214	208-221
22		4	S/G	May 1	213	3.0	210-216	51	43-60	203-215	200-212	217-229	208-220
19		4	S/G	May 1	214	3.0	211-217	54	46-63	205-218	209-221	207-220	210-221
26		5	S/G	May 1	215	2.9	212-218	34	27-42	202-215	210-222	210-221	213-225
29		5	S/G	May 1	218	3.1	215-221	42	34-53	213-225	204-217	218-231	213-226
23		5	S/G	May 1	222	2.9	219-225	53	45-61	217-229	211-223	220-232	215-226
30		5	S/G	May 1	224	3.0	221-227	58	50-66	211-223	221-233	216-228	223-236
24		5	S/G	May 1	226	3.0	223-229	63	55-71	223-236	219-230	213-225	226-238
27		5	S/G	May 1	226	2.9	223-229	63	58-71	223-235	220-232	211-224	227-240

Totals For: Math Survey w/ Goals 2-5 AZ V4

Students:	12				
Valid tests:	12				
Mean RIT:	217.0	Mean:	214.8	216.3	216.8
Std Dev:	6.0	Std Dev:	9.2	7.0	7.0
Median RIT:	214	Median:	213	216	216

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.

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Data Analysis of La Tierra Community School Assessments

Section A: History of La Tierra Community School

In school year 2010-11 La Tierra Community School (LTCS) began as a grades 2-5 private school working to become a charter school. By the end of that year LTCS was awarded a charter for K-3 for school year 2011-12. LTCS also added grades 4 and 5 as a private school while developing curriculum and assessments to present to the charter board in Spring 2012 with a request to amend LTCS's charter to include grades 4-6. This data and analysis provide an in depth look at the growth of our students' achievement and is undoubtedly a direct predictor of our students' performances on the AIMS tests they completed in April.

Section B: Description of 2011-12 Student Population

The total student population is **46** with 9 kindergartners, **5** 1st graders, **4** 2nd graders, **11** 3rd graders, **4** 4th graders, and **10** 5th graders. **Of these students, 8 out of 46 students also attended LTCS during its first year (2010-2011) when it was a private school 7/8 original students are meeting or exceeding Arizona benchmarks.** The total student population for 2011-12 includes **2** 2nd graders and **2** 3rd graders who have Individual Education Plans (IEPs). The school continues to openly seek a diverse and multicultural student body. **Approximately 75% of the total student population is eligible for free and reduced lunch.**

Section C: Summary of Assessments Administered during 2011-12

Students **K-3** were given benchmark tests at the beginning, middle, and end of the year using **DIBELS 6th edition**. (See Section D for data analysis)

Teachers of students **K-5** administered **Running Records for Scholastic Leveled Readers** in order to place them at the correct reading level and throughout the year in order to move them into a new level as their reading skills increased. (See Sections E and F for data analysis)

Students **2-3** took **NWEA's Measurement of Academic Progress (MAP)** in Reading, Mathematics, and Language Usage on January 26-27, 2012 (Winter 2012 scores). Students **2-5** took these assessments April 30 through May 1, 2012 (Spring 2012 scores). (See Section G for data analysis)

Students in **2nd grade** took the **Stanford 10** while **3-5** students completed **AIMS** for the first time at LTCS. (Data not yet available for analysis)

LTCS teachers have been given the student scores and the analysis done for all assessments (except Stanford 10 and AIMS) for use in re-teaching and modifying instruction to assist students in reaching Arizona's passing scores for Meeting or Exceeding Standards at each grade level.

Section D: DIBELS Data Analysis for Grades K-3

The reading tutor at LTCS conducted **DIBELS 6th edition** benchmark testing at the beginning, middle, and end (April 27-May 1) for all **K-3** students who were present (1 K student absent) during the final testing period. This analysis of the data is by grade level. (See grade level reports included in packet)

K:

Using the **K Class Progress Summary Report** for all tests, the data shows **6** students in **Benchmark Range**; **1** student in the **Strategic Range**; **1** student in the **Intensive Range**; **1** student absent with no designation. The student who was absent during final testing is currently at Guided Reading Level D which is upper-level K range (see Sections E and F).

Using the **K Class Progress Graph for Nonsense Word Fluency/Correct Letter Sounds**, the data shows that **all** students who were tested showed progress with **5 out of 8** reaching **Benchmark Range**. One of the factors the tutor discovered that influenced this test was the fact that K students were learning all the Spaulding sounds for each letter. Therefore, some of the students gave other than the short vowel sound in these tests which is counted as an incorrect answer. In order to assist students with this confusion, the K students are now being taught using the Cunningham list of phonetic sounds, beginning with short vowels first.

Using the **K Class Progress Graph for Initial Sound Fluency** given at the beginning and middle only, the data shows **2** students reaching **Benchmark** Range. It also shows **5** students made progress; **1** stayed the same; **1** student lost ground; **2** students were only tested during the middle of the year.

Using the data from **K Class Progress Graph for Phoneme Segmentation Fluency** given at the middle and end only, **all** students who were present reached **Benchmark** Range and **all** students showed progress over the year.

1st Grade:

Using the **1st Grade Class Progress Summary Report** for all tests, the data shows **3** students in **Benchmark** Range; **0** students in the **Strategic** Range; **2** students in the **Intensive** Range.

Using the **1st Grade Class Progress Graph for Nonsense Word Fluency/Correct Letter Sounds**, the data shows that **all** students who were tested showed progress with **2 out of 5** reaching **Benchmark** Range. One of the factors the tutor discovered that influenced this test was the fact that, like the K students, 1st were learning all the Spaulding sounds for each letter. Therefore, some of the students gave other than the short vowel sound in these tests which is counted as an incorrect answer. In order to assist students with this confusion, the K and 1st grade students are now being taught using the Cunningham list of phonetic sounds, beginning with short vowels first.

Using the data from **1st Grade Class Progress Graph for Phoneme Segmentation Fluency**, **all** students reached **Benchmark** Range or above.

Using the data from **1st Grade Class Progress Graph for Oral Reading Fluency** given at the middle and end only, **3 out of 5** students reached **Benchmark** Range with **2** students excelling by **scoring above the graph bounds**. **All except 1** student showed progress over the year.

2nd Grade:

Using the **2nd Grade Class Progress Summary Report** for all tests, the data shows **2** students (1 IEP) in **Benchmark** Range; **0** students in the **Strategic** Range; **2** students (1 IEP) in the **Intensive** Range.

Using the data from **2nd Grade Class Progress Graph for Oral Reading Fluency**, **2 out of 4** students reached **Benchmark** Range with **1** student (IEP) excelling by **scoring above the graph bounds**. **All except 1** student (IEP) showed progress over the year.

3rd Grade:

Using the **3rd Grade Class Progress Summary Report** for all tests, the data shows **5** students in **Benchmark** Range; **4** students in **the Strategic** Range; **2** students (both w/ IEPs) in the **Intensive** Range;

Using the data from **3rd Grade Class Progress Graph for Oral Reading Fluency**, **5 out of 11** students reached **Benchmark** Range with **1** student excelling by **scoring above the graph bounds**. **All** students showed progress over the year.

K-3rd Grade Summary of DIBELS Final Designations:

The data shows these final results for the total of **23** K-3 students:

- Benchmark** = **15** students
- Strategic** = **1** student
- Intensive** = **7** students (3 w/IEPs)

Section E: Guided Reading Levels for Grades K-5

Classroom teachers at LTCS used the accompanying Running Records from the Fountas and Pinnell Scholastic Leveled Readers program in order to appropriately implement small group guided reading using leveled readers. As of May 1, 2012 these are the levels represented at each grade level:

K:	B = 2	C = 5	D = 1	F = 1																Total = 9	
1st:	C = 1	D = 1	L = 3																		Total = 5
2nd:	D = 1(IEP)	E = 1	N = 1	R = 1(IEP)																	Total = 4
3rd:	G = 1(IEP)	M = 2 (1 IEP)	N = 2	O = 1	P = 1	S = 1	T = 1	U = 1	W = 1												Total = 11
4th:	Q = 1	V = 1	W = 2																		Total = 4
5th:	M = 1	P = 2	S = 1	Y = 2	Z = 4																Total = 10

Section F: Analysis of Data from Guided Reading Levels K-5

This is a summary by grade level of the students' current reading status using the information from Section E above and the Scholastic Guided Reading Leveling Chart included with informational packet.

K: 7 students—mid- to upper-level K range; **1**—mid-level 1st range
1: 2 students—mid-level 1st range; **3** students—upper-level 2nd range
2: 2 students (1 w/IEP)—beginning level 2nd range; **1**—upper-level 2nd range; **1**(IEP)—mid-level 4th range
3: 1 student (IEP)—upper-level 2nd range; **4** (1 w/IEP)—mid-level 3rd range; **2**—upper-level 3rd range;
2—upper-level 4th range; **2**—upper-level 5th range
4: 1 student—mid-level 4th range; **3**—upper-level 5th range
5: 1 student—beginning level 4th ; **2**—mid-level 4th range; **1**—mid-level 5th range; **6**—upper-level 6th range

Section G: Analysis of NWEA's Measurement of Academic Progress (MAP) Scores Grades 2-5

On January 27-28, 2011 students in 2nd and 3rd grades took the Winter MAP tests in Math, Reading, and Language. From April 30 through May 1, 2012 LTCS' grade 2-5 students took the MAP tests in Math, Reading, and Language Usage. This is a report of the data that has been received from NWEA for these students reported by grade level. (See NWEA reports in packet)

First, by grade level the math and reading Spring percentiles from NWEA are reported and compared with the Winter scores if available so progress can be noted.

2nd Grade: Total Students = 4

Spring Student Math Percentiles: **1** (IEP) progress shown from Winter to Spring; **3** down from 4 in Winter; **25** (IEP) down from 84 in Winter; **78** progress from Winter to Spring

Spring Student Reading Percentiles: **1** (IEP) no Winter score; **1** same as Winter; **74** (IEP) down from 91 in Winter; **94** up from Winter to Spring

3rd Grade: Total Students = 11

Spring Student Math Percentiles: **3** same as Winter; **16** up from 3 in Winter; **47** up from 20 in Winter; **62** down from 80 in Winter; **62** up from 16 in Winter; **68** no Winter score; **70** up from 2 in Winter; **75** up from 33 in Winter; **84** up from 64 in Winter; **86** down from 92 in Winter; **89** up from 82 in Winter

Spring Student Reading Percentiles: **1** same as Winter; **5** up from 4 in Winter; **9** down from 21 in Winter; **10** up from 8 in Winter; **36** up from 4 in Winter; **49** down from 67 in Winter; **52** up from 46 in Winter; **60** up from 43 in Winter; **85** down from 92 in Winter; **89** up from 86 in Winter; **93** down from 96 in Winter

4th Grade: Total Students = 4

Spring Student Math Percentiles (no Winter Scores): **43; 49; 51; 54**

Spring Student Reading Percentiles (no Winter Scores): **42; 72; 88; 93**

5th Grade: Total Students = 8 or 9 (1 5th grader missed both tests and 1 missed Math)

Spring Student Math Percentiles (no Winter Scores): **27; 27; 34; 42; 53; 58; 63; 63;**

Spring Student Reading Percentiles (no Winter Scores): **13; 23; 33; 46; 49; 49; 66; 77; 81**

Using NWEA's Tables 1 Math and Table 2 Reading of RIT Cut Scores by grade level from Arizona Linking Study (Feb. 2011) (See information in packet) the individual student scores from LTCS for Reading and Math have been translated into the **probability** that the student would meet or exceed the Arizona State Performance Standards on the AIMS Math and Reading tests.

2nd Grade: Total Students = 4

Math: Meets Standards (189 Cut Score) = **0** students

Approaches Standards (176) = **1**(1 IEP)

Reading: Meets Standards(181 Cut Score) = **2** students (1 IEP)

Approaches Standards (164) = **0**

Exceeds Standards (201)= **1**

Falls Far Below = **2** (1 IEP)

Exceeds Standards (205) = **0**

Falls Far Below = **2** (1 IEP)

Summary: Percentage of Students who Probably will Meet/Exceed Standards:

Math = 25%
Reading = 50%

3rd Grade: Total Students = 11

Math: Meets Standards (200 Cut Score) = 5 students	Exceeds Standards (212) = 4
Approaches Standards (187) = 1 (IEP)	Falls Far Below = 1 (IEP)
Reading: Meets Standards (191) = 4 students (1 IEP)	Exceeds Standards (214) = 3
Approaches Standards (172) = 3	Falls Far Below = 1 (IEP)

Summary: Percentage of Students who Probably will Meet/Exceed Standards:

Math = 82%
Reading = 64%

4th Grade: Total Students = 4

Math: Meets Standards (207) = 4 students	Exceeds Standards (222) = 0
Approaches Standards (197) = 0	Falls Far Below = 0
Reading: Meets Standards (199) = 2 students	Exceeds Standards (222) = 2
Approaches Standards (175) = 0	Falls Far Below = 0

Summary: Percentage of Students who Probably will Meet/Exceed Standards:

Math = 100%
Reading = 100 %

5th Grade: Total Students = 8 or 9 (1 5th grader missed both tests and 1 missed Math)

Math: Meets Standards (216) = 5 students	Exceeds Standards (234) = 0
Approaches Standards (206) = 3	Falls Far Below = 0
Reading: Meets Standards (205) = 7 students	Exceeds Standards (231) = 0
Approaches Standards (189) = 2	Falls Far Below = 0

Summary: Percentage of Students who Probably will Meet/Exceed Standards:

Math = 63%
Reading = 78 %

Section H: Data Collection Plans for School Year 2012-13 for Grades K-6

After completing all assessments for school year 2011-12, LTCS has developed a complete plan for collecting and analyzing student learning data for grades K-6. The decision was made to replace NWEA's MAP assessments with the GALILEO assessment program which is more aligned with the Arizona Standards. This is a list of future assessments by grade level:

- K-1:** DIBELS benchmarks in the beginning, middle, and end of year
Running Records from Scholastic Guided Reading program at beginning and throughout year
GALILEO benchmarks at end of each 9 weeks grading period
- 2:** DIBELS benchmarks in the beginning, middle, and end of year
Running Records from Scholastic Guided Reading program at beginning and throughout year
GALILEO benchmarks at end of each 9 weeks grading period
Stanford 10 during Arizona testing window
- 3:** DIBELS benchmarks in the beginning, middle, and end of year
Running Records from Scholastic Guided Reading program at beginning and throughout year
GALILEO benchmarks at end of each 9 weeks grading period
AIMS during Arizona testing window
- 4-6:** DIBELS benchmarks in the beginning, followed up with middle and end if in intensive or strategic range
Running Records from Scholastic Guided Reading program at beginning and throughout year
AIMS during Arizona testing window

DIBELS Data System
Class Progress Summary Report - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Grade: Kindergarten
 Year: 2011-2012
 Class: K

Instructional Recommendations:

Intensive: Needs Substantial Intervention
 Strategic: Additional Intervention
 Benchmark: At Grade Level

Legend - ISF: Initial Sound Fluency, **LNF:** Letter Naming Fluency, **WUF:** Word Use Fluency, **PSF:** Phoneme Segmentation Fluency, **NWF-CLS:** Nonsense Word Fluency - Correct Letter Sounds, **NWF-WRC:** Nonsense Word Fluency - Words Read Correctly

Student	Beginning			Middle					End					Instructional Recommendation	
	ISF	LNF	WUF	ISF	LNF	PSF	NWF-CLS	NWF-WRC	WUF	LNF	PSF	NWF-CLS	NWF-WRC		WUF
				6	8	34	7	0		24	42	18	0		Intensive
	14	2		17	15	6	4	0		36	52	13	3		Strategic
	12	30		12	49	5	10	0		54	48	23	6		Benchmark
	11	31		38	52	19	23	4		71	62	26	2		Benchmark
	7	6		19	16	35	9	2		32	37	30	9		Benchmark
	22	11		26	17	29	9	1		60	48	26	7		Benchmark
	7	5		11	27	16	11	1		52	52	35	13		Benchmark
	10	7		8	10	7	13	0		48	48	25	7		Benchmark
				19	47	17	13	0							
Mean:	11.9	13.1	0.0	17.3	26.8	18.7	11.0	0.9	0.0	47.1	48.6	24.5	5.9	0.0	

DIBELS Data System
Class Progress Graph - DIBELS 6th Edition

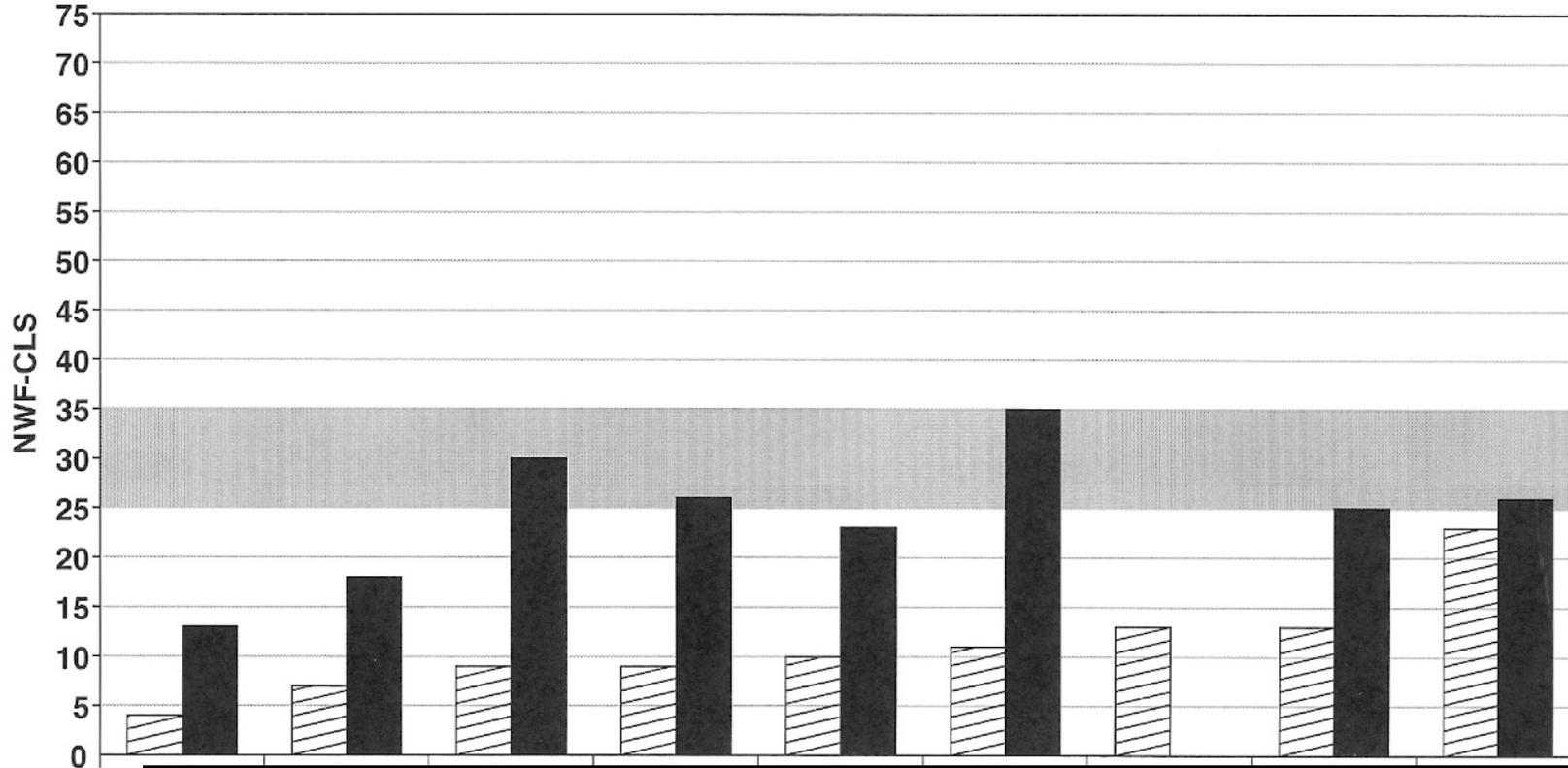
District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: Kindergarten
 Class: K

▨ Middle
 ■ End

▲ Score Above Graph Bounds
 ▲ Score Above Graph Bounds

■ Benchmark Goal: 25 at the end of Kindergarten

Nonsense Word Fluency - Correct Letter Sounds



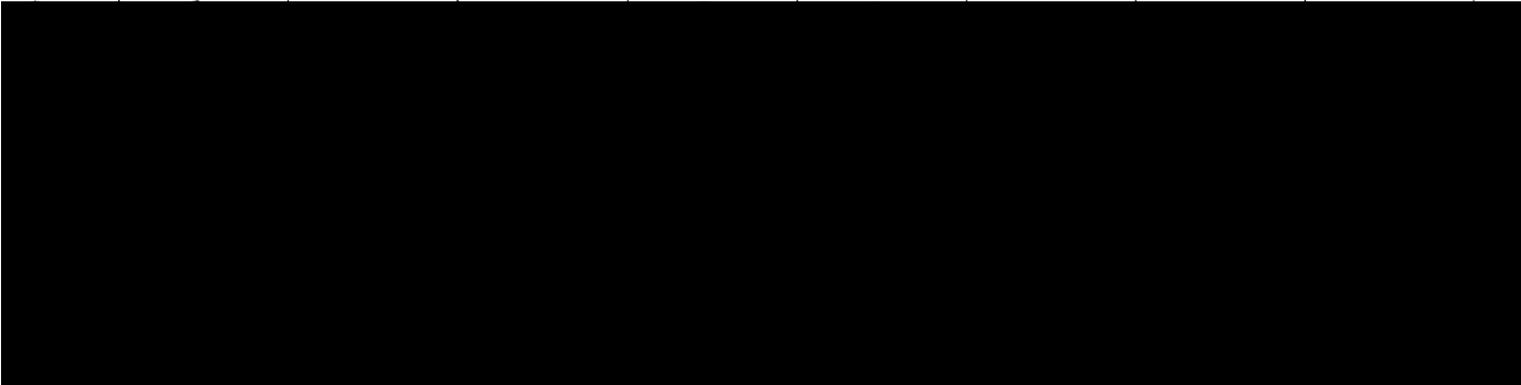
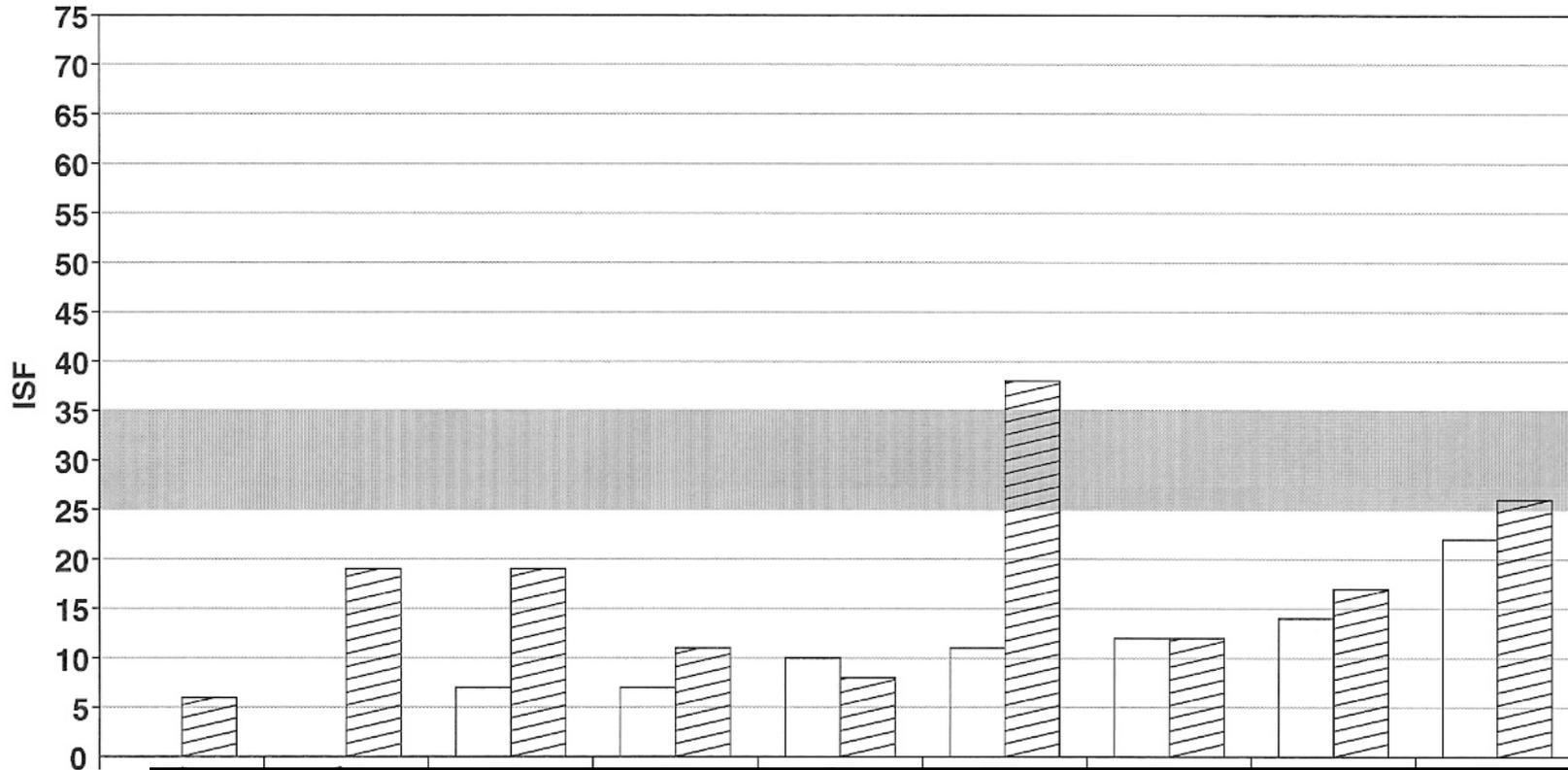
DIBELS Data System

Class Progress Graph - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: Kindergarten
 Class: K

Beginning
 Middle
 Benchmark Goal: 25 in the middle of Kindergarten

Initial Sound Fluency



DIBELS Data System
Class Progress Graph - DIBELS 6th Edition

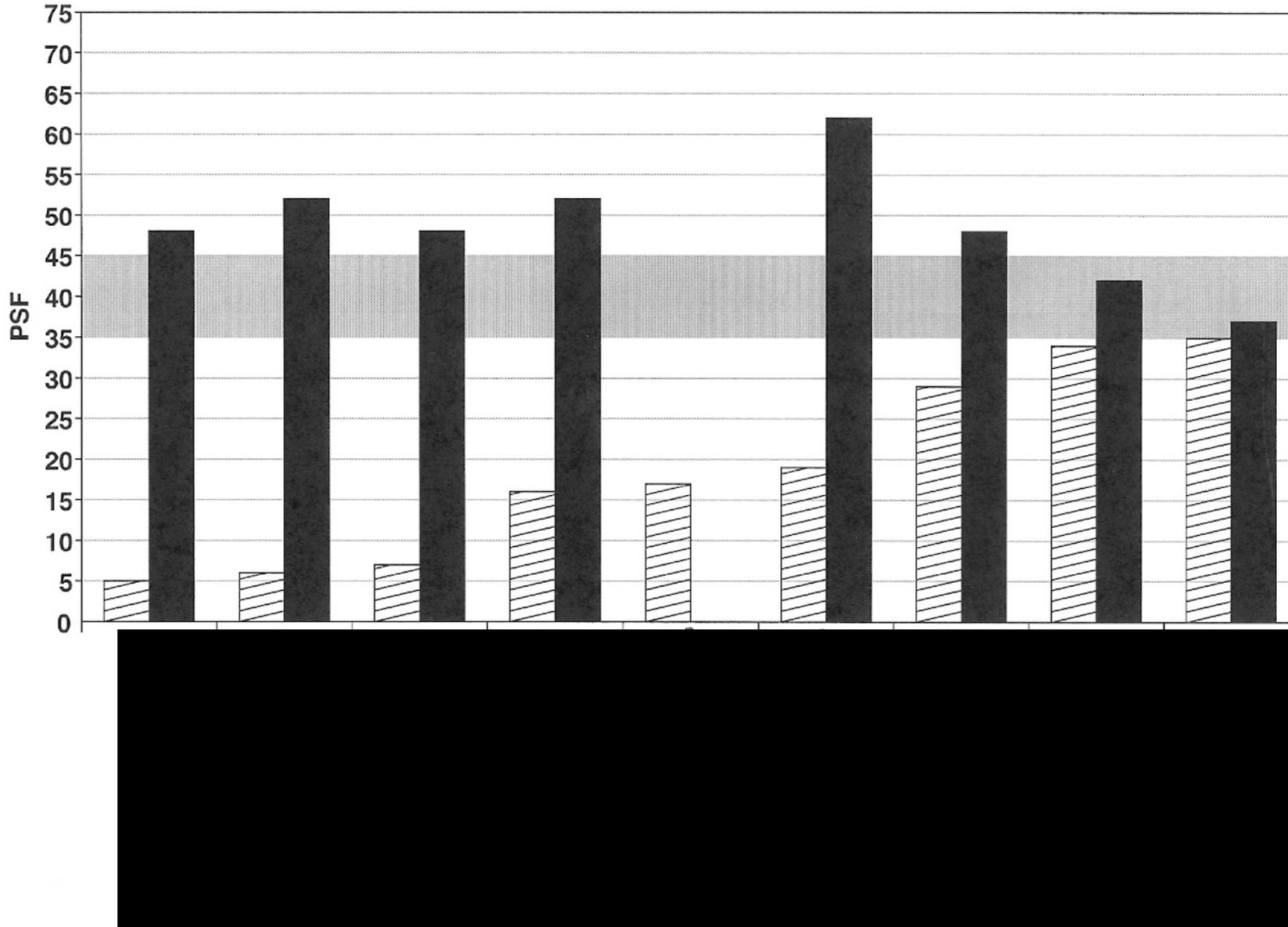
District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: Kindergarten
 Class: K

▨ Middle
 ■ End

▲ Score Above Graph Bounds
 ▲ Score Above Graph Bounds

▨ Benchmark Goal: 35 at the end of Kindergarten

Phoneme Segmentation Fluency



DIBELS Data System
Class Progress Summary Report - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Grade: First Grade
 Year: 2011-2012
 Class: 1

Instructional Recommendations:

Intensive: Needs Substantial Intervention
 Strategic: Additional Intervention
 Benchmark: At Grade Level

Legend - LNF: Letter Naming Fluency, **PSF:** Phoneme Segmentation Fluency, **NWF-CLS:** Nonsense Word Fluency - Correct Letter Sounds, **NWF-WRC:** Nonsense Word Fluency - Words Read Correctly, **WUF:** Word Use Fluency, **ORF:** Oral Reading Fluency - Words Correct, **ORF-Accuracy:** Oral Reading Fluency - Accuracy, **RTF:** Oral Reading Fluency - Retell Fluency

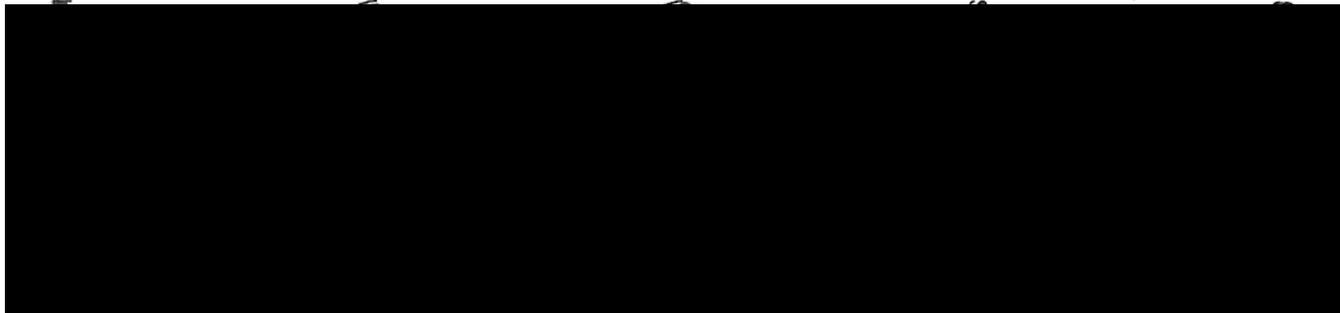
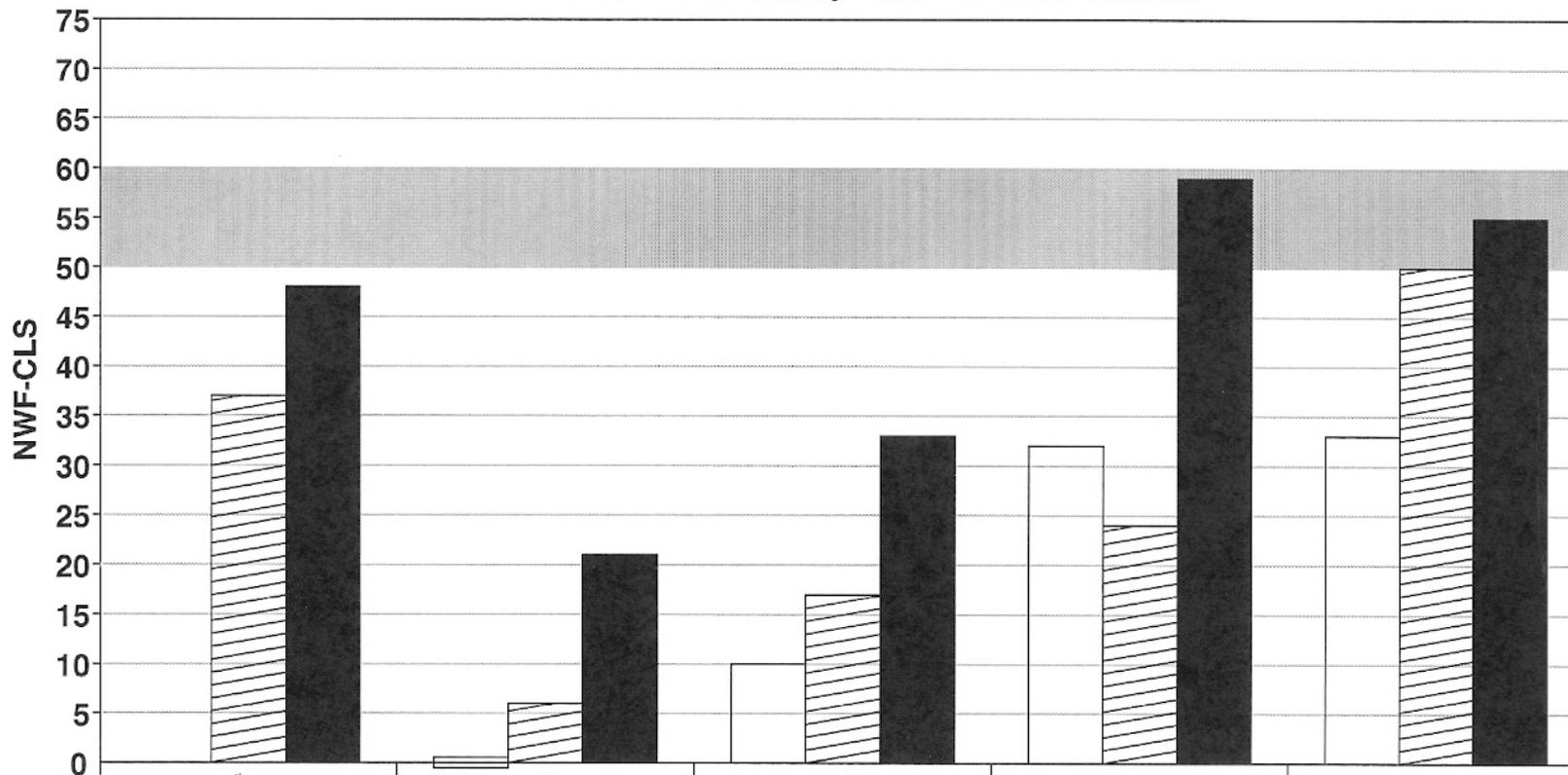
Student	Beginning					Middle							End					Instructional Recommendation		
	LNF	PSF	NWF-CLS	NWF-WRC	WUF	PSF	NWF-CLS	NWF-WRC	ORF	ORF-Accuracy	RTF	WUF	PSF	NWF-CLS	NWF-WRC	ORF	ORF-Accuracy		RTF	WUF
	3	23	0	0		32	6	1	0				39	21	4	0				Intensive
	19	29	10	0		45	17	2	0				55	33	7	14	70%			Intensive
						50	37	10	56	97%	35		56	48	3	46	96%	36		Benchmark
	84	41	32	5		52	24	2	43	93%	34		50	59	14	84	97%	41		Benchmark
	64	27	33	0		40	50	0	57	88%			41	55	2	93	98%	51		Benchmark
Mean:	42.5	30.0	18.8	1.2	0.0	43.8	26.8	3.0	31.2	93%	34.5	0.0	48.2	43.2	6.0	47.4	90%	42.7	0.0	

DIBELS Data System Class Progress Graph - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: First Grade
 Class: 1

<p>□ Beginning</p> <p>▨ Middle</p> <p>■ End</p>	<p>▲ Score Above Graph Bounds</p> <p>▲ Score Above Graph Bounds</p> <p>▲ Score Above Graph Bounds</p>	<p>■ Benchmark Goal: 50 in the middle of First Grade</p>
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Nonsense Word Fluency - Correct Letter Sounds



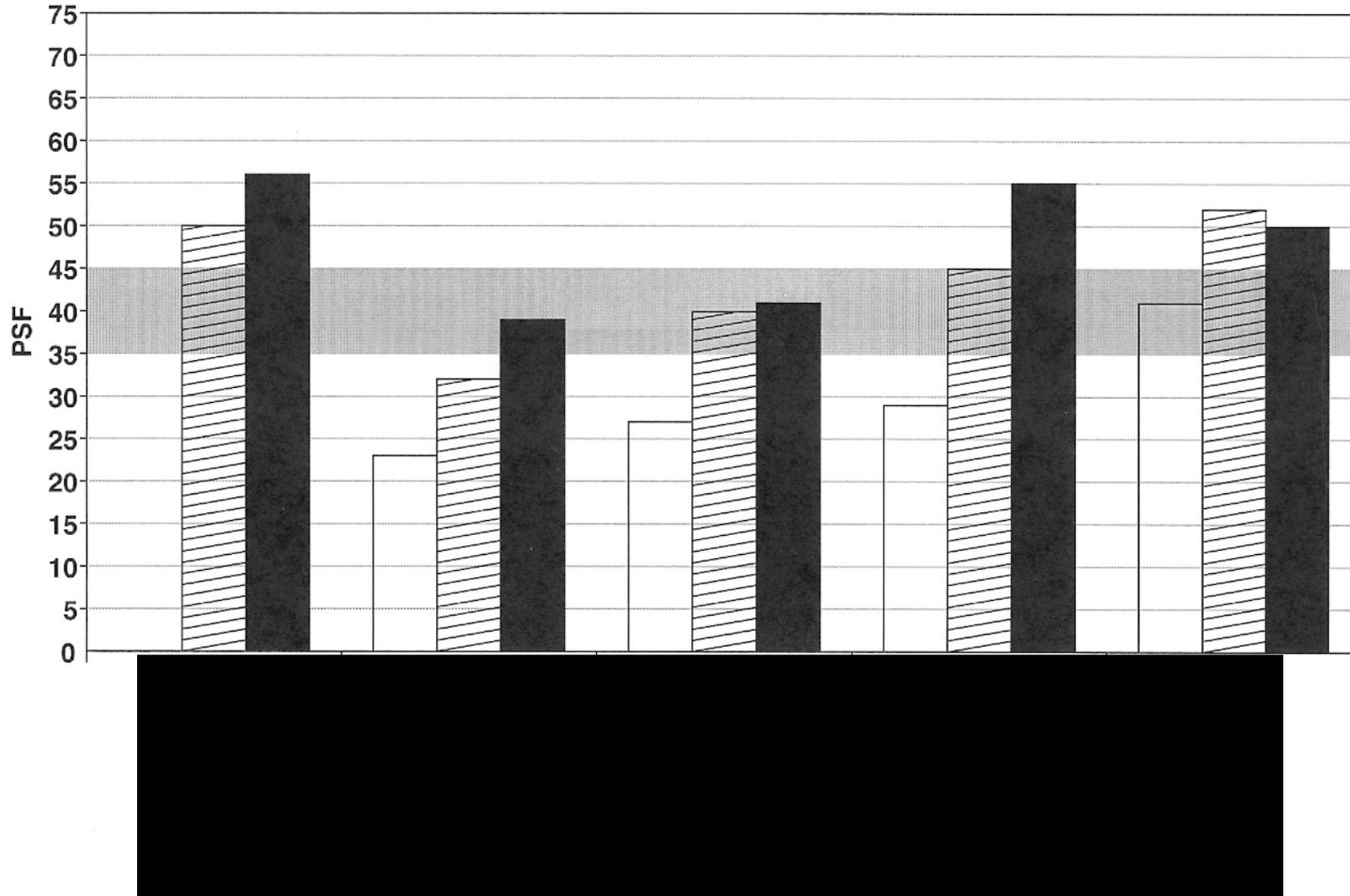
DIBELS Data System

Class Progress Graph - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: First Grade
 Class: 1

 Beginning	 Score Above Graph Bounds	 Benchmark Goal: 35 at the beginning of First Grade
 Middle	 Score Above Graph Bounds	
 End	 Score Above Graph Bounds	

Phoneme Segmentation Fluency



DIBELS Data System
Class Progress Graph - DIBELS 6th Edition

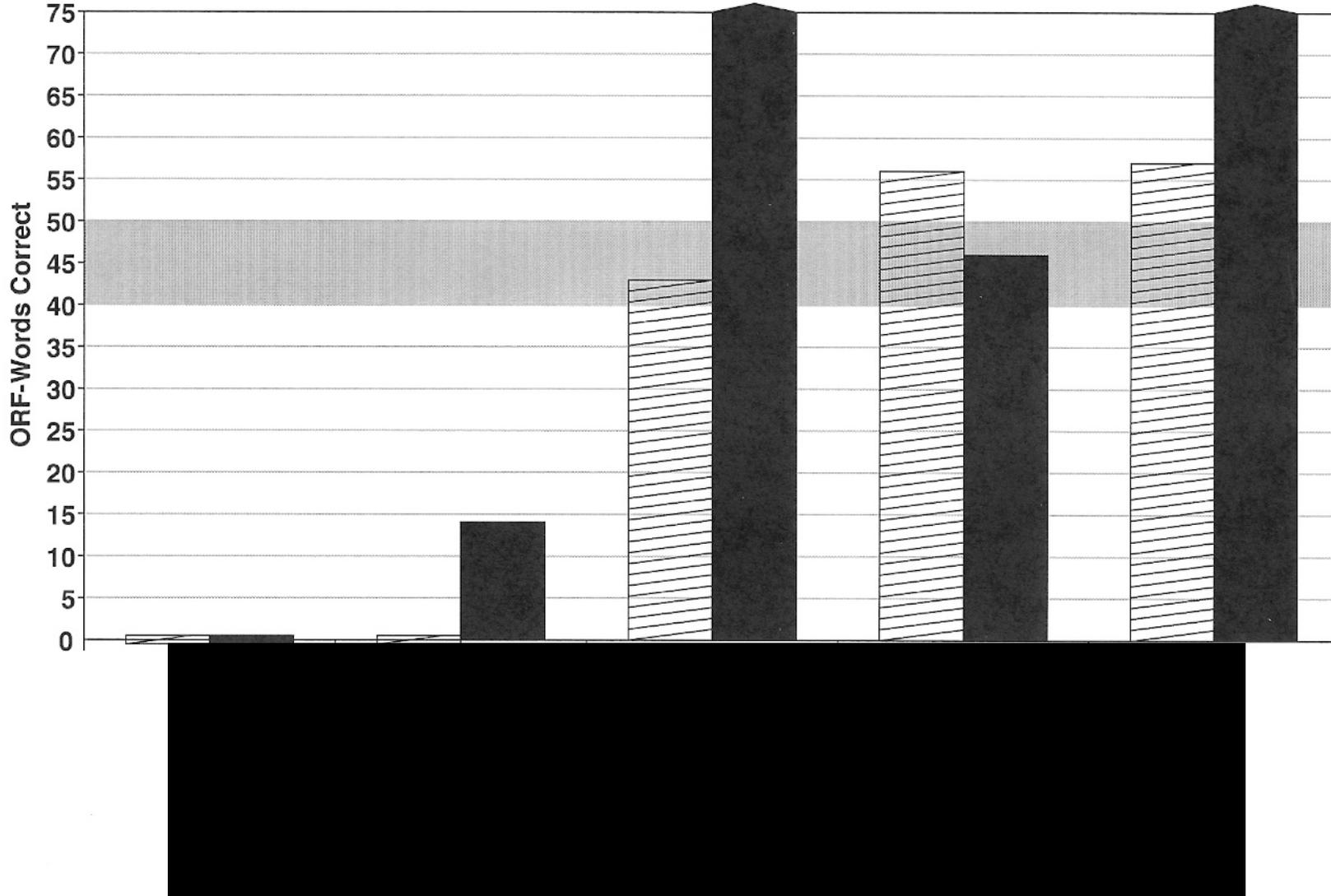
District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: First Grade
 Class: 1

▨ Middle
 ■ End

▲ Score Above Graph Bounds
 ▲ Score Above Graph Bounds

■ Benchmark Goal: 40 at the end of First Grade

Oral Reading Fluency - Words Correct



DIBELS Data System
Class Progress Summary Report - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Grade: Second Grade
 Year: 2011-2012
 Class: 2

Instructional Recommendations:

Intensive: Needs Substantial Intervention
 Strategic: Additional Intervention
 Benchmark: At Grade Level

Legend - NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds, **NWF-WRC:** Nonsense Word Fluency - Words Read Correctly, **ORF:** Oral Reading Fluency - Words Correct, **ORF-Accuracy:** Oral Reading Fluency - Accuracy, **RTF:** Oral Reading Fluency - Retell Fluency, **WUF:** Word Use Fluency

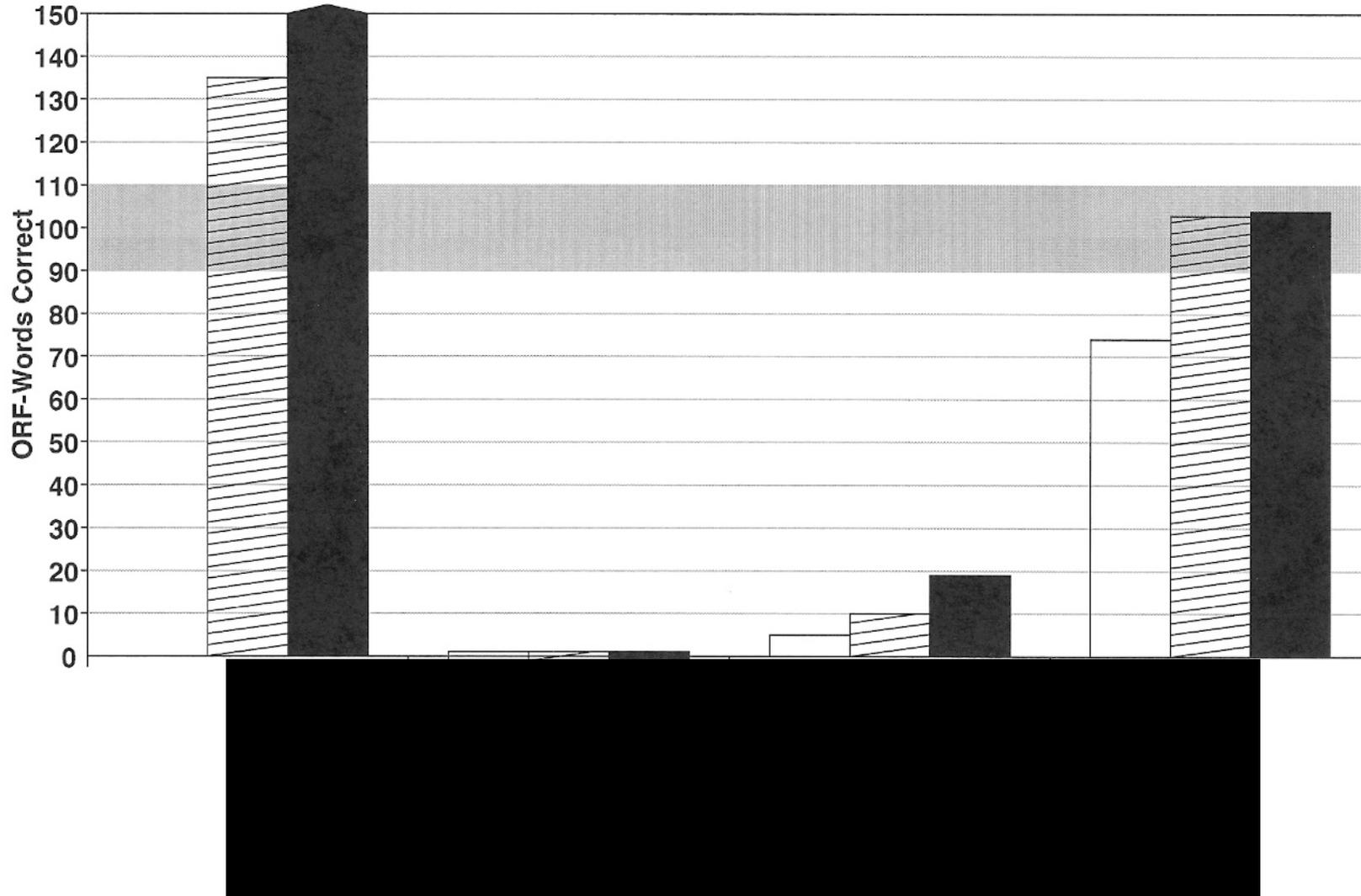
Student	Beginning						Middle				End				Instructional Recommendation
	NWF-CLS	NWF-WRC	ORF	ORF-Accuracy	RTF	WUF	ORF	ORF-Accuracy	RTF	WUF	ORF	ORF-Accuracy	RTF	WUF	
	0	0	0				0	0%			0				Intensive
	15	4	5	45%			10	71%			19	83%			Intensive
	72	23	74	99%	52		103	99%	61		104	99%	48		Benchmark
							135	100%	36		153	100%	45		Benchmark
Mean:	29.0	9.0	26.3	72%	52.0	0.0	62.0	68%	48.5	0.0	69.0	94%	46.5	0.0	

DIBELS Data System
Class Progress Graph - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: Second Grade
 Class: 2

 Beginning	 Middle	 End	 Benchmark Goal: 90 at the end of Second Grade
 Score Above Graph Bounds	 Score Above Graph Bounds	 Score Above Graph Bounds	

Oral Reading Fluency - Words Correct



DIBELS Data System
Class Progress Summary Report - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Grade: Third Grade
 Year: 2011-2012
 Class: 3

Instructional Recommendations:

Intensive: Needs Substantial Intervention
 Strategic: Additional Intervention
 Benchmark: At Grade Level

Legend - ORF: Oral Reading Fluency - Words Correct, **ORF-Accuracy:** Oral Reading Fluency - Accuracy, **RTF:** Oral Reading Fluency - Retell Fluency, **WUF:** Word Use Fluency

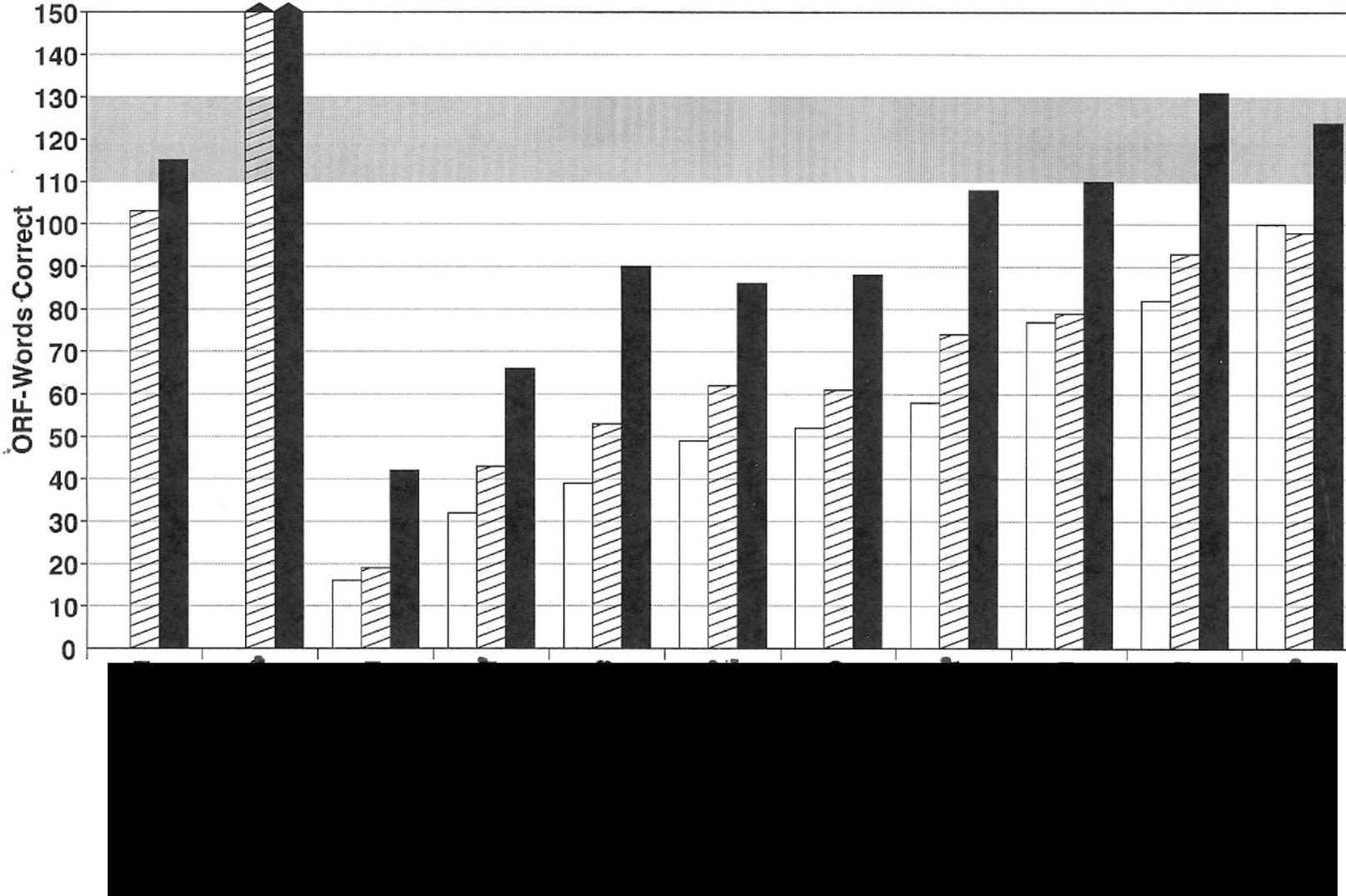
Student	Beginning				Middle				End				Instructional Recommendation
	ORF	ORF-Accuracy	RTF	WUF	ORF	ORF-Accuracy	RTF	WUF	ORF	ORF-Accuracy	RTF	WUF	
	16	84%			19	83%	31		42	89%	37		Intensive
	32	91%	37		43	90%	29		66	97%	45		Intensive
	52	96%	35		61	92%	36		88	98%	42		Strategic
	39	89%	23		53	96%	32		90	99%	43		Strategic
	49	96%	35		62	98%	41		86	99%	29		Strategic
	58	98%	54		74	99%	46		108	99%	46		Strategic
	77	99%	62		79	98%	60		110	99%	62		Benchmark
					103	100%	50		115	99%	61		Benchmark
	100	96%	43		98	99%	63		124	100%	52		Benchmark
	82	100%	57		93	99%	40		131	99%	48		Benchmark
					168	100%	35		191	100%	61		Benchmark
Mean:	56.1	94%	43.2	0.0	77.5	96%	42.1	0.0	104.6	98%	47.8	0.0	

DIBELS Data System Class Progress Graph - DIBELS 6th Edition

District: La Tierra Community School
 School: La Tierra Community School
 Year: 2011-2012
 Grade: Third Grade
 Class: 3

<p>□ Beginning</p> <p>▨ Middle</p> <p>■ End</p>	<p>▲ Score Above Graph Bounds</p> <p>▲ Score Above Graph Bounds</p> <p>▲ Score Above Graph Bounds</p>	<p>■ Benchmark Goal: 110 at the end of Third Grade</p>
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Guided Reading Leveling Chart

Please use the grid below to shop Classroom Books' individual paperback titles by Guided Reading, Developmental Reading Assessment (DRA), and Lexile Levels. This chart may also be used as a general leveling guide. For [Scholastic Guided Reading Program](#) and [Scholastic Classroom Books Libraries](#) that target specific levels, please see the appropriate Product Information pages.

	Scholastic Guided Reading Level	DRA Level	Lexile Level
Kindergarten	A	A-1	BR-100
	B	2	
	C	3-4	
	D	5	
First Grade	A	A-1	200-400
	B	2	
	C	3-4	
	D	6	
	E	8	
	F	10	
	G	12	
	H	14	
Second Grade	I	16	300-600
	E	8	
	F	10	
	G	12	
	H	14	
	I	16	
Third Grade	J-K	16-18	500-750
	L-M	20-24	
	N	28-30	
	J-K	16-18	
	L-M	20-24	
	N	28-30	
Fourth Grade	O-P	34-38	600-900
	Q-R	40	
	S-T	40-50	
	Q-R	40	
Fifth Grade	S-V	40-50	700-1000
	W	60	
Sixth Grade	T-V	50	800-1050
	W-Y	60	
	Z	70	

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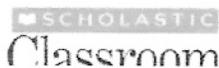


TABLE 1 – MINIMUM ESTIMATED SAME-SEASON (SPRING) RIT CUT SCORES
CORRESPONDING TO STATE PERFORMANCE LEVELS – MATHEMATICS

MATH-Current Season							
Cut Scores and Percentiles for each State Performance Level							
Grade	Falls Far Below	Approaches		Meets		Exceeds	
	Cut Score	Cut Score	Perce- tile	Cut Score	Perce- tile	Cut Score	Perce- tile
2	<176	176	11	189	42	201	80
3	<187	187	11	200	42	212	80
4	<197	197	15	207	38	222	78
5	<206	206	19	216	41	234	84
6	<211	211	21	223	46	239	84
7	<216	216	23	228	46	244	83
8	<225	225	31	234	50	251	86

*Note: the cut scores shown in this table are the **minimum** estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that performance level. Use the probabilities in Tables 5-8 to determine the appropriate 'target' scores for a desired level of certainty. Italics represent extrapolated data.

TABLE 2 – MINIMUM ESTIMATED SAME-SEASON (SPRING) RIT CUT SCORES
CORRESPONDING TO STATE PERFORMANCE LEVELS – READING

READING-Current Season							
Cut Scores and Percentiles for each State Performance Level							
Grade	Falls Far Below	Approaches		Meets		Exceeds	
	Cut Score	Cut Score	Perce- tile	Cut Score	Perce- tile	Cut Score	Perce- tile
2	<164	164	3	181	27	205	88
3	<172	172	3	191	27	214	88
4	<175	175	2	199	29	222	90
5	<189	189	7	205	29	231	95
6	<191	191	6	206	24	235	95
7	<191	191	5	209	24	236	92
8	<202	202	9	215	29	242	96

*Note: the cut scores shown in this table are the **minimum** estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that performance level. Use the probabilities in Tables 5-8 to determine the appropriate 'target' scores for a desired level of certainty. Italics represent extrapolated data.