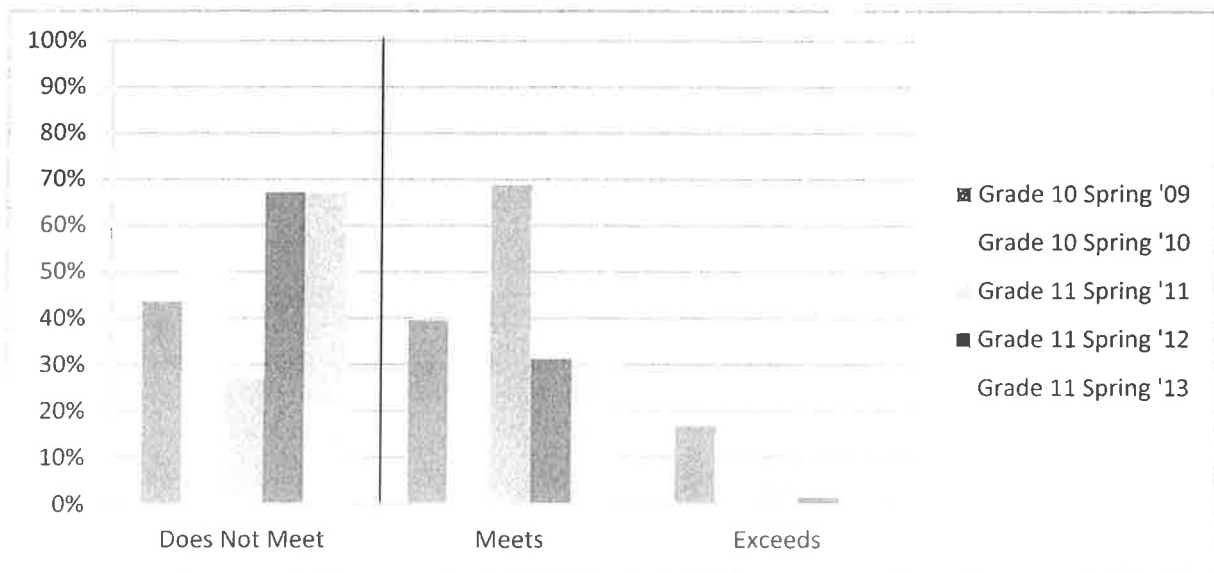
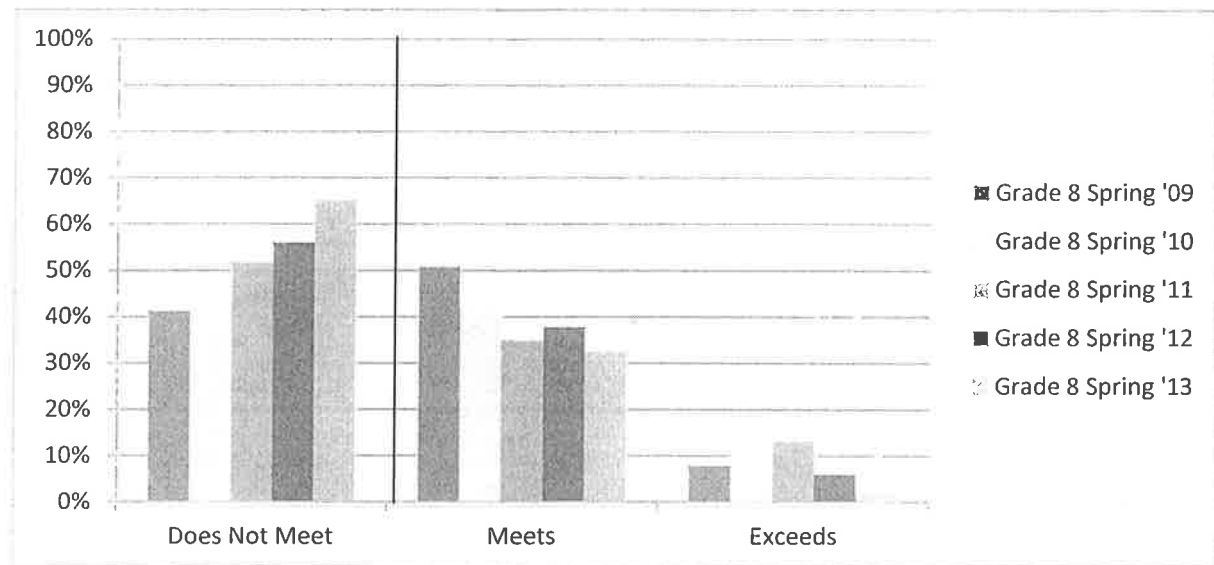
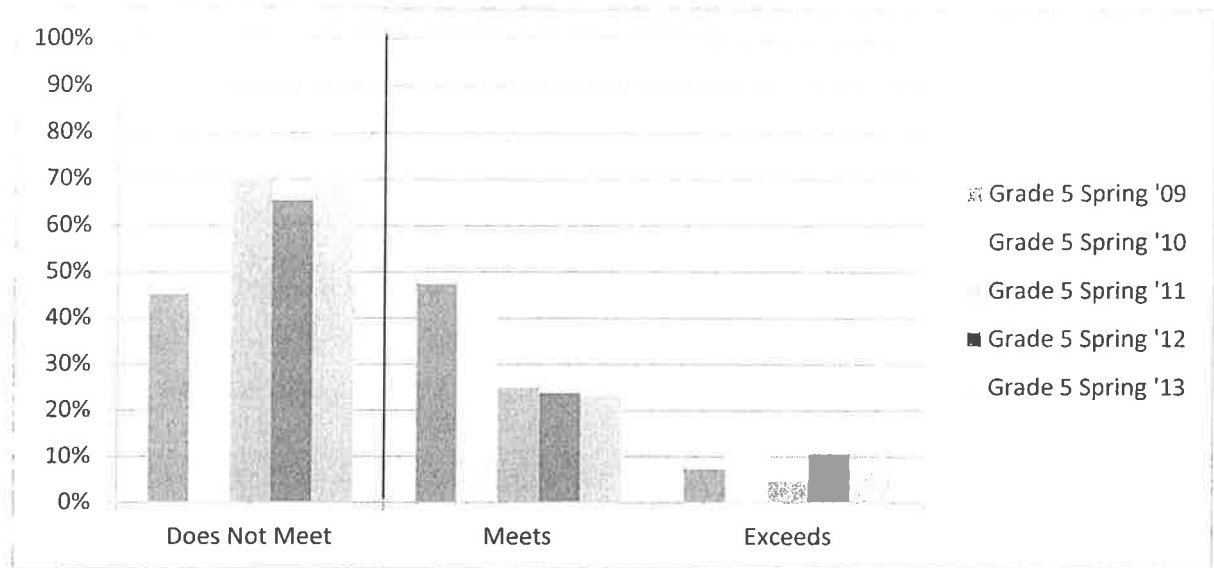


Sheridan School District Student Achievement Data Analysis Record
Assessment Data Observations Page

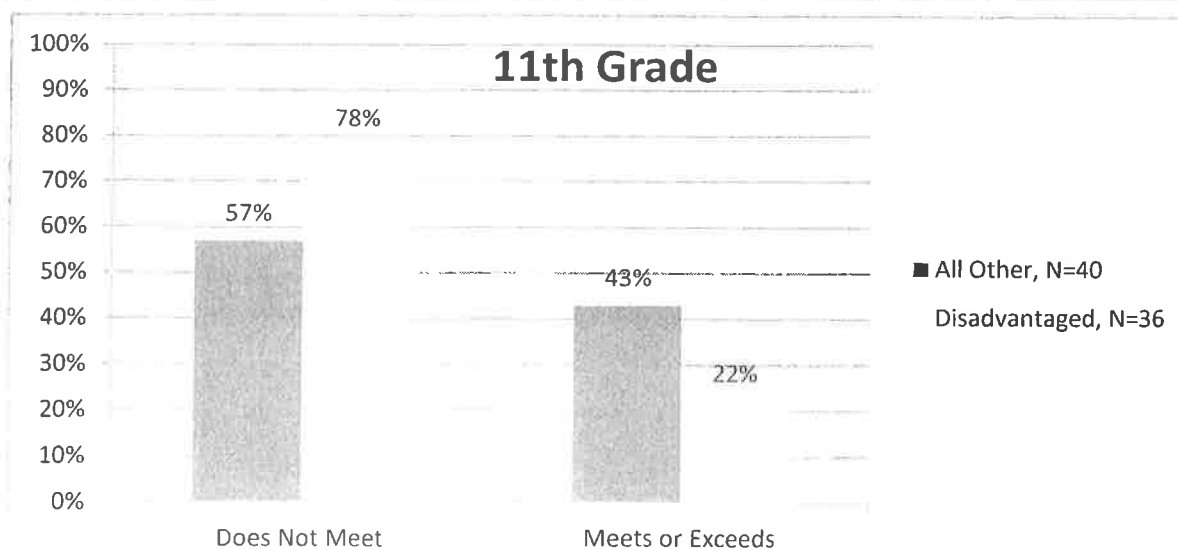
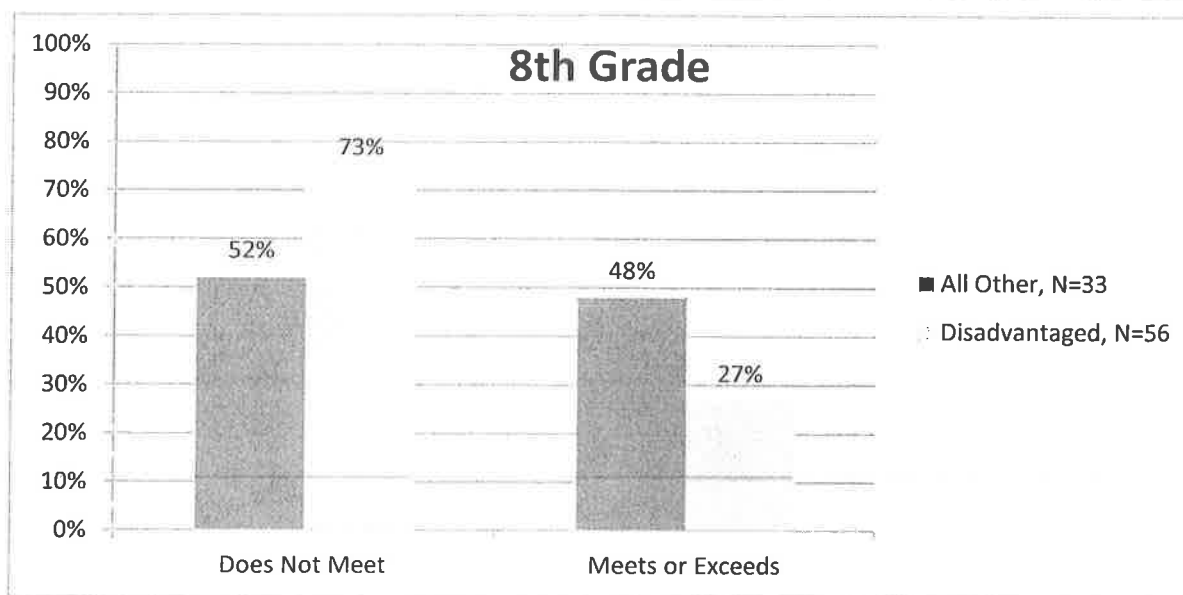
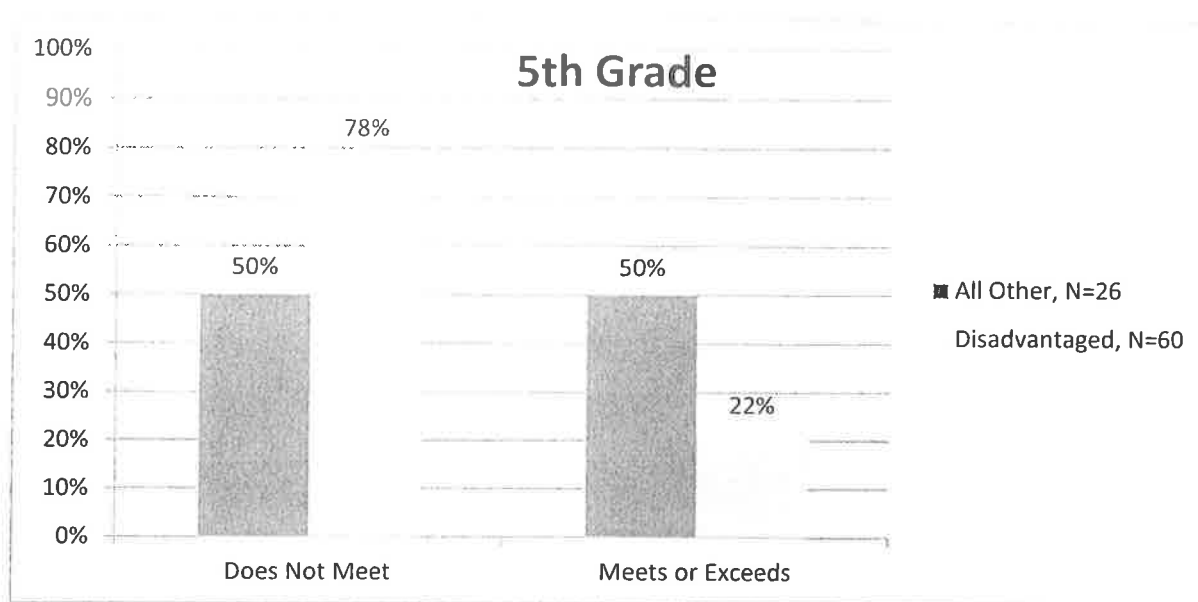
Content Standard: Math Grade Levels K-11 Date March 4, 2014

Name of assessment and definition of "proficient"	OAKS	AIMS	
Proficiency data observations. About what percentage of the students are proficient? Is the trend toward improvement? Are certain grades or cohorts significantly better or worse than others?	62.29 35.14		
Growth Data. What was the growth for low performing, average, and high performing students? Is the gap widening or narrowing?			
Subgroup data over time (gender, ethnicity, SES, ELL). Identify any gaps/differences and whether they are widening or narrowing.			

Sheridan School District
OAKS Math 2009-2013



Sheridan School District 2013 OAKS
Economic Disadvantaged



Math

Aimsweb Growth (Fall to Winter)

Grade Level	Expected Growth	# of Students Making Expected Growth	# Of Students Not Making Expected Growth	% of Students Making Growth Targets	Measure Used
K		NA	NA	NA	
1	11	44	15	75%	M-Comp
2	11	50	11	82%	M-Comp
3	12	45	22	67%	M-Comp
4	4	60	6	91%	M-CAP
5	4	36	26	58%	M-CAP
6	4	46	23	67%	M-CAP
Total		281	103	73%	

47 of 66 Students Reached the Winter Benchmark only 16 in Fall

Sheridan School District Student Achievement Data Analysis Record

Summary Observations and Conclusions Page

<u>Proficiency data summary.</u> About what percentage of the students are proficient? Is the trend toward improvement? Are certain grades or cohorts significantly better or worse than others?	
<u>Growth Data.</u> What was the growth for low performing, average and high performing students? Is the gap widening or narrowing?	
<u>Subgroup data.</u> Identify any gaps/differences and whether they are widening or narrowing.	
<u>Conclusions.</u> What are the major strengths and areas of needed improvement? <i>Considering all the data (overview, prof, & sub-groups)</i>	



Other comments: