



The Pinnacle and Pinnacle Plus Systems from Excelsior Software, Inc. utilizes the powerful reporting capabilities of Crystal Reports™, a world-class report development software application by Business Objects, Inc. This program allows the user to create their own ad-hoc reports as well as modify the many reports provided with the Pinnacle and Pinnacle Plus Systems.

This booklet illustrates just a few of the reports that were custom developed for schools across the nation. Reports may contain multiple languages, school logos, mission statements, stationery watermarks and specialized fonts. All this and more is available to help meet your exacting requirements.

Please browse through the report images. This should give you an appreciation for the customization possibilities and perhaps some ideas for designs you might want to develop to meet your particular needs.

Should you desire assistance with your reports, Excelsior Software, Inc. has a dedicated team of report developers that can design virtually any report to meet your needs. We also offer instruction services that can assist you in developing your own in-house report design capability.

# Custom Report Development

The following list includes just a sampling of the reports that were developed for specific schools. Development fees range from \$200 to \$8,000 based on the complexity of the report. For an estimate of cost to create a customized report for your school, please contact us.

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# District Data Analyzer

The following list includes a small sampling of the analyses that can be

Developed for specific school districts using Excelsior’s District Data Analyzer. The analysis possibilities are infinite with the DDA. For an estimate of cost to create a customized DDA Application for your district, please contact us.

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# Subject Grade Reporting

## All Marking Periods with Canned Comments & Attendance



West Liberty Salem Elementary  
7208 North State Route 68  
West Liberty, OH 43357  
937-465-1060

2001-2002  
School Year

### Interim Progress Report

To the Parent / Guardian of:  
**Johnny Smith**  
PO Box 1234  
West Liberty, OH 43357

Grade: 05  
Student ID: 0123456789

SUBJECT	TEACHER	MARKING PERIOD				Year Avg	COMMENTS
		1	2	3	4		
SPELLING	Daniel Webster	C+ 82	D- 67	F 58	F 58	F 62	13
HANDWRITING	Helen Koller	S	S-	S-	S-	S-	
ENG COMP	Robin Williams	C- 75	D+ 72	F 62	D+ 71	F 64	13 15 21
SCIENCE	Neil Armstrong	D 68	F 61	D- 65	D- 65	D- 65	13 14
SOC STUDIES	Lucille Ball	D+ 71	F 59	F 61	C- 75	D- 65	12 15
STUDY HABIT	Cindy Crawford	N	S-	N	S-	S-	11
BEHAVIOR	Dennis Rodman	S-	S-	S-	S	S-	9
READING	Mr. Rogers	A 100	A 94	A 94	A 99	A 96	10
MATHEMATICS	Albert Einstein	B 87	B 86	B 88	B 88	B 87	7

**NORMAL BREAKPOINTS:**

A - 90-94	C+ - 83-89	O - Outstanding
A- - 81-89	C - 76-74	S - Satisfactory
B - 88-84	D+ - 73-71	M - Needs Improvement
B- - 85-83	D - 70-68	U - Unsatisfactory
	D- - 67-65	
	F - 64 or below	

**ATTENDANCE**

MARKING PERIOD	1	2	3	4
DAYS ABSENT	0	2	0	1
TIMES TARDY	2	3	3	4

- COMMENTS KEY:**
- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Works very hard              | 12. Lacks initiative            |
| 2. Confident, cooperative       | 13. Incomplete assignments      |
| 3. Good attitude                | 14. Low ability scores          |
| 4. Improving                    | 15. Little effort               |
| 5. Uses time wisely             | 16. Talkative                   |
| 6. Shows responsibility         | 17. Does not follow rules       |
| 7. Works well independently     | 18. Does not follow directions  |
| 8. Consistent good study habits | 19. Disruptive                  |
| 9. Works positively with others | 20. Inattentive in class        |
| 10. Works beyond requirements   | 21. Missing or late assignments |
| 11. Capable of doing better     |                                 |

Parents Signature: \_\_\_\_\_  
Comments Requested: \_\_\_\_\_ Please Phone: \_\_\_\_\_

## All Marking Periods with Conduct, Comments & Detailed Attendance



Star City Middle School  
2 Second Street  
Star City, AR 71000  
123-456-7890

2004-2005  
School Year

### Report Card

Student Name: JIMMY SMITH Student ID: 123456789 Grade: 03 Quarter: 1

SUBJECT	TEACHER	MARKING PERIOD				Year Avg	CONDUCT	COMMENTS
		1	2	3	4			
1 MATH	JONES, J	D 68				68		
2 LANGUAGE ARTS	BROWN, B	B 87				87		
3 SCIENCE	DAVIS, B	A 94				94		
4 SOCIAL STUDIES	THOMAS, S	B 86				86		
5 REG. MARCH BAND	PEPPER CORNS							
6 TOOLS FOR LEARN	WASHINGTON, J							

LEVELS OF PERFORMANCE		COMMENT KEY	
A - Peak Performance (Highest Advanced Proficient)	90 - 100	17. Absent Conference Required	25. Poor Learning Style
B - Advanced Proficient	80 - 89	18. Not Completing Assignments	26. Fails To Turn In Homework
C - Proficient	70 - 79	19. Tardiness Assignments In Late	27. Incomplete Participation/Work
D - Partially Proficient	60 - 69	20. Absent In Class/Activities	28. Student Not Showing Improvement
F - Not Proficient	Below 60	21. Not Working To Capacity	29. Student Not Showing Improvement
		22. Communication Skills Need Work	30. Classroom Disruptive To Class
		23. Not Meeting Academic Standards	31. Expects Nothing From Others
		24. Does Not Pay Attention In Class	32. Student Struggles In Class
		25. Student Not Grading On Line	33. Grade Based On Partial Participation
		26. Class Work Needs Improvement	34. Refuses To Participate
		27. Student Not A Good Student	35. Refuses To Read
		28. Needs To Correct Technique	
		29. Refuses To Participate	

**Attendance**

Course	Qtr 1		Qtr 2		1st Sem		Qtr 3		Qtr 4		2nd Sem	
	P	A	T	P	A	T	P	A	T	P	A	T
1 MATH												
2 LANGUAGE ARTS												
3 SCIENCE												
4 SOCIAL STUDIES												
5 REG. MARCH BAND												
6 TOOLS FOR LEARN												

P = Present A = Absent T = Tardy

All Marking Periods Six Weeks



**WhiteOak Middle School**  
 22784 Hwy 59  
 Porter, Tx 77365  
 281-354-4137  
 PRINCIPAL: MIKE ROWESOFF

**GRADE REPORT**

<b>STUDENT ID</b> 0123456789	<b>STUDENT NAME</b> LOIS DENOMINATOR	<b>GRADE</b> 07	<b>BUILDING</b> 41
<b>HOMEROOM</b> 112 - Mr. Rogers	<b>MARKING PERIOD</b> 6	<b>SCHOOL YEAR</b> 2002-2003	<b>DATE PRINTED</b> 5-26-2003

COURSE	TEACHER	MARKING PERIOD INFORMATION											
		1	2	3	EX	51	4	5	6	EX	52	FDIAL	
1 INTRO SPANISH	PONCE DE LEON						63	58	56		59	50	
2 MATH 7B	JOHANNES KEPLER	73	75	65	73	71	68	73	64	68	68	70	
3 ENGLISH 7B	CHARLES DICKENS	72	73	73	62	71	50	54	50	83	56	64	
4 PHY'S ED 7B	JESSE VENTURA	92	75	80	100	85	88	74	78		80	83	
5 TX HISTORY 7B	DAVY CROCKETT	66	57	65	85	66	63	51	58		57	62	
6 READING 7	JANE AUSTEN	50	54	50	42	50	50	55	50	42	50	50	
7 L.SCIENCE 7B	THOMAS EDISON	68	72	65	77	70	52	50	55	52	52	61	

**GRADING SCALE**

A = 90 - 100  
 B = 80 - 89  
 C = 75 - 79  
 D = 70 - 74  
 F = BELOW 70

Yearbook signing will take place in the cafeteria on Thursday.

Lockers must be thoroughly cleaned out by June 4th.

PARENT CONNECTION  
 354-1912

DAILY ATTENDANCE		
DESCRIPTION	CURRENT	YTD
ABSENCES		
TARDES		

Single Marking Period Dual Data with Cut Line



**Monarch High School**

Interim Report

Date: 2/21/2005

Student Name: SMITH, JOHNNY Student ID: 123456789 Grade: 09 Quarter: 1

Dear Parent/Guardian: Please sign and return bottom portion to school tomorrow.

SUBJECT	TEACHER	GRADE	ATTENDANCE				BEHAVIOR	COMMENTS
			EX AB	UN AB	EX T	UN T		
ART/2-D COMP 1	ANNIE HALL							
ENGLISH I	HARRY HARRISON							
ERTH/SPA SCI ION	CHRIS CROSS	B						
CRIT THINK SKLS	KAY KITTY	A						

**GRADING CODE:**

A - Superior Progress 90 - 100  
 B - Commendable Progress 80 - 89  
 C - Average Progress 70 - 79  
 D - Below Average Progress 60 - 69  
 F - Failure 0 - 59  
 I - Incomplete Academic work to be completed before credit is awarded

**BEHAVIOR CODE:**

S - Satisfactory  
 U - Unsatisfactory  
 N - Needs Improvement

**COMMENTS CODE:**

1 - Unacceptable academic work  
 2 - Satisfactory academic work  
 3 - Not working as potential  
 4 - Needs to complete homework/classwork and/or make-up work  
 5 - Does not show out for physical education  
 6 - Low test scores  
 7 - Does not use class time wisely  
 8 - Excessive absences  
 9 - Does not make up tests/treatments in allotted time  
 10 - Conference requested by teacher (please call 123-456-7800 for an appointment)

**ATTENDANCE CODE:**

EX AB - Extended Absence  
 UN AB - Unexcused Absence  
 EX T - Excused Tardy  
 UN T - Unexcused Tardy

**Monarch High School Interim Report - Receipt**

Date: 2/21/2005

Student Name: SMITH, JOHNNY Student ID: 123456789 Grade: 09 Quarter: 1

SUBJECT	TEACHER	GRADE	ATTENDANCE				BEHAVIOR	COMMENTS
			EX AB	UN AB	EX T	UN T		
ART/2-D COMP 1	ANNIE HALL							
ENGLISH I	HARRY HARRISON	A						
ERTH/SPA SCI ION	CHRIS CROSS	B						
CRIT THINK SKLS	KAY KITTY	A						

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

It is the student's responsibility to see that this form is completed and returned.

Date: \_\_\_\_\_

## All Marking Bilingual Report



**Palmetto Middle School**  
1090 First Street  
Miami, Florida 33009  
123-456-7899

Mr. Paul B. O'Neil, Principal  
paul@palmetto.k12.fl.us

### INTERIM PROGRESS REPORT / REPORTE INTERINO DE PROGRESO ACADÉMICO

Student Name Nombre del Estudiante	Grade Grado	Student ID Número de ID	Grading Period Período de calificaciónes	Date Fecha
JOHNNY APPLESEED	06	1234567	2	1/9/2005

Period Período	Course Curso	Teacher Maestro(a)	Grade Nota	Effort Esfuerzo	Absences Ausencias	Tardies Tardanzas	Comments Comentarios
00	ADVISEMENT	BOARD B			0	0	
01	MJ Lang Arts I	HAMMER J	C		2	0	
02	MJ Exp Wheel 1	STEIN F	B		3	0	
03	MJ Comp Phys	TEMPLE S	B		2	0	
04	MJ World Geog	BEAQUE B	D		3	0	
05	MJ Comp Sci I	GATES S	C		4	0	
06	MJ Math I Adv	COLE B	C		4	0	

ACADEMIC / CONDUCT GRADE KEY  
CLAVE DE NOTAS ACADÉMICAS / CONDUCTA

A. Excellent / Sobresaliente  
B. Good / Notable  
C. Satisfactory / Satisfactorio  
D. Below Average / Promedio bajo  
F. Failing / Suspenso

EFFORT GRADE KEY  
CLAVE DE NOTAS DE ESFUERZO

1. Satisfactory / Satisfactorio  
2. Borderline / En peligro  
3. Unsatisfactory / Insatisfactorio

#### COMMENT KEY / CLAVE DE COMENTARIOS

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>Continue good work / Continúa el buen trabajo</li> <li>Much improvement shown this grading period<br/>Ha mejorado mucho este período de calificaciónes</li> <li>Is very self-directive, works independently<br/>Se dirige por sí mismo, trabaja independientemente</li> <li>Puts forth maximum effort, very cooperative<br/>Hace el máximo esfuerzo; coopera en todo</li> <li>Shows excellent class attitude<br/>Muestra excelente actitud en el aula</li> <li>Well prepared for class / Viene a clase bien preparado</li> <li>Low test scores / Notas bajas en los exámenes</li> <li>Unprepared for class / No viene preparado a la clase</li> <li>Does not complete class assignments<br/>No termina los trabajos de clase</li> <li>Does not complete homework / No termina las tareas</li> </ol> | <ol style="list-style-type: none"> <li>Does not participate in class / No participa en clase</li> <li>Does not make up work when absent<br/>No hace el trabajo que pierde por ausencias</li> <li>Is restless, has difficulty concentrating<br/>Inquieto; tiene dificultad en concentrarse</li> <li>Disrupts the learning environment<br/>Interrumpe el proceso de aprendizaje</li> <li>Absences/tardies seriously affected progress and may result in final grade being withheld.<br/>Sus ausencias/tardanzas afectan seriamente su progreso y posiblemente no recibe una nota académica.</li> <li>Please call the instructor / Favor llamar al maestro</li> <li>A parent-teacher conference is requested<br/>Se ruega una conferencia con el/a maestro(s)</li> <li>See attached / Ver adjunto</li> </ol> |
|--|---|

Parent Signature / Firma del padre/madre

## Tri Language Report



**M. A. Milam K-8 Center**  
6020 W 16th Avenue  
Hialeah, FL 33012  
305-822-0301

### INTERIM PROGRESS REPORT / REPORTE INTERINO DE PROGRESO ACADÉMICO / RAPÒ PWOGRÈ PWOVIZWA

The Interim report is formal notification of your child's progress / El Reporte Interino es una notificación formal del progreso de su hijo/a  
/ Rapò Pwovizwa a se notifikasyon formal progès pitit ou a

Student Name Nombre del/la estudiante Non Elib la	Grade Grado Ane Eskolè	Student ID Número de ID Nimero ID Elib la	Grading Period Período de Calificaciónes Periyòd Kanè a	Date Fecha Dat
JONATHAN CASPER	05	100039	1	01/27/2006

Period Período	Course Curso	Teacher Maestro/a Pwofèsò	Grade Calificación Ane Eskolè	Absences Ausencias	Tardies Tardanzas Rata	Comments Comentarios Kòmantò	Signature Firma Siyas
01	Language Arts	GREEN, COLLARD	B	0	0		
02	Reading	GREEN, COLLARD	B	0	0		
02	Mathematics	QUAMER, OTIS	A	0	0		
02	Science	LANCHE, AYA	B	0	0		
03	Social Studies	LANCHE, AYA	A	0	0		
03	Art	BALL, KRISTAL	B	0	0		
04	Music	NIJTT, HAZEL	A	0	0		
05	Physical Education	POPPIN, MARY		0	0		
07	Spanish for Spanish Speakers	ADAM, ALLANA	B	0	0		

ACADEMIC GRADE KEY  
CLAVE DE CALIFICACIONES  
SIVIFIKASYON NÒT AKADÈMIK YO

- A - Outstanding Progress / Progreso sobresaliente / Progès Ekstèn  
B - Above Average Progress / Progreso que supera al promedio / Progès pi Wo Mwayèn  
C - Average Progress / Progreso promedio / Progès Mwayèn  
D - Lowest Acceptable Progress / Mínimo progreso académico aceptable / Progès pi Ba ki Aseptab  
F - Failure / Desaprobado / Pa Pase

Comments	Comentarios	Kòmantò

Student Signature / Firma del/la estudiante / Siyas Elib	Parent Signature / Firma del padre/la madre / Siyas Paran	Date / Fecha / Dat
--	---	--------------------

Required for grades 6-12 only  
Solamente se requiere para los grados del 6 al 12  
Pou 6 - 12 yèm an eskolè sèlman

Conference Requested by Parent  
 Conferencia solicitada por el padre/la madre  
Paran Mandè Konferans

## Grade Report with Assignment Details

Daniel Boone High School  
500 Chester Street  
Birdsboro, PA 19008

Student Detail Report  
1st Quarter  
11/11/2004

WILEY COYOTE

Student ID: 12345

Grade: 09

### Grade Detail

Course Descriptions	Period	Quarter:			
		Q1	Q2	Q3	Q4
<b>GERMAN I</b>	1	A 98.0			
<b>Assignments:</b>					
Numbers Qtr 0-30	A	Homw - p. 10 Ex. 6	A	Alphabet Qtr	A
Numbers and Color Qtr	A	Worksheet #7 Conversation	A	Homw - p. 14 Ex. 9	A
Homw - Worksheet #7	A	Homw - p. 10 Ex. 10	A	Homw - p. 14 Ex. 8	A
Days, Months, Seasons Qtr	A	Intro Vocab. Qtr	B		
<b>Comments:</b>					
Q1: Works Well Independently - Demonstrates Exceptional Ability					
<b>BIOSYS &amp; TECH</b>	2	C 79.0			
<b>Assignments:</b>					
3 ring binder	A	Signed LabBook	A	Cover Book	A
Prep Qtr 0-2	A	Qtr Ch 1 Start 5	B	Chapter 2 Section 1 worksheet	A
Extra Credit - Parents Attend Open House	A	Watch Video	A	Chapter 1 Section 2 Qtr	A
Chapter 1 Test	B	Chapter 2 Section 1 Qtr	X	Solve Ten problems	A
Exam Qtr	C	BIOSYS Technology Article	Z	Completed Puzzle	
Qtr on Sales Tax	B	Qtr Presentation on Economic markets	C	Paragraph - National Goals	A
Advertisement	F	BIOSYS Technology Article	A	Chapter Review Homework p. 30	F
Test Chapter 2	F	BIOSYS Technology Article	A	Homework Section Review Ch. 2 Sec. 1	A
<b>APPL OF BIOLOGY</b>	3	C 78.0			
<b>Assignments:</b>					
BIOL & POINTS	F	Homework First 102	A	Book and Notebook	A
Q&A - Chapter 1 Vocabulary	A	Scientific Method Assignment	A	TEST: Chapter 1 - Biology Intro	B
2.1 Note p. 1 -	A	TEST: Chapter 2 - Ecology	F	3 - Vocabulary & Hand Puzzle	C
3 - Vocabulary Lists	Z	3 - Community Assignment		3 - 3 in the News	
TEST - 3 Communities	F	Notebook	F		
<b>MULTIMEDIA</b>	5	B 87.0			
<b>Assignments:</b>					
Completed Journal	B	Search engine presentation	A	Mr. Potato Head	B
Posterize project		Powerpoint research project	B		
<b>HUMANITIES</b>	6	D 70.0			
<b>Assignments:</b>					
Reading	A	Enlightenment Qtr	D	Ch 1 Review Game	
Ch 1 Test Enlightenment	D	Final Feedback-HW	A	Revolutions in Paris Video	A
Marie Antoinette Video	A	Grade Sheet	A	Ch 2 End of an Era 55	
Ch 2 Test French Revolution	F	Blue & White Qtr		1st Quarter History Debate	
Ch 3 Short on Leads the New Class Act	D	Industrial Rev Packet	A	Ch 3 Test Intro	F
Ch 4 To the Banqueting Hall	A				
<b>SKILLS FOR LIFE</b>	7	B 84.0			
<b>Assignments:</b>					
Chapter 3 Values	A	Chapter 4 Goals	B	Chapter 5 Decisions	A
Chapter 4 Communications	A	Chapter 3 Peer Pressure Qtr	B	Identity	D
Constant Letter	A	Topic Test	A	Consumerism Homework	Z
Consumerism Project	B	Sewing Progress Paper	C		

Page 1 of 2

## Grade Reports with Missing Assignments



Cardinal

Elizabeth Middle School

Ebert County School District C-1  
1000 Elizabeth Street  
Elizabeth, CO 80100

D. Paul B. Orion  
Principal

Ms. Krystal Clear  
Asst. Principal

Phone: 303-123-4567  
Web Site: http://elizabeth.k12.com

Fax: 303-123-4560

Johnny Appleseed

Student ID: 12345

Grade: 06

Progress Report	5th Six Weeks		04/27/2005	
Course Description	Period	Teacher	Grade	Missing Assignments
Homeroom 6	01	Powers, Max		
Integrated Math 6	02	Rud, Cliff	B+	88.00 Extra Assign. 8-2 Extra Extra Assignment 2-7 Warmup-Extra
Explore Sci & SS 6	03	Rowoff, Mike	C+	79.00
Language Arts 6	06	Peep, Beau	B-	81.00
PE-Health-PE 6	07	Brown, Buster	A	97.70
Exp. Tech 6	07	Time, Justin	A-	92.50 Final Sketch



Sibley East

Weekly Progress Report

Student: **Daisy Flower** Grading Period: **Q2/T1**  
Grade: **7th Grade** For the Week of: 11-07-2006 to 11-11-2006

Parents: Please look at your child's grades/academic progress for this week and sign below. If you have questions or concerns about any of the grades or missing assignments listed below, please contact the teacher or the Junior High office.

Period	Course	Teacher Name	Teacher Phone	Teacher Email	Grade
2	Science 7	Dellons, Dan			95.00 A
Missing Assignments (Over Date, Description): No Missing Assignments					
4	FACS 7	Denominator, Lois			83.00 B
Missing Assignments (Over Date, Description): No Missing Assignments					
5	Geography 7	Ranger, Forrest			
Missing Assignments (Over Date, Description): No Missing Assignments					
7	Word Proc 7	Mess, Ina			58.00 F
Missing Assignments (Over Date, Description):					
1.	11/07/2005	Lesson 23 Enrichment, page 45	2	2.	11/07/2005 Lesson 250, page 45
3.	11/09/2005	Lesson 33C, page 59	2	4.	11/09/2005 Lesson 358, page 61
8	English 7	Clear, Crystal			35.00 F

## Grade Labels

Agosti, DI		Grade 8	Teacher: Edna Armstrong
BIOLOGY	A	COMPUTER SYSTEMS	A
SOCIAL STUDIES - 8th Grade	A	ELECTRICAL BASICS	A
US HISTORY - 8th Grade	A	PLAY PRODUCTIONS	C
WORLD GEOGRAPHY - D	A	CONSUMER MATH	A
HEALTH - 8th Grade	A	LANGUAGE ARTS - 8th B	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Artison, DI		Grade 8	Teacher: George Boade
BIOLOGY	B	ELECTRICAL BASICS	A
SOCIAL STUDIES - 8th Grade	A	FILM STUDIES	A
US HISTORY - 8th Grade	B	FIRST AID	B
WORLD GEOGRAPHY - A	A	PRE-ALGEBRA	A
HEALTH - 8th Grade	B	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	B		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Amin, Cyn		Grade 8	Teacher: George Boade
BIOLOGY	B	COMPUTER SYSTEMS	A
SOCIAL STUDIES - 8th Grade	B	ELECTRICAL BASICS	A
US HISTORY - 8th Grade	B	FILM STUDIES	
WORLD GEOGRAPHY - A	A	CONSUMER MATH	
HEALTH - 8th Grade	D	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	B		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Baucke, Dee		Grade 8	Teacher: George Boade
BIOLOGY	B	COMPUTER SYSTEMS	C
SOCIAL STUDIES - 8th Grade	B	ELECTRICAL BASICS	A
US HISTORY - 8th Grade	D	FILM STUDIES	
WORLD GEOGRAPHY - A	A	CONSUMER MATH	
HEALTH - 8th Grade	C	LANGUAGE ARTS - 8th B	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	B		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Ander, Cory		Grade 8	Teacher: George Boade
BIOLOGY	A	ELECTRICAL BASICS	A
SOCIAL STUDIES - 8th Grade	A	FILM STUDIES	A
US HISTORY - 8th Grade	A	FIRST AID	A
WORLD GEOGRAPHY - A	A	PRE-ALGEBRA	A
HEALTH - 8th Grade	B	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Beene, Java		Grade 8	Teacher: George Boade
BIOLOGY	C	ELECTRICAL BASICS	A
SOCIAL STUDIES - 8th Grade	A	FILM STUDIES	A
US HISTORY - 8th Grade	A	FIRST AID	C
WORLD GEOGRAPHY - A	A	PRE-ALGEBRA	A
HEALTH - 8th Grade	B	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	C		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Andjerys, Ben		Grade 8	Teacher: George Boade
BIOLOGY	B	COMPUTER SYSTEMS	B
SOCIAL STUDIES - 8th Grade	B	ELECTRICAL BASICS	A
US HISTORY - 8th Grade	C	FILM STUDIES	
WORLD GEOGRAPHY - A	A	CONSUMER MATH	
HEALTH - 8th Grade	C	LANGUAGE ARTS - 8th B	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Bian, Carra		Grade 8	Teacher: Edna Armstrong
BIOLOGY	A	COMPUTER SYSTEMS	B
SOCIAL STUDIES - 8th Grade	A	ELECTRICAL BASICS	A
US HISTORY - 8th Grade	A	PLAY PRODUCTIONS	C
WORLD GEOGRAPHY - D	A	CONSUMER MATH	A
HEALTH - 8th Grade	B	LANGUAGE ARTS - 8th B	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Arrator, Jenn		Grade 8	Teacher: Edna Armstrong
BIOLOGY	A	ELECTRICAL BASICS	A
SOCIAL STUDIES - 8th Grade	A	FIRST AID	A
US HISTORY - 8th Grade	A	PLAY PRODUCTIONS	A
WORLD GEOGRAPHY - A	A	PRE-ALGEBRA	A
HEALTH - 8th Grade	A	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	A		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

Boose, Kay		Grade 8	Teacher: George Boade
BIOLOGY	D	ELECTRICAL BASICS	A
SOCIAL STUDIES - 8th Grade	D	FILM STUDIES	B
US HISTORY - 8th Grade	A	FIRST AID	A
WORLD GEOGRAPHY - A	A	PRE-ALGEBRA	A
HEALTH - 8th Grade	B	LANGUAGE ARTS - 8th A	
PHYSICAL EDUCATION	A		
BAND	A		
DRAWING AND DESIGN	B		
		Attendance	Total
		Days	0.0
		Times Tardy	0.0
2005-2006 Promoted   Placed   Retained			

## Class Grade Summary Report

### EXCELSIOR MIDDLE SCHOOL - Progress Report Summary

Period	Homeroom Teacher	Date	Marking Period
01	Mr. Smith	Wednesday, September 18, 2002	1

Student, ID	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
MIKE ROWESOF 121212	M0 CIVICS Mr. Smith C+	M0 MATH 2 Mrs. Jones A	M0 INTRO COMPU Mr. Wilson F	M0 LANG ARTS 2 Mr. Jones C+	M0 PHYSICAL FI Mrs. Wilson B	M0 COMP SCIENC Mrs. Smith C
CRYSTAL BALL 131313	M0 CIVICS Mr. Smith B-	M0 LANG ARTS 2 Mr. Jones C-	M0 PHYSICAL FI Mrs. Wilson F	M0 INTRO COMPU Mr. Wilson C+	M0 MATH 2 Mrs. Jones A	M0 COMP SCIENC Mrs. Smith C
ADAM BAUM 141414	M0 CIVICS Mr. Smith B+	M0 MATH 2 Mrs. Jones C+	M0 PHYSICAL FI Mrs. Wilson C-	M0 COMP SCIENC Mrs. Smith B+	M0 LANG ARTS 2 Mr. Jones C	M0 INTRO COMPU Mr. Wilson D+
JIM SHUES 151515	M0 CIVICS Mr. Smith F	M0 COMP SCI 2 Mrs. Smith D+	M0 INTRO COMPU Mr. Wilson F	M0 MATH 2, ADV Mrs. Jones D+	M0 PHYSICAL FI Mrs. Wilson C-	M0 LANG ARTS 2 Mrs. Jones C
OPHELIA PAYNE 161616	M0 CIVICS Mr. Smith C+	M0 LANG ARTS 2 Mr. Jones A	M0 PHYSICAL FI Mrs. Wilson F	M0 INTRO COMPU Mr. Wilson D	M0 COMP SCIENC Mrs. Smith D+	M0 MATH 2 Mrs. Jones A-
SHANDA LEAR 171717	M0 CIVICS Mr. Smith A	M0 LANG ARTS 2 Mrs. Smith C+	M0 COMP SCI 2 Mrs. Smith F	M0 MATH 2, ADV Mrs. Jones D	M0 PHYSICAL FI Mrs. Wilson B	M0 INTRO COMPU Mr. Wilson B+
WARREN PEACE 181818	M0 CIVICS Mr. Smith C+	M0 INTRO COMPU Mr. Wilson D+	M0 PHYSICAL FI Mrs. Wilson A-	M0 COMP SCIENC Mrs. Smith C+	M0 LANG ARTS 2 Mr. Jones C-	M0 MATH 2 Mrs. Jones B-
AVA LANCHE 191919	M0 CIVICS Mr. Smith F	M0 COMP SCI 2 Mrs. Smith F	M0 PHYSICAL FI Mrs. Wilson C	M0 MATH 2, ADV Mrs. Jones B-	M0 INTRO COMPU Mr. Wilson D+	M0 LANG ARTS 2 Mrs. Jones C
BILL BOARD 212121	M0 CIVICS Mr. Smith A-	M0 COMP SCI 2 Mrs. Smith D+	M0 PHYSICAL FI Mrs. Wilson B+	M0 MATH 2, ADV Mrs. Jones B-	M0 INTRO COMPU Mr. Wilson D+	M0 LANG ARTS 2 Mrs. Jones C
JENN ETICKODE 313131	M0 CIVICS Mr. Smith A-	M0 COMP SCI 2 Mrs. Smith C	M0 INTRO COMPU Mr. Wilson D+	M0 LANG ARTS 2 Mr. Jones B+	M0 MATH 2 Mrs. Jones D+	M0 PHYSICAL FI Mrs. Wilson F
PAIGE TURNER 414141	M0 CIVICS Mr. Smith B+	M0 MATH 2 Mrs. Jones A	M0 LANG ARTS 2 Mr. Jones A	M0 INTRO COMPU Mr. Wilson A-	M0 COMP SCIENC Mrs. Smith B+	M0 PHYSICAL FI Mrs. Wilson B
BARB DWYER 515151	M0 CIVICS Mr. Smith B+	M0 INTRO COMPU Mr. Wilson A-	M0 PHYSICAL FI Mrs. Wilson D+	M0 LANG ARTS 2 Mr. Jones A	M0 COMP SCIENC Mrs. Smith C+	M0 MATH 2 Mrs. Jones A-
DICK SHUNAIRY 616161	M0 CIVICS Mr. Smith B-	M0 INTRO COMPU Mr. Wilson A-	M0 MATH 2 Mrs. Jones B	M0 COMP SCIENC Mrs. Smith B	M0 COMPU APPLI Mr. Wilson B-	M0 LANG ARTS 2 Mrs. Jones A-





Standards Based Grade Reporting  
Elementary Reports

**WORK HABITS**

I Am Cooperative	1	2	3	4
I Know And Follow The Rules	1	2	3	4
I Work And Play Well With Others	1	2	3	4

**ATTENDANCE RECORD**  
*Regular Attendance Is Necessary For Success*  
*Make Possible Greater Progress*

Days Absent	1	2	3	4
Times Tardy	0			

Sign. 1st Marking Period: \_\_\_\_\_  
2nd Marking Period: \_\_\_\_\_  
3rd Marking Period: \_\_\_\_\_  
Year Child Will Be In Grade: \_\_\_\_\_ Next Year: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Parent Requests Conference	1	2	3
Teacher Requests Conference			

PLEASE REVIEW THIS PROGRESS REPORT WITH YOUR CHILD  
BE GENEROUS WITH YOUR PRAISE

**Kindergarten**  
*Progress Report*

Student Name: Smith, Johnny  
School: Cambria Heights Elementary Year: 2001-2002  
Teacher: Osby, Ann L.

Two Page Bi-Fold Report Card with Pictures

**EXPLANATION OF MARKS**

G = Good    S = Satisfactory    I = Improvement Needed  
S = Improvement Showing But More Practice Needed

I Pay Attention During Class Instruction	1	2	3	4
I Respond to Good Personal Input	1	2	3	4
I Work Carefully And Neatly	1	2	3	4
I Complete Work In A Timely Manner	1	2	3	4
I Follow Instructions	1	2	3	4
I Respond Appropriately	1	2	3	4

**My I CAN SKILLS**

I Can Say The Pledge Of Allegiance  
I Can Name The Colors  
I Can Give My Address  
I Can Give My Telephone Number  
I Can Name the Days of The Week  
I Can Distinguish Left And Right  
I Can Cut On A Line  
I Can Print My Name Properly

**MATH READINESS**

I Can Count To...	5	6	7
I Can Recognize Numbers To...	12	13	
I Can Write Numbers Properly	5	6	7
I Can Name Shapes	Circle Square Rectangle		

**READING READINESS**

I Can Identify Capital Letters That Have Been Taught	A B C D
I Can Identify Lower Case Letters That Have Been Taught	a b c d
I Can Recognize Beginning Sounds That Have Been Taught	fish

## Standard Linear Formats

Student Name: **Smith, Johnny**      StudentID: 123456      Gender: F      Teacher: Mr. Jones      Grade: 04      Term: 2      Period Ending: 2/22/2003      School Year: 2002-2003



**Keet Gooshi Heen  
Elementary School  
307 Kashevaroff  
Sitka, AK 99835**

(Reading, Math, Language)  
Grade Level Status:  
+ Above Grade Level  
= At Grade Level  
- Below Grade Level  
M Modified Instruction at a Different Academic Level

(Effort, Social Studies, Science)  
Effort:  
O Outstanding  
S Satisfactory  
N Needs More Effort

(Standards and LEO Skills)  
Performance Levels:  
4 Advanced Application of Standard  
3 Skilled Mat  
2 Making Progress  
1 Concerned W/ Progress  
M Modified Instruction at a Different Academic Level

Subject / Standard	1st TRI	2nd TRI	3rd TRI
<b>WRITING</b>	=	=	
Effort	S	O	
<b>Composition</b>			
writes 2 well developed paragraphs about a topic	2		
writes using a variety of purposes and forms		4	
<b>Editing/Proofreading</b>			
edits for capitalization and punctuation	3		
identifies sentence errors and combines sentences		4	
spells correctly in writing	3	3	
spells 400 most common words	4	4	
spelling programs	3	4	
<b>Grammar</b>			
identifies subject/verb agreement and tense	3	3	
identifies parts of speech	2	3	
identifies paragraph conventions	2	3	
revises work for clarity	3	3	
<b>Handwriting</b>			
writes legibly	3	3	
<b>Reference</b>			
uses resources	3	4	
<b>READING</b>	=	=	
Effort	S	N	
<b>Decoding</b>			
uses word attack skills to read	3	2	
reads fluently	3	3	
<b>Comprehension</b>			
infers meaning from text	3	3	
uses a variety of strategies to comprehend text	3	3	
<b>Application</b>			
locates evidence to support main idea	4		
follows written multi-step directions	1	1	
identifies basic story elements	4	3	
makes connections	2	2	
summarizes events in sequence	2	3	
expresses opinion and supports with textual evidence	3	3	
<b>MATH</b>	=	=	
Effort	S	S	
<b>Numeration</b>			
knows place value to 1,000,000		2	
rounds to 10	3		
<b>Measurement</b>			
uses weight, length and volume			
finds elapsed time			

Page 1 of 2



Laramie County School District Number 1  
Dilline Elementary - David Bartlett, Principal  
School Year: 2005-2006 Official Progress Report

Student Name: Davis, Miles  
Grade Level: 1  
Print Date: 2/9/2006

*This report is based on a combination of your child's academic & social growth as compared with established standards. For more information contact your child's school.*

Rubric:	Behaviors that Support Learning:	Subtopics Will Be Marked:				
4 - Advanced 3 - Proficient 2 - Basic 1 - Below Basic	4 - Always 3 - Most of the time 2 - Some of the time 1 - Seldom / not at this time	+ - Excellent work & understanding - No mark indicates satisfactory progress * - Needs Improvement				
<i>An asterisk * by the grade indicates special education grade or modified curriculum</i>			<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Writing</b>	Clear, Crystal		2	3		
<b>Listening</b>	Clear, Crystal		4	4		
<b>Speaking</b>	Clear, Crystal		3	3		
<b>Reading</b>	Clear, Crystal		3	3		
Applies reading strategies to meaning using a variety of fiction and non-fiction materials						
Self-selects appropriate reading materials						
Reads for a sustained period each day						
Uses comprehension strategies to make meaning						
<b>Mathematics</b>	Clear, Crystal		3	3		
Demonstrates an understanding of math concepts						
Uses computational strategies accurately						
Communicates mathematical reasoning through speaking, writing, and symbols						
<b>Science Conceptual</b>	Clear, Crystal		3	3		
<b>Science Inquiry</b>	Clear, Crystal		3	3		
<b>Health</b>	Clear, Crystal		3	3		
<b>Social Studies</b>	Clear, Crystal		3	3		
<b>Physical Education</b>	Dover, Skip		3	4		
<b>Art</b>	Major, Art		3	3		
<b>Music</b>	Tune, Cam		3	3		
<b>Behaviors that Support Learning</b>	Clear, Crystal					
Uses legible writing			4	4		
Demonstrates organizational skills			4	4		
Seeks help when needed			3	4		
Makes responsible choices			4	4		
Displays self-control			4	4		
Follows directions			4	4		
Respects people and property			4	4		
Demonstrates a curiosity and desire to learn			4	4		
<b>Writing Day</b>		<b>STAR Reading Test</b>				
Spring		Spring				
<b>Attendance</b>			<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Days Present			44.0	41.0		
Days Absent AM			0.0	0.5		
Days Absent PM			0.0	0.5		
Days Tardy			0.0	0.0		

Page 1 of 2

Linear Format with Comments on the Side

Spanish Grade Card



**Report Card**  
2004-05 School Year  
Grade Level K-2

Fort Osage School Dist.  
1 First Street  
Independence, MO 64345  
123-456-7890

Student: **SMITH, JIMMY**  
Student ID: 454321  
Homeroom: MS. JOHNSON

Principal:  
Counselor: STAFF

Subject	Quarter:	1	2	3	4	Comments
<b>LANGUAGE ARTS/LITERACY</b>						Cancelled comments and Teacher Free Form Comment will go here
READING						
WRITING						
COMUNICATION						
RESEARCH						
<b>MATHEMATICS</b>						Cancelled comments and Teacher Free Form Comment will go here
NUMBER AND OPERATIONS						
ALGEBRA						
GEOMETRY						
MEASUREMENT						
DATA AND PROBABILITY						
<b>SCIENCE</b>						
MATTER AND ENERGY						
FORCE AND MOTION						
LIVING ORGANISMS						
ECOSYSTEMS/ORGANISMS						
EARTH'S SYSTEMS						
UNIVERSE						
SCIENTIFIC INQUIRY						
SCIENCE, TECHNOLOGY, AND HUMAN ACTIVITY						
<b>SOCIAL STUDIES</b>						
DEMOCRACY						
MISSOURI, U.S., AND WORLD HISTORY						
GOVERNANCE SYSTEMS						
ECONOMIC CONCEPTS						
GEOGRAPHICAL						
<b>ART</b>						
<b>MUSIC</b>						
<b>PHYSICAL EDUCATION/HEALTH</b>						
<b>COMPUTER LAB</b>						
<b>LIBRARY/MEDIA CENTER</b>						

Attendance	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
Days Absent	0.1				0.1
Days Tardy	0				0

Discipline	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
# of Incidents	3				3

Grading Scale			
M = Mastery	90% or greater	Mastered concept, can apply to different subjects/situations	Personal Development Scale
U = Understanding	74-89%	Understands concept within subject area	4 Always
P = Progressing with help	60-73%	Learning basic concept, has not demonstrated understanding	3 Most of the time
L = Little Progress	59% or below	Has little understanding of basic concept	2 Some of the time
NA = Little Progress		Has not been taught or has not been assessed at this time	1 Seldom

**Escuela Primaria Timber Point**

**Reporte de Evaluación de Primer Grado**

Año Escolar 2004-2005

3er Trimestre

Página 2

Alumno(a): <b>Gomez, Morticia</b>	ID: 1234567	Materia(s): <b>Leve</b>	Fecha: <b>6/17/2005</b>
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**Descripción de los símbolos utilizados en este reporte**

4 Alto estándar, supera el nivel deseado	X Indica modificaciones en el programa	E Excelente
3 Distingue los conceptos e íntegramente y comprende el nivel deseado	NA Aún no ha sido evaluado	S Satisfactorio
2 Desarrolla conceptos y progresa. Logramiento debajo del nivel deseado		L1 No Satisfactorio
1 Experimenta dificultades. Debajo del nivel deseado		* Ver comentarios

Materia	Trimestre		
	1	2	3
<b>Arte del Lenguaje continua...</b>			
Relata cuentos usando la gramática basada del cuento, relacionando la secuencia de los acontecimientos contenidos a las preguntas de quién, qué, cuándo, dónde, y cómo		NA	3
<b>Ejemplo de Escritura</b>		2	3
<b>Pruebas en Lectura y Nivel de Comprensión</b>			
<b>Matemáticas</b>			
<b>Sentido de los números</b>			
Contar leer y escribir números enteros hasta el 100		NA	3
Representa formas equivalentes de los mismos números através del uso de modelos físicos, diagrama y expresiones numéricas hasta el 20 ejemplo: 3 se puede representar como 4+4, 5+3, 2+2+2, 10-2, 11-3		3	3
Clasifica objetos en grupo de uno o decenas ejemplo: tres grupos de 10 y un grupo de cuatro es igual a 34, o 34=4		NA	1
Identifica y reconoce el valor de las monedas y demuestra diferentes combinaciones de monedas igual valor		NA	2
Sabe los datos de suma (hasta el 20) y de resta de memoria		NA	3
Cuenta en la serie de 2.5, 10 y 100		NA	2
Muestra el significado de la suma, juntando, aumentando y la resta quitando comparando, contrastando la diferencia		3	3
<b>Algebra y Funciones</b>			
Escribe y resuelve problemas sencillos con números expresando la relación de suma y resta		2	2
<b>Medidas y Geometría</b>			
Describe la hora y relaciona la hora con eventos ejemplo: antes/después, cortafuego		3	3
Identifica, describe, y compara triángulo, rectángulo cuadrado y círculo		3	3
<b>Estadística, Análisis de Datos y Probabilidad</b>			
Expresa y compara información, ejemplo de mayor a menor, más frecuente a menos frecuente, utiliza unguetas, barras, graficas		NA	3
<b>Razonamiento Matemático</b>			
Explica el razonamiento elegido y justifica los procedimientos elegidos		2	2
Usa herramientas como material concreto para modelar problemas		3	3
<b>SAMS (Heterodíctico)</b>	23	47	57
<b>Ciencias</b>			
Fuerza			
La Vida			
La Tierra			
<b>Investigación y Experimentación</b>			
<b>Estudios Sociales</b>			
Describe los derechos y responsabilidades de ciudadanía		3	3
Compara y contrasta locaciones y describe sus características físicas y humanas		3	3
Compara y comprende los símbolos y tradiciones de los Estados Unidos através del tiempo		3	3
Compara y contrasta vida de una y diferentes tiempos y lugares alrededor del mundo reconoce que algunas cosas cambian y otras son siempre lo mismo		NA	3
Describe características humanas incluyendo variedad de pasado y lugares familiares		3	3
Comprende conceptos básicos de economía		NA	3

Trimestre:	1	2	3	Comentarios del Maestro(s)
Acreditación:	0	0	0	77:
Yardanzas:	0	0	0	77:

**Basic Fundamentals Followed by Standard Linear Format**



**North Godwin Elementary**

161 34th Street  
Wyoming, MI 49548  
616-252-2010

**Report Card**

2003-2004 School Year  
First Marking Period  
11/9/2003

To the Parent/Guardian of:  
Johnny Smith  
123 Aay Street  
Wyoming, MI 49548

ID: 1234567890

Pre-Kindergarten

Phone Number: 555-1234

**Academic Citizenship Key:**

4 = Much Evidence  
3 = Some Evidence  
2 = Little Evidence  
1 = Beginning  
0 = No judgement can be made

Parent/Teacher Conference Attendance

Fall  
 Spring

**Attendance**

	MP1	MP2	MP3	MP4
Days Absent	1.0	0.0		
Times Tardy	0.0	0.0		

Next Year's Teacher: \_\_\_\_\_

**Identifies these shaded letters:**

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

**Writes these shaded letters:**

A	B	C	D	E	F	G	H	I	J	K
L	M	N	O	P	Q	R	S	T	U	V
W	X	Y	Z							

**Recognizes these shaded colors:**

black red yellow green orange  
purple brown blue

**Knows these shaded shapes:**

**Identifies these shaded numbers:**

1	2	3	4	5	6	7
8	9	10				

Note: [X] mark not assessed this marking period

	1stMP	2ndMP	3rdMP	4thMP
<b>Language Arts</b> Teacher: Mrs. Renaud				
Is understood by others	4			
Shares ideas and experiences with others	4			
Represents ideas and thoughts using pictures				
Participates in finger plays and songs	4			
Tells a story in own words				
Recognizes name	4			
Rhyming words	1			
Concepts of Print	2			
MP1 Comments				
MP2 Comments				
<b>Math</b> Teacher: Mrs. Renaud				
Makes comparisons				
Sorts and classifies a group of objects				
Demonstrates one-to-one correspondence				
Counts from 1 to 20	2			
MP1 Comments				
MP2 Comments				



**Eastside Elementary**

**Kindergarten Report Card**

2005-2006

2nd Quarter

Student Name: CONNOR CONNORS  
Student ID: 100222344

**Attendance**

	1st	2nd	3rd	4th
Days Absent	0	4		

**Activity Classes and Behavior**

O = Outstanding S = Satisfactory  
N = Needs Improvement U = Unsatisfactory

Behavior	1st	2nd	3rd	4th

**Reading Assessments**

B = Beginning M = Middle E = End

Letter ID	O-70 E
Letter Naming Fluency	O-115 B
Concepts About Print	O-110 B
DRA	O-95 M

**Stages of Writing Development**

P = Proficient S = Satisfactory  
B = Not yet introduced

Stage	P
Isolated Letter	P
Transitional	P
Writing	P

**UPPERCASE LETTERS**

Recognize (R), Identify (I), and Write (W)

A	I	B	W	C	R	D	I
E	W	F	R	G	I	H	W
I	R	J	I	K	W	L	R
M	I	N	W	O	R	P	I
Q	W	R	S	I	T	W	
U	R	V	I	W	W	X	R
Y	I	Z	W				

**LOWERCASE LETTERS**

Recognize (R), Identify (I), and Write (W)

a	W	b	R	c	I	d	W
e	R	f	I	g	W	h	R
i	I	j	W	k	R	l	I
m	W	n	R	o	I	p	W
q	R	r	I	s	W	t	R
u	I	v	W	w	R	x	I
y	W	z	R				

**NUMBERS**

Recognize (R), Identify (I), and Write (W)

1	W	2	I	3	R	4	W
5	I	6	R	7	W	8	I
9	R	10	W	11	I	12	R
13	W	14	I	15	R	16	W
17	I	18	R	19	W	20	I

**SOUNDS**

Student makes sound of shaded letter

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

	1st	2nd	3rd	4th
<b>Language Arts</b>				
<b>Concepts About Print</b>				
demonstrates use of directionality			P	
distinguishes between letters and words			P	
demonstrates knowledge about first & last (letter, sound, word)			N	
tracks print with one-to-one correspondence			N	
<b>Mathematics</b>				
<b>Number and Operations</b>				
counts from 0-5 with understanding (one-to-one matching)			P	
represents numbers in various forms 0-5			N	
counts from 0-10 with understanding (one-to-one matching)			P	
represents numbers from 0-10 in various forms			N	

## Two Column Format Portrait Layout



### Progress Report

MONA SHORES PUBLIC SCHOOLS  
3374 McCracken  
Mundegon, MD 49441  
www.mona-shores.k12.mi.us/

2nd Grade

Student: Johnny Smith

School: Lincoln Park Elementary

Teacher: Mr. Rogers

Year: 2001-02

F = Fall W = Winter S = Spring E = End of Year F W S E

#### LANGUAGE ARTS

##### Reading

Uses context clues and sound associations	F	W	S	E
Recognizes sight vocabulary	F	W	S	E
Reads with understanding	F	W	S	E
Reads fluently	F	W	S	E
Uses reference skills	F	W	S	E

##### Writing

Expresses ideas in logical sequence	F	W	S	E
Writes in complete sentences	F	W	S	E
Shows growth in presenting, writing first draft, revising, proofreading, and publishing	F	W	S	E

##### Grammar/Mechanics

Identifies and uses punctuation	F	W	S	E
Identifies and uses questions	F	W	S	E
Identifies and uses exclamations	F	W	S	E
Knows parts of speech	F	W	S	E
Identifies and uses capitalization	F	W	S	E
Identifies and uses punctuation	F	W	S	E
Uses correct punctuation techniques	F	W	S	E

##### Spelling

Learns assigned words	F	W	S	E
Applies spelling vocabulary to written work	F	W	S	E

##### SCIENCE

Understands basic vocabulary and concepts	F	W	S	E
Participates in scientific process	F	W	S	E
Projects	F	W	S	E

##### SOCIAL STUDIES

Demonstrates knowledge of Contemporary history	F	W	S	E
Contemporary geography	F	W	S	E
Core Economic Values	F	W	S	E
Economic principles	F	W	S	E

##### TECHNOLOGY

Uses grade level skills	F	W	S	E
Uses technology appropriately	F	W	S	E
Projects	F	W	S	E

##### MATH

Recalls addition facts 1 through 10	F	W	S	E
Recalls subtraction facts 1 through 10	F	W	S	E
Solves two-digit addition with regrouping	F	W	S	E
Solves two-digit subtraction with regrouping	F	W	S	E
Uses place value (ones, tens, hundreds)	F	W	S	E
Tells time by 5, 15 minute intervals	F	W	S	E
Counts, converts, exchanges money	F	W	S	E
Identifies shapes and their properties	F	W	S	E
Identifies units of measurement	F	W	S	E
Measures in metric and standard units (inch, cm)	F	W	S	E
Uses tables, lists, charts and graphs	F	W	S	E
Identifies and uses patterns	F	W	S	E
Solves story problems	F	W	S	E

F W S E

#### WORK HABITS

Communicates clearly using appropriate tone and eye contact	F	W	S	E
Works independently	F	W	S	E
Organizes work	F	W	S	E
Follows directions	F	W	S	E
Uses time effectively	F	W	S	E
Writes legibly	F	W	S	E
Shows effort	F	W	S	E
Completes assignments on time	F	W	S	E

5 - Always  
4 - Most of the time  
3 - Some of the time  
2 - Often  
1 - Not at this time  
\* - Check based upon modified assignments, conferences, and/or assessments as dictated by the student's Individualized Education Program (IEP) or 504 plan.  
*If there is no mark, skill has not yet been evaluated.*

#### ATTENDANCE RECORD

	1st Semester	2nd Semester
Half Days Absent	1	0
Tardies	0	0

#### Goals:

Term	Goal
Fall:	
Winter:	
Spring:	
End of Year:	

Attachments:	Fall	Winter	Spring	End of Year
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No



### Edison Elementary School

2425 Kansas Avenue  
Santa Monica, CA 90404  
(310) 395-3204

#### First Grade Report Card

2005-2006  
School Year

Student: ALEX ALEXANDER

ID: 100003

Grade Level: 1st

Teacher: BECKY BECKER

Indicator of Progress Toward Standards (History Level 2) (P02)	Assessment of State Standards (History Level 2) (P02)
5 - Demonstrates above grade level proficiency	Adv - Advanced
4 - Demonstrates proficiency	Pro - Proficient
3 - Making good progress towards proficiency	Bas - Basic
2 - Making some progress towards proficiency	BE - Below Basic
1 - Making little progress towards proficiency	FB - Far Below Basic
N/A - Not assessed at this time	*
* See individualized student progress report	

*Note: Students are progressing toward end-of-year state standards in Language Arts and Mathematics. For the first marking period, student progress toward these standards is minimal. Students who are making good progress are well on their way to meeting proficiency as standards by the end of the year. In the second marking period, students will receive marks in relation to their achievement of state standards. Other indicators are used for other criterion areas, for personal and social growth and for work habits.*

	MP1	MP2		MP1	MP2
<b>LISTENING AND SPEAKING</b>	3		Uses grade level appropriate capitalization and punctuation	5	
<b>Listening and Speaking Strategies</b>	3		Spells grade level words appropriately in written work	2	
Demonstrates listening comprehension	2				
Expresses ideas and concepts clearly	N/A		<b>MATHEMATICS ACHIEVEMENT</b>	2	
Delivers oral presentations about literature and personal experiences	5		<b>Number Sense</b>		
<b>READING ACHIEVEMENT</b>	2		Counts, reads, writes and compares numbers to 100	N/A	
<b>Word Analysis, Fluency, and Vocabulary</b>	4		Counts and groups objects in ones and tens	1	
Demonstrates phonetic awareness	5		Identifies ones and shows different combinations that equal the same value	2	
Demonstrates phonics awareness	4		Knows addition facts to 20	2	
Decodes consonants, consonant blends, and long and short vowel sounds	3		Knows subtraction facts to 20	4	
Reads common, irregular sight words	2		Uses inverse relationship between addition and subtraction to solve problems	5	
Classifies grade level appropriate categories of words	1		Skip counts by 2s, 5s, and 10s to 100	4	
Reads grade level text fluently	N/A		Adds and subtracts two-digit numbers	2	
<b>Reading Comprehension</b>	4		Adds three one-digit numbers	2	
Uses structural features of informational text	4		<b>Algebra and Functions</b>		
Uses a variety of strategies to comprehend and analyze grade level text (e.g. confers, predicts, retells)	4		Writes, solves and models number sentences with addition and subtraction	1	
<b>Literary Response and Analysis</b>	2		Creates story problems to represent given number sentences	N/A	
Identifies, decodes and reads theme, plot, setting and characters from narrative text	2		<b>Measurement and Geometry</b>		
<b>Independent Reading</b>	2		Uses non-standard units to measure and compare objects	1	
Regularly reads a variety of fiction and non-fiction books	2		Tells time to the half hour and understands relationships of time	N/A	
<b>WRITING ACHIEVEMENT</b>	2		Classifies and describes common geometric figures by attribute	1	
<b>Writing Strategies</b>	1		Arranges and describes objects in space by proximity, position and direction	2	
Uses the writing process to write brief stories	1		<b>Statistics and Probability</b>		
Selects a focus when writing	1		Collects, organizes and compares data on simple graphs and charts	3	
Prints legibly and spaces letters, words, and sentences appropriately	4		Describes, extends and explains ways to get to next element in repeating patterns	4	
<b>Writing Applications</b>	5		<b>Mathematical reasoning</b>		
Writes brief narratives	3		Uses strategies, skills and concepts to approach, solve and explain problems	5	
Writes brief descriptions	3				
<b>Written and Oral Language Conventions</b>	2				
Speaks in complete sentences	2				
Writes in complete sentences	4				

**Multi Column Format Landscape Layout**

**Evaluation Information** - Use to grade BOLD items  
Assessments are based on the **Grade Level Expectations**

	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>N</b>	Does not meet grade level expectations	Approaching grade level expectations	Meets grade level expectations	Exceeds grade level expectations

**Evaluation Key**  
Use to grade BOLD items

**Legend**  
Use to grade items that are not bold  
Yes = Needs the grade level  
RP = Reasonable progress achieved  
NY = Not Yet  
NE = Not Evaluated

	1st Semester	2nd Semester
Not evaluated		
Approaching		
Meets		
Exceeds		

Reading	N	B	A	M	E
1. The student understands and uses different skills and strategies to read.					
Reading Skills					
1.1 Applies phonics skills.					
1.2 Uses vocabulary strategies to comprehend text (prefix/suffix etc., dictionary, glossaries, as well as fix-up strategies).					
1.3 Reads fluently.					
1.4 Reads high frequency words.					
2. The student understands the meaning of what is read					
Reading Skills					
2.1 Applies comprehension strategies before, during, and after reading.					
2.1 Understands how to summarize.					
2.2 Understands Story Elements					
2.3 Understands relationship between and among texts					
3 The student reads different materials for a variety of purposes.					
4 The student sets goals and evaluates progress to improve reading.					

Writing	N	B	A	M	E
1. The student writes clearly and effectively.					
Writing Skills					
1.1 Organizes ideas and information.					
1.2 Uses appropriate format and style.					
1.3 Uses appropriate writing in a variety of forms for different audiences and purposes.					
1.4 The student understands the writing process.					
1.5 The student analyzes and evaluates the effectiveness of written work.					

**Characteristics for Successful Learners**

	MP1	MP2
Respects others	Yes	Yes
Active responsibility	Yes	Yes
Follows directions	Yes	Yes
Actively participates	Yes	Yes
Comes to class prepared	Yes	Yes
Demonstrates good organizational skills	Yes	Yes
Completes work on time	Yes	Yes
Works cooperatively with others	Yes	Yes
Follows classroom and school rules	Yes	Yes
Meets homework requirements	Yes	Yes

**Year child is in a supportive program if checked**

Reading Intervention	<input type="checkbox"/>	ESL	<input type="checkbox"/>
The ELAP	<input type="checkbox"/>	GATE	<input type="checkbox"/>

Attendance	MP1	MP2
Days Absent	0.00	0.00
Times Tardy	0.00	0.00
Entry Date		9/30/2005

Student: JOHNNY SMITH  
Teacher: RH Rogers

Academic Development Levels	1st	2nd	3rd	4th
Language				
Math				
Reading				
Writing				
Science				
Art				
Music				
Physical Education				
Character Education				

Language	1st	2nd	3rd	4th
Standard 1.1 - Speaking Skills				
Standard 1.2 - Listening Skills				
Standard 1.3 - Reading Skills				
Standard 1.4 - Writing Skills				

Math	1st	2nd	3rd	4th
Standard 1.1 - Number Recognition				
Standard 1.2 - Addition and Subtraction				
Standard 1.3 - Measurement and Geometry				

Reading	1st	2nd	3rd	4th
Standard 1.1 - Phonics and Spelling				
Standard 1.2 - Comprehension				
Standard 1.3 - Writing				

Science	1st	2nd	3rd	4th
Standard 1.1 - Earth and Space Science				
Standard 1.2 - Life Science				
Standard 1.3 - Physical Science				

Mathematics	1st	2nd	3rd	4th
Standard 1.1 - Number Recognition				
Standard 1.2 - Addition and Subtraction				
Standard 1.3 - Measurement and Geometry				

Reading	1st	2nd	3rd	4th
Standard 1.1 - Phonics and Spelling				
Standard 1.2 - Comprehension				
Standard 1.3 - Writing				

Science	1st	2nd	3rd	4th
Standard 1.1 - Earth and Space Science				
Standard 1.2 - Life Science				
Standard 1.3 - Physical Science				

Writing	1st	2nd	3rd	4th
Standard 1.1 - Writing Strategies				
Standard 1.2 - Writing Conventions				
Standard 1.3 - Writing Evaluation				

Character Education	1st	2nd	3rd	4th
Standard 1.1 - Listening and Speaking				
Standard 1.2 - Speaking Skills				
Standard 1.3 - Reading Skills				
Standard 1.4 - Writing Skills				



Language Arts Skills	Term	1	2	3	4
Shows book handling skills (left to right and top to bottom progression)	S	S			
Speaks in complete sentences to share	S	S			
Demonstrates an understanding of stories read aloud	S	S			
Visually recognizes same/different	S	S			
Articulates recognizable names/different	S	S			
Identifies initial consonant sound	N	S			
Identifies final consonant sound					
Reads selected sight words	U	U			
Identifies beginning words					
Sequences pictures to tell a story					

Mathematics Skills	Term	1	2	3	4
Identifies geometric shapes (circle, square, triangle, rectangle, oval, diamond)	S	S			
Uses ordinal numbers to indicate first	S	S			
Counts elements in a set and writes the corresponding number 0 to 10	S	S			
Sorts geometric shapes by color	S	S			
Sorts geometric shapes by shape	S	S			
Sorts geometric shapes by size	N	S			
Counts by rote, 1 to 50					
Counts by rote, 51 to 100					
Identifies money: Penny Nickel Dime Quarter Dollar					

Writing Skills	Term	1	2	3	4
Colors neatly inside lines	S	S			
Receives thoughts with Some familiar words	N				
Receives thoughts with Simple sentences	S	S			
Traces on a school line					
Prints first and last name	S	S			
Clips with scissors on a line	S	S			
Left to right progression of writing	S	S			
Receives thoughts with Pictures	S	S			
Receives thoughts with Letter-like forms	S	S			
Receives thoughts with Random letters/letter strings	N	S			
Receives thoughts with words/hand	S	S			

**Identifies three basic colors**  
 red, yellow, orange, blue, purple, green, brown, black, pink

**Key**  
 S = Mastered  
 N = Needs Improvement  
 U = Not Mastered  
 Blank = Has not been introduced



**Key:**  
 S = Satisfactory  
 I = Improving  
 N = Not Satisfactory  
 Blank = Not introduced at this time

PERSONAL DEVELOPMENT	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Recognizes and identifies self				
Cooperates with others				
Is cooperative, focused and involved				
Demonstrates effort				
Shows respect for self and others				
Is able to work in a small group				
<b>Responsibility</b>				
Avoids responsibility for own actions				
Participates in class activities				
Shows responsibility				
Displays self-control				
Organizes materials and supplies				
Shows first and last name				
Shows phone number				
Shows address				
Shows name and address to complete a work				
Prints in response to others ideas and work				
Identifies beginning, middle and end of story				
Shows book handling skills (left to right)				
Shows the beginning of letter track				
Counts the different letters in letters and words				
Prints name in correct order and then tells story as dictated				

MATH	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Counts objects (one to one, skip, add +x1)				
Counts objects (one to ten to 10)				
Sequence numbers 0 to 20				
Counts simple patterns				
Counts simple patterns				
Counts simple patterns				
Matches shapes to shapes				
Counts by 2's to 10				
Represents numbers on number line addition				
Represents numbers on number line subtraction				
Prints first name				
Prints last name				
Prints full name				
Prints address				
Prints phone number				
Prints name and address to complete a work				

WRITING	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Traces left to right progression				
Receives thoughts with pictures				
Receives thoughts with words				
Receives thoughts with letter-like forms				
Receives thoughts with random letters/letter strings				
Receives thoughts with words/hand				

SOCIAL STUDIES	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Recognizes				

SCIENCE	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Recognizes				

SPECIALS PARTICIPATION	1st	2nd	3rd	4th
	Qtr	Qtr	Qtr	Qtr
Participates				

# Secondary and High School Reports



## Blatchley Middle School

One First Street  
Sitka, AK 99900  
(123) 456-7890

### Progress Report



Student: **JIM SMITH**

School Year: **2003-2004**  
Grade: **06**

Course	Teacher	Performance Over Time	Page 1 of 1	
			Sem 1	Sem 2
<b>6 Project</b>	Alexander, Alex	<b>B-</b>		
Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self discipline, initiative, reliability, accuracy, productivity, respect, and self-respect.		3.00		
Understand how to apply skills and academic knowledge in a variety of work settings.		3.00		
Life Skills Grade		<b>2.5</b>		
Work Ethic		<b>2.5</b>		
Participation		<b>2.5</b>		
Courtesy/Respect		<b>2.5</b>		
Absences				
Tardies				
Teacher Comments:				
<b>6 Home Ec. Expl.</b>	Barnett, Carol	<b>B-</b>		
Evaluate what is viewed and read on personal well being		3.00		
Life Skills Grade		<b>3.0</b>		
Work Ethic				
Participation				
Courtesy/Respect		<b>3.0</b>		
Absences				
Tardies				
Teacher Comments:				
<b>6 Math</b>	Flower, Cal	<b>F</b>		
Statistics and Probability		1.90		
Life Skills Grade		<b>2.3</b>		
Work Ethic		<b>2.5</b>		
Participation		<b>2.5</b>		
Courtesy/Respect		<b>2.0</b>		
Absences				
Tardies				
Teacher Comments:				
<b>6 Social Studies</b>	Sawyer, Tom	<b>B-</b>		
Define, analyze, and explain information about the human and physical features of places and regions.		3.00		
Life Skills Grade		<b>3.5</b>		
Work Ethic		<b>4.0</b>		
Participation		<b>3.0</b>		
Courtesy/Respect				
Absences				
Tardies				
Teacher Comments:				

54321  
1615 Hummingbird Street

**Levels of Performance**  
4 = Advanced Application of Standard  
3 = Standard Met  
2 = Made Progress  
1 = Concerned: Little or No Progress  
M = Modified Grade

1st Semester GPA: 2.725  
2nd Semester GPA: 2.725  
Cumulative GPA: 2.725  
9/23/2004



## Sitka High School

1800 First Street NW  
Sitka, AK 99900  
(123) 456-7890

### Progress Report

School Year: **2005-2006**  
Grade: **12**

Student: **Smith, Jimmy**

Page 1 of 2

Course	Teacher	Performance Over Time			
		Qtr 1	Sem 1	Qtr 2	Sem 2
<b>SENIOR PROJECT SEM 1</b>	BECKY BECKER				
Life Skills					
Participation					
Courtesy and Respect					
Work Ethic					
Absences		0			
Tardies		0			
Teacher Comments:					
<b>SERVICE LEARNING MENTOR/TU</b>	HARLIE DAVISON				
Life Skills					
Participation					
Courtesy and Respect					
Work Ethic					
Absences		0			
Tardies		0			
Teacher Comments:					
<b>READING</b>	BUSTER BROWN				
Content		3			
Uses reading strategies to comprehend and make inferences		3			
Comprehends text (including vocabulary) and makes inferences		3			
Analyzes themes of texts and between/among texts		4			
Makes personal connections to text		3			
Summarizes		2			
Uses conventions of English		3			
Uses writing process		3			
Life Skills		3			
Participation		3			
Courtesy and Respect		4			
Work Ethic		4			
Absences		0			
Tardies		0			
Teacher Comments:					
<b>MATH REVIEW</b>	BILLY WILLIAM	<b>3</b>			
Content		3			
Numeration		3			
Measurement					
Estimation and Computation		3			
Patterns and Relationships					
Geometry					
Statistics and Probability					
Problem Solving					
Communication					
Reasoning					
Connections					
Life Skills		3			
Participation		3			
Courtesy and Respect		4			
Work Ethic		2			
Absences		0			
Tardies		0			
Teacher Comments:					

Mr. James Smith  
200 E. Second Street  
Sitka, AK 99900

**Levels of Performance**  
4 = Advanced Application of Standard  
3 = Standard Met  
2 = Made Progress  
1 = Concerned: Little or No Progress

1st Semester GPA: \_\_\_\_\_  
2nd Semester GPA: \_\_\_\_\_  
Cumulative GPA: \_\_\_\_\_

10/6/2005





**HARMON SCHOOL**  
130 Aurora Hudson Road  
Aurora, Ohio  
(330) 562-3375

**Report Card**

Student: **Johnny Smith**

Grade: **06**

School Year: **2001-2002**

SUBJECT	TEACHER	Nine Week	Period			
			1	2	3	4
<b>SOC ST 6</b>	<b>Mr. Smith</b>	A	B			
The student can identify as a significant individual from a different region of the world and discuss cause and effect relationships extending a major event in the individual's life.						
After reading the material, the student can compare the value of various religious ideas and their structure in their societies.						
From a world map, the student can identify physical and cultural regions and show relationships among regions.						
Given indicators about global resource distribution, the student can use the information to make generalizations about why natural resource is distributed unevenly.						
From various sources of government, the student can identify the characteristics of types of a monarchial, democratic, or dictatorial type of government.						
The student can identify and analyze alternatives through which civic goals can be achieved by working with others to become the best citizens.						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 2 3 4 10 10 10						
<b>MATH 4</b>	<b>Mr. Brown</b>	B	B	B	B	B
Employ the relation between doubling the side of a regular figure and the corresponding increase in area.						
Identify which unit gives information in a problem involving area and which unit is needed for the answer.						
Compare two measurement systems and convert.						
Identify the relationship between addition, subtraction, multiplication, and division.						
Determine the measure of angles and draw angles that represent a given measure.						
Formulate and solve the measure of a circle, including circumference and area.						
Recognize, classify, and use characteristics of lines and simple two-dimensional figures.						
John linear equations, using various representations.						
Compare, compare and contrast with various types of graphs within the same measurement system.						
Estimate the product or quotient of decimal numbers by rounding them to a single decimal place and then performing the operation.						
Read, interpret, and use tables, charts, maps, and graphs to identify trends, use trends, and draw conclusions.						
Make predictions of outcomes of experiments based on theoretical probabilities and experimental ratios.						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 2 4 10 10 10						
<b>READ 6</b>	<b>Mr. Jones</b>	B	B	B	B	B
Student demonstrates understanding of the elements of prose through the performance of analysis (conclusions) and correct interpretation of material.						
Student reads to accurately perform, score of 4 or higher on reading from 1-10 (grade 4) to 10 (grade 5) on a scale of 1-10.						
Student is able to accurately read and make a difficulty level ranging from 1 (grade 4) to 10 (grade 5) on a scale of 1-10.						
Student will understand and accurately perform to make a participation in a work environment.						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 1 1 10 10 10						
<b>ENGLISH 6</b>	<b>Mr. Smith</b>	B	A			
Given a topic, the student writes an expository, descriptive, and persuasive response.						
Given a topic, the student writes a response that uses proper grammar and mechanics.						
The student accurately uses the writing process: prewriting, writing, editing, and revising, and final copy.						
The student uses effective oral communication techniques.						
The student demonstrates appropriate grade-level and cross-curricular ability speaking with and without written language in a classroom.						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 1 1 10 10 10						
<b>RDGSTSK 6</b>	<b>Mr. Smith</b>	B	B	B	B	B
Exercised with a detailed reference, the student understands the language, the format, characteristics, and writing.						
Presented with a specific selection, the student develops the major concepts, objectives, details, applications, and purpose.						
The student identifies, knows, and uses advanced facts, relations, technology, and other resources.						
The student is able to reading by analyzing text.						
The student exhibits development of reading and oral presentation skills.						
The student exhibits development of study skills.						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 2 1 10 10 10						
<b>PHYS 6</b>	<b>Ms. Jones</b>	D	O			
The student will report on physical activity for 20 minutes, and will measure and report progress.						
The student will demonstrate activities to improve and maintain work strength and endurance, flexibility, and cardio respiratory fitness.						
The student will demonstrate techniques for all basic manipulative, locomotor, and non-locomotor skills.						
The student will work with others to create the variety of roles.						
The student will report on the progress made by each individual and team sports situations (e.g., accuracy, learning, linking, creating ball in space, safety, respect, and cooperation).						
		Personal Social Development:		Work Habits	B	B
				Behavior	B	B
<b>Teacher Comments:</b> 1 1 1 10 10 10						

**Comments:**

- Good class participation
- Pleasure to have in class
- Outstanding work
- Not properly prepared for class
- Work is improving
- Classwork needs improvement
- Low test/quiz scores
- Needs increased overall effort

**Performance Objectives**

(\*) Indicates competency at this time  
(-) Lacks competency  
( ) Not assessed this grading period

**Personal Social Development**

(C) Outstanding Progress  
(B) Satisfactory Progress  
(D) Needs Improvement



**Kentwood High School**  
6230 Kalamazoo S.E.  
Kentwood, MI 49508  
616-698-6700

2001 - 2002

Student: **MURPHY, JAMES**

ID: 123456789

Grade: 11

Page: 1

**Achievement Report By Standard**

To The Parents of James Murphy  
1234 Street  
Kentwood, MI 49508

**STANDARD KEY:** 1 - Does Not Meet Standard 2 - Progressing Towards Standard 3 - Meets Standards 4 - Exceeds Standards

PERIOD	COURSE	TEACHER	MARKING PERIOD			
			1	2	3	4
1	Introduction to Business	H. Rogers				
Compare and contrast types of economic systems.						
Explain how business are organized and explore career opportunities.						
Identify and explain the fundamental concepts of micro-, macro-, and international economics.						
Use a checking account simulation to demonstrate understanding of financial management.						
Apply economic theory and business record keeping to a computer-based business simulation.						
Participates in classroom activities and discussion.						
Completes assignment and homework.						
Follows school and classroom rules.						
Attends class regularly and on time.						

PERIOD	COURSE	TEACHER	MARKING PERIOD			
			1	2	3	4
2	Drawing 1 and Design	K. Webster				
Identify and explain principles of design found in two and three-dimensional artwork.						
Design and produce original art projects realistic and perspective drawing techniques, and computer graphics technology.						
Use drawing and design elements (Line, Shape, Texture, Color and Space) and principles (Variation, Movement, Balance, Rhythm, and Dominance) to create, examine, and appraise artwork.						
Use materials, tools, and techniques, and styles needed for Drawing 1 and Design.						
Participates in classroom activities and discussion.						
Completes assignment and homework.						
Follows school and classroom rules.						
Attends class regularly and on time.						

PERIOD	COURSE	TEACHER	MARKING PERIOD			
			1	2	3	4
3	ENG 210	A. Williams				
Analyze and explain a text and a video production to identify ideas through oral and written responses.						
Exercises to explain other cultures and to explain patterns and connections of universal themes.						
Analyze and explain form and content in various creative levels (poetry, short stories, plays, artwork, and song lyrics) for form, content, allusion, imagery, and descriptive vocabulary.						
Analyze and use the power of voice and stylistic elements in different forms of writing.						
Plan and write a research project using a reference page.						
Develop and use criteria to evaluate one's own writing and that of one's peers.						
Participates in classroom activities and discussion.						
Completes assignment and homework.						
Follows school and classroom rules.						
Attends class regularly and on time.						



**Robert Cooley Middle School**  
222 NW Second Street, Roseville, CA 95000  
123-456-7890  
http://www.rcsd.org/cooley.org

Page 1 of 3

**Standards Based Report Card**

Student Name: **Jimmy Smith** School Year: **2005-2006**  
Student ID: **123456** Gender: **M** Grade: **06**

Course	Teacher Name	Tri 1	Tri 2	Tri 3																																																															
<b>MATHEMATICS</b> <i>Betty Cracker</i>																																																																			
Calculates, solves, compares and orders decimals.																																																																			
Calculates, solves, compares and orders fractions.																																																																			
Calculates, solves, compares and orders integers.																																																																			
Writes and solves one-step linear equations.																																																																			
Calculates and solves problems involving ratios, rates, proportions and percents.																																																																			
Uses variables to find perimeter, area, circumference and volume of a plane and solid shapes.																																																																			
Identifies and understands the properties of vertical, adjacent, complementary and supplementary angles.																																																																			
Computes and analyzes statistical measurements of central tendency (mean, median, mode).																																																																			
Determines probabilities and uses these to make predictions about events.																																																																			
Uses strategies, skills and concepts to find solutions, and uses a variety of methods to show mathematical reasoning.																																																																			
Formative assessments (i.e. homework, quizzes, quick-writes, project components, etc.) support learning.				<b>64</b>																																																															
Absences + Tardies		0	0	0																																																															
<b>Teacher Comments:</b> <i>Trimester 1:</i>																																																																			
<b>LANGUAGE ARTS</b> <i>Sonni Day</i>																																																																			
Demonstrates knowledge of the meaning of grade level appropriate words (i.e., context clues, figurative language, multiple meanings, word origins, etc.)																																																																			
Reads and understands grade level appropriate material.																																																																			
Reads and responds, orally and in writing, to a variety of works of literature, both fiction and non-fiction.																																																																			
Writes clear, coherent, and focused writings for a variety of purposes.																																																																			
Writes with a command of standard English conventions appropriate to the grade level (sentence structure, grammar, punctuation, capitalization, and spelling).																																																																			
Will deliver focused and coherent presentations.																																																																			
Demonstrates knowledge of word origins, word relationships, and context clues to determine the meaning of grade level appropriate words (context clues, figurative language, multiple meanings, word origins, etc.)																																																																			
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To the Parents/Guardian of:  
Jimmy Smith  
123 Fourth Street  
Roseville, CA 95000

2003-2004 School Year  
3rd Marking Period  
**Report Card**

**Mayfield Middle School**  
22 Mayfield Street Rd.  
Mayfield Hts, Ohio 44100  
440-123-4567



7/10/04

Student: **Smith, Johnny** Grade: **5** ID: **012345** Teacher: **Mr. Jones**

Grading Code:	E Best Grade
A 91-100%	D 60-69%
B 80-90%	F 0-59%
C 70-79%	
	1 Exceeds Expectations
	2 Meets Expectations
	3 Needs Improvement

Page 1 of 2

Subject	Teacher	Grading Period			
		Q1	Q2	Q3	Q4
<b>Language Arts 5</b>	<i>Mr. Webster</i>	<b>A</b>	<b>A</b>	<b>B</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Uses the five steps of the writing process</i> <i>Uses proper punctuation and sentence structure</i> <i>Uses appropriate paragraph structure in various types of writing</i> <i>Effect</i> 3 3 2 <i>Marked Comments:</i> <i>Applies strategies for improved comprehension.</i> <i>Identifies main ideas and supporting details</i> <i>Identifies and discusses story elements</i>					
<b>Social Studies 5</b>	<i>Mr. Jefferson</i>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Uses basic geographic terms and skills</i> <i>Identifies significant events and people</i> <i>Recognizes basic fundamental U.S. Government</i> <i>Applies basic principles of economics</i> <i>Effect</i> 2 3 2 <i>Marked Comments:</i> <i>Teacher Comments: Q1 GOOD ATTITUDE FOR LEARNING</i>					
<b>Math 5</b>	<i>Mr. Stetson</i>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Problem solving</i> <i>Basic Computation</i> <i>Fraction Concepts</i> <i>Geometry</i> <i>Decimal Concepts</i> <i>Effect</i> 1 1 1 <i>Marked Comments:</i>					
<b>Science 5</b>	<i>Mr. Green</i>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Effect</i> 1 1 2 <i>Marked Comments:</i> <i>Teacher Comments: Q1 PLEASURE TO HAVE IN CLASS</i>					
<b>Citizenship/Workhabits</b>	<i>Mr. Crockett</i>				
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Maintains and organizes materials</i> <i>Respects classmates and staff</i> <i>Follows established rules/discipline</i> <i>Remains on task</i> <i>Completes class work</i> <i>Completes and returns homework on time</i> <i>Prepares for tests and quizzes</i> ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes ME Yes					
<b>Phys Ed 5</b>	<i>Mr. Fugate</i>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Motivated fitness</i> <i>Value of physical activity</i> <i>Effect</i> <i>Marked Comments:</i> <i>Teacher Comments: Q1 PROGRESSING SATISFACTORILY</i>					
<b>Health 5</b>	<i>Mr. Nativitas</i>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<i>ME = Meets Expectations HI = Needs Improvement Black = Not Taught/Assessed this quarter</i>					
<i>Interactions of body systems</i> <i>Health Resources</i> <i>Effect</i> <i>Marked Comments:</i>					

Attendance	Q1	Q2	Q3	Q4
Days Absent	0	0	1	0
Times Tardy	0	0	1	1



**Archbold High School**  
600 E. Sixth Ave.  
Archbold, OH 43000

School Year 2004-2005  
4th Quarter  
3/11/2005  
**Report Card**

Name: Bell, Crystal Student ID: 6789 Grade: 10 Page 1 of 2

Period	Course	Teacher	1	2	Sem Exam	3rd Sem	3	4	Sem Exam	2nd Sem
1	<b>INTEGRATED MATH II</b>	VIN DECATO	B 94	B 92	B 91	B 93	B 91	B 92		B 92
Comments:										
2	<b>PHYSICAL EDUCATION</b>	COPPER NICHOL		A 99	B 85	A 92	B 85			B 85
Comments:										
3	<b>FIBER ARTS I</b>	CHAZI BARS					A 94	A 97		A 96
Comments:										
4	<b>ENGLISH 10</b>	CHRIS HGG			A 93	A 92	A 94	A 93		A 91
Comments:										
Defines unknown vocabulary words through context clues, analogies and inferences.										
Analyzes the use of a genre to express a theme or topic.										
Writes business letter.										
Writes persuasive or supporting arguments with detailed evidence.										
Develops and delivers a persuasive presentation.										
Revises and edits writing form.										
Defines unknown vocabulary words through context clues, analogies and inferences.										
Monitors own comprehension in research by taking notes and summarizing nonfiction writing.										
Interprets universal themes across different works.										
Understands how to interpret characters through monologues and soliloquies in drama.										
Writes research paper using several sources and follows MLA style guide.										
Revises and edits writing form.										
Comments:										
5	<b>ART II</b>	FUST NAIL	A 100	A 99	A 98	A 99	A 99	A 100		A 99
Comments:										
6	<b>HIST 1919 TO PRESENT</b>	RUD HED	A 91	A 92	A 98	A 92	B+ 96	B+ 97		B+ 97
Comments:										
Describes the causes and effect of events on the U.S.										
Explains how the Cold War and related conflicts influenced U.S. foreign policy after 1945.										
Examines the U.S. Constitution and its evolution through amendments and Supreme Court decisions.										
Explains criteria used in determining individual rights.										
Describes influences which shape and set government policies.										
Analyzes the consequences of oppression, discrimination, and conflict between cultures.										
Comments:										
7	<b>FRENCH II</b>	DAN RATHER	A 94	B 83	C 74	B+ 87				A 90
Comments:										
8	<b>BIOLOGY</b>	LUKE WARM	B+ 87	B 84	C 72	B 84				B 82
Comments:										
Describes the mechanisms of change of living organisms.										
Compares and contrasts the structure and function of virus and bacteria.										
Describes the anatomy and ecological role of protists.										
Describes how climate affects living organisms.										
Describes the biotic and abiotic cycles within an ecosystem.										

Grade Point Average	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
Average	3.667	3.500	3.571	0.000

ATTENDANCE	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	Total
Days Absent	0.0	0.0	0.0	0.0	0.0
Times Tardy	0	0	0	0	0



**Elizabeth Middle School**  
"A High Achieving Middle School"  
34427 County Road 13  
Elizabeth, CO 80107  
(303) 646-4529  
http://elizabeth.k12.co.us

10/18/2003

**Standards Report Card**

School Year: 2002-2003  
Grade: 07

Student: Smith, Johnny

Page 1 of 5

Course	Teacher	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	Performance Over Time				
					1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	
<b>Social Studies</b>	Van Buren, Abigail	<b>88 P</b>							
Meets Deadlines		3 P							
Effort		4 A							
Absences		1							
Tardies		0							
Teacher Comments:									
<b>Algebra</b>	Fibonacci, Leonardo	<b>81 P</b>							
Use primes, factors, and multiples to represent numbers in various ways.									
Compute and estimate with whole numbers, fractions, decimals, and integers.									
Use calculation strategies in problem solving.									
Use and describe distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.									
Interpret scales, number lines, graphs, and maps.									
Use appropriate tools and units to measure during problem solving.									
Construct two- and three-dimensional models.									
Solve problems with perimeter, area, surface area, and volume.									
Develop and use formulas to solve problems involving measurement.									
Read and construct displays of data using appropriate techniques and technology.									
Use mean, median, mode, range, and quartiles.									
Meets Deadlines		3 P							
Effort		4 A							
Absences		1							
Tardies		0							
Teacher Comments:									
<b>Language Arts</b>	Webster, Noah	<b>93 P</b>							
Meets Deadlines		3 P							
Effort		4 A							
Absences		1							
Tardies		0							
Teacher Comments:									
<b>Art</b>	DaVinci, Leonardo	<b>95 A</b>							
Students recognize and use the visual arts as a form of communication.									
Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.									
Students know and apply visual arts materials, tools, techniques, and processes.									
Students relate the visual arts to various historical and cultural traditions.									
Students analyze and evaluate the characteristics, merits, and meanings of works of art.									
Meets Deadlines		3 P							
Effort		4 A							
Absences		1							
Tardies		0							

**Course Grading Scale**

94 - 100% = Advanced  
88 - 93% = Proficient  
80 - 79% = Partially Proficient  
59% and below = Unsatisfactory

**Levels of Performance**

A = Advanced  
P = Proficient  
PP = Partially Proficient  
U = Unsatisfactory

**Sum Academic Performance**

4 = Advanced  
3 = Proficient  
2 = Partially Proficient  
1 = Unsatisfactory

**Visalia Unified School District**  
**8th Grade Report Card**

Grade	A	3.8 - 4.0
	B	3.0 - 3.79
	C	2.5 - 2.99
	B.P.F.	0 - 2.49

Name:	Johnny Smith	ID #:	
School:	Divadero Middle School	Homeroom:	
Homeroom Teacher:		Principal:	Dr. Paul B. Onion

Indicators	4	Advanced
	3	Proficient
	2	Basic
	1	Below Basic
	Blank	Not Assessed

Behavior	4	Advanced
	3	Proficient
	2	Basic
	1	Below Basic
	Blank	Not Assessed

**English Language Arts** MP1 | MP2 | MP3 | MP4 | MP5 | MP6

Teacher Name	Mr. Crockett, D
Grade	
Uses Dictionary for word meaning, origin, and pronunciation. Finds ideas with alternative word selection.	
Finds ideas with alternative word selection.	
Identifies and applies figurative language.	
Identifies and applies figurative language.	
Summarizes textual information demonstrating comprehension of a text and details.	
Identifies/evaluates elements of plot, development, and conflict.	
Analyzes text that uses proposition and support patterns.	
Compares/contrasts motivations & reactions of literary characters.	
Draws/uses comprehension of text through identification of themes, graphics or symbols and supporting evidence.	
Analyzes reference of setting.	
Finds and analyzes differences among informational texts in treatment, scope or organization of ideas.	
Identifies and analyzes themes in a variety of literary works to genre.	
Determines and articulates the relationship between the purposes and characteristics of different forms of poetry.	
Analyzes literature considering author's personal beliefs, attitudes, ideologies, & times.	
Writes using topic sentences, details, opinions, supporting evidence, and concluding sentences.	
Delivers well-organized formal presentations.	
Delivers oral presentations, supporting a judgment through textual reference or other connections.	
Uses precise language and details in oral presentations.	
Analyses and interpretations of literature.	
Defines and develops a thesis.	
Edits for correct capitalization, punctuation, and spelling.	
Writes demonstrating awareness of audience and purpose.	
Writes responses to literature, exhibiting careful reading and insight & interpretation.	
Edits for sentence fragments/run-ons, correct tense, and subject-verb agreement.	
Transcribes vocabulary in writing to convey word meaning.	
Establishes coherence in paragraphing through effective transitions, parallel structures, and similar writing techniques.	
Supports thesis and conclusions in variety of ways.	
Creates a thesis and organizes information from various sources and synthesizes a research product.	
Organizes and displays charts, maps, graphs, or other visual aids within a research product.	
Uses/evaluates primary and secondary sources for research purposes.	
Edits for sentence variation and transitions.	
Supports inferences about the impact of a literary work on its audience.	
Edits writing for effectiveness and coherence of content.	
Supports judgments of literary works through reference to the text, other works, other authors, or personal knowledge.	

Analyzes oral presentations.	
Takes responsibility for classroom behavior.	
Meets good attendance and is on time to class.	
Completes class work and homework as required.	
Cooperates with teacher.	
MPs Consistent.	

**Mathematics** MP1 | MP2 | MP3 | MP4 | MP5 | MP6

Teacher Name	Mrs. Cozy, Rae L
Grade	
Simplifies expressions before solving linear equations and inequalities in one variable.	
Graphs a linear equation and computes <i>m</i> and <i>b</i> intercepts.	
Identifies the region defined by linear inequality.	
Verifies that a point lies on a line, given the equation of the line. Solves linear equations by using the point-slope formula.	
Understands the concepts of parallel lines and perpendicular lines and how their slopes are related. Finds the equation of a line perpendicular to a given line that passes through a given point.	
Solves equations and inequalities involving absolute values.	
Solves a system of two linear equations in two variables (diagonally) and interprets the answer graphically. Solves a system of two linear inequalities in two variables and sketches the solution sets.	
Adds, subtracts, multiplies, and divides monomials and polynomials. Solves multi-step problems, including word problems, by using these techniques.	
Applies algebraic techniques to solving rate problems, work problems, and percent mixture problems.	
Applies basic factoring techniques to second and simple third-degree polynomials.	
Simplifies expressions before solving linear equations or inequalities in one variable.	
Simplifies factors with polynomials in the numerator and denominator by factoring and reducing to lowest terms.	
Adds, subtracts, multiplies, and divides rational expressions and functions. Solves comparatively and conceptually challenging problems by using these techniques.	
Solves quadratic equations by factoring or completing the square.	
Proves the quadratic formula and is familiar with its proof techniques.	
Completing the square.	
Uses the quadratic formula to find the roots of a second degree polynomial and to solve quadratic equations.	
Graphs quadratic equations and recognizes their roots on the x-axis.	
Applies quadratic equations to physical problems, such as motion of an object under the force of gravity.	
Uses the quadratic formula, factoring techniques, or both to determine whether the graph of a quadratic function will intersect the x-axis in one, two, or no points.	
Identifies the relationships among variables in a data set.	
Takes responsibility for classroom behavior.	
Meets good attendance and is on time to class.	
Completes class work and homework as required.	

Attendance	MP1	MP2	MP3	MP4	MP5	MP6	YR
Absences	0	0	0	0	0	0	0
Tardies	3	0	0	3	0	0	6

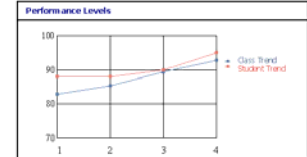
Mr. & Mrs. Smith  
123 Any Street  
Visalia, CA 93291

Montgomery County School District

Student Name:	Angie Smith	School:	Excelsior High School
ID #:	012345	Teacher:	Mr. Knowledge
Grade Level:	11	School Year:	2004-2005

Attendance	MP1	MP2	MP3	MP4
Days Absent	0	0		
Times Tardy	0	0		
Frequent absences/tardies adversely affect progress due to loss of instructional time.				

Proficiency Levels	
Advanced	
Proficient	
In Progress	
Not Yet	
NA	



Reading Language Arts	1	2	3	4
Decomposes sounds into words (beginning, middle, and)	A			
Blends sounds into words (oral)	P			
Segments sounds into words (oral)	A			
Use letter-sound correspondence to decode a one syllable word (i.e. consonant sounds, long and short vowel sounds, digraphs, blends)	A			
Change the focus from informal text	P			
Use simple print features and graphic aids to facilitate understanding of text	P			
Identify main idea	A			
Identify story elements (character, setting, problem, solution)	A			
Relates poem, play, or story, sequencing important events				
Writes stories with beginning, middle, and end to express personal ideas				

Mathematics	1	2	3	4
Count, using a variety of strategies, to identify the number of objects in a set	A			
Identify numbers that are more than, one less than, and between two numbers	A			
Add and subtract numbers using counting strategies	P			
Read, write, and compare numbers to 100 using counting strategies	A			
Recognize, describe, and extend repeating patterns	NY			
Write and solve number sentences for story problems involving addition and subtraction	NA			
Solve problems using nonstandard measurement				
Select appropriate tools to measure length, time, and weight				
Gather and organize data using tables, bar graphs, and pictographs				
Interpret data from bar graphs and pictographs				

Learning Skills	1	2	3	4
Returns completed homework	LP			
Completes class work	I			
Engages in learning tasks	LP			
Cooperates with other towards common goals	R			
Shows consideration for others	LP			
Follows oral and written direction	LP			
Exercises self control				

**Codes for Learning Skills**

- I Independent
- LP Limited Prompting
- FP Frequent Prompting
- R Rarely
- NI Not enough information

Adjustments



# Attendance Reporting

## Letter to Parents

### Grand Ledge High School

820 Spring Street  
Grand Ledge, MI 48837  
517-627-5194



To the Parents of:  
**GRAHAM KRAKER**  
1234 CRISPY SQUARE  
PINNACLE, MI 55500

August 20, 2003

Dear Parent/Guardian:

This is to inform you that your son or daughter has been absent at least 5 times. Our policy states that during a nine-week period, a student with five or fewer absences per class will be allowed to make up class assignments. Because your student has missed five class periods, he/she must attend this class every day for the rest of the marking periods in order to receive credit for any of the assignments in this class. This does not include up to three school-related absences.

Detailed Attendance						
Date	1st ENGLISH MR. SMITH	2nd SCIENCE MR. JONES	3rd ALGEBRA I MS. GREEN	4th AMER. GOVT MR. JEFFERSON	5th COMPUTERS MR. GATES	6th FRENCH I MR. BONAPART
09/20/2002	AT	AU	AU			AU
10/04/2002						AD
10/08/2002						AD
10/15/2002						AE
10/20/2002					AU	AU
11/20/2002			AU	AU	AU	AU
11/21/2002	AT	AU		AU	AU	AU
11/25/2002	AU					
Summary Information						
Total	3	2	2	2	3	7

AE - Absent Excused  
TR - Truant  
AU - Absent Unexcused  
AD - Excused Absence with Note from Doctor  
AT - Absent Tardy

Your support in helping your student understand the importance of regular attendance would be most appreciated. If you have any questions regarding the absences, please call your child's counselor or the attendance office.

Sincerely,  
Ed Jukate  
Principal

## Detailed Absence with Tardy Grid

### Daniel Boone High School

#### Detailed Attendance/Tardy Report

Beginning: 1/17/2005  
Ending: 1/31/2005

Print Date: 01/17/2006

ABSENT	TARDY		Date															
			01/18/2005	01/19/2005	01/20/2005	01/21/2005	01/24/2005	01/25/2005	01/26/2005	01/27/2005	01/28/2005	01/29/2005	01/31/2005					
0	1	<b>ADAM, ALLANA - 100000</b>																
		8 GEOMETRY 10/11 (321/53110)															TDE	
3	0	<b>AGNOSTIS, DI - 100001</b>																
		2 BUS SYS & TECH (645/53110)	EXC	EXC	EXC													
		3 APPL OF BIOLOGY (401/53110)	EXC	EXC	EXC													
		9 ACA ENGLISH 9 (102/53140)	EXC	EXC														
1	2	<b>ALEXANDER, ALEX - 100003</b>																
		1 APPL CHEMISTRY (411/53110)	UNE													TDU	TDU	
2	0	<b>ALEXANDER, ALEXIS - 100004</b>																
		2 MICROSOFT APP 2 (603/53110)		EXC	EXC													
		9 OFFICE MANAGEM (646/53110)		EXC	EXC													
1	0	<b>ARNEZ, DESI - 100007</b>																
		2 GEOMETRY 10/11 (321/53170)														EXC		
		6 PHYSICS/LAB (420/53160)														EXC		
1	0	<b>BALL, KRISTAL - 100008</b>																
		8 MICROSOFT APP 1 (602/53120)															EXC	
		9 ACA ENGLISH 10 (112/53110)															EXC	
1	0	<b>BARLOW, BART - 100009</b>																
		7 US HISTORY 2 (521/53110)															EXC	
1	0	<b>BARR, CANDY - 100011</b>																

#### Attendance Codes:

UNE Unexcused Absence  
EDT Educational Trip  
EXC Excused Absence  
LCEE Left Class Early - Excused  
TDU Tardy Unexcused  
LGEU Left Class Early - Unexcused  
TDE Tardy Excused  
INST Instrumental Music

Truant Court Document

In the Court of Common Pleas, Juvenile Court Division Weld County, Colorado

**COMPLAINT**

IN THE MATTER OF <b>Charley White</b> 1207 Peach Circle Greeley, CO 80634  DOB: <u>6/28/1986</u> SSN: <u>555-123-4567</u> Home Phone: <u>(970) 555-1198</u>	Case No. _____  AND <b>Mr &amp; Mrs White</b> 1207 Peach Circle Greeley, CO 80634 Parent, guardian, or the person having control of <b>Charley White</b>
---	--

Alleged\* **unruly / delinquent** child  
 Eddie Murphy, Attendance Officer, being first duly cautioned and sworn, deposes and alleges that he has knowledge, information and belief that

**Charley White** Age: 15 Grade: 11 Sex: M DOB: 6/28/1986  
 who appear to be\* an unruly / delinquent child, in that: on or about 4/16/2001  
 at Excelsior High School, 960 37th Avenue Court, Greeley, CO 80634

He being a child of compulsory school age, was absent without legitimate excuse from the school he was supposed to attend on these dates: 10/6/00 10/9/00 10/16/00 11/3/00 11/10/00 11/14/00 11/21/00 11/28/00 12/6/00 12/7/00 12/8/00 12/13/00 1/16/01 1/18/01 1/22/01 1/23/01 2/8/01 2/15/01 2/28/01 3/5/01 3/8/01 3/9/01 3/15/01 3/27/01 4/4/01 4/11/01 4/16/01

contrary to and in violation of Section 2151.02 of the Colorado Revised Code

- 1) Habitual Truancy as defined by C.R.C. 2151.02 (C) (unruliness) \*
- 2) Habitual Truancy with a Prior Truancy Adjudication as defined by C.R.C. 2151.02 (E) (delinquency) \*  
 Case # \_\_\_\_\_ and Date \_\_\_\_\_
- 3) Chronic Truancy as defined by C.R.C. 2151.02 (F) (delinquency) \*\*
- 4) Chronic Truancy with a Prior Truancy Adjudication as defined by C.R.C. 2151.02 (F) (delinquency) \*\*  
 Case # \_\_\_\_\_ and Date \_\_\_\_\_
- 5) Violation of a Lawful Order of the Juvenile Court - Case # \_\_\_\_\_ Prior Adjudication  
 Date (delinquency) \_\_\_\_\_

\* "Five or more consecutive school days", "seven or more school days in one school month" or "twelve or more school days in a school year"

\*\* "Seven or more consecutive school days", "ten or more school days in one school month" or "fifteen or more school days in a school year"

Complainant further says:

Eddie Murphy, Attendance Officer, being first duly cautioned and sworn, deposes and alleges that she / he has knowledge, information and belief that

Mr & Mrs White a parent, guardian, or person having care of a child of compulsory age, did, on or about 4/16/2001, violate Section 3321.38 of the Colorado Revised Code, to wit: by failing to send child to school for the full time the school attended has been in session from.

NOTICE to parent, guardian or person having care of the child if you are convicted of violating C.R.C. 3321.38 you may be required to give bond in a sum of not more than \$500 dollars with sureties to the approval of the court, conditioned that you will cause the child under your charge to attend upon instruction as provided by law, and remain as a pupil in the school or class during the term prescribed by law.

That said child now resides at 1207 Peach Circle, Greeley, CO 80634

That said child is currently in the care and custody of said parent

**Mr & Mrs White** residing at 1207 Peach Circle, Greeley, CO 80634 phone (970) 555-1198

And that the following facts concerning the present circumstance of the said child which the Court should have available for consideration.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 (Complainant) **John Smith,**  
**Asst. Principal Excelsior High School**  
 (Complainant's Address) 960 37th Avenue Court, Greeley Colorado 80634

Sworn to before me and signed in my presence, this \_\_\_\_\_

Judge \_\_\_\_\_

By \_\_\_\_\_

Deputy Clerk \_\_\_\_\_

Morning Attendance Detail

Student Grid Summary

Lakeview Morning Attendance  
Friday 9/19/03

Team	ID	Name	Reason	Homework	Caller
4001	91798	Bali, Kyrstal	Mom brought late arrival 8:29		
4001	87889	Care, Justin			
4002	89151	Bar, Candy	Mom is not feeling well		Mother
4002	91440	Dahl, B white	Dentist appointment		Stepmother
4012	88430	Charr, Colby	Mom overslept arrival 8:35		
4012	82203	Days, Wendy	No feeling well		Mother
4022	85302	DeLyons, Dan	Mom went to the store before school		
4022	88841	Kloth, Tern	Mom let her sleep in arrival 10:18	YES	Mother
4022	85012	Lewys, Halle	Running late		
4022	85501	Schew, Sue			
4022	86178	Smith, Dakota	eating breakfast		Father
4023	89437	Furter, Frank	R coming around the school hall		
4032	92258	Karlson, Monty	Went to immigration office		
4032	71107	Lopher, Penny			
4042	88839	Hoodie, Weston	Mom let him sleep in arrival 10:18		
4043	91938	Urbup, Barb	Went to dentist arrival 8:44		Grandmother
4051	91968	Olson, Kim	Had to leave out of apartment	YES	Mother
4052	66022	Hammer, Jack	Eating breakfast		Father
4052	81749	Moring, Constance	Had to do things before school	YES	Mother
4052	91753	ODover, Fany	Had a dentist appointment		Mother
4053	64331	Jukar, Ed			
4053	92257	Miluty, Hugh	Went to immigration office		
4001	91798	Bali, Kyrstal	no excuse		
4001	91438	Green, Kelly	Mom lost her car keys		
4001	89153	Sladter, Jakob	Car broke down DM		
4012	86653	Bush, Holly			
4012	82203	Days, Wendy	overslept		
4012	92190	Olshy, Rick	Went to McDonalds for breakfast	YES	Father
4012	90289	Brownth, Mike			
4013	91949	Wiser, Bud	overslept		
4022	90459	Ford, Iona	Aunt drove her to school		
4022	86221	Mellow, Marsha	eating breakfast		
4022	85501	Schew, Sue	Traffic was bad	YES	Mother
4022	86178	Smith, Dakota	eating breakfast		
4023	92054	Nack, Nick	overslept		
4023	84605	Whack, Fany			
4042	67780	Langball, Beau			
4043	91975	Hammer, Armin	car problems		
4043	67870	Zappie, Adam	Forgot to pack a lunch		
4051	91968	Olson, Kim			
4051	64332	Olshen, Lott	Family problems		
4051	70861	Toffice, Dennis	car problems		
4051	91946	Toon, Eric B	overslept		
4052	66022	Hammer, Jack	eating breakfast		
4052	81749	Moring, Constance	Had to do things before school	YES	Mother
4053	66079	Tymn, Justin			
4053	68762	Yerdosh, Tyr	Had to clean room before school	YES	Father
4001	91798	Bali, Kyrstal	car problems		
4001	90210	Forgett, Will			
4001	92195	Ovrenn, Ous	Mom was sick		
4012	92198	Olshy, Rick	Grandma thought school started later	YES	Grandmother
4012	88214	Yendour, Roger			
4013	89540	Beach, Sandy			
4013	82408	Elap, Victor			
4022	89265	Board, Bill	car trouble		
4022	90459	Ford, Iona	missed bus		
4022	82188	Katshop, Hines	Had fight with little brother	YES	Mother

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Sitka High School  
Attendance Report

Attendance Codes: AS EA ET FA FT HB UA UT VA

Minimum # of Attendance Infractions: 0

Page 1 of 2

Date Range: 8/15/2003 to 10/15/2003

12th Grade Students	Period Absence / Tardy	1		2		3		4		5		6		7		8	
		A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Agosti, DI - 2204	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ameljewy, Ben - 2211	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Antillon, DI - 2269	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bridem, Lon - 2223	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coanator, Sammy - 2220	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Care, Manny - 2258	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DeLions, Dan - 2198	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Diassy, Emme - 2243	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Druff, Dan - 2237	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dwayer, Guy - 2276	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Emery, Cal - 2203	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Enial, Perri - 2217	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Erration, Jenn - 2188	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ervashon, Prez - 2194	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Erickson, Jenn - 2249	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Evoland, Ben - 2234	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gaines, Price - 2235	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gann, Mikhy - 2221	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gernall, Finn - 2205	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gonespice, Taura - 2265	0	6	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Handup, Justin - 2250	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ipsieck, Reece - 2251	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laska, Al - 2215	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mann, Rich - 2207	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mentel, Reggie - 2246	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nomony, Oscar - 2253	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Odonio, Dee - 2278	5	0	5	0	5	0	5	0	5	0	0	0	5	0	0	5	0
Old, Kerri - 2214	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Piet, R.M. - 2230	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pole, Lon - 2239	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Poole, Winnie - 2277	5	0	5	0	5	0	5	0	5	0	0	0	5	0	0	5	0
Powder, Koko - 2231	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Preciate, Dee - 2250	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Quint, Ella - 2240	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rabbit, Jack - 2219	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ridea, Floe - 2238	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Seads, Poppi - 2232	0	2	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Sevanna, Louie - 2192	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sewtal, Mimi - 2197	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Snop, Ginger - 2264	5	0	5	0	5	0	5	0	5	0	0	0	5	0	0	5	0
Spice, Ginger - 2261	5	0	5	0	5	0	5	0	5	0	0	0	5	0	0	5	0
Spice, Rosemary - 2260	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spice, Saffron - 2254	0	7	0	2	0	2	0	2	0	2	0	0	0	2	0	0	2
Talhoue, Jenn - 2268	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Thos, Justin - 2236	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tucky, Ken - 2227	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



**Aurora City - Aurora High School**

**Percentage Proficient Report for Each Course PPO**



2004-2005  
School Year

Page 1 of 15

**CP FR ENGLISH**

**PP01** Demonstrate the ability to use context to determine meaning.

Count of P's: 97      Count of L's: 2      Students Measured on This PPO: 99

Percentage Proficient on this PPO: 97.98%

**PP02** Identify an author's purpose and attitude, interpret a passage and locate a stated or implied idea.

Count of P's: 90      Count of L's: 13      Students Measured on This PPO: 103

Percentage Proficient on this PPO: 87.38%

**PP06** Recognize the effect of common literary devices, and analyze the effect of literary elements.

Count of P's: 94      Count of L's: 10      Students Measured on This PPO: 104

Percentage Proficient on this PPO: 90.38%

**PP08** Develop a clear, focused idea that relates to a prompt, includes strong supporting details and follows a purposeful organization.

Count of P's: 74      Count of L's: 29      Students Measured on This PPO: 103

Percentage Proficient on this PPO: 71.84%

**CP JR ENGLISH**

**PP03** Evaluate by explicating literary devices and/or elements and analyzing organizational patterns as appropriate.

Count of P's: 27      Count of L's: 15      Students Measured on This PPO: 42

Percentage Proficient on this PPO: 64.29%

**PP04** Respond in writing demonstrating an acceptable level of understanding of the material and identifying the author's purpose and/or tone.

Count of P's: 39      Count of L's: 3      Students Measured on This PPO: 42

Percentage Proficient on this PPO: 92.86%

**PP06** Use multi-step directions to accomplish a task requiring supporting information drawn from appropriate resources.

Count of P's: 38      Count of L's: 4      Students Measured on This PPO: 42

Percentage Proficient on this PPO: 90.48%

**PP08** Address purpose and audience through use of effective writing processes: prewriting, drafting, conferencing, revising, editing, and publishing.

Count of P's: 42      Count of L's: 0      Students Measured on This PPO: 42

Percentage Proficient on this PPO: 100.00%

**PP09** Be able to use words and sentence structures appropriate to audience, topic, and purpose.

Count of P's: 40      Count of L's: 2      Students Measured on This PPO: 42

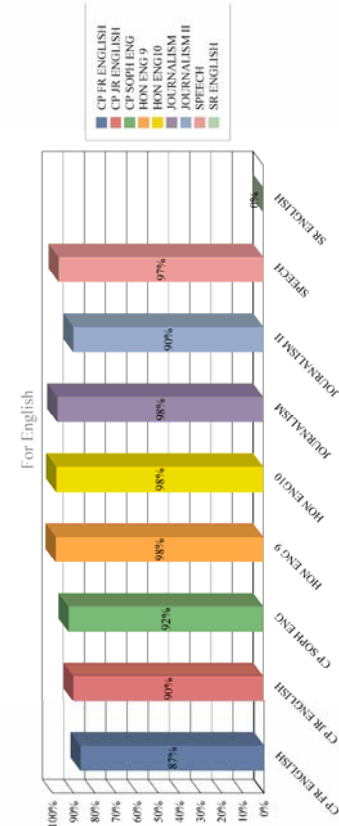
Percentage Proficient on this PPO: 95.24%



**Aurora City - Aurora High School**

**Pupil Performance Mastery Analysis 2004-2005  
High School - ALL Subjects**

Page 1 of 11  
Percentage Proficient Report for Each Course PPO





## District Assessment Results

Excelsior Public Schools

### Mathematics - Connected Mathematics II (Grade 8)

#### I. The learner will describe, analyze, extend, and create patterns and relationships.

##### A. TLW describe exponential growth/decay situation with a table, graph, or equation.

Central Middle School	9	10.5%	7	8.1%	70	81.4%
North Middle School	2	1.5%	12	9.2%	117	89.3%
West Middle School	9	13.0%	6	8.7%	54	78.3%

##### B. TLW describe a quadratic situation with a table, graph, or equation.

Central Middle School	5	6.2%	12	14.8%	64	79.0%
North Middle School	5	3.8%	19	14.5%	107	81.7%
West Middle School	6	4.6%	21	16.0%	104	79.4%

#### II. The learner will understand and apply concepts of numbers.

##### A. TLW understand the use of square roots and exponents.

Central Middle School	6	7.4%	41	50.6%	34	42.0%
North Middle School	5	6.1%	15	18.3%	62	75.6%
West Middle School	10	14.5%	20	29.0%	39	56.5%

#### III. The learner will understand and apply computational properties and procedures.

##### A. TLW recognize equivalent forms of expressions and equations.

Central Middle School	29	34.1%	17	20.0%	31	36.5%
North Middle School	40	30.5%	33	25.2%	52	39.7%
West Middle School	29	34.1%	17	20.0%	31	36.5%

##### B. TLW solve problems with exponential equations, tables, and graphs.

Central Middle School	7	8.1%	15	17.4%	64	74.4%
North Middle School	6	4.6%	21	16.0%	104	79.4%
West Middle School	9	13.0%	10	14.8%	50	72.5%

##### C. TLW solve problems with quadratic equations, tables, and graphs.

Central Middle School	6	7.4%	41	50.6%	34	42.0%
North Middle School	5	6.2%	12	14.8%	64	79.0%
West Middle School	5	6.1%	15	18.3%	62	75.6%

#### IV. The learner will collect, display, and interpret data into useful information to make predictions

##### A. TLW make predictions and decisions from tables and graphs.

Central Middle School	7	8.1%	7	8.1%	72	83.7%
North Middle School	5	3.8%	19	14.5%	107	81.7%
West Middle School	9	13.0%	8	11.6%	52	75.4%

#### V. The learner will use analytical and spatial concepts of geometry and measurement

##### A. TLW determine the distance between objects on a coordinate plane.

Central Middle School	12	14.6%	6	7.3%	64	78.0%
North Middle School	11	15.9%	10	14.5%	48	69.6%
West Middle School	12	14.8%	21	25.9%	48	59.3%

##### B. TLW understand the concepts and attributes of length, perimeter, area, and volume.

Central Middle School	12	14.6%	8	9.6%	62	75.6%
North Middle School	12	17.4%	13	18.8%	44	63.8%
West Middle School	9	10.5%	7	8.1%	70	81.4%

### Year End Subject Grade Analysis

	North Middle	South Middle	Central Middle	East Middle	West Middle	Average
<b>Language Arts</b>	<b>85.2%</b>	<b>88.9%</b>	<b>85.0%</b>	<b>85.7%</b>	<b>85.8%</b>	<b>86.1%</b>
6th Grade	86.8%	89.5%	83.9%	84.4%	87.5%	86.4%
7th Grade	85.0%	88.9%	86.5%	89.5%	84.8%	86.9%
8th Grade	83.7%	88.2%	84.7%	83.3%	85.1%	85.0%
<b>Mathematics</b>	<b>81.8%</b>	<b>83.0%</b>	<b>81.4%</b>	<b>81.6%</b>	<b>81.5%</b>	<b>81.8%</b>
6th Grade	82.7%	83.3%	81.8%	80.1%	82.6%	82.1%
7th Grade	80.6%	82.7%	82.3%	81.9%	80.5%	81.6%
8th Grade	82.0%	82.9%	80.2%	82.7%	81.4%	81.8%
<b>Social Studies</b>	<b>81.1%</b>	<b>81.3%</b>	<b>79.2%</b>	<b>80.1%</b>	<b>79.8%</b>	<b>80.3%</b>
6th Grade	83.5%	82.7%	79.8%	80.2%	79.6%	81.2%
7th Grade	79.9%	81.3%	78.7%	80.3%	79.5%	79.9%
8th Grade	80.0%	80.1%	79.1%	79.9%	80.2%	79.9%
<b>Science</b>	<b>86.2%</b>	<b>88.3%</b>	<b>83.1%</b>	<b>85.4%</b>	<b>85.7%</b>	<b>85.7%</b>
6th Grade	85.7%	88.8%	80.4%	86.2%	85.2%	85.3%
7th Grade	86.6%	88.2%	83.5%	85.7%	86.1%	86.0%
8th Grade	86.2%	87.8%	85.3%	84.4%	85.7%	85.9%
<b>Health</b>	<b>91.8%</b>	<b>94.3%</b>	<b>91.2%</b>	<b>91.8%</b>	<b>91.8%</b>	<b>92.2%</b>
6th Grade	91.8%	94.8%	90.6%	92.2%	91.9%	92.3%
7th Grade	92.3%	93.9%	91.0%	91.7%	92.0%	92.2%
8th Grade	91.4%	94.4%	92.0%	91.6%	91.5%	92.2%
<b>Physical Education</b>	<b>92.7%</b>	<b>95.7%</b>	<b>91.9%</b>	<b>92.5%</b>	<b>92.7%</b>	<b>93.1%</b>
6th Grade	92.8%	95.8%	91.9%	93.0%	92.9%	93.3%
7th Grade	92.4%	95.3%	92.0%	92.3%	92.9%	93.0%
8th Grade	92.7%	96.0%	91.8%	92.1%	92.2%	93.0%
	<b>86.5%</b>	<b>88.6%</b>	<b>85.3%</b>	<b>86.2%</b>	<b>86.2%</b>	

# Elementary Math Assessments District Summary

## Excelsior Public Schools

### Second Grade

	Beg (%)	Dev (%)	Prof (%)				
<b>Quarter 1 Objectives</b>	Counts by 2's, 5's and 10's from a 2- or 3- digit number	14	5.1	16	5.8	246	89.1
	Constructs fact families	17	6.2	16	5.8	243	88.0
	Solves word problems	21	7.6	28	10.1	227	82.2
	Can accurately solve addition facts through 10	31	11.2	29	10.5	216	78.3
	Can accurately solve subtraction facts through 10	85	30.8	25	9.1	166	60.1
	Knows cent value of a nickel, dime, quarter, half-dollar, and dollar	23	8.9	34	13.2	201	77.9
	Tells time to the hour / half hour	42	16.5	83	32.5	130	51.0
	Totals for Quarter 1	233	12.3	231	12.2	1429	75.5
<b>Quarter 2 Objectives</b>	Recognizes and writes 3- and 4-digit numbers from dictation	19	5.8	15	4.6	293	89.6
	Identifies place value in 3-digit numbers	12	3.7	8	2.4	307	93.9
	Finds sum of 2-digit numbers without trading	11	3.4	18	5.5	298	91.1
	Solves word problems	44	13.5	36	11.0	247	75.5
	Can accurately solve addition facts through 18	93	28.4	45	13.8	189	57.8
	Can accurately solve subtraction facts through 10	66	20.2	23	7.0	238	72.8
	Tells time to 1/4 hour intervals	86	26.5	70	21.6	168	51.9
	Totals for Quarter 2	331	14.5	215	9.4	1740	76.1
<b>Quarter 3 Objectives</b>	Adds 2-digit numbers without trading	28	10.1	3	14.3	18	85.7
	Solves word problems	29	10.5	3	14.3	18	85.7
	Can accurately solve addition facts through 18	16	5.8	6	28.6	15	71.4
	Subtracts 2-digit numbers without trading	25	9.1	2	9.5	19	90.5
	Constructed response	16	5.8	1	4.8	20	95.2
	Can accurately solve subtraction facts through 18	83	32.5	13	61.9	8	38.1
	Recognizes symmetrical objects					21	100.0
	Tells time to 5 minute intervals	34	13.2	15	71.4	6	28.6
Totals for Quarter 3	231	12.2	43	25.6	125	74.4	
<b>Quarter 4 Objectives</b>	Writes dollars and cents notations	17	4.5	88	23.4	268	71.3
	Fact families (+, -)	5	1.3	12	3.2	353	94.6
	Place value of 3- and - digit numbers	25	6.7	19	5.1	326	87.6
	Adds multi-digit numbers	21	5.6	86	23.1	263	70.7
	Problem solving	16	4.3	128	34.3	226	60.6
	Facts through 20 (+, -)	21	5.6	47	12.6	302	81.2
	Subtracts multi-digit numbers	55	14.8	122	32.8	192	51.6
	Tells time	26	7.4	104	29.6	219	62.4
Totals for Quarter 4	186	6.3	606	20.5	2149	72.6	

	1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade				
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
<b>Language Arts</b>																					
<b>Reading</b>	163	109	67	51	138	93	61	43	154	115	56	45	149	127	61	38	178	113	44	30	
North Elementary	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11	34	18	14	7	
South Elementary	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2	45	21	4	3	
East Elementary	34	15	14	15	29	18	12	8	28	26	11	9	35	28	9	3	36	29	4	4	
West Elementary	37	21	12	8	31	13	6	36	24	8	6	6	33	26	7	9	38	27	6	2	
Central Elementary	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13	25	18	16	14	
<b>Writing</b>	165	100	67	58	143	83	65	44	159	119	51	41	155	130	52	38	174	119	44	28	
North Elementary	33	17	16	12	23	14	17	13	30	20	14	10	26	22	14	13	28	19	13	11	
South Elementary	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11	27	23	15	8	
East Elementary	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2	45	21	4	3	
West Elementary	34	15	14	15	29	18	12	8	28	26	11	9	35	28	9	3	36	29	4	4	
Central Elementary	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9	38	27	6	2	
<b>Spelling</b>	155	110	68	57	138	92	60	45	153	116	55	46	148	135	54	38	171	118	45	31	
North Elementary	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11	27	23	15	8	
South Elementary	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13	25	18	16	14	
East Elementary	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9	38	27	6	2	
West Elementary	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2	45	21	4	3	
Central Elementary	34	15	14	15	29	18	12	8	28	26	11	9	35	28	9	3	36	29	4	4	
<b>Listening/Speaking</b>	154	114	71	51	119	97	70	50	151	107	59	46	145	121	58	50	157	106	62	40	
North Elementary	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13	25	18	16	14	
South Elementary	33	17	16	12	23	14	17	13	30	20	14	10	26	22	14	13	28	19	15	11	
East Elementary	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11	27	23	15	8	
West Elementary	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11	34	18	14	7	
Central Elementary	32	29	11	6	28	27	1	34	27	27	4	2	39	30	3	43	28	2	0		

High School Mathematics Standards by Ethnic and Gender

	Asian		Black		Hispanic		Native American		White		Total					
	F	M	F	M	F	M	F	M	F	M						
Develops, tests, and explains conjectures about properties of number systems and real numbers; estimates and justifies the reasonableness of solutions to problems involving real numbers.	3.00	3.67	3.29	3.50	2.71	2.80	3.00	4.00	3.67	2.93	3.07	3.00	3.19	3.30	3.24	3.22
Models real-world phenomena using functions, equations, inequalities and matrices.	2.73	3.33	3.00	3.00	2.00	2.00	3.00	3.00	3.00	3.00	1.50	1.67	2.67	2.30	2.58	2.58
Analyzes and explains the behaviors, transformations, and general properties of linear algebraic equations and inequalities geometrically and describing types of equations and functions.	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.25	3.50	4.00	3.75	3.39	2.81	3.07	3.13	3.13
Designs and conducts a statistical experiment to study a problem, and interprets and communicates the results using appropriate technology.	3.33	2.50	3.00	3.00	2.00	2.20	2.50	3.00	2.75	3.00	3.00	3.00	3.56	3.15	3.37	3.24
Draws conclusions about distributions of data based on analysis of statistical summaries.	1.00	2.50	1.75	1.47	1.74	1.67	2.50	2.14	2.06	1.87	1.97	2.71	2.18	2.38	2.58	2.49
Uses experimental and theoretical probability to represent and solve problems involving uncertainty.	2.83	2.13	2.43	2.67	2.21	2.39	2.00	2.25	2.14	3.29	1.25	2.58	2.71	2.40	2.53	2.51
Solves real-world problems with inferential use of combinations and permutations.	3.50	3.00	3.25	3.67	3.67	3.67	3.33	3.50	4.00	3.67	3.00	3.40	3.49	3.45	3.46	3.46
Draws conclusions about distributions of data based on analysis of statistical summaries.	3.00	3.67	3.29	3.25	2.45	2.67	3.00	4.00	3.67	2.93	2.96	2.92	3.15	3.24	3.19	3.15
Uses experimental and theoretical probability to represent and solve problems involving uncertainty.	4.00	3.50	3.67	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.75	3.70	3.52	3.60	3.63
Solves real-world problems with inferential use of combinations and permutations.	3.00	3.00	3.00	3.00	1.75	2.00	3.00	3.00	3.00	3.00	4.00	3.67	3.11	3.26	3.18	3.11
Finds and analyzes relationships among geometric figures using transformations.	3.00	3.78	3.44	3.00	4.00	3.25	3.00	3.75	3.43	3.75	3.70	3.73	3.63	3.53	3.57	3.59
Derives and uses methods to measure perimeter, area, and volume of regular and irregular geometric figures.	2.50	2.50	2.50	3.00	1.75	2.00	3.00	2.50	2.71	2.18	1.87	2.63	2.83	2.61	2.74	2.66
Measures quantities indirectly using techniques of algebra, geometry or trigonometry.	2.80	2.00	2.20	2.40	2.50	2.43	3.50	2.50	2.83	3.00	3.00	3.00	3.69	2.71	2.70	2.68
Describes the limitations of estimation and assesses the amount of error resulting from estimations within acceptable tolerance limits.	3.00	2.50	2.67	2.67	2.00	2.50	3.00	2.75	2.83	3.00	3.00	3.00	2.98	2.95	2.96	2.93
Total	3.75	2.33	3.14	3.00	3.00	3.00	4.00	2.40	3.00	3.00	2.50	2.67	3.06	2.43	2.75	2.79
	3.00	3.00	3.01	2.98	3.21	2.47	2.89	2.94	2.92	2.93	2.83	2.88	3.05	2.89	2.97	2.95

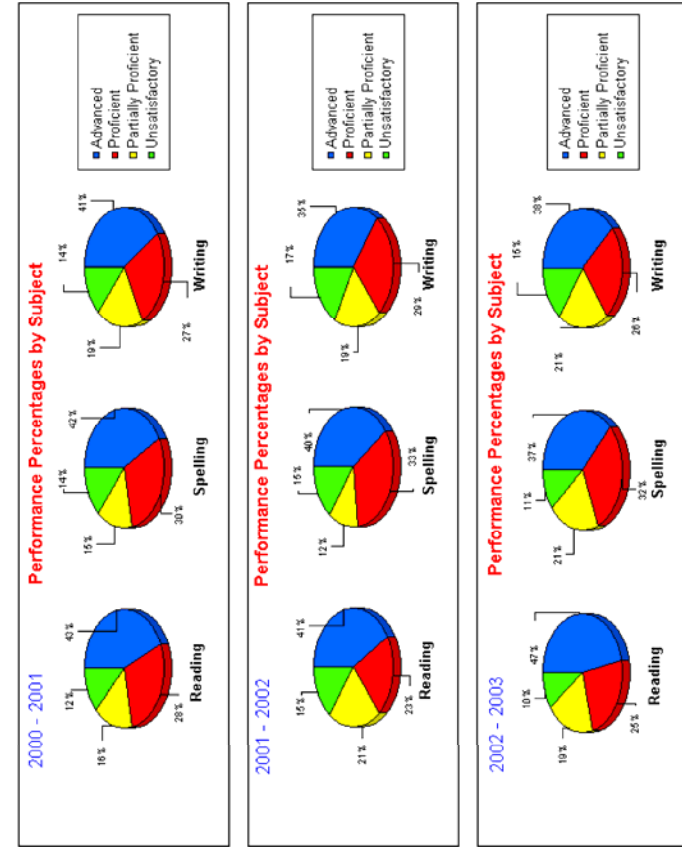
Subject Analysis by Teacher

	Reading				Writing				Spelling				Listening/Speaking			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
<b>North Elementary</b>	173	99	66	52	143	84	66	42	160	118	52	40	156	122	59	38
Mr. Gomez	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2
Mrs. Carson	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9
Mrs. Jackson	34	15	14	15	29	18	12	8	28	26	11	9	35	28	9	3
Mrs. Jones	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11
Ms. Wilson	33	17	16	12	23	14	17	13	30	20	14	10	26	22	14	13
<b>South Elementary</b>	153	121	65	51	144	92	57	42	159	117	51	43	144	136	58	37
Mr. Howard	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9
Mr. Woods	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2
Mrs. Brown	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11
Mrs. West	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13
Ms. Sparks	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2
<b>East Elementary</b>	158	118	67	47	127	100	66	43	157	111	53	42	152	125	51	46
Mr. James	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11
Mrs. Garrison	32	29	11	6	28	27	12	1	34	27	4	2	39	30	3	2
Mrs. Williams	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9
Ms. Parker	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13
Ms. Powers	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11
<b>West Elementary</b>	169	106	64	51	138	95	66	37	161	120	46	36	168	126	44	36
Mr. Newsome	32	29	11	6	28	27	12	1	34	27	4	2	39	30	3	2
Mrs. Booker	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11
Mrs. Porter	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9
Mrs. Woodson	29	21	14	14	25	16	14	12	31	22	11	10	30	25	9	11
Ms. Black	34	15	14	15	29	18	12	8	28	26	11	9	35	28	9	3
<b>Central Elementary</b>	162	111	69	48	132	89	66	48	156	109	59	46	140	121	66	48
Mr. Bond	37	20	13	8	25	17	15	10	32	21	12	9	31	17	16	11
Mr. Rogers	32	26	11	9	35	18	9	5	34	27	7	6	31	29	13	2
Mr. Summers	23	27	17	11	18	23	12	14	24	17	18	15	19	27	16	13
Mrs. Banks	37	21	12	8	31	17	13	6	36	24	8	6	33	26	7	9
Ms. Elliot	33	17	16	12	23	14	17	13	30	20	14	10	26	22	14	13

Multi Year Proficiency Analysis

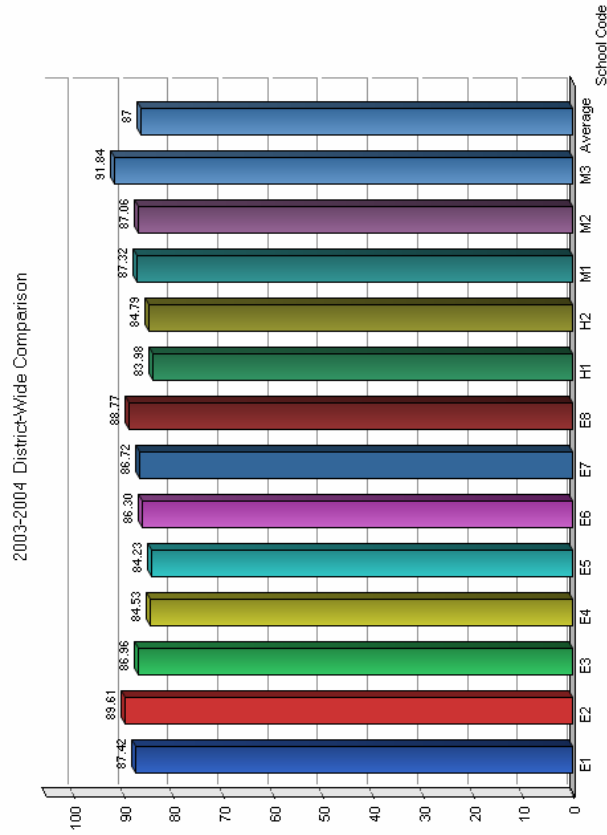
School Year: Mastery:	2000-2001			2001-2002			2002-2003		
	Yes	No	% Prof.	Yes	No	% Prof.	Yes	No	% Prof.
<b>LANGUAGE ARTS</b>	240	56	81.1%	240	48	83.3%	288	80	78.3%
Uses phonics and word families to decode words	240	80	75.0%	240	56	81.1%	224	64	77.8%
Uses word parts to decode and expand vocabulary	232	64	78.4%	256	40	86.5%	272	16	94.4%
Uses sound spelling	224	48	82.4%	224	32	87.5%	256	40	86.5%
Writes friendly letter form	248	56	81.6%	240	24	90.9%	272	48	85.0%
Write an expository composition.	208	48	81.3%	232	56	80.6%	288	16	94.7%
Compose a variety of sentences.	264	56	82.5%	272	24	91.9%	312	32	90.7%
Uses appropriate grammar, capitalization, punctuation	248	48	83.8%	232	64	78.4%	248	40	86.1%
Uses complete sentences and varies sentence beginnings	272	32	89.5%	272	24	91.9%	272	16	94.4%
Ideas/Content - Writing is clearly focused	280	24	92.1%	296	0	100.0%	256	32	88.9%
Writes legibly using cursive	264	40	86.8%	272	24	91.9%	272	16	94.4%
Identifies one to one correspondence - words in a sentence	272	24	91.9%	296	8	97.4%	272	24	91.9%
Recognizes sequence of events	216	40	84.4%	232	40	85.3%	224	64	77.8%
Summarizes text	280	8	97.2%	304	0	100.0%	288	8	97.3%
Demonstrates reading direction, return sweep	248	0	100.0%	208	0	100.0%	288	16	94.7%
Generates questions that can be answered from the text	280	56	83.3%	344	72	82.7%	296	16	94.9%
Listens to a story attentively	240	16	93.8%	40	0	100.0%	144	8	94.7%
Comprehends material that is read aloud	184	8	95.8%	104	0	100.0%	136	16	89.5%
Stays on task during sustained silent reading	232	24	90.6%	256	64	80.0%	208	38	70.3%
Participates in shared reading	168	8	95.5%	304	0	100.0%	288	8	97.3%
Speaks in complete sentences	128	64	66.7%	112	160	41.2%	176	112	61.1%
Expresses thoughts through drawing pictures									
<b>Mastery/Proficiency Totals</b>	4,968	800	86.1%	6,776	1,016	87.0%	5,280	760	87.4%

Performance Chart

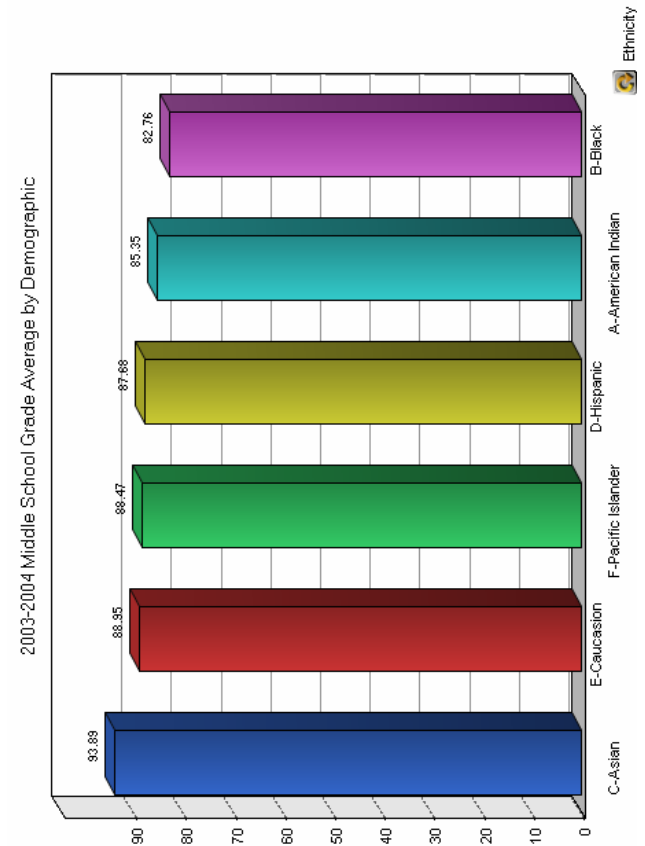




### District-Wide School to School Analysis

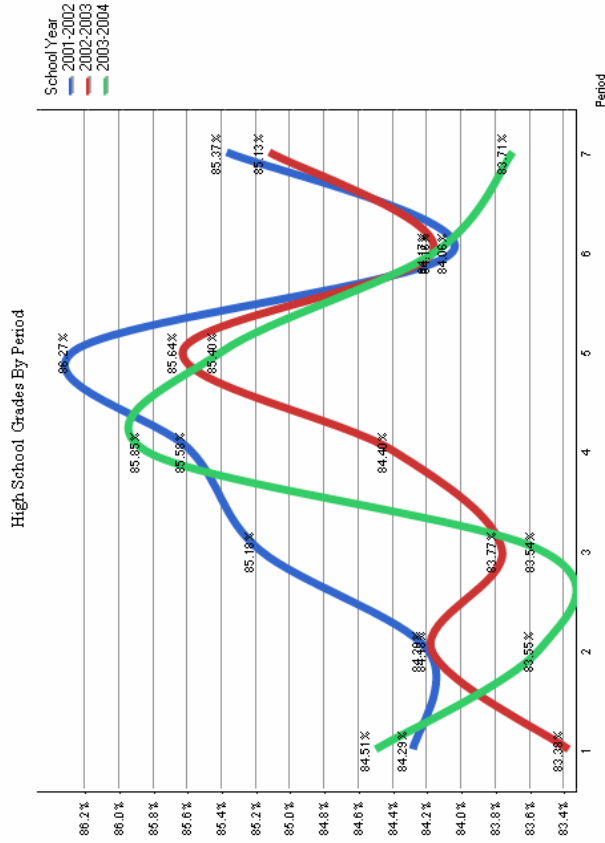


### Demographic Comparison Analysis

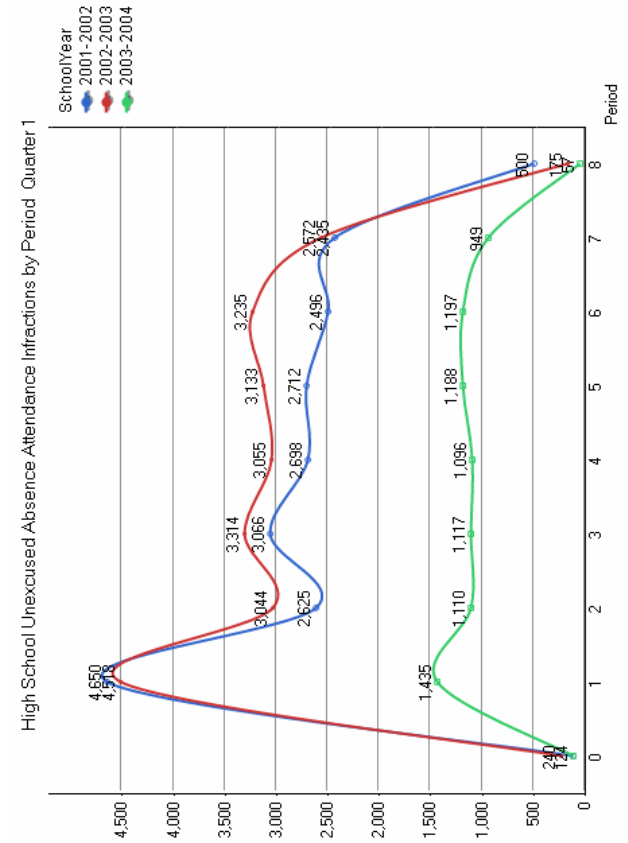




### Longitudinal Period Analysis

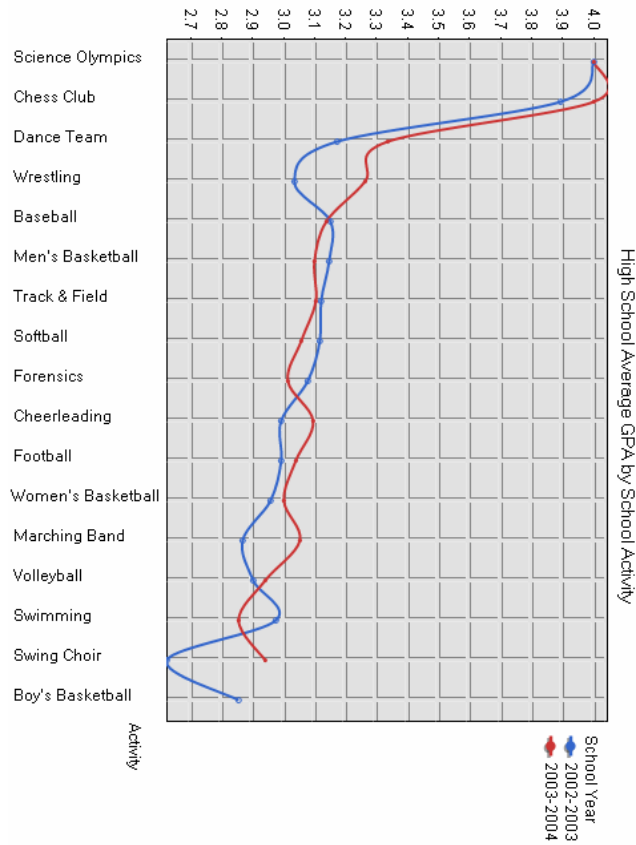


### Attendance Analysis by Period

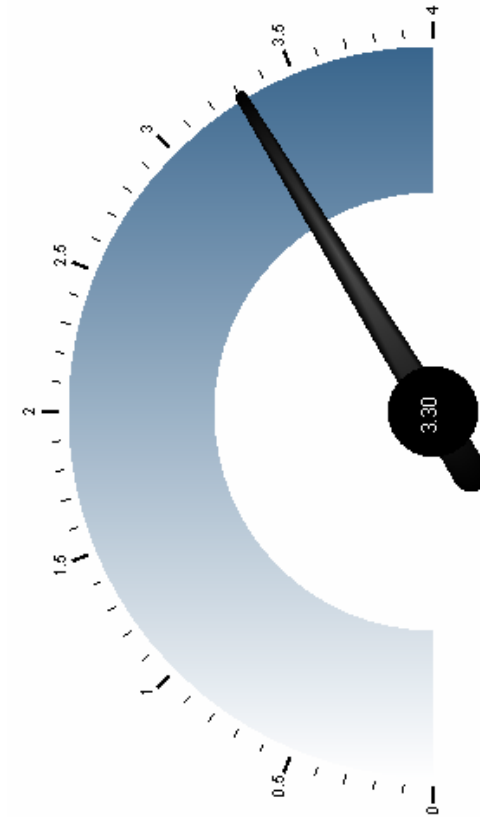




### Extra Curricular Activity Analysis

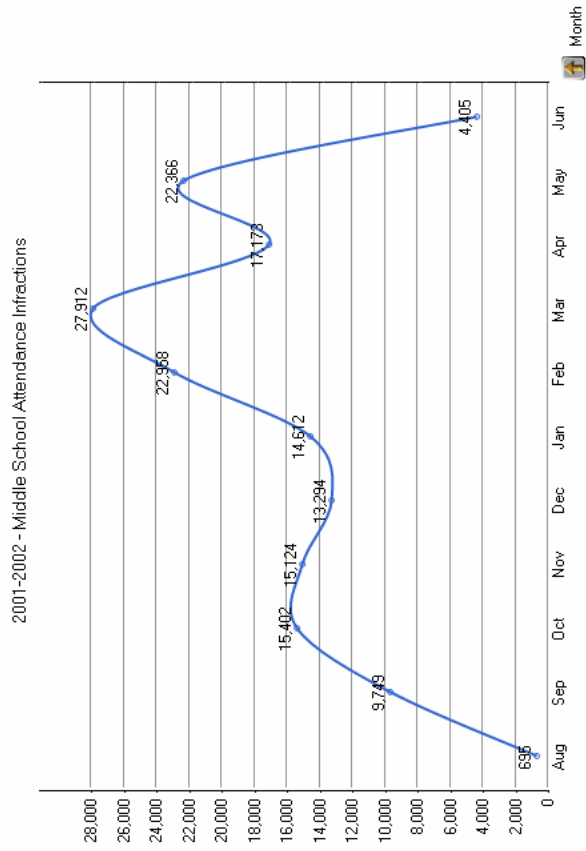


### District-Wide GPA Gauge Analysis

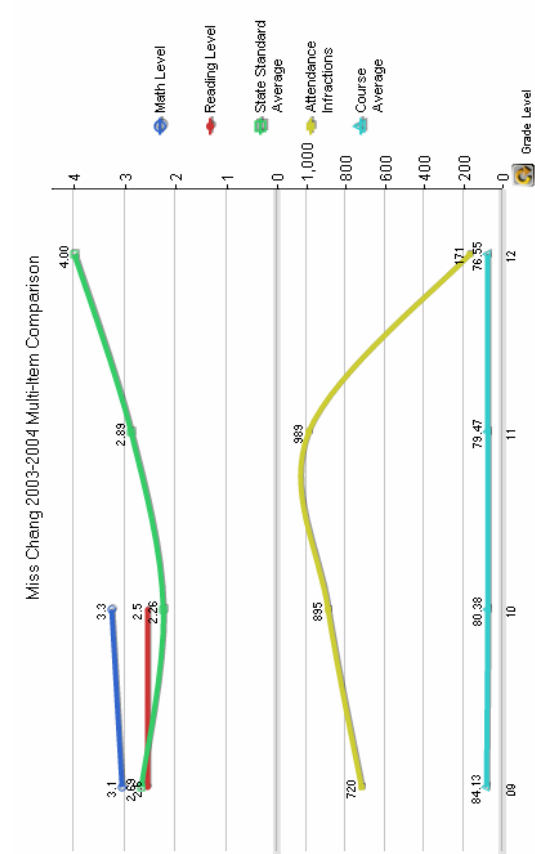




### District-Wide Attendance Analysis



### Multiple Item Analysis Graph





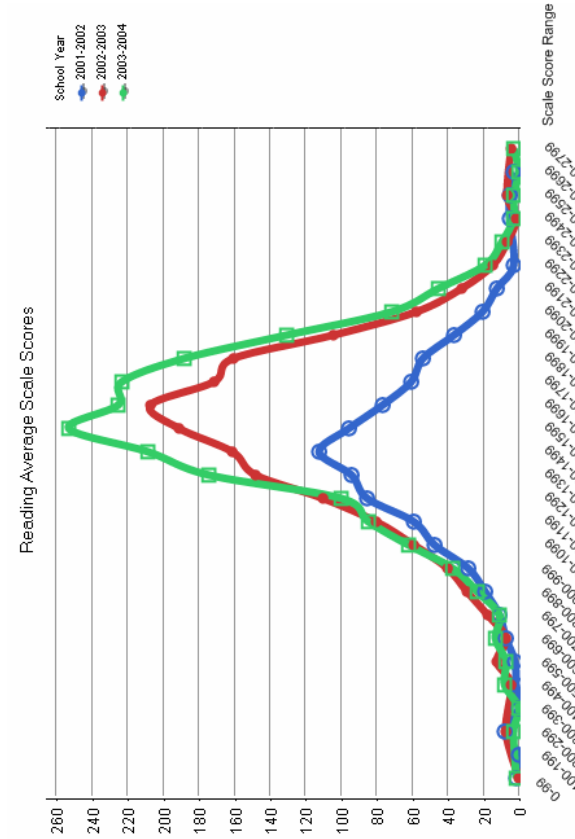


### Multiple Item Analysis Table

Student	Grade Level	Course Average	Attendance	Infractions	Reading Level	Math Level	State Standard... GPA	Honor Roll
Zoanima, Al	07	-	-	-	-	-	-	-
Abonez, Nawna J.	-	76.72	-	65	-	-	2.67	2.49
Abone, Nawna K.	-	99.16	-	79	1	2	-	4.00 Honor Roll
Adda, Neve I.	-	-	-	-	-	-	-	-
Adda, Neve J.	-	95.23	-	40	-	-	3.38	3.92 Honor Roll
Adda, Neve K.	-	82.78	-	58	2	3	-	2.93
Adda, Neve V.	-	94.80	-	14	-	-	-	3.79 Honor Roll
Agnohis, Di J.	-	91.68	-	98	3	3	2.85	3.68 Honorable Mention
Aide, Lyman I.	-	-	-	-	-	-	-	-
Aide, Lyman J.	-	96.50	-	123	3	3	3.13	3.69 Honorable Mention
Aide, Lyman K.	-	98.91	-	21	3	3	4.00	4.00 Honor Roll
Alikars, Collin J.	-	89.17	-	40	-	-	2.82	3.50 Honorable Mention
Alikars, Collin K.	-	-	-	66	-	-	-	-
Alikars, Collin W.	-	98.09	-	12	3	2	-	4.00 Honor Roll
Amin, Cyn I.	-	-	-	-	-	-	-	-
Amin, Cyn J.	-	95.27	-	57	4	5	3.17	3.98 Honor Roll
Amin, Cyn J.	-	89.84	-	9	-	-	-	3.43 Honorable Mention
Andreas, Ben V.	-	98.59	-	4	3	4	-	4.00 Honor Roll
Anna, Indr V.	-	95.48	-	16	2	2	-	3.79 Honor Roll
Annum, Jerr I.	-	-	-	-	-	-	-	-
Annum, Jerr K.	-	95.24	-	158	2	2	-	4.00 Honor Roll
Anthemum, Chris I.	-	-	-	-	-	-	-	-
Anthemum, Chris J.	-	93.69	-	19	-	-	2.96	3.90 Honor Roll
Anthemum, Chris K.	-	91.54	-	34	2	2	-	3.71 Honorable Mention
Aune, Marge J.	-	102.87	-	147	-	-	3.38	4.00 Honor Roll
Aulan, Sam I.	-	-	-	-	-	-	-	-
Aulan, Sam K.	-	95.59	-	13	2	1	-	3.92 Honor Roll
Aulan, Sam V.	-	96.69	-	3	1	1	-	4.00 Honor Roll
Aroockin, Denise I.	-	-	-	-	-	-	-	-
Aroockin, Denise J.	-	95.99	-	154	5	4	3.18	3.85 Honor Roll

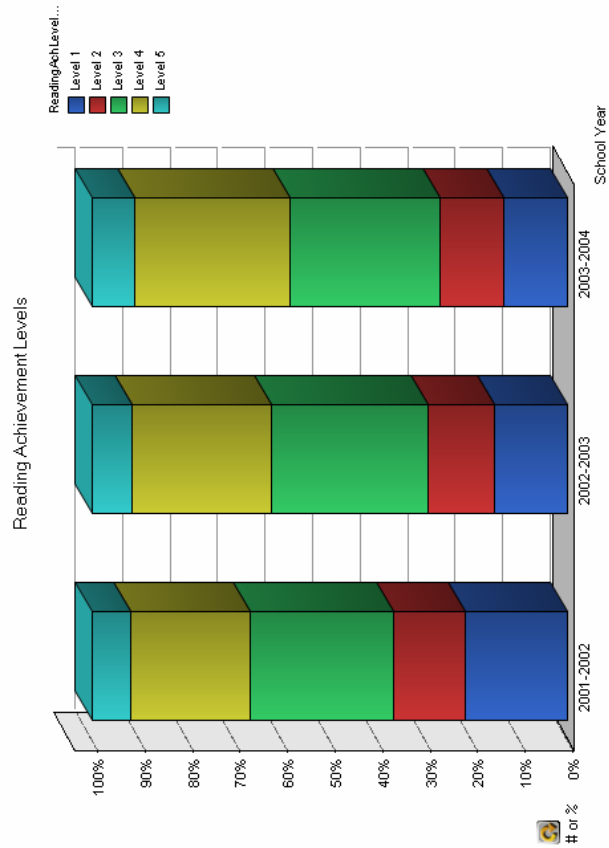


### Longitudinal Testing Scale Score Analysis

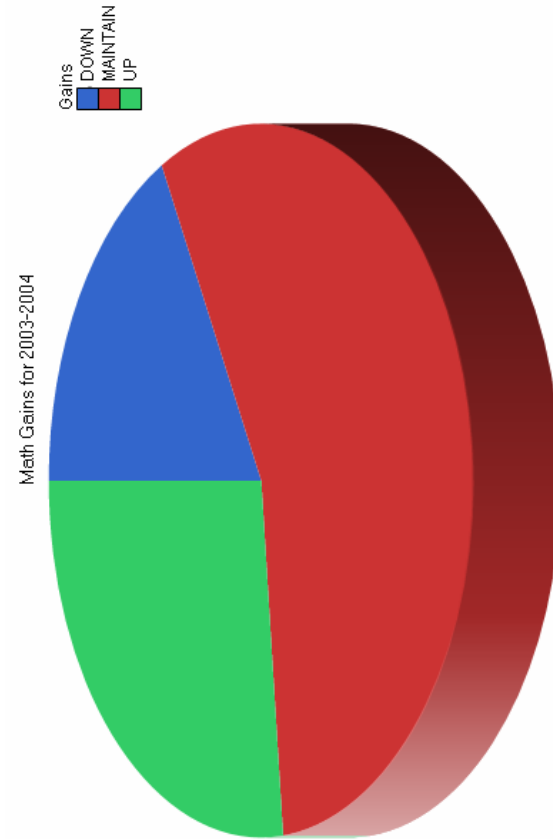




### Achievement Level Percentage Analysis



### Standard Testing Gains Analysis



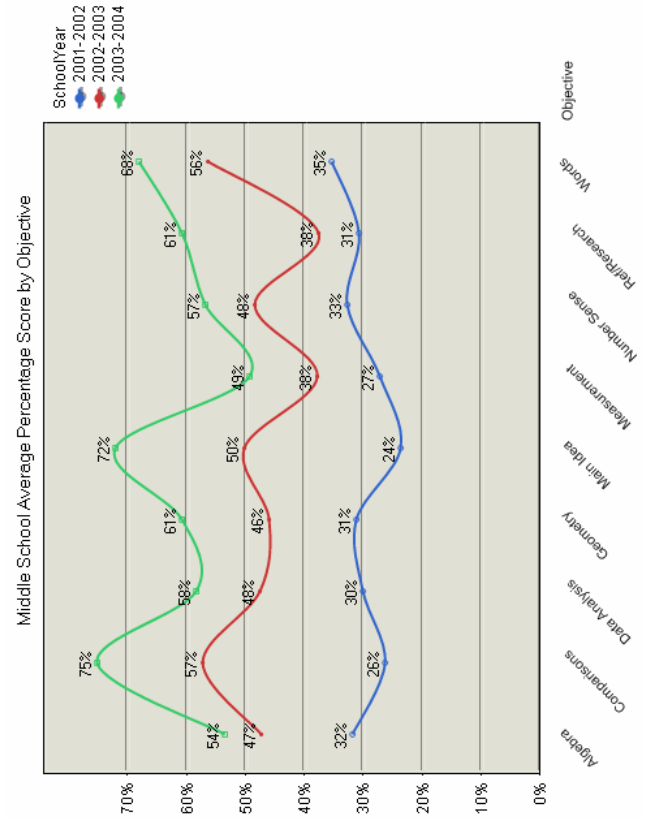


### Individual ACT Score Analysis

AP Statistics ACT Scores												
ACT Grade	11					12						
StudentName	Math	English	Reading	Science	Composite	Dif...	Math	English	Reading	Science	Composite	Dif...
Adda, Neve A.	18	29	18	24	22	.	21	18	24	30	23	1
Aitick, Jerry A.	26	21	29	24	25	.	17	16	27	16	19	-6
Baum, Adam A.	22	18	26	28	24	.	17	27	17	29	23	-1
Blue, Sky A.	24	27	21	20	23	.	28	23	15	15	20	-3
Cheelan, Dwey A.	25	20	27	19	23	.	25	16	28	18	22	-1
Chiese, Colby A.	28	25	17	30	25	.	23	26	17	24	23	-2
Cross, Chris A.	28	19	29	29	26	.	24	16	22	22	21	-5
Deere, Pierce A.	16	28	25	15	21	.	19	28	24	17	22	1
Essent, Flor A.	23	23	20	20	22	.	25	23	25	15	24	2
Furst, May A.	26	22	21	29	25	.	19	27	18	29	23	-2
Garound, Mary A.	19	29	30	17	24	.	30	18	20	29	24	0
Hare, Hedda A.	18	18	21	25	21	.	28	29	18	30	27	6
Hart, Hava A.	26	22	23	24	24	.	28	22	16	19	21	-3
Knitts, Jack A.	16	27	18	16	19	.	24	18	22	22	22	3
Kutts, Cole A.	21	15	27	21	21	.	28	16	23	27	24	3
Lewsinate, Hal A.	24	18	24	15	20	.	29	24	18	29	25	5
Mass, Chris A.	18	25	18	27	22	.	18	20	23	25	23	1
Mented, Reggie A.	22	19	17	30	22	.	23	25	23	24	24	2
Mismulit, Lil A.	28	20	17	16	20	.	24	23	17	26	23	3
Mometor, Thore A.	24	24	29	17	24	.	15	29	23	30	24	0
Neuton, Feg A.	18	25	17	29	22	.	21	26	21	25	23	1
Odonize, Dee A.	19	19	21	20	20	.	18	26	19	17	19	-1
Oshay, Rick A.	28	23	27	19	24	.	22	15	16	23	19	-5
Ridea, Flor A.	19	18	24	23	21	.	23	18	19	17	19	-2
Sewatah, Minni A.	26	19	22	27	24	.	26	25	23	18	23	-1
Spice, Ginger A.	21	18	21	16	19	.	22	28	28	26	26	7
Srnice, Saffinn A.	21	20	28	15	21	.	26	22	27	21	24	3



### Standardized Testing Objective Analysis





### Responsible Teacher Testing Score Analysis

School Year	ACH	DEV	Change	% Change	Up Level	Maintain	Drop	ACH	DEV	Change	% Change	Up Level	Maintain	Drop
2002-2003														
2003-2004														
Christmas, Mary K.	-	-	1	1321%	-	-	-	1	1321%	-	-	-	-	-
Deere, Pierce L.	-	-	3	1838%	-	-	-	3	1838%	-	-	-	-	-
Dex, Wynn K.	-	-	4	1870%	-	-	-	4	1870%	-	-	-	-	-
Edgerton, Sha J.	3	1843%	-	-	-	-	-	-	-	-	-	-	-	-
Edropp, Beale II	-	-	3	1787%	-	-	-	3	1787%	-	-	-	-	-
Funyo, Carl K.	1	1337%	-	-	-	-	-	-	-	-	-	-	-	-
Head, Clay W.	-	-	2	1537%	-	-	-	2	1537%	-	-	-	-	-
Land, Ivan K.	1	1410%	-	-	-	-	-	-	-	-	-	-	-	-
Manted, Reggie K.	4	1926%	-	-	-	-	-	-	-	-	-	-	-	-
Mill, Wend J.	4	2163%	-	-	-	-	-	-	-	-	-	-	-	-
Nonstick, Pam K.	4	2229%	-	-	-	-	-	-	-	-	-	-	-	-
Payne, Ophelia J.	-	-	3	1845%	-	-	-	3	1845%	-	-	-	-	-
Peace, Warren K.	-	-	2	1838%	-	-	-	2	1838%	-	-	-	-	-
Potts, Jack J.	-	-	2	1504%	-	-	-	2	1504%	-	-	-	-	-
Queul, Molly L.	-	-	2	1482%	-	-	-	2	1482%	-	-	-	-	-
Ranger, Forrest J.	3	1832%	-	-	-	-	-	-	-	-	-	-	-	-
Rease, Theo J.	-	-	4	2095%	-	-	-	4	2095%	-	-	-	-	-
Rhett, Sigor L.	-	-	3	1720%	-	-	-	3	1720%	-	-	-	-	-
Riles, Flor K.	3	1859%	-	-	-	-	-	-	-	-	-	-	-	-
Saucs, Sony L.	-	-	4	1892%	-	-	-	4	1892%	-	-	-	-	-
Saucs, Sony L.	3	1876%	-	-	-	-	-	-	-	-	-	-	-	-
Tennant, Lou K.	1	1824%	-	-	-	-	-	-	-	-	-	-	-	-
Thoms, Vic J.	2	1546%	-	-	-	-	-	-	-	-	-	-	-	-
Walker, Jay J.	-	-	3	1914%	-	-	-	3	1914%	-	-	-	-	-
Ware, Della R.	-	-	5	2259%	-	-	-	5	2259%	-	-	-	-	-
Wouray, Jan J.	1	1676%	-	-	-	-	-	-	-	-	-	-	-	-

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