



HOLLISTON PUBLIC SCHOOLS

STANFORD ACHIEVEMENT
RESULTS

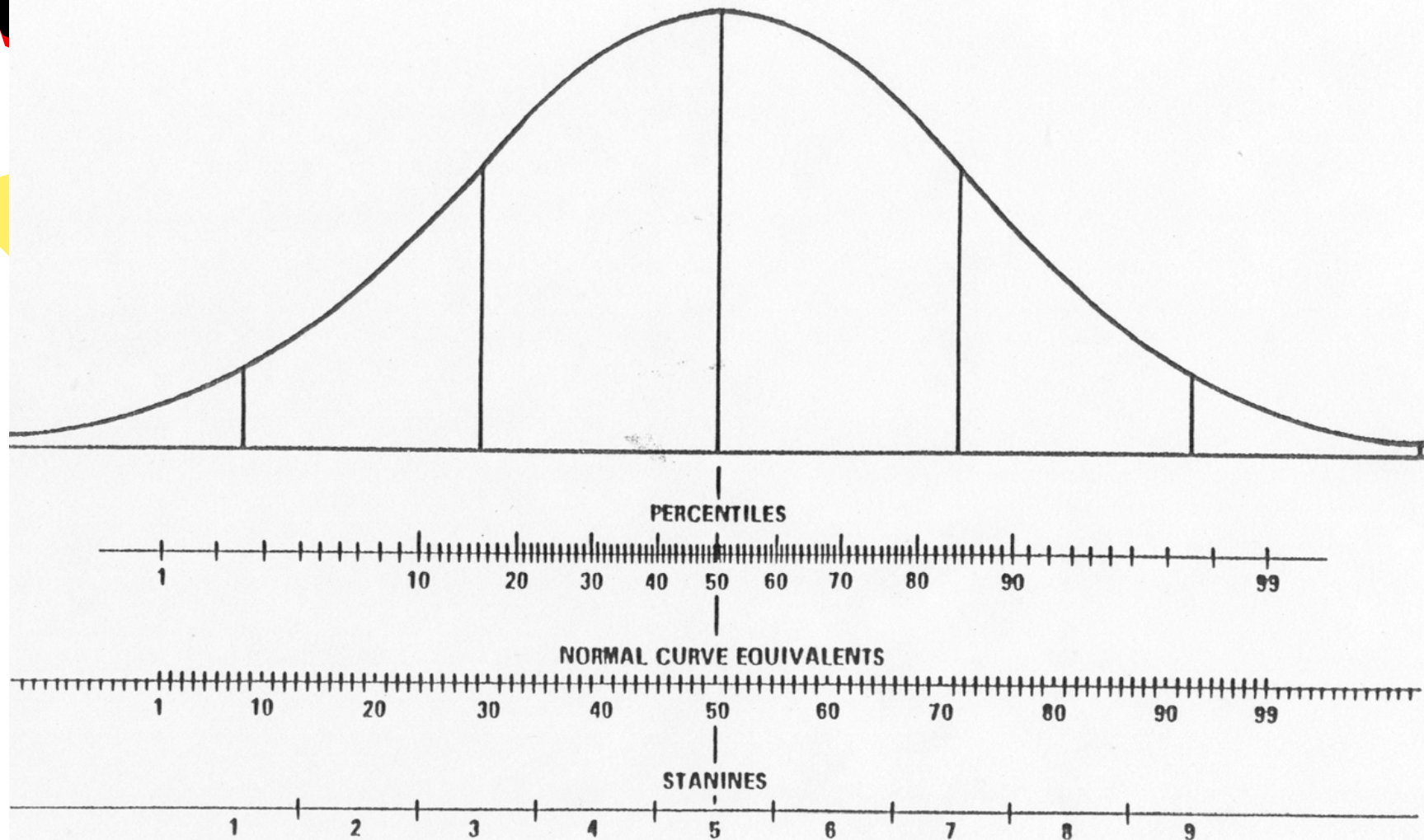
SEPTEMBER 2008



12/8/2008

2008 Stanford Achievement
Test September Administration

Normal Curve



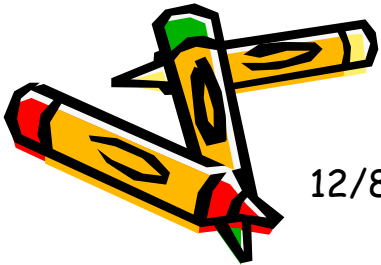
12/8/2008

2008 Stanford Achievement
Test September Administration

2008 Stanford Achievement Test

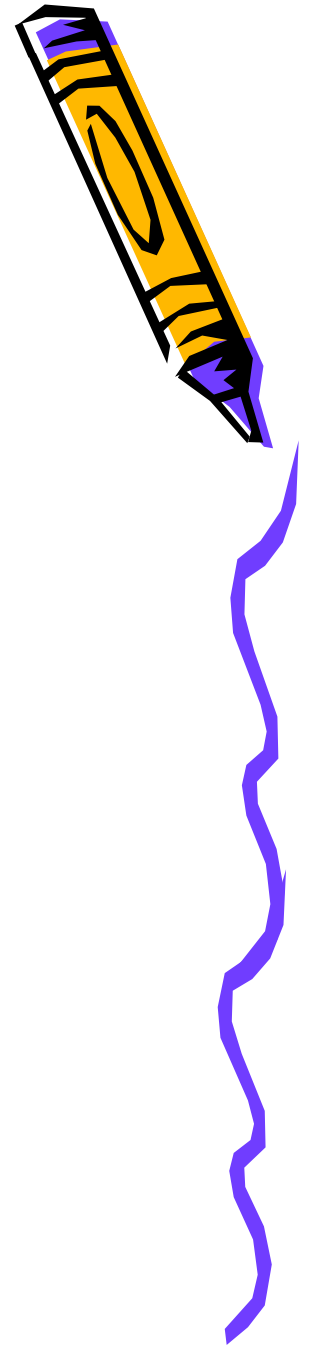
Contributing Factors

- High Socio-Economic Norms Used
- Timed Test
- No Accommodations for Special Education Students
- English Language Learner Population Growing
- Scores Reported in Percentiles Not Percentages
- 1995 Norms

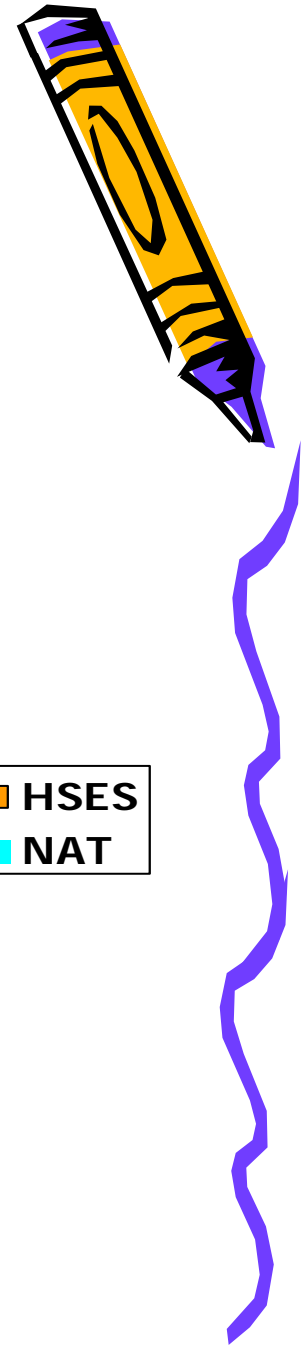


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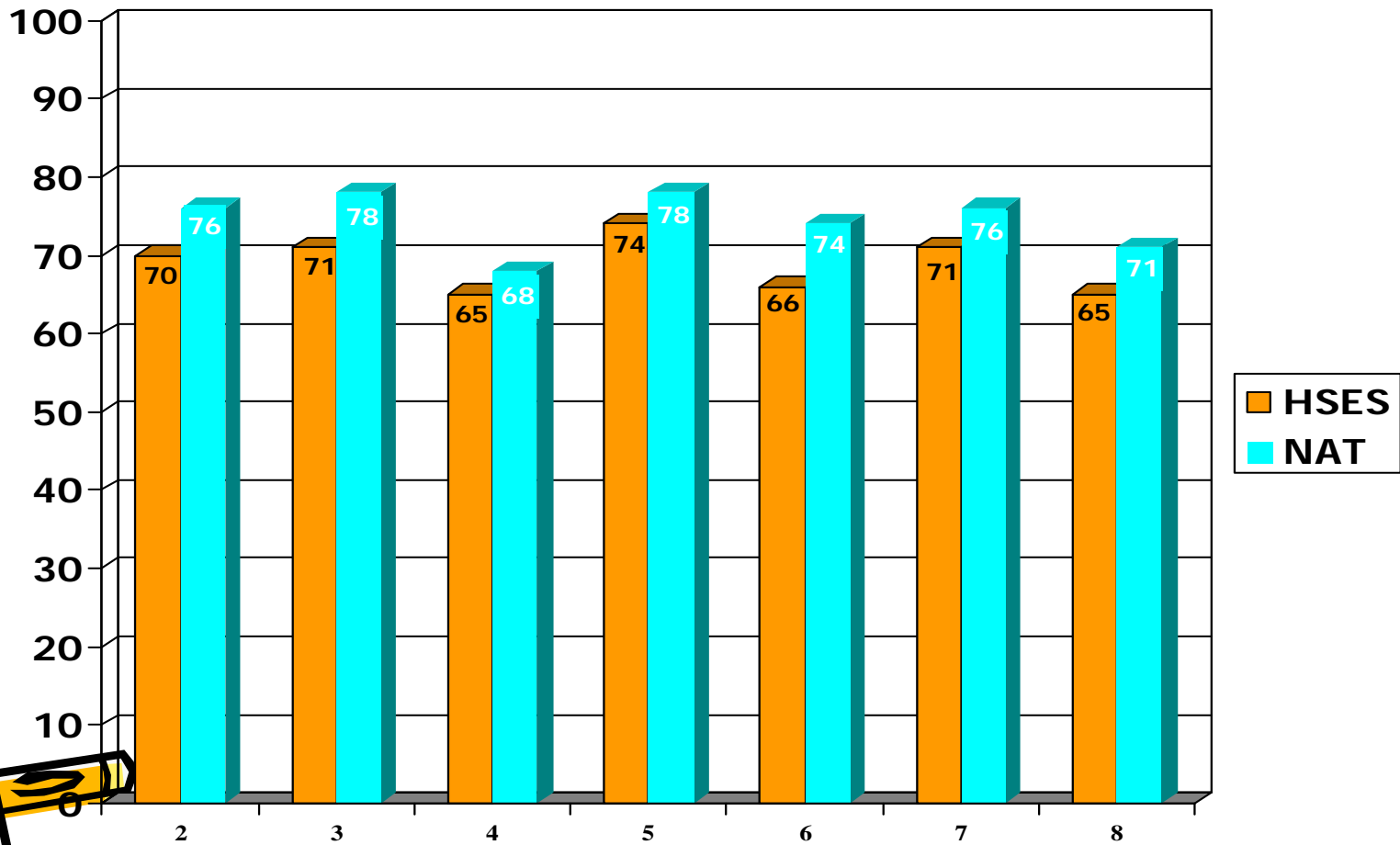
2008 Stanford Achievement
Test September Administration



2008 Stanford Achievement Test



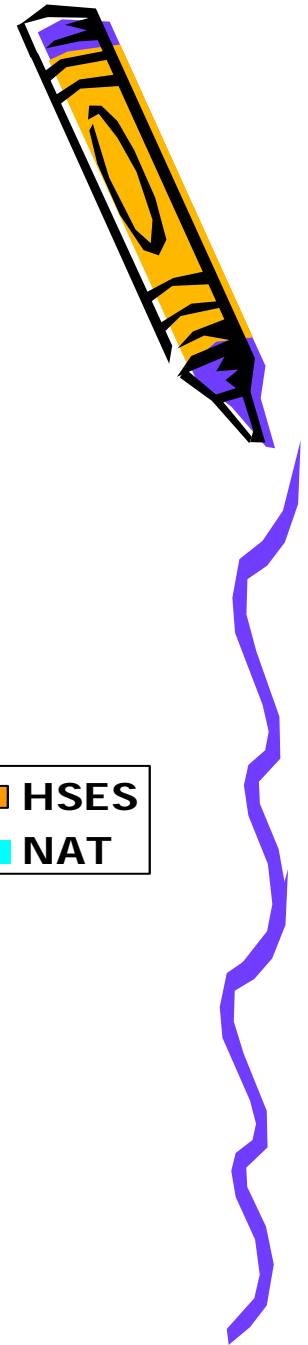
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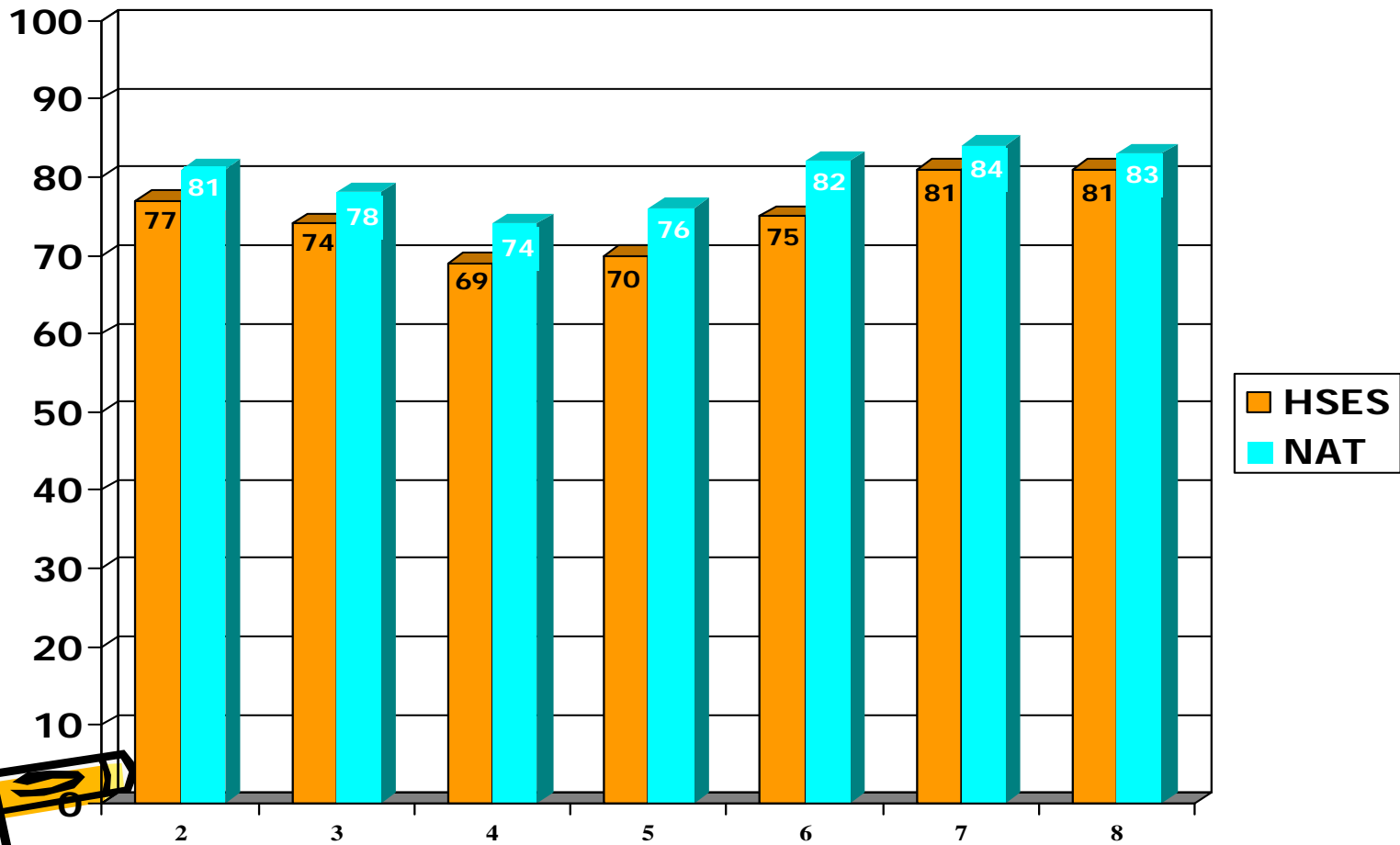
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2008 Stanford Achievement
Test September Administration

2008 Stanford Achievement Test



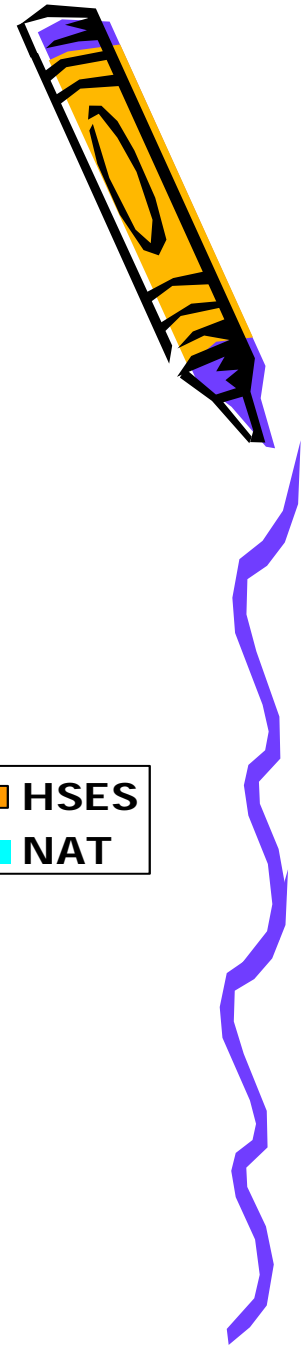
Total Math



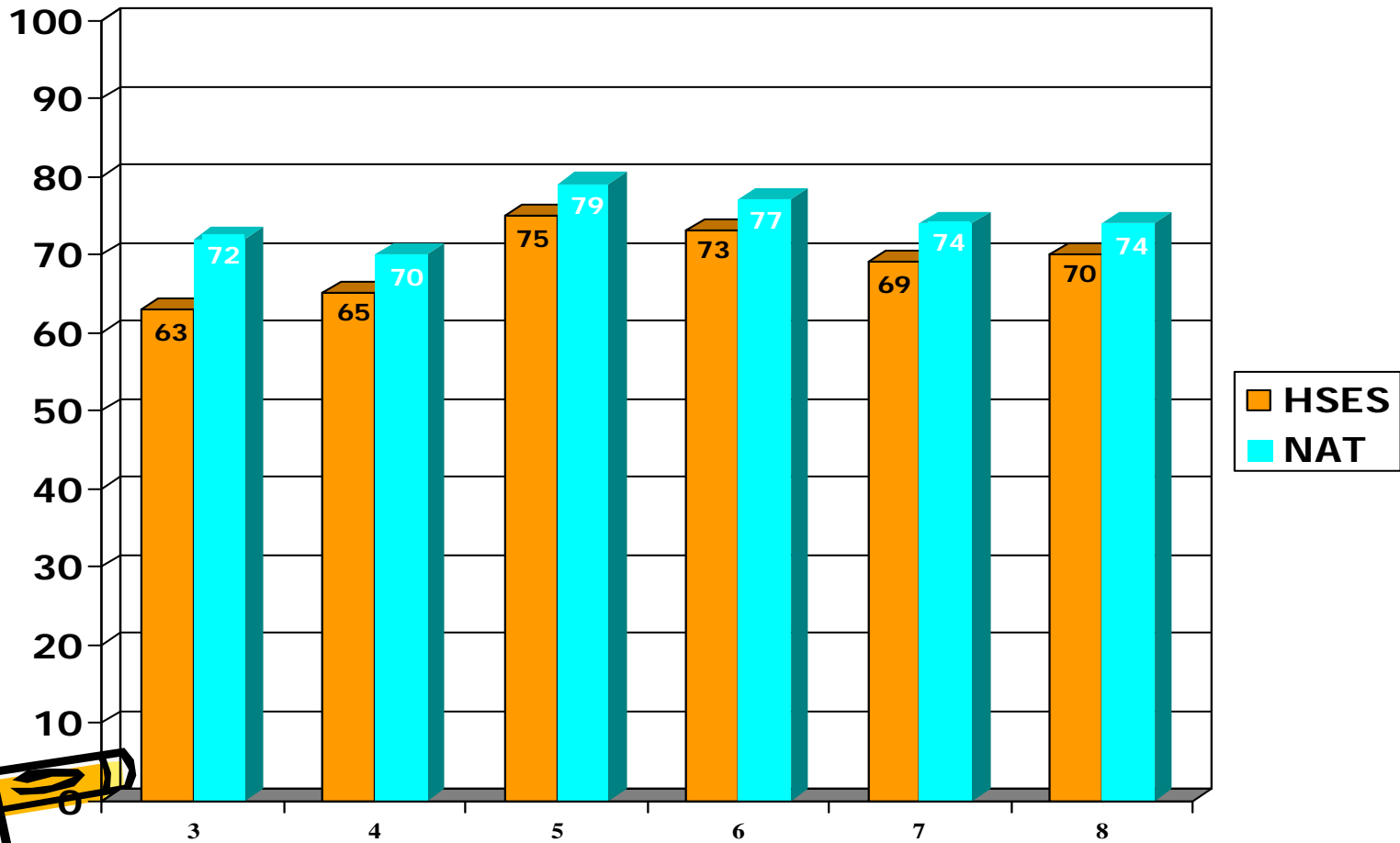
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Total Language



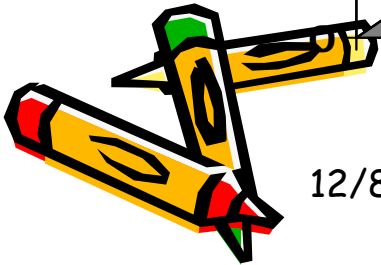
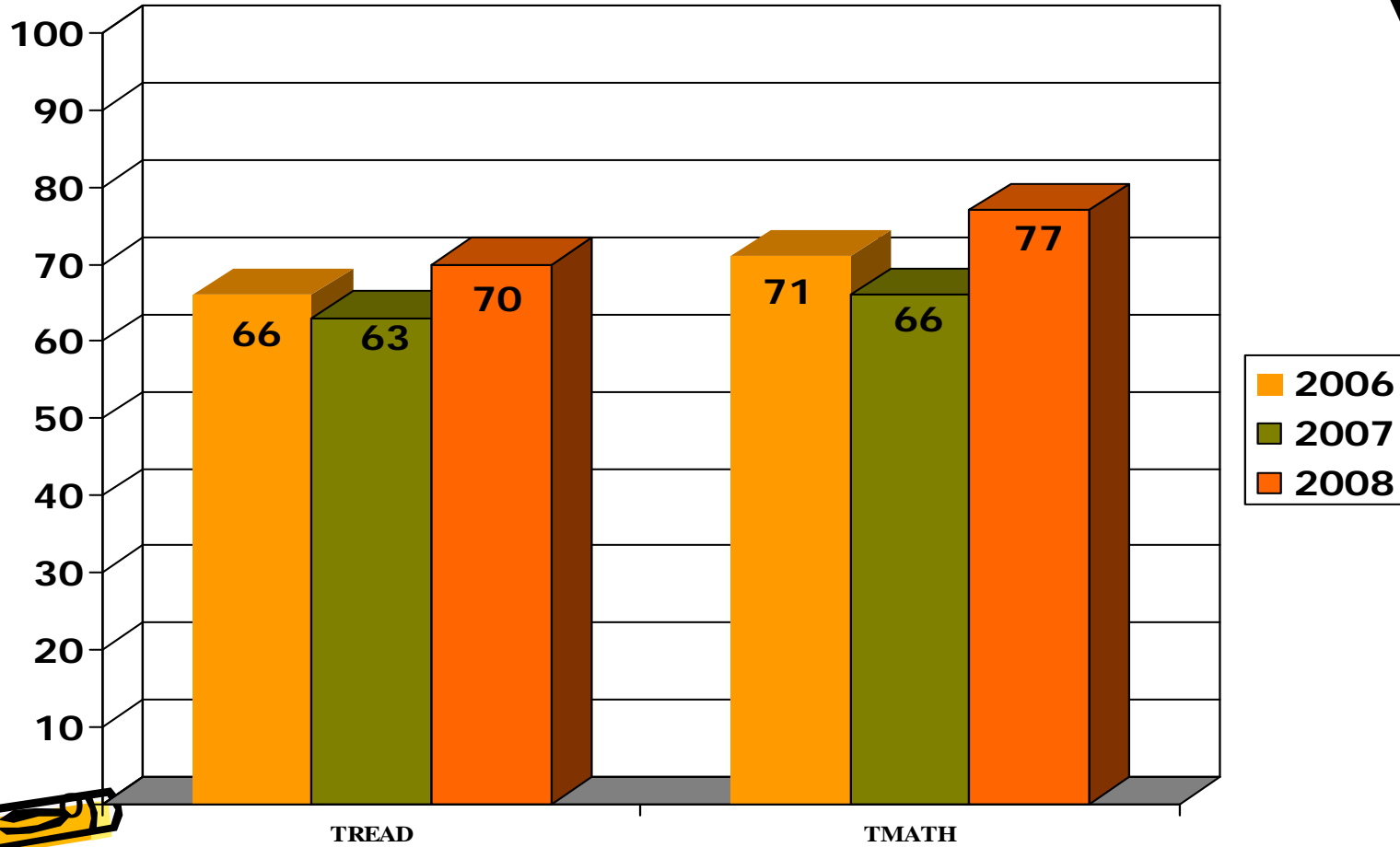
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Test September Administration

2008 Stanford Achievement Test

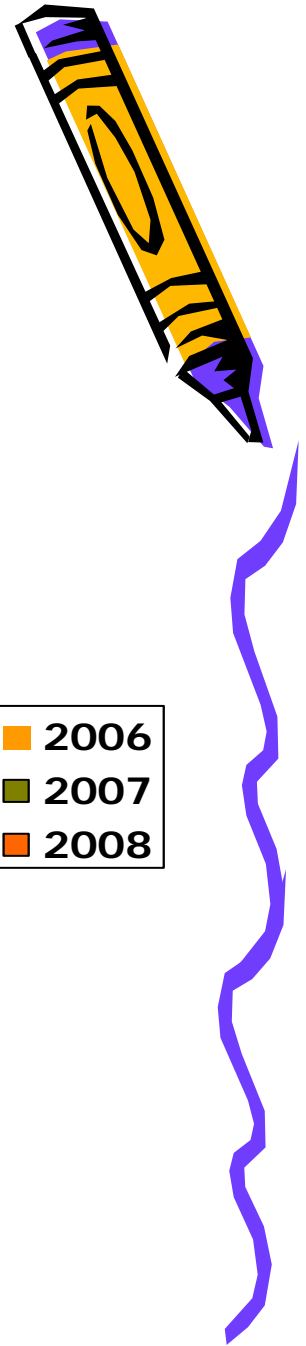
Current Grade 2

High Socio-Economic Status
Percentile Rank

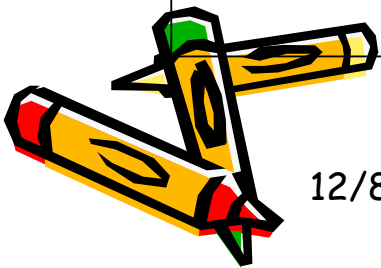
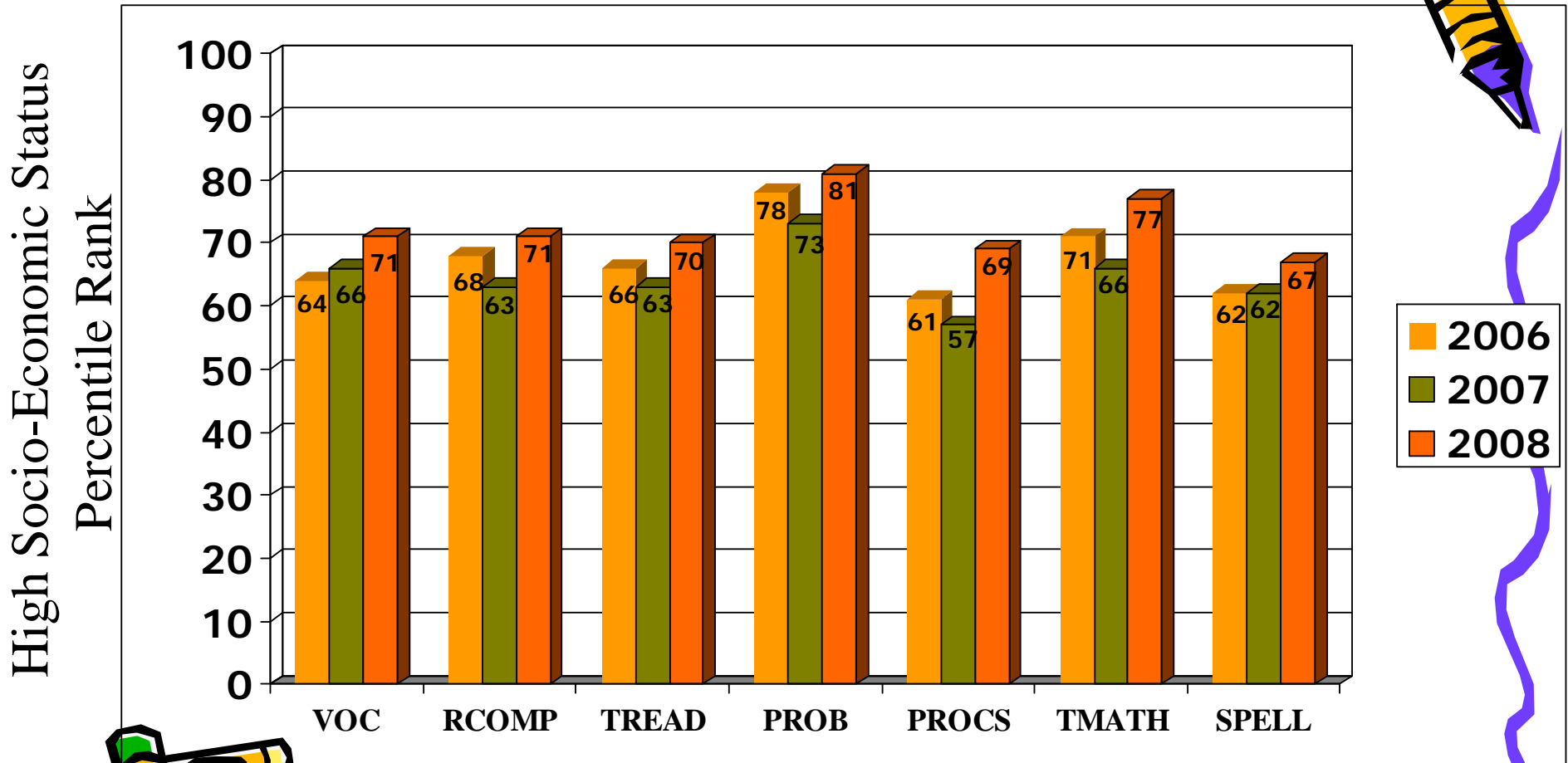


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2008 Stanford Achievement Test Grade 2



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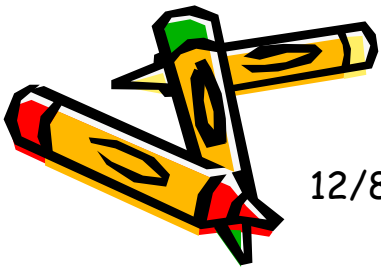
2008 Stanford Achievement
Test September Administration

2008 Stanford Achievement Test

Contributing Factors

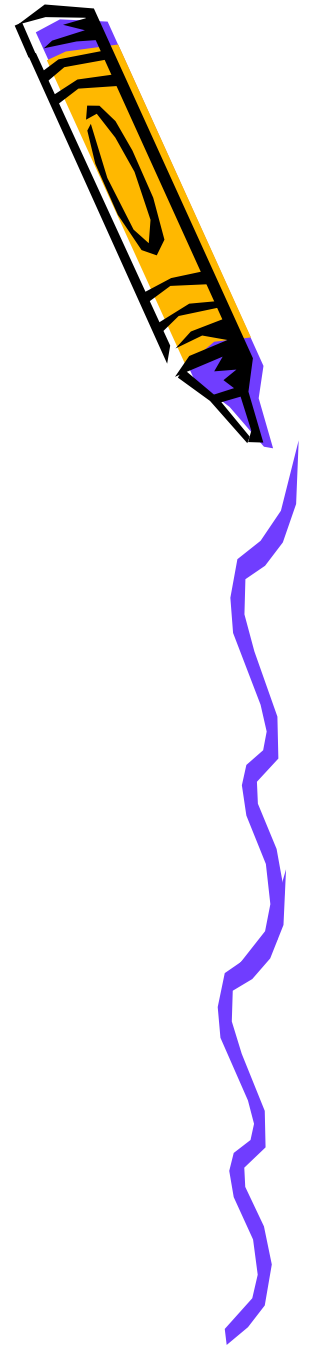
Grades K-2-ELA

- **Zaner Bloser Spelling:**
 - 2006 Pilot Year
 - 2007 First Year of Implementation
 - 2008 Full Implementation
- **Writing:**
 - Lucy Caulkins Units of Study
 - Write Source
- **Phonics:**
 - Fountas and Pinnell / Full Implementation since 2006



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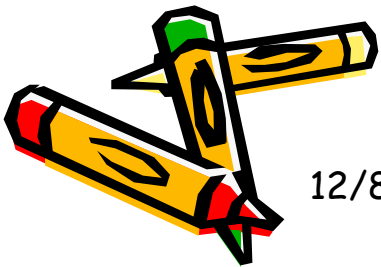


2008 Stanford Achievement Test

Contributing Factors

Grades K-2-Math

- Historical Focus on Problem Solving
- Scott Foresman Math Program in Place for Several Years
- Consistency in K-5 with Math Vocabulary and Process
- Increased Focus on Fact Strategies / Procedures
- 2008 - Grade 1 Will Move into Envision Math Adding More Differentiation, Visual Learning and Technology



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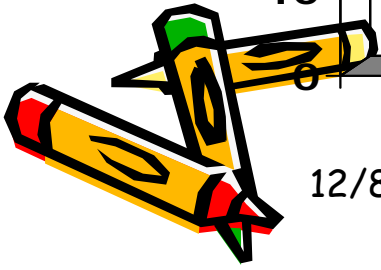
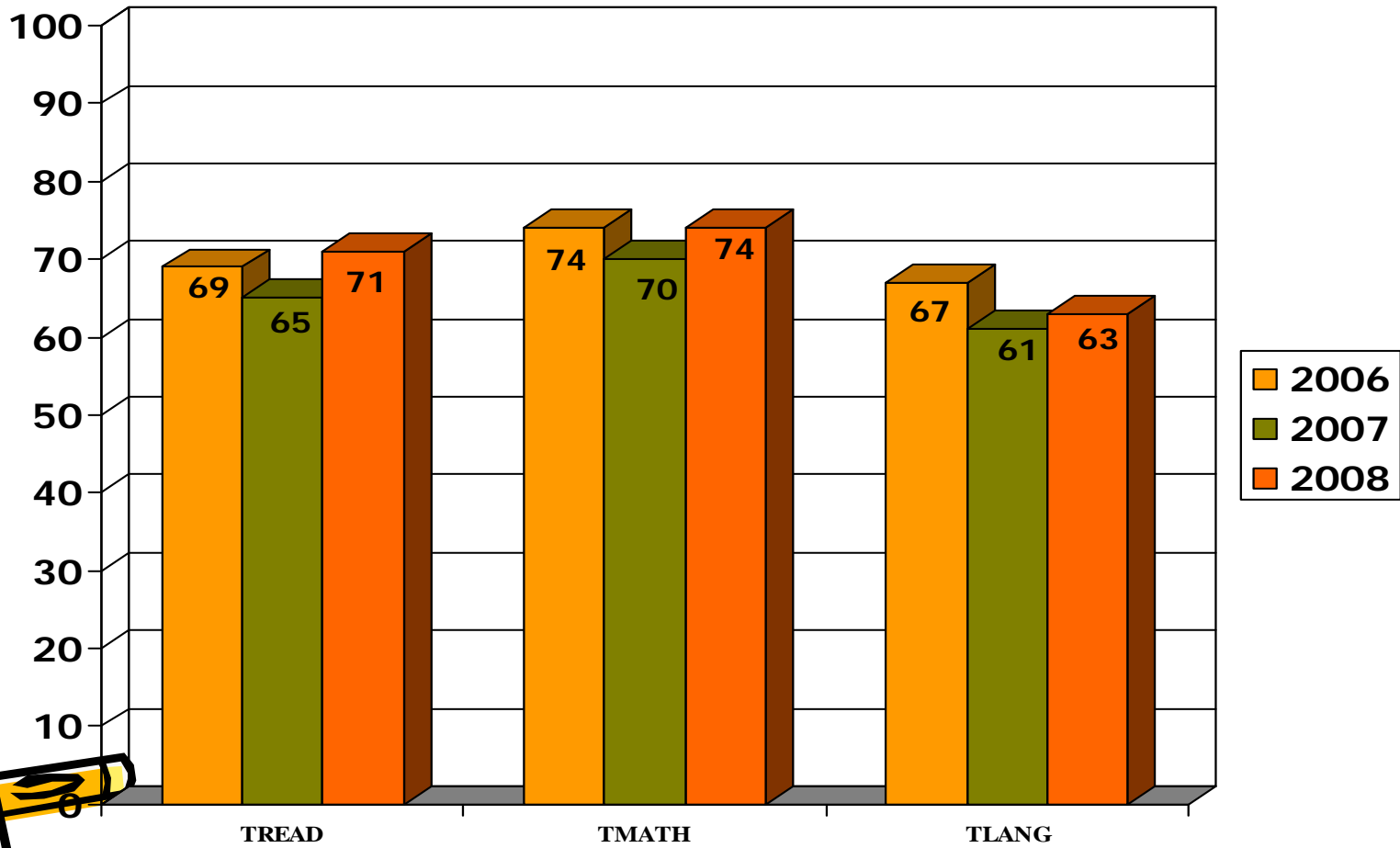
2008 Stanford Achievement
Test September Administration



2008 Stanford Achievement Test

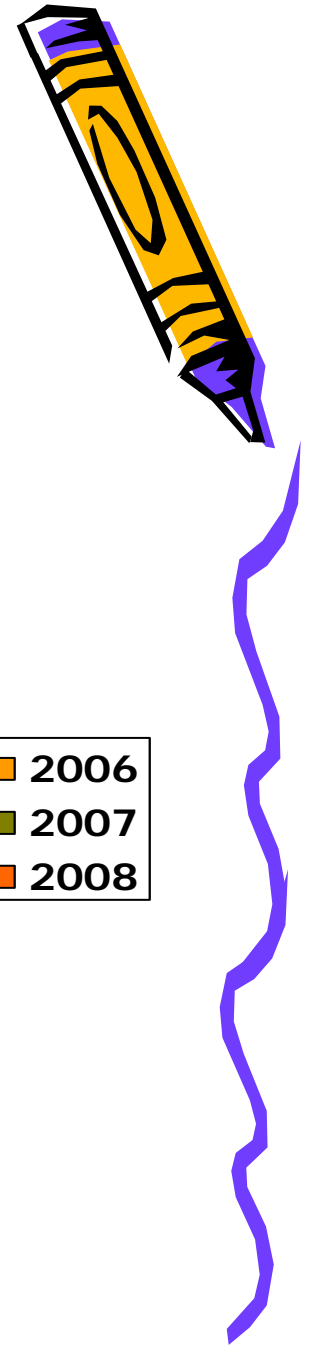
Grade 3

High Socio-Economic Status
Percentile Rank



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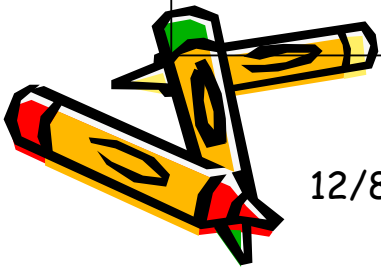
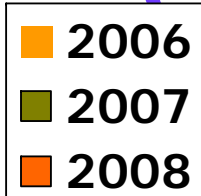
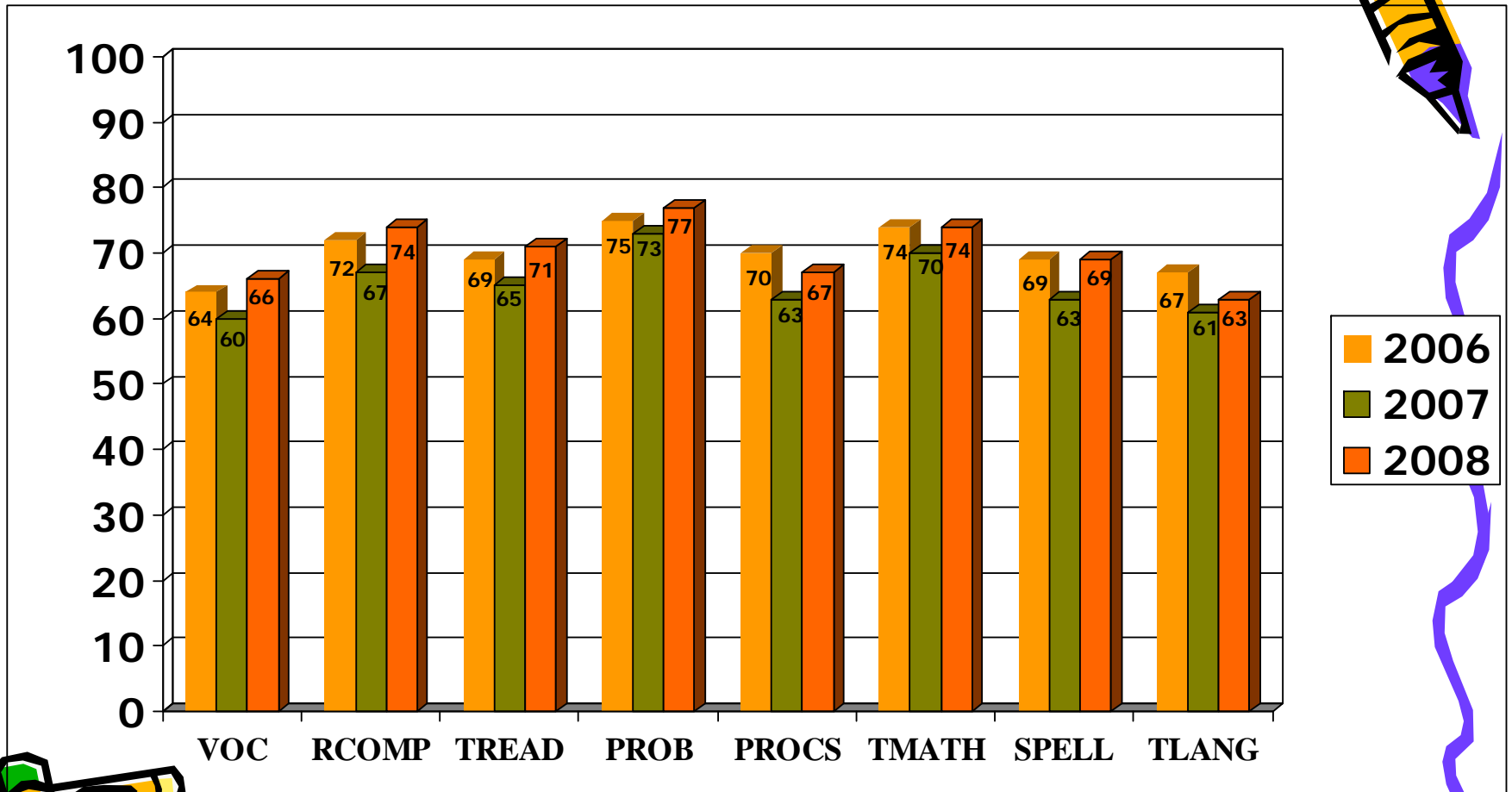
2008 Stanford Achievement
Test September Administration



2008 Stanford Achievement Test Grade 3



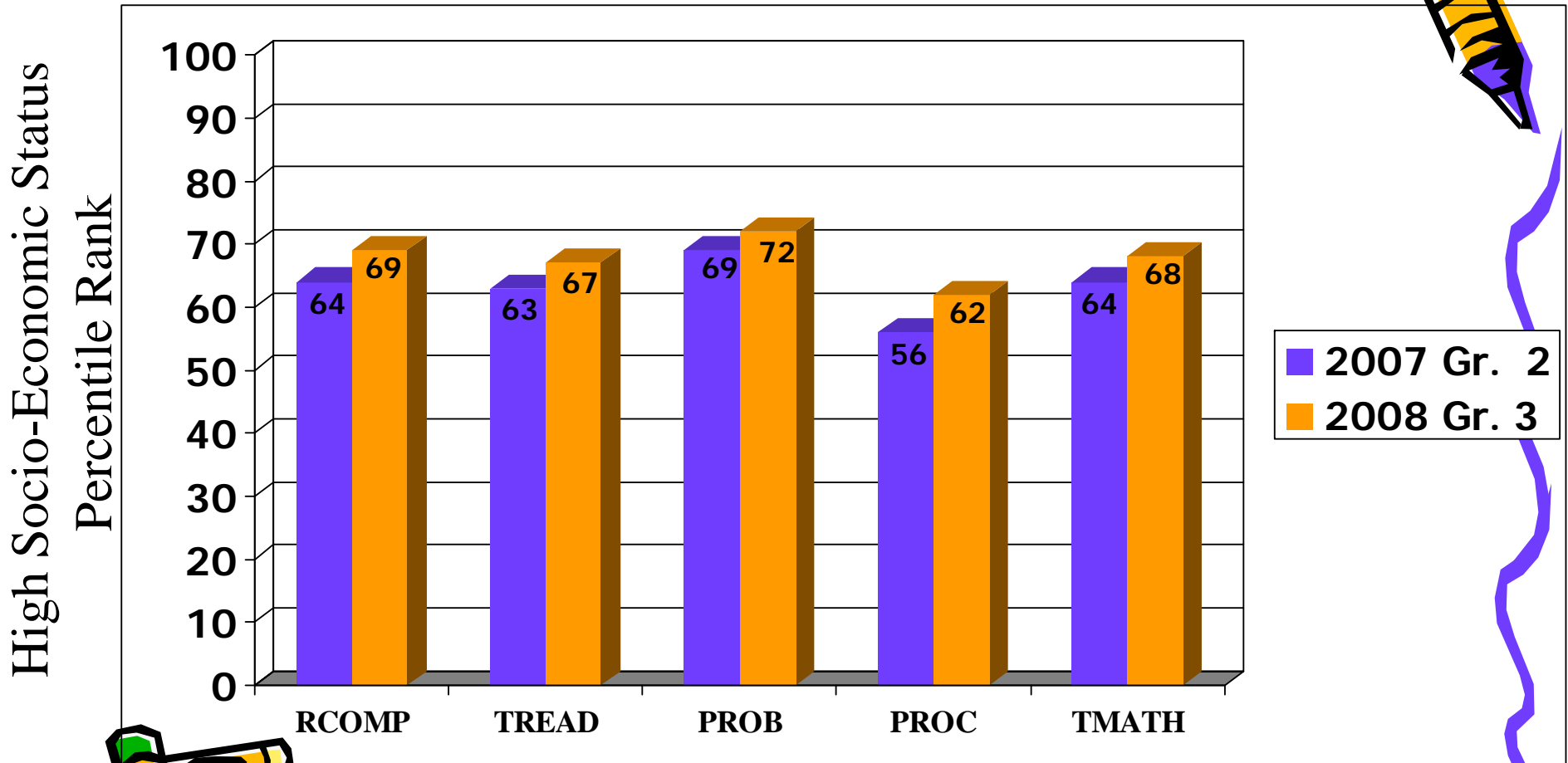
High Socio-Economic Status
Percentile Rank



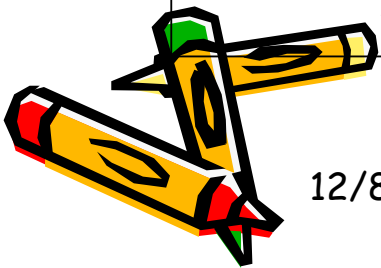
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2008 Stanford Achievement
Test September Administration

Current Grade 3 Cohort 163 Students



2007 Gr. 2
2008 Gr. 3

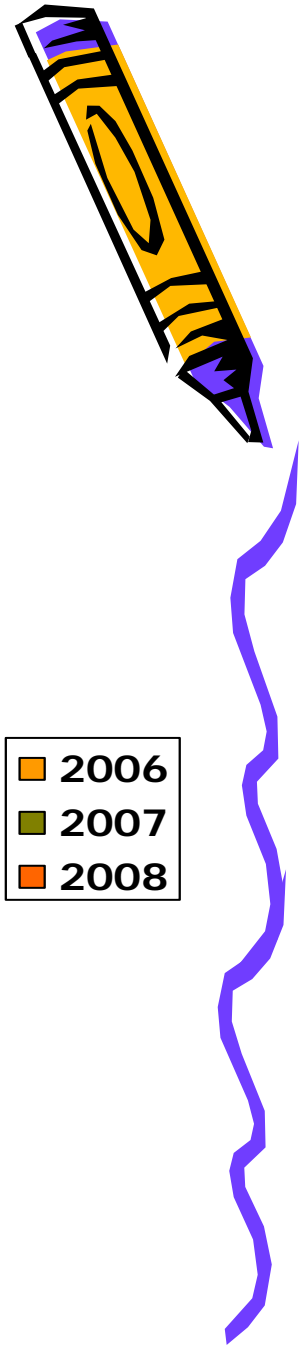


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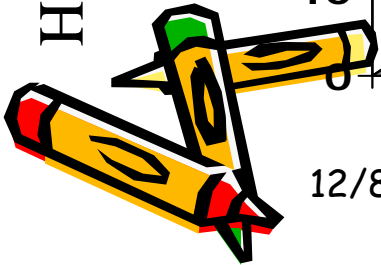
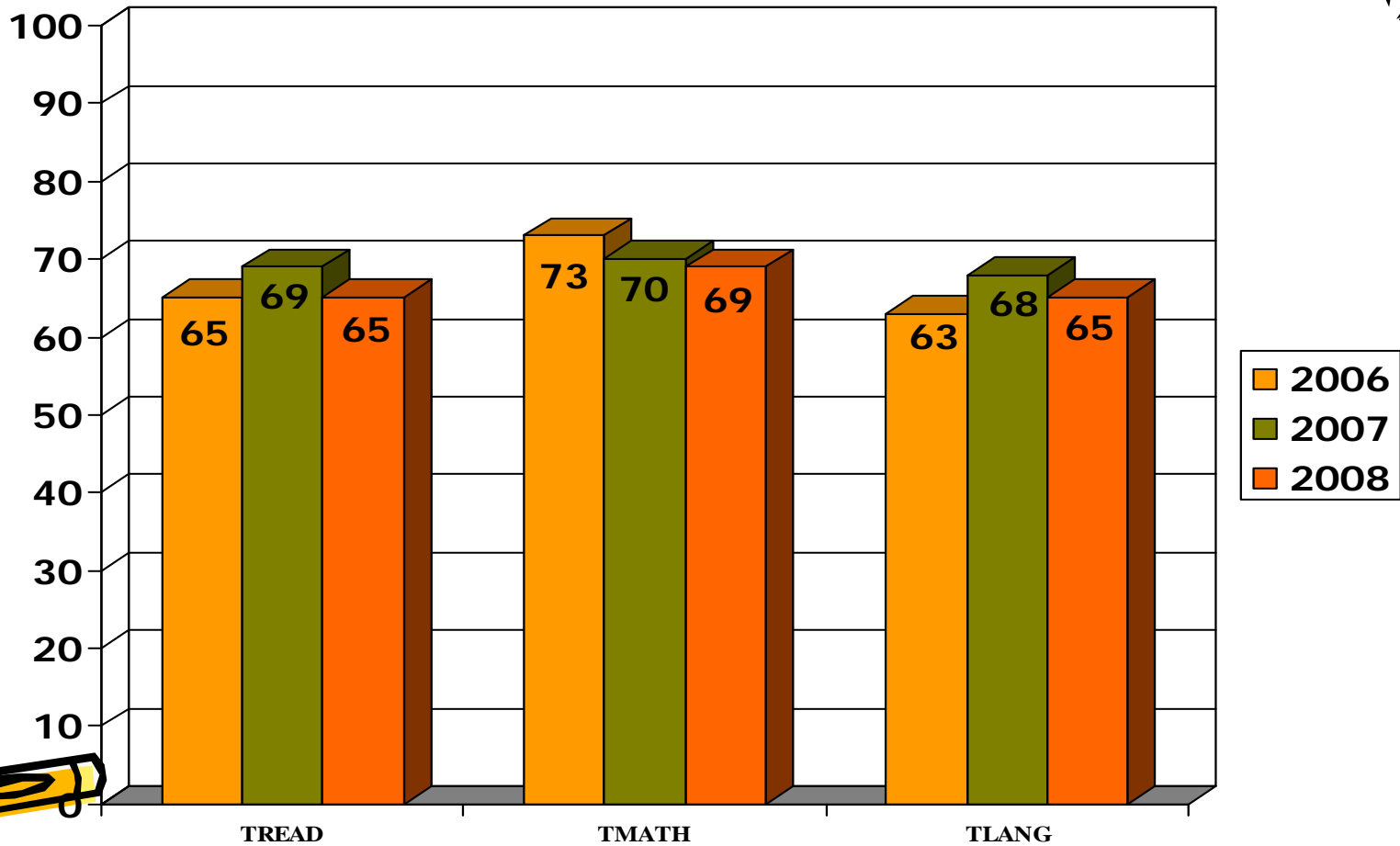
2008 Stanford Achievement
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2008 Stanford Achievement Test

Grade 4



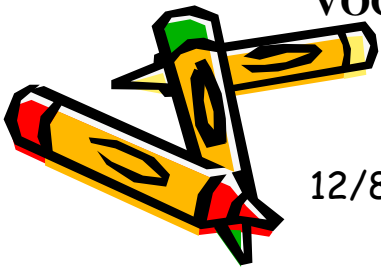
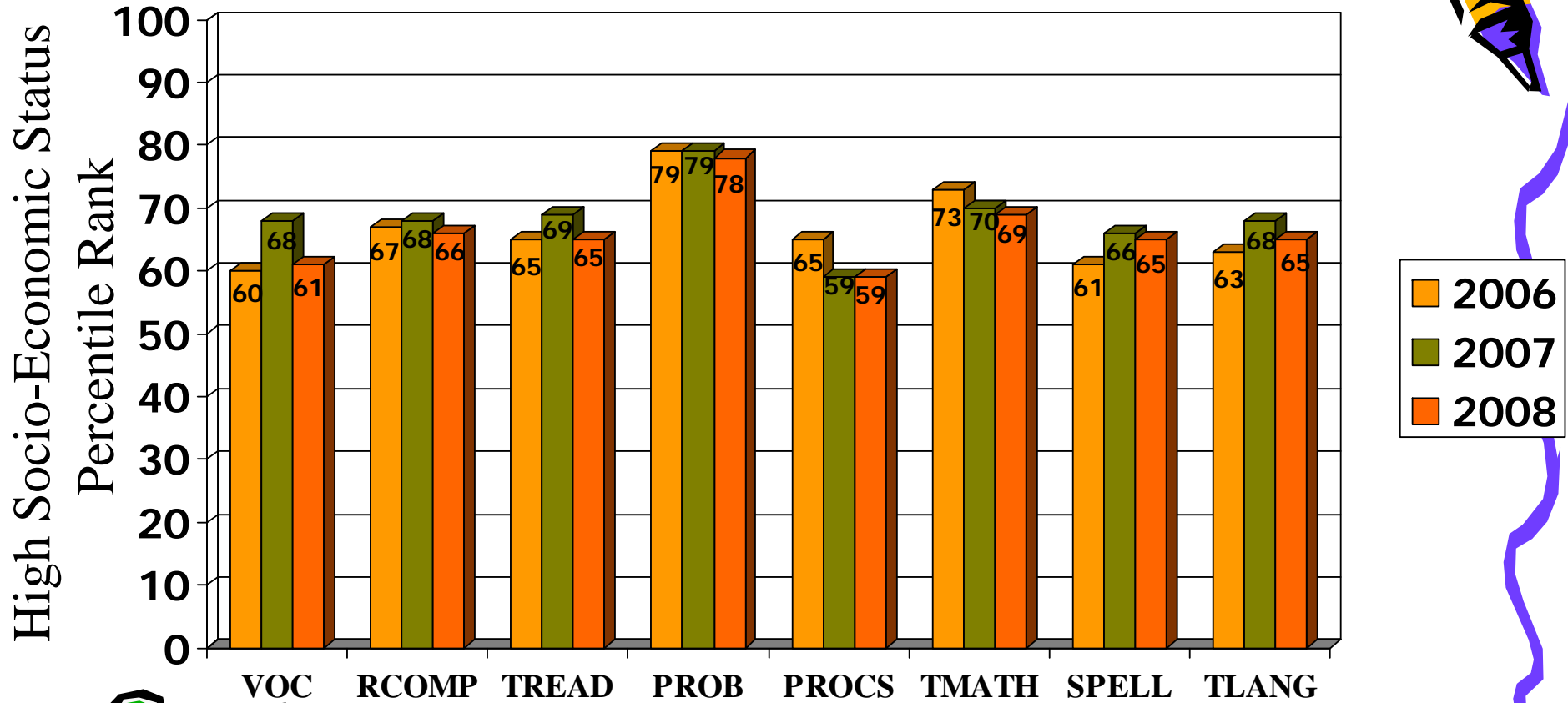
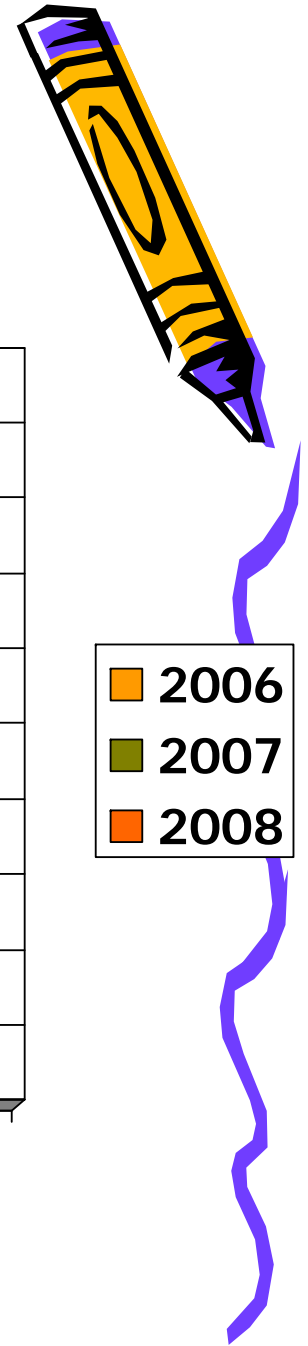
High Socio-Economic Status
Percentile Rank



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2008 Stanford Achievement
Test September Administration


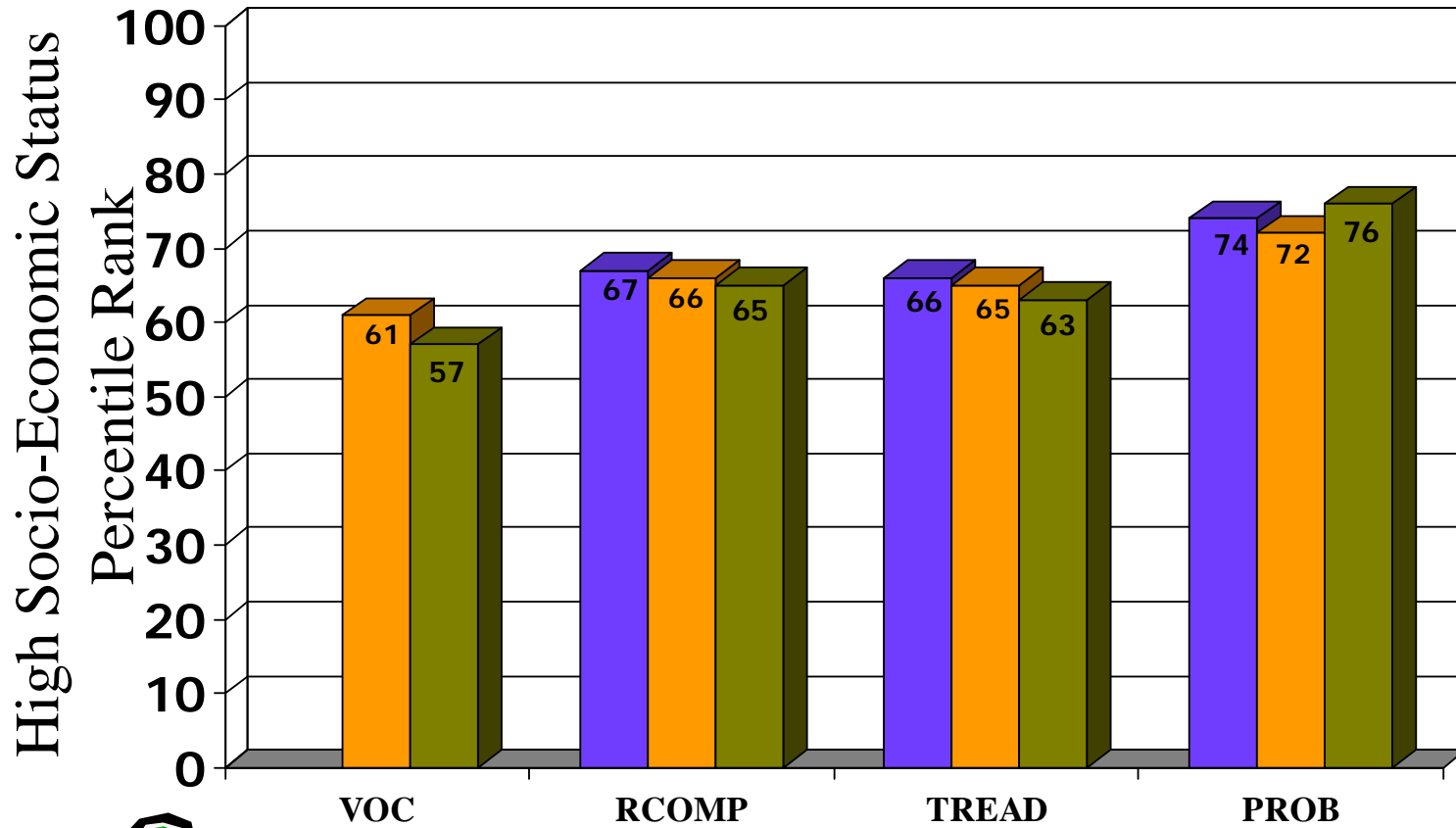
2008 Stanford Achievement Test Grade 4



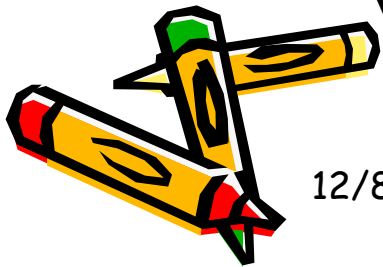
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2008 Stanford Achievement
Test September Administration

Current Grade 4 Cohort 143 Students



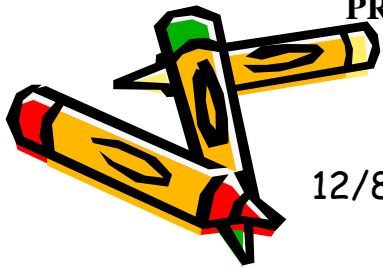
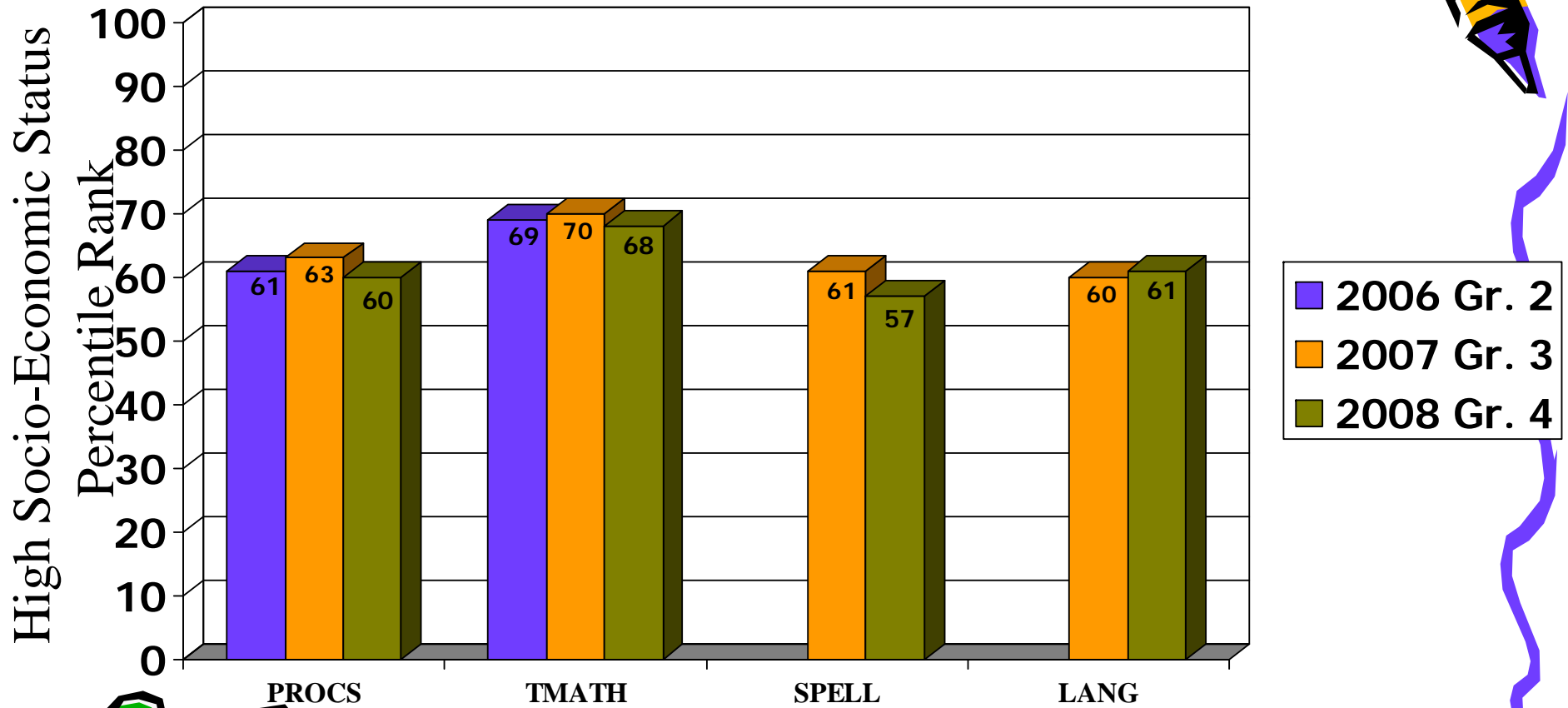
2006 Gr. 2
2007 Gr. 3
2008 Gr. 4



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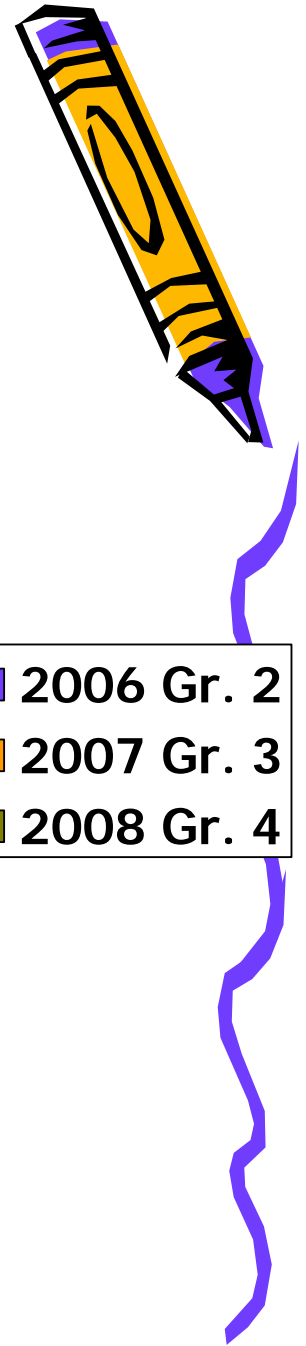
2008 Stanford Achievement
Test September Administration

Current Grade 4 Cohort 143 Students



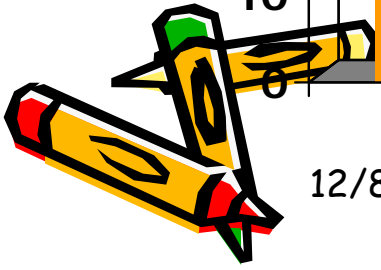
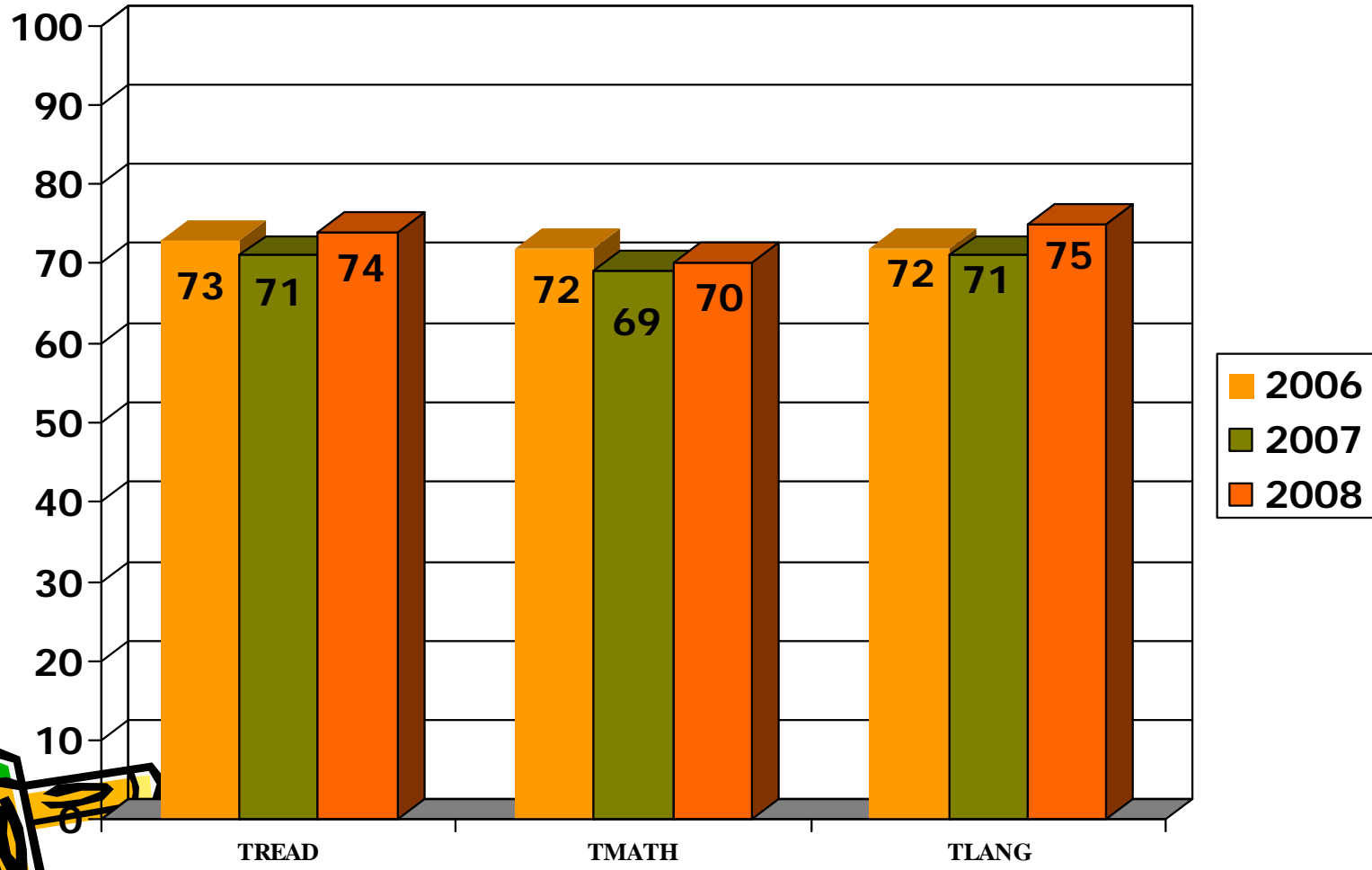
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2008 Stanford Achievement
Test September Administration



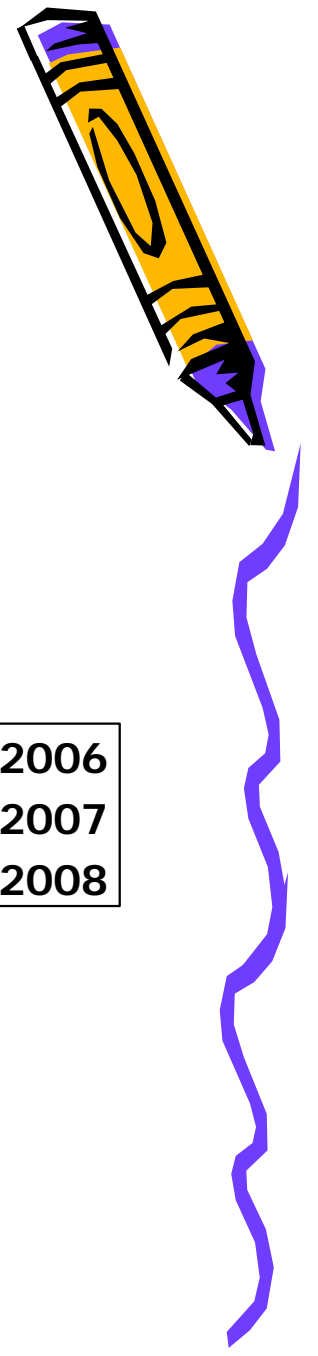
2008 Stanford Achievement Test

Grade 5

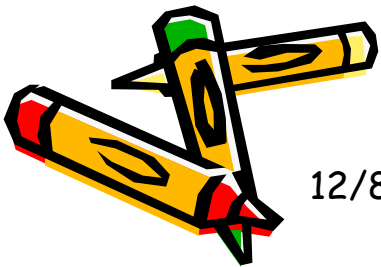
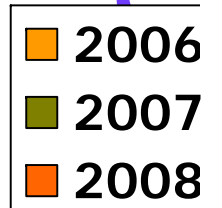
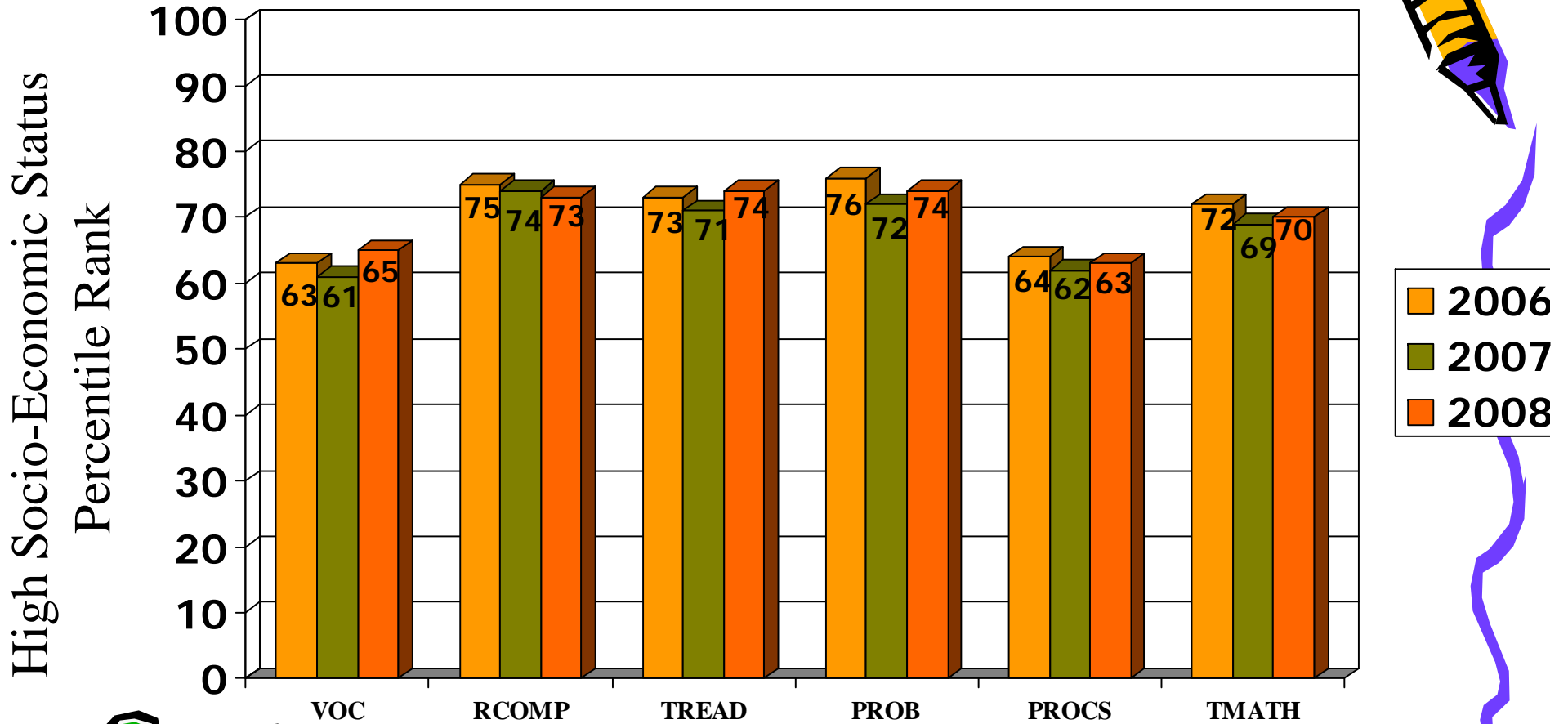


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2008 Stanford Achievement Test September Administration



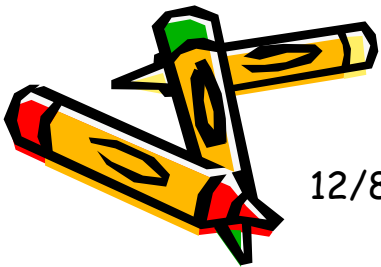
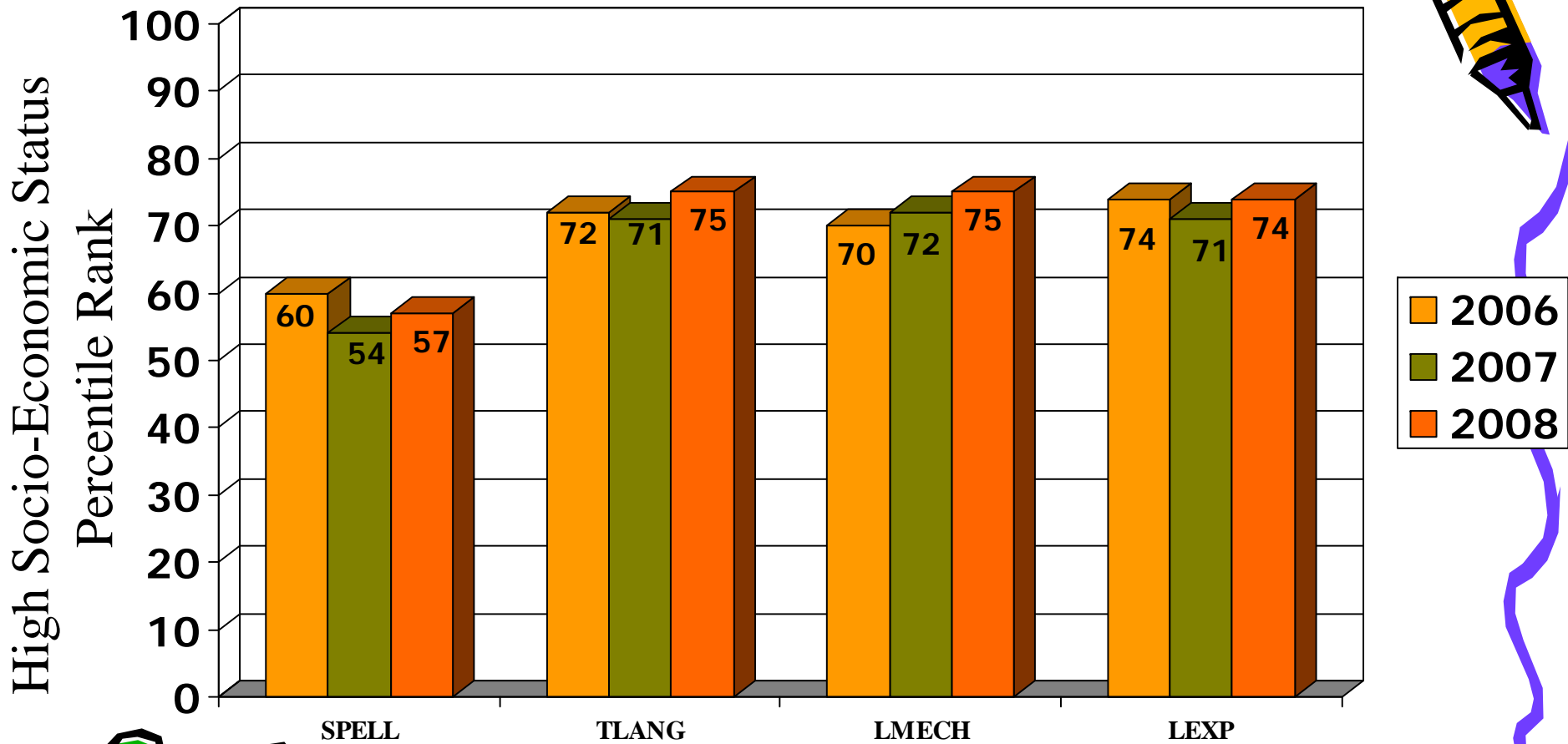
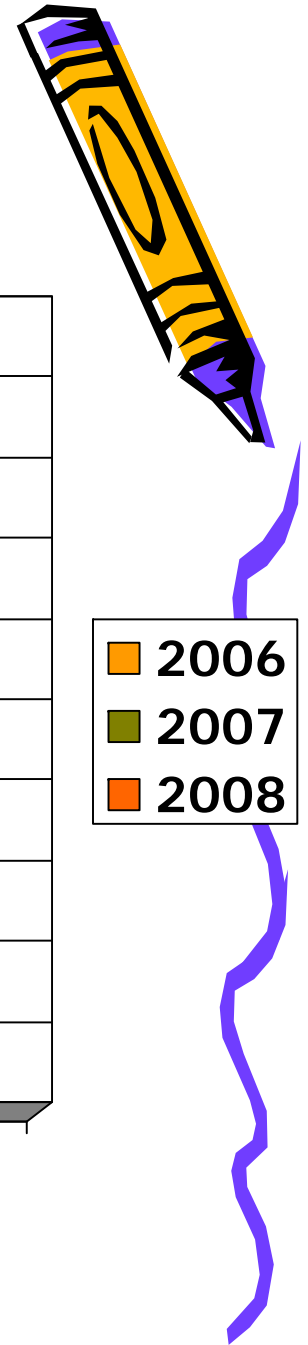
2008 Stanford Achievement Test Grade 5



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2008 Stanford Achievement
Test September Administration

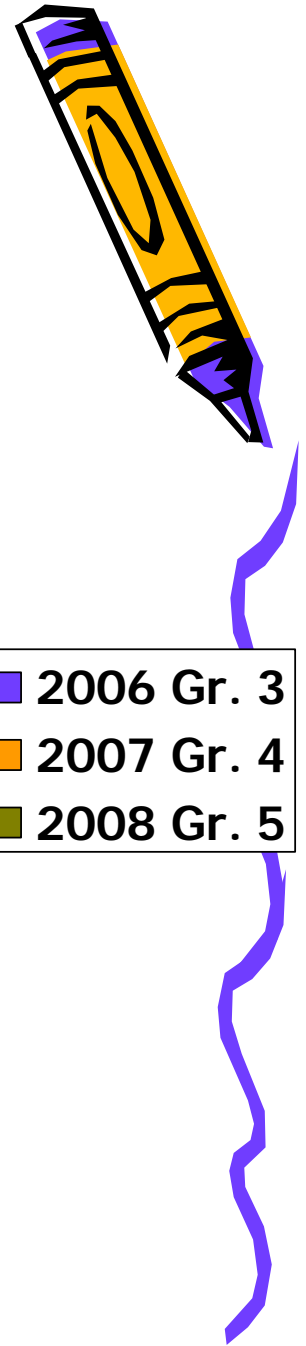
2008 Stanford Achievement Test Grade 5



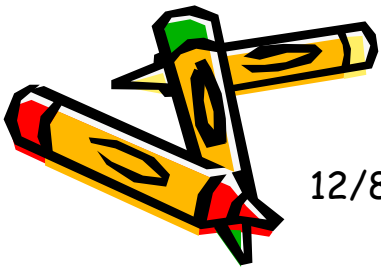
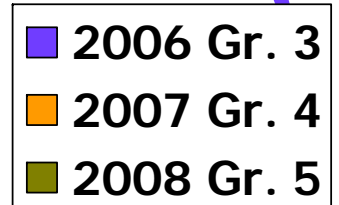
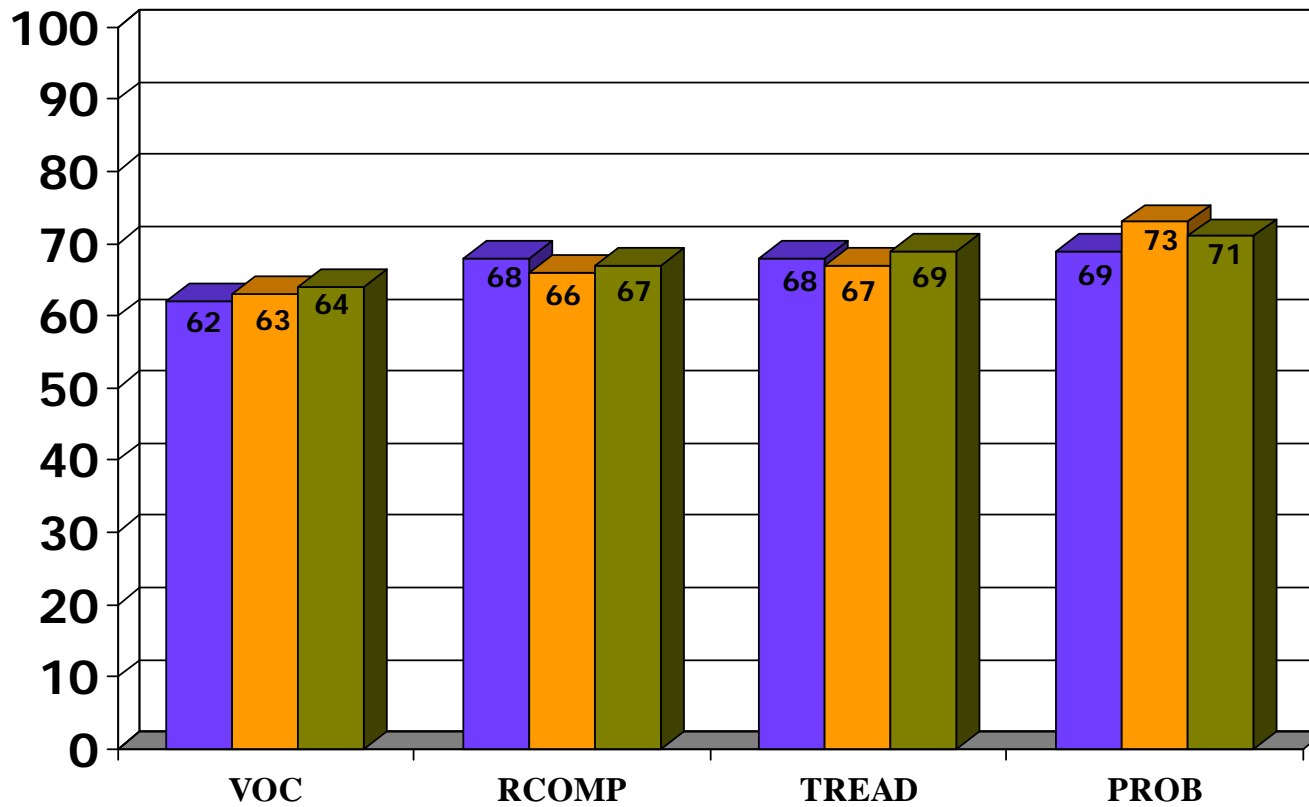
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2008 Stanford Achievement
Test September Administration

Current Grade 5 Cohort 217 Students



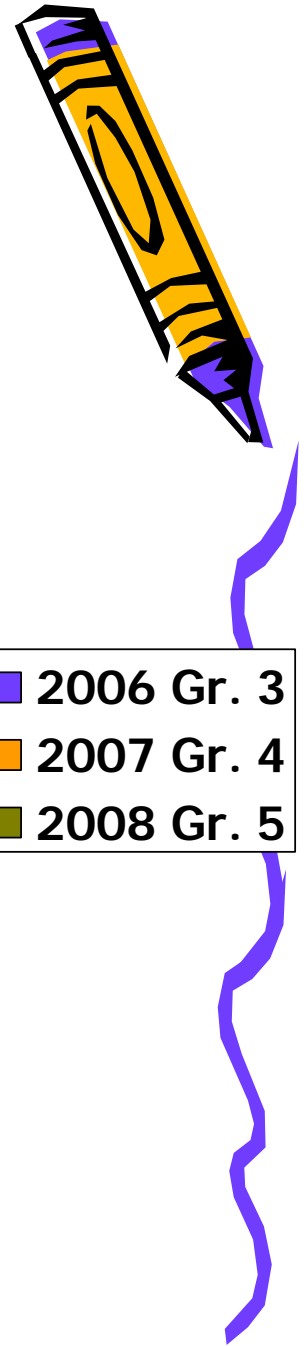
High Socio-Economic Status
Percentile Rank



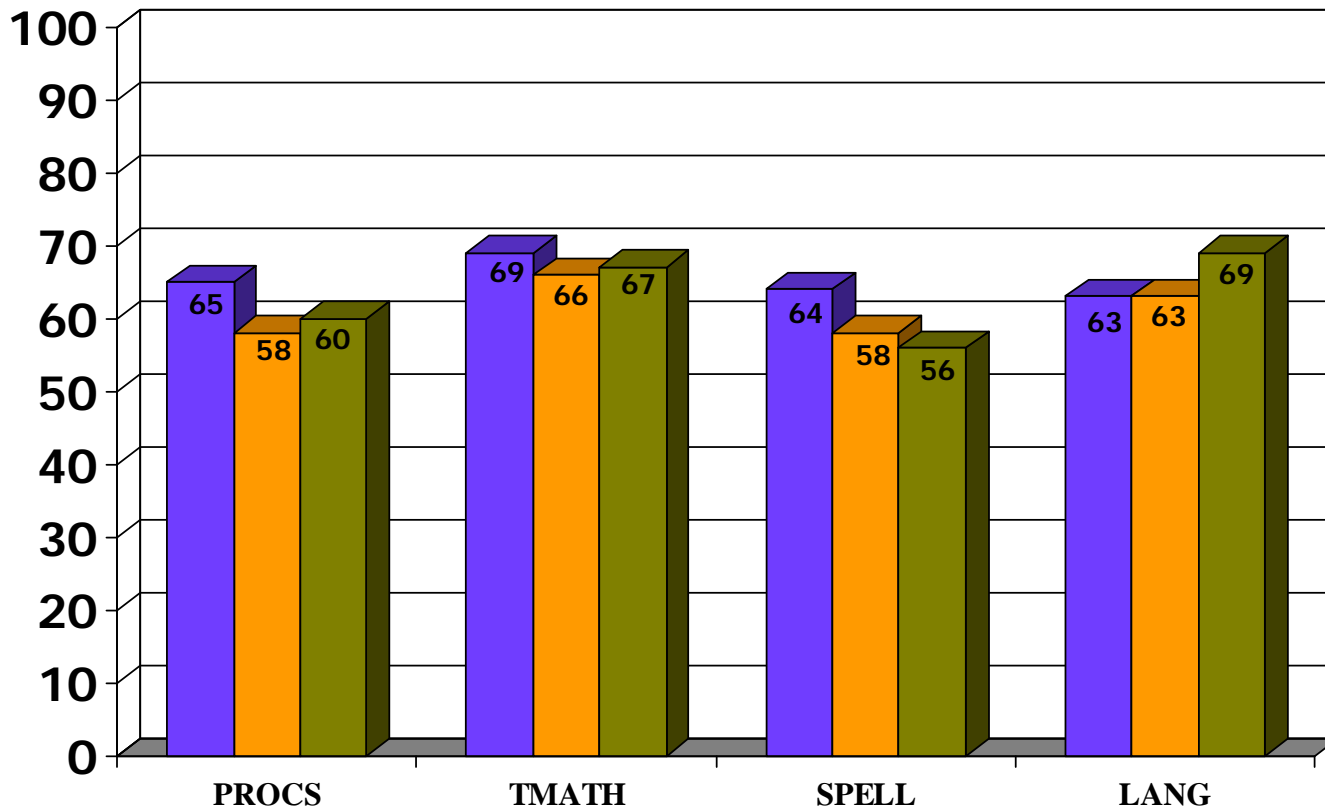
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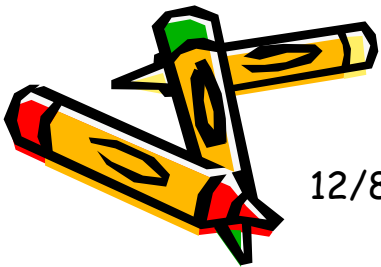
Current Grade 5 Cohort 217 Students



High Socio-Economic Status
Percentile Rank



- 2006 Gr. 3
- 2007 Gr. 4
- 2008 Gr. 5



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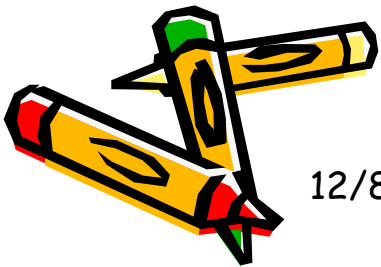
2008 Stanford Achievement
Test September Administration

2008 Stanford Achievement Test

Contributing Factors

Grades 3-5-ELA

- **Consistency of Programs**
 - Write Source
 - Writer's Workshop Model
 - Zaner Bloser Spelling Focus on Analogies
- **Vocabulary**
 - Focus Should be on More Robust Vocabulary not Just on Content Vocabulary
 - Zaner Bloser Spelling Focuses on Analogies - Helps Connect Known to Unknown
- **Looking at Data**
 - Focus on Struggling Students
 - Targeting Specific Instructional Needs
 - Intervening: Word Level Issues
 - Phonics
 - Fluency
 - Comprehension
 - Decoding
 - Automaticity: Intonation, Inflection and Rate



12/8/2008

2008 Stanford Achievement
Test September Administration



2008 Stanford Achievement Test

Contributing Factors

Grades 3-5-Math

- Grade 3 - Significant Increase in Curriculum
Multiplication / Division
Multiple Step Problem Solving with More Language
Literacy Expectations Increase
- More Time Focused on Using Tech Tools to Analyze Math
Data Bases
Excel Spreadsheets (Not Measured in Stanford)
- Grade 5 Will Focus More on Computation Process
- Full Implementation of Envision 2009-2010 School Year



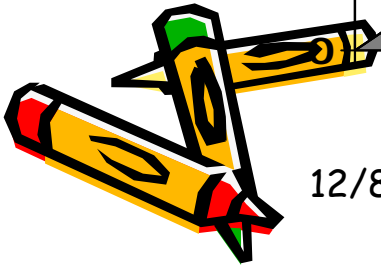
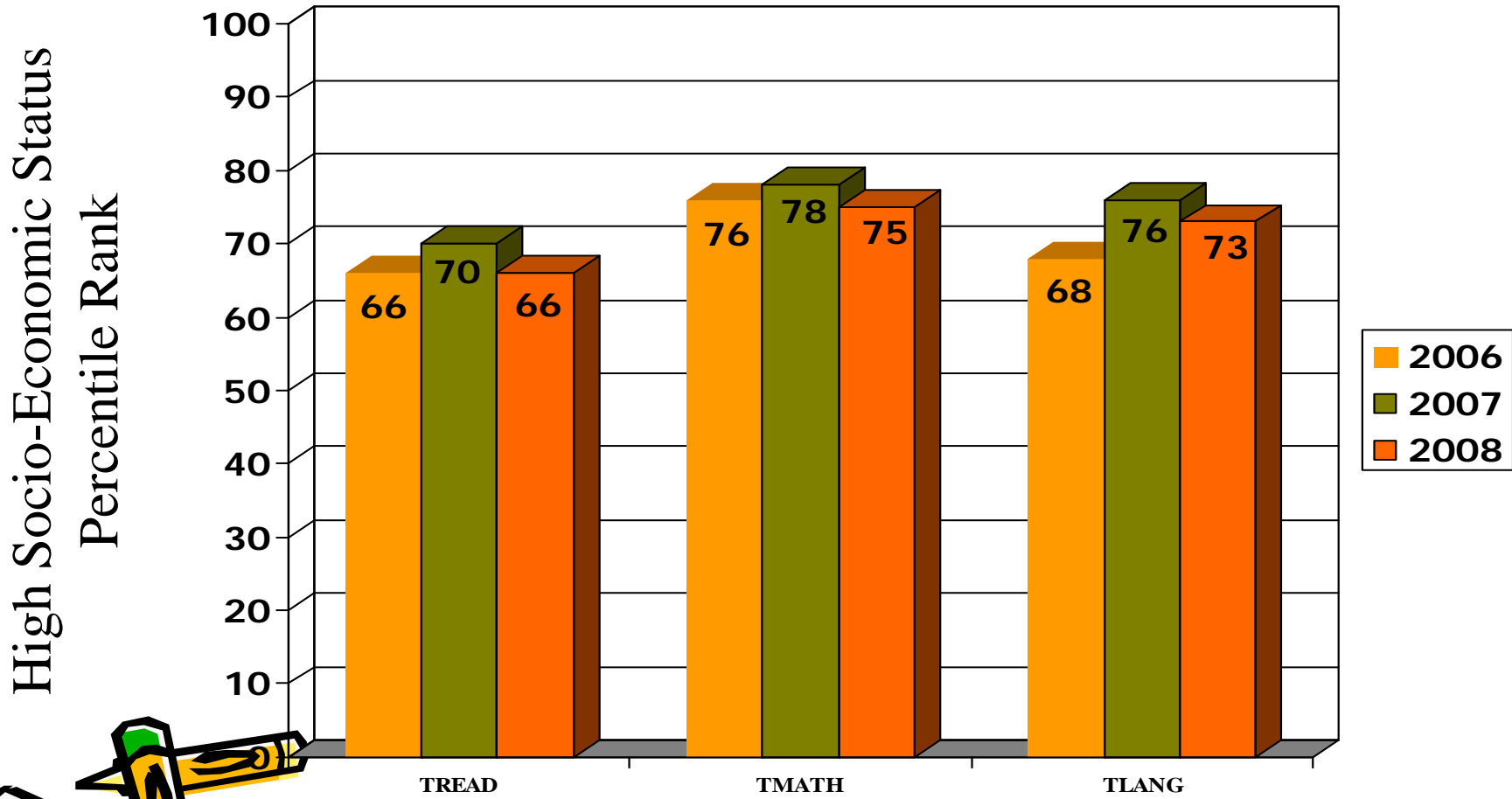
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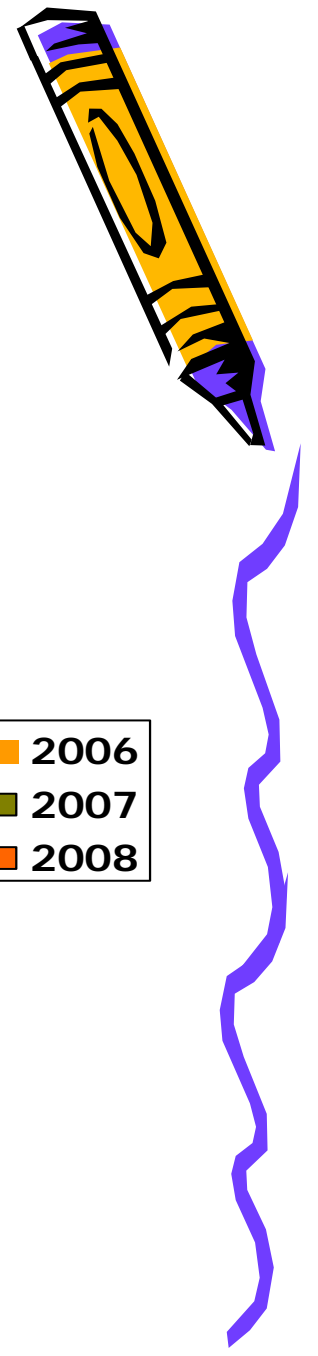
2008 Stanford Achievement Test

Current Grade 6

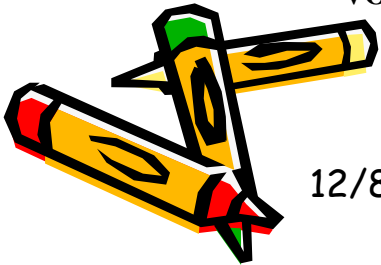
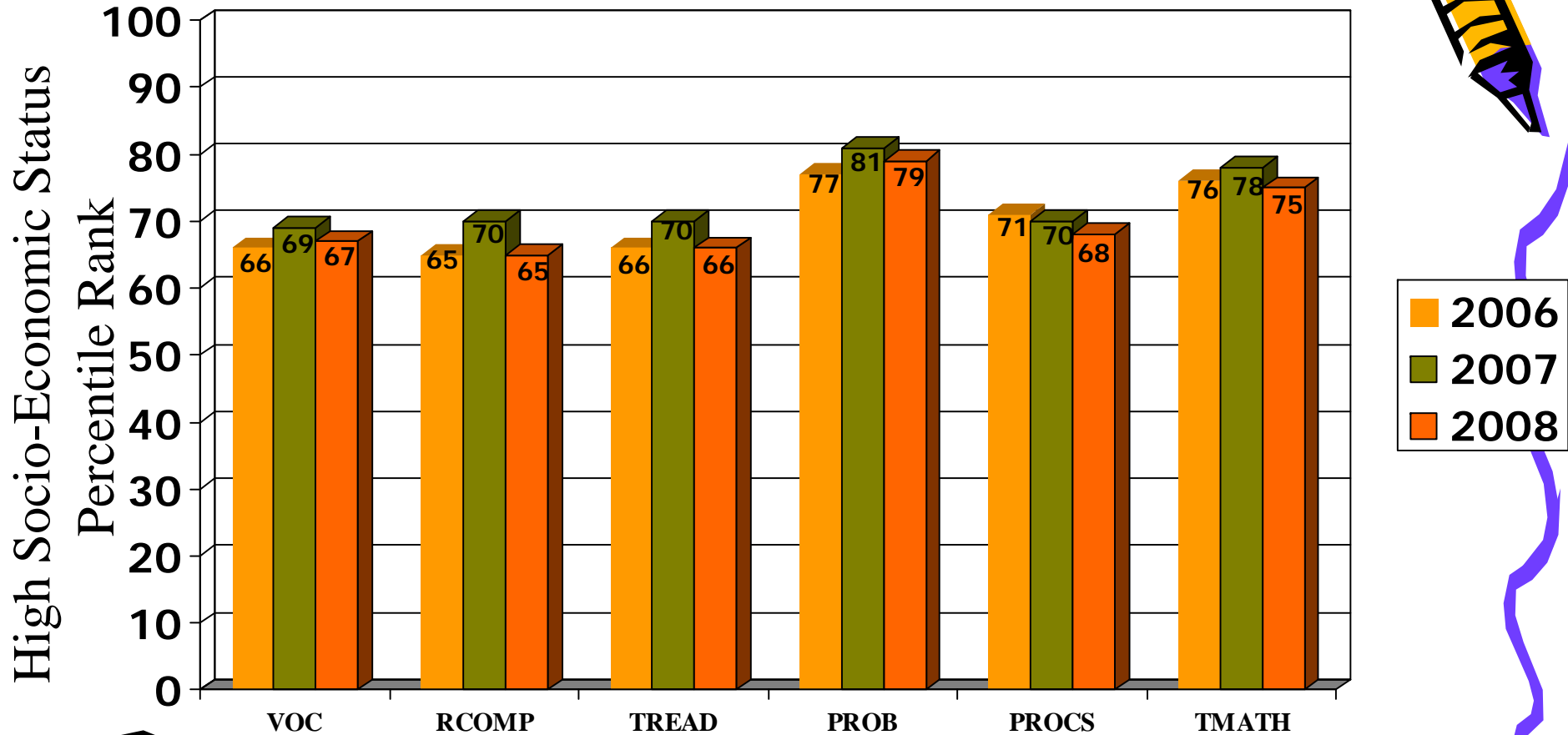
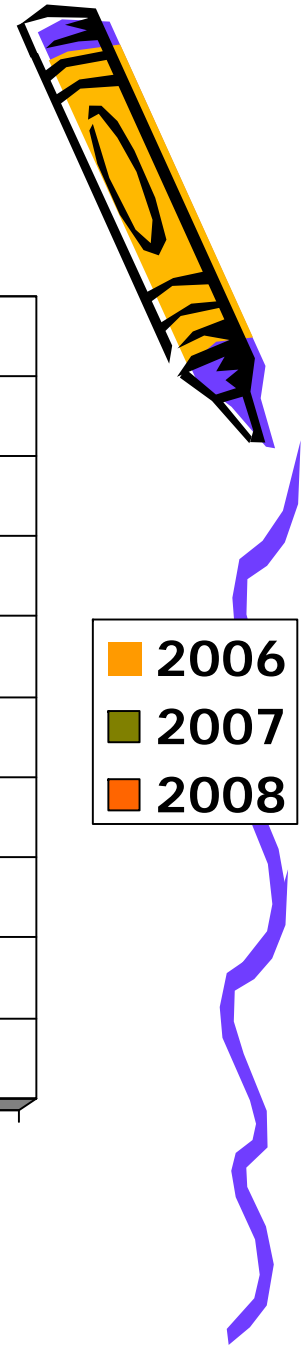


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2008 Stanford Achievement Test September Administration



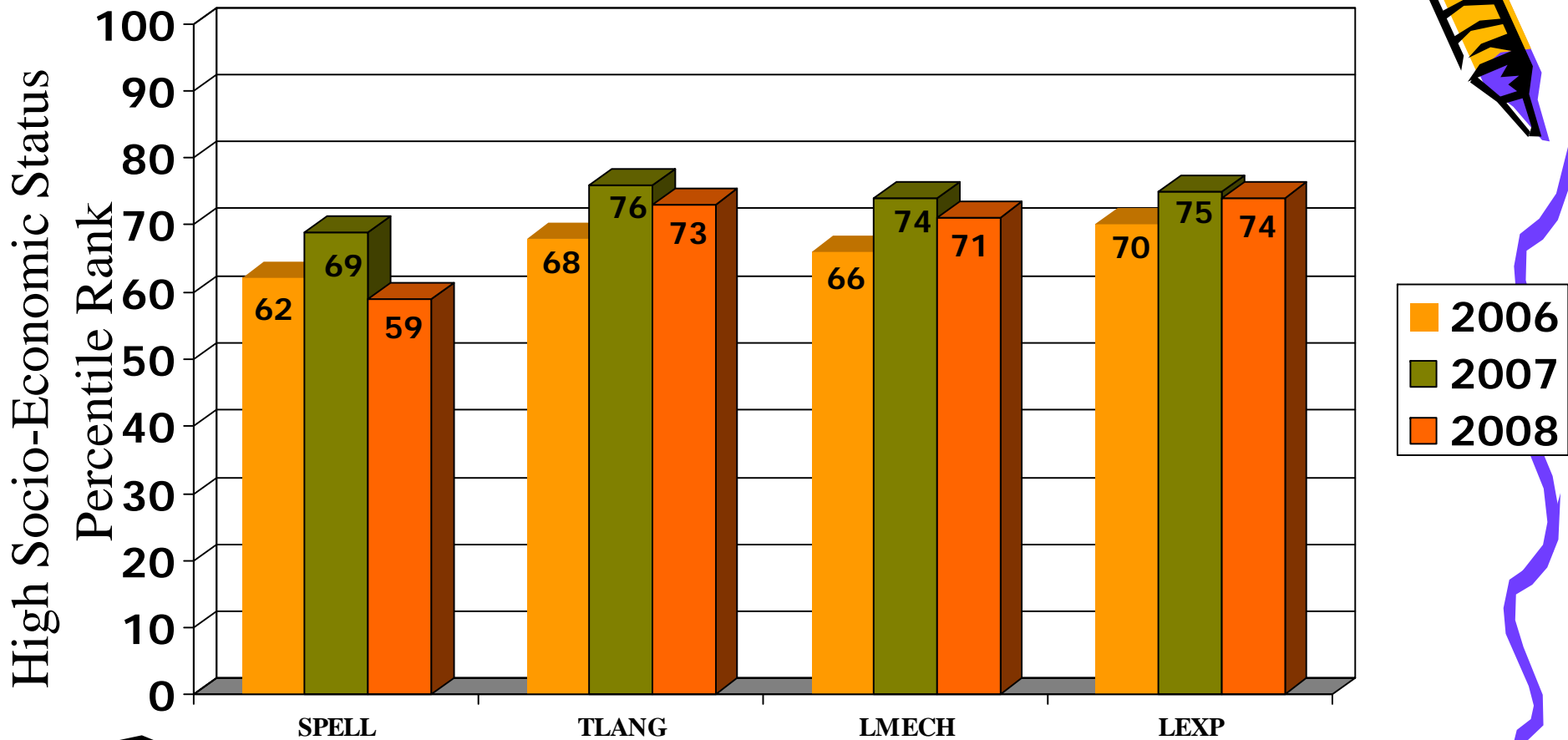
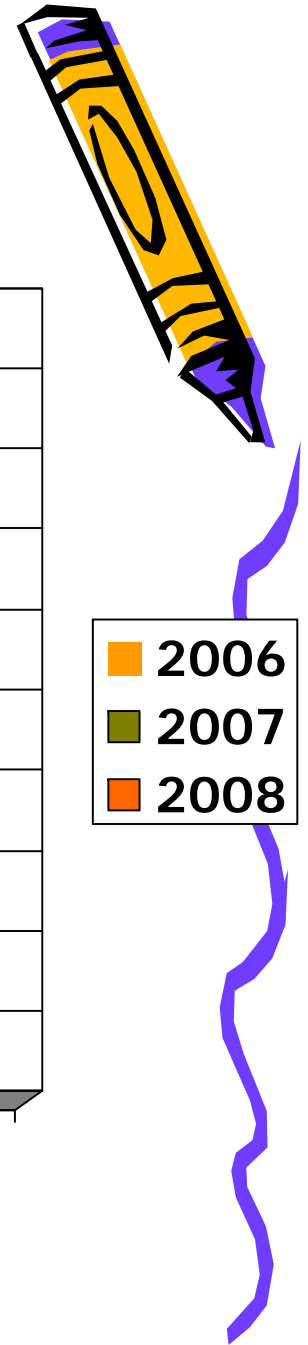
2008 Stanford Achievement Test Grade 6



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2008 Stanford Achievement
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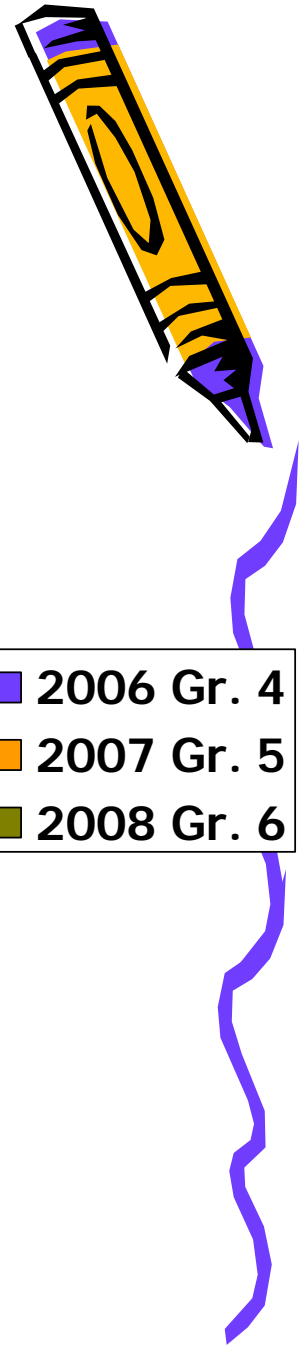
2008 Stanford Achievement Test Grade 6



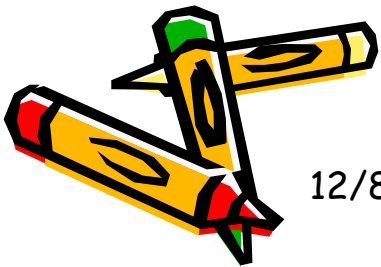
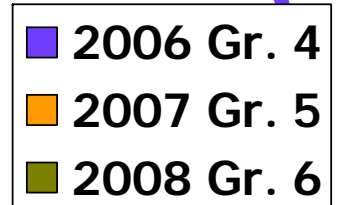
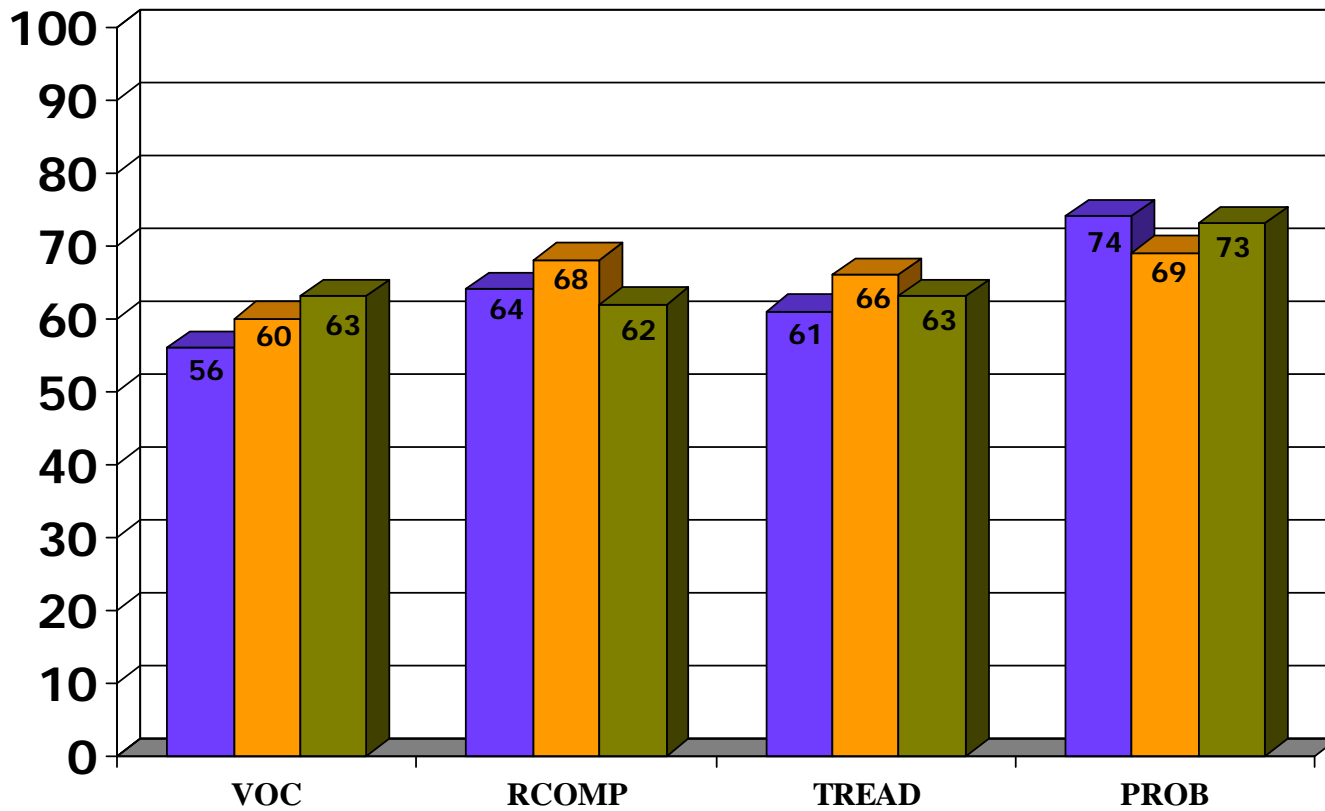
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2008 Stanford Achievement
Test September Administration

Current Grade 6 Cohort 175 Students



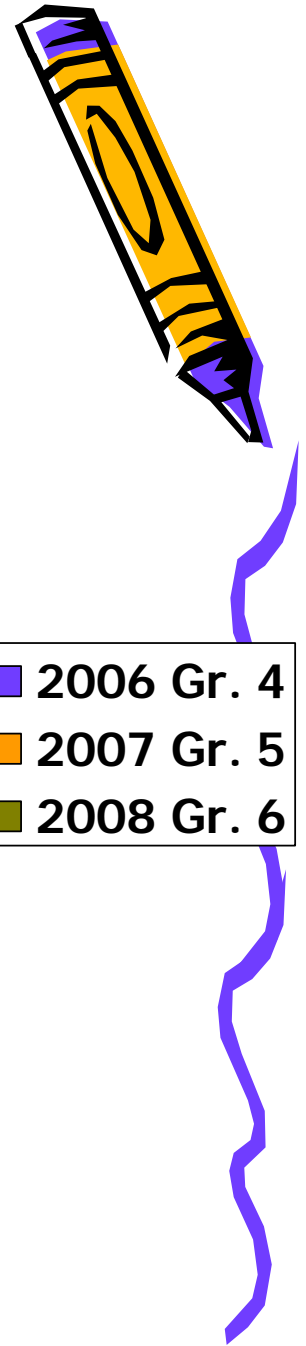
High Socio-Economic Status
Percentile Rank



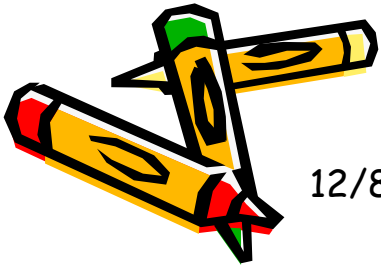
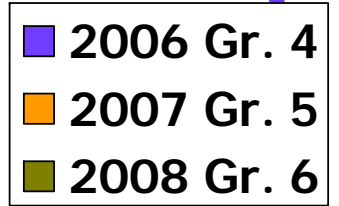
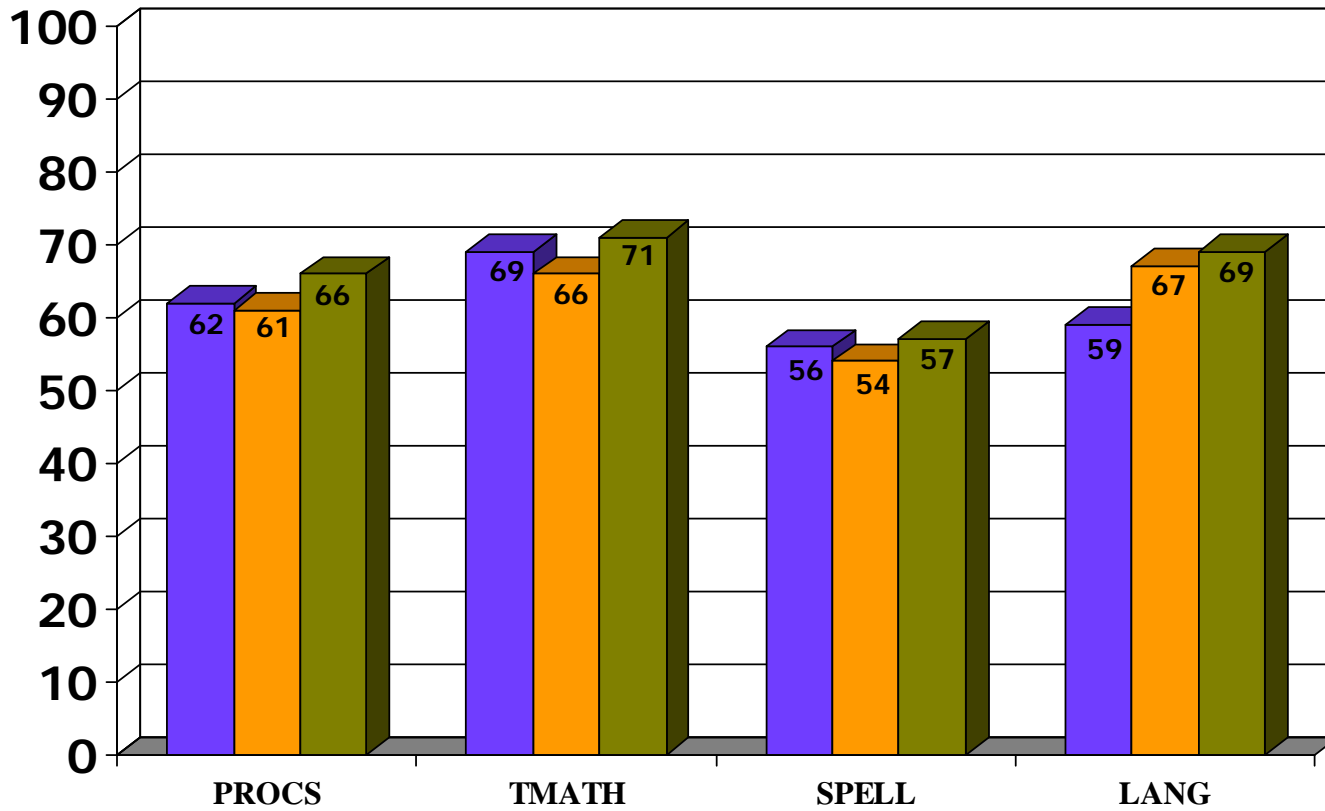
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2008 Stanford Achievement
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Current Grade 6 Cohort 175 Students



High Socio-Economic Status
Percentile Rank

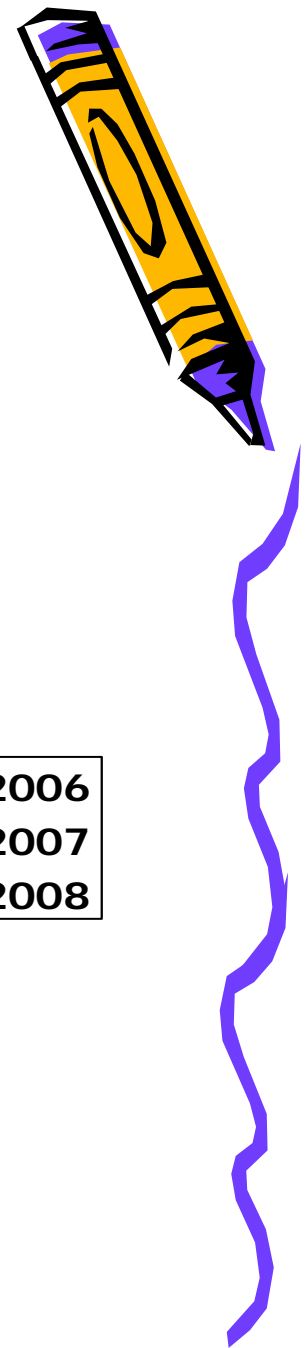


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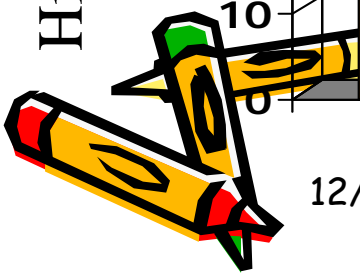
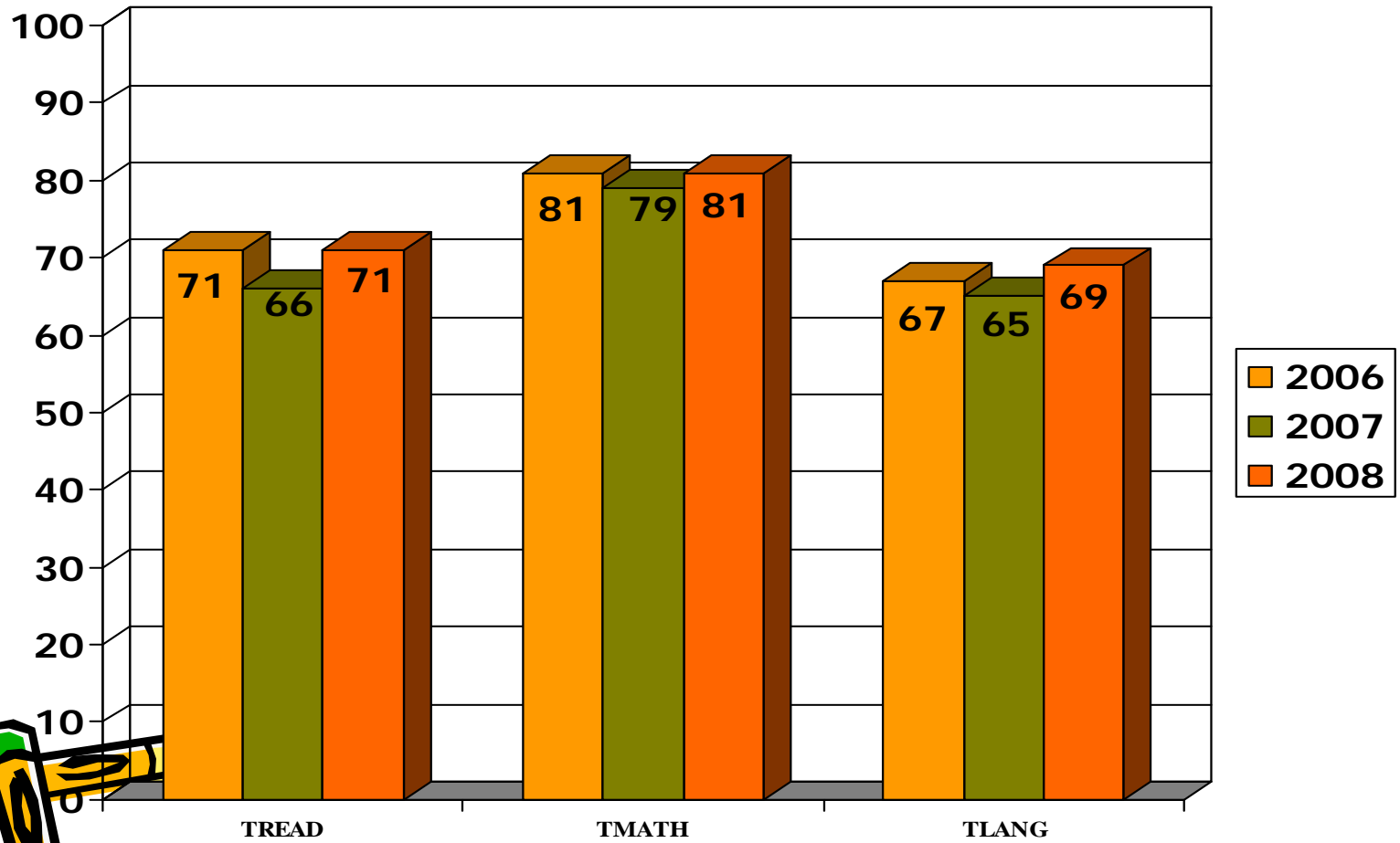
2008 Stanford Achievement
Test September Administration

2008 Stanford Achievement Test

Grade 7



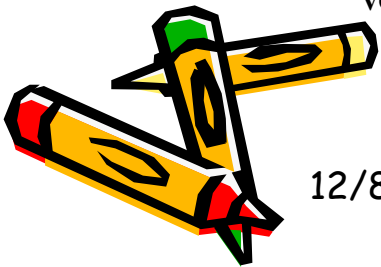
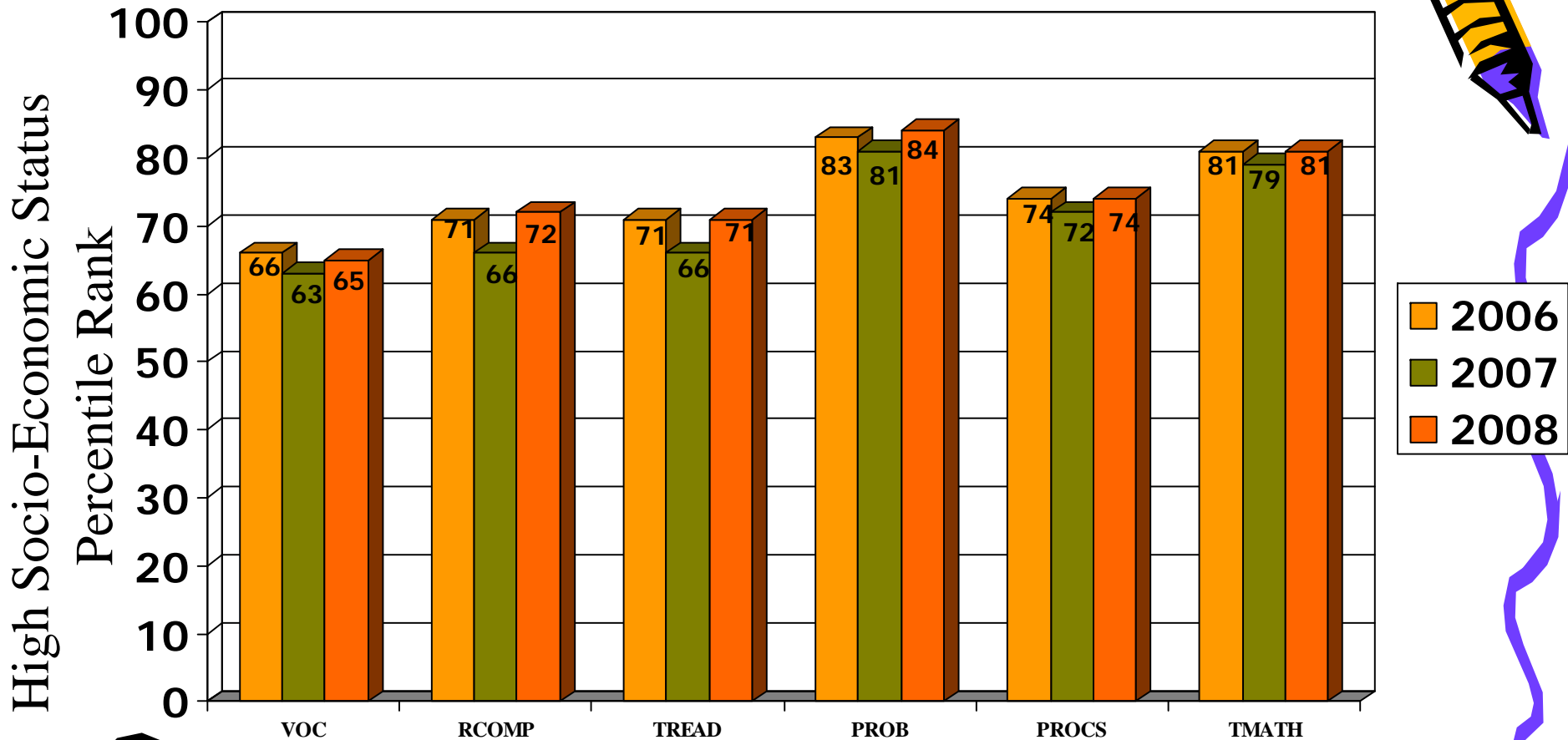
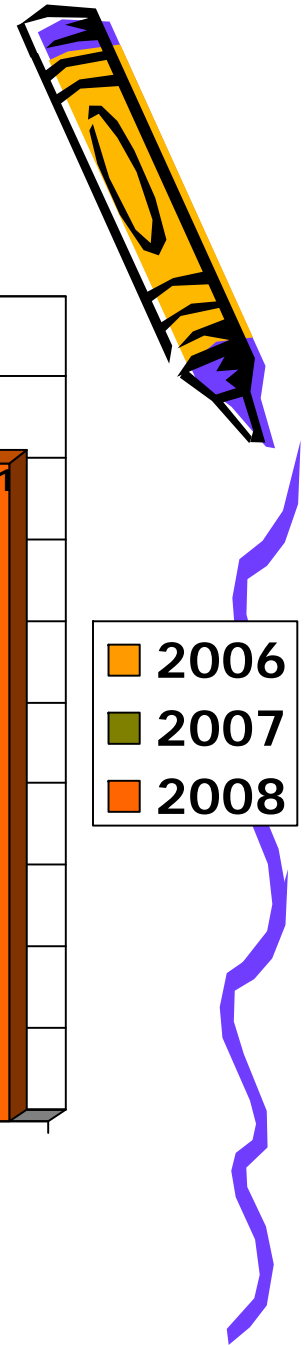
High Socio-Economic Status
Percentile Rank



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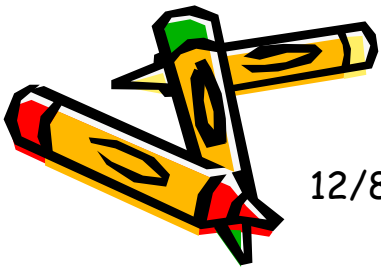
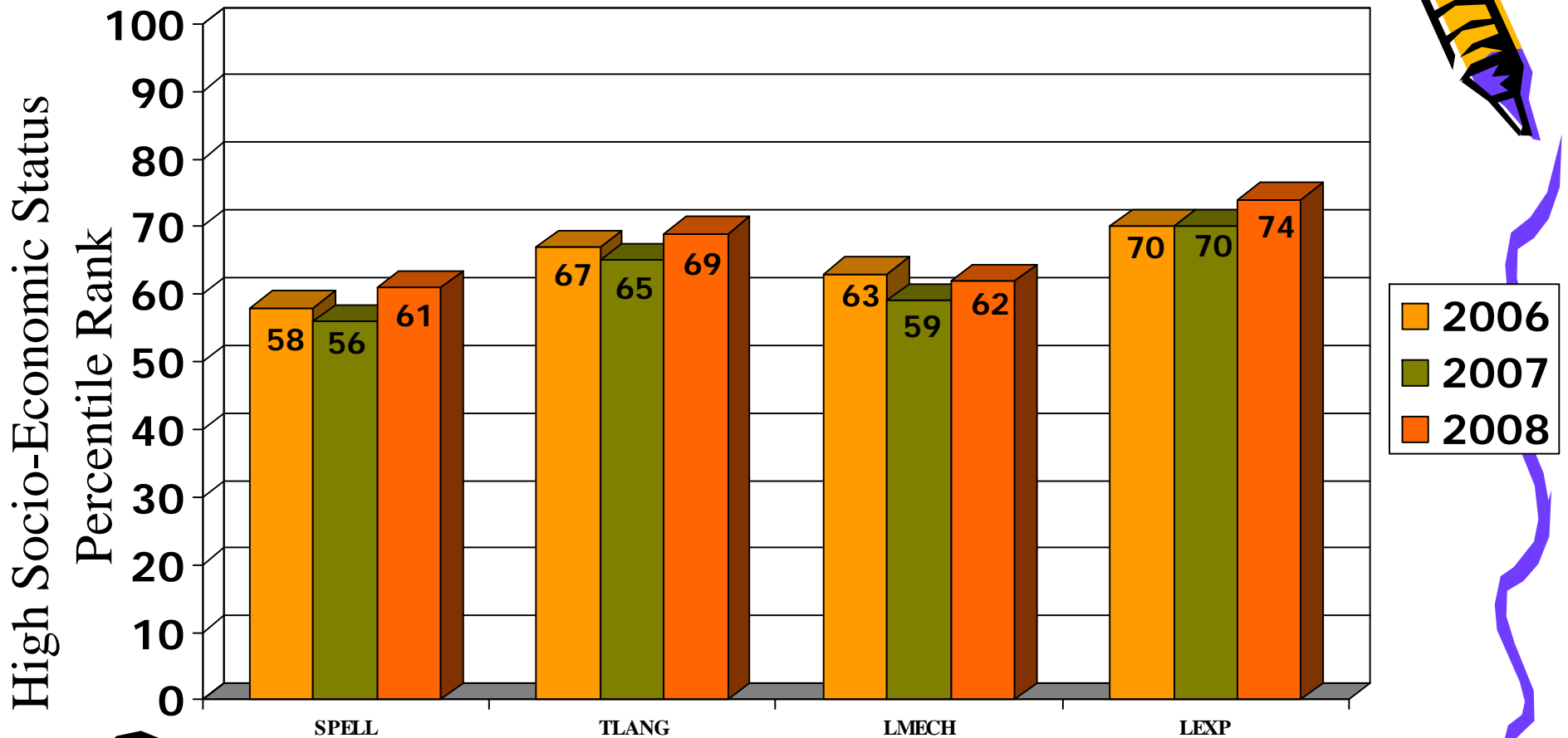
2008 Stanford Achievement Test Grade 7



12/8/2008

2008 Stanford Achievement
Test September Administration

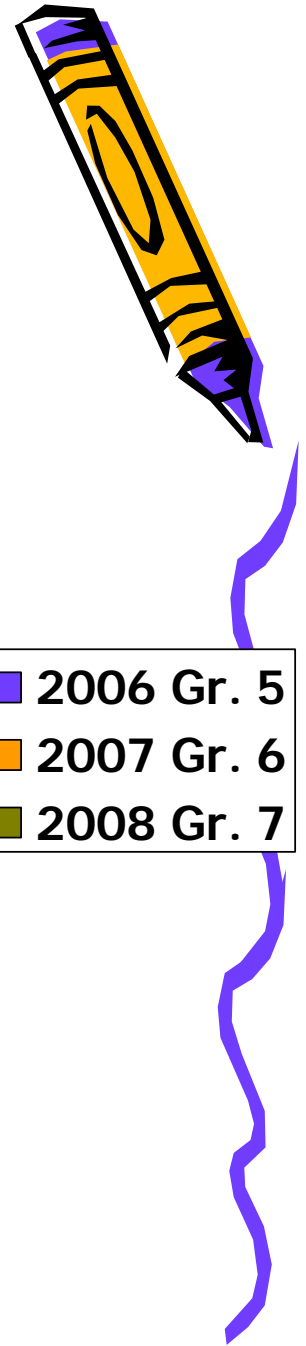
2008 Stanford Achievement Test Grade 7



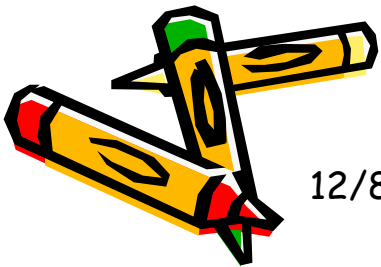
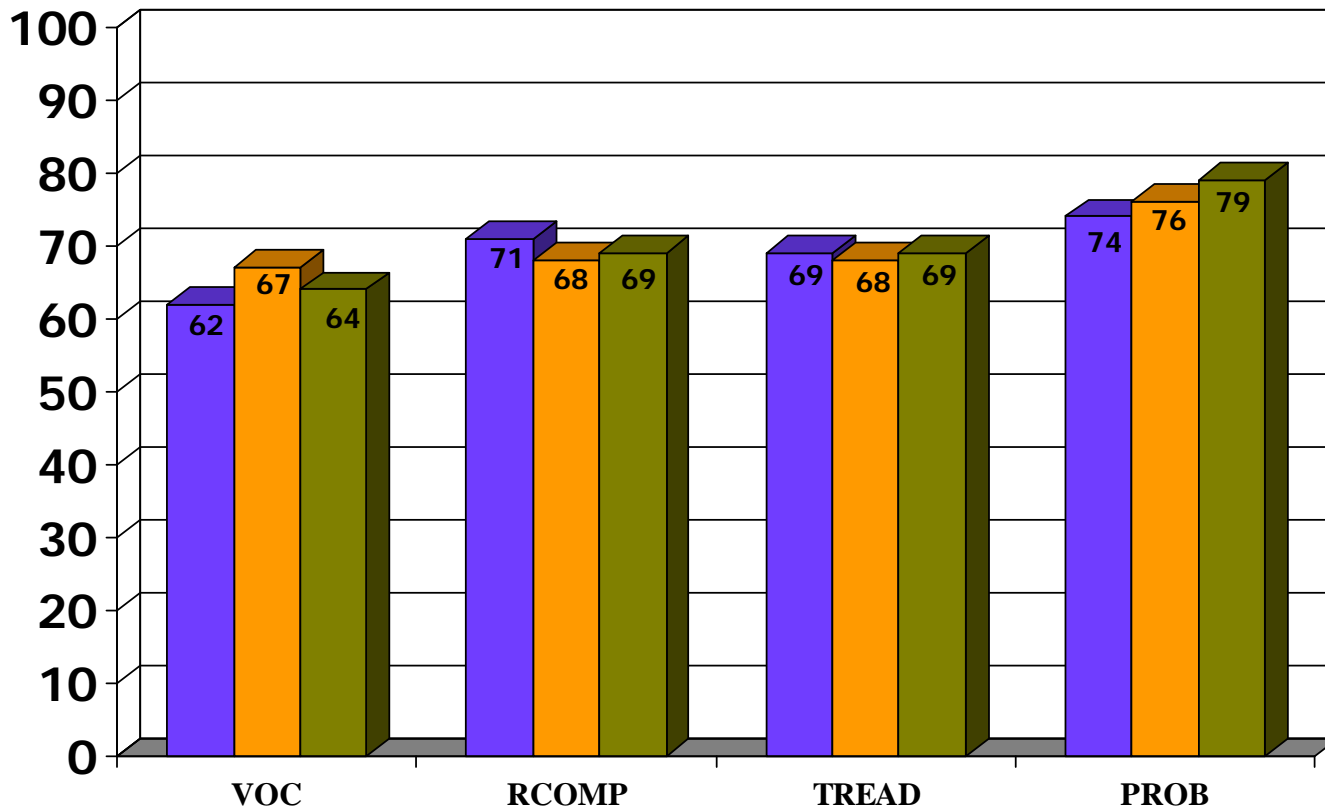
12/8/2008

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Test September Administration

Current Grade 7 Cohort 168 Students



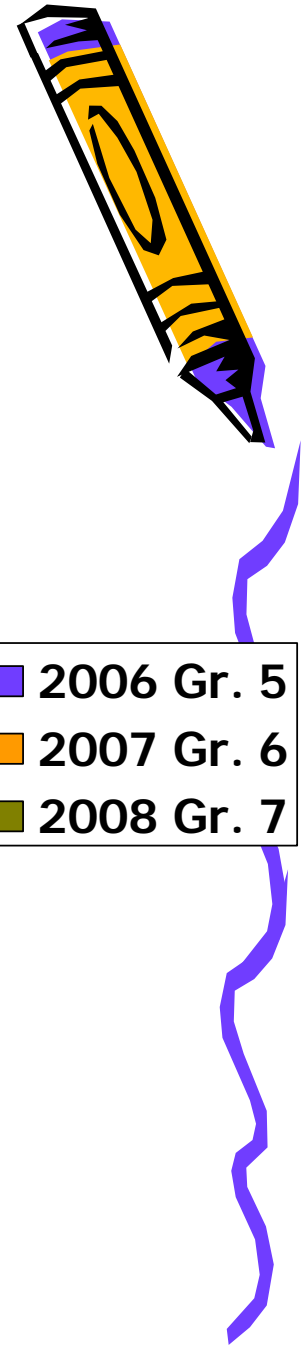
High Socio-Economic Status
Percentile Rank



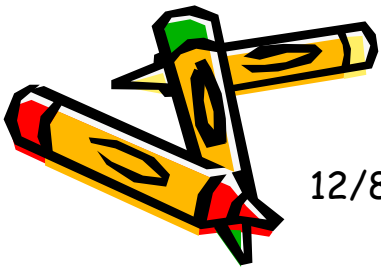
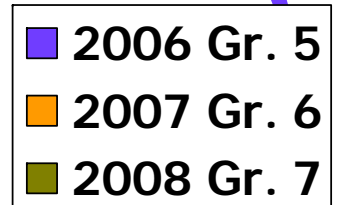
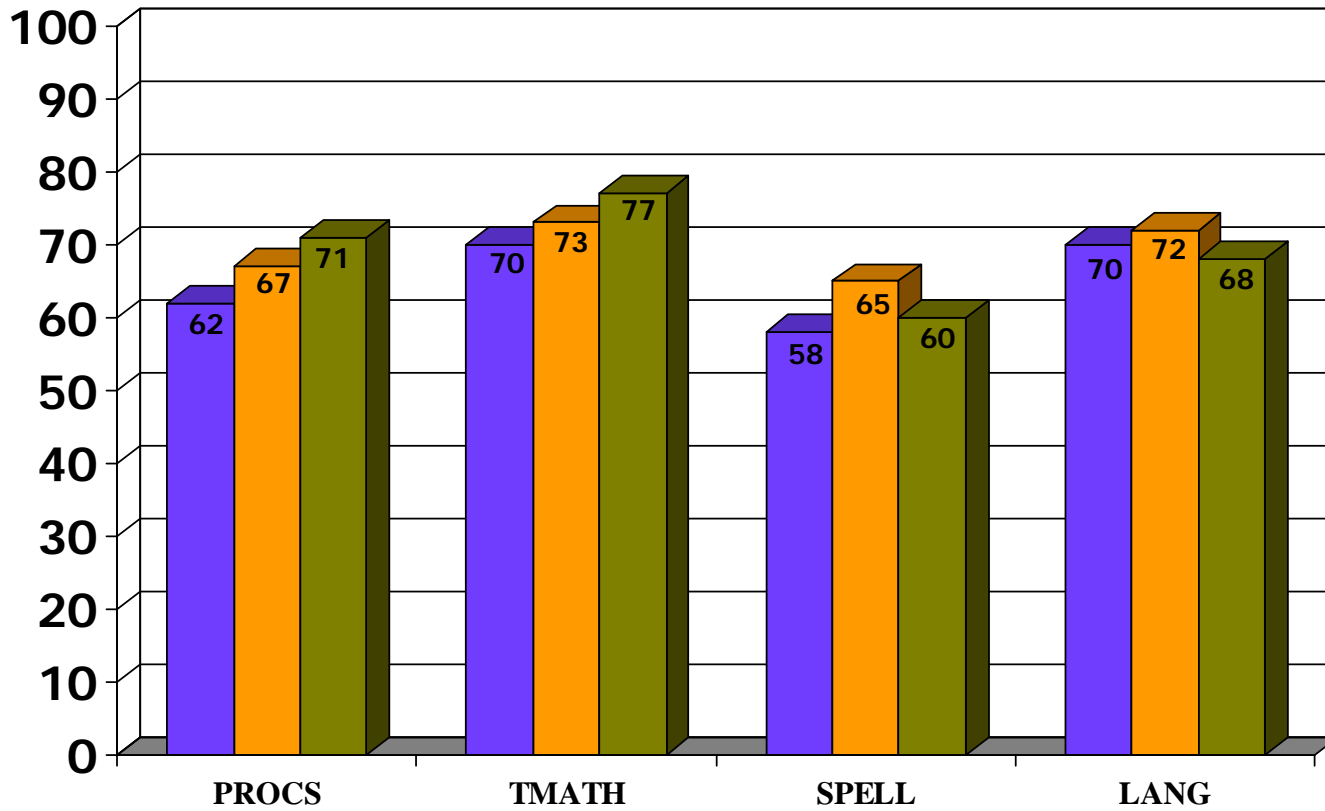
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2008 Stanford Achievement
Test September Administration

Current Grade 7 Cohort 168 Students



High Socio-Economic Status
Percentile Rank

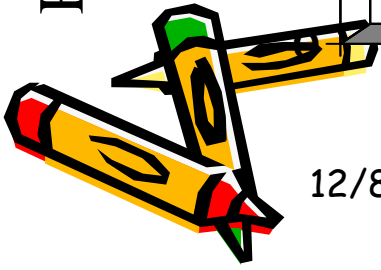
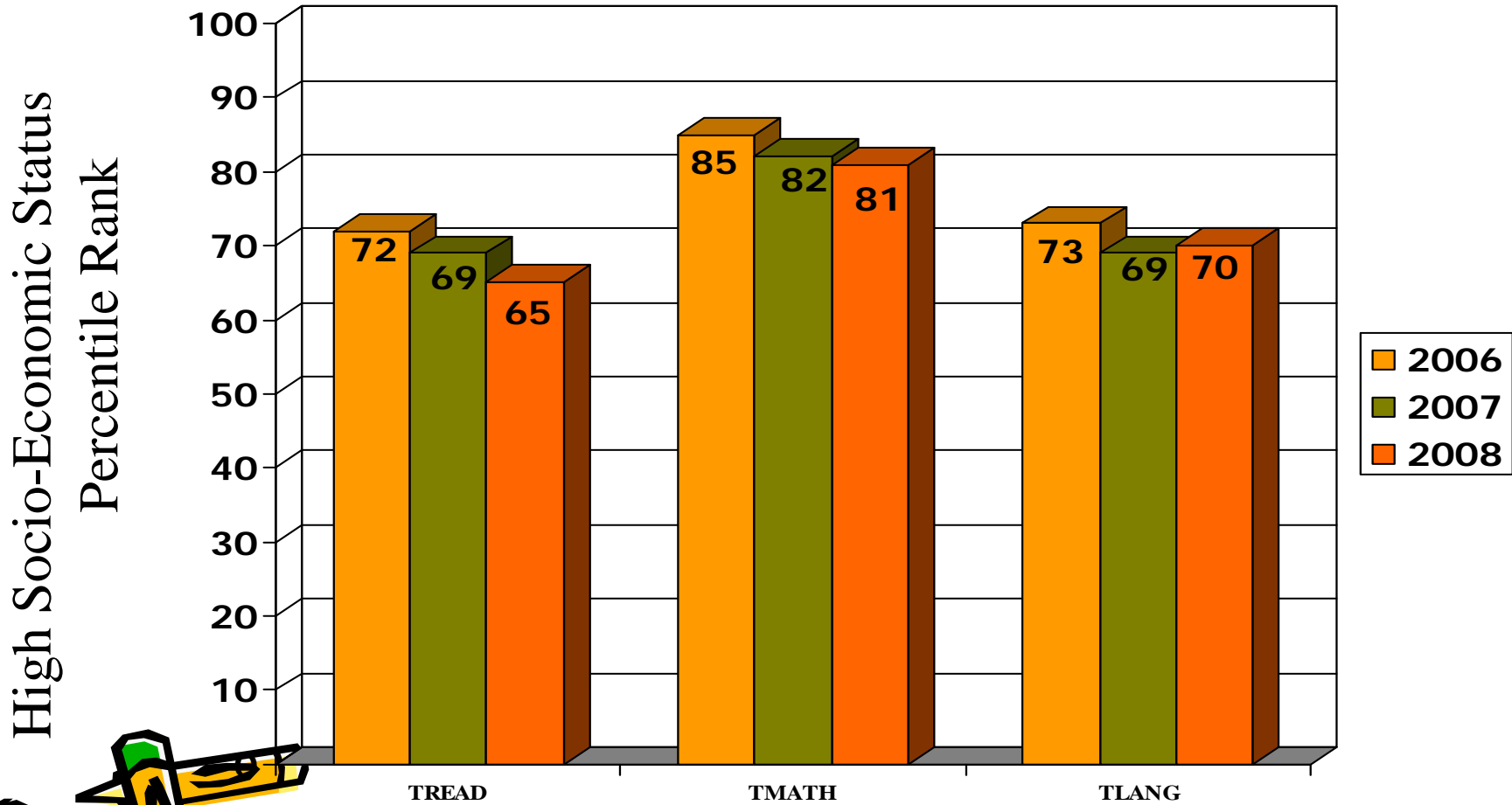


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Test September Administration

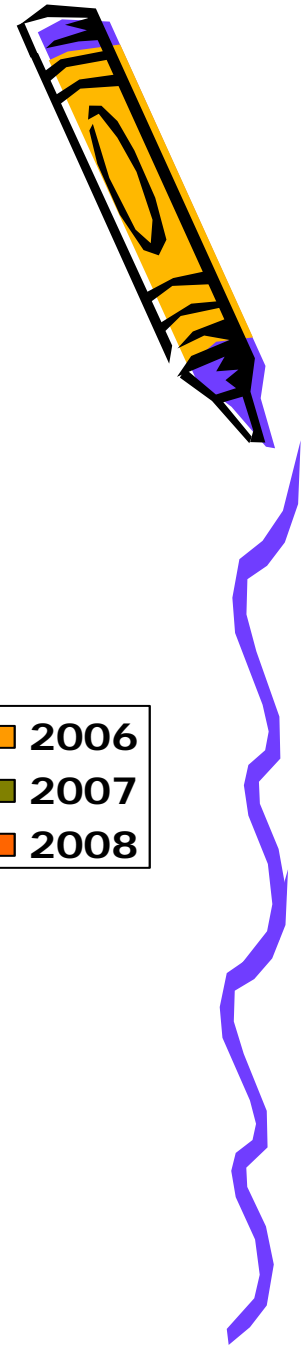
2008 Stanford Achievement Test

Grade 8

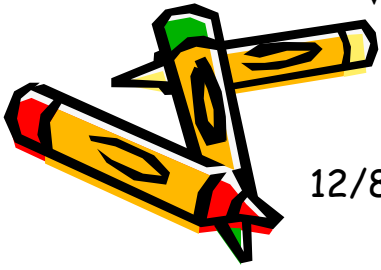
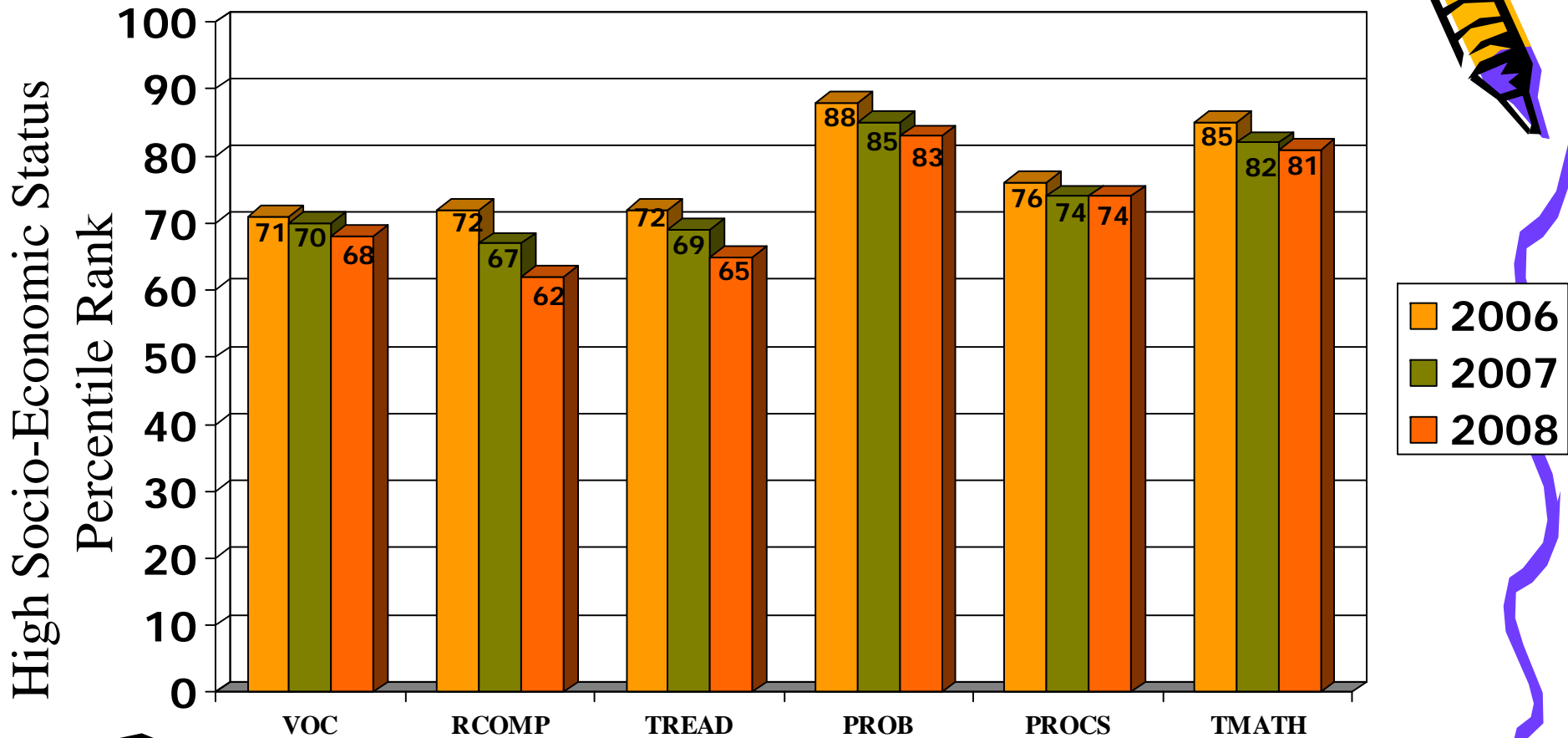
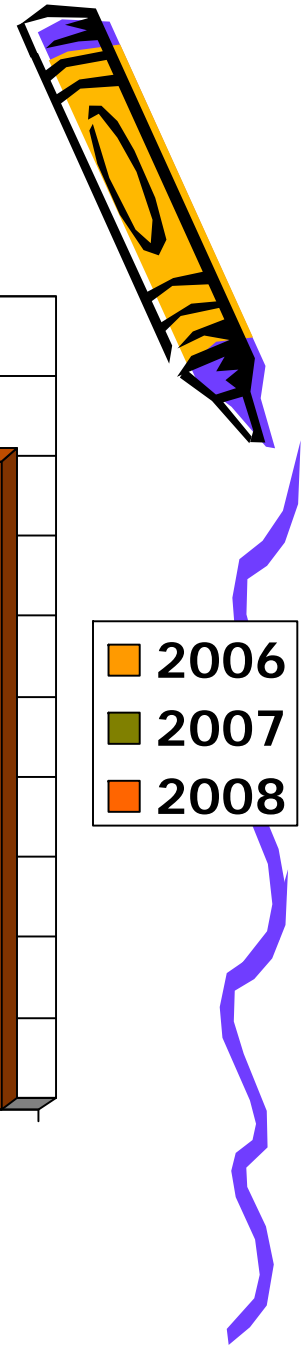


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Test September Administration



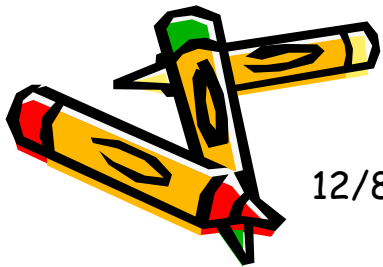
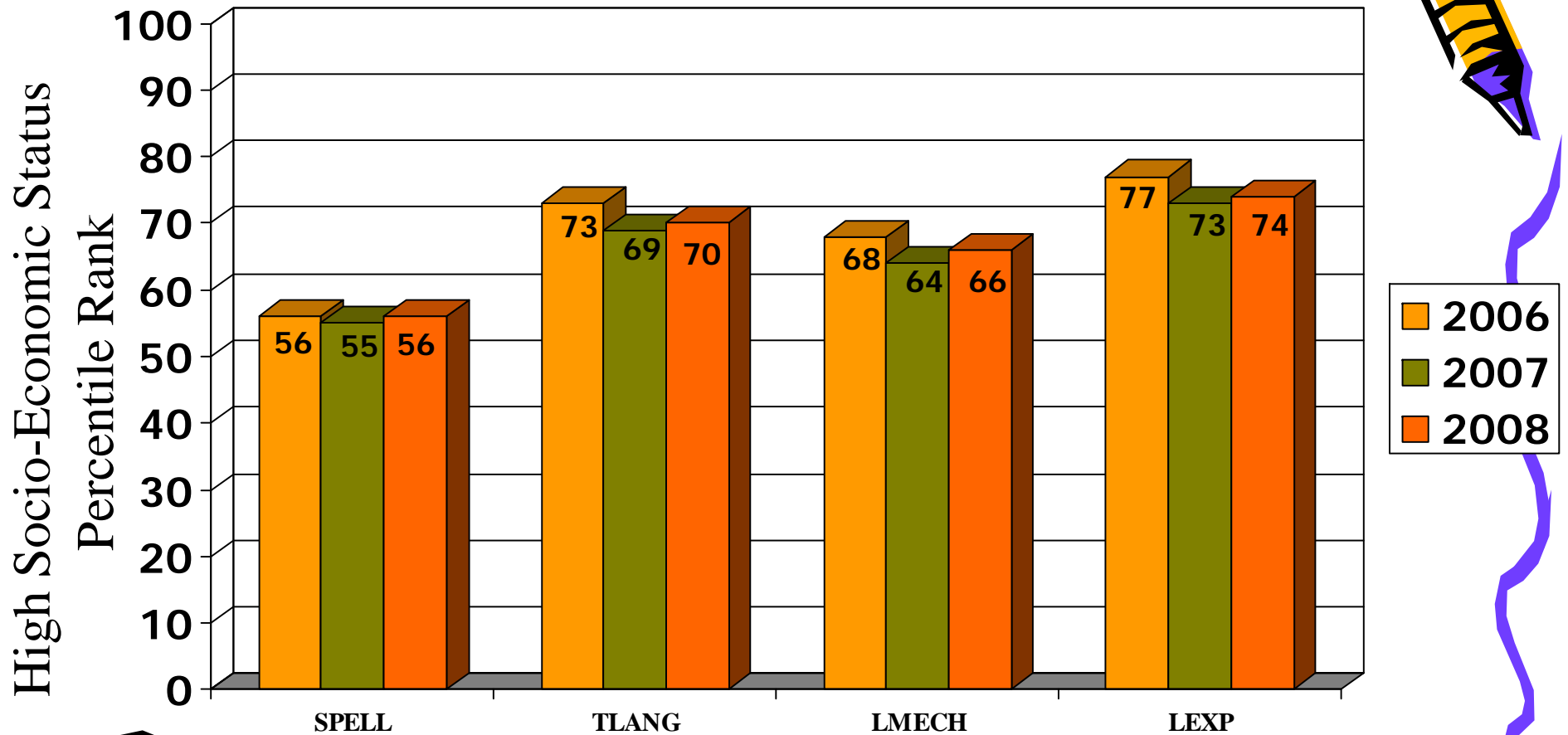
2008 Stanford Achievement Test Grade 8



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2008 Stanford Achievement
Test September Administration

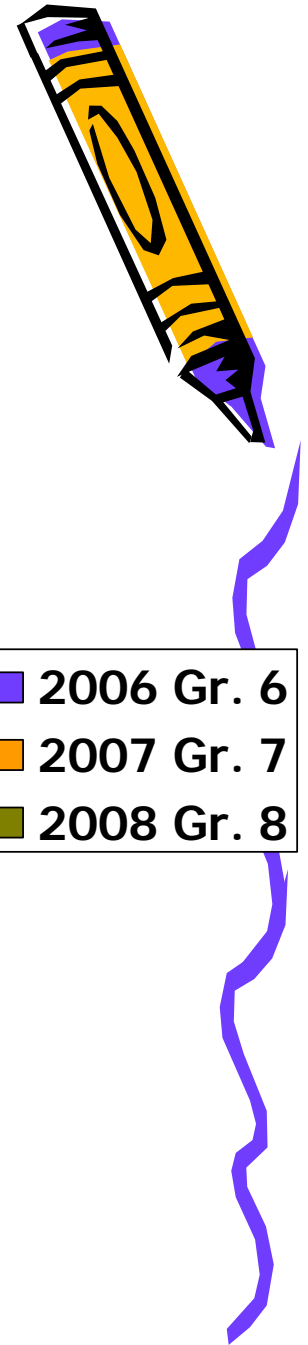
2008 Stanford Achievement Test Grade 8



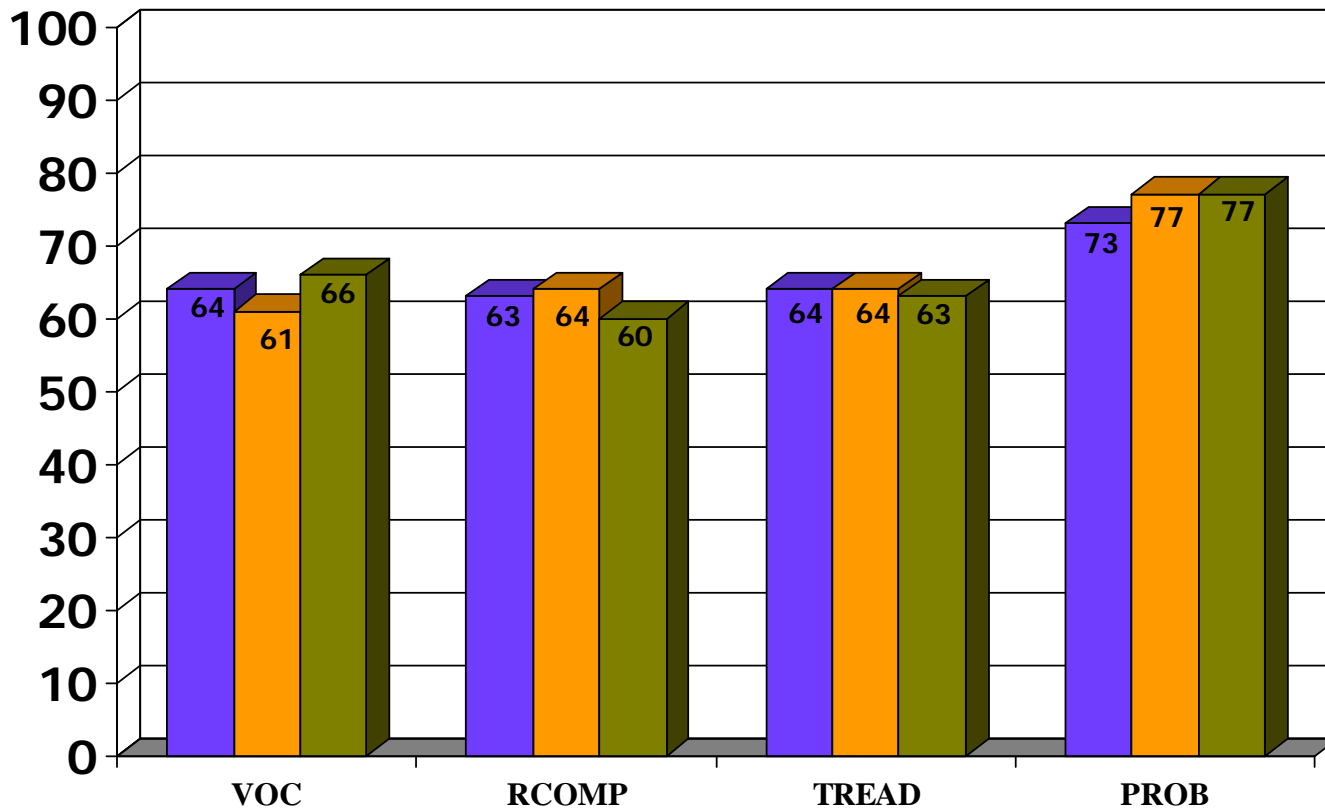
12/8/2008

2008 Stanford Achievement
Test September Administration

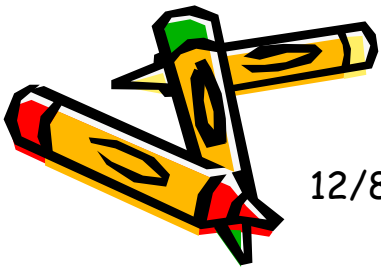
Current Grade 8 Cohort 189 Students



High Socio-Economic Status
Percentile Rank



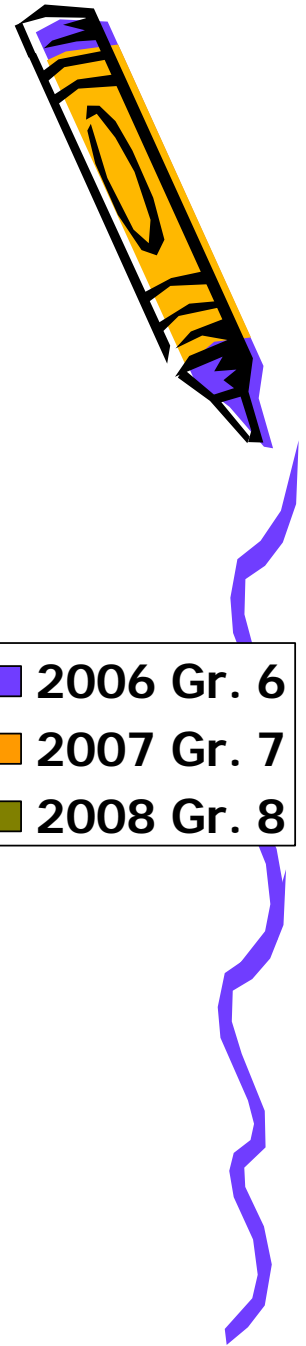
- 2006 Gr. 6
- 2007 Gr. 7
- 2008 Gr. 8



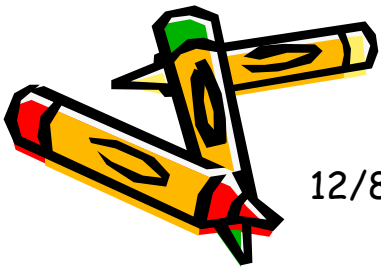
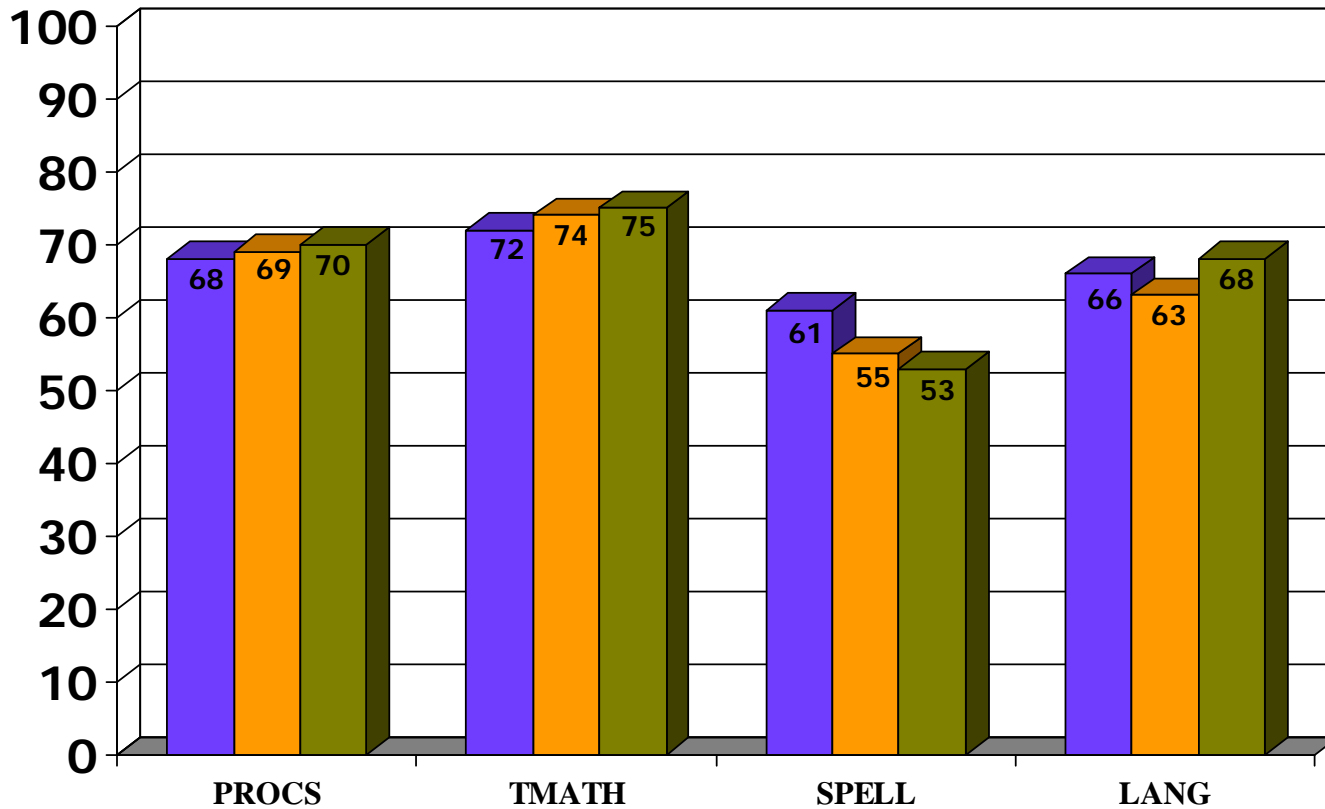
12/8/2008

2008 Stanford Achievement
Test September Administration

Current Grade 8 Cohort 189 Students



High Socio-Economic Status
Percentile Rank



12/8/2008

2008 Stanford Achievement
Test September Administration

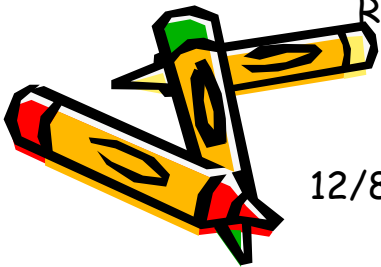
2008 Stanford Achievement Test

Contributing Factors

Grades 6-8-ELA

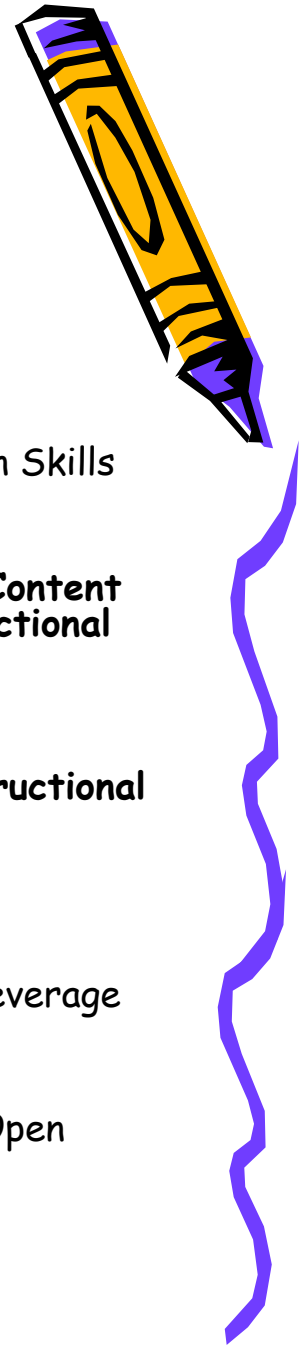
- **Current Grade 7 Reading Program**
2006-2007 - 1/3 Participation
2007-2008 - Full Participation. Students Taught Explicit Comprehension Skills with Supporting Strategies.

***Goal will be to develop a set of Comprehension Strategies for All Content Areas in Grades 6-8 for Teachers to Incorporate into Their Instructional Model.**
- **Learning Goals Developed for Students Aligned with Assessments and Instructional Practices**
- **Power Standards**
Deciding What is Most Important to Know / Do and Provide the Most Leverage
- **Writing:**
Implemented the Six Traits of Writing Using Rubrics and Focusing on Open Response Questions.



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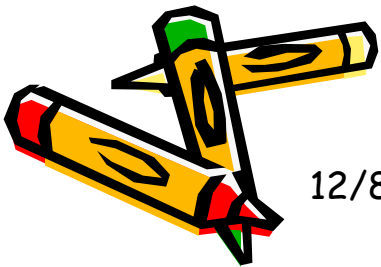
Contributing Factors

Grades 6-8-Math

MATH

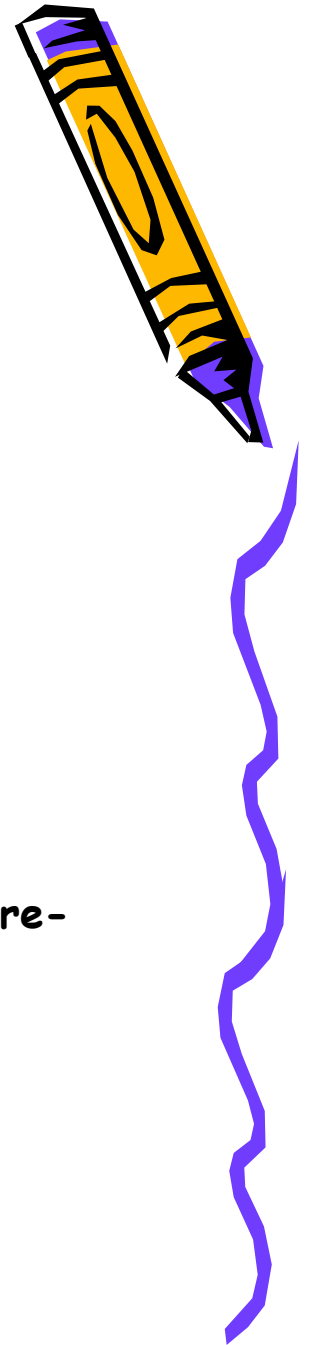
- **Focus on Essential Understandings:**
 - Power Standards / Consistency of Instruction
 - Common Planning
 - Common Instruction
 - Common Assessments

Grade 7 shift - Students in General Math Moved into the Pre-Algebra Textbook in December. Students Became More Engaged and Confident in Their Math Skills.



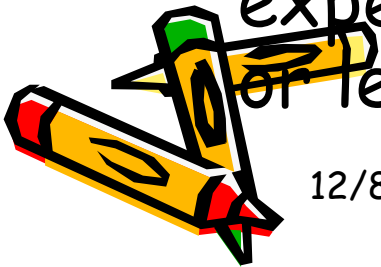
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2008 Stanford Achievement
Test September Administration



Performance Standards

- Performance Standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. The Stanford Performance Standards were determined by expert panels of educators who judged each test question on the basis of how students at different levels of achievement should perform. These expert judgments yielded four categories or levels of student performance.



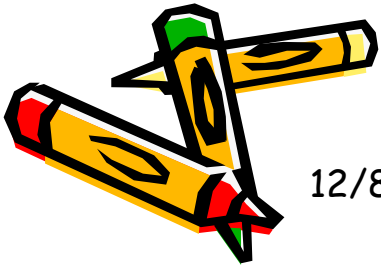
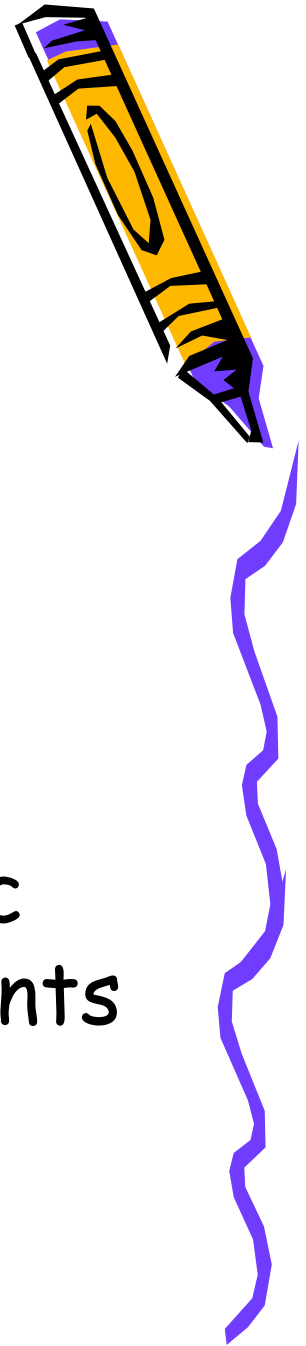
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2008 Stanford Achievement
Test September Administration



Performance Standards Levels

- Level 4: signifies superior performance beyond grade-level mastery.
- Level 3: represents solid academic performance, indicates that students are prepared for the next grade.

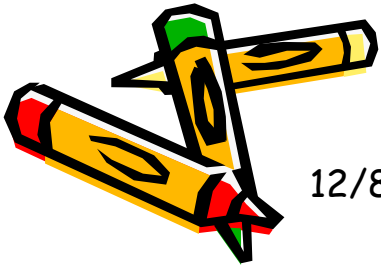


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Test September Administration

Performance Standards Levels

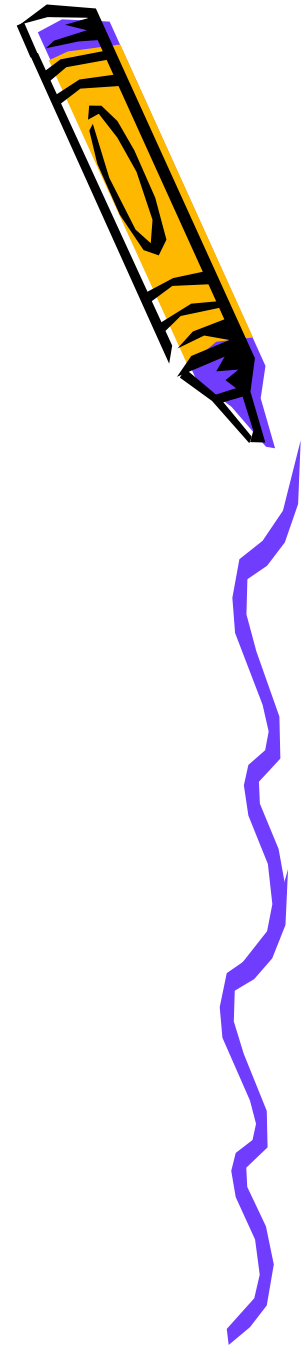
- Level 2: denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work.
- Level 1: indicates little or no mastery of fundamental knowledge and skills.



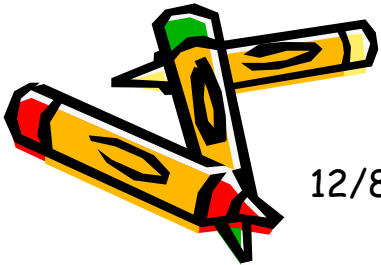
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 2 Reading



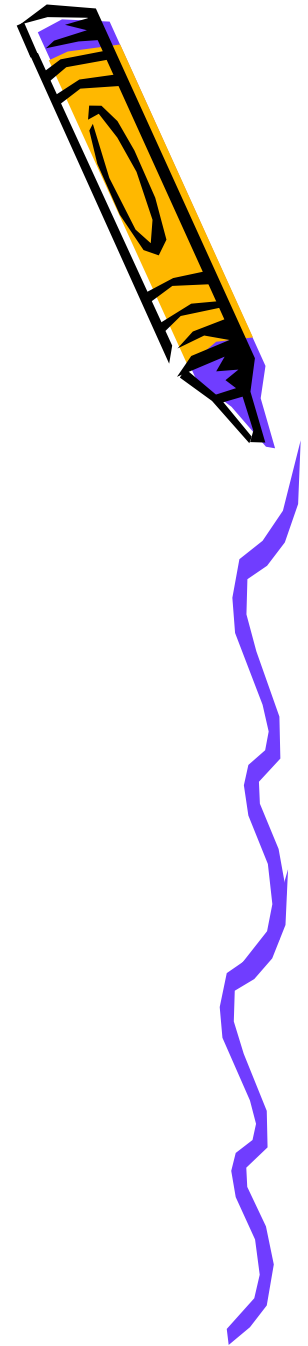
		Holliston		National
		2007	2008	NORMS
• Level	4	46%	62%	25%
• Level	3	37%	28%	34%
• Level	2	15%	9%	34%
• Level	1	2%	1%	7%



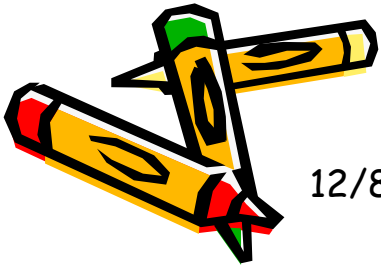
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 2 Math



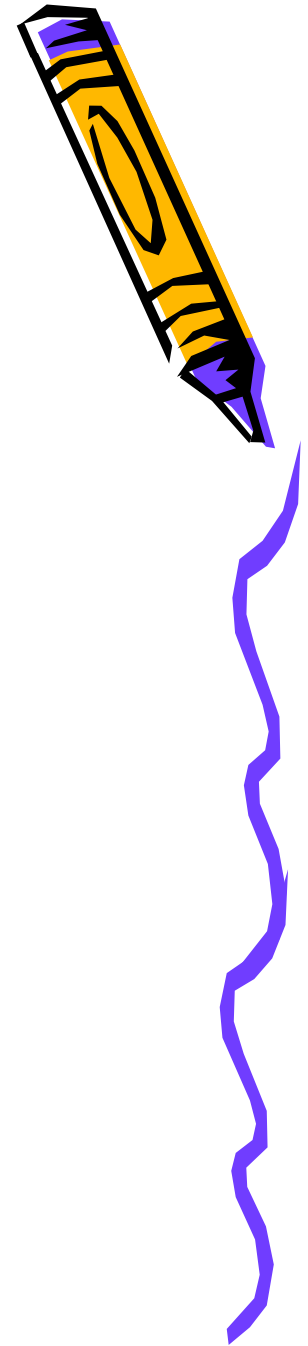
		Holliston		National
		2007	2008	NORMS
• Level	4	27%	39%	11%
• Level	3	50%	45%	43%
• Level	2	20%	15%	41%
• Level	1	3%	1%	5%



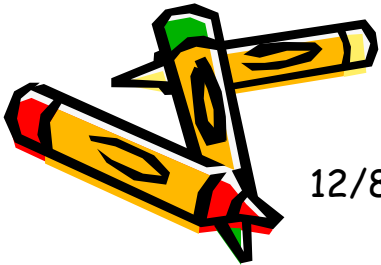
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 2 Spelling



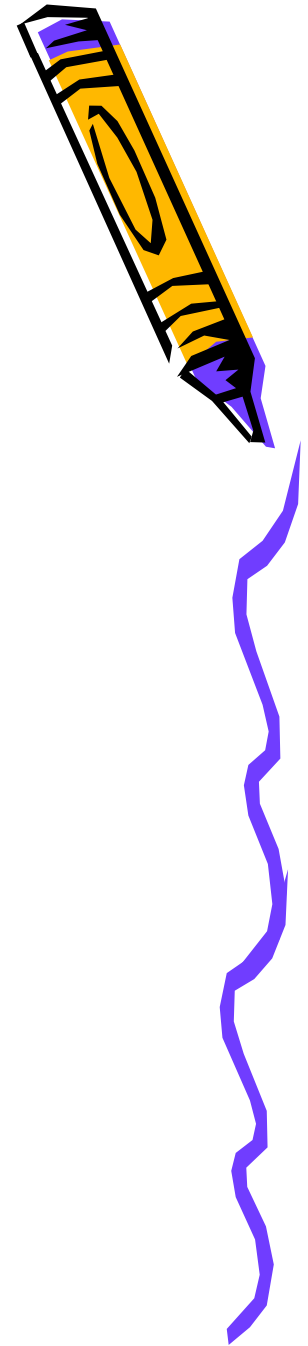
		Holliston		National
		2007	2008	NORMS
• Level	4	55%	61%	31%
• Level	3	26%	28%	26%
• Level	2	17%	9%	31%
• Level	1	2%	2%	12%



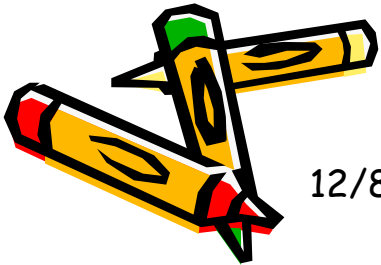
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 3 Reading



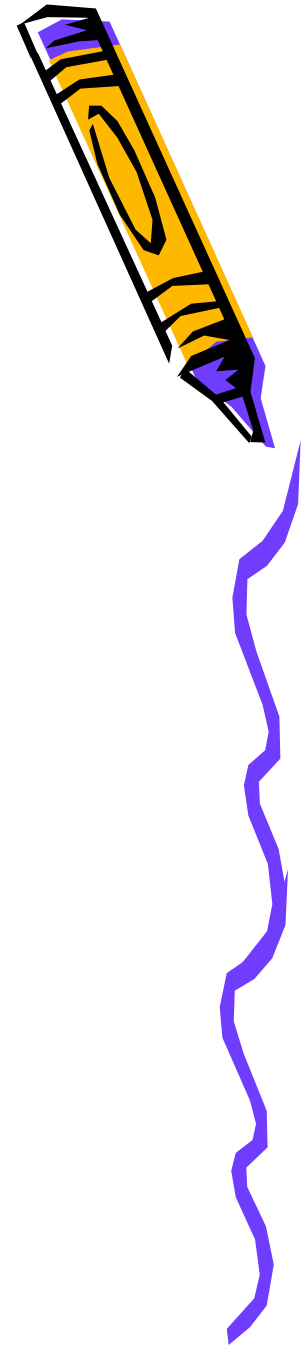
		Holliston		National
		2007	2008	NORMS
• Level	4	32%	33%	11%
• Level	3	41%	45%	34%
• Level	2	20%	20%	36%
• Level	1	7%	2%	19%



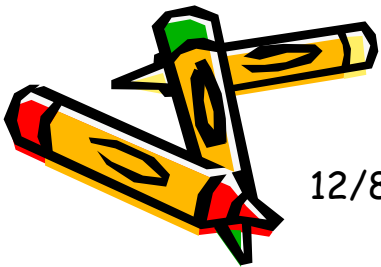
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 3 Math



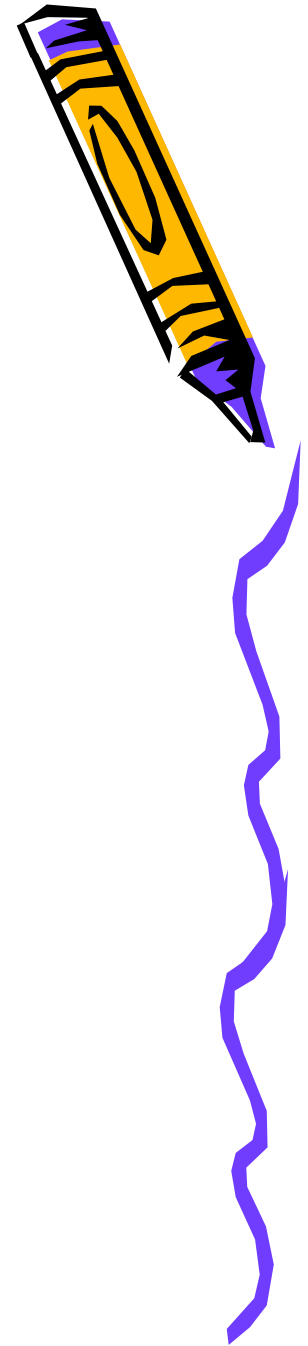
		Holliston		National
		2007	2008	NORMS
• Level	4	26%	31%	7%
• Level	3	51%	46%	36%
• Level	2	17%	21%	42%
• Level	1	6%	5%	15%



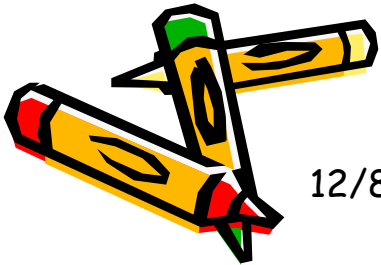
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 3 Language



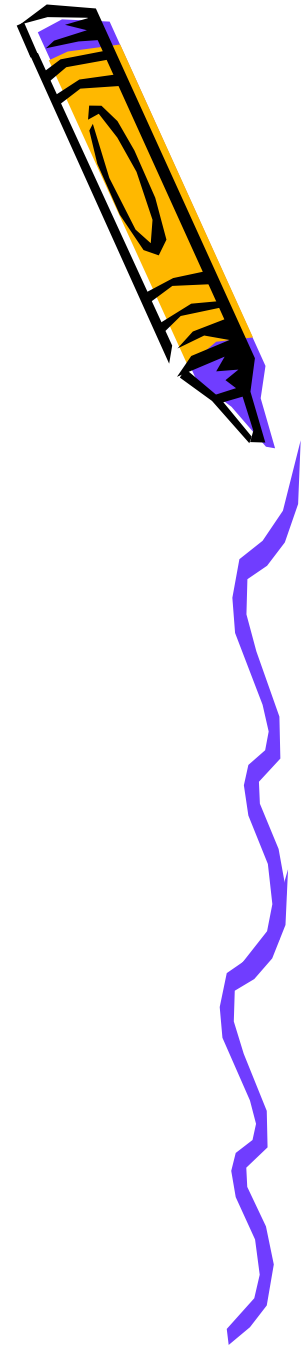
		Holliston		National
		2007	2008	NORMS
• Level	4	30%	21%	11%
• Level	3	40%	56%	37%
• Level	2	24%	18%	36%
• Level	1	6%	5%	16%



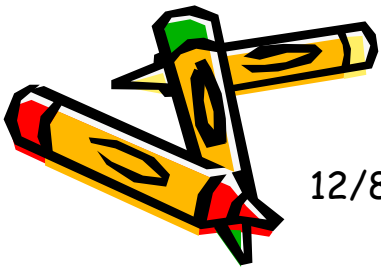
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 3 Spelling



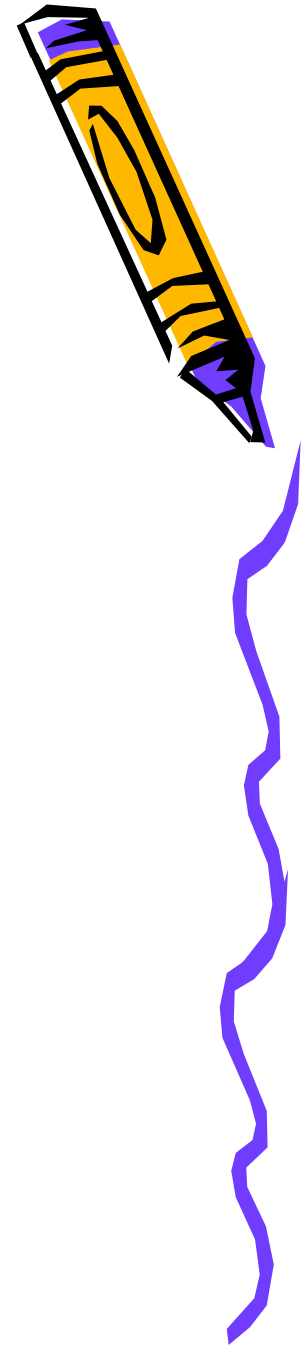
		Holliston		National
		2007	2008	NORMS
• Level	4	39%	39%	18%
• Level	3	27%	33%	28%
• Level	2	25%	26%	39%
• Level	1	9%	2%	15%



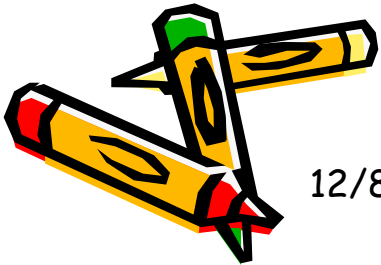
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 4 Reading



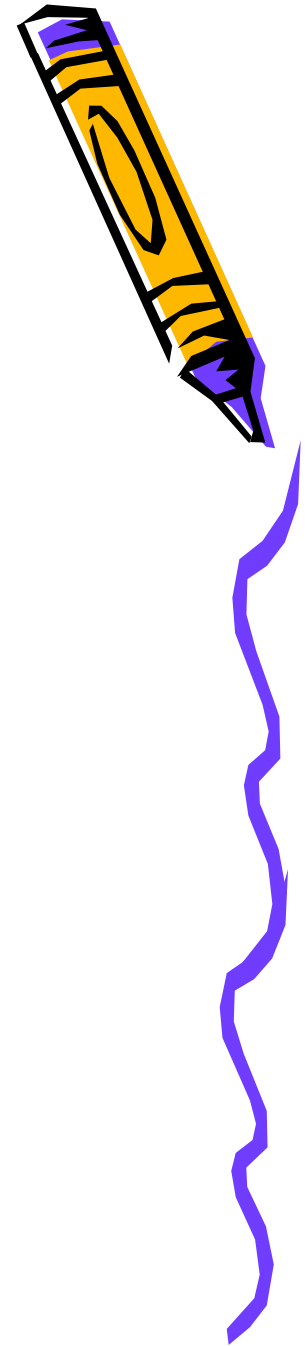
		Holliston		National
		2007	2008	NORMS
• Level	4	45%	37%	18%
• Level	3	36%	40%	38%
• Level	2	13%	18%	28%
• Level	1	6%	5%	16%



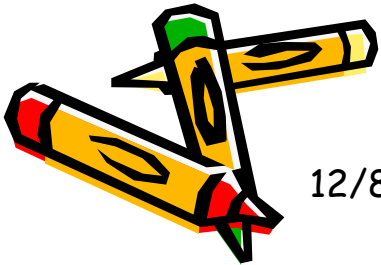
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 4 Math



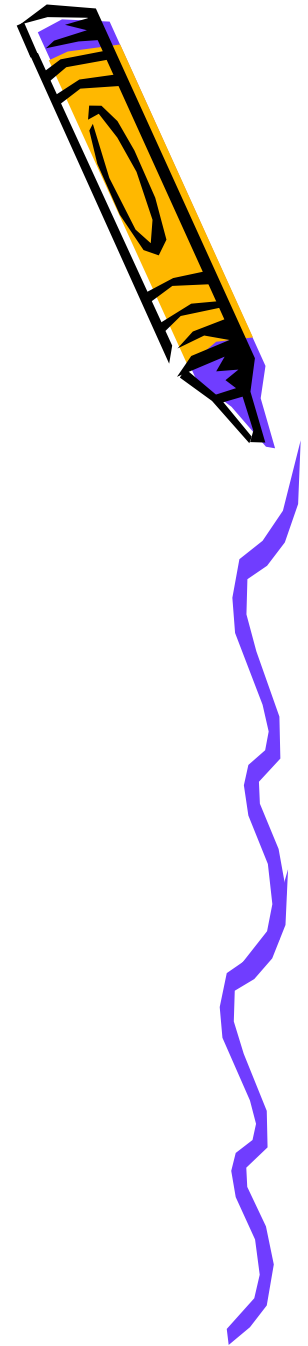
		Holliston		National
		2007	2008	NORMS
• Level	4	24%	22%	8%
• Level	3	39%	41%	30%
• Level	2	32%	33%	41%
• Level	1	5%	4%	21%



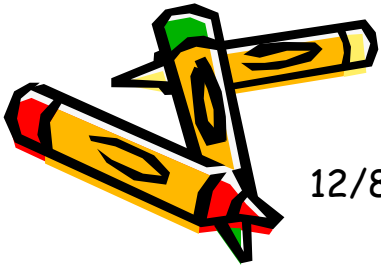
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2008 Stanford Achievement
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Performance Standards Grade 4 Language



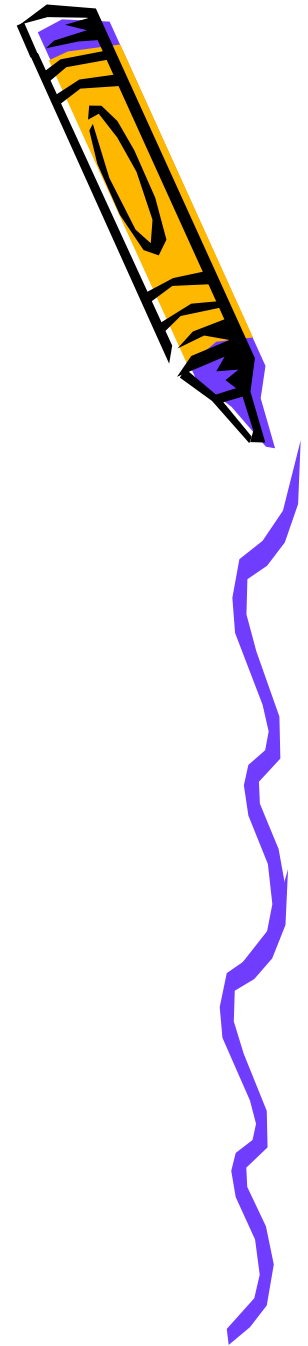
		Holliston		National
		2007	2008	NORMS
• Level	4	33%	26%	14%
• Level	3	42%	58%	33%
• Level	2	17%	31%	29%
• Level	1	8%	5%	24%



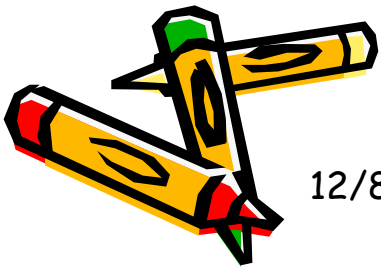
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2008 Stanford Achievement
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Performance Standards Grade 4 Spelling



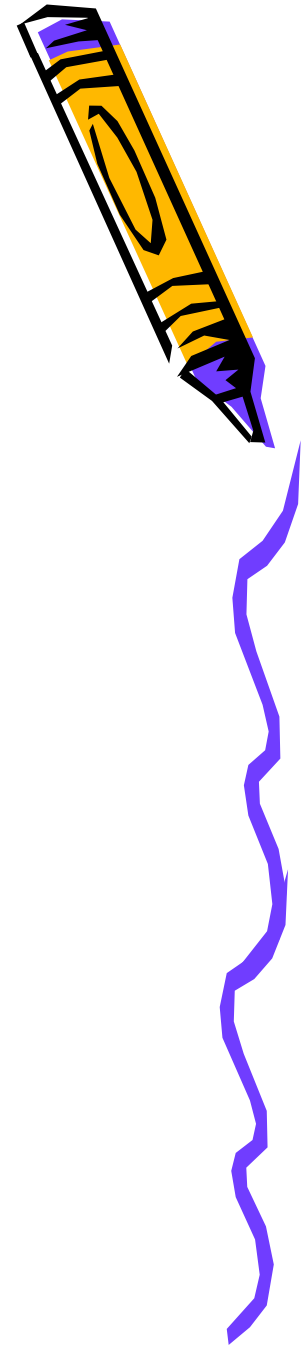
		Holliston		National
		2007	2008	NORMS
• Level	4	32%	33%	18%
• Level	3	39%	31%	31%
• Level	2	22%	30%	36%
• Level	1	7%	6%	15%



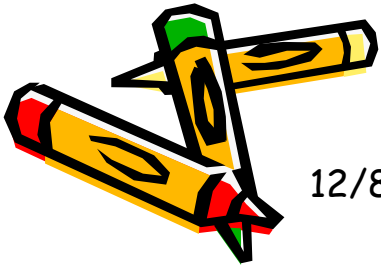
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 5 Reading



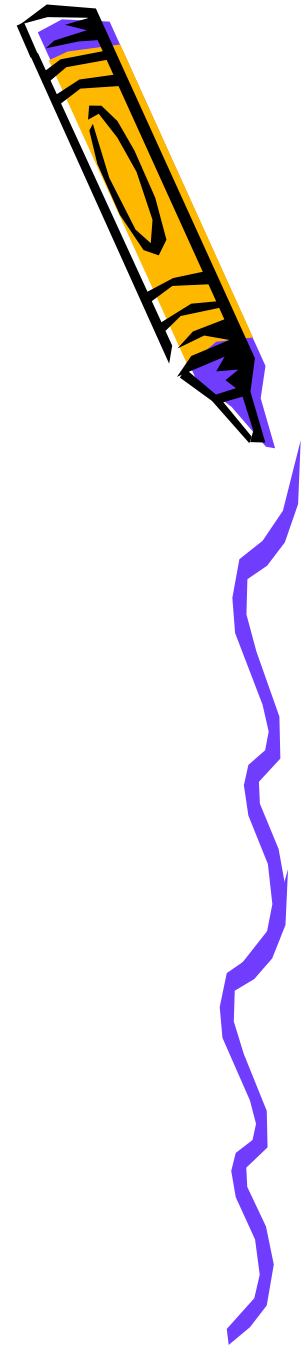
		Holliston		National
		2007	2008	NORMS
• Level	4	43%	47%	20%
• Level	3	38%	37%	34%
• Level	2	16%	14%	29%
• Level	1	3%	2%	17%



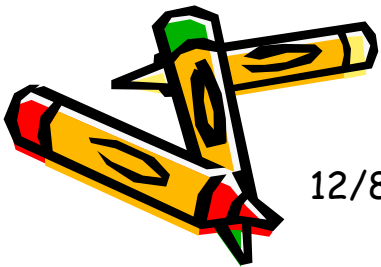
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 5 Math



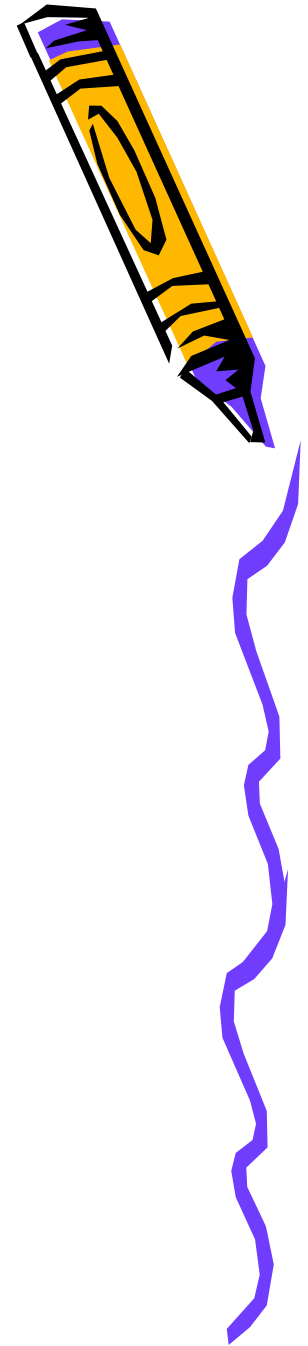
		Holliston		National
		2007	2008	NORMS
• Level	4	24%	30%	10%
• Level	3	54%	49%	37%
• Level	2	20%	17%	35%
• Level	1	2%	4%	18%



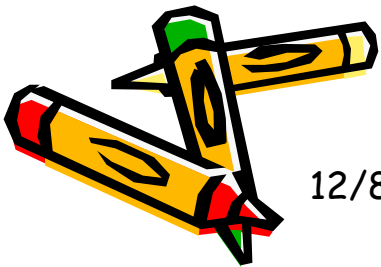
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 5 Language



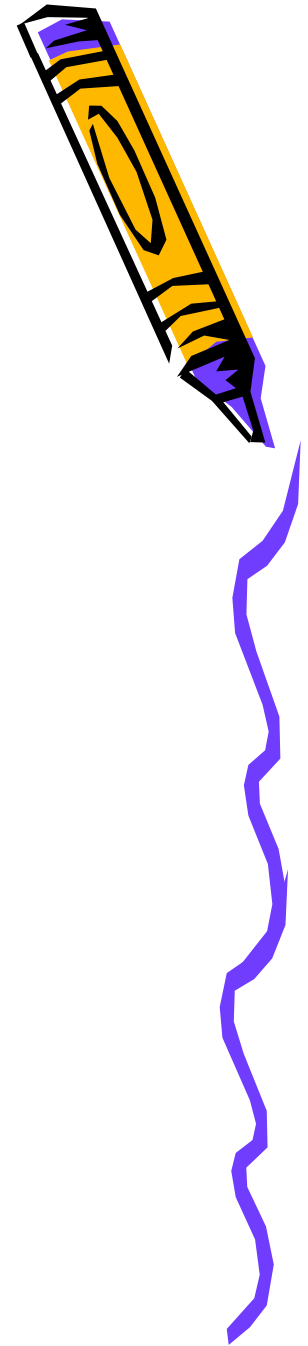
		Holliston		National
		2004	2008	NORMS
• Level	4	40%	48%	16%
• Level	3	37%	33%	37%
• Level	2	19%	11%	29%
• Level	1	4%	8%	18%



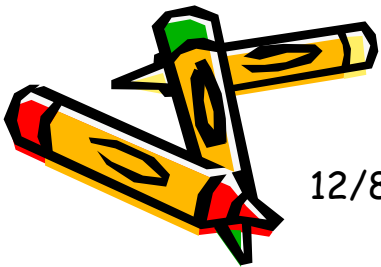
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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 5 Spelling



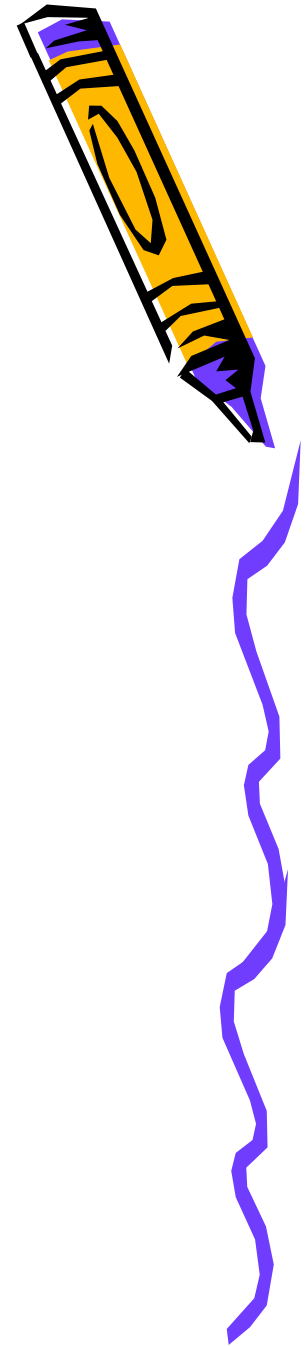
		Holliston		National
		2007	2008	NORMS
• Level	4	18%	25%	18%
• Level	3	45%	42%	34%
• Level	2	35%	28%	35%
• Level	1	2%	5%	13%



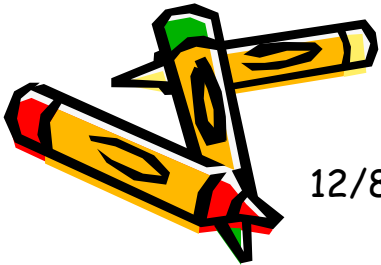
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 6 Reading



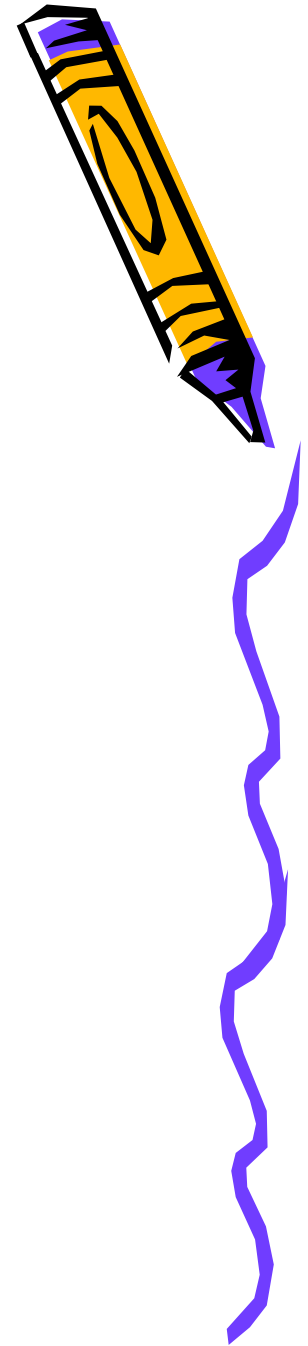
		Holliston		National
		2007	2008	NORMS
• Level	4	23%	21%	9%
• Level	3	53%	46%	34%
• Level	2	21%	30%	40%
• Level	1	3%	3%	17%



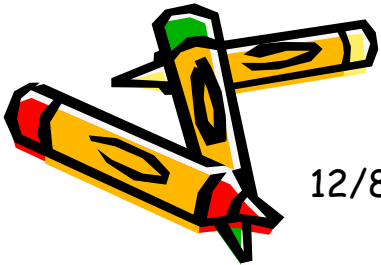
12/8/2008

2008 Stanford Achievement
Test September Administration

Performance Standards Grade 6 Math



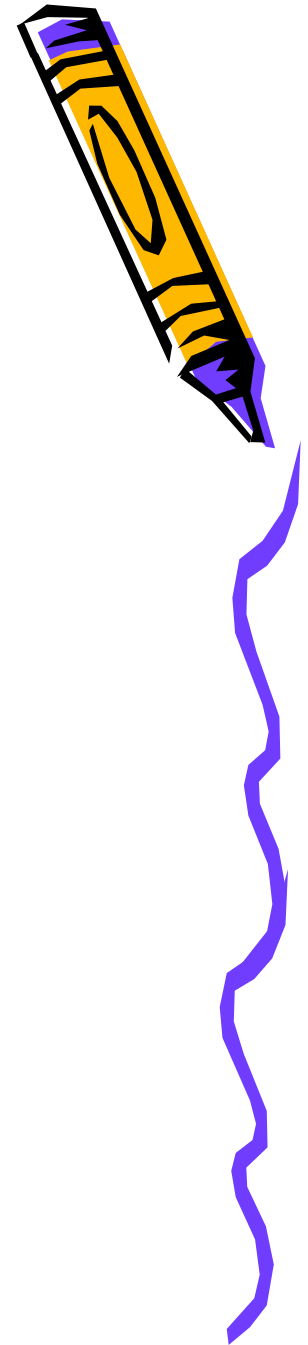
		Holliston		National
		2007	2008	NORMS
• Level	4	35%	29%	7%
• Level	3	38%	41%	26%
• Level	2	21%	24%	35%
• Level	1	6%	6%	32%



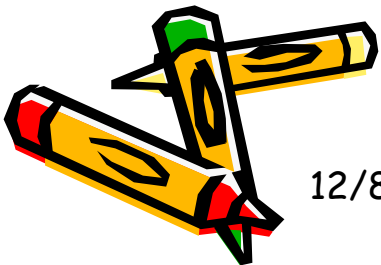
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Performance Standards Grade 6 Language



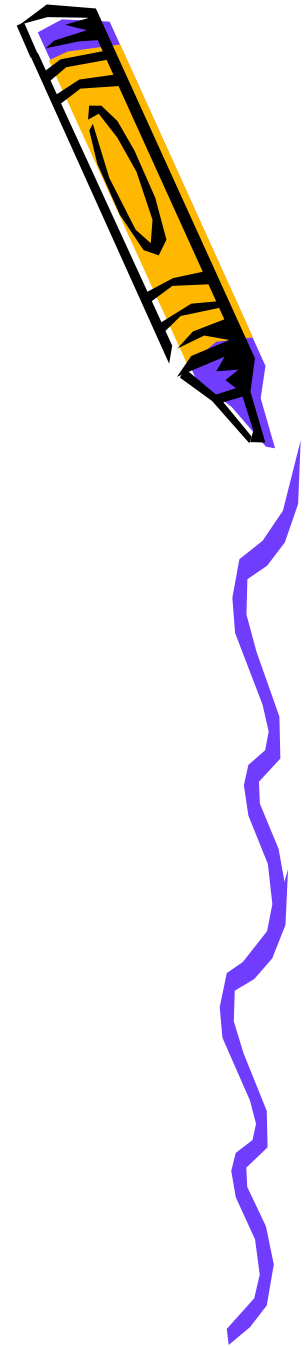
		Holliston		National
		2007	2008	NORMS
• Level	4	33%	28%	11%
• Level	3	42%	44%	30%
• Level	2	20%	22%	30%
• Level	1	5%	6%	29%



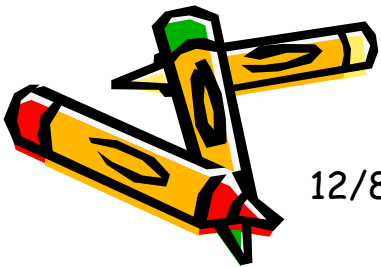
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Performance Standards Grade 6 Spelling



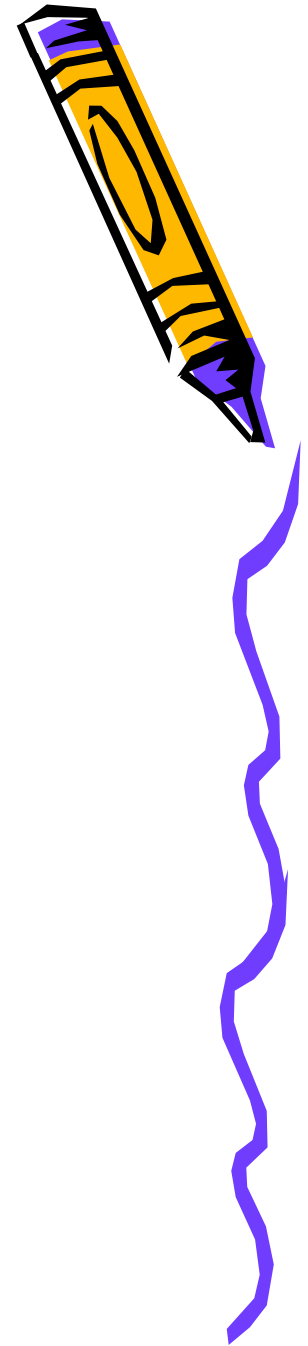
		Holliston		National
		2007	2008	NORMS
• Level	4	27%	19%	11%
• Level	3	43%	39%	31%
• Level	2	27%	33%	43%
• Level	1	3%	9%	15%



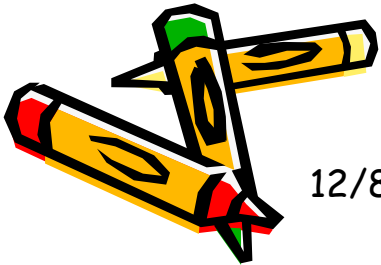
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Performance Standards Grade 7 Reading



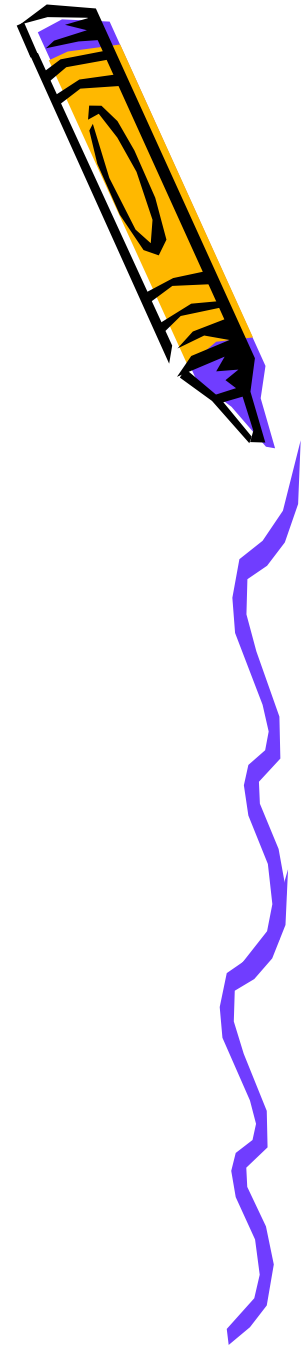
		Holliston		National
		2007	2008	NORMS
• Level	4	17%	27%	7%
• Level	3	51%	46%	38%
• Level	2	29%	20%	40%
• Level	1	3%	7%	15%



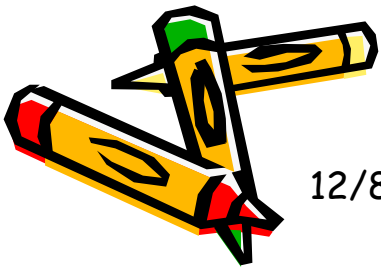
12/8/2008

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Test September Administration

Performance Standards Grade 7 Math



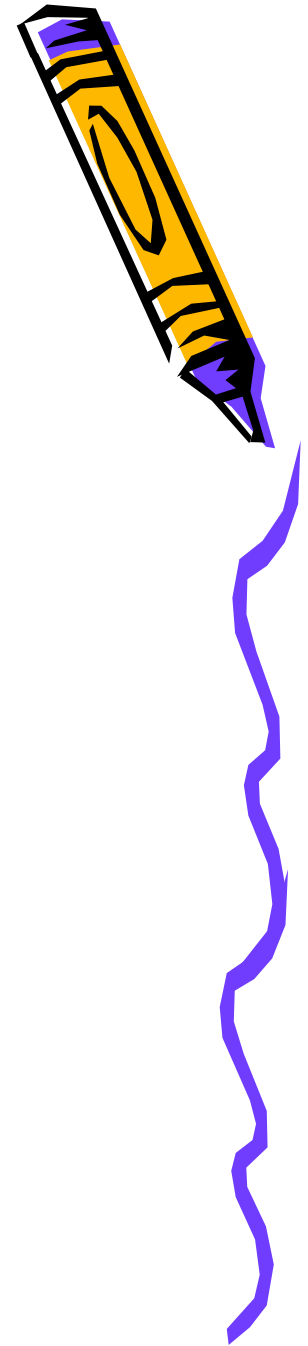
		Holliston		National
		2007	2008	NORMS
• Level	4	32%	33%	8%
• Level	3	40%	41%	25%
• Level	2	23%	18%	37%
• Level	1	5%	8%	30%



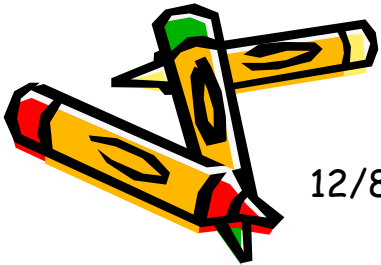
12/8/2008

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Test September Administration

Performance Standards Grade 7 Language



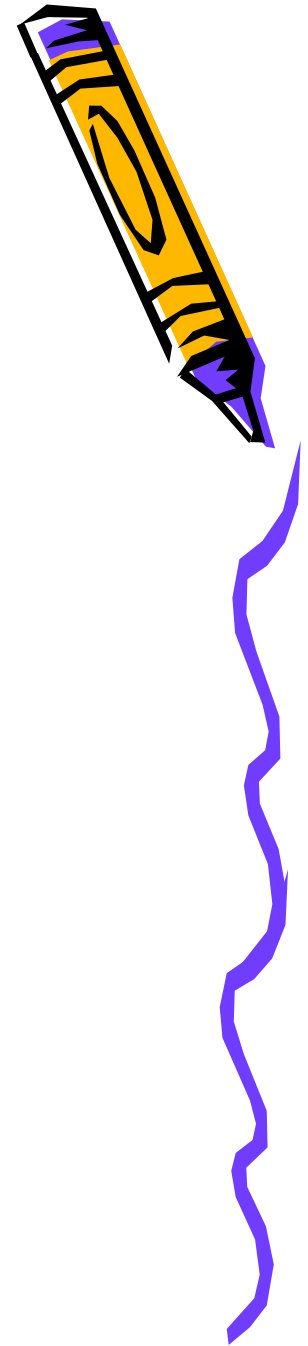
		Holliston		National
		2007	2008	NORMS
• Level	4	8%	13%	6%
• Level	3	48%	49%	26%
• Level	2	38%	30%	47%
• Level	1	6%	8%	21%



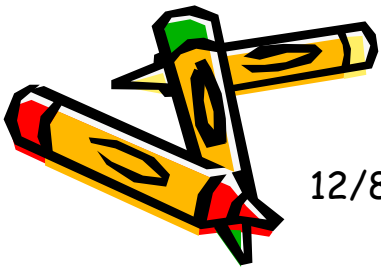
12/8/2008

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Performance Standards Grade 7 Spelling



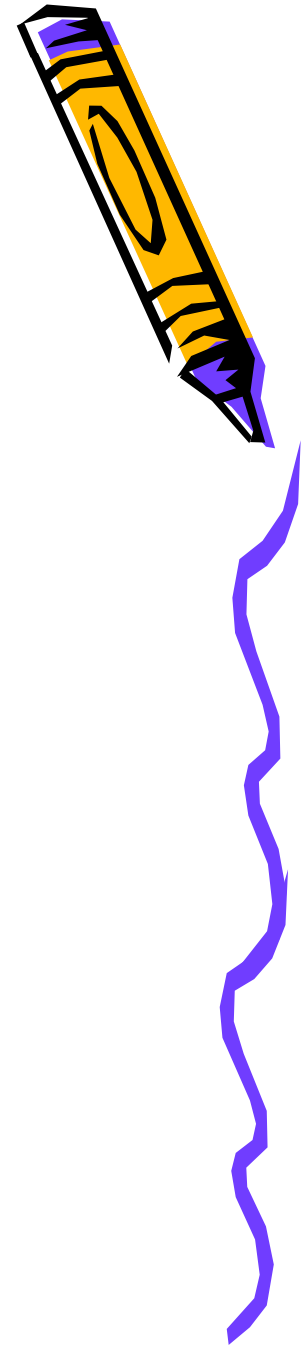
		Holliston		National
		2007	2008	NORMS
• Level	4	20%	25%	15%
• Level	3	34%	39%	29%
• Level	2	40%	31%	43%
• Level	1	6%	5%	13%



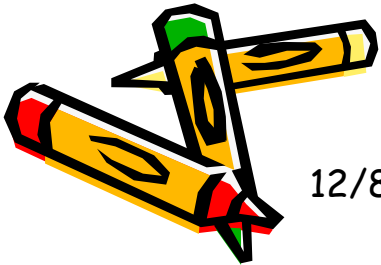
12/8/2008

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Test September Administration

Performance Standards Grade 8 Reading



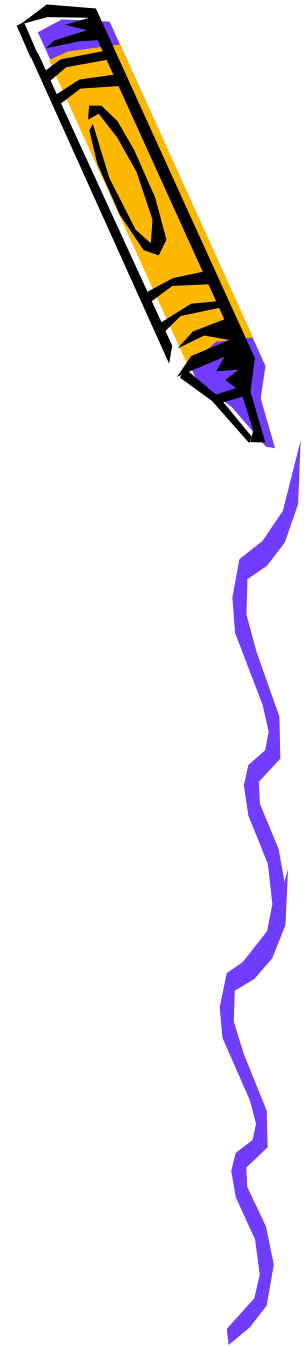
		Holliston		National
		2007	2008	NORMS
• Level	4	19%	14%	8%
• Level	3	53%	54%	38%
• Level	2	25%	29%	38%
• Level	1	3%	3%	16%



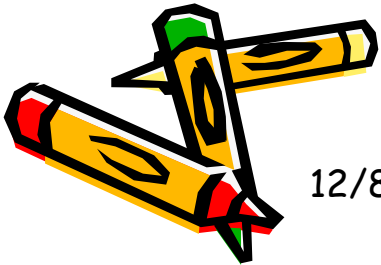
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Test September Administration

Performance Standards Grade 8 Math



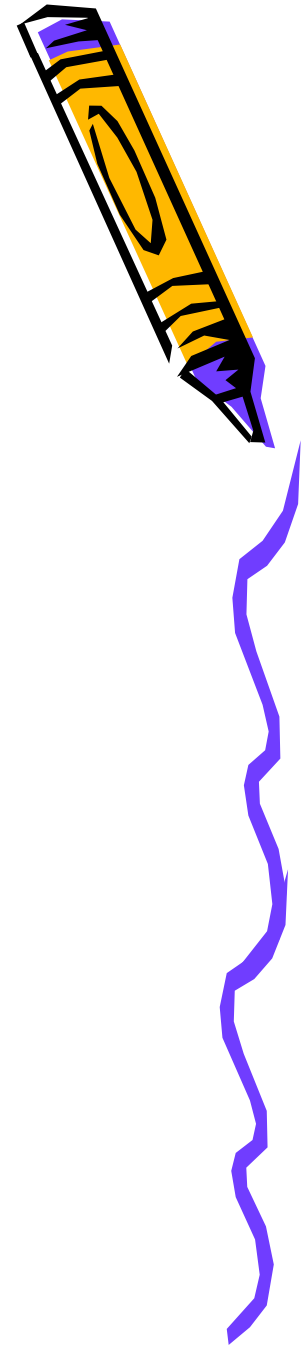
		Holliston		National
		2007	2008	NORMS
• Level	4	24%	21%	4%
• Level	3	37%	40%	19%
• Level	2	30%	26%	36%
• Level	1	9%	13%	41%



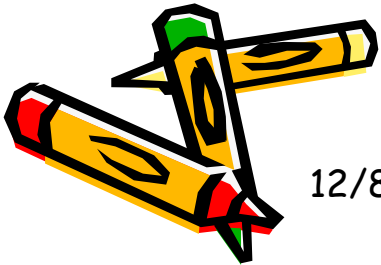
12/8/2008

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Performance Standards Grade 8 Language



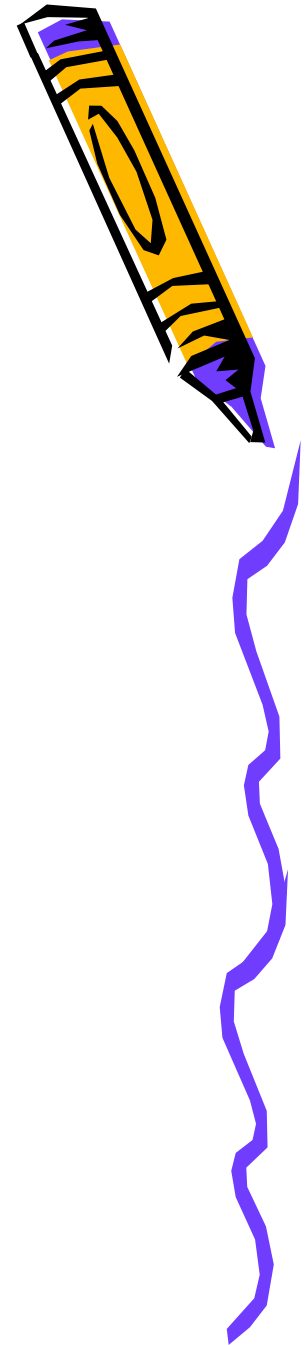
		Holliston		National
		2007	2008	NORMS
• Level	4	14%	15%	7%
• Level	3	41%	44%	24%
• Level	2	38%	33%	44%
• Level	1	7%	8%	25%



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2008 Stanford Achievement
Test September Administration

Performance Standards Grade 8 Spelling



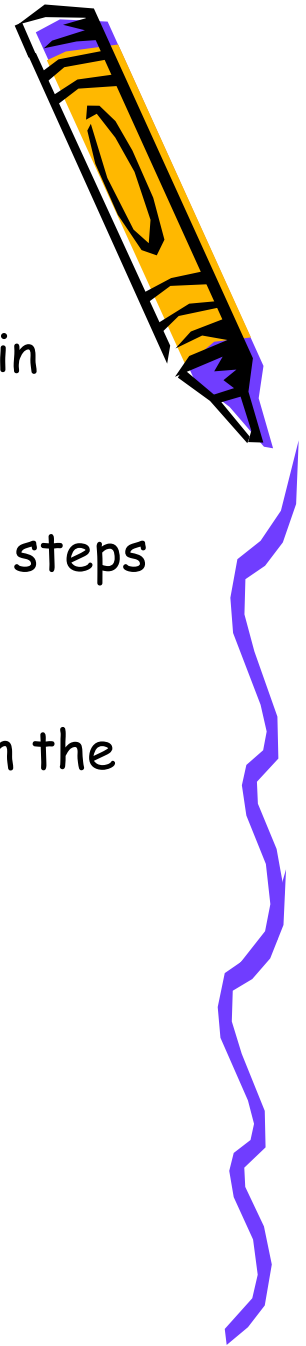
		Holliston		National
		2007	2008	NORMS
• Level	4	14%	17%	12%
• Level	3	42%	40%	38%
• Level	2	39%	39%	38%
• Level	1	5%	4%	12%



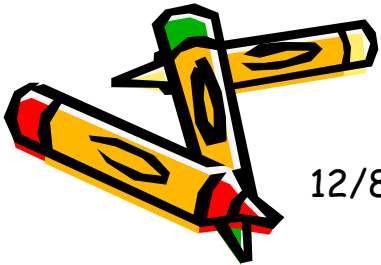
12/8/2008

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Next Steps



- Administrators and Teachers will focus on the results in teams
- Combine Stanford Results with MCAS Data and Action steps will be developed through collaboration
- Focus Areas will be reflected through new initiatives in the FY 10 budget
- Progress will be monitored regularly by learning teams
- Results Mailed Home to Parents on December 10th



12/8/2008

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