

# Study of Growth Index Performance by School

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## Background

The school growth study is based on data from the 2005 norms. Our intention was to provide schools with tables, starting on page 6, that would aid setting of improvement targets by providing data that showed the typical range of performance for schools on the growth index statistic and the proportion of students meeting their growth target. These are the statistics typically used to report growth in NWEA reports. The tables show school rankings by ten percentile point range on these two metrics.

## Methodology

Fall-to-spring, spring-to-spring, and fall-to-fall growth index averages in reading, language usage, and mathematics were generated for all schools participating in the 2005 norms study who tested more than 20 students in a grade.

To calculate the averages, individual growth index statistics were calculated for all students who had valid test scores for both seasons covered by the study. Student scores were screened using the same minimum score, maximum score, and standard error criteria that NWEA normally uses to assess the validity of a test score. Scores that did not survive these screening criteria were removed.

School-wide averages were calculated by grade using the growth index scores of students whose results survived application of the criteria. These averages were used to calculate univariate summaries of the school growth index averages and place them within percentile tables.

Some schools prefer to generate counts of the proportion of students who were successful at meeting or exceeding their growth index target. Based on data from the norms study, we also calculated the proportion of students in each participating grade within each school who were successful at meeting or exceeding their growth index target. These results were also placed within percentile tables.

When schools evaluate their results against that achieved by other schools they should be aware that a growth index score of 0.0 does not always represent the mid-point of a distribution.

## Interpreting the Results

Schools typically use growth index results for two purposes:

1. To identify whether a school program is producing value-added results for students on the NWEA measure.
2. To establish numerical targets for school or program improvement.

### *Evaluating whether a school program produces value-added results*

Let's assume we are evaluating a seventh grade reading program at Logan Middle School. Their program produced a spring to spring growth index score of +1.7 this past year and 60% of their students were successful in achieving growth equal to or exceeding their RIT range growth norm (see Table 1). Did this program produce value-added results?

According to the sample table, Logan's growth index score exceeded that of more than 90% of the schools participating in the norm study. The proportion of students who met or exceeded their growth norm, 60%, also exceeded that of 80% of the schools in the norm study. Both statistics are more than 1 standard deviation beyond the mean scores for this grade. You could fairly say that this school did produce value-added results.

Now assume that a second school, Mellon Elementary, produced a growth index score of -2.0 and that only 37% of their students were successful in achieving their RIT range growth norm. Would that result be cause for concern? Mellon's growth index scores are below those of 80% of the schools participating in the norm study and it is more than one standard deviation from the median school in the group. In addition, the proportion of students who met their growth norm, 37%, is lower than 90% of schools and is more than a standard deviation below the mean. It would be fair to say that Mellon's results are poor enough that they should merit concern.

**Sample Table – Example of spring grade 6 to spring grade 7 school growth index results for reading**

Grade 6-7 Percentile	Growth Index	Proportion meeting RIT Range Growth Norm
1	-6.5	24.58%
5	-4.0	33.33%
10	-3.0	37.72%
20	-2.0	41.83%
30	-1.4	46.03%
40	-0.8	48.97%
50	-0.4	51.55%
60	0.0	54.61%
70	0.5	56.94%
80	1.0	59.98%
90	1.7	65.30%
95	2.4	71.30%
99	3.7	75.13%
<b>Summary</b>		
Count	550	550
Mean	-0.553	51.38%
Standard Deviation	2.01	10.90%
<b>Legend</b>		
Logan		
Mellon		

***Establishing targets for school improvement***

What might be a reasonable improvement target for a school like Mellon Elementary? A good target should be achievable if teachers apply strong, focused effort toward improvements that are well designed and research-based. The target should be difficult to achieve purely by accident. The percentile tables help educators judge the reasonability of a target by providing data about what other schools have successfully achieved.

Let’s say Mellon tries for a 0.5 point improvement, this would move their average from a growth index of –2.0 to an index of –1.5. More than 70% of schools already meet or exceed this growth index score. The anticipated improvement is about one-fourth of a standard deviation, and would move Mellon’s performance past only about 10% of the schools in the norm study. This target doesn’t seem adequately ambitious. If achieved, students would still be losing ground relative to their peers, and it would not represent a large enough improvement in performance to be confident that it was not merely a product of chance.

A +3.0 growth index score improvement would clearly be more ambitious. It would put Mellon’s growth index statistic beyond 80% of the schools that participated in the norm study and would be an improvement of about 1.5 standard deviations. But this level of growth, while it is achieved by one-fifth of all schools, may seem like more than a school can achieve in a single year (although this is entirely a matter of judgment). One would

applaud this school if they tackled this kind of target, but would not fault them if they concluded it is too ambitious to be achieved in a single year.

An improvement of +2.0 points seems more reasonable. It would move Mellon to the overall average and would represent a change of one standard deviation change. This kind of improvement not likely to be achieved without effort, but they seem achievable if the staff acts strongly and purposefully. And it represents growth that is already achieved by half of schools. How far Mellon's staff wishes to stretch, however, should be their choice after informed deliberation.

One would apply the same principles when using the statistics showing proportions of students meeting or exceeding our RIT range growth norms. In both cases, a good target should be within the realm of the possible (at least somewhere inside the table, probably between the 10<sup>th</sup> and 90<sup>th</sup> percentile), it should require more improvement than would normally be achieved by random variance, and it should require strong, purposeful action on the part of the faculty to achieve.

## Results

Tables 1 through 18 (pp. 6-14) display the results of the study.

Table 1— School percentile ranks for fall to spring school program growth index averages – reading

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	-8.4	-7.8	-6.9	-6.1	-6.4	-6.8	-6.7	-8.3	-6.9
5	-5.1	-5.0	-4.2	-3.5	-3.7	-4.0	-3.5	-4.5	-5.4
10	-3.7	-3.7	-3.1	-2.5	-2.7	-3.0	-2.8	-3.5	-4.1
20	-2.0	-2.2	-1.8	-1.5	-1.7	-2.0	-1.9	-2.2	-3.1
30	-1.0	-1.3	-1.0	-0.9	-1.2	-1.4	-1.4	-1.8	-2.5
40	-0.1	-0.5	-0.4	-0.4	-0.7	-0.9	-0.9	-1.4	-2.1
50	0.5	0.2	0.1	0.1	-0.1	-0.4	-0.5	-1.0	-1.6
60	1.2	0.8	0.6	0.6	0.3	0.0	-0.1	-0.6	-1.1
70	2.0	1.4	1.1	1.1	0.8	0.4	0.3	-0.2	-0.6
80	2.7	2.2	1.7	1.6	1.4	0.9	0.7	0.2	0.1
90	4.0	3.0	2.6	2.4	2.2	1.9	1.6	1.0	1.6
95	4.9	3.8	3.3	3.2	2.7	2.4	2.3	1.5	2.5
99	6.5	5.5	4.8	4.9	4.4	3.7	3.6	3.1	5.5
Summary Information									
Count	879	1387	1375	1521	1002	598	550	430	183
Mean	0.276	-0.108	-0.101	0.011	-0.251	-0.538	-0.653	-1.179	-1.467
SD	3.14	2.71	2.32	2.10	2.01	1.98	1.98	1.98	2.28

Table 2 – School percentile ranks for spring to spring school growth index averages – reading

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-6.9	-5.6	-5.8	-5.9	-6.5	-7.3	-7.0	-7.4
5	-4.5	-3.6	-3.6	-3.5	-4.0	-3.7	-5.2	-6.0
10	-3.2	-2.8	-2.6	-2.3	-3.0	-2.8	-4.3	-4.3
20	-2.0	-1.6	-1.7	-1.3	-2.0	-1.8	-3.1	-2.9
30	-1.3	-0.9	-1.1	-0.7	-1.4	-1.1	-2.6	-1.8
40	-0.6	-0.4	-0.6	-0.2	-0.8	-0.8	-1.7	-1.2
50	0.0	0.1	-0.1	0.3	-0.4	-0.4	-1.2	-0.7
60	0.6	0.6	0.3	0.7	0.0	0.0	-0.7	-0.4
70	1.1	1.0	0.8	1.2	0.5	0.5	-0.3	0.0
80	1.8	1.6	1.3	1.8	1.0	0.8	0.1	0.5
90	2.9	2.3	2.0	2.6	1.7	1.6	0.9	1.3
95	3.8	2.8	2.9	3.4	2.4	2.3	2.0	2.2
99	5.4	4.4	4.4	4.6	3.7	3.2	4.4	4.5
Summary Information								
Count	952	1278	1285	952	550	480	264	117
Mean	-0.128	-0.068	-0.216	0.167	-0.553	-0.558	-1.425	-1.149
SD	2.52	2.04	1.97	2.05	2.01	1.92	2.14	2.25

Table 3 – School Percentile ranks for fall to fall school growth index averages – reading

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-7.0	-7.9	-5.7	-5.7	-5.6	-5.6	-6.9	-7.3
5	-4.4	-4.4	-3.6	-3.6	-3.9	-3.3	-4.3	-4.5
10	-3.0	-3.0	-2.6	-2.3	-2.9	-2.4	-3.2	-3.8
20	-1.7	-1.8	-1.6	-1.4	-1.8	-1.4	-2.1	-2.6
30	-0.9	-1.1	-1.0	-0.8	-1.1	-0.9	-1.4	-1.8
40	-0.2	-0.4	-0.5	-0.3	-0.5	-0.5	-0.7	-1.0
50	0.3	0.2	0.0	0.3	-0.1	0.0	-0.3	-0.6
60	0.8	0.6	0.4	0.7	0.3	0.4	0.1	-0.1
70	1.4	1.1	0.9	1.1	0.8	0.8	0.6	0.3
80	2.1	1.7	1.5	1.7	1.2	1.3	1.1	0.7
90	3.1	2.6	2.3	2.5	1.9	2.0	1.7	1.4
95	4.0	3.3	2.9	3.2	2.5	2.6	2.6	1.9
99	5.5	4.4	4.1	4.6	4.3	4.2	4.0	3.0
Summary Information								
Count	849	1488	1439	929	654	615	406	274
Mean	0.099	-0.145	-0.140	0.115	-0.306	-0.128	-0.515	-0.932
SD	2.50	2.40	1.96	1.99	1.95	1.85	2.05	2.09

Table 4 – School percentile ranks for fall to spring percentage of students meeting or exceeding their RIT point growth target – reading

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	18.4%	16.5%	19.0%	23.1%	22.8%	25.9%	21.6%	19.0%	20.7%
5	29.9%	26.7%	30.6%	32.6%	31.8%	34.2%	33.0%	30.9%	27.1%
10	36.2%	34.0%	36.0%	38.2%	39.0%	37.5%	38.5%	36.5%	33.0%
20	44.1%	41.5%	43.1%	44.4%	43.6%	43.0%	42.6%	40.7%	36.4%
30	48.8%	46.5%	47.6%	48.0%	46.9%	46.1%	45.6%	43.4%	39.2%
40	53.0%	51.2%	50.8%	51.3%	50.0%	48.4%	48.2%	45.8%	41.6%
50	56.7%	54.9%	54.2%	54.2%	53.6%	51.1%	50.0%	47.7%	44.6%
60	60.7%	58.1%	57.6%	57.1%	56.2%	53.6%	52.5%	49.7%	47.3%
70	64.4%	62.4%	60.9%	60.0%	59.2%	56.4%	55.1%	52.2%	51.6%
80	69.5%	66.7%	64.9%	64.1%	62.4%	59.1%	58.2%	55.5%	56.4%
90	74.5%	72.2%	70.0%	69.4%	67.1%	63.9%	62.8%	60.2%	61.5%
95	79.6%	76.0%	73.9%	74.0%	70.5%	68.7%	66.5%	63.9%	66.7%
99	87.6%	84.9%	82.7%	82.6%	79.7%	77.8%	76.4%	69.0%	80.3%
Summary Information									
Count	879	1387	1375	1521	1002	598	550	430	183
Mean	56.07%	53.79%	53.63%	54.02%	52.78%	51.14%	50.32%	47.77%	45.79%
SD	15.00%	14.80%	13.15%	12.38%	11.47%	10.49%	10.35%	9.71%	11.65%

Table 5 – School percentile ranks for spring to spring percentage of students meeting or exceeding their RIT point growth target – reading

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	17.9%	26.6%	22.4%	25.4%	24.6%	23.7%	20.9%	20.2%
5	31.1%	34.2%	32.6%	36.6%	33.3%	33.4%	29.0%	28.5%
10	35.9%	37.9%	37.4%	41.1%	37.7%	38.3%	33.8%	30.6%
20	42.4%	44.2%	43.2%	46.3%	41.8%	43.2%	37.8%	37.7%
30	47.2%	48.3%	47.3%	50.0%	46.0%	46.4%	40.7%	44.7%
40	50.6%	51.5%	50.0%	52.6%	49.0%	49.3%	43.3%	46.5%
50	53.8%	54.1%	53.1%	55.7%	51.5%	51.3%	47.3%	50.0%
60	57.5%	57.1%	56.1%	58.4%	54.6%	53.6%	50.0%	52.0%
70	61.2%	60.0%	59.5%	61.7%	56.9%	56.2%	52.3%	53.5%
80	65.0%	64.5%	63.1%	65.6%	60.0%	59.3%	55.3%	57.2%
90	70.0%	69.2%	67.5%	70.3%	65.3%	63.1%	60.0%	61.6%
95	75.0%	72.4%	72.0%	74.6%	71.3%	66.2%	64.4%	65.4%
99	83.0%	79.7%	80.6%	82.3%	75.1%	74.2%	76.9%	70.9%
Summary Information								
Count	952	1278	1285	952	550	480	264	117
Mean	53.68%	53.99%	52.98%	55.64%	51.38%	51.01%	46.72%	48.16%
SD	13.49%	11.76%	12.02%	11.60%	10.90%	10.02%	10.71%	10.98%

Table 6 – School percentile ranks for fall to fall percentage of students meeting or exceeding their RIT point growth target – reading

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	19.4%	20.8%	24.0%	28.1%	26.6%	26.7%	25.5%	22.5%
5	33.3%	32.0%	34.2%	36.8%	34.3%	37.4%	32.0%	32.4%
10	38.0%	37.5%	39.7%	40.7%	38.1%	40.9%	37.9%	35.5%
20	44.9%	44.2%	45.0%	45.7%	44.3%	45.6%	43.0%	41.0%
30	49.1%	48.7%	48.4%	50.0%	48.6%	48.5%	46.5%	44.4%
40	52.6%	52.2%	51.6%	52.9%	51.4%	51.6%	49.7%	46.8%
50	55.3%	54.9%	54.5%	55.6%	53.6%	53.7%	52.8%	50.4%
60	57.7%	58.1%	57.1%	58.1%	55.9%	56.7%	55.2%	52.9%
70	61.5%	60.9%	60.0%	60.7%	58.8%	58.9%	57.3%	54.9%
80	65.4%	64.5%	63.3%	64.9%	61.5%	61.9%	60.3%	56.7%
90	70.2%	68.6%	68.2%	68.9%	65.3%	65.8%	65.3%	60.5%
95	72.8%	72.5%	71.6%	72.8%	68.6%	70.7%	69.1%	63.8%
99	80.2%	78.8%	78.8%	80.9%	75.0%	76.6%	76.1%	73.6%
Summary Information								
Count	849	1488	1439	929	654	615	406	274
Mean	54.64%	54.08%	54.04%	55.15%	52.96%	53.67%	51.80%	49.05%
SD	55.26%	54.90%	54.55%	55.56%	53.55%	53.70%	52.76%	50.39%

Table 7 – School percentile ranks for fall to spring school program growth index averages – language Usage

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	-7.2	-7.4	-5.6	-5.3	-5.5	-5.9	-4.9	-6.2	-4.7
5	-4.2	-4.6	-3.9	-3.3	-3.2	-3.6	-3.0	-3.7	-3.8
10	-3.0	-3.5	-2.6	-2.3	-2.2	-2.7	-2.5	-2.7	-2.9
20	-1.7	-2.2	-1.5	-1.4	-1.3	-1.9	-1.6	-2.3	-2.5
30	-0.8	-1.2	-0.7	-0.8	-0.8	-1.2	-1.2	-1.8	-2.2
40	-0.1	-0.4	-0.2	-0.3	-0.3	-0.8	-0.8	-1.4	-1.9
50	0.6	0.2	0.3	0.1	0.1	-0.4	-0.4	-1.1	-1.4
60	1.3	0.8	0.8	0.5	0.5	0.0	-0.1	-0.8	-1.1
70	2.0	1.4	1.3	1.0	0.9	0.3	0.3	-0.5	-0.6
80	2.8	2.3	2.0	1.5	1.4	0.8	0.7	-0.1	-0.1
90	4.1	3.2	2.8	2.3	2.2	1.6	1.3	0.6	0.7
95	5.2	3.8	3.5	2.9	2.8	2.2	1.5	1.4	1.4
99	7.1	5.6	5.2	4.1	4.2	3.3	2.6	2.3	3.8
Summary Information									
Count	687	1041	1041	1197	788	452	412	357	147
Mean	0.526	-0.013	0.203	-0.009	-0.006	-0.520	-0.554	-1.161	-1.288
SD	0.6	0.2	0.3	0.1	0.1	-0.4	-0.4	-1.1	-1.4

Table 8 – School percentile ranks for spring to spring school growth index averages – language usage

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-7.0	-5.7	-5.7	-6.2	-6.3	-5.5	-5.2	-6.0
5	-4.1	-3.7	-3.1	-3.2	-4.1	-3.1	-4.3	-4.1
10	-3.0	-2.8	-2.5	-2.0	-2.8	-2.5	-3.5	-3.5
20	-1.8	-1.6	-1.7	-1.2	-2.0	-1.4	-2.8	-2.5
30	-1.1	-0.9	-1.0	-0.6	-1.3	-1.0	-2.0	-2.0
40	-0.5	-0.4	-0.5	-0.1	-0.7	-0.6	-1.6	-1.6
50	0.1	0.1	-0.1	0.4	-0.3	-0.3	-1.1	-0.8
60	0.7	0.5	0.4	0.8	0.1	0.0	-0.8	-0.7
70	1.2	1.0	0.9	1.3	0.6	0.3	-0.5	-0.2
80	1.9	1.6	1.5	1.8	1.0	0.6	0.3	0.4
90	3.1	2.3	2.3	2.6	1.6	1.3	1.2	1.1
95	3.9	2.9	3.0	3.2	2.3	1.5	1.6	2.0
99	4.9	4.4	4.2	5.0	3.3	2.4	3.5	2.7
Summary Information								
Count	671	881	876	710	372	354	191	87
Mean	0	0	0	0	0	0	0	0
SD	-0.026	-0.079	-0.137	0.252	-0.494	-0.493	-1.184	-1.126

Table 9 – School percentile ranks for fall to fall school growth index averages – language usage

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-7.0	-5.9	-5.0	-4.4	-4.7	-3.9	-5.4	-5.2
5	-4.3	-3.9	-3.0	-2.6	-2.7	-2.6	-3.3	-3.5
10	-3.2	-3.0	-2.3	-2.0	-2.0	-1.9	-2.5	-2.8
20	-1.8	-1.7	-1.3	-1.1	-1.3	-1.4	-1.6	-2.0
30	-1.0	-0.8	-0.6	-0.6	-0.9	-0.8	-1.2	-1.4
40	-0.4	-0.2	-0.2	-0.2	-0.4	-0.4	-0.8	-0.9
50	0.2	0.3	0.3	0.3	-0.1	-0.1	-0.4	-0.5
60	0.7	0.7	0.7	0.6	0.2	0.2	0.0	-0.4
70	1.3	1.2	1.1	1.0	0.6	0.6	0.4	-0.1
80	2.0	1.7	1.6	1.4	1.0	1.0	0.7	0.3
90	3.0	2.6	2.3	2.2	1.8	1.7	1.3	0.9
95	3.8	3.1	3.0	2.7	2.4	2.0	2.0	1.4
99	5.5	4.5	4.5	4.3	3.4	3.1	3.3	2.7
Summary Information								
Count	675	1137	1101	710	500	475	317	233
Mean	0.035	0.017	0.126	0.156	-0.155	-0.169	-0.472	-0.805
SD	2.44	2.20	1.87	1.70	1.58	1.49	1.57	1.46

Table 10 – School percentile ranks for fall to spring percentage of students meeting or exceeding their RIT point growth target – language usage

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	19.5%	19.0%	22.4%	21.5%	22.9%	20.0%	28.1%	25.6%	24.0%
5	32.5%	28.8%	32.6%	33.3%	34.4%	33.7%	33.3%	30.8%	31.7%
10	38.8%	34.9%	38.0%	37.6%	39.6%	37.5%	38.5%	34.4%	34.7%
20	45.5%	42.1%	45.1%	44.7%	43.9%	42.4%	43.5%	38.6%	38.0%
30	50.7%	47.8%	49.5%	48.4%	48.9%	45.9%	46.6%	41.6%	40.6%
40	55.0%	51.6%	53.2%	51.7%	51.9%	48.9%	49.5%	44.1%	42.6%
50	59.0%	55.7%	56.7%	54.9%	55.2%	52.5%	51.0%	46.1%	45.2%
60	62.5%	60.0%	60.0%	57.9%	57.8%	55.0%	54.1%	48.3%	46.9%
70	66.7%	63.6%	63.6%	61.5%	60.6%	57.0%	56.5%	50.3%	50.0%
80	70.5%	67.9%	67.7%	65.1%	64.5%	60.2%	59.9%	53.2%	54.3%
90	76.3%	73.7%	73.4%	70.3%	70.0%	64.9%	63.8%	57.8%	57.9%
95	80.6%	78.3%	77.5%	73.9%	73.7%	69.6%	67.2%	62.2%	65.6%
99	90.0%	84.2%	85.0%	81.8%	82.9%	78.3%	73.7%	69.2%	86.2%
Summary Information									
Count	687	1041	1041	1197	788	452	412	357	147
Mean	57.98%	54.90%	56.02%	54.47%	54.56%	51.48%	51.29%	46.15%	46.12%
SD	687	1041	1041	1197	788	452	412	357	147

Table 11 – School percentile ranks for spring to spring percentage of students meeting or exceeding their RIT point growth target – language usage

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	24.7%	24.9%	23.3%	25.0%	25.6%	24.3%	20.5%	19.2%
5	33.0%	34.3%	34.8%	35.4%	31.7%	35.8%	31.0%	29.6%
10	37.2%	38.8%	39.3%	41.4%	36.2%	39.0%	34.0%	31.9%
20	43.5%	45.1%	44.1%	46.9%	42.4%	44.7%	38.3%	37.0%
30	48.4%	48.8%	47.4%	51.3%	46.0%	47.5%	40.5%	42.7%
40	51.6%	52.0%	50.9%	54.1%	49.8%	50.0%	43.5%	45.1%
50	55.6%	55.0%	54.5%	57.1%	52.6%	51.5%	46.2%	48.0%
60	58.3%	58.4%	57.7%	60.3%	55.4%	54.3%	48.0%	51.8%
70	62.4%	61.8%	60.8%	63.3%	58.6%	56.4%	51.3%	53.1%
80	66.5%	65.7%	64.9%	67.2%	61.1%	60.2%	57.2%	56.4%
90	71.8%	69.5%	69.8%	72.2%	65.0%	63.5%	61.9%	60.3%
95	76.0%	74.5%	75.0%	76.9%	69.9%	66.2%	66.4%	67.6%
99	85.2%	82.5%	81.8%	83.1%	77.8%	71.4%	80.5%	80.0%
Summary Information								
Count	671	881	876	710	372	354	191	87
Mean	54.95%	54.94%	54.30%	56.79%	51.90%	51.65%	47.01%	47.59%
SD	55.56%	55.00%	54.50%	57.06%	52.57%	51.52%	46.15%	48.02%

Table 12 – School percentile ranks for fall to fall percentage of students meeting or exceeding their RIT point growth target – language usage

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	22.4%	26.1%	28.2%	27.7%	29.2%	30.3%	23.3%	27.1%
5	33.3%	33.3%	36.8%	37.1%	38.1%	38.3%	36.0%	31.8%
10	37.7%	38.2%	41.4%	40.9%	42.1%	42.4%	40.3%	35.2%
20	44.7%	45.0%	46.4%	47.4%	46.2%	46.5%	43.8%	40.9%
30	48.7%	48.9%	50.0%	50.8%	49.4%	48.9%	46.5%	44.1%
40	52.8%	53.2%	53.7%	53.4%	52.1%	51.5%	49.4%	47.6%
50	56.6%	56.5%	56.1%	55.8%	54.7%	53.6%	51.9%	49.7%
60	59.5%	59.2%	58.9%	58.8%	57.0%	55.9%	55.2%	51.6%
70	63.0%	61.8%	62.2%	61.5%	59.1%	59.0%	57.3%	53.8%
80	67.4%	65.6%	65.8%	64.9%	62.0%	61.7%	60.1%	56.0%
90	72.8%	71.1%	70.0%	69.8%	67.0%	65.3%	64.3%	60.0%
95	76.9%	74.5%	74.3%	74.0%	70.9%	69.8%	66.7%	63.5%
99	84.2%	82.6%	82.2%	81.0%	77.8%	76.7%	74.8%	75.5%
Summary Information								
Count	675	1137	1101	710	500	475	317	233
Mean	55.78%	55.28%	56.06%	55.88%	54.38%	53.88%	51.85%	48.79%
SD	56.60%	56.45%	56.14%	55.79%	54.66%	53.61%	51.85%	49.72%

Table 13 – School percentile ranks for fall to spring school program growth index averages – mathematics

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	-7.0	-7.1	-6.1	-6.6	-6.5	-5.6	-5.8	-6.8	-5.1
5	-4.8	-5.0	-4.3	-4.6	-3.8	-4.0	-3.9	-4.0	-4.1
10	-3.6	-3.8	-3.3	-3.6	-3.1	-3.2	-3.2	-3.1	-3.4
20	-2.3	-2.5	-2.2	-2.2	-2.0	-1.9	-2.0	-2.2	-2.6
30	-1.3	-1.7	-1.4	-1.4	-1.2	-1.2	-1.4	-1.5	-1.9
40	-0.6	-0.9	-0.7	-0.7	-0.6	-0.6	-0.8	-0.8	-1.2
50	0.1	-0.2	-0.1	-0.1	0.1	-0.2	-0.3	-0.3	-0.8
60	1.0	0.6	0.6	0.6	0.8	0.4	0.2	0.3	-0.1
70	1.7	1.3	1.3	1.3	1.6	1.0	0.8	0.8	0.6
80	2.7	2.3	2.3	2.2	2.7	1.7	1.4	1.8	1.9
90	4.1	3.4	3.5	3.3	4.1	2.8	2.1	2.7	2.9
95	5.2	4.3	4.4	4.2	5.2	3.7	3.0	3.7	4.3
99	7.3	6.1	6.0	5.7	7.1	5.8	4.6	5.6	7.4
Summary Information									
Count	902	1445	1425	1581	1016	602	555	419	186
Mean	0.218	-0.221	-0.001	-0.099	0.272	-0.158	-0.348	-0.221	-0.391
SD	0.1	-0.2	-0.1	-0.1	0.1	-0.15	-0.3	-0.3	-0.8

Table 14 – School percentile ranks for spring to spring school growth index averages – mathematics

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-7.8	-6.6	-6.8	-7.3	-6.4	-6.4	-8.2	-10.5
5	-5.3	-4.8	-4.4	-4.2	-4.2	-4.7	-5.8	-5.5
10	-4.2	-3.6	-3.5	-3.3	-3.3	-3.6	-4.7	-4.4
20	-2.8	-2.4	-2.5	-2.0	-2.0	-2.6	-3.8	-3.2
30	-1.9	-1.7	-1.5	-1.0	-1.1	-1.9	-2.8	-1.9
40	-1.1	-0.9	-0.9	-0.1	-0.5	-1.3	-2.0	-1.1
50	-0.6	-0.2	-0.3	0.6	0.1	-0.8	-1.5	-0.5
60	0.1	0.4	0.4	1.4	0.6	-0.3	-0.8	0.0
70	1.0	1.1	1.0	2.3	1.1	0.3	0.1	0.4
80	1.9	2.0	1.7	3.4	1.7	0.9	1.4	1.0
90	3.2	2.9	2.8	5.2	2.7	1.8	2.9	2.9
95	4.2	3.9	3.8	6.7	3.5	2.9	4.1	5.5
99	6.4	5.6	5.7	9.3	6.3	5.8	6.2	7.3
Summary Information								
Count	947	1297	1309	960	557	487	279	130
Mean	-0.494	-0.294	-0.329	0.774	-0.093	-0.799	-1.189	-0.734
SD	2.93	2.61	2.53	3.32	2.43	2.32	2.97	3.03

Table 15 – School percentile ranks for fall to fall school growth index averages – mathematics

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	-6.2	-6.2	-5.5	-6.3	-5.9	-4.9	-6.4	-6.1
5	-3.9	-3.9	-3.4	-4.2	-3.9	-3.3	-4.2	-4.2
10	-2.7	-2.8	-2.6	-2.9	-2.9	-2.5	-3.1	-3.6
20	-1.7	-1.7	-1.6	-1.7	-1.8	-1.6	-1.8	-2.4
30	-0.9	-1.0	-1.0	-0.9	-1.2	-1.0	-1.2	-1.7
40	-0.3	-0.5	-0.4	-0.2	-0.7	-0.5	-0.6	-1.2
50	0.2	0.1	0.1	0.4	-0.2	0.0	-0.1	-0.5
60	0.9	0.7	0.5	1.0	0.3	0.5	0.4	0.1
70	1.4	1.3	1.1	1.7	1.0	1.0	1.2	0.7
80	2.2	1.8	1.7	2.3	1.7	1.5	1.9	1.5
90	3.2	2.8	2.6	3.4	2.7	2.5	2.6	2.5
95	4.2	3.4	3.3	4.2	3.4	3.0	3.4	3.1
99	6.3	5.1	5.2	5.8	5.3	5.5	4.8	5.3
Summary Information								
Count	879	1543	1485	942	647	614	395	278
Mean	0.245	-0.002	0.029	0.305	-0.144	-0.007	-0.133	-0.516
SD	0.2	0.1	0.1	0.4	-0.2	0	-0.1	-0.5

Table 16 – School percentile ranks for fall to spring percentage of students meeting or exceeding their RIT point growth target – mathematics

Percentile Table									
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
1	12.8%	13.7%	16.6%	16.7%	13.7%	19.1%	21.4%	23.5%	25.4%
5	24.3%	25.0%	27.5%	25.8%	29.3%	31.1%	31.2%	35.7%	32.6%
10	31.6%	29.8%	32.3%	31.7%	34.5%	35.4%	34.7%	38.1%	34.3%
20	40.5%	37.0%	39.2%	39.1%	40.9%	42.2%	41.3%	41.9%	40.0%
30	46.0%	42.6%	44.4%	44.6%	45.8%	46.1%	45.2%	45.8%	43.6%
40	51.4%	48.4%	48.4%	48.8%	50.4%	49.7%	48.7%	49.3%	47.8%
50	55.3%	52.8%	52.8%	52.9%	54.0%	52.3%	51.8%	52.3%	50.0%
60	60.0%	57.1%	56.9%	57.1%	57.6%	56.0%	55.0%	56.1%	52.7%
70	64.7%	62.2%	61.5%	61.5%	61.9%	59.2%	58.5%	59.6%	57.6%
80	70.6%	67.6%	66.7%	66.7%	68.4%	63.6%	61.5%	64.8%	65.2%
90	78.1%	73.9%	73.4%	72.5%	76.7%	68.7%	66.9%	70.4%	73.5%
95	83.3%	78.9%	78.5%	77.1%	81.5%	73.4%	71.1%	75.1%	78.8%
99	91.0%	86.5%	88.5%	86.2%	88.9%	83.3%	78.0%	84.8%	92.4%
Summary Information									
Count	902	1445	1425	1581	1016	602	555	419	186
Mean	55.13%	52.27%	52.85%	52.61%	54.47%	52.50%	51.47%	53.38%	52.16%
SD	55.32%	52.83%	52.81%	52.88%	54.02%	52.34%	51.79%	52.27%	50.00%

Table 17 – School percentile ranks for spring to spring percentage of students meeting or exceeding their RIT point growth target – mathematics

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	13.2%	17.8%	15.8%	17.4%	17.4%	18.8%	17.3%	16.4%
5	23.4%	25.0%	26.4%	27.7%	29.4%	27.9%	25.0%	26.9%
10	30.2%	31.7%	31.7%	34.2%	34.0%	32.0%	29.9%	30.6%
20	36.7%	38.3%	38.7%	42.4%	41.0%	37.3%	35.8%	37.9%
30	41.6%	43.6%	43.2%	47.8%	46.0%	40.6%	38.9%	42.6%
40	45.8%	47.8%	47.7%	53.1%	50.0%	44.4%	42.0%	47.6%
50	50.0%	51.9%	51.7%	57.7%	53.6%	47.6%	45.5%	51.4%
60	54.3%	55.8%	55.6%	61.9%	56.9%	51.3%	49.1%	54.8%
70	59.3%	60.0%	59.5%	66.7%	60.4%	54.1%	56.8%	57.5%
80	65.3%	65.1%	64.0%	72.3%	64.1%	58.5%	60.6%	61.0%
90	71.8%	72.0%	70.8%	80.0%	70.5%	64.1%	71.0%	69.9%
95	78.3%	77.0%	75.2%	85.7%	74.3%	69.5%	73.3%	80.9%
99	87.1%	83.7%	83.6%	94.7%	84.7%	81.5%	83.9%	92.6%
Summary Information								
Count	947	1297	1309	960	557	487	279	130
Mean	50.56%	51.63%	51.28%	57.19%	52.78%	47.97%	47.90%	50.98%
SD	50.00%	51.85%	51.72%	57.67%	53.57%	47.62%	45.45%	51.39%

Table 18 – School percentile ranks for fall to fall percentage of students meeting or exceeding their RIT point growth target – mathematics

Percentile Table								
	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
1	22.3%	19.6%	22.6%	19.4%	23.2%	26.1%	24.1%	20.6%
5	30.8%	30.2%	32.0%	28.6%	30.9%	34.7%	31.7%	30.5%
10	37.8%	36.2%	37.2%	36.4%	36.4%	39.2%	37.2%	34.6%
20	44.3%	43.1%	43.3%	43.6%	42.5%	44.6%	43.3%	40.4%
30	48.3%	47.4%	47.5%	48.0%	47.1%	47.8%	47.6%	44.6%
40	51.9%	51.7%	50.6%	52.6%	50.3%	50.9%	50.3%	48.1%
50	56.1%	55.1%	54.2%	56.5%	52.9%	53.6%	53.6%	50.8%
60	59.7%	58.4%	57.1%	59.5%	56.2%	56.5%	57.3%	53.5%
70	63.8%	62.1%	60.7%	63.0%	59.2%	59.6%	61.9%	58.4%
80	68.2%	66.0%	64.3%	67.5%	64.2%	62.5%	66.7%	63.6%
90	73.5%	71.3%	69.3%	73.3%	69.4%	68.2%	70.4%	69.4%
95	79.7%	75.0%	74.0%	76.7%	73.1%	72.3%	73.9%	73.3%
99	85.8%	82.2%	81.5%	86.3%	80.7%	81.7%	81.7%	80.0%
Summary Information								
Count	879	1543	1485	942	647	614	395	278
Mean	55.82%	54.28%	53.68%	55.27%	53.01%	53.65%	54.00%	51.44%
SD	56.06%	55.10%	54.22%	56.52%	52.94%	53.62%	53.64%	50.76%