**School Community Council**

**Report on Test Scores for Fox Hollow**

**1A**

**Language Arts**—SAGE 2013-14 served as our baseline measurement for reading and language. When considering cohort grouping moving from grade to grade (comparing students' performance against themselves from year to year), we note that 4th graders in 2014-15 scored 22% lower than they did the previous year in third grade. 5th graders in 2014-15 scored 20% higher than they did the previous year in 4th grade. 6th graders in 2014-15 scored 5% higher than they did the previous year in 5th grade.

Comparing students in individual grades against students in that grade the previous year, we note that students in 3rd grade 2014-15 performed at 43% proficient (8% lower than students in the same grade the previous year). Students in 4th grade 2014-15 performed at 29% proficient (3% higher than students in the same grade the previous year). Students in 5th grade 2014-15 performed at 35% (11% lower than students in the same grade the previous year). Students in 6th grade performed at 44% proficient (3% higher than the same grade the previous year).

Overall 41% of students in 3-6 grades scored in the Language Arts/Reading proficient range in 2013-14. We noted a 4% decrease to 37% in 2014-15. SRI, Fountas & Pinnell, and PALS served as ongoing formative assessments for teachers to improve instructional practice. Additional training is required for teachers to more effectively utilize the formative data and apply it to produce higher outcomes.

48% of our identified students grades 1-6 made a year’s growth or more in their reading.

1B

Reading – Instructional Assistants were hired to work with Tier 2 Intervention Groups. Guided reading levels were tracked and recorded monthly on the tracker board. Running records were kept. Dibels testing was completed at regular intervals. SRI testing was completed. Fountas and Pinnel progress monitoring was completed.

2A

**Math**—SAGE 2013-14 served as our baseline measurement for Math. When considering cohort grouping moving from grade to grade (comparing students' performance against themselves from year to year), we note that 4th graders in 2014-15 scored 5% lower than they did the previous year in third grade. 5th graders in 2014-15 scored 24% higher than they did the previous year in 4th grade. 6th graders in 2014-15 also scored 23% lower than they did the previous year in 5th grade.

Comparing students in individual grades against new students in that same grade, we note that students in 3rd grade 2014-15 performed at 61% proficient (13% higher than students in the same grade the previous year). Students in 4th grade 2014-15 performed at 43% proficient (10% higher than students in the same grade the previous year). Students in 5th grade 2014-15 performed at 59% (2% lower than students in the same grade the previous year). Students in 6th grade performed at 36% proficient (4% lower than the same grade the previous year).

Overall 45% of students in 3-6 grades scored in the proficient range on the Math SAGE test in 2013-14. We noted a 4% increase to 49% in 2014-15. District level Unit Benchmark assessments served as ongoing formative assessments for teachers to improve instructional practice.

2B Math – Professional Learning Communities met weekly to discuss student growth and learning. RTI programs were also provided. Khan Academy math was offered to all students as an enrichment program. A teacher was paid to provide assistance for students working on Khan Academy math.

3A

**Science**—SAGE 2013-14 served as our baseline measurement for Science. When considering cohort grouping moving from grade to grade (comparing students' performance against themselves from year to year), we note that 5th graders in 2014-15 scored 28% higher than they did the previous year in 4th grade. 6th graders in 2014-15 scored the 8% lower than they did the previous year in 5th grade.

Comparing students in individual grades against students in that grade the previous year, we note that students in 4th grade 2014-15 performed at 30% proficient (7% higher than students in the same grade the previous year). Students in 5th grade 2014-15 performed at 51% proficient (4% lower than students in the same grade the previous year). Students in 6th grade 2014-15 performed at 47% (6% higher than students in the same grade the previous year)

Overall 39% of students in 4-6 grades scored in the proficient range on the Science SAGE test in 2013-14. We noted a 2% increase to 41% in 2014-15. Teacher ongoing formative assessments served to inform instructional practice in Science.

3B Science – Professional Learning Community meetings were held weekly to discuss student growth and learning. Tier 1training was provided by one of the District Science Specialists. The science lab was maintained. The Fun Science class was offered to all students grades 4-6 as an opt-in early morning class. A teacher was paid to teach the class.

4A 100% of students and staff participated in the goal to develop a school culture and climate that focuses on differentiation.

4B Several artist in residence experiences were provided for the whole studentbody to experience. Artists in residence came from the community, the local high school, and the Fox Hollow administration. Arts integration training was provided through Arts Express. Teachers differentiated instruction utilizing IPAD technology. We did not purchase the Renzulli site license as it was not effectively used in the prior year.