

NeSA

Reports Interpretive Guide

NeSA–Reading
Grades 3–8 and 11
Spring 2010



Dr. Roger Breed
Commissioner of Education

Nebraska State Board of Education

Kandy Imes, President

District 7

Jim Scheer, Vice President

District 3

Robert Evnen

District 1

Mark Quandahl

District 2

Rebecca Valdez

District 4

Patricia Timm

District 5

Fred C. Meyer

District 6

Joe Higgins

District 8

Dr. Roger Breed

Commissioner of Education

For further information, contact Dr. Pat Roschewski
Director of Statewide Assessment
Office of Statewide Assessment
(402) 471-2495

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INTRODUCTION

OVERVIEW OF THE NeSA-READING TEST

The Nebraska State Accountability (NeSA) tests are developed specifically for Nebraska. In Spring 2009, a pool of items was administered to students to gather statistical data on item performance that was used to inform the development of the 2010 NeSA-Reading tests. In the 2009–2010 school year, the NeSA-Reading tests were administered to all students in grades 3 through 8 and 11. The NeSA-Reading tests provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills based on Nebraska’s Reading Standards.

The NeSA-Reading tests, by law, are directly aligned with the state content standards. These tests, by law, must be as rigorous as those of the National Assessment of Educational Progress (NAEP). Students no longer receive a simple pass/fail score; instead they receive one of the following three performance level descriptors:

Exceeds Standards: Overall student performance in reading reflects *high academic* performance on the standards and a *thorough* understanding of the content at or above grade level. A student scoring at the Exceeds Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

Meets Standards: Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at grade level. A student scoring at the Meets Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

Below Standards: Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at grade level. A student scoring at the Below Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

Nebraska content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, identified as essential competencies

needed to meet the demands of the classroom and the world beyond, are the basis of all content standards. These foundation skills are the following:

- communication,
- problem solving,
- resource access and utilization, and
- linking and generating knowledge.

SETTING THE PERFORMANCE LEVEL STANDARDS

Results for NeSA-Reading are reported in scale scores, which range from 0 to 200 for each grade. In isolation, scale scores are difficult to interpret. Performance Levels are often used to help make the scale scores meaningful. Three performance levels, labeled *Below Standards*, *Meets Standards*, and *Exceeds Standards*, have been defined for the scale scores by the Nebraska State Board of Education. For NeSA, the scale scores have been defined so that the range 0 to 84 is *Below Standards*; the range 85 to 134 is *Meets Standards*; and the range 135 to 200 is *Exceeds Standards*.

There are three important reasons for establishing the Performance Levels:

1. satisfy the requirements of the U.S. Department of Education,
2. connect the scale scores to the reading content standards to assist Nebraska educators in helping students, and
3. give meaning to the scale scores to help Nebraska students and parents use the results effectively.

The information provided to the State Board of Education included the recommendations from panels of Nebraska teachers and other stakeholders, convened in June, 2010, and the results of a survey of Nebraska teachers concerning the status of their students, conducted in March, 2010.

The teacher panels used a procedure, called the *Bookmark Method for Standard Setting*, to determine recommended cut scores for each of the levels in each grade. Following a training session and practice exercise, the panels discussed descriptions of the performance levels and the

knowledge, skills, and behaviors required by each item. The task was then for the panelists, individually, to review each item in increasing order of difficulty and answer the question, Can the student who meets standards respond to this item correctly? Each panelist bookmarked the first item for which the answer to the question was no. The panelists then proceeded on through the items until they reached an item they did not expect the student who exceeds standards would answer correctly and a second bookmark was placed.

The difficulties of the bookmarked items were statistically translated into the number of items a student would need to answer correctly to reach this point. After three rounds of group discussion, the results were summarized and presented to the state board as the panels' recommendations.

The survey of teachers, called the *Contrasting Groups Standard Setting Method*, was conducted immediately before the first operational administration of the reading assessment in Spring 2010. Teachers were asked to place students with whom they were familiar into the three performance levels. This rating was based on the teacher's classroom experience with the students and not on performance on the NeSA. These data from all participating teachers were aggregated for each grade and the most likely performance level was determined for each number correct score. These results were also presented to the state board to assist it in its determination of the proper range of scale scores to define each performance level.

NeSA SCALE-SCORE RANGES

NeSA GRADES 3–8 and 11	
Performance Level	Reading Scale-Score Range
Exceeds Standards	135 and above
Meets Standards	85–134
Below Standards	84 and below

SCHOOL REPORTS

READING AND INTERPRETING NeSA RESULTS

Sample NeSA reports and explanations appear on the following pages to aid administrators and teachers in understanding test results. The data in these reports are simulated and do not reflect the current year results.

The following reports are described in this *Reports Interpretive Guide*:

Reports for the School

Individual Student Report (ISR)

School Student Roster

School Reading Indicator Summary

School Performance Level Summary

Reports for the District

District Performance Level Summary

District Report of School Performance

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample. Online reports will be available to districts and schools via the eDIRECT system, <https://ne.drccdirect.com/>, in mid-August. Printed Individual Student Reports (ISRs) will also be delivered to the districts in mid-August.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
INDIVIDUAL STUDENT REPORT
SPRING 2010**

1 STUDENT NAME:
BIRTH DATE:

DISTRICT:
SCHOOL:

GRADE:

2 Student's Overall Performance

Reading	Student's Scale Score 111	Student's Performance Level Meets Standards	Highest Possible Scale Score 200	State Average Scale Score
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This report provides a record of student's test results on the NeSA in reading.

Scale Score

A student's scale score is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area. Scores should not be compared across content standards or years because the items vary in difficulty level. No score means the student did not test.

Performance Levels

The NeSA is designed to measure knowledge against state standards. Scores on these tests are grouped into three performance levels. The performance level chart (found below) shows the scale score ranges associated with each level.

Performance on Standards

Reading is composed of different content standards. The chart on the right shows how the student did on these content standards.

Interpretation of Chart

The chart displays where the performance cut score lies within the possible scale score range. Scale scores are represented by the diamond (◆). For example, student's scale score in reading is 111. Note that the diamond representing this score falls in the Meets Standards scale score range. If students with this scale score were retested, they would usually be expected to fall between 097 and 125.

Performance Level	Reading Scale Score Ranges	Reading State Percent
Exceeds Standards	135 and above	
Meets Standards	085-134	
Below Standards	084 and below	

3 Student's Performance by Content Standard
PERFORMANCE LEVELS AND PROBABLE SCALE SCORE RANGES
(B = Below Standards, M = Meets Standards, E = Exceeds Standards)

Content Area	Points Possible	Points Earned	Student's Scale Score	Performance Level		
				B	M	E
Reading	50	38	111		◆	

Content Standard	Total Number of Questions	Percent Correct	
		Student	State
Vocabulary	10	100	
Comprehension	40	70	

4 **5** **6** **7**

10

Nebraska State Accountability — the NeSA tests are intended to measure, report, and compare student performance on academic content standards in all Nebraska public school buildings.

More information about the NeSA testing program including the curriculum standards, performance level descriptors, and converting your child's scale score to a percentile rank can be found on the Nebraska Department of Education website at www.education.ne.gov

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Side One): EXPLANATION OF RESULTS AND TERMS

Two copies of each Individual Student Report (ISR) are printed and delivered to each district and sorted by school. Schools should separate the copies. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. The sample report summarizes a student's performance in NeSA-Reading.

1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. The district and school indicate where the student is enrolled.

2 SCALE SCORE AND PERFORMANCE LEVEL

The student's scale score and performance level for reading is reported in this table. An asterisk (*) next to the scale score indicates that the student received one of the not tested codes. If the student received a not tested code of **INV** = Invalid, **OTH** = Other, **PAR** = Parent Refusal, or **SAE** = Student Absent for the Entire Testing Window, the performance level is reported as *Below Standards*. If the student received a not tested code of **EMW** = Emergency Medical Waiver, **NLE** = No Longer Enrolled, or **RAL** = Recently Arrived LEP, the student was exempted from the 2010 NeSA-Reading Test.

3 CONTENT STANDARD

The first column in this table lists the content standard tested.

4 TOTAL NUMBER OF QUESTIONS

The second column in this table lists the total number of questions and points possible for each content standard.

5 STUDENT PERCENT CORRECT

The third column in this table shows the percent correct for each content standard. If a student was assigned a not tested code or if no attempt was made, this column is blank.

6 DISTRICT PERCENT CORRECT

The fourth column in this table shows the percent correct at the district level for each content standard. This allows the reader to compare how an individual student performed as measured against district performance for the same standard.

7 STATE PERCENT CORRECT

The last column in this table shows the percent correct at the state level for each content standard. This allows the reader to compare how an individual student performed as measured against state performance for the same standard.

8 INTERPRETATION OF CHART

This paragraph provides an estimate of the range in scale scores the student would likely receive if he or she were to take the same test again. This statement is included only if the test not been voided.

9 PERFORMANCE LEVELS

The NeSA-Reading results are reported according to three performance levels: *Exceeds Standards*, *Meets Standards*, and *Below Standards*. Scale scores range from below 0 to 200 for each grade. Each performance level has a correlating scale score range.

10 STATUS

The area at the bottom of the report lists the purpose of the NeSA tests and information regarding the Nebraska Department of Education website.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Side Two)

Performance Level Descriptors – Grade 11

Performance Level	Scale Score Ranges	Reading
Exceeds Standards	<u>Reading</u> 135 and above	Overall student performance in reading reflects <i>high academic</i> performance on the standards and a <i>thorough</i> understanding of the content at or above eleventh grade. A student scoring at the Exceeds Standards level <i>consistently</i> utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.
Meets Standards	<u>Reading</u> 085–134	Overall student performance in reading reflects <i>satisfactory</i> performance on the standards and <i>sufficient</i> understanding of the content at eleventh grade. A student scoring at the Meets Standards level <i>generally</i> utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.
Below Standards	<u>Reading</u> 084 and below	Overall student performance in reading reflects <i>unsatisfactory</i> performance on the standards and <i>insufficient</i> understanding of the content at eleventh grade. A student scoring at the Below Standards level <i>inconsistently</i> utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.
For the complete descriptors see www.education.ne.gov/Assessment/NeSARReadingTest2009-10.htm		

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Side Two):
EXPLANATION OF RESULTS AND TERMS

1 PERFORMANCE LEVEL DESCRIPTORS

The back page of the ISR contains the Performance Level Descriptor Summary Statements for each of the three Performance Levels: *Exceeds Standards*, *Meets Standards*, and *Below Standards*. This text describes the student performance characteristics corresponding to each level. The full text of the Performance Level Descriptors may be found at www.education.ne.gov/Assessment/NeSARReadingTest2009-10.htm. The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level but not enough to have reached that level.

SAMPLE SCHOOL STUDENT ROSTER: EXPLANATION OF RESULTS AND TERMS

The School Student Roster is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and by schools. The roster report lists students who were required to take the regular NeSA-Reading test and presents a summary of their performance. For most schools, the report has multiple pages.

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each performance level are reported for reading. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets Standards*, and one receiving a scale score of 141 would achieve *Exceeds Standards*.

2 STATE, DISTRICT, AND SCHOOL AVERAGE

The state, district, and school averages are presented for scale scores and percent correct in reading.

3 ROSTER OF STUDENTS TESTED

In the far left column, a list of students who are enrolled in the school is printed alphabetically by last name and first name.

4 READING PERFORMANCE DATA

Each student's performance on the NeSA-Reading test is reported. Reading across the row, the student's performance level and scale score are presented, followed by the percent correct for each of the content standards tested. If a student did not attempt the test, the scale score column will be populated with a not tested code.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL READING INDICATOR SUMMARY
SPRING 2010**

GRADE X

DISTRICT: **SAMPLE DISTRICT (99-9999-999)**
SCHOOL: **SAMPLE SCHOOL (99-9999-999)**

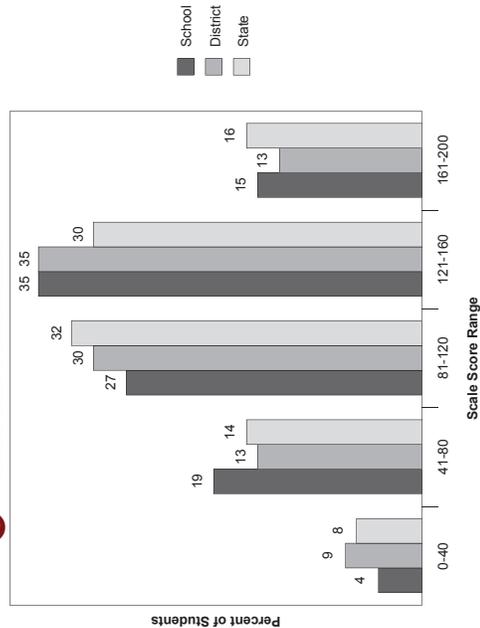
SAMPLE SCHOOL READING INDICATOR SUMMARY

An indicator is the measurable student demonstration of the state content standards.

1 School Statistics	
Number of Students	150
Scale Scores	
Mean	113
Median	114
Mode	NA ¹
Standard Deviation	31
Range	104
High Score	160
Low Score	56
25th Percentile	88
75th Percentile	140

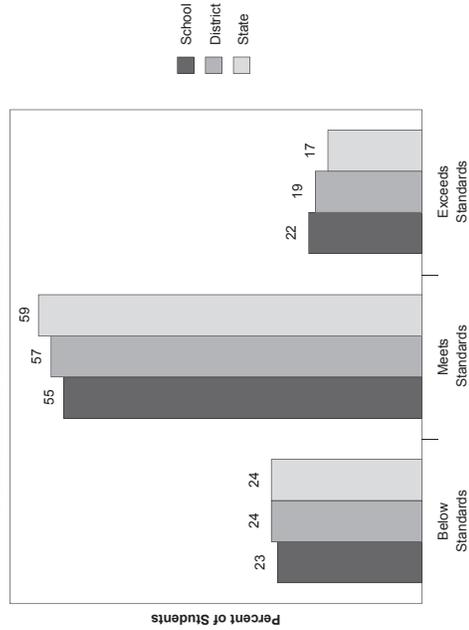
2 Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA 3.1.5.a Apply word structure elements xxxxxxxx xxxxxxxx xxxxxxxx	6	5.0	4.8	4.1
LA 3.1.5.c Apply context clues	4	2.7	2.6	2.9
LA 3.1.5.d Identify semantic relationships	5	3.3	3.3	3.7

4 Scale Score Distribution



3 Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA 3.1.6.a Identify author purpose	2	1.0	1.0	1.2
LA 3.1.6.b Identify elements of narrative text	5	2.7	2.7	3.0
LA 3.1.6.c Retell and summarize text	6	3.4	3.7	4.3

Performance Level Distribution



¹Not Applicable

SAMPLE SCHOOL READING INDICATOR SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Reading Indicator Summary Report is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists and provides the psychometric data of the scale scores of all students that tested.

1 SCHOOL STATISTICS

The number of students that tested is listed in this box. The scale scores of the students that tested are listed in separate categories.

Mean: The average scale score of students in the school and grade/subject.

Median: The center point of all the ordered scale scores in the school and grade/subject.

Mode: The most frequently occurring scale score of students in the school and grade/subject.

Standard Deviation: The square root of the variance.

Range: The high score minus the low score.

High Score: The highest scale score in the school and grade/subject.

Low Score: The lowest scale score in the school and grade/subject.

25th Percentile: Scale score for which 25% of the students have scale scores below this.

75th Percentile: Scale score for which 75% of the students have scale scores below this.

2 INDICATORS WITH HIGHEST PERFORMANCE

In this box, the raw scores associated with the highest ranking state content standards are reported for reading. The columns breakout the average raw scores by the school, district, and state levels.

3 INDICATORS WITH LOWEST PERFORMANCE

In this box, the raw scores associated with the lowest ranking state content standards are reported for reading. The columns breakout the average raw scores by the school, district, and state levels.

4 SCALE SCORE AND PERFORMANCE LEVEL DISTRIBUTION GRAPHS

The graphs give a visual description of scale score distribution and performance level distribution throughout the school, district, and state. The first graph is based on the percent of students within each scale score range. The second graph details the percent of students within each performance level.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL PERFORMANCE LEVEL SUMMARY
SPRING 2010**

GRADE X

NOT FOR PUBLIC DISTRIBUTION
THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).

DISTRICT: **SAMPLE DISTRICT (99-9999-999)**
SCHOOL: **SAMPLE SCHOOL (99-9999-999)**

1 Performance Level Ranges	Reading					
	Average Scale Score	% Below Standards	% Meets Standards	% Exceeds Standards	Number Tested	Number Not Tested*
Exceeds Standards above						
Meets Standards 085-134						
Below Standards 084 and below						
All Students 2	110	36	54	10	100	5
Male	110	40	52	8	60	4
Female	112	28	57	15	40	1
American Indian / Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	140	0	0	100	1	0
Black, not Hispanic 4	105	12	51	27	35	2
Hispanic	100	19	64	17	29	1
White, not Hispanic	118	20	60	20	35	2
Free and Reduced	105	10	65	25	50	2
Not Free and Reduced	105	15	55	30	50	3
LEP/ELL Eligible	85	25	50	25	25	0
Not LEP/ELL Eligible 5	115	18	65	27	75	5
Special Education	80	28	67	5	4	2
Not Special Education	113	22	53	25	96	3

* Includes: zero scores for INV = Invalid, OTH = Other, PAR = Parent Refusal, SAE = Student Absent for the Entire Testing Window
With fewer than 10 students, inferences from the performance level percentages are not reliable

SAMPLE SCHOOL PERFORMANCE LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Performance Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district and school use only and is required for state and federal reporting purposes. Information to protect small numbers of student has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each performance level are reported for reading. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets Standards*, and one receiving a scale score of 141 would achieve *Exceeds Standards*.

2 ALL STUDENTS

All student performance on the NeSA-Reading test is reported. Reading across the row, the school's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NeSA-Reading test is reported. Reading across the row, the school's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 ETHNICITIES

All student performance on the NeSA-Reading test is reported. Reading across the row, the school's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaskan Native; Asian or Pacific Islander; Black, not Hispanic; Hispanic; and White, not Hispanic.

5 SPECIAL PROGRAMS

All student performance on the NeSA-Reading test is reported. Reading across the row, the school's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.



NEBRASKA DEPARTMENT OF EDUCATION
 NEBRASKA STATE ACCOUNTABILITY (NeSA)
 DISTRICT PERFORMANCE LEVEL SUMMARY
 SPRING 2010

GRADE X

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DISTRICT: SAMPLE DISTRICT (99-9999-999)

1 Performance Level Ranges	2 Reading					
	Average Scale Score	% Below Standards	% Meets Standards	% Exceeds Standards	Number Tested	Number Not Tested*
Reading						
Exceeds Standards 135 and above						
Meets Standards 085-134						
Below Standards 084 and below						
All Students	110	36	54	10	100	5
Male	110	40	52	8	60	4
Female	112	28	57	15	40	1
American Indian / Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	140	0	0	100	1	0
Black, not Hispanic	105	12	51	27	35	2
Hispanic	100	19	64	17	29	1
White, not Hispanic	118	20	60	20	35	2
Free and Reduced	105	10	65	25	50	2
Not Free and Reduced	105	15	55	30	50	3
LEP/ELL Eligible	85	25	50	25	25	0
Not LEP/ELL Eligible	115	18	65	27	75	5
Special Education	80	28	67	5	4	2
Not Special Education	113	22	53	25	96	3

* Includes: zero scores for INV = Invalid, OTH = Other, PAR = Parent Refusal, SAE = Student Absent for the Entire Testing Window
 With fewer than 10 students, inferences from the performance level percentages are not reliable

SAMPLE DISTRICT PERFORMANCE LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The District Performance Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district use only and is required for state and federal reporting purposes. Information to protect small numbers of student has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each performance level are reported for reading. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets Standards*, and one receiving a scale score of 141 would achieve *Exceeds Standards*.

2 ALL STUDENTS

All student performance on the NeSA-Reading test is reported. Reading across the row, the district's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NeSA-Reading test is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 ETHNICITIES

All student performance on the NeSA-Reading test is reported. Reading across the row, the district's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaskan Native; Asian or Pacific Islander; Black, not Hispanic; Hispanic; and White, not Hispanic.

5 SPECIAL PROGRAMS

All student performance on the NeSA-Reading test is reported. Reading across the row, the district's average scale score, percent of students in each performance level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.

SAMPLE DISTRICT REPORT OF SCHOOL PERFORMANCE: EXPLANATION OF RESULTS AND TERMS

The District Report of School Performance is posted in PDF format and may be downloaded and printed from the eDIRECT system by all districts. The district report includes all schools within the district that tested students.

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each performance level are reported for reading. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets Standards*, and one receiving a scale score of 141 would achieve *Exceeds Standards*.

2 STATE SUMMARY

All student performance on the NeSA-Reading test is reported. Reading across the row, the average scale score, total number of students that tested, and the percent of students in each performance level is summarized at the state level.

3 DISTRICT SUMMARY

All student performance on the NeSA-Reading test is reported. Reading across the row, the average scale score, total number of students that tested, and the percent of students in each performance level is summarized at the district level. In addition, each school within the district is listed and summarized.

2010

Reports Interpretive Guide

NeSA