

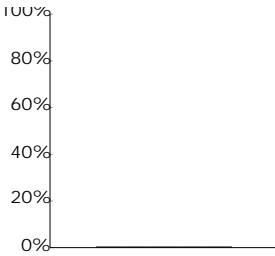
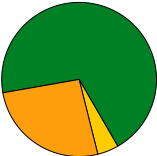


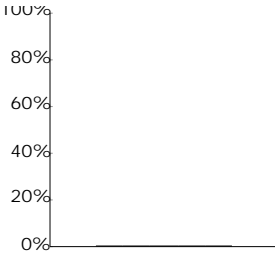
NWEA Teacher/Class Overview

Strategies/Activities
Run this report for a different Term Pair

Teacher: Kemp, Kaleigh
School: Burris Laboratory School

	Low Growth	Typical Growth	High Growth
	Did Not Pass	Pass	Pass Plus
	Low	Mid-Low	Mid-High High














Class: 204 Kemp GENERAL 136

% Students who met Growth Target Fall 13 - Fall 14	Projected Performance % Spring 2015	Distribution of Students by Quartile Fall 2014						
<p>Reading</p> <p>94% of 18</p> 					- -	- -	- -	- -
				0.0% 0	4.3% 1	26.1% 6	69.6% 16	
<p>Mathematics</p> <p>94% of 18</p> 					- -	- -	- -	- -
				0.0% 0	8.7% 2	17.4% 4	73.9% 17	


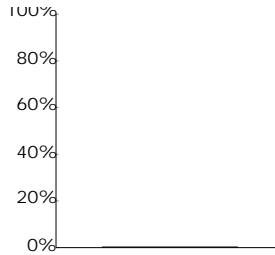
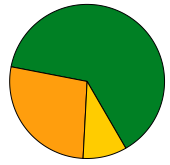












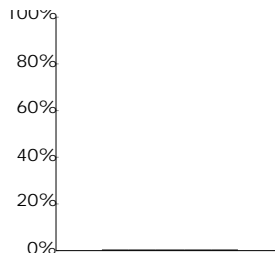
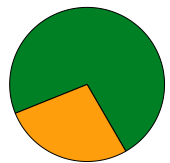











NWEA Teacher/Class Overview

Strategies/Activities
Run this report for a different Term Pair

Teacher: MacFarlane, Kathleen
School: Burris Laboratory School

	 Low Growth	 Typical Growth	 High Growth	
	 Did Not Pass	 Pass	 Pass Plus	
	 Low	 Mid-Low	 Mid-High	 High

Class: 52 MacFarlane GENERAL 135

% Students who met Growth Target Fall 13 - Fall 14	Projected Performance % Spring 2015	Distribution of Students by Quartile Fall 2014																					
<p>Reading</p> <p>80% of 20</p> 								<table border="1"> <tr> <td></td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>0.0%</td> <td>0</td> <td>9.1%</td> <td>2</td> <td>27.3%</td> <td>6</td> <td>63.6%</td> <td>14</td> </tr> </table>		-	-	-	-	-		0.0%	0	9.1%	2	27.3%	6	63.6%	14
	-	-	-	-	-																		
	0.0%	0	9.1%	2	27.3%	6	63.6%	14															
<p>Mathematics</p> <p>95% of 20</p> 								<table border="1"> <tr> <td></td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>27.3%</td> <td>6</td> <td>72.7%</td> <td>16</td> </tr> </table>		-	-	-	-	-		0.0%	0	0.0%	0	27.3%	6	72.7%	16
	-	-	-	-	-																		
	0.0%	0	0.0%	0	27.3%	6	72.7%	16															