2016-2017 One to One Reading Assessment Data
School: Southgate Public School
Testing Instrument: Saxon Phonics Series, Treasures Reading Series, \& MAP Tests [School Contact: Greg Duty

|  |  |  |  |  |  |  |  |  |  | Phonemic awareness |  |  | Phonics |  |  | Fluency WPM |  |  | Composite |  |  | \% ile | Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student ID | Grade | Age | Gender | $\begin{gathered} \text { zip } \\ \text { code } \end{gathered}$ | Race | $\begin{array}{c\|} \hline \text { FR } \\ \text { Lunch? } \\ (Y / N) \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \text { 1to1 } \\ \text { begin } \\ \text { date } \\ \hline \end{array}$ | $\begin{aligned} & \hline \text { 1to1 } \\ & \text { end } \\ & \text { date } \\ & \hline \end{aligned}$ | Pre- test | Post-test | Change | $\begin{aligned} & \text { Pre- } \\ & \text { test } \end{aligned}$ | Post- test | Change | Pre-test | $\begin{aligned} & \text { Post- } \\ & \text { test } \end{aligned}$ | Change | $\begin{array}{\|c} \text { Fiall } \\ \begin{array}{c} \text { RTT } \\ \text { AR } \\ \text { Score } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \text { Winter } \\ \text { RIT/ST } \\ \text { AR } \\ \text { Score } \\ \hline \end{array}$ | $\begin{array}{\|c} \hline \text { Rpring } \\ \text { RT/ } \\ \text { AR } \\ \text { Score } \end{array}$ |  |  |
| 1 |  | 1 | 6 | F | 41071 | African Am/white | Y | 16-Dec | 17-May |  |  |  | 37 | 50 | 13\% | 16 | 31 | 15 | NA | 152 | 165 | 10-22\% | 12\% |
| 2 |  | 1 | 6 | F | 41071 | White | Y | 16-Sep | 17-may |  |  |  | 74 | 88 | 14\% | 25 | 58 | 33 | 151 | 180 | 191 | 21-86\% | 59\% |
| 3 |  | 1 | 7 | M | 41071 | Hispanic | Y | 16-Sep | 17-May |  |  |  | 46 | 54 | 8\% | 6 | 24 | 18 | 145 | 151 | 173 | 14-42\% | 28\% |
| 4 |  | 1 |  | F | 41071 | White | Y | 17-Jan | 17-May |  |  |  | 78 | 67 | 11\% | 11 | 17 | 6 | 172 | 182 | 192 | 84-88\% | 4\% |
| 5 |  | 1 | 6 | F | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 49 | 54 | 5\% | 39 | 56 | 17 | 159 | 163 | 159 | 50-12\% | 38\% |
| 6 |  | 2 | 8 | M | 41071 | African Am/white | N | 17 - Feb | 17-May |  |  |  | NA | 65 | NA | 50 | 50 | 0 | NA | 171 | 173 | 23-17\% | 6\% |
| 7 |  | 2 | 8 | M | 41071 | African American | $Y$ | 16-Sep | 17-May |  |  |  | 97 | 92 | 5\% | 22 | 40 | 18 | 165 | 176 | 183 | 30-38\% | 8\% |
| 8 |  | 2 |  | M | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 68 | 77 | 9\% | 16 | 66 | 50 | 158 | 179 | 187 | 16-49\% | 33\% |
| 9 |  | 2 | 8 | F | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 78 | 82 | 4\% | 32 | 65 | 33 | 165 | 176 | 185 | 30-44\% | 14\% |
| 10 |  | 2 | 8 | M | 41071 | Hispanic | N | 16-Sep | 17-May |  |  |  | 89 | 92 | 3\% | 48 | 57 | 9 | 169 | 186 | 183 | 39-38\% | 1\% |
| 11 |  | 2 | 7 | F | 41071 | White | N | 16-Sep | 17-May |  |  |  | 89 | 88 | 1\% | 31 | 49 | 18 | 161 | 174 | 182 | 22-36\% | 14\% |
| 12 |  | 2 | 8 | M | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 92 | 89 | 3\% | 31 | 75 | 44 | 153 | 172 | 171 | 10-14\% | 4\% |
| 13 |  | 3 | 10 | M | 41071 | White | N | 16-Sep | 17-May |  |  |  | 57 | 81 | 24 | NA | NA | NA | 183 | 196 | 197 | 40-48\% | 8\% |
| 14 |  | 3 | 9 | M | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 86 | 99 | 13 | NA | NA | NA | 184 | 188 | 189 | 42-28\% | 14\% |
| 15 |  | 3 |  | F | 41071 | African American | Y | 16-Sep | 17-may |  |  |  | 66 | 98 | 32 | NA | NA | NA | 182 | 195 | 201 | 37-58\% | 21\% |
| 16 |  | 3 | 9 | F | 41071 | White | Y | 16-Sep | 17-May |  |  |  | 33 | 62 | 29 | NA | NA | NA | 176 | 178 | 188 | 24-26\% | 2\% |
| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | MAP Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 | 100\% improved their RIT scores from the fall to the winter test (14/14) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20 | $81 \%$ improved their RIT scores from the winter to the spring test ( $13 / 16$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 21 | 79\% improved their RIT scores from the fall to the winter to the spring test (11/14) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23 | Hency - WPM |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24 | $92 \%$ increased their WPM from the pre-test to the post-test (11/12) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 26 | honics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 27 | 73\% increased their Phonic skills from the pre-test to the post-test (11/15) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 28 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 29 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

