Beginning of the Year

RENAISSANCE Star Screening Report Generated Mar 3, 2023, 4:58 PM Star Early Literacy Enterprise Assessment (English) School School Teachers Screening Period Demographics Valley Springs Elementary Three Teachers 09/06/22-09/30/22 All Demographics Benchmark Type Star Unified Scale School Grade 1st 1000 900 850 Early Literacy 800 750 700 650 600 Current Benchmark Categories/Levels Scaled Score Percenti le Rank Number Percent At/Above Benchmark Above Benchmark At/Above 784 SS At/Above 60 PR 26 42% At Benchmark At/Above 764 SS At/Above 50 PR 11% Category Total 33 53% Below Benchmark On Watch Below 764 SS At/Below 49 PR 15 24% Intervention Below 736 SS 15% Urgent Intervention Below 705 SS At/Below 14 PR 5 896 Category Total 47% Students Tested 62 Students Not Tested 6 **Total Students** 68

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent

Middle of the Year

RENAISSANCE Star Screening Report

Star Early Literacy Enterprise Assessment (English)

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icol Iley Springs Elementary	Teachers Three Teachers	Screening Period 01/02/23-01/27/23	Demographics All Demographics	Scale Star Unified Scale	Benchmark Type School	
Grade 1st	×					
1050						
1000						
950	h.					
900 ale	Mh					
5t ar Early Literacy Scaled Score 820 820 820 820		Mana	lla			
800 F					0.05.1	
E III				IIIIIIII.	Proficience	y Benchmark
700						lh.
650						
		Current Be	nchmark		Students	
Categories/Levels	Scaled Score		Percentile Rank		Number	Percen
At/Above Benchmark						
	At/Above 822	SS	At/Above 60 PR		39	59%
At/Above Benchmark	At/Above 822 At/Above 805		At/Above 60 PR At/Above 50 PR		39	59%
At/Above Benchmark Above Benchmark						
At/Above Benchmark Above Benchmark At Benchmark					4	6%
At/Above Benchmark Above Benchmark At Benchmark CategoryTotal					4	65%
At/Above Benchmark Above Benchmark At Benchmark Category Total Below Benchmark	At/Above 805		At/Above 50 PR		4	6%
At/Above Benchmark Above Benchmark At Benchmark Category Total Below Benchmark On Watch	At/Above 805 Below 805 SS Below 772 SS		At/Above 50 PR At/Below 49 PR		4 43	6% 65%
At/Above Benchmark Above Benchmark At Benchmark Category Total Below Benchmark On Watch Intervention	At/Above 805 Below 805 SS Below 772 SS		At/Above 50 PR At/Below 49 PR At/Below 29 PR		4 43 10 7	6% 65% 15%
At/Above Benchmark Above Benchmark At Benchmark Category Total Below Benchmark On Watch Intervention Urgent Intervention	At/Above 805 Below 805 SS Below 772 SS		At/Above 50 PR At/Below 49 PR At/Below 29 PR		4 43 10 7 6	6% 65% 15% 11%
At/Above Benchmark Above Benchmark At Benchmark Category Total Below Benchmark On Watch Intervention Urgent Interventic Category Total	At/Above 805 Below 805 SS Below 772 SS		At/Above 50 PR At/Below 49 PR At/Below 29 PR		4 43 10 7 6 23	6% 65% 15% 11%

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?