

K-8 Model 1

All models use weighted proficiency (.6, 1, 1.3) and the same calculation for ELL proficiency and growth.

Growth uses weight B (0-2 SGP, 0-4 SGT) and is capped at 40 points, and Menu Items 1 (EOC math, Gd 3 min prof, chronic absences).

Pros:

- The relationship between high poverty and growth (weighted at 2/4) is lower in this model than other models.
- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.

Cons:

- The average proficiency points is 24/40.
- The maximum growth points were earned by 62% of schools, 83% obtained 35 points or more. Only 1% received 22 or fewer points.
- There was a high inverse correlation between total proficiency points and lunch rate (-.794); the higher the percentage of students in poverty, the lower the proficiency points earned by the school. This model had a relatively low correlations between growth and FRL (-.242). The overall correlation was -.613.
- Only 8% of high poverty schools earn points to put them in the top 20% of schools.

Distributions:

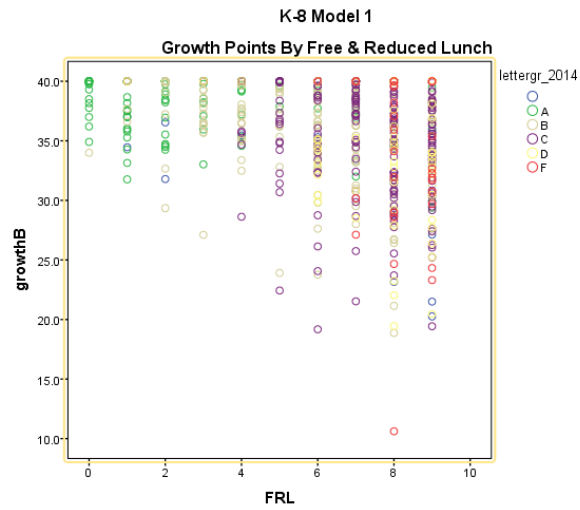
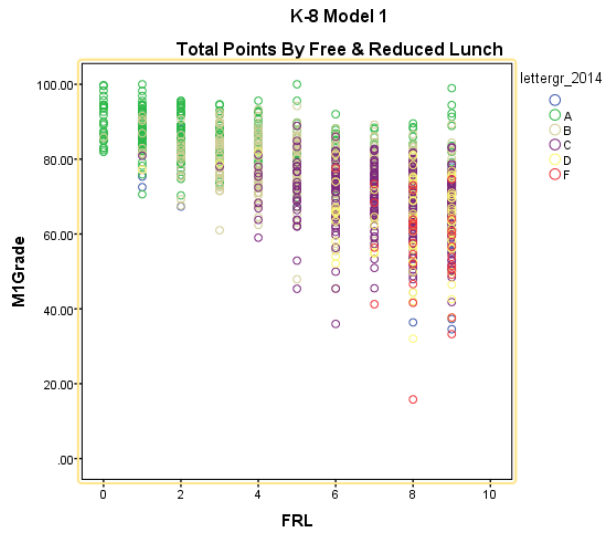
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below: (NOTE: The percentages reflect the percent of that 20% group)

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	8%	54%	33%	11%	28%	76%
80%	262	28%	24%	63%	18%	20%	44%
60%	262	47%	6%	79%	25%	20%	18%
40%	262	68%	4%	87%	19%	19%	8%
Bottom 20%	262	83%	0%	91%	31%	17%	3%
# Schools	1310						

In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade.

Total points is highly correlated with the free lunch rate (-.794), with the higher the points the lower the free lunch rate. The growth points are also correlated with lunch rate, but less so than the total points (-.242). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.



This second graph shows the relationship between the growth points earned in the model and poverty. This data demonstrates that some schools with high poverty are able to earn the same growth points as low poverty schools, but their range of points is greater and on average they earn fewer growth points.

K-8 Model 2

All models use weighted proficiency (.6, 1, 1.3) and the same calculation for ELL proficiency and growth.

Growth uses a weight of 1, each, for SGP and SGT, and growth is capped at 40 points, and Menu Items (EOC math, Gd 3 min prof, chronic absences).

Pro:

- The model has the lowest relationship between high poverty and growth (-.095).
- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.

Cons:

- The average Proficiency Points was 24.7/40.
- This lower weighting of growth effectively underweights growth in the overall model since no school earned the full 40 points.
- The maximum growth points were earned by 0% of schools, 1 school obtained about 30 (30.9) and only 3% received 20 or more points.
- Growth point distributions were similar across poverty categories, but the higher income schools had a more compressed range and the lower income schools showed more variance.
- On the menu points 22% received 10, 46% received 5 and 32% received no points.
- There is a high inverse correlation between proficiency points and poverty (-.794).
- There is a moderately high inverse correlation between total points and poverty (-.561).

Distributions:

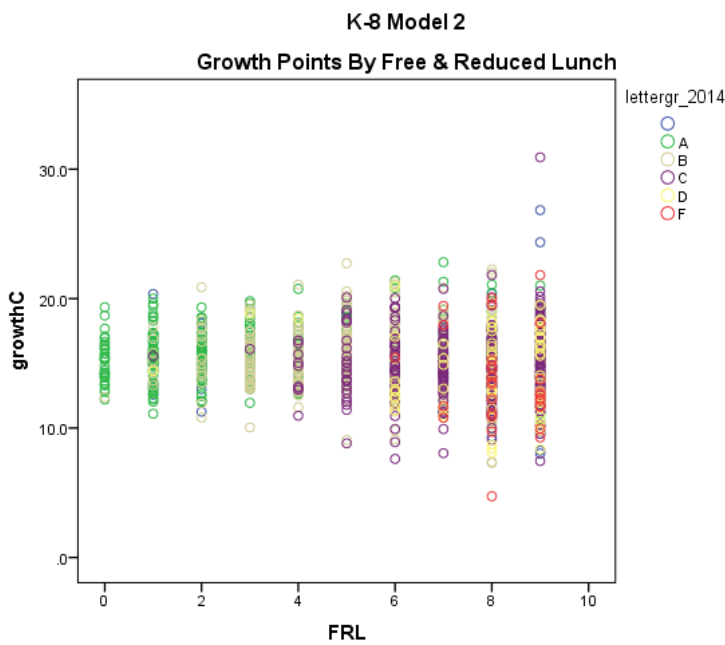
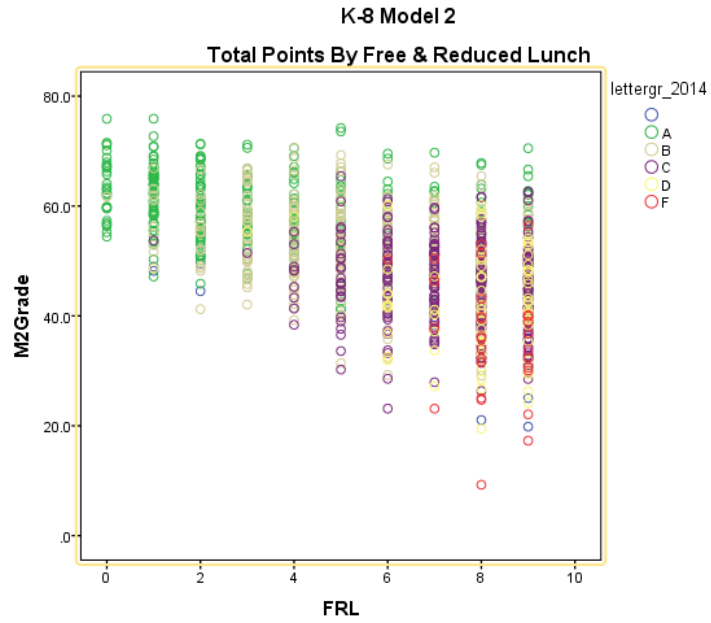
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	26%	37%	54%	11%	24%	63%
80%	262	41%	31%	58%	18%	22%	41%
60%	262	46%	19%	76%	20%	14%	24%
40%	262	54%	13%	77%	23%	20%	15%
Bottom 20%	262	73%	1%	88%	32%	22%	5%
# Schools	1310						

In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade.

Total points is correlated with the free lunch rate (-.561), with the higher the points the lower the free lunch rate. The growth points had a low correlation with lunch rate (-.095).



This second graph shows the relationship between the growth points earned in the model and poverty. This data demonstrates that no schools, regardless of poverty are able to earn the maximum number of growth points.

K-8 Model 3

All models use weighted proficiency (.6, 1, 1.3) and the same calculation for ELL proficiency and growth.

This model uses the Florida method of calculating growth and menu option 1 (EOC math, Gd 3 min prof, chronic absences).

Pros:

- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.

Cons:

- The average total points is 53.8
- The average Proficiency Points is 24.7/40
- The maximum growth points earned was 20 points by 60% of the schools. Fifteen or more points were earned by 86% of the schools.
- Growth point distributions were very different by level. Most of the schools below 40% FRL got all, or almost all, of the points. Schools with 60% or more FRL had a wide distribution of points.
- On the menu points 22% received 10, 46% received 5 and 32% received no points.
- There was a high inverse correlation between total points and lunch rate (-.584) and proficiency points and lunch rate (-.794). The higher the percentage of students in poverty, the lower the points earned by the school.
- The correlation between lunch rates and growth points was -0.468.

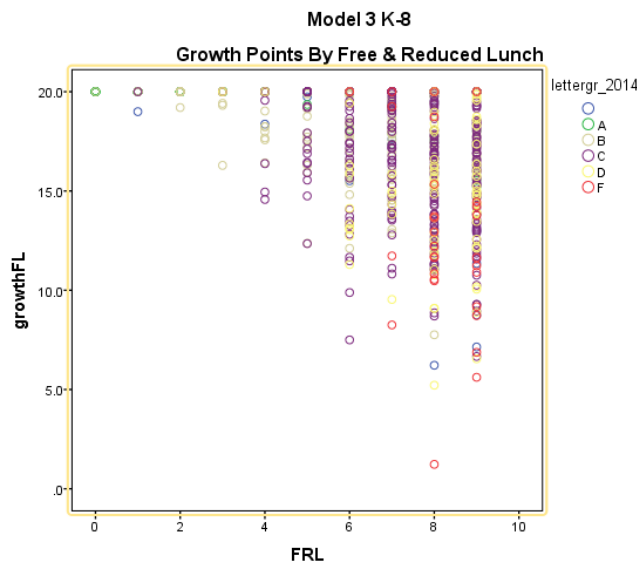
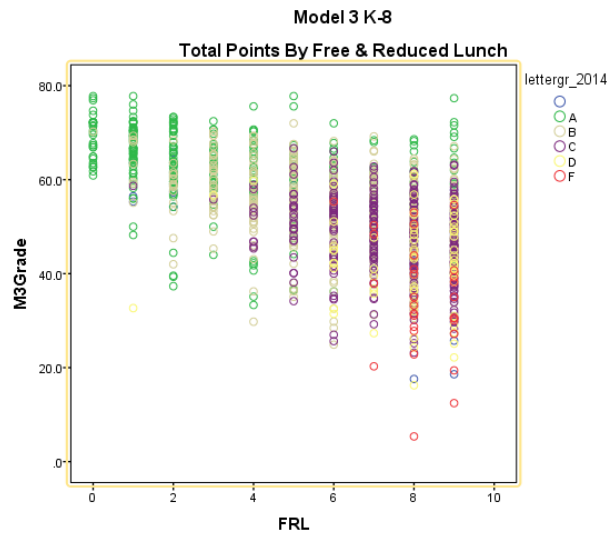
Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	10%	53%	35%	12%	30%	74%
80%	262	30%	40%	59%	17%	21%	43%
60%	262	45%	12%	80%	22%	18%	16%
40%	262	71%	3%	87%	22%	18%	10%
Bottom 20%	262	77%	2%	92%	30%	16%	6%
# Schools	1310						

In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. Total points is highly correlated with the free lunch rate (-.794), with the higher the points the lower the free lunch rate. The growth points are also correlated with lunch rate, but less so than the total points (-.468). Most schools with free and reduced lunch rates of less than 30% earn 80 points or greater.



33 – 79 – 78 – 74 – 88 – 115 – 136 – 147 – 212 – 204
 Number of schools in each FRL group (0=33, 10%=79, etc.)

This second graph shows the relationship between the growth points earned in the model and poverty. This data demonstrates that schools with higher poverty tend to earn less growth points than schools with less poverty. It should be noted that there are as many schools in the low free and reduced lunch categories in the second graph as the first, but because they all maxed out or almost maxed out on the points, their 'circles' are all overlapping at 18-20.

K-8 Model 4

All models use weighted proficiency (.6, 1, 1.3) and the same calculation for ELL proficiency and growth.

Growth uses weight B (0-2 SGP, 0-4 SGT) and is capped at 40 points. Menu 2 = Grades 5, 6, 7, 8 Algebra 1, Grades 5, 6, 7, 8 Algebra 2, Grades 5, 6, 7, 8 Geometry, Grade 3 ELA MP, Chronic Absenteeism.

Pros:

- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.
- The average total points was 75.3, the highest in the elementary models.
- The growth points also were moderately slightly correlated with lunch rate (-.242).
- The maximum growth points earned was 40 points by 62% of the schools. Thirty-five or more points were earned by 83% of the schools.

Cons:

- The average Proficiency Points is 24.7/40
- Growth point distributions were very different by level. Most of the schools below 40% FRL got all, or almost all, of the points. Schools with 60% or more FRL had a wide distribution of points.
- On the menu points 23% received 10, 46% received 5 and 31% received no points.
- There was an inverse correlation between total points and lunch rate (-.620). The correlation between lunch and proficiency points was -0.794. The higher the percentage of students in poverty, the lower the proficiency points earned by the school.

Distributions:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	9%	55%	32%	11%	30%	76%
80%	262	26%	34%	63%	18%	20%	44%
60%	262	47%	12%	78%	25%	20%	22%
40%	262	70%	4%	89%	19%	19%	7%
Bottom 20%	262	82%	0%	91%	31%	17%	8%
# Schools	1310						

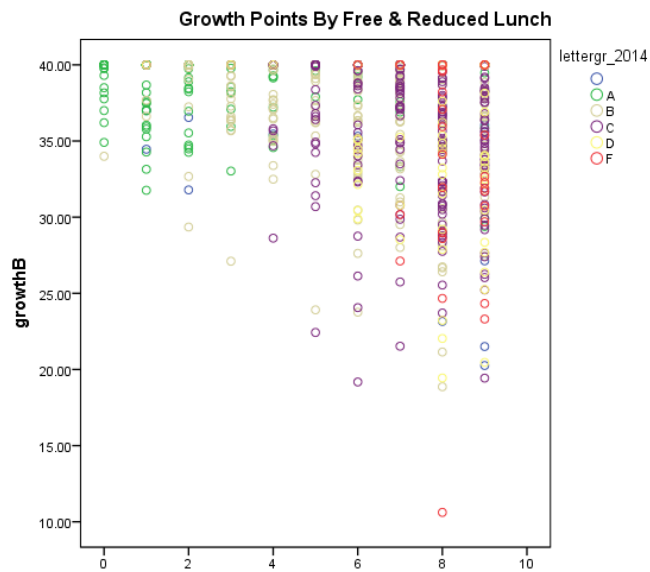
In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade.

Total points is highly correlated with the free lunch rate (-.620) and proficiency points (-.794), with the higher the points the lower the free lunch rate. The growth points are correlated somewhat less with lunch rates (-.242).



33 – 79 – 78 – 74 – 88 – 115 – 136 – 147 – 212 – 204
 Number of schools in each FRL group (0=33, 10%=79, etc.)



This second graph shows the relationship between the growth points earned in the model and poverty. This data demonstrates that schools with low poverty earn many growth points while schools with high poverty tend to earn fewer points. On average, the range of points is much larger in schools with high poverty.

K-8 Model 5

All models use weighted proficiency and the same calculation for ELL proficiency and ELL growth.

Model 5 uses weight C for calculating growth (SGP & SGT 0-1) and uses Menu 2 = Grades 5, 6, 7, 8 Algebra 1, Grades 5, 6, 7, 8 Algebra 2, Grades 5, 6, 7, 8 Geometry, Grade 3 ELA MP, Chronic Absenteeism. Both Growth and Proficiency are capped at 40.

Pros:

- The growth points are not correlated with poverty rate (-.095)
- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.

Cons:

- The average total points is 51.2.
- The average proficiency points is 24.7/40
- The average growth points is 15.2 with the highest point total was 30.9 by one school.
- Growth point distributions were very different by level. Most of the schools below 40% poverty got all, or almost all, of the points. Schools with 60% or more students in poverty had a wide distribution of points.
- On the menu points 23% received 10, 46% received 5 and 31% received no points.
- There was an inverse correlation between proficiency points and poverty (-0.794); the higher the percentage of students in poverty, the lower the total points earned by the school.
- There was also an inverse correlation between total points and poverty rate (-.570)

Distributions:

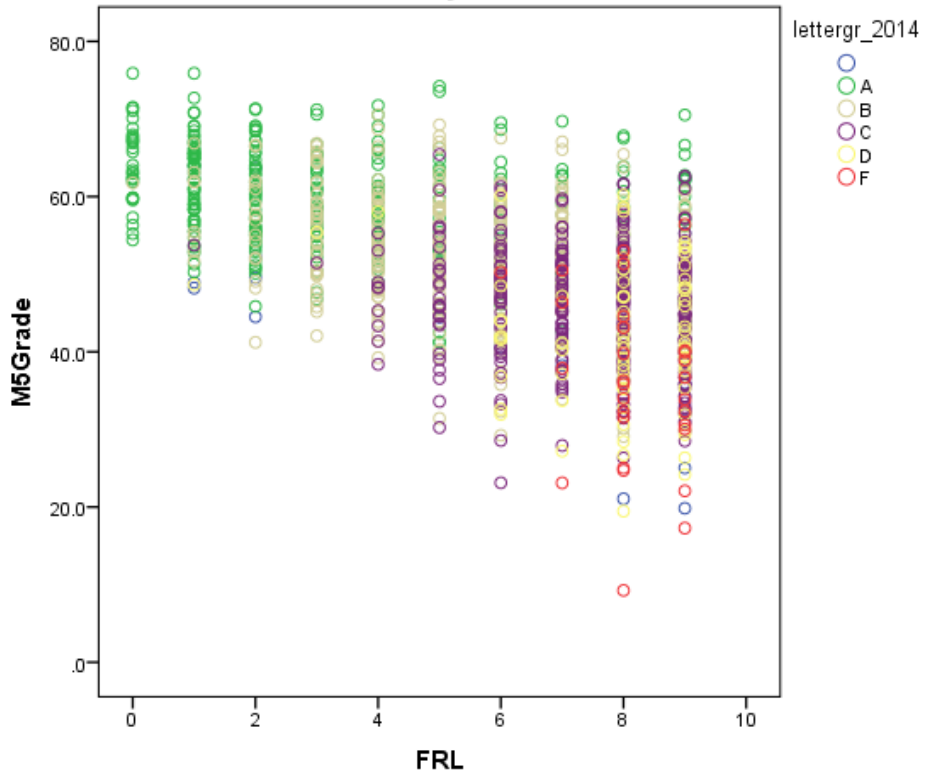
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	16%	60%	39%	11%	26%	71%
80%	262	27%	37%	60%	20%	21%	47%
60%	262	48%	16%	80%	22%	20%	28%
40%	262	66%	5%	83%	20%	20%	12%
Bottom 20%	262	79%	1%	92%	31%	17%	7%
# Schools	1310						

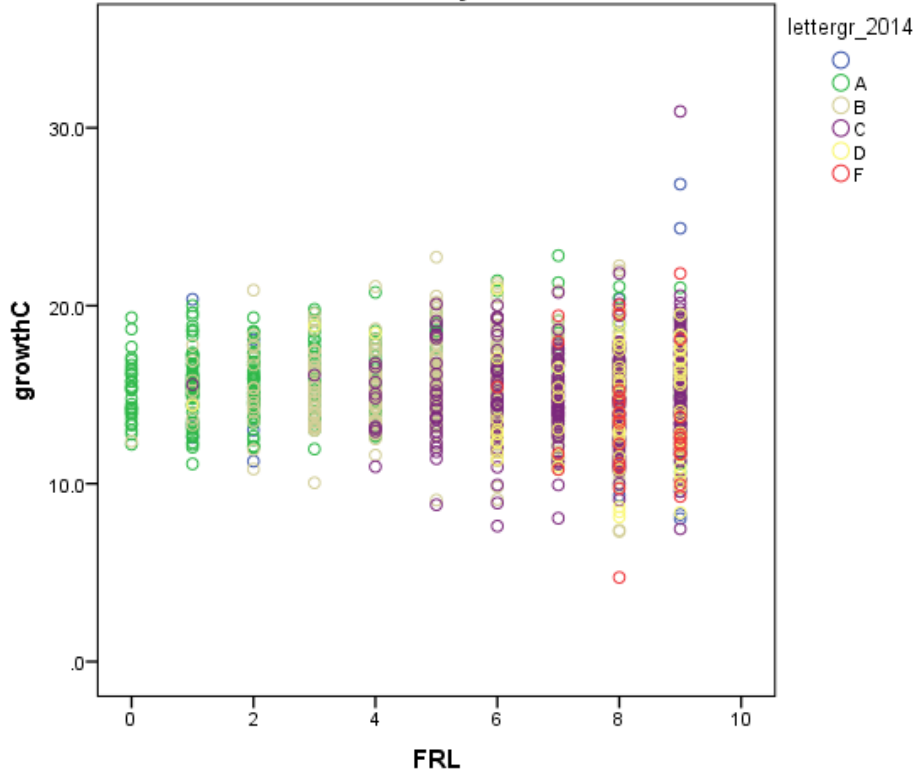
This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points (-.570) and proficiency points (-.794) are correlated with the free lunch rate, with the higher the points the lower the free lunch rate. The growth points are not correlated with poverty rate (-.095).

Total Points By Free & Reduced Lunch



Growth Points By Free & Reduced Lunch



K-8 Model 6

All models use weighted proficiency and the same calculation for ELL proficiency and ELL growth. This model uses the Florida method of calculating growth and uses Menu 2 = Grades 5, 6, 7, 8 Algebra 1, Grades 5, 6, 7, 8 Algebra 2, Grades 5, 6, 7, 8 Geometry, Grade 3 ELA MP, Chronic Absenteeism. Both Growth and Proficiency are capped at 40.

Pros:

- ELL points were available to 46% of schools. Most schools received all the growth points (78% - 5, 91% - 5 or 4). Four in ten schools got all the proficiency points with an additional 18% getting 4 points and 21% getting 3 points.

Cons:

- The average total points is 53.8.
- The average proficiency points is 24.7/40
- The average growth points is 18.3 with the highest point total of 20 reached by 59% of the schools.
- Growth point distributions were very different by level. Most of the schools below 40% of students in poverty got all, or almost all, of the points. Schools with 60% or more students in poverty had a wide distribution of points.
- On the menu points 23% received 10, 46% received 5 and 31% received no points.
- The correlation between poverty and proficiency points is -0.794; the higher the percentage of students in poverty, the lower the proficiency points earned by the school.
- There was an inverse correlation between total points and poverty -.590.
- The correlation between poverty and growth points is -0.468.

Distributions:

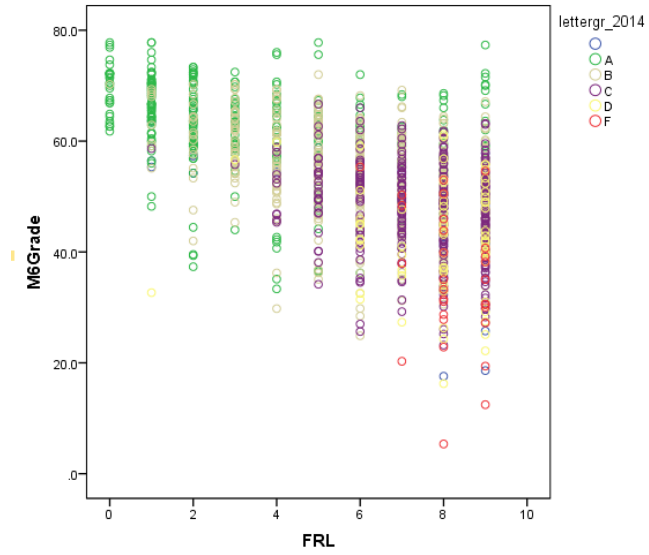
In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

Group	#	# FRL>70%	# FRL < 30	% Title	% Rural	% Charter	An 'A' Letter Grade in 2014
Top 20%	262	16%	60%	39%	11%	26%	71%
80%	262	27%	37%	60%	20%	21%	47%
60%	262	48%	16%	80%	22%	20%	28%
40%	262	66%	5%	83%	20%	20%	12%
Bottom 20%	262	79%	1%	92%	31%	17%	7%
# Schools	1310						

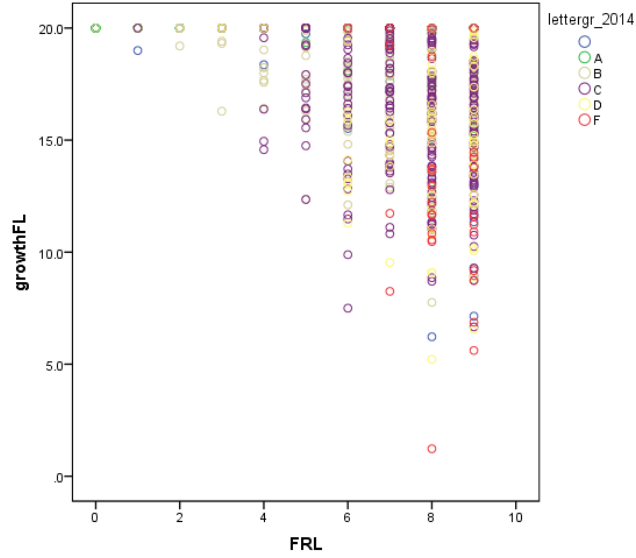
This first graph demonstrates the relationship between overall points earned, the schools' level of poverty as measured by free and reduced lunch and their 2014 letter grade. In the following graphs we have plotted the total number of points and the growth points by free and reduced lunch category (chunked in ten percent intervals). We colored each school by their 2014 letter grade so you can see where they fell last time by their total points.

Total points (-.590) and proficiency points (-.794) are correlated with the free lunch rate, with the higher the points the lower the free lunch rate. The growth points also somewhat correlated with lunch rate (-.468).

Total Points By Free & Reduced Lunch



Growth Points By Free & Reduced Lunch



33 – 79 – 78 – 74 – 88 – 115 – 136 – 147 – 212 – 204
 Number of schools in each FRL group (0=33, 10%=79, etc.)

K - 8 Model 7: ES Stability 3 Year with 50% Growth

This model calculates proficiency and highly proficient as 1 and minimally proficient and partially proficient as 0. Then it evaluates the rate proficiency by the stability of the student: 3-year stable students' proficiency, 2-year stable students' proficiency and 1-year students' proficiency. SGP/SGT weighted on 1 and then assigned as 50% of the model equally divided by SGT and SGP. This results in the following eight for each indicator.

Component	Percentage
1 Year FAY Proficiency	5
2 Year FAY Proficiency	10
3 Year FAY Proficiency	15
Growth of SGP	25
Growth on SGT	25
ELL Proficiency	5
ELL Growth	5
Menu 2 Acceleration Readiness	10

SGP Growth				SGT Growth		
Prior Year HP	0	0.25	0.5	Prior Year HP (Stay Up)	0	0.25
Prior Year P	0	0.375	0.625	Prior Year P (Keep Up)	0	0.5
Prior Year PP	0	0.625	0.875	Prior Year PP (Catch Up)	0	0.75
Prior Year MP	0	0.75	1	Prior Year MP (Catch Up)	0	1
	0-33	34-66	67-99		Current Year Did Not Meet Target	Current Year Met or Exceeded Target
	Current Year Low Growth	Current Year Average Growth	Current Year High Growth			

- New rigorous standards recognizes the importance of growth and it is weighted at 50%, this can be adjusted in the future as proficiency increases
- The relationship between proficiency and poverty is high as in other models at -0.7806
- The relationship between growth and poverty is low at -0.0829
- The relationship between the overall points earned and poverty for this model is -0.4268

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

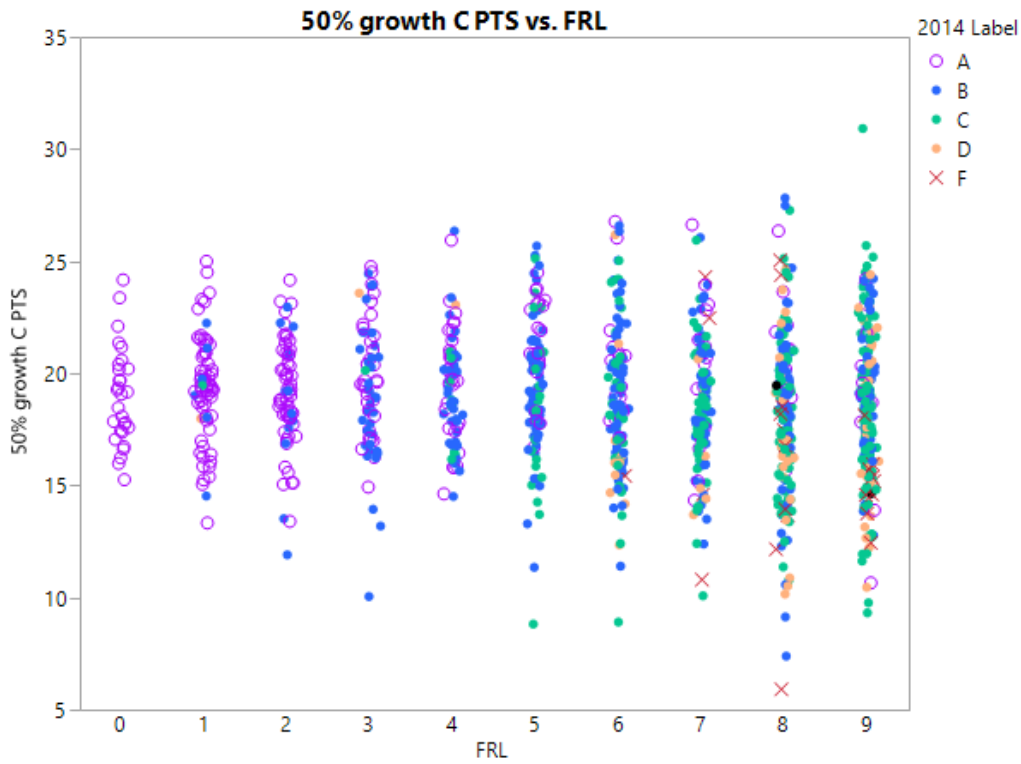
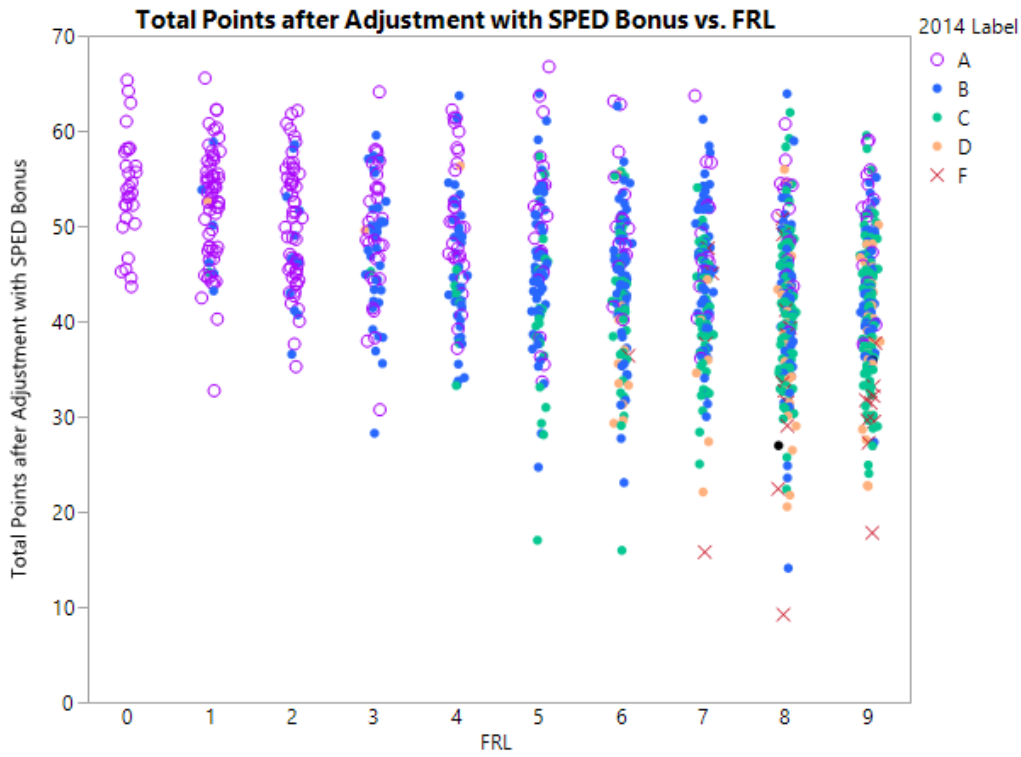
Total Score

Group	# FRL > 70%	# FRL < 30	# Title / Non		# Charter / Non		2014 A-F				
Top 20%	9%	41%	14%	34%	25%	18%	41%	14%	6%	10%	0%
80%	16%	26%	18%	24%	21%	20%	26%	23%	13%	9%	12%
60%	20%	21%	21%	18%	15%	21%	18%	23%	23%	13%	4%
40%	25%	9%	22%	15%	18%	20%	10%	25%	26%	19%	12%
Bottom 20%	30%	3%	25%	9%	21%	20%	5%	16%	32%	49%	73%
							A	B	C	D	F

Correlations

	FRL
50% growth C PTS	-0.0829
Total Proficiency	-0.7806
menu2_cap	0.0109
Total Points before Adjustment	-0.2666
Total Points after Adjustment with SPED	-0.4268

Scatterplot – Growth v. FRL; Total Pts. – FRL, correlations



K-8 Model 8: ES Stability with Strength Based Weighting – 60%/40% (48/32 pts.)

This model calculates proficiency and highly proficient as 1 and minimally proficient and partially proficient as 0. Then it evaluates the rate proficiency by the stability of the student: 3-year stable students' proficiency, 2-year stable students' proficiency and 1-year students' proficiency. SGP/SGT weighted on the 1 and then assigns weights of 60/40 based on the strength of the school's performance. This results in the following weights for each indicator.

Component	H Proficiency Points/Percentage	H Growth Points/Percentage
1 Year FAY Proficiency	8	5
2 Year FAY Proficiency	16	11
3 Year FAY Proficiency	24	16
Growth of SGP	16	24
Growth on SGT	16	24
ELL Proficiency	5	5
ELL Growth	5	5
Menu 2 Acceleration Readiness	10	10

SGP Growth				SGT Growth		
Prior Year HP	0	0.25	0.5	Prior Year HP (Stay Up)	0	0.25
Prior Year P	0	0.375	0.625	Prior Year P (Keep Up)	0	0.5
Prior Year PP	0	0.625	0.875	Prior Year PP (Catch Up)	0	0.75
Prior Year MP	0	0.75	1	Prior Year MP (Catch Up)	0	1
	0-33	34-66	67-99		Current Year Did Not Meet Target	Current Year Met or Exceeded Target

- The relationship between proficiency and poverty, if proficiency is the school's strength is -.796
- The relationship between growth and poverty, if growth is the school's strength is -0.121
- The relationship between the overall points earned and poverty for this model is -.556

Distributions:

In order to evaluate the impact of the model the schools were put into five groups and their characteristics are described below:

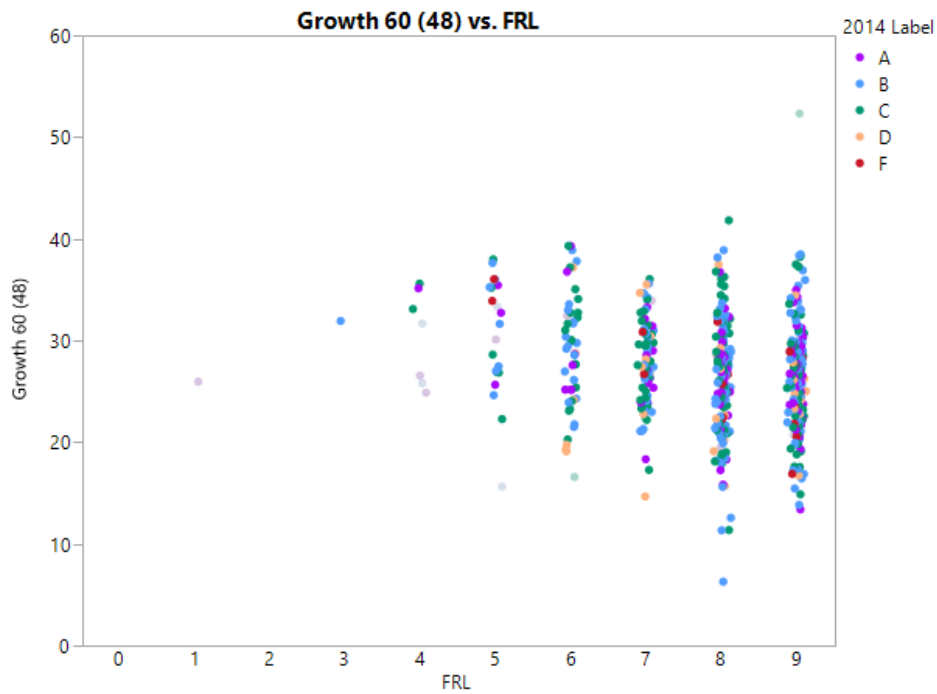
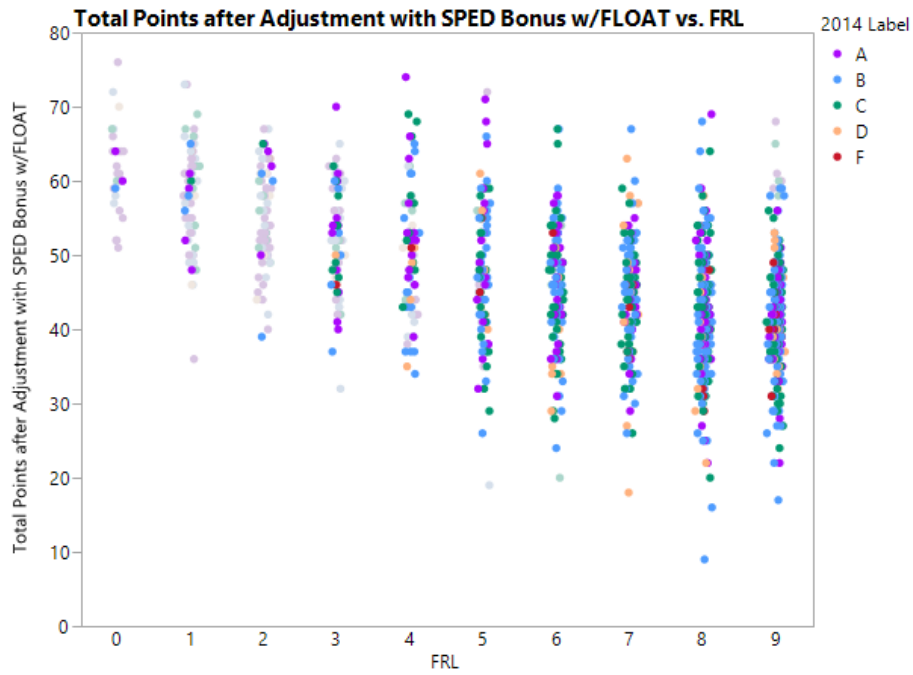
Total Score

Group	% FRL > 70%	% FRL < 30	% Title / Non		% Charter / Non		2014 A-F				
			10%	44%	27%	18%	A	B	C	D	F
Top 20%	6%	50%	10%	44%	27%	18%	27%	17%	16%	14%	12%
80%	12%	31%	17%	27%	20%	20%	25%	18%	17%	16%	19%
60%	23%	12%	23%	11%	18%	20%	16%	22%	23%	19%	27%
40%	28%	5%	23%	11%	16%	21%	18%	21%	20%	24%	19%
Bottom 20%	32%	1%	26%	7%	19%	21%	14%	23%	24%	27%	23%
							A	B	C	D	F

Correlations

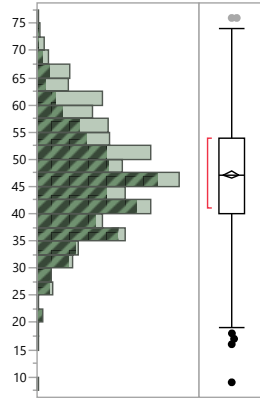
	FRL
Proficiency 60 (48)	-0.796
Growth 60 (48)	-0.121
menu2_cap	0.013
Total Points before Adjustment w/FLOAT	-0.445
Total Points after Adjustment with SPED Bonus w/FLOAT	-0.585

Scatterplot – Growth v. FRL; Total Pts. – FRL, correlations



Distributions

Total Points after Adjustment with SPED Bonus w/FLOAT

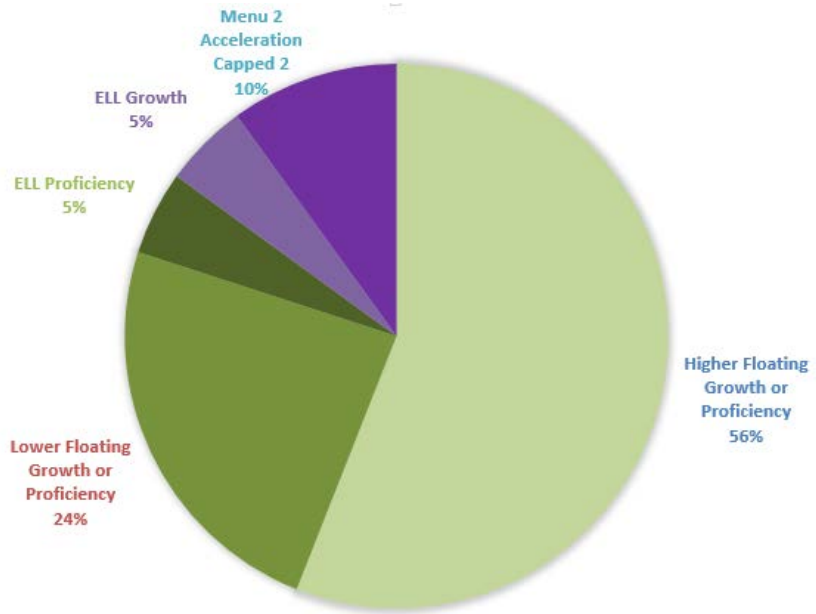


Quantiles

100.0%	maximum	76
99.5%		72.165
97.5%		67
90.0%		61
75.0%	quartile	54
50.0%	median	47
25.0%	quartile	40
10.0%		34
2.5%		28
0.5%		19.835
0.0%	minimum	9

Summary Statistics

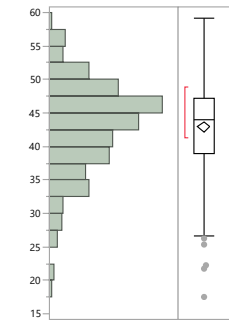
Mean	47.203259
Std Dev	10.210776
Std Err Mean	0.2990263
Upper 95% Mean	47.789949
Lower 95% Mean	46.616569
N	1166



Other Components by Title:

Distributions Title=Non title

Proficiency 60 (48)



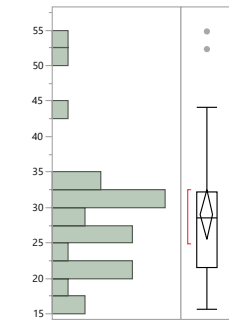
Quantiles

100.0%	maximum	59.2
99.5%		58.0673
97.5%		55.862
90.0%		50.768
75.0%	quartile	47.22
50.0%	median	43.93
25.0%	quartile	38.86
10.0%		33.484
2.5%		27.3135
0.5%		19.5234
0.0%	minimum	17.54

Summary Statistics

Mean	42.902014
Std Dev	6.8349338
Std Err Mean	0.3993011
Upper 95% Mean	43.687887
Lower 95% Mean	42.116141
N	293

Growth 60 (48)



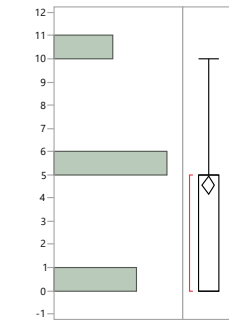
Quantiles

100.0%	maximum	54.81
99.5%		54.81
97.5%		54.81
90.0%		44.18
75.0%	quartile	32.16
50.0%	median	28.54
25.0%	quartile	21.605
10.0%		19.48
2.5%		15.63
0.5%		15.63
0.0%	minimum	15.63

Summary Statistics

Mean	28.970345
Std Dev	9.1672719
Std Err Mean	1.7023197
Upper 95% Mean	32.457389
Lower 95% Mean	25.483301
N	29

menu2_cap



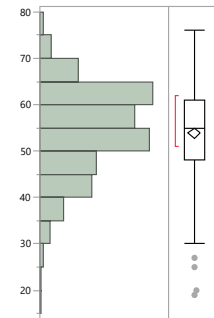
Quantiles

100.0%	maximum	10
99.5%		10
97.5%		10
90.0%		10
75.0%	quartile	5
50.0%	median	5
25.0%	quartile	0
10.0%		0
2.5%		0
0.5%		0
0.0%	minimum	0

Summary Statistics

Mean	4.5496894
Std Dev	3.7063997
Std Err Mean	0.2065496
Upper 95% Mean	4.9560513
Lower 95% Mean	4.1433276
N	322

Total Points after Adjustment with SPED Bonus w/FLOAT



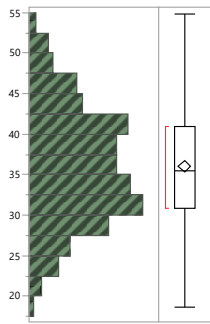
Quantiles

100.0%	maximum	76
99.5%		76
97.5%		70
90.0%		65
75.0%	quartile	61
50.0%	median	55
25.0%	quartile	48
10.0%		42
2.5%		32.15
0.5%		19.615
0.0%	minimum	19

Summary Statistics

Mean	53.863354
Std Dev	9.5747571
Std Err Mean	0.5335804
Upper 95% Mean	54.91311
Lower 95% Mean	52.813598
N	322

Proficiency 60 (48)



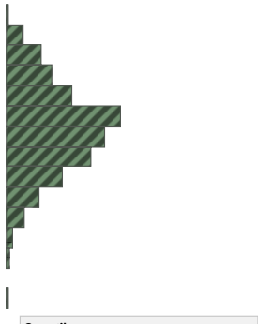
Quantiles

100.0%	maximum	54.77
99.5%		54.7523
97.5%		50.76875
90.0%		46.336
75.0%	quartile	41.0125
50.0%	median	35.485
25.0%	quartile	30.8725
10.0%		26.927
2.5%		22.9055
0.5%		19.3126
0.0%	minimum	18.64

Summary Statistics

Mean	36.049734
Std Dev	7.1912186
Std Err Mean	0.3708588
Upper 95% Mean	36.778957
Lower 95% Mean	35.320511
N	376

Growth 60 (48)



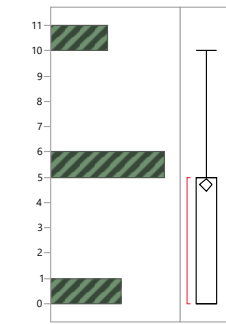
Quantiles

100.0%	maximum	41.82
99.5%		39.30655
97.5%		37.922
90.0%		34.443
75.0%	quartile	30.7525
50.0%	median	27.29
25.0%	quartile	23.445
10.0%		19.894
2.5%		15.7915
0.5%		11.35035
0.0%	minimum	6.29

Summary Statistics

Mean	27.065385
Std Dev	5.5657141
Std Err Mean	0.2572752
Upper 95% Mean	27.570945
Lower 95% Mean	26.559824
N	468

menu2_cap



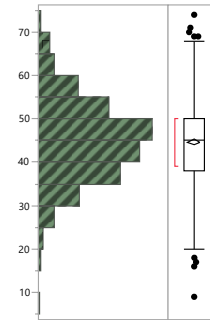
Quantiles

100.0%	maximum	10
99.5%		10
97.5%		10
90.0%		10
75.0%	quartile	5
50.0%	median	5
25.0%	quartile	0
10.0%		0
2.5%		0
0.5%		0
0.0%	minimum	0

Summary Statistics

Mean	4.7097156
Std Dev	3.6211256
Std Err Mean	0.1246443
Upper 95% Mean	4.9543652
Lower 95% Mean	4.4650661
N	844

Total Points after Adjustment with SPED Bonus w/FLOAT



Quantiles

100.0%	maximum	74
99.5%		69
97.5%		65
90.0%		56
75.0%	quartile	50
50.0%	median	45
25.0%	quartile	38
10.0%		33
2.5%		27
0.5%		18.45
0.0%	minimum	9

Summary Statistics

Mean	44.662322
Std Dev	9.2611231
Std Err Mean	0.318781
Upper 95% Mean	45.28802
Lower 95% Mean	44.036625
N	844