

*Investigations in Numbers,
Data & Space*

Evidence for Success

Pretest-Posttest Results

Scott Foresman

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Investigations in Numbers, Data & Space Validation Study

Introduction

Scott Foresman is a leader among publishers of elementary mathematics programs. Just as teachers differ in their teaching styles, mathematics textbook series differ in their presentation of mathematics content. Scott Foresman publishes two of the most widely-used elementary mathematics textbook series in the country, *Investigations in Numbers, Data & Space*, and *Scott Foresman Mathematics*. These are used in some districts as the primary teaching tool, in other districts as an important supplement to a basal mathematics textbook. An important element of the development of Scott Foresman programs is research aimed at assuring that the program ‘works’ in the classroom. A successful program must fulfill requirements at many levels:

1. The program must comply with State and Local Curriculum guidelines and frameworks.
2. The program must provide solid support for teachers in the classroom.
3. Most important of all, the program must enable children - all children - to learn.

Scott Foresman prepares detailed Correlation documents to assure that its textbook programs are congruent with State Curriculum Guidelines.

The Company is in constant communication with teachers, supervisors, and State education officials during the development of each new Mathematics series. We solicit opinions and critiques of program content, sequence, and ease of teaching. For many, however, the ultimate criterion of program success is an affirmative answer to the question, “does this program enable children to learn?”

To address these issues, Scott Foresman developed a three-phase Validation Research Plan. These phases are briefly described below.

Phase 1 documents the program's academic Research base. Authors of the program are selected for their contributions to the field of Mathematics Teaching and Learning, and for their ability to translate scholarly research findings to the realities of the classroom. This critical phase assured that Scott Foresman's Mathematics programs are based on sound academic research.

Phase 2 tests lesson designs, specific lesson content, and assessment instruments in actual classroom settings. Teachers are partners in the Phase 2 research process, and contribute their observations, comments, and suggestions throughout the development of the program.

Phase 3 includes the pretest - posttest scores that document the performance of the program during normal usage for a full academic year. This is the information that, for many people, is the most sought-after evidence of program success. **This is the information contained in the present report.**

Source of the data in this report:

The current national emphasis on school accountability has resulted in a much higher level of public disclosure of student test results than was the case even a few years ago. The World Wide Web has enabled this information to be quickly disseminated to the public. Most states, and local districts, now post on their websites student achievement for key disciplines by district, building, and grade level.

These scores are an ideal source of information about student achievement. They are unobtrusive, represent no increase in level of testing, and can be verified by anyone with access to the Internet.

Test Score Gains by Students Using *Investigations in Number, Data & Space*

Investigations in Number, Data and Space is an elementary mathematics stressing the use of hands-on activities and an exploratory approach to teaching and learning.

The following page illustrates gains in mathematics achievement by students in districts that use Investigations as a primary means of instruction.

This report includes data from twenty-one states: Arizona, Alabama, Arkansas, Colorado, Illinois, Kentucky, Massachusetts, Minnesota, Missouri, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Dakota, Utah, Washington, and Wisconsin.

The data in this report represent cross-sectional information about the schools and districts included. The information reported here is the same information used in local communities by school district administrators and the concerned constituencies to make key decisions about curriculum policy and implementation.

The reader will note that the measures reported and graphed in this report vary. This is because the data used for local decision-making vary also. Some localities rely on standard scores, some on national percentile ranking. Some areas favor metrics such as the ‘percent of students meeting or exceeding state standards.’

The data, taken as a whole, document the success of this Scott Foresman instructional material across a wide range of situations, including differing student body compositions (socioeconomic and ethnic), and urban, suburban and rural locales. Also, it is important to note that the achievement documented in this report has occurred across grade levels, and has been measured by a wide variety of assessment instruments, including the most widely-used nationally normed tests, and tests developed and mandated by many states.

Finally, it must be noted that the data reported here are taken from the normally occurring testing cycle in the schools and districts included. There has been no additional imposed testing burden on students, teachers, or administrators. This is real-world information. There have been no special ‘experiments’ with hand-picked teachers or student groups.

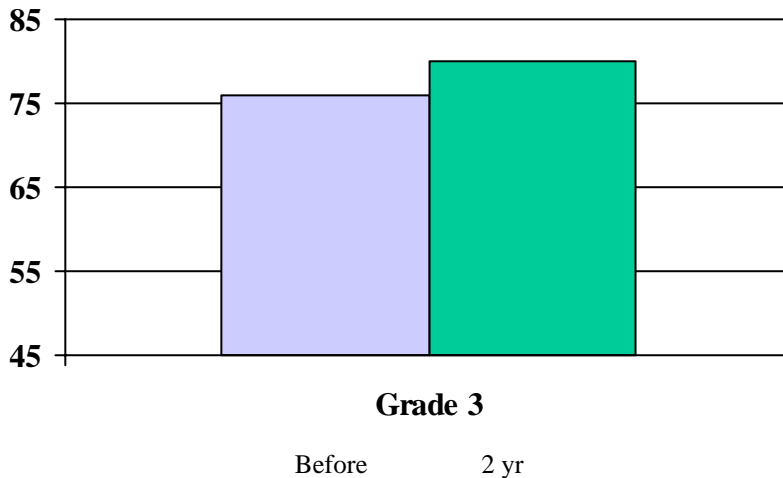
In designing this study, the aim was to provide the kind of information that schools and districts already use to support their curriculum decisions. As the evidence accumulates, this report will be continuously updated.



Investigations

Pretest - Posttest Results

Vestavia Hills West School, Alabama SAT-10 Test Score Gains



State: Alabama

District: Vestavia Hills

School: Vestavia Hills West

Test: SAT-10

Grade: 3

Percent change: +5%

Measure: National percentile

The Vestavia Hills West school adopted **Investigations in Number, Data and Space** in the fall of 2004. In the two years since the adoption, the third grade average percentile in math (on the SAT-10) has risen from the 76th percentile to the 80th percentile.

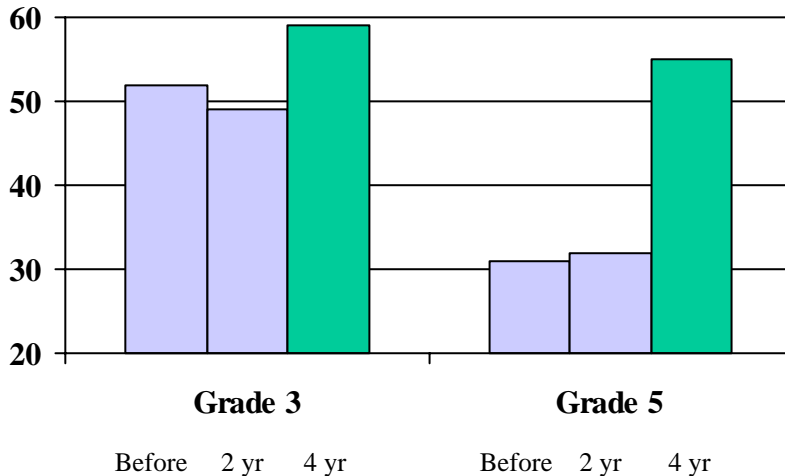
School Demographics: Total enrollment: 547; Ethnic mix: Asian:10%; African American: 7%; Hispanic: 2%; Native American: 1%; Caucasian: 80%; Percent free/reduced lunch: 7%; ;
Approximate number of students represented on this graph: 136
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Cartwright, Arizona AIMS Test Score Gains



State: Arizona District: Cartwright Elementary District 83

Test: AIMS (Arizona Instrument to Measure Standards)

Grade: 3 Percent change: grade 3: +13% ; grade 5: +77%

Measure: Percent that meet or exceed standard

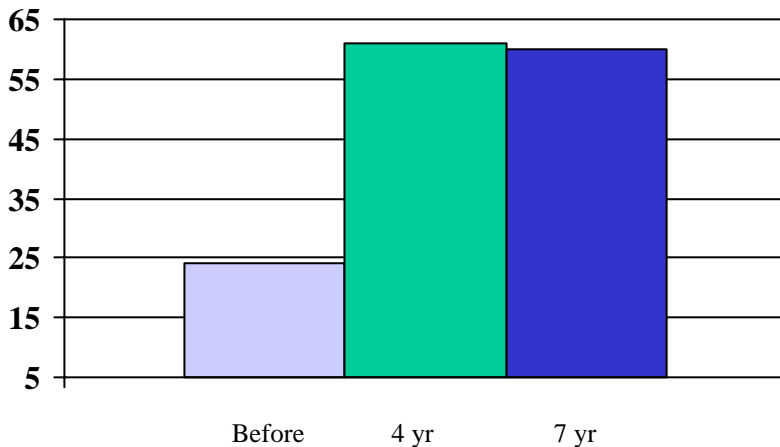
Cartwright implemented **Investigations in Number, Data, and Space** in the fall of 2002. Since that time, Cartwright third and fifth graders have made gains in the percent of students meeting or exceeding the Arizona state math standards.

District Demographics: Total enrollment: 19,926; LEP students: 7,771; Ethnic mix: Asian:1%; African American: 7%; Hispanic: 79%; Native American: 1%; Caucasian: 12%; Per child expenditure: \$167 (low); Poverty: 24%; Title I: \$7,230,301; Approximate number of students represented on this graph: 4,578
(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Hot Springs, Arkansas ACTAAP Test Score Gains



State: Arkansas

District: Hot Springs

Test: ACTAAP, Benchmark Mathematics Test

Grade: 4

Percent change: +150%

Measure: Percent of students at Proficient or Advanced level

Hot Springs adopted **Investigations in Number, Data and Space** for grades 3-5 in fall, 1999. At this time, 24% of fourth graders had attained Proficient or Advanced status on the mathematics portion of the most recent ACTAAP testing. After four years of program usage, this percentage rose to 61%, a level it has sustained. In the most recent (2006) testing period, 60% of fourth graders reached the Proficient or Advanced level.

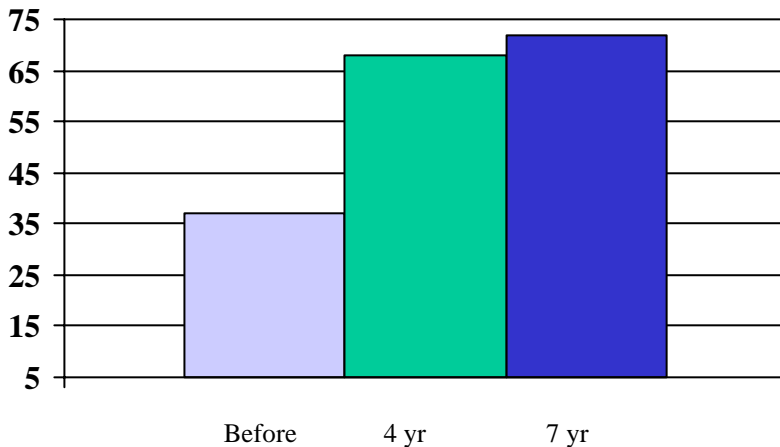
District Demographics: Total enrollment: 3,570; LEP students: 158; Ethnic mix: Asian: 1%; African American: 43%; Hispanic: 6%; Caucasian: 49%; Per child expenditure: \$330 (high); Poverty: 35%; Title I: \$2,199,449; Approximate number of students represented on this graph: 275.

(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Sheridan, Arkansas ACTAAP Test Score Gains



State: Arkansas

District: Sheridan

Test: ACTAAP, Benchmark Mathematics Test

Grade: 4

Percent change: +95%

Measure: Percent of students at Proficient or Advanced level

Sheridan adopted **Investigations in Number, Data and Space** for grades 3-5 in fall, 1999. At this time, 37% of fourth graders had attained Proficient or Advanced status on the mathematics portion of the most recent ACTAAP testing. After four years of program usage, this percentage rose to 68%, and it continued to rise in the subsequent years. In the most recent (2006) testing period, 72% of fourth graders reached the Proficient or Advanced level.

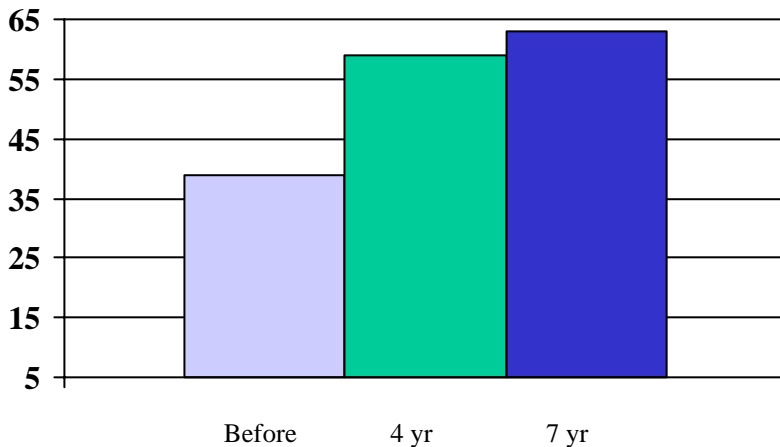
District Demographics: Total enrollment:4,150; LEP students: 10; Ethnic mix: Asian: 1%; African American: 2%; Hispanic: 1%; Caucasian: 96%; Per child expenditure: \$193 (medium); Poverty: 11%; Title I: \$495,156; Approximate number of students represented on this graph: 320.

(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Wynne, Arkansas ACTAAP Test Score Gains



State: Arkansas

District: Wynne School District 9

Test: ACTAAP, Benchmark Mathematics Test

Grade: 4

Percent change: +62%

Measure: Percent of students at Proficient or Advanced level

Wynne adopted **Investigations in Number, Data and Space** for grades 3-5 in fall, 1999. At this time, 39% of fourth graders had attained Proficient or Advanced status on the mathematics portion of the most recent ACTAAP testing. After four years of program usage, this percentage rose to 59%, and it continued to rise in the following years. In the most recent (2006) testing period, 63% of fourth graders reached the Proficient or Advanced level.

District Demographics: Total enrollment: 2,833; LEP students: 2; Ethnic mix: African American: 30%; Caucasian: 69%; Per child expenditure: \$177 (low); Poverty: 24%; Title I: \$625,114; Approximate number of students represented on this graph: 232.

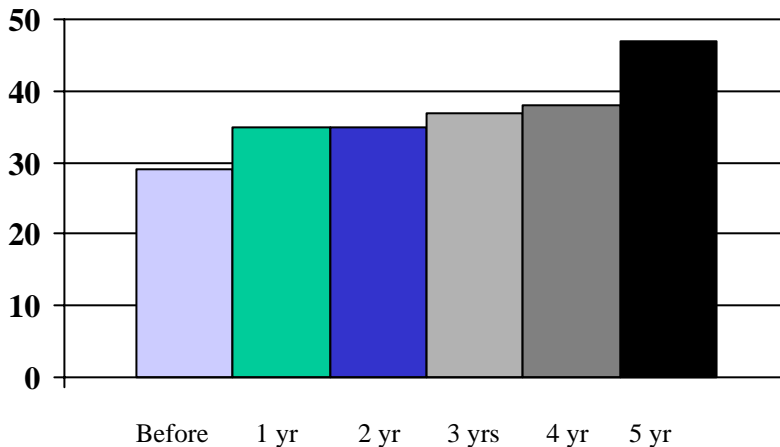
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Adams-Arapahoe, Colorado CSAP Test Score Gains



State: Colorado

District: Adams-Arapahoe District 28J

Test: CSAP (Colorado Student Assessment Program)

Grade: 5

Percent change: +62%

Measure: Percent of students at Proficient or Advanced level

Adams-Arapahoe adopted **Investigations in Number, Data and Space** in fall, 2001. At that time, 29% of fifth graders had attained Proficient or Advanced status on the mathematics portion of the CSAP. After one year of program usage, this percentage rose to 35%. In the most recent (2006) testing period, 47% of fifth graders reached the Proficient or Advanced level.

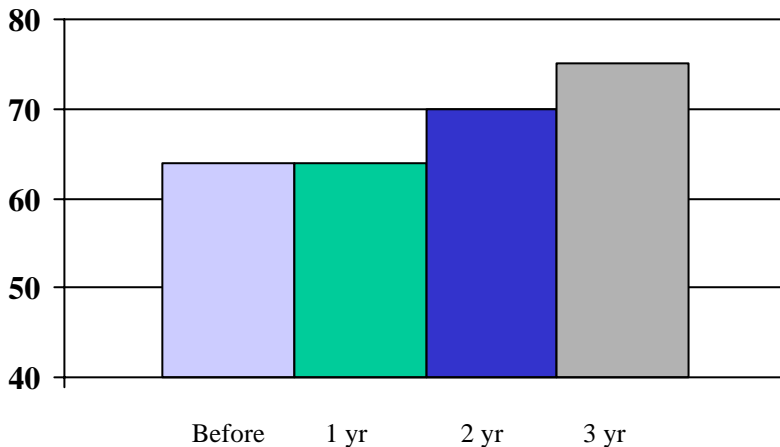
District Demographics: Total enrollment: 32,000; LEP students: 11,479; Ethnic mix: Asian: 4%; African American: 23%; Hispanic: 39%; Native American: 1%; Caucasian: 33%; Per child expenditure: \$284 (high); Poverty: 15%; Title I: \$7,637,352; Approximate number of students represented on this graph: 2,569.

(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Falcon, Colorado CSAP Test Score Gains



State: Colorado

District: Falcon School District 49

Test: CSAP (Colorado Student Assessment Program)

Grade: 5

Percent change: +17%

Measure: Percent of students at Proficient or Advanced level

Falcon adopted **Investigations in Number, Data and Space** in fall, 2003. At this time, 64% of fifth graders had attained Proficient or Advanced status on the mathematics portion of the CSAP. By the end of the third year of program usage, the percent of Proficient or Advanced fifth graders had risen to 75%.

District Demographics: Total enrollment: 9,105; LEP students: 58; College bound: 75%; Ethnic mix: Asian: 4%; African American: 8%; Hispanic: 11%; Native American: 2%; Caucasian: 75%; Per child expenditure: \$353 (high); Poverty: 5%; Title I: \$260,543; Approximate number of students represented on this graph: 798.

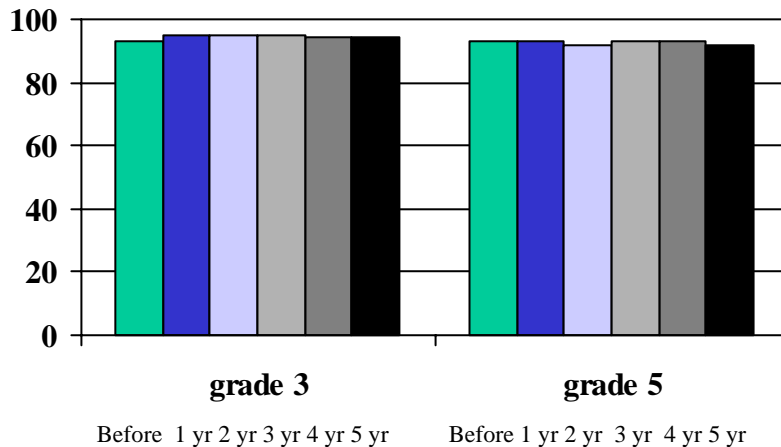
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Naperville, Illinois ISAT Test Score Gains



State: Illinois

District: Naperville CUSD 203

Test: ISAT (Illinois Standards Achievement Test)

Grades: 3, 5

Percent change: Grade 3: +1%, Grade 5: -1%

Measure: Percent meeting or exceeding state standard

Naperville adopted **Investigations in Number, Data and Space** in the fall of 2000. It is an extremely high-scoring district, so there was virtually no room for 'growth'. The very high level of achievement was sustained after the adoption of Investigations. As the graph shows, both third and fifth graders maintained their high scoring status in the three years after the adoption.

District Demographics: Total enrollment: 18,932; LEP students: 386; Ethnic mix: Asian: 13%; African American: 3%; Hispanic: 3%; Caucasian: 81%; Per child expenditure: \$217 (medium); Poverty: 3%; Title 1: 558,191. Approximate number of students represented on this graph: 2,746.

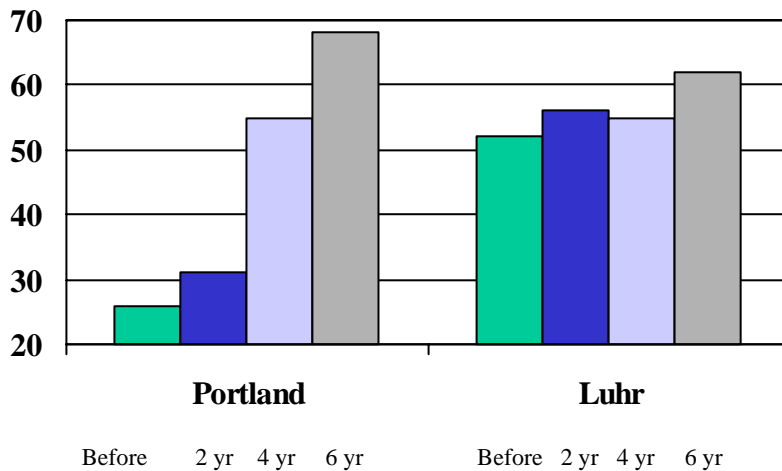
(Data updated 01/09/07)

Note: This district also uses other Mathematics materials in its classrooms.



Investigations Pretest - Posttest Results

Louisville Area, Kentucky Terra Nova Test Score Gains



State: Kentucky

District: Jefferson County

Test: Terra Nova

Schools: Portland, Luhr

Grade: 3 (end of primary)

Percent change:

Portland: +161%; Luhr: +19%

Measure: National Percentile

Jefferson County is a site-based district in Louisville, Kentucky. Portland and Luhr schools adopted **Investigations in Number, Data and Space** in fall, 2000. Since beginning to use Investigations, both schools have posted continuous gains in third graders' average national percentile. The gains in Portland school have been especially impressive.

District Demographics: Total enrollment: 97,346; LEP students: 2,452; Ethnic mix: Asian: 2%; African American: 35%; Hispanic: 2%; Caucasian: 61%; College bound: 64%; Per child expenditure: \$231 (medium); Poverty: 17%; Title I: \$25,789,494. Approximate number of students represented on this graph: 120. Both Portland and Frayser schools report that 99% of students are eligible for free/reduced lunch.

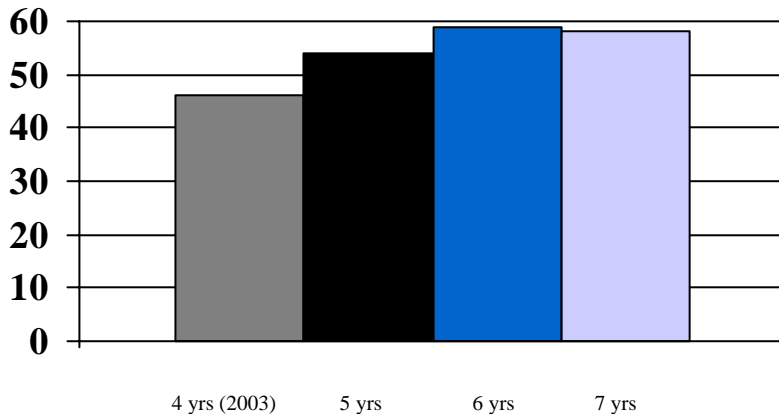
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Murphy School, Boston, Massachusetts
MCAS Test Score Gains



State: Massachusetts

District: Boston School District

School: Richard J. Murphy

Test: MCAS (Massachusetts Comprehensive Assessment System)

Grade: 4

Measure: Percent proficient / advanced

The Richard J. Murphy school adopted **Investigations in Number, Data and Space** in the fall of 1999. Due to changes in reporting procedures, the state has adjusted MCAS scores for years prior to 2006 to enable comparisons to be made between 2006 and earlier years. This adjustment does not include years prior to 2003, hence scores for the earlier years are not included in the graph. As the graph depicts, improvement in the percent of students attaining proficient or advanced scores on the math MCAS has been steady since 2003, the fourth year of program usage.

School Demographics: Total enrollment: 772 (grades K-5); Ethnic mix: Asian:16%; African American: 56%; Hispanic: 6%; Caucasian:21%;. Approximate number of students represented on this graph: 170.

(Data updated 01/09/07)

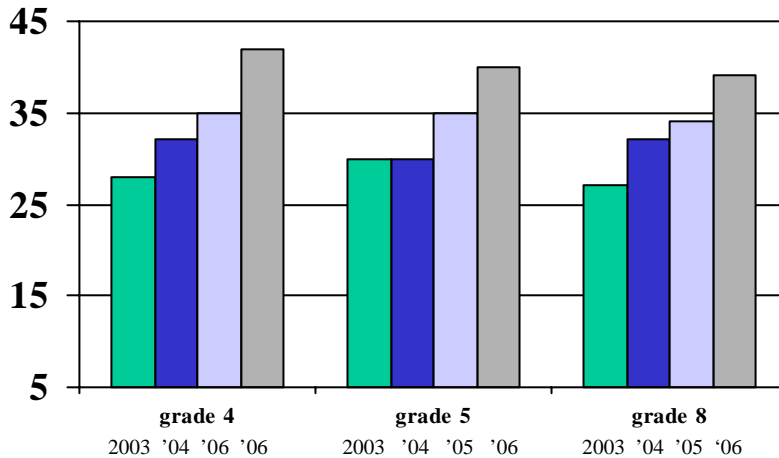


Investigations

Pretest - Posttest Results

Cambridge, Massachusetts

MCAS Test Score Gains



State: Massachusetts

District: Cambridge Public School District

Test: MCAS (Massachusetts Comprehensive Assessment System)

Grades: 4, 6, 8 Percent gain: grade 4: +50%; grade 5: +33%; grade 6: +44%

Measure: Percent proficient / advanced

Cambridge adopted **Investigations in Number, Data and Space** for grades K-5 in the fall of 2001. The district also adopted the Prentice Hall program, **Connected Math Project**, for grades 6-8. Due to changes in reporting procedures, the state has adjusted MCAS scores for years prior to 2006 to enable comparisons to be made between 2006 and earlier years. This adjustment does not include years prior to 2003, hence scores for the earlier years are not included in the graph. As the graph depicts, improvement in the percent of students attaining proficient or advanced scores on the math MCAS has been steady over the past four years.

District demographics: Total enrollment: 6,250; LEP students: 673; Ethnic mix: Asian:11%; African American: 38%; Hispanic: 14%; Native American: 1%; Caucasian: 37%;. Per student expenditure: \$510 (high); Poverty: 16%; Title I: \$2,388,139; Approximate number of students represented on this graph: 1,196.

(Data updated 01/22/07)

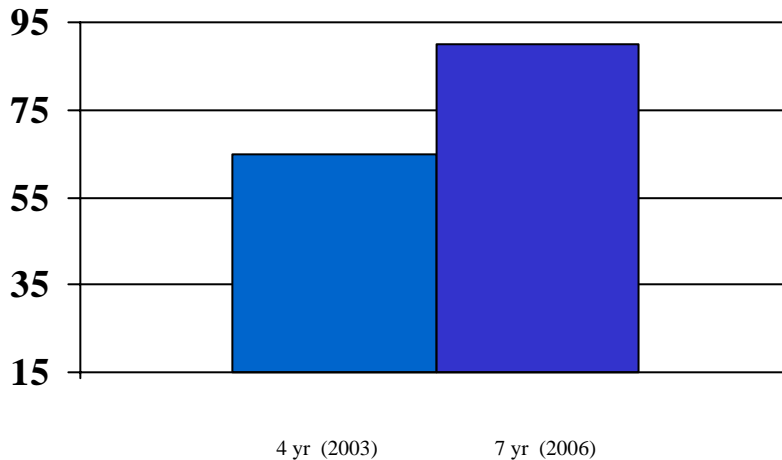


Investigations

Pretest - Posttest Results

Concord, Massachusetts

MCAS Test Score Gains



State: Massachusetts

District: Concord Public School District

Test: MCAS (Massachusetts Comprehensive Assessment System)

Grade: 4

Measure: Percent proficient / advanced

Concord adopted **Investigations in Number, Data and Space** in the fall of 1999. Due to changes in reporting procedures, the state has adjusted MCAS scores for years prior to 2006 to enable comparisons to be made between 2006 and earlier years. This adjustment does not include years prior to 2003, hence scores for the earlier years are not included in the graph. As the graph depicts, improvement in the percent of students attaining proficient or advanced scores on the math MCAS has continued since 2003, the fourth year of program usage.

District Demographics: Total enrollment: 1,962; LEP students: 19; Ethnic mix: Asian: 6%; African American: 5%; Hispanic: 2%; Native American: 1%; Caucasian: 86%; Per child expenditures: \$373 (high); Poverty: 4%; Title I: \$125,760; Approximate number of students represented on this graph: 203.

(Data updated 01/09/07)

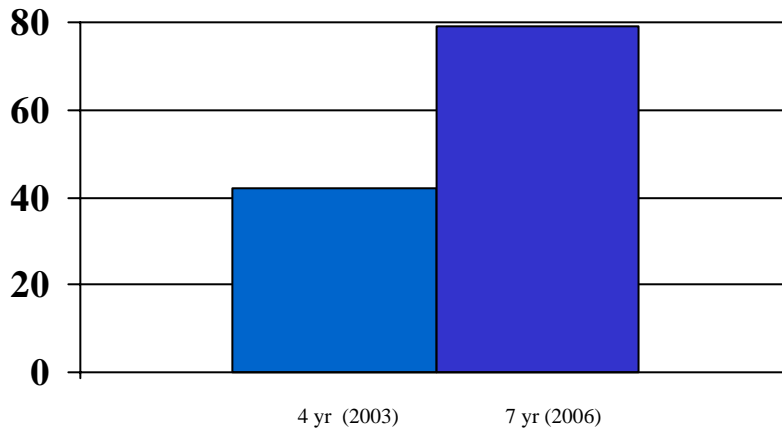


Investigations

Pretest - Posttest Results

Framingham, Massachusetts

MCAS Test Score Gains



State: Massachusetts

District: Framingham School District

Test: MCAS (Massachusetts Comprehensive Assessment System)

Grade: 4

Measure: Percent proficient / advanced

Framingham adopted **Investigations in Number, Data and Space** in the fall of 1999. Due to changes in reporting procedures, the state has adjusted MCAS scores for years prior to 2006 to enable comparisons to be made between 2006 and earlier years. This adjustment does not include years prior to 2003, hence scores for the earlier years are not included in the graph. As the graph depicts, improvement in the percent of students attaining proficient or advanced scores on the math MCAS has continued since 2003, the fourth year of program usage.

Demographics: Total enrollment: 8,000; LEP students: 1,519; Ethnic mix: Asian: 6%; African American: 7%; Hispanic: 17%; Caucasian: 70%;. College bound: 76%; Per student expenditure: \$414 (high); Poverty: 11%; Title I: \$2,017,171; Approximate number of students represented on this graph: 421.

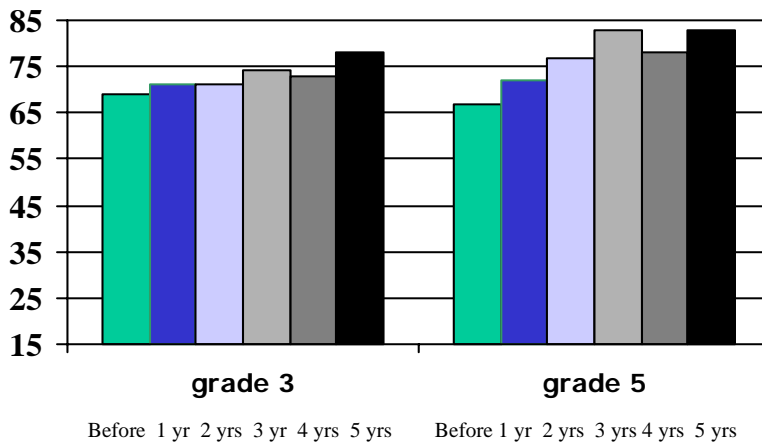
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Anoka-Hennepin, Minnesota MCA Test Score Gains



State: Minnesota

District: Anoka-Hennepin ISD 11

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +13%
grade 5: +24%

Measure: Percent of students at or above grade level

Anoka-Hennepin adopted **Investigations in Number, Data and Space** in the fall of 2000. As the graph shows, both third grade and fifth grade showed gains in the percent of children scoring at or above grade level after the adoption of Investigations. In grade 3, before the adoption, 69% of children scored at or above grade level; by the end of the fifth year this percentage was 78%. In grade 5, before the adoption, 67% of children scored at or above grade level; by the end of the fifth year this percentage was 83%. Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

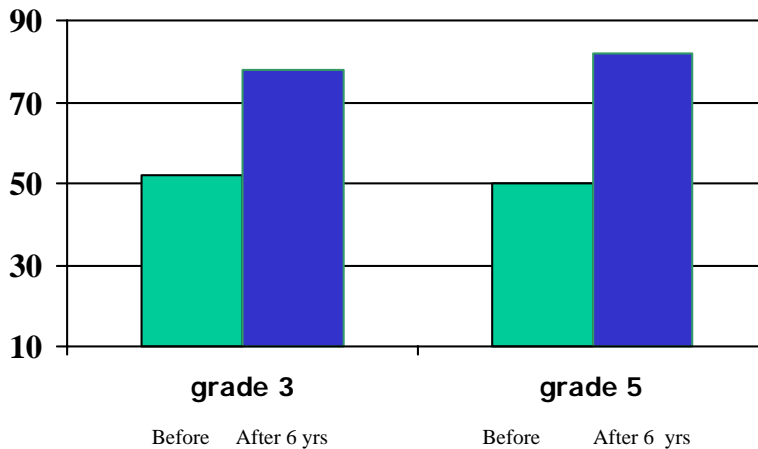
District Demographics: Total enrollment: 42,393; LEP students: 1,590; Ethnic mix: Asian: 4%; African American: 4%; Hispanic: 2%; Native American: 1%; Caucasian: 90%; Per child expenditure: \$96 (low); Poverty: 5%; Title 1: \$1,685,115; Approximate N of students represented by this graph: 6,049.
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Inver Grove, Minnesota MCA Test Score Gains



State: Minnesota

District: Inver Grove District 199

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +50%

grade 5: +64%

Measure: Percent of students at or above grade level

Inver Grove adopted **Investigations in Number, Data and Space** in the fall of 1999. As the graph shows, both third grade and fifth grade made gains in the percent of children scoring at or above grade level after the adoption of Investigations. In grade 3, before the adoption, 52% of children scored at or above grade level; by the end of the sixth year this percentage was 78%. In grade 5, before the adoption, 50% of children scored at or above grade level; by the end of the sixth year this percentage was 82%.

Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

District Demographics: Total enrollment: 3,763; LEP students: 98; Ethnicity: Asian: 3%; African American: 5%; Hispanic: 6%; Caucasian: 86%; Per child expenditure: \$122 (low); Poverty: 6%; Title I: \$374,285; Approximate N of students represented by this graph: 556.

January 2007

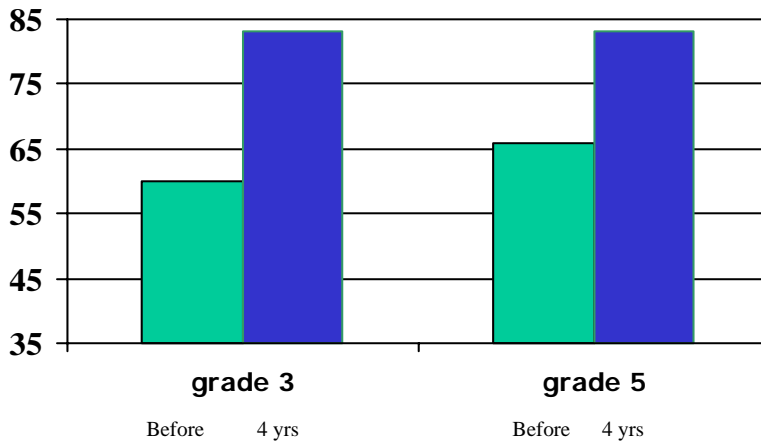
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(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Little Falls, Minnesota MCA Test Score Gains



State: Minnesota

District: Little Falls ISD 482

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +38%

grade 5: +26%

Measure: Percent of students at or above grade level

Little Falls adopted **Investigations in Number, Data and Space** in the fall of 2001. As the graph shows, both third grade and fifth grade gained in the percent of children scoring at or above grade level after the adoption of Investigations. Prior to adopting Investigations, 60% of third graders scored at or above grade level; by the end of fourth year, 83% did so. The comparable figures for grade 5: 66% to 83%. Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

District Demographics: Total enrollment: 2,763; LEP students: 11; College bound: 50%; Ethnic mix: Asian: 1%; African American: 1%; Hispanic: 1%; Native American: 1%; Caucasian: 97%; Per child expenditure: \$129 (low); Poverty: 9%; Title 1: \$502,902; Approximate N of students represented by this graph: 300.

(Data updated 01/09/07)

January 2007

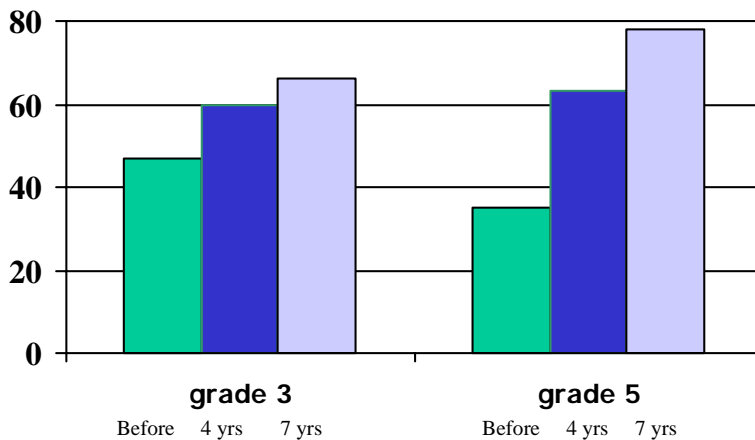
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Investigations

Pretest - Posttest Results

Staples-Motley, Minnesota MCA Test Score Gains



State: Minnesota

District: Staples-Motley ISD 2170

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5 Percent change: grade 3: +40%; grade 5: +123%

Measure: Percent of students at or above grade level

Staples-Motley adopted **Investigations in Number, Data and Space** in the fall of 1998. As the graph shows, both third grade and fifth grade showed gains in the percent of children scoring at or above grade level after the adoption of Investigations. Prior to the adoption, 47% of third graders scored at or above grade level on the MCA; this figure rose to 66% by the end of the seventh year of Investigations usage. Comparable figures for grade 5 were 35% prior to the adoption and 78% at the end of the seventh year. Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

District Demographics: Total enrollment: 1440; LEP students: 25; College bound: 72%; Ethnic mix: African American: 1%; Hispanic: 2%; Native American: 1%; Caucasian: 96%; Per child expenditure: \$235 (medium); Poverty: 16%; Title I: \$419,098; Approximate N of students represented by this graph: 215.

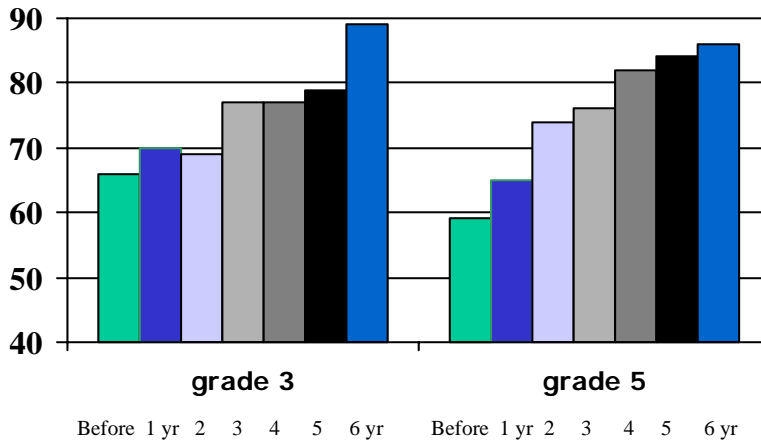
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Stillwater, Minnesota MCA Test Score Gains



State: Minnesota

District: Stillwater District 834

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +35%; grade 5: +47%

Measure: Percent of students at or above grade level

Stillwater adopted **Investigations in Number, Data and Space** in the fall of 1999. As the graph shows, both third grade and fifth grade showed gains in the percent of children scoring at or above grade level after the adoption of Investigations. In grade 3, before the adoption, 66% of children scored at or above grade level; by the end of the sixth year this percentage was 89%. In grade 5, before the adoption, 59% of children scored at or above grade level; by the end of the sixth year this percentage was 86%. Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

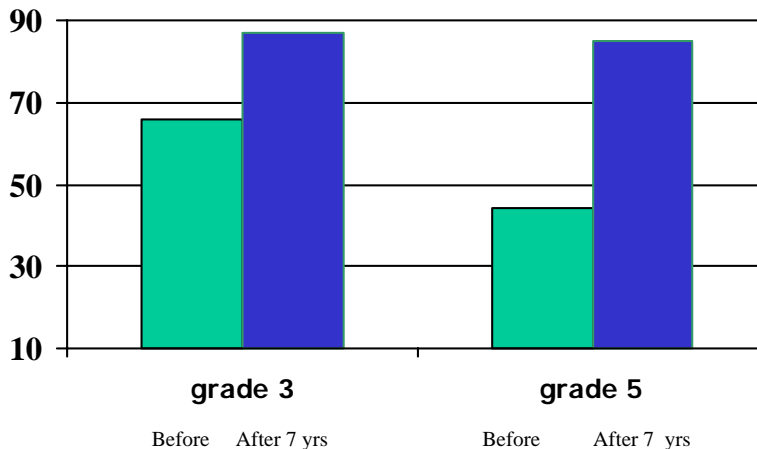
District Demographics: Total enrollment: 9,255; LEP students: 50; College bound: 84%; Ethnic mix: Asian: 2%; African American: 1%; Hispanic: 1%; Caucasian: 96%; Per child expenditure: \$43 (low); Poverty: 4%; Title 1: \$327,201; Approximate N of students represented by this graph: 1,211.

(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Waconia, Minnesota MCA Test Score Gains



State: Minnesota

District: Waconia District 110

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +32%

grade 5: +93%

Measure: Percent of students at or above grade level

Waconia adopted **Investigations in Number, Data and Space** in the fall of 1998. As the graph shows, both third grade and fifth grade made gains in the percent of children scoring at or above grade level after the adoption of Investigations. In grade 3, before the adoption, 66% of children scored at or above grade level; by the end of the seventh year this percentage was 87%. In grade 5, before the adoption, 44% of children scored at or above grade level; by the end of the seventh year this percentage was 85%. Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

District Demographics: Total enrollment: 2,457; LEP students: 12; Ethnicity: Asian: 2%; African American: 1%; Hispanic: 2%; Caucasian: 95%; Per child expenditure: \$117 (low); Poverty: 3%; Title 1: \$64,809; Approximate N of students represented by this graph: 399.

(Data updated 01/09/07)

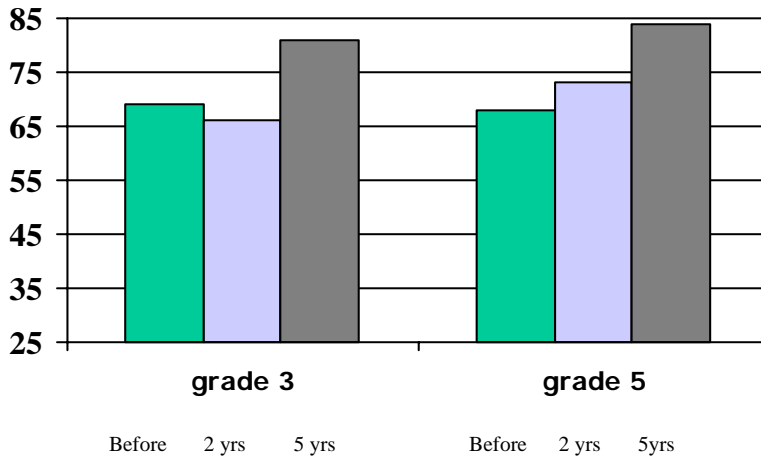
January 2007

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Investigations Pretest - Posttest Results

White Bear Lake, Minnesota MCA Test Score Gains



State: Minnesota

District: White Bear Lake 624

Test: MCA (Minnesota Comprehensive Assessment)

Grades: 3, 5

Percent change: grade 3: +1; grade 5: +24%

Measure: Percent of students at or above grade level

White Bear Lake adopted **Investigations in Number, Data and Space** in the fall of 2000. Third graders increased their already high level of proficiency, while fifth graders improved also. Prior to the adoption, 69% of third graders scored at or above grade level; at the end of the fifth Investigations year, 81% did so. The comparable figures for fifth grade: 68% to 84%.

Note: Minnesota adopted the MCAII in 2006. According to a spokesperson in the state Assessment division, the MCAII is a completely different test, and state standards were changed, making comparison with earlier MCA scores inappropriate. Future reports will track student scores on the MCAII.

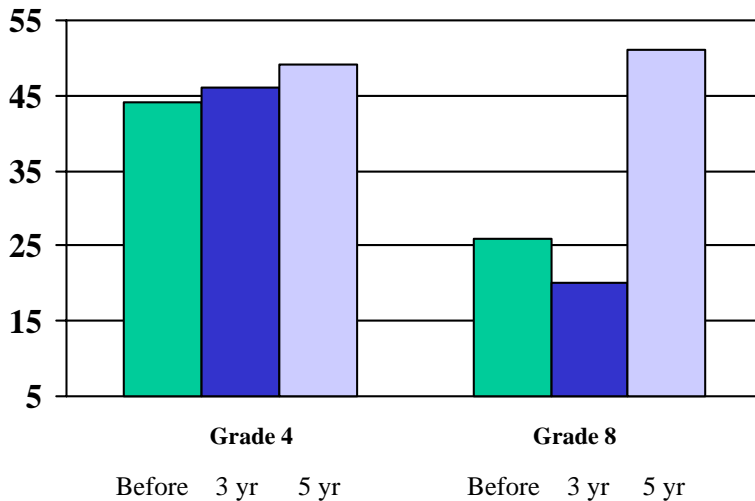
District Demographics: Total enrollment: 9,065; LEP students: 261; Ethnic mix: Asian: 5%; African American: 2%; Hispanic: 2%; Native American: 1%; Caucasian: 90%; Per child expenditure: \$127(low); Poverty: 5%; Title 1: \$357,281; Approximate N of students represented by this graph: 1,217.

(Data updated 01/09/07)



Investigations Pretest - Posttest Results

Columbia, Missouri MAP Test Score Gains



State: Missouri

District: Columbia District 93

Test: MAP (Missouri Assessment Program)

Grades : 4, 8

Percent change: grade 4: +11%; grade 8: +96%

Measure: Percent proficient or advanced

Columbia adopted **Investigations in Number, Data and Space** in the fall of 2001. The district also adopted Prentice Hall's **Connected Math Project** program at the middle school level. Before the adoption of Investigations, 44% of fourth graders attained proficient or advanced status on the MAP math test. After five years of program implementation, the percent of proficient or advanced students rose to 49%. Among eighth graders, the improvement was from 25% Proficient or Advanced before the adoption to 51% at the end of the fifth year.

District demographics: Total enrollment: 16,000; LEP students: 352; College bound: 78%; Ethnic mix: Asian: 4%; African American: 20%; Hispanic: 2%; Caucasian: 73%; Per child expenditure: \$224 (medium); Poverty: 13%; Title 1: \$2,466,665; Approximate N of students represented by this graph: 2,442.

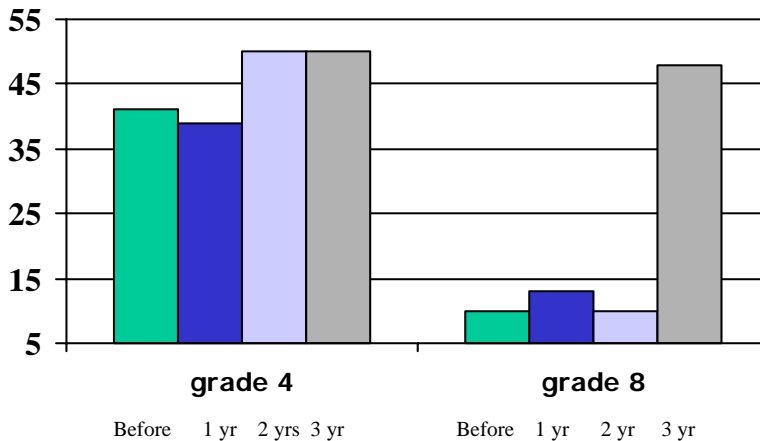
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Independence, Missouri MAP Test Score Gains



State: Missouri

District: Independence School District 3

Test: MAP (Missouri Assessment Program)

Graded: 4, 8

Percent change: grade 4: +22%; grade 8: +380%

Measure: Percent proficient or advanced

Independence began using **Investigations in Number, Data and Space** in the fall of 2003. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. In the year before the adoption, 41% of fourth graders attained a Proficient or Advanced score on the math part of the MAP. After using Investigations for three years, 50% of fourth graders were proficient or advanced. Gains at the eighth grade level were even more impressive: before the adoption 10% of eighth graders were Proficient or Advanced on the MAP math test; at the end of the third year, 48% attained this level.

District Demographics: Total enrollment: 11,250; LEP students: 180; College bound: 75%; Ethnic mix: Asian: 2%; African American: 7%; Hispanic: 5%; Native American: 1%; Caucasian: 85%; Per student expenditure: \$169 (low); Poverty: 11%; Title I: \$1,375,252. Approximate N of students represented by this graph: 1,712.

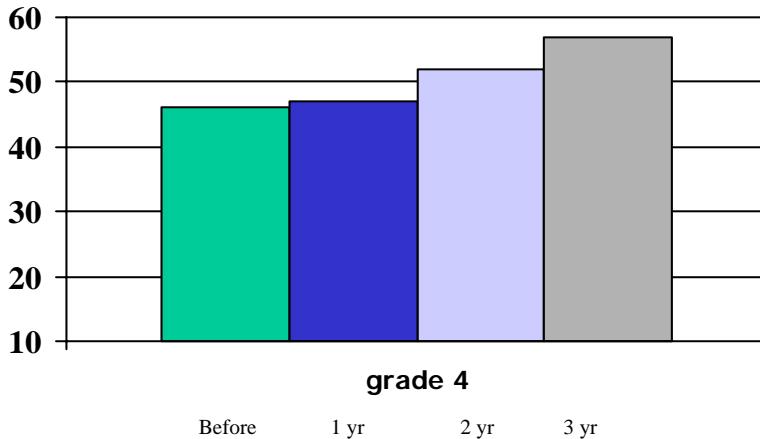
(Data updated 01/09/07)

January 2007



Investigations Pretest - Posttest Results

Park Hill, Missouri MAP Test Score Gains



State: Missouri

District: Park Hill School District

Test: MAP (Missouri Assessment Program)

Grade: 4

Percent change: +24%

Measure: Percent proficient or advanced

Park Hill began using **Investigations in Number, Data and Space** in the fall of 2003. In the year before the adoption, 46% of fourth graders attained a Proficient or Advanced score on the math part of the MAP. After using Investigations for three years, 57% of fourth graders were proficient or advanced.

District Demographics: Total enrollment: 9,460; LEP students: 201; College bound: 76%; Ethnic mix: Asian: 3%; African American: 7%; Hispanic: 4%; Caucasian: 86%; Per student expenditure: \$155 (low); Poverty: 5%; Title I: \$378,525. Approximate N of students represented by this graph: 725.

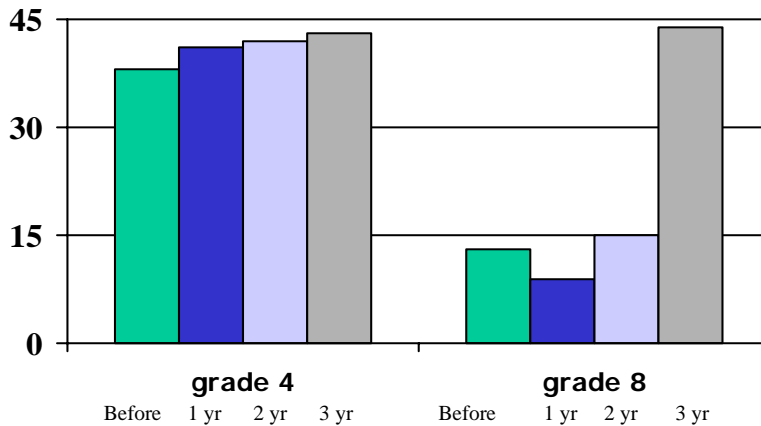
(Data updated 01/09/07)



Investigations

Pretest - Posttest Results

Sedalia, Missouri MAP Test Score Gains



State: Missouri

District: Sedalia School District 200

Test: MAP (Missouri Assessment Program)

Grades: 4, 8 Percent change: +grade 4: +13%; grade 8: +238%

Measure: Percent proficient or advanced

Sedalia began using **Investigations in Number, Data and Space** in the fall of 2003. The district also uses Prentice Hall's **Connected Math Project** program at the middle school level. In the year before the adoption, 38% of fourth graders attained a Proficient or Advanced score on the math part of the MAP. After using Investigations for three years, 43% of fourth graders were proficient or advanced. Eighth graders also gained; prior to the adoption of the Connected Math Project program, 13% were Proficient or Advanced on the MAP math test; after the third year, 44% attained this level.

District Demographics: Total enrollment: 4,411; LEP students: 151; College bound: 74%; Ethnic mix: Asian: 1%; African American: 7%; Hispanic: 6%; Caucasian: 86%; Per student expenditure: \$159 (low); Poverty: 17%; Title I: \$1,069,314. Approximate N of students represented by this graph: 638.

(Data updated 01/09/07)

January 2007

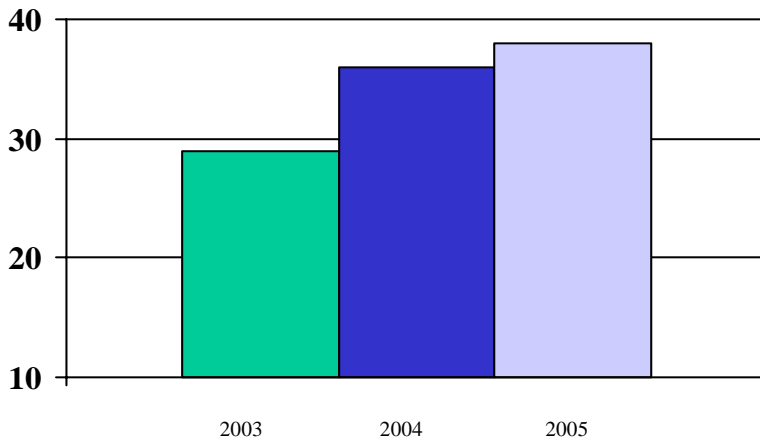
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Investigations

Pretest - Posttest Results

Gadsden, New Mexico NMSBA Test Score Gains



State: New Mexico

District: Gadsden ISD

Test: NMSBA (New Mexico Standards Based Assessment)

Grade: 4

Percent change: +31%

Measure: Percent proficient or advanced

Gadsden adopted **Investigations in Number, Data and Space** in the fall of 2001. At that time, New Mexico school districts used the Terra Nova to assess academic progress. The Terra Nova was last given in the spring of 2003, and that same year districts began assessing with the NMSBA, based on New Mexico mathematics standards. Therefore, trended mathematics data are available only for grade 4, and only for three years beginning in spring of 2003. As the graph shows, there has been steady improvement in fourth grade performance on the math part of the NMSBA over the three year period.

(Beginning in the spring of 2005, all elementary grades are tested with the NMSBA, so in future updates, there will be information for grades 3, 4 and 5).

District Demographics: Total enrollment: 14,000; LEP students: 8,943; Ethnic Mix: Hispanic: 95%; Caucasian: 5%; Per student expenditure: \$144 (low); Poverty: 43%; Title I: \$7,300,619 Approximate N of students represented by this graph: 1,047.

(Data updated 08/23/06)

January 2007

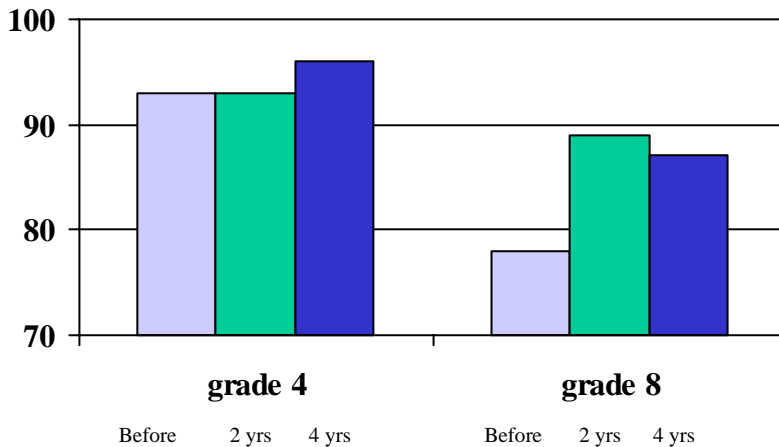
31



Investigations

Pretest - Posttest Results

Brighton Central, New York: NYSTP Test Score Gains



State: New York District: Brighton Central School District

Test: New York State Testing Program (NYSTP)

Grades: 4, 8 Percent change: grade 4: +3%; grade 8: +12%

Measure: Percent of students in levels 3 and 4 (at / above state standards)

The Brighton Central School District adopted **Investigations in Number, Data, and Space** in the fall of 2001. The district also adopted Prentice Hall's Connected Math Project (CMP) program. Prior to the adoption, 93% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the fourth year of program usage, 96% did so. This is especially noteworthy since in high-performing districts such as Brighton Central, it is unusual for very high average test scores to be sustained over several years. Grade 8 scores improved also, from 78% at or above the state standard before adopting CMP to 87% at the end of the fourth year.

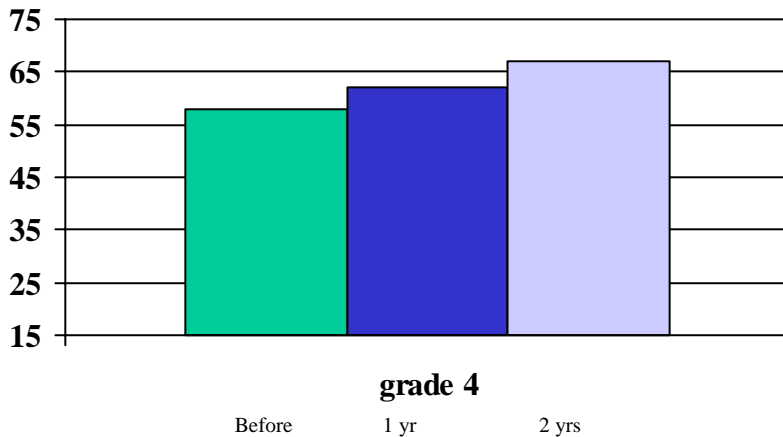
District Demographics: Total enrollment: 3,645; LEP students: 121; College bound: 93%; Ethnic mix: Asian: 13%; African American: 6%; Hispanic: 3%; Caucasian: 78%; Per child expenditure: \$192 (medium); Poverty: 3%; Title I: \$133,721. Approximate number of students represented on this graph: 587.

(Data updated 01/22/07)



Investigations Pretest - Posttest Results

Buffalo City, New York NYSTP Test Score Gains



State: New York

District: Buffalo City School District

Test: New York State Testing Program (NYSTP)

Percent change: +16%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Buffalo City School District adopted **Investigations in Number, Data, and Space** for grades K-5 in the fall of 2003. In the testing period prior to the adoption, 58% of fourth graders met or exceeded New York State math standards. At the end of the second year of Investigations usage, 67% of fourth graders attained this performance level.

District Demographics: Total enrollment: 41,000; LEP students: 2,767; College bound: 76%; Ethnic mix: Asian 1%; African American: 56%; Hispanic: 13%; Native American: 1%; Caucasian: 28%; Per child expenditure: \$209 (medium); Poverty: 36%; Title I: \$35,988,112; Approximate number of students represented on this graph: 2,553.

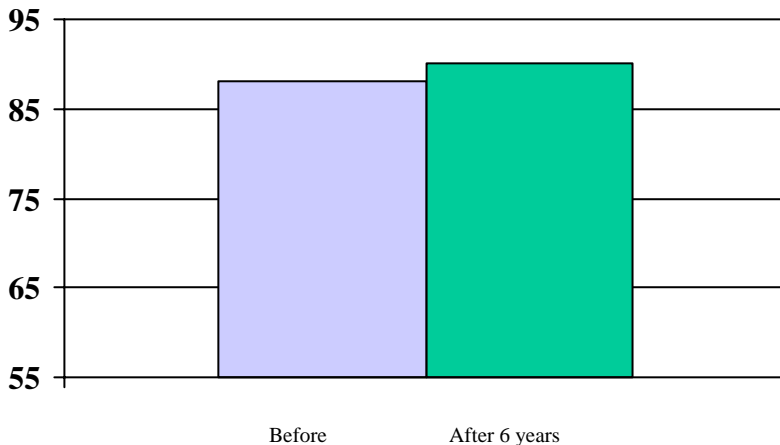
(Data updated 01/22/07)



Investigations

Pretest - Posttest Results

Fairport Central, New York: NYSTP Test Score Gains



State: New York

District: Fairport Central

Test: New York State Testing Program (NYSTP)

Grade: 4

Percent change: +2%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Fairport Central School District adopted **Investigations in Number, Data, and Space** in the fall of 1999. Prior to the adoption, 88% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the sixth year of program usage, 90% did so.

District Demographics: Total enrollment: 7,131; LEP students: 57; College bound: 86%; Ethnic mix: Asian: 4%; African American: 2%; Hispanic: 1%; Caucasian: 92%; Per child expenditure: \$203 (medium); Poverty: 4%; Title I: \$258,647; Approximate number of students represented on this graph: 521.

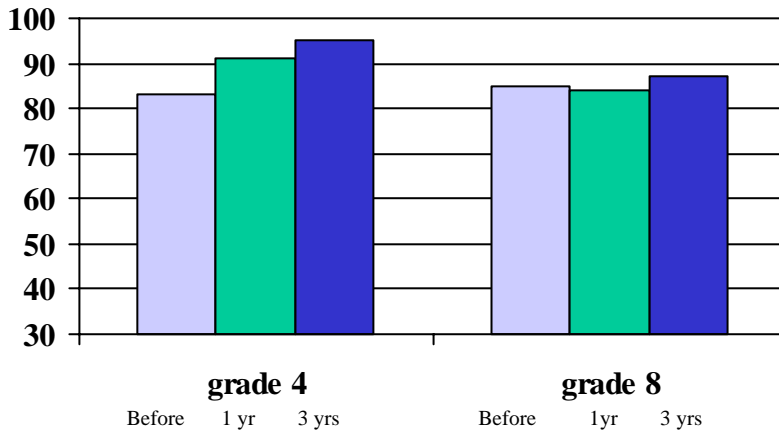
(Data updated 01/22/07)



Investigations

Pretest - Posttest Results

Fayetteville-Manlius, New York: NYSTP Test Score Gains



State: New York

District: Fayetteville-Manlius Central School District

Test: New York State Testing Program (NYSTP)

Grades: 4, 8 Percent change: Grade 4: +14%; Grade 8: +2%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Fayetteville-Manlius Central School District adopted **Investigations in Number, Data, and Space** in the fall of 2002 for grades K-5. The district also adopted the Prentice Hall program, **Connected Math Project (CMP)**. Prior to the adoption, 83% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the third year of program usage, 95% did so. Among eighth graders, prior to the adoption 85% were at or above state standards; 87% had attained this level at the end of the fourth year of CMP usage.

District Demographics: Total enrollment: 4,600; LEP students: 81; College bound: 87%; Ethnic mix: Asian: 5%; African American: 2%; Hispanic: 1%; Caucasian: 93%; Per child expenditure: \$278 (high); Poverty: 4%; Title I: \$205,276. Approximate number of students represented on this graph: 747.

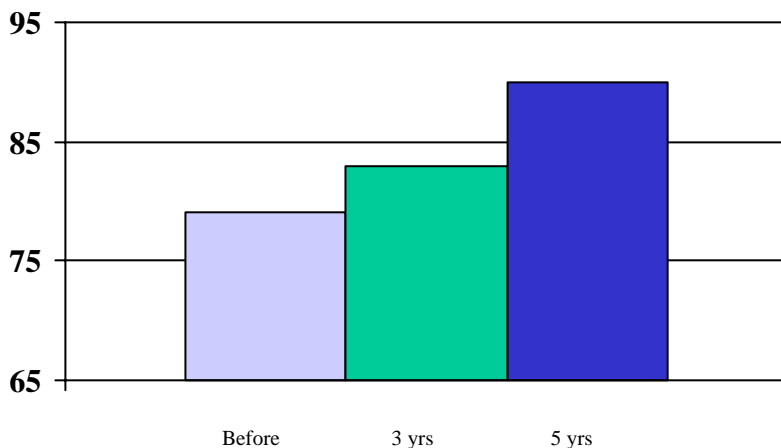
(Data updated 01/23/07)



Investigations

Pretest - Posttest Results

Greece Central, New York: NYSTP Test Score Gains



State: New York District: Greece Central School District

Test: New York State Testing Program (NYSTP)

Grade: 4 Percent change: +14%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Greece Central School District adopted **Investigations in Number, Data, and Space** in the fall of 2000. Prior to the adoption, 79% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the fifth year of program usage, 90% did so.

District Demographics: Total enrollment: 14,500; LEP students: 272; College bound: 79%; Ethnic mix: Asian: 2%; African American: 5%; Hispanic: 4%; Native American: 1%; Caucasian: 89%; Per child expenditure: \$204 (medium); Poverty: 8%; Title I: \$1,322,569. Approximate number of students represented on this graph: 904.

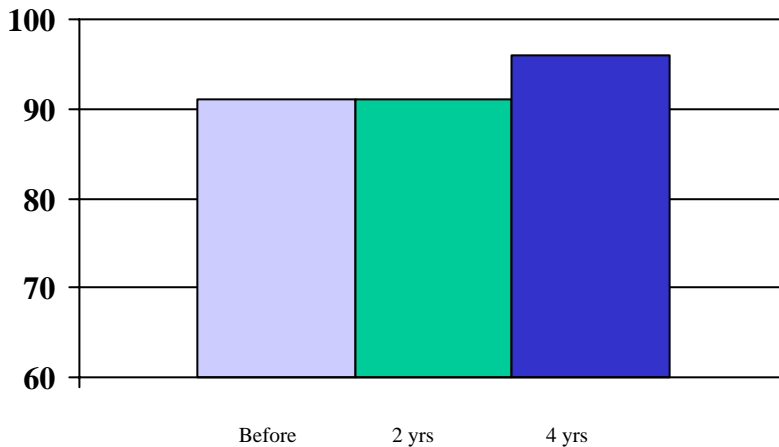
(Data updated 01/22/07)



Investigations

Pretest - Posttest Results

Penfield Central, New York: NYSTP Test Score Gains



State: New York District: Penfield Central School District

Test: New York State Testing Program (NYSTP)

Grade: 4

Percent change: +5%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Penfield Central School District adopted **Investigations in Number, Data, and Space** in the fall of 2001. Prior to the adoption, 91% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the fourth year of program usage, 96% did so. This is especially noteworthy since in high-performing districts such as Penfield Central, it is unusual for very high average test scores to be sustained over several years.

District Demographics: Total enrollment: 4,950; LEP students: 78; College bound: 93%; Ethnic mix: Asian: 4%; African American: 3%; Hispanic: 2%; Caucasian: 91%; Per child expenditure: \$257 (high); Poverty: 4%; Title I: \$236,067. Approximate number of students represented on this graph: 382.

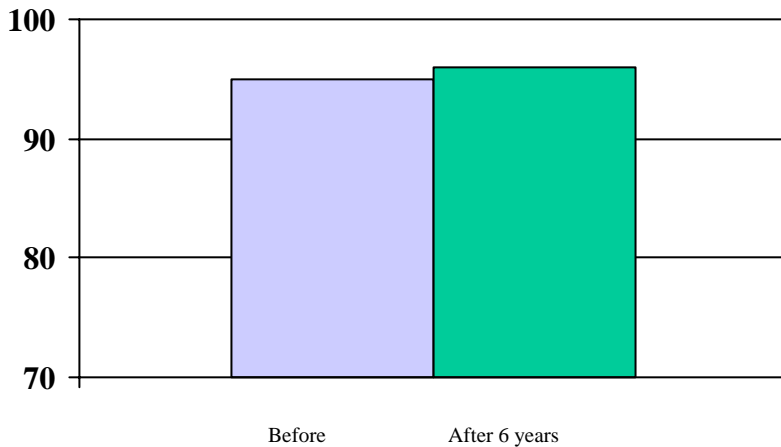
(Data updated 09/27/05)



Investigations

Pretest - Posttest Results

Pittsford Central, New York: NYSTP Test Score Gains



State: New York District: Pittsford Central School District

Test: New York State Testing Program (NYSTP)

Grade: 4 Percent change: +1%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Pittsford Central School District adopted **Investigations in Number, Data, and Space** in the fall of 1999. Prior to the adoption, 95% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the sixth year of program usage, 96% did so. This is especially noteworthy since in high-performing districts such as Pittsford Central, it is unusual for very high average test scores to be sustained over several years.

District Demographics: Total enrollment: 6,085; LEP students: 35; College bound: 94%; Ethnic mix: Asian: 5%; African American: 2%; Hispanic: 1%; Caucasian: 92%; Per child expenditure: \$284 (high); Poverty: 2%;. Approximate number of students represented on this graph: 456.

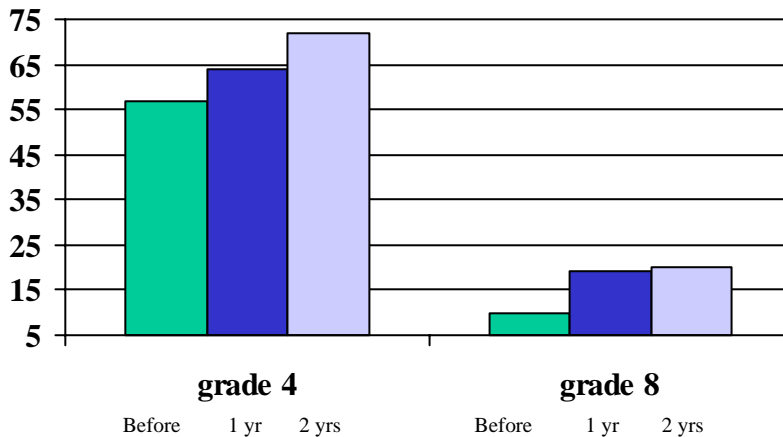
(Data updated 01/22/07)



Investigations

Pretest - Posttest Results

Rochester, New York NYSTP Test Score Gains



State: New York

District: Rochester City School District

Test: New York State Testing Program (NYSTP)

Grades: 4, 8 Percent change: grade 4: +26%; grade 8: +100%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Rochester City School District adopted **Investigations in Number, Data, and Space** for grades K-5 in the fall of 2003. The district also adopted the Prentice Hall program, **Connected Math Project (CMP)** for grades 6-8. In the testing period prior to the adoption, 57% of fourth graders met or exceeded New York State math standards. At the end of the second year of Investigations usage, 72% of fourth graders attained this performance level. Grade 8 student performance improved from 10% at or above the state standard before the adoption to 20% at the end of the second year.

District Demographics: Total enrollment: 35,034; LEP students: 2,768; College bound: 79%; Ethnic mix: Asian 2%; African American: 64%; Hispanic: 20%; Caucasian: 15%; Per child expenditure: \$228 (medium); Poverty: 37%; Title I: \$29,205,421; Approximate number of students represented on this graph: 5,183

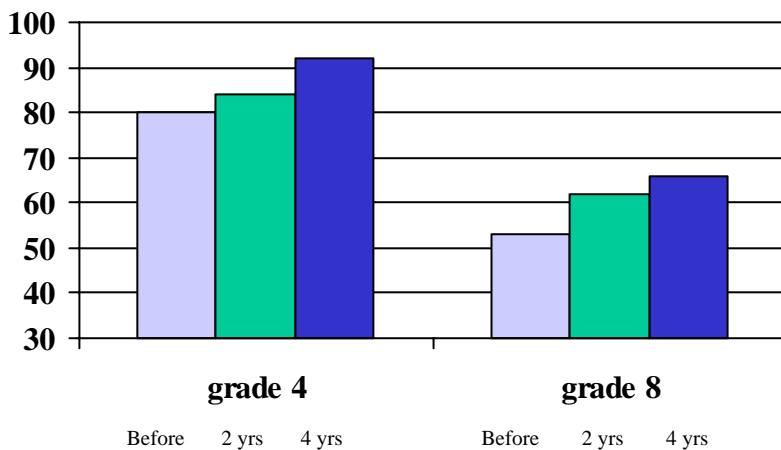
(Data updated 01/22/07)



Investigations

Pretest - Posttest Results

Rush Henrietta, New York: NYSTP Test Score Gains



State: New York District: Rush Henrietta Central School District

Test: New York State Testing Program (NYSTP)

Grades: 4, 8 Percent change: Grade 4: +15%; Grade 8: +25%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Rush Henrietta Central School District adopted **Investigations in Number, Data, and Space** in the fall of 2001 for grades K-5. The district also adopted the Prentice Hall program, **Connected Math Project (CMP)**. Prior to the adoption, 80% of fourth graders met or exceeded the state math standard on the NYSTP. By the end of the fourth year of program usage, 92% did so. Gains for eighth graders were also notable...from 53% at or above state standards before the adoption to 66% at the end of the fourth year of CMP usage.

District Demographics: Total enrollment: 6,000; LEP students: 152; College bound: 83%; Ethnic mix: Asian: 7%; African American: 12%; Hispanic: 3%; Native American: 1%; Caucasian: 77%; Per child expenditure: \$188 (medium); Poverty: 7%; Title I: \$516,036. Approximate number of students represented on this graph: 891.

(Data updated 01/23/07)

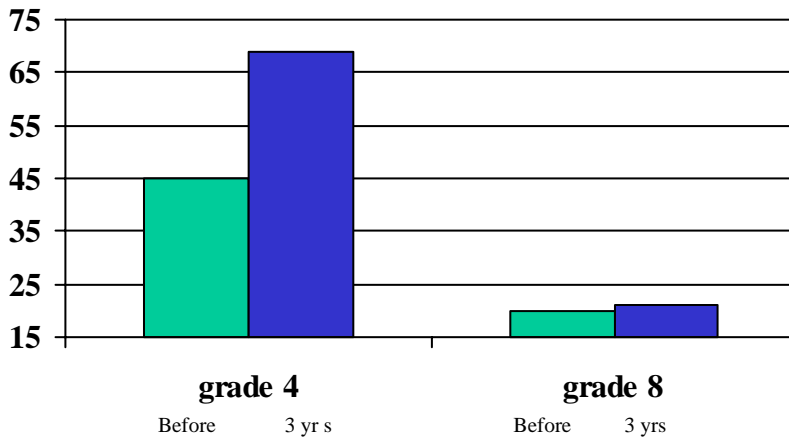
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Investigations Pretest - Posttest Results

Syracuse, New York NYSTP Test Score Gains



State: New York

District: Syracuse City School District

Test: New York State Testing Program (NYSTP)

Grades 4, 8 Percent change: grade 4: +53%; grade 8: +5%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

The Syracuse School District adopted **Investigations in Number, Data, and Space** for grades K-5 in the fall of 2002. The district also adopted the Prentice Hall program, **Connected Math Project (CMP)** for grades 6-8. In the testing period prior to the adoption, 45% of fourth graders met or exceeded New York State math standards. At the end of the third year of Investigations usage, 69% of fourth graders attained this performance level. Grade 8 student performance remained low but there was a very slight improvement.

District Demographics: Total enrollment: 22,864; LEP students: 1,348; College bound: 86%; Ethnic mix: Asian 1%; African American: 46%; Hispanic: 7%; Native American: 1%; Caucasian: 44%; Per child expenditure: \$200 (medium); Poverty: 33%; Title I: \$15,333,061; Approximate number of students represented on this graph: 3,069.

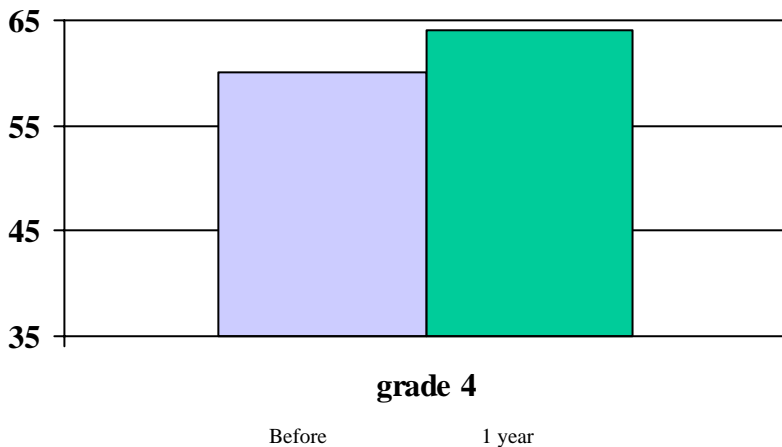
(Data updated 01/22/07)

January 2007



Investigations Pretest - Posttest Results

Douglas, Nevada ITBS Test Score Gains



State: Nevada

District: Douglas County School District

Test: Nevada Proficiency Test (uses ITBS)

Grade: 4

Percent change: +7%

Measure: Percent of students in levels 3 and 4 (at or above state standards)

Douglas County began using **Investigations in Number, Data and Space** in the fall of 2004. Prior to the adoption, 60 percent of fourth graders were in the top two levels of the math portion of the Nevada Proficiency Test. After one year of Investigations usage, 64 percent of fourth graders were in the top two levels.

District Demographics: Total enrollment:7,565; LEP students: 384; College bound:85%; Ethnic mix: Asian: 2%; African American: 1%; Hispanic: 10%; Native American: 3%, Caucasian: 84%; Per child expenditure: \$208 (medium); Poverty: 9%; Title I: \$668,932. Approximate number of students represented on this graph: 580.

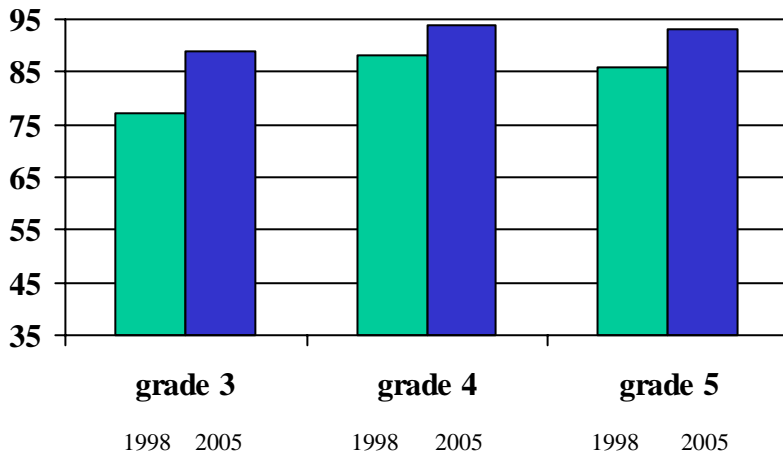
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Buncombe County, North Carolina ABC Test Score Gains



State: North Carolina

District: Buncombe County

Test: ABC End of Grade Tests

Grades: 3,4,5 Percent change: Grade 3: +16%; Grade 4: +7%; Grade 5: +8%

Measure: Percent of students at or above grade level

Buncombe County adopted **Investigations in Number, Data, and Space** in the fall of 1998. In the seven years since the adoption, all three tested grades made substantial increases in the percent of student attaining grade-level or above scores on the ABC End of Grade math tests. Prior to the adoption, 77% of third graders were at or above grade level in math; in spring of 2005, 89% were at this level. Comparable changes in grade four: 88% to 94%, and in grade 5: 86% to 93%. Note: new growth formulas implemented in 2006 make comparison with previous years inappropriate. Future reports will track trends from 2006 forward.

District Demographics: Total enrollment: 25,200; LEP students: 624; College bound: 47%; Ethnic mix: Asian 1%; African American: 8%; Hispanic: 4%; Caucasian: 87%; Per child expenditure: \$280 (high); Poverty: 13%; Title I: \$4,171,367; Approximate number of students represented on this graph: 5,737.

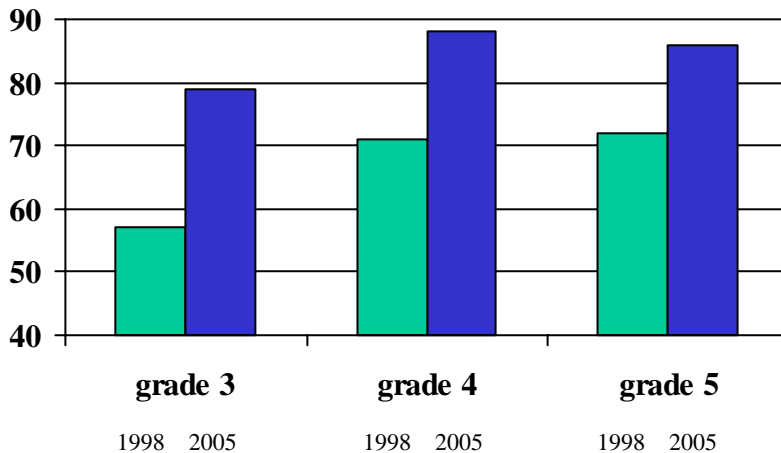
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Durham, North Carolina ABC Test Score Gains



State: North Carolina District: Durham Public School District

Test: ABC End of Grade Tests

Grades: 3,4,5 Percent change: Grade 3: +39%; Grade 4: +24%; Grade 5: +19%

Measure: Percent of students at or above grade level

Durham adopted **Investigations in Number, Data, and Space** in the fall of 1998. In the seven years since the adoption, all three tested grades made substantial increases in the percent of student attaining grade-level or above scores on the ABC End of Grade math tests. Prior to the adoption, 57% of third graders were at or above grade level in math; in spring of 2005, 79% were at this level. Changes over the same time period in grade four: 71% to 88%, and in grade 5: 72% to 86%. Note: new growth formulas implemented in 2006 make comparison with previous years inappropriate. Future reports will track trends from 2006 forward.

District Demographics: Total enrollment: 30,809; LEP students: 2,001; College bound: 67%; Ethnic mix: Asian 2%; African American: 59%; Hispanic: 9%; Caucasian: 29%; Per child expenditure: \$272 (high); Poverty: 17%; Title I: \$7,259,045; Approximate number of students represented on this graph: 6,709.

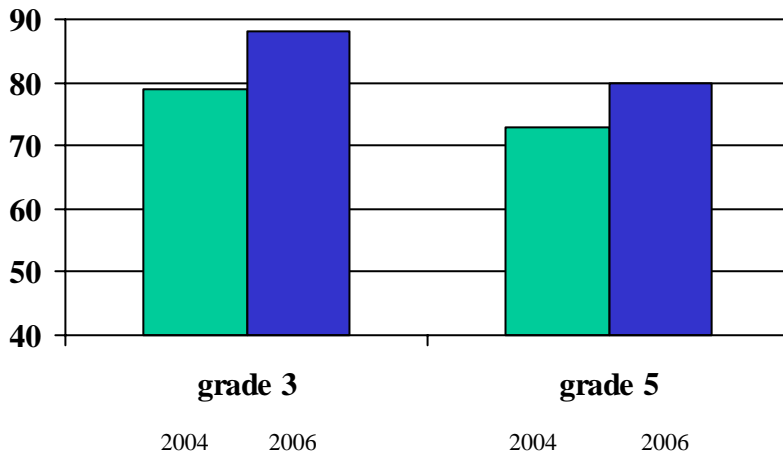
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Bismark North Dakota Proficiency Test Score Gains



State: North Dakota

District: Bismark School District 1

Test: North Dakota Proficiency Test

Grades: 3,5

Percent change: Grade 3: +11%; Grade 5: +10%

Measure: Percent of students proficient or above

Bismark adopted **Investigations in Number, Data and Space** in the fall of 2004. Since the adoption there have been increases in the percent of students at or above the state proficiency score on the North Dakota Proficiency test at both the third and fifth grade levels. Before the adoption, 79 percent of third graders scored 'proficient' or better; at the end of the second year of Investigations usage, 88 percent did so. Among fifth graders the percent of proficient or better scores among fifth graders was 73 percent before the adoption and 80 percent at the end of the second Investigations year.

District Demographics: Total enrollment: 10,425; LEP students: 18; College bound: 70%; Ethnic mix: Asian 1%; African American: 1%; Native American: 5%; Caucasian: 93%; Per child expenditure: \$150 (low); Poverty: 7%; Title I: \$1,703,764; Approximate number of students represented on this graph: 1,530.

(Data updated 01/08/07)

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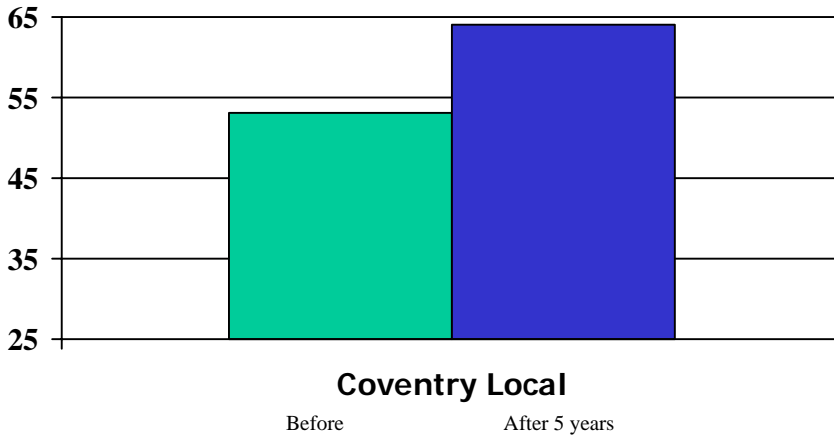


Investigations

Pretest - Posttest Results

Coventry Local, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Coventry Local School District

Test: Ohio Proficiency Test

Percent change: +21%

Grade: 4

Measure: Percent of students ‘proficient or advanced’ (75% or more correct)

Coventry Local School District has been using **Investigations in Number, Data and Space** since fall, 2000. Prior to the adoption, 53% of fourth grade students achieved a proficient or advanced score on the math section of the Ohio Proficiency Test. By the end of the fifth year of program usage, this percentage was 64%. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

District Demographics: Total enrollment: 2400; LEP students: 1; College bound: 80%; Ethnic mix: Asian: 1%; African American: 2%; Caucasian: 97%; Per child expenditure: \$78 (low); Poverty: 8%; Title I: \$103,713. Approximate number of students represented by this graph: 185.

(Data updated 01/08/07)

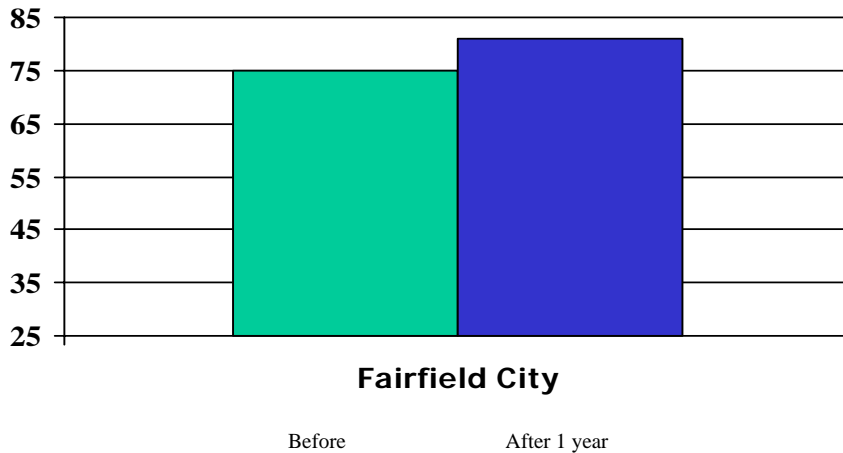


Investigations

Pretest - Posttest Results

Fairfield City, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Fairfield City School District

Test: Ohio Proficiency Test

Percent change: +8%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% or more correct)

The Fairfield City School District has been using **Investigations in Number, Data and Space** since fall, 2004. Prior to the adoption, 75% of fourth grade students achieved a proficient or advanced score on the math section of the Ohio Proficiency Test. After just one year of program use, this percent increased to 81%. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

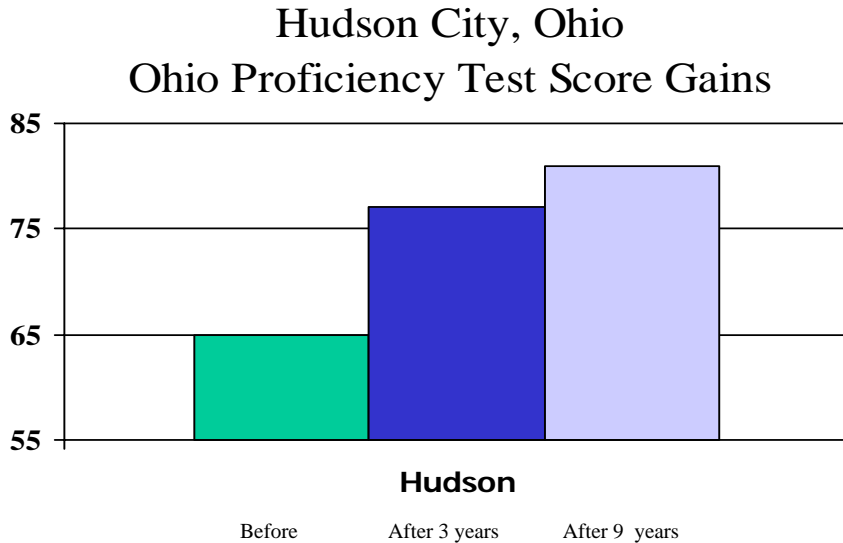
District Demographics: Total enrollment: 9,239; LEP students: 199; Ethnic mix: African American: 11%; Hispanic: 4%; Caucasian: 85%; Per child expenditure: \$130 (low); Poverty: 16%; Title I: \$2,830,190. Approximate number of students represented by this graph: 630.

(Data updated 01/08/07)



Investigations

Pretest - Posttest Results



State: Ohio

District: Hudson City School District

Test: Ohio Proficiency Test

Percent change: +25%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% or more correct)

Hudson City District has been using **Investigations in Number, Data and Space** since 1996, at which time 65% of fourth graders were 'proficient' or 'advanced' on the state math test. Shortly after the adoption, the state initiated a rigorous new standard for 'proficiency', after which scores dipped for two years. However, as this graph shows, Hudson students rose to the challenge of the new standards. By 1999, three years after the adoption of Investigations, 77% of the fourth graders achieved a proficient rating on the state test. At nine years post-adoption (spring, 2005), the figure rose to 81%. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

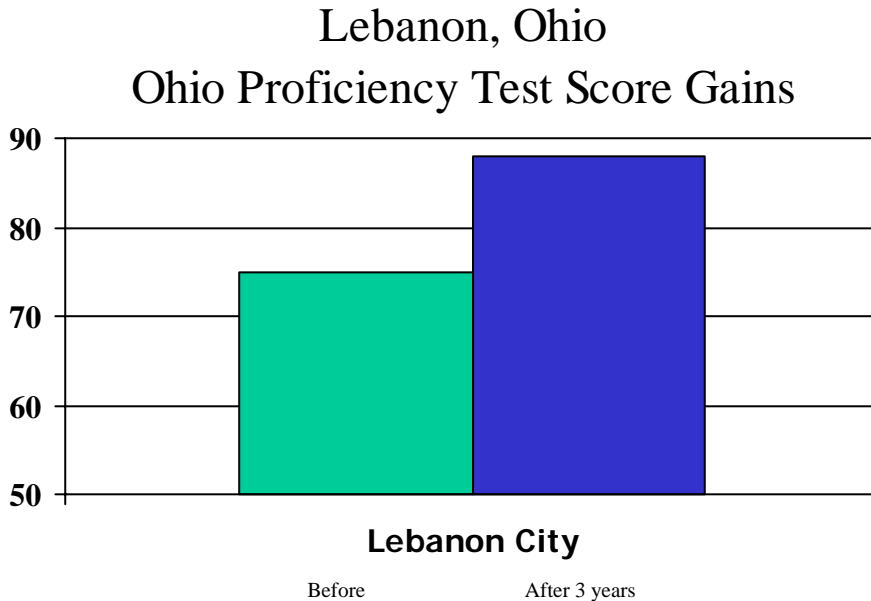
District Demographics: Total enrollment: 5,639; LEP students: 24 Ethnic mix: Asian: 3%; African American: 1%; Hispanic: 1%; Caucasian: 96%; College bound: 95%; Per child expenditure: \$256 (high); Poverty: 3%; Title I: \$132,805. Approximate number of students represented by this graph: 435.

(Data updated 01/08/07)



Investigations

Pretest - Posttest Results



State: Ohio

District: Lebanon City School District

Test: Ohio Proficiency Test

Percent change: +17%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% correct or more)

Lebanon City School District adopted **Investigations in Number, Data and Space** in fall, 2002. As this graph demonstrates, the number of fourth graders achieving 'proficiency' on the state test increased from 75% before the adoption to 88% at the end of the third year of program usage. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

District Demographics: Total enrollment: 4,966; LEP students: 28; College bound: 84%; Ethnic mix: Asian: 1%; African American: 3%; Hispanic: 1%; Caucasian: 96%; Per child expenditure: \$132 (low); Poverty: 6%; Title I \$488,515. Approximate number of students represented by this graph: 380.
(Data updated 01/08/07)

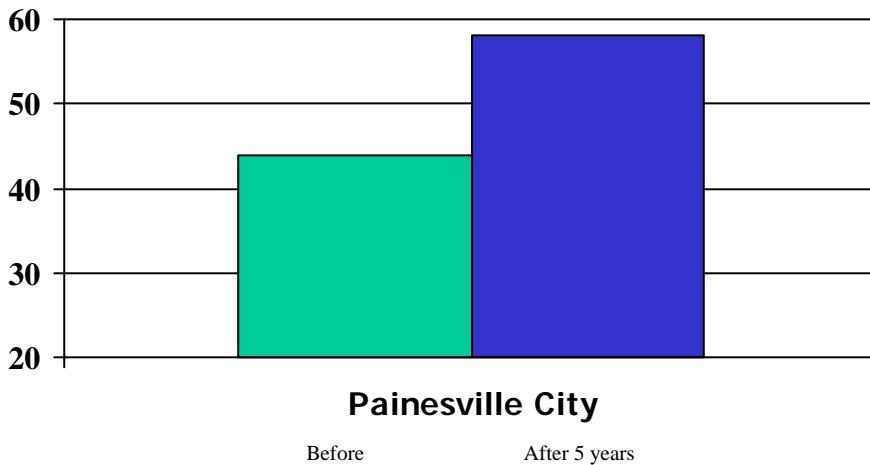


Investigations

Pretest - Posttest Results

Painesville, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Painesville City School District

Test: Ohio Proficiency Test

Percent change: +32%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% correct or more)

Painesville City School District adopted **Investigations in Number, Data and Space** in fall, 2000. As this graph demonstrates, the number of fourth graders achieving 'proficiency' on the state test increased from 44% before the adoption to 58% at the end of the fifth year of program usage. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

District Demographics: Total enrollment: 4,500; LEP students: 9; College bound: 84%; Ethnic mix: Asian: 1%; African American: 2%; Hispanic: 1%; Caucasian: 97%; Per child expenditure: \$164 (low); Poverty: 4%; Title I \$231,044. Approximate number of students represented by this graph: 340. (Data updated 01/08/07)

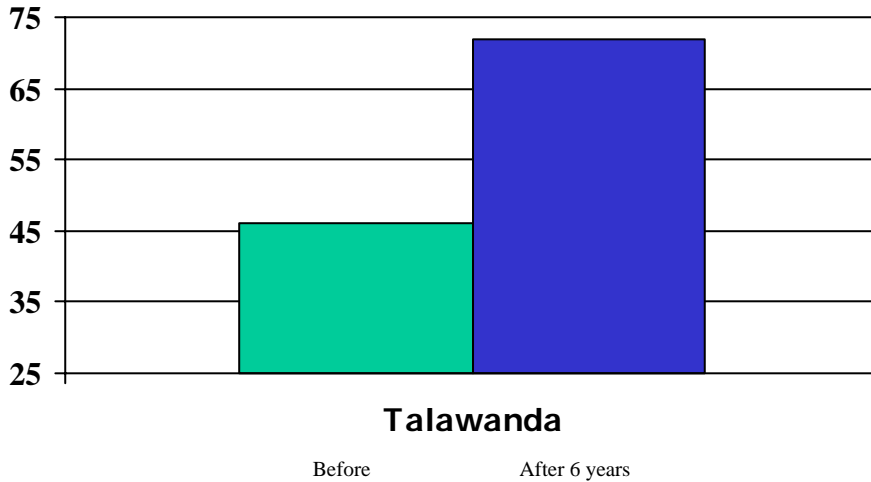


Investigations

Pretest - Posttest Results

Talawanda, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Talawanda City School District

Test: Ohio Proficiency Test

Percent change: +57%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% correct or more)

Talawanda City School district has been using **Investigations in Number, Data and Space** since fall of 1999. As this graph demonstrates, the number of fourth graders achieving 'proficiency' on the state test has risen steadily since implementation of the program, from 46% before the adoption to 72% at the end of the sixth year of **Investigations** usage. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

District Demographics: Total enrollment: 3,095; LEP students: 13; Ethnic mix: Asian: 2%; African American: 3%; Caucasian: 95%; Per child expenditure: \$147 (low); Poverty: 6%; Title I: \$310,090; Approximate number of students represented by this graph: 200.

(Data updated 01/08/07)

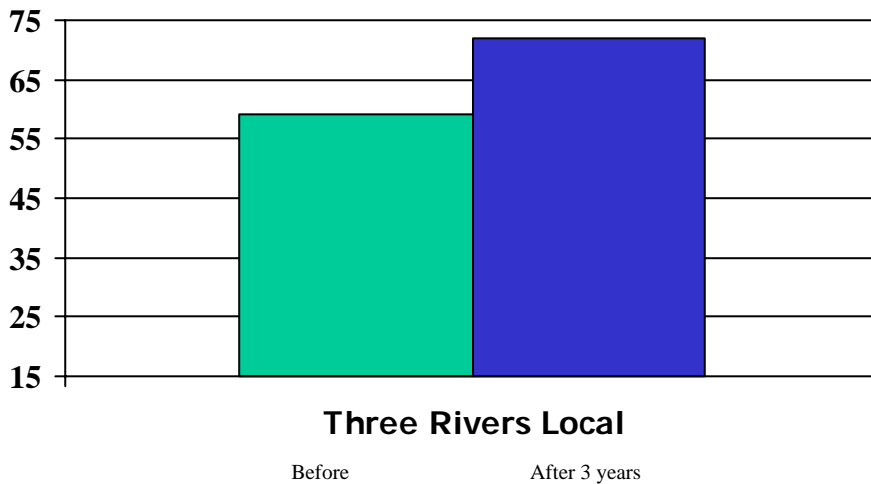


Investigations

Pretest - Posttest Results

Three Rivers, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Three Rivers Local School District

Test: Ohio Proficiency Test

Percent change: +22%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% correct or more)

Three Rivers Local School District adopted **Investigations in Number, Data and Space** in fall, 2002. Prior to the adoption, 59% of fourth graders attained a Proficient or Advanced score on the math part of the Ohio Proficiency test. At the end of the third year of program usage, 72% of fourth graders tested at the Proficient or Advanced level. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

District Demographics: Total enrollment: 2,400; College bound: 80%; Ethnic mix: African American: 1%; Caucasian: 98%; Per child expenditure: \$191 (medium); Poverty: 8%; Title 1: \$221,493. Approximate number of students represented by this graph: 200.
(Data updated 01/08/07)

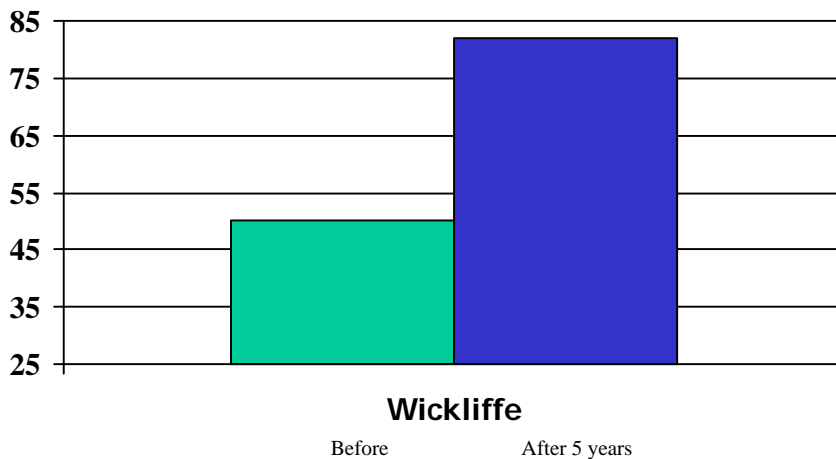


Investigations

Pretest - Posttest Results

Wickliffe, Ohio

Ohio Proficiency Test Score Gains



State: Ohio

District: Wickliffe

Test: Ohio Proficiency Test

Percent change: +64%

Grade: 4

Measure: Percent of students 'proficient or advanced' (75% or more correct)

Wickliffe School District has been using **Investigations in Number, Data and Space** since fall, 2000. Prior to the adoption, 50% of fourth grade students achieved a proficient or advanced score on the math section of the Ohio Proficiency Test. By the end of the fifth year of program usage, this percentage was 82%. (Note: Ohio changed to a new test, the Ohio Achievement Test, in the fall of 2005. Results are not comparable with Ohio Proficiency Test scores. Trends for Ohio Achievement Test results will be reported in future reports).

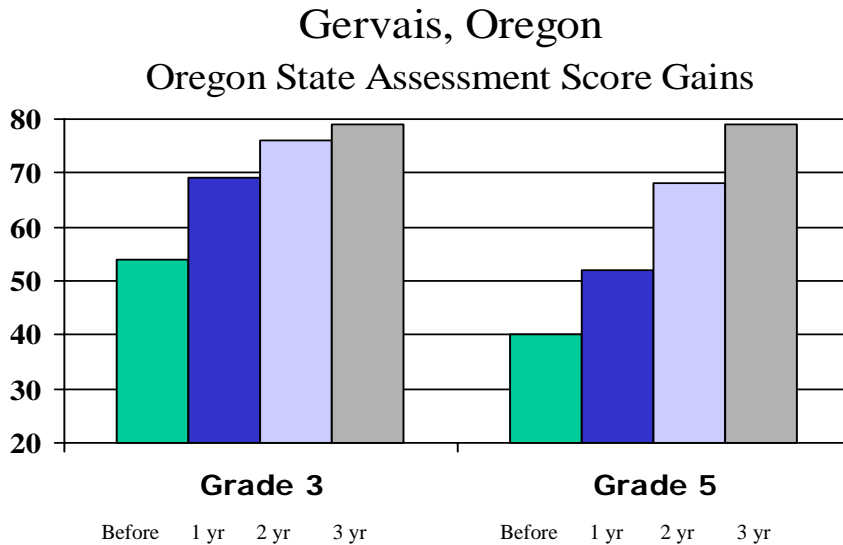
District Demographics: Total enrollment: 1,550; Ethnic mix: Asian: 1%; Asian: 2%; African American: 5%; Caucasian: 94%; College bound: 40%; Per child expenditure: \$211 (medium); Poverty: 12%; Title I: \$302,707; . Approximate number of students represented by this graph: 113.

(Data updated 01/08/07)



Investigations

Pretest - Posttest Results



State: Oregon

District: Gervais School District 1

Test: Oregon Statewide Assessment Percent change: Grade 3: 46%; Grade 5: +98%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

Gervais has been using **Investigations in Number, Data and Space** since fall, 2003. Prior to the adoption, 54% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of the third year of program usage, 79% of third graders met the standard. Comparable figures for fifth graders: 40% met the standard before the adoption; 79% did so at the end of the third year.

District Demographics: Total enrollment: 1,100; LEP students: 405; Ethnic mix: Hispanic: 54% Native American: 1%; Caucasian: 44%; Per child expenditure: \$352 (high); Poverty: 17%; Title I: \$427,889; . Approximate number of students represented by this graph: 170.

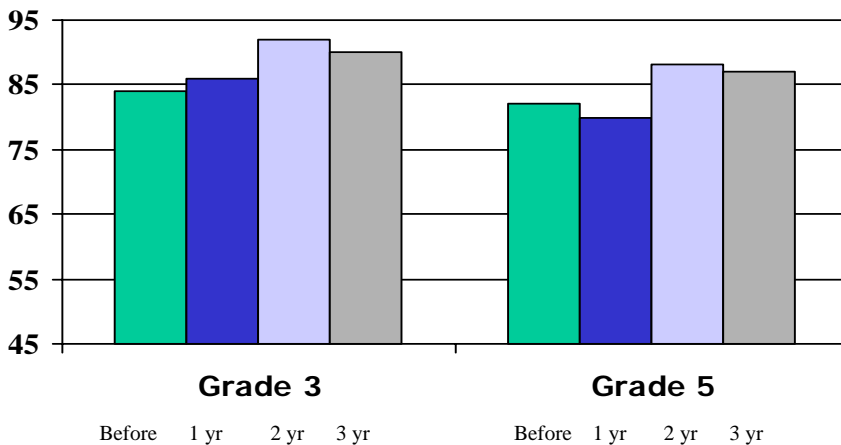
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

North Clackamas, Oregon
Oregon State Assessment Score Gains



State: Oregon

District: North Clackamas School District

Test: Oregon Statewide Assessment Percent change: Grade 3: 7%; Grade 5: +6%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

North Clackamas has been using **Investigations in Number, Data and Space** since fall, 2003. Prior to the adoption, 84% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of the third year of program usage, 90% of third graders met the standard. Comparable figures for fifth graders: 82% met the standard before the adoption; 87% did so at the end of the third year. (Although there was a slight dip between the second and third years, performance for both grades remained high).

District Demographics: Total enrollment: 15,800; LEP students: 1,867; Ethnic mix: Asian: 2%; African American: 2%; Hispanic: 6% Native American: 1%; Caucasian: 89%; Per child expenditure: \$99 (low); Poverty: 8%; Title I: \$3,216,435; . Approximate number of students represented by this graph: 2,596.

(Data updated 01/08/07)

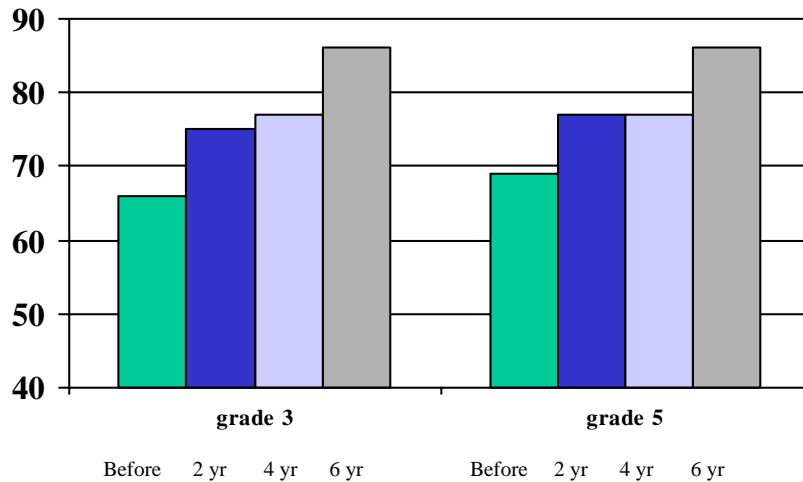


Investigations

Pretest - Posttest Results

Portland, Oregon

Oregon State Assessment Score Gains



State: Oregon

District: Portland School District 1J

Test: Oregon Statewide Assessment

Grades 3, 5

Percent change: grade 3:+30%; grade 5: +25%

Measure: Percent of students meeting/exceeding state standard

Portland adopted **Investigations in Number, Data and Space** in fall, 1999.

Following the adoption there has been a steady increase in the percent of both third graders and fifth graders meeting or exceeding the state math standard on the Oregon Statewide Assessment. Prior to the adoption, 66% of third graders met the standard. By spring, 2006, 86% of third graders did so. Comparable figures for grade 5: pre-adoption, 69% met state standards in math; by 2006, 86% did so.

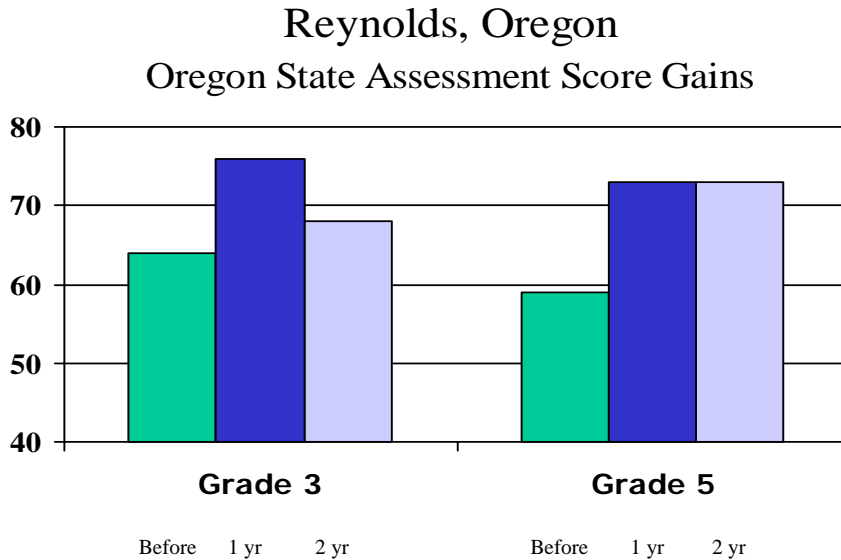
District Demographics: Total enrollment: 50,000; LEP students: 5,994; Ethnic mix: Asian: 10%; African American: 17%; Hispanic: 11%; Native American 2%; Caucasian: 60%; Per child expenditure: \$239 (medium); Poverty: 16%; Title I: \$15,742,053; Approximate number of students represented by this graph: 6,886.

(Data updated 01/08/07)



Investigations

Pretest - Posttest Results



State: Oregon

District: Reynolds School District 7

Test: Oregon Statewide Assessment

Percent change: Grade 3: 6%; Grade 5: +24%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

Reynolds has been using **Investigations in Number, Data and Space** since fall, 2004. Prior to the adoption, 64% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of two year of program usage, 68% of third graders met the standard. Comparable figures for fifth graders: 59% met the standard before the adoption; 73% did so at the end of the second year. Note that although there was some slippage among third graders, performance remained well above the pre-adoption level.

District Demographics: Total enrollment: 10,100 LEP students: 2,029; College bound: 55%; Ethnic mix: Asian: 6%; African American: 6%; Hispanic: 21% Native American: 1%; Caucasian: 66%; Per child expenditure: \$59 (low); Poverty: 19%; Title I: \$3,182,582; . Approximate number of students represented by this graph: 1,749.

(Data updated 01/08/07)

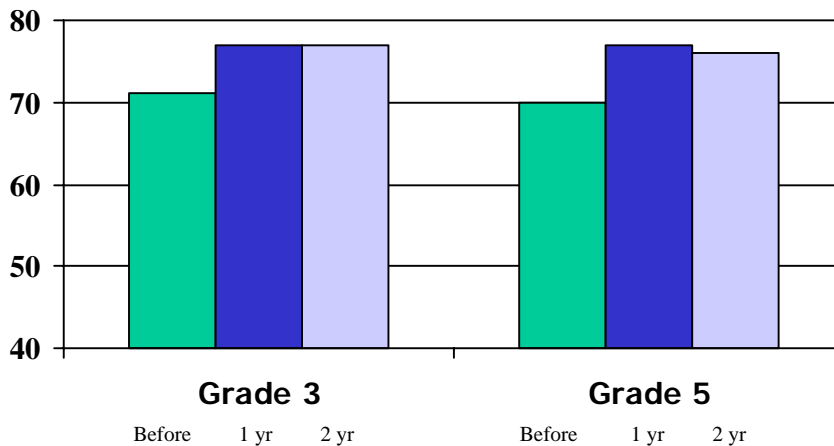


Investigations

Pretest - Posttest Results

Salem-Keizer, Oregon

Oregon State Assessment Score Gains



State: Oregon

District: Salem Keizer Elementary School District

Test: Oregon Statewide Assessment Percent change: Grade 3: 8%; Grade 5: +9%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

Salem Keizer has been using **Investigations in Number, Data and Space** since fall, 2004. Prior to the adoption, 71% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of the second year of program usage, 77% of third graders met the standard. Comparable figures for fifth graders: 70% met the standard before the adoption; 76% did so at the end of the second year.

District Demographics: Total enrollment: 37,475; LEP students: 4,662; Ethnic mix: Asian: 4%; African American: 2%; Hispanic: 22% Native American: 2%; Caucasian: 71%; Per child expenditure: \$279 (high); Poverty: 16%; Title I: \$11,768,059; . Approximate number of students represented by this graph: 6,107.

(Data updated 01/08/07)

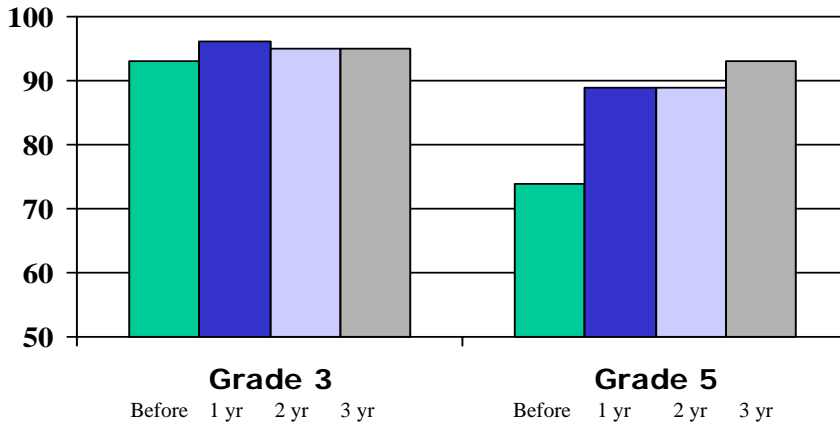


Investigations

Pretest - Posttest Results

Sutherlin, Oregon

Oregon State Assessment Score Gains



State: Oregon

District: Sutherlin School District 130

Test: Oregon Statewide Assessment Percent change: Grade 3: 2+%; Grade 5: +26%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

Sutherlin has been using **Investigations in Number, Data and Space** since fall, 2003. Prior to the adoption, 93% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of the third year of program usage, over 95% of third graders met the standard. Comparable figures for fifth graders: 74% met the standard before the adoption; 93% did so at the end of the third year.

District Demographics: Total enrollment: 4,485; LEP students: 12; Ethnic mix: Asian: 1%; Hispanic: 6% Native American: 2%; Caucasian: 90%; Per child expenditure: \$316 (high); Poverty: 19%; Title I: \$462,854; . Approximate number of students represented by this graph: 210.

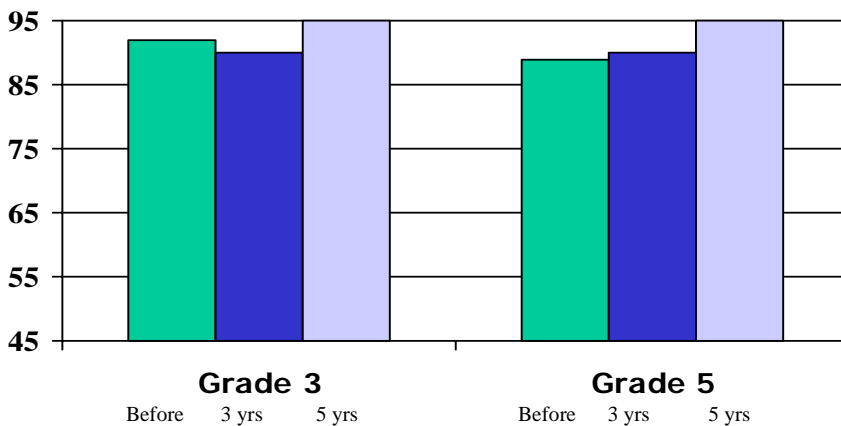
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

West Linn-Wilsonville, Oregon Oregon State Assessment Score Gains



State: Oregon

District: West Linn-Wilsonville School District 3

Test: Oregon Statewide Assessment Percent change: Grade 3: 3+%; Grade 5: 7+%

Grades 3, 5

Measure: Percent of students meeting or exceeding state math standard

West Linn-Wilsonville has been using **Investigations in Number, Data and Space** since fall, 2001. Prior to the adoption, 92% of third grade students met or exceeded the state standard on the math section of the Oregon Statewide Assessment. By the end of the fifth year of program usage, more than 95% of third graders met the standard. Comparable figures for fifth graders: 89% met the standard before the adoption; more than 95% did so at the end of the fifth year. It is noteworthy that a high-scoring district sustains – or even gains- in average test scores over a period of several years.

District Demographics: Total enrollment: 7,812; LEP students: 201; College bound: 90%; Ethnic mix: Asian: 4%; African American: 1%; Hispanic: 5% Native American: 1%; Caucasian: 90%; Per child expenditure: \$143 (low); Poverty: 4%; Title I: \$308,182. Approximate number of students represented by this graph: 1,145.

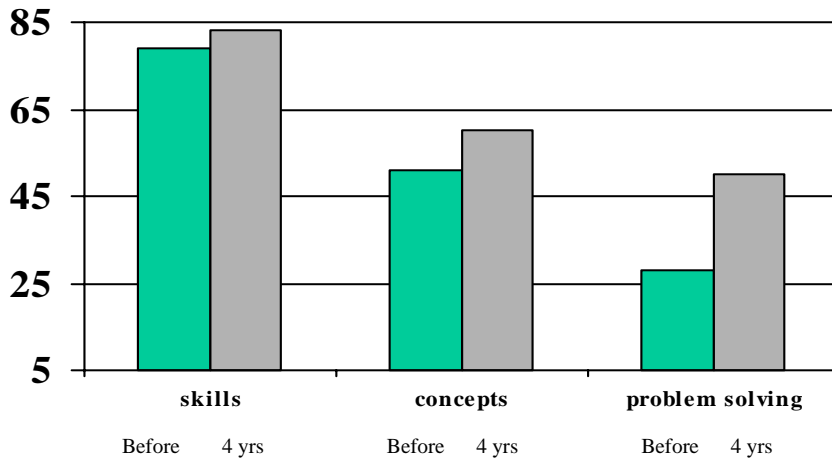
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Chariho, Rhode Island MAT Test Score Gains



State: Rhode Island

District: Chariho Regional District

Test: MAT (Metropolitan Achievement Test)

Grade: 4

Percent change: Skills: +5%; Concepts: +18%; Problem Solving: +78%

Measure: Percent of students meeting/exceeding state standard

Chariho adopted **Investigations in Number, Data and Space** in fall, 2000. The MAT reports scores in the three categories of skills, concepts, and problem solving. As the graph shows, fourth graders started out at a high level of Skills accomplishment. This level was sustained, and there has been continued improvement in the percent of fourth graders meeting the state standards in Concepts and Problem Solving. Note: Rhode Island changed tests in the spring of 2006. (No testing was done in 2005). A single score is given for math. Although not comparable with earlier test scores, the percent of fourth graders meeting state standards remains high: 87%.

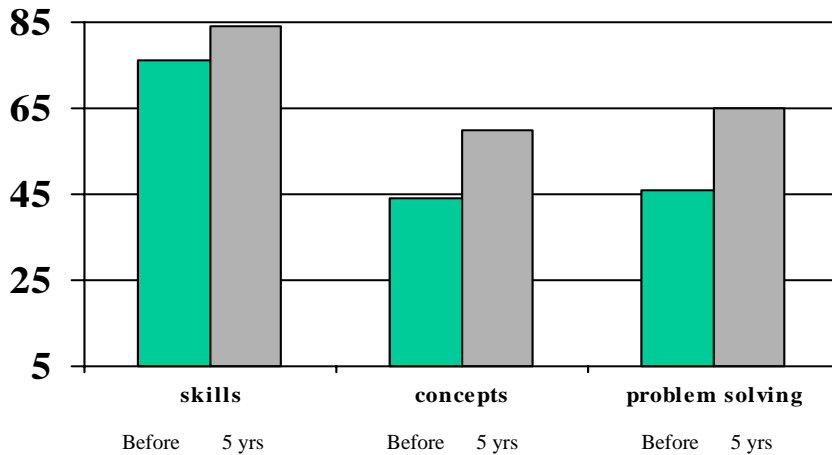
District Demographics: Total enrollment: 4,000; LEP students: 15; College bound: 56%; Ethnic mix: Asian: 1%; African American: 1%; Hispanic: 1%; Native American 1%; Caucasian: 97%; Per child expenditure: \$190 (medium); Poverty: 5%; Title I: \$318,821; Approximate number of students represented by this graph: 300.

(Data updated 01/08/07)



Investigations Pretest - Posttest Results

Scituate, Rhode Island MAT Test Score Gains



State: Rhode Island

District: Scituate Town School District

Test: MAT (Metropolitan Achievement Test)

Grade: 4

Percent change: Skills: +11%; Concepts: +36%; Problem Solving: +41%

Measure: Percent of students meeting/exceeding state standard

Scituate adopted **Investigations in Number, Data and Space** in fall, 1999. The MAT reports scores in the three categories of skills, concepts, and problem solving. As the graph shows, fourth graders started out at a high level of Skills accomplishment. This level was sustained, and there has been substantial improvement in the percent of fourth graders meeting the state standards in Concepts and Problem Solving. Note: Rhode Island changed tests in the spring of 2006. (No testing was done in 2005). A single score is given for math. Although not comparable with earlier test scores, the percent of fourth graders meeting state standards remains high: 89%.

District Demographics: Total enrollment: 1,794; College bound: 80%; Ethnic mix: Asian: 2%; Hispanic: 1%; Caucasian: 97%; Per child expenditure: \$204 (medium); Poverty: 5%; Title I: \$88,268; Approximate number of students represented by this graph: 140.

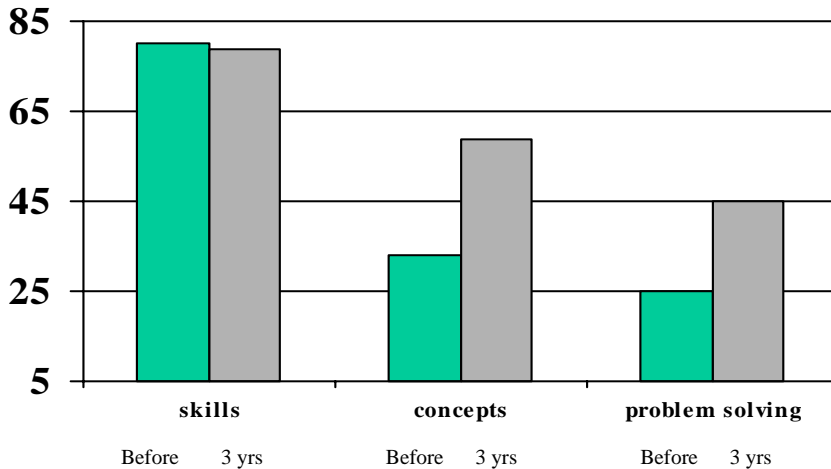
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Smithfield, Rhode Island MAT Test Score Gains



State: Rhode Island

District: Smithfield School District

Test: MAT (Metropolitan Achievement Test)

Grade: 4

Percent change: Skills: -1%; Concepts: +78%; Problem Solving: +80%

Measure: Percent of students meeting/exceeding state standard

Smithfield adopted **Investigations in Number, Data and Space** in fall, 2000. The MAT reports scores in the three categories of skills, concepts, and problem solving. As the graph shows, fourth graders started out at a high level of Skills accomplishment. This level was sustained, and there has been dramatic improvement in the percent of fourth graders meeting the state standards in Concepts and Problem Solving. Note: Rhode Island changed tests in the spring of 2006. (No testing was done in 2005). A single score is given for math. Although not comparable with earlier test scores, the percent of fourth graders meeting state standards remains high: 89%.

District Demographics: Total enrollment: 2,695; College bound: 75%; Ethnic mix: Asian: 1%; African American: 1%; Hispanic: 1%; Caucasian: 97%; Per child expenditure: \$199 (medium); Poverty: 5%; Title I: \$131,376; Approximate number of students represented by this graph: 200.

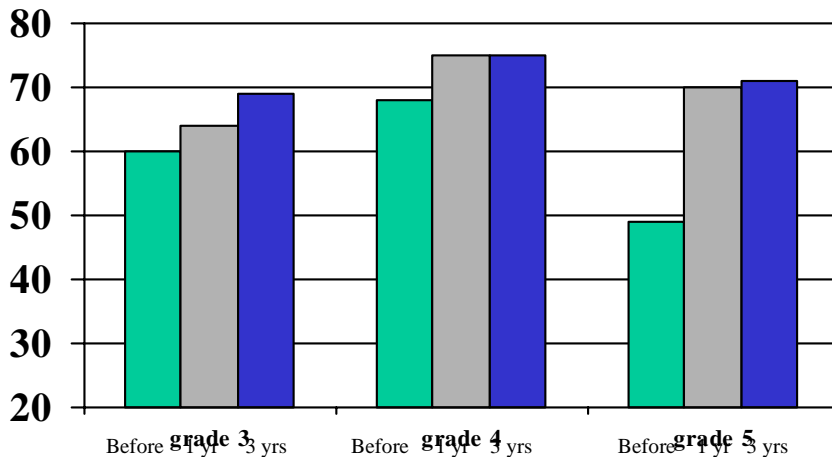
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Rapid City, South Dakota STEP Test Score Gains



State: South Dakota

District: Rapid City Area School District 51-4

Test: STEP (State Testing of Educational Progress)

Grades: 3, 4, 5 Percent change: Grade 3: +15%; Grade 4: +10%; Grade 5: +45%

Measure: Percent of students 'proficient' or 'advanced'

Rapid City adopted **Investigations in Number, Data and Space** in the fall of 2003. As shown in the graph, since the adoption there has been steady increase in the percent of students attaining 'proficient' or 'advanced' scores on the math part of the STEP test. Prior to the adoption, 60% of third graders were proficient or advanced...and by the end of the third implementation year, 69% reached this level. Comparable figures for grade 4: 68% proficient or advanced before the adoption; 75% at the end of the third year. For grade 5: 49% proficient or advanced before the adoption; 71% at the end of the third year.

District Demographics: Total enrollment: 13,700; LEP students: 51; College bound: 43%; Ethnic mix: Asian: 1%; African American: 2%; Native American: 16%;Caucasian: 80%; Per child expenditure: \$173 (low); Poverty: 15%; Title I: \$3,404,948; Approximate number of students represented by this graph: 3,000.

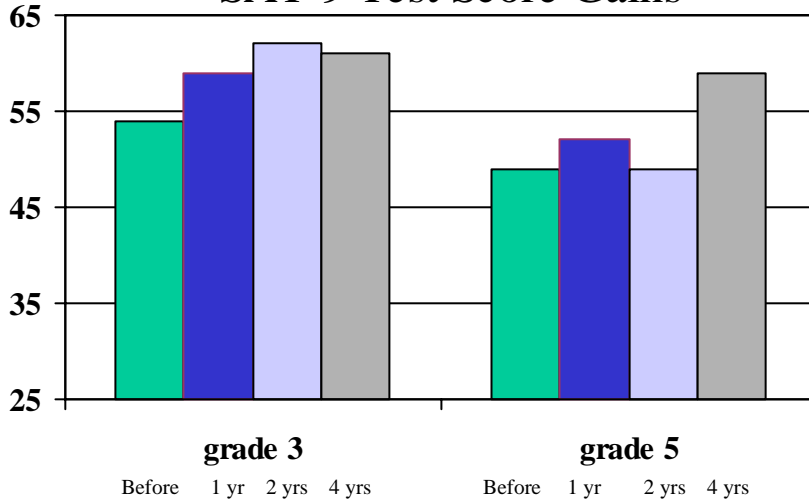
(Data updated 01/224/07)



Investigations Pretest - Posttest Results

Alpine, Utah

SAT-9 Test Score Gains



State: Utah

District: Alpine

Test: SAT 9

Grades: 3, 5

Percent change: due to change of tests, cannot calculate

Measure: National percentile

Alpine began using **Investigations in Number, Data and Space** in the fall of 2001. After one year of program usage the average national percentile of third graders rose from a pre-adoption 54th percentile to the 59th percentile, and by the end of the second year the average percentile was the 62nd percentile. Although the 4 year percentile cannot be compared with earlier ones due to the change of test (see note below), the grades 3 and 5 performance remain well above the national percentile mean of 50.

District Demographics: Total enrollment: 51,118; LEP students: 1,988; College bound: 81%; Ethnic mix: Asian: 2%; African American: 1%; Hispanic: 6%; Native American: 1%; Caucasian: 91%; Per child expenditure: \$197 (medium); Poverty: 7%; Title I: \$3,859,665; Approximate number of students represented by this graph: 7,800.

Note: Utah replaced the SAT-9 with the ITBS in 2004. Comparisons across tests are not valid. But, since both tests are nationally normed, the percentile rank for the 2005 testing period is also shown.

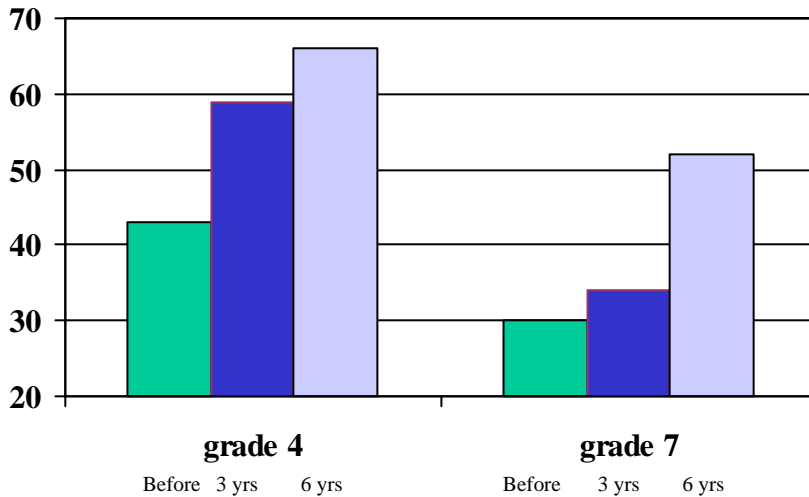
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Arlington, Washington WASL Test Score Gains



State: Washington

District: Arlington District 16

Test: WASL (Washington Assessment of Student Learning)

Grades 4, 7 Percent change: grade 4: +53%; grade 7: +73%

Measure: Percent of students meeting state standard

Arlington began using **Investigations in Number, Data and Space** in the fall of 2000. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the six years of Investigations and Connect Math Project program usage. At the end of the sixth year, 66 percent of fourth graders and 52 percent of seventh graders met the state math standard.

District Demographics: Total enrollment: 5,052; LEP students: 71; College bound: 70%; Ethnic mix: Asian: 2%; African American: 1%; Hispanic: 4%; Native American: 2%; Caucasian: 90%; Per child expenditure: \$169 (low); Poverty: 6%; Title I: \$367,098; Approximate number of students represented by this graph: 700.

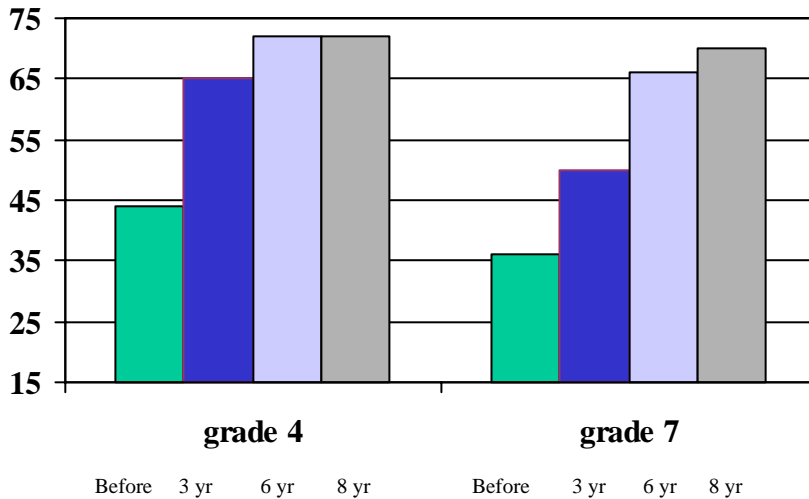
(Data updated 01/02/07)



Investigations

Pretest - Posttest Results

Bellevue, Washington WASL Test Score Gains



State: Washington

District: Bellevue School District 405

Test: WASL (Washington Assessment of Student Learning)

Grades: 4, 7 Percent change: grade 4: +64%; grade 7: +94%

Measure: Percent of students meeting state standard

Bellevue began using **Investigations in Number, Data and Space** in the fall of 1998. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the eight years of Investigations and Connect Math Project program usage. At the end of the eighth year, 72 percent of fourth graders and 70 percent of seventh graders met the state math standard.

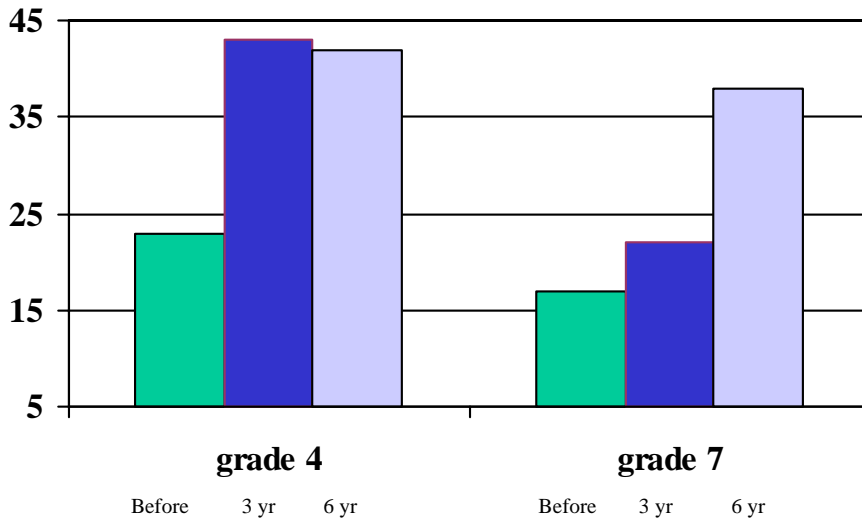
District Demographics: Total enrollment: 15,328; LEP students: 1,801; Ethnic mix: Asian: 21%; African American: 3%; Hispanic: 8%; Caucasian: 68%; Per child expenditure: \$233 (medium); Poverty: 6%; Title I: \$1,054,292; Approximate number of students represented by this graph: 2,240.

(Data updated 01/01/07)



Investigations Pretest - Posttest Results

Clover Park, Washington WASL Test Score Gains



State: Washington

District: Clover Park District 400

Test: WASL (Washington Assessment of Student Learning)

Grades: 4, 7 Percent change: grade 4: +83%; grade 7: +124%

Measure: Percent of students meeting state standard

Clover Park began using **Investigations in Number, Data and Space** in the fall of 2000. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have improved their math performance on the WASL test over the six years of Investigations and Connect Math Project program usage. At the end of the sixth year, 42 percent of fourth graders and 38 percent of seventh graders met the state math standard. Both grades perform well above the pre-adoption levels.

District Demographics: Total enrollment: 13,000; LEP students: 937; Ethnic mix: Asian: 10%; African American: 23%; Hispanic: 12%; Native American 2%; Caucasian: 53%; Per child expenditure: \$387 (high); Poverty: 18%; Title I: \$3,305,013; Approximate number of students represented by this graph: 966.

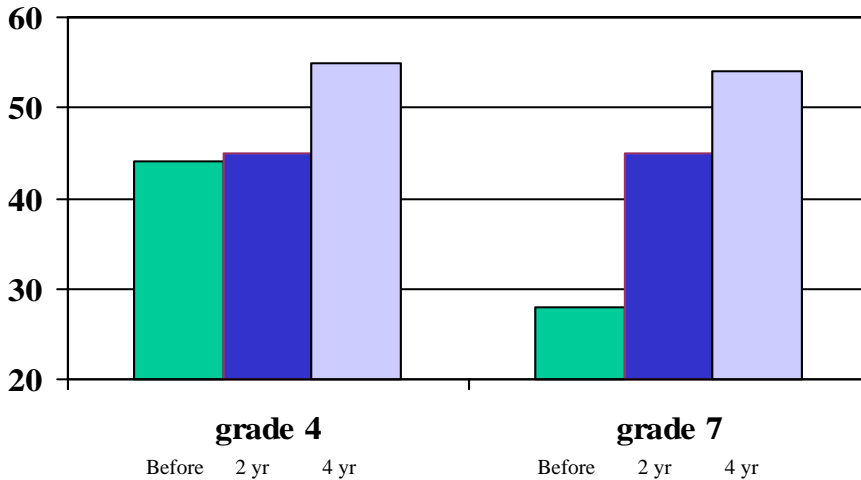
(Data updated 01/01/07)



Investigations

Pretest - Posttest Results

Eastmont, Washington WASL Test Score Gains



State: Washington

District: Eastmont School District 206

Test: WASL (Washington Assessment of Student Learning)

Grades: 4, 7

Percent change: grade 4: +25%; grade 7: +93%

Measure: Percent of students meeting state standard

Eastmont began using **Investigations in Number, Data and Space** in the fall of 2002. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the four years of Investigations and Connect Math Project program usage. At the end of the fourth year, 55 percent of fourth graders and 54 percent of seventh graders met the state math standard.

District Demographics: Total enrollment: 4,848; LEP students: 585; Ethnic mix: Asian: 1%; African American: 1%; Hispanic: 26%; Native American: 1%; Caucasian: 71%; Per child expenditure: \$287 (high); Poverty: 18%; Title I: \$1,021,220; Approximate number of students represented by this graph: 740.

(Data updated 01/01/07)

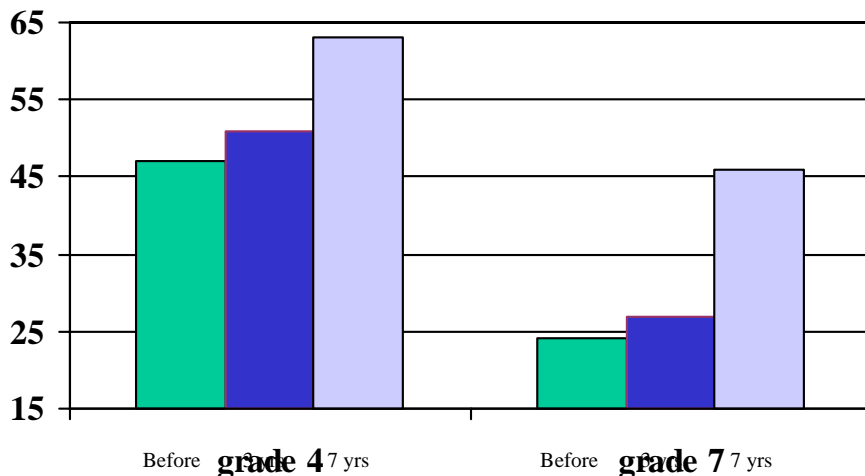


Investigations

Pretest - Posttest Results

Lake Stevens, Washington

WASL Test Score Gains



State: Washington

District: Lake Stevens District 4

Test: WASL (Washington Assessment of Student Learning)

Grade: 4

Percent change: grade 4: +34%; grade 7: +92%

Measure: Percent of students meeting state standard

Lake Stevens began using **Investigations in Number, Data and Space** in the fall of 1999. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the seven years of **Investigations** and **Connect Math Project** program usage. At the end of the seventh year, 63 percent of fourth graders and 46 percent of seventh graders met the state math standard.

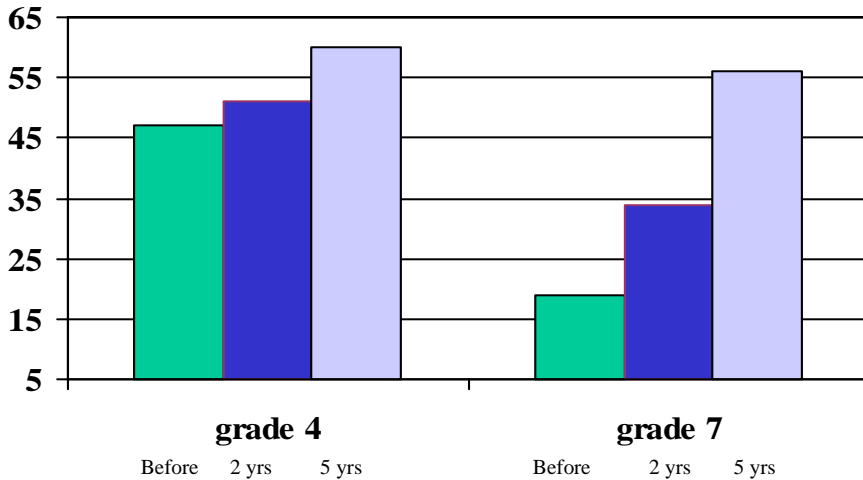
District Demographics: Total enrollment: 7,220; LEP students: 69; College bound: 75%; Ethnic mix: Asian: 4%; African American: 2%; Hispanic: 4%; Native American 1%; Caucasian: 89%; Per child expenditure: \$213 (medium); Poverty: 6%; Title I: \$506,117; Approximate number of students represented by this graph: 555.

(Data updated 09/29/05)



Investigations Pretest - Posttest Results

Oak Harbor, Washington WASL Test Score Gains



State: Washington

District: Oak Harbor

Test: WASL

Grade: 4

Percent change: grade 4: +28%; grade 7: +195%

Measure: Percent of students meeting state standard

Oak Harbor began using **Investigations in Number, Data and Space** in the fall of 2001. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the five years of Investigations and Connect Math Project program usage. At the end of the fifth year, 60 percent of fourth graders and 56 percent of seventh graders met the state math standard. Seventh graders made especially notable gains.

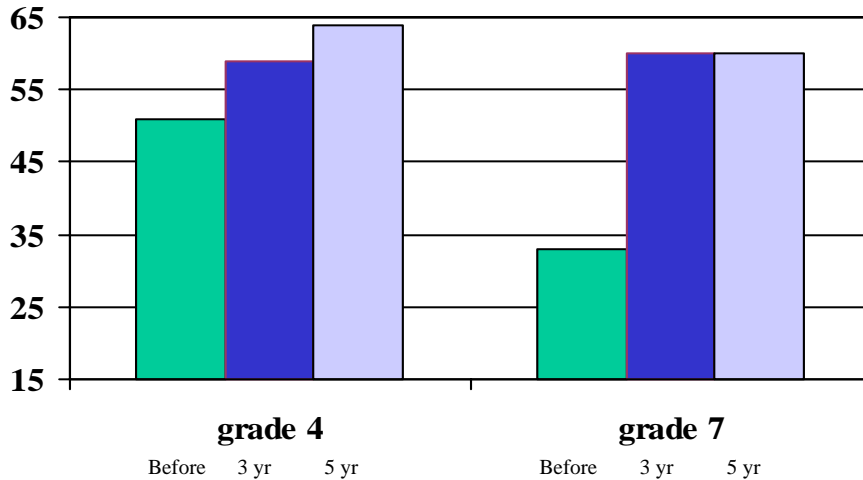
District Demographics: Total enrollment: 5,761; LEP students: 166; Ethnic mix: Asian: 14%; African American: 7%; Hispanic: 5%; Native American 1%; Caucasian: 72%; Per child expenditure: \$167 (low); Poverty: 9%; Title I: \$846,979; Approximate number of students represented by this graph: 900.

Data updated 01/01/07)



Investigations Pretest - Posttest Results

Richland, Washington WASL Test Score Gains



State: Washington

District: Richland School District 400

Test: WASL (Washington Assessment of Student Learning)

Grades: 4, 7

Percent change: grade 4: +25%; grade 7: +82%

Measure: Percent of students meeting state standard

Richland began using **Investigations in Number, Data and Space** in the fall of 2001. The district also uses the Prentice Hall **Connected Math Project** program at the middle school level. As the graph shows, both fourth and seventh graders have continued to improve their math performance on the WASL test over the five years of Investigations and Connect Math Project program usage. At the end of the fifth year, 64 percent of fourth graders and 60 percent of seventh graders met the state math standard.

District Demographics: Total enrollment: 9,800; LEP students: 316; Ethnic mix: Asian: 4%; African American: 2%; Hispanic: 5%; Native American: 1%; Caucasian: 88%; Per child expenditure: \$212 (medium); Poverty: 9%; Title I: \$962,027; Approximate number of students represented by this graph: 1,500.

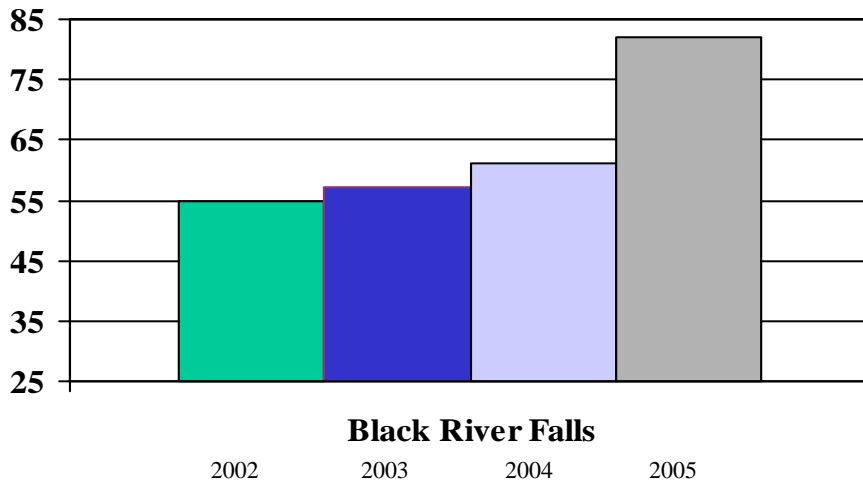
(Data updated 01/01/07)



Investigations

Pretest - Posttest Results

Black River Falls, Wisconsin WKCE Test Score Gains



State: Wisconsin

District: Black River Falls

Test: WKCE (Wisconsin Knowledge and Concepts Examination)

Grade: 4

Percent change: +49%

Measure: Percent proficient or advanced

Black River Falls began using **Investigations in Number, Data and Space** in the fall of 1999. In the fall of 2002 the state changed its testing procedures and warned that fall, 2002 and subsequent scores are **not** comparable with earlier years. Therefore, the graph shows the continued improvement from fall, 2002 through fall 2005. In November 2002, 55% of fourth graders were proficient on the math WKCE test. By November, 2005, this percent had risen to 82%.

(Note: Wisconsin began fall testing in the fall of 2002 They also changed the 'cut' scores for proficiency at that time.)

District Demographics: Total enrollment: 1,894; Ethnic mix: Asian: 1%; Hispanic: 1%; Native American: 18%, Caucasian: 80%; College bound: 39%; Per child expenditure: \$304 (high); Poverty: 7%; Title I: \$327,636; Approximate number of students represented by this graph: 97.

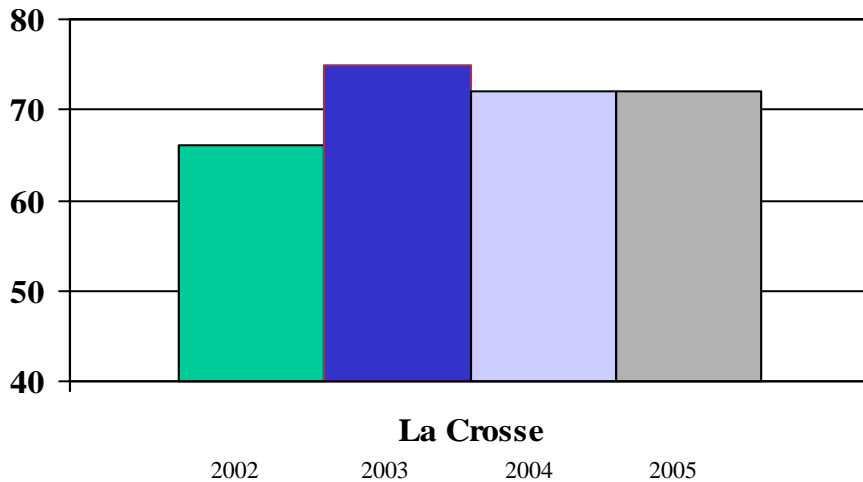
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

La Crosse, Wisconsin WKCE Test Score Gains



State: Wisconsin

District: La Crosse

Test: WKCE (Wisconsin Knowledge and Concepts Examination)

Grade: 4

Percent change: +9%

Measure: Percent proficient or advanced

La Crosse began using **Investigations in Number, Data and Space** in the fall of 1999. In the fall of 2002 the state changed its testing procedures and warned that fall, 2002 and subsequent scores are **not** comparable with earlier years. Therefore, the graph shows the continued improvement from fall, 2002 through fall 2005 (though there was a slight decline after the peak in 2003). In November 2002, 66% of fourth graders were proficient on the math WKCE test. By November, 2005, this percent had risen to 72%.

(Note: Wisconsin began fall testing in the fall of 2002.)

District Demographics: Total enrollment: 7,498; LEP students: 515; Ethnic mix: Asian: 13%; African American: 4%, Hispanic: 1%, Native American: 1%, Caucasian: 81%; College bound: 38%; Per child expenditure: \$179 (low); Poverty: 12%; Title I: \$1,810,671; Approximate number of students represented by this graph: 461.

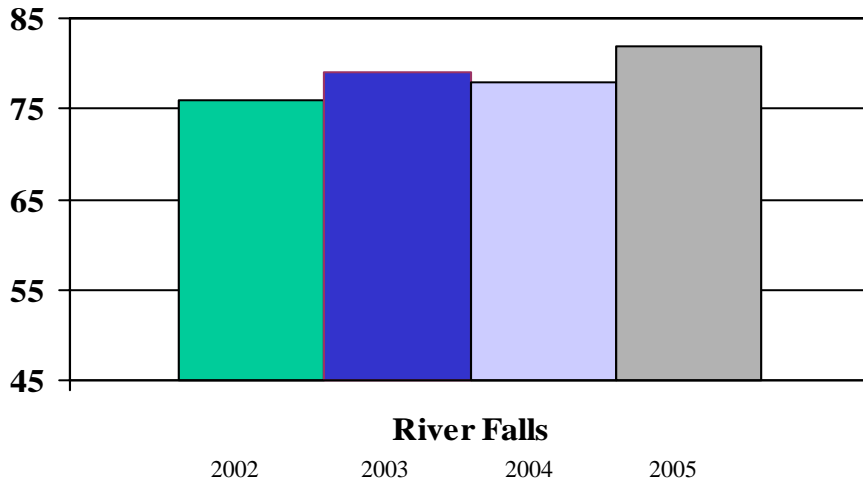
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

River Falls, Wisconsin WKCE Test Score Gains



State: Wisconsin

District: River Falls

Test: WKCE (Wisconsin Knowledge and Concepts Examination)

Grade: 4

Percent change: +8%

Measure: Percent proficient or advanced

River Falls began using **Investigations in Number, Data and Space** in the fall of 1999. Scores began to improve in the years following the adoption. In the fall of 2002 the state changed its testing procedures and warned that fall, 2002 and subsequent scores are **not** comparable with earlier years. Therefore, the graph shows the continued improvement from fall, 2002 through fall 2005. In November 2002, 76% of fourth graders were proficient on the math WKCE test. By November, 2005, this percent had risen to 82%.

(Note: Wisconsin began fall testing in the fall of 2002 They also changed the 'cut' scores for proficiency at that time.)

District Demographics: Total enrollment: 2,990; Ethnic mix: Asian: 1%; African American: 2%, Hispanic:1%, Native American: 1%, Caucasian: 95%; College bound: 64%; Per child expenditure: \$189 (medium); Poverty: 5%; Title I: \$150,755; Approximate number of students represented by this graph: :210.

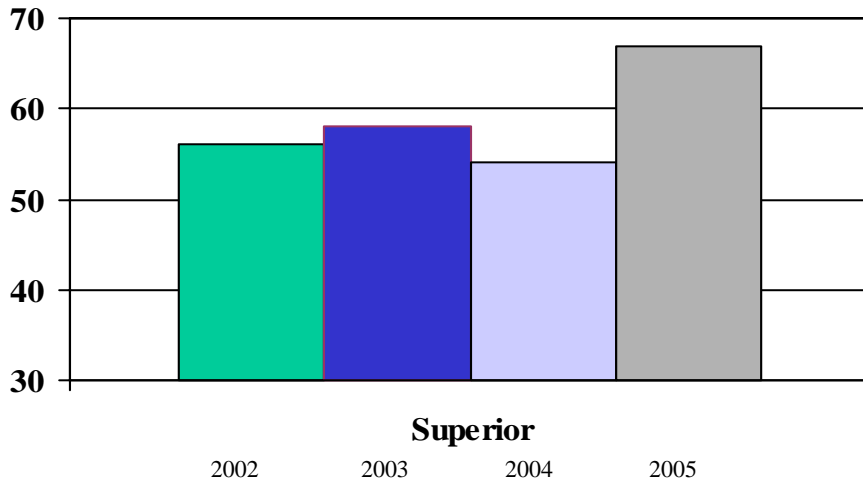
(Data updated 01/08/07)



Investigations

Pretest - Posttest Results

Superior, Wisconsin WKCE Test Score Gains



State: Wisconsin

District: Superior

Test: WKCE (Wisconsin Knowledge and Concepts Examination)

Grade: 4

Percent change: +20%

Measure: Percent proficient or advanced

Superior began using **Investigations in Number, Data and Space** in the fall of 1999. In the fall of 2002 the state changed its testing procedures and warned that fall, 2002 and subsequent scores are **not** comparable with earlier years. Therefore, the graph shows the improvement from fall, 2002 through fall 2005- especially in the most recent testing period. In November 2002, 56% of fourth graders were proficient on the math WKCE test. By November, 2005, this percent had risen to 67%.

(Note: Wisconsin began fall testing in the fall of 2002 They also changed the 'cut' scores for proficiency at that time.)

.District Demographics: Total enrollment: 4,930; Ethnic mix: Asian: 2%; African American: 2%, Hispanic: 1%, Native American: 6%, Caucasian: 90%; College bound: 45%; Per child expenditure: \$153 (low); Poverty: 7%; Title I: \$1,220,471; Approximate number of students represented by this graph: 298.

(Data updated 01/08/07)

Nan Simpson, the principal author of this study, received the PhD in Educational Psychology from Northwestern University. Her field of special study was testing and measurement. She has conducted numerous research projects for school districts and colleges in Illinois and Minnesota. Her professional career includes positions with Educational Testing Service, Institute for Educational Research, and two nationally recognized market research firms: MRCA and the NPD Group. She has seventeen years' experience in the textbook publishing industry. She also has conducted research as an independent consultant.

She also holds a masters degree in Science Education and an undergraduate major in biological sciences.

She has designed and conducted projects in the areas of:

- curriculum evaluation
- test construction
- community attitude surveys
- needs assessment
- formative (developmental) program research
- summative (evaluative) program research