

Date
April 18, 2025



International School
of Hellerup

Academic Progress Report



2024-2025
Academic year

Middle Years Programme (MYP), MYP 1-4



Presented by

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**MYP Benchmark Assessments &
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Academic Progress Report

At the International School of Hellerup, our commitment to academic excellence is grounded in **our vision to nurture reflective and active members of society who contribute to the common good and foster peace through universal values**. This report reflects that commitment by offering a clear, data-informed view of how students in MYP 1 through MYP 4 have progressed in their learning during the 2024–2025 academic year.

Using the Aimsweb Plus benchmarking tool — administered in Fall 2024 and again in Spring 2025 — we have gathered evidence of student growth in Literacy and Numeracy. These assessments help us identify individual needs, inform teaching practices, and ensure that every student has the opportunity to reach their full academic potential.

Our use of data is more than a technical exercise; it is a reflection of our mission to provide the highest quality education in a student-centred environment. We strive to **empower each learner to become a purposeful, lifelong learner and responsible global citizen**. By monitoring academic progress and adjusting instruction accordingly, we honour that mission — ensuring that our students are not only performing academically, but growing in resilience, reflection, and self-awareness.

This report is shared with three key audiences:

- **Parents**, who are our partners in student learning;
- **The School Board**, which plays a strategic role in guiding school development; and
- **The Ministry of Education**, which supports educational quality and accountability at a national level.

Rooted in our school's core values of **caring, courage, and a growth mindset**, this report does more than present scores. It tells a story of effort, progress, and the belief that with the right support and challenge, all students can grow.

The pages that follow will outline:

- What Aimsweb Plus is and how the data is collected;
- Key findings from each grade level in Reading and Math;
- Interpretation of trends and insights; and
- Clear next steps for supporting learning in the upcoming academic year.

What is Aimswweb Plus?



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Aimswweb Plus is a nationally normed benchmarking and progress monitoring system designed to measure foundational academic skills in Literacy and Numeracy. It is used by schools across the globe to monitor student progress, guide instruction, and ensure that learners are developing the essential skills needed for academic success.

At ISH, Aimswweb Plus supports our student-centred approach to education by providing timely, actionable data. Unlike high-stakes summative tests, Aimswweb Plus is a formative, growth-oriented tool that helps teachers reflect on instruction and respond to student needs. It allows educators to answer key questions such as:

- **Are students making appropriate academic progress?**
- **Which learners may benefit from additional support or challenge?**
- **What specific skill areas require further instructional attention?**

Students complete two benchmark assessments per year — once in Fall and once in Spring — each taking approximately 20 to 40 minutes per subject. These benchmarks assess core skill areas such as:

- **Literacy:** *vocabulary development, reading fluency, comprehension, and textual analysis*
- **Numeracy:** *number sense, arithmetic fluency, mental computation, and applied problem-solving*

Student results are compared to national performance norms and categorized into five performance bands:

- Well Below Average
- Below Average
- Average
- Above Average
- Well Above Average



These categories allow educators to identify students who are excelling, on track, or in need of targeted intervention. The system also calculates a composite score in each domain (literacy or numeracy), enabling us to monitor individual and cohort-level growth across the academic year.

Using Aimswweb Plus reflects our belief in the power of a growth mindset and our mission to empower purposeful, lifelong learners. By engaging with this data, our teachers create more inclusive, responsive learning environments that support every student in reaching their full potential.

How is the

Data Collected and Calculated?



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The data in this report was collected using the Aimsweb Plus Benchmark Assessments in Literacy and Numeracy, administered in two cycles:

- **Fall Benchmark** Window: **November 11, 2024**
- **Spring Benchmark** Window: **March 17, 2025**

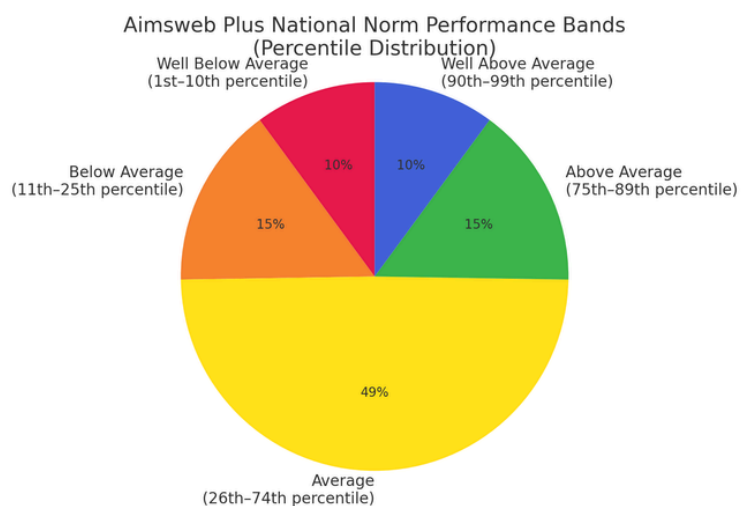
Each student in MYP 1 to MYP 4 completed one literacy and one numeracy benchmark during each assessment window. Assessments were conducted under standardized conditions using school devices, with trained teachers and support staff supervising the sessions. The assessments are brief (typically 20–40 minutes per subject) and designed to be developmentally appropriate and accessible for all students.

Automated Scoring and National Norms

- Once completed, each assessment is automatically scored by the Aimsweb Plus platform.
- Scores are reported as percentiles, which compare a student's performance to a nationally representative sample of students at the same grade level.
- Students are placed into one of five performance bands based on their percentile rank:
 - Well Below Average (1st–10th percentile)
 - Below Average (11th–25th percentile)
 - Average (26th–74th percentile)
 - Above Average (75th–89th percentile)
 - Well Above Average (90th–99th percentile)

This categorization provides a clear picture of where each student stands relative to national expectations.

Figure 1. National Percentile Distribution Used by Aimsweb Plus to Define Performance Bands.



Composite Scores and Risk Levels

In addition to specific skill-area scores (e.g., fluency, computation, comprehension), Aimsweb Plus also generates composite scores that reflect a student's overall performance in either literacy or numeracy. These composites are used to assign a Risk Level:

- **Low Risk:** High likelihood of meeting grade-level goals
- **Moderate Risk:** May need additional support
- **High Risk:** Unlikely to meet goals without targeted intervention

These insights help teachers tailor instruction, identify students who may need additional time or scaffolding, and monitor growth effectively throughout the year.

Growth Tracking

Student progress is measured by comparing Fall and Spring performance. Growth is typically expressed as:

- A change in percentile rank, and
- A change in performance band (e.g., from Below Average to Average)

These changes allow us to evaluate the impact of instructional strategies and interventions over time.

Participation Overview

Fall 2024 Participation:

- All students completed the assessments as scheduled. Students who were absent on November 11 were able to complete the assessments during a make-up session the following week.
- Participation rate: 100%

Participation rate

100%

Fall 2024

Spring 2025 Participation:

- Two students (out of approximately 200) were unable to complete the assessments prior to the Easter Break. They are scheduled for testing after the break.
- Participation rate: 99%

Participation rate

99%

Spring 2025

This high level of participation ensures that the benchmark data accurately reflects student progress across the school.

Literacy



What is Measured in Literacy?

In the context of the Aimsweb Plus assessment system, literacy refers to a student's ability to understand, interpret, and engage with written texts — skills that are fundamental for success across all subject areas. Aimsweb Plus measures literacy through a combination of fluency, vocabulary, and comprehension-based tasks tailored to each grade level.

The literacy benchmarks focus on three key domains:

- **Reading Fluency:** The ability to read with speed, accuracy, and proper expression
- **Vocabulary Knowledge:** Understanding the meaning of grade-level words in context
- **Reading Comprehension:** The ability to interpret and respond to a variety of texts, including narrative, informational, and argumentative formats

Each assessment is designed to align with international standards and provides a reliable snapshot of how students are performing relative to national expectations. Results are reported as percentile ranks and categorized into five performance bands:

- Well Below Average (1st–10th percentile)
- Below Average (11th–25th percentile)
- Average (26th–74th percentile)
- Above Average (75th–89th percentile)
- Well Above Average (90th–99th percentile)

In addition to individual scores, composite scores allow us to evaluate literacy proficiency at the cohort level and identify trends across year groups. The assessments are short and efficient, but highly informative, giving educators the data they need to support differentiated and inclusive instruction.



What Do the Scores Mean for Us as Educators?

The literacy benchmark scores provide meaningful insight into how well our students are progressing toward the expectations of the MYP curriculum. Within the IB framework, students are expected to be critical thinkers, communicators, and reflective learners — and these outcomes rely heavily on strong literacy foundations.

As educators, we use this data to:

- Monitor growth and curriculum alignment
- Identify students who may benefit from targeted support
- Plan differentiated instruction that meets the needs of all learners
- Reflect on the effectiveness of our strategies and adapt as needed

When the majority of students are performing in the Average, Above Average, or Well Above Average bands, this affirms that our teaching practices, assessment strategies, and curriculum delivery are effective. It allows us to maintain our current approaches while continuing to foster engagement, inquiry, and reflection. At the same time, for students who fall below expectations, the data helps us take action early and ensure that no learner is left behind.

The Aimsweb Plus literacy benchmarks are not the sole measure of success, but they are a powerful part of the evidence-based teaching culture we strive for at ISH — one grounded in high expectations, professional collaboration, and a commitment to continuous growth.





Individual Literacy Profiles: Understanding Student-Level Progress

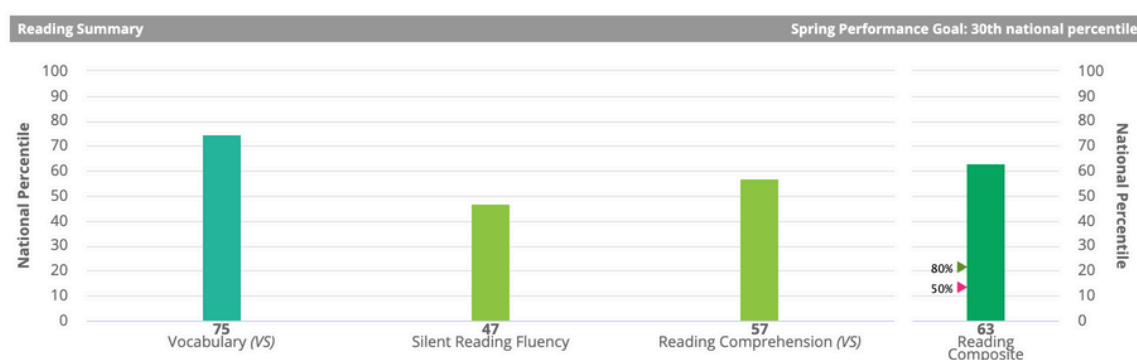
While schoolwide and grade-level benchmark results help us understand overall trends, Aimsweb Plus also provides individualized student reports. These Student Score Snapshots offer a detailed look at each learner's strengths, challenges, and growth across key literacy skill areas.

Each report includes:

- **Skill-Level Scores:** Insight into vocabulary, silent reading fluency, and reading comprehension
- **Composite Score:** An overall literacy proficiency score, benchmarked against national percentiles
- **Growth Graphs:** A visual representation of how the student's skills have developed over time
- **Risk Level:** An indication of the likelihood that the student will meet curriculum expectations
- **Instructional Recommendations:** Suggestions for next steps based on the student's performance band

For example, one of our MYP 1 students, Student X, achieved a Reading Composite score at the 63rd national percentile, placing them in the Average performance band. Their performance in:

- Vocabulary was above average,
- Silent Reading Fluency was average,
- Reading Comprehension was also average.



What do these reading scores mean? This graph shows Student X's Spring benchmark test results compared to a national sample of students.

At the skill level, Student X's score on...

- **Vocabulary** shows an above average ability to understand the meaning of words (without context).
- **Silent Reading Fluency** shows an average ability to quickly read and answer questions about brief story sections.
- **Reading Comprehension** shows an average ability to understand literary and informational text.

What does this Reading Composite Score mean?

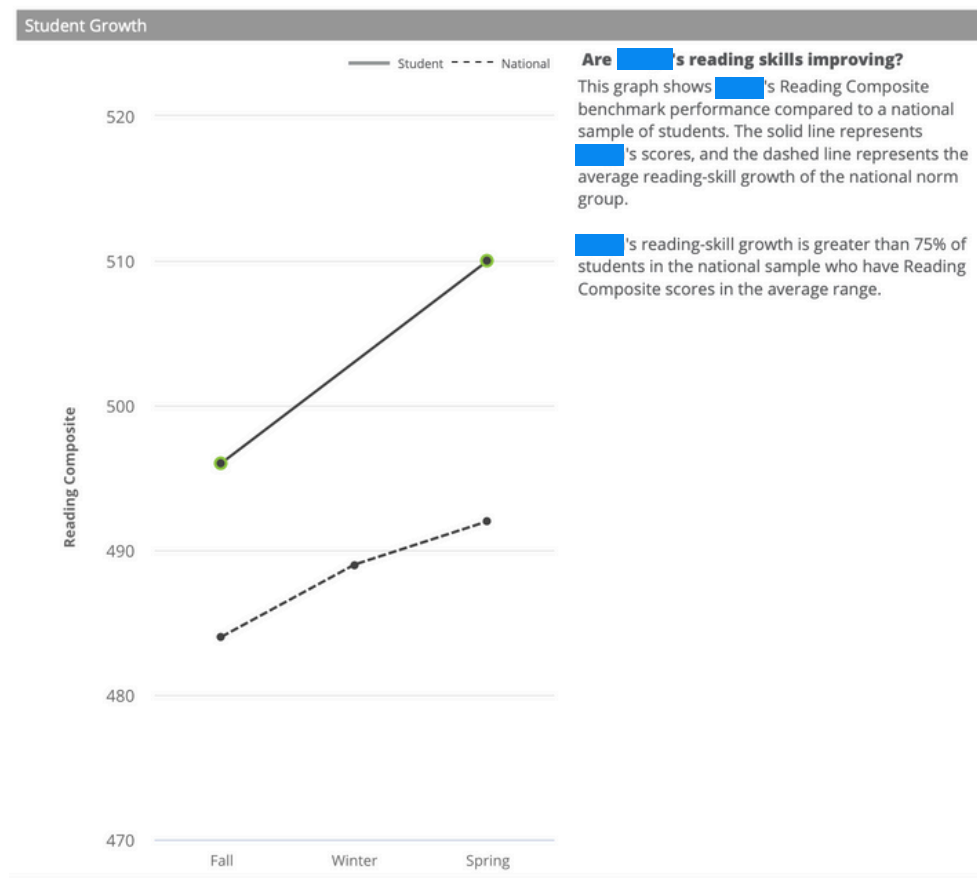
Student X's Reading Composite score is at the 63 national percentile, which is average. This score is above the 80% line. Students with scores in this range have a greater than 80% chance of achieving spring performance goals. Student X's risk level is low.

■ **At the composite level, Student X's score is average.**

Recommendation

Based on Student X's average performance on the Reading Composite, this student should continue to benefit from the current reading curriculum.

Notably, Student X's reading-skill growth over time exceeded that of 75% of students nationally within the same performance range. They are identified as Low Risk, which indicates a strong likelihood of meeting end-of-year expectations. Based on this, **no additional literacy interventions are recommended — the current curriculum is supporting their progress effectively.**



This kind of individualized insight allows teachers to:

- Celebrate student strengths
- Identify specific areas for growth
- Plan differentiated instruction with precision

By integrating this data with classroom assessments, teacher observations, and student reflections, we are able to uphold our commitment to student-centred, data-informed teaching that supports both challenge and care.

Literacy Results



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MYP1

Assessment Windows: **Fall 2024 & Spring 2025**

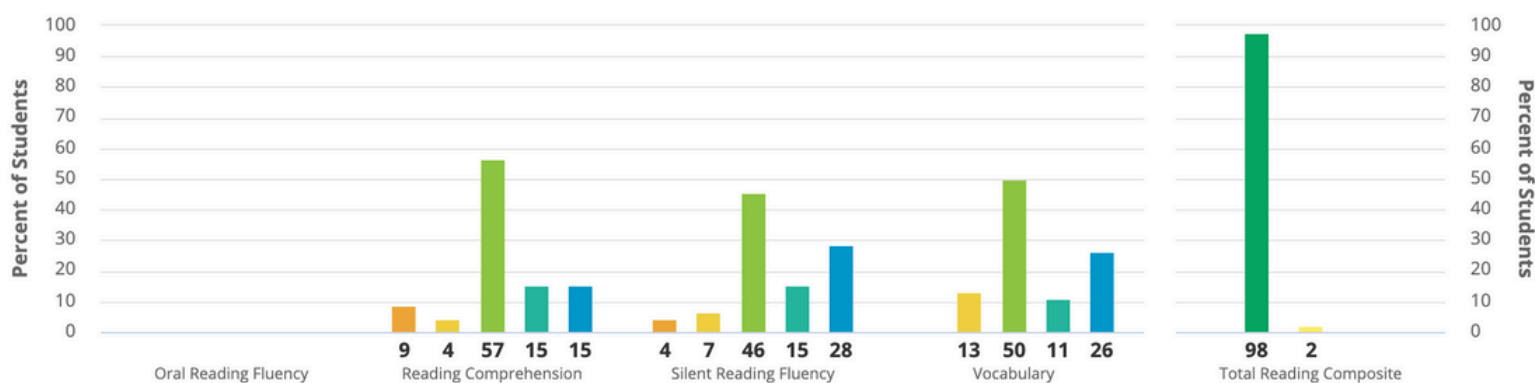
Total Students Assessed in Spring: 46 (one pending post-Easter)

Assessment Type: Aimsweb Plus – Reading

Comparison Group: National Norms (2024–2025)

Reading Summary

Account (30 %ile)



Level	Oral Reading Fluency		Reading Comprehension		Silent Reading Fluency		Vocabulary	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	4	8.7%	2	4.3%	0	0%
Below Average	0	%	2	4.3%	3	6.5%	6	13%
Average	0	%	26	56.5%	21	45.7%	23	50%
Above Average	0	%	7	15.2%	7	15.2%	5	10.9%
Well Above Average	0	%	7	15.2%	13	28.3%	12	26.1%
School Median Percentile	0		64		67		55	

Total Reading Composite		
# of Students	% of Students	Risk
45	97.8%	Low
1	2.2%	Moderate
0	0%	High
69		School Median %ile

✓ Students scoring Average or higher: 87%

⚠ Students Below Average: 13%

● Low Risk Students: 97.8%

● Moderate Risk Students: 2.2%

● High Risk Students: 0%

Spring Median Percentile (Composite Score): 69 (National Median: 50)

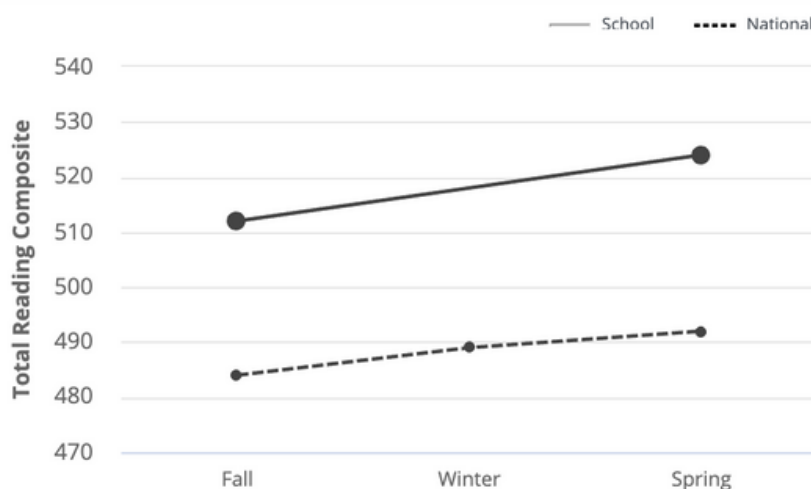
Skill Area	Median Percentile	Notable Trends
Vocabulary	55	26.1% Well Above Average; only 13% Below Average
Silent Reading Fluency	67	Strong performance; 28.3% scored Well Above Average
Reading Comprehension	64	Majority at or above Average; targeted area for a few
Oral Reading Fluency	N/A	Not assessed this round

MYP1

Growth Summary

- The average gain in Reading Composite from Fall to Spring was 12 points, compared to the national average of 8 points.
- 64% of students showed growth greater than the national norm.
- The cohort's median percentile increased from approximately 63 in Fall to 69 in Spring, indicating overall upward momentum in literacy.

School Growth



Interpretation and Educational Response

The Spring 2025 results show continued strong performance and encouraging growth for MYP1 students:

- **Over 87% of students** remain in the Average to Well Above Average range, consistent with Fall performance.
- Notably, **zero students** are in the Well Below Average band, and only one student is identified as at Moderate Risk.
- The Reading Composite growth rate outpaced national averages for most students, **affirming that ISH's curriculum and instruction are highly effective.**

These results confirm that no major shifts in instructional practice are needed. Current literacy practices, including vocabulary development, reading workshops, and differentiated guided reading, are proving effective. However:

- The 13% of students in the Below Average range will benefit from targeted instructional scaffolds in comprehension and fluency.
- Teachers will continue using student-level snapshots to plan small-group interventions and individualized reading goals.

Literacy Results



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MYP 2

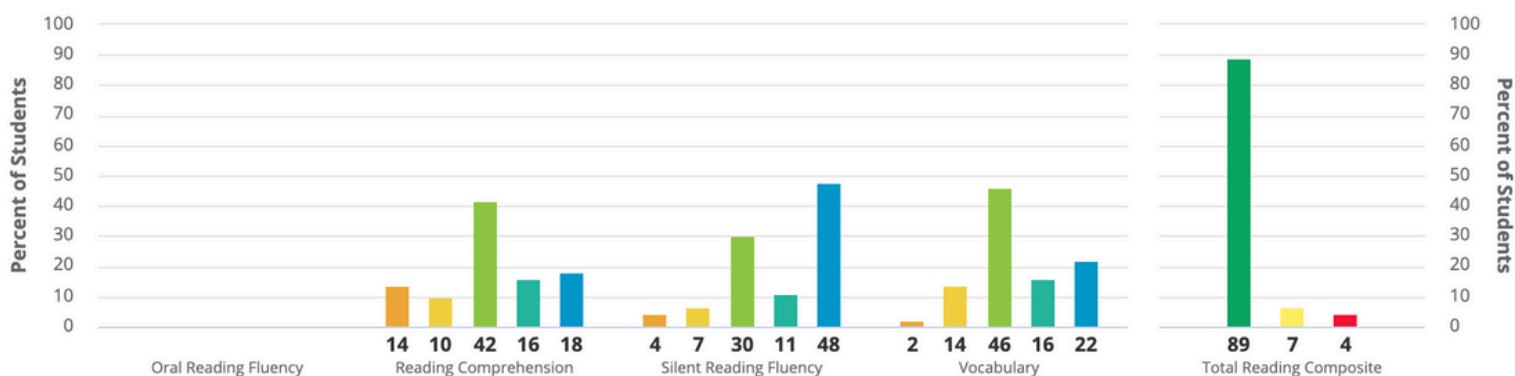
Assessment Windows: **Fall 2024 & Spring 2025**

Total Students Assessed in Spring: 46

Assessment Type: Aimsweb Plus – Reading

Comparison Group: National Norms (2024–2025)

Reading Summary Account (30 %ile)



Level	Oral Reading Fluency		Reading Comprehension		Silent Reading Fluency		Vocabulary	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	7	14%	2	4.3%	1	2%
Below Average	0	%	5	10%	3	6.5%	7	14%
Average	0	%	21	42%	14	30.4%	23	46%
Above Average	0	%	8	16%	5	10.9%	8	16%
Well Above Average	0	%	9	18%	22	47.8%	11	22%
School Median Percentile	0		51		84		64	

Total Reading Composite		
# of Students	% of Students	Risk
41	89.1%	Low
3	6.5%	Moderate
2	4.3%	High
82		School Median %ile

- ✓ Total scoring Average or higher: 84%
- ⚠ Students Below Average: 16%
- Spring Median Percentile (Composite Score): 82
- Low Risk: 89.1%
- Moderate Risk: 6.5%
- High Risk: 4.3%

Skill Area	Median Percentile	Notable Trends
Vocabulary	64	Strong performance; 22% Well Above Average
Silent Reading Fluency	84	Outstanding performance; 47.8% Well Above Average
Reading Comprehension	51	Majority in Average band; 24% Below or Well Below Average
Oral Reading Fluency	N/A	Not assessed this round

Literacy Results

MYP 2

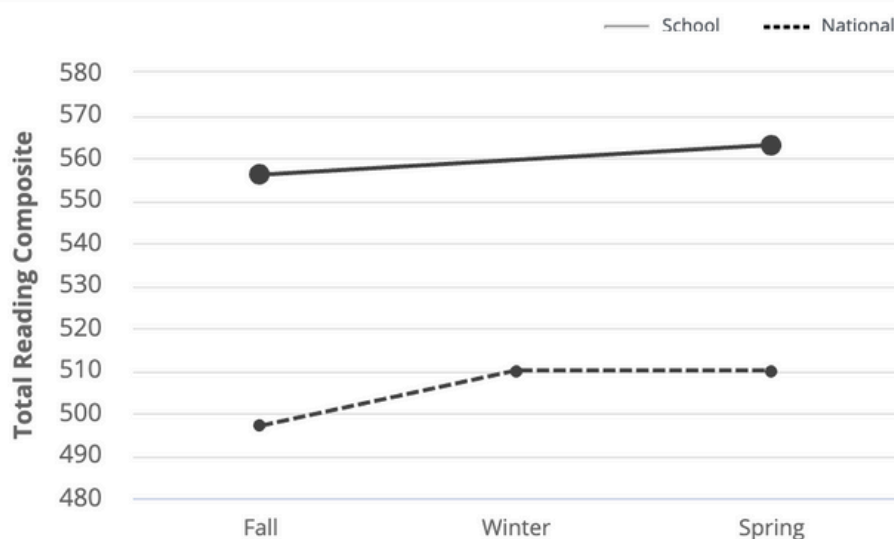


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Growth Summary

- Average gain in Reading Composite: 7 points, compared to the national gain of 13 points
- 57% of students showed growth above the national average, while 43% showed less than average growth

School Growth



Interpretation and Educational Response

The Spring 2025 literacy results for MYP 2 show a strong overall performance, with a median composite percentile of 82, well above the national average.

- 84% of students scored within the Average to Well Above Average range, confirming that the majority are on track or exceeding expectations.
- The cohort continues to excel in silent reading fluency and vocabulary, with over 60% of students performing above or well above average in these areas.

While reading comprehension remains an area for improvement — with 24% of students scoring below average — this trend is isolated and can be addressed through targeted scaffolds in upcoming units.

The distribution of risk levels also affirms that most students are progressing well, with nearly 90% at Low Risk, and only a small number requiring additional support.

These results indicate that **no major shifts in instructional practice are necessary at this time.** The current curriculum and delivery methods are effective and appropriate for this cohort. However:

- The students in the Below Average and Well Below Average bands will benefit from small-group reading support, with an emphasis on inference, textual analysis, and comprehension strategies.
- Teachers may also consider revisiting comprehension strategies more explicitly within upcoming units to close this gap and strengthen critical reading across subject areas.

These outcomes reflect positively on the MYP Language and Literature programme in MYP 2 and support a continued focus on personalized instruction and skill-specific intervention where needed.

Literacy Results



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MYP 3

Assessment Windows: **Fall 2024 & Spring 2025**

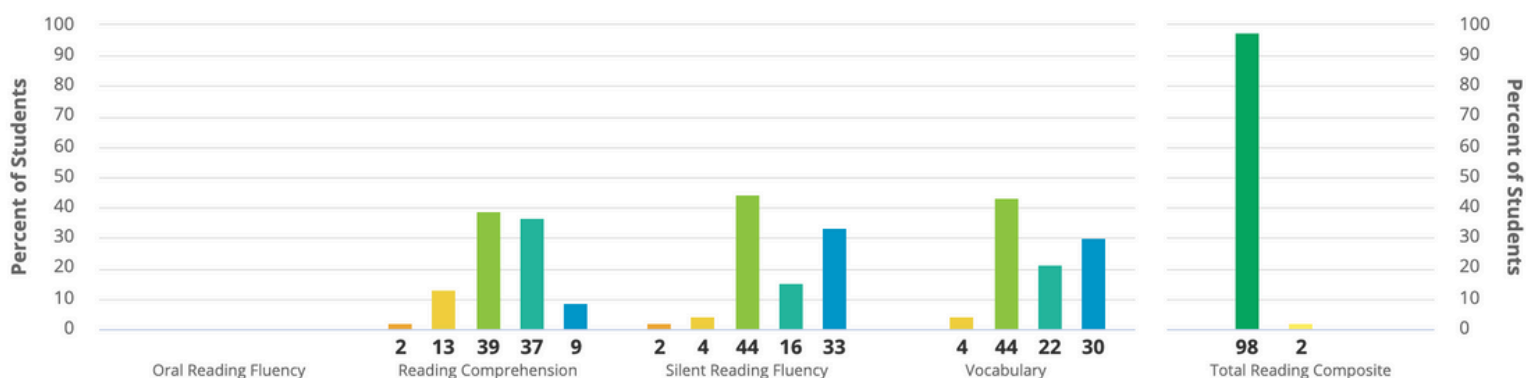
Total Students Assessed in Spring: 45 (one to be assessed after Easter Break)

Assessment Type: Aimsweb Plus – Reading

Comparison Group: National Norms (2024–2025)

Reading Summary

Account (30 %ile)



	Oral Reading Fluency		Reading Comprehension		Silent Reading Fluency		Vocabulary	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	1	2.2%	1	2.2%	0	0%
Below Average	0	%	6	13%	2	4.4%	2	4.3%
Average	0	%	18	39.1%	20	44.4%	20	43.5%
Above Average	0	%	17	37%	7	15.6%	10	21.7%
Well Above Average	0	%	4	8.7%	15	33.3%	14	30.4%
School Median Percentile	0		71		73		77	

Total Reading Composite		
# of Students	% of Students	Risk
44	97.8%	Low
1	2.2%	Moderate
0	0%	High
79		School Median %ile

✓ Total scoring Average or higher: 95.6%

⚠ Students Below Average: 4.3%

Spring Median Percentile (Composite Score): 79

● Low Risk: 97.8%

● Moderate Risk: 2.2%

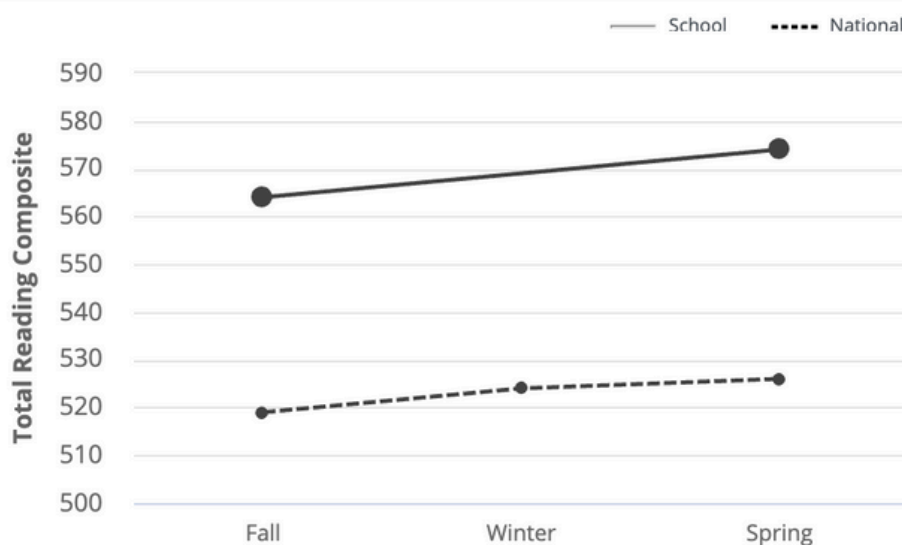
● High Risk: 0%

Skill Area	Median Percentile	Notable Trends
Vocabulary	77	Strong understanding; 30.4% Well Above Average
Silent Reading Fluency	73	High performance; 33.3% Well Above Average
Reading Comprehension	71	Most students in the Average to Above Average range
Oral Reading Fluency	N/A	Not assessed this round

School Growth

Growth Summary

- Average gain in Reading Composite: 10 points, compared to 7 points nationally
- 57% of students demonstrated growth above the national average
- The remaining 43% are growing, but at a slower-than-average pace



Interpretation and Educational Response

The Spring 2025 results for MYP 3 reveal **a very strong literacy profile:**

- Over 95% of students are performing at or above benchmark levels, with 52% in the Above or Well Above Average bands
- No students scored in the Well Below Average range, and only two students (4.3%) were identified as needing additional support
- The cohort's median percentile (79) places them well above national norms, reinforcing the strength of their literacy development

These results affirm that **current literacy instruction is effective, and that no significant shifts in curriculum or teaching practice are required.** Students are engaged in reading, analyzing, and responding to complex texts at an appropriate cognitive level.

That said, teachers will continue to:

- Monitor the small group of students below benchmark
- Use differentiated strategies to support these learners in developing deeper comprehension and fluency
- Continue fostering a reading culture that challenges high-achieving students while supporting those who need scaffolds

The consistency of strong results across skill areas and risk levels reflects well on the collaborative efforts of teachers, support staff, and students, and **provides a strong foundation for transition into MYP 4.**

Literacy Results



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MYP 4

Assessment Windows: **Fall 2024 & Spring 2025**

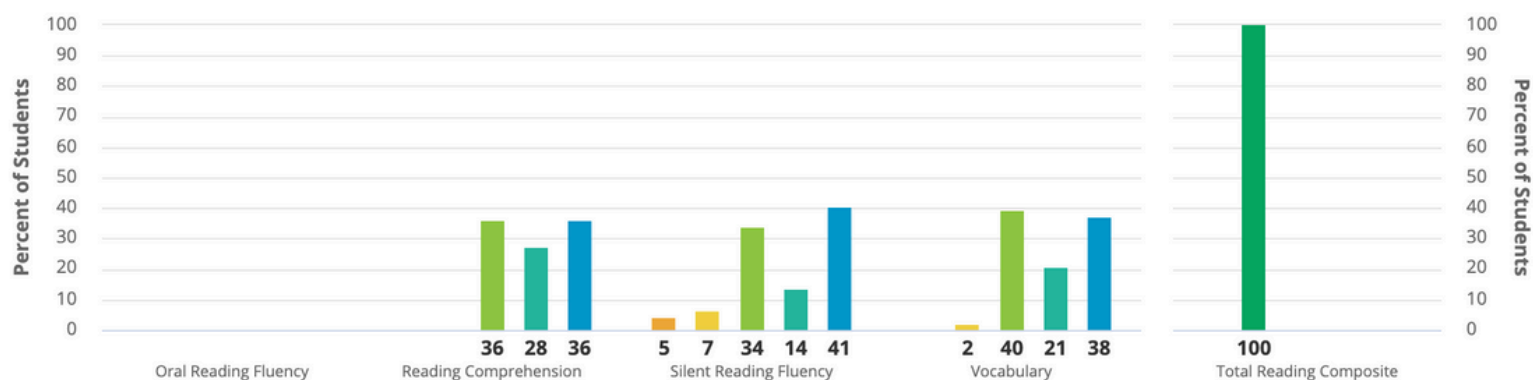
Total Students Assessed in Spring: 43

Assessment Type: Aimsweb Plus – Reading

Comparison Group: National Norms (2024–2025)

Reading Summary

Account (30 %ile)



	Oral Reading Fluency		Reading Comprehension		Silent Reading Fluency		Vocabulary	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	0	0%	2	4.5%	0	0%
Below Average	0	%	0	0%	3	6.8%	1	2.1%
Average	0	%	17	36.2%	15	34.1%	19	39.6%
Above Average	0	%	13	27.7%	6	13.6%	10	20.8%
Well Above Average	0	%	17	36.2%	18	40.9%	18	37.5%
School Median Percentile	0		83		77		81	

Total Reading Composite		
# of Students	% of Students	Risk
43	100%	Low
0	0%	Moderate
0	0%	High
81		School Median %ile

✓ Total scoring Average or higher: 97.9%

⚠ Students Below Average: 2.1%

Spring Median Percentile (Composite Score): 81

● Low Risk: 100%

● Moderate Risk: 0%

● High Risk: 0%

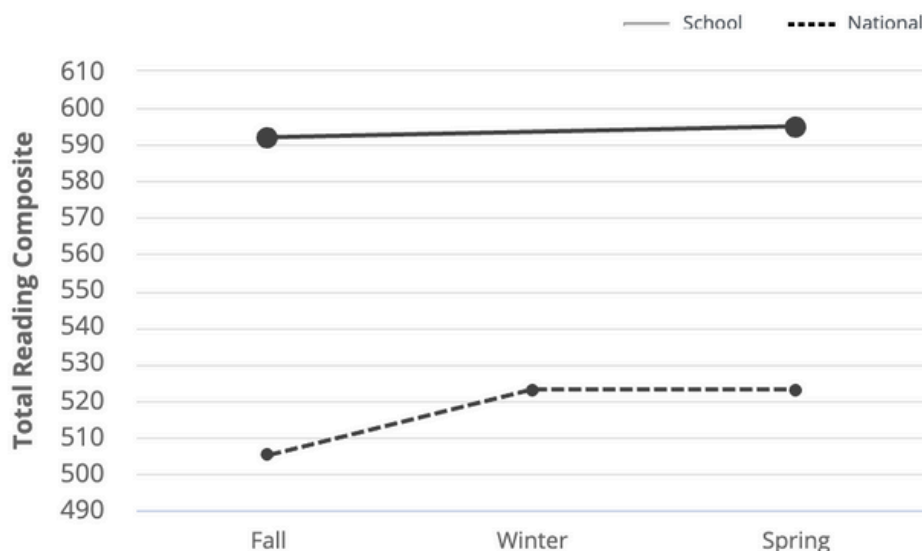
Skill Area	Median Percentile	Notable Trends
Vocabulary	81	High performance; 37.5% Well Above Average
Silent Reading Fluency	77	Strong results; 40.9% Well Above Average
Reading Comprehension	83	Excellent performance; 36.2% Above or Well Above Average
Oral Reading Fluency	N/A	Not assessed this round

MYP 4

Growth Summary

- Students in MYP 4 demonstrated consistent performance in their literacy development over the school year.
- The group achieved an average Reading Composite gain of 3 points; the grade as a whole continues to perform well above the national median, with a strong presence in the Above and Well Above Average bands.
- The MYP4 students have reached a high level of literacy proficiency and are well-prepared for the academic demands of MYP 5 and future external assessments.

School Growth



Interpretation and Educational Response

MYP 4 students have demonstrated **exceptionally strong literacy achievement**, with nearly 98% performing at or above the national average and more than half (58%) scoring in the Above or Well Above Average bands.

All students were placed in the Low Risk category, meaning they are highly likely to meet year-end curriculum expectations. **The median composite percentile of 81 confirms this as a high-performing cohort.**

These results indicate that **no changes to instructional approaches are necessary at this stage.** The current curriculum and pedagogy in MYP 4 are highly effective in supporting literacy development. The strong performance across all skill areas — especially vocabulary and comprehension — reflects a high level of engagement with complex texts and concepts, as expected at this level of the MYP.

However, the relatively low growth rate compared to national norms suggests that some students may have entered the year with already strong literacy skills, leaving less room for measurable percentile growth. To address this and maintain engagement:

- Teachers may focus on extension and enrichment opportunities in reading and writing
- Emphasize critical thinking, analysis, and synthesis through interdisciplinary tasks
- Provide choice-driven reading and inquiry projects to challenge high-achieving students

These results place MYP 4 in a strong position as they prepare to transition to MYP 5 and beyond.

Benchmark Results

Numeracy



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What is Measured in Literacy?

In Aimsweb Plus, numeracy refers to a student's ability to understand and apply foundational mathematical concepts, processes, and problem-solving strategies. It encompasses both computational fluency and the conceptual reasoning skills required to navigate real-world quantitative challenges — essential competencies for success in the MYP and beyond.

The Aimsweb Plus numeracy benchmarks assess students in the following domains:

- **Concepts & Applications:** Measures understanding of key mathematical principles and how they are applied to solve problems, including algebraic thinking, number operations, geometry, and data interpretation.
- **Mental Computation Fluency:** Assesses a student's ability to solve basic calculations mentally with speed and accuracy.
- **Number Comparison Fluency (Triads):** Tests how efficiently a student can compare and evaluate quantities and numeric relationships.
- **Number Sense Fluency:** Gauges how well a student understands numerical order, magnitude, and relationships.

Each numeracy benchmark is designed to be developmentally appropriate for the student's grade level and aligned with international learning standards. Assessments are administered twice a year — in Fall and Spring — and typically take 20–40 minutes to complete.



What Do the Scores Mean for Us as Educators?

At ISH, we view benchmark scores not as final judgments, but as tools for reflection and responsiveness. They inform us of:

- **How well students are progressing through the numeracy components of the MYP framework**
- **Where targeted support or enrichment is needed**
- **Which teaching strategies and units are successfully supporting student understanding**

When the majority of students perform in the Average to Well Above Average range, we take this as affirmation that our curriculum design, instructional strategies, and assessment practices are effectively supporting student learning. At the same time, we use individual-level insights to guide interventions and ensure that each student is supported in their mathematical journey.





Individual Numeracy Profiles: Supporting Each Learner

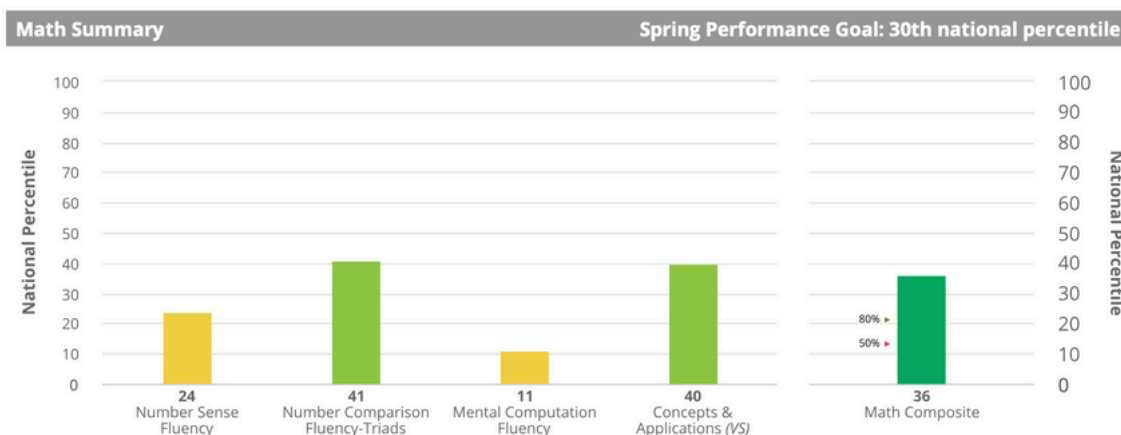
While cohort-wide trends help us understand the overall performance of each year level, Aimsweb Plus also provides individual Student Score Snapshots — detailed reports that highlight each student's numeracy strengths, areas for growth, and progress over time.

These reports offer:

- **Skill-specific feedback** in areas such as number sense, mental computation, and applied math concepts
- A Math Composite percentile score **to summarize overall performance**
- **A risk level** indicating the likelihood of meeting year-end curriculum goals
- **Growth charts** comparing student progress to national norms
- **Instructional recommendations** that help teachers adapt support for each learner

For example, one of our MYP 2 students, Student Y, received a Math Composite percentile of 36, placing them in the Average band. The report indicates:

- Below Average performance in number sense fluency and mental computation
- Average performance in number comparison and applied math concepts
- Low risk status, meaning Student Y is on track to meet grade-level expectations



What do these math scores mean? This graph shows Student Y's Spring benchmark test results compared to a national sample of students.

At the skill level, Student Y's score on...

- **Number Sense Fluency** shows a below average performance on basic number and computation skills. NSF is the sum of Number Comparison Fluency-Triads and Mental Computation and provides a more reliable estimate of performance on these skills.
- **Number Comparison Fluency-Triads** shows an average ability to assess magnitude and compare numbers within and across number systems (integers, fractions, and decimals).
- **Mental Computation Fluency** shows a below average ability to mentally solve addition, subtraction, multiplication, and division problems involving integers, fractions, decimals, variables, and order of operations.
- **Concepts & Applications** shows an average understanding of important math concepts and ability to solve problems.

What does this Math Composite score mean?

Student Y's Math Composite national percentile score is 36, which is average. This score is above the 80% line. Students with scores in this range have a greater than 80% chance of achieving spring performance goals. Student Y's risk level is low.

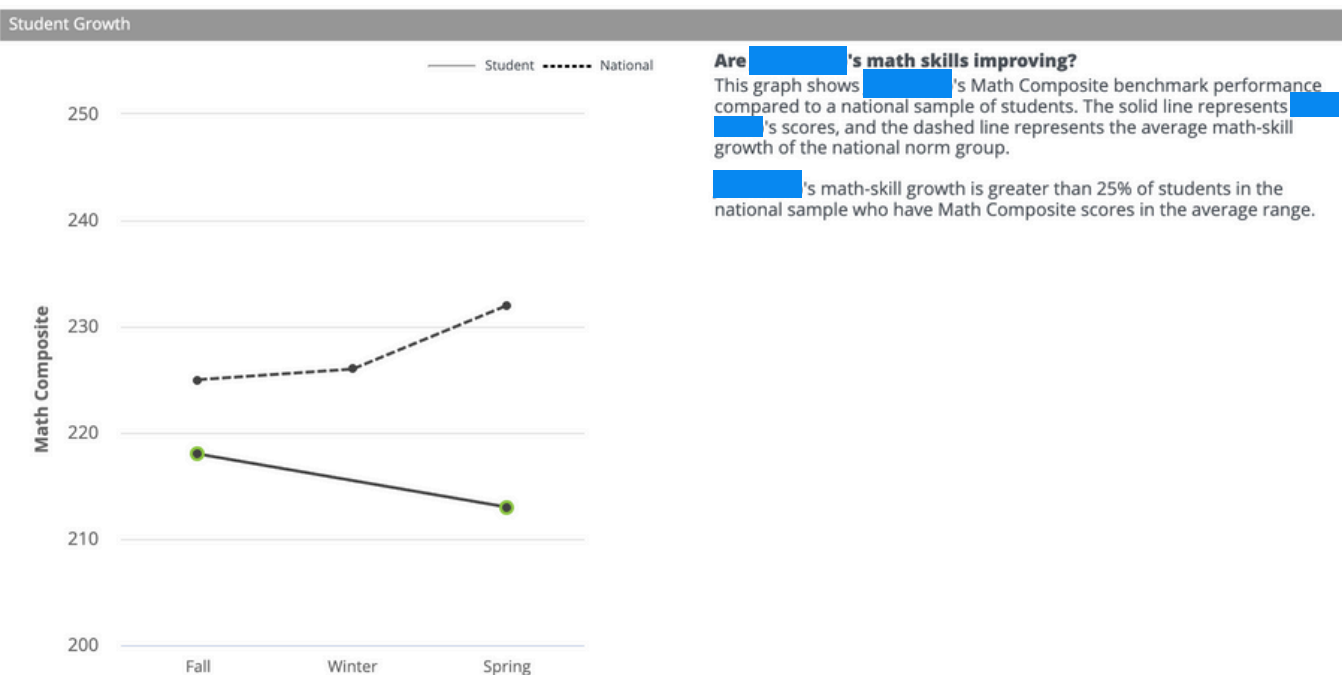
■ **At the composite level, Student Y's score is average.**

Recommendation

Based on Student Y's average performance on the Math Composite, this student should continue to benefit from the current math curriculum.



Although Student Y's percentile growth was modest compared to the national sample, their performance suggests that they are making steady progress and will continue to benefit from the existing math curriculum. The report recommends continued instruction within the current scope, with additional fluency practice to support foundational skills.



At ISH, these snapshots are not used in isolation, but in combination with classroom observations, formative assessments, and collaborative teacher planning. They allow teachers to:

- **Personalize instruction based on specific student needs**
- **Group students for targeted numeracy tasks**
- **Identify areas where a student may need more confidence, reinforcement, or challenge**

These individualized insights are especially valuable as students move through the MYP, where math becomes more abstract and conceptually demanding. By acting on this data, we ensure that each learner builds the confidence and competence needed to grow as an inquirer, thinker, and problem solver.

Numeracy Results



International School
of Hellerup

MYP1

Assessment Windows: **Fall 2024 & Spring 2025**

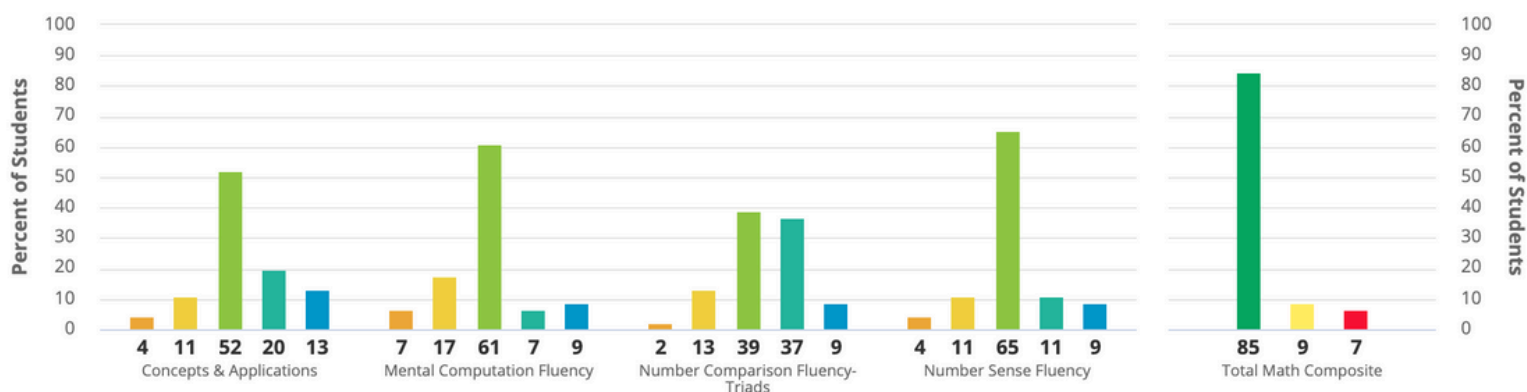
Total Students Assessed in Spring: 46 (one to be assessed after Easter Break)

Assessment Type: Aimsweb Plus – Numeracy

Comparison Group: National Norms (2024–2025)

Math Summary

Account (30 %ile)



	Concepts & Applications		Mental Computation Fluency		Number Comparison Fluency-Triads		Number Sense Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	2	4.3%	3	6.5%	1	2.2%	2	4.3%
Below Average	5	10.9%	8	17.4%	6	13%	5	10.9%
Average	24	52.2%	28	60.9%	18	39.1%	30	65.2%
Above Average	9	19.6%	3	6.5%	17	37%	5	10.9%
Well Above Average	6	13%	4	8.7%	4	8.7%	4	8.7%
School Median Percentile	63		44		70		53	

Total Math Composite		Risk
# of Students	% of Students	
39	84.8%	Low
4	8.7%	Moderate
3	6.5%	High
55		School Median %ile

- ✓ Total scoring Average or higher: 87%
- ⚠ Students Below Average: 13%
- 📊 Spring Median Percentile (Composite Score): 63
- Low Risk: 84.8%
- Moderate Risk: 8.7%
- High Risk: 6.5%

Skill Area	Median Percentile	Notable Trends
Concepts & Applications	63	Strong core understanding; 84.8% scored Average or higher
Mental Computation	44	Area for continued fluency development; 23.9% scored Below or Well Below Average
Number Comparison	70	Strength area; 45.7% scored Above or Well Above Average
Number Sense Fluency	53	Steady performance; majority in Average band, with 19.6% scoring Above or higher

Numeracy Results



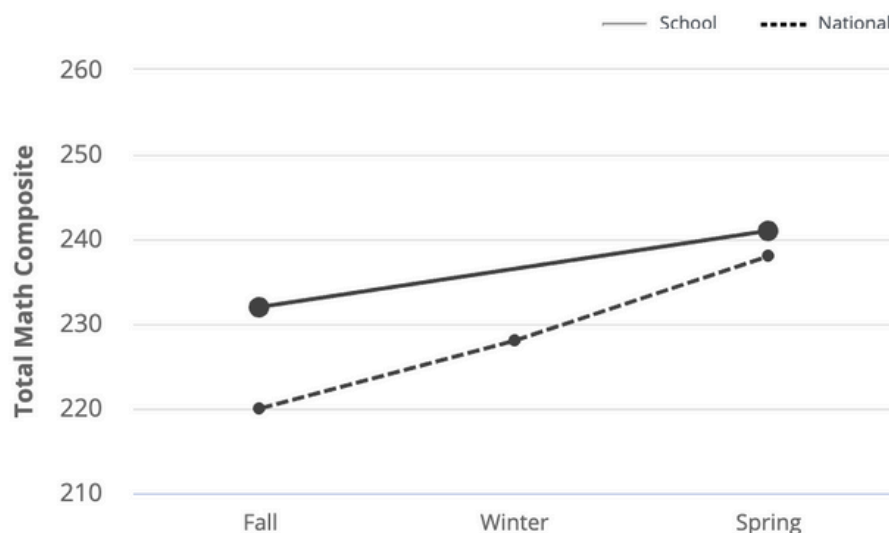
International School
of Hellerup

MYP1

Growth Summary

- MYP1 students made steady progress in numeracy, with an average gain of 9 percentile points in their Math Composite score.
- 44% of students demonstrated growth above the national average.
- The median Math Composite percentile of 63 shows that students, on average, are performing well above national expectations.

School Growth



Interpretation and Educational Response

The numeracy results for MYP1 show **a positive and encouraging performance profile:**

- 84.8% of students are in the Low Risk category, indicating that **most are on track to meet grade-level numeracy goals.**
- Students showed particularly strong performance in Number Comparison Fluency and Concepts & Applications, with over 70% scoring at or above Average.
- Foundational areas such as Mental Computation Fluency and Number Sense Fluency remain key areas for skill reinforcement.

These results confirm that **current instructional practices and curriculum design in numeracy are effective, and that no significant shifts are required at this time.** However:

- Students scoring in the Below and Well Below Average bands will benefit from continued tiered support, including small group practice in basic operations and fluency strategies.
- Teachers can further support growth by embedding mental math routines and number talks into daily practice, helping build automaticity and confidence.

With a strong baseline established this year, the focus for MYP1 moving forward will be to strengthen fluency, maintain engagement through hands-on and inquiry-based math activities, and ensure consistent growth for all learners.

Numeracy Results



International School
of Hellerup

MYP 2

Assessment Windows: **Fall 2024 & Spring 2025**

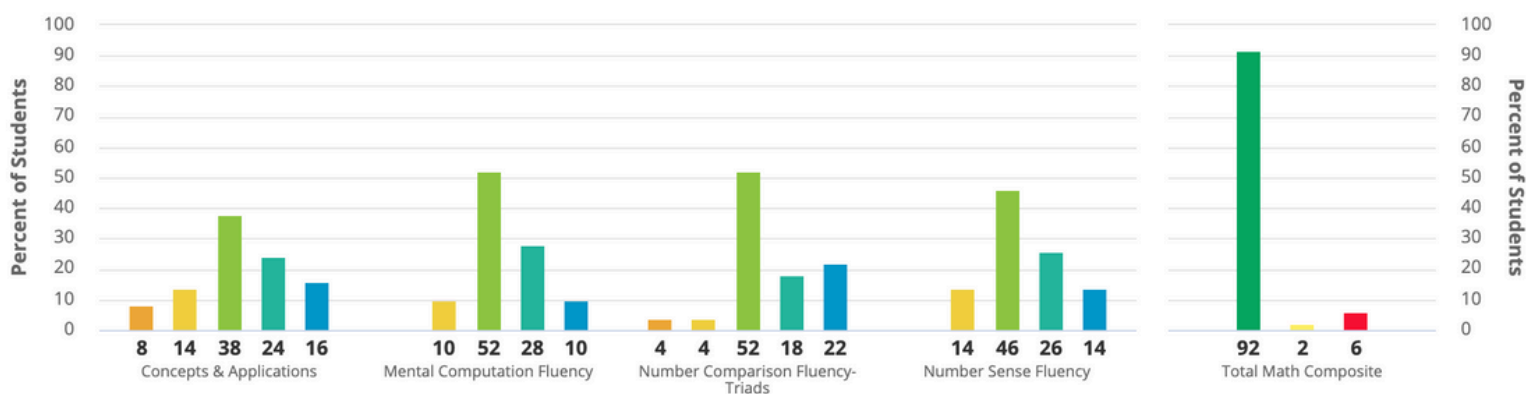
Total Students Assessed: 50

Assessment Type: Aimsweb Plus – Numeracy

Comparison Group: National Norms (2024–2025)

Math Summary

Account (30 %ile)



	Concepts & Applications		Mental Computation Fluency		Number Comparison Fluency-Triads		Number Sense Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	4	8%	0	0%	2	4%	0	0%
Below Average	7	14%	5	10%	2	4%	7	14%
Average	19	38%	26	52%	26	52%	23	46%
Above Average	12	24%	14	28%	9	18%	13	26%
Well Above Average	8	16%	5	10%	11	22%	7	14%
School Median Percentile	57		58		61		58	

Total Math Composite		
# of Students	% of Students	Risk
46	92%	Low
1	2%	Moderate
3	6%	High
62		School Median %ile

- ✓ Total scoring Average or higher: 80%
- ⚠ Students Below Average: 20%
- 📊 Spring Median Percentile (Composite Score): 62
- Low Risk: 92%
- Moderate Risk: 2%
- High Risk: 6%

Skill Area	Median Percentile	Notable Trends
Concepts & Applications	57	Most students are on track; 78% scored Average or higher
Mental Computation	58	Fluency is a growing strength; only 10% Below Average
Number Comparison	61	High achievers evident; 40% scored Above or Well Above Average
Number Sense Fluency	58	Solid foundational understanding; 86% scored Average or higher

Numeracy Results



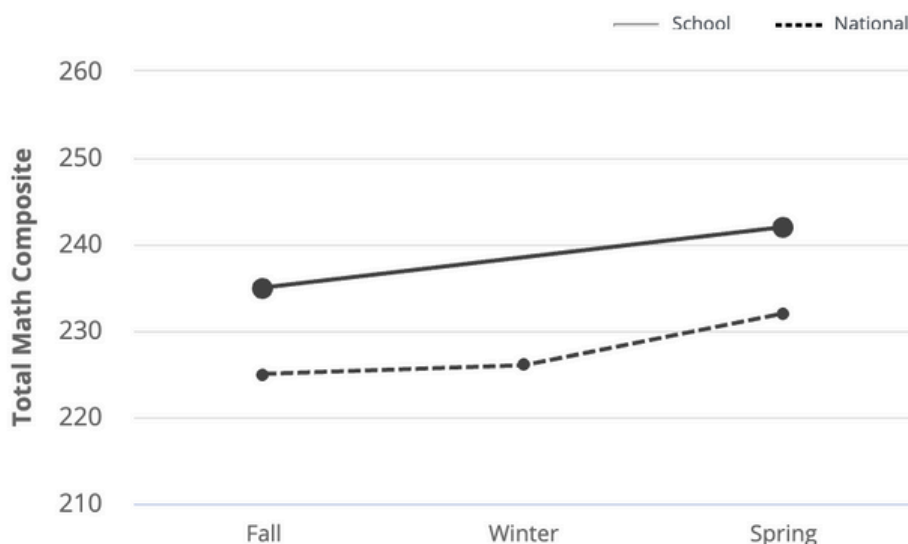
International School
of Hellerup

MYP 2

Growth Summary

- MYP 2 students made steady gains in numeracy over the school year, with an average composite score gain of 7 points, matching national averages.
- 54% of students demonstrated growth greater than the national norm, highlighting good momentum in math development.
- The Math Composite median percentile increased from Fall to Spring, affirming instructional impact and student engagement.

School Growth



Interpretation and Educational Response

The Spring 2025 results reflect **a strong overall numeracy profile for MYP 2:**

- The majority of students are performing in the Average to Well Above Average bands across skill areas.
- 92% of students are considered Low Risk, which **affirms confidence in their ability to meet grade-level numeracy expectations.**
- Specific strengths include mental computation and number comparison fluency, which demonstrate growing speed and accuracy in foundational operations.

These results confirm that **instructional strategies in MYP 2 math are effective, and no major shifts are required.** The curriculum is providing appropriate challenge and support. However:

- Teachers will continue to monitor and support the 10 students (20%) scoring below average through targeted group work, fluency routines, and conceptual reinforcement.
- Inquiry-based tasks and real-world math connections can help sustain engagement and deepen conceptual understanding for all learners.

Numeracy Results



International School
of Hellerup

MYP 3

Assessment Windows: **Fall 2024 & Spring 2025**

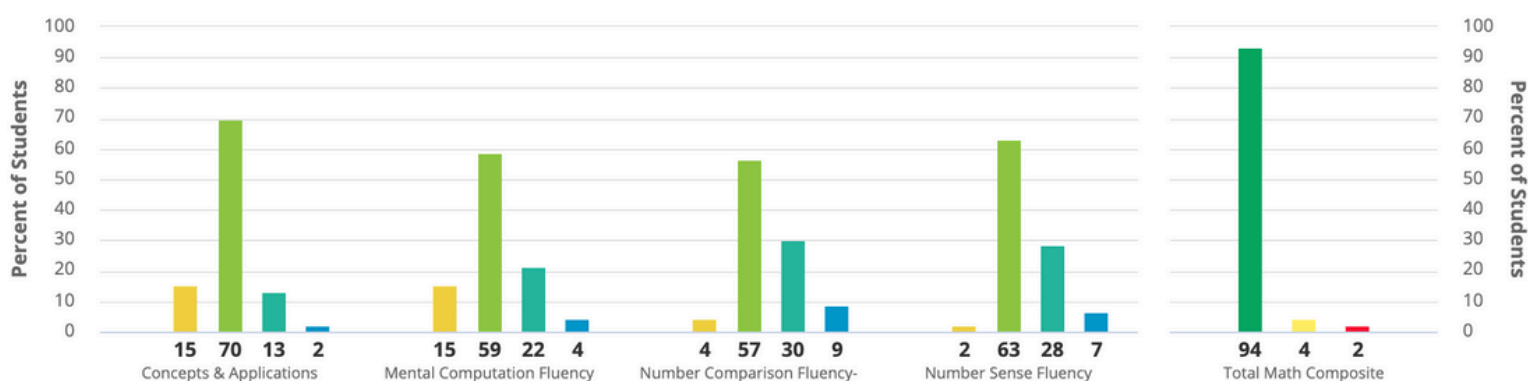
Total Students Assessed: 46 (one to be assessed after Easter Break)

Assessment Type: Aimsweb Plus – Numeracy

Comparison Group: National Norms (2024–2025)

Math Summary

Account (30 %ile)



	Concepts & Applications		Mental Computation Fluency		Number Comparison Fluency-Triads		Number Sense Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	0%	0	0%	0	0%	0	0%
Below Average	7	15.2%	7	15.2%	2	4.3%	1	2.2%
Average	32	69.6%	27	58.7%	26	56.5%	29	63%
Above Average	6	13%	10	21.7%	14	30.4%	13	28.3%
Well Above Average	1	2.2%	2	4.3%	4	8.7%	3	6.5%
School Median Percentile	60		63		66		65	

Total Math Composite		
# of Students	% of Students	Risk
43	93.5%	Low
2	4.3%	Moderate
1	2.2%	High
64		School Median %ile

- ✓ Total scoring Average or higher: 91.3%
- ⚠ Students Below Average: 8.7%
- 📊 Spring Median Percentile (Composite Score): 64
- Low Risk: 93.5%
- Moderate Risk: 4.3%
- High Risk: 2.2%

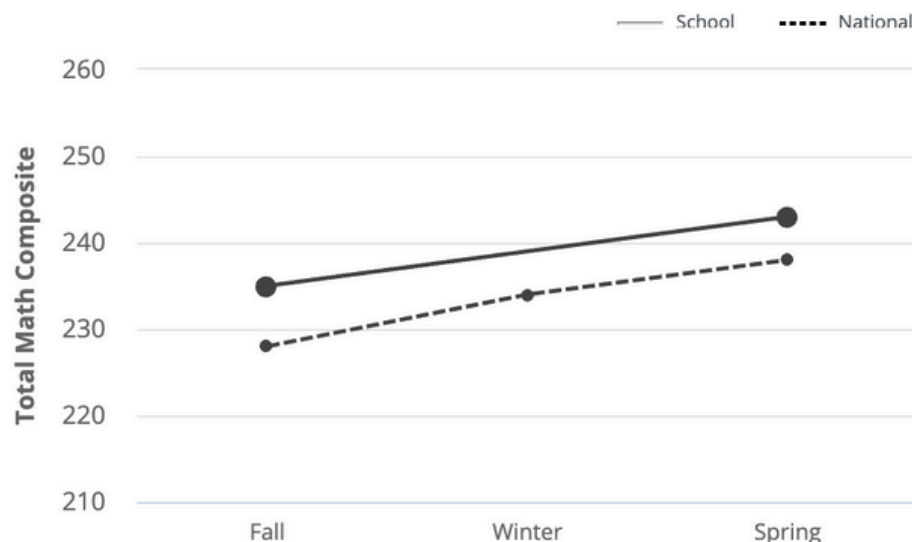
Skill Area	Median Percentile	Notable Trends
Concepts & Applications	60	Strong grasp of core math ideas; 84.8% at or above Average
Mental Computation	63	Developing fluency; 26% scoring Above or Well Above Average
Number Comparison	66	Clear strength; 39.1% scored Above or Well Above Average
Number Sense Fluency	65	Solid foundational understanding; 34.8% Above or Well Above Average

MYP 3

Growth Summary

- Students demonstrated **solid progress**, with an average Math Composite gain of 8 percentile points.
- 60% of the cohort exceeded the national average growth rate, showing upward trends in key skill areas.
- Performance remained consistent across all domains, with increased percentages in the Above Average bands compared to Fall.

School Growth



Interpretation and Educational Response

MYP 3 numeracy results show **a strong and balanced performance profile**:

- Over 91% of students scored at or above the Average benchmark, with a healthy number in the Above and Well Above Average categories.
- 93.5% of students are classified as Low Risk, indicating **high readiness for year-end expectations and a solid foundation for progression into MYP 4 mathematics**.

These results affirm that **current teaching strategies and curriculum delivery are meeting the needs of students**. Instructional decisions appear to be well-aligned with the developmental stage and mathematical needs of the cohort.

Moving forward, teachers will:

- Continue reinforcing fluency and efficiency in mental computation to raise the upper range
- Offer enrichment opportunities to students in the higher performance bands, such as project-based applications or open-ended problem-solving tasks
- Provide targeted support for the 8.7% of students below benchmark to ensure continued growth and confidence in numeracy

Numeracy Results



International School
of Hellerup

MYP 4

Assessment Windows: **Fall 2024 & Spring 2025**

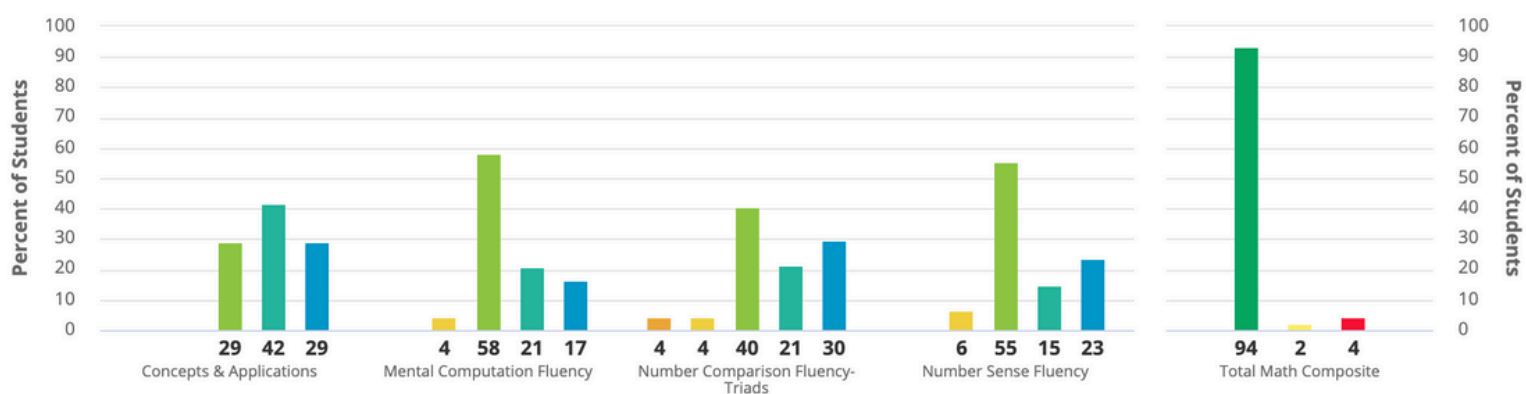
Total Students Assessed: 47

Assessment Type: Aimsweb Plus – Numeracy

Comparison Group: National Norms (2024–2025)

Math Summary

Account (30 %ile)



	Concepts & Applications		Mental Computation Fluency		Number Comparison Fluency-Triads		Number Sense Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	0%	0	0%	2	4.3%	0	0%
Below Average	0	0%	2	4.2%	2	4.3%	3	6.4%
Average	14	29.2%	28	58.3%	19	40.4%	26	55.3%
Above Average	20	41.7%	10	20.8%	10	21.3%	7	14.9%
Well Above Average	14	29.2%	8	16.7%	14	29.8%	11	23.4%
School Median Percentile	81		66		75		68	

Total Math Composite		
# of Students	% of Students	Risk
44	93.6%	Low
1	2.1%	Moderate
2	4.3%	High
85		School Median %ile

- ✓ Total scoring Average or higher: 91.5%
- ⚠ Students Below Average: 8.5%
- 📊 Spring Median Percentile (Composite Score): 85
- Low Risk: 93.6%
- Moderate Risk: 2.1%
- High Risk: 4.3%

Skill Area	Median Percentile	Notable Trends
Concepts & Applications	81	Excellent understanding of applied math; 71% Above or Well Above Average
Mental Computation	66	Strong and improving; over one-third scored Above or Well Above Average
Number Comparison	75	Advanced performance evident; 51% scored in top two bands
Number Sense Fluency	68	Reliable foundational skills; nearly 40% Above or Well Above Average

Numeracy Results



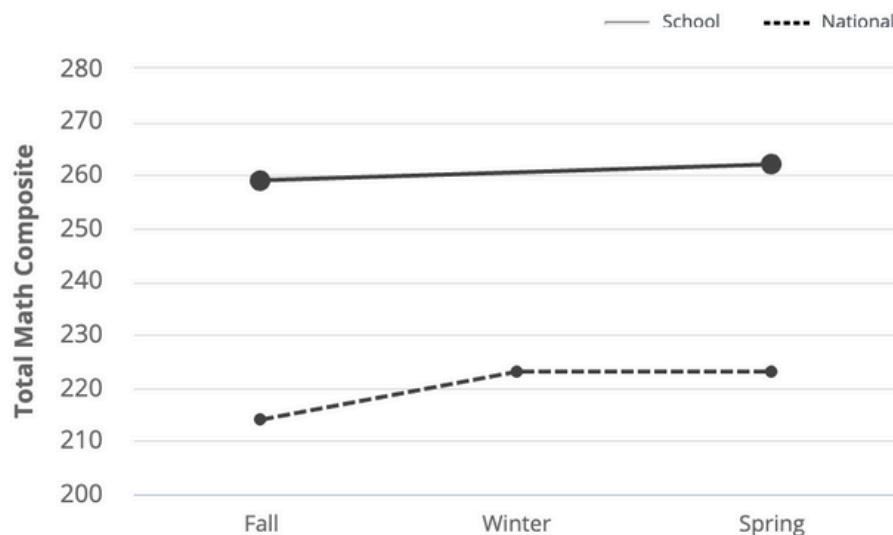
International School
of Hellerup

MYP 4

Growth Summary

- Students in MYP 4 demonstrated strong, consistent performance across all numeracy domains.
- The average gain in Math Composite score was 3 points, sustaining a high level of achievement across the year.
- All skill areas showed depth, with strong representation in the Above and Well Above Average bands, reinforcing readiness for advanced mathematics in MYP 5 and beyond.

School Growth



Interpretation and Educational Response

MYP 4 numeracy outcomes reflect **an exceptionally high-achieving cohort**, with a median Math Composite percentile of 85, placing the group well above national norms.

- 91.5% of students scored at or above benchmark, and nearly 60% scored in the Above or Well Above Average bands
- All students are demonstrating **readiness for high school-level mathematical thinking and application**

These results confirm that **current instructional practices, curriculum alignment, and assessment strategies are highly effective in MYP 4 Mathematics.**

To sustain growth and engagement:

- Teachers will continue using rich problem-solving tasks, real-world applications, and open-ended investigations
- Students scoring at the highest levels may be offered extension projects, math competitions, or enrichment pathways
- The small group of students (8.5%) scoring below average will receive targeted fluency and conceptual support, particularly to solidify readiness for MYP 5 demands



Conclusion

The Aimsweb Plus benchmark results from Fall 2024 and Spring 2025 provide valuable insight into the academic development of our Middle Years students in **Literacy** and **Numeracy**. Across MYP 1 to MYP 4, **the data consistently reflects strong student performance**, with the majority of learners achieving results within or above national expectations.

Key findings across the programme include:

- **A significant percentage of students in all year levels are performing in the Average to Well Above Average range in both Literacy and Numeracy**
- **Median composite percentiles across both domains are well above national norms, indicating a healthy schoolwide trend in skill development**
- **Risk levels are consistently low, confirming that our students are on track to meet or exceed curriculum goals**

These results affirm that our curriculum, teaching strategies, and student-centered philosophy are working. Students are growing as thinkers, readers, problem solvers, and communicators — outcomes that align not only with Aimsweb benchmarks, but with the IB learner profile and our school's vision and mission.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become **reflective** and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission

Our mission is to provide the **highest quality education** in a student-centred environment by empowering individuals to fulfil their human potential to become purposeful lifelong learners and responsible global citizens.

At ISH, we view **data as a tool for reflection and responsible action**. The results outlined in this report will continue to guide:

- **Differentiated instruction in the classroom**
- **Early intervention for students requiring support**
- **Opportunities for enrichment and challenge for high-achieving students**
- **Curriculum reviews and collaborative planning among subject teams**

We are especially proud that these gains have been achieved in a way that reflects our school's core values of caring, courage, and a growth mindset. Our commitment is not just to academic achievement, but to ensuring every student has the tools, confidence, and support to grow at their own pace and fulfill their potential.

We look forward to building on this momentum in the next academic year and continuing to ensure that each student's learning journey is personalized, purposeful, and empowering.

Contact and Follow-Up

If you have any questions about the data presented in this report, or would like to learn more about how we are using Aimsweb Plus to support student learning at ISH, please feel free to reach out.

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