

# Seymour Public Schools School Improvement Plan



**2019-2020**

## **Mission of the Seymour Public Schools**

The mission of Seymour Public Schools is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and prepare them to meet the challenges of an ever changing world.

Name of School: Bungay Elementary School

Principal: Mary Sue Feige

Assistant Principal: Lauren Reid

Date: Fall 2019-Spring 2020

## **School-Wide Data Team Members**

Name	Role
Mary Sue Feige	Principal
Lauren Reid	Assistant Principal
Kim Barton	SRBI Mathematics Teacher
Dawn Black	Third Grade Teacher
Kimberly Freeman	SRBI Language Arts Teacher
Katie Furino	Second Grade Teacher
Chloe Germain	School Psychologist
Christopher Cummings	Fourth Grade Teacher
Carolyn Mucci	Language Arts Consultant

## Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status. The District Theory of Action guides this work and is adapted at each school level to establish a through-line of consistency from the classrooms to the schools to the district.

### School Vision Statement

Bungay Elementary School  
Children *First*  
*Courteous, Achieving, Responsible, Interested, Neighborly, Growing*



### School Mission Statement

The faculty and staff of Bungay Elementary School are committed to providing a respectful and engaging learning environment where all students are expected to achieve their maximum potential and become lifelong learners.

## Context Vocabulary

SIP common vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

Seymour Public Schools strongly believe that any assessment achievement levels should serve only as a starting point for discussion about the performance of students and groups of students. Seymour Public Schools supports the development of the whole child and achievement levels should never be interpreted as infallible predictors of a student's future.

MAP- (Measures of Academic Progress)- Math, language arts, and science assessments that measure what students know and informs teachers what they're ready to learn next. The results help teachers track growth throughout the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student’s instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

DRA2-The Developmental Reading Assessment, Second Edition is an individual reading assessment designed to assess students' reading performance. The primary purpose of the DRA2 is to enable teachers to observe, record and evaluate change in student reading performance, and to plan for and teach what each student needs to learn next.

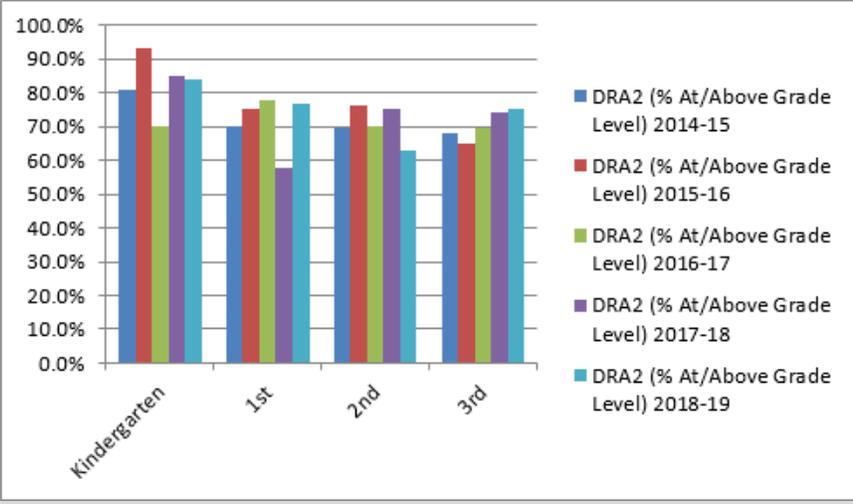
SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the achievement standard for English language arts/literacy expected for their designated grade. Students performing at this standard are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered in October of 2018-2019 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in 2018-2019 to all students in grade 11 and measures student achievement in math, reading, and writing.

## Data Analysis 3-year historical cohort-based data graphs

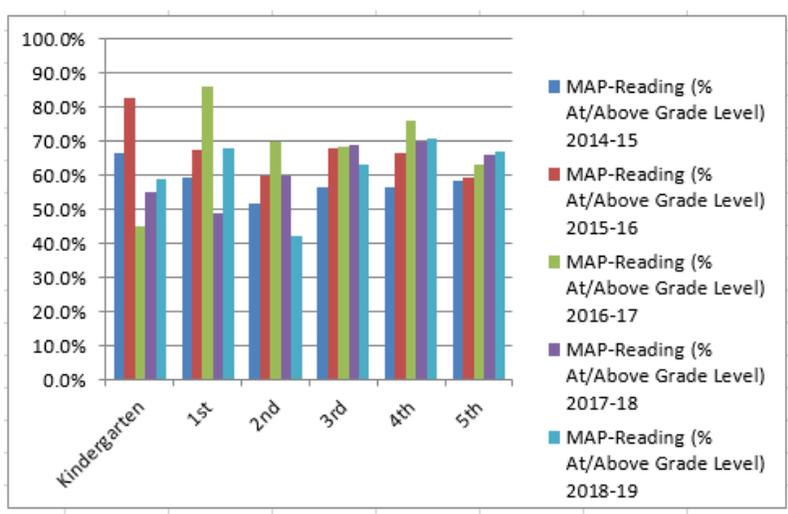
Assessment	Data Trends- 3 year cohort	Observations
<b>DRA2</b> (K-3rd Grade)		<ul style="list-style-type: none"> <li>The K-3rd grade average for DRA2 students performing at/above grade level was 74% in 2018-2019.</li> <li>Second grade performed below the K-3 average on the DRA2.</li> </ul>



- Kindergarten, first and third grade performed above the K-3 average on the DRA2.

DRA2 (% At/Above Grade Level)					
School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	80.8%	93.0%	70.0%	85.0%	84.0%
1st	70.1%	75.3%	78.0%	58.0%	77.0%
2nd	69.7%	76.3%	70.0%	75.0%	63.0%
3rd	68.0%	65.1%	69.5%	74.0%	75.0%

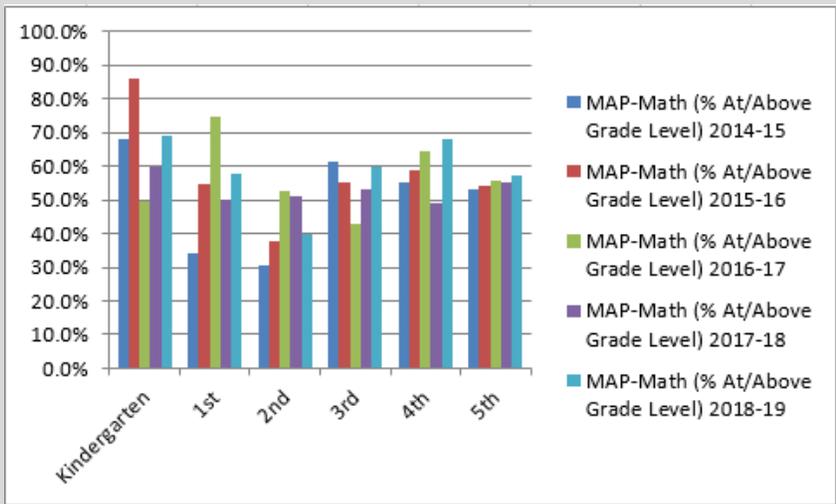
**MAP - Reading (K - 5th Grade)**



- The K-5th grade average for MAP reading assessment was 62% at/above grade level was in 2018-2019.
- Fifth grade has consistently increased the percentage of students at/above grade level on the MAP Reading.

MAP-Reading (% At/Above Grade Level)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	66.7%	82.5%	44.9%	55.0%	59.0%
1st	59.5%	67.5%	86.3%	49.0%	68.0%
2nd	51.7%	60.0%	69.9%	60.0%	42.0%
3rd	56.3%	67.8%	68.3%	69.0%	63.0%
4th	56.5%	66.3%	76.2%	70.0%	71.0%
5th	58.5%	59.5%	63.0%	66.0%	67.0%

**MAP Math (K - 5th Grade)**



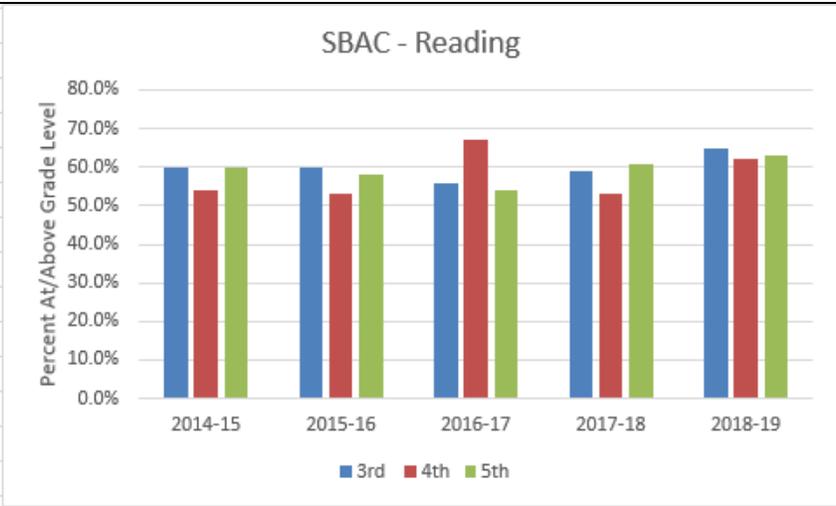
MAP-Math (% At/Above Grade Level)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	67.9%	86.0%	49.3%	60.0%	69.0%
1st	34.2%	54.5%	74.5%	50.0%	58.0%
2nd	30.3%	37.5%	52.4%	51.0%	40.0%
3rd	61.3%	55.2%	42.7%	53.0%	60.0%
4th	55.3%	58.8%	64.3%	49.0%	68.0%
5th	53.2%	54.4%	55.6%	55.0%	57.0%

- The K-5th grade average for MAP math assessment was 58% at/above grade level in 2018-2019.
- Fifth grade has consistently increased the percentage of students at/above grade level on the MAP Reading.

**SBAC - Reading (3rd - 5th Grade)**

- 63.2% of 3rd-5th grade performed at level 3 and above grade level on the

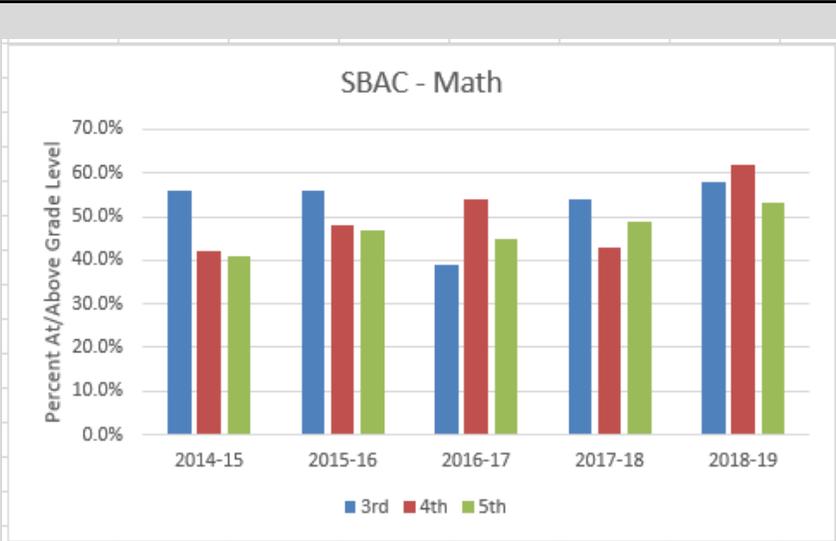
SBAC - Reading



Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19
3rd	60.0%	60.0%	56.0%	59.0%	65.0%
4th	54.0%	53.0%	67.0%	53.0%	62.0%
5th	60.0%	58.0%	54.0%	61.0%	63.0%

- 2019 reading SBAC.
- Overall, grades 3 and 5 saw an increase in the percent of students at level 3 and above on the reading SBAC.

SBAC - Math (3rd - 5th Grade)

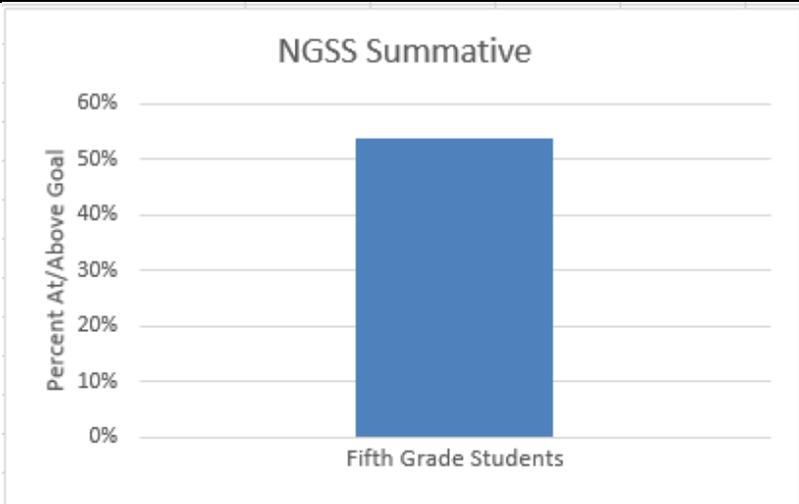


Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19
3rd	56.0%	56.0%	39.0%	54.0%	58.0%
4th	42.0%	48.0%	54.0%	43.0%	62.0%
5th	41.0%	47.0%	45.0%	49.0%	53.0%

- 57.8% of 3rd-5th grade performed at level 3 and above grade level on the 2019 math SBAC.
- Overall, grades 3 and 5 saw an increase in the percent of students at level 3 and above on the math SBAC.

NGSS (5th Grade)

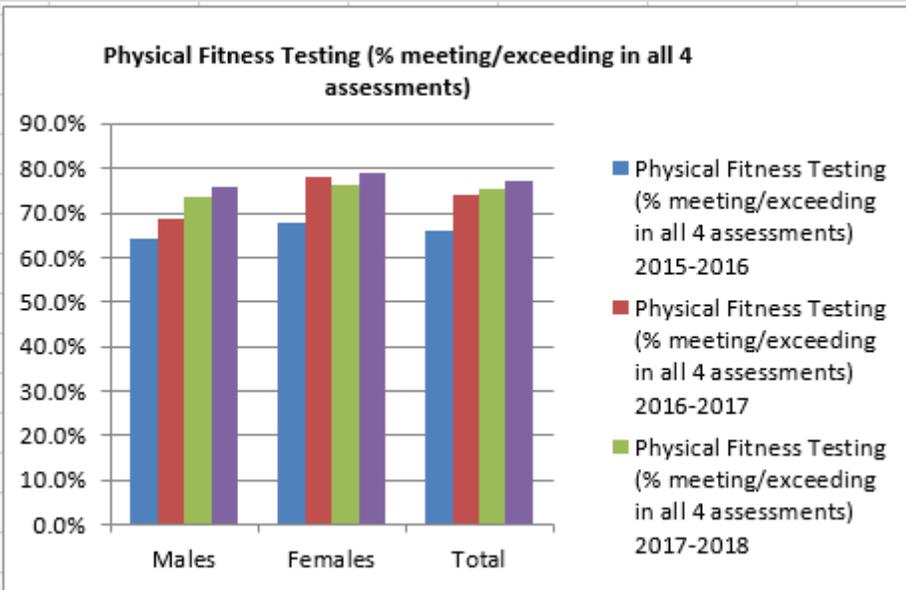
- 2017-2018 Fifth grade



NGSS - Science: 5th Grade	
2018-19	
% At/Above Goal	54%

- students completed pilot NGSS
- Bungay School had 54% of students at/above goal. The district average was 52%

**Physical Fitness (4th Grade)**



Physical Fitness Testing (% meeting/exceeding in all 4 assessments)				
	2015-2016	2016-2017	2017-2018	2018-2019
Males	64.3%	68.6%	73.50%	76%
Females	67.6%	78.3%	76.40%	79%
Total	65.8%	74.1%	75.30%	77%

- Overall increase in meeting/exceeding in all 4 assessments over time 59.8% (2011-2012) to 77.0% (2017-2018).
- Males had the highest percentage of students meet/exceed in all 4 assessments since 2011-2012.
- There are more females (79%) than males (76%) meeting/exceeding in all 4 assessments in the 2018-2019.

## Goals

### Goal #1: Improved Reading Performance

Reading continues to be a high priority in Seymour. Seymour's core values state that all students can be successful learners. After carefully examining the data at the school level, we identified reading as a high priority need. At Bungay, we support this and believe that every student can learn to read and continually improve their reading skills towards the goal of becoming lifelong learners. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. The focus of this goal will contribute to student success in SPS by ensuring that all students have the tools that they need to be college and career ready.

#### I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
<ol style="list-style-type: none"><li data-bbox="253 1381 711 1556">1. The mean score for reading in Kindergarten grade will increase from <b>139.6</b> to <b>160</b> as measured by the fall 2019 to the spring 2020 MAP assessment. (+20)</li><li data-bbox="253 1564 711 1738">2. The mean score for reading in first grade will increase from <b>161.4</b> to <b>180</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+19)</li><li data-bbox="253 1747 711 1831">3. The mean score for reading in second grade will increase from <b>182.8</b> to <b>192</b> as measured by the</li></ol>	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the Bungay reading goal for the 2019-2020 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.

<p>spring 2019 to the spring 2020 MAP assessment. (+10)</p> <p>4. The mean score for reading in third grade will increase from <b>183.9</b> to <b>198</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+14)</p> <p>5. The mean score for reading in fourth grade will increase from <b>201.8</b> to <b>211</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+9)</p> <p>6. The mean score for reading in fifth grade will increase from <b>211.2</b> to <b>215</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+4)</p>	
<p>Student Outcome Indicator Rationale:</p> <p>Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2019-2020 year. Our goals are aligned with the district's goals.</p>	<p>Results and Outcomes</p> <p><b>2018-2019</b></p> <p><b>End of Year Update - Reading:</b></p> <p>Five out of the six grades met/exceeded the mean score goals as measured by the spring 2018 to the spring 2019 MAP.</p> <p><b>Kindergarten</b></p> <p>Spring 2018-Spring 2019 Goal-<b>138.2</b> to <b>158</b></p> <p>2019 Spring Results-<b>161.7</b>, exceeded goal by 3.7, total growth of 23.5</p> <p><b>Grade One</b></p> <p>Spring 2018-Spring 2019 Goal-<b>163.4</b> to <b>182</b></p> <p>2019 Spring Results-<b>182.7</b>, exceeded goal by 0.7, total growth of 19.3</p> <p><b>Grade Two</b></p> <p>Spring 2018-Spring 2019 Goal-<b>176.8</b> to <b>190</b></p> <p>2019 Spring Results-<b>184.5</b>, missed goal by 5.5, total growth of 7.7</p> <p><b>Grade Three</b></p> <p>Spring 2018-Spring 2019 Goal-<b>191.7</b> to <b>200</b></p> <p>2019 Spring Result-<b>202.6</b>, exceeded goal by 2.6, total growth of 10.9</p> <p><b>Grade Four</b></p> <p>Spring 2018-Spring 2019 Goal-<b>202</b> to <b>209</b></p> <p>2019 Spring Results-Spring <b>212.3</b>, exceeded goal by 3.3, total growth of 10.3</p> <p><b>Grade Five</b></p> <p>Spring 2018-Spring 2019 Goal-<b>209.3</b> to <b>214</b></p>

	<p>2019 Spring Results- <b>215.3</b>, exceeded goal by 1.3, total growth of 6</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Formed small flexible groups for instruction on specific skills/standards based on the NWEA learning continuum, MAP reports, data team / grade level meetings, running records and ongoing CFAs.</li> <li>• Created visible learning anchor charts to share student grow and successes</li> <li>• Offered students immediate feedback during reading conferencing/conferring</li> <li>• Implemented student rubrics/checklists - peer evaluation, peer feedback, self-reflection, and buddy reading</li> <li>• Student examination of writing exemplars</li> <li>• Student reading and writing goal setting and tracking</li> <li>• Variety of vocabulary and non-fiction strategies implemented (high order thinking questions and close reading)</li> <li>• Literacy push-in support (LAC/SRBI)</li> <li>• Interactive websites and technology used to engage students in reading: Raz Kids, Lexia, Readworks, NewsELA, and Google Classroom</li> <li>• Participated in district professional learning for reading and writing workshop with Patty Wright - implemented best practices (mini lessons, conferring, rubrics, checklists, learning progressions, mid-workshop teaching point, shared reading, partner reading, independent reading, sharing, pre &amp; post Teachers' College Assessments)</li> <li>• Implemented of K-1 Teacher's College Phonics program</li> <li>• Grade level collaborative (book study - Reading Pathways)</li> <li>• Parents kept well informed through progress reports, parent workshops, communication applications (Remind101 &amp; Class Messenger), Google Classroom, newsletters, PowerSchool and conferences.</li> <li>• Snap words flash cards and nightly reading logs sent home to parents for nightly practice</li> <li>• Parents invited into classroom for end of Reading/Writing unit celebration</li> </ul>
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Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use grade level data meetings to analyze pre data, set a SMART goal, look at student work, and analyze post data for reading.	-September through June -November and January check-in	Classroom Teachers during: -Flexible grouping -SRBI block -Morning data and grade level meetings	-Improved individual student performance on Reading MAP -Formative assessment data aligning to areas of need according to MAP, DRA, Running Records, and Reading Pre/Post Assessments.
Teachers will engage in professional learning in order to clearly define highly effective teaching along with a system to regularly monitor it. This will be done through professional learning on -Reading and Writing Workshop (Lucy Calkins) -Book study on <i>A Guide to the Phonics Units of Study (K-2)</i> -Danielson Domain 3	-September through June via faculty, grade level meetings and district PD with Patty Wright -October, February, and May check-in	-Classroom Teachers -Administration and Data Team	-Peer Observations -Informal walkthroughs -Lesson Planning Conversations -Professional Learning agendas and evaluations -Teacher Professional Practice Goals -Individual teacher evidence, feedback, and reflection
Teachers will provide a learning environment that supports and enhances learning and the development of motivation.	-September through June -December and April check-in	-School Data Team -Classroom Teachers through: -arrival time -interactive modeling -morning meeting -guided discovery -academic choice -classroom organization -classroom management and teacher language	-Informal walkthroughs -SRBI Behavior Plans -School Counselor Curriculum -Responsive Classroom Walk-Through Tool and Assessment Reflections
Teachers will share at-home reading strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, communication

			applications and PowerSchool communication
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Goal #2: Improved Mathematics Performance

Bungay School is striving to improve math performance in kindergarten through grade five. We seek to make consistent progress in the percentage of students meeting or exceeding their projected RIT targets as they progress from grade to grade. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. The focus of this goal will contribute to student success in SPS by ensuring that all students have the tools that they need to be college and career ready.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
<ol style="list-style-type: none"> <li>1. The mean score for mathematics in Kindergarten grade will increase from <b>138.5</b> to <b>159</b> as measured by the fall 2019 to the spring 2020 MAP assessment. (+20)</li> <li>2. The mean score for mathematics in first grade will increase from <b>161.9</b> to <b>181</b> as measured by the spring 2019 to the spring 2020 MAP assessment.(+19)</li> <li>3. The mean score for mathematics in second grade will increase from <b>183.5</b> to <b>192</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+9)</li> <li>4. The mean score for mathematics in third grade will increase from <b>187.1</b> to <b>196</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+9)</li> </ol>	<p>Seymour’s district goals continue to strive for improved student achievement in the area of mathematics. The efforts towards attaining the Bungay math goal for the 2019-2020 school year also correlate to improving our students’ performance on the Smarter Balanced Math assessment.</p>

<p>5. The mean score for mathematics in fourth grade will increase from <b>203.7</b> to <b>214</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+10)</p> <p>6. The mean score for mathematics in fifth grade will increase from <b>215.3</b> to <b>224</b> as measured by the spring 2019 to the spring 2020 MAP assessment. (+9)</p>	
<p>Student Outcome Indicator Rationale:</p> <p>Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2019-2020 year. Our goals are aligned with the district's goals.</p>	<p>Results and Outcomes</p> <p><b>End of Year Update - Math</b>  Four out of the six grades met the mean score goals as measured by the spring 2018 to the spring 2019 MAP.</p> <p><b>Kindergarten</b>  Spring 2018-Spring 2019 Goal-<b>137.4</b> to <b>159</b>  2019 Spring Results-Spring <b>162.4</b>, exceeded goal by 3.4, total growth of 25</p> <p><b>Grade One</b>  Spring 2018-Spring 2019 Goal-<b>163.5</b> to <b>181</b>  2019 Spring Results-Spring <b>183.4</b>, exceeded goal by 2.4, total growth of 19.9</p> <p><b>Grade Two</b>  Spring 2018-Spring 2019 Goal-<b>177.9</b> to <b>189</b>  2019 Spring Results-Spring <b>187.3</b>, missed goal by 1.7, total growth of 9.4</p> <p><b>Grade Three</b>  Spring 2018-Spring 2019 Goal-<b>192.6</b> to <b>201</b>  2019 Spring Result-Spring <b>203.7</b>, exceeded goal by 2.7, total growth of 11.1</p> <p><b>Grade Four</b>  Spring 2018-Spring 2019 Goal-<b>202.0</b> to <b>214</b>  2019 Spring Results-Spring <b>215.3</b>, exceeded goal by 1.3, total growth of 13.3</p> <p><b>Grade Five</b>  Spring 2018-Spring 2019 Goal-<b>213.5</b> to <b>225</b>  2019 Spring Results-Spring <b>224.0</b>, missed goal by 1, total growth of 10.5</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Formed small flexible groups for instruction on specific skills/standards based on the NWEA learning continuum, MAP reports, data team / grade level meetings, and ongoing formative assessments.</li> <li>• Math anchor charts - highlighting math vocabulary</li> <li>• Integrated math talk strategies: math talk guidelines, daily number talks, grapple,</li> </ul>

	<p>number of the day, math talk moves, student explanation/modeling of thinking</p> <ul style="list-style-type: none"> <li>• Student math discourse - peer discussions, peer feedback, integration of sentence stems and student led questioning</li> <li>• Integration of math stations/centers based on the learning continuum</li> <li>• Offered students immediate feedback during small groups / stations (based on formative assessments, daily performance and Khan weekly reports)</li> <li>• Student goal setting and tracking of progress</li> <li>• Math reflections and self-assessment (Math Four Square post assessment reflection)</li> <li>• Created visible learning data walls to share student grow and successes</li> <li>• Numeracy push-in support (SRBI)</li> <li>• Numeracy strategies - math talk, problem of the day, gallery walks, multiple approaches for problem solving, higher-order thinking question - puzzled penguin, student led discussions and questioning</li> <li>• Interactive websites and technology used to engage and enrich learning in math: Khan-Mappers, Khan Academy - missions, and Xtra-Math</li> <li>• Observation of grade level partners and collaborative peer discussions</li> <li>• Fact flash cards sent home to parents for nightly practice</li> <li>• Parents kept well informed through progress reports, parent workshops, communication applications (Remind101 &amp; Class Messenger), Google Classroom, newsletters - tips for parents, unit overview parent letters, photos and videos of different math strategies, PowerSchool and conferences</li> </ul>
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III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
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<p>Teachers will use grade level data meetings to analyze pre data, set a SMART goal, look at student work, and analyze post data for mathematics.</p>	<p>-September through June -November and January check-in</p>	<p>Classroom Teachers during: -Flexible grouping -SRBI block -Morning data and grade level meetings</p>	<p>-Improved individual student performance on Math MAP -Formative assessment data aligning to areas of need according to MAP and unit assessments.</p>
<p>Teachers will engage in professional learning in order to clearly define highly effective teaching along with a system to regularly monitor it. This will be done through professional learning on -Math Workshop -Danielson Domain 3</p>	<p>-September through June via faculty, grade level meetings and district PD on math workshop -October, February, and May check-in</p>	<p>-Classroom Teachers -Administration and Data Team</p>	<p>-Peer Observations -Informal walkthroughs -Lesson Planning Conversations -Professional Learning agendas and evaluations -Teacher Professional Practice Goals -Individual teacher evidence, feedback, and reflection</p>
<p>Teachers will provide a learning environment that supports and enhances learning and the development of motivation.</p>	<p>-September through June -December and April check-in</p>	<p>-School Data Team -Classroom Teachers through: -arrival time -interactive modeling -morning meeting -guided discovery -academic choice -classroom organization -classroom management and teacher language</p>	<p>-Informal walkthroughs -SRBI Behavior Plans -School Counselor Curriculum -Responsive Classroom Walk-Through Tool and Assessment Reflections</p>
<p>Teachers will share at-home math strategies with parents.</p>	<p>-September through June</p>	<p>Certified staff</p>	<p>-Friday Flash, parent workshops, teacher newsletters, communication applications and PowerSchool communication</p>

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## V. Communication Plan

### Communication:

Bungay School administration will take the following actions to communicate the SIP plan:

- Post the SIP plan on the website no more than one week after final approval.
- Announce the goals of the plans at a PTA meeting no more than one month after final approval.
- Review the goals and actions of the SIP plan in the Friday Flash- and e-document shared with all Bungay parents.
- Share at-home strategies with parents through the Friday Flash, parent workshops, teacher newsletters, and PowerSchool to support our school SIP
- Review the goals and actions of the SIP with staff through faculty meetings, grade level meetings, morning data team meetings, and professional development.
- Display the plan's goals, action plan and results indicators on a Data Wall in a visible location in the school.

## Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018	Results 2019
DRA2	K	Reading	Students on/above spring benchmark	93%	70%	85%	84%
DRA2	1	Reading	Students on/above spring benchmark	75%	78%	58%	77%
DRA2	2	Reading	Students on/above spring benchmark	76%	70%	73%	63%
DRA2	3	Reading	Students on/above spring benchmark	65%	70%	74%	75%
MAP	K	Reading	Students meeting RIT projected target	80%	53%	72%	68%
MAP	K	Math	Students meeting RIT projected target	85%	53%	81%	76%
MAP	1	Reading	Students meeting RIT projected target	60%	67%	56%	61%
MAP	1	Math	Students meeting RIT projected target	41%	55%	41%	48%
MAP	2	Reading	Students meeting RIT projected target	51%	51%	37%	38%

MAP	2	Math	Students meeting RIT projected target	38%	46%	37%	38%
MAP	3	Reading	Students meeting RIT projected target	78%	60%	53%	57%
MAP	3	Math	Students meeting RIT projected target	66%	62%	57%	61%
MAP	4	Reading	Students meeting RIT projected target	67%	66%	59%	67%
MAP	4	Math	Students meeting RIT projected target	63%	76%	71%	69%
MAP	5	Reading	Students meeting RIT projected target	66%	45%	35%	64%
MAP	5	Math	Students meeting RIT projected target	48%	51%	42%	59%
SB	3	Reading	% of Students at Level 3 and above	60%	56%	59%	65%
SB	3	Math	% of Students at Level 3 and above	56%	39%	54%	58%
SB	4	Reading	% of Students at Level 3 and above	77%	67%	53%	62%
SB	4	Math	% of Students at Level 3 and above	48%	54%	43%	62%
SB	5	Reading	% of Students at Level 3 and above	58%	54%	61%	63%
SB	5	Math	% of Students at Level 3 and above	47%	45%	49%	53%
NGSS	5	Science	Students at goal	NA	NA	NA	49%
NGSS	5	Science	Students at advanced	NA	NA	NA	5%
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	66%	74%	75%	77%
Attendance	K-5	Attendance	Chronic Absenteeism by building	4.8%	3.3%	6.4%	5.9%