

School Student Achievement Data										
School Assessment Accountability: Local Assessments - Letter ID, Fountas & Pinnell (F&P), Words Their Way and Bridges and Semester 1 Progress Report Standards in Reading and Math										
Percentage of Students Meeting or Exceeding Proficiency										
Year	Assessment	Grade Level	School	State						
2018-2019	Letter ID Spring	Kindergarten	53	NA						
2019-2020	Letter ID Spring	Kindergarten	NA	NA						
2020-2021	Letter ID Spring	Kindergarten	58	NA						
2021-2022	Letter ID Spring	Kindergarten	66	NA						
Year	Assessment	Grade Level	School	State	Year	Assessment	Grade Level	School	State	
2018-2019	F&P (Winter)	Kindergarten	36	NA	2018-2019	F&P (Spring)	Kindergarten	70	NA	
2019-2020	F&P (Winter)	Grade 1	47	NA	2019-2020	F&P (Spring)	Grade 1	NA	NA	
2020-2021	F&P (Winter)	Grade 2	71	NA	2020-2021	F&P (Spring)	Grade 2	75	NA	
Year	Assessment	Grade Level	School	State	Year	Assessment	Grade Level	School	State	
2019-2020	F&P (Winter)	Kindergarten	32	NA	2019-2020	F&P (Spring)	Kindergarten	NA	NA	
2020-2021	F&P (Winter)	Grade 1	65	NA	2020-2021	F&P (Spring)	Grade 1	64	NA	
2021-2022	F&P (Winter)	Grade 2	75	NA	2021-2022	F&P (Spring)	Grade 2	77	NA	
Year	Assessment	Grade Level	School	State	<p>The data highlighted in yellow shows student achievement data using assessments from our former district assessment plan. On this assessment students are asked to read a text aloud and answer comprehension questions. To be proficient students must read with high accuracy and demonstrate deep comprehension of a text. This type of an assessment is the culmination of so many of our essential standards and different domains in reading (foundational skills and literature and informational). In order to meet the benchmark of this assessment students must orchestrate multiple areas and pathways of reading. You can see how our work in collaborative teams, our focus on tiers of instruction (defining what they are and identifying who is in need of what and for how long), our use of assessments and data (both formative and summative), etc. has really benefited our students. Each grade level (and even each time of the year) has a different benchmark that students must hit to be considered proficient or meeting the expectation. We can see how our instruction( across tiers) and our work with essential standards and learning targets has allowed more and more students to be successful and meet this ever moving target.</p>					
2019-2020	Progress Report: Reading-Literature	Kindergarten	66	NA						
2020-2021	Progress Report: Reading-Literature	Grade 1	70	NA						
2021-2022	Progress Report: Reading-Literature	Grade 2	74	NA						
Year	Assessment	Grade Level	School	State						
2018-2019	Bridges (Operations, Winter)	Kindergarten	64	NA						
2019-2020	Bridges (Operations, Winter)	Grade 1	77	NA						
2020-2021	Bridges (Operations, Winter)	Grade 2	72	NA						
Year	Assessment	Grade Level	School	State						
2019-2020	Bridges (Operations, Winter)	Kindergarten	76	NA						
2020-2021	Bridges (Operations, Winter)	Grade 1	83	NA						
2021-2022	Bridges (Operations, Winter)	Grade 2	65	NA						
Year	Assessment	Grade Level	School	State						
2019-2020	Progress Report: Operations & Algebraic Thinking	Kindergarten	73	NA						
2020-2021	Progress Report: Operations & Algebraic Thinking	Grade 1	82	NA						
2021-2022	Progress Report: Operations & Algebraic Thinking	Grade 2	81	NA						