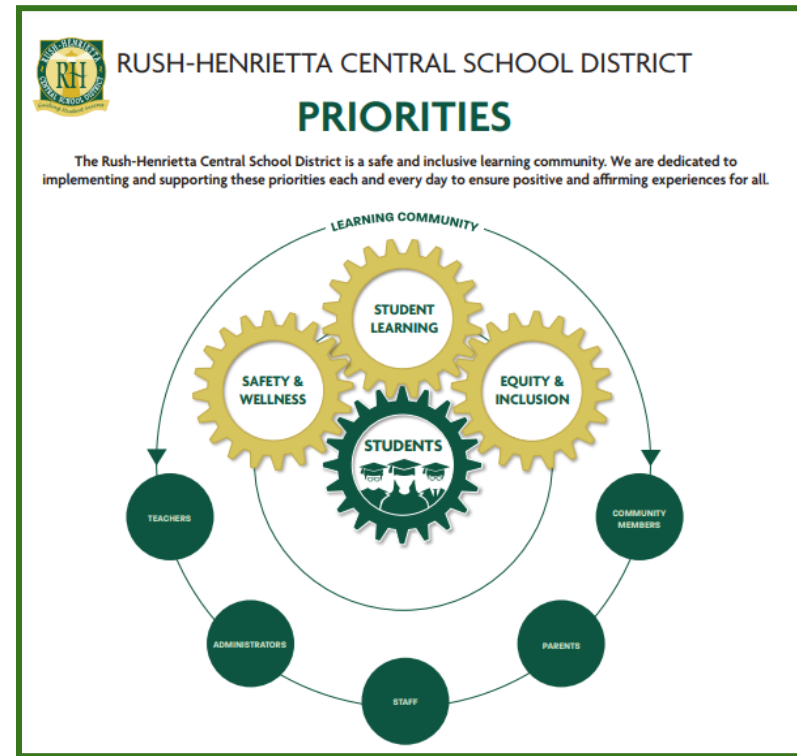


Leary Elementary School Improvement Plan

Beginning of Year Report
2022-2023



Leary Elementary School Improvement Plan 2022-2023

District Priority: Student Learning

Goal: At Leary Elementary School, all students will acquire foundational literacy, and math skills in child-centered learning environments.

Target

65% of students will score at or above the 61% or higher on NWEA MAP and New York State Assessments with an emphasis on students in Grade 1 and specifically Grade 2 students taking the K-2 NWEA reading assessment.

Improvement Actions:

Change-

- All grade levels will use in-classroom interventions focusing on improving foundational reading skills, with an emphasis on Letter Name Fluency at K and Oral Reading Fluency at all other grade levels. Classroom teachers will utilize specific interventions to help students meet their individual goals and close gaps.
- Implement Foundations with fidelity.
- Introduce and Implement Geodes with grade 2 students to support the use of decodable texts connecting with Foundations. Grades K&1 students will continue using Geodes.
- Small group Heggerty instruction during WINN block.
- Grades 2 & 3: Response to text writing using whole group and small group writing instruction.
- Develop grade level action plans & student specific action plan with a particular focus on students who are on the cusp of meeting benchmark as well as those in underperforming cohort groups (SPED & ELLs).

Support-

- Coaching sessions with ELA Coach & classroom teachers to plan and implement WINN interventions and review student progress.
- Continue professional development with LETRs, Foundations, and Geodes training for teachers. ELA coach will work to support the transfer of this training and knowledge into practice.
- Teachers will provide feedback on unit writing tasks specifically on supporting claims by using clear reasons and relevant evidence.

Monitor-

- Progress monitoring meetings during conference periods with ELA Coach, Principal, classroom teachers, and related service providers.
- Bi-weekly monitoring of pull-out students through aimswebPlus.
- Monthly Reading Team Meetings to review student progress.
- Grade level meetings on SIP days and during conference periods to develop and monitor action plans.
- Classroom walk-throughs.

Target: 65% of students at each grade level will score 61% or higher on the NWEA Math and New York State Assessments with an emphasis on students in Grade 1 students and specifically Grade 2 students taking the K-2 NWEA reading assessment.

Improvement Actions:

Change

- Start in class and pull out Boot Camps interventions in September instead of October. This will allow us to fit in more rounds of intervention prior to the second semester.

Impact:

Measures of Academic Progress (MAP) and New York State Assessment-ELA

Proficiency rates for NWEA MAP assessments for 2021-22 school year are reported below. Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percentage of students scoring at or above the 61%** percentile). Our benchmark is set to put Leary in the top quartile of Monroe County skills. The reported gap compares current performance compared to the benchmark. The trend reports the differences between Fall and the most current administration. Building cohort and ethnicity group proficiency rates are included in Appendix B.

Reading	Fall 22/21/19	Winter 22/21	Spring 22/21	Benchmark	Gap	Trend
MAP K	Not Given	(52%) (54%)	(58%) (44%)	NA	NA	NA
MAP 1	44%(48%) (48%)	(46%) (38%)	(46%) (39%)	55%	-21%	NA
MAP 2	42%(43%) (49%)	(51%) (49%)	(59%) (45%)	55%	-23%	NA
MAP 3	55%(45%) (59%)	(61%) (53%)	(57%) (59%)	60%	-10%	NA

Reflection:

Students in all grade levels showed a decline in reading proficiency from last spring. When comparing grade level administration last fall to this fall, there was consistency at grades 1 and 2. Grade 3 students' proficiency increased by 10% from last fall to present. Based on NWEA and Aimsweb data, we will raise our proficiency results by building foundational reading skills including letter name fluency at kindergarten and oral reading fluency at all grades. Additionally, after conducting an item analysis of last year's grade 3 New York State Assessment, we will focus on developing students' ability to identify key details and ideas while reading and analyzing text.

Proficiency rates New York State ELA assessments are reported below by year. Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA. For district cohort and ethnicity group proficiency rates refer to Appendix A. New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019.

ELA (CCR)	2023	2022	2019	Benchmark	Gap	Trend
Grade 3	NA	63%	69%	65%	-2	-

Impact:

Measures of Academic Progress (MAP) and New York State Assessment-Math

Proficiency rates for NWEA MAP assessments for 2021-22 school year are reported below. Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percentage of students scoring at or above the 61%** percentile). Our benchmark is set to put Leary in the top quartile of Monroe County skills. The reported gap compares current performance compared to the benchmark. The trend reports the differences between Fall and the most current administration. Building cohort and ethnicity group proficiency rates are included in Appendix B.

<ul style="list-style-type: none">Implement a process similar to Boot Camp for AIS students in the second semester. Students will be identified for intervention based on eDoctrina reports. Baseline screenings and benchmark assessments will be used to track student progress.All teachers are interventionistsImplement Eureka with fidelity.Develop grade level action plans & interim action plans with a particular focus on students who are on the cusp of meeting benchmark as well as those in underperforming cohort groups (SPED & ELLs).Focus on using precise mathematical language for explanations. <p>Support</p> <ul style="list-style-type: none">Coaching sessions with Math Coach, Math Interventionist, and classroom teachers to plan and implement WINN interventions.Push in support from Math Coach during WINN to model intervention.Push in support from Math Coach during the Math block to improve implementation of EM2.Use vocabulary from the program as well as common academic vocabulary and compare examples of good and bad explanations. <p>Monitoring</p> <ul style="list-style-type: none">Progress monitoring meetings during conference periods with Math Coach, Math Specialist, Principal, classroom teachers, and related service providers.Grade level meetings on SIP days and during conference periods to develop and monitor action plans.Math Coach & Math Specialist to monitor student progress weekly.Math Coach to attend monthly unpacking with EM2 teachers to monitor program implementation.Review eDoctrina results on explanation questions from Unit tests and interim learning tasks.	<table><tr><th>Math</th><th>Fall</th><th>Winter</th><th>Spring</th><th>Benchmark</th><th>Gap</th><th>Trend</th></tr><tr><td>MAP K</td><td>Not Given</td><td>(72%)(49%)</td><td>(68%)(54%)</td><td>NA</td><td>NA</td><td>NA</td></tr><tr><td>MAP 1</td><td>52%(48%)(41%)</td><td>(41%)(37%)</td><td>(55%)(47%)</td><td>55%</td><td>-13%</td><td>NA</td></tr><tr><td>MAP 2</td><td>50%(56%)(39%)</td><td>(46%)(44%)</td><td>(61%)(40%)</td><td>55%</td><td>-15%</td><td>NA</td></tr><tr><td>MAP 3</td><td>47%(42%)(32%)</td><td>(59%)(55%)</td><td>(69%)(51%)</td><td>55%</td><td>-18%</td><td>NA</td></tr></table> <p>Reflection: When comparing grade level administration from last fall to this fall, Grades 1 & 3 students’ proficiency rates were higher and Grade 2 students showed a slight decline. After analyzing NWEA Math, screeners, and fluency assessments, students will continue to develop fact and computational fluency to become efficient and automatic when solving multi-step math problems. Additionally, we conducted an item analysis of New York State Math Assessment and identified that students need to build their Operations and Algebraic thinking skills to meet the standard.</p> <p>Proficiency rates New York State Math assessments are reported below by year. Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA. For district cohort and ethnicity group proficiency rates refer to Appendix A. New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019.</p> <table><tr><th>Math (CCR)</th><th>2023</th><th>2022</th><th>2019</th><th>Benchmark</th><th>Gap</th><th>Trend</th></tr><tr><td>Grade 3</td><td>NA</td><td>72%</td><td>84%</td><td>65%</td><td>+7</td><td>+</td></tr></table>	Math	Fall	Winter	Spring	Benchmark	Gap	Trend	MAP K	Not Given	(72%)(49%)	(68%)(54%)	NA	NA	NA	MAP 1	52%(48%)(41%)	(41%)(37%)	(55%)(47%)	55%	-13%	NA	MAP 2	50%(56%)(39%)	(46%)(44%)	(61%)(40%)	55%	-15%	NA	MAP 3	47%(42%)(32%)	(59%)(55%)	(69%)(51%)	55%	-18%	NA	Math (CCR)	2023	2022	2019	Benchmark	Gap	Trend	Grade 3	NA	72%	84%	65%	+7	+
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Math (CCR)	2023	2022	2019	Benchmark	Gap	Trend																																												
Grade 3	NA	72%	84%	65%	+7	+																																												
<p>Target: Monitor the growth percentage on the NWEA Reading Assessment for students who receive Consultant Teacher services (CT) services at each grade level.</p> <p>Improvement Actions:</p> <p>Change</p> <ul style="list-style-type: none">Utilize the new reading teacher to work with additional pull-out student groups.CT and reading teachers will participate in grade level planning and progress monitoring meetings. <p>Support</p> <ul style="list-style-type: none">Focus on small group targeted instruction, Literacy Coach will identify research-based interventions, reading team will monitor student progress and adjust groups as needed.Pull out reading support groups have been identified and are underway. Students that are in the lower range will be monitored by a reading teacher. <p>Monitor</p> <ul style="list-style-type: none">Progress Monitoring, AimsWeb Probes, Reading Team Data Reviews, and NWEAMonthly Reading team meetings to monitor students progress and adjust groupings.	<p>Impact: The percentage of students who receive CT services and meet their growth projections on the NWEA reading assessment will be reported below.</p> <table><tr><th>Reading/CT</th><th>Fall</th><th>Winter</th><th>Spring</th><th>Benchmark</th><th>GAP</th><th>Trand</th></tr><tr><td>MAP K</td><td>Not Given</td><td></td><td></td><td>55%</td><td>NA</td><td>NA</td></tr><tr><td>MAP 1</td><td>NA</td><td></td><td></td><td>55%</td><td></td><td>NA</td></tr><tr><td>MAP 2</td><td>29%</td><td></td><td></td><td>55%</td><td></td><td>NA</td></tr><tr><td>MAP 3</td><td>50%</td><td></td><td></td><td>55%</td><td></td><td>NA</td></tr></table> <p>Reflection: Currently, our students who receive CT services are not meeting their growth projections. We will be targeting the growth of oral reading fluency at grades 2 & 3 to close gaps.</p>	Reading/CT	Fall	Winter	Spring	Benchmark	GAP	Trand	MAP K	Not Given			55%	NA	NA	MAP 1	NA			55%		NA	MAP 2	29%			55%		NA	MAP 3	50%			55%		NA														
Reading/CT	Fall	Winter	Spring	Benchmark	GAP	Trand																																												
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MAP 1	NA			55%		NA																																												
MAP 2	29%			55%		NA																																												
MAP 3	50%			55%		NA																																												

Leary Elementary School Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Leary Elementary School, all students will learn within environments that are welcoming, affirming, and culturally responsive. Students will learn to advocate for themselves and each other, value and celebrate differences, and become independent learners.

Target: Increase the number of ELLs who meet their NYSESLAT language acquisition goals across all proficiency levels (listening, speaking, reading, and writing).

Improvement Actions:

Change

- Utilize the new ENL Teacher who is certified (ENL & SPED) in both CT classrooms and NYSAA classrooms
- ENL teachers will work with grade level teachers, reading teachers, and use common reading goals.
- ENL teachers and Grade Level teachers will collaborate and use formative assessment data to inform instruction.
- NYSAA Special Education teachers will collaborate with ENL teachers to establish individual student effort goals.

Support

- The ENL teachers will participate in grade level progress monitoring meetings with Literacy Coach and Reading teachers.
- ENL teachers will participate in LETRS training
- Classroom and ENL teachers will understand and use the ELL Multi-Tiered Support Systems (MTSS).
- Continue Book Study that focuses on Culturally Responsive Teaching as part of ongoing PD at Faculty meetings.
- Speech, OT, and PT providers will share resources with ENL and Sped teachers in order to enhance student learning.

Monitor

- NYSESLAT Rubrics, AimsWeb Probes, NWEA, ELLs Quarterly Progress Reports, NYSAA Student Progress Reports

Impact: The number of ELLs who meet their NYSESLAT language acquisition goals and transition to the commanding level at the end of the year.

ENL 2022-2023	KDG Enter/Exit 2022-2023	First Enter/Exit 2022-2023	Second Enter/Exit 2022-2023	Third Enter/Exit 2022-2023
Entering	NA/	0/	1/	2/
Emerging	NA/	0/	3/	2/
Transitioning	NA/	6/	11/	6/
Expanding	NA/	14/	5/	8/
Commanding & Exiting	NA/	0/	0/	0/

Impact: Increase the individual effort percentage for ELLs in NYSAA classrooms who meet their effort goals.

NYSAA 2022-2023	January-Effort Grade	June-Effort Grade
K - 1 2 - 3		

Reflection:

Target: Communicate with parents/families about Leary's social-emotional learning (SEL) initiatives.

Improvement Actions:

Change-

- The SEL Coaches will work with the building SEL team to strengthen the home and school connection.
- Provide parents/families resources and activities grounded in CASEL's framework. SEL activities will be sent home with students.
- Post SEL resources in weekly Principal's ENews.
- Continue Wellness Wednesdays at Leary and expand the use of Community-Building Circles.

Support-

- TOSA, School Counselor, SEL/ MHT, Monthly Leary Pride Assemblies.
- SEL coaches will meet each month with a building level SEL team to plan and review activities and events.

Monitor-

- The SEL coaches will monitor student and family participation by keeping track of SEL activities completed and returned to the teacher.
- Monitor semester behavioral referral data.

Impact: Student and family participation with our SEL activities are reported below. Our goal is to increase participation each month listed below.

SEL Activities 2022-2023	September	November	January	March	May	June
Student/Family Participation	137					

Impact: The number of behavior referrals will be reported below.

2022-2023	January	June
Behavior Referrals		

Reflection:

Leary Elementary School Improvement Plan 2022-2023

District Priority: Safety and Wellness

Goal: At Leary Elementary School, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment for all.

Target: Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics (from BOE Needs Assessment, Focus Area 3).

Improvement Actions:

Change-

- Embed concepts from CASEL's SEL Wheel into explicit lessons, daily lessons, assemblies, and other SEL/PBIS team initiatives.
- Expand use of Community-Building circles and other restorative practices including restorative mediations with contracts.
- Implement School Counseling Lessons.

Support-

- Develop Primary Student Satisfaction Survey.
- SEL team meets monthly to plan and discuss progress of implementation.
- Improve Every Lesson Plan with SEL (Author-Jeffrey Benson).

Monitor-

- SEL Team will administer, analyze, and develop an action plan using the student satisfaction survey.

Impact: Implementation of lesson and assembly creation and completion will be reported below. Additionally, we are in the process of creating a district primary student satisfaction survey that will be reported and analyzed by cohort.

Reflection:

Target: To create a positive culture around media and technology by incorporating digital citizenship lessons to ensure students' safety online.

Improvement Actions:

Change-

- TOSA, LMS, and Tech TA will use research based lesson plans that promote the concept of digital citizenship being a foundational skill for learning and life with an emphasis on safety.

Support-

- Utilize *Common Sense Education* resources that connect lessons to CASEL's SEL traits.
- Lessons will be scheduled every other month starting in October.
- Educate students about online safety and expose them to the term Digital Footprint.
- Ensure that lessons are developmentally engaging and appropriate.

Monitor-

- Monitor the number of GoGuardian notifications.
- Monitor behavioral referrals that identify an inappropriate online presence.

Impact: The number of GoGuardian notifications will be reported below.

2022-2023	First Semester	Second Semester
GoGuardian Notifications		

Reflection:

APPENDIX A - New York State ELA and Math Data

ELA

NYS 3-8: School proficiency rates for New York State ELA assessments are below by cohort. Number of students in parentheses.

School ❶ ...	Grade ❷ ▲	All	GE	SE
Leary	3	63% (n=119)	69% (n=108)	0% (n=11)
Leary		63% (n=119)	69% (n=108)	0% (n=11)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Leary	3	63% (n=109)	60% (n=10)	65% (n=78)	59% (n=41)
Leary		63% (n=109)	60% (n=10)	65% (n=78)	59% (n=41)

NYS 3-8: School proficiency rates for New York State ELA assessments are below by ethnicity. Number of students in parentheses.

School ❶ ▲	Grade ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Leary	3	63% (n=32)	60% (n=10)	50% (n=2)	62% (n=13)	66% (n=61)
Leary		63% (n=32)	60% (n=10)	50% (n=2)	62% (n=13)	66% (n=61)

Math

NYS 3-8: School proficiency rates for New York State Math assessments are below by cohort. Number of students in parentheses.

School ❶ ...	Grade	All	GE	SE
Leary	3	72% (n=119)	77% (n=108)	27% (n=11)
Leary		72% (n=119)	77% (n=108)	27% (n=11)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Leary	3	74% (n=109)	50% (n=10)	74% (n=78)	68% (n=41)
Leary		74% (n=109)	50% (n=10)	74% (n=78)	68% (n=41)

NYS 3-8: School proficiency rates for New York State Math assessments are below by ethnicity. Number of students in parentheses.

School ❶ ▲	Grade ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Leary	3	71% (n=31)	80% (n=10)	67% (n=3)	77% (n=13)	72% (n=61)
Leary		71% (n=31)	80% (n=10)	67% (n=3)	77% (n=13)	72% (n=61)

APPENDIX B - NWEA MAP Data

ELA Proficiency

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr...	ALL	GE	SE
2022-2023	LEARY	1	44 (125)	46 (113)	25 (12)
2022-2023	LEARY	3	54 (123)	57 (113)	30 (10)
2022-2023	LEARY	21	29 (87)	32 (78)	0 (9)
2022-2023	LEARY	22	74 (38)	74 (38)	null
2022-2023	LEARY Total		47 (373)	49 (342)	19 (31)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	LEARY	1	51 (105)	5 (20)	56 (90)	14 (35)
2022-2023	LEARY	3	61 (107)	13 (16)	64 (83)	35 (40)
2022-2023	LEARY	21	34 (71)	6 (16)	31 (59)	25 (28)
2022-2023	LEARY	22	80 (35)	0 (3)	70 (27)	82 (11)
2022-2023	LEARY Total		54 (318)	7 (55)	54 (259)	31 (114)

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	LEARY	1	17 (29)	25 (8)	50 (6)	71 (7)	55 (73)
2022-2023	LEARY	3	40 (30)	38 (8)	100 (8)	71 (7)	56 (70)
2022-2023	LEARY	22	60 (5)	100 (2)	50 (2)	100 (2)	74 (27)
2022-2023	LEARY	21	17 (30)	29 (7)	25 (4)	38 (8)	37 (38)
2022-2023	LEARY Total		27 (94)	36 (25)	65 (20)	63 (24)	54 (208)

ELA Growth

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr	ALL	GE	SE
2022-2023	LEARY	1	null	null	null
2022-2023	LEARY	3	64 (119)	62 (109)	80 (10)
2022-2023	LEARY	22	47 (38)	47 (38)	null
2022-2023	LEARY	21	40 (77)	40 (68)	44 (9)
2022-2023	LEARY Total		53 (234)	53 (215)	63 (19)

Year	School ① ▲	Gr ② ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	LEARY	1	null	null	null	null
2022-2023	LEARY	3	67 (106)	38 (13)	61 (82)	70 (37)
2022-2023	LEARY	21	40 (62)	40 (15)	37 (54)	48 (23)
2022-2023	LEARY	22	49 (35)	33 (3)	41 (27)	64 (11)
2022-2023	LEARY Total		56 (203)	39 (31)	50 (163)	62 (71)

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School ① ▲	Gr ② ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	LEARY	1	null	null	null	null	null
2022-2023	LEARY	3	54 (28)	86 (7)	63 (8)	71 (7)	65 (69)
2022-2023	LEARY	21	40 (25)	40 (5)	25 (4)	63 (8)	37 (35)
2022-2023	LEARY	22	20 (5)	50 (2)	0 (2)	100 (2)	52 (27)
2022-2023	LEARY Total		45 (58)	64 (14)	43 (14)	71 (17)	55 (131)

Math Proficiency

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr...	ALL	GE	SE
2022-2023	LEARY	1	52 (124)	53 (113)	45 (11)
2022-2023	LEARY	3	47 (123)	51 (114)	0 (9)
2022-2023	LEARY	21	39 (95)	41 (87)	13 (8)
2022-2023	LEARY	22	87 (30)	90 (29)	0 (1)
2022-2023	LEARY Total		50 (372)	52 (343)	21 (29)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	LEARY	1	57 (104)	30 (20)	57 (89)	40 (35)
2022-2023	LEARY	3	50 (107)	25 (16)	57 (83)	28 (40)
2022-2023	LEARY	21	42 (79)	25 (16)	40 (65)	37 (30)
2022-2023	LEARY	22	93 (27)	33 (3)	90 (21)	78 (9)
2022-2023	LEARY Total		54 (317)	27 (55)	55 (258)	38 (114)

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	LEARY	1	38 (29)	38 (8)	50 (6)	67 (6)	60 (73)
2022-2023	LEARY	3	40 (30)	25 (8)	75 (8)	71 (7)	47 (70)
2022-2023	LEARY	21	35 (31)	25 (8)	33 (3)	17 (6)	47 (47)
2022-2023	LEARY	22	50 (4)	100 (1)	67 (3)	100 (3)	95 (19)
2022-2023	LEARY Total		38 (94)	32 (25)	60 (20)	59 (22)	56 (209)

Math Growth

Math: Growth rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

Year	School ❶ ▲	Gr...	ALL	GE	SE
2022-2023	LEARY	1	null	null	null
2022-2023	LEARY	3	38 (117)	37 (109)	50 (8)
2022-2023	LEARY	21	55 (84)	57 (77)	29 (7)
2022-2023	LEARY	22	53 (30)	55 (29)	0 (1)
2022-2023	LEARY Total		46 (231)	47 (215)	38 (16)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	LEARY	1	null	null	null	null
2022-2023	LEARY	3	38 (104)	31 (13)	35 (81)	44 (36)
2022-2023	LEARY	21	55 (69)	53 (15)	51 (59)	64 (25)
2022-2023	LEARY	22	56 (27)	33 (3)	57 (21)	44 (9)
2022-2023	LEARY Total		47 (200)	42 (31)	43 (161)	51 (70)

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	LEARY	1	null	null	null	null	null
2022-2023	LEARY	3	29 (28)	57 (7)	50 (8)	14 (7)	40 (67)
2022-2023	LEARY	21	69 (26)	50 (6)	100 (3)	33 (6)	47 (43)
2022-2023	LEARY	22	25 (4)	0 (1)	0 (3)	67 (3)	68 (19)
2022-2023	LEARY Total		47 (58)	50 (14)	50 (14)	31 (16)	47 (129)