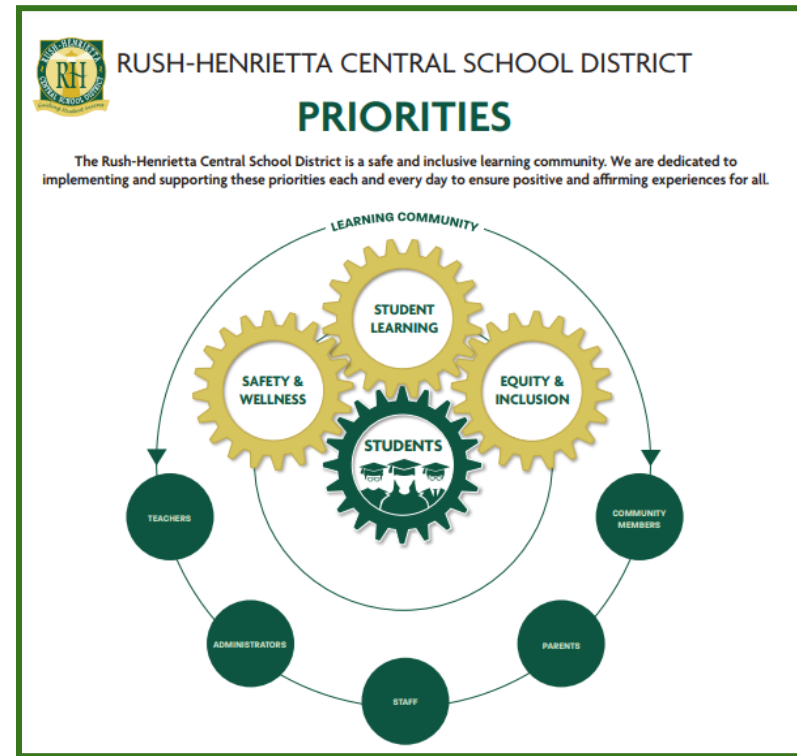


Sherman School Improvement Plan

Beginning of Year Report
2022-2023



Sherman Improvement Plan 2022-2023

District Priority: Student Learning

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

Target: 65% of all students will score a 61% or higher on NWEA Measures of Academic Progress (MAP) Reading and score a 3 or higher on the NYS ELA Assessment.

Improvement Actions:

- **Change-** Implement a 6th grade Walk to Read that targets literacy needs, differentiates supports, and provides enrichment
- **Support-** Sherman Elementary staff will participate in training on the Walk to Read model. Staff will be provided with intervention resources and/or guidance based on similarity of student needs.
- **Monitor-** Sherman Administration will conduct walkthroughs monthly to monitor program implementation and provide feedback.
- **Change-** Implement a 4th grade unit on early literacy skills to support foundational needs as we progress through the school year
- **Support-** Sherman reading teachers will push into 4th grade classrooms to provide co-teaching supports for whole group early literacy instruction
- **Monitor-** 4th grade teachers will monitor reading growth on NWEA Reading throughout the school year by establishing a Grade Level Improvement Plan (GLIP)
- **Change-** Utilize a new progress monitoring assessment for comprehension within our Aimsweb platform to provide ongoing assessment and monitoring of student growth
- **Support-** Sherman Elementary staff will participate in training on Aimsweb progress monitoring including the new comprehension tool
- **Monitor-** Teachers will monitor reading growth on NWEA throughout the school year by establishing a Grade Level Improvement Plan (GLIP)
- **Change-** Utilize the ReadyUp intervention from ReadyGEN to provide evidence-based interventions
- **Support-** Sherman Elementary staff will participate in training on the ReadyUp intervention
- **Monitor-** The Instructional Leadership Team (ILT) will monitor school-wide growth and impact of interventions on a monthly basis
- **Change-** All classroom teachers will participate in data analysis of ELA selection tests and writing benchmarks throughout the school year
- **Support-** Coaches and administration will provide training and sessions for staff to analyze student work and calibrate grading
- **Monitor-** Instructional Leadership Team will monitor data analysis sessions and provide a regular feedback loop

Impact: Proficiency rates for NWEA ELA assessments for 2022-23 school year are reported below. Prior year proficiency rates (21-22) (20-21) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile). For Sherman cohort and ethnicity group proficiency rates, refer to Appendix B.

NWEA Reading	Fall	Winter	Spring	Target *	Gap* *	Trend***
MAP 4:	44% (41%) (43%)	(46%) (43%)	(43%) (43%)	65%	-21%	
MAP 5:	40% (42%) (50%)	(39%) (44%)	(34%) (42%)	65%	-25%	
MAP 6:	42% (45%) (46%)	(43%) (47%)	(45%) (45%)	65%	-23%	

*65% places a student above the national norm average which aligns with the required level of proficiency on NYS assessments

**Gap is the percentage of current administration to the target.

***Trend shows overall growth from Fall to Spring

Reflection: The Fall Reading MAP administration identified the following proficiency rates by grade level: 44% in 4th grade, 40% in 5th grade, and 42% in 6th grade. Overall, in Reading, we see that proficiency rates are fairly similar to last year's Fall administration. In 4th grade, Sherman Elementary staff should consider a focus on vocabulary (acquisition and use) with 61% of students not meeting expected proficiency in that category. In 5th grade, Sherman Elementary staff should consider a focus on understanding language, craft, and structure with 64% of students scoring below the 61st percentile. In 6th grade, all standard categories are fairly evenly distributed with 42% meeting proficiency.

Overall, our Fall NWEA Reading scores did not meet our target of 65%.

NYS ELA

Proficiency rates for 2022 and 2021 NYS ELA assessments are below by cohort. The number of students is in parentheses.

*District Benchmark

Grade	All
Grade 4 *60%	40% (175), 50% (113)
Grade 5 *45%	36% (171), 38% (125)
Grade 6 *60%	61% (179), 61% (110)

Target: 65% of all students will score a 61% or higher on NWEA Measures of Academic Progress (MAP) Reading and score a 3 or higher on the NYS Math Assessment.

Improvement Actions:

- **Change**-Implementing Eureka Squared in nine classrooms in grades 4, 5, 6
- **Support**-Director of Mathematics and Sherman Math Coach will provide initial training and ongoing support throughout the school year
- **Monitor**-Coaches will participate in Math learning walks and administration will conduct monthly walkthroughs to monitor and provide program feedback
- **Change**-Utilizing Math Boot Camps at 4th grade to provide additional intervention support
- **Support**-Sherman staff will be provided with coaching support
- **Monitor**-4th grade teachers will monitor reading growth on NWEA throughout the school year by establishing a Grade Level Improvement Plan (GLIP)
- **Change**-Sherman staff will provide Math Olympiad enrichment for students in Grade 4, 5, and 6 at the 90th percentile on NWEA MAPs.
- **Support**-Administration will work with Math Coach to identify students who may benefit from enrichment
- **Monitoring**-Sherman administration will conduct walkthroughs to monitor program implementation

Impact: Proficiency rates for NWEA Math assessments for 2022-23 school year are reported below. Prior year proficiency rates (21-22) (20-21) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile). For Sherman cohort and ethnicity group proficiency rates, refer to Appendix B.

NWEA Math	Fall	Winter	Spring	Target*	Gap**	Trend***
MAP 4:	45% (31%) (28%)	(35%) (28%)	(43%) (48%)	65%	-20%	
MAP 5:	39% (36%) (27%)	(40%) (25%)	(49%) (32%)	65%	-26%	
MAP 6:	42% (31%) (34%)	(40%) (39%)	(46%) (48%)	65%	-23%	

*65% places a student above the national norm average which aligns with the required level of proficiency on NYS assessments

**Gap is the percentage of current administration to the target.

***Trend shows overall growth from Fall to Spring

Reflection: The Fall Math NWEA MAP administration identified the following proficiency rates by grade level: 45% in 4th grade, 39% in 5th grade, and 42% in 6th grade. Overall, in Math, we are seeing that Fall proficiency rates are higher than the previous two years of administration.

In 4th grade. Operations and Algebraic Thinking appears to be a strength, while Numbers and Operations is an area of need. In our analysis, we noted that only 40% achieved proficiency in this standard category. In 5th grade, we noted that Numbers and Operations appears to be a strength, while Operations and Algebraic Thinking and Geometry are areas of need. In terms of Algebraic Thinking, 65% of students are not meeting proficiency. In 6th Grade, Real and Complex Number Systems and Geometry appear to be strengths, while Statistics and Probability and Operations and Algebraic Thinking are areas of need. In terms of Algebraic Thinking, 67% of students are not meeting proficiency.

Overall, our Fall NWEA Math scores did not meet our target of 65%.

NYS Math

Proficiency rates for 2022 and 2021 NYS Math assessments are below by cohort. The number of students is in parentheses.

*District Benchmark

Grade	All
Grade 4 *70%	41% (180), 50% (115)
Grade 5 *60%	45% (173), 33% (123)
Grade 6 *70%	55% (179), 55% (110)

Target: 75% of all students will score a 3 or higher on the grade 3 Capstone.

Improvement Actions:

- **Change**-Sherman Elementary staff at 6th grade will collaborate to identify best practices to teach students how to properly cite sources
- **Support**-Instructional coaches will provide support and professional development as needed
- **Monitor**-Utilizing formative assessment, Sherman teachers will monitor student progress
- **Change**-Sherman Elementary staff will work with the Library Media Specialist to identify ways to integrate Capstone skills in 4th and 5th grade
- **Support**-Administration will collaborate to identify methods for facilitating skill development
- **Monitor**-Capstone progress will be monitored throughout the Spring semester through Directed Conference Period check-ins

Impact: Proficiency rates for the Sherman Intermediate Capstone Project are reported below. Expected passing rates appear as benchmarks (percent of students scoring a 3 or higher on the capstone project using the ICT district rubric). These benchmarks need to be achieved for improved student application of digital literacy for virtual learning environments. It should be noted that capstone rubrics received revisions/edits, therefore there may be some slight variation in scoring from year to year.

	2022	2021	2019	2018	Target	Gap ²
Grade 6 Capstone	57%	58%	NG	44%	75%	-18

¹Benchmarks are based on research from peer-reviewed academic journals

²Gap is the difference between proficiency rate and the benchmark

³Three-Year Trend is positive or negative if there is a 3% change over the three year period

NA-Exam score not available

Reflection: Sherman teachers received professional development to support improvement in the area of the capstone due to many changes that were implemented. The library media specialist worked to integrate coaching cycles throughout the school year. The leadership team also instituted a technology focus during directed conference periods to support this work.

In analyzing the data, overall, there were lower scores than in years past. However, we noted a 3-7% gap between Sherman and Vollmer in most rubric categories with the exception being utilization of digital tools, where students in both schools hit the same level of proficiency. The largest gap, by rubric category, was notable and found in Citing Sources: 57% of Sherman students met proficiency standards in this category, conversely, 74% of Vollmer students met proficiency. In order to address this, we will add this topic to our professional learning plan for the 2022-2023 school year for all grade levels.

Sherman Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Sherman Elementary, 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: Decrease the disproportionality in Office Disciplinary Referrals for Black/African American students by 10%

Improvement Actions:

- **Change**-Develop Grade Level Improvement Plans (GLIP) that include a focus on equity and inclusion. Grade 5 staff will develop a goal focused in on referrals for Black/African American students, since this was the cohort with the highest percentage of disproportionality
- **Support**-Administration and coaches will collaborate with 5th grade teachers during Directed Conference Periods to establish action steps
- **Monitor**-5th grade teachers will monitor their referrals on a monthly basis during Directed Conference Periods

Impact:

Sherman Behavioral Referrals -By Ethnicity (2021-2022)										
	Asian	% Asian	Black	%Black	Hispanic	%Hispanic	Multiracial	%Multiracial	White	%White
4th	0	0%	11	22%	17	33%	1	2%	22	43%
5th	3	11%	5	18%	1	4%	2	7%	17	61%
6th	0	0%	13	19%	7	10%	13	19%	36	52%
Total	3	2%	29	20%	25	17%	16	11%	75	51%

*Column 1 is the number of students in each grade band

**Column 2 is the percentage of students in each grade band

Reflection: Based on our current demographic data, Black/African American students make up approximately 13% of our total student population. However, last year Black/African American students made up 20% of our behavioral referrals. We recognize that this is disproportionate. This is an area that we will work to address through Grade Level Improvement Plans (GLIPs).

Target: 50% of Students with Disabilities in grade 6 will meet their growth targets in NWEA Reading in all grade levels by Spring 2023

Improvement Actions:

- **Change**-Establish monthly self-contained meetings for identifying goals and monitoring student progress
- **Support**-Provide time for special education teachers to engage in common planning for specially designed instruction and professional development.
- **Support**-Administration and coaches plan to dig in deeper into data and instruction with the Instructional Leadership Team
- **Monitor**-Use student data to inform and design instruction for students to make progress toward grade-level standards.

Impact:

Growth rates for the NWEA MAP ELA assessments (Fall comparison). The table below outlines the percentage of students meeting their individual growth target.

MAP ELA Fall 2022	GE	SWD
Grade 4	56%	53%
Grade 5	50%	50%
Grade 6	50%	32%

	<p>Reflection: Based on NWEA MAP Reading data from the Fall of 2022, only 32% of students met their growth RIT target in grade 6, while 50% of general education students met their RIT target. Conversely, 76% of students with disabilities in grade 6 met their growth target in mathematics.</p>												
<p>Target: 50% of English Language Learners in grades 5 and 6 will meet their growth targets in NWEA Reading in all grade levels by Spring 2023</p> <p>Improvement Actions:</p> <ul style="list-style-type: none">• Change-Sherman Elementary English as a New Language (ENL) department will provide professional development on Multi-Tiered Systems of Supports for English Language Learners• Support-Facilitate professional learning during Directed Conference Periods• Support-Administration and coaches plan to dig in deeper into data and instruction with the Instructional Leadership Team• Monitor-Administration will conduct walkthroughs on a monthly basis in ENL co-taught classrooms	<p>Impact: Growth rates for the NWEA MAP ELA assessments (Fall comparison). The table below outlines the percentage of students meeting their individual growth target.</p> <table><tr><th>MAP ELA Fall 2022</th><th>GE</th><th>ELL</th></tr><tr><td>Grade 4</td><td>56%</td><td>50%</td></tr><tr><td>Grade 5</td><td>50%</td><td>33%</td></tr><tr><td>Grade 6</td><td>50%</td><td>46%</td></tr></table> <p>Reflection: Based on NWEA MAP Reading data from the Fall of 2022, only 33% of students met their growth RIT target in grade 5 and 46% in grade 6, while 50% of general education students in those grade levels met their RIT target. Conversely, 86% of students with disabilities met their growth target in mathematics in grade 5 and 88% met their targets in grade 6 mathematics.</p>	MAP ELA Fall 2022	GE	ELL	Grade 4	56%	50%	Grade 5	50%	33%	Grade 6	50%	46%
MAP ELA Fall 2022	GE	ELL											
Grade 4	56%	50%											
Grade 5	50%	33%											
Grade 6	50%	46%											

Sherman Improvement Plan 2022-2023

District Priority: Safety and Wellness

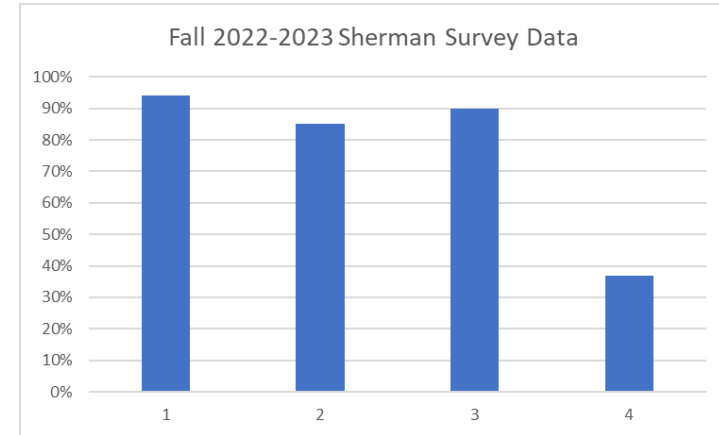
Goal: At Sherman Elementary, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable,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

Target: 70% of students will state that they agree or strongly agree that students at Sherman Elementary respect each other

Improvement Actions:

- **Change-**The Sherman leadership team will establish monthly “Royal Comet Meetings” by grade level throughout the school year. During these meetings, staff will focus on explicit expectations and instruction of SEL and PBIS traits.
- **Support-**Teachers will implement PBIS and SEL lessons embedded throughout the curriculum on a weekly basis.
- **Monitor-**The Sherman administration will conduct classroom walkthroughs throughout the school year placing an emphasis on classroom environment.
- **Change-** Sherman staff will adopt the Sherman “Big 3” (Be Polite, Be your Best self, and Be Positive) that includes an emphasis on being polite, being your best self, being positive.
- **Support-**Teachers will reference and utilize the Sherman “Big 3” throughout the school year. SEL Coaches will provide supplemental monthly supports to enhance SEL lesson and emphasize the “Big 3”
- **Monitor-**Sherman administration will survey all student 3 times per year to gauge progress on student satisfaction, culture, and climate
- **Change-**Establish weekly meetings with URM staff and Sherman Mental Health Team and Administration
- **Support-**Discuss current student needs and supports on a weekly basis and identify opportunities for full staff training and support
- **Monitor-**Throughout the school year, we will monitor collaboration and opportunities for support during weekly meetings

Impact: The following survey was conducted during the final of October 2022. The survey will be administered three times per year (Fall/Winter/Spring).



1. 94% of students believe they are demonstrating the “Big 3”
2. 85% of students feel safe at Sherman
3. 90% of student believe that the Sherman staff treat students kindly and fairly
4. 37% of students do not feel students respect each other

Reflection: This past Spring, we administered our first student survey in Grades 4-6 as well. Overall, we noted that over 80% of our students feel safe at school and have an adult they feel comfortable talking to. However, the results of this survey confirm the parents' concerns where students do not feel that students respect each other (51%). During the 2022-2023 school year, we plan to place an emphasis on respect, PBIS, grade level assemblies, and community building. In October of 2022, 37% of students do not feel students respect each other. This is a 14% improvement from last year. We will continue to monitor this area as the year progresses.

Target: Decrease the total number of suspensions by 10%

Improvement Actions:

- **Change-**Sherman leadership will design a professional learning calendar that provides ongoing professional development in the areas of trauma informed care and de escalation techniques.
- **Support-**Monthly “Royal Comet Meetings” (by grade level) will include instructional modeling of expected behaviors including an emphasis on mutual respect and treating others kindly. The Sherman leadership team will provide access to a sensory space and cool down room for students in need of additional support.
- **Monitor-**The Instructional Leadership Team and Mental Health Team will meet weekly to monitor behavioral referrals and make adjustments as needed.

Impact:

2021-2022 Suspensions		
	In School Suspensions	Out of school suspensions
Grade 4	7	20
Grade 5	8	14
Grade 6	6	38

- **Monitor**-Sherman administration will survey all student 3 times per year to gauge progress on student satisfaction, culture, and climate
- **Change**-Sherman leadership will improve cafeteria monitoring systems, set clear expectations, and incentives for positive behavior.
- **Support**-Administration will hold meetings with cafeteria monitors and mental health team to ensure expectations are consistent throughout all lunches
- **Monitor**-The Sherman administration will conduct regular walkthroughs of the cafeteria to determine effectiveness of new systems. In addition, we will monitor our Green Cup System monthly to gauge positive behavior in lunch.
- **Change**-Establish 6th grade peer mediators for conflict resolution
- **Support**-SEL Coaches provide training to 10 6th grade students including a couple of 5th grade students to provide transition planning from this year to next year
- **Monitor**-Weekly monitoring during Mental Health Team meetings

Total	22	72
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*Total 94 suspensions during the 2021-2022 school year

Reflection: During the 2021-2022 school year, Sherman Elementary experienced a significant increase in behavioral incidents. Returning to school full time, after multiple years of interrupted schooling, proved to be a challenging transition. Socially, we saw notable challenges in the way students treated each other and interacted with adults. Insubordination, disruption, and violent or physical incidents occurred throughout the school year. In response, we worked to increase our emphasis on positive acknowledgements, restorative conversations, and celebrations of student accomplishments during the second semester. After a spike in incidents from January-March (67 incidents), we did note a slight decrease during the final three months of the school year (50 incidents).

In our further analysis, we noticed a trend of increased behavioral incidents during lunch, recess, and in the afternoon. Lunch and recess provided students with unstructured socialization. During these times, students struggled with disruptive and disorderly behavior along with physical aggression. We believe that these increased conflicts, during unstructured times, led to compounded issues in the afternoon.

APPENDIX A - New York State ELA and Math Data

NYS ELA

Proficiency rates for 2022, 2021, and 2019 NYS ELA assessments are below by cohort. The number of students is in parentheses.

*District Benchmark

Grade	GE	SWD
Grade 4 *60%	42% (144), 55% (100), 53% (160)	0% (17), 15% (13), 13% (16)
Grade 5 *45%	44% (158), 42% (107), 52% (117)	4% (27) , 14% (28), 4% (21)
Grade 6 *60%	69% (153), 72% (92), 34% (139)	12% (26), 21% (29), 0% (16)

NYS ELA

Proficiency rates for 2022, 2021 NYS ELA assessments are below by cohort. The number of students is in parentheses.

*Grade-level benchmark

Grade	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4 * 60%	40% (175), 50% (113)	42% (144), 55% (100)	0% (17), 15% (13)	14% (22), 33% (15)	33% (96), 35% (51)
Grade 5 *45%	36% (171), 38% (125)	44% (158), 42% (107)	4% (27) , 14% (28)	6% (18), 0% (11)	29% (87), 31% (74)
Grade 6 60%	61% (179), 61% (110)	69% (153), 72% (92)	12% (26), 21% (29)	19% (16), 11% (9)	51% (104), 52% (58)

NYS ELA

Proficiency rates for 2022, 2021 NYS ELA assessments are below by ethnicity. The number of students is in parentheses.

*Grade level benchmark

Grade	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4 *60%	46% (33), 62% (13)	14% (22), 40% (10)	47% (17), 25% (8)	31% (13), 43% (7)	44% (90), 53% (75)
Grade 5 *45%	32% (19), 75% (12)	16% (19), 23% (13)	14% (14), 24% (17)	33% (13), 40% (10)	43% (104), 38% (73)
Grade 6 *60%	80% (25), 81% (16)	53% (17), 50% (8)	47% (17), 33% (9)	63% (16), 60% (5)	60% (104), 61% (72)

NYS Math

Proficiency rates for 2022, 2021, and 2019 NYS Math assessments are below by cohort. The number of students is in parentheses.

*District Benchmark

Grade	GE	SWD
Grade 4 *70%	45% (163), 55% (101), 71% (166)	6% (17), 21% (14), 5% (22)
Grade 5 *60%	51% (147), 38% (105), 57% (142)	12% (26), 6% (18), 13% (16)
Grade 6 *70%	64% (154), 62% (92), 69% (122)	4% (25), 17% (18), 19% (16)

NYS Math

Proficiency rates for 2022, 2021 NYS Math assessments are below by cohort. The number of students is in parentheses.

*Grade level benchmark.

Grade	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4 *70%	41% (180), 50% (115)	45% (163), 55% (101)	6% (17), 21% (14)	35% (26), 38% (16)	29% (99), 44% (52)
Grade 5 *60%	45% (173), 33% (123)	51% (147), 38% (105)	12% (26), 6% (18)	28% (18), 17% (12)	37% (90), 24% (74)
Grade 6 *70%	55% (179), 55% (110)	64% (154), 62% (92)	4% (25), 17% (18)	24% (17), 11% (9)	42% (104), 39% (57)

NYS Math

Proficiency rates for 2022, 2021 NYS Math assessments are below by ethnicity. The number of students is in parentheses.

*Grade level benchmark

Grade	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4 *70%	50% (36), 69% (13)	18% (22), 50% (10)	41% (17), 20% (10)	31% (13), 29% (7)	45% (92), 53% (75)
Grade 5 *60%	53% (19), 58% (12)	29% (21), 0% (13)	14% (14), 15% (17)	40% (15), 50% (10)	52% (104), 37% (71)
Grade 6 *70%	76% (25), 69% (16)	32% (19), 43% (7)	35% (17), 30% (10)	63% (16), 40% (5)	57% (102), 57% (72)

APPENDIX B - NWEA MAP Data

ELA Proficiency

ELA

Proficiency rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by cohort. Benchmarks are identified as percent of students scoring at or above the 61% percentile (college and career readiness).

MAP ELA 22-23	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4	44%	49%	0%	9%	36%
Grade 5	40%	44%	6%	0%	29%
Grade 6	42%	50%	4%	0%	30%

ELA

Proficiency rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by ethnicity. Benchmarks are identified as percent of students scoring at or above the 61% percentile (college and career readiness).

MAP ELA 22-23	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4	44%	23%	44%	40%	52%
Grade 5	42%	16%	14%	36%	47%
Grade 6	36%	17%	44%	53%	49%

ELA Growth

ELA

Growth rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by cohort.

MAP ELA 22-23	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4	57%	56%	53%	50%	53%
Grade 5	52%	50%	50%	33%	54%
Grade 6	47%	50%	32%	46%	47%

ELA

Growth rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by ethnicity.

MAP ELA 22-23	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4	50%	46%	75%	50%	66%
Grade 5	42%	48%	55%	64%	47%
Grade 6	50%	50%	55%	56%	49%

Math Proficiency

Math

Proficiency rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by cohort. Benchmarks are identified as percent of students scoring at or above the 61% percentile (college and career readiness).

MAP Math 22-23	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4	45%	52%	0%	10%	36%
Grade 5	39%	42%	0%	22%	28%
Grade 6	42%	46%	15%	9%	30%

Math

Proficiency rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by ethnicity. Benchmarks are identified as percent of students scoring at or above the 61% percentile (college and career readiness).

MAP Math 22-23	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4	31%	29%	63%	58%	56%
Grade 5	41%	24%	59%	21%	45%
Grade 6	31%	22%	80%	47%	51%

Math Growth

Math

Growth rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by cohort.

MAP Math 22-23	All	GE	SWD	ELL	Economically Disadvantaged
Grade 4	67%	69%	55%	67%	66%
Grade 5	70%	74%	50%	86%	68%
Grade 6	71%	70%	76%	88%	73%

Math

Growth rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by ethnicity.

MAP Math 22-23	Asian	Black or African American	Hispanic	Multi-Racial	White
Grade 4	68%	58%	63%	55%	72%
Grade 5	77%	71%	59%	55%	72%
Grade 6	67%	89%	80%	83%	66%