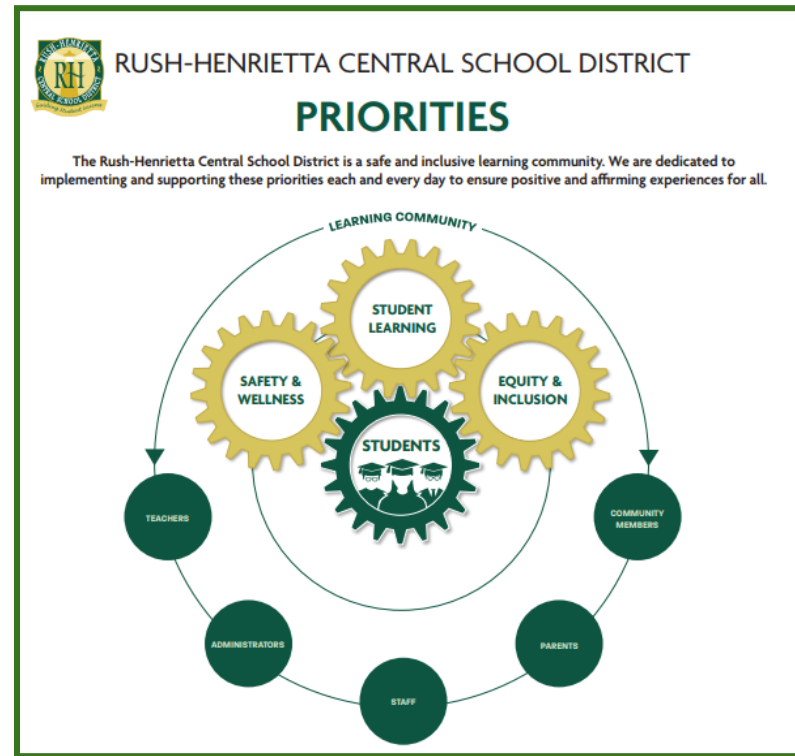


Vollmer Elementary School School Improvement Plan

Beginning of Year Report
2022-2023



Vollmer Elementary School Improvement Plan 2022-2023

District Priority: Student Learning

Goal: At Vollmer Elementary School, all students will strengthen essential literacy and math skills. Student learning gaps in English language arts (ELA) and math will be addressed through responsive intervention and support services.

Target: 65% of students in grades 4, 5, and 6 will score 3 or higher on the NYS ELA Assessment. 65% of students will score 61% or higher on the NWEA Reading MAP Assessment.

Improvement Actions:

- Change-
 - At grade 4, focus on key ideas and details in literature
 - At grade 5 and 6, strengthen reading of informational text, especially explaining the relationship between two individuals, events, or concepts
 - At all grades, increase exposure to multiple choice questions to determine whether the skill gap is related to comprehension or close reading
- Support-
 - Teachers will collaborate and share best practices
 - Conference periods and faculty meetings
 - Think Aloud protocols
 - ELA Coach to support identification and use of strategies
- Monitoring-
 - District Response to Text Benchmarks Q1 and Q3
 - ReadyGen Selection tests

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

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.

ELA	2023	2022	2021	2019	Benchmark	Gap	Trend
Grade 4		45.5%	58%	56.5%	60%		
Grade 5		42.5%	33%	35.8%	45%		
Grade 6		74.6%	76.6%	60.9%	60%		

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below. Prior year proficiency rates (2020-2021) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61st percentile). The benchmark is set to put Vollmer in the top quarter of Monroe County Schools. The reported gap compares performance 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	Winter	Spring	Benchmark	Gap	Trend
MAP 4	42.5% (50) (53)	(51) (58)	(51) (47)	65%	-22.5	NA
MAP 5	53% (49) (45)	(43) (43)	(48) (46)	65%	-12	NA
MAP 6	48% (47) (61)	(45) (48)	(53) (68)	65%	-17	NA

Reflection: Grade 4 declined in performance, grade 6 had a small dip, and grade 5 demonstrated growth. Overall, students need to improve their comprehension of informational text, strengthen their response to multiple choice questions, and grow in their ability to explain connections between two individuals, events, or concepts. NWEA MAP performance was balanced between the three sub-tests, with slightly lower performance in vocabulary.

Target: Reduce the number of students scoring below 30% on the Oral Reading Fluency (ORF) subtest of Aimsweb.

Improvement Actions:

- Change-

Impact:

- At grade 4, implement revised first unit of ELA; expand use of decoding strategies
 - At all grades, emphasize classroom intervention strategies
 - Expand reading team to include ENL and special education teachers to improve communication and consistency with intervention strategies
- Support-
 - At all grades, use of reading teachers and ELA coach to provide modeling, support, and coaching
 - Provide specialized reading intervention training for ENL and Special Education teachers in Wilson and LETRS
 - Use of conference periods and faculty meetings to focus on identified reading and writing skills
- Monitor-
 - Use 1:1 AIS meetings with teachers twice yearly to monitor and support progress
 - Reading team will meet twice a quarter to review student progress for students receiving intervention and to identify those needing intervention
 - Aimsweb and NWEA assessments
 - Classroom observations

Grade 4

Level	Oral Reading Fluency		Total Reading Composite		Risk
	# of Students	% of Students	# of Students	% of Students	
Well Below Average	42	20.8%	125	57.3%	Low
Below Average	28	13.9%	40	18.3%	Moderate
Average	96	47.5%	53	24.3%	High
Above Average	26	12.9%			
Well Above Average	10	5%			
Median Percentile	37		64		Median %ile

Grade 5

Level	Oral Reading Fluency		Total Reading Composite		Risk
	# of Students	% of Students	# of Students	% of Students	
Well Below Average	29	29.6%	141	63.5%	Low
Below Average	19	19.4%	37	16.7%	Moderate
Average	38	38.8%	44	19.8%	High
Above Average	7	7.1%			
Well Above Average	5	5.1%			
Median Percentile	27		70		Median %ile

Grade 6

Level	Oral Reading Fluency		Total Reading Composite		Risk
	# of Students	% of Students	# of Students	% of Students	
Well Below Average	26	37.1%	136	63.6%	Low
Below Average	19	27.1%	36	16.8%	Moderate
Average	24	34.3%	42	19.6%	High
Above Average	1	1.4%			
Well Above Average	0	0%			
Median Percentile	16		67		Median %ile

Reflection: 70 fourth grade students are well below average or below average in their oral reading fluency, 48 fifth grade students are well below average or below average, and 45 students in grade six were well below average or below average. These students require intensive work with their decoding skills and with building their fluency in order to become more proficient readers. Overall, 24.3% of fourth graders are considered to be at high risk based on their total reading composite. In fifth and sixth grade, 19.8% and 19.6% of students are considered to be at high risk.

Target: 65% of students in grades 4, 5, and 6 will score 3 or higher on the NYS Math Assessment. 65% of students will score 61% or higher on the NWEA Math MAP Assessment.

Improvement Actions:

- Change-
 - At all grades, implement math bootcamps
 - At all grades, emphasize the Read, Draw, Write strategy
 - At all grades, emphasize place value and fractions
 - At all grades, expand oral and written explanations of math reasoning
- Support-
 - Math Coach and Math Specialist will provide coaching, modeling, and support with interventions
 - Use of faculty meeting and conference periods
- Monitor-
 - Use 1:1 AIS meetings with teachers twice yearly to monitor and support progress
 - Math team will meet twice a quarter to review student progress for students receiving intervention and to identify those needing intervention
 - Fluency and NWEA assessments
 - Classroom observations

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

Proficiency rates for the 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.

Math	2023	2022	2021	2019	Benchmark	Gap	Trend
Grade 4		57.7%	53.8%	66.5%	70%		
Grade 5		55.9%	54%	59.6%	65%		
Grade 6		68.3%	66.4%	74.6%	80%		

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below.

Prior year proficiency rates (2020-2021) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61st percentile). The benchmark is set to put Vollmer in the top quarter of Monroe County Skills. The reported gap compares performance 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.

Math	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP 4	50.9% (44) (34)	(50) (33)	(52) (47)	65%	-14.1	NA
MAP 5	45.9% (45) (35)	(45) (45)	(59) (54)	65%	-13.1	NA
MAP 6	40.4% (39) (45)	(45) (48)	(55) (59)	65%	-24.6	NA

Reflection: Performance on the New York State assessments increased in overall performance in 2021 at all levels, however, the goals were not met. Students demonstrated growth in their performance throughout the year on the MAP assessments. Overall, students need to increase their understanding of place value and of fractions. Constructed responses were challenging for them, as well. Instruction will focus on students verbalizing and writing explanations of their math reasoning, and using the Read-Draw-Write strategy consistently.

Vollmer Elementary School Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Vollmer Elementary School, all students will learn within an environment that is welcoming, affirming, and culturally responsive. Students will learn in an environment of high expectations and rigorous instruction.

Target: 65% of our ELL students at each grade level will meet their projected growth percentile on the NWEA Reading.

Improvement Actions:

- Change- ELLs will have common reading goals between work with their ENL, classroom, and reading teacher
- Support-
 - Provide opportunities for collaboration and planning for ENL, classroom, and reading teachers
 - Provide additional training in specialized reading interventions (Wilson, LETRS)
- Monitoring-
 - Use 1:1 AIS meetings with teachers twice yearly to monitor and support progress
 - Reading team will meet twice a quarter to review student progress for students receiving intervention and to identify those needing intervention
 - Aimsweb and NWEA assessments
 - Classroom observations

Impact:

MAP Growth 2022-2023, number of students in parentheses

Reading/ELL	Fall	Winter	Spring	Benchmark	Gap	Trend
Grade 4	25% (11)			65%		
Grade 5	54% (16)			65%		
Grade 6	46% (14)			65%		

Reflection:

Target: Ensure that Vollmer Elementary is welcoming and affirming to diverse students, staff, and families in our community.

Improvement Actions:

- Change-
 - Utilize our SEL team to make recommendations to ensure our school environment reflects cultural identities and languages.
- Support-
 - Review the NYS Culturally Responsive Sustaining Framework for the principles of welcoming and affirming environments
 - Review the Steering Committee walkthrough tool with one of the committee members
- Monitor-
 - Conduct two staff-led evaluations of the Vollmer environment for evidence of welcoming and affirming strengths and needs

Impact:

Reflection: The Vollmer staff engaged in an evaluation of the environment on August 31. They were able to identify strengths and needs in the classrooms and common areas of the school. This influenced the decisions many staff members made in setting up their classrooms. This activity will be conducted again in the second semester.

Target: Improve the relationships between peers.

Improvement Actions:

- Change-
 - Emphasize respectful behavior in classroom instruction and interaction
 - Improve monitoring of student behavior in the cafeteria and at recess
 - Teach appropriate conflict resolution skills
- Support-
 - Administrators will be trained in restorative disciplinary practices
 - SEL/PBIS team will share resources for the character trait of being respectful and the skill of maintaining healthy relationships
 - Book study of Improve Every Lesson with SEL
 - School Psychologist will conduct targeted skill groups that address

Impact:

The Student Satisfaction Survey is administered annually. The "Agree" column is composed of students who report that they strongly agree or agree, and the "Disagree" Column is composed of students who report that they strongly disagree or disagree.

		Agree	Disagree
Spring 2022	Students in this school respect each other	66%	34%
Spring 2023			

<ul style="list-style-type: none"> managing strong emotions, making friends, and managing stress Monitor- <ul style="list-style-type: none"> The Student Satisfaction Survey will be administered in the spring of 2023 Building Mental Health Surveys 	<p><u>Reflection:</u></p>
<p><u>Target:</u> Improve staff readiness for emergency situations.</p> <p><u>Improvement Actions:</u></p> <ul style="list-style-type: none"> Change- <ul style="list-style-type: none"> Conduct a minimum of two tabletop safety activities involving Vollmer staff (teachers, health office, paraprofessionals, custodians) Support- <ul style="list-style-type: none"> Review procedures for calling 911, using the PA system, and implementing lock downs and lockouts Encourage participation in active shooter training, when offered Encourage AED/ CPR training Monitor- <ul style="list-style-type: none"> Survey staff about their readiness for school emergencies 	<p><u>Impact:</u></p> <p><u>Reflection:</u> A tabletop activity was conducted with the clerical staff, youth assistant, health office, and custodial staff in August. Teachers engaged in this activity in September. This led to productive conversation and problem-solving. Needs for additional training were identified. This activity will be completed, along with the required drills, in the second semester.</p>

Vollmer Elementary School Improvement Plan 2022-2023

District Priority: Safety and Wellness

Goal: At Vollmer 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: Decrease the number of students reporting that their peers engage in unsafe behaviors on the bus on the annual Student Satisfaction Survey.

Improvement Actions:

- Change-
 - Collaborate with the Transportation Department to support a common understanding of bus expectations
 - Conduct assemblies with students to review bus behavior expectations
 - Involve parents in conferences regarding bus behavior when unsafe actions are reported
- Support-
 - SEL/ PBIS team will develop targeted lessons and assemblies to address bus behavioral expectations and how to respond when peers are engaged in unsafe conduct
- Monitor-
 - Bus FYI information and referrals will be reviewed monthly by administrators and quarterly by the Vollmer SEL/ PBIS team

Impact:

The Student Satisfaction Survey is administered annually. The "Agree" column is composed of students who report that they strongly agree or agree, and the "Disagree" Column is composed of students who report that they strongly disagree or disagree.

		Agree	Disagree
Spring 2022	Students behave in a safe way on the bus.	51%	36%
Spring 2023			

Reflection:

It is unacceptable for students to feel unsafe on the bus. We must address this in conjunction with the Transportation Department.

Target: Embed social emotional learning (SEL) and culturally responsive teaching into classroom instruction.

Improvement Actions:

- Change-
 - Explicitly link our study of culturally responsive teaching to SEL
 - Pair teachers to complete a minimum of two community-building circles each month with their classes
 - Provide overview of SEL to Vollmer parents at PTO meetings and through E-News
- Support-
 - Study Improve Every Lesson with SEL as a faculty
 - Model SEL activities in faculty meetings
 - SEL/PBIS team will distribute circle topics aligned with monthly character traits and SEL skills.
 - SEL/PBIS team created Google Classroom with resources
 - Social Worker, Psychologist, and Counselor will "adopt" one grade level each to collaborate, problem solve, and support
- Monitor-
 - Completion of circles
 - As part of the APPR process, ask teachers to identify how their lesson is culturally responsive and/ or links to SEL skills.

Impact:

Reflection:

We have developed and shared a list of circle partners with staff, and have checked in with staff to see how circles are going. Some teams have been assigned additional support from the Mental Health Team. The October PTO meeting included a presentation on building SEL efforts.

Target: Improve the skills of a group of students in grades 4 and 6 who reported having no skills with regard to managing stress, managing strong emotions, managing worries, and making friends.

Improvement Actions:

- Change-
 - School psychologist will conduct targeted skills groups with the students
 - Provide individual counseling as needed
- Support-

Impact:

Reflection:

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ School psychologist will collaborate with classroom teachers so they can support transfer of skills ● Monitor- <ul style="list-style-type: none"> ○ Survey students following skills group ○ Observe students following the conclusion of the group to see if there is evidence of transfer of skills 	
<p>Target: Improve staff readiness for emergency situations.</p> <p>Improvement Actions:</p> <ul style="list-style-type: none"> ● Change- <ul style="list-style-type: none"> ○ Conduct a minimum of two tabletop safety activities involving Vollmer staff (teachers, health office, paraprofessionals, custodians) ● Support- <ul style="list-style-type: none"> ○ Review procedures for calling 911, using the PA system, and implementing lock downs and lockouts ○ Encourage participation in active shooter training, when offered ○ Encourage AED/ CPR training ● Monitor- <ul style="list-style-type: none"> ○ Survey staff about their readiness for school emergencies 	<p>Impact: .</p> <p>Reflection: A tabletop activity was conducted with the clerical staff, youth assistant, health office, and custodial staff in August. Teachers engaged in this activity in September. This led to productive conversation and problem-solving. Needs for additional training were identified. This activity will be completed, along with the required drills, in the second semester.</p>

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
Vollmer	4	45% (n=220)	48% (n=205)	7% (n=15)
Vollmer	5	42% (n=193)	46% (n=173)	10% (n=20)
Vollmer	6	75% (n=185)	78% (n=174)	27% (n=11)
Vollmer		54% (n=598)	57% (n=552)	13% (n=46)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Vollmer	4	50% (n=202)	0% (n=18)	56% (n=133)	29% (n=87)
Vollmer	5	46% (n=173)	15% (n=20)	50% (n=108)	33% (n=85)
Vollmer	6	78% (n=169)	44% (n=16)	81% (n=99)	67% (n=86)
Vollmer		57% (n=544)	19% (n=54)	61% (n=340)	43% (n=258)

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
Vollmer	4	28% (n=46)	50% (n=26)	40% (n=25)	61% (n=18)	50% (n=105)
Vollmer	5	45% (n=47)	25% (n=16)	20% (n=15)	43% (n=14)	48% (n=101)
Vollmer	6	86% (n=42)	64% (n=22)	67% (n=12)	85% (n=13)	72% (n=96)
Vollmer		52% (n=135)	48% (n=64)	40% (n=52)	62% (n=45)	56% (n=302)

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
Vollmer	4	58% (n=220)	61% (n=205)	7% (n=15)
Vollmer	5	56% (n=188)	60% (n=171)	12% (n=17)
Vollmer	6	68% (n=180)	70% (n=169)	36% (n=11)
Vollmer		60% (n=588)	64% (n=545)	16% (n=43)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Vollmer	4	62% (n=201)	16% (n=19)	70% (n=134)	38% (n=86)
Vollmer	5	58% (n=168)	35% (n=20)	64% (n=107)	44% (n=81)
Vollmer	6	71% (n=164)	38% (n=16)	80% (n=98)	55% (n=82)
Vollmer		64% (n=533)	29% (n=55)	71% (n=339)	46% (n=249)

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
Vollmer	4	44% (n=45)	54% (n=26)	46% (n=26)	58% (n=19)	67% (n=104)
Vollmer	5	62% (n=47)	33% (n=15)	14% (n=14)	46% (n=13)	64% (n=99)
Vollmer	6	71% (n=41)	55% (n=22)	67% (n=12)	67% (n=12)	71% (n=93)
Vollmer		59% (n=133)	49% (n=63)	42% (n=52)	57% (n=44)	67% (n=296)

APPENDIX B - NWEA MAP Data

ELA Proficiency

ELA: Proficiency rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by cohort. Number of students in parentheses.

Year	Sch...	Gr	ALL			GE			SE		
			F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	4	50 (240)	51 (240)	51 (239)	52 (225)	54 (226)	53 (225)	7 (15)	7 (14)	14 (14)
2021-2022	VOLL...	5	49 (219)	43 (221)	48 (222)	51 (202)	46 (204)	51 (205)	18 (17)	12 (17)	12 (17)
2021-2022	VOLL...	6	47 (222)	48 (218)	53 (217)	50 (206)	49 (207)	55 (203)	6 (16)	27 (11)	29 (14)
1 - 3 / 3 < >											
2021-2022	VOLLMER Total		49 (681)	47 (679)	51 (678)	52 (633)	50 (637)	53 (633)	10 (48)	14 (42)	18 (45)

Year ▼	Sch	Gr	Not ELL			ELL			Not Economically Disadvantaged			Economically Disadvantaged		
			F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	6	50 (206)	50 (204)	57 (201)	13 (16)	14 (14)	13 (16)	58 (134)	59 (118)	62 (117)	31 (88)	34 (100)	43 (100)
2021-2022	VOLL...	5	52 (199)	46 (202)	51 (201)	20 (20)	11 (19)	19 (21)	54 (149)	55 (125)	61 (127)	37 (70)	27 (96)	32 (95)
2021-2022	VOLL...	4	52 (222)	54 (223)	54 (220)	17 (18)	18 (17)	11 (19)	55 (162)	62 (146)	63 (144)	38 (78)	35 (94)	33 (95)
1 - 3 / 3 < >														
2021-2022	VOLLMER Total		51 (627)	50 (629)	54 (622)	17 (54)	14 (50)	14 (56)	56 (445)	59 (38...	62 (388)	35 (236)	32 (290)	36 (290)

ELA: Proficiency rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by ethnicity. Number of students in parentheses.

			Asian			Black or African American			Hispanic			Multi-Racial			White		
Yr	Sch...	G...	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLLMER	4	43 (46)	42 (48)	35 (48)	55 (31)	52 (29)	54 (28)	38 (26)	58 (26)	44 (27)	47 (19)	61 (18)	53 (19)	53 (117)	52 (118)	57 (116)
2021-2022	VOLLMER	5	37 (46)	38 (48)	46 (48)	33 (15)	24 (17)	19 (16)	33 (18)	22 (18)	22 (18)	59 (17)	50 (18)	47 (17)	56 (123)	50 (120)	57 (123)
2021-2022	VOLLMER	6	48 (44)	40 (43)	47 (43)	37 (30)	38 (29)	38 (29)	39 (18)	42 (19)	42 (19)	60 (15)	43 (14)	71 (14)	50 (115)	55 (113)	60 (112)
1 - 3 / 3 < >																	
2021-2022	VOLLMER Total		43 (136)	40 (139)	42 (139)	43 (76)	40 (75)	40 (73)	37 (62)	43 (63)	38 (64)	55 (51)	52 (50)	56 (50)	53 (355)	52 (351)	58 (351)

ELA Growth

ELA: Growth rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by cohort. Number of students in parentheses.

Year	Sch...	G...	ALL			GE			SE		
			F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	4	48 (210)	53 (234)	54 (231)	47 (196)	55 (220)	54 (217)	50 (14)	21 (14)	50 (14)
2021-2022	VOLL...	5	51 (200)	55 (212)	54 (212)	51 (186)	55 (196)	55 (197)	50 (14)	56 (16)	33 (15)
2021-2022	VOLL...	6	58 (202)	59 (217)	64 (215)	58 (188)	57 (206)	63 (201)	64 (14)	91 (11)	79 (14)
<div>1 - 3 / 3 < ></div>											
2021-2022	VOLLMER Total		52 (612)	56 (663)	57 (658)	52 (570)	56 (622)	58 (615)	55 (42)	54 (41)	53 (43)

			Not ELL			ELL			Not Economically Disadvantaged			Economically Disadvantaged		
Year...	Sch...	Gr	F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	6	58 (189)	58 (203)	65 (199)	62 (13)	64 (14)	56 (16)	57 (124)	62 (117)	63 (115)	60 (78)	54 (100)	66 (100)
2021-2022	VOLL...	5	49 (184)	57 (195)	56 (193)	69 (16)	35 (17)	32 (19)	50 (137)	59 (120)	57 (122)	52 (63)	50 (92)	49 (90)
2021-2022	VOLL...	4	48 (199)	53 (219)	56 (214)	45 (11)	53 (15)	35 (17)	48 (141)	58 (142)	57 (138)	46 (69)	46 (92)	49 (93)
1 - 3 / 3 < >														
2021-2022	VOLLMER Total		52 (572)	56 (617)	59 (606)	60 (40)	50 (46)	40 (52)	51 (402)	60 (379)	59 (375)	53 (210)	50 (284)	55 (283)

ELA: Growth rates for the NWEA MAP ELA assessments (Fall/Winter/Spring) are below by ethnicity. Number of students in parentheses.

			Asian			Black or African American			Hispanic			Multi-Racial			White		
Year	Sch...	G...	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLLMER	4	46 (39)	51 (45)	38 (45)	67 (27)	39 (28)	48 (27)	42 (24)	44 (25)	52 (25)	29 (17)	67 (18)	79 (19)	47 (102)	56 (117)	59 (114)
2021-2022	VOLLMER	5	49 (39)	57 (46)	61 (46)	62 (13)	67 (15)	40 (15)	64 (14)	44 (18)	22 (18)	38 (16)	53 (17)	63 (16)	50 (118)	55 (116)	56 (117)
2021-2022	VOLLMER	6	68 (38)	51 (43)	60 (43)	58 (24)	59 (29)	62 (29)	60 (15)	56 (18)	56 (18)	71 (14)	57 (14)	64 (14)	53 (111)	62 (113)	68 (111)
1 - 3 / 3 < >																	
2021-2022	VOLLMER Total		54 (116)	53 (134)	53 (134)	63 (64)	53 (72)	52 (71)	53 (53)	48 (61)	44 (61)	45 (47)	59 (49)	69 (49)	50 (331)	58 (346)	61 (342)

Math Proficiency

Math: Proficiency rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by cohort. Number of students in parentheses.

Year	Sch...	Gr	ALL			GE			SE		
			F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	4	44 (240)	50 (238)	52 (236)	46 (226)	52 (225)	54 (227)	0 (14)	0 (13)	0 (9)
2021-2022	VOLL...	5	45 (218)	45 (221)	59 (223)	48 (199)	49 (202)	64 (204)	11 (19)	5 (19)	5 (19)
2021-2022	VOLL...	6	39 (221)	45 (216)	55 (214)	42 (205)	47 (205)	57 (203)	6 (16)	9 (11)	9 (11)
<div>1 - 3 / 3 < ></div>											
2021-2022	VOLLMER Total		43 (679)	47 (675)	55 (673)	46 (63...	50 (632)	58 (634)	6 (49)	5 (43)	5 (39)

Year ▼	Sch	Gr	Not ELL			ELL			Not Economically Disadvantaged			Economically Disadvantaged		
			F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	6	42 (205)	48 (202)	58 (198)	0 (16)	7 (14)	13 (16)	50 (134)	57 (117)	70 (116)	23 (87)	31 (99)	37 (98)
2021-2022	VOLL...	5	48 (199)	47 (202)	61 (202)	16 (19)	26 (19)	38 (21)	51 (148)	54 (125)	69 (127)	33 (70)	33 (96)	45 (96)
2021-2022	VOLL...	4	47 (222)	53 (221)	55 (218)	6 (18)	6 (17)	17 (18)	51 (162)	62 (144)	64 (143)	29 (78)	31 (94)	34 (93)
<div>1 - 3 / 3 < ></div>														
2021-2022	VOLLMER Total		46 (626)	49 (625)	58 (618)	8 (53)	14 (50)	24 (55)	50 (444)	58 (38...	67 (386)	28 (235)	32 (289)	39 (287)

Math: Proficiency rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by ethnicity. Number of students in parentheses.

			Asian			Black or African American			Hispanic			Multi-Racial			White		
Yr	Sch...	G...	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLLMER	4	37 (46)	36 (47)	38 (47)	39 (31)	43 (30)	52 (27)	35 (26)	48 (25)	46 (26)	32 (19)	56 (18)	53 (19)	51 (117)	56 (117)	59 (116)
2021-2022	VOLLMER	5	43 (46)	48 (48)	65 (48)	27 (15)	25 (16)	31 (16)	18 (17)	22 (18)	22 (18)	41 (17)	44 (18)	59 (17)	52 (123)	50 (121)	65 (124)
2021-2022	VOLLMER	6	35 (43)	44 (41)	60 (43)	30 (30)	38 (29)	39 (28)	32 (19)	32 (19)	32 (19)	27 (15)	36 (14)	50 (14)	46 (114)	51 (113)	61 (110)
1 - 3 / 3 < >																	
2021-2022	VOLLMER Total		39 (135)	43 (136)	54 (138)	33 (76)	37 (75)	42 (71)	29 (62)	35 (62)	35 (63)	33 (51)	46 (50)	54 (50)	50 (354)	52 (351)	62 (350)

Math Growth

Math: Growth rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by cohort. Number of students in p:

Year	Sch...	G...	ALL			GE			SE		
			F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	4	68 (211)	67 (232)	71 (228)	70 (198)	66 (219)	70 (219)	38 (13)	92 (13)	89 (9)
2021-2022	VOLL...	5	66 (200)	60 (211)	81 (212)	67 (184)	60 (193)	82 (194)	50 (16)	61 (18)	67 (18)
2021-2022	VOLL...	6	61 (199)	63 (215)	75 (212)	62 (185)	63 (205)	75 (202)	57 (14)	60 (10)	60 (10)
<div>1 - 3 / 3 < ></div>											
2021-2022	VOLLMER Total		65 (610)	64 (658)	75 (652)	66 (567)	63 (617)	76 (615)	49 (43)	71 (41)	70 (37)

Year...	Sch...	Gr	Not ELL			ELL			Not Economically Disadvantaged			Economically Disadvantaged		
			F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLL...	6	60 (187)	62 (201)	74 (196)	83 (12)	86 (14)	81 (16)	58 (122)	60 (116)	73 (114)	66 (77)	67 (99)	77 (98)
2021-2022	VOLL...	5	66 (184)	59 (194)	81 (194)	56 (16)	65 (17)	78 (18)	71 (137)	59 (120)	81 (122)	54 (63)	60 (91)	81 (90)
2021-2022	VOLL...	4	70 (199)	67 (217)	70 (212)	33 (12)	67 (15)	81 (16)	68 (141)	71 (140)	77 (137)	67 (70)	61 (92)	60 (91)
1 - 3 / 3 < >														
2021-2022	VOLLMER Total		65 (570)	63 (612)	75 (602)	57 (40)	72 (46)	80 (50)	66 (400)	64 (376)	77 (373)	63 (210)	63 (282)	73 (279)

Math: Growth rates for the NWEA MAP Math assessments (Fall/Winter/Spring) are below by ethnicity. Number of students in parentheses.

Year	Sch...	G...	Asian			Black or African American			Hispanic			Multi-Racial			White		
			F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
2021-2022	VOLLMER	4	60 (40)	68 (44)	68 (44)	59 (27)	59 (29)	69 (26)	75 (24)	67 (24)	71 (24)	47 (17)	72 (18)	68 (19)	75 (102)	68 (116)	72 (114)
2021-2022	VOLLMER	5	59 (39)	72 (46)	87 (46)	62 (13)	57 (14)	73 (15)	64 (14)	41 (17)	65 (17)	69 (16)	76 (17)	94 (16)	68 (118)	56 (117)	81 (118)
2021-2022	VOLLMER	6	72 (36)	68 (41)	91 (43)	58 (24)	76 (29)	75 (28)	87 (15)	47 (19)	53 (19)	57 (14)	71 (14)	71 (14)	55 (110)	60 (112)	72 (108)
1 - 3 / 3 < >																	
2021-2022	VOLLMER Total		63 (115)	69 (131)	82 (133)	59 (64)	65 (72)	72 (69)	75 (53)	53 (60)	63 (60)	57 (47)	73 (49)	78 (49)	66 (330)	61 (345)	75 (340)

