School Improvement Plan
Ardmore Elementary
2022-23

School Overview

Bellevue School District Vision
To affirm and inspire each and every student to learn and thrive as creators of their future world.

Ardmore Elementary is a school in the Ardmore community in the northeast corner of Bellevue. At Ardmore, we value and embrace the diversity of our community. As educators, we are committed to producing an equitable and inclusive environment that promotes academic and social-emotional growth and a sense of belonging where learning is engaging and interactive. Every day we are dedicated to building upon each student's strengths, fostering life-long learners and compassionate, global critical thinkers.   We strive to establish authentic relationships with families that honor their identities and values to create a meaningful learning experience for our students!

Ardmore implements the district's culturally relevant curriculum and state standards to ensure that each and every student is afforded access to a rigorous and relevant education. Ardmore focuses on standards-based instruction in literacy, math, social studies, and science through innovative Science, Technology, Engineering, and Math (STEM) engineering units.

Ardmore Elementary implements inclusive instructional models for delivery of academic and social emotional learning supports that include but are not limited to: Co-Teaching, Multi-lingual Learner instructional strategies, literacy interventions, and specially designed instruction.

In 2022-2023 we will continue to solidify and refine our instructional practices to ensure that meaningful learning is experienced by all Ardmore students.

We will do this by applying and/or continuing to develop the following strategies at Ardmore:

- Building collaborative teams of teachers and facilitators that are student-centered and integrate practices that increase learning outcomes for all students
- Enhance Multi-Tiered Systems of Support (MTSS) by implementing regular progress monitoring and differentiated instruction to ensure all students meet standards and are enriched to excel beyond standards
- Engaging in a rigorous quarterly assessment process using formative assessment measures and end of unit assessments to monitor the effectiveness of our instruction
- Expand our knowledge for effectively integrating Science of Reading instructional practices in literacy and continue and integrating culturally relevant texts in Literacy
- Continue developing our practices for implementing a problem-based learning curriculum in math
- Determining and communicating the learning objectives, language objectives and success criteria in literacy, math, and social emotional learning in every lesson

As sustaining strategies, we will continue to implement the following at Ardmore:

- Embed a social emotional learning block and implementation of positive behavior intervention systems that promote our Ardmore 4: Be Respectful, Be Safe, Be Responsible and Be a Learner
- Continue aligning our instruction to grade level standards by
    - Developing clarity of learning by unpacking standards and unites of measure to determine success criteria and progressions of learning (competency-based learning)
    - Providing opportunities for students to set goals and self-assess their progress toward meeting their goals
    - Ensuring students know what they need to learn, where they stand in that learning, and what they need to do next by providing them feedback on the success criteria
    - Building learner dispositions and executive functioning by teaching skills for our ASPIRE dispositions: Ask questions, Set goals, Persevere, Innovate, Reflect, Engage.

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets
Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	63% (162)	66% (152)	72% (138)	73% (130)			
Asian	66% (27)	70% (33)	75% (54)	84%			
Black	*	*	77% (10)	69%			
Hispanic	67% (39)	64% (48)	66% (39)	67%			
Multi-ethnic	*	70% (10)	75% (7)	*			
White	59% (45)	67% (51)	74% (27)	73%			
Students with Disabilities	65% (20)	63% (14)	64% (17)	65%			
English Learners	67% (39)	66% (36)	68% (53)	74%			
Low Income	64% (67)	67% (72)	70% (64)	68%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

We have seen a steady increase in our sense of belonging data. Particularly, the data indicates the greatest growth amongst our Asian and English Language Learner subgroups demonstrating more than a 4-point increase. We attribute this growth to the ongoing collective effort by Ardmore staff to implement school-wide practices aimed at establishing authentic relationships with students. For example, monthly assemblies where students are recognized for demonstrating our Ardmore 4 and APIRE dispositions by receiving distinguished awards. Also, staff meet individually with students and establish morning circles to build relationships with all adults and peers in class. Further, Ardmore staff teach lessons on how we stand up against bullying and promote inclusion of everyone. However, from the fall of 2021 to spring 2022, we did observe a decrease in our black, white, and low-income subgroups. With our black and low-income subgroups, we had a larger number of students come and leave during the regular school year. This could have impacted opportunities to establish authentic relationships with them. For our white students, we think there may have been less opportunities for them to share about their identities and backgrounds, resulting in a lower feeling for sense of belonging at Ardmore.

Key Strategies / Adjustments

We anticipate ongoing growth in sense of belonging data as we continue to enhance school-wide practices that foster positive teacher-student and student-student relationships at school. To increase sense of belonging by our black, white, and low-income subgroups, we will integrate more opportunities or adjust activities to promote inclusion, be culturally relevant and centered around their interests.

Key strategies include:

Culturally Relevant Events and Activities:
- School-Wide events: Monthly assemblies, spirit days/weeks, celebrations and classroom activities that are culturally relevant and driven by student interests
- Celebration of important events or nationwide role models and figures from underrepresented groups that reflect our community
- Organized student groups and committees that elevate student voice and input. This strategy will specifically target our black and low-income subgroups who have statistically demonstrated a decrease across years:
- Student council: Students will participate in different leadership committees tasked with informing and/or organizing school events, assemblies, and community announcements that are tailored to student interests.

Positive Behavior Intervention Systems (PBIS)
While this is a sustaining practice, we will initiate ongoing systems review of current practices to identify spots where we can improve. To do this well, we will disaggregate and analyze our PBIS -SWIS data regularly. This data allows us to make data-driven decisions for technical and adaptive changes in our system that may increase sense of belonging. For example, this data has helped us identify disproportionality amongst students receiving the highest number of behavior intervention referrals or locations in our community where the highest frequency of referrals is being made. With this information, we can target specific systems or practices to revise.

Student Well-Being Priority: Social-Emotional Learning
Providing school and classroom environments where all students can develop strong social emotional skills can increase academic success and well-being. Schools have increased students' competency in these skills by engaging students in ongoing SEL lessons that target learning and practice of self-management, social awareness, self-efficacy, and emotional regulation in and out of the classroom.

Social-Emotional Learning Measures and Targets
Increase social-emotional competencies from Spring 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=170)	Spring 2021 (n=76)	Fall 2021 (n=143)	Spring 2022 (n=134)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	71%	76%	77%	73%			
Social Awareness	72%	71%	75%	71%			
Self-Efficacy	55%	62%	61%	60%			
Emotional Regulation	55%	55%	53%	51%			

Data Reflection

From fall to spring last year, we noticed a decrease in all domains of SEL competency. We anticipate these drops were due to reduced student stamina in the spring. An additional assumption is that we didn't multiple times throughout the year to re-teach SEL lessons as a tier 1 intervention. It is our assumption that students may begin to lose practice and awareness half-way through the year. Intentional reminders throughout the year regarding ways we can take care of ourselves and continue to feel competent to regulate our emotions can be a great way to increase student well-being at Ardmore all year.

Key Strategies / Adjustment

To foster and maintain growth in all four domains of social competency this school year, Ardmore will increase time spent teaching social emotional skills. This learning will occur daily, in and out of the classroom through the following strategies:

Social Emotional Learning Block: This block will continue every morning in each classroom. During this time, teachers and students get to know one another and engage in dialogue about ways they can feel welcomed, included, and supported at school. This year, teachers will integrate restorative circles at least one time a week to check in with students and resolve issues that arise within the community. In addition, lessons taught will emphasize strategies for developing emotional regulation and self-efficacy skills and specific lessons will be re-taught throughout the school year.

Restorative Practices: This year, we will learn about and implement the Restorative Practices Framework to help teach students skills to resolve conflict with one another in a restorative, safe manner. At the same time, this will equip staff with tools that assist them in coaching and supporting students toward developing social competency skills.

Tier 2 Intervention Strategies: This year, we will focus on developing our Tier 2 intervention strategies to accelerate the development of social-emotional skills. This includes enhancing our Check in-Check out system, utilizing social skills curriculum that target learning of specific skills, utilize social stories regularly, implement behavior intervention plans and incentive programs with fidelity and partner with families to align strategies from home to school. Further, we will develop a progress monitoring system to track data towards meeting individual or small group goals.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth	
	Star Reading % Proficient	Star Reading % Typical/High Growth

	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	55% (168)	48% (139)		74% (163)	63% (121)	
Asian	70% (44)	69% (48)		79% (43)	67% (39)	
Black	55% (11)	50% (10)		90% (10)	60% (10)	
Hispanic	38% (56)	29% (41)		64% (55)	68% (38)	
Multi-Ethnic	*	*		*	*	
White	62% (50)	53% (30)		79% (48)	56% (25)	
Low Income	42% (85)	31% (64)		70% (82)	62% (63)	
English Learner	18% (50)	20% (55)		63% (46)	61% (44)	
Students with Disabilities	19% (27)	11% (18)		56% (25)	47% (17)	
Female	64% (85)	56% (63)		74% (82)	65% (52)	
Male	47% (83)	42% (76)		74% (81)	61% (69)	
Advanced Learning	94% (17)	100% (12)		94% (17)	64% (11)	
Traditional	51% (151)	43% (127)		72% (146)	63% (110)	
Grade 3	60% (55)	37% (51)		70% (53)	60% (42)	
Grade 4	49% (55)	54% (37)		73% (55)	61% (31)	
Grade 5	57% (58)	55% (51)		80% (55)	67% (48)	

Data Reflection

A highlight of our data lies within our English Language Learners and students in Grade 4, indicating that they increased in percentage of students' meeting standards by 2-5 points. However, overall, the data reflects a decrease in students meeting proficiency from spring of 2021 to spring of 2022. The significant drop in the number of students demonstrating proficiency were amongst our Hispanic, White, Low income and students with disabilities. Further, the data reflects a significant decrease of our 3rd graders from spring 2021 to spring 2022 demonstrating proficiency. As a result, Ardmore staff will be placing a big emphasis on literacy development this school year by implementing high yield instructional strategies in teaching and learning.

Key Strategies

To increase our percentage of students meeting proficiency in grade level literacy standards (speaking, reading, writing), we will continue to develop the following strategies:

1. Learning targets and success criteria will continue to be taught, visible for each lesson and aligned to grade level standards daily. In partnership, educators and students will continue to develop individualized goals aimed at mastering the success criteria. By co-constructing goals with students, students can gain understanding of their current baseline and establish a plan with teacher to reach their individual goals.

2. LEXIA: All students will participate in an adaptive blended learning program in the classroom, which will personalize instruction for individual learning needs. Students who are below or far below grade level will have focused instruction. Emergent Bilingual students and students with Individual Education Plans (IEP) will have increased opportunities to complete target lessons from this program to accelerate progress in specific literacy skills.

3. We will continue to develop the effectiveness that Professional Learning Communities (PLC) have on student learning. Through PLC, educators engage in recurring cycles of collective inquiry, analyzing student data, reflection of teaching practices, and action research to achieve learning outcomes from students. Educators utilize formative and summative assessments to identify students not meeting

standards, then adjust teaching practices that may target gaps in learning. During PLC, educators will identify individual or groups of students requiring additional Tier 2 or 3 interventions. To do this well, educators will engage in professional development targeted at developing collective teacher efficacy.

4. Science of Reading (SOR): We are aligning our instructional practices to the BSD's adoption of the science of reading. Educators will provide explicit and systematic instruction of foundational literacy skills. SOR includes five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Student data is used to help shape the targeted area of focus and delivery method for each student — whole group, small group and/or individual learning.

5. Co-teaching for literacy in 4th Grade Literacy: This instructional approach involves two certified professionals who share instructional responsibility.   Educators partner by engaging in collaborative teaching, implementing tiered interventions, and monitoring student progress. We are focusing on 4th grade because this is the cohort demonstrating the lowest percentage of students meeting proficiency in 2021-2022. We will have an expanded team of support staff partnering with primary teachers, including but not limited to Co-teacher, Special Education teacher, Multi-Lingual Learner (MLL) facilitator and 4th grade general school assistant.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	27% (157)	37% (142)		70% (86)	69% (122)	
Asian	53% (36)	66% (47)		64% (22)	71% (38)	
Black	*	36% (11)		*	55% (11)	
Hispanic	7% (55)	10% (42)		70% (27)	67% (39)	
Multi-Ethnic	*	20% (10)		*	*	
White	31% (49)	35% (31)		67% (30)	72% (25)	
Low Income	12% (83)	20% (65)		73% (40)	69% (65)	
English Learners	8% (48)	19% (58)		65% (20)	62% (45)	
Students with Disabilities	4% (26)	6% (18)		73% (11)	53% (17)	
Female	33% (76)	35% (63)		65% (46)	71% (51)	
Male	23% (81)	39% (79)		75% (40)	68% (71)	
Advanced Learning	73% (15)	100% (12)		*	73% (11)	
Traditional	23% (142)	32% (130)		67% (78)	68% (111)	
Grade 3	32% (44)	37% (52)		53% (17)	64% (42)	
Grade 4	27% (55)	44% (36)		57% (14)	70% (30)	
Grade 5	24% (58)	33% (54)		78% (55)	72% (50)	

Overall, we had a 10-point increase in students meeting proficiency in math from spring 2021 to spring of 2022. For every student population with Asian students, Male students and Grade 4, and English Learner students experiencing the greatest growth overall. We attribute this growth to the following:

    a. The project-based curriculum has demonstrated to increase engagement in math for students across the board.

    b. Students have an increased amount of time to work collaboratively to problem solve throughout math time.

    c. Math Language Routines are embedded into daily math lessons allowing students to demonstrate their learning and understanding of math in methods other than writing down their answers. This includes speaking, modeling, solving in small groups, and demonstrating their work along with their answer.

Key Strategies

To increase the percentage of students meeting proficiency in grade level math standards, we will utilize a rigorous math curriculum and evidence-based instructional practices. We will do this by integrating the following strategies:

- Learning targets will be aligned to grade level standards and visible for students. Success criteria will be developed in collaboration with students through reflection and self-assessment. Educators and students will co-create individualized student goals aimed at mastering the learning targets and success criteria.

- Problem- or Project-Based Math Curriculum: Through this curriculum students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments. Students will engage in critical thinking and problem solving through discourse with peers. Teachers will integrate language routines during math instruction, which promotes Multiple Language Learners and Hispanic students to demonstrate their learning through various approaches.

- Professional Learning Communities (PLC): Through PLCs, educators engage in recurring cycles of collective inquiry, analyzing student data, reflection of teaching practices, and action research to achieve learning outcomes from students. Educators utilize formative and summative assessments to identify students not meeting standards, then adjust teaching practices that may target gaps in learning. During PLC, educators will identify individual or groups of students requiring additional Tier 2 or 3 interventions.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower
Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information, and where to obtain academic, health, and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success.

| Family Subgroups | Percentage of Favorable Responses on Family Engagement Survey | | | | | | | | |
| | Informed | | | Supported | | | Empowered | | |
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	68% (140)	71% (110)		69% (140)	74% (110)		69% (140)	69% (110)	
Asian	75% (56)	69% (55)		74% (56)	73% (55)		72% (56)	72% (53)	
Black	*	*		*	*		*	*	
Hispanic	75% (31)	75% (32)		78% (31)	79% (32)		83% (31)	67% (32)	
Multi-ethnic	*	*		*	*		*	*	
White	57% (37)	76% (18)		56% (37)	80% (18)		61% (37)	69% (18)	
Students with Disabilities	80% (10)	61% (11)		87% (10)	69% (11)		70% (10)	73% (11)	
English Learners	67% (52)	69% (61)		70% (52)	74% (61)		70% (52)	69% (61)	
Low Income	70% (50)	74% (42)		73% (50)	79% (42)		73% (50)	70% (41)	

Data Reflection

According to our data, the percentages of families feeling informed, supported, and empowered were approximately the same across the three domains. However, we noted a 3-5 percent increase in families feeling informed and supported overall. We attribute these increases to an effort from staff to establish two-way communication with families. This includes utilizing several communication tools like email, phone calls, talking points (texting app software) and recurring newsletters to keep families informed. Further, educators actively seek ways to get to know our families and build supportive relationships between home and school. Nonetheless, we did notice empowerment continues to be an area that remains stagnant and in fact, decreased significantly for our Hispanic families. Empowerment will be an area of focus for Ardmore, specifically for our Hispanic families.

Key Strategies / Adjustment

We anticipate an increase in the percentage of families feeling informed, supported, and empowered as we incorporate more opportunities for families to participate in school functions, volunteer and visit the school.
To increase the percentage of families feeling informed, supported and empowered, we will implement the following strategies and adjustments.
<u>To support and empower our families, we will spend more time listening to our families by:</u>
- Conducting Listening Circles with racially diverse families (focus on Black, Southeast Asian and Hispanic) to learn of the barriers and challenges they face about their children's education.

- Offering family information nights that are tailored to families' interests. A survey will be sent to families by the end November of 2022 to learn what they want to be informed about or supported with most.

To help our families feel informed, we will implement the following strategies:
- Utilize multiple communication platforms to disseminate information and increase frequency of communication (i.e., email, newsletters, website, Talking Points).
- Maintain the school website up to date.
- Information available in various languages (i.e., documents uploaded in word to the school website for automatic translations, using transcript during school presentations, using Talking Points, using interpreters and language line).
- Offer information and training in the various ways to communicate with and provide feedback to school staff. For example, on curriculum night, we will provide small training courses on the use of talking points, synergy and navigating clever on laptops with students.

To help our families feel empowered, we will continue to build relationships by:
- Holding school functions, meetings or other family events at various times and locations or platforms convenient for them to increase accessibility for families. For example, holding social events at different community parks within the school boundaries.
- We will offer hybrid participation during curriculum night and elementary conferences for families to participate.
- We are re-establishing volunteer opportunities for families. Further, we will open school day events for families to join as guests such as assemblies and classroom presentations.
- Integrating school functions that celebrate our communities (i.e., Hispanic heritage month, Asian-American and Pacific Islander month, African American and Black History month).

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, solve problem collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.

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[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

Mansilla 2012

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders.

Key Strategies / Adjustments
With our educators, we will build awareness and knowledge of Global Competency Domains and Standards. We will launch this learning within professional development opportunities beginning in October 2022.
School wide, teachers will embed opportunities for students to apply at least 1-2 standards under Investigating the World within the science or social studies curriculum.
Further, our student council will participate in student organized learning environment (SOLE) groups to investigate one global issue this year. Through this process, students will organize a minimum of one action and invite our local community to address the global issue impacting our own community alongside Ardmore.

Ardmore Elementary School

School Overview

Ardmore Elementary serves the families and community in the north east area of Bellevue. We aim for excellence in delivering a strong academic program and creating a school climate that supports our students socially and emotionally. Our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world.
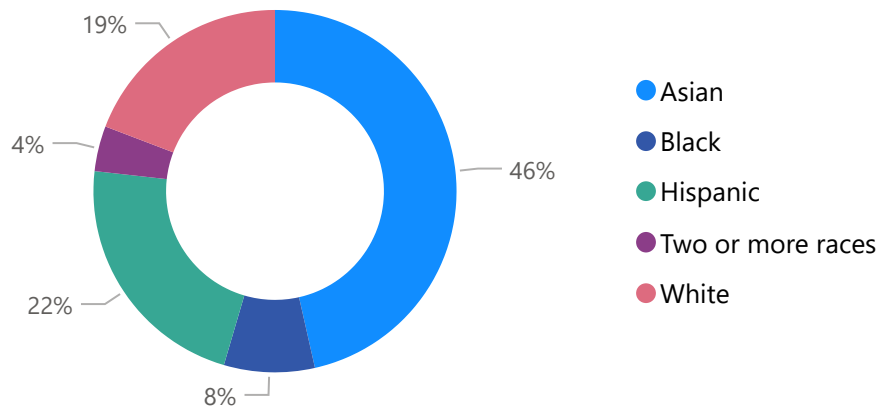
16616 NE 32nd St
Bellevue, WA 98008

http://www.bsd405.org/ardmore/
425-456-4700
Brenda Arroyo

Programs Offered

Cascade (special education), Preschool special education

Racial Diversity

- Asian — 46%
- Black — 8%
- Hispanic — 22%
- Two or more races — 4%
- White — 19%

School & Student Characteristics [1]

|	Ardmore Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	346	435
Average Attendance Rate	91%	93%
Eligible for Free/Reduced Price Meals	36%	17%
Receiving Special Education Services	10%	8%
English Language Learners	41%	25%
First Language Other Than English	55%	44%
Mobility Rate [3]	49%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
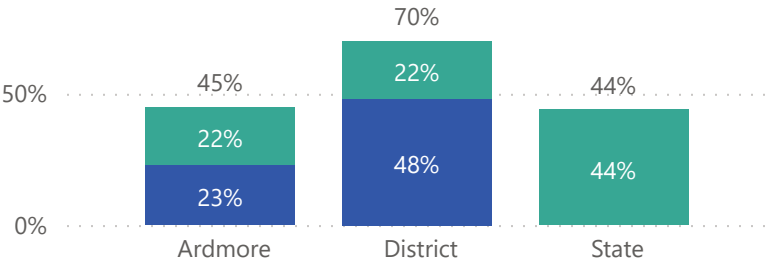Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
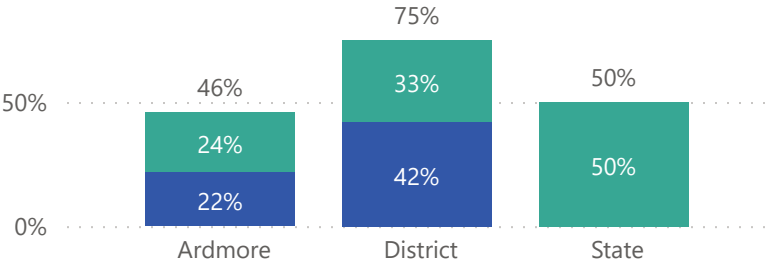● Exceeds Standards ● Meets Standards

	Ardmore	District	State
Total	52%	73%	49%
Meets Standards	26%	22%	49%
Exceeds Standards	26%	51%	
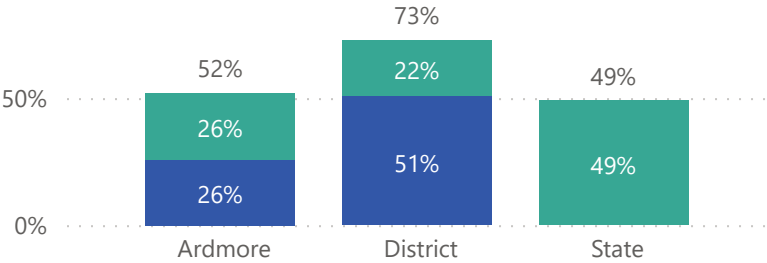
SBA: Math
● Exceeds Standards ● Meets Standards

	Ardmore	District	State
Total	45%	70%	44%
Meets Standards	22%	22%	44%
Exceeds Standards	23%	48%	

WCAS: Science
● Exceeds Standards ● Meets Standards

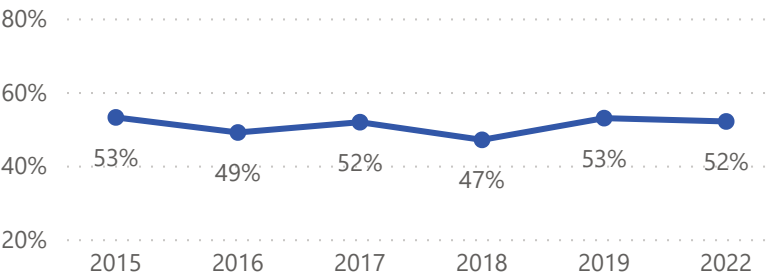|	Ardmore	District	State
Total	46%	75%	50%
Meets Standards	24%	33%	50%
Exceeds Standards	22%	42%	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
53%	49%	52%	47%	53%	52%

SBA: Math

2015	2016	2017	2018	2019	2022
47%	41%	49%	42%	43%	45%

WCAS: Science

2018	2019	2022
48%	51%	46%
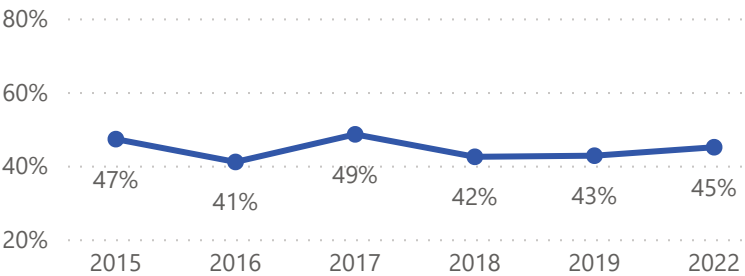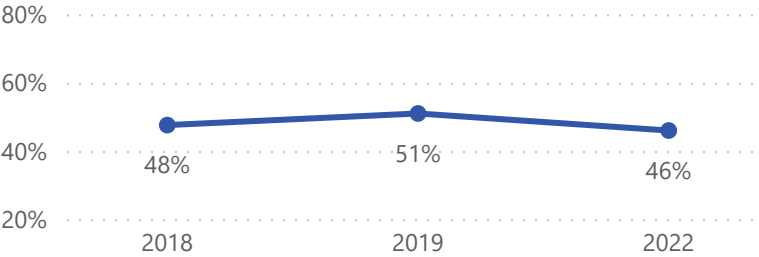
Glossary

Science Assessments - WCAS
WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced
Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assess-ment/StateTesting/default.aspx.

Special Education Services
Neighborhood schools provide a continuum of special education services.
We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
* **Olympic** program to support students on the autism spectrum.
* **Pacific** program for students with significant developmental and intellectual disabilities.
* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics
Data are from October 1, 2021 unless otherwise specified.

2 District Average
The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."