School Improvement Plan
Newport Heights Elementary
2022-23

Overview

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

What is unique about Newport Heights?

- Newport Heights Elementary is the proud home to one of two elementary Progress Academics Communication Independence Functional Focus Integration and Community (PACIFIC) programs in the Bellevue School District. The PACIFIC program supports students with specially designed instruction in smaller, more supportive special education classrooms.
- The school is in its fourth year of partnership with the Achievement Network (ANet). ANet has helped us strengthen our school-wide practices and culture of using learning standards and achievement data to improve results for all students.

See Appendix for School Profile

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 the 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	79% (299)	76% (267)	82% (196)	80% (160)			
Asian	82% (116)	76% (109)	84% (83)	81%			
Black	*	*	81% (7)	*			
Hispanic	84% (17)	72% (19)	79% (14)	82%			
Multi-ethnic	80% (16)	70% (34)	81% (27)	81%			
White	77% (109)	81% (92)	80% (64)	81%			
Students with Disabilities	71% (17)	*	73% (16)	75%			
English Learners	72% (38)	75% (34)	70% (27)	75%			
Low Income	71% (63)	72% (48)	85% (38)	83%			

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

Data Reflection
From 2019 to Spring of 2022, our overall sense of belonging fluctuated by 8 percentage points but had a net gain of 4 %. There is a significant difference in student sense of belonging for our ELL and IEP students (6% difference). Our Low income students had the biggest gain in sense of belonging, this is likely due to our family support liaison. Looking at disaggregated data, using Fall 2021, Hispanic students and ELL students had the most growth in sense of belonging while Asian students had the most significant drop in sense of belonging. Strategies will focus on diversity, equity, and inclusion. Student voice will be important in the development and implementation of any strategies aimed at belonging. We look forward to seeing the Panorama data for Fall 2022 which is not available yet.

Key Strategies / Adjustments

- **Dolphin Awards:** We will continue physical awards for showing school-wide expectations, with weekly and monthly winners.
- **Since Time Immemorial Week:** We will create a school-wide learning experience about the native people of our area, including activities in specialists, in classrooms, and a family night event with Roger Fernandes, a native storyteller from our area.
- **Racial Equity Work**: Staff will continue working towards greater racial consciousness through the RE&I Team, CCAR, district professional development, and conversations that impact their racial lens.   This year, we are having members of the Racial Equity and Inclusion Team engage in a book study of the book, **Start Here Start Now: A guide to Antibias and Antiracist Work in Your School Community.**
- **Student Spotlight:** Student spotlights in classes or on the weekly bulletin. Spotlighting students on the video bulletin with students introducing other students or talking about their own heritage and culture will create a larger sense of community and allow students to feel seen and valued.
- **Culturally Responsive Teaching Practices:** Staff will continue to utilize culturally responsive teaching practices that support the achievement of all students by including students' cultural references in all aspects of learning. Teachers will focus on learning about each student and be culturally responsive to their personal experiences and needs.
- **Student Spotlight:** Student spotlights in classes or on the weekly bulletin. Spotlighting students on the video bulletin with students introducing other students or talking about their own heritage and culture will create a larger sense of community and allow students to feel seen and valued.
- **Leadership Club:** This would encompass Kindness Leaders, Playground Friends, Peer Mediators, School Spirit. Student leadership would be demonstrated through activities such as assembly planning and spirit week planning. The club would focus on creating a sense of belonging for all our students through programs such as student spotlights on our weekly bulletins, recess buddies etc. Student feedback will be closely considered in creating new ways to foster a sense of belonging.
- **Monthly Assembly:** Monthly Assemblies will have a different cultural focus and include student input in planning. Assemblies celebrate the school community and allow students to view school as not only a place of academic learning. Shared values, celebrations and songs allow all students to feel included.
- **Restorative Practices:** Teachers need a review or reminder of the 4 essential questions for restorative conversation through professional development and other tools. Resources will be made available and distributed to increase understanding of this practice. Restorative practices promote inclusiveness, relationship-building and problem-solving, through restorative methods including as circles for teaching and conflict. We will build on students' strengths by using talking circles to affirm students' racial identity and foster a culture that encourages open dialogue. This year, we are prioritizing social emotional learning as we recover from the effects of the pandemic during the 20-21 school year, which includes incorporating talking circles into everyday instruction.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

							Spring 2022 – Spring 2023 Change
Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=203)	Spring 2021 (n=145)	Fall 2021 (n=196)	Spring 2022 (n=163)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	78%	81%	80%	75%			
Social Awareness	75%	76%	79%	74%			
Self-Efficacy	63%	67%	63%	66%			
Emotional Regulation	53%	52%	54%	51%			

Data Reflection

In looking at the fall to spring data for our students, we increased social-emotional competencies in Self-Management (3 percentage points), Social Awareness (1 percentage point), and Self-Efficacy (4 percentage points). Our students' self-assessment of Emotional Regulation dropped by 1 percentage point.

Key Strategies / Adjustment

- **Dedicated tier I SEL time in every classroom:** The first 20 minutes of each day, every classroom will teach Social Emotional Learning with support from our counselor. Teachers are frontloading social emotional learning at the beginning of the year and will continue to make it a priority throughout the year.
- **Counselor SEL lessons in every classroom:** Our counselor will schedule times to go to classrooms to teach extended SEL lessons based on classroom needs.
- **K-2 Second Step Online Digital Pilot:** We are one of several schools engaging in a one-year pilot of this curriculum, in the hopes that it better meets the needs of our students.
- **General School Assistant (GSA) Professional Development:** Regular meetings with GSAs who supervise recess to develop strategies in supporting social interactions on the playground, particularly to help students develop emotional regulation skills.

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	**72% (218)**	**76% (202)**		**76% (217)**	**77% (193)**	
Asian	83% (81)	76% (86)		78% (81)	76% (82)	
Black	*	*		*	*	
Hispanic	28% (18)	53% (15)		71% (17)	80% (15)	
Multi-Ethnic	71% (28)	87% (23)		82% (28)	78% (23)	
White	74% (82)	76% (68)		76% (82)	77% (64)	
Low Income	46% (46)	63% (32)		64% (45)	68% (34)	
English Learner	32% (22)	48% (31)		67% (21)	81% (27)	
Students with Disabilities	36% (22)	35% (23)		59% (22)	65% (20)	
Female	73% (114)	76% (93)		73% (113)	75% (87)	
Male	72% (104)	75% (109)		80% (104)	78% (106)	
Advanced Learning	100% (29)	100% (17)		86% (29)	47% (17)	
Traditional	68% (189)	74% (185)		75% (188)	80% (176)	
Grade 3	76% (67)	75% (60)		90% (67)	75% (57)	
Grade 4	69% (67)	81% (69)		70% (66)	78% (67)	
Grade 5	73% (84)	71% (73)		71% (84)	77% (69)	

Data Reflection
Overall as well as in all subgroups, more students experienced typical/high growth in literacy than in math. Students who identify as low income, multi-lingual, and students with disabilities made the lowest amount of growth. We do not have enough students who identify as Black who take STAR Reading or Math to see their data, so we are looking more closely at these individual students.

For both STAR Reading and STAR Math, our students who identify as Hispanic, as Low Income, as multi-lingual, and our students with disabilities have a significantly lower percentage of students meeting standard as compared to all students as well as students who identify as White, Asian, and Multi-Ethnic. Our STAR reading data shows that only 53% of our students were at proficiency meanwhile our Multi-Ethnic students were at 87% proficiency. Our students who identify as Asian or White both had 76% proficiency in Reading. For this reason, our efforts will focus on ensuring all students have access to grade level standards, as well as the use of practices that support language development. After each assessment we will also take a data dive to have a deeper look into the instructional barriers that are causing certain ethnicities not to meet or approach standard.

Key Strategies

- **Continue deepening our knowledge of our literacy priorities, listed below. This year, we are prioritizing the use of PLC time during building professional development to connect and collaborate with PLCs. Our ITCL will begin working on supporting 4th and 5th grade in teaching literacy through social studies instruction, which will increase teachers' abilities in going deeper into these priorities:**
    - We deeply understand our Grade level standards.
        - By keeping the Standards at the center, we are ensuring each and every student gets opportunities to learn grade level content
    - We use grade-level Complex and Culturally Relevant Texts in class.
        - By using complex and culturally responsive texts, we engage each and every student in rigorous instruction where students can see themselves and learn about others
    - We provide access using text dependent questions and scaffolds.
        - By developing text-dependent questions and scaffolds, we prepare each and every student for their future by helping build their capacity to deeply learn and appreciate literature, discern evidence, etc.
    - We use standards-aligned assessments to inform and adjust instruction.
        - By using assessments to inform and adjust instruction, we hold ourselves accountable to ensuring each and every student meets grade level Standards.
- **LAP Facilitator:** Our LAP Facilitator will use data to determine how best to support students who are not yet at standard, prioritizing students who are most in need.
- **Adaptive Software:** Build reading foundational skills through regular engagement in Lexia in addition to Tier I core instruction. Provide students access to Lexia who need either additional support or extensions.
- **Multi-Tiered System of Support (MTSS)**: Look at the Growing/Sticking/Sliding data to drill down into which specific students are not making growth, then strategically determine how to accelerate growth through collaborative, trackable, accountable system for anyone who is providing interventions.
- **Multi-Tiered System of Support (MTSS)**: Grade level teams meet at regular intervals to analyze multiple student achievement data points to adjust instructional groups and determine intervention needs in collaboration with MCT.

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	**60% (224)**	**68% (200)**		**69% (89)**	**76% (189)**	
Asian	70% (84)	80% (83)		71% (42)	77% (79)	
Black	*	*		*	*	
Hispanic	33% (18)	21% (14)		*	57% (14)	
Multi-Ethnic	48% (29)	71% (24)		83% (12)	67% (24)	
White	63% (84)	64% (69)		68% (22)	80% (64)	
Low Income	33% (46)	44% (34)		53% (17)	61% (33)	
English Learners	37% (27)	52% (31)		62% (13)	81% (26)	
Students with Disabilities	20% (20)	19% (21)		*	61% (18)	
Female	57% (116)	60% (92)		67% (43)	71% (87)	
Male	64% (108)	75% (108)		70% (46)	80% (102)	
Advanced Learning	100% (29)	100% (17)		80% (15)	94% (17)	
Traditional	54% (195)	65% (183)		66% (74)	74% (172)	
Grade 3	67% (67)	75% (59)		79% (28)	82% (56)	
Grade 4	59% (70)	66% (68)		48% (25)	63% (67)	
Grade 5	56% (87)	64% (73)		75% (36)	85% (66)	

Data Reflection

Overall as well as in all subgroups, more students experienced typical/high growth in literacy than in math. Students who identify as low income, multi-lingual, and students with disabilities made the lowest amount of growth. We do not have enough students who identify as Black who take STAR Reading or Math to see their data, so we are looking more closely at these individual students. The same is true for students who identify as Hispanic for STAR Math.

For both STAR Reading and STAR Math, our students who identify as Hispanic, as Low Income, as multi-lingual, and our students with disabilities have a significantly lower percentage of students meeting standard as compared to all students as well as students who identify as White, Asian, and Multi-Ethnic. For this reason, our efforts will focus on ensuring all students have access to grade level standards, as well as the use of practices that support language development.

Key Strategies

- **Tier 1 Instruction:** Give teachers time and space to collaborate on implementing the new math curriculum with fidelity during professional development and through coaching conversations.
- **Adaptive Software:** Provide students access to Imagine Math and Imagine Math Facts.
- **Multi-Tiered System of Support (MTSS)**: Look at the Growing/Sticking/Sliding data to drill down into which specific students are not making growth, then strategically determine how to accelerate growth.

| | Multi-Tiered System of Support (MTSS): Grade level teams meet at regular intervals to analyze multiple student achievement data points to adjust instructional groups and determine intervention needs. |

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 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 percent 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	57% (217)	52% (119)		61% (217)	59% (119)		52% (217)	54% (119)	
Asian	58% (83)	46% (55)		63% (83)	57% (55)		50% (83)	52% (55)	
Black	*	*		*	*		*	*	
Hispanic	60% (17)	57% (6)		75% (17)	61% (6)		62% (17)	62% (6)	
Multi-ethnic	65% (27)	50% (17)		56% (27)	47% (17)		54% (27)	45% (17)	
White	53% (81)	61% (38)		57% (81)	69% (38)		49% (81)	60% (38)	
Students with Disabilities	53% (24)	38% (14)		61% (24)	44% (14)		49% (24)	50% (14)	
English Learners	60% (49)	59% (25)		67% (49)	64% (25)		56% (49)	67% (25)	

Low Income	62% (34)	62% (14)		75% (34)	68% (14)		65% (34)	71% (14)	

Informed:
- Our families who identify as Hispanic, Multi-Ethnic, MLLs, and as Low Income felt more informed than all families.
- Our families who identify as White or have a student with a disability felt less informed than all families.

Supported:
- Our families who identify as Hispanic, Asian, MLLs, or Low Income felt more supported than all families.
- Our families who identify as Multi-Ethnic and White felt less supported than all families.

Empowered:
- Our families who identify as Hispanic and Low Income felt more empowered than all families.
- Our families who identify as Asian, White, or have a student with disabilities felt less empowered than all families.

Reflection:
- When examining the words used in the survey, it is clear that families may have different meanings for each of these words. For example, our families who identify as Low Income had some of the highest scores in all three areas. A root cause may be that these families may have felt the most supported, informed, and engaged because of their close communication and access to physical and financial resources from our Family Engagement specialist. It is also identified that the largest growth in all three areas are from families who identify as White were as our families who identify as having a student with a disability experienced the greatest decline in all three domains.

Key Strategies / Adjustment
- **Coffee and Kleenex:** In September 2022 on the first day of kindergarten the principal and PTA will meet with the incoming kindergarten parents to have coffee and talk about:
  - What are your hopes and dreams for your child this year?
  - How is your child feeling about school?
    What is the PTA and how can you become involved?
    What are your child's interests?

- **PTA Collaboration:** The PTA currently has 8 evening events planned to date for family nights with more in planning. Building Leadership will collaborate with PTA to offer support for various events and offer suggestions for possible new events.

- **School Web Page:** Currently our school web page does not offer much information for parents. Two BLT members will be collaborate to redesign the web page to include some of the following:
  - Upcoming events
  - Principal's newsletter
  - Potentially a monthly pre-recorded story time
  - Testing information
  - K and 6th grade registration information as needed
  - Possible translation of information

- **Talking Points:** As much as possible, we should be using Talking Points to communicate with families due to the platforms' ability to translate school communication into the home languages of our families. We also need to provide access to translatable presentations for families.
- **Community Café-January**
    - Parents can come and speak with the principal or different staff members around topics related to the school.
    - This is also an opportunity to utilize staff knowledge and potentially bring out outside experts to present mini presentations on topics the parents are looking for guidance on.
- **Connect With Family Engagement Specialist:**
    - How she communicates best with families and to see if she is finding any trends within the school community that we need to be aware of and how we can better support our families
- **Coffee Connections:** Monthly morning coffee event with admin for parents to come and connect with the admin. MLL coffee events have been helpful as well for families to connect.

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, problem solve 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.
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

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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.

Key Strategies / Adjustment
• Develop and administer PD to facilitate teachers and staff in knowing more about each and every student other than their name. As NHE builds upon our global competency work, the PD will help our teachers in mastering Investigate the World, and Recognize perspectives, others' and their own.
• Provide regular opportunities to bring parents into the building. Our goal with our families to get to know each one and the assets they bring to the school while looking for ways to support them. This strategy will allow our staff to learn how to communicate ideas effectively with diverse audiences.
• Provide opportunities for our staff to reflect on their educational experiences as a K-12 student and the cultural/global competencies they each can bring to our students and school forward. This important key strategy will eventually lead our staff to teach students to take action to improve conditions as a global player in the world.

Newport Heights Elementary School

School Overview

Newport Heights Elementary serves preschool through 5th grade students in southwest Bellevue. We believe that the diversity of our 425 students and their families is the foundation to learn and grow together. At Newport Heights, our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world.
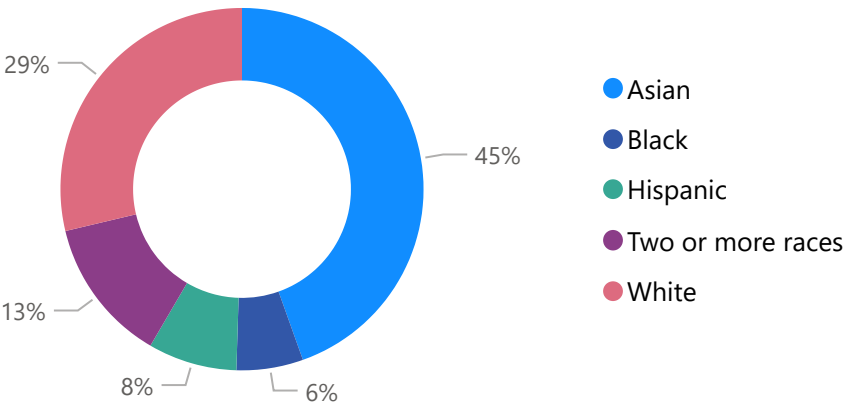
5225 119th Ave SE
Bellevue, WA 98006

http://www.bsd405.org/newport
425-456-5500
Edmond Wong

Programs Offered

Pacific (special education)

Racial Diversity

- Asian — 45%
- Black — 6%
- Hispanic — 8%
- Two or more races — 13%
- White — 29%

School & Student Characteristics [1]

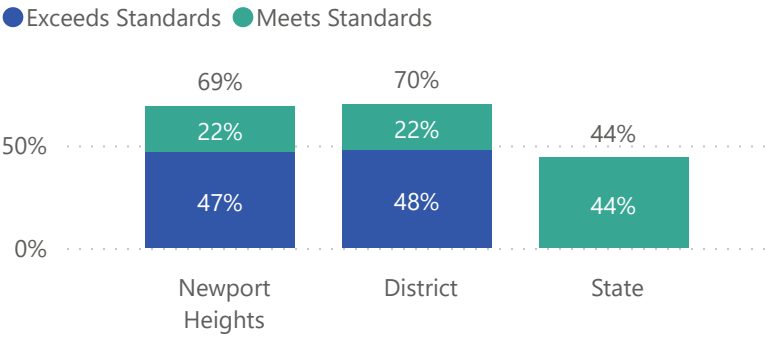|	Newport Heights Elementary School	District Elementary Avg [2]
Enrollment (10/1/2021)	424	435
Average Attendance Rate	93%	93%
Eligible for Free/Reduced Price Meals	18%	17%
Receiving Special Education Services	13%	8%
English Language Learners	23%	25%
First Language Other Than English	36%	44%
Mobility Rate [3]	15%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
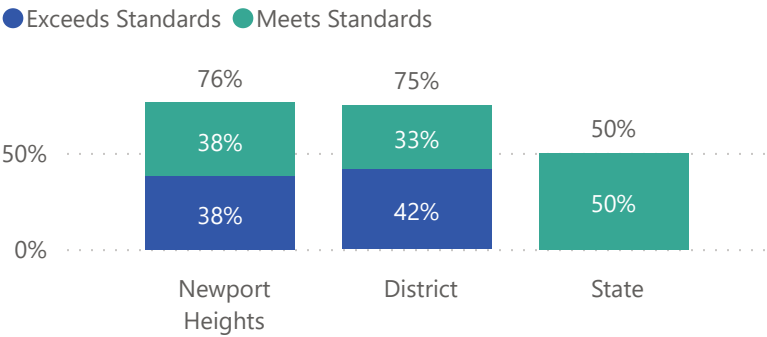Percentage of Students Meeting / Exceeding Standards
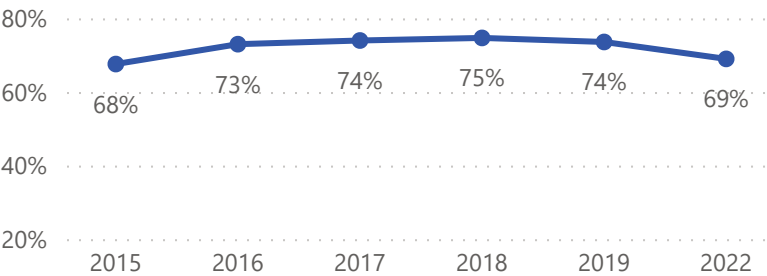
SBA: English Language Arts
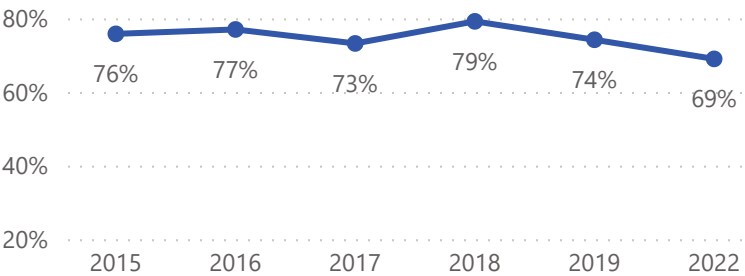● Exceeds Standards ● Meets Standards

	Newport Heights	District	State
Total	69%	73%	49%
Meets Standards	24%	22%	49%
Exceeds Standards	45%	51%	

SBA: Math
● Exceeds Standards ● Meets Standards

	Newport Heights	District	State
Total	69%	70%	44%
Meets Standards	22%	22%	44%
Exceeds Standards	47%	48%	

WCAS: Science
● Exceeds Standards ● Meets Standards

	Newport Heights	District	State
Total	76%	75%	50%
Meets Standards	38%	33%	50%
Exceeds Standards	38%	42%	
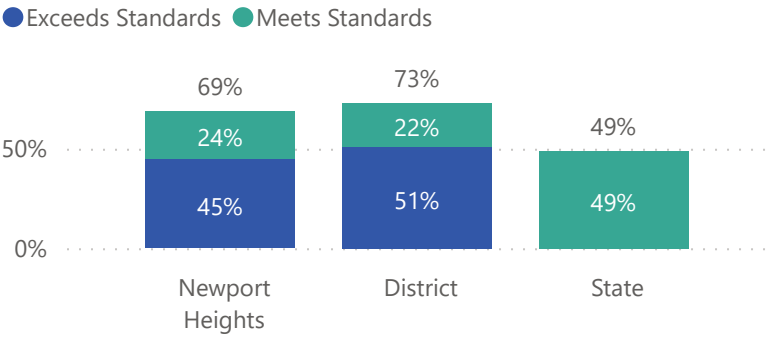
State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
68%	73%	74%	75%	74%	69%

SBA: Math

2015	2016	2017	2018	2019	2022
76%	77%	73%	79%	74%	69%

WCAS: Science

2018	2019	2022
79%	71%	76%
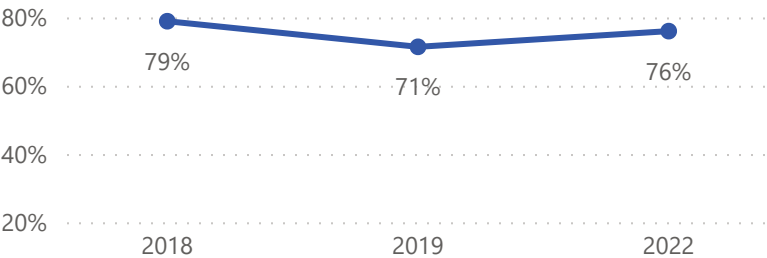
Glossary

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/assessment/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."