



School Improvement Plan

Ardmore Elementary

2021-22

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. We are a diverse community of caring and committed families and educators. Ardmore is dedicated to developing students' academic and social-emotional abilities to become life-long learners. As a learning organization, Ardmore aims to strengthen the instructional program in academics and student well-being, as well as build strong family and community partnerships to ensure the school climate is welcoming for all families.

Ardmore uses district curriculum and state standards to ensure that each, and every student is afforded access to an equitable 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 uses an inclusive push-in model for delivery of additional supports that include but are not limited to: English Language Learner (ELL) specific strategies, reading interventions, and special education instruction.

In 2021-2022 we will continue to refine our practices to ensure that learning is accessible for all Ardmore students by:

- Increasing teacher efficacy through teaming and professional learning communities (PLCs)
- Building collaboration among teams of teachers and facilitators to be student-focused and target practices that increase outcomes for all students

- Implementing Multi-tiered Systems of Support (MTSS) using progress monitoring and personalized instruction to ensure all students meet standards and are enriched to excel beyond standards
- Engaging in a rigorous quarterly assessment process using ANET or end of unit assessments to monitor the effectiveness of our instruction
- Implementing the workshop method in reading, writing and math to ensure students get access to grade level standards in whole group, targeted instruction in small groups, and time for independent practice of skills. This includes using manipulatives in Math for conceptual understanding and rigorous culturally relevant texts in Literacy.
- Establishing a daily social emotional learning block and positive behavior intervention system that promote our Ardmore 4: Be Respectful, Be Safe, Be Responsible and Be a Learner
- Implementing standards-based instruction aimed at developing assessment capable learners by:
 - Developing clarity by unpacking standards and assessments to determine success criteria and progressions of learning (competency-based learning)
 - Providing opportunities for students to set goals and self-assess their progress towards meeting their goals
 - Ensuring students know what they need to learn, where they are with that learning, and what they need to do next by providing feedback on the progressions and success criteria
 - Building learner dispositions and executive functioning by teaching skills for our ASPIRE dispositions: Ask questions, Set goals, Persevere, Innovate, Reflect, Engage.



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

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”¹

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 3-5		
	Baseline 2017	Fall 2019	Fall 2021
All Students	63% (162)	66% (152)	
Asian	66% (27)	70% (33)	
Black	*	*	
Hispanic	67% (39)	64% (48)	
Multi-ethnic	*	70% (10)	
White	59% (45)	67% (51)	
Students with Disabilities	65% (20)	63% (14)	
English Learners	67% (39)	66% (36)	
Low Income	64% (67)	67% (72)	
Data Reflection			
Overall, we have seen a steady increase in our sense of belonging data. In 2019, the data revealed a 3% increase from prior years. In particular, the data indicated the greatest growth amongst our White student population, which was the lowest subgroup in 2017. We attribute the school-wide growth in 2019 to a collective effort by the Ardmore staff to implement a school-wide Positive Behavior Intervention System (PBIS). A focus of the PBIS framework is to establish school-wide practices that teach students appropriate social skills and learning expectations at school. The PBIS framework facilitates opportunities for students to be recognized for demonstrating socially appropriate behaviors and build relationships with staff and peers. Further, Ardmore staff engaged students in lessons on how to stand up against bullying and promote inclusion of everyone.			
Key Strategies / Adjustments			
We anticipate ongoing growth in sense of belonging data as we continue to implement school-wide practices that foster positive teacher-student and student-student relationships at school. To elevate sense of belonging by our			

¹ *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

Special Education, English Language Learner and Hispanic student populations, we will increase opportunities or activities that are inclusive, culturally relevant and centered around their interests.

Key strategies or adjustments include:

- **Culturally Relevant Events and Activities:** The 2020-2021 school year limited activities and events in which students would normally develop friendships. This year, we have reintegrated routines during the school day that enable students to build connections with one another and adults.
 - Daily routines and activities: Social Emotional Learning (SEL) Block, Recess, and Snack Time.
 - School-Wide events: Monthly assemblies that are culturally relevant and driven by student interest, spirit weeks, classroom and school-wide celebrations.
 - Celebration of important events or nationwide role models and figures from underrepresented groups that reflect our community.
- **Student Council and Students Organized Against Racism (SOAR):**
 - We will form a **student council** this fall with our fifth graders. Through 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. As well, positive behavior expectations will be taught school wide.
 - **SOAR** will begin this Fall of 2021 with the goal of empowering students to speak about race, create a space for two-way dialogue between staff and students, and foster meaningful and positive relationships.
- **Racial Equity and Inclusion Team (REIT) and Positive Behavior Intervention System (PBIS) team:** These teams will partner with various stakeholders in an effort to breakdown systemic barriers or issues that limit students feeling included or that they belong at Ardmore. These teams will continuously seek student and stakeholder input to inform our decisions and hold our school community accountable to our commitment of helping every student feel they belong.
- **Social Emotional Learning and Building Relationships:**
 - This year, we will restart clubs and activities that build connection over similar interests (i.e., soccer club, robotics club, student leadership council, students organized against racism (SOAR), lunch bunch socials with friends and adults)
 - Social Emotional Learning Block occurs 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.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2021 to Spring 2022.

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=170)	Spring 2021 (n=76)	Fall 2021	Spring 2022
Self-Management	71%	76%		
Social Awareness	72%	71%		
Self-Efficacy	55%	62%		
Emotional Regulation	55%	55%		

Data Reflection

From fall to spring, there were significant gains in self-management (+5%) and self-efficacy (+7%). Our assumption is that students had to learn skills to independently navigate learning from home. Through virtual learning, students were pushed to self-initiate and follow through with schoolwork more than ever before. When they came back to school in the spring, students were held accountable to follow school wide expectations related to health and safety due to COVID-19. Students had a greater awareness of things happening around the world and understood the importance of holding themselves accountable.

Social awareness and emotional regulation demonstrated a decrease from fall to spring. Further, emotional regulation was the lowest and didn't improve over the course of last year. Our assumption is that this is due to:

- Insufficient time available to deliver Social Emotional lessons during instructional time with students in person or remote learning. More time was spent on Math and Literacy instruction last year.
- Students had less time at school in person, which limited opportunity to teach emotional regulation skills.

Key Strategies / Adjustment

To foster growth in emotional regulation and social awareness 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 (SEL) Block** -Every day we will begin with SEL block for 40 minutes. During SEL block teachers will:
 - Teach social skills utilizing district curriculum and supplemental materials aligned to SEL standards. Including, but not limited to, RULER, Second Step, Mood Meter, Meta-moment, Kelso's Choices.
 - Build a positive classroom community by getting to know one another and establishing standards for how students and adults want to feel at school.
- **Positive Behavior Intervention Systems (PBIS)-With emphasis on Culturally Responsive Practices:**

PBIS is a multi-tiered intervention framework that integrates different levels of social emotional instruction and intervention practices. An emphasis of our PBIS team will focus on establishing systems that are responsive of our students' learning and their well-being.

 - This year, we will implement PBIS-SWIS, an incident referral system that adequately documents referrals. This program will disaggregate the data and be regularly analyzed to inform our practices. Data will allow us to make data-driven decisions that push for both technical and adaptive changes in our system in effort to empower our students social-emotionally.

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: English Language Arts and Math Proficiency and Growth

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students’ beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a particular focus area. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

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 2021 to Spring 2022.				
Grades 3-5: Star Reading Proficiency and Growth				
Subgroup	Star Reading % Proficient		Star Reading % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
All	55% (168)		74% (163)	
Asian	70% (44)		79% (43)	
Black	55% (11)		90% (10)	
Hispanic	38% (56)		64% (55)	
Multi-Ethnic	*		*	
White	62% (50)		79% (48)	
Low Income	42% (85)		70% (82)	
English Learner	18% (50)		63% (46)	
Students with Disabilities	19% (27)		56% (25)	
Female	64% (85)		74% (82)	
Male	47% (83)		74% (81)	
Advanced Learning	94% (17)		94% (17)	
Traditional	51% (151)		72% (146)	
Grade 3	60% (55)		70% (53)	
Grade 4	49% (55)		73% (55)	
Grade 5	57% (58)		80% (55)	
Data Reflection				
While we saw over 74% of our students make typical or high growth in reading from fall to spring, only 55% of students met proficiency in reading. Students with disabilities or English language learners experienced the least amount of growth and only 18-19% of these students met proficiency in reading. The data of our racial subgroups demonstrates a significant gap from our Hispanic students at 38% percent as compared to our Asian students at 70% meeting				

proficiency. Approximately the same number of White students took the assessment as Hispanic students, yet our white students had a 24% percent differential above our Hispanic students. Our assumptions for why Hispanic, English learners, or students with special needs met proficiency at significantly lower rates include the following:

- The synchronous learning part of the school day was limited to a half day, reducing opportunity for students to access instruction in person.
- Students participated in virtual instruction which depended greatly on adult assistance at home and a high level of independence by students to access instruction. This would have been especially difficult for students whose parents worked full time, for students that have a disability impacting access to learning, or where a language barrier presented.
- There was a correlation observed between students that did not meet standard and their completion of asynchronous work.
- For students learning English, understanding lessons and accessing learning materials presented more challenging through the online environment.
- Limited interactions with peers restricted English acquisition at a faster rate. Due to this, students learning English may not have made as much growth in their oral language which impacts their English reading skills.

Key Strategies

To increase the percentage of students meeting proficiency in grade level literacy standards (speaking, reading, writing), we will utilize a rigorous reading and writing curriculum and evidence-based instructional practices. To engage students in their education, students must clearly understand what they are learning (learning targets) and know how they will meet proficiency of grade level, literacy standards (success criteria). We will do this by integrating the following strategies:

- **Learning targets and success criteria** will be aligned to grade level standards and visible for students daily. Educators and students will develop and individualize student goals aimed at mastering the learning targets and success criteria. This allows students that are not yet meeting standards to acquire academic success and build their confidence in reading.
- **LEXIA and Imagine Learning**: All students will participate in adaptive blended learning programs, which personalize instruction for individual learning needs. Emergent Bilingual students and students with IEPs will have increased opportunities to engage in these programs to accelerate progress in literacy skills.
- **Literacy Learning stations and Self-Organized Learning Environment (SOLE)**: Literacy stations are designed for specific learning processes. Students may work independently or collaboratively with peers to meet literacy goals. With SOLE, students access critical thinking skills to engage in inquiry and collaboration with peers. This approach to learning fosters self-empowerment.

Professional Learning Communities (PLC):

Through PLC, educators engage in recurring cycles of collective inquiry, 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.

Co-teaching for literacy in 3rd, 4th and 5th grade: This instructional approach involves two certified professional who share instructional responsibility. Educators partner by engaging in collaborative teaching, implementing tiered interventions and monitor student progress.

Math Proficiency and Growth

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 2021 to Spring 2022.

Grades 3-5: Star Math Proficiency and Growth				
Subgroup	Star Math % Proficient		Star Math % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	27% (157)		70% (86)	
Asian	53% (36)		64% (22)	
Black	*		*	
Hispanic	7% (55)		70% (27)	
Multi-Ethnic	*		*	
White	31% (49)		67% (30)	
Low Income	12% (83)		73% (40)	
English Learners	8% (48)		65% (20)	
Students with Disabilities	4% (26)		73% (11)	
Female	33% (76)		65% (46)	
Male	23% (81)		75% (40)	
Advanced Learning	73% (15)		*	
Traditional	23% (142)		67% (78)	
Grade 3	32% (44)		53% (17)	
Grade 4	27% (55)		57% (14)	
Grade 5	24% (58)		78% (55)	

Data Reflection

Of the 157 students that completed STAR assessment in the spring, only 27% meet proficiency. We recognized that Hispanic students represented approximately 35% of the students tested, but only 7% of them met proficiency in math. Similarly, English Learners represented approximately 31% of the students' tested, and only 8% of them met proficiency. This data is significantly disproportionate and has urged us to enhance our math instructional methodology and multi-tiered systems of intervention.

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. To engage students in their education, students must clearly understand what they are learning (learning objectives) and know how they will meet proficiency of grade level math standards (success criteria). We will do this by integrating the following strategies:

- **Learning targets and success criteria** will be aligned to grade level standards and visible for students daily. Educators and students will develop and individualize student goals aimed at mastering the learning targets and success criteria. This allows students that are not yet meeting standards to acquire academic success and build their confidence in math.
- **Learning Progressions in Math:** Progressions inform students how they will demonstrate skills that are connected to a math standard. With a progression, students understand the various skills to achieve that will progress them towards mastery of a math standard.
- **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 by partnering with classmates. Students will integrate language routines during math instruction, which promotes English Learners and Hispanic students to demonstrate their learning through various approaches.

Professional Development: A focus of our professional development and trainings this year will be dedicated to math. Educators will have various opportunities to grow their expertise in the field by attending building and district-wide trainings and having access to math tools and resources.

Professional Learning Communities (PLC):

Through PLC, educators engage in recurring cycles of collective inquiry, 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.

Co-teaching for math in 4th and 5th grade: This instructional approach involves two certified professionals who share instructional responsibility. Educators partner by engaging in collaborative teaching, implementing tiered interventions and monitor student progress.

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

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout the pandemic, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

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.

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

Data Reflection

According to our data, the percentages of families feeling informed, supported, and empowered were approximately the same across the three domains. The subgroup with the highest percentage that reported feeling informed and supported were families of students with disabilities. However, feeling empowered remained comparable to other subgroups. Our assumption is that special education teachers continued meetings with families as determined by their Individual Education Plans and collaborated at a higher frequency with families than may have been feasible before.

Based on this data, our families that identify as white had the lowest percentages as compared to other subgroups. There was a minimum of 10 percent points different from the next subgroup up (Families with English Language Learners). Our assumption is that being restricted to virtual collaborations may have significantly impacted our white families in feeling informed, supported, and empowered. Overall, we attribute our scores to the following:

- Health and safety restrictions resulted in fewer opportunities for families to engage in their children’s learning at school and staying connected to teachers or school community.
- Opportunities to volunteer at school functions were restricted.
- All contact with families was virtual. Our assumption is that this setting does not foster the same comfort to have authentic conversations as we could in person.
- This past year, families had greater responsibility over their student’s education. This could have caused a significant strain on their daily lives and routines.
- Regular parent-teacher meetings to communicate progress and when students were not meeting standards in the curriculum helped families stay informed and supported.

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, to visit the school, and shift learning back to in person.

To increase the percentage of families feeling informed, supported and empowered, we will implement the following strategies and adjustments.

To support and empower our families, we will spend more time listening to our families by:

- Holding meetings with different affinity groups.
- 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 2021 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 trainings of the various ways to communicate with and provide feedback to school staff.

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.
- Once COVID-19 restrictions are lifted, we will re-establish volunteer opportunities.
- Integrating school functions that celebrate our communities (i.e. Hispanic heritage month, Asian-American and Pacific Islander month, African-American and Black History month).

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.

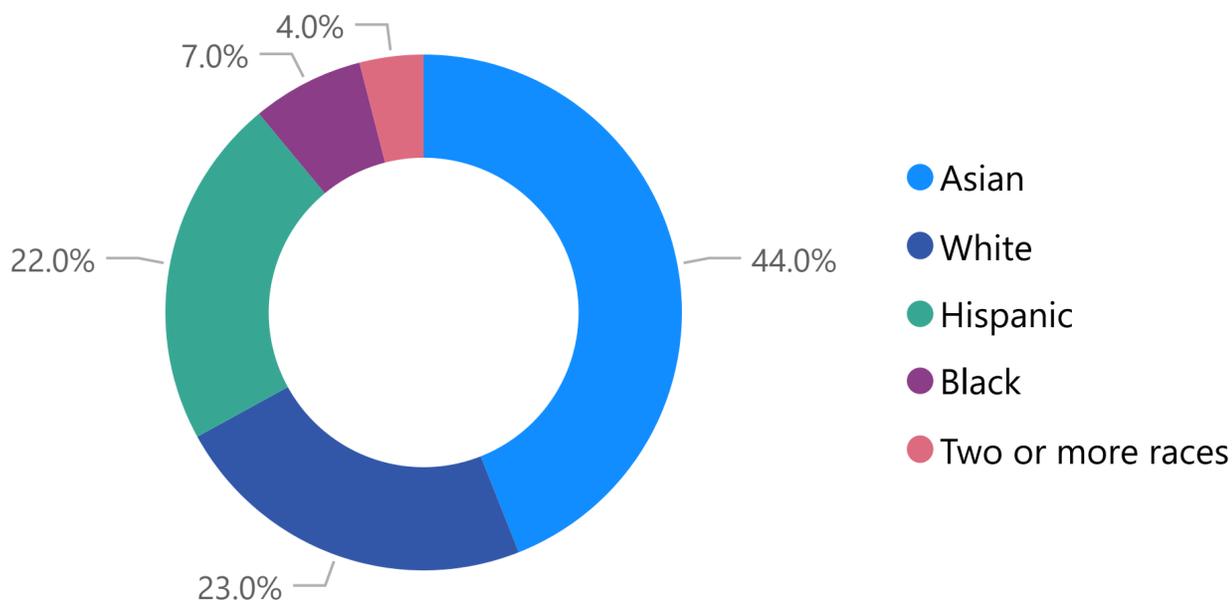
16616 NE 32nd St
Bellevue, WA 98008

<http://www.bsd405.org/ardmore/>
425-456-4700
Brenda Arroyo, Principal

Programs Offered

Cascade (special education), Preschool special education

Racial Diversity



School & Student Characteristics ¹

Ardmore Elementary School District Elementary Average ²

	Ardmore Elementary School	District Elementary Average ²
Enrollment (10/1/2020)	380	464
Average Attendance Rate	95 %	97 %
Eligible for Free/Reduced Price Meals	37 %	17 %
Receiving Special Education Services	10 %	7 %
English Language Learners	42 %	26 %
First Language Other Than English	55 %	44 %
Mobility Rate ³	22 %	13 %

Summary of Student Achievement

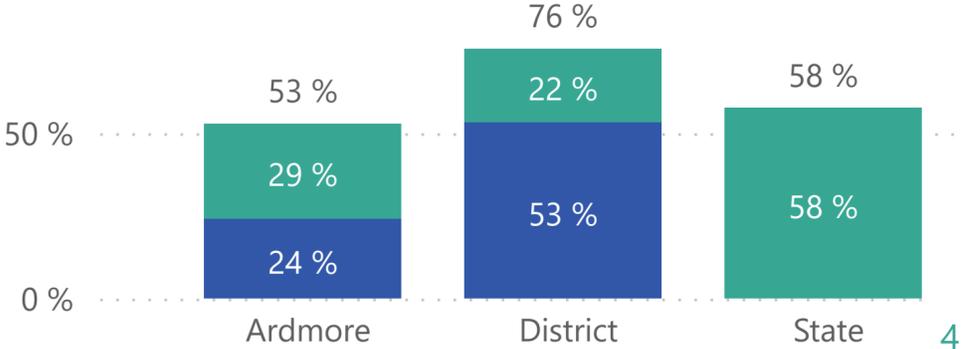
Data from Fall 2021 testing will be added when it is available.

State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting / Exceeding Standards

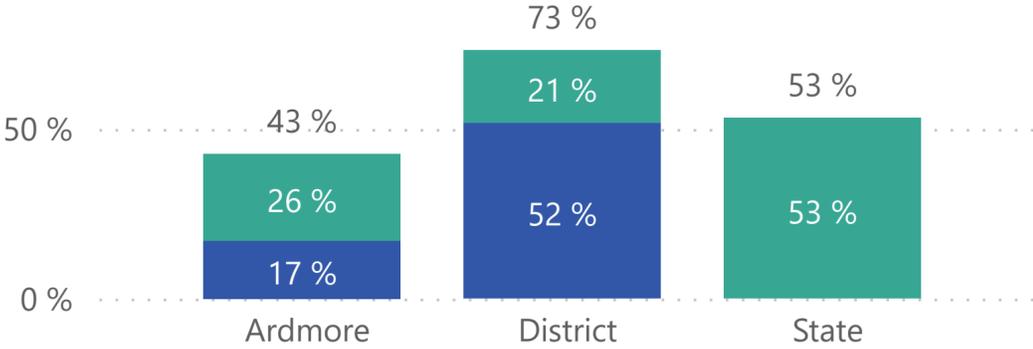
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



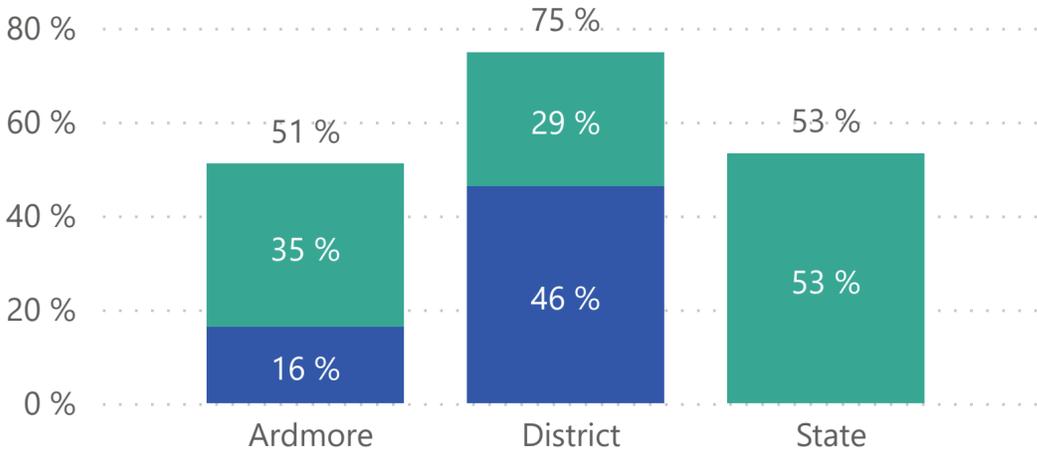
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

● Exceeds Standards ● Meets Standards



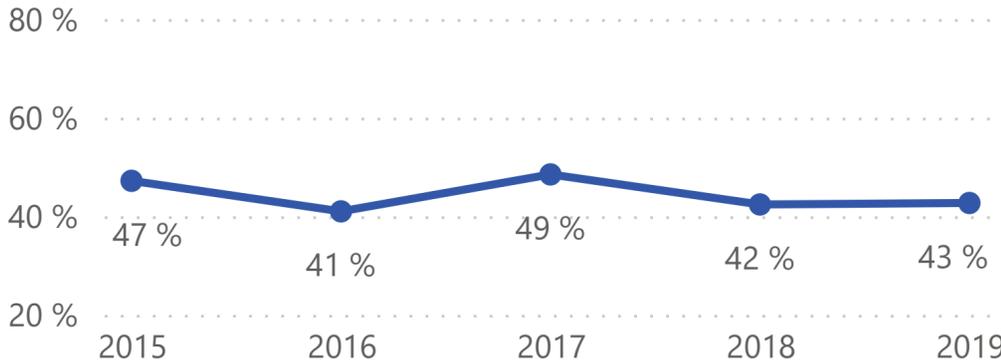
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

SBA: English Language Arts



SBA: Math



WCAS: Science



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.

STAR

Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

End Notes

1 School and Student Characteristics

Data are from October 1, 2020 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."