

# Board of Education Regular Meeting

Tuesday, September 19, 2023 7:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

## I. Call to Order / Attendance

I.A. Pledge of Allegiance

## II. School / Community Session

II.A. Public Participation

## III. Superintendent's Report

**Speaker(s):** Craig A. Cooke, Ph.D.

III.A. Presentation: Academic Results

## IV. Board Members' Comments

V. Audience Response to Information Presented  
(Ref. Bylaw #9540.10)

VI. Action Item: Motion to appoint members to the  
Ad-Hoc New Elementary School Naming Committee.

VII. Action Item: Motion to adopt the following AP  
Music Theory Textbooks: **The Musician's Guide to  
Theory and Analysis & Workbook and The Musician's Guide to  
Aural Skills: Ear-Training**

VIII. Future Agenda Items

IX. Meetings / Dates of Importance (see attached)

## X. Adjournment

XI. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at [ferranted@madisonct.org](mailto:ferranted@madisonct.org) at least five (5) business days prior to the meeting.



# Academic Report for School Year 2022-2023

September 19, 2023

Madison Board of Education



# Organization of Workshop

- ❖ District Level Summary
  - ❖ School Level Summary
    - ❖ Questions/Comments

# Participation Rate History for ALL & High Needs Students by Building

		2018		2019		2021		2022		2023	
		ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students
DHHS	CT SAT DAY	97.40%	86.5%	99.6%	97.6%	93%	72%	98.2%	97.8%	99.5%	97.1%
	NGSS (GR 11)			99.6%	97.6%	91.3%	83.3%	96.3%	97.3%	97.6%	97.0%
Polson	SBA-ELA	77.7%	77.50%	83.1%	89.3%	96.9%	93.8%	98.0%	96.0%	99.6%	97.7%
	SBA-MATH	77.4%	76.10%	82.7%	88.0%	96.4%	90.7%	98.0%	96.0%	99.6%	97.7%
	NGSS (GR 8)			74.5%	85.4%	94.1%	77.8%	97.4%	97.1%	100.0%	100.0%
Brown	SBA-ELA	93.2%	92.10%	93.3%	85.1%	98.4%	96.7%	99%	97.1%	100%	100.0%
	SBA-MATH	92.9%	92.10%	92.8%	85.1%	98.4%	96.7%	99%	97.1%	100%	100.0%
	NGSS (GR 5)			93.7%	91.9%	100.0%	100.0%	98.8%	94.1%	99.5%	97.4%
Ryerson	SBA-ELA	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%	98.8%	100%
	SBA-MATH	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%	98.8%	100%
Jeffrey	SBA-ELA	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%	100%	100%
	SBA-MATH	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%	100%	100%

# LAS LINKS ACCOUNTABILITY INDEX SCORE HISTORY

37 English Learner (EL) students in 2022-2023 school year. 100% participation in LAS Links testing

2e and 2f Accountability Indicators based on Percent of Target Achieved

2018-2019 Accountability Report Results

	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Average % of Points Earned
2e. Progress Toward English Proficiency - Literacy	69.70%	100%	34.8	50	69.7	60
2f. Progress Toward English Proficiency - Oral	50.50%	100%	25.2	50	50.5	52.2

2019-2020 Accountability Report Results

	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Average % of Points Earned
2e. Progress Toward English Proficiency - Literacy	81.80%	100%	40.9	50	81.8	60.4
2f. Progress Toward English Proficiency - Oral	87.30%	100%	43.7	50	87.3	57.6

2020-2021 Accountability Report PREDICTIONS

	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Average % of Points Earned
2e. Progress Toward English Proficiency - Literacy	77.0%	100%	38.5	50	77	—
2f. Progress Toward English Proficiency - Oral	64.40%	100%	32.2	50	64.4	—

2021-2022 Accountability Report Results

	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Average % of Points Earned
2e. Progress Toward English Proficiency - Literacy	82.70%	100%	41.3	50	82.7	64.9
2f. Progress Toward English Proficiency - Oral	68.20%	100%	34.1	50	68.2	57.4

2022-2023 Accountability Report PREDICTIONS

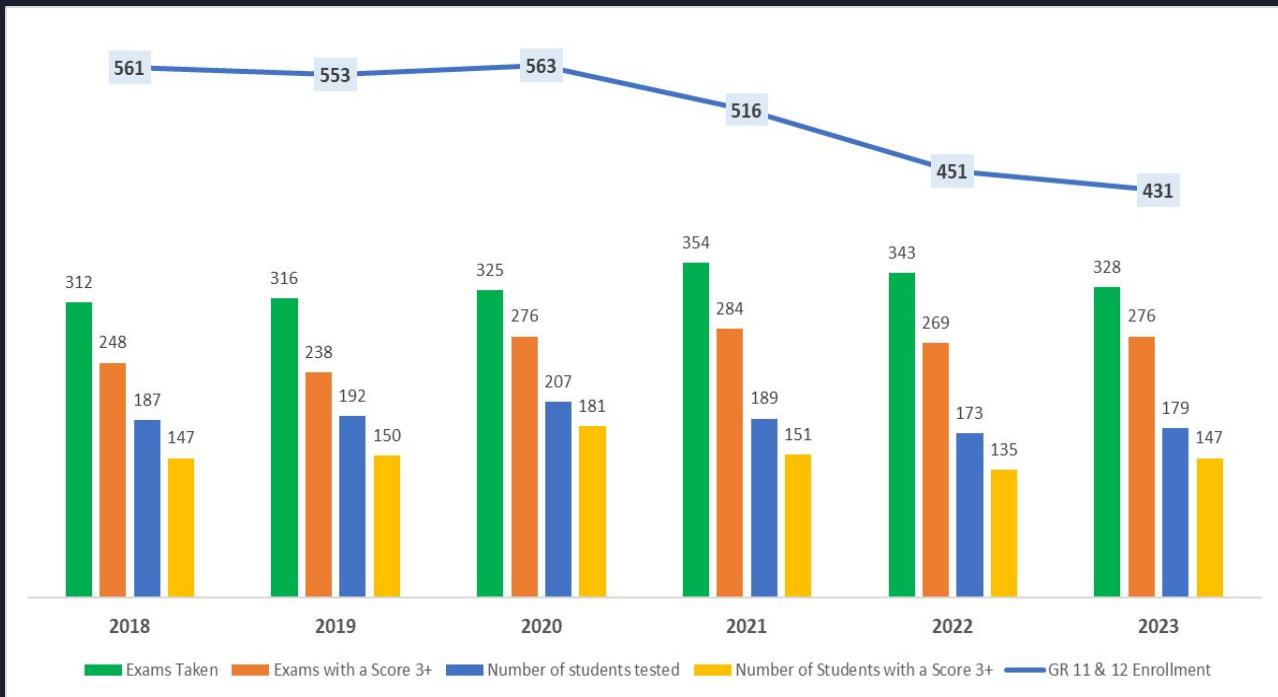
	Index Rate	Target	Points Earned	Max Points	% Points Earned	State Average % of Points Earned
2e. Progress Toward English Proficiency - Literacy	82.70%	100%	41.3	50	82.7	64.9
2f. Progress Toward English Proficiency - Oral	68.20%	100%	34.1	50	68.2	57.4





# Daniel Hand High School

# Grades 11-12 2018-2022 AP Exam Participation & Score Detail



## Reflection

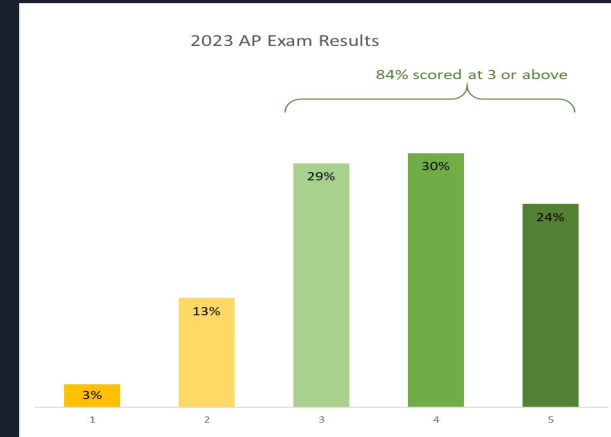
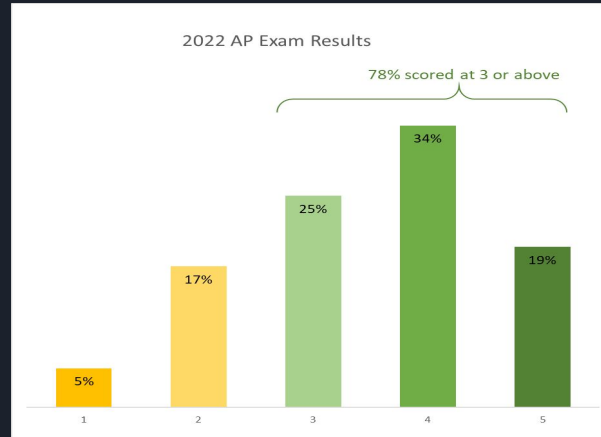
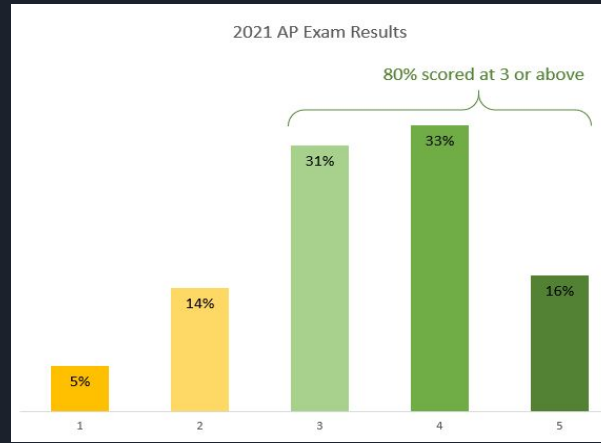
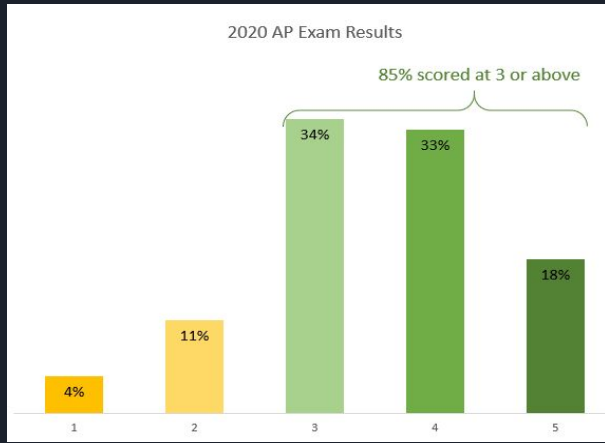
- ❖ In 2022 - 2 teachers piloted AP extra help sessions
- ❖ In 2023 - 13 teachers offered AP extra help sessions
- ❖ Survey results indicated that students who attended these sessions, found it very helpful
- ❖ Extra sessions allowed focus on the curriculum during class time and test prep during the extra help sessions

## Action Plan

- ❖ Encourage increased student participation in AP classes, extra help sessions and AP testing
- ❖ Continue to offer AP extra help sessions for all courses



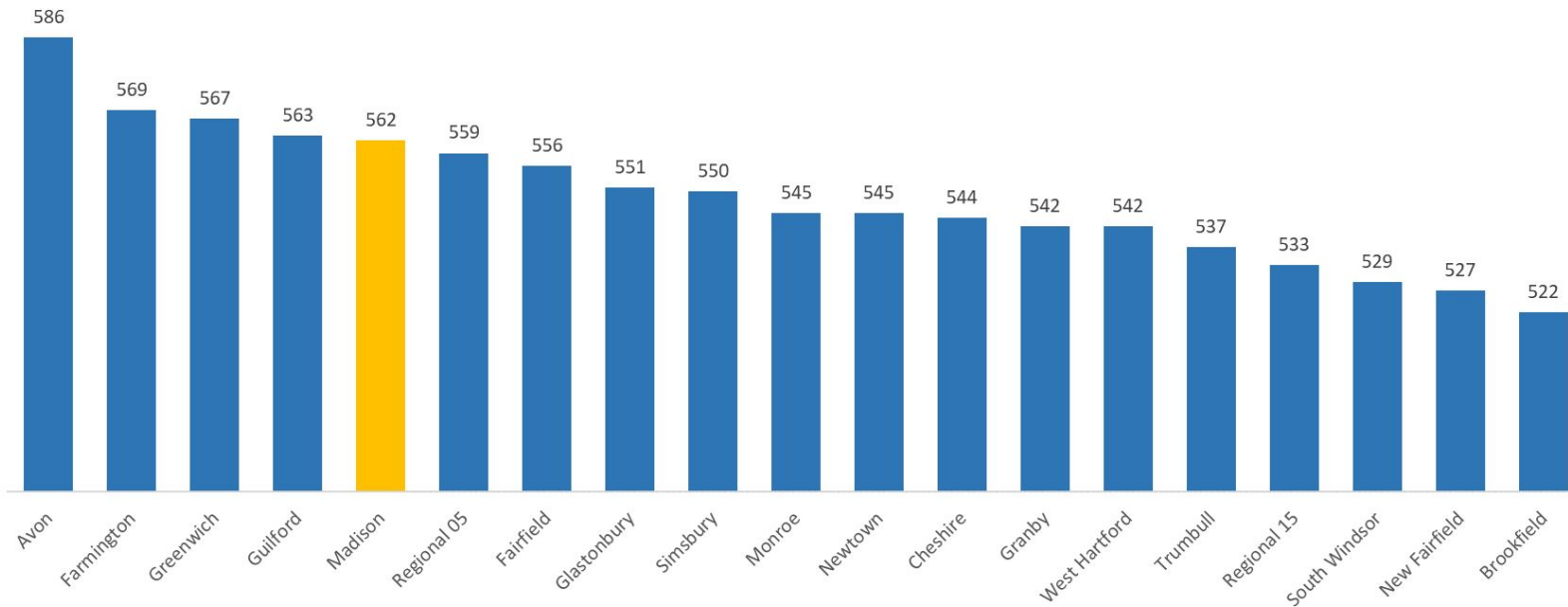
# TRENDS in AP SCORES



Daniel Hand High School

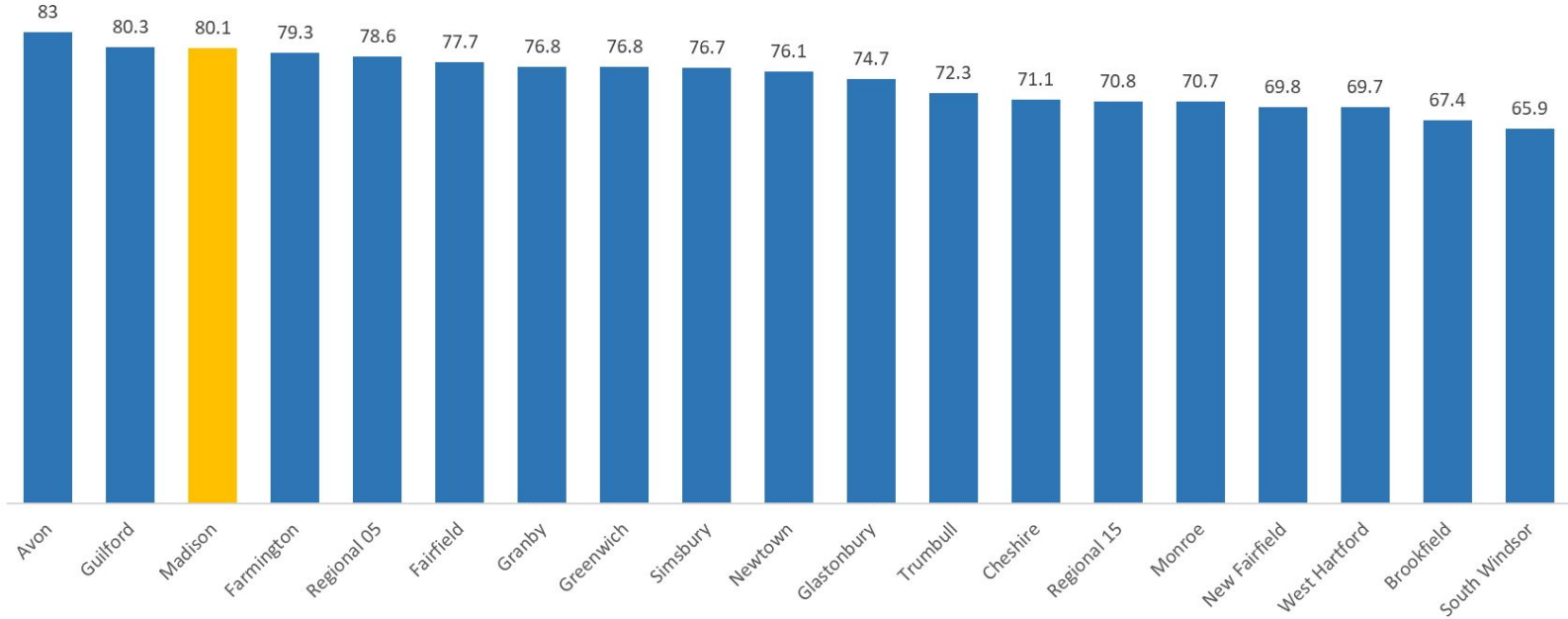
# CT SAT DAY DRG B Ranking: Evidenced Based Reading & Writing

*by district average score*



Daniel Hand High School

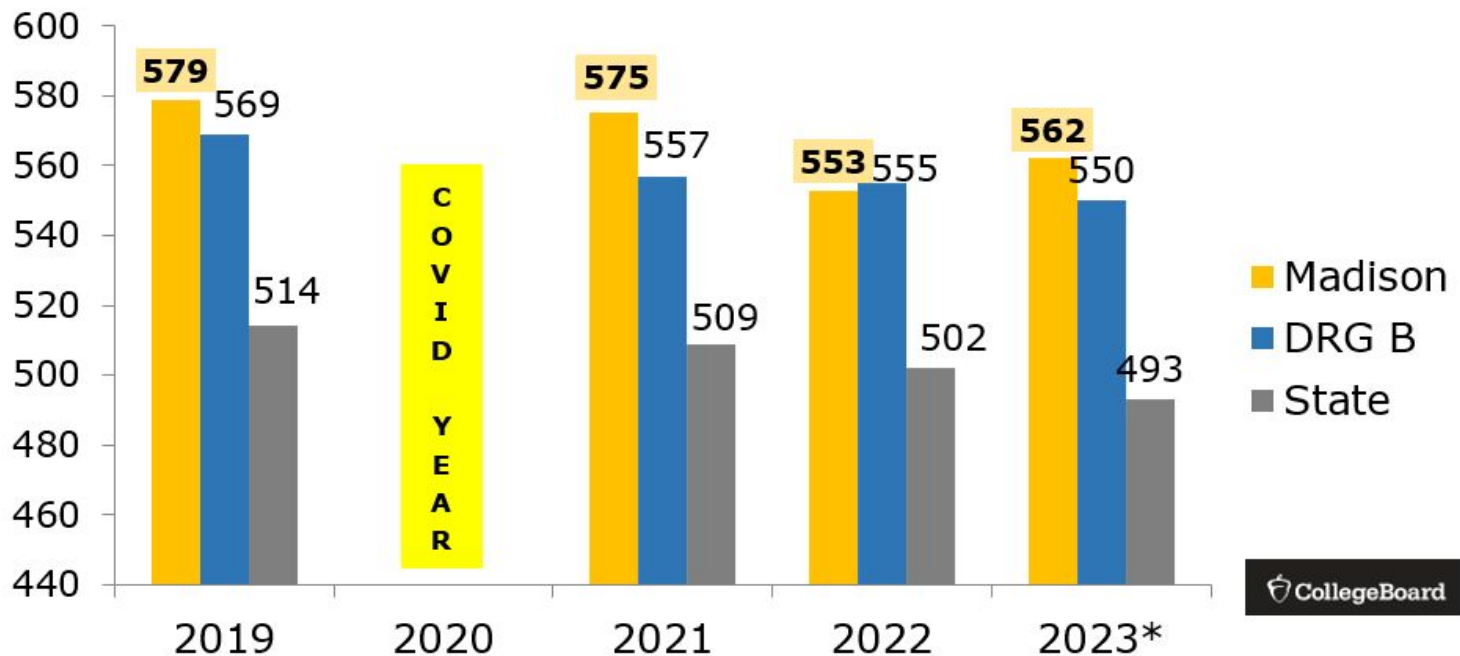
# CT SAT DAY DRG B Ranking: Evidenced Based Reading & Writing by % of students at or above GOAL as set by CT Accountability Index



Daniel Hand High School

# CT SAT DAY Average Score Comparison: English Language Arts

## Madison, DRG B and the State of CT



- 19 & 22 Data from Scores reported in CSDE EdSight-Public site
- 21 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than students.
- 23 Data from Scores reported in CSDE EdSight-Secure site



Daniel Hand High School

# CT SAT DAY DRG B Ranking: Mathematics

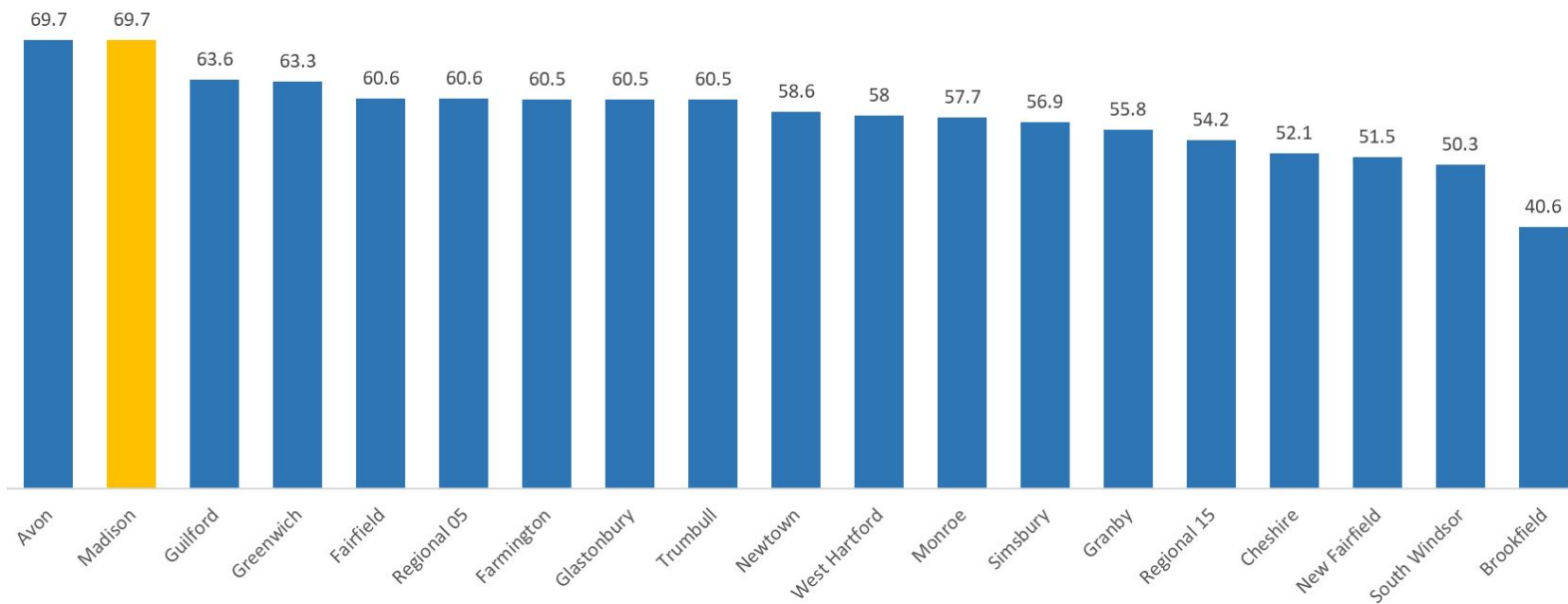
*by district average score*



Daniel Hand High School

# CT SAT DAY DRG B Ranking: Mathematics

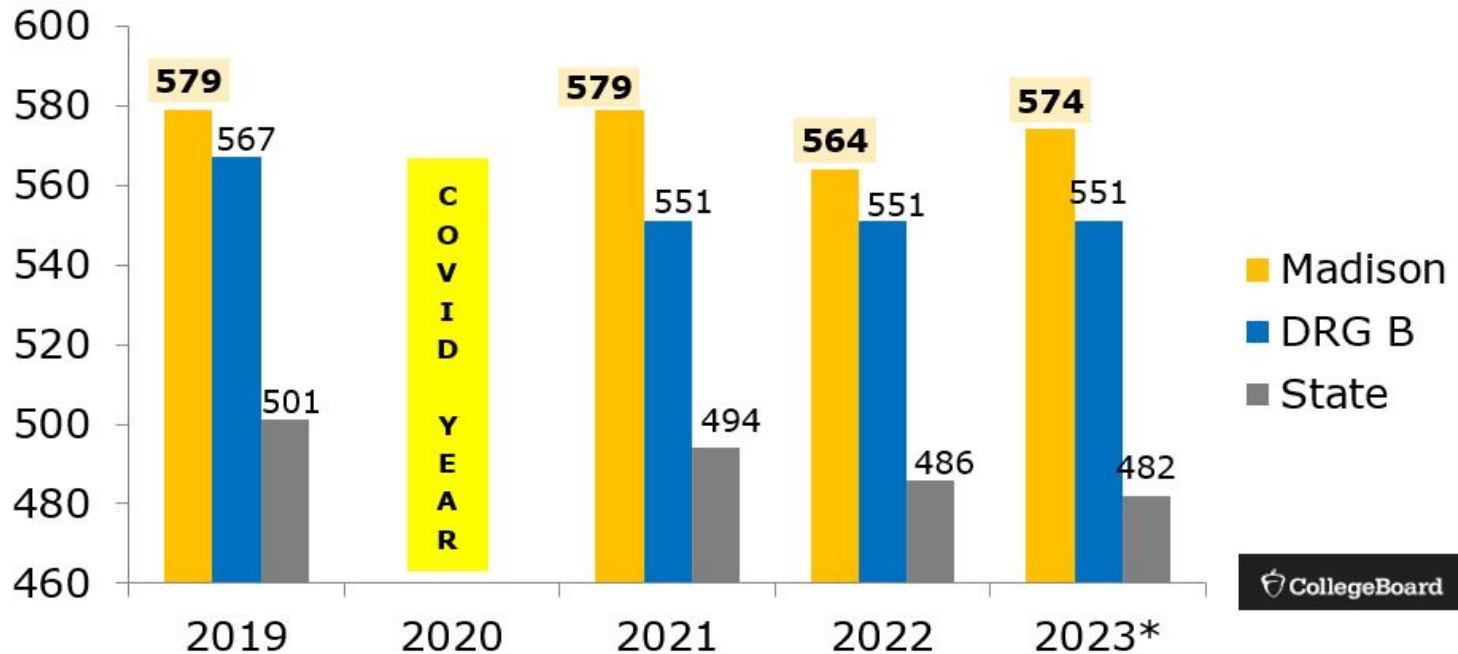
by % of students at or above GOAL as set by CT Accountability Index



Daniel Hand High School

# CT SAT DAY Average Score Comparison: Mathematics

## *Madison, DRG B and the State of CT*



- 19 & 22 Data from Scores reported in CSDE EdSight-Public site
- 21 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than students.
- 23 Data from Scores reported in CSDE EdSight-Secure site



Daniel Hand High School

# SAT Overview

## New Format

The Spring 2024 SAT will be given with a new format

- Fully digital via College Board Bluebook
- Shorter test time
- Multistage adaptive

Evidenced Based Reading & Writing

- Shorter reading passages
- New question types

Mathematics

- Embedded Desmos calculator for all math questions
- Reference sheet for math formulas

## Support for the New Format

- The DHHS School Counseling Department created a 1-page SAT overview of test changes. The College & Career Counselor will review Spring 2024 SAT new format with all grade 11 students in October 2023.
- All grade 10 & 11 students will participate in school-day PSAT on October 16 & 17 respectively, with the new digital format.
- The College Board Bluebook app has been added to all school-issued Chromebooks.
- Reading & Writing: exposure to new reading passages and question types in grades 9-11 English classes
- Mathematics: use of the Desmos calculator on in-class mathematics assessments



# SAT Targeted Areas of Growth

## Evidenced Based Reading & Writing

2022	2023
Ranked 22nd in the state out of 137 CT high schools	Ranked 13th in the state out of 137 CT high schools
<u>Needs to Strengthen</u> Command of Evidence - 18% Words in Context - 8% Expression of Ideas - 7% Conventions of English - 21%	<u>Needs to Strengthen</u> Command of Evidence - 10% Words in Context - 7% Expression of Ideas - 9% Conventions of English - 15%
Reflection & Action Plan	
Students were exposed to SAT type questions in all grade 9 - 11 English courses.  Teachers provided direct instruction on test-taking and test familiarities strategies.	Focus on building strategies within the Expression of Ideas strand including topic development, organization and rhetorical analysis.

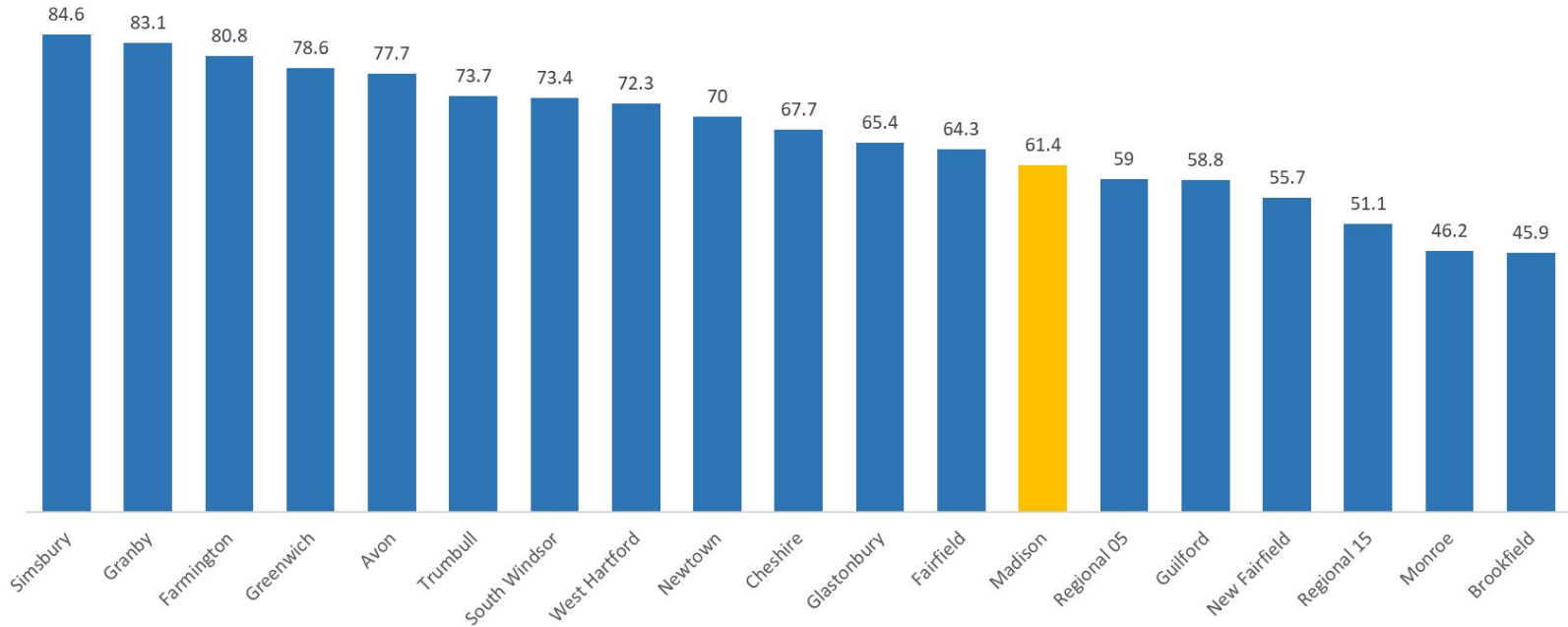
## Mathematics

2022	2023
Ranked 10th in the state out of 137 CT high schools	Ranked 9th in the state out of 137 CT high schools
<u>Needs to Strengthen</u> Heart of Algebra - 10% Problem Solving - 16% Advanced Math - 9%	<u>Needs to Strengthen</u> Heart of Algebra - 5% Problem Solving - 12% Advanced Math - 14%
Reflection & Action Plan	
Students were exposed to SAT type questions weekly in all grade 9 - 11 mathematics courses.  Teachers provided direct instruction on test-taking and test familiarities strategies.	Embed the DESMOS calculator in mathematics instruction to allow students to develop strategies to solve questions within the Advanced Math strand.



# NGSS DRG B Ranking: SCIENCE Grade 11

*by % of students at level 3 & 4*

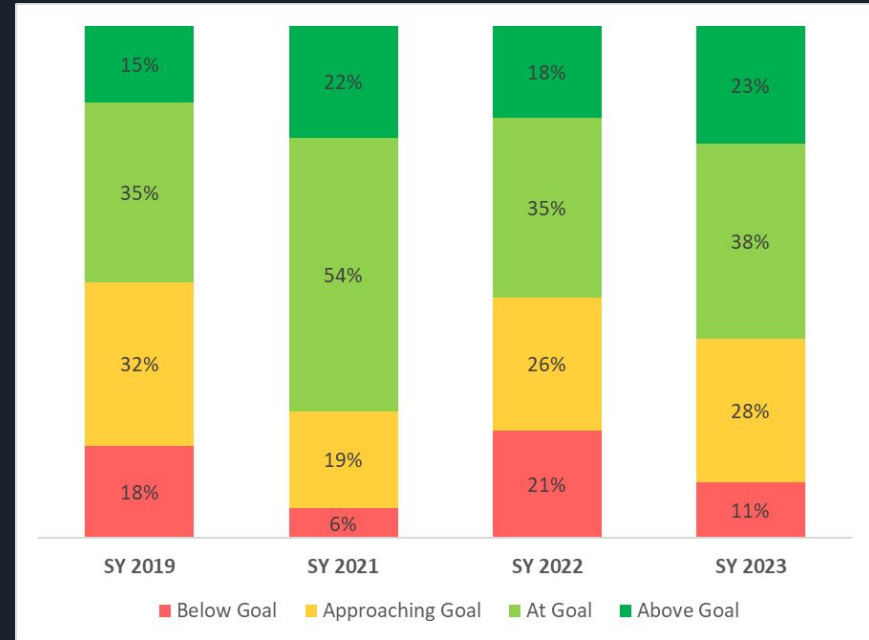


Daniel Hand High School

# Grade 11 **NGSS** Summative Assessment Results Comparison 2019-2021-2022-2023

## Percentage of Students at/above GOAL

2019	2021	2022	2023
50%	75%	53%	62%



# NGSS Analysis

Findings	Plan
<p><u>NGSS has 3 Bands</u></p> <ul style="list-style-type: none"><li>• Earth/Space Science: (22) 27% → (23) 35% proficient</li><li>• Life Science: (22) 30% → (23) 38% proficient</li><li>• Physical Science: (22) 29% → (23) 35% proficient</li></ul> <p><u>Time on test</u></p> <ul style="list-style-type: none"><li>• Average length of time<ul style="list-style-type: none"><li>○ 2021 → 63 minutes</li><li>○ 2022 → 54 minutes</li><li>○ 2023 → 60 minutes</li></ul></li></ul> <p><u>No. of students at level 1 lowest in three years</u></p> <ul style="list-style-type: none"><li>• Percent of students at Level 1<ul style="list-style-type: none"><li>○ 2021 → 18.5%</li><li>○ 2022 → 21.3%</li><li>○ 2023 → 11.1%</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Incorporate Earth Science concepts in Life Science courses</li><li>• Encourage students who do not enroll in physics and/or chemistry to enroll in conceptual science course options</li><li>• Interim Assessment Blocks<ul style="list-style-type: none"><li>○ 2023-24 Each science course <u>will increase</u> the number of IABs administered in each course</li></ul></li><li>• 2023 test administration procedures<ul style="list-style-type: none"><li>○ Delayed start for 9th, 10th, and 12th grade</li><li>○ NGSS test administered by science teachers</li></ul></li><li>• Discuss ways to recognize/celebrate student performance</li></ul>





# District Smarter Balanced Results

# Overall Performance on SBA by Subject & Grade - *Percentage at Level 3 or Above*

## English Language Arts

	18-19	20-21	21-22	22-23	Growth Between 22 & 23
Grade 3	82%	70%	78%	75%	-3%
Grade 4	74%	78%	75%	82%	+7%
Grade 5	69%	75%	83%	80%	-3%
Grade 6	70%	70%	75%	79%	+4%
Grade 7	66%	70%	71%	78%	+7%
Grade 8	55%	77%	62%	76%	+14%

## Mathematics

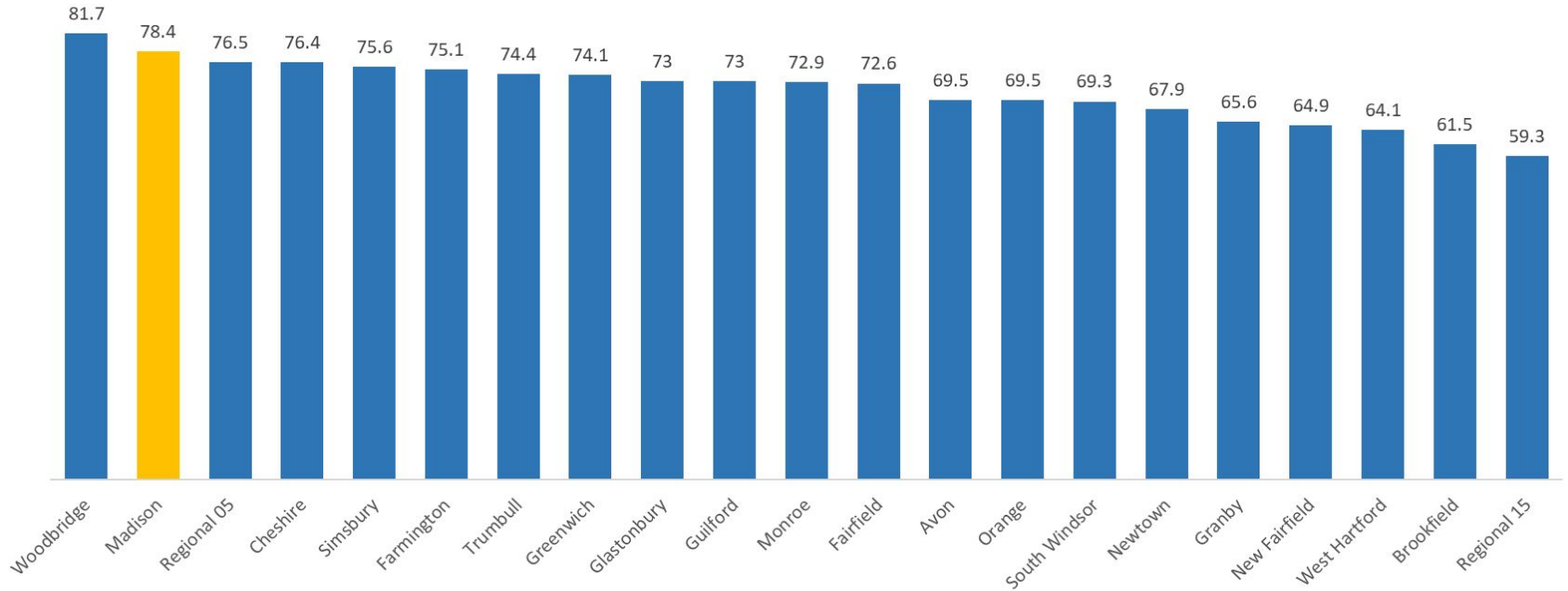
	18-19	20-21	21-22	22-23	Growth Between 22 & 23
Grade 3	84%	68%	79%	81%	+2%
Grade 4	74%	72%	68%	81%	+13%
Grade 5	61%	61%	71%	73%	+2%
Grade 6	64%	70%	81%	83%	+2%
Grade 7	68%	72%	71%	81%	+10%
Grade 8	52%	72%	62%	76%	+14%



Madison Public Schools District

# All Grades Combined DRG B Ranking: Spring 23 SBA ELA (GR 3-8)

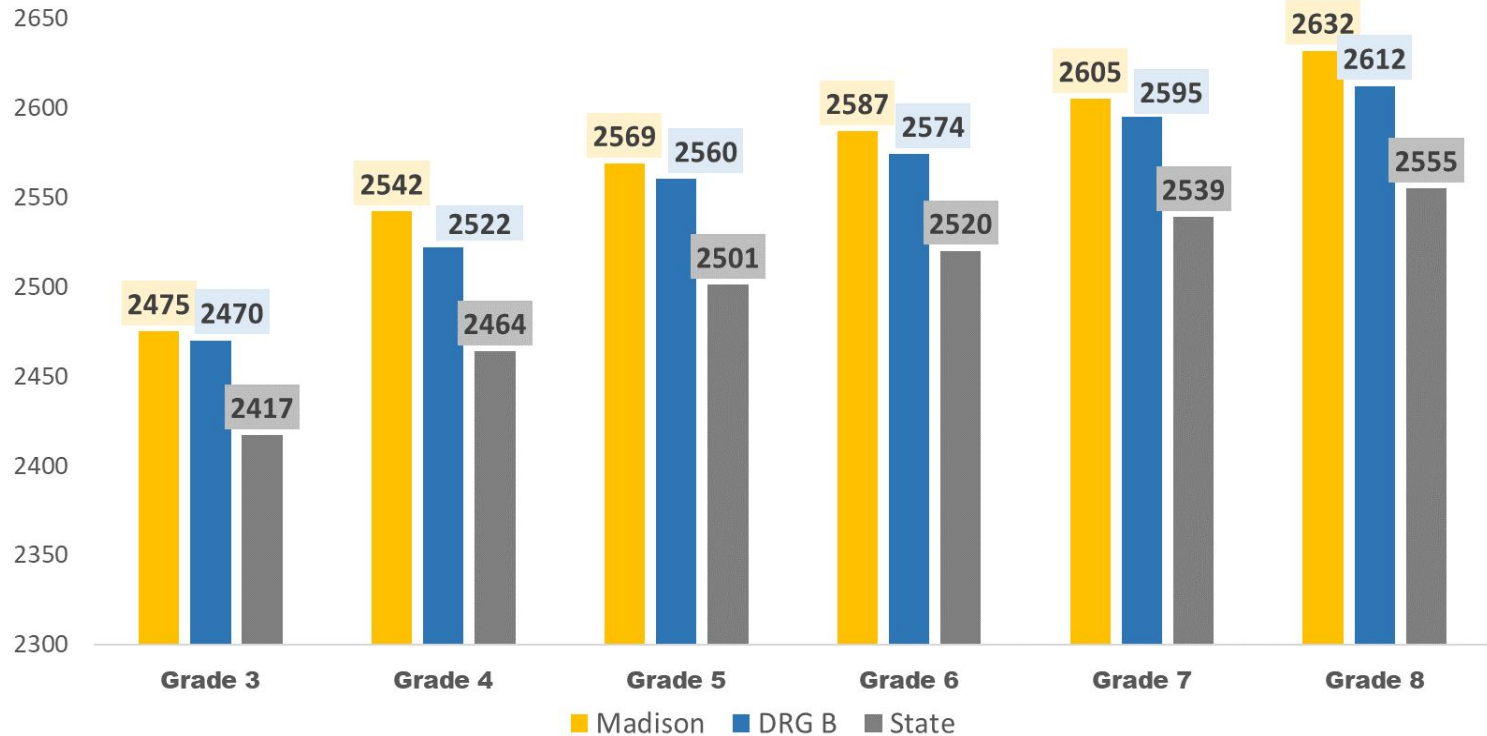
*by district % at or above GOAL*



Madison Public Schools District

# Spring 23 SBA Vertical Scores Average Comparison: ELA

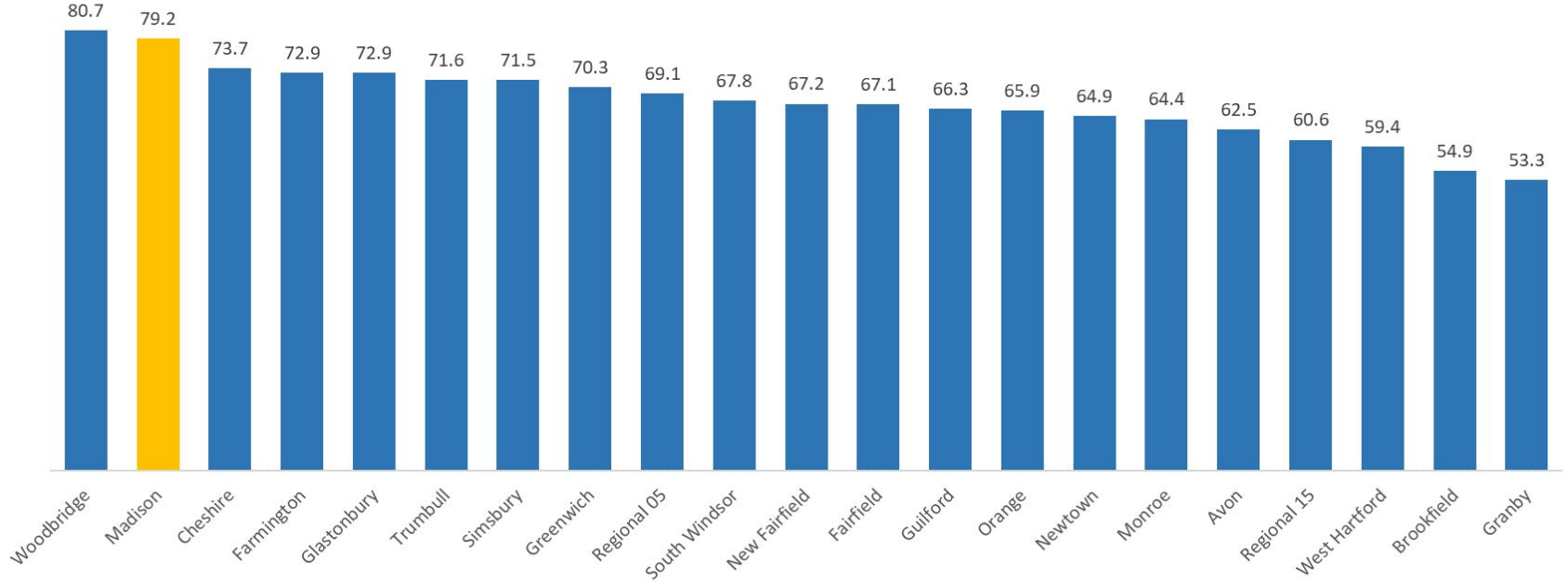
*Madison, DRG B and the State of CT*



Madison Public Schools District

# All Grades Combined DRG B Ranking: Spring 23 SBA Math (GR 3-8)

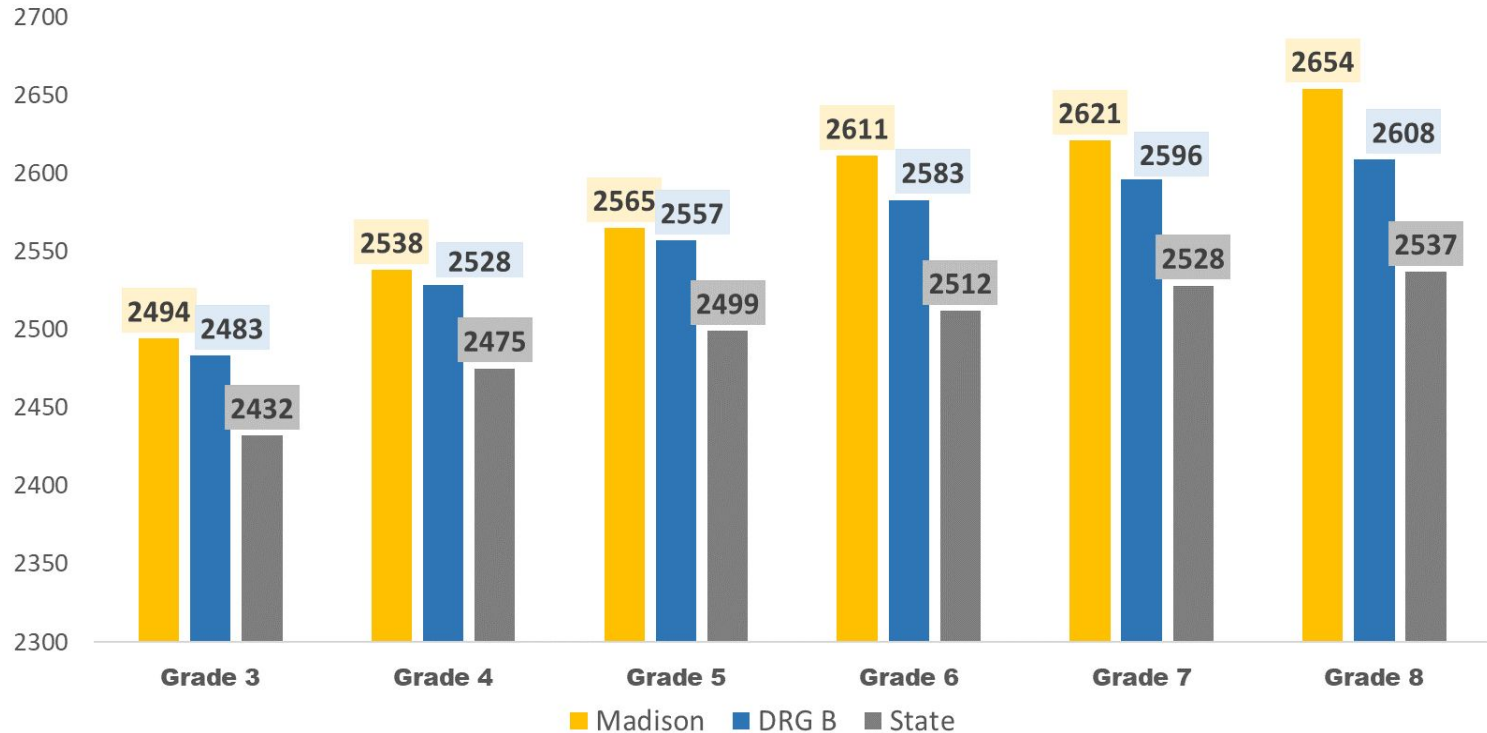
*by district % at or above GOAL*



Madison Public Schools District

# Spring 23 SBA Vertical Scores Average Comparison: Math

## *Madison, DRG B and the State of CT*



Madison Public Schools District

# Overall District Performance on SBA by Cohort: Student at or above Goal

## English Language Art

	14-15	15-16	16-17	17-18	18-19	20-21*	21-22	22-23
3	77%	83%	69%	63%	82%	70%	78%	75%
4	81%	81%	79%	72%	74%	78%	75%	82%
5	75%	72%	77%	72%	69%	75%	83%	80%
6	74%	68%	65%	68%	70%	70%	75%	79%
7	80%	63%	65%	61%	66%	70%	71%	78%
8	71%	66%	50%	58%	55%	77%	62%	76%
All	75%	71%	67%	66%	69%	73%	74%	78%



\*20-21 - scores not public

# Overall District Performance on SBA by Cohort: Student at or above Goal

## Mathematics

	14-15	15-16	16-17	17-18	18-19	20-21*	21-22	22-23
3	77%	86%	76%	68%	84%	68%	79%	81%
4	80%	75%	80%	73%	74%	72%	68%	81%
5	57%	64%	66%	69%	61%	61%	71%	73%
6	43%	45%	45%	57%	64%	70%	81%	83%
7	62%	58%	62%	62%	68%	72%	71%	81%
8	61%	60%	50%	62%	52%	72%	62%	76%
All	76%	63%	63%	65%	67%	70%	71%	79%





**WP  
MS**

**Polson Middle School**

# Average GROWTH: % of Students that Reached or Exceeded their Growth Target for ALL Students BY GRADE LEVEL

	ENGLISH LANGUAGE ARTS							MATHEMATICS						
	15-16	16-17	17-18	18-19	20-21*	21-22	22-23	15-16	16-17	17-18	18-19	20-21*	21-22	22-23
Grade 6	39.3%	32.3%	31.4%	42.4%	52.3%	51.0%	37.6%	22.5%	14.6%	26.8%	36.1%	60.0%	80.3%	72.0%
Grade 7	35.2%	25.9%	28.7%	36.3%	41.8%	41.6%	40.8%	59.2%	66.1%	71.2%	58.4%	62.2%	49.7%	46.5%
Grade 8	29.7%	27.0%	35.6%	23.3%	49.7%	31.0%	50.9%	45.6%	36.7%	43.8%	32.9%	44.3%	38.5%	67.8%

\*State set estimated SBA scale scores for the spring year based on prior state assessment scores, attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions.

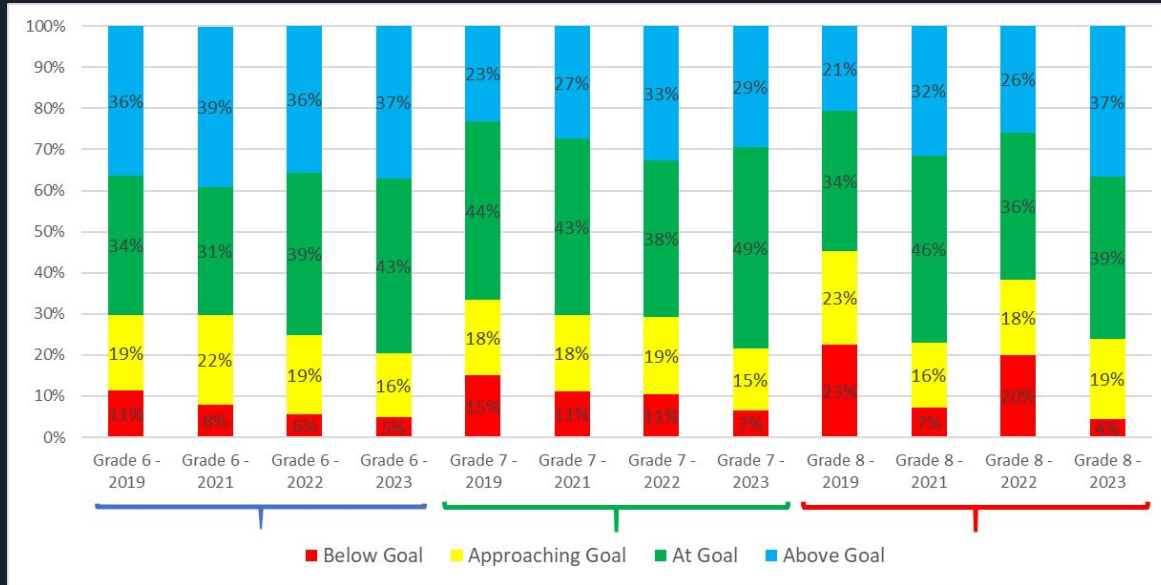


# Average Percentage of Target Achieved for Students with High Needs BY BUILDING

	ENGLISH LANGUAGE ARTS							MATHEMATICS						
	15-16	16-17	17-18	18-19	District Calculated Prediction 20-21*	21-22	22-23	15-16	16-17	17-18	18-19	District Calculated Prediction 20-21*	21-22	22-23
Grade 6					59.1% (Does Not Count)	41.1%	63.1%					61.2% (Does Not Count)	46.7%	74.7%
Grade 7	36.6%	36.8%	38.1%	46.9%				50.8%	51.6%	73.0%	52.1%			
Grade 8														
Indicates below State 10% threshold score	Two out of three years since identified of continued growth needed to exit FOCUS School Status (adjusted in 2022 guide from two consecutive years of growth) 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year													



# Grades 6-8 SBA ELA Assessment Performance Distribution for 2019-2021-2022-2023 Administration's



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
Grade 6	<b>70%</b>	<b>70%</b>	<b>75%</b>	<b>79%</b>
Grade 7	<b>67%</b>	<b>70%</b>	<b>71%</b>	<b>78%</b>
Grade 8	<b>55%</b>	<b>77%</b>	<b>62%</b>	<b>76%</b>



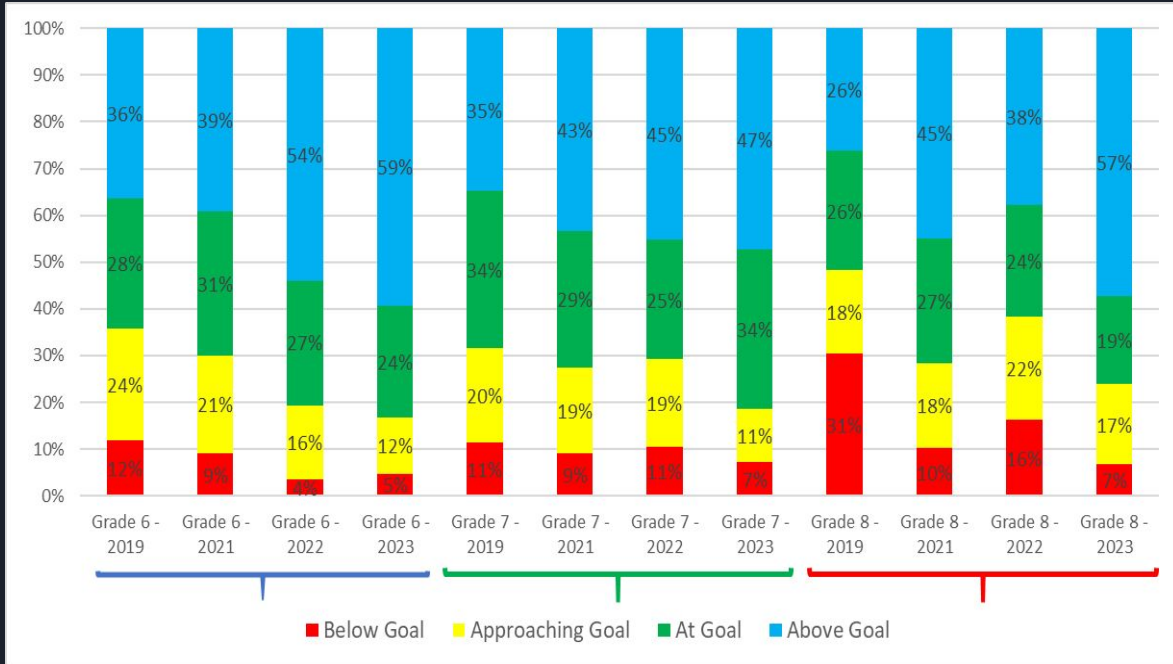
# What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 6	Above- 34% Approaching- 63% Below- 3%	Above- 41% Approaching- 50% Below- 8%	Above- 47% Approaching- 46% Below- 7%
Grade 7	Above- 29% Approaching- 65% Below- 6%	Above- 43% Approaching- 50% Below- 8%	Above- 43% Approaching- 48% Below- 9%
Grade 8	Above- 38% Approaching- 58% Below- 4%	Above- 46% Approaching- 49% Below- 5%	Above- 44% Approaching- 49% Below- 7%

## ELA Priorities

- Collaborate with general ed and special ed teachers to provide differentiated yet cohesive reading strategies for all students.
- Integrate non-fiction reading/writing strategies in other content areas, especially social studies and science.
- Use Looking at Student Work PLC protocols to identify effective instructional approaches
  - Ex. morphology, vocabulary, comprehension
  - Ex. organization/purpose, evidence/elaboration, and conventions.

# Grades 6-8 SBA MATH Assessment Performance Distribution for 2019-2021-2022-2023 Administration's



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
<b>Grade 6</b>	<b>64%</b>	<b>70%</b>	<b>81%</b>	<b>83%</b>
<b>Grade 7</b>	<b>69%</b>	<b>72%</b>	<b>71%</b>	<b>81%</b>
<b>Grade 8</b>	<b>52%</b>	<b>72%</b>	<b>62%</b>	<b>76%</b>



# What do the results indicate in Mathematics?

	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling and Data Analysis
Grade 6	Above- 50% Approaching- 43% Below- 7%	Above- 65% Approaching- 28% Below- 7%	Above- 50% Approaching- 43% Below- 7%
Grade 7	Above- 50% Approaching- 44% Below- 6%	Above- 63% Approaching- 25% Below- 11%	Above- 46% Approaching- 46% Below- 8%
Grade 8	Above- 47% Approaching- 45% Below- 8%	Above- 66% Approaching- 26% Below- 8%	Above- 49% Approaching- 43% Below- 8%

## Math Priority

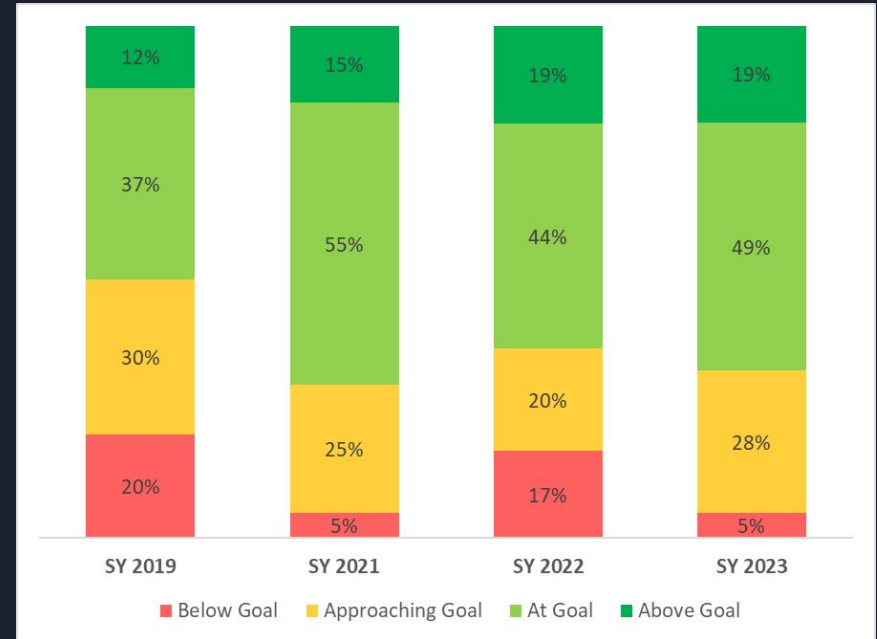
### Problem Solving:

- Collaborate with general ed and special ed teachers to provide differentiated yet cohesive problem solving strategies for all students.
- Use Looking at Student Work PLC protocols to identify effective instructional approaches based on problem solving
- Collaborate with science teachers to explore how problem-solving skills in the two content areas can be aligned.
- Provide professional development and coaching to assist teachers in developing student perseverance when problem solving.

# Grade 8 **NGSS** Summative Assessment Results Comparison 2019-2021-2022-2023

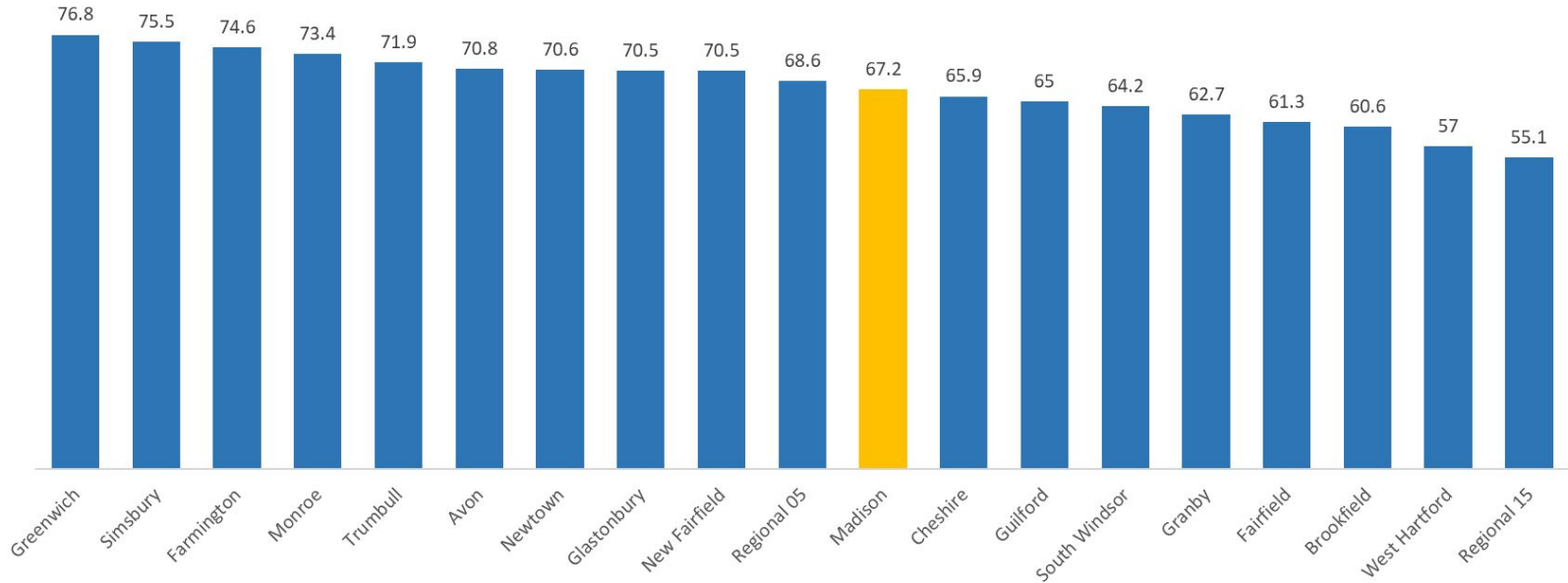
## Percentage of Students at/above GOAL

2019	2021	2022	2023
50%	70%	63%	67%



# NGSS DRG B Ranking: SCIENCE Grade 8

*by % of students at level 3 & 4*

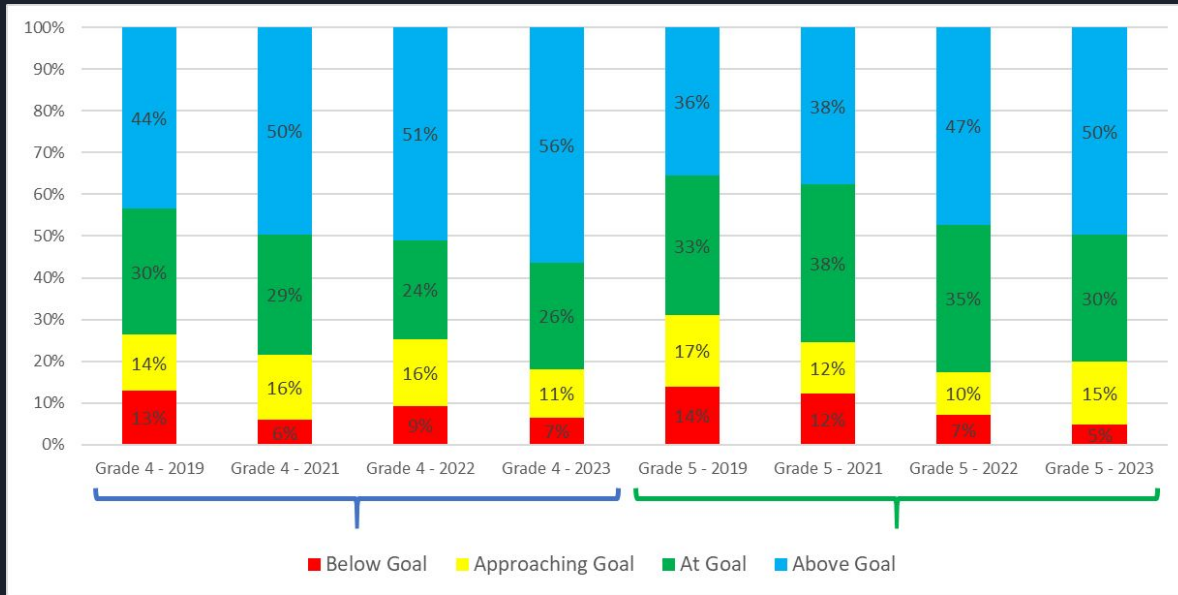


Polson Middle School



# Brown Intermediate School

# Grade 4 & Grade 5 SBA ELA Assessment Performance Distribution for 2019-2021-2022-2023 Administration's

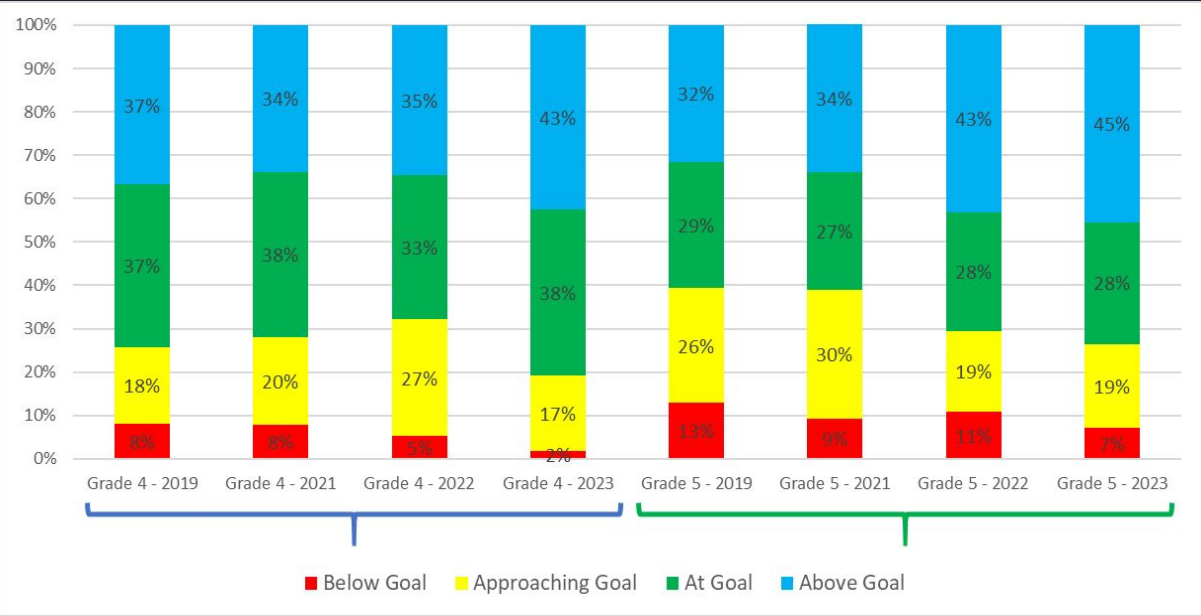


	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
Grade 4	74%	78%	75%	82%
Grade 5	69%	75%	83%	80%



Brown Intermediate School

# Grade 4 & Grade 5 SBA **MATH** Assessment Performance Distribution for 2019-2021-2022-2023 Administration's



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
<b>Grade 4</b>	74%	72%	68%	81%
<b>Grade 5</b>	61%	61%	71%	73%



Brown Intermediate School

# Average GROWTH: % of Students that Reached or Exceeded their Growth Target for ALL Students BY GRADE LEVEL

	ENGLISH LANGUAGE ART							MATHEMATICS						
	15-16	16-17	17-18	18-19	20-21*	21-22	22-23	15-16	16-17	17-18	18-19	20-21*	21-22	22-23
Grade 4	52.9%	49.1%	43.1%	56.7%	41.0%	51.3%	59.2%	44.7%	55.5%	48.5%	58.7%	24.5%	50.6%	53.9%
Grade 5	31.8%	33.5%	35.6%	35.5%	44.3%	55.6%	50.6%	28.2%	39.1%	37.7%	37.6%	40.9%	54.9%	66.7%

\*State set estimated SBA scores for the spring year based on prior state assessment scores, Kindergarten Entrance Inventory (GR4 only), attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions. The model used to predict Grade 4 has the highest degree of uncertainty, since no prior SBA score was factored in.



Brown Intermediate School

# Average Percentage of Target Achieved for Students with High Needs BY BUILDING

	ENGLISH LANGUAGE ART							MATHEMATICS						
	15-16	16-17	17-18	18-19	District Calculated Prediction 20-21*	21-22	22-23	15-16	16-17	17-18	18-19	District Calculated Prediction 20-21*	21-22	22-23
Grade 4					61.2% (Does Not Count)	64.7%	72.7%					54.1% (Does Not Count)	62.7%	87.0%
Grade 5	48.9%	45.5%	40.0%	48.4%				36.4%	37.7%	46.2%	48.6%			
Grade 6														
Indicates below State 10% threshold score	Two out of three years since identified of continued growth needed to exit FOCUS School Status (adjusted in 2022 guide from two consecutive years of growth) 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year													



# What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 4	Above- 44% Approaching- 54% Below- 2%	Above- 49% Approaching- 43% Below- 8%	Above- 54% Approaching- 39% Below- 7%
Grade 5	Above- 35% Approaching- 59% Below- 5%	Above- 51% Approaching- 42% Below- 7%	Above- 51% Approaching- 42% Below- 8%



# What do the results indicate in Mathematics?

	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling and Data Analysis
Grade 4	Above- 51% Approaching- 42% Below- 7%	Above- 62% Approaching- 29% Below- 8%	Above- 46% Approaching- 47% Below- 7%
Grade 5	Above- 43% Approaching- 48% Below- 9%	Above- 53% Approaching- 36% Below- 11%	Above- 36% Approaching- 56% Below- 8%



## ELA Priorities

- ELA PLC's to review student work in reading and writing.
- Professional development and coaching to assist teachers in leveraging IABs as a data source and instructional tool.
- Professional development and coaching cycles related to small group instruction and differentiation.

## Math Priorities

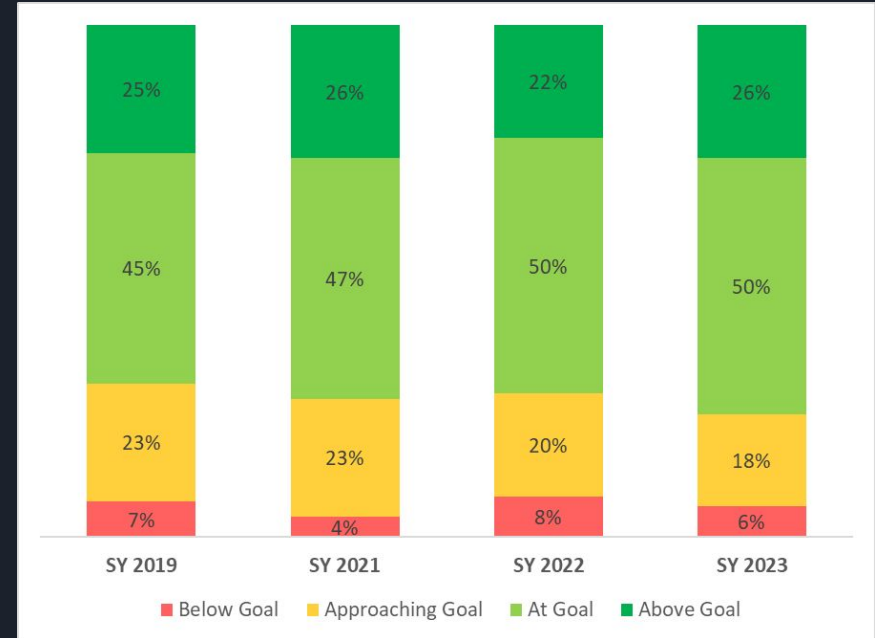
- Math PLCs to review student problem solving tasks and discuss instructional approaches. Continue to develop the use of vertical boards in math instruction.
- Professional development and coaching to assist teachers in developing student perseverance when problem solving.
- Continued development of curriculum resources related to problem solving.



# Grade 5 **NGSS** Summative Assessment Results Comparison 2019-2021-2022-2023

## Percentage of Students at/above GOAL

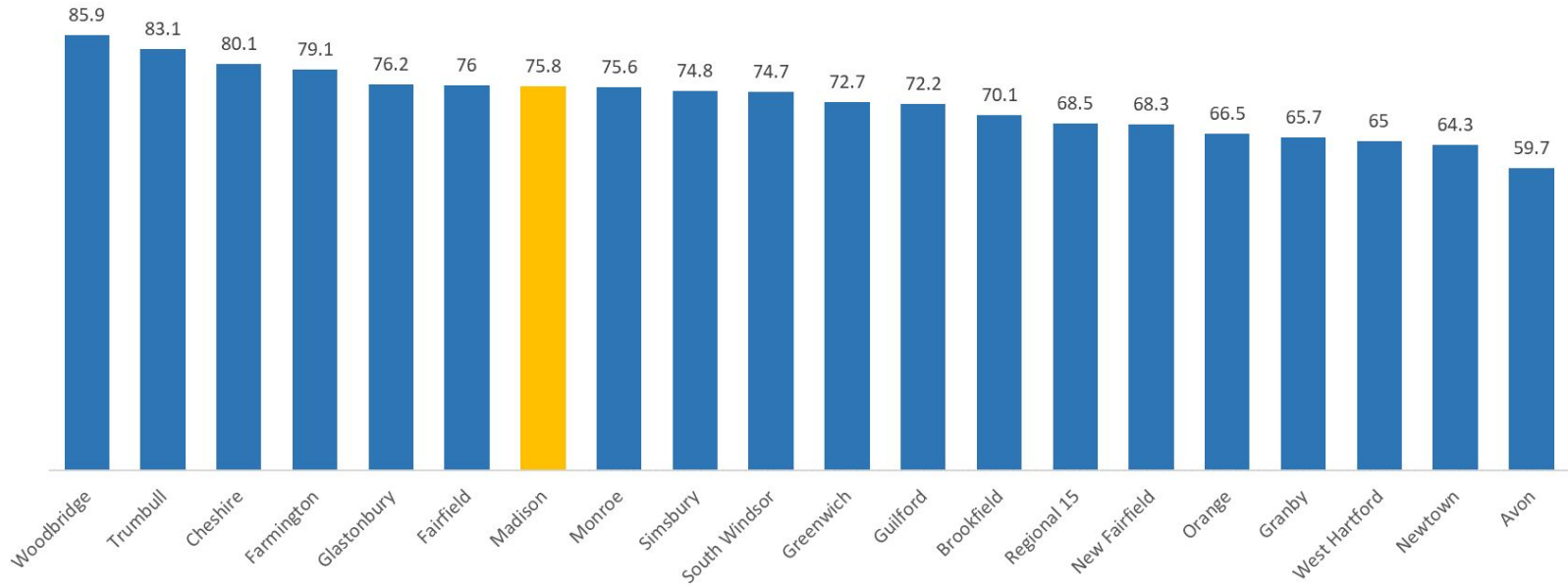
2019	2021	2022	2023
70%	73%	72%	76%



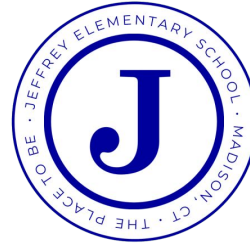
Brown Intermediate School

# NGSS DRG B Ranking: SCIENCE Grade 5

*by % of students at level 3 & 4*



Brown Intermediate School



# Jeffrey and Ryerson Elementary School

# Overall Grade 3

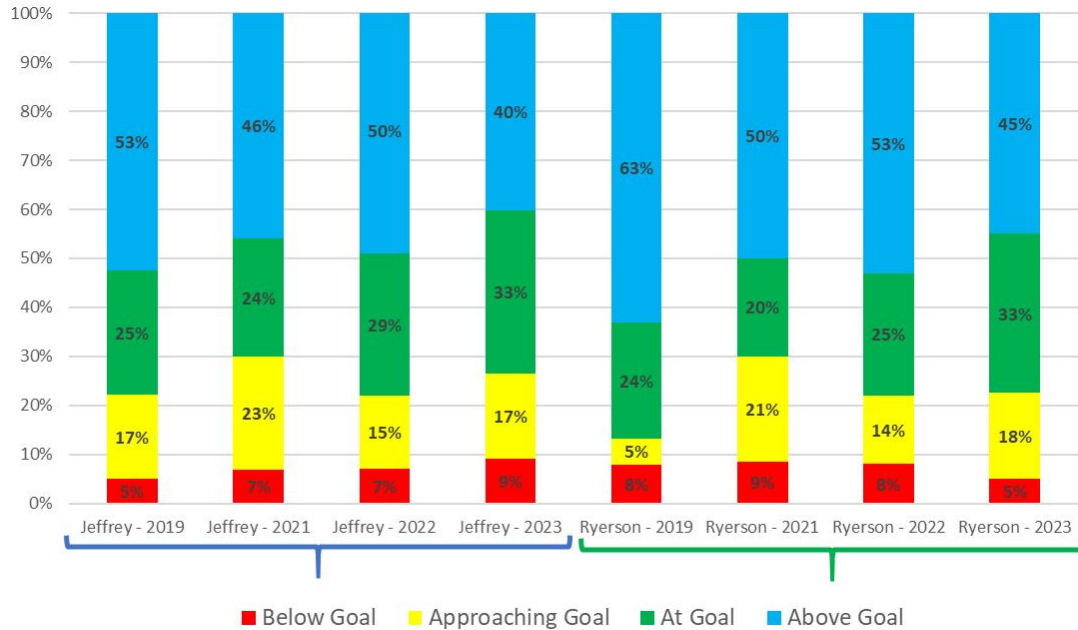
## ELA Summative Performance:

**75%** scored AT or ABOVE  
**PROFICIENT**



Elementary Schools

# Grade 3 SBA ELA Assessment Performance Distribution for 2019-2021-2022-2023 Administration's



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
Jeffrey	78.0%	70.0%	78.2%	73.6%
Ryerson	86.8%	70.0%	78.0%	77.5%
District Grade 3 Average <i>(includes Island in 19)</i>	82%	70%	78%	75.1%



Elementary Schools

# What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 3	Above- 26% Approaching- 69% Below- 5%	Above- 42% Approaching- 49% Below- 9%	Above- 46% Approaching- 43% Below- 11%
Jeffrey	Above- 20% Approaching- 76% Below- 5%	Above- 40% Approaching- 48% Below- 11%	Above- 45% Approaching- 43% Below- 13%
Ryerson	Above- 33% Approaching- 62% Below- 5%	Above- 44% Approaching- 49% Below- 6%	Above- 47% Approaching- 43% Below- 10%



Elementary Schools

## Overall Grade 3

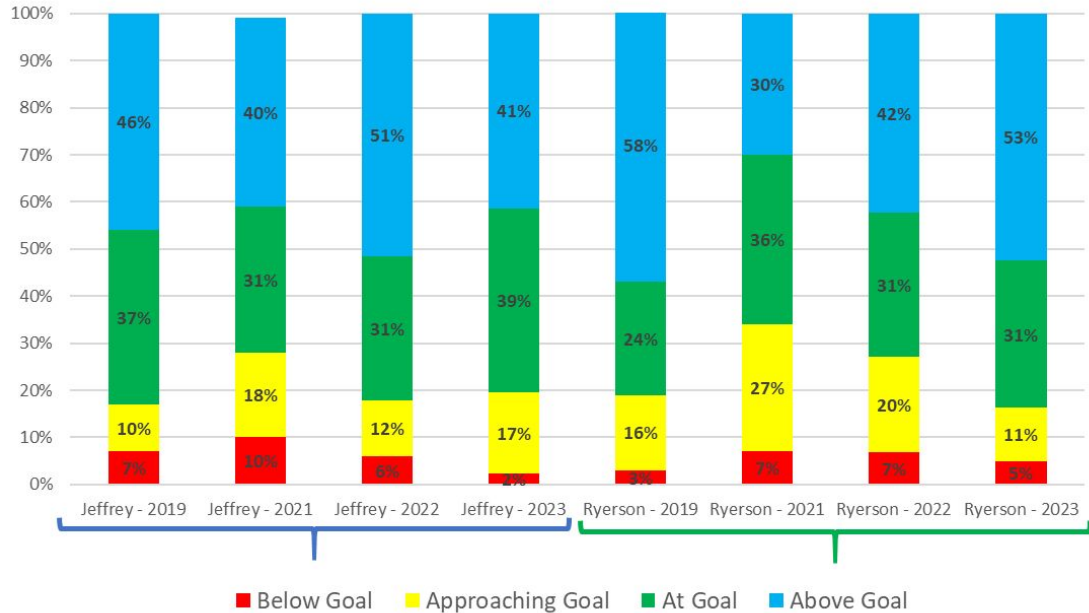
### MATH Summative Performance:

**81%** scored AT or ABOVE PROFICIENT



Elementary Schools

# Grade 3 SBA **MATH** Assessment Performance Distribution for 2019-2021-2022-2023 Administration's



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL	2023 % at/above GOAL
Jeffrey	83%	71%	82%	80.5%
Ryerson	82%	66%	73%	83.8%
District Grade 3 Average <i>(includes Island in 19)</i>	84%	68%	79%	81.1%



Elementary Schools

# What do the results indicate in Mathematics?

	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling and Data Analysis
Grade 3	Above- 51% Approaching- 43% Below- 5%	Above- 64% Approaching- 30% Below- 5%	Above- 52% Approaching- 43% Below- 5%
Jeffrey	Above- 46% Approaching- 49% Below- 5%	Above- 57% Approaching- 37% Below- 6%	Above- 49% Approaching- 47% Below- 3%
Ryerson	Above- 57% Approaching- 37% Below- 6%	Above- 72% Approaching- 23% Below- 5%	Above- 54% Approaching- 39% Below- 6%



Elementary Schools

# ELA Priorities

## Writing & Research / Inquiry

Students can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze integrate, and present information.

- **Student writing** - targeted professional development focused on effective strategies teaching editing and revising at all levels.
- **PLC meetings** - continuous grade level PLC meetings devoted to the sharing of best practices in the teaching of editing and revising at all levels for both student independent transfer and improvement in the overall quality of completed students' written pieces.
- **Coaching cycles** - utilization of our coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.

# Math Priorities

## Communicating Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

- **Student Writing and Oral Speech** - targeted professional development focused on effective writing strategies and techniques for effectively and efficiently “explaining our thinking.” Continued implementation of vertical boards and math forums to increase student discourse around mathematical thinking.
- **PLC meetings** - continuous grade level PLC meetings focused on the sharing of best practices in the teaching of writing to an audience to explain our thinking in mathematics. Using authentic student work to identify exemplars and provide rubrics for students to use for independent transfer and improvement.
- **Coaching cycles:** utilization of our coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.



Elementary Schools



**Questions? Comments?**



# Textbook Adoption Request

Subject Area:  Course Name:

Text Being Replaced:  Copyright Date:

Committee Members:

Reviewed by Students:  YES  NO

Title of Text:

ISBN #:  Copyright Date:

Publisher:  Publisher Address:

Rationale (Indicate Goals or Objectives Addressed from the Curriculum):

The most pedagogically sophisticated text on the market, The Musician's Guide is the most complete resource for the theory. Successful pedagogy and a comprehensive workbook help students develop theory skills inside the classroom and out. With wider, more inclusive, repertoire than ever, the text explores music that will be relevant to every musician with clear, accessible prose. This was the recommended text from the AP Board. and, after review, is the most comprehensive for our AP curriculum.

Strengths from a Student Perspective:

Limitations from a Student Perspective:

Indicate how you will address the limitations of the Selected Text:

Other Texts Considered

Their Publishing Company:

Total Number of Copies Needed:  Projected Price Per Copy:

Total Number of Students:  Grade levels of Students:

Ancillary Material Cost; e.g. teacher's edition(s) software. Please provide detail for ancillary materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.
- Please provide a quote from Vendor for the requested # of books.

Submitted By:

Name:

Title:

Name:

Title:

Board of Education Approval Date:



# Textbook Adoption Request

Subject Area:  Course Name:

Text Being Replaced:  Copyright Date:

Committee Members:

Reviewed by Students:  YES  NO

Title of Text:

ISBN #:  Copyright Date:

Publisher:  Publisher Address:

Rationale (Indicate Goals or Objectives Addressed from the Curriculum):

Strengths from a Student Perspective:

Limitations from a Student Perspective:

Indicate how you will address the limitations of the Selected Text:

Other Texts Considered

Their Publishing Company:

Total Number of Copies Needed:  Projected Price Per Copy:

Total Number of Students:  Grade levels of Students:

Ancillary Material Cost; e.g. teacher's edition(s) software. Please provide detail for ancillary materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.
- Please provide a quote from Vendor for the requested # of books.

Submitted By:

Name:

Title:

Name:

Title:

Board of Education Approval Date:



# Textbook Adoption Request

Subject Area:  Course Name:

Text Being Replaced:  Copyright Date:

Committee Members:

Reviewed by Students:  YES  NO

Title of Text:

ISBN #:  Copyright Date:

Publisher:  Publisher Address:

Rationale (Indicate Goals or Objectives Addressed from the Curriculum):

The Musician's Guide to Aural Skills helps students develop skills in ear-training and sight-singing through a repertoire of real music that students listen to and perform. Designed to link aural skills with what students do in the theory classroom, The Musician's Guide to Aural Skills is closely coordinated with The Musician's Guide to Theory and Analysis.

Strengths from a Student Perspective:

Limitations from a Student Perspective:

Indicate how you will address the limitations of the Selected Text:

Other Texts Considered

Their Publishing Company:

Total Number of Copies Needed:  Projected Price Per Copy:

Total Number of Students:  Grade levels of Students:

Ancillary Material Cost; e.g. teacher's edition(s) software. Please provide detail for ancillary materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.
- Please provide a quote from Vendor for the requested # of books.

Submitted By:

Name:

Title:

Name:

Title:

Board of Education Approval Date: