Truxton Academy Charter School

Accountability Plan
for the Accountability Period 2022 TO 2023

Patricia Dawson, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees[1]:

Trustee's Name	Office (e.g., chair, treasurer, secretary)
Stuart Young	President
Lucinda Denkenberger	Member
Korinne L'Hommedieu	Treasurer
Krysta Austen	Member
Tom Brown	Member
Sarah Stevens	Parent Member

The School is currently recruiting a new Principal.

[1] ResultsAhead provided technical assistance to Truxton Academy for the purposes of Data Visualization and analysis.

SCHOOL OVERVIEW

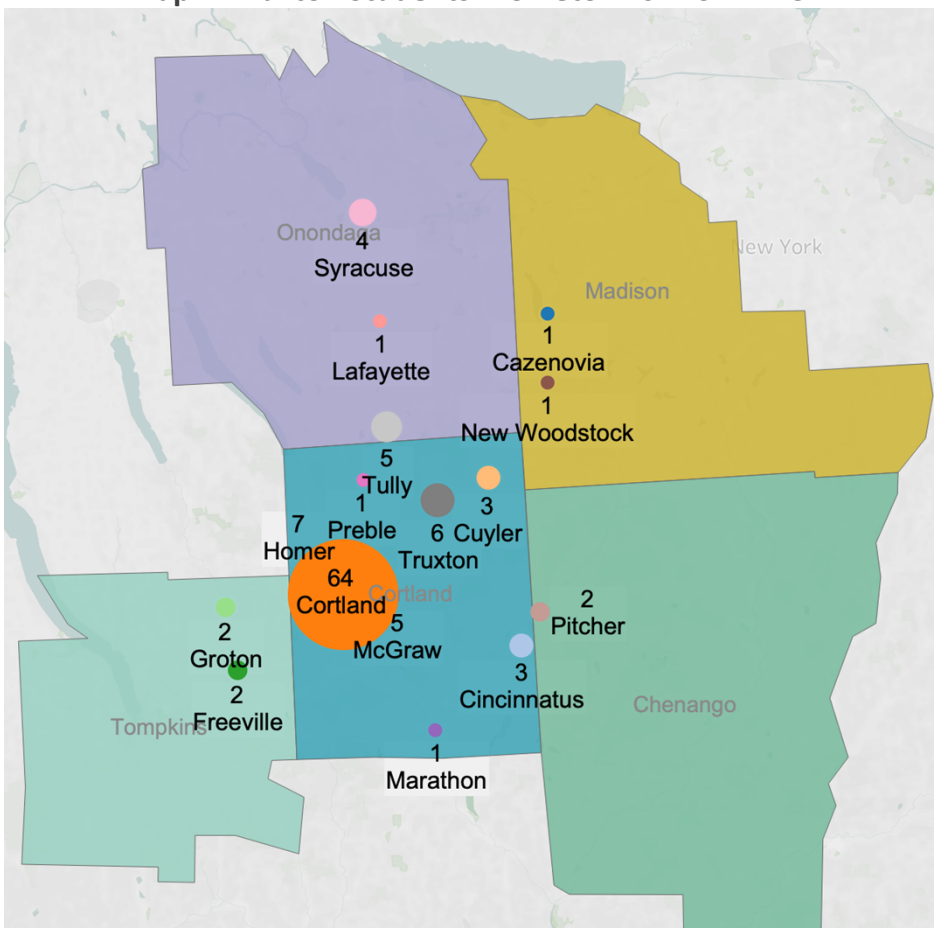
Truxton Academy Charter School opened in the fall of 2019. Currently, the school, located in the Homer School District, serves students in grade K-5 and will be growing to add a 6th grade class for the 2023-2024 school year. The school's key design elements are project based learning, Rural Life Skills, and Agricultural Heritage and History.

Table 1. Total Students Enrolled by Grade Level (October 1st Enrollment)

	K	01	02	03	04	05	Grand Total
SY19-20	23	10	14				47
SY20-21	21	19	10	15			65
SY21-22	21	22	20	18	19		100
SY22-23	18	19	21	18	15	17	108

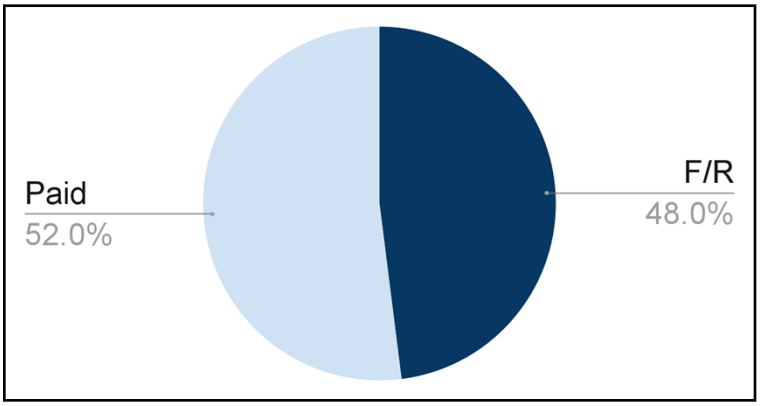
As shown in Map 1., during the 2022-2023, students were from over a dozen towns across 5 counties and 13 different school districts, with most students coming from Cortland City School District.

Map 1. Truxton Students' Hometowns in SY22-23



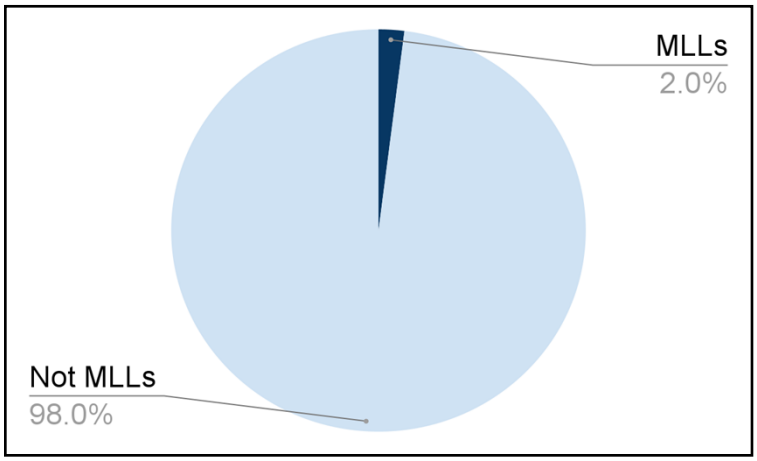
Free or Reduced Priced Lunch Eligibility

Nearly **half** of students enrolled at Truxton in SY22-23 were eligible for **free or reduced priced lunch.**



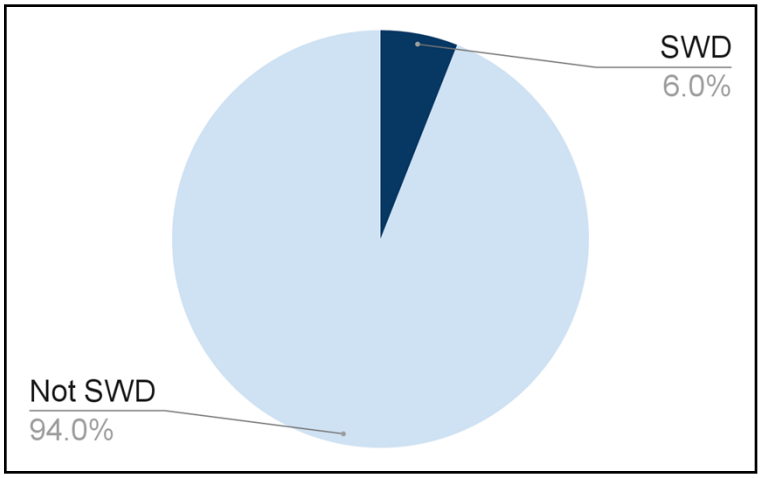
Multilingual Learners

2% of students enrolled at Truxton in SY22-23 were **multilingual learners.**



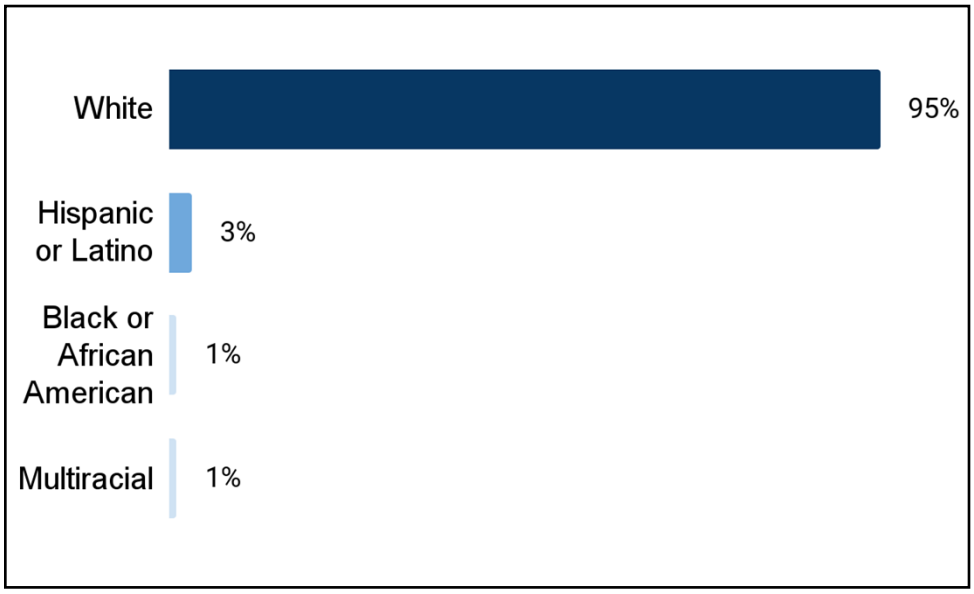
Students with Disabilities

6% of Truxton's students were **students with disabilities** in SY22-23.



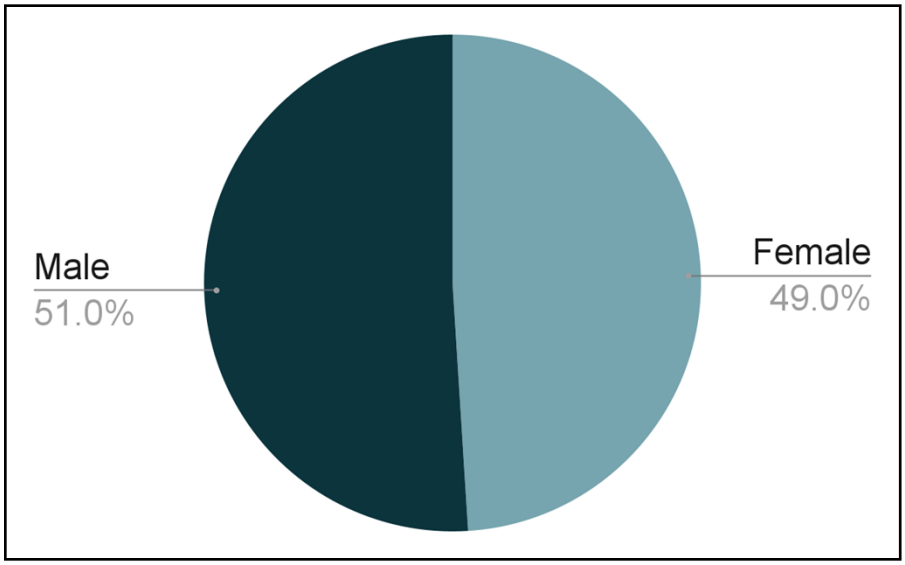
Race/Ethnicity

The overwhelming majority of students who attended Truxton in SY22-23 were White.



Gender

The population of students who identified as male and female were nearly equal.



ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient readers and writers of the English language.

BACKGROUND

Reading Instruction utilizing the Core Knowledge Language Arts Program-Amplify sequences content knowledge with research-based foundational skills. Implemented at the kindergarten level and expanded in Grades 1-6 using a variety of guided sequential units that incorporate phonics and spelling instruction while exposing students to a variety of literature, poetry and music that also enhance their understanding. Literature about agriculture and the environment, the relevance of science and math to these areas, as well as latinx culture is carefully woven into the reading program. The program also utilizes assessments and

interventions for early literacy to develop strong foundational skills. Our school also has a focus on creative writing which includes poetry, song lyrics, fables, imaginative tales and creative advertising projects for items that will be grown and/or sold as part of the school community agri-business activities. All of the above referenced activities incorporate agricultural, scientific and environmental knowledge, experiences and information. Opportunities for reflective writing, journaling and interpreting meaning are included. The Truxton Academy Charter School daily schedule insures up to 90 minutes per day for Language Arts activities.

ABSOLUTE MEASURES

Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 3-8.

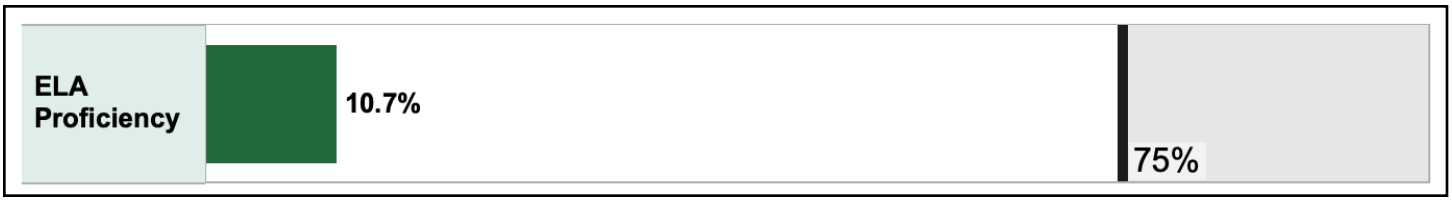
CONTEXT: Truxton's students in grades 3-5 participate annually in the New York State Assessment in English Language Arts (ELA). Truxton has had high participation rates on the ELA state assessment, as shown in Table 1.

Table 2. ELA State Assessment Participation Rates

Grade Level	SY20-21			SY21-22			SY22-23		
	Total Tested	Total Enrolled	Participation Rate	Total Tested	Total Enrolled	Participation Rate	Total Tested	Total Enrolled	Participation Rate
3	13	14	93%	18	18	100%	14	15	93%
4				19	19	100%	11	12	92%
5							8	10	80%
Overall	13	14	93%	37	37	100%	33	37	89%

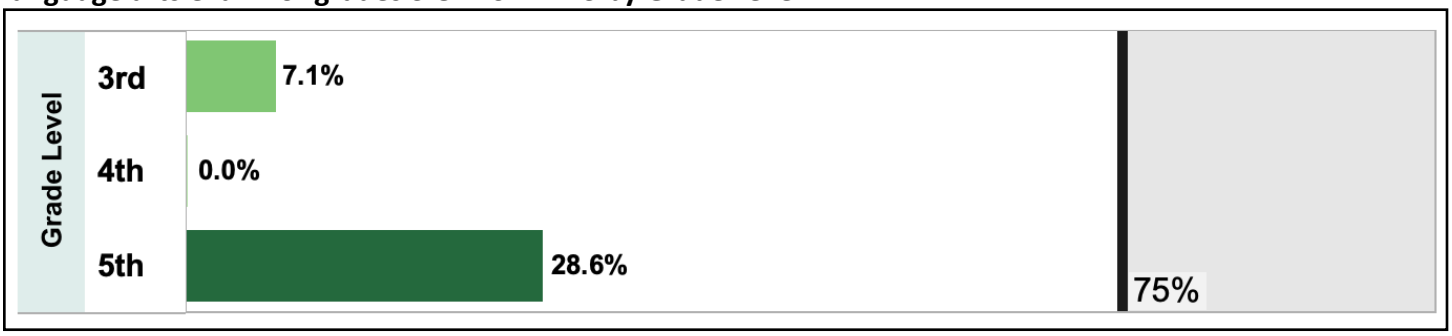
For students enrolled in at least their second year at Truxton, 10.7% scored at or above proficiency on the state's English language arts exam for grades 3-8.

Graph 1. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's English language arts exam for grades 3-8 in SY22-23



When digging deeper into the percentage of students scoring at or above proficiency on the state's English language arts exam, there is a lot of variation. For example, 0% of students in 4th grade scored at or above proficiency but nearly one-third of students in 5th grade were proficient.

Graph 2. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's English language arts exam for grades 3-8 in SY22-23 by Grade Level



As indicated in Graph 3., while the percentage of students scoring proficient is not where it needs to be, there are some promising data such as the fact that nearly half of testtakers scored as "Partially Proficient" which was a 14 percentage point increase from SY21-22.

Graph 3. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's English language arts exam for grades 3-8 in SY22-23 by Grade Level

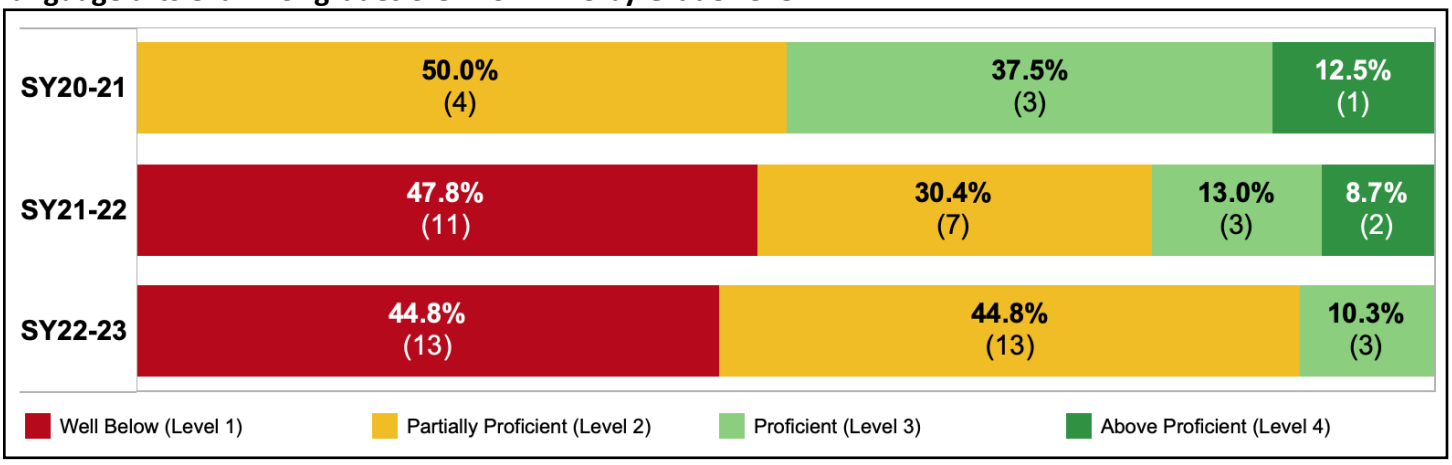


Table 3. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's English language arts exam for grades 3-8 in SY22-23 by Subgroup

All Students	All Students	10.7%
Gender	Female	15.4%
	Male	6.7%
Grade Level	3rd	7.1%
	4th	0.0%
	5th	28.6%
Lunch Status	Free or Reduced	6.3%
	Paid	16.7%
Race	Hispanic	0.0%
	Multiracial	0.0%
	White	11.5%
SWD Status	Not SWD	11.1%
	SWD	0.0%

When looking at ELA proficiency by subgroups, there are some slight variations. For example, the percentage of female students who scored at or above proficiency was twice as much as male students. As noted previously, a much greater percentage of 5th grade students scored at or above proficiency compared to 3rd and 4th graders. The percentage of students eligible for paid lunch who scored at or above proficiency was twice as much as students eligible for free or reduced priced lunch. There is also a noticeable gap in performance between Hispanic and multiracial students and their white peers and students with disabilities and their peers without disabilities.

Measure: Each year, the school's aggregate Performance Index[2] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

CONTEXT: The state's ESSA accountability plan sets annual measure of interim progress goals as a means to look at measures beyond strict proficiency. As the plan cites, "The PI is based upon measures of proficiency on State assessments and gives schools "partial credit" for students who are partially proficient (Accountability Level 2), "full credit" for students who are proficient (Accountability Level 3), and "extra credit" for students who are advanced (Accountability Level 4)."

Due to the small nature of Truxton's population, especially when disaggregating by special populations, many of the subgroups that are typically reported on are suppressed due to having an n-value of less than 30. The following formula which was included in the ESSA accountability plan, was used to create the numerator in the

[2] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

[redacted]

table below:

$$\textbf{Formula: } 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$$

PERFORMANCE: Truxton did not meet the SY22-23 state Measure of Interim Progress goal.

Table 4. SY22-23 ELA Measure of Interim Progress

	2022-23 MIP Goal	Total Continuously Enrolled Students	Total Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
All Students	108.9	37	33	14	15	4	0	23	35	65.7
American Indian/Alaska Native	105.8	*	*	*	*	*	*	*	*	
Asian/Pacific Islander	158.9	*	*	*	*	*	*	*	*	
Black	102.7	*	*	*	*	*	*	*	*	
Economically Disadvantaged	99.9	*	*	*	*	*	*	*	*	
English Language Learners	72.4	*	*	*	*	*	*	*	*	
Hispanic	100	*	*	*	*	*	*	*	*	
Multiracial	106.2	*	*	*	*	*	*	*	*	
Students with Disabilities	66.6	*	*	*	*	*	*	*	*	
White	106.4	35	31	13	14	4	0	22	33	66.7

Denominator: The greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of

continuously enrolled students with or without valid test scores.
* Subgroup is less than 30 and therefore suppressed

COMPARATIVE MEASURES

Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

STATE ASSESSMENT

The New York State Department of Education has not released district level data for the SY22-23 NYS exams yet and therefore comparing the percentage of students who are proficient to other districts is not currently possible. However, when exploring the performance of Truxton's students by English language arts standards compared to regional schools and the BOCES, there are many promising findings.

Table 6 below indicates the performance on the varied ELA standards that are assessed on the state exam and compares performance of Truxton's students compared to the Region and districts involved in the Board of Cooperative Education Services. Standards highlighted in light green reflect those in which Truxton outperformed either the BOCES or Region. Standards highlighted in dark green reflect those in which Trxuton outperformed *both* the BOCES and Region.

Table 5 summarizes the total number of standards that were assessed and the percentage of standards Truxton outperformed the comparison groups. As shown, Truxton's 5th graders outperformed students in the regional comparison group for **89%** of the ELA standards assessed, whereas 4th graders outperformed on **67%** of ELA standards and 3rd graders outperformed on **33%** of ELA standards.

Table 5. Percentage of Students who Outperformed Comparison Groups by ELA Standards

			Percentage of Standards Truxton Outperformed Comparison Groups	
		Total Standards	% BOCES	% REGION
Language	Grade 3	1	0%	0%
	Grade 4	1	100%	100%
	Grade 5	1	0%	0%

Reading - Informational Texts	Grade 3	4	75%	25%
	Grade 4	6	67%	33%
	Grade 5	7	57%	57%
Reading - Literature	Grade 3	7	0%	0%
	Grade 4	6	67%	50%
	Grade 5	6	83%	67%
All ELA Standards	Grade 3	12	25%	33%
	Grade 4	13	69%	67%
	Grade 5	14	64%	89%

Table 6. SY22-23 Performance on ELA Standards

ELA Category	Grade Level	Standard		Truxton	BOCES	Region
Language	Grade 3	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	70%	74%	84%
	Grade 4	4.L.4		73%	53%	70%
	Grade 5	5.L.4		62%	67%	81%
Reading-Informational Text	Grade 3	3.RI.2	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	43%	47%	62%
	Grade 4	4.RI.2	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	50%	50%	55%
	Grade 5	5.RI.2		62%	30%	41%
	Grade 3	3.RI.3	In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	46%	55%	61%
	Grade 4	4.RI.3	In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	41%	39%	51%

	Grade 5	5.RI.3	In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.	66%	47%	58%
	Grade 4	4.RI.4	Determine the meaning of words, phrases, figurative language, academic, and content specific words.	55%	31%	37%
	Grade 5	5.RI.4	Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood.	38%	40%	47%
	Grade 3	3.RI.5	In informational texts, identify and use text features to build comprehension	64%	50%	59%
	Grade 4	4.RI.5	In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	32%	45%	55%
	Grade 5	5.RI.6	In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	25%	39%	40%
	Grade 3	3.RI.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	57%	53%	68%
	Grade 4	4.RI.7	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text).	36%	45%	52%
	Grade 5	5.RI.7	Analyze how visual and multimedia elements contribute to meaning of literary and	50%	25%	32%

			informational texts.			
	Grade 4	4.RI.8	Explain how claims in a text are supported by relevant reasons and evidence.	55%	52%	54%
	Grade 5	5.RI.8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.	50%	55%	67%
	Grade 5	5.RI.9	Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.	75%	50%	58%
Reading - Literature	Grade 3	3.RL.2	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	52%	58%	63%
	Grade 4	4.RL.2	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	86%	58%	66%
	Grade 5	5.RL.2	Determine a theme or central idea and explain how it is supported by key details; summarize a text.	38%	42%	53%
	Grade 3	3.RL.3	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text.	52%	58%	63%
	Grade 4	4.RL.3	In literary texts, describe a character, setting, or event, drawing on specific details in the text.	57%	57%	66%
	Grade 5	5.RL.3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text.	68%	55%	64%
	Grade 3	3.RL.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	57%	58%	68%

	Grade 4	4.RL.4	Determine the meaning of words, phrases, figurative language, academic, and content specific words.	64%	60%	66%
	Grade 5	5.RL.4	Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood.	75%	71%	76%
	Grade 3	3.RL.5	In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza.	29%	38%	42%
	Grade 4	4.RL.5	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions.	64%	57%	63%
	Grade 5	5.RL.5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem.	56%	62%	71%
	Grade 3	3.RL.6	Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text.	43%	53%	61%
	Grade 5	5.RL.6	In literary texts, explain how a narrator's or speaker's point of view influences how events are described.	75%	67%	70%
	Grade 3	3.RL.8	Explain how claims in a text are supported by relevant reasons and evidence.	57%	56%	60%
	Grade 4	4.RL.8	Explain how claims in a text are supported by relevant reasons and evidence.	91%	61%	73%
	Grade 5	5.RL.8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.	75%	58%	61%

	Grade 3	3.RL.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	36%	40%	47%
	Grade 4	4.RL.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	18%	35%	46%

INTERNAL ASSESSMENT: NWEA MAP Growth

CONTEXT: The 22-23 school year was the third year in which Truxton administered NWEA's MAP Growth Assessment. According to NWEA, the MAP Growth assessment "is the standard-bearer for measuring achievement and growth in K–12 math, reading, language usage, and science." The assessment adjusts according to each student's individual performance and "creates a personalized assessment experience that accurately measures achievement—whether a student performs on, above, or below grade level."

The MAP Growth assessment was administered three times: Fall, Winter, and Spring. For each administration, based on their performance, students are assigned a Rasch Unit, or RIT, score. The Rasch model is a statistical measurement theory that assigns equal-interval scales that allow achievement comparisons across grade levels. The RIT score affords the ability to track student achievement and growth over time. Thum & Kuhfeld (2020) conducted a study on NWEA MAP Growth data and set norms for performance that help schools to interpret students' RIT scores. Based on the findings of that study, NWEA issued the table (above) for interpreting scores. SD stands for standard deviation representing the variation in typical student performance. NWEA noted that, "since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range."

2020 Reading Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97

To interpret the RIT scores of Truxton's students, students were grouped by scoring:

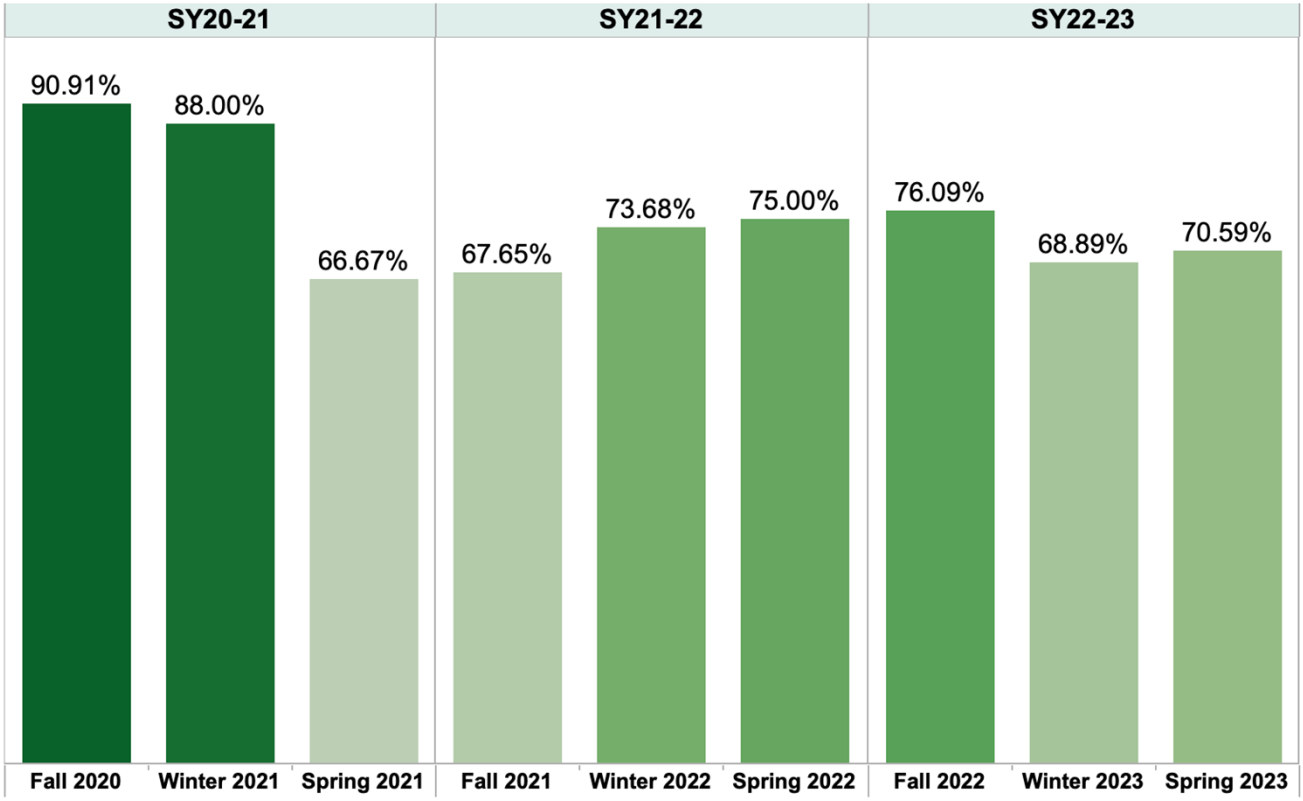
- **Average:** To be considered average a student's RIT score must fall between the mean for their grade level plus the standard deviation and minus the standard deviation. For example, a second grade student would be labeled as Average if their Fall RIT score was anywhere between 157.16 and 187.54.
- **Below Average:** If a student's RIT score is below the lowest point of the average range for their respective grade and testing period, then a student is below average. For example, if a second grade student's Fall score was 154 they would be considered performing below average.
- **Above Average:** If a student's RIT score is above the highest point of the average range for their respective grade and testing period, then a student is above average. For example, if a second grade student's Fall score was 189, they would be considered performing above average.

[redacted]

Table 7. Total students who took MAP ELA by School Year and Testing Period									
Grade Level	**SY20-21**			**SY21-22**			**SY22-23**		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
1	10	11	8						
2	6	6	11	13	15	15			
3	8	9	7	14	16	15	17	17	14
4				11	12	11	15	14	11
5							14	14	9
Total	**24**	**26**	**26**	**38**	**43**	**41**	**46**	**45**	**34**

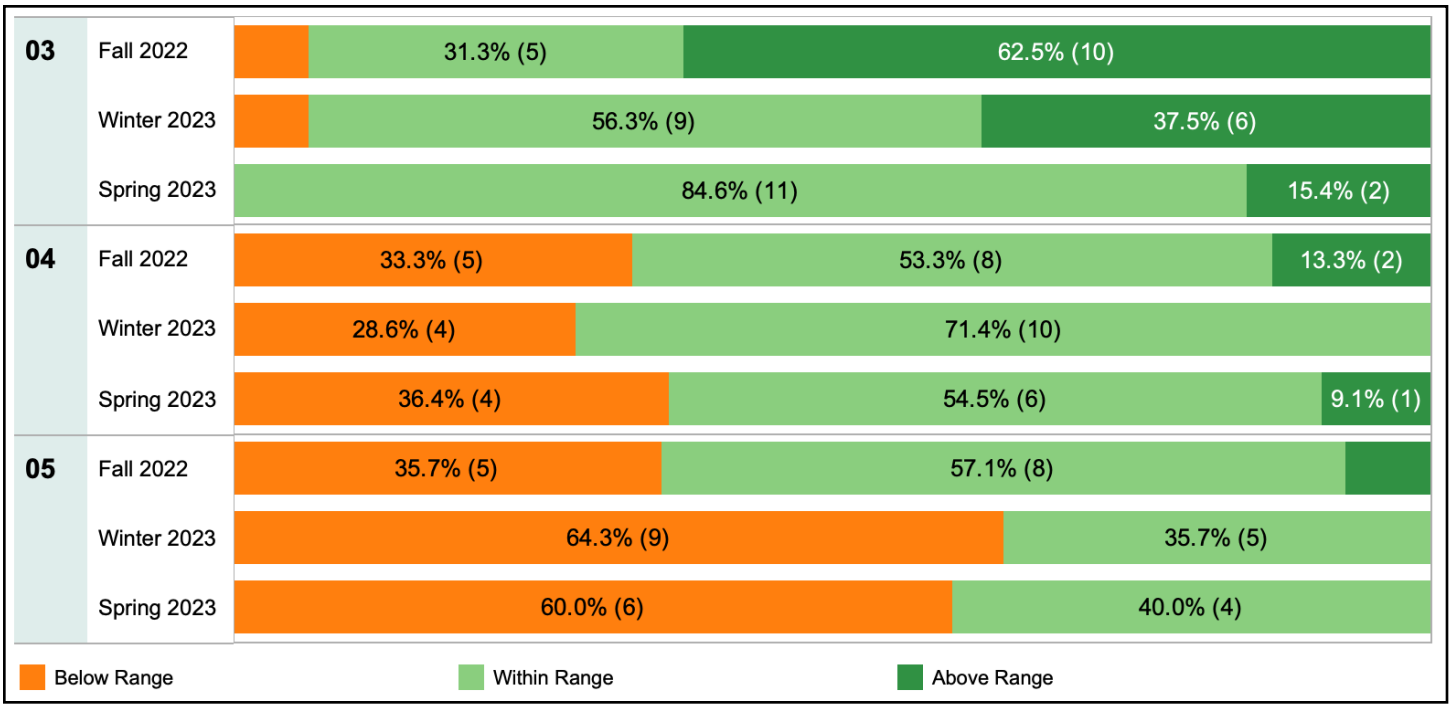
PERFORMANCE: As indicated in Graph 4, the vast majority of students had an RIT score of average or above average. There is variation in performance across the three school years, some of which is to be expected due to the rapidly growing school population.

Graph 4. Percentage of students scoring an average or above average RIT score in ELA



Further, as shown in Graph 5, there is great variation in RIT scores when examining by grade level. For example, 100% of 3rd grade students had an RIT score of average or above average in the Spring administration compared to only 40% for 5th graders.

Graph 5. Percentage of Students by RIT Range and Grade level



Measure: Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

These data are not currently available.

GROWTH MEASURES

Measure: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 8th grades will be above the target of 50.

STATE ASSESSMENT

Measure: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50.

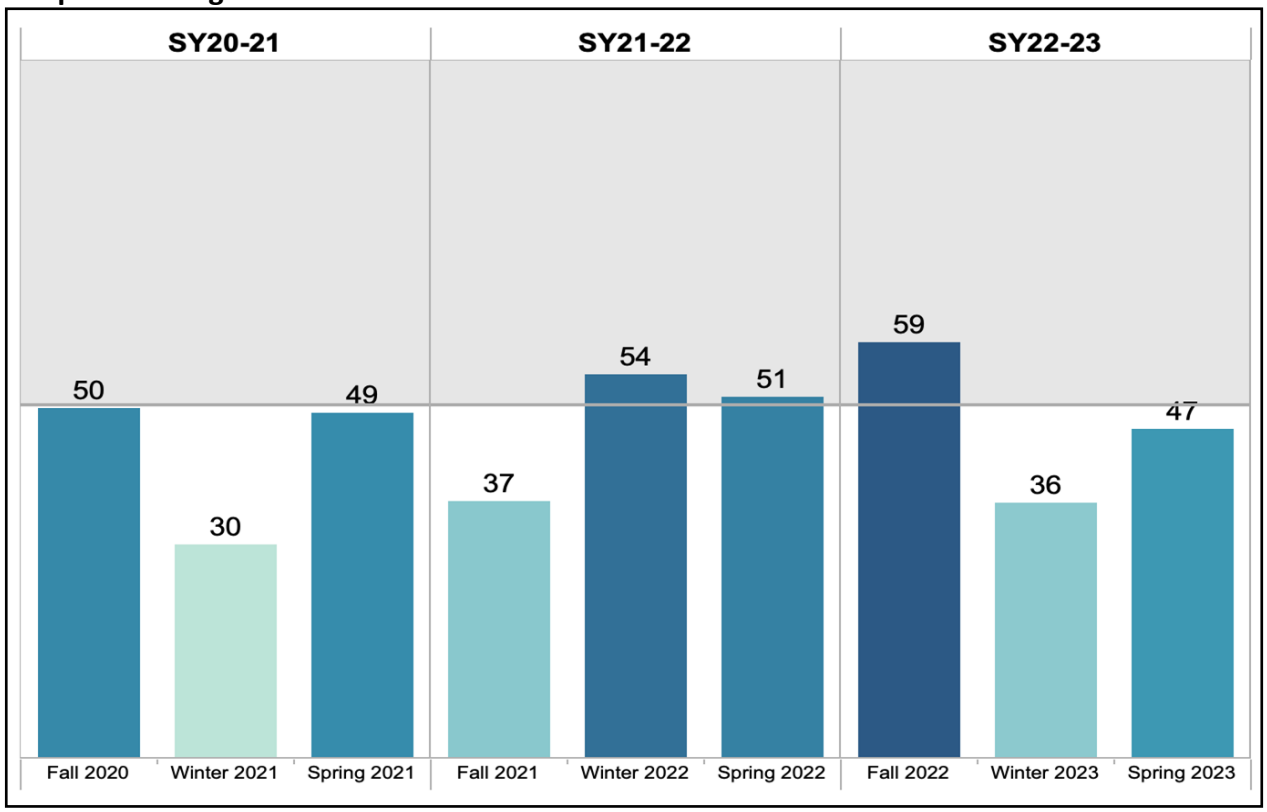
The school's median growth percentile are not currently available.

INTERNAL ASSESSMENT: NWEA MAP Growth

CONTEXT: NWEA defined growth percentiles as "norm-based information about where a student's observed growth between two test events falls within the range of growth produced by other same-grade US students." The NWEA has millions of test scores from students across the nation that represent the comparison group.

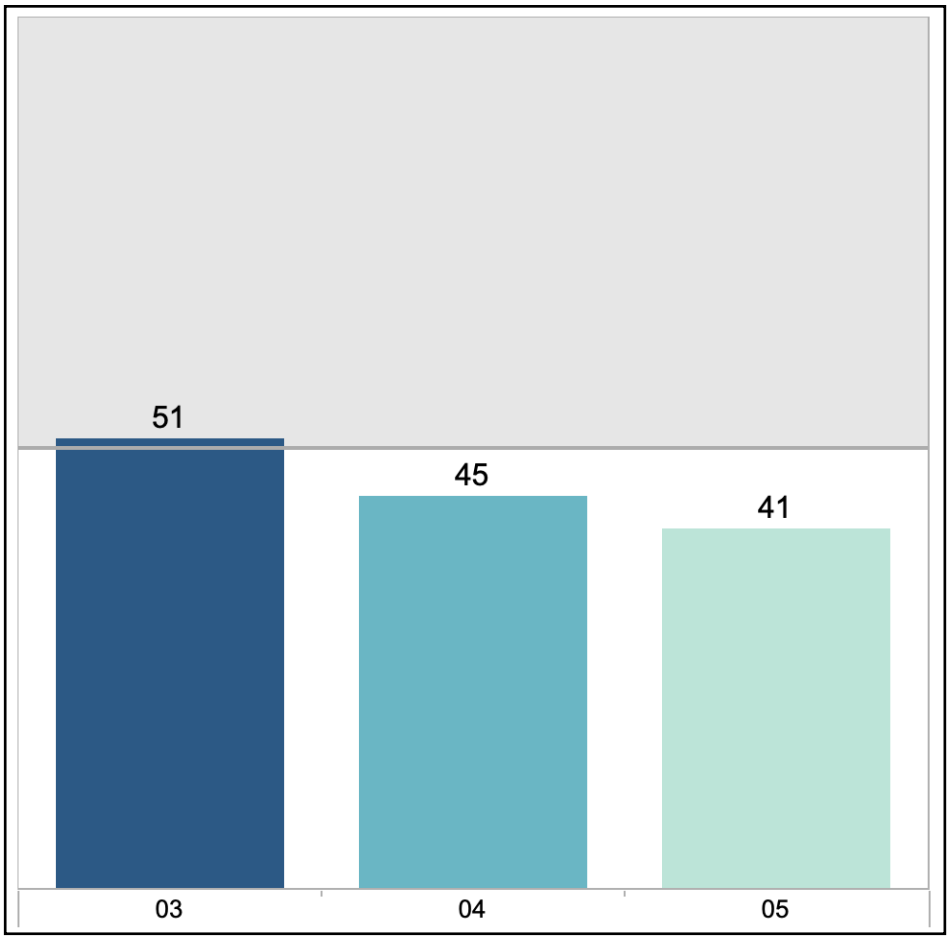
PERFORMANCE: Truxton's goal is for the median growth percentile to be greater than 50. This means that the growth made by students across the three test administrations is greater or equal to 50 percent of the national comparison group. Therefore, if a student had a growth percentile of 60, that means they performed better than 60% of their peers.

Graph 6. Average Student Growth Percentile in NWEA MAP ELA



Unfortunately, at the school level we did not meet that goal as the median growth percentile for the Spring 2023 administration was 47. However, as shown in Graph 7, 3rd grade students had a median growth percentile of 51, and fourth graders had a median growth percentile of 45 whereas 5th graders had a median growth percentile of 41.

Graph 7. Average Student Growth Percentile on NWEA MAP ELA for Spring 2023 by Grade Level



Finally, Table 7 provides an interesting analysis triangulating student performance on the ELA state assessment to their performance on the NWEA winter administration. While NWEA is not directly a predictor for how students may perform on the state assessment, the scores are relatively aligned with a few surprises. For example, it isn't surprising that 57.1% of students who scored "Within Range" on MAP ELA scored "Partially Proficient" on the state assessment. It is however interesting that there were some students who scored "Above Range" on the MAP ELA assessment but scored Level 1 on the state assessment. These data should be dug in deeper to see how the NWEA assessment is being implemented to see if there is room for improvement.

Table 7. Percentage of Students by MAP ELA Winter 2023 score and SY22-23 State Assessment ELA Level

MAP ELA Winter 2023 RITRange	State ELA AchLevel		
	Well Below	Partially Proficient	Proficient
Below Range	33.3%	33.3%	33.3%
Within Range	35.7%	57.1%	7.1%
Above Range	33.3%	66.7%	

ELA GOALS SUMMARY

Goal Area	Measure	SY22-23 Status	Action Plan
Absolute Measures	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 3-8.	**DID NOT MEET**	Truxton Academy will maintain a system for vetting all curricular materials, communicating what is available to teachers and what is expected to them, implement evidence-based programs, provide feedback for daily lessons and ensure that the school's instruction is effective and sufficiently rigorous to prepare students to meet and exceed state standards. A new instructional leader/principal will be chosen to lead the school towards academic improvement. Additionally, Truxton Academy will leverage data systems to support teachers, improve instruction, address student diversity of need, monitor progress and seek continuous improvement.
	Each year, the school's aggregate Performance Index[3] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	**DID NOT MEET**	
Comparative	Each year, the percent of all tested students who are enrolled in at least	**UNKNOWN**	Awaiting data/analysis.

[3] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

Measures	their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.		
	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.	**UNKNOWN**	Awaiting data/analysis.
Growth Measures	Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4^{th} – 8^{th} grades will be above the target of 50.	**UNKNOWN**	Awaiting data/analysis.
	Each year, the school's median growth percentile of all 3^{rd} through 8^{th} grade students will be greater than 50.	**UNKNOWN/DID NOT MEET (MAPS)**	Awaiting data/analysis.

GOAL II: MATHEMATICS

Goal: Students will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

After thoroughly researching several math curriculums with teacher input, we chose iReady for its built in assessment and individual pathway opportunities. i-Ready Classroom Mathematics (Grades K-6) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. The program includes:

- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential
- A wide range of accessibility features to maximize usability for all students

ABSOLUTE MEASURES

Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.

STATE ASSESSMENT

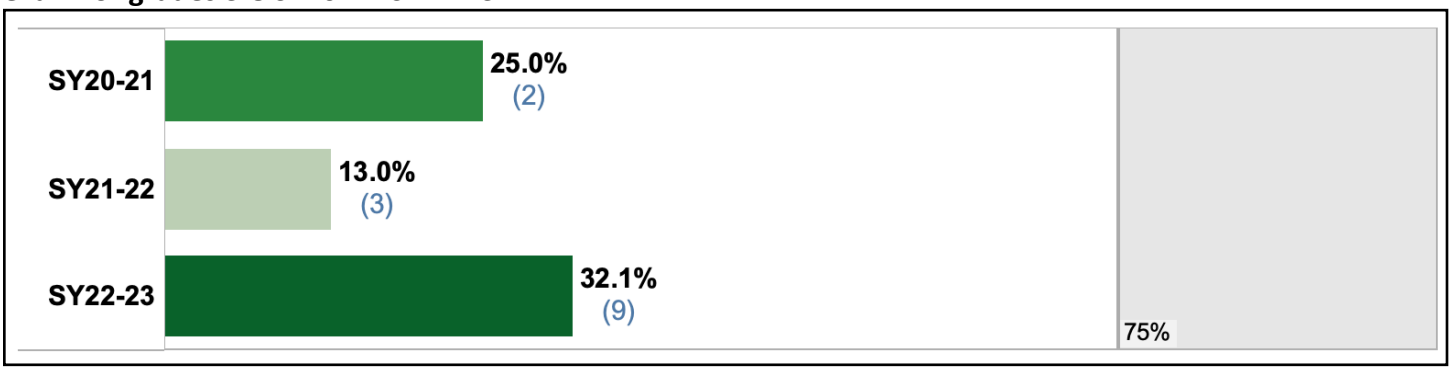
CONTEXT: Truxton's students in grades 3-5 participate annually in the New York State Assessment in Math. The participation rate for the SY22-23 administration of the Math assessment is found below in Table 8.

Table 8. Math State Assessment Participation Rates									
Grade Level	SY20-21			SY21-22			SY22-23		
	Total Tested	Total Enrolled	Participation Rate	Total Tested	Total Enrolled	Participation Rate	Total Tested	Total Enrolled	Participation Rate
3	13	14	93%	18	18	100%	14	15	93%
4				19	19	100%	10	12	83%
5							8	10	80%
Overall	13	14	93%	37	37	100%	32	37	87%

As displayed below in Graph 8, of students enrolled at least 2 years, nearly one-third scored at or above proficiency on the state's math exam in SY22-23. As shown in Graph 9, that is nearly a 20 percentage point increase compared to performance in SY21-22.

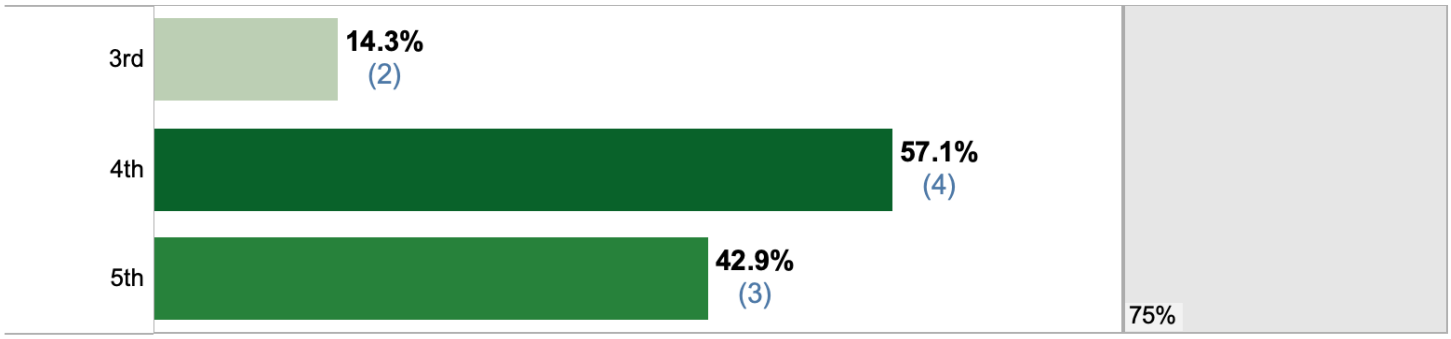
Graph 8. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 in SY22-23

Graph 9. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 SY20-21-SY22-23



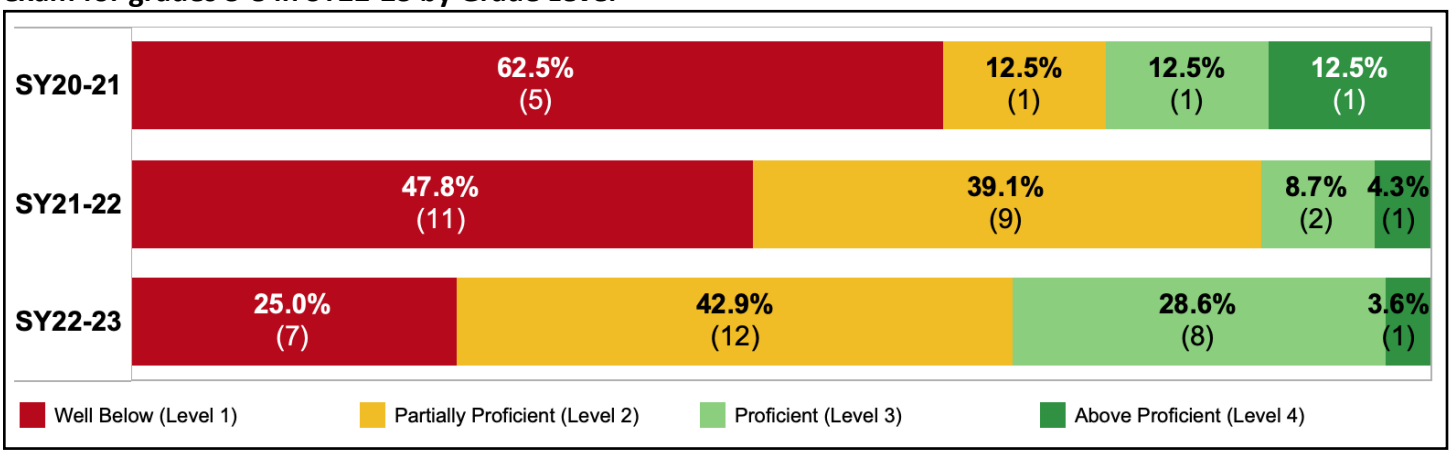
Digging deeper into the performance, Graph 9 shows the variation in proficiency across grade levels. For example, more than half of tested 4th graders who were enrolled at least 2 years scored proficiency while only 14% of 3rd graders did.

Graph 9. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 in SY22-23 by Grade Level



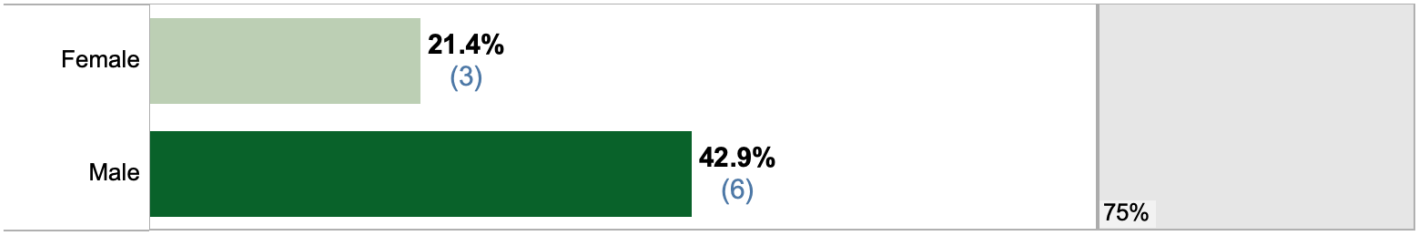
Graph 10 also shows progress in the right direction. While more students are tested each year, a smaller percentage of students are scoring in Level 1 and a greater percentage are scoring in levels 2-4.

Graph 10. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 in SY22-23 by Grade Level



There is also variation in performance on the math state assessment when analyzing by subgroups. For example, twice as many male students scored proficient on the state math assessment compared to female students, the inverse of the trend in ELA performance.

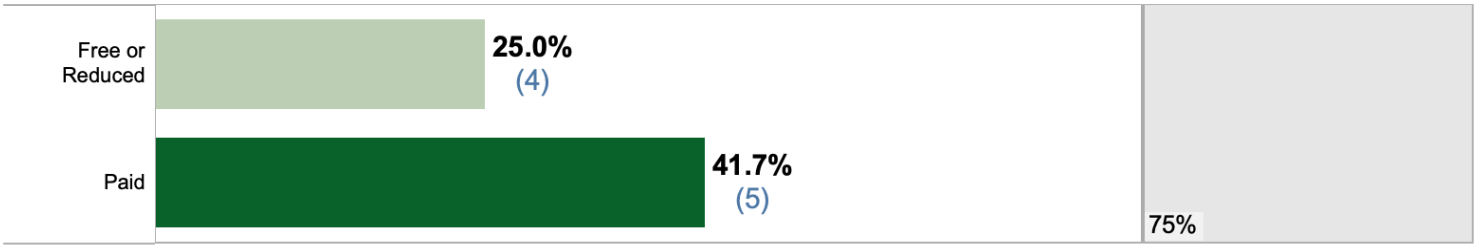
Graph 11. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 in SY22-23 by Gender



We also see a gap in proficiency between students who are eligible to receive free or reduced price lunch and

those who are eligible for paid lunch.

Graph 12. Percentage of students enrolled at least 2 years scoring at or above proficiency on the state's Math exam for grades 3-8 in SY22-23 by Free or Reduced Price Lunch Status



INTERNAL ASSESSMENT: NWEA MAP Growth

Context: Mirroring the information included in the ELA section, the 22-23 school year was the third year Truxton administered the NWEA MAP Growth assessment. The NWEA MAP Growth assessment was administered three times: Fall, Winter and Spring.

To interpret the RIT scores of Truxton's students, students were grouped by scoring:

- **Average:** To be considered average a student's RIT score must fall between the mean for their grade level plus the standard deviation and minus the standard deviation. For example, a second grade student would be labeled as Average if their Fall RIT score was anywhere between 162.06 and 188.02.
- **Below Average:** If a student's RIT score is below the lowest point of the average range for their respective grade and testing period, then a student is below average. For example, if a second grade student's Fall score was 154 they would be considered performing below average.
- **Above Average:** If a student's RIT score is above the highest point of the average range for their respective grade and testing period, then a student is above average. For example, if a second grade student's Fall score was 192, they would be considered performing above average.

2020 Mathematics Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70

[redacted]

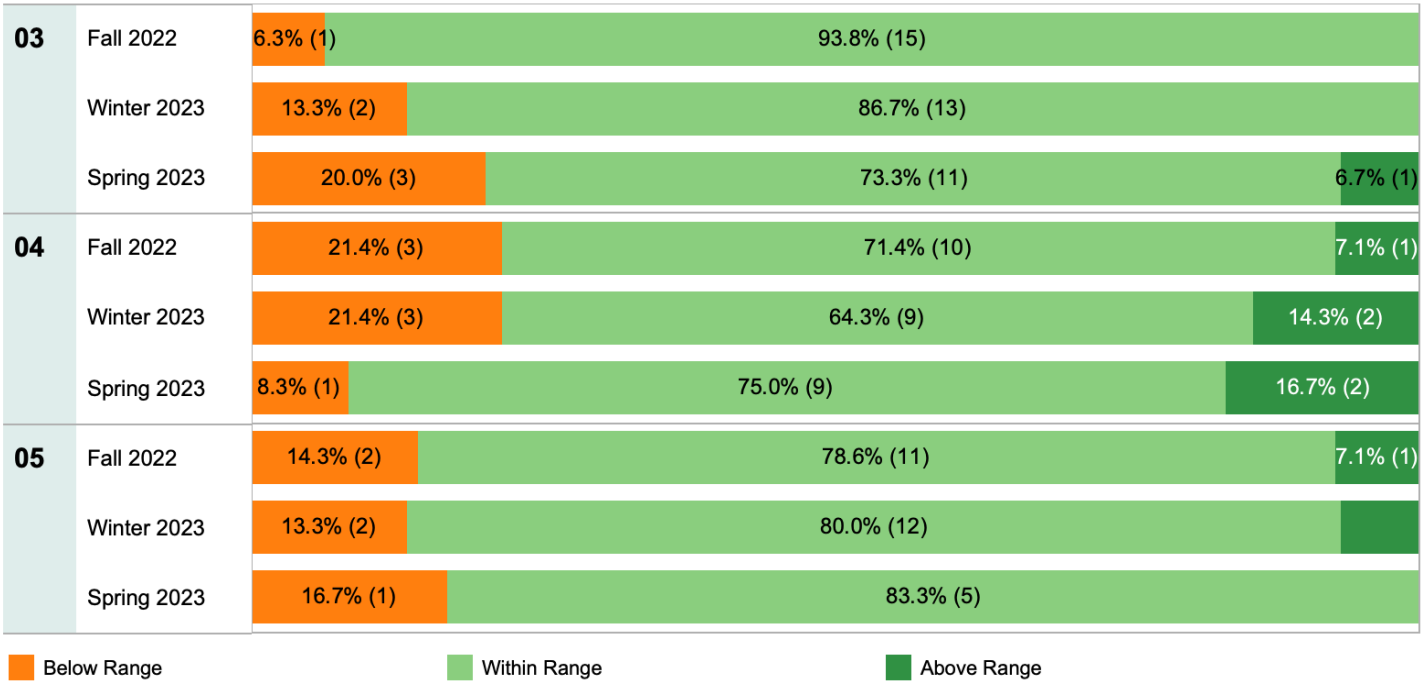
Table 9. Total students who took MAP Math by School Year and Testing Period									
Grade Level	SY20-21			SY21-22			SY22-23		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1	11	11	11						
2	6	6	6	15	14	15			
3	8	9	9	13	13	13	17	16	15
4				11	14	14	14	14	12
5							14	15	7
Total	**25**	**26**	**26**	**39**	**41**	**42**	**45**	**45**	**34**

PERFORMANCE: As indicated in Graph 13, the vast majority of students had an RIT score of average or above average and there is not a lot of variation.

Graph 13. Percentage of students scoring an average or above average RIT score in Math

Similarly, graph 14 shows overwhelming positive data with limited variation across grade levels.

Graph 14. Percentage of students by RIT score and Grade Level in Math



Measure: Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

CONTEXT: The state's ESSA accountability plan sets annual measures of interim progress goals as a means to look at measures beyond strict proficiency. As the plan cites, "The PI is based upon measures of proficiency on State assessments and gives schools "partial credit" for students who are partially proficient (Accountability Level 2), "full credit" for students who are proficient (Accountability Level 3), and "extra credit" for students who are advanced (Accountability Level 4)."

Due to the small nature of Truxton's population, especially when disaggregating by special populations, many of the subgroups that are typically reported on are suppressed due to having an n-value of less than 30. The following formula which was included in the ESSA accountability plan, was used to create the numerator in the table below:

PERFORMANCE: Truxton did not meet the SY22-23 state Measure of Interim Progress goal.

$$\textbf{Formula: } 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$$

[redacted]

Table 10. SY22-23 Math Measure of Interim Progress										
	2022-23 MIP Goal	Total Continuously Enrolled Students	Total Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
All Students	111.3	37	32	9	13	9	1	33.5	35	90.54
American Indian/Alaska Native	103.6	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	175.2	*	*	*	*	*	*	*	*	*
Black	92.9	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	98.6	*	*	*	*	*	*	*	*	*
English Language Learners	88.1	*	*	*	*	*	*	*	*	*
Hispanic	96.4	*	*	*	*	*	*	*	*	*
Multiracial	107.7	*	*	*	*	*	*	*	*	*
Students with Disabilities	66.6	*	*	*	*	*	*	*	*	*
White	114.1	35	30	9	11	9	1	31.5	33	85.13

Denominator: The greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores.

* Subgroup is less than 30 and therefore suppressed

COMPARATIVE MEASURES

Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

As with the ELA assessments, the New York State Department of Education has not released district level data for the SY22-23 NYS exams yet and therefore comparing the percentage of students who are proficient to other districts is not currently possible. Also aligned to performance on ELA, when exploring the performance of Truxton's students by Math standards compared to regional schools and the BOCES, there are promising findings.

Table 12 below indicates the performance on the varied ELA standards that are assessed on the state exam and compares performance of Truxton's students compared to the Region and districts involved in the Board of Cooperative Education Services. Standards highlighted in light green reflect those in which Truxton outperformed either the BOCES or Region. Standards highlighted in dark green reflect those in which Trxuton outperformed *both* the BOCES and Region.

Table 11 summarizes the total number of standards that were assessed and the percentage of standards Truxton outperformed the comparison groups. As shown, Truxton's 3rd graders outperformed students in the BOCES comparison group for **86%** of the ELA standards assessed, whereas 5th graders outperformed on **63%** of ELA standards and 4th graders outperformed on **41%** of ELA standards.

Table 11. Percentage of Standards Truxton Outperformed Comparison Groups - NYS Math

Standard	Grade Level	Total Standards	% BOCES	% REGION
Operations and Algebraic Thinking	Grade 3	7	57%	29%
	Grade 4	5	100%	60%
	Grade 5	0		-
Number and Operations in Base Ten	Grade 3	2		0%
	Grade 4	5	80%	80%
	Grade 5	6	50%	0%
Number and Operations -	Grade 3	5	20%	0%

Fractions	Grade 4	4	75%	75%
	Grade 5	7	71%	29%
Measurement and Data	Grade 3	8	50%	13%
	Grade 4	3	67%	33%
	Grade 5	5	80%	60%
Geometry	Grade 3	0	-	-
	Grade 4	5	100%	20%
	Grade 5	1	0%	0%
All Math Standards	Grade 3	22	86%	55%
	Grade 4	22	41%	14%
	Grade 5	19	63%	26%

Table 12. SY22-23 Performance on Math Standards

Math Category	Grade Level	Standard		District	BOCES	Region
Operations and Algebraic Thinking	Grade 3	NY-3.OA.8a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.	54%	55%	69%
	Grade 3	NY-3.OA.1	Interpret products of whole numbers. e.g., Interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7.	43%	59%	66%
	Grade 3	NY-3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.	50%	46%	64%

	Grade 3	NY-3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. e.g., Determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = __ ÷ 3, 6 × 6 = ?.	79%	72%	80%
	Grade 3	NY-3.OA.5	Apply properties of operations as strategies to multiply and divide	79%	69%	74%
	Grade 3	NY-3.OA.6	Understand division as an unknown factor problem. e.g., Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	86%	73%	75%
	Grade 3	NY-3.OA.9	Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).	29%	30%	35%
	Grade 4	NY-4.OA.3a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.	80%	73%	80%
	Grade 4	NY-4.OA.1	Interpret a multiplication equation as a comparison.	70%	59%	66%
	Grade 4	NY-4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.	50%	34%	50%
	Grade 4	NY-4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	70%	36%	44%
	Grade 4	NY-4.OA.5	Generate a number or shape pattern that follows a given rule. Identify and informally explain apparent features of the pattern that were not explicit in the rule itself. e.g., Given the rule “Add 3”mand the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will	70%	35%	43%

			continue to alternate in this way.			
Number and Operations in Base Ten	Grade 3	NY-3.NBT. 1	Use place value understanding to round whole numbers to the nearest 10 or 100.	43%	46%	57%
	Grade 3	NY-3.NBT. 3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	43%	62%	70%
	Grade 4	NY-4.NBT. 1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. e.g., Recognize that 70 × 10 = 700 (and, therefore, 700 ÷ 10 = 70) by applying concepts of place value, multiplication, and division.	60%	38%	52%
	Grade 4	NY-4.NBT. 2a	Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. e.g., 50,327 = 50,000 + 300 + 20 + 7.	70%	70%	86%
	Grade 4	NY-4.NBT. 2b	Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	80%	60%	76%
	Grade 4	NY-4.NBT. 5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	80%	61%	72%
	Grade 4	NY-4.NBT. 6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	55%	43%	54%
	Grade 5	NY-5.NBT. 1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	38%	47%	58%
	Grade	NY-	Use whole-number exponents to denote powers	0%	59%	73%

	5	5.NBT. 2	of 10.			
	Grade 5	NY-5.NBT. 3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	75%	63%	77%
	Grade 5	NY-5.NBT. 4	Use place value understanding to round decimals to any place.	38%	42%	54%
	Grade 5	NY-5.NBT. 6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	62%	53%	69%
	Grade 5	NY-5.NBT. 7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:	38%	32%	49%
Number and Operations - Fractions	Grade 3	NY-3.NF. 2a	Represent a fraction 1/b on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part starting at 0 locates the number 1/b on the number line.	57%	62%	71%
	Grade 3	NY-3.NF. 2b	Represent a fraction a/b on a number line by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	71%	65%	73%
	Grade 3	NY-3.NF. 3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	29%	39%	47%
	Grade 3	NY-3.NF. 3b	Recognize and generate equivalent fractions. e.g., 1/2 = 2/4 ; 4/6 = 2/3 . Explain why the fractions are equivalent. e.g., using a visual fraction model.	7%	48%	48%
	Grade 3	NY-3.NF. 3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. e.g., Express 3 in the form 3 = 3/1 ,	50%	65%	71%

			recognize that 6/3 = 2, and locate 4/4 and 1 at the same point on a number line.			
	Grade 4	NY-4.NF.3c	Add and subtract mixed numbers with like denominators. e.g., replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	70%	37%	57%
	Grade 4	NY-4.NF.4b	Understand a multiple of a/b as a multiple of 1/b , and use this understanding to multiply a whole number by a fraction. e.g., Use a visual fraction model to express 3 × 2/5 as 6 × 1/5 , recognizing this product as 6/5 , in general, n × a/b = (n x a) /b.	90%	58%	64%
	Grade 4	NY-4.NF.1	Explain why a fraction a/b is equivalent to a fraction a/bxn by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	70%	49%	61%
	Grade 4	NY-4.NF.2	Compare two fractions with different numerators and different denominators.	50%	51%	58%
	Grade 5	NY-5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	38%	38%	48%
	Grade 5	NY-5.NF.5a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. e.g., In the case of 10 x 1/2 = 5, 5 is half of 10 and 5 is 10 times larger than 1/2 .	50%	39%	55%
	Grade 5	NY-5.NF.7c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.	50%	33%	45%

	Grade 5	NY-5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. e.g., • 1/3 + 2/9 = 3/9 + 2/9 = 5/9 • 2/3 + 5/4 = 8/12 + 15/12 = 23/12	81%	47%	65%
	Grade 5	NY-5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. e.g., using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. e.g., Recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2	54%	41%	59%
	Grade 5	NY-5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b).	25%	33%	52%
	Grade 5	NY-5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers. e.g., using visual fraction models or equations to represent the problem	31%	18%	31%
Measurement and Data	Grade 3	NY-3.MD. 1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes. e.g., representing the problem on a number line or other visual model.	43%	52%	66%
	Grade 3	NY-3.MD. 2b	Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units. e.g., using drawings (such as a beaker with a measurement scale) to represent the problem.	86%	74%	81%
	Grade 4	NY-3.MD. 4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	50%	37%	50%

	Grade 3	NY-3.MD. 5a	Recognize a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	57%	36%	50%
	Grade 3	NY-3.MD. 5b	Recognize a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	79%	87%	91%
	Grade 3	NY-3.MD. 6	Measure areas by counting unit squares.	86%	79%	86%
	Grade 3	NY-3.MD. 7a	Find the area of a rectangle with whole number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths	21%	42%	51%
	Grade 3	NY-3.MD. 7c	Use tiling to show in a concrete case that the area of a rectangle with whole number side length a and side length b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	57%	60%	70%
	Grade 3	NY-3.MD. 7d	Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems.	36%	29%	40%
	Grade 5	NY-4.MD. 1	Know relative sizes of measurement units	88%	77%	88%
	Grade 4	NY-4.MD. 4	Make a line plot to display a data set of measurements in fractions of a unit (1/2 , 1/4 , 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. e.g., Given measurement data on a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.	40%	41%	52%
	Grade 4	NY-4.MD. 6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure	80%	67%	77%
	Grade 5	NY-5.MD. 1	Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.	81%	59%	75%

	Grade 5	NY-5.MD. 4	Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.	75%	57%	71%
	Grade 5	NY-5.MD. 5a	Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.	88%	71%	80%
	Grade 5	NY-5.MD. 5b	Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	50%	65%	79%
Geometry	Grade 4	NY-3.G.1	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.	70%	69%	71%
	Grade 4	NY-4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures	50%	39%	51%
	Grade 4	NY-4.G.2a	Identify and name triangles based on angle size (right, obtuse, acute).	80%	70%	81%
	Grade 4	NY-4.G.2b	Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.	60%	42%	50%
	Grade 4	NY-4.G.3	Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	60%	55%	63%
	Grade 5	NY-5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	44%	44%	60%

[redacted]

Measure: Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

These data are not currently available.

GROWTH MEASURE

Measure: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4^{th} – 8^{th} grades will be above the target of 50.

STATE ASSESSMENT

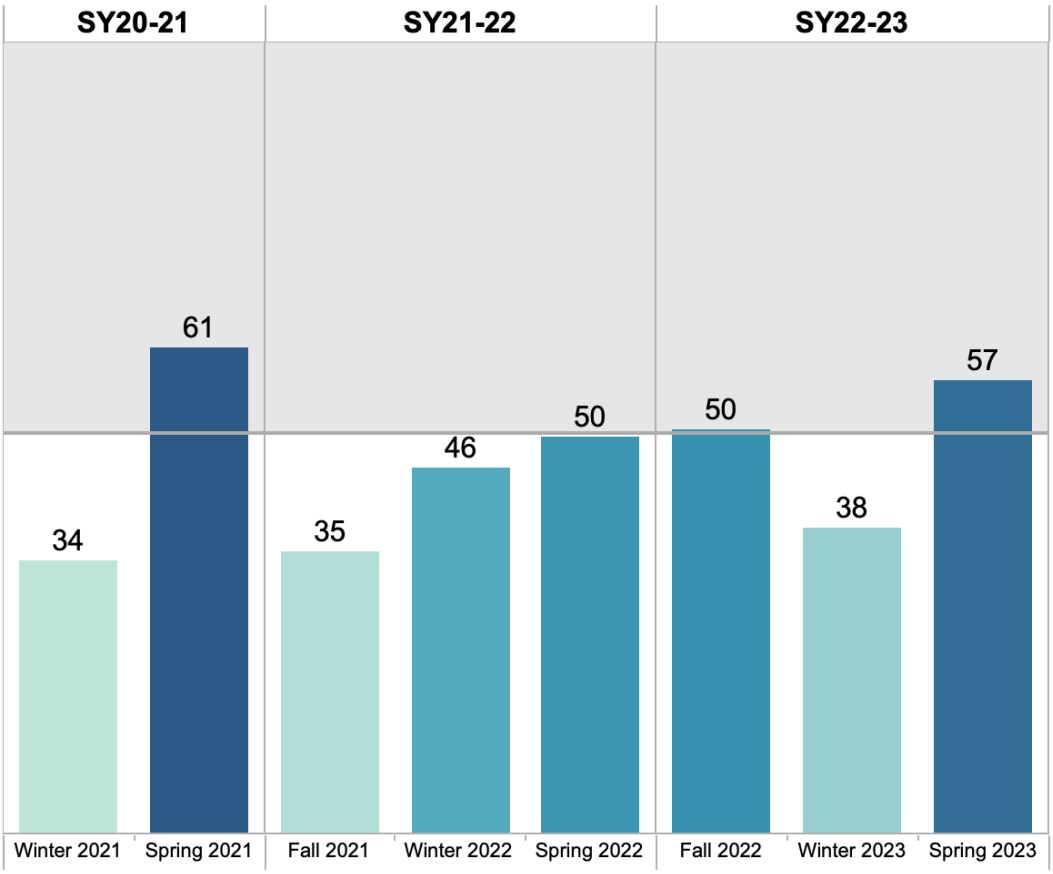
These data are not currently available.

INTERNAL ASSESSMENT NWEA MAP Growth

CONTEXT: NWEA defined growth percentiles as "norm-based information about where a student's observed growth between two test events falls within the range of growth produced by other same-grade US students." The NWEA has millions of test scores from students across the nation that represent the comparison group.

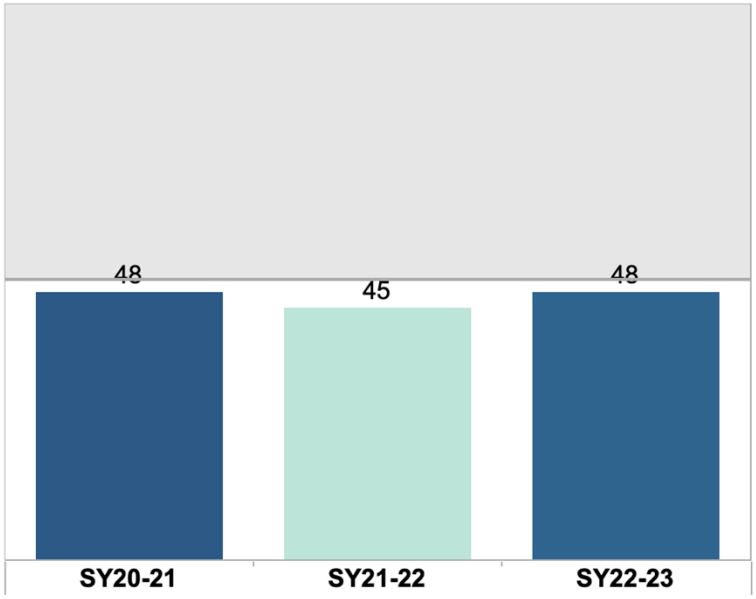
PERFORMANCE: Truxton's goal is for the median growth percentile to be greater than 50. This means that the growth made by students across the three test administrations is greater or equal to 50 percent of the national comparison group. Therefore, if a student had a growth percentile of 60, that means they performed better than 60% of their peers.

Graph 15. Average Student Growth Percentile in NWEA MAP Math



Interestingly, looking at the Spring administration of SY20-21 - SY22-23, the average growth percentile on NWEA math was 50 or above for each year. This is promising as it indicates students are making expected growth throughout the school year. The average growth percentile score across the SY22-23 school year on NWEA math was 48, so close to the 50 target.

Graph 16. Average Student Growth Percentile on NWEA MAP ELA for Spring 2023 by Grade Level



GOAL III: SCIENCE

Instruction based on STEM guides and resources utilizes locally available skills and expertise as well as college and state resources. Teachers are trained in techniques to encourage students to ask questions and use critical and creative thinking to solve real-world problems. Learning tasks provide rigorous standards for meaningful implementation of the integration of knowledge acquired in these areas. TACS incorporates the NYS Common Core Mathematics Standards and the Next Generation Science Standards as endorsed by the National Science Teachers Association (NSTA). A minimum of 105 minutes each day is allotted for Math/Science instruction and activities.

Goal: Students will demonstrate proficiency in Science as evidenced by the NY State Science Exam.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

Data is not yet available in this area.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

Comparative data in this area is not yet available.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.