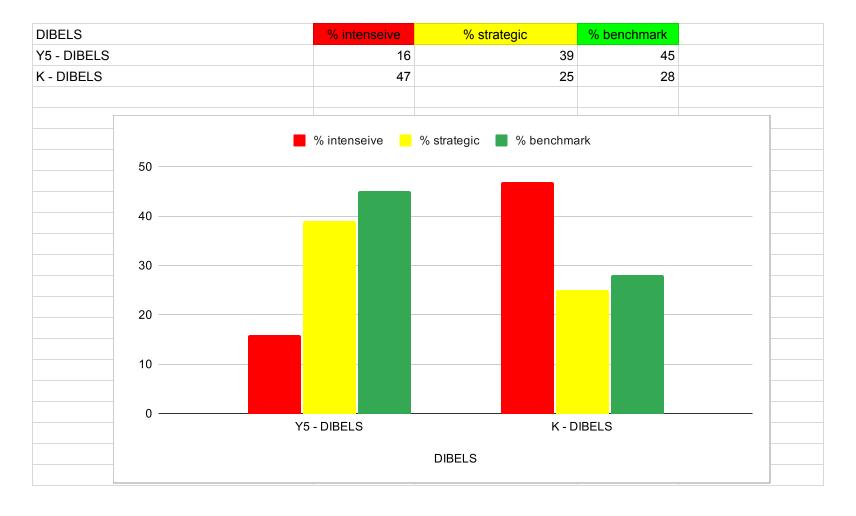
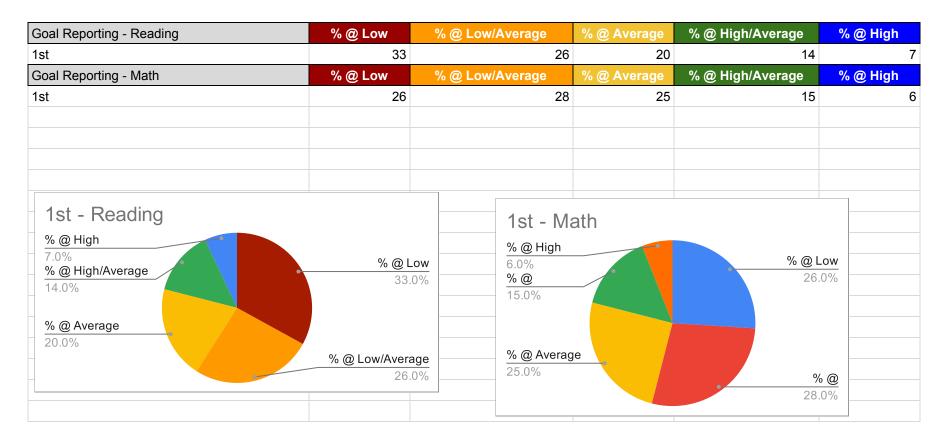
DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd	48	25	10	10	7
3rd	37	15	20	20	8
4th	30	17	25	18	10
5th	19	23	66	22	15
6th	25	25	22	19	10
7th	21	19	21	23	16
8th	24	20	20	19	17
9th	17	22	24	18	19
10th	12	17	24	28	19
11th	10	13	23	26	28
12th	19	23	66	22	15
	24.3	19.6	25.5	20.3	14.9
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	26	28	25	15	6

2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
10th	16	29	22	22	10
11th	11	16	30	26	18
12th	10	24	37	18	11
	24.8	23.5	25.1	18.9	8.1





DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd			10	10	-
-	48	25	10	10	7
3rd	48 37	25 15	20	20	8
3rd	37	15	20	20	8
3rd 4th	37 30	15 17	20 25	20 18	8 10
3rd 4th 5th	37 30 19	15 17 23	20 25 66	20 18 22	8 10 15
3rd 4th 5th 6th	37 30 19 25	15 17 23 25	20 25 66 22	20 18 22 19	8 10 15 10
3rd 4th 5th 6th 7th	37 30 19 25 21	15 17 23 25 19	20 25 66 22 21	20 18 22 19 23	8 10 15 10 16
3rd 4th 5th 6th 7th 8th	37 30 19 25 21 24	15 17 23 25 19 20	20 25 66 22 21 20	20 18 22 19 23 19	8 10 15 10 16 17 19
3rd 4th 5th 6th 7th 8th 9th	37 30 19 25 21 24 17	15 17 23 25 19 20 22	20 25 66 22 21 20 24	20 18 22 19 23 19 18	8 10 15 10 16 17
3rd 4th 5th 6th 7th 8th 9th	37 30 19 25 21 24 17 12 10	15 17 23 25 19 20 22 17	20 25 66 22 21 20 24 24 23 66	20 18 22 19 23 19 18 28 26 22	8 10 15 10 16 17 19
3rd 4th 5th 6th 7th 8th 9th 10th	37 30 19 25 21 24 17 12	15 17 23 25 19 20 22 17	20 25 66 22 21 20 24 24 23 66 25.5	20 18 22 19 23 19 18 28 26 22 20.3	8 10 15 10 16 17 19 19 28 15
3rd 4th 5th 6th 7th 8th 9th 10th	37 30 19 25 21 24 17 12 10	15 17 23 25 19 20 22 17 13	20 25 66 22 21 20 24 24 23 66	20 18 22 19 23 19 18 28 26 22	8 10 15 10 16 17 19 19 28 15

2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
10th	16	29	22	22	10
11th	11	16	30	26	18
12th	10	24	37	18	11
	24.8	23.5	25.1	18.9	8.1

DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd	48	25	10	10	7
3rd	37	15	20	20	8
4th	30	17	25	18	10
5th	19	23	66	22	15
6th	25	25	22	19	10
7th	21	19	21	23	16
8th	24	20	20	19	17
9th	17	22	24	18	19
10th	12	17	24	28	19
11th	10	13	23	26	28
12th	19	23	66	22	15
	24.3	19.6	25.5	20.3	14.9
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	26	28	25	15	6

2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
10th	16	29	22	22	10
11th	11	16	30	26	18
12th	10	24	37	18	11
	24.8	23.5	25.1	18.9	8.1

DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd	48	25	10	10	7
3rd	37	15	20	20	8
4th	30	17	25	18	10
5th	19	23	66	22	15
6th	25	25	22	19	10
7th	21	19	21	23	16
8th	24	20	20	19	17
9th	17	22	24	18	19
10th	12	17	24	28	19
11th	10	13	23	26	28
12th	19	23	66	22	15
	24.3	19.6	25.5	20.3	14.9
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	26	28	25	15	6

2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
10th	16	29	22	22	10
11th	11	16	30	26	18
12th	10	24	37	18	11
	24.8	23.5	25.1	18.9	8.1

DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd	48	25	10	10	7
3rd	37	15	20	20	8
4th	30	17	25	18	10
5th	19	23	66	22	15
6th	25	25	22	19	10
7th	21	19	21	23	16
8th	24	20	20	19	17
9th	17	22	24	18	19
10th	12	17	24	28	19
11th	10	13	23	26	28
12th	19	23	66	22	15
	24.3	19.6	25.5	20.3	14.9
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	26	28	25	15	6

2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
10th	16	29	22	22	10
11th	11	16	30	26	18
12th	10	24	37	18	11
	24.8	23.5	25.1	18.9	8.1

Goal statement - All students 1st-12th gra	de will impro	ve performance	in ELA (Rea	ding and Langu	age Develo	pment) and	Math from F	Fall to Spring	as measured	l by NWEA.	
oal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average			% Losing		% Catching Up	-	
eginning of the Year Data											
ddle of the Year Data											
d of Year Data											
pal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High		% Losing	% Maintaining	% Catching Up		
eginning of the Year Data											
ddle of the Year Data											
nd of Year Data											
oal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High		% Losing	% Maintaining	% Catching Up		
eginning of the Year Data											
iddle of the Year Data											
nd of Year Data											
	Beginning	of the Year - % @ Aver	rage or Above	Middle of the Ye	ear - % @ Averag	je or Above	End of the	e Year - % @ Avera	ge or Above		
	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math		
Student											
conomically Disadvantaged											
pecial Education											
glish Learner											
male											
ale											
ace/Ethnicity - American Indian or Alaska Native											
ace/Ethnicity - Asian											
ace/Ethnicity - Black or African American											
ace/Ethnicity - Hispanic or Lationo											
ace/Ethnicity - Native Hawaiian or Other Pacifice Islander											
ace/Ethnicity - White or Caucasion											
00% Virtual Students											
Person Students											
oal Statement - All students PK-Kinderg	arten will imp	rove performar	nce in literacy	foundational s	kills accord	ina to DIBE	LS assessm	nent.			
pal Reporting - DIBELS	% intenseive	% strategic	% benchmark			- C					
eginning of the Year Data											
ddle of the Year Data											
nd of the Year Data											
	Beginni	ng of the Year - % @ I	Benchmark	Beginning of t	he Year - % @ B	enchmark	Beginning of	the Year - % @ Av	erage or Above		
	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math		
Student											
onomically Disadvantaged											
ecial Education											
glish Learner											
male											
ale											
ce/Ethnicity - American Indian or Alaska Native											
ce/Ethnicity - Asian											
ace/Ethnicity - Black or African American											
nce/Ethnicity - Hispanic or Lationo											
	+						1	1			

	ict

100% Virtual Students - White or Caucasion						
In Person Students						