

Reynolds School District 7
Alder Elementary
2022-2023 Campus Improvement Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alder Elementary is a diverse community of learners located on the outskirts of of Portland in the Rockwood neighborhood of SE Portland and West Gresham. We are a Title 1 school and 100% of our students qualify for free lunch and breakfast. Our enrollment has decreased over the past two year due to the pandemic with a current enrollment of approximately 385 students in K-5 and approximately 40 students in a free Montessori pre-school to Kindergarten program. Currently, there are 20 different languages spoken at Alder.

Students:

- 63% Hispanic/Latinx, 8% white, 8% multiracial, 10% Black/African American, 9% Asian, 2% Native Hawaiian/Other Pacific Islander, 1% American Indian
- 73% Ever English Learners (current & former English Learners)
- 10% with IEPs (Individualized Education Plan) for academics or communications
- 1% qualify as TAG (Talented and Gifted)

Staff:

Licensed Staff:

27 total

8 - Latinx (30%)

2 - Black (8%)

13 - Multilingual (48%)

1- Asian American

11 - BIPOC (40%)

Classified Staff:

13 Instructional/Office Staff
3 Custodians
4 Nutrition Services
20 Total
4 Latinx (20%)
4 Black/African American (20%)
2 Asian American (10%)
10 - Bipoc (50%)

Community:

We are a SUN (Schools Uniting Neighborhoods) Community School and partner with MFS (Metropolitan Family Services). MFS provides a variety of services to our families and students including food and help with utilities and/or housing. Each session, we offer more than 100 students the opportunity to engage in academic and enrichment programming after school and on the weekends.

Greater Than is Alder's longest standing community partner. Their focus is help students see themselves as college bound.

MFS also helps us promote and facilitate numerous family engagement activities throughout the year that are culturally relevant to our community. We have a program that serves children birth to pre-kindergarten, providing both the child and parents education preparing them for kindergarten.

Demographics Strengths

Our staff is increasingly diverse, with 40% of our licensed staff and 50% of our classified staff being BIPOC, and bilingual. We have community partners who speak Spanish, Swahili, and Karen, three of our top 5 languages.

Our student population is very diverse.

Many of our Latinx parent population is very engaged in our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our staff has diversified, there is still a disproportionality between staff demographics and student/family demographics. **Root Cause:** Too few educators of color and/or bilingual educators work in the Portland area.

Student Learning

Student Learning Summary

ODE Report Card 18-19 and 21-22 - two year average

Reading, grades 3-5 at/above (categories defined by ODE)

All Students	10%
Asian	18%
Hispanic/Latino	8%
Multiracial	14%
White	19%
Economically Disadvantaged	10%
Ever English Learner	8%
Students with Disabilities	<5%
Black/AA	6%

Math, grades 3-5

Math, grades 3-5 at/above (categories defined by ODE)

All Students	8%
Asian	12%
Hispanic/Latino	8%
Multiracial	<5%
White	13%
Economically Disadvantaged	8%
Ever English Learner	9%
Students with Disabilities	<5%
Black/AA	<5%

STAR Reading

Fall 2022

%Meets/Exceeds

School

Grade Level

2nd

3rd

4th

5th

Alder	10	12	13	11
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STAR Math		Fall 2022			
School	%Meets/Exceeds				
	Grade Level				
	2nd	3rd	4th	5th	
Alder*	9	12	10	25	

Spanish-Math					
Alder (DLI)*	2nd	3rd	4th	5th	
	14	25	24	46	

Student Learning Strengths

Many of our students in the Dual Language Program are demonstrating higher reading and math skills in Spanish.

43% of our 3rd students in DLI were proficient in reading in Spanish in Spring 2022.

27% of our 4th grade students in DLI were proficient in STAR Math in Spanish in Spring 2022.

46% of our DLI 5th grade students were proficient in STAR Math in Spanish in Fall 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Few Alder students read and do math at grade level as measured by the STAR Assessment. **Root Cause:** Our students have received inconsistent first time instruction and insufficient interventions.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes

RSD CORE Instructional Program: HCM, Bridges, Great Body Shop

Culturally Relevant Texts contributed to classroom libraries

75 minutes of math daily in addition to independent learning on Dreambox software program

160 minutes of ELA- to include reading, writing instruction and application, and independent learning on Lexia software program

Dedicated time for English Language Development

Resource room support within the classroom and small group as needed

Principal observation and feedback

Weekly 60 minute PLCs for all grade levels

Focus on social and emotional learning during daily classroom meetings

Additional recess to support care and connect throughout the year

All classes attend library, PE, and music

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Few Alder students read and do math at grade level as measured by the STAR Assessment. **Root Cause:** Our students have received inconsistent first time instruction and insufficient interventions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- EL

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Goals

Goal 1: Increase the percentage of 3rd grade Alder students whose scores on STAR English Reading meet or exceed grade level benchmark to 40% by June 2023

Performance Objective 1: 3rd Grade STAR Reading

By June 2023, as measure by STAR Reading, all 3rd grade students will increase from 12% to 40% reading at/above benchmark level

3rd Grade English Learners will increase from 0% to 40% reading at/above benchmark level


3rd Students with Disabilities will increase from 10% to 40% on reading at/above benchmark level





Black/African American 3rd grade students will increase from 11% to 40% reading at/above benchmark level






Latinx/o/a 3rd grade students will increase from 5% to 40% reading at/above benchmark level

3rd Grade Dual Language Immersion students will increase from 25% to 40% reading at/above benchmark level in Spanish.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Grade-level teams will meet in weekly PLCs to develop common assessments, plan instruction and interventions, and review data. Strategy's Expected Result/Impact: Increased student literacy skills Staff Responsible for Monitoring: Administrators, grade-level PLC teams Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	 20%			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Alder staff will implement adopted core language arts curriculum. Strategy's Expected Result/Impact: Increased student literacy skills. Staff Responsible for Monitoring: Administrators, instructional coaches, teachers Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Instructional coaches will complete coaching cycles with teachers to support implementation of new curriculum. Strategy's Expected Result/Impact: Increase effective teaching strategies. Staff Responsible for Monitoring: Coaches, administrators Characteristics: High Levels of Collaboration and Communication, Focused Professional Development Funding Sources: Alison Snyder, Instructional Coach - 201 Title I - \$124,145	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Grade level teachers will implement reading groups supported by Title 1 Educational Assistants and ELD Teachers. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Administrators, instructional coaches, teachers Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching Funding Sources: Instructional Assistants - 201 Title I - \$76,607	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Teachers will have the opportunity to participate in a book study of The Discipline Fix Strategy's Expected Result/Impact: Teachers will gain classroom management strategies that increase the time students are in class on task. Staff Responsible for Monitoring: Teachers, instructional coaches Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development Funding Sources: Books, additional paid time for teachers - 201 Title I	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 6 Details	Reviews			
Strategy/Action 6: Alder MTSS Team will develop intervention plans for students struggling with academics, behavior, and/or attendance. Strategy's Expected Result/Impact: Students will be in class for first time instruction and interventions. Staff Responsible for Monitoring: MTSS Team: MTSS TOSA, Counselors, Administrators, Student Engagement Liaison Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication Funding Sources: Student Engagement Liaison - 201 Title I - \$60,564	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percentage of 5th grade Alder students whose scores on STAR Math meet or exceed grade level benchmark to 40 % by August 2023.

Performance Objective 1: 5th Grade Math-STAR English or Spanish

By June 2023, as measured by STAR Math in English or Spanish, all 5th grade students will increase from 25% to 40% scoring at/above benchmark level



English Learners will increase from 38% to 45% scoring at/above benchmark level








Students who receive special education services will increase from 20% to 40% scoring at/above benchmark level

Black/African American 5th grade students will increase from 0% to 40% scoring at/above benchmark level

Latinx/o/a students will increase from 40% to 45% scoring at/above benchmark level

Evaluation Data Sources: STAR Assessment







Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Alder staff will continue to implement Bridges core curriculum, number corner, Dreambox, and Bridges interventions. Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All 5th Grade Students will participate in STARBASE Oregon a Science, Technology, Engineering and Mathematics (STEM) education program for fifth grade students that provides 25 hours of engaging, inquiry-based and hands-on STEM instruction. Strategy's Expected Result/Impact: Increase student engagement in STEM topics Staff Responsible for Monitoring: 5th Grade Teachers Characteristics: High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment Funding Sources: Busses - 100 General Fund - \$500	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Instructional coaches will complete coaching cycles with teachers to support implementation of new curriculum. Strategy's Expected Result/Impact: Increase effective teaching strategies. Staff Responsible for Monitoring: Coaches, administrators Characteristics: High Levels of Collaboration and Communication, Focused Professional Development Funding Sources: Instructional Coach - 201 Title I - \$124,145, DLI TOSA - 100 General Fund - 100.1111.0111.017.050.000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Grade level teachers will implement reading groups supported by Title 1 Educational Assistants and ELD Teachers. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Administrators, instructional coaches, teachers Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching Funding Sources: Instructional Assistants - 201 Title I - 201.1272.0112.017.000.101	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Alder MTSS Team will develop intervention plans for students struggling with academics, behavior, and/or attendance. Strategy's Expected Result/Impact: Students will be in class for first time instruction and interventions. Staff Responsible for Monitoring: MTSS Team: MTSS TOSA, Counselors, Administrators, Student Engagement Liaison Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication Funding Sources: Student Engagement Liaison - 201 Title I - 201.2110.0112.017.000.101	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Professional Development- We will offer continuous learning opportunities for staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "My Professional Learning Community work results in improved student learning" will increase from 45% to 65%.







Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: We will provide professional development in the Learning by Doing approach to Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes. Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Teachers, coaches, administrators Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Grade-level teams will meet in weekly PLCs to develop common assessments, plan instruction and interventions, and review data. Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Teachers, coaches, administrators Characteristics: High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 1: Students who answer always true or almost always true to the statement: "student success is celebrated in this school" will go from 45% to 65%.






Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Our counseling team will create a weekly video announcements for students that includes celebrations of students. Strategy's Expected Result/Impact: Students motivation to be academically successful will increase. Staff Responsible for Monitoring: Counseling team, administrators Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Classroom teachers will reinforce pro-social behavior expectations by using school-wide PBIS strategies Strategy's Expected Result/Impact: Students will know and meet the school-wide expectations and feel acknowledged and recognized for doing so. Staff Responsible for Monitoring: Teachers Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership Funding Sources: Student Store supplies - 100 General Fund - 100.2122.0410.017.340.000	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 2: Parents who answer always or almost always true to the statement families have input into how to improve this school will go from 65% to 75%.







Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Principal will reinstate Coffee with the Principal and other family events where we will solicit input on our SIP goals. Strategy's Expected Result/Impact: Increased family voice Staff Responsible for Monitoring: Principal Characteristics: Effective School Leadership, High Levels of Family and Community Involvement Funding Sources: Coffee and light breakfast - 201 Title I	Formative			Summative
	Nov	Mar	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 3: Parents who answer always or almost always true to the statement I feel welcome at this school will go from 77% to 90%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Alder will host International Night and Black History Nights Strategy's Expected Result/Impact: Parents will feel connected and welcome at school Staff Responsible for Monitoring: Administrators, community partners Characteristics: Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement Funding Sources: Consummables supplies - food, materials - 201 Title I - 201.3390.0411.017.000.101 - \$2,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Student Support Team (counselors, social worker, student engagement liaison) identify families in need of support for resources, mental health services, academic support, connecting with teachers and other staff, and provide needed resources and information. Strategy's Expected Result/Impact: Families will feel more engaged with the school. Staff Responsible for Monitoring: Student Support Team Characteristics: Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement Funding Sources: Student Engagement Liaison - 201 Title I - \$60,564	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

Question 3. Please respond to the following:

3.1: Leadership

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.
- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.
- Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

3.2: Talent Development

Monday morning Professional Development from 9:00-10:10. Focus topics: LETRS training, curriculum adoption implementation, and effective PLCs.

PLC time one hour every week for every team. Teams meet to plan collaboratively, create common assessments, and review data.

2 Instructional coaches who do coaching cycles with teachers

3.3: Stakeholder Engagement

3.4: Well-Rounded Learning System

3.5: Instructional Strategies

3.6: Inclusive Policy and Practice

Campus Funding Summary

100 General Fund					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
2	1	2	Busses		\$500.00
2	1	3	DLI TOSA	100.1111.0111.017.050.000	\$0.00
4	1	2	Student Store supplies	100.2122.0410.017.340.000	\$0.00
Sub-Total					\$500.00
201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	3	Alison Snyder, Instructional Coach		\$124,145.00
1	1	4	Instructional Assistants		\$76,607.00
1	1	5	Books, additional paid time for teachers		\$0.00
1	1	6	Student Engagement Liaison		\$60,564.00
2	1	3	Instructional Coach		\$124,145.00
2	1	4	Instructional Assistants	201.1272.0112.017.000.101	\$0.00
2	1	5	Student Engagement Liaison	201.2110.0112.017.000.101	\$0.00
4	2	1	Coffee and light breakfast		\$0.00
4	3	1	Consummables supplies - food, materials	201.3390.0411.017.000.101	\$2,000.00
4	3	2	Student Engagement Liaison		\$60,564.00
Sub-Total					\$448,025.00

Addendums



*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

Elementary Schools-
Spring 2022 STAR Data:
*Early Literacy (K-1)
*Reading (2-10)
*Mathematics



Alder Elementary-STAR-Early Literacy-Spring 2022

Alder Elementary School

Grade ▲	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	38	2	5%	36	95%	13	36%	57	23	64%	9
Grade 1	43	4	9%	39	91%	4	10%	74	35	90%	9

Alder Elementary-STAR-Spanish-Early Literacy-Spring 2022

Alder Elementary School

Grade	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	38	20	53%	18	47%	5	28%	60	13	72%	15
Grade 1	43	20	47%	23	53%	3	13%	52	20	87%	12

Alder Elementary-STAR-Reading-Spring 2022

Alder Elementary School

Grade	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	0	0	100%	0	0%	-	-	-	-	-	-
Grade 1	0	0	100%	0	0%	-	-	-	-	-	-
Grade 2	63	17	27%	46	73%	11	24%	61	35	76%	8
Grade 3	65	8	12%	57	88%	9	16%	59	48	84%	8
Grade 4	61	3	5%	58	95%	5	9%	68	53	91%	9
Summary	189	28	15%	161	85%	25	16%	62	136	84%	8

Alder-Elementary-STAR-Spanish Reading-Spring 2022

Alder Elementary School

Grade ▲	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	0	0	100%	0	0%	-	-	-	-	-	-
Grade 1	0	0	100%	0	0%	-	-	-	-	-	-
Grade 2	63	37	59%	26	41%	6	23%	51	20	77%	20
Grade 3	65	41	63%	24	37%	10	42%	60	14	58%	16
Grade 4	61	38	62%	23	38%	4	17%	49	19	83%	11
Summary	189	116	61%	73	39%	20	27%	55	53	73%	16



Alder Elementary-STAR-Math-Spring 2022

Alder Elementary School

Grade ▲	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	0	0	100%	0	0%	-	-	-	-	-	-
Grade 1	0	0	100%	0	0%	-	-	-	-	-	-
Grade 2	63	2	3%	61	97%	3	5%	75	58	95%	6
Grade 3	65	12	18%	53	82%	5	9%	54	48	91%	7
Grade 4	61	2	3%	59	97%	11	19%	72	48	81%	10

Alder Elementary-STAR-Spanish Math-Spring 2022

School

Alder Elementary School

Grade ▲	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	0	0	100%	0	0%	-	-	-	-	-	-
Grade 1	0	0	100%	0	0%	-	-	-	-	-	-
Grade 2	63	39	62%	24	38%	2	8%	79	22	92%	20
Grade 3	65	45	69%	20	31%	4	20%	75	16	80%	11
Grade 4	61	39	64%	22	36%	6	27%	60	16	73%	19
Summary	189	123	65%	66	35%	12	18%	68	54	82%	17