



Sec. 98b Goal Progress End of Year Report

Building: Amanda Moore Elementary School

Date: June 2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	<p>By the end of the 2021-2022 school year, Amanda Moore Elementary School will show growth in reading achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-5.</p> <ul style="list-style-type: none"> We engage in all district programs, initiatives and activities to improve reading achievement. We at Amanda Moore have been under the impression that consistency between buildings was a district expectation. <p>At the end of the 2021-2022 school year, Amanda Moore Elementary School has shown growth in the aggregate reading data of each subgroup and each grade level.</p> <ul style="list-style-type: none"> We at Amanda Moore delivered high quality tier 1 & tier 2 reading instruction while offering research based tier 3 instruction to students most in need.
End of the Year Mathematics Goal	<p>By the end of the 2021-2022 school year, Amanda Moore Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-5.</p> <ul style="list-style-type: none"> We engage in all district programs, initiatives and activities to improve math achievement. We at Amanda Moore have been under the impression that consistency between buildings was a district expectation. <p>At the end of the 2021-2022 school year, Amanda Moore Elementary School has shown growth in the aggregate mathematics data of each subgroup and each grade level.</p> <ul style="list-style-type: none"> We at Amanda Moore delivered high quality tier 1 & tier 2 math instruction while offering research based tier 3 instruction to students most in need.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Econ. Disadvantaged	170	181	173	185
English Learner	** less than 30	** less than 30	** less than 30	** less than 30
Special Education	159	169	163	177
Female	176	188	177	190
Male	175	186	179	192
African American or Black	** less than 30	** less than 30	** less than 30	** less than 30
American Indian/Alaska Native	**less than 30	**less than 30	**less than 30	**less than 30
Asian	**less than 30	**less than 30	**less than 30	**less than 30
Hispanic/Latino	164	175	167	178
Two or more races	172	182	177	189
White	178	189	180	194

Table C: Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Kindergarten	139	152	145	157
First Grade	159	175	162	177
Second Grade	167	182	171	186
Third Grade	189	199	187	202
Fourth Grade	199	207	199	210
Fifth Grade	209	213	210	225

Table D: Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Suggest reporting on subgroups where n≥30	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Fully In-Person	176	187	178	191
Fully Virtual	**less than 30	**less than 30	**less than 30	**less than 30