

***Lake Street School***  
***School Improvement Plan***  
***2021-22***



**201 Lake Street  
Vernon, CT 06066**

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# Lake Street School – School Improvement Plan 2021-22

Prepared by: Instructional Leadership Team

Kelly Browne, Math Teacher  
Erin Caron, Second Grade Teacher  
Kristen Chepeleff, First Grade Teacher  
Tracy Duenzl, Principal

Christina Fairbanks, Fourth Grade Teacher  
Cindy Harrington, Reading Teacher  
Becky Kowalczyk, Special Education Teacher  
Suzanne Ruiz, Reading Teacher

## Introduction

Lake Street School believes in growing *all* students to meet or exceed state standards and to develop them as a whole child, so that they can be ready for middle school and beyond. This School Improvement Plan will guide our work. We will work diligently with all stakeholders to increase student success.

### Vernon Board of Education Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

### Vernon Board of Education Vision Statement

Every graduate is a *Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.*

### Vernon Board of Education Equity Stance

The Vernon Public School district recognizes and values the rich diversity of race, ethnicity, abilities, gender identity, sexual orientation, and economic background of our students.

We also acknowledge the existence of a range of inequities that exist across our nation and within our local community that impact our students. These inequities create disproportionate outcomes ranging from gaps in academic achievement to dropout rates. The impact of these gaps extend well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, economic background, sexual orientation, language or abilities and where all students reach a level of efficacy and competence that supports a rewarding and productive life.

This requires the elimination of inequitable policies, programs and practices that currently contribute to disproportionate learning and achievement among student groups. In addition, it requires the identification and implementation of new strategies that promote equitable experiences and outcomes.

In order to provide an equitable education for all students, the Vernon Public School district, in partnership with the community, will:

- Focus on inclusive Pre-K education and other research-based practices known to reduce bias and discrimination while reducing gaps
- Provide access, experiences and opportunities through an inclusive, student-centered environment that values voice and choice resulting in equitable outcomes.
- Develop systemic practices that allow all students to learn from others that represent a broad range of backgrounds and experiences
- Recruit and retain a faculty and staff more representative of the experiences and backgrounds of students
- Support a professional learning community where educators have an equity lens, self-awareness, and professional skills to support all students

*Our commitment to equity allows us to achieve our Mission, ensuring that every student can become an independent learner and a productive contributor to society.*

### **Vernon Board of Education Core Beliefs**

Build and improve relationships and partnerships with family and community.

1. Increase the achievement of every student through high quality curriculum, instruction and assessment.
2. Promote safe environments that are socially, emotionally, and physically conducive to learning.

### **School Mission Statement**

At Lake Street School, we are a community of learners who treat each other with respect, take responsibility for our learning, cooperate with others and ensure a safe and positive school for all.

## LSS Goals and Strategies, 2021-22

| School Year: 2021-22   | Blueprint for Success Focus Area: Rigorous Curriculum (reading)      |   |  |  |                   |            |                  |                    |            |                  |                   |            |
|--|--|---|--|--|-------------------|------------|------------------|--------------------|------------|------------------|-------------------|------------|
| <p><b>Goal 1A:</b>→Increase reading achievement for all students.</p> <p><b>Metric 1:</b> Reading achievement for grades K-1 will increase 10% from fall 2021 to spring 2022 as measured by the Fountas and Pinnell Benchmark Assessment.</p> <p><b>Metric 2:</b> Students in grades 3-5 will increase one performance level, as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year.</p> <p><b>Metric 3:</b> Students in grades 1-5 will reach their growth target, as measured by IReady from October 2021 to March 2022.</p> |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| <b>Metric 1-F &amp; P</b>  |  |   | <b>Fall 2021</b>                             | <b>Spring 2022</b>   | <b>+/-</b>        |            | <b>Fall 2021</b> | <b>Spring 2022</b> | <b>+/-</b> |                  |                   |            |
| Kindergarten   |  |   |  |  |                   | Gr. 1      |                  |                    |            |                  |                   |            |
| <b>Metric 2</b>  | <b>IAB 1 Pre</b>   | <b>IAB 1 Post</b>   | <b>+/-</b>                                   | <b>IAB 2 Pre</b>   | <b>IAB 2 Post</b> | <b>+/-</b> | <b>IAB 3 Pre</b> | <b>IAB 3 Post</b>  | <b>+/-</b> | <b>IAB 4 Pre</b> | <b>IAB 4 Post</b> | <b>+/-</b> |
| Grade 3  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 4  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 5  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| <b>Metric 3</b>  | <b>I-Ready Fall 2021</b>   | <b>I-Ready Spring 2021</b>  | <b>+/-</b>                                   |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 2  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 3  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 4  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Grade 5  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| <p><b>Theory of Action:</b> If we develop a culture of continuous growth, in which educators work collaboratively using data to achieve better results for students, student achievement will increase.</p>  |  |   |  |  |                   |            |                  |                    |            |                  |                   |            |
| Strategies   | Staff Responsible  | Resources & Learning Needed   | Timeline                                     | Intended Outcomes  |                   |            |                  |                    |            |                  |                   |            |
| Teaching and learning of English Learners  | All Teachers<br>Principal  | PD: K. Cheman<br>Faculty Meetings<br>Grade Level Meetings<br>SRBI meetings  | Sept. '21 – June '22<br>– PD, PLCs           | <p><u>Evidence:</u><br/>– Lesson plans, observations, PD agendas, assessments</p> <p><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br/>– weekly planning for conferences &amp; groups<br/>– targeted &amp; differentiated instruction<br/>– student growth</p>      |                   |            |                  |                    |            |                  |                   |            |
| Guided Reading   | K-2 teachers<br>Reading Teachers<br>Special Ed Teachers<br>Principal | Literacy Footprints (LF) materials<br>PD on LF & Phonics/Phonemic Awareness<br>Grade Level Meetings<br>Assessment data<br>PD from K. Sadler | Sept. '21 – June '22<br>– PD, PLCs<br>– SRBI | <p><u>Evidence:</u><br/>lesson plans, observations, PD agendas, assessments, data binder</p> <p><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br/>weekly planning for conferences &amp; groups<br/>targeted &amp; differentiated instruction<br/>student growth</p> |                   |            |                  |                    |            |                  |                   |            |

**Goal 1B:**→Increase math achievement for all students.

**Metric 1:** Math achievement for grades K-1 will increase 20% from fall 2021 to spring 2022 as measured by the District fluency assessment.

**Metric 2:** Students in grades 3-5 will increase one performance level, as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year.

**Metric 3:** Students in grades 2-5 will reach their growth target, as measured by IReady from October 2021 to March 2022.

| Metric 1- Fluency | Fall 2021 | Spring 2022 | +/- |       | Fall 2021 | Spring 2022 | +/- |
|-------------------|-----------|-------------|-----|-------|-----------|-------------|-----|
| Kindergarten      |           |             |     | Gr. 1 |           |             |     |

| Metric 2 | IAB 1 Pre | IAB 1 Post | +/- | IAB 2 Pre | IAB 2 Post | +/- | IAB 3 Pre | IAB 3 Post | +/- | IAB 4 Pre | IAB 4 Post | +/- |
|----------|-----------|------------|-----|-----------|------------|-----|-----------|------------|-----|-----------|------------|-----|
| Grade 3  |           |            |     |           |            |     |           |            |     |           |            |     |
| Grade 4  |           |            |     |           |            |     |           |            |     |           |            |     |
| Grade 5  |           |            |     |           |            |     |           |            |     |           |            |     |

| Metric 3 | I-Ready Fall 2021 | I-Ready Spring 2021 | +/- |
|----------|-------------------|---------------------|-----|
| Grade 2  |                   |                     |     |
| Grade 3  |                   |                     |     |
| Grade 4  |                   |                     |     |
| Grade 5  |                   |                     |     |

**Theory of Action:** If we develop a culture of continuous growth, in which educators work collaboratively using data to achieve better results for students, student achievement will increase.

| Strategies                 | Staff Responsible  | Resources and Learning Needed   | Timeline                                     | Intended Outcomes<br>(Early evidence, short term & long-term impact)   |
|----------------------------|--|---|--|--|
| Differentiated instruction | Classroom Teachers<br>Special Education Teachers<br>Math Teacher<br>Principal  | Time in schedule<br>Professional Development from Melissa Howey & Math Teachers<br>PLCs | Sept. '21 – June '22<br>– PD, PLCs           | <u>Evidence:</u><br>lesson plans, observations, PD agendas, assessments<br><br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– weekly planning for conferences & groups<br>– targeted & differentiated instruction<br>– student growth |
| SRBI                       | Classroom Teachers<br>Special Education Teachers<br>Math Teachers<br>Principal | Melissa Howey<br>Math Interventionists<br>SRBI Team                                     | Sept. '21 – June '22<br>– PD, PLCs<br>– SRBI | <u>Evidence:</u><br>lesson plans, observations, PD agendas, assessments<br><br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– weekly planning for conferences & groups<br>– targeted & differentiated instruction<br>– student growth |

School Year: 2021-22

Blueprint for Success Focus Area: School Climate/Culture

**Goal 2:** Develop a positive school climate/culture, so that student success will flourish.

**Metric 1:** Increase students’ responses to “I have strategies to use when I am upset” from 86 % Fall 2020 to 90% Fall 2021 (Student Survey).

**Metric 2:** Increase the staffs’ positive responses to “There is a shared understanding of the term equity at LSS.” from \_\_\_% Fall 2021 to \_\_\_% Spring 2022.

**Theory of Action:** If we develop a culture that values relationships, and build upon our practices of equity, then students and families will be fully welcomed and engaged in the Lake Street School Community.

| Strategies   | Staff Responsible   | Resources and Learning Needed   | Timeline   | Intended Outcomes (Early evidence, short term & long-term impact)  |
|--|---|---|--|--|
| Equity PD:<br>Monthly focus on SEL strategies from <u>Unconscious Bias in Schools</u> and <u>Social Emotional Learning and the Brain</u> . | Certified Staff Administration<br>District Equity Team<br>Curriculum Equity Team<br>LSS Climate Committee | <u>Unconscious Bias in Schools</u> by Tracey Benson and Sarah Fiarman<br><u>Coaching for Equity</u> , Aguilar<br><u>Social, Emotional Learning and the Brain</u> , Sprenger | Sept. '21 – June '22<br>– PD, PLCs<br>– Faculty Meetings<br>– Grade Level Meetings | <u>Evidence:</u><br>– Book Club agendas<br>– staff survey<br>– PD agendas<br>– Faculty Meeting agenda- share a strategy each month<br><br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– Reflection<br>– Shared definition of Equity<br>– Staff surveys |
| Differentiation of SEL instruction   | All Teachers<br>Social Workers<br>Psychologist<br>Principal   | Professional Development on Aperture Tool: Dessa Mini   | Sept. '21 – June '22<br>– PD, PLCs<br>– Grade Level Meetings<br>– SRBI             | <u>Evidence:</u><br>– PD agendas<br>– Lesson plans<br>– Daily schedules<br>– Dessa Mini Surveys<br><br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– Problem solving strategies utilized<br>– Trauma informed lens and strategies are utilized         |

Engage families to build positive relationships that support learning and the development of the whole child.

**Metric 1:** → Decrease the percent of students that are chronically absent from \_\_9.1\_\_ % EOY 2021 to \_\_5%\_\_ % EOY 2022.

Increase families' positive responses to "My child's school is preparing them for the next academic year" from 87% in Fall 2021 to 90% in Fall 2022.(Family Survey)

Increase families' positive responses to "The school environment reflects the cultures of students, family and staff in the school community" from 82% in Fall 2020 to 90% in Fall 2022.  
(School Survey)

| Metric 1: Chr. Abs. | 20-21 EOY     | 21-22 Mid Yr | 21-22 EOY |
|---------------------|---------------|--------------|-----------|
| All Students        | 9%/ 19 of 209 |              |           |
| Caucasian           | 42%/ 67%      |              |           |
| African Amer.       | 10%/ 5%       |              |           |
| Hispanic/Latino     | 10%/ 15%      |              |           |
| Multi-Ethnic        | 1%/ 8%        |              |           |
| Asian               | 26%/ 5%       |              |           |
| SPED                | 58%/ 22%      |              |           |

If we develop a culture that values relationships, is supportive of students, family and staff, embracing the diversity of the community, then we will have a physically and emotionally safe environment for the development of all students.

| Strategies   | Staff Responsible                 | Resources & Learning Needed | Timeline                           | Intended Outcomes<br>(Early evidence, short term & long-term impact)  |
|--|-----------------------------------|-----------------------------|------------------------------------|---|
|  | Certified Staff¶                  |                             | Sept. '21 – June '22<br>– PD, PLCs | <u>Evidence:</u><br>– review of Seesaw posts<br><br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– Parents see feedback on student work.<br>– Parents  |
| Family Touchpoints:<br>Positive Messages<br>Hopes and Dreams | Classroom Teachers                |                             | Sept. '21 – June '22<br>– SRBI     | <u>Evidence:</u><br>– phone logs, conference schedules<br>– number of postcards completed<br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– consistent communication<br>– increased personal connections |
|  | Certified Staff<br>Administration |                             | Sept. '21 – June '22<br>– PD, PLCs | <u>Evidence:</u><br>– agendas /flyers<br><u>Short-Term Impact &amp; Longer-Term Outcomes:</u><br>– increased connection with the school   |



**SCHOOL ACADEMIC DATA**

| ELA Assessments        |             |           |             |                                     |              |              |              |              |        |
|------------------------|-------------|-----------|-------------|-------------------------------------|--------------|--------------|--------------|--------------|--------|
| iReady – standard view |             |           |             | SBA, percent at or above proficient |              |              |              |              |        |
| Grade                  | Spring 2021 | Fall 2021 | Spring 2022 | Grade                               | 2016-17      | 2017-18      | 2018-19*     | 2021-22*     |        |
| 2 <sup>nd</sup>        | 44%         |           |             |                                     | all students | all students | all students | all students | cohort |
| 3 <sup>rd</sup>        | 74%         |           |             | 3 <sup>rd</sup>                     | 73%          | 61%          | 65%          | 65%          |        |
| 4 <sup>th</sup>        | 79%         |           |             | 4 <sup>th</sup>                     | 48%          | 73%          | 69%          | 79%          |        |
| 5 <sup>th</sup>        | 53%         |           |             | 5 <sup>th</sup>                     | 50%          | 50%          | 73%          | 84%          |        |
| Total Grades 2-5       | 63%         |           |             | Total Grades 3-5                    | 59%          | 74%          | 79.4%        | 77%          |        |

| Math Assessments       |             |           |             |                                     |              |              |              |              |        |
|------------------------|-------------|-----------|-------------|-------------------------------------|--------------|--------------|--------------|--------------|--------|
| iReady – standard view |             |           |             | SBA, percent at or above proficient |              |              |              |              |        |
| Grade                  | Spring 2021 | Fall 2021 | Spring 2022 | Grade                               | 2016-17      | 2017-18      | 2018-19*     | 2021-22*     |        |
| 2 <sup>nd</sup>        | 49%         |           |             |                                     | all students | all students | all students | all students | cohort |
| 3 <sup>rd</sup>        | 56%         |           |             | 3 <sup>rd</sup>                     | 80%          | 78%          | 88%          | 63%          |        |
| 4 <sup>th</sup>        | 64%         |           |             | 4 <sup>th</sup>                     | 49%          | 68%          | 71%          | 64%          |        |
| 5 <sup>th</sup>        | 56%         |           |             | 5 <sup>th</sup>                     | 44%          | 53%          | 76%          | 58%          |        |
| Total Grades 2-5       | 55%         |           |             | Total Grades 3-5                    | 57%          | 67%          | 77.2%        | 62%          |        |

\* Cohort percent includes students who attended VPS in the previous school year only.

**Assessments Defined:**

**iReady** –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

**Smarter Balanced Assessment (SBA)** – The State online assessment given to students in grades 3-8 in reading and math. This test will be given to students in the spring of 2018, and the individual results will be available to schools and parents in fall 2018.

### Historical Data

| Survey  | Question  | Fall 2021       |                  | Spring 2022     |                  |
|---------|---|-----------------|------------------|-----------------|------------------|
|         |   | # of Responders | percent positive | # of Responders | percent positive |
| Family  | My child's school is welcoming.<br>I am regularly informed about my child's progress. | 107             | 95%<br>82%       |                 | %                |
| Staff   | There is a shared understanding of the term equity at LSS.                            | N/a             | N/A              |                 | %                |
| Student | Overall, how much do you feel like you belong at your school?                         | 77              | 89%              |                 | %                |

| School Culture – Student Attendance                      |         |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|---------|
|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Daily Avg. Attendance Rate*                              | N/A     | 96.7%   | 96.4%   | 95.9%   | 95.8%   |         |
| Percentage of students identified as chronically absent* | 6.2%    | 2.6%    | 2.5%    | 4.7%    | 9.1%    |         |

\*according to state report

**SCHOOL WIDE PROFESSIONAL LEARNING PLAN**

**School Objective:** Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

| DATES                                    | STAFF RESPONSIBLE      | OUTCOMES   |
|--|------------------------|--|
| First Wednesday of the month             | Certified staff        | Staff will engage in whole school PD focused around improvement in teaching and learning.  |
| Second and Fourth Wednesday of the month | Certified Staff        | PLC meetings focused on data driven decision making for planning of instruction.   |
| Third Wednesday of the month             | Certified Staff        | Staff Book Club: <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond  |
| SRBI Teams                               | Admin, Certified Staff | Weekly meetings to analyze student progress and plan targeted instruction  |
| Ongoing                                  | Instructional Coaches  | Provide teacher support throughout the year to implement the curriculum with high quality teaching practices. Provide support to all teachers through LSS coaching days and individual requests. |

## School Priorities

### Social Emotional Learning

- Aperture SEL screener
- Second Steps differentiated lessons, K-5

### Equity

- Unconscious Bias in Schools by Tracey Benson and Sarah Fiarman
- Social Emotional Learning and the Brain, by Marilee Sprenger
- Equity Committee will provide resources and information to whole staff

### Family Engagement

- Hold in-person events as feasible (e.g. literacy night, etc)
- Offer choices for conferences, meetings, etc: zoom or in person

### District Professional Development

- Instructional Elements
- Equity
- SEL

**Lake Street School**  
**ACCOUNTABILITY INDEX**



| Indicator   | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average<br>% Points Earned |
|---|------------|--------|---------------|------------|-----------------|----------------------------------|
| 1a. ELA Performance Index - All Students            | 79.4       | 75     | 50.0          | 50         | 100.0           | 90.2                             |
| 1b. ELA Performance Index - High Needs Students     | 70.0       | 75     | 46.6          | 50         | 93.3            | 77.5                             |
| 1c. Math Performance Index - All Students           | 77.2       | 75     | 50.0          | 50         | 100.0           | 84.1                             |
| 1d. Math Performance Index - High Needs Students    | 67.8       | 75     | 45.2          | 50         | 90.4            | 70.2                             |
| 1e. Science Performance Index - All Students        | 76.0       | 75     | 50.0          | 50         | 100.0           | 85.0                             |
| 1f. Science Performance Index - High Needs Students | .          | 75     | .             | .          | .               | 72.2                             |
| 2a. ELA Academic Growth - All Students              | 77.7%      | 100%   | 77.7          | 100        | 77.7            | 59.9                             |
| 2b. ELA Academic Growth - High Needs Students       | 68.2%      | 100%   | 68.2          | 100        | 68.2            | 55.1                             |
| 2c. Math Academic Growth - All Students             | 82.6%      | 100%   | 82.6          | 100        | 82.6            | 62.5                             |
| 2d. Math Academic Growth - High Needs Students      | 72.3%      | 100%   | 72.3          | 100        | 72.3            | 55.2                             |
| 2e. Progress Toward English Proficiency - Literacy  | .          | 100%   | .             | .          | .               | 60.0                             |
| 2f. Progress Toward English Proficiency - Oral      | .          | 100%   | .             | .          | .               | 52.1                             |
| 4a. Chronic Absenteeism - All Students              | 1.6%       | <=5%   | 50.0          | 50         | 100.0           | 78.3                             |
| 4b. Chronic Absenteeism - High Needs Students       | 3.7%       | <=5%   | 50.0          | 50         | 100.0           | 55.7                             |

|   |       |     |       |     |      |       |
|---|-------|-----|-------|-----|------|-------|
| 5. Preparation for CCR - Percent Taking Courses               | .     | 75% | .     | .   | .    | 100.0 |
| 6. Preparation for CCR - Percent Passing Exams                | .     | 75% | .     | .   | .    | 56.7  |
| 7. On-track to High School Graduation                         | .     | 94% | .     | .   | .    | 93.6  |
| 8. 4-year Graduation: All Students (2018 Cohort)              | .     | 94% | .     | .   | .    | 93.9  |
| 9. 6-year Graduation: High Needs Students (2016 Cohort)       | .     | 94% | .     | .   | .    | 88.6  |
| 10. Postsecondary Entrance (Graduating Class 2018)            | .     | 75% | .     | .   | .    | 94.5  |
| 11. Physical Fitness (estimated participation rate = 100.0% ) | 62.9% | 75% | 41.9  | 50  | 83.8 | 70.6  |
| 12. Arts Access   | .     | 60% | .     | .   | .    | 86.5  |
| <b>Accountability Index</b>                                   | .     |     | 684.6 | 800 | 85.6 | 74.2  |

### Gap Indicators

| Indicator                         | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-----------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap         | 75.0                | 70.0            | 5.0         | 15.3                    | N                  |
| Math Performance Index Gap        | 75.0                | 67.8            | 7.2         | 17.4                    | N                  |
| Science Performance Index Gap     | 75.0                | .               | .           | 16.3                    |                    |
| Graduation Rate Gap (2016 Cohort) | .                   | .               | .           | .                       |                    |

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.