



Rainier Prep

2018-2019 ANNUAL STUDENT ACADEMIC PERFORMANCE REPORT

by Washington State Charter School Commission



WASHINGTON STATE
Charter School Commission
STUDENTS • INNOVATION • TRANSPARENCY

SCHOOL OVERVIEW



Rainier Prep

10211 12th Avenue South, Burien, WA, USA.	
School Contact Information	206-494-5979
School Website	https://www.rainierprep.org/
Neighborhood Location	Highline School District
Leadership	School Leader: Maggie O’Sullivan
School Mission	To prepare all students to excel at four year colleges and to become leaders in their communities.
Currently Operational	Yes

Student Demographics

STUDENT GROUPS

Special Education	13%
Limited English	39%
Low Income	75%

GENDER

Male	51%
Female	49%

RACE / ETHNICITY

American Indian / Alaskan Native	0%
Asian	7%
Black / African American	40%
Hispanic / Latino of any race(s)	37%
Native Hawaiian / Other Pacific Islander	1%
Two or More Races	8%
White	7%

INTRODUCTION

Every year, the Washington State Charter School Commission (the Commission) produces an Annual Student Academic Performance Report for each charter school it oversees, for use by the school and other stakeholders. The report summarizes the school's academic performance according to the most recent data available for the year in review. The report also provides an overview of the charter school's enrollment demographics for the year reviewed.

PURPOSE OF REPORT

The Washington State Charter School Commission is committed to promoting high-quality education for public school students in Washington. This Annual Performance Report is produced in order to:

- 1** Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
- 2** Identify the school's strengths and any areas needing improvement.
- 3** Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

ACADEMIC PERFORMANCE FRAMEWORK (APF)

The Academic Performance Framework (APF) includes measures that allow the Commission to evaluate charter school academic performance. A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

The APF contains measures that have been grouped according to:

1. STATE AND FEDERAL ACCOUNTABILITY RESULTS answering the question:

Is the charter school meeting performance expectations based on the Washington School Improvement Framework?

2. GEOGRAPHIC COMPARISONS answering the question:

How are charter school students performing compared to the the traditional public schools that students would otherwise attend if they did not attend the charter school?

3. COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS answering the question:

How are charter school students performing compared to schools serving similar students?

4. SCHOOL-SPECIFIC ACADEMIC GOALS answering the question:

Did the school meet its school specific academic goals?

NOTE: If a school does not have at least one year of SBA data or if more than one of the four indicators is missing, an overall tier rating will not be calculated.

The APF measures "roll-up" to an overall rating.

The overall rating provides clarity to schools about how decisions will be made and which components of performance are most important. Additionally, an overall rating provides a “bright line” regarding charter school performance expectations that ensures consistency in Commission decision-making and supports parents as they navigate their public school options.



Rainier Prep

School is exceeding performance expectations and is on par with the highest-performing schools in the state.

Tier	Rating
1	EXCEEDS Standard
2	MEETS Standard
3	DOES NOT MEET Standard
4	FALLS FAR BELOW Standard

INDICATOR	MEASURE		RATING			WEIGHT (K-8/HS)	
1. State Accountability	1a. WA School Improvement Framework	1a.1. All Students Framework Score	E			30%	30%
		1a.2. Subgroup Framework Score	E			20%	20%
2. Geographic Comparisons	2a.1. Proficiency geographic comparison (ELA/Math/Science)		E	E	E	3%	2.5%
	2a.2. Subgroup geographic comparison (ELA/Math/Science)		E	E	E	3%	2.5%
	2b.1. All students growth geographic comparison (ELA/Math)		E			4.5%	N/A
	2b.2. Subgroup growth geographic comparison (ELA/Math)		E			4.5%	N/A
	2c.1. Graduation rate geographic comparison		N/A			N/A	1.25%
	2c.2. Graduation rate subgroup geographic comparison		N/A			N/A	1.25%
	2d.1. EL Progress		M			1.25%	1.25%
	2d.2. Subgroup EL Progress		N/A			1.25%	1.25%
	2e.1. Regular Attendance		E			1.25%	1.25%
	2e.2. Subgroup Regular Attendance		M			1.25%	1.25%
	2f.1. 9th Graders on Track		N/A			N/A	1.25%
	2f.2. Subgroup 9th Graders on Track		N/A			N/A	1.25%
	2g.1. Dual Credit		N/A			N/A	2.5%
	2g.2. Subgroup Dual Credit		N/A			N/A	2.5%
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency comparison to schools serving similar students		E	E	E	15%	7.5%
	3b. Graduation rate comparison to schools serving similar students		N/A			N/A	7.5%
4. School-Specific Goals	4a.1. School-Specific Goals		M			15%	15%

NOTE: Measures 2a.1., 2a.2., 2b.1., 2b.2., and 3a. are weighted evenly by subject.

Tier	Rating	Performance
1	EXCEEDS Standard	School is exceeding performance expectations and is on par with the highest-performing schools in the state.
2	MEETS Standard	School is consistently meeting performance expectations.
3	DOES NOT MEET Standard	School shows weakness in one or more academic areas. Possible intervention.
4	FALLS FAR BELOW Standard	School is consistently failing to meet academic performance expectations. Likely intervention; possible revocation.

STATE & FEDERAL ACCOUNTABILITY

Washington School Improvement Framework

The Washington State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) developed the Washington School Improvement Framework to evaluate and track the performance of all schools in the state under Every Student Succeeds Act (ESSA) requirements. In order to align charter school accountability expectations with the state accountability system, the state’s Framework Score serves as the foundation of the APF, supplemented by additional measures required by WAC 108-30-020(a).

The Washington School Improvement Framework evaluates all students and targeted subgroups on five components: proficiency, growth, EL progress, graduation rates, and School Quality Student Success (SQSS). Each year, the state calculates framework scores for all students and for each student subgroup. Framework scores are based on the most recent three years of student performance results.

STATE ACCOUNTABILITY

1a.1. All Students WA School Improvement Framework Score

Is the charter school meeting performance expectations based on the state accountability system?

- | | |
|--|---|
| <p>E Exceeds Standard: Charter school receives a subgroup Framework Score of 8, 9 or 10.</p> | <p>D Does Not Meet Standard: Charter school receives an all student Framework Score of 4 or 5.</p> |
| <p>M Meets Standard: Charter school receives an all student Framework Score of 6 or 7.</p> | <p>F Falls Far Below Standard: Charter school receives an all student Framework Score of 1, 2 or 3.</p> |

MEASURE	SCHOOL PERFORMANCE	RATING
1a.1. All Students Framework Score	8.3	Exceeds

School response:

A response was not provided by the school.

1a.2. Subgroup WA School Improvement Framework Score

Are students in subgroups in the charter school meeting performance expectations based on the state accountability system?

- E

Exceeds Standard: Charter school receives a subgroup Framework Score of 8, 9 or 10.
- D

Does Not Meet Standard: Charter school receives an all student Framework Score of 4 or 5.
- M

Meets Standard: Charter school receives an all student Framework Score of 6 or 7.
- F

Falls Far Below Standard: Charter school receives an all student Framework Score of 1, 2 or 3.

Group	SCHOOL PERFORMANCE	RATING
American Indian / Alaskan Native	N/A	N/A
Asian	9.9	Exceeds
Black / African American	8.3	Exceeds
Hispanic / Latino of any race(s)	8.7	Exceeds
Native Hawaiian / Other Pacific Islander	N/A	N/A
Two or More Races	9.5	Exceeds
White	9.3	Exceeds
Special Education	3.9	Not Met
Limited English	6.1	Meets
Low Income	8.6	Exceeds

NOTE: Any results not shown suppressed due to OSPI suppression rules.

School response:

A response was not provided by the school.

Geographic Comparison: How does charter school performance compare to schools students would otherwise attend?

PROFICIENCY RATE

2a.1. Assigned School Comparison (ASC)

How are charter school students performing on state assessments compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

The Assigned School Comparison (ASC) is the average of the assigned schools' performance, weighted by the number of charter school students assigned to each school. Assigned schools are identified based on information provided by the charter school. For more information, please refer to the [Commission Academic Performance Framework Methodology](#).

E Exceeds Standard: School proficiency rate is 10 or more percentage points above the Assigned School Comparison average.

D Does Not Meet Standard: School proficiency rate is up to 9 percentage points below the Assigned School Comparison average.

M Meets Standard: School proficiency rate is equal to or up to 9 percentage points above the Assigned School Comparison average.

F Falls Far Below Standard: School proficiency rate is 10 or more percentage points below Assigned School Comparison average.

GROUP	ELA			MATH			SCIENCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	61%	44%	Exceeds	62%	32%	Exceeds	55%	31%	Exceeds

NOTES: Middle grade students in Washington take the End of Year science assessment in 5th and 8th grade. ASC proficiency rates includes only grades served by the charter school.

School response:

A response was not provided by the school.

PROFICIENCY RATE

2a.2. Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing on state assessments compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E** **Exceeds Standard:** School proficiency rate is 10 or more percentage points above the Assigned School Comparison average.
- D** **Does Not Meet Standard:** School proficiency rate is up to 9 percentage points below the Assigned School Comparison average.
- M** **Meets Standard:** School proficiency rate is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F** **Falls Far Below Standard:** School proficiency rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ELA			MATH			SCIENCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	76%	62%	Exceeds	>90%	56%	Exceeds	79%	47%	Exceeds
Black / African American	56%	36%	Exceeds	54%	20%	Exceeds	45%	20%	Exceeds
Hispanic / Latino of any race(s)	54%	36%	Exceeds	57%	21%	Exceeds	53%	24%	Exceeds
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	77%	54%	Exceeds	81%	40%	Exceeds	60%	37%	Exceeds
White	86%	57%	Exceeds	82%	46%	Exceeds	69%	47%	Exceeds
Female	67%	51%	Exceeds	63%	33%	Exceeds	61%	34%	Exceeds
Male	54%	37%	Exceeds	60%	31%	Exceeds	49%	29%	Exceeds
Special Education	13%	10%	Meets	15%	8%	Meets	15%	8%	Meets
Limited English	40%	8%	Exceeds	42%	7%	Exceeds	33%	6%	Exceeds
Low Income	57%	38%	Exceeds	58%	26%	Exceeds	52%	25%	Exceeds

NOTES: Middle grade students in Washington take the End of Year science assessment in 5th and 8th grade. ASC proficiency rates includes only grades served by the charter school. N/A indicates suppression due to OSPI suppression rules.

School response:

A response was not provided by the school.

MEDIAN GROWTH PERCENTILE

2b.1. All Students Growth Assigned School Comparison (ASC)

How are charter school students meeting growth expectations compared to the traditional public schools that students would otherwise attend if they did not attend the charter school? (based on subgroup median growth percentiles (MGPs))

- E
- Exceeds Standard:** School MGP is 5 or more points above the Assigned School Comparison MGP.
- D
- Does Not Meet Standard:** School MGP is up to 4 points below the Assigned School Comparison MGP.
- M
- Meets Standard:** School MGP is equal to or up to 4 percentage points above the Assigned School Comparison MGP.
- F
- Falls Far Below Standard:** School MGP is 5 or more points below the Assigned School Comparison MGP.

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	66	49	Exceeds	75	46	Exceeds

NOTE: Growth results are reported for grades 4 through 8. ASC results are presented only if corresponding charter results are available.

School response:

A response was not provided by the school.

MEDIAN GROWTH PERCENTILE

2b.2. Subgroup Growth Assigned School Comparison

How are charter school student subgroups meeting growth expectations compared to the traditional public schools that students would otherwise attend if they did not attend the charter school? (based on subgroup median growth percentiles (MGPs))

E

Exceeds Standard: School subgroup MPG is 5 or more points above the Assigned School Comparison MGP.

D

Does Not Meet Standard: School subgroup MPG is up to or equal to 4 points below the Assigned School Comparison MGP.

M

Meets Standard: School subgroup MGP is equal to or up to 4 points above the Assigned School Comparison MGP.

F

Falls Far Below Standard: School subgroup MPG is 5 or more points below the Assigned School Comparison MGP.

GROUP	ELA			MATH		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	81	57	Exceeds	91	56	Exceeds
Black / African American	66	45	Exceeds	71	45	Exceeds
Hispanic / Latino of any race(s)	65	47	Exceeds	73	43	Exceeds
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	72	47	Exceeds	74	45	Exceeds
White	74	53	Exceeds	89	46	Exceeds
Female	70	51	Exceeds	79	48	Exceeds
Male	65	47	Exceeds	72	43	Exceeds
Special Education	44	44	Meets	53	45	Exceeds
Limited English	64	47	Exceeds	74	44	Exceeds
Low Income	66	48	Exceeds	74	44	Exceeds

NOTE: Growth results are reported for grades 4 through 8. Any results not shown suppressed due to OSPI suppression rules. ASC results are presented only if corresponding charter results are available.

School response:

A response was not provided by the school.

GRADUATION RATE

2c.1. Graduation Rate Assigned School Comparison (ASC)

How are charter school student high school cohort graduation rates compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E** **Exceeds Standard:** Charter school graduation rate is 10 or more percentage points above the Assigned School Comparison average.
- D** **Does Not Meet Standard:** Charter school graduation rate is up to 9 percentage points below the Assigned School Comparison average.
- M** **Meets Standard:** Charter school graduation rate is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F** **Falls Far Below Standard:** Charter school graduation rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	SCHOOL PERFORMANCE	ASC PERFORMANCE	MEETS STANDARD?
All Students	N/A	N/A	N/A

NOTES: Any results not shown suppressed due to OSPI suppression rules.

School response:

A response was not provided by the school.

GRADUATION RATE

2c.2. Graduation Rate Subgroup Assigned School Comparison (ASC)

How are charter school student high school cohort graduation rates compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

E

Exceeds Standard: Charter school subgroup graduation rate is 10 or more percentage points above the Assigned School Comparison average.

D

Does Not Meet Standard: Charter school subgroup graduation rate is up to 9 percentage points below the Assigned School Comparison average.

M

Meets Standard: Charter school subgroup graduation rate equals or is up to 9 percentage points above the Assigned School Comparison average.

F

Falls Far Below Standard: Charter school subgroup graduation rate is 10 or more percentage points below the Assigned School Comparison average.

GROUP	SCHOOL PERFORMANCE	ASC PERFORMANCE	MEETS STANDARD?
American Indian / Alaskan Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Special Education	N/A	N/A	N/A
Limited English	N/A	N/A	N/A
Low Income	N/A	N/A	N/A

NOTES: Any results not shown suppressed due to OSPI suppression rules.

School response:

A response was not provided by the school.

ADDITIONAL INDICATORS

2d.1. English Learner Progress Assigned School Comparison (ASC)

2e.1. Regular Attendance Assigned School Comparison (ASC)

2f.1. 9th Graders on Track Assigned School Comparison (ASC)

2g.1. Dual Credit Assigned School Comparison (ASC)

How are charter school students performing compared to traditional public schools that students would otherwise attend if they did not attend the charter school?

E **Exceeds Standard:** School performance is 10 or more percentage points above the Assigned School Comparison average.

D **Does Not Meet Standard:** School performance is up to 9 percentage points below the Assigned School Comparison average.

M **Meets Standard:** School performance is equal to or up to 9 percentage points above the Assigned School Comparison average.

F **Falls Far Below Standard:** School performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ENGLISH LEARNER PROGRESS			REGULAR ATTENDANCE			9 TH GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
All Students	40%	34%	Meets	91%	78%	Exceeds	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: ASC results are presented only if corresponding charter results are available.

School response:

A response was not provided by the school.

ADDITIONAL INDICATORS

2d.2. English Learner Progress Subgroup Assigned School Comparison (ASC)

2e.2. Regular Attendance Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E Exceeds Standard:** School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.
- D Does Not Meet Standard:** School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
- M Meets Standard:** School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F Falls Far Below Standard:** School subgroup performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	ENGLISH LEARNER PROGRESS			REGULAR ATTENDANCE		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	88%	89%	Not Met
Black / African American	N/A	N/A	N/A	>90%	74%	Exceeds
Hispanic / Latino of any race(s)	N/A	N/A	N/A	>90%	75%	Exceeds
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	>88%	73%	Exceeds
White	N/A	N/A	N/A	>86%	78%	Meets*
Female	N/A	N/A	N/A	>90%	76%	Exceeds
Male	N/A	N/A	N/A	87%	79%	Meets
Special Education	N/A	N/A	N/A	77%	71%	Meets
Limited English	N/A	N/A	N/A	>90%	76%	Exceeds
Low Income	N/A	N/A	N/A	89%	75%	Exceeds

NOTES: OSPI does not report subgroup data for EL Progress on the State Report Card. Any subgroup not shown suppressed due to OSPI suppression rules. ASC results are presented only if corresponding charter results are available.

*Due to OSPI suppression, a minimum rating of Meets can be verified.

School response:

A response was not provided by the school.

ADDITIONAL INDICATORS

2f.2. 9th Graders on Track Subgroup Assigned School Comparison (ASC)

2g.2. Dual Credit Subgroup Assigned School Comparison (ASC)

How are charter school students in subgroups performing compared to the traditional public schools that students would otherwise attend if they did not attend the charter school?

- E

Exceeds Standard: School subgroup performance is 10 or more percentage points above the Assigned School Comparison average.
- D

Does Not Meet Standard: School subgroup performance is up to 9 percentage points below the Assigned School Comparison average.
- M

Meets Standard: School subgroup performance is equal to or up to 9 percentage points above the Assigned School Comparison average.
- F

Falls Far Below Standard: School subgroup performance is 10 or more percentage points below the Assigned School Comparison average.

GROUP	9 TH GRADERS ON TRACK			DUAL CREDIT		
	SCHOOL	ASC	RATING	SCHOOL	ASC	RATING
American Indian / Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black / African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latino of any race(s)	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: OSPI does not report subgroup data for EL Progress on the State Report Card. Any subgroup not shown suppressed due to OSPI suppression rules. ASC results are presented only if corresponding charter results are available.

School response:

A response was not provided by the school.

COMPARISON TO SCHOOL SERVING SIMILAR STUDENTS

3a. Proficiency Comparison to Schools Serving Similar Students

How are charter school students performing on state assessments compared to schools serving similar students?

Regression analysis is used to compare each school’s actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). For more information, please refer to the [Commission Academic Performance Framework Methodology](#).

- E**
- Exceeds Standard:** Charter school proficiency rate exceeds expected performance (effect size .30 or greater).
- D**
- Does Not Meet Standard:** Charter school proficiency rate is lower than expected performance (effect size -0.01 to -.29).
- M**
- Meets Standard:** Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to .29).
- F**
- Falls Far Below Standard:** Charter school proficiency rate falls far below expected performance (effect size -.30 or less).

GROUP	EFFECT SIZE	RATING
Proficiency Rate - ELA	0.85	Exceeds
Proficiency Rate - Math	1.60	Exceeds
Proficiency Rate - Science	0.93	Exceeds

NOTE: Any results not shown suppressed due to OSPI suppression rules.

School response:

A response was not provided by the school.

3b. Graduation Rate Comparison to Schools Serving Similar Students

How did the charter school high school cohort graduation rate compare to schools serving similar students statewide?

Regression analysis is used to compare each school’s actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced-price lunch (FRL) and students with disabilities (SWD). For more information, please refer to the [Commission Academic Performance Framework Methodology](#).

- E** **Exceeds Standard:** Charter school graduation rate exceeds expected performance (effect size .30 or greater).
- D** **Does Not Meet Standard:** Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29).
- M** **Meets Standard:** Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29).
- F** **Falls Far Below Standard:** Charter school graduation rate falls far below expected performance (effect size -.30 or less).

	ACTUAL VALUE	PREDICTED VALUE	EFFECT SIZE	RATING
Graduation Rate	N/A	N/A	N/A	N/A

NOTE: Any results not shown suppressed due to OSPI suppression rules.

For information on rationale for effect size thresholds, see Statistical Power Analysis for the Behavioral Sciences, Cohen (1988).

School response:

A response was not provided by the school.

SCHOOL-SPECIFIC GOALS

4a.1. Reading Growth

E **Exceeds Standard:** The students' growth is 1.5 years or more.

D **Does Not Meet Standard:** The students' growth is .75-.99 years.

M **Meets Standard:** The students' growth is 1.0-1.49 years.

F **Falls Far Below Standard:** The students' growth is .74 year or less.

GOAL	SCHOOL PERFORMANCE	RATING
Students will show more than a year's growth within the year on the STAR reading assessment. The STAR is a nationally recognized reading test which provides a grade level equivalent which is easier for parents, students and teachers to understand than the Smarter Balanced scoring system. STAR predicts an average growth at 1.0 years in one academic year and our goal is to outperform what is typical in growth.	The students' growth was 1.0-1.49 years. Score 18-19 = 1.48	Meets

School response:

A response was not provided by the school.



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