# Report To The Public School Goals Progress 

October 17, 2022

The ESSA School
Index score is converted to an easy-to-read letter grade.

School Rating (Letter Grades)

## Elementary

## Ratings

| Rating | Total Score Range |
| :---: | :---: |
| A | $79.26 \leq$ Score |
| B | $72.17-79.25$ |
| C | $64.98-72.16$ |
| D | $58.09-64.97$ |
| F | Score $<58.09$ |

## Junior High

Ratings

| Rating | Total Score Range |
| :---: | :---: |
| A | $75.59 \leq$ Score |
| B | $69.94-75.58$ |
| C | $63.73-69.93$ |
| D | $53.58-63.72$ |
| F | Score $<53.58$ |

High School

| Ratings |  |
| :---: | :---: |
| Rating | Total Score Range |
| A | $73.22 \leq$ Score |
| B | $67.96-73.21$ |
| C | $61.10-67.95$ |
| D | $52.95-61.09$ |
| F | Score $<52.95$ |



## PRESCOTT ELEMENTARY SCHOOL (PK - 4)

## PRINCIPAL: Kimberly Grimes

| Student to <br> Teacher <br> Ratio | Average <br> Class Size | English <br> Learners | Special <br> Education | Low <br> Income | Avg. Years <br> Teaching <br> Experience |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1 2 : 1}$ | $\mathbf{1 6}$ | $\mathbf{8 \%}$ | $\mathbf{1 2 \%}$ | $\mathbf{8 0 \%}$ | $\mathbf{8 . 1 5}$ AAPs, ALPs, Masters, |
| ART, |  |  |  |  |  |

## 5006022 - Prescott Elementary School

5006000 - Prescott School District
Overall ESSA Index Score
ELEMENTARY
ESSA School Index Report Cards


| Public |  |
| :--- | :--- |
| School |  |


|  | $A=79.26$ and Above <br> Rating <br> Scale |
| :---: | :--- |
|  | $B=72.17-79.25$ |
|  | $C=54.98-72.16$ |
|  | $F=0.09-64.97$ |


| Indicator | Score |
| :--- | :---: |
| Overall ESSA Score | 62.41 |
| Weighted Achievement Score | 48.37 |
| Value-Added Growth Score | 75.47 |
| School Quality and Student Success Score | 51.61 |

## ELEMENTARY

## ELA Weighted Achievement



## ELEMENTARY

MATH Weighted Achievement


ELEMENTARY
Value Added Growth

"ELA Value Added "Math Value Added =Content Growth -ELP Growth

Elementary SQSS Indicators



ELEMENTARY GRADES 3 \& 4 \% Avg/High Growth ACT Aspire 2022


ELEMENTARY
NWEA - Reading MAP Growth
Fall Testing Comparison




## SPECIAL EDUCATION and INCLUSIVE PRACTICES

Growth Percentiles for $4^{\text {th }}$ grade Special Education Students

|  | Enslish | Reading | Math | Science |
| :--- | :--- | :--- | :--- | :--- |
| Student A: | $79 \%$ | $67 \%$ | $99 \%$ | $88 \%$ |
| Student B | $84 \%$ | $75 \%$ | $5 \%$ | $68 \%$ |
| Student C: | $1 \%$ | $13 \%$ | $7 \%$ | $90 \%$ |
| Student D: | $8 \%$ | $35 \%$ | $75 \%$ | $89 \%$ |
| Student E: | $49 \%$ | $46 \%$ | $21 \%$ | $23 \%$ |
| Student F: | $55 \%$ | $46 \%$ | $3 \%$ | $52 \%$ |
| Student G: | $52 \%$ | $24 \%$ | $67 \%$ | $28 \%$ |

*The highlighted ones were moved to indirect services and remained in the regular education classroom and were not pulled out for resource services.

# Elementary Student Enrollment/Withrawal (2022-2023) - Special Education 

|  | Total Enrolled <br> (New) | \# of Special Ed. | \# Dropped since <br> enrollment | \# Special Ed. Dropped <br> since enrollment |
| :--- | :---: | :---: | :---: | :---: |
| Kindergarten | 75 | 9 | 5 | 1 |
| First Grade | 3 | 2 | 6 | 2 |
| Second Grade | 4 | 2 | 6 | 1 |
| Third Grade | 5 | 2 | 3 | 0 |
| Fourth Grade | 5 | 2 | 7 | 1 |

## Strengths:

- Full time K-4 reading interventionist
- Highly qualified parapros (4) to serve students in dyslexia/tier 3 intervention
- Tier 2 ( 45 min ) and Tier $3(30 \mathrm{~min}$ ) intervention built into the daily schedule
- Grade level teams meet weekly to discuss CFAs \& other short term data and to discuss most effective strategies.
- Grade level teams have set short term smart goals for academic achievement in reading and math.
- Each grade level is having students utilize data binders. The students keep track of their own data and set individual growth goals.
- As a result of inclusive practices and our students with disabilities having access to grade level instruction, we saw substantial improvement.
- 3 of the 7 4th grade students remained in the regular education classroom all day.
- 1 of those 3 students was Ready in 3 out of 4 areas on ACT Aspire. He was Close in the other area. His growth percentiles ranged from $67 \%-99 \%$.
- Essential behavior team meets weekly to discuss ways to promote good behavior in all areas of school (classroom, playground, lunchroom).
- Essential behavior team meets to discuss how to promote good attendance.
- Essential behavior team recognizes students for exhibiting the character word of the month as well as excellence in each of the block classes (art, music, library, PE, computer lab).
- PES was able to purchase a book vending machine with the SOAR grant money. Students who are recognized each month for exhibiting the character word of the month receive a token to get a book.
- Implemented a new incentive program for lunchroom behavior. Students are recognized for good behavior in the lunchroom. Incentives include stickers, eating lunch with a friend, treasure box, and a token for a book. The class with the best behavior for the month also earns an extra recess.


## Weaknesses:

- Attendance is a problem for some students as well as arriving late/leaving early. We sent home a visual graphic to parents at the beginning of the year to let them know just how much instructional time their children are missing when they are absent or tardy. We realize this is not our students fault.
- We are continuing to deal with the academic gaps caused by the loss of instruction during the pandemic. Our current 3 rd graders missed the end of the Kindergarten year and then the following year over half of them were virtual students. Our current 4th graders missed the end of their 1st grade year. Both of these resulted in gaps in needed foundational skills in reading and math.

> We are continuing to focus on utilizing our strengths. We are continuing to meet weekly to analyze our short term data and use that data to drive our instruction. We are focusing on consistency and doing the little things well. We will continue to encourage improved attendance and are working towards closing our academic gaps.

## Prescott Elementary Plan of Action to Improve Achievement:

READING Goal: By the end of the 2022-2023 academic year, students in Prescott Elementary School, students in grades K-4 will show 80\% growth in Reading proficiency skills as demonstrated by DIBELS and NWEA assessment data.

READING Goal: PES teachers will include explicit instruction in the five components of Science of Reading.(SoR). By the end of the 2022-2023 academic year, students in Prescott Elementary School, students in grades K-4 will show $80 \%$ growth in Reading proficiency skills as demonstrated by DIBELS and NWEA assessment data.

MATH Goal: By the end of 2022-2023 academic year, the number of PES 3-4 students scoring "Ready or Exceeding" on the ACT Aspire will increase by $10 \%$ from previous assessment. At least 75\% of students K-4 will show growth on grade level essential mathematics skills, as measured by the NWEA assessment.

SPECIAL EDUCATION Goal: By the end of the 2022-23 school year, Prescott Elementary Special Education students will increase proficiency by $3 \%$ in reading and math as demonstrated by ACT ASPIRE, NWEA, and DIBELS.

PRESCOTT JUNIOR HIGH SCHOOL

$$
(5-8)
$$



Novice info? AAPs, ALPs, Masters, AQT, etc

| Student to <br> Teacher <br> Ratio | Average <br> Class Size | English <br> Learners | Special <br> Education | Low <br> Income | Avg. Years <br> Teaching <br> Experience |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $8: 1$ | 13 | $\mathbf{4 \%}$ | $\mathbf{1 1 \%}$ | $\mathbf{8 0 \%}$ | $\mathbf{1 2 . 1 2}$ |

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5006025 - Prescott Junior High School
    5006000 - Prescott School District
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Overall ESSA Index Score State Avg. 66.88
57.23


| Rating | $A=75.59$ and $A b o v e$ <br> $B=69.94-75.58$ <br> Scale |
| :--- | :--- |
|  | $C=63.73-69.93$ |
| $D=53.58-63.72$ |  |
|  | $F=0.00-53.57$ |

Indicator Score

Overall ESSA Score Score
34.92

Neighted Achievement Score
Value-Added Growth Score 76.39
School Quality and Student 45.43
Success Score

JUNIOR HIGH
ESSA School Index Report Cards


Junior High

## ELA Weighted Achievement



Junior High


## Junior High

> Value Added Growth


Junior High SQSS Indicators


## JUNIOR HIGH

\% Ready/Exceeding
ACT Aspire


JUNIOR HIGH \% Average \& High Growth


JUNIOR HIGH
NWEA - Reading MAP Growth
Fall Testing Comparison


JUNIOR HIGH
NWEA - Math MAP Growth
Fall Testing Comparison


## IEXIA READING Reporting - Junior High

 5th GradeFall 2022

| Enrollment <br> (Oct. 1) |  |
| :---: | :---: |
| 9 | 79 |
| 10 | 91 |
| 11 | 72 |
| 12 | 69 |



## PRESCOTT HIGH SCHOOL

$$
(9-12)
$$

Novice info? AAPs, ALPs, Masters, AQT, etc

PRINCIPAL: Tommy Poole

| Student to <br> Teacher <br> Ratio | Average <br> Class Size | English <br> Learners | Special <br> Education | Low <br> Income | Avg. Years <br> Teaching <br> Experience |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $8: 1$ | 10 | $5 \%$ | $10 \%$ | $68 \%$ | 15.61 |

## 5006024 - Prescott High School

5006000 - Prescott School District


## Indicator

Score

## Overall ESSA Score

## Weighted Achievement Score 32.55

Value-Added Growth Score $\quad 80.21$
4-Year Graduation Rate 93.51
5-Year Graduation Rate 91.89
School Quality and Student 51.11
Success Score

Success Score

