

# Concord Boyne Academy

## Extended COVID-19 Learning Plan

### End of Year Goal Reporting

Date: June 19, 2021

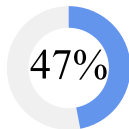


**Goal:** The median Student Conditional Growth Percentile for students in grades K-8th will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

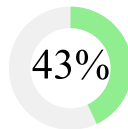
### Mathematics

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	139.56	148	157.11	163.5	50
1	160.05	<10 students	176.4	<10 students	<10 students
2	175.04	177.5	189.42	191	32
3	188.48	<10 students	201.08	<10 students	<10 students
4	199.55	197	210.51	208	53.5
5	209.13	213.5	218.75	217	65
6	214.75	212	222.88	211	6
7	220.21	216	226.73	<10 students	<10 students
8	224.92	213	230.3	215.5	20.5

% Meeting Achievement Target



% Meeting Growth Target



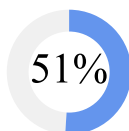
Median SCGP



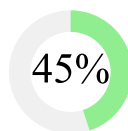
### Reading

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	136.65	141.5	153.09	159.5	39.5
1	155.93	<10 students	171.4	<10 students	<10 students
2	172.35	168.5	185.57	184	63
3	186.62	<10 students	197.12	<10 students	<10 students
4	196.67	201	204.83	207.5	74.5
5	204.48	212	210.93	218	38
6	210.17	212.5	215.36	207	3.5
7	214.2	219.5	218.36	<10 students	<10 students
8	218.01	222	221.66	208.5	6

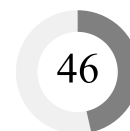
% Meeting Achievement Target



% Meeting Growth Target



Median SCGP



## Subgroup Results

	<b>Spring SCGP</b>	
	<b>Math</b>	<b>Reading</b>
All Students	37.5	46
Econ. Disadvantaged	37.5	46
Special Education	<10 students	<10 students
English Learner	N/A	N/A
Female	34	48.5
Male	49	31
African-American or Black	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Hispanic or Latino	<10 students	<10 students
Multi Racial	<10 students	<10 students
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	40	45

It is important to note that the fall and winter norm targets in this report are taken from NWEA's 2020 Norm Study. This study was completed prior to the COVID-19 pandemic. The pandemic has and continues to impact student instructional time, alter the type of instruction (virtual/remote or in person), and widen the disparity gap. If a norm study was conducted during a pandemic, it would likely yield different targets.