

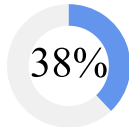
Concord Boyne Academy
Public Act 48 Plan
End of Year Goal Reporting
June, 2022

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.

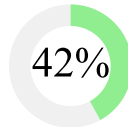
Mathematics

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	139.56	<10 students	157.11	<10 students	<10 students
1	160.05	<10 students	176.4	<10 students	<10 students
2	175.04	<10 students	189.42	<10 students	<10 students
3	188.48	188	201.08	198.5	37.5
4	199.55	<10 students	210.51	<10 students	<10 students
5	209.13	214	218.75	222	75
6	214.75	204.5	222.88	<10 students	<10 students
7	220.21	216	226.73	216	34
8	224.92	<10 students	230.3	<10 students	<10 students

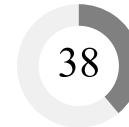
% Meeting Achievement Target



% Meeting Growth Target



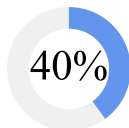
Median SCGP



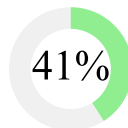
Reading

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	136.65	<10 students	153.09	<10 students	<10 students
1	155.93	<10 students	171.4	<10 students	<10 students
2	172.35	<10 students	185.57	<10 students	<10 students
3	186.62	182	197.12	187.5	52
4	196.67	<10 students	204.83	<10 students	<10 students
5	204.48	209	210.93	220	68
6	210.17	210	215.36	<10 students	<10 students
7	214.2	211	218.36	213	35
8	218.01	<10 students	221.66	<10 students	<10 students

% Meeting Achievement Target



% Meeting Growth Target



Median SCGP



Subgroup Results

	Spring SCGP	
	Math	Reading
All Students	38.5	36
Econ. Disadvantaged	38.5	36
Special Education	49	83
English Learner	N/A	N/A
Female	36	26
Male	52	53
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	41.5	37
Virtual	N/A	N/A
In-Person	38.5	36

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.