

V.D.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

April 5, 2017

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Integrated Day Charter School from July 1, 2017, through June 30, 2021, subject to the conditions noted in the Commissioner's April 5, 2017, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this fifth day of April, Two Thousand Seventeen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: April 5, 2017

SUBJECT: Renewal of State Charter – Integrated Day Charter School, Norwich

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, and correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Integrated Day Charter School (IDCS) opened in the fall of 1997 and serves 330 students in Grades PK-8, primarily students from the City of Norwich (the host district) with about 12 percent residing in 12 surrounding districts. Table 1 on page 13 of the attached Charter Renewal Report provides 2015-16 student enrollment and demographic data. IDCS's mission states, in part, to partner with its children, families and community and provide a safe, flexible and academically challenging learning environment that meets the unique social, emotional, academic and physical needs of each child.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of IDCS's charter on September 2, 2016. The application detailed the charter school's progress, operations, and achievement in relation to the CSDE's charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. IDCS submitted data and evidence to substantiate the charter school's written responses.

A renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

Renewal Site Visit: On December 20, 2016, the CSDE renewal team conducted an on-site visit at IDCS. The purpose of the renewal on-site visit was to observe IDCS's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through on-site visit observations, document reviews, interviews and focus groups. The team spoke with board members, administrators, staff, parents and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of IDCS from the Superintendent of Norwich and from contiguous school districts: Bozrah, Franklin, Lisbon, Montville and Preston. The CSDE received a letter from Dr. John J. Welch, Superintendent, Preston Public Schools (see Attachment B) which is neutral to IDCS's charter renewal. The CSDE received no letters against the renewal of the school's charter.

Public Hearing: Malia K. Sieve, member of the SBE, and CSDE staff held a public hearing on February 15, 2017, in Norwich, and heard from 19 individuals on the potential charter renewal of IDCS and the impact it is having on the community. Public hearing participants included members of the IDCS community, including family members, students, school staff and community members. Over 45 people attended the public hearing. Seventeen individuals offered testimony supporting the school's efforts and the renewal of its charter. No one spoke-out against the renewal of the school's charter.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report, Next Generation Accountability Report 2014-15 and Tables 2 and 4 on page 13 and 14 display IDCS's performance and success according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

-) IDCS performance index score of 61.5 in ELA for high needs students exceeded the state average index score of 56.7 by 4.8, while also exceeding the Norwich School District index score of 55.8 by 5.7.
-) IDCS performance index score of 55.3 in Mathematics for high needs students exceeded the state average index score of 49.9 by 5.4, while also exceeding the Norwich School District index score of 49.1 by 6.2.
-) No significant findings, conditions, or internal weaknesses were uncovered in IDCS's last three certified financial audits.
-) Chronic absenteeism for all students and high need students is consistently low, fewer than 6.2 percent each year for the last three years.
-) Suspension (in-school and out-of-school) rate is consistently low, 3.6 percent in 2015-16, data suppressed in 2014-15 and 6.1 percent in 2013-14.
-) Average daily attendance is consistently high, exceeding 96 percent each year for the past three years.

Areas of concern include:

-) IDCS performance index score of 64.5 in ELA for students in Grades 3-8 fell below the state average index score of 67.7.
-) IDCS performance index score of 57.0 in Mathematics for students in Grades 3-8 fell below the state average index score of 61.4.
-) IDCS performance index score of 52.1 in Science for students in Grades 5 and 8 fell below the state average index score of 57.5.
-) IDCS performance index score of 45.5 in Science for high needs students in Grades 5 and 8 fell below the state average index score of 47.0.
-) The 2015-16 Smarter Balanced Assessment percentage of IDCS students achieving at or above proficiency (level 3 and 4) in Mathematics, (Table 4) is 33.3 percent in Grade 3. This is 1.6 percentage points below Norwich (34.9 percent) and 19.5 percentage points below the state average (52.8 percent).

Charter Renewal Recommendation

Integrated Day Charter School is providing its students, families and community with a viable public school choice option. The school is financially and organizationally healthy and acting in compliance with applicable laws and regulations. The average daily attendance rate exceeded the state goal of 95 percent and its chronic absenteeism and suspension rates were below the state average. The performance index score of IDCS high needs students outperformed both the state and host district in English Language Arts and Mathematics. A review of the percentage of IDCS students by Grade (Table 4) meeting or exceeding the achievement standard in ELA and Mathematics on the 2016 Smarter Balanced Assessment is mixed. While IDCS student performance exceeded Norwich and the state in ELA Grades 6 and 7 and Mathematics Grade 7, Grade 3 Mathematics and Grade 5 ELA and Mathematics fell below Norwich and the state average. Acknowledging that IDCS's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of four years subject to the following condition:

1. By May 1, 2017, IDCS shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement in Grade 3 Mathematics and Grade 5 ELA and Mathematics. The plan shall be developed in consultation with CSDE's Turnaround Office. IDCS shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

The CSDE will notify Integrated Day Charter School of action taken by the SBE following its meeting on April 5, 2017. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure that Integrated Day Charter School has addressed the issues raised in this memorandum.

Prepared by: Robert E. Kelly
Charter School Program Manager
Turnaround Office

Approved by: Desi D. Nesmith, Chief Turnaround Officer
Turnaround Office

CHARTER RENEWAL REPORT | SPRING 2017

Charter School Information:		
Charter School Name:	Integrated Day Charter School	
School Director:	Anna James	
School Board Chairperson:	Andrew Harvey	
Location (City/Town):	Norwich	
Rating Key:		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	621.9/900	69.1
Notes and Evidence:		
Schools that meet Standard 1: School Performance Indicators are schools earning an accountability index score that is in the state’s top three quartiles. IDCS’s accountability score of 69.1 places its performance in the top three quartiles which meets Standard 1. IDCS’s 2015-16 Next Generation Accountability Report is shown in detail on the next page.		



Next Generation Accountability Report: 2015-16

Choose a District

Integrated Day Charter School District

No.	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	64.5	75	43.0	50	86.0%	67.7
1b.	ELA Performance Index – High Needs Students	61.5	75	41.0	50	82.0%	56.7
1c.	Math Performance Index – All Students	57.0	75	38.0	50	76.1%	61.4
1d.	Math Performance Index – High Needs Students	55.3	75	36.9	50	73.8%	49.9
1e.	Science Performance Index – All Students	52.1	75	34.7	50	69.4%	57.5
1f.	Science Performance Index – High Needs Students	45.5	75	30.3	50	60.7%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	52.4%	100	52.4	100	52.4%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	47.1%	100	47.1	100	47.1%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	64.8%	100	64.8	100	64.8%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	66.8%	100	66.8	100	66.8%	57.4%
4a.	Chronic Absenteeism – All Students	4.4%	≤5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	6.4%	≤5%	47.1	50	94.3%	15.6%
5	Preparation for CCR – % taking courses	N/A	75%				67.6%
6	Preparation for CCR – % passing exams	N/A	75%				40.7%
7	On-track to High School Graduation	96.8%	94%	50.0	50	100.0%	85.1%
8	4-year Graduation All Students (2015 Cohort)	N/A	94%				87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A	94%				78.6%
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	97.0% 29.6%	75%	19.7	50	39.5%	89.2% 50.5%
12	Arts Access	N/A	60%				47.5%
Accountability Index				621.9	900	69.1%	

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled [Using Accountability Results to Guide Improvement](#) which is available on the [Next Generation Accountability Resources page of the CSDE Performance Office](#).

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.2	61.5	5.7	16.5	
Math Performance Index Gap	58.6	55.3	3.3	18.9	
Science Performance Index Gap	56.7	45.5	11.2	17.2	
Graduation Rate Gap (2013 Cohort)	N/A	N/A	N/A	N/A	N/A

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	97.0%
Math – High Needs Students	97.9%
Science – All Students	97.1%
Science – High Needs Students	96.6%

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<p data-bbox="201 537 1308 604">) Indicator 2.1: CSDE site visit staff reviewed IDCS’s last three certified financial audits and uncovered no significant findings, conditions or internal control weakness.</p> <p data-bbox="201 638 1403 957">) Indicator 2.2: CSDE site visit staff reviewed IDCS’s last three certified financial audits, accounting policies and procedures manual (APPM) and budgets, interviewed the school business manager, school principals and governing board members. The reviewers determined IDCS completed on-time submission of certified audits and annual budgets. Staff from CSDE’s Office of Internal Audit (OIA) determined the APPM contains the standard sections of an APPM. However, OIA staff did recommend that language about cash account reviews, daily deposits, and yearly review of policies and procedures be strengthened. The CSDE has issued to IDCS a renewal report indicating the issues requiring corrective action. IDCS is preparing its corrective action for CSDE review and approval. CSDE expects the process to be completed by April 2017.</p> <p data-bbox="201 991 1399 1205">) Indicator 2.3: Staff from CSDE’s Office of Internal Audit reviewed IDCS’s last three certified financial audits and determined IDCS’s debt to asset ratio (total liabilities/total assets), current asset ratio (current assets/current liabilities), total margin (net income/revenue), days of unrestricted cash (unrestricted cash/((total expenditures–depreciation)/365)), and cash flow (change in cash balance) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.</p> <p data-bbox="201 1239 1390 1528">) Indicator 2.4: CSDE site visit staff reviewed school policies and bylaws and determined they require amending to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism and conflict of interest). IDCS’s policies and procedures regarding open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulation. This finding was supported by a review of board training records and the review of the school’s website and governing board meeting minutes. A review of board member background checks determined all have either completed the process or have initiated the process.</p> <p data-bbox="201 1562 1377 1705">) Indicator 2.5: As evidenced by the site visit, IDCS has safe and well-maintained school facilities to support teaching and learning. Evidence included proof of property insurance, an approved Norwich Fire Marshal inspection and approved certificate of occupancy issued by the Norwich Building Department for the facility.</p>	

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- J **Indicator 3.1:** IDCS currently serves 330 students in Grades PK-8, primarily from the City of Norwich, the host district with about 12 percent of students from 12 area districts. A review of the school’s student enrollment policy, and interviews with school staff, board members and parents determined all students are admitted through a blind lottery.
- J **Indicator 3.2:** A review of IDCS’s waitlist information (Table 3 page 12) determined that it maintains a large waitlist of families beyond the available number of seats. In 2016-17, 709 students were on the waiting list. The October 2016 student enrollment (330) is 100 percent of the 2016-17 projected student enrollment.
- J **Indicator 3.3:** A review of IDCS’s 2015-16 Public School Information System (PSIS) data reports students from minority groups represent 42.0 percent of IDCS’s student population, and 35.0 percent of students qualify for free and reduced-price meals. The English learner population is 8.5 percent. The percentage of special education students at IDCS is 7.3 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are African American.
- J **Indicator 3.4:** IDCS demonstrates strong community support as evidenced at the on-site visit by the CSDE during the parent interviews. All described the strong communication between the school and families as a key component. Parents and community advocates conveyed overwhelming support for what they perceive is a school that provides a high-quality education as well as a school that values individuality and diversity. Over 45 individuals attended the February 15, 2017, renewal public hearing, 19 individuals offered testimony supporting the school’s efforts and the renewal of its charter. No one spoke against the renewal of the school’s charter. A husband and wife of a student enrolled in IDCS, expressed displeasure about the provision of services for their child. The Turnaround Office is reviewing the case to ensure the school and district of residence acted appropriately. The Turnaround staff will continue to monitor the situation going forward.
- J **Indicator 3.5:** School culture and climate policies reviewed by CSDE site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior intervention monitoring. A review of IDCS’s 2015-16 school culture and climate data reports a 3.6 percent overall student suspension rate, a 4.4 percent student chronic absenteeism rate and a 96.2 percent student average daily attendance rate.

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

) **Indicator 4.1:** The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agenda are posted on the school’s website. Education records and testing data are secured in locked file cabinets in administration offices.

) **Indicator 4.2:** A review of IDCS’s 2015-16 Public School Information System (PSIS) data reports the percentage of special education students at IDCS was 7.3 percent. During the renewal site visit the CSDE Special Education Consultant randomly selected five special education student files for review, and the Director of Academics/Principal and one of the school’s two special education teachers were interviewed individually regarding how the school was meeting the needs of students receiving special education and related services pursuant to the Individuals with Disabilities Education Act (IDEA). The 24 students receiving special education services are served by two certified special education teachers employed full time by the school.

Additionally, the school employs a speech and language pathologist one day a week and a speech and language pathologist assistant two days a week. As required by IDEA, the school provides special education supports to each student as set forth in the student’s individualized education program (IEP) and provides support to the students so that they are able to access the general education curriculum as appropriate.

As evidenced by interviews with special education staff and director the school understands and carries out its obligation to locate and identify children who are in need of special education and related services. Staff report that the school and the responsible local education agencies work together to schedule students’ planning and placement team meetings as needed.

Student education files are kept in a locked file cabinet in the special education/speech and language office. All files reviewed had individual sign-in access sheets. The files were well organized and maintained.

File reviews and staff interviews indicate the special education students attending the Charter school are receiving specialized instruction and related services as set forth in their IEPs. As evident in the review of student files, the school monitors student progress toward short-term IEP objectives and annual goals.

) **Indicator 4.3:** Classroom observations made by the CSDE English Learner (EL) consultant determined IDCS supports its ELs in the classroom through both push-in and differentiated instruction provided by the classroom teacher. EL policies and procedures at IDCS include native language communication, appropriate processes for and communication about exiting students from EL services and monitoring exiting students. A review of IDCS’s EL identification policies and procedures determined amendments were required to fully align to federal and state guidelines. CSDE has issued the required amendments to IDCS. The school is currently preparing the amendments and expects them to be completed by April 2017.

) **Indicator 4.4:** IDCS student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.

Indicator 4.5: Staff from the CSDE Bureau of Educator Standards and Certification (BESC) compared the state certified staff file to IDCS’s employee roster and found at the time of the on-site visit, 27 staff were properly certified, and two were not. Since that time, one has received proper certification and the application for the second is under review. BESC staff will work with and continue to monitor IDCS’s corrective action going forward.

) **Indicator 4.6:** A review of IDCS employment policies and procedures and interviews with school staff determined the school’s hiring and employment practices ensure protections under the Family Medical Leave Act, Americans with Disabilities Act and the Civil Rights Act of 1964 and affirmative action and equal opportunity employment.

Prepared by:	Approved by:
Robert Kelly, Charter School Program Manager	Desi D. Nesmith, Chief Turnaround Officer

INTEGRATED DAY CHARTER SCHOOL DATA

Table 1. 2015-16 Student Enrollment and Demographic Information	
Grades served:	PK-8
Total enrollment:	331
Percentage of students qualifying for free or reduced price meals:	35.0%
Percentage of special education students:	7.3%
Percentage of students with limited English proficiency:	8.5%
Percentage of minority students:	42.0%
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	10.8
Percentage of Black students:	*
Percentage of Hispanic students:	13.2%
Percentage of Two or More Races:	9.4%
Percentage of Caucasian students:	58.0%

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Culture and Climate Data				
Performance Metric:	2013-14:	2014-15:	2015-16:	STATE
Average daily attendance rate:	96.1%	96.1%	96.2%	
Chronic absenteeism rate:	6.1%	5.4%	4.4%	9.6%
Number of in-school suspensions:	16	0	11	
Number of out-of-school suspensions:	16	2	11	
Suspension rate (% students with 1+ suspension):	6.1%	*	3.6%	7.0%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

*N<=5. Data suppressed to ensure student data privacy.

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2014-15:	2015-16:	2016-17:
Waitlist number:	726	730	709
Number of enrolled students who left during the school year:	4	12	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	9	8	N/A

INTEGRATED DAY CHARTER SCHOOL SMARTER BALANCED ASSESSMENT

**Table 4:
Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)**

Grades 3-8	2014-15	2015-16	District-2015-16	State-2015-16
ELA	53.8	49.5	33.3	55.6
MATH	29.7	30.2	21.1	44.0

**Grades 3-8
Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)**

GRADE	ELA 2014-15	ELA 2015-16	DISTRICT 2015-16	STATE 2015-16	MATH 2014-15	MATH 2015-16	DISTRICT 2015-16	STATE 2015-16
3	*	48.5	33.1	53.9	*	33.3	34.9	52.8
4	*	48.5	33.7	55.5	*	34.4	22.7	47.9
5	54.8	29.0	39.4	58.7	19.4	*	17.7	40.8
6	*	56.3	31.7	55.0	31.3	36.7	18.9	40.6
7	*	62.5	31.5	55.2	*	*	17.1	41.8
8	61.3	51.4	30.3	55.5	*	25.7	15.1	40.3