$$
\begin{aligned}
& \text { Quentin STEM } \\
& \text { Academy for the } \\
& \text { Health Sciences } \\
& \text { - School Data Update 20-21 }
\end{aligned}
$$

## District Post Test Assessment Results

| Subject | SY 2017 | SY 2018 | SY 2019 | ${ }^{* *}$ SY 2020 | ${ }^{*}$ SY 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ELA | $62 \%$ | $64 \%$ | $76 \%$ | N/A | $35 \%$ |
| Math | $65 \%$ | $69 \%$ | $75 \%$ | N/A | $30 \%$ |

District pre-assessments are taken at the beginning of the school year and the post assessments are taken at the end of the year to calculate school growth in Language Arts (ELA) and Math.

* School learning environment varied between in person and online
** School closed due to the COVID-19 Pandemic.



## District Interim Assessment Results - ELA

| Grade Level | SY 2017 | SY 2018 | SY 2019 | ${ }^{* * S Y} 2020$ | ${ }^{*}$ SY 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1st | $63 \%$ | $56 \%$ | $47 \%$ | N/A | $65 \%$ |
| 2nd | $38 \%$ | $47 \%$ | $41 \%$ | N/A | $32 \%$ |
| 3rd | $18 \%$ | $30 \%$ | $33 \%$ | N/A | $44 \%$ |

English language arts has historically been an area for improvement in the primary grades. To support our students and increase achievement, a Walk to Intervention program for reading was implemented three years ago. Collaborative teacher teams use the data from the Walk to Intervention program to drive academic discussions, review student work, and strengthen tier 1 and 2 instruction in the classroom.

* School learning environment varied between in person and online
** School closed due to the COVID-19 Pandemic.



## District Interim Assessment Results - Math

| Grade Level | SY 2017 | SY 2018 | SY 2019 | ${ }^{* * S Y} 2020$ | ${ }^{*}$ SY 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1st | $66 \%$ | $53 \%$ | $62 \%$ | N/A | $70 \%$ |
| 2nd | $54 \%$ | $32 \%$ | $65 \%$ | N/A | $67 \%$ |
| 3rd | $15 \%$ | $30 \%$ | $41 \%$ | N/A | $40 \%$ |

Based on the successes of the Walk to Intervention program for reading, a similar intervention program for math was implemented by several grade levels. Now students have consistent targeted supports from
individual grade levels. Collaborative teacher teams drive the types of targeted supports that students receive.

* School learning environment varied between in person and online
** School closed due to the COVID-19 Pandemic.



## School and State Assessment Results - ELA

| Grade <br> Level | School <br> SY 2017 | State <br> SY 2017 | School <br> SY 2018 | State <br> SY 2018 | School <br> SY 2019 | State <br> SY 2019 | $* *$ School <br> SY 2020 | State <br> SY 2020 | $*$ School <br> SY 2021 | State <br> SY 2021 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | $26 \%$ | $43 \%$ | $26 \%$ | $44 \%$ | $32 \%$ | $46 \%$ | N/A | N/A | $18 \%$ | $35 \%$ |
| 4 th | $27 \%$ | $48 \%$ | $23 \%$ | $47 \%$ | $39 \%$ | $51 \%$ | N/A | N/A | $20 \%$ | $44 \%$ |
| 5 th | $22 \%$ | $44 \%$ | $23 \%$ | $48 \%$ | $39 \%$ | $52 \%$ | N/A | N/A | $29 \%$ | $45 \%$ |
| 6 6th | $27 \%$ | $41 \%$ | $31 \%$ | $39 \%$ | $30 \%$ | $42 \%$ | N/A | N/A | $24 \%$ | $35 \%$ |
| 7 7th | $24 \%$ | $44 \%$ | $27 \%$ | $45 \%$ | $32 \%$ | $41 \%$ | N/A | N/A | $18 \%$ | $38 \%$ |
| 8th | $21 \%$ | $34 \%$ | $26 \%$ | $39 \%$ | $31 \%$ | $38 \%$ | N/A | N/A | $22 \%$ | $35 \%$ |

## School and State Assessment Results - Math "

| Grade Level | $\begin{aligned} & \text { School } \\ & \text { SY } 2017 \end{aligned}$ | $\begin{aligned} & \text { State } \\ & \text { SY } 2017 \end{aligned}$ | School SY 2018 | $\begin{gathered} \text { State } \\ \text { SY } 2018 \end{gathered}$ | School SY 2019 | $\begin{aligned} & \text { State } \\ & \text { SY } 2019 \end{aligned}$ | **School <br> SY 2020 | $\begin{aligned} & \text { State } \\ & \text { SY } 2020 \end{aligned}$ | *School <br> SY 2021 | $\begin{aligned} & \text { State } \\ & \text { SY } 2021 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3rd | 22\% | 47\% | 16\% | 53\% | 28\% | 51\% | N/A | N/A | 21\% | 36\% |
| 4th | 37\% | 47\% | 19\% | 47\% | 45\% | 48\% | N/A | N/A | 14\% | 34\% |
| 5th | 16\% | 47\% | 27\% | 47\% | 25\% | 46\% | N/A | N/A | 8\% | 31\% |
| 6th | 26\% | 41\% | 39\% | 43\% | 47\% | 41\% | N/A | N/A | 26\% | 29\% |
| 7th | 21\% | 34\% | 22\% | 36\% | 26\% | 38\% | N/A | N/A | 8\% | 30\% |
| 8th | 30\% | 28\% | 35\% | 31\% | 41\% | 32\% | N/A | N/A | 10\% | 26\% |
|  | * School lea <br> ** School cl | ing environ ed due to th | nt varied be COVID-19 | ween in per andemic. | on and onlin |  |  |  |  |  |

