



## Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Version: Buildings serving K - 8th grade students and subject to using assessments aligned with 104a

**Building: Fuller St. Elementary (K-2), Maplewood School (3-6), Maple Valley Jr./Sr. High School (7-8)**

**Date: September 1, 2022**

**Table A: Building Goals that were established by September 15, 2022**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law ( <a href="#">PA 144 Sec 98b</a> and <a href="#">Sec 104h</a> )
Middle of the Year Reading Goal	By the middle of the 2022-2023 school year, 46% of students (1% increase from 45% in S22) will meet their expected growth in reading.
End of the Year Reading Goal	At the end of the 2022-2023 school year, 47% of students (2% increase from 45% in S22) will meet their expected growth in reading.
Middle of the Year Mathematics Goal	By the middle of the 2022-2023 school year, 45% of students (1% increase from 44% in S22) will meet their expected growth in mathematics.
End of the Year Mathematics Goal	At the end of the 2022-2023 school year, 46% of students (2% increase from 44% in S22) will meet their expected growth in mathematics.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

**Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math (does not include 8th grade data)	Reading	Math
All Students	43.5%	40.0%	44.0%	45.5%

Econ. Disadvantaged	41.5%	36.4%	42.1%	44.1%
Special Education	40.2%	50.0%	41.1%	50.6%
English Learner	N/A	N/A	N/A	N/A
Female	41.5%	40.6%	41.2%	42.1%
Male	45.2%	39.5%	46.3%	48.1%
African American	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A
Multi-Racial	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White	42.8%	39.9%	44.4%	45.8%
Asian	N/A	N/A	N/A	N/A

**Table C: Achievement or Growth on Benchmark Assessment - By Grade Level**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	63.8%	65.2%	56.5%	71.4%
1st Grade	26.5%	39.0%	22.4%	26.7%
2nd Grade	44.4%	36.1%	40.3%	58.1%
3rd Grade	22.2%	27.8%	27.4%	31.8%
4th Grade	57.9%	50.9%	70.2%	61.5%
5th Grade	43.7%	20.0%	43.8%	33.3%
6th Grade	49.2%	43.1%	59.3%	42.4%
7th Grade	37.1%	40.6%	41.7%	46.2%
8th Grade	46.4%	N/A (NWEA does not track expected growth in Winter for Algebra I)	33.3%	39.2%

**Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Face-to-Face Instruction	43.5%	40.0%	44.0%	45.5%
Virtual Instruction	N/A	N/A	N/A	N/A



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### Version: Buildings Serving Non K-8 Students

**Building: Maple Valley Jr./Sr. High School (9-12)**

**Date: September 1, 2023**

**Table A: Building Goals that were established by September 15, 2023**

Goal Category	Goal Related to Achievement or Growth as required by law ( <a href="#">PA 144 Sec 98b</a> )
Middle of the Year English Language Arts Goal	90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Reading/ELA as measured by a passing grade at the end of 1st semester in their assigned English course.
End of the Year English Language Arts Goal	90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Reading/ELA as measured by a passing grade at the end of 2nd semester in their assigned English course.
Middle of the Year Mathematics Goal	90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Mathematics as measured by a passing grade at the end of 1st semester in their assigned Mathematics course.
End of the Year Mathematics Goal	90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Mathematics as measured by a passing grade at the end of 2nd semester in their assigned Mathematics course.

**Table B: Achievement Related to Academic Goals**

Middle of the Year English Language Arts Goal	<p><b>9th Grade</b> - 81% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 1st semester in their assigned English course.</p> <p><b>10th Grade</b> - 89% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 1st semester in their assigned English course.</p> <p><b>11th Grade</b> - 94% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 1st semester in their assigned English course.</p> <p><b>12th Grade</b> - 100% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 1st semester in their assigned English course.</p>
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<p>End of the Year English Language Arts Goal</p>	<p><b>9th Grade</b> - 73% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 2nd semester in their assigned English course.</p> <p><b>10th Grade</b> - 98% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 2nd semester in their assigned English course.</p> <p><b>11th Grade</b> - 94% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 2nd semester in their assigned English course.</p> <p><b>12th Grade</b> - 100% of students demonstrated proficiency in Reading/ELA as measured by a passing grade at the end of the 1st semester in their assigned English course.</p>
<p>Middle of the Year Mathematics Goal</p>	<p><b>8th Grade</b> - 72% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p> <p><b>9th Grade</b> - 83% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p> <p><b>10th Grade</b> - 89% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p> <p><b>11th Grade</b> - 94% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p> <p><b>12th Grade</b> - 96% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p>
<p>End of the Year Mathematics Goal</p>	<p><b>9th Grade</b> - 78% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p> <p><b>10th Grade</b> - 87% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 2nd semester in their assigned Mathematics course.</p> <p><b>11th Grade</b> - 86% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 2nd semester in their assigned Mathematics course.</p> <p><b>12th Grade</b> - 100% of students demonstrated proficiency in Mathematics as measured by a passing grade at the end of the 1st semester in their assigned Mathematics course.</p>