# SPRING HILL SCHOOLS
### USD 230

## Needs Assessment & Budget Considerations
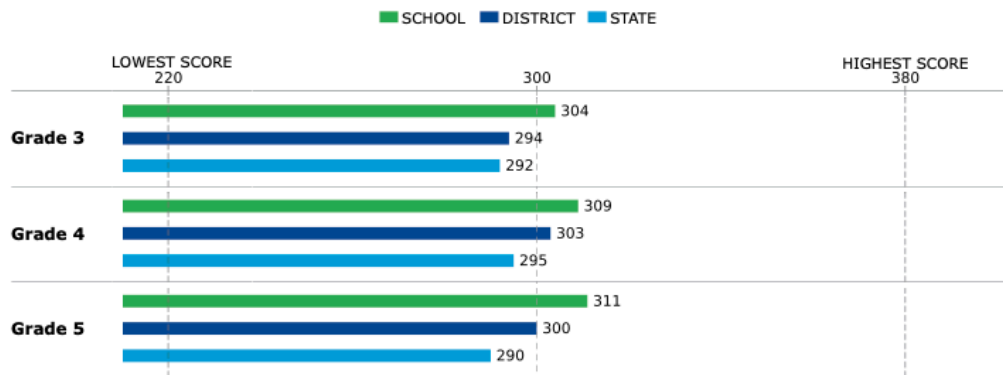## School: **Prairie Creek Elementary School**
## Building Number: **0793**

| State Assessment Review |
| --- |
| 1. **Provide a brief overview of your data. (Comparison to state average, areas of strength, areas of concern)** |

# ELA

**Median School, District, and State Performance**

■ SCHOOL  ■ DISTRICT  ■ STATE

| | LOWEST SCORE 220 | 300 | HIGHEST SCORE 380 |
| --- | --- | --- | --- |
| Grade 3 | | 304 / 294 / 292 | |
| Grade 4 | | 309 / 303 / 295 | |
| Grade 5 | | 311 / 300 / 290 | |

**Strengths**:
- On average, PCES students are outscoring students in ELA at the district and state level

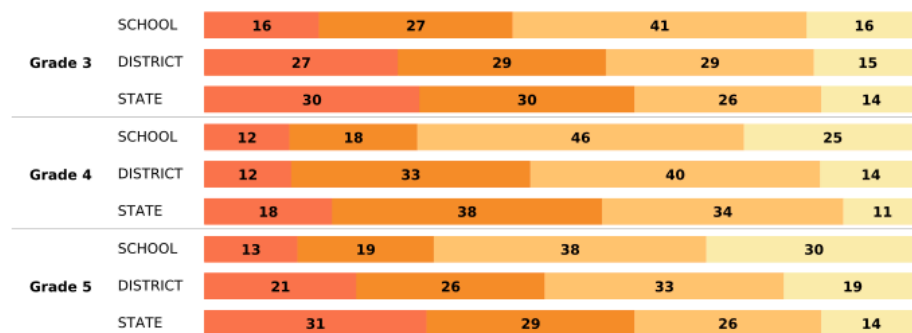**Area of Concern:**
- % of Students in Levels 3 and 4 has been decreasing since 2021

SCHOOL REPORT                                    SCHOOL: PRAIRIE CREEK ELEMENTARY

**Percentage of Students in Each Performance Level, by Grade**

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4

*Percentages may not add to 100% because of rounding.*

| | | Level 1 | Level 2 | Level 3 | Level 4 |
| --- | --- | --- | --- | --- | --- |
| Grade 3 | SCHOOL | 16 | 27 | 41 | 16 |
| | DISTRICT | 27 | 29 | 29 | 15 |
| | STATE | 30 | 30 | 26 | 14 |
| Grade 4 | SCHOOL | 12 | 18 | 46 | 25 |
| | DISTRICT | 12 | 33 | 40 | 14 |
| | STATE | 18 | 38 | 34 | 11 |
| Grade 5 | SCHOOL | 13 | 19 | 38 | 30 |
| | DISTRICT | 21 | 26 | 33 | 19 |
| | STATE | 31 | 29 | 26 | 14 |

**65% of PCES 3rd-5th Graders scored at Levels 3&4**

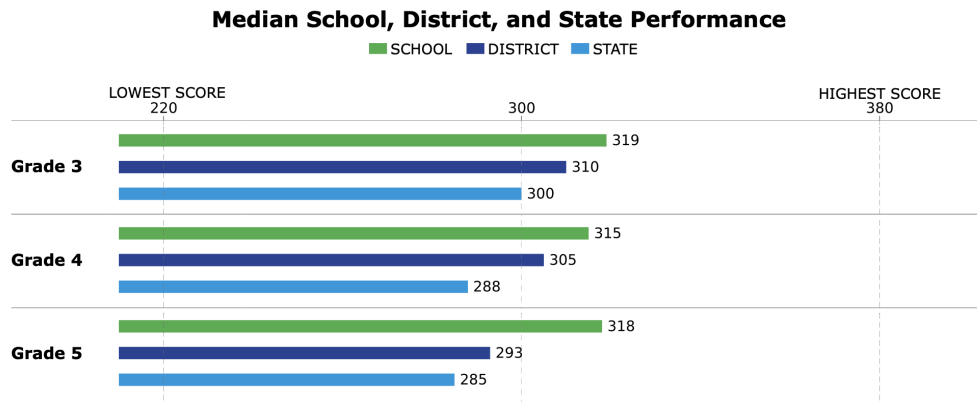**86.7% of PCES 3rd-5th Graders scored at Levels 2-4**

**Strengths:**
- 5th Grade Language in Writing
- 4th Grade cohort moved 10% of students (roughly 7 students) out of Level 1 from 3rd grade to 4th

**Area of Concern:**
- 3rd Grade Overall Reading, Key Ideas and Details, & Craft/Structure/Language in Reading

# MATH

**Median School, District, and State Performance**

■ SCHOOL  ■ DISTRICT  ■ STATE

| | LOWEST SCORE 220 | 300 | HIGHEST SCORE 380 |
|---|---|---|---|

**Grade 3**
- SCHOOL: 319
- DISTRICT: 310
- STATE: 300

**Grade 4**
- SCHOOL: 315
- DISTRICT: 305
- STATE: 288

**Grade 5**
- SCHOOL: 318
- DISTRICT: 293
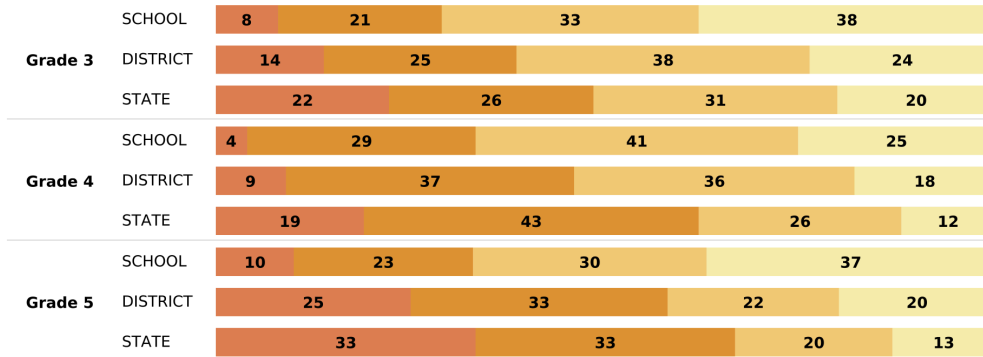- STATE: 285

**Strengths**:
- On Average, PCES students are outscoring students in math at the district and state level
- 5th Grade Median score is 25 pts higher than district and 33 pts higher than state

**Area of Concern:**
- % of students scoring in levels 3 and 4 have been on a decline since 2021

## Percentage of Students in Each Performance Level, by Grade

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4
*Percentages may not add to 100% because of rounding.*

**Grade 3**
| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| SCHOOL | 8 | 21 | 33 | 38 |
| DISTRICT | 14 | 25 | 38 | 24 |
| STATE | 22 | 26 | 31 | 20 |

**Grade 4**
| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| SCHOOL | 4 | 29 | 41 | 25 |
| DISTRICT | 9 | 37 | 36 | 18 |
| STATE | 19 | 43 | 26 | 12 |

**Grade 5**
| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| SCHOOL | 10 | 23 | 30 | 37 |
| DISTRICT | 25 | 33 | 22 | 20 |
| STATE | 33 | 33 | 20 | 13 |

**68% of PCES 3rd-5th graders scored at levels 3&4**
**92.3% of PCES 3rd-5th Graders scored at Levels 2-4**

**Strengths:**
- 5th Grade Measurement and Data

**Area of Concern-**
- Cohorts/Graduating Classes % of students scoring in Levels 3&4 drops year over year
    - Example: Class or 2031
        - 3rd Grade - 92% (levels 3&4)
        - 4th Grade - 82% (levels 3&4)
        - 5th Grade - 67% (levels 3&4)
    - Example: Class of 2030
        - 3rd Grade - COVID
        - 4th Grade - 73% (levels 3&4)
        - 5th Grade - 51% (levels 3&4)

# SCIENCE

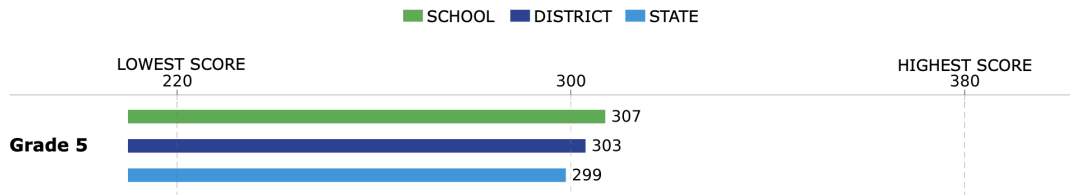**SCHOOL REPORT: Prairie Creek Elementary / #0793**
SUBJECT: Science
DISTRICT: Spring Hill / #D0230

**2023–2024**

**KAP**
Kansas Assessment Program

The KAP assessments measure students' understanding of the Kansas Standards at each grade. The science assessment asks students to answer questions about data presented in narratives, equations, graphs, tables, and diagrams. Students show what they know about science by selecting or providing the right answer; sorting, ordering, or matching items; and labeling pictures.
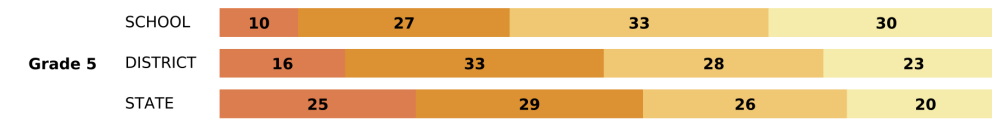
## Median School, District, and State Performance

■ SCHOOL ■ DISTRICT ■ STATE

| | LOWEST SCORE 220 | 300 | HIGHEST SCORE 380 |
|---|---|---|---|

**Grade 5**
- SCHOOL: 307
- DISTRICT: 303
- STATE: 299

SCHOOL REPORT                          SCHOOL: PRAIRIE CREEK ELEMENTARY

## Percentage of Students in Each Performance Level, by Grade

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4
*Percentages may not add to 100% because of rounding.*

**Grade 5**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| SCHOOL | 10 | 27 | 33 | 30 |
| DISTRICT | 16 | 33 | 28 | 23 |
| STATE | 25 | 29 | 26 | 20 |

**63% of 5th graders scored at a Level 3&4**

| **2. What steps are you taking for all students to maximize their scores?  Note any areas that your staff have been working to improve.** |
|---|

- Significant Focus on Student Behavior
  - Response Team Created
  - Elementary Discipline Rubric Created / started implementing in Jan
  - Behavior PD by Dr. Martell (Jan, Feb, Mar, April)
  - CPI training - 15 staff members fully certified
- This year, WIN (What I Need) Time was added to the master calendar to focus on T2 and T3 supports
  - 30+ minutes of math
  - 40+ minutes of reading
  - Focus on Early Intervention & Lowest Skill
- PLC focus throughout the year was on intentional planning around data and student needs

| Building Needs Assessment & Budget Considerations |
|---|

**3. What barriers must be overcome for each student to achieve grade level proficiency?**

- Severe/Disruptive Student Behaviors
- Letting go of some teaching practices that are not effective/efficient

**4. What budget actions should be taken to address and remove those barriers?**

- Addition of RBT or Behavior Interventionist
- Continued Behavior PD  and implementation of Behavior Structure (Ex: BIST)
- Increase PLC Time
- PD - continued focus on LIM and best teaching practices

**5. What amount of time do you estimate that it will take for each student to achieve grade level proficiency (level 3 or higher) on the state assessments if the budget actions would be implemented.**

- Building Goal: By 2028 our goal is that 90% of students are scoring at Levels 3&4