

American International Academy

Public Act 48 Plan

Mid-Year Goal Reporting

February, 2023

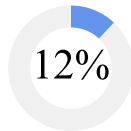


Goal: The median Student Conditional Growth Percentile for students in grades K-8th will be at or above the 50th percentile on NWEA’s Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

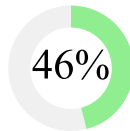
Mathematics

Grade	Fall Norm Target	Fall Median	Winter Norm Target	Winter Median	SCGP
K	139.56	133	150.13	141	38.5
1	160.05	150.5	170.18	164	89
2	175.04	167	184.07	175	55
3	188.48	160.5	196.23	168	25
4	199.55	176	206.05	181	25.5
5	209.13	188.5	214.7	192	35
6	214.75	190	219.56	193	32
7	220.21	198	224.04	202	53
8	224.92	196	228.12	195.5	33
9	226.43	203	228.67	N/A	N/A
10	229.07	204	231.21	N/A	N/A

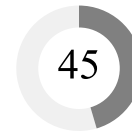
% Meeting Achievement Target



% Meeting Growth Target



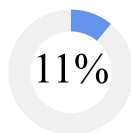
Median SCGP



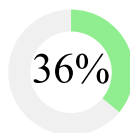
Reading

Grade	Fall Norm Target	Fall Median	Winter Norm Target	Winter Median	SCGP
K	136.65	131	146.28	138	32
1	155.93	144	165.85	156	60.5
2	172.35	163	181.2	167	25
3	186.62	154	193.9	159	23
4	196.67	175	202.5	181	15
5	204.48	192	209.12	192	28.5
6	210.17	188	213.81	189.5	28
7	214.2	200	217.09	202.5	46.5
8	218.01	199	220.52	199.5	29
9	218.9	201	220.52	N/A	N/A
10	221.47	209	222.91	N/A	N/A

% Meeting Achievement Target



% Meeting Growth Target



Median SCGP



Subgroup Results

	Winter SCGP	
	Math	Reading
All Students	45	32
Econ. Disadvantaged	45	32
Special Education	49	32
English Learner	<10 students	<10 students
Female	41	30.5
Male	46.5	33
African-American or Black	45	31
American Indian or Alaska Native	N/A	N/A
Asian	<10 students	<10 students
Hispanic or Latino	N/A	N/A
Multi Racial	<10 students	<10 students
Native Hawaiian or Other Pacific Islander	<10 students	<10 students
White	<10 students	<10 students
Virtual	N/A	N/A
In-Person	45	32

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.