

American International Academy

Public Act 48 Plan

End of Year Goal Reporting

June, 2022

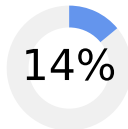


Goal: The median Student Conditional Growth Percentile for students in grades K-8th will be at or above the 50th percentile on NWEA’s Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

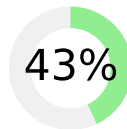
Mathematics

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	139.56	132	157.11	156.5	70
1	160.05	150	176.4	170	59
2	175.04	155	189.42	168	12
3	188.48	164.5	201.08	179	46.5
4	199.55	179	210.51	191.5	33.5
5	209.13	184	218.75	186	18
6	214.75	187.5	222.88	195.5	56
7	220.21	190	226.73	199	36
8	224.92	202	230.3	204	44.5
9	226.43	204.5	230.03	<10 students	<10 students
10	229.07	210	232.42	217	55.5

% Meeting Achievement Target



% Meeting Growth Target



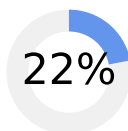
Median SCGP



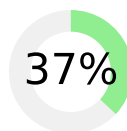
Reading

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	136.65	133	153.09	156	70
1	155.93	145	171.4	165.5	54
2	172.35	149.5	185.57	163	31
3	186.62	164	197.12	178.5	31
4	196.67	178	204.83	188	32
5	204.48	181	210.93	184	8
6	210.17	188	215.36	188	24
7	214.2	193	218.36	194	26
8	218.01	201	221.66	204	32.5
9	218.9	205	221.4	191	6
10	221.47	200	223.51	210	46

% Meeting Achievement Target



% Meeting Growth Target



Median SCGP



Subgroup Results

	Spring SCGP	
	Math	Reading
All Students	42	32
Econ. Disadvantaged	42	32
Special Education	49	31
English Learner	N/A	N/A
Female	41.5	31
Male	42	32
African-American or Black	41	32
American Indian or Alaska Native	N/A	<10 students
Asian	N/A	N/A
Hispanic or Latino	<10 students	<10 students
Multi Racial	<10 students	<10 students
Native Hawaiian or Other Pacific Islander	<10 students	<10 students
White	<10 students	<10 students
Virtual	13	12.5
In-Person	42	32.5

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.