

Brownsburg Community School Corporation

Cardinal Elementary School, 2727

School Improvement Plan

2023-2024

For implementation during the following years: 2023-2026



This plan is written in compliance with IC 20-31-5-1, IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2 and 511 IAC 6.3-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Cardinal Elementary School suspends no federal rules or statutes.

IDOE Template Additions:

Principal: Marc Gianfagna, mgianfagna@brownsburg.k12.in.us

Superintendent: Jim Snapp, jsnapp@brownsburg.k12.in.us

Contact for Grants: Laura Johnson, ljohnson@brownsburg.k12.in.us

This is an initial three (3) year plan. No	This is a review/update of a plan currently in use. Yes
This school is identified as the following by the federal government: Not TSI, Not ATSI, Not CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: Not Applicable	
This school receives Title IA funding. Yes	Is the school's Title I program Schoolwide or Targeted Assistance ? TA

Core Element: Curriculum	Yes/No
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes

Core Element: Instructional Program	Yes/No
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes
Instructional strategies foster active participation by students during the instructional process.	Yes

Teachers and staff promote authentic learning and student engagement across all content areas.	Yes
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes

Core Element: Technology	Yes/No
The school has a process for integrating technology into the instructional program to promote learning.	Yes
A plan is in place to provide in-service training in the use of technology.	Yes
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes
There are established procedures for maintaining technology equipment.	Yes
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes

Core Element: Career Awareness Activities

- Career Day

Core Element: Safe and Disciplined Environment	Yes/No
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes

A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes

Curriculum:

Cardinal Elementary School is aligned to the Indiana Academic Standards as a curricular framework. These standards can be accessed through the Brownsburg School website at www.brownsburg.k12.in.us. Curriculum teams utilize an on-going curriculum revision process. This process involves researching best practices, participating in grade level study groups, and designing lessons and activities which incorporate differentiated instruction. The curriculum teams create curriculum calendars and develop common assessments. These curriculum maps and assessments are posted on a web-based curriculum mapping program called Curriculum Trak. It allows easy online access, standards mapping, vertical articulation, and a collaborative sharing platform for our staff members.

Requirements Pertaining to Goals and Objectives:

Brownsburg Community School Corporation, and specifically Cardinal Elementary School, demonstrates an exceptional history of academic excellence, both in student achievement and growth. Our continuing goal is to remain a top ranked school corporation in Indiana. We will continue to earn a corporation and school level A in the state’s A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will continue to rise from the new benchmark established in 2019. Our attendance rate will continue to remain at or above the 95% threshold.

The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below support all students and drive the school’s continuous improvement process. Longitudinal goals (like continued ISTEP+/ILEARN success and Graduation Rate improvement) are supported by the daily, smaller, student-focused instructional goals generated through PLCs and RtI.

Reduction in Absenteeism

Brownsburg Community School Corporation, and specifically Cardinal Elementary School, has an exemplary attendance record. Chronic absenteeism is rare, and no identifiable pattern of contributing factors emerges. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, we utilize the Hendricks County Juvenile Justice System’s “Project Attend” to compel student attendance.

Name and Description and of Assessments in Addition to ISTEP+/ILEARN:

- **Accountability Assessments:** This school complies fully with the expectations regarding the administration of ILEARN, IAM, WIDA, and IREAD.

- Phelps (PKRS-II): A nationally normed readiness assessment used at kindergarten registration as an at-risk screener.
- Dibels Literacy: A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener and progress monitoring tool.
- ClearSight: A state normed ELA and Math assessment used in grades 3-8, Algebra I, and Eng10 as a formative benchmark and progress monitoring tool predictive of ISTEP+ and ILEARN.
- SRI: An adaptive reading assessment that develops a Lexile aligned instructional and independent reading baseline used in grades K-8.

Professional Development Narrative:

- **Data Analysis**
 - Cardinal Elementary School, like all BCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.
 - Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.
- **Strategies, Programs, Services, and Activities**
 - Cardinal Elementary School delivers a strong core program built upon a clear articulation and integration of the Indiana Academic Standards and a locally developed curricular framework. Our elementary mathematics program, the University of Chicago's Everyday Math, covers the breadth of grade level appropriate content, with remediation and enrichment materials built-in with a well-rehearsed and scripted spiral. Additionally, all ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework. That approach is the foundation for our process writing instruction. We prioritize our core Literacy and Numeracy programs. Literacy receives a full, uninterrupted, 90 minute block daily. Numeracy received a full, uninterrupted, 70+ minute block daily. Our chief professional development goal is to sustain these core programs through continued staff training in Everyday Math and 6+1 Trait Writing. Our adoption of the "Wonders" textbook as the core elementary reading/language arts curriculum is supported through locally delivered professional development designed by elementary Instructional Coaches.
 - Professional development for 6+1 Writing will continue for staff members. Initial training took place for all English teachers in May, 2012. Formal training continued with two full day Professional Development opportunities each subsequent year, and maintenance training of new staff reoccurs at the start of each school year. Instructional Coaches/English Secondary Department Heads will also provide training to teachers by providing model lessons and planning sessions with a focus on implementation of this initiative.
 - Cardinal Elementary School adheres to Brownsburg Community School Corporation's district RtI model. At the elementary level that entails school wide benchmark screenings in literacy and numeracy through the Dibels & AirWays assessments. Students identified as at-risk (Strategic or Intensive) are progress monitored every two weeks. Additionally, they are the focus of increased scrutiny at PLC meetings. PLC data analysis is another key area of professional development that will be emphasized as this important initiative is undertaken throughout the district.

- Cardinal Elementary School’s second step in the district’s RtI process is targeted placement of at-risk students into learning labs for literacy and numeracy. The district philosophy prioritizes reading and math instruction, and students requiring intensive support forgo science or social studies to receive reading and math interventions in dedicated 30 minute long remediation/reteaching labs. Strengthening these RtI intervention strategies is a third prong of our overall professional development plan.
- Cardinal Elementary School’s final component of the comprehensive school improvement process is an RtI tier #3 referral. For some students, those with the most serious of academic deficiencies, additional time on task before or after school may be necessary. An after school tier #3 response provides additional time, as well as substantially different remediative interventions, prior to a special education referral.
- ***Evaluation on the impact of these activities***
 - On-going review of local formative assessments and standardized summative evaluations allows Cardinal Elementary School staff to monitor core program and RtI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, quarterly or triannual formative assessments serve as benchmarking screeners that calibrate anecdotal recording keeping, and high-stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.
- ***Assurances***
 - Principals will complete all IDOE Legal Standards for accreditation assurances by the appropriate deadline.

Cultural Competency

A District Equity Leadership Team has been formed. This group has created trainings which address diversity, equity, and inclusion topics. These staff members have presented these trainings to their colleagues during staff meetings. Brownsburg Community School Corporation has developed a character education plan for use with all of our students. This plan incorporates the use of district-wide PK-13 character traits and components of cultural competency training to provide a well-rounded program.

Our students have opportunities to learn about a variety of cultures through art and music. Books, read alouds and class novels are selected which provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees.

The 2023 ILEARN and SAT gaps analysis is attached along with a data profile.

Provisions to Maximize Parental Participation

Parent participation is a key component to success within our school. School begins with Back to School Night/Open House when parents are given the opportunity to meet their child’s teachers. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. Cardinal Elementary School has an active Parent Support Group. Parents with students enrolled in our school are automatically a member of this group. Parents are encouraged to volunteer at our schools. Our volunteers chaperone field trips, work the book store, and facilitate small groups in classrooms.

Provisions to Maintain a Safe and Disciplined Learning Environment

Cardinal Elementary School conducts emergency preparedness drills during the school year. These drills include: fire, severe weather, violent intruder, and bus evacuation. The Cardinal Elementary School building has a secure entrance. This requires all visitors to enter through the office, identification is verified, and a visitor pass is given when appropriate. All other exterior doors are locked and must be unlocked using a school identification badge.

The five person Brownsburg Community School Corporation Police Department operates daily out of our three secondary buildings. These officers are available throughout the school day to assist each building.

Cardinal Elementary School implements a school-wide behavior plan which includes positive behavior support. At the beginning of each school year, behavioral expectations are shared with students through grade level meetings. Procedures and policies are shared with new students as they enroll. Reminders of expectations are posted throughout the school. Our behavior plan was created with input from all staff members. It is the expectation for all staff members to use the same plan to provide our students with consistency throughout the school day.

Provisions for the Coordination of Technology Initiatives

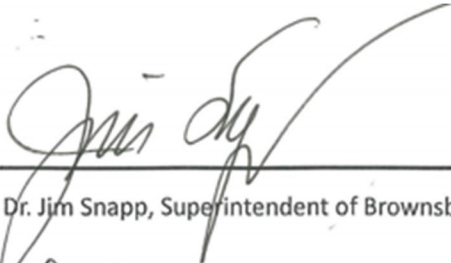
Brownsburg Community School Corporation submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in its entirety via the secure DOE online system. The document details our comprehensive plan for coordination of technology initiatives. That coordination is best summarized in Section II of the plan:

“Wireless networking throughout the campus will allow users to access network resources from personal and school-owned devices. Virtual desktop infrastructure will serve as a secure conduit through which BCSC programs and services will be accessed on and off campus. Software selection and implementation will be closely tied to state curriculum standards. Electronic assessments delivered through BCSC workstations will provide immediate, quantifiable results which will be key to tailoring each student's educational experience to ensure that the maximum educational potential has been achieved. Video projection systems in every classroom, coupled with wireless slate devices, provide for larger than life demonstrations as well as engaging educational lesson plans.”

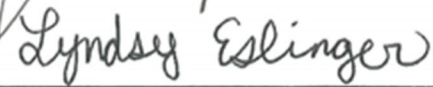
Statutory Requirements:

This plan was approved by the Brownsburg Community School Corporation's Board of School Trustees on September 11, 2023.

It can be accessed easily, and in easily comprehensible language, online at <http://www.brownsburg.k12.in.us/>



Dr. Jim Snapp, Superintendent of Brownsburg Community School Corporation



Lyndsy Eslinger, President Brownsburg Classroom Teachers Association

2023 ILEARN ELA Demographic Pivot Farm (Set filters at FAR bottom then Print on 11x17 Ledger-Sized Paper)

Tested School Cardinal Elementary
 Grade As Tested (All)

Instructional Setting (SPED/GenEd)

Column Labels						GAPs	Simple Passing Sums 4s & 3s
Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency	Grand Total			
GenEd							
Count	106	78	43	34	261		184
Percent of Row	40.61%	29.89%	16.48%	13.03%	100.00%	32.40%	70.50%
SpEd							
Count	8	8	9	17	42		16
Percent of Row	19.05%	19.05%	21.43%	40.48%	100.00%	-32.40%	38.10%
Total Count	114	86	52	51	303		200
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%

English Language Learner Status

Column Labels						GAPs	Simple Passing Sums 4s & 3s
Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency	Grand Total			
Not ENL							
Count	110	81	49	44	284		191
Percent of Row	38.73%	28.52%	17.25%	15.49%	100.00%	19.89%	67.25%
ENL							
Count	4	5	3	7	19		9
Percent of Row	21.05%	26.32%	15.79%	36.84%	100.00%	-19.89%	47.37%
Total Count	114	86	52	51	303		200
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%

Lunch Status

Column Labels						GAPs	Simple Passing Sums 4s & 3s
Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency	Grand Total			
Paid							
Count	97	53	33	16	199		150
Percent of Row	48.74%	26.63%	16.58%	8.04%	100.00%	27.30%	75.38%
Free Or Reduced							
Count	17	33	19	35	104		50
Percent of Row	16.35%	31.73%	18.27%	33.65%	100.00%	-27.30%	48.08%
Total Count	114	86	52	51	303		200
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%

Ethnicity

5% threshold is 237. Highest demo group above 5% threshold is: White

Column Labels						GAPs	Simple Passing Sums 4s & 3s
Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency	Grand Total			
American Indian or Alaskan Native							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Asian							
Count	2				2		2
Percent of Row	100.00%	0.00%	0.00%	0.00%	100.00%	30.43%	100.00%
Black or African American							
Count	8	5	5	10	28		13
Percent of Row	28.57%	17.86%	17.86%	35.71%	100.00%	-23.14%	46.43%
Hispanic							
Count	8	7	3	8	26		15
Percent of Row	30.77%	26.92%	11.54%	30.77%	100.00%	-11.87%	57.69%
MultiRacial							
Count	4	6	2	5	17		10
Percent of Row	23.53%	35.29%	11.76%	29.41%	100.00%	-10.74%	58.82%
Native Hawaiian/Other Pacific Islander							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
White							
Count	92	68	42	28	230		160
Percent of Row	40.00%	29.57%	18.26%	12.17%	100.00%	0.00%	69.57%
Total Count	114	86	52	51	303		200
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%

Grade Level

Row Labels	Column Labels					Grand Total	Simple Passing Sums 4s & 3s
	Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency			
3							
Count of PSID	27	29	14	22	92		56
Percent of Row	29.35%	31.52%	15.22%	23.91%	100.00%		60.87%
4							
Count of PSID	50	29	17	17	113		79
Percent of Row	44.25%	25.66%	15.04%	15.04%	100.00%		69.91%
5							
Count of PSID	37	28	21	12	98		65
Percent of Row	37.76%	28.57%	21.43%	12.24%	100.00%		66.33%
6							
Count of PSID							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
7							
Count of PSID							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
8							
Count of PSID							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
Total Count of PSID	114	86	52	51	303		200
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%

Section 504

Row Labels	Column Labels					Grand Total	GAPs	Simple Passing Sums 4s & 3s
	Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency				
Section504								
Count	2	4	3	4	13		6	
Percent of Row	15.38%	30.77%	23.08%	30.77%	100.00%	-20.74%	46.15%	
NoSection504								
Count	112	82	49	47	290		194	
Percent of Row	38.62%	28.28%	16.90%	16.21%	100.00%	20.74%	66.90%	
Total Count	114	86	52	51	303		200	
Total Percent of Row	37.62%	28.38%	17.16%	16.83%	100.00%		66.01%	

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Tested School

- ALPHA
- Brown Elementary
- Brownsburg East Midd...
- Brownsburg West Mid...
- Cardinal Elementary**
- Delaware Trail Elemen...
- Eagle Elementary
- Lincoln Elementary

Grade As Tested

- 3
- 4
- 5
- 6
- 7
- 8
- (blank)

NEW-OLD

- Here for more than 2 years
- New in Last Two Years**
- New This Year**
- (blank)

*Note: "New in the Last Two Years" ONLY includes kids that joined MORE than 1, but LESS than 2, years ago. To actually get ALL "New in the Last Two" you'd need to click BOTH "New" options. The 1s and the 2s.

2023 ILEARN Math Demographic Pivot Farm *(Set filters at FAR bottom then Print on 11x17 Ledger-Sized Paper)*

Tested School	Cardinal Elementary						
Grade As Tested	(All)						
Instructional Setting (SPED/GenEd)							
Column Labels							
Row Labels	Above Proficiency	At Proficiency	Approaching Proficiency	Below Proficiency	Grand Total	GAPs	Simple Passing Sums 4s & 3s
GenEd							
Count	111	89	40	21	261		200
Percent of Row	42.53%	34.10%	15.33%	8.05%	100.00%	33.77%	76.63%
SpEd							
Count	7	11	10	14	42		18
Percent of Row	16.67%	26.19%	23.81%	33.33%	100.00%	-33.77%	42.86%
Total Count	118	100	50	35	303		218
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%

English Language Learner Status							
Column Labels							
Row Labels	Above Proficiency	At Proficiency	Approaching Pro	Below Proficient	Grand Total	GAPs	Simple Passing Sums 4s & 3s
Not ENL							
Count	115	93	48	28	284		208
Percent of Row	40.49%	32.75%	16.90%	9.86%	100.00%	20.61%	73.24%
ENL							
Count	3	7	2	7	19		10
Percent of Row	15.79%	36.84%	10.53%	36.84%	100.00%	-20.61%	52.63%
Total Count	118	100	50	35	303		218
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%

Lunch Status							
Column Labels							
Row Labels	Above Proficiency	At Proficiency	Approaching Pro	Below Proficient	Grand Total	GAPs	Simple Passing Sums 4s & 3s
Paid							
Count	99	65	25	10	199		164
Percent of Row	49.75%	32.66%	12.56%	5.03%	100.00%	30.49%	82.41%
Free Or Reduced							
Count	19	35	25	25	104		54
Percent of Row	18.27%	33.65%	24.04%	24.04%	100.00%	-30.49%	51.92%
Total Count	118	100	50	35	303		218
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%

Ethnicity						5% threshold is 237. Highest demo group above 5% threshold is: White	
Column Labels							
Row Labels	Above Proficiency	At Proficiency	Approaching Pro	Below Proficient	Grand Total	GAPs	Simple Passing Sums 4s & 3s
American Indian or Alaskan Native							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Asian							
Count	1	1			2		2
Percent of Row	50.00%	50.00%	0.00%	0.00%	100.00%	23.04%	100.00%
Black or African American							
Count	6	9	7	6	28		15
Percent of Row	21.43%	32.14%	25.00%	21.43%	100.00%	-23.39%	53.57%
Hispanic							
Count	7	7	4	8	26		14
Percent of Row	26.92%	26.92%	15.38%	30.77%	100.00%	-23.11%	53.85%
MultiRacial							
Count	7	3	3	4	17		10
Percent of Row	41.18%	17.65%	17.65%	23.53%	100.00%	-18.13%	58.82%
Native Hawaiian/Other Pacific Islander							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
White							
Count	97	80	36	17	230		177
Percent of Row	42.17%	34.78%	15.65%	7.39%	100.00%	0.00%	76.96%
Total Count	118	100	50	35	303		218
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%

Grade Level

Row Labels	Column Labels					Grand Total	Simple Passing Sums 4s & 3s
	Above Proficiency	At Proficiency	Approaching Pro	Below Proficient			
3							
Count	30	30	20	12	92		60
Percent of Row	32.61%	32.61%	21.74%	13.04%	100.00%		65.22%
4							
Count	45	39	14	15	113		84
Percent of Row	39.82%	34.51%	12.39%	13.27%	100.00%		74.34%
5							
Count	43	31	16	8	98		74
Percent of Row	43.88%	31.63%	16.33%	8.16%	100.00%		75.51%
6							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
7							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
8							
Count							0
Percent of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!
Total Count	118	100	50	35	303		218
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%

Section 504

Row Labels	Column Labels					Grand Total	GAPs	Simple Passing Sums 4s & 3s
	Above Proficiency	At Proficiency	Approaching Pro	Below Proficient				
Section504								
Count	3	6	3	1	13		9	
Percent of Row	23.08%	46.15%	23.08%	7.69%	100.00%	-2.84%	69.23%	
NoSection504								
Count	115	94	47	34	290		209	
Percent of Row	39.66%	32.41%	16.21%	11.72%	100.00%	2.84%	72.07%	
Total Count	118	100	50	35	303		218	
Total Percent of Row	38.94%	33.00%	16.50%	11.55%	100.00%		71.95%	

These slicer filters only control this page (Math). Set first, then print on 11x17.

Tested School

- ALPHA
- Brown Elementary
- Brownsburg East Midd...
- Brownsburg West Mid...
- Cardinal Elementary**
- Delaware Trail Elemen...
- Eagle Elementary
- Lincoln Elementary

Grade As Tested

- 3
- 4
- 5**
- 6
- 7
- 8
- (blank)

NEW-OLD

- Here for more than 2 years
- New in Last Two Years**
- New This Year**
- (blank)

*Note: "New in the Last Two Years" ONLY includes kids that joined MORE than 1, but LESS than 2, years ago. To actually get ALL "New in the Last Two" you'd need to click BOTH "New" options. The 1s and the 2s.