



Established 1915

BROWARD
County Public Schools

2025-2026



Silver Palms Elementary

Media Center
Collection Development Plan

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Executive Summary

District Strategic Plan 2025

Broward County Public Schools is the sixth-largest school district in the United States and the second largest in Florida. The district serves more than 256,021 students at 334 schools and is one of the largest employers in South Florida with 30,529 team members.

Vision: Educating today's students to succeed in tomorrow's world.

Mission: Educating all students to reach their highest potential.

Core Values: Student Focus, Teaching Excellence, Accountability, Respect, Safety

School Mission Statement

The Silver Palms Elementary Library/Media Center is a welcoming, student-centered environment designed to foster a lifelong love of reading, support academic achievement, and empower our Dolphins to become curious, confident, and responsible learners.

Our mission is to provide equitable access to high-quality, diverse, and developmentally appropriate resources that support the curriculum, celebrate our school's core values of **Kindness, Respect, and Responsibility**, and nurture a culture of literacy across our A-Rated, School of Excellence campus.

School Community

Silver Palms Elementary serves 451 students enrolled in grades PreK/VPK through 5th. The student population's ethnicity is made of Student-teacher ratio of about **16:1**. The student body is diverse: approximately **53% Hispanic, 25% African American, 13% White, and ~4.6% Asian** (plus others).

- Academically the school is rated well — with a “9/10” on one rating site — and many students meet or exceed proficiency in reading and math.
- The school is part of Broward County Public Schools.

The administration includes Principal Mrs. Irina Shearer and Assistant Principal Mrs. Shannon Schreidell. Silver Palms is proud to offer special programs which provide students with opportunities. These include **Key Clubs, Programs & Activities:**

- **SECME Club / Engineering & STEM** — Silver Palms offers a SECME program where students engage in hands-on science, engineering, and math projects.
- **VEX Robotics Team** — For students interested in robotics and coding, the school has a VEX Robotics team (notably qualified for championships).

- **Chess Club** — Available to students in grades 2–5, the Chess Club builds critical thinking, patience, and sportsmanship.
- **Math Club** — For advanced math-minded students (typically grades 4–5), this club offers higher-order problem solving in a team-oriented format.
- **Debate Team / Speech & Debate** — For grades 3–5, students learn public speaking,
- **Chorus / Fine Arts & Music** — The school offers a chorus (and more broadly, visual & performing arts through a Fine Arts Club), giving students opportunities in music and artistic expression.
- **Student Council & Safety Patrol** — Leadership and service-oriented opportunities for older students (typically grades 3–5), allowing them to help guide school spirit, community, or safety initiatives.
- **Before- & After-School Program / Child Care + Enrichment** — The school offers a fee-based child-care program before and after regular school hours. Within that program, students can take part in homework help, drama, arts & crafts, STEM centers, Spanish classes, outdoor play, and other recreation/enrichment activities.

What This Means — Strengths & Opportunities

- Silver Palms supports **diverse interests** — STEM, robotics, arts, debate, leadership, and more — so students with different strengths can find relevant extracurricular outlets.
- There are **structured enrichment and support programs**, including after-school care with homework support, arts, STEM, and recreation, which can support working families or students needing extra help/time.
- For older elementary students (grades 3–5), there are **leadership, academic challenge, and community opportunities** (e.g., Student Council, Safety Patrol, Debate, Robotics) which build skills beyond the core curriculum.
- The presence of a **Gifted & Talented / STEM-oriented program** (SECME, Robotics) suggests that advanced or deeply interested students have a pathway for higher-level challenge and enrichment.

Purpose of Collection Development Policy

A thorough analysis of the current media center collection at Silver Palms Elementary School indicates that the average age of the collection is 7.3 years and the number of books per student is 16. The American Association for School Libraries has established criteria for a highly effective media center that includes a ratio of 15–20 books available per student in the collection. At this time, Silver Palms Elementary School [does or does not] meet the recommended standards for the number of books per student.

Library Program

The library program at Silver Palms Elementary operates on a fixed schedule, allowing each class to visit the media center on a regular, consistent basis. This ensures that all students receive

dedicated time for book checkout, structured literacy activities, and media-center instruction aligned with grade-level standards. The program actively supports schoolwide literacy initiatives such as Reading Across Broward (RAB) and promotes a love of reading through curated book selections, seasonal themes, and skill-building lessons. Instruction in the media center includes digital citizenship, research skills, identifying text features, navigating informational texts, fostering independent reading habits, and engaging students in literature-based discussions and activities. The media center serves as a welcoming, literacy-rich environment where students build foundational reading skills and develop a lifelong appreciation for books and learning.

School Analysis

The school analysis provides an overview of the school's enrollment, demographics and special programs offered.

Name of School Enrollment & Demographics Data					
442 2025-2026 Student Enrollment			Federal Ethnicity		
			53% Hispanic		47% Non-Hispanic
Federal Race Category					
13% White	25% Black	.4% Native	4.6% Asian	0% Pacific	4% Multicultural
Proficiency Data					
Assessment	2024-2025	2025-2026	Assessment	<Previous Year>	<Current Year>
FSA ELA Grade 3	79%	72%		82%	81%
Civics EOC	NA	NA		NA	NA
Biology EOC	NA	NA		NA	NA
	79%	72%		82%	81%

Examples highlighted in yellow. Assessments for elementary, middle, and high schools are found at the end of this document.

Scope of the Collection

The Silver Palms Elementary School library media collection is designed to provide students, teachers, and families with high-quality, age-appropriate resources that support academic achievement, personal interests, and the development of lifelong literacy skills. The collection includes materials in multiple formats, accessible both in print and digitally, and aligns with Broward County Public Schools' instructional goals, the Florida B.E.S.T. Standards, and the unique needs of our Kindness Crew community.

Formats Included

The collection will include:

- **Print Materials**
 - Picture books, easy readers, chapter books, middle-grade fiction, and high-interest/low-level titles
 - Nonfiction titles across all subject areas, with an emphasis on STEM, social-emotional learning, and curriculum-aligned research topics
 - Biographies, reference materials, and multicultural literature representing diverse perspectives
- **Digital & Electronic Materials**
 - eBooks and audiobooks accessible through **Sora by OverDrive**
 - Interactive read-alouds and digital storybooks (e.g., **TumbleBook Library**)
 - Online reference collections and databases provided by the district (listed below)
 - Teacher instructional resources and professional literature in digital format
 - School-purchased digital resources that support literacy, research, and content-area learning (ex: *[Insert any additional paid electronic resources such as BrainPOP, Flocabulary, PebbleGo, etc., if applicable]*)
- **Multimedia & Technology**
 - Web-based instructional tools available through Clever or Canvas
 - Devices required to access electronic materials (computers, tablets, and student laptops)
 - Streaming or digital media content used for instructional purposes
 - No outdated physical media (e.g., VHS tapes, DVDs, CD-ROMs) will be added to the collection.

Formats Not Included

To maintain a modern and relevant collection, Silver Palms will **not** include:

- VHS tapes, audiocassettes, CD-ROMs, or other obsolete media formats
- Items requiring outdated hardware or unavailable technology
- Materials that do not meet district selection guidelines or violate BCPS diversity, equity, or accessibility standards

District-Provided Digital Resources

Broward County Public Schools provides a robust suite of online resources to ensure equitable access to high-quality information for teaching and learning. Students and teachers may access these platforms through **Clever** or **Canvas**. District-provided resources include:

- **Follett Destiny** Online Library Catalog
- **Britannica School** Online Encyclopedias

- **Gale** Online Databases and eBooks
- **ProQuest SIRS** Issues Researcher Databases
- **Sora by OverDrive** (eBooks & audiobooks)
- **TeachingBooks.net**
- **TumbleBook Library**

These resources support academic development, research skills, and social-emotional learning, ensuring students have access to safe, reliable, inclusive, and developmentally appropriate information.

Equity, Access & Intellectual Freedom

In alignment with **BCPS Policy 1.5 Diversity & Equity**, the Silver Palms media center provides access to materials that:

- Eliminate educational barriers related to gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity, and expression, or other protected group status
- Are free from bias, stereotypes, distortions, and prejudices
- Represent multiple viewpoints and diverse lived experiences
- Support students' rights to read, learn, and explore ideas without fear of censorship

Students have the right to access information in a variety of formats—both print and digital—to foster inquiry, creativity, and critical thinking.

Collection Development

Collection Development is the process of providing quality materials and equipment for the library media center. The goal of collection development is to ensure the collection has information sources in adequate quantity and variety to support student's academic and personal interest needs. The media specialist is charged with leading this process with the input of teachers, students, and parents. Resources are selected according to principals of intellectual freedom and provide all learners with access to information that represents diverse points of view.

Selection and Evaluation Criteria (Drawn from BCPS Policy 6317)

Selection of Materials

Funded by the state, district, and school, the media collection will contain a wide range of appropriate materials on varying levels of difficulty in a variety of existing and emerging formats and will maintain a focus on materials which address different learning styles and levels.

Responsibility

The School Board of Broward County is legally responsible for all matters relating to the operation of the Broward County Schools. The responsibility for coordinating the selection of instructional materials for the School Media Center is delegated to the **professionally trained media specialist** in consultation with the principal, teachers, and students.

***In the event there is not a school library media specialist,** the Principal and/or Administrative Designee will assume the responsibility for identifying and selecting an instructional staff member(s) to engage in the selection process to ensure materials support the needs of the school community.

NOTE: Clerical personnel should *NOT* be responsible for library material collection development and/or resource management and selection of materials.

Criteria for Selection of Print and Non-Print Materials

1. Materials are selected to support the mission of Silver Palms Elementary.
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the **Library Bill of Rights**, materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

Selection Tools

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

Follett Destiny: Titlewave (Accessible via Clever)

Periodicals: School Library Journal, Kirkus Reviews, Booklist, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest

Books: Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers, Books for You: An Annotated Booklist for Senior High Students, Outstanding Books for the College Bound: Choices for a Generation, Senior High School Library Catalog

Note: Common Sense Media, Amazon, Good Reads, Reviews from paid reviewing sources, **may be used** in conjunction with professional reviewing sources.

Gifts and Donations

Any gifted or donated items must meet the same selection criteria as all other materials – the selection criteria as listed in House Bill 1467 and in Broward County School Board Policy 6308.

Collection Maintenance

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist.

Weeded items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Reconsideration of Materials

Inquiries regarding the appropriateness of particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use. Such inquiries should be handled confidently, diplomatically, and expeditiously.

Collection Evaluation Committee Composition



Clerical Personnel should **NOT** be responsible for Library Media Selection and/or Weeding of Materials.

Challenge Process

Phase 1: Fielding Initial Concern

- Initial concern made by complainant
- Hold informal conference with complainant (Participants: Principal or Administrative Designee, Media Specialist or Instructional Designee, and Complainant)

Note: If no resolution, proceed to phase 2

Phase 2: Addressing Formal Charges

- Claimant submits a written Request for Reconsideration of Instructional or Library Materials
- Inform Innovative Learning (IL): Library Media (LM) staff will provide critical reviews to school administrator.
- Elementary – Celia Taylor
- Middle/High – Janice Brim
- Centers – Michele Rivera

Note: Pull the book in preparation for review in Phase 3

Phase 3: School's Processing of Request for Reconsideration

- Acquire adequate copies of challenged materials and review within 15 working days
- Apply selection criteria
- Prepare and present written report and committee recommendation to Principal, LM Curriculum Supervisor, Director of IL, appropriate OSPA Cadre Director at the Office of Accountability
- Advise complainant of decision in writing (Note: members of the committee should be held confidential)
- Retain or remove materials based on recommendation by school committee

Note: If complainant is dissatisfied, proceed to Phase 4

Phase 4: District's Processing of Request for Reconsideration

- Forward a copy of the complete filing & recommendation to the Director of Innovative Learning
- District committee will follow steps outlined in Phase 3
- Copy of written report & recommendation from the district will be sent to appropriate district level administrators
- Director of Innovative Learning will advise school principal & complainant of district committee decision
- Retain or withdraw challenged material as mandated by district decision committee

Note: District Decision may override prior school-based conclusion

Note: If complainant is dissatisfied with district committee's decision, complainant may request inclusion on the School Board agenda.

Collection Analysis

The information provided in this section gives an overview of the entire library collection. collection analysis is based on a Titlewave Analysis completed.



6,735

Items in the Collection



2009

Average Age of the Collection



14.3

Items per Student



31 %

Fiction titles in the Collection



35 %

Digital Resources



%

Aged Titles

Diverse library media resources. The resources provide “mirrors, windows, and sliding glass doors” for students and teachers to see themselves in books and also learn about the lives of others through literature.



32%

Diverse Titles in Collection



2009

Diverse Titles Average Age

Social-Emotional Learning (SEL) library media resources can contribute to the **development of character and social-emotional skills.**



41 (%)>

SEL Titles in Collection



2009

SEL Titles Average Age

Collection Analysis by Category

The information collected in this section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2010	22	0.3%	3%	0.27%
Philosophy & Psychology	2013	20	0.2%	1%	0.8%
Religion	2019	10	0.1%	1%	0.9%
Social Sciences	2012	252	3%	7%	4%
Language	2008	161	2%	5%	3%
Science	2011	808	12%	12%	0%
Technology	2010	405	6%	10%	4%
Arts & Recreation	2008	293	4%	7%	3%
Literature	2003	71	1%	5%	4%
History & Geography	2011	315	4%	10%	6%
Biography	2012	490	7%	10%	3%
Easy	2007	1,567	23%	15%	-8%
General Fiction	2009	2,078	31%	12%	-19%
Paperback	2003	1	0.01%	0%	-0.01%
Professional	N/A	N/A	0%	1%	1%
Reference	2010	22	0.3%	1%	0.7%
Story Collection	2013	5	0.07%	1%	0.3%

The analysis of the collection also revealed the following areas of **strengths** and **concerns**:

Strengths

- Strong overall size and access ratio – With 6,735 items and 16 books per student, Silver Palms Elementary meets AASL’s recommended range of 15–20 books per student, ensuring adequate access to print resources.
- Diverse and inclusive collection – Approximately 32% of the collection is identified as diverse titles, supporting representation and alignment with BCPS Policy 1.5. The library provides “mirrors, windows, and sliding glass doors” that reflect student identities and broaden cultural awareness.
- Robust STEM and enrichment programming supported by the collection – SECME, VEX Robotics, Debate, Chess, Math Club, and other high-interest programs align well with the library’s emphasis on STEM, research, inquiry, and nonfiction resources.
- Strong integration of district-provided digital resources – Students have access to Britannica School, Gale, Sora, ProQuest SIRS, TeachingBooks, and TumbleBooks, ensuring equitable access to high-quality, age-appropriate digital materials that enhance research, literacy, and instructional support.
- Consistent access through a fixed schedule – Weekly media center visits ensure that all students receive structured library instruction, book checkout, and support in literacy skills, digital citizenship, and independent reading habits.

Concern

- Aging collection in multiple Dewey areas – The average age of the collection is 2009 (14.3 years), with several categories significantly older than recommended standards, including Literature (2003), Easy (2007), Language (2008), Arts & Recreation (2008), and Technology (2010). Older materials may contain outdated information, especially in areas such as STEM and world events.
- Imbalance in collection distribution across Dewey areas – General Fiction (31%) and Easy (23%) are overrepresented when compared to recommended percentages, while key nonfiction areas such as History & Geography (4% vs. 10%), Technology (6% vs. 10%), Social Sciences (3% vs. 7%), and Science (12% but aging) are underrepresented. This imbalance limits research and inquiry opportunities aligned to curriculum standards.
- Limited professional and reference materials – Professional titles (0%) and Reference materials (0.3%) are significantly below recommended levels, reducing in-house support for teacher planning, research, and updated instructional guidance.
- Need to strengthen SEL and updated representation – Although 41% of SEL titles are present, the average age of SEL and diverse titles dates back to 2009, indicating a need to refresh materials to ensure alignment with current social-emotional learning needs, modern representation, and updated cultural perspectives.
- Potential gaps in early literacy support due to aging Easy collection – The Easy section (1,567 titles) makes up 23% of the collection, but with an average publication year of 2007, many foundational literacy titles may be worn, outdated, or lacking alignment with current instructional practices.

Strategic Focus

This page lists the priorities for weeding and purchasing for each school year and includes the action, updates, and outcomes. This is subject to change due to funding and time constraints.

School Year	Strategic Focus
<p style="text-align: center;">Year 1 Current Year</p>	<p>Annual Priorities for Weeding and Purchasing This page lists the priorities for weeding and purchasing for each school year and includes the action, updates, and outcomes. This is subject to change due to funding and time constraints.</p> <p>1. Remove Outdated, Damaged, or Low-Circulating Materials</p> <ul style="list-style-type: none"> • Weed titles older than recommended average age by Dewey category. • Discard books with extensive wear, mold, broken bindings, or missing pages. • Review and weed titles with zero or low circulation over a 3–5 year period (with exceptions for classics, SEL topics, and curricular alignment). <p>2. Update High-Need Dewey Areas</p> <ul style="list-style-type: none"> • Prioritize purchasing to strengthen underrepresented categories as identified through Collection Analysis—especially: • Ensure these sections meet recommended percentage benchmarks for a balanced K–5 library. <p>3. Expand Current and High-Demand Collections</p> <ul style="list-style-type: none"> • Increase titles in Science (500s) and Technology (600s) to support STEM initiatives, Robotics, SECME, and VEX programs. • Add fresh, engaging Easy (E) and Fiction titles to support independent reading and Reading Across Broward (RAB). <p>4. Increase Diversity, Inclusion, and Representation</p> <ul style="list-style-type: none"> • Purchase titles that reflect: <ul style="list-style-type: none"> ○ Racial, cultural, linguistic diversity ○ Various family structures ○ Disabilities and neurodiversity ○ Social-emotional learning topics • Ensure materials support BCPS equity goals and state standards. <p>5. Support Curriculum, Literacy, and Intervention Programs</p> <ul style="list-style-type: none"> • Add titles aligned with: <ul style="list-style-type: none"> ○ BEST Standards ○ Benchmark ELA units ○ Envision Math ○ Social Studies weekly readers • Include hi-lo (high interest/low readability) titles for struggling readers. • Expand early literacy and phonics-rich materials for K–2.

<p>Year 2</p>	<p>1. Improve Digital and Reference Resources</p> <ul style="list-style-type: none"> • Review outdated reference materials. • Replace with updated print or digital equivalents. • Ensure access to quality online encyclopedias, databases, and research tools. <p>2. Increase Professional Resources</p> <ul style="list-style-type: none"> • Add current professional books for teachers aligned with literacy instruction, MTSS, BEST Standards, SEL, and classroom management. • Weed outdated professional materials. <p>3. Maintain Collection Age Targets</p> <ul style="list-style-type: none"> • Aim to reduce the overall average age of the collection each year. • Priority on areas averaging older than 10–12 years. • Track yearly improvements through collection analysis reports. <p>4. Address Student Requests and Reading Trends</p> <ul style="list-style-type: none"> • Purchase books based on student interests, series continuation, and high-demand genres. • Respond to circulation reports to increase copies of popular titles. <p>5. Budget Allocation & Timeline Monitoring</p> <ul style="list-style-type: none"> • Align purchases with available funding • Monitor expenditures and adjust priorities as funding or staffing levels change. • Document outcomes yearly for accountability and future planning.
<p>Year 3</p>	<p>1. Improve Digital and Reference Resources</p> <ul style="list-style-type: none"> • Review outdated reference materials. • Replace with updated print or digital equivalents. • Ensure access to quality online encyclopedias, databases, and research tools. <p>2. Increase Professional Resources</p> <ul style="list-style-type: none"> • Add current professional books for teachers aligned with literacy instruction, MTSS, BEST Standards, SEL, and classroom management. • Weed outdated professional materials. <p>3. Maintain Collection Age Targets</p> <ul style="list-style-type: none"> • Aim to reduce the overall average age of the collection each year. • Priority on areas averaging older than 10–12 years. • Track yearly improvements through collection analysis reports. <p>4. Address Student Requests and Reading Trends</p> <ul style="list-style-type: none"> • Purchase books based on student interests, series continuation, and high-demand genres. • Respond to circulation reports to increase copies of popular titles. <p>5. Budget Allocation & Timeline Monitoring</p> <ul style="list-style-type: none"> • Align purchases with available funding • Monitor expenditures and adjust priorities as funding or staffing levels change. • Document outcomes yearly for accountability and future planning.

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year.

Annual Budget *Current Year*
Purchasing Plan *Current Year*

Approximate Purchasing Plan	
Purpose	Amount
Refresh aging nonfiction (Science, Social Sciences, Technology, History & Geography)	\$1,500.00
Update Easy/Everybody section with new early literacy titles	\$800.00
Expand diverse and multicultural literature	\$600.00
Strengthen SEL collection with updated titles	\$500.00
Add bilingual and Spanish-language texts	\$400.00
Replace worn or highly circulated fiction titles	\$300.00
Digital worn or highly circulated fiction titles	\$300.00
Professional materials for teacher support	\$43.20
Total	\$4243.20

Appendix

BCPS Library Media Services Policies and Procedures

Guidelines for Evaluating and Weeding Library Materials

Intellectual Freedom

Library Bill of Rights

Guidelines for Challenged Instructional and Library Materials

Request for Reconsideration of Instructional Materials Form

ELEMENTARY SCHOOL

Enrollment & Demographic Data					
442 2025-2026 Student Enrollment as of December 8, 2025				Federal Ethnicity	
				<Hispanic> % 53%	<Non-Hisp> % 47%
Federal Race Category					
<White> % 13	<Black> % 25	<Native> % .4	<Asian> % 4.6	<Pacific> % 0	<Multi> % 4%
Proficiency Data					
Assessment	2023-24	2024-25	Assessment	2018-19	2020-21
FSA ELA Grade 3	79%	72%	FSA Math Grade 3	82%	81%
FSA ELA Grade 4	65%	79%	FSA Math Grade 4	72%	79%
FSA ELA Grade 5	68%	69%	FSA Math Grade 5	66%	68%
NGSSS Sci 5 EOC	61%	68%			