PEAK PERFORMANCE

WEST IRONDEQUOIT SCHOOL DISTRICT

2025-26 Rogers Middle School Data Book and 2026-27 School-Based Plan

A summary of Rogers Middle School data collected throughout the 2025-2026 school year and an overview of goals and action steps for the 2025-27 school year.

Nicholas DiMartino
Principal

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Reading and English Language Arts

Aimsweb Reading Comprehension

Grade	Goal	2025-26	2024-25	2023-24
1				NA
2			87	87
3		89	88	90
4	91	89	82	82
5	91	90	87	82
6	92	88	87	86

Aimsweb Oral Reading Fluency

Grade	Goal	2025-26	2024-25	2023-24
1				78
2			81	81
3		86	84	86
4	88	93	74	82
5	95	90	90	NA
6	92	95	69	NA

Aimsweb Vocabulary

Grade	Goal	2025-26	2024-25	2023-24
1				NA
2			90	88
3		87	87	93
4	90	91	86	89
5	93	90	76	84
6	93	90	82	76

NYS English Language Arts Assessment

Grade	**Goal**	**2025-26**	**2024-25**	**2023-24**
3		49	70	63
4	60	57	67	56
5	60	49	56	37
6	60	58	55	45

Mathematics

NYS Mathematics Assessment

Grade	Goal	2025-26	2024-25	2023-24
3		64	78	72
4	75	73	63	64
5	78	67	63	64
6	72	81	71	76

Aimsweb Math Mental Computation Fluency

Grade	Goal	2025-26	2024-25	2023-24
1				89
2			87	85
3		84	85	85
4	89	89	76	75
5	91	90	87	68
6	92	88	85	91

Aimsweb Concepts & Applications

Grade	Goal	2025-26	2024-25	2023-24
1				91
2			73	86
3		80	82	91
4	91	89	90	90
5	92	90	95	87
6	93	88	92	94

iReady (% on or above grade level)

Grade	Goal	2025-26	2024-25	2023-24
1		67	63	60
2		58	50	55
3		53	71	68
4	62	72	68	68
5	75	72	64	42
6	75	73	62	63

Science

NYS Science Assessment

Grade	Goal	2025-26	2024-25	2023-24
5	64	58	52	39

Social Emotional Learning

Grade 4 Panorama Social Emotional Learning Survey Results							
Indicator	Spring 26-27	Fall 26-27	Spring 25-26	Fall 25-26	March 24-25	Winter 24-25	Winter 23-24
Supportive Relationships			89%	89%	96%	94%	92%
Self-Management			73%	77%	78%	79%	69%
Social Awareness			58%	65%	77%	76%	72%
Growth Mindset		50%	41%	48%	68%	59%	55%
Emotional Regulation			45%	45%	60%	54%	44%
Sense of Belonging			63%	69%	72%	73%	63%
Grade 5 Panorama Social Emotional Learning Survey Results							
Indicator	Spring 26-27	Fall 26-27	Spring 25-26	Fall 25-26	March 24-25	Winter 24-25	Winter 23-24
Supportive Relationships			94%	93%	90%	91%	89%
Self-Management			79%	80%	71%	72%	66%
Social Awareness			63%	72%	69%	69%	63%
Growth Mindset		50%	35%	38%	59%	54%	58%
Emotional Regulation			47%	49%	41%	39%	37%
Sense of Belonging			66%	53%	62%	61%	59%
Grade 6 Panorama Social Emotional Learning Survey Results							
Indicator	Spring 26-27	Fall 26-27	Spring 25-26	Fall 25-26	March 24-25	Winter 24-25	Winter 23-24
Supportive Relationships			86%	82%	86%	88%	84%
Self-Management			78%	77%	68%	68%	65%
Social Awareness			62%	61%	60%	62%	57%
Growth Mindset		50%	30%	32%	54%	54%	40%
Emotional Regulation			47%	36%	NA	NA	NA
Sense of Belonging			57%	56%	51%	54%	47%
Valuing of School		65%	56%	59%	51%	53%	44%

Panorama Color Legend

Green – Above 50th percentile based on norm referenced assessment

Red – Below 50th percentile based on norm referenced assessment

Behavior

Rogers Middle School Behavioral Trend Data					
Indicator	**26-27**	**25-26**	**24-25**	**23-24**	**22-23**
Total Incidents		93	108	62	38
Threatening		14	15	1	1
Unsafe Behavior		7	10	1	3
Disorderly Conduct		3	2	0	17
Destroying School Property		0	5	0	0
Inappropriate Behavior		26	20	31	14
Inappropriate Language		8	14	4	3
Insubordination		5	2	8	0
Physical Confrontation		21	38	16	0
Theft		1	1	0	0
Verbal Confrontation		2	1	1	0
Outcomes					
Conference with Student		93	31	13	NA
In-School Suspension	30	37	33	16	23
Lunch Detention		6	22	6	NA
Out of School Suspension	6	8	6	17	14
Restorative Response		93	108	62	NA
Time Away		23	4	0	NA

Attendance

Rogers Middle School Absenteeism Trend Data					
Absenteeism					
Indicator	**26-27**	**25-26**	**24-25**	**23-24**	**22-23**
All Students	8%	9.4%	13.4%	10.0%	17.7%
Male		8.2%	11.3%	11.1%	16.2%
Female		10.5%	15.5%	9.0%	18.6%
Nonbinary		0.0%	0.0%	0.0%	100.0%
American Indian/ Alaska Native		0.0%	0.0%	0.0%	0.0%
Black		11.4%	15.4%	9.1%	14.0%
Hispanic		27.0%	30.2%	11.9%	14.5%
Asian/ Pacific Islander		0.0%	0.0%	0.0%	37.5%
Asian		0.0%	0.0%	0.0%	37.5%
White		3.7%	9.0%	9.4%	18.2%
Multiracial		16.7%	18.8%	15.2%	23.1%
General Education		10.1%	13.3%	8.9%	15.3%
Students with Disabilities		5.2%	14.0%	18.8%	30.9%
Former Student With Disabilities		0.0%	0.0%	0.0%	0.0%
Not English Language Learner		9.4%	13.4%	10.0%	17.7%
English Language Learner		0.0%	0.0%	0.0%	0.0%
Formerly English Language Learner		0.0%	0.0%	0.0%	25.0%
Economically Disadvantaged		20%	26.1%	17.3%	27.9%
Not Economically Disadvantaged		4.3%	6.1%	5.9%	10.7%
Not Migrant		9.4%	13.4%	10.0%	17.7%
Homeless		28.6%	80%	33.3%	100.0%
Not Homeless		9.0%	12.6%	9.8%	17.3%
In Foster Care		0.0%	0.0%	0.0%	0.0%
Not In Foster Care		9.4%	13.4%	10.0%	17.7%
Parent Not in Armed Forces		9.4%	13.4%	10.0%	17.7%

School-Based Plan

Focus Area: Literacy & Humanities

4th Grade: Increase oral reading fluency proficiency to 88%.
Increase reading comprehension proficiency to 91%.
Increase proficiency on the NYS ELA Assessment to 60%.

5th Grade: Increase oral reading fluency proficiency to 95%.
Increase reading comprehension proficiency to 91%.
Increase proficiency on the NYS ELA Assessment to 60%.

6th Grade: Increase oral reading fluency proficiency to 92%.
Increase reading comprehension proficiency to 92%.
Increase proficiency on the NYS ELA Assessment to 60%.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
Instructional Model and Science of Learning • Identify and define 2-3 high-leverage instructional practices or protocols grounded in the science of learning, articulate their connection to the instructional model, and describe the routines, teacher moves, and look-fors that support successful implementation in practice. **Portrait of a Graduate** • Increase staff understanding and intentional integration of New York Inspires competencies and Portrait of a Graduate outcomes into instruction, assessment, and student learning experiences. • Create student friendly learning targets of the POG competencies • Crosswalk the SEL Targets with POG • Examine one unit of instruction to align to the POG targets. Reframe current practices to align to POG. Embed consistent use of POG images and wording into one unit of instruction.	• Walkthrough and observation data on instructional model implementation • AIMSweb • NYS Assessment Data • Formative and Summative Assessment Data	• Teachers • Staff • Administration • Student • Family • Community	Goal: Updated Progress:	Goal: Updated Progress:

Focus Area: STEAM (Science, Technology, Engineering, Arts, Mathematics)

Math
4th Grade:
iReady: Increase students on or above grade level to 62%.
Aimsweb Mental Computation Fluency: Increase proficiency to 89%.
NYS Math Assessment: Increase proficiency to 75%.

5th Grade:
iReady: Increase students on or above grade level to 75%.
Aimsweb Mental Computation Fluency: Increase proficiency to 91%.
NYS Math Assessment: Increase proficiency to 78%.

6th Grade:
iReady: Increase students on or above grade level to 75%.
Aimsweb Mental Computation Fluency: Increase proficiency to 92%.
NYS Math Assessment: Increase proficiency to 72%.

Science
5th Grade NYS Science Assessment: Increase proficiency to 64%.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
Instructional Model and Science of Learning • Identify and define 2-3 high-leverage instructional practices or protocols grounded in the science of learning, articulate their connection to the instructional model, and describe the routines, teacher moves, and look-fors that support successful implementation in practice. **Portrait of a Graduate** • Increase staff understanding and intentional integration of New York Inspires competencies and Portrait of a Graduate outcomes into instruction, assessment, and student learning experiences. • Create student friendly learning targets of the POG competencies • Crosswalk the SEL Targets with POG • Examine one unit of instruction to align to the POG targets. Reframe current practices to align to POG. Embed consistent use of POG images and wording into one unit of instruction.	• AIMSweb • iReady • Formative and Summative Assessment Data	• Teachers • Staff • Administration • Student • Family • Community	Goal: Updated Progress:	Goal: Updated Progress:

Focus Area: Well-Being of Self & Community

Social Emotional Learning (SEL):
4th, 5th, and 6th Grades
Growth Mindset: Increase growth mindset to 50% of students reporting favorably.

6th Grade: Valuing of School: Increase valuing of school to 65% reporting favorably.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
SEL: • Crosswalk the SEL Targets with POG • Examine methods of adminstration of the SEL survey • Develop a guide for supporting student comprehension of the SEL benchmark assessment **Community Schools:** • Collaborate with students, staff, and families to define engagement and partnership and enhance clarity on shared commitments • Create a community closet with structures and support for all to access **Caring School Communities:** • Maintain 15 minute maximum community meetings utilizing the CSC curriculum • Audit current growth mindset resources. Examine the need to create a resource bank targeting valuing of school and growth mindset **CARE (Cooperate, Appreciate, Respect, Excel) PBIS (Positive Behavior Interventions and Supports) House System:** • Examine community building and celebratory practices across grade levels to systematize • Utilize house structure in grade level and faculty meetings	• Panorama SEL data • Classroom observations • Student, staff, and caregiver feedback	• Teachers • Staff • Administration • Student • Family • Community	Goal: Updated Progress:	Goal: Updated Progress:

Focus Area: Implementation Systems

Goal: Absenteeism

- Decrease absenteeism rate to below 8%.

Goal: Behavior and Student Discipline:

- Decrease the number of in-school suspensions to 30 or fewer.
- Decrease the number of out of school suspensions to 6 or fewer.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
Ensure consistent use of Infinite Campus contact log and Panorama for communications with families. **Absenteeism**: • Maintain use of the new attendance handbook and intervention practices • Ensure consistent use of gradebook features to report on attendance(comments) **Behavior and Discipline:** • Develop clear non-negotiables that trigger collaboration with families, accountability, and restorative next steps • Enhance clarity on consequences for violations of the code of conduct while allowing situations to be taken in holistically • Clarify building behavioral support structure systems to ensure consistency	• Attendance data • Behavior referrals	• Teachers • Staff • Administration • Student • Family • Community	Goal: Updated Progress:	Goal: Updated Progress: