

**Mason County Eastern**  
**2022-23 Academic Year**  
**Sec. 98c Goal Progress Report - June 2023**

**Building:** MCE Elementary and M/HS (K-12)  
**Date:** 06/01/2023

**Table A: Building Goals that were established by September 15, 2022**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law ( <a href="#">PA 144 Sec 98b</a> and <a href="#">Sec 104h</a> ) (98c Learning Loss)
Middle of the Year Reading Goal	<p><b>Goal #1 Reading/ELA</b> - All Students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA</p> <p>All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.</p> <p>Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</p> <p>Students will be provided contact time with the school success coordinator.</p>
End of the Year Reading Goal	See Goal #1 above.
Middle of the Year Mathematics Goal	<p><b>Goal #2 Mathematics</b> v- All Students (K-8) will improve performance in Math from Fall to Spring as measured by NWEA</p> <p>All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Math academic standards.</p> <p>Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</p> <p>Students will be provided contact time with the school success coordinator.</p>
End of the Year Mathematics Goal	See Goal #2 above.

**Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics**

<b>Reporting Category</b>	<b>By First Board Meeting February 2023</b>		<b>No Later than Last Day of School Year</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
All Students	46.2%	49.5%	47.5%	50.3%
Econ. Disadvantaged	46.4%	49.5%	43.0%	48.7%
Special Education	42.4%	54.1%	42.3%	52.1%
English Learner	0.0%	0.0%	0.0%	0.0%
Female	47.8%	46.3%	48.2%	47.3%
Male	44.6%	52.9%	44.9%	52.1%
Hispanic/Latino	50.0%	25.0%	45.3%	30.7%
Black/African American	40.0%	20.0%	45.0%	30.0%
American Indian	66.7%	55.6%	65.0%	54.3%

**Table C: Achievement or Growth on Benchmark Assessment - By Grade Level**

<b>Reporting Category</b>	<b>By First Board Meeting February 2023</b>		<b>No Later than Last Day of School Year</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
Kindergarten	40%	42%	33%	58%
1st Grade	56%	53%	55%	42%
2nd Grade	45%	43%	67%	53%
3rd Grade	33%	45%	33%	39%
4th Grade	50%	62%	45%	68%
5th Grade	42%	44%	37%	29%
6th Grade	43%	43%	53%	32%
7th Grade	41%	46%	63%	63%
8th Grade	50%	71%	44%	59%

**Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction**

<b>Reporting Category</b> Suggest reporting on subgroups where n≥30	<b>By First Board Meeting in February 2023</b>		<b>No Later than Last Day of School Year</b>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>In Person Instruction</b>	46.2%	49.6%	47.5%	50.3%