



Level Up!

ACS SCHOOL DATA DIVE

Kindergarten - Fourth Grade

School Report Card



D 2024-25
GRADE

53

PERFORMANCE GRADE SCORE



Academic Growth
✓ Growth Met

Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Students Proficient in NC State Standards: 53%

Students Demonstrating Growth from Previous Assessment: 83.1%

Kindergarten-Second Grade

THE STATE USES MCLASS ASSESSMENTS TO DETERMINE OUR GROWTH IN KINDERGARTEN THROUGH SECOND GRADE.



What does the state look at?

- Kindergarten's Middle of Year to End of Year Growth
- 1st Grade-2nd Grade Beginning of Year to End of Year Growth

The state does not consider Math assessments in Kindergarten -Second Grade.



What Is mCLASS?

- One minute assessments administered by teachers that measure and track the development of foundational literacy skills (PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY AND COMPREHENSION).
- Assessments happen 3 times a year (BOY, MOY AND EOY).
- It is a tool to help teachers identify what skill a student is struggling with, and to catch at-risk students early. It allows teachers to group students based on their need. There are many tools within mCLASS that can help with instruction- including targeted lesson plans.



Weighted mCLASS Assessments

Grade Level	Highest Weighted Assessment at EOY	Why It Matters
KINDERGARTEN	Nonsense Word Fluency (NWF-CLS)	Measures the ability to link letters to sounds, the foundation for decoding.
GRADE 1	Oral Reading Fluency (ORF-WRC)	Transitions to measuring how accurately and quickly a student reads connected text.
GRADE 2	Oral Reading Fluency (ORF-WRC)	Fluency becomes the dominant predictor of overall reading proficiency.
GRADE 3+	Oral Reading Fluency (ORF-WRC)	Remains the primary measure, followed closely by Maze for comprehension.

Third & Fourth Grade



In third through fourth grade the state evaluates schools on both proficiency and growth on the End of Grade (EOG) Assessments in Math and Reading.



Student Reports

How do I access the reports as a parent?

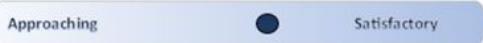
- NCSIS ACS Parent Portal OR NCSIS Campus Parent mobile app
- Login
- Click **more**
- Select **assessments**
- Click the link for **North Carolina Individual Score Reports**

Student Reports

What can I learn from the NCCI report?

Approaching: The student is beginning to understand the concepts, more support is needed.

Satisfactory: The student has a satisfactory understanding of the concept.

North Carolina Individual Student Report 2025–26	
NC Check-Ins 2.0 Reading Grade 4 A	
 North Carolina Department of PUBLIC INSTRUCTION	Student ID: 0123456789 Student Name: JANE DOE
Process Date: School Name: East Elementary	
Recently, your student took an NC Check-Ins 2.0 in reading. This report provides information on your <u>student's</u> progress in learning grade 4 reading. <u>At this time</u> , your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.	
Approaching- The student is beginning to understand these concepts; more support is needed. Satisfactory- The student has a satisfactory understanding of these concepts.	
<i>Note: The circle shows how the student is progressing on each academic indicator.</i> For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open .	
Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: <ul style="list-style-type: none">Use details and examples from the text to explain their thinkingMake conclusions and inferences about what the text meansIdentify the main idea or themeSummarize key events or ideasExplain how and why things happen in stories or informational texts	
Craft and Structure After reading a text, students can: <ul style="list-style-type: none">Figure out the meaning of important words and phrasesNotice how word choice can shape meaning and toneUnderstand how a text is organized (events, ideas, or information)	
Integration of Ideas and Analysis After reading a text, students can: <ul style="list-style-type: none">Understand how an author uses reasons and evidence to support specific points	
Vocabulary Acquisition and Use After reading a text, students can: <ul style="list-style-type: none">Figure out the meaning of words and phrases using context clues, word parts, and word relationshipsUnderstand simple figurative language, such as similes and metaphors	

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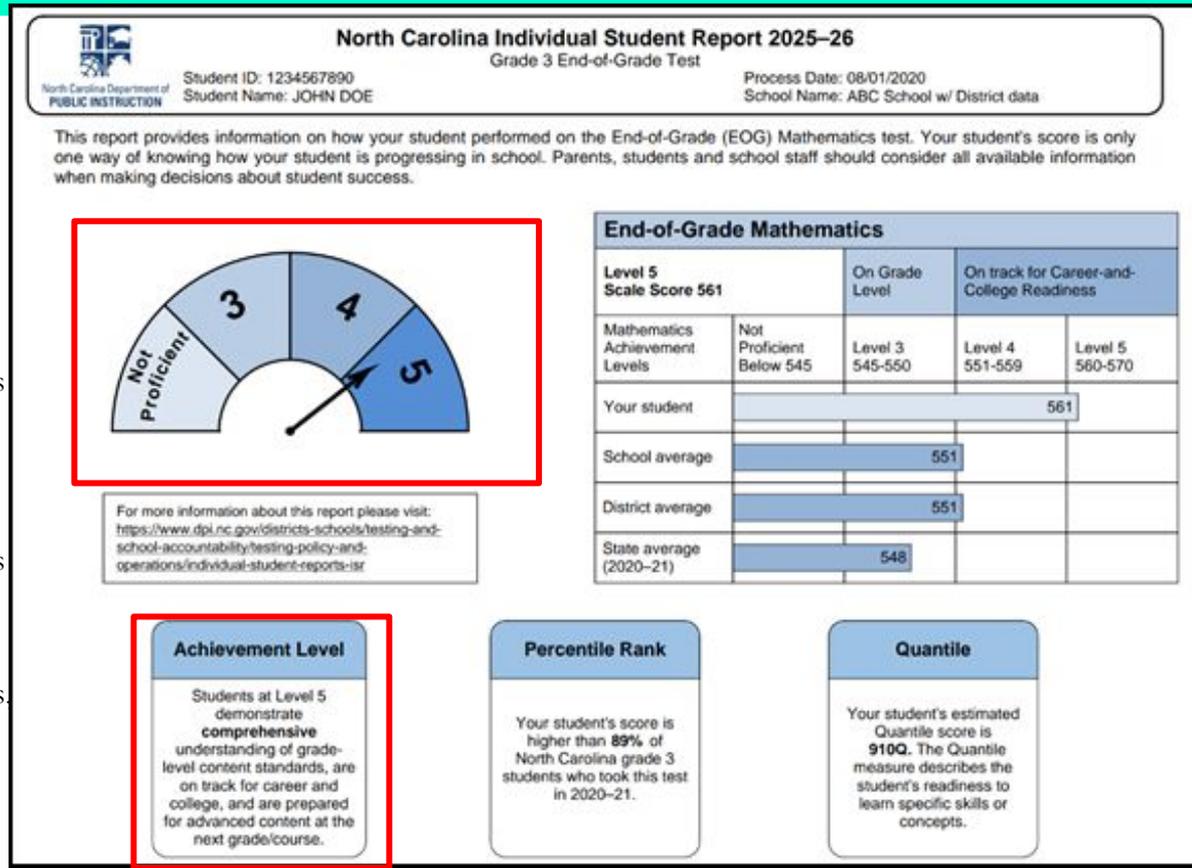
Student Reports

What can I learn from the EOG report?

Achievement Level:

4 achievement levels are reported for EOG and EOC tests.

- **Not Proficient:** Students demonstrate inconsistent understanding of grade-level content standards and will need support.
- **Level 3:** Students demonstrate sufficient understanding of grade-level content standards though some support may be needed to engage with content at the next grade/course.
- **Level 4:** Students demonstrate a thorough understanding of grade-level content standards and are on track for career and college.
- **Level 5:** Students demonstrate comprehensive understanding of grade-level content standards, are on track for career and college, and are prepared for advanced content at the grade/course.



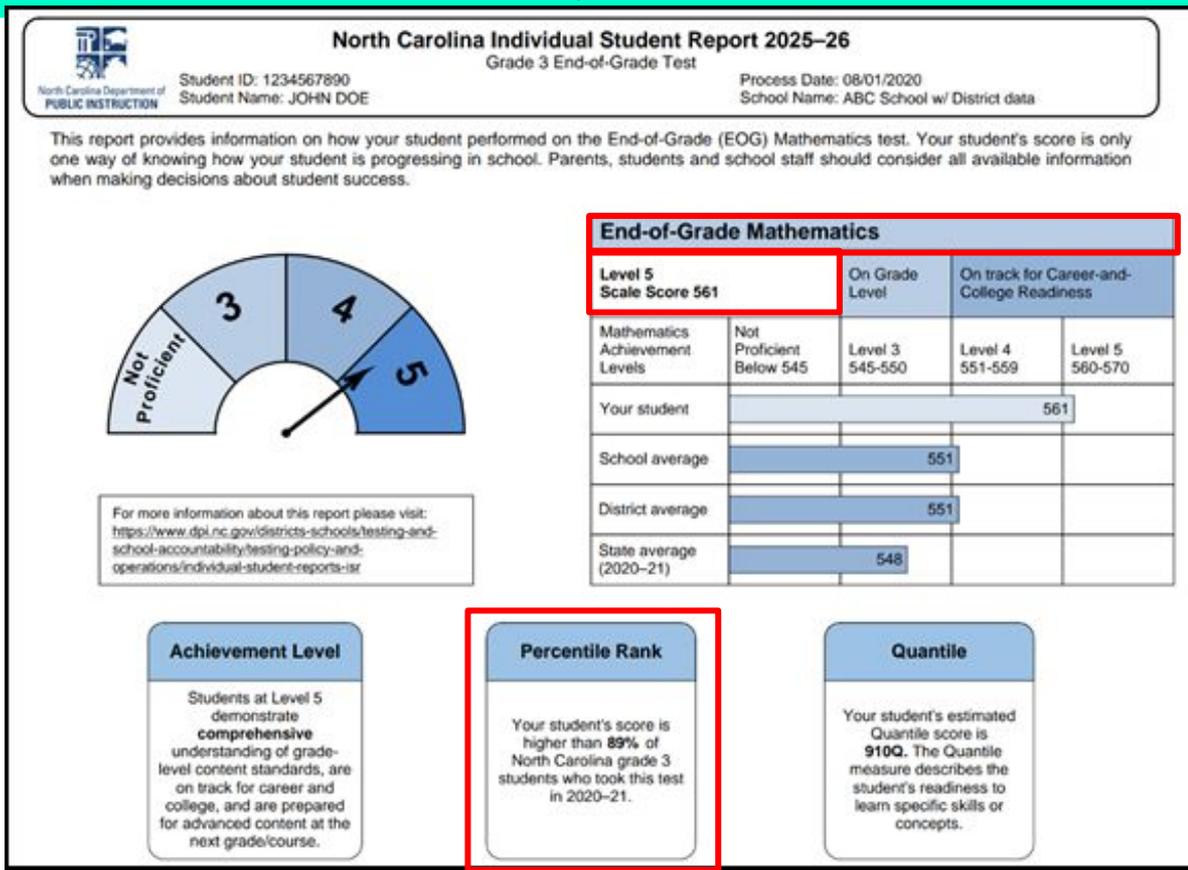
Student Reports

What can I learn from the EOG report?

Subject: Reading, Math, or Science

Scale Score: Numerical score score to allow for comparison of different forms of the test using the same scale.

Percentile Rank: The percentile shows a student performed at a level equal to or better than the stated percentage of students who took the assessment during the norming year (the first year the test was administered).



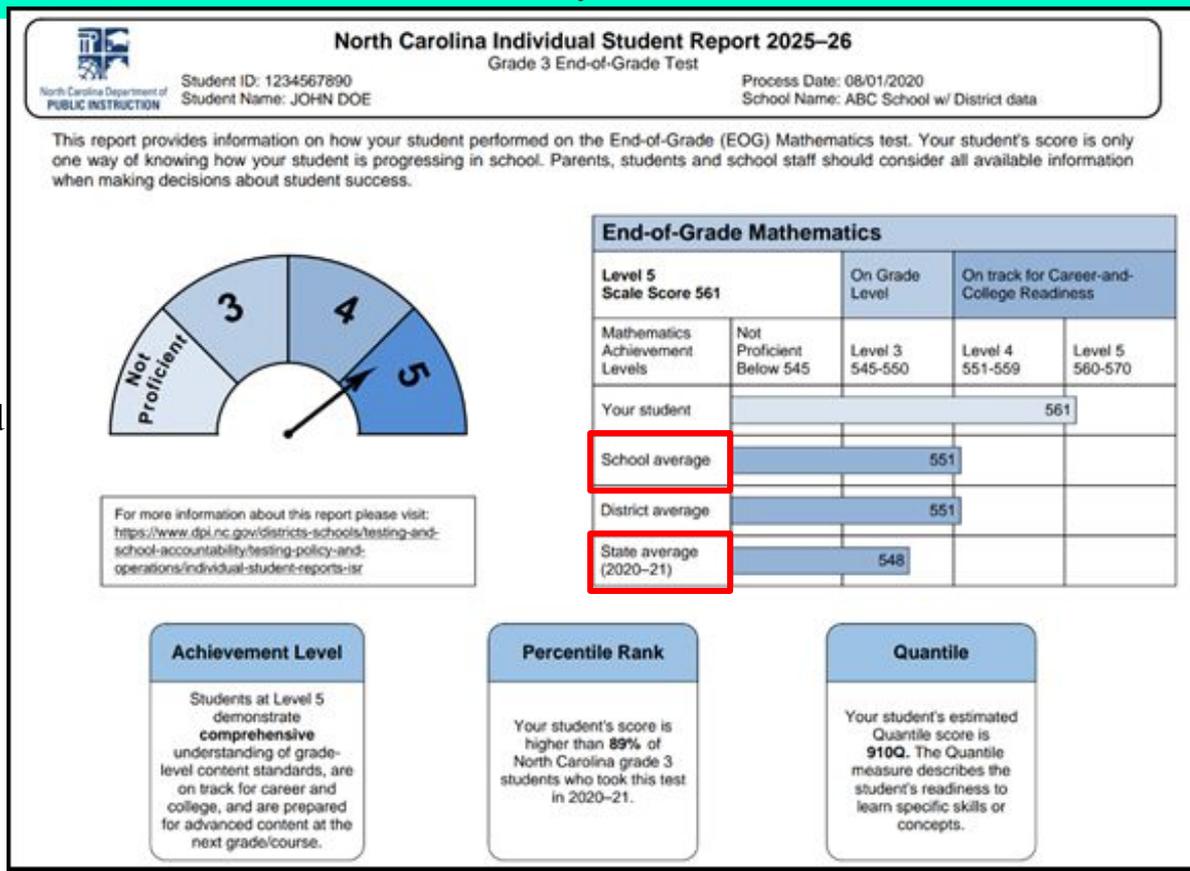
Student Reports

What can I learn from the EOG report?

Quantile: a measure that represents students' math abilities and a measure for mathematical skills and concepts (ranges from EM - 1600).

State Average: This bar represents the average state scale score. The state average is based on the scores of all North Carolina students who took the assessment in the standard setting year.

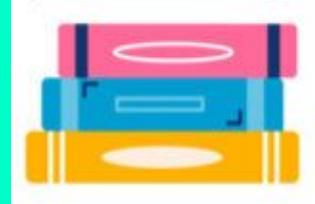
School Average: This bar represents the average school scale score based on the spring test administration data available on the report print date. The average school scale score is finalized at the end of the test administration window.



Reminder!

The scores on these assessments are only one of many indicators of how students are progressing. Test scores should always be considered along with all other available information provided by the teacher about a student.

Here are a Few Things We Are Doing AT ACS to Support Growth and Proficiency



Strategic Progress Monitoring:

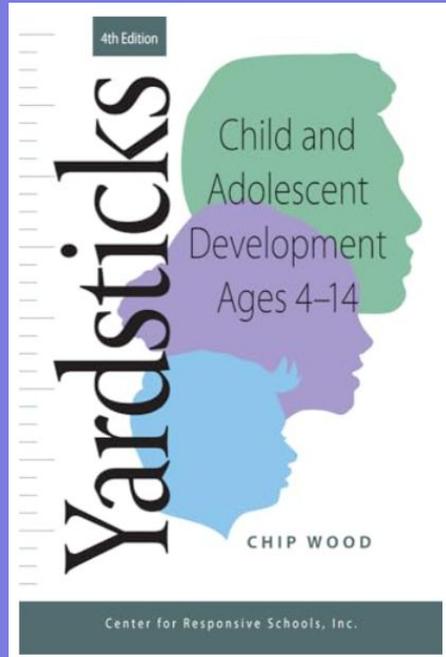
WE PROGRESS MONITOR BETWEEN BENCHMARKS TO PINPOINT EXACTLY WHERE EACH STUDENT EXCELS AND WHERE THEY NEED SUPPORT IN BOTH READING AND MATH.

The "Whole-to-Small" Model:

- **WHOLE-CLASS MINI-LESSONS:** HIGH-IMPACT, FOCUSED INSTRUCTION ON CORE GRADE-LEVEL CONCEPTS.
- **INDIVIDUALIZED WORK AND SMALL GROUP:** STUDENTS TRANSITION TO INDEPENDENT PRACTICE TAILORED TO THEIR SPECIFIC DATA PROFILE, ALLOWING TEACHERS TO PROVIDE INTENSIVE SMALL GROUP SUPPORT.

Specialized Student Supports: SOME GRADE LEVELS HAVE SUPPORT STAFF THAT PULLS STUDENTS TO PROVIDE DATA DRIVEN SMALL GROUP INSTRUCTION.

YARDSTICKS AND FLY FIVE



DRAMA AND HYGIENE



- Attendance Matters. Arrive on time and Dismiss on time
- Homework
 - SET EXPECTATIONS AND ROUTINES
 - TALK TO YOUR STUDENT ABOUT THEIR THINKING
 - AI IS NOT ALWAYS YOUR FRIEND & CHEATING BECOMES A HABIT
 - The goal is not an answer; the goal is understanding
 - HAVE A QUESTION? REACH OUT TO YOUR STUDENT'S TEACHER!
- Talk about why education is important
 - SCHOOL IS A PLACE TO WORK, LEARN, AND GROW
 - COME PREPARED
 - 8 Hours of sleep
 - Ready to learn
 - Organized and with needed supplies
 - EMPHASIZE THE DIFFERENCE BETWEEN SOCIAL TIME AND LEARNING TIME



Parents

WE NEED YOUR PARTNERSHIP, SUCCESS STARTS WITH YOU!

Caregiver Feedback Form

