

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): Kindergarten Reading (33040254)
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): K
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students			38 (68%)		18 (33%)	
Econ. Disadvantaged			11 (55%)			
Special Education						
English Learner						
Male			16 (64%)			
Female			22 (71%)		13 (43%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White			38 (68%)		18 (33%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): 1st Grade Reading (33040263)
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 1
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	21 (28%)		29 (41%)		30 (41%)	
Econ. Disadvantaged			10 (29%)			
Special Education						
English Learner						
Male	10 (29%)		12 (34%)		11 (31%)	
Female	11 (28%)		17 (47%)		19 (50%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	20 (28%)		28 (41%)		29 (43%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): 2nd Grade Reading (33040272)
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 2
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	30 (57%)		33 (62%)		32 (60%)	
Econ. Disadvantaged	15 (56%)		18 (67%)		16 (59%)	
Special Education						
English Learner						
Male	11 (52%)		11 (50%)		10 (43%)	
Female	19 (59%)		22 (71%)		22 (73%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	28 (55%)		31 (61%)		30 (59%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): All Courses
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 3
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	28 (48%)		35 (57%)		35 (57%)	
Econ. Disadvantaged	13 (45%)		15 (50%)		17 (59%)	
Special Education						
English Learner						
Male	13 (42%)		17 (52%)		16 (50%)	
Female	15 (56%)		18 (64%)		19 (66%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	25 (45%)		32 (55%)		33 (57%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): 4th Grade Reading (33040290)
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 4
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	26 (53%)	18 (37%)	31 (63%)	19 (39%)	32 (64%)	20 (40%)
Econ. Disadvantaged			10 (40%)		10 (38%)	
Special Education						
English Learner						
Male	11 (50%)	10 (45%)	12 (52%)	11 (48%)	13 (57%)	10 (43%)
Female	15 (56%)		19 (73%)		19 (70%)	10 (37%)
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	24 (51%)	17 (36%)	29 (62%)	18 (38%)	30 (64%)	19 (40%)
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): 5th Grade Reading (33040299)
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 5
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	35 (65%)	20 (63%)	39 (72%)	21 (62%)	44 (80%)	30 (61%)
Econ. Disadvantaged	14 (52%)		14 (54%)		16 (62%)	11 (52%)
Special Education						
English Learner						
Male	18 (62%)	11 (61%)	21 (72%)	13 (65%)	24 (80%)	19 (70%)
Female	17 (68%)		18 (72%)		20 (80%)	11 (50%)
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	32 (65%)	17 (61%)	34 (69%)	19 (63%)	38 (78%)	26 (60%)
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): All Courses
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 6
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	32 (67%)		34 (72%)		34 (76%)	
Econ. Disadvantaged	10 (59%)		11 (65%)		12 (75%)	
Special Education						
English Learner						
Male	15 (65%)		15 (65%)		14 (70%)	
Female	17 (68%)		19 (79%)		20 (80%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	28 (64%)		30 (70%)		30 (73%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): All Courses
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 7
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	25 (47%)		32 (60%)		32 (59%)	
Econ. Disadvantaged	12 (34%)		18 (51%)		18 (50%)	
Special Education						
English Learner						
Male	10 (38%)		15 (58%)		14 (52%)	
Female	15 (56%)		17 (63%)		18 (67%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	23 (50%)		30 (65%)		30 (64%)	
Hispanic or Latino						
Two or More						

FASTBridge Achievement or Growth on Benchmark

Filters:

Enrollment/Rostering Date: 21-22 | Y
 Site: Dansville Schools
 Student Group:
 Course(s): All Courses
 Section(s):
 Teacher(s):
 Program(s):
 Test Year: 2021-22

English Proficiency:
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): 8
 Additional Student Group: All Students
 Gender: All

Reporting Category	Fall		Winter		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
ALL Students	27 (61%)		33 (79%)		29 (71%)	
Econ. Disadvantaged	12 (52%)		14 (67%)		13 (62%)	
Special Education						
English Learner						
Male			13 (72%)		10 (56%)	
Female	20 (80%)		20 (83%)		19 (83%)	
American Indian or Alaska Native						
Asian American						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White	25 (64%)		29 (78%)		25 (69%)	
Hispanic or Latino						
Two or More						

Spring Math (Average Scores)

	Fall/Beginning of Year		Winter/Mid-Year		Spring/End of Year		Total				
	Screener	Math	Screener	Math	Screener	Math		Average Score	Average Score	Average Score	N
Kindergarten	2	6	3	9	4	5	1	2	1	4	53
Grade 1	13	24	25	32	34	33	28	28	30	38	71
Grade 2	16	20	13	14	17	20	10	9	27	48	48
Grade 3	5	12	4	30	17	13	8	1	85	62	62
Grade 4	2	8	2	54	3	22	11	9	75	20	51
Grade 5	8	35	3	4	2	71	19	9	10	83	54
Grade 6	4	1	1	2	9	3	11	7	3	81	46
Grade 7	1	3	3	0	0	0	3	3	3	49	49
Grade 8	6	4	0	0	0	0	2	2	1	41	41

Spring Math (Average Scores)

	Fall/Beginning of Year				Winter/Mid-Year				Spring/End of Year				Total N
	Screener Score	Screener Score	Math Score	Math Score	Screener Score	Screener Score	Math Score	Math Score	Screener Score	Screener Score	Math Score	Math Score	
ALL Students	13	7	7	19	15	14	25	16	12	10	29	29	475
Economically Disadvantaged	12	6	7	18	16	15	23	17	7	5	13	13	56
Special Ed	11	7	8	21	15	15	20	14	8	7	28	28	71
English Learner													
Female	13	7	7	21	15	13	24	17	13	10	30	30	246
Male	13	6	8	15	15	14	26	15	12	10	29	29	227
American Indian or Alaska Native													
Asian													
Black or African American													
Hispanic or Latino													
Native Hawaiian or Other Pacific Islander													
White	13	7	8	19	15	13	24	16	13	10	29	29	441
Multi-ethnic	13	5	2	25	17	8	48	23	8	4	30	30	15

Superintendent Report: June Board Meeting
Submitted on June 23, 2022

ADMINISTRATIVE WORK:

June is our intervention month. While very quiet compared to May, it was nice to have students in and around the building to reinforce necessary skills and to recover required credits.

Just a friendly reminder that the superintendent's office will be closed each Friday in July.

I have a joint meeting with the Ingham Township Fire Department and the Ingham County Sheriff's Department on Friday, June 24, to review emergency response and access to the buildings during critical situations.

PERSONNEL:

Chris Salmon has tendered her resignation effective June 30, 2022. At the time of this report, I am in conversations with Superintendent Friddle at Stockbridge to determine whether or not a shared Food Service Director would be viable for our two districts. We would like to continue the shared model as a cost-savings measure.

We are pleased to welcome the following new staff members to the Aggie Family:

- Makenna Krieger, MS/HS Social Studies (replacing Joe Rudelic)
- Stephanie Case, 4th Grade Teacher (through attrition replacing Amy Convey who is moving to the Title I / Reading Interventionist position vacated by Sue Provencal)
- Kaylee Hodgson, 6th Grade Teacher (added due to enrollment sizes at that grade level)
- Ryan Masters, Varsity Basketball Coach
- Joshua Andrews, HS Principal

At this time, we still have the following teaching positions open:

- GSRP Associate Teacher
- MS / HS Physical Education & Health (pending - It has not been announced, but Ethan will be hired at Mason)

BUDGET DEVELOPMENT:

Our audited spring count is in: 758.82

As predicted, we are still trending toward a 13% fund balance for the 2021-2022 school year. When our audit is complete, we will have our final numbers.

For the 2022-23 school year, we have taken a conservative budgeting approach as you will hear from Ms. Johns. We are banking on a \$300 per pupil increase in funding, although it is likely going to be more like \$435. However, as with so many things at the legislative level, it is best to "count your chickens after they hatch."

COMMUNICATION:

Our Summer 2022 newsletter is about ready to launch. Many thanks to Ms. Ames for putting together this last project before she completely transitions away from her duties.