## Raw Proficiency Scores by Test

## MCA PROFICIENCY, LOWER SCHOOL

| Grade | \% Proficient MATH | \% Proficient <br> READING | \% Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- |
| 3 | $\mathbf{8 1 . 3 \%}$ | $\mathbf{7 0 \%}$ | N/A |
| 4 | $\mathbf{8 6 . 4 \%}$ | $\mathbf{7 5 . 3 \%}$ | N/A |
| 5 | $\mathbf{6 5 . 4 \%}$ | $\mathbf{7 8 . 2 \%}$ | $\mathbf{7 8 . 5 \%}$ |

## Raw Proficiency Scores by Test

## MCA PROFICIENCY, UPPER SCHOOL

| Grade | \% Proficient MATH | \% Proficient <br> READING | \% Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- |
| 6 | $\mathbf{7 1 . 3 \%}$ | $\mathbf{7 7 . 5 \%}$ | N/A |
| 7 | $\mathbf{7 3 . 8 \%}$ | $\mathbf{7 5 . 0 \%}$ | N/A |
| 8 | $\mathbf{7 7 . 2 \%}$ | $\mathbf{8 3 . 5 \%}$ | $\mathbf{6 9 . 6 \%}$ |

## Raw Proficiency Scores by Test

## MCA PROFICIENCY, UPPER SCHOOL

| Grade | \% Proficient MATH | \% Proficient <br> READING | \% Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- |
| 9 | N/A | N/A | $\mathbf{6 9 . 6 \%}$ |
| 10 | N/A | $\mathbf{9 5 . 5 \%}$ | N/A |
| 11 | $78.9 \%$ | N/A | N/A |

## Proficiency Comparison to State Scores by Test

## MCA PROFICIENCY, LOWER SCHOOL

| Grade | \% Proficient <br> MATH | \% MN <br> Proficient <br> MATH | \% Proficient <br> READING | \% MN <br> Proficient <br> READING | \% Proficient <br> SCIENCE | \% MN <br> Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 3 | $\mathbf{8 1 . 3 \%}$ | $59.8 \%$ | $\mathbf{7 0 \%}$ | $\mathbf{4 8 . 5 \%}$ | N/A | N/A |
| 4 | $\mathbf{8 6 . 4 \%}$ | $57.0 \%$ | $\mathbf{7 5 . 3 \%}$ | $\mathbf{5 0 . 1 \%}$ | N/A | N/A |
| 5 | $\mathbf{6 5 . 4 \%}$ | $\mathbf{4 3 . 5 \%}$ | $\mathbf{7 8 . 2 \%}$ | $\mathbf{5 9 . 9 \%}$ | $\mathbf{7 8 . 5 \%}$ | $\mathbf{4 9 . 8 \%}$ |

## Proficiency Comparison to State Scores by Test

## MCA PROFICIENCY, UPPER SCHOOL

| Grade | \% Proficient <br> MATH | \% MN <br> Proficient <br> MATH | \% Proficient <br> READING | \% MN <br> Proficient <br> READING | \% Proficient <br> SCIENCE | \% MN <br> Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 6 | $71.3 \%$ | $39.0 \%$ | $\mathbf{7 7 . 5 \%}$ | $\mathbf{5 4 . 4 \%}$ | N/A | N/A |
| 7 | $73.8 \%$ | $37.4 \%$ | $\mathbf{7 5 . 0 \%}$ | $\mathbf{4 5 . 3 \%}$ | N/A | N/A |
| 8 | $\mathbf{7 7 . 2 \%}$ | $39.8 \%$ | $\mathbf{8 3 . 5 \%}$ | $\mathbf{4 6 . 1 \%}$ | $\mathbf{6 9 . 6 \%}$ | $\mathbf{2 8 . 6 \%}$ |

## Proficiency Comparison to State Scores by Test

## MCA PROFICIENCY, UPPER SCHOOL

| Grade | \% Proficient <br> MATH | \% MN <br> Proficient <br> MATH | \% Proficient <br> READING | \% MN <br> Proficient <br> READING | \% Proficient <br> SCIENCE | \% MN <br> Proficient <br> SCIENCE |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 9 | N/A | N/A | N/A | N/A | $\mathbf{6 9 . 6 \%}$ | $\mathbf{4 5 . 3 \%}$ |
| 10 | N/A | N/A | $\mathbf{9 5 . 5 \%}$ | $\mathbf{5 4 . 9 \%}$ | N/A | N/A |
| 11 | $78.9 \%$ | $36.3 \%$ | N/A | N/A | N/A | N/A |

## Definition of "Growth"

In the next two slides, we'll look at "Growth", or the term MDE uses, "Academic Progress":
"In a general sense, academic progress is an increase in students' learning. More specifically, for the purposes of ESSA accountability, academic progress refers to students increasing their learning relative to grade-level standards. This is measured using statewide tests in math and reading, and those subjects are used as a sample of students' progress overall."

## Raw Growth Scores by Test

## MCA GROWTH BY SUBGROUP

| Subgroup at Nova Classical | Growth MATH | Growth READING |
| :--- | :--- | :--- |
| Asian | 2.82 | 3.06 |
| Hispanic | 3.01 | 3.06 |
| Black | 2.64 | 3.22 |
| English Learners | 2.89 | 3.26 |

## Raw Growth Scores by Test

## MCA GROWTH BY SUBGROUP

| Subgroup at Nova Classical | Growth MATH | Growth READING |
| :--- | :--- | :--- |
| SpED | 3.02 | 3.42 |
| Free and Reduced Price Lunch | 2.34 | 3.19 |
| Nova Classical AVERAGE | 2.87 | 3.08 |
| State of MN AVERAGE | 2.15 | 2.33 |

## Trending for FY27 Goals

Even though FY22 MCA data is not included in our Friends of Education FY27 goals, we can see some trends in a positive direction:

Sub Goal 1.1: Absolute Proficiency.
World's Best Workforce Charter Contract Target: All thirdgraders can read at grade level. At the conclusion of FY2026, the School's third-grade reading proficiency rates for the most recent four years will average no less than 22 points higher than the state average in reading.

## Sub Goal 1.3: Growth.

At the conclusion of FY2026, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota Department of Education NorthStar system.


Sub Goal 1.4: Achievement Gap Reduction.
World's Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

At the conclusion of FY2026, the average number of progress points generated by School students based on changes in their achievement levels, for the three highest of the immediately preceding four years will average no less than:
-Black/African American: 2.85 for each reading and math
-FRP: 2.20, math; 2.55, reading

## ANY QUESTIONS?

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