

# Mendon Elementary 2025-26 Winter Data Review

## NWEA School-wide Math Data

### WINTER NWEA MATH ACHIEVEMENT DATA BY GRADE LEVEL

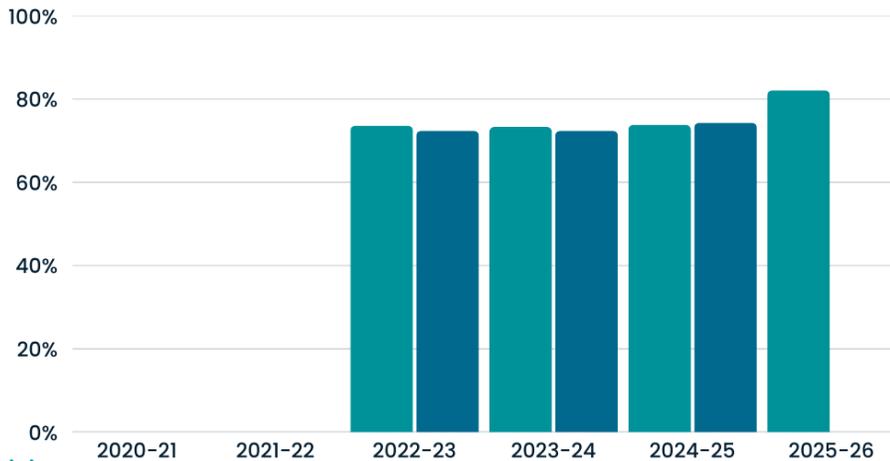
Average RIT Score



### SCHOOLWIDE NWEA READING GROWTH DATA

% of Students Met Growth Goal

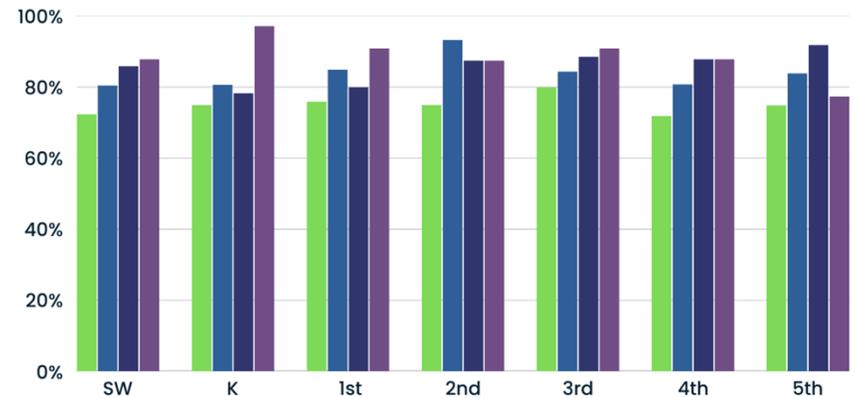
Fall-Winter (teal) Fall-Spring (dark teal)



### WINTER NWEA MATH GROWTH DATA BY GRADE LEVEL

% of Students Met Winter Growth Goal

2022-23 (light green) 2023-24 (blue) 2024-25 (dark blue) 2025-26 (purple)



Mendon Elementary Math NWEA % At Benchmark																
	2020-21		2021-22		2022-23			2023-24			2024-25			2025-26		
	Fall	Spring	Fall	Spring	Fall	Winter	Spring									
<b>K</b>			48.5%	56.8%	67.7%	60.0%	50.0%	78.0%	71.4%	74.4%	48.0%	65.2%	73.9%	54.1%	66.7%	
<b>1st</b>			56.0%	73.1%	62.2%	52.8%	55.6%	37.5%	36.4%	34.3%	37.0%	40.0%	37.0%	45.5%	43.5%	
<b>2nd</b>			50.0%	48.5%	63.3%	58.6%	46.7%	47.1%	65.7%	68.6%	25.7%	56.3%	53.1%	56.3%	62.0%	
<b>3rd</b>			26.9%	20.0%	37.5%	43.8%	39.4%	26.7%	41.9%	59.4%	38.9%	62.9%	65.7%	42.9%	52.9%	
<b>4th</b>			27.3%	37.5%	26.9%	36.0%	28.0%	28.6%	23.5%	38.9%	51.5%	57.6%	60.6%	47.2%	68.6%	
<b>5th</b>			20.0%	33.3%	37.5%	31.3%	44.1%	30.8%	28.6%	39.3%	24.3%	43.2%	43.2%	46.9%	59.4%	
<b>School-wide</b>	40.3%	44.6%	37.5%	45.2%	50.0%	47.3%	44.7%	43.4%	46.3%	53.6%	36.8%	52.7%	53.4%	49.5%	60.0%	

\* Scores before 2025 are based on 2020 norms. Scores for the 2025-26 school year are based on the new 2025 norms.

Mendon Elementary Math NWEA Average RIT with SD												
	2024-25						2025-26					
	Fall	SD	Winter	SD	Spring	SD	Fall	SD	Winter	SD	Spring	SD
<b>K</b>	138.8	9.1	151.5	10.3	160.2	9.7	142.1	10.7	155.9	10		
<b>1st</b>	156.9	10.5	169	10.3	173.9	10.6	153.2	14.1	167.4	10		
<b>2nd</b>	167.6	11.7	183.9	13.2	187.6	13	176	12.8	185.8	13.5		
<b>3rd</b>	185	15.7	197.5	15.7	202.3	17.5	179.4	12.8	195.6	13		
<b>4th</b>	195.6	16.3	207.9	17.6	213.6	16.5	195.4	13	208.8	15.4		
<b>5th</b>	200.5	13.8	210.5	13.9	216	15.9	206.1	17.4	213.5	19.3		

Fall to Winter Mendon Elementary Math NWEA % Met Growth Goal						
	21-22	22-23	23-24	24-25	25-26	
<b>Kindergarten</b>		72.4%	80.5%	78.3%	97.2%	
<b>1st Grade</b>		75.0%	80.7%	80.0%	90.9%	
<b>2nd Grade</b>		75.9%	84.9%	87.5%	83.7%	
<b>3rd Grade</b>		75.0%	93.3%	88.6%	90.9%	
<b>4th Grade</b>		80.0%	84.4%	87.9%	88.6%	
<b>5th Grade</b>		71.9%	80.8%	91.9%	77.4%	
<b>School-wide</b>		74.9%	83.9%	85.9%	87.9%	

Operations and Algebraic Thinking							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	4	6		2	8	16	
1	3	3		4	6	6	
2	9	8		5	16	12	
3	4	7		6	12	5	
4	3	15		3	7	7	
5	5	7		6	8	6	
Total	28	46	74	26	57	52	135
Total Tested	210	210	210	210	210	210	210
%	13.3%	21.9%	35.2%	12.4%	27.1%	24.8%	64.3%

Measurement and Data							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	8	3		7	9	9	
1	4	4		6	5	3	
2	10	8		6	11	15	
3	4	9		7	6	8	
4	5	4		8	9	9	
5	5	6		5	9	7	
Total	36	34	70	39	49	51	139
Total Tested	210	210	210	210	210	210	210
%	17.1%	16.2%	33.3%	18.6%	23.3%	24.3%	66.2%

Geometry							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	5	3		6	2	20	
1	2	9		5	2	4	
2	11	8		6	9	16	
3	8	6		4	4	12	
4	2	6		5	9	13	
5	6	7		1	10	8	
Total	34	39	73	27	36	73	136
Total Tested	210	210	210	210	210	210	210
%	16.2%	18.6%	34.8%	12.9%	17.1%	34.8%	64.8%

Numbers and Operations							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	5	4		9	5	13	
1	5	5		2	7	3	
2	3	6		8	14	19	
3	2	6		9	7	10	
4	4	1		12	10	8	
5	5	4		4	11	8	
Total	24	26	50	44	54	61	159
Total Tested	210	210	210	210	210	210	210
%	11.4%	12.4%	23.8%	21.0%	25.7%	29.0%	75.7%

# Math Data Review Note-Taking

Data Protocol	Notes
<p><b>Activating and Engaging in the Inquiry</b></p> <p><b>Key Questions:</b>            What do we predict the data will show? Why?            What questions do we have?            What are the possibilities for learning?            What might be missing from the data?</p> 	<ul style="list-style-type: none"> <li>• Overall, will see improvements in achievement and meeting goals</li> <li>• Improvements in Operations and Algebraic Thinking particularly</li> <li>• Higher achievement scores in K-2</li> </ul>
<p><b>Exploring and Discovering Data</b></p>  <p><b>Key Questions:</b>            What points seem to “pop out”?            What are the patterns, categories, and trends?            What is surprising/unexpected?            Are there other avenues to explore?</p> <p><b><i>*This is a time of exploration, not explanation.</i></b></p>	<ul style="list-style-type: none"> <li>• 87.9% of students met growth targets.</li> <li>• Looking at average RIT scores, all grade levels showed Fall-to-Winter gains.</li> <li>• Strong gains in Grades 4 and 5:             <ul style="list-style-type: none"> <li>○ Grade 4 increased from 47.2% (Fall) to 68.6% (Winter).</li> <li>○ Grade 5 increased from 46.9% (Fall) to 59.4% (Winter).</li> </ul> </li> <li>• All reported subgroups made gains in Math from Fall to Winter, both in achievement (% at or above the 50th percentile) and growth.</li> <li>• Math continues to be a relative strength compared to Reading across all student groups.             <ul style="list-style-type: none"> <li>• Economically disadvantaged students: Achievement increased from 35.7% (Fall)→ 50.0% (Winter) at or above the 50th percentile, and 86.5% met their Math growth goal.</li> <li>• Special education students: Achievement increased from 36.8% (Fall)→ 47.5% (Winter) at or above the 50th percentile, and 81.6% met their Math growth goal.</li> </ul> </li> <li>• Geometry remains a relative strength across grades, aligning with earlier fall analysis.</li> </ul>

## Organizing and Integrating

### Key Questions:

What inferences, explanations, and/or conclusions might we draw from the data? (causation)

What additional data sources might we explore to verify our explanations? (confirmation)

What are some research-based solutions we can explore? (action)

What additional data will we need to collect? (calibration)



- Focus on number sense and conceptual understanding through Number Corner has had a positive effect on scores.
- High growth percentages suggest that core instruction and interventions are effective. Now focus on consistency, math instruction focused on mathematical reasoning and operations.

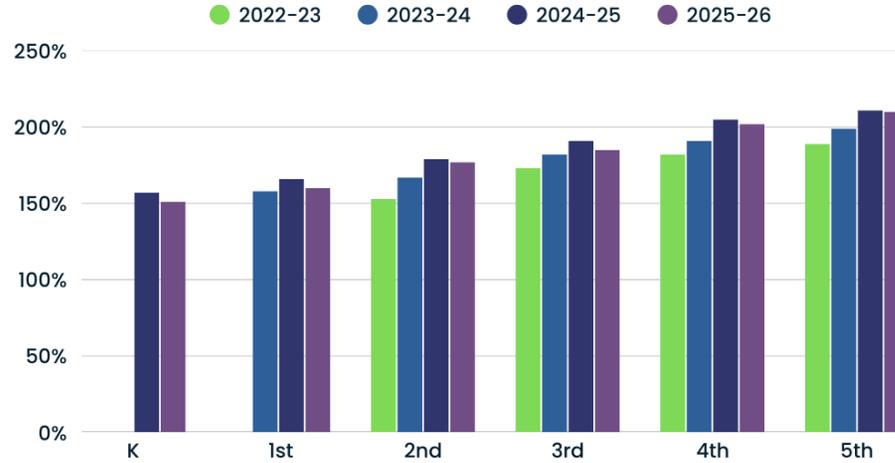
### Possible Solutions

- Continued learning and refinement of Number Corner K-5 for the development of number sense and math reasoning.
- Eureka Math Learning Walks- reflection on learning walk data as a staff

# NWEA School-wide Reading Data

## WINTER NWEA READING ACHIEVEMENT DATA BY GRADE LEVEL

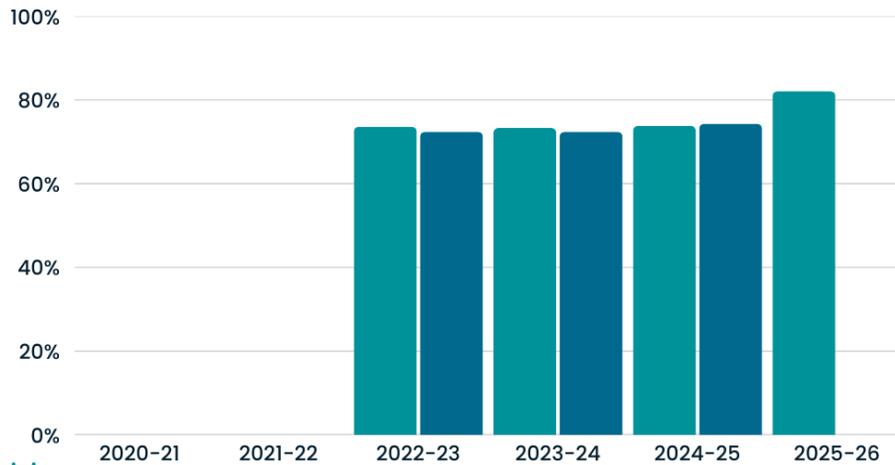
Average RIT Score



## SCHOOLWIDE NWEA READING GROWTH DATA

% of Students Met Growth Goal

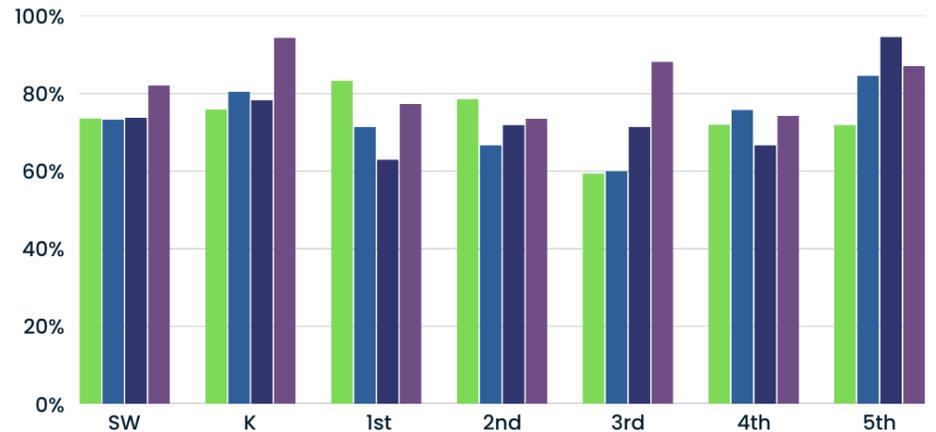
Fall-Winter (Teal)    Fall-Spring (Dark Teal)



## WINTER NWEA READING GROWTH DATA BY GRADE LEVEL

% of Students Met Winter Growth Goal

2022-23 (Light Green)    2023-24 (Blue)    2024-25 (Dark Blue)    2025-26 (Purple)



### Mendon Elementary ELA NWEA % at Benchmark

	2020-21		2021-22		2022-23			2023-24			2024-25			2025-26		
	Fall	Spring	Fall	Spring	Fall	Winter	Spring									
<b>K</b>			57.6%	40.5%	58.1%	56.7%	43.8%	53.8%	61.9%	60.5%	52.0%	65.2%	65.2%	48.6%	69.4%	
<b>1st</b>			64.0%	61.5%	45.9%	43.2%	55.6%	28.1%	36.7%	28.6%	50.0%	39.1%	26.1%	27.3%	50.0%	
<b>2nd</b>			45.5%	36.4%	53.3%	34.5%	46.7%	41.2%	31.4%	45.7%	25.7%	37.5%	28.1%	43.8%	48.0%	
<b>3rd</b>			50.0%	40.0%	40.6%	40.6%	27.3%	40.0%	38.7%	25.0%	33.3%	25.7%	37.1%	28.6%	40.0%	
<b>4th</b>			33.3%	34.4%	42.3%	32.0%	32.0%	34.3%	28.6%	27.8%	30.3%	39.4%	54.5%	61.1%	57.1%	
<b>5th</b>			40.0%	39.4%	43.8%	40.6%	47.1%	53.8%	50.0%	53.6%	36.8%	54.1%	51.4%	46.9%	71.9%	
<b>School-wide</b>	45.5%	46.3%	47.6%	41.4%	47.3%	41.6%	42.6%	38.9%	41.8%	35.5%	36.2%	42.2%	41.7%	43.8%	55.7%	

\* Scores before 2025 are based on 2020 norms. Scores for the 2025-26 school year are based on the new 2025 norms.

### Mendon Elementary Reading NWEA Average RIT with SD

	2024-25						2025-26					
	Fall	SD	Winter	SD	Spring	SD	Fall	SD	Winter	SD	Spring	SD
<b>K</b>	136.6	7.7	148	7.8	157.1	10.9	139.8	9.1	151.4	10.8		
<b>1st</b>	156.9	9.35	163.7	10.6	166.2	12.1	151	8.1	160.1	10.8		
<b>2nd</b>	165.9	13.1	175.7	11.7	178.7	13.4	171	12.5	177.5	13.5		
<b>3rd</b>	178.2	15.6	185.2	16.3	191.4	15.7	173.1	17.7	185.2	16.9		
<b>4th</b>	192.9	14.1	200.2	13.5	204.8	12.4	196.1	14	201.5	14		
<b>5th</b>	199	13.2	209.6	11.2	210.8	12.8	202.6	14.9	209.5	14.7		

### Fall to Winter Mendon Elementary ELA NWEA % Met Growth Goal

	20-21	21-22	22-23	23-24	24-25	25-26
<b>Kindergarten</b>			75.9%	80.5%	78.3%	94.4%
<b>1st Grade</b>			83.3%	71.4%	63.0%	77.3%
<b>2nd Grade</b>			78.6%	66.7%	71.9%	73.5%
<b>3rd Grade</b>			59.4%	60.0%	71.4%	88.2%
<b>4th Grade</b>			72.0%	75.8%	66.7%	74.3%
<b>5th Grade</b>			71.9%	84.6%	94.6%	87.1%
<b>School-wide</b>			73.6%	73.3%	73.8%	82.1%

### Literature and Informational

	1st-20th	21st-40th	41st-60th	61st-80th	>80th		
<b>K</b>	5	5	4	8	14		
<b>1</b>	3	5	4	6	4		
<b>2</b>	7	14	10	8	11		
<b>Total</b>	15	24	39	18	22	29	69
<b>Total Tested</b>	108	108	108	108	108	108	108
<b>%</b>	13.9%	22.2%	36.1%	16.7%	20.4%	26.9%	63.9%

### Foundational Skills

	1st-20th	21st-40th	41st-60th	61st-80th	>80th		
<b>K</b>	5	4	6	10	11		
<b>1</b>	6	4	6	4	2		
<b>2</b>	14	12	5	11	8		
<b>Total</b>	25	20	45	17	25	21	63
<b>Total Tested</b>	108	108	108	108	108	108	108
<b>%</b>	23.1%	18.5%	41.7%	15.7%	23.1%	19.4%	58.3%

Language and Writing							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	3	5		6	14	8	
1	6	4		8	3	1	
2	11	9		10	11	9	
Total	20	18	38	24	28	18	70
Total Tested	108	108	108	108	108	108	108
%	18.5%	16.7%	35.2%	22.2%	25.9%	16.7%	64.8%

Vocabulary Use and Function							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
K	4	8		2	9	13	
1	3	8		2	6	3	
2	5	9		11	12	13	
Total	12	25	37	15	27	29	71
Total Tested	108	108	108	108	108	108	108
%	11.1%	23.1%	34.3%	13.9%	25.0%	26.9%	65.7%

Informational Text							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
3	13	5		4	7	6	
4	4	8		4	13	6	
5	3	5		9	8	7	
Total	20	18	38	17	28	19	64
Total Tested	102	102	102	102	102	102	102
%	19.6%	17.6%	37.3%	16.7%	27.5%	18.6%	62.7%

Vocabulary							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
3	8	10		4	10	3	
4	4	6		7	10	8	
5	4	5		6	11	6	
Total	16	21	37	17	31	17	65
Total Tested	102	102	102	102	102	102	102
%	15.7%	20.6%	36.3%	16.7%	30.4%	16.7%	63.7%

Literary Text							
	1st-20th	21st-40th		41st-60th	61st-80th	>80th	
3	10	9		6	4	6	
4	5	8		8	9	5	
5	5	5		6	11	5	
Total	20	22	42	20	24	16	60
Total Tested	102	102	102	102	102	102	102
%	19.6%	21.6%	41.2%	19.6%	23.5%	15.7%	58.8%

Reading Data Review Note-Taking

Data Protocol	Notes
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## Activating and Engaging in the Inquiry

### Key Questions:

What do we predict the data will show? Why?

What questions do we have?

What are the possibilities for learning?

What might be missing from the data?



- Increased scores from the fall. Potentially more gains from K-2 because they possibly have more gains to make than 3-5
- K-2 grades have started Wit & Wisdom closer to the beginning so there might be less gaps.
- Foundational skills scores might be lower because phonics instruction might not be solid yet.
- Data around consistency with testing procedures and its impact on scores isn't available.

## Exploring and Discovering Data



### Key Questions:

What points seem to “pop out”?

What are the patterns, categories, and trends?

What is surprising/unexpected?

Are there other avenues to explore?

***\*This is a time of exploration, not explanation.***

- Every grade except 4th improved from Fall to Winter scores.
- Foundational Skills in K-2 is an area of focus.
- Half of the second grade fell below 40th percentile
- Vocabulary Use and Function for K-2 and Vocabulary for 3-5 are areas of strength
- Literary Test is an opportunity for growth for 3-5

## **Organizing and Integrating**

### **Key Questions:**

What inferences, explanations, and/or conclusions might we draw from the data? (causation)

What additional data sources might we explore to verify our explanations? (confirmation)

What are some research-based solutions we can explore? (action)

- Additional data sources include NWEA - # of kids at RIT cut score or higher and average RIT scores
- Consistency around Foundations implementation and Strategy Implementation Guide for Foundations with loose and might be opportunity for growth.
- Improving phonics and phonological awareness might be beneficial.
- Areas of Focus

What additional data will we need to  
(calibration)



#### **Possible Solutions**

- Begin professional learning around the Science of Reading
- Consider ways to build excitement/love for reading
- Looking deeper into tech use for learning with intentional uses vs. uses to reconsider?
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- Who was? And Who Is? Book Challenge
  - Could these be opportunities during WIN time?
  - Authentic reading and writing opportunities
- Consider ELJ-A for 2026-2027. Ask Chelsea