

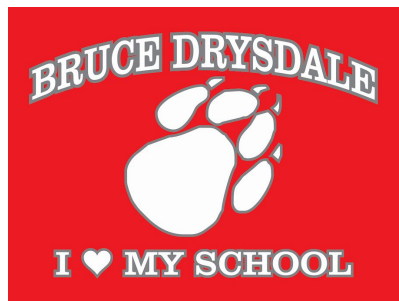


**Bruce Drysdale Elementary School  
271 Bearcat Boulevard  
Hendersonville, NC 28792  
(828) 697-5568**



**“Reaching all students and teaching them to be successful step by step”**

**BJ Laughter, Principal  
Oscar Robinson, Assistant Principal**



## **2018–2020 Continuous School Improvement Plan for Bruce Drysdale School**

Approved by secret ballot, majority vote on October 10, 2018 (100%)

*BJ Laughter, Principal*

*LeAnna Fankhauser, SIT Chair*

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# Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

# School Improvement Team Membership

<b>Name</b>	<b>Position</b>
<b>Leanna Fankhauser, Chair</b>	<b>4th Grade Teacher</b>
<b>Doris Rojas</b>	<b>1st Grade Teacher</b>
<b>Chelsea Scruggs</b>	<b>Kindergarten Teacher</b>
<b>Shawna Taylor, Secretary</b>	<b>5th Grade Teacher</b>
<b>Lucia Bertini</b>	<b>3rd Grade Teacher</b>
<b>Ally McCall</b>	<b>2nd Grade Teacher</b>
<b>Bonita Siedentopf</b>	<b>5th Grade Teacher</b>
<b>Jen Reed</b>	<b>ESL Teacher</b>
<b>Oscar Robinson</b>	<b>Assistant Principal</b>
<b>BJ Laughter</b>	<b>Principal</b>
<b>Lisa Holland</b>	<b>Teacher Assistant</b>
<b>Ileta Silvia</b>	<b>PE Teacher</b>
<b>Judy Holt</b>	<b>Counselor</b>
<b>Carolyn Henderson</b>	<b>Instructional Coach</b>
<b>Sadie Crum</b>	<b>PIC</b>
<b>Erin Rainey</b>	<b>Parent</b>
<b>Suzanna Waddell</b>	<b>Parent</b>
<b>Michelle Smith</b>	<b>Parent</b>
<b>Haley Parent</b>	<b>EC Teacher</b>

The membership of our School Improvement Team was elected on July 25, 2018.

The School Improvement Plan was approved by secret ballot vote on October 10, 2018.

# Mission and Beliefs

## **Henderson County Public Schools' Mission Statement**

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

## **Henderson County Public Schools' Guiding Principle**

The success of a child is the result of a collaborative partnership of school, child parent and community.

## **Henderson County Public Schools' Core Values**

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

## **School Vision Statement**

Bruce Drysdale exists to reach all students and teach them to be successful step by step

## **School Mission Statement**

Every Bruce Drysdale student will achieve yearly academic growth. As a collaborative, professional learning community of highly qualified educators, we will provide the support for our students to become independent, successful, lifelong learners.

## **School Beliefs (Core Values)**

1. We value each child.
2. We recognize individual learning styles.
3. We value a safe, positive learning environment.
4. We value quality instruction.
5. We value honesty, respect and integrity.
6. We value positive relationships among students, parents, staff and the community.

# School Profile & Narrative Summary

Bruce Drysdale School is located downtown, in the heart of Hendersonville and serves a diverse population of students. Of our 476 students, 44% of our students are White, 30% are Hispanic, 15% are Black, and 8% are Multiracial. Approximately 75% of our student population receives either Free or Reduced-price lunch and our mobility rate is 23%. Approximately 25% of our students are categorized LEP (Limited English Proficient). Approximately 12% of our students receive Special Education services. Bruce Drysdale is a school-wide Title I school. Bruce Drysdale provides instruction to special-needs students with two self-contained classrooms. We offer a Dual Language program which serves approximately 200 students in kindergarten through fifth grades. Bruce Drysdale met 25 of 33 AMO (Annual Measurable Objective) target goals for the 2017-2018 school year. EOG (End of Grade) results indicated a performance composite grade of a "C" for our school for the 2017-2018 school year. Bruce Drysdale School **Exceeded growth (+4.93)** for the 2017-2018 school year. **We had the highest growth of any elementary school in Henderson County! We also had the highest growth in the county in every subgroup: Black, Hispanic, Multi, White, EDS, ELS, SWD.**

We plan to focus on improving reading and math during the next three school years. Each collaborative grade level team will use prioritized North Carolina State Standards in English Language Arts and Math to create lesson plans and formative assessments. The Grade Level teams will use assessment data ( formative, benchmark, EOG) during collaborative planning to set goals and develop lesson plans. These lesson plans will continue to address the standards and provide interventions to those students not meeting proficiency, and monitor progress.

Reading and Math are our biggest concerns. Nevertheless, we plan to target our Tier 2 and Tier 3 students who struggle in reading and/or Math by providing intense, small group instruction. We have recently named a reading intervention specialist who is using tutors to implement a "SMILE" reading program (Structured Methods in Language Education) in Kindergarten for the 18-19 school year. We hope to expand the SMILES program into the first grade by the 19-20 school year. Our collaborative planning teams will use the foundational reading standards as a focus of the data and instructional strategies.

We examined the math domains tested on the End of Grade and will continue to focus on the domains with the highest weight with regard to percentage of tested items. The domain with the highest weight on the third grade EOG is Operations and Algebraic Thinking. The domain with the highest weight on the 4th and 5th grade EOG is Numbers and Operations – Fractions. Of the 8 mathematical practices, problem solving continues to be a weakness for our students; therefore we will continue to focus instruction in that area. BDS has already seen a decrease in office referrals from the 2017-2018 school year. Most of the referrals were for 5% of our student population. We will target students who have multiple office referrals by giving them intense behavior support. We had over two times more positive office referrals than negative ones.

# Instructional Planning Time

## **Duty Free Planning**

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), Bruce Drysdale School currently provides all classroom teachers with a duty free instructional planning time every day.

## **Duty Free Lunch**

With staff input, the School Improvement Team decided...Bruce Drysdale School currently provides students in grades 1 – 5 with a daily (Monday – Thursday) intervention block using teacher assistants and paid tutors. Duty Free Lunch would require teacher assistant time to be taken from the interventions and placed in the cafeteria. The School Improvement Team decided to keep the teacher assistants in the classrooms for interventions instead of using them to supervise students in the cafeteria during lunch.



# Instructional Materials/Textbook Waiver

## Building-Level Waiver Request

School: Bruce Drysdale, LEA Number: 450, School Number: 306

### Building-Level Waiver Information

**Please insert the waiver you are requesting:**

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

**Identify the law, regulation or policy from which you are seeking an exemption:**

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

**Please state how the waiver will be used.**

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

**Please state how the waiver will promote achievement of performance goals.**

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

# Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps on our school to resolve conflict. Our specific strategies include...

- Clarify what the disagreement is.
- Establish a common goal for both parties.
- Discuss ways to meet the common goal.
- Determine the barriers to the common goal.
- Agree on the best way to resolve the conflict.
- Acknowledge the agreed upon solution and determine the responsibilities each party has in the resolution.

## Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

**We Value Excellence In:**



**H**uman Resources

**C**ommunity and Family Engagement

**P**ersonalized Learning

**S**afe and Nurturing Environments

*Where Every Piece Matters. Excellence to the Core.*

### Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

### Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

**H** - In the area of Human Resources, we plan to:

- Recruit and maintain the best possible 100% highly qualified teachers.

**C** - In the area of Community and Family Engagement, we plan to:

- Implement a carnival type event for Math, Literacy, Arts and Science. We will have games, food, prizes where the parents and students work together on meaningful assignments. 50 percent of the families attending is the goal.

**P** - In the area of Personalized Learning, we plan to:

- Differentiate for all students.
- Have 60% of our students score at least Level 3 on the reading EOG
- Have 60% of our students score at least Level 3 on the math EOG

**S** - In the area of Safe and Nurturing Environments, we plan to:

- Our campus will be clean and attractive
- Every parent will receive name cards to use to pick their student(s) up in car rider/walker line. If they can't present this card, they will be required to come into the office and produce an ID.
- Implementation of positive office referrals
- Implement the Medal of Honor character education program. At least one lesson per week will be required in each classroom.
- Every staff member will download and be able to use the RAVE app.

# Area One Goals: Human Resources

## **Human Resource Goal One**

To recruit and maintain the best possible 100% highly qualified teachers

### *Strategies to Achieve this Goal*

- To make teachers feel appreciated.
- Letters of commendation
- Notes in boxes
- Emails, etc..
- Special staff lunches, dinners, get togethers.
- Stay in contact with local Colleges and Universities to keep up with the best recruits.
- Attend job fairs.

### *Measure of Success*

Our turnover rate will decrease by 70%, not counting retirees.

### *Persons Responsible*

Principal, Assistant Principal

### *Target Date*

June, 2019

# Area Two Goals: Community and Family Engagement

## **Community and Family Engagement Goal One**

Increase family and teacher participation in events, with at least 50% of our families attending.

### *Strategies to Achieve this Goal*

Implement a carnival type event for Math, Literacy, Arts and Science. We will have games, food, prizes where the parents and students work together on meaningful assignments. These type of events will occur quarterly.

### *Measure of Success*

Increase of 10 % in attendance at events.

### *Persons Responsible*

Principal, Assistant Principal, Parent Involvement Coordinator, Teachers, Instructional Coach

### *Target Date*

June, 2019

# Area Three Goals: Personalized Learning

## Personalized Learning Goal One

Differentiation for all students

### *Strategies to Achieve this Goal*

1. Freckle
  2. I-Ready
  3. MyOn
  4. Accelerated Reader
  5. Master Schedule incorporating intervention Block
- \*\*All of the above are centered around differentiation

### *Measure of Success*

- Students showing growth at the end of the year, per end of grade performance.
- As they show growth, we move them into different IE groups.

### *Persons Responsible*

Principal, Assistant Principal, Instructional Coach, Teachers

### *Target Date*

June, 2019

## Personalized Learning Goal Two

60% of our students will score at least Level 3 on the reading EOG

### *Strategies to Achieve this Goal*

1. Teachers will collaborate to create rigorous assignments, choosing high-yield instructional strategies from the Learning Focused training and will integrate Tier II vocabulary throughout all content areas.
2. Students will use non-fiction writing every day to explain their thinking, explain processes, summarize, and to describe, compare, and analyze. Also, students will use the writing process to complete two written products every quarter.
3. Teachers will give students one-to-one feedback on their work.
4. Tutors will use proven interventions in small group reading remediation groups to give feedback and set goals for targeted students.

### *Measure of Success*

60% will score at a level 3 or higher per EOG results

*Persons Responsible*

Principal, Assistant Principal, Instructional Coach, Teachers

*Target Date*

June, 2019

**Personalized Learning Goal Three**

60% of our students will score at least Level 3 on the Math EOG

*Strategies to Achieve this Goal*

1. Teachers will use a structured approach to classroom problem solving, with emphasis on students using math vocabulary. Concrete > Manipulative/Visual/Model > Abstract
2. Teachers will allow students the opportunity to persevere with mathematical tasks rather than telling them how to find the solution as soon as there is any sign of student frustration.
3. Instruction will emphasize situations or mathematical relationships rather than key words or other tricks.
4. Students will use non-fiction writing every day to explain their thinking and the processes they used.
5. Teachers and students will set goals for students. Teachers will give students one-to-one feedback on their work.

*Measure of Success*

60% will score at a level 3 or higher per EOG results

*Persons Responsible*

Principal, Assistant Principal, Instructional Coach, Teachers

*Target Date*

June, 2019

# Area One Four Goals: Safe and Nurturing Environments

## **Safe and Nurturing Environments Goal One**

Our campus will be clean and attractive

### *Strategies to Achieve this Goal*

Our custodians will maintain a clean and attractive campus. We have community organizations that come in and help (United Way, Biltmore Church) with mulch, paint, weeding and trimming.

### *Measure of Success*

Walking our campus and visually inspecting multiple times per year

### *Persons Responsible*

Custodians

### *Target Date*

June, 2019

## **Safe and Nurturing Environments Goal Two**

Every parent will receive name cards to use to pick their student(s) up in car rider/walker line. If they can't present this card, they will be required to come into the office and produce an ID.

### *Strategies to Achieve this Goal*

Staff will be diligent in checking these cards and sending people into the office to check ID's if they don't.

### *Measure of Success*

Zero students taken from school without parental permission.

### *Persons Responsible*

Principal, Assistant Principal, teachers and assistants.

### *Target Date*

June, 2019

**Safe and Nurturing Environments Goal Three**  
Implementation of positive office referrals

*Strategies to Achieve this Goal*

1. Teachers nominate students to receive a gold medal for positive behavior, character, effort.
2. Pictures, calls home, picture on our website

*Measure of Success*

- percentage of students that receive one compared to negative office referrals

*Persons Responsible*

Entire staff

*Target Date*

June, 2019

**Safe and Nurturing Environments Goal Four**

Implementation of Medal of Honor character education program, implementing at least one lesson per week in each classroom.

*Strategies to Achieve this Goal*

Every teacher will do Medal of Honor lessons during their morning meetings

*Measure of Success*

Positive office referrals will increase

*Persons Responsible*

Entire staff

*Target Date*

June, 2019



## Safe and Nurturing Environments Goal Five

Every staff member will download and be able to use the RAVE app.

### *Strategies to Achieve this Goal*

Monitor that all have it downloaded

### *Measure of Success*

100% have it

### *Persons Responsible*

Principal

## Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

### Letter Grades

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Final	C	D	C	C (55)	C (58)

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	C	D	D	C (55)	C (54)

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Math	C	C	C	D (50)	C (58)

### \*\*Growth-Highest of all elementary schools in HCPS

Growth Status Year	2013-14	2014-15	2015-16	2016-17	2017-18
Were Expectations Met?	MET	NOT MET	MET	MET	EXCEEDED

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Growth Index	0.20	-4.18	0.37	-0.18	4.93

## Subgroup Data 17-18 Year

--1st year with grades on this

*Below -2 = growth not met*

*-2 - +2 = met growth*

*Higher than +2 = Exceeded growth*

Subgroup	Value	Growth Results	County Rank
Black	-1.24	Met expected growth	#1
Hispanic	4.51	Exceeded expected growth	#1
Multi-Race	.55	Met expected growth	#1
White	2.98	Exceeded expected growth	#1
Economically Disadvantaged	3.64	Exceeded expected growth	#1
English Learners	3.33	Exceeded expected growth	#1
Students with Disabilities	1.91	Met expected growth	#1

## Math EOG

*2016-2017*

Grade Level	GLP	CCR
3rd Grade	61.9	44
4th Grade	26.6	16.5
5th Grade	53.7	44.4
3rd-5th Composite	47	34.1

*2017-2018*

Grade Level	GLP	CCR
3rd Grade	60.5	45.3
4th Grade	49.4	43
5th Grade	37.5	31.3
3rd-5th Composite	49.4	40

*Difference from Previous Year*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>3rd Grade</b>	<b>-1.4</b>	<b>1.3</b>
<b>4th Grade</b>	<b>22.8</b>	<b>26.5</b>
<b>5th Grade</b>	<b>-16.2</b>	<b>-13.1</b>
<b>3rd-5th Composite</b>	<b>2.4</b>	<b>5.9</b>

**Reading EOG**

*2016-2017*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>3rd Grade</b>	<b>50</b>	<b>36.9</b>
<b>4th Grade</b>	<b>38</b>	<b>29.1</b>
<b>5th Grade</b>	<b>57.4</b>	<b>38.9</b>
<b>3-5 Composite</b>	<b>47.5</b>	<b>34.6</b>

*2017-2018*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>3rd Grade</b>	<b>54.7</b>	<b>43</b>
<b>4th Grade</b>	<b>39.2</b>	<b>29.1</b>
<b>5th Grade</b>	<b>43.8</b>	<b>36.3</b>
<b>3-5 Composite</b>	<b>46.1</b>	<b>36.3</b>

*Difference from Previous Year*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>3rd Grade</b>	<b>4.7</b>	<b>6.1</b>
<b>4th Grade</b>	<b>1.2</b>	<b>0.0</b>
<b>5th Grade</b>	<b>-13.6</b>	<b>-2.6</b>
<b>3-5 Composite</b>	<b>-1.4</b>	<b>1.7</b>

**Science EOG**

*2016-2017*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>5th Grade</b>	<b>66.7</b>	<b>53.7</b>

*2017-2018*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>5th Grade</b>	<b>58.8</b>	<b>50</b>

*Difference from Previous Year*

<b>Grade Level</b>	<b>GLP</b>	<b>CCR</b>
<b>5th Grade</b>	<b>-7.9</b>	<b>-3.7</b>

**ELA (Levels 3, 4, and 5)**

<b>Grade Level</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Grade 3</b>	<b>54.3</b>	<b>39.5</b>	<b>50</b>	<b>54.7</b>
<b>Grade 4</b>	<b>51.4</b>	<b>51.5</b>	<b>38</b>	<b>39.2</b>
<b>Grade 5</b>	<b>45.8</b>	<b>48.7</b>	<b>57.4</b>	<b>73.8</b>

**ELA (Levels 4, and 5)**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	45.7	27.9	36.9	43.0
Grade 4	39.2	37.9	29.1	29.1
Grade 5	39.0	37.2	38.9	36.3

**Math (Levels 3, 4, and 5)**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	60.9	39.5	61.9	60.5
Grade 4	43.2	59.1	26.6	49.4
Grade 5	49.2	48.7	53.7	37.5

**Math (Levels 4, and 5)**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	46.4	27.9	44.0	45.3
Grade 4	36.5	53.0	16.5	43.0
Grade 5	44.1	39.7	44.4	31.3

**Science(Levels 3, 4, and 5)**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 5	55.9	52.6	66.7	58.8

**Science(Levels 3, 4, and 5)**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 5	39.0	46.2	53.7	50.0

**Kindergarten Math Summative Assessment Results**

Year	Overall %	Overall Score	# of Students	# Proficient	% Proficient
2016-17	84%	25.33	70	60	86%
2017-18	89%	26.84	72	69	96%

### First Grade Math Summative Assessment Results

Year	Overall %	Overall Score	# of Students	# Proficient	% Proficient
2016-17	80%	38.54	81	62	77%
2017-18	80%	38.33	71	48	68%

### Second Grade Math Summative Assessment Results

Year	Overall %	Overall Score	# of Students	# Proficient	% Proficient
2016-17	87%	33.99	78	64	82%
2017-18	88%	34.32	78	65	83%

### K-2 mClass Reading 3D EOY Results 2016-17

Grade	# of Students	Red # of students (% of grade level)	Yellow # of students (% of grade level)	Green # of students (% of grade level)	Blue # of students (% of grade level)
K	70	33 (47%)	18 (26%)	8 (11%)	11 (16%)
1st	82	26 (32%)	18 (22%)	23 (28%)	15 (18%)
2nd	80	19 (24%)	11 (14%)	22 (28%)	28 (34%)
K-2nd	232	78 (34%)	47 (20%)	53 (23%)	54 (23%)

### K-2 mClass Reading 3D EOY Results 2017-18

Grade	# of Students	Red # of students (% of grade level)	Yellow # of students (% of grade level)	Green # of students (% of grade level)	Blue # of students (% of grade level)
K	72	31 (43%)	18 (25%)	8 (11%)	15 (21%)
1st	71	34 (48%)	7 (10%)	18 (25%)	12 (17%)
2nd	79	16 (20%)	8 (10%)	20 (26%)	35 (44%)
K-2nd	222	81 (36%)	33 (15%)	46 (21%)	62 (28%)

**Average Student Absences per grade:**

Grade Level	2016-2017	2017-2018
Kindergarten	8.2 days per student	7.41 days per student
1st Grade	8.2 days per student	7.57 days per student
2nd Grade	9.15 days per student	8.11 days per student
3rd Grade	6.67 days per student	9.45 days per student
4th Grade	7.8 days per student	7.62 days per student
5th Grade	9.37 days per student	6.92 days per student
BDS Average	8.231 days per student	7.84 days per student