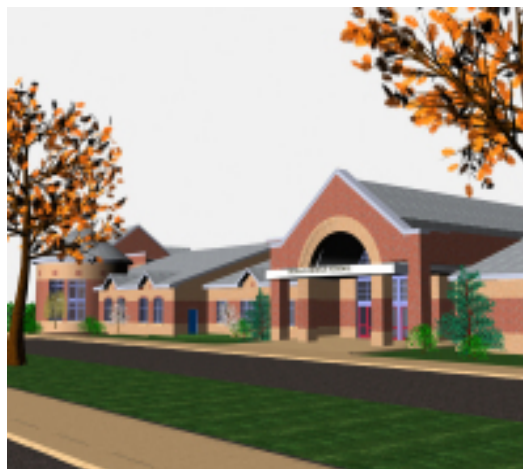


Dedham Middle School
School Improvement Plan
2011-2014



DEDHAM MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2011-2014

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School Council

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Dedham Middle School Mission Statement

The mission of Dedham Middle School is to apply knowledge to the best of our abilities, to respect all cultures, and to exceed the expectation of our school.

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Dedham Middle School Improvement Plan

The Dedham Middle School Improvement Plan has been crafted with the assistance of various curriculum directors to serve as a blueprint from which to guide our curriculum and instruction in all content areas.

Dedham Middle School is working to create an environment where achievement guides everything we do. This school improvement plan takes into account the realities of our current situation and reflects input from the district improvement plan as well as other exemplary schools from within the Commonwealth and nation. In order for student achievement to be our primary focus, we will implement the following:

- An ambitious vision for success of our school and the students it serves
- Four interdependent goals that will focus our energy and resources on that vision
- The thoughtful and disciplined implementation needed to execute those strategies

We have two critical objectives:

1. To create a high-achieving middle school through excellent instruction.
2. To close the achievement gap that continues to persist within some of our subgroups.

Dedham Middle School will offer engaging instruction, diverse programs, and differentiated learning environments. We will provide facilities that are clean and safe with a faculty that is efficient, transparent, reflective, and responsive. Collaboration will occur among building administrators and district Curriculum Directors to ask the question: “Can we do better?” when it relates to staffing. Curriculum, instruction, student assessment, and professional development will continue to be directed toward improving student achievement. We will work to create an informed parent population that will become a driving force for change and an integral part of our strategy for achieving excellence. We will also continue to establish partnerships with the broader community in increasing educational options for students and playing an active, cooperative role in school improvement.

All of this will translate into a significant educational experience for our stakeholders, students, teachers, and parents:

Students will...	Teachers will...	Parents will...
<ul style="list-style-type: none"> • Expect a challenging and rich curriculum. • Be free of worry about “the basics” because schools will be clean, safe, and orderly. • Be fully prepared for success at the high school level. 	<ul style="list-style-type: none"> • Focus on student achievement as the driving force of their work. • Habitually analyze student assessment data to teach more effectively. • Value being part of a supportive and performance-driven culture that measures and recognizes results. 	<ul style="list-style-type: none"> • Be change agents, pushing us towards continuous improvement. • Understand their children’s academic milestones and know how to support success. • Understand how to navigate and partner with the school. • Know that Dedham Middle School is the best option for their children.

GOALS

1. **A Rigorous School Environment** – Continue to create a school that provides a consistent foundation in academics, strong support for social and emotional needs, and a variety of challenging themes and programs. We will also work on expanding our ability to meet the needs of our students who are struggling learners. This will be accomplished by:
 - A. Focusing on student skills acquisition through a stronger emphasis on critical reading, writing, and problem solving. Keeping in mind that these skills can be equally acquired in mathematics, science, and history if we see classroom learning from a skills acquisition viewpoint.
 - B. Mapping the Massachusetts *Curriculum Frameworks* content learning standards into the components of Essential to Know, Important to Know, and Nice to Know, to guide our instruction and curriculum planning and embed into our instruction questions that get at the very content learning standards aligned to MCAS assessment items.
 - C. Continuing to support teachers of English, mathematics, science, and history in their use of *Writing to Learn* (through daily writing) the full adoption of the *Color Criteria System* in order to establish a **uniform long composition template**.
 - D. Promote a professional development process where Dedham’s academic content directors have quality curriculum and instruction time with special education teachers. The goal here is to ensure that students in special education classes are offered the same rich and challenging curriculum that is offered in general education.
 - E. Continuing as a faculty and staff to embrace MCAS and work towards that same goal with our parents and their children. This includes working closely with the English, Mathematics, and Science Directors to create and assess **at least 3 formative assessments** in the months leading up to the MCAS with written feedback provided to students. These formative assessments are critical because they provide teachers and students with a shared understanding of what is expected of students while there is still time for teachers to coach students, thereby using assessment in the best possible way— as a tool for learning.
2. **Aligned Curriculum** – Continue to hone and implement a rigorous and relevant curriculum that gives all students meaningful options for life through inquiry-based authentic learning experiences which requires students to be “THINKING & DOING” throughout the day. We must first recognize that a student’s knowledge of basic skills lays the foundation for a productive life. We must also recognize that every student is entitled to an education that will push them to reach their full potential. Going forward, we will continue to align our curriculum, instructional materials and approach, assessments, use of data and professional development toward clear ambitious goals. Everyone in the school, including students, teachers, and parents, will know what those goals are and what their role is in helping us reach them.

3. **Data-Driven Decisions** – Decisions will be made by a data team based upon student data. By establishing a culture of using data to make decisions at the classroom and school level, we will in fact be providing ourselves with evidence to make decisions about how to help students learn best and how to effectively utilize our resources. We will also implement protocols associated with Collective Responsibility to build a bridge between special education and general education faculty. Each faculty member’s responsibility is to ALL of the students at Dedham Middle School.
4. **Engaged Community** – Partner with families and community members to work towards continuous school improvement. Clarify that shared responsibility of parents, students, and the community in increasing student achievement is evident. We strive to engage stakeholders to make our school as successful as it can be. We will do this by increasing student engagement in their academic success, building trust and mutual respect between DMS and its families, equipping parents with the information to advocate for their children’s success, and pursuing partnerships with business and community organizations.

Thoughtful & Disciplined Implementation

The time to act is now. A standard has been established and thus schools must adapt to better prepare our students to reach their full potential. Based on our performance on the 2010 MCAS, subject-specific MCAS analysis teams must be assembled to look at specific academic areas of need so that we can immediately begin to address our primary focus on helping students become *Proficient* or *Advanced* in English Language Arts, Mathematics, and Science, Technology/Engineering.

Some important considerations to keep in mind:

The Elementary-to-Middle School Transition

- If, for middle school, grade 6 is a transition year and grade 7 and grade 8 are understood as intensive preparation for the academic rigors of high school, we must re-envision the elementary level with the same eye toward rigor for all and, for those who need it, remediation.
- Currently, many students enter middle school with some deficiencies in the knowledge of basic mathematical skills.
- In cooperation with the Mathematics Director, **a common end-of-year grade 5 Dedham summative assessment needs to be reflective of the skills needed by students to enter grade 6.** Upon correction and review, the results from this assessment will better inform the 6th grade teachers as to the strengths and weaknesses of students they will be receiving in the fall.
- Open lines of communication between the 5th grade science specialists and social studies teachers with the 6th grade teachers to bridge the gap on what is covered in both levels.

Looking Beyond MCAS Measures and NCLB Expectations

- This new focus is our goal as teachers and administrators at Dedham Middle School, and we hope that focusing professional development on:

- Skills acquisition
- Retaining the very best teachers
- Providing all teachers with thoughtful and diagnostic observational feedback and evaluations
- Continuing home outreach via school communication

Executive Summary

Adequate Yearly Progress Status

Dedham Middle School's AYP performance rating status is "Very High" in English language arts while our performance rating in mathematics remains "Moderate" based on the aggregate student results.

Dedham Middle School made Adequate Yearly Progress **in the aggregate** for English Language Arts and in the White subgroup. The CPI for ELA is 90.2 and in the following subgroups DMS did not make adequate yearly progress:

*Special Education = 75.2

*Low Income = 86.3

*African American/Black = 84.1

*Hispanic = 88.1

Dedham Middle School did not make Adequate Yearly Progress in the aggregate for Mathematics. The CPI for Mathematics is 84.3 and in the following subgroups DMS did not make adequate yearly progress:

*Aggregate = 79.8

*Special Education = 53.7

*Low Income = 70.1

*African American/Black = 67.8

*White = 81.7

*Hispanic = 69.9

2010 MCAS English Language Arts Results

For Dedham Middle School 2010 MCAS ELA results, the following trends point toward a sustained effort to improve student achievement:

- In grade 6 ELA, 81.3% of our students scored in Advanced plus Proficient which is an improvement of 5.6%. There was a decrease of students in the Needs Improvement plus Warning categories.

- For grade 7, the percentage of students scoring Advanced plus Proficient was 70.5, which decreased 1.8% from the previous year. Although there was close to a 7% decrease in the Needs Improvement category, it should be noted that the number of students tested in 2010 was 40 students less than the previous year tested.
- For grade 8, Dedham Middle School remained flat in terms of Advanced plus Proficient at 84.5% which is a .5% increase from 2009. Needs improvement plus Warning, there was an overall decrease of 2.1%.

2010 Mathematics Results

For Dedham Middle School 2010 MCAS Math results, the following trends point toward a sustained effort to improve student achievement:

- In grade 6 Mathematics, our MCAS scores **improved** with the percentage of students scoring Advanced plus Proficient up 1.2% to a percentage of 62.1%. There was a decrease of students in the Needs Improvement plus Warning categories.
- **For grade 7 Mathematics, the percentage of students scoring Advanced plus Proficient was 59.8%, which is a significant improvement from the previous year.** In 2009 the percentage of students scoring in Advanced plus Proficient was 39%. **This is an increase of 20.8%.**
- For grade 8 Mathematics, the scores decreased in the Advanced plus Proficient category from 60% in 2009 to 55.1% in 2010. The scores in the Needs Improvement category did increase by 3.9%, indicating that students moved from the Warning category to Needs Improvement.

ACTION PLAN FOR IMPROVEMENT

1. District and building administration is currently reviewing all MCAS data. Specific areas of concentration are:
 - a. Individual student data in Special Education, Low Income and African American subgroups as well as incoming grade 5 student data.
 - b. Participation of students and individual results of those students who were identified to attend the MCAS Enrichment Program offered at DMS January – April 2010. We are specifically looking at attendance and improvement in overall scores.
2. In English Language Arts we intend to:
 - a. Develop quarterly formative assessments which will be corrected by teachers and information be shared with parents and students using a written Individual Student Success Plan.
 - b. Require each teacher of ELA to maintain an in-class writing folder for each student in order to monitor progress.
 - c. Institute daily writing prompts in **all subject areas** to strengthen students' overall writing skills.
 - d. Analyze writing templates used in Special Education classroom.
 - e. Continue to implement our enhanced writing program, Writing with Colors, to assist all students in improving open-response and long composition assignments.
 - f. Create opportunities in professional development between teachers of English language arts and Special Education.

3. In Mathematics we intend to:
 - a. Develop quarterly formative assessments and assessments reflective of the curriculum framework standards which will be reviewed by teachers and information be provided to parents using a written Individual Student Success Plan.
 - b. Identify students in the Needs Improvement/Warning Category for enhanced Mathematics instruction during the school day.
 - c. Use the Acuity predictive and diagnostic software for Mathematics in grades 6, 7 & 8 to target areas in need of improvement for our students.
 - d. Divide the grade 8 Math seminar program in order to differentiate and deliver instruction for all levels of MCAS performance. Students in the Advanced and Proficient categories must be challenged in Math in order to advance individual scores. Students scoring in Needs Improvement and Warning will receive individualized diagnostic instruction.

COORDINATION AND MONITORING:

This school improvement plan will be monitored and implemented by the Dedham Middle School Administration, staff and the School Council. In order to outline goals and responsibilities, this plan will be reviewed by the principal in August/September with input. During each School Council meeting, the principal shall inform the members of the Council of progress made toward the goals.

Action Plan: Goal #1 - Rigorous School Environment – Continue to create a school environment that provides a consistent foundation in academics, strong support for social and emotional needs, and a variety of challenging themes and programs. We will also work on our ability to meet the needs of our students who are struggling learners.

Actions	Time Line	Staff Responsible	Evaluation	Budget	Status
Based on MCAS data and progress reports, identify the needs of at-risk students and assign to the after school support program.	Sept. 2010 – June. 2012	Building administrators, classroom teachers, guidance staff	Completion of ISSP (Individualized Student Success Plan). Rigorous follow up for students to be enrolled in program. Attendance logs and performance charts maintained by program teachers.	Grant funded through district	Students enrolled in program since September 2010.
Implementation of the Writing With Colors - Color Criteria system in Mathematics in grades 6-8 to help students with pre-writing, writing and revising open-response writing.	February 2011	Building administrators, department chairs, classroom teachers	Students will be able to expand on individual technical writing for Mathematics by using the color criteria system. Classroom teachers will evaluate writing selections and writing samples will be analyzed at department meetings.	Building budget for supplies – highlighters and for trainer to work with teachers of Mathematics grades 6-8.	Color criteria system implemented in ELA in January 2010. Training to occur in February 2011.
Increased collaboration between academic content directors and teachers with special education teachers.	September 2010- June 2012	Building administrators, department chairs, classroom teachers	Students who receive services in a sub-separate or smaller setting will be consistently working with the curriculum aligned to the general education classroom	No additional cost – use of professional development time	September – December 2010 joint meetings occurred between ELA, Math and Special Education departments.
Creation of three formative assessments in English Language Arts, Mathematics and Science & Technology Engineering	September 2010 – June 2012	Building administrators, department chairs, classroom teachers	Development of prompts, individual teacher assessment, student – teacher conferencing, evaluation of student writing by teachers.	No additional costs – use of professional development time.	Currently occurring in ELA. Beginning in Mathematics (grade 8) in February 2011. Science & Technology Engineering March 2011.
Improve reading and writing performance for all English Language Learners.	September 2010 – June 2010	Building administrators, department chair, & classroom teachers	All 6-8 teachers working with ELL students in their classrooms will use sheltered content instructional strategies and methods to both enhance ELL students’ ability to access the content and support the ELL students’ acquisition of the English language	No additional costs	Ongoing

Action Plan: Goal # 2 – Aligned Curriculum – Continue to implement a rigorous and relevant curriculum that gives students inquiry-based authentic learning experiences.

Actions	Time Line	Staff Responsible	Evaluation	Budget	Status
Revision of curriculum guides for all curricular areas in preparation for the middle school reaccreditation process.	January 2010 – December 2011	Department chairs & classroom teachers	Finished products which are updated and aligned to the curriculum frameworks and current texts which are being used in each curricula.	Use of professional development time accounted for in school day.	All departmental curriculum guides are complete and will be reviewed in September 2011 by NEASC.
Improve student skills in Mathematics in the specific areas of number sense, number facts, and measurement and develop their use of correct mathematical vocabulary.	September 2010-June 2012	Building administrators, department chair, & classroom teachers	Teachers in grades 6-8 will use exploration, discovery and experimentation to reveal information about numbers and to foster number sense. Teachers will periodically assess students on measurement, number sense and number facts, and will incorporate problems into cumulative assessments.	No additional costs	Ongoing review at department meetings
Revision of the format of MCAS support program “Project Success” with a concentrated target on students who consistently fall within the “Warning/Needs Improvement” range.	September 2010 – June 2012	Building administrators & program teachers	Students identified to enroll in grade level, subject-specific enrichment program based on greatest area of need. Instructors will be highly qualified to teach the subject area.	Building budget used to purchase curriculum materials for ELA and Mathematics.	September 2010 – June 2012
Development of detailed curriculum guides, scope and sequence for grade 8 seminar program in Mathematics, Guidance and Library/Media.	September 2009 – June 2012	Department chairs, guidance staff & classroom teachers	Finished guides, scope and sequence to be posted on Blackboard for student and parent review. Purchase of new curriculum <i>Career Choices</i> for Guidance seminar.	District textbook budget to replace student workbooks each year.	Guides, scope and sequence to be posted by March 2011. Program review of Guidance curriculum in June 2011.
Expansion of MCAS Science & Technology review sessions and after school program	September 2010 – June 2012	Building administrators, department chair, & classroom teachers	Evaluation of student MCAS scores and correlation of curriculum reviewed in after school program.	Review sessions and programs designed during designated professional development time.	Implemented in April 2010. Will continue in April 2011 and April 2012, immediately preceding the test administration.

Action Plan: Goal #3 – Data-driven decisions – To use data available through student academic reports, technology-based diagnostic programs and state testing to make decisions at the classroom and school level to help students to learn best and how to effectively utilize our resources.

Actions	Time Line	Staff Responsible	Evaluation	Budget	Status
Conduct grade level analysis of MCAS testing reports to inform and revise instruction as well as create a district level database of common questions.	September 2010 – June 2012	Building administrators, department chairs, & classroom teachers	Building and departmental review of ELA and Math results. Grade level meetings with teachers of Mathematics and Special Education teachers to analyze questions.	District funded	Reports reviewed by building administrators annually. Departmental meetings monthly to review data. Outside consultant met with each Math and Special Education teacher December 2010 & January 2011.
Continued use and review of Acuity [®] computer program to evaluate student progress in Mathematics.	September 2009 – June 2012	Building administrators, department chair, classroom teachers, computer teachers, director of technology	Quarterly predictive and diagnostic tests to measure student progress. Results to be reported to parents on a quarterly basis. Individualized student instruction developed based on areas of identified need.	Funded through technology budget	Data team meetings on a monthly basis. Program is administered in grade 6 Math Lab, grade 7 Math classes and grade 8 Math Seminar annually.
Creation of common summative assessment to be administered to grade 5 students in order to inform placement in Math classes for grade 6.	January 2011 – June 2012	Math department chair, grade 6 classroom teachers	Final assessment to be administered to grade 5 students in June of school year and will be compared to recommended placement for grade 6. Parents/guardians to be informed of discrepancies.	No additional costs - use of professional development time	Test creation February 2011 – May 2011. Revisions to be made annually as needed.
Development of child study teams in each grade level to effectively analyze underperforming students using individual testing data and student work products.	November 2010 – June 2012	Building administrators & building faculty	Implementation of collective responsibility protocol. Targeted data recorded to evaluate progress of individual students.	No additional costs - use of professional development time	Ongoing

Action Plan: Goal # 4 – Engaged Community – To increase student involvement in the creation of a positive and safe school climate for students, teachers and families and to bridge communication between the students of DMS and the senior community of Dedham.

Actions	Time Line	Staff Responsible	Evaluation	Budget	Status
Implementation of bullying protocol as described in the district plan for addressing bullying at DMS	September 2010-June 2012	Building administrators, building faculty, & guidance staff	Grade level homeroom meetings to discuss new bullying legislation held at beginning of each year with quarterly reminders. Bullying reporting forms available through main office and guidance. Investigations and report maintenance through office of the assistant principal. Follow up with students, parents, teachers regarding action steps.	No additional cost	Ongoing
Development and institution of new school motto and mission statement	June 2010-June 2012	Building administrators, building faculty, & guidance staff	Teachers, students and faculty will be able to articulate school motto and explain the school mission statement. Both statements should be easily recognized throughout the school environment and be embedded into the culture.	No additional cost	Development and discussion of motto and mission statement by students – June 2010.
Creation of community-based programs for students to become actively engaged with the senior citizen community. All programs would be held at DMS. Programs would include <ul style="list-style-type: none"> • Environmental Education • After school video production • After school walking program 	March 2011 – June 2012	Building administrators, building faculty and guidance staff	<p>Environmental Education – working with senior citizens to plant organic gardens on the grounds of the school.</p> <p>After school Video Production – students working with senior citizens to create video diaries of photographs and genealogy.</p> <p>After school walking program - This program could involve not only students and senior citizens but also faculty members, school support staff, and administrators.</p>	Funded through tuition and grant money – DEF, DEP, community organizations or businesses.	<p>March 2011 - Identification of students who are interested in pursuing these initiatives.</p> <p>June 2011 – Identification of funding sources.</p> <p>September 2011 – Active implementation of at least one initiative.</p>

APPENDIX

2010 MCAS Data Analysis

GRADE 6 ELA – 214 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- **77% of our students scored in the Advanced and Proficient categories = 165 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	47	30% Proficient	14
LEP/FLEP	15	7% A/P+ and 47% Proficient	9
Low Income	41	5% A/P+ and 48% Proficient	21
African American/Black	14	57% Proficient	8
Hispanic/Latino	21	10% A/P+ and 52% Proficient	13
White	164	19% A/P+ and 61% Proficient	131

- **17% of our students scored in the Needs Improvement category = 36 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	47	47%	22
LEP/FLEP	15	33%	5
Low Income	41	30%	12
African American/Black	14	29%	4
Hispanic/Latino	21	29%	6
White	164	15%	25

- **6% of our students scored in the Warning category = 13 students**

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	47	23%	11*
LEP/FLEP	15	13%	2
Low Income	41	18%	7
African American/Black	14	14%	2
Hispanic/Latino	21	10%	2
White	164	5%	8

***Of the 11 students classified as Special Education scoring in the Warning category, 5 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within ELA, the state categorizes them in the Warning category.**

GRADE 6 Mathematics– 214 students tested–

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- **66% of our students scored in the Advanced and Proficient categories = 141 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	47	9% A and 13% Proficient	10
LEP/FLEP	15	27% A and 13% Proficient	6
Low Income	41	12% A and 27% Proficient	16
African American/Black	14	21% Proficient	3
Hispanic/Latino	21	19% A and 33% Proficient	11
White	164	24% A and 45% Proficient	113

- **23% of our students scored in the Needs Improvement category = 48 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	47	32%	15
LEP/FLEP	15	33%	5
Low Income	41	32%	13
African American/Black	14	43%	6
Hispanic/Latino	21	29%	6
White	164	21%	34

- **12% of our students scored in the Warning category = 25 students**

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	47	47%	22
LEP/FLEP	15	27%	4
Low Income	41	29%	12
African American/Black	14	36%	5
Hispanic/Latino	21	19%	4
White	164	10%	16

***Of the 22 students classified as Special Education scoring in the Warning category, 5 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within MATH, the state categorizes them in the Warning category.**

GRADE 7 ELA – 203 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- **77% of our students scored in the Advanced and Proficient categories = 156 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	48	23% Proficient	11
LEP/FLEP	12	8% A/P+ and 42% Proficient	6
Low Income	53	8% A/P+ and 54% Proficient	33
African American/Black	14	50% Proficient	7
Hispanic/Latino	18	18% A/P+ and 47% Proficient	12
White	170	10% A/P+ and 70% Proficient	136

- **18% of our students scored in the Needs Improvement category = 36 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	48	54%	26
LEP/FLEP	12	33%	4
Low Income	53	29%	15
African American/Black	14	33%	5
Hispanic/Latino	18	24%	4
White	170	17%	29

- **5% of our students scored in the Warning category = 10 students**

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	48	23%	11*
LEP/FLEP	12	17%	2**
Low Income	53	8%	4
African American/Black	14	17%	2
Hispanic/Latino	18	12%	2
White	170	2%	3

***Of the 11 students classified as Special Education scoring in the Warning category, 5 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within ELA, the state categorizes them in the Warning category.**

****2 students classified as LEP were first year students.**

1 student was medically excused from taking the test and was not scored.

GRADE 7 Mathematics– 203 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- 50% of our students scored in the Advanced and Proficient categories = 102 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	48	13% Proficient	6
LEP/FLEP	12	8% A and 25% Proficient	4
Low Income	52	6% A and 35% Proficient	21
African American/Black	14	29% Proficient	4
Hispanic/Latino	17	6% A and 35% Proficient	7
White	169	13% A and 37% Proficient	85

- 33% of our students scored in the Needs Improvement category = 67 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	48	29%	14
LEP/FLEP	12	17%	2
Low Income	52	35%	18
African American/Black	14	29%	4
Hispanic/Latino	17	18%	3
White	169	36%	61

- **16% of our students scored in the Warning category = 32 students**

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	48	58%	28
LEP/FLEP	12	50%	6
Low Income	52	25%	13
African American/Black	14	43%	6
Hispanic/Latino	17	41%	7
White	169	14%	24

***Of the 28 students classified as Special Education scoring in the Warning category, 5 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within MATH, the state categorizes them in the Warning category.**

****2 students classified as LEP were first year students who did not test due to their year 1 LEP status.**

2 students were medically excused from taking the test and were not scored.

GRADE 8 ELA – 243 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- **85% of our students scored in the Advanced and Proficient categories = 207 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	49	60% Proficient	29
LEP/FLEP	10	60% Proficient	6
Low Income	67	5% A/P+ and 69% Proficient	50
African American/Black	19	6% A/P+ and 61% Proficient	13
Hispanic/Latino	23	5% A/P+ and 76% Proficient	19
White	198	17% A/P+ and 71% Proficient	174

- 11% of our students scored in the Needs Improvement category = 27 students

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	49	27%	13
LEP/FLEP	10	20%	2
Low Income	67	19%	13
African American/Black	19	22%	4
Hispanic/Latino	23	14%	3
White	198	10%	20

- 3% of our students scored in the Warning category = 7 students

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	49	13%	6
LEP/FLEP	10	20%	2
Low Income	67	6%	4
African American/Black	19	11%	2
Hispanic/Latino	23	5%	1
White	198	3%	6

***Of the 6 students classified as Special Education scoring in the Warning category, 2 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within ELA, the state categorizes them in the Warning category.**

****2 students classified as LEP were first year students.**

GRADE 8 Mathematics– 243 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- **51% of our students scored in the Advanced and Proficient categories = 124 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	49	8% Proficient	4
LEP/FLEP	11	9% Proficient	1
Low Income	68	4% A and 29% Proficient	22
African American/Black	19	5% A and 26% Proficient	6
Hispanic/Latino	24	4% A and 8% Proficient	3
White	198	18% A and 36% Proficient	107

- **35% of our students scored in the Needs Improvement category = 85 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	49	43%	21
LEP/FLEP	11	55%	6
Low Income	68	43%	29
African American/Black	19	53%	10
Hispanic/Latino	24	67%	16
White	198	32%	63

- **13% of our students scored in the Warning category = 32 students**

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	49	49%	24
LEP/FLEP	11	36%	4
Low Income	68	24%	16
African American/Black	19	16%	3
Hispanic/Latino	24	21%	5
White	198	13%	26

***Of the 24 students classified as Special Education scoring in the Warning category, 2 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within MATH, the state categorizes them in the Warning category.**

****1 student classified as LEP and was a first year student who did not test due to year 1 LEP status.**

GRADE 8 Science & Technology– 243 students tested –

The following data denotes our AYP subgroups and the percent of students at each performance level. Please note that students may qualify in to one or more subgroups.

- 36% of our students scored in the Advanced and Proficient categories = 87 students**

Subcategory	# of students classified	Percentage (A/P+) or P	# of students based on percentage
Special Education	49	10% Proficient	5
LEP/FLEP	11	NONE	0
Low Income	68	10% Proficient	7
African American/Black	19	11% Proficient	2
Hispanic/Latino	24	8% Proficient	2
White	198	2% A and 39% Proficient	81

- 49% of our students scored in the Needs Improvement category = 119 students**

Subcategory	# of students classified	Percentage NI	# of students based on percentage
Special Education	49	53%	26
LEP/FLEP	11	55%	6
Low Income	68	56%	38
African American/Black	19	68%	13
Hispanic/Latino	24	58%	14
White	198	48%	95

- 15% of our students scored in the Warning category = 36 students

Subcategory	# of students classified	Percentage Warning	# of students based on percentage
Special Education	49	37%	18
LEP/FLEP	11	45%	5
Low Income	68	24%	16
African American/Black	19	21%	4
Hispanic/Latino	24	33%	8
White	198	11%	22

***Of the 18 students classified as Special Education scoring in the Warning category, 2 students were scored based on the submission of an Alternative Assessment portfolio. The students, although all found to be PROGRESSING with the standards within ELA, the state categorizes them in the Warning category.**

1 student classified as LEP and was a first year student who did not test due to year 1 LEP status.