

DEDHAM MIDDLE SCHOOL

IMPROVEMENT PLAN 2007-2010



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I. 2004-2007 School Improvement Plan

Where we are and how we got here

It is the goal of Dedham Middle School to provide each student the opportunity for the best possible educational experience. To do this requires a community of teachers and learners, working together to create a supportive learning environment that serves the needs of all of our students. A School Improvement Plan (SIP) must identify the essential elements necessary to serve all of our students and define the actions that will achieve those goals. We have analyzed the achievements of the 2004 – 2007 School Improvement Plan and used that benchmark to develop our new goals.

The School Council, the School Committee Representative David Roberts, Assistant Principal Andrew Boles, and Principal Timothy Ruggere have put together an Improvement Plan that is the next step for the Dedham School Community to meet those goals. We focus on continued out-reach to and communication with the community as we consolidate the achievements of the past and create new programs that will lead to more successful students. The demands on students continue to grow, and we need to work to help the teachers and students meet the ever-greater challenges that they face.

The members of the school council care about the Dedham Community and have been a tremendous help in bringing the 2007-2010 School Improvement Plan to its fruition. With the combined help of the community, teachers, school committee, and administration, the Dedham Public Schools have traditionally been a wonderful place for teachers to teach and children to learn.

Special thanks for their efforts in meeting this challenge go to: Principal and Co-Chair Timothy Ruggere, Assistant Principal Andrew Boles, Denise Connell, Susan Riley, Co-Chair Cherylann Sheehan, Tricia Girouard, Jane Downey, Polly McLeod, Kelly Schultz, and David Roberts.

2004 – 2007 Implementation and Accomplishments

To plan for the future, it is first necessary to look at where we are now and the efforts that brought us here. In working toward the goals set in the 2004-2007 School Improvement Plan, the Dedham Middle School successfully accomplished the following:

Improved student performance and achievement

- Expanded writing across the curriculum through focused staff development on the writing process.
- Used assessment data to differentiate instruction and to challenge all students.
- Incorporated technology in the educational program.
- Incorporated open response and short answer questions into disciplines.
- Provided differentiated instruction and differentiated assessments in math, emphasizing the use of manipulatives, real life problem solving, application, and demonstration.
- Improved MCAS achievement targeting students in borderline band scores.
- Adjusted the delivery of mathematics and ELA instruction for students in identified subgroups.
- Used technology to enhance instruction (YPP).
- Applied techniques of differentiated instruction and multiple assessments to the middle school curriculum.

Enhanced the school district's model of communication

- Provided training to all staff in Blackboard as an instructional tool.

- Provided teacher training and support for the use of Smartboards as an instructional tool in middle school courses.
- Expanded the use of technology to improve instruction through the seamless integration of programs such as Inspiration/Kidspiration, Lexia, Kurzweil, Masslearns, and Yearly Progress Pro.
- Provided training to all staff on the updated version of Powerschool.
- Used Blackboard to enhance communication between the school and home.

Implemented the middle school model for grades 6-8

- Developed the Middle School Transition Plan grades 6-8.
- Provided staff development in grade 8 for transition back into a middle school team.
- Secured required staffing for grade 8 teams.
- Established an athletic program for middle school students grades 6-8.
- Communicated the needs of the educational model.
- Transferred new positions from grade 8 at high school to the new middle school.

II. 2007-2010 School Improvement Plan

Introduction

After looking at the previous MCAS scores, surveys, and past student achievement, we have decided that improving student achievement in mathematics, ELA, science and test taking was a priority. We have not made AYP in ELA and mathematics in two subgroups. That will be the main focus of this Improvement Plan.

In our analysis of the MCAS score for the past three years, we have seen some positive trends, but there are also areas of concern. Students in grade 8 did not score well in math, ELA, or science and technology. Analysis of math, ELA, and science has shown weaknesses in several areas. Open-response questions are also a concern at all three grade levels. Teachers need to have greater focus on writing across the curriculum as well as teaching test-taking strategies.

One common weakness for all three areas is writing. In ELA, there will be increased concentration on working with sentence fluency; teachers will teach five basic sentence patterns as well as the grammatical concepts and punctuation related to the patterns. Building on these tools, students will write a body paragraph containing a main idea and solid supporting details for the exposition, description, and process paragraph types.

In grade 8 mathematics, teachers will focus the curriculum so that students will be able to determine the slope of a line represented by the equation. Teachers will spiral the concept throughout the curriculum. Another area of focus in mathematics will be the evaluation of an expression containing absolute values.

In science the challenge is that the grade 8 test covers three years of science and technology, so the science department will work on facilitating better retention of material in order to help students improve on the MCAS science and technology sections. This will be done by increasing understanding of science content in small groups. All areas will work on improving test-taking skills. Teachers will instruct

students in identifying and understanding directions for open-response questions and strategies for taking the multiple-choice section on MCAS. Students will know and apply the hints for taking multiple-choice questions on MCAS.

To enhance student achievement further, the Administration will continue to work with the Council to identify other areas of need so that all students can reach proficiency by 2014. 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 each August/September with input from School Council and Administration. During each School Council meeting, the principal shall inform the members of the Council of progress made toward the goals.

Elements of the Dedham Middle School Improvement Plan

1. Identify annual, measurable goals and improvement objectives aligned with school performance for student achievement
2. Analyze the causes for the school's failure to meet AYP goals
3. Implement instructional practice based on scientific research and academic support programs
4. Target "High Quality" professional development to implement the school's improvement objectives
5. Enlist parental and community support and involvement tied to the school's improvement objectives
6. Provide extended time programs, as needed, support improved student performance
7. Identify specific budget and/or resources needed to implement the school's improvement plan, including potential funding sources

8. Coordinate, monitor, report, and evaluate the implementation of the school's improvement plan
9. Identify the school, district, state, and federal responsibilities to support the implementation of the plan
10. Review and seek approval from the superintendent and School Committee

2007 – 2009 Goals

Goal 1 – Student Performance:

To improve student achievement levels (aggregate and subgroups) in all content areas through the earlier identification of struggling or at-risk students and engaging them in academic support programs in order to meet or exceed the established goals for AYP.

Target CPI goals are identified in the following Action Plan tables.

Action Plans: Goal 1

Actions	Time Line	Staff Responsible	Evaluation	Budget	Status
1. Utilize technology to analyze data to determine the causes/reasons for failure to meet AYP, identifying at-risk students and "like" students to differentiate instruction (Test Wiz, SchoolMatters.com, Plato, My Access, Stanford Testing)	2007-2009	Building Administration, Dept. Chairs, entire faculty	Finished product (graphs, lists, item analysis etc.) reflecting areas of strengths/weaknesses. Written analysis of site visit findings. Presentation of information at faculty meetings.	Grant	Finished product currently under development
2. Based upon MCAS data & progress reports, identify the needs of at-risk students and assign to after school ELA and math support programs.	2007-2009	Building Administration, classroom teachers, guidance	Completion of ISSP (Individual Student Success Plan) Attendance/performance logs kept by teachers. Assessment results forwarded to classroom teachers	Regular school hours	Registering students for program
3. Provide after and before school computer lab access, utilizing web-based support programs and direct instruction.	2007-2009	Computer teacher, faculty	Attendance records kept. Reports generated/customized for classroom teacher/parent/child. Five week interval review of progress reports.		Dec. 07
4. Summer math packets will be distributed to all students to combat summer skill regression.	2007-2009	Classroom teachers	This current year will serve as baseline determinant regarding completion and return rate.		85% of returning students completed the summer packets.
5. Initiate Peer tutoring program for after school	2007-2009	Building Administration, ELA/math, teachers. MS.	Student participation will be documented within the ISSP. Attendance/performance logs kept by teachers/tutors assessment results.		
6. Hire "Highly Qualified" individuals for instructional positions as vacancies arise.	2007-2009	Superintendent of Schools, Building Administration, Dept. Chairs	Compliance with NCLB requirements		On-going
7. Identify and implement professional development activities identified and implemented that align with the content areas in need of support.	2007-2009	District office, Assistant Superintendent of School: Curriculum and Instruction, Building Administration	Participation documented in teachers' professional development plans. Documentation included in teacher evaluations.	*District offerings	Nov. 07

Action Plans Goal 2 – MCAS Achievement Targets:

To meet the following target areas of proficiency level requirements prior to the 2014 deadline, through the systematic development, implementation and analysis of formative and summative assessments.

Grade 6

ELA	2005-06	2006-07	2007-08	2008-09
Prof/Adv	67 %	73 %	78 %	82 %
E/NI	32 %	28 %	25 %	21 %

Math	2005-06	2006-07	2007-08	2008-09
Prof/Adv	52%	59%	62 %	65 %
E/NI	49%	42%	39 %	36 %

Grade 7

ELA	2005-06	2006-07	2007-08	2008-09
Prof/Adv	70%	69%	80 %	85 %
E/NI	30%	31%	20 %	15 %

Math	2005-06	2006-07	2007-08	2008-09
Prof/Adv	28 %	47%	53 %	60 %
E/NI	72%	53%	47 %	40 %

Grade 8

ELA	2005-06	2006-07	2007-08	2008-09
Prof/Adv	76%	79%	85 %	90 %
E/NI	24%	21%	15 %	10 %

Math	2005-06	2006-07	2007-08	2008-09
Prof/Adv	32%	26%	35 %	40 %
E/NI	69%	74%	65 %	60 %

Science	2005-06	2006-07	2007-08	2008-09
Prof/Adv	32%	21%	35 %	45 %
E/NI	68%	79%	65 %	55 %

Continued:

Actions	Time Line	Staff Responsible	Evaluation	Budget	
1. Development of a Data Analysis team to review both formative and summative test results.	2007-2009	Principal, Guidance, team liaisons, content teachers	Team will compile a report for distribution at the building and district level delineating areas of strengths and needs for improvement, including viable solutions to increase students' achievement levels.		On-going
2. The full implementation and analysis of "book" finals, math mid-terms and end of year assessments. Classrooms pilot materials utilizing publisher's unit and topic assessments.	2007-2009	math teachers, Dept. Chair	Instructors administer assessments and analyze results to inform daily instruction and arrange/schedule extra help groups. Instructors will also compile assessment data to monitor student performance		On-going
3. Implement "Open Response" days for all subjects, utilizing the "6 Traits of Writing" format	2007-2009	math teachers, Dept. Chair	Math instructors will develop standardized rubrics to assess, monitor student achievement.		On-going
4. All teachers will utilize the My-Access software as a formative assessment tool, identifying and utilizing beginning, mid and end of year prompts to monitor progress.	2007-2009	all grade 7 teachers (All invested parties included in grant)	Classroom level reports will be analyzed with the "test administrator(s)" – assigning prompts outlining the appropriate "fields" (i.e. conventions, grammar) that need to be improved.	MSPG	On-going
5. All science teachers will designate days for sample MCAS multiple choice questions and open-response	2007-2009	All science teachers, Department Chairs	Classroom teachers will review results of prompts/multiple choice questions. Daily instruction will be driven by these results.		On-Going
6. Develop and analyze a science mid-term and final exam for all grade levels	2007-09	All science teachers, Department Chairs	Department chair and teachers will develop and analyze results. This data will be used as a baseline determinant.		On-going

III. 2007-2009 School Improvement Plan Goals

Academic Achievement:

Improved student achievement.

Target Areas:

- English language arts
 - Sentence fluency
 - Paragraph writing
- Mathematics
 - Patterns relations in algebra (*i.e.* slope, linear equations)
 - Evaluate questions containing absolute value
- Science
 - Integration of science 6-8
 - Continue to work on MCAS science vocabulary
- Test taking strategies
 - Understand directions for open response questions
 - Use techniques for answering multiple choice questions

Increased Student Literacy:

- Continue to offer before and after school programs using Plato and GoMyAccess
- Implement a middle school vocabulary program
- Expand the home and school partnership for reading for pleasure
- Create whole-school reading contest called “The Battle of the Books”
- Institute Teen Read week

Improved School Climate:

To increase opportunities for students to develop bonds with other students and staff:

- Continue to integrate Origins Developmental Designs Program with the Advisory Program to define the culture of the Dedham Middle School experience
- Initiate peer tutoring program for after school
- Implement an after school enrichment program offered by staff
- Invite parents in for Administrative Coffees to discuss topics of interest
- Investigate summer school possibilities

Increased Home-School Collaboration:

- Conduct parent information night (MCAS theme)
- Continue to provide staff professional development on the use of Blackboard
- Continue to encourage parents to access to Powerschool Gradebook
- Continue to work with the DMSPG in order to relay information to parents
- Continue to increase the efficiency of the Team Model for timely communication with parents

SIP for English / Language Arts

**Regular education students will meet 80% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 5%.
Special Education students will meet 70% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 5%.**

In reviewing MCAS achievement data for the identified student population over the last five years as well as other standardized assessments, classroom formative measures, and teacher feedback, the following two targets have been identified:

- a.** to assist students in understanding and producing structurally sound body paragraphs for three specific paragraph types.
- b.** to teach five basic sentence patterns and the grammatical concepts and punctuation marks related to the patterns.

Goal 1. Improve MCAS scores to achieve established goals in targeted subgroups.

- a. Current revision of the curriculum guides reveals gaps in identifying specific concepts related to paragraph structure and types.
- b. Teachers will include specific feedback regarding the relationship between the main idea of a paragraph and the supporting details.
- c. Teachers will provide more opportunities for students to write stand-alone paragraphs as these are more likely to be revised than complete essays.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<p>a. Teachers will utilize 6 Traits, Plato, and GoMyAccess to assist students in understanding and producing structurally sound body paragraphs for three specific paragraph types.</p> <p>b. Teacher feedback will indicate the quality of the main idea and supporting details based on the established criteria for these two concepts.</p> <p>c. Teachers will collect a minimum of three paragraph-length writing assignments to provide feedback on main idea and supporting details.</p>	<p>Create before and after school programs working with writing and English. Focus additional class time on 6 Traits. Share student work in norming sessions. The department will also share the results and sample from the common assessment prompt completed in the fall and the spring.</p>	<p>After school programs, 6 Traits, Plato, GoMyAccess</p>	<p>2007-2009</p>	<p>Teacher lessons, Data collected from software</p>	<p>Classroom observations, Software reports, lesson plans, student assessments</p>
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<p>a. Students will learn three specific types of paragraphs – exposition, description, and process.</p> <p>b. Students will write a body paragraph containing a main idea and supporting details that reflect established criteria for these two concepts for each paragraph type previously identified.</p> <p>c. Students will write a minimum of three writing assignments containing one paragraph of each type for teacher feedback and revision.</p>	<p>Grades 6, 7, and 8 students who scored at Low-proficient, Needs Improvement, or Warning.</p>	<p>As scheduled by guidance and teacher</p>	<p>6 Traits, Plato GoMyAccess Classroom assessments</p>	<p>To improve test scores to reach AYP in all targeted subgroups</p>	<p>Administration, Department Chair, Classroom Teachers</p>

Goal 2. Teach five basic sentence patterns and the grammatical concepts and punctuation marks related to the patterns.

- a. Current revision of the curriculum guides reveals gaps in identifying specific concepts related to sentence fluency.
- b. Teachers need to include specific lessons related to sentence patterns and the accompanying concepts and punctuation.
- c. Teachers will develop lessons incorporating the following methods for teaching sentence fluency: sentence combining, mind sentences, and mentor sentences.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<p>a. Teachers will teach five basic sentence patterns: S-V, S-V-DO, S-V-IO-DO, S-LV-N, S-LV-A. and train students to recognize and produce the basic sentence patterns in their own writing and the writing of others, including professional pieces.</p> <p>b. Teachers will teach students how to expand and reduce the basic sentence patterns as well as how to combine them to form more complex thoughts.</p> <p>c. Teachers will provide short assessments that illustrate student understanding of sentence fluency concepts.</p>	<p>Create programs before and after school working with writing and English. Focus additional class time on the Sentence Fluency factor in 6-Traits. Share student work in norming sessions. The department will also share the results and sample from the common assessment prompt completed in the fall and the spring</p>	<p>6 Traits Mini-lessons GoMyAccess</p>	<p>2007-2009</p>	<p>Teacher lessons, Data collected from software</p>	<p>Classroom observations, Software reports, lesson plans, student assessments</p>
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<p>a. Students will learn, recognize, and produce the five basic sentences patterns in their own writing and the writing of others, including professional pieces.</p> <p>b. Students will expand and reduce the basic sentence patterns as well as how to combine them to form more complex thoughts.</p> <p>c. Students will complete short assessments that illustrate their understanding of sentence fluency concepts.</p>	<p>Grades 6, 7, and 8 students who scored at Low-proficient, Needs Improvement, or Warning.</p>	<p>As determined by classroom teacher</p>	<p>6 Traits, GoMyAccess Classroom assessments</p>	<p>To improve test scores to reach AYP in all targeted subgroups</p>	<p>Administration, Department Chair, Classroom Teachers</p>

SIP for Middle School Science

Improved student performance on the science MCAS scores to meet targets:

8th grade regular education students will meet the target of 35%

Proficient/Advanced for the 2007-2008 school year and 45% proficiency in 2008-2009, year with each successive year increasing by 10%. The 6th and 7th middle school students do not take a science MCAS exam. The level of proficiency represents a score between 72-92% correct.

After reviewing the MCAS achievement data over the last five years, as well as other standardized assessments, formative classroom measures, and teacher feedback, the two areas below have been identified. All student groups are targeted.

- a.** Realign the science curriculum to include a review of sixth, seventh and eighth grade topics each year to prepare students better for MCAS. Improve content instruction and lab activities to support classroom curriculum.
- b.** Enhance student understanding of technology and engineering.

Goal 1: Improve MCAS scores to achieve targeted goals by adjusting the science curriculum to cover power standards (see below):

- a. Cover power standards for grades six through eight using the MA Curriculum Frameworks.
- b. Provide student-centered, hands-on activities to motivate and improve student performance.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<ul style="list-style-type: none"> • Spiral the 6 – 8 science curriculum around common themes based upon content, topics, and scope. • Adjust curriculum so the most problematic life science, physical science, and earth science concepts are covered during all three years. 	<ul style="list-style-type: none"> • Focus on high priority standards. • Identify the four major themes and integrate the five major areas of life science, physical science, earth science, technology and inquiry. 	MA Curriculum Frameworks Textbooks Laboratory materials	2007-2009	Teacher lessons, Data collected from student work, Smart MCAS	Classroom observations, Software reports, lesson plans, student assessments
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<ul style="list-style-type: none"> • Students will regularly participate in laboratory work and receive teacher feedback. 	All students, especially those scoring in the Low-proficient, Needs Improvement, and Warning categories in Grade 8.	On-going formative assessments	Teacher-made tests, quizzes and lab projects.	To improve test scores to reach AYP in all targeted subgroups	Administration, Department Chair, Classroom Teachers

Goal 2: Enhance student understanding of technology and engineering.

- a. Adjust curriculum in order to address technology standards as defined by the MA Curriculum Frameworks.
- b. Students will demonstrate an understanding of technology and engineering and achieve proficient or advanced scores on the Grade 8 Science MCAS.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<ul style="list-style-type: none"> • Spiral the 6 – 8 science curriculum around common technology. • Adjust curriculum to include technology concepts throughout grades 6, 7 and 8. 	<ul style="list-style-type: none"> • Use formative and summative assessments to regularly assess mastery of technology concepts. • Provide increased opportunities for students to practice, demonstrate and receive teacher feedback on open response and multiple choice questions. 	MA Curriculum Frameworks Textbooks Scope and sequence charts Pacing guides Laboratory equipment	2007-2009	Teacher lessons, Data collected from student work, Smart MCAS, on-going assessment of student progress.	Classroom observations, Software reports, lesson plans, student assessment data.
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<ul style="list-style-type: none"> • Students will demonstrate understanding of technology and engineering concepts. • Students will participate in hands-on activities to solidify their understanding. 	All students, especially those scoring in the Low-proficient, Needs Improvement, and Warning categories in Grade 8.	On-going formative and summative assessments	Teacher-made tests, quizzes, and lab projects Practice MCAS questions.	To improve test scores to reach AYP in all targeted subgroups	Administration, Department Chair, Classroom Teachers

SIP for Middle School Mathematics

Regular education students will meet 63% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 5%. Special Education students will meet 40% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 10%.

In reviewing MCAS achievement data for the identified student population over the last five years as well as other standardized assessments, classroom formative measures, and teacher feedback, the following two areas have been identified:

- a. to have students identify the slope of a line as a measure of its steepness and as a constant rate of change from its table of values, equation, or graph. Apply the concept of slope to the solution of problems.
- b. to have the students understand the meaning of absolute value and demonstrate how to represent it, as well as the ability to compute fluently and make reasonable estimates.

Patterns, Relations, and Algebra

[Understand patterns](#), relations, and functions

[Represent and analyze](#) mathematical situations and structures using algebraic symbols

[Use mathematical models](#) to represent and understand quantitative relationships

[Analyze change](#) in various contexts

Goal 1: To improve student ability to apply and understand the concept of *slope*.

- a. Focus will be placed on instruction of *slope* so that all students have the opportunity to master the concept.
- b. Students will demonstrate through varied methods of assessment how to apply and understand the concept of *slope*.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<p>Teachers will adjust the curriculum to develop the concept fully before the exam</p> <p>Teachers will appropriately use technology, such as graphic calculators to help students make connections between equations, graphs and table of values</p>	<p>Pull Special Education students out of Foreign Language class. Target students for after school program. The department will also share the results from the common assessments completed in the fall and the spring.</p>	<p>Plato YPP SmartMCAS</p>	<p>2007-2009</p>	<p>Teacher lessons, Data collected from software</p>	<p>Classroom observations, software reports, lesson plans, student assessments</p>
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<p>The students will be able to determine the slope of a line represented by the equation</p> <p>The students will be able to graph a line or make a table of values given an equation</p> <p>The students will be able to write a linear equation given a graph or table of values</p> <p>The students will be able to apply the concept of slope as a rate of change to real world problem</p>	<p>Grade 8</p>	<p>As determined by classroom teacher</p>	<p>Plato, YPP, Common Assessment</p>	<p>To improve test scores to reach AYP in all targeted subgroups</p>	<p>Administration Department Chair Classroom Teachers</p>

Goal 2: Students will understand the meaning of absolute value and demonstrate how to represent it, as well as the ability to compute fluently and make reasonable estimates.

- a. Focus will be placed on instruction of *absolute value* so that all students have the opportunity to master the concept
- b. Students will demonstrate through varied methods of assessment how to apply and understand the concept of *absolute value*.

Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
<ul style="list-style-type: none"> • Teachers will spiral the concept throughout the curriculum. • Teachers will take more time developing the concept of absolute value and the technique on how to solve an absolute value equation 	<ul style="list-style-type: none"> • Pull Special Education students out of Foreign Language class. Target students for after school program. The department will also share the results from the common assessments completed in the fall and the spring. 	Plato YPP SmartMCAS	2007-2009	Teacher lessons, Data collected from software	Classroom observations, Software reports lesson plans student assessments
Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
<ul style="list-style-type: none"> • Evaluate an expression containing absolute values • Students will be able to solve an absolute value equation 	Grade 8	As determined by classroom teacher	Plato, YPP, Common Assessments	To improve test scores to reach AYP in all targeted subgroups	Administration, Department Chair, Classroom Teachers

SIP for Test Taking

Regular education students will meet 80% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 5%.

Special Education students will meet 70% Proficient/Advanced for the 2007-2008 school year, with each successive year increasing by 5%.

In reviewing data for the entire student population over the last five years as well as other standardized assessments, classroom formative measures, and teacher feedback, we have identified test taking as an area of need. It is imperative that all of our students have the skills and techniques necessary to perform at the levels above on mathematics, science, and ELA MCAS tests.

The target areas are:

- open response questions
- multiple choice questions

SIP for Test Taking

Target: Multi-step problems

To improve test-taking strategies for multiple-choice sections and open-response questions on MCAS in ELA, math, and science for all students.

1	Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers will instruct students in identifying and understanding direction words for open-response questions.	Create programs before and after school focusing on test-taking strategies.	After school programs, Plato, Teacher-generated materials and activities, Prior MCAS Test Sections	2007-2009	Teacher lessons, Data collected from software	Classroom observations, Software reports, lesson plans, student assessments
	Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will identify and mark (underline, circle, highlight, etc.) the key words in an open-response stem.	Grade 6, 7, and 8	As determined by classroom teacher	Plato, Teacher-generated materials and activities Prior MCAS Test Sections	To improve test scores to attain established goals for Proficiency Index.	Administration, Department Chair, Classroom Teachers
2	Instructional Change Objective (ICO)	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers will instruct students in strategies for taking the multiple-choice section on MCAS.	Create programs before and after school focusing on test-taking strategies.	After school programs, Plato, Teacher-generated materials and activities Prior MCAS Test Sections	2007-2009	Teacher lessons, Data collected from software	Classroom observations, Software reports, lesson plans, student assessments
	Student Learning Objective (SLO)	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will know and apply the hints for taking multiple-choice questions on MCAS.	Grade 6, 7, and 8	As determined by classroom teacher	Plato, Teacher-generated materials and activities Prior MCAS Test Sections	To improve test scores to attain established goals for Proficiency Index.	Administration, Department Chair, Classroom Teachers

Appendix I. Dedham Middle School - Enrollment/Indicators

Enrollment by Grade (2006-07)																	
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	118	196	198	237	217	211	250	221	217	227	207	208	202	162	0	-	2,871
School	-	-	-	-	-	-	-	221	217	227	-	-	-	-	0	-	665

Enrollment by Race/Ethnicity (2006-07)			
Race	% of School	% of District	% of State
African American	6.6	5.4	8.2
Asian	1.8	2.2	4.8
Hispanic	5.0	6.8	13.3
Native American	0.6	0.4	0.3
White	84.8	84.3	71.5
Native Hawaiian, Pacific Islander	0.0	0.0	0.2
Multi-Race, Non-Hispanic	1.2	0.9	1.7

Enrollment by Gender (2006-07)			
	School	District	State
Male	339	1,470	498,243
Female	326	1,401	470,418
Total	665	2,871	968,661

Indicators (2005-06)			
	School	District	State
Grade 9-12 Dropout Rate	-	2.5	3.3
Attendance Rate	95.7	95.3	94.5
Average # of days absent	7.5	8.3	9.4
In-School Suspension Rate	3.2	0.8	3.4
Out-of-School Suspension Rate	6.7	4.1	5.8
Retention Rate	1.6	3.1	2.5

Teacher Data (2006-07)			
	School	District	State
Total # of Teachers	65	255	73,176
% of Teachers Licensed in Teaching Assignment	100.0	100.0	95.4
Total # of Teachers in Core Academic Areas	55	208	60,604
% Core Academic Teachers Identified as Highly Qualified	100.0	100.0	95.1
Student/Teacher Ratio	10.2 to 1	11.2 to 1	13.2 to 1

Selected Populations (2006-07)			
Title	% of School	% of District	% of State
First Language not English	8.3	8.8	14.9
Limited English Proficient	1.8	3.4	5.6
Low-income	21.7	17.2	28.9
Special Education	19.4	19.9	16.9

Technology (2005-06)			
	School	District	State
Students per "modern" Computer	1.9	2.3	3.8
Classrooms on the Internet (%)	100.0	100.0	97.9

Plans of High School Graduates (2005-06)			
Plan	% of School	% of District	% of State
4-Year Private College	-	44	31
4-Year Public College	-	29	27
2-Year Private College	-	1	2
2-Year Public College	-	17	19
Other Post-Secondary	-	4	3
Work	-	6	10
Military	-	1	2
Other	-	0	1
Unknown	-	0	7

**MCAS Tests of Spring 2007
Percent of Students at Each Performance Level**

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
Grade 06 - English Language Arts	9	9	65	58	22	25	4	7	216
Grade 06 - Mathematics	26	20	35	32	30	28	9	20	216
Grade 07 - English Language Arts	5	9	64	60	27	23	4	8	210
Grade 07 - Mathematics	14	15	33	31	35	30	17	24	209
Grade 08 - English Language Arts	10	12	70	63	17	18	3	6	219
Grade 08 - Mathematics	10	17	17	28	39	30	35	25	218
Grade 08 - Science And Technology	0	3	22	30	52	44	26	24	220

NOTE: Performance level percentages are not calculated if student group less than 10.

Data Last Updated on October 3, 2007

More MCAS Reports:

[MCAS Annual Comparisons for Dedham Middle School](#)

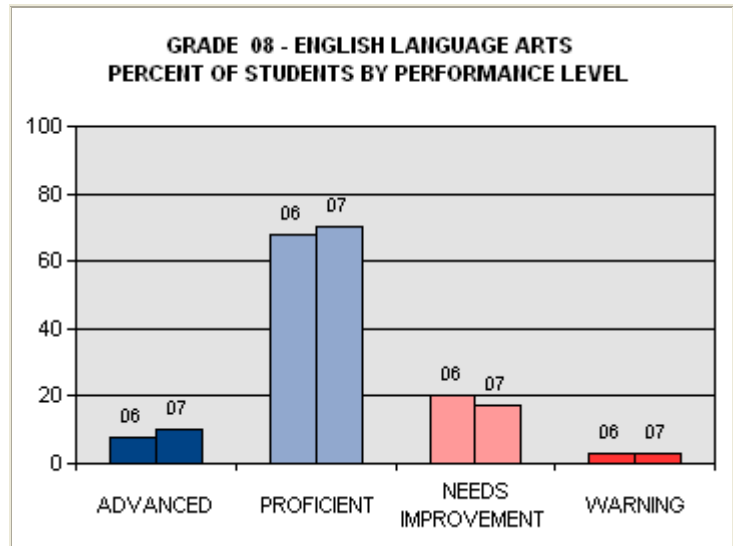
[2007 MCAS Results by Subgroup for Dedham Middle School](#)

[2007 Adequate Yearly Progress \(AYP\) Report for Dedham Middle School](#)

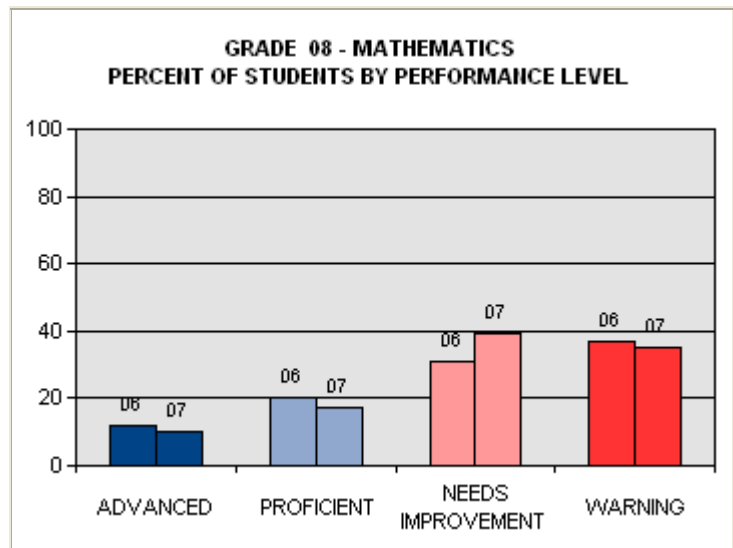
Appendix II. Dedham Middle School MCAS Comparisons

2006-2007 School Year

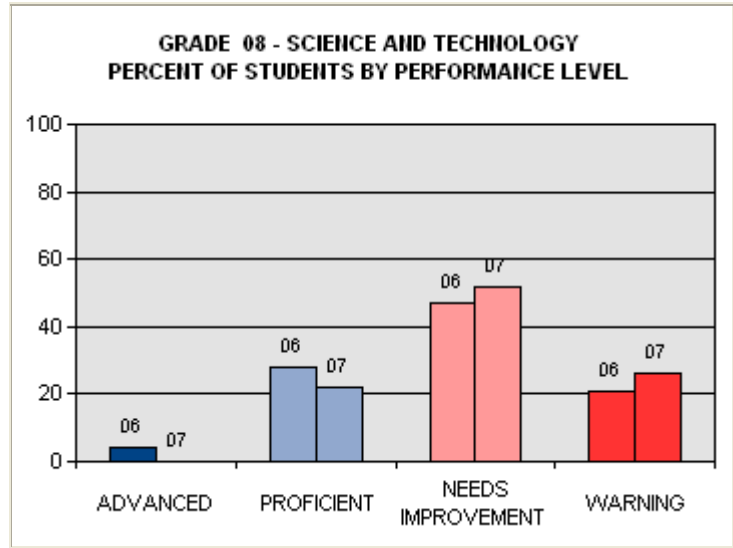
GRADE 08 ENGLISH LANGUAGE ARTS		
Performance Level	2006	2007
ADVANCED	8	10
PROFICIENT	68	70
NEEDS IMPROVEMENT	20	17
WARNING	3	3



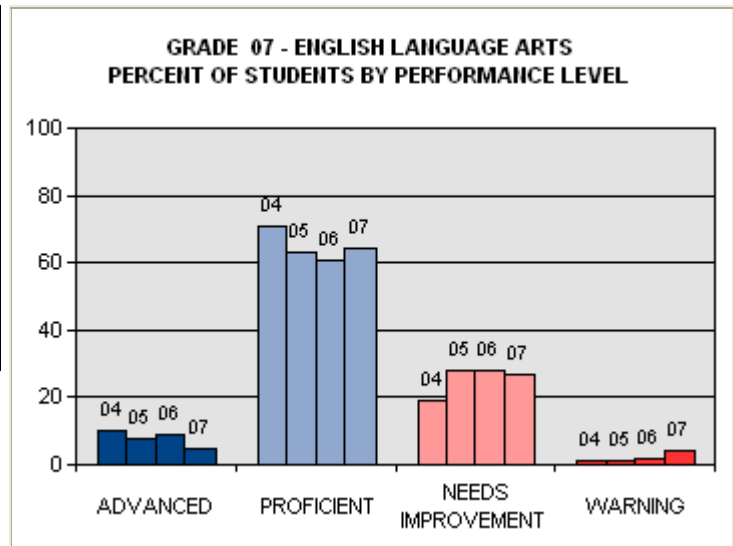
GRADE 08 MATHEMATICS		
Performance Level	2006	2007
ADVANCED	12	10
PROFICIENT	20	17
NEEDS IMPROVEMENT	31	39
WARNING	37	35



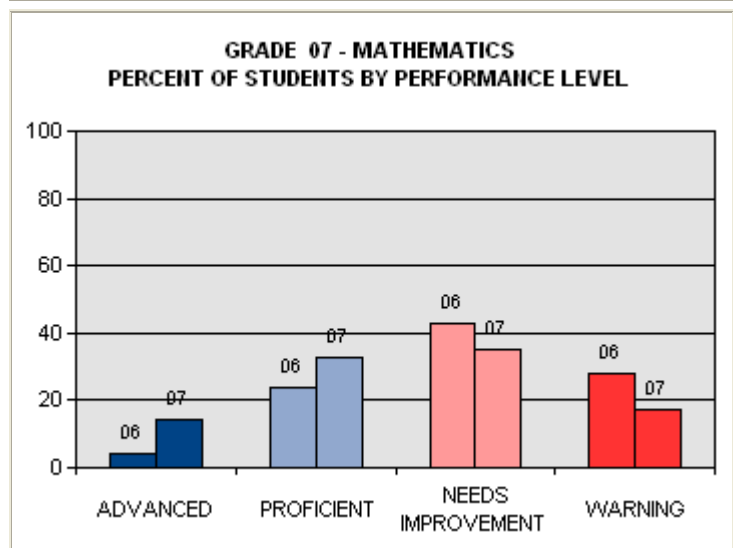
GRADE 08 SCIENCE AND TECHNOLOGY		
Performance Level	2006	2007
ADVANCED	4	0
PROFICIENT	28	22
NEEDS IMPROVEMENT	47	52
WARNING	21	26



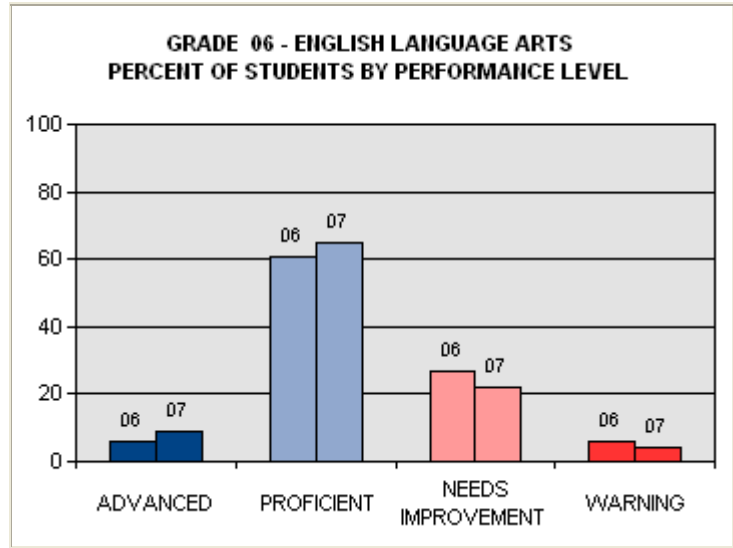
GRADE 07 ENGLISH LANGUAGE ARTS				
Performance Level	2004	2005	2006	2007
ADVANCED	10	8	9	5
PROFICIENT	71	63	61	64
NEEDS IMPROVEMENT	19	28	28	27
WARNING	1	1	2	4



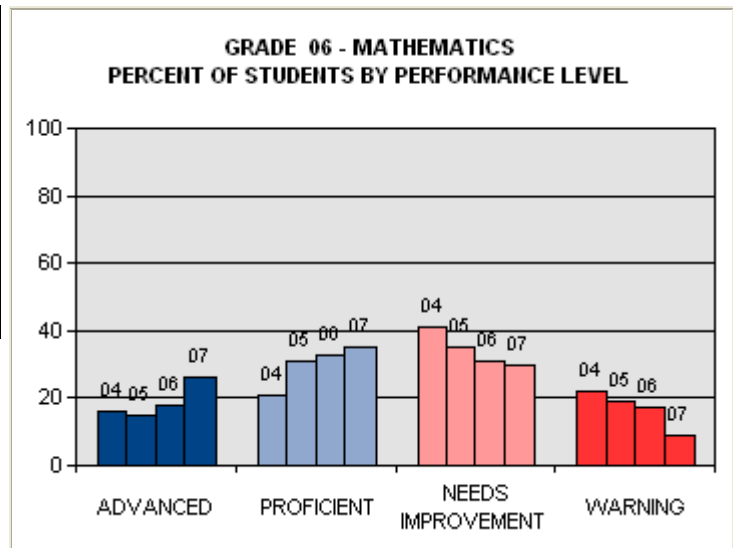
GRADE 07 MATHEMATICS		
Performance Level	2006	2007
ADVANCED	4	14
PROFICIENT	24	33
NEEDS IMPROVEMENT	43	35
WARNING	28	17



GRADE 06 ENGLISH LANGUAGE ARTS		
Performance Level	2006	2007
ADVANCED	6	9
PROFICIENT	61	65
NEEDS IMPROVEMENT	27	22
WARNING	6	4



GRADE 06 MATHEMATICS				
Performance Level	2004	2005	2006	2007
ADVANCED	16	15	18	26
PROFICIENT	21	31	33	35
NEEDS IMPROVEMENT	41	35	31	30
WARNING	22	19	17	9



Appendix III. Dedham Middle School 2007 MCAS Results by Subgroup – by Grade then Subject

** NOTE: AYP Participation Rates are calculated using the AYP participation rules.

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	27	100	0	30	52	19	78.7	34	100	0	24	53	24	77.9	13657	99	1	26	45	28	66.9
LEP/FLEP	13	100	0	46	46	8	82.7	13	100	0	46	46	8	82.7	4641	99	1	26	44	29	62.7
Low-Income	48	100	4	48	38	10	86.5	52	100	4	46	40	10	85.6	22513	100	2	40	42	16	74.1
African American/Black	7	-	-	-	-	-	-	10	100	0	40	50	10	72.5	6109	100	3	40	43	15	74.2
Asian	3	-	-	-	-	-	-	4	-	-	-	-	-	-	3328	100	17	55	22	6	88.6
Hispanic/Latino	10	100	0	50	30	20	82.5	11	100	0	45	36	18	79.5	9312	99	2	36	42	20	70.3
Native American	1	-	-	-	-	-	-	2	-	-	-	-	-	-	226	100	4	48	37	11	79.4
White	189	100	10	66	22	3	92.5	196	100	10	64	22	4	92.2	52437	100	11	64	21	4	90.6
Other Subgroups																					
Male	101	100	2	61	32	5	86.9	109	100	2	59	33	6	86.5	37591	100	6	56	29	9	83.9
Female	115	100	16	68	14	3	95.4	120	100	15	66	16	3	94.6	35257	100	13	60	22	5	89.0
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	19370	100	3	41	41	15	74.4
Non-Title I	216	100	9	65	22	4	91.4	229	100	9	62	24	5	90.7	53478	100	12	64	20	5	90.7
Non-Low Income	168	100	11	70	18	2	92.9	177	100	10	67	19	3	92.2	50335	100	12	66	18	4	91.9
LEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	2657	99	0	15	44	40	52.9
FLEP	10	100	0	50	40	10	87.5	10	100	0	50	40	10	87.5	1984	100	2	42	43	13	75.8
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	488	97	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	12	100	0	8	50	42	50.0
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	164	99	6	55	26	13	83.1
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	1272	99	12	55	26	7	86.7
All Students																					
2007	216	100	9	65	22	4	91.4	229	100	9	62	24	5	90.7	72887	100	9	58	25	7	86.4
2006	237	100	6	61	27	6	86.6	247	100	6	60	26	8	86.3	73382	100	10	54	28	8	84.9

GRADE LEVEL 6 - MATHEMATICS

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
	AYP Subgroups																				
Stud. w/ Disab	27	100	4	7	44	44	58.3	35	100	3	6	37	54	54.3	13618	99	3	13	30	54	51.3
LEP/FLEP	13	100	8	23	46	23	71.2	13	100	8	23	46	23	71.2	4672	100	6	17	28	48	52.3
Low-Income	48	100	13	25	40	23	73.4	53	100	11	23	42	25	70.8	22492	100	7	22	33	38	59.0
African American/Black	7	-	-	-	-	-	-	10	100	0	20	30	50	50.0	6091	100	6	21	33	41	56.7
Asian	3	-	-	-	-	-	-	4	-	-	-	-	-	-	3337	100	40	31	19	10	86.2
Hispanic/Latino	10	100	20	40	30	10	90.0	11	100	18	36	36	9	86.4	9336	100	6	19	32	44	55.1
Native American	1	-	-	-	-	-	-	2	-	-	-	-	-	-	226	100	10	23	34	34	63.2
White	189	100	28	35	29	8	83.6	197	100	26	34	29	11	82.2	52421	100	24	36	27	13	80.8
Other Subgroups																					
Male	101	100	25	32	34	10	80.4	110	100	23	29	34	15	77.3	37588	100	21	31	27	20	75.3
Female	115	100	27	37	27	9	85.4	120	100	26	37	27	11	84.4	35259	100	20	33	28	19	75.7
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	19385	100	8	22	33	37	59.3
Non-Title I	216	100	26	35	30	9	83.1	230	100	24	33	30	13	81.0	53462	100	25	36	26	13	81.4
Non-Low Income	168	100	30	38	27	5	85.9	177	100	28	36	27	9	84.0	50355	100	26	37	25	11	82.9
LEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	2700	100	4	11	25	59	44.0
FLEP	10	100	10	30	50	10	80.0	10	100	10	30	50	10	80.0	1972	100	10	25	33	33	63.5
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	509	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	12	100	0	0	58	42	45.8
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	164	99	16	28	32	24	69.7
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	6	-	-	-	-	-	-	1272	100	22	31	27	21	74.4
All Students																					
2007	216	100	26	35	30	9	83.1	230	100	24	33	30	13	81.0	72889	100	20	32	28	20	75.5
2006	236	100	18	33	31	17	77.4	246	100	17	33	31	19	77.1	73470	100	17	29	29	25	70.5

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	43	100	0	21	60	19	65.1	53	100	0	19	58	23	65.1	13247	99	1	27	43	30	65.8
LEP/FLEP	11	100	0	45	55	0	72.7	12	100	0	42	50	8	68.8	4244	100	1	28	39	32	61.3
Low-Income	44	100	0	52	36	11	80.1	53	100	0	47	38	15	75.9	22660	100	2	44	37	16	75.0
African American/Black	14	100	0	57	29	14	85.7	18	100	0	44	39	17	76.4	6105	100	2	46	36	16	75.8
Asian	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3336	100	17	58	19	6	89.2
Hispanic/Latino	7	-	-	-	-	-	-	10	100	10	20	40	30	67.5	9397	100	2	40	37	21	71.5
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	222	99	8	49	32	12	82.1
White	184	100	5	66	27	2	88.7	194	100	5	65	27	4	88.4	53223	100	11	65	19	5	90.8
Other Subgroups																					
Male	112	100	4	62	30	4	87.5	122	100	4	59	31	6	86.7	38107	100	6	58	27	10	84.1
Female	98	100	5	67	23	4	89.0	105	100	5	64	26	6	86.4	35434	100	13	62	19	5	89.9
Title I	0	-	-	-	-	-	-	1	-	-	-	-	-	-	16636	100	2	45	37	16	75.0
Non-Title I	210	100	5	64	27	4	88.2	226	100	4	62	28	6	86.7	56905	100	11	64	19	5	90.4
Non-Low Income	166	100	6	67	25	2	90.4	174	100	6	66	26	3	89.8	50881	100	13	67	17	4	92.2
LEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	2479	99	1	15	40	45	51.2
FLEP	8	-	-	-	-	-	-	9	-	-	-	-	-	-	1765	100	2	45	39	14	75.5
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	553	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	13	100	0	15	46	38	53.8
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	159	100	11	57	24	8	86.8
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1099	99	9	61	24	6	87.4
All Students																					
2007	210	100	5	64	27	4	88.2	227	100	4	61	29	6	86.6	73577	100	9	60	23	8	86.9
2006	222	100	9	61	28	2	88.6	226	100	8	61	27	3	88.5	74509	100	10	55	26	9	84.6

GRADE LEVEL 7 - MATHEMATICS

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	#		
AYP Subgroups																					
Stud. w/ Disab	43	100	0	5	42	53	47.1	53	100	2	4	36	58	47.6	13230	99	2	10	27	61	45.8
LEP/FLEP	11	100	0	18	55	27	56.8	12	100	0	17	50	33	54.2	4270	99	4	13	26	56	45.8
Low-Income	44	100	0	25	50	25	66.5	53	100	0	21	45	34	60.4	22659	99	4	18	33	45	52.9
African American/Black	14	100	0	36	36	29	67.9	18	100	0	28	28	44	58.3	6105	100	3	17	34	47	50.9
Asian	3	-	-	-	-	-	-	3	-	-	-	-	-	-	3341	100	32	32	22	14	81.7
Hispanic/Latino	7	-	-	-	-	-	-	10	100	10	10	10	70	50.0	9403	99	3	16	31	50	49.9
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	223	100	9	20	34	37	59.8
White	183	99	16	33	37	15	75.1	193	99	16	32	36	17	74.4	53212	100	17	35	30	18	75.7
Other Subgroups																					
Male	111	99	16	36	30	18	76.6	121	99	16	33	29	22	74.6	38120	100	15	30	29	26	69.9
Female	98	100	12	30	42	16	71.4	105	100	11	29	39	21	69.0	35429	100	14	32	32	23	71.0
Title I	0	-	-	-	-	-	-	1	-	-	-	-	-	-	16649	100	4	17	34	45	52.3
Non-Title I	209	100	14	33	35	17	74.2	225	100	14	31	34	21	72.2	56900	100	18	35	29	18	75.7
Non-Low Income	165	99	18	35	32	15	76.2	173	99	18	34	30	18	75.6	50890	100	19	37	29	15	78.2
LEP	3	-	-	-	-	-	-	3	-	-	-	-	-	-	2511	99	2	8	21	68	38.2
FLEP	8	-	-	-	-	-	-	9	-	-	-	-	-	-	1759	100	7	20	33	40	56.6
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	574	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	13	100	0	8	38	54	36.5
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	161	100	16	35	25	24	73.9
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1104	100	16	27	31	27	67.5
All Students																					
2007	209	100	14	33	35	17	74.2	226	100	14	31	34	22	72.0	73592	100	15	31	30	24	70.4
2006	222	100	4	24	43	28	60.8	227	100	4	24	43	30	60.5	74647	100	12	28	33	28	66.6

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	CPI		
AYP Subgroups																					
Stud. w/ Disab	52	100	0	48	42	10	77.9	58	100	0	47	41	12	78.0	13179	99	1	35	39	25	70.9
LEP/FLEP	9	-	-	-	-	-	-	9	-	-	-	-	-	-	3824	99	2	28	42	29	62.9
Low-Income	47	100	4	64	26	6	86.7	52	100	4	63	27	6	87.0	22257	99	3	51	32	13	79.4
African American/Black	18	100	0	83	11	6	93.1	20	100	0	80	15	5	92.5	6412	99	4	52	32	13	79.7
Asian	6	-	-	-	-	-	-	6	-	-	-	-	-	-	3162	100	19	58	17	5	90.5
Hispanic/Latino	13	100	0	54	46	0	86.5	15	100	0	53	47	0	86.7	9403	99	3	45	35	17	75.2
Native American	3	-	-	-	-	-	-	4	-	-	-	-	-	-	235	100	6	63	24	8	86.2
White	179	100	11	72	15	3	92.9	183	100	10	71	15	4	92.6	54024	100	15	68	14	4	93.1
Other Subgroups																					
Male	114	100	5	72	18	4	90.4	118	100	5	71	18	6	90.0	38446	100	8	63	21	8	87.3
Female	105	100	14	69	16	1	94.5	110	100	14	68	17	1	94.3	35925	100	17	63	15	4	91.9
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16025	99	3	51	32	13	79.4
Non-Title I	219	100	10	70	17	3	92.4	228	100	9	70	18	4	92.1	58346	100	15	66	15	4	92.3
Non-Low Income	172	100	11	72	15	2	93.9	176	100	11	72	15	3	93.6	52114	100	16	68	12	3	93.9
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2477	99	0	17	43	40	54.5
FLEP	7	-	-	-	-	-	-	7	-	-	-	-	-	-	1347	100	3	47	38	11	78.5
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	498	99	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	10	100	0	20	30	50	50.0
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	141	100	11	74	13	1	94.9
Multi-race - Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	994	100	14	61	19	6	89.1
All Students																					
2007	219	100	10	70	17	3	92.4	228	100	9	70	18	4	92.1	74433	100	12	63	18	6	89.5
2006	215	100	8	68	20	3	91.3	230	100	8	65	22	5	89.8	76243	100	12	62	19	7	88.3

GRADE LEVEL 8 - MATHEMATICS

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	CPI		
AYP Subgroups																					
Stud. w/ Disab	52	100	0	4	25	71	36.1	57	98	0	4	25	72	36.0	13120	99	2	8	26	64	43.9
LEP/FLEP	8	-	-	-	-	-	-	8	-	-	-	-	-	-	3821	99	4	11	24	61	44.2
Low-Income	46	98	4	15	30	50	51.1	51	98	4	14	29	53	48.5	22173	99	5	16	33	45	52.9
African American/Black	17	94	12	24	18	47	57.4	19	95	11	21	16	53	52.6	6397	99	4	15	34	47	50.8
Asian	6	-	-	-	-	-	-	6	-	-	-	-	-	-	3164	100	34	31	22	14	81.7
Hispanic/Latino	13	100	0	0	38	62	42.3	14	94	0	0	36	64	41.1	9358	99	4	14	30	52	49.0
Native American	3	-	-	-	-	-	-	4	-	-	-	-	-	-	237	100	8	24	38	31	61.7
White	179	99	10	18	41	31	60.3	183	99	10	17	41	32	60.1	53967	100	20	32	30	18	75.6
Other Subgroups																					
Male	113	99	10	16	39	35	57.7	116	98	9	16	38	37	57.3	38389	100	17	27	29	26	69.6
Female	105	99	10	18	38	34	60.2	110	99	9	17	38	35	58.9	35872	100	17	29	31	24	70.7
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	15984	99	5	17	33	45	52.8
Non-Title I	218	99	10	17	39	35	58.9	226	99	9	16	38	36	58.1	58277	100	21	31	29	19	74.9
Non-Low Income	172	99	11	17	41	31	61.0	175	99	11	17	41	31	60.9	52088	100	22	33	29	16	77.5
LEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2490	99	2	8	21	69	39.4
FLEP	7	-	-	-	-	-	-	7	-	-	-	-	-	-	1331	99	7	18	29	46	53.1
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	515	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	10	100	0	0	40	60	37.5
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	141	99	16	32	30	22	72.5
Multi-race, Non-Hispanic /Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	997	100	18	26	28	29	67.7
All Students																					
2007	218	99	10	17	39	35	58.9	226	99	9	16	38	36	58.1	74319	100	17	28	30	25	70.2
2006	213	100	12	20	31	37	61.4	227	99	11	19	30	41	59.4	76276	100	12	28	31	29	66.3

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

Student Group	School							District							State						
	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part **	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	#		
AYP Subgroups																					
Stud. w/ Disab	52	100	0	4	42	54	42.3	57	98	0	4	40	56	42.5	13087	99	0	7	36	56	46.0
LEP/FLEP	9	-	-	-	-	-	-	9	-	-	-	-	-	-	3811	99	0	5	26	68	37.7
Low-Income	47	100	0	6	57	36	48.9	52	100	0	6	58	37	48.1	22138	99	0	11	42	46	48.2
African American/Black	18	100	0	17	56	28	54.2	20	100	0	15	55	30	52.5	6396	99	0	8	42	50	45.3
Asian	6	-	-	-	-	-	-	6	-	-	-	-	-	-	3161	99	7	36	38	20	71.1
Hispanic/Latino	13	100	0	0	62	38	48.1	14	94	0	0	57	43	46.4	9333	99	0	7	37	55	43.3
Native American	3	-	-	-	-	-	-	4	-	-	-	-	-	-	237	100	0	20	46	34	57.4
White	180	100	0	23	51	26	61.1	184	100	0	23	51	27	61.0	53935	100	3	36	45	15	72.0
Other Subgroups																					
Male	114	100	0	25	50	25	62.9	117	99	0	25	50	26	62.8	38336	99	3	32	42	23	68.0
Female	106	100	0	18	54	28	57.3	111	100	0	17	54	29	56.5	35862	100	2	27	46	25	63.8
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	15964	99	1	10	42	48	47.2
Non-Title I	220	100	0	22	52	26	60.2	228	100	0	21	52	27	59.8	58234	100	4	35	44	17	71.1
Non-Low Income	173	100	0	26	50	24	63.3	176	99	0	26	50	24	63.2	52060	100	4	38	44	14	73.5
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2482	99	0	3	20	77	33.3
FLEP	7	-	-	-	-	-	-	7	-	-	-	-	-	-	1329	99	1	10	39	51	45.8
1st Yr LEP*	1	-	-	-	-	-	-	1	-	-	-	-	-	-	516	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	10	100	0	10	20	70	32.5
Native Hawaiian/Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	141	99	1	23	59	17	66.0
Multi-race, Non-Hispanic/Latino	0	-	-	-	-	-	-	0	-	-	-	-	-	-	995	100	5	27	42	26	64.4
All Students																					
2007	220	100	0	22	52	26	60.2	228	100	0	21	52	27	59.8	74257	99	3	30	44	24	65.9
2006	213	100	4	28	47	21	66.3	227	99	4	26	46	24	64.6	76234	100	4	28	43	25	65.6

Appendix IV. Preliminary 2007 AYP Data

District: [Dedham \(00730000\)](#)

School: [Dedham Middle School \(00730305\)](#)

School Title I Status: Non-Title I School (NT)

NCLB School Choice Required: No

Supplemental Educational Services Required: No

2007 Preliminary AYP Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 1 - Subgroups	Very High	On Target
MATHEMATICS	No Status	Moderate	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?				
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	Yes	90.7	Yes	1.9	Yes	95.8	Yes
Lim. English Prof.	-	-	-	77.3	-	-	-	-	-
Special Education	Yes	100	No	73.6	No	-0.1	Yes	94.8	No
Low Income	Yes	100	No	84.5	Yes	2.5	Yes	94.1	Yes
Afr. Amer. / Black	Yes	100	Yes	87.2	Yes	6.1	Yes	95.1	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	83.3	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	91.4	Yes	1.2	Yes	95.8	Yes

MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	72.0	Yes	5.2	Yes	95.8	Yes
Lim. English Prof.	-	-	-	58.9	-	-	-	-	-
Special Education	Yes	100	No	44.9	No	-0.9	Yes	94.8	No
Low Income	Yes	99	No	63.8	Yes	6.4	Yes	94.1	Yes
Afr. Amer./Black	Yes	98	No	61.9	Yes	9.6	Yes	95.1	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	62.5	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	73.1	Yes	4.2	Yes	95.8	Yes

Adequate Yearly Progress History										NCLB Accountability Status	
	1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	-	-	-	-	Yes	Yes	Yes	Yes	Yes	Improvement Year 1 - Subgroups
	All Subgroups	-	-	-	-	Yes	Yes	Yes	No	No	
MATH	Aggregate	-	-	-	-	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	No	Yes	No	

Appendix V: Budget Development and Expenditures:

1. Vantage Learning Program “Go My Access”: \$ 7,000 PTO
2. Plato Pathways: Math and ELA support \$ 98,000 Grant/School Budget