



2018-2020 Continuous School
Improvement Plan for Flat Rock
Middle School

Approved by majority vote on September 18, 2018.

Melanie J Adams

Ms. Melanie Adams, *Principal*

Jessica Stepp

Mrs. Jessica Stepp, *SIT Chair*

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Statement of Assurances

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

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

School Improvement Team Membership

Team Member Name	Position	Date Elected
Melanie Adams	Principal	8/2017
Bruce Gilliam	Assistant Principal	8/2017
Kelly Pratt	Assistant Principal	8/2017
Maggie Gilliam	Instructional Coach	8/2017
Natalie Ezell	Media Coordinator	8/2017
Emily Coolbeth	AIG Teacher	8/2017
Suzy Riddle	ESL Teacher	8/2017
Shannon Hoke	EC Teacher	8/2018
Jeff Bloomer	Exploratory Teacher	8/2017
Courtney Buchanan	Counselor	8/2017
Austin Maybin	Teacher Assistant	8/2018
Joanna Andrews	6th Grade Teacher	8/2017
Michelle Furbee	6th Grade Teacher	8/2017
Troy Bradley	6th Grade Teacher	8/2017
Jessica Stepp/Chair	7th Grade Teacher	8/2017
Sam Guzzardo	7th Grade Teacher	8/2017
Heather Knapp	8th Grade Teacher	8/2017
Anna Nagreen	8th Grade Teacher	8/2018
Sharon Keefauver	Parent	8/2017

The membership of our School Improvement Team was elected in August, 2018.

The School Improvement Plan was approved by secret ballot vote on September 18, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

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

Henderson County Public Schools' Guiding Principle

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

Henderson County Public Schools' Core Values

We are here for the children we serve.

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

School Vision Statement

“We Value Everyone”

As a result of this commitment...

- *We build positive relationships with students, parents, our community and each other.*
- *We provide a safe environment that is conducive to student learning.*
- *We are proactive and persistent in addressing the learning needs of all students.*
- *We work collaboratively in order to ensure the success of all students.*

School Mission Statement

Flat Rock Middle School values everyone and pursues the highest success for all. We are here to help each person learn and grow through their failures and successes.

School Beliefs (Core Values)

Our Staff Collective Commitments: In order to fulfill our fundamental purpose and become the school described in our vision statement, each member of the staff commits to the following:

Building Positive Relationships:

- I will establish a classroom and school environment that is respectful of a diverse population of students.
- I will conference with my students in order to provide feedback to support their

personal growth in all areas (academic, social and emotional).

- I will encourage all students to participate in a school-sponsored extracurricular activity and support them in their endeavors.
- I will keep parents informed of the progress of their children and provide opportunities for involvement.

Providing a Safe Environment:

- I will be diligent in my supervision of students and will be proactive in addressing any issues that may arise.
- I will be diligent in modeling and enforcing the school rules and the school behavior plan in order to provide a safe environment for all students.
- I will report any physical, social, or mental health concerns to counselors, the school nurse and administrators in order to ensure that all students receive the support they need.

Proactively and Persistently Addressing the Learning Needs of All Students:

- I will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.
- I will provide interventions to students who have not mastered essential content/skills.
- I will provide opportunities for enrichment or extension for students who have mastered content/skills.

Working Collaboratively to Ensure the Success of All:

- I will be an active, contributing member of my community, team and PLC.
- I will work with my community, instructional team and department to proactively address individual student learning needs and to seek out opportunities for cross-curricular integration and vertical alignment.
- I will work with my PLC to determine the essential learnings and pacing of each course, develop common formative assessments and use evidence of student learning in order to better meet the needs of individual students and to improve my own instructional practice.
- I will seek out opportunities to work with parents and community members to support student learning needs.

School Profile & Narrative Summary

Flat Rock Middle School has approximately 810 students, primarily consisting of middle to low income families of diverse backgrounds. Approximately 70% of our students receive free or reduced lunches. The school received re-designation as A School to Watch by the National Forum of Schools to Watch in 2016, and we are currently going through the re-designation process for 2018/2019. Flat Rock met expected growth for the 2015-2016 school year, met 100% of AMO targets, and was designated a B school. Flat Rock also met expected growth for the 2016-2017 and 2017-2018 school year, met 100% of AMO targets, and was designated as a C school.

The Flat Rock Middle School Improvement Plan was developed by staff members and parents who reviewed a collection of test data, results from professional development activities, comprehensive needs assessment results, perception data (i.e., NSSE Parent / Student / Staff Surveys, Governor's Working Condition Survey), and current research on best practices (current Learning Focused research and Rick and Becky Dufour's Professional Learning Communities model) for middle schools. Through a collaborative effort, the teachers and parents identified strategies for improving student achievement using state and AdvancEd accreditation standards.

By continually analyzing data, assessing needs, and relating this information to student performance, faculty members have a stake in staff development and how it impacts student learning. Learning Focused training, Professional Learning Communities (PLCs), formative assessments and grade level departmental meetings enable the staff to develop common instructional strategies that allow students to become more focused and engaged during instruction.

As Flat Rock Middle School enters into the 2018-2019 school year, the concentration will continue to be on two areas of school improvement. First, the focus addresses all sub groups meeting AMO targets and the school meeting or exceeding growth. Secondly, another area of focus will examine increasing school safety by decreasing the overall number of discipline referrals and administrative suspensions. The school will continue to implement the Learning-Focused acceleration model, as well as new instructional strategies from district wide literacy and math professional development, particularly to help at risk and high performing students meet or exceed expected growth.

The homeroom intervention and acceleration period will be strengthened to address the needs of all students, with an emphasis on providing growth opportunities for our high achieving students. This time will continue to be called Eagle Acceleration to reflect the goal of moving all students forward. This will be a specific, targeted acceleration/intervention period of 36 minutes. Students will be grouped based upon need and ability according to consistent formative and summative data. Each group will have specific strategies that staff members will use to help students grow and reach their highest level of academic achievement. Additionally, intervention during this time should provide specific targeted instruction to students identified in our subgroups in order to close achievement gaps in the performance of students at our school.

Flat Rock's second goal specifically addresses the focus on school safety and a reduction in student referrals. Flat Rock Middle School will continue implementation of PBIS this year. The administrative team will continue to maintain and review discipline data that will also be available for the faculty to access. Privileges such as outside lunch recess and intramurals will be used to inspire students to want to be in good standing so

that they will be able to participate in all Flat Rock has to offer. Students and staff will also participate in reviews of all emergency drills and procedures to ensure everyone knows what to do in the case of an emergency situation.

The FRMS mission is to hold a high standard of success for all and to encourage learning and growth through failures and successes. Our vision is that we value everyone. This will be achieved through a nurturing and consistent environment where social equity is evident. The school community will strive to ensure an environment in which all stakeholders are valued. It is through a strong and collaborative effort that students achieve success in all aspects of their school experience. As valued members of our school community, a variety of opportunities will be provided for parent involvement.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

Accelerated Reading Program

The Accelerated Reading Program is a computer-based program that requires students to achieve a reading goal based on their individual reading level and ability. This program will be supplemented with standards-based independent reading assignments and projects and grades will be based on completion of goals and performance on activities. Accelerated Reader encourages students at every level to read independently and to increase their ability to engage with texts that are challenging to them. Accelerated Reader also provides teachers with an easy way to differentiate and monitor and reward student progress.

iReady

iReady is a supplemental online math program that provides diagnostic assessments along with follow up individualized lessons to provide both intervention for math gaps and enrichment for students proficient in grade level math curriculum. This has been implemented in support of the district iReady initiative.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), our School Improvement Team has approved a master schedule that designates planning time for each grade level core, elective, and exploratory teacher. The duty is scheduled for the morning and afternoon supervision of students arriving and leaving FRMS's campus.

Duty Free Lunch

With staff input, the School Improvement Team established a reward time for students during the lunch period. Administrators and guidance counselors monitor all students who qualify for the reward time during the lunch period. The School Improvement Team discussed ways to offer duty free lunch in addition to the duty free planning time provided to teachers. However, in order to ensure a safe and orderly environment for students, teachers must supervise students at lunch. Therefore, teachers may choose to eat their lunch during their duty free planning time.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Flat Rock Middle, LEA Number: 450, School Number: 328

Building-Level Waiver Information

Please insert the waiver you are requesting:

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

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

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

Please state how the waiver will be used.

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

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

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

Conflict Resolution

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

At Flat Rock Middle School we incorporate the following activities and actions to ensure a healthy school culture and positive learning environment for all stakeholders.

- Peer Mediation
- Teacher/Student Mediation
- Individual and Group Counseling Programs
- Day Treatment
- SRO Counseling
- Eagle Connection (8th Graders Mentor 6th Graders)
- Teacher/Student Mentor Program
- Breakfast Club (Teachers invite specific students to eat breakfast in their classrooms)
- Tier 2 Social/Emotional Group Interventions (Behavior Specialist, School Social Worker, Counselors)
- Community Outreach Programs
- Parent Nights
- Parent and student conferences
- Parent Surveys
- Student Surveys
- Consistent two-way communication with parents
- Principal's Advisory Council

Strategic Goals

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

We Value Excellence In:



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

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

Summary of Goals

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

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

- FRMS staff will work in PLCs to ensure 80% of students will be proficient with all Promise Standards in all content areas by the end of the school year.
- FRMS staff will initiate and maintain quarterly vertical team meetings to address how Promise Standards are being met with rigor across grade levels.

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

- Flat Rock Middle School staff will facilitate and provide 3 to 5 opportunities per semester for two-way communication with all stakeholders.
- Flat Rock Middle School will increase PTO membership to 8 staff members and at least 15 parents.

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

- Flat Rock Middle School will increase the proficiency of our struggling subgroups by 5% in order to decrease performance gaps.

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

- Flat Rock Middle School will implement PBIS in order to provide a safe and orderly environment as evidenced by a 10% decrease in office referrals to administration and a 10% decrease in short term suspensions.

Area One Goals: Human Resources

Human Resource Goal One

FRMS staff will work in PLCs to ensure 80% of students will be proficient with all Promise Standards in all content areas by the end of the school year.

Strategies to Achieve this Goal

1. PLCs will identify Promise Standards for each course.
2. PLCs will create a Common Formative Assessment for each Promise Standard.
3. PLCs will have student data for each Common Formative Assessment.
4. PLCs will create differentiated instructional plans to intervene and extend each Promise Standard.

Measure of Success

Common Formative assessment results will show 80% proficiency of Promise Standards.

Persons Responsible

- PLCs
- Instructional Coach
- Administration

Target Date

June, 2020

Human Resource Goal Two

FRMS staff will initiate and maintain quarterly vertical team meetings to address how Promise Standards are being met with rigor across grade levels.

Strategies to Achieve this Goal

1. Establish a team leader for each core area.
2. Agendas and notes kept in a shared vertical team folder.
3. Utilize documents from DPI with highlighted information on depth of standards as they change and build across grade levels.

Measure of Success

- Documentation of attendance at a minimum of four meetings per year.

- Creation of a physical guideline outlining at least two common Promise Standards and their progression across grade levels (5th-9th).

Persons Responsible

- Members of vertical teams
- Instructional Coach
- Administration

Target Date

June, 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One

Flat Rock Middle School staff will facilitate and provide 3 to 5 opportunities per semester for two-way communication with all stakeholders.

Strategies to Achieve this Goal

FRMS staff will do the following:

1. Community visit before school starts, hand out school supplies to support students and provide refreshments
2. Fall fun fair and Spring Student Showcase
3. Rising 6th grader parent meeting prior to school starting
4. Provide parents with the opportunity to give feedback about school communication and parent involvement
5. Parent Surveys

Measure of Success

- Feedback data from community outreach activities
- Documentation of parent feedback from open house
- Session sign in sheets for Fall and Spring Parent nights
- Documentation of parent feedback post Parent Night sessions

Persons Responsible

- Teachers
- Staff
- Administrators

Target Date

June, 2020

Community and Family Engagement Goal Two

Flat Rock Middle School will increase PTO membership to 8 staff members and at least 15 parents.

Strategies to Achieve this Goal

1. Building relationships with parents from early on and encouraging them to get involved.
2. Face to face conversations.
3. Get feedback from parents about what would encourage them to be more active in PTO.
4. Provide information about how to be involved in PTO and what it will entail.
5. Reach out to feeder elementary schools to identify parents who may be interested in getting involved.

Measure of Success

- Increase participation in PTO meetings and events based on sign in data.
- Survey Feedback Data

Persons Responsible

- Teachers
- Administration
- Community

Target Date

June, 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Flat Rock Middle School will increase the proficiency of our struggling subgroups by 5% in order to decrease performance gaps.

Strategies to Achieve this Goal

1. Utilize homeroom for previewing and acceleration according to the Learning Focused, Close Reading, and other research based literacy/math models and PLC assessment data.
2. Continue use of Professional Learning Communities to facilitate enhancement of instructional practices through collaboration and assessment of student learning.
3. Continue utilization of Read 180 and System 44 programs.

4. 100% of staff members will continue monitoring/ conferencing with all students, as defined by grades, Check-Ins, attendance, Benchmarks, EOG scores, and EVAAS data.
5. Implement Accelerated Reader Program and commit to scheduled silent sustained reading across all content areas.
6. Implement the iReady program for individualized instruction in math.
7. Utilize GLAD strategies to increase the learning of ELLs.
8. Give incentives for improving student attendance, especially those who are chronically absent.

Measure of Success

- Star Scores
- iReady diagnostics
- Accelerated reading scores
- Read 180 and system 44 lexile scores
- Check-ins data as a formative assessment for reteaching opportunities.
- Attendance rate
- PLC meeting documentation

Persons Responsible

- Teachers/Teacher Assistants
- Administrators
- Instructional Coach

Target Date

June, 2020

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One

Flat Rock Middle School will implement PBIS in order to provide a safe and orderly environment as evidenced by a 10% decrease in office referrals to administration and a 10% decrease in short term suspensions.

Strategies to Achieve this Goal

1. Staff will conduct PBIS and SIT Team Behavior subgroup meetings on a monthly basis to consistently create and implement new strategies to proactively address behavioral issues that may arise
2. Teachers with high discipline referral rates will attend an Amie Dean workshop.
3. Appropriate behavior will be reinforced through “AAA” and Eagle Pride Raffles.
4. Teachers and Administrators will implement PBIS system and parent phone calls to reinforce positive student behavior.

5. Develop and implement instructional plans, including videos, to teach students behavior expectations.
6. Teachers will teach, model and practice PBIS expectations with students quarterly.
7. Introduce Mentor/mentee, breakfast club, teacher/student mediation.
8. Students who statistically demonstrate a high propensity for behavioral infractions will be identified for a morning social-emotional intervention group

Measure of Success

- 10% decrease in office referrals to administration and 10% decrease in short term suspensions including ISS and OSS.
- NC Discipline data
- Percentage of students achieving AAA and Excelling Eagle AAA Status
- Results of Teacher Working Conditions Survey

Persons Responsible

- Teachers/Teacher Assistant
- Counselors
- Administration
- Students
- Bus Drivers
- Cafeteria Staff
- Office Staff
- Custodians

Target Date

June, 2020

Data Review

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

School Size:

During the last three years there has been very little change in the Average Daily Membership, as reflected below. However, it is smaller than the years prior to that and in the 2016-2017 year we had the smallest group the school has seen in the past three years. Based on current numbers we project a rather significant increase in membership for the 2018-19 school year.

2015-2016: 740
2016-2017: 735
2017-2018: 740
2018-2019: 810

Student Demographics:

Our school has seen a change in student demographics over the past three years. Our Hispanic population has increased by about 34 students in that time and our Caucasian population has decreased by about 37 students. Our economically disadvantaged student population has increased slightly over the course of the three years and our population of students identified as LEP has decreased slightly.

All students: 810
American Indian: <.5%
Asian: <1%
Black: 2%
Hispanic: 246
Multiracial: 4%
Caucasian: 436
Economically Disadvantaged: 510
LEP: 61
Students with Disabilities: 113
AIG: 54

Total Number in Grade	5th	6th	7th	8th	9th	Total # of Students	% of Total Enrollment
Caucasian	No data	149	147	140	No data	436	58.9%
Native American	No data	0	1	0	No data	1	.1%
Asian	No data	4	1	0	No data	5	.67%
African-American	No data	3	7	6	No data	16	2%
Filipino	No data	No data	No data	No data	No data	No data	No data
Hispanic	No data	96	83	67	No data	246	33.2%
Pacific Islander	No data	2	2	2	No data	6	.8%
Other	No data	9	7	14	No data	30	4%
Totals	No data	263	248	229	No data	740	100%

Total Number in Grade	5th	6th	7th	8th	9th	Total # of Students	% of Total Enrollment
Male students		141	128	131		400	54%
Female students		122	120	98		340	45.9%
Free/Reduced lunch students		174	166	170		510	69%
Identified Special Education students		33	48	32		113	15.2%
ESL students		14	18	29		61	8.2%

Test Data:

For the past three years 2014-2015/ 2015-2016/ 2016-2017, Flat Rock Middle School has gone up and down in test scores. In the 2014-2015 school year, we earned a “C” rating and met growth. In the 2015-2016 school year, we met expected growth and scored a “B” rating. In the 2016-2017 and 2017-2018 year, we met expected growth and scored a “C” rating.

Year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
# Of Students	737	756	740	731	741
Growth Status School Performance Grade	Exceeded 70/B	Met (-.35) 61/C	Met (1.01) 71/B	Met (-2.0) 64/C	Met (.57) 63/C

Test Measure	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Achievement Score	70	62	68	63	59
Growth Score	91.8	78.2	82.5	70	81.4
EOG Reading Score	66/C	61/C	71/B	64/C	63/C
EOG Math Score	65/C	61/C	64/C	61/C	53/C
Reading EOG Proficiency	62	59	68	62.2	67
Math EOG Proficiency	59	57	61	57.1	58
Science EOG Proficiency	84	82	85	79	74
Math 1 Proficiency	95	95	95	95	95

ELA (Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 6	57.1	58.8	66.1	62.9
Grade 7	62.7	71.7	60.3	70.7
Grade 8	56.8	71.1	60.1	53.3

ELA (Levels 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 6	44.0	47.3	55.2	48.1
Grade 7	53.7	57.4	49.6	57.7
Grade 8	42.9	56.5	45.2	38.9

Math (Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 6	52.4	54.0	59.7	45.4
Grade 7	62.7	60.9	53.9	63.0
Grade 8	57.1	66.1	57.7	48.9

Math (Levels 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 6	43.3	41.6	46.0	36.0
Grade 7	57.0	49.2	42.7	53.2
Grade 8	45.6	57.9	48.8	40.6

Science (Levels 3, 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 8	82.2	85.0	78.9	74.2

Science(Levels 4 and 5)

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018
Grade 8	79.5	79.4	67.9	66.3

GLP

Grade	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTTE	EDS	ELS	SWD	AIG	HMS	FCS	MIL
All Subjects	59.7	62.1	57.7	No Data	>95	44.7	49.9	52.6	66.2	51.6	42.0	14.0	>95	43.5	No Data	No Data
Grade 3-8	59.7	62.1	57.7	No Data	>95	44.7	49.9	52.6	66.2	51.6	42.0	14.0	>95	43.5	No Data	No Data
Grade 6	54.2	59.0	50.0	No Data	No Data	No Data	43.2	50.0	59.9	47.3	38.4	6.3	>95	No Data	No Data	No Data
Grade 7	66.9	71.4	62.6	No Data	No Data	64.3	56.7	18.8	75.9	57.5	52.7	15.2	>95	No Data	No Data	No Data
Grade 8	58.8	57.1	60.1	No Data	No Data	22.2	50.7	66.7	64.0	51.1	35.3	18.2	>95	No Data	No Data	No Data

Test	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTTE	EDS	ELS	SWD	AIG	HMS	FCS	MIL
Reading Grade 3-8	62.5	65.5	60.0	No Data	No Data	56.3	51.2	51.6	70.0	54.8	41.5	14.5	>95	50.0	No Data	No Data
Reading Grade 6	32.9	70.5	56.3	No Data	No Data	No Data	51.6	No Data	68.9	56.1	44.9	5.0	>95	No Data	No Data	No Data
Reading Grade 7	70.7	72.3	69.3	No Data	No Data	No Data	57.3	No Data	80.7	62.3	50.0	24.2	>95	No Data	No Data	No Data
Reading Grade 8	53.3	51.0	55.0	No Data	No Data	No Data	43.3	57.1	60.0	45.5	20.6	15.9	>95	No Data	No Data	No Data

Test	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTTE	EDS	ELS	SWD	AIG	HMS	FCS	MIL
Math Grade 3-8	52.4	54.9	50.3	No Data	No Data	37.5	43.4	38.7	58.7	43.6	38.4	9.4	>95	30.0	No Data	No Data
Math Grade 6	45.5	47.5	43.7	No Data	No Data	No Data	34.7	No Data	51.0	38.5	31.9	7.5	>95	No Data	No Data	No Data
Math Grade 7	63.0	70.6	55.9	No Data	No Data	No Data	56.1	No Data	71.0	52.8	55.4	6.1	>95	No Data	No Data	No Data
Math Grade 8	48.9	44.9	51.9	No Data	No Data	No Data	40.3	57.1	54.3	40.3	23.5	13.6	>95	No Data	No Data	No Data

Test	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTTE	EDS	ELS	SWD	AIG	HMS	FCS	MIL
Science Grade 5 & 8	74.2	75.5	73.3	No Data	No Data	No Data	68.7	85.7	77.9	67.5	61.8	25.0	>95	No Data	No Data	No Data
Science Grade 8	74.2	75.5	73.3	No Data	No Data	No Data	68.7	85.7	77.9	67.5	61.8	25.0	>95	No Data	No Data	No Data

Test	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTTE	EDS	ELS	SWD	AIG	HMS	FCS	MIL
EL Progress	15.4	15.0	15.6	No Data	No Data	No Data	14.9	No Data	No Data	16.0	15.4	9.5	No Data	No Data	No Data	No Data

Student Attendance Data

Total Days Missed

- 2016/2017 - 7,996
- 2017-2018 - 7,637

% of School Days Missed

- 2016/2017 - 5.95%
- 2017/2018 - 4.95%
 - 6th Grade - 2123 (16-17) 2229 (17-18)
 - 7th Grade - 2778 (16-17) 2764 (17-18)
 - 8th Grade - 3095 (16-17) 2644 (17-18)

Number of Students with 20 or more Absences

- 2016/2017 - 70
- 2017/2018 - 53

Number of Students with 40 or more Absences

- 2016/2017 - 15
- 2017/2018 - 14