

June 2014 Data Report

Overall Goal 90% Interim Goal 76% Current Performance 75%	of Third Grade students will read on grade level by the end of Third Grade.	Overall Goal 90% Interim Goal 76% Current Performance Reading 70 % Math 62 %	of students in Grades 6 to 8 will perform on Grade level in Reading and Math	Overall Goal 65% Current: 57.6 %	of Graduates will attend post secondary education.
75% Overall Goal Current Performance 74% in Math 64% in Reading	of students in grades 2 to 5 meet their NWEA growth targets from Fall to Spring in Reading and Math	Overall Goal 50 % Current 18 % Taking Algebra	of Middle School students will complete Algebra by the end of Eighth Grade	Overall Goal 100% Current: 87.1 %	of students will graduate from High School
Overall Goal: 75 % competent on performance assessment	By March 2015, 75% of students will perform at the competent or better level on common English/Language Arts and Math performance assessment. By June 2015, 90% of the students below competent on the performance assessment will perform at the competent level on common summative assessments.	Overall Goal: 75 % competent on performance assessment	By March 2015, 75% of students will perform at the competent or better level on common English/Language Arts and Math performance assessment. By June 2015, 90% of the students below competent on the performance assessment will perform at the competent level on common summative assessments.	Overall Goal: 75 % competent on performance assessment	By March 2015, 75% of students will perform at the competent or better level on common English/Language Arts and Math performance assessment. By June 2015, 90% of the students below competent on the performance assessment will perform at the competent level on common summative assessments.
Overall Goal 90% Interim Goal 80% Current Performance 81 %	of Kindergarten students will be on grade level based on the DIBELS assessments by the end of Kindergarten.	Gather a Baseline and report progress and set a goal in Spring 2015	of Middle School students will participate in co-curricular programs and both competitive and non-competitive extra-curricular programs.	Increase SAT Performance by 2% over the previous year's performance	SAT Performance Increase performance by 2% each year Increase the number of students taking the PSAT and SAT each year
Overall Goal 90% Interim Goal Current Performance Reading 77% Math 77 %	of students in Grades 4 to 5 will perform on Grade level in Reading and Math			Gather a Baseline and report progress and set a goal in Spring 2015	of High School students will participate in co-curricular programs and both competitive and non-competitive extra-curricular programs.

Define the Problem

To be successful in school and life, students need to be reading on grade level by the end of the third grade.

Establish Measures

Fall and Spring NWEA and DIBELS Reading Assessments. Students that are above the 40th percentile in their grade level will be considered on grade level. Getting 90% of the students to that level ensures students can do grade level work in their continuing school careers.

Set Goals

90% of students K-3 on grade level by the end of the school year as reported on the DIBELS and/or NWEA Assessments.

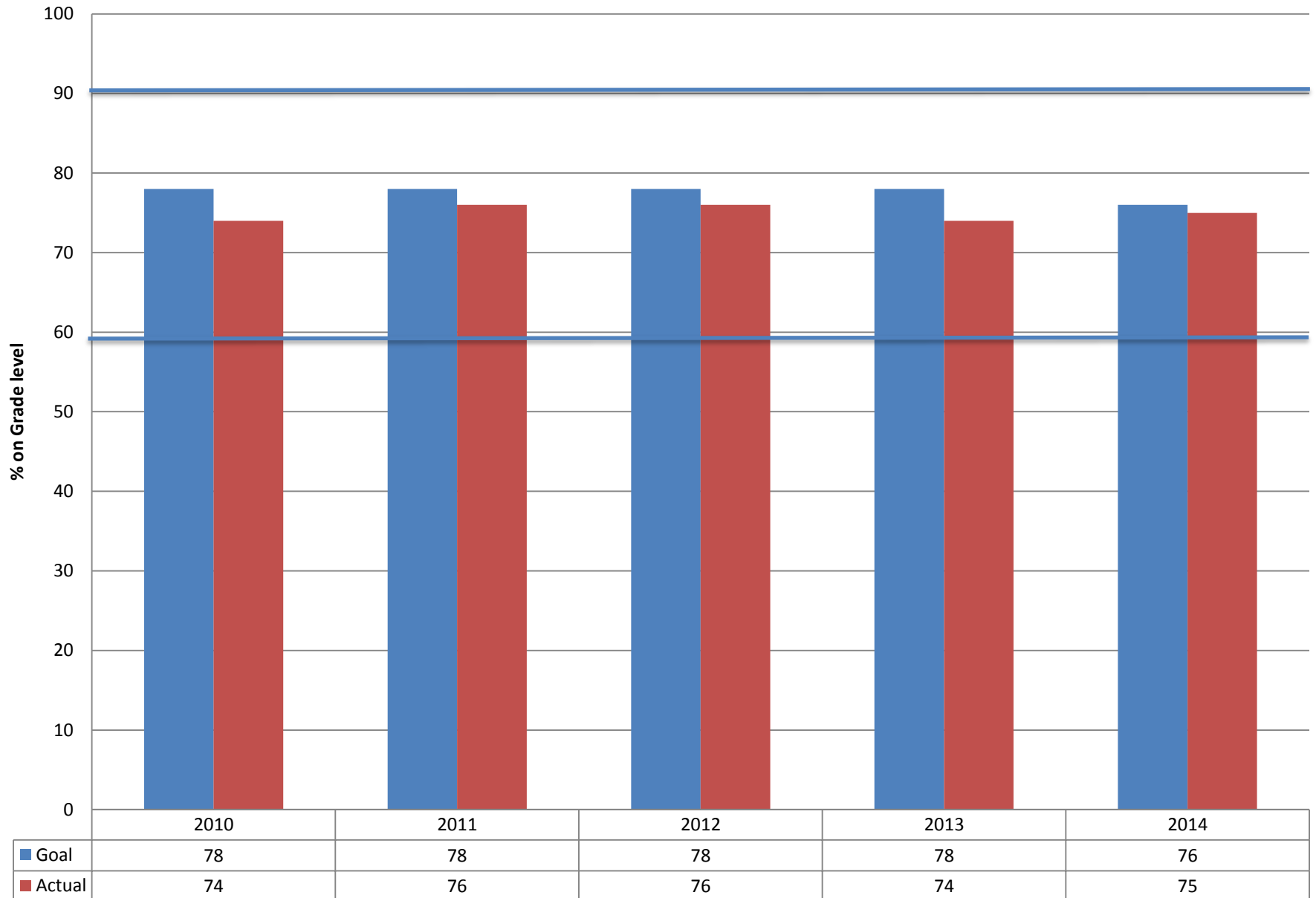
2% increase each year on the NWEA Assessment moving toward the 90% reading goal.

5% increase each year on the end of the year DIBELS Assessment.

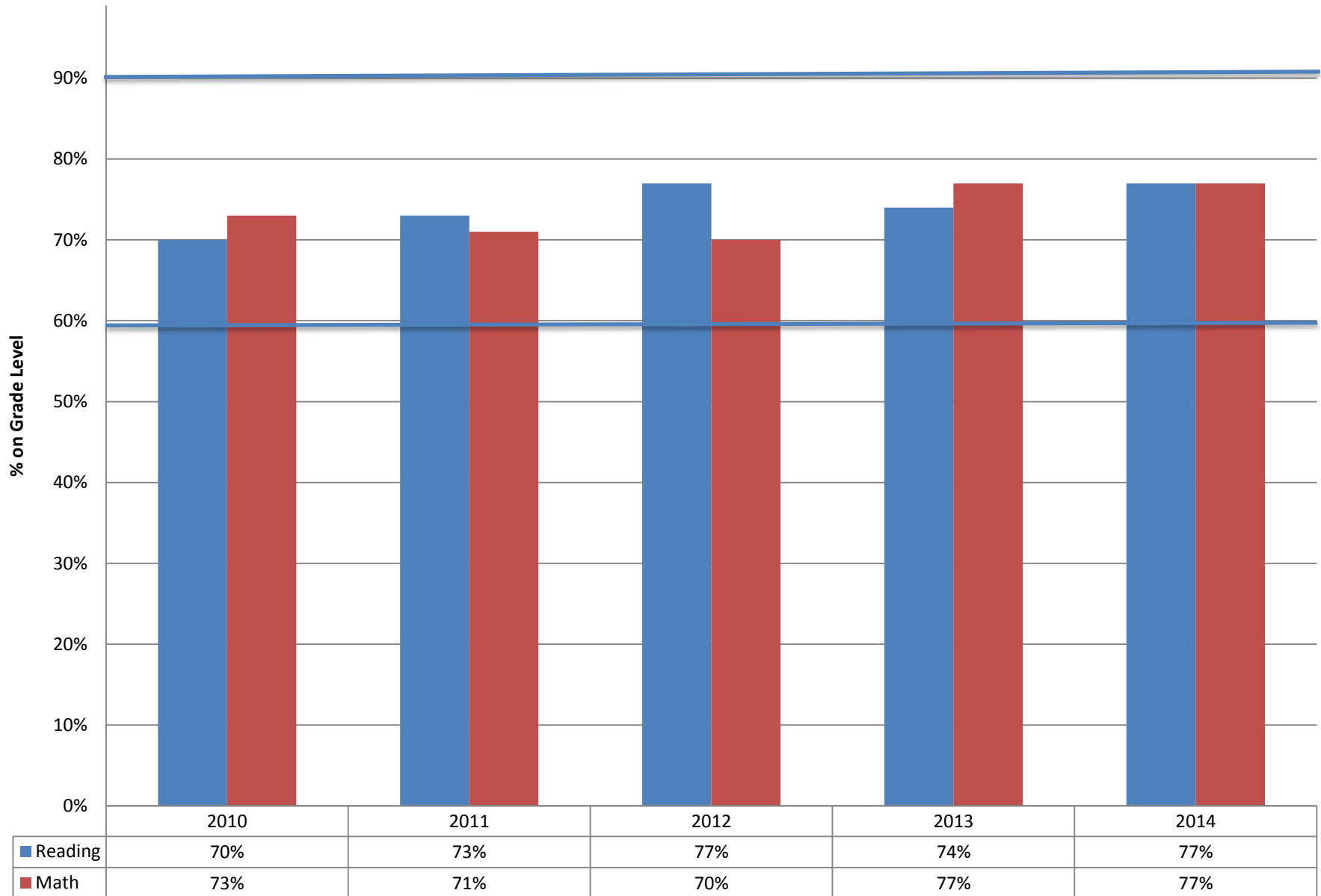
Implement Changes

- Focus on Core Instruction in the classroom using a research based instructional reading program, differentiating instruction based on student needs, and limited or no interruption to reading instructional time.
- Research early intervention opportunities for children ages 3-preschool.
- Continue to refine Tier 2 and Tier 3 instruction to ensure appropriate programs for students based on the data.
- Orton-Gillingham Reading Intervention training for selected reading instructors and special education teachers.
- Continue to provide Reading specialist and reading teachers in each school.
- Professional Development focused on improved core reading instruction and reading interventions.
- Data team meetings focused on individual students and a school wide data team looking at the school's performance.
- Individual school plans based on data analysis.
- Before and after school tutoring
- Summer school tutoring involving the use of My Learning Rocks
- Follow the Learning and instructional engagement plan.
- Title I plans in Title I schools.

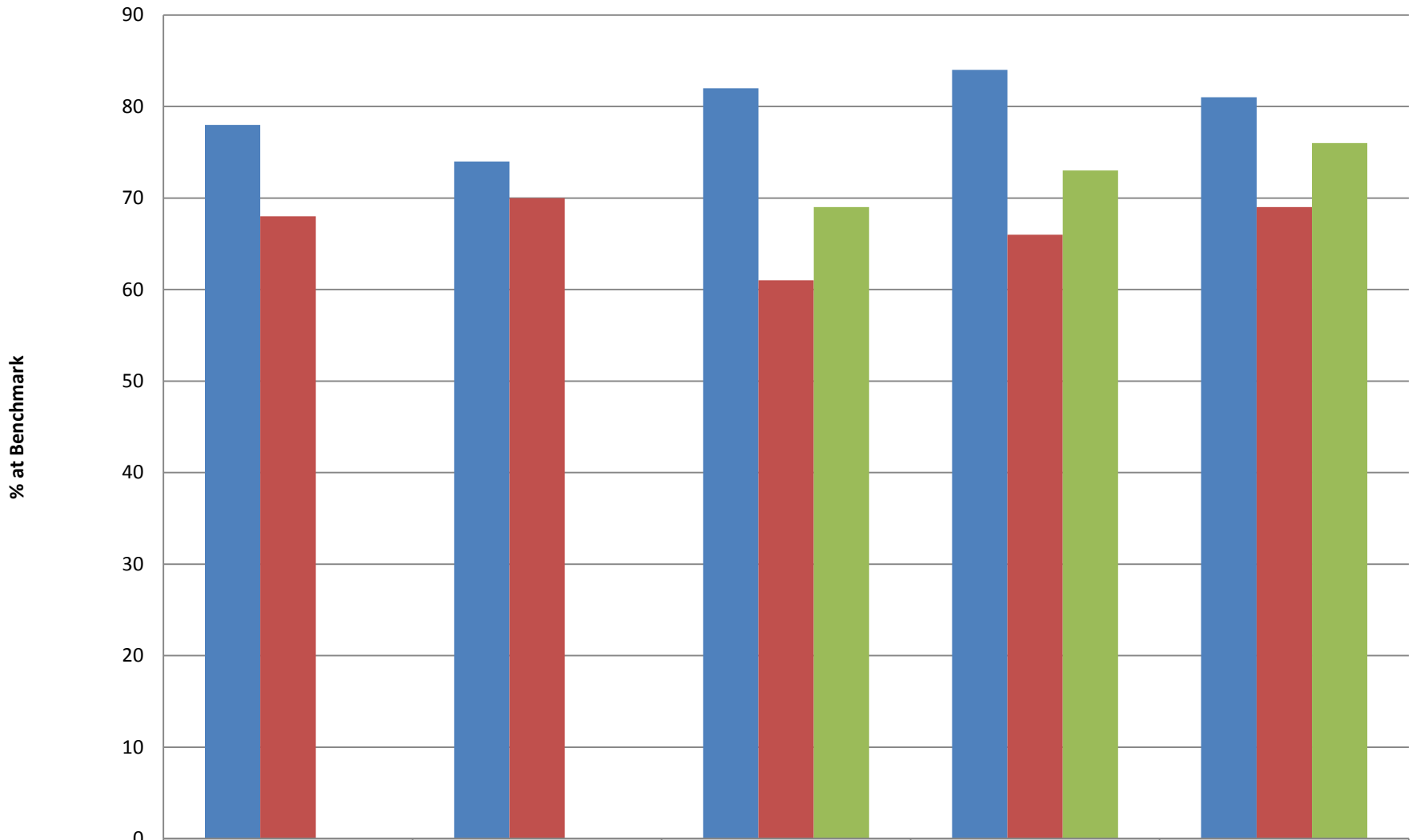
Grade 3 on Grade Level in Reading



Grades 4/5 Spring Reading and Math on Level

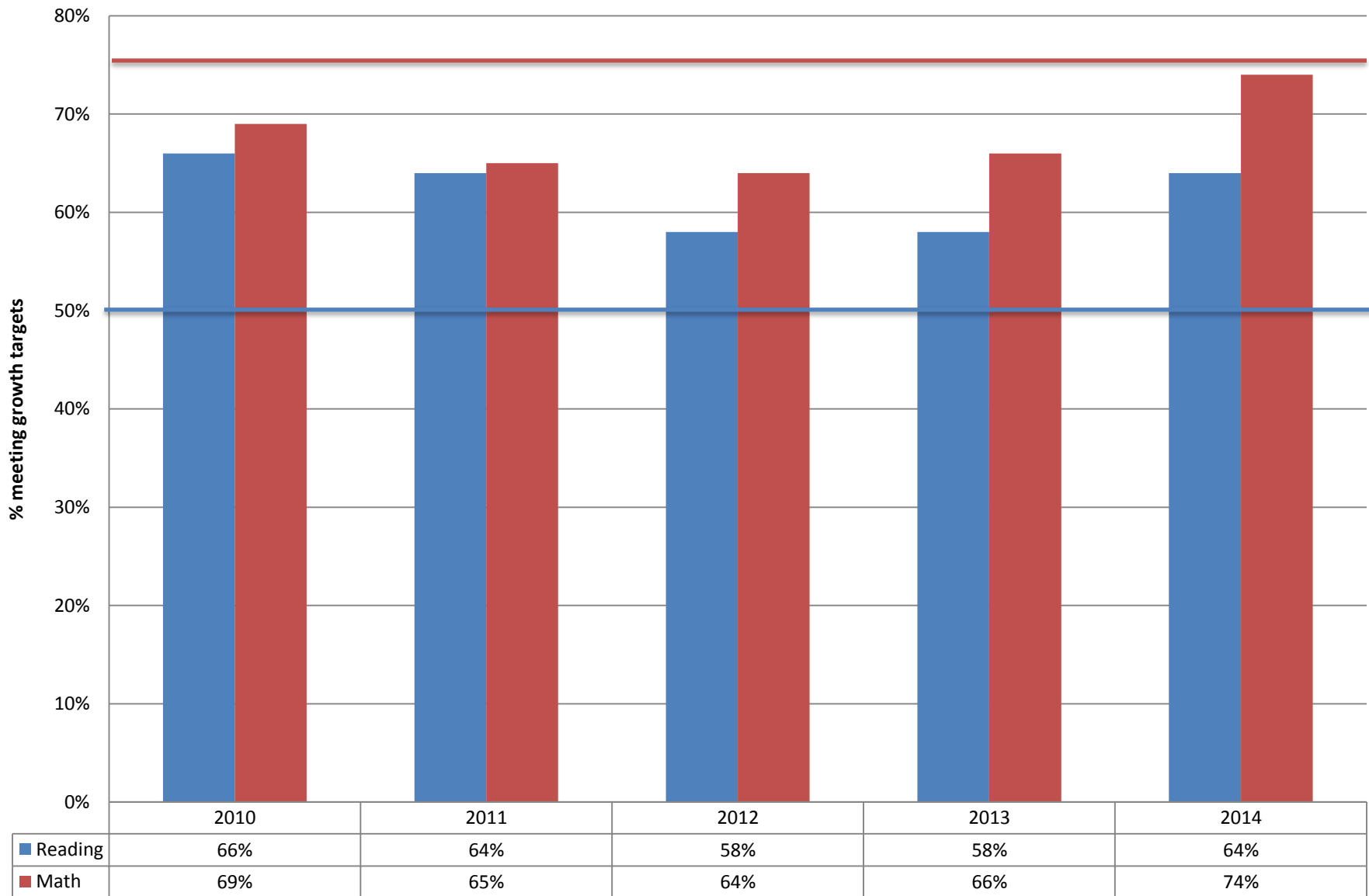


DIBELS Report, % of students at Benchmark

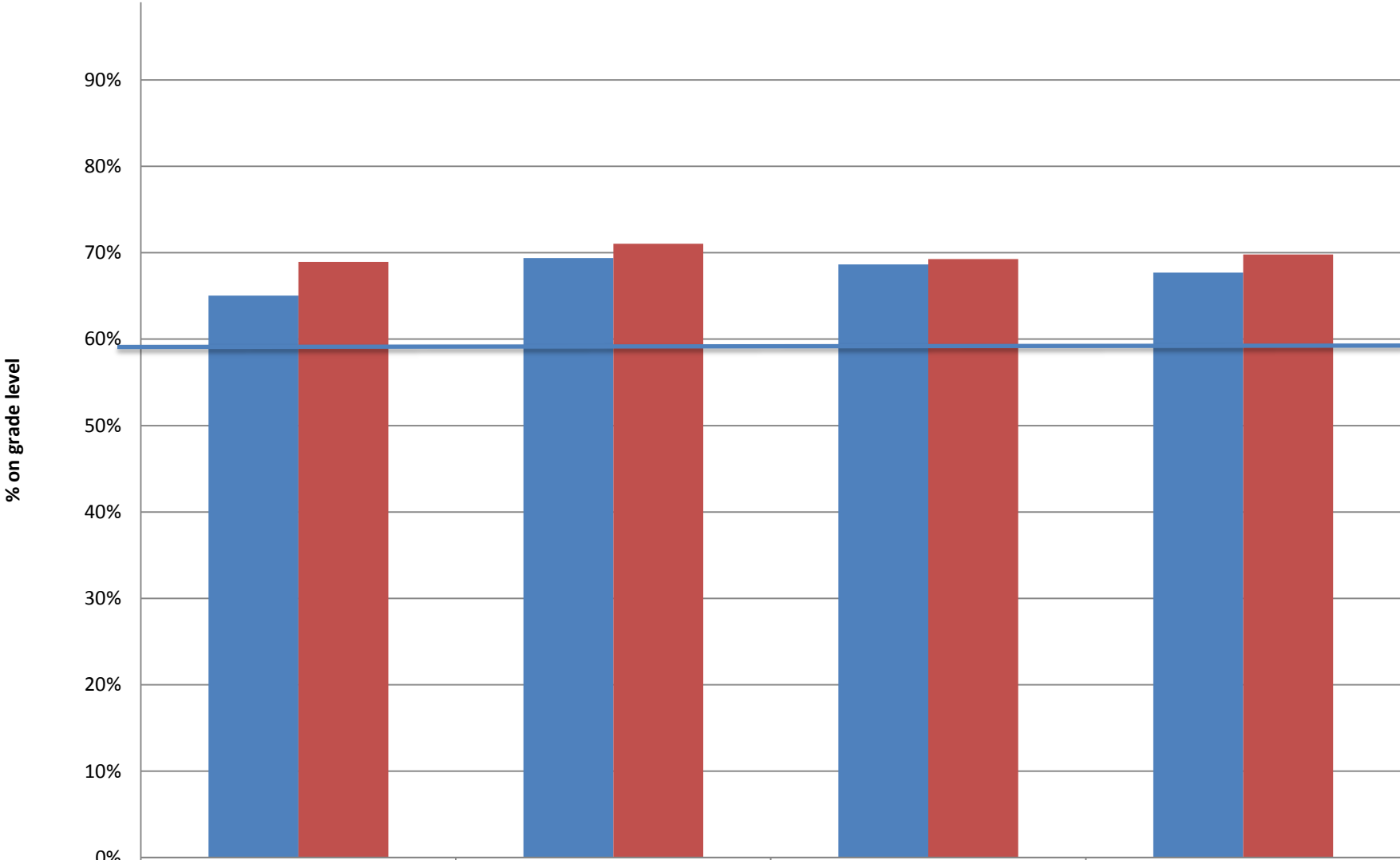


Kindergarten	78	74	82	84	81
First Grade	68	70	61	66	69
Second Grade			69	73	76

% Meeting Growth Targets in Reading and Math Grades 2 to 5

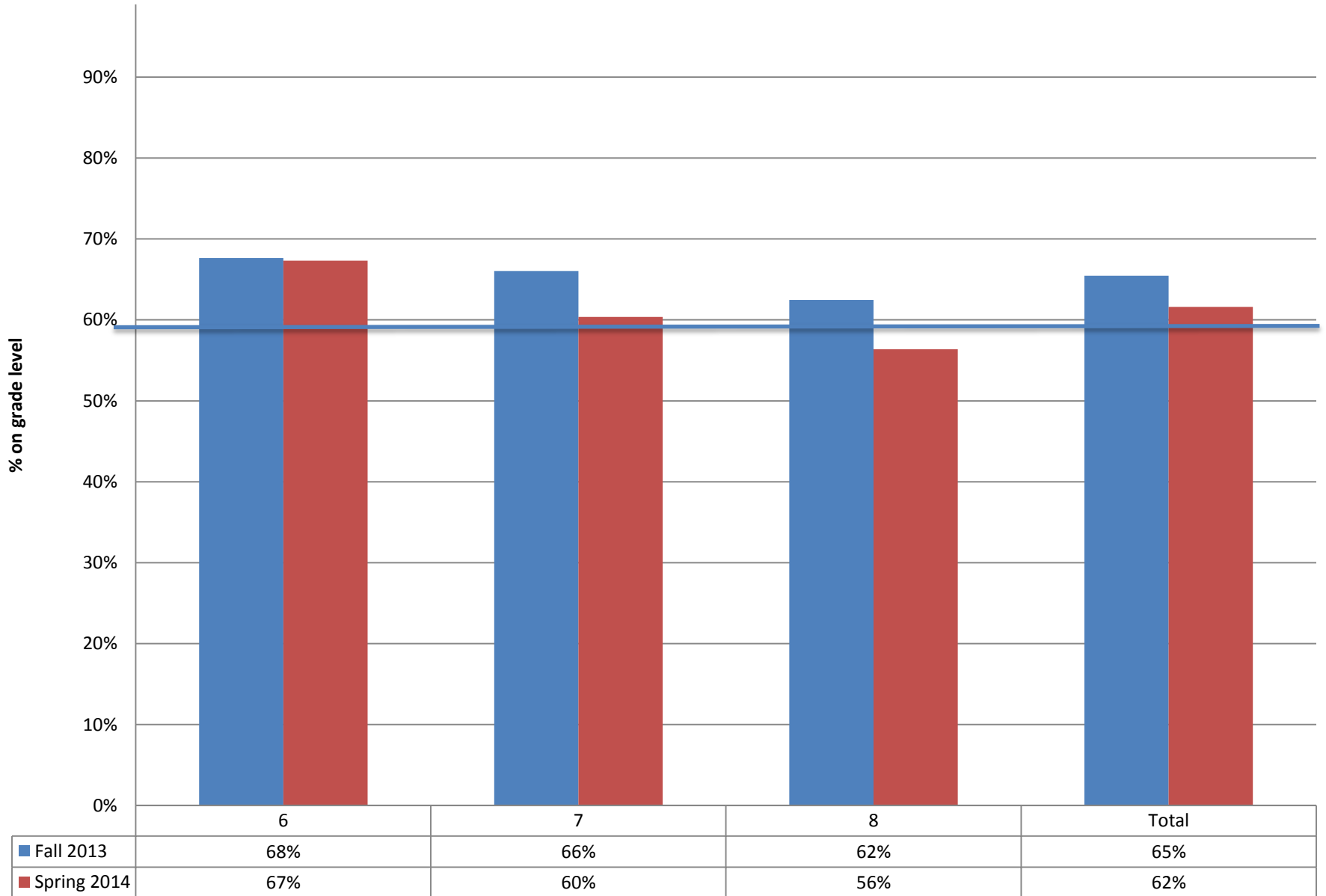


Reading Grades 6 to 8, Fall to Spring



■ Fall 2013	65%	69%	69%	68%
■ Spring 2014	69%	71%	69%	70%

Math Grades 6 to 8, Fall to Spring

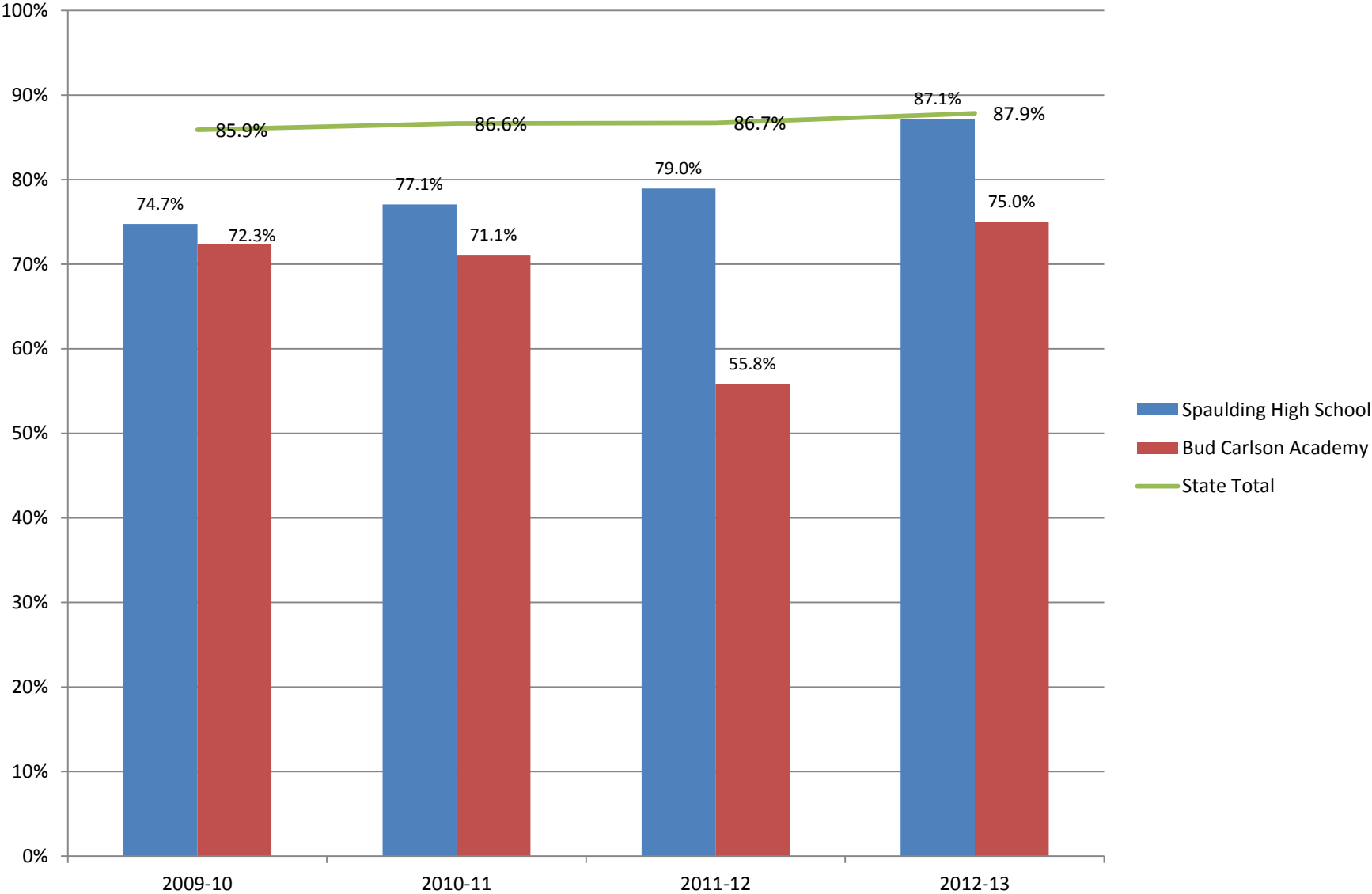


Grade 6, 7, and 8 Spring Math Percent with RIT Score at 235 or greater

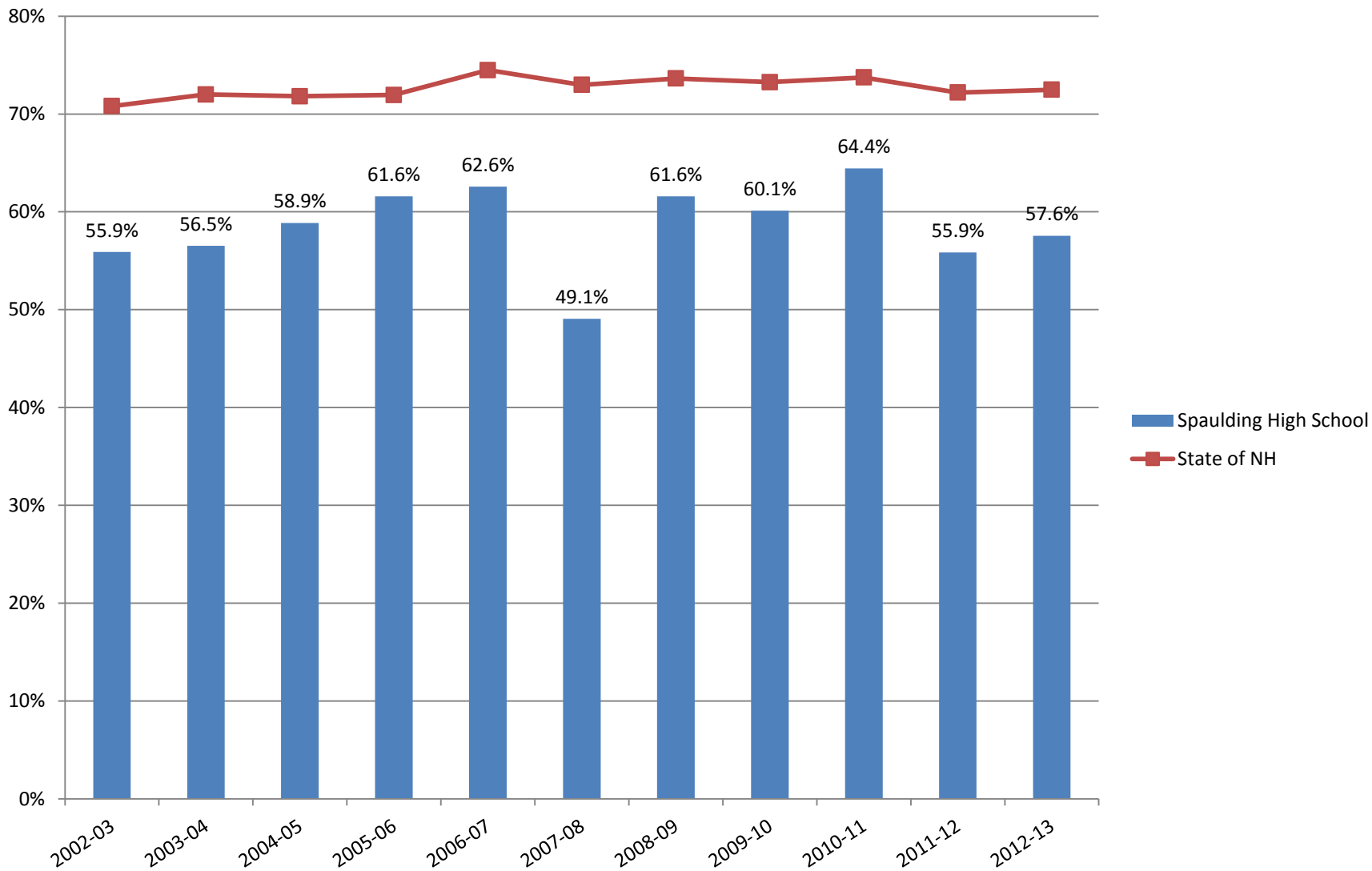
	Spring 2014	Spring 2013	Spring 2012
Class of 2018	45% (117/259)	41% (122/297)	37% (104/279)
Class of 2019	38% (125/328)	32% (103/321)	
Class of 2020	29% (90/309)		
Overall	37%	36%	37%

Grade 8 Algebra Participation (as of 5/27/2014)

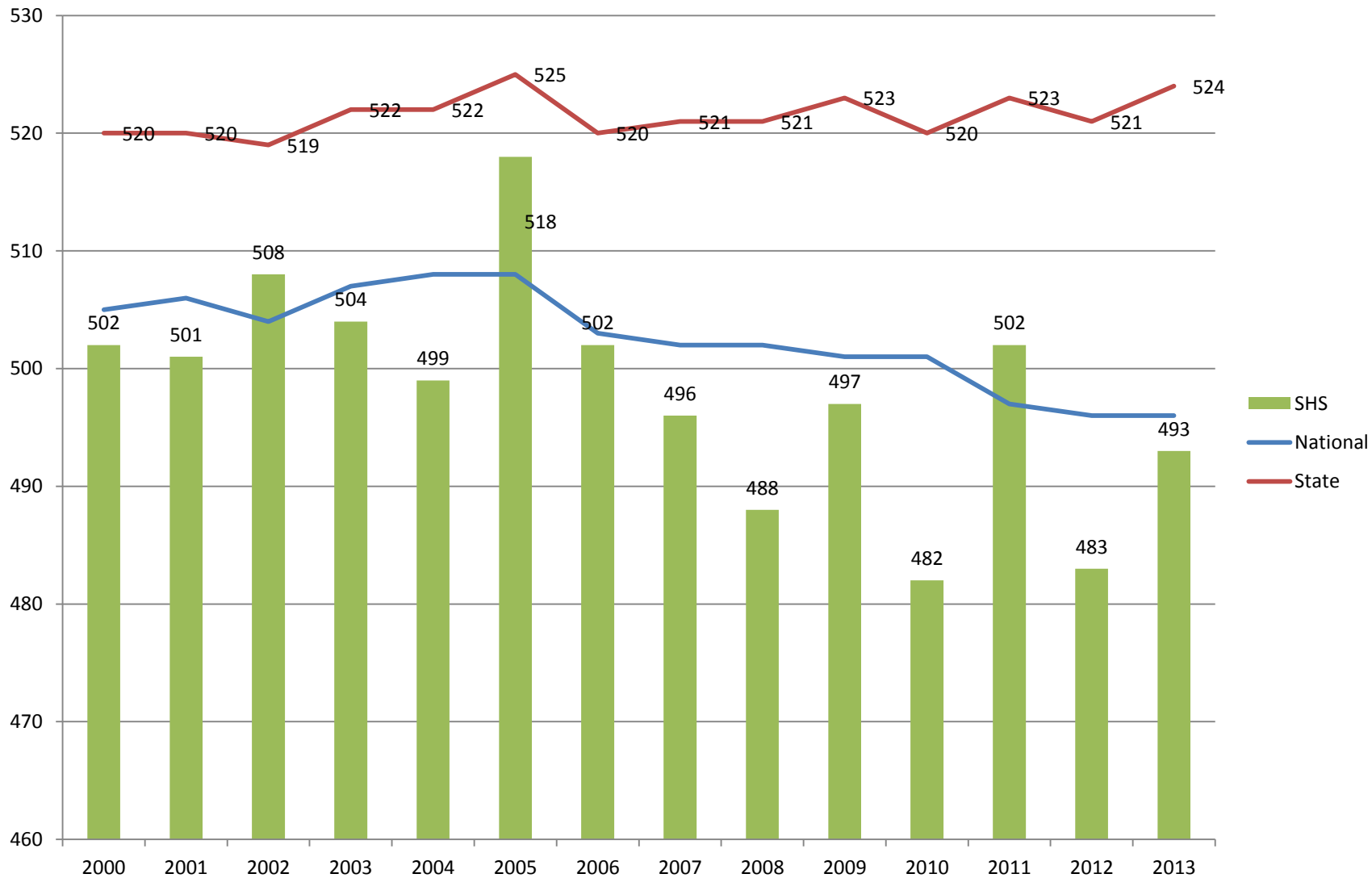
GRADUATION RATES (COHORT)



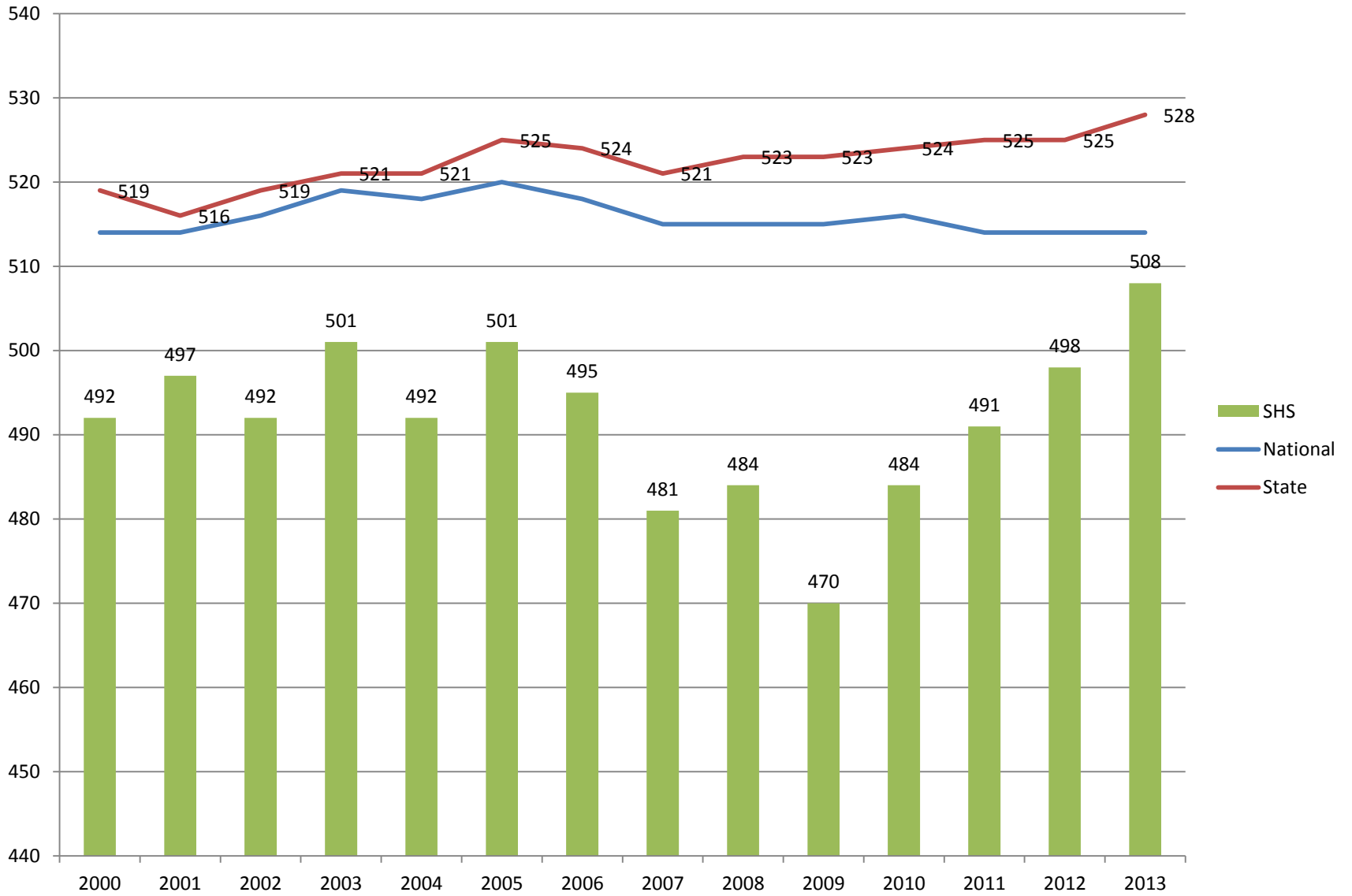
Percent Entering Colleges & Universities



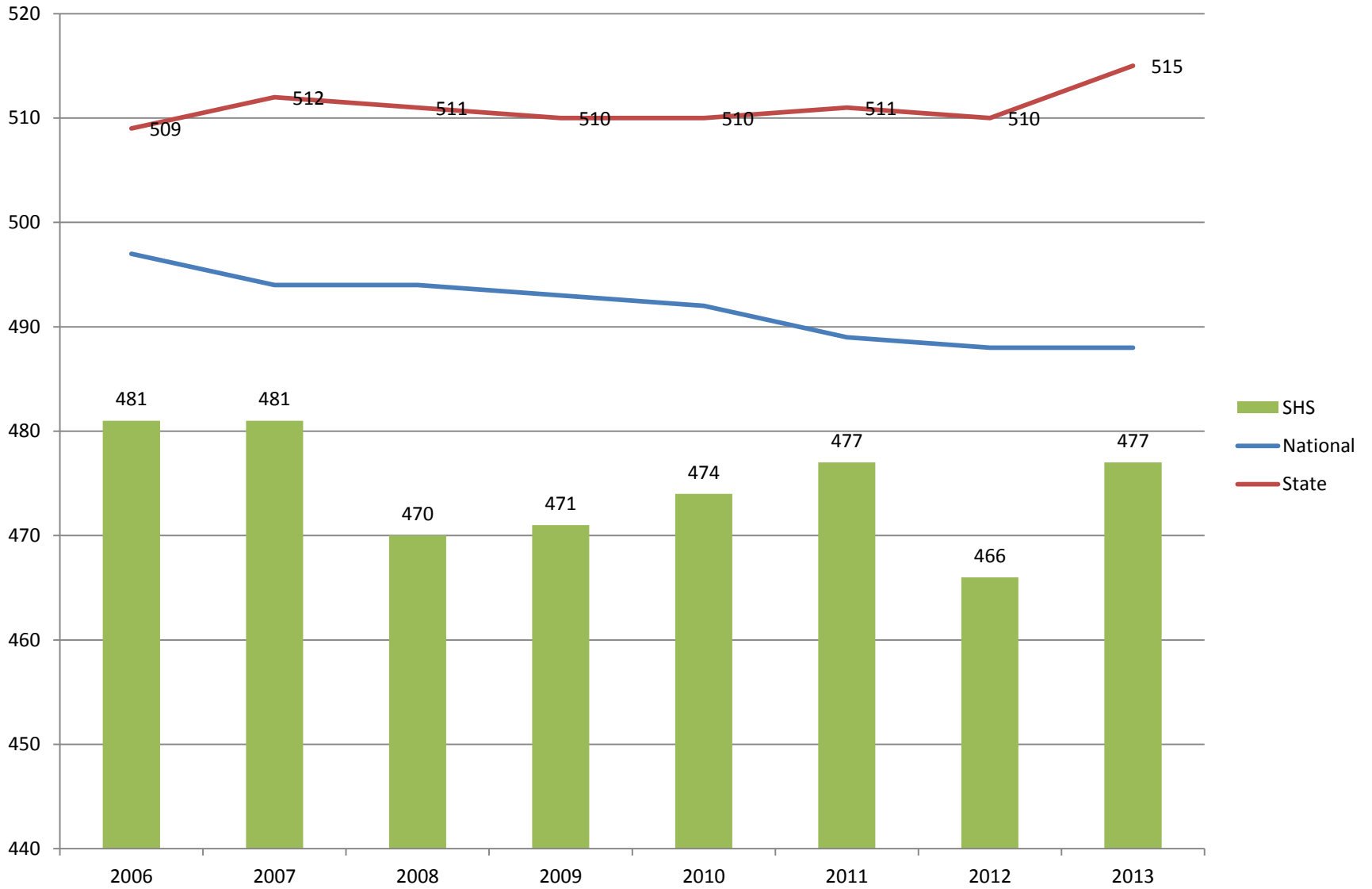
SAT: Critical Reading



SAT: Mathematics



SAT: Writing



SAT: Number of Takers

