

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY – TAYLOR MIDDLE SCHOOL

SCHOOL YEAR: 2018-2019

Data Sources Reviewed

[List data sources here]

- Texas Annual Percentage Report (TAPR)
- STAAR, Ren Place
- TELPAS
- Local benchmark and common assessments
- Attendance
- Discipline
- Staff surveys and feedback
- Prior campus improvement plan

Demographics

Taylor Middle School is located at 304 Carlos Parker Blvd. in Taylor TX. The campus has approximately 700 students in 6th, 7th and 8th grades. The student breakout is 7% African American, 65% Hispanic, 26% White, and 1% Two or more races. 63% of the student population qualifies for free and reduced lunch making Taylor Middle School a Title 1 campus. 11% of the students are ELL, 64% are identified at risk and 8% are mobile. 10% of students are identified as GT students and 11% are identified as Special Education students (State average is 8%). There is approximately 70 staff members on campus, 54 of them are certified teachers. We have recently hired 15 new teachers to Taylor Middle School. Title 1 funds and other federal funds are supplemental to other funds available to Taylor Middle School.

STAAR Data

See attached data forms

School Culture and Climate:

Taylor Middle School will be a safe and nurturing campus that provides a wide range of extracurricular activities as well as providing a guaranteed and viable curriculum. Campus administration will continue the efforts for Taylor ISD and Taylor Middle School to be the district of choice by ensuring high quality customer service and support for teaching staff by setting high expectations and utilizing positive reinforcement. Referrals rates have steadily dropped from previous years near the thousands to approximately 600 this past year.

Staff Quality, Recruitment and Retention:

An emphasis has been placed on hiring high quality staff to support our students through rigorous questioning and collaborative interviewing. A new teacher club and mentoring program are in place to regularly support our new teachers. Common vertical PLC team planning sessions will continue along with outside PD opportunities: TISD summer learning professional development, Region 13 trainings and outside consultants.

Curriculum, Instruction and Assessment:

Taylor Middle School will utilize Taylor ISD's aligned curriculum and ensure it is guaranteed and viable to all students. Content area teams will collaborate over the summer and each week to determine essential standards, collaborate on what mastery looks like for those essential standards and share best practice teaching strategies. Class sizes are kept lower than the state average. TMS will utilize formative assessments to drive

instruction throughout the school year and provide data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs. We will use our partnership with Raise Up Texas to implement the content enhancement routines and instructional playbook.

Family and Community Involvement:

Taylor Middle School parent and community involvement will be a continued effort this school year. The district created the “voice” for families and community members to share thoughts, concerns and accolades. Implementation of 6th grade camp, campus committee to generate ideas for community involvement, student mentoring programs and student awards/recognitions have shown to be successful and help promote student and community involvement.

School Organization:

Taylor Middle School will have an organization chart that delineates responsibilities. A collaborative and shared approach to decision making will occur with the teacher leadership team. Monthly staff and department meetings will occur and will be set on the calendar in advance. Teams will have common collaboration & learning times and after school planning sessions will be set up in advance.

Technology:

Taylor Middle School has classrooms with multiple facets of technology available to staff and students (desktops, laptops, iPads, smart boards, projectors and document cameras). Student data will be tracked and analyzed using a variety of sources (Eduphoria, Almsweb, Gates). We will also utilize a number of online programs to support student learning (Fast Forward, Dreamworks, Aimsweb).

| Identified Needs | Priorities |
|---|--|
| <p>Demographics:</p> <ul style="list-style-type: none"> • A system and process will be established to closely monitor student attendance • RtI processes will be evaluated to ensure there is not an over identification of special education students and the students who are in need of intervention receive it • Support for ELL and SPED students and teachers | <ul style="list-style-type: none"> • Monitor attendance and tardiness trends through a developed system of identification and follow up • Refine and grow the RtI process • Support for ELL and SPED teachers for students. • Ensure staff are content experts to ensure mastery of the essential standards |
| <p>Student Achievement on STAAR (below 70%): See above data chart with red areas highlighted</p> | <ul style="list-style-type: none"> • Focus on learning and not teaching • Implement the Raise Up Texas content enhancement routine and instructional playbook • Determine essential, important and nice to know standards • Collaboratively develop common formative assessments • Ensure department teams are working interdependently • Monitor and close achievement gaps • Implement the instructional playbook |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Writing to learn across all subject areas ● Teachers complete data reviews at the beginning of the school year to identify students in need of assistance and meet with principal to review the plan ● Develop balanced literacy procedures to meet student needs and align vertically ● Strong focus on science and social studies lessons and vocabulary. |
| <p>School Culture and Climate:</p> <ul style="list-style-type: none"> ● Develop student leadership skills ● Set student and staff expectations ● Have clear and regular communication with staff, parents and the community ● Ensure the needs of students of all levels are being met through extra curricular activities. | <ul style="list-style-type: none"> ● Ensure clear expectations are taught and reinforced with the students and staff ● School wide reward and recognition systems ● Develop rigorous/extra curricular activities plan for students of all levels ● Develop a plan for teaching students organization and study skills ● Target 6th graders transitioning from the intermediate level |
| <p>Staff Quality, Recruitment and Retention:</p> <ul style="list-style-type: none"> ● Hire quality staff through rigorous interview processes. ● Continue improvement on teacher mentor and support programs. | <ul style="list-style-type: none"> ● Actively recruit high quality staff ● Improve teacher mentor program ● Targeted professional development to ensure teacher success with classroom management and instructional planning and delivery |
| <p>Curriculum, Instruction and Assessment:</p> <ul style="list-style-type: none"> ● Ensure a focus on learning and not teaching ● Have a focus on student engagement and classroom expectations. ● Create and grow a balanced literacy program that meets the needs of all students (emphasis on reading fluency, high frequency words and comprehension) ● Implement the instructional playbook & content enhancement routines ● Increase rigor of science lessons with an emphasis on science vocabulary. ● Increase rigor of social studies lessons with an emphasis on social studies vocabulary. ● Increase rigor of writing lessons with an emphasis on writing in a shorter period of time and editing vs. revising | <ul style="list-style-type: none"> ● Professional development, admin support and follow through aligned to campus needs ● Utilize walkthrough data to ensure needs are being met ● Provide professional development and observations as needed to support teacher growth ● Redefine balanced literacy procedures to meet needs of all students ● Implement science and social studies vocabulary strengthening program. ● Align curriculum outline and resources available for teachers to utilize in planning session during the school year. |
| <p>Family and Community Involvement:</p> | <ul style="list-style-type: none"> ● Bi-Monthly principal meetings for parents ● Conduct staff, student and parent surveys |

- Continued awareness to promote positive relationships with parents, families and the community.
- Develop a campus climate to focus on all students and be accountable to the students' needs.

- Increase school partnerships with community
- Increase parent involvement through scheduled activities

School Organization:

- Create clearly defined roles and responsibilities and clear staff expectations.
- Increase time for teams/departments to collaborate on data and lessons.

- Develop agreed upon staff expectations and social contracts
- Set up times for teachers to collaborate on lessons and instructional strategies
- Increase opportunities for staff to engage with the administrative team on a regular basis

Technology:

- Continue the implementation of utilizing technology in the classroom that supports students, teachers and the curriculum.

- Provide professional development and support to implement and use technology effectively in the classroom.
- Increase use of the 4C's technology model
- Utilize computer based programs for student monitoring and success: Fast Forward, Dreamworks, Aimsweb

Additional Information:

Taylor Middle School will have a strong focus on the school culture and climate for students and staff. Clear expectations will be established and taught. A strong, positive incentive program will be established for students to reach high levels of academic and behavior success. The culture will reflect that all staff look at students, as "OUR" students. We will work interdependently as a strong team to ensure student success.

| 2017-18 Incoming 6th Graders | Students | March 2017 STAAR Math, Grade 5 | | | March 2017 STAAR Reading, Grade 5 | | | May 2017 STAAR Science, Grade 5 | | |
|----------------------------------|----------|--------------------------------|----------|------------|-----------------------------------|----------|------------|---------------------------------|----------|------------|
| | | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL |
| Main Street Intermediate | 228 | 80.26% | 44.3% | 20.61% | 65.64% | 39.65% | 20.26% | 58.59% | 26.43% | 9.69% |
| Economic Disadvantage | 149 | 75.84% | 36.24% | 12.75% | 58.39% | 32.89% | 12.08% | 52.7% | 20.95% | 6.76% |
| Asian | 1 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Black/African American | 24 | 62.5% | 33.33% | 8.33% | 50% | 25% | 8.33% | 45.83% | 12.5% | 4.17% |
| Hispanic | 143 | 80.42% | 44.06% | 18.88% | 61.54% | 35.66% | 16.78% | 53.52% | 21.13% | 7.04% |
| Two or More Races | 3 | 66.67% | 0% | 0% | 66.67% | 33.33% | 33.33% | 66.67% | 33.33% | 0% |
| White | 57 | 87.72% | 50.88% | 29.82% | 82.14% | 55.36% | 32.14% | 75.44% | 43.86% | 17.54% |
| Female | 95 | 83.16% | 47.37% | 18.95% | 68.42% | 38.95% | 22.11% | 53.76% | 20.43% | 9.68% |
| Male | 133 | 78.2% | 42.11% | 21.8% | 63.64% | 40.15% | 18.94% | 61.94% | 30.6% | 9.7% |
| First Year of Monitoring | 8 | 100% | 62.5% | 37.5% | 87.5% | 62.5% | 25% | 75% | 37.5% | 25% |
| LEP | 41 | 80.49% | 41.46% | 9.76% | 48.78% | 14.63% | 7.32% | 34.15% | 4.88% | 2.44% |
| Second Year of Monitoring | 5 | 100% | 20% | 0% | 60% | 20% | 0% | 60% | 20% | 0% |
| Special Ed Indicator | 28 | 39.29% | 10.71% | 7.14% | 28.57% | 14.29% | 3.57% | 25% | 10.71% | 3.57% |
| 2017-18 Incoming 7th Graders | Students | May 2017 STAAR Math, Grade 6 | | | May 2017 STAAR Reading, Grade 6 | | | | | |
| | | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL | | | |
| Taylor Middle School | 211 | 77.25% | 34.12% | 12.32% | 65.88% | 29.38% | 12.8% | | | |
| Economic Disadvantage | 132 | 68.18% | 21.21% | 3.03% | 54.55% | 17.42% | 6.06% | | | |
| Asian | 3 | 66.67% | 66.67% | 66.67% | 100% | 66.67% | 33.33% | | | |
| Black/African American | 18 | 66.67% | 33.33% | 0% | 55.56% | 27.78% | 5.56% | | | |
| Hispanic | 123 | 74.8% | 27.64% | 7.32% | 60.98% | 21.95% | 10.57% | | | |
| Native Hawaiian/Pacific Islander | - | - | - | - | - | - | - | | | |
| Two or More Races | 4 | 75% | 50% | 0% | 50% | 50% | 0% | | | |
| White | 63 | 85.71% | 44.44% | 23.81% | 77.78% | 41.27% | 19.05% | | | |
| Female | 90 | 73.33% | 30% | 7.78% | 65.56% | 32.22% | 12.22% | | | |
| Male | 121 | 80.17% | 37.19% | 15.7% | 66.12% | 27.27% | 13.22% | | | |
| First Year of Monitoring | 16 | 87.5% | 31.25% | 6.25% | 68.75% | 12.5% | 0% | | | |
| LEP | 20 | 70% | 5% | 0% | 40% | 0% | 0% | | | |
| Second Year of Monitoring | 1 | 100% | 100% | 100% | 100% | 100% | 100% | | | |
| Special Ed Indicator | 22 | 50% | 0% | 0% | 22.73% | 0% | 0% | | | |

| 2017-18 Incoming 8th Graders | Students | May 2017 STAAR Math, Grade 7 | | | May 2017 STAAR Reading, Grade 7 | | | May 2017 STAAR Writing, Grade 7 | | |
|----------------------------------|----------|---------------------------------|----------|------------|---------------------------------|----------|------------|--|----------|------------|
| | | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL |
| Taylor Middle School | 246 | 58.13% | 18.29% | 5.28% | 61.07% | 28.69% | 12.7% | 61.69% | 23.39% | 4.44% |
| Economic Disadvantage | 159 | 54.72% | 13.21% | 1.89% | 55.06% | 23.42% | 8.23% | 53.12% | 16.88% | 2.5% |
| Asian | 2 | 50% | 50% | 50% | 50% | 50% | 50% | 100% | 50% | 50% |
| Black/African American | 17 | 35.29% | 5.88% | 5.88% | 35.29% | 17.65% | 11.76% | 47.06% | 5.88% | 0% |
| Hispanic | 157 | 54.14% | 12.1% | 1.27% | 57.69% | 21.79% | 5.13% | 56.88% | 17.5% | 1.25% |
| Native Hawaiian/Pacific Islander | 1 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Two or More Races | 3 | 100% | 66.67% | 0% | 100% | 33.33% | 33.33% | 100% | 66.67% | 33.33% |
| White | 66 | 72.73% | 33.33% | 13.64% | 75.38% | 47.69% | 29.23% | 75.38% | 40% | 10.77% |
| Female | 112 | 56.25% | 19.64% | 4.46% | 63.39% | 31.25% | 16.07% | 72.57% | 30.97% | 4.42% |
| Male | 134 | 59.7% | 17.16% | 5.97% | 59.09% | 26.52% | 9.85% | 52.59% | 17.04% | 4.44% |
| First Year of Monitoring | 5 | 60% | 0% | 0% | 80% | 20% | 0% | 100% | 40% | 0% |
| LEP | 31 | 54.84% | 3.23% | 3.23% | 32.26% | 3.23% | 0% | 32.26% | 6.45% | 0% |
| Second Year of Monitoring | 18 | 83.33% | 27.78% | 0% | 88.89% | 44.44% | 5.56% | 89.47% | 36.84% | 0% |
| Special Ed Indicator | 24 | 16.67% | 0% | 0% | 16.67% | 4.17% | 4.17% | 8.33% | 0% | 0% |
| 2017-18 Exiting 8th Graders | Students | May 2017 STAAR Reading, Grade 8 | | | May 2017 STAAR Science, Grade 8 | | | May 2017 STAAR Social Studies, Grade 8 | | |
| | | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL | Approaches GL | Meets GL | Masters GL |
| Taylor Middle School | 206 | 68.93% | 33.5% | 15.05% | 64.08% | 30.1% | 4.37% | 54.15% | 15.61% | 6.34% |
| Economic Disadvantage | 136 | 63.24% | 26.47% | 12.5% | 60.58% | 24.09% | 1.46% | 48.53% | 8.82% | 3.68% |
| Black/African American | 12 | 58.33% | 25% | 8.33% | 66.67% | 8.33% | 0% | 58.33% | 16.67% | 0% |
| Hispanic | 146 | 67.12% | 29.45% | 14.38% | 59.31% | 28.97% | 3.45% | 51.39% | 11.81% | 4.86% |
| Two or More Races | 4 | 75% | 50% | 25% | 50% | 25% | 0% | 50% | 25% | 0% |
| White | 44 | 77.27% | 47.73% | 18.18% | 80% | 40% | 8.89% | 62.22% | 26.67% | 13.33% |
| Female | 94 | 68.09% | 32.98% | 15.96% | 58.06% | 22.58% | 1.08% | 47.31% | 10.75% | 2.15% |
| Male | 112 | 69.64% | 33.93% | 14.29% | 69.03% | 36.28% | 7.08% | 59.82% | 19.64% | 9.82% |
| First Year of Monitoring | 14 | 100% | 28.57% | 7.14% | 78.57% | 42.86% | 0% | 57.14% | 7.14% | 0% |
| LEP | 17 | 5.88% | 0% | 0% | 29.41% | 0% | 0% | 5.88% | 0% | 0% |
| Second Year of Monitoring | 3 | 100% | 33.33% | 0% | 66.67% | 0% | 0% | 66.67% | 0% | 0% |
| Special Ed Indicator | 18 | 16.67% | 0% | 0% | 15.79% | 0% | 0% | 10.53% | 0% | 0% |

| 2017-18 Exiting 8th Graders | March 2017 STAAR Math, Grade 8 | | | | March 2017 STAAR Mathematics, Grade 8 | | | |
|-----------------------------|--------------------------------|---------------|----------|------------|---------------------------------------|------------|----------|------------|
| | Students | Approaches GL | Meets GL | Masters GL | Students | Approaches | Meets GL | Masters GL |
| Taylor Middle School | 45 | 100% | 97.78% | 75.56% | 162 | 83.33% | 50.62% | 9.88% |
| Economic Disadvantage | 24 | 100% | 95.83% | 70.83% | 113 | 79.65% | 47.79% | 10.62% |
| Black/African American | 1 | 100% | 100% | 100% | 11 | 72.73% | 45.45% | 0% |
| Hispanic | 27 | 100% | 96.3% | 74.07% | 119 | 83.19% | 52.1% | 10.08% |
| Two or More Races | 1 | 100% | 100% | 100% | 3 | 66.67% | 33.33% | 0% |
| White | 16 | 100% | 100% | 75% | 29 | 89.66% | 48.28% | 13.79% |
| Female | 23 | 100% | 95.65% | 65.22% | 71 | 87.32% | 53.52% | 7.04% |
| Male | 22 | 100% | 100% | 86.36% | 91 | 80.22% | 48.35% | 12.09% |
| First Year of Monitoring | 5 | 100% | 100% | 100% | 9 | 100% | 88.89% | 11.11% |
| LEP | 2 | 100% | 100% | 0% | 15 | 66.67% | 33.33% | 0% |
| Second Year of Monitoring | 1 | 100% | 100% | 100% | 2 | 100% | 100% | 0% |
| Special Ed Indicator | - | - | - | - | 19 | 47.37% | 5.26% | 0% |

Grade: Grade 6

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE |
|--------------------|--------------------|------|------|-----|-----|----|------|
| Gaas, Brittanie | 10 | 3 | 6.00 | 540 | 3.4 | 6 | 17.0 |
| Craig, Ashley | 105 | 2 | 6.00 | 713 | 5.8 | 47 | 48.5 |
| Stigliano, Cassidy | 116 | 1 | 6.00 | 735 | 6.3 | 57 | 53.5 |
| Cook, Emily | 1 | - | - | - | - | - | - |
| Mean | | | 6.00 | 717 | 5.9 | 50 | 49.8 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 52 | 22.9 |
| 25th to 49th | 58 | 25.6 |
| 50th to 74th | 64 | 28.2 |
| 75th & Above | 53 | 23.3 |
| Number of Students: 227 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 0 | 0.0 |
| 2.0 - 2.9 | 4 | 1.8 |
| 3.0 - 3.9 | 19 | 8.4 |
| 4.0 - 4.9 | 33 | 14.5 |
| 5.0 - 5.9 | 51 | 22.5 |
| 6.0 - 6.9 | 41 | 18.1 |
| 7.0 - 7.9 | 31 | 13.7 |
| 8.0 - 8.9 | 15 | 6.6 |
| 9.0 - 9.9 | 9 | 4.0 |
| 10.0 - 10.9 | 3 | 1.3 |
| 11.0 - 11.9 | 5 | 2.2 |
| 12.0 - 12.9+ | 16 | 7.0 |

Grade: Grade 7

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE |
|-----------------|--------------------|------|------|-----|-----|----|------|
| Gaas, Brittanie | 4 | 3 | 7.00 | 445 | 2.4 | 1 | 2.4 |
| Cook, Emily | 115 | 2 | 7.00 | 735 | 6.3 | 41 | 45.4 |
| Cozart, Audra | 101 | 1 | 7.00 | 771 | 7.2 | 56 | 53.2 |
| Mean | | | 7.00 | 746 | 6.5 | 47 | 48.2 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 52 | 23.7 |
| 25th to 49th | 63 | 28.8 |
| 50th to 74th | 61 | 27.9 |
| 75th & Above | 43 | 19.6 |
| Number of Students: 219 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 1 | 0.5 |
| 2.0 - 2.9 | 3 | 1.4 |
| 3.0 - 3.9 | 9 | 4.1 |
| 4.0 - 4.9 | 26 | 11.9 |
| 5.0 - 5.9 | 37 | 16.9 |
| 6.0 - 6.9 | 37 | 16.9 |
| 7.0 - 7.9 | 35 | 16.0 |
| 8.0 - 8.9 | 15 | 6.8 |
| 9.0 - 9.9 | 10 | 4.6 |
| 10.0 - 10.9 | 5 | 2.3 |
| 11.0 - 11.9 | 7 | 3.2 |
| 12.0 - 12.9+ | 34 | 15.5 |

Grade: Grade 8

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE |
|-----------------|--------------------|------|------|-----|-----|----|------|
| Gaas, Brittanie | 11 | 3 | 8.00 | 530 | 3.3 | 2 | 8.1 |
| Counts, Mara | 109 | 1 | 8.00 | 743 | 6.4 | 35 | 41.6 |
| Edmond, Rodolph | 128 | 1 | 8.00 | 743 | 6.4 | 35 | 41.8 |
| Mean | | | 8.00 | 733 | 6.2 | 32 | 40.2 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 85 | 34.7 |
| 25th to 49th | 87 | 35.5 |
| 50th to 74th | 53 | 21.6 |
| 75th & Above | 20 | 8.2 |
| Number of Students: 245 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 2 | 0.8 |
| 2.0 - 2.9 | 5 | 2.0 |
| 3.0 - 3.9 | 22 | 9.0 |
| 4.0 - 4.9 | 28 | 11.4 |
| 5.0 - 5.9 | 35 | 14.3 |
| 6.0 - 6.9 | 43 | 17.6 |
| 7.0 - 7.9 | 34 | 13.9 |
| 8.0 - 8.9 | 18 | 7.3 |
| 9.0 - 9.9 | 14 | 5.7 |
| 10.0 - 10.9 | 4 | 1.6 |
| 11.0 - 11.9 | 6 | 2.4 |
| 12.0 - 12.9+ | 34 | 13.9 |

Grade: Grade 6

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE | IRL |
|--------------------|--------------------|------|------|-----|-----|----|------|-----|
| Warren, Bobby | 10 | 5 | 6.00 | 256 | 2.5 | 2 | 6.1 | 2.0 |
| Galinsky, Ashley | 21 | 4 | 6.00 | 382 | 3.5 | 7 | 18.4 | 3.3 |
| Upton, Star | 18 | 3 | 6.00 | 413 | 3.7 | 9 | 21.6 | 3.5 |
| Strayhorn, Suzanne | 92 | 2 | 6.00 | 599 | 5.3 | 31 | 39.6 | 4.9 |
| Alley, Brandy | 124 | 1 | 6.00 | 643 | 5.6 | 36 | 42.6 | 5.3 |
| Meads, T. | 1 | - | - | - | - | - | - | - |
| Mean | | | 6.00 | 578 | 5.1 | 27 | 37.0 | 4.8 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 102 | 45.1 |
| 25th to 49th | 59 | 26.1 |
| 50th to 74th | 40 | 17.7 |
| 75th & Above | 25 | 11.1 |
| Number of Students: 226 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 4 | 1.8 |
| 2.0 - 2.9 | 15 | 6.6 |
| 3.0 - 3.9 | 37 | 16.4 |
| 4.0 - 4.9 | 53 | 23.5 |
| 5.0 - 5.9 | 52 | 23.0 |
| 6.0 - 6.9 | 24 | 10.6 |
| 7.0 - 7.9 | 19 | 8.4 |
| 8.0 - 8.9 | 8 | 3.5 |
| 9.0 - 9.9 | 8 | 3.5 |
| 10.0 - 10.9 | 1 | 0.4 |
| 11.0 - 11.9 | 2 | 0.9 |
| 12.0 - 12.9+ | 3 | 1.3 |

IRL Distribution Summary

| IRL | Students | Percent |
|-------------|----------|---------|
| PP | 1 | 0.4 |
| P | 0 | 0.0 |
| 1.0 - 1.9 | 7 | 3.1 |
| 2.0 - 2.9 | 16 | 7.1 |
| 3.0 - 3.9 | 47 | 20.8 |
| 4.0 - 4.9 | 55 | 24.3 |
| 5.0 - 5.9 | 38 | 16.8 |
| 6.0 - 6.9 | 40 | 17.7 |
| 7.0 - 7.9 | 0 | 0.0 |
| 8.0 - 8.9 | 8 | 3.5 |
| 9.0 - 9.9 | 8 | 3.5 |
| 10.0 - 10.9 | 1 | 0.4 |
| 11.0 - 11.9 | 5 | 2.2 |
| 12.0 - 12.9 | 0 | 0.0 |
| PHS | 0 | 0.0 |

Grade: Grade 7

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE | IRL |
|------------------|--------------------|------|------|-----|-----|----|------|-----|
| Warren, Bobby | 11 | 8 | 7.00 | 381 | 3.5 | 4 | 12.8 | 3.3 |
| Upton, Star | 17 | 7 | 7.00 | 396 | 3.6 | 5 | 14.7 | 3.4 |
| Galinsky, Ashley | 11 | 6 | 7.00 | 407 | 3.7 | 5 | 16.0 | 3.4 |
| Rivell, Dawn | 103 | 5 | 7.00 | 654 | 5.7 | 26 | 36.3 | 5.5 |
| Herrera, Kristan | 87 | 4 | 7.00 | 675 | 5.9 | 30 | 38.8 | 5.7 |
| Abbott, Tracie | 115 | 3 | 7.00 | 700 | 6.1 | 32 | 40.1 | 5.9 |
| Meads, T. | 118 | 2 | 7.00 | 716 | 6.2 | 34 | 41.0 | 6.0 |
| Rucker, Julie | 1 | 1 | 7.00 | 883 | 7.4 | 57 | 53.7 | 6.7 |
| Mean | | | 7.00 | 664 | 5.8 | 27 | 37.1 | 5.6 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 97 | 44.3 |
| 25th to 49th | 64 | 29.2 |
| 50th to 74th | 34 | 15.5 |
| 75th & Above | 24 | 11.0 |
| Number of Students: 219 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 0 | 0.0 |
| 2.0 - 2.9 | 11 | 5.0 |
| 3.0 - 3.9 | 29 | 13.2 |
| 4.0 - 4.9 | 39 | 17.8 |
| 5.0 - 5.9 | 46 | 21.0 |
| 6.0 - 6.9 | 43 | 19.6 |
| 7.0 - 7.9 | 11 | 5.0 |
| 8.0 - 8.9 | 11 | 5.0 |
| 9.0 - 9.9 | 14 | 6.4 |
| 10.0 - 10.9 | 7 | 3.2 |
| 11.0 - 11.9 | 4 | 1.8 |
| 12.0 - 12.9+ | 4 | 1.8 |

IRL Distribution Summary

| IRL | Students | Percent |
|-------------|----------|---------|
| PP | 0 | 0.0 |
| P | 0 | 0.0 |
| 1.0 - 1.9 | 3 | 1.4 |
| 2.0 - 2.9 | 11 | 5.0 |
| 3.0 - 3.9 | 34 | 15.5 |
| 4.0 - 4.9 | 51 | 23.3 |
| 5.0 - 5.9 | 31 | 14.2 |
| 6.0 - 6.9 | 49 | 22.4 |
| 7.0 - 7.9 | 2 | 0.9 |
| 8.0 - 8.9 | 10 | 4.6 |
| 9.0 - 9.9 | 13 | 5.9 |
| 10.0 - 10.9 | 9 | 4.1 |
| 11.0 - 11.9 | 6 | 2.7 |
| 12.0 - 12.9 | 0 | 0.0 |
| PHS | 0 | 0.0 |

Grade: Grade 8

| Teacher | Number of Students | Rank | GP | SS | GE | PR | NCE | IRL |
|-------------------|--------------------|------|------|-----|-----|----|------|-----|
| Galinsky, Ashley | 4 | 5 | 8.00 | 317 | 3.0 | 2 | 4.8 | 2.7 |
| Warren, Bobby | 13 | 4 | 8.00 | 404 | 3.7 | 4 | 12.4 | 3.4 |
| Upton, Star | 27 | 3 | 8.00 | 457 | 4.1 | 5 | 16.2 | 3.8 |
| Turner, Stephanie | 122 | 2 | 8.00 | 685 | 6.0 | 21 | 33.3 | 5.8 |
| Rucker, Julie | 112 | 1 | 8.00 | 716 | 6.2 | 24 | 34.9 | 6.0 |
| Mean | | | 8.00 | 658 | 5.7 | 18 | 30.9 | 5.5 |

PR Distribution Summary

| Percentile | Students | Percent |
|-------------------------|----------|---------|
| Below 25th | 136 | 55.3 |
| 25th to 49th | 69 | 28.0 |
| 50th to 74th | 32 | 13.0 |
| 75th & Above | 9 | 3.7 |
| Number of Students: 246 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 1 | 0.4 |
| 2.0 - 2.9 | 11 | 4.5 |
| 3.0 - 3.9 | 28 | 11.4 |
| 4.0 - 4.9 | 45 | 18.3 |
| 5.0 - 5.9 | 51 | 20.7 |
| 6.0 - 6.9 | 46 | 18.7 |
| 7.0 - 7.9 | 22 | 8.9 |
| 8.0 - 8.9 | 17 | 6.9 |
| 9.0 - 9.9 | 9 | 3.7 |
| 10.0 - 10.9 | 6 | 2.4 |
| 11.0 - 11.9 | 1 | 0.4 |
| 12.0 - 12.9+ | 9 | 3.7 |

IRL Distribution Summary

| IRL | Students | Percent |
|-------------|----------|---------|
| PP | 1 | 0.4 |
| P | 0 | 0.0 |
| 1.0 - 1.9 | 4 | 1.6 |
| 2.0 - 2.9 | 10 | 4.1 |
| 3.0 - 3.9 | 40 | 16.3 |
| 4.0 - 4.9 | 40 | 16.3 |
| 5.0 - 5.9 | 48 | 19.5 |
| 6.0 - 6.9 | 61 | 24.8 |
| 7.0 - 7.9 | 9 | 3.7 |
| 8.0 - 8.9 | 9 | 3.7 |
| 9.0 - 9.9 | 9 | 3.7 |
| 10.0 - 10.9 | 5 | 2.0 |
| 11.0 - 11.9 | 9 | 3.7 |
| 12.0 - 12.9 | 1 | 0.4 |
| PHS | 0 | 0.0 |