

A Year in Review

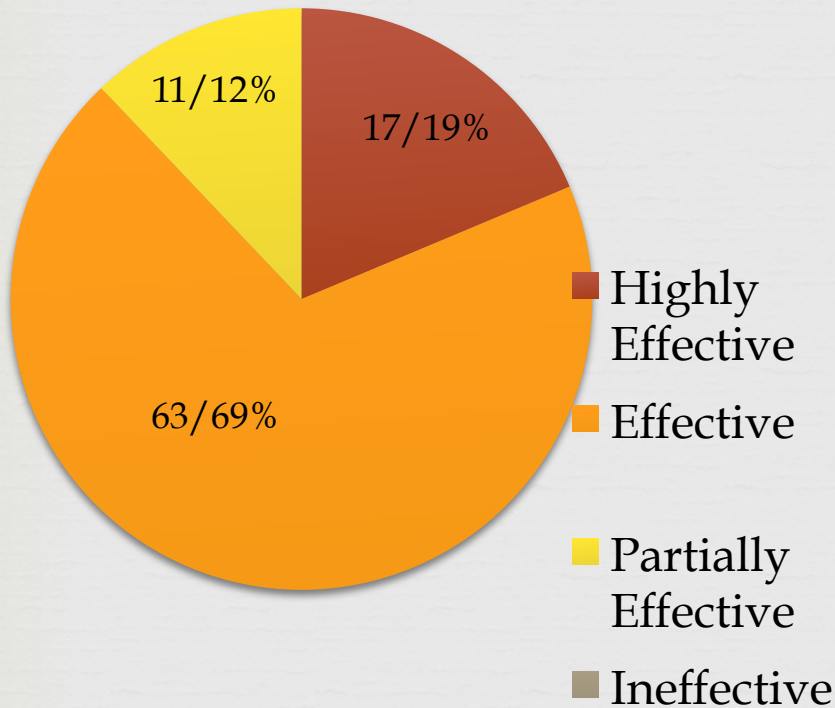


Cicely Tyson Middle/High
September 1, 2013 - June 30 , 2014

Evaluation and SGO Data



Evaluation Data



Evaluation Data

98% of Staff received three (3) Observations

2% of Staff received one (1) Observation (FMLA)

SGO Data

98% of Staff had two (2) SGO's

Average SGO 1 score - 3.57

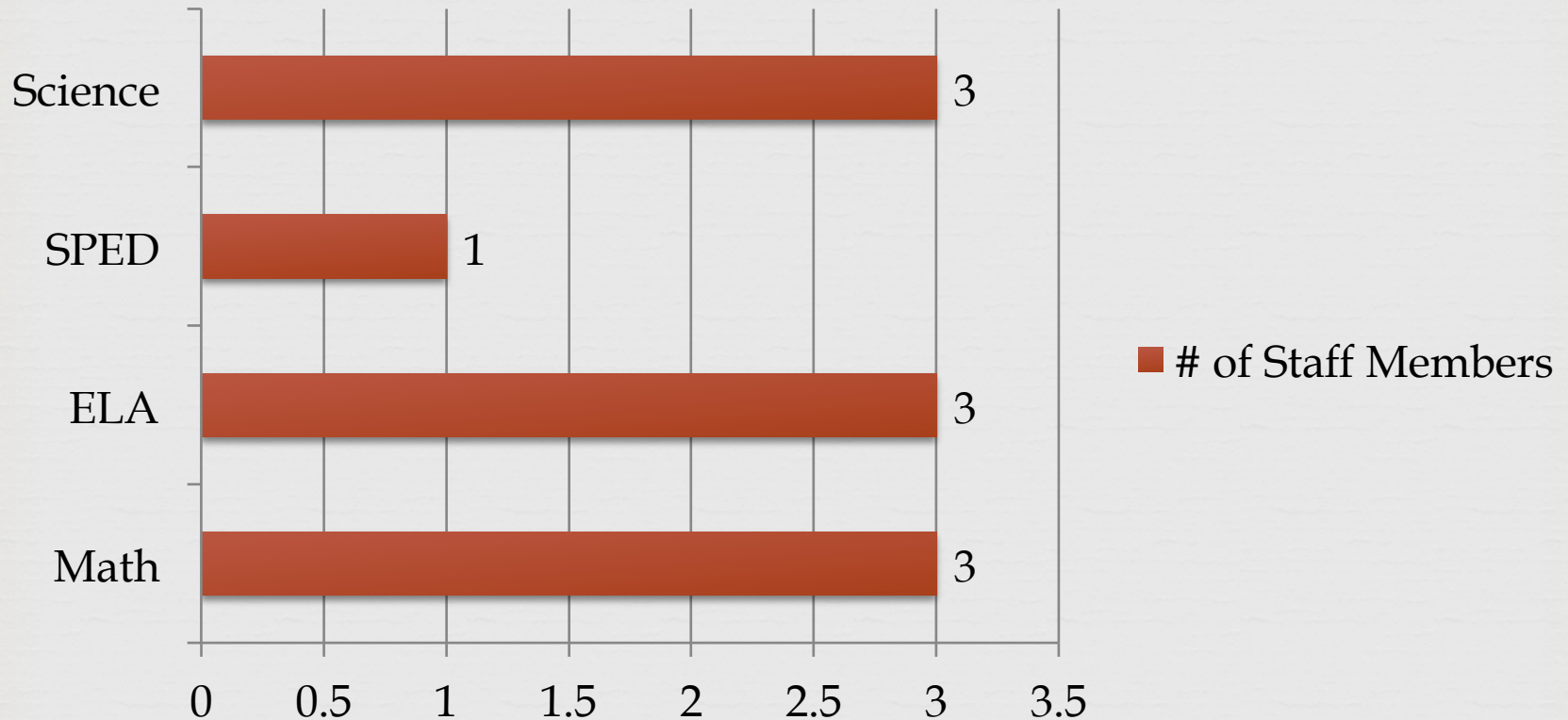
Average SGO 2 score - 3.26

Average Summative Score - 3.15

Correction Action Plans



of Staff Members



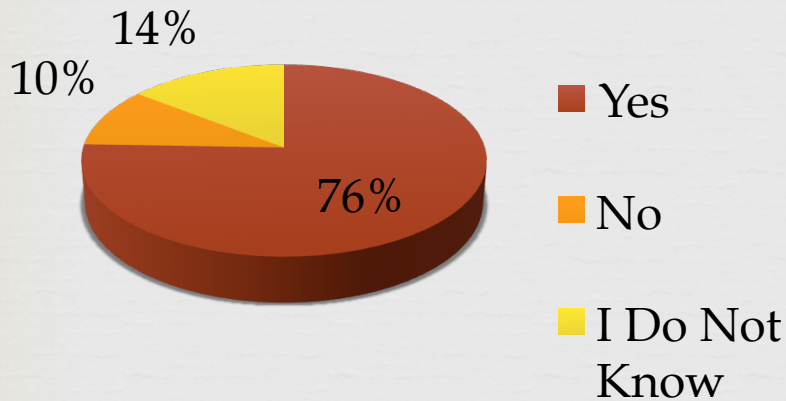
Actual total is 4 (retirement)

Scholastic Ongoing
Professional
Development Survey

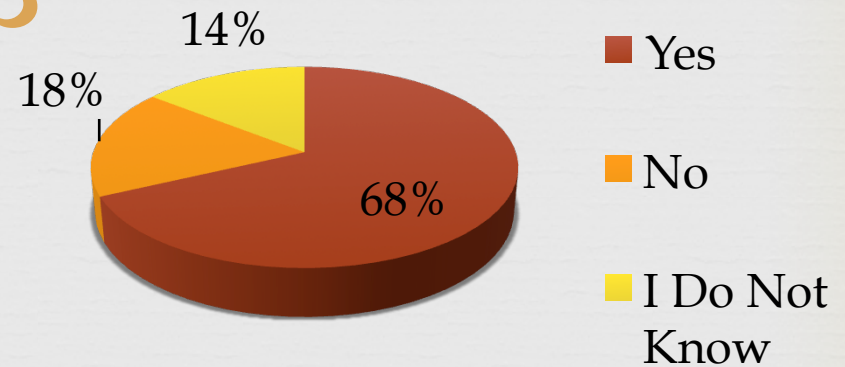


- Q1: Did this training offer strategies that can be applied to a classroom of mixed abilities?
 Q2: Do you think the strategies provided would be more helpful if they were modeled in the classroom?
 Q3: Do you feel that the training will help you improve the quality of your instruction?
 Q4: Would you want professional development from Scholastic to continue?

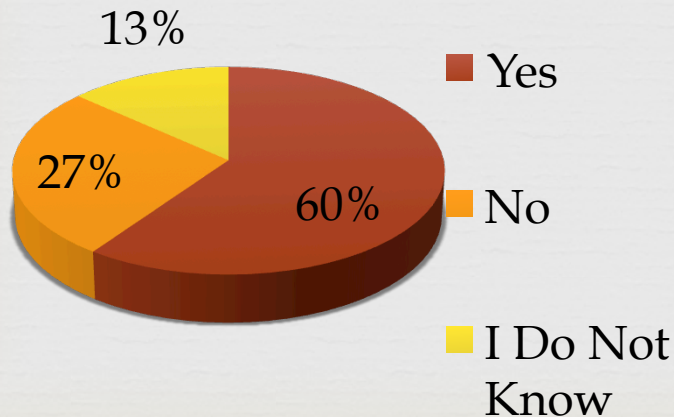
Question #1



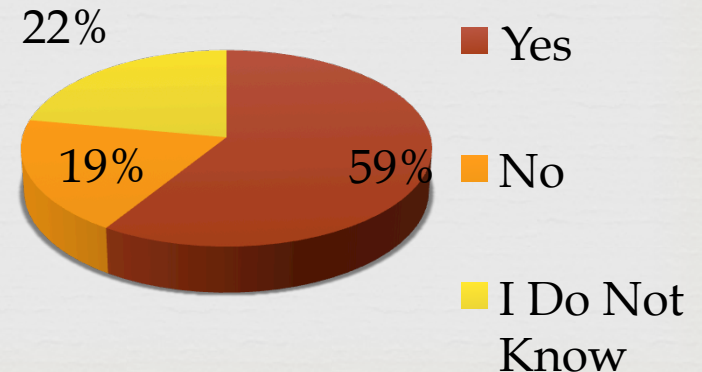
Question #2



Question #3



Question #4



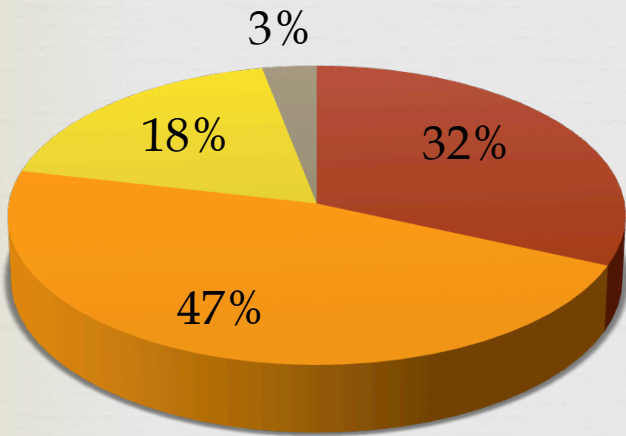
Q5: How effective was this professional development training?

Q6: How effective was this professional development for teaching in this environment?

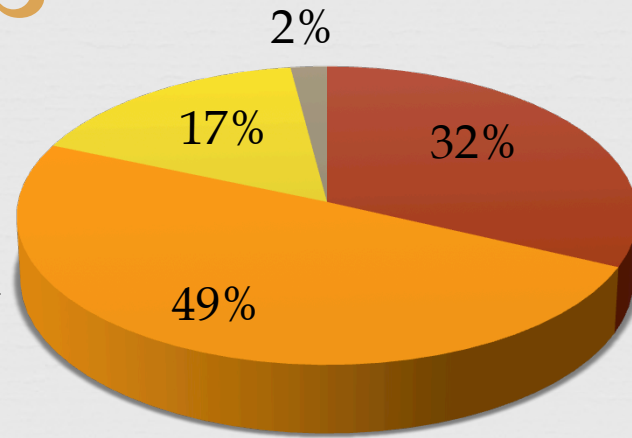
Question #5



Question #6



- Highly Effective
- Moderately Effective
- Poorly Effective
- Not Effective



- Highly Effective
- Moderately Effective
- Poorly Effective
- Not Effective

Q1: My child looks forward to going to school.

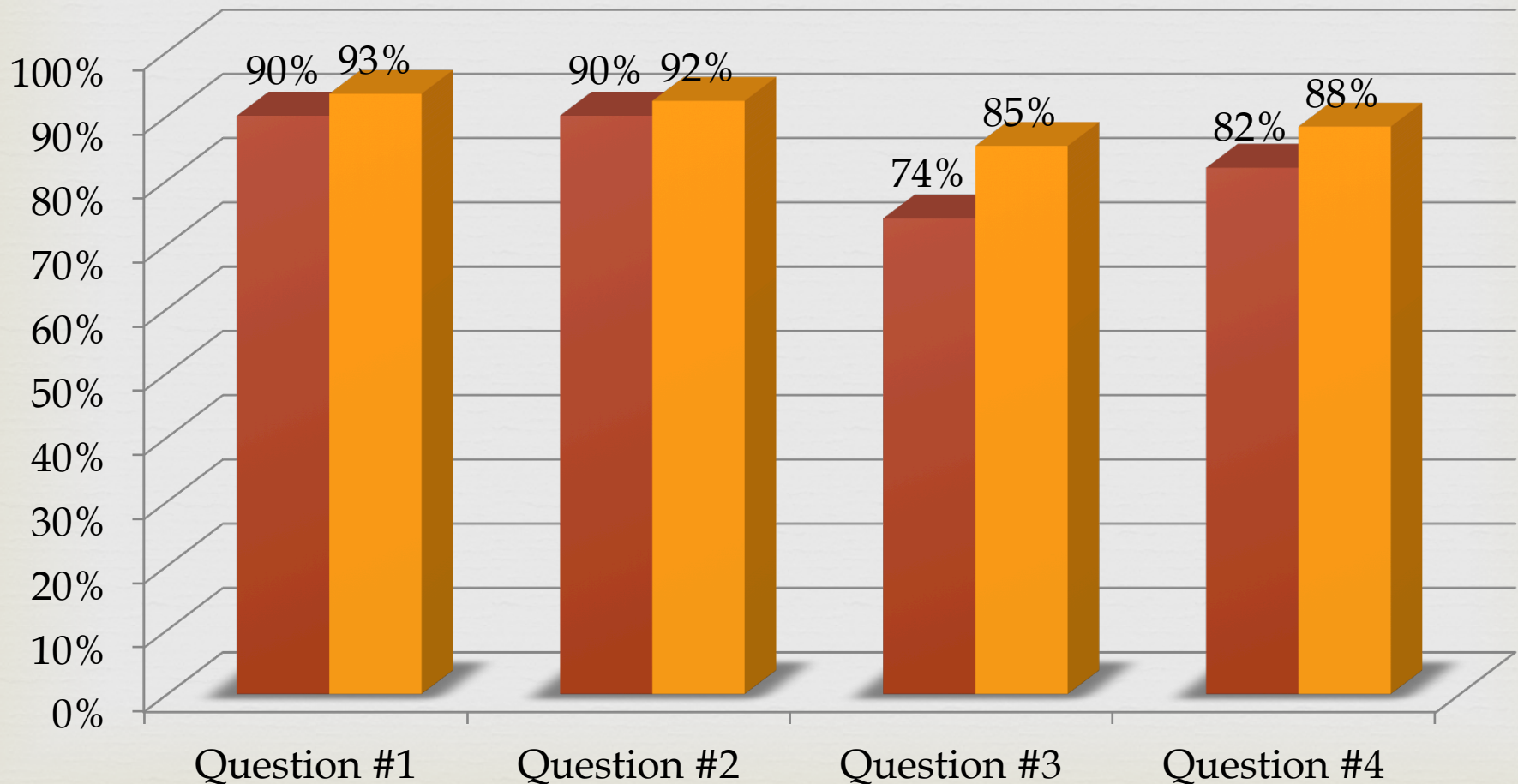
Q2: Parental input is important to school administration.

Q3: If my child reports an unsafe or dangerous behavior, I can be sure that the problem will be taken care of as soon as possible.

Q4: Parents and teachers work as a team to educate my child.



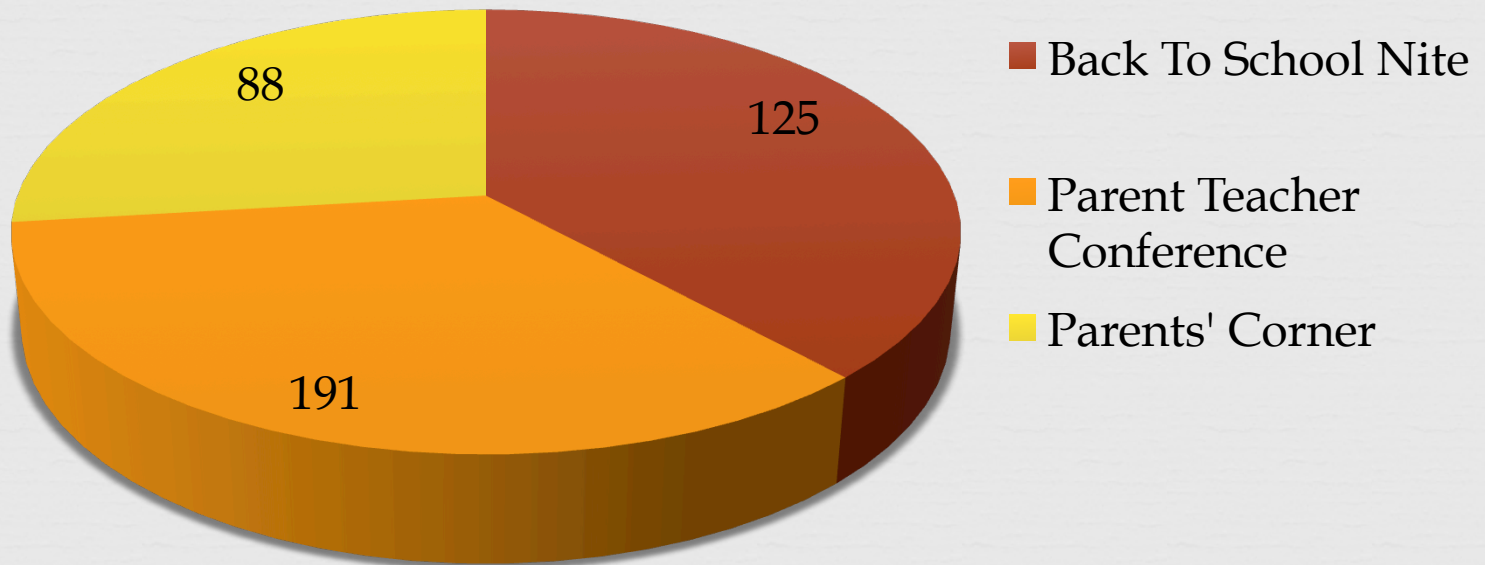
■ 2012 ■ 2013



Parent Activities



Numbers indicate amount of Parent's in Attendance



Other Parent Academic & Social Activities Offered at CTS for the 2013-2014 School Year:

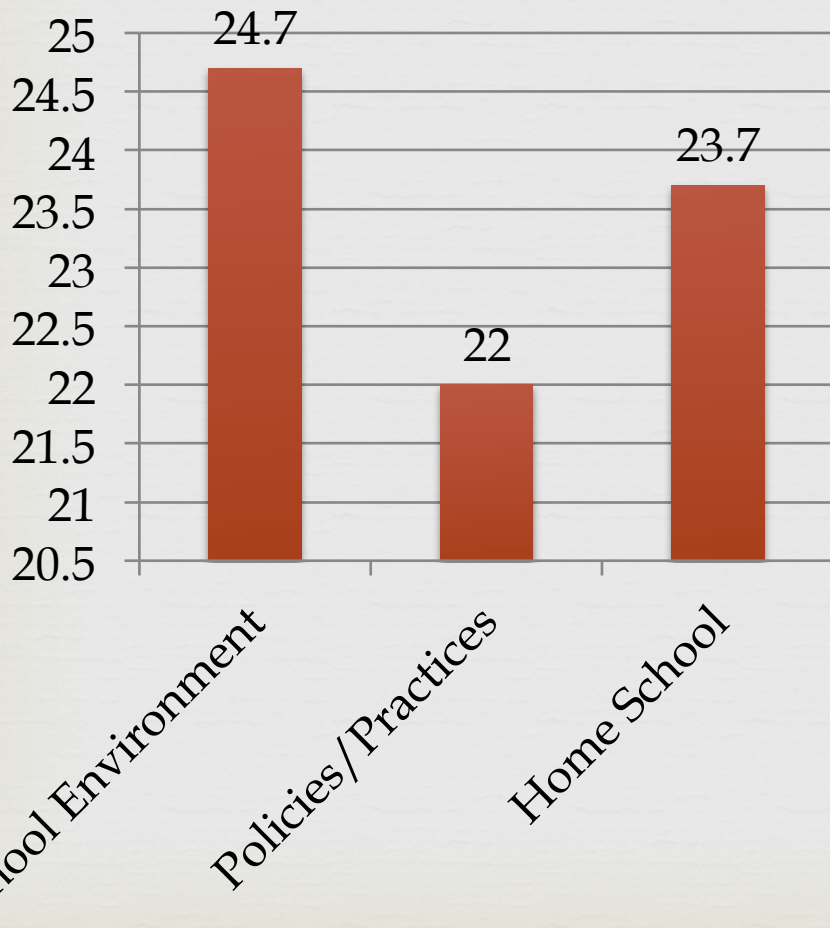


- ❧ Quarterly Honor Breakfast
 - ❧ Healthy Symposium
 - ❧ Math Workshop
 - ❧ Literacy Workshop
 - ❧ Financial Aid Workshop
 - ❧ Immigration Workshop
- ❧ Parent Book Study using “Parenting the Black Child”

FAMILY FRIENDLY WALKTHROUGH



Scores



Rating Scale: 0 - 3

Total Score = 70.4

■ Scores

0 - 19 Not Family Friendly Yet

20-39 Slightly Family Friendly

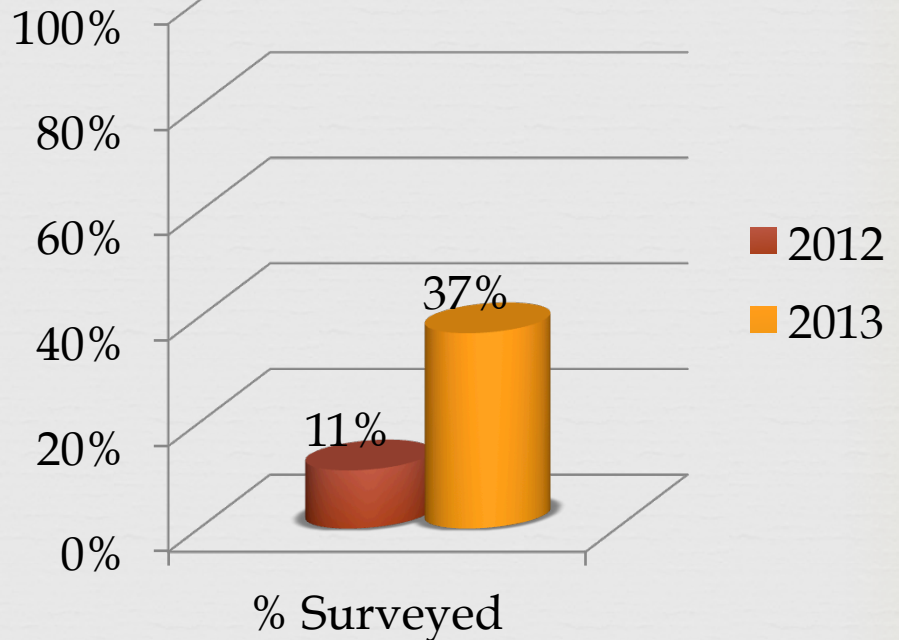
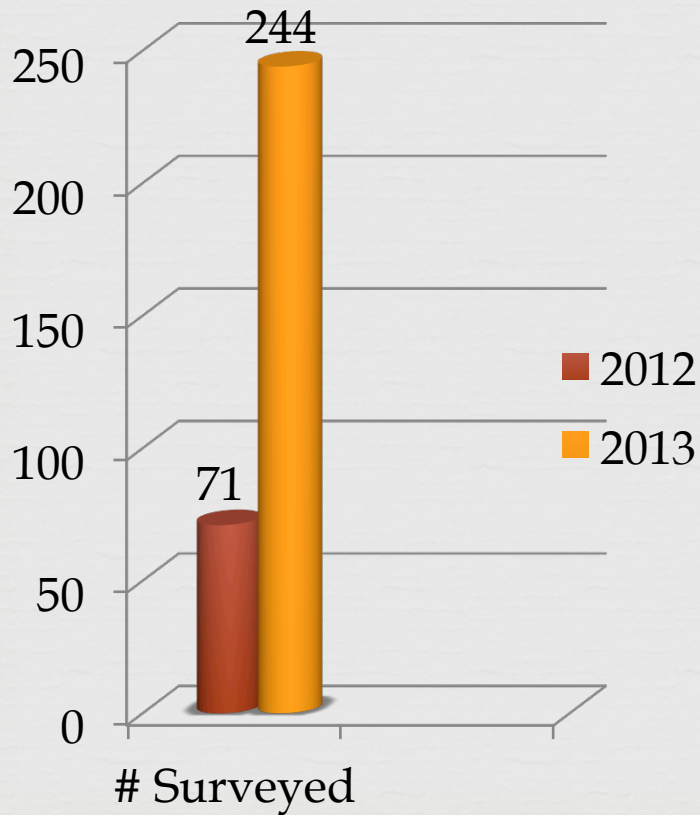
40-59 Family Friendly

60-81 Five Star Family Friendly School

Parent Survey Data



Data represents participants in the RAC Survey



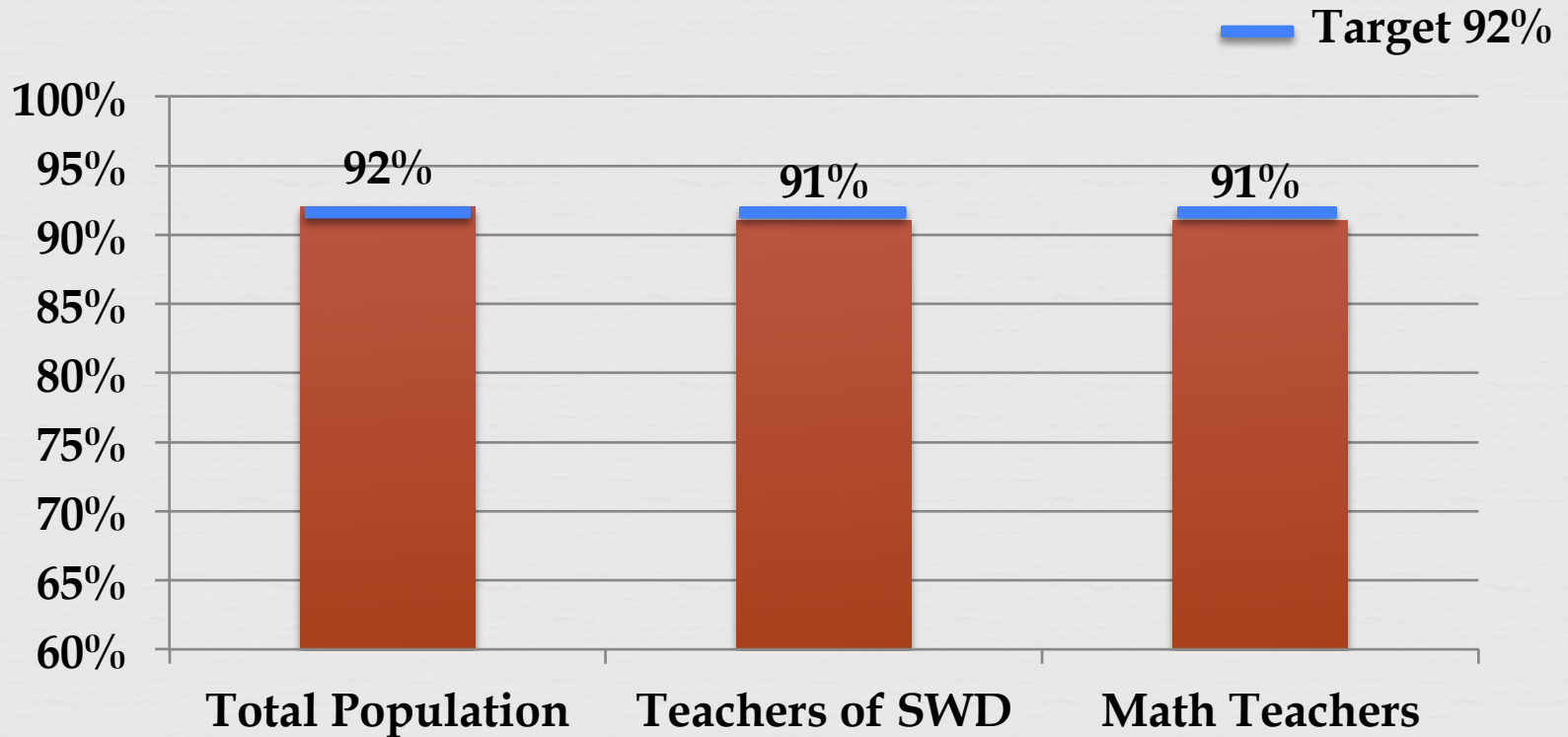
Increase of 236%

Teacher and Student Attendance



2013- 2014

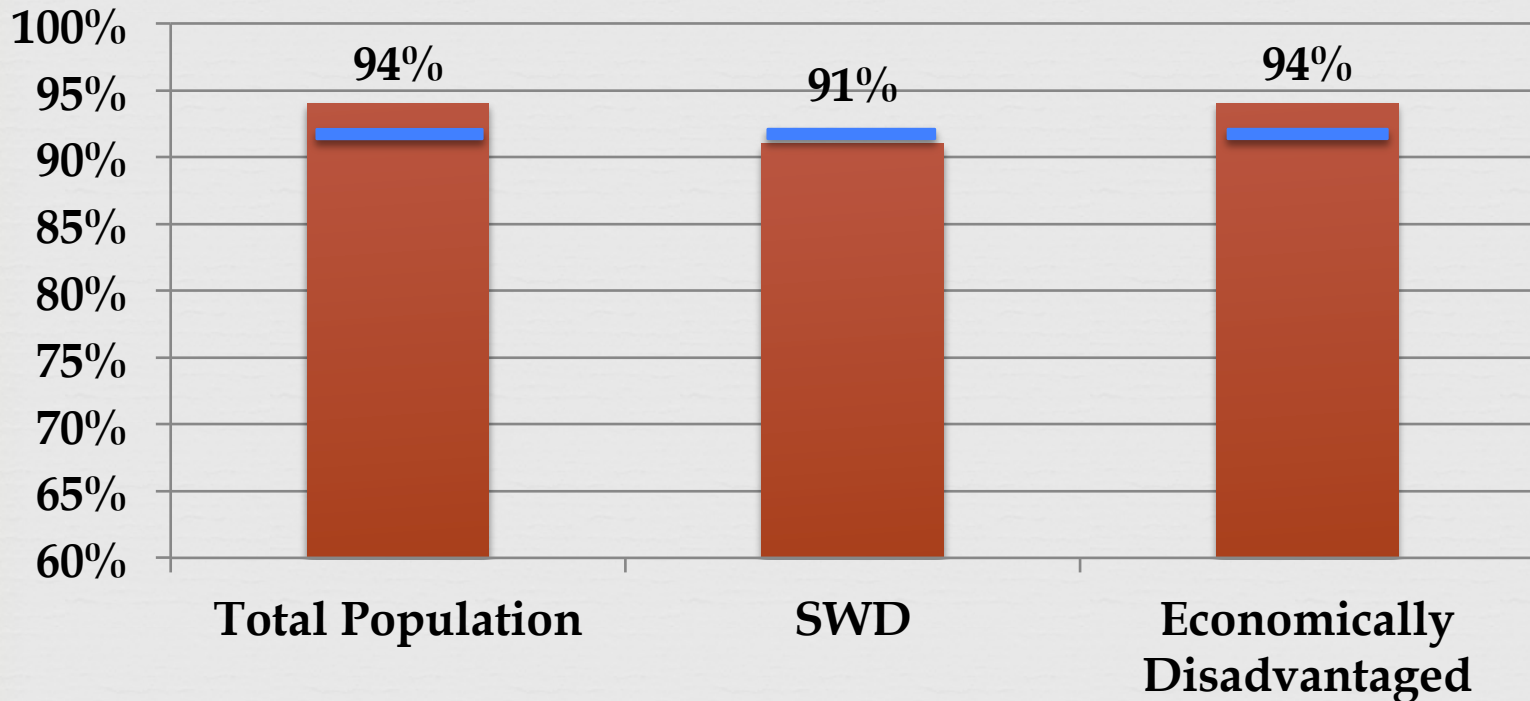
Teacher Attendance



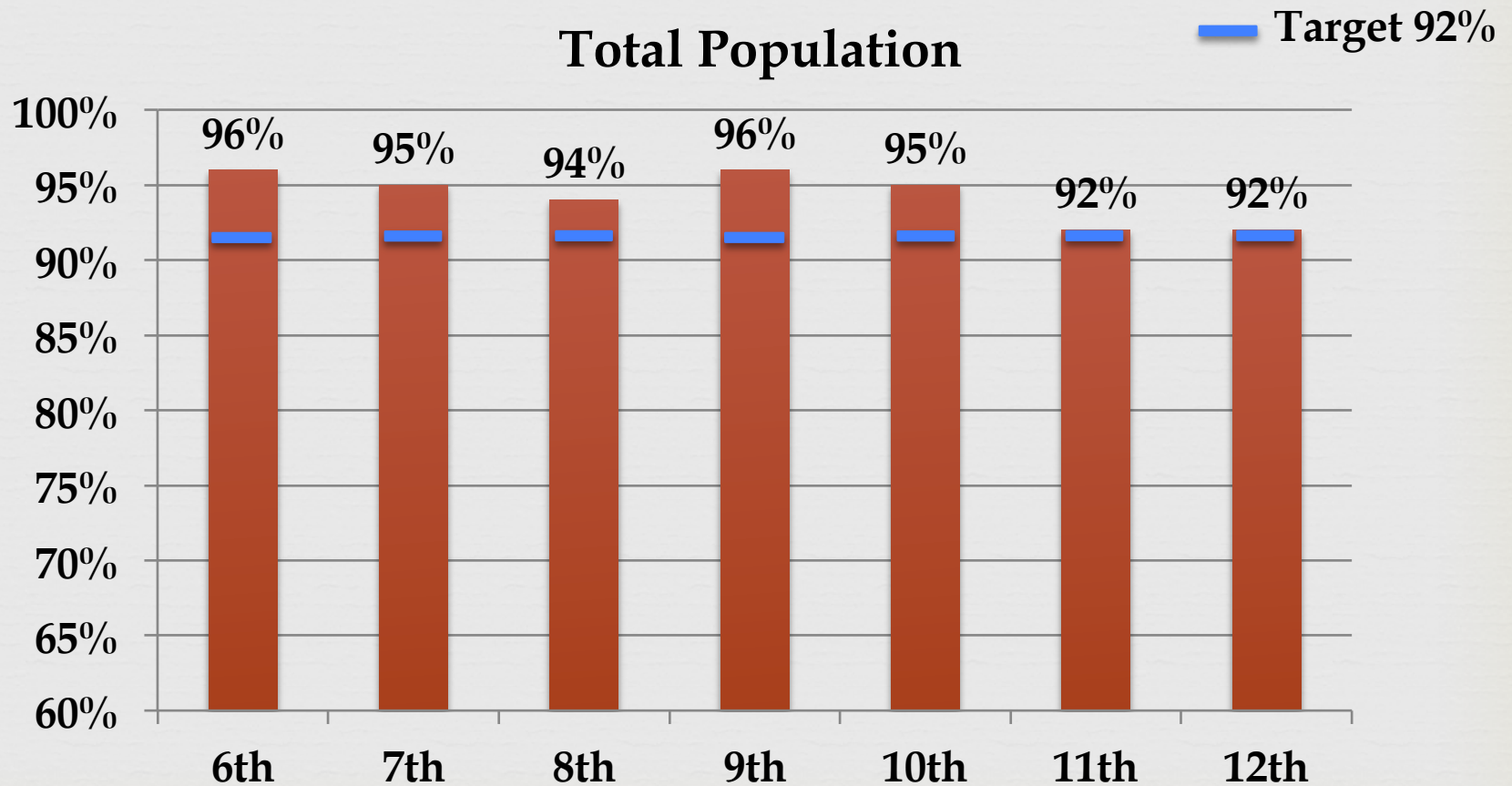
Student Attendance



— Target 92%



Average Daily Attendance by Grade



Chronically Absent Students



Chronically Absent Students (YTD)

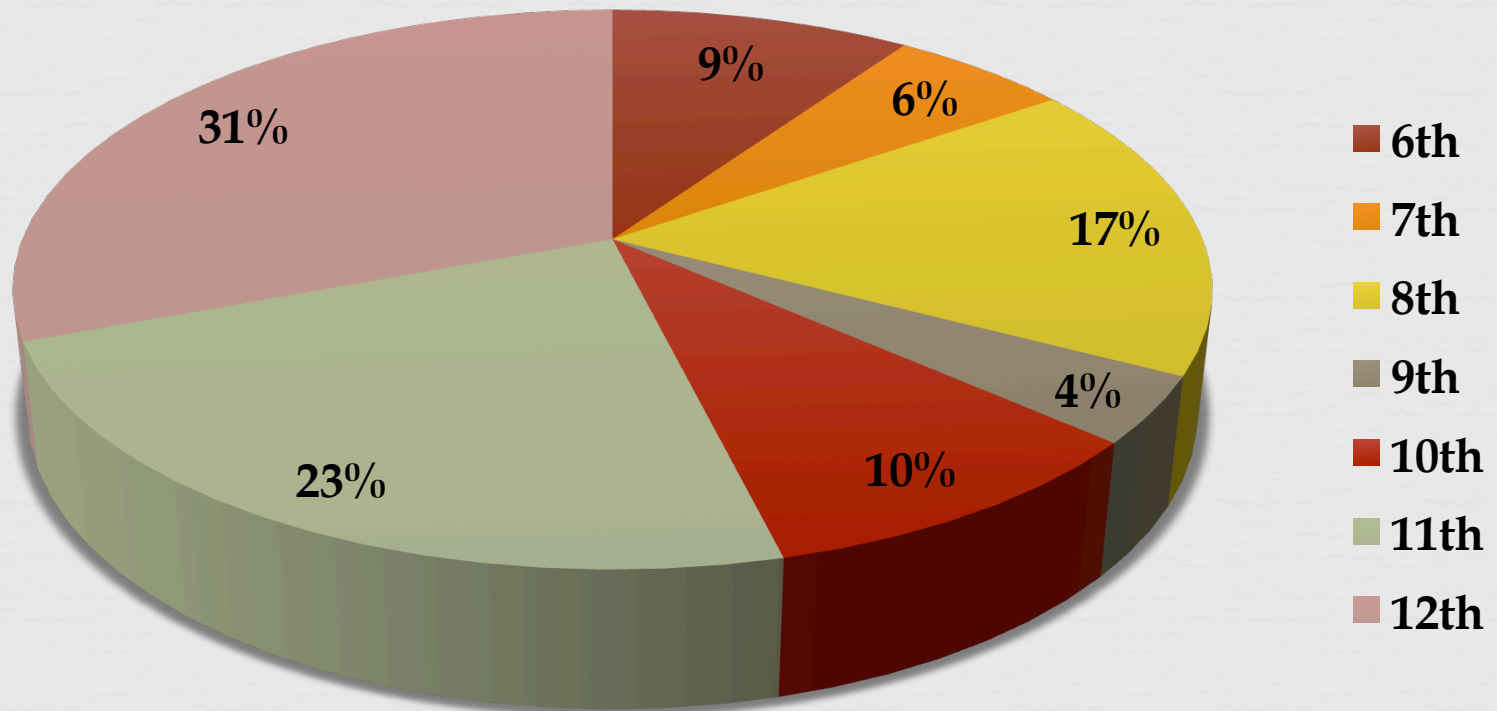
2013-2014SY

Please enter the number of students that have been absent more than the number of days considered "CHRONICALLY ABSENT"

Total Population		SWD		Econ. Dis.	
Average Total Students	Number Students Chronically Absent	Average Total Students	Number Chronically Absent	Average Total Students	Number Chronically Absent
770	52	110	7	599	39
Percentage (Total)	7%	Percentage (Sub1)	6%	Percentage (Sub2)	7%
Total # of Days School in Session		143	# of days considered Chronically Absent		14

Chronically Absent Students by Grade Level

Percentage breakdown of the chronically absent students identified



Interventions



- ❧ Daily Phone Blasts
- ❧ Letters sent home via Certified Mail
- ❧ Teacher Conferences
- ❧ Disciplinary Consequences for Cuts
- ❧ Principal Conferences with Parent and Students
- ❧ Saturday Attendance Program

Walkthrough Comparison

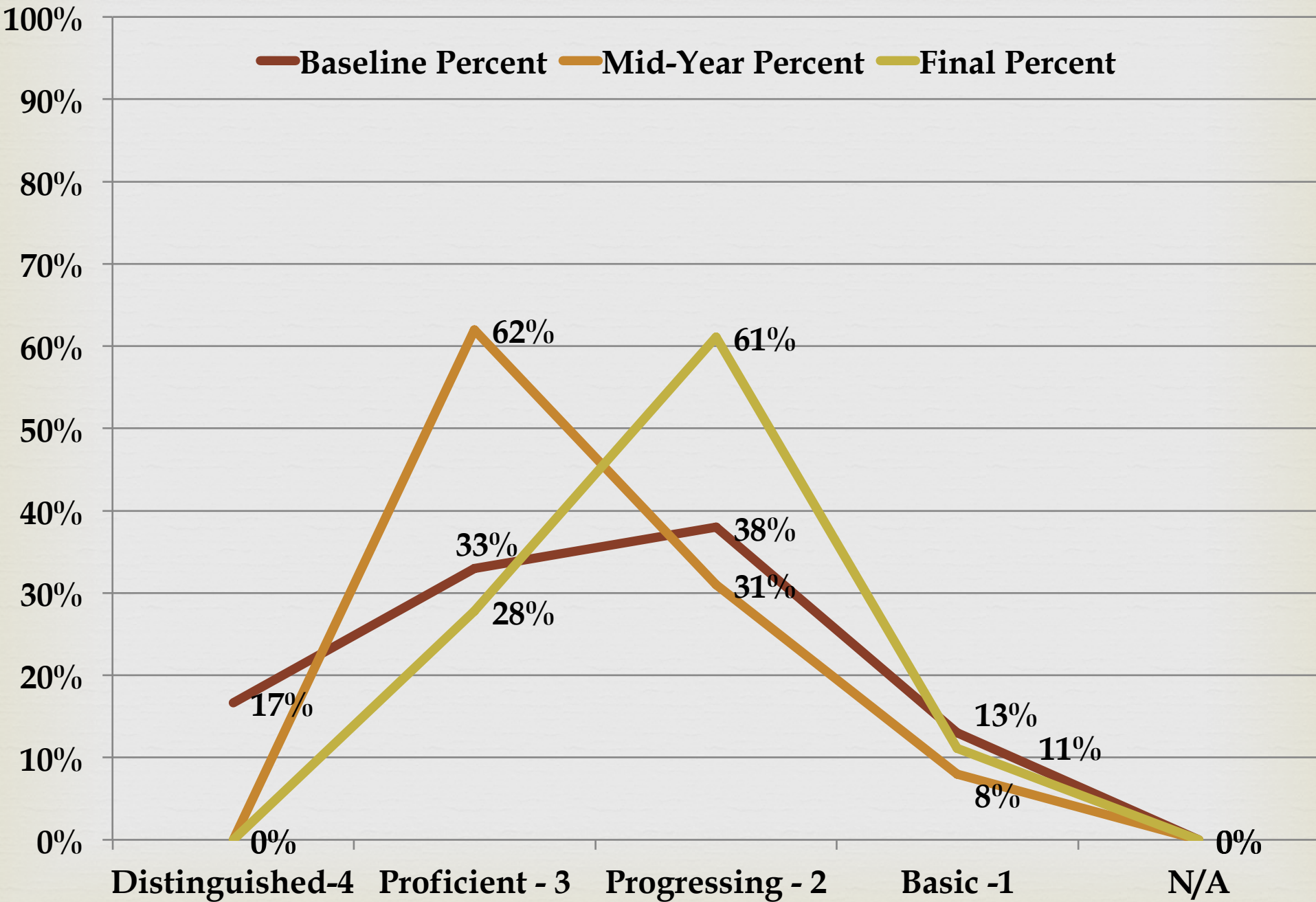


Baseline: 10/23/2013

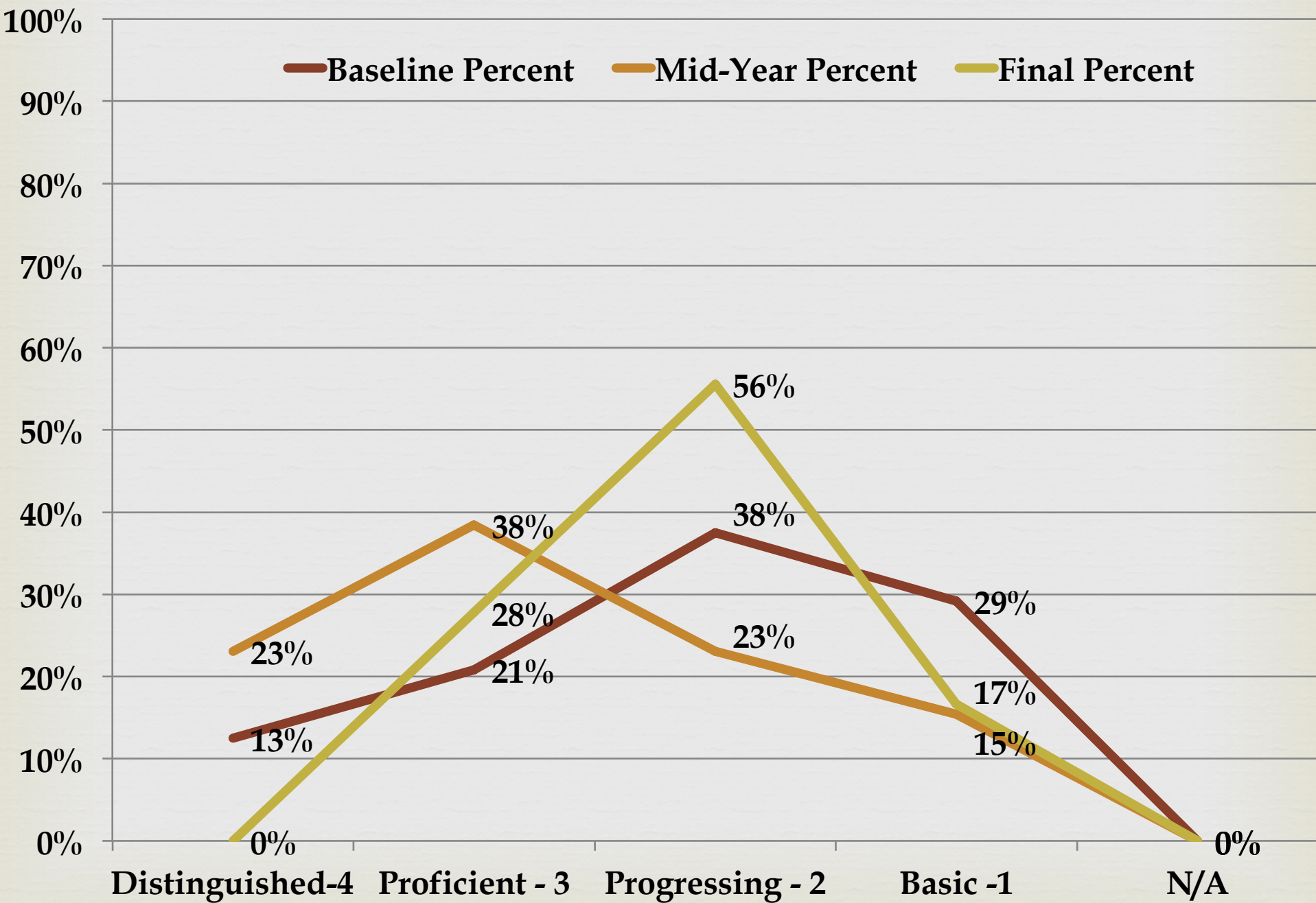
Midyear: 1/15/2014

Final: 5/14/2014

1-Princiapal's Focus: Student Engagement

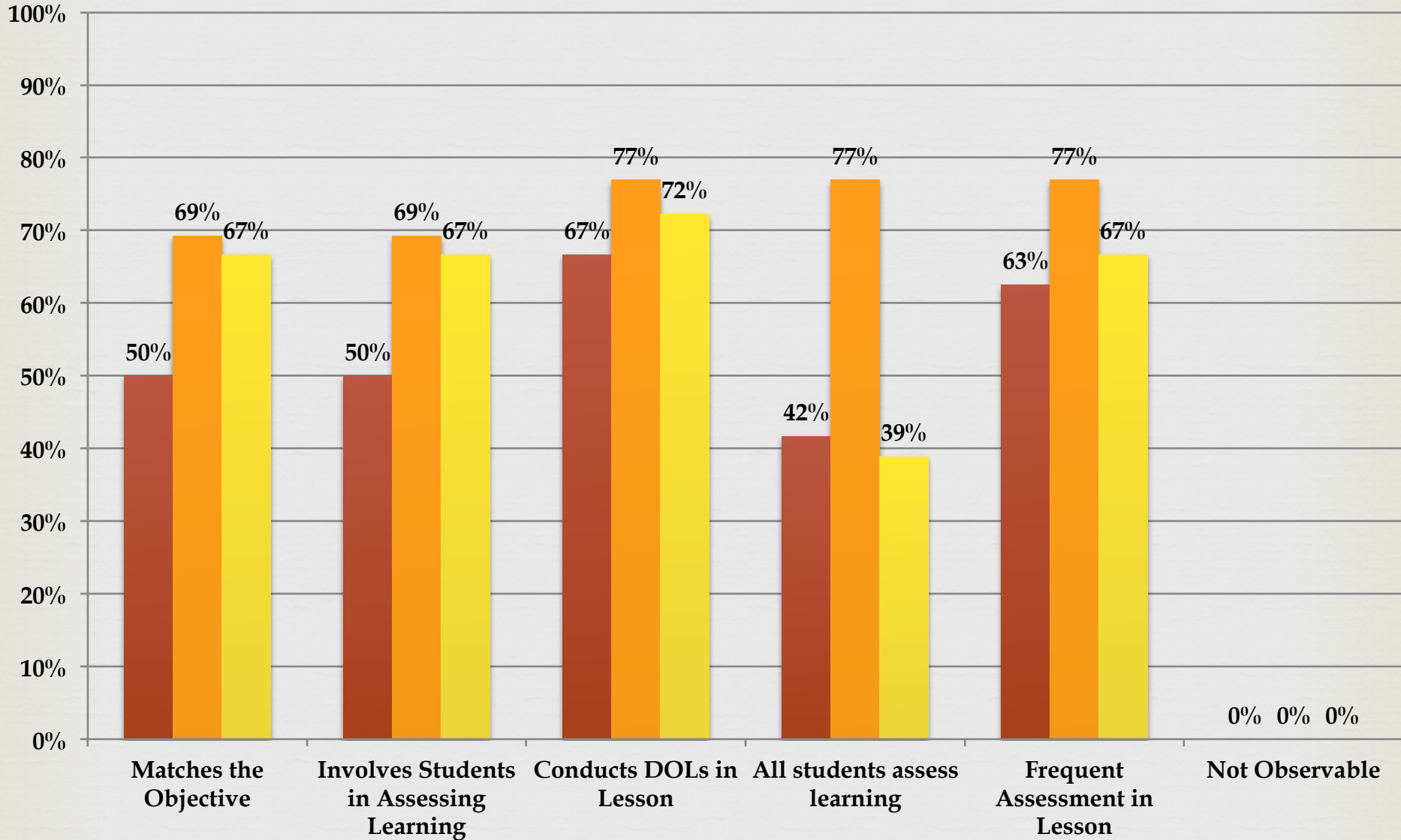


4a-Use of Data to Inform Instruction



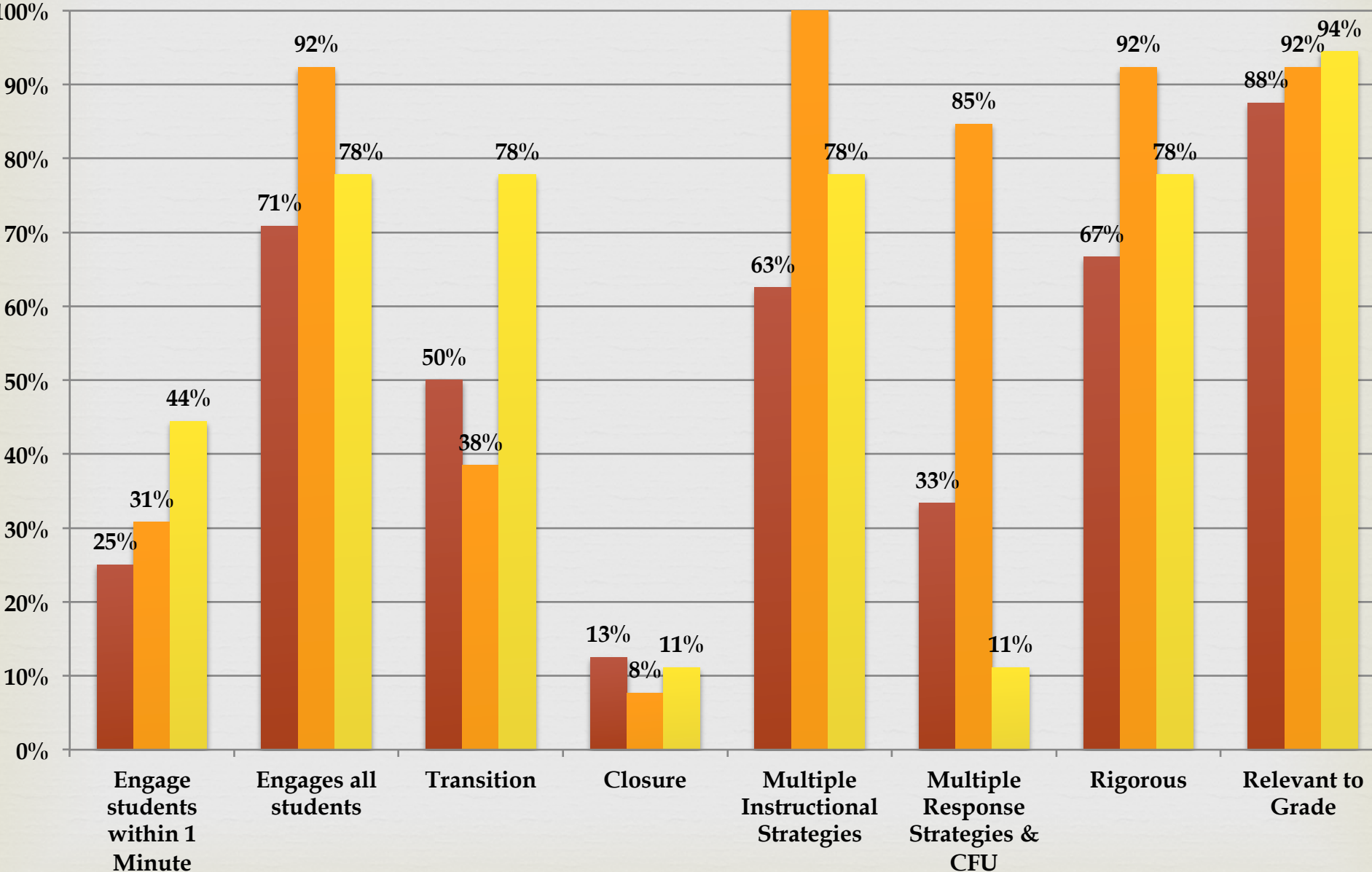
4b-Use of Data

- Baseline Percent
- Mid-Year Percent
- Final Percent



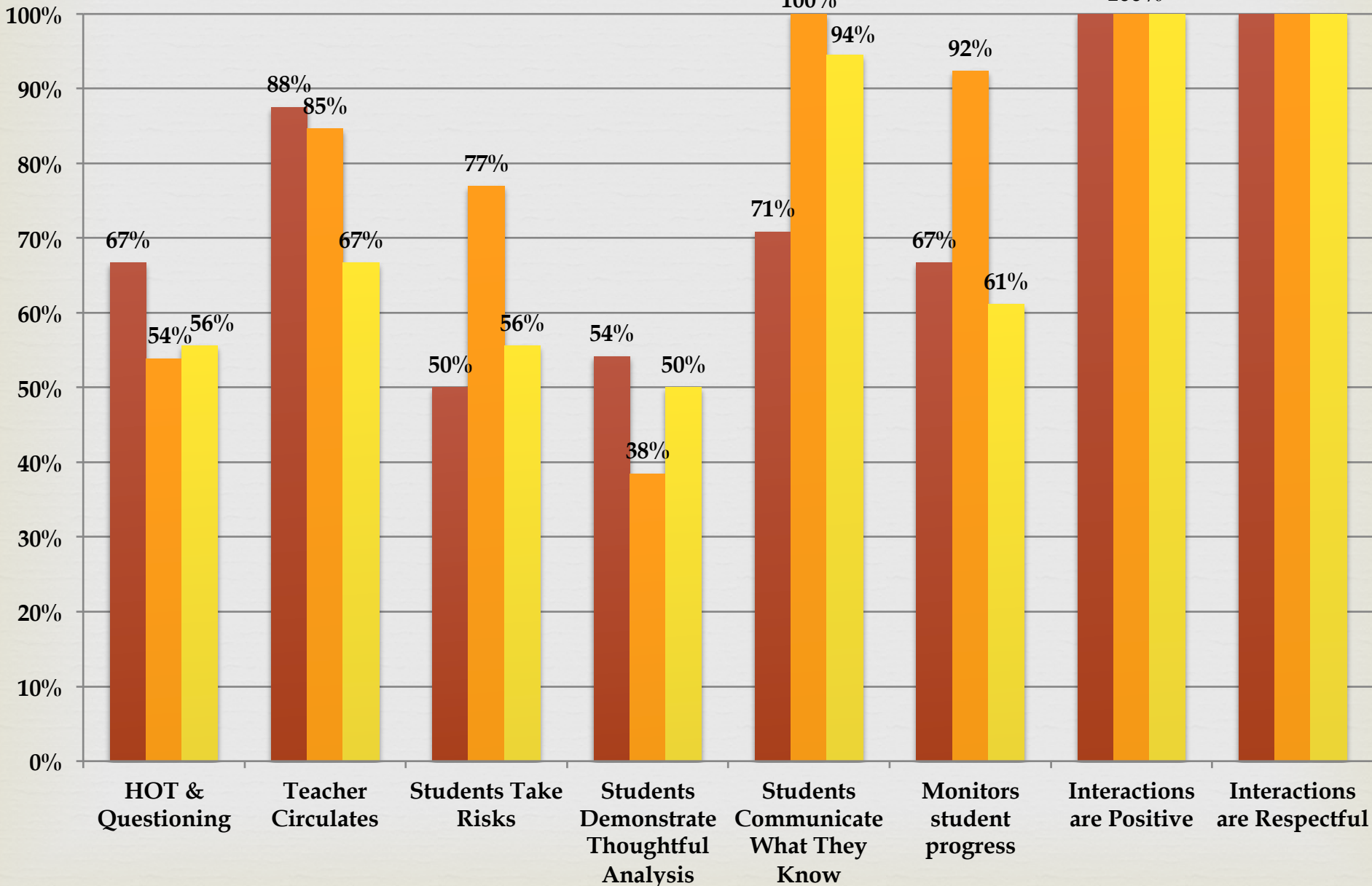
5c-Student Engagement

■ Baseline Percent
■ Mid-Year Percent
■ Final Percent



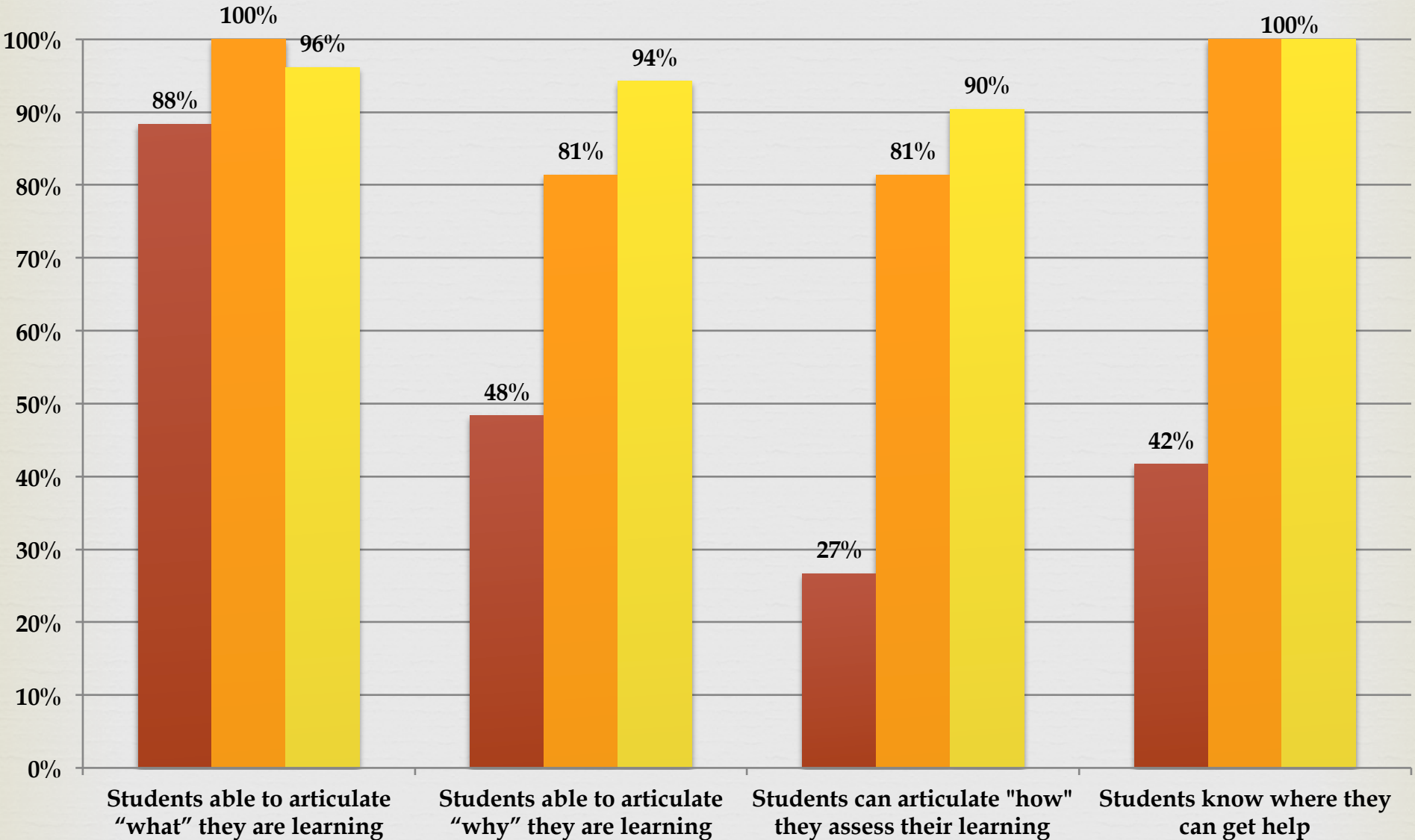
6c-Effective Instruction

- Baseline Percent
- Mid-Year Percent
- Final Percent



8b-Student Interviews

- Baseline Percent
- Mid-Year Percent
- Final Percent



Participation Rates, Proficiency Totals and Mean Scores



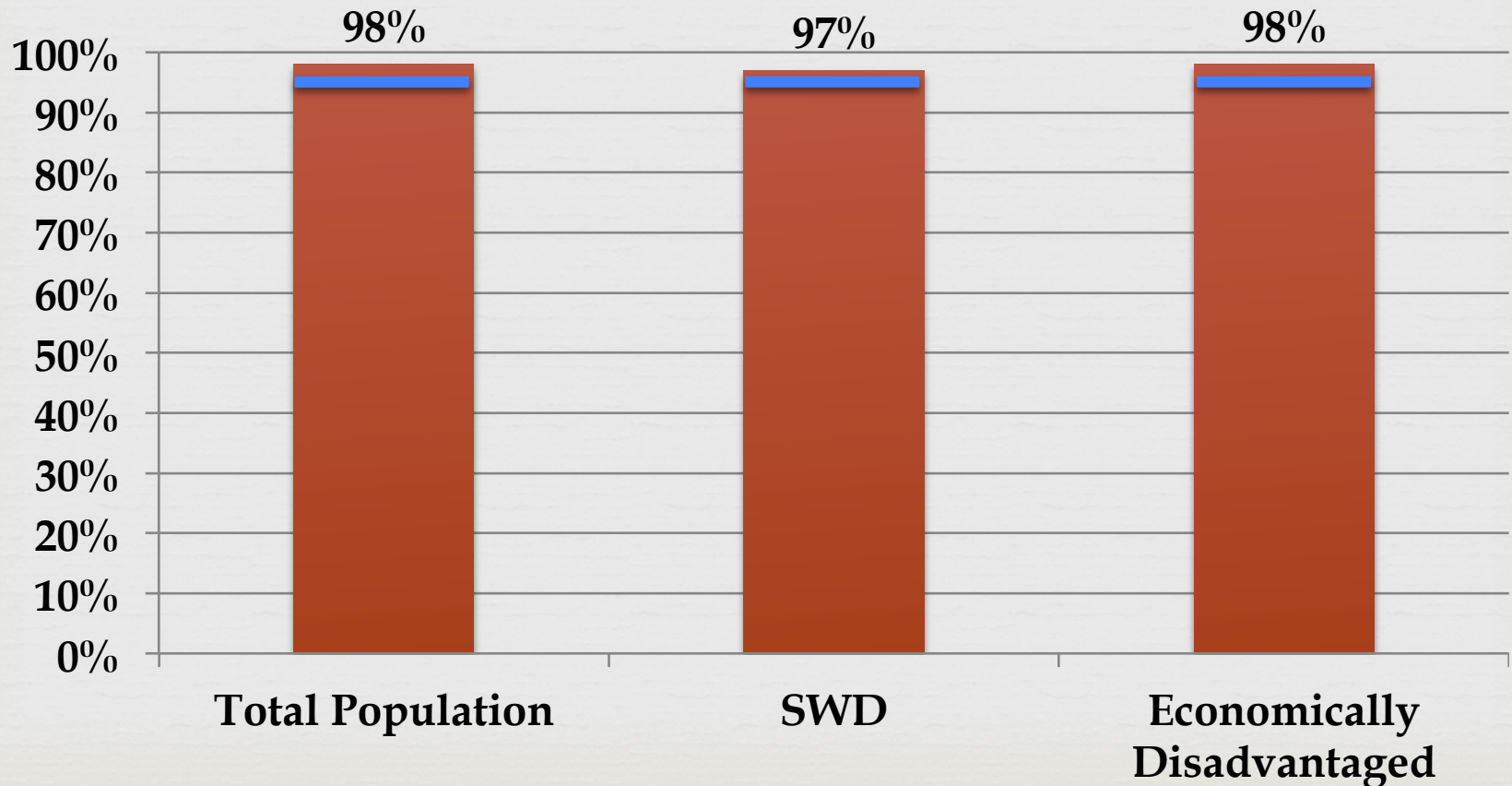
English Language Arts

Participation Rate



English Language Arts

— Target 95%



Proficiency Performance Summary



English Language Arts

— Target 70%

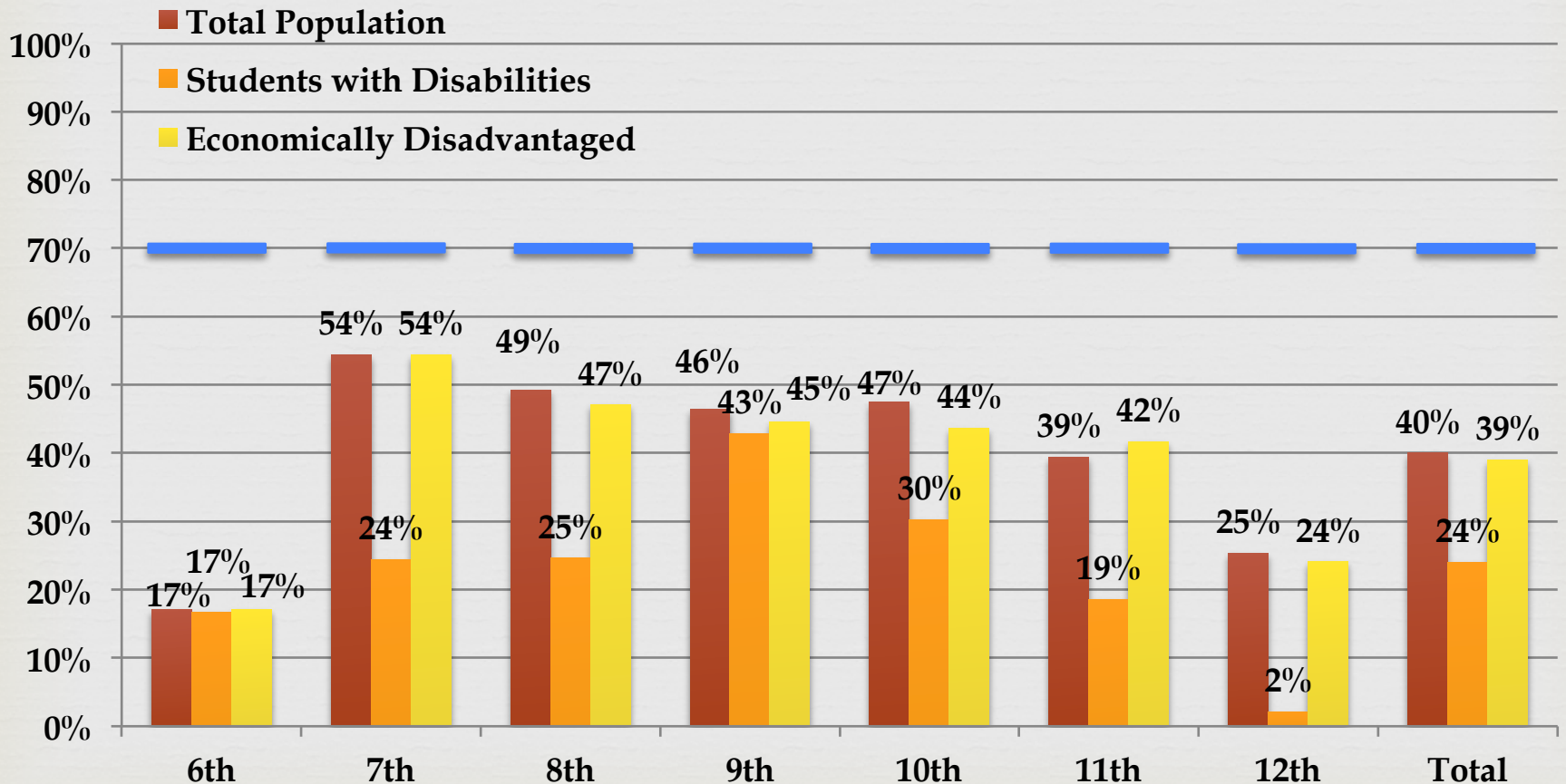


Proficiency Performance Summary



English Language Arts

Target 70%



Proficiency Growth by Unit

English Language Arts

Total Population

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
ELA 6	11.2%	25.2%	124.8%	29.1%	15.6%	14.3%	-50.9%	5.8%	-59.4%
ELA 7	50.4%	57.7%	14.4%	42.3%	-26.6%	60.4%	42.6%	61.3%	1.5%
ELA 8	52.7%	55.9%	6.0%	66.0%	18.1%	66.1%	0.2%	11.7%	-82.3%
English I	11.2%	28.4%	153.4%	75.7%	166.4%	66.1%	-12.6%	51.4%	-22.2%
English II	2.9%	63.5%	2122.5%	78.6%	23.8%	75.2%	-4.4%	17.8%	-76.3%
English III	37.6%	22.1%	-41.3%	24.2%	9.5%	71.6%	195.7%	41.8%	-41.6%
English IV	17.7%	39.1%	120.8%	30.0%	-23.3%	18.3%	-39.0%	20.4%	11.5%
Total	26.0%	42.0%	61.5%	49.1%	17.0%	53.2%	8.3%	30.1%	-43.4%

Students with Disabilities

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
ELA 6	0.0%	10.0%	1000.0%	33.3%	233.3%	11.1%	-66.7%	30.0%	170.3%
ELA 7	16.7%	27.8%	66.8%	11.1%	-60.0%	33.3%	199.7%	33.3%	0.0%
ELA 8	16.7%	38.5%	131.0%	35.7%	-7.2%	15.4%	-56.9%	15.4%	0.0%
English I	0.0%	54.5%	5450.0%	90.9%	66.8%	63.6%	-30.0%	9.1%	-85.7%
English II	0.0%	35.3%	3120.0%	66.7%	88.9%	46.7%	-29.9%	0.0%	-100.0%
English III	21.4%	14.3%	-33.3%	0.0%	-100.0%	42.9%	4290.0%	14.3%	-66.7%
English IV	0.0%	10.0%	1000.0%	0.0%	-100.0%	0.0%	0.0%	0.0%	0.0%
Total	9.0%	28.0%	211.1%	33.3%	19.0%	32.2%	-3.4%	15.6%	-51.6%

Economically Disadvantaged

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
ELA 6	11.2%	25.2%	124.8%	29.1%	15.6%	13.0%	-55.4%	5.4%	-58.5%
ELA 7	50.4%	57.7%	14.4%	42.3%	-26.6%	62.1%	46.7%	62.1%	0.0%
ELA 8	52.7%	55.9%	6.0%	66.0%	18.1%	63.3%	-4.1%	10.1%	-84.0%
English I	11.2%	28.4%	153.4%	75.7%	166.4%	63.4%	-16.2%	49.4%	-22.1%
English II	2.9%	63.5%	2122.5%	78.6%	23.8%	69.4%	-11.8%	15.3%	-78.0%
English III	37.6%	22.1%	-41.3%	24.2%	9.5%	77.6%	220.5%	42.9%	-44.7%
English IV	17.7%	39.1%	120.8%	30.0%	-23.3%	21.7%	-27.7%	18.9%	-12.9%
Total	26.0%	42.0%	61.5%	49.1%	17.0%	52.6%	7.1%	29.4%	-44.1%

Proficiency Growth by Year

English Language Arts

Total Population

Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
ELA 6	30.8%	11.2%	-63.6%	12.8%	25.2%	96.9%	31.5%	29.1%	-7.6%	30.40%	14.3%	-53.0%	9.3%	5.8%	-37.6%
ELA 7	N/A	50.4%	N/A	48.2%	57.7%	19.7%	36.1%	42.3%	17.3%	52.70%	60.4%	14.6%	61.3%	61.3%	0.0%
ELA 8	54.9%	52.7%	-4.0%	45.5%	55.9%	22.9%	27.3%	66.0%	142.0%	63.30%	66.1%	4.4%	13.3%	11.7%	-12.0%
English I	N/A	11.2%	N/A	16.2%	28.4%	75.3%	89.7%	75.7%	-15.7%	61.50%	66.1%	7.5%	100.0%	51.4%	-48.6%
English II	N/A	2.9%	N/A	48.9%	63.5%	29.9%	27.0%	78.6%	191.6%	46.20%	75.2%	62.8%	18.7%	17.8%	-4.8%
English III	N/A	37.6%	N/A	10.9%	22.1%	102.8%	11.9%	24.2%	103.0%	40.70%	71.6%	75.9%	40.9%	41.8%	2.2%
English IV	N/A	17.7%	N/A	N/A	39.1%	N/A	N/A	30.0%	N/A	0%	18.3%	1830.0%	21.6%	20.4%	-5.6%
Total	42.8%	26.0%	-39.3%	30.4%	42.0%	38.1%	36.5%	49.1%	34.5%	48.70%	53.2%	9.2%	33.9%	30.1%	-11.2%

Proficiency Growth by Year

English Language Arts

SWD

Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
ELA 6	11.1%	0.0%	-100.0%	21.4%	10.0%	-53.3%	6.7%	33.3%	400.0%	6.67%	11.1%	66.4%	40.00%	30.0%	-25.0%
ELA 7	N/A	16.7%	N/A	30.8%	27.8%	-9.7%	9.1%	11.1%	22.2%	25%	33.3%	33.2%	33%	33.3%	0.9%
ELA 8	10.0%	16.7%	66.7%	8.3%	38.5%	363.9%	0.0%	35.7%	3570.0%	27.30%	15.4%	-43.6%	15.40%	15.4%	0.0%
English I	N/A	0.0%	N/A	0.0%	54.5%	5450.0%	78.6%	90.9%	15.7%	25%	63.6%	154.4%	N/A	9.1%	N/A
English II	N/A	0.0%	N/A	23.1%	35.3%	52.8%	14.3%	66.7%	366.7%	14.30%	46.7%	226.6%	0%	0.0%	0.0%
English III	N/A	21.4%	N/A	7.7%	14.3%	85.7%	0.0%	0.0%	0.0%	7.70%	42.9%	457.1%	14.30%	14.3%	0.0%
English IV	N/A	0.0%	N/A	N/A	10.0%	N/A	N/A	0.0%	N/A	N/A	0.0%	N/A	0%	0.0%	0.0%
Total	10.6%	9.0%	-14.7%	15.2%	28.0%	84.0%	19.5%	33.3%	71.1%	16.90%	32.2%	90.5%	17.40%	15.6%	-10.3%

Proficiency Growth by Year

English Language Arts

Economically Disadvantaged

Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
ELA 6	31.0%	12.1%	-61.1%	15.1%	26.1%	73.3%	28.7%	28.9%	0.6%	27.4%	13.0%	-52.6%	10.5%	5.4%	-48.6%
ELA 7	N/A	49.0%	N/A	47.8%	57.9%	21.2%	33.3%	41.1%	23.2%	48.9%	62.1%	27.0%	62.1%	62.1%	0.0%
ELA 8	50.6%	50.0%	-1.2%	42.7%	52.8%	23.7%	22.5%	59.1%	163.0%	59.8%	63.3%	5.9%	12.0%	10.1%	-15.8%
English I	N/A	9.7%	N/A	15.9%	27.7%	73.5%	91.2%	73.1%	-19.8%	56.9%	63.4%	11.4%	100.0%	49.4%	-50.6%
English II	N/A	2.6%	N/A	52.5%	56.0%	6.8%	32.8%	75.7%	130.8%	47.6%	69.4%	45.8%	15.9%	15.3%	-3.8%
English III	N/A	43.1%	N/A	9.1%	22.4%	146.3%	13.5%	22.4%	65.7%	38.0%	77.6%	104.2%	41.7%	42.9%	2.9%
English IV	N/A	16.7%	N/A	100.0%	35.1%	N/A	N/A	27.0%	N/A	0.0%	21.7%	2170.0%	20.0%	18.9%	1890.0%
Total	40.5%	26.4%	-34.7%	30.4%	40.1%	31.8%	35.5%	47.5%	33.7%	45.8%	52.6%	14.8%	34.0%	29.4%	-13.5%

Mean Score Growth by Unit

English Language Arts

Total Population									
Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
ELA 6	45.8%	56.1%	22.6%	60.1%	7.1%	44.1%	-26.6%	38.4%	-16.1%
ELA 7	65.9%	69.2%	5.0%	62.4%	-9.8%	68.8%	10.3%	68.4%	3.8%
ELA 8	69.3%	69.8%	0.7%	71.7%	2.7%	74.2%	3.5%	46.6%	-32.8%
English I	49.0%	58.2%	18.8%	77.0%	32.3%	75.8%	-1.6%	70.3%	43.5%
English II	40.7%	71.3%	75.2%	78.3%	9.8%	74.4%	-5.0%	57.6%	41.5%
English III	62.2%	59.5%	-4.3%	60.4%	1.5%	73.7%	22.0%	63.3%	1.8%
English IV	51.0%	64.2%	25.9%	59.7%	-7.0%	51.5%	-13.7%	51.9%	1.8%

Students with Disabilities									
Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
ELA 6	28.9%	52.0%	79.8%	54.0%	3.8%	38.7%	-28.3%	45.8%	58.4%
ELA 7	44.2%	56.6%	27.9%	48.5%	-14.3%	62.4%	28.7%	55.6%	25.7%
ELA 8	56.2%	58.5%	4.1%	59.3%	1.3%	52.4%	-11.6%	42.6%	-24.2%
English I	35.7%	65.7%	84.0%	76.9%	17.0%	69.8%	-9.2%	58.6%	64.1%
English II	26.4%	59.5%	125.4%	74.4%	25.0%	60.4%	-18.8%	47.6%	80.3%
English III	56.7%	53.8%	-5.1%	42.9%	-20.3%	67.5%	57.3%	45.5%	-19.8%
English IV	28.0%	45.2%	61.4%	42.9%	-5.1%	29.4%	-31.5%	34.3%	22.5%

Economically Disadvantaged									
Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
ELA 6	46.4%	55.8%	20.4%	60.1%	7.7%	44.5%	-26.0%	37.9%	-18.2%
ELA 7	66.0%	69.6%	5.5%	62.0%	-10.9%	69.5%	12.1%	68.8%	4.3%
ELA 8	69.3%	68.8%	-0.8%	70.8%	2.9%	73.5%	3.8%	44.9%	-35.2%
English I	49.0%	57.3%	17.0%	76.2%	33.0%	75.0%	-1.6%	69.6%	42.1%
English II	40.6%	69.9%	72.0%	75.9%	8.6%	71.7%	-5.5%	56.0%	37.8%
English III	62.2%	60.2%	-3.2%	61.1%	1.5%	74.8%	22.4%	63.4%	1.9%
English IV	50.9%	62.9%	23.7%	58.5%	-7.0%	51.5%	-12.0%	51.5%	1.3%

SLO Comparison

English Language Arts

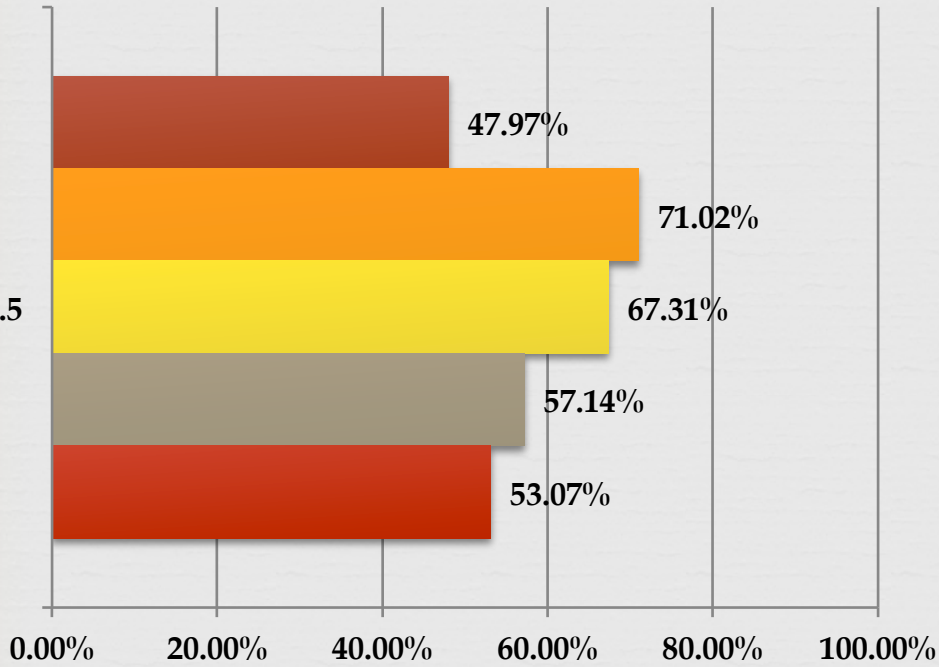


Unit 1 - Unit 2 - Unit 3 - Unit 4 - Unit 5

6th Grade ELA

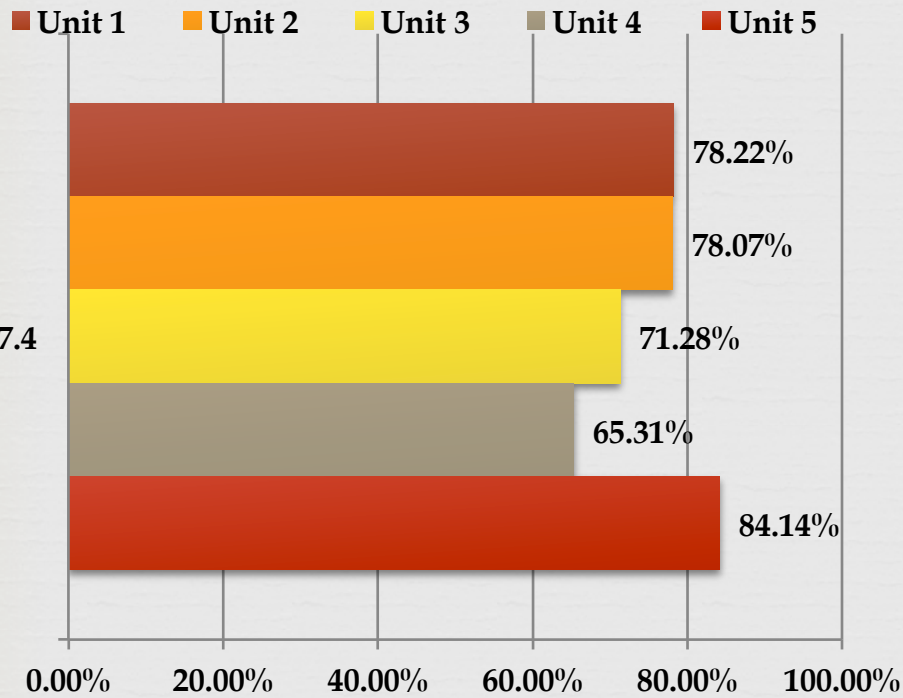
■ Unit 1 ■ Unit 2 ■ Unit 3 ■ Unit 4 ■ Unit 5

RI/RL.6.5



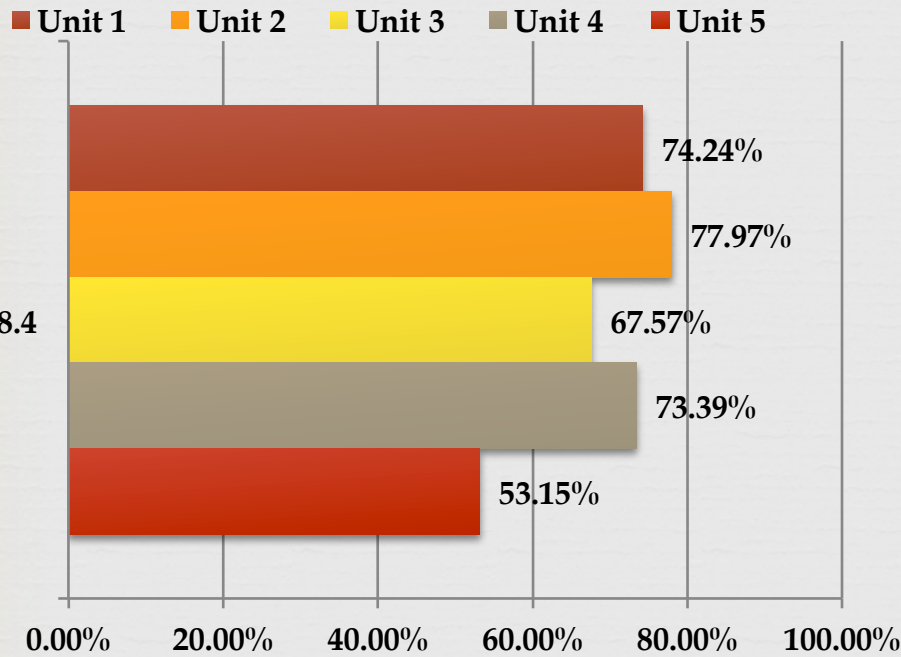
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

7th Grade ELA



RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

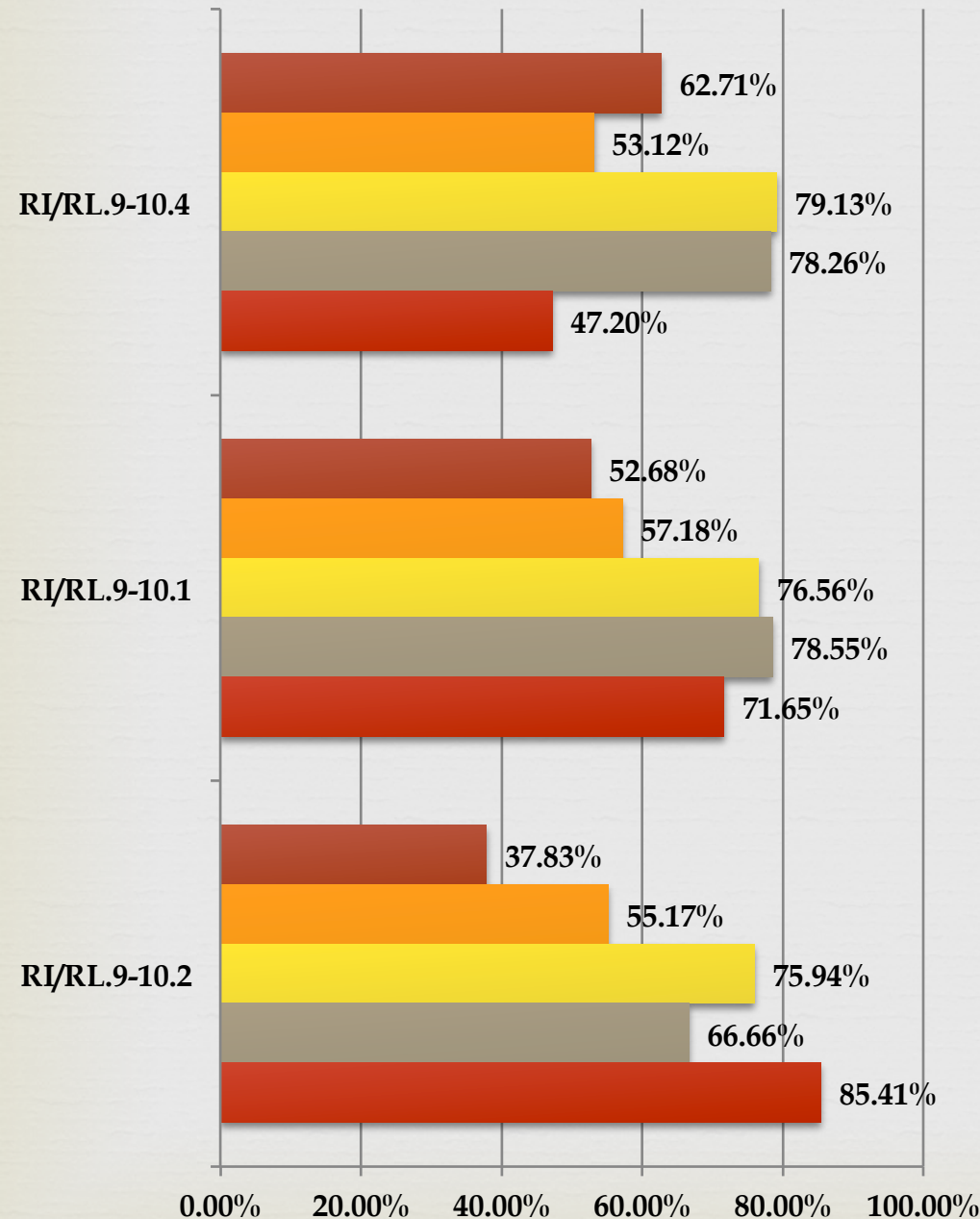
8th Grade ELA



RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

English I

■ Unit 1 ■ Unit 2 ■ Unit 3 ■ Unit 4 ■ Unit 5

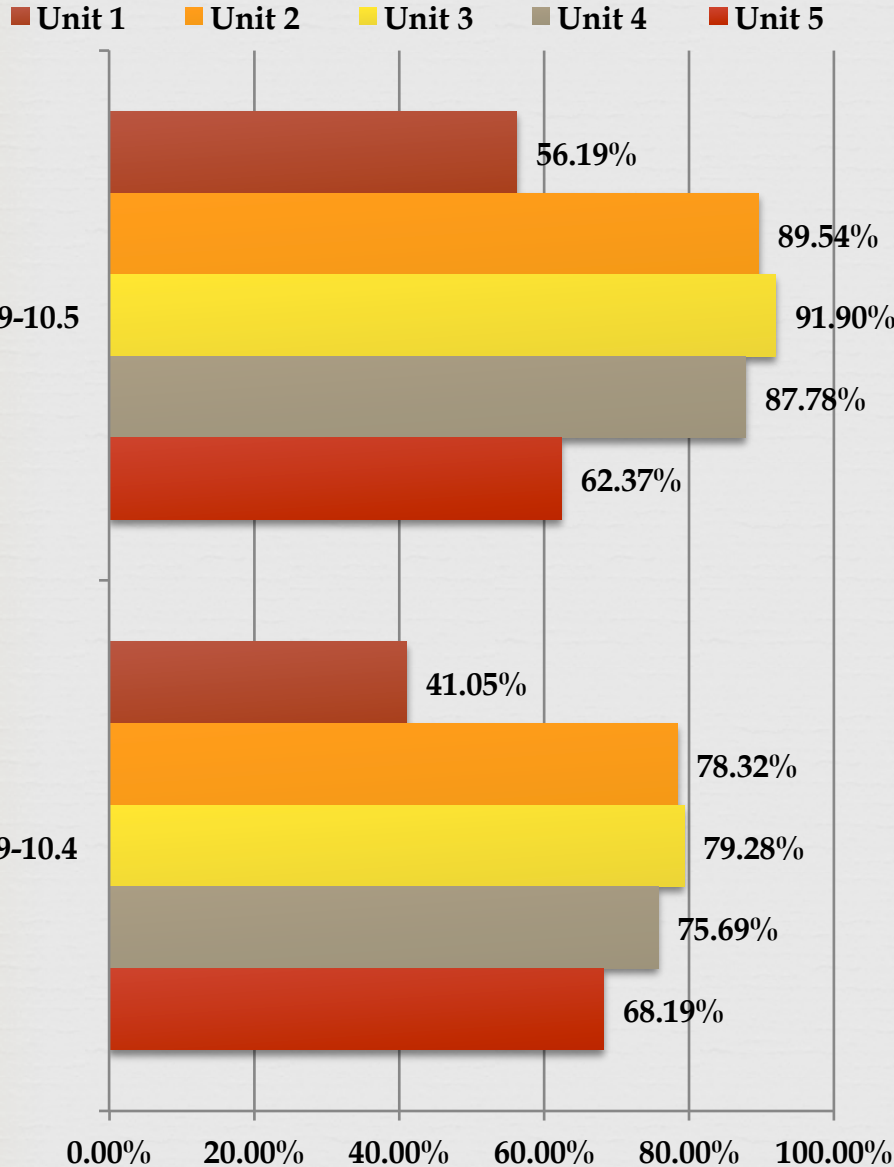


RI.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

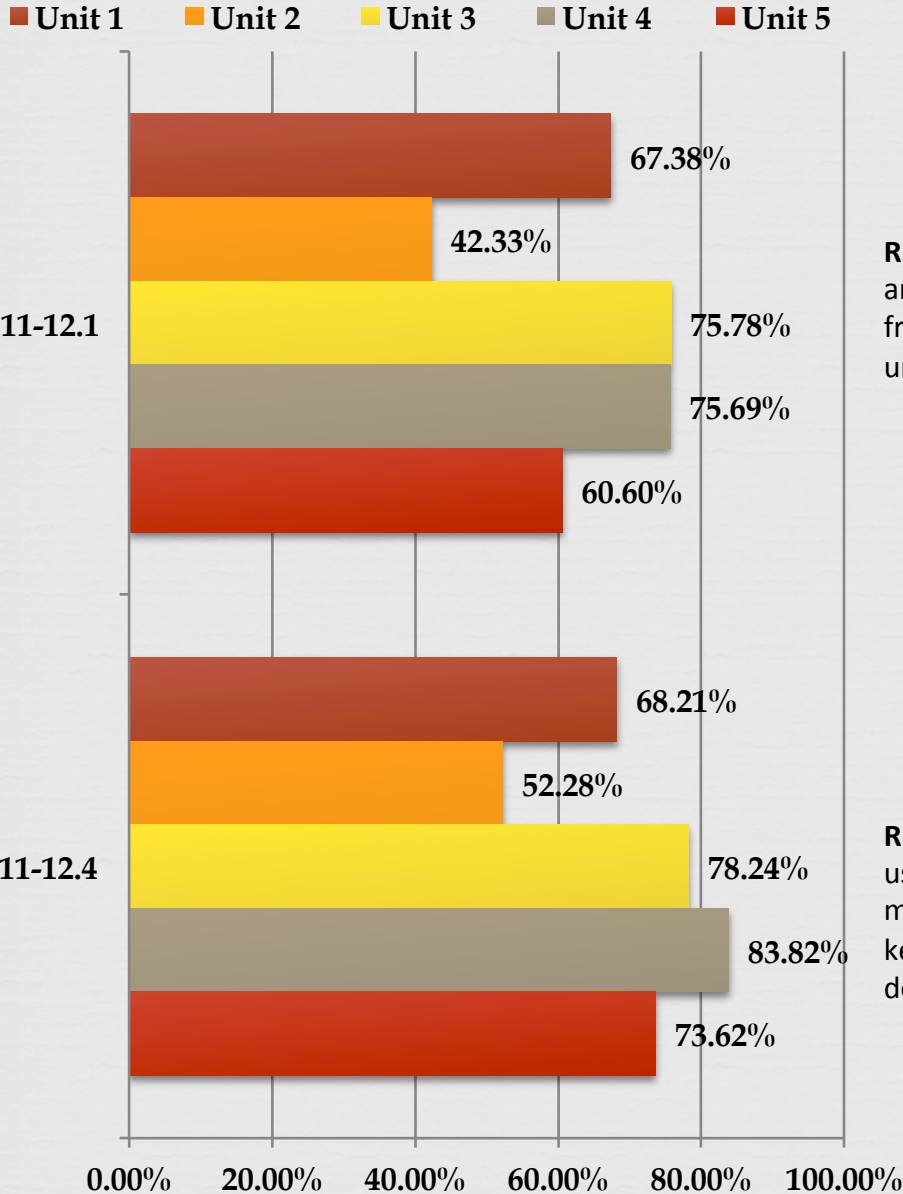
English II



RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English III

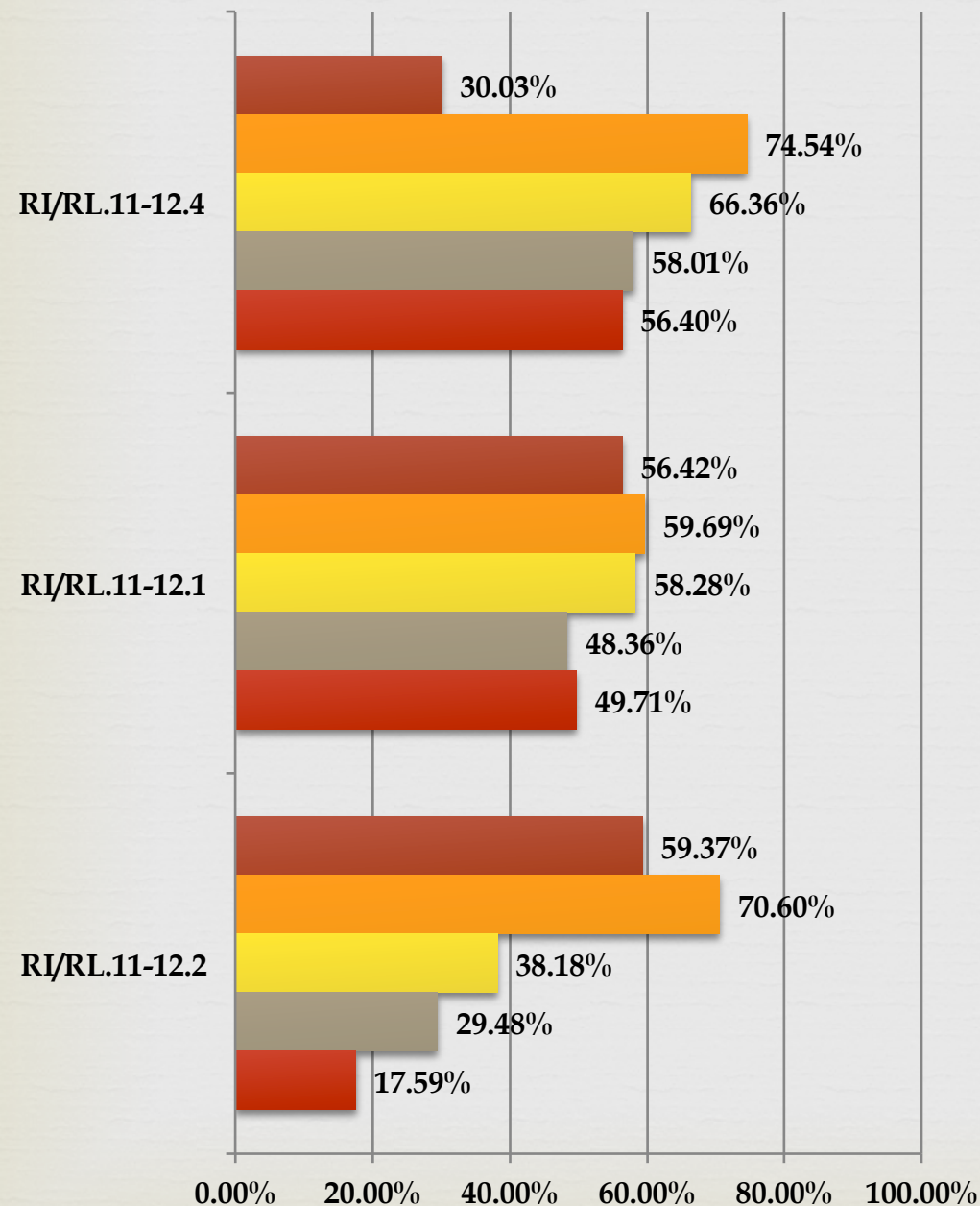


RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

English IV

■ Unit 1 ■ Unit 2 ■ Unit 3 ■ Unit 4 ■ Unit 5



RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Participation Rates, Proficiency Totals and Mean Scores



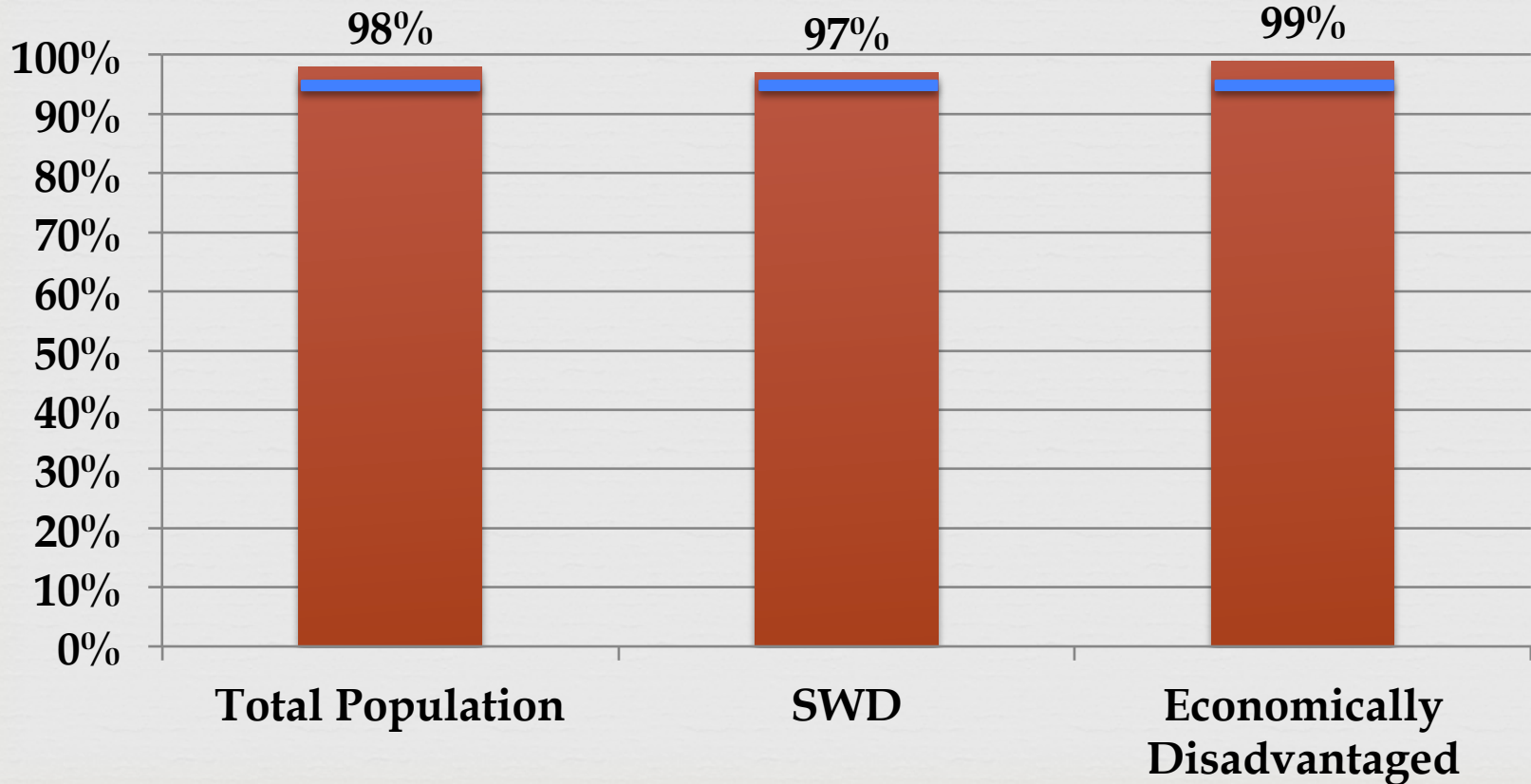
Mathematics

Participation Rate

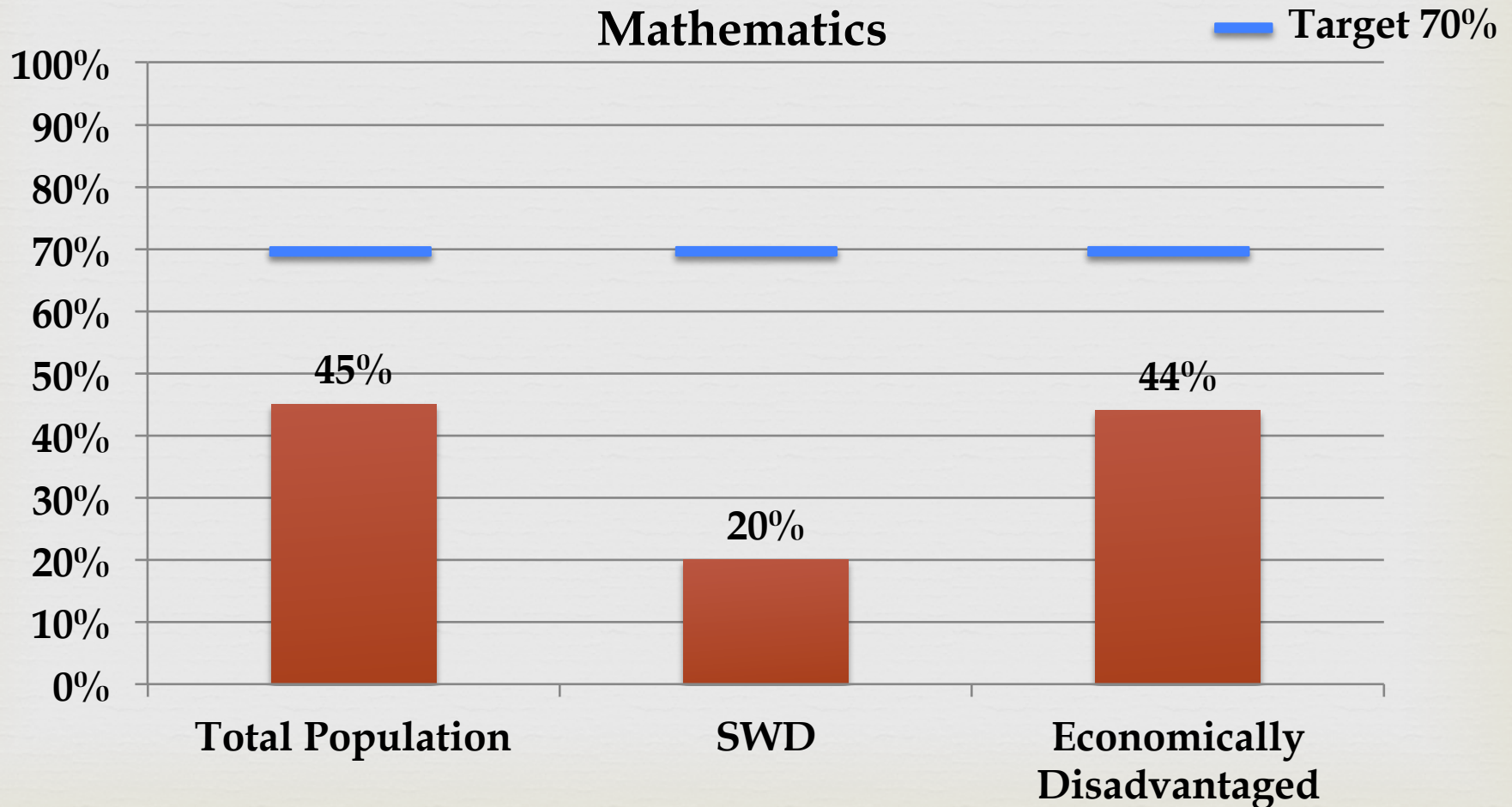


Mathematics

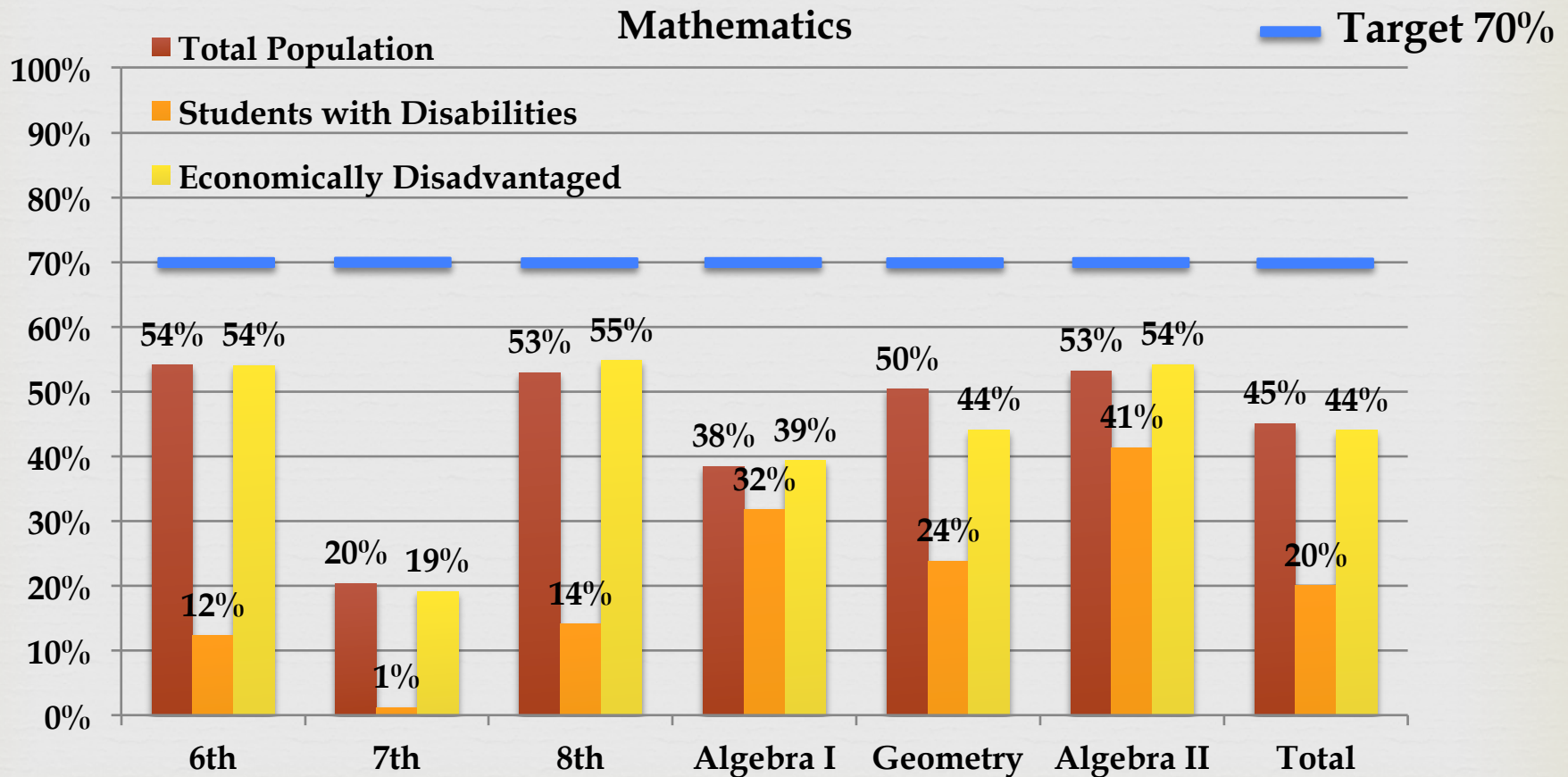
— Target 95%



Proficiency Performance Summary



Proficiency Performance Summary



Proficiency Growth by Unit

Mathematics

Total Population

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
Math 6	37.7%	40.3%	6.9%	58.9%	46.1%	65.4%	11.1%	68.9%	5.4%
Math 7	16.5%	6.3%	-61.9%	28.2%	347.3%	20.9%	-25.8%	30.2%	44.5%
Math 8	25.5%	55.9%	119.6%	71.6%	28.0%	44.0%	-38.5%	67.6%	53.6%
Algebra I	10.0%	42.2%	322.0%	41.6%	-1.4%	42.5%	2.2%	52.3%	23.1%
Geometry	47.8%	46.4%	-2.8%	46.4%	-0.1%	56.3%	21.4%	55.1%	-2.1%
Algebra II	40.6%	36.4%	-10.4%	57.1%	57.2%	70.4%	23.2%	61.9%	-12.1%
Total	30.0%	37.9%	26.5%	50.2%	32.4%	49.2%	-2.0%	55.8%	13.4%

Students with Disabilities

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
Math 6	0.0%	10.0%	1000.0%	0.0%	-100.0%	30.0%	3000.0%	20.0%	-33.3%
Math 7	0.0%	0.0%	0.0%	5.9%	590.0%	0.0%	-100.0%	0.0%	0.0%
Math 8	0.0%	30.8%	3080.0%	15.4%	-50.0%	7.7%	-49.9%	15.4%	100.0%
Algebra I	7.7%	33.3%	332.9%	33.3%	0.1%	41.7%	25.1%	42.9%	2.9%
Geometry	17.6%	22.2%	25.8%	26.7%	20.1%	40.0%	50.0%	13.3%	-66.8%
Algebra II	14.3%	38.5%	169.2%	41.7%	8.3%	66.7%	60.1%	50.0%	-25.0%
Total	7.0%	21.4%	206.1%	20.5%	-4.3%	28.8%	40.4%	22.8%	-20.8%

Economically Disadvantaged

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Growth
Math 6	38.9%	41.5%	6.7%	57.0%	37.4%	65.2%	14.4%	67.8%	4.0%
Math 7	16.1%	6.3%	-60.8%	27.7%	338.0%	19.1%	-30.9%	29.7%	55.5%
Math 8	26.1%	58.4%	123.5%	73.6%	25.9%	46.0%	-37.5%	69.7%	51.5%
Algebra I	9.7%	43.5%	349.3%	42.7%	-1.7%	43.3%	1.4%	54.1%	24.9%
Geometry	39.7%	41.6%	4.6%	37.8%	-8.9%	51.3%	35.6%	49.3%	-3.9%
Algebra II	42.3%	31.4%	-25.6%	62.3%	98.3%	72.5%	16.3%	63.2%	-12.8%
Total	27.9%	36.9%	32.5%	43.7%	18.4%	48.3%	10.4%	55.4%	14.7%

Proficiency Growth by Year

Mathematics

Total Population

Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
Math 6	61.4%	37.7%	-38.5%	37.5%	40.3%	7.5%	50.0%	58.9%	17.8%	51.80%	65.4%	26.3%	54.5%	68.9%	26.4%
Math 7	11.6%	16.5%	42.2%	11.8%	6.3%	-46.6%	26.4%	28.2%	6.7%	15.90%	20.9%	31.4%	37.1%	30.2%	-18.6%
Math 8	7.3%	25.5%	250.1%	17.0%	55.9%	228.8%	19.0%	71.6%	276.6%	24.50%	44.0%	79.6%	17.4%	67.6%	288.5%
Algebra I	0.0%	10.0%	1000.0%	9.4%	42.2%	351.3%	9.2%	41.6%	352.2%	24.70%	42.5%	72.1%	28.7%	52.3%	82.2%
Geometry	51.0%	47.8%	-6.4%	36.2%	46.4%	28.3%	42.6%	46.4%	8.8%	72.70%	56.3%	-22.6%	80.4%	55.1%	-31.5%
Algebra II	34.4%	40.6%	17.9%	52.8%	36.4%	-31.1%	63.0%	57.1%	-9.3%	36.70%	70.4%	91.8%	44.9%	61.9%	37.9%
Total	27.6%	30.0%	8.6%	26.4%	37.9%	43.5%	34.0%	50.2%	47.7%	37%	49.2%	33.0%	43.1%	55.8%	29.5%

Proficiency Growth by Year

Mathematics

SWD

SWD															
Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
Math 6	11.8%	0.0%	-100.0%	0.0%	10.0%	1000.0%	7.7%	0.0%	-100.0%	5.90%	30.0%	408.5%	6.30%	20.0%	217.5%
Math 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	5.9%	-29.1%	0%	0.0%	0.0%	0%	0.0%	0.0%
Math 8	0.0%	0.0%	0.0%	8.3%	30.8%	271.1%	9.1%	15.4%	69.1%	9.10%	7.7%	-15.4%	0%	15.4%	1540.0%
Algebra I	0.0%	7.7%	770.0%	0.0%	33.3%	3333.0%	0.0%	33.3%	3330.0%	0%	41.7%	4170.0%	7.10%	42.9%	504.2%
Geometry	28.6%	17.6%	-10.9%	23.1%	22.2%	-3.9%	15.4%	26.7%	73.2%	42.90%	40.0%	-6.8%	72.70%	13.3%	-81.7%
Algebra II	10.0%	14.3%	4.3%	10.0%	38.5%	284.6%	20.0%	41.7%	108.3%	44.40%	66.7%	50.2%	22.20%	50.0%	125.2%
Total	8.4%	7.0%	-16.6%	6.9%	21.4%	210.6%	9.2%	20.5%	123.0%	15%	28.8%	92.0%	16.20%	22.8%	40.7%

Proficiency Growth by Year

Mathematics

Economically Disadvantaged

Subject	2012-2013 Unit 1	2013-2014 Unit 1	Growth	2012-2013 Unit 2	2013-2014 Unit 2	Growth	2012-2013 Unit 3	2013-2014 Unit 3	Growth	2012-2013 Unit 4	2013-2014 Unit 4	Growth	2012-2013 Unit 5	2013-2014 Unit 5	Growth
Math 6	60.4%	38.9%	-35.6%	37.9%	41.5%	9.5%	50.0%	57.0%	14.0%	52.1%	65.2%	25.1%	53.3%	67.8%	27.2%
Math 7	11.0%	16.1%	46.8%	12.2%	6.3%	-48.3%	27.8%	27.7%	-0.5%	13.8%	19.1%	38.4%	36.9%	29.7%	-19.5%
Math 8	5.6%	26.1%	365.2%	15.4%	58.4%	279.8%	18.0%	73.6%	309.2%	25.8%	46.0%	78.3%	15.9%	69.7%	338.4%
Algebra I	0.0%	9.7%	970.0%	6.7%	43.5%	552.2%	9.1%	42.7%	369.9%	20.3%	43.3%	113.3%	22.9%	54.1%	136.2%
Geometry	53.0%	39.7%	-25.1%	39.1%	41.6%	6.4%	40.0%	37.8%	-5.4%	77.0%	51.3%	-33.4%	81.3%	49.3%	-39.4%
Algebra II	36.1%	42.3%	17.2%	53.3%	31.4%	-41.1%	63.5%	62.3%	-1.8%	36.0%	72.5%	101.4%	42.6%	63.2%	48.4%
Total	27.2%	27.9%	2.5%	25.9%	36.9%	42.7%	33.7%	43.7%	29.8%	36.3%	48.3%	33.1%	41.0%	55.4%	35.1%

Mean Scores Growth by Unit

Mathematics

Total Population

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
Math 6	60.6%	59.7%	-1.5%	72.6%	21.6%	75.1%	3.5%	73.9%	21.9%
Math 7	46.5%	32.7%	-29.7%	47.4%	45.0%	40.1%	-15.3%	49.9%	7.3%
Math 8	51.2%	65.4%	27.7%	72.5%	10.9%	58.5%	-19.4%	67.8%	32.4%
Algebra I	39.1%	58.8%	50.4%	52.8%	-10.2%	53.9%	2.0%	58.7%	50.1%
Geometry	66.7%	62.8%	-5.8%	59.8%	-4.8%	62.5%	4.5%	64.3%	-3.6%
Algebra II	56.7%	60.1%	6.0%	68.6%	14.1%	76.1%	10.9%	67.7%	19.4%

Students with Disabilities

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
Math 6	40.0%	30.3%	-24.3%	51.5%	70.0%	51.2%	-0.6%	47.5%	18.8%
Math 7	25.4%	13.4%	-47.2%	31.6%	135.8%	13.2%	-58.2%	21.5%	-15.4%
Math 8	24.3%	51.9%	113.6%	52.1%	0.4%	26.0%	-50.1%	33.8%	39.1%
Algebra I	32.4%	49.1%	51.5%	41.9%	-14.7%	49.4%	17.9%	45.9%	41.7%
Geometry	49.3%	47.5%	-3.7%	48.9%	2.9%	54.2%	10.9%	47.3%	-4.1%
Algebra II	38.6%	56.4%	46.1%	59.0%	4.6%	75.9%	28.7%	68.8%	78.2%

Economically Disadvantaged

Subject	Unit 1	Unit 2	Growth	Unit 3	Growth	Unit 4	Growth	Unit 5	Total Growth
Math 6	61.0%	59.7%	-2.1%	71.8%	20.3%	75.2%	4.7%	73.5%	20.5%
Math 7	46.5%	33.0%	-29.0%	47.2%	43.0%	39.2%	-17.0%	49.4%	6.2%
Math 8	51.2%	66.8%	30.5%	74.2%	11.1%	59.5%	-19.9%	68.4%	33.6%
Algebra I	39.1%	58.8%	50.4%	52.4%	-10.9%	54.2%	3.3%	58.8%	50.4%
Geometry	66.5%	61.9%	-6.9%	55.9%	-9.7%	59.5%	6.4%	60.7%	-8.7%
Algebra II	56.7%	59.1%	4.2%	69.5%	17.6%	76.4%	9.9%	66.6%	17.5%

District Assessments



2013-2014

Tyson Middle/High Proficiency Rates

DISTRICT ASSESSMENTS

TOTAL POPULATION

Technology

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Tech 6	0.0%	N/A	N/A	100.0%	100.0%
Tech 7	0.0%	N/A	N/A	N/A	N/A
21st Century				29%	#DIV/0!
Desk. Publish.	2.0%	40.0%	1900.0%	N/A	N/A

World Languages

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
French 6	3.0%	26.2%	773.3%	52.0%	1633.3%
French 7	0.0%	30.0%	3000.0%	0.0%	0.0%
French I	8.0%	80.0%	900.0%	75.0%	837.5%
French II	0.0%	48.0%	4800.0%	93.0%	9300.0%
Spanish 8	29.0%	44.4%	53.1%	88.0%	203.4%
Spanish I	13.0%	68.6%	427.7%	87.0%	569.2%
Spanish II	3.0%	15.8%	426.7%	74.0%	2366.7%

SPECIAL EDUCATION

Technology

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Tech 6	0.0%	N/A	N/A	N/A	N/A
Tech 7	0.0%	N/A	N/A	N/A	N/A
21st Century	N/A		N/A	N/A	N/A
Desk. Publish.	0.0%	0.0%	0.0%	N/A	N/A

World Languages

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
French 6	N/A	N/A	N/A	N/A	N/A
French 7	0.0%	0.0%	0.0%	N/A	N/A
French I	0.0%	20.0%	2000.0%	20.0%	2000%
French II	0.0%	0.0%	0.0%	100.0%	10000%
Spanish 8	N/A	N/A	N/A	N/A	N/A
Spanish I	11.0%	40.0%	263.6%	70.0%	536.4%
Spanish II	0.0%	0.0%	0.0%	67.0%	6700%

Tyson Middle/High Proficiency Rates

DISTRICT ASSESSMENTS

TOTAL POPULATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Art 6	0.0%	0.0%	0.0%	8.0%	800.0%
Art 7	0.0%	17.0%	1700.0%	42.0%	4200.0%
Art 8	0.0%	14.3%	1430.0%	29.0%	2900.0%
Art 9	0.0%	90.0%	9000.0%	92.0%	9200.0%
Art I	0.0%	83.0%	8300.0%	100.0%	10000.0%
Art II	50.0%	26.0%	-48.0%	86.0%	72.0%
Art III	45.0%	100.0%	122.2%	86.0%	91.1%
Cartooning 6	0.0%	80.0%	8000.0%		#DIV/0!
Cartooning 7	0.0%	88.9%	8890.0%		#DIV/0!
Pre-Animation 8	0.0%	75.0%	7500.0%		#DIV/0!
Animation I	0.0%	56.0%	5600.0%		#DIV/0!
Pre-Prod Ani. 10	0.0%	100.0%	10000.0%		#DIV/0!
Intro 3D Blend 11	0.0%	100.0%	10000.0%		#DIV/0!
3D Blend 12	0.0%	88.0%	8800.0%		#DIV/0!
Dance 6	0.0%	40.0%	4000.0%	80.0%	8000.0%
Dance 7	0.0%	36.0%	3600.0%	100.0%	10000.0%
Dance 8	0.0%	0.0%	0.0%	60.0%	6000.0%
Dance I	0.0%	83.0%	8300.0%	100.0%	10000.0%
Dance II	0.0%	75.0%	7500.0%	100.0%	10000.0%
Dance III	0.0%	90.0%	9000.0%	100.0%	10000.0%
Dance IV	N/A	0.0%	N/A	75.0%	7500.0%
Film/ TV 9	0.0%	25.0%	2500.0%	92.0%	9200.0%
Film/TV 10	0.0%	20.0%	2000.0%	100.0%	10000.0%
Film/TV 11	0.0%	20.0%	2000.0%	60.0%	6000.0%
Film/TV 12	25.0%	20.0%	-20.0%	100.0%	300.0%

SPECIAL EDUCATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Art 6	0.0%	0.0%	0.0%	0.0%	0.0%
Art 7	0.0%	0.0%	0.0%	0.0%	0.0%
Art 8	0.0%	0.0%	0.0%	0.0%	0.0%
Art 9	N/A	N/A	N/A	N/A	N/A
Art I	N/A	N/A	N/A	N/A	N/A
Art II	0.0%	0.0%	0.0%	N/A	N/A
Art III	N/A	N/A	N/A	N/A	N/A
Cartooning 6	N/A	N/A	N/A	N/A	N/A
Cartooning 7	N/A	N/A	N/A	N/A	N/A
Pre-Animation 8	N/A	N/A	N/A	N/A	N/A
Animation I	N/A	N/A	N/A	N/A	N/A
Pre-Prod Ani. 10	0.0%	100.0%	10000.0%		#DIV/0!
3D Blend 11	0.0%	100.0%	10000.0%		#DIV/0!
3D Blend 12	N/A	N/A	N/A	N/A	N/A
Dance 6	N/A	N/A	N/A	N/A	N/A
Dance 7	0.0%	0.0%	0.0%	100.0%	10000%
Dance 8	0.0%	0.0%	0.0%	0.0%	0.0%
Dance I	N/A	N/A	N/A	N/A	N/A
Dance II	0.0%	0.0%	0.0%	100.0%	#DIV/0!
Dance III	0.0%	0.0%	0.0%	100.0%	#DIV/0!
Dance IV	N/A	N/A	N/A	N/A	N/A
Film/ TV 9	0.0%	33.0%	3300.0%	100.0%	10000%
Film/TV 10	0.0%	100.0%	10000.0%	100.0%	10000%
Film/TV 11	0.0%	0.0%	0.0%	0.0%	0.0%
Film/TV 12	N/A	N/A	N/A	N/A	N/A

Tyson Middle/High Proficiency Rates

DISTRICT ASSESSMENTS

TOTAL POPULATION

Visual and Performing Arts

Music 6	0.0%	13.0%	1300.0%	88.0%	8800.0%
Music 7	0.0%	31.0%	3100.0%	92.0%	9200.0%
Music 8	0.0%	27.0%	2700.0%	90.0%	9000.0%
Music I	0.0%	39.0%	3900.0%	72.0%	7200.0%
Music II	0.0%	11.0%	1100.0%	97.0%	9700.0%
Music III	0.0%	41.0%	4100.0%	88.0%	8800.0%
Music IV	0.0%	23.0%	2300.0%	95.0%	9500.0%
Mu. Theater 6	0.0%	0.0%	0.0%	88.0%	8800.0%
Mu. Theater. 7	N/A	N/A	N/A	N/A	N/A
Mu. Theater 8	0.0%	45.0%	4500.0%	91.0%	9100.0%
Mu. Theater I	0.0%	0.0%	0.0%	100.0%	10000.0%
Mu. Theater II	0.0%	0.0%	0.0%	100.0%	10000.0%
Mu. Theater III	0.0%	25.0%	2500.0%	100.0%	10000.0%
Mu. Theater IV	0.0%	0.0%	0.0%	88.0%	8800.0%
Theater 6	0.0%	15.0%	1500.0%	100.0%	10000.0%
Theater 7	0.0%	0.0%	0.0%	100.0%	#DIV/0!
Theater 8	0.0%	0.0%	0.0%	84.0%	8400.0%
Theater I	0.0%	0.0%	0.0%	79.0%	7900.0%
Theater II	0.0%	58.0%	5800.0%	79.0%	7900.0%
Theater III	0.0%	5.0%	500.0%	100.0%	10000.0%
Theater IV	0.0%	33.0%	3300.0%	65.0%	6500.0%

SPECIAL EDUCATION

Visual and Performing Arts

Music 6	0.0%	0.0%	0.0%	100.0%	10000%
Music 7	0.0%	0.0%	0.0%	71.0%	7100%
Music 8	0.0%	0.0%	0.0%	67.0%	6700%
Music I	0.0%	17.0%	1700.0%	56%	5600%
Music II	0.0%	14.0%	1400.0%	100%	10000%
Music III	0.0%	0.0%	0.0%	60%	6000%
Music IV	0.0%	40.0%	4000.0%	80%	8000%
Mu. Theater 6	N/A	N/A	N/A	N/A	N/A
Mu. Theater. 7	N/A	N/A	N/A	N/A	N/A
Mu. Theater 8	N/A	N/A	N/A	N/A	N/A
Mu. Theater I	N/A	N/A	N/A	N/A	N/A
Mu. Theater II	0.0%	0.0%	0.0%	100%	10000%
Mu. Theater III	0.0%	0.0%	0.0%	100%	10000%
Mu. Theater IV	0.0%	0.0%	0.0%	100%	10000%
Theater 6	0.0%	0.0%	0.0%	100%	10000%
Theater 7	N/A	N/A	N/A	N/A	N/A
Theater 8	0.0%	0.0%	0.0%	50%	5000%
Theater I	0.0%	0.0%	0.0%	50%	5000%
Theater II	0.0%	0.0%	0.0%	33%	3300%
Theater III	0.0%	0.0%	0.0%	100%	10000.0%
Theater IV	0.0%	0.0%	0.0%	0%	0.0%

Tyson Middle/High Baseline Assessments Average Scores

DISTRICT ASSESSMENTS

TOTAL POPULATION

Social Studies

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
SS 6	35.5%	50.9%	43.3%	74.0%	108.5%
SS 7	35.0%	59.8%	70.8%	72.0%	105.7%
SS 8	20.6%	54.3%	163.4%	56.0%	171.8%
World	27.5%	69.6%	153.2%	87.0%	216.4%
Early US	35.6%	58.0%	62.9%	74.0%	107.9%
Modern	31.4%	57.1%	81.9%	82.0%	161.1%
Modern (H)	35.9%	79.8%	122.3%	83.0%	131.2%
AP World	32.3%	64.4%	99.5%	79.0%	144.6%

Science

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Science 6	37.0%	47.4%	28.1%	72.0%	94.6%
Science 7	34.0%	63.7%	87.4%	80.0%	135.3%
Science 8	37.0%	80.0%	116.2%	82.0%	121.6%
Environmental	46.0%	72.0%	56.5%	80.0%	73.9%
Biology	35.0%	84.0%	140.0%	78.0%	122.9%
Biology H	43.0%	77.0%	79.1%	94.0%	118.6%
Chemistry	28.0%	67.0%	139.3%	65.0%	132.1%
Chemistry H	50.0%	83.1%	66.2%	76.0%	52.0%
Physics	41.0%	64.8%	58.0%	75.0%	82.9%
Forensic	35.2%	74.7%	112.5%	79.0%	124.7%

SPECIAL EDUCATION

Social Studies

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
SS 6	31.1%	35.7%	14.7%	56.0%	80.1%
SS 7	27.9%	48.8%	74.8%	51.0%	82.8%
SS 8	26.0%	57.1%	119.5%	39.0%	50.0%
World	21.0%	68.2%	224.7%	88.0%	319.0%
Early US	29.2%	49.2%	68.3%	64.0%	119.2%
Modern	28.9%	42.1%	45.8%	78.0%	169.9%
Modern (H)	N/A	N/A	N/A	N/A	N/A
AP World	N/A	N/A	N/A	N/A	N/A

Science

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Science 6	26.0%	36.9%	41.9%	56.0%	115.4%
Science 7	25.0%	53.2%	113.0%	62.0%	148.0%
Science 8	28.0%	64.2%	129.4%	61.0%	117.9%
Environmental	35.0%	66.0%	88.6%	69.0%	97.1%
Biology	27.0%	71.0%	163.0%	63.0%	133.3%
Biology H	N/A	N/A	N/A	N/A	N/A
Chemistry	23.0%	55.0%	139.1%	58.0%	152.2%
Chemistry H	N/A	N/A	N/A	N/A	N/A
Physics	N/A	N/A	N/A	N/A	N/A
Forensic	32.8%	62.8%	91.5%	75.0%	128.7%

Tyson Middle/High Baseline Assessments Average Scores

DISTRICT ASSESSMENTS

TOTAL POPULATION

Technology

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Tech 6	12.0%	N/A	N/A	98.0%	716.7%
Tech 7	15.0%	N/A	N/A		-100.0%
21st Century	55.2%		-100.0%	61.3%	11.1%
Desk. Publish.	33.2%	61.6%	85.5%	N/A	N/A

World Languages

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
French 6	49.0%	59.2%	20.9%	71.0%	44.9%
French 7	40.0%	60.7%	51.8%	44.0%	10.0%
French I	54.0%	76.0%	40.7%	71.0%	31.5%
French II	40.4%	69.0%	70.8%	87.0%	115.3%
Spanish 8	30.1%	69.4%	130.7%	78.0%	159.1%
Spanish I	51.5%	76.6%	48.7%	80.0%	55.3%
Spanish II	39.3%	58.0%	47.6%	75.0%	90.8%

SPECIAL EDUCATION

Technology

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Tech 6	8%	N/A	N/A	N/A	N/A
Tech 7	0%	N/A	N/A	N/A	N/A
21st Century	N/A		N/A	N/A	N/A
Desk. Publish.	35.0%	46.0%	31.4%	N/A	N/A

World Languages

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
French 6	N/A	N/A	N/A	N/A	N/A
French 7	42.0%	12.0%	-71.4%	N/A	N/A
French I	42.0%	52.0%	23.8%	40.0%	-4.8%
French II	23.5%	62.0%	163.8%	89.0%	278.7%
Spanish 8	N/A	N/A	N/A	N/A	N/A
Spanish I	39.0%	60.9%	56.2%	70.0%	79.5%
Spanish II	41.7%	59.3%	42.3%	77.0%	84.7%

Tyson Middle/High Baseline Assessments Average Scores

DISTRICT ASSESSMENTS

TOTAL POPULATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Art 6	33.3%	42.4%	27.3%	59.0%	77.2%
Art 7	44.8%	57.0%	27.2%	66.0%	47.3%
Art 8	40.1%	60.1%	50.0%	65.0%	62.1%
Art 9	61.0%	83.0%	36.1%	84.0%	37.7%
Art I	52.7%	86.0%	63.2%	92.0%	74.6%
Art II	72.0%	52.0%	-27.8%	90.0%	25.0%
Art III	60.3%	93.0%	54.2%	85.0%	41.0%
Cartooning 6	55.2%	84.0%	52.2%		-100.0%
Cartooning 7	41.2%	71.8%	74.2%		-100.0%
Pre-Animation 8	58.4%	78.0%	33.6%		-100.0%
Animation I	45.8%	67.0%	46.3%		-100.0%
Pre-Prod Ani. 10	45.8%	83.0%	81.2%		-100.0%
Intro 3D Blend 11	50.3%	79.0%	57.1%		-100.0%
3D Blend 12	59.3%	79.0%	33.2%		-100.0%
Dance 6	34.0%	68.0%	100.0%	76.0%	123.5%
Dance 7	39.0%	60.0%	53.8%	79.0%	102.6%
Dance 8	29.0%	41.0%	41.4%	68.0%	134.5%
Dance I	42.5%	78.0%	83.5%	96.0%	125.9%
Dance II	36.5%	72.0%	97.3%	89.0%	143.8%
Dance III	45.4%	80.0%	76.2%	91.0%	100.4%
Dance IV	N/A	63.0%	N/A	76.0%	20.6%
Film/ TV 9	54.7%	66.0%	20.7%	79.0%	44.4%
Film/TV 10	49.4%	61.0%	23.5%	82.0%	66.0%
Film/TV 11	50.3%	61.0%	21.3%	74.0%	47.1%
Film/TV 12	67.5%	63.0%	-6.7%	82.0%	21.5%

SPECIAL EDUCATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Art 6	28.0%	32.0%	14.3%	40.0%	42.9%
Art 7	16.0%	42.0%	162.5%	49.0%	206.3%
Art 8	38.0%	58.0%	52.6%	60.0%	57.9%
Art 9	N/A	N/A	N/A	N/A	N/A
Art I	N/A	N/A	N/A	N/A	N/A
Art II	N/A	36.0%	N/A	N/A	N/A
Art III	N/A	N/A	N/A	N/A	N/A
Cartooning 6	N/A	N/A	N/A	N/A	N/A
Cartooning 7	N/A	N/A	N/A	N/A	N/A
Pre-Animation 8	N/A	N/A	N/A	N/A	N/A
Animation I	N/A	N/A	N/A	N/A	N/A
Pre-Prod Ani. 10	42.0%	77.0%	83.3%		-100.0%
Intro 3D Blend 11	57.0%	82.0%	43.9%		-100.0%
3D Blend 12	N/A	N/A	N/A	N/A	N/A
Dance 6	N/A	N/A	N/A	N/A	N/A
Dance 7	37%	66.0%	78.4%	74.0%	100.0%
Dance 8	24%	40.0%	66.7%	57.0%	137.5%
Dance I	N/A	N/A	N/A	N/A	N/A
Dance II	28.0%	53.0%	89.3%	82.0%	192.9%
Dance III	29.0%	66.0%	127.6%	85.0%	193.1%
Dance IV	N/A	N/A	N/A	N/A	N/A
Film/ TV 9	52.7%	66.0%	25.2%	82.0%	55.6%
Film/TV 10	60.0%	70.0%	16.7%	82.0%	36.7%
Film/TV 11	40.0%	57.0%	42.5%	66.0%	65.0%
Film/TV 12	N/A	N/A	N/A	N/A	N/A

Tyson Middle/High Baseline Assessments Average Scores

DISTRICT ASSESSMENTS

TOTAL POPULATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Music 6	27.0%	56.0%	107.4%	85.0%	214.8%
Music 7	29.7%	60.0%	102.0%	85.0%	186.2%
Music 8	27.7%	63.0%	127.4%	86.0%	210.5%
Music I	25.6%	63.0%	146.1%	80.0%	212.5%
Music II	26.6%	56.0%	110.5%	91.0%	242.1%
Music III	35.7%	63.0%	76.5%	84.0%	135.3%
Music IV	25.6%	57.0%	122.7%	84.0%	228.1%
Mu. Theater 6	47.0%	51.0%	8.5%	85.0%	80.9%
Mu. Theater. 7	N/A	N/A	N/A	N/A	N/A
Mu. Theater 8	51.0%	67.0%	31.4%	85.0%	66.7%
Mu. Theater I	50.3%	57.0%	13.3%	94.0%	86.9%
Mu. Theater II	39.6%	52.0%	31.3%	90.0%	127.3%
Mu. Theater III	52.4%	64.0%	22.1%	94.0%	79.4%
Mu. Theater IV	52.4%	57.0%	8.8%	92.0%	75.6%
Theater 6	38.2%	61.0%	59.7%	94.0%	146.1%
Theater 7	48.5%	60.0%	23.7%	90.0%	85.6%
Theater 8	45.7%	52.0%	13.8%	84.0%	83.8%
Theater I	24.6%	48.0%	95.1%	80.0%	225.2%
Theater II	39.0%	71.0%	82.1%	83.0%	112.8%
Theater III	39.4%	59.0%	49.7%	99.0%	151.3%
Theater IV	28.7%	58.0%	102.1%	72.0%	150.9%

SPECIAL EDUCATION

Visual and Performing Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
Music 6	23.3%	50.0%	114.6%	82.0%	251.9%
Music 7	25.3%	42.0%	66.0%	76.0%	200.4%
Music 8	27.7%	47.0%	69.7%	79.0%	185.2%
Music I	20.0%	55.0%	175.0%	69.0%	245.0%
Music II	20.0%	54.0%	170.0%	59.0%	195.0%
Music III	26.5%	52.0%	96.2%	70.0%	164.2%
Music IV	18.8%	56.0%	197.9%	77.0%	309.6%
Mu. Theater 6	N/A	N/A	N/A	N/A	N/A
Mu. Theater. 7	N/A	N/A	N/A	N/A	N/A
Mu. Theater 8	N/A	N/A	N/A	N/A	N/A
Mu. Theater I	N/A	N/A	N/A	N/A	N/A
Mu. Theater II	15.0%	53.0%	253.3%	81.0%	440.0%
Mu. Theater III	45.0%	59.0%	31.1%	82.0%	82.2%
Mu. Theater IV	61.0%	51.0%	-16.4%	95.0%	55.7%
Theater 6	32.0%	59.0%	84.4%	80.0%	150.0%
Theater 7	N/A	N/A	N/A	N/A	N/A
Theater 8	44.5%	44.0%	-1.1%	66.0%	48.3%
Theater I	15.5%	42.0%	171.0%	80.0%	416.1%
Theater II	26.5%	53.0%	100.0%	66.0%	149.1%
Theater III	30.0%	54.0%	80.0%	100.0%	233.3%
Theater IV	24.0%	42.0%	75.0%	33.0%	37.5%

Renaissance



2013-2014

Tyson Middle/High Baseline Assessments Average Scores

RENAISSANCE ASSESSEMENTS

TOTAL POPULATION

English Language Arts

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
6th	549	535	-2.6%	544	-0.9%
7th	663	691	4.2%	700	5.6%
8th	707	776	9.8%	786	11.2%
9th	839	874	4.2%	869	3.6%
10th	873	884	1.3%	834	-4.5%
11th	882	896	1.6%	903	2.4%
12th	949	977	3.0%	983	3.6%

Mathematics

Subject	Pre-Test	Mid-Test	Growth	Post-Test	Total Growth
6th	687	681	-0.9%	703	2.3%
7th	738	752	1.9%	750	1.6%
8th	749	776	3.6%	791	5.6%
9th	805	827	2.7%	831	3.2%
10th	818	827	1.1%	828	1.2%
11th	795	826	3.9%	832	4.7%
12th	861	860	-0.1%	868	0.8%

NJ ASK



2013-2014

Proficiency and Growth Rates



Total Population					
6th Grade					
	2012	2013	Growth	2014	Growth
Math	58.1%	68.1%	17.2%	52.3%	-23.2%
LAL	44.2%	52.1%	17.9%	32.7%	-37.2%

7th Grade					
	2012	2013	Growth	2014	Growth
Math	27.5%	36.2%	31.6%	47.7%	31.8%
LAL	51.4%	50.8%	-1.2%	51.4%	1.2%

8th Grade					
	2012	2013	Growth	2014	Growth
Math	52.0%	47.0%	-9.6%	52.2%	11.1%
LAL	77.0%	81.3%	5.6%	73.5%	-9.6%
Science	72.1%	64.4%	-10.7%	65.5%	1.7%

Proficiency and Growth Rates

General Education					
6th Grade					
	2012	2013	Growth	2014	Growth
Math	61.3%	75.5%	23.2%	56.3%	-25.4%
LAL	47.1%	58.8%	24.8%	35.4%	-39.8%

7th Grade					
	2012	2013	Growth	2014	Growth
Math	30.0%	40.6%	35.3%	57.0%	40.4%
LAL	55.8%	56.2%	0.7%	60.2%	7.1%

8th Grade					
	2012	2013	Growth	2014	Growth
Math	57.4%	51.4%	-10.5%	56.4%	9.7%
LAL	86.0%	89.0%	3.5%	77.2%	-13.3%
Science	79.5%	70.7%	-11.1%	70.3%	-0.6%

Proficiency and Growth Rates

Special Education					
6th Grade					
	2012	2013	Growth	2014	Growth
Math	20.0%	23.5%	17.5%	18.2%	-22.6%
LAL	10.0%	11.8%	18.0%	9.1%	-22.9%

7th Grade					
	2012	2013	Growth	2014	Growth
Math	13.6%	0.0%	-100.0%	0.0%	0.0%
LAL	27.3%	7.7%	-71.8%	5.6%	-27.3%

8th Grade					
	2012	2013	Growth	2014	Growth
Math	7.1%	26.0%	266.2%	16.7%	-35.8%
LAL	7.1%	48.0%	576.1%	41.7%	-13.1%
Science	14.3%	34.7%	142.7%	25.0%	-28.0%

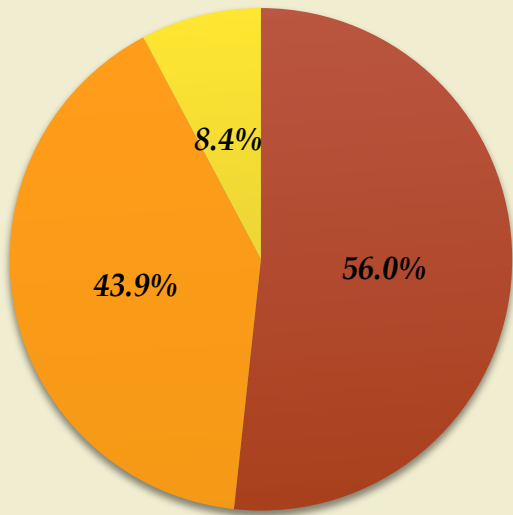
Proficiency and Growth Rates

Economically Disadvantaged					
6th Grade					
	2012	2013	Growth	2014	Growth
Math	56.9%	67.6%	18.8%	48.9%	-27.7%
LAL	41.3%	49.5%	19.9%	34.0%	-31.3%

7th Grade					
	2012	2013	Growth	2014	Growth
Math	25.9%	36.4%	40.5%	48.4%	33.0%
LAL	49.1%	50.5%	2.9%	51.6%	2.2%

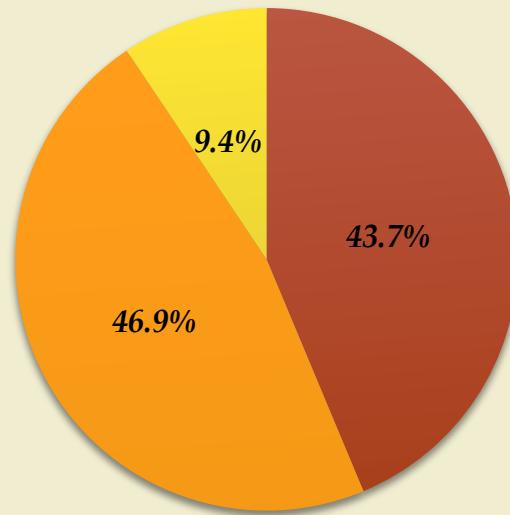
8th Grade					
	2012	2013	Growth	2014	Growth
Math	55.2%	45.3%	-17.9%	51.6%	13.9%
LAL	75.8%	78.7%	3.8%	72.5%	-7.9%
Science	70.6%	62.2%	-11.9%	62.6%	0.6%

Total Population



- ***% Partially Proficient***
- ***% Proficient***
- ***% Advanced Proficient***

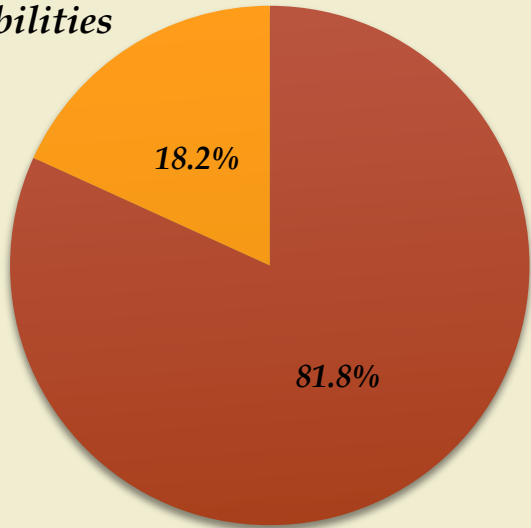
General Education



- ***% Partially Proficient***
- ***% Proficient***
- ***% Advanced Proficient***

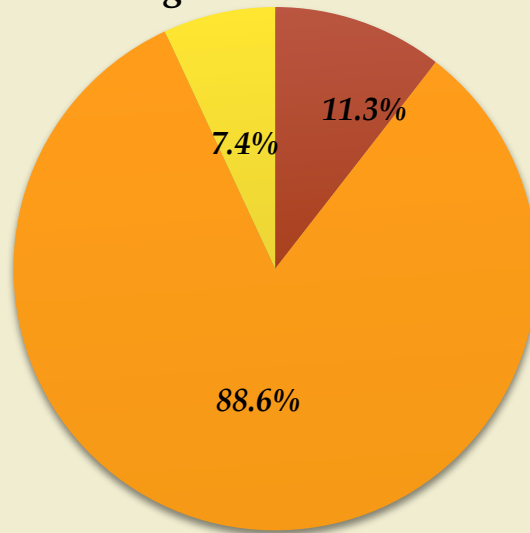
**6th Grade Mathematics
2013-2014**

Students with Disabilities



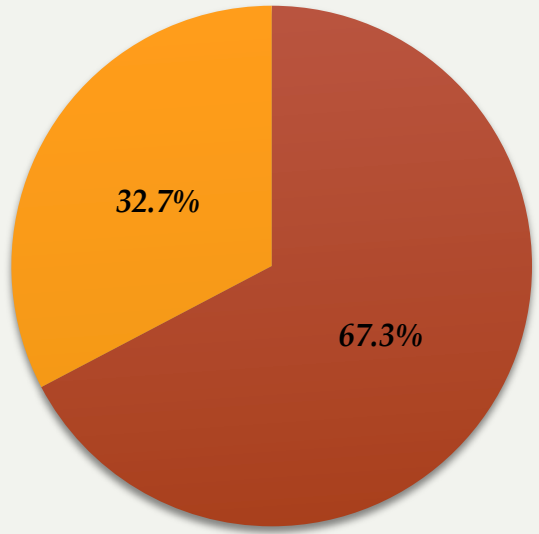
- ***% Partially Proficient***
- ***% Proficient***
- ***% Advanced Proficient***

Economically Disadvantaged



- ***% Partially Proficient***
- ***% Proficient***
- ***% Advanced Proficient***

Total Population

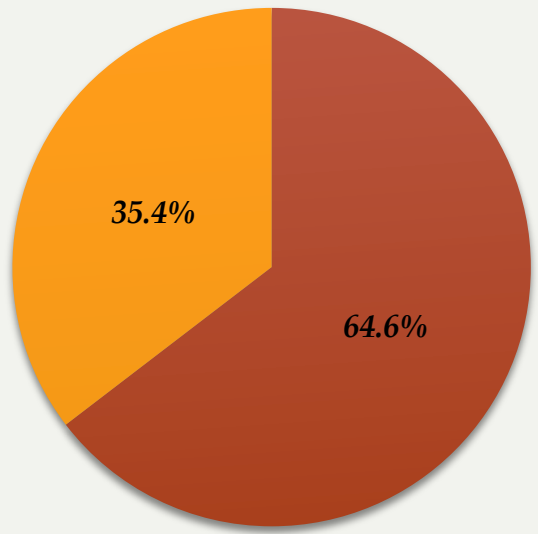


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

General Education



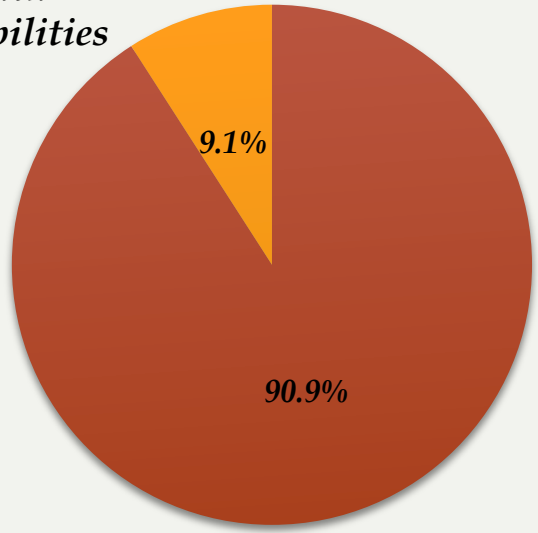
■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

**6th Grade Language Arts
2013-2014**

Students with Disabilities

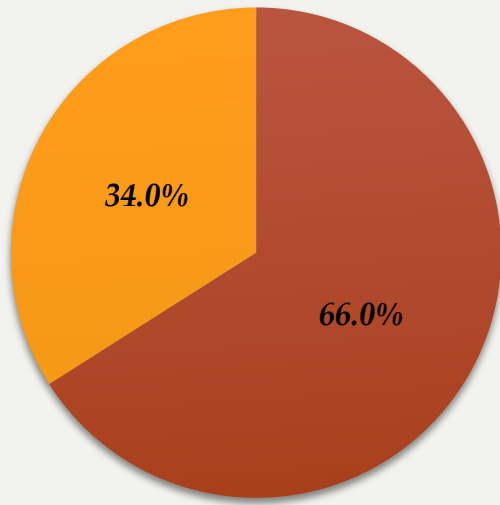


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

Economically Disadvantaged

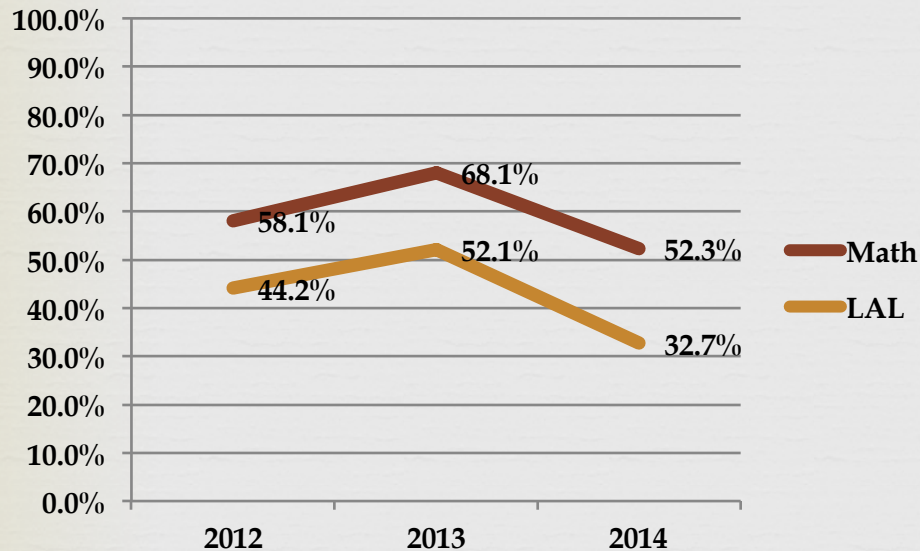


■ % Partially Proficient

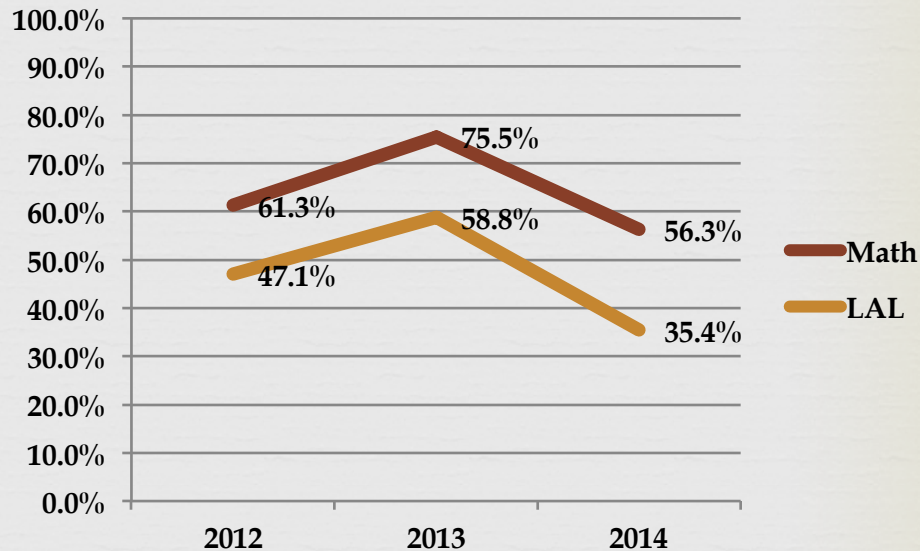
■ % Proficient

■ % Advanced Proficient

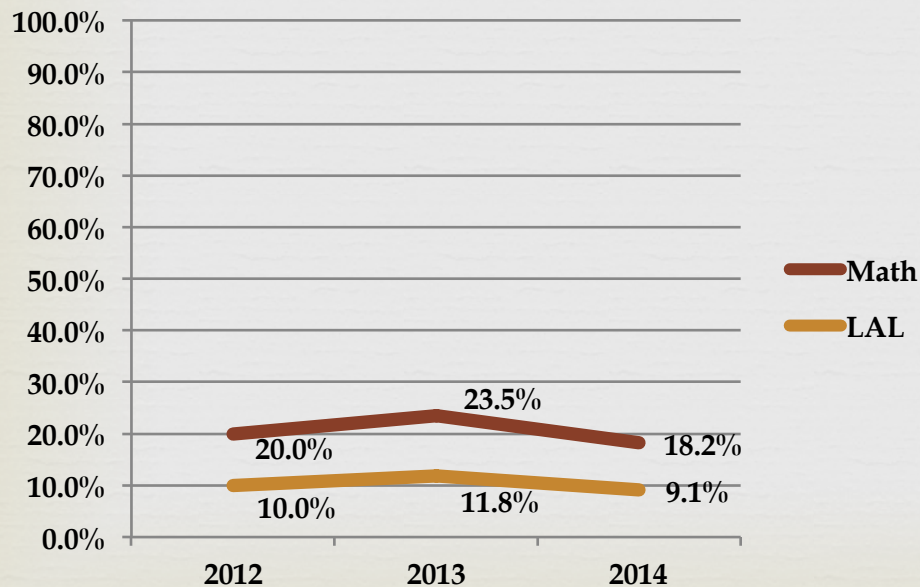
Total Population 6th Grade



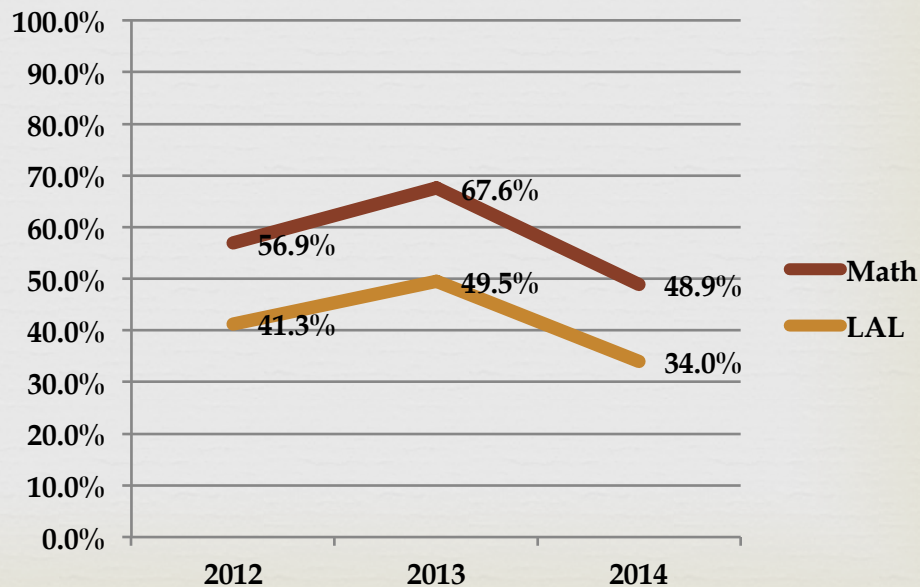
General Education 6th Grade



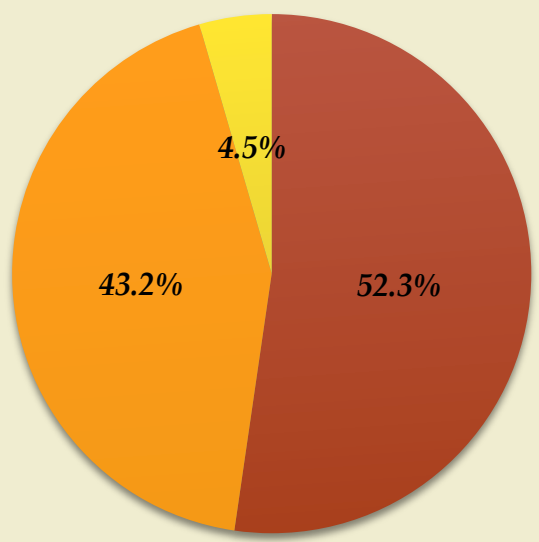
Special Education 6th Grade



Economically Disadvantaged 6th Grade

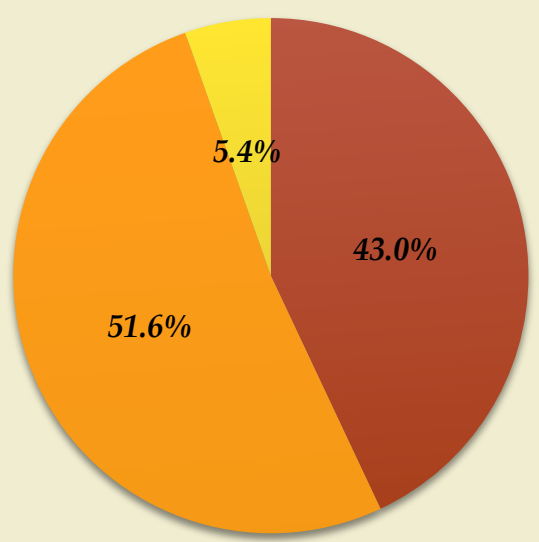


Total Population



- % Partially Proficient
- % Proficient
- % Advanced Proficient

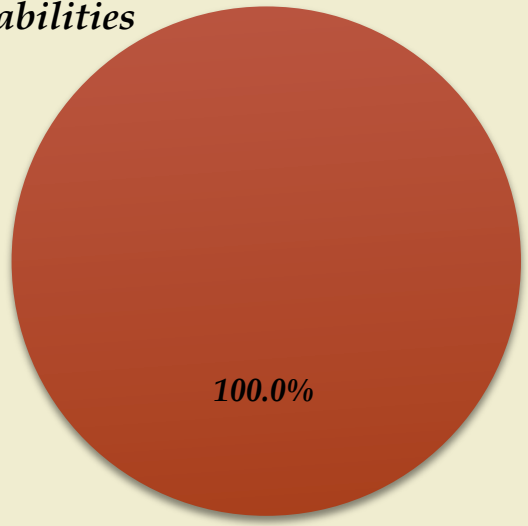
General Education



- % Partially Proficient
- % Proficient
- % Advanced Proficient

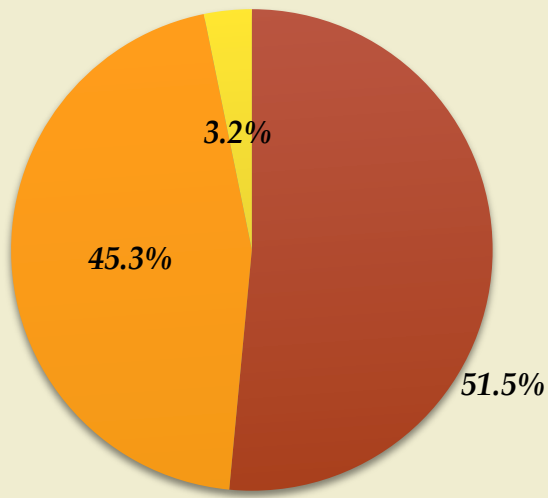
7th Grade Mathematics
2013-2014

Students with Disabilities



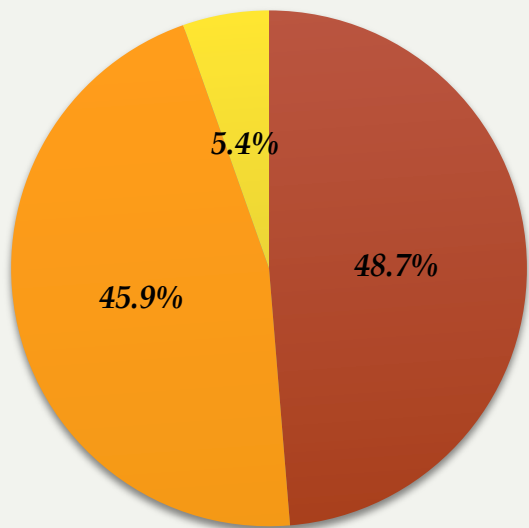
- % Partially Proficient
- % Proficient
- % Advanced Proficient

Economically Disadvantaged



- % Partially Proficient
- % Proficient
- % Advanced Proficient

Total Population

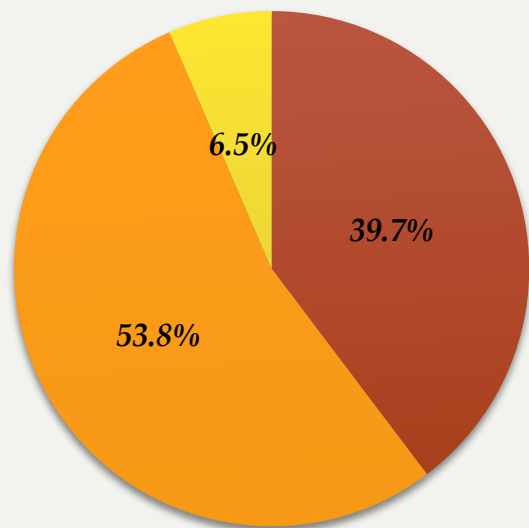


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

General Education



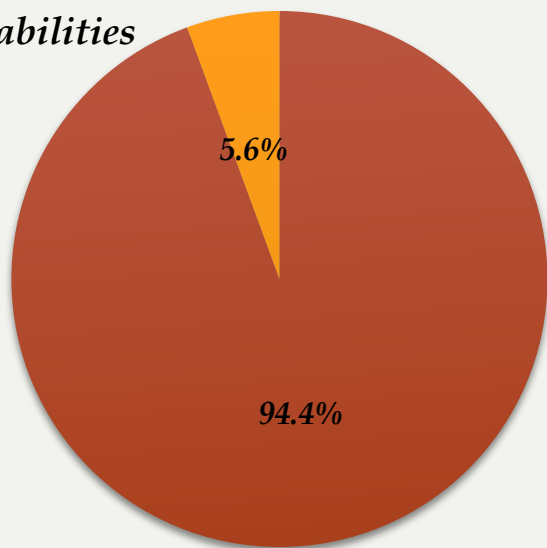
■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

**7th Grade Language Arts
2013-2014**

Students with Disabilities

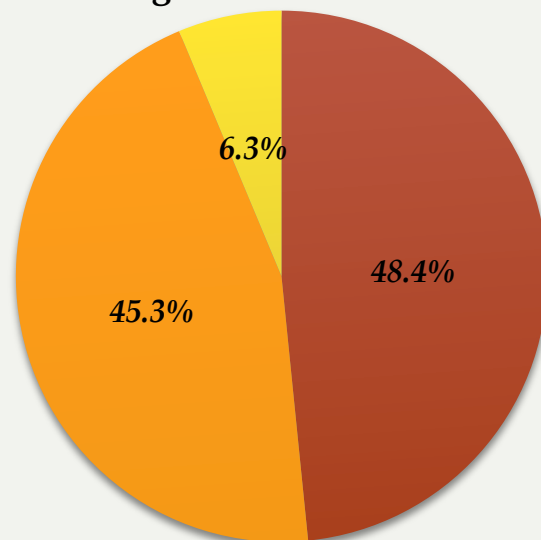


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

Economically Disadvantaged

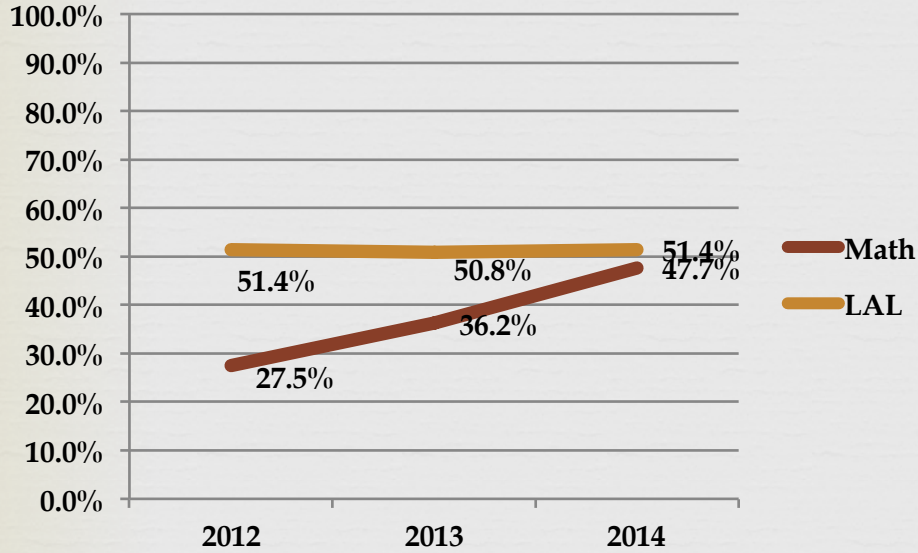


■ % Partially Proficient

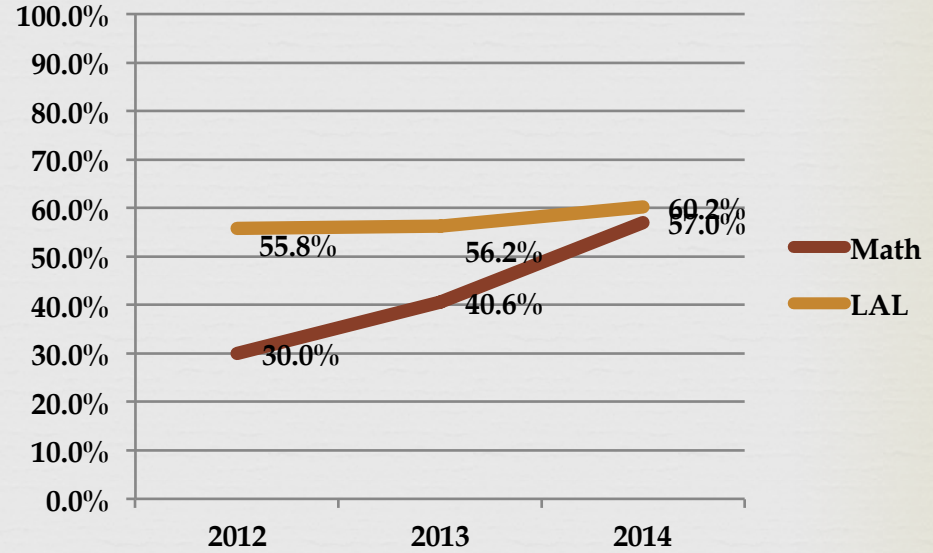
■ % Proficient

■ % Advanced Proficient

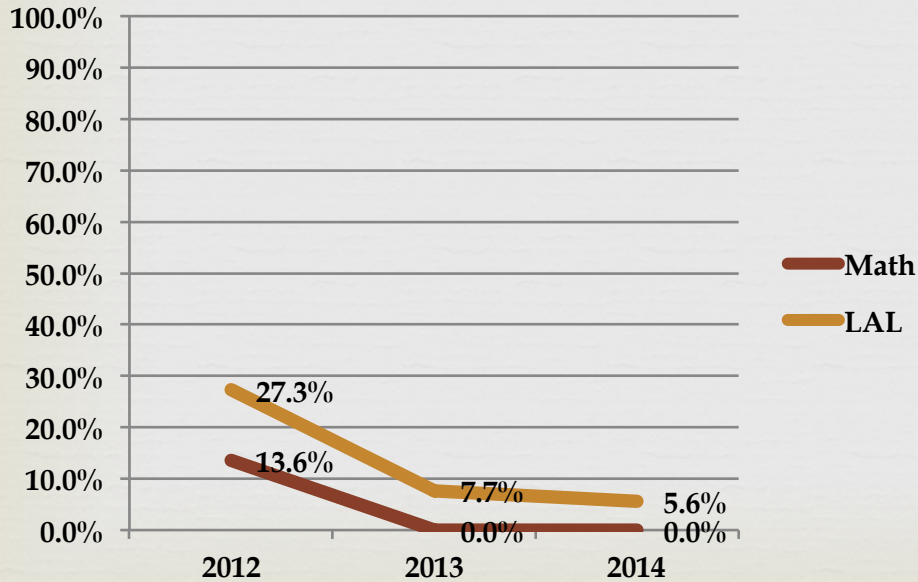
**Total Population
7th Grade**



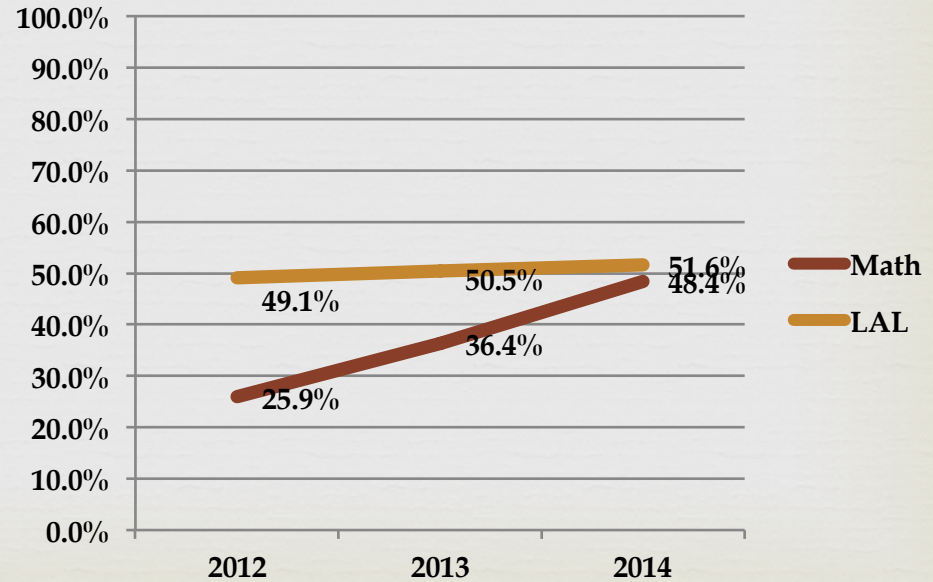
**General Education
7th Grade**



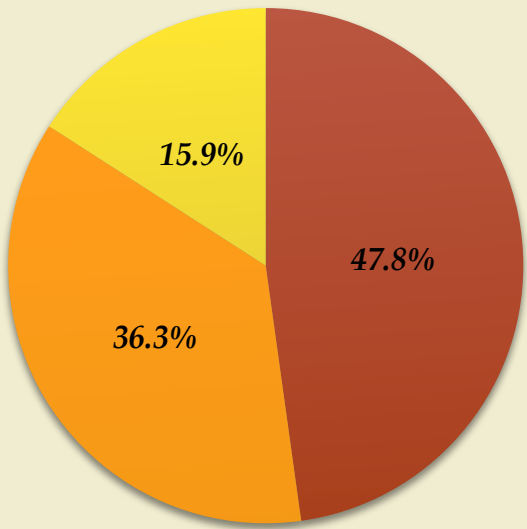
**Special Education
7th Grade**



**Economically Disadvantaged
7th Grade**

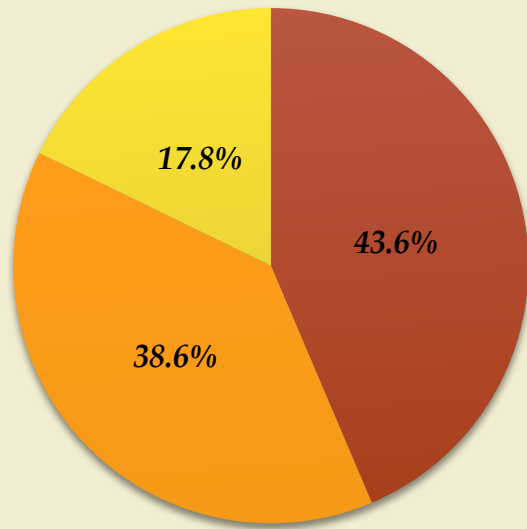


Total Population



- % Partially Proficient
- % Proficient
- % Advanced Proficient

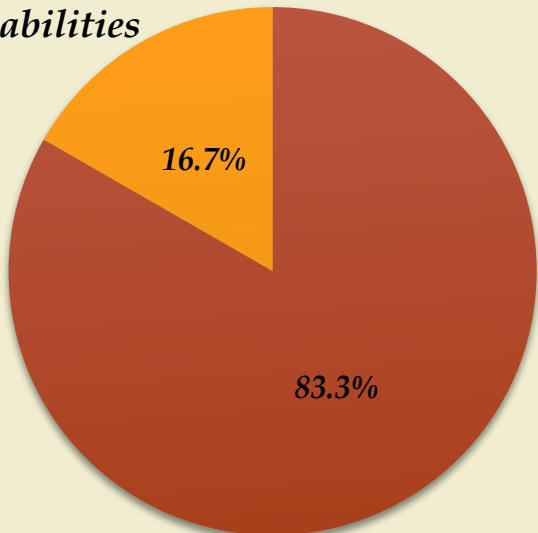
General Education



- % Partially Proficient
- % Proficient
- % Advanced Proficient

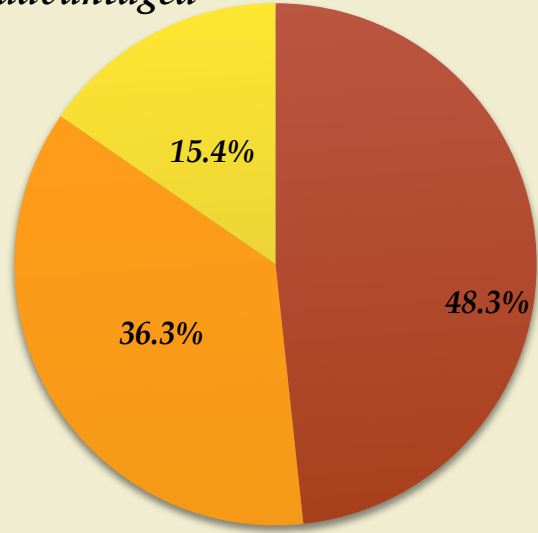
**8th Grade Mathematics
2013-2014**

Students with Disabilities



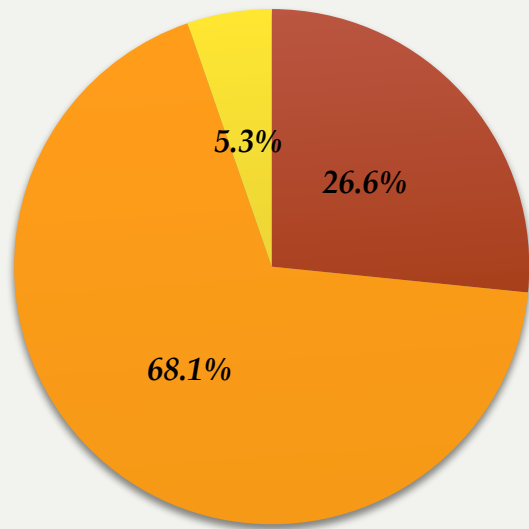
- % Partially Proficient
- % Proficient
- % Advanced Proficient

Economically Disadvantaged



- % Partially Proficient
- % Proficient
- % Advanced Proficient

Total Population

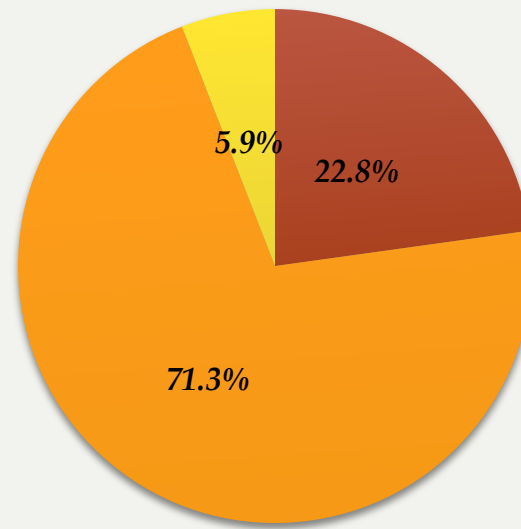


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

General Education



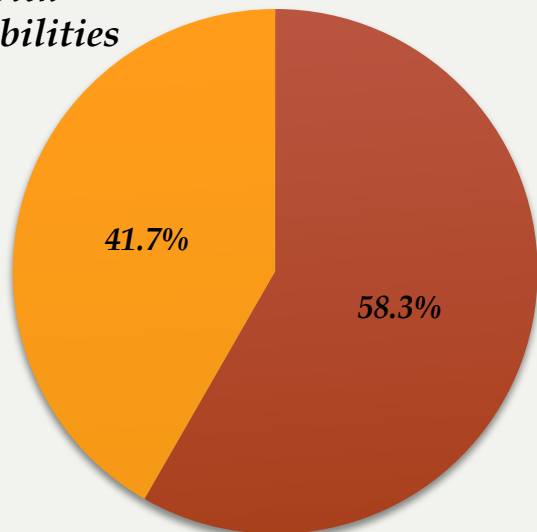
■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

8th Grade Language Arts
2013-2014

Students with Disabilities

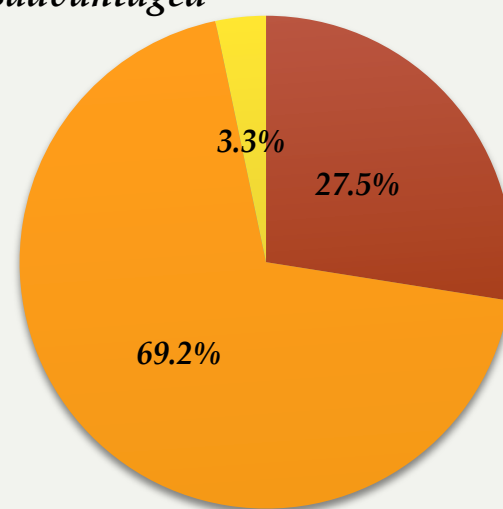


■ % Partially Proficient

■ % Proficient

■ % Advanced Proficient

Economically Disadvantaged

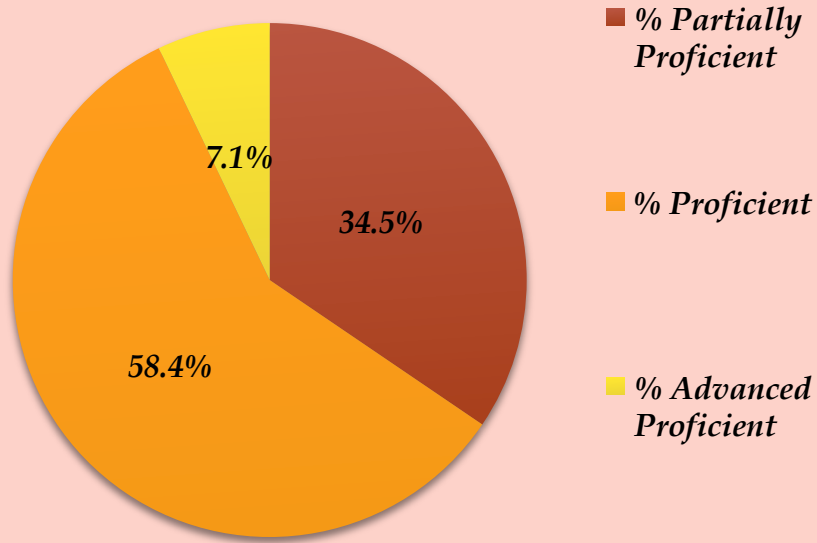


■ % Partially Proficient

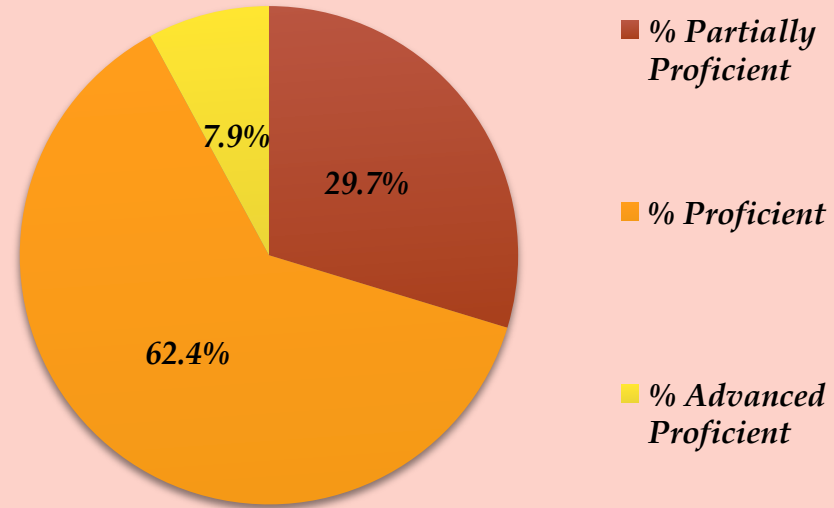
■ % Proficient

■ % Advanced Proficient

Total Population

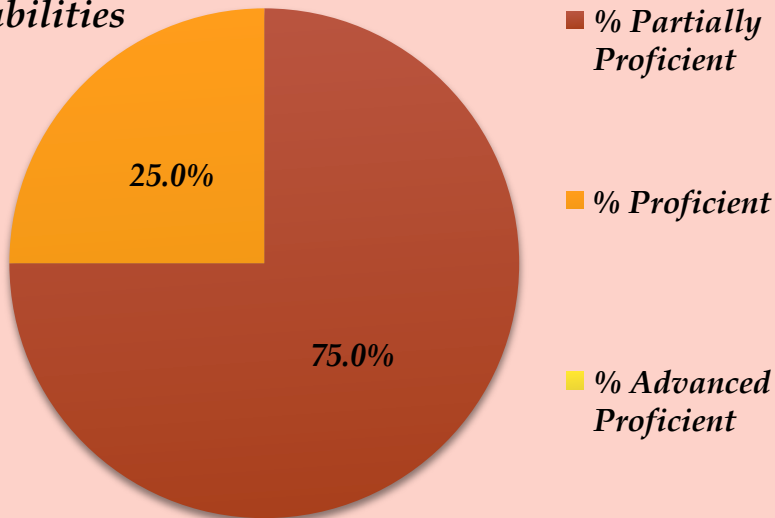


General Education

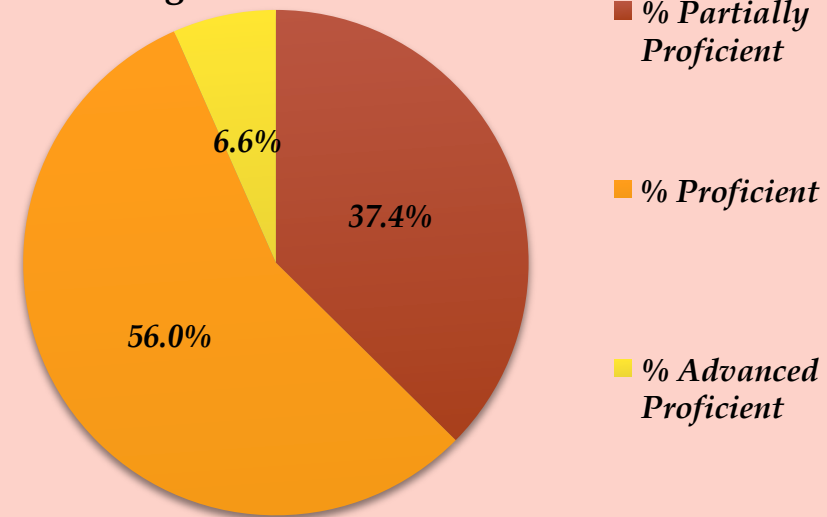


**8th Grade Science
2013-2014**

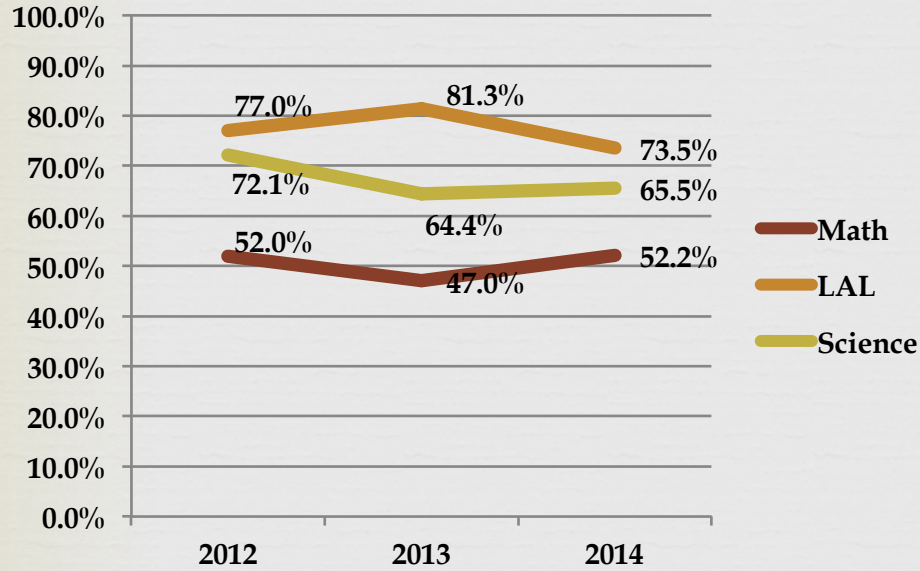
**Students
with
Disabilities**



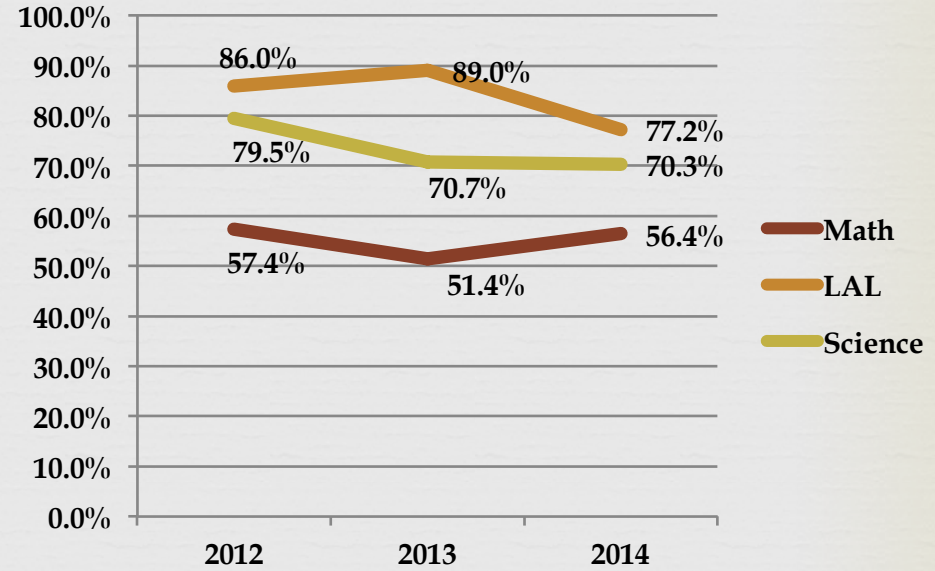
**Economically
Disadvantaged**



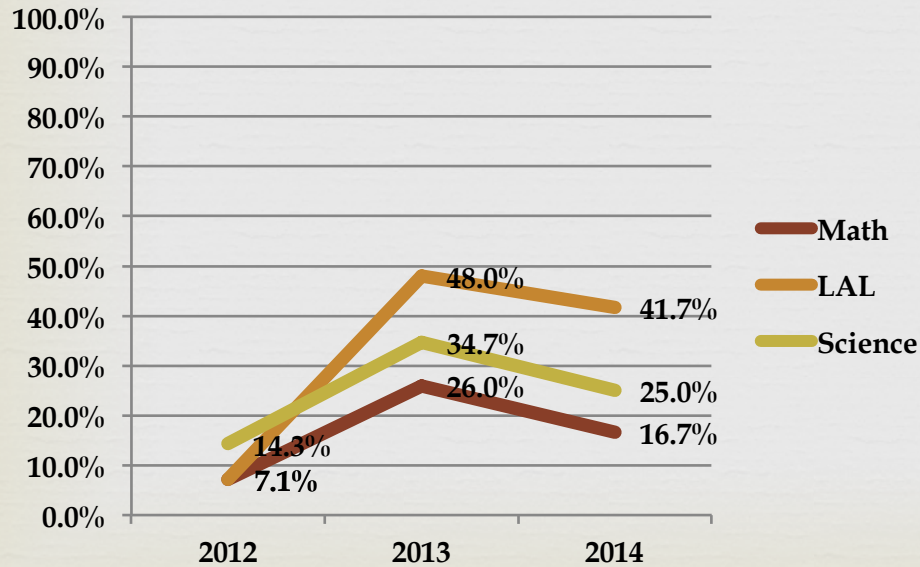
**Total Population
8th Grade**



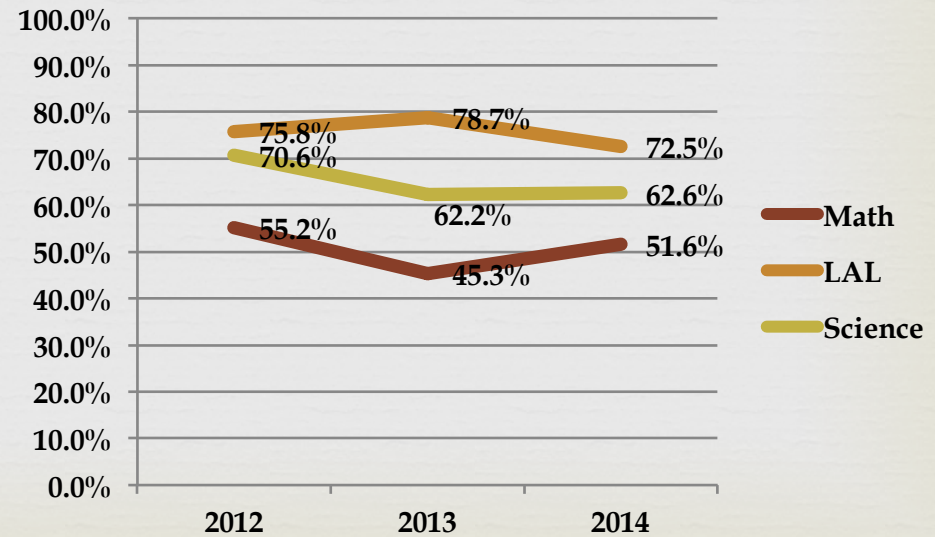
**General Education
8th Grade**



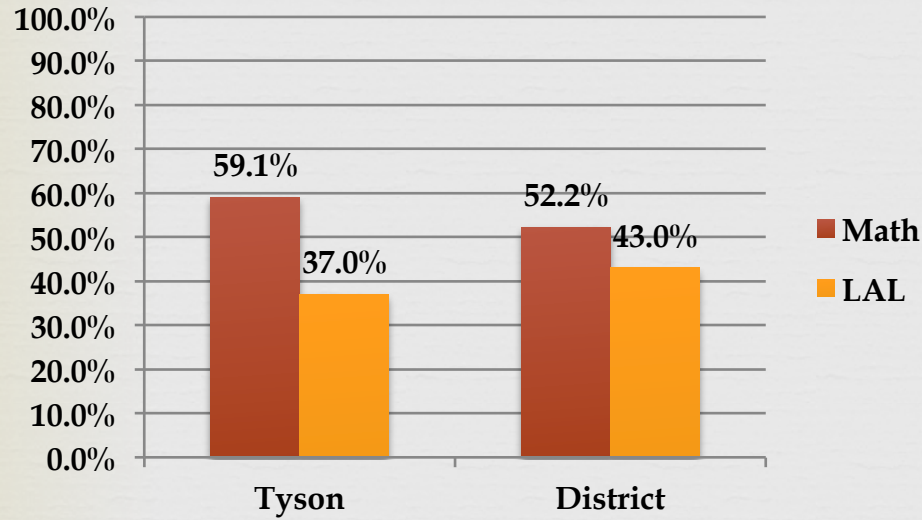
**Special Education
8th Grade**



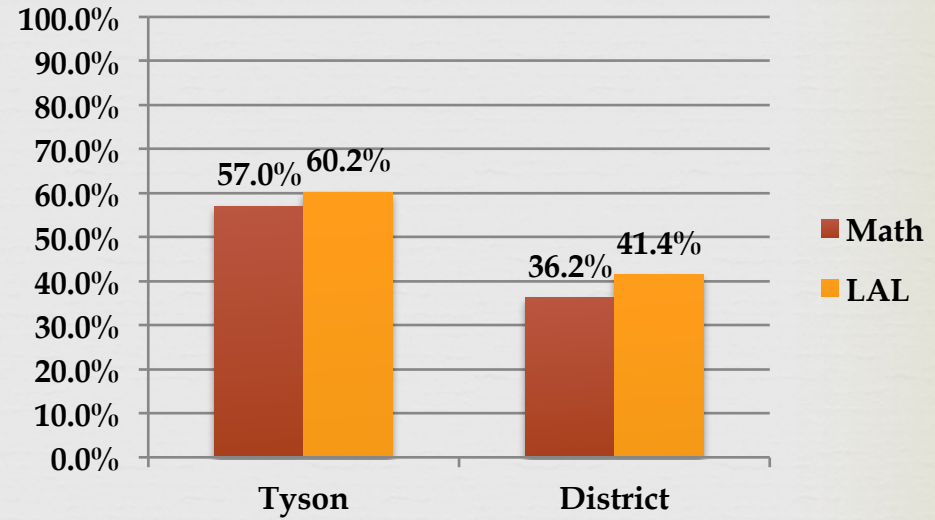
**Economically Disadvantaged
8th Grade**



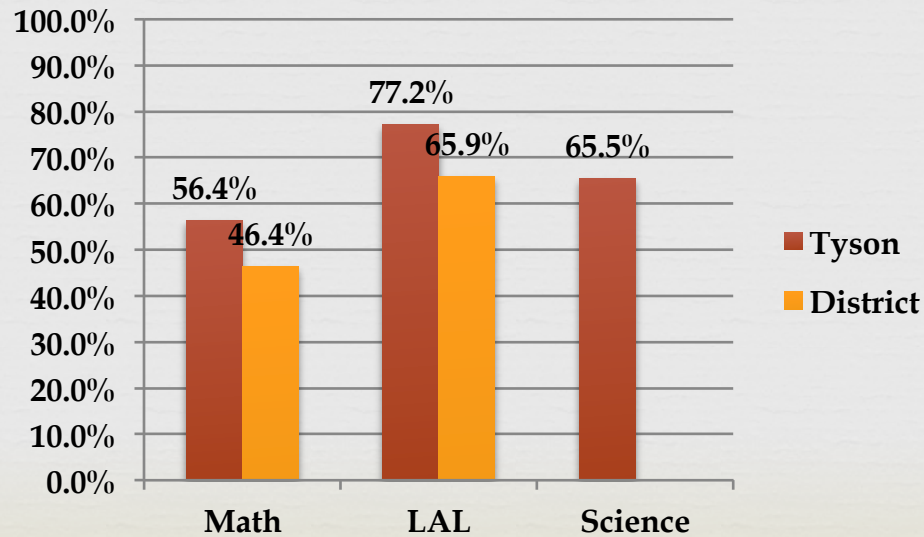
**Total Population
6th Grade**



**Total Population
7th Grade**



**Total Population
8th Grade**



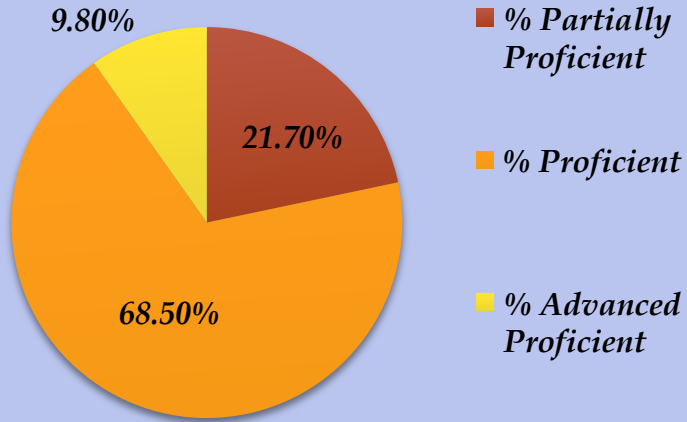


HSPA

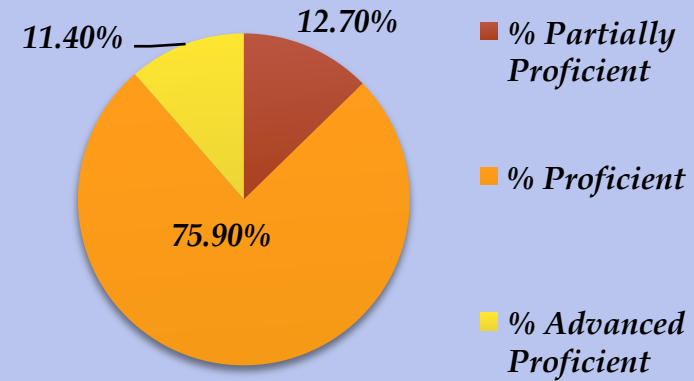


2013-2014

Total Population

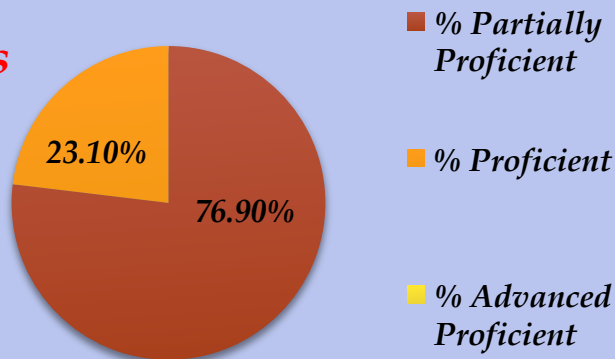


General Education

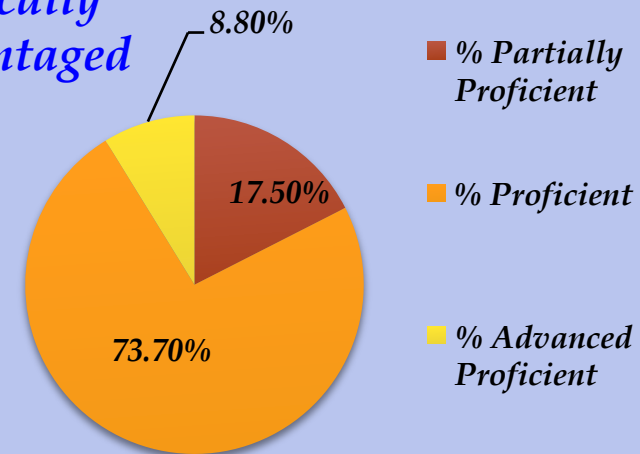


Mathematics 2013-2014

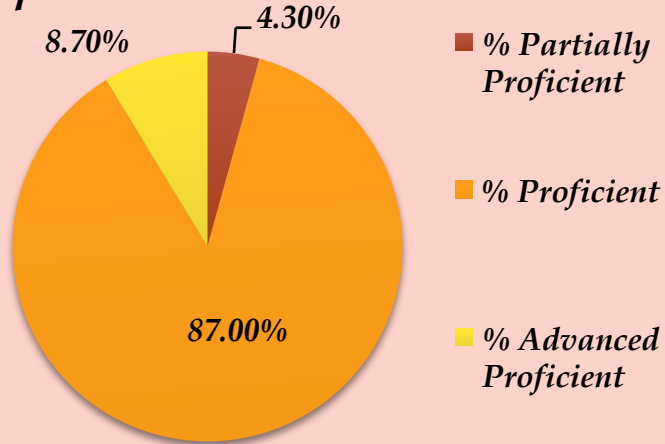
Student with Disabilities



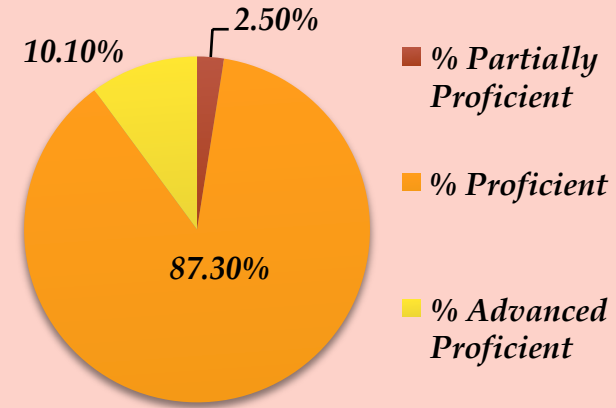
Economically Disadvantaged



Total Population

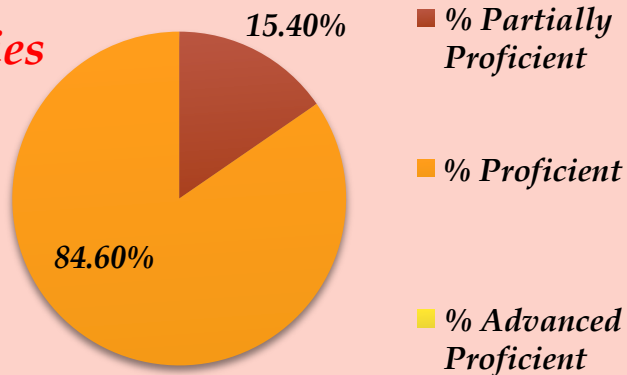


General Education

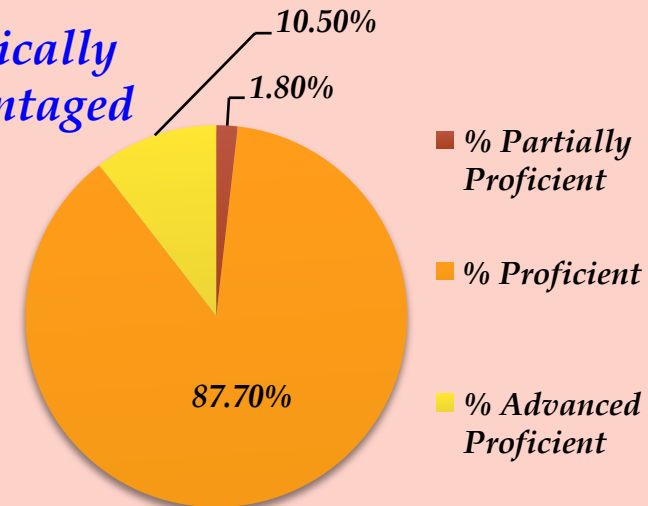


English Language Arts 2013-2014

Students with Disabilities



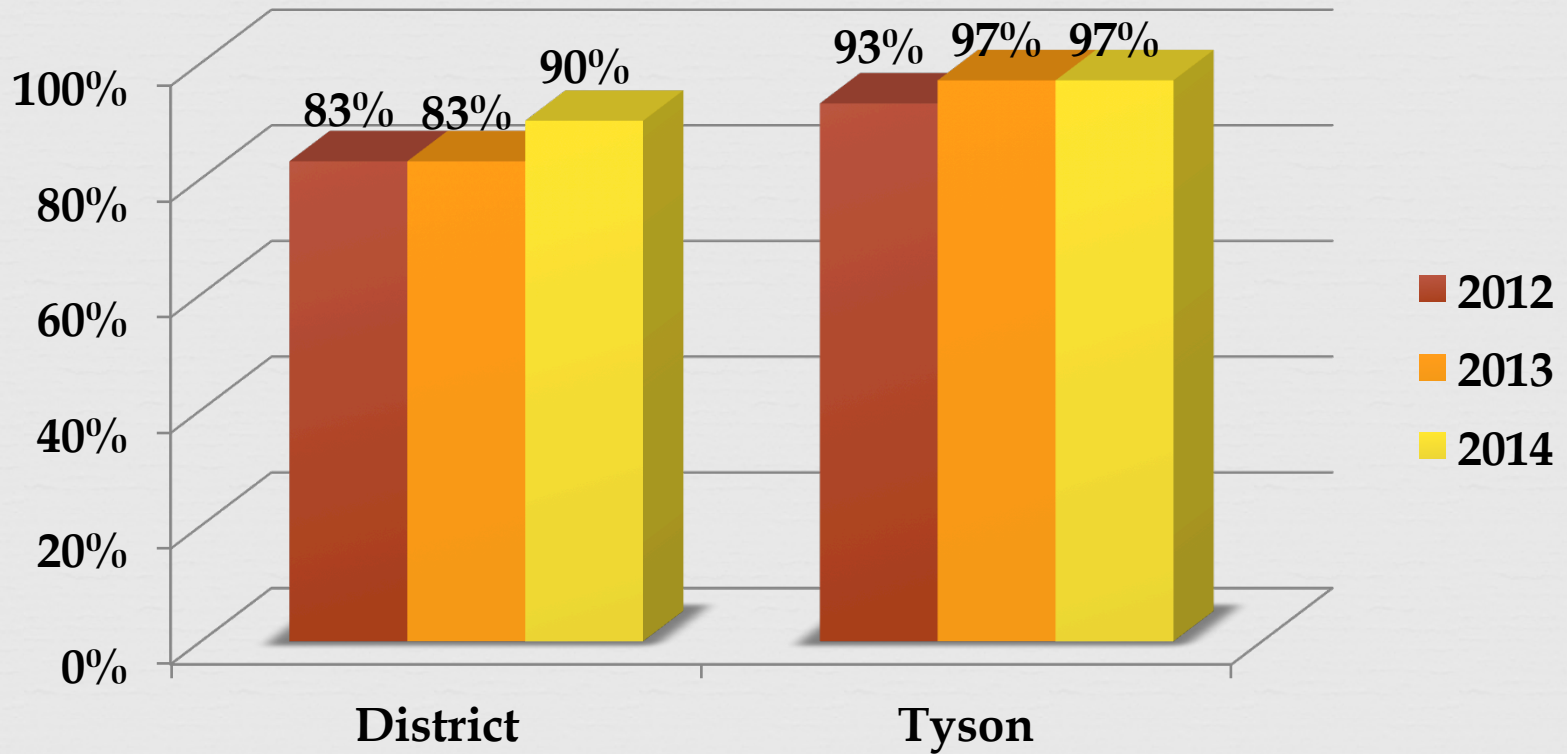
Economically Disadvantaged



Language Arts Literacy

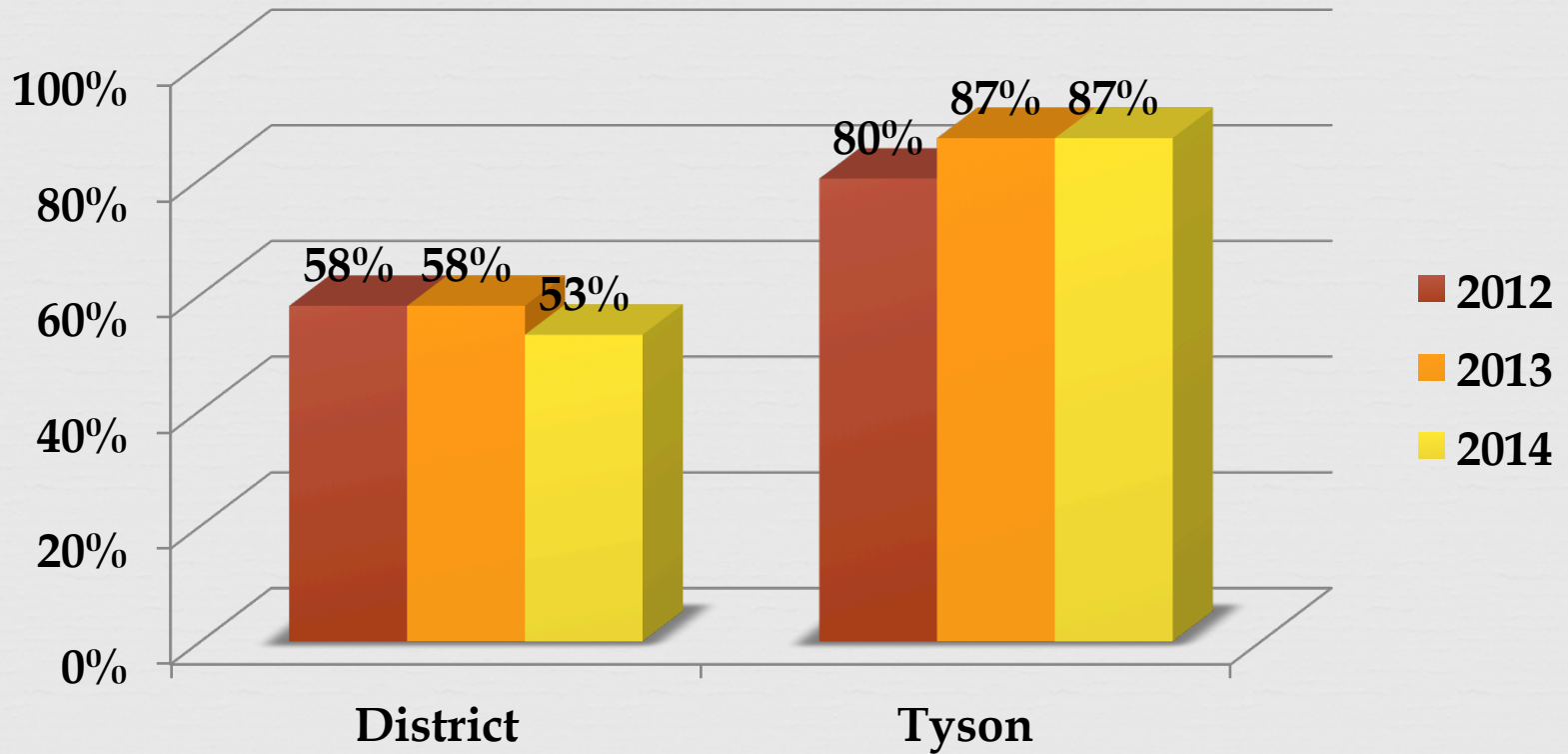
Proficient/Advanced Proficient

General Education



Mathematics

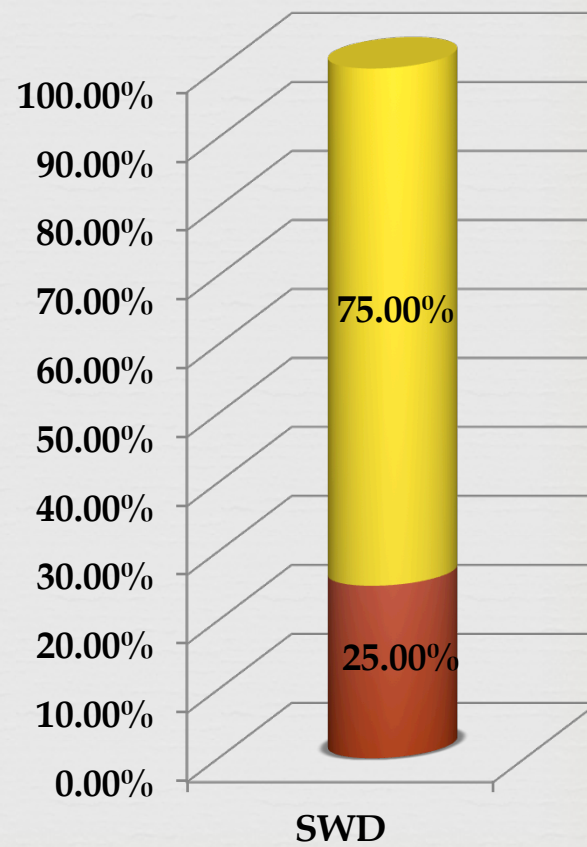
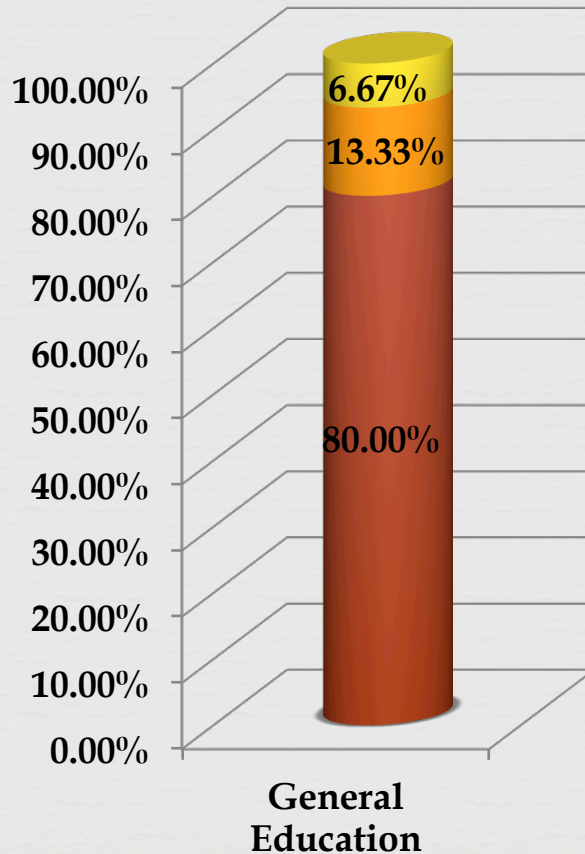
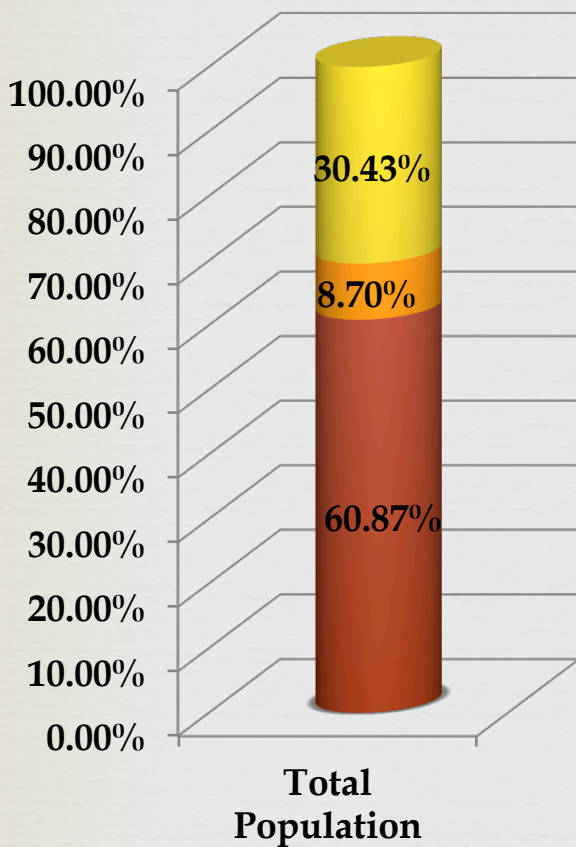
Proficient/Advanced Proficient
General Education



Students Partially Proficient on Specific Exams

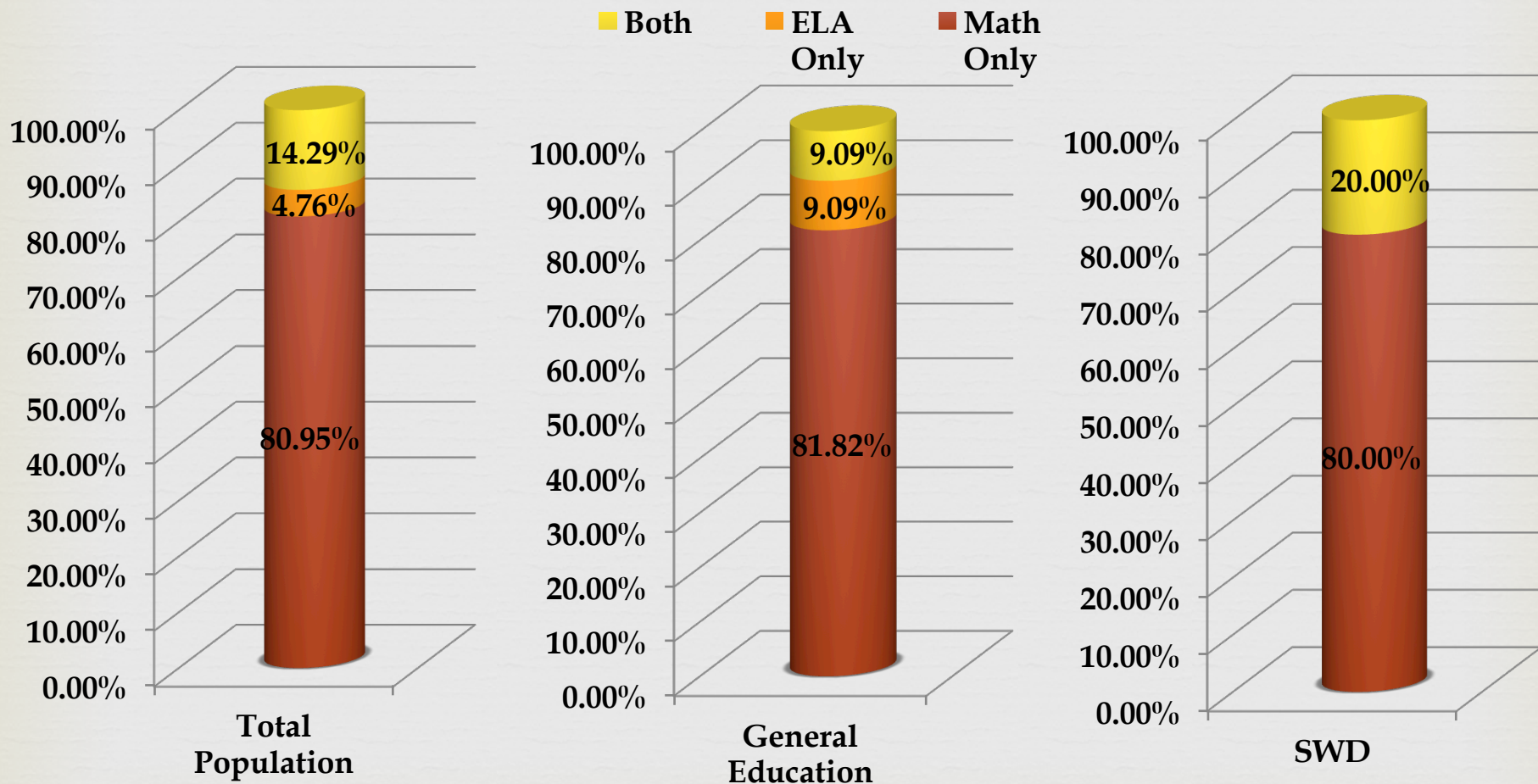
2012 - 2013

■ Both ■ ELA Only ■ Math Only

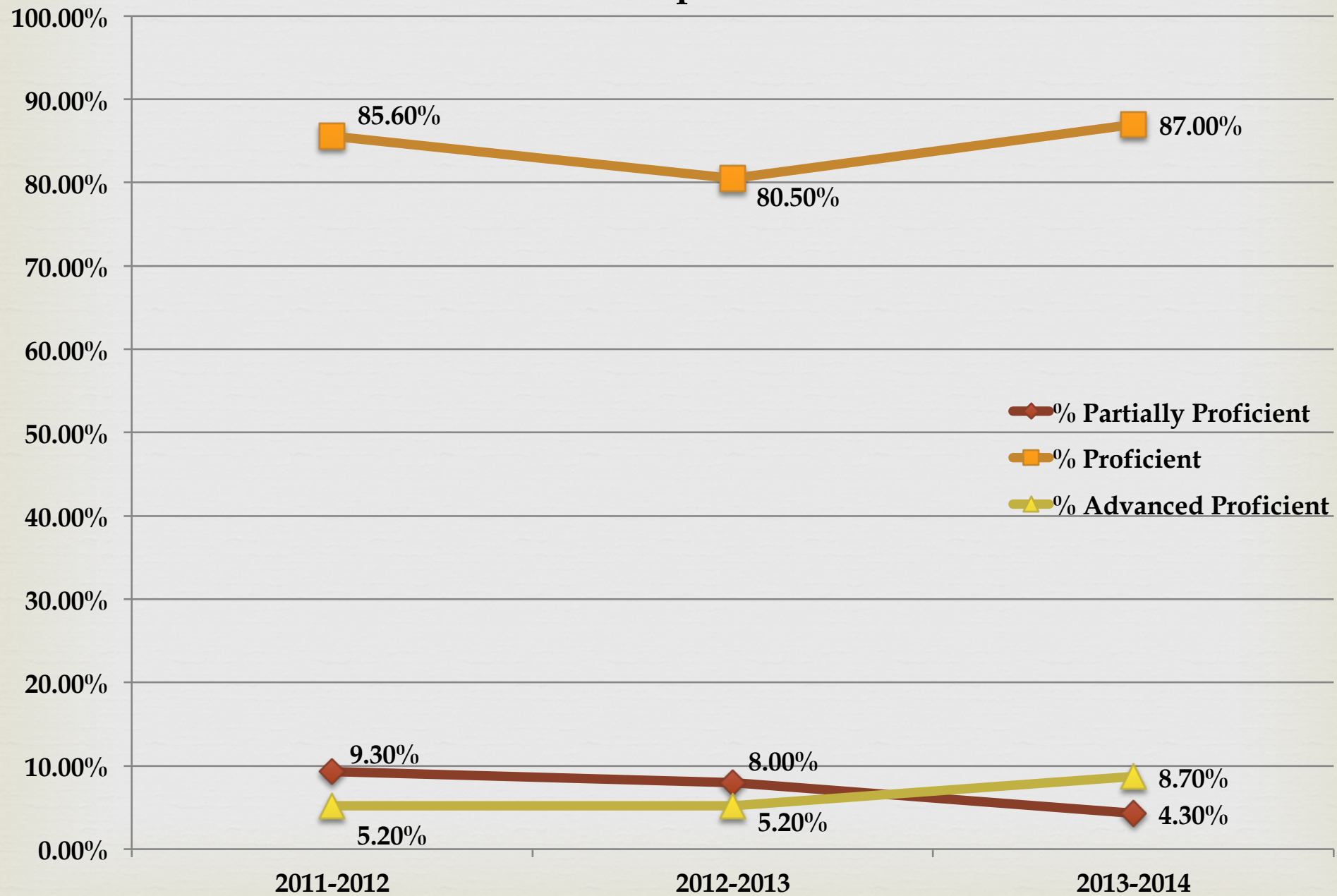


Students Partially Proficient on Specific Exams

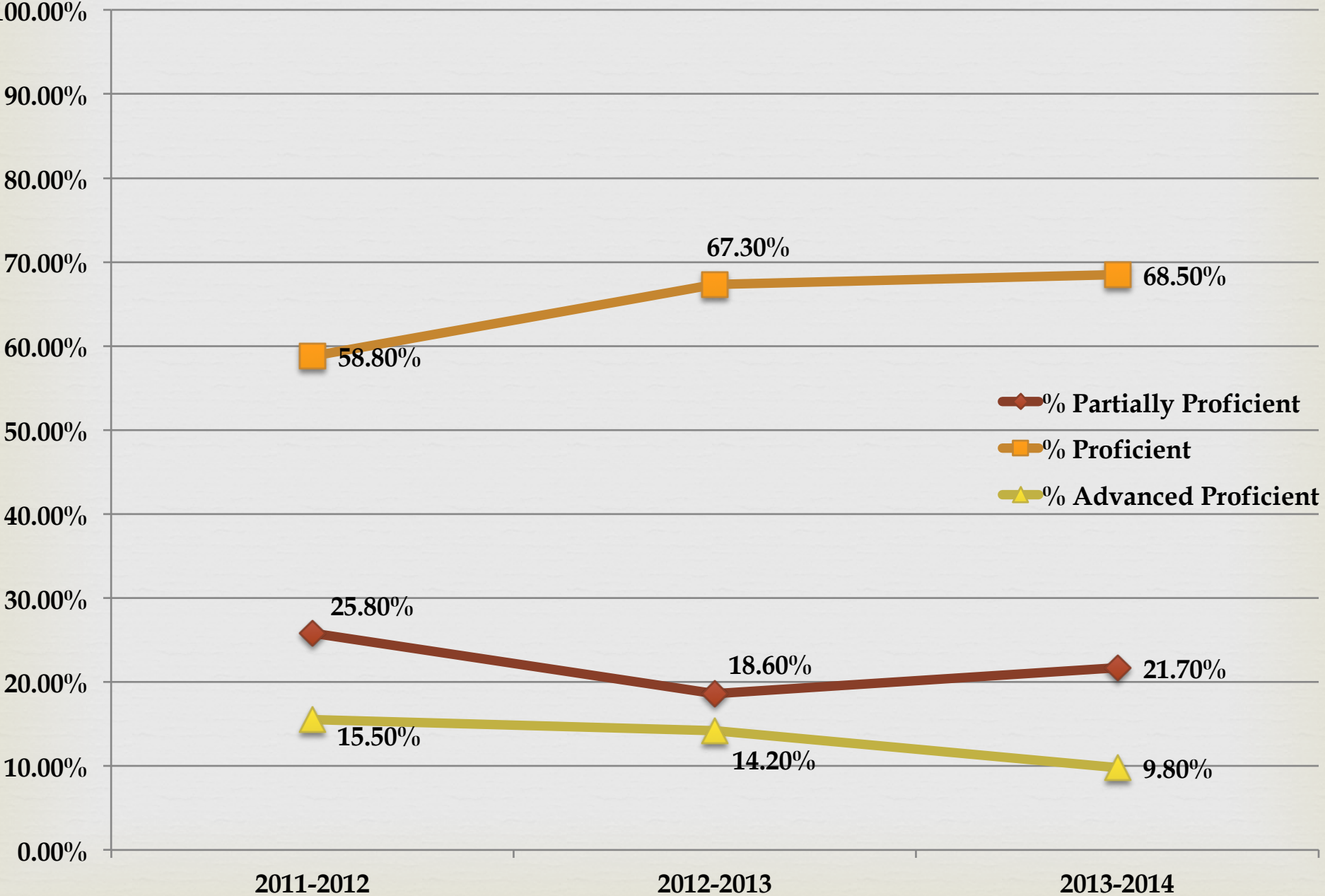
2013 - 2014



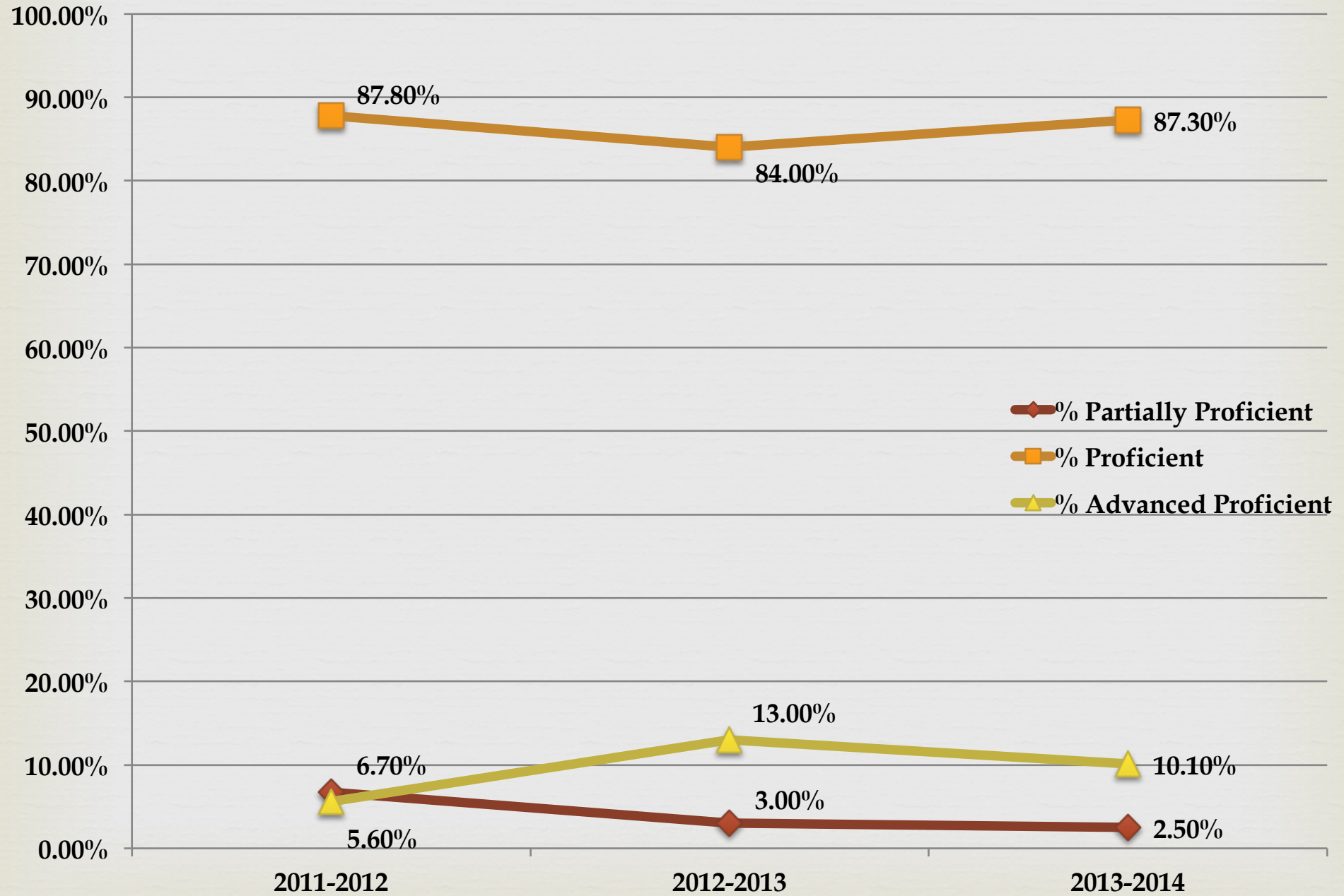
3 Year Trend - ELA Total Population



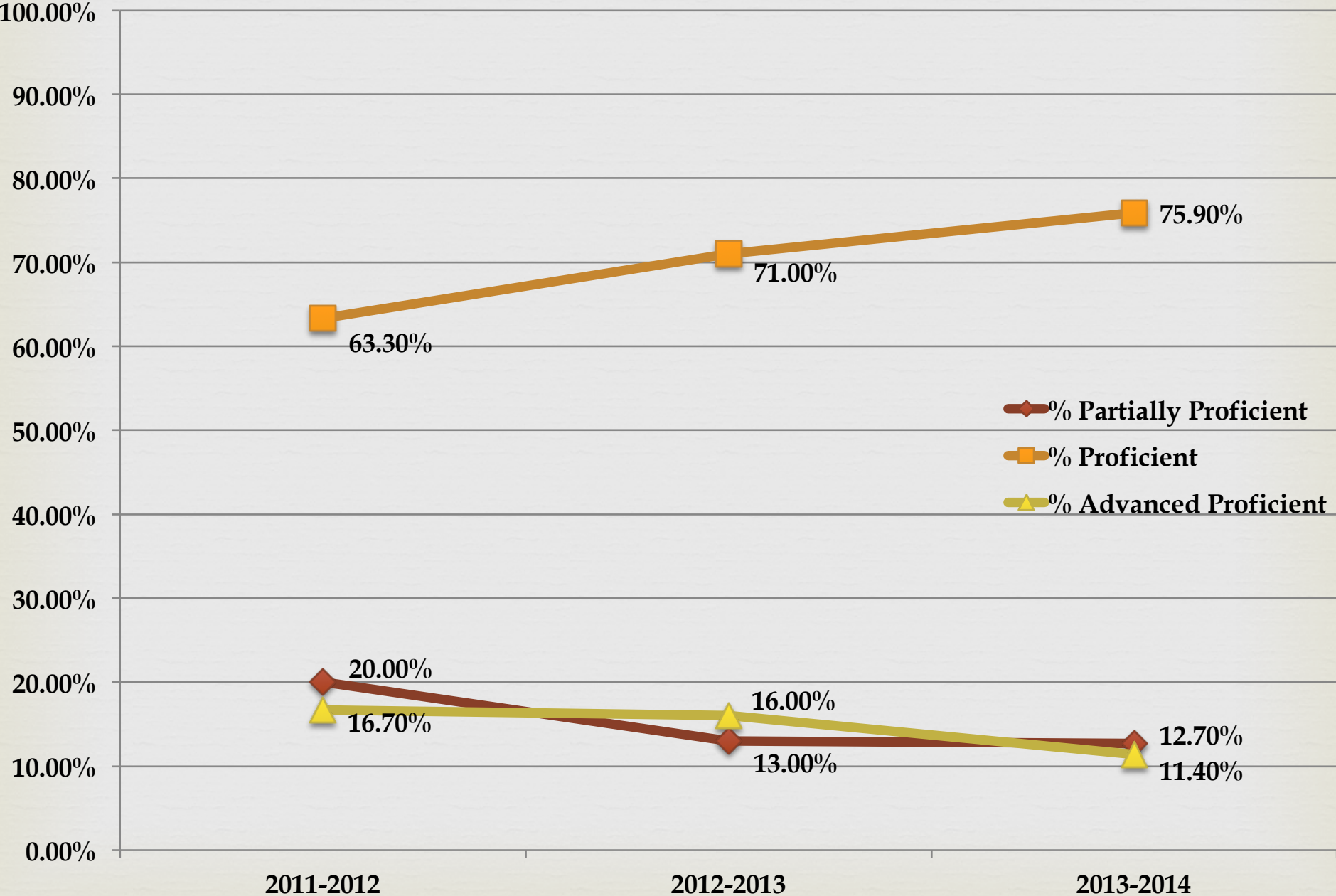
3 Year Trend - Math Total Population



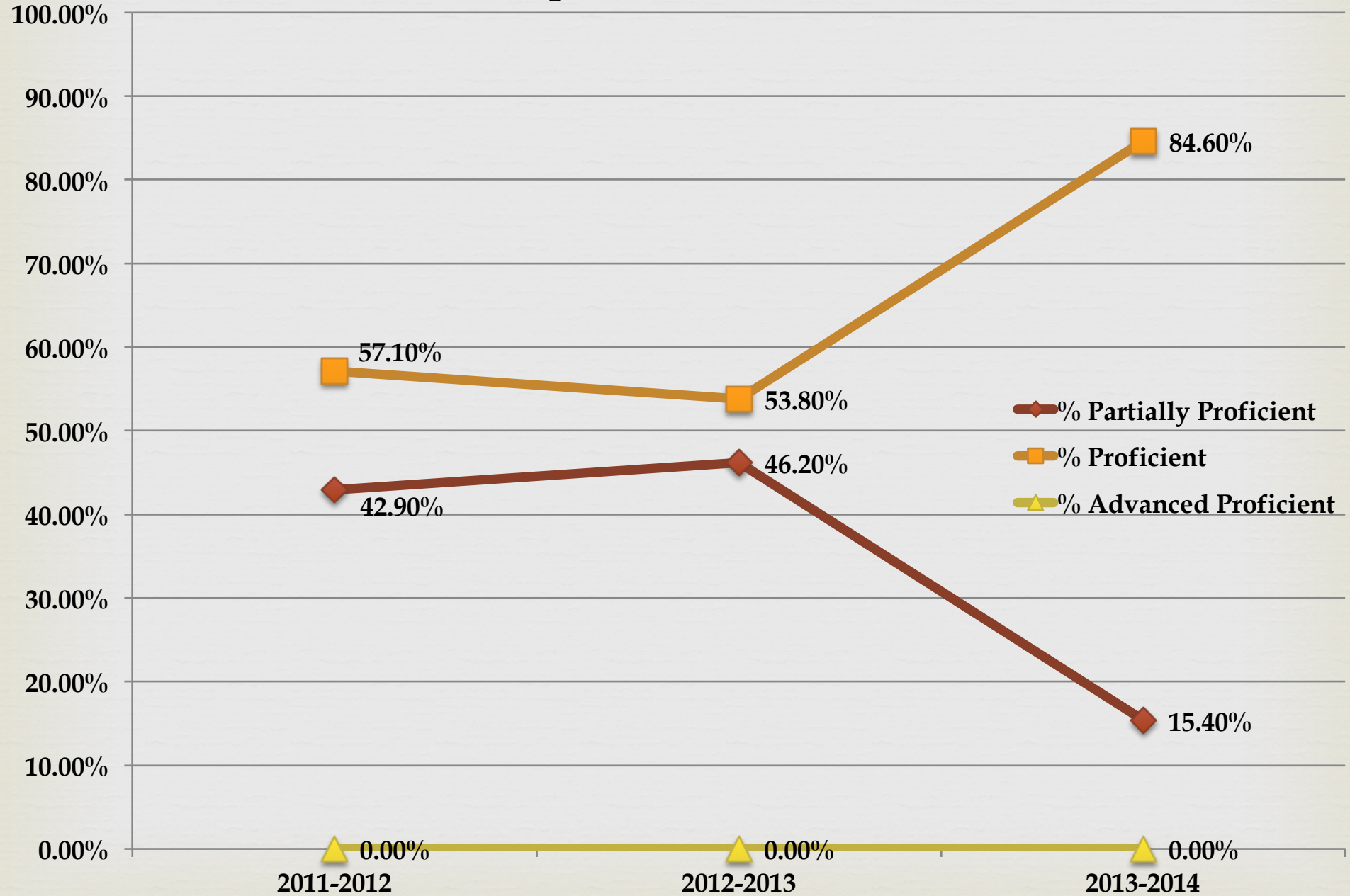
3 Year Trend - ELA General Education



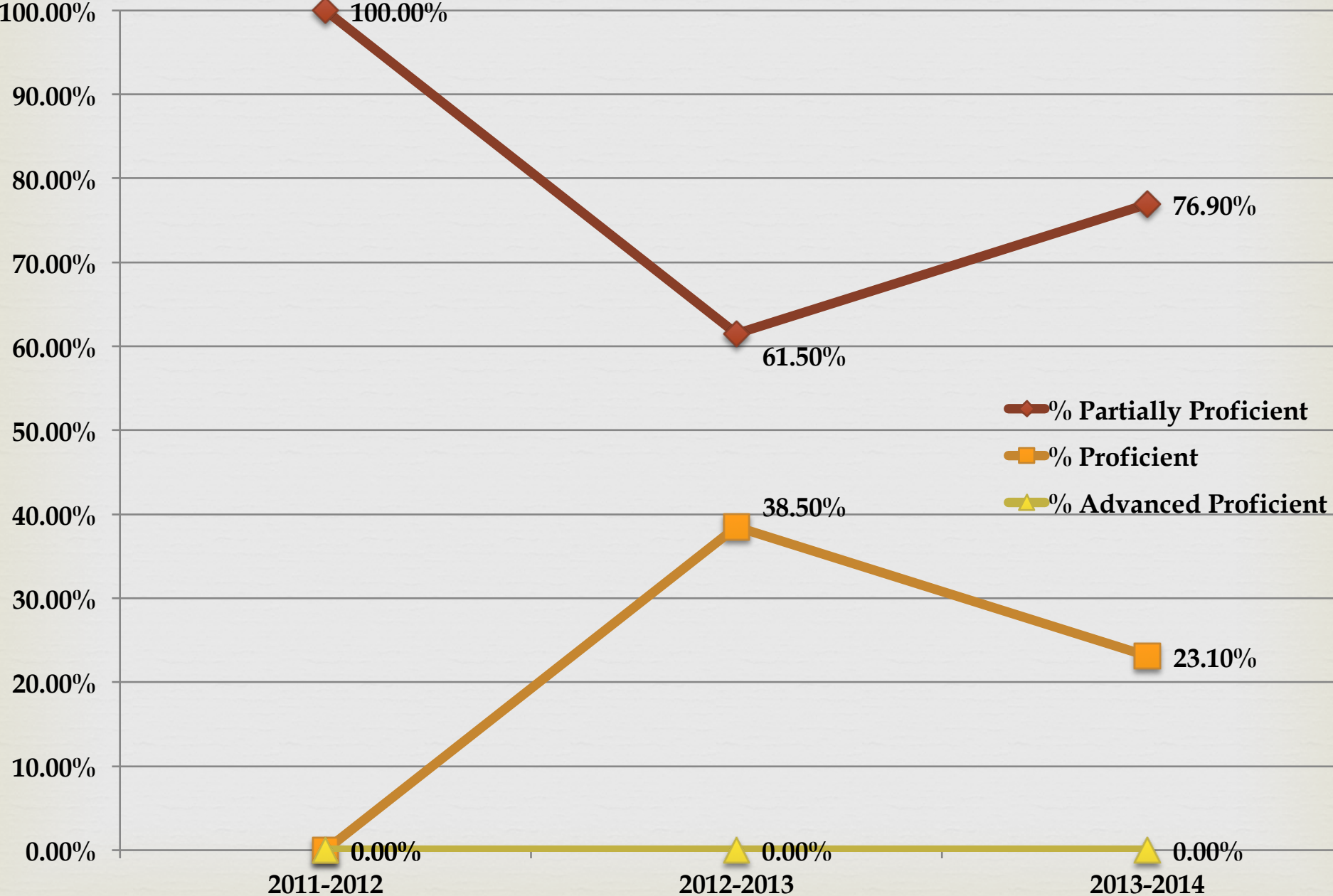
3 Year Trend - Math General Education



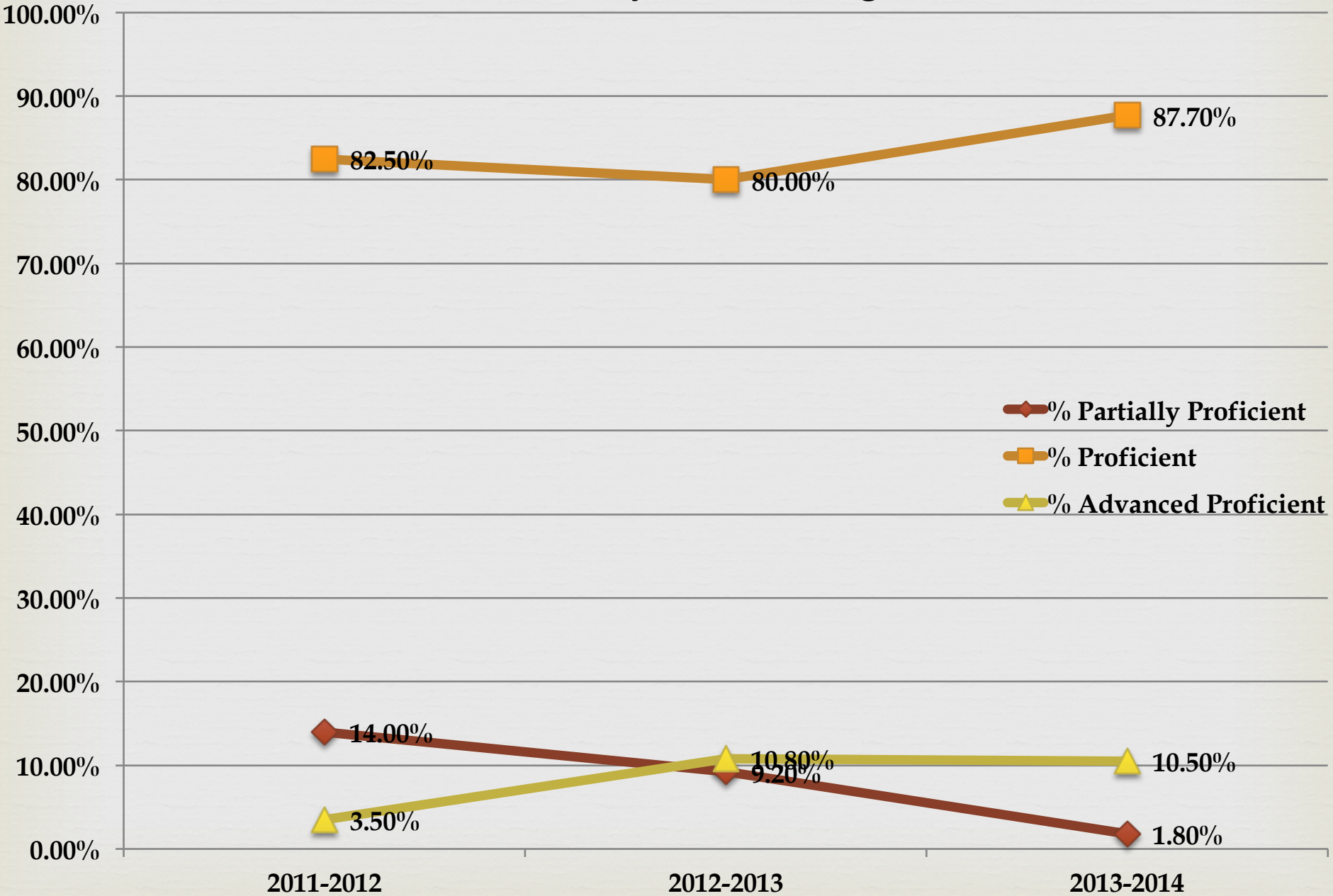
3 Year Trend - ELA Special Education



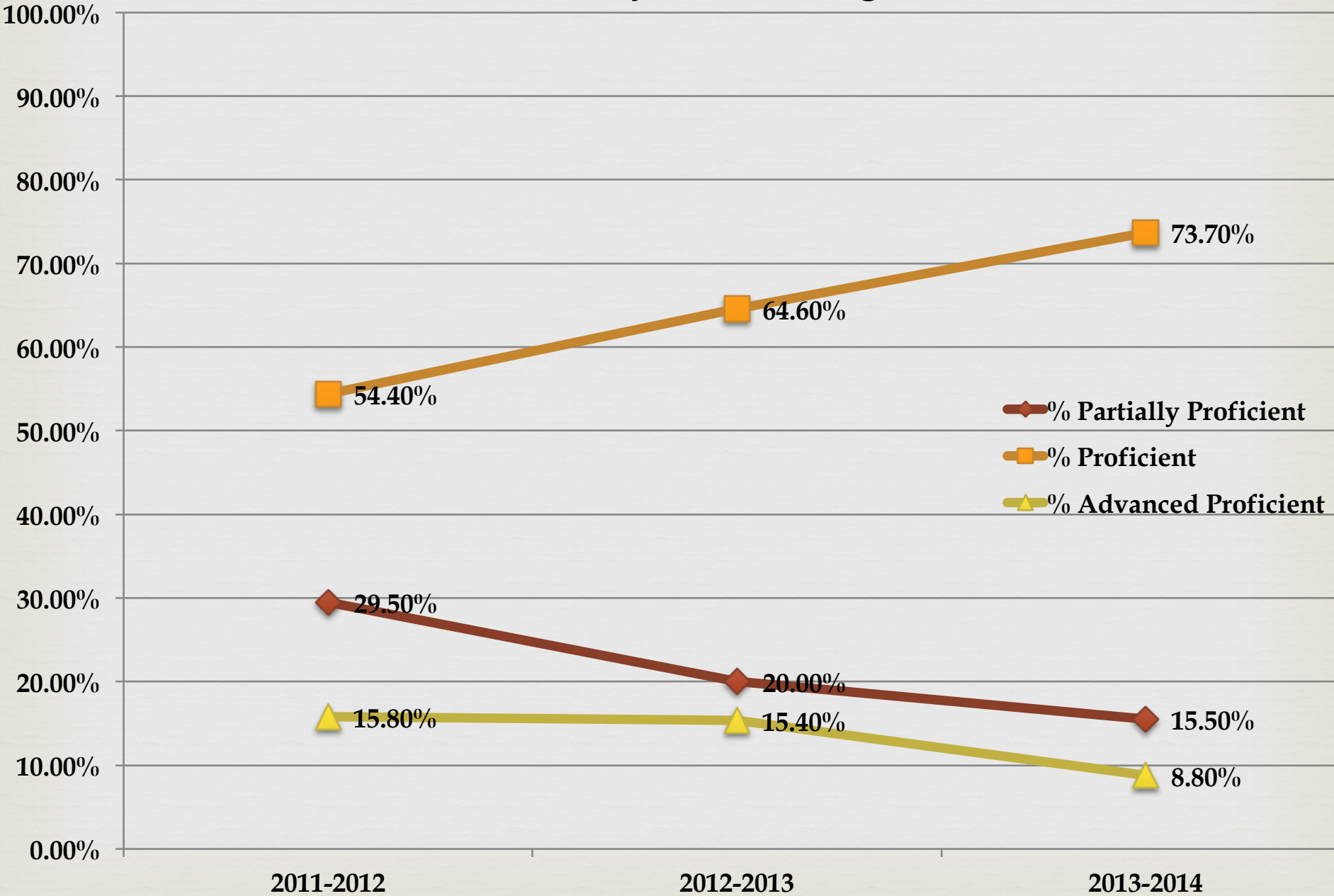
3 Year Trend - Math Special Education



3 Year Trend - ELA Economically Disadvantaged



3 Year Trend - Math Economically Disadvantaged



Advanced Placement Exams



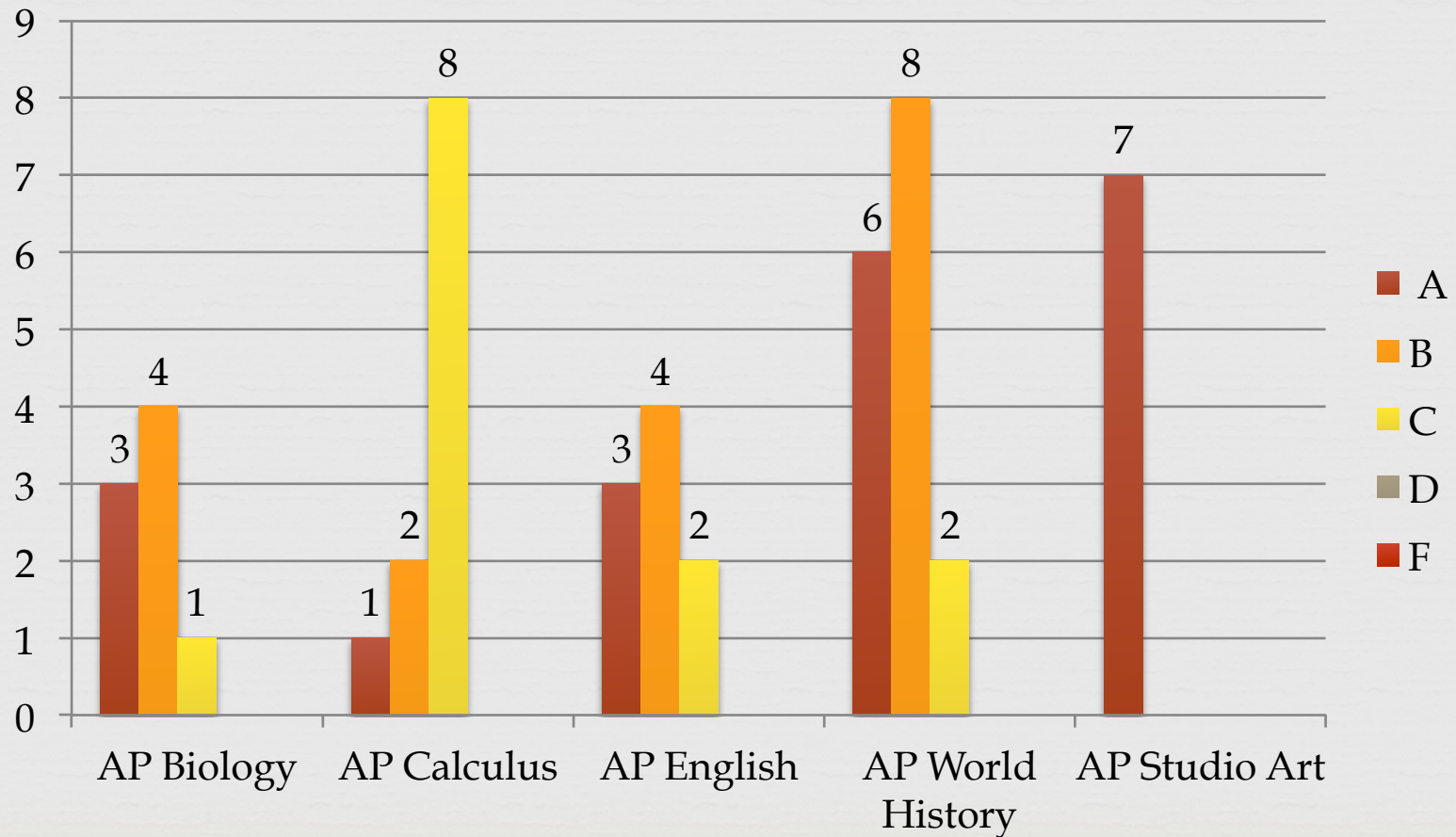
2013-2014

Importance of AP Exams

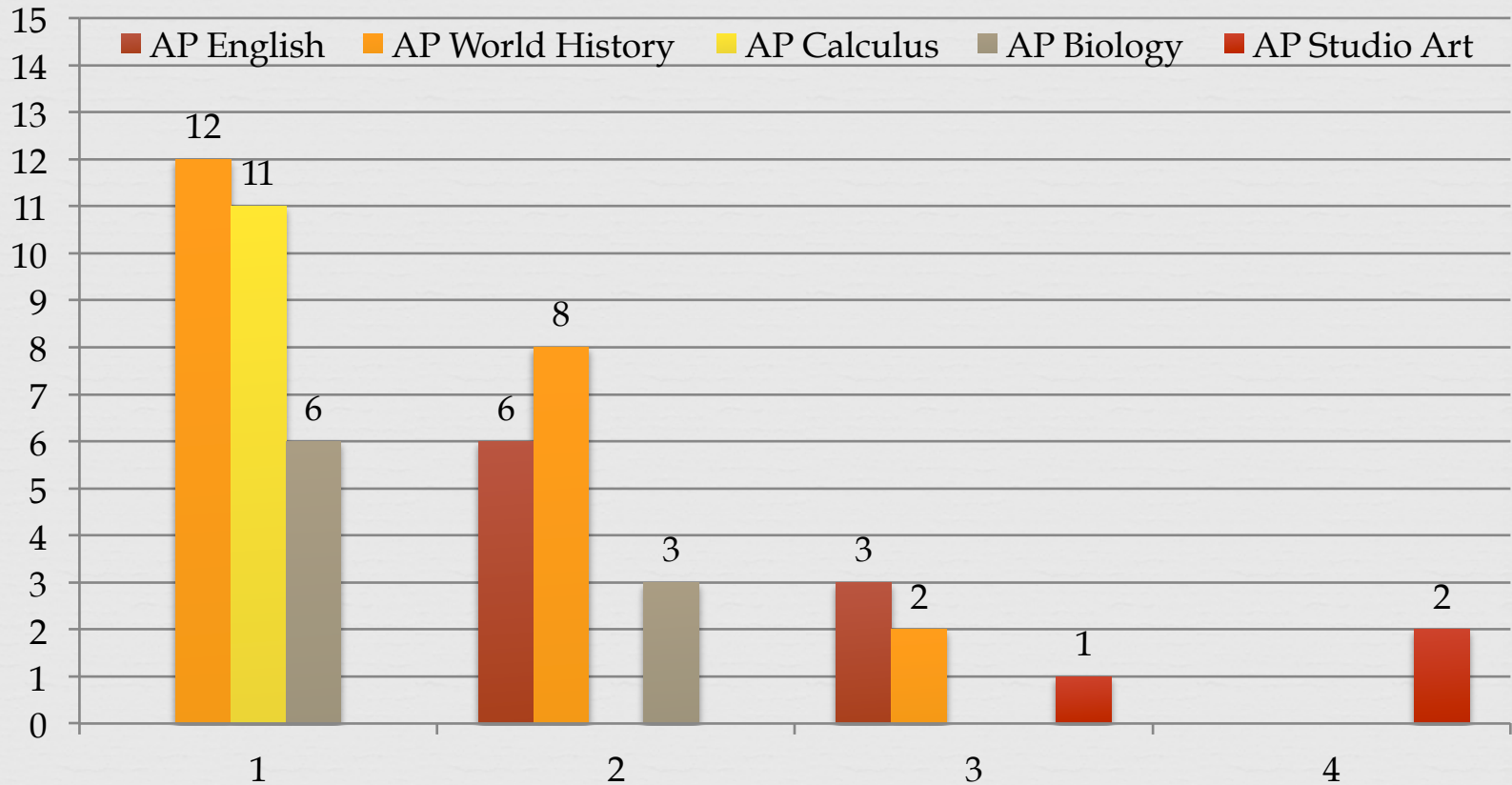


- ❧ Advanced placement exams give high school students a chance to earn college credit or course exemption.
- ❧ Passing scores on the AP exam start at 3, with 5 being “extremely well-qualified”.
- ❧ Studies have shown that “...students who perform well on an AP exam (i.e., earn a score of 3, 4, or 5) tend to outperform nonexempt students...and “... graduate from college in five years...”, as compared to their counterparts. CollegeBoard, 2009

Number of Students with Specific Grades in AP courses



Number of Students with Specific Scores on the AP Exam



Overview of AP Course Grades and AP Exam Scores

AP Calculus (11 students in course)

Course Grade	A	B	C	D	F
# of Students with Grade	1	2	8	0	0

AP Exam Score	5	4	3	2	1
# of Students with score	0	0	0	0	11

AP English (10 students in course)

Course Grade	A	B	C	D	F
# of Students with Grade	3	5	2	0	0

AP Exam Score	5	4	3	2	1
# of Students with score	0	0	3	6	0

AP Studio Art (6 students in course)

Course Grade	A	B	C	D	F
# of Students with Grade	5	0	0	0	0

AP Exam Score	5	4	3	2	1
# of Students with score	0	2	1	0	0

Overview of AP Course Grades and AP Exam Scores

AP Biology (9 students in course)

Course Grade	A	B	C	D	F
# of Students with Grade	3	4	2	0	0

AP Exam Score	5	4	3	2	1
# of Students with score	0	0	0	3	6

World History (22 students enrolled)

Course Grade	A	B	C	D	F
# of Students with Grade	10	10	2	0	0

AP Exam Score	5	4	3	2	1
# of Students with score	0	0	2	8	12

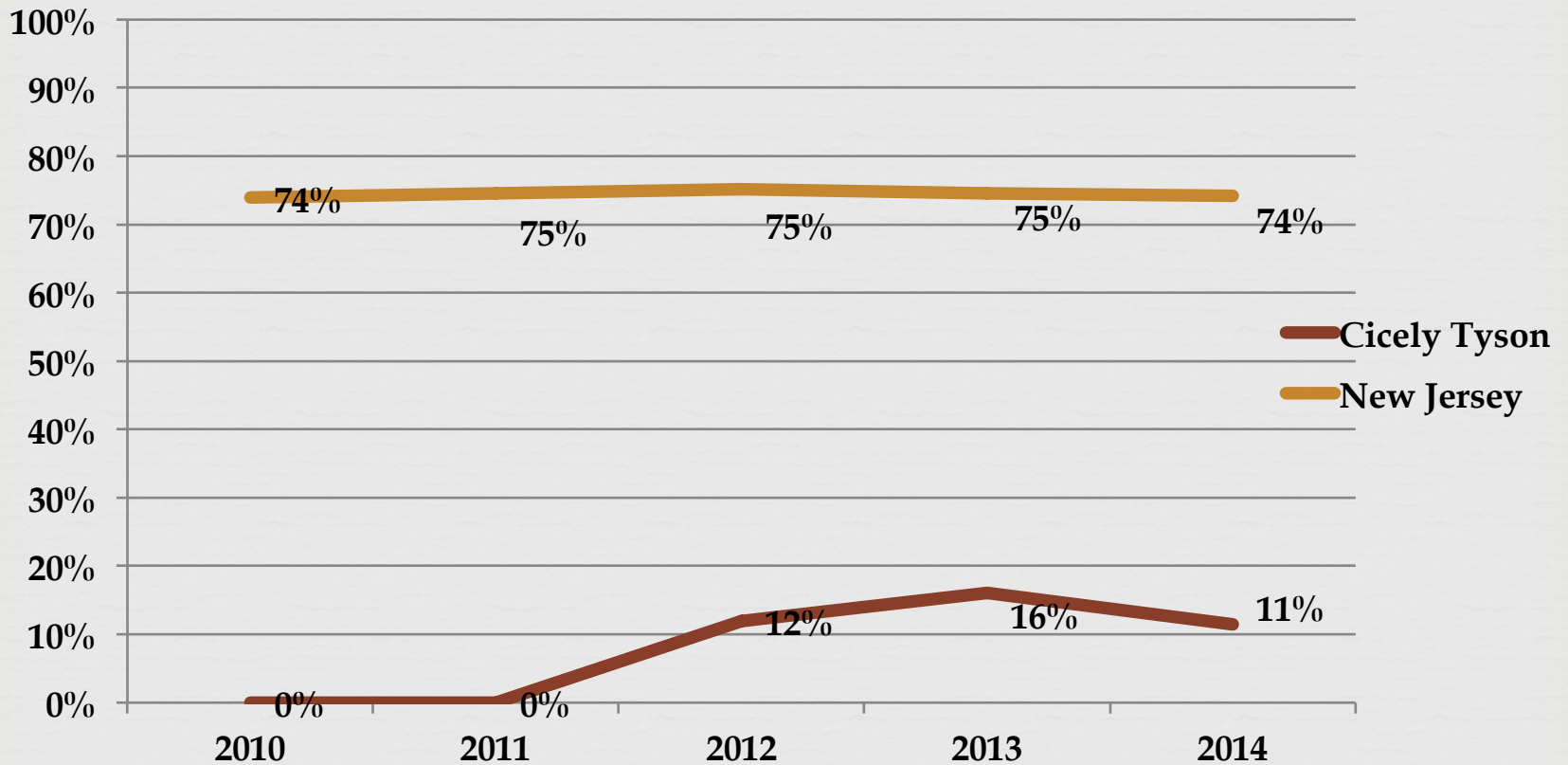
Comparison of AP Course Grades to AP Exam Grades



- ❖ AP Calculus and AP World History grades appear to be on a positive trend towards expectant scores of 3's on the AP Exam.
- ❖ AP World History is a first year course
- ❖ AP Biology and AP English course grades appear inflated in comparison to the exam scores

93% of students that
were enrolled in an AP
course took the AP
Exam, which is a 9%
increase from 2012-2013

Percentage of Students Scoring 3's or Above



FOCUS WALL



Areas of Concern

- ❧ Why is there a high number of A's in the AP courses that do not correlate to a 3 or better on the AP Exam?

Strategies for Improvement

- ❧ More on-site and off-site training for AP teachers.
- ❧ Climate and culture that promotes a high expectation for college and career readiness.
- ❧ Evaluation of the AP curriculum to ensure alignment with AP standards.

Failing Students



2013-2014

Failing Students



	2013-2014 Total Students				SWD				Economically Disadvantaged			
Grades	#Failing 1 course	# Failing 2 courses	#Failing 3 courses	#Failing 4 or more courses	#Failing 1 course	# Failing 2 courses	#Failing 3 courses	#Failing 4 or more courses	#Failing 1 course	# Failing 2 courses	#Failing 3 courses	#Failing 4 or more courses
9	8	4	3	4	0	2	0	1	3	4	3	3
10	17	7	2	1	4	1	0	0	14	6	2	1
11	9	3	6	3	2	0	1	0	7	2	4	2
12	16	9	3	2	1	0	0	1	10	5	3	2
Total	50	23	14	10	7	3	1	2	34	17	12	8

Failing Students



English I (117 students)

Students Failing Cycle 1	Students Failing Cycle 2	Students Failing Cycle 3	Students Failing Cycle 4	Students Failing for the Year
8	8	9	27	14
6.8%	6.8%	7.7%	23.1%	12%

Failing Students



Algebra I (113 students)
Cycles 1, 2 3

Algebra I (132 students)
Cycle 4, Full Year

Students Failing Cycle 1	Students Failing Cycle 2	Students Failing Cycle 3	Students Failing Cycle 4	Students Failing for the Year
2	1	0	5	4
1.8%	0.9%	0%	3.8%	3%



SAT



2013-2014

SAT data will be available
by the end of September.

Graduation Rates



2013-2014

Graduation Rates will be
available by the end of
September.

Retention Rates



2012-2013

Retention Rates data will be
available by the end of
September.

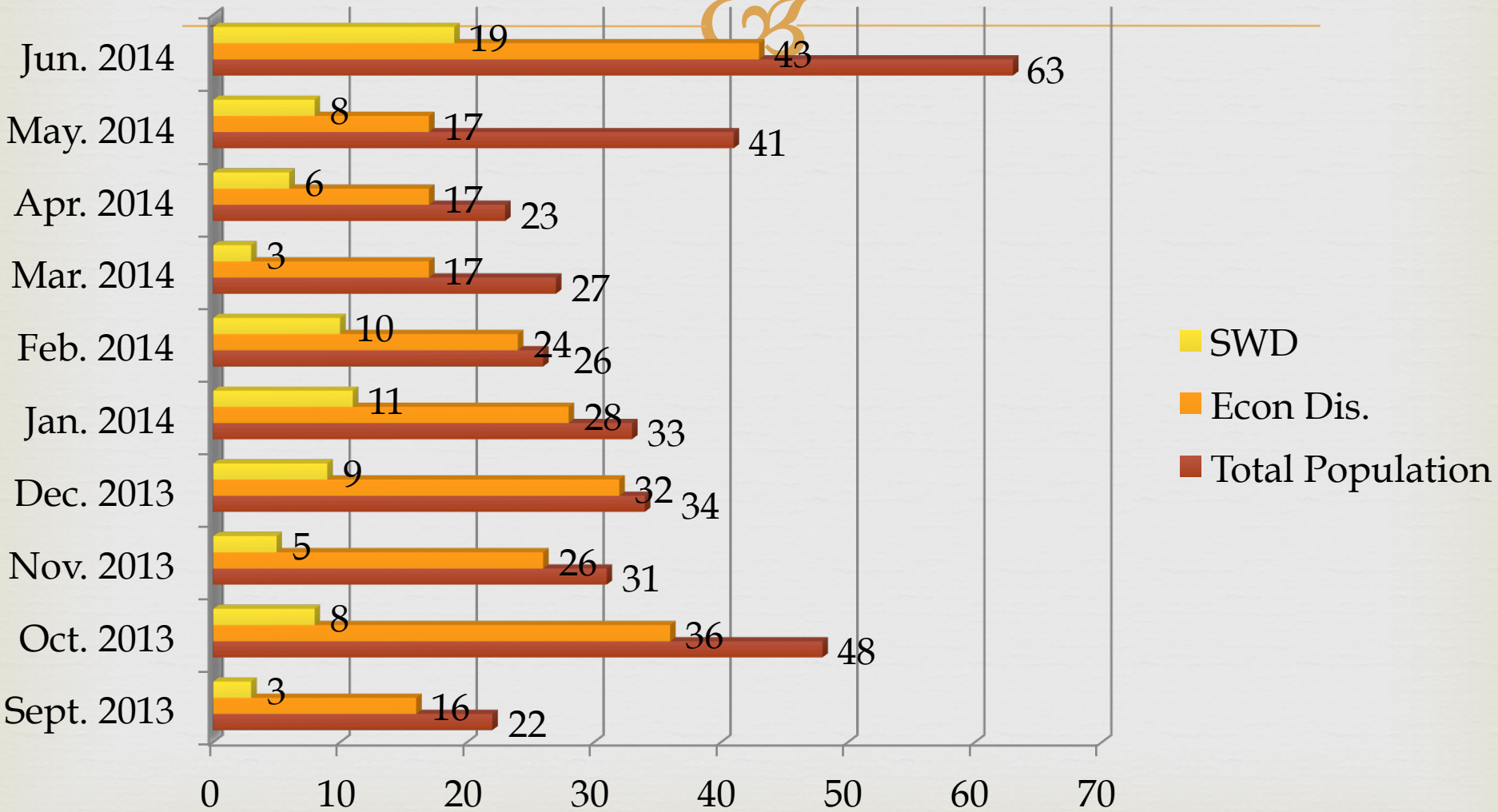
Climate and Culture



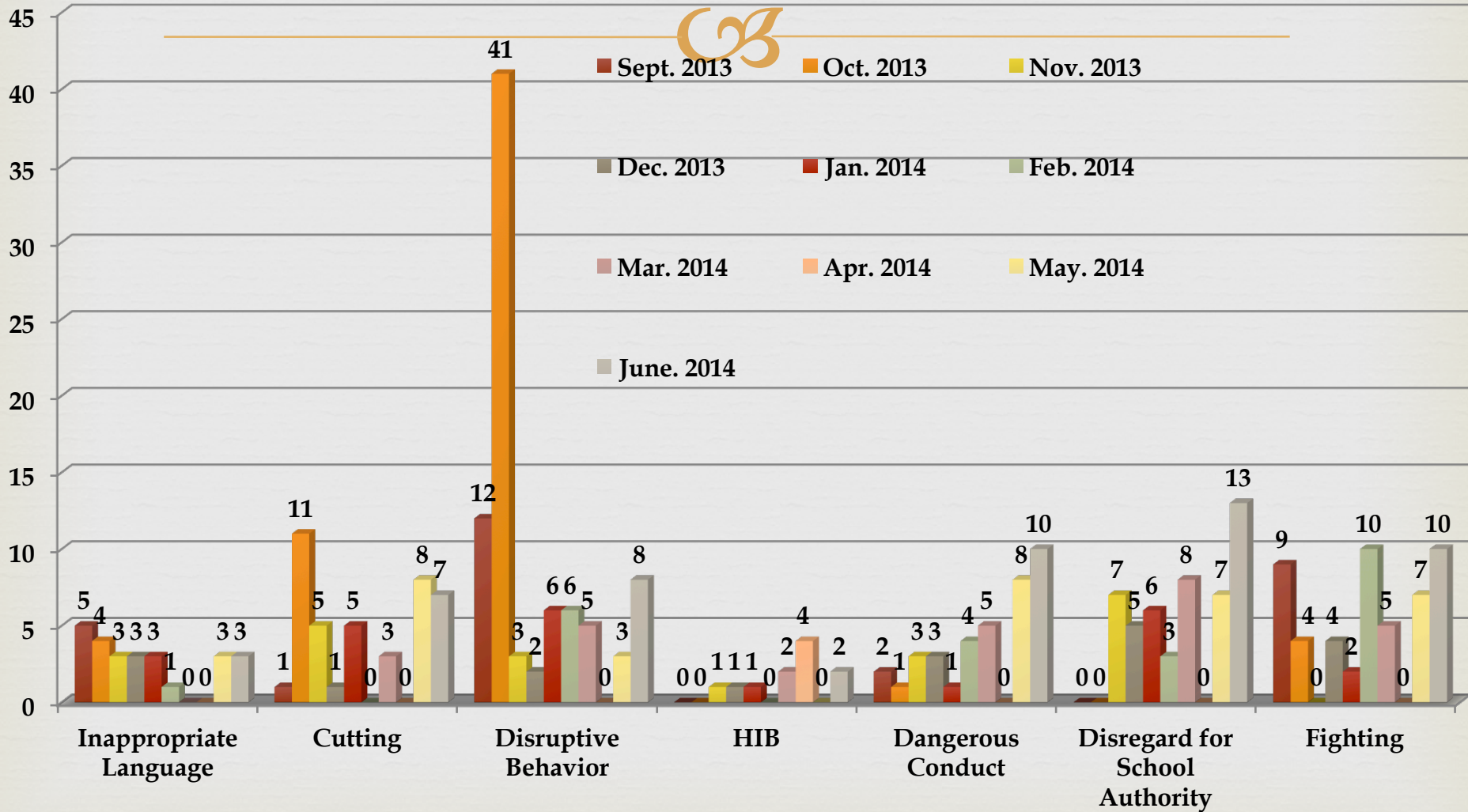
2013-2014

Referrals

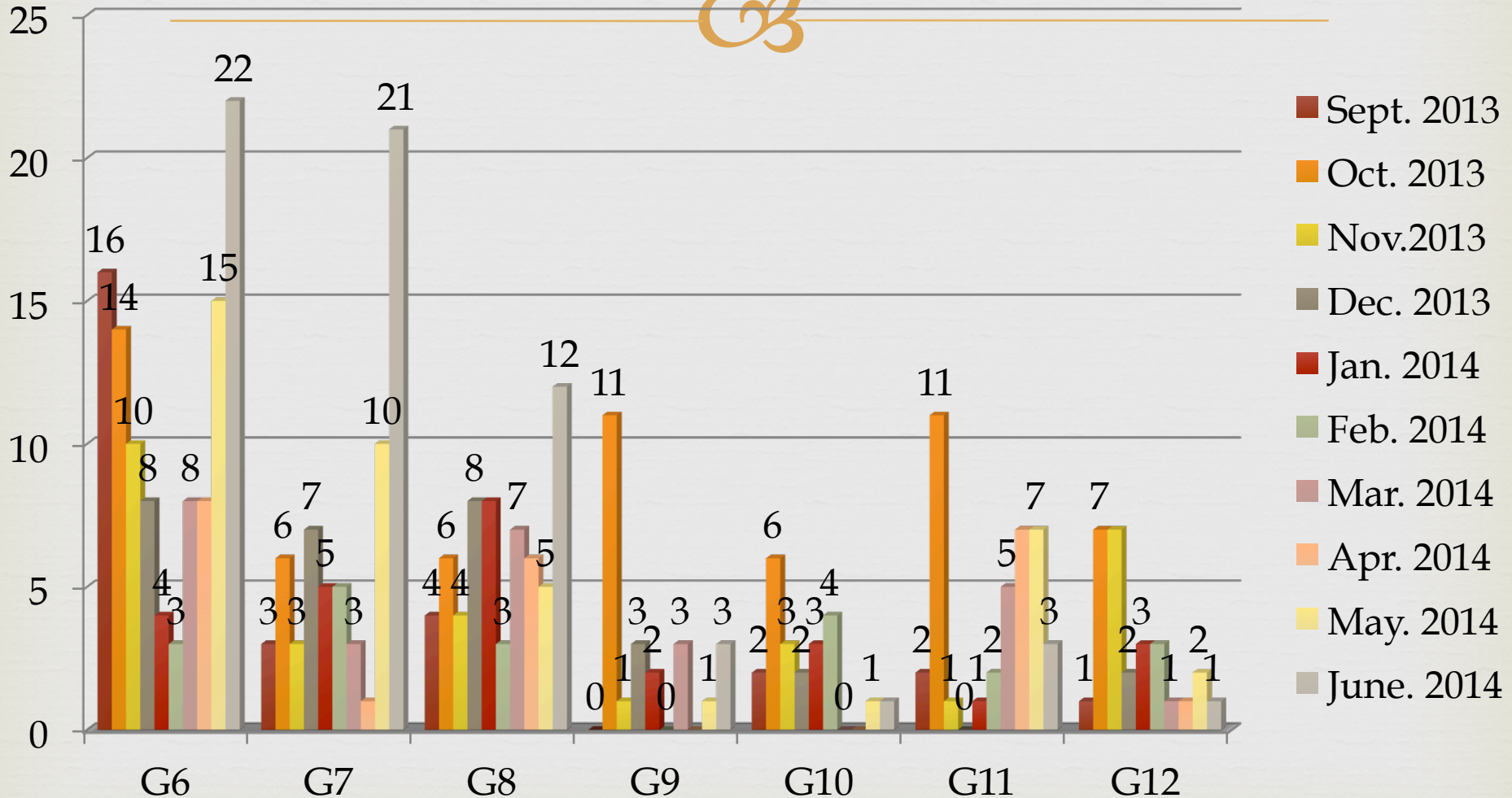
63



Infractions



Referrals by Grade Level

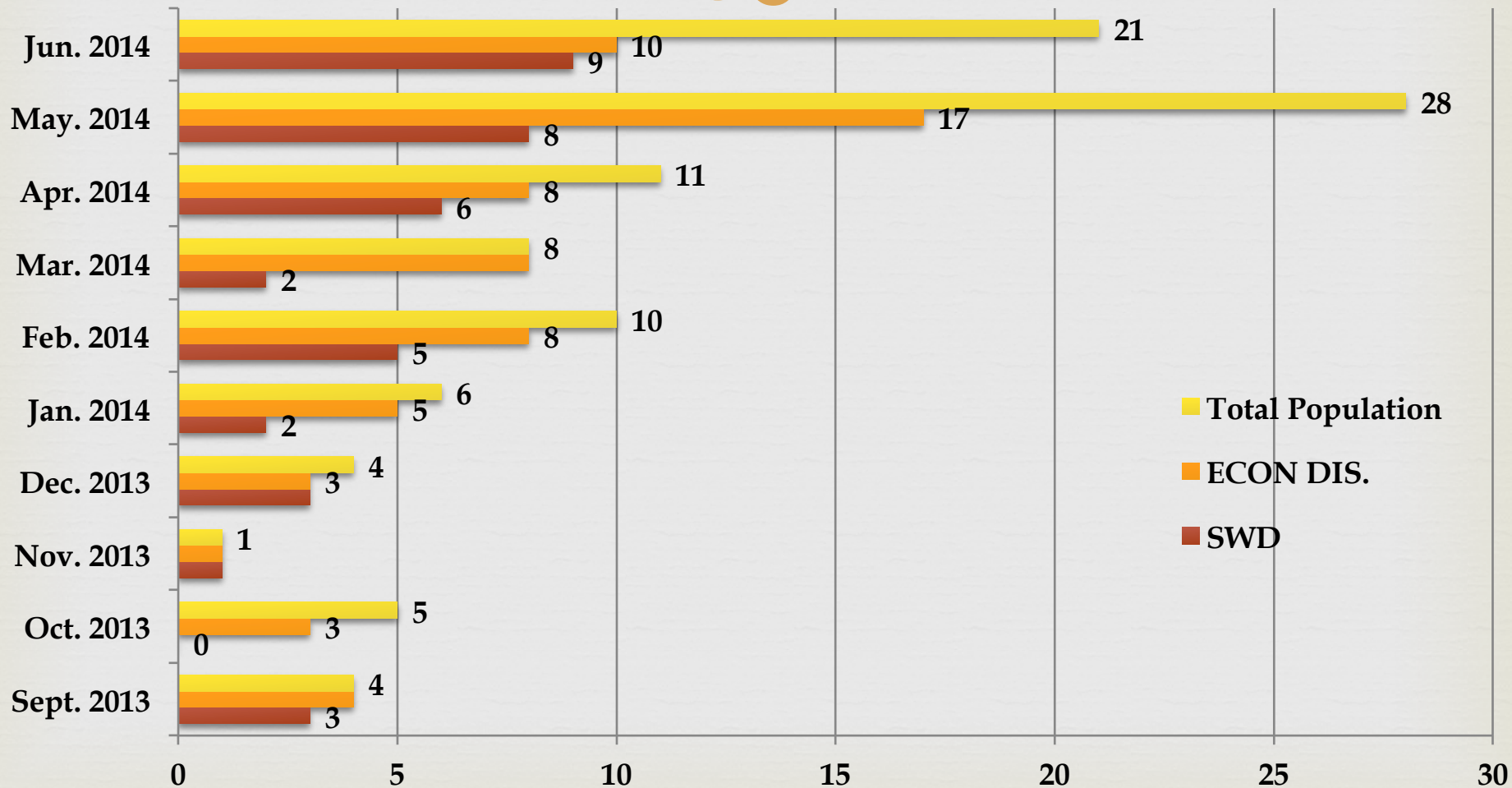


Discipline Data Analysis

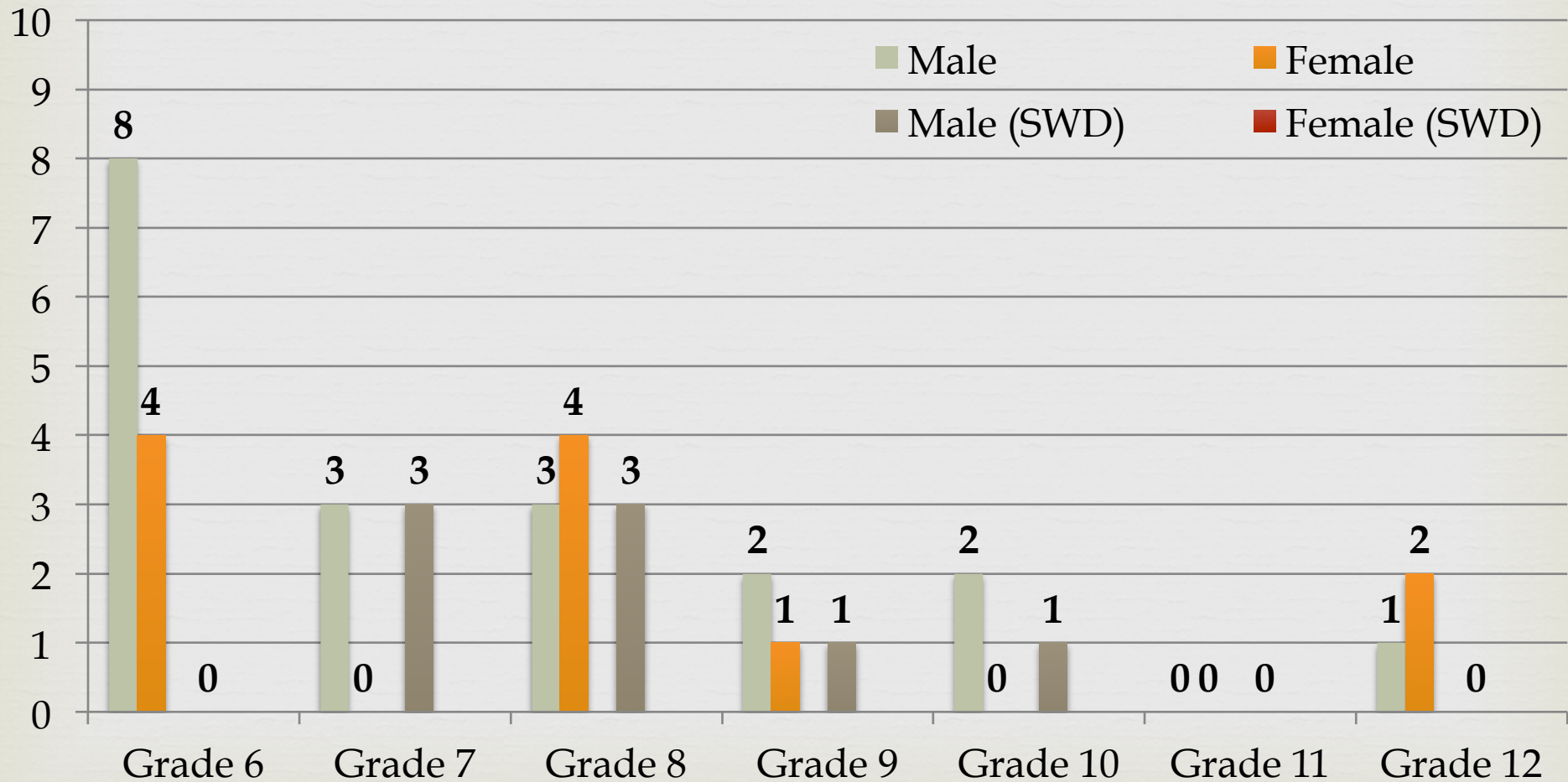


- ❧ **October** = highest number of referrals. Based on the data, the month of October has shown an increase for past 2 years.
 - ❧ The transition from 5th grade to 6th grade speaks to the increased number of referrals in this cohort as they are becoming acclimated to new school setting and expectations.
 - ❧ **Under PBSIS, October will become a focal point in decreasing the number of referrals by providing specific incentives for positive behavior.**
- ❧ **Disruptive Behavior** is the highest category with infractions. We correlate this to classroom management skill sets. The district is currently adding professional development workshops to aid in more effective classroom management practices.
- ❧ **Middle School** = highest number of discipline issues.
 - ❧ **Under PBSIS, the middle school students are participating in a Middle School Peace Challenge to decrease amount of referrals in disruptive behavior at the middle school level.**

Suspensions



Multiple Referrals



Preparing for 2014-2015 SIP

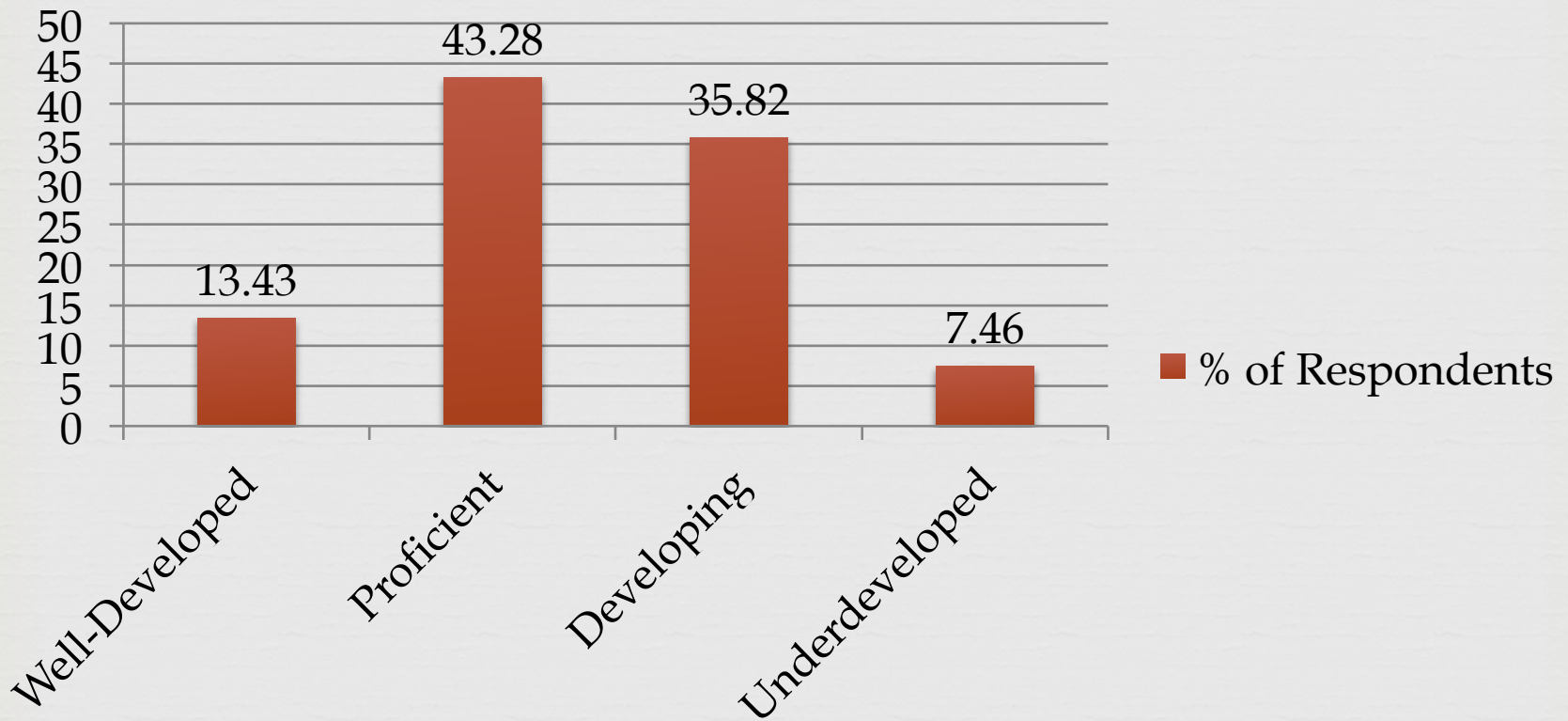


QSR Staff Survey 2014 (74% Staff Participation)

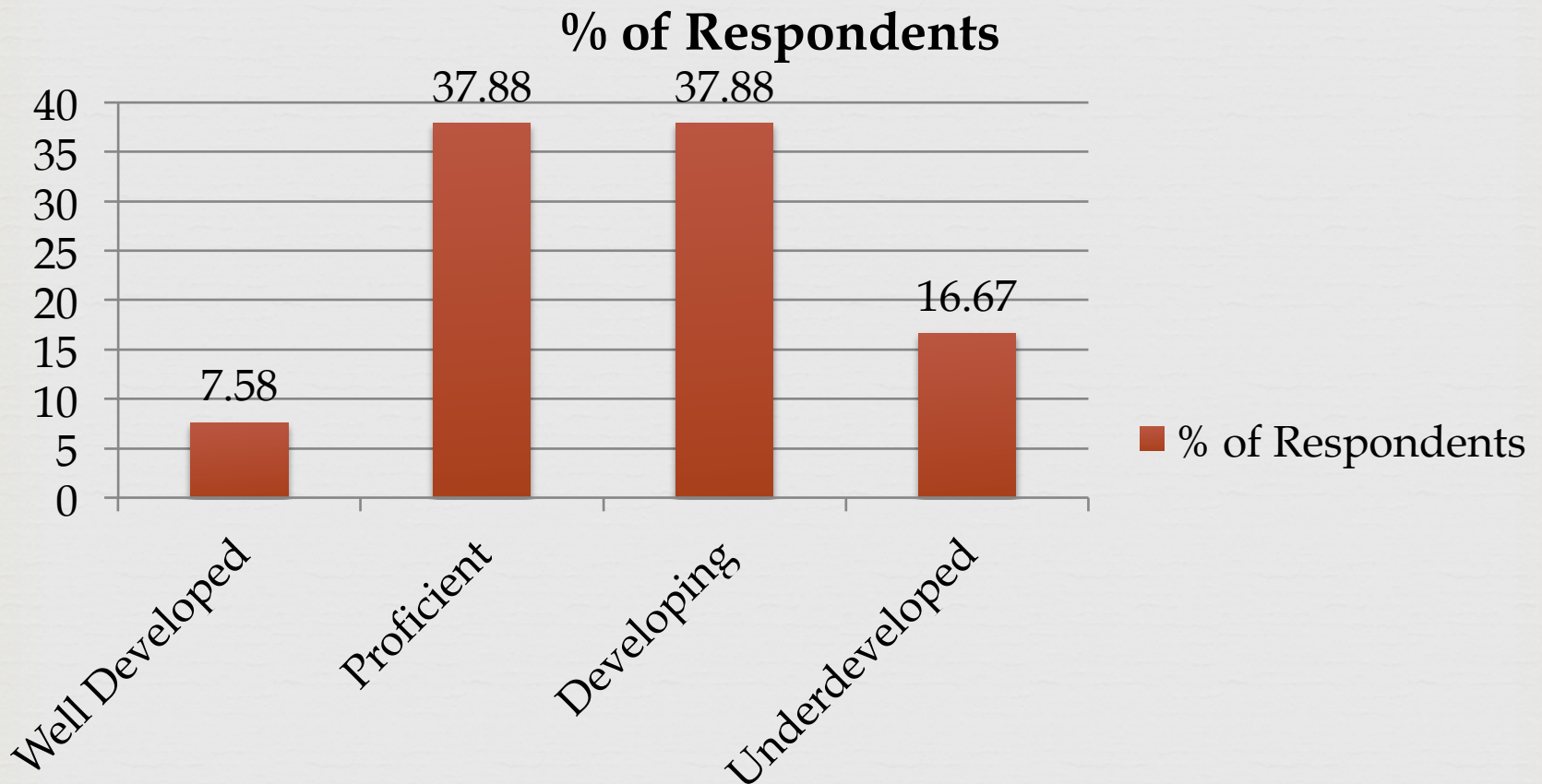
Principle 1: Based on the current school year, how would you rate the principal's ability to effectively lead the transformation effort?



% of Respondents



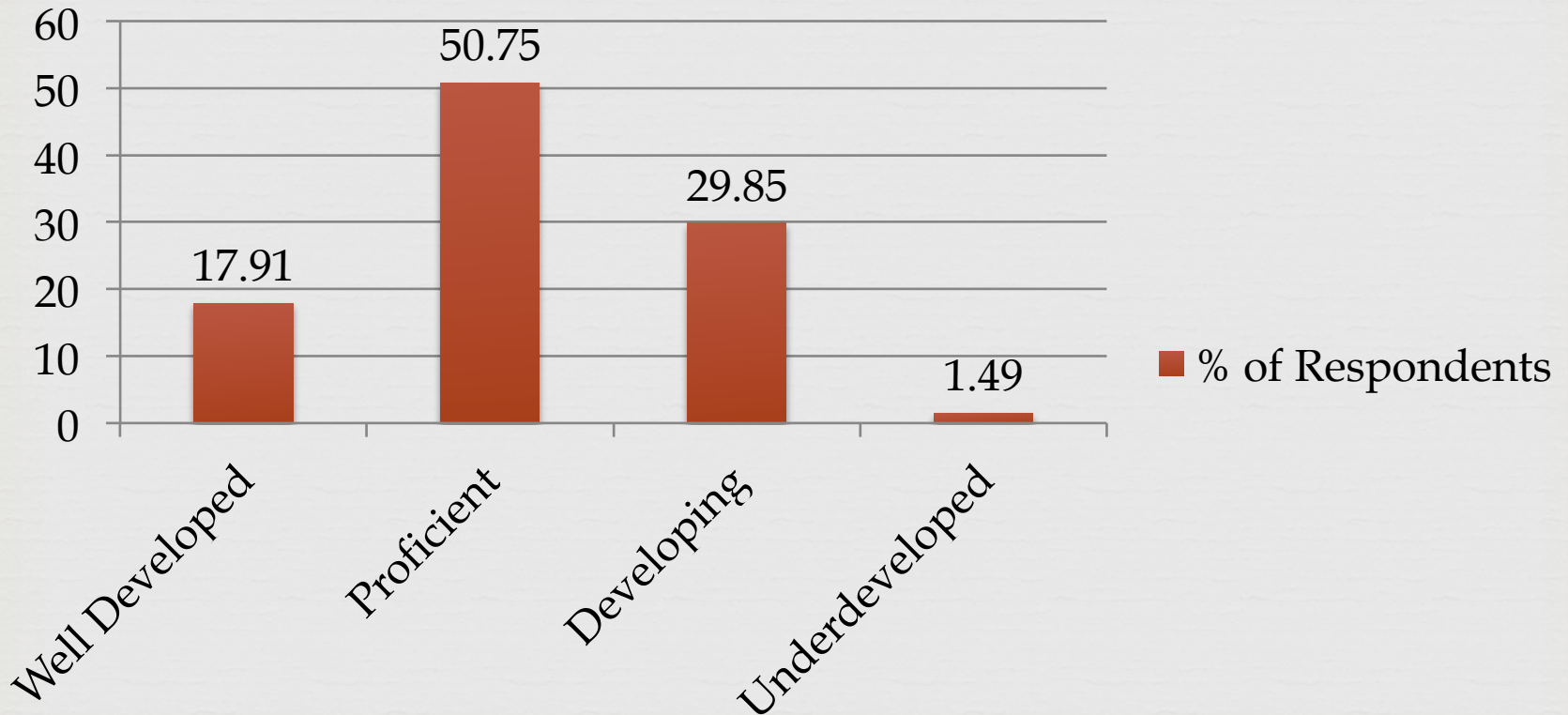
Principle 2: Based on the current school year, how would you rate the school's environment in supporting the social, emotional, and learning of all students?



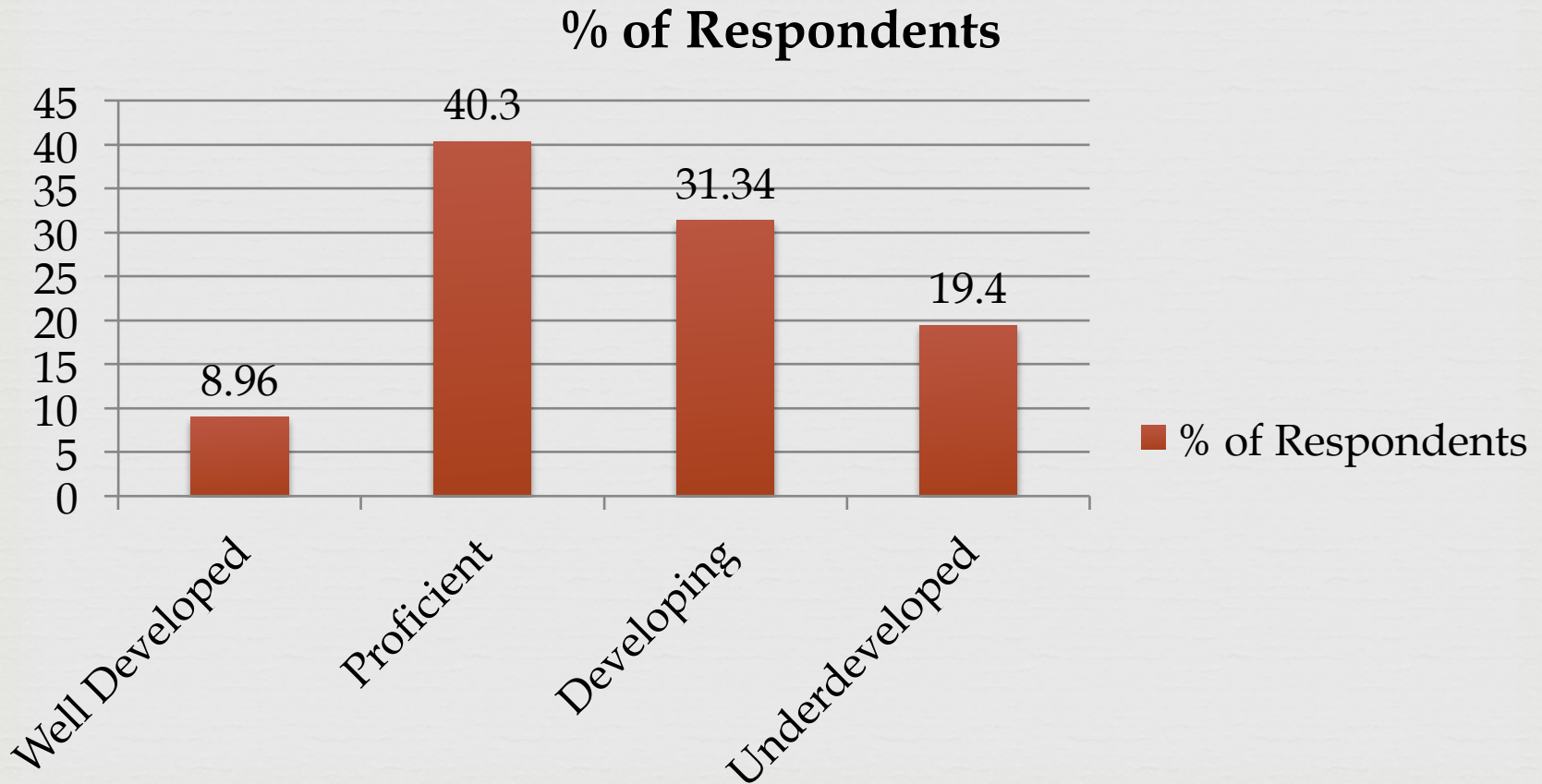
Principle 3: Based on the current school year, how would you rate your level of understanding in utilizing multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs?



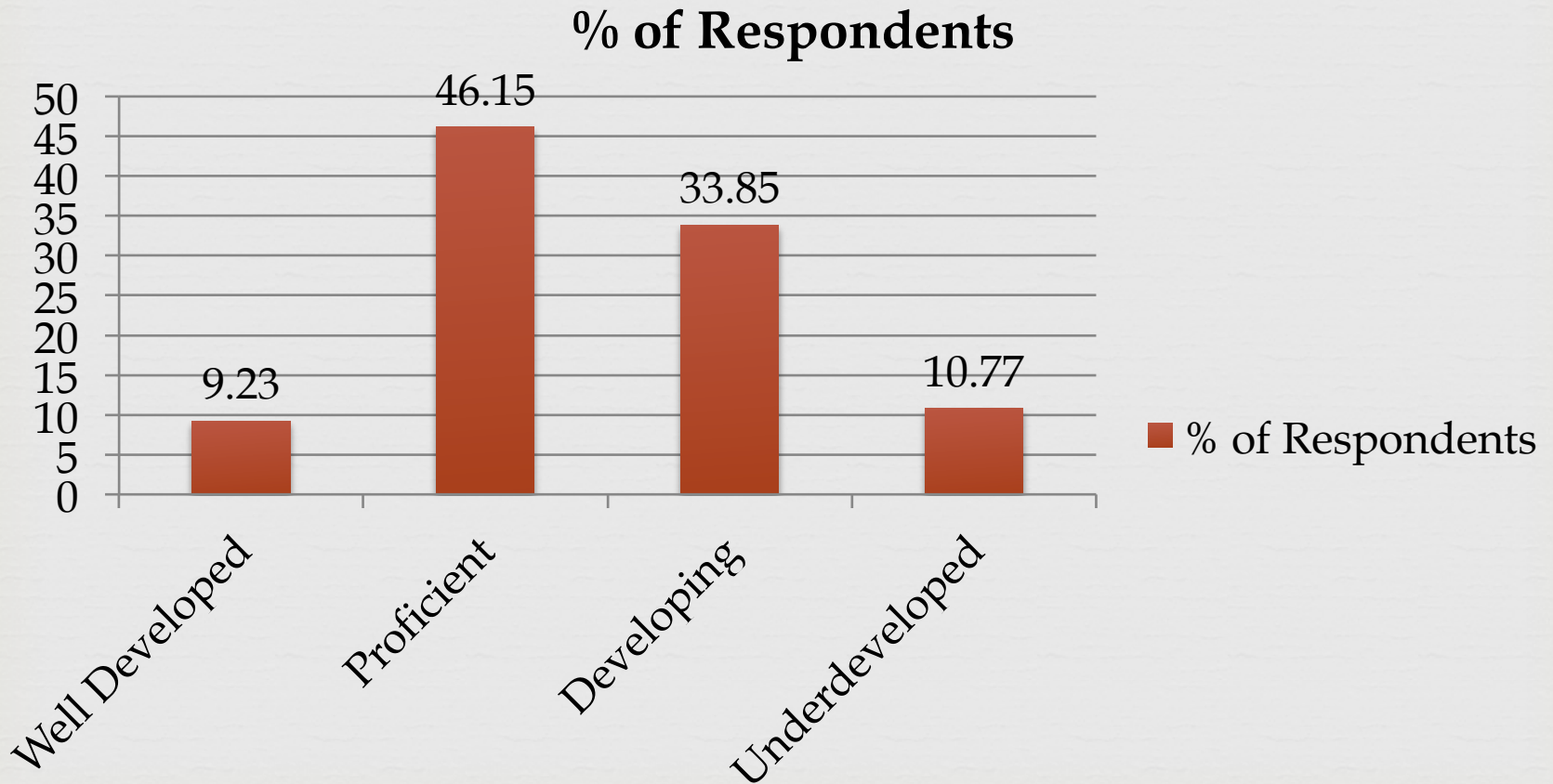
% of Respondents



Principle 4: Based on the current school year, how would you rate your access to foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted?



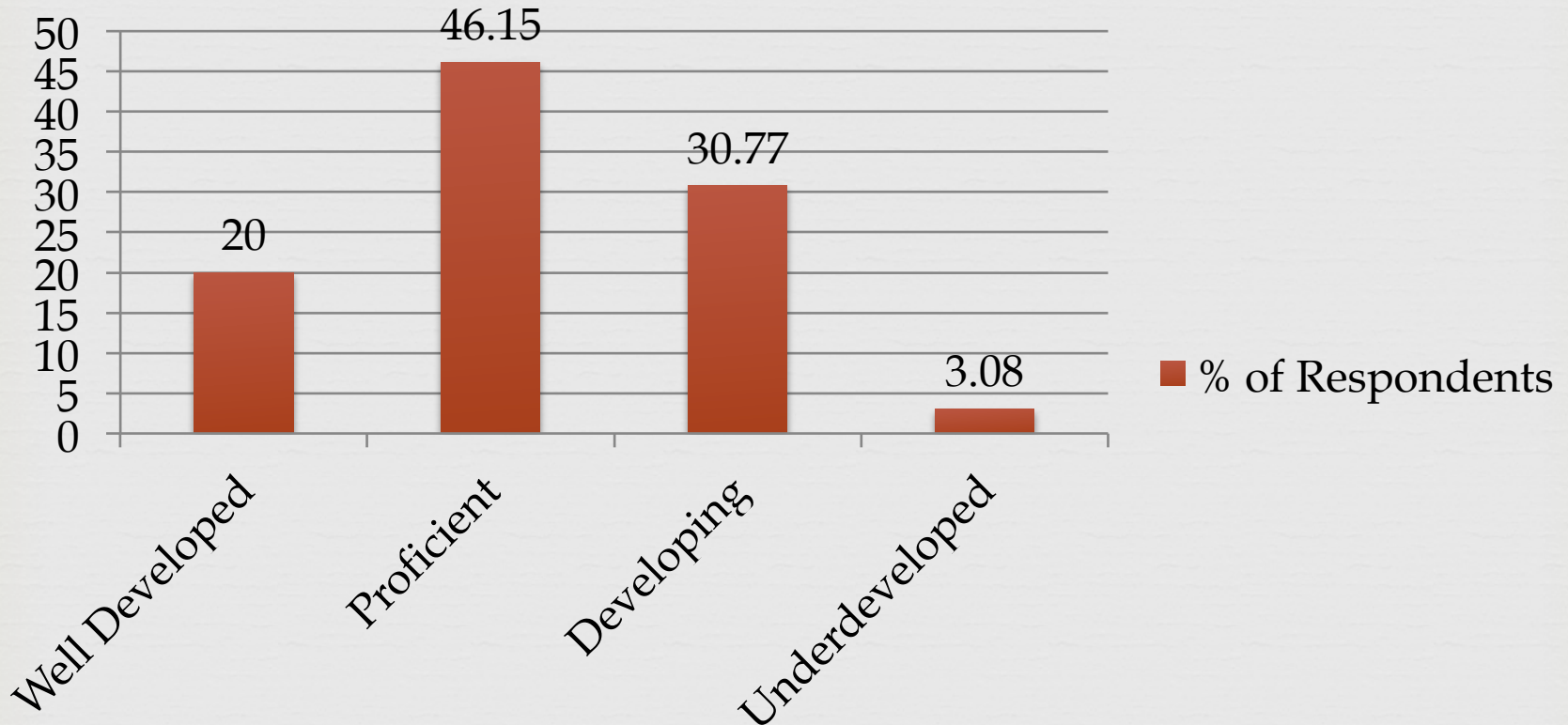
Principle 5: Based on the current school year, how would you rate the administration's ability to recruit, retain, and develop effective teachers?



Principle 6: Based on the current school year, how would you rate the effectiveness of the data coach and/or data team with an emphasis on improving teaching and learning?



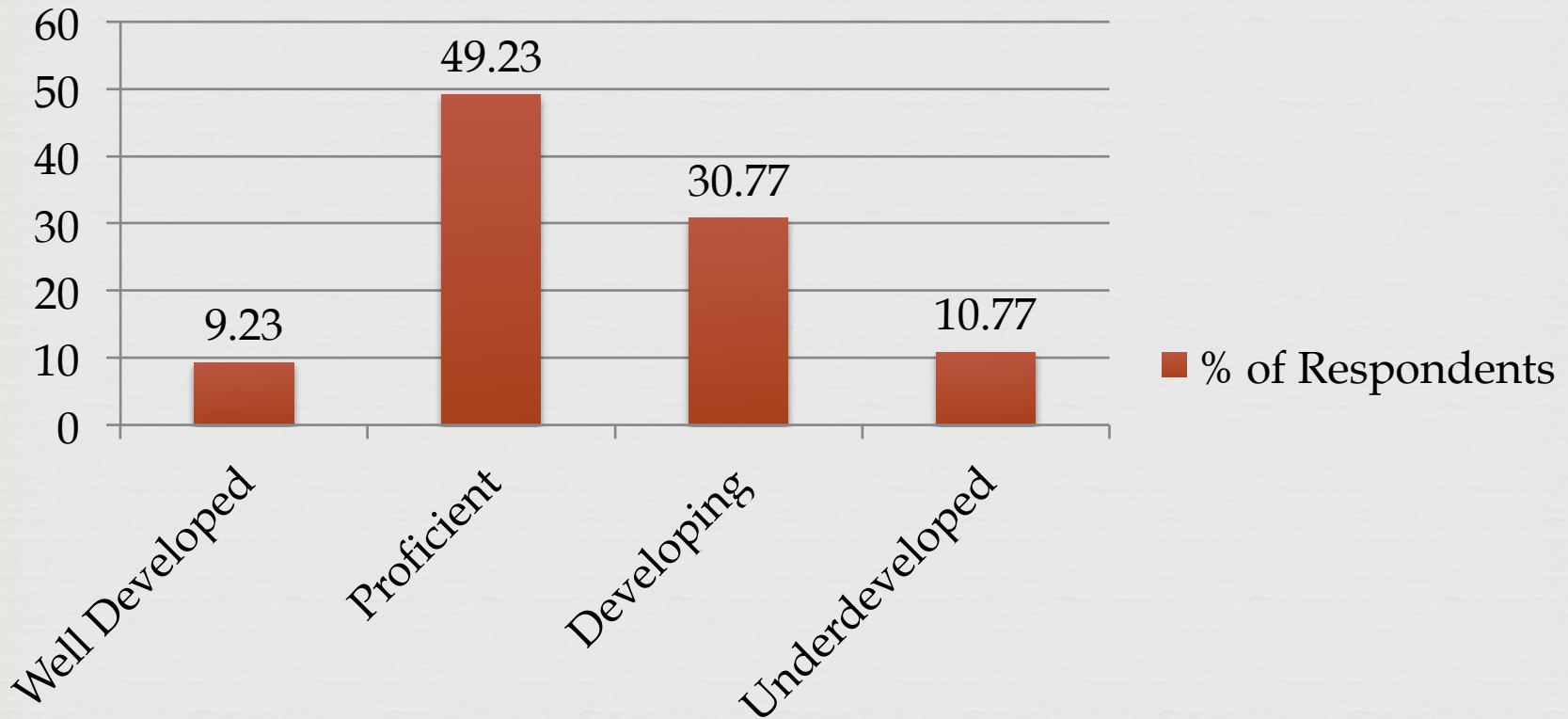
% of Respondents



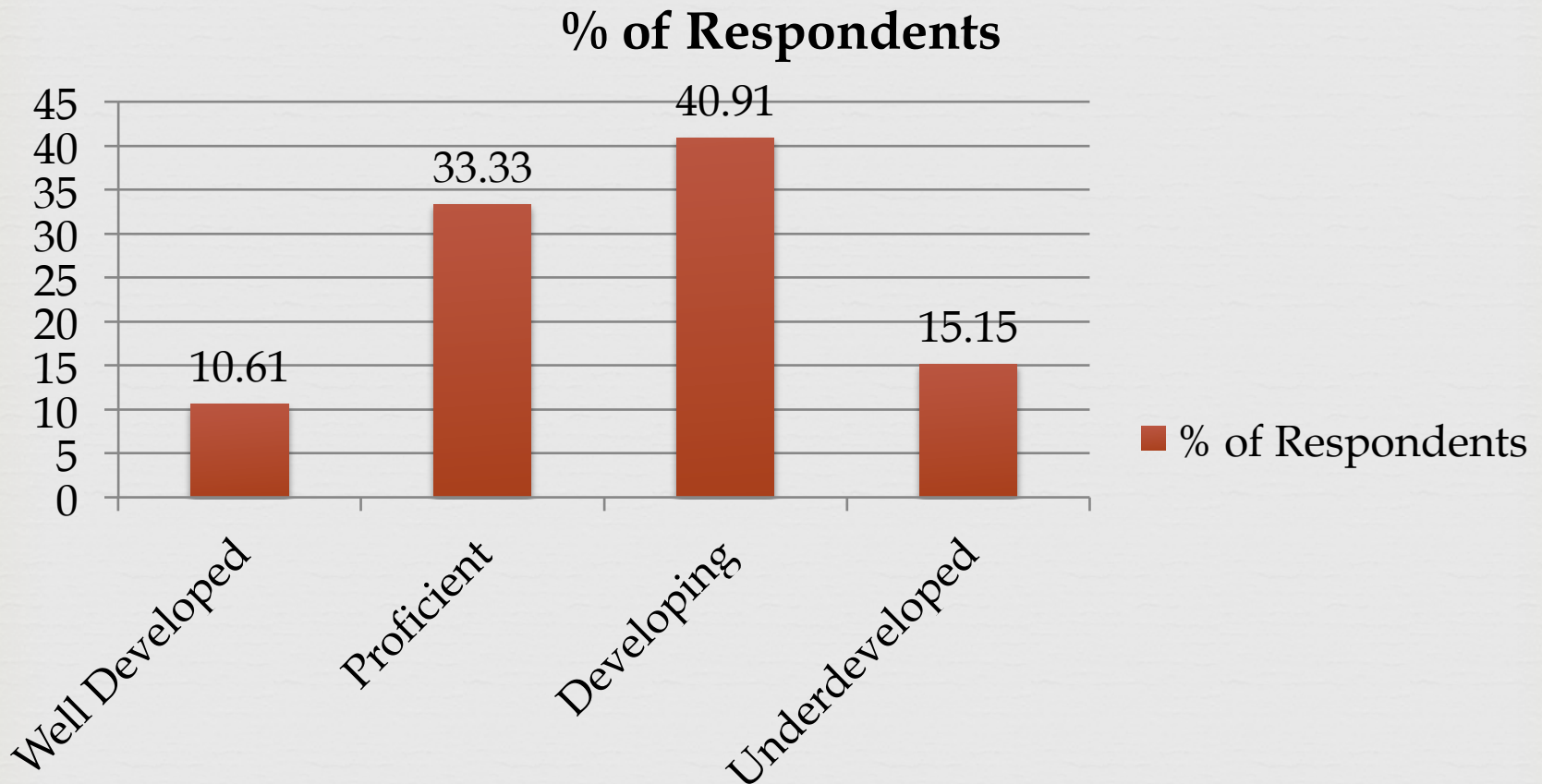
Principle 7: Based on the current school year, how would you rate the effectiveness of teacher collaboration (vertical and horizontal team meetings) for the purpose of improving teaching and learning?



% of Respondents



Principle 7: Based on the current school year, how would you rate the use of extended time for the purposes of improving teaching and learning?



Principle 8: Based on the current school year, how would you rate the level or effectiveness of increasing the academic focus for family and community engagement?



% of Respondents

