

To: Dr. Steve Pegram, Superintendent
 From: Mr. Michael Flax, Principal
 Date: 9 January 2015
 Re: January BOE Report

Aspire – The Aspire Test results are in. The following is the number of students who are considered on track to be college and career ready in each subtest. The second portion of the chart is those who are on track or considered to be close according to the data supplied by Aspire/ACT.

		English	Science	Math	Reading	Writing
Grade 5	% Ready	60	37	34	32	4
Grade 6	% Ready	66	43	32	39	19
Grade 7	% Ready	77	31	34	32	12
Grade 8	% Ready	72	32	37	25	11
CAC	% Ready	68	36	34	32	12
		English	Science	Math	Reading	Writing
Grade 5	% Ready	60	37	34	32	4
	%Ready or Close	97	58	79	52	59
Grade 6	% Ready	66	43	32	39	19
	%Ready or Close	94	74	83	70	75
Grade 7	% Ready	77	31	34	32	12
	%Ready or Close	97	57	75	70	54
Grade 8	% Ready	72	32	37	25	11
	%Ready or Close	92	63	72	77	52
CAC	% Ready	68	36	34	32	12
	%Ready or Close	94	63	77	66	60

Math and Reading Classroom Data – We have been collecting data on students in their reading classes throughout the semester. Our reading program here looks different at each level. Grade five uses the Lead 21 Reading Series, grade six uses the Expert 21 Reading Series, and grades seven and eight uses previously adopted curriculum resources and teacher designed plans. Teachers are tracking data on the reading students as to which are on grade level (and where on the spectrum they fall) and will do a comparative study at the end of the second semester.

Fifth grade reading: The Lead 21 program assesses students for placement at the beginning of the year. As students work through the units their levels are adjusted as necessary. Whole class instruction comprises a part of the instructional day, with an hour each day devoted to small group instruction at the appropriate level. At the current time this is the breakdown of students at each L21 level:

Advanced Level	21 students (31% of students in small group instruction by GE Teacher.)
Benchmark Level	22 students (33% of students in small group instruction by GE Teacher.)
Strategic Level	12 students (18% of students in small group instruction by GE Teacher.)
Intensive Level	12 students (18% of students in small group instruction by GE Teacher.)
Four students receive small group (and two receive their entire instruction) in the resource room.	

Fifth grade math: All students in fifth grade math receive their instruction at grade level, with the exception of the students who are identified with a disability affecting math. Those four students receive their math instruction in the resource room at a much lower level than fifth grade. Eight students are (at this time) involved in our Lower Tier instruction for thirty minutes of additional time daily. That number of students varies as the results of the unit tests are used for placement. While they are receiving that time, the other students are engaged in enrichment or grade level activities involving the math concepts that are currently and previously have been taught. Data by Unit will be reported following the conclusion of Unit Six, currently in process of being assessed.

Sixth grade reading: The sixth grade uses the Expert 21 Reading Program for instruction. The Student Reading Inventory is used three times per year, with the first one at the beginning of the school year. The report shows data using Year-End Proficiencies (end of sixth grade) for placement. The students are engaged at this writing in the mid-year SRI. I will be able to have that data next Monday, so can report on the growth at the BOE meeting. In September the breakdown was as follows:

Advanced Level	8 students (10% of students receiving instruction in regular education)
Proficient Level	18 students (18% of students receiving instruction in regular education)
Basic Level	33 students (42% of students receiving instruction in regular education)
Below Basic Level	20 students (25% of students receiving instruction in regular education)

Again, I will be able to discuss growth data at the January BOE meeting.

Sixth grade math: Data on sixth grade math has been collected based on the three unit tests that students have completed. A pretest is given (in all subject areas in the building) with the posttest to follow. Here is the breakdown as far as grade level average scores on each unit test.

Unit One	Pretest 52%	Post Test 81%
Unit Two	Pretest 40%	Post Test 87%
Unit Three	Pretest 35%	Post Test 88%

Seventh grade reading: Seventh and eighth grade students are involved in reading instruction three days per week. Most of our seventh and eighth grade students receive instruction on grade level. No pretest is given over the novel studies and skill work.

Based on teacher assessment, both formal and informal, we have 62 students (81% of all seventh graders; 85% of students who receive reading instruction in the regular education classroom) performing on or above grade level, and 15 (19% of all seventh graders; 15% of students who receive reading instruction in

the regular education classroom) students performing below grade level. Of those fifteen students, four receive instruction in the resource room, hence the need for two percentage scores listed for each level.

Eighth grade reading: Data has been collected on the novel studies and reading curricular standards. Most of our seventh and eighth grade students receive instruction on grade level. No pretest is given over the novel studies and skill work. Post test results from the first four units follows, with grade level averages being reported.

Unit One	83%
Unit Two	89%
Unit Three	98%
Unit Four	93%

Based on teacher assessment, both formal and informal, we have 50 students (71% of all eighth graders; of students who receive reading instruction in the regular education classroom) performing on or above grade level, and 20 (29% of all eighth graders; of students who receive reading instruction in the regular education classroom) students performing below grade level. Of those 20 students, two receive instruction in the resource room, hence the need for two percentage scores listed for each level.

Seventh grade math: To follow with the other content area and curricular area data at a later date.

Eighth grade math: In eighth grade math the students covered five units of study. Mrs. Maichel gave the post-test to all students. Students who did not achieve at 70% were given review and a retake of the test. The information below tells what percent of students achieved at or above 70% the first time and of those who did not, what percent of students made a gain from the first testing session. Five 8th graders receive their math instruction in the resource room.

UNIT	# and % of students at or above 70%		# and % of students who gained on the 2 nd opportunity	
Real Numbers	55/69	80%	11/14	79%
Exponents	62/66	94%	1/4	25%
Radical Numbers	62/68	91%	3/6	50%
Scientific Notation	58/68	85%	5/10	50%
Pythagorean Theorem	61/67	91%	2/6	33%

Discipline Report – The second quarter discipline report is complete. Data from the report indicates that there were 60 office referrals made. The consequences are broken down as follows:

Phone Calls to Parents	3 for bus referrals
Detentions	48
In-School Suspension	4
Out-of-School Suspension	5

By grade level the numbers were distributed as follows: Grade 5 had 4 referrals; Grade 6 had 33 referrals; Grade 7 had 9 referrals; and Grade 8 had 14 referrals. It is disturbing that grade 6 comprised more than half of the total office referrals for the quarter. I have met with the students and teachers about expectations moving forward. The sixth grade teachers will be discussing what we are seeing, and strategies to approach this problem.

Submitted by Michael Flax
9 January 2015