

# **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY – TAYLOR MIDDLE SCHOOL**

## **SCHOOL YEAR: 2017-2018**

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### **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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. The student breakout is 10% African American, 63% Hispanic, 25% White, and 2% Two or more races. 71% of the student population qualifies for free and reduced lunch making Taylor Middle School a Title 1 campus. 13% of the students are ELL, 57% are identified at risk and 11% are mobile. 9% of students are identified as GT students and 13% 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 21 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, Ren Place, Gates). We will also utilize a number of online programs to support student learning (Ren Place, Dreamworks, IXL).

Identified Needs	Priorities
<p><b>Demographics:</b></p> <ul style="list-style-type: none"> <li>● A system and process will be established to closely monitor student attendance</li> <li>● 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</li> <li>● Support for ELL and SPED students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor attendance and tardiness trends through a developed system of identification and follow up</li> <li>● Refine and grow the RtI process</li> <li>● Support for ELL and SPED teachers for students.</li> <li>● Ensure staff are content experts to ensure mastery of the essential standards</li> </ul>
<p><b>Student Achievement on STAAR (below 70%):</b> See above data chart with red areas highlighted</p>	<ul style="list-style-type: none"> <li>● Focus on learning and not teaching</li> <li>● Implement the Raise Up Texas content enhancement routine and instructional playbook               <ul style="list-style-type: none"> <li>○ Unit organizer &amp; Frame</li> <li>○ Randomization, Think/Pair/Share, Quick Writes</li> </ul> </li> <li>● Determine essential, important and nice to know standards</li> <li>● Collaboratively develop common formative assessments</li> </ul>

	<ul style="list-style-type: none"> <li>● Ensure department teams are working interdependently</li> <li>● Monitor and close achievement gaps</li> <li>● Implement the instructional playbook</li> <li>● Writing to learn across all subject areas</li> <li>● 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</li> <li>● Develop balanced literacy procedures to meet student needs and align vertically</li> <li>● Strong focus on science and social studies lessons and vocabulary.</li> </ul>
<p><b>School Culture and Climate:</b></p> <ul style="list-style-type: none"> <li>● Develop student leadership skills</li> <li>● Set student and staff expectations</li> <li>● Have clear and regular communication with staff, parents and the community</li> <li>● Ensure the needs of students of all levels are being met through extra curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure clear expectations are taught and reinforced with the students and staff</li> <li>● School wide reward and recognition systems</li> <li>● Develop rigorous/extra curricular activities plan for students of all levels</li> <li>● Develop a plan for teaching students organization and study skills</li> <li>● Target 6<sup>th</sup> graders transitioning from the intermediate level</li> </ul>
<p><b>Staff Quality, Recruitment and Retention:</b></p> <ul style="list-style-type: none"> <li>● Hire quality staff through rigorous interview processes.</li> <li>● Continue improvement on teacher mentor and support programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Actively recruit high quality staff</li> <li>● Improve teacher mentor program</li> <li>● Targeted professional development to ensure teacher success with classroom management and instructional planning and delivery</li> </ul>
<p><b>Curriculum, Instruction and Assessment:</b></p> <ul style="list-style-type: none"> <li>● Ensure a focus on learning and not teaching</li> <li>● Have a focus on student engagement and classroom expectations.</li> <li>● Create and grow a balanced literacy program that meets the needs of all students (emphasis on reading fluency, high frequency words and comprehension)</li> <li>● Implement the instructional playbook &amp; content enhancement routines</li> <li>● Increase rigor of science lessons with an emphasis on science vocabulary.</li> <li>● Increase rigor of social studies lessons with an emphasis on social studies vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development, admin support and follow through aligned to campus needs</li> <li>● Utilize walkthrough data to ensure needs are being met</li> <li>● Provide professional development and observations as needed to support teacher growth</li> <li>● Redefine balanced literacy procedures to meet needs of all students</li> <li>● Implement science and social studies vocabulary strengthening program.</li> </ul>

<ul style="list-style-type: none"> <li>● Increase rigor of writing lessons with an emphasis on writing in a shorter period of time and editing vs. revising</li> </ul>	<ul style="list-style-type: none"> <li>● Align curriculum outline and resources available for teachers to utilize in planning session during the school year.</li> </ul>
<p><b>Family and Community Involvement:</b></p> <ul style="list-style-type: none"> <li>● Continued awareness to promote positive relationships with parents, families and the community.</li> <li>● Develop a campus climate to focus on all students and be accountable to the students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-Monthly principal meetings for parents</li> <li>● Conduct staff, student and parent surveys</li> <li>● Increase school partnerships with community</li> <li>● Increase parent involvement through scheduled activities</li> </ul>
<p><b>School Organization:</b></p> <ul style="list-style-type: none"> <li>● Create clearly defined roles and responsibilities and clear staff expectations.</li> <li>● Increase time for teams/departments to collaborate on data and lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop agreed upon staff expectations and social contracts</li> <li>● Set up times for teachers to collaborate on lessons and instructional strategies</li> <li>● Increase opportunities for staff to engage with the administrative team on a regular basis</li> </ul>
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Continue the implementation of utilizing technology in the classroom that supports students, teachers and the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional development and support to implement and use technology effectively in the classroom.</li> <li>● Increase use of the 4C's technology model</li> <li>● Utilize computer based programs for student monitoring and success: Ren Place, Dreamworks, IXL</li> </ul>
<p><b>Additional Information:</b></p> <p>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.</p>	

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%	25%	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