



## **SCHOOL IMPROVEMENT PLAN**

### **Mary Feeser Elementary School**

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Elkhart Community Schools

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2017-2018

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### **Narrative Description of the School and Community**

Mary Feeser Elementary School is a suburban elementary school and one of fourteen elementary schools within the *Elkhart Community School Corporation*. The Mary Feeser community is comprised of low socio-economic housing, middle class housing and upper class housing. There is a variety of business opportunities within Mary Feeser's boundaries from industrial to retail.

Mary Feeser has had some changes over the past two years, mainly having 46% of the staff retire or move on to other positions. The population has increased from 538 students in 2016-2017 to 579 in the current 2017-2018 school year. We are also down one less teacher for the 2017-2018 school year, which makes class sizes larger. Free and Reduced lunch data has seen an increase from 48% in 2016-2017 to 51.4% in 2017-2018.

The Mary Feeser School community is comprised of dedicated staff members, parents, administrators and students. Mary Feeser is not a Title I School.

Mary Feeser is blessed with a dedicated Parent/Teacher Organization. Mary Feeser's CARES program has been recognized for its excellence in partnering students and dedicated volunteer mentors/tutors. Local businesses and churches offer adults to contribute time, commitment and positive feedback to the students at Mary Feeser. Students and staff at Mary Feeser are continually encouraged to excel and to participate in community and service projects.

### **Mission Statement and Beliefs**

Mission Statement: *"Our mission is to provide an education which enables all students to be engaged in the learning process in order to achieve maximum growth based on data."*

Belief Statements: We believe all students need to:

- *Will improve their comprehension and fluency*
- *Will expand their problem-solving capacities through mathematical understanding*
- *Will communicate effectively through oral and written expression*

- *Will perform in an environment that embraces high expectations*
- *Be responsible, be respectful, be a problem solver, be bully free, be a self- directed learner*

**Statutes and rules the school wishes to have suspended from operation**

Mary Feeser Elementary School is not applying for any waivers.

### **Description and Location of Curriculum**

The Language Arts curriculum is a combination of two distinct programs. Reading follows the Houghton Mifflin basal reading series, *Journeys*. This provides grade-level material, texts for shared reading with an entire class and lessons for word work, grammar and writing development. The Elkhart Balanced Literacy Program is the second program. It provides, writing and word study as does the adopted reading program of Houghton Mifflin. Each program has strengths that enable teachers to provide quality reading activities for all students. Both of these are utilized by Mary Feeser faculty to fulfill the Indiana College & Career Readiness Standards and meet student needs.

The math curriculum we are currently using is Engage NY. The Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the Common Core Standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level).

Mary Feeser uses a combination of Science Kits (Gr. K-5) and Science text (Gr. 6) as well as Mystery Science to engage students in Science and to address the required Science standards. The kits provide hands-on materials for students to study and experiment with the world around them and to investigate scientific hypotheses.

The Social Studies Curriculum at Mary Feeser is also provided by Scott Foresman. These texts address history, civics, geography, economics, and culture. Additional materials such as maps, leveled reading material and videos engage students and enhance their learning.

The Mary Feeser team welcomes the challenge of providing our students with a solid curriculum that integrates many resources. Educators are very well aware of the Indiana College & Career Readiness Standards and work diligently to ensure that those standards are met in a variety of ways that will engage and involve all students.

All school wide curriculum materials can be found in the administrative offices as well as individual grade-level standards are in each grade-level classroom. A copy of the Elkhart community school's curriculum is available to all staff and community on the district's website at <http://www.elkhart.k12.in.us> found under Staff resources and then Curriculum and Instruction.

### **Titles and Descriptions of Assessment Instruments**

As assessment is a major component of accountability for any school. Mary Feeser utilizes numerous assessments to obtain student information. These include, but are not limited to:

- Students in the bottom 20% are monitored through teacher created and/or progress monitoring assessments on a regular basis.
- All students are assessed using a grade level created assessments as well as publisher created assessments on a monthly basis to check for understanding.
- NWEA quarterly online assessments in Math, Reading, and Language Arts, will be administered three times per year to student in all grades. These assessments are aligned with the Indiana College & Career Readiness Standards.
- ISTEP + will be administered to grades 3-6 in the Spring of 2018.
- IREAD reading assessments will be administered to students in grade 3 in the Spring of 2018.

### **Plan for Submission/Updating Schoolwide Plan**

Mary Feeser's School Improvement team is comprised of teachers and administrators. The team consists of a representative from each grade level as well as a special education teacher, an English Language Learner teacher, and an Art teacher.

Feeser's School Improvement Team began the process of developing the new improvement plan in August of 2017 by establishing a new team that would work together to dissect data at each grade level to assure that our students were meeting the rigorous requirements of the Common Core standards. Our team attended a conference on Professional Learning Communities in August 2016 to start our journey of improvement. The team currently meets once a month as a SIP team and once a week as a grade level team. We have started to update the aspects of the SIP so that we are all moving in the right direction. An assessment calendar as well as meeting times and dates is given to teachers in the fall. See Appendix 1 for the assessment plan for 2017-2018.

### **Attendance Rate**

Attendance rates have been steady over the past two years and we expect it to continue to stay at a high level. In 2014-2015, the attendance rate was 96.1% and in 2015-2016, the attendance rate was 96.0%. Feeser has an attendance protocol that includes a phone call home when no communication is received regarding an absent student, and contact from the assistant principal and/or secretary about absences of concern. At the 4<sup>th</sup> absence of concern students may be placed on the first level of countywide attendance program which means legal notice is sent to parents. Further absences could result in Department of Children Services notification, probation, or court involvement. At ten unexcused absences parents receive a letter of concern.

### **Safe and Disciplined Learning Environment (PBIS)**

The Positive Behavior Support Committee was charged with the responsibility to formulate a creative, focused, positive, all school behavior support program. The team consists of a representative from each grade level as well as teachers from other specialty areas.

According to the Positive Behavior Support School-Wide definition, bullying is when a student engages in on-going behavior with intent to manipulate, harm, or control another individual (social isolation, gossip, repetitive confrontation).

According to the adopted Board Policy JCF –(2) item number 8, bullying is when students use overt, repeated acts or gestures, including, but not limited to, verbal or written communications, and/or physical acts, with the intent to harass, ridicule, humiliate, intimidate, or harm other students. This applies to actions which occur on school property; or at any school-sponsored activity regardless of location or when traveling to or from school or any educational activity. Since implementing the PBIS Guidelines, office referrals and suspensions have decreased. Students are educated on being bully free through class meetings and on the daily announcements.



### **Increasing the Amount of Learning Time**

Increasing the amount of learning time for students at Mary Feeser consists of popular academic activities for students. A Robotics Club allows students to learn how to make and program Lego robots and compete in the Lego League robotics competition. An Art Club will be started this year to help learn the dynamics of creating a mural. This club will create and paint a mural in the hall at Mary Feeser. Beginning 2013-14 school year, Elkhart Community Schools lengthened the elementary student day by 70 minutes to allow more time for student learning, which is still in place.

### **Transition Plans**

The transitioning of preschool children from early childhood programs is accomplished at Mary Feeser in several ways. First, if students are identified as in need of Special Education Services, they transition to Kindergarten with an IEP (Individualized Education Plan) already in place from the Pre-School Program and an official IEP meeting is held with the Pre-school personnel, receiving Kindergarten teacher, parents and administration. This enables the Special Education teachers at Mary Feeser to begin early interaction with that student and parents. Other Pre-school children are included in an annual Kindergarten Round-Up program given by the Kindergarten teachers. Parents and students are invited to Mary Feeser where they can ask questions, hear about programs and get their children off to a good school start.

Students that have been identified as in need of Special education transition to the Middle school with an IEP in place for them. IEP hand-off days are scheduled so that elementary and middle school special education teachers meet to discuss the needs and programs for these Special Needs students.

Middle School counselors visit the elementary schools towards the end of the school year. Former elementary school students visit with them. During these sessions, students going to middle schools can ask questions and receive pertinent information regarding their educational programs.

### **Opportunities for teachers to be included in Decision-Making**

Teachers at Mary Feeser Elementary all participate in grade level professional learning communities. Teachers meet as grade level teams to discuss students who are proficient and non proficient in their academic skills. Weekly, teacher created assessments are essential in completing this process. Teams meet weekly with their grade level teams as well as with the Principal to review data and organize Interventions and enrichments for students. Teachers will also go over standardized tests after scores have been released as well as NWEA data to compare their findings.

Teachers also participate on other school committees and teams such as the School Improvement/Leadership Team, The Positive Behavior Intervention Support Team, and the Social and Climate Team. These team /committee opportunities offer Mary Feeser teachers the opportunity to a part of the decision-making process for the school.

These committees are led by teacher leaders with the administrators monitoring discussions and staying informed as to progress etc. The expectation is that Feeser teachers will utilize their expertise and professional skills to make good decisions to help students succeed.

### **Timely Additional Assistance**

Low achieving students are given support and assistance via a variety of means. Tiered instruction takes place in grades K-6. Each grade level uses student data to place students in groups for tier 2 interventions that focus on specific math and/or reading needs. Each grade level uses forms student groups that meet 40 minutes per day. Students who continue to have difficulty are often identified by individual teachers. Teachers then take the names of those students in need to the Feeser General Education Intervention Team. This team discusses, with teacher input, the needs of the identified student. During the discussion, academic interventions are then recommended and implemented. Identified students who qualify for Special Education as Emotionally Disabled, Mildly Disabled, or Moderately Disabled receive Special Education per their IEPs.

### **Parental Involvement**

Feeser has an active PTO that supports the school program through volunteers, financial support for field trips, and assistance with a variety of school events. Plans to increase parental involvement include having better communication through the use of Facebook, Remind, and Twitter, which will let parents know when events are happening and how to get involved. Parents are also encouraged to take advantage of the PTO family nights that include: gym night, bingo for books and Spring Fling.

Parents receive a copy of their child's/children ISTEP+ score sheet in the mail. Enclosed in that ISTEP+ letter is information regarding how to access online reports from the Indiana Department of Education as well as the School District. Parents are given a password to a website where they can view an image of the actual student test, including student answers to constructed and extended response questions or items. Parents also have access to this website so they can view their student's longer writing components (writing prompts) of the test. Teachers are also available to meet with parents to further explain and discuss the ISTEP results. NWEA information is shared with parents by the teaching faculty.

Strategies to involve parents in planning, reviewing, and improving the school wide plan include sharing the school improvement plan with the PTO.

To further increase parent involvement with learning, the PTO worked with administration and recruited volunteers to assist with the Minds in Motion program. This allowed more students to participate and for parents to learn the physical strategies that improve reading and writing. (See Appendix 6)

### **Rationale: Comprehensive Needs Assessment**

At the beginning of the 2008-2009 school year, the School Improvement Team met in order to correlate data to be included in a Comprehensive Needs Assessment of Mary Feeser Elementary. The team looked at five specific areas of data. These include the following: Student and Program Assessment, Curriculum and Instruction, School organization and Management, School Climate, and Family and Community Involvement.

Once the team had collected the data in these five specific areas, the criteria for selecting relevant data encompassed; knowing if the data was important and connected to student achievement, asking if the data provided clear reference points enabling future comparisons, and asking if the data is high quality and representative. An analysis was done by the team in order to garner information to present to the Feeser faculty with regards to uncovering problems that might otherwise remain invisible, confirm or discredit assumptions about students and school practices, get to the root cause of problems, to help Mary Feeser faculty focus on student learning results, provide feedback for teachers and administrators so that they can continue to work at a high level, and to prevent an over-reliance on standardized test scores.

**Professional Development Plan**-Feeser's School Improvement plan includes professional development. Below is the professional development plan that is taken from the SIP. The PD activities are directly related to the strategies in the plan. The PD plan meets the NCLB and Indiana Standards for professional development by being research-based, job-embedded, held over time and supported and reinforced rather than being a one-shot event, involve teacher collaboration and are aligned with Indiana Academic Standards. See the Action Plan in the Appendix 4 for further information.

**Cultural Competency**- Feeser’s student population consists of the following cultural groups:  
See Appendix 5 For Achievement Data Organized By Subgroup

American Indian	Black	Asian	Hispanic	White	MULTIRACIAL	Native Hawaiian or Other Pacific Islander	Free/ Reduced Meals	Paid Meals	2016-2017 TOTAL ENROLLMENT
0	60	17	85	274	44	0	230	250	480
0.00%	13%	3%	17%	58%	9%	0	48%	52%	100%

**Students enrolled in Special Education:** 12.8%

The culturally appropriate strategies to increase educational opportunities are included in our School Improvement Plan that is part of Appendix 5.

Part of our professional development plan includes areas of increasing our cultural competency. That plan is included in our School Improvement Plan in Appendix 5.

# Appendix

Appendix 1

<b>Elkhart Community Schools</b>			
<b>2017-18 IDOE Established Assessment Calendar</b>			
<b>Name of Assessment</b>		<b>Window Begins</b>	<b>Window Ends</b>
NWEA - Fall	Online Grades K - 9*	September 11, 2017	September 29, 2017
ACCUPLACER Part 1	Online Grade 11	October 2, 2017	November 22, 2017
End of 1st Grading Period		October 13, 2017	
NO SCHOOL - P/T Conferences		October 18, 2017	
NO SCHOOL - Fall Break		October 27, 2017	October 30, 2017
NWEA - Winter	Online Grades K - 9*	November 27, 2017	December 15, 2017
ISTEP+ Part 1 & 2 Grade 10 Retest - Online and Paper/pencil Retesters Grade 11 only		December 4, 2017	December 15, 2017
Winter ECA - Algebra 1	Online and Paper/pencil Retesters Grade 12 only	December 4, 2017	December 15, 2017
Winter ECA - English 10	Online and Paper/pencil Retesters Grade 12 only	December 4, 2017	December 15, 2017
End of 2nd Grading Period		December 21, 2017	
NO SCHOOL - Winter Break		December 22, 2017	January 5, 2018
ACCESS (WIDA)	Online and Paper/pencil LEP Grades K - 12	January 8, 2018	February 15, 2018
ISTAR Part 1	Online Grades 3 - 8, 10	January 15, 2018	February 15, 2018
NO SCHOOL - Martin Luther King Day		January 15, 2018	
CogAT Screener	Online Grades K and 2**	January 17, 2018	January 23, 2018
CogAT Post Screener	Online Grades K, 2 and 5 (only a subset)**	January 31, 2018	February 6, 2018
NO SCHOOL - P/T Conferences		February 7, 2018	
NO SCHOOL - Snow Make-up Day		February 16, 2018	
NO SCHOOL - President's Day Recess		February 19, 2018	
ACCUPLACER Part 2	Online Grade 11	February 12, 2018	March 30, 2018
ISTEP+ Part 1 - Paper/pencil (Applied Skills) Grades 3 - 8, 10		February 26, 2018	March 9, 2018

IREAD-3 Spring Online and Paper/pencil Grade 3	March 12, 2018	March 16, 2018
End of 3rd Grading Period	March 16, 2018	
NO SCHOOL - Spring Break	April 2, 2018	April 6, 2018
ISTEP+ Part 2 - Online (Multiple-Choice & Technology-Enhanced Items) Grades 3 - 8, 10	April 16, 2018	May 4, 2018
ISTAR Part 2 Online Grades 3 - 8, 10	April 16, 2018	May 18, 2018
NO SCHOOL - Snow Make-up Day	May 14, 2018	
NWEA - Spring Online Grades K - 9*	May 14, 2018	June 1, 2018
Spring ECA - Algebra 1 Online and Paper/pencil Retesters Grade 12 only	May 15, 2018	May 24, 2018
Spring ECA - English 10 Online and Paper/pencil Retesters Grade 12 only	May 15, 2018	May 24, 2018
NO SCHOOL - Snow Make-up Day	May 25, 2018	
NO SCHOOL - Memorial Day	May 28, 2018	
IREAD-3 Summer Online only Grade 3	May 29, 2018	July 20, 2018
End of 4th Grading Period	June 6, 2018	
Summer ECA (Window 1) - Algebra 1 Online only Retesters Grade 12 only	June 21, 2018	June 27, 2018
Summer ECA (Window 1) - English 10 Online only Retesters Grade 12 only	June 21, 2018	June 27, 2018
Summer ECA (Window 2) - Algebra 1 Online only Retesters Grade 12 only	August 23, 2018	August 29, 2018
Summer ECA (Window 2) - English 10 Online only Retesters Grade 12 only	August 23, 2018	August 29, 2018
* Data required for School Improvement Plan	** Data required for High Ability Grant	



## Appendix 2

Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows:

### **Teachers:**

- No teacher is hired unless that teacher holds a current IN license to teach the area for which they have been hired.
- Teachers are not hired to teach in an area for which they do not have licensure in that specific area.
- The Personnel Department maintains on-going records of teachers' certification expiration dates.
- The Personnel Department sends out regular and timely communication three times each year to teachers as reminders to renew licenses.
- The Personnel Department follows up communication with personal phone calls to ensure that all teachers maintain current licenses in the area in which they have been hired to teach.
- Communication from the Personnel Department to teachers concerning licenses states that no teacher will be allowed to start the school year without a current license on file.
- Master contract language in agreement with The Elkhart Teachers Association and Elkhart Community Schools states that any teacher who does not maintain appropriate and current licensure is in violation of their contract and forfeits employment.

### **Paraprofessionals:**

- Over the last three years, all currently employed paraprofessionals have been provided a multitude of opportunities to study for and take the Parapro Assessment through ETS. Elkhart is a computer test site also.
- From January 2002 until the present, any person hired as a paraprofessional had to meet the requirements of two years of college, or an associate's degree, or passing scores on the Para Pro prior to being allowed to apply for a position. This practice continues to date.

## Appendix 3

### Mary Feeser School 2017-2018 Improvement Plan

#### Goals:

- By spring of 2018, 80% of students, grades K-2, will experience average growth in reading from BOY to EOY as measured by NWEA
- By spring of 2018, 70% of students, grades 3-6, will meet the Indiana College and Career Readiness Standards in English Language Arts as measured by ISTEP+.
- By spring of 2018, 80% of students, grades K-2, will experience average growth in math from BOY to EOY as measured by NWEA .
- By spring of 2018, 70% of students, grades 3-6, will meet Standards in Math as measured by ISTEP+.
- Each year all students in grades 3-6 will show individual growth on their ISTEP score.

#### Benchmarks:

##### **E/LA**

- All students will achieve average growth from BOY to the MOY as measured by NWEA.
- The progress of all students in the lowest quartile of the BOY NWEA testing will be monitored using easy CBM (K-2) and DAZE (Gr. 3-6)

##### **Math**

- All students will achieve average from BOY to the MOY as measured by NWEA.
- The progress of all students in the lowest quartile of the BOY NWEA testing will be monitored using easy CBM (K-2) and CBM computation or applications (Gr. 3-6)

## Appendix 4

### Professional Development Action Plan

#### Tier 1 Instruction

#### Reading

- Implement the Core Reading Program with fidelity in a time dedicated to ELA and using the district E/LA Scope & Sequence as a monthly guide
- Special area teachers integrate the math and reading focus skills as appropriate into their specials curriculum. Coordinate with ISTEP results
- Grades K-6 students read and respond to fiction/non-fiction texts DAILY providing details/evidence from the text to support their writing
- Provide Minds in Motion daily for K-6 based on teacher choice
  
- Each classroom teacher will provide a daily intentional activity to foster higher level thinking skills
- Each classroom will integrate interactive technology with students as the technology is available.
- Each classroom teacher will utilize a distance learning opportunity that supports a content area of instruction

#### Math

- Teachers implement building math instructional focus skills using the district Math Scope & Sequence as a guide
- Explicitly teach problem solving 4X/month
  - Daily math review
  - Poster method
  - Problem solving assessment
  - Problem solving–teacher’s choice
- Each classroom teacher will provide an intentional activity to foster higher level thinking skills

## **Reading**

### **Tier 2 Instruction**

- Use a variety of assessments to help identify low achievers.
- K-6 SUCCESS period 30 minutes 4 times per week targeting student skills based on data.
- Create positive reciprocal relationships & hold high expectations for low achievers.
- Administrators will meet 2X per year with low achievers for test talks.
- Teachers will have test talks and set goals with students about ISTEP & benchmark assessments.

## **Math**

- Data teams analyze math data monthly as determined by grade level.
- Analyze problem-solving results monthly.
- Assess students with math CBM 3 times per year

### **Tier 3 Instruction**

- Meet daily for an additional 30 minutes or 90 minute replacement program to the core as determined by IEP, ILP or GEI.
- Special ed. teachers collaborate at least weekly with gen. ed. teachers to address needs of the special ed. students.

### **High Ability**

- Provide an additional 30 minutes 4 times per week during SUCCESS period of challenging work.
- Provide independent research & projects that challenge high achievers.

## Appendix 5

### Cultural Competency

- Address our practices, procedures and cultural awareness of issues that cause over identification of African American students in special education in selected categories and the disproportionate number of suspensions.
  - Monitor discipline data
  - Implement Positive Behavior Support
  - Monitor GEI process – interventions

## Appendix 6

### Parent Involvement

- Send a parent letter regularly explaining the new state law to inform them of their child's reading progress, interventions and a way for parents to help at home. Explain it to the parents at the first conference.
- Build positive reciprocal relationships with parents so we become partners in the education of their child.
- Recruit parents to volunteer in minds in motion, CARES, or other capacities.
- Support the Feeser PTO in family activities

## Appendix 7

### **Mary Feeser Guiding Principles**

1. Teachers acting as models, coaches, assessors, planners and consultants, while providing multiple opportunities for students to write across all content areas, improve students' writing skills.
2. Teachers who provide students the opportunity to read and write about a wide variety of nonfiction texts help students develop a deeper understanding and learning of the content and improve their writing skills.
3. By using appropriate strategies of managing differentiated instruction in the classroom, a teacher provides an environment of successful learning for all students.
4. Teachers differentiating content, using multiple approaches to cognitive-appropriate materials across the curriculum, increase students' interest and achievement.
5. Teachers who build connections, provide opportunities for students and parents to contribute, build competence in students, nurture more positive relationships and contribute to higher achievement scores for children in poverty.
6. Teachers maximizing the amount of time special education students spend in the general education classroom with accommodations and high expectations improves the achievement of special education students.
7. Collaboration of general education teachers and educational specialists creates success in the classroom for all students and improves academic achievement.

Appendix 8

<b>ISTEP+ Percentage of Students Passing</b>						
		<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	
Feeser	% on Free/Reduced Lunch	<b>51</b>	<b>48.3</b>	<b>N/A</b>	<b>48</b>	
	% English as a Second Language	<b>6.3</b>	<b>10.8</b>	<b>N/A</b>		
Grade						
3	<b>Language Arts</b>	<b>73</b>	<b>60</b>	<b>53</b>	<b>57</b>	
	<b>Mathematics</b>	<b>63</b>	<b>52</b>	<b>43</b>	<b>45</b>	
4	<b>Language Arts</b>	<b>86</b>	<b>62</b>	<b>54</b>	<b>40</b>	
	<b>Mathematics</b>	<b>71</b>	<b>52</b>	<b>41</b>	<b>44</b>	
5	<b>Language Arts</b>	<b>78</b>	<b>61</b>	<b>53</b>	<b>45</b>	
	<b>Mathematics</b>	<b>90</b>	<b>64</b>	<b>61</b>	<b>52</b>	
6	<b>Language Arts</b>	<b>75</b>	<b>70</b>	<b>68</b>	<b>61</b>	
	<b>Mathematics</b>	<b>95</b>	<b>67</b>	<b>68</b>	<b>52</b>	
All Grades	<b>Language Arts</b>	<b>78</b>	<b>63</b>	<b>56</b>	<b>51</b>	
	<b>Mathematics</b>	<b>81</b>	<b>58</b>	<b>52</b>	<b>48</b>	

Appendix 9

<i>Discipline Referrals August-May 2016-2017</i>						
	<i># of students</i>	<i># of students with referral</i>	<i>% of students with referrals within each race group</i>	<i>% of total pop.</i>	<i>% of referrals</i>	
<i>Black</i>	<i>68</i>	<i>34</i>	<i>25 %</i>	<i>13%</i>	<i>50%</i>	
<i>Hispanic</i>	<i>93</i>	<i>13</i>	<i>10%</i>	<i>17%</i>	<i>14%</i>	
<i>More than one race</i>	<i>50</i>	<i>8</i>	<i>8%</i>	<i>9%</i>	<i>2%</i>	
<i>White</i>	<i>313</i>	<i>63</i>	<i>54%</i>	<i>58%</i>	<i>30%</i>	
<i>Asian</i>	<i>19</i>	<i>3</i>	<i>3%</i>	<i>3%</i>	<i>16%</i>	
<b><i>TOTAL</i></b>	<i>543</i>	<i>141</i>	<i>26.0%</i>	<i>26%</i>		