District Name:	School Name:	School Code:	Year:
Wilson County Schools	Toisnot Middle School	390	2015-16
Principal Name (or Designee)	Ronnia Cockrell	**Principal Name (or Designee) Email**	

School Mission	The mission of Wilson County Schools is to provide an educational environment which creates success for all students through the community working together.
School Vision	Wilson County Schools is a place where students participate in an educational environment in which they are engaged and empowered in their learning and graduate as responsible citizens prepared to compete in the global economy. Collectively, students, educators and community members commit to becoming lifelong learners and ensuring students are prepared for success and equipped with the skills to pursue their dreams.

Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)

Our team analyzed EOC and EOG data along with Explore/now Aspire. Our EOG scores dropped drastically from the previous year. The leadership team decided to change the master schedule from four 90 minutes blocks to six 60 minute blocks. This cut direct instructional time in each of the core classes. After reviewing proficiency scores, the team decided to return to 90 minutes of direct instruction in core classes based on the high test scores from the previous year.
Toisnot Middle School serves 6-8th grades.
Currently total enrollment is 448 with 223 being males and 225 being females.
6th grade = 179 students. Asian-0, African American-106, Hispanic- 30, White-35, Two or more-8
7th grade = 154 students. Asian-3, African American- 86, Hispanic- 24, White-35, Two or more-7
8th grade = 115 students. Asian-1, African American- 65, Hispanic- 17, White-28, Two or more-3
Totals   =448 students. Asian-4, African American- 257, Hispanic- 71, White-97,Two or more-18
Toisnot has 18 Core teachers, 6 on each grade level. Each grade level has 2 Communications (Reading) teachers, 2 Math teachers, 1 Science teacher and 1 Social Studies teacher. Toisnot has 71.3% students who qualify for free or reduced lunch.

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Toisnot Middle School	390	2015-16

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*Across all subject levels, 6th grade reading proficiency will increase from 44.6% to 85% proficient, 7th grade reading proficiency will increase from 42% to 80% proficient, 8th grade reading will increase from 49.6% proficient to 85% proficient, 6th grade math proficiency will increase from 13.8% to 70%, 7th grade math proficiency will increase from 29.7% to 75%, 8th grade math will increase from 25.1% to 75%, 8th grade Science proficiency will increase from 46% to 85%.*	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*Increase student achievement, with the Accelerate Program, through individualized grade acceleration, behavior intervention,and celebrated success; therefore, reducing the number of retentions from 25 to 10 or less.*	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*Increase the average composite score on the Explore 8th grade ACT assessment from 14.29% to 50% on the Aspire 8th grade ACT assessement.*	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Has Begun

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Toisnot Middle School	390	2015-16

GOAL #1:	*Across all subject levels, 6th grade reading proficiency will increase from 44.6% to 85% proficient, 7th grade reading proficiency will increase from 42% to 80% proficient, 8th grade reading will increase from 49.6% proficient to 85% proficient, 6th grade math proficiency will increase from 13.8% to 70%, 7th grade math proficiency will increase from 29.7% to 75%, 8th grade math will increase from 25.1% to 75%, 8th grade Science proficiency will increase from 46% to 85%.*

Strategy #1: Describe the strategy that will support this goal	*Plan and monitor student growth to ensure all are on grade level in reading and math. Planning and monitoring will occur monthly during PLC meetings.*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Obtain Reading & Math levels of incoming 6th grade along with curent 6th & 7th* *Place students who are below grade level in Reading Enrichment class*		
	Evidence: (Identify documents and artifacts)	Action completed. 6th grade reading scores were obtained from feeder schools, in coming 5th graders took a school net assessment created by Toisnot 6th grade teachers, EVAAS data was ascertained along with EOG scores	
	Person(s) Responsible:	Prickett, Humphrey, Reading and Math teachers	
	Timeline:	May, 2015-September 2015	
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	

Strategy #2: Describe the strategy that will support this goal	*Place students who are below grade level in Reading Enrichment class*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Obtain reading levels, consider students whose scores fall within 1 standard deviation from a level 3 and place students in the class*
	Evidence: (Identify documents and artifacts)
	Students were placed in groups of 5-6-7 to receive small group reading instruction during one elective period

	Person(s) Responsible:	A. Nichols, Cobb, Cockrell, Prickett		
	Timeline:	May, 2015-August 2015		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	*Assess all 6th and 7th graders prior to 7th and 8th grade for placement into higher level Math classes*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*obtain EOG Math levels, obtain EVAAS data predicting success on EOG, obtain historical grades, obtain teacher referrals,*			
	Evidence: (Identify documents and artifacts)	Students EOG scores, EVAAS data and historical grades were reviewed to ascertain top candidates for higher levels of math		
	Person(s) Responsible:	Cockrell, Dixon		
	Timeline:	May 2015-June 2015		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	

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GOAL #2:	*Increase student achievement, with the Accelerate Program, through individualized grade acceleration, behavior intervention,and celebrated success; therefore, reducing the number of retentions from 25 to 10 or less.*

Strategy #1: Describe the strategy that will support this goal	*Continue and implement a program that assists identified students to excel academically and decreases the frequency of office referrals.*		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Create Individualized Student Profiles that identify academic and behavioral baselines.*		
	Evidence: (Identify documents and artifacts)	Progress reports, Personalized Educational Plans	
	Person(s) Responsible:	Cockrell, Prickett, Nichols, Dixon	
	Timeline:	Monthly	
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)

Strategy #2: Describe the strategy that will support this goal	*Create academic and behavioral goals that increase student performance and decrease inappropriate behavior.*	
Progress:	Progress Monitoring Status:	
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Students identified as at risk may be referred to the Intervention team where academic and behavioral goals will be created. Baselines will be obtained and measureable SMART goals will be established based on target behaviors.*	
	Evidence: (Identify documents and artifacts)	documentation of goals, progress towards goals, minutes from Intervention meetings, mentor documentation, report cards, progress reports
	Person(s) Responsible:	Prickett, Dixon, Cockrell, teacers, Intervention Team
	Timeline:	Monthly

	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	
Strategy #3: **Describe the strategy that** **will support this goal**	*Plan and Implement enrichment/intervention opportunities. Assign mentors.*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*form an intervention team, set goals, identify students, create indvidualized student plans, assign mentors, set monitoring plan*			
	Evidence: (Identify documents and artifacts)	Agendas from Intervention Meetings		
	Person(s) Responsible:	Avent, Scotti, Dixon		
	Timeline:	September/October 2015		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
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GOAL #3:	*Increase the average composite score on the Explore 8th grade ACT assessment from 14.29% to 50% on the Aspire 8th grade ACT assessement.*			
Strategy #1: Describe the strategy that will support this goal	*Educate, advertise and utulize Aspire 8th grade assessment resources*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Train teachers on interperation of Aspire 8th grade assessment scores*			
	Evidence: (Identify documents and artifacts)	Agendas from meetings, sample score reports		
	Person(s) Responsible:	Dixon		
	Timeline:	January-February 2016		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	*Plan and implement "mock" Aspire 7th and 8th grade assessment test utulizing SchoolNet in 6th, 7th and 8th grade*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*create mock assessments using school net*			
	Evidence: (Identify documents and artifacts)	Testing schedules		
	Person(s) Responsible:	Dixon, Grade level chair		
	Timeline:	February 2016, April 2016		

	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	*Professional Learning Communities (PLCs) to discuss and monitor growth and analyze data*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*obtain data from "mock" tests, set PLC agendas, track student data*			
	Evidence: (Identify documents and artifacts)	Professional Learning Communities agenda, test data		
	Person(s) Responsible:	Cockrell, Dixon, Prickett, Teachers		
	Timeline:	Weekly		
	Budge Amount: (if applicable)	NA	Budget Source: (if applicable)	

Discipline	2012-2013	2013-2014	2014-2015
Short Term Out of School Suspension	338	209	187

Attendance	Mem 8	Pres 8	Percent 8	Mem 9	Pres 9	Percent 9	Total Mem	Total Pres	Total Per
2012-2013	**9497**	**9055**	**95.30%**	**9420**	**8741**	**92.80%**	**86138**	**81455**	**95%**
2013-2014	**9244**	**8786**	**95.00%**	**7865**	**7509**	**95.50%**	**9244**	**8786**	**95%%**
2014-2015	**9429**	**9297**	**98.60%**	**9333**	**8956**	**96%**	81260	77068	94.80%

Toisnot	All	Off the WCS Mark	E.D.		Not E.D.	Off the WCS Mark	Black	Off the WCS Mark	Hispanic	Off the WCS Mark	White	Off the WCS Mark	WCS	WCS-E.D.	WCS-Not E.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-Not E.D.	NC-Black	NC-Hisp.	NC-White	Black (vs. White)	E.D. (vs. Not E.D.)
	456	73.9%	337	26.1%	119		267	58.6%	65	14.3%	103	22.6%														
BOTH Reading and Math Proficiency																										
					6th - 8th Reading and Math										3rd - 8th Reading and Math						3rd - 8th Reading and Math				6th - 8th Reading and Math	
2011	63.7	(6.4)	50.8	(10.6)	88.0	1.1	50.2	(6.2)	58.5	(11.5)	87.4	1.1	70.1	61.4	86.9	56.4	70.0	86.3	67.0	53.3	82.8	48.5	54.4	79.0	(37.2)	(37.2)
2012	62.7	(5.6)	51.0	(8.4)	87.8	0.1	49.0	(6.4)	71.4	2.2	88.3	4.0	68.3	59.4	87.7	55.4	69.2	84.3	67.5	54.2	84.1	49.4	55.1	79.3	(39.3)	(36.8)
2013	19.7	(4.0)	9.9	(4.2)	46.8	2.2	9.3	(0.5)	21.3	(0.5)	39.7	(1.8)	23.7	14.1	44.6	9.8	21.8	41.5	32.0	17.4	49.8	14.2	19.3	43.5	(30.4)	(36.9)
2014	0.0		0.0		0.0		0.0		0.0		0.0														0.0	0.0
2015	0.0		0.0		0.0		0.0		0.0		0.0														0.0	0.0
Reading Proficiency																										
					6th - 8th Reading = 450										3rd - 8th Reading						3rd - 8th Reading				6th - 8th Reading	
2011	69.1	(4.5)	58.1	(8.1)	89.8	1.8	57.6	(4.3)	63.4	(9.0)	89.9	2.1	73.6	66.2	88.0	61.9	72.4	87.8	70.7	58.2	85.2	54.2	57.7	83.9	(32.3)	(31.7)
2012	65.5	(6.3)	54.3	(9.6)	89.7	0.8	52.8	(7.7)	71.4	0.1	89.7	3.5	71.8	63.9	88.9	60.5	71.3	86.2	71.2	59.1	86.4	55.3	58.5	82.2	(36.9)	(35.4)
2013	39.1	(1.5)	28.3	0.7	71.9	10.1	24.3	1.0	40.3	5.3	74.5	15.8	38.3	27.6	61.8	23.3	35.0	58.7	44.7	29.3	62.5	25.6	28.8	56.6	(36.2)	(43.6)
2014	39.1	0.8	28.3	0.7	71.9	10.1	24.3	1.0	40.3	5.3	74.5	15.8							44.7	29.3	63.7	26.3	29.2	57.8	(50.2)	(43.6)
2015	35.1	(1.3)	26.0	0.8			22.1	1.4	37.5	3.5	66.0	7.5	38.4	25.2		20.7	34.0	58.5							(43.9)	26.0
					6th Reading = 158										6th Reading						6th Reading				90	118
2011	68.7	(7.8)	60.5	(9.2)	90.0	(1.4)	58.7	(7.0)	71.4	(7.7)	85.7	(3.5)	76.5	69.7	91.4	65.7	79.1	89.2	75.1	63.6	88.3	59.6	65.0	85.0	(27.0)	(29.5)
2012	72.2	(7.7)	63.0	(10.1)	90.2	(2.9)	63.6	(7.6)	76.9	(3.3)	92.7	1.4	79.9	73.1	93.1	71.2	80.2	91.3	75.2	64.4	88.8	60.2	64.7	85.1	(29.1)	(27.2)
2013	33.1	(5.2)	22.7	(4.8)	71.4	6.1	20.2	(4.7)	26.9	(8.4)	65.9	8.0	38.3	27.5	65.3	24.9	35.3	57.9	46.4	30.9	65.5	27.7	31.7	59.4	(45.7)	(48.7)
2014	35.8	0.0	28.0	2.5	66.7	3.9	25.6	2.8	40.7	4.9	72.0	17.6	35.8	25.5	62.9	22.8	35.8	54.4	45.7	29.8	65.5	26.3	29.5	59.6	(46.4)	(38.7)
2015	34.8	(3.2)	28.6	0.7			26.7	1.2	25.0	(4.0)	61.8	1.4	38.0	27.9		25.5	29.0	60.4							(35.1)	28.6
					7th Reading = 137										7th Reading						7th Reading				87	103
2011	72.7	2.2	63.6	1.8	89.1	3.3	63.2	5.2	45.5	(23.9)	94.1	9.0	70.5	61.8	85.8	58.0	69.4	85.1	67.8	54.2	82.4	49.9	55.7	79.2	(30.9)	(25.5)
2012	58.6	(7.8)	45.3	(10.5)	95.0	4.0	44.3	(6.8)	73.3	4.6	86.5	0.0	66.4	55.8	95.0	51.1	68.7	86.5	68.2	55.1	83.8	50.8	57.0	79.4	(42.2)	(49.7)
2013	44.1	0.2	30.7	(0.8)	76.2	10.2	26.7	(0.8)	60.0	16.2	75.8	13.0	43.9	31.5	66.0	27.5	43.8	62.8	47.8	32.6	65.7	28.5	34.5	60.4	(49.1)	(45.5)
2014	39.0	(2.4)	28.7	(2.0)	73.0	7.1	21.8	(3.0)	39.1	(3.4)	70.5	9.3	41.4	30.7	65.9	24.8	42.5	61.2	47.6	32.3	65.9	27.9	34.2	60.8	(48.7)	(44.3)
2015	35.0	(1.5)	22.3	(3.9)			20.7	(0.2)	45.0	5.0	80.0	22.5	36.5	26.2		20.9	40.0	57.5							(59.3)	22.3
					8th Reading = 155										8th Reading						8th Reading				85	109
2011	65.8	(5.6)	48.3	(13.9)	90.3	3.4	50.0	(7.6)	68.8	1.8	90.4	2.7	71.4	62.2	86.9	57.6	67.0	87.7	69.8	55.9	84.0	51.6	57.2	81.4	(40.4)	(42.0)
2012	67.3	(6.7)	58.0	(8.3)	83.9	(3.3)	52.9	(9.1)	64.3	(6.4)	90.4	2.1	74.0	66.3	87.2	62.0	70.7	88.3	71.1	58.2	85.5	53.9	58.1	82.3	(37.5)	(25.9)
2013	32.1	(3.2)	21.7	(2.2)	57.4	(1.3)	25.3	5.3	40.0	3.2	42.9	(12.2)	35.1	23.9	58.7	20.0	36.8	55.1	41.0	25.8	58.2	23.5	28.5	52.0	(17.6)	(35.7)
2014	42.5	0.2	28.3	(2.2)	74.5	12.6	25.3	(1.8)	42.5	6.3	81.1	19.9	42.3	30.5	61.9	27.1	36.2	61.2	42.3	26.9	59.4	24.4	29.3	54.3	(55.8)	(46.2)
2015	35.5	0.9	26.6	2.3			18.8	(0.2)	45.0	10.1	61.4	7.8	34.6	24.3		19.0	34.9	53.6							(42.6)	26.6
Math Proficiency																										
					6th - 8th Math = 450										3rd - 8th Math						3rd - 8th Math				6th - 8th Math	
2011	81.5	(4.7)	75.2	(6.1)	93.4	(1.6)	74.7	(4.0)	78.0	(8.0)	93.7	(1.3)	86.2	81.3	95.0	78.7	86.0	95.0	82.4	74.2	91.8	69.0	78.5	89.6	(19.0)	(18.2)
2012	83.2	(1.9)	77.7	(2.6)	94.9	(0.1)	76.5	(1.4)	88.1	1.2	95.0	1.7	85.1	80.3	95.0	77.9	86.9	93.3	82.8	75.0	92.5	70.0	79.3	89.7	(18.5)	(17.2)
2013	23.2	(8.5)	12.4	(9.6)	53.2	0.4	11.0	(5.3)	27.9	(6.0)	46.6	(2.7)	31.7	22.0	52.8	16.3	33.9	49.3	42.3	27.7	60.1	22.2	32.7	53.8	(35.6)	(40.8)
2014	27.4	(5.1)	18.5	(3.8)	54.4	(0.5)	16.4	0.1	25.4	(9.6)	55.7	4.4	32.5	22.3	54.9	16.3	35.0	51.9	43.1	28.2	61.3	22.9	33.5	54.8	(39.3)	(35.9)
2015	18.2	(14.1)	9.7	(11.3)			10.3	(6.6)	14.1	(19.6)	39.8	(12.2)	32.3	21.0		16.9	33.7	52.0							(29.5)	9.7
					6th Math = 158										6th Math						6th Math				90	118
2011	76.5	(4.3)	71.3	(2.6)	90.0	(5.0)	71.2	(0.8)	64.3	(11.1)	87.5	(5.5)	80.8	73.9	95.0	72.0	75.4	93.0	80.7	71.7	91.1	65.6	76.6	88.9	(16.3)	(18.7)
2012	85.4	1.6	80.0	2.7	95.0	0.0	78.4	3.1	92.3	4.8	95.0	2.8	83.8	77.3	95.0	75.3	87.5	92.2	80.5	71.6	91.6	65.9	75.8	88.6	(16.6)	(15.0)
2013	14.7	(10.8)	7.8	(5.5)	40.0	(6.3)	9.0	(3.0)	11.5	(15.2)	26.8	(16.5)	25.5	17.1	46.3	12.0	30.7	40.3	38.9	24.1	57.4	19.0	29.6	50.6	(17.8)	(32.2)
2014	21.6	(2.2)	13.6	(0.4)	53.3	4.1	15.6	3.1	11.1	(9.5)	56.0	14.5	23.8	14.0	49.2	12.5	20.6	41.5	39.6	24.1	58.9	19.5	29.7	51.5	(40.4)	(39.7)
2015	11.4	(12.6)	5.9	(8.7)			10.0	(2.4)	5.0	(15.1)	17.6	(23.7)	24.0	14.6		12.4	20.1	41.3							(7.6)	5.9
					7th Math = 137										7th Math						7th Math				87	103
2011	85.7	(3.2)	80.8	(3.6)	72.3	(22.7)	82.8	(1.9)	63.6	(24.3)	95.0	0.7	88.9	84.4	95.0	84.7	87.9	94.3	81.1	72.3	90.6	68.1	77.1	88.1	(12.2)	8.5
2012	78.5	(6.2)	94.5	15.4	95.0	0.0	70.4	(7.0)	93.3	10.7	92.3	(2.6)	84.7	79.1	95.0	77.4	82.6	94.9	81.1	72.8	91.0	68.3	77.8	87.9	(21.9)	(43.8)
2013	28.5	0.2	15.7	(1.6)	59.5	11.6	11.5	(2.6)	40.0	14.4	63.6	18.4	28.3	17.3	47.9	14.1	25.6	45.2	38.5	23.2	56.4	18.6	28.6	50.1	(52.1)	(43.8)
2014	28.3	(0.2)	22.1	3.5	48.6	(2.6)	13.8	0.7	34.8	2.1	52.3	6.3	28.5	18.6	52.2	13.1	33.7	46.0	38.9	23.5	57.4	19.4	28.6	50.6	(38.5)	(26.5)
2015	24.8	(1.2)	11.7	(4.7)			13.8	0.7	20.0	(4.8)	72.0	26.9	26.0	16.4		13.1	24.8	45.1							(58.2)	11.7
					8th Math = 155										8th Math						8th Math				85	109
2011	83.2	(7.9)	74.7	(12.3)	95.0	(1.9)	70.5	(13.6)	95.0	2.0	95.0	(1.9)	91.1	87.0	95.0	84.1	93.0	95.0	84.4	76.7	93.0	73.0	80.7	90.6	(24.5)	(20.3)
2012	86.6	(2.9)	83.0	(2.7)	93.0	(2.0)	82.6	(2.8)	78.6	(9.4)	95.0	0.0	89.5	85.7	95.0	85.4	88.0	95.0	85.2	78.1	93.2	74.1	82.6	91.0	(12.4)	(10.0)
2013	27.0	6.6	14.7	4.8	57.4	15.4	12.5	5.6	40.0	19.8	52.4	12.6	20.4	9.3	42.0	6.9	20.2	39.8	34.2	19.7	50.2	15.4	24.5	45.1	(39.9)	(42.7)
2014	32.0	3.5	19.8	4.5	59.6	9.1	19.8	8.2	35.3	9.3	59.5	12.1	28.5	15.3	50.5	11.6	26.0	47.4	34.6	19.7	51.1	15.3	24.5	46.0	(31.5)	11.9
2015	19.4	(7.3)	11.9	(5.2)			7.1	(4.6)	20.0	(8.9)	38.6	(4.5)	26.7	17.1		11.7	28.9	43.5							(31.5)	11.9
Science Proficiency																										
					8th Science = 155										8th Science						8th Science				85	109
2011	57.0	(19.7)	36.8	(31.7)	85.5	(5.1)	34.6	(26.9)	75.0	(4.1)	86.5	(6.3)	76.7	68.5	90.6	61.5	79.1	92.8	74.9	62.7	87.4	56.1	65.2	86.1	(51.9)	(48.7)
2012	62.6	(16.5)	48.5	(23.0)	84.5	(7.5)	44.0	(22.7)	57.1	(21.5)	92.3	(0.2)	79.1	71.5	92.0	66.7	78.6	92.5	77.3	66.1	89.6	59.7	68.4	87.8	(48.3)	(36.0)
2013	25.9	(30.5)	17.4	(31.0)	46.8	(26.0)	17.9	(24.5)	45.0	(19.0)	33.3	(39.7)	56.4	48.4	72.8	42.4	64.0	73.0	59.1	44.7	75.0	38.9	49.2	71.1	(15.4)	(29.4)
2014	47.1	(11.3)	38.7	(12.6)	66.0	(4.3)	31.9	(15.6)	47.1	(9.6)	81.1	9.8	58.4	51.3	70.3	47.5	56.7	71.3	61.9	47.3	78.1	41.7	52.0	74.3	(49.2)	(27.3)
2015	35.5	(23.7)	28.4	(22.6)			21.1	(23.9)	45.0	(3.5)	59.1	(14.4)	58.7	51.0		45.0	63.5	73.5							(38.0)	28.4