District Name:	School Name:	School Code:	Year:
Wilson County Schools	Vinson-Bynum Elementary Scho	980-392	2015-16
Principal Name (or Designee)	Daniel Barnes	**Principal Name (or Designee) E**	daniel.barnes@wilsonschoolsnc.net

School Mission	We prepare students for success in academics and life in the 21st Century.
School Vision	We work as a team of educators, students, parents and community. We value positive communications and share a commitment for continued growth and improvement.

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)

Vinson-Bynum Elementary School is located in the heart of Wilson, immediately beside Wilson Medical Center. Our student body primarily consists of the attendance zone within 5 miles of the school, heading towards Ward Boulevard, Tarboro Street, Forest Hills Road, NC-42, and the neighborhoods behind the former Wilson Mall. The community population is largely middle-class, with some lower-middle class and upper middle-class mixed in. Our school's community has been divided with the advent of a new elementary school, Jones, on NC-42 as well as the additions of numerous charter schools. This has caused our school's population to dwindle from nearly 650 a few years ago to around 400 presently.

Disciplinary consequences have fluctuated throughout the past few years, largely because of the drop in population from over 600 students to approximately 400. The demographic make-up of the school has changed also, and teachers would indicate that those changes have led to more disciplinary actions. For the 2015-16 school year to date, Vinson-Bynum has had 19 short-term suspensions, all of which were between 1 and 3 days; 13 black males, 3 black females, and 3 white males were suspended, which is not proportionate to school ratios. As a result, we have started PBIS training and implementation, and we have shared proportionality data at faculty meetings.

The attendance has remained flat and at a level above 95%. Due to the new administration and large turnover in administrative and office staff over the past few years, we are not aware of any significant changes in attendance. Teacher attendance is over 90% as well, with our major absences occurring due to two family members having deaths in their immediate families.

A large number of students were retained due to the Read to Achieve law, primarily in one section of grade 3. Only one student, a transfer in the middle of the year, was retained in grade 4, and no students were retained in grade 5. Fewer than 5 students were retained in grades K-2 combined.

The data sources our team analyzed were: 1) grades 3-5 EOGs in reading and math 2) grade 5 EOG in science 3) grades K-3 Read 3D data 4) EVAAS data. We learned that performance in all 3-5 areas decreased. The following areas are below the expected levels of performance:
A) Grades 3, 4, and 5 Reading EOG B) Grade 4 Math EOG C) Grade 5 Science EOG.

Reading in the upper grades is below expected performance according to our Annual Measurable Objectives, so we have scheduled the entire staff to undergo Thinking Maps training to increase critical thinking and rigor in classrooms. In addition, staff has been trained in SchoolNet to create, deliver, and monitor assessments that are aligned to our EOGs.

Math in 4th grade is significantly low, so we have moved our 4th grade to blocking, and we have sent our math teacher to Math Foundations training as well as math-specific SchoolNet training.

Science in Grade 5 fell last year due to having no teacher and large classes. We have since moved back to a blocked schedule with a dedicated science teacher who is designing her lessons with SchoolNet. Furthermore, as part of our School Improvement Plan, our assistant principal is undertaking science as his focus area to facilitate improvement.

The demographics of our student body are 54% male and 46% female; 55% black, 31% white, 5% Hispanic, and 8% other. Approximately 9% of our students are in the Exceptional Children's program. We have 30 teachers: 3 males and 27 females; 5 black, 23 white, and 2 Hispanic. All staff members are highly qualified. Both administrators are male; the principal is white and the assistant principal is black. We have 11 teacher assistants, 1 male and 10 females. Of our teacher assistants, 9 of them are black and 2 are white. Our teacher turnover rate is 4%, which is below the school and district averages.

With regard to teacher demographics: 1 has taught for over 30 years; 6 have taught between 20-29 years; 7 have taught between 15-19 years; 8 have taught between 10-14 years; 3 have taught between 6-9 years; 2 have taught between 3-5 years; 3 are within their first 2 years. Our most veteran teacher is the only one to have both National Board Certification and a Masters in Education; 6 other teachers have Masters degrees, and 2 other teachers have National Board Certification. As a new principal meeting and learning the staff this year, I attribute little to no correlation in the recent trend of low performance with the staff's experience, although increasing Masters and National Board acquisition can certainly help the professional environment of continuous learning that will improve our school's performance.

For 3 year cumulative data, our trend is negative in multiple areas. With the cohort of current sixth-graders, their reading scores were 40.3% proficient in 3rd grade (2013), 37.7% proficient in 4th grade (2014), and 32.2% proficient in 5th grade (2015). This is over a 20% decline in three years time with the same cohort of students. With the same group of students, their math scores were 29% in 3rd grade (2013), 31.9% in 4th grade (2014), and 28.8% in 5th grade (2015). This is a slight decline over that span of time. For the cohort of current 5th graders, their reading scores were 39.0% in 3rd grade (2014) and 26.2% in 4th grade (2015), which is almost a 33% decline. With this same cohort, their math scores were 32.2% in 3rd grade (2014) and 20% in 4th grade (2015), which is a 38% decline. The root causes of our school's declining performance are A) lack of using formative data from reliable assessments to inform instruction, and B) lack of curriculum alignment with state standards and assessments.

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Vinson-Bynum Elementary Scho	980-392	2015-16

GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the math EOG, which is defined as making a 3 or higher on the EOG, from 41.3% to 50%. For each grade, the goals are: 3rd grade, move from 41.3 to 50.0; 4th grade, move from 30.8 to 45.0; 5th grade, move from 39.0 to 50.0.*	
	SBE Goal Alignment:	SBE 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:	Progressing

GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the reading EOG, which is defined as making a 3 or higher on the EOG, from 41.3% to 50%. For each grade, the goals are: 3rd grade, move from 41.5 to 50.0; 4th grade, move from 44.6 to 55.0; 5th grade, move from 39.0 to 50.0.*	
	SBE Goal Alignment:	SBE 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:	Progressing

GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the science EOG, which is defined as making a 3 or higher on the EOG, from 40.7% to 50%.*	
	SBE Goal Alignment:	SBE 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:	Progressing

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Vinson-Bynum Elementary Scho	980-392	2015-16

GOAL #1:	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the math EOG, which is defined as making a 3 or higher on the EOG, from 41.3% to 50%. For each grade, the goals are: 3rd grade, move from 41.3 to 50.0; 4th grade, move from 30.8 to 45.0; 5th grade, move from 39.0 to 50.0.*

Strategy #1: Describe the strategy that will support this goal	*Schedule math collaboration times for teachers in PLCs.*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*1) Create schedule for PLCs during teacher workdays and math intervention specialist schedule; 2) Review math data notebooks with benchmark and interim SchoolNet and EOY data included.*	
	Evidence: (Identify documents and artifacts)	PLC Schedule
	Person(s) Responsible:	Mandy Sullivan
	Timeline:	bi-monthly; due by June 2016
	Budget Amount: (if applicable)	Budget Source: (if applicable)

Strategy #2: Describe the strategy that will support this goal	*Administer math Beginning of Grade SchoolNet assessments in the current grade as well as from prior grade to fill gaps in understanding; then, follow up with monthly assessments.*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*1) Create and administer BOY assessments in math at current and prior year grade level. 2) Create and administer monthly SchoolNet assessments based on areas covered in lesson plans.*	
	Evidence: (Identify documents and artifacts)	SchoolNet assessment data
	Person(s) Responsible:	Mandy Sullivan

	Timeline:	monthly	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: **Describe the strategy that** **will support this goal**	*Implement Decoding Common Core Math Standards, Grades 3-5, with explicit professional development provided by district office and math intervention specialist.*		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Training has been planned and books have been purchased for teachers to use in decoding standards for best practice.*		
	Evidence: (Identify documents and artifacts)	purchased books; training schedule in January 2016.	
	Person(s) Responsible:	Mandy Sullivan, classroom teachers	
	Timeline:	January 2016.	
	Budget Amount: (if applicable)		Budget Source: (if applicable)

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Vinson-Bynum Elementary Scho	980-392	2015-16

GOAL #2:	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the reading EOG, which is defined as making a 3 or higher on the EOG, from 41.3% to 50%. For each grade, the goals are: 3rd grade, move from 41.5 to 50.0; 4th grade, move from 44.6 to 55.0; 5th grade, move from 39.0 to 50.0.*

Strategy #1: Describe the strategy that will support this goal	*Implement Thinking Maps training schoolwide.*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*1) Contact the Central Office Literacy Coordinator, to schedule Day 1 training; 2) train "train-the-trainers" at state workshop; 3) monitor fidelity to thinking map usage via use of Thinking Maps login data and whole-class implementation usage.*	
	Evidence: (Identify documents and artifacts)	Thinking Map training sign in sheet and module completion certificates; evidence of documents in classrooms.
	Person(s) Responsible:	Lori Barnes, RITS teacher; Amber Thomason, RITS teacher; Wanda Humphrey, Wilson County Schools Central Office Literacy Coordinator
	Timeline:	by October 20th, 2015; weekly fidelity checks
	Budget Amount: (if applicable)	Budget Source: (if applicable)

Strategy #2: Describe the strategy that will support this goal	*Provide RITS support in classrooms, small groups, and as consultants on PLC days for Fridays.*

Progress:	Progress Monitoring Status:	Has Begun

Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*RITS instructors (i.e., literacy specialists) pull out groups from Monday-Thursday based on Read 3D data. RITS teachers conduct collaboration days for PLCs with grades K-5 on Fridays as a reading resource.*
	Evidence: (Identify documents and artifacts)	RITS schedule; PLC Minutes
	Person(s) Responsible:	Amber Thomason

	Timeline:	monthly through June 2016		
	Budge Amount: (if applicable)	n/a	Budget Source: (if applicable)	n/a
Strategy #3: **Describe the strategy that** **will support this goal**	*Develop reading intervention for At-Risk subgroups including EC and ESL and retentions.*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Utilize EVAAS and overage spreadsheet to create RITS subgroups and intervention groups for Intervention Action Team.*			
	Evidence: (Identify documents and artifacts)	EVAAS custom reports		
	Person(s) Responsible:	Daniel Barnes		
	Timeline:	November (when full EVAAS reports are unveiled)		
	Budget Amount: (if applicable)	n/a	Budget Source: (if applicable)	n/a

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Vinson-Bynum Elementary Scho	980-392	2015-16

GOAL #3:	*By June 2016, Vinson-Bynum Elementary School will increase its percentage of grades 3-5 students scoring proficient on the science EOG, which is defined as making a 3 or higher on the EOG, from 40.7% to 50%.*

Strategy #1: Describe the strategy that will support this goal	*Plan and schedule a STEM fair and various science field trips to show students the practical parts of science.*		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Schedule Imagination Station in-house field trip; coordinate with Elementary Education department to utilize science lab kits.*		
	Evidence: (Identify documents and artifacts)	participation on field trip; google docs spreadsheet of science lab kit check-out	
	Person(s) Responsible:	LaVonna Barnes	
	Timeline:	First field trip by October 31st, 2015; monthly kit check outs in grade 5.	
	Budge Amount: (if applicable)	n/a	Budget Source: (if applicable)	n/a

Strategy #2: Describe the strategy that will support this goal	*Create a block schedule in grades 4 and 5, and use grade 4 results to cause the administration of a 4th grade NC Final Exam, which will then create a baseline for future years. This will allow teachers to focus on one course for preparation and allow for a 90 minute block of instruction in the content area.*	
Progress:	Progress Monitoring Status:	Has Begun
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Create a block schedule in grades 4 and 5; rotate students in blocks; develop SchoolNet assessments relating to each objective in grade level, which will allow each teacher to concentrate on her specific content area and will permit frequent data monitoring.*	
	Evidence: (Identify documents and artifacts)	master schedule and SchoolNet data
	Person(s) Responsible:	LaVonna Barnes

	Timeline:	by August 2015		
	Budget Amount: (if applicable)	n/a	Budget Source: (if applicable)	n/a
Strategy #3: Describe the strategy that will support this goal	*Use Mobymax and SchoolNet for interim assessments (monthly) in grades 4 and 5 science.*			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.	*Develop 2 multimedia computer labs for class open checkout; develop assignments for Mobymax and SchoolNet; monitor progress per class section on these assessments.*			
	Evidence: (Identify documents and artifacts)	Mobymax and SchoolNet data		
	Person(s) Responsible:	LaVonna Barnes		
	Timeline:	by October 30, 2015, and monthly		
	Budget Amount: (if applicable)	n/a	Budget Source: (if applicable)	n/a

Proficiencies	2012-13	2013-14	2014-15	
Grade 3		40	59	40
Grade 4		39	47	44
Grade 5		38	50	39
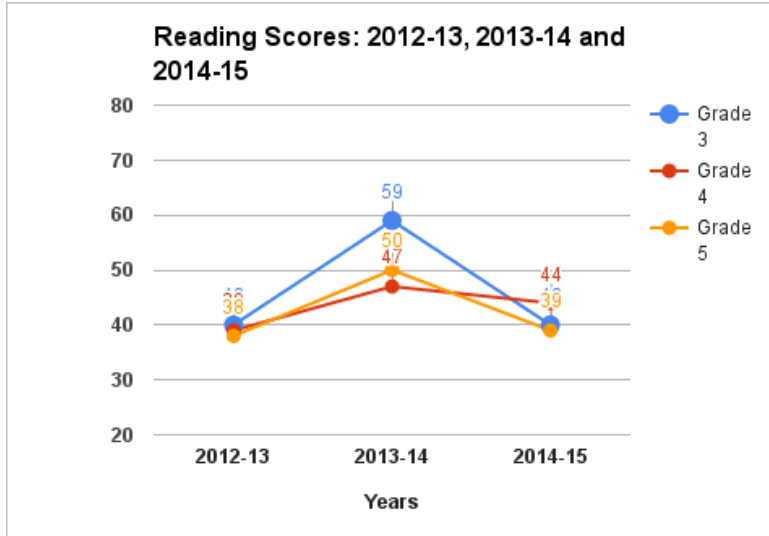
2014-15	Grade 3	Grade 4	Grade 5	SUM
ALL	41.5	44.6	39	41.8
Female	42.9	42.4	43.3	42.9
Male	29.7	25	24.1	40.8
Black	32	14.6	27.3	36.4
Hispanic	33.3	33.3	5	30.4
White	30.8	53.8	50	56.1
EDS	14.3	12.5	23.1	28.6

Reading Scores: 2012-13, 2013-14 and 2014-15

Grade 3, Grade 4, Grade 5 and SUM
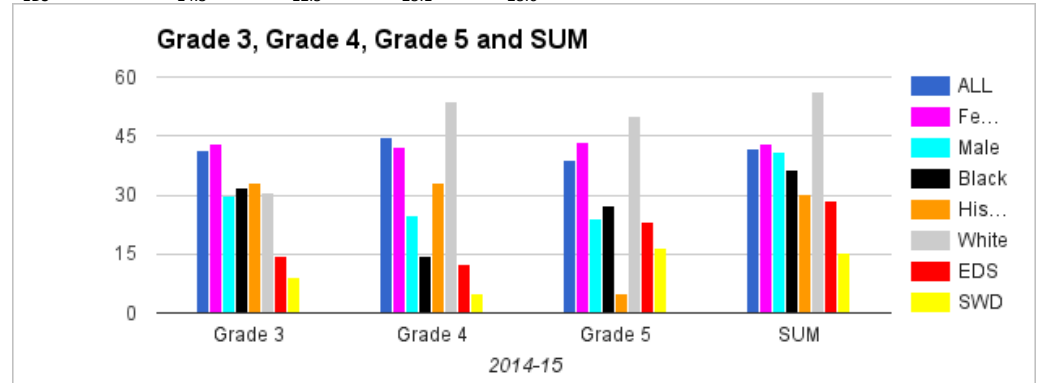
Proficiencies	2012-13	2013-14	2014-15
Grade 3	29	45	54
Grade 4	31	43	30
Grade 5	33	48	39

Math Scores: 2012-13, 2013-14 and 2014-15
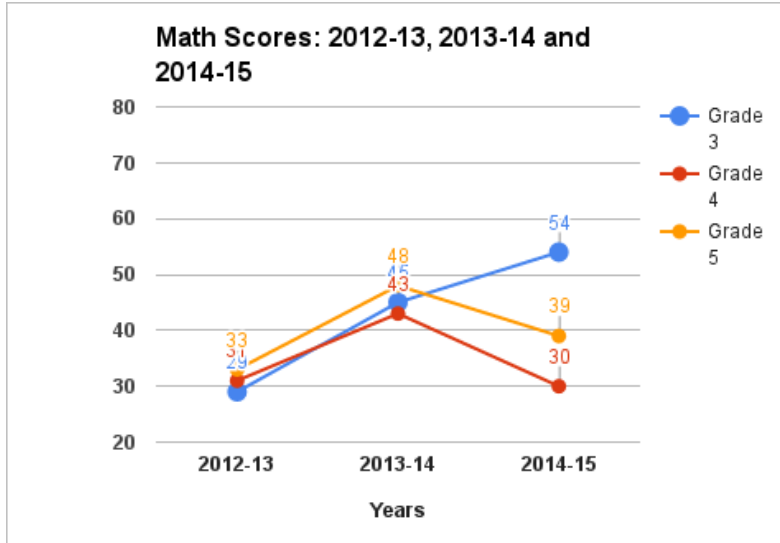
2014-15	Grade 3	Grade 4	Grade 5	SUM
ALL	53.8	30.8	39	41.3
Female	53.6	24.2	36.7	37.4
Male	54.1	37.5	41.4	44.9
Black	48	17.1	33	30.3
Hispanic	33.3	22.2	40	30.4
White	61.5	69.2	44.4	57.9
EDS	42.9	18.8	38.5	35.7
SWD	45.5	11.1	5	23.1

Grade 3, Grade 4, Grade 5 and SUM
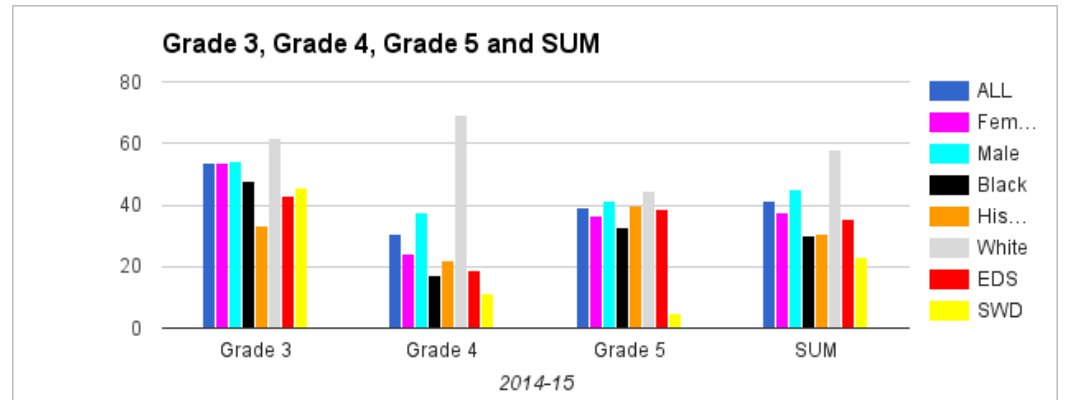
Proficiencies	2012-13	2013-14	2014-15
Grade 5	32	68	40

Science Scores: 2012-13, 2013-14 and 2014-15
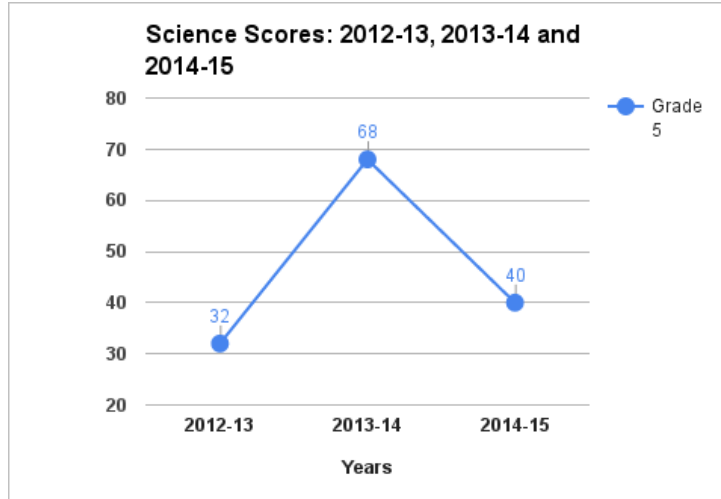
2014-15	Grade 5
ALL	40.7
Female	36.7
Male	44.8
Black	30.3
Hispanic	40
White	61.1
EDS	30.8
SWD	33.3

Grade 5 vs. 2014-15
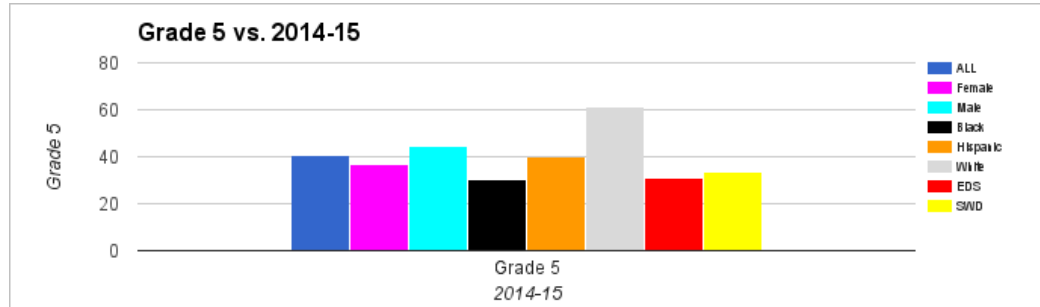
Year	10-11	11-12	12-13	13-14	14-15	*Note
Discipline	58	48	65	24	47	*Short-term OSS
Attendance	96.5	96.4	97	96.1	96.8	Attendance rate
Promotion					19	Retained students

Discipline Analysis	Disciplinary consequences have fluctuated throughout the past few years, largely because of the drop in population from over 600 students to approximately 400. The demographic make-up of the school has changed also, and teachers would indicate that those changes have led to more disciplinary actions.
Attendance Analysis	The attendance has remained flat and at a level above 95%. Due to the new administration and large turnover in administrative and office staff over the past few years, we are not aware of any significant changes in attendance, nor have the teachers.
Promotion Analysis	A large number of students were retained due to the Read to Achieve law, primarily in one section of grade 3. Only one student, a transfer in the middle of the year, was retained in grade 4, and no students were retained in grade 5. Fewer than 5 students were retained in grades K-2 combined.

SIT Chair:	Cindy Murphy	
Principal	Daniel Barnes	
Staff 'Yes'		26
Staff 'No"		0
Staff 'Abstain"		1

	All (3-5)		E.D.		Not E.D.		Black		Hispanic		White	
	189		70		119		99		23		57	
Vinson-Bynu	Off the WCS Mark	37.0%	Off the WCS Mark	63.0%	Off the WCS Mark	52.4%	Off the WCS Mark	12.2%	Off the WCS Mark	30.2%	Off the WCS Mark

Right-side column groups: 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.)

BOTH Reading and Math Proficiency

3rd - 5th Reading and Math (left); 3rd - 8th Reading and Math (WCS / NC)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	74.5	4.4	68.0	6.6	81.7	(5.2)	62.0	5.6	83.3	13.3	91.3	5.0	70.1	61.4	86.9	56.4	70.0	86.3	67.0	53.3	82.8	48.5	54.4	79.0	(29.3)	(13.7)
2012	72.8	4.5	59.8	0.4	87.5	(0.2)	66.1	10.7	72.0	2.8	83.9	(0.4)	68.3	59.4	87.7	55.4	69.2	84.3	67.5	54.2	84.1	49.4	55.1	79.3	(17.8)	(27.2)
2013	25.4	1.7	13.6	(0.5)	42.4	(2.2)	10.4	0.6	28.6	6.8	47.4	5.9	23.7	14.1	44.6	9.8	21.8	41.5	32.0	17.4	49.8	14.2	19.3	43.5	(37.0)	(28.8)
2014	0.0	0.0	0.0	0.0	0.0	0.0	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	0.0	0.0	0.0	0.0													0.0	0.0

Reading Proficiency

3rd - 5th Reading = 189 (left); 3rd - 8th Reading (WCS / NC); 3rd - 5th Reading (right)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	78.4	4.8	74.6	8.4	82.6	(5.4)	69.4	7.5	83.3	10.9	91.3	3.5	73.6	66.2	88.0	61.9	72.4	87.8	70.7	58.2	85.2	54.2	57.7	83.9	(21.9)	(25.6)
2012	76.6	4.8	64.6	0.7	90.2	1.3	70.3	9.8	76.0	4.7	87.4	1.2	71.8	63.9	88.9	60.5	71.3	86.2	71.2	59.1	86.4	55.3	58.5	82.2	(17.1)	(25.6)
2013	39.3	1.7	28.6	1.0	56.5	(5.5)	22.6	0.3	33.3	(0.6)	56.7	6.1	37.6	26.4	62.0	23.3	33.9	58.4	43.9	28.7	62.5	25.6	28.8	56.6	(34.1)	(29.2)
2014	38.6	0.3	28.6	1.0	54.3	(7.5)	29.1	5.8	35.3	0.3	56.7	(2.0)	38.3	27.4	61.8	23.3	35.0	58.7	44.7	29.3	63.7	26.3	29.2	57.8	(27.6)	(25.7)
2015	29.6	(6.8)	17.1	(8.1)	0.0		23.2	2.5	26.1	(7.9)	42.1	(16.4)	36.4	25.2		20.7	34.0	58.5	45.1	29.7		26.7	30.0	58.4	(18.9)	17.1

3rd Reading = 65 (25 / 28)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	68.5	2.7	62.5	4.0	75.6	(8.5)	57.1	1.9	88.9	24.3	82.8	2.8	65.8	58.5	84.1	55.2	64.6	80.0	67.6	54.9	83.9	51.4	51.7	79.6	(25.7)	(13.1)
2012	68.6	3.2	52.0	(6.3)	91.4	8.2	57.5	2.5	83.3	19.2	82.4	3.2	65.4	58.3	83.2	55.0	64.1	79.2	68.8	56.2	85.7	52.8	53.3	80.5	(24.9)	(39.4)
2013	40.3	0.0	32.4	1.5	52.0	(5.5)	29.0	3.8	20.0	(16.3)	56.5	(4.7)	40.3	30.9	61.5	25.2	36.3	61.2	45.2	30.0	64.7	27.1	27.3	58.3	(27.5)	(19.6)
2014	39.0	(0.1)	29.4	1.9	52.0	(13.4)	32.4	10.7	40.0	7.3	44.4	(17.9)	39.1	27.5	65.4	21.7	32.7	62.3	47.7	32.7	67.8	30.4	31.2	61.1	(12.0)	(22.6)
2015	30.8	(6.6)	14.3	(6.8)	0.0		32.0	11.7	33.3	(0.6)	30.8	(29.1)	37.4	23.1		20.3	33.9	59.9	46.5	31.6		29.2	30.3	60.3	1.2	14.3

4th Reading = 65 (41 / 16)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	87.3	8.1	87.2	13.3	87.5	(2.2)	79.5	11.8	95.0	13.8	95.0	3.0	79.2	73.9	89.7	67.7	81.2	92.0	71.6	59.7	86.5	55.4	58.3	83.0	(15.5)	(0.3)
2012	75.7	5.2	67.6	3.8	83.8	(3.7)	71.4	11.0	55.6	(12.6)	85.7	2.2	70.5	63.8	87.5	60.4	58.2	83.5	71.6	59.9	87.4	55.9	58.1	82.9	(14.3)	(16.2)
2013	39.1	2.6	24.5	(0.4)	61.8	(1.1)	17.8	(3.7)	44.4	14.7	70.4	12.2	36.5	24.9	62.9	21.5	29.7	58.2	43.7	28.3	63.3	25.7	26.9	56.7	(52.6)	(37.3)
2014	37.7	(1.3)	30.2	(0.3)	50.0	(8.7)	27.0	4.1	5.0	(33.0)	62.5	2.9	39.0	30.5	58.7	22.9	38.9	59.6	44.5	29.0	64.3	26.4	26.6	57.9	(35.5)	(19.8)
2015	26.2	(11.6)	12.5	(15.9)	0.0		14.6	(7.5)	33.3	(1.2)	53.8	(6.8)	37.8	28.4		22.1	34.5	60.6	47.1	32.2		30.0	30.8	60.7	(39.2)	12.5

5th Reading = 59 (33 / 26)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	81.0	2.4	77.1	5.5	85.7	(4.6)	75.0	7.2	50.0	(24.6)	92.6	0.3	78.6	71.6	90.1	67.8	74.8	92.3	72.3	60.3	86.4	57.0	59.1	82.9	(17.6)	(8.6)
2012	86.1	10.5	76.9	8.5	95.0	4.1	81.4	16.2	90.0	11.9	95.0	6.8	75.6	68.4	90.9	65.2	78.1	88.1	72.3	60.9	87.2	57.9	60.2	82.7	(13.6)	(18.1)
2013	38.7	7.2	26.2	5.6	54.5	(2.9)	23.1	8.1	28.6	3.7	65.4	10.4	31.5	20.6	57.4	15.0	24.9	55.8	39.5	24.4	58.5	21.0	23.6	52.6	(42.3)	(28.3)
2014	39.2	6.6	26.5	4.8	60.0	3.4	28.2	7.6	44.4	19.4	60.0	7.3	32.6	21.7	56.6	20.6	25.0	52.7	40.3	25.0	59.5	22.2	24.1	53.1	(31.8)	(33.5)
2015	32.2	(2.1)	23.1	1.1	0.0		27.3	11.2	5.0	(25.7)	50.0	(9.1)	34.3	22.0		16.1	31.7	59.1	42.2	26.2		22.2	25.4	56.2	(22.7)	23.1

Math Proficiency

3rd - 5th Math = 189 (left); 3rd - 8th Math (WCS / NC)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	86.6	0.4	78.7	(2.6)	95.0	0.0	78.5	(0.2)	91.7	5.7	95.0	0.0	86.2	81.3	95.0	78.7	86.0	95.0	82.4	74.2	91.8	69.0	78.5	89.6	(16.5)	(16.3)
2012	88.3	3.2	85.0	4.7	92.0	(3.0)	86.4	8.5	92.0	5.1	90.8	(2.5)	85.1	80.3	95.0	77.9	86.9	93.3	82.8	75.0	92.5	70.0	79.3	89.7	(4.4)	(7.0)
2013	31.3	(0.4)	18.2	(3.8)	50.0	(2.8)	15.7	(0.6)	42.9	9.0	52.6	3.3	31.7	22.0	52.8	16.3	33.9	49.3	42.3	27.7	60.1	22.2	32.7	53.8	(36.9)	(31.8)
2014	35.3	2.8	26.2	3.9	49.4	(5.5)	20.0	3.7	47.1	12.1	53.7	2.4	32.5	22.3	54.9	16.3	35.0	51.3	43.1	28.2	61.3	22.9	33.5	54.8	(33.7)	(23.2)
2015	29.1	(3.2)	20.0	(1.0)	0.0		23.2	6.3	21.7	(12.0)	40.4	(11.6)	32.3	21.0		16.9	33.7	52.0	44.1	29.1		24.2	34.5	56.1	(17.2)	2015

3rd Math = 65 (25 / 28)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	77.5	(3.5)	66.7	(10.0)	90.2	(1.5)	63.6	(7.8)	88.9	6.0	95.0	2.2	81.0	76.7	91.7	71.4	82.9	92.9	82.1	74.3	92.1	67.8	77.6	90.0	(31.4)	(23.5)
2012	91.9	10.5	88.2	11.5	95.0	2.0	90.0	16.7	95.0	10.0	94.1	4.0	81.4	76.7	95.0	73.3	85.0	90.1	82.8	75.0	93.2	69.0	78.9	90.2	(4.1)	(6.2)
2013	29.0	(5.4)	21.6	(8.2)	40.0	(17.7)	22.6	(0.2)	5.0	(37.5)	43.5	(12.5)	38.4	29.8	57.7	22.8	42.9	56.0	46.8	32.4	65.3	26.9	35.4	58.7	(20.9)	(18.4)
2014	32.2	(4.5)	20.6	(5.6)	48.0	(12.2)	23.5	4.9	20.0	(20.4)	44.4	(12.0)	36.7	26.2	60.2	18.6	40.4	56.4	48.3	34.0	67.3	27.9	38.5	60.2	(20.9)	(27.4)
2015	38.5	(0.7)	28.6	1.1	0.0		44.0	19.2	33.3	(5.3)	38.5	(19.7)	39.2	27.5		24.8	38.6	58.2	48.8	34.8		29.7	38.1	61.3	5.5	28.6

4th Math = 65 (41 / 16)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	95.0	5.8	92.3	6.7	95.0	0.0	95.0	12.1	95.0	5.7	95.0	0.0	89.2	85.6	95.0	82.9	89.3	95.0	83.8	76.6	92.8	71.2	81.0	90.7	0.0	(2.7)
2012	85.1	(1.4)	81.1	(2.5)	89.2	(4.8)	80.0	(1.1)	88.9	2.0	89.3	(3.7)	86.5	83.6	94.0	81.1	86.9	93.0	85.1	78.4	94.1	73.6	81.8	91.5	(9.3)	(8.1)
2013	31.0	(5.5)	15.1	(11.9)	55.9	(2.4)	6.7	(12.9)	55.6	19.6	63.0	7.2	36.5	27.0	58.3	19.6	36.0	55.8	47.6	32.8	66.5	26.7	36.4	60.1	(56.3)	(40.8)
2014	31.9	(5.0)	27.9	(0.7)	38.5	(17.7)	18.9	1.2	50.0	(40.5)	50.0	(7.6)	36.9	28.6	56.2	17.7	45.5	57.6	47.1	31.9	66.3	25.5	35.3	59.8	(31.1)	(10.6)
2015	20.0	(14.0)	5.0	(19.8)	0.0		7.3	(9.0)	11.1	(26.3)	53.8	(2.8)	34.0	24.8		16.3	37.4	56.6	48.5	33.6		27.3	39.1	61.5	(46.5)	5.0

5th Math = 59 (33 / 26)

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	87.3	(0.1)	80.0	(2.9)	95.0	0.2	78.6	(1.0)	83.3	(5.5)	95.0	0.0	87.4	82.9	94.8	79.6	88.8	95.0	82.0	73.8	91.7	68.3	78.2	89.4	(16.4)	(15.0)
2012	87.3	2.2	84.6	4.3	90.0	(5.0)	88.4	12.9	90.0	(0.7)	88.0	(6.2)	85.1	80.3	95.0	75.5	90.7	94.2	82.1	74.4	92.2	69.1	79.1	89.3	0.4	(5.4)
2013	33.3	(7.4)	19.0	(11.0)	51.5	(14.7)	20.5	(3.4)	57.1	15.7	50.0	(10.1)	40.7	30.0	66.2	23.9	41.4	60.1	47.7	33.4	65.9	27.9	39.9	58.9	(29.5)	(32.5)
2014	40.5	0.0	28.6	(1.9)	60.0	(2.2)	17.9	(6.2)	55.6	13.7	64.0	5.4	40.5	30.5	62.2	24.1	41.9	58.6	50.3	35.8	68.6	29.6	42.3	61.9	(46.1)	(31.4)
2015	28.8	(11.2)	23.1	(5.3)	0.0		27.3	3.7	20.0	(30.9)	33.3	(36.1)	44.0	32.4		23.6	50.9	67.4	51.3	36.0		30.5	42.1	63.2	(8.0)	23.1

Science Proficiency

5th Science = 59

Year	All	+/-	E.D.	+/-	Not E.D.	+/-	Black	+/-	Hisp.	+/-	White	+/-	WCS	WCS-E.D.	WCS-NotE.D.	WCS-Black	WCS-Hisp.	WCS-White	NC	NC-E.D.	NC-NotE.D.	NC-Black	NC-Hisp.	NC-White	Black(vs W)	E.D.(vs Not E.D.)
2011	90.5	8.8	88.6	13.4	92.9	0.4	85.7	14.7	83.3	2.2	95.0	1.6	81.7	75.2	92.5	71.0	81.1	93.4	73.4	61.8	87.1	54.8	62.2	85.1	(9.3)	(4.3)
2012	93.7	16.4	92.3	22.4	95.0	2.1	88.4	28.7	95.0	8.9	95.0	1.9	77.3	69.9	92.9	59.7	86.1	93.1	75.9	65.5	89.4	58.9	65.9	86.7	(6.6)	(2.7)
2013	32.9	(2.6)	23.3	(2.9)	45.5	(12.2)	20.5	(0.1)	57.1	24.0	48.1	(7.3)	35.5	26.2	57.7	20.6	33.1	55.4	45.4	31.0	63.7	26.0	31.6	58.2	(27.6)	(22.2)
2014	50.6	6.5	38.8	4.4	70.0	4.9	35.9	6.7	77.8	36.5	68.0	3.0	44.1	34.4	65.1	29.2	41.3	65.0	52.6	37.8	71.1	31.3	38.9	66.0	(32.1)	(31.2)
2015	22.0	(29.4)	11.5	(26.8)	0.0		18.2	(17.1)	5.0	(67.7)	33.3	(37.8)	51.4	36.3		35.3	52.7	71.1	54.1	38.9		34.5	40.0	66.7	(15.1)	11.5