

Cartersville Middle School

Data Overview presented to the
Faculty and Staff of CMS

Summer 2011
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Purpose

- The Data Overview will show the trends in our school over a period of 3 years and will answer the following questions...
 - Where does our school stand?
 - What are our strengths and weaknesses?
 - What areas of academic improvement are most needed?

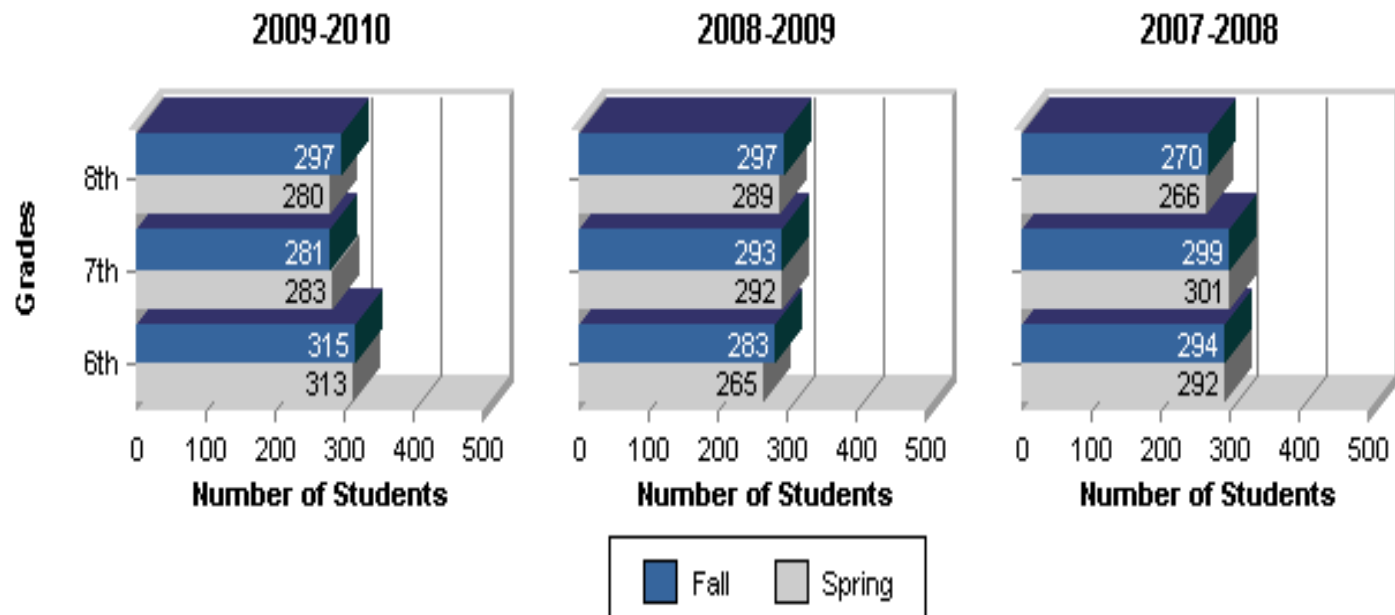
Demographic Information

Cartersville Middle School

Grades 6-8

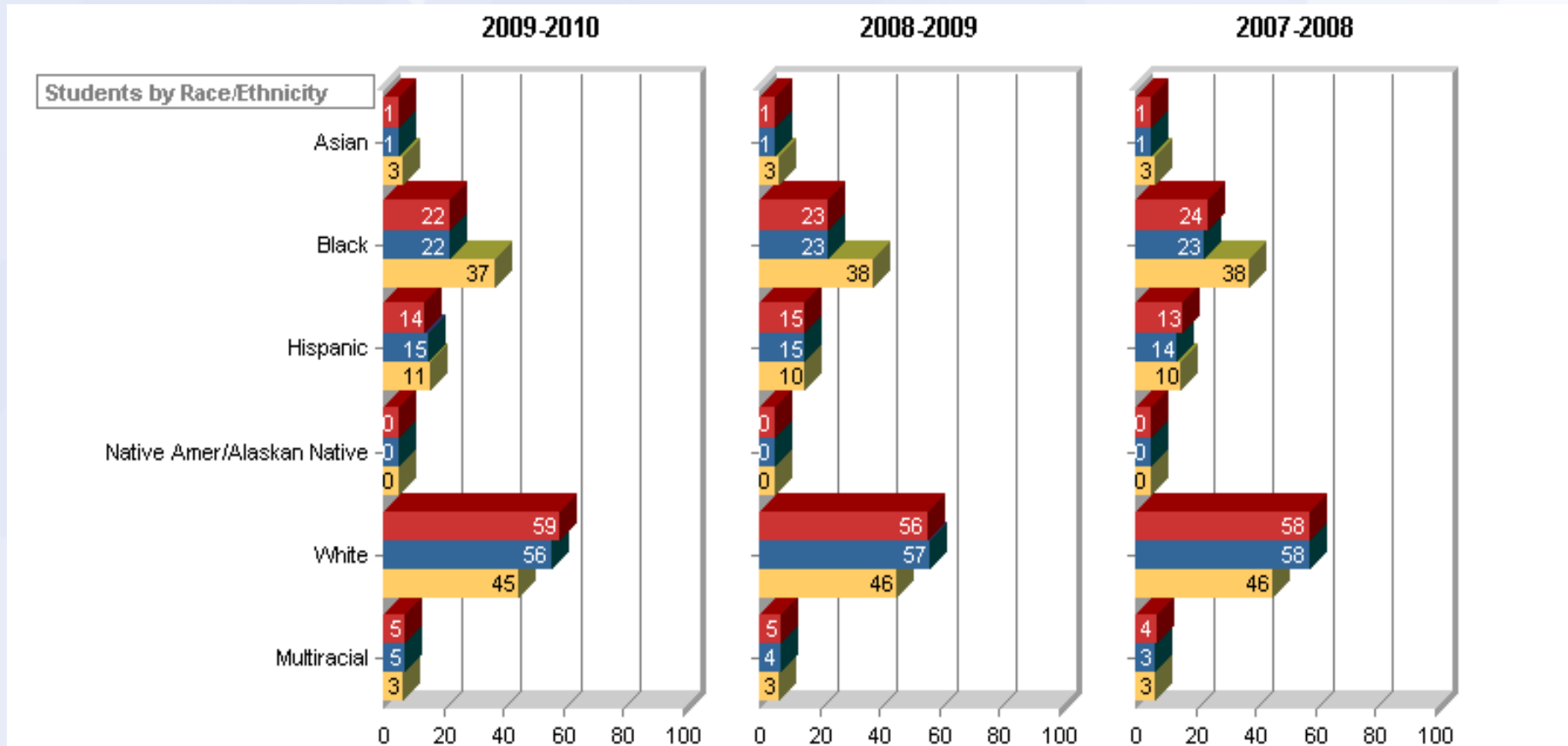
Enrollment 893

Fall and Spring Enrollment for Three Academic Years



Data provided by GA DOE

Demographic Information by Race/Ethnicity

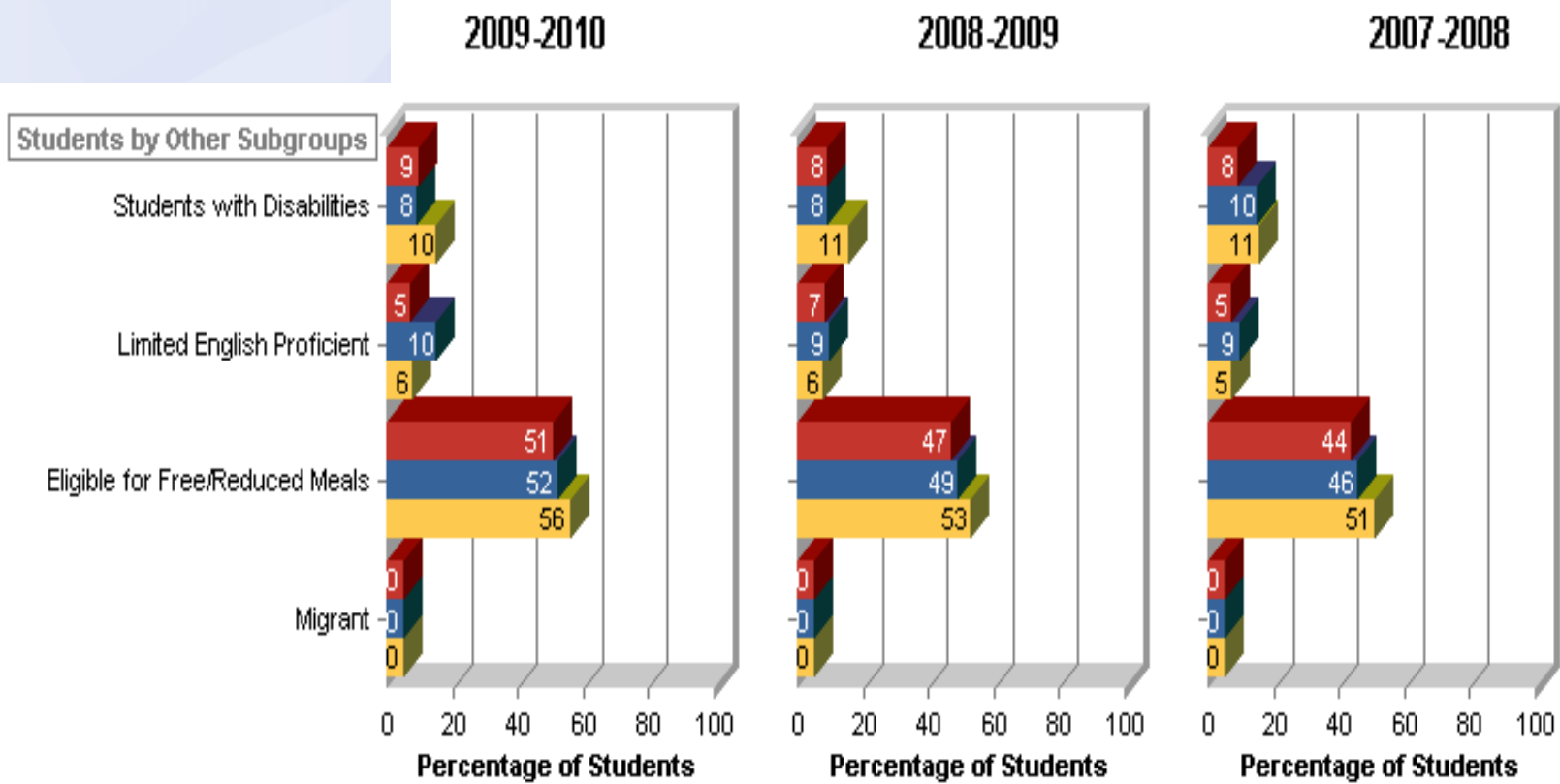


Cartersville Middle School
 Grades 6-8
 Enrollment 893



Data provided by GA DOE

Demographic Information by Subgroups



Cartersville Middle School
 Grades 6-8
 Enrollment 893

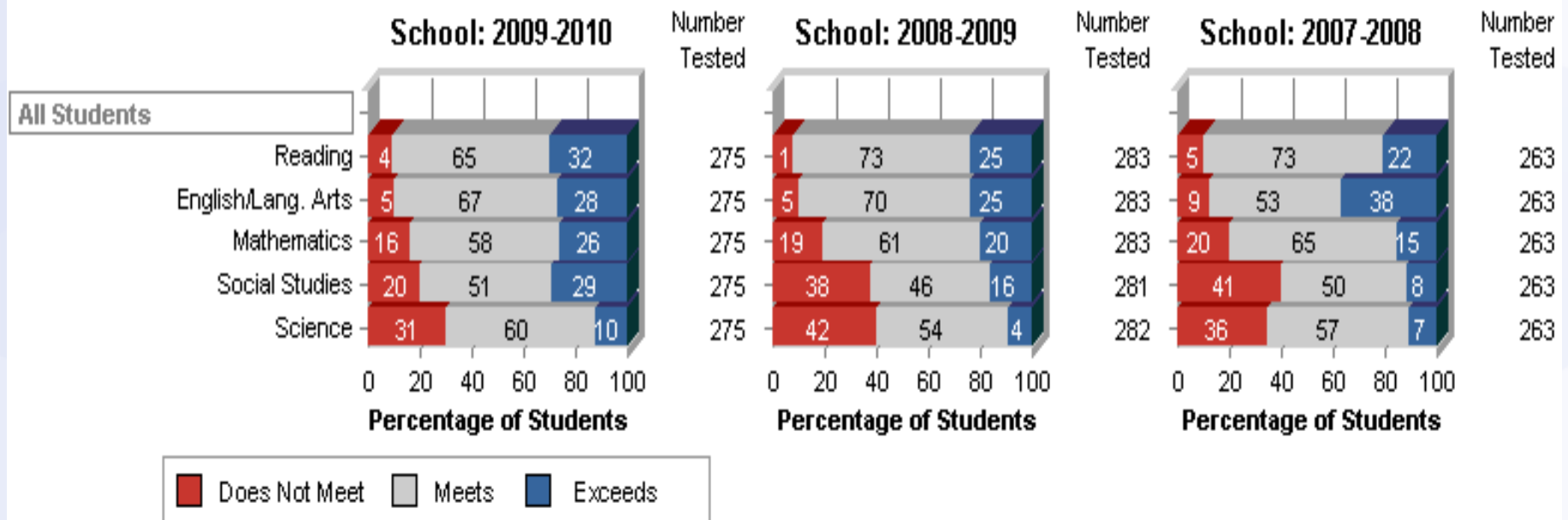


Student Demographics

- Enrollment in Cartersville Middle School remains fairly consistent with a slight increase from 2007.
- Student demographics remain relatively the same over the last three years in terms of race and ethnicity.
- The subgroups remain relatively the same except for students on free and reduced lunch which increased 7% from 2007-2010.

8th CRCT Scores for All Students

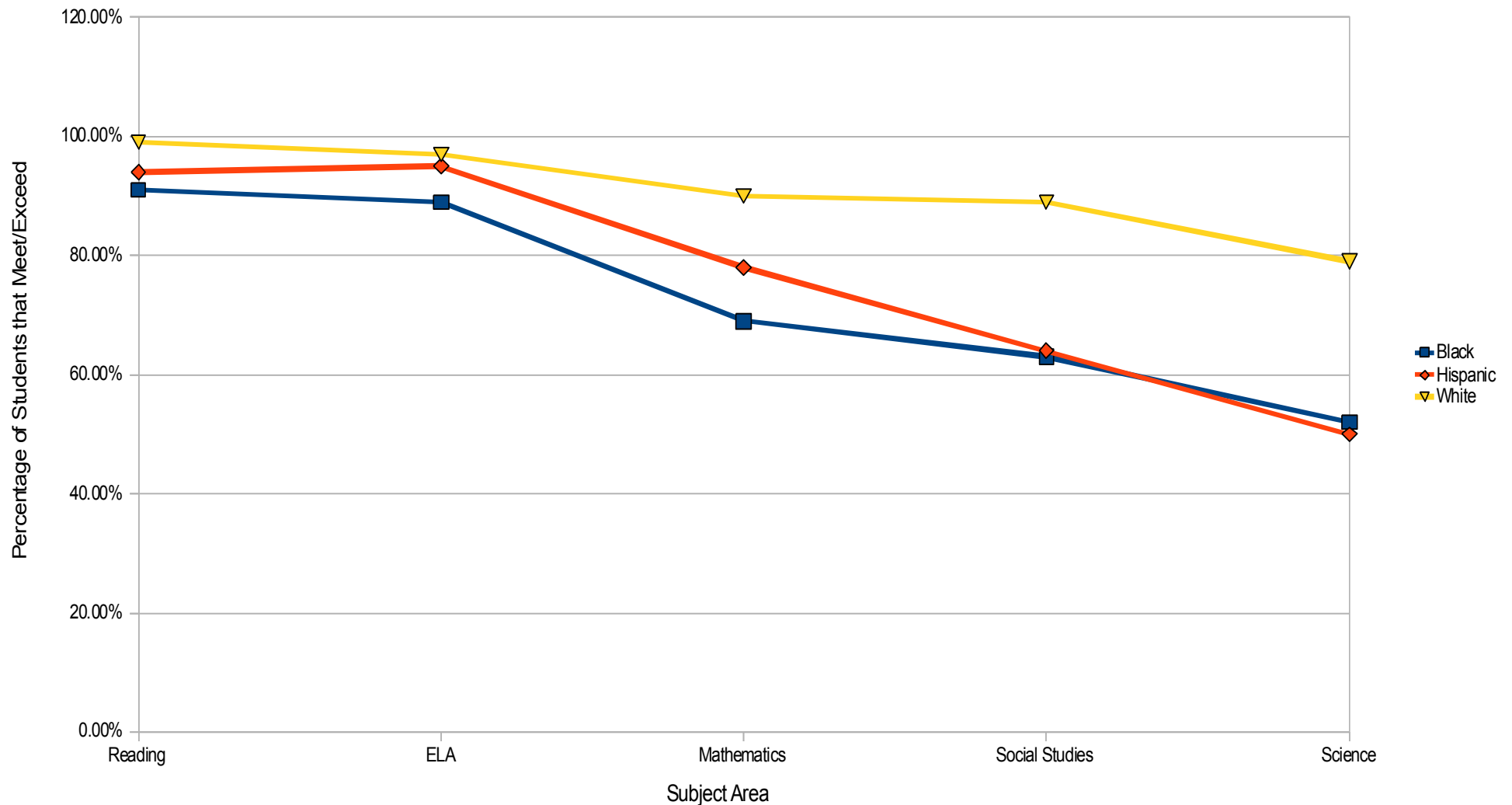
8th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students



Data provided by GA DOE

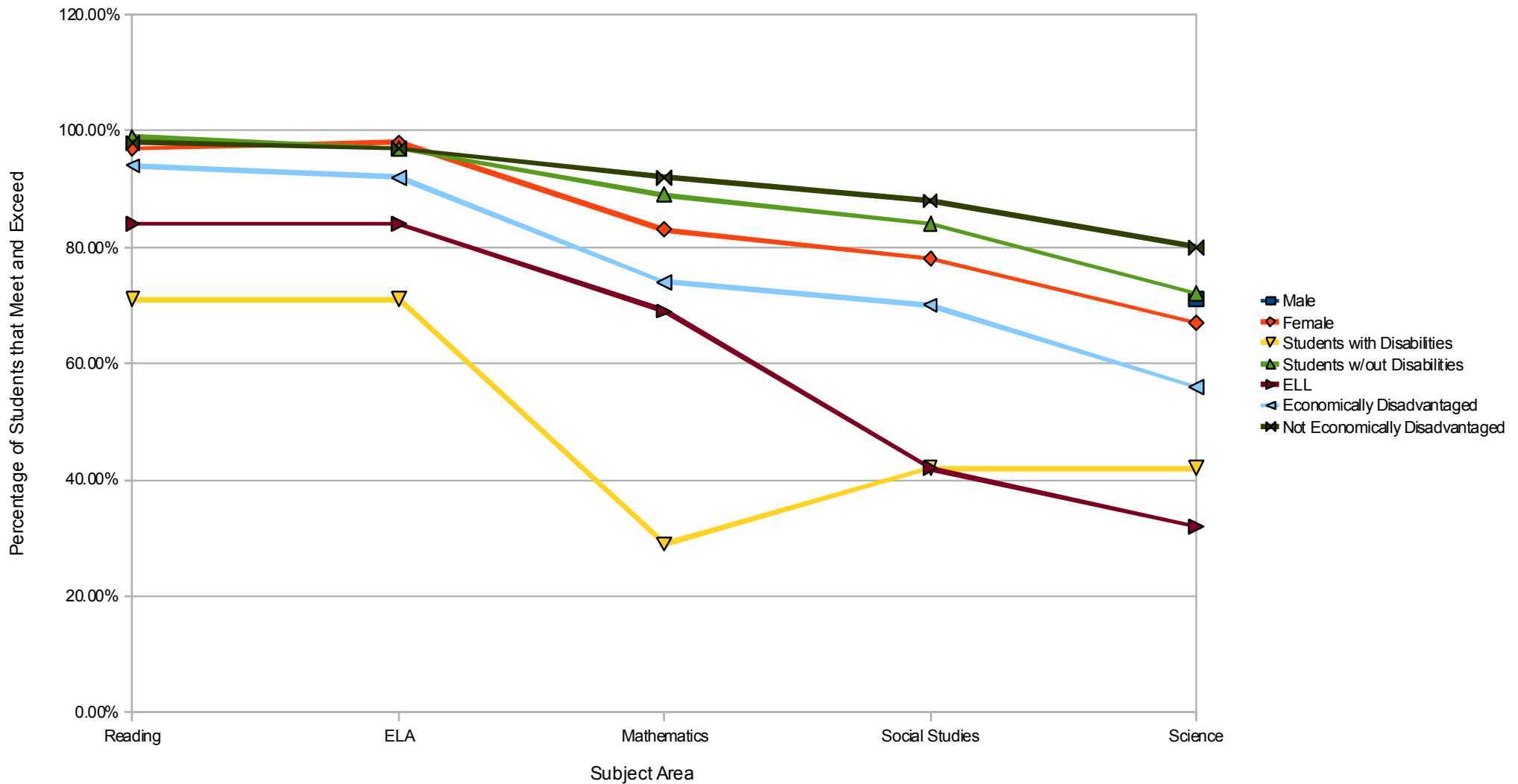
2009-2010 CRCT “Meets and Exceeds” Disaggregated by Race/Ethnicity

2009-2010 Percentage of Students that "Meet and Exceed"
Standards on CRCT Disaggregated by Race/Ethnicity



2009-2010 CRCT “Meets and Exceeds” Disaggregated by Subgroups

2009-2010 Percentage of Students that "Meet and Exceed"
on CRCT Disaggregated by Subgroups

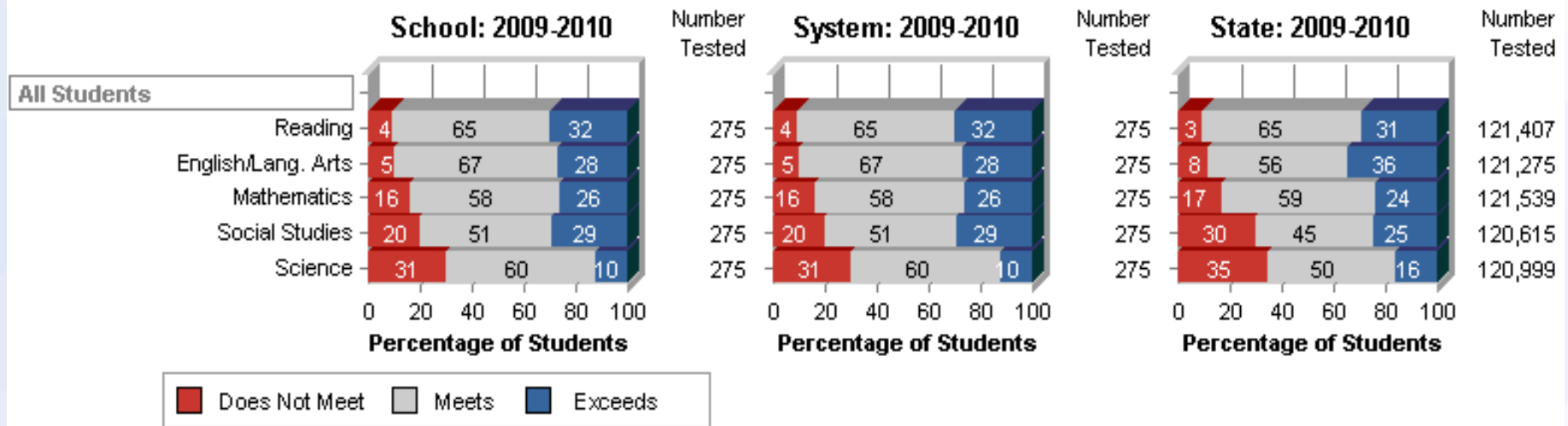


CMS 8th Grade CRCT Observations

- Strength: CMS increased the percentage of meets and exceeds on all sections of the CRCT from 2007 to 2010.
- Weakness: Science and Social Studies are the two categories with the highest percentages of does not meet.
- Reading and ELA are the two categories with the highest meets and exceeds percentages.
- According to the CRCT Subgroup graphs, there is an achievement gap between White and African American populations.
- There are achievement gaps in Students with Disabilities, Limited English Proficient and Economically Disadvantaged.

8th CRCT Comparison

8th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students

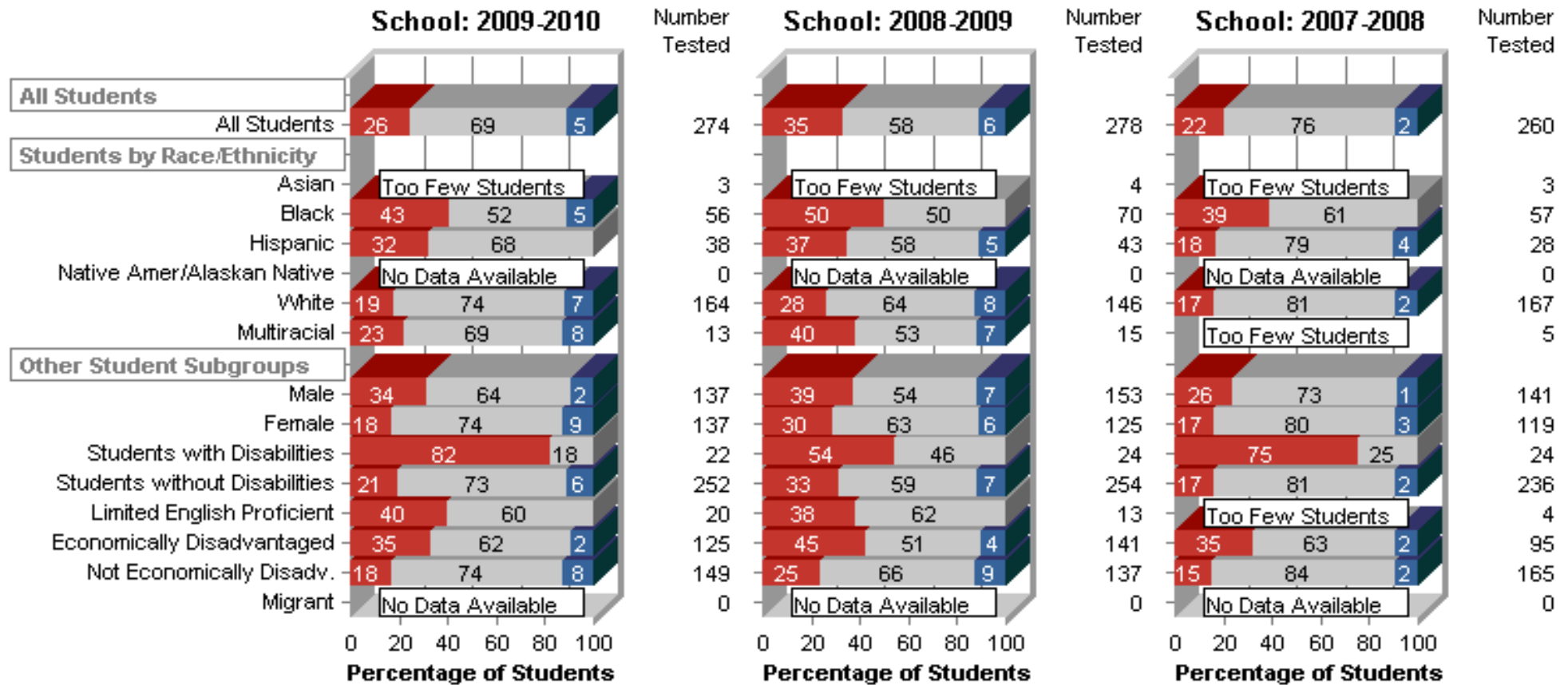


- The School's 2009-2010 CRCT data is similar in comparison to the State's 2009-2010 CRCT data with the most improvement needed in Science and Social Studies.

Data provided by GA DOE

Eighth Grade Writing Assessment (EGWA)

Eighth Grade Writing Assessment (EGWA) Percentage of Students at Each Performance Level



Data provided by GA DOE

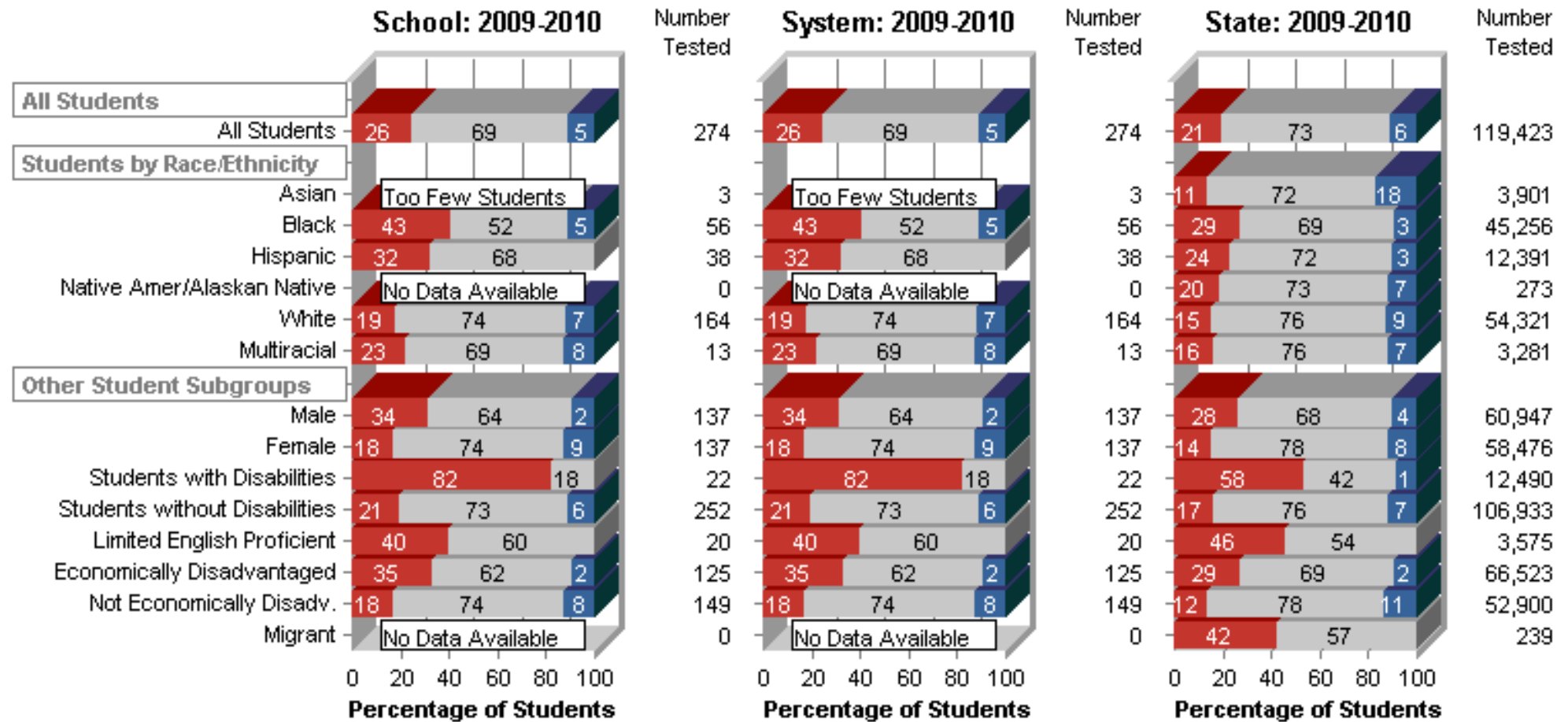
■ Below Target
 ■ On Target
 ■ Exceeds Target

School EGWA Observations

- Overall, the School's EGWA meets and exceeds scores decreased 14% from 2007 to 2008 and then increased 10% from 2008 to 2009.
- The groups in most need are students with disabilities, limited English proficient and African American students.

EGWA

Eighth Grade Writing Assessment (EGWA) Percentage of Students at Each Performance Level



Data provided by GA DOE

■ Below Target
 ■ On Target
 ■ Exceeds Target

EGWA Comparison Observations

- Regarding all students, the school and the state are similar in comparison with percentage scores with the school's proficiency score being 74% and the state's proficiency score being 79%.
- The school's African American, Latino/a and students with disabilities population have higher below target scores than the state.

What does this mean?

- We are taking the data to engage in constructive conversations about what this data means without blaming students, teachers, schools, communities or parents.
- We are taking this data to improve academic achievement and shrink learning gaps. Where a need is found, we will work to diagnose the issue, examine instruction and develop an action plan.
- Blaming gets us nowhere!

What can you do?

- Think outside the box. Look for ways to support students and colleagues.
- We will discover how data can improve student learning together.
- Look for gaps in achievement and discuss possible problem areas.
- Once problem is diagnosed, brainstorm solutions for improved instruction and not just a quick fix.
- Have an open mind and do not be afraid to share your ideas.