
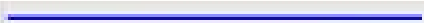

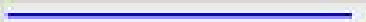

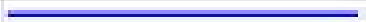







# Wynn Middle School 2016 PARCC/MCAS Performance



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher 			View Detailed 2016 Data
	Less progress	More progress		
<a href="#">All students</a>			65	Did Not Meet Target
<a href="#">High needs</a>			54	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>			-	
<a href="#">Students with disabilities</a>			55	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>			-	
<a href="#">Hispanic/Latino</a>			-	
<a href="#">Multirace Non-Hisp./Lat.</a>			-	
<a href="#">Nat. Hawn. or Pacif. Isl.</a>			-	
<a href="#">White</a>			66	Did Not Meet Target

- Level 2: At 65th percentile relative to other middle schools in the state
  - 2015 (**65th**), 2014 (**63rd**), 2013 (**56th**), 2012 (**50th**)
- Not meeting proficiency gap narrowing targets

2016 English Language Arts Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
<a href="#">All students</a>		93.1	94.2	93.2	-1.0	96.0	96.6	66	602	25	No Change
<a href="#">High needs</a>		81.0	83.8	82.2	-1.6	88.9	90.5	61	174	25	No Change
<a href="#">Econ. Disadvantaged</a>		88.2	88.2	86.3	-1.9	89.2	94.1	65	95	25	No Change
<a href="#">ELL and Former ELL</a>		-	-	-	-	-	-	-	7	-	-
<a href="#">Students w/disabilities</a>		73.1	74.3	75.9	1.6	84.3	86.6	71	107	50	Improved Below Target

2016 Mathematics Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
<a href="#">All students</a>		75.8	82.0	81.0	-1.0	85.9	87.9	57	598	25	No Change
<a href="#">High needs</a>		54.1	60.5	56.9	-3.6	73.2	77.1	19	171	0	Declined
<a href="#">Econ. Disadvantaged</a>		68.4	68.4	65.3	-3.1	71.0	84.2	39	95	0	Declined
<a href="#">ELL and Former ELL</a>		-	-	-	-	-	-	-	7	-	-
<a href="#">Students w/disabilities</a>		42.5	45.6	43.8	-1.8	66.5	71.3	27	105	25	No Change

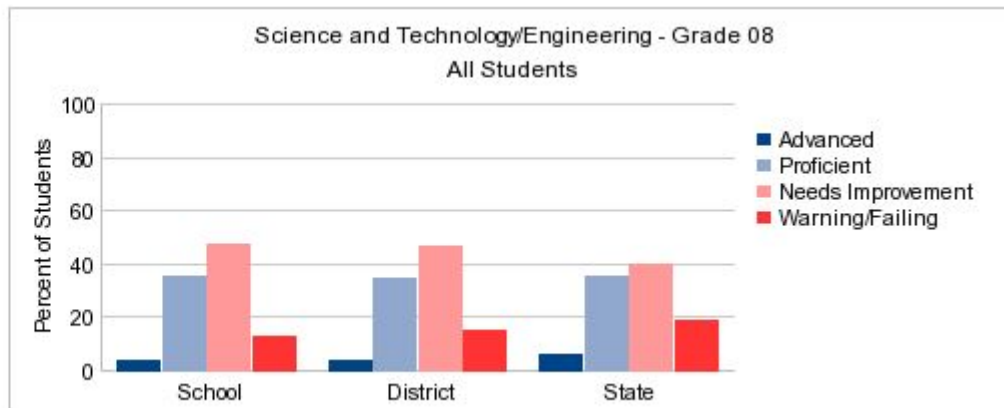
- In most areas, progress was flat.
- In the area of ELA, progress was made toward meeting the improvement goal for the subgroup of students with disabilities.
- In Mathematics, there were declines in our High Needs and Econ. Disadvantaged subgroups.

## 2016 Science Proficiency Gap Narrowing

[About the Data](#)

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		74.9	74.3	72.2	-2.1	85.4	87.5	39	308	25	No Change
High needs		55.3	57.6	54.3	-3.3	73.9	77.7	22	87	0	Declined
Econ. Disadvantaged		62.3	62.3	60.1	-2.2	65.4	81.2	41	52	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	3	-	-
Students w/disabilities		49.6	43.9	43.9	0.0	70.6	74.8	21	53	25	No Change

Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	12	4	4	6
Proficient	110	36	35	35
Needs Improvement	146	47	47	40
Warning/Failing	40	13	15	19
Total Included	308			



Science scores are very comparable to last year's scores and comparable to overall state performance.

Compared to state performance, we have 6% fewer students in Warning/Failing category.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
<b>Science and Technology/Engineering</b>					
All Items	54	64%	63%	63%	1
<b>Question Type</b>					
Multiple Choice	38	68%	67%	67%	1
Open Response	16	54%	53%	52%	2
<b>Strand / Topic</b>					
<b>Earth and Space Science (preK-8)</b>	<b>13</b>	<b>58%</b>	<b>57%</b>	<b>58%</b>	<b>0</b>
Earth's History	2	82%	80%	77%	5
Earth's Structure	1	53%	53%	57%	-4
Heat Transfer in the Earth System	2	63%	62%	60%	3
Mapping the Earth	1	87%	86%	85%	2
The Earth in the Solar System	7	46%	46%	48%	-2
<b>Life Science (preK-8)</b>	<b>13</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>0</b>
Changes in Ecosystems Over Time	1	74%	73%	72%	2
Energy and Living Things	3	57%	57%	64%	-7
Evolution and Biodiversity	1	82%	82%	81%	1
Living Things and Their Environment	1	94%	94%	93%	1
Reproduction and Heredity	4	69%	68%	62%	7
Structure and Function of Cells	2	52%	50%	52%	-1
Systems in Living Things	1	49%	49%	55%	-6
<b>Physical Sciences (preK-8)</b>	<b>14</b>	<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>0</b>
Elements, Compounds, and Mixtures	4	68%	68%	70%	-1
Forms of Energy	1	54%	53%	54%	0
Heat Energy	2	68%	67%	68%	0
Motion of Objects	4	54%	52%	53%	1
Properties of Matter	3	71%	70%	71%	0
<b>Technology/Engineering (preK-8)</b>	<b>14</b>	<b>68%</b>	<b>67%</b>	<b>64%</b>	<b>4</b>
Bioengineering Technologies	1	60%	60%	60%	0
Communication Technologies	1	79%	79%	71%	8
Construction Technologies	1	70%	69%	60%	10
Engineering Design	2	69%	68%	66%	2
Manufacturing Technologies	6	62%	60%	59%	3
Materials, Tools, and Machines	1	90%	89%	80%	10
Transportation Technologies	2	70%	69%	70%	0

Strands where the Wynn scored below the state:

- Earth's Structure
- The Earth in the Solar System
- Energy and Living Things
- Structure and Function of Cells
- Systems in Living Things
- Elements, Compounds and Mixtures

Sub-claims ↓	PARCC ELA Grade 7			PARCC ELA Grade 8		
	Percent At or Above	Percent Near	Percent Below	Percent At or Above	Percent Near	Percent Below
Reading- Literature	65	15	20	62	21	17
Reading- Information	62	18	20	64	18	18
Reading- Vocabulary	57	24	19	57	24	19
Writing- Written Expression	71	17	12	65	21	14
Writing- Knowledge Language Conventions	78	10	11	70	20	10

Sub-claims ↓	PARCC MATH Grade 7			PARCC MATH Grade 8		
	Percent At or Above	Percent Near	Percent Below	Percent At or Above	Percent Near	Percent Below
Major Content	46	35	19	58	17	25
Mathematical Reasoning	49	23	28	65	12	23
Modeling Practice	54	22	24	55	27	18
Additional And Supporting Content	54	28	18	64	13	23

- ELA-Writing scores are stronger than the Reading Scores.
- ELA-Vocabulary is the weakest area.
- ELA-An average of 16% at both grade levels are performing at the “Below” level relative to the sub-claim categories.
- Math-From seventh to eighth grade there is significant movement in three of the sub-claims from the “Near” achievement level to the “At or Above” level.
- Math-An average of 22% at both grade levels are performing at the “Below” level relative to the sub-claim categories.

# Strategies for Improvement

- Implementation of new common writing rubrics with common terms
- Increase in inclusive practices and groupings
- Use of MasteryConnect to analyze performance data and track mastery of state standards through formative and summative assessments
- Development and Implementation of Professional Learning Communities (PLCs) to analyze data, review standards, tune lessons, and assess student work
- Participation in cross district science curriculum mapping
- Purchase of additional STEAM technology items for implementation across disciplines
- Reading strategies, including Reading to Learn (RTL) implemented across all disciplines
- Schedule change to limit disruption to instructional time