

Interim Assessment Report The Micro-Enterprise Charter Academy

As a new school, Micro-Enterprise Charter Academy (MECA) did not have a valid 2008 Base API, so it did not have any 2009 growth targets. MECA did not meet schoolwide Adequate Yearly Progress (AYP) criteria.

Representatives from MECA will be available at the March 2010 meeting of the State Board of Education to respond to questions about their Interim Assessment Report.

The CDE's analysis is included beneath each required element of the Interim Assessment Report outlined below:

1. Assessments used by the school that demonstrate alignment to California academic standards for each grade level the school offers as well as alignment to all academic goals stated in the school's charter.
 - a. MECA submitted all requested assessments.
 - b. The data submitted by MECA was organized by grade level, course, and strand. Some of the assessments provided by MECA included the specific state content standard being measured. However, many of the assessments did not include this information, and therefore, the CDE could not accurately analyze the degree of alignment between the assessments and state content standards.
2. Benchmark data from October 2009 for students schoolwide and in each subgroup.
 - a. MECA submitted data from their September 9, 2009, mathematics benchmark assessments and their October 9, 2009, English-language arts (ELA) benchmark assessments. The data were disaggregated by strands: "Number Sense" and "Algebra & Function" in mathematics; and "Reading Comprehension/Vocabulary," "Language Conventions/Writing Strategies," and "Writing" in language arts. The data were also disaggregated for the African American subgroup. MECA did not have more than ten students in any of the other subgroups, so to protect student privacy, those data were not included in the tables.
3. Benchmark data from the most recent data point prior to February 1, 2010, for students schoolwide and in each subgroup.
 - a. MECA submitted data from their January 2009 benchmark assessments. The data were disaggregated by strands: "Number

Sense” and “Algebra & Function” in mathematics; and “Reading Comprehension/Vocabulary,” “Language Conventions/Writing Strategies,” and “Writing” in language arts. The data were also disaggregated for the African American subgroup. MECA did not have more than ten students in any of the other subgroups, so to protect student privacy, those data were not included in the tables.

4. Evidence that the goals stated in the school’s SAP are being achieved schoolwide and for each subgroup as demonstrated by the October 2009 and February 1, 2010 data.
 - a. The mathematics data reflect gains in the percentage of proficient students schoolwide and for the African American subgroup group in each strand.
 - b. For both the schoolwide and African American subgroup, the language arts data reflected gains in percentage of proficient students in some strands and decreases in others.

Micro-Enterprise Charter Academy 2010 Student Achievement Plan Interim Assessment Results

Narrative Background

North Long Beach is a severely distressed community within greater Long Beach. Predominantly a residential area, North Long Beach used to be a white working-class neighborhood. It has become increasingly diverse since the 1970's and is now home to more than 90,000 people, 46% of which are Latino, 24% African-American, and 10% Asian. While the median household income for Long Beach is \$37,270 (as compared to the National average of \$44,512), the median household income in North Long Beach is \$32,565 (Census Data, 2000). The area contains large neighborhoods of Section 8 apartments and subsidized housing projects, the Carmelitos Housing Project, a very large Section 8 complex which is operated by the LA County Housing Authority, the Northpointe Apartment Homes, a 30-acre subsidized housing complex having private ownership in partnership with HUD are just a few of the housing projects in North Long Beach. The median income for those living in the Housing Projects is \$11,082. Unemployment in the entire city of Long Beach is above the national average and is currently 12.5%.

Schools in the area are struggling and all but one has not met NCLB (No Child Left Behind) guidelines, placing them in program improvement status (ED Data, 2009). District performance by subgroup shown below indicates that African-American and Latino students score far below their White counterparts, with African-American students being the lowest scoring group.

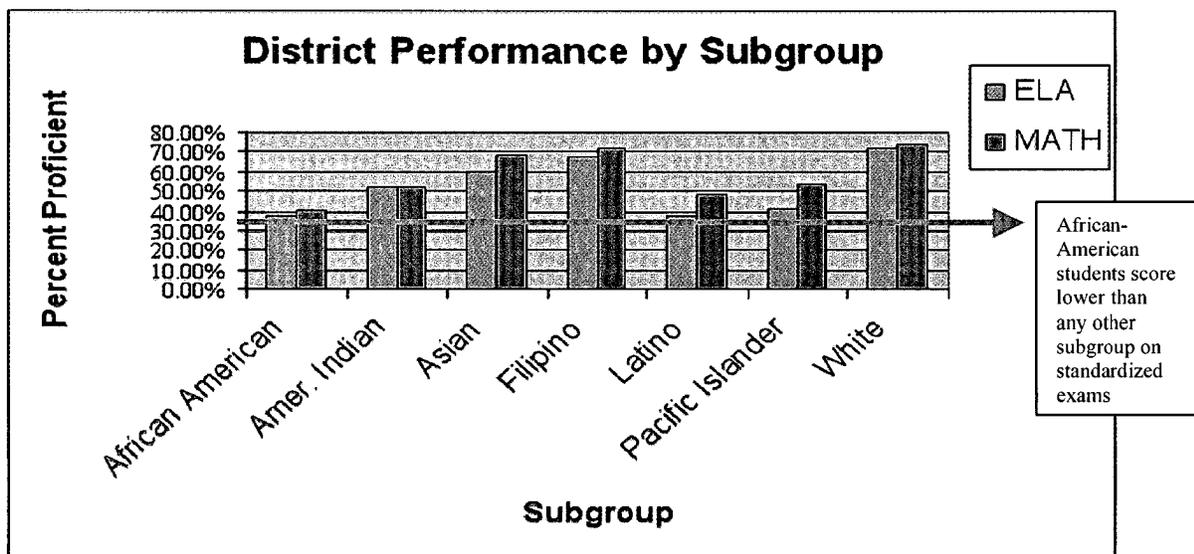


Figure 1: Long Beach Unified Student Performance Data by Subgroup, 07/08

In addition to this, African-American students in schools in Central Long Beach near California State University Long Beach (CSULB), perform significantly better than those in North Long Beach (NLB). In the predominant middle school in NLB, only 15.7% of African-

American students scored proficient in English/language arts and 24% scored proficient in mathematics. At a middle school near CSULB, 56.4% of African-American students scored proficient in English/language arts and 47.3% scored proficient in mathematics. This is compared to 80% of white students who scored proficient in this same middle school. Clearly, in addition to the observable achievement gap between races, there is a significant additional achievement gap for students in schools in North Long Beach. Some of the poorest areas of Long Beach are situated in this upper neighborhood and issues of poverty, gang violence, single head of household families, and unemployment are taking their toll on student performance. On average, over 85% of students in the 12 schools in NLB are on free or reduced priced lunch. In 2004, Long Beach was rated 3rd highest in percentage of children below the poverty level at 45.2% (Ackerly, Heimann, Heur, et. al. 2006).

In an effort to effectively serve the targeted population, MECA chose a strategic location in North Long Beach near the premises of large subsidized housing complexes. Micro-Enterprise Charter Academy (MECA) was developed to address the critical need for innovative educational alternatives for students in the North Long Beach and surrounding communities. MECA was designed to provide a quality educational program targeting those educationally disadvantaged students in middle school programs whose Academic Performance Index (API) scores indicate underperformance. It is the goal of MECA to provide students with a rigorous standards-based college preparatory program while preparing them to successfully learn, excel in school and prepare for life educationally, technologically, economically, and socially.

Interim Assessment Results

Micro-Enterprise Charter Academy scheduled several formative assessments in both Math and Language Arts during the period between September 2009 and January 2010. Data demonstrates progress in student achievement. The entire school staff analyzed results and developed specific interventions aimed at improving student achievement.

Data

Students in grades 6-8 were assessed in October, December and January in Language Arts. A chart listing students for each testing point along with the number of students who were proficient is attached.

Data indicates gains in student achievement from Placement Tests in October to Benchmark Assessment in January. For example, while 20 students scored proficient on the October Placement Test in Reading Comprehension/Vocabulary, 40 students scored proficient on the same test in January. Again, as an example, while 13 students were proficient on the Placement Test in Language Conventions, 31 students showed proficiency in January.

An attached template shows data for school wide results as well as for each grade 6 through 8. Data for African American student achievement is added. With a total student population of 83 students, African Americans with a total of 63 students is the most significant subgroup in terms of numbers.

In nearly all areas of assessment, students made progress and showed gains in Standards Based instruction. One area of concern is Writing.

Students in grades 6-8 were assessed in September, November and January in Math. A chart showing number of students tested at each grade level along with number proficient is attached.

Once again, data shows that students made gains from the date of the Placement Test in September to the Benchmark in January. A school goal is to not only maintain those gains but to increase significantly.

Interventions Based on Formative Data

Based on the Data, significant changes in instruction, time, coaching and assessment have been initiated. These changes include the following:

- The daily schedule was modified to include extended instructional time in math, language arts and writing.
- All students are assigned a double class of math and a double class of language arts/writing.
- All students are assigned a Writing Intensive.
- A Consulting Service provides professional development for 4 hours weekly. In-service includes aligning standards, instruction, assessment, grouping and interventions in daily lessons.
- Teachers submit weekly lesson plans, which implement strategies learned in professional development.
- All teachers' schedule now includes a one period of planning during the instructional day. This availability allows for regular coaching with the principal on a weekly basis.
- Extended day has been added for those students below and far below basic.
- Students and parents participated in a community meeting to learn of daily schedule changes and focus on improvement student achievement.
- Parents and staff will participate in a monthly Parent Meeting, Heart to Heart, to plan for mutual support in improving student achievement.
- An Advisory Period in which students with the guidance of their Advisor will individualize the M.E.C.A. Personal Learning Plan to include academic objectives in Math and language arts. Students will have the opportunity to review all their assessments and plan their objectives for future growth.
- Parent Conferences are scheduled in which parents will review assessment data and student objectives for growth.
- The Special Education teacher will conduct Student Study Teams twice a month and schedule students with Far Below and Below scores on STAR and fall formative assessments.
- Students will participate in extra small group instruction based on data during Math and Writing Incentives.
- A computer-assisted program will be added to each Intensive to re-teach objectives which data indicates need review.

- In Language Arts core class and Intensives, teachers will train and implement Reading Workshop to include Literature Circles, Shared Reading, Guided Reading, Read Aloud, and Independent Reading. The Student Achievement Plan consultant involved with M.E.C.A. each week will provide training and coaching.
- Sustained Silent Reading will be scheduled during double language arts class twice each week.
- Writers Workshop will be implement to address drop in proficient scores from October to January in Writing.
- In math core classes and intensive, teachers will organize student portfolios with student reflection sheet, goal setting forms, and student work.
- Math Journaling will be included in program for students to plan and reflect and take study notes.

Summary

Micro-Enterprise Charter Academy has extended time on the core curriculum during the instructional day and added extended day for an after school program in both Math and Language Arts. All students are enrolled in a double math and double language arts class along with a Writing Intensive.

Formative Assessments are scheduled uniformly school wide and weekly professional development meetings are scheduled to review data and plan for instruction and needed teacher training.

A Consulting Service assists in providing instructional strategies in aligning Standards, instruction, planning and assessment.

A Partnership with Parents has been extended to include monthly Heart to Heart parent/staff meetings. The purpose of this Partnership is to build a working relationship to improve student academic progress.

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 MATH**

Holt California Mathematics – Assessment Resources (including Placement Test, Chapter Tests, Cumulative Tests, and End of Course Assessments)
Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.
School Wide – Math Assessment
PT = Placement Test NS = Number Sense AF = Algebra & Function

Student Category	September 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
School Wide – 83 Students	PT 0 proficient NS 43 proficient AF 33 proficient	NS 58 proficient AF 59 proficient
African American or Black (not of Hispanic origin) 63 Students	PT 0 proficient NS 31 proficient AF 20 proficient	NS 42 proficient AF 45 proficient
American Indian or Alaska Native		
Asian 6 students		
Filipino		
Hispanic or Latino 6 students		
Pacific Islander		
White (not of Hispanic origin) 2 students		
Socio-economically Disadvantaged		
English Learners		

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 MATH 6TH GRADE**

Holt California Mathematics – Assessment Resources (including Placement Test, Chapter Tests, Cumulative Tests, and End of Course Assessments)

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

Grade 6 – Math Assessment Assessment

PT = Placement Test NS = Number Sense AF = Algebra & Function

Student Category	September 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
6 th Grade 19 Students	PT 0 proficient NS 12 proficient AF 7 proficient	NS 14 proficient AF 14 proficient
African American or Black (not of Hispanic origin) 15 students	PT 0 proficient NS 9 proficient AF 5 proficient	NS 10 proficient AF 10 proficient
American Indian or Alaska Native		
Asian 1 student		
Filipino		
Hispanic or Latino 2 students		
Pacific Islander 1 student		
White (not of Hispanic origin)		
Socio-economically Disadvantaged		
English Learners		

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 MATH 7th GRADE**

Holt California Mathematics – Assessment Resources (including Placement Test, Chapter Tests, Cumulative Tests, and End of Course Assessments)

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

7th Grade Math Assessment

PT = Placement Test NS = Number Sense AF = Algebra & Function

Student Category	September 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
7 th Grade Math -- 37 Students	PT 0 proficient NS 17 proficient AF 18 proficient	NS 23 proficient AF 27 proficient
African American or Black (not of Hispanic origin) 28 Students	PT 0 proficient NS 17 proficient AF 12 proficient	NS 17 proficient AF 22 proficient
American Indian or Alaska Native		
Asian 2 students		
Filipino		
Hispanic or Latino 3 students		
Pacific Islander 3 students		
White (not of Hispanic origin) 0 students		
Socio-economically Disadvantaged		
English Learners		

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 LANGUAGE ARTS**

**Holt California Literature & Language Arts – Formal Assessment Resources
 (including Diagnostic, Progress Monitoring, and Summative Testing)**

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

School Wide – Language Arts

**RCV -- Reading Comprehension/Vocabulary
 LC -- Language Conventions/Writing Strategies
 WR -- Writing**

Student Category	October 9 (Data point nearest to October 1, 2009)	January 10
School Wide 83 Students	RCV 20 proficient LC 13 proficient WR 38 proficient	RCV 40 proficient LC 31 proficient WR 33 proficient
African American or Black (not of Hispanic origin) 63 Students	RCV 13 proficient LC 8 proficient WR 26 proficient	RCV 26 proficient LC 20 proficient WR 24 proficient
American Indian or Alaska Native		
Asian 6 students		
Filipino		
Hispanic or Latino 6 students		
Pacific Islander 6 students		
White (not of Hispanic origin) 2 students		
Socio-economically Disadvantaged		
English Learners		

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 LANGUAGE 6th GRADE**

**Holt California Literature & Language Arts – Formal Assessment Resources
 (including Diagnostic, Progress Monitoring, and Summative Testing)**

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

Grade 6 – Language Arts

- RCV -- Reading Comprehension/Vocabulary**
- LC -- Language Conventions/Writing Strategies**
- WR -- Writing**

		October 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
6 th Grade	19 Students	RCV 2 proficient LC 0 proficient WR 3 proficient	RCV 5 proficient LC 5 proficient WR 1 proficient
African American or Black (not of Hispanic origin)	15 Students	RCV 1 proficient LC 0 proficient WR 2 proficient	RCV 2 proficient LC 4 proficient WR 1 proficient
American Indian or Alaska Native			
Asian	1 student		
Filipino			
Hispanic or Latino	2 students		
Pacific Islander	1 student		
White (not of Hispanic origin)	0 students		
Socio-economically Disadvantaged			
English Learners			

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 LANGUAGE 7th GRADE**

**Holt California Literature & Language Arts – Formal Assessment Resources
 (including Diagnostic, Progress Monitoring, and Summative Testing)**

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

Grade 7 – Language Arts

**RCV -- Reading Comprehension/Vocabulary
 LC -- Language Conventions/Writing Strategies
 WR -- Writing**

Student Category	October 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
7 th Language Arts 37 Students	RCV 6 proficient LC 5 proficient WR 18 proficient	RCV 15 proficient LC 11 proficient WR 12 proficient
African American or Black (not of Hispanic origin) 29 Students	RCV 3 proficient LC 3 proficient WR 14 proficient	RCV 11 proficient LC 7 proficient WR 10 proficient
American Indian or Alaska Native		
Asian 2 students		
Filipino		
Hispanic or Latino 3 students		
Pacific Islander 3 students		
White (not of Hispanic origin)		
Socio-economically Disadvantaged		
English Learners		

**Micro-Enterprise Charter Academy
 2010 Student Achievement Plan—Interim Assessment Results
 LANGUAGE 8th GRADE**

**Holt California Literature & Language Arts – Formal Assessment Resources
 (including Diagnostic, Progress Monitoring, and Summative Testing)**

Holt, Rinehart and Winston, a State Adopted Text and Assessment Resources.

Grade 8 – Language Arts

**RCV -- Reading Comprehension/Vocabulary
 LC -- Language Conventions/Writing Strategies
 WR -- Writing**

Student Category	October 9 (Data point nearest to October 1, 2009)	January 10 (Data point nearest to February 1, 2010)
8th Language Arts 27 Students	RCV 12 proficient LC 8 proficient WR 17 proficient	RCV 20 proficient LC 15 proficient WR 20 proficient
African American or Black (not of Hispanic origin) 19 Students	RCV 6 proficient LC 5 proficient WR 10 proficient	RCV 13 proficient LC 10 proficient WR 13 proficient
American Indian or Alaska Native		
Asian 3 Students		
Filipino		
Hispanic or Latino 1 Student		
Pacific Islander 2 students		
White (not of Hispanic origin) 2 Students		
Socio-economically Disadvantaged		
English Learners		

Student Achievement Report

Micro Enterprise Charter Academy

School Year 2009 - 2010

Student: _____

Achievement Markings

A	= Excellent
B	= Good
C	= Average
D	= Below Average
F	= Failing

Standards Markings

4	= Above Grade Level Standard
3	= Meets The Grade Level Standard
2	= Approaching The Grade Level Standard
1	= Below The Grade Level Standard
X	= Not Addressed This Reporting Period

Effort Markings

O	=Outstanding
S	=Satisfactory
N	=Needs Improvement
U	=Unsatisfactory
X	=Not Addressed This Reporting Period

Standards: Language Arts

1 2 3 4

1: Reading/ Word Recognition/ Vocabulary Development & Spelling				
2: Reading Comprehension/ Literature				
3:Literary Response and Analysis				
4: Writing Conventions				
5: Writing Strategies				
6: Listening and Speaking				
7: Technology Integration				
Language Arts Effort				
Homework				
Language Arts Achievement				

Standards: Science

1 2 3 4

Additional Curriculum

Health

1 2 3 4

Standards: Mathematics

1 2 3 4

1: Number Sense				
2: Algebra and Functions				
3: Measurement & Geometry				
4: Data Analysis & Probability				
5: Mathematical Reasoning				
Mathematics - Effort				
Homework				
Mathematics - Achievement				

Digital Media

1 2 3 4

Standards: Social Science

1 2 3 4

Social Science - Effort				
Homework				
Social Science - Achievement				

Physical Education

1 2 3 4

Social Skills and Work Habits

1 2 3 4

Follows Classroom Rules & Directions				
Follows Outside Rules and Directions				
Works Well With Others				
Uses Time Appropriately				
Works Independently				
Respects Rights and Property of Others				
Completes Class-work				

Attendance

1 2 3 4

Days Absent				
Days Tardy				

2nd Quarter Comments

3rd Quarter Comments

4th Quarter Comments

Parent Signature

Date

6th GRADE

PT= Placement Test

NS= Number Sense

AF= Algebra & Function

STUDENT NAME	PT (9-09)	NS (9-09)	NS (11-09)	NS (1-10)	AF(10-09)	AF (11-09)	AF (1-10)
Student 1	NP	P	P	P	P	P	P
Student 2	NP	NP	P	P	NA	NA	NA
Student 3	NP	P	NP	NP	NP	NP	P
Student 4	NP	NP	NP	NP	NP	NP	NP
Student 5	NP	NP	NP	NP	NP	NP	P
Student 6	NP	P	NP	NP	NP	NP	P
Student 7	NP	P	P	P	P	P	P
Student 8	NP	NP	P	P	P	P	NP
Student 9	NP	NP	P	P	NP	NP	P
Student 10	NP	P	P	P	NP	P	P
Student 11	NP	P	P	P	P	NP	P
Student 12	NP	P	P	P	NP	NP	NP
Student 13	NP	NP	NP	NP	NP	NP	NP
Student 14	NP	P	P	P	NP	NP	P
Student 15	NP	P	P	P	P	P	P
Student 16	NP	P	P	P	P	P	P
Student 17	NP	P	P	P	NP	NP	P
Student 18	NP	NP	P	P	NP	P	P
Student 19	NP	P	P	P	P	P	P

19 Students

19 NP, 0 P

7 NP, 12 P

5 NP, 14 P

5 NP, 14 P

12 NP, 7 P

10NP, 9 P

5 NP, 14 P

6th GRADE

ELA

STUDENT NAME	Reading Comp/Vocab (10-09)	Reading Comp/Vocab (12-09)	Reading Comp/Vocab (12-09)
Student 1	NP	NP	NP
Student 2	NP	X	X
Student 3	NP	NP	P
Student 4	NP	NP	NP
Student 5	NP	NP	NP
Student 6	NP	NP	NP
Student 7	NP	NP	NP
Student 8	NP	NP	P
Student 9	P	P	P
Student 10	NP	NP	X
Student 11	NP	NP	NP
Student 12	NP	NP	NP
Student 13	NP	NP	NP
Student 14	NP	NP	NP
Student 15	NP	NP	NP
Student 16	P	P	P
Student 17	NP	NP	NP
Student 18	NP	NP	NP
Student 19	NP	NP	NP

Highlighted = African American

Reading Comp/Vocab (1-10)	Language Conventions/Writing Strategies (10-09)	LC/WS (1-10)	LC/WS (1-10)	Writing (10-09)	Writing (1-10)
NP	NP	NP	P	X	NP
P	NP	NP	P	X	NP
NP	NP	NP	NP	X	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	P	NP
NP	NP	NP	NP	NP	NP
P	NP	NP	NP	X	NP
P	NP	NP	NP	X	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	X	NP
NP	NP	NP	NP	NP	NP
NP	NP	NP	NP	NP	NP
P	NP	NP	P	P	P
NP	NP	NP	P	X	NP
NP	NP	NP	NP	NP	NP
P	NP	NP	P	P	NP

7th GRADE

PT= Placement Test

NS= Number Sense

AF= Algebra & Function

STUDENT NAME	PT (9-09)	NS(9-09)	NS (11-09)	NS (1-10)	AF(10-09)	AF (11-09)	AF(1-10)
Student 1	NP	P	P	P	P	P	P
Student 2	NP	P	P	P	P	P	P
Student 3	NP	P	P	NP	P	P	NP
Student 4	NP	NP	P	NP	NP	NP	NP
Student 5	NP	NP	NP	NP	NP	NP	P
Student 6	NP	P	P	P	NP	P	P
Student 7	NP	NP	P	P	P	P	P
Student 8	NP	P	P	NP	NP	NP	P
Student 9	NP	P	NP	NP	P	NP	P
Student 10	NP	P	P	P	P	NP	P
Student 11	NP	P	P	P	NP	P	P
Student 12	NP	NP	P	NP	P	NP	P
Student 13	NP	NP	P	NP	NP	NP	P
Student 14	NP	NP	NP	NP	NP	NP	NP
Student 15	NP	P	P	P	P	P	P
Student 16	NP	P	P	P	P	P	NP
Student 17	NP	NP	NP	NP	P	P	P
Student 18	NP	NP	P	P	P	NP	NP
Student 19	NP	NP	NP	NP	NP	NP	NP
Student 20	NP	NP	P	NP	NP	P	P
Student 21	NP	P	P	P	P	P	P
Student 22	NP	NP	NP	NP	NP	NP	NP

22 Students 22 NP, 0 P 11 NP, 11 P 6 NP, 16 P 12 NP, 10 P 10 NP, 12 P 11 NP, 11 P 7 NP, 15 P

7th GRADE

MATH

STUDENT NAME	PLACEMENT TEST	Number Sense (9-09)	Number Sense (11-09)	Number Sense (1-10)	Algebra (9-09)	Algebra (11-09)	Algebra (1-10)
STUDENT 1	NP	NP	P	P	NP	NP	P
STUDENT 2	NP	NP	P	P	NP	NP	P
STUDENT 3	NP	P	P	P	P	P	P
STUDENT 4	NP	P	P	P	P	P	P
STUDENT 5	NP	NP	P	P	P	NP	P
STUDENT 6	NP	NP	P	P	NP	NP	P
STUDENT 7	NP	NP	NP	NP	NP	NP	NP
STUDENT 8	NP	NP	NP	P	NP	NP	P
STUDENT 9	NP	NP	NP	NP	NP	NP	NP
STUDENT 10	NP	P	P	P	P	P	P
STUDENT 11	NP	P	NP	P	P	NP	NP
STUDENT 12	NP	P	P	P	P	P	P
STUDENT 13	NP	P	NP	P	NP	NP	P
STUDENT 15	NP	NP	P	P	NP	NP	P

7th GRADE

LANGAUGE ARTS

STUDENT NAME	Reading Comp/Vocab (10-09)	Reading Comp/Vocab (12-09)	Reading Comp/Vocab (1-07)	Language Conventions/Writing Strategies (10-09)	LC/WS (12-09)	LC/WS (1-07)	Writing (10-09)	Writing (12-09)	Writing (01-07)
STUDENT 1	P	P	P	NP	NP	NP	P	P	P
STUDENT 2	P	P	P	NP	P	P	P	P	P
STUDENT 3	P	NP	P	NP	P	NP	P	P	P
STUDENT 4	P	P	NP	P	NP	NP	P	P	P
STUDENT 5	NP	P	P	P	P	P	NP	P	NP
STUDENT 6	P	NP	P	NP	NP	NP	P	NP	NP
STUDENT 7	X	P	P	X	P	P	X	P	P
STUDENT 8	NP	NP	NP	NP	NP	P	P	NP	NP
STUDENT 9	NP	NP	NP	NP	NP	NP	NP	P	NP
STUDENT 10	NP	P	P	NP	P	NP	P	P	P
STUDENT 11	NP	NP	NP	NP	NP	NP	NP	NP	NP
STUDENT 12	NP	P	P	P	P	P	P	P	P
STUDENT 13	NP	P	P	NP	NP	NP	P	P	P
STUDENT 14	NP	NP	NP	NP	NP	NP	NP	P	NP
STUDENT 15	X	NP	NP	X	NP	NP	X	P	P

7th GRADE

ELA

STUDENT NAME	Reading Comp/Vocab (10-09)	Reading Comp/Vocab (12-09)	Reading Comp/Vocab (12-09)	Reading Comp/Vocab (1-10)
Student 1	NP	NP	P	P
Student 2	NP	P	P	NP
Student 3	X	NP	P	NP
Student 4	NP	NP	NP	NP
Student 5	NP	NP	NP	NP
Student 6	NP	NP	P	NP
Student 7	NP	P	NP	NP
Student 8	NP	NP	NP	P
Student 9	NP	P	P	P
Student 10	NP	NP	NP	P
Student 11	P	NP	P	P
Student 12	NP	NP	NP	NP
Student 13	NP	NP	NP	NP
Student 14	NP	NP	NP	NP
Student 15	NP	NP	NP	NP
Student 16	NP	NP	NP	NP
Student 17	NP	NP	NP	NP
Student 18	NP	NP	NP	NP
Student 19	NP	NP	NP	NP
Student 20	NP	NP	NP	NP
Student 21	NP	P	NP	P
Student 22	NP	NP	NP	NP

Highlighted = African American

Language Conventions/Writing Strategies (10-09)	LC/WS (1-10)	LC/WS (1-10)	Writing (10-09)	Writing (1-10)
NP	NP	P	NP	NP
NP	P	P	P	NP
X	NP	NP	NP	NP
NP	NP	NP	NP	NP
NP	NP	NP	X	X
NP	NP	NP	P	NP
NP	P	NP	P	NP
NP	NP	NP	P	P
P	P	P	P	P
NP	NP	NP	NP	NP
NP	P	P	P	NP
NP	NP	P	NP	NP
NP	NP	NP	NP	NP
NP	NP	NP	NP	NP
NP	NP	NP	X	NP
P	NP	NP	P	P
NP	NP	NP	X	X
NP	NP	NP	X	NP
NP	NP	X	P	NP
NP	NP	NP	X	NP
NP	NP	P	P	NP
NP	NP	NP	X	NP

8th GRADE

MATH

STUDENT NAME	PLACEMENT TEST	Number Sense (9-09)	Number Sense (11-09)	Number Sense (1-10)	Algebra (9-09)	Algebra (11-09)	Algebra (1-10)
STUDENT 1	NP	NP	P	P	NP	NP	P
STUDENT 2	NP	P	P	P	P	P	P
STUDENT 3	NP	NP	NP	NP	NP	NP	NP
STUDENT 4	NP	P	P	P	NP	NP	P
STUDENT 5	NP	P	P	P	NP	NP	P
STUDENT 6	NP	P	P	P	NP	NP	P
STUDENT 7	NP	P	NP	P	P	P	P
STUDENT 8	NP	NP	P	P	NP	NP	P
STUDENT 9	NP	NP	P	NP	NP	NP	P
STUDENT 10	NP	NP	P	P	NP	NP	NP
STUDENT 11	NP	P	NP	P	NP	NP	P
STUDENT 12	NP	NP	NP	NP	NP	NP	NP
STUDENT 13	NP	P	NP	P	NP	P	P
STUDENT 14	NP	NP	P	P	NP	NP	NP
STUDENT 15	NP	NP	NP	NP	NP	NP	NP
STUDENT 16	NP	NP	P	NP	NP	NP	NP
STUDENT 17	NP	P	P	P	P	P	P
STUDENT 18	NP	P	P	P	P	P	P
STUDENT 19	NP	NP	NP	NP	NP	NP	NP
STUDENT 20	NP	P	P	P	P	P	P
STUDENT 21	NP	NP	NP	P	NP	NP	P
STUDENT 22	NP	NP	P	P	NP	NP	P
STUDENT 23	NP	P	NP	P	P	NP	P
STUDENT 24	NP	NP	NP	P	NP	NP	NP
STUDENT 25	NP	NP	NP	NA	NP	NP	NA
STUDENT 27	NP	P	P	P	P	P	P

8th GRADE
 LANGAUGE ARTS

STUDENT NAME	Reading Comp/Vocab (10-09)	Reading Comp/Vocab (12-09)	Reading Comp/Vocab (1-07)	Language Conventions/Writing Strategies (10-09)	LC/WS (12-09)	LC/WS (1-07)	Writing (10-09)	Writing (12-09)	Writing (01-07)
STUENT 1	P	P	P	NP	NP	NP	P	P	P
STUDENT 2	NP	P	P	NP	NP	NP	NP	P	P
STUDENT 3	NP	P	P	NP	P	NP	NP	NP	P
STUDENT 4	NP	NP	P	NP	P	P	NP	P	P
STUDENT 5	P	P	P	P	P	P	P	P	P
STUDENT 6	P	P	P	P	P	P	P	P	P
STUDENT 7	P	P	P	NP	P	P	P	P	P
STUDENT 8	NP	P	P	NP	P	P	NP	P	P
STUDENT 9	NP	NP	NP	NP	NP	NP	NP	P	X
STUDENT 10	NP	NP	NP	NP	NP	NP	NP	P	NP
STUDENT 11	P	P	P	NP	P	P	P	P	P
STUDENT 12	NP	NP	NP	NP	NP	NP	NP	NP	NP
STUDENT 13	NP	P	P	NP	P	P	P	P	P
STUDENT 14	NP	X	P	P	P	P	P	P	P
STUDENT 15	NP	NP	NP	NP	NP	NP	NP	NP	NP
STUDENT 16	P	P	P	NP	P	NP	P	P	P
STUDENT 17	P	P	P	NP	P	P	P	P	P
STUDENT 18	P	P	P	P	P	P	P	P	P
STUDENT 19	X	NP	P	NP	NP	NP	P	NP	P
STUDENT 20	P	P	P	P	P	P	P	P	P
STUDENT 21	NP	P	P	NP	NP	NP	NP	X	NP
STUDENT 22	NP	P	P	NP	NP	NP	P	P	P
STUDENT 23	NP	NP	NP	P	P	P	P	P	NP
STUDENT 24	NP	NP	X	NP	NP	NP	NP	P	NP
STUDENT 25	P	X	P	P	P	P	P	P	P
STUDENT 26	P	P	P	P	P	P	P	P	P
STUDENT 27	P	P	NP	NP	P	P	P	P	P