Chapter III

Summary of Profile and Progress Data

Implications of Profile Data: Most students overall continue to show good progress in their learning based on virtually all data. However, we note the following discrepancies:

1. While math skills seem to develop well in our young students, at fifth grade something happens. Daily work is compromised, tests and end of course grades are lower, and CTBS scores drop by 15% at this grade level – and re not recovered in the 6th grade.
2. Reading comprehension for about 35% of our students lags behind (Gates MacGinitie testing). We have yet to discover any medical/emotional/background common ground among these students. However, it is clear that this gap in reading affects student performance.
3. Perhaps something else...

Identified Critical Learner Needs

1. Improve students’ performance in mathematics grades 5-9, particularly for the 15% who drop below grade level and are not now able to close that gap. This links to our schoolwide learner outcome of “problem solvers.”
2. Improve reading comprehension for all students, paying particular attention to those students who score below grade level on reading assessments. This links to our schoolwide learner outcome of “academic proficiency.”

Questions to Guide our Work

- How strong are our written curricula for mathematics? How are mathematics principles applied in all disciplines?
- Are all teachers adjudicating mathematics skills on a reasonably standard rubric? If not, do we need some sort of guidelines or rubric? What about professional development
- How do we honor mathematics prowess as a school community?

(Essentially the same questions might arise for the issue of reading comprehension.)