

# Academic Survey Results and Report

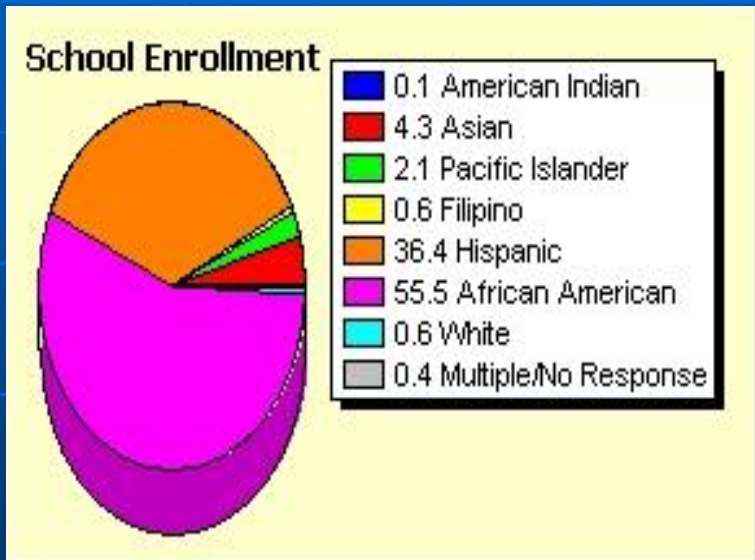
Frick Middle School

March 30<sup>th</sup>, 2005

# School Demographics

## Students by Ethnicity Frick Middle School, 2002-03

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	1	0.1%	0.5%
Asian	33	4.1%	15.4%
Pacific Islander	20	2.5%	1.1%
Filipino	3	0.4%	0.8%
Hispanic	250	31.4%	32.2%
African American	477	59.8%	43.3%
White	10	1.3%	5.8%
Multiple/No Response	3	0.4%	0.9%
<b>Total</b>	<b>797</b>	<b>100%</b>	<b>100</b>



# Data Analysis – API: whole school score

Year	Base score	Target	Growth
2002	500	17	19
2003	528	15	33
2004	546	14	18

# API subgroup scores: African-American

Year	Target	Growth
2002	14	32
2003	12	13
2004	11	7

# API subgroup scores: Latino - Hispanic

Year	Target	Growth
2002	14	2
2003	12	75
2004	11	20

# API Subgroup scores: Socio-economically Disadvantaged

Year	Target	Growth
2002	14	29
2003	12	42
2004	11	12

# CST whole school scores ELA

Year	Proficient +	Basic
2002	8%	28%
2003	9%	34%
2004	10%	31%

# CST ELA Subgroup Scores

Year	African American		Latino-Hispanic	
	Proficient +	Basic	Proficient +	Basic
2002	9%	31%	0%	20%
2003	10%	35%	5%	32%
2004	7%	32%	8%	30%



# CST whole school scores Mathematics

Year	Proficient +	Basic
2002	6%	24%
2003	6%	28%
2004	10%	32%

# CST Math Subgroup Scores

Year	African American		Latino-Hispanic	
	Proficient +	Basic	Proficient +	Basic
2002	3%	22%	5%	24%
2003	3%	24%	8%	29%
2004	6%	30%	11%	34%

# INTERVENTION STRATEGIES: ELA / Reading

<b>Programs or activities</b>	<b>Frequency of intervention</b>	<b>Targeted population</b>
Reading intervention classes	Daily	Students who are Far Below Basic & Below Basic
Reduced class sizes (15:1) for reading intervention classes	Daily	Students in lowest Far Below Basic category
Additional instructional support provided by tutors	Weekly	Students who test as higher level of Basic
After school tutoring	Daily	Students needing additional support
Saturday School	Weekly	Students who are Far Below Basic – Basic who failed classes
<i>Next year:</i> 90 minutes of ELA	Daily	All students
<i>Next year:</i> Additional support for retained students	Daily	Retained students

# INTERVENTION STRATEGIES: Math

<b>Programs or activities</b>	<b>Frequency of intervention</b>	<b>Targeted population</b>
Reduced class size (20:1) for math classes	Daily	Students in lowest Far Below Basic category
Additional instructional support	Daily	Students who test as Basic or Higher
After school tutoring	Daily	Students needing additional support
Saturday School	Weekly	Students who are Far Below Basic – Basic who failed classes
<i>Next year:</i> 90 minutes of Math	Daily	All students
<i>Next Year:</i> Additional support	Daily	Retained Students

# PROFESSIONAL DEVELOPMENT STRATEGIES: ELA / READING

- Structured peer collaboration in Math department All teachers participate in district mini-conferences
- Site administrators, with Curriculum & Instructional Leadership Team, plan and monitor systematic, professional development, using researched-based ideas from ASCD and other organizations, that focuses on helping teachers differentiate instruction, engage all students, and use assessment techniques appropriately
- Structured peer collaboration in English Department monthly
- Staff attends outside conferences: CLMS & WestEd, etc.
- All but one teacher has been to Summer trainings (AB466) in Holt & High Point
- Next year: Instructional Leadership team/teacher retreat to draft PD strategies & week-long intensive collaboration during summer.

# PROFESSIONAL DEVELOPMENT STRATEGIES: MATH

- All teachers participate in district mini-conferences
- Three math teachers working with district pilot project on alternative math assessments that would focus on problem solving & creative thinking
- Structured peer collaboration in Math department monthly where teachers meet to determine how to implement new skills presented through school's systematic professional development program
- On-site lead math teacher, with release period, provides coaching support

# PARENT INVOLVEMENT

- Curriculum-focused events, such as Family Science Night
- Meetings held each month to inform parents about children who are not making academic progress
- Beginning to involve GATE parents in school more frequently
- Plans underway for more systematic ways to involve families at Frick