

FRANCIS C. HAMMOND MIDDLE SCHOOL

SUMMATIVE METRICS

SOL Performance		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Reading	All Student SOL Pass %	85% ¹	59%	58%	62%	60%	64%
	Black Student SOL Pass %	83% ¹	56%	57%	61%	63%	67%
	Hispanic Student SOL Pass %	81% ¹	55%	49%	54%	49%	54%
	Special Education SOL Pass %	50% ¹	22%	25%	33%	27%	34%
	ELL SOL Pass %	80% ¹	40%	34%	41%	34%	41%
Math	All Student SOL Pass %	52%	52%	57%	61%	60%	64%
	Black Student SOL Pass %	47%	47%	54%	59%	61%	65%
	Hispanic Student SOL Pass %	46%	48%	48%	53%	49%	54%
	Special Education SOL Pass %	29%	23%	24%	32%	32%	39%
	ELL SOL Pass %	46%	44%	41%	47%	46%	51%
History ²	All Student SOL Pass %	85%	83%	80%	82%	80%	82%
Science	All Student SOL Pass %	86% ¹	53%	54%	59%	66%	69%
Writing	All Student SOL Pass %	82% ¹	63%	59%	63%	60%	64%

Achievement in Advanced Coursework		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Achievement	% Math End-of-Course SOLs Pass/Pass Advanced Grade 8 Students	82% / 4%	58% / 3%	66% / 3%	72% / 15%	62% / 4%	66% / 9%
	% Reading SOL Pass/Pass Advanced Honors Language Arts Students	97% / 47% ¹	82% / 16%	87% / 14%	88% / 23%	88% / 18%	89% / 23%
	% History Grade 8 SOL Pass/Pass Advanced Honors Grade 8 History Students	96% / 49%	97% / 45%	94% / 39%	95% / 45%	99% / 49%	Maint. / 54%
	% Science Grade 8 SOL Pass/Pass Advanced Honors Grade 8 Science Students	99% / 41% ¹	74% / 5%	76% / 8%	78% / 17%	91% / 13%	92% / 18%
	% Grade 8 World Language students final grade "B" or higher	n/a	74%	56%	60%	67%	70%

Access to Advanced Coursework		Baseline Data			Previous Year	Current	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15 ⁴	SY 15-16 ⁵	SY 16-17
Access	% Participation in Algebra I by Grade 8	54%	76%	78%	95%	93%	Maintain
	% All Course Enrollments in Honors Sections - ELA/History/Science ³	38%	40%	36%	36%	37%	47%
	% Underrepresentation ELA Honors enrollment to total enrollment- Black/Hispanic Students	0% / 9%	0% / 9%	0% / 11%	0% / 12%	0% / 11%	Maint. / 7%
	% Underrepresentation History Honors enrollment to total enrollment- Black/Hispanic Students	0% / 9%	0% / 8%	0% / 10%	0% / 11%	0% / 9%	Maint. / 5%
	% Underrepresentation Science Honors enrollment to total enrollment- Black/Hispanic Students	0% / 11%	0% / 7%	0% / 11%	0% / 12%	0% / 9%	Maint. / 5%
	% Students Taking World Language II by Grade 8	n/a	36%	32%	30%	29%	Maintain

¹ Data are based on old, less rigorous Reading, Science, and Writing SOL assessments.

² History SOL pass rates represent performance on the Civics & Economics SOL only based on proposed SOL changes at the state level.

³ Total Honors course enrollments were summed and divided by all course enrollments across the three content areas.

⁴ Enrollment data from PowerSchool as of September 22, 2014.

⁵ Enrollment data from PowerSchool as of August 10, 2015.

Reached target
Improved
Stayed constant (+/- 2%)
Declined

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Discipline and Attendance		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Discipline	Number of Out-of-School Suspensions	141	137	117	Maintain	323	200
	% Students suspended annually	8%	8%	6%	Maintain	7%	4%
	% Students suspended more than once annually	2%	2%	2%	Maintain	5%	3%
	% Disproportionality between suspensions and enrollment- Black male students	28%	22%	27%	14%	35%	18%
Attendance	% Daily Attendance	96%	96%	97%	Maintain	96%	Maintain
	% Students identified as Chronic Absentee (absent ≥ 10% total school days)			13%	Maintain	18%	9%

School Climate		Baseline Data			Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY14-15	Next Admin.
Students ⁶	Caring School Climate		35%			42%
	School Boundaries - Clear rules and consequences		62%			66%
	High Expectations - Parent(s) and Teachers		63%			67%
	School Engagement - Actively engaged in learning		40%			46%
	Cultural Competence - Knowledge & comfort with different cultural/racial/ethnic backgrounds		55%			60%
Staff ⁷	Atmosphere of Trust and Respect (Strongly Agree/Agree)			71%		74%
	Shared vision between staff and school leadership (Strongly Agree/Agree)			80%		82%
	Teachers require students to work hard (Strongly Agree/Agree)			89%		Maintain
	School good place to work & learn (Strongly Agree/Agree)			72%		75%

⁶ Student climate metrics will be reported every three years based on the Developmental Assets Survey administration cycle. Climate will also be tracked formatively through locally developed brief surveys.

⁷ Staff climate metrics will be reported every two years based on the TELL Survey administration cycle.

Reached target
Improved
Stayed constant (+/- 2%)
Declined