African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

School: Storm Grove Middle School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2022-2023 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2022-2023 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on June 7, 2023: <u>C.T.</u> (initials)

<mark>Quarterly Reflection</mark>

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

This year concluded with a comprehensive analysis of the implementation of the action steps we created this year based on the disaggregated data available throughout the year. Our efforts supporting differentiation, monitoring and deliberate instruction using small groups showed significant gains in the PM1 – PM3 FAST monitoring. Our African American student achievement by level started at 52% (level 1) 27% (level 2) 13% (level 3) 6% (level 4) and 1% (Level 5) to 38%, 25%, 20%, 10%, and 3% respectively. Overall proficiency went from 16% to 33% for our African American students. Next steps will include additional deliberate planning for targeted instruction and meaningful small group instruction with emphasis on our African American student population. We also will be brainstorming additional action steps to increase the African American student attendance in our afterschool academic opportunities for the 2023-24 school year.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: June 7, 2023

School: Storm Grove Middle School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	10
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	March 29, 2023, April 5, 2023, April 12, 2023, April 19, 2023, April 26, 2023, May 3, 2023, May 10, 2023, May 17, 2023, May 24, 2023
Summary of Observation(s):	During the 10+ observations we observed Statehood for Florida and Texas – discussed Texas settlers bringing slaves, even though it was against Mexican law. Also discussed both being admitted as slave states and the balance between slave and free states. Discussed the roles and life of free African Americans in the Northern Cities from 1830-1860. Discussed the slave structure and culture of the Anti-bellum South. Abolitionist movement of the 1840s and 1850s in detail. The Women's movement and how that helped the abolitionist cause. Spent the whole week covering Causes of the Civil War in depth, including Uncle Tom's Cabin, the Missouri Compromise and the Compromise of 1850, John Brown's Raid, Nat Turner's Rebellion, the Underground Railroad and Harriet Tubman, Dred Scott, Frederick Douglas, etc. Early years of the Civil war, including detail and depth of the Emancipation Proclamation. 54th Massachusetts Regiment; Gettysburg Address. Battle of Olustee; Sherman's March to the Sea and the Emancipation of slaves. Reconstruction, including all policies (good and bad) such as the 13th, 14th and 15th Amendments, Jim Crow Laws, Civil Rights Act of 1866, schools and segregation, the KKK, etc. 7th grade studied A Raisin in the Sun by African American Author Lorraine Hansberry. The play A Raisin in the Sun is

	grounded in a nuanced, deeply compassionate understanding of how people facing hardships can inflict harm they never intended on the people around them. Then students productively compare the characters' experiences in Lorraine Hansberry's play to the poem "Harlem" and the non-fiction text excerpt from To be Young, Gifted and Black.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2022)*	March 30, 2023, April 6, 2023, April 14, 2023, April 20, 2023, April 27, 2023, May 4, 2023, May 11, 2023, May 18, 2023, May 25, 2023
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	During our weekly leadership meetings we identified students needing additional supports both academically and behaviorally. Students with academic needs were invited to participate in our A2 afterschool program as well as our missing assignment program during lunch. Students with behavior needs were referred to either MTSS, guidance or our success coach depending on his/her specific needs. We continued to collect data and readjust his/her supports based on individual needs.

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
8.93%	**70%**

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.
Discipline

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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Date(s) of Problem-Solving Session(s) for <u>Discipline:</u>	March 28, 2023, April 4, 2023, April 11, 2023, April 18, 2023, April 25, 2023, May 2, 2023, May 9, 2023, May 16, 2023, May 23, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	During MTSS, Power BI is used to identify students needing support in behavior. Those students already on a behavior plan are updated and discussed for success. If possible, we begin the step-down procedures. If a student has a significant number of referrals, the team conducts a PS session to identify what supports can be put in place. Typically, a T2 plan is created at this step. If a T2 plan is not working, we work towards getting consent to begin the T3 plan.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	March 28, 2023, April 4, 2023, April 11, 2023, April 18, 2023, April 25, 2023, May 2, 2023, May 9, 2023, May 16, 2023, May 23, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	During MTSS the guidance department brings a list of students academically struggling. We provide opportunities for the students to get caught up and excel when possible. The team communicates with the guardians and send focus messages as backup. If a student continues to struggle after T2 strategies are implemented, the team returns to the PS model with possible RFA implementation.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
15%	**59%**

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2022)*	June 2, 2023	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	We used our school level impact walks in April compared to the district level impact walk in March identifying the need for additional support in differentiation and monitoring. During collaborative planning we intentionally embedded strategies for both categories. The coaches and admin team specifically looked for these strategies during our walkthroughs. We recognized a significant improvement in both categories when this intentional planning was embedded. As a team it was decided that this method would be focused on next year with the continued focus on closing the achievement gap.	

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	May 31, 2023

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
30	148	16.22%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We will continue to provide focus announcements, morning announcements, marquee visuals, student posters, lunch PPT presentations and school messenger calls to communicate availability of extracurricular activities.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	8	

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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Storm Grove Middle School Quarter 4 African American Achievement Plan supporting documentation 2022-2023

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

> **Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.**

3/28: Statehood for Florida and Texas – discussed Texas settlers bringing slaves, even though it was against Mexican law. Also discussed both being admitted as slave states and the balance between slave and free states.

4/12 – Discussed the roles and life of free African Americans in the Northern Cities from 1830-1860.

4/13 and 4/14 – Discussed the slave structure and culture of the Anti-bellum South.

4/18 – Abolitionist movement of the 1840s and 1850s in detail.

4/19 – The Women's movement and how that helped the abolitionist cause.

4/24, 4/25, 4/26, 4/27, 4/28 and 5/1 – Spent the whole week covering Causes of the Civil War in depth, including Uncle Tom's Cabin, the Missouri Compromise and the Compromise of 1850, John Brown's Raid, Nat Turner's Rebellion, the Underground Railroad and Harriet Tubman, Dred Scott, Frederick Douglas, etc.

5/4 – Early years of the Civil war, including detail and depth of the Emancipation Proclamation.

5/5 – 54th Massachusetts Regiment; Gettysburg Address.

5/8 – Battle of Olustee; Sherman's March to the Sea and the Emancipation of slaves.

5/16, 5/17, 5/18 – Reconstruction, including all policies (good and bad) such as the 13th, 14th and 15th Amendments, Jim Crow Laws, Civil Rights Act of 1866, schools and segregation, the KKK, etc.

7th grade studied A Raisin in the Sun by African American Author Lorraine Hansberry.

Aretha Franklin
RESPECT
RESPECT
Quotes:

MARIA EVA PERON
Quotes:
Facts

Serena Williams
Nationality: Info:
Parents:
Facts: Quotes:

ROSA PARKS
NO!

Amelia Earhart
American Aviator
Fun Facts!

WHO SHE IS: THINGS SHE SAID:
WILMA GLODEAN RUDOLPH
DESCRIBE HER: MORE TO KNOW:

Quotes: Full name: Anneliese Marie Frank
Known For:
four facts
CREATIVE CURIOUS OPTIMISTIC

School	GD	Race/Eth	ED	ELL	Primary Exceptionality	Gender	Count ODR	Baker Act	Behavior Interv Plan	Mental Health Ref	Safety Plan
SGMS	08	B	Y	ZZ	W	M	0	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	NA
SGMS	06	B	Y	ZZ		M	0	N	N	N	NA
SGMS	07	B	N	ZZ	P	F	0	N	N	N	NA
SGMS	06	B	Y	ZZ		M	0	N	N	N	NA
SGMS	08	B	N	ZZ		M	3	N	N	N	NA
SGMS	06	B	Y	ZZ		F	1	N	N	Y	NA
SGMS	08	B	Y	ZZ		M	1	N	N	N	NA
SGMS	06	B	N	ZZ		F	0	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	7	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	N	NA
SGMS	07	B	Y	ZZ		F	0	N	N	Y	NA
SGMS	08	B	Y	ZZ		M	2	N	N	N	NA
SGMS	06	B	Y	ZZ		F	0	N	N	N	NA
SGMS	08	B	Y	ZZ		F	0	N	N	N	NA
SGMS	08	B	Y	ZZ		M	0	N	N	N	NA
SGMS	07	B	Y	ZZ	K	M	0	N	N	N	NA
SGMS	07	B	Y	ZZ		F	2	N	N	N	NA
SGMS	06	B	Y	ZZ		M	13	N	N	N	NA
SGMS	08	B	Y	ZZ		F	0	N	N	N	NA
SGMS	06	B	Y	ZZ		M	9	N	N	N	Behavioral s
SGMS	07	B	Y	ZZ		M	0	N	N	N	NA
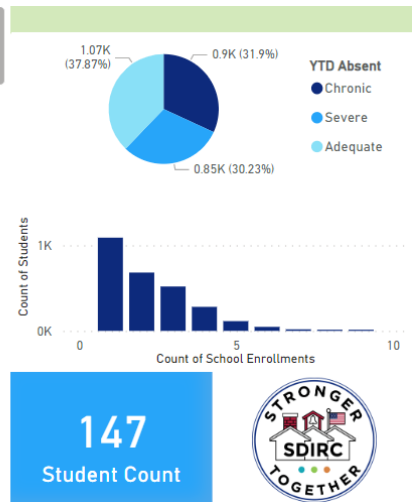
1.07K (37.87%)
0.9K (31.9%)
0.85K (30.23%)

YTD Absent
● Chronic
● Severe
● Adequate

Count of Students — Count of School Enrollments

147 Student Count

STRONGER TOGETHER SDIRC

| School	GD	Race/Eth	ED	ELL	Primary Exceptionality	Gender	Count ODR	Baker Act	Behavior Interv Plan	Mental Health Ref	Safety
SGMS	08	H	Y	LF		M	1	N	N	N	NA
SGMS	08	W	Y	ZZ		M	0	N	N	N	NA
SGMS	06	H	N	LY		F	0	N	N	N	NA
SGMS	06	B	Y	ZZ		M	2	N	N	N	NA
SGMS	06	W	Y	ZZ		M	1	N	N	N	NA
SGMS	08	B	Y	ZZ	K	F	1	N	N	N	NA
SGMS	08	O	Y	ZZ	V	M	2	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	7	N	N	N	NA
SGMS	08	B	Y	ZZ		F	10	N	N	N	NA
SGMS	06	B	Y	ZZ	K	M	7	N	N	N	NA
SGMS	07	B	Y	ZZ		F	5	N	N	N	NA
SGMS	08	B	N	ZZ	K	M	5	N	N	N	NA
SGMS	06	B	Y	ZZ		M	11	N	N	N	NA
SGMS	08	B	Y	ZZ		M	25	N	N	Y	NA
SGMS	06	B	Y	ZZ	K	M	8	N	N	N	NA
SGMS	06	B	Y	ZZ		M	4	N	N	Y	NA
SGMS	06	B	Y	ZZ		F	11	N	N	N	Behavioral safety
SGMS	06	B	N	ZZ	K	M	4	N	N	N	NA
SGMS	08	B	Y	ZZ	K	F	11	N	Y	Y	Behavioral safety

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Student Population Distribution by Race/Eth

Race/Eth	A		B		H		I		O		W		Total	
school_abbr	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
SGMS	17	1.68%	147	14.54%	182	18.00%	1	0.10%	52	5.14%	612	60.53%	1011	100.00%
Total	**17**	**1.68%**	**147**	**14.54%**	**182**	**18.00%**	**1**	**0.10%**	**52**	**5.14%**	**612**	**60.53%**	**1011**	**100.00%**

Course Distribution by Race/Eth

Race/Eth	A		B		H		O		W		Total	
Course Title	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
ALG 1 HON	3	1.48%	12	5.91%	24	11.82%	12	5.91%	152	74.88%	203	100.00%
GEO HON	1	2.08%	1	2.08%	5	10.42%	5	10.42%	36	75.00%	48	100.00%
M/J ADV WORLD CLTRS	4	2.80%	15	10.49%	24	16.78%	6	4.20%	94	65.73%	143	100.00%
M/J CIVICS ADV	4	3.03%	12	9.09%	14	10.61%	4	3.03%	98	74.24%	132	100.00%
M/J COMPRE SCI 1 ADV	4	2.74%	14	9.59%	23	15.75%	6	4.11%	99	67.81%	146	100.00%
M/J COMPRE SCI 2 ADV	4	3.10%	12	9.30%	14	10.85%	4	3.10%	95	73.64%	129	100.00%
M/J COMPRE SCI 3 ADV	3	2.05%	7	4.79%	19	13.01%	8	5.48%	109	74.66%	146	100.00%
M/J LANG ARTS 1, ADV	4	2.44%	14	8.54%	26	15.85%	8	4.88%	112	68.29%	164	100.00%
M/J LANG ARTS 2, ADV	4	2.88%	13	9.35%	14	10.07%	5	3.60%	103	74.10%	139	100.00%
M/J LANG ARTS 3, ADV	1	0.71%	10	7.09%	16	11.35%	10	7.09%	104	73.76%	141	100.00%
M/J MATH 1 ADV	4	2.84%	13	9.22%	26	18.44%	7	4.96%	91	64.54%	141	100.00%
M/J MATH 2, ADV	2	3.23%	9	14.52%	9	14.52%			42	67.74%	62	100.00%
M/J US HIS ADV & C/P	1	0.69%	10	6.94%	16	11.11%	9	6.25%	108	75.00%	144	100.00%
SKLS STUS GIFTED			4	7.27%	8	14.55%			43	78.18%	55	100.00%
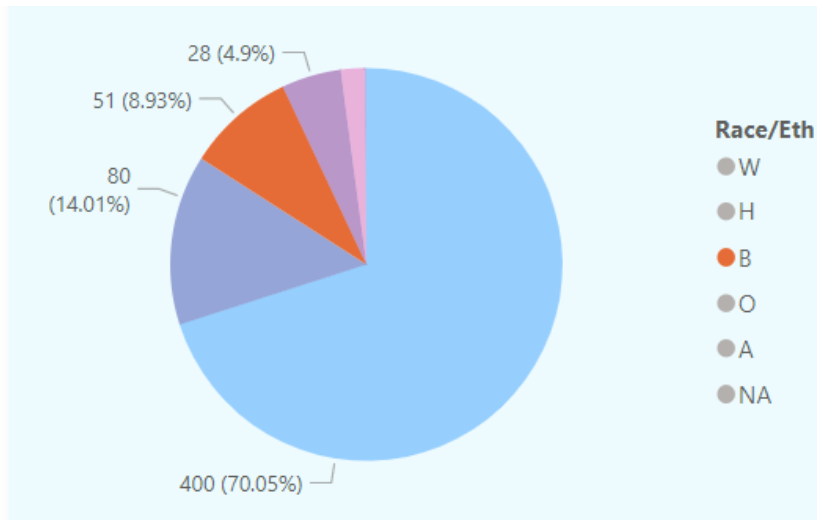
Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Discipline

School Discipline Totals

School	Black vs NonBlack RR ODR	Black vs White RR ODR	Hisp vs Non-Hisp RR ODR	Hisp vs White RR ODR	Ct ODR	Ct Student w ODR	Ct Current Enrolled	Ct All Enrollments
SGMS	2.10	2.09	0.84	1.00	1948	362	1014	1014

Achievement

ELA

School iReady by Grade

IR_Grade	Ave Time	Ave Lessons Completed	Ave Lessons Passed	Ave % Pass
6	37	1.2	0.9	74.8
7	39	1.3	1.0	78.5
8	30	0.9	0.7	76.3
Total	**36**	**1.1**	**0.8**	**76.6**

Ave % Passed and Ave Time by Race/Eth

MATH

School iReady by Grade

Grade	Ave Time	Ave Lessons Completed	Ave Lessons Passed	Ave % Pass
6	29.83	0.7	0.6	83.6
7	32.09	0.6	0.4	73.8
8	24.77	0.4	0.3	72.5
Total	**29.21**	**0.6**	**0.5**	**77.8**
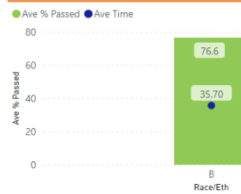
Ave % Pass and Ave Time by Race/Eth

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF ELA	% CF ELA	Ct CF Math	% CF Math	Ct Lvl 1 ELA	% Lvl 1 ELA	Ct Lvl 1 Math	% Lvl 1 Math	Ct Sub Read Def	% Sub Read	Ct CY Re
06	366	64	17.5%			7	1.9%	4	1.1%	49	13.4%	57	15.6%	93	25.4%	
07	325	87	26.8%	9	2.8%	13	4.0%	67	20.6%	40	12.3%	46	14.2%			
08	322	78	24.2%	10	3.1%	30	9.3%	25	7.8%	54	16.8%	53	16.5%			
Total	**1013**	**229**	**22.6%**	**19**	**1.9%**	**50**	**4.9%**	**96**	**9.5%**	**143**	**14.1%**	**156**	**15.4%**	**93**	**9.2%**	

Strategy AAAP 2.2 <mark>(SECONDARY ONLY)</mark>: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Classroom Removals Risk Ratio
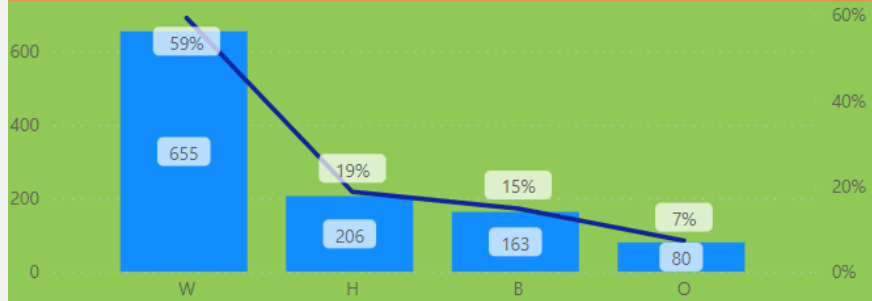
CR Type
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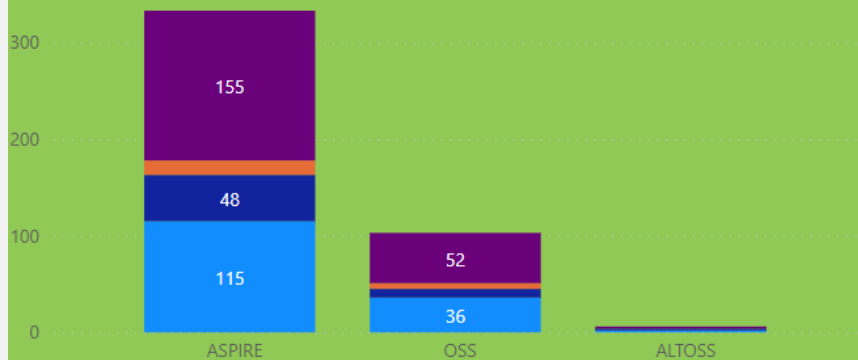- ■ ASPIRE
- ☐ OSS

2.98	0.98
Black White CR RR	Hisp White CR RR

Count and Percent Students

W: 655 (59%)
H: 206 (19%)
B: 163 (15%)
O: 80 (7%)

Ct Classroom Removals

Race/Eth ● B ● H ● O ● W

ASPIRE: 155, 48, 115
OSS: 52, 36
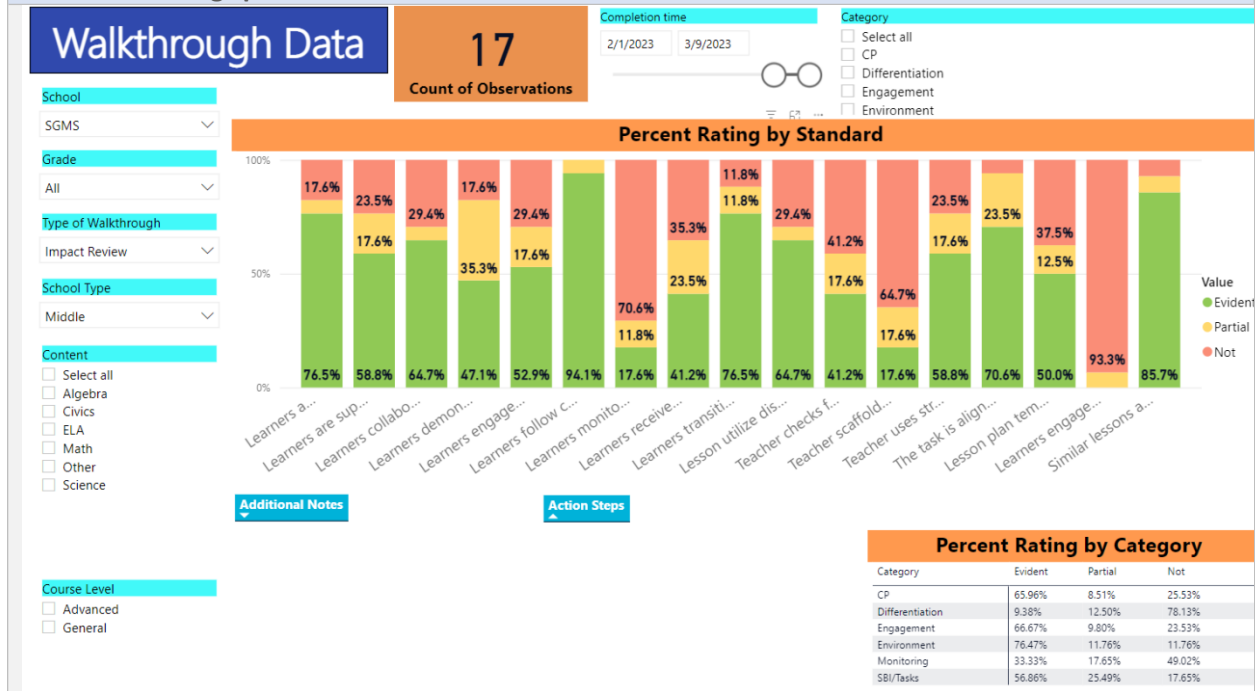ALTOSS

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.
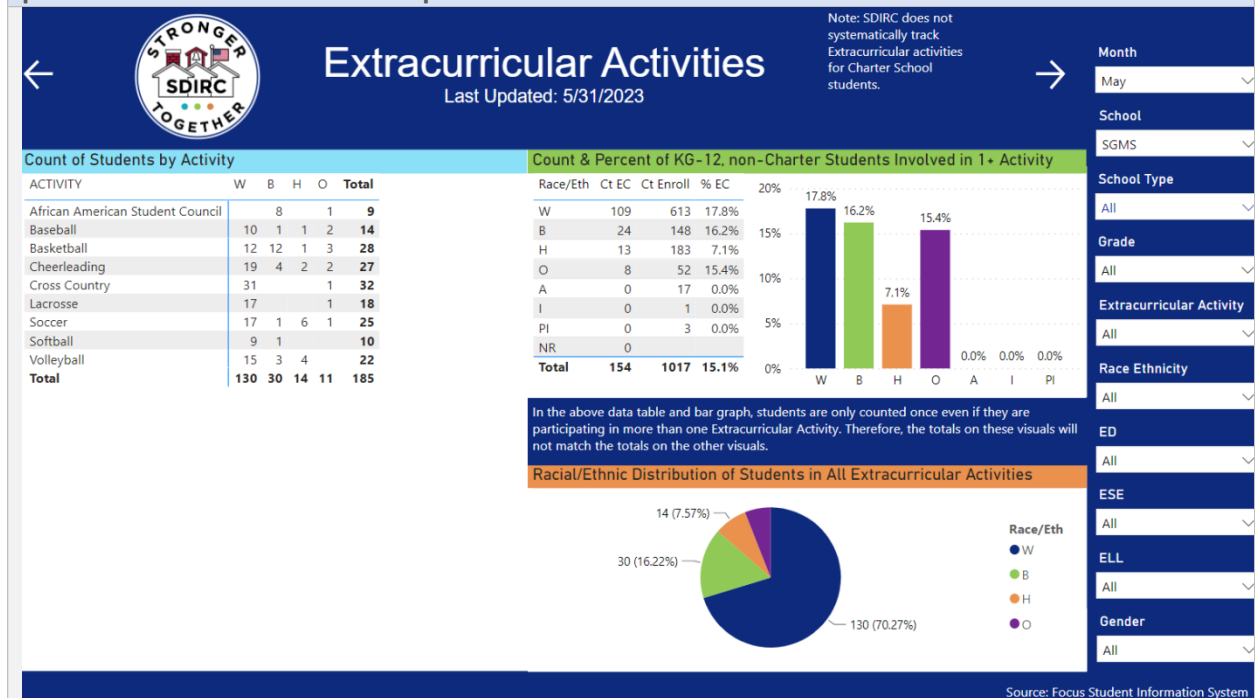
Quarterly Reflection

Beginning of the year…

School: SGMS
Grade: Multiple selections
Window: PM 1
School Type: All
Subject: All
Race: Black or African American
ESE: All
ELL: All
Homeless: All
ED: All
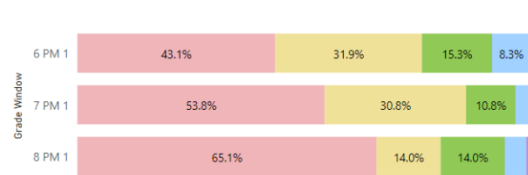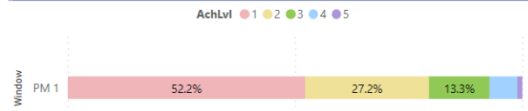
District Ct of Students in ACH Levels

School	Grade	Window	AchLvl	Ct of Student IDs
SGMS	6	PM 1	1	31
SGMS	6	PM 1	2	23
SGMS	6	PM 1	3	11
SGMS	6	PM 1	4	6
SGMS	6	PM 1	5	1
SGMS	7	PM 1	1	35
SGMS	7	PM 1	2	20
Total				**134**

District Percent Level 3+

Grade	PM 1	Total
6	20%	**20%**
7	11%	**11%**
8	15%	**15%**
Total	**16%**	**16%**

School Ct of Students in ACH Levels

School	1	2	3	4	5	Total
⊟ SGMS						
PM 1	94	49	24	11	2	134

School Percent Level 3+

School	Win	Lvl 3+ %
SGMS	PM 1	16%

Districtwide Percent Students by Achievement Level

AchLvl ●1 ●2 ●3 ●4 ●5

Grade Window				
6 PM 1	43.1%	31.9%	15.3%	8.3%
7 PM 1	53.8%	30.8%	10.8%	
8 PM 1	65.1%	14.0%	14.0%	

District Percent of Students by ACH Level

AchLvl ●1 ●2 ●3 ●4 ●5

Window			
PM 1	52.2%	27.2%	13.3%

Percent Students by ACH Level by School

AchLvl ●1 ●2 ●3 ●4 ●5

SGMS PM 1 — 52.2% | 27.2% | 13.3% | 6.1%
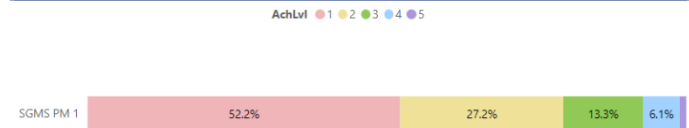
End of the year…

School: SGMS
Grade: Multiple selections
Window: PM 3
School Type: All
Subject: All
Race: Black or African American
ESE: All
ELL: All
Homeless: All
ED: All
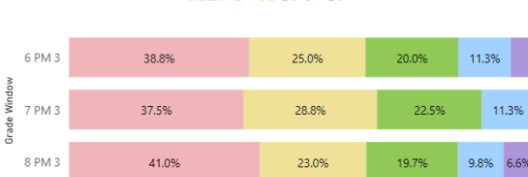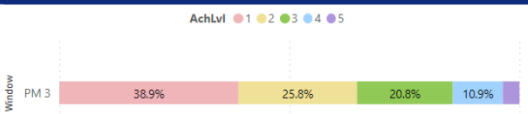
District Ct of Students in ACH Levels

School	Grade	Window	AchLvl	Ct of Student IDs
SGMS	6	PM 3	1	31
SGMS	6	PM 3	2	20
SGMS	6	PM 3	3	16
SGMS	6	PM 3	4	9
SGMS	6	PM 3	5	4
SGMS	7	PM 3	1	30
SGMS	7	PM 3	2	23
Total				**143**

District Percent Level 3+

Grade	PM 3	Total
6	32%	**32%**
7	34%	**34%**
8	33%	**33%**
Total	**33%**	**33%**

School Ct of Students in ACH Levels

School	1	2	3	4	5	Total
⊟ SGMS						
PM 3	86	57	46	24	8	143

School Percent Level 3+

School	Win	Lvl 3+ %
SGMS	PM 3	33%

Districtwide Percent Students by Achievement Level

AchLvl ●1 ●2 ●3 ●4 ●5

Grade Window				
6 PM 3	38.8%	25.0%	20.0%	11.3%
7 PM 3	37.5%	28.8%	22.5%	11.3%
8 PM 3	41.0%	23.0%	19.7%	9.8% 6.6%

District Percent of Students by ACH Level

AchLvl ●1 ●2 ●3 ●4 ●5

Window			
PM 3	38.9%	25.8%	20.8%	10.9%

Percent Students by ACH Level by School

AchLvl ●1 ●2 ●3 ●4 ●5

SGMS PM 3 — 38.9% | 25.8% | 20.8% | 10.9%