

Science Middle SCHOOL SUBJECT AREA CIA / DATA TEAM  
MEETING

Look at Data → Look at assessments -→ Look at responses → Look at strategies → Future

Meet in Six Groups:

Go around and introduce, describe populations ( 5 min)

Active Participation/Listening: (no multi tasking, time out to talk to RT, everyone responds to each question)

Trained data team leader from comprehensive school facilitates

Use data from quarterly assessments/ standards/ writing samples

Anecdotal evidence is OK.... if it is representative of your population

Share ideas!

Refer to the STANDARDS!!!!

Which students have mastered which grade level outcomes/standards and proficiencies *before* explicit instruction has taken place?

Which grade level concepts and skills are most of your students lacking (non-proficient) at the beginning of the school year? At semester? Just before state and/or district assessments begin?

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Questions to Discuss

I) Look at the data.....

Which schools/teachers had an improvement from quarter one to quarter two? Quarter three?

Why?

Which sub groups did or did not improve from quarter one to quarter two? Quarter three?

Why?

II) Look at the assessment

What are students getting wrong?

Why?

What are the issues around:

Reading the questions (understanding how to answer)

Reading the content

III) Look at the answers

Are students:

Writing something correct, but not answering the question?

Writing something incorrect that answers the question?

Writing very little or nothing?

Which words do they not understand?

IV) Look at the strategies

Which has helped them answer open ended questions the most?

Going over the answers in class afterwards (Whole class)

Peer reviewing each other's answers

Taking notes during small group/pair discussions

Following an outline

Other

V) Plan for the future

What are the most important instructional strategies to try to improve student achievement?

## Grades 6-8 Core Scientific Inquiry, Literacy and Numeracy

*How is scientific knowledge created and communicated?*

Content Standards	Expected Performances
<p><b>SCIENTIFIC INQUIRY</b></p> <ul style="list-style-type: none"><li>◆ Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.</li><li>◆ Scientific inquiry progresses through a continuous process of questioning, data collection, analysis and interpretation.</li><li>◆ Scientific inquiry requires the sharing of findings and ideas for critical review by colleagues and other scientists.</li></ul> <p><b>SCIENTIFIC LITERACY</b></p> <ul style="list-style-type: none"><li>◆ Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science.</li><li>◆ Scientific literacy also includes the ability to search for and assess the relevance and credibility of scientific information found in various print and electronic media.</li></ul> <p><b>SCIENTIFIC NUMERACY</b></p> <ul style="list-style-type: none"><li>◆ Scientific numeracy includes the ability to use mathematical operations and procedures to calculate, analyze and present scientific data and ideas.</li></ul>	<p><b>C INQ.1</b> Identify questions that can be answered through scientific investigation.</p> <p><b>C INQ.2</b> Read, interpret and examine the credibility of scientific claims in different sources of information.</p> <p><b>C INQ.3</b> Design and conduct appropriate types of scientific investigations to answer different questions.</p> <p><b>C INQ.4</b> Identify independent and dependent variables, and those variables that are kept constant, when designing an experiment.</p> <p><b>C INQ.5</b> Use appropriate tools and techniques to make observations and gather data.</p> <p><b>C INQ.6</b> Use mathematical operations to analyze and interpret data.</p> <p><b>C INQ.7</b> Identify and present relationships between variables in appropriate graphs.</p> <p><b>C INQ.8</b> Draw conclusions and identify sources of error.</p> <p><b>C INQ.9</b> Provide explanations to investigated problems or questions.</p> <p><b>C INQ.10</b> Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.</p>

**Grade 7 Core Themes, Content Standards and Expected Performances (order to be revised 6/06)**

Content Standards	Expected Performances
<p><i>Properties of Matter – How does the structure of matter affect the properties and uses of materials?</i>  <b>6.1 - Materials can be classified as pure substances or mixtures, depending on their chemical and physical properties.</b>                      Mixtures are made of combinations of elements and/or compounds, and they can be separated by using a variety of physical means.                      Pure substances can be either elements or compounds, and they cannot be broken down by physical means.</p>	<p><b>C 1.</b> Describe the properties of common elements, such as oxygen, hydrogen, carbon, iron and aluminum.</p> <p><b>C 2.</b> Describe how the properties of simple compounds, such as water and table salt, are different from the properties of the elements of which they are made.</p> <p><b>C 3.</b> Explain how mixtures can be separated by using the properties of the substances from which they are made, such as particle size, density, solubility and boiling point.</p> <p><b><u>DISTRICT EMBEDDED TASK: STAYING AFLOAT</u></b></p>
<p><i>END QUARTER ONE: Q1 Assessment</i></p>	
<p><i>Structure and Function – How are organisms structured to ensure efficiency and survival?</i>  <b>7.2 - Many organisms, including humans, have specialized organ systems that interact with each other to maintain dynamic internal balance.</b>                       All organisms are composed of one or more cells; each cell carries on life-sustaining functions.                       Multicellular organisms need specialized structures and systems to perform basic life functions.</p>	<p><b>C 15.</b> Describe the basic structures of an animal cell, including nucleus, cytoplasm, mitochondria and cell membrane, and how they function to support life.</p> <p><b>C 16.</b> Describe the structures of the human digestive, respiratory and circulatory systems, and explain how they function to bring oxygen and nutrients to the cells and expel waste materials.</p> <p><b>C 17.</b> Explain how the human musculo-skeletal system supports the body and allows movement.</p> <p><b><u>REQUIRED CMT EMBEDDED TASK: FEEL THE BEAT</u></b></p>
<p><i>END QUARTER TWO: Q2 Assessment</i></p>	
<p><i>Science and Technology in Society – How do science and technology affect the quality of our lives?</i>  <b>7.4 - Technology allows us to improve food production and preservation, thus improving our ability to meet the nutritional needs of growing populations.</b>                      Various microbes compete with humans for the same sources of food.</p>	<p><b>C 21.</b> Describe how freezing, dehydration, pickling and irradiation prevent food spoilage caused by microbes.</p> <p><b><u>DISTRICT EMBEDDED TASK: FOOD</u></b></p>
<p><i>END QUARTER THREE: Q3 Assessment</i></p>	
<p><i>Heredity and Evolution – What processes are responsible for life’s unity and diversity?</i>  <b>8.2 - Reproduction is a characteristic of living systems and it is essential for the continuation of every species.</b>                      Heredity is the passage of genetic information from one generation to another.                      Some of the characteristics of an organism are inherited and some result from interactions with the environment.</p>	<p><b>C 25.</b> Explain the similarities and differences in cell division in somatic and germ cells.</p> <p><b>C 26.</b> Describe the structure and function of the male and female human reproductive systems, including the process of egg and sperm production.</p> <p><b>C 27.</b> Describe how genetic information is organized in genes on chromosomes, and explain sex determination in humans.</p> <p><b><u>DISTRICT EMBEDDED TASK:HEREDITY</u></b></p>
<p><i>END QUARTER FOUR: Q4 Assessment</i></p>	

<b>Grade 8 Core Themes, Content Standards and Expected Performances (order to be revised 6/06)</b>	
<b>Content Standards</b>	<b>Expected Performances</b>
<p><i>Science and Technology in Society – How do science and technology affect the quality of our lives?</i></p> <p><b>8.4 - In the design of structures there is a need to consider factors such as function, materials, safety, cost and appearance.</b></p> <p>Bridges can be designed in different ways to withstand certain loads and potentially destructive forces.</p>	<p><b>C. 30</b> Explain how beam, truss and suspension bridges are designed to withstand the forces that act on them.</p> <p><b><u>DISTRICT EMBEDDED TASK: STRONG BRIDGES</u></b></p>
<i>END QUARTER ONE: Q1 ASSESSMENT</i>	
<p><i>Forces and Motion – What makes objects move the way they do?</i></p> <p><b>8.1 - An object’s inertia causes it to continue moving the way it is moving unless it is acted upon by a force to change its motion.</b></p> <p>The motion of an object can be described by its position, direction of motion and speed.</p> <p>An unbalanced force acting on an object changes its speed and/or direction of motion.</p> <p>Objects moving in circles must experience force acting toward the center.</p>	<p><b>C 22.</b> Calculate the average speed of a moving object and illustrate the motion of objects in graphs of distance over time.</p> <p><b>C 23.</b> Describe the qualitative relationships among force, mass and changes in motion.</p> <p><b>C 24.</b> Describe the forces acting on an object moving in a circular path.</p> <p><b><u>REQUIRED EMBEDDED CMT TASK: SHIPPING/SLIDING</u></b></p>
<p><i>Earth in the Solar System – How does the position of Earth in the solar system affect conditions on our planet?</i></p> <p><b>8.3 - The solar system is composed of planets and other objects that orbit the sun.</b></p> <p>Gravity is the force that governs the motions of objects in the solar system.</p> <p>The motion of the Earth and moon relative to the sun causes daily, monthly and yearly cycles on Earth.</p>	<p><b>C 28.</b> Explain the effect of gravity on the orbital movement of planets in the solar system.</p> <p><b>C 29.</b> Explain how the regular motion and relative position of the sun, Earth and moon affect the seasons, phases of the moon and eclipses.</p>
<i>END QUARTER TWO: Q2 ASSESSMENT</i>	
<p><i>Energy in the Earth’s Systems – How do external and internal sources of energy affect the Earth’s systems?</i></p> <p><b>7.3 - Landforms are the result of the interaction of constructive and destructive forces over time.</b></p> <p>Volcanic activity and the folding and faulting of rock layers during the shifting of the Earth’s crust affect the formation of mountains, ridges and valleys.</p> <p>Glaciation, weathering and erosion change the Earth’s surface by moving earth materials from place to place.</p>	<p><b>C 18.</b> Describe how folded and faulted rock layers provide evidence of the gradual up and down motion of the Earth’s crust.</p> <p><b>C 19.</b> Explain how glaciation, weathering and erosion create and shape valleys and floodplains.</p> <p><b>C 20.</b> Explain how the boundaries of tectonic plates can be inferred from the location of earthquakes and volcanoes.</p> <p><b><u>DISTRICT EMBEDDED TASK: EROSION (MIDDLE SCHOOL SCIENCE CMT IN MARCH)</u></b></p>
<i>END QUARTER THREE: Q3 ASSESSMENT</i>	
<p><i>The Changing Earth – How do materials cycle through the Earth’s systems?</i></p> <p><b>9.7 - Elements on Earth move among reservoirs in the solid earth, oceans, atmosphere, organisms as part of biogeochemical cycles.</b></p> <p>Elements on Earth exist in essentially fixed amounts and are located in various chemical reservoirs.</p> <p>The cyclical movement of matter between reservoirs is driven by the Earth’s internal and external sources of energy.</p>	<p><b>D 19.</b> Explain how chemical and physical processes cause carbon to cycle through the major earth reservoirs.</p> <p><b>D 20.</b> Explain how solar energy causes water to cycle through the major earth reservoirs.</p> <p><b>D 21.</b> Explain how internal energy of the Earth causes matter to cycle through the magma and the solid earth.</p> <p><b><u>(POSSIBLE 4<sup>th</sup> Quarter TOPIC)</u></b></p> <p><b><u>DISTRICT EMBEDDED TASK: CYCLES</u></b></p>
<i>END QUARTER FOUR: Q4 ASSESSMENT</i>	

**UNIT 1: PROPERTIES OF MATTER**

**C 3.** Explain how mixtures can be separated by using the properties of the substances from which they are made, such as particle size, density, solubility and boiling point.

**DISTRICT EMBEDDED TASK: STAYING AFLOAT**

**UNIT 2: CHEMICAL PROPERTIES**

**C 1.** Describe the properties of common elements, such as oxygen, hydrogen, carbon, iron and aluminum.

**C 2.** Describe how the properties of simple compounds, such as water and table salt, are different from the properties of the elements of which they are made.

**Q1 Assessment**

**UNIT 3: CELLS**

**C 15.** Describe the basic structures of an animal cell, including nucleus, cytoplasm, mitochondria and cell membrane, and how they function to support life.

**C 25.** Explain the similarities and differences in cell division in somatic and germ cells.

**UNIT 4: GENETICS/REPRODUCTION**

**C 26.** Describe the structure and function of the male and female human reproductive systems, including the process of egg and sperm production.

**C 27.** Describe how genetic information is organized in genes on chromosomes, and explain sex determination in humans

**Q2 Assessment**

**UNIT 5: LIFE SYSTEMS: MUSCULO-SKELETAL**

**C 17.** Explain how the human musculo-skeletal system supports the body and allows movement.

**Q3 Assessment**

**UNIT 6: LIFE SYSTEMS: BIOCHEMICAL**

**C 16.** Describe the structures of the human digestive, respiratory and circulatory systems, and explain how they function to bring oxygen and nutrients to the cells and expel waste materials.

ET: CMT Task Heartbeat

**UNIT 7 MICROBES/FOOD PRESERVATION**

**C 21.** Describe how freezing, dehydration, pickling and irradiation prevent food spoilage caused by microbes

ET: Food Preservation Project

**. Q4 Assessment**

**UNIT 1: STATIC FORCES/BRIDGES**

CINQ5 Use appropriate tools and techniques to make observations and gather data.

CINQ6 Use mathematical operations to analyze and interpret data.

**C. 23** Describe the qualitative relationships among force, mass

**C. 30** Explain how beam, truss and suspension bridges are designed to withstand the forces that act on them

**ST: STRONG BRIDGES**

**Q1 Assessment**

**UNIT 2 MOTION**

**C 22.** Calculate the average speed of a moving object and illustrate the motion of objects in graphs of distance over time.

**C 23.** Describe the qualitative relationships among force, mass and changes in motion.

**C 24.** Describe the forces acting on an object moving in a circular path

**ST: REQUIRED EMBEDDED CMT TASK: SHIPPING/SLIDING**

**UNIT 3 PLANETARY MOTION/PHASES/SEASONS/ECLIPSES**

**C 28.** Explain the effect of gravity on the orbital movement of planets in the solar system.

**C 29.** Explain how the regular motion and relative position of the sun, Earth and moon affect the seasons, phases of the moon and eclipses.

**Q 2 Assessment**

**UNIT 4 LANDFORMS & CONSTRUCTIVE/DESTRUCTIVE EARTH FORCES**

**C 18.** Describe how folded and faulted rock layers provide evidence of the gradual up and down motion of the Earth's crust.

**C 19.** Explain how glaciation, weathering and erosion create and shape valleys and floodplains.

**UNIT 5 TECTONIC PLATES**

**C 20.** Explain how the boundaries of tectonic plates can be inferred from the location of earthquakes and volcanoes.

**CMT TEST 1<sup>st</sup> Week of March**

**Q3 Assessment**

**UNIT 6 ROCK CYCLE**

**D.21** Explain how internal energy of the Earth causes matter to cycle through the magma and the solid earth.

**UNIT 7 NATURAL DISASTERS**

**8.f.3 National Standard**

<b>SCIENCE ASSESSMENT</b>		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>		<b>12%</b>	3%	<b>33%</b>	16%	<b>40%</b>	<b>28%</b>	<b>Grade 7</b>
<b>Grade 8</b>		<b>23%</b>	7%	<b>38%</b>	18%	<b>40%</b>	<b>17%</b>	<b>Grade 8</b>
<b>SCIENCE LEVELS BY LANGUAGE</b>								
		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>	<b>ELL</b>	<b>3%</b>	0%	<b>3%</b>	0%	<b>20%</b>	<b>17%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>All Other</b>	<b>13%</b>	4%	<b>35%</b>	17%	<b>43%</b>	<b>30%</b>	<b>Grade 7</b>
<b>Grade 8</b>	<b>ELL</b>	<b>13%</b>	2%	<b>33%</b>	9%	<b>24%</b>	<b>11%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>All Other</b>	<b>24%</b>	8%	<b>38%</b>	18%	<b>43%</b>	<b>19%</b>	<b>Grade 8</b>
<b>SPECIAL PROGRAM GROUP</b>								<b>SPECIAL PROGRAM GROUP</b>
		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>	<b>Gifted</b>	<b>50%</b>	27%	<b>78%</b>	60%	<b>93%</b>	<b>43%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>SPED</b>	<b>0%</b>	0%	<b>12%</b>	2%	<b>22%</b>	<b>22%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>All Other</b>	<b>10%</b>	2%	<b>30%</b>	13%	<b>37%</b>	<b>27%</b>	<b>Grade 7</b>
<b>Grade 8</b>	<b>Gifted</b>	<b>76%</b>	40%	<b>81%</b>	62%	<b>91%</b>	<b>15%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>SPED</b>	<b>3%</b>	0%	<b>22%</b>	9%	<b>15%</b>	<b>12%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>All Other</b>	<b>22%</b>	6%	<b>36%</b>	15%	<b>38%</b>	<b>16%</b>	<b>Grade 8</b>
<b>SPECIAL SCHOOL GROUP</b>								<b>SPECIAL SCHOOL GROUP</b>
		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>	<b>HighPriority</b>	<b>4%</b>	1%	<b>15%</b>	4%	<b>23%</b>	<b>19%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>OtherSchools</b>	<b>15%</b>	4%	<b>37%</b>	19%	<b>47%</b>	<b>32%</b>	<b>Grade 7</b>
<b>Grade 8</b>	<b>HighPriority</b>	<b>17%</b>	4%	<b>30%</b>	9%	<b>20%</b>	<b>3%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>OtherSchools</b>	<b>25%</b>	8%	<b>40%</b>	20%	<b>47%</b>	<b>22%</b>	<b>Grade 8</b>
<b>SCIENCE LEVELS by ETHNICITY</b>								
		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>	<b>AfricanAmer</b>	<b>9%</b>	2%	<b>28%</b>	11%	<b>37%</b>	<b>28%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>Hispanic</b>	<b>8%</b>	2%	<b>25%</b>	13%	<b>29%</b>	<b>21%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>White</b>	<b>27%</b>	8%	<b>61%</b>	37%	<b>71%</b>	<b>44%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>Other</b>	<b>38%</b>	15%	<b>57%</b>	38%	<b>73%</b>	<b>35%</b>	<b>Grade 7</b>
<b>Grade 8</b>	<b>AfricanAmer</b>	<b>19%</b>	5%	<b>32%</b>	11%	<b>33%</b>	<b>14%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>Hispanic</b>	<b>22%</b>	7%	<b>39%</b>	20%	<b>43%</b>	<b>21%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>White</b>	<b>50%</b>	27%	<b>68%</b>	44%	<b>71%</b>	<b>21%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>Other</b>	<b>63%</b>	13%	<b>55%</b>	33%	<b>56%</b>	<b>-7%</b>	<b>Grade 8</b>
<b>SCIENCE LEVELS by GENDER</b>								
		<b>Q1</b>	Q1	<b>Q2</b>	Q2	<b>Q3</b>	<b>Increase</b>	
		<b>PROF+</b>	Goal	<b>PROF+</b>	Goal	<b>Prof+</b>	<b>Q1 to Q3</b>	
<b>Grade 7</b>	<b>Female</b>	<b>13%</b>	3%	<b>32%</b>	14%	<b>42%</b>	<b>29%</b>	<b>Grade 7</b>
<b>Grade 7</b>	<b>Male</b>	<b>11%</b>	3%	<b>34%</b>	18%	<b>39%</b>	<b>28%</b>	<b>Grade 7</b>
<b>Grade 8</b>	<b>Female</b>	<b>26%</b>	10%	<b>42%</b>	20%	<b>45%</b>	<b>19%</b>	<b>Grade 8</b>
<b>Grade 8</b>	<b>Male</b>	<b>20%</b>	5%	<b>34%</b>	15%	<b>36%</b>	<b>16%</b>	<b>Grade 8</b>

SCIENCE ASSESSMENT		Q1	Q1	Q2	Q2	Q3	Increase	
COURSE	SCHOOL	PROF+	Goal	PROF+	Goal	Prof+	Q1 to Q3	COURSE
Grade 7	District	12%	3%	33%	16%	40%	28%	Grade 7
Grade 7	Betsy Ross	1%	0%	19%	3%	na	na	Grade 7
Grade 7	Brennan-Rogers	na	na	na	na	3%	na	Grade 7
Grade 7	Celentano	0%	0%	6%	0%	0%	0%	Grade 7
Grade 7	Clemente	2%	0%	7%	0%	6%	4%	Grade 7
Grade 7	Conte-West Hills	50%	15%	82%	62%	88%	38%	Grade 7
Grade 7	East Rock	5%	1%	12%	0%	33%	28%	Grade 7
Grade 7	Edgewood	50%	28%	49%	30%	64%	14%	Grade 7
Grade 7	Fair Haven	1%	1%	15%	6%	20%	19%	Grade 7
Grade 7	Hale	33%	8%	92%	55%	76%	43%	Grade 7
Grade 7	Hill Central	16%	3%	17%	6%	59%	43%	Grade 7
Grade 7	Hooker	6%	0%	28%	3%	51%	45%	Grade 7
Grade 7	Jepson	14%	0%	14%	0%	60%	46%	Grade 7
Grade 7	King-Robinson	0%	0%	32%	0%	33%	33%	Grade 7
Grade 7	Lincoln Bassett	na	na	69%	11%	na	na	Grade 7
Grade 7	Martinez	2%	0%	0%	0%	3%	1%	Grade 7
Grade 7	MicroSociety	23%	0%	15%	0%	na	na	Grade 7
Grade 7	Ross-Woodward	na	na	6%	0%	6%	na	Grade 7
Grade 7	Sheridan	14%	0%	91%	60%	74%	60%	Grade 7
Grade 7	Troup	7%	0%	46%	22%	33%	26%	Grade 7
Grade 7	Truman	na	na	na	na	na	na	Grade 7
Grade 7	UYC	na	na	0%	0%	0%	na	Grade 7
Grade 7	Wexler Grant	0%	0%	4%	0%	na	na	Grade 7
		Q1	Q1	Q2	Q2	Q3	Increase	
COURSE	SCHOOL	PROF+	Goal	PROF+	Goal	Prof+	Q1 to Q3	COURSE
Grade 8	District	23%	7%	38%	18%	40%	17%	Grade 8
Grade 8	Betsy Ross	20%	5%	24%	8%	na	na	Grade 8
Grade 8	Brennan-Rogers	na	na	na	na	0%	na	Grade 8
Grade 8	Celentano	3%	0%	2%	2%	0%	-3%	Grade 8
Grade 8	Clemente	0%	0%	4%	0%	0%	0%	Grade 8
Grade 8	Conte-West Hills	68%	23%	84%	54%	83%	15%	Grade 8
Grade 8	East Rock	10%	1%	6%	0%	39%	29%	Grade 8
Grade 8	Edgewood	60%	38%	70%	32%	73%	13%	Grade 8
Grade 8	Fair Haven	15%	1%	48%	17%	7%	-8%	Grade 8
Grade 8	Hale	42%	19%	84%	58%	83%	41%	Grade 8
Grade 8	Hill Central	36%	15%	25%	6%	64%	28%	Grade 8
Grade 8	Hooker	16%	3%	33%	20%	46%	30%	Grade 8
Grade 8	Jepson	34%	17%	40%	11%	48%	14%	Grade 8
Grade 8	King-Robinson	11%	0%	12%	3%	10%	-1%	Grade 8
Grade 8	Lincoln Bassett	na	na	na	na	na	na	Grade 8
Grade 8	Martinez	4%	0%	0%	0%	37%	33%	Grade 8
Grade 8	MicroSociety	34%	6%	25%	10%	na	na	Grade 8
Grade 8	Ross-Woodward	na	na	17%	0%	4%	na	Grade 8
Grade 8	Sheridan	25%	4%	40%	14%	46%	21%	Grade 8
Grade 8	Troup	12%	2%	57%	24%	37%	25%	Grade 8
Grade 8	Truman	na	na	na	na	na	na	Grade 8
Grade 8	UYC	na	na	0%	0%	6%	na	Grade 8
Grade 8	Wexler Grant	0%	0%	6%	0%	na	na	Grade 8
		Q1	Q1	Q2	Q2	Q3	Increase	
COURSE	SCHOOL	PROF+	Goal	PROF+	Goal	Prof+	Q1 to Q3	COURSE