Portage West Middle School: A Data Picture of Our School 2013-14

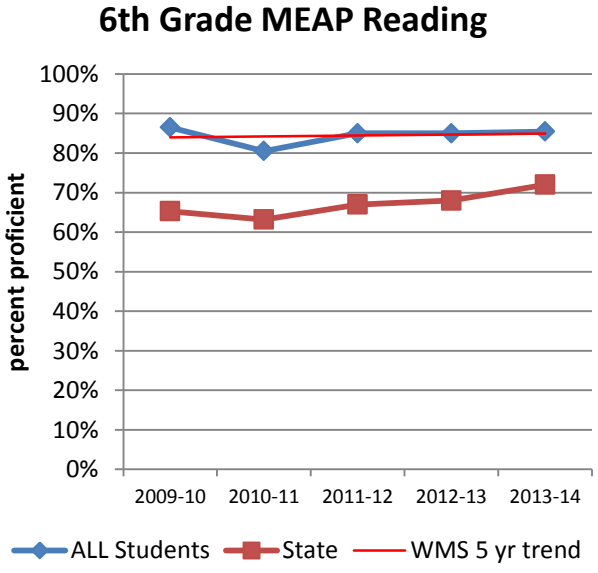
Student Achievement Results: MEAP Reading Data

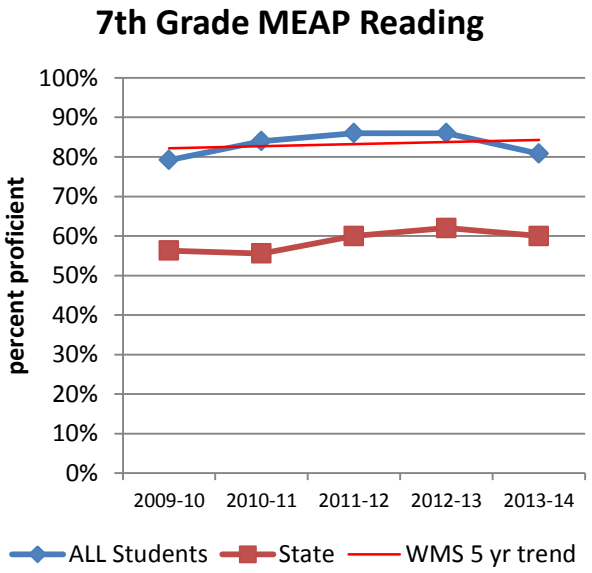
Indicator: Percent of Students Proficient or Advanced on MEAP Reading

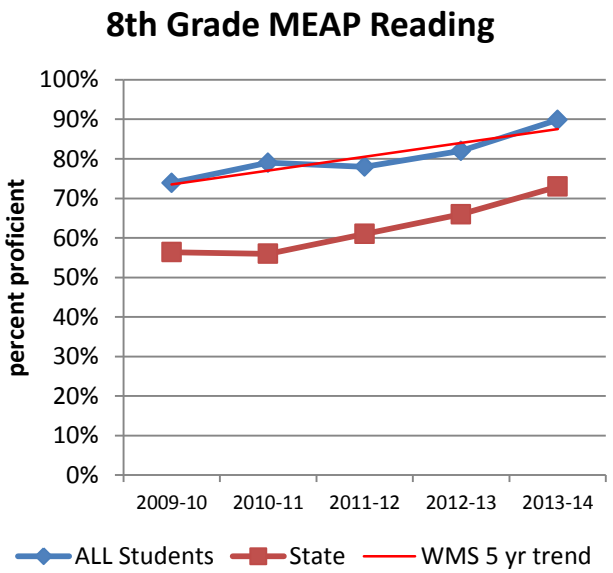
6th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	87%	81%	85%	85%	85%
Asian	90%	84%	78%	94%	85%
Black	69%	na	43%	62%	44%
Hispanic	88%	56%	80%	63%	69%
Two or More Races	na	89%	75%	70%	75%
White	87%	81%	88%	89%	89%
Disabilities	63%	36%	38%	65%	23%
F/R Lunch	71%	69%	75%	71%	64%
Male	89%	81%	79%	84%	85%
Female	84%	80%	90%	87%	86%
State	65%	63%	67%	68%	72%

7th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	79%	84%	86%	86%	81%
Asian	93%	93%	83%	92%	87%
Black	63%	40%	83%	43%	44%
Hispanic	na	91%	91%	75%	67%
Two or More Races	67%	79%	82%	72%	57%
White	79%	85%	87%	90%	85%
Disabilities	29%	59%	54%	55%	60%
F/R Lunch	53%	54%	69%	57%	67%
Male	76%	81%	86%	87%	77%
Female	83%	88%	87%	86%	85%
State	56%	56%	60%	62%	60%

8th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	74%	79%	78%	82%	90%
Asian	86%	na	91%	76%	92%
Black	44%	67%	33%	75%	50%
Hispanic	67%	na	64%	67%	92%
Two or More Races	na	75%	67%	77%	79%
White	75%	78%	80%	85%	91%
Disabilities	29%	25%	29%	18%	58%
F/R Lunch	57%	57%	60%	56%	77%
Male	65%	78%	75%	77%	90%
Female	81%	80%	81%	87%	90%
State	56%	56%	61%	66%	73%







Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

Portage West Middle School: A Data Picture of Our School 2013-14

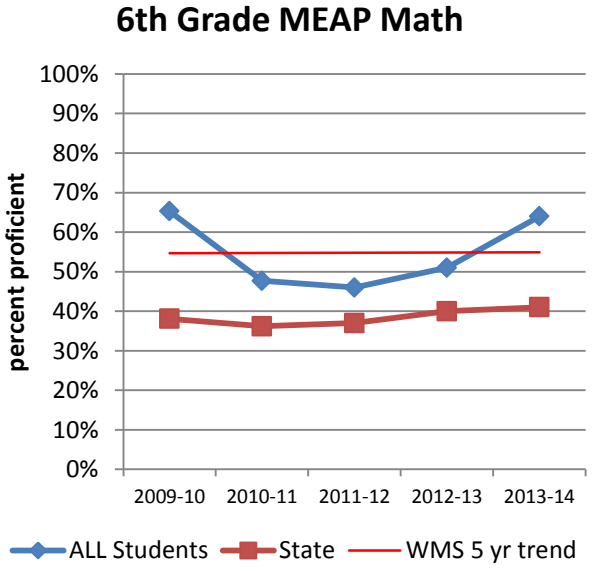
Student Achievement Results: MEAP Mathematics Data

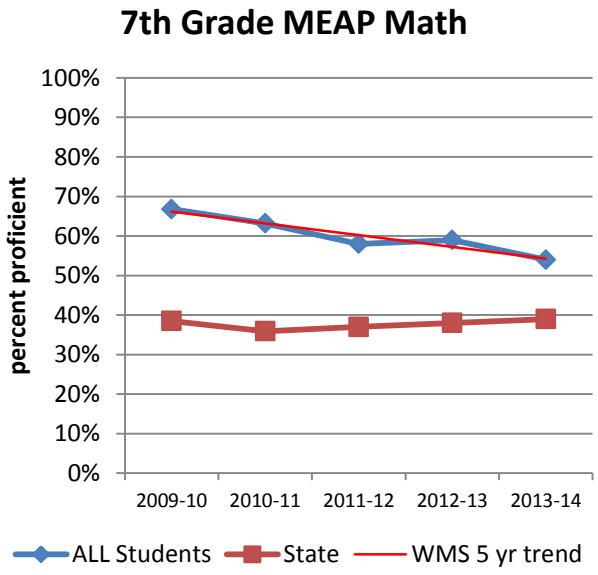
Indicator: Percent of Students Proficient or Advanced on MEAP Mathematics

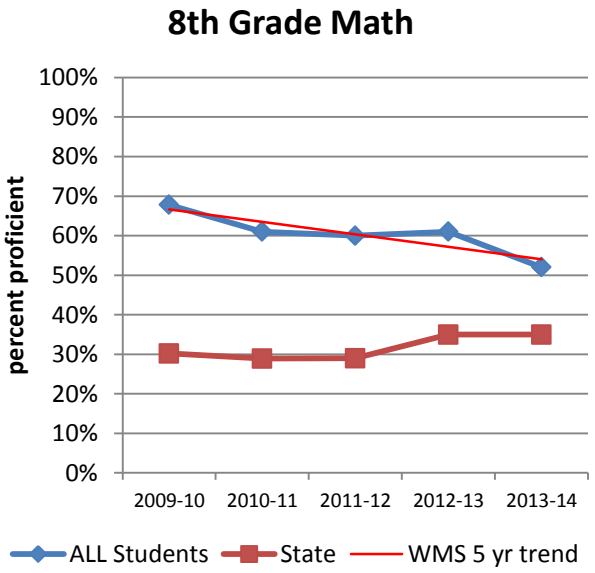
6th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	65%	48%	46%	51%	64%
Asian	80%	58%	70%	65%	70%
Black	44%	na	29%	20%	11%
Hispanic	88%	56%	na	25%	46%
Two or More Races	na	11%	25%	50%	50%
White	64%	47%	48%	54%	67%
Disabilities	26%	na	8%	18%	17%
F/R Lunch	37%	28%	16%	19%	31%
Male	70%	54%	45%	54%	64%
Female	60%	42%	47%	47%	63%
State	38%	36%	37%	40%	41%

7th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	67%	63%	58%	59%	54%
Asian	79%	79%	75%	76%	73%
Black	63%	40%	67%	25%	30%
Hispanic	75%	64%	64%	63%	33%
Two or More Races	33%	64%	36%	50%	50%
White	67%	62%	57%	59%	56%
Disabilities	43%	6%	8%	7%	19%
F/R Lunch	44%	35%	35%	25%	22%
Male	67%	63%	60%	60%	52%
Female	66%	63%	57%	60%	58%
State	39%	36%	37%	38%	39%

8th Grade	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	68%	61%	60%	61%	52%
Asian	82%	80%	79%	80%	76%
Black	44%	na	8%	63%	0%
Hispanic	50%	83%	50%	75%	50%
Two or More Races	na	33%	58%	31%	50%
White	69%	60%	60%	59%	50%
Disabilities	18%	25%	21%	0%	8%
F/R Lunch	47%	24%	33%	28%	20%
Male	63%	60%	62%	61%	56%
Female	72%	62%	56%	61%	48%
State	30%	29%	29%	35%	35%







Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

Portage West Middle School: A Data Picture of Our School 2013-14

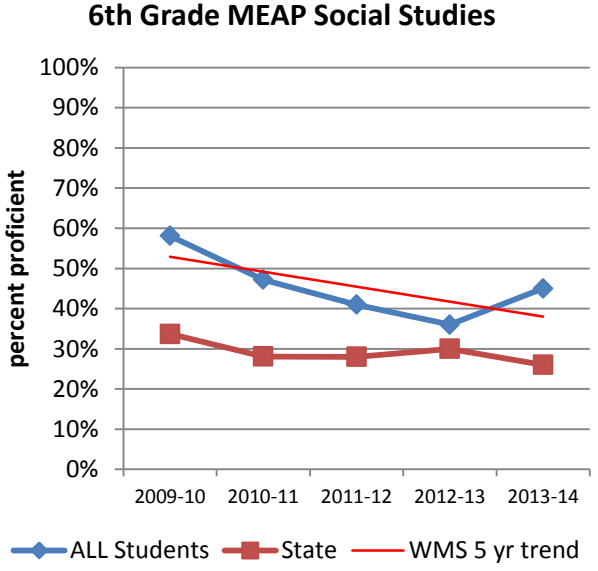
Student Achievement Results: MEAP Social Studies, Writing, and Science Data

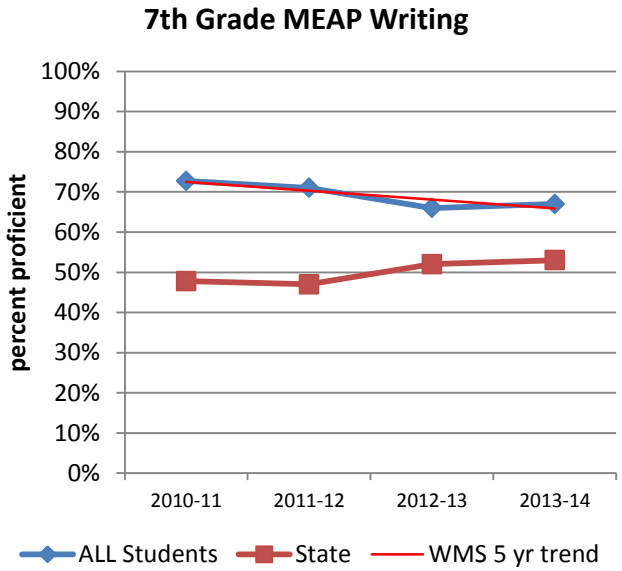
Indicator: Percent of Students Proficient or Advanced on MEAP Social Studies, Writing, and Science

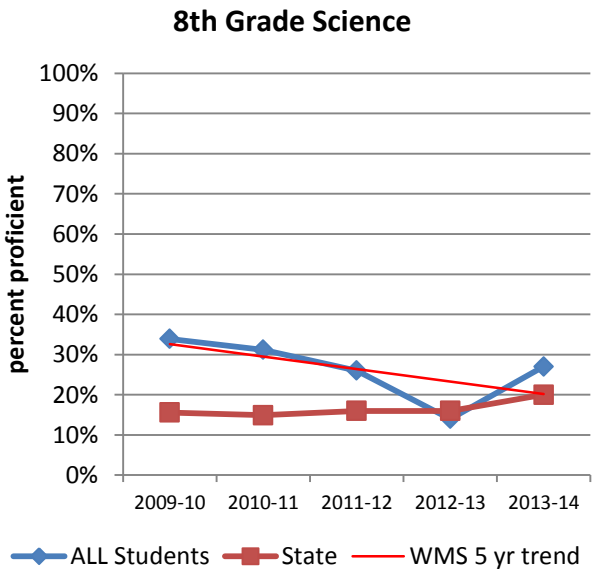
6th Grade Social Studies	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	58%	47%	41%	36%	45%
Asian	63%	63%	41%	24%	50%
Black	6%	67%	11%	21%	11%
Hispanic	50%	33%	50%	13%	38%
Two or More Races	na	33%	17%	33%	25%
White	62%	47%	44%	41%	48%
Disabilities	26%	14%	11%	7%	8%
F/R Lunch	41%	14%	22%	15%	22%
Male	61%	52%	46%	33%	44%
Female	54%	43%	36%	40%	47%
State	34%	28%	28%	30%	26%

7th Grade Writing	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	na	73%	71%	66%	67%
Asian	na	83%	75%	76%	73%
Black	na	30%	83%	14%	60%
Hispanic	na	82%	64%	50%	100%
Two or More Races	na	86%	55%	56%	73%
White	na	72%	72%	68%	65%
Disabilities	na	35%	15%	9%	28%
F/R Lunch	na	50%	54%	30%	38%
Male	na	68%	64%	52%	55%
Female	na	78%	78%	78%	82%
State	na	48%	47%	52%	53%

8th Grade Science	2009-10	2010-11	2011-12	2012-13	2013-14
ALL Students	34%	31%	26%	14%	27%
Asian	23%	50%	21%	24%	32%
Black	6%	33%	na	25%	0%
Hispanic	33%	83%	29%	17%	42%
Two or More Races	na	25%	17%	8%	20%
White	38%	29%	30%	12%	28%
Disabilities	12%	13%	7%	0%	0%
F/R Lunch	17%	14%	10%	4%	18%
Male	40%	36%	32%	17%	30%
Female	29%	26%	19%	11%	25%
State	16%	15%	16%	16%	20%







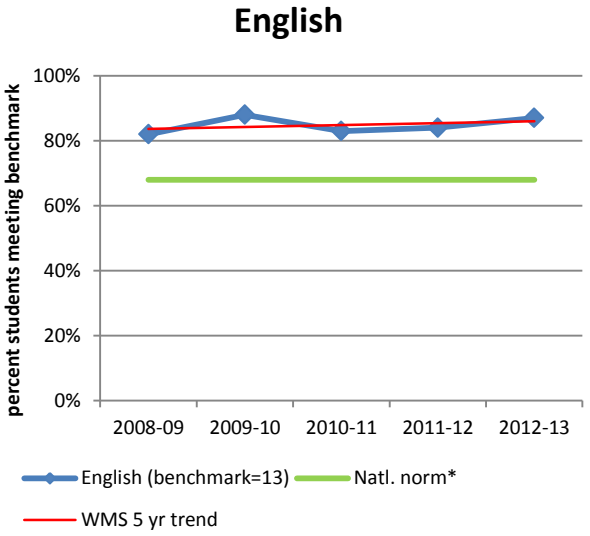
Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

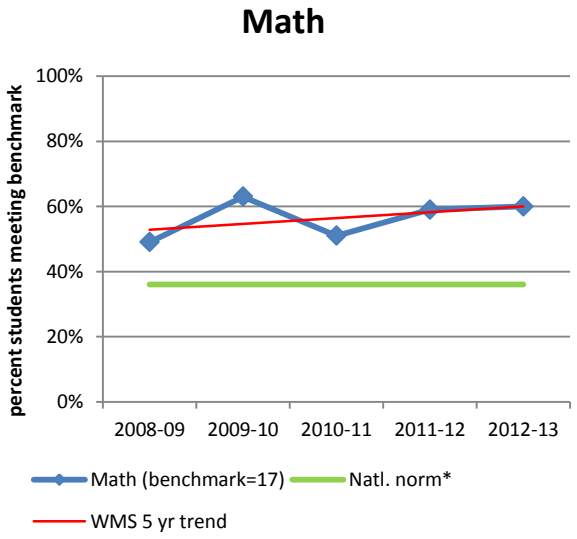
Portage West Middle School: A Data Picture of Our School 2013-14

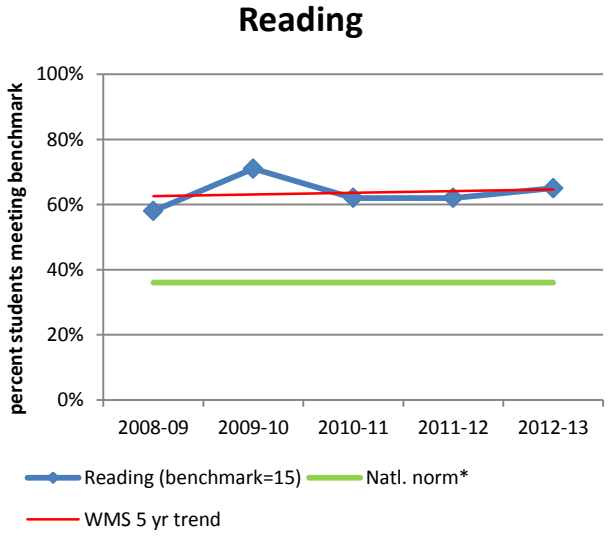
Student Achievement Results: ACT Explore College Readiness Data

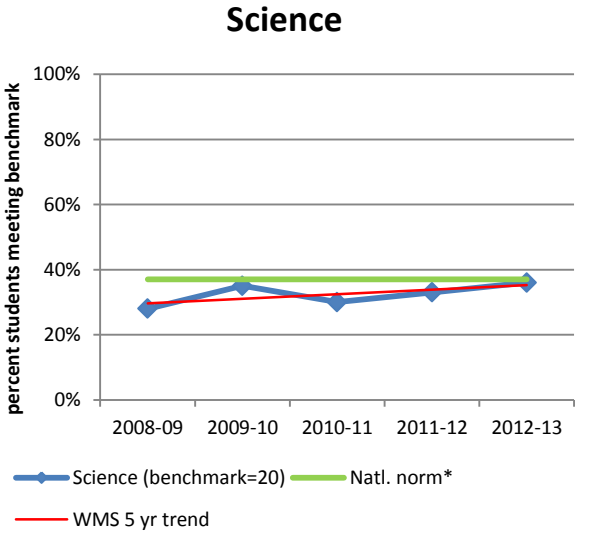
Indicator: Percent of 8th Grade Students Meeting ACT Benchmarks to be on track for college readiness

8th Grade	2008-09	2009-10	2010-11	2011-12	2012-13	Natl. norm*
English (benchmark=13)	82%	88%	83%	84%	87%	68%
Math (benchmark=17)	49%	63%	51%	59%	60%	36%
Reading (benchmark=15)	58%	71%	62%	62%	65%	36%
Science (benchmark=20)	28%	35%	30%	33%	36%	37%









* National normative data are based on results for 8th grade students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010

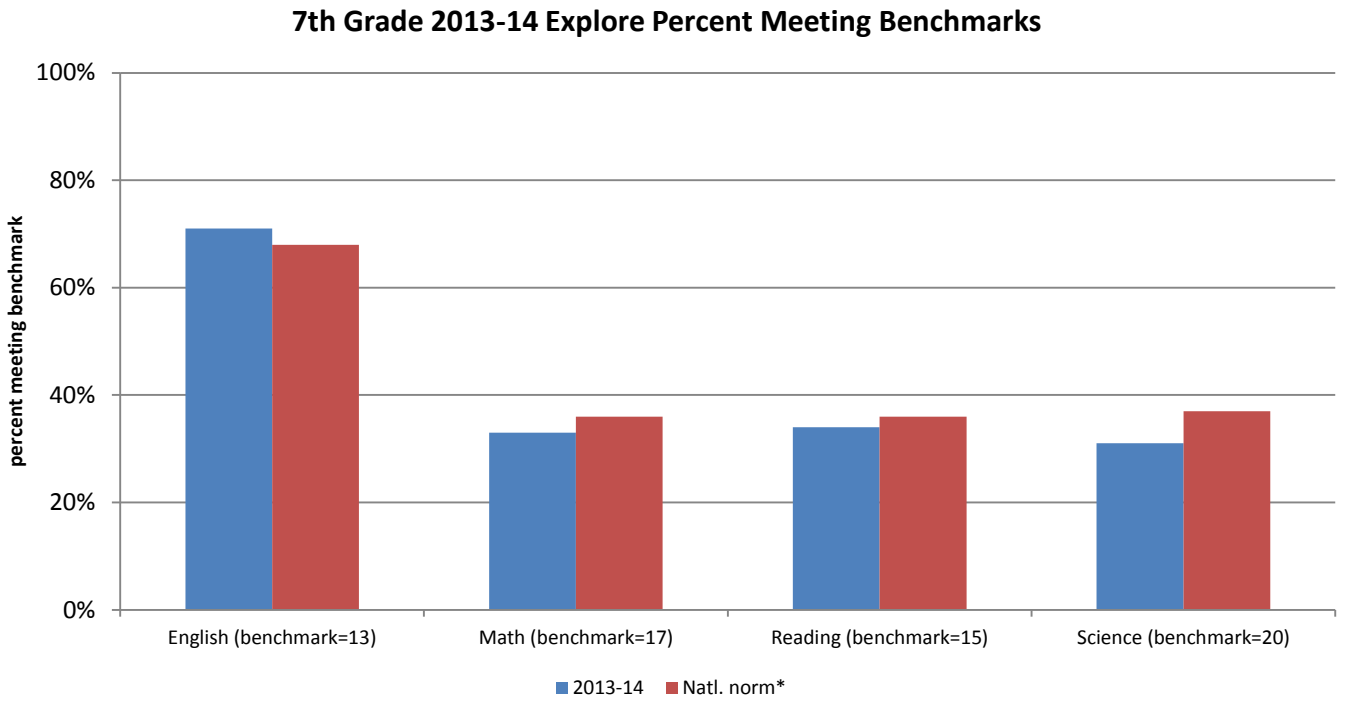
Facts About Our Data: DDA: WMS, Active students

Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: ACT Explore College Readiness Data

Indicator: Percent of 7th Grade Students Meeting ACT Benchmarks to be on track for college readiness

7th Grade	2013-14	Natl. norm*
English (benchmark=13)	71%	68%
Math (benchmark=17)	33%	36%
Reading (benchmark=15)	34%	36%
Science (benchmark=20)	31%	37%



* National normative data are based on results for 8th grade students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2010

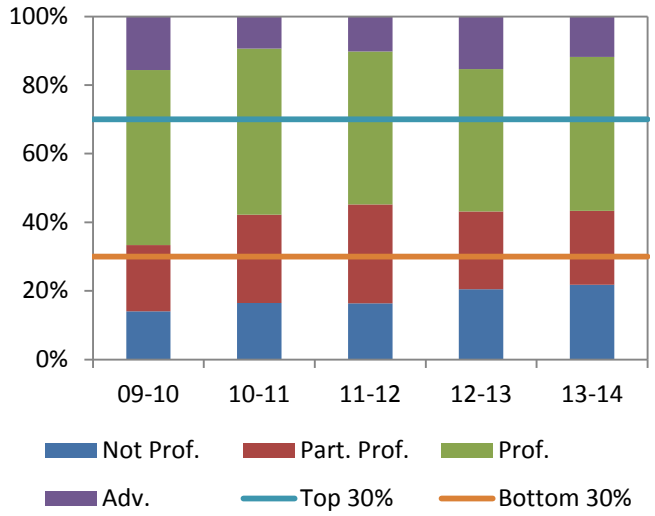
Facts About Our Data: ACT Student Data File

West Middle School: A Data Picture of Our School 2013-14

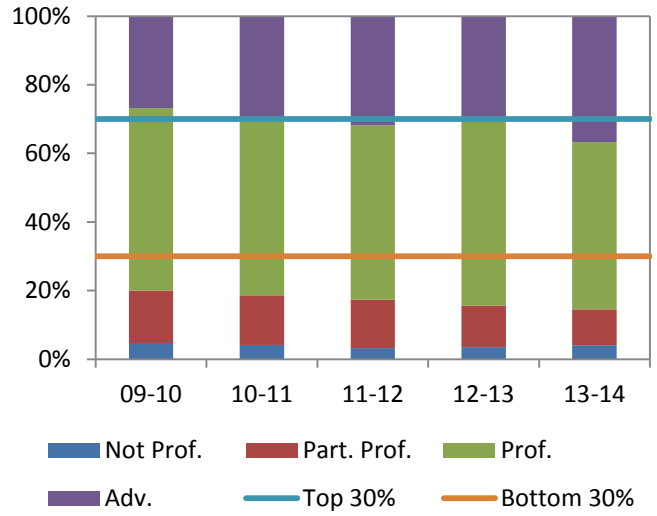
Student Achievement Results: All Students: MEAP

Indicator: Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP

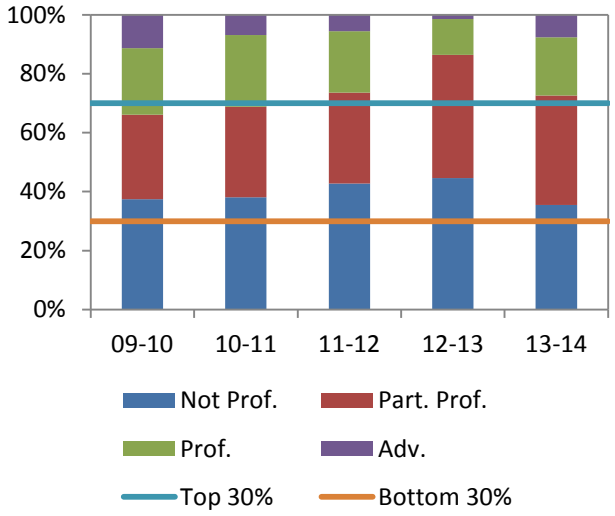
MEAP Math (grades 6-8)



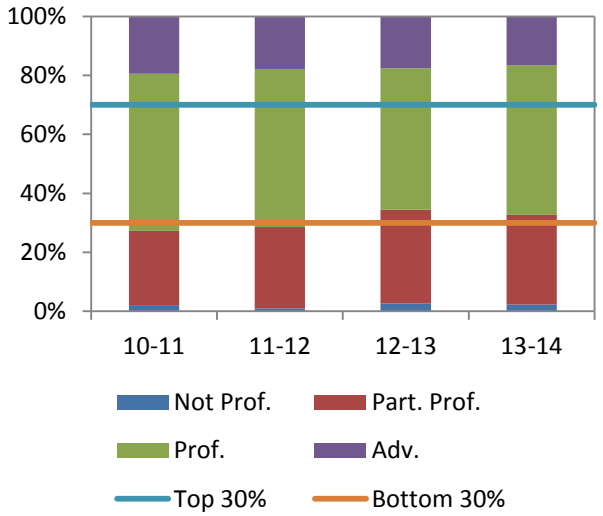
MEAP Reading (grades 6-8)



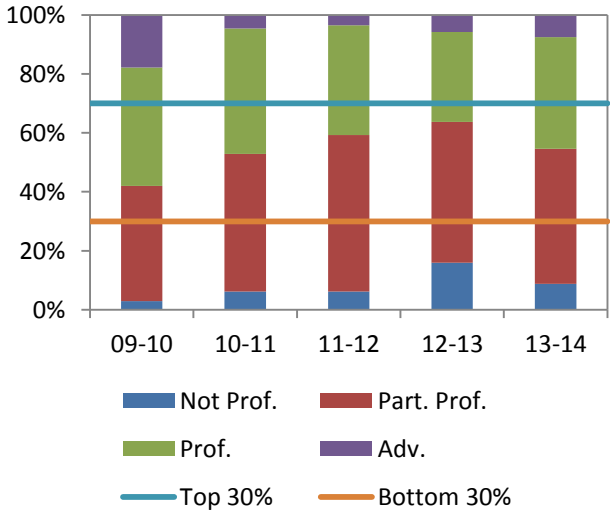
MEAP Science (grade 8)



MEAP Writing (grade 7)



MEAP Social Studies (grade 6)

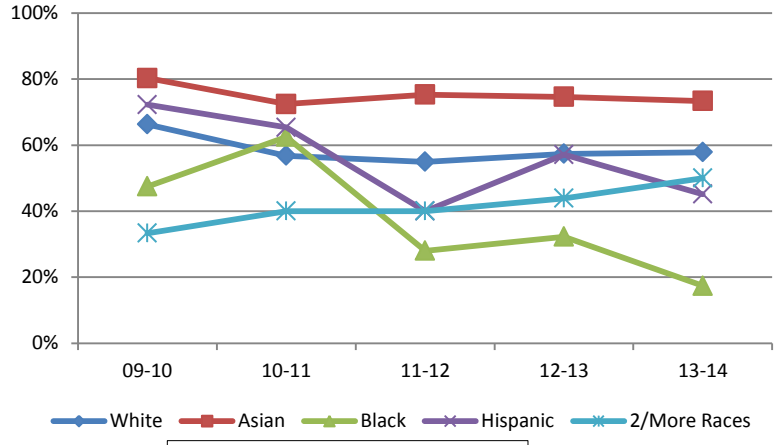


West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: Subgroup Gaps: MEAP

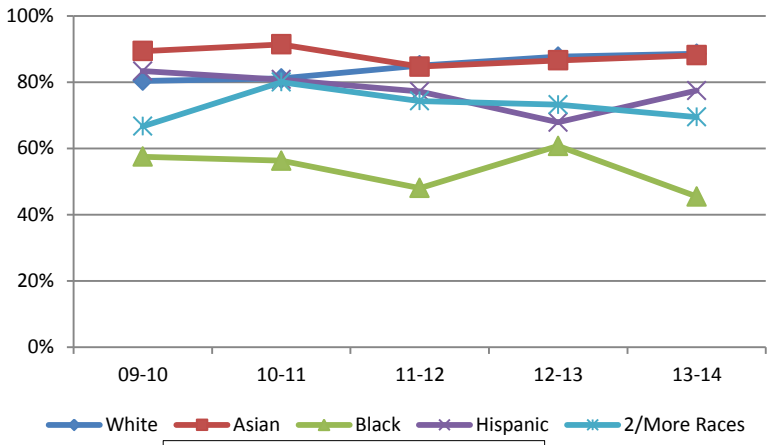
Ethnicity (Indicator: Percent students proficient on MEAP.)

MEAP Math (grades 6-8)



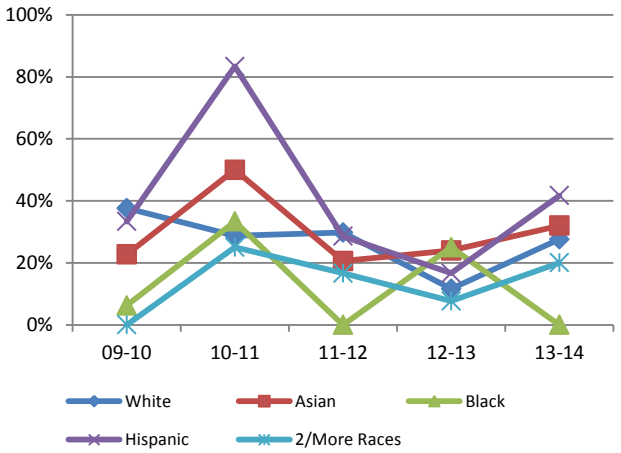
Math Sbgrps <10: 2/More Races (09-10)

MEAP Reading (grades 6-8)



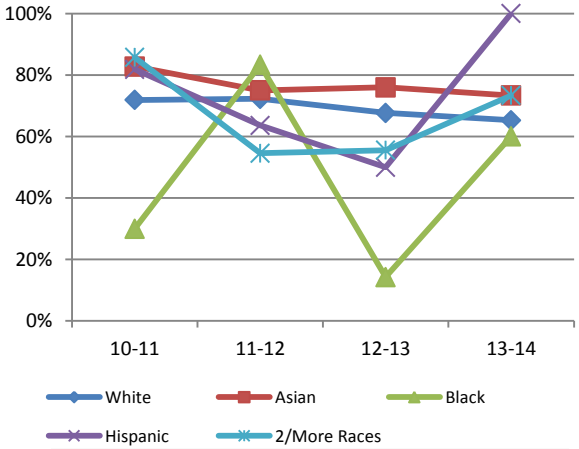
Reading Sbgrps <10: 2/More Races (09-10)

MEAP Science (grade 8)



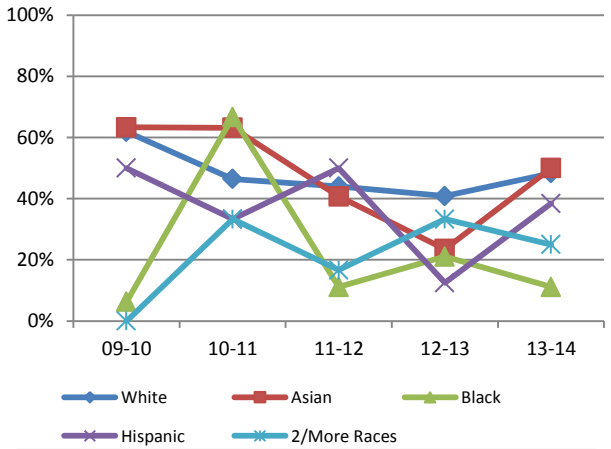
Science Sbgrps <10: Black(10-11,12-13,13-14),Hispanic(09-10,10-11,12-13), 2/More Races (09-10,12-13)

MEAP Writing (grade 7)



Writing Sbgrps <10: Black(11-12,12-13),Hispanic(12-13,13-14)

MEAP Social Studies (grade 6)



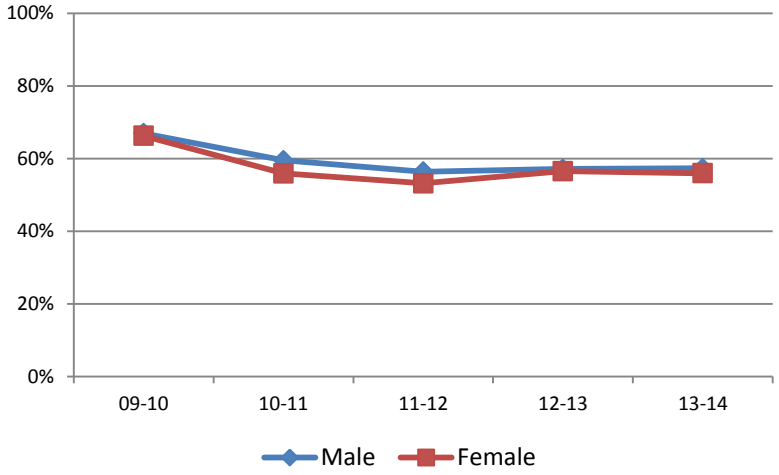
SS Sbgrps <10: Black(10-11,11-12,13-14),Hispanic(09-10,10-11,12-13), 2/More Races (09-10,10-11,13-14)

West Middle School: A Data Picture of Our School 2013-14

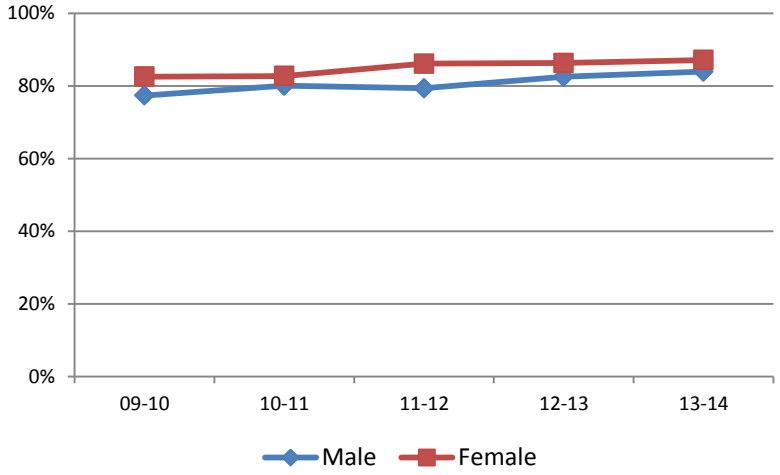
Student Achievement Results: Subgroup Gaps: MEAP

Gender (Indicator: Percent students proficient on MEAP.)

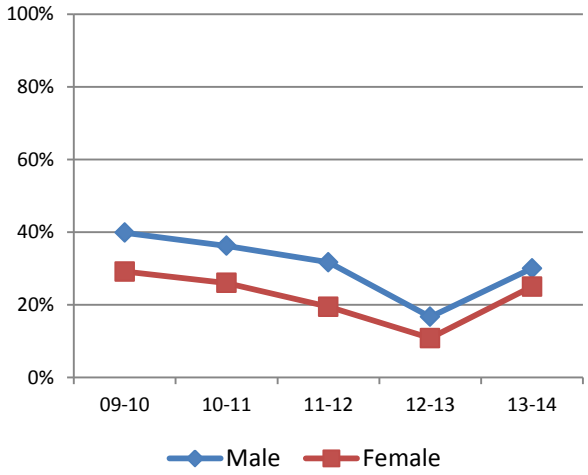
MEAP Math (grades 6-8)



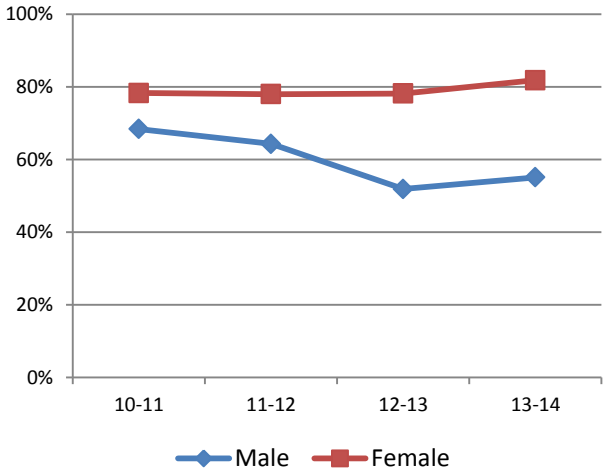
MEAP Reading (grades 6-8)



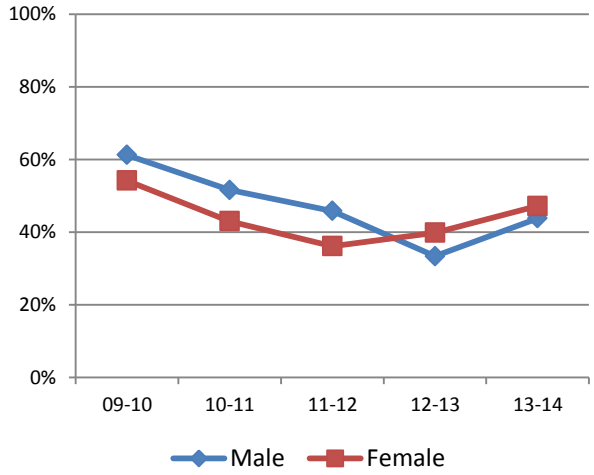
MEAP Science (grade 8)



MEAP Writing (grade 7)



MEAP Social Studies (grade 6)

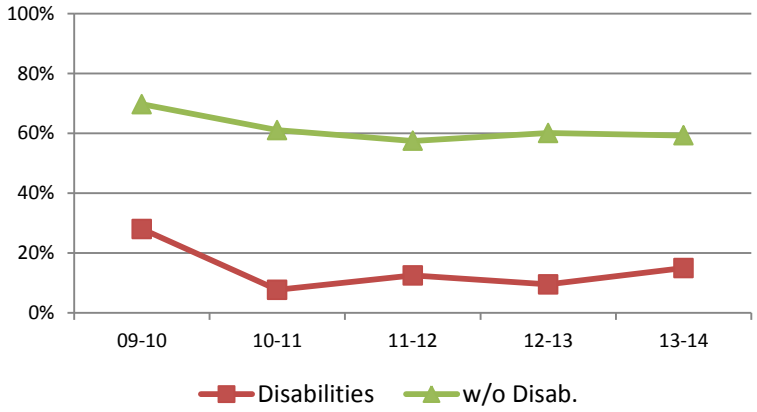


West Middle School: A Data Picture of Our School 2013-14

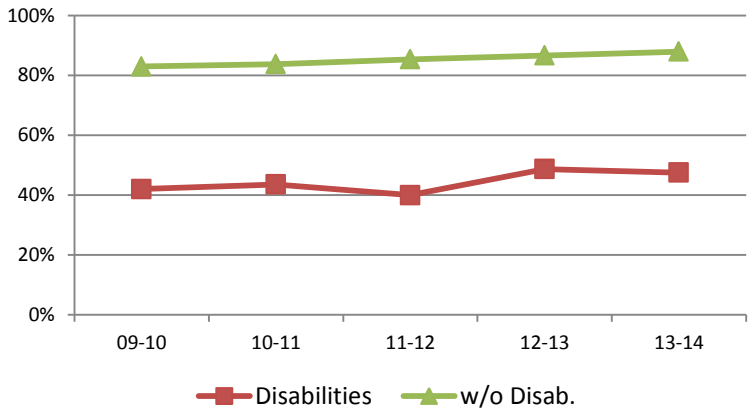
Student Achievement Results: Subgroup Gaps: MEAP

Disabilities (Indicator: Percent students proficient on MEAP.)

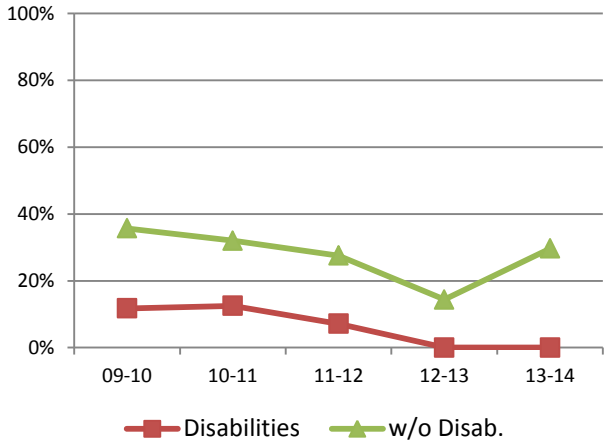
MEAP Math (grades 6-8)



MEAP Reading (grades 6-8)

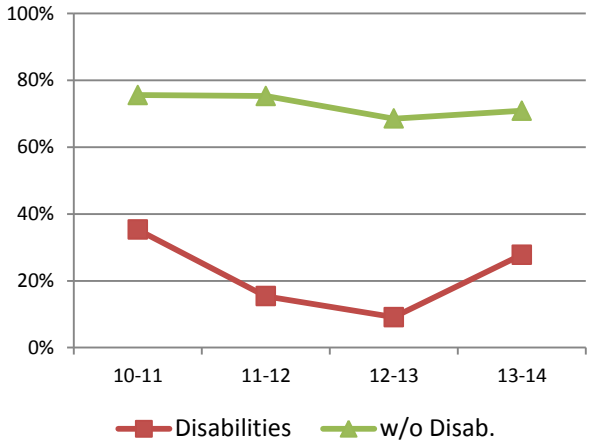


MEAP Science (grade 8)

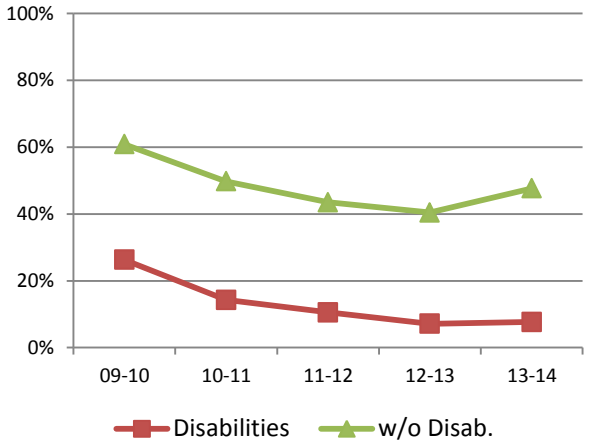


Science Sbgrps <10: Disabilities(10-11)

MEAP Writing (grade 7)



MEAP Social Studies (grade 6)

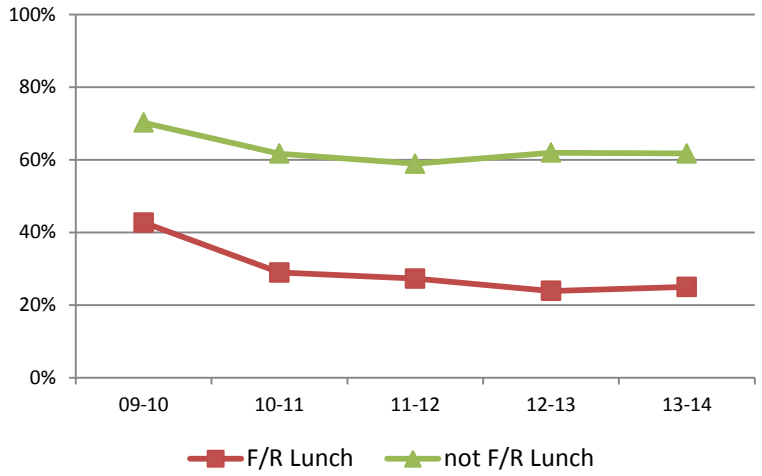


West Middle School: A Data Picture of Our School 2013-14

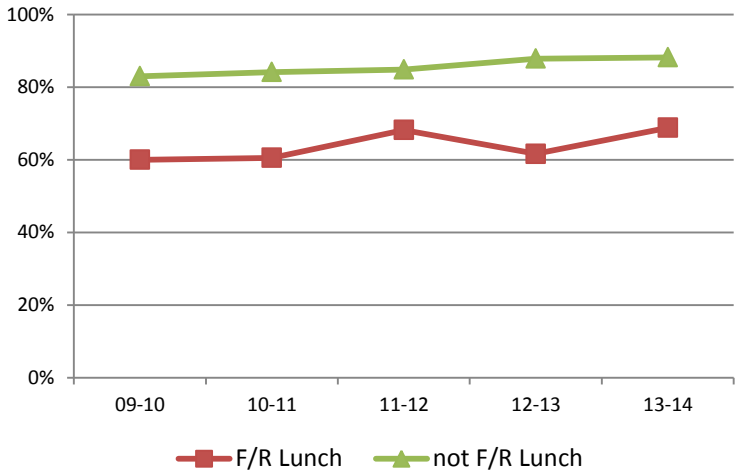
Student Achievement Results: Subgroup Gaps: MEAP

Free/Reduced Lunch (Indicator: Percent students proficient on MEAP.)

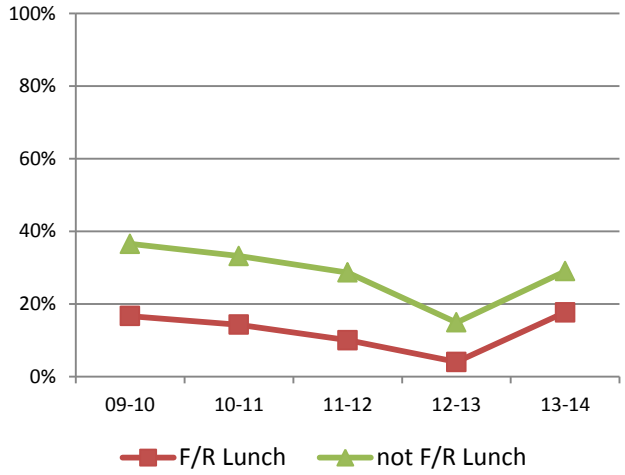
MEAP Math (grades 6-8)



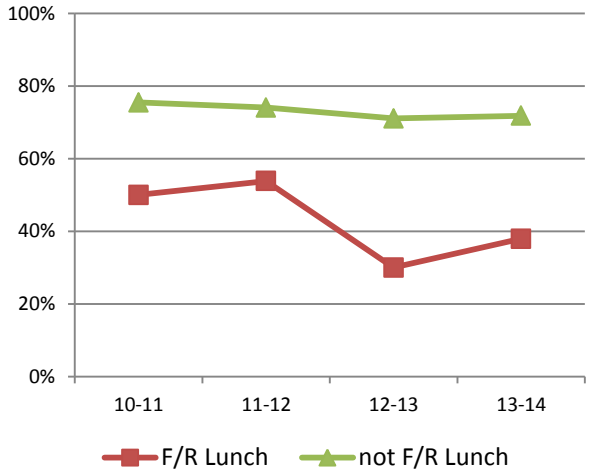
MEAP Reading (grades 6-8)



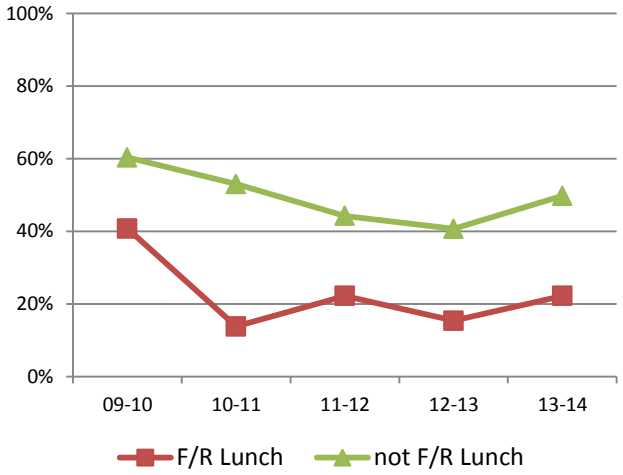
MEAP Science (grade 8)



MEAP Writing (grade 7)



MEAP Social Studies (grade 6)



West Middle School: A Data Picture of Our School 2013-14

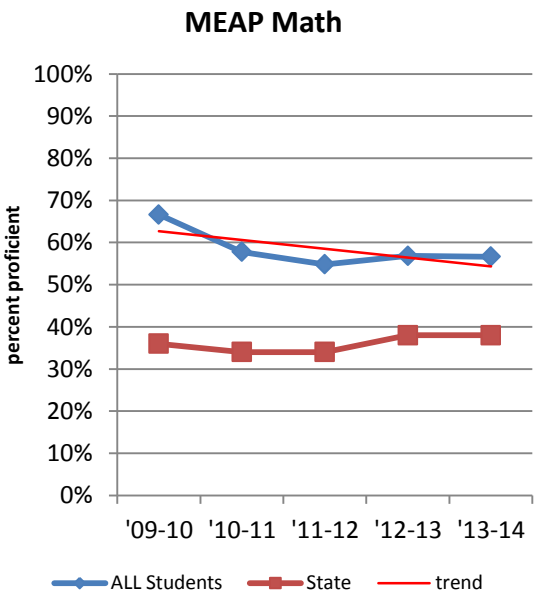
Student Achievement Results: MEAP Mathematics Data (grades 6-8)

Indicator: Number and Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP Mathematics

	2009-10											2010-11										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	14%	95	19%	131	51%	345	16%	106	**67%**	451	677	17%	106	26%	165	48%	311	9%	60	**58%**	371	642
Asian	5%	3	15%	10	45%	30	35%	23	**80%**	53	66	9%	5	19%	11	47%	27	26%	15	**72%**	42	58
Black	28%	11	25%	10	45%	18	3%	1	**48%**	19	40	31%	5	6%	1	56%	9	6%	1	**63%**	10	16
Hispanic	11%	2	17%	3	56%	10	17%	3	**72%**	13	18	15%	4	19%	5	58%	15	8%	2	**65%**	17	26
2/More Races	67%	2	0%	0	33%	1	0%	0	**33%**	1	3	31%	11	29%	10	31%	11	9%	3	**40%**	14	35
White	14%	77	20%	108	52%	285	14%	79	**66%**	364	549	16%	81	27%	138	49%	249	8%	39	**57%**	288	507
Disabilities	48%	24	24%	12	24%	12	4%	2	**28%**	14	50	62%	24	31%	12	5%	2	3%	1	**8%**	3	39
w/o Disab.	11%	71	19%	119	53%	333	17%	104	**70%**	437	627	14%	82	25%	153	51%	309	10%	59	**61%**	368	603
F/R Lunch	31%	28	26%	23	36%	32	7%	6	**43%**	38	89	38%	29	33%	25	24%	18	5%	4	**29%**	22	76
not F/R Lunch	11%	67	18%	108	53%	313	17%	100	**70%**	413	588	14%	77	25%	140	52%	293	10%	56	**62%**	349	566
Male	14%	48	19%	64	50%	170	17%	57	**67%**	227	339	15%	52	25%	84	50%	167	10%	33	**60%**	200	336
Female	14%	47	20%	67	52%	175	14%	49	**66%**	224	338	18%	54	26%	81	47%	144	9%	27	**56%**	171	306
Top 30%	0%	0	0%	0	48%	97	52%	106	**100%**	203	203	0%	0	0%	0	69%	133	31%	60	**100%**	193	193
Bottom 30%	47%	95	53%	108	0%	0	0%	0	**0%**	0	203	55%	106	45%	87	0%	0	0%	0	**0%**	0	193
State									**36%**											**34%**		

	2011-12											2012-13										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	16%	111	29%	195	45%	302	10%	69	**55%**	371	677	21%	135	23%	149	41%	273	15%	101	**57%**	374	658
Asian	8%	7	16%	14	55%	47	20%	17	**75%**	64	85	9%	6	16%	11	36%	24	39%	26	**75%**	50	67
Black	44%	11	28%	7	24%	6	4%	1	**28%**	7	25	42%	13	26%	8	19%	6	13%	4	**32%**	10	31
Hispanic	9%	3	51%	18	29%	10	11%	4	**40%**	14	35	21%	6	21%	6	46%	13	11%	3	**57%**	16	28
2/More Races	31%	11	29%	10	34%	12	6%	2	**40%**	14	35	32%	13	24%	10	37%	15	7%	3	**44%**	18	41
White	16%	78	29%	145	46%	227	9%	45	**55%**	272	495	20%	97	23%	111	44%	215	13%	65	**57%**	280	488
Disabilities	68%	27	20%	8	10%	4	3%	1	**13%**	5	40	74%	31	17%	7	7%	3	2%	1	**10%**	4	42
w/o Disab.	13%	84	29%	187	47%	298	11%	68	**57%**	366	637	17%	104	23%	142	44%	270	16%	100	**60%**	370	616
F/R Lunch	38%	33	35%	31	23%	20	5%	4	**27%**	24	88	42%	37	34%	30	19%	17	5%	4	**24%**	21	88
not F/R Lunch	13%	78	28%	164	48%	282	11%	65	**59%**	347	589	17%	98	21%	119	45%	256	17%	97	**62%**	353	570
Male	17%	59	26%	91	45%	154	12%	40	**56%**	194	344	21%	69	22%	72	41%	136	16%	52	**57%**	188	329
Female	16%	52	31%	104	44%	148	9%	29	**53%**	177	333	20%	0	23%	77	42%	137	15%	49	**57%**	186	329
Top 30%	0%	0	0%	0	66%	134	34%	69	**100%**	203	203	0%	0	0%	0	49%	96	51%	101	**100%**	197	197
Bottom 30%	55%	111	45%	92	0%	0	0%	0	**0%**	0	203	69%	135	31%	62	0%	0	0%	0	**0%**	0	197
State									**34%**											**38%**		

	2013-14										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	22%	146	22%	144	45%	300	12%	79	**57%**	379	669
Asian	15%	9	12%	7	33%	20	40%	24	**73%**	44	60
Black	57%	13	26%	6	13%	3	4%	1	**17%**	4	23
Hispanic	29%	9	26%	8	32%	10	13%	4	**45%**	14	31
2/More Races	33%	12	17%	6	36%	13	14%	5	**50%**	18	36
White	20%	102	22%	115	49%	253	9%	45	**58%**	298	515
Disabilities	68%	27	18%	7	15%	6	0%	0	**15%**	6	40
w/o Disab.	19%	119	22%	137	47%	294	13%	79	**59%**	373	629
F/R Lunch	47%	43	28%	26	21%	19	4%	4	**25%**	23	92
not F/R Lunch	18%	103	20%	118	49%	281	13%	75	**62%**	356	577
Male	25%	84	18%	62	46%	156	12%	40	**57%**	196	342
Female	19%	62	25%	82	44%	144	12%	39	**56%**	183	327
Top 30%	0%	0	0%	0	61%	122	39%	79	**100%**	201	201
Bottom 30%	73%	146	27%	55	0%	0	0%	0	**0%**	0	201
State									**38%**		



Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data/Insight.

West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: MEAP Reading Data (grades 6-8)

Indicator: Number and Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP Reading

2009-10

	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	5%	32	15%	104	53%	360	27%	182	**80%**	542	678
Asian	2%	1	9%	6	64%	42	26%	17	**89%**	59	66
Black	18%	7	25%	10	43%	17	15%	6	**58%**	23	40
Hispanic	6%	1	11%	2	72%	13	11%	2	**83%**	15	18
2/More Races	0%	0	33%	1	67%	2	0%	0	**67%**	2	3
White	4%	23	15%	85	52%	286	28%	156	**80%**	442	550
Disabilities	26%	13	32%	16	36%	18	6%	3	**42%**	21	50
w/o Disab.	3%	19	14%	88	54%	342	29%	179	**83%**	521	628
F/R Lunch	8%	7	32%	29	50%	45	10%	9	**60%**	54	90
not F/R Lunch	4%	25	13%	75	54%	315	29%	173	**83%**	488	588
Male	6%	22	16%	55	56%	189	22%	74	**77%**	263	340
Female	3%	10	14%	49	51%	171	32%	108	**83%**	279	338
Top 30%	0%	0	0%	0	10%	21	90%	182	**100%**	203	203
Bottom 30%	16%	32	51%	104	33%	67	0%	0	**33%**	67	203
State									**59%**		

2010-11

	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	4%	27	14%	93	51%	326	31%	197	**81%**	523	643
Asian	3%	2	5%	3	53%	31	38%	22	**91%**	53	58
Black	31%	5	13%	2	31%	5	25%	4	**56%**	9	16
Hispanic	4%	1	15%	4	42%	11	38%	10	**81%**	21	26
2/More Races	0%	0	20%	7	51%	18	29%	10	**80%**	28	35
White	4%	19	15%	77	51%	261	30%	151	**81%**	412	508
Disabilities	15%	6	41%	16	38%	15	5%	2	**44%**	17	39
w/o Disab.	3%	21	13%	77	51%	311	32%	195	**84%**	506	604
F/R Lunch	13%	10	26%	20	51%	39	9%	7	**61%**	46	76
not F/R Lunch	3%	17	13%	73	51%	287	34%	190	**84%**	477	567
Male	6%	19	14%	48	54%	180	26%	89	**80%**	269	336
Female	3%	8	15%	45	48%	146	35%	108	**83%**	254	307
Top 30%	0%	0	0%	0	0%	0	100%	193	**100%**	193	193
Bottom 30%	14%	27	48%	93	38%	73	0%	0	**38%**	73	193
State									**58%**		

2011-12

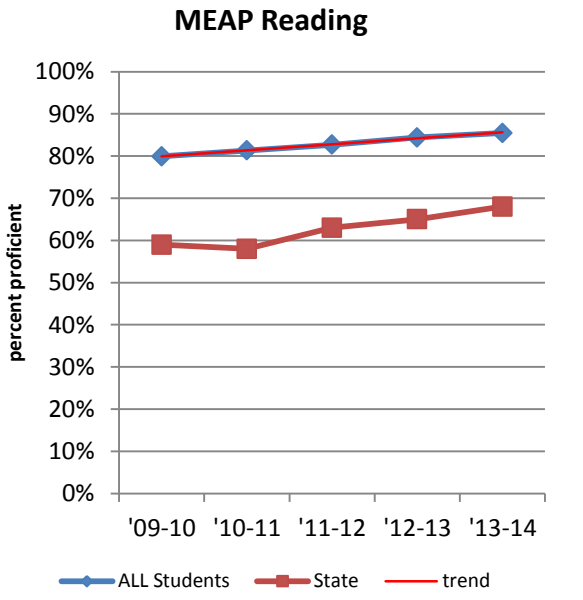
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	3%	22	14%	95	51%	344	32%	215	**83%**	559	676
Asian	5%	4	11%	9	45%	38	40%	34	**85%**	72	85
Black	20%	5	32%	8	28%	7	20%	5	**48%**	12	25
Hispanic	3%	1	20%	7	46%	16	31%	11	**77%**	27	35
2/More Races	3%	1	23%	8	34%	12	40%	14	**74%**	26	35
White	2%	11	13%	63	54%	269	31%	151	**85%**	420	494
Disabilities	25%	10	35%	14	33%	13	8%	3	**40%**	16	40
w/o Disab.	2%	12	13%	81	52%	331	33%	212	**85%**	543	636
F/R Lunch	7%	6	25%	22	55%	48	14%	12	**68%**	60	88
not F/R Lunch	3%	16	12%	73	50%	296	35%	203	**85%**	499	588
Male	5%	17	16%	54	53%	182	26%	91	**79%**	273	344
Female	2%	5	12%	41	49%	162	37%	124	**86%**	286	332
Top 30%	0%	0	0%	0	0%	0	100%	203	**100%**	203	203
Bottom 30%	11%	22	47%	95	42%	86	0%	0	**42%**	86	203
State									**63%**		

2012-13

	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	4%	23	12%	79	55%	358	30%	194	**84%**	552	654
Asian	4%	3	9%	6	52%	35	34%	23	**87%**	58	67
Black	14%	4	25%	7	36%	10	25%	7	**61%**	17	28
Hispanic	7%	2	25%	7	43%	12	25%	7	**68%**	19	28
2/More Races	7%	3	20%	8	46%	19	27%	11	**73%**	30	41
White	2%	11	10%	49	58%	281	30%	146	**88%**	427	487
Disabilities	26%	10	26%	10	41%	16	8%	3	**49%**	19	39
w/o Disab.	2%	13	11%	69	56%	342	31%	191	**87%**	533	615
F/R Lunch	9%	8	29%	25	50%	43	12%	10	**62%**	53	86
not F/R Lunch	3%	15	10%	54	55%	315	32%	184	**88%**	499	568
Male	5%	16	13%	41	58%	188	25%	81	**83%**	269	326
Female	2%	7	12%	38	52%	170	34%	113	**86%**	283	328
Top 30%	0%	0	0%	0	1%	2	99%	194	**100%**	196	196
Bottom 30%	12%	23	40%	79	48%	94	0%	0	**48%**	94	196
State									**65%**		

2013-14

	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	4%	27	10%	70	49%	326	37%	245	**85%**	571	668
Asian	2%	1	10%	6	39%	23	49%	29	**88%**	52	59
Black	18%	4	36%	8	32%	7	14%	3	**45%**	10	22
Hispanic	6%	2	16%	5	48%	15	29%	9	**77%**	24	31
2/More Races	6%	2	25%	9	31%	11	39%	14	**69%**	25	36
White	3%	18	8%	41	52%	268	37%	189	**89%**	457	516
Disabilities	25%	10	28%	11	45%	18	3%	1	**48%**	19	40
w/o Disab.	3%	17	9%	59	49%	308	39%	244	**88%**	552	628
F/R Lunch	10%	9	22%	20	53%	49	16%	15	**69%**	64	93
not F/R Lunch	3%	18	9%	50	48%	277	40%	230	**88%**	507	575
Male	5%	18	11%	37	50%	172	34%	115	**84%**	287	342
Female	3%	9	10%	33	47%	154	40%	130	**87%**	284	326
Top 30%	0%	0	0%	0	0%	0	100%	200	**100%**	200	200
Bottom 30%	14%	27	35%	70	52%	103	0%	0	**52%**	103	200
State									**68%**		



Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

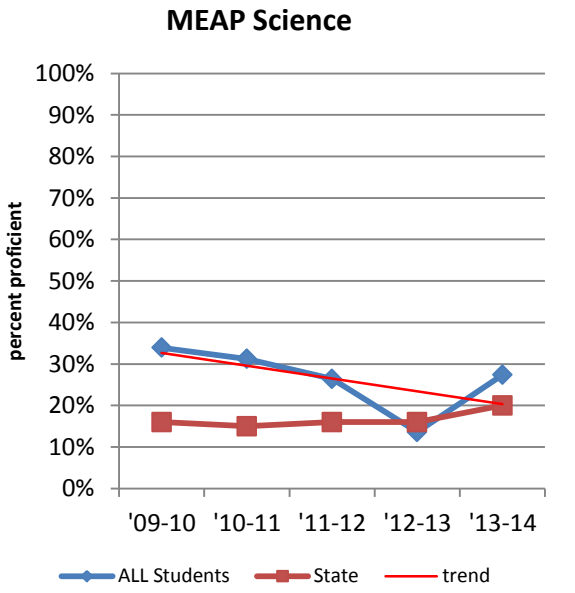
West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: MEAP Science Data (grade 8)

Indicator: Number and Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP Science

	2009-10											2010-11											2011-12										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	37%	86	29%	66	23%	52	11%	26	**34%**	78	230	38%	78	31%	63	24%	50	7%	14	**31%**	64	205	43%	107	31%	77	21%	52	6%	14	**26%**	66	250
Asian	41%	9	36%	8	9%	2	14%	3	**23%**	5	22	30%	3	20%	2	40%	4	10%	1	**50%**	5	10	44%	15	35%	12	18%	6	3%	1	**21%**	7	34
Black	63%	10	31%	5	6%	1	0%	0	**6%**	1	16	67%	2	0%	0	33%	1	0%	0	**33%**	1	3	83%	10	17%	2	0%	0	0%	0	**0%**	0	12
Hispanic	50%	3	17%	1	17%	1	17%	1	**33%**	2	6	17%	1	0%	0	83%	5	0%	0	**83%**	5	6	36%	5	36%	5	21%	3	7%	1	**29%**	4	14
2/More Races	0%	0	0%	0	0%	0	0%	0	**0%**	0	0	42%	5	33%	4	8%	1	17%	2	**25%**	3	12	50%	6	33%	4	17%	2	0%	0	**17%**	2	12
White	34%	64	28%	52	26%	48	12%	22	**38%**	70	186	39%	67	33%	57	22%	39	6%	11	**29%**	50	174	40%	71	30%	54	23%	41	7%	12	**30%**	53	178
Disabilities	76%	13	12%	2	0%	0	12%	2	**12%**	2	17	63%	5	25%	2	13%	1	0%	0	**13%**	1	8	93%	13	0%	0	0%	0	7%	1	**7%**	1	14
w/o Disab.	34%	73	30%	64	24%	52	11%	24	**36%**	76	213	37%	73	31%	61	25%	49	7%	14	**32%**	63	197	40%	94	33%	77	22%	52	6%	13	**28%**	65	236
F/R Lunch	60%	18	23%	7	13%	4	3%	1	**17%**	5	30	76%	16	10%	2	14%	3	0%	0	**14%**	3	21	67%	20	23%	7	10%	3	0%	0	**10%**	3	30
not F/R Lunch	34%	68	30%	59	24%	48	13%	25	**37%**	73	200	34%	62	33%	61	26%	47	8%	14	**33%**	61	184	40%	87	32%	70	22%	49	6%	14	**29%**	63	220
Male	40%	41	20%	21	27%	28	13%	13	**40%**	41	103	31%	33	32%	34	26%	27	10%	11	**36%**	38	105	42%	59	27%	38	24%	34	8%	11	**32%**	45	142
Female	35%	45	35%	45	19%	24	10%	13	**29%**	37	127	45%	45	29%	29	23%	23	3%	3	**26%**	26	100	44%	48	36%	39	17%	18	3%	3	**19%**	21	108
Top 30%	0%	0	0%	0	62%	43	38%	26	**100%**	69	69	0%	0	0%	0	77%	48	23%	14	**100%**	62	62	0%	0	12%	9	69%	52	19%	14	**88%**	66	75
Bottom 30%	100%	69	0%	0	0%	0	0%	0	**0%**	0	69	100%	62	0%	0	0%	0	0%	0	**0%**	0	62	100%	75	0%	0	0%	0	0%	0	**0%**	0	75
State									**16%**											**15%**											**16%**		

	2012-13											2013-14										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	45%	95	42%	89	12%	26	1%	3	**14%**	29	213	35%	83	37%	87	20%	46	8%	18	**27%**	64	234
Asian	36%	9	40%	10	20%	5	4%	1	**24%**	6	25	28%	7	40%	10	16%	4	16%	4	**32%**	8	25
Black	38%	3	38%	3	25%	2	0%	0	**25%**	2	8	100%	6	0%	0	0%	0	0%	0	**0%**	0	6
Hispanic	42%	5	42%	5	17%	2	0%	0	**17%**	2	12	25%	3	33%	4	33%	4	8%	1	**42%**	5	12
2/More Races	54%	7	38%	5	8%	1	0%	0	**8%**	1	13	53%	8	27%	4	0%	0	20%	3	**20%**	3	15
White	46%	71	43%	66	10%	16	1%	2	**12%**	18	155	33%	57	40%	69	22%	38	6%	10	**28%**	48	174
Disabilities	82%	9	18%	2	0%	0	0%	0	**0%**	0	11	94%	17	6%	1	0%	0	0%	0	**0%**	0	18
w/o Disab.	43%	86	43%	87	13%	26	1%	3	**14%**	29	202	31%	66	40%	86	21%	46	8%	18	**30%**	64	216
F/R Lunch	72%	18	24%	6	4%	1	0%	0	**4%**	1	25	65%	22	18%	6	15%	5	3%	1	**18%**	6	34
not F/R Lunch	41%	77	44%	83	13%	25	2%	3	**15%**	28	188	31%	61	41%	81	21%	41	9%	17	**29%**	58	200
Male	44%	45	39%	40	15%	15	2%	2	**17%**	17	102	34%	37	36%	40	23%	25	7%	8	**30%**	33	110
Female	45%	50	44%	49	10%	11	1%	1	**11%**	12	111	37%	46	38%	47	17%	21	8%	10	**25%**	31	124
Top 30%	0%	0	55%	35	41%	26	5%	3	**45%**	29	64	0%	0	9%	6	66%	46	26%	18	**91%**	64	70
Bottom 30%	100%	64	0%	0	0%	0	0%	0	**0%**	0	64	100%	70	0%	0	0%	0	0%	0	**0%**	0	70
State									**16%**											**20%**		



Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

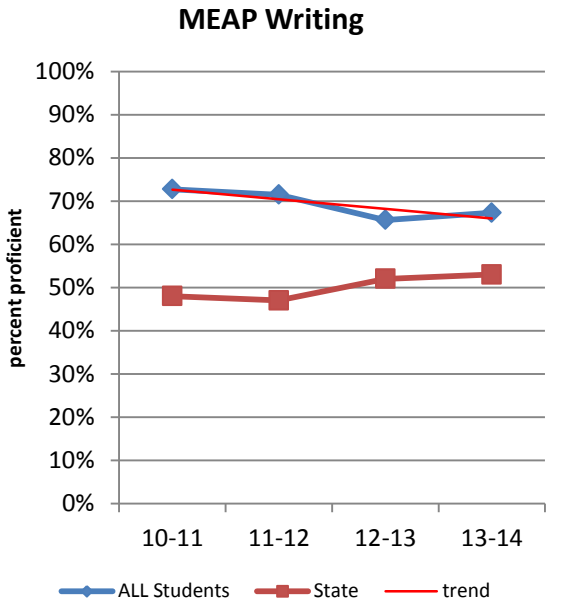
West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: MEAP Writing Data (grade 7)

Indicator: Number and Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP Writing

	2009-10											2010-11											2011-12										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	NA											2%	5	25%	61	53%	129	19%	47	**73%**	176	242	1%	2	28%	57	54%	111	18%	37	**71%**	148	207
Asian												0%	0	17%	5	69%	20	14%	4	**83%**	24	29	4%	1	21%	5	54%	13	21%	5	**75%**	18	24
Black												20%	2	50%	5	30%	3	0%	0	**30%**	3	10	0%	0	17%	1	67%	4	17%	1	**83%**	5	6
Hispanic												0%	0	18%	2	64%	7	18%	2	**82%**	9	11	0%	0	36%	4	45%	5	18%	2	**64%**	7	11
2/More Races												7%	1	7%	1	57%	8	29%	4	**86%**	12	14	0%	0	45%	5	27%	3	27%	3	**55%**	6	11
White												1%	2	27%	48	51%	91	21%	37	**72%**	128	178	1%	1	27%	42	55%	86	17%	26	**72%**	112	155
Disabilities												6%	1	59%	10	35%	6	0%	0	**35%**	6	17	8%	1	77%	10	15%	2	0%	0	**15%**	2	13
w/o Disab.												2%	4	23%	51	55%	123	21%	47	**76%**	170	225	1%	1	24%	47	56%	109	19%	37	**75%**	146	194
F/R Lunch												8%	2	42%	11	42%	11	8%	2	**50%**	13	26	4%	1	42%	11	50%	13	4%	1	**54%**	14	26
not F/R Lunch												1%	3	23%	50	55%	118	21%	45	**75%**	163	216	1%	1	25%	46	54%	98	20%	36	**74%**	134	181
Male												2%	3	29%	40	54%	73	15%	20	**68%**	93	136	2%	2	34%	33	55%	54	9%	9	**64%**	63	98
Female												2%	2	20%	21	53%	56	25%	27	**78%**	83	106	0%	0	22%	24	52%	57	26%	28	**78%**	85	109
Top 30%												0%	0	0%	0	36%	26	64%	47	**100%**	73	73	0%	0	0%	0	40%	25	60%	37	**100%**	62	62
Bottom 30%												7%	5	84%	61	10%	7	0%	0	**10%**	7	73	3%	2	92%	57	5%	3	0%	0	**5%**	3	62
State																				**48%**											**47%**		

	2012-13											2013-14										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	3%	6	32%	72	48%	109	18%	40	**66%**	149	227	2%	5	30%	66	51%	110	17%	36	**67%**	146	217
Asian	0%	0	24%	6	40%	10	36%	9	**76%**	19	25	0%	0	27%	4	47%	7	27%	4	**73%**	11	15
Black	29%	2	57%	4	14%	1	0%	0	**14%**	1	7	0%	0	40%	4	50%	5	10%	1	**60%**	6	10
Hispanic	0%	0	50%	4	25%	2	25%	2	**50%**	4	8	0%	0	0%	0	83%	5	17%	1	**100%**	6	6
2/More Races	6%	1	39%	7	44%	8	11%	2	**56%**	10	18	13%	2	13%	2	53%	8	20%	3	**73%**	11	15
White	2%	3	31%	51	52%	87	16%	26	**68%**	113	167	2%	3	33%	56	50%	85	15%	26	**65%**	111	170
Disabilities	9%	1	82%	9	0%	0	9%	1	**9%**	1	11	17%	3	56%	10	22%	4	6%	1	**28%**	5	18
w/o Disab.	2%	5	29%	63	50%	109	18%	39	**69%**	148	216	1%	2	28%	56	53%	106	18%	35	**71%**	141	199
F/R Lunch	7%	2	63%	19	30%	9	0%	0	**30%**	9	30	7%	2	55%	16	31%	9	7%	2	**38%**	11	29
not F/R Lunch	2%	4	27%	53	51%	100	20%	40	**71%**	140	197	2%	3	27%	50	54%	101	18%	34	**72%**	135	188
Male	5%	5	44%	47	42%	45	10%	11	**52%**	56	108	4%	5	41%	48	44%	52	11%	13	**55%**	65	118
Female	1%	1	21%	25	54%	64	24%	29	**78%**	93	119	0%	0	18%	18	59%	58	23%	23	**82%**	81	99
Top 30%	0%	0	0%	0	41%	28	59%	40	**100%**	68	68	0%	0	0%	0	45%	29	55%	36	**100%**	65	65
Bottom 30%	9%	6	91%	62	0%	0	0%	0	**0%**	0	68	8%	5	92%	60	0%	0	0%	0	**0%**	0	65
State									**52%**											**53%**		



Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

West Middle School: A Data Picture of Our School 2013-14

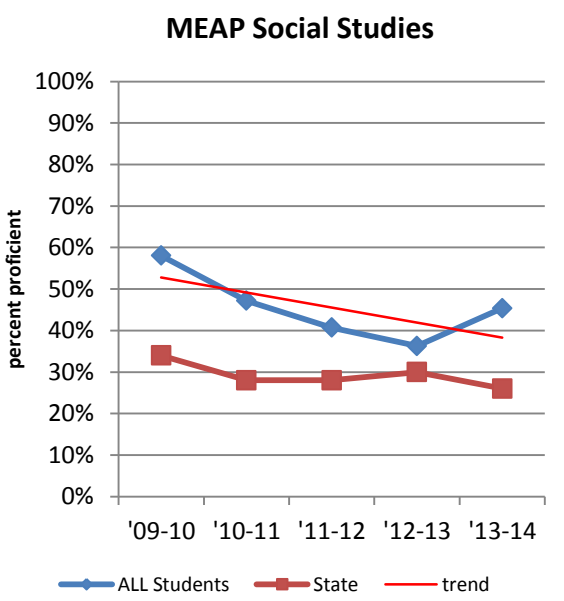
Student Achievement Results: MEAP Social Studies Data (grade 6)

Indicator: Number and Percent of Students Not Proficient, Partially Proficient, Proficient, and Advanced on MEAP Social Studies

	2009-10											2010-11										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	3%	7	39%	92	40%	95	18%	42	**58%**	137	236	6%	12	47%	91	43%	83	5%	9	**47%**	92	195
Asian	0%	0	37%	11	43%	13	20%	6	**63%**	19	30	5%	1	32%	6	58%	11	5%	1	**63%**	12	19
Black	6%	1	88%	14	6%	1	0%	0	**6%**	1	16	0%	0	33%	1	67%	2	0%	0	**67%**	2	3
Hispanic	0%	0	50%	4	50%	4	0%	0	**50%**	4	8	11%	1	56%	5	33%	3	0%	0	**33%**	3	9
2/More Races	0%	0	0%	0	0%	0	0%	0	**0%**	0	0	0%	0	67%	6	33%	3	0%	0	**33%**	3	9
White	3%	6	35%	63	42%	76	20%	36	**62%**	112	181	6%	10	47%	73	41%	64	5%	8	**46%**	72	155
Disabilities	16%	3	58%	11	21%	4	5%	1	**26%**	5	19	29%	4	57%	8	14%	2	0%	0	**14%**	2	14
w/o Disab.	2%	4	37%	81	42%	91	19%	41	**61%**	132	217	4%	8	46%	83	45%	81	5%	9	**50%**	90	181
F/R Lunch	11%	3	48%	13	37%	10	4%	1	**41%**	11	27	7%	2	79%	23	14%	4	0%	0	**14%**	4	29
not F/R Lunch	2%	4	38%	79	41%	85	20%	41	**60%**	126	209	6%	10	41%	68	48%	79	5%	9	**53%**	88	166
Male	1%	1	38%	49	40%	52	21%	27	**61%**	79	129	4%	4	44%	42	45%	43	6%	6	**52%**	49	95
Female	6%	6	40%	43	40%	43	14%	15	**54%**	58	107	8%	8	49%	49	40%	40	3%	3	**43%**	43	100
Top 30%	0%	0	0%	0	41%	29	59%	42	**100%**	71	71	0%	0	0%	0	85%	50	15%	9	**100%**	59	59
Bottom 30%	10%	7	90%	64	0%	0	0%	0	**0%**	0	71	20%	12	80%	47	0%	0	0%	0	**0%**	0	59
State									**34%**											**28%**		

	2011-12											2012-13										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%	#	#
ALL Students	6%	14	53%	120	37%	84	4%	8	**41%**	92	226	16%	36	48%	108	31%	69	6%	13	**36%**	82	226
Asian	0%	0	59%	16	37%	10	4%	1	**41%**	11	27	12%	2	65%	11	12%	2	12%	2	**24%**	4	17
Black	44%	4	44%	4	11%	1	0%	0	**11%**	1	9	37%	7	42%	8	21%	4	0%	0	**21%**	4	19
Hispanic	0%	0	50%	5	40%	4	10%	1	**50%**	5	10	13%	1	75%	6	13%	1	0%	0	**13%**	1	8
2/More Races	17%	2	67%	8	8%	1	8%	1	**17%**	2	12	25%	3	42%	5	33%	4	0%	0	**33%**	4	12
White	5%	8	51%	85	41%	68	3%	5	**44%**	73	166	13%	22	46%	78	34%	58	7%	11	**41%**	69	169
Disabilities	47%	9	42%	8	5%	1	5%	1	**11%**	2	19	46%	13	46%	13	4%	1	4%	1	**7%**	2	28
w/o Disab.	2%	5	54%	112	40%	83	3%	7	**43%**	90	207	12%	23	48%	95	34%	68	6%	12	**40%**	80	198
F/R Lunch	14%	5	64%	23	22%	8	0%	0	**22%**	8	36	28%	11	56%	22	15%	6	0%	0	**15%**	6	39
not F/R Lunch	5%	9	51%	97	40%	76	4%	8	**44%**	84	190	13%	25	46%	86	34%	63	7%	13	**41%**	76	187
Male	6%	6	49%	52	41%	44	5%	5	**46%**	49	107	16%	20	50%	62	27%	33	7%	8	**33%**	41	123
Female	7%	8	57%	68	34%	40	3%	3	**36%**	43	119	16%	16	45%	46	35%	36	5%	5	**40%**	41	103
Top 30%	0%	0	0%	0	88%	60	12%	8	**100%**	68	68	0%	0	0%	0	81%	55	19%	13	**100%**	68	68
Bottom 30%	21%	14	79%	54	0%	0	0%	0	**0%**	0	68	53%	36	47%	32	0%	0	0%	0	**0%**	0	68
State									**28%**											**30%**		

	2013-14										
	Not Prof.		Part. Prof.		Prof.		Adv.		Prof./Adv.		total
	4		3		2		1		1 & 2		tested
	%	#	%	#	%	#	%	#	%	#	#
ALL Students	9%	20	46%	104	38%	86	7%	17	**45%**	103	227
Asian	5%	1	45%	9	45%	9	5%	1	**50%**	10	20
Black	33%	3	56%	5	11%	1	0%	0	**11%**	1	9
Hispanic	8%	1	54%	7	38%	5	0%	0	**38%**	5	13
2/More Races	13%	1	63%	5	25%	2	0%	0	**25%**	2	8
White	8%	14	44%	77	39%	69	9%	16	**48%**	85	176
Disabilities	38%	5	54%	7	8%	1	0%	0	**8%**	1	13
w/o Disab.	7%	15	45%	97	40%	85	8%	17	**48%**	102	214
F/R Lunch	19%	7	58%	21	22%	8	0%	0	**22%**	8	36
not F/R Lunch	7%	13	43%	83	41%	78	9%	17	**50%**	95	191
Male	12%	14	45%	54	36%	44	7%	9	**44%**	53	121
Female	6%	6	47%	50	40%	42	8%	8	**47%**	50	106
Top 30%	0%	0	0%	0	75%	51	25%	17	**100%**	68	68
Bottom 30%	29%	20	71%	48	0%	0	0%	0	**0%**	0	68
State									**26%**		



Facts About Our Data: New MEAP cut scores applied to all years. Data from MI School Data.

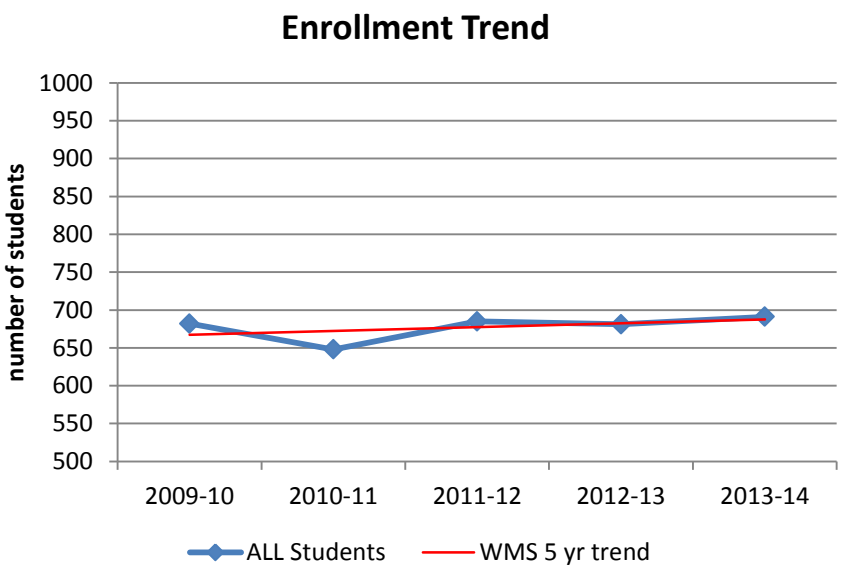
Portage West Middle School: A Data Picture of Our School 2013-14

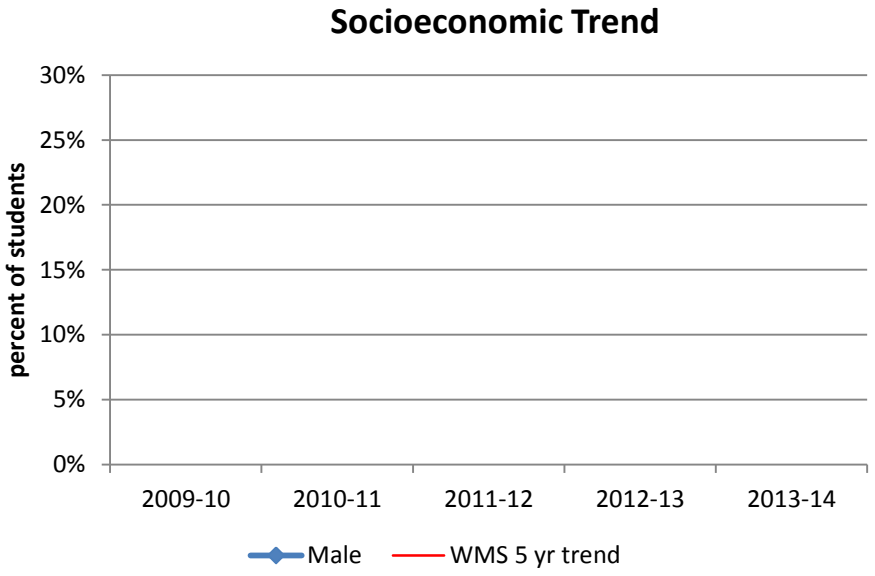
Student Achievement Results: Enrollment Data

Indicator: School Enrollment percentage of population and number of students enrolled

	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 PPS
ALL Students	682	648	685	681	691	9110
Asian	9%	9%	12%	10%	10%	8%
Black	6%	3%	4%	6%	7%	9%
Hispanic	3%	4%	5%	4%	3%	4%
Other	<1%	<1%	1%	<1%	1%	1%
White	81%	79%	73%	73%	79%	79%
Disabilities	6%	6%	7%	9%	8%	9%
F/R Lunch	12%	12%	15%	16%	17%	24%
Male	50%	52%	51%	50%	52%	51%
Female	50%	48%	49%	50%	48%	49%

	2009-10	2010-11	2011-12	2012-13	2013-14
6th Grade	239	197	228	229	229
7th Grade	211	245	207	237	225
8th Grade	231	206	250	215	237





Facts About Our Data: MiSchool Data, DDA - WMS, active students

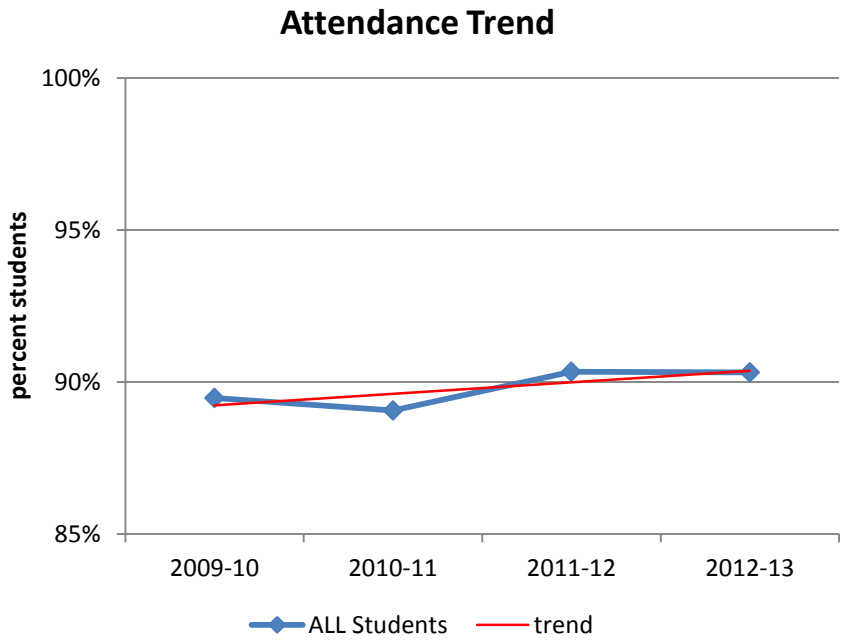
Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: Attendance Data

Indicator: School Attendance percentage by subgroup and grade

	2009-10	2010-11	2011-12	2012-13
ALL Students	89.47%	89.06%	90.33%	90.31%
Asian	90%	91%	88%	90%
Black	93%	89%	91%	90%
Hispanic	91%	89%	92%	91%
White	89%	89%	90%	90%
Disabilities	88%	89%	87%	88%
F/R Lunch	90%	89%	90%	91%
Male	89%	89%	91%	91%
Female	90%	89%	90%	89%

	2009-10	2010-11	2011-12	2012-13
6th Grade	91%	91%	91%	89%
7th Grade	90%	89%	90%	91%
8th Grade	87%	88%	90%	90%



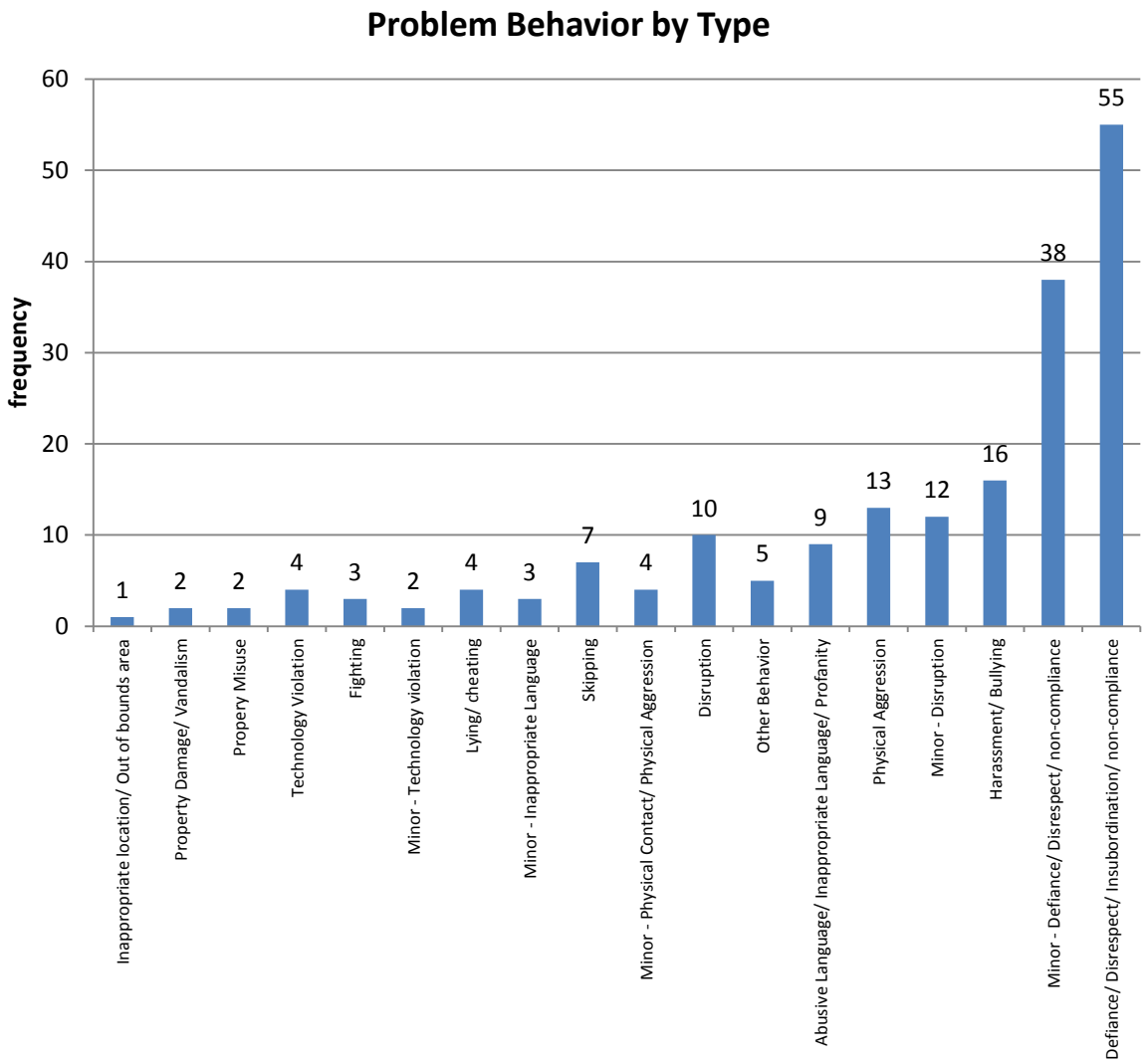
Facts About Our Data: MI School Data

Portage West Middle School: A Data Picture of Our School 2013-14

Problem Behavior

Indicator: Problem Behavior referrals by type, location, month

Behavior	frequency
Inappropriate location/ Out of bounds area	1
Property Damage/ Vandalism	2
Propery Misuse	2
Technology Violation	4
Fighting	3
Minor - Technology violation	2
Lying/ cheating	4
Minor - Inappropriate Language	3
Skipping	7
Minor - Physical Contact/ Physical Aggression	4
Disruption	10
Other Behavior	5
Abusive Language/ Inappropriate Language/ Profanity	9
Physical Aggression	13
Minor - Disruption	12
Harassment/ Bullying	16
Minor - Defiance/ Disrespect/ non-compliance	38
Defiance/ Disrespect/ Insubordination/ non-compliance	55
Total	190



Facts About Our Data: DDA - WMS, active students, only 2012-13 school year data available

Portage West Middle School: A Data Picture of Our School 2013-14

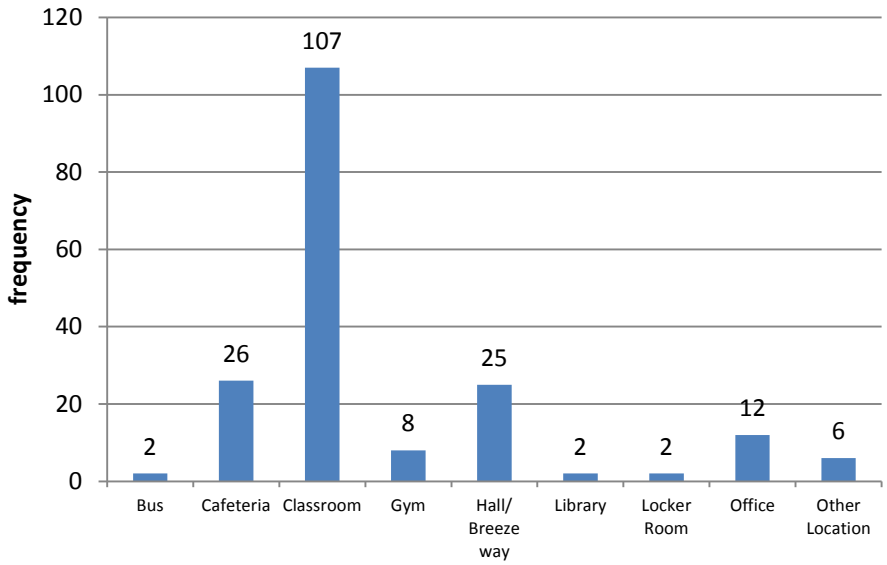
Problem Behavior

Indicator: Problem Behavior referrals by type, location, month

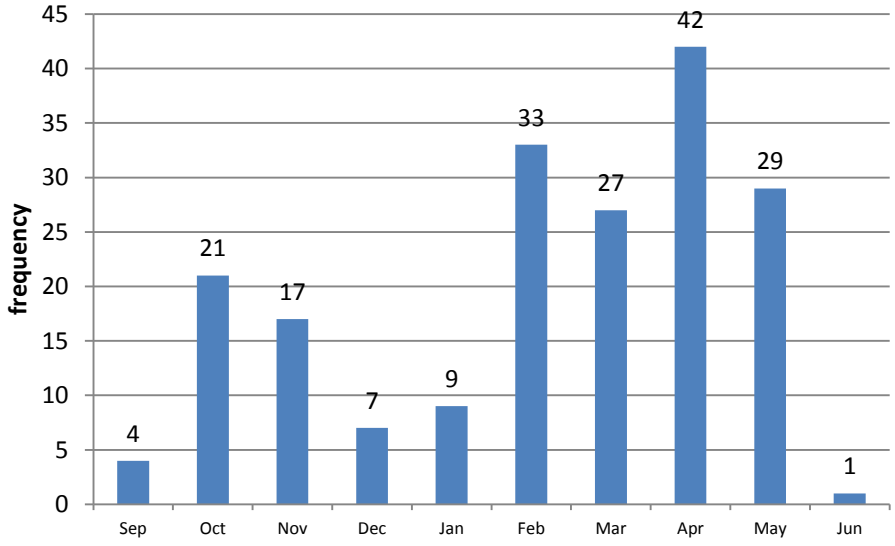
Location	frequency
Bus	2
Cafeteria	26
Classroom	107
Gym	8
Hall/ Breeze way	25
Library	2
Locker Room	2
Office	12
Other Location	6

Month	frequency
Sep	4
Oct	21
Nov	17
Dec	7
Jan	9
Feb	33
Mar	27
Apr	42
May	29
Jun	1

Problem Behavior by Location



Problem Behavior by Month



Facts About Our Data: DDA - WMS, active students, only 2012-13 school year data available

Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: Marking Period Grade Trends

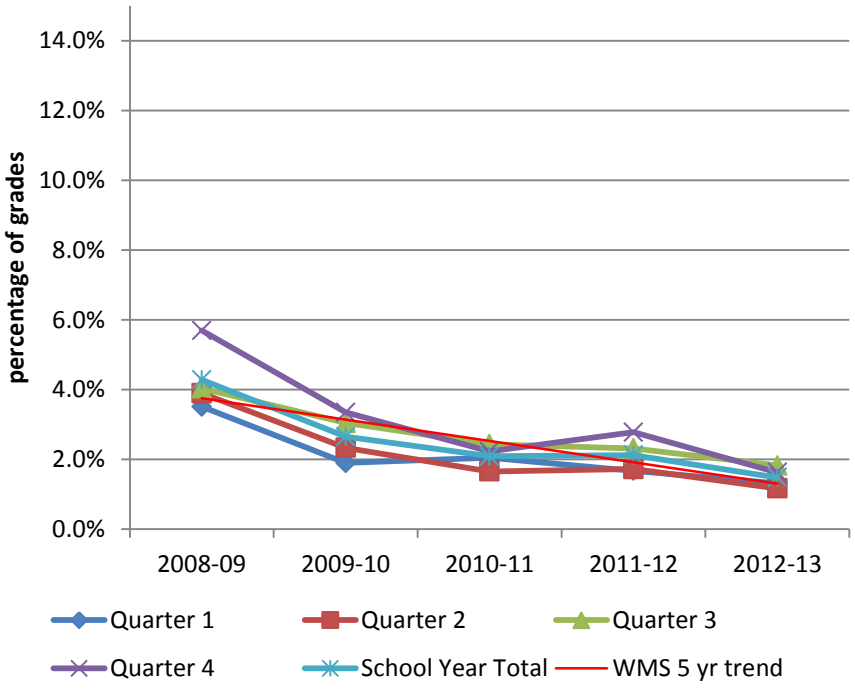
Indicator: Percentage of Quarterly Marking Period Grades below 70%

	2008-09	2009-10	2010-11	2011-12	2012-13
Quarter 1	3.5%	1.9%	2.0%	1.7%	1.3%
Quarter 2	3.9%	2.3%	1.7%	1.7%	1.2%
Quarter 3	4.0%	3.0%	2.4%	2.3%	1.8%
Quarter 4	5.7%	3.3%	2.2%	2.8%	1.6%
School Year Total	4.3%	2.7%	2.1%	2.1%	1.5%

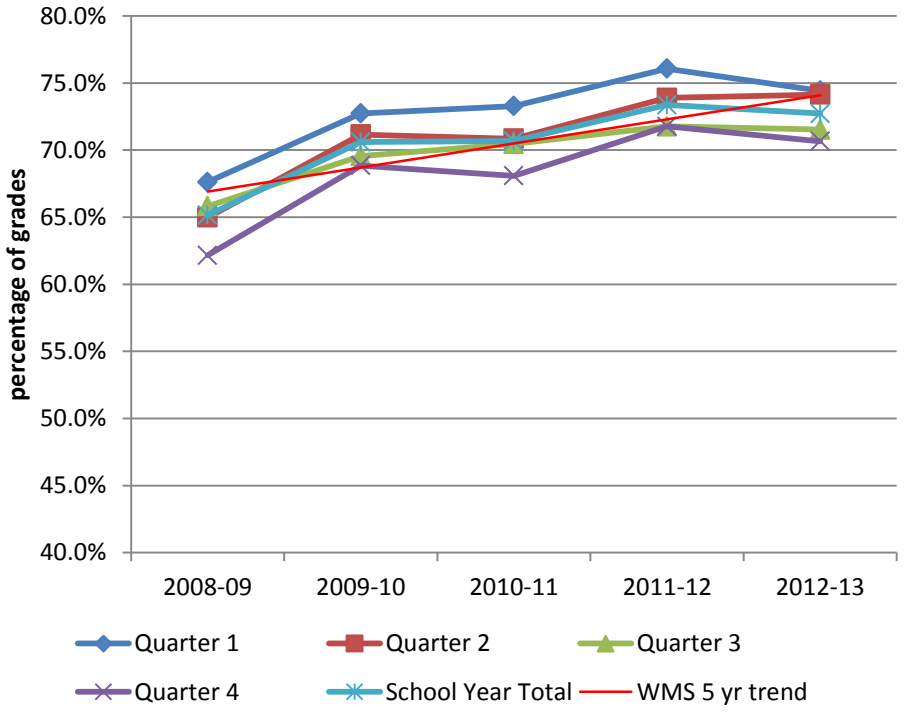
Indicator: Percentage of Quarterly Marking Period Grades above 90%

	2008-09	2009-10	2010-11	2011-12	2012-13
Quarter 1	67.6%	72.7%	73.3%	76.1%	74.4%
Quarter 2	65.0%	71.2%	70.8%	73.9%	74.1%
Quarter 3	65.8%	69.6%	70.5%	71.8%	71.5%
Quarter 4	62.2%	68.8%	68.1%	71.8%	70.7%
School Year Total	65.1%	70.6%	70.7%	73.4%	72.7%

Percentage of Grades below 70%



Percentage of Grades above 90%



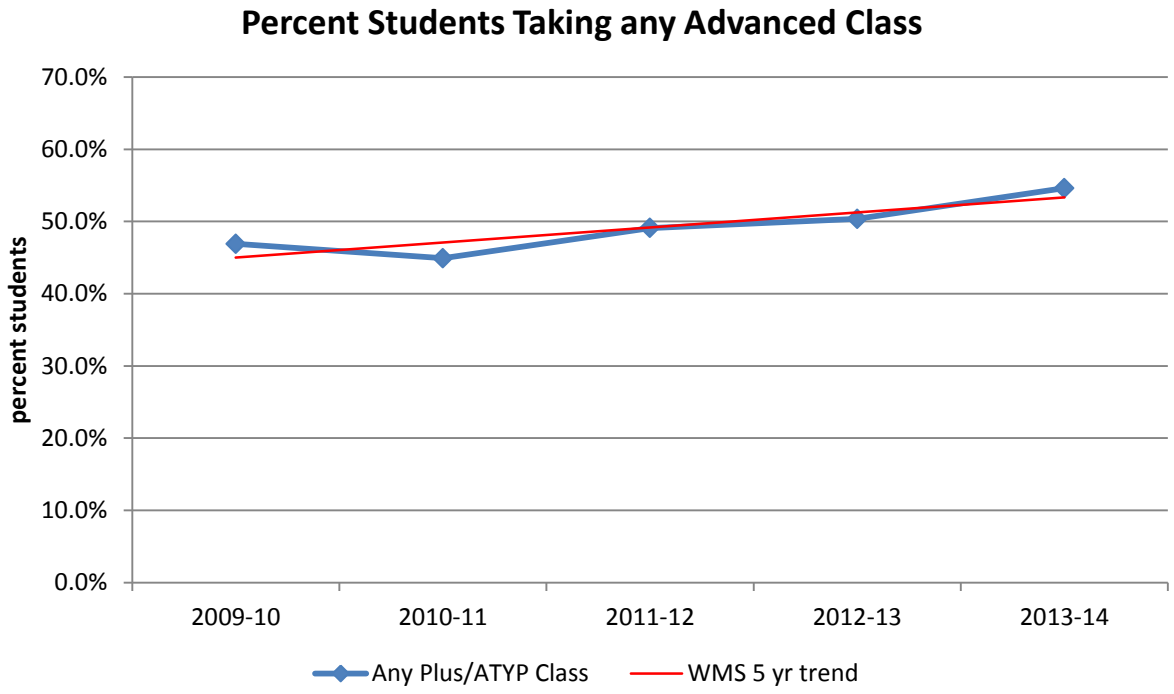
Facts About Our Data: DDA: WMS, Active students

Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: Students taking Advanced classes

Indicator: Percentage of Total Students taking Advanced Classes

	2009-10	2010-11	2011-12	2012-13	2013-14
Math Plus	24.8%	23.6%	27.1%	30.6%	32.9%
ELA Plus	39.3%	37.5%	42.2%	44.5%	42.8%
ATYP	3.4%	3.8%	7.0%	1.8%	2.3%
Any Plus/ATYP Class	46.9%	44.9%	49.1%	50.4%	54.6%



Facts About Our Data: DDA: WMS, Active students

Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: Extracurricular Activity Participation

**To be completed

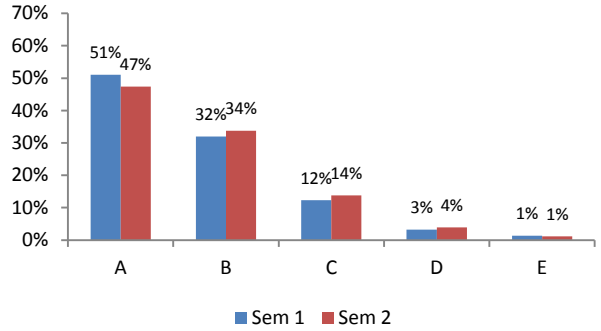
Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: High School Transition/Grade Distribution All Classes

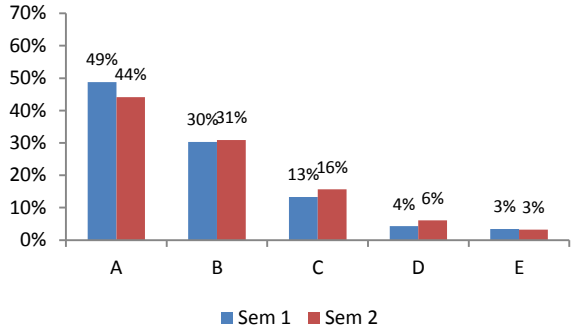
Indicator: Overall grade distribution for former West Middle School students across all 9th grade courses

% of total grades:	9th grader in:									
	2008-09		2009-10		2010-11		2011-12		2012-13	
Grade	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
A	51%	47%	49%	44%	56%	53%	51%	49%	56%	56%
B	32%	34%	30%	31%	30%	30%	32%	31%	26%	23%
C	12%	14%	13%	16%	10%	11%	12%	14%	12%	12%
D	3%	4%	4%	6%	2%	3%	3%	4%	3%	5%
E	1%	1%	3%	3%	2%	2%	3%	3%	3%	4%

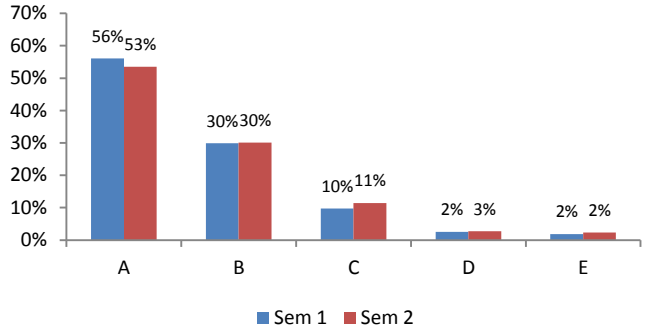
HS Grade Distribution for 2008-09 9th Graders



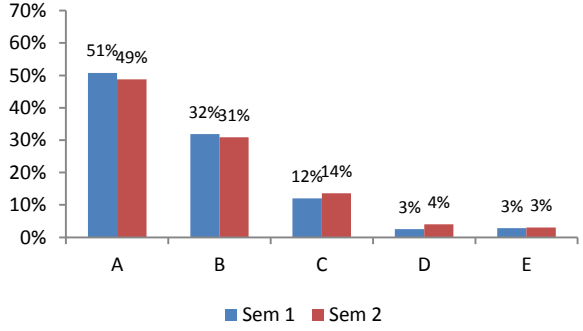
HS Grade Distribution for 2009-10 9th Graders



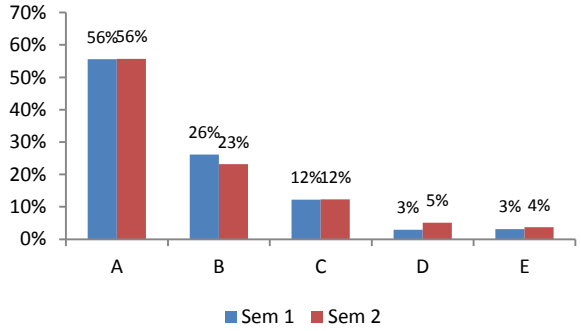
HS Grade Distribution for 2010-11 9th Graders



HS Grade Distribution for 2011-12 9th Graders



HS Grade Distribution for 2012-13 9th Graders



Facts About Our Data: DDA: WMS, Active students

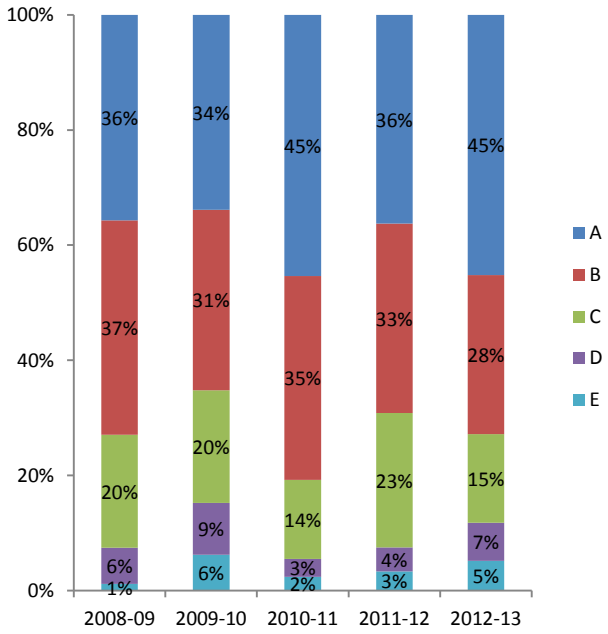
Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: High School Transition/Grade Distribution Core Classes

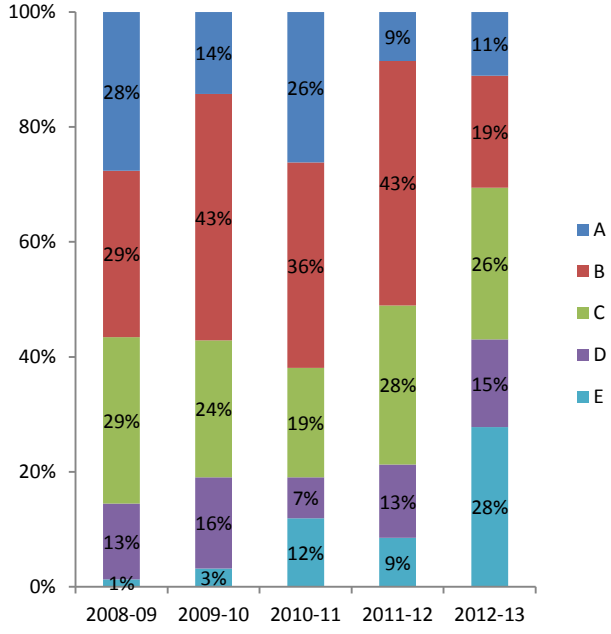
Indicator: Overall grade distribution for former West Middle School students across 9th grade math courses

% of total grades:	Algebra 1					Algebra 1A/1B					Geometry				
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13
A	36%	34%	45%	36%	45%	28%	14%	26%	9%	11%	74%	73%	69%	81%	77%
B	37%	31%	35%	33%	28%	29%	43%	36%	43%	19%	19%	21%	25%	16%	18%
C	20%	20%	14%	23%	15%	29%	24%	19%	28%	26%	6%	6%	6%	3%	3%
D	6%	9%	3%	4%	7%	13%	16%	7%	13%	15%	1%	0%	0%	0%	1%
E	1%	6%	2%	3%	5%	1%	3%	12%	9%	28%	0%	0%	0%	0%	1%

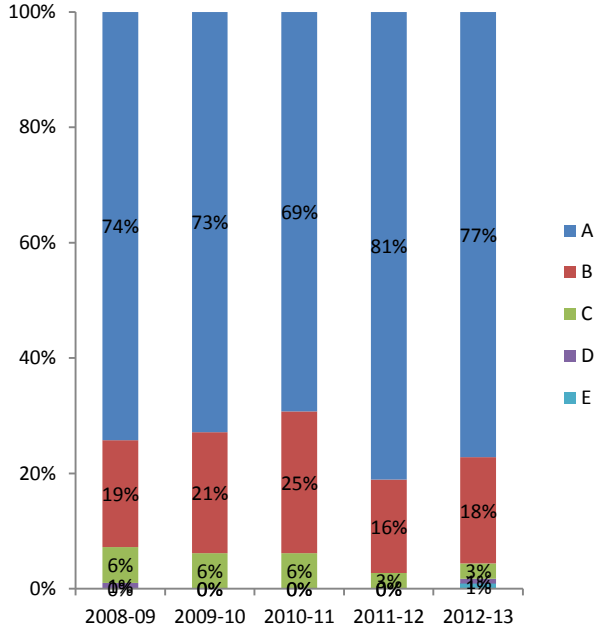
Algebra 1 Grade Distribution



Algebra 1A/1B Grade Distribution



Geometry Grade Distribution



Facts About Our Data: DDA: WMS, Active students

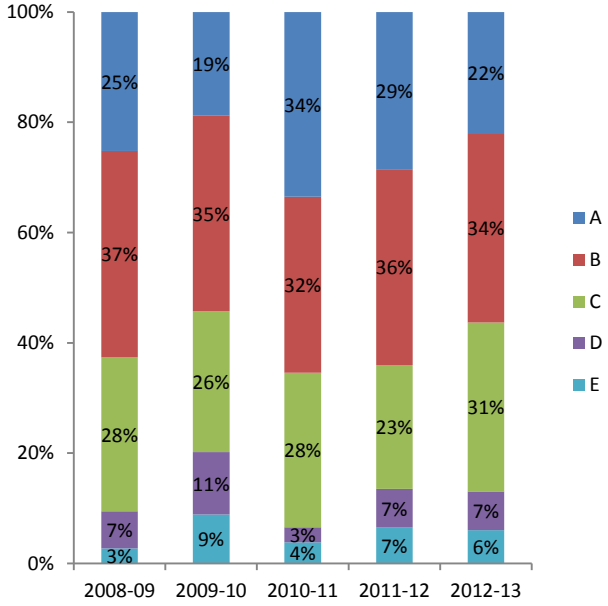
Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: High School Transition/Grade Distribution Core Classes

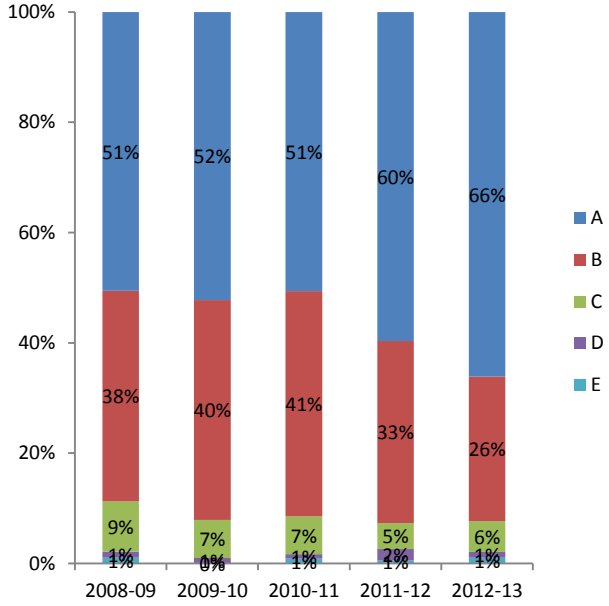
Indicator: Overall grade distribution for former West Middle School students across 9th grade English courses

% of total grades:	English 9					Honors English 9				
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13
A	25%	19%	34%	29%	22%	51%	52%	51%	60%	66%
B	37%	35%	32%	36%	34%	38%	40%	41%	33%	26%
C	28%	26%	28%	23%	31%	9%	7%	7%	5%	6%
D	7%	11%	3%	7%	7%	1%	1%	1%	2%	1%
E	3%	9%	4%	7%	6%	1%	0%	1%	1%	1%

English 9 Grade Distribution



Honors English 9 Grade Distribution



Facts About Our Data: DDA: WMS, Active students

Portage West Middle School: A Data Picture of Our School 2013-14

Student Achievement Results: School Report Cards/Rankings

Report	Source	% Rank	Grade	Status
Michigan Top to Bottom Ranking (2011-12)[1]	MDE	94 - Reward		
Education YES! (2011-12)[2]	MDE		B	
AYP (2011-12)[3]	MDE			**Made AYP**: Met 22 of 22 Participation and Proficiency Targets
Michigan Top to Bottom Ranking (2012-13)[1]	MDE	85		
Michigan Accountability Scorecard[4] **(2012-13)**	MDE			Yellow (76.8% of points possible)

Portage West Middle School: A Data Picture of Our School

[1]Michigan Top to Bottom Ranking Criteria

from: https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/TopToBottomRanking/TopToBottomRankingList.aspx

The **Top to Bottom** methodology gives an overall ranking to schools by using several different achievement-related measures in mathematics, reading, science, social studies, and writing.

These rankings tell us how a school is doing relative to other schools throughout the state on:

Student Achievement: Proficiency is averaged over two years. Z-scores are calculated for the student level and the school level. Student level z-scores measure where an individual student's score lies compared to other student scores in the same grade level taking the same test (ex. 4th grade MEAP math). School level z-scores compare a school's two year average score to other similar schools' scores in the same content area.

Improvement in Student Achievement: Performance level change (year-over-year) is used for math and reading in grades 4-8. A four year achievement slope is used in content areas other than reading and for all content areas at the high school level.

Student Achievement Gaps: Achievement gap is calculated by subtracting the top 30% of z-scores from the bottom 30% of z-scores. Identifying schools with high achievement gaps is a critical step toward Michigan achieving its overriding goal of closing the achievement gap within schools and reducing the achievement gap statewide. Additionally, identifying schools with low achievement and/or high achievement gaps allows schools to target their resources to areas that need the most improvement.

The **Top to Bottom** methodology is also used to generate federally required lists **of Priority Schools, Focus Schools,** and **Reward Schools**:

Priority Schools are schools identified in the lowest five percent of the statewide rankings.

Focus Schools consist of the 10 percent of schools on the Top-to-Bottom list with the largest achievement gaps between its top 30 percent of students and its bottom 30 percent, based on average scale score.

Reward Schools consist of schools that made AYP and were identified in one of three ways:
1) Top five percent of schools on the Top-to-Bottom list,
2) Top five percent of schools making the greatest gains in achievement (improvement metric), or
3) "Beating the Odds."

Z-score Definitions:

Z-score: a standardized measure that helps you compare individual student (or school) data to state average data. A Z-score of 0 means the measure is at the state average. A Z-score of 1 means you are one standard deviation above the state average. Negative Z-scores denote a value below the state average.

Student-level z-score: A z-score calculated using student scores from the same test.

School-level z-score: A z-score calculated using scores from the same content area for similar schools.

Overall Index Calculation:

Each content area has a weighted index calculated from the three components (student achievement, improvement in student achievement, and student achievement gaps). The weighted index is compared with other similar schools in the same content area and a content area z-score is calculated.

A school-level weighted index is created using all content areas for which a z-score was calculated. The content area weights are divided equally amongst the number of content areas present in a school's ranking calculations.

Finally, the school-level index is standardized with all other calculated school indices. A final z-score is calculated and ranked into an overall percentile rank.

Components within content areas are weighted 50% achievement, 25% improvement, and 25% gap except where a school's 2-year achievement average is 90% or greater. In these cases the weighting is 67% achievement and 33% gap. The improvement component is not used in these cases.

Portage West Middle School: A Data Picture of Our School

[2]Education YES!

From: https://baa.state.mi.us/ayp/Docs/GuideToReadingSchoolReportCards.pdf

Education YES! includes a set of measures that looks at school performance and student achievement in multiple ways. Measures of student achievement in Michigan's school accreditation system include:

Achievement status to measure how well a school is doing in educating its students.
Achievement change to measure whether student achievement is improving or declining.
Indicators of School Performance to measure investments that schools are making in improved student achievement, based on indicators that come from research and best practice.

Achievement Status

Achievement status is measured in reading and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME).

The method of computing achievement status uses students' scale scores on the Michigan Educational Assessment Program, as weighted by the performance level or category (1, 2, 3, or 4) assigned to each student's score. Scale score values at the chance level are substituted for values below the chance level because values below that point do not have valid information about the student's performance.

The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the MEAP assessments.

Achievement Change

Achievement change uses up to five years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act (NCLB). The change score and grade are derived from the average of up to three calculations of improvement rates (slopes) using the school's MEAP data. Scores from MEAP assessments that are not comparable will not be placed on the same trend line

Indicators of School Performance

Education YES! provides both a snapshot of current school performance and a roadmap for educators, supplying feedback and direction to assist them on a path of meaningful change. Michigan replaced the original 11 performance indicators with Indicators that are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the greatest effect on student achievement.

The Composite Grade

Scores on all three components of *Education YES!* have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 50-59 F. Grades of D and F are not used for the school's composite grade, where the labels D/Alert and Unaccredited are used.

Component	**Point Value**
School Performance Indicators	33
Achievement Status	34
Achievement Change	33
Total	100

Portage West Middle School: A Data Picture of Our School

[3]Adequate Yearly Progress (AYP)

From: https://baa.state.mi.us/ayp/Docs/GuideToReadingSchoolReportCards.pdf

The No Child Left Behind (NCLB) Act of 2001 requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics, or show improvement in student achievement (Safe Harbor). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup.

In addition, the school must meet or exceed the other academic indicators set by the state:

graduation rate for high schools of 80% and
attendance rate for elementary and middle schools of 90%.

These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group. The group size is the same for the school, school district and the state as a whole.

The subgroups are:

- Major Racial/Ethnic Groups (Black or African American, American Indian or Alaska Native, Asian American, Native Hawaiian or other Pacific Islander, Hispanic or Latino, White, Multiracial)
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Shared Educational Entity students (district-level only)

2011-12 AYP Proficiency Targets

Grade	Reading	Mathematics
3rd	47%	17%
4th	48%	20%
5th	50%	18%
6th	43%	14%
7th	34%	14%
8th	39%	10%
11th	33%	8%

Portage West Middle School: A Data Picture of Our School

[4]Accountability Scorecard

From:
https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/AccountabilityScorecard/AccountabilityScorecard.aspx

The Accountability Scorecard report shows federally required school and district accountability ratings under the No Child Left Behind Act of 2001 (NCLB). Michigan received a waiver from the U.S. Department of Education in 2012 that allowed for the development of a new reporting system for school performance. The new Michigan School Accountability Scorecards incorporate many of the same student achievement measures used for determining Adequate Yearly Progress (AYP) as well as a few new measures.

The data are important because they represent the official determination of school status. Up to five components make up a School or District Accountability Scorecard:

- Student participation on state assessments;
- Student proficiency on state assessments;
- Student graduation OR attendance rates;
- Educator effectiveness label reporting and teacher/student data link reporting rates; and
- School Improvement Plan reporting and school diagnostic reporting.

Scorecards use a color coding system in place of an AYP status. In order of highest color to lowest, they are: Green, Lime, Yellow, Orange, and Red. Colors are based on meeting targets in the different Scorecard components. Missing targets in some components will automatically lower the overall Scorecard color even if the school or district is meeting all other targets.

A three color coding scheme is used for proficiency, attendance, and graduation. Green represents meeting a specific target, yellow represents meeting an improvement target, and red represents not meeting the target nor improvement target.

A two color coding scheme is used for educator evaluations, compliance factors, and participation. Green represents meeting the component requirements, and red represents not meeting the component requirements

Portage West Middle School: A Data Picture of Our School

ACT College Readiness Benchmarks

ACT's College Readiness Benchmark Scores				
	English	**Math**	**Reading**	**Science**
ACT (11th grade)	18	22	22*	23*
PLAN (10th grade)	15	19	17	21
EXPLORE (8th grade)	13	17	16*	18*

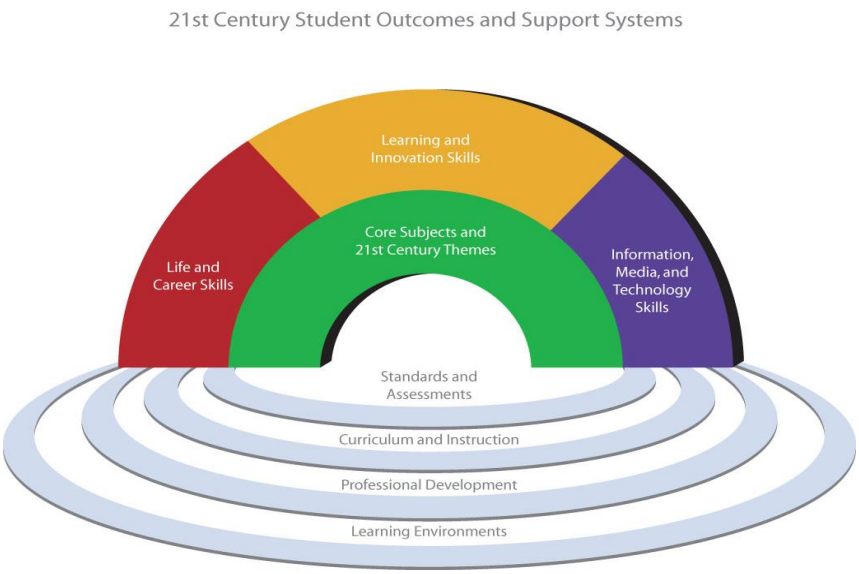
*** new for 2013**

The ACT College Readiness Benchmark is the minimum score required on that multiple-choice ACT test—English, Math, Reading, or Science—for a student to have a high probability of success in a related first-year, credit-bearing college course: English Composition, College Algebra, a social science course, or Biology. A student who meets a Benchmark has approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding course.

The College Readiness Benchmark Scores for EXPLORE and PLAN have been developed to indicate a student's probable readiness for entry-level college coursework by the time the student graduates from high school.

Portage West Middle School: A Data Picture of Our School

21st Century Skills



CORE SUBJECTS AND 21st CENTURY THEMES

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

Portage West Middle School: A Data Picture of Our School

21st Century Skills (cont.)

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION

Think Creatively

• Use a wide range of idea creation techniques (such as brainstorming)
• Create new and worthwhile ideas (both incremental and radical concepts)
• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

• Develop, implement and communicate new ideas to others effectively
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

• Effectively analyze and evaluate evidence, arguments, claims and beliefs
• Analyze and evaluate major alternative points of view
• Synthesize and make connections between information and arguments
• Interpret information and draw conclusions based on the best analysis
• Reflect critically on learning experiences and processes

Solve Problems

• Solve different kinds of non-familiar problems in both conventional and innovative ways
• Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION AND COLLABORATION

Communicate Clearly

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
• Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Portage West Middle School: A Data Picture of Our School

21st Century Skills (cont.)

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY

Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

MEDIA LITERACY

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Portage West Middle School: A Data Picture of Our School

21st Century Skills (cont.)

LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

• Adapt to varied roles, jobs responsibilities, schedules and contexts
• Work effectively in a climate of ambiguity and changing priorities

Be Flexible

• Incorporate feedback effectively
• Deal positively with praise, setbacks and criticism
• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

• Set goals with tangible and intangible success criteria
• Balance tactical (short-term) and strategic (long-term) goals
• Utilize time and manage workload efficiently

Work Independently

• Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

• Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
• Demonstrate initiative to advance skill levels towards a professional level
• Demonstrate commitment to learning as a lifelong process
• Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

• Know when it is appropriate to listen and when to speak
• Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
• Respond open-mindedly to different ideas and values
• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan and manage work to achieve the intended result

Produce Results

• Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

• Use interpersonal and problem-solving skills to influence and guide others toward a goal
• Leverage strengths of others to accomplish a common goal
• Inspire others to reach their very best via example and selflessness
• Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

• Act responsibly with the interests of the larger community in mind

Portage West Middle School: A Data Picture of Our School

21st Century Skills (cont.)

21st CENTURY SUPPORT SYSTEMS

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21st Century Standards

- Focus on 21st century skills, content knowledge and expertise
- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

Assessment of 21st Century Skills

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

21st Century Learning Environments

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

from: **Framework for 21st Century Learning**, http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework

STRAND I: Teaching for learning

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

Standard 1: Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Benchmark A: Aligned, Reviewed & Monitored				
School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, GLCE, AUEN, ISTE, EGLCE, HSCE, HSGR, METS, etc.).				
1. Curriculum Document(s)	**2. Standards Alignment**	**3. Articulated Design**	**4. Curriculum Review**	**5. Inclusive**
The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.	The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.	The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.	The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.	The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

Benchmark B: Communicated		
School/district curriculum is provided to staff, students, and parents in a manner that they can understand.		
1. Staff	**2. Students**	**3. Parents**
Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.	The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.	Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

Standard 2: Instruction

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

Benchmark A: Planning		
Processes used to plan, monitor, reflect and refine instruction that support high expectations for all students.		
1. Content Appropriateness	**2. Developmental Appropriateness**	**3. Reflection and Refinement**
The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.	Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.	A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Benchmark B: Delivery		
Instructional practices are used to facilitate student learning.		
1. Delivered Curriculum	**2. Best Practice**	**3. Student Engagement**
The school assures that students have the supports they need to meet the required standards. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction and assessments to meet its students' diverse and changing needs.	There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.	School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

Standard 3: Assessment

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Benchmark A: Aligned to Curriculum and Instruction		
Student assessments are aligned to the school's curricula and instruction.		
1. Alignment/Content Validity	**2. Consistency/Reliability**	**3. Multiple Measures**
Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition).	Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.	The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.
Benchmark B: Data Reporting and Use		
Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.		
1. Reporting	**2. Informs Curriculum and Instruction**	**3. Meets Student Needs**
The school believes in open communication about student achievement. Assessment results based upon the benchmarks are provided to teachers, students and parents. The results are kep current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.	The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.	All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Strand II: Leadership

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

Standard 1: Instructional Leadership

School leaders create and sustain a context for learning that puts students' learning first.

Benchmark A: Educational Program						
School leaders are knowledgeable about the school's educational programs and act on this knowledge.						
1. Knowledge of Curriculum, Instruction and Assessment	**2. Knowledge and Use of Data**	**3. Technology**	**4. Knowledge of Student Development and Learning**	**5. Knowledge of Adult Learning**	**6. Change Agent**	**7. Focus on Student Results**
School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction or assessment.	School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.	School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.	The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery and assessment.	School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.	School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.	School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Benchmark B: Instructional Support				
School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.				
1. Monitoring	**2. Coaching & Facilitating**	**3. Evaluation**	**4. Clear Expectations**	**5. Collaboration and Communication**
School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.	School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.	School leaders design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to assure that the plan incorporates goals toward increased effectiveness in teaching for learning.	School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.	School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Standard 2: Shared Leadership

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

Benchmark A: School Culture & Climate					
Staff creates an environment conducive to effective teaching and learning.					
1. Safe and Orderly	**2. Learning Focused**	**3. Inclusive and Equitable**	**4. Collaborative Inquiry**	**5. Data-Driven Culture**	**6. Collaborative Decision-Making Process**
The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.	All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.	Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.	A spirit of collaboration, inquiry, risk-taking and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement including teacher development and student outcomes.	All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school and classroom assessments.	Membership on the school improvement committees is a common expectation for all teachers, administrators and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

Benchmark B: Continuous Improvement			
Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.			
1. Shared Vision and Mission	**2. Results-Focused Plan**	**3. Implemented**	**4. Monitored**
The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.	The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.	The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.	Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Standard 3: Operational and Resource Management

School leaders organize and manage the school to support teaching and learning.

Benchmark A: Resource Allocation				
School leaders allocate resources in alignment with the vision, mission and educational goals of the school.				
1. Human Resources	**2. Fiscal**	**3. Equipment and Materials**	**4. Time**	**5. Space**
The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.	School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.	Decisions regarding equipment and materials are made by the individuals who use them. These committees base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.	Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.	There is school-wide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

Benchmark B: Operational Management		
School leaders develop, implement and/or monitor policies and procedures for the operation of the school.		
1. State and Federal	**2. District**	**3. School**
School leaders assure that state and federal mandates are adhered to, updated and communicated to all stakeholders.	School leaders collectively assure that all new and existing Board and district level policies are adhered to and/or implemented.	School leaders assure that school policies and procedures are adhered to, updated and communicated to all stakeholders.

Strand III: Personnel & Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

Standard 1: Personnel Qualifications

School/district staff qualifications, knowledge and skills support student learning.

Benchmark A: Requirements	
Staff meet requirements for the position held.	
1. Certification / Requirements	**2. NCLB (Highly Qualified)**
The qualifications of the faculty and staff meet or exceed the state and district certification requirements in the content areas and the instructional levels. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals.	The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Benchmark B: Skills, knowledge and dispositions					
Staff has the professional skills to be effective in their positions.					
1. Content Knowledge	**2. Communication**	**3. School/ Classroom Management**	**4. Collaboration**	**5. Student-Centered**	**6. Technology**
Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.	All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.	All staff agree that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan which has been developed with extensive input from stakeholders.	Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.	Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests and cultural backgrounds.	All staff are skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

Standard 2: Professional Learning

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Benchmark A: Collaboration	
Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.	
1. Staff Participates in Learning Teams	**2. Staff Collaboratively Analyze Student Work**
Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	Staff continuously collaborate to adjust instruction based on on-going student performance.

Benchmark B: Content and Pedagogy		
Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.		
1. Uses Best Practices	**2. Applies Curriculum Content**	**3. Induction / Mentoring / Coaching**
Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.	Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.	To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Benchmark C: Alignment		
School/district professional development is needs-based, aligned, job-embedded, and results-driven.		
1. Aligned	**2. Job-Embedded**	**3. Results-Driven**
Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.	Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program and the impact on student achievement.

Strand IV: School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

Standard 1: Parent/Family Involvement

Schools actively and continuously involve parents and families in student learning and other school activities.

Benchmark A: Communication	
School/parent/family communications are two-way, ongoing and meaningful.	
1. Methods	**2. Diversity**
The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going and meaningful communication methods.	The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status and belief system. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

Benchmark B: Engagement		
Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.		
1. Volunteering	**2. Extended Learning Opportunities**	**3. Decision-Making**
The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school relies on volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.	The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education as well as to reinforce and support their children learning at home.	The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Standard 2: Community Involvement
The community-at-large is supportive and involved in student learning and other school activities.

Benchmark A: Communication	
Communications within the community are welcoming, visible, purposeful and take into account diverse populations.	
1. Methods	**2. Diversity**
The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.	In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Benchmark B: Engagement			
The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.			
1. Business Community	**2. Educational Institutions**	**3. Community Agencies**	**4. Collaboration**
Collaboration between the school and various businesses takes many forms. The school partners with a variety of businesses to enhance the relevance of student experience and provide the school additional resources.	Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.	Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.	The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Strand V: Data and Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

Standard 1: Data Management
The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

Benchmark A: Data Generation, Identification and Collection				
Schools have a process for the generation, identification and collection of student and school information.				
1. Purpose	**2. Systematic**	**3. Multiple Types**	**4. Multiple Sources**	**5. Technical Quality**
The purpose for all data generation, identification, collection and storage is planned, and clearly understood, by all stakeholders. The school is purposeful in implementing its data system and managing its data resources.	There is systematic generation, identification, collection and storage of relevant data about the operation of the school, including its staff and students.	The school collects and stores the data it needs to form an educationally relevant picture of the students and staff members as well as the school and its community.	The school generates, identifies, collects and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses and supporting more accurate data-based decision-making.	The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

Portage West Middle School: A Data Picture of Our School

MI School Improvement Framework (cont.)

Benchmark B: Data Accessibility	
The appropriate information and data is readily accessible.	
1. Retrievable	**2. Security**
All authorized users have ready access to pertinent data and support is provided as needed.	The data system provides for secure access to relevant data for authorized users and prevents unauthorized access.
Benchmark C: Data Support	
The system provides multiple types and sources of data.	
1. Process	**2. Tools**
Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.	Data management tools are provided and supported as part of the data system.

Standard 2: Information Management

The school/district staff collaborate to derive information from data and use it to support decisions.

Benchmark A: Analysis and Interpretation	
Staff use appropriate methods to examine data and collaboratively determine its possible meaning.	
1. Analysis	**2. Dialogue About Meaning**
Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.	The school community is engaged in dialogue about the meaning of the information derived from the analysis of their data.
Benchmark B: Applications	
Data is used to inform school decisions including monitoring and adjusting teaching for learning.	
1. Dissemination	**2. Data-Driven Decision Making**
The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.	Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Michigan School Improvement Framework Rubrics
http://www.michigan.gov/documents/OSI_FW_Rubrics_v_157013_7.3.pdf