

### **Unified Comprehensive Needs Assessment and School Improvement Plan**

<b>School Name</b>	Culver Community Middle/High School
<b>Local Education Agency Name</b>	Culver Community Schools Corporation
<b>School Year</b>	2019-20

**Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.**

## Comprehensive Needs Assessment Template

### Phases

- I. Establish a Comprehensive Needs Assessment planning team
- II. Develop a vision of excellence
- III. Create a school profile
- IV. Identify focus areas
- V. Collect additional data on focus areas
- VI. Analyze data to determine key findings and root causes

**I. Establish a Comprehensive Needs Assessment planning team**

CNA Planning Team Members		
<b>Note: Add or subtract rows as needed.</b>		
Name	Stakeholder Group(s)	Role(s)
Brett Berndt	Building Administration	Principal
Josh Pugh	Building Administration	Assistant Principal
Julie Monteleone	Staff	Special Education Teacher
Haidee Temme	Staff	Special Education Teacher
Mary James	Staff	Alternative Education
Justin Croy	Staff	Teacher - 6-12
Missy Trent	Staff	Guidance Counselor
<b>Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.</b>		
<b>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</b>		
Committee's Domain of Study: Special Education - Math/ELA		
Name	Stakeholder Group(s)	Role(s)
Brett Berndt	Building Administration	Principal
Josh Pugh	Building Administration	Assistant Principal
Julie Monteleone	Staff	Special Ed.
Haidee Temme	Staff	Special Ed
Mary James	Staff	Alternative Ed
Justin Croy	Staff	Teacher
Missy Trent	Staff	Guidance

Committee's Domain of Study:		
Name	Stakeholder Group(s)	Role(s)

## II. Develop a vision of excellence

### Vision of Excellence

Culver Community Middle/High School strives to achieve excellence at all times. As a staff, our vision is to provide: a safe learning environment, essential skills needed for mastery of content, values for earning and receiving respect, and promoting the skills needed to achieve the Cavalier Way (Be on time, Be prepared, Do your best, Do what is right). As a school, we communicate with all stakeholders to achieve this vision of excellence. We know that it takes all members of our community and stakeholders to achieve our goals. Together, we set high goals and expectations. Daily, WE strive to achieve these goals and meet the expectations.

In our mission statement it states that we strive to provide academic knowledge, technical skills, and prepare students to be contributing members of society. At CCMHS, the staff has a focus on creating essential skills and standards needed to be proficient in that content area. This provides the knowledge needed to have a strong foundation. We are a school that provides one to one technology (iPads) for every student. We feel this allows our students to be 21st Century ready in technology. We have a strong curriculum that involves technology in the classroom that prepares students for maintaining skills needed in today's society. In addition, CCMHS has many service and extra curricular clubs. We feel that they provide essential skills that enhance the opportunities for our students to become contributing members of society.

Overall, Culver Community Middle/High School strives to provide the best learning environment possible for our students. We strive to continue to improve in our methods, policies, and procedures to adapt to the evolving changes in our profession. Our goal and mission is to provide excellence in every way possible.

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### III. Create a school profile

School Profile
<p><b>Note: Adjust the table as needed.</b></p> <p>Culver Community Middle/High School is located in Marshall County, Indiana. Culver is 14.25 miles south, southeast of Plymouth, which is the largest city in the county. Culver Community Middle/High School provides educational services to students in grades 6 through 12. The Culver Community School Corporation is a rural community that is gradually becoming a lake resort and retirement community due to large numbers of properties being bought by families without students.</p> <p>For the township statistics, it is important to state that the only large private employer in the area is the Culver Educational Foundation (C.E.F.), a boarding school of approximately 600 students in high school. This tax-exempt foundation comprises 1500 acres, some of which are prime lakefront real estate; this situation has an impact on property tax revenue. The Culver Educational Foundation also has an impact on Culver Community High School's general atmosphere. Each year, 5-10 Culver Community eighth graders transfer to C.E.F. This departure affects the social and</p>

academic climate of the school. Those students leaving Culver Community School Corporation influence the standardized test scores of the remaining students at Culver Community High School.

The Culver Community School Corporation is a rural community. The adult citizens work mostly in small business, light industry, and agri-business.

Population numbers have remained stable throughout the years. Despite a 1.875% decrease in population over the past decade, several key factors have caused the student population to lag behind the general population growth. Our largest industrial plant closed in 2000 leaving Culver without employment possibilities to attract new families. In 2006, Elkay Industries purchased the industrial plant and converted it into a cabinet manufacturing plant. There has not been any new industry in Culver in years, so the population of Culver is not expanding. Culver is gradually becoming a lake resort and retirement community due to large numbers of properties being bought by families without students. The Culver Military Academy is also purchasing several homes for its use.

The yearly enrollments for Culver Community Middle/High School have continued to drop over the past five years.

Factors mentioned earlier are contributing to this decline. The school community is becoming concerned that these numbers will continue to decrease. If this happens, funding will decline, affecting our ability to provide programming to the students.

With these factors in place, the majority of our students upon graduation will move from the community. This makes it extremely difficult to track and survey our former students.

#### Vision

Every CCHS stakeholder is committed to: Learning  
Respect  
Responsibility  
Excellence

#### Mission Statement

The educators of Culver Community Middle/High School pledge:

To provide students with the opportunities to acquire academic knowledge, technical skills, universal awareness, and emotional growth in a safe and nurturing environment.

To prepare students to become contributing members of society and lifelong learners.

#### Core Beliefs or Core Values

- School Safety - Safe Learning Environment
- Proficient/Mastery of Essential Standards
- Citizenship (Disciplined Behavior) - RESPECT
- The Cavalier Way (Be on time, Be prepared, Do What is Right, Do your Best)

#### Student Demographics

See Attachment

#### Staff Demographics

See Attachment

#### Student Behavior

See Discipline Data DIG

#### Student Academic Outcomes

See ISTEP/ILEARN Data sheet

#### Summary of Current School Improvement Strategies

See SIP plan

#### Summary of Core Curricula

Culver Community Middle/High School is in the process of revising our curriculum. During the 2017-18 school year, the staff at CCMHS revised our curriculum to align with the High Reliability Schools and CCR Standards. All subjects are also developing and implementing literacy standards in their respective content area. In addition, all



subjects are formulating 12 essential standards and I can statements. After this formulation, each subject will compose proficiency scales for each essential standard.

The 2016-17 school year was spent creating curriculum maps and outlining the timeframe for the instruction of academic standards. The school year was used to revise maps, create unit plans, and common assessments to evaluate student learning. Teachers are doing this by using our google documents as a template.

## Summary of Formative and Summative Assessments

### **Local Assessments**

Depth of Knowledge assessments are administered locally. Teachers in each class will increase the DOK questions on 1 assessment per 9 weeks. Students will be assessed in each class, once per grading period.

Teachers will develop writing prompts that are content appropriate, as well as give the ability to measure student progress on desired content.

Information on assessments and results are provided to the administration.

Read Theory was implemented in 2017-18 (all grades). This program focuses on increasing comprehension and lexile scores.

Our local goal is for students to be on grade level.

### **Standardized NWEA Assessment**

Quarterly NWEA Assessments are administered locally (all grades). These assessments are aligned with the College and Career Readiness standards for English and Math. Results are compiled and provided to the administration, teachers, and students. When providing results, teachers are provided areas that need re-teaching and strategies for doing so.

The English department works with students during student resource time. Student results are documented and analyzed.

## **Standardized iLEARN/ISTEP Assessment**

### **Summary of Academic Intervention and Enrichment Programs**

SRT – During student resource time, teachers will provide working samples that drill the two standards to increase knowledge in the deficient areas.

Bell Ringers- Every teacher will give a 5 minute bell ringer that will focus on a specific skill set (from ISTEP/iLearn and/or NWEA) deficiency for grades 6-12.

Read Theory-Students are pre-assessed on their reading level. Low students work with our reading specialist on developing their comprehension skills.

E2020- This is an alternative, computer-based, program for students that have a history of class failures. Learning Center- At-risk students are identified and they are scheduled into an

assisted study hall called a learning center. Students are guided by faculty in completing class assignments.

Team-taught classes- CCMHS has team-taught English, Math, and Science classes in grades 6-10. There is a teacher and a special needs teacher in one section at each grade level. This is designed to assist students that have difficulty with content.

Math and English Labs – Students that need improvement in basic skills are placed in labs during the school day. Also, students that have not passed the ISTEP+/ECA are placed in labs to increase skills needed for mastery.

STEM - CCMS offers STEM classes for grades 6-8. The focus is on problem-solving skills and project-based learning.

SAT Prep - CCHS offers SAT prep classes in the morning during the second semester. Students gain knowledge in Math and English to help prepare students for the SAT. Strategies are discussed for test taking tips.

2 hour delay program - In the month of Feb., March, and April we will focus on ILEARN strategies and standards to help us prepare for the assessment. We will do this by operating on a 2 hour delay schedule once per week. We will focus two hours a week for this task.

#### List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Culver provides a full complement of interscholastic sports as well as many special interest clubs and organizations. Students have the opportunity to join the following clubs or activities: Student Council, National Honor Society, Archery, Art Club, Book Club, Drama Club, Fashion, FFA, Future Educators in Action, Students Against Drunk Driving, Science Club, Spanish Club, Business Professionals of America, Cavs Club, or the Academic Super Bowl team. Activities may meet weekly during resource time. Publication opportunities are also available for students through the student newspaper, literary magazine, and yearbook. Drama productions are offered each year. All of these activities provide our students with the opportunity to gain social and leadership skills while pursuing an interest or participating in a classroom- related activity. Culver also collaborates with the community to offer (B.E.A.M. Bettering every aspect of Marshall County), the Culver Youth Community Organization, and the Boys and Girls Club.

The athletic program includes the following sports: basketball, football, golf, wrestling, soccer, volleyball, track, softball, baseball, and cross-country. Over 49% of the student population participated in one or more of the 20 teams. Our athletic programs promote goal setting, discipline, sportsmanship, and competitiveness in a positive atmosphere.

#### Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the Culver Community School Corporation. The corporation supports CCMHS's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below:

Recruitment: The corporation posts all vacancies on the Indiana Department of Education's website, local newspapers, School's website, and with universities in our area. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy. An applicant tracking system is used to help organize the applicant's information regarding the position available.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. These individuals interview with the principal and superintendent prior to be recommended for employment to the school board.

Induction: CCSC provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.). New teachers are paired with a mentor who provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the mentor provides ongoing emotional support and guidance.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Culver Community Middle/High School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. In addition, our staff culture group does an excellent job of promoting a family environment at CCMHS. Ongoing support is provided by colleagues and the principal in staff efforts to incorporate innovative educational ideas (including the procurement of grants), individual professional coaching, and incentives for longevity at the school.

#### Summary of Teacher and Staff Professional Learning Opportunities

The faculty at CCMHS takes part in a variety of professional development activities.

In-service workshops are provided to teachers to assist them in their classroom instruction.

Friday Professional Development Training (every Friday for an hour)

- Cultural groups, grade-level groups, department groups, data groups

1:1 computer training and strategies for using device in the classroom

Harmony training—Teachers went through training to create lesson plans electronically. Teachers create units, lessons, and assessments. This creates a curriculum map for each class.

Literacy training—for the 2013-14 school year, teachers were trained in implementing literacy standards in their content area.

NWEA Training

Read Theory Training

Implementing College & Career Readiness Standards Training PNC training for concurrent credit

AP training

Special Education Training provided by the JESSE office.

Team Taught training sessions.

#### Summary of Teacher and Staff Coaching and Evaluation Model

CCMHS provides a new staff orientation day before the school year starts to help prepare new staff members with the systems and regulations needed for the classroom. New staff members are linked to mentors in their area to help provide daily help. During PD Fridays, staff members collaborate on issues or needs for the school/classroom.

CCSC uses the modified RISE rubric for the evaluation model for teachers. Teachers have a long observation in each semester (2 total). These observations are combined with the growth model from local or state assessments. Teacher post conferences are set after each observation.

#### Summary of Key Family and Community Engagement Strategies

Parents are given a variety of ways to participate in programs at CCMHS. Below is a list of some of those opportunities.

CCMHS holds parent/teacher conferences each fall. Parents can meet privately with each of their child's teachers to discuss academic progress. In addition, parents have the opportunity to attend two open houses to discuss the progress of their students.

Parents of special needs students are invited to participate in annual case reviews of their child's progress toward meeting goals.

Parents are involved in the textbook adoption committee.

Parents coordinate and chaperone our junior/senior after prom.

Parents serve on advisory committees for our vocational programs.

Two open houses are performed each year to allow parents to discuss student progress at that moment in time.

Progress reports are sent home at midterms, end of 9 weeks, and semester to help communicate proficiency levels.

Parent/student handbook is available online to help parents understand policies and important activities at school.

School website provides important documents, event calendars, and activities during the school year.

Harmony reminders for important events are sent out weekly.

Community members make up many local organizations to help the school in many ways. Many organizations are helping with mentoring, tutoring, health testing, and food programs. (LIFT, Blessings in a Backpack, Lions Club, Book Club, Gift of Warmth)

#### List of Community Partnerships

Partnering with community stakeholders is an important component of Culver Community Middle High School's vision. The staff believes that a continuous, collaborative relationship allows the school and community stakeholders to provide an understanding of the needs and demands in the school, community, and workforce. This partnership will allow all members to continue to strive for excellence.

CBGC (Culver Boys and Girls Club) - provides services after school hours (tutoring, mentoring, positive interaction and relationship building between students, student volunteering)

CBGC Teen Club - Same concept as CBGC, but at a middle school level.

LIFT - local female leaders provide mentoring/services to Junior/Senior girls in need

Blessings in a Backpack - provides food on the weekends for students in need

Lions Club - provides student of the month lunches, local support of all programs

Book Club through Culver Library - Local library provides programs during the school day at various times of the year

Gift of Warmth - provides students with clothing during winter months, helps pay heating bills to struggling families during the winter

Culver Crossroads Church - provides tutoring and mentoring during the school year

#### IV. Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

##### Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

**Note: Adjust the table as needed.**

##### Description of the Gaps Identified between the Vision of Excellence and School Profile

**Students with disabilities are performing at a lower grade-level and have not increased their growth in 2 years. Our staff needs to focus on increasing grade-level performance and proficiency of essential standards needed for success. This can be measured by local assessments, NWEA, and ISTEP/ILEARN assessments.**

##### Description of Focus Area 1

Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and English/language arts. ISTEP+/ILEARN Proficiency scores have shown a steady decline over a three year period occurring from SY 16-17 to SY 18-19. NWEA results have displayed that students with disabilities' scores are below grade-level peers. In addition, Read Theory scores (reading comprehension) are lower than grade-level.

CCMHS has two full-time special education teachers who act as teacher of record for all 66 students with disabilities currently enrolled. Two and a half instructional assistants provide instructional support for students with disabilities in classrooms. One Speech and Language Therapist, an Occupational Therapist and one part time school psychologist also provide services to students with disabilities.





## V. Collect additional data on focus areas

Additional Data Sources Collected
<p><b>Note:</b> Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</p>
Additional Data Collected for Focus Area 1
<p>Description of additional data collected for focus area 1:</p> <ul style="list-style-type: none"> <li>- Graduation rate data for students with disabilities and general education students was reviewed.</li> <li>- LREs were reviewed by the special education teachers.</li> </ul>
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p> <p>LRE - Culver is meeting state targets for LRE-If our students are being included why are they not showing growth?</p> <p>*Discussions about Team Taught classes and how to better utilize the SPED teacher.</p> <p>*How can we support general education teachers in ensuring that they know how to support all learners? -Reaching out to Jan Dunham for resources on special education needs. Also, reaching out to JESSE director for resources and PD.</p> <p>Graduation Rate - Four year cohort 17-18 graduation rates for students with disabilities show that 100% of students with disabilities graduate with a diploma (3 students were waiver students). The 18-19 cohort had 80% of the special education students graduate with a diploma. As a state, graduation rate for general education students is 91% and for students with disabilities it is 72%.</p>

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Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Example: Family members	Example: Survey, focus group	Example: 54 via survey, 8 via focus group	Example: Embedded link to a report provided by the family survey vendor

## VI. Analyze data to determine key findings and root causes

**Note:** The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
<b>Note:</b> Adjust the table as needed.		
Focus Area 1		
Conclusions from data quality check for Focus Area 1:		
<ul style="list-style-type: none"><li>• The CNA team feels the data collected and utilized to inform focus area 1 is adequate.</li><li>• Desired additional data sources to take into account for next year<ul style="list-style-type: none"><li>○ Staff Survey for proficiency in instructing students with disabilities</li><li>○ Parent surveys for families of students with disabilities</li><li>○ ASVAB results</li></ul></li></ul>		
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):		
<p>Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and English/language arts. ISTEP+/ILEARN Proficiency scores have shown a steady decline over a three year period occurring from SY 16-17 to SY 18-19. NWEA results have displayed that students with disabilities' scores are below grade-level peers. In addition, Read Theory scores (reading comprehension) are lower than grade-level.</p> <p>All CCMHS students are assessed with NWEA three times annually. In SY 18-19, 95% of students with disabilities scored below their grade-level target.</p> <p>Graduation rate data is adequate and accurate. Students with disabilities are graduating with a high school diploma.</p> <p>Least Restrictive Environment data shows that students are being included in general education settings but that those same students with disabilities are performing at a far less rate than that of their peers in general education.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

<ul style="list-style-type: none"> <li>- Teachers do not have a set of norms that outline expectations for team teaching</li> <li>- ISTEP/ILEARN ELA scores have declined in the last 2 years</li> <li>- ISTEP/ILEARN ELA scores are below the state average.</li> <li>- ISTEP/ILEARN math scores have declined over the past 2 years.</li> <li>- ISTEP/ILEARN math scores are below the state average.</li> <li>- Understanding Geometry standards is the area needing the most growth.</li> <li>- Writing skills are needed to become proficient in the ELA section of ILEARN.</li> <li>- ASVAB scores are lower for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- State test scores are low and decreasing for ALL students and students with disabilities.</li> <li>- Growth scores for students with disabilities are lowering.</li> <li>- SRT interventions are not adequate for proficiency in standards</li> <li>- NWEA scores are low for students with disabilities (below grade-level)</li> <li>- ASVAB scores</li> </ul>	<ul style="list-style-type: none"> <li>- Staff needs support in team teaching. There is a lack of skills in the area of team teaching (philosophy)</li> <li>- Grade-level comprehension is not being obtained by many students, especially students with disabilities.</li> <li>- Students with disabilities need to have more intervention time to help increase proficiency in standards</li> <li>- Staff needs to view blueprints and proficiency levels in essential standards for students.</li> <li>- Staff assessments (DOK levels) are not preparing students for the ILEARN experience.</li> </ul>
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	SY 16-17			SY 17-18			SY 18-19		
	# of students	Percentage	State Average	# of students	Percentage	State Average	# of students	Percentage	State Average
All students	388			444			440		
Male	0	0%		0	46%		238		
Female	0	0%		0	53%		202		
American Indian or Alaska Native	0	0		0	0		0		
Asian	0	0		3	0.70%		1	0.20%	
Native Hawaiian or other Pacific Islander	0	0		0	0		0		
Black or African American	7	2%		3	0.70%		1	0.20%	
Hispanic or Latino	25	7%		27	6%		29	7%	
White	343	89%		393	89%		391	89%	
Two or more races	11	3%		18	4%		18	4%	
	<p>Two or more races 2.8% White 88.9% Hispanic 6.5%</p>			<p>Two or more races 4.1% White 88.4% Hispanic 6.1%</p>			<p>Two or more races 4.1% White 88.9% Hispanic 6.6%</p>		
Exceptional Learners	30	10%		25	9%		27	11%	
English Learners	0	0		0	0		0	0	
Qualify for Free or Reduced Priced Meals	116	60%		98	62%		93	61%	
Homeless Students	0	0		0	0		0	0	
Migratory Students	0	0		0	0		0	0	

Updated from Compass





SY 19-20					
	# of instructional staff	Percentage	# of instructional staff	Percentage	# of instructional staff Percentage
All instructional staff	30				
Male	12	40			
Female	18	60			
American Indian or Alaska Native					
Asian					
Native Hawaiian or other Pacific Islander					
Black or African American					
Hispanic or Latino					
White	30	100			
Two or more races					
SY 19-20					
	# of non-instructional staff	Percentage	# of non-instructional staff	Percentage	# of non-instructional staff Percentage
All non-instructional staff	18				
Male	5	28			
Female	13	72			
American Indian or Alaska Native					
Asian					
Native Hawaiian or other Pacific Islander					
Black or African American					
Hispanic or Latino					
White	18	100			
Two or more races					



[illegible]



						UNIQUE Students Receiving School Suspension (only students multiple 1 time)
	Enrollment Numbers	Total Free	Total Paid	Total Reduced	Free	Paid
American Indian	0	0	0	0	0	0
Asian	3	0	0	0	0	0
Black	3	3	0	0	0	0
White	393	158	204	33	29	12
Hispanic	27	27	0	0	3	0
Multiracial	18	18	0	0	2	0

Enter data in the yellow highlighted cell above. Once entered, the data will be automatically calculated on the Disciplinary Data Summary page.



Coming Out of students with multiple 1 time)	UNIQUE Students Receiving Office Discipline Referral (only students with multiple 1 time)			
	Reduced	Free	Paid	Reduced
	0	0	0	0
	0	0	0	0
	0	1	0	0
	4	80	34	20
	0	7	0	0
	0	7	0	0

Entered, Relative Risk Ratios are  
 Online Dig tab.





	DISCIPLIN		
	Enrollment Numbers	% of Student Enrollment	# of individual students disciplined
American Indian	0	0.0%	0
Asian	3	0.7%	0
Black	3	0.7%	1
white	393	88.5%	134
Hispanic	27	6.1%	7
Multiracial	18	4.1%	7
Total Free	206	46.4%	95
Total Paid	204	45.9%	34
Total Reduced	33	7.4%	20
Total Enrollment	444	Total # disciplined	149

	Free Students Receiving Out of Sch		
	Receiving Free Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	3	0	0.00
White	158	29	0.18
Hispanic	27	3	0.11
Multiracial	18	2	0.11
	206	34	

	Paid Students Receiving Out of Sch		
	Receiving Paid Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	204	12	0.06
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!

	204	12	
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	Reduced Students Receiving Out of S		
	Receiving Reduced Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	33	4	0.12
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	33	4	

	Free Students Receiving Office Dis		
	Receiving Free Lunch	Receiving ODR	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	3	1	0.33
White	158	80	0.51
Hispanic	27	7	0.26
Multiracial	18	7	0.39
	206	95	

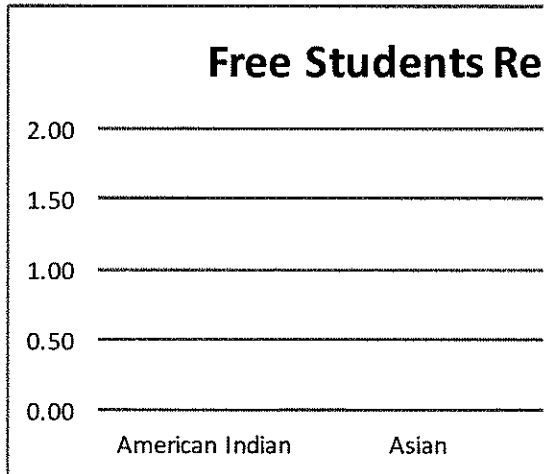
	Paid Students Receiving Office Dis		
	Receiving Paid Lunch	Receiving ODR	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	204	34	0.17
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	204	34	

	Reduced Students Receiving Office Dis		
	Receiving Reduced Lunch	Receiving ODR	Risk Index to Subgroup

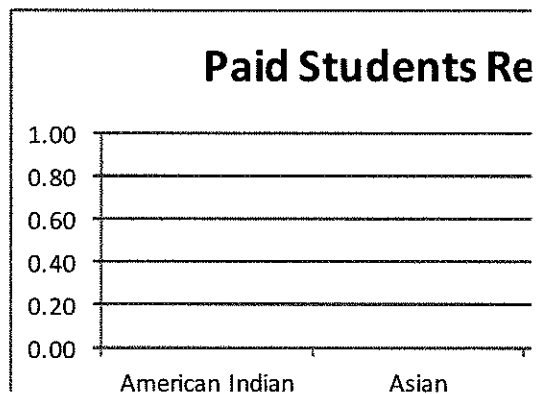
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	33	20	0.61
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	33	20	

E SUMMARY		
% of students disciplined	# of individual students receiving OSS	% of students receiving OSS
0.0%	0	0.0%
0.0%	0	0.0%
0.7%	0	0.0%
89.9%	45	90.0%
4.7%	3	6.0%
4.7%	2	4.0%
63.8%	34	68.0%
22.8%	12	24.0%
13.4%	4	8.0%
Total # receiving OSS	50	

School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.17	#DIV/0!
0.17	#DIV/0!
0.17	0.00
0.10	1.76
0.17	0.64
0.17	0.65



School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.06	#DIV/0!
0.06	#DIV/0!
0.06	#DIV/0!
#DIV/0!	#DIV/0!
0.06	#DIV/0!
0.06	#DIV/0!



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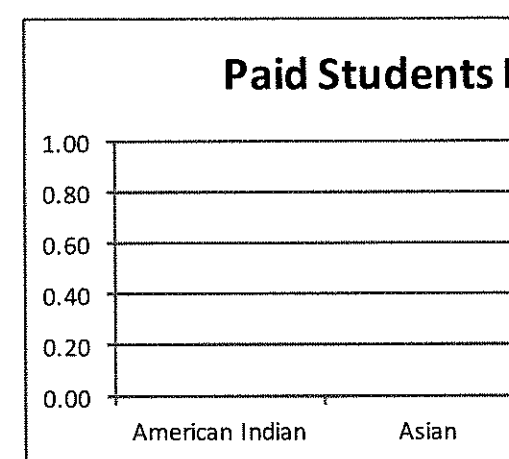
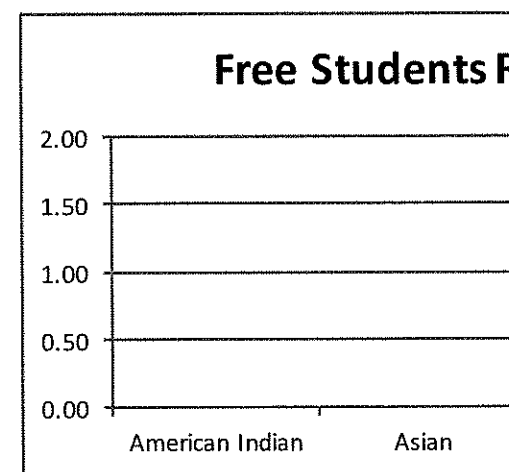
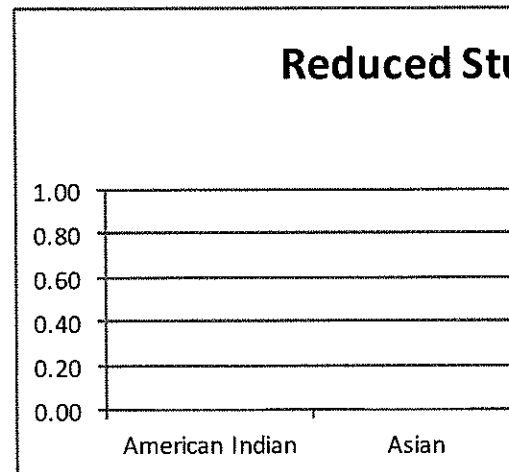
School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.12	#DIV/0!
0.12	#DIV/0!
0.12	#DIV/0!
#DIV/0!	#DIV/0!
0.12	#DIV/0!
0.12	#DIV/0!

Discipline Referrals	
Risk Index for all others	Relative Risk Ratio
0.46	#DIV/0!
0.46	#DIV/0!
0.46	0.72
0.31	1.62
0.49	0.53
0.47	0.83

Discipline Referrals	
Risk Index for all others	Relative Risk Ratio
0.17	#DIV/0!
0.17	#DIV/0!
0.17	#DIV/0!
#DIV/0!	#DIV/0!
0.17	#DIV/0!
0.17	#DIV/0!

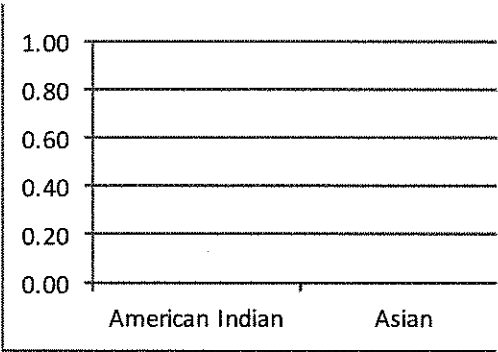
Discipline Referrals	
Risk Index for all others	Relative Risk Ratio

Discipline Referrals

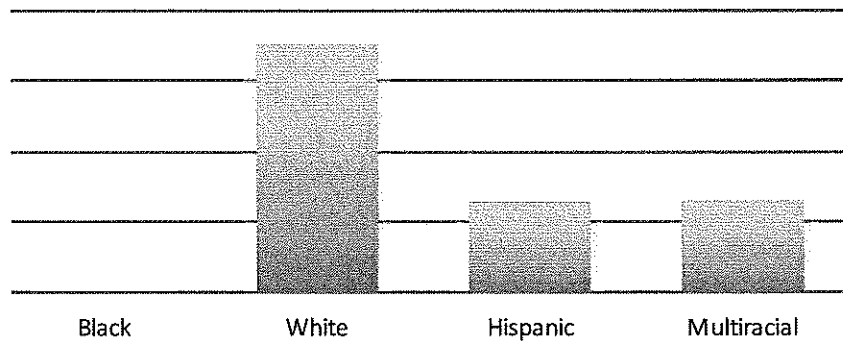


### Reduced Student:

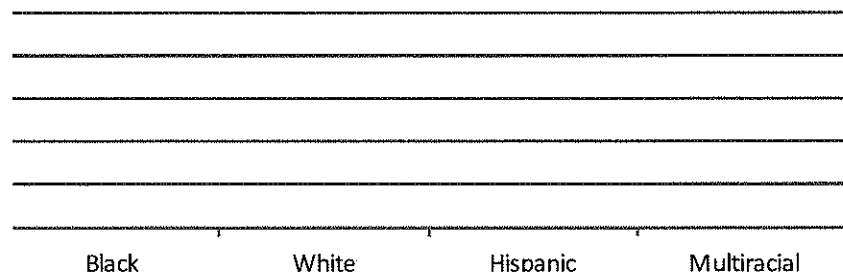
0.61	#DIV/0!
0.61	#DIV/0!
0.61	#DIV/0!
#DIV/0!	#DIV/0!
0.61	#DIV/0!
0.61	#DIV/0!



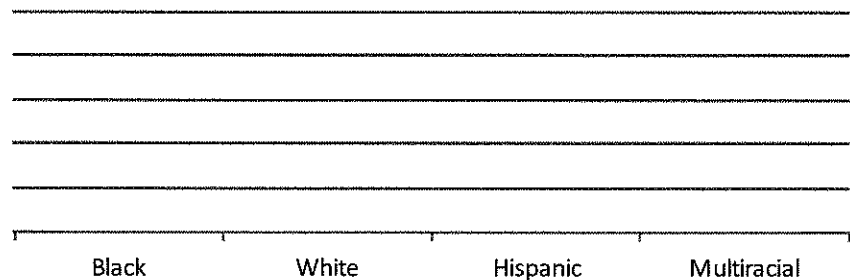
## Receiving Out of School Suspensions



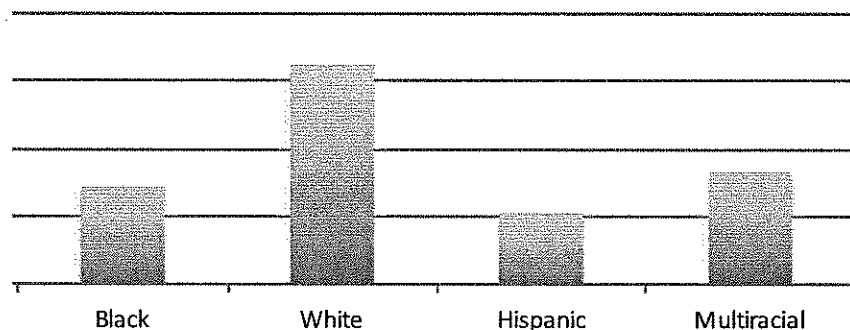
## Receiving Out of School Suspensions



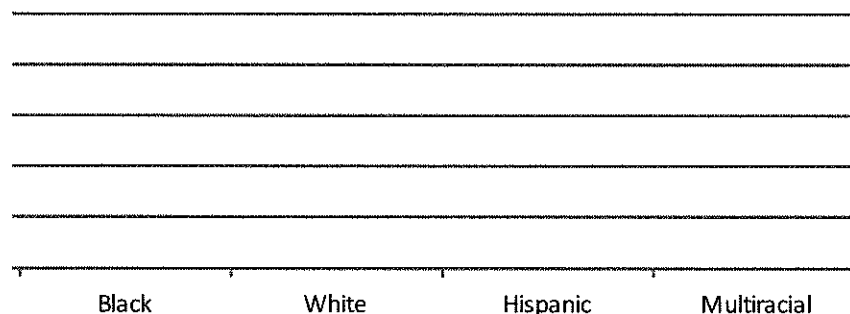
## Students Receiving Out of School Suspensions



## Students Receiving Office Discipline Referrals



## Students Receiving Office Discipline Referrals



## Students Receiving Office Discipline Referrals



Race/Ethnicity	Very good (%)	Not very good (%)
Black	35	65
White	65	35
Hispanic	55	45
Multiracial	50	50



							UNIQUE Students Receiving School Suspension (only students multiple 1 time)
	Enrollment Numbers	Total Free	Total Paid	Total Reduced	Free	Paid	
American Indian	0	0	0	0	0	0	0
Asian	1	0	0	0	0	0	0
Black	1	1	0	0	0	0	0
White	391	158	204	33	10	5	5
Hispanic	29	29	0	0	0	0	0
Multiracial	18	18	0	0	1	0	0

Enter data in the yellow highlighted cell above. Once entered, the data will be automatically calculated on the Disciplinary Data Summary page.

Number of Students with Discipline Referral (only students with multiple 1 time)	UNIQUE Students Receiving Office Discipline Referral (only students with multiple 1 time)		
	Free	Paid	Reduced
0	0	0	0
0	0	0	0
0	1	0	0
4	71	59	19
0	8	0	0
0	7	0	0

Entered, Relative Risk Ratios are  
Online Dig tab.

	DISCIPLIN		
	Enrollment Numbers	% of Student Enrollment	# of individual students disciplined
American Indian	0	0.0%	0
Asian	1	0.2%	0
Black	1	0.2%	1
white	391	88.9%	149
Hispanic	29	6.6%	8
Multiracial	18	4.1%	7
Total Free	206	46.8%	87
Total Paid	204	46.4%	59
Total Reduced	33	7.5%	19
Total Enrollment	440	Total # disciplined	165

	Free Students Receiving Out of Sch		
	Receiving Free Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	1	0	0.00
White	158	10	0.06
Hispanic	29	0	0.00
Multiracial	18	1	0.06
	206	11	

	Paid Students Receiving Out of Sch		
	Receiving Paid Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	204	5	0.02
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!

	204	5	
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	Reduced Students Receiving Out of S		
	Receiving Reduced Lunch	Receiving OSS	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	33	4	0.12
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	33	4	

	Free Students Receiving Office Dis		
	Receiving Free Lunch	Receiving ODR	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	1	1	1.00
White	158	71	0.45
Hispanic	29	8	0.28
Multiracial	18	7	0.39
	206	87	

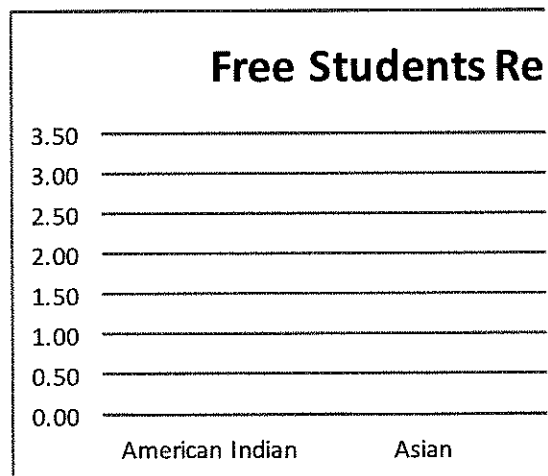
	Paid Students Receiving Office Dis		
	Receiving Paid Lunch	Receiving ODR	Risk Index to Subgroup
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	204	59	0.29
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	204	59	

	Reduced Students Receiving Office Dis		
	Receiving Reduced Lunch	Receiving ODR	Risk Index to Subgroup

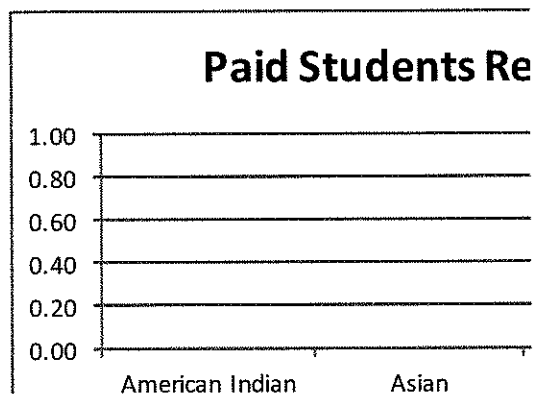
American Indian	0	0	#DIV/0!
Asian	0	0	#DIV/0!
Black	0	0	#DIV/0!
White	33	19	0.58
Hispanic	0	0	#DIV/0!
Multiracial	0	0	#DIV/0!
	33	19	

IE SUMMARY		
% of students disciplined	# of individual students receiving OSS	% of students receiving OSS
0.0%	0	0.0%
0.0%	0	0.0%
0.6%	0	0.0%
90.3%	19	95.0%
4.8%	0	0.0%
4.2%	1	5.0%
52.7%	11	55.0%
35.8%	5	25.0%
11.5%	4	20.0%
Total # receiving OSS	20	

School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.05	#DIV/0!
0.05	#DIV/0!
0.05	0.00
0.02	3.04
0.06	0.00
0.05	1.04



School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.02	#DIV/0!
0.02	#DIV/0!
0.02	#DIV/0!
#DIV/0!	#DIV/0!
0.02	#DIV/0!
0.02	#DIV/0!





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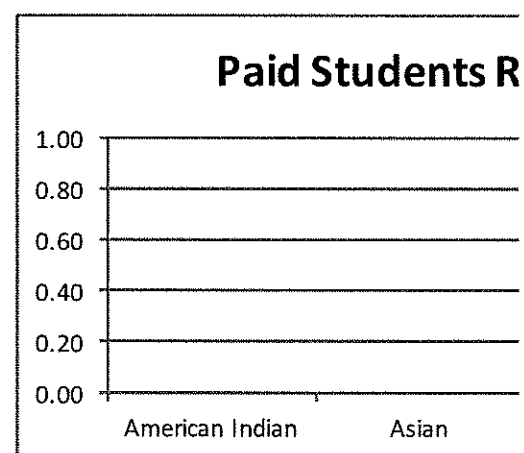
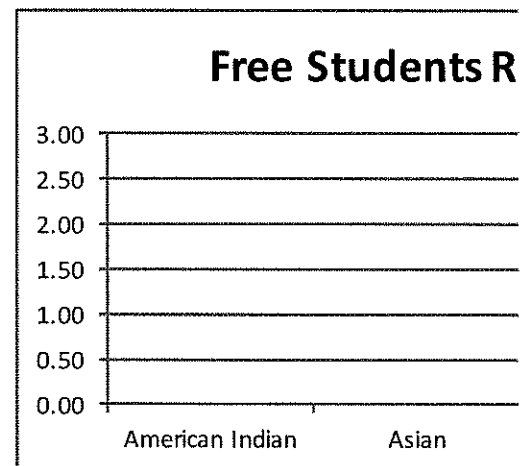
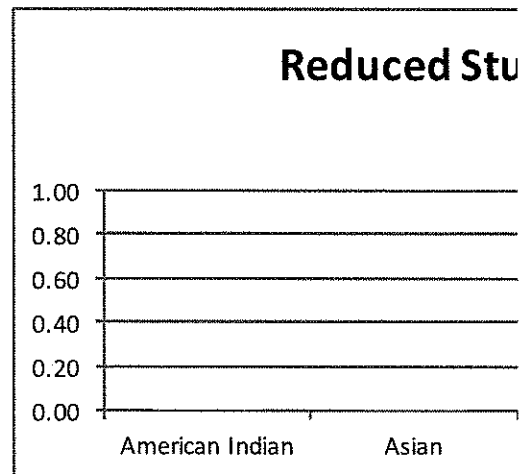
School Suspensions	
Risk Index for all others	Relative Risk Ratio
0.12	#DIV/0!
0.12	#DIV/0!
0.12	#DIV/0!
#DIV/0!	#DIV/0!
0.12	#DIV/0!
0.12	#DIV/0!

Discipline Referrals	
Risk Index for all others	Relative Risk Ratio
0.42	#DIV/0!
0.42	#DIV/0!
0.42	2.38
0.33	1.35
0.45	0.62
0.43	0.91

Discipline Referrals	
Risk Index for all others	Relative Risk Ratio
0.29	#DIV/0!
0.29	#DIV/0!
0.29	#DIV/0!
#DIV/0!	#DIV/0!
0.29	#DIV/0!
0.29	#DIV/0!

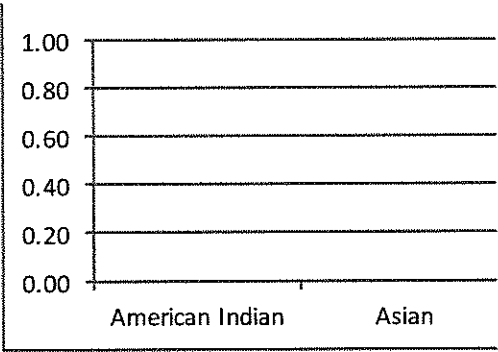
Discipline Referrals	
Risk Index for all others	Relative Risk Ratio

Discipline Referrals

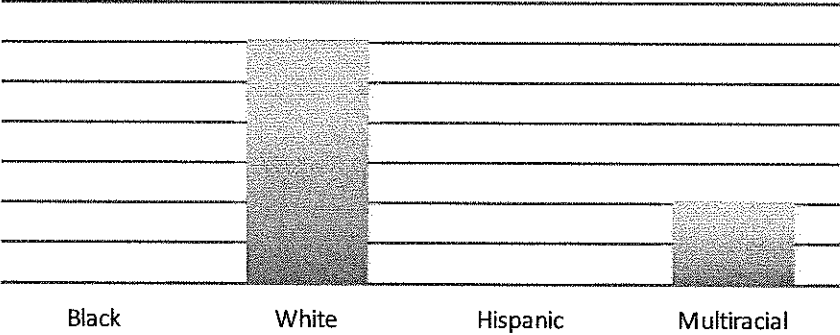


### Reduced Students

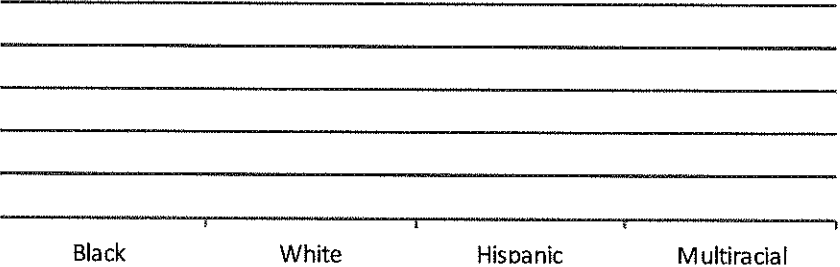
0.58	#DIV/0!
0.58	#DIV/0!
0.58	#DIV/0!
#DIV/0!	#DIV/0!
0.58	#DIV/0!
0.58	#DIV/0!



**Receiving Out of School Suspensions**

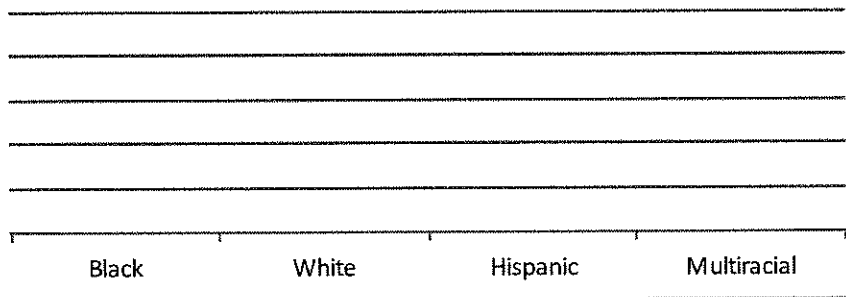


**Receiving Out of School Suspensions**

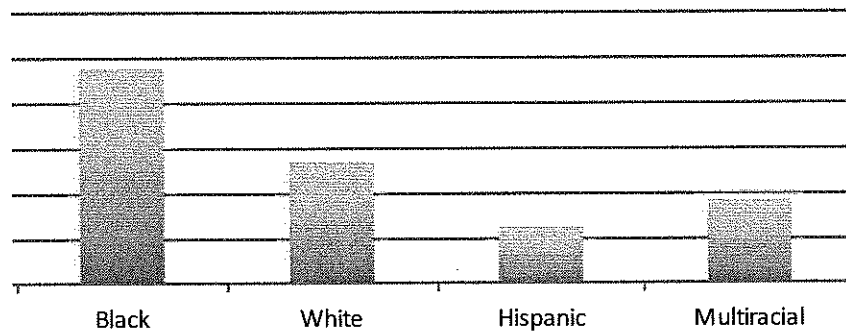


Black White Hispanic Multiracial

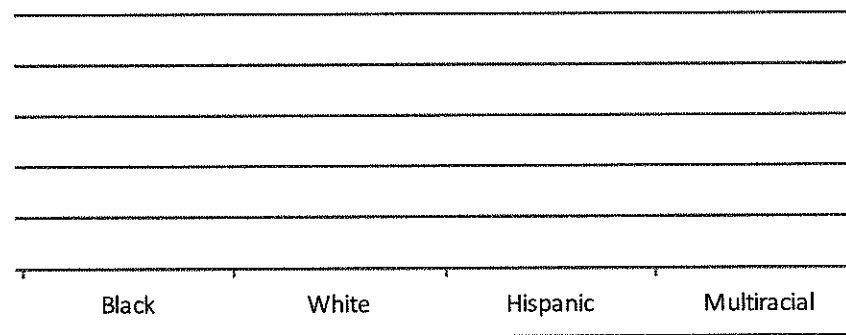
## Students Receiving Out of School Suspensions



## Students Receiving Office Discipline Referrals



## Students Receiving Office Discipline Referrals



## Students Receiving Office Discipline Referrals

Racial and Ethnic Group	Percentage of Respondents
Black	78%
White	65%
Hispanic	72%
Multiracial	68%

