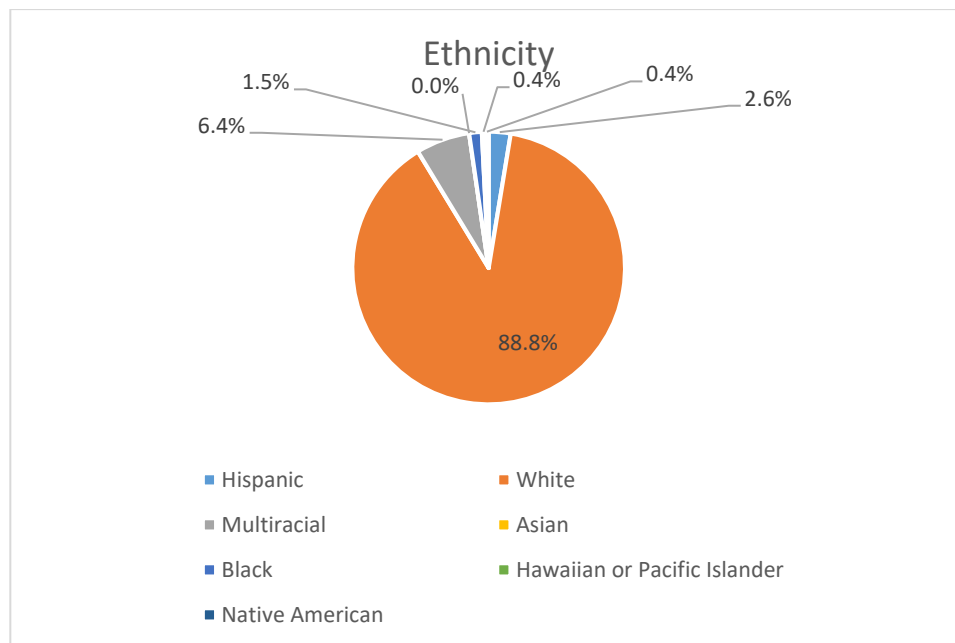
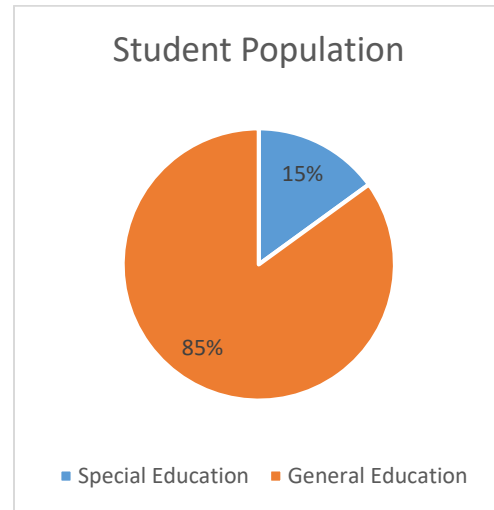
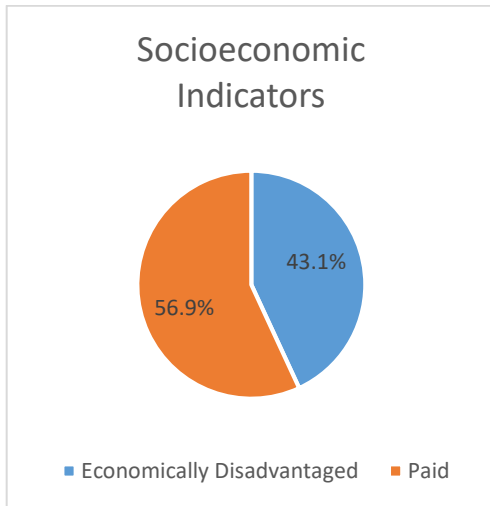
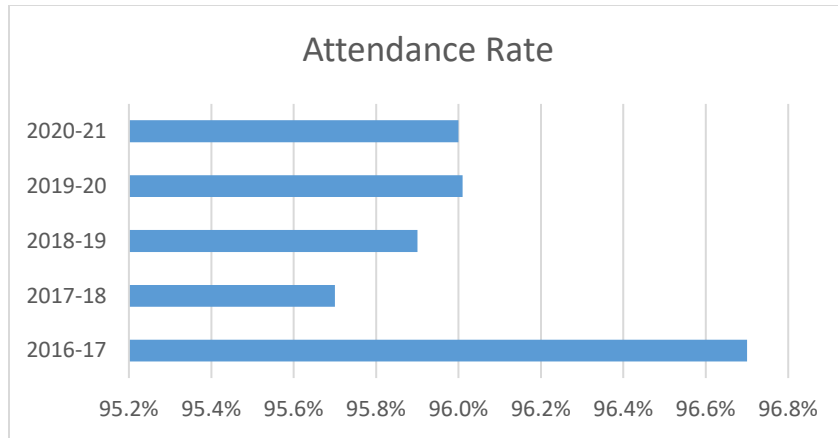


# Centerville-Abington Junior High SIP Data (2020-21 School Year)



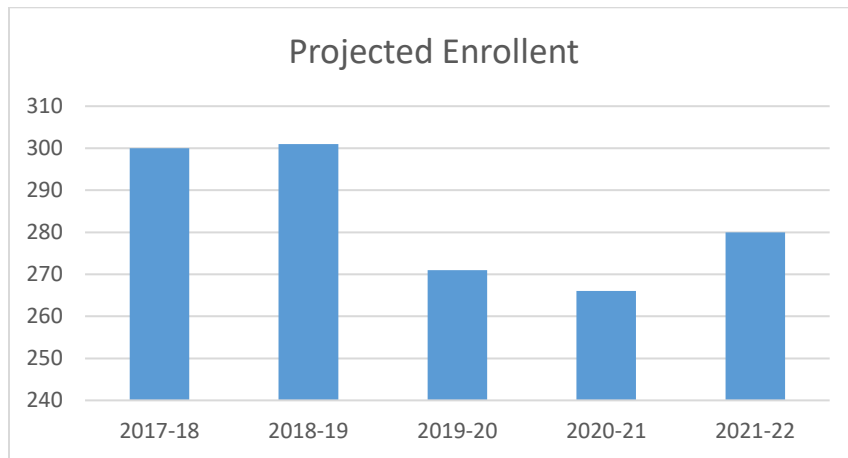
## Analysis:

The demographics at Centerville Junior High School have changed immensely over the last decade. Since the 2018-2019 school year, economically disadvantaged students have increased from 36% to 43% and special education students have increased from 12% to 15%. The ethnicity comparisons have stayed relatively consistent. With an increasing population of economically disadvantaged and special education students, CJHS will continue to focus on these demographics in order to make sure they are showing the same academic growth as the rest of the student population.



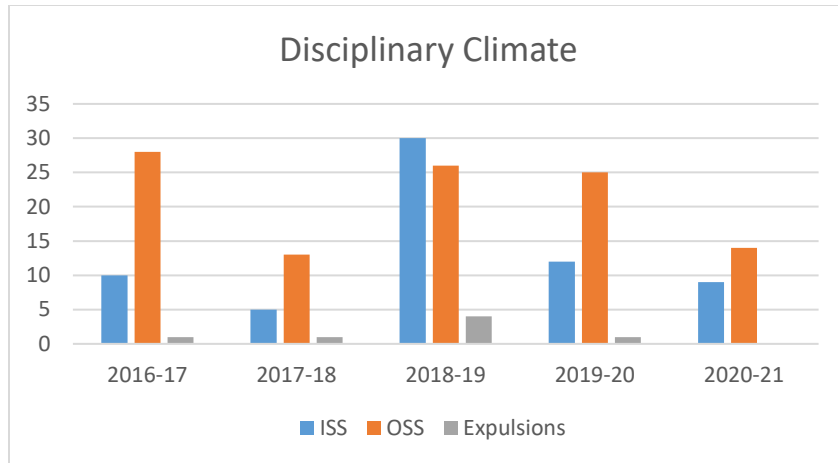
**Analysis:**

The attendance rate at CJHS has always exceeded the state average. The percentage usually fluctuates around the 96% mark. In 2017-18 and 2018-19, the attendance rate dipped below the 96% mark. However, the last two school years this number has increased back to 96%. Attendance remains a priority but has become more difficult to monitor and maintain due to the implications of COVID-19. This includes having virtual students, quarantined students, and students being out of school for longer durations due to sickness.



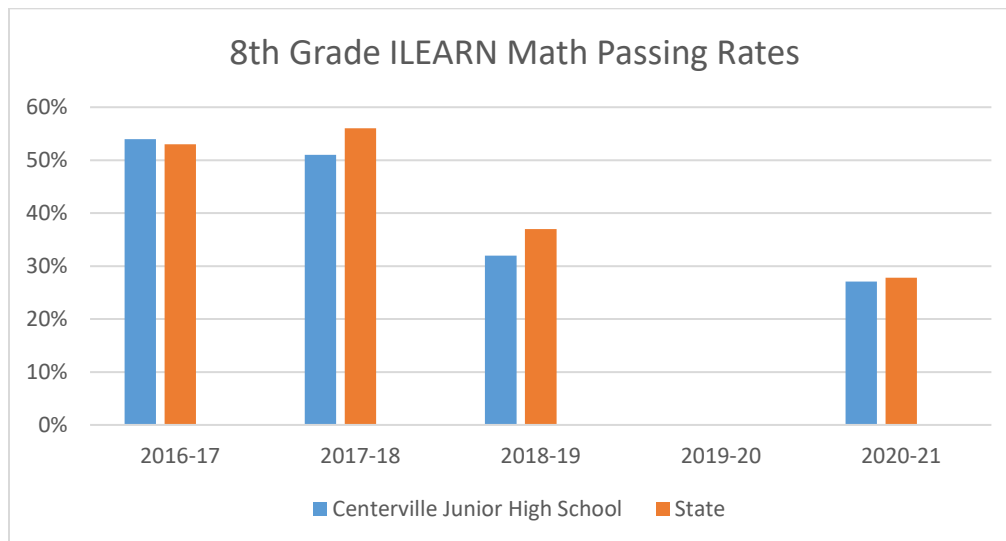
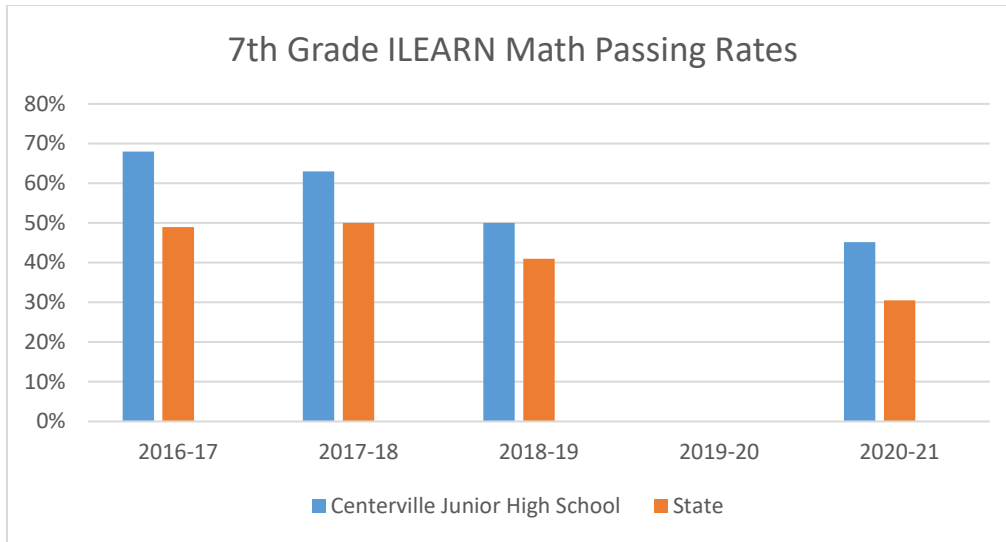
**Analysis:**

Student enrollment at CJHS is projected to increase to 280 for the 2021-22 school year. This is an increase over the last two school years, but is a decrease from the numbers in the 2017-18 and 2018-19 school years. More than 20% of the corporation's student body are now comprised of transfer students. This past summer, there were many new students to enroll as transfer students that lived outside of the district. In general, class sizes remain optimal. However, in the past class sizes reached 30 or more when the school population increased to over 310 students.



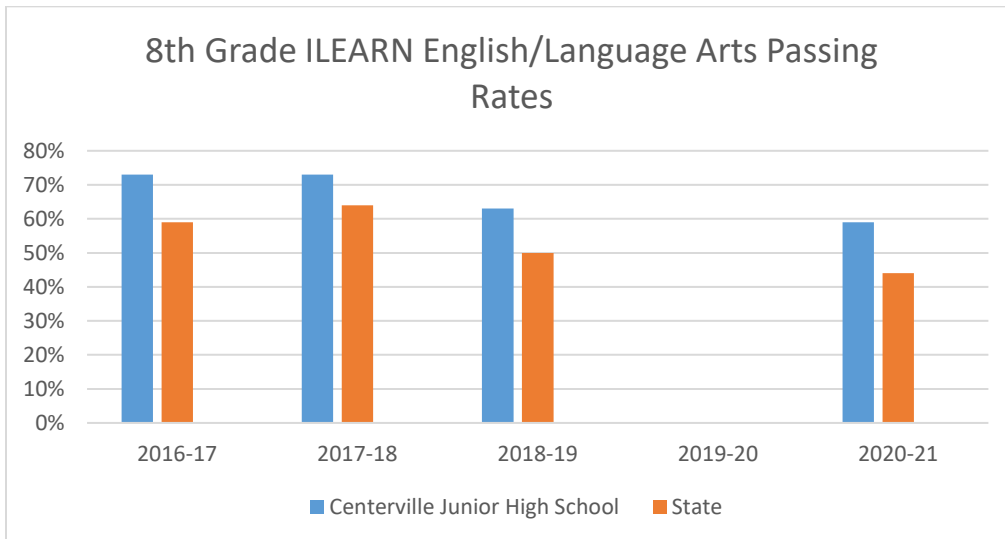
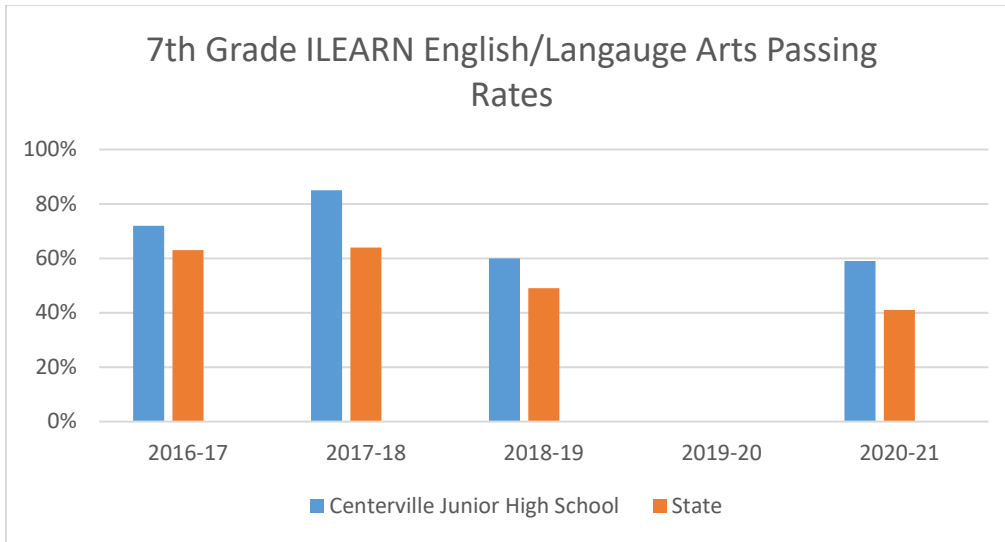
**Analysis:**

The disciplinary climate remains fairly consistent. In a small school, the size and makeup of a class can have a large impact on the numbers. Last year ISS, OSS, and expulsion numbers decreased from the previous school year. Some of this can be attributed to a portion of the population being virtual for much of the school year. There was also a change of administration at the end of the school year as well. CJHS has an active character education program that promotes a positive disciplinary climate. This includes working with the More Than Words group and focusing on a different character education word each month with our students. Our building social worker and Communities in Schools coordinator work together on getting this information to students and working with those who may need assistance. We also have a corporation behavior specialist who can work with our students if behavior problems persist. CJHS is also implementing a new Character Education Program called Character Strong. Students participate in SEL activities every Monday during homeroom. Throughout the upcoming school year, all school staff will be receiving training in TBRI (Trust Based Relational Intervention).



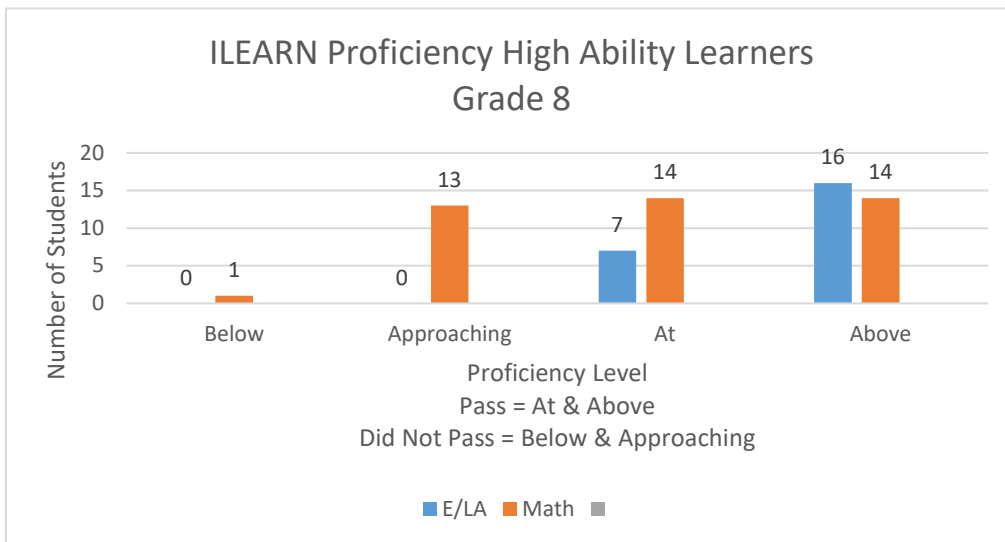
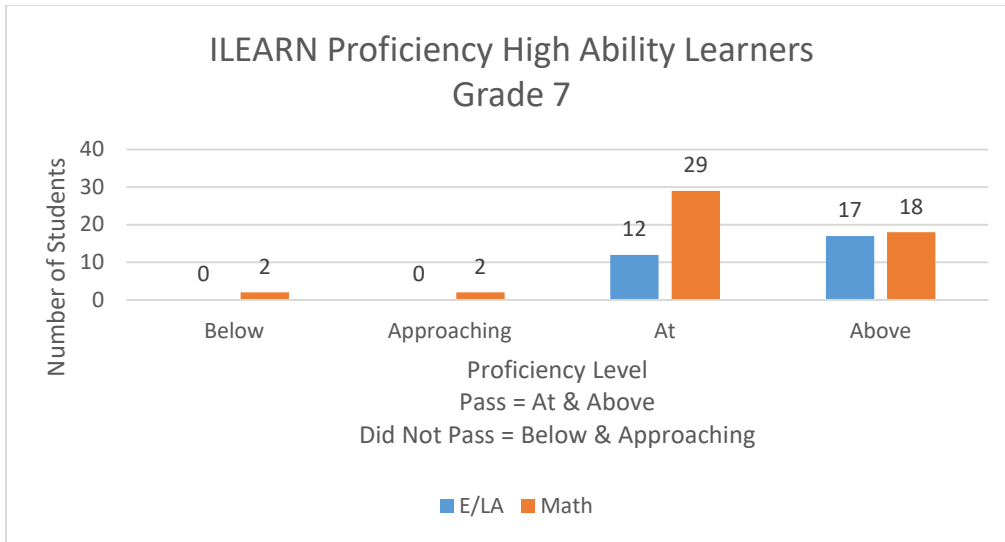
**Analysis:**

The Department of Education started the ILEARN test for 7th and 8th graders starting in the 2018-19 school year. It is impossible to compare the results of the ILEARN test with previous ISTEP results. Scores across the state have decreased since the change to the new test. Due to COVID-19, student-learning loss was expected. In 7<sup>th</sup> grade, students scored above the state average. However, the overall passing rate decreased from 50% to 45% for CJHS. In 8<sup>th</sup> grade, the passing rate was 27%. This is a decrease from the 32% mark in 2018-19 and was below the state average. Our math scores have become a top priority for not only CJHS, but the corporation as a whole. Last year, we implemented new curriculum and the addition of ALEKS. Students will begin receiving more math remediation using ALEKS during homeroom twice a week, along with additional support with the Bulldog Connections Lab.



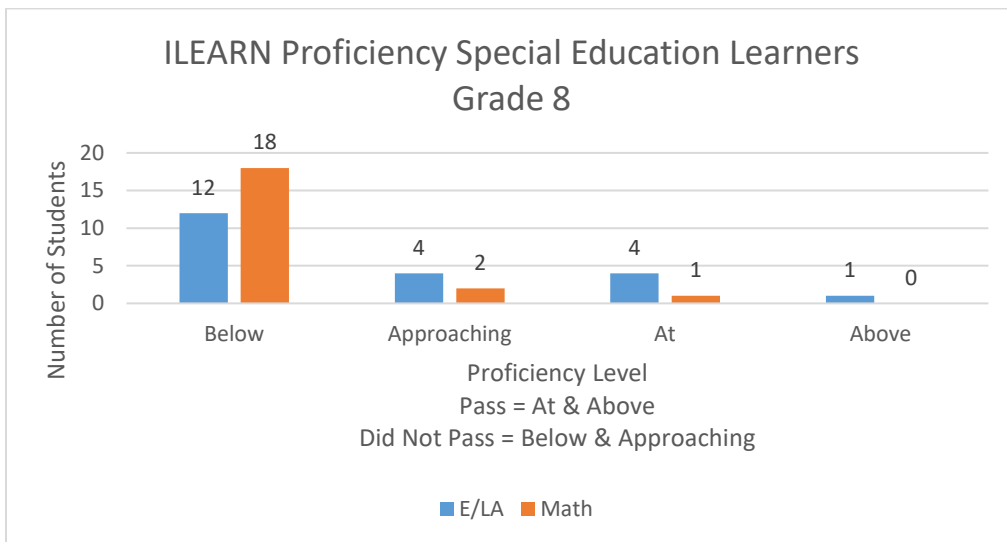
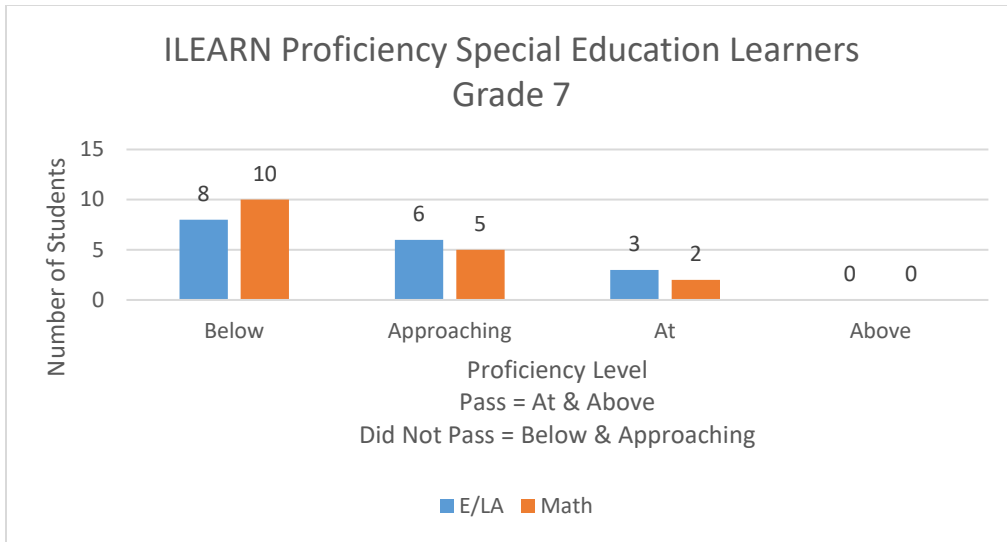
**Analysis:**

The Department of Education started the ILEARN test for 7th and 8th graders starting in the 2018-19 school year. It is impossible to compare the results of the ILEARN test with previous ISTEP results. Scores across the state have decreased since the change to the new test. Due to COVID-19, student-learning loss was expected. For many years, the corporation has focused on reading comprehension and language arts scores. As noted in the graphs, our 7th grade E/LA passing rates have been steadily above state average since 2016-17. There was a small decrease in the passing rate from 2018-19 from 60% to 59%. Eight grade passing rates have also been well above the state average for both administrations of ILEARN with a small decrease from 63% to 59% this school year. We will continue to focus on reading comprehension, specifically nonfiction.



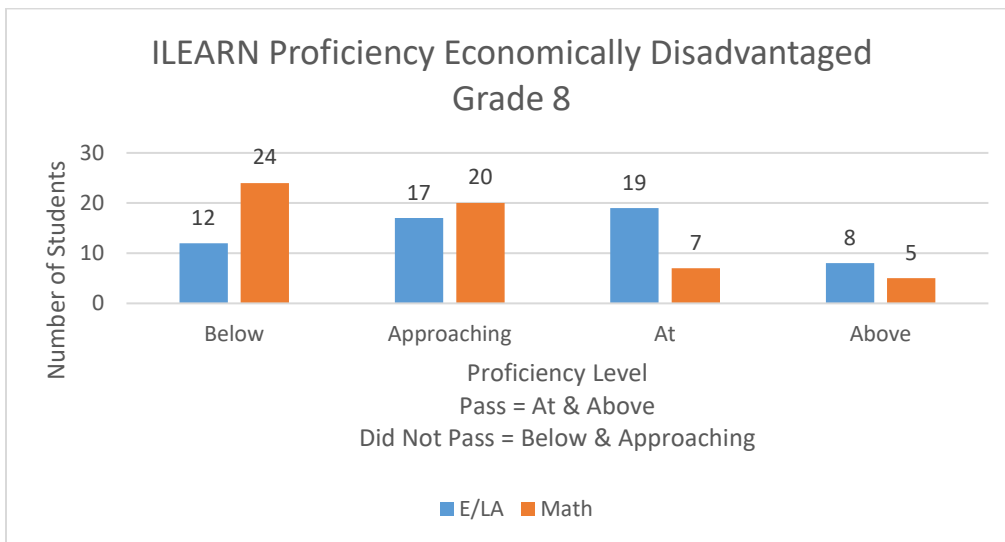
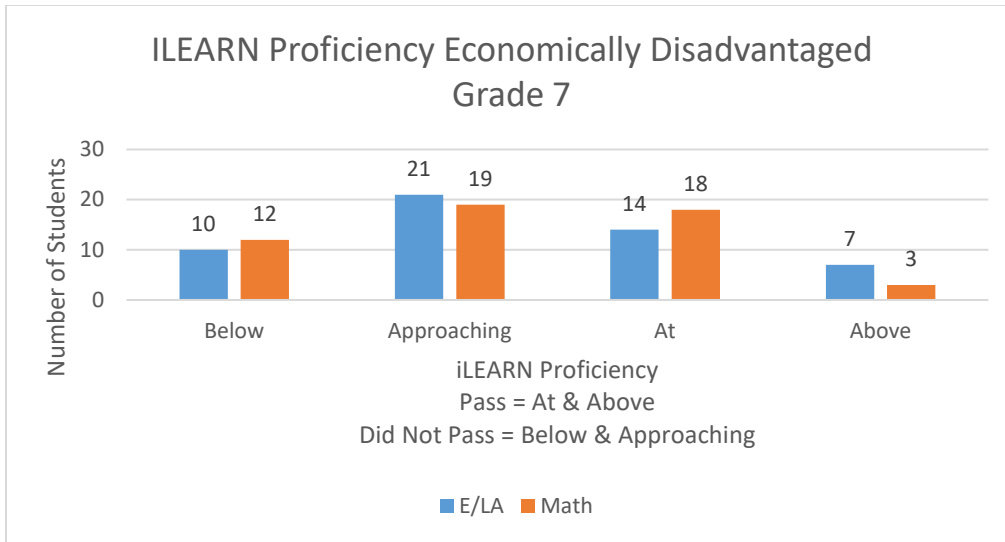
**Analysis:**

All high ability learners were either at proficiency or above proficiency on the ILEARN E/LA test. There were 18 high ability learners who were below or approaching proficiency on the ILEARN Math test. This will be a number to continue monitoring as math remains a focus for the school corporation. It is possible that students are being over identified in math.



**Analysis:**

Only five 7<sup>th</sup> grade and six 8<sup>th</sup> grade special education students were at or above proficiency on the ILEARN tests. This is a population that will need to be targeted.



**Analysis:**

More economically disadvantaged students were below or approaching proficiency than were at or above proficiency. These students will be a large part of our remediation efforts in homeroom and the Bulldog Connections Lab.



# Presentation of NWEA E/LA Data

RIT Vocabulary	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	221	228	224	229	221	224			219	224
Grade 8	227	229	226	228	228	229			223	227

RIT Reading	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	219	226	222	228	219	223			218	224
Grade 8	225	227	224	227	225	228			222	226

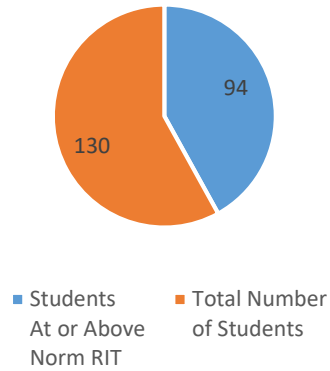
RIT Literature	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	218	225	220	228	218	222			217	224
Grade 8	224	227	223	226	223	226			221	224

RIT Nonfiction	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2020	Spring 2021	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	219	226	222	227	219	223			217	224
Grade 8	224	228	224	229	224	228			222	226

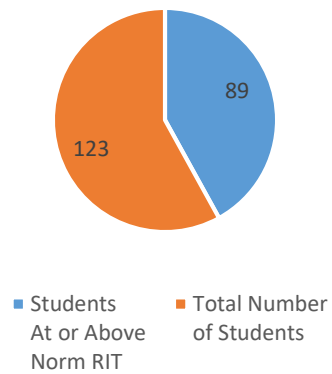
## Analysis:

In every category, students increased their RIT scores from the fall of 2020 to the spring of 2021. A main initiative in our building is to build our student's knowledge of informational text (nonfiction). RIT scores for 7<sup>th</sup> grade increased by seven points and RIT scores for 8<sup>th</sup> grade increased by four points. This will continue to be a focus through Marzano vocabulary techniques and CLOSE reading strategies.

Reading NWEA 2021 Spring Norm RIT  
Grade 7

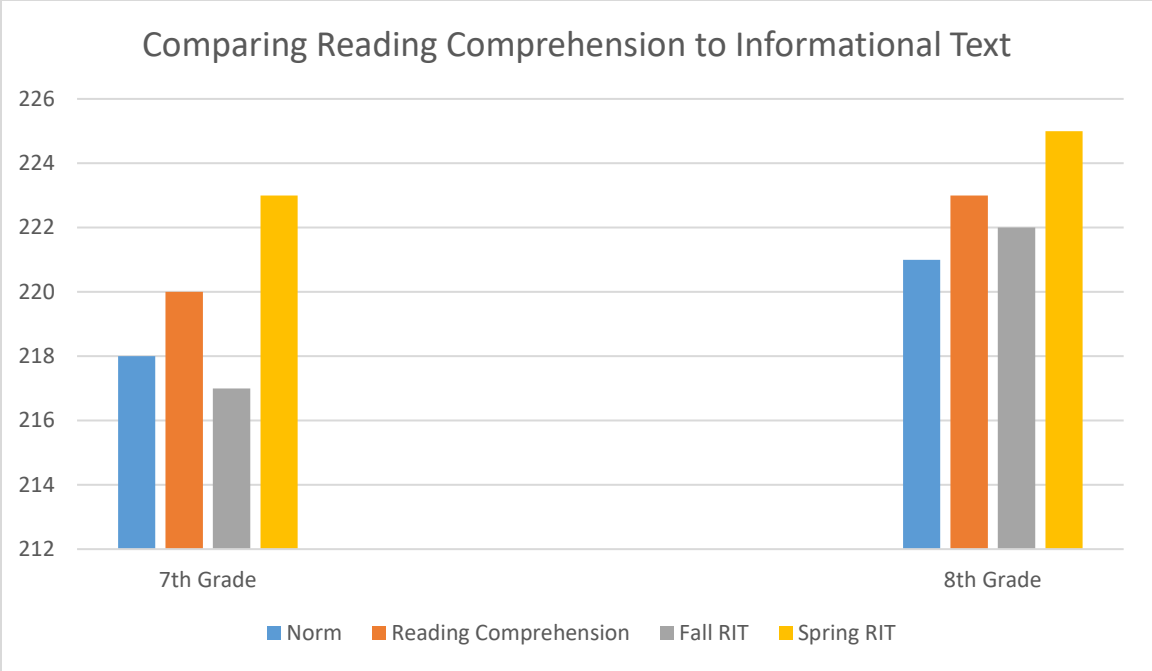


Reading NWEA 2021 Spring Norm RIT  
Grade 8



**Analysis:**

The percentage of students that were at or above the spring norm RIT for the 7<sup>th</sup> grade was 72%. For the 8<sup>th</sup> grade it was also 72%. Our goal for the 2021-22 school year is for the percentage of students at or above the spring norm RIT to be 75% or higher.



**Analysis:**

A main initiative in our building is to build our student’s knowledge of informational text (nonfiction). RIT scores for 7<sup>th</sup> grade increased by seven points and RIT scores for 8<sup>th</sup> grade increased by four points. Both 7<sup>th</sup> and 8<sup>th</sup> grade scored above the norm for this subtest. Our goal is to see the RIT score for information text to be more in line with the overall spring RIT score. As can be seen from the graph, this is an area that can continue to be improved upon.

# Presentation of NWEA Math Data

RIT Mathematics	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	229	236	231	237	227	235			226	232
Grade 8	236	239	233	239	234	240			227	233

RIT Number Sense	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	230	237	233	237	228	236			228	232
Grade 8	236	240	233	241	234	239			229	233

RIT Computation	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	230	236	233	237	229	234			227	233
Grade 8	237	239	234	241	233	241			228	230

RIT Algebra and Functions	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	225	235	228	237	225	235			224	233
Grade 8	235	240	233	239	234	240			226	236

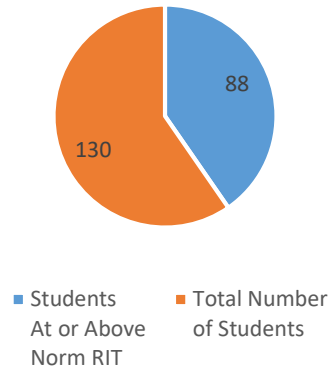
RIT Geometry and Measurement	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	230	235	232	236	228	234			224	231
Grade 8	235	238	233	239	234	239			227	232

RIT Analysis, Statistics, and Probability	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Grade 7	238	236	231	237	226	235			225	230
Grade 8	236	239	232	238	234	240			227	232

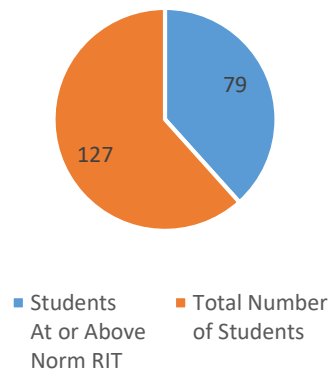
## Analysis:

In every category, students increased their RIT scores from the fall of 2020 to the spring of 2021. The subtest which saw the least amount of growth throughout the year was computation. This was especially so for the 8<sup>th</sup> grade, which saw only a two point increase.

### Math NWEA 2021 Spring Norm RIT Grade 7

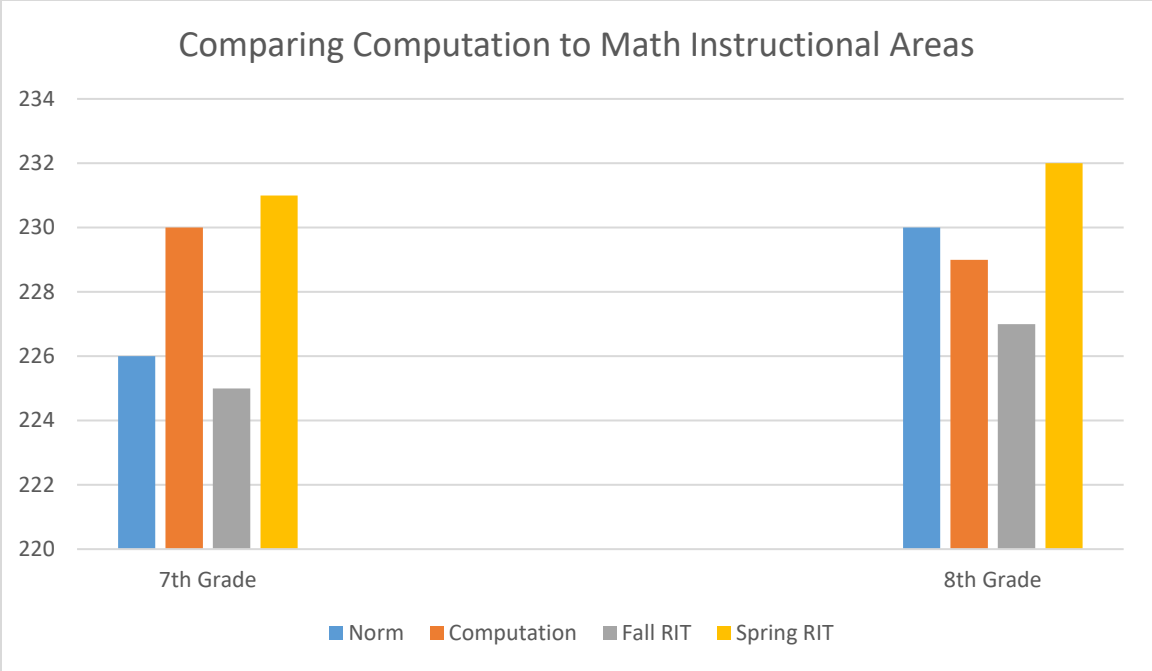


### Math NWEA 2021 Spring Norm RIT Grade 8



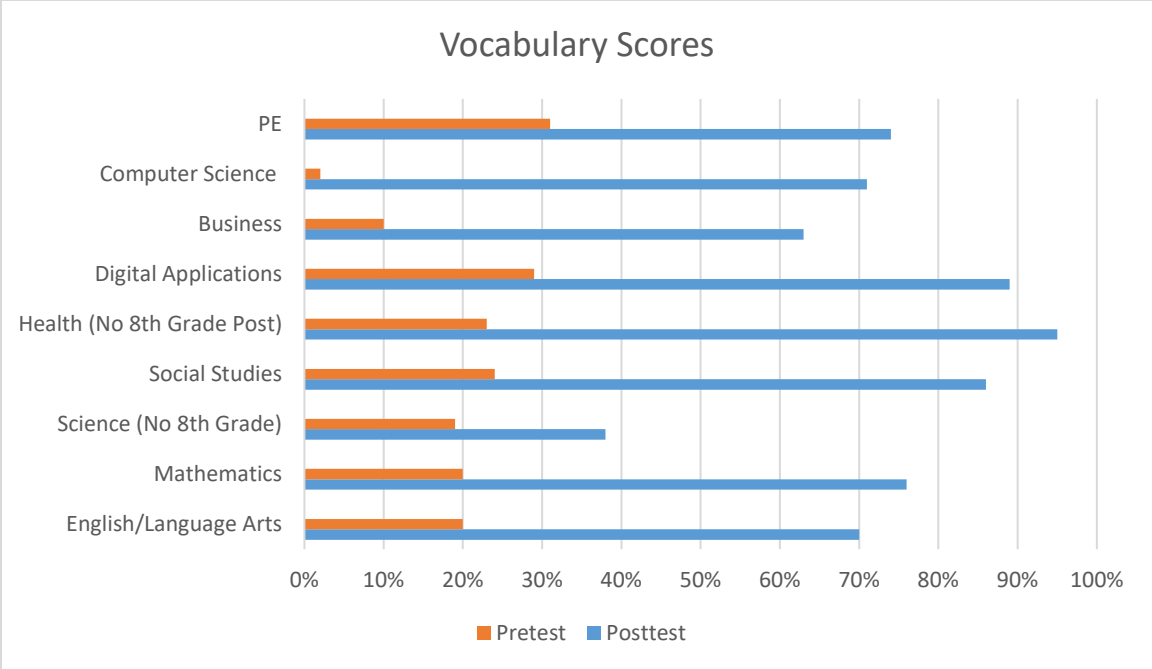
**Analysis:**

The percentage of students that were at or above the spring norm RIT for the 7<sup>th</sup> grade was 68%. For the 8<sup>th</sup> grade it was also 62%. The overall percentage was 65%. Our goal for the 2021-22 school year is for the percentage of students at or above the spring norm RIT to be 70% or higher.



**Analysis:**

Based on this data, computation is an area to monitor to see if this is a class specific issue or if it becomes a trend. Seventh grade computation scores were above the norm and close to being in line with the overall spring RIT scores. However, eighth grade computation scores were below the norm and well below the overall spring RIT scores.



**Analysis:**

For each class, students are tested on understanding the vocabulary in contextual situations. We analyze scores by department, not grade level. It allows for easier data collection and better comparisons. We want to see at least 90% of our students testing at an 80% mastery on their vocabulary post-tests. It is clear that we did not meet our goal in this area last school year. It was a challenging year due to COVID-19, virtual students, and quarantined students. We expect to see an improvement in these scores this school year.