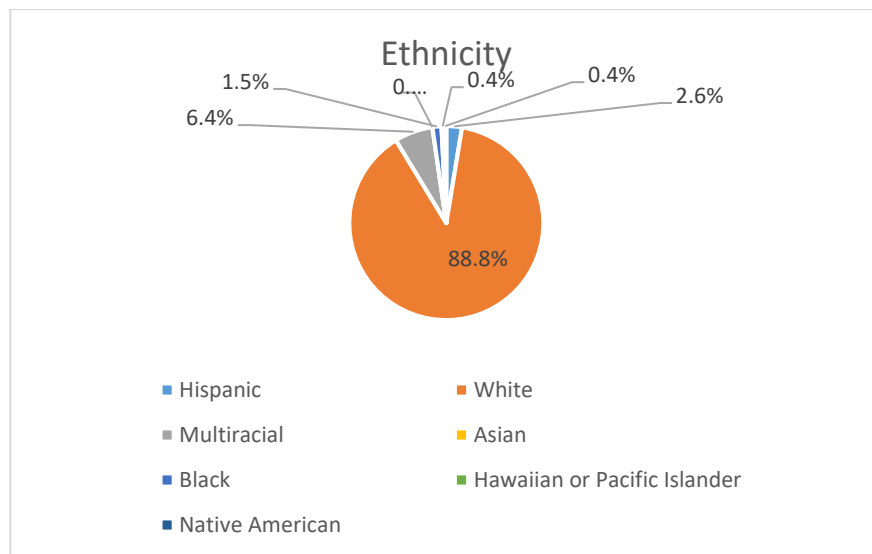
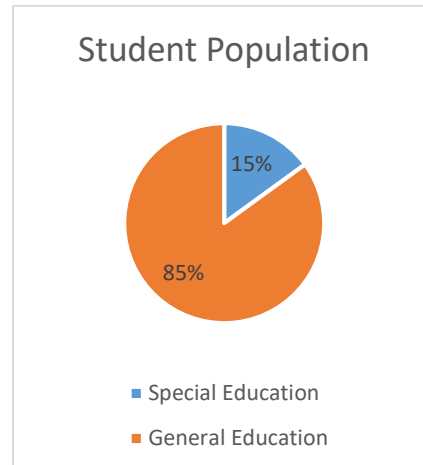
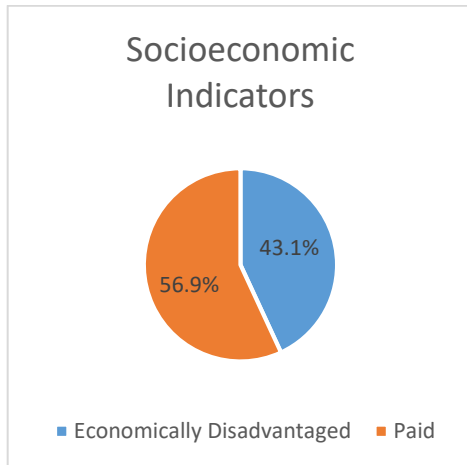
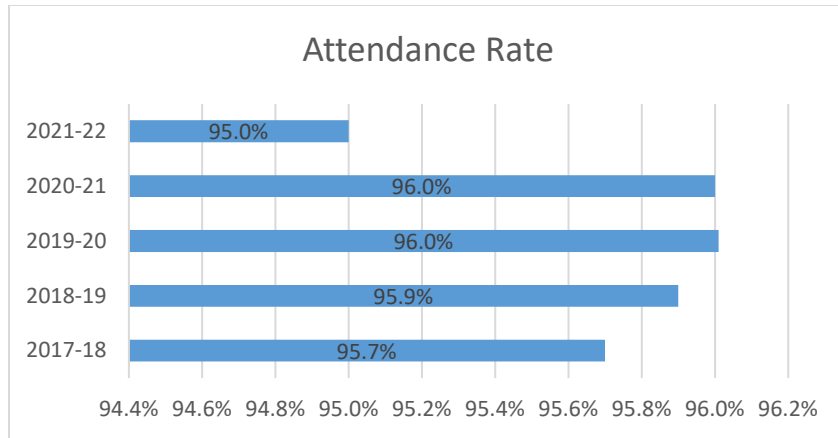


Centerville-Abington Junior High SIP Data (2021-22 School Year)



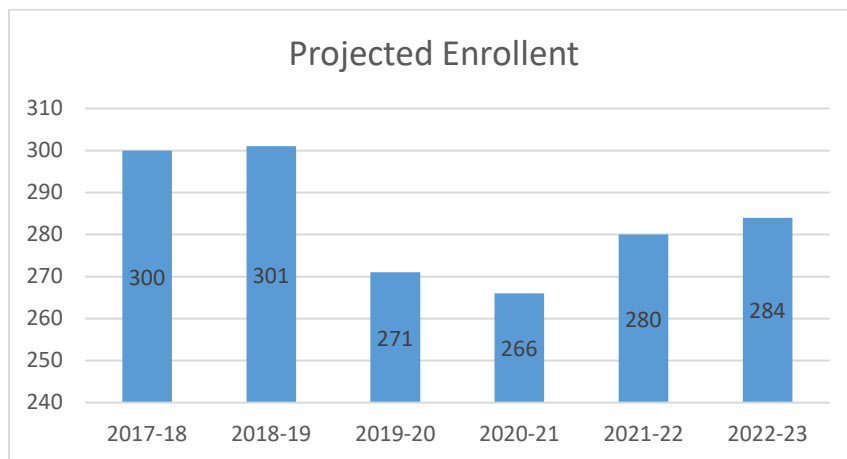
Analysis:

This data has not yet been updated on the IDOE INview webpage for last school year. 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.



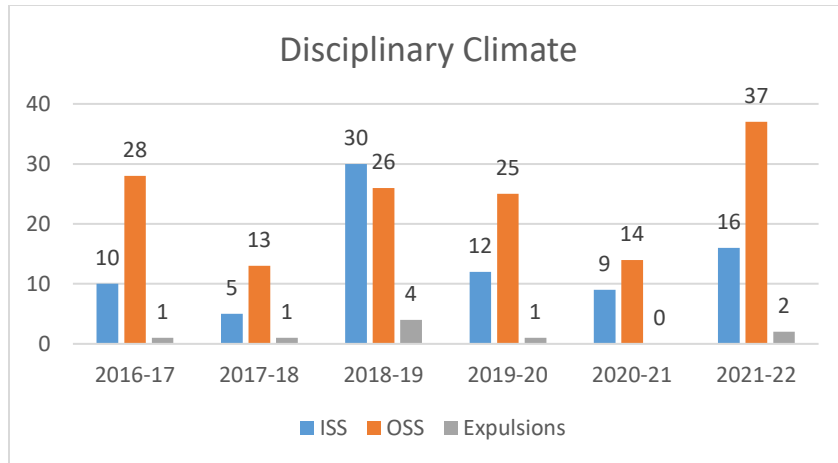
Analysis:

The attendance rate at CJHS has always exceeded the state average. The percentage usually fluctuates around the 96% mark. In the 2021-22 school year the attendance rate dropped to 95%. This is after the attendance rate the previous two years was 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.



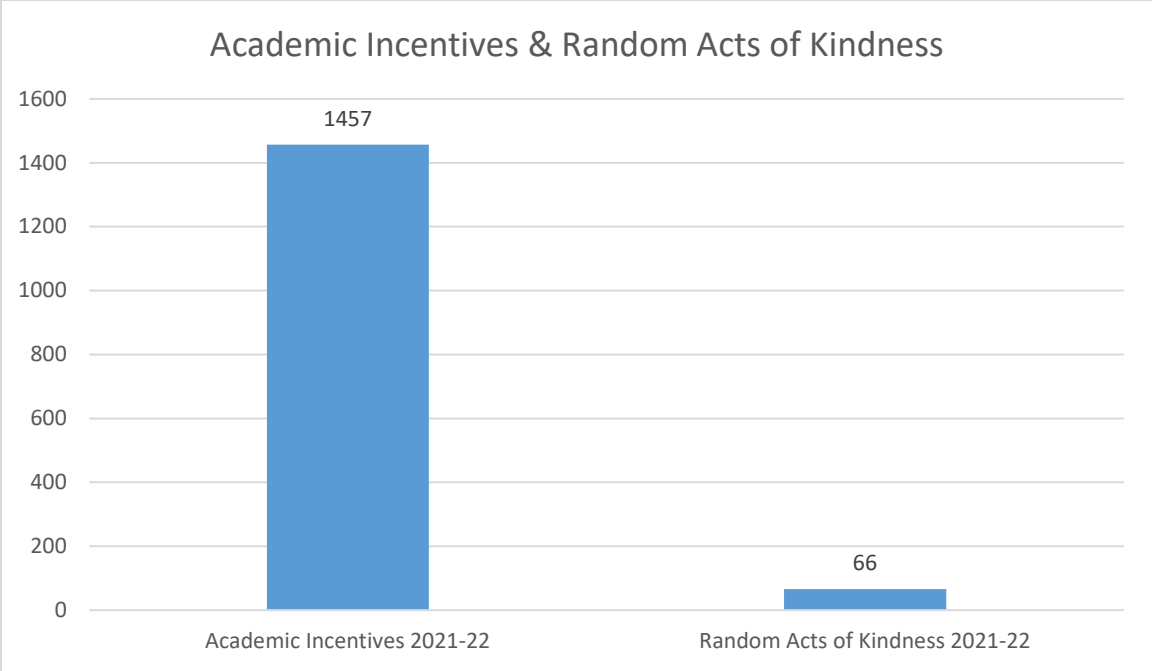
Analysis:

As the 2022-23 school year begins, CJHS has 284 students enrolled and attending classes. Last school year, CJHS began with 280 students. However, this number decreased as the year went on. This is/was 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.



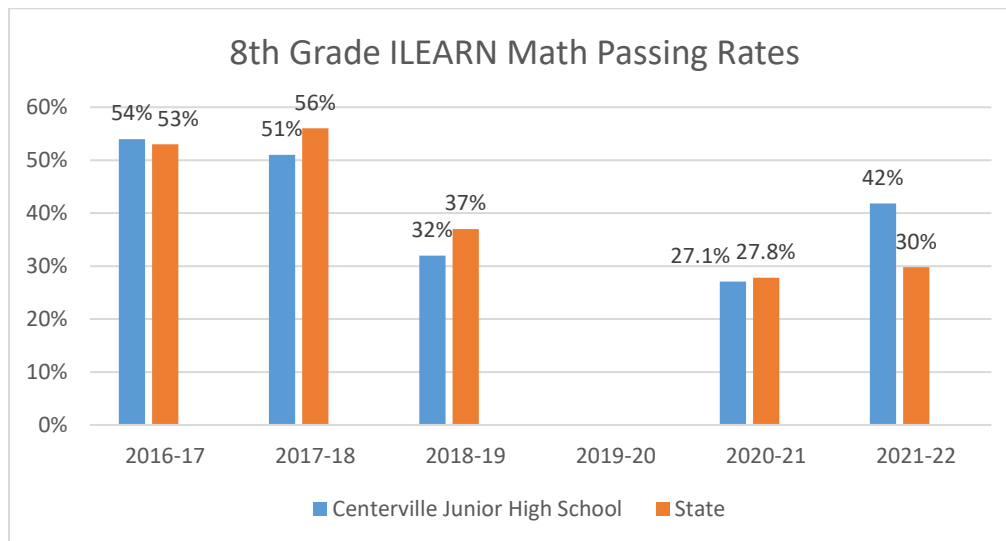
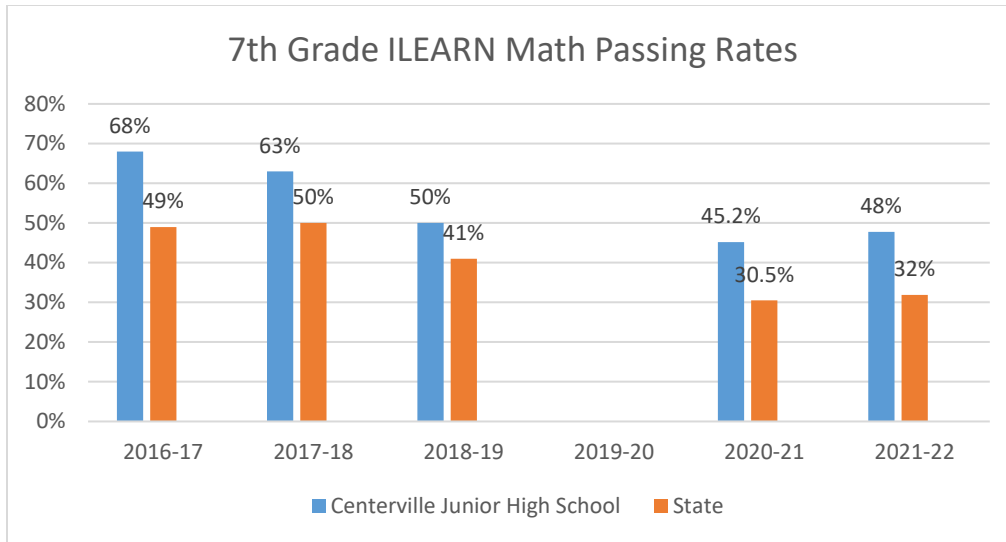
Analysis:

The past school year saw an increase in the total number of discipline infractions from thirty-eight in 2019-2020 and twenty-three in 2020-2021 to fifty-five in 2021-22. This is more in line with the total of sixty in the 2018-2019 school year. Some of the decreased numbers for the 2019-2020 and 2020-2021 school years can be attributed to the shortened school year in 2019-2020 and the availability of virtual education in 2020-2021 due to COVID-19. Also, in a small school, the size and makeup of a class can have a large impact on the numbers. Of the fifty-five total disciplinary infractions for the 2021-2022 school year, thirty-seven were from the seventh grade class, including the two expulsions. Reducing these numbers is one of our major goals moving forward. Last year’s total will serve as a new baseline moving forward. To achieve this, CJHS will continue to have 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 Character Education Program called Character Strong. Students participate in SEL activities every Wednesday during homeroom. Last year, all staff members were also trained in TBRI (Trust Based Relational Intervention). This will become a major part of our efforts to building a positive school climate this school year. In addition, all eighth grade students will participate in Challenge Day this year.



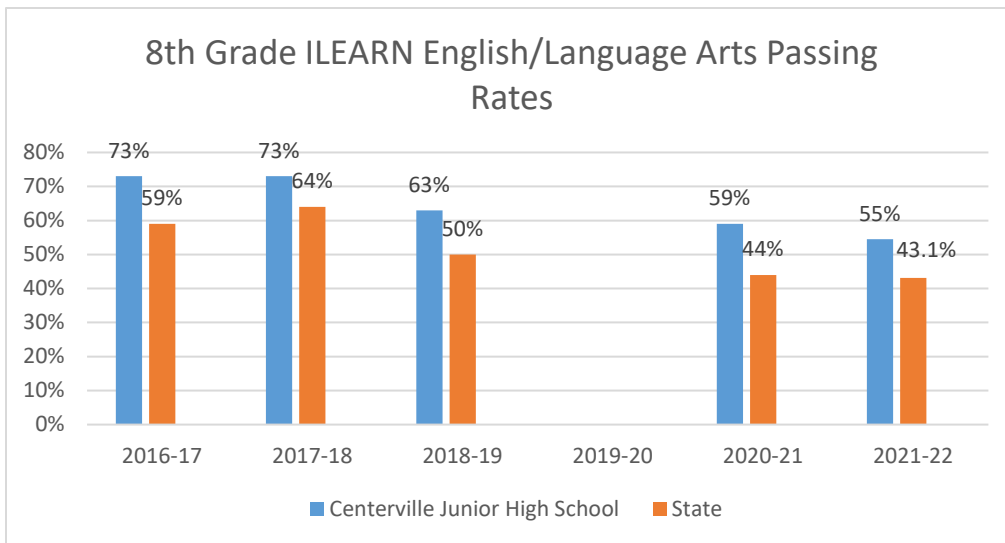
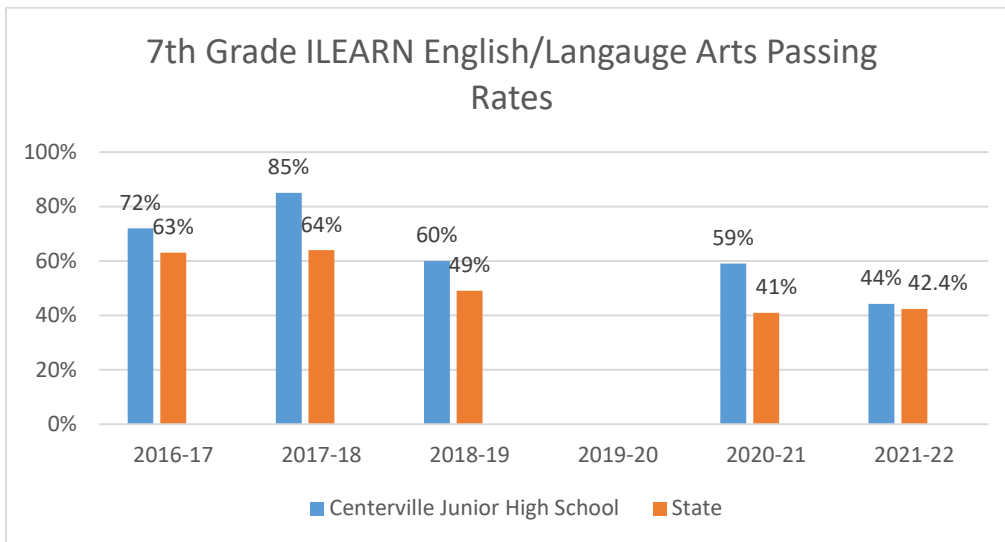
Analysis:

This is our first year charting Academic Incentives and Random Acts of Kindness. For the 2021-22 school year there were 1,457 Academic Incentives turned in and 66 Random Acts of Kindness turned in. We will continue collecting this information for the next four years to determine positive behavior supports and whether that are making a meaningful difference.



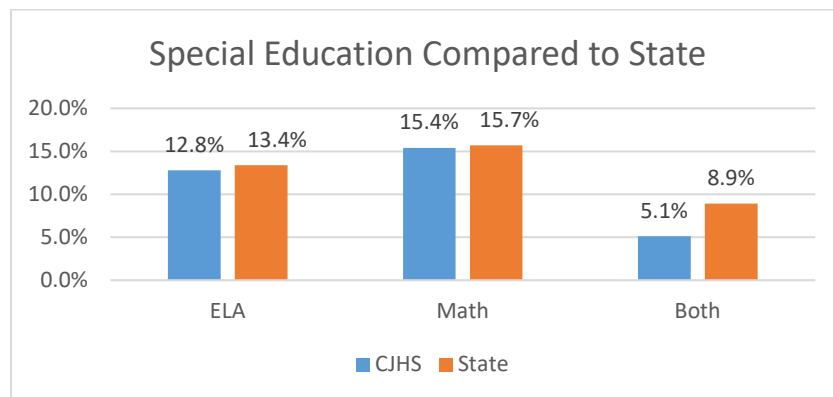
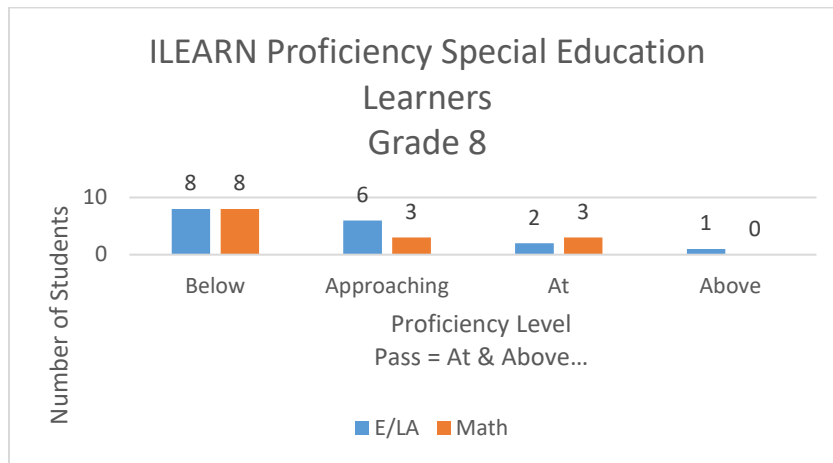
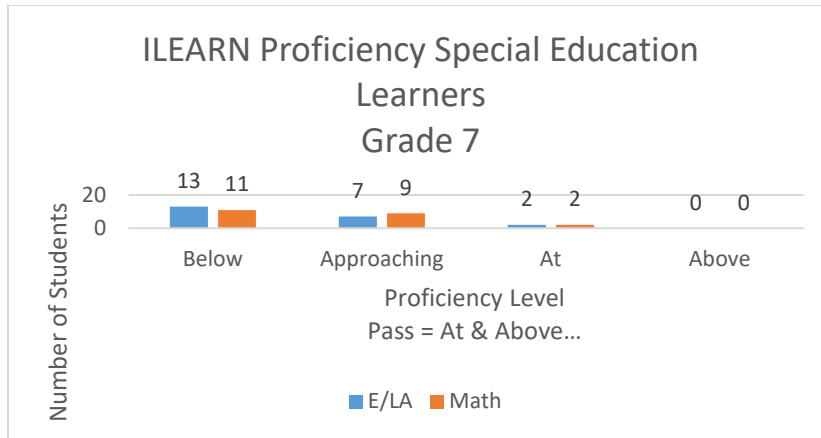
Analysis:

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 7th grade, students scored above the state average. In addition the overall passing rate increased from 45% to 48% for CJHS. This is just below the 50% passing rate from 2018-19 that was pre-COVID. In 8th grade, the passing rate was 42%, which was also higher than the state average. This is a large increase from the 2020-21 passing rate of 27% and even the pre-COVID year passing rate for 2018-19 of 32%. Our math scores have become a top priority for not only CJHS, but also the corporation as a whole. Over the last two school years, we have implemented new curriculum and the addition of the online math program, ALEKS. Students have begun receiving more math remediation using ALEKS during homeroom twice a week, along with additional support with the Bulldog Connections Lab for students in need of tier three remediation. The data shows we are seeing the benefits of these programs.



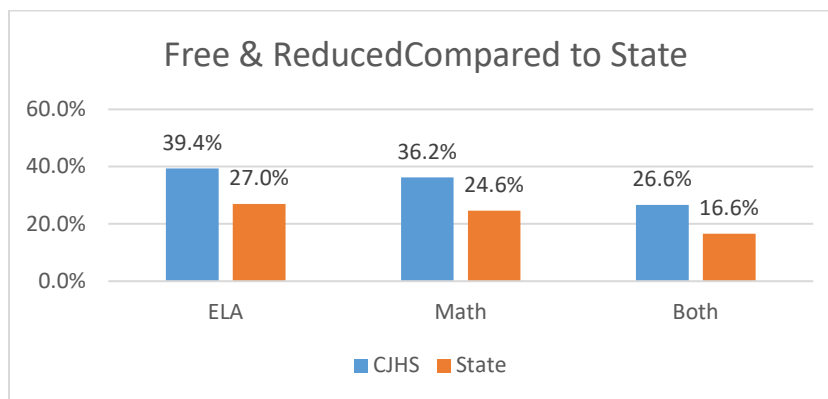
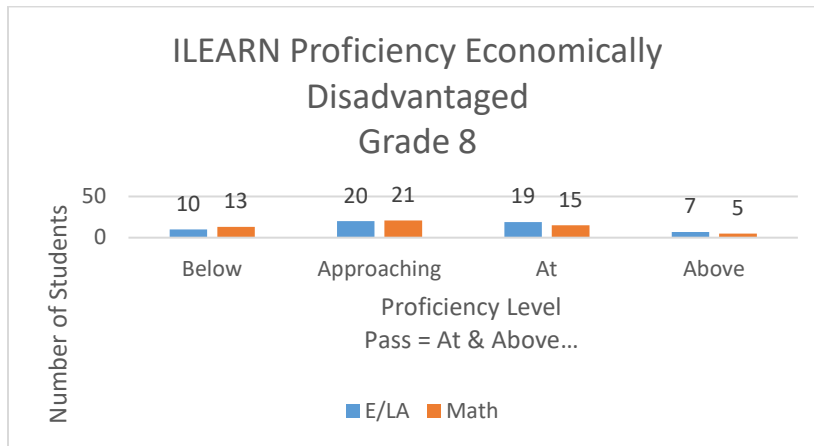
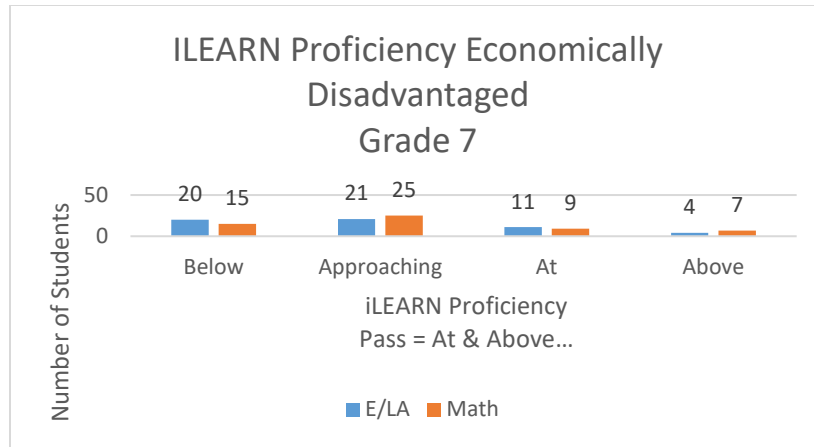
Analysis:

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. This continued to be the case this year. Despite beating the state average, passing rates did decrease from last year for both the 7th and 8th grade (minimally for 8th). This summer, our ELA teachers wrote new curriculum focusing on Indiana Academic Standards in an effort to increase these scores. We will continue to focus on reading comprehension, specifically nonfiction.



Analysis:

CJHS had ten special education students who were at or above proficiency on the ILEARN tests. There were 25 special education students that were approaching proficiency. Overall, 12.8% of our SPED students passed the ELA compared to 13.4% of state SPED students and 15.4% of our Math SPED students passed the Math compared to 15.7% of the state SPED students. This is a population we will continue to focus on in an effort to move these students from approaching proficiency to at proficiency.



Analysis:

More economically disadvantaged students were below or approaching proficiency than were at or above proficiency. However, there were a significant number of 8th graders at or above proficiency as well. Overall, 39.4% of our free and reduced students passed the ELA compared to 27% of state free and reduced students and 36.2% of our Math free and reduced students passed the Math compared to 24.6% of the state free and reduced students. 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 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	224	229	221	224			219	224	219	222
Grade 8	226	228	228	229			223	227	223	225

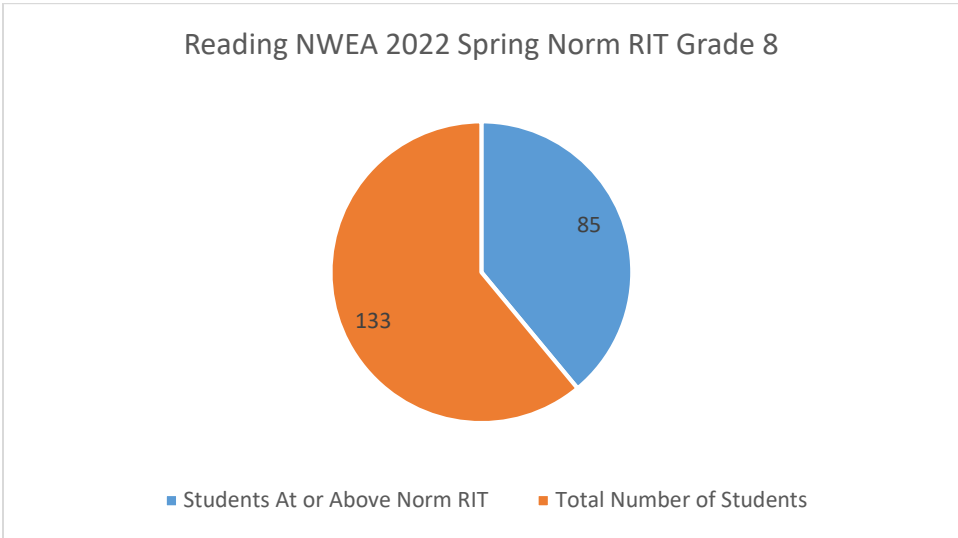
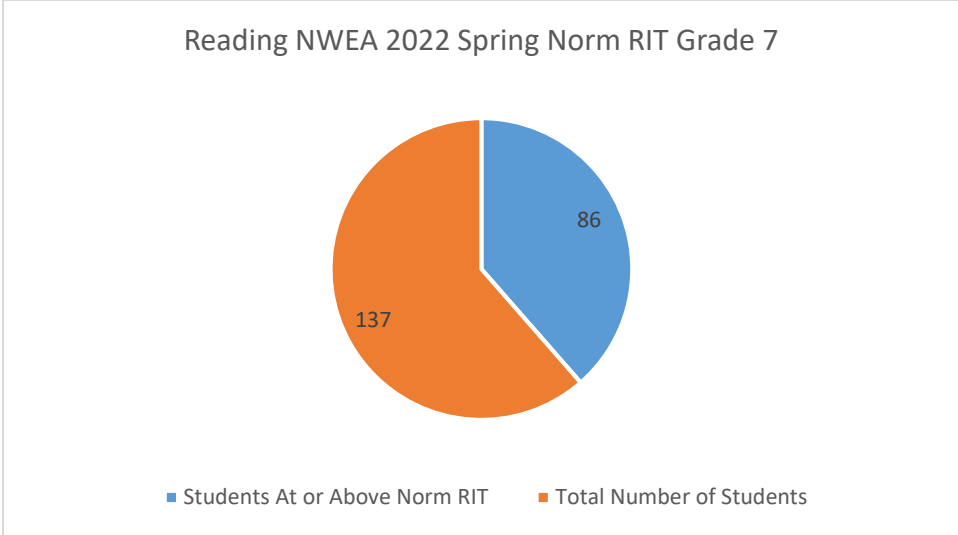
RIT Reading	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	222	228	219	223			218	224	217	220
Grade 8	224	227	225	228			222	226	222	224

RIT Literature	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	220	228	218	222			217	224	214	218
Grade 8	223	226	223	226			221	224	221	222

RIT Nonfiction	Fall 2017	Spring 2018	Fall 2020	Spring 2021	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	222	227	219	223			217	224	217	220
Grade 8	224	229	224	228			222	226	222	225

Analysis:

In every category, students increased their RIT scores from the fall of 2021 to the spring of 2022. However, student growth was smaller this year in most categories than it was last year. A main initiative in our building is to build our student's knowledge of informational text (nonfiction). RIT scores for 7th grade increased by three points and RIT scores for 8th grade increased by three points. This will continue to be a focus through Marzano vocabulary techniques and CLOSE reading strategies.



Analysis:

The percentage of students that were at or above the spring norm RIT for the 7th grade was 63%. For the 8th grade it was 64%. The combined percentage for 7th and 8th grade was 63%. This is a decrease from last year (72%). Our goal for the 2021-22 school year was for the percentage of students at or above the spring norm RIT to be 75% or higher. We did not accomplish this goal. Despite this, we are continuing to work to meet this goal in the future. For the 2021-22 school year, we had a new first year teacher taking over in 7th grade and our 8th grade teacher was piloting a new curriculum. This summer, both teachers spent time writing new curriculum and focusing on Indiana state standards to better meet the needs of their students. We will also continue providing remediation to students in the Bulldog Connections Lab with IXL.

Presentation of NWEA Math Data

RIT Mathematics	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	231	237	227	235			226	232	228	233
Grade 8	233	239	234	240			227	233	232	236

RIT Number Sense	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	233	237	228	236			228	232	N/A	N/A
Grade 8	233	241	234	239			229	233	N/A	N/A

RIT Computation	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	233	237	229	234			227	233	N/A	N/A
Grade 8	234	241	233	241			228	230	N/A	N/A

RIT Number Sense and Computation	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	230	235
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	233	236

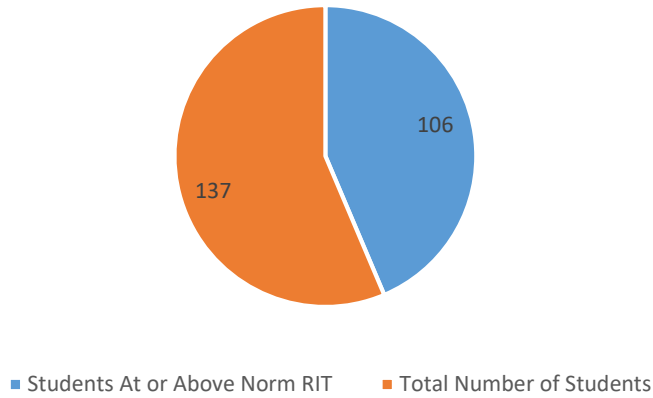
RIT Geometry and Measurement	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	232	236	228	234			224	231	229	232
Grade 8	233	239	234	239			227	232	230	234

RIT Analysis, Statistics, and Probability	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Grade 7	231	237	226	235			225	230	227	232
Grade 8	232	238	234	240			227	232	232	236

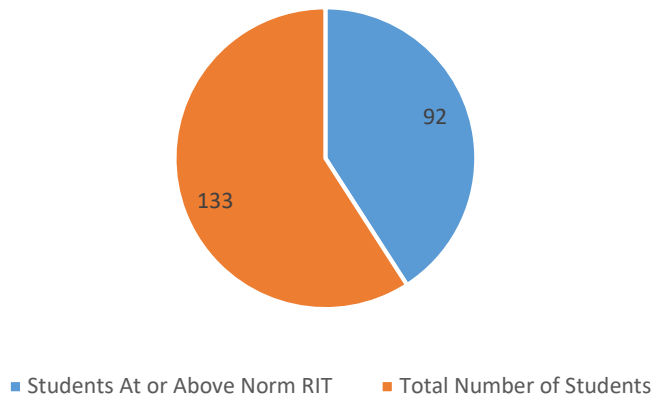
Analysis:

In every category, students increased their RIT scores from the fall of 2021 to the spring of 2022. For this school year, all subtests saw a similar amount of growth.

Math NWEA 2022 Spring Norm RIT Grade 7

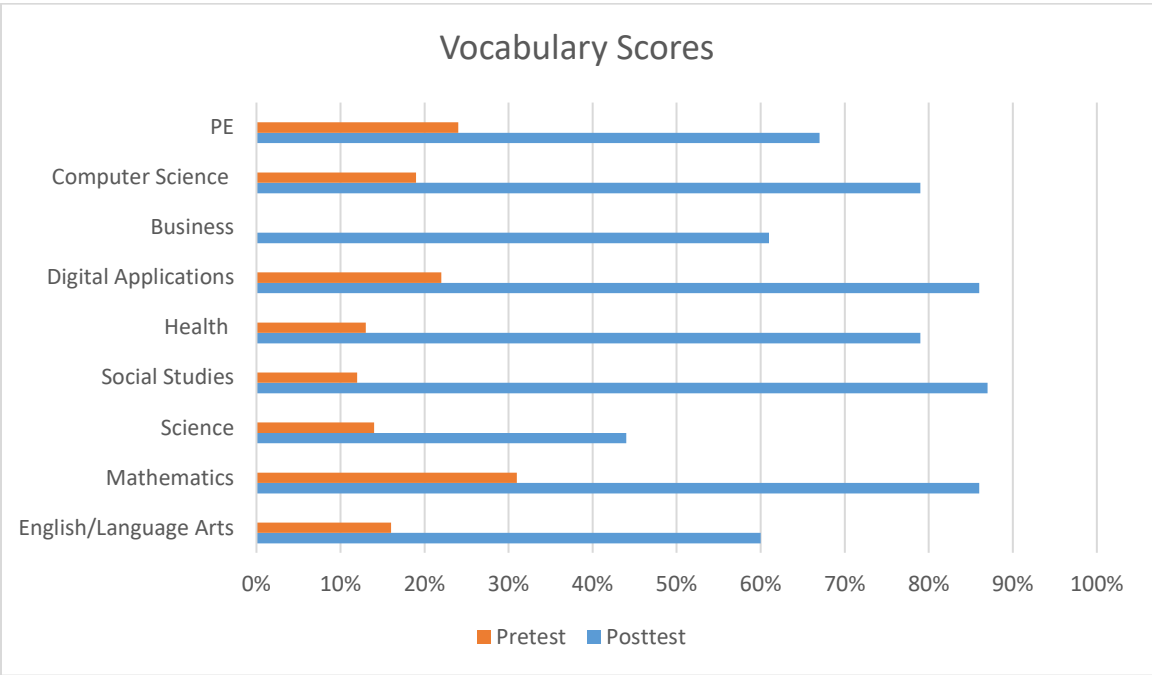


Math NWEA 2022 Spring Norm RIT Grade 8



Analysis:

The percentage of students that were at or above the spring norm RIT for the 7th grade was 77%. For the 8th grade it was 69%. The combined percentage for 7th and 8th grade was 73% Our goal for the 2021-22 school year was for the percentage of students at or above the spring norm RIT to be 70% or higher. We accomplished this goal.



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. This is a goal that we failed to reach again this school year. Five subjects saw over 75% of their students score 80% or higher while the rest saw lower percentages than 75%. A renewed focus on Marzano’s 6-step process for developing academic vocabulary will be emphasized this school year.