

Mt. Vernon Middle School

1862 W. State Road 234
Fortville, IN 46040

<http://www.mvcsc.k12.in.us/mvms>

Mt. Vernon Community School Corporation

NCA and PL-221

School Improvement Plan

2010-2011

Mt. Vernon Middle School

Home
of the
Marauders

Our Mission

We believe all students deserve a secure learning community where students grow academically, emotionally, socially, and develop an appreciation for life-long wellness.

Our Core Convictions

- A school community committed to positive student growth and development.
- A relevant and challenging curriculum.
- A safe and orderly environment that promotes learning.

NCA Steering Committee

John G. Price, Principal

Heather A. Whitaker, Assistant Principal

Debbie Thomas, Social Studies Teacher

D'Lee Rush, FACS Teacher

Paula Day, Resource Teacher

Heather Noesges, Social Studies Teacher

Ken Fry, Math Teacher

Jeffrey Crague, Language Arts Teacher

Krissy Monagle, Science Teacher

Craig Blanton, Language Arts/Social Studies Teacher

Jessica Sullivan, Social Studies Teacher

Bronwyn Truex, Guidance Counselor

B.J.Erlewein, Parent

Amy Rohrbach, Parent

Carolyn Kelly, Parent

Jan Viehweg, Parent

NCA Goal and Working Committees 2009 to 2011

Goal 1: Language Arts

John Price (Co-Chair)
Debbie Thomas (Co-Chair)
Jill Scott
Emily Stanley
Nick Ragan
Casey Dodd
Jessica Sullivan
Kelly Myers
Katie Scott
Josh Strange
Jeffrey Crague
Dean Falkenberg
Paula Day
Heather Noesges
Craig Blanton

Goal Two: Mathematics

Heather Whitaker (Co-Chair)
Mark Noesges (Co-Chair)
Rebekah Tilley
Ben Williams
Gwen Perkins
Leah Glassburn
Krissy Monagle
Stacy Griner
Greg Cooke
Ken Fry
Bonny Apsey
Stacey Bricker

Mission/Profile/Protocols

John Price (Co-Chair)
D'Lee Rush (Co-Chair)
Carey Cole
Joe Smith
Stephen Day
Robert Drago
Diana Myers
Allen Henderzahs
Jeremy Spencer
Amy Lynch
Jill Scott
Kyle Miller
Amy Studabaker

Survey Committee

John Price (Co-Chair)
Jeremy Spencer (Co-Chair)
Ben Williams
Rebekah Tilley
Robert Drago
Casey Dodd
Nick Ragan
Ken Fry
Carey Cole

Data Collection

Bronwyn Truex (Co-Chair)
Heather Whitaker (Co-Chair)
Carey Cole
Laura Peters
Linda Morey
Lisa Tappy
Stephanie Evans
Debbie Thomas
Katie Scott
Stacey Bricker
Josh Strange
Krissy Monagle
Casey Dodd

Incentive

Subcommittees

-Just Do It-

Jessica Sullivan (Co-Chair)
Ken Fry (Co-Chair)
Paula Day (Co-Chair)
Casey Dodd
Jeremy Spencer
Joe Smith
Leah Glassburn
Linda Morey
Diana Keough
Pam Lyons
Gwen Perkins
Katie Scott
Greg Cooke
Stacy Griner
DeAnna Stanley

-Flying Aces-

Debbie Thomas (Co-Chair)
Craig Blanton (Co-Chair)
Jeffrey Crague (Co-Chair)
Kyle Miller
Diana Myers
Stephen Day
Lisa Tappy
Mark Noesges
Dean Falkenberg
Josh Strange
Mike Prewitt
Constance Griffin
Pamela Paul

-Strive-

Bronwyn Truex (Co-Chair)
Amy Lynch (Co-Chair)
Krissy Monagle (Co-Chair)
D'Lee Rush
Carey Cole
Nick Ragan
Rebekah Tilley
Ben Williams
Laura Peters
Stephanie Evans
Caron Tackett
Brigitte Bussen
Kelly Myers
Stephen Day
Lisa Tappy
Robert Drago
Allen Henderzahs
Amy Studabaker

School and Community Description



At the beginning of the 2003-2004 school year, Mt. Vernon Middle School began serving student in grades seven and eight. Prior to this, Mt. Vernon Middle School was comprised of students in grades six, seven, and eight. Mt. Vernon Middle School is accredited by the Indiana Department of Education and the North Central Association. Mt. Vernon Middle School has achieved 4-STAR recognition by the Indiana Department of Education during the following school years: 1995-1996, 2000-2001, 2002-2003, 2003-2004, 2004-2005, and 2008-2009. The school is located in a rural area approximately two

miles south of Fortville at the intersection of State Road 234 and County Road 200 West. Students reside in Buck Creek Township and Vernon Township in Hancock County. Mt. Vernon Middle School receives students from Mt. Vernon Intermediate School located on the west side of County Road 200 West, and just north of Mt. Vernon High School.

Enrollment at Mt. Vernon Middle School has held fairly steady with an enrollment of 500 to 600 students since 2003-2004. Mt. Vernon Middle school had 543 students during the 2009-2010 school year. According to enrollment projections for 2010-2011 MVMS is expecting to have 630 students for the 2010-2011 school year.

The Mt. Vernon School Corporation continues to see a significant acceleration in new housing developments within the district. This has increased the total student population of the school corporation. There are 31 approved housing developments that have impact upon the total enrollment. The total lots combined from the 31 developments are 5,140. 2,366 or 46.03 percent, of the lots are sold. 2,313 or 45.00 percent of the houses are occupied. One of the largest of the developments is Stansbury addition, which has all of its 469 lots, sold and occupied.

In addition to new housing areas, new businesses have located in the Mt. Vernon School Corporation in the past few years. The Fortville and McCordsville Chamber of Commerce have over one hundred businesses or services that are members as of 2009-2010. The industrial park across from the Mt. Comfort airport on the west side of County Road 600 West is also growing with new businesses. Freije Water, Preferred Sourcing and Hardig Cases are a few of the businesses located there. New businesses in McCordsville include CVS pharmacy, Chicago's Pizza, Hancock Telecom, The Grille 2, Gateway Cleaners and Greenfield Banking Company.

Mt. Vernon Middle School utilizes many volunteers in our building. Parental volunteers through our Parent/Teacher Organization are utilized in the main office and media center frequently. In addition, our PTO provides grants to teachers to increase the amount of resources provided to students. Our School Improvement Team (S.I.T.) meets with our PTO and administrative staff to discuss current issues revolving around curriculum, discipline, and other school improvements. During the 2007-08 school year, the Mt. Vernon Education Foundation was created to provide educators with financial support and opportunities for all students and faculty members.

Student Data

Since 1996, the average daily attendance rates for Mt. Vernon Middle School students have ranged from a low of 96.0 percent in 1998-1999, 1999-2000, and 2001-2002 to a high of 97.01 percent in the 2008-2009 school year. The daily attendance percentage for the 2009-2010 school year is 96.23 percent. Mt. Vernon Middle School has exceeded state average attendance rates every year since 1995.

The mobility rate of Mt. Vernon Middle School students is low. 88.2 percent of the current students at Mt. Vernon Middle School were enrolled in Mt. Vernon Community School Corporation during the previous school year. The migration of students into Mt. Vernon Middle School for the 2009-2010 school year was 10 students. Within the student body, the current racial distribution was as follows: 471 Caucasian students (87 percent), 38 African American students (7 percent), 11 Hispanic students (2 percent), 7 Asian students (1 percent), 0 Native American students (0 percent), and 16 Multi-Racial students (3 percent). The male/female ratio was 283 males/287 females (49.6 percent males/50.3 percent females). Ninety-nine students (18 percent) qualified for free or reduced lunches / breakfasts.

Students in the seventh and eighth grades complete the I-STEP + test each year. During the 2008-2009 school year students tested twice, due to the change to spring testing. During that school year, 87 percent of seventh grade students met or exceeded the pass score for language arts in the fall, and 80 percent met or exceeded the pass score in the spring portion, while 98 percent of the students met or exceeded the math portion in fall testing, and 83 percent met or exceeded the pass score in the spring. Of the eighth grade students tested, 77 percent met or exceeded the language arts pass score in the fall, and 74 percent met or exceeded the spring pass scores, along with 85 percent of the students meeting or exceeding the math pass score in fall testing, and 77 percent exceeded the pass score in the spring. These scores all exceeded the state average for passing both math and language arts. In 2009-2010, seventh grade students achieved a pass rate of 81% in social studies, 89% in mathematics, and 83% in English/language arts. The eighth grade scored at 82% in English/language arts and 83% in mathematics. The chart below indicates our improvement in scores for the entire student body in the spring ISTEP+ 2010 tests.

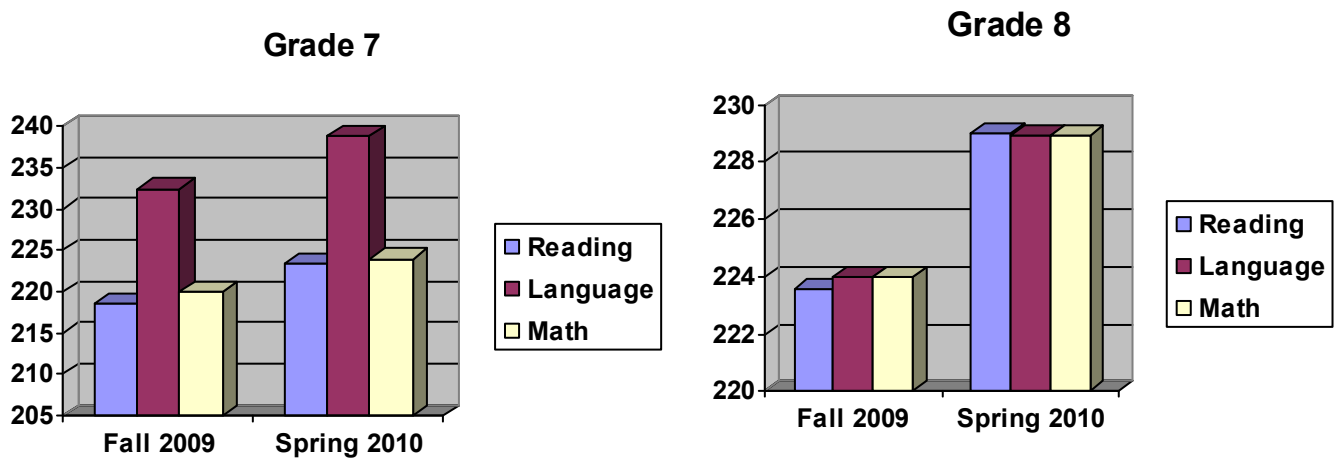
2009 Percent of Students Passing ELA	2010 Percent of Students Passing ELA	2009 Percent of Students Passing Math	2010 Percent of Students Passing Math	2009 Percent of Students Passing both ELA and Math	2010 Percent of Students Passing both ELA and Math
77.68%	81.68%	80.44%	85.69%	71.96%	77.14%

The NWEA (Northwest Evaluation Association) test is a computer-generated test used to evaluate student academic progress. The test is given two times per year, in the fall and the spring. In addition, students with Individualized Education Plans are being tested an additional time during the school year (at the beginning of Semester 2). Students in both 7th and 8th grades are tested in the areas of mathematics, reading, and language usage. Based on how they tested, students are given a RIT score. RIT stands for Raasch Unit, which is a unit of measure that uses

individual item difficulty values to estimate student achievement. The scores are then used to track student achievement and growth over time. Each area tested is broken into specific skill levels that can be used by teachers and parents to identify areas of strength and weakness. In addition, the RIT score can also be compared to District Averages and Norm Group Averages.

Our NWEA scores from Fall to Spring for 2009-2010 are as follows:

- Grade 7: 218.5 to 223.3 in Reading
232.4 to 238.8 in Mathematics
220.0 to 224.0 in Language Usage
- Grade 8: 223.6 to 229.0 in Reading
236.7 to 244.1 in Mathematics
224.0 to 228.9 in Language Usage



Core 40

The Core 40 math test has been administered to Mt. Vernon Middle School students since 2006-07. Students enrolled in Algebra 1 are required to pass the Core 40 exam as part of their requirement for high school graduation.

Core 40/Grade 8		
Year	Number of Students	Passed
2009-10	TBD	TBD
2008-09	70	90.0%
2007-08	206	63.6%
2006-07	105	82.9%

Instructional Data

Since 2000, Mt. Vernon Middle School has employed a team approach to deliver instruction in grades seven and eight. There are seven teams in the building with three teams per grade level along with one unified arts team.

Students of Mt. Vernon Middle School receive 245 minutes of instructional time per day. Students have classes in math, science, social studies, and language arts. Each student receives a 30 minute lunch period. When students are not in their core teams, they are in an exploratory class of unified arts including the following classes: family and consumer sciences, industrial technology, visual arts, swimming, health, and physical education. Students may also select from instrumental music or choir. In 2009-2010, MVMS began its Response-to-Intervention (RtI) strategies, and selected students received daily support and instruction for 45 minutes per day for three nine week grading periods.

Effective 2009 and 2010, MVMS began its Response to Intervention (RtI) initiative. RtI is an approach that enables educators to implement research based interventions in a three-tiered system that targets student's areas of specific need (Galvin, 2007).

During the 2009-2010 school year students were identified by the following criteria: failed ISTEP during the Spring 2009 testing, low NWEA scores, and low academic performance. After these students were identified, they were provided with specific interventions that focused on their needs. Some of these included the following: Skills Tutor, direct instruction, homework plans, peer tutors, Read Now Power Up, Read Naturally and Plato.

Throughout the 12 week interventions, continuous progress monitoring of student performance occurs (weekly or biweekly). School staff uses progress-monitoring data and decision rules to determine interventions' effectiveness and needed modifications.

During the 2009-2010 school year, 43 seventh grade students and 35 eighth grade students participated in the RTI program. Throughout this process, many students were able to succeed and were exited and placed back in to Tier 1.

Scores on ISTEP+ for this group are as follows:

7 th Grade	Language Arts	Math	Social Studies
Pass +	2	2	3
Pass	24	31	19
Fail	17	10	21
8 th Grade	Language Arts	Math	
Pass +	1	1	
Pass	21	18	
Fail	14	16	

Results from the RtI data have been used for class placement for current 8th graders. Three students have also been referred for psycho-educational testing as they continued to struggle with our standardized testing program.

In addition, resource and collaborative classes are provided for special education students to provide them with academic support. Resource classes provide assistance with organizing materials,

monitoring and checking of student work, and re-teaching of skills as needed. Reading Rewards, Read Naturally, Skills Tutor and Read Now, Power Up, are offered to students that need direct reading instruction. Collaborative instruction in math and language arts courses are also offered in all grade levels. A teacher referral tutoring program is in place which matches high school students with middle school students for assistance in subject level classes.

Teachers, guidance counselors, and administrators of Mt. Vernon Middle School have worked very hard in developing curriculum mapping of all subject areas taught in the building. Academic standards have been “unwrapped” providing clear focus for all subject area teachers. From this, activities are listed that teachers perform with the students along with guiding questions that all students should know at the end of the school year dealing with the particular curriculum. This mapping is provided for all teachers and a copy of this is located in the Main Office at Mt. Vernon Middle School. Localized assessment data (LAD) along with I-STEP + and NWEA testing will provide evidence of growth of students throughout the school year.

The PASS program (Promoting Achievement for Student Success) is offered through the middle school counseling and special education departments. Its purpose is to identify students who are experiencing behavioral, emotional, and/or academic difficulties and are in need of intervention. This program is designed to implement strategies for success in the general education setting and to determine if further testing is needed for placement into special education classes. Students that participate are placed on a contract that is monitored each day for successes and failures. Mt. Vernon Middle School is in the beginning phase of developing a behavioral RtI program.

To accommodate the needs of high-achieving students and encourage acquisition of an Academic Honors Diploma in high school, Mt. Vernon Middle School offers Algebra 1 in the seventh grade and Geometry in the eighth grade along with academic competitions such as Spell Bowl, Geography Bee, and Academic Superbowl. In addition, an advanced language arts course is offered for gifted and talented students. In 2010, MVMS was named the state champion for the social studies academic bowl sponsored by the IASP.

Extracurricular opportunities for students in 2009-2010 included the following: Drama club, art club, science club, newspaper, computer club, tech club, FCCLA, National Junior Honor Society, student council, jazz band, pep band, dance, color guard, cheerleading, cross country, football, soccer, volleyball, basketball, swimming, wrestling, track and field, golf, softball, and baseball. In addition, the above mentioned academic competitions are also provided for students.

Instructional Goals

Goal #1: All students will demonstrate an improvement in language conventions focusing on grammar, spelling, and punctuation.

Increase the language arts total scores from fall to spring on the NWEA and previous year's results from I-STEP+ tests using mean RIT score and percent pass/fail.

Increase language conventions as measured by end-of-year common assessment in both 7th and 8th grade language arts.

Focus Area: Improve grammar, spelling, and punctuation proficiencies across the curriculum.

Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
<p>1. Students will be placed in the appropriate 7th or 8th language arts class based on their needs (honors, general education, and collaborative).</p>	<p>Team teachers, resource teachers, and guidance counselors</p>	<p>Fall of 2006 and ongoing</p>	<p>Quarterly Grades Teacher observations Comparison of standardized test scores Performance on end-of-semester common assessments</p>	<p>Ongoing-- Gifted/Talented Coordinators, Guidance Counselors, and Resource Teachers will review annual I-STEP+, NWEA, and local assessment data for placement into appropriate classrooms.</p>
<p>2. Teachers will use I-STEP + results to diagnose specific skills requiring remediation. Intensive intervention/remediation will begin immediately. Teachers will use data for individual remediation in language arts classrooms. Teams will use data to implement intervention/remediation plans to include homeroom and/or pull out programs.</p>	<p>Language Arts teachers</p>	<p>Fall of 2006 and ongoing</p>	<p>Statistical comparison of fall to spring NWEA testing Skills Tutor Software</p>	<p>Ongoing--Staff members will use Skills Tutor software that will determine the specific needs of students. In addition, guidance counselors, team leaders, and administration will identify those students who fail to meet I-STEP+ proficiencies.</p>

Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
<p>3. Teachers will create end-of-semester common assessments for language arts classes based on Indiana Academic Standards.</p>	<p>Language Arts teachers</p>	<p>August 2006 and continuing</p>	<p>Teacher analysis of results from the subject level assessment. Quarterly evaluation of student's growth toward mastery of Indiana Academic Standards. New students will be evaluated based on I-STEP+ results from their previous school.</p>	<p>Ongoing--Teachers will create and redefine local assessments based on the Indiana Academic Standards for Language Arts.</p>
<p>4. All students not meeting proficiency in language arts will be scheduled for a department remediation program.</p>	<p>Guidance counselors and language arts teachers</p>	<p>Fall 2006 and continuing</p>	<p>Skills Tutor Software Statistical comparison of fall to spring NWEA testing</p>	<p>Ongoing--Teachers, guidance counselors, and administration will identify students not meeting proficiencies in language arts based upon NWEA, I-STEP+, and local assessments.</p>
<p>5. Students with special needs will be mainstreamed into general education classes with assistance.</p>	<p>Resource teachers, guidance counselors, and assistant principal</p>	<p>August 2007 and continuing</p>	<p>Evaluation of grades I-STEP + data NWEA growth from fall to spring</p>	<p>Ongoing--Teachers will meet with resource teachers in coordinating best practices to affectively teach students with special needs.</p>

Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
<p>6. Results from previous grade I-STEP scores will be viewed to offer students the proper remediation to prepare students for success.</p>	<p>Language arts teachers, guidance counselors, and assistant principal</p>	<p>August 2007 and continuing</p>	<p>Evaluation of I-STEP + data for selected students</p>	<p>Ongoing--Teachers, guidance counselors, and the assistant principal will look at the data from the previous year to make selections of students who will receive more in-depth remediation prior to the current school year I-STEP testing.</p>
<p>7. Curriculum mapping of all language arts courses will be conducted to ensure all students are receiving the same in-depth education of academic standards.</p>	<p>Language arts teachers and assistant principal</p>	<p>August 2007 and continuing</p>	<p>Evaluation of I-STEP + data, growth from fall to spring in NWEA testing, and assessment of growth in end of semester common assessments</p>	<p>Ongoing--The assistant principal will conduct training on unwrapping academic standards, preparation of common assessments, and curriculum mapping.</p>

Professional Development Strategy:

All teachers will continue to implement the 6+1 Writing Trait system in all classes. Teachers needing additional training on this will meet with Grammar/Language Arts teachers. Teachers meet annually to develop facts that are being used by all teachers in all subject areas. The facts will be revisited each year throughout the course of this school plan. Teachers have also been preparing and training with Response to Intervention strategies. These strategies were implemented into Mt. Vernon Middle School in 2009-2010. In addition, teachers will communicate with colleagues of other successful middle schools across the State of Indiana and the United States about best practices to improve student achievement in the classroom, engage students through classroom activities, and develop successful lessons for the classroom. Mt. Vernon Middle School served as a school visitation site for the National Middle School convention in November 2009. During that visit, our faculty hosted visitors from all over the United States to share our Marattitudes program, LEAGUE activities, and our Response to Intervention program.

Research/Best Practices:

- Facts on Teaching Grammar
<http://falcon.tamucc.edu/~gbalock/courses/3360/readings/facts/grammar.htm>
- Grammar Teaching and Writing Skills: The Research Evidence
<http://www.phon.ucl.ac.uk/home/dick/writing.htm>
- To Grammar or Not to Grammar: That is *Not* the Question!
www.ncte.org/pubs/journals/vm/articles/109052.htm
- Atwell, Nancy. Lessons.
- Atwell, Nancy. In the Middle.
- Haussamen, Brock. Grammar Alive!.
- Larsen-Freeman, Diane. "Grammar and Its Teaching: Challenging the Myths." Clearinghouse on Languages and Linguistics (1997). 17 Feb 2006
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED406829>
- Whitaker, Todd. Best Practices
- Dufour, Richard. Common Ground
- Sanborn, Mark. The Fred Factor

Implementation of Strategies with Students:

The staff of Mt. Vernon Middle School has worked diligently in developing strategies for the implementation of the goals listed above to improve student achievement. In addition to using the 6 + 1 Writing Strategies, curriculum changes were made at the beginning of the 2007-2008 school year. Funding for any implemented strategies will be sought through the Mt. Vernon Education Foundation. Students who failed to meet high academic success as indicated on I-STEP + and NWEA testing meet with language arts teachers to improve their performance. Finally, in 2009-2010, students identified as being below skill level progressed through Response to Intervention tiers, meeting up to a class period a day to work on standards not being mastered during a normal class period. Read Now, Power Up, Skills Tutor, Plato, Read Naturally and Language One are programs we utilize to assist students that struggle in their Language Arts courses and with standardized tests.

Goal #2: All students will improve problem solving proficiencies across the curriculum.

Increase the mathematics total scores from fall to spring on the NWEA and previous year's results from I-STEP+ tests using mean RIT score and percent pass/fail.

Increase problem solving proficiencies as measured by end-of-year common assessment in both 7th and 8th grade mathematics.

Focus Area: Improve problem solving proficiencies across the curriculum.

Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
<p>1. Students will be placed in the appropriate math class based on their needs: Pre Algebra Algebra ½ (1/2 year Algebra) Algebra 1 (Full year Algebra) Geometry.</p>	<p>Gifted/Talented coordinators, team teachers, resource teachers, and guidance counselors</p>	<p>August 2006 and continuing</p>	<p>Quarterly Grades Comparison of standardized test scores. Performance on end-of-semester common assessments</p>	<p>Ongoing-- Gifted/Talented Coordinators, Guidance Counselors, and Resource Teachers will review annual I-STEP+, NWEA, and local assessment data for placement into appropriate classrooms.</p>
<p>2. Math teachers will incorporate one to two problem solving math strategies that align with state academic standards into their daily lessons.</p>	<p>Mathematics teachers</p>	<p>August 2006 and continuing</p>	<p>Teacher's lesson plans. Statistical comparisons of fall to spring NWEA tests. Yearly analysis of I-STEP + results</p>	<p>Ongoing--Math teachers will collaborate with each other to develop strategies to improve the math curriculum.</p>

Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
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<p>3. Teachers will use I-STEP + and NWEA results to diagnose specific skills requiring remediation. Intensive intervention/ remediation will begin immediately. Teachers will use data for individual remediation in math classrooms. Teams will use data to implement intervention and remediation plans to include homeroom and/or pull out programs.</p>	<p>Mathematics teachers</p>	<p>August 2006 and continuing</p>	<p>Statistical comparison of fall to spring NWEA testing. Results from I-STEP +</p>	<p>Ongoing--Staff members will use Skills Tutor software that determines the specific needs of students for student remediation/intervention. In addition, guidance counselors, team leaders, and administration will identify those students who fail to meet I-STEP+ proficiencies.</p>
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<p>4. Teachers will create end-of-semester common assessments for math classes based on Indiana Academic Standards. Algebra 1 (Full year Algebra) will use the Core-40 examination.</p>	<p>Mathematics teachers</p>	<p>August 2006 and continuing</p>	<p>End-of-semester common assessments by grade level Teacher analysis of results from the subject level assessments. Quarterly evaluation of student's growth toward mastery of Indiana Academic Standards</p>	<p>Ongoing-- Teachers will continue to redefine local assessments based on the Indiana Academic Standards for Math.</p>
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Specific Strategies	Coordinated by	Timeline	Evaluation: How will the effectiveness of the strategy be measured? (Include data sources)	Professional Development and Timeline
5. All students not meeting proficiency in math will be scheduled for a team remediation program.	Guidance counselors and mathematics teachers	Fall 2006 and continuing	Statistical comparison of fall to spring NWEA testing. I-STEP + results from the previous school year. End of semester common assessment for math.	Ongoing -- Teachers, guidance counselors, and administration will identify students not meeting proficiencies in math based upon NWEA, I-STEP+, and local assessments.
6. All teachers will incorporate problem solving strategies in at least two bell work assignments per week.	Mathematics teachers, guidance counselors, and principal	August 2006 and continuing	End-of-semester common assessments. Statistical comparison of fall to spring NWEA testing. Indiana Academic Standards for Mathematics	Ongoing --Math instructors will meet with team teachers in incorporating problem solving strategies into core curriculum subjects.
7. Mathematics teachers will develop a list of common problem solving strategies to be used by all teachers of the school.	Mathematics teachers	August 2006 and continuing	End-of-semester common assessments	Ongoing --Math teachers, gifted/talented coordinators, and resource teachers will meet to develop problem solving strategies common to all individuals of the school.

Professional Development Strategy:

All teachers of math, (whether classroom teachers, resource teachers, or remediation teachers) were trained in the application of Skills Tutor Software. This was coordinated by mathematics teachers along with the Technology Staff Development team of MVMS. Skills Tutor training began in the fall of 2006 and is ongoing. Skills Tutor will be used as a statistical comparison of student results on the I-STEP + and NWEA tests along with a tool used to remediate students who have not mastered key concepts from their designated mathematics course. In addition, teachers will communicate with colleagues of other successful Middle School across the State of Indiana and the United States about best practices to improve student achievement in the classroom, engage students through classroom activities, and develop successful lessons for the classroom.

Research/Best Practices:

- Schmoker, Mike. The Results Fieldbook.
- Mathematics Teaching in the Middle School
http://my.nctm.org/eresources/journal_home.asp?journal_id=3
- Whitaker, Todd. What Great Teachers Do Differently: 14 Things That Matter Most
- Marzano, Robert. Building Background Knowledge for Academic Achievement.
- Senge, Peter. Schools That Learn.
- Popham, W. James. Test Better, Teach Better.
- Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners.
- Whitaker, Todd. Best Practices
- Dufour, Richard. On Common Ground
- Sanborn, Mark. The Fred Factor

Implementation of Strategies with Students:

The staff of Mt. Vernon Middle School has worked diligently in developing strategies for the implementation of the goals listed above to improve student achievement. The enriched curriculum for 7th and 8th grade mathematics includes the following: 7th grade—Pre-Algebra and Algebra 1; and 8th grade—Algebra ½, Algebra 1 and Geometry. Students needing additional help in mathematics were placed into a Response to Intervention pull-out course during connections time to meet the needs of the students without taking away from their core class time. Funding for any implemented strategies will be sought through the Mt. Vernon Education

Foundation. Students who failed to meet high academic success as indicated on I-STEP + and NWEA testing meet with mathematics teachers to improve their performance. Also included with this is the use of PLATO software.

Enrollment Data	
Year	Total Enrollment
1996-97	618
1997-98	599
1998-99	558
1999-20	554
2000-01	592
2001-02	625
2002-03	671
2003-04	470
2004-05	556
2005-06	570
2006-07	551
2007-08	538
2008-09	543
2009-10	571

2009-10 Ethnic Breakdown	
White	488
Black	38
Hispanic	14
Asian	6
Native American	1
Multi-racial	24

7th Grade I-STEP + Results for Language Arts

ISTEP English/LA Grade 7		
Year	State Average	ISTEP English/LA Grade 7
	(Public and Nonpublic)	2559
2009-10	N/A	83.0%
2008-09 (SPRING)	68%	80.0%
2008-09 (FALL)	70%	87.0%
2007-08	71%	79.0%
2006-07	69%	75.0%
2005-06	70%	78.0%
2004-05	70%	72.0%

Language Arts by Gender							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Female	548	136	2	116	85%
		Male	534	147	1	119	81%
2008-09 Spring	7	Female	548	157	3	134	85%
		Male	533	133	0	99	74%
		no resp	.	2	.	.	.
2008-09 Fall	7	Female	559	159	0	144	91%
		Male	541	131	0	112	85%
2007-08	7	Female	551	123	1	100	81%
		Male	535	127	1	98	77%
2006-07	7	Female	556	143	5	119	83%
		Male	526	121	4	80	66%
		no resp	.	1	.	.	.
2005-06	7	Female	539	137	2	110	80%
		Male	528	136	1	104	76%
2004-05	7	Female	541	130	0	104	80%
		Male	520	165	1	109	66%
		no resp	.	1	.	.	.
2003-04	7	Female	N/A	N/A	N/A	N/A	N/A
		Male	N/A	N/A	N/A	N/A	N/A

TBA = 2009-10 Data not currently available; . N/A = Data not available; . = Results of groups with few than 10 students are suppress; . = Limited English Data not available until 2000-01; . = Free/Reduced Lunch Data were not available until 2001-02; no resp = No Response (Item no completed on answer booklet)

Language Arts by Ethnicity							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Am. Indian/Alask Native	.	1	.	.	.
		Black	504	19	0	13	68%
		Asian	.	3	.	.	.
		Hispanic	555	10	0	7	70%
		White	542	236	3	201	85%
		Multiracial	536	13	0	10	77%
		No information	.	1	.	.	.
		Migrant	.	0	.	.	.
2008-09 Spring	7	Black	524	21	0	15	71%
		Asian	.	4	.	.	.
		Hispanic	.	7	.	.	.
		White	544	249	3	205	82%
		Multiracial	.	9	.	.	.
		no resp	.	2	.	.	.
2008-09 Fall	7	Black	533	22	0	17	77%
		Asian	.	3	.	.	.
		Hispanic	.	4	.	.	.
		White	554	251	0	227	90%
		Multiracial	535	10	0	7	70%
2007-08	7	Black	492	18	0	9	50%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	549	217	2	179	82%
		Multiracial	.	6	.	.	.
2006-07	7	Black	538	20	0	17	85%
		Asian	.	2	.	.	.
		Hispanic	.	5	.	.	.
		White	542	233	9	173	74%
		Multiracial	.	4	.	.	.
		no resp	.	1	.	.	.
2005-06	7	Black	491	15	0	9	60%
		Asian	.	4	.	.	.
		Hispanic	.	4	.	.	.
		White	536	247	3	196	79%
		Multiracial	.	3	.	.	.
2004-05	7	Black	495	16	0	8	50%
		Asian	.	3	.	.	.
		Hispanic	.	5	.	.	.
		White	532	266	1	193	73%
		Multiracial	.	5	.	.	.
		no resp	.	1	.	.	.

2003-04	7	Black	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A
		Hispanic	N/A	N/A	N/A	N/A	N/A
		White	N/A	N/A	N/A	N/A	N/A
		Multiracial	N/A	N/A	N/A	N/A	N/A

Language Arts by Special Ed							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Special Ed	497	32	0	14	44
		General Ed	543	251	3	221	88
2008-09 Spring	7	Special Ed	486	36	1	15	42%
		General Ed	549	256	2	220	86%
2008-09 Fall	7	Special Ed	491	39	0	20	51%
		General Ed	560	251	0	236	94%
2007-08	7	Special Ed	486	29	0	14	48%
		General Ed	551	221	2	184	83%
2006-07	7	Special Ed	474	39	8	10	26%
		General Ed	552	226	1	190	84%
2005-06	7	Special Ed	475	44	1	21	48%
		General Ed	545	229	2	193	84%
2004-05	7	Special Ed	477	46	1	16	35%
		General Ed	538	250	0	197	79%
2003-04	7	Special Ed	N/A	N/A	N/A	N/A	N/A
		General Ed	N/A	N/A	N/A	N/A	N/A

Language Arts by Free/Reduced Lunch							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Free/R	528	73	0	55	75
		Paid	545	210	3	180	86
2008-09 Spring	7	Free/R	520	54	2	35	65%
		Paid	546	238	1	200	84%
2008-09 Fall	7	Free/R	523	47	0	35	74%
		Paid	556	243	0	221	91%
2007-08	7	Free/R	.	2	.	.	.
		Paid	544	248	2	198	80%
2006-07	7	Free/R	484	16	0	7	44%
		Paid	546	249	9	193	78%
2005-06	7	Free/R	514	38	1	26	68%
		Paid	537	235	2	188	80%
2004-05	7	Free/R	500	33	0	18	55%
		Paid	533	263	1	195	74%
2003-04	7	Free/R	N/A	N/A	N/A	N/A	N/A
		Paid	N/A	N/A	N/A	N/A	N/A

Language Arts by Limited English Proficiency							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Non-Limited	539	278	3	231	83%
		Limited	N/A	5	N/A	N/A	N/A
2008-09 Spring	7	Non-Limited	542	288	3	234	81%
		Limited	.	4	.	.	.
2008-09 Fall	7	Non-Limited	551	286	0	253	88%
		Limited	.	4	.	.	.
2007-08	7	Non-Limited	544	245	2	195	80%
		Limited	.	5	.	.	.
2006-07	7	Non-Limited	542	263	9	198	75%
		Limited	.	2	.	.	.
2005-06	7	Non-Limited	535	268	3	212	79%
		Limited	.	5	.	.	.
2004-05	7	Non-Limited	529	294	1	211	72%
		Limited	.	2	.	.	.
2003-04	7	Non-Limited	N/A	N/A	N/A	N/A	N/A
		Limited	N/A	N/A	N/A	N/A	N/A

8th Grade I-STEP + Results for Language Arts

ISTEP English/LA Grade 8		
Year	State Average	ISTEP English/LA Grade 8
	(Public and Nonpublic)	2559
2009-10	N/A	82.0%
2008-09 (SPRING)	66%	74.0%
2008-09 (FALL)	69%	77.0%
2007-08	70%	79.0%
2006-07	68%	76.0%
2005-06	70%	79.0%
2004-05	69%	75.0%
2003-04	66%	76.0%
2002-03	65%	80.0%
2001-02	69%	68.0%
2000-01	69%	79.0%

Language Arts by Gender							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Female	570	151	2	136	90%
		Male	542	136	4	98	72%
2008-09 Spring	8	Female	555	123	3	96	78%
		Male	535	126	3	89	71%
		no resp	.	1	.	.	.
2008-09 Fall	8	Female	549	125	0	99	79%
		Male	535	127	1	96	76%
2007-08	8	Female	561	142	0	125	88%
		Male	534	142	0	98	69%
2006-07	8	Female	551	137	0	110	80%
		Male	540	147	0	107	73%
		no resp	.	2	.	.	.
2005-06	8	Female	563	136	1	110	81%
		Male	547	163	2	126	77%
		no resp	.	2	.	.	.
2004-05	8	Female	554	121	0	96	79%
		Male	543	136	1	96	71%
		no resp	.	2	.	.	.
2003-04	8	Female	554	100	0	77	77%
		Male	541	127	2	95	75%

Language Arts by Ethnicity							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Am. Indian/Alask Native	.	0	.	.	.
		Black	550	19	1	15	79%
		Asian	.	3	.	.	.
		Hispanic	.	7	.	.	.
		White	557	249	5	205	82%
		Multiracial	.	9	.	.	.
		No information	.	3	.	.	.
		Migrant	.	0	.	.	.
2008-09 Spring	8	Black	498	16	1	7	44%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	549	217	4	166	76%
		Multiracial	.	7	.	.	.
		no resp	.	1	.	.	.
2008-09 Fall	8	Black	520	16	0	11	69%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	545	219	1	172	79%
		Multiracial	.	8	.	.	.
2007-08	8	Black	532	31	0	19	61%
		Asian	.	2	.	.	.
		Hispanic	.	5	.	.	.
		White	549	240	0	193	80%
		Multiracial	.	6	.	.	.
2006-07	8	Black	512	15	0	7	47%
		Asian	.	6	.	.	.
		Hispanic	.	3	.	.	.
		White	547	256	0	199	78%
		Multiracial	.	4	.	.	.
		no resp	.	2	.	.	.
2005-06	8	Native Am.	.	2	.	.	.
		Black	521	18	0	11	61%
		Asian	.	3	.	.	.
		Hispanic	.	5	.	.	.
		White	557	268	3	216	81%
		Multiracial	.	5	.	.	.
2004-05	8	Black	513	15	0	7	47%
		Asian	.	1	.	.	.
		Hispanic	.	3	.	.	.
		White	550	231	1	175	76%
		Multiracial	.	7	.	.	.

		no resp	.	2	.	.	.
2003-04	8	Black	510	12	1	4	33%
		Asian	N/A	N/A	N/A	N/A	N/A
		Hispanic	.	1	.	.	.
		White	549	214	1	168	79%
		Multiracial	N/A	N/A	N/A	N/A	N/A

Language Arts by Special Ed							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Special Ed	509	35	2	17	49
		General Ed	566	255	4	220	86
2008-09 Spring	8	Special Ed	471	32	2	10	31%
		General Ed	556	218	4	176	81%
2008-09 Fall	8	Special Ed	491	30	0	12	40%
		General Ed	549	222	1	183	82%
2007-08	8	Special Ed	503	45	0	20	44%
		General Ed	556	239	0	203	85%
2006-07	8	Special Ed	500	44	0	14	32%
		General Ed	553	242	0	204	84%
2005-06	8	Special Ed	521	51	0	31	61%
		General Ed	561	250	3	207	83%
2004-05	8	Special Ed	500	34	0	10	29%
		General Ed	555	225	1	183	81%
2003-04	8	Special Ed	490	28	2	8	29%
		General Ed	554	199	0	164	82%

Language Arts by Free/Reduced Lunch							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Free/R	541	62	2	42	68
		Paid	566	225	4	192	85
2008-09 Spring	8	Free/R	506	51	4	28	55%
		Paid	555	199	2	158	79%
2008-09 Fall	8	Free/R	520	48	0	30	63%
		Paid	548	204	1	165	81%
2007-08	8	Free/R	522	39	0	20	51%
		Paid	552	245	0	203	83%
2006-07	8	Free/R	523	41	0	24	59%
		Paid	549	245	0	194	79%
2005-06	8	Free/R	528	29	1	15	52%
		Paid	557	272	2	223	82%
2004-05	8	Free/R	517	32	0	17	53%
		Paid	552	227	1	176	78%
2003-04	8	Free/R	513	19	1	9	47%
		Paid	550	208	1	163	78%

Language Arts by Limited English Proficiency							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Non-Limited	558	284	6	231	81%
		Limited	N/A	6	N/A	N/A	N/A
2008-09 Spring	8	Non-Limited	545	249	6	185	74%
		Limited	.	1	.	.	.
2008-09 Fall	8	Non-Limited	542	251	1	194	77%
		Limited	.	1	.	.	.
2007-08	8	Non-Limited	547	280	0	219	78%
		Limited	.	4	.	.	.
2006-07	8	Non-Limited	546	281	0	215	77%
		Limited	.	5	.	.	.
2005-06	8	Non-Limited	554	297	3	234	79%
		Limited	.	4	.	.	.
2004-05	8	Non-Limited	548	259	1	193	75%
		Limited	N/A	N/A	N/A	N/A	N/A
2003-04	8	Non-Limited	547	227	2	172	76%
		Limited	N/A	N/A	N/A	N/A	N/A

7th Grade I-STEP + Results for Mathematics

ISTEP Math Grade 7		
Year	State Average	ISTEP Math Grade 7
	(Public and Nonpublic)	2559
2009-10	N/A	89.0%
2008-09 (SPRING)	69%	83.0%
2008-09 (FALL)	82%	98.0%
2007-08	80%	92.0%
2006-07	78%	92.0%
2005-06	77%	88.0%
2004-05	74%	85.0%

Mathematics by Gender							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Female	576	136	2	125	92%
		Male	563	147	1	127	86%
2008-09 Spring	7	Female	569	157	3	128	82%
		Male	574	133	0	113	85%
		no resp	.	2	.	.	.
2008-09 Fall	7	Female	565	159	0	155	97%
		Male	566	131	0	128	98%
2007-08	7	Female	548	123	2	112	91%
		Male	564	127	1	118	93%
2006-07	7	Female	557	134	1	133	93%
		Male	562	121	0	110	91%
		no resp	.	1	.	.	.
2005-06	7	Female	551	137	2	121	88%
		Male	553	136	0	119	88%
2004-05	7	Female	537	130	1	111	85%
		Male	540	165	0	142	86%
		no resp	.	1	.	.	.
2003-04	7	Female	N/A	N/A	N/A	N/A	N/A
		Male	N/A	N/A	N/A	N/A	N/A

Mathematics by Ethnicity							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Am. Indian/Alask Native	.	1	.	.	.
		Black	525	19	0	13	68%
		Asian	.	3	.	.	.
		Hispanic	562	10	0	9	90%
		White	578	236	3	217	92%
		Multiracial	564	13	0	10	77%
		No information	.	1	.	.	.
		Migrant	.	0	.	.	.
2008-09 Spring	7	Black	545	21	0	13	62%
		Asian	.	4	.	.	.
		Hispanic	.	7	.	.	.
		White	575	249	3	214	86%
		Multiracial	.	9	.	.	.
		no resp	.	2	.	.	.
2008-09 Fall	7	Black	539	22	0	20	91%
		Asian	.	3	.	.	.
		Hispanic	.	4	.	.	.
		White	569	251	0	246	98%
		Multiracial	547	10	0	10	100%
2007-08	7	Black	485	18	0	11	61%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	563	217	3	204	94%
		Multiracial	.	6	.	.	.
2006-07	7	Black	525	20	0	17	85%
		Asian	.	2	.	.	.
		Hispanic	.	5	.	.	.
		White	563	233	1	216	93%
		Multiracial	.	4	.	.	.
		no resp	.	1	.	.	.
2005-06	7	Black	496	15	0	10	67%
		Asian	.	4	.	.	.
		Hispanic	.	4	.	.	.
		White	556	247	2	221	89%
		Multiracial	.	3	.	.	.
2004-05	7	Black	507	16	0	13	81%
		Asian	.	3	.	.	.
		Hispanic	.	5	.	.	.
		White	541	266	1	228	86%
		Multiracial	.	5	.	.	.
		no resp	.	1	.	.	.
2003-04	7	Black	N/A	N/A	N/A	N/A	N/A
		Asian	N/A	N/A	N/A	N/A	N/A
		Hispanic	N/A	N/A	N/A	N/A	N/A
		White	N/A	N/A	N/A	N/A	N/A
		Multiracial	N/A	N/A	N/A	N/A	N/A

Mathematics by Special Ed							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Special Ed	524	32	0	19	59
		General Ed	575	251	3	233	93
2008-09 Spring	7	Special Ed	520	36	1	18	50%
		General Ed	578	256	2	225	88%
2008-09 Fall	7	Special Ed	527	39	0	36	92%
		General Ed	571	251	0	247	98%
2007-08	7	Special Ed	508	29	0	23	79%
		General Ed	562	221	3	207	94%
2006-07	7	Special Ed	506	39	0	28	72%
		General Ed	568	226	1	216	96%
2005-06	7	Special Ed	499	44	1	28	64%
		General Ed	562	229	1	212	93%
2004-05	7	Special Ed	500	46	0	31	67%
		General Ed	545	250	1	222	89%
2003-04	7	Special Ed	N/A	N/A	N/A	N/A	N/A
		General Ed	N/A	N/A	N/A	N/A	N/A

Mathematics by Free/Reduced Lunch							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Free/R	547	73	1	58	79
		Paid	579	210	2	194	92
2008-09 Spring	7	Free/R	547	54	2	38	70%
		Paid	577	238	1	205	86%
2008-09 Fall	7	Free/R	542	47	0	45	96%
		Paid	570	243	0	238	98%
2007-08	7	Free/R	.	2	.	.	.
		Paid	557	248	3	229	92%
2006-07	7	Free/R	516	16	0	13	81%

		Paid	562	249	1	231	93%
2005-06	7	Free/R	514	38	0	26	68%
		Paid	558	235	2	214	91%
2004-05	7	Free/R	504	33	0	25	76%
		Paid	542	263	1	228	87%
2003-04	7	Free/R	N/A	N/A	N/A	N/A	N/A
		Paid	N/A	N/A	N/A	N/A	N/A

Mathematics by Limited English Proficiency							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	7	Non-Limited	570	278	3	248	89%
		Limited	N/A	5	N/A	N/A	N/A
2008-09 Spring	7	Non-Limited	573	288	3	243	84%
		Limited	.	4	.	.	.
2008-09 Fall	7	Non-Limited	566	286	0	280	98%
		Limited	.	4	.	.	.
2007-08	7	Non-Limited	556	245	3	225	92%
		Limited	.	5	.	.	.
2006-07	7	Non-Limited	559	263	1	242	92%
		Limited	.	2	.	.	.
2005-06	7	Non-Limited	552	268	2	236	88%
		Limited	.	5	.	.	.
2004-05	7	Non-Limited	538	294	1	252	86%
		Limited	.	2	.	.	.
2003-04	7	Non-Limited	N/A	N/A	N/A	N/A	N/A
		Limited	N/A	N/A	N/A	N/A	N/A

8th Grade I-STEP + Results for Mathematics

ISTEP Math Grade 8		
Year	State Average	ISTEP Math Grade 8
	(Public and Nonpublic)	2559
2009-10	N/A	83.0%
2008-09 (SPRING)	68%	77.0%
2008-09 (FALL)	75%	85.0%
2007-08	75%	86.0%
2006-07	72%	87.0%
2005-06	73%	87.0%
2004-05	72%	83.0%
2003-04	72%	86.0%
2002-03	68%	84.0%
2001-02	67%	74.0%
2000-01	65%	67.0%

Mathematics by Gender							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Female	597	151	2	130	86%
		Male	594	136	5	109	80%
2008-09 Spring	8	Female	580	123	2	94	76%
		Male	587	126	2	98	78%
		no resp	.	1	.	.	.
2008-09 Fall	8	Female	574	125	0	103	82%
		Male	585	127	1	110	87%
2007-08	8	Female	581	142	0	125	88%
		Male	582	142	0	118	83%
2006-07	8	Female	582	137	0	117	85%
		Male	588	147	0	131	89%
		no resp	.	2	.	.	.
2005-06	8	Female	576	136	0	116	85%
		Male	585	163	0	144	88%
		no resp	.	2	.	.	.
2004-05	8	Female	569	121	0	97	80%
		Male	581	136	1	116	85%
		no resp	.	2	.	.	.
2003-04	8	Female	572	100	1	82	82%
		Male	579	127	2	114	90%

Mathematics by Ethnicity							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Am. Indian/Alask Native	.	0	.	.	.
		Black	546	19	1	10	53%
		Asian	.	3	.	.	.
		Hispanic	.	7	.	.	.
		White	601	249	6	213	86%
		Multiracial	.	9	.	.	.
		No information	.	3	.	.	.
		Migrant	.	0	.	.	.
2008-09 Spring	8	Black	535	16	1	7	44%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	587	217	2	174	80%
		Multiracial	.	7	.	.	.
		no resp	.	1	.	.	.
2008-09 Fall	8	Black	512	16	0	8	50%
		Asian	.	4	.	.	.
		Hispanic	.	5	.	.	.
		White	586	219	1	192	88%
		Multiracial	.	8	.	.	.
2007-08	8	Black	547	31	0	22	71%
		Asian	.	2	.	.	.
		Hispanic	.	5	.	.	.
		White	586	240	0	209	87%
		Multiracial	.	6	.	.	.
2006-07	8	Black	528	15	0	9	60%
		Asian	.	6	.	.	.
		Hispanic	.	3	.	.	.
		White	588	256	0	226	88%
		Multiracial	.	4	.	.	.
		no resp	.	2	.	.	.
2005-06	8	Native Am.	.	2	.	.	.
		Black	521	18	0	11	61%
		Asian	.	3	.	.	.
		Hispanic	.	5	.	.	.
		White	586	268	0	238	89%
		Multiracial	.	5	.	.	.
2004-05	8	Black	519	15	0	8	53%
		Asian	.	1	.	.	.
		Hispanic	.	3	.	.	.

		White	579	231	1	197	85%
		Multiracial	.	7	.	.	.
		no resp	.	2	.	.	.
2003-04	8	Black	521	12	2	6	50%
		Asian	N/A	N/A	N/A	N/A	N/A
		Hispanic	.	1	.	.	.
		White	579	214	1	189	88%
		Multiracial	N/A	N/A	N/A	N/A	N/A

Mathematics by Special Ed							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Special Ed	540	35	2	19	54
		General Ed	604	255	5	223	87
2008-09 Spring	8	Special Ed	526	32	1	11	34%
		General Ed	592	218	3	182	83%
2008-09 Fall	8	Special Ed	513	30	0	19	63%
		General Ed	589	222	1	194	87%
2007-08	8	Special Ed	529	45	0	28	62%
		General Ed	591	239	0	215	90%
2006-07	8	Special Ed	529	44	0	25	57%
		General Ed	595	242	0	225	93%
2005-06	8	Special Ed	538	51	0	35	69%
		General Ed	590	250	0	227	91%
2004-05	8	Special Ed	520	34	0	18	53%
		General Ed	583	225	1	197	88%
2003-04	8	Special Ed	537	28	2	18	64%
		General Ed	581	199	1	178	89%

Mathematics by Free/Reduced Lunch							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Free/R	565	62	3	43	69
		Paid	601	225	4	196	87
2008-09 Spring	8	Free/R	553	51	2	30	59%
		Paid	591	199	2	163	82%
2008-09 Fall	8	Free/R	551	48	0	37	77%
		Paid	587	204	1	176	86%
2007-08	8	Free/R	544	39	0	28	72%
		Paid	587	245	0	215	88%
2006-07	8	Free/R	549	41	0	29	71%
		Paid	591	245	0	221	90%
2005-06	8	Free/R	538	29	0	20	69%
		Paid	586	272	0	242	89%
2004-05	8	Free/R	545	32	0	21	66%
		Paid	579	227	1	194	85%
2003-04	8	Free/R	543	19	2	13	68%
		Paid	579	208	1	183	88%

Mathematics by Limited English Proficiency							
	Grade	Gender	Avg Scale Score	Number Tested	Number Undetermined	Number Passing	Percent Passing
2009-10	8	Non-Limited	558	284	6	231	81%
		Limited	N/A	6	N/A	N/A	N/A
2008-09 Spring	8	Non-Limited	584	249	4	192	77%
		Limited	.	1	.	.	.
2008-09 Fall	8	Non-Limited	580	251	1	212	84%
		Limited	.	1	.	.	.
2007-08	8	Non-Limited	581	280	0	239	85%
		Limited	.	4	.	.	.
2006-07	8	Non-Limited	585	281	0	245	87%
		Limited	.	5	.	.	.
2005-06	8	Non-Limited	581	297	0	259	87%
		Limited	.	4	.	.	.
2004-05	8	Non-Limited	575	259	1	215	83%
		Limited	N/A	N/A	N/A	N/A	N/A
2003-04	8	Non-Limited	576	227	3	196	86%
		Limited	N/A	N/A	N/A	N/A	N/A

Mt. Vernon Middle School Attendance Data

Attendance Rate		
Year	State Average	Attendance Rate
	(Public and Nonpublic)	2559
2009-10		96.2%
2008-09	96.1%	96.8%
2007-08	95.9%	97.0%
2006-07	95.8%	97.0%
2005-06	96.0%	97.0%
2004-05	95.9%	97.6%
2003-04	95.9%	97.0%
2002-03	95.8%	96.7%
2001-02	95.9%	96.4%
2000-01	95.7%	96.5%

The attendance rate for MVMS in 2009-2010 was 96.23. This was slightly down from the 2008-2009 when MVMS maintained a 96.8 % attendance rate. In years past, MVMS has also had excellent attendance, with an attendance rate 97.0% for the 2007-2008 school year.

Mt. Vernon Middle School Discipline Data

During 2009-2010, 122 discipline issues were dealt with in the office.

In 2008-2009, 512 discipline issues were addressed.

In 2007-2008, 1572 issues were referred to the office.

In 2006-2007, 1494 issues were brought to the office.

In 2005-2006, 1192 discipline issues were brought to the office.

In 2004-2005, 2110 discipline issues were resolved in the office.

Character education programs such as “Got Spirit” and “Bully Boot Camp”, along with a positive behavioral intervention plan called “Marattitudes” attribute to this significant decrease in student discipline. Mt. Vernon Middle School has a program called S.T.E.P. (Student – Teacher Expectation Plan) and it is revised each year to meet student and staff needs. Tardy policies and homework issues have been altered over the years to help maintain a safe and respectful environment.

Additional Information

A copy of this document is provided to all members of the Mt. Vernon Community School Corporation Board of Trustees for final approval. In addition, the Superintendent and Assistant Superintendent of Mt. Vernon Community School Corporation, along with members of the Mt. Vernon Middle School Improvement Team (S.I.T.), are provided with a copy of this. Any interested members of the community at large may obtain a copy of this document in the main office of Mt. Vernon Middle School.