Mark Mathews
Report to the BOE
August 2018

It's been a busy spring and summer for the middle school staff. We have landed safely in our spaces, and are settling in for what will certainly be a busy opening to school and school year.

A few general announcements:

- The middle school phone number is still 315-594-3130. There will e a menu of options for callers, indicating "fifth/sixth grade main office," and "seventh/eighth grade nurse." The goal is to provide consistency and targeted responses to families of middle school students. This information will be shared on the web site and also at our upcoming family orientations.
- For mailing purposes, the middle school is still 5957 New Hartford Street. Mail will be forwarded to the correct location when the school year starts.
- Middle school start and end times will be very similar to how they have been in the past.
    - 7:00-all buses arrive at the HS
    - 7:02-all seventh and eighth graders get off the bus
    - 7:05- all 9-12 get off the bus
    - 7:12-all 5th and 6th graders arrive at the ES, exit the bus at 7:12-7:15
    - 2:10-5th and sixth graders board the buses for the first run, which departs by 2:15. Second run dismisses at 2:50
    - 2:15-2:20-7th-12th graders board the buses for the first run, departs at 2:20. Second run at 2:55.

Other announcements:

During the course of the capital project, all three building administrators have committed to creating consistent systems and procedures that support our students and families Prek-12. As part of this effort, we have organized administrative staff in the following way:

Kristin DeFeo will remain MS assistant principal, but her assignment for the 18-19 school year will be to support students in grades 4-6. Robyn Roberts-Grant will serve students in grades 7 and 8 as her .5 AP assignment.

Kristin and Mark will continue to work together, and Mark, along with Mr. Magin, will still oversee Kristin as assistant principal. Mark will also oversee Robyn's role as assistant principal for grades seven and 8, in cooperation with Mr. Magin. Robyn's work as athletic director will be overseen by Mr. Brian Read, in cooperation with Mr. Magin. We see this as a great opportunity to build consistency and engagement across all grade levels.

Grade 8 Science

We were once again disappointed in the results of the New York State Grade 8 Science test. See below for statistics:

2017 Proficiency: Student Count 81, Passign 53, **65% proficient**

2017 Score Distribution

	Level 1	Level 2	Level 3	Level 4	Total
# students	5	23	34	19	81
% students	6%	28%	42%	23%	100%

2018 Proficiency: Student Count 83, Passing 52, **63% proficient**

2018 Score Distribution

	Level 1	Level 2	Level 3	Level 4	Total
# students	8	23	37	15	83
% students	10%	28%	45%	18%	100%

Analysisa of score distributions:

- At first glance, it may appear that an increase in the number of students at level 3 is a positive step, but take note that this is due to a decrease of the number of students who achieved at the mastery level (4).
- Notice the increase in the number of students at Level 1 and generally, similar percentages of students in each performance level. This is clearly an indication of a failed system of academic support for students. We should be identifying students whose science proficiency is level 1 or 2 sooner, then intervening in a focused way to make sure that these students are getting the help and support they need. We have not progressed in our systems of support for grade 8 science.
- In addition, we are clearly not challenging our students consistently enough at the mastery level. We must seek opportunityies to push those students beyond proficiency and challenge them to achieve at the mastery level.

Standard number	Standard Name	% proficient 2017	% profic%ient 2018
1M1 5 questions	Standard 1 Mathematical Analysis:	49%	56%

	Key Idea 1-Abstraction and Symbolic representation		
1M2 1 question	Standard 1 Mathematical Analysis: Key Idea 2-Deductive and inductive Reasoning	41%	65%
1S1 1 question	Standard 1 Scientific Inquiry Key Idea 1-Question and Develop Explanations	64 %	Not tested
1S2 4 questions	Standard 1 Scientific Inquiry: Key Idea 2-Plan to Evaluate Explanations	75%	Not tested
1S3 3 questions	STandard 1 Scientific Inquiry: Key Idea 3-Organize, Interpret, and Share Findings	77.4%	69%
4LE 35 questions	Standard 4 Living Environmnet	647%	65%
4PS 30 questions	Standard 4 Physical Setting	64%	51%
6K12 4 questions	Standard 6 Interconnectedness: Key Idea 2-Models	58%	64%
Sta1 9 questions	Performance Station 1-Multiple Standards and Process skills	80%	75%
Sta2 8 questions	Performance Station 2-Multiple Standards and Process Skills	87%	80%
Sta3 7 questions	Performance Station 3-Multiple STandards and Process Skills	73%	70%

Analysis:

- We made some modest gains in a few areas, but clearly we need to spend considerably more time with STandard 4, the physical setting, as well as the performance stations.
    - The Physical setting questions make up a considerabel portion of the NYS grade 8. We must take a closer look at the curriculum maps to be sure that not only are standards being addressed in our teaching, but that we are assessing the progress of the students to ensure clarify and that targets are being reached.
    - In addition to the Physical setting, we must spend considerably more time on the performance aspects of the stations. There really is no excuse for a decline in student performance on these stations, because they generally do not change from year to year. There should be no surprises whatsoever by students when they engage in the performance aspects of the assessments. However, with the Next Generation Science Standards, I am concerned that we are not sufficiently engaing students in scientific inquiry, reading directions carefully, or scientific problem solving.

Action steps:
M. Mathews will perform an analysis of the 8th grade science curriculum and oversee instruction and assessment. I'll provide an analysis during my monthly BOE reports of all standards learned, and assessment tools used to evaluate student understanding. I'll also reach out to BOCES and the ASI to ascertain what additional supports are available to the teacher, as I'm concerned that what we have tried is not working. Our students can and must do better on this assessment.

Over the summer, we completed the 2018-2019 SCEP, and I look forward to more information about student achievement on the New York State ELA and Math. I will analyze and share in greater detail on my report in September.

I'm looking forward to a very successful year for our students.