















BAILEY MIDDLE SCHOOL
Quality Assurance Framework












Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
General Information										
Demographics										
Total Enrollment	1,474	1,556	1,415	1,345	1314					
Enrollment American Indian	0.9%	1.0%	0.8%	0.8%	0.8%					
Enrollment Asian Pacific	3.7%	4.0%	4.5%	3.9%	3.0%					
Enrollment Hispanic	45.4%	48.4%	50.8%	55.3%	56.8%					
Enrollment Black	17.3%	20.4%	20.8%	17.9%	18.1%					
Enrollment White	32.6%	26.2%	23.1%	22.1%	21.4%					
Special Education										
Total Special Education enrollment by year	204	195	180	168	154					
The percent of total Special Education students receiving services by ethnic group. <i>White</i>	44.1%	32.8%	25.6%	28.0%	33.8%					
The percent of total Special Education students receiving services by ethnic group. <i>Black</i>	22.1%	27.2%	25.0%	22.6%	24.0%					
The percent of total Special Education students receiving services by ethnic group. <i>Asian</i>	2.9%	2.1%	3.3%	2.4%	0.0%					
The percent of total Special Education students receiving services by ethnic group. <i>Native American</i>	1.5%	2.6%	1.7%	0.0%	0.6%					
The percent of total Special Education students receiving services by ethnic group. <i>Hispanic</i>	29.4%	35.4%	44.4%	47.0%	41.6%					
The percentage of students receiving Special Education GATE services.		4.1%	4.5%	NA	NA					
The percent of total GATE students receiving services by ethnic group. <i>White</i>		41.0%	37.1%	NA	NA					
The percent of total GATE students receiving services by ethnic group. <i>Black</i>		16.4%	14.5%	NA	NA					
The percent of total GATE students receiving services by ethnic group. <i>Asian</i>		9.8%	14.5%	NA	NA					
The percent of total GATE students receiving services by ethnic group. <i>Native American</i>		0.0%	0.0%	NA	NA					
The percent of total GATE students receiving services by ethnic group. <i>Hispanic</i>		32.8%	33.9%	NA	NA					
Middle School										
Decrease the percent of middle level students retained in grade eight (8) by 0.3, 0.6, or 0.9 percentage points by 2012.	5.2%	5.7%	4.5%	3.0%	0.7%	2.9%	2.8%	2.7%		0.5%-0%
AYP										
AYP Designation	Adequate	Watch	N1	N2	N3				NA	
Attendance										
Increase the average daily attendance by 1, 2, or 3 percentage points by 2012.	92.1%	91.1%	92.4%	93.7%	93.0%	94.0%	94.4%	95.0%		95.0%







Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
I. Students meet state and federal guidelines as well as appropriate benchmarks for academic competency in all areas and all grade levels and pass the High School Proficiency Exam.										
A. Language Arts	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2012.	32.0%	38.0%	22.0%	36.0%	48.0%	37.0%	38.0%	39.0%	↑	90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2012.	30.0%	50.0%	35.0%	41.0%	55.0%	42.0%	43.0%	44.0%	↑	90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2012.	22.0%	35.0%	29.0%	39.0%	54.0%	40.0%	41.0%	42.0%	↑	90%-100%
b. Writing Proficiency Exam										
Writing Proficiency: Increase the percentage of 8th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2012.	46.0%	39.3%	36.0%	36.5%	34.3%	37.5%	38.5%	39.5%	↓	90%-100%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
c. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.										
Decrease the percent difference between white percent proficient and the percent proficient middle school IEP students in ELA by 3, 6, or 9 percentage points by 2012.	-35.5%	-39.8%	-26.6%	-31.9%	-35.0%	-30.9%	-29.9%	-28.9%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school LEP students by 3, 6, or 9 percentage points by 2012 in ELA.	-20.1%	-21.3%	-17.2%	-18.3%	-7.1%	-17.3%	-16.3%	-15.3%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school FRL students by 3, 6, or 9 percentage points by 2012 in ELA.	-15.9%	-16.4%	-14.4%	-10.8%	-6.5%	-9.8%	-8.8%	-7.8%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school Hispanic students by 3, 6, or 9 percentage points by 2012 in ELA.	-13.7%	-14.2%	-12.7%	-9.5%	-2.8%	-8.5%	-7.5%	-6.5%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school black students by 3, 6, or 9 percentage points by 2012 in ELA.	-18.5%	-14.3%	-15.9%	-15.4%	-7.9%	-14.4%	-13.4%	-12.4%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school Asian students by 3, 6, or 9 percentage points by 2012 in ELA.	-1.8%	-6.7%	2.6%	21.7%	33.3%	NA	NA	NA		10%-0%
d. Other										
Increase the percent of middle school students enrolled in accelerated English courses by 3, 6, or 9 percentage points by 2012.		13.5%	9.8%	12.2%	13.6%	13.2%	14.2%	15.2%		35%-100%
Increase the percentage of ELL students that make at least one level progress with language acquisition by 3, 6, or 9 percentage points by 2012	13.1%	65.3%	57.0%	35.6%	35.2%	36.6%	37.6%	38.6%		85%-100%
Increase the percentage of ELL students that make 2 levels or more progress with language acquisition by 3, 6, or 9 percentage points by 2012	5.1%	35.1%	17.1%	3.2%	2.3%	4.2%	5.2%	6.2%		60%-100%
Increase the percentage of ELL students that attain language proficiency by 3, 6, or 9 percentage points by 2012. (move from level 4 to 5)	42.5%	12.5%	17.4%	24.0%	17.8%	25.0%	26.0%	27.0%		75%-100%
Increase the percent of ELL students exiting program within three years by 3, 6, or 9 percentage points by 2012.	43.4%	15.1%	10.2%	NA	2.7%	NA	NA	NA		30%-100%



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Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
B. Mathematics	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	34.0%	40.0%	29.0%	43.0%	47.0%	44.0%	45.0%	46.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	29.0%	44.0%	31.0%	37.0%	45.0%	38.0%	39.0%	40.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	22.0%	29.0%	32.0%	26.0%	37.0%	27.0%	28.0%	29.0%		90%-100%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
b. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.										
Decrease the percent difference between white percent proficient and the percent proficient middle school IEP students in mathematics by 3, 6, or 9 percentage points by 2012.	-29.2%	-40.9%	-25.2%	-23.8%	-33.5%	-22.8%	-21.8%	-20.8%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school LEP students by 3, 6, or 9 percentage points by 2012 in mathematics.	-15.6%	-23.4%	-14.1%	-14.1%	-10.1%	-13.1%	-12.1%	-11.1%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school FRL students 3, 6, or 9 percentage points by 2012 in mathematics.	-15.0%	-18.8%	-11.7%	-6.0%	-10.2%	-5.0%	-4.0%	-3.0%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school Hispanic students by 3, 6, or 9 percentage points by 2012 in mathematics.	-11.5%	-17.1%	-9.5%	-6.5%	-5.6%	-5.5%	-4.5%	-3.5%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school black students by 3, 6, or 9 percentage points by 2012 in mathematics.	-23.9%	-21.8%	-15.9%	-14.9%	-18.3%	-13.9%	-12.9%	-11.9%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient middle school Asian students by 3, 6, or 9 percentage points by 2012 in mathematics.	3.3%	2.2%	6.1%	24.8%	19.0%	NA	NA	NA		10%-0%
c. Other										
Increase the percent of middle school students passing Algebra I Honors by 3, 6, or 9 percentage points by 2012. ("C" or better)	96.4%	79.8%	83.0%	69.5%	83.3%	70.5%	71.5%	72.5%		95%-100%
Decrease the middle school Pre-Algebra D/F rate by 3, 6, or 9 percentage points by 2012.				51.4%	50.7%	50.4%	49.4%	48.4%		10%-0%
Decrease the middle school Algebra I Honors D/F rate by 3, 6, or 9 percentage points by the 2012 school year.				30.5%	16.7%	29.5%	28.5%	27.5%		10%-0%
Increase the middle school Pre-Algebra pass rate on the common assessment by 3, 6, or 9 percentage points by 2012.				48.6%	49.3%	49.6%	50.6%	51.6%		90%-100
Increase the middle school Algebra I Honors pass rate on the common assessment by 3, 6, or 9 percentage points by 2012.				69.5%	83.3%	70.5%	71.5%	72.5%		90%-100
Increase the percent of middle school students enrolled in accelerated math courses by 3, 6, or 9 percentage points by 2012.		27.5%	39.3%	39.8%	38.8%	40.8%	41.8%	42.8%		90%-100

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
C. Science	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 8 science CRTs by 3, 6, or 9 percentage points by 2012.	21.0%	32.0%	44.0%	40.0%	34.0%	41.0%	42.0%	43.0%		90%-100%
D. Social Studies	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
Increase the percent of middle school students passing ("C" or better) US/Nevada History by 3, 6, or 9 percentage points by 2012.	48.7%	52.9%	60.2%	73.7%	66.7%	74.7%	75.7%	76.7%		85%-100%
Increase the percent of middle school students passing ("C" or better) World Geography by 3, 6, or 9 percentage points by 2012.	39.1%	43.4%	55.6%	56.9%	64.8%	57.9%	58.9%	59.9%		85%-100%
II. Students meet state and district guidelines in the following areas:										
A. Arts	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
Increase the percent of middle school students participating in fine arts by 3, 6, or 9 percentage points by 2012.	21.2%	40.4%	51.6%	66.5%	62.2%	67.5%	68.5%	69.5%		50%-100%
B. Physical Education and Life-Long Wellness	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
Increase the middle school Health passing rate ("C" or better) by 3, 6, or 9 percentage points by 2012.					78.9%	NA	NA	NA		
Increase the percent of students in secondary schools participating in physical fitness programs by 1 percentage point by 2012.		CPD	CPD	98.0%		99.0%	100.0%	100.0%		95%-100%
III. Students demonstrate positive character traits which include:										
Decrease the percent of students suspended, referred to alternative schools, or expelled by 0.3, 0.6, or 0.9 percentage points by 2012.	2.2%	5.7%	17.4%	8.6%	9.5%	8.5%	8.4%	8.3%		2%-0%
Increase the percentage of middle school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2012.	79.4%	84.0%	82.8%	87.1%	88.5%	88.1%	89.1%	90.1%		90%-100%

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IV. Treatment of staff, students, and parents	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate growth	moderate growth	superior growth	Status	District Standards
Increase the percent of students reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	67.0%	78.3%	70.8%	69.4%	70.1%	70.4%	71.4%	72.4%		90%-100%
Increase the percent of staff reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	75.0%	91.0%	69.7%	NA	77.5%	NA	NA	NA		90%-100%
Increase the percent of parents reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	61.0%	84.4%	76.8%	70.7%	76.3%	71.7%	72.7%	73.7%		90%-100%
Increase the percent of students reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					79.4%					90%-100%
Increase the percent of staff reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					80.0%					90%-100%
Increase the percent of parents reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					82.3%					90%-100%
Increase the percent of students reporting students are learning to develop critical thinking and problem solving skills on the district-wide survey by 3, 6, or 9 percentage points by 2012.					79.3%					90%-100%
Increase the percent of staff reporting students are learning to develop critical thinking and problem solving skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					65.0%					90%-100%
Increase the percent of parents reporting students are learning to develop critical thinking and problem solving skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					86.3%					90%-100%
Increase the percent of students reporting students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					81.5%					90%-100%
Increase the percent of staff reporting students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					60.0%					90%-100%
Increase the percent of parents reporting are students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					82.5%					90%-100%

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Increase the percent of students reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					79.6%					90%-100%
Increase the percent of staff reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					52.6%					90%-100%
Increase the percent of parents reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					79.3%					90%-100%
Increase the percent of students reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					68.4%					90%-100%
Increase the percent of staff reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					55.0%					90%-100%
Increase the percent of parents reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					83.8%					90%-100%
Increase the percent of students reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					81.8%					90%-100%
Increase the percent of staff reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					73.7%					90%-100%
Increase the percent of parents reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					86.3%					90%-100%
Increase the percent of students reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					79.2%					90%-100%
Increase the percent of staff reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					73.7%					90%-100%

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Increase the percent of parents reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					81.3%					90%-100%
Increase the percent of students reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					73.9%					90%-100%
Increase the percent of staff reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					68.4%					90%-100%
Increase the percent of parents reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					77.1%					90%-100%