

District Name:	School Name:	School Code:	Year:
Wilson County	B.O. Barnes Elementary	980308	2015-2016
Principal Name (or Designee)	Vernita Williams	Principal Name (or Designee)	vernita.williams@wilsonschooalsnc.net
School Mission	The mission of B.O. Barnes Elementary School is for all staff to teach at the highest level possible ensuring success for every student academically, physically, emotionally, and mentally.		
School Vision	The vision for our school is to allow the B.O. Barnes school family to promote the academic, social, and physical growth of all students. Our goal is to prepare students for the future by achieving academic excellence and personal growth in a student-centered environment led by teachers and supported by the community		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

Data Analysis: B.O. Barnes Elementary School is located on the east side of Wilson, North Carolina. The school is located at 1913 Martin Luther King, Jr. Parkway, approximately 33 miles east of Greenville and 45 miles west of Raleigh. Students from B.O. Barnes will attend Darden Middle School and then Beddingfield High School. The demographics of the school are reflective of the community because we are a neighborhood school. The majority of students who attend Barnes live in one of four income based housing projects in the community. The demographics in the community nor the school has changed in the past 10 years. The school has been deemed a priority school for many years, but did not meet expected growth for the 2013-2014 academic school year.

Barnes has a diverse population in both students and staff. Our students consist of 82% African American, 15% Hispanic, 2% White, and 1% other. There are 95% of our students on free or reduced lunch. Our staff is comprised of 34% White, 63% African American and 3% Other. Out of 32 teachers, 29 have 4 or more years of experience. We currently have 1 teacher with National Board Certification and 31% hold a Masters Degree.

The data analyzed to determine the most obvious needs of our students include The North Carolina End-of-Grade Reading and Math tests, Teacher Working Conditions Survey, and SchoolNet district benchmark assessments. Our Reading End-of-Grade test scores have declined over the past five years for all students (52.9% in 2011, 49.8% in 2012, 11.9% in 2013, 18.0% in 2014 and 12% in 2015). The school improvement team analyzed goal summary sheets from the North Carolina Reading End-of-Grade assessment to determine which standards weigh more on the End-of-Grade Reading assessment and how our students performed on those standards. As a team we determined students were equally unsuccessful in both reading for information and literature. A root cause is lack of exposure to vocabulary and lack of exposure to complex text for our students who receive free and/or reduced lunch. Also, students who receive free and/or reduced lunch struggle with basic reading skills needed to decode unfamiliar words, which impact reading fluency and comprehension. The team decided to implement phonics based instruction, fluency interventions, and a school-wide vocabulary focus. When looking at our Math End-of-Grade test scores, we find that they too have declined over the past five years for all students (74.1% in 2011, 72.9% in 2012, 21.2% in 2013, 21.2% in 2014 and 16.8% in 2015). When analyzing the results from our testing we found that students struggled in all strands. Measurement and data exhibited the lowest proficiency of students in grades 3-5. It was determined that students lacked the foundational understanding in math skills including number and operations, measurement and data, and algebraic thinking. As a team, we decided to begin building a base for math foundations in the lower grades. We are in the process of purchasing Eureka Math books for all students in grades K-4 as a resource for teachers. District benchmarks were used as an indicator to identify students that were not performing on grade level in both math and reading. The district benchmark assessments and end-of-grade assessments were correlated for proficiency. The TWC survey revealed that teachers wanted a voice in the decision-making process, but the overall climate of the school was conducive to learning. Student attendance was not an issue. Student attendance averages to 96% over a five year span (94.5% 2014-2015, 96% 2013-2014, 96% 2012-2013, 96.7% 2011-2012 and 96.10% 2010-2011), but staff attendance was a problem. School-wide discipline has remained steady over a five year span (71 suspensions 2010-2011, 34 suspensions 2011-2012, 51 suspensions 2012-2013, 82 suspensions 2013-2014 and 61 suspensions 2014-2015). At this time, there are 48 students in grades 3-5, who receive free and/or reduced lunch, that have been retained at least one time in their educational career. These students were assessed using Reading 3D, i-Ready or Foundations of Reading to determine weaknesses. Students will receive interventions in reading to fill gaps in their reading skills using i-Ready and Foundations of Reading to meet the needs of the students (phonics, nonsense word fluency, phoneme segmentation, reading fluency). Interventions and student progress is monitored as we complete action steps as listed in our working school improvement plan. The plan is reviewed monthly to determine if goals and strategies to determine the progress of goals and strategies.

District Name:	School Name:	School Code:	Year:
Wilson County	B.O. Barnes Elementary	980308	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, we will increase the percentage of third graders scoring proficient or higher on the reading beginning of grade, end of grade, portfolio, or alternate assessment by 4%, to an overall percentage of 90%.		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, we plan to increase our GLP proficiency by 12.2% from an average of 27.8% to 40% in reading and math, grades 3-5.		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Has Begun	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	By June 2016, we will increase College and Career Ready proficiency by 18.1 % from an average of 16.9% to 35% in reading and math, grades 3-5.		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		

Progress:	Progress Monitoring Status:	Has Begun
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District Name:	School Name:	School Code:	Year:
Wilson County	B.O. Barnes Elementary	980308	2015-2016
GOAL #1:	<i>By June 2016, we will increase the percentage of third graders scoring proficient or higher on the reading beginning of grade, end of grade, portfolio, or alternate assessment by 4%, to an overall percentage of 90%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Collaboration with 3rd grade teachers to implement effective strategies that will increase 3rd grade reading scores.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Use RTA passages as instructional tools, implement block scheduling in third grade, conduct weekly mini PLCs, participation in PLCs, book study on fluency, professional development on teaching fluency, implement fluency passages to increase student fluency as evident in lesson plans and classroom observations, implement and monitor intervention time, progress monitor Reading 3D, teach six syllable types as part of instruction in reading and science, utilize SchoolNet assessments and lesson plans, periodic review dates are listed in the continuous school improvement plan</i>		
	Evidence: (Identify documents and artifacts)	Beginning of Grade test scores, End of Grade test scores, RTA test scores, Reading 3D test scores, student samples, master schedule, PLC notes, fluency passages, RTA passages	
	Person(s) Responsible:	3rd grade teachers and administration	
	Timeline:	August 2015-June 2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Increase parent support and understanding of third grade reading requirements.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be	<i>Plan and schedule Read to Achieve parent information sessions, communicate Read to Achieve progress with parents, make bi-monthly contact to at-risk parents to celebrate successes and discuss progress.</i>		

	Evidence: (Identify documents and artifacts)	Monthly parent communication logs, sign-in sheets from parent sessions, parent conference logs, periodic review dates are listed in the continuous school improvement plan		
	Person(s) Responsible:	3rd grade teachers, administration		
	Timeline:	August 2015-June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>[Enter Goal Goal #1 Strategy #3]</i>			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>[Enter Tasks/Action Steps]</i>			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Wilson County	B.O. Barnes Elementary	980308	2015-2016
GOAL #2:	<i>By June 2016, we plan to increase our GLP proficiency by 12.2% from an average of 27.8% to 40% in reading and math, grades 3-5.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implementation of reading and math interventions for struggling regular education students consistently with fidelity.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Train new staff and provide refresher training for select staff for interventions (Foundations of Reading, Math Foundations), collect/maintain data of student progress, monitor teacher's use of allotted intervention times, monitor teacher's classroom based interventions, train teachers how to provide Tier 1, 2 & 3 interventions effectively, provide Tier 1,2 & 3 interventions effectively</i>		
	Evidence: (Identify documents and artifacts)	Student interventions, CEUs, walkthroughs, student data, professional development sign-in sheets	
	Person(s) Responsible:	School Intervention team, classroom teachers, administration	
	Timeline:	August 2015-June 2016, periodic review dates are listed in the working school improvement plan	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Continue math interventions for 4th & 5th grade students.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this	<i>Collaboration between 3-5 grade math teachers, assess all 3-5 students using Number Worlds, train 3-5 math teachers how to analyze data, provide 10-15 math interventions daily, assess and monitor student performance interventions</i>		

	Evidence: (Identify documents and artifacts)	Intervention data, Number Worlds data, student samples, lesson plans, professional development notes		
	Person(s) Responsible:	Teachers, Administrators		
	Timeline:	October 2015-June 2016, specific dates are listed in the working school improvement plan		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Implement core math program.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Purchase math textbooks for grades K-5, purchase math resources to increase basic math skills, implement Eureka Math in 2nd grade, train 2nd grade teachers in Eureka Math, and monitor implementation of Eureka Math in 2nd grade</i>			
	Evidence: (Identify documents and artifacts)	Eureka Math books, math resources, professional development notes		
	Person(s) Responsible:	Teachers, administrators		
	Timeline:	October 2015-June 2016, periodic review dates are listed on the working school improvement plan		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	Federal

District Name:	School Name:	School Code:	Year:
Wilson County	B.O. Barnes Elementary	980308	2015-2016
GOAL #3:	<i>By June 2016, we will increase College and Career Ready proficiency by 18.1 % from an average of 16.9% to 35% in reading and math, grades 3-5.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Increase percentage of students who are proficient in reading.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Assess and monitor student achievement using benchmarks, disaggregate student reading and math benchmark data, implement Letterland in 2nd grade, create schedule and assignments for peer observations</i>		
	Evidence: (Identify documents and artifacts)	Student samples, math textbooks, peer observations evaluation forms, SchoolNet benchmark data, PLC notes	
	Person(s) Responsible:	Teachers, administrators	
	Timeline:	October 2015-June 2016, periodic review dates are listed on the working school improvement plan	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Create math, reading and science departments for grades 3-5.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Departments meet monthly, departments develop plan to improve math weaknesses, model best practices, determine resources or professional development needed to improve math, reading and science proficiency</i>		
	Evidence: (Identify documents and artifacts)	Meeting agenda, recommendations from departments	
	Person(s) Responsible:	Teachers, Administrators	

	Timeline:	October 2015-June 2016, periodic review dates are listed on the working school improvement plan		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Increase student's comprehension.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Use Thinking Maps to teach comprehension, continue Thinking Maps training, complete TMLC on-line training modules, schedule parent night to introduce Thinking Maps, create Thinking Maps tutorial video for parents, higher level questioning monitored by using eleot and NCEES, more exposure to complex text</i>			
	Evidence: (Identify documents and artifacts)	Student samples, completed Thinking Maps modules, sign-in sheet for parent night, tutorial video		
	Person(s) Responsible:	Teachers, Administrators		
	Timeline:	October 2015-June 2016, periodic review dates are listed on the working school improvement plan		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

All (1.5)		E.D.		Not E.D.		Black		Hispanic		White			
184		124		60		141		36		9			
Off the WCS Mark		67.6%		Off the WCS Mark		32.6%		Off the WCS Mark		76.0%		Off the WCS Mark	

Barnes

	WCS	WCS E.D.	WCS-Not E.D.	WCS-Black	WCS-Hisp.	WCS-White						
2011	56.1	(14.0)	56.5	(4.9)	50.0	(36.9)	54.0	(2.4)	67.9	(2.1)	80.0	(6.3)
2012	46.3	(23.0)	45.4	(44.3)	44.4	(43.3)	46.0	(9.4)	51.4	(17.8)	11.1	(75.2)
2013	6.8	(14.6)	8.7	(6.4)	10.0	(24.6)	7.6	(2.3)	14.3	(7.5)	7.7	(24.8)
2014	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2015	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Reading Proficiency

	3rd - 5th Reading and Math						3rd - 5th Reading and Math					
2011	59.9	(13.7)	60.5	(5.7)	50.0	(38.0)	58.0	(3.9)	71.4	(1.0)	80.0	(7.8)
2012	49.8	(22.0)	50.0	(13.9)	44.4	(44.3)	51.1	(9.4)	54.1	(12.2)	11.1	(75.3)
2013	11.9	(25.7)	12.0	(14.4)	10.0	(52.0)	11.1	(11.2)	17.1	(16.8)	7.7	(50.7)
2014	18.0	(20.3)	16.0	(11.0)	42.9	(18.9)	17.0	(6.3)	21.3	(13.7)	10.0	(48.7)
2015	12.0	(24.4)	9.7	(15.3)	0.0	0.0	7.8	(12.8)	25.0	(9.6)	5.0	(51.3)

	3rd Reading = 77						3rd Reading = 77					
2011	52.9	(12.9)	52.9	(4.8)	-	-	47.4	(7.8)	76.9	(2.3)	-	-
2012	46.7	(18.2)	46.6	(9.7)	-	-	52.6	(2.4)	36.4	(17.7)	5.0	(74.3)
2013	20.0	(20.9)	20.3	(10.4)	-	-	21.0	(9.2)	40.0	3.7	-	-
2014	21.9	(17.2)	20.7	(8.6)	33.3	(22.1)	23.2	1.5	16.7	(10.5)	5.0	(37.3)
2015	11.7	(25.7)	7.3	(13.8)	0.0	0.0	5.7	(14.6)	22.7	(13.2)	5.0	(54.9)

	4th Reading = 61						4th Reading = 61					
2011	68.4	(12.8)	69.9	(4.0)	-	-	65.7	(2.0)	55.0	(3.8)	-	-
2012	58.7	(18.8)	54.8	(19.2)	-	-	59.7	(7.7)	66.7	(11.5)	14.4	(47.7)
2013	12.1	(14.4)	11.7	(13.2)	16.7	(46.2)	13.3	(6.3)	8.3	(11.4)	11.1	(47.1)
2014	17.7	(21.1)	18.0	(22.1)	-	-	10.6	(11.3)	33.3	(1.1)	5.0	(20.4)
2015	14.8	(24.0)	12.8	(16.3)	0.0	0.0	13.7	(6.4)	33.3	(1.2)	5.0	(55.3)

	5th Reading = 46						5th Reading = 46					
2011	57.6	(11.0)	57.9	(11.2)	55.6	(14.1)	59.6	(8.2)	44.4	(10.1)	-	-
2012	48.0	(16.5)	46.5	(21.9)	-	-	52.6	(2.4)	36.4	(17.7)	5.0	(74.3)
2013	15.0	(25.1)	5.0	(13.4)	-	-	5.0	(10.0)	7.7	(17.3)	-	-
2014	14.3	(18.3)	6.5	(12.3)	57.1	0.5	15.9	(9.7)	16.7	(16.1)	5.0	(47.3)
2015	8.7	(25.8)	10.0	(12.0)	0.0	0.0	5.0	(11.1)	25.0	(6.7)	5.0	(46.1)

Math Proficiency

	3rd - 5th Math = 184						3rd - 5th Math = 184					
2011	74.1	(22.1)	74.0	(7.2)	75.0	(20.0)	72.7	(6.0)	82.1	(3.9)	80.0	(15.0)
2012	72.9	(12.2)	73.1	(2.2)	66.7	(28.3)	74.4	(2.5)	81.2	(5.0)	11.1	(82.0)
2013	21.2	(18.5)	20.8	(1.2)	30.0	(22.8)	19.4	3.1	31.4	(2.5)	15.4	(33.9)
2014	21.2	(11.3)	18.9	(3.4)	50.0	(4.9)	19.7	3.4	33.3	(1.7)	10.0	(41.3)
2015	16.8	(15.5)	16.9	(4.1)	0.0	0.0	9.9	(7.0)	47.2	(3.5)	5.0	(47.0)

	3rd Math = 77						3rd Math = 77					
2011	70.0	(11.0)	70.0	(6.7)	-	-	64.9	(6.3)	62.3	9.4	-	-
2012	68.0	(13.4)	69.4	(7.3)	-	-	79.4	2.1	63.6	(7.4)	5.0	(85.1)
2013	24.7	(15.7)	25.4	(6.8)	-	-	25.1	(1.7)	40.0	27.4	-	-
2014	10.9	(16.8)	8.6	(17.4)	33.3	(24.0)	10.7	(17.8)	16.7	(15.7)	5.0	(31.4)
2015	28.6	(10.4)	25.5	(2.0)	0.0	0.0	20.8	(4.0)	50.0	11.4	5.0	(13.2)

	4th Math = 61						4th Math = 61					
2011	77.6	(11.5)	76.7	(8.9)	-	-	77.5	(5.3)	83.3	(2.0)	-	-
2012	76.7	(11.8)	75.3	(6.2)	-	-	75.7	(9.4)	85.9	2.0	-	-
2013	16.7	(18.8)	16.7	(10.3)	16.7	(41.6)	22.2	2.6	5.0	(11.0)	11.1	(46.3)
2014	14.5	(22.4)	14.8	(23.1)	-	-	6.4	(11.3)	13.0	5.0	0.0	(21.2)
2015	8.2	(26.9)	10.3	(14.3)	0.0	0.0	5.0	(11.3)	30.0	12.6	5.0	(61.4)

	5th Math = 46						5th Math = 46					
2011	74.2	(11.2)	74.4	(8.3)	66.7	(28.1)	75.0	(4.4)	66.7	(22.1)	-	-
2012	76.0	(9.1)	74.6	(5.7)	-	-	75.0	(6.0)	85.5	(7.5)	11.1	(82.0)
2013	26.9	(13.8)	20.3	(6.7)	-	-	12.3	(6.4)	18.5	(12.8)	-	-
2014	38.1	(2.4)	33.3	3.4	71.4	9.2	40.5	21.4	33.3	(4.4)	5.0	(14.3)
2015	8.7	(24.8)	10.0	(22.4)	0.0	0.0	5.0	(10.4)	37.5	(18.4)	5.0	(48.2)

Science Proficiency

	5th Science = 46						5th Science = 46					
2011	54.5	(22.2)	52.6	(22.0)	66.7	(25.0)	53.8	(12.0)	55.6	(25.3)	-	-
2012	42.7	(24.4)	42.8	(27.0)	-	-	37.5	(22.2)	75.0	(11.1)	-	-
2013	5.9	(28.4)	6.2	(20.0)	-	-	5.7	(14.9)	7.7	(25.4)	-	-
2014	27.0	(17.1)	25.0	(6.7)	42.9	(27.5)	34.1	4.9	16.7	(7.6)	5.0	(60.0)
2015	22.9	(14.4)	26.7	0.4	0.0	0.0	32.4	0.9	20.0	(3.7)	5.0	(60.1)

NC	NC E.D.	NC-Not E.D.	NC-Black	NC-Hisp.	NC-White
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3rd - 5th Reading and Math					
75.1	61.4	69.9	54.4	70.0	86.1
68.9	59.8	67.1	56.4	69.2	84.1
23.7	14.1	24.6	9.8	21.6	43.5

3rd - 5th Reading					
73.6	66.2	69.0	61.9	72.4	87.8
71.9	63.9	69.9	60.0	71.9	86.9
17.6	28.4	26.6	20.3	19.0	48.4
18.9	27.6	31.8	23.3	20.0	58.7
36.4	39.1	38.7	34.9	34.6	58.8

3rd Reading					
52.9	54.5	61.1	51.2	54.6	80.0
45.4	54.1	61.2	50.0	64.1	79.2
40.9	39.9	45.5	25.2	29.3	53.3
39.1	27.5	46.4	21.7	32.7	42.8
17.4	21.1	28.1	20.3	20.9	35.8

4th Reading					
79.5	71.9	80.7	67.7	81.2	92.0
79.5	63.9	69.0	60.0	68.2	83.9
36.6	24.9	40.9	21.5	29.7	58.2
39.0	30.5	36.7	21.9	23.9	51.5
17.8	28.4	31.1	21.1	24.5	48.8

5th Reading					
73.8	71.6	80.1	67.8	74.8	83.1
75.6	66.4	69.0	60.2	78.1	88.2
32.6	23.7	29.6	20.0	21.0	52.7
34.1	23.8	28.2	21.2	24.1	35.1

3rd - 5th Math					
86.2	81.9	86.0	78.7	89.0	95.0
82.8	73.9	82.5	69.0	78.9	89.7
31.9	22.6	28.6	16.3	19.0	48.1
32.9	22.9	24.9	16.3	19.0	51.3
38.5	31.9	34.9	24.9	28.7	52.8

3rd Math					
71.0	70.7	61.7	71.4	67.0	87.4
61.4	76.7	81.6	73.3	85.0	80.1
18.4	29.8	37.2	21.8	20.0	28.0
36.7	28.1	49.1	18.6	19.4	40.4
36.1	27.5	28.8	28.8	28.8	34.1

4th Math					
82.8	85.6	86.0	82.9	89.0	95.0
82.1	78.4	81.1	71.2	81.0	89.7
36.6	27.0	36.1	20.6	20.0	55.8
36.9	28.6	31.2	17.7	16.5	27.5
14.6	24.8	24.1	21.1	17.6	36.6

5th Math					
87.4	82.9	84.8	79.6	88.8	95.0
85.1	86.3	86.6	85.5	87.5	93.2
48.9	39.0	38.4	23.9	18.4	55.1
49.5	39.5	49.2	41.1	41.0	55.4
44.6	34.4	37.5	28.6	28.9	47.4

5th Science					
81.7	75.2	82.5	71.0	81.1	85.4
72.1	69.9	69.9	59.2	65.1	81.9
35.5	28.2	37.7	20.6	18.1	38.4
44.1	34.4	41.1	29.2	41.3	40.0
21.4	36.1	31.9	24.9	23.7	31.4

Black (vs. White)	E.D. (vs. Not E.D.)
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3rd - 5th Reading and Math	
26.0	6.1
16.9	1.0
26.1	(16.8)
0.0	0.0
0.0	0.0

3rd - 5th Reading	
22.0	16.5
16.9	1.0
16.9	(16.8)
0.0	0.0

Barnes Average Yearly Attendance	
Year	Percentage
2010-2011	96.10%
2011-2012	96.70%
2012-2013	96.00%
2013-2014	96.00%
2014-2015	94.50%

Barnes Discipline Data		
Year	Referrals	Suspensions
2011-2012	63	34
2012-2013	66	61
2013-2014	56	49
2014-2015	85	83