

Wolfe City Middle School Campus Improvement Plan

2016-2017



Wolfe City Middle School – We are P.R.O.U.D.

The Board of Trustees of the Wolfe City School District has established that the primary mission of the Wolfe City Schools is to wholly develop each individual student - mentally, physically, spiritually and socially - to full capacity, so that all students may be able to develop thinking skills, to acquire and apply knowledge and to create within themselves, a sense of self-worth and self-discipline. This statement of mission is fostered by the belief that these skills and attributes are essential for students to become productive, responsible, participating members of our democratic society.

The basic function of the school in the process of education is to stimulate the desire to learn. The board of trustees is dedicated to this foundation premise. This dedication is reflected in the board's commitment to provide an atmosphere of high academic standards and expectations, to provide qualified authority in the classroom, and to provide encouragement to students to develop self-esteem, respect for others and responsible behavior.

Wolfe City Middle School
Improvement Committee Members

Dona Gavlick, Counselor

Amber Northcutt, Teacher/Testing Coordinator

Alissa Davis, Teacher/Mentor

Lisa Tisdale, Teacher/Technology

Danielle Cagle, Parent

Melanie Williams, Principal

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
WOLFE CITY MIDDLE SCHOOL
SCHOOL YEAR: 2016-2017

Data Sources Reviewed:

- TAPR Report 2012-2015
- Federal Report Card 2015
- TEA School Report Card 2015
- STAAR Data 2015-2016
- Student Work
- Student Survey
- Parent Night Participation
- TAPR Reports (Bland, Blue Ridge, Celeste, Leonard)
- Eduphoria – lesson plans, TEKS
- Technology in district
- TEKS Resources – scope and sequence
- Benchmark assessments
- Demographic Data – PIEMS
- Parent Night Attendance Sheets 2015-2016
- Gate attendance at sporting events
- Means of communication
- Master Schedule
- Duty Rosters
- Campus Leadership
- Survey Monkey for technology

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • 155 students 6-8 grades, with 53% identified as economically disadvantaged, still manage to maintain state passing percentages. • Special programs in place for serving Special Ed, ECO Dis, and ELL/ESL students. • Full time diagnostician on site to improve the assessing of students qualifying for special programs. • Class teacher/student ratio 18% or less. 	<ul style="list-style-type: none"> • Hispanic population of 19% still show deficits in STAAR scores compared to peers of other ethnicities. • Limited opportunity for At Risk student support. • STAAR testing interventions limited time frame 	<ul style="list-style-type: none"> • Lack of programs or safe guards for At Risk students. • STAAR testing interventions only offered for a limited time frame.
Student Achievement	<ul style="list-style-type: none"> • Targeted instruction of TEKS objectives with the use of TEKS Resource System. • Passing rates in math for the Hispanic population higher than past performances. • 14% advanced in 6th math • Above state average for 6th Reading and 8th Math 	<ul style="list-style-type: none"> • 8th Social Studies passing rate 41% compared to state average of 65% • Failed to meet safe guards for 7th Writing with Economically disadvantaged student population. • Commended percentage down from previous years in most subjects and grade levels. • Poor performances from SPED students on STAAR Test. 	<ul style="list-style-type: none"> • Social Studies to address the 24% deficit between WC passing average and state. • Writing needs for Eco Dis population • Increase commended averages in all subject areas • Increase SPED passing percentages in all subjects.

School Culture and Climate	<ul style="list-style-type: none"> • High student academic expectations • Good student support • Teacher preparation • Feelings of acceptance by peers and staff • Students feel safe and have a sense of community with their teachers and fellow students • Updated websites provide increased communication with parents and community • Student recognition for both academics and athletics 	<ul style="list-style-type: none"> • Building safety • More suicide/cutting prevention education • Increase team building activities/events • More opportunities to spread kindness • More input from parents and students, through surveys/questionnaire's • Campus vision that sets high expectations on behavior and character. Utilize tools that promote vision all year long. • Community involved activities • Anti-bulling/cyber-bullying and safety awareness for students and parents 	<ul style="list-style-type: none"> • Building/personal safety • More suicide/cutting prevention/cyber-bullying education for students and parents • Need for teambuilding • Parent/student input • Behavioral Expectations – Campus Vision
Staff Quality/ Professional Development	<ul style="list-style-type: none"> • All non-certified teachers hired, held certifications by the end of the school year. • Use of Region 10, Teacher Job Network, and Texas A&M Commerce resources for recruiting quality staff. • With the exception of Blue Ridge, teacher salary steps are higher than surrounding schools. • Student to teacher ratio 12.8 for past 3 years. • Hard working dedicated staff 	<ul style="list-style-type: none"> • Increased turnover rates • No mentor program in place. • Little to no teacher input for professional development days provided by the district. • No follow-up on professional development • Lack of leadership to promote continuous improvement. • High percentage of coaches located on MS campus 	<ul style="list-style-type: none"> • Lack of professional leadership • No mentor program • No teacher input for professional development or the like.

	<p>focused on student and personal growth</p> <ul style="list-style-type: none"> • State Certified core teaching staff 		
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Eduphoria H.O.T.S assessment testing generator. • Learning lab, Rti • Technology • Ongoing evaluation of curriculum and assessment resources 	<ul style="list-style-type: none"> • Data other than Eduphoria assessments • Evidence of materials that assist students with educational gaps • Lack of rigor to show growth and higher percent of commended scores 	<ul style="list-style-type: none"> • Other ways to collect data than just benchmarks • Technology – making sure all teachers have access at all times when needed. • Higher rigor/honors courses
Family and Community Involvement	<ul style="list-style-type: none"> • Special programs and services • Local church support • Economically disadvantaged programs • Programs are in place to keep parents more up to date with school activities. (School Messenger, Parent Portal, District Websites) 	<ul style="list-style-type: none"> • Lack of parent participation • Use of parent volunteers • Facilities for ELL and parent group meetings • Lack of community events, parent/child activity nights, etc.. • Increase positive school communication with parents 	<ul style="list-style-type: none"> • More parent involvement opportunities • Parent volunteer program • Community events for parents and children
School Context and Organization	<ul style="list-style-type: none"> • Small teacher to student ratio • Leadership roles assigned to teachers. (UIL Coordinator, Testing Coordinator, Mentor Teacher) • Targeted instructional through lab classes offered in math, reading, writing, science, and social studies 	<ul style="list-style-type: none"> • Students in both math and reading labs receive no elective classes. (Technology, art, etc.) • Lack of reliable data on benchmark testing due to limited resources for generating authentic test. • No parent/student surveys were offered to encourage input. • Organizational tools needed to ease the transition between 	<ul style="list-style-type: none"> • Technology not offered to the majority of all students. • No parent/student input • Limited resources for creating authentic assessments/benchmarks. • Implement transitional process

		Elementary and MS.	
Technology	<ul style="list-style-type: none"> • Integrated chrome books on MS campus • Integrated new tech curriculum Learning.com • Most teachers utilizing Google classroom 	<ul style="list-style-type: none"> • Student schedules to accommodate more students to take technology courses • More chrome books • Re-evaluate new technology curriculum • Tech labs need updated equipment • 33% teachers not using whiteboards • 90% projectors not working well/several not at all • Star chart data needed – not submitted by admin 	<ul style="list-style-type: none"> • Majority of MS classrooms in need of updated projectors/smart boards/headphones • More access for students to take technology courses • More access to chrome books – more chrome books • Star Chart Completed

CAMPUS GOALS AND OBJECTIVES

Goal 1: The students of Wolfe City Middle School will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, and Social Studies. Students will be challenged to achieve excellence through a well--balanced and appropriate curriculum.

State Objective

- #2: Students will be encouraged and challenged to meet their full educational potential
- #4: A well-balanced and appropriate curriculum will be provided to all students
- #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Safe guards and programs targeted for our At-Risk student population.	At risk students identified with increased intervention and rigor. Communicate to teaching staff through the use of their confidential notebook. Professional development for teachers to better assist our At Risk population. End of the year 5 th & 6 th grade teacher roundtable meeting.	Principal Counselor PEIMS Coordinator Teachers Care Team	Region 10 ESC Confidential Notebook Counseling TELPAS Data Title 1 Title 2	Overall Student Progress STAAR Scores Report Card Grades Emotional Wellness Reduction in At-Risk Population
STAAR testing interventions to begin earlier in the school year.	Implement a mandatory tutoring program that begins from the first progress report. Find remediation for student transportation after tutoring. Master schedule to incorporate RTI time and tutoring for the 2017 school year. (Flex Friday)	Principal's Teachers Superintendent	Local Funds Title 1	Tutoring program in place

<p>8th grade Social Studies STAAR scores were 24% lower than the state average.</p> <p>Safeguard for all students with a focus on the white student population</p>	<p>Purchase written materials for added rigor within the curriculum.</p> <p>Use our Region 10 resource's to bring in a Social Studies specialist for professional development.</p> <p>Implement a Social Studies Camp for review before the STAAR Test.</p> <p>Earlier interventions through tracking of benchmark testing and unit assessments. (Formal or Informal)</p>	<p>SS Teacher SS Lab Teacher Principal</p>	<p>Region 10 ESC Local Funds IMA Funds Title 2</p>	<p>Purchased 8th Social Studies ebooks</p> <p>Develop and implement SS camp</p> <p>Compare STAAR passing percentages from previous years</p>
<p>Increase SPED passing percentages in all subjects.</p> <p>Safeguard for Math & Reading</p>	<p>Implement targeted lab classes.</p> <p>Purchase technology resources that are self-paced, target TEKS objectives, and allow for teacher tracking of content retention.</p> <p>Students to be placed in LRE with the assistance of inclusion and the use of the learning lab.</p> <p>End of the year 5th & 6th grade teacher roundtable meeting.</p>	<p>Teachers Principal Learning Lab SPED Teacher Inclusion Aides</p>	<p>IMA Funds Local Funds IXL Flowcabulary IStation</p>	<p>Compare STAAR data from previous years to track student overall performance</p>
<p>Writing STAAR Scores across the district show need for improvement especially with our economically disadvantaged student population.</p> <p>Safeguard Eco Dis Students</p>	<p>Communicate our Eco Dis students with the use of the confidential notebook.</p> <p>Focus on the integration of vocabulary and writing across the disciplines.</p> <p>Increase higher level vocabulary with more visual representations throughout the school.</p>	<p>Teachers Principal Counselor Inclusion Aids</p>	<p>Local Funds Title 1</p>	<p>Compare STAAR data from previous years</p>

<p>Monitor student progress through a variety of assessments to ensure all students' needs are being met.</p>	<p>Use TEKS Resource System to create assessments and track student progress in Eduphoria.</p> <p>Authentic benchmarks to be created by content area teachers of different grade levels.</p> <p>Research options for new assessment creators. (STAAR Test Maker, Mentoring Minds, etc)</p> <p>Vertical alignment with resources and teaching strategies and more opportunity for departments to vertically align and collaborate.</p>	<p>Teachers Principal Curriculum Co</p>	<p>Local Funds</p>	<p>Progress reports Student achievement on local benchmarks and state assessments</p>
<p>Increase instructional rigor in all core classes.</p>	<p>Vertical alignment with resources and teaching strategies and more opportunity for departments to vertically align and collaborate.</p> <p>Implement honors courses for higher level learning.</p> <p>Educators will continue training for innovative and creative instructional methods.</p>	<p>Teachers Principal Curriculum Co</p>	<p>Region 10 ESC Local Tech Camp Technology Dir Title 2</p>	<p>Observations T-TESS evaluations</p> <p>Compare STAAR scores and commended percentages to previous years</p>
<p>More access for students to take technology courses.</p>	<p>Incorporated full campus technology directive.</p> <p>Incorporate technology training within teacher in-service days, and through Region 10.</p>	<p>Principal Teachers Curriculum Co</p>	<p>Region 10 Technology Dir Title 2</p>	<p>Master Schedule to increase student's availability to participate in technology courses</p> <p>CPE – hours for teachers in the area of technology</p>

<p>Classrooms in need of updated:</p> <ul style="list-style-type: none"> Projectors Smart Boards Headphones 	<p>Purchase updated projectors or bulbs as needed.</p> <p>Continue to research best replacements for promethean boards.</p> <p>Purchase headphones for technology labs</p> <p>Survey for teachers on technology needs and future wants.</p>	<p>Principal Tech Dir Teachers</p>	<p>Local Funds</p>	<p>Needs met with supplies received</p> <p>Technology goals expressed and plan implemented</p>
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Goal 2: Wolfe City Middle School will maintain a safe, disciplined, drug-free, and cyber safe environment conducive to student learning.

State Objective

- #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Impact
Building and personal safety needs from Safety Audit: Repair Exterior Doors Protect all AC Units Magnetic Strips for Doors Install Crosswalks Need for more signage Security Cameras Emergency: "Go Kit" Innovative safety training ID System needed	Most issues have been addressed within bond. Develop a Campus Safety Team to address school safety needs.	Principal Counselor Safety Team Teachers	Local Funds Bond Safety Audit Report	Fewer recommendations on safety report
Increased suicide/cutting prevention programs.	Incorporate more programs to include all students. Arrange for speakers on awareness training for students and parents. Bullying intervention week program developed and implemented.	Principal Counselor Teachers	Local Funds Posters Theme Days Staff Certifications	Fewer reports of suicide attempts and cuttings Increased awareness Decreased number of incidences
Increased cyber awareness education for students and parents.	Professional development for teachers to increase cyber awareness, and to better direct our students into the 21 st century.	Principal Teachers Counselor Parents	Local Funds Common Sense Media/Posters Theme Days Title 2	Increased awareness

Goal 3: Wolfe City Middle School will recruit, develop, and retain highly qualified and highly effective personnel.

State Objective

- #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evaluation of Impact
Professional leadership needed	Hiring highly qualified personnel. Developing a substitute training program. Provide opportunities to share ideas and encourage more certifications.	Principal Teachers	Campus theme Expectations Vision	End of year campus survey
Mentor program needed to develop and train new teachers.	Develop a mentor program for teachers new to the district to aid in teacher retention and development.	Principal Mentor Teacher	Principal Walk-throughs	Retention Rates Student Progress T-TESS Evaluations
Increase teacher input and leadership roles in the school.	Implement teacher surveys for input on daily procedures, staff development, school weaknesses and strengths. Seek to find opportunities for teacher leadership.	Principal Counselor Teachers	Survey Monkey Region 10 ESC Faculty Meetings	Results of surveys Lesson Plans Teacher roles
More access to chrome books	Purchase another chrome book cart for the math department.	Principal Technology Dir	Bond	Additional chrome book cart added to middle school campus
STAR Chart - data to be collected	STAR chart completed and submitted for technology needs and strengths.	Principal Teachers	STAR Chart	STAR chart completed

Goal 4: Wolfe City Middle School will partner with parents and the community in the education and social development of students to maintain a positive school culture and educational environment.

State Objective

- #1: Parents will be full partners with educators in the education of their children.

Target Objectives	Strategies and Action Steps	Person(s) Responsible	Resources	Evaluation of Impact
Increase team building and school moral	Develop a Proud Pack Committee to plan and implement moral building activities. Increase PTO participation Increase communication and participation	Principal Proud Pack Co Counselor	Local Funds Vision	Increase of staff, student, and communities activities. Increased communication
Higher student behavioral expectations implemented. Need for a campus vision	High level of student expectations throughout the campus that is clearly communicated and followed.	Principal Teachers Counselor Custodial Staff Cafeteria Staff	Local Funds Posters Incentives	PROUD PACK – Campus motto adopted with incentives to students.
Implement transitional process between 5 th and 6 th grade.	6 th Grade Orientation End of the year 5 th & 6 th grade teacher roundtable meeting.	Principal Teachers Counselor	Local Funds	End of year campus parent and student survey.
Increase parent participation	Include student led events during parent nights. (Campus walk-through exhibit of student work) In order to get report cards, parents must attend parent night in January.			

2016 Wolfe City Middle School State Assessment Comparisons

	6th Grade		7th Grade			8th Grade			
	Reading	Math	Reading	Math	Writing	Reading	Math	Science	Social Studies
State	71%	74%	72%	71%	70%	82%	73%	76%	65%
Region 10	72%	77%	74%	73%	72%	84%	74%	79%	69%
Wolfe City MS	77%	62%	67%	69%	63%	87%	85%	74%	41%

8th Grade STAAR 2016

8 th Grade Reading (SSI March/May Combined)							
Student Groups	Standard: Level II = 54%; Level III = 88%						
	% PASS	% ADV	CATEGORY				
			1	2	3		
All Students March	78	7	77	70	60		
All Students March/May	87	7	78	74	66		
Male	87	0	75	67	58		
Female	87	13	80	74	63		
White	94	8	78	72	62		
Hispanic	62	0	76	68	54		
Eco. Disadv	78	0	80	70	59		
At-Risk	76	8	74	67	57		
Special Ed	50	0	58	32	39		

Category	Reporting Category Description
1	Understanding/Analysis across genres
2	Understanding/Analysis of literary text
3	Understanding/Analysis of informational text
4	

8 th Mathematics (SSI March/May Combined)							
Student Groups	Standard: Level II = 46%; Level III = 86%						
	% PASS	% ADV	CATEGORY				
			1	2	3	4	
All Students March	60	0	59	56	42	53	
All Students March/May	85	0	62	60	51	55	
Male	91	0	58	56	40	57	
Female	78	0	59	57	45	48	
White	81	0	56	67	43	54	
Hispanic	100	0	70	53	43	53	
Eco. Disadv	83	0	57	54	41	57	
At-Risk	76	0	59	50	39	48	
Special Ed	62	0	27	38	40	33	

Category	Reporting Category Description
1	Numerical Representations and Relationships
2	Computations and Algebraic Relationships
3	Geometry and Measurement
4	Data Analysis and Personal Financial Literacy

8th Grade STAAR 2016

8 th Grade Social Studies							
Student Groups	Standard: Level II = 52%; Level III = 83%						
	% PASS	% ADV	CATEGORY				
			1	2	3	4	
All Students	41	0	43	59	44	57	
Male	39	0	42	56	42	57	
Female	43	0	45	62	47	58	
White	47	0	46	60	47	58	
Hispanic	25	0	33	59	35	52	
Eco. Disadv	35	0	39	57	41	55	
At-Risk	20	0	37	55	37	56	
Special Ed	13	0	29	42	35	34	

8 th Grade Science							
Student Groups	Standard: Level II = 54%; Level III = 85%						
	% PASS	% ADV	CATEGORY				
			1	2	3	4	
All Students	74	4	61	59	62	65	
Male	74	4	55	58	64	65	
Female	74	4	66	60	60	66	
White	78	6	61	62	63	67	
Hispanic	63	0	57	48	58	65	
Eco. Disadv	70	0	58	59	57	67	
At-Risk	56	4	56	50	59	62	
Special Ed	25	0	48	42	38	46	

Category	Reporting Category Description
1	History
2	Geography and Culture
3	Government and Citizenship
4	Economics, Science, Technology and Society

Category	Reporting Category Description
1	Matter and Energy
2	Force, Motion and Energy
3	Earth and Space
4	Organisms and Environments

7th Grade STAAR 2016

7 th Grade Reading							
Student Groups	Standard: Level II = 58%; Advance = 86%						
	% PASS	% ADV	CATEGORY				
			1	2	3		
All Students	67	21	68	66	66		
Male	69	18	69	64	64		
Female	65	25	68	70	49		
White	71	24	62	58	46		
Hispanic	63	13	67	59	39		
Eco. Disadv	46	8	62	54	42		
At-Risk	42	0	62	53	41		
Sped	0	0	30	38	22		

Category	Reporting Category Description
1	Understanding/Analysis across genres
2	Understanding/Analysis of literary text
3	Understanding/Analysis of informational text

7 th Grade Mathematics							
Student Groups	Standard: Level II = 41%; Level III = 81%						
	% PASS	% ADV	CATEGORY				
			1	2	3	4	
All Students	69	10	59	62	44	50	
Male	66	9	58	61	45	55	
Female	75	10	60	64	41	43	
White	73	10	61	62	44	50	
Hispanic	63	12	44	62	39	52	
Eco. Disadv	54	8	53	52	40	36	
At-Risk	38	0	44	47	33	41	
Sped	0	0	19	27	19	22	

Category	Reporting Category Description
1	Probability and numerical representations
2	Computations and algebraic relationships
3	Geometry and measurement
4	Data analysis and personal financial literacy

7th Grade STAAR 2016

7 th Grade Writing							
Student Groups	Standard: Level II = 59%; Level III = 85%						
	% PASS	% ADV	CATEGORY				
			1	2	3		
All Students	63	15	50	73	69		
Male	52	6	46	72	68		
Female	81	29	62	82	80		
White	69	19	54	77	74		
Hispanic	50	0	45	68	64		
Eco. Disadv	42	0	44	69	66		
At-Risk	35	0	39	66	63		
Sped	0	0	34	49	45		

Category	Reporting Category Description
1	Composition
2	Revision
3	Editing

6th Grade STAAR 2016

6 th Grade Reading							
Student Groups	Level II = 56%; Level III = 88%						
	% PASS	% ADV	CATEGORY				
			1	2	3		
All Students	77	17	75	68	62		
Male	80	10	75	66	60		
Female	73	27	74	69	64		
White	76	19	76	69	64		
Hispanic	100	0	74	72	60		
Eco. Disadv	84	13	73	66	59		
At-Risk	50	6	65	64	56		
Special Ed	20	0	40	42	35		

Category	Reporting Category Description
1	Understanding/Analysis across genres
2	Understanding/Analysis of literacy text
3	Understanding/Analysis of informational text

6 th Grade Mathematics							
Student Groups	Level II = 37%; Level III = 81%						
	% PASS	% ADV	CATEGORY				
			1	2	3	4	
All Students	62	2	40	49	31	39	
Male	73	3	44	53	35	39	
Female	45	0	36	45	29	38	
White	60	0	40	50	34	40	
Hispanic	100	14	48	51	39	47	
Eco. Disadv	58	3	39	46	26	43	
At-Risk	56	0	34	47	25	44	
Special Ed	20	0	25	20	19	15	

Category	Reporting Category Description
1	Numerical representations and relationships
2	Computations and algebraic relationships
3	Geometry and measurement
4	Data analysis and personal financial literacy

**Wolfe City MS
2016-17**

	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
Teachers		2.00	0.49	0.14
Teacher Aides		1.70		
Counselor				
TOTAL FTE	0.00	3.70	0.49	0.14
6100		\$163,726.00	\$41,388.00	\$8,573.00
6200				
6300	\$200.00	\$1,400.00		
6400		\$300.00		
Total	\$200.00	\$165,426.00	\$41,388.00	\$8,573.00