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| **GOAL 1.** | SMART GOAL:To increase the percentage of all students scoring at the proficient or advanced level on the Measures of Academic Progress (MAP) in math by achieving a minimum increase of 5% each year for the next 3 consecutive years.

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| **ALL Students** |
|  | **6th**(223+) | **7th**(228+) | **8th**(232+) |
| **2015**(Baseline) | 48.1% | 48.2% | 54.9% |
| **2016** | 53.1% | 53.2% | 59.9% |
| **2017** | 58.1% | 58.2% | 64.9% |
| **2018** | 63.1% | 63.2% | 69.9% |

RATIONALE: Mercer Middle School students have consistently scored below the proficient or advanced level on the MAP-Math assessment. |

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| **GOAL 2.** | SMART GOAL: To increase the percentage of economically disadvantaged (ED) students scoring at the proficient or advanced level on the Measures of Academic Progress (MAP) in math by achieving a minimum increase of 5% each year for the next 3 consecutive years.

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| **ED** |
|  | **6th**(223+) | **7th**(228+) | **8th**(232+) |
| **2015**(Baseline) | 41.2% | 39.0% | 42.0% |
| **2016** | 46.2% | 44.0% | 47.0% |
| **2017** | 51.2% | 49.0% | 52.0% |
| **2018** | 56.2% | 54.0% | 57.0% |

RATIONALE: Mercer Middle School during the 2015 school year had a student population of approximately 94% of students who were identified as economically disadvantaged. This group of students consistently has fewer students scoring at the proficient or advanced level on the MAP-Math assessment. |

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| **GOAL 3.** | SMART GOAL: To increase the percentage of students with disabilities (SWD) scoring at the proficient or advanced level on the Measures of Academic Progress (MAP) in math by achieving a minimum increase of 10% each year for the next 3 consecutive years.

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| **SWD** |
|  | **6th**(223+) | **7th**(228+) | **8th**(232+) |
| **2015**(Baseline) | 2.5% | 1.4% | 1.2% |
| **2016** | 12.5% | 11.4% | 11.2% |
| **2017** | 22.5% | 21.4% | 21.2% |
| **2018** | 32.5% | 31.4% | 31.2% |

RATIONALE: Mercer Middle School during the 2015 school year had a maximum of 2 students at each grade level that exhibited performance levels at the proficient or advanced level on the MAP-Math assessment. |

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| **GOAL 4.** | SMART GOAL:To increase the percentage of all students scoring at the proficient or advanced level on the Scholastic Reading Inventory (SRI) by achieving a minimum increase of 5% each year for the next 3 consecutive years.

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| **ALL** |
|  | **6th**(980+) | **7th**(1020+) | **8th**(1110+) |
| **2015**(Baseline) | 20.7% | 26.2% | 21.8% |
| **2016** | 25.7% | 31.2% | 26.8% |
| **2017** | 30.7% | 36.2% | 31.8% |
| **2018** | 35.7% | 41.2% | 36.8% |

RATIONALE: Mercer Middle School students have consistently scored below the proficient or advanced level on the SRI assessment. |

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| **GOAL 5.** | SMART GOAL:To increase the percentage of economically disadvantaged students scoring at the proficient or advanced level on the Scholastic Reading Inventory (SRI) by achieving a minimum increase of 5% each year for the next 3 consecutive years.

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| **ED** |
|  | **6th**(980+) | **7th**(1020+) | **8th**(1110+) |
| **2015**(Baseline) | 17.4% | 24.1% | 16.7% |
| **2016** | 22.4% | 29.1% | 21.7% |
| **2017** | 27.4% | 34.1% | 26.7% |
| **2018** | 32.4% | 39.1% | 31.7% |

RATIONALE: Mercer Middle School during the 2015 school year had a student population of approximately 94% of students who were identified as economically disadvantaged. This group of students consistently has fewer students scoring at the proficient or advanced level on the SRI assessment. |

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| **GOAL 6.** | SMART GOAL:To increase the percentage of students with disabilities (SWD) scoring at the proficient or advanced level on the Scholastic Reading Inventory (SRI) by achieving a minimum increase of 10% each year for the next 3 consecutive years.

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| **SWD** |
|  | **6th**(980+) | **7th**(1020+) | **8th**(1110+) |
| **2015**(Baseline) | 0% | 0% | 0% |
| **2016** | 10% | 10% | 10% |
| **2017** | 20% | 20% | 20% |
| **2018** | 30% | 30% | 30% |

RATIONALE: Mercer Middle School during the 2015 school year had 0 students at each grade level that exhibited performance levels at the proficient or advanced level on the SRI assessment. |