



GRDMS Data Profile Report

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General Ray Davis Middle School

- One of four middle schools in Rockdale County Public Schools
- Located in Stockbridge, Ga
- 1,114 students
- 56% Free and Reduced Lunch
- Serves ethnically diverse community:
 - 0.1 American Indian/Alaskan Native
 - 1.7 Asian/Pacific Islander
 - 67.2 Black
 - 7.2 Hispanic
 - 4.8 Multi-Racial
 - 18.9 White

General Ray Davis Middle School

- The current principal has served as a principal for one year. The previous principal was principal for two years.
- The CCRPI score for the 2018-2019 school year is an 86.7 which is has increased by about 28%.
- The climate rating for this school has consistently been a 5-star rating for the past three years.
- Subgroup Demographics include:
 - 13.3% Students with Disabilities
 - 1.5% English Learners
 - 24% Gifted

Demographic Data

General Ray Davis Middle

GRDMS Total Enrollment (2016-2019)

School Year	Number of Students
2016-2017	1,203
2017-2018	1,230
2018-2019	1,189

Governor's Office of Student Achievement and Oracle. (2020, March 11). Attendance- All Students . Retrieved from <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>


Demographic Data for GRDMS

		Percentages of Students		
		2017	2018	2019
Other Subgroups	Economically Disadvantaged	55%	57%	56%
	Students with Disabilities	9.5%	11.2%	11.2%
Race / Ethnicity	American Indian/ Alaskan Native	0%	1.9%	0.1%
	Asian/ Pacific Islander	2%	0%	1.7%
	Black	63%	67.7%	67.2%
	Hispanic	6%	6.1%	7.2%
	Multi-Racial	3%	3.8%	4.8%
	White	26%	20.5%	18.9%

Demographic Data- Personnel

Ethnicity	2016-2017		2017-2018		2018-2019	
	Numbers	%	Numbers	%	Numbers	%
Asian/ Pacific Islander	1	1%	1	1%	1	1%
Black	30	40%	33	42%	37	47%
Hispanic	2	2%	2	2%	1	1%
Multi-Racial	0	0%	0	0%	0	0%
White	43	57%	44	55%	40	51%
Female	59	77%	61	76%	64	81%
Male	17	23%	19	24%	15	19%

Summary of Demographic Data

- The demographic data for students at General Ray Davis Middle does not match the demographic information for personnel within the building. The number of white staff members throughout the three years has consistently been at 50% or higher. The number of white students has slowly declined over the three years falling below 20% in 2019.
 - The student population is predominantly black making up over 65% of the population.
 - Currently the minority populations for teachers and students are Hispanics, Multi-Racial, and Asian Pacific Islanders. The population of American Indian/Alaskan Natives are fairly low reaching barely 1% or in some cases, zero percent.
 - The enrollment at General Ray Davis Middle school has slowly declined from 2016 to 2019.
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Achievement Data

Achievement Data- Math EOG by level

School Year	Number Tested	Beginning Learners		Developing Learners		Proficient Learners		Distinguished Learners	
2016-2017	1,030	14.3%	147 students	45.0%	464 students	31.2%	321 students	9.5%	98 students
2017-2018	1,026	17.0%	174 students	44.0%	451 students	30.3%	311 students	8.8%	90 students
2018-2019	1,048	13.7%	144 students	39.9%	418 students	34.7%	364 students	11.6%	122 students

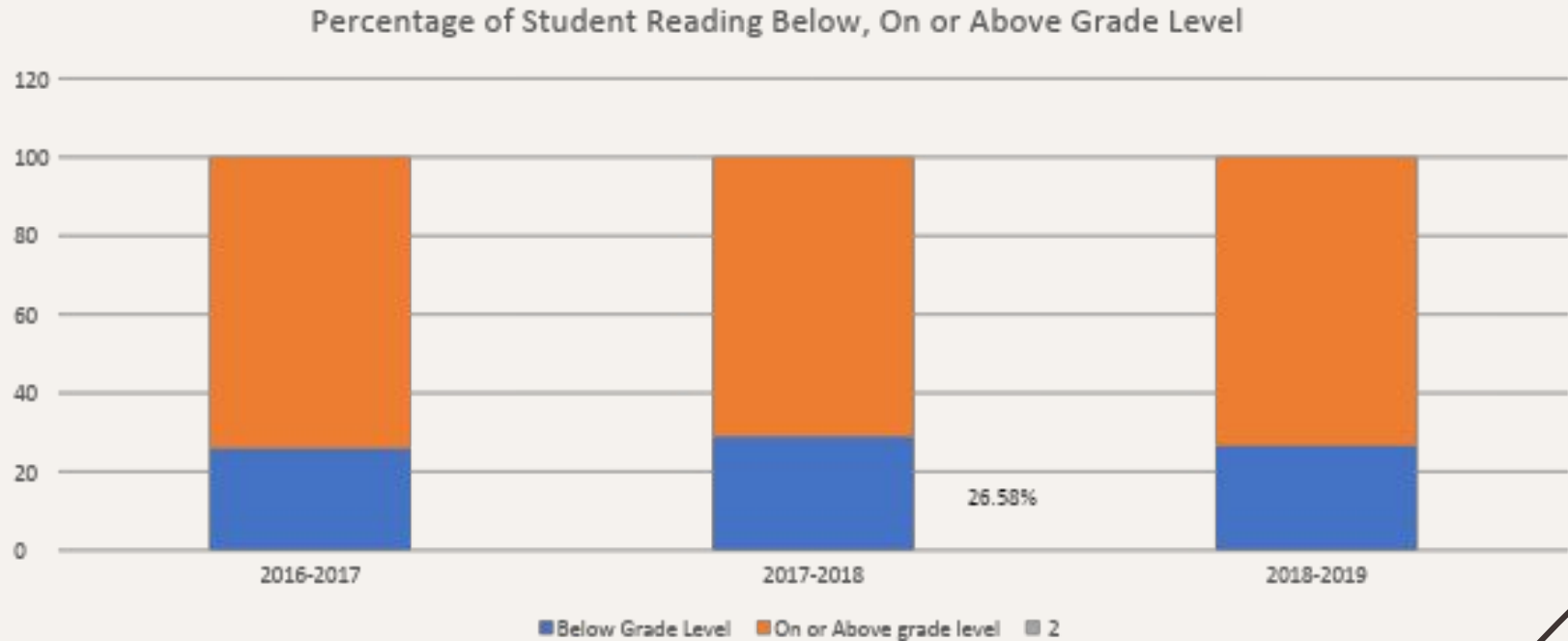
Governor's Office of Student Achievement and Oracle. (2020, March 11). Consolidated Student Performance Comparison Summary. Retrieved from <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>

Achievement Data- Math EOG Developing Learners + by subgroups

Subgroups	2017	2018	2019
All Students	85.7 %	83 %	86.2 %
Asian	93.7 %	88.2 %	100 %
Black	83.9 %	81.6 %	85.1 %
White	90.7 %	87.8 %	89.6 %
Multi-Racial	87.1 %	85.4 %	86.8 %
Hispanic	82.5 %	82.3 %	91.6 %
Students with Disabilities	48.5 %	38.5 %	53.5 %
Economically Disadvantaged	80.8 %	77 %	81.1 %
Male	81 %	79.3 %	83.6%
Female	89.6 %	86.3 %	88.5%


Governor's Office of Student Achievement and Oracle. (2020, February 8). Math EOG Data retrieved from <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>

Achievement Data - Reading on Grade Level



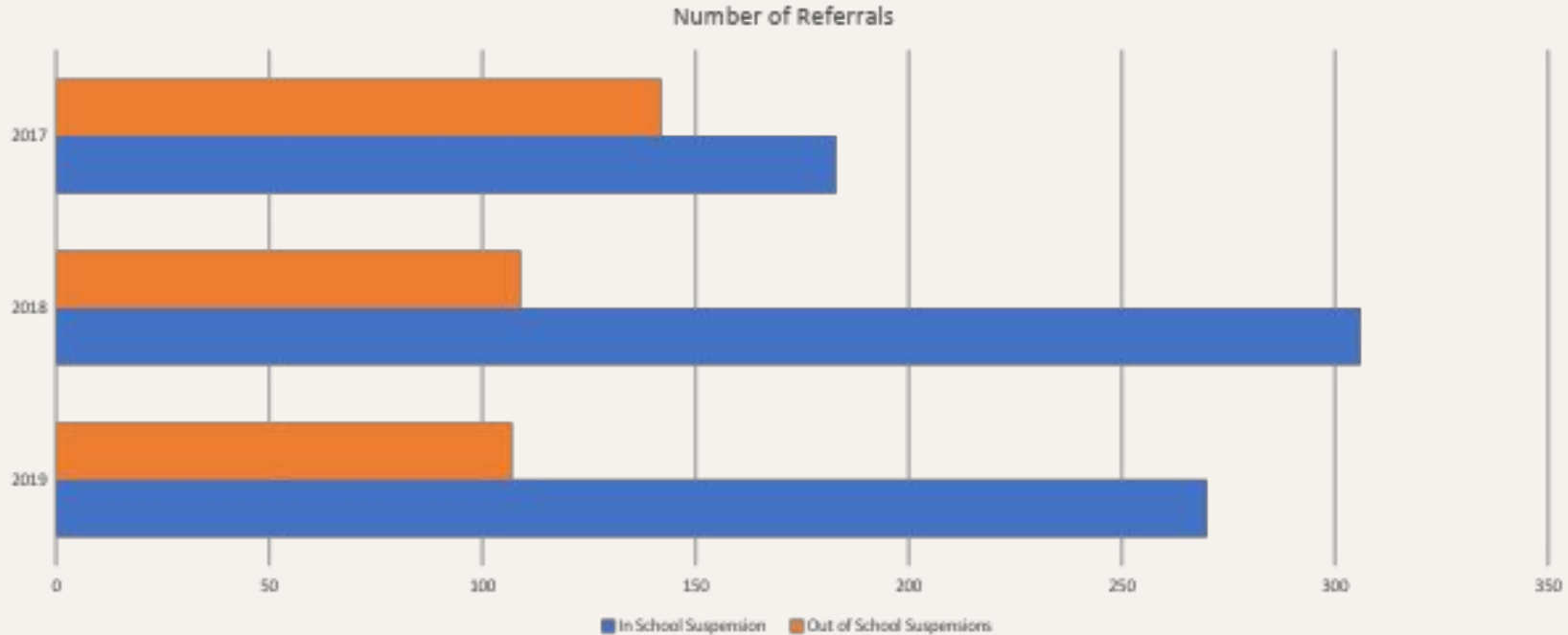
Georgia Insights. (2020, March 11). Percentage Reading on Grade Level. Retrieved from <https://www.georgiainsights.com/milestones.html>

Achievement Data Analysis

- All students in Math scored at least 83% or higher on the Milestones due to at least 75% of students being able to read on grade level or higher.
 - The reading comprehension for students in 2018 was the highest percentage between 2017 and 2019. This correlates to the number of level 1 learners for 2017 being the highest number of students who scored a level 1 on the milestones for math.
 - For the year 2017 to 2018, math has seen a consistent decline in Distinguished learners, however it has seen an increase in distinguished learners from the 2018 to 2019 school year.
 - In Mathematics, All of the data for 2017 declined for all developing learners and higher subgroups to 2018 except for Hispanics, which grew 0.2%.
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Process Data

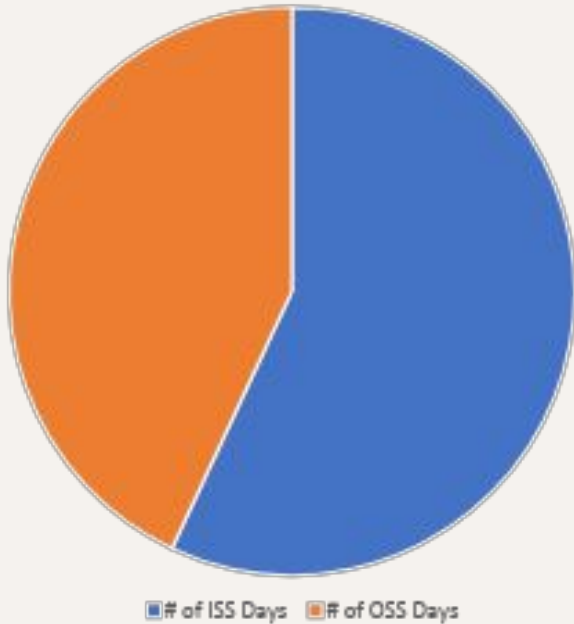
Process Data- ISS and OSS Discipline



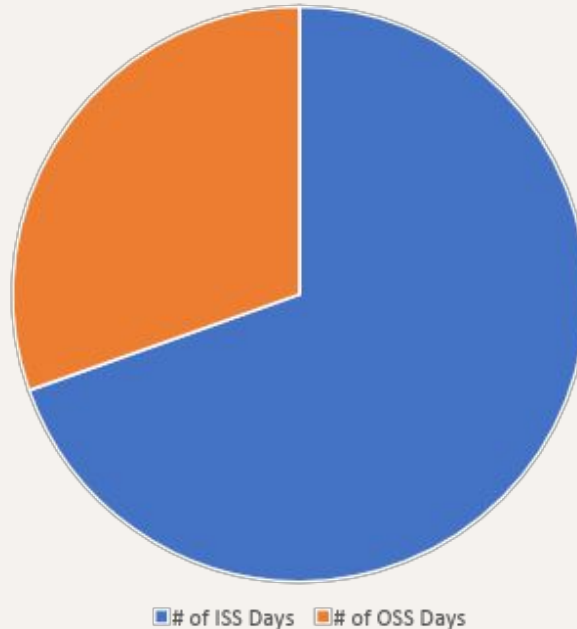
Georgia Insight. (2020, February 8). Discipline Data. Retrieved from <http://www.georgiainsights.com/school-climate-overview.html>

Process Data- SWIS Data for Major Referral Days

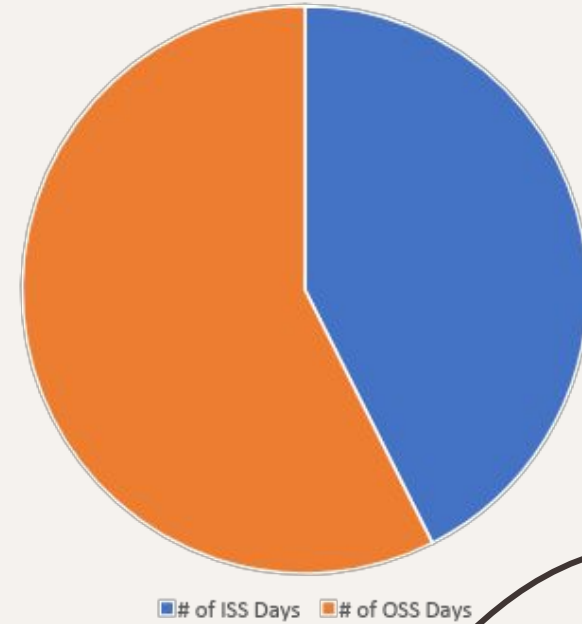
2017 Major Referrals



2018 Major Referrals



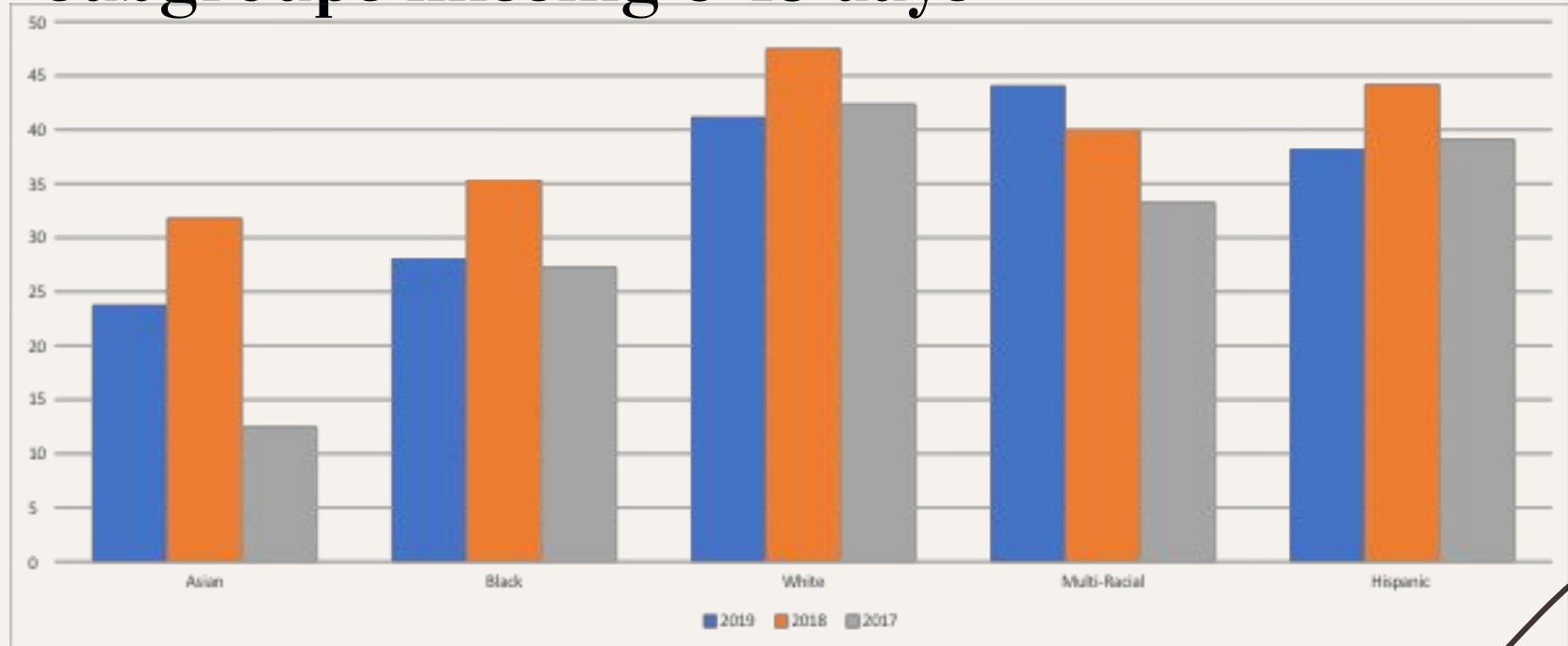
2019 Major Referrals



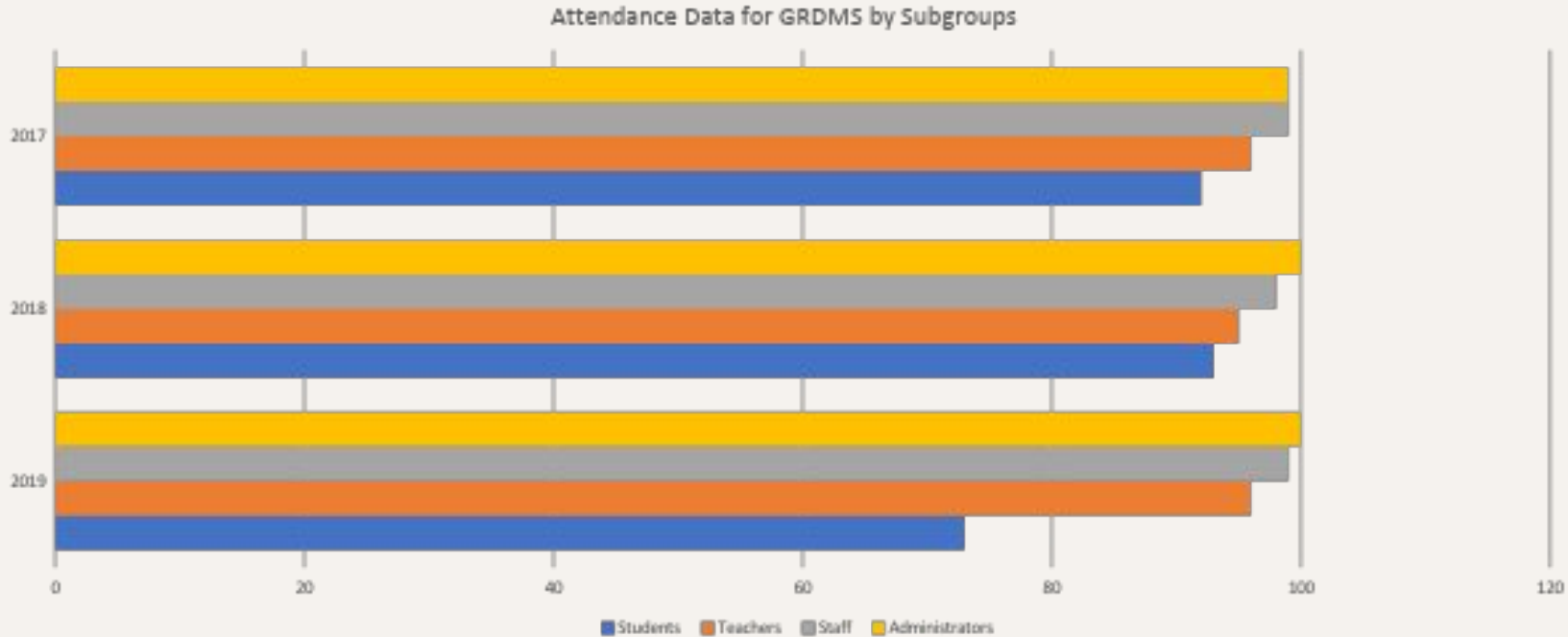
PBISApps. (2020, March 11). SWIS discipline Data. Retrieved from

<https://app.swis.org/#swis/dashboard%7B%22school%22:%220F53D8B8-4C0D-DF11-8DDA-0019B9C99BEB%22%7D>

Process Data- Attendance for student subgroups missing 6-15 days




Process Data- Attendance



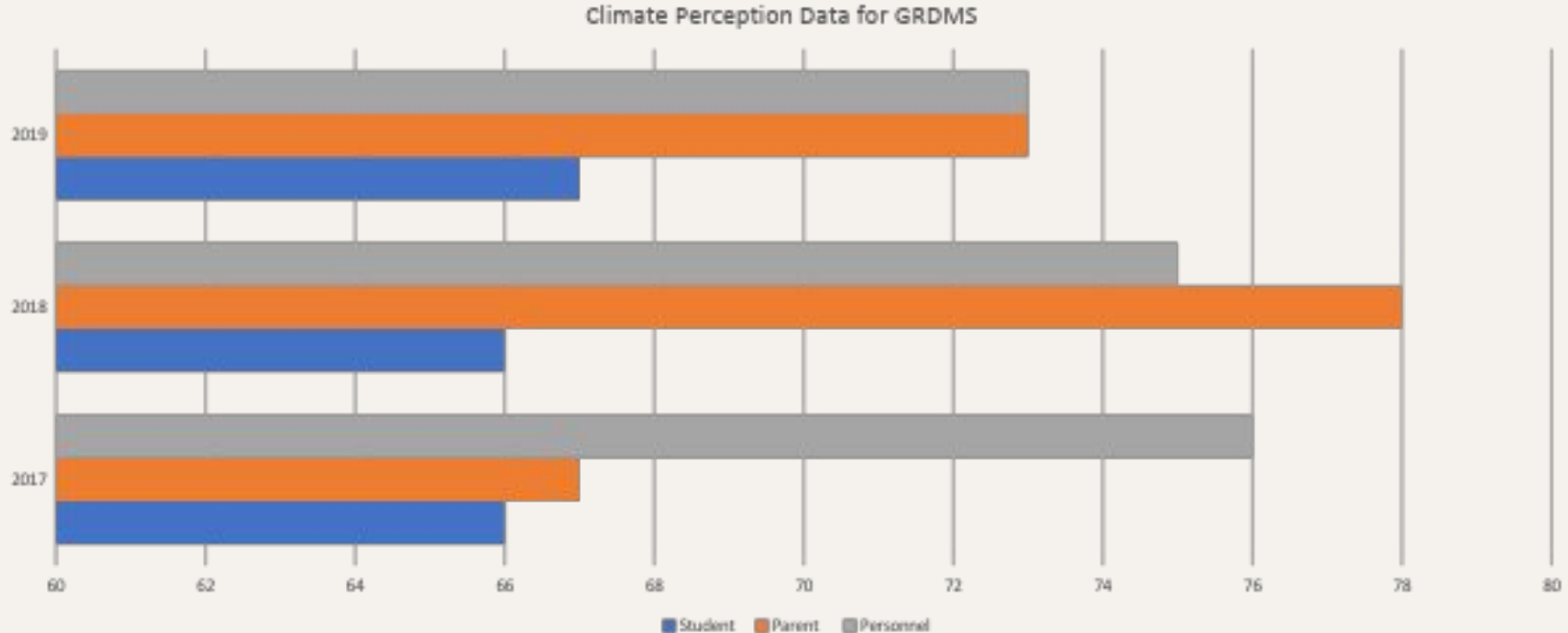
Georgia Insights. (2020, February 8). Attendance Data by Subgroups. Retrieved from <http://www.georgiainsights.com/school-climate-overview.html>

Process Data Summary

- The amount of days given for discipline was significantly higher in 2018 compared to 2017 and 2019. This was an increase of 17% from 2017 to 2018 and a decrease by 27% from 2018 to 2019. This coincides with the amount of days that were given for ISS versus OSS.
 - There was about 30% of all students not attending school in 2017.
 - The amount of OSS days increased by 27% from 2018 to 2019. Subsequently, the amount of ISS days decreased by 43% for the same years.
 - There was a decreased in overall referrals from 2018 to 2019 by 90 referrals. Most of the decreased is associated with a decrease in ISS referrals given.
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Perception Data

Perception Data- Climate Survey



Georgia Insight. (2020, February 8). Climate Perception. Retrieved from <http://www.georgiainsights.com/school-climate-overview.html>

Perception Data- Georgia Student Health Survey

I like School	2017			2018			2019		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Strongly Disagree	8%	9%	11%	12%	9%	12%	9%	12%	11%
Somewhat Disagree	12%	16%	12%	14%	16%	18%	13%	18%	16%
Somewhat Agree	59%	62%	61%	59%	63%	62%	57%	61%	64%
Strongly Agree	20%	13%	16%	15%	11%	8%	20%	8%	9%

I feel successful at school	2017			2018			2019		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Strongly Disagree	2%	3%	5%	3%	2%	5%	3%	9%	6%
Somewhat Disagree	7%	11%	11%	6%	8%	11%	7%	9%	11%
Somewhat Agree	39%	49%	53%	45%	50%	48%	50%	51%	54%
Strongly Agree	52%	37%	31%	45%	40%	35%	39%	30%	28%

I feel connected to others at school	2017			2018			2019		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Strongly Disagree	2%	6%	7%	9%	4%	6%	6%	7%	4%
Somewhat Disagree	8%	10%	11%	8%	11%	14%	11%	9%	12%
Somewhat Agree	41%	49%	48%	44%	46%	44%	47%	51%	54%
Strongly Agree	49%	35%	34%	39%	38%	35%	36%	33%	28%

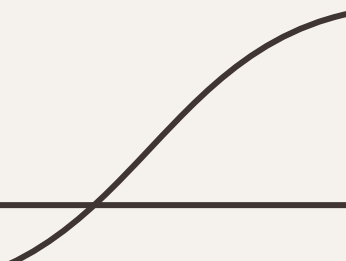
Adults treat all students with respect	2017			2018			2019		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Strongly Disagree	5%	12%	8%	9%	8%	17%	7%	10%	6%
Somewhat Disagree	19%	21%	21%	17%	22%	20%	13%	16%	19%
Somewhat Agree	30%	40%	46%	40%	39%	43%	44%	43%	45%
Strongly Agree	46%	26%	25%	33%	30%	18%	35%	30%	29%

Perception Data Analysis

- The perception of parents for General Ray Davis Middle increased by 2% from 2017 to 2018 while student perception was consistently the same percentage for the last three years averaging at 66%.
- Throughout the three grade levels, the majority of the students agree that they feel successful when at school due to an increase of 11% in 6th grade, and 1% in 7th and 8th percent from 2017 to 2019.
- There is a decrease in the parental perception from 2018 to 2019 by 11%.

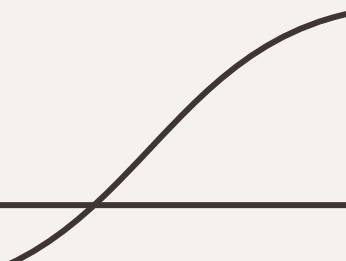
Data Intersection

The attendance data for Hispanic students missing between 6 and 15 days of school has decreased by 6%. The scores for their Math EOG have increased by 9%. Although, these students make up 7.2 of the overall population, that percentage represents about 80 students. Within that subgroup, there were about 5 students missing up to 15 days of school for the year. By being in school more often, which allows students to receive instruction, the scores of this subgroup increased holistically. This showcases about 66 students reaching a level 2 or higher on the EOG assessment to 72 students reaching this level. Therefore, it can be noted that students attendance in school consistently shows a significant correlation to student achievement



Data Intersection

The entirety of the 2018 school year shows decreases in numerous areas. The achievement data for all subjects is lower than the previous years in ELA, Math and Social Studies. For ELA, it decreased by 1.9%, Math decreased by 2.6% and Social Studies decreased by 0.9%. There was an increase of ISS days this year by 36 more referrals as well as an increase in the number of days spent in ISS by 13% this year. This could reflect why there was a decrease in all content areas except science. There was a change in administration which explains why the 2019 school year shows more of an increase of OSS days compared to the 2018 years. Missing days of class can significantly decrease the achievement on the GMAS for students.



Data Summary

The demographics of the General Ray Davis Middle School personnel does not correlate to the demographics of the students. There is a 7.1% decrease in the white student population over 3 years. There is also a 4.2% increase in the black student population over the same time period.

ELA, Math, and Social Studies have had decreases in their overall scores from 2017 to 2018. Each subject has had a increase in proficient learners over the course of 3 years. Science has had an increase in all years.

The number of ISS days increased from 2017 to 2018 and then decreased in 2019 which allowed the days of OSS to increase in 2019. Student attendance was low in 2017 at 73% attending school which increased in 2018 and 2019.



Thanks

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