U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [X] Magnet   [ ] Choice

Name of Principal Mrs. Bertha Engram Caldwell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Alexander II Math and Magnet School
(As it should appear in the official records)

School Mailing Address 1156 College Street
(If address is P.O. Box, also include street address.)

City Macon   State GA   Zip Code+4 (9 digits total) 31201-1701

County Bibb County   State School Code Number* 611

Telephone 478-779-2700   Fax
Web site/URL
                http://www.bibb.k12.ga.us/Domain
/302   E-mail Bertha.Caldwell@bcsdk12.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Curtis Jones
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: curtis.jones@bcsdk12.net
Other)

District Name Bibb County School District   Tel. 478-765-2700
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Thelma Dillard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>22</u> Elementary schools (includes K-8)
   (per district designation):   <u>7</u> Middle/Junior high schools
   <u>5</u> High schools
   <u>0</u> K-12 schools

   <u>34</u> TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	47	45	92
1	42	69	111
2	48	43	91
3	41	38	79
4	37	39	76
5	40	37	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	255	271	526

5. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school: <u>1</u> % Asian
        <u>60</u> % Black or African American
        <u>3</u> % Hispanic or Latino
        <u>0</u> % Native Hawaiian or Other Pacific Islander
        <u>31</u> % White
        <u>3</u> % Two or more races
        100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: <u>7</u>%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	361
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: <u>0</u> %
        <u>9</u> Total number ELL
    Number of non-English languages represented: <u>5</u>
    Specify non-English languages: <u>Pashto, Arabic, Spanish, Vietnamese, Tagalog</u>

8. Students eligible for free/reduced-priced meals: <u>37</u> %

    Total number students who qualify: <u>196</u>

Information for Public Schools Only - Data Provided by the State

The state has reported that <u>53</u> % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): <u>Students eligible for free/reduced-priced meals</u>

9. Students receiving special education services: __0__ %

                                                       __23__ Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
8 Deaf-Blindness	0 Specific Learning Disability
7 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	5 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   __21:1__

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>2005</u>

15. Please summarize your school mission in 25 words or less: Utilizing a curriculum that is rich in math, science, and technology, we seek to motivate all students to become confident, self-directed lifelong learners.

PART III – SUMMARY

Alexander II Math Science Magnet School is a perfect blend of nostalgia and progressiveness. Located in the historic district of downtown Macon, Georgia, it is within walking distance of brick and cobblestoned streets, antebellum homes, a renowned university, refurbished parks, and multi-income planned neighborhoods. On any given day you will see parents who walk their children to school, who congregate thirty minutes before school dismisses so that they have time to visit with other parents, and volunteers who come to school almost as much as employees.. You will see students engaged and teachers facilitating the learning process. You will feel the energy that comes from students eager to learn and the warmth that comes from a culture of caring and support for each child. Lives are being changed.

Alexander II boasts a rich heritage of excellence. The school, built in the style of Greek Revival Architecture, was originally designed to accommodate fewer than 300 students. A 6.1 million dollar renovation and expansion project in 2002 provided much needed space and modernized the facility to accommodate up to 600 students. This project was intentionally designed to support the mission and vision of the school, ensuring that state of the art facilities and resources were in place to promote hands-on learning in math and science.

Alexander II opened its doors to students in 1902 and became Georgia's first public magnet school in 1979. The school has always had great diversity in the socio-economic composition of its student body. Originally Alexander II served families who owned businesses in the downtown area as well as the families who worked in those businesses. 1979 was a time of unrest in this southern town. Private schools were springing up throughout the district and the downtown area was falling victim to urban flight and suburban sprawl. Upon gaining magnet school status, Alexander II became a stabilizing factor, attracting young families whose children were guaranteed admittance to the school if they lived within a designated zone, while other students throughout the district applied to be admitted through lottery selection. During a time when other schools were fighting against racial diversity, Alexander II was embracing the concept of providing a high-quality education for all children. Through this culture of acceptance, caring, and respect our stakeholder groups join in assuming accountability for the success of our children.

All Bibb County students in kindergarten through fifth grade are eligible to apply for admittance during the open lottery period. Each student in the district receives information regarding the lottery and selection process prior to the lottery period. Selection is conducted by random drawing without regards to other determining factors, such as socio-economic status, grades, or ability. Students who are not selected through this lottery process are put on a waiting list.

A culture of continuous improvement is pervasive at Alexander II. Students are supported academically through multiple opportunities for tutoring, extended learning time, Response to Intervention strategies, early intervention programs and remediation and acceleration opportunities. Students are taught to self-assess standard mastery through the use of aligned assessments. Students assume personal accountability and social responsibility through ongoing environmental activities such as recycling, composting and gardening and reach out to the greater community through participation in fundraisers and awareness activities that help others. Opportunities designed to build a culture of inclusiveness while building upon the strengths and interests of students are evidenced throughout the school. Some of these opportunities include the production and broadcasting of a morning news show, participation in numerous school clubs, assisting with school safety, and tutoring other students.

Alexander II Magnet School was recognized as a National Blue Ribbon School of Excellence in 2005. The school publicized this prestigious recognition throughout the community, purchasing lampposts banners to hang on the streets surrounding the school, adding the National Blue Ribbon Seal to a highly visible school sign, and including the emblem on correspondence. The pride that comes from success is contagious and this was evidenced throughout the community. While it is difficult to discern the impact our school has had in recent downtown revitalization efforts, positive momentum has gained traction. Federal grants sought by local governing agencies have been obtained to eliminate downtown blight and support continued growth. Revitalization efforts have resulted in the opening of new businesses, renovation of historic buildings, the

creation of lofts, and redesign and upgrading of parks. Teacher preparation programs at colleges and universities continue to reach out to our school as partners in new teacher training opportunities. Our list of student applicants continues to exceed our capacity and highly qualified teaching applicants apply for the few teaching vacancies that become available. This distinction is one of great pride; however, it is a constant reminder that we must always strive to move forward. Our students deserve the best.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Alexander II Magnet School uses the Common Core Georgia Performance Standards (CCGPS) for English/Language Arts and Mathematics as a framework for instruction. Following the Georgia Frameworks, teachers develop curriculums map to determine when standards will be taught during the year. Teachers at Alexander II meet in collaborative learning teams to deconstruct standards, develop aligned assessments, and plan appropriate learning opportunities for all students.

There are commonalities in the curricular approaches used across all content areas. Although each content area receives dedicated time each day, literacy skills are embedded across all areas. In the planning process, teacher teams utilize numerous resources to ensure that content builds on prior knowledge, is rigorous, makes connections across content areas, and is of interest to our students. Teachers build tiered lessons that focus on real-world application and higher order thinking skills. Older textbooks and basal readers are available in most areas; however, they serve as resources and do not guide instruction. Diagnostic, formative, and summative assessments are used to inform the instructional planning process and allow teachers to differentiate instruction and make adjustments as needed.

CCGPS for English/Language Arts, which support a 21st century vision for learning, extend beyond the classroom into the real-world setting. Students are expected to read increasingly complex texts for understanding and enjoyment; thus, equipping them to interact with high-quality literary and informational texts that increase knowledge, broaden experiences, and provide a worldview perspective. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for effective communication.

Instructional models for English/Language Arts change based on the developmental needs of students. A workshop model is used to facilitate learning in reading and writing. Additionally, guided reading and literacy stations are used in kindergarten and first grade. Students who perform below grade level are provided ongoing differentiated instruction, attend tutoring sessions, participate in Extended Learning Time, and may receive Early Intervention Program services. Extension of learning occurs through differentiated instruction, gifted services, and Extended Learning time.

Students at Alexander II receive daily instruction in the development of mathematical concepts, skills and problem solving. They are encouraged to reason mathematically, evaluate formal and informal mathematical arguments, use the language of mathematics to communicate ideas and information, and make connections among topics discussed in mathematics and topics found in other disciplines. Rigorous concept development, hands-on learning, and real-world applications are stressed both in the regular classroom and in weekly visits to the math lab. The math lab provides support and extension for all students. After collaborating with classroom teachers, the math lead teacher plans learning experiences that support struggling students in skill mastery, while orchestrating extension opportunities for others. We feel that this approach will not only equip students with basic skills, but will prepare them to be problem-solvers and critical thinkers in a 21st century environment. Students who are below grade level receive the same remediation and acceleration strategies identified in Language Arts. Additionally, accelerated students may participate on the Math Team and the Math 24 Team.

Georgia Performance Standards in Science support scientific literacy by bridging connections between science, the environment, and the everyday world. Through this curriculum, students understand how to do science as well as scientific concepts. The hands-on nature of the content, the application to things they know about, and opportunities to apply their learning to community projects generate enthusiasm and build leadership. Students visit the science lab each week. Here they engage in experiments, work in the garden, and care for the animals and fishpond. This "learning by doing" approach to science has resulted in students who genuinely love science. Data informed differentiation provides the foundation for remediation and acceleration within the classroom.

The Georgia Performance Standards for Social Studies provide students an understanding of the history of the United States and enable them to see how we fit in to a rapidly changing, interconnected world. Through the social studies curriculum teachers bridge essential understanding about the past to contemporary events while developing critical thinking skills that require students to consider multiple perspectives on events and analyze known and unknown motives and actions of historical figures. Inquiry-oriented projects bring social studies to life for our students. As in science, differentiated instructional for remediation and acceleration are informed by data.

2. **Other Curriculum Areas:**

Alexander II is fortunate to have multiple opportunities that support the interests, needs, and talents of students. Our school is strongly committed to music education. Every student at Alexander II receives music instruction each week, focusing on the Kodaly method and the Orff process. The blend of these two approaches provides a solid, sequential study of music, as well as high levels of creativity through composing and arranging. All third grade students are invited to perform at the citywide tree lighting in November. In addition, all students perform at spring and winter concerts and at the Book Fair in the fall. Performing ensembles for fourth and fifth grade students participate in these concerts as well as in other community events, such as at the Cherry Blossom Festival. These ensembles for our intermediate students include Orff Ensemble, Recorder Club, Beginning and Advanced World Music Drumming Ensembles, and Music Technology Club, which allows students to explore and create using GarageBand. Finally, an auditioned fourth and fifth grade chorus meets during the school day and performs at Large Group Performance Evaluation events sponsored by the Georgia Music Educators Association, where our students consistently earn Superior ratings.

Each student at Alexander II also participates in organized physical education once each week. Instruction and activities are provided that are guided by the Georgia Performance Standards for Physical Education. A sequential, developmentally appropriate curriculum has been implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active and healthy lifestyle. As part of the physical education program, students participate in dance instruction and performances. Our jump rope team consists of students of multiple ages. All students are provided opportunities to integrate physical education and community service, such as through Jump Rope for Heart. This team performs at school and community functions throughout the year. Additionally, older students are trained through the physical education department to serve as safety leaders, assisting with before school patrol duty and as fire marshals.

Health and nutrition are important to the staff, families and students at Alexander II. For this reason, students receive ongoing instruction across content areas. This instruction supports the acquisition of knowledge that enables them to make informed decisions related to health and nutrition. The school nurse, the school nutrition department, and external community resources support efforts to educate our students in these areas.

Classroom teachers in all grades integrate technology to support learning within content areas. In addition, each class goes to the computer lab each week where they receive rigorous on grade level instruction for the whole class and independent instruction tailored to each student. These activities are designed to help students with key skills in reading and math, as well as support science and social studies through standards related informational texts. Classworks is used as a diagnostic tool as well as for formative assessment of ongoing skills.

Alexander II students experience an integrated approach to visual and theatre arts. Our teachers embrace the concept espoused through the National Standards for Arts Education, that says, "Arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication." Project-based learning assignments often require students to create visual representations or show evidence of proficiency through student created performances. We are extremely fortunate to have two parent volunteers who offer art lessons to all students. An annual talent show, theatrical performances held by grade levels and presented to both internal and external groups, and Veterans' Day Performances are examples of opportunities our students have in

these areas. Opportunities are provided for students at various grade levels to attend performances sponsored by community agencies and universities. These include attendance at performances by the Macon Symphony Orchestra, the locally produced Nutcracker presentation, and professional plays brought to the area through Mercer University. Additionally, community arts partnerships with agencies, such as the Macon Jazz Association, sponsor programs that are brought into the school.

Lastly, our PTA sponsors "Reflections." This annual event encourages all students to create and submit works in the areas of poetry, visual arts, photography, creative writing and music. Selected pieces are entered in the state "Reflections" competition.

3.   Instructional Methods and Interventions:

The instructional staff at Alexander II is dedicated to ensuring that every child has the opportunity to reach his or her potential. To accomplish that, it is critical that teachers consistently and pervasively plan for and use instructional strategies that meet the needs of individual students. We believe that most students learn best by doing.

To plan appropriate instruction, our teachers pre-assess current levels of knowledge and skill using collaboratively developed formative assessments that are aligned to standards. Once this information is obtained, students are placed in fluid groups and provided instruction that is differentiated by content, product, or process. Teachers ensure rigor and consistency of expectation by requiring all students to show performance-based evidence of standard mastery.

Teachers use a myriad of research-based best practices during instruction. Generally, students receive explicit instruction followed by active learning opportunities that utilize hands-on experiences, the use of exemplars, and engaging activities that enable them to connect new learning with previously learned concepts. Teachers strive to ensure all students are engaged in meaningful and respectful tasks. While there are basic skills that must be learned and retained, there is a focus on making real-world connections, requiring students to apply skills through problem solving and using higher order thinking processes. Students are encouraged to self-assess standard mastery through the use of rubrics. Additionally, teachers provide meaningful feedback with the expectation that students will use this feedback to make revisions to their work products or performances.

Ongoing and frequent use of formative data is an important piece of this work. As teachers identify strengths and needs of students, groups are reorganized so that effective re-teaching and acceleration can occur. Students who continue to struggle with standard mastery are afforded multiple opportunities for remediation. This occurs not only during class, but is available before and after school and during extended learning time sessions.

A co-teaching model is used to support students who have been diagnosed as "special needs." Additionally, students in first and second grades who lack prerequisite skills in reading attend Early Intervention Program classes during the school day. This is in addition to regular reading instructional time. Qualifying students also receive accelerated instruction through the gifted program.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

During the past two years, 99% of students at Alexander II met or exceeded standards in reading. The percent exceeding expectations increased from 49% in 2010 to 64% in 2014. There are no significant gaps between any subgroups and all students meeting reading standards; however, there are gaps between the percent of African American (AA) students and Economically Disadvantaged (ED) students who scored in the "exceeds" range. In 2014, 50% of AA students and 50% of ED Students "exceeded" compared to 64% of all students.

In language, 98% of all students met or exceeded standards in 2014. While there are no significant gaps between subpopulations and all students, gaps exist between the percent of AA student (36%) and all students ((54%) scoring in the "exceeds" range. Similarly, a gap in the 'exceeds" range was found between all students (54%) and ED students (37%).

Since 2011, over 96% of students have met or exceeded standards in mathematics, with more than 57% of students scoring in the "exceeds" range. There are no significant gaps between subgroups and all students meeting standards in mathematics; however, fewer AA and ED students scored in the "exceeds" range. A total of 57% of all students exceeded standards compared to 44% of AA students and 43% of ED students.

Multiple interventions are in place to close the gap between all students and students in the AA and ED subpopulations scoring in the "exceeds" range. Diagnostic data is obtained as students enter the school and prior to instruction to identify gaps in knowledge. Ongoing data-informed remediation, including differentiation of instruction, tutoring, small group instruction, and individual classroom support, is being conducted. Parents and students are included in planning and goal setting and information is shared for how they can support growth at home. Technology integration and hands-on learning experiences ensure adequate conceptual development as well as repetition of skills. Personal accountability for success is encouraged through self-assessment of standards mastery.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Data are used to guide the decision-making process within the school and helps guide our path as we work to achieve our mission and vision. Lagging data indicators (i.e. CRCT, Georgia Writing Test, attendance, discipline, stakeholder perception, end of the year teacher evaluations) are primary sources of information used in the school improvement planning process. Based on this information, a strategic plan is developed. Resources, professional learning, and organizational decisions are aligned to goals and ownership for success cascaded throughout the school.

Diagnostic, formative and summative assessment data are consistently analyzed to inform decisions regarding student learning. Teachers use data to inform a "plan, do, act cycle of continuous improvement," ensuring that instruction maximizes learning for all students. After deconstructing standards, teachers collaboratively develop common assessments. Results from pre-assessments are used to plan engaging and rigorous learning experiences. Ongoing formative data is used to make adjustments in instructional delivery and content. Data is also used to support the Response to Intervention (RTI) process. Through this process, gaps in learning, a need for acceleration, or other factors that contribute to student performance can be identified and appropriate interventions determined.

Technology resources support the assessment process. Teachers have used Thinkgate (a benchmark assessment) and AIMSweb (a universal screening tool) to assess skill acquisition. Currently, the district has adopted ClassWorks to provide ongoing formative data and appropriate interventions for remediation in a web-supported platform.

Through formative and summative assessments with descriptive feedback, administrators evaluate the effectiveness of instruction and quality of student learning. This process perpetuates a culture of continuous improvement within the school.

Teachers and administrators interpret and effectively articulate assessment results to stakeholders through parent-teacher conferences, Individualized Education Plans, student work folders, report cards, and teacher records that demonstrate longitudinal student progress. Standardized test data (i.e. CRCT, ITBS, benchmark and universal screening) are also disseminated to parents and interpreted by teachers.

Part VI School Support

1. School Climate/Culture

Students and staff at Alexander II feel a sense of belonging. Creating this sense of belonging for students is not accidental or incidental - it is deliberate, methodical, and well planned by a staff that is committed to the academic, social and emotional growth of every student. Staff members work diligently to ensure that every student is a part of at least one extra-curricular activity that is compatible with students' interests or talents. Opportunity for involvement include Quiz Bowl, Math Team, Robotics Team, STEM Club, Jump Rope Team, Beta Club, Junior Beta Club, Student Council, Reading Therapy Dogs, Morning News Team, Book Buddies, Book Club, Green Team, and Chess Club. Additionally, students assume leadership positions. Some of these include safety patrol, fire marshals, and student council.

Students are recognized for excellence and celebrated through activities such as Star Students, Hero Award, Young Georgia Authors, Media Festival, Einstein Bucks, Behavior Parties, DoJo Parties, Math 24 parties, birthday recognitions, and Accelerated Reader Mystery Trips.
At Alexander II, traditions run deep. Students and stakeholders alike look forward to annual events that have become deeply rooted in the culture of the school. Examples of these are field day, the annual talent show, Think Pink Cherry Blossom, Grand Pals Day, PTA Reflections competition, Science Fair, Technology Fair, fourth and fifth grade dances, International Day, and the Veterans' Day Program.

Students enjoy the ability to experience learning outside of the classroom, whether it is at our nature center or on one of the many field trips taken away from the school. Many of these support hands-on learning in science. Examples include visits to farms, the river aquarium, Star Base Lab, and Kids Ville USA. Older students also experience overnight trips that involve environmental studies.

Our students and staff build relationships with the community and model responsible citizenship by participating in opportunities such as Jay's Hope, March of Dimes, Jump Rope for Heart, food drives, Walk Georgia, and Relay for Life.

Staff members are recognized throughout the year. The PTA provides each teacher with a gift card each year to purchase classroom supplies. Additionally, PTA provides lunches for the teachers and other goodies at holidays and other times. Other staff recognitions include Teacher of the Month, Above and Beyond, and Raising the Bar. Teacher Appreciation Week is a week of celebration and recognition for our staff. Classroom and teacher achievements are recognized on the morning news.

2. Engaging Families and Community

Alexander II benefits from strong connections with families and the extended community. Families and community members contributed 13,778 volunteer hours during the 2013-14 school year. A volunteer center is maintained to ensure volunteers always have something useful to do.

Upon acceptance into the magnet program, families commit to being partners in education. An interest inventory is sent to parents each year to determine areas of expertise and interest. Options are given for helping during the day, after school, on weekends, on special occasions, or from home. A grandparents' volunteer program, called GREAT, is specifically geared toward older volunteers.

School staff intentionally create a welcoming culture. Parents are encouraged to eat lunch with students whenever possible. Numerous presentations and programs are planned (i.e. jump rope exhibitions, concerts, plays, student recognitions, Veterans' Day celebration, Civil War Reenactments, and International Day) and are well attended.

The PTA participates in decision making and fundraising alike. They ensure that efforts support the school's mission and provide opportunities that are both fun and profitable (i.e. spring fling, fall festival,

talent shows, book fairs). The School Council is actively involved in decision-making and serves as an advisory panel to administrators.

Meaningful two-way communication encourages parental engagement and support. Weekly newsletters are disseminated and phone messages and conversations are frequent. Wednesday folders are issued with both teacher and parent response tags. Opportunities for parents to learn how to help students are provided (i.e. STEM Day, literacy nights, math and science nights). The school's website advertises activities and provides access to teacher webpages, learning websites and instructional support services.

Alexander II reaches out to the extended community. Mercer University, which is within walking distance, uses the expertise of master teachers to serve as host teachers for student teachers and interns. Mercer students serve as tutors and a partnership with Mercer's Service Learning class provides an Environment Education Fair. Each year Alexander II's fifth grade class tours the Mercer campus. Other partnerships are maintained with Georgia College and State University, Middle Georgia State College, and nearby Central and Mt. DeSales High Schools. Numerous guest speakers are invited into the school to build real world connections with the curriculum.

Teachers take advantage of the school's close proximity to downtown resources. In addition to inviting government, business, community, and cultural leaders into the school, classes participate in walking field trips. These trips range from architectural scavenger hunts to visits to the Mayor's office, City Hall, the Sheriff's Department or the fire station.

3. Professional Development

Professional development needs are determined by state and local change initiatives as well as through a triangulation of student data, teacher performance data, and a needs-assessment based on teacher perception. As part of the school improvement planning process, student and teacher performance data are analyzed, SMART goals prioritized, and interventions identified. A guiding question in this process becomes, "What is needed to support success in this area?" Resources and professional learning are critical enhancers to success. Professional learning to ensure instructional staff has the knowledge and skills to successfully implement initiatives is planned and carried out.

Three important State of Georgia initiatives within the past few years have required extensive professional learning. The first of these is the transition from Georgia Performance Standards to Common Core Georgia Performance Standards. To support this transition, teachers worked in Professional Learning Communities to develop detailed pacing guides, deconstruct standards, develop aligned assessments, and plan engaging lessons that consisted of standards-based instructional practices.

The second state initiative was implementation of the Teacher Keys Effectiveness System. This teacher evaluation and professional growth system assesses teacher performance on ten standards: professional knowledge; instructional planning; instructional strategies; differentiated instruction; assessment strategies; assessment uses; positive learning environment; academically challenging environment; professionalism; and communication. Teacher evaluations and the needs assessment are used to prioritize professional learning in support of these standards.

The third significant change for education in Georgia was the transition from the old assessment system to one that is aligned to the new standards. This assessment system includes Georgia Milestones, which measures how well students in grades three through twelve have learned the knowledge and skills outlined in the content standards in language arts, mathematics, science, and social studies. Additionally, grades and courses not tested by Georgia Milestones developed Student Learning Objective (SLO) assessments to measure mastery of guiding standards.

To support work in all areas, teachers participated in PLCs that resulted in a systemized approach to the analysis and use of data to inform educational decisions. A plan, do check, act cycle of continuous

improvement ensured that individual student progress toward standard mastery was monitored and revised as needed.

In addition to professional learning in the above areas, the following were identified through the school improvement process as areas of focus:writing across the curriculum; hands-on, discovery approach to mathematics; and using data to develop flexible learning groups to differentiate for remediation and acceleration.

4. School Leadership

The leadership philosophy modeled at Alexander II Magnet School is one of shared leadership. Everyone on the team has a different role; however, all roles uniquely support student achievement and organizational effectiveness. As lead learner within the school, the principal promotes a culture of continuous improvement and mutual accountability among all stakeholders for the success of students.

This culture is promoted and cascaded through the use of teams. A leadership team, consisting of administrators, teachers representing each grade level, and specialty teachers, provide the nucleus of this system. This decision making team is charged with leading the school improvement process within the school. They analyze multiple sources of data, conduct root cause analyses, identify strengths and weaknesses, prioritize initiatives and assign ownership of initiatives to strategic teams who have been tasked with determining interventions to meet goals. Additionally, this team provides oversight for measuring and monitoring implementation of plans. Each person on the leadership team is charged with leading grade level, department, or content teams for the purpose of sharing information discussed at the leadership team and getting feedback. This process ensures that everyone's voice is heard and facilitates effective two-way communication between staff and the leadership team. Solutions teams are formed as needed to address specific needs. These solutions teams are composed of those within the school, as well as external stakeholders, who possess the needed skills, experience, and knowledge to accomplish the purpose for which the team was developed.

In addition to serving on appropriate solutions teams, stakeholders participate in the decision making process through School Council and PTA. The School Council, which is composed of community members, parents, and teachers, serve as an advisory team to the principal.

Teacher leadership is cascaded throughout the school. Lead teachers facilitate school initiatives using a Professional Learning Community model. These teachers work within grade and content areas to collaboratively develop lesson plans that are aligned to content standards and pacing guides. They also lead the disaggregation of diagnostic, formative, and summative data to plan for differentiation of instruction. All teachers are encouraged to participate in professional learning opportunities that help them to become subject area experts. The expectation is that this information is then shared with others through focused Professional Learning Communities.

By maintaining a laser-like focus on the mission and vision of the school, leaders at all levels ensure that decisions related to policies, programs, relationships, and resources support student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math		**Test:** CRCT	
All Students Tested/Grade: 4		**Edition/Publication Year:** N/A	
Publisher:			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	94	88	96	96	95
Exceeds	60	46	61	64	56
Number of students tested	95	90	90	99	86
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	87	82	94	90	91
Exceeds	47	32	52	46	43
Number of students tested	45	44	33	50	44
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	88	81	89	90	93
Exceeds	54	33	43	45	40
Number of students tested	50	48	37	53	45
6. Asian Students					
Meets					
Exceeds					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Meets					
Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	96
Exceeds	73	61	70	64	72
Number of students tested	37	33	46	42	50
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

Subject: Math		Test: CRCT	
All Students Tested/Grade: 4		Edition/Publication Year: N/A	
Publisher:			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	98	100	93	94	82
Exceeds	44	67	54	54	38
Number of students tested	83	76	98	98	77
Percent of total students tested	96	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	95	100	90	86	68
Exceeds	28	49	37	37	21
Number of students tested	39	33	41	43	34
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	96	100	89	86	66
Exceeds	20	51	36	33	23
Number of students tested	45	35	53	42	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	97
Exceeds	72	77	78	73	54
Number of students tested	29	35	40	51	39
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

Subject: Math	Test: CRCT
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	100	100	99	100	95
Exceeds	74	71	56	70	54
Number of students tested	78	97	97	71	86
Percent of total students tested	100	99	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	100	100	98	100	95
Exceeds	55	57	43	44	32
Number of students tested	40	53	37	27	37
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	100	100	98	100	91
Exceeds	58	55	43	49	31
Number of students tested	40	53	44	29	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	98
Exceeds	90	92	65	87	64
Number of students tested	31	39	48	39	44
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: CRCT English Language Arts
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	98	99	99	99	96
Exceeds	55	43	61	54	48
Number of students tested	95	90	89	99	101
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	96	98	100	96	93
Exceeds	38	32	47	38	36
Number of students tested	45	44	32	51	44
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	96	98	97	96	96
Exceeds	44	29	42	40	33
Number of students tested	50	48	36	53	45
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	96
Exceeds	70	64	70	64	58
Number of students tested	37	33	46	42	50
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: CRCT Reading
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	100	99	98	100	100
Exceeds	64	56	72	63	49
Number of students tested	95	89	89	99	101
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	100	100	100	100	96
Exceeds	49	36	63	44	23
Number of students tested	45	44	32	50	101
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	100	100	97	100	96
Exceeds	52	40	58	42	27
Number of students tested	50	48	36	53	45
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	96
Exceeds	78	78	78	83	70
Number of students tested	37	32	46	42	50
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: CRCT English Language Arts	
All Students Tested/Grade: 4		Edition/Publication Year: N/A	
Publisher:			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	97	100	98	95	96
Exceeds	38	56	47	50	43
Number of students tested	85	75	99	98	77
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	98	100	95	88	94
Exceeds	18	44	31	28	27
Number of students tested	40	32	42	43	34
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	96	100	96	91	94
Exceeds	15	38	37	41	23
Number of students tested	46	34	54	42	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	96	97
Exceeds	70	66	53	63	62
Number of students tested	30	35	40	51	39
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: CRCT Reading
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	99	99	97	93	96
Exceeds	58	69	64	56	38
Number of students tested	84	75	99	98	77
Percent of total students tested	98	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	100	97	93	86	91
Exceeds	40	53	45	33	24
Number of students tested	40	32	42	43	34
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	100	87	94	91	94
Exceeds	41	47	44	41	17
Number of students tested	46	34	54	42	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	94	100
Exceeds	83	86	85	71	47
Number of students tested	29	35	40	51	49
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: CRCT Reading
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	100	100	99	100	100
Exceeds	70	45	47	49	34
Number of students tested	77	98	98	71	86
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	100	100	97	100	100
Exceeds	59	32	32	30	14
Number of students tested	39	54	38	27	37
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	100	100	98	100	100
Exceeds	56	26	31	21	14
Number of students tested	39	54	45	29	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	100
Exceeds	81	69	63	72	48
Number of students tested	31	39	48	39	44
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

Subject: Reading/ELA		Test: CRCT English Language Arts
All Students Tested/Grade: 5		Edition/Publication Year: N/A
Publisher:		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	100	98	98	99	99
Exceeds	71	64	57	49	48
Number of students tested	78	99	97	72	86
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets	100	96	98	100	100
Exceeds	58	49	58	30	24
Number of students tested	40	55	37	27	37
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
5. African- American Students					
Meets	100	96	96	97	100
Exceeds	58	69	46	30	23
Number of students tested	40	55	44	30	35
6. Asian Students					
Meets					
Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	100	100	100	100	98
Exceeds	81	85	65	68	66
Number of students tested	31	39	48	39	44
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES: