

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Peggy Maddox

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Heard Magnet School

(As it should appear in the official records)

School Mailing Address 201 Daniel Circle

(If address is P.O. Box, also include street address.)

City Dothan State AL Zip Code+4 (9 digits total) 36301-2001

County Houston County State School Code Number\* 130080

Telephone 334-794-1471 Fax 334-792-6971

Web site/URL http://heard.al.dce.schoolinsites.com E-mail pmaddox@dothan.k12.al.us

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\*Mr. Tim Wilder E-mail: twilder@dothan.k12.al.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dothan City Schools Tel. 334-793-1397

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. Harry Wayne Parrish  
(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**

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**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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

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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 (per district designation):
- 11 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 17 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 9 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	26	35	61
1	29	36	65
2	36	27	63
3	34	32	66
4	31	31	62
5	30	27	57
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
<b>Total Students</b>	186	188	374

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 24 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 67 % White
  - 3 % 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 2012 - 2013 year: 7%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	414
(5) Total transferred students in row (3) divided by total students in row (4)	0.070
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 1 %  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 39 %  
 Total number students who qualify: 165

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

NA

9. Students receiving special education services: 3 %  
15 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.

- |                         |   |
|-------------------------|---|
| 1 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 2 Other Health Impaired                 |
| 0 Deaf-Blindness        | 2 Specific Learning Disability          |
| 0 Emotional Disturbance | 10 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
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 23:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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 2013

<b>Post-Secondary Status</b>	
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\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Heard Magnet School is a charming school safely nestled in an established neighborhood in Dothan, Alabama. Located in the southeastern corner of the state, Dothan is a rural, agriculturally rich area, which produces one-fourth of the nation's peanuts, rightly earning it one of its nicknames "Peanut Capital of the World." Another nickname, "Mural City," pays tribute to more than twenty-five murals painted on the walls of downtown businesses honoring a history steeped in agriculture, visual and performing arts, and military life. A nearby military base, Fort Rucker, brings people here from all across the country. The uniqueness of the community allows students many opportunities to learn from the world around them.

Presently, Heard is enjoying its fifth year as a magnet school. Since "rolling out the red carpet" in 2009, teachers and faculty continue to work diligently in their pursuit of excellence. Our school ranks among the top performers in both the system and state. Historically, we have met the standard of Adequate Yearly Progress (AYP) since the inception of No Child Left Behind in 2004. Even before transitioning to a magnet program, the Alabama State Department of Education bestowed Heard with the distinguished title of Torchbearer School for two consecutive years based on high achievement with low socioeconomic students.

Our mission at Heard Magnet School aims to provide a safe and positive educational environment where all children are valued and challenged to achieve their highest level of learning and become respectful, responsible citizens. Students have a great desire to attend school due to Heard's nurturing environment. Each child is highly motivated to learn and experience success. Students pledge to treat others with kindness, accept responsibility for their actions, and work hard each day. Like our motto says, "Heard is a great place to learn!"

Heard Magnet has 374 students enrolled in kindergarten through fifth grade. Some diversity can be seen within the school population including 67% Caucasian, 24% African American, 3% Hispanic, 3% Asian, and 3% multi-race. Resources are maximized with assistance from the principal, program specialist, twenty-six teachers, and nine support staff consequently removing any barriers to learning which may occur. The Response to Instruction Model is followed specifically to ensure students have the interventions they need.

Before a recent policy change, students were admitted to the elementary magnet program via a lottery selection process. Presently, achievement scores are analyzed to determine admission. Applicants in kindergarten through third grade take a nationally recognized standardized test. Qualification for fourth and fifth grade students already enrolled in Dothan City Schools is dictated by their previous year's test scores. Those applying from outside the system may either submit comparable scores or take the entrance test. Assessment results are ranked, and admission is granted based on enrollment allocations.

Heard Magnet students are required to maintain at least a "C" average in academics and a "B" average in conduct. An Honor's Day is held each nine weeks to give recognition for all A's or A's and B's, Good Conduct, and Perfect Attendance. At the end of the year, kindergarten has a cap and gown ceremony, while fifth grade conducts a graduation complete with a valedictorian, salutatorian, and honor court, therefore supporting Alabama's mission of graduation for all: ready for college, work, and life.

The school uses a project based curriculum to engage and enhance each learning style. Instruction at Heard is rigorous and moves at a faster pace. Teachers promote critical thinking by using students' prior knowledge to solve problems in real-world, unpredictable situations. To make our school successful, stakeholders are encouraged to be part of the educational process. Parents commit their time by serving ten volunteer hours in any capacity within the school.

Heard offers extracurricular classes unique to the magnet program. Spanish, Technology, and Music are taught daily by teachers with expertise in their fields. Also, counseling and library lessons help meet social and informational needs. Students have the opportunity to participate in cultural heritage experiences, robotics, music ensembles, and a volunteer art program. Physical Education classes include dance lessons sponsored by a local dance studio. An area musician conducts weekly violin lessons. Talent shows

showcase students' distinct talents and abilities. These activities give each child a well-rounded education aimed at preparing them for future success.

Heard Magnet is well deserving of the National Blue Ribbon Award. The school culture upholds the mission that our students need an educational environment that empowers them to achieve at their highest level of learning. Students are increasingly motivated to become life-long learners and problem solvers elevating this school from good to great. We embody the belief that educators should be "the guide on the side, rather than the sage on the stage." The goal remains to teach and inspire; to reach and transform. Every student. Every year.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Heard students in grades 3-5 were administered the Stanford Achievement Test (SAT-10) as well as the Alabama Reading and Mathematics Test (ARMT) from 2009-2011. Selected items from both assessments were matched to provide criterion-referenced scores as well as norm-referenced scores. Beginning in 2012, the SAT-10 was no longer administered, and the ARMT was revised to ARMT+.

Scores from both ARMT and ARMT+ were reported as Exceeds Academic Content Standards (Level IV), Meets Academic Content Standards (Level III), Partially Meets Academic Content Standards (Level II), and Does Not Meet Academic Content Standards (Level I). Each year, Heard students exceeded the state and system averages on the ARMT and ARMT+ assessments. We continued to rank as a top performer when compared to other schools in Alabama.

Prior to becoming a magnet school, Heard students consistently met and exceeded academic content standards. The state determined Level III and IV as the benchmark for making adequate yearly progress. Dothan City Schools raised expectations for magnet students requiring 90% to achieve Level IV. Heard's Continuous Improvement Team further increased this goal to include 90% of third grade students and 95% of fourth and fifth grade students reaching Level IV.

Notable test results were achieved in 2010-2011 with most fourth grade students reaching Level IV in reading. Also, a high number of fourth and fifth grade students scored Level IV in math during the same year. Even greater results were seen in 2011-2012 with the majority of students in third, fourth, and fifth grade exceeding the standard in reading and math. In 2012-2013, fourth and fifth grade again met the challenge to reach Level IV in math. As a faculty, we attribute this success to a rigorous curriculum and high expectations established in each and every classroom.

b) Heard Magnet School's data has continually indicated a positive trend. Each year our test scores reach above the Annual Measurable Objectives (AMOs) set by the state. The AMOs provide targets for improvement and raise the bar for student achievement. AMOs are calculated by including Level III and Level IV and partial credit for Level II performance. The ultimate goal for No Child Left Behind is that all students reach Level III or higher by the 2013-2014 school year.

Over the past five years, Heard administered three different standardized tests; SAT-10, ARMT, and ARMT+. During this time, no significant gaps developed among subgroups specifically any performance differences between black and white and poverty and non-poverty students. A comprehensive curriculum, coupled with a sound focus within the content areas, proved to be successful in creating an environment conducive to high achievement. Since becoming a magnet school, an average of 99-100% of students in grades 3-5 scored Level III or IV in both reading and math on the ARMT and ARMT+.

While the state department AMO calculated Level III and Level IV, Heard systematically raised expectations to increase the number of students scoring Level IV each year. During the 2008-2009 school year, assessment results reports showed that 78 out of 189 Heard Elementary students (41%) scored Level IV on the ARMT. The next year was our first year as a magnet school. In 2009-2010, reports indicated 170 out of 205 Heard Magnet students (83%) achieved Level IV on the ARMT. Within the 2010-2011 school year, 174 out of 192 students (91%) reached Level IV on the ARMT. The ARMT was revised to the ARMT+, and the new College and Career Ready Standards were adopted. For the 2011-2012 school year, 176 out of 192 students (92%) scored Level IV on the ARMT +. In 2012-2013, 175 out of 202 students (87%) achieved Level IV on the ARMT+. Although a 5% decrease in the number of students achieving Level IV was observed in 2013, the longitudinal data depicted an overall increase for the five year period.

Several changes impacted the make-up of Heard's student population over time. During the 2008-2009 school year, the local board of education used zoning requirements to determine the students who attended Heard Elementary. The following year, as we transitioned to a magnet school, the system applied a lottery

based selection process. In 2011-2012, new entrance criteria were adopted which involved rank ordering assessment results to gain admission.

The increase in Heard's test scores through the years can be attributed to the dedication, high expectations, and hard work of our faculty. Also, positive performance trends correlate directly with collaboration between the school, families, and community. Results from state tests, as well as classroom and grade level assessments, continue to drive instruction. Teachers utilize this information to develop curricular materials so that all students can learn effectively. Reading instruction includes novel studies and close readings of texts where students dissect information. To strengthen mathematics, teachers incorporate the use of manipulatives, projects, and real-world, unpredictable problem solving. At Heard, we insure that curriculum and instruction are aligned to the standard rather than allowing an adopted program to determine teaching practices.

## **2. Using Assessment Results:**

a) Assessment data guides Heard Magnet School's instruction and intervention on a daily basis. Both strengths and needs are taken into account when developing individual lessons and strategically planning activities to improve instruction and student learning. Formative and summative assessments as well as observation determine program success. Collaboration occurs during grade level and data meetings to examine what is happening within the grade and discuss any changes needed. Teachers look for areas to improve, such as vocabulary or numeration, where they can work together and ensure all learners are provided with differentiated instruction so that optimal learning takes place.

Vertical alignment team meetings are scheduled periodically to evaluate the performance level of students as they move from grade to grade. During these meetings, the principal, program specialist, instructional coach, and general and specialty area teachers consult with each other regarding gaps in the curriculum and how lower grades can help successfully transition students to upper grades. Specialty area teachers, such as the Technology, Library, Spanish, and Music teachers, use this opportunity to discuss the standards students generally struggle to understand and how to incorporate activities into their classes to support the curriculum.

b) The school keeps parents and community stakeholders informed through a variety of methods including conferences and meetings, weekly graded papers and notices sent in folders, press releases and reports, our school website, awards ceremonies each nine weeks, and an assessment results brochure provided by our Continuous Improvement Team (CIT). Each year, third grade teachers meet with parents prior to administering the state test to explain how content standards will be assessed and give general suggestions on how to help their child perform best.

Teachers, specialty area teachers, and administrators hold informational workshops to keep parents apprised of ways to improve academic achievement. For example, to ease the transition to Alabama's College and Career Ready Standards (CCRS), Heard partnered with Alabama Math, Science, and Technology Initiative (AMSTI) to host a math night for parents. During the event, parents could voice concerns and ask questions regarding CCRS and how their children will be evaluated on future assessments.

After state and system tests are administered, teachers send home results reports which include scores along with detailed explanations of the performance level achieved. Specifically, the ARMT+ report has the level achieved for both reading and math along with a scale score and performance on standards assessed. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) report shows the individual student's score in oral reading fluency and retell fluency. The test results indicate if progress is being made and where a student's performance stands in comparison with system and grade level requirements.

## **3. Sharing Lessons Learned:**

While there is a wealth of knowledge within our building, the opportunity to learn from others in the teaching community is essential. Members of Heard Magnet are part of a system-wide Professional

Learning Team (PLT). This team meets quarterly to collaborate with instructional coaches, administrators, and teachers from other schools in the system. These collaborative sessions build capacity for new instructional strategies to be shared by PLT members with other schools. The session format includes a cycle of training, reflection, and planning. Topics covered are cross-curricular. Math representatives learn strategies to effectively facilitate mathematical conversations in the classroom. Reading team members gain knowledge concerning the Alabama College and Career Ready Standards (CCRS). The team learns effective ways to incorporate vocabulary and writing into multiple content areas.

Following each cycle of professional development, team members return to their schools and implement the new strategies and lessons planned. They gather resources such as work samples and videos of exemplary lessons to distribute at the next quarterly PLT session. Each grade-level representative creates interactive resources for use in conjunction with Promethean interactive whiteboards. These interactive activities are shared via file hosting with other schools in the system. The resources support the reading program and foster a learning network with schools in the system. In addition, two teachers from Heard have presented at the Magnet Schools of America National Conference. Furthermore, our teachers have written Gold Seal Lessons which were in turn published and shared by the Successful Practices Network. Benefiting from the knowledge and expertise of others is extremely valuable in our quest to ensure a quality education for all students.

In addition to the aforementioned opportunities, Heard faculty members are able to participate in numerous other partnerships. For example, Instructional Partners and the Powerful Conversations Network promote collaborative efforts. The Instructional Partners Network encourages engagement to create a collaborative learning environment that improves teaching and learning. Within this partnership, instructional leaders at our school network with other leaders in the region. The Powerful Conversations Network teaches the belief that both adult and student learning are critical in developing high achieving schools. As a result of these in-depth experiences, our instructional leaders have expanded their knowledge to find a shared vision for teaching and learning not only within our school but with other educational leaders in the community.

#### **4. Engaging Families and Community:**

We are in awe of the outpouring of support received from our community and beyond. The Dothan Education Foundation (DEF) is a citizen driven organization designed to involve the community in public education. DEF supports Heard with monetary grants to supplement classroom instruction. In addition, DEF has assisted Dothan City Schools with the implementation of a very successful “Adopt-a-School” Program. Through this program, businesses, churches, and other organizations help with activities including mathematical finance lessons, reading to classes, and tutoring struggling students. The local Rotary Club has invited teachers to share instructional successes at its monthly meetings. Heard is often toured by business leaders and even private schools from the community. Our impact extends beyond this country's border to Russia. Russian educators visit each year giving them insight into the daily operation of the school and a chance to observe leadership and instructional practices in action.

Heard's Parent Teacher Organization (PTO) won honorable mention from PTO Today for completing more than 45 school events; taking our school to a higher level of parental involvement and community support. PTO organizes lucrative fundraisers that assisted in the purchase of playground equipment, Promethean boards for classrooms, and essential instructional items.

The Student Government Association (SGA) is a driving force behind the scenes. Annual elections mimic true elections and allow students to vote for officers and homeroom representatives. The SGA is continually involved in school events and service projects such as Relay for Life and Spirit of Service Day. Their ‘pet’ project this year assists the Humane Society. Through SGA, students learn to give back to their school and community.

A group of Dads at Heard and soldiers from nearby Fort Rucker serve as role models for students by enhancing the learning environment and beautifying the aesthetics of the campus. Our Grandparent's Association has been steadfast in providing clerical and tutorial assistance in classrooms.

Heard Magnet welcomes outside resources to expand the learning that takes place. The Wiregrass Museum of Art provides lessons for third grade students. Wallace Community College and Landmark Park support environmental endeavors by hosting a variety of learning activities that highlight the agriculturally rich heritage of the region.

Community involvement spurs the students' ambitions for outreach. Through field trips to a local food bank, canned food drives, United Way fundraisers, Jump Rope for Heart, and Relay for Life, students realize the impact and importance of civic duties. Overall, academic success and civic achievements are supported greatly with the help of community stakeholders.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

According to David L. Haury, “There is no authentic investigation or meaningful learning if there is no inquiring mind seeking an answer, solution, explanation, or decision.” Heard views the College and Career Ready Standards (CCRS) as the starting line for learning rather than the finish line. We strive to take our students beyond the basic standards and dive deep into critical thinking skills and project based learning. The strength of this school is the highly qualified, passionate teachers, a strong curriculum, and a plethora of additional learning opportunities. Our teachers meet each student where they are and take them to the next level of learning. Small group instruction is used to reteach as well as provide enrichment opportunities. Upon completing small groups, teachers conduct informal mini assessments to guide further instructional plans. In addition, they create activities and projects tailored to students’ strengths, weaknesses, and interests.

**Reading:** Novel studies, literature circles, and research projects are incorporated to develop a deeper understanding of the content standards. Teachers provide effective, research-based classroom strategies to fine tune and hone the skills of print awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

**Math:** The faculty is committed to mathematical instruction that teaches students real-world problem solving skills. Teachers use the Go Math! program as a guide to ensure mastery of all math standards. Following the CCRS, students are given opportunities to implement each of the eight mathematical practices.

**Science:** Teachers apply an inquiry based instructional strategy in science. This involves students discovering science standards using a hands-on investigative approach. We incorporate outside reading sources, lab experiments, projects, and collaborative discovery learning. Heard is equipped with a science resource classroom which allows a variety of exploration opportunities to stimulate curiosity.

**Social Studies:** The goal of our Social Studies instruction is to provide students with knowledge of their community, nation, and world. Third through fifth graders have a subscription to a weekly newspaper that extends the standards through relevant nonfiction text.

**Technology:** Our computer lab is equipped with thirty iMac computers. Students rotate to the computer lab one to two times each week for technology lessons. Each classroom has multiple computers, classroom response systems (“clickers”), a Promethean Board, an interactive writing tablet, a document camera, and at least one iPad.

**Physical Education:** A local dance company has provided a dance instructor who comes to Heard each Wednesday to teach kindergarten through fifth grade students. A professional golfer instructs students on the fundamentals of golf. Our P.E. coach introduces students to various other sports such as archery, tennis, softball, and football.

**Visual and Performing Arts:** Students are offered the opportunity to participate in a variety of visual and performing arts activities. These opportunities include a school talent show, an annual fourth and fifth grade play, violin lessons, chorus, and the use of Orff instruments, hand chimes, and recorders. Lessons involving *The Nutcracker* and *Peter and the Wolf* are presented each year by visiting Russian teachers. Two local retired art teachers partner with our school to create an annual art display. Within this project, students are introduced to new art styles and mediums centered around grade specific academic content areas. Selected art pieces remain on display in the main gallery following a ribbon-cutting ceremony with the mayor, school officials, and guests. Several of the pieces are showcased at the local Wiregrass Museum of Art.

**Foreign Language:** ¡Hola! The use of technology, auditory and visual aids, art, music, and storytelling immerse students into the Spanish language. Students’ prior knowledge in their native English language is used to acquire new vocabulary in Spanish using the *Sonrisas Cultural Curriculum*.

Unique Curricula: Heard holds annual academic competitions including Academic Bowl, Math Bowl, Spelling Bee, and Knowledge Masters. After school clubs have included: robotics, poetry, Chess, architecture, and a novel study club. Yearly electives allow students to explore further interests. These electives include but are not limited to author and novel studies, MythBusters, watercolor painting, outdoor sports, animal study, and journalism.

The Heard family works collaboratively to propel the school forward reaching an all new level. We increasingly find ways to cultivate learning through experimentation and exploration. Second to none, our great faculty and wonderful volunteers give each child meaningful learning experiences for future success.

## **2. Reading/English:**

The highly qualified teachers at Heard gravitate toward standards based teaching, as opposed to being dependent on a specific program. This allows us to tailor learning to meet the individual needs of students. Webquests are used to enhance the content standards for over-performing students. Peer tutoring provides under-performing students the opportunity to learn material through a peer's perspective. Furthermore, teachers work with small groups and utilize one-on-one instructional time to fill gaps in academic content areas.

Dothan City Schools has effectively implemented Scott Foresman "Reading Street" which is the adopted reading program. This series strengthens and expands on the Reading standards set by Alabama. Over the last two years, the adoption of "Reading Street Common Core" and the new Alabama College and Career Ready Standards (CCRS) has given teachers opportunities to incorporate additional explaining, defending, and proving of answers into their reading instruction. Explicit modeling strengthens students' arguments so they can defend their opinions and answers to specific questions.

Our teachers are continually looking for additional resources to supplement and strengthen the adopted reading program. Therefore, we incorporate novel studies to expand upon the standards taught within the program and expose students to different styles of writing. Other items used in the classroom include concept walls and interactive notebooks to enhance and ensure the mastery of skills. Concept walls showcase students' ongoing investigation of the unit theme while interactive notebooks foster creativity, organization, and a deeper understanding of reading concepts.

During the reading block, learners practice phonemic awareness, vocabulary, fluency of decodable and increasingly complex text, and comprehension of various genres of fiction and nonfiction text. Students use leveled, decodable, and concept readers to reinforce skills. All grade levels place their students into groups based on need, making changes when necessary, to provide optimal intervention and enrichment opportunities. While the teacher is instructing small groups, the rest of the class rotates to centers. These centers allow some students additional practice and review while others are presented with theme based activities for enrichment. Students thrive when working individually, with partners, and as part of a group.

Teachers monitor progress and differentiate instruction through a variety of tools. In previous years, we have used the Alabama Reading and Math Test (ARMT) to measure mastery of content. This year mastery will be based on results from the ACT Aspire. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assesses students on oral reading and retell fluency. Weekly tests are used to monitor progress and determine skills for reteaching students performing below level. Teachers consistently use assessment data to ascertain instructional supports that will benefit individual students.

## **3. Mathematics:**

At Heard Magnet School, the faculty believes that meaningful math involves more than mere instruction. Students are expected to express their thoughts in mathematical terms. Through inquiry and investigation, learners have opportunities to solve real life problems and defend their answers in collaborative group settings using various presentation methods.

Our newly adopted math curriculum along with the adoption of CCRS, allows us to incorporate a more rigorous approach to math instruction. Teachers and students at Heard work together to develop a mathematical mindset that builds a bridge between the content standards and real-world application. As with the majority of our instruction, the “I do, We do, You do” modeling approach is used. This allows students to see explicit modeling of math skills followed by partner practice before tackling problems on their own. Through shared exploration and problem solving, they gain a deep knowledge and understanding of mathematical concepts. This creates an environment that impassions learners for a lifelong desire for success in mathematics. Students use hands-on, concrete, manipulatives to discover solutions to abstract math concepts. For example, over-performing students are given protractors to discover angles within a building structure, while under-performing students have base ten blocks to model area, perimeter, and volume.

A variety of interactive lessons, math games, manipulatives, collaborative discovery groups, and computer-based programs such as Classworks are incorporated into math lessons. Abundant online and textbook resources for Go Math! are easily accessible to all users including teachers, parents, and students. Technology is essential to our math instruction as each classroom is equipped with a Promethean board, Classroom Response System (“Clickers”), desktop computers, laptops, and at least one iPad. Clickers allow students to ‘text’ in their answers to the teacher’s work station. This immediate feedback assists in developing fluid small group instruction. Small group instruction provides both reteaching and enrichment opportunities. Teachers use ongoing assessment results to guide instruction during both small and whole group activities. Students’ individual needs are met using enrichment and remediation materials.

Third through fifth graders will be assessed with the ACT Aspire to determine their mastery of grade level math skills. In previous years, instruction has been based on the Alabama Course of Study and assessed using the ARMT. Summative assessments are given at the end of each strand to show students’ level of mastery. Within the curriculum, data-driven decision making leads individualized differentiated instruction for at risk, on grade level, and advanced students.

#### **4. Additional Curriculum Area:**

After transitioning to a magnet school, the faculty discovered the need for a wider range of meaningful learning opportunities. Each year, we selected either science or social studies for an in-depth exploration. Students read texts, conducted research, and studied the topic through thematic unit investigations. Past themes included ocean, Wild West, and transportation. This year, we explored the 1950s decade. Students showed their excitement each time the thematic studies were launched.

Teachers designed lessons around the theme connected to either the science or social studies standards. Since the entire school studied the same concept, grade levels narrowed their study to a specific subcategory. For example, if the theme was ocean life, fifth graders studied the levels of the ocean and the unique ecosystems found in each layer. However, first graders learned the five oceans and the types of animals found in each; while third graders learned about ocean animals that used echolocation. Through this process, teachers discovered that relevant and real-world learning based on students’ interests allows them to internalize the information on a much deeper level than simply taking an everyday chapter test.

Each year in the fall, Heard Magnet presented an introductory day of learning known as “Exploration Extravaganza.” Community experts were invited to come and share their knowledge. Students explored the school’s theme by rotating through six hands-on learning stations led by these community experts. Not only did they learn from the experts, but the students themselves conducted individual thematic research projects. The research projects had a grade level, content specific product. Finished products were assessed using a rubric that directly correlates to the standards. Students showcased their finished products in the main hallways.

On the day of the “Exploration Extravaganza” event, a school wide scavenger hunt was held. Each grade level toured the displayed projects and recorded information they learned on the hunt. Back in the classroom, students discussed information they found intriguing during the scavenger hunt. Teachers

reported this shared learning experience as extremely beneficial. Since its conception in 2009, the students' ability to research and produce quality products in subject areas like science and social studies improved tremendously.

## **5. Instructional Methods:**

To meet the diverse needs of learners, teachers instruct using whole group, small group, one-on-one, and peer learning opportunities. Over-performing students meet together to share and enhance their understanding of concepts. Meanwhile, under-performing students work in a small group session with the teacher to review areas of need.

Students encounter situations in life that require the ability to employ unique problem solving strategies. For example, third grade students used strategies learned to plan an hors d'oeuvres menu for their classroom party. Students located recipes and then calculated how to double, triple, and half the recipe to enhance understanding of fractional relationships. Over-performing students used algorithms, and the under-performing students were given fraction strips and visual aids to complete the task.

Teachers provide controlled situations to help students adapt to real-world problems. "Gold Seal Lessons" are model lessons that have been useful in determining the instructional practices in each classroom. Each lesson is designed to teach to specific standards and is centered around a highly motivating theme, activity, or project. Gold Seal Lessons challenge students to learn and perform in a variety of ways. They may be asked to research, write, demonstrate, or report within academic or real-world environments. All lessons are evaluated using the rigorous "Gold Seal" standards.

To meet the diverse needs of students, teachers provide a variety of instructional methods in English Language Arts, Math, and Science. Instruction is modified in English Language Arts through the implementation of centers, small group instruction, concept-based instruction, and project-based learning. Our mathematical approach is supported through the use of manipulatives, math tools, and collaborative discovery groups. Science is presented to students through hands-on discovery and learning the basics of the world around them.

Technology is a fundamental tool that helps differentiate instruction. Dothan City Schools uses Classworks, an online instructional benchmark assessment tool. Students are assessed three times per year and assigned Individualized Learning Paths (ILPs). Mini lessons, games, activities, and quizzes are located within these paths. Teachers incorporate Classworks each week to individualize students' assignments and identify the appropriate instructional level.

Other technological applications are utilized with students including ShowMe and TechSteps. ShowMe is an interactive whiteboard application that simultaneously records the user's voice and writing in real-time. Students interact with this application to demonstrate their knowledge on a topic, while teachers use it to pre-record a mini-lesson for dual teaching purposes. TechSteps, a district-wide program, is implemented in the computer lab and continually integrates technology into each classroom's core learning and instruction. In this ever changing, technology-driven 21st century, Heard students must be equipped to compete globally.

## **6. Professional Development:**

The entire faculty at Heard Magnet School believes that in order to increase academic achievement for all students, we must engage in continuous learning and self-improvement within the teaching profession. Our school meets this need through various methods, many of which involve collaboration with colleagues to achieve best practices in the classroom and to implement research based strategies and curriculum.

Teachers and administrators meet regularly in faculty and data meetings to discuss student concerns, plan strategies to meet the needs of the individual learner, and give feedback to each other regarding ideas for teaching a particular theme or concept. Also, collaboration with neighboring schools takes place to discuss

particular grade level concerns such as learning gaps created from the adoption of new standards. Recently, a strategy has been discussed which helps students respond in writing to text with the aid of “sentence frames.” After incorporating this strategy into our classrooms, we have seen a positive impact on student responses to text.

Heard Magnet teachers take advantage of professional development opportunities within the system. Many of our faculty members regularly attend Tech Tuesdays, a new program implemented by Dothan City Schools, to better utilize technology in meeting the needs of the 21st Century Learner. Again, this knowledge gained is shared in grade level and faculty meetings as well as in small group settings.

A Professional Learning Plan (PLP) is formed yearly to assist in defining each educator’s focus for growth which in turn equips them in developing skills to meet students’ needs. Through the PLP, goals are created for professional learning which relate to student performance and instructional practice. One of several ways we accomplish these goals is by attending conferences throughout the year such as the Mega School Conference, the Model Schools Conference, and the Magnet Schools of America Conference. Our school system is very generous with monetary support ensuring that each teacher has the opportunity to engage in outside professional development opportunities. This allows us to communicate and share ideas with other teachers from across the state and nation.

Heard’s principal is committed to making sure the faculty is well trained and focused on improving student learning. Teachers are able to put into practice the ideas they have learned from collaborating with colleagues and other educators. Implementation of the best practices gained through various professional development opportunities definitely has a positive effect on our student achievement.

## **7. School Leadership**

To fulfill our mission of providing a safe and positive educational environment where all children are valued and challenged to achieve their highest level of learning and become respectful, responsible citizens, we must be guided by strong leaders. Collective leadership has a stronger influence on student achievement than does individual leadership (Leithwood and Louis 2012). This is made possible by strong professional relationships and mutual trust among faculty.

Heard’s principal strives not only to be an effective leader, but a model for leadership. She leads by example, frequently visiting classrooms and providing many opportunities for teachers to collaborate and discuss best teaching practices. She cultivates a relationship with students by giving encouraging words when reviewing weekly conduct folders. Her open door policy encourages an effortless relationship with staff members.

The Continuous Improvement Team, consisting of administrators, specialty area teachers, and representatives from each grade level, meets quarterly to review policy, address needs within the school, and set academic and school climate improvement goals. Individual committees are formed within the continuous improvement framework to document progress in attaining these goals. Team members serve as chairpersons of the committees and lead others in gathering key pieces of evidence. The Purpose and Direction Committee disseminates parent, student, and faculty surveys to gain input from stakeholders.

Many additional opportunities exist for Heard’s teachers to engage in leadership roles. They lead other committees within the school such as Academic Bowl, Spelling Bee, Math Bowl, and Adopt-a-School. Through various leadership opportunities, teachers feel free to use their expertise to benefit everyone.

Parents and students are active leaders in our school. The PTO coordinates a raffle which raises over thirty thousand dollars annually. This group assists with various fundraiser events to benefit student and learning opportunities. Heard Magnet’s SGA meets monthly to share student concerns and give suggestions for improvement projects.

Exceptional leadership at Heard Magnet has facilitated our continued success. The faculty, parents, and students come together to share a multitude of leadership opportunities. Collaboration is an invaluable asset used to increase student achievement. Heard's staff believes it is not simply one person who runs a school, but the shared expertise of many individuals that makes our school a success. The leaders of the school chart a clear course to establish high expectations and use data to monitor progress and performance which directly and positively impact student learning (Leithwood and Louis 2012). This provides the confidence needed to look beyond today and envision a bright future for tomorrow.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	98	100	97	98	83
% Exceeds Standards	78	95	88	80	73
Number of students tested	63	60	73	61	69
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	90	96	80
% Exceeds Standards	68	94	75	65	65
Number of students tested	22	16	20	26	51
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	92	100	73
% Exceeds Standards	67	100	58	71	64

Number of students tested	15	10	12	24	35
<b>6. Asian Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	97	100	98	97	93
% Exceeds Standards	87	95	95	91	80
Number of students tested	39	43	56	35	32
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	97	100	100	100	93
% Exceeds Standards	84	98	92	90	93
Number of students tested	37	42	51	30	16
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	92	97	80
% Exceeds Standards	69	89	77	71	67
Number of students tested	26	18	22	31	53
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	100	100	100	99	93
% Exceeds Standards	99	97	100	91	54
Number of students tested	65	67	51	70	67
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	96	90
% Exceeds Standards	100	100	100	82	42
Number of students tested	15	17	22	22	52
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	96	93
% Exceeds Standards	93	100	100	87	41
Number of students tested	14	9	19	23	42
<b>6. Asian Students</b>					

% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	95
% Exceeds Standards	100	98	100	93	76
Number of students tested	44	52	31	42	21
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	100	98	100	95	92
Number of students tested	45	47	26	39	13
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	97	92
% Exceeds Standards	95	95	100	87	44
Number of students tested	20	20	25	31	54
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	77
% Exceeds Standards	99	99	100	96	43
Number of students tested	74	65	68	74	53
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	74
% Exceeds Standards	100	100	100	92	32
Number of students tested	17	28	22	24	32
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					46
% Exceeds Standards					8
Number of students tested					14
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	68
% Exceeds Standards	100	100	100	96	39
Number of students tested	14	27	20	23	29
<b>6. Asian Students</b>					

% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	87
% Exceeds Standards	100	97	100	98	48
Number of students tested	55	35	45	46	24
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	77
% Exceeds Standards	100	100	100	98	59
Number of students tested	50	30	42	46	17
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	77
% Exceeds Standards	96	97	100	93	35
Number of students tested	24	35	26	28	36
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Students receiving special education was a non-qualifying subgroup for the 2010, 2011, 2012, and 2013 school years. Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	100	100	99	100	89
% Exceeds Standards	86	90	86	89	52
Number of students tested	63	60	73	61	69
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	86
% Exceeds Standards	77	75	70	89	47
Number of students tested	22	16	20	26	51
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	88
% Exceeds Standards	80	70	58	83	45
Number of students tested	15	10	12	24	35
<b>6. Asian Students</b>					

% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	100	100	98	100	93
% Exceeds Standards	92	98	91	91	60
Number of students tested	39	43	56	35	32
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	98	100	100
% Exceeds Standards	89	98	92	87	67
Number of students tested	37	42	51	30	16
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	86
% Exceeds Standards	81	72	73	90	47
Number of students tested	26	18	22	31	53
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	97
% Exceeds Standards	95	93	96	89	49
Number of students tested	65	67	51	70	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	96
% Exceeds Standards	93	94	95	82	44
Number of students tested	15	17	22	22	52
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	97
% Exceeds Standards	86	67	95	87	45
Number of students tested	14	9	19	23	42
<b>6. Asian Students</b>					

% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	95
% Exceeds Standards	98	96	97	95	57
Number of students tested	44	52	30	42	21
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	98	91	96	92	69
Number of students tested	45	47	26	39	13
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	96
% Exceeds Standards	90	95	96	84	44
Number of students tested	20	20	25	31	54
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Alabama Reading and Math Test Plus (ARMT+)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Harcourt-Pearson/Data Recognition

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	92
% Exceeds Standards	91	97	94	88	49
Number of students tested	74	65	68	74	53
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	87
% Exceeds Standards	88	100	91	75	36
Number of students tested	17	28	22	24	32
<b>2. Students receiving Special Education</b>					
% Meets Standards % Exceeds Standards					77
% Exceeds Standards					8
Number of students tested					14
<b>3. English Language Learner Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>5. African- American Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	89
% Exceeds Standards	71	100	90	87	36
Number of students tested	14	27	20	23	29
<b>6. Asian Students</b>					

% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	96
% Exceeds Standards	96	97	98	89	65
Number of students tested	55	35	45	46	24
<b>10. Two or More Races identified Students</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
<b>11. Other 1: Non Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	92	93	95	93	71
Number of students tested	50	30	42	45	17
<b>12. Other 2: Poverty</b>					
% Meets Standards % Exceeds Standards	100	100	100	100	88
% Exceeds Standards	88	100	92	79	38
Number of students tested	24	35	26	29	36
<b>13. Other 3: Other 3</b>					
% Meets Standards % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

**NOTES:** Students receiving special education was a non-qualifying subgroup for the 2010, 2011, 2012, and 2013 school years. Additional subgroups reported are Non Poverty (Non-disadvantaged students) and Poverty (Disadvantaged students).