

**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 [ ] Magnet [ ] Choice

Name of Principal Mr. Donald Grant Putnam

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

Official School Name Stallings Island Middle School

(As it should appear in the official records)

School Mailing Address 3830 Blackstone Camp Rd

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

City Martinez State GA Zip Code+4 (9 digits total) 30907-9552

County Columbia County State School Code Number\* 1080

Telephone 706-447-2106 Fax 706-447-2103

Web site/URL http://www.edline.net/pages/Stallings\_Island\_Middle\_School E-mail dputnam@ccboe.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. Sandra Carraway E-mail: scarraway@ccboe.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbia County Tel. 706-541-2723

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 Mrs.. Regina Buccafusco  
(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):
- 17 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 31 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. 6 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	100	86	186
7	125	103	228
8	91	95	186
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	316	284	600

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 13 % Asian
  - 10 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 4 % 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: 10%

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	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1	596
(5) Total transferred students in row (3) divided by total students in row (4)	0.099
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 14 %  
 Total number students who qualify: 84

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.

9. Students receiving special education services: 4 %  
24 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.

- |                         |   |
|-------------------------|---|
| 5 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 5 Other Health Impaired                 |
| 0 Deaf-Blindness        | 9 Specific Learning Disability          |
| 2 Emotional Disturbance | 3 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	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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%	98%	97%	97%	96%
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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Stallings Island Middle School (SIMS) is dedicated to challenging our students, faculty, and staff to exceed expectations. Our mission statement was created during our first year by having all staff members unite and envision what we would become. We came together from many different schools with different types of leadership as well as philosophies. We took the time to combine our passion as educators and create what our SIMS community would strive for then and in years to come. As a faculty, we developed our mission statement and it is read over the intercom along with the Pledge of Allegiance each morning as a reminder:

“The Mission of Stallings Island Middle School is to foster an academically challenging environment where education is valued and students are empowered to achieve their greatest potential to become independent thinkers, lifelong learners, and responsible citizens.”

Our mascot, the red hawk, is well suited to the mission of our school. The red hawk soars. Our students also soar in the classroom and in the community. They come to school with a positive attitude towards learning. We are fortunate that the community we serve is one that values education. Our parents have high expectations for their children and are very involved in helping them to obtain their educational goals. We have many parent volunteers and an active PTO that works hard to support SIMS to have the technological tools to enhance student achievement. This year we have implemented BYOT, Bring your own Technology, at SIMS. This allows students to take notes in class, use the online textbooks, and research alternate sources to take students to a higher degree of depth of knowledge and understanding. This supports our mission of being rigorous and allowing research to be an integral part of independent instruction on a daily basis.

Our students are empowered and given the necessary tools to promote analytical thinking as well as creative expressions of their knowledge. Our students excel in mathematics. SIMS offers two paths of instruction in mathematics. One of those is the accelerated path that allows those who show the aptitude to receive the option of taking high school algebra in eighth grade. Our desire to meet the individual needs of students has prompted us to allow students to take advanced classes on-line or at our feeder high school. We believe in encouraging our students to reach their greatest potential.

We consistently have students excel in our Band program with exemplary marks in competitions. This year we have added Intermediate Band and Chorus for high school credit to our Fine Arts Department. Adding chorus enables our students to be involved in the high school show choir. We envision that we will continue adding opportunities for students for to connect with and transition successfully to high school.

SIMS students are active in our community and meeting the needs of others. We are aware that where much is given much is required. Most of our extracurricular clubs have a service component in them. Students are active in many charities. They serve as responsible citizens by feeding the hungry, helping needy families provide Christmas to their children, creating teams to walk in the fight against cancer, MS, and other causes, and recycling throughout our school. Performing concerts in nursing homes and elementary schools allows our incredibly talented students to share the gift of music with others.

SIMS leadership and faculty are always on the front line of educational best practices that are research driven and student proven. Philosophies and trends may change but the nature of our clients does not. They are curious and creative. It is no secret that our times have shown economic hardships all over our nation and we are certainly no exception. Following budget cuts, SIMS was no longer able to offer foreign language in our middle school, but we are slowly adding back courses for high school credit. Our SIMS community continues to be creative and our initiative towards excellence keeps our focus strong. We have teachers who write grants and have been awarded the Junior League Grant and the Savannah River Site Innovative Teaching Award that allows students to have additional opportunities in the science labs. Nearly the entire faculty is certified in teaching the academically gifted student. This allows for flexibility in scheduling as well as differentiation in instruction. We also have a forty-five minute Academic Opportunity period in the morning to allow students to either remediate or enrich their learning. Students who are identified as having difficulty in a subject are enrolled in the remediation classes of math or reading. At

SIMS, failure is not an option. Each class has given every child the opportunity to make decisions to enhance their learning in order to hold fast to our mission and reach our goal of improving student achievement.

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

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

a) The Criterion-Referenced Competency Test (CRCT) is the standardized assessment used to test students based on their level of competency of the standards set forth by the Georgia Performance Standards. Each grade level is assessed at the end of every year in April. This is a standardized assessment, which shows how well students have developed the skills and knowledge in Reading, English/Language Arts, Mathematics, Science, and Social Studies. In addition to the Reading portion of the CRCT, students are given a Lexile measure, which measures the students reading ability based on the level of difficulty of the reading material.

The CRCT can be used to recognize individual students' strengths and weaknesses in specific subject areas. The state divides the students' scores into three subgroups per grade level and subject; Does Not Meet, Meets, and Exceeds. The scale score ranges for Does Not Meet is 740-799, Meets is 800-849, and Exceeds is 850 – 960; these score ranges are consistent each year and are used by schools for data analysis on student growth. The state's expectation is for every student to score in the Meets or Exceeds category. AT SIMS, we not only strive for each and every student to pass the CRCT but we focus our efforts to have students show individual growth in each subtest from year to year. Simply stated, our overall goal is for our population to score in the Exceeds range in all areas.

b) Since Stallings Island opened during the school year of 2008-2009, CRCT scores have improved in several areas. Our goals concerning the CRCT are to decrease the percentage of students not meeting standards and move them to meet the standards for each grade level and subject and to increase the percentage of students exceeding the standards. The data shows an increase from those not meeting standards to those meeting standards in all grade levels and in each of the subgroups of African American students, white students, and students that are economically disadvantaged. Of particular note, for the past two years we have had 100% of our Economically Disadvantaged students Meet or Exceed standards in Reading across all grade levels.

With the implementation of several new programs we have seen a significant increase in the test scores for the subgroups including Special Needs, Economically Disadvantaged, and African-American students. Academically, we have two programs with the main goal of making sure students are mastering key standards in each subject; Academic Opportunity period and RedHawk Academy. The Academic Opportunity period is a 45-minute time block, which is used to give students extra support with remediation in any subject in which a student may be struggling, particularly Math and Reading. Also, if students do not pass a summative assessment in any of their core subjects, they are invited to attend RedHawk Academy which is held every Friday after school. Invited students are retaught the material during the Academic Opportunity period and then reassessed during RedHawk Academy. This allows students to master the standards, which is a key component to the increased percentages in our CRCT test scores.

This year, it was decided by the school Leadership Team to make sure our economically disadvantaged students receive individual mentoring from administration, office staff members, and faculty. Each adult is given about seven students to mentor throughout the school year by building a positive relationship to encourage the student and help them with any problems they may be having. The mentors are advocates for the students, which is an addition to the academic portion of the supplemental resources they receive.

Our special needs population is very small, however we maintain the same high expectations for their level of achievement both in the classroom and on standardized tests. Despite their identified disabilities we aspire for the mastery of standards and strive for the Exceeds level on assessments. Through frequent progress monitoring and benchmarking, we have been able to closely monitor student learning. With this added focus and attention, we have seen our eighth grade Special Needs population reach 100% Meets and Exceeds in Math in 2013 up from 20% in 2009. We have also been able to hit the 100% Meet and Exceed mark with all grade levels in Reading. Reflecting over the past five years the overall performance of our

students has been amazing. In all areas there has been an increase in both the Meets and Exceeds, as well as the Exceeds category.

Each year, our eighth grade students are given the Georgia Writing Assessment, which measures how proficient they are with written expression. Our students have consistently performed within the Meets and Exceeds range. With the addition of the literacy component of the CCGPS, we expect our students to continue to show growth with their writing skills. Even though the Georgia Writing Assessment is only given in the eighth grade we give a practice writing assessment each year to all students in each grade. We are confident through these additional measures we will reach our achievement goal of 100% Meets and Exceeds.

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

Stallings Island Middle school utilizes various assessment tools to gather and analyze data in order to improve student growth and school performance. Teachers use formative strategies such as white board checks, tickets out the door, verbal explanations, or written assignments to continually improve instruction and student learning. Formative assessments not only inform teachers of student understanding, but they also allow students to realize how well they grasp the standards. Summative assessments determine what the students have retained by the end of a unit and which students need more individualized remediation. At the end of each quarter, students take a cumulative assessment that identifies possible weaknesses that need to be readdressed to ensure mastery of the standards. Parents and students can monitor their progress on these assessments through the use of infinite campus, our online grade book.

Teachers at Stallings Island gather data from students' state standardized test scores in order to strategically place students in the most effective learning environments. This data is used in developing remediation and enrichment groups that are used in our academic opportunity period. Students who are placed in remediation groups receive small group instruction and more one-on-one time with the teacher. This gives students a better opportunity to grasp the standards with which they are struggling. Grouping students this way allows teachers to differentiate the way they reinforce standards in an effort to advance student learning.

Because our school improvement plan is data driven, Stallings Island has a team devoted to gathering and analyzing test data to monitor progress toward our goal of having one hundred percent of students meet the standards and to increase the percentage of students who exceed the standards. This data is also used to determine teachers' impact and students' academic growth from year to year. Teachers continually reflect and modify goals to maximize student learning.

At SIMS, students take ownership of their learning and achievements. At the beginning of new grading periods, students analyze their previous report cards, find their cumulative averages, and set goals based on those averages. From those averages, students discover if they are in the high honor roll, honor roll, A/B honor roll, or working zone. This is displayed on a bull's eye with each grade levels' overall average in each zone at the end of each grade's hallway. This is a constant data reminder to our students to keep up with their goals. Students and parents are also kept informed of standardized tests scores such as CRCT and 8th Grade Writing Test with data informational sheets explaining each student's areas of strengths and weaknesses. Additionally, the community is made aware of our students' academic achievements through the local newspaper which quarterly publishes the names of honor roll students for each grade level.

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

Teachers and staff at Stallings Island have shared successful strategies with other schools in the district and state, as well as with professional organizations. The curriculum teachers and administrative staff members have demonstrated a commitment to collaboration, a desire to promote rigor within the curriculum, and a dedicated enthusiasm for life-long learning. The art teacher started a collaborative workshop for art teachers in the county to meet and share examples of artwork from standard-based lessons. Participation and presentations at the national art conferences have provided the art teacher the opportunity to share art lessons that have inspired award-winning student art with teachers and artists from around different parts of

the United States. The band teacher has designed and taught jazz workshops, as well as band workshops for teachers and students in area high schools in the district and across the state. This teacher has promoted a life-long enthusiasm for future concert, jazz, and band musicians with in-school workshops by world renowned jazz musicians. The administrative staff of the guidance department has created parent workshops to promote a greater understanding of the community services for families. This staff has also led workshops to encourage collaboration and conversation among the district middle school guidance departments. Our highly qualified special education teachers have conducted 10 hour crisis management workshops for over five hundred staff members and teachers for certification. These teachers conduct workshop seminars to help schools/staff members understand and manage crisis situations with severely emotional disabled students. Gifted classroom teachers have conducted workshops to promote cross-curricular gifted strategies to teachers enrolled in district gifted certification classes. These workshops have provided hands-on lessons to connect technology standards with CCGPS and the curriculum. Curriculum Master Teachers have also conducted differentiation presentations at the area university. These workshops were designed for students in the education department to participate in best practice, research-based lessons with state standards. Language Arts teachers have conducted Thinking Map workshops for teachers within the school and district. These workshops taught teachers the use of Thinking Maps with cross-curricular lessons. The 8th grade math teachers collaborate with feeder high school math teachers to design rigorous lessons and level appropriate strategies for the advanced math students at Stallings Island.

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

SIMS does an excellent job engaging families within the Columbia County community. One way that we do this is by our school webpage. There is a Columbia County school website and also a SIMS webpage. This webpage is updated any time there is new information that needs to reach our students and parents. Each teacher at SIMS also has their own webpage. The teachers inform students and parents of assignments, tests, quizzes, and upload study guides, maps, power points, and any other materials their students may need. Teachers also check their emails on a daily basis and respond promptly back to parents.

Our school also has a calling post. This goes out to all the student's home phones when we need to inform parents of something important. This could include bus changes, sports information, inclement weather, or other rapidly changing information. Our Principal, Mr. Putnam, also uses a program called Remind 101 and Black Board Connect that sends text messages and emails to staff and parents.

SIMS has a very active PTO. The PTO has set up a Facebook page that is regularly updated to inform parents and students of any events or information they would need to be aware of. The PTO is involved with the student council, book fair, running concessions at games, volunteers in the media center and in the front office and also at school dances and other functions. The PTO has raised money to purchase smart boards and an electronic sign for the front of the school that is updated daily. They have also purchased iPads for the media center and raised money for building wide WiFi. The PTO has also built an outside classroom and basketball courts.

Our students and parents also have access to Parent Portal. This is a program where parents can create a user name and password and log in to check assignments and current grades for their student. SIMS offers two open houses before each school year, one for seventh and eighth graders and their parents, and one for sixth graders and their parents. We also have a rising sixth grade dance and a day where the rising sixth graders can take a tour of Stallings Island. Our Principal, Assistant Principal, teachers, and staff are always available to meet with parents and students who are new to the community, and are very visible at school and community events.

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

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### **1. Curriculum:**

Stallings Island Middle School uses the Common Core Georgia Performance Standards to guide instruction. Our school has various types of learners, and the curriculum is structured so that teachers have the flexibility to engage all learners in their classroom. We continuously review the content of the lessons so that they match the goals of our school and the state standards.

Each subject area creates a curriculum calendar for the school year. These calendars reflect each unit covered with the unit topic, amount of time it should take to cover each standard, approximate dates to cover each unit, and resources used to teach each standard. The teachers use these as a guide for instruction, yet they also rely on their own personal strengths and the knowledge of the students to drive their instruction. Every teacher strives to incorporate more rigor into each of their lessons, so that our students are ready for the twenty-first century.

Our English Language Arts teachers use a variety of resources such as Scope Magazine, Close Reads, interactive review games online, music, literature circles, and extended text to teach reading skills, writing, and grammar. This gives the teacher a variety of sources and helps to differentiate learning for all students. All students participate in the Young Georgia Authors contest, which gives the teachers the opportunity to review writing skills. All of these resources help to extend student learning of the curriculum.

The Math teachers are using Mathia software to introduce and reinforce the curriculum. The students work on skills one day a week in the computer labs. In the eighth grade, many students are taking ninth grade Math for high school credit. The Math teachers incorporate into their teaching of the curriculum various ways of helping students understand the concepts being taught. The teachers monitor data and use this to drive their instruction. They scaffold content to help students who do not understand a Math concept.

All grade levels at SIMS have a Science lab. This encourages our teachers to incorporate hands-on experiments in order for students to understand many of the challenging science standards in the curriculum. The Science teachers bring in guest speakers who are experts in their fields to engage the students in engineering, medical fields, plant and animal life, and various other areas in their curriculum. This gives the students a chance to see real-life applications of the curriculum.

The sixth and seventh grade Social Studies classes incorporate diverse activities in order to cover the curriculum in their grade levels. Each grading period the students are involved in a major project that covers the area of study for that time. The students will conduct research, write papers, and present using a variety of computer programs available to them at school. SIMS is fortunate enough to have many students from the areas we explore in social studies. These students and their parents create meaningful presentations for the classes. They include not only a visual presentation, but bring in items for the students to hold, create, and eat. The eighth grade curriculum is Georgia History. They instruct their students in the same way, with guest speakers, trips and many projects that allow the students to learn in a meaningful way.

Our career connections classes, which include art, chorus, band, physical education/health/nutrition, technology, and business use a wide variety of instructional methods to teach the curriculum required by the state. Students in art class experience different aspects of art based on their physical and emotional needs in each of the three grade levels. They focus on design elements in the beginning grade, then progress to more complex assignments, and finally they work in groups to create works of art that remain here at the school. Technology is used by all teachers at SIMS, but our technology teacher expands on its uses and how students can incorporate it into their daily lives. All career connections teachers cover their required curriculum in extraordinary ways, which have our students exploring more avenues in these areas.

The curriculum at SIMS is rigorous and varied, and as a result students are well prepared to make career choices in high school and beyond.

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

The students of Stallings Island Middle school are engaged in a rigorous English language arts curriculum. Various instructional methods are used on a regular basis to reinforce student understanding and growth, as well as to promote the improvement of reading skills for all students. Students practice a strategy called “close reading” throughout the school year. This is implemented to teach students to read and analyze texts more closely, and is done with various genres of both literary and informational texts. Additionally, students complete evidence-based writing to show their understanding of the texts that they read. While these constructed responses are a focus in language arts, they are executed across the curriculum and engage students in various subjects and topics of interest.

Grade levels also utilize a strategy called Daily Reading Practice, where students analyze a reading passage each week to check for understanding and student growth. The program is designed to focus on context clues, comprehension, inference skills, affixes, synonyms, antonyms, and summarization. The Special Needs teacher does small group instruction during an Academic Extension period and remediates the below grade level readers using research-based interventions such as Read Naturally and Corrective Reading.

Our school administrators provide practice writing tests to all grade levels. The results of these examinations are tools used as formative assessments for teachers so that they may plan their writing curriculum accordingly. Subsequently, the practice writing tests serve as a useful instrument for students to monitor their individual writing progress throughout middle school. They are encouraged to make both long and short term goals for themselves.

Another important tool for reading and writing improvement at our school is vocabulary. Strategies such as “Word of the Day” and “KIM” (Knowledge-Information-Memory clue) are implemented on a regular basis in language arts classes to improve students’ vocabularies.

The Media Center specialist is also involved in enriching our students’ reading habits. Students visit the media center biweekly to check out library books, and are involved in a “Read Across America” program, designed to challenge students to read books that take place in all 50 states. Furthermore, as part of our School Improvement Plan our Media Specialist is purchasing more nonfiction informational books with higher lexile scores and has created a section of novels in the media center for students with advanced lexile levels. This offers our above grade level students a chance to read materials corresponding to their needs.

## **3. Mathematics:**

At Stallings Island Middle School we follow the Common Core Georgia Performance Standards (CCGPS) as required by the state. The curriculum is composed of standards which are grouped into strands such as number sense, geometry, algebra, rates and ratios and statistics and probability. Within each strand teachers break down standards even further in order to help students connect prior knowledge to new concepts.

In all grade levels there are two different paths of math instruction. Students who show a prior aptitude in the area of mathematics are placed into an accelerated curriculum program. The accelerated program allows students to complete three years of middle grades math in two years. This allows them to have the opportunity to receive a high school credit in eighth grade for ninth grade Coordinate Algebra. Enrichment activities also include on-line math courses allowing students to earn an additional high school credit.

To reinforce the rigor of the CCGPS, our math teachers use a variety of instructional tools, methods and resources. In order to introduce, reinforce and enrich learning within the classroom, SIMS teachers utilize Carnegie and Pearson resources which includes: student texts, skills practice books, assignment books, Mathia software for remediation and enrichment, and multiple interactive websites. Teachers use purposeful grouping to provide students the opportunity for self-discovery of math concepts. Students are then able to apply these math concepts to prior knowledge and ultimately relate this understanding to other mathematical principles.

SIMS offers a variety of remediation and enrichment options for students. Our Academic Opportunity period groups students based on their individual academic needs. Teachers and students use these forty-five minute blocks of time to review, reteach or enrich. Students who may have trouble grasping concepts are placed into small groups for individualized instruction, practice and reinforcement. During Academic Opportunity and Academic Extension periods the Special Needs teacher uses research-based interventions such as Number Worlds, Transitional Math, and Math Extensions to address the needs of below grade level math students. At SIMS, students are invited to be reassessed on standards not previously mastered at RedHawk Academy on Friday afternoons. The teachers at Stallings Island Middle School strive for academic excellence and believe that failure is not an option.

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

The performing arts at SIMS are an integral part of the academic environment. Band and chorus members are often among the most academically gifted students in the school and their high standards for academics translate into equally high standards as performers. Students in the SIMS Band and Chorus programs are constantly challenged by the rigorous demands of high-quality literature selected for performances. The teachers also encourage and model creative thinking in musical interpretation for the students: finding new ways to re-imagine a phrase by relating the music to either a concrete or abstract concept greatly enhances the classroom and performance experiences. The symmetry and logic of math combined with the expression and flexibility of poetic devices are common examples of the rich cross-curricular blending that occurs when students are developing their musical concepts. Both programs encourage students to take part in full ensemble evaluations as well as individual competitive auditions: through these performance experiences, students learn to think critically about every aspect of their performance.

Learning new skills and incorporating those skills in a robust assessment - a concert or audition - is the ongoing process by which SIMS band and chorus students continually build upon previous experiences. Understanding how their part is relevant in a performance is vital to creating students with responsible attitudes and behaviors. A true lifelong learner is fostered as students reflect upon their unique contributions to a performance and use the information to inform their next concert or audition.

As well as being performers, SIMS band and chorus students also become more informed audience members with a great aesthetic awareness of the nuances involved in a successful performance. Even though many students musicians will pursue other career paths, the discipline and concentration learned through successful rehearsals and performances will inform their future endeavors and help them to become productive contributors in society.

#### **5. Instructional Methods:**

The mission of teachers and faculty at Stallings Island Middle school is to provide an academically challenging environment that empowers students to achieve their greatest potential. Teachers collaboratively create standards-based lessons for students to provide instruction that motivates student learning. Students are engaged in the learning process through differentiated small group activities and centers, cooperative group lessons, research-based note-taking/vocabulary skills, real-world connections with informational texts, and Thinking Maps and cross-curricular writing activities. Technology is used to enhance and support hands-on instruction with the use of LCD projectors and SmartBoards in each classroom, document cameras, classroom I-pads, two computer labs, and assessment software. Students are also encouraged to 'bring their own technology', or devices, to assist learning.

The multicultural diversity of the students at Stallings Island Middle School enhances classroom discussion and provides perspectives and interactions that are unique to our school community. The special education classrooms and inclusion students are offered support through highly qualified special education teachers and paraprofessionals, as well as highly qualified gifted classroom teachers. Coteaching environments and collaborative classrooms are supported for both special education and the gifted population in our school community.

Daily lessons include formative and summative assessments that guide the pace of instruction and allow opportunities for students to self-assess. This encourages students to gain a better appreciation for their own learning and cultivate the skills they need for life-long learning. Teachers are constantly modifying the delivery of information based on student achievement data.

Along with the data and standard driven instruction, a forty-five minute Academic Opportunity class period is provided each morning to support the academic needs of struggling and achieving students. Academic Opportunity provides time for students to be retaught by their teachers on standards that they are currently struggling with. This timely reteaching prevents gaps in student learning and promotes student confidence in their core classes. Retesting is also available for students to have another opportunity to prove mastery on standards. On Mondays, Academic Opportunity is used for enrichment clubs, for example, an Earth Science club runs the school recycling program. Students can choose to participate in creative writing, photography, history, recycling, debate, technology, agriculture and/or book clubs. Academic Opportunity Mondays also provide time for academic team meetings. High achieving students can choose to participate in practice sessions for academic team, chemistry team state competitions, local STEM competitions, and math competitions.

## **6. Professional Development:**

Professional development at SIMS is aligned with the school improvement plan and the mission of the school, as well as district and state initiatives. The Leadership Team, consisting of members from all grade levels, connections, guidance and media center, all work together to design and implement the School Improvement Plan. Specific curriculum objectives are targeted for improvement based on current data disseminated by the Leadership Team. As a school, we have participated in a variety of professional development training in areas such as Common Core Georgia Performance Standards for Math and Language Arts; Fifteen Fixes for Broken Grades by Ken O'Connor; Failure is not an Option by Rick Wormeli; Understanding by Design; Georgia Formative Instructional Practices; formative and summative assessment; differentiation; and instructional technology in the classroom. Professional learning is evaluated through the School Improvement Plan and the goals for student achievement that are set each year. At this time, our professional learning is aligned specifically with effective instructional strategies and differentiation that will positively impact student achievement.

Our faculty also participates in professional development through district initiatives and planning. Currently faculty members are participating in professional learning including Math Design Collaborative; Literacy Design Collaborative; Carnegie Math; STEM (Science, Technology, Engineering and Mathematics); CTAE (Career, Technical and Agricultural Education) Student Learning Objectives; Rigorous Curriculum Design; and DOK (Depth of Knowledge). Each one of the professional learning opportunities is redelivered at the school level so that all teachers are able to implement the content into the classroom to support rigorous student instruction and enhance student achievement.

Since our inception, SIMS has been a Professional Development School in conjunction with Georgia Regents University Augusta. Our teachers serve as Master Teachers for placement of preservice teachers from the School of Education. This partnership has allowed our teachers to benefit from a collegially supportive atmosphere that encourages teachers to stay abreast of current professional research while also modeling lifelong learning for our students. It has also enabled SIMS to build an extensive Professional Development Library with resource and reference materials that are available on a daily basis for use in planning effective instructional strategies and differentiated instruction for our students.

## **7. School Leadership**

The leadership philosophy at SIMS is best described as a shared leadership model. As a school we know that by joining together we can accomplish more than we could do alone. In our school the shared vision focuses on improving student achievement – what is best for our students and for continued student learning. The role of our administrators, our principal and assistant principal at SIMS, is to ensure all faculty understands and embraces our mission for student success and improving academic achievement. Through

the selection of a Leadership Team that includes teachers from all grade levels and connections classes, as well as counselor and media specialist; a School Council made up of members of the community and parents; and the Parent Teacher Organization, the administration involves stakeholders from all facets of our school to provide input and information from which decisions are made based on the school improvement plan – which has the continuing improvement of student success at its core.

It is the responsibility of the administrators to build relationships of collegiality and collaboration with the understanding that all members have a collective responsibility for students and school outcomes. The middle school design of SIMS ensures that teams of teachers have the opportunity to participate in collegial planning, parent communication, and to engage in professional growth activities. With improving student achievement at the forefront, financial resources are budgeted in alignment with the school improvement plan. It is also the responsibility of the administration to be accessible to all stakeholders in order to support the goals of our school. Our administrative team is committed to hearing all voices in the school, listening, and asking probing questions. This is done through one on one conversation as well as small and large group settings. We involve faculty in the decision making process, and all faculty members know the goal we are working to achieve, improving student achievement. As a school, we work toward our goals by meeting together in a variety of ways – grade levels, vertical teams, subject areas, and as a whole group. SIMS also has exemplary teacher leaders on every grade level who are supported by our administration as we work together for the continued improvement of academic achievement for our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets % Exceeds	97	99	95	96	95
% Exceeds	58	53	36	46	36
Number of students tested	208	167	193	178	191
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	7	5	11	7	7
% of students tested with alternative assessment	3	3	6	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets % Exceeds	91	100	88	88	85
% Exceeds	34	30	6	29	15
Number of students tested	32	23	17	17	13
<b>2. Students receiving Special Education</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets % Exceeds	90	94	80	82	67
% Exceeds	27	31	7	27	20
Number of students tested	30	16	15	11	15
<b>6. Asian Students</b>					
% Meets % Exceeds	100	100	100	100	100
% Exceeds	74	79	57	70	67
Number of students tested	23	19	21	23	18

<b>7. American Indian or Alaska Native Students</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets % Exceeds	98	100	96	96	97
% Exceeds	61	55	37	43	33
Number of students tested	144	121	147	135	153
<b>10. Two or More Races identified Students</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	98	99	94	96	95
% Exceeds	70	70	51	59	52
Number of students tested	172	185	194	202	184
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	6	10	7	6	10
% of students tested with alternative assessment	3	5	4	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	96	95	92	85	87
% Exceeds	51	32	38	40	20
Number of students tested	24	19	13	20	15
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	88	92	84	90	84
% Exceeds	47	54	26	35	16
Number of students tested	17	13	19	20	25
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	86	91	78	85	79
Number of students tested	21	22	23	20	19
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	98	99	96	97	96
% Exceeds	75	68	47	60	55
Number of students tested	122	141	136	146	137
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	95	98	90	93
% Exceeds	52	55	65	48	51
Number of students tested	180	176	175	189	177
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	10	5	8	10	10
% of students tested with alternative assessment	6	3	5	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	95	89	76	72	85
% Exceeds	15	33	18	17	23
Number of students tested	20	18	17	18	13
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	100	94	100	80	70
% Exceeds	8	31	42	15	20
Number of students tested	13	16	12	26	10
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	96	100	100	100
% Exceeds	85	83	87	85	67
Number of students tested	20	24	23	20	18
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	99	96	97	92	94
% Exceeds	51	52	63	49	51
Number of students tested	137	126	130	133	145
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meet plus % Exceeds	100	100	100	99	98
% Exceeds	75	76	63	70	57
Number of students tested	208	167	194	178	191
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	7	5	12	7	7
% of students tested with alternative assessment	3	3	6	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meet plus % Exceeds	100	100	100	100	92
% Exceeds	41	57	29	65	46
Number of students tested	32	23	17	17	13
<b>2. Students receiving Special Education</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meet plus % Exceeds	100	100	100	100	87
% Exceeds	47	44	47	55	27
Number of students tested	30	16	15	11	15
<b>6. Asian Students</b>					
% Meet plus % Exceeds	100	100	100	99	100
% Exceeds	87	76	71	91	94
Number of students tested	23	19	21	23	18
<b>7. American Indian or Alaska Native Students</b>					
% Meet plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meet plus % Exceeds	100	100	100	99	99
% Exceeds	80	81	64	67	57
Number of students tested	144	121	148	135	153
<b>10. Two or More Races identified Students</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meet plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	99	100	100	99	96
% Exceeds	68	53	56	52	31
Number of students tested	171	187	174	202	184
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	6	11	7	6	10
% of students tested with alternative assessment	4	6	4	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	100	100	100	87
% Exceeds	58	32	46	35	13
Number of students tested	24	19	13	20	15
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	100	100	100	95	88
% Exceeds	29	23	25	35	16
Number of students tested	17	13	12	20	25
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	95	59	70	70	47
Number of students tested	21	22	23	20	19
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	99	100	100	99	96
% Exceeds	70	55	57	51	31
Number of students tested	122	143	129	146	137
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Tests

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2009

**Publisher:** CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	100	100	99	98	98
% Exceeds	71	79	65	65	58
Number of students tested	181	174	197	189	177
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	11	3	9	10	10
% of students tested with alternative assessment	6	2	5	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	100	100	94	94	100
% Exceeds	50	67	44	44	8
Number of students tested	20	18	18	18	13
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds	100			80	60
% Exceeds	45			0	0
Number of students tested	11			10	10
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds	100	100	95	96	100
% Exceeds	54	75	35	46	10
Number of students tested	13	16	20	26	10
<b>6. Asian Students</b>					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	80	83	78	80	67
Number of students tested	20	24	23	20	18
<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	100	100	100	99	97
% Exceeds	71	79	67	66	61
Number of students tested	138	125	138	133	145
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**