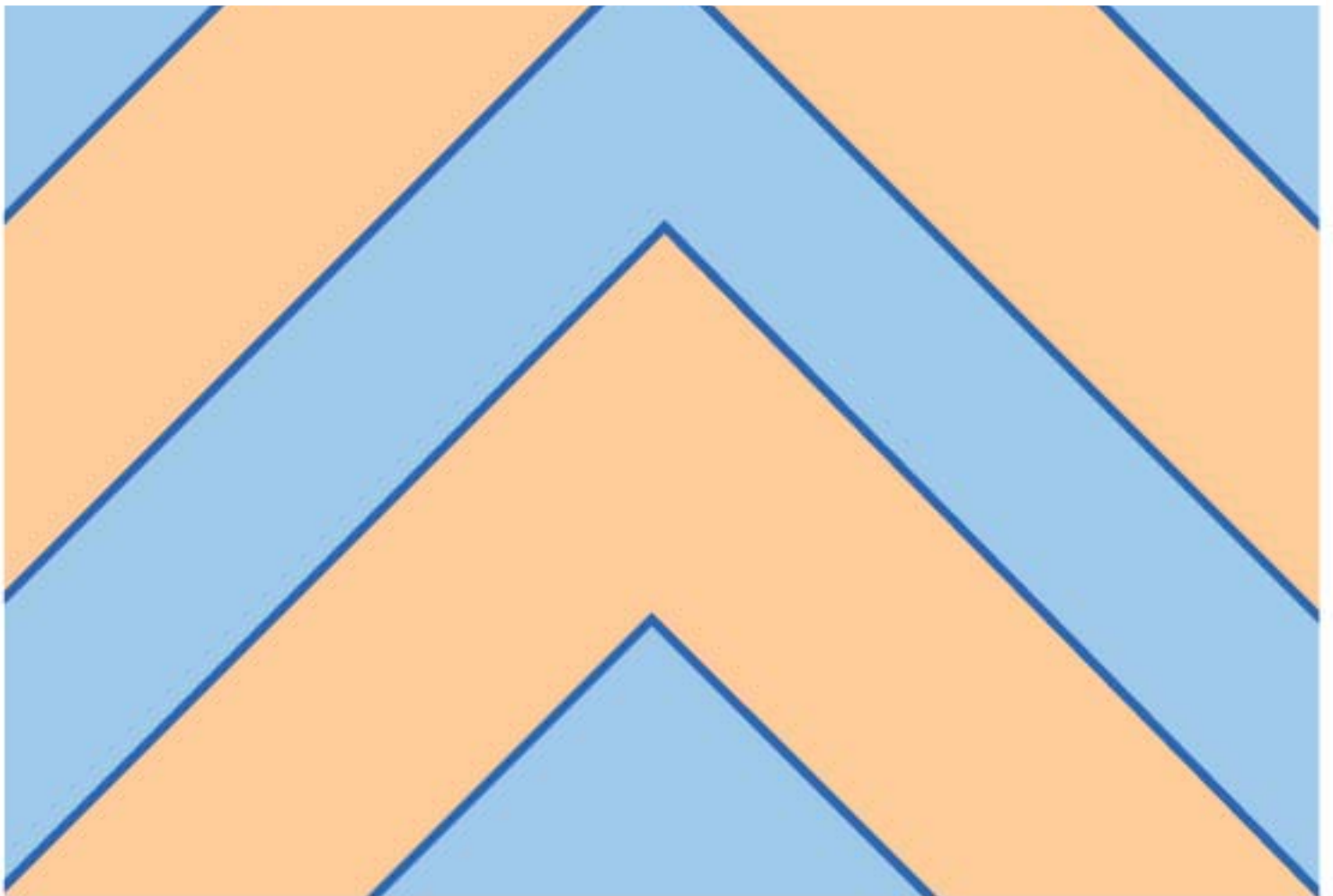


SCCPSS Board Accountability Committee Chevron Report

## **Middle Schools**

SY 2015-16 End of Year





## Middle Schools Chevron Reports

### **Purpose of the Impact Schools Chevron Reports**

The purpose of the Middle Schools Chevron Reports is to support the three-year Middle School redesign strategic plan. These reports have been created to provide key performance indicators and trend data for monitoring, measuring, & improving academic performance. A brief summary of the information provided within the Middle Schools Chevron Reports is provided below.

### **Goals / Objectives**

For each district middle school, Academic Affairs School Governance staff identified a goal that is focused on improving the school's overall College and Career Ready Performance Index (CCRPI) score. Specific objectives designed to support achievement of the overall goal are also provided.

### **Quantitative Data**

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of literacy and numeracy as measured by the district's benchmark assessments in reading and math; students' course performance as measured by teacher-assigned grades; and the school accountability data reported under Georgia's Single Statewide Accountability System.

The Reading on Gr Level and Numeracy on Gr Level tables provide the percentage of students meeting grade-level performance targets for reading and math as measured by the BOY (fall), MOY (winter), and EOY (spring) administrations of the benchmark assessments. Two different numbers are reported for BOY and MOY; the first represents the percentage of students who are On Target for the assessment window, and the second represents the percentage of students who have met the end-of-grade-level performance target established by the district. The assessment tools used for grades 6-8 are the SRI Reading Assessment and NWEA MAP.

The Teacher Assigned Grades table includes disaggregation by content area and grade level, with results displayed by quarters. The percentage of grades earned by numeric band and an overall pass rate are provided.

The final two tables in this section of the report provide the school's accountability outcomes, including a 3-year history of College & Career Ready Performance Index (CCRPI) scores, along with the school's current Priority, Focus, Alert, or Reward status.

### **Financial Data**

The Financial Data section includes information on the school's budget allocation by source and category for the current fiscal year. Enrollment and demographic data, including the percentage of Economically Disadvantaged (ED), English Learner (EL) and Students with Disabilities (SWD) are also provided. The 10<sup>th</sup> day enrollment count is used in conjunction with the funding source data to calculate the total allocation per student and the general fund allocation per student.

## **Qualitative Data**

The Qualitative Data section of the report includes relevant school-specific information provided by the principal. This typically includes general background information, specific areas of instructional focus, and strategies implemented to support the Goals / Objectives.

## **Additional Data**

The Additional Data section includes information with a more indirect relationship to the specified Goal. This data may help tell “the story behind the numbers” and/or identify factors that may contribute to the Impact designation.

The table at the top left of this section includes information on the percentage of students by days absent; the school’s total number of discipline referrals and percentage of students (unduplicated) who were referred for out-of-school suspension (OSS) or an alternative placement; the student mobility rate, which measures the percentage of students enrolling and withdrawing; the percentage of students assigned to Tier 2 or Tier 3 level Response to Intervention (RTI); and the teacher attendance rate. Each of these data points are reported quarterly; however, the absence data will be reported as the cumulative total across quarters in order to track absolute attendance status relative to CCRPI criteria.

The Student Retention table provides the percentage of students overall and by each grade level who were marked retained in the end of year Student Record data collection.

The TAPS Score Distribution table reports the prior school year’s distribution of ratings on the Teacher Assessment of Performance Standards portion of the teacher evaluation system, which only includes evaluator ratings based on observations and walkthroughs.

The Teacher/Administrator Experience table provides information on the number of years of teacher and administrator experience, both overall and within the Impact school building.

## **Principal’s Corner**

The Principal’s Corner provides the building administrator with an opportunity to provide commentary and additional insight into the school’s report. This section includes Points of Pride, which gives the principal an opportunity to highlight the positive items occurring at the school.

# Middle Schools Chevron Report

## Coastal Middle School

4595 US Highway 80 East Savannah, GA 31410

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- Increase the number of extended response writing activities in science and social studies classes from one per semester to one per marking period.
- Increase the number of students taking a World Language class each year from 66% to 100%.
- The percentage of 6<sup>th</sup>–8<sup>th</sup> grade students moving from the “Below Basic” range in the fall for reading as measured by the SRI assessment to the “Basic” or “Proficient” range in the spring will increase from 41% in 2015 to 45% in 2016.
- The percentage of 6<sup>th</sup>–8<sup>th</sup> grade students moving from the “Low” range for mathematics on the fall MAP assessment compared to the spring MAP assessment will decrease by 2 %.

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	90% / 74%	89% / 84%	91%	Grade 6	67% / 52%	78% / 72%	83%
Grade 7	81% / 74%	85% / 81%	88%	Grade 7	63% / 47%	66% / 60%	71%
Grade 8	85% / 76%	87% / 82%	88%	Grade 8	76% / 67%	78% / 75%	84%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Grade 6</b>	<b>Pass %</b>	<b>94%</b>	<b>94%</b>	<b>97%</b>	<b>95%</b>	<b>98%</b>	<b>98%</b>	<b>96%</b>	<b>98%</b>	<b>99%</b>	<b>96%</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>96%</b>	<b>95%</b>	<b>93%</b>
	90-100	34%	44%	45%	40%	32%	31%	31%	29%	42%	32%	37%	43%	31%	32%	28%	29%
	80-89	42%	36%	35%	40%	40%	39%	41%	42%	35%	38%	30%	27%	37%	38%	41%	40%
	70-79	18%	14%	17%	15%	26%	28%	24%	27%	22%	26%	31%	28%	30%	26%	26%	24%
	60-69	7%	6%	3%	5%	2%	2%	4%	3%	2%	4%	2%	3%	2%	4%	5%	5%
	<60	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	<1%	0%	0%	1%
<b>Grade 7</b>	<b>Pass %</b>	<b>97%</b>	<b>95%</b>	<b>91%</b>	<b>94%</b>	<b>97%</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>99%</b>	<b>100%</b>	<b>98%</b>	<b>99%</b>	<b>92%</b>	<b>100%</b>	<b>95%</b>	<b>92%</b>
	90-100	43%	33%	34%	36%	33%	42%	26%	34%	47%	51%	42%	51%	26%	51%	28%	26%
	80-89	32%	33%	34%	35%	40%	39%	43%	40%	34%	31%	36%	29%	40%	31%	41%	35%
	70-79	22%	29%	23%	23%	24%	16%	27%	23%	18%	18%	20%	19%	26%	18%	26%	31%
	60-69	3%	5%	9%	6%	4%	3%	3%	4%	2%	0%	3%	1%	8%	0%	5%	6%
	<60	< 1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
<b>Grade 8</b>	<b>Pass %</b>	<b>89%</b>	<b>93%</b>	<b>92%</b>	<b>100%</b>	<b>95%</b>	<b>94%</b>	<b>86%</b>	<b>96%</b>	<b>96%</b>	<b>90%</b>	<b>88%</b>	<b>100%</b>	<b>97%</b>	<b>90%</b>	<b>97%</b>	<b>97%</b>
	90-100	48%	36%	30%	65%	30%	23%	20%	30%	33%	35%	31%	53%	47%	35%	27%	33%
	80-89	29%	29%	35%	25%	38%	35%	38%	42%	36%	25%	26%	37%	39%	25%	40%	40%
	70-79	12%	28%	27%	10%	27%	37%	28%	24%	27%	30%	31%	11%	11%	30%	30%	24%
	60-69	12%	7%	7%	<1%	5%	6%	13%	3%	4%	10%	12%	0%	4%	10%	3%	2%
	<60	0%	1%	1%	0%	0%	0%	< 1%	0%	0%	0%	1%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	87.2	78.8	71.2
Achievement	53.1	48.5	30.3
Progress	16.6	15.7	32.0
Ach. Gap	12	10	5.0
Subgroup	4	3.6	2.9

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

**Financial Data**

FY 2016 Funding Source			FY 2016 Allocation					
General Fund	Grants		Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$5,641,337	\$431,889		\$23,052	\$5,699,942	\$1,700	\$140,100	\$208,432	\$6,073,226
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student	
705	35%	1%	13%	29	\$8,615		\$8,002	

# Middle Schools Chevron Report

## Coastal Middle School

4595 US Highway 80 East Savannah, GA 31410

### Qualitative Data

Coastal Middle School, a World IB School, has fifty-five certified teachers working collaboratively to offer the rigorous & holistic IB Middle Years Programme to all students. Students are afforded the opportunity to take high school courses in World Languages, Mathematics, & Literature. The IB Middle Years Programme allows staff to address holistically the intellectual, social, emotional & physical well-being of all students. Opportunities are afforded to all students to develop knowledge, attitudes & skills needed to manage complexity & take responsible action for the betterment of our global society. Our IB students lead a community service project where their knowledge is put into action as they work to improve their world & community. These activities include clothing drives, book drives, toy drives, & food drives, Trick or Treat for Troops, Holiday Angels, collaboration projects with the Second Harvest Food Bank, & constructing fresh water wells around the world. Students are also exposed to a multitude of STEM activities to include Lego Robotics, Technological Systems, 2-D Game Creation using MIT's Scratch program, 3-D Game Creation using Kodu Game Lab, Mousetrap Car Design, Dragster Design, Engineering, Biotechnological, Website Design, & Junior Achievement Courses.

Coastal Middle School was re-designated as a National Lighthouse School to Watch. Teachers & staff strive to foster exceptional communication with parents & the community. The school further improved this area of the State Health School Climate Survey. Parent and student-friendly team websites are established and are the most frequented websites in our district. Parents are regularly asked to provide feedback and suggestions for improving school operations. Our staff works closely with students to ensure they are successful in all endeavors, and works closely with partner schools to ensure our students have the best middle school experience in the world.

### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	92%	57%	39%	29%
Students Absent 3-5 days*	6%	26%	28%	27%
Students Absent >5 days*	2%	16%	33%	44%
Total Discipline Referrals	70	101	91	116
Students Referred for OSS	2%	2%	2%	3%
Students Referred for ISS	3%	4%	2%	4%
Students Referred for Alt. Placmt.	0%	<1%	<1%	0%
Student Mobility Rate	9%	5%	6%	1%
Students in RTI Tier 2	2%	3%	3%	2%
Students in RTI Tier 3	<1%	<1%	<1%	<1%
Teacher Attendance Rate	93%	91%		

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	83%	17%

Student Retention	EOY 14	EOY 15
Total	8%	6%
Gr 6	5%	6%
Gr 7	9%	8%
Gr 8	8%	5%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	13%	21%	48%	79%	38%	0%
AP	✓	✓				
Principal		✓	✓			

### Principal's Corner

**Points of Pride**

The goal at Coastal Middle School is that all students all exceed standards. Over the last seven years, students who exceeded standards increased in reading 34%, math 25%, science 18%, & social studies 26%. Coastal Middle School was re-designated as a Light House School to Watch this year. Additionally, Coastal Middle School has been reauthorized as an IB World School offering a Middle Years Programme. Students at Coastal Middle School excel academically, athletically, & artistically. A band student competed successfully in the state All State Band Competition. Athletes routinely excel in district championship competitions. Dozens of Coastal Middle students are accepted each year into the Duke TIP program. Recently, a 7<sup>th</sup> grade student received Grand Recognition in the Duke Talent Identification program, outperforming 90% of college bound seniors. Coastal Middle School's results on the GMAS EOC (high school) tests surpassed those at elite specialty middle & high schools. Coastal Middle School's world language program has been expanded so that 100% of our students take a world language class each year.

**Principal's Story Behind the Numbers**

Coastal Middle School has an experienced staffed trained in the IB Middle Years Programme. To increase the number of students reading & performing math on or above grade level, the school offers remedial & gifted classes during the students' connection classes, affording 200 additional minutes of weekly instruction at the child's instructional level. Additionally, the schedule has been reorganized to allow 6<sup>th</sup> grade students the benefit of a second mathematics class on team for one semester. While still admirable, Coastal Middle School's 2014 CCRPI score dropped considerably. Much of the loss was due to an 8<sup>th</sup> grade science course being incorrectly coded. The 2015 CCRPI score dropped again, and will likely do so again in 2016, since we are offering more high performing students high school courses and taking them from the pool of students who take the middle school GMAS EOG test. The school's staff is working diligently to increase staffing & improve achievement by increasing gifted and REP services offered to students. Last year, the school maximized REP services & increased FTE enough to earn a second teacher. This fall, the school increased gifted services by 50% & hopes to earn 3-4 additional teachers next year as a result. Additional staffing is critical to affording our students the best possible education. With these additional positions, Coastal Middle School will be able to offer students the opportunity to earn credit in 5.5 high school courses while attending our MYP World School.

# Middle Schools Chevron Report

## DeRenne Middle School

1009 Clinch Street, Savannah, GA 31405

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- Increase the percentage of 6<sup>th</sup> grade students meeting the district benchmark for numeracy in mathematics from 39% to 50% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 6<sup>th</sup> grade students meeting the district benchmark for reading on grade level from 59% to 65% as measured by the Scholastic Reading Inventory (SRI).
- Increase the percentage of 7<sup>th</sup> grade students meeting the district benchmark for numeracy in mathematics from 44% to 55% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 7<sup>th</sup> grade students meeting the district benchmark for reading on grade level from 61% to 66% as measured by the Scholastic Reading Inventory (SRI).
- Increase the percentage of 8<sup>th</sup> grade students meeting the district benchmark for numeracy in mathematics from 58% to 65% as measured by the Measure of Academic Progress (MAP) score for mathematics. Increase the percentage of 8<sup>th</sup> grade students meeting the district benchmark for reading on grade level from 60% to 65% as measured by the Scholastic Reading Inventory (SRI).

Reading on Gr Level	BOY*	MOY*	EOY
Grade 6	71% / 50%	72% / 64%	72%
Grade 7	56% / 37%	61% / 50%	63%
Grade 8	51% / 33%	57% / 51%	63%

Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	20% / 12%	38% / 32%	56%
Grade 7	31% / 16%	40% / 33%	51%
Grade 8	33% / 24%	42% / 39%	51%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Grade 6	Pass %	91%	90%	90%	90%	98%	90%	94%	97%	99%	86%	93%	91%	98%	90%	91%	100%
	90-100	8%	17%	12%	13%	32%	5%	15%	16%	42%	5%	14%	8%	31%	9%	17%	11%
	80-89	27%	25%	25%	26%	40%	27%	24%	37%	35%	19%	17%	29%	37%	31%	26%	59%
	70-79	56%	48%	53%	51%	26%	58%	55%	44%	22%	62%	62%	54%	30%	50%	48%	31%
	60-69	9%	10%	9%	10%	2%	9%	5%	3%	2%	13%	7%	9%	2%	10%	8%	0%
<60	0%	0%	<1%	<1%	0%	1%	<1%	<1%	0%	0%	0%	<1%	<1%	0%	0%	0%	
Grade 7	Pass %	93%	90%	93%	98%	97%	96%	94%	98%	99%	88%	92%	99%	92%	98%	88%	100%
	90-100	16%	15%	12%	32%	33%	15%	6%	22%	47%	6%	17%	49%	26%	11%	6%	15%
	80-89	42%	34%	38%	43%	40%	31%	35%	38%	34%	25%	17%	30%	40%	45%	29%	54%
	70-79	35%	41%	43%	23%	24%	50%	53%	38%	18%	57%	58%	20%	26%	42%	53%	32%
	60-69	7%	8%	4%	2%	4%	4%	6%	2%	2%	11%	4%	1%	8%	1%	7%	0%
<60	0%	2%	3%	<1%	0%	0%	<1%	<1%	0%	1%	4%	0%	0%	1%	5%	0%	
Grade 8	Pass %	93%	95%	91%	99%	95%	94%	97%	100%	96%	95%	100%	100%	97%	93%	96%	95%
	90-100	11%	14%	22%	22%	30%	7%	13%	12%	33%	20%	10%	17%	47%	18%	22%	21%
	80-89	34%	41%	29%	43%	38%	37%	35%	46%	36%	37%	39%	32%	39%	36%	33%	37%
	70-79	48%	40%	40%	34%	27%	50%	49%	42%	27%	38%	51%	52%	11%	39%	41%	37%
	60-69	7%	5%	9%	1%	5%	7%	3%	0%	4%	3%	1%	0%	4%	6%	4%	5%
<60	0%	0%	<1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	51.4	57.4	52.9
Achievement	33.5	34.6	17.3
Progress	13.9	13.3	30.9
Ach. Gap	3	9	4.2
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$5,128,296	\$1,255,847	\$43,828	\$5,728,272	\$2,576	\$204,043	\$405,424	\$6,384,143

Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student
636	91%	< 1%	13%	30	\$10,038	\$8,063

# Middle Schools Chevron Report

## DeRenne Middle School

1009 Clinch Street, Savannah, GA 31405

### Qualitative Data

DeRenne Middle School, Medical and Allied Health Advance Learning Academy is a true neighborhood school serving 635 students from Hodge, Butler, Haven & Gadsden Elementary Schools. We serve the whole child by fostering a school culture that is calm, safe & conducive to learning. DeRenne Middle School's students, faculty, parents & community members are committed to achieving high standards. We are a 21<sup>st</sup> Century Community Learning Center grant recipient. As a result of the programs that we offer through our 21<sup>st</sup> Century program, our enrollment exceeds our capacity each year. For the past three years our 21<sup>st</sup> Century program has been recognized for meeting & exceeding all annual goals. Through our extended learning options, students are afforded the opportunity to engage in enrichment activities, tutorial, course recovery, & acceleration.

The vision of DeRenne Middle School is for all students to achieve academic excellence in an academically challenging & positive learning environment. Our efforts to fulfill our vision are evident in our daily practices and philosophy of fostering academic excellence. Our students have demonstrated significant gains in many academic areas. Georgia Milestones data for 2015 indicates our 9<sup>th</sup> Grade Literature and Composition students scored higher than the district, region, and state on the Reading and Vocabulary portion of the EOC exam with 76% scoring at or above grade level. Our 9<sup>th</sup> grade Coordinate Algebra students scored higher on the EOC exam than the district, region, and state with 38% scoring level 3 and 4. Our Scholastic Reading Inventory (SRI) data indicates a two-digit increase per grade in the percentage of students reading on grade level.

The teachers and staff foster an expectation of academic excellence at DeRenne Middle School. There are 42 certified teachers on staff and 33% are gifted endorsed and four teachers are certified to teach high school level courses. As a result, students at DeRenne Middle School are afforded the opportunity to earn up to four high school credits in Latin, Algebra, Literature & Composition, & World History. In addition, our science teacher has been selected to compete in the Governor's Office of Student Achievement's Innovation in Teaching Competition.

We are currently implementing best practices to pursue STEM certification for identified programs within our school. As a result, we are the recipient of a competitive nationwide grant from Verizon to implement the Project Lead the Way (PLTW) rigorous computer science program. Our Medical and Allied Health program is flourishing, we have increased the number of business partnerships from the medical field to provide opportunities for our students to visit the medical entities; have guest speakers; and provide additional hands on learning activities. We currently have a partnership with J.C. Lewis, Memorial Health, South University, and Savannah Hospice.

We have several groups that provide mentoring services to our students. Our long time business partner Skidaway Island Rotary Club members teach the Junior Achievement course to Future Business Leaders of America (FBLA) students. The Army Corp of Engineers volunteer with our 21<sup>st</sup> CLC program to teach coding to our students and was featured in the Army Corp of Engineers newsletter. The Coast Guard also provides weekly mentoring to our male students.

### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	91%	59%	51%	38%
Students Absent 3-5 days*	7%	24%	29%	36%
Students Absent >5 days*	2%	16%	19%	26%
Total Discipline Referrals	35	154	79	86
Students Referred for OSS	3%	14%	7%	8%
Students Referred for ISS	1%	3%	1%	3%
Students Referred for Alt. Placmt.	0%	<1%	0%	0%
Student Mobility Rate	10%	8%	10%	4%
Students in RTI Tier 2	4%	9%	10%	10%
Students in RTI Tier 3	2%	2%	2%	2%
Teacher Attendance Rate	97%	95%		

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	97%	3%

Student Retention	EOY 14	EOY 15
Total	22%	20%
Gr 6	12%	24%
Gr 7	24%	17%
Gr 8	30%	18%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	36%	53%	34%	47%	30%	0%
AP		✓	✓			
Principal		✓	✓			

### Principal's Corner

<b>Points of Pride</b>	DeRenne Middle School is consistently improving in all areas affecting student achievement • Project Lead the Way (PLTW) Grant - \$20,000 • Duke Talent Identification Program 12 Students 2015-2016; 9 students 2014-2015 • Medical and Allied Health Program's students placed 1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup> at HOSA Regional Competition • Regional Science Fair 2 <sup>nd</sup> & 3 <sup>rd</sup> place • Participation in GA Book Awards Quiz Bowl & Armstrong State Math Tournament • 3 District Honor Band participants • District 1 Clinic Honor Band 9 students • Georgia Southern University Stem Festival 25 students • The Mediation Center of Savannah Outstanding School Award • REACH Scholarship Recipient • DEEP Young Author's Project • Acceleration Courses for high school credit – Algebra, Literature, World History, Latin
<b>Principal's Story Behind the Numbers</b>	Our leadership team members and faculty have reviewed student data and established a three year strategic plan to implement school wide researched based strategies in curriculum and instruction; positive learning environment; along with professional development that lead to increased student achievement. Many of our students enter the 6th grade reading below grade level and scoring below grade level in math. Our mobility rate is 19%. While our 2015 CCRPI score decreased slightly to 52.9, our overall performance indicates an increase of 4.2 points over a four year period from 48.7 to 52.9. In addition, our SRI (Reading) data indicates a positive increase of more than 15% at each grade level. Our MAP (Math) data indicates a positive increase of 10% by the time the students enter 8th grade. The progress data illustrates our dedication and commitment to fostering student achievement. With the addition of our Instructional Specialist and Behavior Interventionist we expect that our student data will continue to show an upward trend.

# Middle Schools Chevron Report

## Hubert Middle School

768 Grant Street Savannah, GA 31401

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- Decrease the number of students scoring below basic on the fall administration of the SRI from 61% to 40% by the spring administration in April 2016.
- Decrease the number of students scoring below basic on the fall administration of the MAP from 63% to 53% by the spring administration in April 2016.

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	59% / 37%	65% / 48%	63%	Grade 6	16% / 10%	26% / 22%	36%
Grade 7	56% / 37%	61% / 50%	67%	Grade 7	26% / 13%	27% / 23%	40%
Grade 8	50% / 41%	56% / 51%	57%	Grade 8	31% / 22%	30% / 28%	33%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades	Reading/ELA				Math				Science				Social Studies			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Pass %</b>	<b>95%</b>	<b>88%</b>	<b>88%</b>	<b>98%</b>	<b>80%</b>	<b>74%</b>	<b>66%</b>	<b>91%</b>	<b>88%</b>	<b>85%</b>	<b>92%</b>	<b>96%</b>	<b>87%</b>	<b>87%</b>	<b>90%</b>	<b>97%</b>
<b>Grade 6</b>																
90-100	4%	9%	4%	5%	5%	3%	4%	9%	17%	7%	15%	10%	8%	8%	10%	17%
80-89	19%	21%	33%	36%	25%	16%	19%	40%	31%	27%	29%	27%	20%	24%	24%	27%
70-79	72%	58%	51%	57%	50%	56%	43%	42%	40%	51%	48%	59%	59%	55%	56%	53%
60-69	6%	12%	12%	3%	19%	26%	33%	9%	12%	15%	8%	4%	14%	12%	10%	3%
<60	1%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%
<b>Pass %</b>	<b>93%</b>	<b>82%</b>	<b>86%</b>	<b>88%</b>	<b>94%</b>	<b>84%</b>	<b>79%</b>	<b>87%</b>	<b>79%</b>	<b>82%</b>	<b>84%</b>	<b>83%</b>	<b>97%</b>	<b>95%</b>	<b>91%</b>	<b>97%</b>
<b>Grade 7</b>																
90-100	9%	13%	11%	13%	2%	4%	6%	12%	2%	4%	7%	15%	12%	6%	6%	12%
80-89	39%	22%	31%	32%	19%	23%	10%	27%	23%	26%	21%	23%	32%	49%	50%	49%
70-79	45%	47%	44%	43%	73%	56%	63%	48%	54%	52%	56%	45%	53%	40%	35%	36%
60-69	8%	17%	12%	12%	6%	16%	21%	13%	20%	18%	17%	18%	4%	5%	10%	2%
<60	0%	1%	2%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Pass %</b>	<b>99%</b>	<b>71%</b>	<b>63%</b>	<b>97%</b>	<b>91%</b>	<b>84%</b>	<b>77%</b>	<b>94%</b>	<b>93%</b>	<b>94%</b>	<b>88%</b>	<b>98%</b>	<b>96%</b>	<b>92%</b>	<b>75%</b>	<b>91%</b>
<b>Grade 8</b>																
90-100	15%	6%	9%	6%	7%	8%	10%	21%	8%	12%	7%	25%	6%	7%	7%	29%
80-89	22%	21%	11%	33%	28%	32%	27%	31%	40%	37%	34%	45%	28%	36%	15%	35%
70-79	62%	44%	43%	58%	56%	44%	40%	42%	45%	44%	47%	28%	62%	48%	53%	27%
60-69	1%	28%	34%	4%	9%	16%	23%	6%	6%	6%	12%	1%	4%	8%	25%	8%
<60	1%	1%	4%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	63	60.5	47.6
Achievement	35.4	37.6	16.9
Progress	14.6	15.5	26.9
Ach. Gap	11	6	3.3
Subgroup	1	.9	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	Yes	Progress

\*3-year cycle includes SY 16 - SY 18

Reward status based on SY 14

**Financial Data**

FY 2016 Funding Source				FY 2016 Allocation					
General Fund	Grants			Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$4,249,229	\$1,123,741			\$48,490	\$4,768,154	\$5,953	\$132,287	\$418,086	\$5,372,970
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student		
521	92%	0%	11%	25	\$10,313		\$8,156		



## Middle Schools Chevron Report

### Hubert Middle School

768 Grant Street Savannah, GA 31401

**Qualitative Data**

Hubert Middle School is an important part of the Eastside community. Nestled on a beautiful campus, it has been in the area for over fifty years. It houses 6, 7 and 8<sup>th</sup> grade students. Hubert is the resident school for two subsidized housing communities. The school is 99% African American and is currently 97% free and reduced lunch. Hubert is the only Middle School in the district that houses two Academies; The CTAE Academy and the Paragon Male Academy. Paragon Male Academy is the only all male Academy in the district. The Academy houses 100 young men. The tenets of the academy is service, leadership and academics. The 8<sup>th</sup> grade Paragon males achieve scores that allow them to attend other specialized Academies such as Early College, IB Program and Woodville Tompkins.

**In SY 2015-16 Hubert Middle School will implement the following strategies to improve student achievement :**

- Thinking Maps strategy
- intensive professional development focused on increasing rigor within the content area
- professional development focused on working with students of poverty
- monthly vertical planning for teachers within content areas,
- work sessions in school for understanding how to analyze student assignments against the standards
- using data to support instruction during classes and flex block

**In addition the administrative team will:**

- Monitor classrooms and provide teachers with feedback that promotes growth and improve their instructional strategies
- Meet monthly with leadership team to monitor the School Accountability Plan and review goals and objectives
- Meet monthly with content departments to review data and instructional strategies
- Meet monthly with PBIS committee to review plans for implementing PBIS to improve student behavior and school climate

**Additional Data**

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	89%	63%	52%	47%
Students Absent 3-5 days*	7%	19%	23%	21%
Students Absent >5 days*	3%	18%	25%	31%
Total Discipline Referrals	170	150	179	112
Students Referred for OSS	7%	10%	13%	8%
Students Referred for ISS	5%	6%	4%	6%
Students Referred for Alt. Placmt.	0%	<1%	1%	1%
Student Mobility Rate	12%	8%	18%	4%
Students in RTI Tier 2	1%	4%	3%	4%
Students in RTI Tier 3	0%	2%	1%	1%
Teacher Attendance Rate	95%	91%		

\*Absence data is reported as cumulative % across quarters

Student Retention	EOY 14	EOY 15
Total	23%	30%
Gr 6	17%	32%
Gr 7	25%	33%
Gr 8	28%	24%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	28%	51%	60%	49%	12%	0%
AP	✓	✓				
Principal	✓	✓				

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

**Principal's Corner**

**Points of Pride**

- Title 1 High Progress Reward School
- 21<sup>st</sup> Century after school program achieved all goals for the school year, and 0 findings noted in its audit
- Mr. Melody, 8<sup>th</sup> grade math, and Ms. Campbell Porter, 6<sup>th</sup> grade math, won Reflexmath grant
- Mr. Melody, 8<sup>th</sup> grade math teacher presented at the Math Conference at Rock Eagle
- Student selected for 1<sup>st</sup> chair in the Winterfest Concert at AASU
- Mr. Dillon students placed 3<sup>rd</sup> in the SumDog math contest
- Model PTA for 2015
- Awarded \$1400 grant from Rack Room "Shoes that Fit Program"
- 6<sup>th</sup> grade student named Superintendent's Student of the Month for November.
- Received United Way Campaign Caring Cup for most collected in a Middle School for 2014
- State of the art food court style cafeteria under construction with proposed completion date of Aug. 2016

**Principal's Story Behind the Numbers**

As a particularly high-poverty urban school with a large proportion of students who transition into middle school already behind their peers and have greater home and community disadvantages, we face many challenges. One challenge our school addresses persist with ongoing turnover to build instructional capacity & to ensure that students in all classrooms have effective teachers. Attention to student behavior issues also often impacts the level of instruction provided to students.

# Middle Schools Chevron Report

## Mercer Middle School

201 Rommel Avenue Savannah, GA 31408

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- 1) Use common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices. (School Performance Standards A-3)
- 2) Monitors and evaluates the impact of professional learning on staff practices and student learning. (School Performance Standards PL-6)
- 3) Establishes and supports a data-driven school leadership team that is focused on student learning. (School Performance Standards L-6)
- 4) Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance. (School Performance Standards P&O-2)
- 5) Monitors implementation of the school improvement plan and makes adjustments as needed. (School Performance Standards P&O-3)

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY
Grade 6	60% / 39%	66% / 53%	67%
Grade 7	53% / 37%	60% / 55%	67%
Grade 8	53% / 39%	57% / 47%	66%

Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	24% / 12%	39% / 32%	56%
Grade 7	41% / 21%	42% / 32%	46%
Grade 8	37% / 32%	41% / 40%	52%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades	Reading/ELA				Math				Science				Social Studies							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
<b>Grade 6</b>	<b>Pass %</b>				<b>90%</b>	<b>84%</b>	<b>79%</b>	<b>86%</b>	<b>62%</b>	<b>82%</b>	<b>89%</b>	<b>82%</b>	<b>95%</b>	<b>89%</b>	<b>91%</b>	<b>88%</b>	<b>90%</b>	<b>88%</b>	<b>91%</b>	<b>91%</b>
90-100	34%	21%	14%	30%	21%	11%	12%	18%	18%	9%	7%	21%	9%	19%	13%	20%				
80-89	42%	32%	35%	22%	38%	39%	29%	26%	39%	44%	47%	35%	37%	35%	32%	29%				
70-79	14%	30%	30%	34%	3%	32%	48%	38%	38%	36%	37%	32%	44%	35%	46%	42%				
60-69	6%	8%	14%	10%	7%	11%	6%	8%	5%	10%	9%	11%	9%	12%	4%	8%				
<60	3%	8%	7%	4%	1%	8%	6%	10%	0%	1%	0%	1%	1%	0%	5%	1%				
<b>Grade 7</b>	<b>Pass %</b>				<b>84%</b>	<b>80%</b>	<b>77%</b>	<b>78%</b>	<b>94%</b>	<b>83%</b>	<b>77%</b>	<b>81%</b>	<b>93%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>	<b>88%</b>	<b>78%</b>	<b>81%</b>
90-100	14%	8%	6%	18%	7%	11%	20%	17%	24%	34%	27%	26%	10%	34%	18%	31%				
80-89	19%	26%	21%	30%	28%	33%	16%	21%	33%	32%	38%	42%	27%	28%	34%	18%				
70-79	51%	46%	50%	30%	59%	39%	41%	43%	36%	25%	24%	20%	51%	26%	26%	32%				
60-69	14%	18%	16%	8%	6%	7%	16%	11%	8%	9%	10%	12%	12%	11%	21%	18%				
<60	1%	2%	8%	14%	0%	10%	7%	9%	0%	1%	2%	0%	0%	1%	1%	1%				
<b>Grade 8</b>	<b>Pass %</b>				<b>75%</b>	<b>65%</b>	<b>91%</b>	<b>82%</b>	<b>78%</b>	<b>75%</b>	<b>85%</b>	<b>80%</b>	<b>57%</b>	<b>57%</b>	<b>87%</b>	<b>91%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>76%</b>
90-100	10%	17%	23%	22%	9%	11%	13%	5%	2%	5%	1%	20%	10%	7%	4%	6%				
80-89	23%	22%	26%	37%	23%	26%	26%	20%	14%	14%	29%	29%	22%	27%	25%	31%				
70-79	42%	26%	42%	23%	46%	38%	46%	55%	41%	37%	57%	42%	37%	34%	39%	39%				
60-69	12%	22%	5%	8%	20%	14%	10%	12%	24%	24%	11%	8%	24%	15%	20%	6%				
<60	14%	14%	5%	10%	2%	11%	4%	9%	18%	19%	2%	1%	7%	16%	12%	18%				

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	54.5	54.4	48.7
Achievement	32.4	33.6	15.8
Progress	12.5	13.3	28.2
Ach. Gap	8	7	4.2
Subgroup	.6	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

**Financial Data**

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$3,844,366	\$1,355,761	\$70,583	\$4,673,714	\$3,500	\$136,248	\$316,082	\$5,200,127
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student
335	86%	1%	13%	27	\$15,523		\$11,476

# Middle Schools Chevron Report

## Mercer Middle School

201 Rommel Avenue Savannah, GA 31408

### Qualitative Data

Mercer Middle School's motto is Rigor, Relevance, and Relationships, the Raider Way! Mercer Middle has been identified as a possible school for the Georgia Opportunity School District. To prevent this, a concerted effort is being made by administration, faculty & staff to improve instructional practices & increase academic rigor, thus upholding Mercer's motto. Several initiatives are underway at Mercer to increase the CCRPI rating. These initiatives include but are not limited to the following:

- Creating a standards-based classroom with focused learning targets.
- Using Thinking Maps consistently as a seamless part of instructional strategies.
- Conducting weekly focus walks that look for teaching techniques learned in the weekly professional learning meetings.
- Analyzing data is the emphasis at the school, grade level, subject area, teacher, and student levels.
- Monitoring MMS's performance on the key School Performance Standards on a consistent and pervasive basis.

### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	76%	45%	36%	30%
Students Absent 3-5 days*	14%	23%	22%	18%
Students Absent >5 days*	10%	33%	42%	52%
Total Discipline Referrals	217	326	67	55
Students Referred for OSS	13%	22%	4%	8%
Students Referred for ISS	20%	17%	4%	1%
Students Referred for Alt. Placmt.	0%	<1%	0%	1%
Student Mobility Rate	17%	15%	14%	5%
Students in RTI Tier 2	9%	12%	8%	9%
Students in RTI Tier 3	1%	2%	2%	2%
Teacher Attendance Rate	93%	93%		

Student Retention	EOY 14	EOY 15
Total	32%	35%
Gr 6	18%	41%
Gr 7	41%	36%
Gr 8	36%	28%

Teacher / Administrator Experience						
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	31%	53%	56%	39%	14%	8%
AP	✓	✓				
Principal	✓	✓				

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	4%	92%	4%

### Principal's Corner

#### Points of Pride

Savannah Deep Center White House Honoree attributes his success to MMS English/Language Arts teacher, Dr. Selena Travis • MMS made gains to be removed from the Focus School list • Mr. Horace Magwood recognized by Savannah-Chatham Council, PTA, as outstanding principal • PBIS recognized MMS as a distinguished school for successful implementation of PBIS • Quiz Bowl team won district Middle School Division Division • 2016 SCCPSS Student Success EXPO – Straw Tower 3<sup>rd</sup> Place FCCLA – Mouse Trap Car 1<sup>st</sup> Place; Career Display 3<sup>rd</sup> Place; Membership Recruitment Challenge 3<sup>rd</sup> Place; Public Speaking 1<sup>st</sup> Place; Extemporaneous Speech 1<sup>st</sup> Place; Iron Chef 1<sup>st</sup> Place Raider Nations • FCCLA State Leadership Conference – Silver Medals in Chapter in Review Display & Chapter in Review Portfolio – Winners will attend National Leadership Conference

#### Principal's Story Behind the Numbers

Mercer Middle School is an urban school with 94% of the students identified as economically disadvantaged. A large portion of the students transition to the school behind their peers & accompanied with home & community disadvantages; therefore, MMS faces many challenges. Although data reveals students enter well behind their peers & many students have been retained 1 or more years, growth is evident by completion of 8th grade. Mercer teachers tend to focus instruction at the Depth of Knowledge Level 1; thus preventing the students from receiving instruction at a rigor level stated in the content standards. Attention to student behavior issues prevents teachers from focusing on academic rigor. Based on the above information, Mercer Middle School with guidance from the school leadership team, school improvement specialist & GADOE specialists is in the process of implementing the following tasks aligned with the Georgia School Performance Standards:

**Assessment Standard 3** – Use common assessments aligned with the required standards to monitor student progress, inform instruction, & improve teacher practices. • Establish master assessment calendar for administering & monitoring district common assessments • Analyze data one week after administration of district common assessments & revise curriculum based on analysis. • Create common assessments for 5 power standards at each grade level content area in preparation for End of Grade GMAS for prior curriculum

**Professional Learning Standard 6** – Monitors & evaluates impact of professional learning on staff practices & student learning • Establish & maintain school-wide professional learning calendar • Promote school culture where professional collaboration is emphasized & valued • Provide regular & detailed feedback to teachers to help them continually improve instructional practices as they learn new strategies • Administrators, GADOE Improvement Specialists, MMS Leadership team members, School Improvement Specialist and Academic coach conduct informal classroom walk-throughs focusing on Professional Learning topics • Results of observations analyzed in leadership team meetings through the use of protocols; revealed 70% of observed classes display Learning Targets; 80% display/reference the essential question; 74% display/reference the curriculum standard; majority of students able to describe what they were doing or learning

**Leadership Standard 6** – Establishes & supports a data-driven school leadership team that is focused on student learning. • Meet 2/month with leadership team. • Use data to make decisions & recommendations regarding school improvement, curriculum & student support systems • Conduct focus walks consistently & pervasively • Leadership team uses protocols to facilitate dialogue where everyone has a voice.

**Planning & Organization Standard 2** – Uses a data-driven & consensus-oriented process to develop & implement a school improvement plan that is focused on student performance. • Develop school improvement plan goals & identify instructional areas for improvement based on GMAS baseline results • 2015 GMAS results revealed science and social studies are areas for the largest opportunities for growth.

**Planning & Organization Standard 3** – Monitors implementation of school improvement plan & makes adjustments as needed. • Analyze fall and winter Measure of Academic Progress (MAP) Math and Scholastic Reading Inventory (SRI) results to establish student supports for children not meeting the proficient levels • Analyze SRI/MAP & GMAS results to identify correlations

# Middle Schools Chevron Report

## Myers Middle School

2025 East 52<sup>nd</sup> Street Savannah, GA 31404

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- The percent of all students scoring in the basic or above ranges for mathematics on the MAP assessment will increase from 23% to 50%
- The percent of all students scoring the basic or above ranges for reading on the SRI assessment will increase from 43% to 70%
- The percent of students meeting Promotion Guidelines will increase from 75% to 100%

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	73% / 49%	78% / 66%	75%	Grade 6	22% / 9%	32% / 27%	39%
Grade 7	58% / 38%	59% / 50%	62%	Grade 7	24% / 13%	22% / 18%	33%
Grade 8	59% / 42%	59% / 54%	62%	Grade 8	29% / 20%	36% / 32%	39%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades	Reading/ELA				Math				Science				Social Studies				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>Grade 6</b>	<b>Pass %</b>	<b>98%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>67%</b>	<b>74%</b>	<b>73%</b>	<b>79%</b>	<b>93%</b>	<b>89%</b>	<b>91%</b>	<b>92%</b>	<b>83%</b>	<b>81%</b>	<b>82%</b>	<b>76%</b>
	90-100	10%	11%	10%	19%	6%	1%	9%	14%	14%	9%	24%	21%	9%	7%	3%	10%
	80-89	34%	37%	32%	39%	14%	16%	17%	34%	38%	29%	27%	25%	18%	11%	15%	23%
	70-79	54%	48%	55%	38%	47%	57%	47%	31%	41%	51%	40%	46%	56%	63%	64%	43%
	60-69	2%	5%	3%	3%	33%	26%	27%	21%	7%	11%	8%	7%	18%	19%	18%	20%
<60	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	2%	0%	0%	0%	4%	
<b>Grade 7</b>	<b>Pass %</b>	<b>91%</b>	<b>81%</b>	<b>76%</b>	<b>93%</b>	<b>95%</b>	<b>67%</b>	<b>82%</b>	<b>87%</b>	<b>92%</b>	<b>82%</b>	<b>84%</b>	<b>98%</b>	<b>81%</b>	<b>79%</b>	<b>76%</b>	<b>91%</b>
	90-100	6%	8%	7%	10%	1%	2%	5%	15%	7%	6%	8%	12%	16%	9%	16%	16%
	80-89	26%	20%	21%	29%	26%	23%	22%	33%	26%	28%	23%	41%	32%	30%	26%	27%
	70-79	59%	53%	48%	54%	68%	42%	55%	39%	59%	48%	53%	45%	33%	40%	34%	48%
	60-69	9%	18%	25%	7%	5%	30%	17%	12%	8%	18%	16%	3%	15%	13%	13%	6%
<60	0%	0%	0%	1%	0%	3%	1%	1%	1%	0%	0%	1%	4%	8%	11%	3%	
<b>Grade 8</b>	<b>Pass %</b>	<b>97%</b>	<b>84%</b>	<b>85%</b>	<b>95%</b>	<b>79%</b>	<b>80%</b>	<b>71%</b>	<b>93%</b>	<b>79%</b>	<b>88%</b>	<b>60%</b>	<b>91%</b>	<b>94%</b>	<b>91%</b>	<b>42%</b>	<b>93%</b>
	90-100	12%	10%	12%	12%	1%	2%	2%	12%	6%	14%	6%	39%	12%	5%	6%	28%
	80-89	21%	26%	31%	27%	23%	23%	21%	32%	25%	31%	19%	33%	49%	37%	13%	23%
	70-79	64%	48%	42%	56%	55%	55%	48%	49%	48%	43%	35%	19%	33%	49%	23%	42%
	60-69	3%	10%	10%	5%	20%	20%	27%	6%	20%	11%	35%	10%	6%	9%	37%	6%
<60	0%	6%	4%	1%	1%	0%	2%	1%	1%	1%	5%	0%	0%	0%	21%	1%	

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	59.2	48	57.1
Achievement	36.1	34.4	17.4
Progress	14.4	13.1	33.4
Ach. Gap	5	0	5.8
Subgroup	2.7	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

**Financial Data**

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Dev/pmt.	Utilities/Phone	Other	Total
\$4,470,404	\$1,213,085	\$22,165	\$5,100,016	\$2,576	\$165,676	\$393,056	\$5,683,489

Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
595	87%	0%	13%	31

Total Allocation per Student
\$9,552

General Fund Allocation per Student
\$7,513

## Middle Schools Chevron Report

### Myers Middle School

2025 East 52<sup>nd</sup> Street Savannah, GA 31404

#### Qualitative Data

Myers Middle School (MMS) was constructed in 1960 as a junior high school housing grade seven, eight, and nine. In 1985, the school system implemented the middle school concept, and Myers Middle School began to serve grades six, seven, and eight. In August of 2001, a new facility was constructed. The new facility provides students advanced technological opportunities.

Myers currently serves 600 students. Approximately 90% of the students receive free or reduced lunch. Ten percent of our student receive specialized instruction. Another ten percent of our students receives gifted services and/or advanced content. The faculty and staff is comprised of 46 certified teachers and 20 classified staff members. Thirty-seven percent of the teachers hold Bachelor's degrees. Forty-two percent of the certified teachers hold a Master's degree. Seventeen percent of the certified teachers hold a Specialist or Doctorate degree.

Currently MMS is working to close achievement gaps in all core content areas. Working toward this goal, Myers is participating in the Middle School Redesign. As part of the redesign, we have implemented Micro Society and Junior Achievement. Both of these programs nurture higher order thinking skills while making learning relevant and reflective of the "real-world."

Micro Society provides teachers with principles of Core Knowledge which empowers students to take ownership of their learning. Both Micro Society and Junior Achievement promote literacy and numeracy skills, as well as financial literacy and entrepreneurship.

#### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	91%	60%	45%	36%
Students Absent 3-5 days*	6%	22%	24%	23%
Students Absent >5 days*	3%	18%	31%	41%
Total Discipline Referrals	67	217	142	59
Students Referred for OSS	3%	12%	9%	6%
Students Referred for ISS	5%	11%	6%	<1%
Students Referred for Alt. Placmt.	0%	1%	<1%	<1%
Student Mobility Rate	10%	10%	14%	4%
Students in RTI Tier 2	11%	11%	10%	10%
Students in RTI Tier 3	1%	2%	2%	3%
Teacher Attendance Rate	97%	91%		

Student Retention	EOY 14	EOY 15
Total	29%	20%
Gr 6	19%	21%
Gr 7	48%	25%
Gr 8	20%	14%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	40%	56%	37%	44%	23%	0%
AP	✓	✓				
Principal	✓	✓				

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	15%	85%	0%

#### Principal's Corner

##### Points of Pride

REACH Scholarship Recipient  
 One Teacher Recipient of Pay for Performance  
 Principal and Assistant Principal (Junior Achievement Teachers of the Year)  
 Principal (Mike Campbell Exemplary Leadership Award)  
 1<sup>st</sup> Place FBLA Career Pathway Display (Student Success Expo)  
 1<sup>st</sup> Place CTSO Membership Recruitment Display (Student Success Expo)  
 2<sup>nd</sup> Place FCCLA Career Pathway Display (Student Success Expo)  
 3<sup>rd</sup> Place PSA Diabetes Awareness (Student Success Expo)  
 100 Club Diabetes Awareness Award  
 Ohio State University Honor Band (3 Students)  
 One-to-one Technology Grant Recipient (6<sup>th</sup> Grade)

##### Principal's Story Behind the Numbers

Myers Middle School has multiple feeder schools many of which are located on the south side of Savannah. This commute poses a challenge for students requiring additional academic support which may be offered during after-school hours. Having many feeder schools poses a higher need for teachers to be knowledgeable of differentiated instructional strategies. MMS staff is participating in ongoing professional development on differentiated instruction, co-teaching, implementing the GA Standards of Excellence, and ways to create and use ongoing formative and common assessments.

# Middle Schools Chevron Report

## Southwest Middle School

6030 Ogeechee Road Savannah, GA 31419

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- To increase the percentage of students reading on grade level using the SRI as an assessment tool in Grade 6 from 70% to 75%, in Grade 7 from 74% to 79%, and in Grade 8 from 80% to 85%.
- To increase the percentage of students meeting Math promotion criteria using MAP as an assessment tool in Grade 6 from 69% to 74%, in Grade 7 from 80% to 85%, & Grade 8 from 90% to 93%.
- To increase the number of Students with Disabilities (SWD) scoring at or above proficiency as measured by the SRI in Grade 6 from 42% to 47%, in Grade 7 from 43% to 48%, and in Grade 8 from 53% to 58%.
- To increase the number of Students with Disabilities (SWD) scoring at or above proficient as measured by the MAP in Grade 6 from 25% to 30%, in Grade 7 from 16% to 21, and in Grade 8 from 30% to 35%.

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	78% / 58%	82% / 73%	90%	Grade 6	35% / 21%	52% / 43%	71%
Grade 7	62% / 47%	64% / 58%	69%	Grade 7	38% / 25%	40% / 33%	56%
Grade 8	63% / 49%	65% / 58%	75%	Grade 8	45% / 34%	48% / 46%	66%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Grade 6</b>	<b>Pass %</b>	<b>85%</b>	<b>75%</b>	<b>88%</b>	<b>92%</b>	<b>86%</b>	<b>89%</b>	<b>89%</b>	<b>86%</b>	<b>79%</b>	<b>74%</b>	<b>75%</b>	<b>92%</b>	<b>83%</b>	<b>80%</b>	<b>93%</b>	<b>81%</b>
	90-100	11%	9%	8%	27%	9%	8%	11%	13%	5%	6%	8%	10%	12%	9%	15%	15%
	80-89	23%	20%	34%	39%	28%	27%	29%	34%	32%	24%	26%	38%	25%	30%	42%	35%
	70-79	51%	46%	46%	26%	49%	54%	49%	39%	42%	44%	41%	44%	46%	41%	36%	31%
	60-69	13%	23%	13%	6%	15%	11%	11%	14%	20%	25%	17%	8%	17%	14%	7%	13%
<60	<1%	2%	0%	1%	0%	0%	<1%	<1%	0%	1%	7%	<1%	0%	6%	1%	6%	
<b>Grade 7</b>	<b>Pass %</b>	<b>68%</b>	<b>67%</b>	<b>77%</b>	<b>80%</b>	<b>78%</b>	<b>71%</b>	<b>65%</b>	<b>82%</b>	<b>91%</b>	<b>87%</b>	<b>91%</b>	<b>86%</b>	<b>68%</b>	<b>77%</b>	<b>71%</b>	<b>82%</b>
	90-100	5%	5%	16%	7%	11%	10%	8%	14%	11%	17%	20%	8%	5%	5%	7%	8%
	80-89	20%	21%	26%	28%	15%	20%	12%	29%	42%	36%	39%	26%	22%	19%	15%	22%
	70-79	43%	41%	35%	45%	52%	41%	45%	39%	38%	34%	32%	52%	41%	53%	49%	52%
	60-69	27%	26%	20%	15%	17%	26%	32%	18%	8%	12%	4%	12%	21%	22%	27%	16%
<60	5%	7%	4%	6%	6%	7%	4%	<1%	1%	2%	5%	2%	12%	1%	3%	2%	
<b>Grade 8</b>	<b>Pass %</b>	<b>100%</b>	<b>98%</b>	<b>89%</b>	<b>97%</b>	<b>97%</b>	<b>81%</b>	<b>92%</b>	<b>93%</b>	<b>99%</b>	<b>87%</b>	<b>93%</b>	<b>94%</b>	<b>100%</b>	<b>95%</b>	<b>89%</b>	<b>96%</b>
	90-100	18%	13%	20%	16%	10%	11%	15%	19%	18%	7%	15%	8%	15%	6%	9%	17%
	80-89	63%	51%	35%	40%	34%	31%	34%	33%	41%	30%	42%	50%	50%	32%	32%	50%
	70-79	20%	34%	34%	41%	53%	39%	43%	41%	40%	50%	36%	36%	35%	57%	48%	29%
	60-69	0%	1%	10%	1%	2%	15%	6%	5%	1%	10%	7%	3%	1%	2%	7%	2%
<60	0%	0%	1%	1%	1%	3%	3%	2%	0%	1%	1%	3%	0%	3%	4%	1%	

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	70.5	58.2	55.3
Achievement	42.4	40.9	20.5
Progress	15.5	14.1	29.5
Ach. Gap	10	0	4.2
Subgroup	2.1	2.7	0.6

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

**Financial Data**

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$5,450,026	\$1,002,679	\$51,293	\$5,866,028	\$2,697	\$135,272	\$397,415	\$6,452,705
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student
788	69%	1%	15%	27	\$8,189		\$6,916

## Middle Schools Chevron Report

### Southwest Middle School

6030 Ogeechee Road Savannah, GA 31419

**Qualitative Data**

Southwest Middle School (SWMS), a suburban school located in the southwest corner of Chatham County, serves a diverse group of students from mid-town Savannah to the communities located primarily on the south side of the city. Southwest Middle School was opened in 1998 due to the rapid population growth on the southwestern part of the city. At Southwest Middle School there is continuous monitoring of our School Accountability plan and its goals because we embrace that it is an essential component of our improvement. One of our great recent accomplishments was that during the 2013-2014 school year, Southwest Middle School was recognized as a Title I High Progress Reward School by the state of Georgia. At this time, we have yet to receive a designation for the 2015-2016 school year.

Currently, Southwest Middle School shows a total of 800 students into which 401 are female and 399 are male. Of that 800 total students, 101 students are identified as Students with Disabilities and 48 are in Gifted Education. The ethnic/racial demographics are as followed: 68% Black, 16% White, 9% Hispanic, 2% Asian/Pacific Islander, 4% American Indian, and .5% not identified.

Southwest Middle is an International Baccalaureate MYP school. SWMS goal is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**Additional Data**

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	86%	53%	42%	35%
Students Absent 3-5 days*	12%	27%	26%	25%
Students Absent >5 days*	2%	20%	32%	40%
Total Discipline Referrals	106	209	208	238
Students Referred for OSS	5%	8%	8%	8%
Students Referred for ISS	3%	5%	5%	6%
Students Referred for Alt. Placmt.	0%	<1%	<1%	0%
Student Mobility Rate	12%	11%	11%	4%
Students in RTI Tier 2	7%	12%	7%	9%
Students in RTI Tier 3	1%	2%	4%	5%
Teacher Attendance Rate	95%	91%		

Student Retention	EOY 14	EOY 15
Total	20%	19%
Gr 6	9%	20%
Gr 7	30%	25%
Gr 8	20%	11%

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	53%	69%	39%	31%	8%	0%
AP	✓ <input checked="" type="checkbox"/>	✓ <input checked="" type="checkbox"/>				
Principal	✓	✓				

**Principal's Corner**

<b>Points of Pride</b>	<p>REACH Scholarship Recipient • DEEP Writing Project • Doubled the number of Business Partners • 100 Black Men Mentoring Program • Model PTSA for the last 3 years</p> <ul style="list-style-type: none"> <li>6<sup>th</sup> graders earned the greatest gain among middle schools, increasing their numeracy rate by 23 points compared to last year (48% to 71%).</li> <li>The number 6<sup>th</sup> graders reading on grade-level increased from 67% to 90%.</li> </ul>
<b>Principal's Story Behind the Numbers</b>	<p>Southwest Middle School is a Title I suburban school located in the southwest corner of Chatham County and serves a diverse group of students from mid-town Savannah to the communities located primarily on the south side of the city. The greatest needs for academic growth are in the areas of writing, math and science. We are focused on closing the Achievement Gap for our African American male students and for our students with disabilities. Teachers are receiving Professional Learning in the following areas to address the Achievement Gap: Differentiated Instruction, Thinking Maps, Effective Questioning strategies and Rigor, Relevance and Relationship framework. Teachers are also receiving support and professional development on effective co-teaching models to further support our students with disabilities. In order to achieve our academic goals, we are focus on increasing student engagement, ensuring alignment of curriculum, instruction and assessments and increasing parental involvement.</p>

**Middle Schools Chevron Report**  
**The STEM Academy at Bartlett Middle School**  
 207 East Montgomery Cross Road Savannah, GA 31406

**Goals/Objectives**

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Mission:** The mission of the STEM Academy is to provide students with a rigorous, relevant curriculum of academic study that will advance their knowledge in the areas of science, technology, and other branches of scholarship, empowering them to become college and career-ready and prepared to work in the twenty-first century.

**Objective:** To ensure all students at The STEM Academy have the opportunity to study in a STEM Certified School, according to GADOE STEM Certification Rubric.

- Ensure that students demonstrate mastery of GPS curriculum standards in Science and Mathematics.
- Ensure that all students demonstrate use of technology in all content areas.
- Provide opportunities for students to create their own content with technology in all areas of study.

**Quantitative Data**

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	98% / 95%	98% / 97%	98%	Grade 6	95% / 86%	96% / 95%	97%
Grade 7	97% / 92%	97% / 97%	98%	Grade 7	94% / 89%	96% / 93%	98%
Grade 8	97% / 95%	98% / 97%	100%	Grade 8	91% / 82%	93% / 91%	96%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades	Reading/ELA				Math				Science				Social Studies			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Pass %</b>	<b>93%</b>	<b>100%</b>	<b>95%</b>	<b>100%</b>	<b>98%</b>	<b>90%</b>	<b>100%</b>	<b>96%</b>	<b>100%</b>	<b>98%</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>	<b>96%</b>	<b>94%</b>	<b>98%</b>
<b>Grade 6</b>																
90-100	38%	54%	45%	59%	35%	38%	40%	35%	61%	53%	50%	55%	43%	32%	35%	41%
80-89	42%	37%	39%	35%	47%	34%	45%	46%	34%	38%	38%	38%	36%	48%	37%	37%
70-79	13%	9%	11%	6%	16%	18%	15%	15%	5%	7%	12%	7%	14%	16%	22%	20%
60-69	5%	1%	5%	0%	2%	6%	<1%	3%	0%	2%	0%	0%	7%	3%	4%	2%
<60	1%	0%	0%	0%	0%	3%	0%	1%	0%	0%	0%	0%	1%	0%	2%	0%
<b>Pass %</b>	<b>98%</b>	<b>100%</b>	<b>95%</b>	<b>98%</b>	<b>99%</b>	<b>92%</b>	<b>92%</b>	<b>88%</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>99%</b>	<b>98%</b>	<b>98%</b>	<b>91%</b>	<b>96%</b>
<b>Grade 7</b>																
90-100	38%	44%	44%	48%	32%	32%	31%	36%	31%	28%	31%	41%	39%	40%	39%	44%
80-89	43%	32%	25%	27%	48%	33%	34%	33%	42%	42%	37%	37%	45%	37%	30%	34%
70-79	17%	24%	26%	23%	19%	27%	27%	19%	22%	25%	25%	21%	14%	21%	22%	18%
60-69	2%	1%	2%	3%	1%	5%	5%	8%	4%	3%	3%	1%	2%	2%	9%	4%
<60	0%	0%	3%	0%	0%	2%	3%	4%	2%	1%	4%	<1%	0%	1%	<1%	0%
<b>Pass %</b>	<b>91%</b>	<b>91%</b>	<b>92%</b>	<b>96%</b>	<b>80%</b>	<b>81%</b>	<b>81%</b>	<b>95%</b>	<b>99%</b>	<b>94%</b>	<b>98%</b>	<b>98%</b>	<b>96%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>
<b>Grade 8</b>																
90-100	28%	31%	27%	35%	19%	18%	9%	14%	50%	35%	45%	48%	35%	37%	37%	55%
80-89	34%	35%	37%	46%	32%	24%	32%	36%	41%	35%	39%	32%	35%	39%	39%	29%
70-79	29%	25%	28%	15%	29%	39%	40%	45%	8%	24%	14%	18%	26%	20%	21%	14%
60-69	9%	9%	8%	3%	20%	18%	19%	3%	2%	5%	2%	1%	5%	4%	4%	3%
<60	0%	0%	0%	1%	0%	0%	1%	3%	0%	0%	0%	<1%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	NA	91.2	84.5
Achievement	NA	55.4	37.3
Progress	NA	15.3	32.7
Ach. Gap	NA	15	8.3
Subgroup	NA	5	5.2

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

\*\*School not in existence

\*3-year cycle includes SY 16 - SY 18

**Financial Data**

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$4,649,676	\$432,259	\$6,734	\$4,639,994	\$3,000	\$204,937	\$227,270	\$5,081,935
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student
682	49%	< 1%	5%	31	\$7,452		\$6,818



## Middle Schools Chevron Report

### The STEM Academy at Bartlett Middle School

207 East Montgomery Cross Road Savannah, GA 31406

#### Qualitative Data

The STEM Academy at Bartlett is Georgia's first and only fully-STEM for all students, STEM-Certified Middle School. 100% of STEM Academy students participate in an accelerated curriculum. 8<sup>th</sup> grade students take a majority of 9<sup>th</sup> grade coursework in ELA, Math, & science, and research classes are part of every student's "core" curriculum. Our students have collaborated with Carnegie Learning to develop both the Beta and Alpha versions of Carnegie's iPad app.

Our 8<sup>th</sup> graders have earned \$1000 in scholarships each year for the last three years for Savannah State University Geographic Information Systems Day presentations, and the Academy's Engineering Contest winner earned a \$200 scholarship. The STEM Academy is seeking Apple Distinguished School recognition this spring.

#### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	89%	62%	46%	37%
Students Absent 3-5 days*	9%	26%	30%	31%
Students Absent >5 days*	2%	12%	24%	32%
Total Discipline Referrals	19	37	27	12
Students Referred for OSS	1%	1%	1%	1%
Students Referred for ISS	1%	3%	2%	1%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	1%	3%	2%	0%
Students in RTI Tier 2	0%	0%	0%	0%
Students in RTI Tier 3	0%	<1%	<1%	<1%
Teacher Attendance Rate	93%	90%		

Student Retention	EOY 14	EOY 15
Total	0%	2%
Gr 6	0%	0%
Gr 7	0%	4%
Gr 8	0%	2%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	66%	100%	32%	0%	2%	0%
AP	✓	✓				
Principal		✓	✓			

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	84%	16%

#### Principal's Corner

##### Points of Pride

- 100% of students are taking an accelerated curriculum
- 8<sup>th</sup> graders take a majority of 9<sup>th</sup> grade coursework; opportunities for up to 6 HS credits
- 1:1 iPads
- Collaborated with Carnegie Learning to develop Alpha and Beta versions of their iPad app
- Regularly scheduled field trips STEM related fields for collaboration and enrichment
- Research class is part of the core curriculum
- Extensive and unique Application course offerings: (Band, Computer/Coding, Film & Broadcasting, VEX and LEGO Robotics, Geographic information Systems, Visual Art, Maker Space, Health/Fitness Training, & Latin)
- Clubs (one hour dedicated each week during school hours!) Performing Arts, TedEd, Gardening, Art, TSA, HOSA, Wacky Science, Jazz Band, Chest Masters)
- Extensive Offerings of after school clubs
- Competitive Athletics Program (Cheerleading, soccer, basketball, volleyball, baseball, softball & swimming)
- Engineering contest winner (Challenge 2050)
- TSA Awards (Savannah Success EXPO) 1<sup>st</sup> Place in extemporaneous speech, membership recruitment, & career display)
- Dr. Albritton (SCCPSS Teacher of year Finalist)
- \$1000 of GIS Day Scholarships awarded to 8th grade STEM Academy students (13-14 & 14-15)
- District Spelling Bee winner 2013-14, District and Regional Spelling Bee Winner 2014-15
- Large Group Performance Evaluation Straight Superiors on stage for STEM Academy Band (highest honor)
- 1/3 of our current 6<sup>th</sup> graders and 1/4 of our current 7<sup>th</sup> graders qualify for the Elite Duke Tip Program
- First LEGO league competition (World Class Challenge). Regional Competitions: 7th grade team took overall 2nd place & 6th grade team took Best Mechanical Design. 6,7,8 teams are all advancing to Super Regionals.
- STEM students presented artwork at the Jepson Center - PULSE Festival
- STEM Film Festival @The Jepson Center (with cash scholarship prizes opportunities)
- Film and Broadcasting is piloting a Video Collaboration piece for WeVideo and PenPals and are participating in a Global Perspectives PenPal News Course

##### Principal's Story Behind the Numbers

As our program capacity has increased concurrent with interest in the STEM Academy Specialty Program, we have experienced an increase in enrollment since SY 14-15. This has resulted in a larger average class size for SY 15-16. Academy staff and leadership are currently maintaining a strong focus on student mastery of all curriculum and technology integration across all content areas, while ensuring that we are on-track to maintain official GADOE STEM Certified status.

# Middle Schools Chevron Report

## West Chatham Middle School

800 Pine Barren Road Pooler, GA 31322

**Goal:** To improve student achievement and growth as measured by the annual College and Career Ready Performance Index, which shall increase by 3% of the gap from the prior year's score and 100.

**Objectives:**

- During the 2015-2016 school year, the percentage of overall students meeting the Gateway Promotion Standard on the MAP (Measures of Academic Progress—Math) will increase from 82% to 87% and a 10% gain in the subgroups of students with disabilities and English Learners will occur.
- During the 2015-2016 school year, the percentage of overall students meeting the Gateway Promotion Standard on the Scholastic Reading Inventory (SRI) (Lexile Score) will increase from 74% to 80%. In addition, we will see a 10 percentage gain in the subgroups of English Learners and Students with disabilities
- During the 2015-2016 school year, the percentage of seventh grade students meeting the Gateway Promotion Requirement MAP/RIT Score of 221 (Math) will increase from 82% to 87%.

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	80% / 56%	77% / 68%	80%	Grade 6	34% / 22%	42% / 34%	65%
Grade 7	68% / 53%	72% / 64%	74%	Grade 7	46% / 28%	51% / 45%	61%
Grade 8	69% / 55%	71% / 67%	76%	Grade 8	47% / 37%	60% / 54%	70%

% On Track / % at EOY Grade Level

Teacher- Assigned Grades	Reading/ELA				Math				Science				Social Studies				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Grade 6	<b>Pass %</b>	<b>77%</b>	<b>92%</b>	<b>92%</b>	<b>90%</b>	<b>98%</b>	<b>96%</b>	<b>91%</b>	<b>91%</b>	<b>98%</b>	<b>98%</b>	<b>88%</b>	<b>88%</b>	<b>97%</b>	<b>96%</b>	<b>91%</b>	<b>96%</b>
	90-100	25%	19%	20%	24%	23%	18%	17%	20%	36%	15%	18%	17%	15%	17%	26%	33%
	80-89	31%	40%	38%	41%	37%	42%	35%	39%	41%	40%	33%	34%	44%	49%	35%	39%
	70-79	21%	33%	34%	25%	38%	36%	39%	32%	21%	43%	37%	37%	38%	30%	30%	24%
	60-69	10%	6%	8%	10%	2%	3%	10%	8%	1%	1%	7%	9%	3%	3%	6%	2%
<60	2%	2%	<1%	1%	0%	0%	<1%	1%	<1%	1%	5%	3%	0%	1%	3%	3%	
Grade 7	<b>Pass %</b>	<b>97%</b>	<b>95%</b>	<b>96%</b>	<b>98%</b>	<b>92%</b>	<b>93%</b>	<b>83%</b>	<b>90%</b>	<b>96%</b>	<b>94%</b>	<b>82%</b>	<b>95%</b>	<b>90%</b>	<b>86%</b>	<b>70%</b>	<b>84%</b>
	90-100	21%	21%	20%	25%	7%	6%	9%	18%	15%	21%	7%	33%	12%	14%	8%	5%
	80-89	38%	39%	39%	39%	38%	28%	24%	37%	42%	39%	29%	39%	35%	20%	20%	28%
	70-79	38%	35%	37%	34%	47%	59%	50%	35%	39%	34%	46%	23%	43%	52%	42%	51%
	60-69	3%	3%	4%	2%	8%	7%	17%	9%	5%	6%	16%	5%	10%	13%	29%	14%
<60	0%	2%	<1%	1%	<1%	0%	<1%	2%	0%	0%	1%	<1%	0%	0%	<1%	2%	
Grade 8	<b>Pass %</b>	<b>90%</b>	<b>93%</b>	<b>89%</b>	<b>93%</b>	<b>80%</b>	<b>95%</b>	<b>87%</b>	<b>94%</b>	<b>95%</b>	<b>93%</b>	<b>94%</b>	<b>96%</b>	<b>90%</b>	<b>96%</b>	<b>92%</b>	<b>96%</b>
	90-100	24%	21%	18%	26%	14%	16%	16%	31%	21%	20%	14%	25%	20%	17%	19%	29%
	80-89	31%	40%	33%	38%	27%	32%	25%	28%	40%	37%	37%	35%	29%	40%	36%	36%
	70-79	35%	32%	38%	29%	39%	47%	46%	35%	34%	36%	43%	36%	41%	39%	37%	31%
	60-69	10%	7%	10%	6%	21%	4%	12%	5%	6%	7%	6%	4%	6%	4%	8%	2%
<60	0%	0%	1%	2%	0%	1%	<1%	1%	0%	0%	1%	<1%	4%	0%	1%	1%	

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	65	58.9	58.9
Achievement	39.5	40.3	20.0
Progress	14.6	14.1	32.6
Ach. Gap	9	4	5.8
Subgroup	.9	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Not Exited
Reward	No	N/A

\*3-year cycle includes SY 16 - SY 18

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$6,306,641	\$1,238,975	\$234,414	\$6,668,148	\$4,576	\$157,327	\$481,151	\$7,545,616
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student
869	64%	7%	13%	31	\$8,683		\$7,257

## Middle Schools Chevron Report

West Chatham Middle School  
800 Pine Barren Road Pooler, GA 31322

### Qualitative Data

West Chatham Middle School (WCMS) is located in a rapidly growing western section of Chatham County. The school was built and opened in 1998 on a shared campus with West Chatham Elementary School. The school just completed its seventeenth year. Both residential and commercial construction in the immediate area is resulting in a significant transient student population.

West Chatham Middle School (WCMS) is the largest middle school in the district with an enrollment of 879 students. WCMS is a diverse Title I school with 31% of students being White, 46% Black, 15% Hispanic, and 8% multi-racial. 65% of students are eligible for free and reduced lunch. WCMS also houses the district's ESOL middle school program.

WCMS is a state designated Focus School. One of our primary goals is to close the achievement gap of our lowest performing 25 percentile students. Our school improvement efforts are supported through the Flexible Learning Program, a blended learning environment, to target students who need additional remediation and support in math. Additionally, after-school tutorials and Saturday tutorials are made available to students as well to support their math and reading needs.

### Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	81%	47%	31%	20%
Students Absent 3-5 days*	13%	27%	30%	26%
Students Absent >5 days*	6%	26%	39%	54%
Total Discipline Referrals	89	160	167	120
Students Referred for OSS	3%	6%	7%	6%
Students Referred for ISS	3%	7%	7%	4%
Students Referred for Alt. Placmt.	0%	<1%	<1%	0%
Student Mobility Rate	9%	9%	10%	3%
Students in RTI Tier 2	4%	5%	5%	5%
Students in RTI Tier 3	1%	1%	1%	1%
Teacher Attendance Rate	96%	94%		

\*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	4%	95%	2%

Student Retention	EOY 14	EOY 15
Total	24%	12%
Gr 6	16%	12%
Gr 7	35%	14%
Gr 8	19%	9%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	36%	52%	57%	48%	7%	0%
AP	✓ <input checked="" type="checkbox"/>	✓ <input checked="" type="checkbox"/>				
Principal	✓	✓				

### Principal's Corner

- Points of Pride**
- PTA membership increased from 157 members to 345 members for SY 2015-2016
  - Principal received distinguished principal award through district PTA.
  - ESE Networks grant (\$25,000) was awarded to the school from the Governor's Office in conjunction with the Georgia Department of Education. WCMS was the first middle school in Chatham County to receive this grant
  - Student selected as a guest performer at the Savannah Theater
  - Four Teachers earned Merit Bonus
  - Mrs. Theresa Luciano presented "Confessions of a STEM Team" at the 2015 Georgia STEM Forum
  - WCMS Football team won the 2015-2016 City Championships
  - Social Studies department has among the highest SGP scores in the district.
  - 8 students published in the DEEP Speaks writing program
  - Dollars for Disaster Fundraiser winner for 7<sup>th</sup> year in a row

**Principal's Story Behind the Numbers**

WCMS has been designated as a Focus School due to the Achievement Gap between our lowest performing students (English as a Second Language- ESL) and the state's average mean group. To help close the Achievement Gap, WCMS teachers are receiving professional develop support for differentiated instruction, effective co-teaching models, Thinking Maps, effective implementation of Georgia Standards of Excellence (GSE), and effective use of formative assessments. Students are also receiving additional math and reading remediation support through extended learning time (Instructional Focus), Flexible Learning Program, and after-school tutorials funded by School Improvement and Title I funds.