



# **Accreditation Report**

**Huntington Middle School**

**Houston County Schools**

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Huntington Middle School is located on a fifty acre tract at 206 Wellborn Road in Warner Robins, Georgia, near Robins Air Force Base. The school opened in the fall of 2005 replacing Bert Rumble Middle School, which became the ninth-grade academy for Warner Robins High School. A new zone was created by the local board of education for Huntington Middle School increasing the enrollment from the previous year at Bert Rumble from 600 to 850 students at Huntington. The new zone moved students to Huntington from Bonaire Middle and Feagin Mill Middle and transferred about 80 rising 7th and 8th grade Bert Rumble students to Warner Robins Middle. Over 50% of the students were new to the school when Huntington opened its doors to the community in 2005. Over the past three years, our student population has changed from 813 to an average 750 students.

As of February 1, 2013, our student population consists of 758 students. The racial makeup of the school is comprised of 266 White, 374 Black, 67 Hispanic, 15 Pacific Islander/Asian, and 5 other. The special education subgroup make-up is 114, with males out numbering females 73 to 41. The disability distribution includes 34 Students with Learning Disabilities (SLD), 21 students Emotional Behavior Disabilities (EBD), 16 students Mild Intellectual Disabilities (MID), 14 students Other Health Impairments (OHI). The gifted subgroup make-up is 115, with girls out numbering boys 62 to 53. The English Language Learners (EL) subgroup consists of 18 students. The percentage of Huntington students who qualify for free or reduced-price school lunches is 71%. The mobility rate for Huntington in 2010 was 60.3%, the highest of any middle school in Houston County. Average daily attendance in December 2010 was 95.69% which was equal to the system average for all middle schools. From 2010-2011 to 2011-2012 school years, the percentage of students absent five or more days decreased 10%. The percentage of students absent ten or more days decreased 5%. The percentage of students who were absent fifteen or more days decreased 1%.

The Huntington faculty is comprised of 59 ½ teachers and 4 special education paraprofessionals, all highly qualified in their teaching assignments. Of the certified teaching personnel, 26 hold bachelor's degrees, 25 hold master's degrees, and 14 hold specialist's degrees. The faculty is 72% female and 28% male. By ethnicity, 28% are black and 71% are white. One teacher is Hispanic. The special education department is comprised of 11 teachers and 4 paraprofessionals. The 12 teachers assigned to Connections classes offer instruction in band, physical education, art, technology, family and consumer science, computers, chorus, math support, reading support, and study skills. The EL program includes one teacher. The gifted department has 6 ½ teachers. The principal and assistant principal each hold doctoral degrees. The assistant principal for instruction has a specialist's degree and a special education background.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our purpose as stated in the Houston County School System Mission Statement is to produce high-achieving students. Our Vision Statement states Huntington strives to become an institution for learning where high achievement and the pursuit of excellence can be seen and felt in every classroom every day. Our Mission Statement states that the mission of Huntington Middle School, in partnership with parents and community, is to maintain a safe, caring environment that develops intellectual, emotional, social, and physical growth to empower students to become lifelong learners and productive, responsible citizens.

Our pedagogical beliefs consist of the following ten belief statements:

- 1) Teachers, staff, administrators, and community members share in the responsibility of providing a supportive, cooperative, and open learning environment within our school.
- 2) Clear goals and high expectations for student achievement should guide the development of the curriculum and the design of challenging instructional strategies and learning activities.
- 3) The school climate must reflect a well maintained, well disciplined, and safe learning environment.
- 4) Each student is a valued individual with physical, social, emotional, and intellectual needs.
- 5) Students should have a clear understanding of and adhere to all rules, policies, and procedures.
- 6) Students learn best when they accept responsibility for their learning.
- 7) All students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- 8) Education should provide an environment in which all students are given equal opportunity to learn.
- 9) Every child is worthy of respect, consideration, and our best professional guidance.
- 10) Students should be provided an opportunity to develop proficiency in academic, social, and technical skills in preparation for future educational experience.

Huntington is an institution that believes data should be the driving force behind instruction. By constantly monitoring our students' achievements and teachers' performances, we ensure that we are fulfilling our vision statement. The administration, teachers, and parents are involved in a continuous process of reviewing performance indicators for our school. Our main goal is to meet or exceed state standards and requirements each year. Huntington has made Adequate Yearly Progress (AYP) nine years in a row. Huntington was recognized by the GADOE in 2007 as the most improved school in the 8th congressional district.

Special education continues to be the sub-population at greatest risk for not meeting AYP expectations in the area of Math. An after-school program targeting special education students commenced in February for math and reading instruction. Additional math materials were purchased to increase math achievement school-wide. Math and Reading continue to be high priority areas in preparing students for high school and the future. The new graduation rule for rising 9th graders increases the importance of math for all students. To help prepare students for such demands our school has implemented Hawk Time each day following homeroom (devoted to the development of skills in reading and math). Huntington's enrichment program, Hawk Time, will be described further under the section for Interventions. In addition, the usage of technology is emphasized to encourage learning and facilitate assessment in our continued effort to meet our academic goals. Teachers are provided test data and other student related information in a timely manner, usually at the beginning of school and in intervals throughout the school year. They are guided by administration in the interpretation of the results and for the formation of goals and strategies to meet the needs of their students through grade level meetings, Huntington Instructional Planning (HIP) program, and Subject Area Meetings (SAMs). Teachers are encouraged to develop lesson plans and formative assessments collaboratively. Professional learning in 2012 was used to train teachers on the use of student benchmarks and other data to identify areas of low achievement and develop Specific

Measurable Attainable Reachable Time-Bound (SMART) goals.

Our student success on the Criterion Reference Competency Test (CRCT) has been greatly influenced by the willingness of the faculty to identify students at-risk at the beginning of the school year so they can be monitored more carefully and not allow students to slip through the cracks. Teachers review CRCT scores and grades to make referrals and placement recommendations early. Low performing students are identified and placed in a math or reading support class during their connections schedule.

Huntington's top priority is to promote student success through academic achievement. We do this by establishing goals, creating and teaching focused lessons, assessing frequently, and providing feedback quickly so that student performance can be monitored and instruction planned to meet student needs. A variety of intervention strategies are consistently implemented for instruction. Several strategies are ongoing because they have been proven effective as determined by CRCT scores. New strategies originate when subgroups underachieve significantly in a content area. As a result of data analysis, Science has become a priority area for targeted intervention.

One of our most influential support system is our Hawk Time. Every student in the school participates in 45 minutes of daily Responses to Intervention (RTI). The entire faculty is involved with students in this program. Students receive instruction in both reading and core subject remediation and enrichment. Reading comprehension is enhanced during this enrichment time. Teachers have access to over 100 book sets from the media center to help in developing lesson plans in weekly SAMs.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our Math results for the 2011 and 2012 school years indicated our 6th grade students rose from 82% to 87% passing, 7th grade rose from 95% to 96% passing, and 8th grade rose from 84% to 90% passing. We use five support systems and strategies to maintain and improve student achievement in math for all students and support the subgroups of students. 1) All students participate in daily Hawk Time, which provides an additional 45 minutes of learning opportunities for students. 2) Academic teachers participate in Curriculum Release Days, which allow teachers to plan together for an extended amount of time allowing for more data review and an opportunity to plan whole units. 3) System Benchmark Assessments are used for data analysis and to drive instructional planning. 4) Weekly SAMs for all teachers provide collaboration opportunities so teachers can establish and maintain a seamless alignment of curriculum development and instruction. 5) Math Enhancement and Math Enrichment classes are offered during the students' connection class for targeted student support.

Our Reading results for the 2011 and 2012 school years indicated our 6th grade students rose from 96% to 97% passing, 7th grade rose from 94% to 97%, and 8th grade rose from 97% to 99.9%. In addition to the earlier stated five support systems, 3 more are incorporated with reading specific goals. 1) Reading Connection Class using the Read 180 Program will be offered during the students' connections schedule for targeted student support. 2) Georgia Resa Assessment of Student Progress (GRASP) data is used by teachers to drive reading instruction in Hawk Time and all content areas. 3) The Accelerated Reading Program is used as both an instructional and motivational tool to inspire students to independently read while providing supplemental reading comprehension opportunities.

The number of students in the EL program has changed as a result of system re-zoning. A math connection teacher was provided by Title I funds to help EL students who struggle in math. They also receive extra individualized reading instruction through Hawk Time. Teachers have received targeted professional development for instructional strategies to benefit EL students and continue to meet monthly to monitor the progress of EL students and collaborate on instructional planning specific to EL needs.

Through GRASP testing, A Plus assessments, Classworks assessments, County Benchmark assessments, and teacher made assessments, students will be monitored to ensure each student is progressing as he or she should be. Teachers can identify academically struggling students, who in turn will receive targeted help. Teachers will continue to be trained in differentiated instructional strategies to help all students succeed and to be able to identify those students who need to be moved up the RTI tiers to receive the help they need. Realizing that all students have unique learning styles, we will continue to utilize Hawk Time to provide targeted instruction for each child's identified need.

In the next few years we will target the gaps in student achievement in several areas. We will target the gap among African Americans and White in 6th grade Social Studies and Science, the gap among EL subgroup and all students in all content areas, and the gap among current 7th grade African American males and all students in Math. Although the percentage of 6th grade African Americans meeting and exceeding in the areas of Science and Social Studies is higher than the system and state average, we will continue to focus on closing the gap in these areas. However, our current data trends show these gaps close as students' progress through 7th and 8th grades. We will continue to use the philosophy of 'teach a little and check a little, and let the data drive our strategies and interventions as we make adjustments to our instruction based on students' needs.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Huntington provides many opportunities for our students not only to learn but to have fun and express themselves and participate in community involvement. We offer a variety of extra-curricular activities from our award winning Chorus and Band to our championship athletic teams (baseball, softball, track, football, soccer, and basketball) to our diverse school clubs (Drama, Partner's Club, Beta, Helping Hawks, Prayer Club, Fellowship of Christian Athletics, Quiz Bowl, FBLA, Starbase, and Cafe Book Club). By offering such a range of opportunities, students can augment their academic experiences while enriching their personal lives. We believe in providing students with numerous foundational opportunities to excel in and out of the classroom.

Huntington also believes in fostering compassionate qualities in students so our students have a positive impact on the community. Students and staff work together to provide our students and families in need through various drives. This allows us to provide food, school supplies, clothes, and even toys to those who are in need. Huntington provided over 2000 items in the Feed the City community drive (2007), has collected over \$14,000 for Relay for Life (2007-2012), and maintains a high-quality clothing closet to provide coats and school clothes to any student in need. Students participate in various community charities by collecting aluminum cans for Habitat for Humanity, fundraising for Muscular Dystrophy Association, and recycling paper for Houston County Association for Exceptional Citizens. We also sponsor a free hair cut day each month so our students' basic needs can be addressed. From supporting our military-affiliated students to families struggling in financial hardship, we strive to help every student be the best he or she can be no matter the circumstance.

Huntington shines in numerous academic and collegiate categories as well. For eight consecutive years we have made absolute bar with Adequate Yearly Progress. We have also won the Governor's Silver Award for Greatest Gains. Additional awards include nine consecutive years Distinguished Title I School, 2007 Georgia School of Excellence for Achievement, 2008 16th Annual Georgia Department of Education Bus Trip Across Georgia featured school (only school selected from Middle Georgia), 2008 Georgia Middle School Team That Makes a Difference National Winner, 2009 WMAZ School That Shines Award, and 2010 GaCollege411 School of the Month (first school ever to win this newly established state award). Huntington has received over \$10,000 in grants to enhance technology for student learning and to provide courtyard tables for outdoor instruction and social time. Huntington students are recognized in several categories including 2010 Home Depot Black History Month Essay winner, 14 Beta Club National Winners (2007-2012), and two winners of the County Spelling Bee. Leading by example, Huntington's principal has received 2006 Georgia Music Education Leadership Award, 2011 Georgia Middle School Principal of the Year, 2011 Outstanding Women in Education for the State of Georgia, GAEL President's 2011 Professional of the Year and was selected GASSP Middle School State Coordinator for 2012.

In 2011, Huntington was classified as a Focus School because of data relating to the EL subgroup as compared to our multiracial subgroup. Though we understand it is because our other subgroups performed higher than the state average for the same subgroups, which increased the gap for our EL subgroup, we accept the responsibility and challenge to close this gap with a focused, data driven initiative supported by the commitment and dedication of our Professional Learning Community and ultimate desire for all students to succeed.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The school's process for review, revision, and communication of the purpose statement is documented through continuous collaboration with various stakeholders. The purpose statement directly focuses on student success. The school's vision and mission statements are posted throughout the school, included on the school's website and school brochure, referred to on the morning announcements, and discussed at school council meetings. Faculty members communicate our purpose through regular newsletters, the Homework Hotline, and emails and phone calls to parents. Students view the school mission statement on the morning slideshow and recite the school creed which is a further promotion of our purpose. A Pride Board in the main hallway is regularly updated to spotlight student successes. Our school purpose is reinforced by morning and afternoon announcements of student achievements and upcoming activities. Other forms of communication of our school purpose include parent conferences, Remind 101, Edmodo, School Messenger System, which allows calls and e-mails to parents as well as access to Homework Hotline by parents and students, open house, and CRCT night.

Processes used to maintain and communicate a purpose and direction for shared high expectations for professional practice are formalized and implemented on a regular basis. Processes include regular participation by representatives from stakeholder groups. Meetings include grade level meetings, weekly subject area meetings, SAMS, team meetings which include a monthly Response to Intervention, RTI, discussion of students' progress, and participation in countywide Vertical Team meetings. The school's Strategic Improvement Plan, SIP, and progress toward measurable goals delineated in the plan are discussed at these meetings.

School leadership, also known as the Better Seeking Team, BST, includes representatives from all grade levels who are committed to our diverse culture. In an effort to maintain shared values and beliefs about teaching and learning, our leaders support challenging, equitable educational programs and learning experiences necessary for success for all students. Commitment to instructional practices requires active student engagement including the use of Smartboards in the classrooms and lesson frameworks that include an opening, teacher model, student work session, and closing. Organization of Hawk Time remediation and enhancement by ability levels help students focus on depth of understanding and the application of knowledge and skills. RTI Tier 2 and Tier 3 committees work directly with students, gathering data

and implementing interventions to support student achievement. Student redemption days are scheduled throughout the year to allow students additional opportunities to demonstrate mastery of the curriculum.

The school's administration and BST implements a continuous process that provides clear direction for improving conditions that support student learning. The SIP is developed using data profiles to target school wide weaknesses using information gathered from Georgia RESA Assessment of Student Progress, GRASP, and Technology for Improving Education Net, TIENet, data for Annual Yearly Progress, AYP. Measurable objectives are identified for achieving improvement through Smart Goals developed in SAM's meetings. Teachers access and reference student profile notebooks including student data used to identify goals for achievement and instruction that are aligned with the school's purpose. Teachers' conference individually with students to set goals and to review strengths and weaknesses noted on previous standardized tests. School wide CRCT tutoring is made available to targeted students, and individual teachers volunteer their time before and after school to assist students. Action planning identifies measureable objectives and strategies to meet improvement goals; all stakeholders are held accountable for the overall quality of implementation. Data results from surveys are used to make improvements and documentation is communicated to stakeholders through school council meetings and BST meetings.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

School policies and procedures are established at the system level by the Houston County Board of Education. The school board, in conjunction with the superintendent, holds open board meetings which allow all stakeholders the opportunity to attend and to address concerns. School leaders and administrators assume the responsibility of enforcing the guidelines set forth by the system to ensure that policies and practices support the school's purpose and direction. Grade level faculty is provided daily planning time to collaborate and identify academic concerns and/or educational strategies that best benefit the student population. SAMs are held on a weekly basis to discuss learning needs in all subjects. We use GRASP, Benchmarks, RTI, and Common Benchmark Assessment Systems data to discuss any modifications or additions that may be necessary to augment the Huntington Middle School academic environments. Principals attend monthly system-wide meetings and disseminate the outcomes and information to faculty and staff members during regularly scheduled Care and Share meetings; these meetings also provide the opportunity for stakeholders' collaboration on how best to integrate policy and procedural changes within the school environment. Internal and external stakeholders have an opportunity to influence policy on a localized, school level through School Councils comprised of parents, teachers, and administrators.

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. All school board policies are easily accessible through a variety of media sources. Each new school year, teachers receive an electronic version of the county's policies and procedures in a printable format. Students receive a hard copy of the student/parent handbook; these are equipped with forms to be signed by both parents and students. This policy helps ensure that stakeholders are aware of and understand system policies and procedures. In addition, an electronic version of the student handbook and system policies is accessible through the school website. Each homeroom teacher reviews the handbook with students at the beginning of the year and students are then required to pass the Student Handbook Assessment Test. The forms in the handbook are also available in Spanish for the predominantly Hispanic English Language Learners, EL population in our system. These policies and procedures are in compliance with Houston County mandates. Revisions are made to the Huntington Middle School handbook according to our population's recommendations and to manifest changes that affect school effectiveness.

The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-by-day operations of the school. Huntington creates and submits its own School Wide Improvement Plan and Title I Plan targeting the needs of our students and allocating money and resources to those areas data shows as

weaknesses. The school makes use of daily memos, intercom announcements, mass emails, school website postings, surveys, local print media, and the parent/faculty/staff call-out system to maintain and encourage ongoing communication. Through use of the school messenger system stakeholders are able to have input and receive feedback. Infinite Campus allows parents and students to access grades. The Remind 101 is used by teachers to remind students and parents of assignments and activities. Huntington Middle School conducts an open house/orientation for students and parents each August to provide an informal introduction to the school climate, system/school policies, and faculty members.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. School leadership evaluates school effectiveness and student performance primarily through state standardized test scores, specifically the CRCT. Other key data is provided through system-wide benchmark testing, the eighth grade writing test, GRASP, 21st Century Skills Assessment, Fitness Gram, GACollege411, Safe & Drug Free Survey, Lexical Scores, State Longitude Data System, and Supplementary internal data evaluated includes teacher evaluations, school issued mid-nine weeks progress reports, nine weeks report cards, on-going teacher evaluations of students' academic progress, Strike Database discipline records, 504 plans, Individual Educational Plans, IEP's, Student Support Teams, SST's, monitoring, Access EL, RTI, TIENet, special education referrals, and student failure rates. Huntington expects all students to be held to high standards in all courses of studies.

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups. Stakeholders are given many opportunities to help lead and guide Huntington. School stakeholders are provided leadership and decision-making opportunities through various committees such as; Grade Level Teams, SAMs Teams, Huntington Instructional Plan, HIP, Meetings, Better Seeking Team, School Council Members, and Vertical Teams. Parent stakeholders provide feedback through School Council meetings, Sharing Our Academic Resource, SOAR, nights, and parent conference days.

The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Teachers are evaluated in many ways, one of which is student improvement. Through the GRASP program students are tested three times a year and should see marked improvement. Teachers and students are evaluated through the CRCT. Professional learning days are planned to help teachers use data to drive their instruction. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

# Accreditation Report

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

**Accreditation Report**

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

# Accreditation Report

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 3

**Accreditation Report**

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

## Accreditation Report

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Huntington's instructional design and assessment practices guide and ensure teacher effectiveness and student learning. The statewide curriculum was implemented to provide a foundation of learning that guides both instruction and assessment. Classroom techniques include collaboration and differentiated strategies, incorporating varied levels of rigor. Posted essential questions facilitate the pace and scope of the lesson. Various learning experiences provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Professional learning days are utilized to disaggregate student data from test scores. The areas identified as weaknesses are then addressed in SAMs. Benchmarks, mock tests, and research based instructional strategies are used to ensure achievement for all students. The continuous improvement process ensures alignment with the school's purpose.

Teachers engage students through instructional strategies that ensure achievement of learning expectations. During SAMs, teachers plan how to use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Thinking maps, peer tutoring, graphic organizers, cooperative learning, and technology helps students work to their full potential.

School leaders monitor instructional practices through e-walks, GTOIs, and other informal visits. Leaders examine lesson plans for rigor, best practices, and evidence of student involvement. High expectations from school leaders are best evidenced by providing opportunities for peers to plan collaboratively and share ideas through HIP meetings. Monitoring ensures that we are aligned with the school's values and beliefs, teaching the approved curriculum, and using content specific standards of professional practice.

Teachers consistently engage in collaboration across grade levels and content areas with weekly SAMs and monthly HIP meetings. Collaboration occurs within and across content and grades. Improvement in instructional practice and student performance is monitored through instructional strategies and implementation of SMART goals.

Teachers use instructional processes that inform students and parents of the learning expectations. Exemplars, anchor charts, mentor texts, and other student samples are used to guide students on what is expected on each assignment or task. Teachers provide a course syllabus that establishes rules, academic expectations, and course requirements. All assessments are reviewed in a timely manner in order to provide effective feedback to students.

School personnel provide a variety of mentoring, coaching and induction programs including the Partner's Club where students are able to focus on social awareness as well as build social skills, RARE Gems a mentoring club open to girls who need help with self-esteem, academics, and social issues and National Beta Club here ideals of character, service, and leadership among students.

Huntington strives to ensure that all families are informed through progress reports, report cards, and parent newsletters. Parents may utilize Infinite Campus for academic needs and Homework Hotline for daily homework updates. The HMS website is also available for academic support and knowledge about upcoming events and information about the school. Direct parent interaction is offered through Open House, parent conferences, SOAR nights, CRCT and math nights, and sporting and performing arts events. Other methods include parent surveys, GACollege411, Edmodo, Remind101, and the parent resource center.

School personnel participate in a structure that allows them to build strong relationships with students. Whether through sports or other endeavors, students have opportunities to build relationships with school personnel. Not only do teachers, club sponsors, and coaches help with this structure, but also counselors, custodians, lunchroom staff, the media specialist, the office staff, and principals. Every student is able to participate in this structure and knows that there is help in the building to help them with learning and life skills.

Teachers use common grading and reporting policies based on clearly defined criteria. Teachers set common grade weights that reflect the developmental level of students and provide a consistent form of measurement and feedback. Formative assessments, county benchmark assessments, and teacher made tests are used for grading and reporting of content knowledge. Stakeholders are made aware of these procedures and policies through course syllabi, grade reports, Infinite Campus, newsletters, and the HMS website.

All staff members are required to attend professional learning opportunities. Examples include in-services, grade level meetings, curriculum release days, vertical team meetings, SAMS, webinars, and faculty meetings. Teachers attend state professional conferences and professional cadres. Many teachers are also working on advanced degrees. Teachers give feedback on training sessions to aid future planning for professional development.

The school uses various tools to meet the learning needs of our students. Teachers use GRASP, benchmark assessments, CRCT data, and TieNet to monitor student learning needs and drive instruction. Our Regional Education Service Agency, RESA, consultant and professional resources provide support services. Many school personnel are involved in various professional organizations, vertical team cohorts, and other staff training that aid and support student learning. Student achievement is supported via math coaching, Read 180, the Flexible Learning Tutoring Program, and individual instruction by teachers.

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

# Accreditation Report

Huntington Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

School leaders at Huntington have policies in place that ensure qualified professional and support staff are hired and retained. Administration uses data systematically to determine the number of personnel necessary to fill the roles and responsibilities needed to support our educational program. Fiscal resources are available to fund most positions critical to achieving the school's purpose and direction. Title I monies that are used for student resources are also sometimes used to fund positions such as a media clerk, honors teachers, and office staff which directly benefit our students. This occurs when the county policies fail to consider the subgroups such as honors, EL, and various special education needs.

Instructional time and material and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected by arranging daily schedules that limit interruptions and organizing activities around classroom time. School leaders work to secure material and fiscal resources through grants, fundraisers, and donations from the community. Budgets are developed with the school's purpose in mind, guaranteeing that all students have access to equitable and challenging learning experiences. Huntington continues to find ways in which to become more involved with the community to increase awareness of our needs, which in turn could increase resources.

School leaders have clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these expectations with the staff and students, who are accountable for maintaining these expectations. Conditions are continually tracked through maintenance requests and reports. Huntington is in compliance with local and state standards concerning fire drills, tornado drills, evacuations, and code red/yellow lockdown procedures; results are evaluated and areas of improvement noted. The Safety Committee designs and develops a school safety plan. The Code Blue team is certified in CPR and first aid and is trained to respond to the site of an incident.

School personnel and students have access to media and information resources necessary to achieve the educational programs of Huntington; however the demand far exceeds the current supply. Qualified personnel are available to assist students and staff with using tools and locations to find and retrieve information. The media specialist creates lessons using 21st century literacy skills and collaborates with teachers to plan lessons that focus on using technology tools. Students and staff are encouraged to contribute ideas, materials, and resources they would like to see added to the media center. Survey results are considered when planning the media budget and helping with the school's technology goals. Staff reduction in areas of media and technology has added more responsibilities to teachers in order to maintain the level of technology usage expected for a 21st century classroom. Often, technology is introduced without enough training, so that many times, teachers assist one another in using the tools, Huntington has set a goal to provide more training on technology which will alleviate the teachers having to find time to help one another out. Hunting continues to find ways in which to expand media, informational, and technology resources so that students have access to more opportunities to find and retrieve information.

County personnel are in charge of maintaining and improving technology services and infrastructures at the local schools; communication between the county and local schools concerning technology issues would improve instruction and long-term planning. Huntington has a new school-wide wireless system which helps with laptops and ipads for teachers, but students are not allowed wireless access at this time or permitted to bring their own technology to school. Students need new computers in the labs and in their classrooms that have the capability to access our many software programs and multimedia needs.

School personnel implement processes to determine the physical, social, and emotional needs of the student population. Students participate in programs about anti-bullying and sexual harassment. Huntington maintains a clothing closet for students in need throughout the year, and helps with food and home items as needs arise. Community members also provide monetary support for families in need. Our students from military families receive support, and girls have access to clubs that focus on self-esteem and mentoring services.

Huntington provides services to our students that support the counseling, assessment, referral, educational, and career planning needs. Students are monitored through our RTI program that uses state assessment scores, GRASP reading and math screeners, and prior grades to develop interventions that will enable each student to be more successful. Huntington hosts a CRCT Night for students and parents to learn more about the upcoming test and how they can best prepare. Eighth graders participate in a mock writing test that identifies areas of weakness that students and teachers can focus on to improve overall skills. After-school tutoring is provided for special education and at-risk students to work on reading and math skills. Huntington offers two daily connection classes that focus on math, reading, and study skills. Every student in the school participates in Hawk Time, a morning class where teachers provide enhancement opportunities for students who need more challenging activities and remediation lessons for those students who are struggling with academic skills. All students comply with the Georgia Bridge Act by completing certain tasks in their GACollege411 accounts.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

The school's process for review, revision, and communication of the purpose statement is documented through continuous collaboration with various stakeholders. The purpose statement directly focuses on student success. The school's vision and mission statements are posted throughout the school, included on the school's website and school brochure, referred to on the morning announcements, and discussed at school council meetings. Faculty members communicate our purpose through regular newsletters, the Homework Hotline, and emails and phone calls to parents. Students view the school mission statement on the morning slideshow and recite the school creed which is a further promotion of our purpose. A Pride Board in the main hallway is regularly updated to spotlight student successes. Our school purpose is reinforced by morning and afternoon announcements of student achievements and upcoming activities. Other forms of communication of our school purpose include parent conferences, Remind 101, Edmodo, School Messenger System, which allows calls and e-mails to parents as well as access to Homework Hotline by parents and students, open house, and CRCT night.

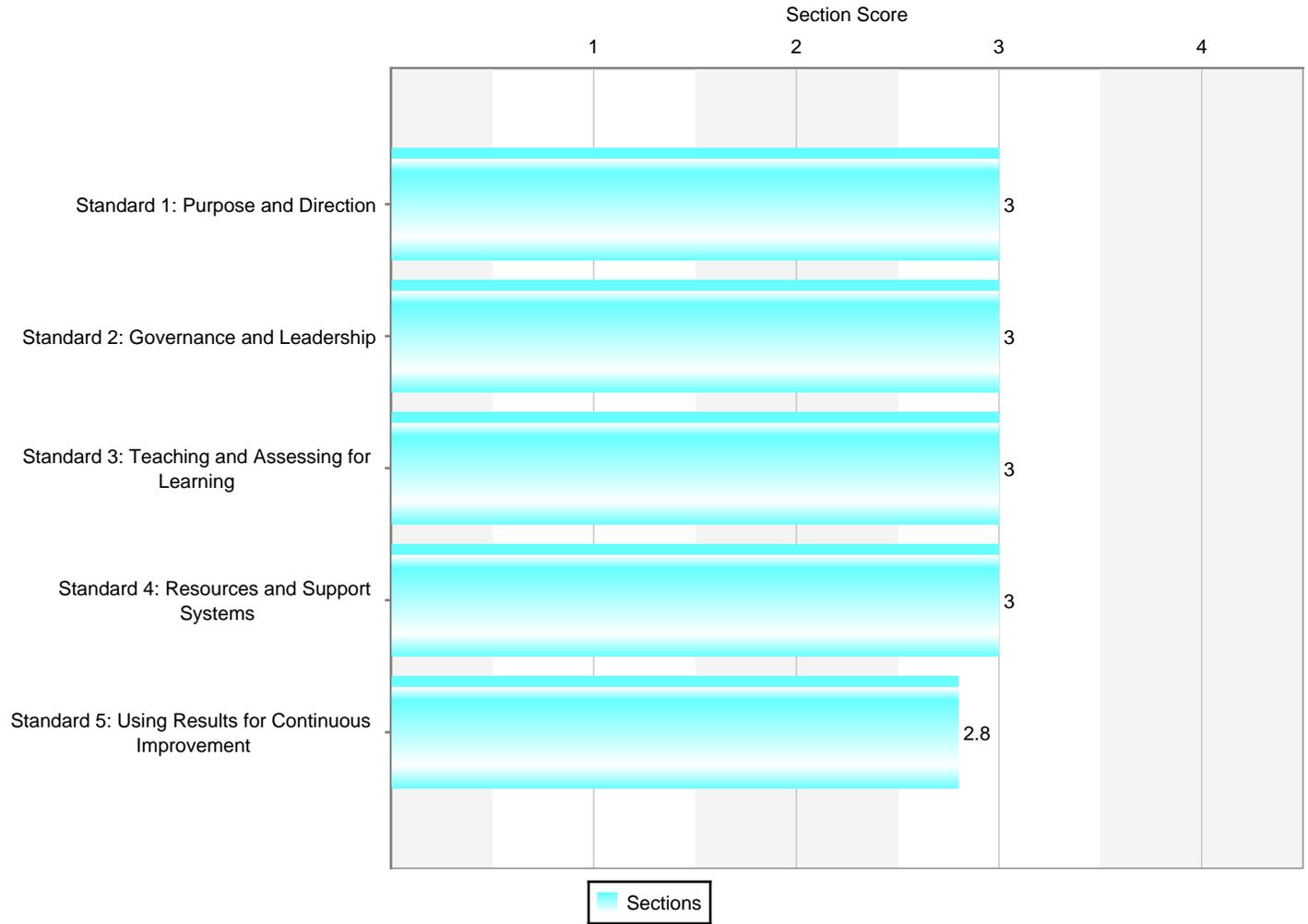
Processes used to maintain and communicate a purpose and direction for shared high expectations for professional practice are formalized and implemented on a regular basis. Processes include regular participation by representatives from stakeholder groups. Meetings include grade level meetings, weekly subject area meetings, SAMS, team meetings which include a monthly Response to Intervention, RTI, discussion of students' progress, and participation in countywide Vertical Team meetings. The school's Strategic Improvement Plan, SIP, and progress toward measurable goals delineated in the plan are discussed at these meetings.

School leadership, also known as the Better Seeking Team, BST, includes representatives from all grade levels who are committed to our diverse culture. In an effort to maintain shared values and beliefs about teaching and learning, our leaders support challenging, equitable educational programs and learning experiences necessary for success for all students. Commitment to instructional practices requires active student engagement including the use of Smartboards in the classrooms and lesson frameworks that include an opening, teacher model, student work session, and closing. Organization of Hawk Time remediation and enhancement by ability levels help students focus on depth of understanding and the application of knowledge and skills. RTI Tier 2 and Tier 3 committees work directly with students, gathering data and implementing interventions to support student achievement. Student redemption days are scheduled throughout the year to allow students additional opportunities to demonstrate mastery of the curriculum.

The school's administration and BST implements a continuous process that provides clear direction for improving conditions that support student learning. The SIP is developed using data profiles to target school wide weaknesses using information gathered from Georgia RESA Assessment of Student Progress, GRASP, and Technology for Improving Education Net, TIENet, data for Annual Yearly Progress, AYP. Measurable objectives are identified for achieving improvement through Smart Goals developed in SAMs meetings. Teachers access and reference student profile notebooks including student data used to identify goals for achievement and instruction that are aligned with the school's purpose. Teachers' conference individually with students to set goals and to review strengths and weaknesses noted on previous standardized tests. School wide CRCT tutoring is made available to targeted students, and individual teachers volunteer their time before and after school to assist students. Action planning identifies measurable objectives and strategies to meet improvement goals; all stakeholders are held accountable for the overall quality of implementation. Data results from surveys are used to make improvements and documentation is communicated to stakeholders through school council meetings and BST meetings.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

Assurance	Response	Comment	Attachment
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

The Gifted Science area has had the highest overall performance with 100 percent of students performing above the expected level of performance over the last 3 consecutive school years.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Female students have shown an increasing performance trend by the drop in the percentage of students who did not meet the level of expected performance in the area of Math, 11 percent in 2011, 7.1 percent in 2012 and the most recent school year showed just 5 percent female students did not meet performance levels.

Male students have also shown a positive trend towards increasing performance in the area of Reading. There has been a recorded decrease in the number of students who did not meet the expected level of performance as follows, 3.8 percent in 2011, 3.3 percent in 2012 and 2.8 percent in 2013.

The Hispanic subgroup has developed two trends toward increasing performance, in the areas of Language Arts and Science. The number of students who have not met the levels of expected performance has seen a decrease in both areas. In the area of Language Arts in the 2011 year 7.8 percent did not meet, in the 2012 year 5.8 did not meet and lastly in the most recent year, in 2013 3.8 percent did not meet. In the area of Science, in the 2011 year 17.3 percent did not meet, in the 2012 year 15.4 percent did not meet and lastly in the most recent year, 2013 13.6 percent did not meet.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the above are consistent with findings from, System Data Notebook, Data provided by the State Department, and the analyzing of the data trend by our administration.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

6th grade Science has shown the overall lowest performance in the last year with only 72 percent of all students meeting or exceeding the level of expected performance on the CRCT.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The female subgroup in the 6th grade has shown a trend of decreasing performance in the area of Science. Over the last three years the data recorded has shown a 7.3 point drop in this area. The percentage of females who did not meet the expected level of performance was 20.9 in 2011, 14.4 in 2012 and 7.3 in 2013.

In the Economically Disadvantaged subgroup the area of Science has a decreasing performance trend. Over the last three years the data recorded has shown a 6 point drop in this area. The percentage of Economically Disadvantaged students who did not meet the expected level of performance was 29.3 in 2011, 20.3 in 2012 and 26.3 in 2013.

The African American subgroup the area of Science has a decreasing performance trend. Over the last three years the data recorded has shown a 7.8 point drop in this area. The percentage African American students who did not meet the expected level of performance were 30.4 in 2011, 23.3 in 2012 and 31.1 in 2013.

### What are the implications for these stakeholder perceptions?

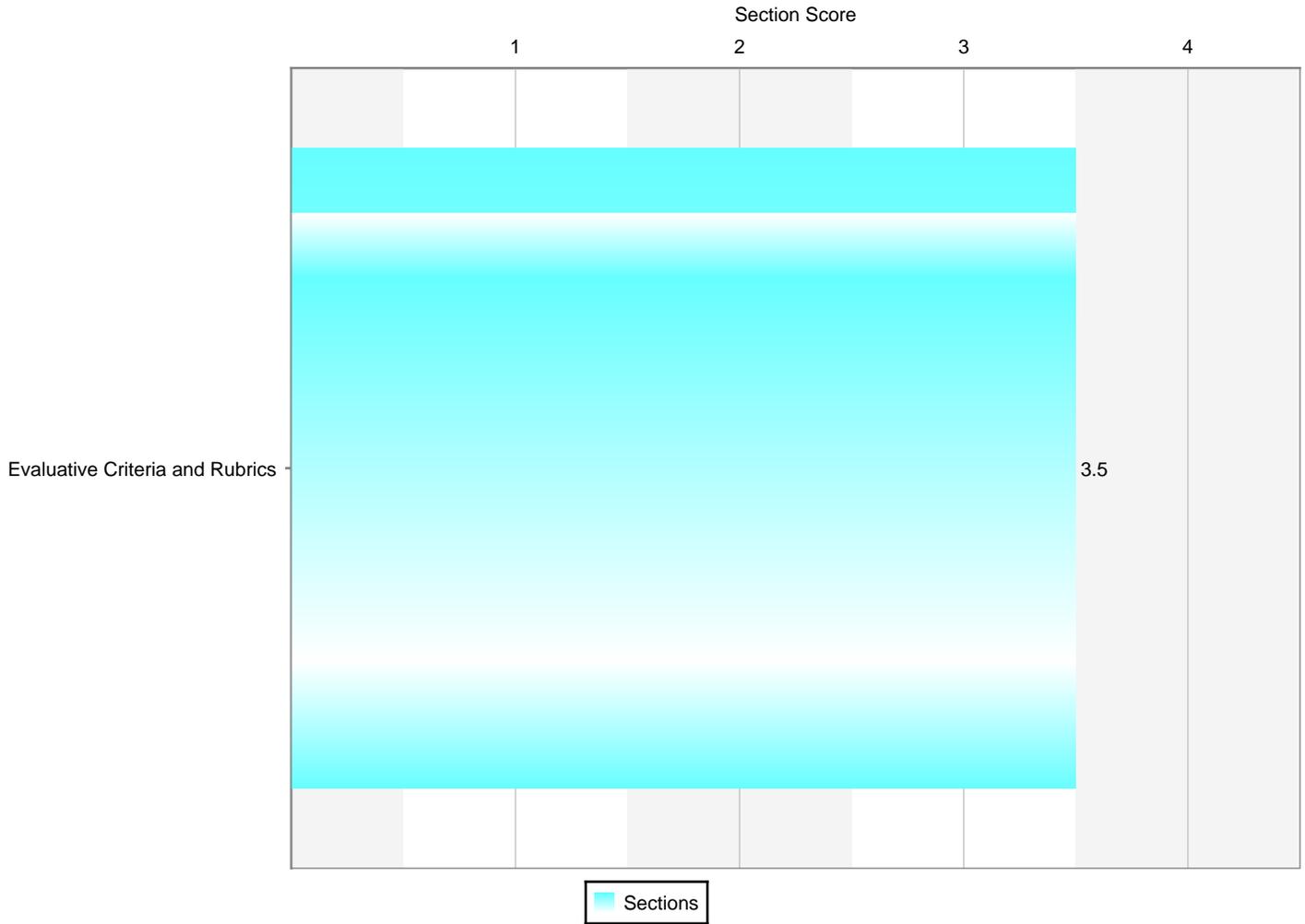
The 6th grade Science area has shown a negative trend in expected level of performance over the last few years. 83 percent met or exceeded the CRCT in 2011, 81 percent met or exceeded the CRCT in the 2012 year, and 72 percent met or exceeded the expected performance level in the 2013 year. There has been a 9 point drop over the last three years in this area.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the above are consistent with findings from, System Data Notebook, Data provided by the State Department, and the analyzing of the data trend by our administration.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes		SACS HMS Data Notebook

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

In the area of English Language Arts the school's overall student percentage who met or exceeded the expected level of performance was 97.6 percent. The grade breakdown is as follows, 99 percent in the 6th grade, 96 percent in the 7th grade and 98 percent in the 8th grade.

In Reading the school's overall percentage of students who met or exceeded the level of performance was 95.1 percent. In the area of Reading the breakdown is as follows in the 6th grade, 94 percent met or exceeded, in the 7th grade, 94.5 met or exceeded and in the 8th grade, 96.7 percent met or exceed.

In the area of Gifted Science 100 percent of the students met or exceeded the expected level of performance.

During the 2012-2013 academic year, the English Learner group also made great achievements in the areas of Reading and English Language Arts with 94.4 percent and 94.5 percent meeting or exceeding the expected levels of performance respectively.

### Describe the area(s) that show a positive trend in performance.

The English Learner group has shown a decrease in the percentage of students who did not meet the expected levels of performance in all academic areas on the CRCT as follows:

English Language Arts, the English Learner group has had the following decrease in the percentage of students whom did not meet the expected levels performance 37.5 percent in 2011, 14.3 percent in 2012, and 5.6 percent in 2013.

Reading- the English Learner group has had the following decrease in the percentage of students whom did not meet the expected levels performance, 41 percent in 2011, 14.3 percent in 2012, and in 5.6 percent 2013.

Math- the English Learner group has had the following decrease in the percentage of students whom did not meet the expected levels performance 35 percent in 2011, 46.7 percent in 2012 and 16.7 percent in 2013.

Science- the English Learner group has had the following decrease in the percentage of students whom did not meet the expected levels performance 59 percent in 2011, 40 percent in 2012 and 22.2 percent in 2013.

Social Studies- the English Learner group has had the following decrease in the percentage of students whom did not meet the expected levels performance, 64.1 percent in 2011, 57.1 percent in 2012 and 27.8 percent in 2013.

The 8th grade Social Studies is another area that has shown a positive trend in performance. Over the last few years there has been a decrease in the percentage of students whom did not meet the expected levels performance, 22.9 percent in 2011, 14 percent in 2012 and 9.5 percent in 2013.

**Which area(s) indicate the overall highest performance?**

The Gifted Science area has had the highest overall performance with 100 percent of students performing above the expected level of performance over the last 3 consecutive school years.

**Which subgroup(s) show a trend toward increasing performance?**

Female students have shown an increasing performance trend by the drop in the percentage of students who did not meet the level of expected performance in the area of Math, 11 percent in 2011, 7.1 percent in 2012 and the most recent school year showed just 5 percent female students did not meet performance levels.

Male students have also shown a positive trend towards increasing performance in the area of Reading. There has been a recorded decrease in the number of students who did not meet the expected level of performance as follows, 3.8 percent in 2011, 3.3 percent in 2012 and 2.8 percent in 2013.

The Hispanic subgroup has developed two trends toward increasing performance, in the areas of Language Arts and Science. The number of students who have not met the levels of expected performance has seen a decrease in both areas. In the area of Language Arts in the 2011 year 7.8 percent did not meet, in the 2012 year 5.8 did not meet and lastly in the most recent year, in 2013 3.8 percent did not meet. In the area of Science, in the 2011 year 17.3 percent did not meet, in the 2012 year 15.4 percent did not meet and lastly in the most recent year, 2013 13.6 percent did not meet.

**Between which subgroups is the achievement gap closing?**

The achievement gap has been closing between the African American and the Caucasian subgroup in the following areas, 6th, 7th, and 8th grade Reading and Language Arts, and also in the 7th grade Math area. In the area of Reading, the 6th grade students had 97 percent of African Americans met or exceeded in comparison to 100 percent of Caucasian students meeting and exceeding. In the 7th grade, 97 percent of African Americans met or exceeded outscored the Caucasian subgroup which had 96 percent meet or exceed in the area of Reading. In the 8th, grade 95 percent of African Americans met or exceeded the level of expected performance versus their Caucasian counterpart which had 100 percent meet or exceed the level of performance expected. In the area of Language Arts the achievement gap is being closed in all three grade levels. In 6th, 89 percent African Americans to 99 percent Caucasians, in the 7th grade, 92 percent African Americans to 98 percent Caucasians, and lastly in the 8th grade, 95 percent African Americans to 98 percent Caucasians. In the 7th grade math area 91 percent of African Americans met or exceeded the level of expected performance versus 97 percent of Caucasians who met or exceeded the level of performance. All three areas show that the achievement gap is becoming increasingly smaller and in some specific areas it has been closed.

**Which of the above reported findings are consistent with findings from other data sources?**

All of the above are consistent with findings from, System Data Notebook, Data provided by the State Department, and the analyzing of the data trend by our administration.



## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

In the area of Science all three grade levels have shown a need for improvement based on the data of expected performance on the CRCT. In 6th grade Science only 72 percent met or exceeded, in the 7th grade 88 percent met or exceeded, and lastly in the 8th grade 81 percent met or exceeded in the expected levels of performance.

The Students with Disabilities subgroup shows a need for improvement in the area of Language Arts with just 69 percent meeting or exceeding the expected level of performance.

### Describe the area(s) that show a negative trend in performance.

The 6th grade Science area has shown a negative trend in expected level of performance over the last few years. 83 percent met or exceeded the CRCT in 2011, 81 percent met or exceeded the CRCT in the 2012 year, and 72 percent met or exceeded the expected performance level in the 2013 year. There has been a 9 point drop over the last three years in this area.

### Which area(s) indicate the overall lowest performance?

All of the above are consistent with findings from, System Data Notebook, Data provided by the State Department, and the analyzing of the data trend by our administration.

### Which subgroup(s) show a trend toward decreasing performance?

The female subgroup in the 6th grade has shown a trend of decreasing performance in the area of Science. Over the last three years the data recorded has shown a 7.3 point drop in this area. The percentage of females who did not meet the expected level of performance was 20.9 in 2011, 14.4 in 2012 and 7.3 in 2013.

In the Economically Disadvantaged subgroup the area of Science has a decreasing performance trend. Over the last three years the data recorded has shown a 6 point drop in this area. The percentage of Economically Disadvantaged students who did not meet the expected level of performance was 29.3 in 2011, 20.3 in 2012 and 26.3 in 2013.

The African American subgroup the area of Science has a decreasing performance trend. Over the last three years the data recorded has shown a 7.8 point drop in this area. The percentage African American students who did not meet the expected level of performance were 30.4 in 2011, 23.3 in 2012 and 31.1 in 2013.

**Between which subgroups is the achievement gap becoming greater?**

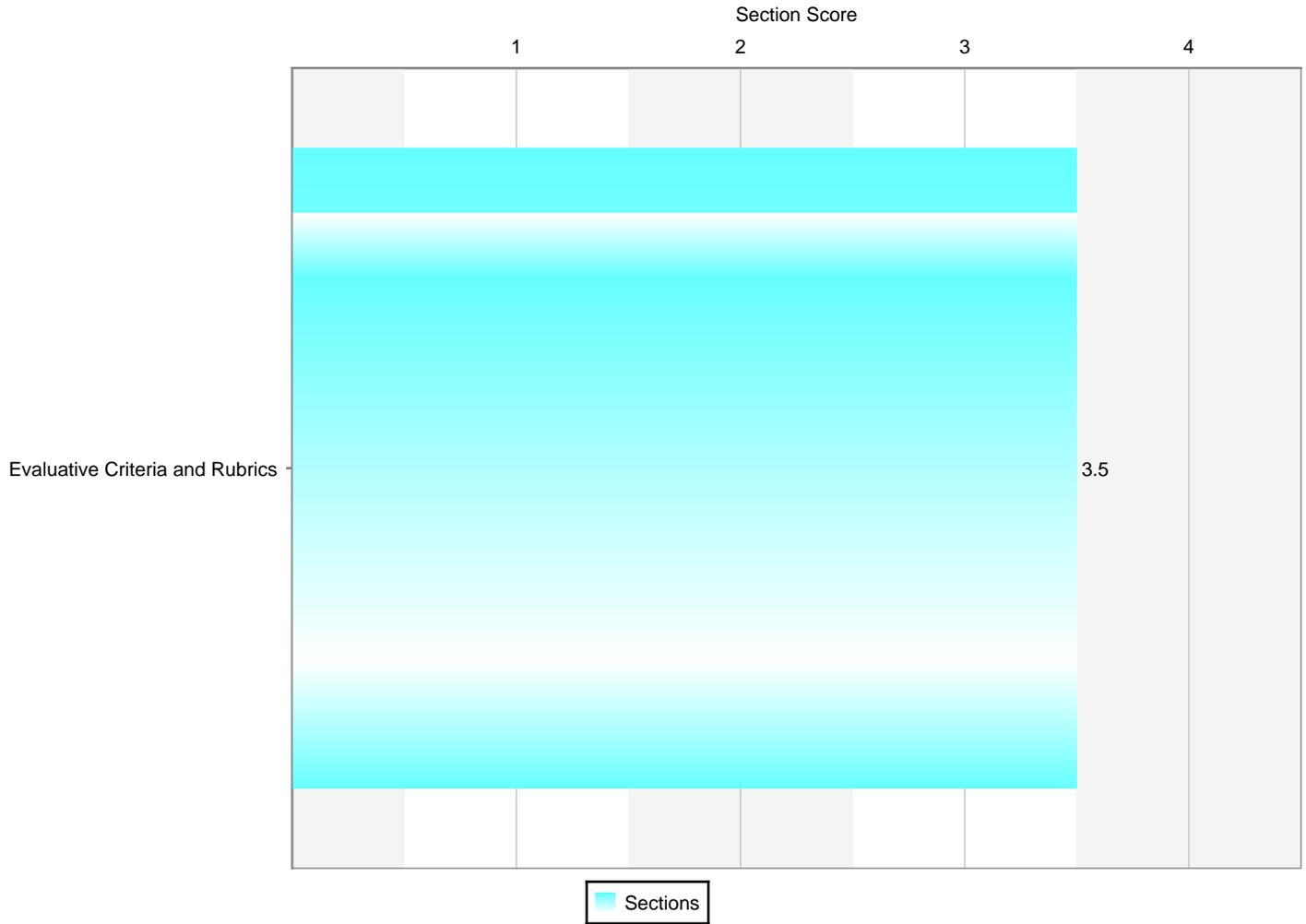
The achievement gap is becoming greater with the African American and Caucasians subgroups in the area of Science. In the 6th grade the difference between African Americans and Caucasians who met or exceeded the expected level of performance was 56 percent to 89 percent respectively. In the 7th grade the difference between African Americans and Caucasians who met or exceeded the expected level of performance was 80 percent to 97 percent respectively. In the 8th grade the difference between African Americans and Caucasians who met or exceeded the expected level of performance was 69 percent to 92 percent respectively.

**Which of the above reported findings are consistent with findings from other data sources?**

All of the above are consistent with findings from, System Data Notebook, Data provided by the State Department, and the analyzing of the data trend by our administration.

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

## AdvancED Assurances

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes, we certify the above assurance.		School Improvement Plan-HMS