

**District Goal Summary: 2011-2012 School Year**  
 Due to Field Service Representatives by **December 15, 2011**

**First to the Top Goals**

	3 <sup>rd</sup> Reading	7 <sup>th</sup> Math	Algebra I	English II
District-Stewart	47.10	67.0	59.9	56.9
Dover Elementary PK-3	47.10	NA	NA	NA
North Stewart Elem PK-5	47.10	NA	NA	NA
Stewart Co Middle 6-8	NA	67.0	NA	NA
Stewart Co High 9-12	NA	NA	59.9	56.9

**Subgroup Progress**

<b>K8</b>	African American	Asian	Hawaiian / Pacific Islander	Hispanic	Native American / Alaskan Native	White	Economic ally Disadvantaged	Special Education	English Language Learners
District						RLA 6% M 6%	6% 6%	6% 6%	
Dover Elem PK-5						6%	6%	6%	
North Stewart Elem. PK-5						6%	6%	6%	
Stewart Co Middle 6-8						6%	6%	6%	
<b>HS</b>	African American	Asian	Hawaiian / Pacific Islander	Hispanic	Native American / Alaskan Native	White	Economic ally Disadvantaged	Special Education	English Language Learners
District Stewart						Alg I 6% EII 6%	6% 6%	6% 6%	
Stewart Co. High School						AI 6% EII 6%	6% 6%	6% 6%	
Stewart Co Adult High									
(insert Rows)									

**Other Key Goals**

	Graduation Rate	Attendance Rate	ACT Math	ACT Science	ACT English	ACT Reading
District Stewart	93.80	93.7	18.6	19.1	18.8	19.2
Dover Elem PK-5	NA	94.4	NA	NA	NA	NA
North Stewart PK-5	NA	94.0	NA	NA	NA	NA
Stewart County Middle School 6-8	NA	94.2	NA	NA	NA	NA

Stewart County High School 9-12	93.80	94.2	18.6	19.1	18.8	19.2	
<b>TVAAS Goals</b>							
	K8 Math	K8 RLA	K8 Science	K8 Social Studies	Algebra I	Biology I	English II
District	+2	+2	+2	+2	+5	+2	+3
Dover Elementary	+2	+2	+2	+2	NA	NA	NA
North Stewart Elementary	+2	+2	+2	+2	NA	NA	NA
Stewart County Middle	+2	+2	+2	+2	NA	NA	NA
Stewart County High	NA	NA	NA	NA	+5	+2	+3

**Summary of district implementation plan:**

Stewart County is excited to announce success for the previous school year and is also challenged to make plans to address needs. Just below is a discussion of subgroup achievement and actions designed to address needs for all students. Following that is a discussion of progress status and goals.

Stewart County contains three subgroups; white, economically disadvantaged and special education students. All other ethnic and racial groups contain an N less than ten.

A comparison of the subgroup percentages scoring proficient/advanced between school years 09-10 and 10-11 indicates that two of three groups at the elementary level and all groups at the middle school levels increased their percentages of students scoring w/in proficient/advanced ranges over the two school year span. The high school, by contrast, showed decreases within the groups.

The percentage of proficient/advanced student score growth was decidedly different at each school, however. Dover Elementary showed the largest growth over the two years. The economically disadvantaged group increased proficient/advanced scores from 15% (09-10) to 43.2% (10-11) with a change of 28%. The white group showed an increase from 35% (09-10) to 55.8% (10-11) yielding a change of 21%. The special education statistic was not computed for either Dover Elementary or North Stewart. The N was less than ten in these groups. The district results will be discussed further down.

The percentage of proficient/advanced students at North Stewart increased also but by a lesser percent than at Dover Elementary. The North Stewart economically disadvantaged group increased from 38% (09-10) to 38.9% (10-11) for a change of 1%. The white group increased from 46% (09-10) to 49.4% (10-11) exhibiting a change of 3%.

District data for special education at the elementary level indicates that a decrease was observed between the two years. The 09-10 special education percentage making proficient/advanced was 18%. The 10-11 percentage fell to 7.7% with a negative change of 10.3%

To assist students at all schools, Stewart County is implementing the "Classworks" program for special education students. And, the county wants to increase the availability and use of after school tutoring by continuing to encourage families to take advantage of the services that are provided two afternoons a week for two hours each day. Availability to a larger number of students would be greatly enhanced by the implementation of system-provided transportation, a service Stewart County is continuing to investigate for feasibility. "Think Gate" program is used and provides benchmark assessment and allows identification of areas in which students need targeted instruction.

Stewart County Middle School group score changes indicated that 57% of the economically disadvantaged group scored within the proficient/advanced group in 09-10 compared with 63.3% for school year 10-11 thus showing a positive change of 6%. The white group, with a percentage of 64% in 09-10 increased to 70.2% in 10-11, for a change of 6% in this subgroup as well. The special education group stood at 14% proficient/advanced in 09-10 and increased to 29.2% in 10-11. The change here was 15%.

SCMS will also be utilizing "Classworks" for special education students and "Think Gate" for all. There will be continued encouragement to take part in after school tutoring opportunities. SCMS along with all other schools will benefit from the inclusion of "Smart Board" and computer technology as well.

All district schools will utilize faculty meetings and grade-level meetings to disseminate information and professional development on topics of interest/need throughout the school year.

Stewart County High School is showing the greatest evidence of difficulty with regard to proficient/advanced goals for the subgroups. The 09-10 proficient /advanced percentages for the economically disadvantaged Algebra I group were 68%. In 10-11 the percentage decreased to 53.1% for a decrease of 15%. The white group also showed a fall from 68% in 09-10 to a level of 55.9% in 10-11. The overall decrease in that group was 12%.

English II also showed decreases in all groups for proficient/advanced scoring. School year 09-10 results in the white subgroup were 65%. For school year 10-11, the percentage was 52.9% thus showing a decline of 12%. The economically disadvantaged group had a percentage proficient/advanced of 56% in 09-10 but this decreased to 44.4% in 10-11 for a negative change of 12%.

Special education proficient/advanced data indicated that 30% of Algebra I students scored proficient/advanced in 2010-11. Only 5% of English II students scored proficient/advanced. The total gap between non-special education and special education students scoring proficient/advanced was 29.9% for Algebra I and 55.8% for English II.

A great deal of academic energy has been focused on assisting secondary special education students with preparation for Gateway assessments. Their focus, of necessity, has been on the successful completion of the Gateway tests in order to earn a regular high school diploma. As Gateway assessment continues to be a diminishing factor in student preparation, our new goals will involve adding breadth to the programming for these students beyond the relatively narrow focus sometimes required for Gateway prep.

EXPLORE test scores have been and will continue to be utilized to assist in programming planning for students moving from middle school to secondary school.

ACT scores for the system are below the state average. Changes made at SCHS described below are anticipated to assist us in bringing our ACT scores to the 2011 state average for the benefit of the subgroups and the student body in general.

“Classworks” will be utilized at the secondary as well as elementary and middle school level for special education students. Further, new at Stewart County High this year is an inclusion Algebra I class as well as a “Basic” level reading/language arts course. And, Stewart County High is anticipating greater rigor this year partly due to faculty changes made through attrition as well as through staff transfers designed to provide an influx of new talent and fresh perspectives. After and before school tutoring is being offered in Algebra and English. “Think Gate” is in place at SCHS as well. And, in order to provide a safe environment that focuses energy on citizenship as a factor in overall learning, Stewart County Schools have Positive Behavior Supports in place at all schools.

Stewart County School System progress in excess of at least one standard error (SE) has been seen in fourth through seventh grade math. Eighth grade math fell below the growth standard by one SE or less.

Fourth, sixth, seventh and eighth grade reading showed growth above the standard by at least one SE system wide. Fifth grade reading at Dover Elementary was above the growth standard by at least one SE.

However, North Stewart fifth grade reading was below the growth standard by one SE or less.

Science progress was above the growth standard by at least one SE for 4<sup>th</sup> through 8<sup>th</sup> grades in 2011.

Social studies for fourth, fifth, and seventh grades was above the growth standard by at least one SE.

Sixth grade social studies was more than one SE below the growth standard. Eighth grade results fell below the growth standard by more than two SE's. This trend continued into Stewart County High with US History also falling within the significantly below average range. Social studies time has been reallocated to support reading/language arts in many cases. We realize the need to increase time and rigor in social studies while we continue to foster reading/language arts needs. This will be a challenge focus.

Progress at SCHS with the exception of English I (significantly above the state average) was problematic.

Algebra I, and English II were significantly below the state average. Biology I results were within the state average range.

The new inclusion Algebra I class and the new Basic English classes are in place to build progress as well as achievement. Further, through attrition, transfer and expansion, new staff is in place in the English and math departments.

Another area of concern is social studies. It is apparent that, with the exception of the seventh grade, a downward turn in progress is seen beginning with the sixth grade and continuing into high school.

The new initiatives that will be in place to foster greater achievement are designed to also provide the stretch needed to accelerate growth. We will utilize teacher professional development to "share the wealth" between those who are seeing growth at a quicker pace than other staff are experiencing in their classes. Teachers will be given information to assist them in reaching beyond the tools and techniques that they have used to try new means of reaching students in their classes.

Other key areas involve graduation and attendance rates. Stewart County boasts a graduation rate of 93.7 which holds relatively steady with the 09-10 rate of 93.6.

The presence of the Adult High School as an integral part of the programming at Stewart County High increases the graduation rate of high risk students who might otherwise drop out.

Attendance rates range from a low of 93.1 at Stewart County High to a high of 94.3 at Dover Elementary.

The district rate is 92.5. The system encourages attendance through positive support to students.

Anticipated areas of greatest growth:	Anticipated challenges and risks:
<ul style="list-style-type: none"> <li>*Narrowing the gap for special education and economically disadvantaged students</li> <li>*Increasing progress and achievement in English II, Algebra I</li> <li>*Encouraging and inspiring teachers to alter methodology to stimulate greater student progress</li> </ul>	<ul style="list-style-type: none"> <li>*Increasing participation in after school programming without system-provided transportation</li> <li>*Encouraging and inspiring students to take ownership of their educational and behavioral situation</li> <li>*Encouraging student engagement in and providing sufficient academic time for social studies programs throughout the grade levels</li> </ul>
Finding sources for key intervention strategies:	
<ul style="list-style-type: none"> <li>*District wide "Classworks" funded through Title I - \$50,000</li> <li>*"Smart Boards" purchased through ARRA funds - \$10,000</li> <li>*"Think Gate" fully implemented through FTTT funds - \$33,000</li> <li>*SCHS tutoring supplied through FTTT - \$14,400</li> <li>* Technology for classrooms - \$50,000</li> </ul>	