

## **SCHOOL PROFILE**

### **E. B. Stanley Middle School**

E. B. Stanley Middle School opened in the fall of 1991. The building had originally been an elementary school serving grades K - 7.

The middle school concept became a reality in Washington County with grades six, seven and eight being housed at E. B. Stanley. The school receives students coming to the sixth grade from Abingdon Elementary, Greendale Elementary, and Watauga Elementary.

Grade six, known as the Critter House, has five teams with two teachers per team. One teacher on each team teaches math and science while the other teaches language arts and social studies.

Grade seven, known as Sea World, has five teams with two teachers per team. One teacher on each team teaches math and science while the other teaches language arts and social studies.

Grade eight is no longer divided into teams. The eighth grade has ten teachers with the subjects grouped by department. There are two teachers teaching math, two teachers teaching English, two teachers teaching science, two teachers teaching World Geography, one teacher teaching math and science, and one teacher teaching English and World Geography. The principal and eighth grade staff believed this arrangement of core classes would better prepare the eighth grade students for high school.

Exploratory classes offered to students are technology, teen living, computer technology, fine arts, art and Spanish. Sixth grade students rotate each six weeks while seventh grade students rotate each nine weeks. Eighth grade students rotate each twelve weeks with the exception of Spanish. Students taking Spanish may receive a high school credit and attend classes for the entire year.

Special education classes include resource math, resource English, additional support in science and social studies, as well as educable mentally challenged classes and trainable mentally challenged classes.

E. B. Stanley Middle School has a multicultural population of over 700 students. Students come from a variety of social and economic backgrounds.

The community is involved in the work of the school. Food City contributes computers to the school through the collection of grocery receipts. The Weather Bug weather station is sponsored by Food City and WCYB-TV5.

The county sheriff's department sponsored D.A.R.E. from 1991-2002. In the fall of 2002 the D.A.R.E. program was discontinued and was replaced by Life Skills, a program for sixth and seventh grades.

Many community organizations offer opportunities for students to participate in educational competitions. The National Society of Professional Engineers sponsors the Math Counts competition. Students compete in the Scripps National Spelling Bee, the National Geographic Geography Bee, Johns Hopkins Talent Search, All County Band, All County Chorus, Mental Math Bee sponsored by the Abingdon Rotary Club, the University of Virginia Summer Enrichment Program and the Emory & Henry College Summer Scholars Program.

Business and community leaders often volunteer time and services to assist students through the following organizations:

Big Brothers/Big Sisters	Apples for the Students
Rotary Club	Adopt-an-Angel
Highlands Community Services	Leaders are Readers
Career Fair	Second Harvest Food Bank
Boy Scouts	4-H
A Leg Up Therapeutic Riding Center	Lions Club
Talent Search	Special Olympics

### STUDENT INDICATORS

Among the student population of E. B. Stanley Middle School, there are numerous factors which are indicative of the diversity, on one hand, as well as the unity of the students on the other.

Fluctuation in student indicator statistics is minimal from year to year as the following charts demonstrate.

#### Enrollment Patterns

1998-1999	Males	Females	TOTAL
Grade 6	131	104	235
Grade 7	129	131	260
Grade 8	109	109	218
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			713
1999-2000	Males	Females	TOTAL
Grade 6	118	107	225

Grade 7	130	103	233
Grade 8	124	120	244
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			702
2000-2001	Males	Females	TOTAL
Grade 6	117	110	227
Grade 7	121	111	232
Grade 8	131	103	234
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			693
2001-2002	Males	Females	TOTAL
Grade 6	106	125	231
Grade 7	115	110	225
Grade 8	125	110	235
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			691
2002-2003	Males	Females	TOTAL
Grade 6	122	114	236
Grade 7	106	132	238
Grade 8	123	117	240
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			714

**Classroom Age Mix**

	Age	11	12	13	14	15	16
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1998-1999							
Grade 6		160	80	1			

Grade 7		166	91	3	
Grade 8			148	67	6
1999-2000					
Grade 6	146	80	9		
Grade 7	1	152	80	1	
Grade 8			160	89	3
2000-2001					
Grade 6	156	74	2		
Grade 7		139	84	11	
Grade 8		1	152	83	2
2001-2002					
Grade 6	156	75	6		
Grade 7	1	156	73	2	
Grade 8			133	92	16
2002-2003					
Grade 6	130	103	7		
Grade 7		155	79	9	
Grade 8			160	79	3

### **Children in Foster Homes**

1998-1999	4
1999-2000	5
2000-2001	8

2001-2002	4
2002-2003	7

**Stability vs. Mobility/Transiency of Students**

1998-1999	Total entries - 722 Total withdrawals - 45 Returns to our school - 9
1999-2000	Total entries - 721 Total withdrawals - 44 Returns to our school - 6
2000-2001	Total entries - 704 Total withdrawals - 35 Returns to our school - 9
2001-2002	Total entries - 710 Total withdrawals - 49 Returns to our school - 10
2002-2003	Total entries - 729 Total withdrawals - 47 Returns to our school - 8

**Free and Reduced Lunch Program Participation**

School Year	Free	Reduced
1998-1999	150	45
1999-2000	160	50
2000-2001	162	41
2001-2002	172	49
2002-2003	154	50

### Ethnic Composition

	Caucasian	Black	Hispanic	Asian
1998-1999	690	21	0	2
1999-2000	678	21	2	1
2000-2001	663	22	4	4
2001-2002	663	16	7	5
2002-2003	681	17	3	8

### Before and After-School Programs

Homework Support Center	Tutoring	Math Counts	Band
Destination Imagination	Book Club	Chorus	Basketball
Cheerleading	Football	Track	Volleyball
Cross Country	Wrestling	Soccer	Baseball
SCA	SOL Review	SPLAT	Swim Team
Golf Team			

### Suspensions/Expulsions

1998-1999	33/0
1999-2000	42/0
2000-2001	55/0
2001-2002	38/0
2002-2003	51/0

### Promotions/Retentions

	Grade	Promotions	Retentions
1998-1999	6th	235	0
	7th	260	0
	8th	218	0

1999-2000	6th	223	2
	7th	230	3
	8th	243	1
2000-2001	6th	225	2
	7th	232	0
	8th	234	0
2001-2002	6th	229	2
	7th	225	0
	8th	235	0
2002-2003	6th	234	2
	7th	238	0
	8th	240	0

### **Special Needs Populations**

#### At-Risk Students Identified and Served

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1998-1999	105
1999-2000	96
2000-2001	94
2001-2002	95
2002-2003	101

#### Gifted Students Identified and Served

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1998-1999	135
1999-2000	134
2000-2001	139
2001-2002	125
2002-2003	117

Special Education Students Identified and Served

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1998-1999	88
1999-2000	93
2000-2001	92
2001-2002	98
2002-2003	114

Health Issues (This category includes conditions such as asthma, allergies, epilepsy, etc.)

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1998-1999	Grade 6 - 37	Grade 7 - 39	Grade 8 - 31
1999-2000	Grade 6 - 36	Grade 7 - 41	Grade 8 - 33
2000-2001	Grade 6 - 38	Grade 7 - 44	Grade 8 - 28
2001-2002	Grade 6 - 49	Grade 7 - 43	Grade 8 - 25
2002-2003	Grade 6 - 29	Grade 7 - 40	Grade 8 - 32

**Attendance and Tardiness**

Patterns of attendance are outlined for the E. B. Stanley Middle School years of 1998 through 2003. Student absences and tardies are indicated by grade levels. Staff attendance is delineated by year for those members who were absent three days or less.

Student Absences - Ten or more days absent

	Grade 6	Grade 7	Grade 8
1998-1999	73	77	86
1999-2000	68	72	84
2000-2001	84	76	78
2001-2002	75	88	79
2002-2003	82	76	100

Student Tardies - Six or fewer days tardy			
	Grade 6	Grade 7	Grade 8
1998-1999	206	227	192
1999-2000	204	211	216
2000-2001	172	170	157
2001-2002	212	189	204
2002-2003	210	203	206

Staff Absences - Three or fewer days absent

1998-1999	Total - 14
1999-2000	Total - 04
2000-2001	Total - 08
2001-2002	Total - 11
2002-2003	Total - 08

### PROGRAM INDICATORS

Faculty members are contracted for 200 days. There are 180 days used for instruction and twenty teacher workdays. Teachers are evaluated annually, with tenured and nontenured staff receiving a full evaluation each year. In addition, nontenured staff members are observed by central office personnel.

Sixth, seventh, and eighth grade students receive six hours and fifty-five minutes of instruction per day. Four hours and twenty minutes are allocated for core subjects. Grades six and seven have a forty minute exploratory class and grade eight has a forty-five minute class. All grades have a forty-five minute study hall and a thirty minute physical education block daily. Teachers have a duty-free planning period each day in addition to an unencumbered lunch period. Homework is seen as an extension of class time. It is assigned at the discretion of the individual teacher. Guidelines for homework are established by the superintendent of schools.

Textbooks are selected by faculty, administration and countywide parent committees. Textbooks are approved by the local school board and the Virginia State Department of Education and are adopted on a six-year cycle as funds permit.

## **STAFF PROFESSIONAL DEVELOPMENT**

Staff development at E. B. Stanley Middle School includes faculty meetings, and three days of summer inservice as prescribed and mandated by the county. Teachers attend conferences and workshops pertaining to their individual field or interests and are members of professional organizations. Teachers subscribe to numerous professional magazines and journals to keep abreast of current educational research, ideas, and curriculum development.

At E. B. Stanley Middle School, thirty-five teachers have bachelor degrees and one has completed advanced study. Nineteen teachers have graduated from a master's program and the assistant principal is participating in a doctorate program. In addition, forty teachers have completed state requirements for technology certification.

Participation in various professional associations is typical of all faculty membership at E. B. Stanley. Some of the more commonly represented organizations follow: the Washington County Education Association, the Virginia Education Association, the National Education Association, the Southwest Virginia Association of Science Teachers, the Southwest Virginia Council of Teachers of Mathematics, the Virginia Association of Teachers of English, the Southwest Virginia Reading Council, the Virginia State Reading Association, the International Reading Association, the Virginia Association of the Education of the Gifted, Music Educators National Council, International Honor Society, the Virginia Art Education Association, the Virginia Music Educators Association, the Virginia Association of Family and Consumer Science Teachers, the Virginia Vocational Association, the Virginia Educational Media Association, the Virginia High School League Coaches Association, the National Association of Elementary School Principals, Virginia Association of Secondary School Principals, Kappa Delta Gamma, Phi Delta Kappa and the Virginia Middle School Association.

Journals, conferences, workshops, and membership in a diverse group of professional organizations keep teachers informed and apprised of current research and trends in curriculum development, methodology and legislation.

At the close of the 2002-2003 school year, the enrollment at E. B. Stanley Middle School was 713 with 235 students in grade six, 237 students in grade seven, and 241 students in grade eight. The faculty consists of fifty-four teachers all of whom are certified in their teaching assignments. Teacher placements for this school year are categorized below according to individual teaching assignments:

- 10 - Regular classroom teachers/grade 6
- 10 - Regular classroom teachers/grade 7
- 10 - Regular classroom teachers/grade 8
- 2 - Guidance Counselors (1 full time/1 part time)
- 8 - Special Education (6 full time/2 part time)
- 2 - Physical Education
- 2 - Band
- 2 - Chorus

- 1 - Librarian
- 6 - Exploratory

The staff personnel consists of fifteen people:

- 2 - Administrators (principal and assistant principal)
- 3 - Office secretaries
- 1 - Library secretary
- 1 - Y.E.S. Coordinator
- 6 - Aides (assist with special education)
- 3 - Custodians

The core teacher:pupil ratio per grade for this school year is here outlined.

Grade 6	24:1
Grade 7	24:1
Grade 8	24:1

### **EXTERNAL FACTORS**

There are several external factors which impact the school program at E. B. Stanley Middle School. The Harry L. Coomes Recreation Center is located within walking distance of the middle school and “A Leg Up” program is located within a mile of our school. “A Leg Up” is a therapeutic horseback riding program available to our physically and mentally challenged students. The Washington County Public Library is centrally located in the town of Abingdon where a variety of resources is available to all students and teachers. A business partnership between E. B. Stanley Middle School and Food City enables the school to purchase needed equipment. Students collect Food City grocery receipts to be traded for computer equipment.

### 2003 Bullying Survey Results

A survey concerning the issue of bullying at E. B. Stanley Middle School was conducted in the spring of 2003. A total of 714 students in sixth, seventh and eighth grades participated in the survey. The results are as follows:

- 52% Witnessed bullying
- 21% Have been bullied
- 7% Have bullied
- 44% Have been a bystander

<b>Bully Responses: (Type)</b>	<b>Bully Responses: (Location)</b>
43% Name calling	40% Bus
29% Teasing/taunting	40% Hallway/class

28% Other

20% Cafeteria

Target/victim Responses: (Type)

50% Name calling

29% Teasing/taunting

21% Physical touching, etc.

Target/victim Responses: (Location)

46% Bus

45% Hallway/class

9% Cafeteria

Reported:

69% Yes

31% No

Bystander Responses: (Type)

62% Name calling

38% Teasing/taunting

Bystander Responses: (Reported)

23% Yes

77% No

Attitudes/Opinions:

Most teasing/taunting is just a joke.

70% Yes

30% No

Most victims/targets deserve what they get.

27% Yes

73% No

Bullying teaches students what is important to the group.

10% Yes

90% No

Bullying helps make people more "tough".

7% Yes

93% No

Teachers and students responded to a survey in the fall of 2002. The survey consisted of four questions:

1. What is it we do well in our school?
2. What do we need to improve in our school?
3. What is it we do well in our division?
4. What is it we need to improve in our division?

Teacher Responses - Question 1

- We prepare, remediate, and inspire all students.
- We meet or exceed the SOL accreditation standards of the Virginia Department of Education.
- We communicate well with students, parents and community.
- We share information across grade levels.
- We incorporate exploratory and P.E. classes into our curriculum.

Teacher Responses - Question 2

- We need to improve communication within our school.

- We need to create a more flexible schedule.
- We need to protect “core time” and limit outside interruptions.
- We need to increase technology training and use for all staff.
- We need to improve student safety/discipline during non-structured times.

#### Teacher Responses - Question 3

- We are committed to hiring the most qualified, caring, and dedicated employees.
- We offer quality instruction and a varied curriculum for all students.
- Our schools are safe, clean and well maintained.
- Professional growth opportunities are offered on a regular basis.
- A majority of schools meet or exceed SOL accreditation standards of the Virginia Department of Education.
- We have implemented numerous reading and remediation programs.

#### Teacher Responses - Question 4

- We need to attract and retain the most qualified employees for all positions.
- We need to improve communication at all levels.
- We need to support and reinforce respect, professionalism, accountability and morale among all stakeholders.
- We need to provide more equitable salary packages for all employees.
- We need to construct a better attendance policy.
- We need to improve instructional offerings in vocational and technical areas.

#### Parent Responses - Question 1

- We have caring teachers and guidance counselors who provide intervention to our students as needed.
- We provide students with core knowledge and assist them in passing the SOLs.
- We provide a safe and secure environment for learning to take place.
- We provide numerous exploratory classes to help develop the “whole” child.
- We provide consistent discipline.
- We provide a good transition/orientation for incoming students.
- We have good communication with parents.
- We provide several choices in the cafeteria.
- We have a caring administrative staff.
- We assist students in becoming more responsible.
- We provide students support by offering tutoring to everyone.
- We have an active PTA and allow parent volunteers to assist at school.
- We have a clean, neat and attractive school building.

#### Parent Responses - Question 2

- We need better communication between parents, teachers and students (including but not limited to grade reports, behavior and discipline problems and attendance.)
- We need to increase the number of foreign language and accelerated class offerings for all grades.
- We need to decrease the weight of books and backpacks for students (including having teachers on the same team not give tests/homework in all subjects on the same night.)
- We need to improve the student drop off and pick up traffic situation.

- We need to increase individualized attention and support for all students.
- We need to implement a more strict dress code and possibly consider school uniforms.
- We need to assist students as they work to improve their attitudes and tolerance toward others and decrease bullying.
- We need to teach information that involves learning beyond the SOLs.
- We need to increase the size of the gym, the equipment for outside recess times and the supervision during outside time.
- We need to improve the acoustics in the bandroom and provide sound barriers on the walls.
- We need to decrease the emphasis on athletics.
- We need to increase drug and alcohol abuse awareness information given to students.
- We need to check for mold, mildew and allergens in the carpet.

#### Parent Responses - Question 3

- We provide students with a core of knowledge that allows them to achieve success on standardized tests.
- We have good communication and direction to students and the community (the calendar of events included with the policy handbook is helpful).
- We have an excellent teaching staff.
- We provide students with a safe school environment and a safe way to get to and from school each day.
  
- We push students to excel beyond minimum standards.
- We have attractive and clean schools.
- We have good teacher to student ratios.
- We have a knowledgeable and experienced management staff.
- We provide reading specialists to elementary schools and tutoring to all students.
- We offer a variety of athletic opportunities to students and have well-maintained facilities for sporting events.

#### Parent Responses - Question 4

- We need to improve the bus transportation service (this can be accomplished by improving student behavior and language on the bus, increasing the number of buses to prevent overcrowding, separating high school students from elementary students on all buses and increasing the routes taken so students can decrease time spent on the bus).
- We need to teach information not included in the SOLs to promote student achievement and decrease the emphasis on the SOLs.
- We need to increase the number of accelerated and challenging classes offered to all students.
- We need to provide a more equitable funding and activity distribution throughout the entire county.
- We need to increase teacher and support staff salaries.
- We need to have smaller class sizes.
- We need to achieve division-wide SOL accreditation.
- We need to provide soap, paper towels and hot water to all students at all times.
- We need to increase teacher training for instruction of special needs students.