

Puyallup School District
HIGHLY CAPABLE TASK FORCE

FINAL REPORT

to the

SUPERINTENDENT

February 23, 2009

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Dear Superintendent Dr. Tony Apostle,

Re: Highly Capable Task Force Final Report

This report is in response to Washington State's current economic crisis and its foreseen impacts on K-12 education. It is also in response to school board goal 1.1 *"Implement a program to improve and articulate the K-12 program for academically talented students."*

The Highly Capable Task Force was charged to design a program of services for highly capable elementary students at a much reduced cost. Given the predicted financial constraints, our attention was initially focused upon one rather large issue in the current service delivery model – transportation. Given the size of our district, and the congestion found on many of our area streets, we believe it is no longer wise for us to transport students from our 22 elementary schools to just three sites. Our recommendation to serve students closer to their neighborhood school reduces transportation costs significantly.

In response to the school board goal to improve services, this task force recommends a model which nurtures potential in students during their first few years in our schools. When implemented fully, and with fidelity, we believe that the program described in this report would encourage an increased identification of highly capable students, especially those from under-represented populations. We believe that with implementation of this service-delivery model elementary enrollment in the Quest Program could increase by 50%, and that the demographics of the Quest classrooms may match the district demographics more closely.

Development of this program design has been on-going for the past few years. Prompted by the school board goal, educators in the highly capable program have conducted research and crafted proposals in hopes of better serving more students in our community. Their passion for student learning is evident in their classrooms everyday and our students have been fortunate to have such talented and experienced teachers. Our hope is that this proposed program design would promote high levels of learning in many more classrooms throughout the district and inspire teachers to provide excellent learning opportunities for highly capable learners for many years to come.

Thank you for giving us the opportunity to provide input into this process. We appreciate having the chance to influence those making these very difficult decisions.

Sincerely,

Brian Fox
Director of Student Learning, K-12

Background

The Highly Capable Task Force was formed to design a program of services for highly capable elementary students at a much reduced cost, and identify implications of a changed service-delivery model. The task force was made up of the following educators:

Jennifer Beck, Quest Teacher, Zeiger
Janelle Burger, Quest Teacher, Pull-out Program
Amy Eveskeige, Chief Academic Officer, Region 3
Brian Fox, Director of Student Learning, K-12
Anne Hoban, Principal, Hilltop
Judy Piger, Principal, Shaw Road
Nancy Velazquez, Coordinator of Highly Capable Programs

The Highly Capable Task Force met on the following dates and times;

February 5, 2009 4:00 – 6:00 pm
February 12, 2009 4:00 – 6:00 pm
February 19, 2009 4:00 – 6:00 pm

Format

The remainder of this report defines a program intended to serve more students at a reduced cost to the district. The body is organized using the following headings:

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Program Design

Philosophy and Objectives

Established and adopted by cabinet as part of Board Regulation 2190R, the following Mission Statement and Vision Statement have been foundational to our work:

Mission

Supported by families and our diverse community, the Puyallup School District challenges its students to achieve their academic, creative and physical potential. Highly capable children and youth perform or show potential to perform at remarkably high levels of accomplishment in one or more of the following areas:

- *Cognitive ability*
- *Exceptional creativity*
- *Achievement in specific academic fields*

Highly capable students require a higher level of rigor, depth, breadth or acceleration beyond the basic programs provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

Vision

We are committed to the belief that highly capable students are individuals with potential who require guidance in discovering, developing and realizing their potential as individuals and as members of society. Under this philosophy, it becomes the responsibility of the district to meet the needs of highly capable students by identifying their gifts and talents and developing those areas.

Program Organization and Operation

The elementary highly capable program for the Puyallup School District would include two service-delivery models: *Clustering Potential Classrooms* and *Regional Quest Classrooms*.

1st/2nd Clustering Potential Classrooms

- At each of our 22 elementary schools in grades 1 and 2
- One per grade-level per building
- Students would attend the Clustering Potential classroom each day of the week
- Regular district transportation would be provided

3rd – 6th Regional Quest Classrooms

- At up to nine elementary buildings throughout the district
- Initially, host sites (schools with space) have been identified as Northwood, Shaw Road, Sunrise, Ridgecrest, Pope, Brouillet, Zeiger, Fruitland, and Meeker
- At each site there would be a multi-age classroom for 3rd/4th grade students and a multi-age classroom for 5th/6th grade students
- Students identified for placement would attend their Regional Quest classroom each day of the week

Two-way transportation would be provided by the district in the following manner. Parents of all Regional Quest students would be asked to transport their student to their neighborhood elementary school where a school bus would pick them up for delivery to the Regional Quest classroom. At the end of the day, a district bus would shuttle them back to their schools (at 2:30 & 3:00) so they could take their regular buses home. In all cases, students would start and end their school day 15 minutes earlier than other students at the host site.

Student Identification and Placement

1st/2nd Clustering Potential Classrooms

- Consideration for placement in the 1st and 2nd grade Clustering Potential classrooms would be done by staff at each elementary school under the direction of the building principal, with consultation by the district's Coordinator of Highly Capable Programs, and Director of Student Learning responsible for Highly Capable Programs.
- Identified classroom teachers would participate in professional development regarding the characteristics of highly capable learners, with an emphasis on *nurturing potential*. This training would include:
 - Project Bright IDEA and U-STARS~PLUS: an integrated approach that helps teachers transform the classroom into a vibrant community of learners and problem solvers;
 - Habits of Mind: intellectual behaviors which serve as resources for use when confronted with problems, the answers to which are not immediately known;
 - (See glossary for further detail.)
- Teachers would gather detailed documentation to create a talent pool for possible inclusion in the Regional Quest classroom as a third-grade student.

3rd – 6th Regional Quest Classrooms

- Consideration for placement would begin with a district-wide screening tool during the second semester in second-grade (possibly ITBS, *Reading and Math portions only*).
 - Students at or above the 80th percentile would be encouraged to apply for the Regional Quest Program and take the Cognitive Abilities Test.
 - Data would allow us to better identify students in under-represented populations.

- Members of the Central Screening Committee would review student data using a case-study approach. Student files would include:
 - Cognitive Abilities Test results;
 - Washington Assessment of Student Learning results;
 - District reading and writing assessment results;
 - Documentation from teacher observation in the 1st and 2nd grade Clustering Potential Classrooms.
- Students placed in the Regional Quest Classrooms would be formally identified as “highly capable” and require services as outlined in WAC 392-170.

Curriculum

- Washington State Essential Academic Learning Requirements, and Grade-Level Expectations would be used for lesson planning purposes, however students would be expected to work above grade-level.
- Curriculum would be standardized across program classrooms.
- There would be an emphasis on research-based curriculum published specifically for HC students. Materials currently used or under investigation include:
 - College of William and Mary;
 - Project M3 (Mentoring Mathematical Minds);
 - Junior Great Books.
- Consistency and equity of resources would ensure that, regardless of location, the needs of highly capable students would be addressed.

Instruction

- Staff development requirements would reflect the district’s emphasis on the shared responsibility for highly capable learners through recognizing the needs of *all* students (see Vision statement.)
- Administrators and teachers would receive an annual overview of the district’s highly capable plan, where the role of each educator is clearly defined.
- Teachers new to the Highly Capable Program would receive additional staff development and support from the Highly Capable Program Coordinator and Director of Student Learning.
- A strong emphasis on awareness of the learning and behavioral characteristics of diverse learners would be strengthened through site-based or district-wide staff development.
- Training would be provided on a continuous basis to assure that all teachers are provided with the skills necessary to recognize and respond to the differing learning needs of children across the system.
 - For example, an area of focus for the 1st/2nd Clustering Potential Classroom teachers would be to implement portions of Project Bright IDEA, Habits of Mind, and Project U-STARs, as well as how to use the teacher observation tool.

Administrators/Support Staff

- Since administrative sponsorship of this model would be critical to student success, all building administrators of Regional Quest host sites would:
 - receive an overview of the plan for highly capable learners annually including any changes in the plan, procedures, and/or requirements and the method to be used for monitoring the program;
 - be encouraged to attend staff development on the curriculum and instruction provided to teachers within the program.
- Maintaining a district-level supervisor of programs for the highly capable would also be necessary. This administrator would:
 - monitor up to 18 Regional Quest classrooms and 44 Clustering Potential classrooms in collaboration with each building principal to ensure consistency in service-delivery and program quality;
 - manage the state grant for gifted and talented.
- The continuation of a coordinator of highly capable programs would remain in place so as to:
 - coordinate and conduct testing of students;
 - provide professional development for staff;
 - serve as the liaison between and among all personnel;
 - maintain a website, and use emails, phone calls, etc to communicate with parents about selection, identification, and other relevant issues.

Teachers

- Teachers in the **Clustering Potential Classrooms** would be existing members of each building's staff and chosen by the building's principal.
 - Teachers would be required to adhere to the Mission and Vision of the district's Highly Capable Program and participate in an on-going plan for professional development.
 - Teachers would partner with the entire school staff to develop ways to recognize and document gifted characteristics in children utilizing various research-based approaches.
- All teachers in the **Regional Quest Classrooms** would be members of the district's Highly Capable Program.
 - Each of the 18 positions would require formal application and interviews.
 - Although certification in gifted education would not be a requirement, training and experience in gifted education would be sought after.
 - Building principals would work collaboratively with the program director to determine the best candidates for these teaching positions.
- Coordination with the district's Human Resources Department would be necessary.

Glossary

Bright IDEA

Project Bright IDEA is a unique K-2 research model, funded by the Javits Program of the United States Department of Education, and designed and implemented by the North Carolina Department of Public Instruction and the American Association for Gifted Children at Duke University. Project Bright IDEA has four goals:

1. to increase the number of gifted students from under-served populations via changing teacher dispositions and capacity to wisely choose curricula tailored to teaching these students;
2. to study the extent to which such activities increase the number of third graders from underrepresented populations who enroll in gifted and talented programs;
3. to advance the quality of these students' meta-cognitive and cognitive skills and;
4. to create a research-based multi-dimensional, pre-identification model for gifted intelligent behaviors (Costa, Frazier)

Habits of Mind

A “habit of mind” means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known. Arthur Costa and Bena Kallick maintain that a critical attribute of intelligence is not only having information but also knowing how to act on it. The habits of mind that contribute to this intelligence are:

- Persisting
- Managing impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about thinking (metacognition)
- Striving for accuracy
- Questioning and posing problems
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and greater significance than if we fail to employ those patterns in intellectual behaviors.

U-Stars-Plus

Using Science, Talents and Abilities to Recognize Students ~ Promoting Learning for Under-represented Students

The purpose of U-STARS~PLUS is to support teachers in the early recognition and nurturing of outstanding potential in children from economically disadvantaged and/or culturally/linguistically diverse families and children with disabilities in order to improve achievement and provide access to advanced educational opportunities. U-STARS~PLUS combines the scale-up of evidence-based practice with a rigorous study of effectiveness.

Implications

Program Organization and Operation

1. Regional Quest students for whom their “Quest School” is also their neighborhood school would need to remain with adult supervision until the school buses are ready to take them home. This might provide opportunity for leadership or community service activities. Depending on existing para-educator support at each site, this supervision may cost \$9,600.00 each year.
2. Although this still requires some parent-provided transportation, this is less restrictive than our current model (which requires parent pick-up at the Quest Quad each afternoon). We believe that with the shorter distance from home, neighborhood carpools could be arranged.
3. For most students, this would require less time on a bus, and less time waiting for school to start.
4. Bus pick-up at an elementary school provides a safer setting than waiting at a bus stop.
5. Equity - there would still be a concern for families who cannot transport their child to their local school. For hardship cases, could we do anything? How could we measure the level of hardship – demonstrate need? Free/reduced lunch?
6. Office Managers at the Regional Quest host site would have 30 to 40 additional students to serve in the same way they serve existing students and families.
7. Current 5th-grade students may wish to stay at Zeiger or Meeker to finish their elementary experience in a familiar Quest classroom. We may want to allow students to “choice” to stay at their current school for 6th grade as long as parents provide transportation.
8. Initially, if there are not enough students to establish a Regional Quest classroom, we might simply have a “cluster classroom” at the necessary grade-level and at the Regional Site.
9. Communication with parents, teachers and principals would be critical. It needs to be consistent, clear, and ASAP.
10. We would need to ensure a strong program for this year’s 1st grade students, who have been formally identified as highly capable.
11. For walkers, we may need to explore safe walking routes and the possible need for crossing guards.

Student Identification and Placement

1. Consistency and objectivity in identification of students for 1st/2nd Clustering Potential classrooms would be necessary. Training of teachers and principals would help ensure that identification and placement are consistent from school to school.
2. It would be most critical that Kindergarten teachers have a good understanding of the district philosophy regarding identification of highly capable learners and nurturing potential. They would need training in identifying the characteristics of highly capable students and in the use of the U-STARS folder and checklist.
3. Staff would need to understand that we won't be balancing classes as we have in the past.
4. Communication would be key to help staff understand the need to limit the range of abilities per classroom (less differentiation needed).
5. Professional development provided for teachers of the Clustering Potential classrooms might become of interest and benefit to ALL classroom teachers. Research shows that implementation of a cluster grouping model results in increased student achievement building-wide (even in classrooms opposite the cluster-grouping classroom.)
6. There is concern among some task force members for teachers in our district who don't agree with the district's philosophy or this service delivery model. It may be that identified students at a school without an interested (or able) teacher would be shuttled to the Regional Quest site where a qualified teacher can be found.
7. Administrative sponsorship would be necessary for this model to be successful. Principal professional development would be as important as teacher professional development.
8. For the small schools whose spectrum of learners would be large and include both highly capable and special education students, we may need to offer additional support.

Curriculum

1. We need to attend to "meeting district/state expectations" and "meeting the needs of our highly capable students" who should require much more than just *meeting standard*.
2. As long as students are meeting state standards, flexibility in our common curriculum is needed to give highly capable learners the opportunity to show at least one year's growth in one year's time.
3. With multi-age classrooms, we would still need to use a rotating two-year curriculum for some content. We might want to revisit math regarding this.
4. Current 3rd grade students at Meeker might receive repeat curriculum when they are dispersed to the Regional Quest classrooms.

Instruction

1. Professional development for all teachers, especially those new to the highly capable program would be absolutely critical. Especially for the first few years, a professional development budget would have to be established.
2. In addition, we should consider use of Learning Improvement Calendar Wednesdays for regular meetings of teachers in both the 1st/2nd Clustering Potential classrooms and the 3rd-6th Regional Quest classrooms.
3. If the August Supplemental days were tailored to the teachers in the Highly Capable program, they could receive summer professional development as a cohort and allow time together as a team.
 - a. Example: REACH training for the Clustering Potential and Regional Quest team.
4. For curriculum planning, especially in the first year, sub days would allow collaborative time together.
5. Staff at each of the 9 hosting sites have training in highly capable for the entire staff .
 - a. Example: Habits of Mind training which took place at Shaw Road in January.

Teachers

1. This would require excellent communication and collaboration between each building principal and the program director and/or each region's Chief Academic Officer – teachers understand joint leadership.
2. We'll need to clearly define the process and procedures for personnel matters.
3. Do we have 18 teachers ready to hire for these positions? Qualified? Interested?
4. We would need to identify and encourage teachers who currently demonstrate potential (or who need a new challenge).
5. Where would the Quad teachers go? What would the process be during these times of possible reduction in force? Would this be seen as an "involuntary transfer?" Use of Collective Bargaining Agreement language?
6. Should we assign current Quest teachers to different buildings so as to mentor and assist teachers new to the program? Spread the wealth.
7. Regular staff meeting with the Highly Capable Program staff would be even more important.

Administrators

1. Helping principals understand this philosophy and vision would be critical.
2. Principals of the host sites should receive word of the program design change right away. Sponsorship by the building administrators would be necessary for a smooth transition and for the goals of this change to be met.
3. Principals should receive training in curriculum used in the highly capable classrooms. They should be well-versed in the identification process and able to articulate the mission/vision of the district program to others who may not be aware of it.
4. Although they may not be applicable for formal supervision and evaluation of teachers, it may be helpful to have training in the observation scales developed at the College of William and Mary. These scales help observers identify characteristics and behaviors of excellent teachers of the highly capable.
5. In order to respond effectively to questions/concerns of parents and the community, as well as regular classroom teachers, it would be important that all elementary principals understand the program design and this spring's transition plan.
6. Principals would be valued as important members of the administrative "team" to ensure success of the new service delivery model.

Options to consider

Option #1

- Full implementation with 7% to 10% of our current population enrolled in the program. (see chart)
- Serves 616 – 873 students
- Regional Quest classrooms at 9 host sites
- Hire 18 Regional Quest teachers
- Clustering Potential classrooms at all 22 elementary buildings
 - 1st and 2nd grades
- Identify 44 Clustering Potential teachers
- Transportation : \$11,037.06
- Professional Development: \$60,000
- Curriculum and Resources: \$36,000

Option #2

- Implement using currently identified highly capable students
- Recruit, test, identify and enroll as many as possible this spring (see timeline)
- Serves 310+ students
- Regional Quest classrooms at 8 host sites
- Hire 16 Regional Quest teachers
- Clustering Potential classrooms at the 8 host sites
 - 1st and 2nd grades
- Identify 16 Clustering Potential teachers
- Transportation : \$10,380.96
- Professional Development: \$52,800
- Curriculum and Resources: \$32,000

Option #3

- Implement using currently identified highly capable students
- Recruit, test, identify and enroll as many as possible this spring (see timeline)
- Serves 310+ students
- Regional Quest classrooms at 7 host sites
- Hire 14 Regional Quest teachers
- Clustering Potential classrooms at the 7 host sites
 - 1st grade
- Identify 7 Clustering Potential teachers
- Transportation : \$11,851.11
- Professional Development: \$46,200
- Curriculum and Resources: \$28,000

Highly Capable Task Force

	2008-09			2009-10			Difference		
	Hrs/Day	FTE	\$	Hrs/Day	FTE	\$	Hrs/Day	FTE	\$
Elementary									
Pullout Teacher		3.0	240,000		0.0	0		(3.00)	(240,000.00)
Full-time Teacher		4.0	BEA		18.0	BEA			BEA
Coordinator		1.0	80,000		1.0	80,000		0	0
Secretarial	8.0	1.0	30,000	2.0	0.25	7,500		(0.75)	(22,500.00)
Classified (recess/planning/dismissal)	5.0	0.62	18,600	2.6 (end of day coverage)	0.32	9,600	2.4	(0.30)	(9,000.00)
Transportation			146,697			11,037			(135,660.00)
Tests			3,000			28,000			25,000.00
Materials/Supplies			8,000			36,000			28,000.00
Professional Development			1,000			60,000			59,000.00
NERC			5000			0			(5,000.00)
		total	532,297		total	232,137		total	(300,160.00)
State Grant			195,697						

Transportation for Highly Capable Program Plan

Option 1 9 Regions		
Host School	miles	cost
Brouillet	360	\$486
Pope	554.4	\$748.44
Ridgecrest	705.6	\$952.56
Zeiger	489.6	\$660.96
Fruitland	892.8	\$1,205.28
Northwood	1026	\$1,385.10
Meeker	2408.4	\$3,251.34
Shaw	1281.6	\$1,730.16
Sunrise	457.2	\$617.22
TOTAL	8175.6	\$11,037

Option 2 8 Regions		
Host School	miles	cost
Brouillet	360	\$486
Pope	846	\$1,142.10
Zeiger	489.6	\$660.96
Fruitland	2206.8	\$2,979.18
Northwood	1026	\$1,385.10
Meeker	619.2	\$835.92
Shaw	1281.6	\$1,730.16
Sunrise	860.4	\$1,161.54
TOTAL	7689.6	\$10,381

Option 3 7 Regions		
Host School	miles	cost
Brouillet	360	\$486
Pope	846	\$1,142.10
Zeiger	1281.6	\$1,730.16
Northwood	1026	\$1,385.10
Meeker	723.6	\$976.86
Shaw	3128.4	\$4,223.34
Maplewood	1911.6	\$2,580.66
TOTAL	9277.2	\$12,524

**Potential Quest Enrollment
7% of total population**

<u>Meeker</u>	
3rd/4th	26
5th/6th	24
2nd cluster	3
1st cluster	3
<u>Waller Road</u>	
2nd cluster	2
1st cluster	2
<u>Karshner</u>	
2nd cluster	4
1st cluster	5
<u>Maplewood</u>	
2nd cluster	3
1st cluster	3

<u>Northwood</u>	
3rd/4th	15
5th/6th	17
2nd cluster	2
1st cluster	3
<u>Mountain View</u>	
2nd cluster	3
1st cluster	3
<u>Hilltop</u>	
2nd cluster	2
1st cluster	1

<u>Shaw Road</u>	
3rd/4th	21
5th/6th	22
2nd cluster	3
1st cluster	3
<u>Spinning</u>	
2nd cluster	3
1st cluster	3
<u>Stewart</u>	
2nd cluster	4
1st cluster	5

<u>Fruitland</u>	
3rd/4th	24
5th/6th	27
2nd cluster	5
1st cluster	3
<u>Woodland</u>	
2nd cluster	6
1st cluster	5

<u>Sunrise</u>	
3rd/4th	21
5th/6th	18
2nd cluster	5
1st cluster	3
<u>Wildwood</u>	
2nd cluster	6
1st cluster	6

<u>Zeiger</u>	
3rd/4th	24
5th/6th	25
2nd cluster	5
1st cluster	4
<u>Firgrove</u>	
2nd cluster	6
1st cluster	7

<u>Ridgecrest</u>	
3rd/4th	26
5th/6th	23
2nd cluster	4
1st cluster	4
<u>Hunt</u>	
2nd cluster	5
1st cluster	5

<u>Brouillet</u>	
3rd/4th	30
5th/6th	30
2nd cluster	5
1st cluster	7
<u>Carson</u>	
2nd cluster	9
1st cluster	7

<u>Pope</u>	
3rd/4th	28
5th/6th	26
2nd cluster	6
1st cluster	5
<u>Edgerton</u>	
2nd cluster	6
1st cluster	5

Meridian

**Potential Quest Enrollment
10% of total population**

<u>Meeker</u>	
3rd/4th	38
5th/6th	32
2nd cluster	5
1st cluster	4
<u>Maplewood</u>	
2nd cluster	5
1st cluster	4
<u>Waller Road</u>	
2nd cluster	4
1st cluster	3
<u>Karshner</u>	
2nd cluster	5
1st cluster	7

<u>Northwood</u>	
3rd/4th	20
5th/6th	23
2nd cluster	3
1st cluster	5
<u>Mountain View</u>	
2nd cluster	4
1st cluster	4
<u>Hilltop</u>	
2nd cluster	3
1st cluster	2

<u>Shaw Road</u>	
3rd/4th	29
5th/6th	31
2nd cluster	5
1st cluster	5
<u>Spinning</u>	
2nd cluster	5
1st cluster	4
<u>Stewart</u>	
2nd cluster	5
1st cluster	7

<u>Fruitland</u>	
3rd/4th	34
5th/6th	37
2nd cluster	7
1st cluster	5
<u>Woodland</u>	
2nd cluster	8
1st cluster	7

<u>Sunrise</u>	
3rd/4th	29
5th/6th	31
2nd cluster	7
1st cluster	5
<u>Wildwood</u>	
2nd cluster	8
1st cluster	9

<u>Zeiger</u>	
3rd/4th	32
5th/6th	35
2nd cluster	8
1st cluster	6
<u>Firgrove</u>	
2nd cluster	9
1st cluster	10

<u>Ridgecrest</u>	
3rd/4th	37
5th/6th	33
2nd cluster	6
1st cluster	6
<u>Hunt</u>	
2nd cluster	7
1st cluster	8

<u>Brouillet</u>	
3rd	21
4th	20
5th	20
6th	23
2nd cluster	8
1st cluster	9
<u>Carson</u>	
2nd cluster	13
1st cluster	11

<u>Pope</u>	
3rd/4th	39
5th/6th	38
2nd cluster	8
1st cluster	8
<u>Edgerton</u>	
2nd cluster	8
1st cluster	7

Meridian