



## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 59 Elementary schools (includes K-8)  
19 Middle/Junior high schools  
17 High schools  
0 K-12 schools  
95 Total schools in district
2. District per-pupil expenditure: 9128

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	5	10
K	67	59	126
1	68	68	136
2	83	60	143
3	78	73	151
4	70	82	152
5	69	73	142
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>860</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
6 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
80 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	50
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	80
(4)	Total number of students in the school as of October 1, 2011	894
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 1%  
Total number of ELL students in the school: 11  
Number of non-English languages represented: 11  
Specify non-English languages:

Arabic, Spanish, Icelandic, Farsi/Dari/Persian, Hebrew, Russian, Korean, Vietnamese, Dutch

9. Percent of students eligible for free/reduced-priced meals: 7%  
 Total number of students who qualify: 60

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%  
 Total number of students served: 106

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>13</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>21</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>49</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>12</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>7</u>
Total number	<u>78</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2003

## **PART III - SUMMARY**

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Mountain Park Elementary School opened its doors in 1973 historic Roswell, Georgia. Home to 850 PreK-5th grade students, MPE is truly a neighborhood school where families contribute to our accomplishments and culture. Three of our teachers and many of our parents were MPE students. Our school is one of the reasons many choose to remain in or return to our community. There is tremendous pride in being a Mountain Park Mustang.

Our mission statement is “Learn to Think, Think to Learn”. It is our goal to develop students who love to learn and are critical thinkers. This mission guides our work with a population where approximately 11% of students have special needs and 21% are identified as gifted learners. Through our implementation of the Schoolwide Enrichment Model (SEM), based on the work of Joseph Renzulli, students are challenged to go beyond the Common Core Curriculum and become navigators of their own learning. The Schoolwide Enrichment Model's \$22,000+ budget is completely funded by parent donations and enables us to bring gifted pedagogy to all students.

Differentiated instruction at all levels enables students with learning challenges to thrive and challenges those working above grade-level. Teacher teams operate as Professional Learning Communities (PLCs), freely sharing best practices, analyzing student work, and looking at data to enhance and promote learning for all students.

Since the 2005 inception of the Georgia Statewide Accountability System Awards from the Governor’s Office of Student Achievement, Mountain Park has earned the Gold in 2008 and Platinum (highest level) in 2005, 2006, 2007, 2009, 2010 and 2011.

In addition to exemplary performance on both normed and criterion referenced tests, our students and school have been recognized for accomplishments in other areas (e.g., Georgia Young Author’s Competition, Fulton Technology Competition, Fulton Spelling Bee, PTA Reflections, Evergreen School, Adopt-A-Stream, and Energy Star awards). Staff members have been recognized as the Georgia Gifted Teacher of the Year and Fulton County Counselor of the Year. Teachers have received numerous grants and have been selected for leadership opportunities in the district.

Our school community consists of high-achieving students, dedicated staff committed to continuous improvement, and involved parents and business partners who support a rigorous learning environment. We are invested in supporting the whole child. Visitors often comment on our warm and inviting atmosphere. Teachers and staff truly care about students and one another, creating a nurturing and collaborative environment while maintaining high expectations for all. We work as a team.

Along with encouraging critical thinking, we support activities that foster student leadership such as Student Council, Environmental Club, Interact Club, Drama Club, Art Club, Chorus, Safety Patrols and WMPE, our student produced daily news show. Student Council sponsors monthly service projects, including Relay for Life, Jar Wars for Cystic Fibrosis, Angel Tree Project (gifts for senior citizens), and Reverse Trick-or-Treating at a nursing home, among others.

Our teaching team is committed to continuous improvement. We volunteered to be one of the first schools in our district to undergo a School Quality Review by Cambridge Education America. We embraced feedback from this process to improve learning. This includes ongoing professional development, peer workshops, peer observations, and collaboration with teachers outside of our school. Teachers believe all of our students can succeed and are deeply invested in ensuring that they do.

Our highly involved parents are an integral part of our team, supporting our students and staff. We

consistently maintain 100% PTA membership. Parent and community volunteers are visible daily in the Science Lab, media center, cafeteria, serving as academic assistants and mystery readers, working with SEM, as well as producing an annual parent/teacher-led drama production for over 200 students. Our generous parent support provides SEM speakers, experiences and materials, Cultural Arts performances, Field Day, and technology/facility enhancements.

Decisions at Mountain Park are always made based on what is best for students. We chose to enter the first cohort of schools in the Fulton County Charter System. As a Cohort 1 School, we have elected our first School Governance Council and look forward to increasing and improving our shared decision-making process. Staff, parents, and students are an integral part of the team.

One of our teachers recently summed up our school eloquently: “MPE is a place you can come on a cold, rainy, wintry Monday and leave having had a fantastic day. The staff, administration, teachers, parents and most important, the students, have a way of turning any day into a great day. It's a team here. That's the feeling you get at Mountain Park... that you are on the best team you could ever ask for.”

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Mountain Park Elementary School participates yearly in the Criterion-Referenced Competency Test (CRCT) which measures student mastery of the Georgia Performance Standards (the Common Core Georgia Performance Standards, beginning in 2013) in Reading, English/Language Arts, Mathematics, Science and Social Studies. Until 2010, students in grades 1-5 took the CRCT. In 2011 & 2012 it was administered in grades 3-5. CRCT scores are reported on three levels: Does Not Meet Expectations (Level 1: below 800), Meets Expectations (Level 2: 800-849), and Exceeds Expectations (Level 3: 850 and above)

In 2011 and 2012, identified special education students were administered the CRCT-M, a modified version of the CRCT. In 2011 six MPE students took the CRCT-M in Reading, English/Language Arts and/or Math. In 2012 four students took this test.

Mountain Park's CRCT scores are consistently higher than district and state averages and are among the top in our school district each year. We have received the state's top award, the Platinum Award, from the Governor's Office of Student Achievement for six of the past seven years. In 2011, Mountain Park was one of only twenty-eight elementary schools in the state of Georgia to receive this award.

On average, 99% of our students meet or exceed expectations in all subjects tested. We are particularly proud of the 97% Meets or Exceeds rating for our special education students.

These achievements, however, are not sufficient for Mountain Park standards. Our School Improvement Plan goals continue to focus on increasing the percentage of students exceeding standards.

Our CRCT data for 2008-2012 show the total percentage of students who meet and exceed expectations (combined) consistently ranges from 93% to 100% for math and 97% to 100% in reading. The percentage of students exceeding expectations ranges from 50% to 79% in math and 49% to 78% in reading. Our scores remain relatively steady for all subgroups, with no significant losses over the past five years. Since 2008 there has been an increase in the percentage of students scoring at Level 3 in math and reading.

We deem the percentage of students meeting and exceeding expectations combined to be acceptable for our standards. While there are no significant losses in the percentage of students exceeding expectations in the past five years we have identified those numbers as an area for improvement. We compared our students' performance on the CRCT and our norm-referenced test (the Iowa Test of Basic Skills/ITBS) with similar schools in our district. Our scores consistently rank in the top three for the district on the ITBS. When comparing CRCT scores, several schools with lower norm-referenced test scores have a higher percentage of students scoring at the Exceeds level. We believe some of our Level 2 (Meets Expectations) students could be achieving at a higher level.

In order to move students from Level 2 (Meets) to Level 3 (Exceeds) we have implemented several strategies. First, we made a concerted effort to increase opportunities for higher level thinking for all students. Higher level questions are included in lesson plans. Frequent classroom walkthroughs, observations and review of lesson plans provide teachers with feedback about the incorporation of Higher Order Thinking Skills (H.O.T.S.)

Teachers have increased their analysis of pre-tests to flexibly group students. After honest reflection and feedback teachers took responsibility for the need to move students forward and not spend time on things they know how to do. We talked with colleagues at other schools to find out what they were doing to achieve better results. Two teams of teachers visited another school to observe their use of assessment

data to plan and implement small group instruction in the upper grades.

We established a protected, extended math block each morning for grades 1-5. No programs, events, or interruptions are permitted during the math block. Since our special area teachers are not teaching classes at that time, they push into math classes to work with students. We adjusted our Talented and Gifted (TAG) schedule so TAG students are not pulled out until the later part of the math block and TAG teachers also push into classrooms. Special education teachers are assigned math tutoring as a morning duty and are available for all students who need help.

After a pilot in two classes showed outstanding results, we purchased a site license for IXL Math. Students practice IXL during independent time at school and for homework. Students are able to practice at their individual level. We publicly track the number of IXL medals earned and minutes spent on our school data wall. Teachers are able to track student progress and mastery of skills on IXL.

We adjusted our schedule for special area classes so those teachers can also push into classrooms during their extra planning periods. Our art, music, and physical education teachers are conducting an enrichment book club in kindergarten, implementing reading interventions with 2nd graders and incorporating learning math facts with circuit training for a 5th grade math group.

We believe these strategies have created the upward trend in our percentage of students scoring in Level 3 (Exceeds Expectations) on the reading and math CRCT.

## **2. Using Assessment Results:**

Mountain Park Elementary strives to meet the needs of all students. We know that in order to provide differentiated instruction, we must continually analyze our data and plan instruction accordingly. Each year we develop our school improvement plan based on the results of the previous year.

The administration team closely analyzes results of the CRCT and local school assessments. The leadership team works with these data to set our goals for improvement and develop strategies to meet those goals. Test results are shared with grade level teams by teacher. This leads to conversations where teachers share strategies implemented to achieve the best results.

In August, students in 3rd, 4th, and 5th grades take the Checkpoints Benchmark Assessments in math and reading. In grade level teams, teachers work together to review data from these diagnostic measures to drive instruction and plan lessons. Then they determine what standards they will need to focus on to provide the greatest student success. In February, students take another Checkpoints assessment.

Throughout the year, the faculty and staff constantly use assessment data to drive instruction. In PLCs (Professional Learning Communities), teachers are developing common formative and summative assessments and analyzing results from those assessments. Teams use protocols such as Notice and Wonder to identify areas of need and determining ways to address them. Students are grouped flexibly for daily instruction based on assessment results.

We also have S.A.M.S. (Student Assessment Management System), our data information system where teachers can access student data on formative assessments, the state criterion-referenced test, and national norm-referenced tests.

Mountain Park also has a process to use data to help students who are struggling. When a teacher identifies a struggling student, he or she can request assistance by a Data Team. In Data Teams, teachers review student data, work samples, and anecdotal records, then work to develop appropriate strategies and interventions that will help address the needs. Data Teams meet monthly to assess student progress. If the team doesn't see improvement over time, a student is then referred to the Student Support Team where more intensive intervention in RTI (Response to Intervention) is implemented with the support of a

wider team that includes the school psychologist.

Mountain Park Elementary is very proud of our academic achievement and takes every opportunity to share our success with our stakeholders; the students, parents, and community. By ensuring that each stakeholder is aware of our assessment results, we increase our success as a high-achieving school.

We use several avenues to communicate results. Achievements are shared with students on our daily school news show, WMPE. Parents and other community members receive important school news via the weekly electronic *Mustang Flyer*, weekly take-home folders, and local publications. Throughout the year, teachers hold parent conferences to discuss student progress and achievement. Parents receive a copy of standardized ITBS and CRCT tests results along with a letter explaining the data. Communication is also provided through teacher, school, and district web links. Parents have daily access to students' grades through the district-provided online reporting system - Home Access Center.

Teachers share assessment results with students through formal and informal conferences and collaborate with students to develop meaningful, achievable goals. One example is writing conferences. We use a combination of teacher-scored benchmark papers, Write Score (in 4th grade), and the Practice Writing Assessment (5th grade) to conference with students about their writing progress and set goals for improvement.

Local school assessment data are posted on our school data wall. Progress on quarterly writing benchmark papers, monthly vocabulary quizzes, monthly IXL medals earned, and weekly spiral review math quizzes are tracked on large graphs. We use the L to J (Lee Jenkins) process to track progress for vocabulary and math quizzes.

Assessment results are communicated to the community through several means. The principal shares results in PTA executive board meetings and with the Local School Advisory Council (now the School Governance Council). During the State of the School address, she shares the School Improvement Plan and assessment results.

### **3. Sharing Lessons Learned:**

Mountain Park's collaborative culture reaches beyond our campus. Our doors are always open to anyone interested in learning from us. The Fulton County School District is divided into Learning Communities. We are a part of the Northwest Learning Community (NWLC) with twenty-three other schools. One of our Talented and Gifted (TAG) teachers has been selected as the lead TAG teacher for the NWLC and travels among the twenty-four schools coaching TAG teachers one day each week. Our PE teacher has also been selected for this role and will begin coaching PE teachers in the Northwest Learning Community next year. Our principal and assistant principal have served mentors for new administrators.

One of our teachers facilitates the district's Inspired Classroom Bootcamp, training teachers on meaningful technology integration. Several groups of visitors from other schools have observed the Inspired Classroom Model in action at Mountain Park. We hosted visitors from another district who came to observe the Schoolwide Enrichment Model. Several teachers facilitate district professional development courses and have presented at conferences. Our school regularly hosts student teachers from Kennesaw State University and other colleges.

Our principal participates in a Principal's Critical Friends Group focusing on continuous improvement. Our assistant principal has been selected for a Leadership Cohort in the NWLC with other outstanding assistant principals, sharing best practice with the goal of improvement for all. Two of our teachers have been selected, through a rigorous application process, for the NWLC Leadership Cohort, where teacher leaders from different schools learn about leadership and share best practices.

Monthly, the NWLC principals meet by level and as a whole group to share and solve problems. The Roswell Cluster principals (five elementary, two middle, and one high school) also meet monthly to discuss issues and accomplishments specific to our high school cluster as well as the alignment of curriculum and best practices PreK-12.

In 2011-2012, our principal participated with other Roswell Cluster principals in a Georgia Leadership Institute for School Improvement project sponsored by the Bill and Melinda Gates Foundation. The focus of the project was college and career readiness. This provided a unique opportunity for rich dialogue and the beginning of a vertical plan for student success PreK-12 in Roswell.

At Mountain Park we believe that collaboration is critical to continued growth. As we share with others we continue to learn. Our success depends on opportunities for learning and sharing.

#### **4. Engaging Families and Communities:**

Building positive relationships with our families and community is an integral part of student success. We actively seek to engage families and our community on our team. To keep our team informed and involved, we use shared Decision-Making, Open Communication, and opportunities for Active Parent/Community Involvement.

##### **Shared Decision-Making**

- We have established our first School Governance Council consisting of the principal, three parents, two community representatives, and four teachers/staff. This replaces our former Local School Advisory Council and will advise the principal on budget, allocation of resources, and requests for flexibility to the Superintendent.
- The principal sits on the PTA Executive Board.
- We solicit community input through surveys, meetings and our newsletter.
- Parent volunteers serve on the Schoolwide Enrichment Model (SEM) Team.

##### **Open/Ongoing Communication**

- Curriculum Nights
- Quarterly progress reports
- Bi-weekly signed papers
- Daily agenda (grades 2-5)
- Weekly e-newsletter with letter from the principal
- Reporting of standardized test scores via weekly e-newsletter
- Parent Coffees (6 per year) hosted by principal/staff regarding timely topics (Common Core Curriculum, technology, test results, media resources)
- Yearly State of the School Address
- Required October parent conferences

- Frequent additional parent/teacher conferences
- Home Access Center - parents' access to grades and teacher communication in real-time
- Individual teacher newsletters and/or websites
- 5th grade teachers host a writing workshop for parents to analyze practice writing test feedback for parents to understand results
- School website [www.mpes.org](http://www.mpes.org)
- Principal open-door policy
- Student Support Team meetings (Tier 3)
- Weekly school tours

### **Active Involvement**

- Sixteen involved business partners
- Average 1500 volunteer hours per month
- MPE Dads' Club
- Academic Assistants (parent tutors)
- Family Fun Night, Movie Night, Holiday Extravaganza, Spring Fling
- Quarterly PTA general meetings with student performances
- Spirit Nights at local restaurants
- Annual Drama Club production (200+ students participating)
- Chorus Performances
- International Festival
- Donuts for Dads and Dear Ones
- Grandparents' Day
- Kindergarten Round-Up
- New Student Popsicle Party
- 2 Annual Book Fairs
- Media center, Science Lab, cafeteria and Greeter Desk volunteers

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Curriculum implementation at Mountain Park supports our mission: Learn to Think, Think to Learn. The Common Core Georgia Performance Standards (CCGPS) emphasize critical thinking. Instruction is delivered in standards-based classrooms. Instruction and assessments are differentiated to help all students master standards. Our CCGPS team redelivers district training on balanced assessment, rigor, text complexity, and literacy across the curriculum. To establish clear expectations for standards-based instruction, our Leadership Team developed the Expectations for Standards-Based Classrooms. This living document is a guide for planning. An abbreviated list:

### **I. Assessment/Feedback: Teachers use ongoing formal & informal assessment to plan.**

- Frequent checks for understanding
- Pre-testing
- Specific feedback
- Rubrics
- Common Formative Assessments
- Exemplars

### **II. Differentiation: Students receive instruction and assignments that meet current needs.**

- Respectful work
- Independent tasks varied by groups
- Backward design
- Flexible small groups

### **III. Higher Order Thinking Skills: Lesson plans and instruction include higher level questioning and tasks. Students design, connect, synthesize and apply.**

- Frequent Higher Level Questioning
- Depth of Knowledge
- Real-life problem solving
- Open-ended projects
- Rigor/High Expectations

### **IV. Engagement: Students are on-task, excited about learning**

- Hands on work

- Essential Questions frame lessons
- Creative
- Collaborative
- Fun

Students are engaged in the Reading/English Language Arts (ELA) CCGPS through a balanced literacy approach. Literature circles, novel studies, and Jr. Great Books are combined with limited use of the basal text. K-1 students receive guided reading instruction with leveled readers.

Mathematics CCGPS is supported by our Foresman/Wesley text. Math instruction focuses on conceptual knowledge. Students explain their thinking and solve problems in multiple ways.

Science instruction engages students in investigation and projects. Critical thinking and cooperative group activities cultivate cross-curricular opportunities. Our Science Lab provides hands-on experiences that bring science to life.

Social Studies instruction incorporates reading/ELA, history, geography, political science and economics to develop an understanding of our world. Students conduct numerous learner-directed research projects and present their learning through self-determined products.

Our Art program develops students' skills and knowledge in art history, criticism, production, and aesthetics. Students explore visual arts on a global level. Students produce 2-D and 3-D art with a variety of media: drawing, painting, collage, sculpture, ceramics, printmaking, and photography. Students are challenged to question "the norm" and defend ideas. Our Art program provides opportunities for displays and exhibits, which develop student confidence and conviction.

Music classes provide experience through active participation. Children learn how music is made through dancing, singing, games and instruments. Students learn that making music is a community effort. Everyone's part is intrinsic to the outcome and to the richness of the experience. Students develop a holistic understanding of the world around them.

Physical education presents a sequential, developmentally appropriate curriculum which promotes health and skill related fitness. Students set goals in our two major fitness units - Fitness Gram and MPE's own Kangaroo Endurance Jump Rope Challenge. The physical education setting provides opportunities to integrate academic subjects. We integrate academic skills while delivering physical education objectives. Games and activities integrate literacy and math, benefiting all students, especially kinesthetic learners.

Technology is integrated throughout the curriculum. Our media specialist teaches technology lessons regularly to all grade levels to support standards-based instruction. Many of our classrooms implement the Inspired Classroom model where students use technology as a resource to complete assignments throughout the day. Teachers use our two computer labs, iPad cart, ActivBoards and classroom computers to enhance instruction with webquests, technology products to demonstrate learning, programs such as IXL and Study Island along with blogs and Wikis.

## **2. Reading/English:**

We lay the foundation for our balanced literacy program in kindergarten with guided reading, phonics study, and Writers' Workshops. Students in grades 1-5 participate in literature circles using trade books and novels to develop deep understanding of the CCGPS by making connections and applying reading strategies. Second grade has led the way in our implementation of literature circles, completing a book study of Debbie Miller's *Reading with Meaning* and serving as a model for the school.

In grades 3-5, students read anchor texts that accompany each unit in addition to daily small-group reading instruction related to a current novel, basal story or Jr. Great Books selection. Students are divided into flexible small groups based on classroom assessment and performance on the DRA2, administered two or three times throughout the year. General education and special education teachers on each grade level plan collaboratively for differentiation, providing remediation and enrichment based on needs. We are constantly building our leveled library and novel collection to provide curriculum related texts.

Many teachers use Fountas and Pinnell's Workboards for independent work while they meet with small groups. Through the use of Workboards and/or literacy centers, teachers provide differentiated independent work. Students have opportunities to work at their own pace and to collaborate with peers.

Teachers of grades 4 and 5 have embraced integrating social studies and science into reading instruction. Students meet in small groups to discuss text structure, vocabulary, and ways to apply reading strategies to interpret non-fiction texts. This helps to prepare students to read technical texts and be college and career ready.

We believe that effective writing instruction is a crucial component to developing good readers. All grade levels implement Lucy Calkins' Writers' Workshop and/or 6-Traits Writing to supplement writing instruction. Writers' Workshop occurs daily in all classes.

Struggling readers receive additional support through various means: Extended Learning (after school) for grades 3 and 5, Study Island, Early Intervention Program (EIP) - additional daily reading instruction with our EIP teacher for K, 1st and 5th grades. Struggling 1st grade readers can participate in PAWS for Reading, where they read to canine friends weekly; 2nd graders receive additional reading support from special area teachers. Further supplements to reading instruction include Reading Eggs, daily 20 minute reading at home, our Mustang Million reading incentive program, Accelerated Reader, and Reading Buddies, where classes pair for buddy reading.

### **3. Mathematics:**

Our rigorous math curriculum engages students in attaining mastery of the Common Core Georgia Performance Standards (previously the Georgia Performance Standards). Our focus is on conceptual knowledge; helping students understand why math works, and requiring them to solve problems in multiple ways as well as explain how they got their answers.

Continuous Achievement allows each student to progress at his or her optimal level and instructional pace, whether on-level, advanced, or accelerated (one year above). Students are homogeneously grouped in math classes in grades 3-5. Students are not limited to the elementary school curriculum: each year we make arrangements for students who are ready to take 7th grade math. Groups and classes are flexible and students move frequently based on progress and need.

Teachers use backward design to determine what students need to know, understand and be able to do before planning instruction. Pretests are used for each unit and students are grouped accordingly. There is an emphasis on hands-on activities to develop conceptual understanding.

Instructional time is maximized with a common, protected math time scheduled at the beginning of the day. Teachers plan collaboratively for math instruction in their PLCs, analyzing assessment data, developing common assessments, looking at student work, and sharing best practices.

We maximize our staff members' time to lower the student/teacher ratio during math. At least one class at each grade level is a co-taught inclusion class with a special and general education teacher in the room. Our Talented and Gifted and special area teachers (art, music, and P.E.) push in to classrooms to support

math instruction.

Essential questions frame every lesson and students are clear about the learning expectation. Teachers use Brain Books for students to record notes and answer essential questions for each lesson. Teachers use Workboards and math centers to provide differentiated independent practice activities to encourage higher order thinking. We supplement the math curriculum with IXL math, an online opportunity for students to practice at their own pace.

In Professional Learning Communities (PLCs), teachers analyze math pre- and post-test data to plan instruction. They examine student work and share effective lessons and independent assignments. Teachers are working to develop common formative assessments to further inform math instruction throughout units.

#### **4. Additional Curriculum Area:**

Mountain Park's implementation of the Schoolwide Enrichment Model (SEM) is one of the things that makes our school unique. SEM provides gifted strategies to all students. General education and Talented and Gifted teachers plan collaboratively to create units that enrich learning. Students are engaged in Type I, II and III activities. Type I activities introduce concepts and topics and include guest speakers, demonstrations, performances, and discussion. In Type II activities, students explore and investigate topics by researching, experimenting, and working collaboratively to pose and answer questions. In Type III activities, students share what they have learned through self-determined products including oral presentations, displays, performances, living museums and technology products (e.g., animation, Power Point, video creation, and Prezis). Type III activities for one group of students are used as Type I activities for others. When students present their Type III products, they are the teacher. The audience learns from the presenter(s). This can be a preview of future learning or additional information about a topic, presented by the "experts" who have delved more deeply into the subject.

Some examples of SEM in action are the 5th grade Mustang Market where students earn money, research and develop their own products, and sell them to other students. In 4th grade, students choose a social studies or science topic that interests them, conduct further investigation, and present their research to classmates and parents. Third-grade classes study the regions of Georgia and transform their classrooms into models of that environment. Students visit the other classrooms to learn about each region.

One example of a school-wide Type I SEM activity occurred in May 2012. We invited the World War II "Candy Bomber," Colonel Gail Halvorsen to Mountain Park. Through the collaboration of students, parents, and staff we re-enacted a candy drop. Students made parachutes with candy attached, hiked to a nearby park, and cheered as the Colonel was flown over the field dropping the chutes. This was accompanied by an inspirational presentation by the Colonel and a meet and greet during dismissal. Meeting this real-life hero was a learning experience students will never forget. One student was overheard stating "That was better than meeting Justin Bieber!" when asked why, she replied "Because he hasn't done anything like what the Colonel did!"

Through SEM our students are exposed to many different topics, people, and experiences beyond the curriculum and have the opportunity to be instigators and navigators of their own learning.

#### **5. Instructional Methods:**

In order to develop students who are college and career ready, instructional methods are widely differentiated at Mountain Park. Teachers group students based on assessment data so that students are not practicing skills they have already mastered. Differentiated instruction enables us to challenge the high percentage of students who are performing at the advanced and accelerated levels while supporting students who need reteaching and additional instructional methods to meet standards. We strive to include higher order thinking skills (HOTS) in all lessons and activities.

In our Professional Learning Communities (PLCs), teachers collaborate to analyze data and standardize best practice based on their findings. We believe in providing the least restrictive environment for our special education students. There is at least one full inclusion class at each grade level 1-5 with a special education and general education teacher co-teaching. An observer in those classrooms would be unable to identify the special education students or teacher because all teachers and students work seamlessly together.

Students eligible for the gifted program receive challenging instructional activities designed to intensify and extend their particular interests and aptitudes. Our Schoolwide Enrichment Model provides opportunities for all students to self-select topics and products and delve deeply into their investigations. We have found that the more students are involved in choosing topics and products, the more they are engaged in learning.

The integration of technology with ActivBoards, iPads and classroom computers engage students in interactive learning. Many teachers at Mountain Park deliver instruction through the Inspired Classroom Model (ICM). In the ICM students work in groups often incorporating technology at computer stations. The students love this model and are developing technology skills as they are mastering standards. Our school has served as a model for Fulton County in implementing the ICM. Some of the other technology frequently utilized at Mountain Park includes; SOLO, Brainpop, Edmodo, Web 2.0 tools, Destiny, ActivInspire, netTrekker, Study Island, Galileo, IXL, and products through the use of Microsoft Publisher, PowerPoint, Prezi, and video technology.

Students who need additional support in 3rd and 5th grades attend Extended Learning after school for help with reading and math. Our Early Intervention Program teacher works with struggling students in small groups for reading and math. Our Data Teams and Student Support Team meet regularly to determine specific interventions for students who are not meeting standards.

## **6. Professional Development:**

Our professional development priority has been developing effective Professional Learning Communities (PLCs). Our Leadership Team functions as a PLC, implementing protocols and modeling ongoing learning and growth. Through this model, teacher leaders gain experience to facilitate their PLCs. In 2011-2012, we participated in a book study of Daniel Venables' *The Practice of Authentic PLCs*. Grade levels worked with Cari Begin, Daniel Venables' associate, to look at student work, use backward design, analyze data, share warm and cool feedback on ideas and implement protocols to solve problems. Last summer, grade-level chairs attended the Grapple Institute with Daniel and Cari for further coaching and PLC practice.

This fall, grade levels worked with Daniel Venables to develop common formative assessments. Additional support from Cari Begin followed to check-in and coach our PLCs on their self-identified areas for growth. Our PLCs have shown enormous growth and are now using text protocols, looking at student and teacher work, and writing common formative assessments. Teachers are sharing lessons using a rubric to gauge alignment to the standard, rigor, and impact on student learning.

In preparation for our new teacher evaluation tool, Teacher Keys Evaluation System, administrators increased classroom walkthroughs (between 9 and 12 per teacher) last year. To help teachers understand expectations, we implemented Instructional Rounds. Small groups of teachers accompanied administrators on classroom walkthroughs. The groups observed classrooms using the walkthrough tool and then discussed what was observed. Teachers found it helpful both to observe others and "think like the assessor".

Teachers in our school provide peer professional development. We have monthly technology workshops in addition to workshops on literature circles and workboards. These ongoing workshops ensure that

teachers use these tools because there is a school level support system.

Based on identified needs, teachers and grade levels observe at other schools. We have hosted other schools to observe the implementation of best practice in technology integration and team-teaching. Teachers regularly attend national conferences when the topic is aligned with our School Improvement Plan goals.

Administrators have individual teacher conferences to provide feedback and identify areas for growth. These conferences are two-way conversations designed to promote best practice and facilitate reflection.

Our administrators also participate in ongoing professional development through Critical Friends groups, attend district conferences and engage in professional reading with discussion. Weekly Friday Notes often include short professional articles to provide teachers with food for thought.

## **7. School Leadership:**

Leadership at Mountain Park Elementary is focused on student success and continuous improvement. Our goal is to develop students who are critical thinkers and are college and career ready. In order to ensure student achievement, we embrace shared leadership. The administrative team, consisting of the principal, assistant principal, counselor, and curriculum support teacher, work with teachers and staff to carry out our school mission - Learn to Think, Think to Learn.

We believe that collaboration across grade levels, special area teams, and school administration fosters a climate of cooperation enables us to focus on success for every student. Our focus on Professional Learning Communities demonstrates our commitment to continuous improvement. Our principal is central in allocating school resources to best support our School Improvement Plan goals.

Our principal is invested in providing teachers with opportunities to continually grow and learn as professional educators. An open door policy allows for ongoing communication and constant two-way feedback. Her dedication is evident and observable daily as she moves throughout the building conversing with students and teachers. Our administration's leadership has provided stability and a cohesive team atmosphere. Shared leadership is evident in our Leadership Team, which is composed of administration, grade-level chairs, and special-area and paraprofessional representatives. Our team meets regularly in our own PLC to engage in text protocols, analyzing data, problem solving protocols, and examining student work. The Leadership Team frequently discusses how each grade level PLC is functioning and how administration can support the team leaders as PLC coaches.

We encourage parents to be involved in all aspects of their child's education. Our partnership with PTA and parents is vital to student success. Their leadership provides students with learning experiences and resources that contribute to school achievement. These enrichment opportunities include technology enhancements, additional instructional resources, and cultural arts programs.

The shared leadership approach reaches out to the community as well. Our principal is active in our community through the Roswell Rotary Club and other organizations. Our business partners play an active role in decision making and supporting our events. Community and business partnerships are cultivated and strategically aligned to support school priorities. These partnerships generate financial and volunteer contributions that provide our school with technology equipment, literary resources, science lab experiences, and professional development opportunities. This shared leadership and vision enable Mountain Park to achieve an exemplary level of excellence.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	99	100	99	98	95
Exceeds	79	79	69	72	66
Number of students tested	151	144	143	155	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	Masked	100	100	Masked	Masked
Exceeds	Masked	82	27	Masked	Masked
Number of students tested	7	11	11	7	1
<b>2. African American Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	6	9	7	7
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	8	6	7	2	
<b>4. Special Education Students</b>					
Meets & Exceeds	100	100	95	93	83
Exceeds	71	61	43	48	53
Number of students tested	14	23	21	27	30
<b>5. English Language Learner Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	3	1	2	
<b>6. Multi-Racial</b>					
Meets & Exceeds	Masked	100	Masked	Masked	Masked
Exceeds	Masked	90	Masked	Masked	Masked
Number of students tested	4	10	6	7	2
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. A blank indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

13GA4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	100	100	100	100	99
Exceeds	78	75	78	65	69
Number of students tested	151	145	143	155	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	Masked	100	100	Masked	Masked
Exceeds	Masked	46	36	Masked	Masked
Number of students tested	7	11	11	7	1
<b>2. African American Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	6	9	7	7
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	8	6	7	2	
<b>4. Special Education Students</b>					
Meets & Exceeds	100	100	100	100	100
Exceeds	71	67	62	44	60
Number of students tested	14	24	21	27	30
<b>5. English Language Learner Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	3	3	1	2	
<b>6. Multi-Racial</b>					
Meets & Exceeds	Masked	100	Masked	Masked	Masked
Exceeds	Masked	100	Masked	Masked	Masked
Number of students tested	4	10	6	7	2
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. A blank indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

13GA4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	97	99	94	93	92
Exceeds	68	65	54	57	50
Number of students tested	154	137	172	135	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	90	100	86		
Exceeds	58	50	43		
Number of students tested	12	12	14		
<b>2. African American Students</b>					
Meets & Exceeds	Masked	Masked	80	Masked	100
Exceeds	Masked	Masked	40	Masked	30
Number of students tested	8	8	10	7	10
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	6	9	7		1
<b>4. Special Education Students</b>					
Meets & Exceeds	90	94	82	75	80
Exceeds	44	50	15	35	20
Number of students tested	25	16	27	20	25
<b>5. English Language Learner Students</b>					
Meets & Exceeds	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	2		3		
<b>6. Multi-Racial</b>					
Meets & Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	90	Masked	Masked	Masked	Masked
Number of students tested	10	6	5	2	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. A blank indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	99	99	98	97	98
Exceeds	69	69	63	62	71
Number of students tested	154	137	172	135	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	100	100	93	Masked	Masked
Exceeds	67	42	43	Masked	Masked
Number of students tested	12	12	14	2	6
<b>2. African American Students</b>					
Meets & Exceeds	Masked	Masked	100	Masked	100
Exceeds	Masked	Masked	60	Masked	40
Number of students tested	8	8	10	7	10
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	6	9	7		1
<b>4. Special Education Students</b>					
Meets & Exceeds	95	94	89	100	92
Exceeds	58	44	30	25	52
Number of students tested	25	16	27	20	25
<b>5. English Language Learner Students</b>					
Meets & Exceeds	Masked		Masked		
Exceeds	Masked		Masked		
Number of students tested	2		3		
<b>6. Multi-Racial</b>					
Meets & Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	90	Masked	Masked	Masked	Masked
Number of students tested	10	6	5	2	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. A blank indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

13GA4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	99	99	99	96	99
Exceeds	69	68	64	62	70
Number of students tested	143	161	148	133	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	100	93	100	Masked	Masked
Exceeds	58	64	20	Masked	Masked
Number of students tested	12	14	10	9	2
<b>2. African American Students</b>					
Meets & Exceeds	Masked	100	100	Masked	Masked
Exceeds	Masked	60	30	Masked	Masked
Number of students tested	8	10	10	8	6
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	2	2	1
<b>4. Special Education Students</b>					
Meets & Exceeds	100	96	95	82	100
Exceeds	47	36	25	27	29
Number of students tested	15	25	20	22	14
<b>5. English Language Learner Students</b>					
Meets & Exceeds		Masked	Masked		
Exceeds		Masked	Masked		
Number of students tested		3	1		
<b>6. Multi-Racial</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	1	8	5
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. A blank indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Competency Tests

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets & Exceeds	100	100	99	100	99
Exceeds	62	66	50	49	52
Number of students tested	143	160	148	133	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	100	100	100	Masked	Masked
Exceeds	42	40	30	Masked	Masked
Number of students tested	12	15	10	9	2
<b>2. African American Students</b>					
Meets & Exceeds	Masked	100	100	Masked	Masked
Exceeds	Masked	50	20	Masked	Masked
Number of students tested	8	10	10	8	6
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	2	2	1
<b>4. Special Education Students</b>					
Meets & Exceeds	100	100	95	100	93
Exceeds	13	24	15	23	21
Number of students tested	15	25	20	22	14
<b>5. English Language Learner Students</b>					
Meets & Exceeds		Masked	Masked		
Exceeds		Masked	Masked		
Number of students tested		2	1		
<b>6. Multi-Racial</b>					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	1	8	5
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
All numbers were rounded to the nearest whole number. Zero indicates too few students in subgroups (less than 10) which is not publically reportable through FERPA.					

13GA4