

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA5

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Beth Skarda Ed.S

Official School Name: Sugar Hill Elementary School

School Mailing Address: 3259 Athens Highway
Gainesville, GA 30507-8502

County: Hall State School Code Number*: 0103

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. William Schofield Superintendent e-mail: william.schofield@hallco.org

District Name: Hall County Schools District Phone: (770) 534-1080

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Sam Chapman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)
6 Middle/Junior high schools
7 High schools
0 K-12 schools
33 Total schools in district
2. District per-pupil expenditure: 9185

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
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	0	0	0
K	63	58	121
1	60	51	111
2	67	55	122
3	54	60	114
4	47	59	106
5	50	60	110
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
Total in Applying School:			684

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
6 % Black or African American
75 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
15 % White
4 % 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: 19%

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.	67
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	63
(3)	Total of all transferred students [sum of rows (1) and (2)].	130
(4)	Total number of students in the school as of October 1, 2011	684
(5)	Total transferred students in row (3) divided by total students in row (4).	0.19
(6)	Amount in row (5) multiplied by 100.	19

8. Percent of English Language Learners in the school: 55%

Total number of ELL students in the school: 381

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and French

9. Percent of students eligible for free/reduced-priced meals: 92%

Total number of students who qualify: 628

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: 11%

Total number of students served: 60

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>25</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>1</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>20</u>	<u>3</u>
Total number	<u>88</u>	<u>4</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:

19:1

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%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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?

PART III - SUMMARY

The school mission statement for Sugar Hill Elementary is “What we believe, we can achieve!” We truly operate under this mission statement. Even though we serve a diverse, high-poverty population of students, we make no excuses. If we instill the belief in our students that they can learn and can succeed, then they can, they will, and they have succeeded according to standardized tests.

Our school vision statement is “Sugar Hill Elementary School will be a safe and nurturing learning environment for children. With access to various learning experiences, students will achieve their individual capabilities.” Implementing this vision means making opportunities available to our students that they might not otherwise have access to. Some examples include, field trips to places like the Atlanta Aquarium, access to large screen technology and student devices in every classroom, arrangements for free dental care, and opportunities to explore individual talents in interest groups such as the Odyssey of the Mind team, TechKnow Kids, and the Knitting Club. The vision includes exposure to a progressive and integrated curriculum that is research-based, requires deeper thinking, and is based on national standards. Finally, the vision includes the creation of an environment that is free from physical and emotional threats so that students can learn in an engaging, caring place of which they will receive an equal opportunity to achieve self-fulfillment.

The school walls are decorated with exciting visual displays of student work, photographs of students, and other student accomplishments. Supplies and resources are managed carefully so that adequate materials are available for students and teachers and opportunities for the community to engage in the learning setting are plentiful. Lower student to teacher ratios are prevalent due to careful use of Title I funds to allow the addition of a co-teacher to many math, science, and reading segments. Teachers, administrators, parents and community partners are collaborative through organizations such as the School Council, Parent Teacher Organization, and the Wellness Team.

Many traditions are in place at Sugar Hill that the students, staff, and community look forward to each year. Our 1st and 4th Graders go to the Circus. Our 5th grade students participate in a special end of year dance just for them. On the last day of school, as 5th graders leave for buses for the very last time, all students line the hallway and cheer for the “5th Grade Walk of Fame.” Further, the school offers free morning tutoring and free after school tutoring with transportation through the Sugar Hill Acceleration Academy (SAA). By tradition, the school environment is a close knit family oriented community. As a result, the children are loving and respectful. Students watch out for younger siblings and treat each other with kindness. Even though our community is one of poverty, the families are willing to give what they have whether it is to cook for an event or to donate canned goods for a food drive as they can empathize with others in need. Parents attend events by the hundreds such as Curriculum Night, Field Day, Parent Teacher Organization Performances, Honors Ceremonies, Talent Night, and the Valentine Dance.

Due to the hard work and collaboration of the staff and community, Sugar Hill Elementary has reached several milestones in the last five years. We have active Partners in Education where as we had none five years ago. Our 3rd Grade reading scores were the highest in the county in the spring of 2012. Five years ago we were in a “Needs Improvement” status category. We flipped our math scores from 25% meeting or exceeding the state criterion test five years ago to 86% meeting or exceeding in the spring of 2012. By reaching out to the parents and community for input, we have increased community involvement exponentially. For example, only three parents attended the March PTO meeting in 2007 whereas 300 parents attended the March PTO meeting of 2012 where 2nd and 3rd grade students performed and showcased multi-cultural learning. We have achieved stabilization of leadership and school improvement and have moved past the difficulties of having three different principals in the years of 2007, 2008, and 2009. Discipline referrals have decreased, administrators spend more time in classrooms supporting instruction, and teachers have been empowered to influence change.

In summary, we believe that our school is worthy of the Blue Ribbon Award because regardless of the language barrier and poverty level of our families, we excel. Teachers are creative and seek out a variety of “outside-the-box” resources to support our students. Our strengths and accomplishments include the creation of a loving, caring environment for children especially ones with special circumstances. Communication between staff and administration is excellent, the teachers are included in many major decisions, and input is encouraged through the Leadership Team. At Sugar Hill, we truly operate as a team for the benefit of the children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The goal for acceptable performance on standardized tests increases annually based on state and federal benchmarks for the students at Sugar Hill Elementary. Our students and teachers continually strive to meet the state benchmarks set for CRCT (Criterion Reference Competency Test), ITBS (Iowa Test of Basic Skills) and the 5th grade Writing test. As well as the state benchmarks, the school leadership team and individual grade levels set their own goals that may exceed the pre-set benchmarks, but are higher than the performance of students in years prior. For example, the 5th grade team created a five year goal for improvement on the 5th grade writing test and also maintained the goal of meeting the state benchmark. As grade levels have created Short Term Action plans that go hand in hand with the School Improvement Plan, the school has realized a steady increase in test scores over the past five years. As scores continued to improve and reach or surpass the state benchmarks, the goals set at the school level increased as well. For the 2011-2012 school year, the students in the 3rd grade at Sugar Hill Elementary achieved the highest scores in Reading on the CRCT for the entire school district.

The students at Sugar Hill Elementary (SHES) have shown continual improvement on standardized test scores. The following bullets highlight some achievement areas that are noteworthy:

- 46% of all students tested met the benchmark in Reading on the CRCT in 2007 whereas 90% of all students tested met or exceeded the benchmark in Reading on the CRCT in 2012; a 44 percentage point gain.
- In fifth grade, over 85% of students met or exceeded in Reading on the CRCT three years consecutively: 2010, 2011, and 2012.
- In grade three, 78% of students scored Meets or Exceeds in Reading on CRCT in 2008 and 97% of students scored Meets or Exceeds in Reading on CRCT in 2012; a 19% gain.
- In 2007, 47% of third graders met the CRCT benchmark in Reading. No students exceeded the benchmark. By 2012, 48% of third graders met the CRCT Reading benchmark and 49% of third graders exceeded in Reading. Only 2% did not meet.
- In 2008, 58% of fourth graders met the CRCT benchmark in Reading. 13% scored Exceeds. By 2012, 62% of fourth graders met the CRCT Reading benchmark and 25% of fourth graders exceeded in Reading. Only 12% did not meet.
- In 2007, 46% of fifth graders met the CRCT benchmark in Reading. No students scored Exceeds. By 2012, 72% of fifth graders met the CRCT Reading benchmark and 13% of fifth graders exceeded in Reading. Only 14% did not meet.
- 25% of all students scored Meets in Math on CRCT in 2007 and no students scored Exceeds. 51% of all students scored Meets in math on CRCT in 2012 and 34% of all students scored Exceeds in Math on CRCT in 2012.
- Of third grade students in 2008, 79% scored Meets or Exceeds on CRCT in Math. By 2012, 92% of third graders scored Meets or Exceeds on CRCT in Math, a 13% increase.
- Of fourth grade students in 2008, 36% scored Meets or Exceeds on CRCT in Math. By 2012, 79% of fourth graders scored Meets or Exceeds on CRCT in Math, a 43% increase.

- Of fifth graders in 2007, 25% scored Meets and no students scored Exceeds. By 2012, 82% of students scored Meets and Exceeds, a 57% increase.

At SHES two of the largest subgroups are ELL students and Special Education students.

- Between 2008 and 2012, third grade ELL students realized an 18% gain in Reading and grew from 82% Meets and Exceeds in 2008 to 100% Meets and Exceeds in 2012.
- Fourth grade ELL students accomplished an increase of 16% between 2008 and 2012; progressing from 71% Meets and Exceeds in Reading to 87% Meets and Exceeds in Reading.
- In fifth grade Reading, between 2008 and 2012, ELL students advanced 22% points, increasing from 68% to 90% Meets and Exceeds.
- Between 2008 and 2012, third grade ELL students realized a 58% increase in Math and grew from 36% Meets and Exceeds to 94%.
- Fourth grade ELL students grew 40 percentage points on CRCT in Math between 2008 and 2012; progressing from 42% in 2008 to 82% in 2012.
- In fifth grade Math, between 2008 and 2012, ELL students advanced 20 percentage points, increasing from 61% to 81% Meets and Exceeds.

Fifth grade students in the state of Georgia take an annual Writing Test.

- In 2010, 61% of fifth graders scored Meets on the Writing test. No students scored Exceeds. The next year, 2011, 70% of fifth graders scored Meets on the Writing test. By 2012, 70% of students scored Meets and 2% of students scored Exceeds for the first time.
- Of the fifth grade ELL students, 53% scored Meets on the Writing Test in 2010. In 2011, 76% of ELL students scored Meets on the Writing Test.
- 18% of fifth grade students with Special needs scored Meets on the Writing Test in 2010. By 2011, 23% of fifth grade students with Special needs scored Meets on the Writing Test.

In previous years, all students in grades second through fifth participated in the Iowa Test of Basic Skills (ITBS). However, fewer students have taken the ITBS as the budget has been trimmed more and more. In Hall County, students did not participate in ITBS this year.

- Between 2007 and 2011, third grade students increased their ITBS Reading Percentile scores 17 percentage points from 37% to 54%.
- Fifth grade students increased their ITBS Reading percentiles 15% from 42% in 2007 to 57% in 2010.
- Third grade students displayed a steady increase in their ITBS Math Percentiles between 2007 and 2011 from 44% to 66%, and increase of 22 percentage points.
- Fifth grade students showed a continuous increase in their ITBS Math Percentiles between 2007 and 2010 from 47% in 2007 to 66% in 2010.

2. Using Assessment Results:

Sugar Hill Elementary uses assessment data to gain a better understanding of student achievement and improve areas of limitation. All assessment data is analyzed collaboratively among teachers, administration, and the instructional coach to identify the students' strengths and weaknesses. After pinpointing each area of weakness, the team then devises a plan of action. Once a plan of action is developed, the plan becomes an integral part of our School Improvement Plan. The leadership team gathers feedback from grade level and department within the school to assist with developing the School Improvement Plan. Each grade level monitors monthly progress based on assessment data gathered in each classroom through the implementation of running records, end of unit formative assessments, informal assessments, teacher-student conferencing, and teacher observation. The data that is collected and collaboratively analyzed also guides the formation of the school's staff development plan, which in return improves classroom instruction. Sugar Hill Elementary has fully implemented standards-based classrooms to increase competency and rigor by designing common assessments in accordance with curriculum maps which include higher order thinking, technology when appropriate, looking at student work, differentiated instruction, and teacher commentary.

To increase students' achievement, the *Response to Intervention* (RTI) process has been implemented in each classroom. Through the RTI process, research-based interventions are chosen. Once the interventions are implemented, progress monitoring data that matches the intervention is collected. Each child is discussed monthly among the RTI committee and the researched-based interventions are adjusted in correlation with the progress monitoring data. Students who are not making yearly adequate progress move through the three tiers of RTI and are enrolled in free morning tutoring classes provided by non-homeroom teachers. Students also receive small group intervention instruction during team time, which is a 45 minute segment 3 days a week. To prepare 5th grade students for the upcoming standardized writing assessment, the instructional coach and administrators provided a writing academy for students who may be in need of small group writing instruction identified through assessment data collected by homeroom teachers. Based on formative assessment data collected, 3rd, 4th, and 5th grade students, who are in need of extra assistance preparing for the Criterion-Referenced Competency Test (CRCT), have the opportunity to participate in Sugar Hill's Acceleration Academy. The Sugar Hill Acceleration Academy meets afterschool two days a week for several weeks in February and March and there is no cost to participate. Students even receive a free snack.

Sugar Hill Elementary School fosters positive relationships and effective communication with parents, students, and community members. Sugar Hill Elementary also makes an all-embracing effort to communicate student progress with students, parents, and community members. Weekly communication folders are sent on home to parents to communicate about student performance. Folders may contain graded student work, progress reports, reading levels, math proficiency levels, and other classroom announcements. Scored rubrics and teacher commentary provide parents with specific feedback to consider. Local newspapers and web media have communicated standardized testing results to our parents and community members as well. The Sugar Hill School Council, which consist of teachers, parents, administrators, and community representatives meets regularly to discuss the school's progress based on assessment data and discusses goals for the school. The committee also discusses upcoming opportunities for parent involvement. Sugar Hill also hosts a Family Curriculum Night every September at which a free meal is served and the parents have the opportunity to meet with the teachers and review their child's progress. Family Curriculum Night also involves our PTO Board which consists of teachers, parents, and various community partners such as the Rotary Club.

Teachers use standards, checklist, rubrics, and anecdotal conferencing notes to confer with individual students about their progress and to set goals they hope to reach throughout the school year. Once the students reach the goal they have set for themselves, they then set new goals to work toward. Reciprocal communication between parents and teachers is provided through email, phone calls, written notes, and face-to-face conferences. Teachers also provide parents with the link to their classroom webpage to share information, expectations, and upcoming events with the students, parents, and family members of the students. Each grade level sends home a monthly newsletter along with a school wide newsletter which is sent home each nine weeks with standards based report cards. Parents and/or guardians are always

informed and invited to RTI and Individualized Education Plan (IEP) team meetings if the data deems it necessary to create an academic plan for their child.

3. Sharing Lessons Learned:

Sugar Hill Elementary actively networks with other schools and organizations to share successful strategies. In 2011, our second grade teachers participated in a weekly virtual meeting with teachers at a local charter school in our district called the World Language Academy (WLA). The topic of the virtual meetings was Singapore Math implementation. Our teachers discussed materials, lesson plans, and student work with the teachers from WLA over a two month period. From the experience, we gained a better understanding of math performance assessments and we shared some our expertise with math interventions for students who struggle with measurement and basic fact fluency.

Several of our teachers have also participated on county level and state level committees to develop SLO (Student Learning Objective) assessments which correlate to the Common Core Georgia Performance Standards and the state's new accountability system called the Career and College Readiness Performance Index (CCRPI). Two of our teachers, Elaine Pulliam and Bambi Willard, have presented at national ESOL (English as a Second Language) conferences on separate years.

Our model for Response to Intervention (RTI) has also been recognized at the county level. Our assistant principal was recently asked to present our method for managing minutes, interventions, data, and student files at a county level meeting where all other assistant principals were in attendance.

4. Engaging Families and Communities:

At Sugar Hill Elementary, we actively engage stakeholders through planned events with our parents, our school nurse, our Bilingual Parent Liaison, our counselor, and our community partners. Many engaging family events are available to our families each year. For example, at our last PTO meeting, the 2nd and 3rd graders sang multicultural songs from around the world and several songs were incorporated which highlighted the Hispanic culture. In September, we offer Curriculum night where we serve a free meal to the entire family through community and partner donations so that parents can visit classrooms to receive information regarding what the students will be learning for the year. We offer festivals and events such as Family Fitness Day, the Spring Fling, and the Fall Festival. These events bring the school and community together.

Our school is fortunate to have a full-time school nurse. She completes student hearing, vision, and dental screenings in house. She has a strong relationship with parents/families and is greatly trusted within the community. She arranges free dental care for our neediest families through programs such as "Help a Child Smile" in which she brings a dental team to the school. For vision support, the nurse also coordinates with "Hometown Lens Crafters" which is a vision program that provides free vision screening and glasses.

Sugar Hill Elementary is also fortunate to have a full-time Parent Liaison. She has a dynamic personality and is trusted and loved by the community. She organizes monthly bilingual Parent Outreach Meetings where she addresses topics of parent choice such as how to help your child with homework and how to help your child to stay out of gangs.

In addition, Sugar Hill Elementary School has a devoted counselor who goes the extra mile to help our families. She arranges a "Backpack of Love" program which she coordinates through a local church. It gives our neediest families nonperishable food items every Friday so that the children have good food to eat over the weekend. She arranges holiday help in December through "We Care", the Salvation Army, the Rotary Club, and local churches so that our neediest children receive new shoes, clothes and even a few toys for Christmas. She coordinates a mentoring program for students, a Career Day for students in

which community business come in to share information about their jobs, and she provides classroom guidance lessons about topics such as “Speak up, Be Safe.”

In conclusion, Sugar Hill Elementary also has an active relationship with many community partner organizations. Our Partners include Skate Country, Stevi Bi’s, McDonalds, and the Sunset Rotary Club. These organizations provide curriculum resources to the school such as school supplies and these organizations allow students, families and school staff to have interaction outside the school setting to develop close relationships. Our local police department provides the ADVANCE- “Drug Free” Program to our students. Our local 4-H Team and Master Gardener’s members volunteer their time to teach students about agriculture and other regional topics of interest. Last, our media specialist coordinates a Reading Dog program in which a trained dog visits the library weekly. Struggling readers read to the dog to build self confidence.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sugar Hill Elementary provides engaging and differentiated instruction through collaborative planning, to ensure the academic success of all students. Sugar Hill implements *Common Core Georgia Performance Standards*. Curricular areas included are Reading, Math, Science, Social Studies, Music, and Art, as well as Physical and Health Education. Technology is integrated throughout all areas of study. Sugar Hill teachers, administrators, and parents believe in educating the whole child to prepare them for the world after school.

Having a deep understanding and awareness of students' strengths and weaknesses based on assessment data is the foundation of our instructional methods. Differentiated instruction is delivered to meet the needs of all students and enrich their educational journey. Student progress is monitored school wide. Once the data have been collected, teachers graph the results in our data room and those data room charts are studied by administrators, teachers, and parents to identify trends so that adjustments to instruction can be made. Teachers discuss the data collaboratively at weekly and monthly grade level meetings.

The Hall County School District, along with Sugar Hill Elementary, embraces *Singapore Math Curriculum*, *Math Exemplars*, *Every Day Math Counts Calendar*, and the *Georgia State Framework Activities* to guide instruction in the math classroom. Teachers tap into the students' prior mathematical knowledge when introducing new mathematical concepts. To assist our students with new concepts, a hands-on approach is implemented, which allows students to gain a deeper understanding of mathematical concepts. These mathematical concepts are then transferable within a variety of tasks. Sugar Hill teachers also encourage students to explain their mathematical thinking in oral and written form. Students are coached to find multiple ways to solve a problem.

Teachers at Sugar Hill Elementary have implemented Reading Workshop and Writing Workshop in the Language Arts classroom. The goal throughout Reading and Writing Workshop is to foster a love for reading and writing. Through conferencing teachers are able to gather anecdotal notes which guide their instruction, and also provide teachers with an opportunity to have more meaningful one-on-one conversations with students. Throughout the workshop model, teachers integrate grammar skills in spoken and written form.

Our Science and Social Studies curricula offer our students hands-on experiences as well. The teachers implement a variety of teaching strategies and presentation techniques to enrich the educational journey for all students. Differentiated instruction is offered through choices of topics for research and different options for products to demonstrate learning. At Sugar Hill teachers strive to reveal the relevance and real world application of science and social studies and how history has shape our present day America.

The art, music, and physical/health education departments also strive to integrate the standards taught in the regular classroom into daily instruction. These special area teachers meet monthly with each grade to collaboratively discuss upcoming standards and effective methods to integrate these standards. Special area teachers also collaborate with each grade level to prepare three student performances a year for our parents. This team of teachers is integral for the implementation of our Wellness Initiative. Every student has the opportunity to receive a health lesson each week and to participate in free morning or afternoon exercise groups.

2. Reading/English:

The teachers of Sugar Hill Elementary School use a Reader's Workshop model which we derived from a combination of research on effective reading instruction by Lucy Caulkins, Irene Fountas, and Gay Su

Pinnell. Caulkins, the author of *A Curricular Plan for Reader's Workshop*, suggests that the essential components of beginning reading instruction are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension. These five components are explicitly taught daily in whole and small group settings at Sugar Hill Elementary. The reading level of each individual student is determined through use of benchmark testing and is monitored weekly through the use of running records. From these assessment data we are able to determine groupings for reading instruction. However, full implementation of the Reading Workshop includes whole group mini-lessons, small group guided reading, and individual instructional opportunities.

During the mini-lesson portion of Reader's Workshop, teachers introduce reading skills such as inferring, comprehension, fluency, and making connections to the text. Next, during independent reading time, the teacher confers with individual children or works with a skill-based small group. Students who are not in a small group or are not conferring with the teacher, are reading independently on their level. During their independent reading, they track their own progress, respond to literature in a reading journal, and later share their thoughts about their reading with classmates.

Many of our small group instructional practices are modeled after the research of Fountas and Pinnell in *Guided Reading: Good First Teaching for All Children*. Our goal is to meet the needs of every student by meeting with them 2-4 times a week based upon their needs in a group of peers with similar strengths and weaknesses. Small groups allow our teachers to meet a variety of student needs which may include enrichment of what they have already learned, re-teaching of a comprehension or decoding strategy, or remediation. Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.

We monitor students' progress toward reading goals through a variety of benchmark tools as well as progress monitoring measures. The Developmental Reading Assessment (DRA) is used to give a baseline reading level at the beginning of the year. Students who are below grade-level benchmarks take the DRA again in January. Every student is given the DRA at the end of the school year and growth is charted. For progress monitoring, all students receive at least one running record a month; struggling readers may receive a running record as often as once a week. In Kindergarten and 1st grade the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is administered to track literacy skills such as phoneme segmentation and nonsense word fluency. Oral Reading Fluency (ORF), a section of DIBELS, is also used

3. Mathematics:

The teachers of Sugar Hill Elementary use a layered mathematics curriculum to teach math standards. Teachers use the five mathematical practices process standards—communication, reasoning and proof, connections, problem solving, and representation—to drive our instruction. These methods allow for student-centered teaching, problem-based instruction, and mathematical communication among students. Singapore Math (implemented in 2006) is used as the core math curriculum. Singapore Math focuses on the in-depth understanding of mathematical concepts and essential math skills. There is a strong emphasis on problem solving and model drawing. New concepts are taught using a concrete-pictorial-abstract approach allowing students to see the “how” and “why” of math.

Every Day Counts Calendar Math (EDC) is used to supplement Singapore Math and is taught daily in all grade levels. It provides interactive and continuous teaching, while using mathematical communication as its centerpiece.

Teachers also build foundational mathematical skills with various student-centered activities such as small-group lessons, partner activities, technology-based instruction, and independent practice. Partner Games (from Every Day Math) are used to reinforce lessons taught or to re-teach a skill. Students are able to share strategies, verbalize their thinking, use math vocabulary, and learn the language of math using these Partner Games. Sugar Hill Elementary also has a school wide Math Campaign for math fact fluency. It starts in Kindergarten with basic number recognition and progresses through fifth grade with basic addition and subtraction followed by multiplication and division.

The teachers of SHES are extremely dedicated to improving the mathematics skills of students who are performing below grade level. The Response to Intervention (RTI) process is used to identify students performing below grade and to track student progress. Students receive research-based interventions during morning tutoring or team time. The book *Teaching Student-Centered Mathematics* by John Van de Walle is used as the main resource for choosing interventions for students below grade level.

To improve the skills of students performing above grade level, teachers incorporate a “Problem of the Day” and Math Exemplars (a resource for real-world, problem-based tasks). This provides continuous opportunities for students to learn, apply, and improve various effective problem solving strategies. Because of Title I and SPLOST funds, there has been a tremendous amount of technology added to our school including four 21st century classrooms. Students also use computer based programs and websites such as Ten Marks, Education City, Symphony Math, and the National Library of Virtual Manipulatives.

4. Additional Curriculum Area:

Numerous studies have shown a link between regular physical activity and student academic achievement as well as employee productivity. The Healthy Schools Committee at Sugar Hill Elementary has implemented several ways to encourage physical activity among students and staff over the past few years. Initially, activities offered were geared towards the adults in the school. There was a “Biggest Loser” Competition for teachers and staff to encourage healthy eating and exercise. Participants had a baseline weight-in and monitored their weight loss weekly. At the end of the competition, there was a prize for the winner; however, all who participated are winners because of healthier eating and exercise. There is also a walking club in which teachers and staff wear pedometers and log their steps daily. The participant with the highest number of steps each week was recognized in the weekly staff newsletter. A ZUMBA class is offered weekly for all staff members every Wednesday which led to the creation of “Workout Wednesday” which encourages staff members to participate in physical activity during the day or immediately after school. There is also a Wellness Class that meets once each month to offer guidance and ideas about food and wellness.

Once students noticed their teachers getting healthier, they were eager to participate in Wellness initiatives as well. Students participate in the Jammin’ Minute each day, which is sixty seconds of exercise that students stand and participate in throughout the day. The student body of Sugar Hill Elementary participated in the “Jam World Record Day” during Fall 2012. Fourth and fifth grade students have the opportunity to participate in a Wellness Group after school. All students attend a weekly health class funded by a grant through HealthMpowers. All vending machines with student access have been stocked with water only. Slushies (sugary treats with artificial colors) have been removed in the cafeteria and replaced with lower calorie, lower sugar dessert options. Sugar Hill also hosted a School Family, Fun, and Fitness Day and a Community Family, Fun, and Fitness Day for members of the community, staff and teachers and students which included visitor from local agencies who tested blood pressure, blood sugar levels, etc. at no cost to families.

5. Instructional Methods:

At Sugar Hill Elementary, we realize that no two students enter a classroom with identical abilities, experiences, and needs. Learning style, language, background knowledge, and other factors can vary widely within a single classroom. We buy into and implement differentiated instruction because we believe that students learn well when they make connections between the curriculum and their diverse interests and experiences, and that the greatest learning occurs when students are pushed beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area.

To accomplish differentiation, we address this challenge by taking diverse student factors into account when planning and delivering instruction. Teachers structure learning environments that address the variety of learning styles, interests, and abilities found within their classrooms. Differentiation during

collaborative planning involves matching tasks, activities, and assessments with students' interests, abilities, and learning preferences. Often teachers will provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills. By doing this we are able to provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those in the middle.

Obviously, differentiation at this level requires intensive planning, commitment, and acknowledgment of the tremendous impact diverse abilities, experiences, and interests have on student learning. The following steps provide a place to start before differentiation can begin:

- Get to know the students.
- Use all previous and current test scores to find exactly where they are in all areas.
- Find the areas in the curriculum that can be adapted for this teaching style.
- Develop a plan of how this can work in the classroom effectively.
- Create some type of rotation of students and various activities so you are able to work with small groups.
- Be prepared to collect data, assess, and track the progress of each child. By doing so the teacher may need to make adjustments or changes to see the most growth.

A variety of strategies are used in the process of differentiation at this level. Teachers provide access to a variety of materials which target different learning preferences and reading abilities and develop activities that target auditory, visual, and kinesthetic learners. Further, teachers establish stations for inquiry-based, independent learning activities that vary in the levels of complexity and degree of abstract thinking they require. The use of flexible grouping to group and regroup students based on factors including content, ability, and assessment results is wide-spread.

In terms of content delivery, a variety of strategies are also used. For example, pre-tests assess where individual students need to begin study of a given topic or unit. Students are encouraged to think at various levels of Bloom's taxonomy. For students who struggle with attention or behavior, reduced assignments may be used to break the learning into smaller, more manageable parts with structured directions for each part. Further, to obtain products, assessment strategies include performance-based and open-ended assessments. A careful balance of teacher-assigned and student-selected projects is explored.

6. Professional Development:

The teachers at Sugar Hill Elementary participate in ongoing professional learning to ensure students receive instruction by highly qualified staff. The Hall County School District requires each school to complete a needs assessment for professional learning. Sugar Hill Elementary uses the results of the surveys to provide professional learning opportunities for staff members. The results are analyzed at the school level to determine staff professional learning needs. From the list of needs, a menu of available Professional Learning opportunities is created for teachers. Teachers choose which learning opportunity they would like to participate in. The results of the survey are also used to develop a professional learning plan at the school and district level. Teachers and staff members are allowed release time to attend curriculum mapping training, Singapore Math training, Writer's Workshop training, Guided Reading training, GKIDs training, and collaboration meetings with teachers of the same grade level at other schools within the county.

We have aligned professional development with the State's academic content and student academic achievement standards. All staff members participate in CCGPS (Common Core Georgia Performance

Standards) related staff development through weekly curriculum meetings on Tuesdays and Thursdays. Administrators and the instructional coach attend. At these meetings, which are held during grade level planning, teachers discuss common unit assessment results, discuss upcoming topics on curriculum maps/pacing guides, design common standards-based performance assessments, look at the resulting student work, revise assessments, and write teacher commentary. This year, we have added a focus on differentiation techniques through the use of technology and looking at student outcomes. This topic was chosen by our leadership team as a result of looking at our data at the end of the last school year. Trainings on technology integration and problem solving within Singapore Math draw the biggest groups of participants.

Student outcomes (including achievement data, progress monitoring data, and resulting student work samples) are examined in collaborative teams. Next steps are devised and implemented to increase future student outcomes. Each teacher posts class result summaries in the data room and the leadership team examines and discusses these results.

7. School Leadership:

Leadership at Sugar Hill goes beyond the two offices of the principal and assistant principal. Teachers, parents, and students are encouraged to lead in various capacities. Teachers are encouraged to lead professional learning groups or to serve on the School Leadership Team. The Leadership Team functions include monitoring of curriculum, goal-setting, budgeting and expenditures, and decision-making that directly affects student achievement. Grade level chairs who serve on the Leadership Team bring ideas, concerns, and results-based information to the administrations and decision making is shared. This shared leadership model encourages teachers to take ownership of the school, its function, and its success. Leadership Team members are invited to give feedback to shape administrative decisions in a variety of situations from staff hiring to spending of Title I funds to support collaboratively developed school improvement initiatives.

Students are also encouraged to develop their leadership skills. Student volunteers assist with the running of the school store, the filling of ice cream orders, flag preparation, office errands, and reading with younger students who are struggling.

Parents serve on the Parent Teacher Organization (PTO) Board and on the School Council. They lead fundraising initiatives, help decide how school funds should be spent, and advise on policy such as the parent involvement plan, safety plan, and Wellness Plan. In addition, several of our staff members, including the assistant principal, are bilingual, which increases parents' comfort level as they participate in school-based shared decision making. The School Council, comprising teachers, parents, and community business partners, meets four times a year to discuss ways to use Title I funds to best support student achievement. For example, for the past two years, our School Council voted to use our Title I funds to purchase large screen technology displays and student devices. As a result, every classroom has these elements. Student engagement is high and student achievement is rising in areas where we have had difficulty in the past such as Social Studies, and technology is integrated into instruction throughout the day.

The principal and assistant principal are passionate and focused facilitators of effective teaching and learning for all stakeholders (teachers, students and parents). Administrators are hands-on and are constantly involved in the school community, professional learning groups, and staff morale and hospitality initiatives. Both the principal and assistant principal dance with the students at the school Valentine's dance, t cheer at Testing Pep Rallies, and enthusiastically attend all extra-curricular events and fund-raisers. They make time to each lunch every day with at least one small group of three students to discuss talents, goals for the future, and how they can improve the school. The administrators are proactive, receptive, and consistent in decision making. They ensure that budgets are transparent, expenditures are collaborative and directed to school improvement, and they use every single penny for materials that fit our school's needs. The principal grew up in the Sugar Hill Community, taught at the middle school that Sugar Hill feeds into, and has been an administrator at Sugar Hill for 8 years. Due to

her long-standing reputation, she is able to network with the community and staff easily to access resources and parent buy-in that might be difficult for an outsider to coordinate. Both the principal and assistant principal are also strong, clear communicators through the school website, the shared master calendar, and our famous weekly memo, the “Sugar Stick,” in which daily events are clearly detailed so that schedules and resources can be effectively managed. All decisions are data-driven, success-oriented, and are made with student achievement in mind.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	93	77	80	69	79
Exceeds	51	32	35	24	10
Number of students tested	105	111	98	118	127
Percent of total students tested	99	99	100	99	98
Number of students alternatively assessed	1	2	0	1	1
Percent of students alternatively assessed	1	2	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	92	84	77	73	58
Exceeds	50	30	27	24	13
Number of students tested	86	96	89	105	107
2. African American Students					
Meets	100	Masked	Masked	Masked	Masked
Exceeds	36	Masked	Masked	Masked	Masked
Number of students tested	11	6	4	3	2
3. Hispanic or Latino Students					
Meets	94	78	83	72	36
Exceeds	52	34	24	21	9
Number of students tested	85	82	73	83	96
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	2	3	2	4
5. English Language Learner Students					
Meets	93	76	79	66	25
Exceeds	42	25	22	14	8
Number of students tested	60	60	58	60	63
6. White					
Meets	80	72	64	63	25
Exceeds	60	27	25	24	13
Number of students tested	10	20	21	31	29
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	98	92	90	90	78
Exceeds	49	16	16	21	16
Number of students tested	107	109	98	118	127
Percent of total students tested	99	99	100	99	99
Number of students alternatively assessed	1	2	0	1	1
Percent of students alternatively assessed	1	2	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	99	89	87	83	75
Exceeds	51	17	17	22	14
Number of students tested	86	96	89	105	107
2. African American Students					
Meets	100	Masked	Masked	Masked	Masked
Exceeds	36	Masked	Masked	Masked	Masked
Number of students tested	11	6	4	3	2
3. Hispanic or Latino Students					
Meets	100	94	94	95	82
Exceeds	49	17	15	17	12
Number of students tested	85	82	73	83	96
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	2	3	2	4
5. English Language Learner Students					
Meets	100	88	87	73	67
Exceeds	40	9	11	12	6
Number of students tested	60	60	58	60	63
6. White					
Meets	100	85	82	79	80
Exceeds	63	15	12	19	15
Number of students tested	11	20	21	32	29
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	79	85	74	67	36
Exceeds	28	29	28	21	8
Number of students tested	114	99	109	112	113
Percent of total students tested	98	99	98	100	99
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	2	1	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	81	83	76	70	54
Exceeds	29	28	22	20	9
Number of students tested	102	87	96	99	98
2. African American Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
3. Hispanic or Latino Students					
Meets	83	89	73	67	42
Exceeds	37	27	20	19	9
Number of students tested	92	73	79	81	82
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	2	1
5. English Language Learner Students					
Meets	69	83	70	63	44
Exceeds	24	21	13	11	3
Number of students tested	42	54	59	61	62
6. White					
Meets	71	75	75	63	48
Exceeds	24	24	20	16	12
Number of students tested	17	24	28	30	29
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	88	88	92	83	71
Exceeds	25	20	22	23	13
Number of students tested	114	99	109	112	113
Percent of total students tested	98	99	98	100	99
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	2	1	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	83	87	82	75
Exceeds	27	25	28	21	11
Number of students tested	84	87	96	99	98
2. African American Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
3. Hispanic or Latino Students					
Meets	87	87	92	87	71
Exceeds	25	28	22	21	6
Number of students tested	92	73	79	81	82
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	2	1
5. English Language Learner Students					
Meets	76	77	81	81	66
Exceeds	13	23	20	12	4
Number of students tested	42	54	59	62	62
6. White					
Meets	94	90	94	68	75
Exceeds	18	25	25	20	9
Number of students tested	17	24	28	30	29
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	83	86	74	54	48
Exceeds	22	26	25	17	12
Number of students tested	102	109	112	110	101
Percent of total students tested	99	99	98	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	88	82	72	56	47
Exceeds	20	24	22	11	9
Number of students tested	84	85	85	86	84
2. African American Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	7	5	6
3. Hispanic or Latino Students					
Meets	88	86	93	50	55
Exceeds	25	22	25	21	9
Number of students tested	77	78	75	78	77
4. Special Education Students					
Meets	64	41	73	8	33
Exceeds	9	0	0	0	0
Number of students tested	11	10	11	10	10
5. English Language Learner Students					
Meets	75	79	70	50	44
Exceeds	5	11	13	12	2
Number of students tested	36	38	37	39	37
6. White					
Meets	82	76	80	52	75
Exceeds	18	20	22	26	13
Number of students tested	17	20	18	20	19
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: CRCT

Edition/Publication Year: 2007

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	87	85	70	64
Exceeds	13	15	13	6	11
Number of students tested	102	109	112	110	101
Percent of total students tested	99	99	98	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	95	88	84	73	64
Exceeds	16	17	12	7	10
Number of students tested	83	85	85	86	84
2. African American Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	7	5	6
3. Hispanic or Latino Students					
Meets	96	86	89	63	68
Exceeds	13	17	15	12	11
Number of students tested	76	78	75	78	77
4. Special Education Students					
Meets	82	46	64	17	40
Exceeds	0	0	0	0	0
Number of students tested	11	10	11	10	10
5. English Language Learner Students					
Meets	91	87	85	72	65
Exceeds	0	9	10	12	9
Number of students tested	35	38	37	39	37
6. White					
Meets	82	88	73	79	90
Exceeds	12	16	13	14	11
Number of students tested	17	20	18	20	19
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13GA5