

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Natalie Gleaton Givins

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rosemont Elementary School

(As it should appear in the official records)

School Mailing Address 4679 Hamilton Road

(If address is P.O. Box, also include street address.)

City LaGrange                      State GA                      Zip Code+4 (9 digits total) 30241-8702

County Troup County                      State School Code Number\* 5050

Telephone 706-812-7954                      Fax 706-812-7956

Web site/URL http://www.troup.org/res                      E-mail GIVINSN@troup.org

Twitter Handle \_\_\_\_\_ Facebook Page Troup County School System                      Google+ \_\_\_\_\_

Other Social Media Link We use a One Call System to send communication to our families through texts, e-mail, and phone calls.

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_

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 \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Cole Pugh

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: fowleraj@troup.org

Other)

District Name Troup County School System                      Tel. 706-812-7900

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. Ted Alford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 18 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	27	44
K	43	38	81
1	46	58	104
2	49	50	99
3	55	42	97
4	44	41	85
5	50	48	98
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 Students</b>	304	304	608

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 9 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	71
(4) Total number of students in the school as of October 1	627
(5) Total transferred students in row (3) divided by total students in row (4)	0.113
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 2 %  
10 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Chinese, Japanese, Korean, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 50 %  
 Total number students who qualify: 301

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 55 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %  
68 Total number of students served

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>0</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>9</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance | <u>43</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Rosemont stakeholders believe in the importance of building and nurturing relationships, having high expectations, providing effective and engaging instruction that requires higher-level thinking, and incorporating technology to develop positive, productive citizens.

## **PART III – SUMMARY**

---

Rosemont Elementary School is in the center of a rural community and has proudly served generations of students since 1924. The present school site was purchased from a well-known family who lived in a beautiful southern mansion adjoining the property. The home was known throughout the community as "the home of roses" thus it was recommended to name the school Rosemont Elementary School. The present Rosemont School building was completed in 1955 and has undergone three additions over the years. Rosemont Elementary gives the community a strong sense of pride and ties the people directly to our school each time they ride past and see the building as it steadfastly awaits a new generation of Rosemont community children.

Located in the southern part of Troup County, Rosemont Elementary School is outside the city limits of LaGrange. Our school can be found just off interstate 185 (Exit 43) that leads north to Atlanta and south to Columbus. The city of Pine Mountain along with the Callaway Gardens Resort, are located to the south of our elementary school. Our school serves approximately 608 students in pre-kindergarten through fifth grade. The average class size has increased from 20 students per class to 22.3 students per class this year. Classes are heterogeneously grouped based on race and gender. The school population is composed of 83% white, 9% black, 3% multi-racial, 3% Hispanic and 2% Asian. At this time, 50% of students qualify for free and reduced-price lunch, which identifies 301 of our students as economically disadvantaged.

Rosemont Elementary School has experienced rapid growth in the past few years adding approximately ten new classes to our school population. At this time, Rosemont has two lottery-funded Pre-K classes serving 44 students. We currently have four kindergarten classes, five first grade classes, five second grade classes, four third grade classes, three fourth grade classes, and four fifth grade classes. As growth continues to occur, Rosemont welcomes into its fold many new families who will add much to our community and school. We are excited about this opportunity to build new relationships as we all strive to provide the best possible education for all our children.

At Rosemont Elementary School, we live daily by our motto "With Children Our Focus". Our school provides a variety of programs to ensure the needs of all students are being met. One of our most essential offerings involves the monitoring of student progress through the Pyramid of Interventions. Our teachers, administrators, Tier 2 chairperson, and psychologist meet routinely at grade-level meetings to discuss and focus on student progress. At this time, we address the needs of all students from our advanced learner to our struggling learner. We also address language and articulation concerns as well as social, emotional and behavioral needs. A plan of action is constructed that includes the following: identifying the needs of the student, personnel to provide interventions whether acceleration or remediation, monitoring student progress, and setting of goals based on baseline data as well as an expected rate of progress.

Rosemont Elementary also strives to help our students grow and develop into positive and productive citizens. We have developed both leadership and recognition programs to help instill responsibility and pride in a job well done. Some examples of these programs are: School Council, Rosemont Ambassadors, Tiger Cub TV morning broadcast, RES Safety Patrol, Breakfast Crew, RES School Store, Student Recognition Day, Accelerated Reader Celebrations, Writing Wall of Fame, Author of the Month and Academic Bowl Team. We also provide a variety of club offerings for our students in order to expand on student interest. Club offerings include: AWIM Science Club, Art Club, Recycling Club, Fitness Club, Junior Master Gardening Club, Chorus, and Academic Bowl. Furthermore, Rosemont Elementary participates in numerous service projects to foster a sense of responsibility within our community. Some examples of student involvement include: GREEN Team Recycling Club, Salvation Army canned food drive, and Pennies for Toys.

High expectations for our students are communicated through our child-friendly code of conduct. Students are expected to follow our B4 Code of Conduct: Be Prompt, Be Prepared, Be Polite and Be Productive. This straightforward approach is the basis for all we do. Students are reminded daily on our morning broadcast and teachers apply these beliefs in their classrooms and throughout the school. These beliefs

teach our students self-respect and respect for others while also allowing them to grow in their understanding of individual rights and responsibilities.

Over the years, Rosemont Elementary has established many proud traditions that continue today. Many of these traditions are reserved for our fifth graders since it is the last year they will be attending our school. For example, every fifth grade class decides on a special art project they would like to complete and leave behind for our school. Some past projects include: a Georgia On My Mind display where each student designed their own ceramic tile, tablecloths with each child's handprint, and a mural of the solar system. If you visit our campus, you will see close to twenty fifth grade art projects displayed throughout our school. Another proud tradition involves our fifth graders' leaving behind their handprints and names in concrete on our walking trail. We want our students to always feel apart of Rosemont Elementary. We are a big part of their lives and we want them to always feel a connection to their elementary school. The handprints are a way for us to make them a part of the proud history of our school and we hope will mean a great deal to them when they return to Rosemont over the years. Finally, a fifth grade class picture is made in front of the school. The picture is framed and hung in our front lobby for the next school year as a way to honor our fifth grade class.

Another special tradition involves remembering former students, volunteers, and administrators who made a tremendous impact on our school. At the end of each school year, we honor current students who exhibit similar attributes such as The Polly Hutchinson Humanitarian Award, named for Rosemont Elementary's former principal and the Love of Life Award given in honor of two of our former students, Brandon and Christy Stancil. These awards have a very special meaning to our Rosemont family and they provide us the opportunity to remember those who had a positive impact on our school.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

At Rosemont Elementary School, our curriculum for all subjects is based on performance standards adopted by the state of Georgia. In reading/English language arts and mathematics, the adopted standards are Common Core Georgia Performance Standards (CCGPS). In science and social studies, the adopted standards are Georgia Performance Standards (GPS). To establish that all students are ready for success after high school, these standards establish clear, consistent guidelines for what every student should know and be able to do kindergarten through 12th grade.

Recently, the State Board of Education voted to rename the Georgia Performance Standards (GPS) the Georgia Standards of Excellence (GSE). The current implementation of CCGPS in English Language Arts (ELA) and Mathematics will continue until the end of the 2014-2015 school year. Beginning the 2015-2016 school year, the standards will be called the ELA and Mathematics Georgia Standards of Excellence (GSE).

In reading/English language arts, the K-5 Standards define what students should understand and be able to do by the end of each grade. Fundamentally, students in grades K through 5 are focused on developing comprehension strategies that will enable them to manipulate grade level texts and communicate effectively both in writing and in speaking. Students will begin to anchor their responses firmly to the text using specific and relevant evidence to support their answers. Students' analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice. Additionally, students will identify elements in the text such as scenes and chapters, distinguish narrative voice, and make logical connections. A key component of these standards is the use of appropriate grade level text.

In mathematics, the K-5 standards are designed to achieve a balance among concepts, skills, and problem solving. The standards stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, the standards encourage students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines. The standards provide clear expectations for instruction, assessment, and student work while also identifying the skills needed to problem solve, reason, communicate, and make connections with other information.

When teaching science and social studies, K-5 teachers are expected to incorporate literacy. The standards include: (1) Building knowledge through reading content-rich nonfiction, (2) Citing evidence from text, and (3) Providing opportunities to practice with complex text and building content vocabulary.

The Georgia Performance Standards for science are designed to provide students with the knowledge and skills for proficiency. The GPS are aligned to the National Research Council's National Science Education Standards. Technology is also infused into the curriculum. The Performance Standards guide instruction. They are written to include four major components: (1) The standards for Georgia science courses, (2) Tasks that students should be able to perform during or by the end of the course, (3) Samples of student work, and (4) Teacher commentary.

The Georgia Performance Standards for social studies were designed to develop an understanding of the history of the United States and our place in an ever increasingly interconnected world. It is essential that students understand their past and how that past influences the present day and the future. In addition, the reading of social studies related books should be an integral part of the elementary reading program.

Effective implementation of the CCGPS at Rosemont Elementary School requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage learners. In order to accomplish this, we utilize curriculum guides provided by the system to drive our instruction that address the state learning standards. Our school uses a website

provided by the district that houses best practices for implementation of instruction in each of the subject areas. The webpage is designed to be user-friendly, and is organized by grade level and subject. Each subject area includes curriculum maps that provide pacing guides, content knowledge, prior learning, best practices, tasks, and resources that are aligned to the standards in context, content, and cognition. The website also includes a scope and sequence available for vertical planning as well as other content-specific documents to help guide instructional planning. Furthermore, assessment examples that range in depth of knowledge (DOK) levels are included on the curriculum documents to assist teachers in creating formative and summative assessments that provide a clear picture of student progress.

Our school provides a variety of programs to ensure the needs of all students are being met. One of our most essential offerings involves the monitoring of student progress through the Pyramid of Interventions. Our teachers, administrators, Tier 2 chairperson, and psychologist meet routinely at grade level meetings to discuss and focus on student progress. At this time, we address the needs of all students from our advanced learner to our struggling learner. We also address language and articulation concerns as well as social, emotional and behavioral needs. A plan of action is constructed that includes the following: identifying the needs of the student, personnel to provide interventions (whether acceleration or remediation), monitoring student progress, and setting of goals based on baseline data as well as an expected rate of progress.

Georgia's Pre-K content standards were developed to provide a foundation for instruction in all Pre-K classrooms. They reflect current educational research and are aligned with Georgia's Performance Standards for grades K - 12. These standards can be used for planning instruction and assessing child growth and development. Content standards cover seven key curricular areas: Language and Literacy, Mathematics, Science, Social Studies, Creative Expression, Social and Emotional Development, and Physical Development. Both academic and school readiness indicators have shown Pre-K to have a positive impact on school success. At Rosemont, we have found students who attend Pre-K score an average of 7 points higher on the Lexia Basic Literacy Test and earning more points in the kindergarten readiness and letter and sound identification categories.

## **2. Other Curriculum Areas:**

Due to the changes in the national economy, Rosemont Elementary School, like other schools in our system, has been forced to make hard choices and budget cuts. Despite the economic difficulties, we have remained committed to offering the children in our care a well-rounded education. Each student in kindergarten – fifth grade has a schedule that includes an additional curriculum area every day. The students rotate through five classes, which include music or visual art, physical education, technology, guidance/counseling, or media. Each student receives four semesters of technology, two semesters of music education, two semesters of visual arts education, two semesters of media, and two semesters of guidance/counseling.

The fine arts have been completely eliminated in many elementary schools in Georgia, but Rosemont continues to offer visual and performing arts to its students. As well as attending classes in those fields, students in grades 3-5 may participate in the after school chorus that performs for the school, the parents, and the community. Students in fourth or fifth grade may participate in our art club. Rosemont Art Club members compete in local art shows, and contribute pieces to Rosemont's permanent art collection, which is displayed in the halls of the school. Rosemont holds an annual art show, where every student (K-5) selects a piece of art to display for visiting friends and families.

Because physical education is an integral part every student's education, all Rosemont students have the opportunity to participate in a quality health and fitness program. The program includes the development of skills, cardiovascular fitness, muscular strength, endurance, and flexibility. They receive engaging instruction that includes the use of a wide range of developmentally appropriate activities. The lessons that students receive include adopting and maintaining behaviors that promote health, increase happiness, and reduce future health risks. Student fitness is measured at the beginning and end of every school year through the Fitness Gram. The students in grades four and five also have the opportunity to participate in our after-school Fitness Club, with the purpose of developing a healthy way of life through exercise and thoughtful eating.

Technology has revolutionized the way students create, collaborate, communicate, and learn. The technology classes that take place in our two computer labs allow students to practice skills that are being taught in the classroom. Teachers plan with the technology staff to align lessons, practice communication skills, and research topics. The technology classes make information and resources immediately accessible to learners. While that was always the case with textbooks, technology makes this information more easily searchable, richer with multimedia, and potentially of value beyond the classroom. Students are able to digitally create products that require their engagement and enhance their learning.

Our school counselor works with our students to help students set and achieve goals in three interrelated areas: academic development, career development, and personal or social development. A student's personal and social growth and development contributes to academic and career success. The use of the Second Step program helps students to identify their feelings and the feelings of others, learn to name their feelings, explore their emotions, and consider appropriate responses. Each year all students participate in a Career Education Week and enjoy a wide variety of visitors and presenters from the community who share their professional experiences. Many leadership opportunities are made available to the students through participation in student council, classroom ambassadors, community food drives, and fund-raising for non-profit community projects.

Media classes are offered to Rosemont students to enhance classroom instruction. Early education grades participate in story time with the media specialist for the purpose of experiencing the pleasure of reading. Older elementary students learn skills that include locating information, accessing articles from periodicals, and utilizing available databases. Students are encouraged to set reading goals, and celebrate when that goal is met.

According to research, other curricular activities offer opportunities for students to learn the values of teamwork, responsibility, diversity, and a sense of belonging. The classes use a variety of teaching modalities, and support different types of learners. The extracurricular activities at Rosemont provide a channel for reinforcing the lessons learned in the classroom, while offering the students an opportunity to apply those same lessons. These regularly scheduled classes may increase students' sense of engagement and attachment, and thereby decrease the likelihood of school failure. The extracurricular classes support not only our school mission, but our district mission as well.

### **3. Instructional Methods and Interventions:**

Rosemont Elementary School teachers utilize a variety of instructional approaches to meet the needs of their students. Teachers have been asked to focus on two areas in need of improvement. First, they are expected to utilize some form of instructional technology when teaching their lessons. This may vary from using an interactive flip chart to using their voter response devices for progress monitoring. Secondly, classroom instruction should focus on engaging students.

Classroom lessons always begin by focusing on the essential question or questions for the day. In order to promote engagement, teachers utilize an activating strategy in order to make learning relevant to the students. When beginning a new concept or skill, teachers may pre-test students or question students to gain knowledge about what students may already know. On a day to day basis, Rosemont teachers vary their classroom instruction from delivering explicit, direct instruction on a strategy or skill to providing students with opportunities to practice their skill with teacher guided practice or in a small group or with a partner. After initial instruction, the teacher serves as a facilitator answering student questions and guiding their learning through an assignment, task, or project. As the facilitator, the teacher monitors student progress and understanding. If a misunderstanding occurs or if further skill development is needed, then the teacher provides differentiated group assignments based on student performance. The group needing further instruction and/or practice works with the teacher in a small group setting. The remaining groups are given grade level and/or challenging assignments based on their classroom performance. Teachers are also able to differentiate student learning during small group reading and math providing both remedial and accelerated learning as well as extended learning for more advanced students. Our teachers are keenly aware of the importance of monitoring student progress effectively using both informal and formal assessments and providing students with timely, specific and constructive feedback about their learning.

Differentiated learning groups are utilized to meet the needs of all learners. For example, when teaching about decomposing numbers in kindergarten, the teacher utilized a checklist to monitor student understanding. Based on performance, students were divided into three differentiated groups and given tasks that were at their instructional level. The advanced learners were decomposing the number twelve using two domino cards. The on grade level group was decomposing the number ten using two dominoes. The below grade level group was still using one domino to decompose the number ten. They were all working on decomposing numbers, but at varying levels of difficulty.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

Rosemont Elementary has made continuous improvements in our academic performance in the areas of reading, language arts, and math. Based on recent data, Rosemont has shown gains in all three subjects and in all subgroups over the past several years.

Performance trends indicate our greatest gains have occurred in the area of mathematics for grades 3 - 5. Data indicates that Rosemont was able to close the achievement gap between the all students subgroup and the economically disadvantaged subgroup while steadily increasing the number of students exceeding standards in mathematics. Our third grade made the most growth over this time period steadily increasing proficiency levels from 84% to 96% while also increasing exceeds levels from a dismal 33% to 61% over the same time period. An achievement gap was noted at the advanced or exceeds levels between the all student and white subgroups and the economically disadvantaged subgroup that was especially evident in our fourth grade. In order to close this achievement gap, teachers utilized higher order thinking skills to increase the understanding of mathematical concepts through the use of open-ended questioning, modeling, role playing real-life math problems and think alouds. The use of daily math journals focused on incorporating relevant problem solving and higher order thinking skills to increase mathematical reasoning. An emphasis was placed on teaching math vocabulary by utilizing picture vocabulary cards, songs, and spiral review in order to decode word problems. Preview teaching or accelerated learning through spiral instruction was utilized daily through morning work and the math board. Teachers also followed the "10-24-7" model to help build long-term memory of how to solve problems.

Performance trends indicate a steady increase in both proficiency and advanced/exceeds levels in the area of Reading / ELA for grades 3 - 5 in all subgroups. However, an achievement gap does exist between the white subgroup and the economically disadvantaged subgroup in grade 5 as well as the all student and white subgroup and the economically disadvantaged subgroup in grade 4. The gaps have been steadily closing, but data shows we still have work to do. In order to close this achievement gap, we stressed the importance of vocabulary acquisition and using both linguistic representations through drama, songs, games, narrative chains, and word walls and non-linguistic representations by drawing pictures, generating mental pictures, using a variety of graphic organizers, and using kinesthetic activities that require movement and games. We also focused our efforts on utilizing higher order thinking skills to increase reading comprehension through the use of open-ended questioning, summarizing while reading, predicting, activating prior knowledge, scaffolding, making connections, and think-alouds. Furthermore, we integrating literacy skills across the curriculum and across all subject areas and implemented reading and writing notebooks in fourth and fifth grades.

For the past five consecutive years, Rosemont has performed above the state average in every content area tested on the CRCT in grades 3 - 5. Rosemont Elementary School has earned state recognition as a High Performing Exemplary School for the past three years as well as a High Progress School in 2012. In 2011, Rosemont Elementary was named a Georgia School of Excellence for Greatest Gains in Student Achievement. We are proud of the progress we have made, but we understand the need for continuous school improvement. Stakeholders at Rosemont Elementary School have identified three areas we are striving to improve over the next three years. Faculty and staff are committed to addressing these areas through ongoing professional learning. Areas identified are: (1) Continued growth in the use of instructional technology to increase student engagement and enhance learning, (2) Ensure depth of knowledge (DOK) in lessons with the use of higher order questioning, and (3) Enhance learning in the areas of science and social studies through the use of research-based strategies.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At Rosemont Elementary School, we utilize a variety of assessment data to analyze and improve classroom instruction as well as student and school performance. Teachers continually disaggregate assessment data. Some examples include: (1) At the beginning of each academic school year, teachers use the data from the

previous year's state assessment and from local benchmark tests in order to identify standards in need of improvement and to plan appropriate instruction. (2) During grade level and leadership team meetings, assessment data is discussed and strategies for differentiated instruction are planned. (3) A variety of formative and summative assessment data is disaggregated (e.g., CRCT, GKIDS, ThinkGate benchmark pre and post tests, Lexia scores, teacher made tests, and reports from various computer software programs). (4) Following each grading period, teachers develop remediation plans for students who are making failing grades or for students who do not pass the benchmark assessments. (5) Student assessments/probes completed through the Response to Intervention (RTI) and Student Support Team (SST) processes are recorded, graphed and analyzed to measure student progress so individual students who are experiencing academic or behavioral difficulties can receive the necessary support. (6) Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored.

In kindergarten, teachers utilized the GKIDS (Georgia Kindergarten Inventory of Developing Skills) to assess student growth and performance. GKIDS is based on the Georgia Performance Standards for Kindergarten. Teachers can make naturalistic observations and use these observations to provide information about the level of instructional support needed by students entering kindergarten and first grade. Ongoing assessments throughout the kindergarten year enable teachers to plan instruction based on the needs of individual students. GKIDS provides reliable data that is one indicator of a child's readiness for first grade.

The bulk of needs assessment data considered in the creation of the school improvement plan involves student achievement data. CRCT, benchmark, and Lexia data is disaggregated and used by staff members to determine sub-group trends as well as individual student needs. Once the data analysis is complete and academic strengths/weaknesses determined, staff members agree upon S.M.A.R.T. goals for the year and then write action plans to address identified needs in order to meet those goals. Specific Needs Assessment data used to create this plan by teachers for the upcoming school year can be found in the Rosemont Elementary School improvement plan data file.

The ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks. Teachers communicate directly with parents through telephone calls, newsletters, notes sent home in planners, and email as they monitor student progress. State brochures about testing and interpreting results are sent home, as is information on how to access practice questions for the new state-wide Georgia Milestones Assessment System. Parent conferences are scheduled on designated days, as well as, when the need arises for individual students. Parents may request conferences at any time.

Furthermore, Rosemont Elementary School utilizes the annual fall Title I meeting, Open House, home visits, parent workshops, PTO and School Council meetings, and the Student Handbook to provide parents timely verbal and written information concerning individual assessment results; the interpretation of those results; a description and explanation of the school curriculum; the assessments used to measure student progress; and the proficiency levels students are expected to meet.

## **Part VI School Support**

---

### **1. School Climate/Culture**

School climate refers to the quality and character of everyday school life – the “culture” of a school. At Rosemont Elementary, we see school climate/culture as one of the strongest indicators of our success. Our sustainable, positive school climate fosters development of future citizens and creative student learning, which are essential elements for academic success, career-readiness and overall quality of life.

Our school strives to help our students grow and develop into positive and productive citizens. We have developed both leadership and recognition programs to instill responsibility and pride. Some opportunities for these are: School Council, Rosemont Ambassadors, Tiger Cub TV morning broadcast, RES Safety Patrol, RES School Store, Student Recognition Days, Accelerated Reader Celebrations, Writing Wall of Fame, Author of the Month, and the Academic Bowl Team. Furthermore, Rosemont Elementary participates in numerous service projects to foster a sense of responsibility within our community. We strive to better our community and world by involving students in the GREEN Team Recycling Club, Salvation Army canned food drive, and Pennies for Toys (raising funds for Christmas to provide for underprivileged families in our community).

The expectations for our students are communicated through our child-friendly code of conduct. Students are expected to follow our B4 Code of Conduct: Be Prompt, Be Prepared, Be Polite, and Be Productive. This straightforward approach is the basis for all we do. Students are reminded daily on our morning broadcast and teachers apply these beliefs in their classrooms and throughout the school. These beliefs teach our students self-respect and respect for others while also allowing them to grow in their understanding of their individual rights and responsibilities.

Our school culture also creates an environment where our teachers feel valued and supported. One example of this is the School Leadership Team. The team comprises a representative from each grade level/department within our school. The team meets regularly with our administration to focus on school improvement and discuss pertinent topics. The members of this team are encouraged to share both positive and negative feedback in order to make sure all views are valued. Another example of support is vertical planning. Each teacher is required to meet with subject area teams and each grade level is required to meet with teams below and above them in order to discuss expectations and review curriculum to close any gaps that may exist from one grade level to the other. This type of support creates an environment in which the teachers know that their thoughts, opinions, and ideas are valued and held in high importance.

The dedication of our administration, faculty, staff, and students should be commended for providing an environment where everyone feels respected, valued, and safe. This type of school culture fosters individual growth and creates a positive environment that allows for and expects success.

### **2. Engaging Families and Community**

Research has shown that parents play a critical role in the development of a child’s education, and parent involvement in schools has positive effects not only on the children, but also on teachers, administration, and the overall school/learning environment (Rose, Gallup & Elam, 1997). In recognition of the positive benefits of parent involvement in school, Rosemont Elementary School has developed and initiated a Teacher-Parent-Student Compact, a voluntary agreement between the school, the home, and the child, that defines goals, expectations, and shared responsibilities of each partner for student learning.

Involving parents in elementary school activities is generally successful, but there are many parents of struggling children that do not get involved. In order to increase participation and inform parents about school events, the faculty and staff have identified ways to enhance communication and build relationships. First, we begin the school year providing a parent-student handbook/calendar to every family at registration. This handbook outlines all the calendar of events for the school year so parents may plan ahead to attend school functions. Next, we host an annual parent meeting at the beginning of the school

year to discuss the school's involvement in and benefits of the Title I Program, Title I requirements, and parents' rights to be involved in the program. We utilize the school's Title I Family Liaison to provide timely assistance to parents. As a school, we offer a variety of parent workshops during the year, using flexible scheduling for mornings and evenings. In order to identify the workshops needed, we use a needs assessment to determine the topics and times for parent meetings/workshops throughout the year. We also provide additional services such as transportation and childcare to make attending a parent workshop possible for our families. Our Title I Family Liaison also makes home visits when needed to encourage parental involvement and to help families in need.

One of the most important ways to engage families is to maintain communication between home and school. It is essential to encourage parents to visit the school or attend school events. The use of weekly folders and a One Call text and/or email helps our school to promote upcoming events such as PTO Open House, parent workshops, Grandparents' Day, book fairs, Fall Festival, Field Day, and Recognition programs. Another way we try to engage and involve families is by providing parents with a list of the many ways they can volunteer at Rosemont. Some ways parents can volunteer are: serve on a school committee, be a guest speaker on Career Day, mentor or tutor a student, etc.

Another important component is engaging our community to help with student success and school improvement. We currently have two churches, twenty business partners, and two institutions for higher-education working with our school in some capacity.

We are extremely proud of the relationships we have built with our families and community. Recently, we were able to salute these very important people by hosting a breakfast and appreciation program for our Rosemont volunteers, school council members, and business partners.

### **3. Professional Development**

Rosemont Elementary School understands the importance of quality professional development that improves teacher content knowledge and pedagogy, as well as increases student achievement. Student achievement data on state assessments, assessments by teachers and administrators who evaluate teacher and student performance, teacher evaluations and other surveys, leadership team/ grade-level input, as well as individual sessions, all contribute to the needs assessment to accurately reflect the most appropriate professional development.

Rosemont Elementary School's professional development activities are aligned with the state's academic content, Georgia Performance Standards (GPS), and student achievement standards (GKIDS/CRCT). This allows the instructional focus to remain on the achievement of all students.

High impact, research-based professional development activities are implemented with the expectation that they will have substantial, measurable, and positive impacts on academic achievement. Several on-going staff development activities center on Learning Focused Schools, Effective Schools Research (Assessment), Implementation of the Georgia Performance Standards, and Response to Intervention, as well as the content areas of reading and math.

The faculty and staff have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. Opportunities include: district and school level offerings, college course, West Georgia RESA classes and workshops, grade-level meetings, and visits to other classrooms and schools to observe examples of "best practices."

Through the use of student achievement data results, teacher surveys, and direct teacher input, Rosemont Elementary School has identified professional learning needs for the upcoming school year and has written an action plan that stipulates what professional learning the staff will participate in, as well as the timeline for completion of Professional Learning activities and the funding source for each activity undertaken.

The professional development activities provided by our school focused on our School Improvement Plan

and our identified needs as a faculty. Professional learning included: (1)Promethean Planet Training with Kylee Moose, (2)Instructional Technology Trainings focusing on Use of Voter Response Devices, (3) Google Docs Training, and (4) Chromebook Training. The use of technology has increased for two reasons. First, we have grade-level trainers available to provide teacher support. Secondly, teachers are required to use technology in their classroom and administrators will be documenting technology use during their walkthroughs and formative assessments. The increased use of technology has led to students being more engaged in their learning. Our system-level academic coaches provided training on implementation of our new Guiding Reading Program focusing on nonfiction readers, and Math focusing on benchmark data and writing constructive responses. With a new evaluation instrument, Teacher Keys Effectiveness System (TKES), our school system focused professional learning for teachers on Differentiation and Assessment Training with Dr. Georgia Evans. Reading and ELA teachers also attended a Georgia Milestones Assessment System overview with Dr. Dawn Bennett focusing on components of the assessment such as writing constructive responses.

With administrators, professional learning encompassed TKES & LKES Training and SLDS Training focusing on student growth models and GoFar which provides examples of the types of questions that will be used on the Georgia Milestone Assessment. After administrators received their training, they redelivered the information to all teachers at a faculty meeting.

#### **4. School Leadership**

The leadership philosophy at Rosemont Elementary School reflects the school motto "With Children Our Focus." Our entire faculty recognizes the importance of knowing every child and developing relationships with our students as well as their families. Building and nurturing relationships is a top priority at Rosemont and research supports our commitment as an important factor in developing effective schools and improving outcomes for students. Our guidance counselor as well as our Title I Family Liaison have been instrumental in helping to build relationships with families who are in need or in crisis. The support they have given to these families has been invaluable and has helped our most disadvantaged children be able to focus on learning. Our School Leadership Team has also worked with school leaders to create a formal plan for assigning an advocate to every child at Rosemont Elementary School. School leaders work to promote the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Furthermore, school leaders effectively gather, analyze, and use a variety of data to plan and make the best decisions for our school. For example, in order to meet the needs of all third and fourth grade students, our school leaders provided teachers with an effective scheduling model using EIP teachers. This scheduling model allowed all students to receive small group reading and math at their instructional level while also providing whole group instruction on grade level Common Core Georgia Performance Standards. Based on student data from our probes, weekly assessments and benchmarks, teachers were able to provide differentiated instruction focusing on areas of need. By meeting the individual needs of our students, we are able to provide opportunities for all students to be successful.

The principal and instructional specialist foster the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. With the new teacher and leader evaluation system in Georgia, the role of the principal has undergone a much needed change. Making time in classrooms a top priority for administrators. As the instructional leader of the school, an increase of time in classrooms has allowed the principal to focus on the teaching and learning that is taking place. The use of timely and specific feedback to individual teachers as well as to the entire faculty on areas in need of school improvement has led to improved classroom instruction.

The school leaders foster the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. Rules and policies have been established to ensure a safe, secure, efficient, and orderly facility and grounds. When problems arise, school leaders deal with those problems in a timely, consistent, and effective manner. School leaders gather information and data to

determine the most effective use of school resources in order to make the greatest impact on student achievement. When needed, leaders seek input from our School Leadership Team and our Rosemont School Council regarding these decisions. For example, over the past five to seven years Rosemont has worked diligently to add Promethean Boards to all of our classrooms. Unfortunately, due to funding we had to create an implementation plan. Based on the needs of our students and the recommendations from the leadership team, we began implementation in grades four and five. As of today, Promethean Boards have been installed in every Rosemont classroom and are being used to enhance instruction and to engage our learners.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Georgia Criterion-Referenced Competency Tests - Math</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	96	92	94	95	84
Advanced	61	56	60	57	33
Number of students tested	79	97	80	74	84
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	95	83	90	93	75
Advanced	51	38	39	53	21
Number of students tested	43	46	40	30	42
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	97	93	94	95	87
Advanced	65	55	60	58	34
Number of students tested	68	85	80	67	68
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Criterion-Referenced Competency Tests - Math</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	92	96	96	97	90
Advanced	51	57	53	44	33
Number of students tested	96	84	75	77	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	85	98	90	97	88
Advanced	33	43	35	40	28
Number of students tested	48	44	28	35	31
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	93	96	98	99	92
Advanced	56	62	55	51	31
Number of students tested	82	74	67	61	54
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Georgia Criterion-Referenced Competency Tests</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	99	97	99	97	93
Advanced	75	73	61	72	48
Number of students tested	85	74	79	65	83
Percent of total students tested	100	95	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	98	98	100	94	88
Advanced	63	43	38	71	26
Number of students tested	43	29	35	34	39
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	99	100	98	99	80
Advanced	78	76	62	74	20
Number of students tested	77	63	69	57	63
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Criterion-Referenced Competency Tests - Reading</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	99	98	96	98	96
Advanced	55	71	66	62	60
Number of students tested	78	97	80	74	84
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	98	94	93	97	92
Advanced	51	56	59	57	46
Number of students tested	43	46	40	30	42
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	100	98	96	98	97
Advanced	58	76	67	64	60
Number of students tested	67	85	70	67	68
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Georgia Criterion-Referenced Competency Tests - Reading</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	100	99	96	95	100
Advanced	70	65	60	47	48
Number of students tested	96	89	77	83	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	100	98	94	92	100
Advanced	58	48	48	42	40
Number of students tested	48	44	30	38	31
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	100	99	98	96	100
Advanced	71	71	62	51	48
Number of students tested	82	75	69	67	54
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Georgia Criterion Referenced Competency Tests - Reading</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	99	99	97	100	95
Advanced	58	57	51	52	29
Number of students tested	88	76	82	65	83
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	98	97	97	100	92
Advanced	52	38	36	50	10
Number of students tested	44	29	37	34	39
<b>2. Students receiving Special Education</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	99	98	97	100	95
Advanced	63	63	51	54	30
Number of students tested	78	65	72	57	63
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Advanced					
Number of students tested					

**NOTES:** Students receiving special education services represents 11% of the population which includes PreK-5th grade, however the number of students tested at this grade level was below 10 and not reported by the state