

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Dr. Carolyn Ormsby, Ed.D.

Official School Name: Honey Creek Elementary School

School Mailing Address:  
700 Honey Creek Rd SE  
Conyers, GA 30094-3516

County: Rockdale State School Code Number\*: 0174

Telephone: (770) 483-5706 Fax: (770) 483-9433

Web site/URL: http://www.rockdale.k12.ga.us/Schools/HCS/default.aspx E-mail:  
cormsby@rockdale.k12.ga.us

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 all information is accurate.

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

Name of Superintendent\*: Dr. Samuel King

District Name: Rockdale County Schools Tel: (770) 483-4713

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Wales Barksdale

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.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that 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 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 Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 11        | Elementary schools  |
| 4         | Middle schools      |
| 0         | Junior high schools |
| 3         | High schools        |
| 3         | Other               |
| <b>21</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7965

Average State Per Pupil Expenditure: 8428

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	39	14	53	7			0
K	50	41	91	8			0
1	68	51	119	9			0
2	49	44	93	10			0
3	42	44	86	11			0
4	48	62	110	12			0
5	44	38	82	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							634

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
39 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
49 % White  
5 % Two or more races  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 32 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	124
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	77
(3)	Total of all transferred students [sum of rows (1) and (2)].	201
(4)	Total number of students in the school as of October 1.	634
(5)	Total transferred students in row (3) divided by total students in row (4).	0.317
(6)	Amount in row (5) multiplied by 100.	31.703

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 9

Number of languages represented: 1

Specify languages:

Hispanic

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 254

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 82

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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>19</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>1</u>
Paraprofessionals	<u>30</u>	<u>1</u>
Support staff	<u>27</u>	<u>0</u>
Total number	<u>109</u>	<u>2</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 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	97%	96%	96%
Daily teacher attendance	97%	97%	96%	95%	96%
Teacher turnover rate	4%	6%	5%	9%	6%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
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 (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Welcome to Honey Creek Elementary School (HCE), a school recognized for its excellence, its welcoming atmosphere, and its approach to learning that encompasses both the intelligence and the character of the whole child. The mission of Honey Creek Elementary School, a family community, is to encourage excellence, support continuous learning, and promote self-confident, responsible learners. Staff members, parents, students, and community partners work together as a family to provide quality education for all students. Our mission is accomplished through Honey Creek's high expectations, community resources, and strong parent involvement. These elements collectively drive our focus on promoting self-confident, responsible citizens of tomorrow. Data focused instructional strategies combined with our belief that all children can succeed characterize our cohesive approach to instruction. Standards-based instructional practices, technology employment, and collegial planning through Professional Learning Communities, generate impressive outcomes and promote the involvement of all stakeholders.

The principal and staff members begin a typical day at HCE by warmly greeting students and parents. As soon as the morning bell rings, everyone watches the student produced news program called "Bee"TV News. The highlight of the program is the student created "joke of the day". On Tuesdays and Thursdays, Cable News Network (CNN) is edited and shown to students who learn about hurricanes, political races, Olympic competitions and other events of national importance. For the next thirty minutes students engage in math activities that challenge their thinking skills. Students, who have been identified as needing additional support in math, attend Math Masters, a math fluency program overseen by our academic coach. While strong emphasis is placed on the standard-based curriculum for reading, writing, math, science, and social studies, students also practice state standards in music, art, technology, and physical education. The halls are filled with parents, paraprofessionals, and community partners who work with and form relationships with students at-risk. After school, students identified through data analysis are tutored by teachers or take part in our weekly homework sessions. Student success is further enhanced by programs created for the purpose of addressing their learning needs and styles. Students participate in Online Math Bowl, Mileage, Art, and Publishers' clubs, as well as, programs such as Chorus, Bee Buddies, Safety Patrol, "Bee"TV, Reading Bowl, and Student Council. These activities emphasize our belief that school is more than books and paper, desks and chairs, and homework and tests.

Honey Creek's award winning recognitions are the result of high standards, hard work and determination by motivated teachers, involved parents and community members. The Parent Teacher Organization raises money for playground equipment and educational resources. Parents and community partners volunteer at school events such as Jump Rope for Heart, Relay for Life, and the United Way Coin Competition, all fundraisers for people in need. The Honey Creek Chorus visits nursing homes to entertain and share experiences with the residents. Our music teacher produces three student musicals which are attended by family members and community supporters. On Friday afternoons you might find the media specialist coaching the Reading team as they prepare for the District Reading Bowl. The principal has been known to kiss a horse or dress as a purple dinosaur when the student body reaches an Accelerated Reader goal. Young students draw on all this enthusiasm and look on HCE as a haven for learning, enrichment, and personal development. The high standards, hard work and determination of our school family earn Honey Creek the reputation as a School of Excellence and a two time recipient of the Governor's Bronze Award for Achievement.

The "Buzz" at the Honey Creek Beehive is obvious; quality education is our priority. Through the constant collaboration of the HCE family community, rigorous and relevant learning experiences are provided which ensure high achievement and academic success for all students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

At Honey Creek Elementary School, administration and certified staff use a variety of assessments to determine skill levels and ability. Each quarter, district benchmarks allow the staff to establish teaching and learning routines that focus on areas of weakness and ensure the success of all students. The benchmarks assess the students' knowledge of the Georgia Performance Standards according to the quarterly frameworks. Once the benchmarks are complete, teachers review the results in order to compile data. Performance based on standards is reviewed to target specific subjects and students in need of additional instruction. This process produces overall success on the statewide Criterion Referenced Competence Test (CRCT).

Honey Creek's reputation of high academic performance by all students is evidenced by the school's CRCT results. In 2008, the fifth grade students at HCE demonstrated exemplary success with 100% of the students meeting or exceeding standards in reading on the state assessment. In addition, 98% of the fifth graders met or exceeded standards in language arts, and 97% met or exceeded standards in math, even as the state was changing its curriculum from the Quality Core Curriculum to the more rigorous Georgia Performance Standards (GPS). Throughout the change in the state curriculum, teachers and staff worked diligently to help students succeed by analyzing assessment results and conducting professional development on the new GPS. By addressing specific needs identified by data analysis, teachers and staff have been able to close gaps created by the new standards and ensure the success of all students. The diligence of the staff is evidenced by the fact that 94% of all students in first through fifth grades met or exceeded standards in reading, 93% of all students met or exceeded state standards in language arts, and 92% met or exceeded in math over the five year period in which the more rigorous GPS was being implemented.

The importance of closing the achievement gap between our all school population and our school's subgroups has been a point of emphasis for Honey Creek's staff. This is evident in both our socioeconomic and black subgroups performance on the CRCT the past five years. By closing the achievement gap to 5% in all grade levels with our socioeconomic subgroups and less than 3% with our black students, Honey Creek has continued to meet the needs of all students.

Overall, Honey Creek Elementary School has shown continued growth in the use of state and local assessments. By analyzing assessment results, varying instructional practices, and implementing performance tasks based on state standards, teachers have met the variety of learning styles and abilities displayed by their students. As a result, Honey Creek achieved the Governor's Bronze Award for Academic Excellence for two consecutive years.

To access testing data: [www.gadoe.k12.ga.us](http://www.gadoe.k12.ga.us)  
Choose: Data Reporting  
Click Report then School  
Select "H", then Honey Creek

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

"What gets measured gets done." Tom Peters

The utilization of assessments is a building block in creating and maintaining a high achieving school. The faculty of Honey Creek recognizes the importance of data-driven instruction in their continuous pursuit of the goal of 100% of all students will meet or exceed the standards in Math and Reading on the Georgia's CRCT. At the beginning of each school year, data from the CRCT is disaggregated in the following areas: grade level, individual teacher, ethnicity, gender, race, students with disabilities, English Language Learners, and

socioeconomically disadvantaged students. Newly assigned homeroom rosters along with current data from the CRCT and data from the previous year are given to teachers. In grade level meetings, teachers examine the data, identify individual student's needs, form flexible groupings, arrange tutoring, outline specific interventions, and plan for differentiated instruction. A school wide review of the data by administrators identifies strengths and weaknesses of teachers, instructional programs, and curriculum delivery procedures. By analyzing corresponding data from previous years and comparing it to current data, valuable information on achievement trends is discovered and is used to establish school wide and classroom specific academic goals.

At the end of the each quarter, district level common math and language arts benchmarks are administered to students. The data is analyzed to adjust instruction and interventions for individual students. Assessment is on-going at the school and classroom levels, and additional information on student progress is collected through teacher observations, informal pre and post tests, student portfolios, Basic Literacy Test, running records, projects, and computer diagnostic reports. Common planning times are scheduled to provide teachers an opportunity to share ideas, celebrate successes, and discuss the latest student data. Every month creative scheduling provides two to three hours for teachers and administrators to meet to review data, discuss standards and monitor the pacing of instruction. Teachers also use the time to collaborate on units and lesson plans. Through the utilization of data combined with teamwork and goal setting, the faculty at Honey Creek builds towards excellence.

### **3. Communicating Assessment Results:**

Communicating assessment results to all stakeholders is essential to student success. At Honey Creek Elementary, the staff works diligently to collect, review and effectively communicate students' progression towards mastery of state standards, district benchmarks, and standardized tests. Individual assessment results are communicated through progress reports, report cards, parent conferences, and Student Support Team meetings. Through the utilization of weekly notes, agendas, emails, and work samples, teachers communicate students' performance within the classroom. I-Parent, an online system for grading and reporting, provides parents immediate access to their children's grades.

Teachers give the quarterly benchmarks based on the district's pacing of the state standards. The data is compiled to identify the standards that need additional instruction and to determine the needs of individual students. Information is provided to parents so that parents may work with their children to maintain or develop skills. In addition, the students' performance on the CRCT is presented to the community in the local newspaper, at the district convocation ceremony, on district graphs, State Report Cards, and within the school on banners and signs. Assessment and communication are vital aspects of the achievement cycle at Honey Creek. These two processes enable the faculty to become partners with parents and the community in the quest to see every student succeed.

### **4. Sharing Success:**

The staff at Honey Creek believes that all educators benefit from collegial sharing of ideas and successes. Teachers and administrators present at math, language arts, and technology conferences throughout the state. Utilizing ElluminateLIVE webex forums hosted by the state Department of Education, teachers and leaders discuss current educational issues and implementation of standards through web conferencing. Additionally, the principal serves on the Georgia's Board for Bright from the Start, which focuses on improving the quality of early learning experiences, increasing school readiness, and improving overall school performance. The math coach, videoed by the Georgia Department of Education, serves as a model for standards-based instruction, which is viewed by teachers across Georgia. One staff member authored a children's book while two other teachers submitted numerous teaching strategies which were published in teacher resource magazines. While completing a specialist degree in education, the speech pathologists collaborated with professors from the University of Georgia to write two published books: Teachers as Readers and Readers as Teachers and No Deposit, No Return.

At the system level, Honey Creek's innovative programs have been highlighted at the Rockdale County School Board meetings, monthly principal meetings, county-wide staff development initiatives, and in the local newspaper. Visitors from near-by counties and from schools within Rockdale County come to observe technology innovations, content specific initiative such as our Math Masters program, and standards-based best practices for language arts and math. Student teachers from Emory University and Mercer University learn successful teaching strategies from our master teachers. Honey Creek teachers collaborate with other teachers to create district benchmarks, implement units, create instructional frameworks, and develop standards-based report cards. The music teacher and the Honey Creek Harmony perform at Honey Creek PTO events, local Relay for Life venues, nursing homes, and local businesses. Our acclaimed physical education teacher hosts other physical education teachers who want to motivate students to exercise and eat healthy. Furthermore, she has been recently featured in the system's Teaching and Learning newsletter as a model for the implementation of standards-based practices in the physical education setting.

At the school level, teachers share ideas and teaching strategies through model lessons, focus walks, professional learning communities, and grade level meetings. Honey Creek teachers trained on the state standards redeliver standards implementation to peers. Sharing successes with educators at the national, state, and local school levels is a catalyst in creating a school of excellence.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Honey Creek hive is always buzzing with the excitement of motivated learners. “Being Excellent Ensures Success” is our motto, which inspires us every day to promote creativity, collaboration, self-confidence, and independent thinking. Utilizing our district’s benchmarks, based on the Georgia Performance Standards, students are assessed each quarter in math and language arts. Teachers study the results and make plans to reteach and reassess any shortfalls. The GPS standards are rigorous and research-based with focus on critical thinking and authentic problem solving. Through staff development programs and Professional Learning Communities (PLC), teachers work together to apply the best practices that meet the needs of diverse learners. Our PLCs focus on a specific subject area and share expertise through websites and family learning nights. Despite the increase in our economically disadvantaged student population, all students continue to score above the district and state in math, language arts, and reading.

In order to be successful citizens, students need to be fluent in reading and writing. Daily language arts instruction focuses on phonics, developing comprehension strategies, fluency, and the writing process. Utilizing small group and individual instruction, teachers focus on core principles of language arts that help students experience daily success. In addition to the two-hour block devoted to language arts instruction, Honey Creek has the latest technology where students practice and develop reading and writing skills. Utilizing 21st Century technology, teachers use district benchmarks, STAR and Basic Literacy Tests to assess students’ performance and to identify students’ reading strengths and weaknesses. Students work on increasing their skills through practice on Success Maker, Accelerated Reader, and various subscription web sites such as Study Island, Education City and I Can Write Online. By implementing a balanced literacy approach as well as supplementing instruction with technology, our Early Intervention Program (EIP) and Title 1 students are provided multiple resources to be successful in reading and writing.

Our rigorous math curriculum is tailored to all learning styles through performance tasks, manipulatives, Harcourt core math series, computer programs such as Flashcard, Penny’s Panda Store, Math Blaster, Fractions with Professor Von Strudel, and other web based sites such as Education City and Study Island. Students demonstrating a weakness on benchmark assessments or the CRCT are tutored during Math Masters, a daily supplemental math program to increase basic skills. Plans were put in place to increase math instruction in homeroom every Monday, Wednesday, and Friday. The ability of our staff to be flexible in order to meet the needs of our students is a major factor in the success of HCE students.

The science and social studies programs follow our state’s GPS frameworks, prompting students to learn through experiences and hands-on activities. Field trips, speakers, and involvement in research activities enhance the challenging curriculum. To create more authentic experiences, HCE has developed learning centers such as a recycling center, a butterfly garden, and an outdoor classroom. Knowledge of current events is broadened with CNN for children, United Streaming, Brainpop.com, and trade books. In addition, lessons in character development are taught throughout the year and Good Citizens are recognized monthly. Canned food drives and charity fundraisers organized by the Student Council and local organizations offer students opportunities to serve others and to develop into caring, well-rounded adults.

The visual and performing arts are valued at HCE. Children’s art is proudly displayed throughout the school, and Art Club is offered after school to provide further enrichment opportunities. Honey Creek Harmony is available to all fourth and fifth graders interested in acting and singing. Students receive instruction on Orff instruments, and fourth graders begin recorder lessons. Our monthly PTO meetings highlight the talents of our students and strengthen the bond between our community and school.

## **2a. (Elementary Schools) Reading:**

The goal of our reading curriculum at HCE is to motivate children to want to read so they will practice reading independently; thus becoming fluent, life-long readers. Teachers utilize a balanced developmental reading/language arts approach based on the Georgia Performance Standards. Additional teacher resources such as Harcourt core series, trade books, and cross curricular reading materials are employed to maximize student achievement. Teachers in the lower grades place a strong emphasis on phonemic awareness, explicit phonics instruction, vocabulary, comprehension, and fluency. They supplement instruction by regularly engaging in read-alouds to stimulate imagination and expand their students' understanding of the world. Along with the core reading program, students in third through fifth grades are provided with guided reading of authentic literature to strengthen comprehension, fluency, and vocabulary. Independent reading is an integral component of the reading program and is encouraged through D.E.A.R. time when all students and staff members read daily. Students also participate in the Accelerated Reader (AR) Program, a motivational tool to encourage and monitor students as independent readers.

Students are administered a variety of assessments including BLT, STAR, Success Maker, Study Island, reading benchmarks, and the CRCT, which provide diagnostic data and isolate strands of skills for remediation. This information helps teachers understand each student's individual needs and plan accordingly. Students identified as needing additional support may receive services through Title 1 and the Early Intervention Program (EIP) models and through differentiated instruction received in the regular classroom. In addition to the GPS, teachers in special education programs use Reading Mastery Plus, a state approved reading series. To develop fluent, life-long readers, the strategy-rich faculty designs reading approaches geared towards the success of all students, creates environments rich in quality literature, and models the love of reading.

## **3. Additional Curriculum Area:**

Honey Creek believes a strong foundation in math is critical to a child's future. Therefore, a focus on math goals is included in our school improvement plan and in conjunction with our mission statement. Through our Professional Learning Communities, teachers collaboratively and vertically plan for effective math instruction while following Georgia Performance Standards guidelines. The emphasis of hands-on performance tasks and real life application of math skills are critical components of our math instruction. The Math Masters program, designed to improve math fluency, meets 30 minutes daily providing 3:1 ratio tutorial sessions utilizing hands-on math games. In addition to the daily 60-minute math block, a 30-minute math instruction period specifically targeting documented weaknesses has been implemented. In order to bolster math competency, we have adopted a total immersion approach to mathematics infusing math instruction at every available opportunity. Through Honey Creek's daily news show, math raps and You-Tube songs facilitate the mastery of facts. In PE, students skip count while stretching; make angles using their legs, and employ fractions and percents to interpret nutritional labels. Additionally, students utilize math skills to calculate mileage as they participate in our school Marathon and Mileage Clubs. Angles and geometric shape creations are designed in Art and students enjoy practicing computation skills playing drum beats in music. Dedicated and creative educators in combination with effective teaching strategies provide our students with a solid mathematics foundation.

An important part of Honey Creek's mission is to maximize family and community relationships through enriched learning opportunities. Guided by our mission, the staff created Family Math Nights. On these evenings families are offered free meals and they form relationships while learning instructional math games and practicing effective strategies.

## **4. Instructional Methods:**

Instructional methods at Honey Creek Elementary incorporate a myriad of ideas and teaching styles. Our school mission ensures that teachers will provide all students with varied learning experiences using best practices and research-based instruction. By embracing the statewide curriculum standards, the teachers use Socratic

Questioning and Constructivist Theories of Learning to develop inquiry-based performance tasks and lessons that allow students to gain knowledge, apply and demonstrate learning skills, and synthesize content in creative ways.

Data analysis is used in the form of quarterly benchmarks, student and peer self-assessments, and rubrics to identify strengths and weaknesses to differentiate instruction. All students are taught standards through whole group instruction, flexible grouping, cooperative learning, self-directed study, small group, and individualized instruction. This allows teachers to accelerate and enrich higher achieving students by focusing on levels of rigor.

Special Education, Title 1, EIP, Art, Music, PE and Challenge (gifted) teachers collaborate with regular classroom teachers to design lessons for each grade level and for individual students. Special Education teachers use inclusive, co-teaching, and individualized instruction to meet the needs of the students. The Pyramid of Intervention guarantees that strategies and specialized instruction are put into place to help meet the needs of struggling students.

Math Masters, a daily 30 minute one-on-one instructional program based on building basic math fact skills, gives students the opportunity to excel academically. Our Extended Day program allows teachers to tutor individual students after school twice weekly. Reinforcement and enrichment are delivered through such programs as Title 1, EIP, Publisher's Club, Honey Creek Harmony, district Honor Chorus, Art Club, Reading Bowl, Online Math League, and Marathon Club. Kid's College is an academic reinforcement program that qualifying students participate in every Saturday Morning. During the school breaks, the students are given an opportunity to attend the Enrichment Camp and Academic Intervention Camp.

Teachers expand their presentations of the curriculum with the use of ActivBoards and computers in the classrooms. By using updated technology, innovated planning and teaching, the students at Honey Creek are cognitively challenged to excel in all areas.

## **5. Professional Development:**

Honey Creek's school motto, "Being Excellent Ensures Success", communicates the staff's continual quest for excellence. Every member of the Honey Creek family seeks opportunities to grow professionally and make a difference in the lives of the students we serve. The professional learning (PL) opportunities at the school, system and state levels allow staff to design their own professional learning plan that supports individual needs. On-site professional development offers staff members a plethora of opportunities to grow professionally, collaborate with other educators, and celebrate successes. At the school level, the staff may take advantage of Tech Thursdays, standards redeliveries, Professional Learning Communities, grade level collaborations, mentors, ActivBoard training, data meetings, faculty meetings and SST. The school PL budget allows teachers to participate in meaningful conferences held throughout the state and to take advantage of a wide range of topics. Guest speakers have presented information on Love and Logic, 4 Square Writing, standards-based classrooms, law and ethics, data-driven instruction, child abuse, diversity, Response to Intervention, and forming relationships with students, parents, and colleagues.

At the foundation of Honey Creek's professional development is our Professional Learning Communities made up of certified as well as classified personnel. Our Professional Learning Communities include Science, Reading, Writing, Math, Rockdale Early Achievement for Disabled Youngsters (READY), Specials (art, music and P.E.), Social Studies and Special Education. Each community analyzes data, conducts research, and develops goals based on the school's strategic plan. These goals are then put into action. Some of the programs that are a consequence of our Professional Learning Communities are Math Masters, Family Math and Reading Nights, and writing workshops. At our PTO, a local public library representative assist families sign up for a library card. Our staff development training provides learning opportunities for all staff (teachers, paraprofessional, and support staff). We believe that every member of the Honey Creek family is valuable,

worthy and offers an opportunity to make a difference in the lives of the students we serve. Individually, we strive to improve ourselves through professional development. As a professional learning community we can succeed in improving our school, our students and each other.

## **6. School Leadership:**

The “Bee-Hive” of Honey Creek Elementary is a constant “buzz” of activity encouraging academic excellence, supporting continuous learning, and promoting self-confident, responsible learners. Our visionary leader, Dr. Carolyn Ormsby, is an administrator that guides our family learning community to realize this mission. As lead learner, her passion for education is evident in her understanding of the relationship between curriculum, assessment, and instruction; therefore, she constantly promotes a commitment to high expectations for student achievement and continuous learning for all. Dr. Ormsby embraces change, promotes relationship building, and empowers members of the administrative team, faculty, and staff with opportunities to develop personal leadership skills.

The organizational structure of Honey Creek involves input from all stakeholders. Shared governance is evident by the development of many different collaborative teams that are committed to working toward student success. All teams collect and analyze data to drive their objectives and develop their plans. The School Council is made up of members from each of these areas. The tasks of decision-making and problem solving to promote programs and help enforce student learning is shared by these members. Dr. Ormsby also guides the Building Leadership Team that meets on a regular basis and consists of teachers from all grade levels, special classes, special education, school staff members, and community members. The purpose of this team is to provide input and share ideas with other members of the school community. All decision making revolves around the school’s strategic plan to enhance school improvement. The administrative team works together to guide Professional Learning Communities that are made up of all faculty members and staff. Through vertical teaming, each teacher becomes a member of an academic community and draws on their leadership skills by sharing their knowledge and expertise from that community with their grade level. Each Professional Learning Community also works toward developing programs to enhance community involvement in their particular subject area such as Family Reading Night and Math Game Night. The leadership of Honey Creek continually strives for academic excellence, continuous learning, and the development of self-confident, responsible learners.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	96	85	93	94	94
Exceeds	45	36	48	57	48
Number of students tested	112	87	90	95	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	14	4			
Percent of students alternatively assessed	12	5			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	95	75	89	93	76
Exceeds	31	19	41	37	10
Number of students tested	42	36	37	30	21
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	93	77	89	90	83
Exceeds	37	20	39	33	27
Number of students tested	41	35	38	30	22
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Georgia began giving the Georgia Alternative Assessment in 2006-2007. Before that time, assessment was based on each student's Individual Education Plan (IEP).

Subject: Reading  
Edition/Publication Year: 2008

Grade: 1 Test: Georgia Criterion Referenced Competency Test  
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	97	96	94	98	100
Exceeds	41	43	51	60	55
Number of students tested	112	87	90	95	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	4			
Percent of students alternatively assessed	9	5			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	95	92	89	97	100
Exceeds	29	36	41	40	33
Number of students tested	42	36	37	30	21
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	95	89	95	93	100
Exceeds	34	29	37	47	36
Number of students tested	41	35	38	30	22
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Georgia began giving the Georgia Alternative Assessment in 2006-2007. Before that time, assessment was based on each student's Individual Education Plan (IEP).

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 2 Test: Georgia Criterion Referenced Competency Test  
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	85	84	95	98	92
Exceeds	20	23	44	44	48
Number of students tested	88	88	105	90	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	7			
Percent of students alternatively assessed	11	8			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	81	69	93	96	85
Exceeds	7	11	21	19	19
Number of students tested	43	38	28	27	27
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	87	93	91	94	86
Exceeds	16	6	18	21	32
Number of students tested	38	33	33	34	28
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Georgia began giving the Georgia Alternative Assessment in 2006-2007. Before that time, assessment was based on each student's Individual Education Plan (IEP).

Subject: Reading  
Edition/Publication Year: 2008

Grade: 2 Test: Georgia Criterion Referenced Competency Test  
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	95	94	96	92	90
Exceeds	33	59	54	66	63
Number of students tested	88	105	105	90	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	7			
Percent of students alternatively assessed	11	8			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	95	87	96	81	81
Exceeds	21	39	36	56	33
Number of students tested	43	38	28	27	27
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	92	88	91	88	79
Exceeds	24	42	36	56	57
Number of students tested	38	33	33	34	28
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Georgia began giving the Georgia Alternative Assessment in 2006-2007. Before that time, assessment was based on each student's Individual Education Plan (IEP).

Subject: Mathematics                      Grade: 3 Test: Georgia Criterion Referenced Competency Test  
 Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	87	97	99	97	98
Exceeds	40	48	37	37	48
Number of students tested	89	104	90	97	84
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	83	97	100	93	95
Exceeds	34	43	30	13	23
Number of students tested	41	37	23	30	22
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	82	97	97	95	96
Exceeds	29	32	14	12	26
Number of students tested	28	38	35	34	27
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 3 Test: Georgia Criterion Referenced Competency  
Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	99	96	88	99	94
Exceeds	38	46	27	63	53
Number of students tested	89	109	90	97	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	100	97	74	97	83
Exceeds	32	38	9	37	36
Number of students tested	41	37	23	30	23
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	100	93	80	87	86
Exceeds	21	29	14	53	39
Number of students tested	28	38	35	34	28
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 4 Test: Georgia Criterion Referenced Competency Test  
 Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	77	93	88	83	90
Exceeds	25	31	24	28	23
Number of students tested	108	84	100	96	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	62	83	75	60	82
Exceeds	18	20	8	4	11
Number of students tested	39	30	24	27	28
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	63	91	79	71	75
Exceeds	13	22	11	17	8
Number of students tested	40	32	38	41	24
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 4 Test: Georgia Criterion Referenced Competency Test  
Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	94	99	89	95	91
Exceeds	46	39	32	63	62
Number of students tested	108	84	100	96	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	90	97	87	93	82
Exceeds	36	20	8	41	50
Number of students tested	39	30	24	27	28
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	92	100	82	90	79
Exceeds	33	22	18	46	38
Number of students tested	40	32	38	41	24
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 5 Test: Georgia Criterion Referenced Competency Test  
 Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	97	90	98	94	95
Exceeds	50	38	56	45	34
Number of students tested	86	102	111	67	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	94	85	94	89	87
Exceeds	34	15	34	37	22
Number of students tested	35	39	32	19	23
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	100	86	96	95	88
Exceeds	37	29	43	27	16
Number of students tested	30	42	56	22	25
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 5 Test: Georgia Criterion Referenced Competency Test  
 Edition/Publication Year: 2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meet/Exceed	100	92	95	96	93
Exceed	30	32	30	72	55
Number of students tested	86	102	111	67	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets/Exceeds	100	87	87	95	78
Exceeds	17	10	16	63	35
Number of students tested	35	39	32	19	23
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Meets/Exceeds	100	90	93	95	84
Exceeds	17	21	25	59	40
Number of students tested	30	42	56	22	25
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: