



# PART I - ELIGIBILITY CERTIFICATION

11GA5

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 17 Elementary schools  
 (per district designation) 6 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
28 Total schools in district
2. District per-pupil expenditure: 8441

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	10	10	20		<b>6</b>	0	0	0
K	45	31	76		<b>7</b>	0	0	0
1	37	39	76		<b>8</b>	0	0	0
2	35	50	85		<b>9</b>	0	0	0
3	39	34	73		<b>10</b>	0	0	0
4	41	41	82		<b>11</b>	0	0	0
5	29	38	67		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								479

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
12 % Asian  
10 % Black or African American  
9 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
64 % 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 2009-2010 school year: 14%

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, 2009 until the end of the school year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2009	468
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 4%  
Total number of limited English proficient students in the school: 20  
Number of languages represented, not including English: 10  
Specify languages:

Other Asian, Dutch, Chinese, Spanish, Portuguese, Hindi, Japanese, Other Indian, Other European, French

9. Percent of students eligible for free/reduced-priced meals: 14%  
 Total number of students who qualify: 69

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

10. Percent of students receiving special education services: 8%  
 Total number of students served: 36

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>23</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>6</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>58</u>	<u>6</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: 20:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	99%	99%	99%	99%
Daily teacher attendance	97%	96%	96%	98%	97%
Teacher turnover rate	1%	1%	1%	5%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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

Peachtree City Elementary School (PCES) is as unique as the community it serves. The school is located in Peachtree City, Georgia, one of the nation's few planned communities with more miles of golf cart trails than roads. Peachtree City was chartered in March, 1959, and the school was built by a developer and donated to the Fayette County School system in 1967. The doors at PCES opened in 1968, where dedicated staff has provided a quality education from day one until the present.

The Peachtree City mission statement is "The mission of PCES is to deliver effective instruction and set high expectations resulting in continued improvement in student achievement." The beliefs are:

- Public education is the foundation of a free society.
- Schools exist to promote the intellectual, social and personal development of all students.
- All children can learn in a safe, supportive and nurturing environment.
- Education is a partnership among students, families, schools and community.
- Students should be prepared as independent, productive problem solvers to successfully meet the challenges of the future.

PCES currently serves 481 students in grades Pre-k through fifth. In addition to classroom instruction by highly qualified teachers, the students receive instruction by highly qualified special area teachers in art, music, physical education, technology and media services. Peachtree City also offers programs that support the needs of students such as Gifted and Talented, Early Intervention (remedial reading and math), English to Speakers of Other Languages, Special Education, and Guidance. Students may also benefit from the After-school Reading and Mathematics program.

PCES is blessed to have a School Nurse assigned as a permanent position. The nurse offers care to all students as needed and she also provides our students with a school health based program. Her focus on healthy living, choices, and life styles has helped PCES maintain one of the lowest absentee rates for students throughout the system

PCES faculty and staff are dedicated individuals all working to ensure success for all students. They provide differentiated, research based instruction with high expectations for all learners. Each student is treated as an individual and learning plans are developed to support and enhance the educational experience. Teachers and staff communicate regularly with parents through newsletters, conferences, e-mail, and instructional meetings.

Over the 42 years PCES has served students, the school has received numerous awards. The most recent awards (past 5 years) include Title I Distinguished School, 2004 – 2007. (Note: a redistricting to downsize the school in 2007 changed the school from Title I status to non-Title I status.) Peachtree City has also received several Governor's awards at the Gold (2006 and 2009 for improved student achievement) and Platinum levels (2009 and 2010 for highest performing).

The PTO at Peachtree City is a vital component of our school. The PTO embraces the "family atmosphere" established at the school and provides numerous support activities to both the school and families. The PTO sponsors fundraisers which provide for materials to support our instructional program above and beyond the money the State provides. This year's focus is on supplementing the 21st century technology labs the system installed in each instructional classroom. For our families, they offer Movie Nights, a Secret Santa Shop, Silent Auction and Spring Fling each year. PTO supports the schools Kindergarten Orientation, PCES Open House, and Curriculum Night. For our teachers, it provides money for classroom needs, decorates the teacher lounge each season, keeps our bathrooms stocked with necessities, and furnishes snacks for all professional meetings. Our PTO provides both system and school support for the 5th grade Honor's Day, Teacher of the Year program and Retirement Dinner.

Parents are encouraged to volunteer in numerous ways such as tutoring students, classroom volunteer, room mom, chaperoning field trips, working with our Accelerated Reader/reading incentive program, coaching the Science Olympiad team, working with students for county opportunities such as Math Bowl, Recitation Contest, and Reading Invitational. Parents also serve on our School Council and Media Committee.

In addition to having a great staff and PTO, PCES is blessed to have many established businesses that support our students. Mathnasium provides a tutor weekly to help 5th graders struggling with mathematics. The Rotary Club provides our 3rd graders with a dictionary to keep and they sponsor an art show and essay contest for our students. The Peachtree City Running Club provides both monetary and people support for our 5K Jingle Bell Trail Run and Am Running Club. The 5K, in its 14th year, it is the largest elementary 5K run with over 600 runners.. Businesses such as Chick-fil-A, IHOP, Beef O'Brady's and others sponsor family nights at their restaurants and donate a percentage of the profits. Chick-fil-A also sponsors our Second Mile teacher and student recognition program with prizes and coupons.

To further reinforce the idea that PCES is a true community school, the scouting program is a tremendous support to us as well. The boy and girl scout troops perform service projects such as campus clean up and donations for instructional materials. In the past four years, five Eagle Scout projects have been completed to enhance our school and campus, one project is in progress and another is waiting approval.

PCES really embraces the idea that it takes a community to raise children. The involvement of teachers, staff, PTO, parents, and community partners in education is what makes our school so successful. The positive communication and everyone working together is what allows us to provide the support required to meet our students' basic needs. We strive to empower them, help them fulfill their need for love and belonging, teach them so that they build competence, provide opportunities for them to evaluate and think critically, and encourage the view that education is fun to promote life-long learning. PCES has strong school leadership that stimulates excitement and cooperation from all stakeholders. This provides the foundation and support needed for our school to continue the pattern of growth we have established.

## 1. Assessment Results:

Information on the Georgia Criterion Referenced Competency Test (CRCT) is available at <http://www.doe.k12.ga.us>. CRCT results are also included in Section VII of this document. Test scores in this document are in two formats. The first is the school average which reflects student achievement in grades 3, 4, and 5 who have been at the school from on or before October 1 of each year. The other format is all students and is displayed by grade level and sub groups.

Currently, Georgia students in grades one through eight take the CRCT in April. These tests measure how well the students have mastered the state curriculum. All students take the CRCT test in Reading, English/Language Arts, and Math. Students in third, fourth and fifth grades are also tested in Science and Social Studies. Each subject area test is divided into different domains. Reading has four domains: Reading for Vocabulary Improvement, Reading for Locating and Recalling Information, Reading for Meaning, and Reading for Critical Analysis. The English/Language Arts domains are: Sentence Construction and Revision, Grammar and Mechanics, Paragraph Content and Organization (Grades 2-5), and Research Process/Source Materials. Math domains include: Number Sense and Numeration, Geometry and Measurement, Patterns and Relationships/Algebra, Statistics and Probability (Grades 3-5), Computation and Estimation, and Problem Solving. Science domains are Inquiry, Physical Science, Life Science, and Earth Science. In Social Studies the five domains are: Geography, History, Economics, Civics, and Core Skills. Scores may range from 150-450. There are three levels of proficiency: Scores below 300 -Level 1-Does not Meet, scores between 300-349 -Level 2-Meets, and scores above 350-450-Level 3-Exceeds. Students in third grade must score at Level 2 or 3 on the reading section of the CRCT to be promoted to fourth grade. In fifth grade, students must score at Level 2 or 3 on the Reading and Math sections to be promoted to sixth grade.

Over the past four years we have worked hard to close the achievement gap. The focus has moved from trend data to individualized data, both at the state assessment level to the county and classroom level. Summative and formative results have taken on equal importance and we think is key to academic success. No longer is data from state assessments, received at the end of each school year used to set programs and drive instruction, but state data in addition to school data is being used. Every student new to Peachtree City is assessed and monitored for success. Team meetings for all students are held on a regular basis to determine needs and services. This idea is key to our closing the achievement gap across all areas.

On state assessments, data reflects that in 2006 achievement gaps for Meets + Exceeds were as large as 31 or more points between sub groups. On the 2010 assessments, the AYP for grades 3, 4, and 5 data reflect the largest achievement gap is less than 5 points. We believe we are closing the achievement gap because of our focus and hard work to make each child as an individual successful. While scheduling and earning FTE may be a challenge, we do not worry if we are going to lose funds if we make a program change. We make changes based on what is right for kids.

## 2. Using Assessment Results:

A variety of assessment data are used to drive instructional and school improvement decisions. The assessment data sources available to staff are National, State, County, school, and classroom assessment results. Each year the instructional leadership team looks at National (ITBS) and State (CRCT and GKIDS) data to determine trends in improvement and areas of weakness by grade level. Those results are applied to the tested grade level and to the grade level below. School Improvement and instructional decisions such as classroom assignment, scheduling, instructional programming, and programs offered are reviewed in relation to these data results. The trend data is used to develop our school improvement plan.

Teachers recognize that the state and national assessments give us great trend data; however, view each child as an individual. Teachers have access to many assessments that are more individualized and help complete the whole picture of each child. The county has benchmark assessments in the area of mathematics and writing. The Georgia RESA Assessment of Student Progress (GRASP) and Scholastic Reading Inventory (SRI) are web based progress monitoring system used to further assess math and reading skills. Teachers also assess students on the Diagnostic Reading Assessment, STAR Early Literacy and Reading test.

Classroom performance data is also very important. How a child is thriving day to day is paramount to us. Team meetings with EIP, ELL, and Special Education teachers to discuss daily concept and critical instructional needs help us determine what services and support children will need. Children are served in the classroom as much as possible, but then can be pulled out for additional support for a particular concept.

Classroom performance data also helps with the development of differentiated instruction. Teachers assess what they teach and use data to drive instruction, a crucial component of our school culture.

By utilizing all of the above assessment data, Peachtree City is able to provide and maintain a high level of instruction and achievement for all students.

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

Good communication between PCES, parents, and the community is vital to our success. All stakeholders need to stay informed about the success of our school. Any interested party can visit our school website at [www.pces.org](http://www.pces.org) to see what is currently being planned. CRCT data results are available at [www.doe.k12.ga.us](http://www.doe.k12.ga.us) and our school improvement plan with data goals can be found at <https://eboard.eboardsolutions.com/StrategicPlan/MapView.aspx?S=4067&PID=1575>.

In addition to having a variety of posted resources which people can access, teachers play a vital role in communicating with the students, parents, and school administration. Communication begins before the school year starts at Meet the Teacher, where teachers can share important information about their classroom and expectations for the year. Parents are provided access to all curriculum standards for their child's grade level. Each grade level also has a Curriculum Night where more detailed classroom, academic, behavior, routine, and goals are shared with parents.

Teachers report academic performance in a variety of ways. Papers and assignments graded in a timely manner with teacher feedback to students are just one way we keep parents informed. Teachers provide written reports every 4.5 weeks to parents, in addition to holding conferences when necessary. For our older students, weekly folders and Infinite Campus (with on-line grade book) keep parents up to date about class averages, current grades, and upcoming assignments. For our younger students, daily communication folders with newsletters, concepts by subject for the week, work samples, menus with school events, and behavior data are sent home.

All individual assessment data results are sent home to each student with an explanation of the test and what the scores mean. Parents are kept informed about state writing assessment results, nationally normed test results and state assessment results.

Response to Intervention, Early Intervention, Special Education, and English Language Learners meetings keep parents apprised of what support their child receives, what the data shows about the effectiveness of the additional instructional programming.

### **4. Sharing Lessons Learned:**

Fayette County is a school system where sharing and working together are highly encouraged and models for this to happen are provided. PCES is just one school in a highly successful school system. The

framework for collaborative sharing of ideas, programs, successes, and challenges continues to strengthen our school.

Each year county administrators and principals participate in professional learning through a summer Leadership Institute and monthly Administrator meetings. A variety of topics are presented focusing on effective practices, data analysis, school improvement development, and leadership skills. As administrators we have also participated in peer run book studies and shared how we utilized ideas from the books to make improvements at our school.

Monthly Elementary Principal meetings are also held. Agenda items often include topics of discussion that we have set. We are able to share challenges and successes, and the format enables us to get ideas and feedback from our peers. We all work well together and use each other as a support for struggling teachers- sending our staff to different schools to work with a peer at another site.

Teacher representatives from all curriculum areas attend monthly curriculum meetings with representatives from all the elementary schools. Teachers then report back to the staff ideas and programs that other schools are using that have proven successful. New curriculum developments are also presented at these meetings and are shared with the entire faculty. Curriculum newsletters are disseminated to every staff member to keep them apprised of additional resources and strategies they can consider for their classrooms.

Teachers work in grade level collaborative groups weekly and once a quarter are able to meet for half a day. Teachers discuss instruction, pacing, share lesson ideas, and support each other in the daily challenges that they encounter. Special area teachers are included in many of the weekly meetings.

A school based leadership team meets monthly to discuss grade level and school challenges. Often it is shared what other schools are doing or lessons learned from staff who participate in college experiences. We have many teachers who belong to professional organizations such as GMEA, AOSA, GAEA, PAGE, and GAE. Participation in professional organizations provide learning experiences for both teachers and students. We look at what can help move us forward and what needs to be brought to the faculty for decision.

All staff participates in professional learning each year. A yearly focus is set and once a month at faculty meetings concepts and content that could improve instruction are presented. This is done utilizing county level and in-house teachers. Many ideas are shared at these informative sessions.

## 1. Curriculum:

PCES has a rigorous curriculum for all students that align with national and state standards in each content area. Over the past 7 years, Georgia has been revising its curriculum expectations in the areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. This year, Georgia will implement the new Health and PE standards.

The English Language Arts curriculum is designed to introduce students to core concepts that focus on reading, writing, and listening/speaking/viewing. This process allows students to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of types of texts, including those critical to the workplace; 3) effectively communicate and interact with others in group situations; and 4) communicate information through different modes of presentation.

The Reading curriculum is based on a “Reading Across the Curriculum” approach. Standards include elements that focus on concepts of print, phonological awareness, phonics, fluency, vocabulary, and comprehension. These strategies include determining important ideas, comparing and contrasting, making inferences, establishing cause and effect, evaluating and making judgments, recognizing fact and opinion, and summarizing text.

The Writing curriculum is designed to have students produce written works in 4 genres. They are Informational, Narrative, Persuasive and Response to Literature. Students are held to 4 grading areas: Organization, Style, Conventions, and Ideas. Development of higher order thinking skills is emphasized for all students.

The Mathematics curriculum has been designed to expose students to concepts, skills, and problem solving. The curriculum stresses rigorous concept development, presents authentic and relevant tasks, with a strong emphasis on having balance between problem solving and computational skills. At all grades, the curriculum encourages 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 mathematics curriculum is organized into five content strands: number and operations, measurement, geometry, algebra, and data analysis and probability.

The Science curriculum is designed to provide students with the knowledge and skills for proficiency in science. The Project 2061’s Benchmarks for Science Literacy is used as the core of the curriculum to determine appropriate content and process skills for students. The emphasis is on the understanding of the relationship between science, the environment, and the everyday world. Students study Earth, Physical, and Life sciences. Science standards are met by our students once they understand the characteristics of science and the content within standards simultaneously. The teachers use student-focused, hands-on science activities and follow an inquiry based model of instruction.

The Social Studies curriculum was designed to develop informed citizens who understand the past and how it can and does relate to our future. The Social Studies curriculum links understanding about the past to current events and encourages consideration of multiple perspectives on events.

In addition to the core curriculum subject areas, PCES students are provided with Fine Arts classes in the areas of Music and Art. Instruction in the area of arts education benefits the student. The arts cultivate the whole child, developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. It allows students to explore areas of interest outside of the core academic areas. Band, guitar, and Chorus are offered to students in the upper grades, in addition to the basic music and art classes.

Physical Education is also offered at PCES through both a structured Physical Education program and daily student directed play. The focus is on helping students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity, and positive relationships with others so that they can adopt healthy and physically active lifestyles.

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

The reading program at PCES uses an “across the curriculum” integrated and balanced literacy model to deliver Reading, English/Language Arts and Writing instruction. The Four Block design was adopted by Fayette County and is based on the research of Patricia Cunningham. Each day the students are involved in literacy instruction which includes four key components: small guided reading groups stressing comprehension and fluency, phonics and vocabulary development, self-selected reading, and writing instruction. Science and Social Studies content is integrated into the reading block as much as possible. This allows children to experience instruction that focuses on both fiction and expository material and concepts.

Teachers use on-going formative and summative assessment programs to determine proficiency levels in reading and written expression. Based on assessment data, teachers use a variety of instructional methods and materials to design instructional lessons that meet the needs of the diverse learners. Differentiated methods include small group enriched/remedial instruction, technology enhanced instruction, additional teacher support, cooperative groups, as well as one-on-one assistance and independent inquiry activities. Small reading groups are flexible to adjust for the varying growth levels of the diverse students. Differentiated materials include leveled readers, basal reading texts, county trade book lists, and self-selected books, books on tape/cd, and access to online textbooks and resources. Students needing additional support receive assistance from the Early Intervention Program (EIP) which provides small group or collaborative support in reading from a specialist. As needed, students may also receive tutorial support from trained paraprofessionals and may participate in the state funded After School Reading program. Students may also receive targeted support through our Literacy Action Volunteer Program. For students continuing to experience difficulties, they may be referred to the Response to Intervention Team to discuss additional strategies that are available to ensure success in meeting the grade level standards. Special Education resource/collaborative programs are offered to students with IEPs. Enrichment students’ reading needs are supplemented and extended through participation in the Gifted and Talented program.

Independent reading and parent support are keys to developing lifelong readers. Peachtree City has developed grade level reading incentive programs that meet the needs of the students developmentally. Students achieving goals set within each grade level are recognized accordingly. Parents sign weekly logs to monitor and encourage reading at home. The Media Center is available to both students and parents for circulation purposes. The Media Center also holds book fairs with high interest student reading and popular authors. Our computerized reading assessments also provide a list of suggested reading materials within the students’ reading ranges. The list can be used at home or school, and is based on the genres students have listed as areas of interest.

Several county initiatives also provide students with opportunities to remain engaged in reading beyond the school day. Reading Invitational and 25 Book campaign are two ways we recognize our dedicated readers.

## **3. Mathematics:**

The math program at PCES uses an “across the curriculum” integrated computational fluency and problem solving model. Each day the students are involved in math instruction which includes use of concrete models, to math symbols, to real world application.

Teachers use on-going formative and summative assessment programs to determine proficiency levels in computational fluency and problem solving. Based on assessment data, teachers use a variety of instructional methods and materials to design instructional lessons that meet the needs of the diverse learners. Differentiated methods include small group enriched/remedial instruction, technology enhanced

instruction, additional teacher support, cooperative groups, as well as one-on-one assistance and independent inquiry activities. Differentiated materials include manipulatives, models, games, teacher-developed materials, and technology access to support instruction. Students needing additional support receive assistance from the Early Intervention Program (EIP) which provides small group or collaborative support in math from a specialist. As needed, students may also receive tutorial or remedial support from trained paraprofessionals and may participate in the state funded After-school Math program. For students continuing to experience difficulties, they may be referred to the Response to Intervention Team to discuss additional strategies that are available to ensure success in meeting the grade level standards. Special Education resource/collaborative programs are offered to students with IEPs. Enrichment students' math needs are supplemented and extended through participation in the Gifted and Talented program. Inside the classroom, students are also provided access to lessons and activities that extend their thinking and learning.

School strategies help to strengthen our students as mathematicians. Lessons including manipulatives, literature, journals, and writing all help our students to learn and apply the concepts of math. Nine week assessments allow teachers to track student successes and make adjustments to instruction as necessary. Assessments results can also help determine if compacting or small group instruction would help support student learning.

Independent math practice and parent support are keys to developing lifelong mathematicians. Peachtree City has computerized, grade level math programs that meet the needs of all students developmentally. Students achieving goals set within each grade level are recognized accordingly.

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

Technology is integrated into all areas of learning throughout our school. Students and teachers use technology tools to facilitate learning in many ways. Exposure to technology is achieved in two ways at PCES: two stationary labs for whole group instruction and 21st century classroom setups in every homeroom classroom and special area classroom. This technology will also be installed into other common areas such as the media center and cafeteria in the coming months. This allows curricular and technology connections to be made with ancillary subjects.

Our computer labs have been in place and kept current for over 15 years. These labs are used for practicing basic reading and math skills, Internet research, giving kids access to on-line assessment tools, and creating written and creative documents in a whole group setting. Scheduling of these labs is in an "open" format to allow teachers to bring students during appropriate curricular segments. Mrs. Mrizek, a certified technology instructor, is available for collaborative teaching and planning of technology lessons in these labs or in the homeroom setting. Skill based software is available in the labs for acceleration, extra practice or remediation for students in the labs. Students also use the labs to create a variety of multimedia and written projects using Microsoft Office products, as well as other kid-friendly software such as Kid Pix and Kidspiration. These projects help students communicate and make more complex connections with the curricular concepts they are currently learning. Not only are students learning academic curricula, but they are also following the ISTE [International Society for Technology in Education] NETS standards [National Educational Technology Standards]. We have used these evolving standards at PCES since 1998, which ensures that our students are learning skills that they will need as they progress through school and life.

This year each of our classrooms received 21st century technology equipment and also have 2-5 student workstations per room. As part of the 21st century classroom initiative from our county board of education, projectors, screens and sound systems were installed to integrate with classroom computers and microphones. Also, each classroom received an eInstruction MOBI pad which enables teachers to interact with their computer remotely while using the projector screen as a display monitor. Student responders are also accessible to teachers for formative or summative assessment, or simply to increase student engagement during lessons. Teachers receive ongoing training in the use of this equipment to ensure effective instruction in the classroom. This is achieved through formal school based staff development classes, informal training sessions, and short tutorial videos published weekly. The use of technology allows teachers to deliver effective instruction which will ultimately result in continued

improvement of student achievement. Students who are educated in a technology-rich environment reap many benefits including acquisition of essential technology and life skills, enhanced understanding of curricular material, and real-world applications of learning.

## **5. Instructional Methods:**

The instructional program at PCES is centered on standards -based learning integrated with high expectations for all students. Instruction is designed and delivered on a progressive, mastery for learning framework using exemplary practices from a variety of research based models. Two of the models are Robert Marzano's Classroom Instruction that Works and Max Thompson's Learning Focused Strategies framework.

Instructional decisions are based on individual students' assessment results. Thorough analysis of both formative and summative assessments is used. Teachers begin by looking at data and data trends for the CRCT, ITBS, CoGat, and GKids, all state mandated testing programs data. They then are able to review county assessment data such as nine week math assessments, writing assessments, SRA, DRA, and Star results. This data is used to plan grade level specific instruction and develop overall pacing guidelines for the year. This data is also used to determine which students qualify for additional programs to support their individualized learning.

Teachers are aware of student learning styles. Often performance tasks and rubrics are used to assess students. The results determine student readiness and allow teachers to adjust instruction accordingly. Flexible grouping, length of time allowed to complete tasks, length of assignments, flexible grouping, small groups, peer partners and buddies are just some of the structures that drive instruction for our students.

Summative assessments that are teacher or textbook developed are used to assess on-going, day-to-day learning. Teachers work collaboratively to share ideas and strategies to support instruction. At some grade levels, compacting or regrouping are used to facilitate the needs of each learner. Small group instruction is also utilized to support the differing needs of learners.

Parental involvement is vital to our instructional program. Teachers provide learning materials, activities and websites for parents to use at home to support instruction. Teachers also utilize parents to provide one-on-one support in areas where students are struggling. Conferences also help keep our parents involved. Specific skill concerns are shared, and plans for improvement are developed.

It is through a variety of programs, techniques, teaching methodologies, and strategies that Peachtree City students are prepared for continuous learning and mastery of concepts so that they may be successful life-long learners.

## **6. Professional Development:**

Professional development at Peachtree City has changed drastically over the past five years. Staff development funds available five years ago were at the \$13,000.00 a year level. For the past two years, we have received \$3,000.00 a year to work with to develop teachers further and keep apprised of new research and methodologies. This cut in money has really made us examine what is important and how to build staff development into our school improvement plan.

Teachers continue to participate in both school and county based learning opportunities. Teachers receive release time to work with county coordinators or as grade level teams. Over the past five years, county level training has included all teachers in the new Georgia Performance Standards training in all core subject areas, grade level specific training such as Mini Society and History Alive. Staff members have also participated in school based training in the areas of diversity and writing. This year the school based focus is 21st century technology training.

While the opportunities have become more limited, teachers are able to participate in some activities that target their specific interests through our local Regional Educational Service Agency (RESA). Many of these classes are taken in the evening or during the summer break.

Peachtree Elementary has many teachers dedicated to the pursuit of continuing education. Peachtree City has several teachers that have completed certification add-ons in the areas of leadership and gifted education. Many teachers hold certification beyond the BS/BA level, completing Masters and Specialists programs. One staff member is working on their doctorate and one staff member holds a doctorate.

Professional learning is a commitment at PCES. It is understood that it is an essential element of teacher development which is linked to student achievement. Our delivery of the instructional program is continually reviewed, refined, and improved upon based on knowledge acquired through a variety of professional learning opportunities.

## **7. School Leadership:**

PCES School has seen changing leaders and leadership styles about every three years over the past ten years. In 2007, a new administrative team (Principal and Assistant Principal) was brought in to lead PCES staff and the community it serves. The current administration has been in place for four years, including 2010-2011. The previous principal had served 3 years prior to this change.

The first year was spent by the new administration learning about the school, the teachers and staff, the students, and the community, and the needs of all. Given the task set forward by the previous superintendent, a transformational model of leadership was the framework used to create positive change.

Over the past four years, the collective school team has worked together to provide programs and services to students to ensure their success. Each year there are a variety of team meetings held to discuss students and programs. Teams include: the whole school, representatives from grade levels, grade levels, and individuals. Depending on the need, teams are developed to bring ideas forward and to solve problems that may hinder getting the job done.

The administrative team plays a key role in leading the school. The principal and assistant principal are actively involved in supervision and evaluation, curriculum and instruction, data analysis, budget, community relations, and building maintenance.

School administrators coordinate vertical team meetings to provide opportunities for teachers to adjust instruction based on the needs of students and the observations of other teachers. The teachers meet to discuss areas in which students showed particular strengths and weaknesses. Teachers can use this information to determine areas of focus, evaluate teaching strategies and lessons, and reflect on the effectiveness of current instructional plans.

Our philosophy statement, "I am in charge but not in control" really exemplifies how our leadership model is applied. Our open door policy is valuable to keeping the positive momentum for student success. When teachers close their doors, we know they are working on the goals and objectives that the school team has deemed important. It is through this model of respect and trust that we are able to really examine what is working, what is not, and make changes for students as a whole, or for students as individuals.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	98	97	97	92	95
Exceeds	70	57	61	48	65
Number of students tested	79	65	80	75	99
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds			92	93	75
Exceeds			42	40	56
Number of students tested			12	15	16
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds			100	75	
Exceeds			25	30	
Number of students tested			12	20	
<b>4. Special Education Students</b>					
Meets + Exceeds					87
Exceeds					40
Number of students tested					15
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	95	100	97	99	99
Exceeds	71	60	74	75	75
Number of students tested	49	48	39	63	63
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	98	99	98	97	92
Exceeds	73	68	64	61	52
Number of students tested	79	65	80	75	99
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds			91	93	77
Exceeds			58	53	13
Number of students tested			12	15	16
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds			100	90	
Exceeds			33	55	
Number of students tested			12	20	
<b>4. Special Education Students</b>					
Meets + Exceeds					86
Exceeds					13
Number of students tested					15
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	98	100	98	100	99
Exceeds	71	73	72	73	62
Number of students tested	49	48	39	33	63
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	97	97	96	94	90
Exceeds	54	47	67	55	57
Number of students tested	68	70	91	85	87
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds		84	100	80	75
Exceeds		69	21	20	35
Number of students tested		13	14	15	20
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds			95		
Exceeds			25		
Number of students tested			20		
<b>4. Special Education Students</b>					
Meets + Exceeds				82	
Exceeds				13	
Number of students tested				16	
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	97	100	96	96	97
Exceeds	57	65	39	44	73
Number of students tested	47	37	44	50	41
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Criterion Referenced Competency test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	99	100	97	96	92
Exceeds	65	70	56	52	48
Number of students tested	68	70	91	85	84
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds		100	100	87	85
Exceeds		38	36	47	40
Number of students tested		13	14	15	20
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds			95		
Exceeds			60		
Number of students tested			20		
<b>4. Special Education Students</b>					
Meets + Exceeds				81	
Exceeds				25	
Number of students tested				16	
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	98	100	100	98	96
Exceeds	66	81	64	50	59
Number of students tested	47	37	44	50	41
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	100	93	88	97	90
Exceeds	71	68	53	58	36
Number of students tested	76	69	99	85	89
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds	100		86	95	83
Exceeds	38		52	38	25
Number of students tested	13		21	21	24
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds		90			72
Exceeds		40			11
Number of students tested		10			18
<b>4. Special Education Students</b>					
Meets + Exceeds			77		
Exceeds			36		
Number of students tested			22		
<b>5. English Language Learner Students</b>					
Meets + Exceeds					50
Exceeds					10
Number of students tested					10
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	100	95	87	97	100
Exceeds	79	76	57	74	53
Number of students tested	43	42	56	39	40
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2002, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	100	95	97	86	86
Exceeds	75	51	50	42	26
Number of students tested	76	68	98	84	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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds	100		90	76	80
Exceeds	54		38	33	17
Number of students tested	13		21	21	24
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds		90			60
Exceeds		30			13
Number of students tested		10			15
<b>4. Special Education Students</b>					
Meets + Exceeds			86		
Exceeds			18		
Number of students tested			22		
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	100	100	100	98	98
Exceeds	79	57	57	49	35
Number of students tested	43	42	56	39	40
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	99	93	91	86	88
Exceeds	71	53	47	48	32
Number of students tested	65	73	87	81	95
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds		70	79	85	68
Exceeds		20	42	33	5
Number of students tested		10	19	27	19
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds	92		100	58	80
Exceeds	42		40	25	10
Number of students tested	12		10	12	10
<b>4. Special Education Students</b>					
Meets + Exceeds	90	75			
Exceeds	30	42			
Number of students tested	10	12			
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	100	96	93	94	96
Exceeds	80	66	53	71	38
Number of students tested	35	50	40	35	52
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	99	97	97	94	91
Exceeds	61	53	53	45	41
Number of students tested	64	73	87	80	95
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds		90	95	89	68
Exceeds		40	42	33	21
Number of students tested		10	19	27	19
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds	92		100	82	90
Exceeds	42		40	9	20
Number of students tested	12		10	11	10
<b>4. Special Education Students</b>					
Meets + Exceeds	90	92			
Exceeds	30	17			
Number of students tested	10	12			
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	100	98	98	100	100
Exceeds	62	58	68	66	48
Number of students tested	34	50	40	35	52
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	98	94	90	94	94
Exceeds	71	70	45	54	49
Number of students tested	78	66	80	82	84
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds	90	82	81	77	88
Exceeds	50	55	33	23	40
Number of students tested	10	11	19	13	25
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets + Exceeds	84				
Exceeds	38				
Number of students tested	13				
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Exceeds					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	98	97	93	98	97
Exceeds	76	77	51	59	56
Number of students tested	50	35	43	46	41
<b>NOTES:</b>					

11GA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5      Test: Criterion Referenced Competency Test

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010

Publisher: Riverside Publisher/CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	99	98	94	92	90
Meets	40	45	35	29	31
Number of students tested	78	66	80	82	83
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds					
Meets					
Number of students tested					
<b>2. African American Students</b>					
Meets + Exceeds	90	100	91	69	84
Meets	30	36	29	23	24
Number of students tested	10	11	21	13	25
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds					
Meets					
Number of students tested					
<b>4. Special Education Students</b>					
Meets + Exceeds	93				
Meets	8				
Number of students tested	13				
<b>5. English Language Learner Students</b>					
Meets + Exceeds					
Meets					
Number of students tested					
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	100	97	95	98	98
Meets	40	51	42	33	37
Number of students tested	50	35	43	46	41
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets + Exceeds	98	94	92	93	91
Exceeds	67	58	46	52	48
Number of students tested	368	364	441	408	454
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets + Exceeds	94	84	86	82	78
Exceeds	44	28	30	31	23
Number of students tested	50	50	122	114	123
<b>2. African American Students</b>					
Meets + Exceeds	97	80	84	86	77
Exceeds	43	33	31	30	32
Number of students tested	35	45	89	91	104
<b>3. Hispanic or Latino Students</b>					
Meets + Exceeds	95	94	96	81	91
Exceeds	50	33	33	36	30
Number of students tested	40	33	60	53	42
<b>4. Special Education Students</b>					
Meets + Exceeds	84	79	83	80	68
Exceeds	31	37	35	36	37
Number of students tested	45	43	48	39	32
<b>5. English Language Learner Students</b>					
Meets + Exceeds	100	90	86	50	72
Exceeds	50	30	19	6	36
Number of students tested	20	10	21	16	22
<b>6. White, Not Hispanic</b>					
Meets + Exceeds	98	98	92	97	98
Exceeds	72	68	54	65	59
Number of students tested	227	213	223	233	237
<b>NOTES:</b> Grades 1-5 on the CRCT					

11GA5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Meets + Exceeds	99	98	96	93	90
% Exceeds	63	57	51	46	40
Number of students tested	365	345	438	406	446
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Meets + Exceeds	96	94	95	85	76
% Exceeds	45	31	36	35	21
Number of students tested	49	49	121	113	120
<b>2. African American Students</b>					
% Meets + Exceeds	97	98	93	83	79
% Exceeds	54	41	38	38	23
Number of students tested	35	44	89	91	104
<b>3. Hispanic or Latino Students</b>					
% Meets + Exceeds	99	97	96	85	86
% Exceeds	54	47	42	37	20
Number of students tested	39	32	59	52	39
<b>4. Special Education Students</b>					
% Meets + Exceeds	91	93	88	74	70
% Exceeds	25	37	29	33	29
Number of students tested	44	43	49	39	31
<b>5. English Language Learner Students</b>					
% Meets + Exceeds	100	82		46	65
% Exceeds	32	9		6	36
Number of students tested	19	11		15	14
<b>6. White, Nor Hispanic</b>					
% Meets + Exceeds	99	99	98	99	98
% Exceeds	64	64	60	54	48
Number of students tested	225	213	222	203	237
<b>NOTES:</b> Grades 1- 5 tested on the CRCT					

11GA5