

Catoosa County Schools



Every child, every day, without exception!

Elementary Improvement Plan Profile

School: Ringgold Elementary

School Year: 2018-2019

Part 1: Demographic Data

A. Attach the following reports (in order):

- *Student Demographics Report*
- *Student Attendance Report*
- *Discipline Report*

B. Complete the following:

Teacher Attendance

# Teachers In the School	# Missing 5 or Less Days	# Missing 6 to 15 Days	# Missing More Than 15 Days
37	6	20	11

RINGGOLD ELEMENTARY SCHOOL

Student Demographics (%)

	2017		2016		2015	
	School	District	School	District	School	District
Racial / Ethnic Subgroups						
Not Specified	2.3%	0.1%	2.3%	0.1%	2.4%	0.1%
American Indian / Alaskan Native	1.0%	1.7%	0.6%	1.6%	1.0%	1.5%
Asian	2.9%	3.3%	1.4%	3.0%	2.6%	2.9%
Black	1.5%	2.6%	1.6%	2.7%	1.8%	2.4%
Hispanic	0.0%	0.1%	0.2%	0.2%	0.4%	0.1%
Multi-Racial	5.2%	4.9%	4.9%	5.1%	3.7%	4.9%
White	89.2%	87.1%	91.2%	87.2%	90.5%	87.9%
Minority	10.6%	12.7%	8.6%	12.5%	9.5%	11.9%

Other Subgroups							
Economically Disadvantaged		54.9%	53.9%	48.8%	49.6%	48.9%	49.6%
English Learners (ESOL)		1.16%	1.06%	1.17%	1.08%	0.99%	0.83%
Foster		0.58%	0.42%	0.58%	0.41%	0.39%	0.31%
Homeless		4.43%	3.54%	1.75%	3.16%	2.56%	3.43%
Migrant		0.00%	0.01%	0.00%	0.02%	0.20%	0.04%
Special Education (All)		22.2%	18.6%	21.6%	18.7%	19.3%	17.2%
1: Blind		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2: Deaf and Blind		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3: Speech/Language Impairment		1.0%	1.2%	1.4%	0.9%	2.0%	0.9%
6: Autism		1.7%	2.0%	1.4%	1.7%	0.6%	1.4%
7: Traumatic Brain Injury		0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
8: Significant Development Delay		0.0%	2.2%	0.4%	2.2%	0.4%	2.4%
P: Mild Intellectual Delay		1.5%	0.5%	1.2%	0.6%	1.8%	0.5%
Q: Moderate Intellectual Delay		2.3%	0.5%	1.6%	0.4%	1.4%	0.3%
R: Severe Intellectual Delay		0.6%	0.1%	0.4%	0.1%	0.6%	0.1%
S: Profound Intellectual Delay		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
T: Emotional/Behavioral Disorder		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
U: Specific Learning Disability		10.2%	8.2%	10.7%	8.5%	9.9%	8.1%
V: Orthopedic Impairment		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
W: Hearing Impairment		0.2%	0.1%	0.0%	0.0%	0.0%	0.1%
X: Deaf		0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
Y: Other Health Impairment		4.8%	3.1%	4.7%	3.1%	3.4%	2.7%
Z: Visual Impairment		0.2%	0.1%	0.2%	0.1%	0.0%	0.1%

RINGGOLD ELEMENTARY SCHOOL

Student Attendance Rate 2015 to 2017

	School Under 5	District Under 5	School 6 to 15	District 6 to 15	School Over 15	District Over 15	School Students	District Students
2017	53%	50%	41%	37%	6%	13%	472	11,221
2016	58%	52%	41%	35%	1%	13%	458	11,365
2015	64%	56%	32%	34%	4%	10%	458	11,436

Racial/Ethnic Subgroups

	2017	0%	56%	0%	25%	0%	19%	0	16
American Indian	2016	100%	50%	0%	28%	0%	22%	1	18
	2015	100%	59%	0%	29%	0%	12%	2	17
	2017	40%	68%	60%	26%	0%	6%	5	185
Asian/Pacific Islander	2016	100%	69%	0%	24%	0%	7%	3	176
	2015	80%	81%	20%	14%	0%	5%	5	177
	2017	69%	59%	31%	32%	0%	9%	13	379
Black	2016	57%	58%	43%	33%	0%	9%	7	349
	2015	83%	69%	17%	24%	0%	7%	12	332
	2017	43%	54%	29%	35%	29%	11%	7	299
Hispanic	2016	38%	56%	63%	33%	0%	11%	8	306
	2015	38%	60%	63%	35%	0%	5%	8	272
	2017	53%	49%	41%	37%	6%	14%	423	9,763
White	2016	57%	51%	41%	35%	1%	14%	419	9,910
	2015	63%	55%	32%	34%	4%	11%	418	10,056
	2017	48%	48%	52%	39%	0%	14%	23	547
Mulit-Racial	2016	68%	50%	32%	38%	0%	12%	19	578
	2015	62%	57%	23%	35%	15%	9%	13	559
	2017	52%	56%	46%	35%	4%	11%	48	1,426
Minority (Not White)	2016	63%	57%	39%	35%	0%	11%	38	1,427
	2015	68%	65%	28%	30%	5%	7%	40	1,357

Other Subgroups		2017	46%	42%	45%	40%	9%	18%	251	6,024
Economically Disadvantaged		2016	46%	43%	52%	40%	2%	17%	227	5,621
		2015	54%	48%	38%	39%	7%	13%	230	5,654
		2017	75%	61%	25%	33%	0%	6%	4	90
English Learners		2016	100%	55%	0%	41%	0%	4%	3	73
		2015	100%	55%	0%	43%	0%	2%	1	53
		2017	50%	52%	50%	32%	0%	16%	2	50
Foster		2016	50%	63%	50%	18%	0%	20%	2	51
		2015	50%	54%	50%	29%	0%	17%	2	35
		2017	40%	34%	47%	40%	13%	27%	15	392
Homeless		2016	57%	28%	43%	36%	0%	36%	7	365
		2015	88%	49%	13%	32%	0%	19%	8	399
		2017	0%	100%	0%	0%	0%	0%	0	1
Migrant		2016	0%	50%	0%	50%	0%	0%	0	2
		2015	0%	0%	100%	100%	0%	0%	1	5
		2017	46%	44%	43%	39%	11%	17%	109	2,055
Students With Disabilities		2016	52%	44%	46%	40%	2%	16%	102	2,077
		2015	61%	51%	34%	37%	5%	12%	92	1,949

RINGGOLD ELEMENTARY SCHOOL

Discipline-Suspension (%)

		In School Suspensions (ISS)									
		10 Days or Fewer					Greater Than 10 Days				
District	School	District	School	District	School	District	School	District	School	District	School
2015	2015	2016	2016	2017	2017	2015	2015	2016	2016	2017	2017
All Students	5%	1%	6%	0%	0%	5%	0%	0%	0%	0%	0%
Racial/Ethnic Sub Groups											
American Indian	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Asian Pacific Islander	1%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%
Black	6%	0%	5%	0%	6%	0%	0%	4%	0%	2%	5%
Hispanic	2%	0%	1%	0%	2%	0%	0%	2%	0%	0%	0%
White	86%	100%	85%	0%	83%	0%	0%	86%	0%	86%	0%
Multi-Racial	5%	0%	8%	0%	8%	0%	0%	5%	0%	12%	14%
Other Sub Groups											
Econ Disadvantaged	62%	100%	64%	0%	73%	0%	0%	71%	0%	79%	0%
English Learners (LEP)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students With Disabilities	25%	67%	23%	0%	30%	0%	0%	11%	0%	12%	0%
		Out of School Suspensions (OSS)									
		10 Days or Fewer					Greater Than 10 Days				
District	School	District	School	District	School	District	School	District	School	District	School
2015	2015	2016	2016	2017	2017	2015	2015	2016	2016	2017	2017
All Students	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Racial/Ethnic Sub Groups											
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian Pacific Islander	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%
Black	3%	0%	2%	0%	7%	0%	0%	0%	0%	0%	0%
Hispanic	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	87%	100%	88%	0%	86%	0%	0%	100%	0%	92%	0%
Multi-Racial	9%	0%	9%	100%	6%	0%	0%	8%	0%	0%	0%
Other Sub Groups											
Econ Disadvantaged	70%	75%	71%	100%	77%	0%	0%	67%	0%	83%	0%
English Learners (LEP)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students With Disabilities	38%	75%	43%	0%	40%	0%	0%	0%	0%	0%	0%

Part 2: Achievement Profile

A. Attach the following reports (in order):

- *English Language Arts achievement report (3 year comparison)*
- *Mathematics achievement report (3 year comparison)*
- *Science achievement report (3 year comparison)*
- *Social Studies achievement report (3 year comparison)*
- *EOG Milestones System Comparison Report: % at Levels 2,3, and 4 (All Grades – Current year data)*
- *EOG Milestones System Comparison Report: % at Levels 3 and 4 (All Grades – Current year data)*
- *SGP School Comparison Report*
- *SGP Subgroup Comparison – System Report*

B. Complete and attach the following report:

- *Student Growth: Median Growth Percentile School Report*

C. Complete the following:

RINGGOLD ELEMENTARY SCHOOL

English Language Arts

Georgia Milestones End of Grade

Student Group	Year	Beginning		Developing		Proficient		Distinguished		Tested	
		School	District	School	District	School	District	School	District	School	District
All Students	2014-15	24%	25%	36%	36%	32%	33%	8%	7%	464	2,442
	2015-16	24%	25%	35%	37%	33%	32%	7%	5%	474	2,431
	2016-17	26%	25%	36%	35%	30%	31%	8%	9%	477	2,401

Racial / Ethnic Subgroups

American Indian	2014-15	0%	0%	50%	75%	50%	25%	0%	0%	2	4
	2015-16	0%	0%	100%	50%	100%	50%	0%	0%	1	2
	2016-17	0%	0%	0%	50%	0%	50%	0%	0%	0	2
Asian / Pacific Islander	2014-15	0%	13%	40%	27%	60%	40%	0%	20%	5	30
	2015-16	0%	7%	67%	44%	33%	33%	0%	15%	3	27
	2016-17	20%	19%	60%	35%	20%	24%	0%	22%	5	37
Black	2014-15	42%	40%	25%	27%	33%	29%	0%	3%	12	62
	2015-16	43%	43%	43%	38%	14%	15%	0%	4%	7	74
	2016-17	42%	45%	50%	37%	8%	16%	0%	2%	12	87
Hispanic	2014-15	20%	31%	40%	38%	40%	23%	0%	8%	5	52
	2015-16	0%	33%	80%	38%	20%	26%	0%	3%	5	61
	2016-17	20%	31%	40%	38%	40%	23%	0%	8%	5	52
White	2014-15	24%	24%	37%	36%	31%	32%	9%	7%	425	2,186
	2015-16	25%	25%	34%	37%	33%	33%	8%	5%	436	2,133
	2016-17	26%	24%	35%	35%	31%	32%	8%	9%	431	2,085
Multi-Racial	2014-15	27%	28%	20%	31%	53%	39%	0%	3%	15	108
	2015-16	18%	25%	36%	41%	36%	29%	9%	4%	22	134
	2016-17	20%	30%	32%	35%	32%	27%	16%	7%	25	135

Other Subgroups

Economically Disadvantaged	2014-15	31%	34%	36%	38%	27%	24%	6%	4%	235	1,334
	2015-16	33%	34%	37%	38%	27%	25%	3%	3%	238	1,391
	2016-17	35%	33%	36%	37%	25%	24%	4%	5%	255	1,409
English Learners	2014-15	100%	91%	0%	0%	0%	9%	0%	0%	1	11
	2015-16	100%	91%	0%	0%	0%	9%	0%	0%	1	11
	2016-17	50%	65%	50%	35%	0%	0%	0%	0%	4	26
Disabilities	2014-15	72%	68%	18%	26%	9%	6%	1%	1%	82	479
	2015-16	69%	65%	25%	29%	4%	5%	1%	0%	91	523
	2016-17	70%	60%	26%	32%	3%	7%	1%	1%	92	512

* to few students

RINGGOLD ELEMENTARY SCHOOL

Mathematics

Georgia Milestones End of Grade

Student Group	Year	School	District	School	District	School	District	School	District	School	District
		Beginning	Beginning	Developing	Developing	Proficient	Proficient	Distinguished	Distinguished	Tested	Tested
All Students	2014-15	15%	20%	42%	43%	35%	31%	8%	7%	462	2,441
	2015-16	17%	18%	43%	43%	32%	32%	8%	7%	475	2,440
	2016-17	16%	19%	41%	41%	36%	33%	7%	7%	477	2,403

Racial / Ethnic Subgroups

American Indian	2014-15	0%	0%	100%	100%	0%	0%	0%	0%	2	4
	2015-16	100%	50%	0%	50%	0%	0%	0%	0%	1	2
	2016-17	0%	0%	0%	100%	0%	0%	0%	0%	0	2
Asian / Pacific Islander	2014-15	0%	6%	40%	26%	40%	45%	20%	23%	5	31
	2015-16	33%	7%	33%	32%	0%	36%	33%	25%	3	28
	2016-17	20%	13%	20%	24%	40%	45%	20%	18%	5	38
Black	2014-15	17%	27%	58%	58%	25%	15%	0%	0%	12	62
	2015-16	29%	30%	43%	49%	14%	19%	14%	3%	7	74
	2016-17	33%	37%	42%	45%	25%	16%	0%	2%	12	87
Hispanic	2014-15	20%	23%	40%	50%	20%	19%	20%	8%	5	52
	2015-16	50%	24%	50%	48%	0%	27%	0%	2%	6	63
	2016-17	50%	29%	50%	36%	0%	31%	0%	4%	4	55
White	2014-15	14%	19%	41%	42%	36%	32%	9%	7%	423	2,184
	2015-16	29%	30%	43%	42%	33%	32%	8%	7%	436	2,138
	2016-17	33%	37%	41%	41%	37%	33%	7%	7%	431	2,085
Multi-Racial	2014-15	33%	20%	40%	45%	27%	31%	0%	3%	15	108
	2015-16	18%	19%	55%	48%	18%	26%	9%	7%	22	135
	2016-17	16%	21%	44%	43%	32%	32%	8%	4%	25	136

Other Subgroups

Economically Disadvantaged	2014-15	21%	27%	44%	45%	30%	25%	4%	3%	233	1,333
	2015-16	28%	27%	47%	46%	22%	24%	3%	4%	239	1,398
	2016-17	21%	26%	45%	43%	31%	28%	3%	3%	255	1,411
English Learners	2014-15	100%	58%	0%	33%	0%	8%	0%	0%	1	12
	2015-16	67%	67%	33%	27%	0%	7%	0%	0%	3	15
	2016-17	75%	39%	25%	32%	0%	29%	0%	0%	4	28
Disabilities	2014-15	49%	55%	41%	36%	7%	8%	2%	2%	82	479
	2015-16	51%	50%	38%	40%	9%	8%	2%	1%	91	527
	2016-17	52%	53%	41%	38%	4%	8%	2%	1%	92	512

* to few students

RINGGOLD ELEMENTARY SCHOOL

Science

Georgia Milestones End of Grade

Student Group	Year	Beginning		Developing		Proficient		Distinguished		Tested	District
		School	District	School	District	School	District	School	District		
All Students	2014-15	22%	21%	42%	43%	27%	28%	9%	7%	462	2,440
	2015-16	27%	24%	41%	43%	27%	28%	5%	6%	475	2,434
	2016-17	22%	21%	42%	43%	27%	28%	9%	7%	462	2,440

Racial / Ethnic Subgroups

American Indian	2014-15	0%	0%	100%	75%	0%	25%	0%	0%	2	4
	2015-16	100%	100%	0%	0%	0%	0%	0%	0%	1	2
	2016-17	0%	0%	0%	100%	0%	0%	0%	0%	0	1
Asian / Pacific Islander	2014-15	0%	10%	60%	32%	40%	42%	0%	16%	5	31
	2015-16	0%	21%	67%	32%	33%	25%	0%	21%	3	28
	2016-17	100%	43%	0%	29%	0%	0%	0%	29%	1	7
Black	2014-15	33%	34%	58%	56%	8%	10%	0%	0%	12	62
	2015-16	29%	41%	57%	47%	14%	11%	0%	1%	7	74
	2016-17	43%	39%	57%	48%	0%	10%	0%	3%	7	31
Hispanic	2014-15	20%	21%	40%	46%	40%	31%	0%	2%	5	52
	2015-16	33%	35%	67%	40%	0%	22%	0%	3%	6	63
	2016-17	0%	44%	0%	22%	0%	22%	0%	11%	0	18
White	2014-15	22%	21%	42%	43%	27%	28%	9%	8%	423	2,183
	2015-16	27%	23%	41%	43%	41%	43%	6%	6%	436	2,132
	2016-17	26%	24%	41%	33%	31%	35%	2%	7%	141	683
Multi-Racial	2014-15	47%	27%	13%	37%	33%	33%	7%	3%	15	108
	2015-16	18%	22%	41%	43%	36%	30%	5%	4%	22	135
	2016-17	0%	32%	33%	27%	67%	38%	0%	3%	3	37

Other Subgroups

Economically Disadvantaged	2014-15	31%	30%	42%	44%	21%	22%	6%	5%	233	1,333
	2015-16	35%	30%	43%	44%	20%	23%	2%	3%	239	1,393
	2016-17	28%	33%	49%	35%	24%	27%	0%	4%	76	440
English Learners	2014-15	100%	67%	0%	25%	0%	8%	0%	0%	1	12
	2015-16	100%	100%	0%	0%	0%	0%	0%	0%	3	15
	2016-17	100%	67%	0%	33%	0%	0%	0%	0%	1	6
Disabilities	2014-15	55%	51%	37%	38%	7%	9%	1%	2%	82	479
	2015-16	62%	53%	33%	36%	3%	8%	2%	3%	91	527
	2016-17	57%	56%	38%	32%	5%	11%	0%	2%	37	174

* to few students

RINGGOLD ELEMENTARY SCHOOL

Social Studies

Georgia Milestones End of Grade

Student Group	Year	Beginning		Developing		Proficient		Distinguished		District	Tested	
		School	District	School	District	School	District	School	District		School	District
All Students	2014-15	23%	24%	43%	49%	25%	21%	9%	6%		462	2,439
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	20%	24%	52%	51%	24%	17%	4%	8%		152	778

Racial / Ethnic Subgroups

American Indian	2014-15	50%	25%	50%	75%	0%	0%	0%	0%		2	4
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	0%	0%	0%	100%	0%	0%	0%	0%		0	1
Asian / Pacific Islander	2014-15	0%	7%	40%	50%	20%	30%	40%	13%		5	30
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	0%	14%	100%	57%	0%	0%	0%	29%		1	7
Black	2014-15	33%	31%	50%	55%	8%	11%	8%	3%		12	62
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	43%	35%	57%	55%	0%	10%	0%	0%		7	31
Hispanic	2014-15	20%	37%	40%	37%	20%	17%	20%	10%		5	52
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	0%	44%	0%	39%	0%	11%	0%	6%		0	18
White	2014-15	23%	24%	43%	49%	26%	22%	9%	6%		423	2,183
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	43%	35%	52%	51%	24%	18%	4%	8%		141	684
Multi-Racial	2014-15	27%	28%	47%	52%	20%	18%	7%	3%		15	108
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%		**	**
	2016-17	0%	30%	33%	49%	67%	19%	0%	3%		3	37

Other Subgroups

Economically Disadvantaged	2014-15	32%	33%	45%	49%	18%	15%	6%	3%	233	1,332
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%	**	**
	2016-17	28%	31%	54%	53%	18%	12%	0%	3%	76	441
English Learners	2014-15	100%	82%	0%	18%	0%	0%	0%	0%	1	11
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%	**	**
	2016-17	100%	100%	0%	0%	0%	0%	0%	0%	1	6
Disabilities	2014-15	59%	57%	33%	37%	7%	5%	1%	1%	82	479
	2015-16	0%	0%	0%	0%	0%	0%	0%	0%	**	**
	2016-17	62%	57%	35%	37%	3%	3%	0%	3%	37	175

* To few students

** No Test Data Available

2017-2018 Milestones EOG Results
% at Level 2, 3, and 4

Grade 3

	ELA	Math	Science	Social Studies
BES	79	79		
BOY	87	85		
CSE	72	82		
GES	79	85		
RES	77	87		
TCE	62	74		
West	38	57		
Wood	73	91		
HMS				
LMS				
RMS				
System	73	80		
RESA				
State				

PRELIMINARY

Grade to Grade Comparison

A decrease from previous year

(different groups of students)

2017-2018 Milestones EOG Results
% at Level 2, 3, and 4

Grade 4

	ELA	Math	Science	Social Studies
BES	80	89		
BOY	90	93		
CSE	72	78		
GES	84	94		
RES	80	91		
TCE	85	94		
West	62	79		
Wood	84	81		
HMS				
LMS				
RMS				
System	80	88		
RESA				
State				

PRELIMINARY

2017-2018 Milestones EOG Results
% at Level 2, 3, and 4

Grade 5

	ELA	Math	Science	Social Studies
BES	85	78	77	72
BOY	92	79	87	90
CSE	66	54	61	65
GES	87	83	80	86
RES	81	82	75	82
TCE	89	68	64	70
West	69	64	74	75
Wood	83	79	73	83
HMS				
LMS				
RMS				
System	82	75	75	78
RESA				
State				

PRELIMINARY

2017-2018 Milestones EOG Results
% at Level 3 and 4

Grade 3

	ELA	Math	Science	Social Studies
BES	50	41		
BOY	54	47		
CSE	31	24		
GES	48	44		
RES	38	53		
TCE	23	32		
West	16	23		
Wood	37	53		
HMS				
LMS				
RMS				
System	39	41		
State				

PRELIMINARY

Grade to Grade Comparison

A decrease from the previous year

(comparing different groups of students)

2017-2018 Milestones EOG Results
% at Level 3 and 4

Grade 4

	ELA	Math	Science	Social Studies
BES	49	53		
BOY	56	55		
CSE	32	31		
GES	53	78		
RES	44	44		
TCE	43	63		
West	26	33		
Wood	54	47		
HMS				
LMS				
RMS				
System	46	51		
State				

PRELIMINARY

2017-2018 Milestones EOG Results
% at Level 3 and 4

Grade 5

	ELA	Math	Science	Social Studies
BES	49	40	42	18
BOY	58	43	45	40
CSE	37	19	25	11
GES	43	43	39	40
RES	41	33	28	21
TCE	43	27	30	20
West	29	30	32	15
Wood	39	35	26	20
HMS				
LMS				
RMS				
System	43	35	34	23
State				

PRELIMINARY

Catoosa County Schools
FY 16 - FY 18 School Comparison
Student Growth Percentile - Elementary Schools
Milestone EOG: Median Growth Percentile

ELA		2016	2017	2018	2016	2017	2018
Grade 4				Grade 5			
Battlefield Elementary	49	39		56	50		
Boynton Elementary	44	49		62.5	67		
Cloud Springs Elementary	50	33		58.5	63		
Grayville Elementary	56	57		36	57		
Ringgold Elementary	35	39.5		46	44		
Tiger Creek Elementary	44.5	50		32	55		
West Side Elementary	33	50		41	54		
Woodstation Elementary	35.5	40		51	50		

Math		2016	2017	2018	2016	2017	2018
Grade 4				Grade 5			
Battlefield Elementary	60	56.5		64	63		
Boynton Elementary	48	45		76	37		
Cloud Springs Elementary	35	44		34.5	35.5		
Grayville Elementary	70.5	79		50	46		
Ringgold Elementary	38	47		53.5	44		
Tiger Creek Elementary	40	30		43	35.5		
West Side Elementary	62	59		17	19		
Woodstation Elementary	42	29.5		47	41		

High Growth: 66 and Above
Typical Growth: 35 - 65
Low Growth: 0 - 34

Catoosa County Schools
FY 16 - FY 17 Comparison
Student Growth Percentile

Milestone EOG: Media Growth Percentile

Elementary:

2016		2017	
ELA	Grade 4	Grade 5	Grade 4
Battlefield Elementary	49	56	39
Boynton Elementary	44	62.5	49
Cloud Springs Elementary	50	58.5	33
Graysville Elementary	56	36	57
Ringgold Elementary	35	46	39.5
Tiger Creek Elementary	44.5	32	50
West Side Elementary	33	41	50
Woodstation Elementary	35.5	51	40

2016		2017	
Math	Grade 4	Grade 5	Grade 4
Battlefield Elementary	60	64	56.5
Boynton Elementary	48	76	45
Cloud Springs Elementary	35	34.5	44
Graysville Elementary	70.5	50	79
Ringgold Elementary	38	53.5	47
Tiger Creek Elementary	40	43	30
West Side Elementary	62	17	59
Woodstation Elementary	42	47	29.5

Middle School:

2016		2017	
ELA	Grade 6	Grade 7	Grade 8
Heritage Middle	37	52	53
Lakeview Middle	54	49	39
Ringgold Middle	41	59	52

2016		2017	
Math	Grade 6	Grade 7	Grade 8
Heritage Middle	70	57	55
Lakeview Middle	53	65	40.5
Ringgold Middle	69	61	87

High Growth: 66 and Above
Typical Growth: 35 - 65
Low Growth: 0 - 34

Catoosa County Schools
FY 16 - FY 17 Subgroup Comparison
Student Growth Percentile: System Report

Milestone EOG

Elementary:

ELA		Grade 4		Grade 5	
		2016	2017	2016	2017
Female		43	44	54	54
Male		44	43	42	56
Students with Disabilities		40	38	35	50
English Language Learner		32	33	44	60
Economically Disadvantaged		45	43	40	52
Gifted		48	49	49	57

Math		Grade 4		Grade 5	
		2016	2017	2016	2017
Female		46	44	52	47
Male		48	50	52	40
Students with Disabilities		46	42	53	37
English Language Learner		31	51	53	36
Economically Disadvantaged		45	46	48	43
Gifted		46	52	53	45

Middle School:

ELA		Grade 6		Grade 7		Grade 8	
		2016	2017	2016	2017	2016	2017
Female		46	47	58	54	49	57
Male		40.5	44	50	51	47	58
Students with Disabilities		37	53	48	55	42.5	49.5
English Language Learner		21	70	74	71.5	63	55.5
Economically Disadvantaged		44	47	55.5	50.5	45	52
Gifted		42	45	51	50	51	65

Math		Grade 6		Grade 7		Grade 8	
		2016	2017	2016	2017	2016	2017
Female		70	69	60	60	62	64
Male		61.5	62	62	62	63	65
Students with Disabilities		54	67.5	52	57	67	61
English Language Learner		46	63	60	84.5	83.5	85
Economically Disadvantaged		58.5	63	61	61	62	64
Gifted		71	62	57	56.5	52	54

High Growth: 66 and Above
Typical Growth: 35 - 65

Catoosa County Schools
FY 16 - FY 17 Subgroup Comparison
Student Growth Percentile

Milestone EOG

Elementary:

2016		2017	
ELA		Grade 4	Grade 5
Female	43	54	44
Male	44	42	43
Students with Disabilities	40	35	38
English Language Learner	32	44	33
Economically Disadvantaged	45	40	43
Gifted	48	49	49

2016		2017	
Math		Grade 4	Grade 5
Female	46	52	44
Male	48	52	50
Students with Disabilities	46	53	42
English Language Learner	31	53	51
Economically Disadvantaged	45	48	46
Gifted	46	53	52

Middle School:

2016		2017	
ELA		Grade 6	Grade 7
Female	46	58	49
Male	40.5	50	47
Students with Disabilities	37	48	42.5
English Language Learner	21	74	63
Economically Disadvantaged	44	55.5	45
Gifted	42	51	51

2016		2017	
Math		Grade 6	Grade 7
Female	70	60	62
Male	61.5	62	63
Students with Disabilities	54	52	67
English Language Learner	46	60	83.5
Economically Disadvantaged	58.5	61	62
Gifted	71	57	52

High Growth: 66 and Above
Typical Growth: 35 - 65

Catoosa County Schools
FY 16 - FY 18 Subgroup Comparison
Student Growth: Median Growth Percentile

Milestone EOG

School: Ringgold Elementary

	Grade 4			Grade 5		
	2016	2017	2018	2016	2017	2018
ELA						
Female	40	42		53	37	
Male	32	35		39.5	49	
Students with Disabilities	29	37		45	36	
English Language Learner	23	52		93	31.5	
Economically Disadvantaged	29	38.5		35	44.5	
Gifted	61.5	39.5		40	48	
All	35	39.5		46	44	

	Grade 4			Grade 5		
	2016	2017	2018	2016	2017	2018
Math						
Female	35	46.5		56	50	
Male	41	47		50	37	
Students with Disabilities	35	45.5		61.5	56.5	
English Language Learner	22	80		79	55	
Economically Disadvantaged	35	45		51	49	
Gifted	43.5	52		48.5	35	
All	38	47		53.5	44	

66 and Above
35 - 65
0 - 34

High Growth:
Typical Growth:
Low Growth:

Source: SLDS Growth Data

Retention Rates

The number reported should reflect the information PRIOR to retesting.

	Kindergarten			First Grade			Second Grade			Third Grade		
	# Enrolled	# Retained	#	# Enrolled	# Retained	#	# Enrolled	# Retained	#	# Enrolled	# Retained	#
2017-2018										142	1	
2018-2019												
2019-2020												

	Fourth Grade			Fifth Grade		
	# Enrolled	# Retained	#	# Enrolled	# Retained	#
2017-2018	153	1		181	1	
2018-2019						
2019-2020						

ESOL AMAO

% of EL students	2014-2015	2015-2016	2016-2017	2017-2018
Demonstrating progress towards proficiency in English	0	0	25	100
Attaining proficiency in English	25	14.3	25	60
Meeting Georgia Milestones performance targets in math	2	0	1	2
Meeting Georgia Performance targets in reading	2	1	2	3

Part 3: Accountability: CCRPI Data & BTO

A. Attach the following:

- *Achievement Gap Points Earned School Comparison Report*
- *Percentile Scoring at Proficient or Distinguished School Comparison Report*
- *Progress Points Earned School Comparison Report*
- *Percentile Meeting Lexile Expectations School Comparison Report*

Catoosa County Schools
FY 16 - FY 17 School Comparison
Achievement Gap Points Earned

Elementary:

2016	2017	
6.7	6.7	Battlefield Elementary
8.3	5	Boynton Elementary
5	5	Cloud Springs Elementary
6.7	6.7	Grayville Elementary
5	6.7	Ringgold Elementary
4.2	5	Tiger Creek Elementary
6.7	5	West Side Elementary
5.8	5	Woodstation Elementary

Middle School:

2016	2017	
6.7	6.7	Heritage Middle
6.7	6.7	Lakeview Middle
7.5	8.3	Ringgold Middle

High School:

2016	2017	
5.8	6.7	Heritage High
5.8	6.7	LFO High
4.2	6.7	Ringgold High

Catoosa County Schools
FY 16 - FY 17 Comparison
Percentile Scoring at Proficient or Distinguished Learner

Elementary:

EOG	2016	2017
Battlefield Elementary	32,188	39,948
Boynton Elementary	44,972	47,273
Cloud Springs Elementary	22,182	23,719
Grayville Elementary	40,823	49,369
Ringgold Elementary	37,877	40,628
Tiger Creek Elementary	35,367	38,462
West Side Elementary	27,456	34,701
Woodstation Elementary	36,674	39,130

Middle School:

EOG	2016	2017
Heritage Middle	51,660	53,528
Lakeview Middle	32,299	37,692
Ringgold Middle	45,098	53,850

High School:

EOG	2016	2017
Heritage High	50,787	54,447
LFO High	37,377	45,340
Ringgold High	42,232	48,160

Catoosa County Schools
FY 16 - FY 17 Comparison
Progress Points Earned

Elementary:

	2016	2017
Battlefield Elementary	35.7	36.5
Boynton Elementary	38.9	34.6
Cloud Springs Elementary	29.1	33.5
Graysville Elementary	36.8	38
Ringgold Elementary	29.2	32.5
Tiger Creek Elementary	28.4	31.4
West Side Elementary	30.5	31.4
Woodstation Elementary	32.6	29.3

Middle School:

	2016	2017
Heritage Middle	35.5	38.3
Lakeview Middle	33.9	38.4
Ringgold Middle	37.1	40

High School:

	2016	2017
Heritage High	36.7	36.7
LFO High	33.4	40
Ringgold High	32.2	33.9

Catoosa County Schools
FY 16 - FY 17 Comparison
Percentile Meeting Lexile Expectations

Elementary:

ELA EOG		2016	2017	2016	2017
Grade 3 Lexile $\geq$ 650	Battlefield Elementary	55.488	61.688	76.608	78.519
	Boynton Elementary	75.824	67.778	73.494	92.308
Grade 5 Lexile $\geq$ 850	Cloud Springs Elementary	45.07	40.741	59.375	63.235
	Graysville Elementary	62.338	62.651	75.294	76.632
	Ringgold Elementary	55.414	47.407	71.329	78.621
	Tiger Creek Elementary	54.321	64.103	63.542	80.303
	West Side Elementary	47.826	54.545	45.614	71.233
	Woodstation Elementary	57.143	55.224	71.605	89.773

Middle School:

ELA EOG		2016	2017
Grade 8 Lexile $\geq$ 1050	Heritage Middle	83.28	78.618
	Lakeview Middle	66.509	69.919
	Ringgold Middle	74.725	80.617

High School:

American Lit. EOC		2016	2017
Lexile $\geq$ 1275	Heritage High	66.129	65.169
	LFO High	54.741	68.261
	Ringgold High	57.203	59.74

B. Complete and attach the following reports:

- *Elem CCRPI Analysis: 2016-2017 (if you completed this in the fall, just attach the one you completed)*

C. Complete the following:

Did your school "Beat the Odds"? (Y or N)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		N		

Part 4: Other Information

ELLM CCRPI ANALYSIS: 2016-2017

CCRPI COMPONENT					School	District	State
Ind #		1. ACHIEVEMENT Pts (50)				72.1	72.8
		CCRPI Score					72.9
1		ELA (%)			9.4	9.7	9.5
2		Mathematics (%)			10.3	9.9	10.2
3		Science (%)			2.8	3.2	3.0
4		Social Studies (%)			2.9	2.9	2.9
		Content Mastery Total Points Earned (out of 40)			25.473	25.627	25.678
		Content Mastery Weighted Performance			0.2548	0.2564	0.2568
5		Positive Movement for ELL's			TFS	7.098	7.401
6		SWD in Gen Ed $\geq 80\%$			7.904	10	10
7		3rd graders with Lexile ≥ 650			4.741	5.736	5.171
8		5th graders with Lexile ≥ 850			7.862	7.918	7.574
9		Career Assessment Lessons Completed (%)			10	10	9.961
10		5th Graders with Completed Portfolio (%)			10	10	9.966
11		Student Attendance Rate (fewer than 6 days)			7.746	7.153	7.701
		Post ES Readiness Points Earned (out of 70 if all included)			48.25	57.91	57.77
		Post ES Readiness Weighted Performance			0.2412	0.2481	0.2475
12		EOC Proficient or Distinguished Learner (%)			4.063	3.983	4.044
		Predictor for HS Grad Points Earned (out of 10)					
		Predictor for HS Grad Weighted Performance					
		Total Achievement Pts (out of 50)			30.9	31.2	31.3
2. PROGRESS Pts (40)							
		% Meeting Typical or High Growth			0.62144	0.64278	0.65735
		Progress Points Earned (out of 40)			32.5	33.6	34.3
3. ACHIEVEMENT GAP Pts (10)							
		Achievement Gap Component Performance			Highest of Gap	Highest of Gap	Highest of Gap
		ELA (out of 3 pts)			2	2	2
		Mathematics (out of 3 pts)			2	2	2
		Total Points (out of 6)			4	4	4
		Achievement Gaps Points Earned (out of 10)			6.7	6.7	6.7
4. EL/ED/SWD Performance Pts (10 pts, max)							
		Potential Points			6	6.3	7.2
		EL/ED/SWD Performance Points Earned (out of potential points)			1.5	1.3	0.6
5. ETB Points							
		ETB Points Earned			0.5	NA	NA

Performance Flags

Color of Flag			
School	District	State	
ELA			
Group			
American Indian/Alaskan	NA	Red	
Asian/Pacific Islander	NA	Green	
Black	NA	Red	
Hispanic	NA	Red	
Multi-Racial	Green	Yellow	
White	Red	Yellow	
Economically Disadvantaged	Red	Red	
English Learners	NA	Red	
Students With Disability	Red	Red	
Math			
Group			
American Indian/Alaskan	NA	Yellow	
Asian/Pacific Islander	NA	Green	
Black	NA	Red	
Hispanic	NA	Red	
Multi-Racial	Red	Green	
White	Red	Green	
Economically Disadvantaged	Yellow	Red	
English Learners	NA	Yellow	
Students With Disability	Red	Red	
Science			
Group			
American Indian/Alaskan	NA	Green	
Asian/Pacific Islander	NA	Green	
Black	NA	Red	
Hispanic	NA	Red	
Multi-Racial	NA	Yellow	
White	Red	Yellow	
Economically Disadvantaged	Yellow	Red	
English Learners	NA	Yellow	
Students With Disability	Red	Red	
Soc. St.			
Group			
American Indian/Alaskan	NA	Red	
Asian/Pacific Islander	NA	Green	

	Black	NA	Red	Red
	Hispanic	NA	Red	Red
	Multi-Racial	NA	Red	Red
	White	Red	Red	Yellow
	Economically Disadvantaged	Red	Red	Red
	English Learners	NA	NA	Red
	Students With Disability	Red	Red	Red

A. Perception Data

Source	What information did you gain from this source?
CCRPI Climate Data	RES received 4 stars. RES is a welcoming school with a safe environment for students.
Title I Surveys	Parents enjoyed the classes provided by the school. Good ratings on the parent resource room.
Other annual surveys	

B. Charter Flexibility

Identify flexibility your school will be using as a result of the flexibility allowed to Charter Systems.

Flexibility	How is it being used?

C. Advanced External Review: Improvement Priorities

	Improvement Priority	Steps Your School Will Take to Address the Improvement Priority during the 2018-2019 School Year
1.	<i>Establish, implement, and monitor a systematic process to analyze data and examine professional practice to ensure alignment of curriculum, instruction, and assessment.</i>	RES will be a Professional Learning Community with Power Teams meeting weekly to establish essential standards, common formative assessments, instructional strategies, and analyze student data. These teams will identify students needing interventions and will assign them to specific groups for these interventions. Benchmark and progress monitoring results will also be utilized as a way of monitoring student needs.
2.	<i>Provide targeted opportunities for all students to enhance thinking and life skills to ensure student success.</i>	RES has chosen Personalized Learning as the innovative practice to enhance thinking and life skills to ensure student success. The three main components of this practice include Flexible, Anytime, Everywhere Learning; Student Voice & Choice; and 21 st Century Learning Skills. The usage of these components will be measured with some of the same assessments used to measure student needs.
3.	<i>Structure systematic and consistent RTI processes at Tiers I, II, III, IV in all schools, Pre-K through 12, to meet the needs of every student.</i>	RES will follow the CCPS RTI Protocol for providing and monitoring student needs. Grade level subject Power Teams will document, assess, provide interventions, and review student data on a weekly basis in order to assure each student is receiving needed instruction and interventions.

Part 5: Analysis

A. Comparisons

Check any area that was below the state average OR if the scores (Level 3 & 4) declined from previous year.

Elementary School

Grade 3:				Grade 4:				Grade 5:			
Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	Subject	Below State	% at level 3 & 4 Declined	
ELA			ELA			ELA		ELA			
Math			Math	x		Math		Math	x		x
Science			Science			Science		Science	x		x
Social St.			Social St.			Social St.		Social St.	x		x

B. In-Depth Analysis

*For all areas below the state OR those scores (Level 3 & 4) that declined from the previous year, complete an "In-Depth Analysis" Sheet (**See Part 6**) and include it with your SIP.*

If areas are at or above the state average or no area declined from the previous year, further analysis is not required for this plan.

Part 6:

In-Depth Analysis
(Optional unless required as a part of Part 5.B.)

Which areas are below the state average?	Grade 4 Math, Grade 5 Math, Grade 5 Science, Grade 5 Social Studies
Which areas declined from the previous year?	Grade 5 Math, Grade 5 Science, Grade 5 Social Studies

Complete Sections 1, 2 and 3 for **EACH** area listed above.

(If more than one area is identified as below the state area or declining from the previous year, copy and paste Sections 1, 2, and 3 for each identified area).

Section 1 (Do not report subgroup information for groups less than 15 students)

**Use the subgroup report from DOE (arrives with your Milestones data)*

Grade: 4				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	9	47	38	6
All Special Ed Students	32	54	14	0
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	10	48	36	6
Multiracial				
Female	11	52	33	4
Male	6	40	44	10

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations – Fractions	Measurement and Data	Geometry
% of Students in #1: <i>Remediate Learning Stage</i>	40	39	55	57	57
Check the Domain areas that are below the system average?	x		X	X	x
Check the Domain areas that are below the state average?			X	X	x

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Numbers and Operations in Base 10 has 39% of the students scoring in the Remediate Learning Stage. Fractions, Measurement and Data, and Geometry have the highest number of students in this stage. All domains are somewhat concerning.
Question 2:	How will the needs of students needing remediation be met?	Student data will be analyzed during grade level, subject Professional Learning Community meetings with a focus on providing specific interventions. A designated grade-level intervention time is also scheduled daily.
Question 3:	How will this information be incorporated into your Implementation Plan?	Interventions will be a priority as will the PLC meetings. A monitoring plan which designates person(s) responsible for the monitoring will be included in the Implementation Plan.

**Use the subgroup report from DOE (arrives with your Milestones data)*

Grade: 5					
Subject Area: Math					
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4	
All Students	17	50	25	8	
All Special Ed Students	63	33	0	4	
Asian/Pacific Islander					
Black, non-Hispanic					
Hispanic					
White, non-Hispanic	16	49	26	8	
Multiracial					
Female	18	55	22	4	
Male	16	46	27	11	

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations – Fractions	Measurement and Data	Geometry
% of Students in #1: <i>Remediate Learning Stage</i>	61	54	59	47	66
Check the Domain areas that are below the system average?	X				X
Check the Domain areas that are below the state average?	X		X		X

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	All domains have a large percentage of students in the Remediate Stage. Geometry has the largest number at 66% and Number and Operations in Base 10 has the lowest percentage at 54%. All domains in 5 th grade Math are concerning.
Question 2:	How will the needs of students needing remediation be met?	Student data will be analyzed during grade level, subject Professional Learning Community meetings with a focus on providing specific interventions. A designated grade-level intervention time is also scheduled daily.
Question 3:	How will this information be incorporated into your Implementation Plan?	Interventions will be a priority as will the PLC meetings. A monitoring plan which designates person(s) responsible for the monitoring will be included in the Implementation Plan.

**Use the subgroup report from DOE (arrives with your Milestones data)*

Grade: 5				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	25	47	25	3
All Special Ed Students	63	22	11	4
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	24	47	26	3
Multiracial				
Female	29	51	16	4
Male	21	44	32	3

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Earth Science	Physical Science	Life Science		
% of Students in #1: <i>Remediate Learning Stage</i>	60	63	68		
Check the Domain areas that are below the system average?	X	X	X		
Check the Domain areas that are below the state average?	X	X	X		

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Each domain has more than 60% scoring in the Remediate Stage of Learning. All domains are concerning.
Question 2:	How will the needs of students needing remediation be met?	Students will not only receive instruction from their grade level teacher, they will also attend a STEAM class once per week for 40 minutes which will provide hands-on activities/experiments in all science domains. They will supplement the in class instruction.
Question 3:	How will this information be incorporated into your Implementation Plan?	The STEAM teacher will plan collaboratively with grade level science teachers twice per nine weeks in order to coordinate experiments/activities with the topics of classroom instruction. These meetings will be considered PLC meetings where student data is reviewed and discussed and next steps established.

**Use the subgroup report from DOE (arrives with your Milestones data)*

Grade: 5					
Subject Area: Social Studies					
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4	
All Students	18	60	18	3	
All Special Ed Students	52	44	0	4	
Asian/Pacific Islander					
Black, non-Hispanic					
Hispanic					
White, non-Hispanic	19	59	19	4	
Multiracial					
Female	21	68	8	3	
Male	16	54	26	4	

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	History	Geography	Government/Civics	Economics	
% of Students in #1: <i>Remediate Learning Stage</i>	76	57	74	67	
Check the Domain areas that are below the system average?	X	X		X	
Check the Domain areas that are below the state average?	X	X	X	X	

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	History is the lowest domain followed by Government/Civics. All areas are low.
Question 2:	How will the needs of students needing remediation be met?	Student data will be analyzed during grade level, subject Professional Learning Community meetings with a focus on providing specific interventions.
Question 3:	How will this information be incorporated into your Implementation Plan?	Interventions will be a priority as will the PLC meetings. A monitoring plan which designates person(s) responsible for the monitoring will be included in the Implementation Plan.

Part 7: Additional Subgroup Analysis

Using the system generated report of achievement data for each content area, complete the following:

	Is the percent of students scoring at Level 1 higher than the "All Students" group?*
ELA	
Economically Disadvantaged	Yes
English Learners	Yes
Math	
Economically Disadvantaged	Yes
English Learners	Yes
Science	
Economically Disadvantaged	Yes
English Learners	Yes
Social Studies	
Economically Disadvantaged	Yes
English Learners	Yes

*Content areas of concern ("Yes" areas) should be addressed in the school improvement plan and the subgroup identified at the bottom of the action steps section of the School Improvement Plan.