



Bibb County School District

Department of Communications / Community & School Affairs

484 Mulberry Street, Suite 365, Macon, Georgia 31201, (478) 765-8548

<http://www.bcsdk12.net>

Dr. Dan A. Sims
Superintendent of Schools

Myrtice Champion Johnson
Board President

FOR IMMEDIATE RELEASE

MEDIA CONTACT

Stephanie Hartley (478) 765-8620

BIBB STUDENTS CONTINUE GROWTH IN 2025 CCRPI

November 12, 2025

View Data: To access 2025 data, visit ccrpi.gadoe.org or [click here to view the data in spreadsheet form](#).

(MACON, GA) – The Georgia Department of Education (GaDOE) released 2025 College and Career Ready Performance Index (CCRPI) scores on Wednesday, November 12. Based on results from the Georgia Milestones assessments, Bibb students at many schools have demonstrated measurable growth in Content Mastery, Progress, and Readiness. Notably, the District’s graduation rate continues to rise, reflecting ongoing improvements in student achievement.

“These accomplishments reflect the hard work, resilience, and commitment of our entire school community to fostering academic excellence and personal success,” said Dr. Ethel Lett, the District’s Assistant Superintendent for Teaching and Learning. “At the same time, we recognize that our work is not done. We remain steadfast in our commitment to closing achievement gaps and ensuring that every student — regardless of background or circumstance — has access to the support, opportunities and resources needed to thrive.”

For the third consecutive year, elementary and middle schools across the District have shown consistent improvement in overall **Content Mastery**. High schools have also shown continued improvement in this area. Additionally, 100% percent of middle and high schools demonstrated improvement in Content Mastery. Content Mastery includes student scores on statewide assessments in English language arts (ELA), mathematics, science, and social studies. Three Bibb elementary schools – Alexander II Magnet, Carter, and Springdale — outperformed the state average in Content Mastery.

Districtwide, 17 schools increased in ELA, 28 schools increased in math and 23 schools increased in science. In addition to school-level growth, these numbers reflect an increase in the number of schools that saw similar gains a year ago. Social studies is only assessed at the 8th grade in middle school and in U.S. History in

high school. Seven of the District's 14 secondary schools demonstrated an increase in social studies. Ingram-Pye Elementary School recorded a notable 16% increase in overall mathematics achievement.

"This growth is a testament to the hard work and strategic focus our teachers have placed on math instruction. It is a reflection of deeper learning from both our teachers and students, stronger foundational skills, and increased student confidence," said Principal Betty Anderson.

Southfield also continued to demonstrate achievement, with math content mastery improving by 17.8%. Principal Dr. Shavone Laney attributed the improvements to the school's string culture, grounded in high expectations, strategic vision, targeted support, and collective ownership.

"Our growth is no accident," she said. "It is the result of empowering every stakeholder to rise to the challenge!"

Teachers and leaders embraced personalized learning — an approach that tailors instruction to each student's needs and interests while helping them take ownership of their growth. The District's high schools saw a 5.5-percentage-point gain in Content Mastery as students learned to set goals, track progress, and reflect on their learning. School leaders also focused on collaboration, building trust and clarity among teachers, and strengthening relationships with families.

Above all, they worked to keep the focus on students as individuals.

"You have to turn your numbers into names," Howard High School Principal Michael Scott said. "We're all looking at data points all day, but these are real human beings. In our data team meetings, we call our students by name. We know where they are, and what barriers are in the way that we need to remove to get to the next level. Our students are real human beings. They have an identity. That's who we're working with every day."

[Click here to read a release by GaDOE spotlighting Bibb's high school content mastery gains.](#)

In the **Progress** component, which measures how much growth students demonstrate in ELA and mathematics as well as how well English learners are progressing toward English language proficiency, a number of schools saw increases compared to 2024, with more than 76 percent of elementary schools showing an increase in this category. Additionally, 12 Bibb schools outperformed the state in this category — Bernd, Bruce, Burdell-Hunt, Carter, Heard, Ingram-Pye, Dr. Martin Luther King Jr., Porter, Southfield, and Union Elementary Schools, as well as Miller Magnet Middle School and Howard High School.

The **Closing Gaps** component measures how well schools meet annual improvement targets for student subgroups. This year, 6 schools scored the maximum of 100 — Carter Elementary, Southfield Elementary, Williams Elementary, Central High, Southwest High, and VIP Academy. Additionally, 9 more schools scored better than the state for a total of 15 schools above the state score on Closing Gaps — Bernd, Bruce, Ingram-Pye, Lane, M.L. King, Porter, and Union Elementary Schools as well as Howard and Northeast High Schools. Porter Elementary showed the greatest gains in this area in the district.

Principal Dr. Regina English stated, "Our success stems from a deliberate focus on data-driven instruction. Teachers consistently used student performance data to design lessons that targeted individual learning needs. Additionally, we leveraged all available support staff in the classroom, including interventionists (EIP teachers), paraprofessionals, and co-teachers, to provide direct, small-group instruction tailored to student goals."

Bibb schools increased significantly on the **Readiness** component, which measures whether students are participating in activities that prepare them for and demonstrate readiness for the next level — college or career.

In Bibb, more than 70 percent of elementary schools, 50 percent of middle schools, and more than 85 percent of high schools saw an increase in their Readiness component this year.

Burdell-Hunt Magnet Elementary was recognized as a Title I Reward School. Reward Schools are among the greatest-improving 5% of Title I Schoolwide and Title I Targeted Assistance schools when comparing the content mastery scores from the most recent two years of statewide assessments.

“This honor reflects the dedication of our students, staff, and families, and affirms our commitment to high expectations, strong relationships, and academic excellence” said Principal Tanya Allen.

Announced late last week, several Bibb schools were named [2024–2025 Literacy Leader and Math Leader Schools by the Georgia Department of Education](#) for exceptional achievement and growth on state assessments — recognizing excellence in reading, including Alexander II Magnet School, Dr. Martin Luther King Jr. Elementary School, Springdale Elementary School, and VIP Academy; and excellence in mathematics, including Appling Middle School, Ballard-Hudson Middle School, Burdell-Hunt Magnet School, Howard Middle School, Miller Magnet Middle School, and VIP Academy.

Also, as part of the release, Bibb’s high schools were noted as being above the state average once again in the combined four- and five-year **Graduation Rate**. The state average for this metric was 87.2 percent, while Bibb’s average topped that mark at 88.4 percent.

“Through high-quality instruction, strong partnerships and a focus on continuous improvement, BCSD is preparing all students to be future-ready — whether their path leads to college, the military, or directly into the workforce. Together, we celebrate how far we’ve come and stay focused on the important work ahead,” said Dr. Lett.

About the CCRPI

Under the federal Every Student Succeeds Act, each U.S. state is required to have a statewide accountability system that complies with federal requirements, providing information on how well schools are performing. The CCRPI meets that requirement in Georgia, as well as satisfies requirements for school accountability in state law.

Special Note on Comparability: The Content Mastery, Progress, Readiness, and Graduation Rate components are comparable between 2024 and 2025. The Closing Gaps component is not comparable between 2024 and 2025, as 2024 flags did not include mathematics due to the implementation of new mathematics standards and assessments in the 2023-2024 school year.

XXXXX