

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

[X] Public or [] Non-public

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

Name of Principal Dr. Renee A. Kelly

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

Official School Name John S. Davidson Fine Arts School

(As it should appear in the official records)

School Mailing Address 615 12th Street

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

City Augusta State GA Zip Code+4 (9 digits total) 30901-2130

County Richmond County State School Code Number* 110294

Telephone 706-823-6925 Fax 706-823-4373

Web site/URL http://davidson.rcboe.org E-mail kellyre@rcboe.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Angela Pringle

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

E-mail:

PringAn@BOE.Richmond.k12.ga.us

Other)

District Name Richmond County Tel. 706-826-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Helen Minchew

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	33	84	117
7	34	80	114
8	28	80	108
9	30	67	97
10	35	79	114
11	23	76	99
12	38	71	109
Total Students	221	537	758

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 42 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 5 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	791
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 0

Information for Public Schools Only - Data Provided by the State

The state has reported that 17 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</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>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	99%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	97
Enrolled in a 4-year college or university	97%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	1%

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

Yes No

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: The mission is "Excellence in education achieved through a passion in the fine arts." Students are more focused in their academics by integrating the arts.

PART III – SUMMARY

Carved out of an old Southern cotton warehouse, Davidson Fine Arts Magnet School is a vibrant downtown fine arts school, filled with young singers, artists, dancers and musicians, which also garners SAT and other standardized test scores that consistently outpace state and national averages. Davidson was established in 1981 by the Richmond County Board of Education. The theory behind the school was that students who had interest and exposure to the fine arts would be able to enhance weak academic areas. Since that induction, the school has proven what it set out to achieve. Davidson espouses the philosophy that--just as in the arts--academics require daily practice and fervent attention to detail. Our school's seamless integration of the fine arts and academic studies has won Davidson a ranking amongst the top two high schools in Georgia, and the top 100 high schools in the nation. Davidson is designed to provide strong academic college-bound instruction with emphasis on the fine arts. It is the vision of this school to offer opportunities and encouragement to students with special talents in the arts to develop not only their artistic skills, but also their intellectual insights, moral character and sense of community responsibility by involving parents, teachers, and students in the process.

Respecting our rich history yet moving our learners into the 21st century, Davidson has specific goals that promote global awareness and communication skills. Our teachers participate in vertical planning to ensure that students are exposed to increasingly challenging communication lessons with a high level of rigor and relevance. Teachers stimulate critical thinking and decision-making skills through higher order questioning, self-directed activities, and through the use of other current best practices. Technology is consistently and effectively used to enrich and enhance cross-curricular learning. This learning ultimately manifests in confident, self-directed, lifelong learners and leaders.

Davidson's fine art emphasis has resulted in many corresponding non-academic programs. These programs are based on Dance (ballet, jazz, tap, African dance), Theater (drama, technical), Music (orchestra, band, jazz band, chorus) and Art (visual art, ceramics, photography, computer graphics). Davidson's school day is divided into fourteen (14) periods to accommodate the fine arts curriculum, allowing each student to experience many of these courses. Each activity requires significant rehearsal and performance time, enabling students and faculty to spend countless hours working together. This has produced a strong sense of community at the school and is probably one of the reasons Davidson does not have a problem with dropouts.

Davidson Fine Arts is a magnet school whose students come from all over Richmond County. The student population is diverse and ranges from sixth to twelfth grade. Equity begins with the application process at Davidson. All applicants are screened at the district level anonymously. Students are given a basic reading, writing, and math test to ensure they are on grade level. Once they pass that test, they are invited to a fine arts audition where they perform in drama, music, dance, and visual art. The students with the highest composite score in the fine arts are accepted into the program. There are 117 sixth, 114 seventh, 108 eighth, 97 ninth, 114 tenth, 99 eleventh, and 109 twelfth graders this year. Davidson's diversity goal is to accept sixth grade students with racial guidelines of 45% white, 45% black, and the remaining 10% from other racial backgrounds. The population remains close to that percentage, but not exact, due to students leaving Davidson for various reasons. Of the 757 students that Davidson will educate this year, 44% are white, 43% black, 13% multi-racial/other. These differences are further enhanced by the fact that Davidson is both a middle school and a high school, making it necessary to accommodate students who are eleven years old as well as those who are eighteen.

Richmond County's ethnic makeup is 70% black, 22% white, 4% Hispanic, 1% Asian, and 3% multi-racial. Students come from many different religious and socioeconomic backgrounds consistent with those of the surrounding community. The Richmond County district provides free/reduced lunch and breakfast to 100% of the population, through a Federal Grant, and Davidson provides 100% of the students with free/reduced lunch.

Davidson's culturally diverse setting necessitates and fosters the understanding and appreciation of people from different cultures and backgrounds. Not by accident, our students intrinsically care for themselves and

others. This diversity is also found in our wide range of programs and productions we offer to the community. Our greater Augusta community looks to Davidson as a primary example of the integrated diversity that we would hope to see in the world around us.

As a previously named National Blue Ribbon School in 2004, Davidson has prided itself on offering students a diverse educational opportunity in order to foster well-rounded development in many facets of life. Our school's unique programming and rigorous curriculum combine to produce students who are college and career ready.

Davidson previously received the National Blue Ribbon School award in 2004. This award brought pride and recognition to our school that it so long deserved. In our community, because we do well, it is just expected. The National Blue Ribbon School award took the prestige to a different level. Board members and the community recognized our school as being one of the top in the nation. More of our teachers were given opportunities to help write curriculum for the county and help with professional learning for other teachers. It is our hope that this will be the same case in this scenario. We want this award to be a spring board to help other teachers and schools. It is important that when you are successful academically, that you share what you are doing with others.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

All academic and fine arts content is aligned with the Common Core Standards, which is documented in all lesson plans, and emphasis is placed on the Depth of Knowledge levels so that students are actually applying what they learn and encouraging students to explore the full range of their creative and academic potential. Since Davidson has a 100% graduation rate where 99% of our students attend college, the Common Core Standards for English Language Arts lay out a vision of what it means to be a proficient individual in today's workforce. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. At Davidson, the arts enhance students' English Language Arts skills as they take drama and theater history. All students are involved in writing constructed-response answers in every class which requires the student to write more than just a summary. Students at Davidson also perform the critical reading necessary to decipher through the amount of information available today in print and in digital format. They actively seek wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, not only in Language Arts but also in Social Studies. Students who meet the standards develop skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Adding that creative and expressive part to the standard is truly what happens in every Davidson class.

Davidson believes that group problem-solving and manipulative activity is extremely important for real world skills; therefore, the school has an infused academic and fine arts cross-discipline approach in each classroom. For instance, our juniors in AP Language studying Jonathan Edwards' "Sinners in the Hands of an Angry God" interpreted the sermon for literary (ELA) and historical (Social Studies) value and then transposed their interpretations in art, music, and communicative arts in a differentiated group choice setting. Our academic faculty members often adjudicate performance auditions and play an integral part in the selection of show pieces. By depending on the students' cross-curricular skills, the foreign language program involves a wide variety of student strengths and interests and reinforces learning in all areas. Teachers provide opportunities for reinforcing content and skills across the curriculum. In our Science department, we have developed an aquaponics system to raise tilapia, herbs, and lettuce to help supplement our school cafeteria with fresh vegetables and herbs. Simultaneously, we have an aquaculture program that raises fingerling trout for stocking in local waters. This project interfaces with the art department to fully document, photograph, and sketch progress and growth. Our theater department infused mathematical sequences and series into a scene of *Almost, Maine* where the lines dictated that the characters be as far away as could be, which tied into the idea of infinity in mathematics, as well as the thematic interpretation of the play itself. Theatre technology, often called Production, involves the designing, engineering, fabrication, decoration, installation, and running of a wide variety of stage performances including dramas, musicals, dance, music, and multi-media presentations. Students must draw from the skills they have acquired in their academic and fine arts areas. For example, it is no coincidence that most of the students who are in Advanced Scenography also take advanced science and mathematics courses such as Physics, Chemistry, and AP Calculus. They quickly learn that it is more about content, organization, and teamwork. A new 3D printer has increased students' capabilities to showcase their geometry skills to design patterns on the printer.

Skills and knowledge gained from language arts, science, social studies, foreign languages, math, and the fine arts are used continuously, as we prepare students for the real world. Not only do our faculty's lesson plans incorporate many different learning opportunities and multicultural texts, but our students often take part in directing their learning. Classrooms are differentiated according to student strengths and weaknesses. Our school monitors the College and Career Readiness Performance Index (CCRPI) closely and succinctly aligns it to individual student plans. Our guidance department holds classroom guidance programs to ensure student college and career readiness as supported by our core curriculum.

2. Other Curriculum Areas:

Artistic studies at Davidson are aligned with national standards and include courses in Dance, Drama, Music, Production Arts and Visual Art. One hundred percent of the student body studies at least one art form each school day in beginner through advanced levels as required within their course selections. The Fine Arts Department at Davidson takes a conservatory approach to instruction.

Dance courses enable the student to study ballet, tap, jazz, and modern dance. The most unique aspect of the dance program is the inclusion of male-only classes that concentrate on their unique gender technical abilities. All dancers at Davidson are considered to be “artistic athletes.” The physical discipline learned in dance studies has direct application to academic studies.

Drama instruction is divided into middle and high school levels. Drama Fundamentals, Drama 1, 2 and 3 lay the foundation for a comprehensive understanding of basic acting skills and techniques. High School students delve into more specific studies in theatre history, costume design, musical theatre, theatre marketing, and advanced acting techniques. The goal of this department is to create a well-rounded actor with exceptional sensitivity, interpretation, and higher level thinking skills.

Music studies are organized in a hierarchical structure to instill a high level of music literacy combined with collegiate level artistry and performance. Coursework includes beginning to mastery level large band, piano, orchestra and vocal ensembles supplemented by advanced music history and theory. A unique aspect of music course curriculum includes non-traditional ensembles such as ethnic drums, jazz band, handbells, and chamber music.

Production Arts studies give students the opportunity to engage in Technical Theatre and Design (stagecraft, sound and lighting design, and stage management) and Film and Broadcasting (performance technology, live television studio production, short film production, news reporting, cinema production, and feature writing), giving them marketable skills immediately upon graduation in these areas.

Visual Art studies include a comprehensive study of graphic design, drawing, 2D and 3D art, ceramics, and photography. This department encourages students to observe the world and to create art that shares their unique perspective.

All of our fine arts programs requires creative culmination for each discipline such as student directed one act plays, choreography, collaborative musical performances, and film. For example, students in our drama department write and direct original plays. The act of creating required in this process is directly interchangeable with our academic disciplines.

In health and physical education classes, our goal is to provide growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential 6-12 instructional curriculum that teaches the Georgia Performance Standards, content, and skills necessary to exemplify good health and maintain a physically active lifestyle. We administer the FITNESSGRAM test each year so that students and parents receive feedback on the progression of students in certain fitness components.

In our physical education classes, we strive to create a balance between physical health and mental health, teaching life skills through such activities as weight training, aerobic exercises, badminton, team sports, and archery. We strive to have a balance between cardiovascular endurance, muscle endurance, and muscle strength. Archery has become one of our most popular segments that we teach. It requires a significant amount of strength, balance, endurance, and focus in order to perform well. In addition to physical benefits, archery can improve mental health by developing concentration skills.

In our Foreign Language program, Latin and Spanish are taught at a high academic standard with an emphasis on language proficiency and cultural observation. Students in the Foreign Language program at Davidson routinely take the National Latin and National Spanish Exams and have experienced a great deal of success on these nationally recognized assessments. In Spanish, the immersion concept is used in such a

manner that students are instructed in the target language 90 to 100 percent of the time depending on the level. Students are expected to use the target language in class and their participation and language usage is documented using a performance rubric. Students also experience a wide array of daily cross-curricular activities including skits, authentic texts, and Pre-AP oral assessments. One of the most recent Spanish III activities included groups of students acting out the roles of passengers and flight crew. The flight attendant instructed the unruly passengers (an Elvis impersonator, a group of middle school soccer players, a professional mime, and a cranky business traveler) on the rules of decorum on an airplane. The life-saving script was delivered in the target language.

3. Instructional Methods and Interventions:

Using a variety of instructional strategies, our teachers design lessons using the Understanding by Design framework with focus on the highest levels of Bloom's Taxonomy. Believing that there is not a one size fits all method of instruction, our teachers utilize a plethora of formative and summative techniques in the classroom. Some formative assessments used are exit slips, ActiVotes, PARs (Periodic Assessment Reviews), one-sentence summaries, non-verbal feedback, and observation. Teachers actively encourage students to self-evaluate and monitor their growth.

Throughout the school year, Davidson provides accommodations according to students' documented educational needs and 504 plans. Interventions are implemented on an as needed basis in each classroom. For example, in Physical Science class, all students conference individually with the teacher to analyze their quarterly performance and develop a prescription for improvement. Analyzing strengths and weaknesses in specific areas such as homework completion, lab report preparation, and test performance allows students to pinpoint specific areas of needed improvement as well as receive positive reinforcement for their strengths. In mathematics courses, credit recovery opportunities are given for students who did not master the standards in a given quarter using points added back to quizzes or redoing assessments after correcting errors.

Differentiation allows all types of learners to be effectively served, no matter what the current performance level of the student may be. Each teacher makes it a point to differentiate the content, process, and/or product based on each student's individual needs. One example that many of our teachers use is product differentiation; students must complete the same requirements but are allowed to use their fine art talents to demonstrate knowledge of the content. One student might choose to draw mitosis where another might choose to write a song about it. The fine arts staff shares techniques with the academic teachers so that our academic activities support the mission of the school.

Teachers use flexible grouping to make sure students' needs are met in the academic setting. For example, students may be grouped by results of their last quiz one day, then by fine arts interests the next, depending on the activities planned in a core class. Another time flexible grouping is used is with PAR results. For students who haven't mastered a standard, as indicated by their scores on the county designed PARs, a coordinating Coach lesson is assigned, while students who have mastered that standard move to enrichment material.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

An emphasis has been placed on our current professional development centering on writing across the curriculum. Our faculty worked with representatives from our local RESA, through our Language Arts department, to develop constructed response components in all classrooms. This has led to a continual discussion and revamping of lesson plans and assessment tools throughout the school.

Analyzing our Criterion-Referenced Competency Test (CRCT) scores for 2013-2014 school year, all students no matter their race/ethnicity/socio-economic status, passed the language arts and reading sections. The CRCT mathematic scores reflect, only 1.3% of the black students did not pass; science, 6.3% Asian, 1.3% black, and .6% white did not pass. In social studies, .6% black did not pass. Our findings show that this is a consistent pattern from year-to-year where it does not really matter the race/ethnicity/socio-economic status. In high school, the state gives End-of-Course Tests in the areas of American literature, 9th grade literature, Biology, physical science, United States History, Coordinate Algebra, and Analytic Geometry. The findings show that all students passed American literature, 9th grade literature, and physical science. In Biology, 1.9% of the white students did not meet expectations for the End-of-Course Test. Additionally, in United States History, 2.6% black, 14.3% multi-racial, and 1.9% white did not meet expectations for this test. In Coordinate Algebra, 14.6% black and 7.3% white did not meet expectations for the test. Lastly, in Analytic Geometry, 8.3% Asian, 6.1% black, 30% Hispanic, and 14.3% white did not meet the expectations. Continual data analysis of benchmarks and teacher generated assessments are helping to improve these percentages. Where student deficiencies are shown in the United States History with multi-racial, and in Analytic Geometry with Hispanics, individualized study plans are implemented. Teachers are also becoming familiar with cultural differences to connect to their world.

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

Data-driven decision making is at the core of instruction at Davidson. At the beginning of the year, assessment data from the previous year is used to inform teachers of students' strengths and areas for improvement. Results from the Spring Criterion-Referenced Competency Test (CRCT) are evaluated in each academic area in middle school. In the high school, teachers utilize the results from the End-of-Course Tests (EOCTs). Additionally, longitudinal information about individual students is found in the Student Longitudinal Data System (SLDS), which teachers use throughout the year to derive a sense of a student's performance history as well as track their performance throughout the year.

In subjects where there are no CRCTs or EOCTs, Student Learning Objective Tests (SLOs) are used to gather baseline data about students. With each of the aforementioned assessment measures, item analysis is used to identify common areas where more instruction is needed. Reports that are disaggregated are examined to identify achievement gaps among student groups and discuss ways to raise the level of achievement for all students.

Each nine weeks, teachers administer PAR assessments that look more specifically at the objectives taught during the year and give feedback relative to student mastery of the objectives. Teachers provide remediation and differentiation based on data from all of the aforementioned assessments.

Results from the nationally-normed tests are also evaluated to improve instruction and student learning. For example, instructional reports from the AP Exams are regularly studied closely by subject area teachers to determine the effectiveness of their instruction in the related courses, as well as determine student misconceptions. After the administration of the PSAT/NMSQT, teachers have access to the Summary of Answers and Skills which has also been used to help drive instruction, in mathematics and language arts. SAT and ACT results are being more closely examined as well. For instance, one of the school improvement goals for the 2014-15 school year revolved around improving student's writing performance. This goal developed after seeing trends in students writing reflected in their Georgia High School Writing Test, SAT and ACT scores.

Davidson has built a culture in which best efforts are expected and celebrated. Students, parents and the community are informed about students' academic achievement in several ways. Announcements are made to inform the entire student body about grade-level accomplishments on assessments. Individual student accomplishments, such as awarding of the National Merit Scholarship, are shared through the school-wide morning news show, WDFB. Teachers conference regularly with students and parents about their test results throughout the year.

Additionally, results from each state-standardized test are disseminated to students and parents for their review, usually with interpretive explanations. For example, after the PSAT results arrive, sessions are also held with students to explain the results and share tools they can utilize to improve. The community is kept abreast of Davidson's performance by the release of annual summative reports of both state and national tests. Additionally, assessment results are publicized in the School Profile which is made available on the school website, and included with information sent to colleges. At the end of each year during both the Middle and High School Honors Day Programs, outstanding performance on tests is also recognized.

Part VI School Support

1. School Climate/Culture

Most students enroll at Davidson as sixth graders from diverse elementary school experiences since they come from 35 different elementary schools, and our sixth grade team collaborates to meld those various experiences into a foundation on which to facilitate their emotional and social growth. This process begins with a two week summer orientation where students become familiar with the school and each other. By the time school starts in August, the sixth graders have begun to understand the concept and responsibilities of being a Davidson student.

Each grade level has its own persona, which is a reflection of where the students are emotionally, socially, and cognitively. Teachers facilitate the growth of that persona by setting high standards to prepare students for the next grade. As a result, by the time they graduate, students are well prepared to succeed in college. The collective experience of the team, in communication with each other, assists in problem-solving, especially in social and emotional contexts.

Every day students are immersed in both fine arts and academic instruction and teachers collaborate to motivate and engage students. This ensures cross brain training which helps develop multidimensional thinking. For example, all students are required to take a movement class, which stretches them physically and makes them more receptive to academic challenges. In the same way, students in chorale will apply their knowledge of music when interpreting poetry or other literary pieces. Instruction revolves around multiple intelligences which enhances and reinforces the skills learned in fine arts classes.

Students at Davidson consistently receive honors in both academic and fine arts competitions. Younger students observe this and know that by fulfilling their academic responsibilities, they will reach that level of achievement. That is reinforced by our system of “sister classes,” whereby older students mentor the younger students. Each high school student is assigned as a buddy to a middle school student, and, throughout the year, they communicate to encourage both academic and fine arts success.

Just as students’ talents are honed and rewarded, so too are teachers’. Many faculty are professionals outside the classroom, and their experiences enrich the classroom. The atmosphere at Davidson encourages continued faculty growth in their profession by supporting those endeavors. For example, in Biology, the students are raising trout and attempting to establish a trout population in the canal that runs adjacent to the school. The Biology teacher is encouraged to use expertise in aquatic ecology to enhance both the school and the community.

2. Engaging Families and Community

A critical component of our school is the participation and involvement of our parents and community organizations. Our PTO achieves nearly 100% participation either through membership or events. Our parent-volunteers work at the box office at our many performances, chaperone, frequently provide transportation for numerous field trips, and are frequent guest speakers. We keep a parent skills bank which includes parents’ professions, personal interests, and specific areas of expertise. In the fall, our PTO helped produce an evening called Jazz Under the Stars, where Damien Sneed and Wycliffe Gordon were the headliners for the show and our Davidson Jazz Band played with these accomplished professionals. The PTO helped work to secure the talent and even helped with publicity and set-up of the show.

Our School Council, an instructional advisory board, consists of a parent chairman, two teachers, an administrator, two other parents, and a community member. One area that the School Council has focused on in the past is instructional assessments. It has been helpful to have parents involved in this process. The county administrators discussed the information we sent them about the number of tests being given to students, and the number of benchmarks tests have decreased this year.

Our community partners play a key role in creating venues for service learning activities. Davidson partnered with the Augusta Canal Authority on a research project where students enhanced their science curriculum and helped with academic achievement in the AP Environmental class. We have also partnered with two other schools to help the students with gardening and building a greenhouse for each school. We are also involved with two schools through a PTO sponsored "I Am Fit" project. Our students create baseline data of their height, weight, fat percentage, and blood pressure. The participants were given a pedometer to record their activity and then re-record their stats, measuring successes and failures.

The fine arts faculty uses community members in all disciplines to conduct master classes for our students. Our surrounding community is very supportive of the initiatives set forth at our school to produce real world learners.

3. Professional Development

In preparation for this school year, we held professional learning in the summer with several departments. Our Language Arts department worked on vertical teaming from 6th grade to 12th grade in order to align every grade level with Pre-AP and AP initiatives. Our fine arts faculty met together to work on strategic planning for the entire year, including the infusion of higher order thinking, standardized test preparation, and detailed lesson plans. Directly tied to the school improvement plan, this collaborative session paved the way for cohesion not only within the department but within the entire school.

During faculty meetings, professional learning is a constant occurrence. We have the fine arts staff hold sessions for the academic teachers on how to integrate the arts into their instruction as well as differentiation and how the academic teachers can use product differentiation in order to allow students a way to learn and show what they know through their fine arts area. The academic teachers also provide professional learning for the fine arts faculty on ways to incorporate the academics and what they are doing to enhance the student's knowledge of subject matter. For example, the entire staff worked on constructed-response so that students find the evidence in what they are writing and saying.

A huge financial commitment has been made this year to our gifted cohort in order to train teachers for gifted certification. Our teachers meet once a week from October to May in order to complete the four course segment. Our school goal is to certify every academic teacher in the building so that our large gifted population is adequately served in each academic area.

As part of our focus on Professional Learning Communities, each department collaboratively examines lesson plans and discusses ways to enhance lessons and provide alternative forms of assessment. Teachers evaluate test scores for areas of weakness throughout a grade level and also compare individual scores with current class work. A plan is developed for each student as he/she works on weak areas.

We invite many speakers to come in and deliver content specific instruction to address the components of our school improvement plan. Teachers are supported and encouraged in professional learning, and many of them seek out opportunities to participate in and re-deliver session content.

4. School Leadership

The philosophy of the administration is that everyone is a vital part of the school and everyone's opinion is valued. We passionately believe that Davidson Fine Arts should be focused primarily on instruction and student achievement with a strong emphasis on the fine arts. Our philosophy is rooted in the belief that with practice comes mastery. Everything that we do must be aligned to support the work of students and teachers. The teachers are the experts and the administration's role is to be involved and know every student as well as provide support for the teachers in the creative instruction that they do. The administration wants everyone to think outside the box.

In encouraging thinking outside of the box, we support and foster all types of professional learning and collaborative planning. Our teachers often develop workshops to redeliver to the faculty and actively seek out collaboration opportunities. Meetings are often run as think tanks instead of dissemination of information sessions.

The principal has spearheaded an effort to increase the number of gifted students served at Davidson, as well as the number of gifted endorsed teachers. This action has thereby increased the number of honors classes in addition to the number of gifted students identified. Because Davidson is a magnet school, most of our students were not served at the beginning of the school year; however, this has changed due to the principal's gifted initiative. By the end of next school term, 100% of our academic teachers will possess the gifted endorsement on their professional certificates.

The job of school leaders is to develop and foster a school climate that supports and enables teachers to do the core work of the organization. Real student learning can occur only when teachers are allowed to establish productive relationships with children. Therefore, school leaders must vigorously guard instructional time and seek to eliminate unnecessary distractions. Principals lead in this effort and establish a building culture that fosters open dialogue and professional inquiry within the context of improving student achievement. Instructional materials and curriculum are aligned to state standards. And the collaborative involvement of all staff members and community stakeholders has been the keystone to our success. Two specific groups that serve as watchguards for our overall school climate is the Leadership Team and the School Council. Our Leadership Team is comprised of department chairs, principal, assistant principal, media/technology specialist, and guidance counselor. School Council involves teachers not on the Leadership Team, parents, and community members. Both of these groups review policies and procedures, as well as academic achievement and assessment data. The administration, faculty, and staff all work collaboratively to ensure the academic success of all Davidson students, which is indicative by our 100% graduation rate.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia End-of-Course Tests - CCGPS Analytic Geometry , Mathematics II</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Dec	May	May
SCHOOL SCORES*					
Proficiency and above	89	97	90	88	90
Advanced	28	39	22	19	24
Number of students tested	217	112	93	86	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	94	97	77	86	83
Advanced	18	24	15	9	8
Number of students tested	98	38	39	35	36
6. Asian Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	86	96	100	87	95
Advanced	32	44	28	26	32
Number of students tested	91	54	40	39	38
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The 2009-10 school year was the first year that the Mathematics II End-of-Course Test was administered. Since Davidson students were on the accelerated mathematic track, testing of Mathematics II was changed and conducted in December of the 2011-12 school year, after students had completed the Mathematics II curriculum. A new graduation rule was implemented with the 9th grade class of 2012-2013, changing the mathematics assessment for 9th grade students from Mathematics I to Common Core Georgia Performance Standards Coordinate Algebra. Because Davidson is on an accelerated program, 8th grade students also began taking Coordinate Algebra during the 2012-2013 school year. Accordingly, during the 2013-14 school year, both 9th and 10th grade students took the CCGPS Analytic Geometry assessment and the reported results include both grades. Results disaggregated by the grade of the test taker is not available.

The 17% free and reduced lunch percentage is based on our entire school population, which includes 6th through 12th grades. The population included in this test is high school based; therefore, the exact percentage for this test would be less than 10%. Our state report does not disaggregate data this way.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	98	99	99	100	98
Advanced	37	47	33	30	19
Number of students tested	125	130	123	122	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	97	99	100	100	98
Advanced	22	34	25	23	10
Number of students tested	58	62	55	56	48
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	98	98	98	100	100
Advanced	50	62	35	33	32
Number of students tested	54	55	57	57	47
10. Two or More Races identified Students					
Proficiency and above					93
Advanced					8
Number of students tested					13
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	79	90	93	88	85
Number of students tested	117	126	123	108	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	59	83	98	90	73
Number of students tested	54	54	51	48	40
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	96	96	90	89	96
Number of students tested	53	56	59	44	47
10. Two or More Races identified Students					
Proficiency and above				100	100
Advanced				73	73
Number of students tested				11	11
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Only during 2009-2010 and 2010-2011 school years was the multi-racial subgroup large enough to be statistically significant (more than 10% of the total grade population). Therefore, no data is available during the 2011-2012, 2012-12013 or 2013-2014 school years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	83	73	68	50	52
Number of students tested	110	126	109	111	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	85	74	60	40	38
Number of students tested	41	54	47	42	42
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	84	76	77	62	63
Number of students tested	55	58	47	50	40
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The 17% free and reduced lunch percentage is based on our entire school population, which includes 6th through 12th grades. The population included in this test is high school based; therefore, the exact percentage for this test would be less than 10%. Our state report does not disaggregate data this way.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia End-of-Course Test - Mathematics I, CCGPS Coordinate Algebra, CCGPS Analytic Geometry</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency and above	89	89	100	98	99
Advanced	28	16	82	67	49
Number of students tested	217	233	116	99	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	94	88	100	95	97
Advanced	18	11	78	51	29
Number of students tested	98	101	40	41	31
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	86	92	100	100	100
Advanced	32	18	87	83	59
Number of students tested	91	102	54	42	41
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: A new graduation rule was implemented with the 9th grade class of 2012-2013, changing the mathematics assessment for 9th grade students from Mathematics I to Common Core Georgia Performance Standards Coordinate Algebra. Because Davidson is on an accelerated program, 8th grade students also began taking Coordinate Algebra during the 2012-2013 school year. Therefore, results for that year include both 9th and 8th grade students. Results disaggregated by the grade of the test taker is not available. Accordingly, during the 2013-14 school year, both 9th and 10th grade students took the CCGPS Analytic Geometry assessment and the reported results include both grades.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia End-of-Course Tests - American Literature</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency and above	100	100	99	100	100
Advanced	93	80	83	89	85
Number of students tested	112	97	81	88	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	97	100	100
Advanced	90	80	70	76	79
Number of students tested	39	41	33	33	34
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	98	80	94	97	86
Number of students tested	50	41	36	37	42
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	90	89	87	91	78
Number of students tested	125	130	123	122	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	90	82	80	88	73
Number of students tested	58	62	55	56	48
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	91	96	91	93	81
Number of students tested	54	55	57	57	47
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	85	81	83	71	73
Number of students tested	117	126	123	108	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	78	81	84	58	55
Number of students tested	54	54	51	48	40
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	92	77	81	84	87
Number of students tested	53	56	59	44	47
10. Two or More Races identified Students					
Proficiency and above				100	100
Advanced				82	64
Number of students tested				11	11
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Only during the 2009-2010 and 2010-2011 school years was the multi-racial subgroup large enough to be statistically significant (more than 10% of the total grade population). Therefore, no data is available during the 2011-2012, 2012-2013 or 2013-2014 school years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion-Referenced Competency Tests</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	95	93	83	83	69
Number of students tested	110	126	109	111	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	88	93	83	76	55
Number of students tested	41	54	47	42	42
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	98	93	89	86	83
Number of students tested	55	58	47	50	40
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia End-Of-Course Tests - 9th Grade Literature</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Georgia Department of Education in conjunction with CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	100
Advanced	94	94	90	90	83
Number of students tested	117	107	115	99	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	100	100
Advanced	98	94	85	91	62
Number of students tested	51	47	40	43	34
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	100	100
Advanced	88	98	94	88	98
Number of students tested	52	43	54	42	41
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: