U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA3

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☑	☐

Name of Principal: Mrs. Jennifer Hernandez

Official School Name: Marietta Center for Advanced Academics

School Mailing Address:　　　311 Aviation Road

　　　　　　　　　　　　　　Marietta , GA 30060-2463

County: Cobb　　　　　　State School Code Number*: 0106

Telephone: (770) 420-0822 E-mail: JHernandez@marietta-city.k12.ga.us

Fax: (770) 420-0839　　　Web site/URL: http://mcaa.marietta-city.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Emily Lembeck　 Superintendent e-mail: ELembeck@marietta-city.k12.ga.us

District Name: Marietta City Schools　District Phone: (770) 422-3500

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: Mr. Randy Weiner

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

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

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

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

1. Number of schools in the district   8 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    11 Total schools in district

2. District per-pupil expenditure: 9259

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 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	50	50	100
4	49	54	103
5	57	45	102
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			305

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
13 %	Asian
29 %	Black or African American
16 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
37 %	White
4 %	Two or more races
100 %	Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%

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

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	5
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2011	305
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 33%

   Total number of students who qualify: 101

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

10. Percent of students receiving special education services: 1%

   Total number of students served: 3

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	2	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	12	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	4
Paraprofessionals	2	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	0
Total number	24	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   25:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: _____

    Enrolled in a 4-year college or university   _____ %
    Enrolled in a community college   _____ %
    Enrolled in vocational training   _____ %
    Found employment   _____ %
    Military service   _____ %
    Other   _____ %
    Total   **0**%

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

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Mission: To provide students an advanced academic experience with an emphasis on science, technology, engineering, and mathematics (STEM).

Vision: To be a leader in STEM education, preparing and inspiring 21st century students to meet the challenges of our global society through innovation, collaboration, and critical and creative thinking.

Motto: Learning without Limits.

MCAA is an Elementary STEM Magnet School serving 3rd and 5th grade students in the Marietta School District and is located in the heart of the small, urban community of Marietta, Georgia. Since MCAA pulls students from all areas of the school district, its student population is a microcosm of the community that MCAA serves, creating a widely diverse "majority-minority" student body. MCAA offers its students an accelerated curriculum that emphasizes science, technology, engineering and mathematics (STEM) in a one-to-one computing environment. The diverse population, coupled with the school's mission and vision to provide a STEM enriched academic experience, exposes underrepresented populations—particularly minority students and females—to the STEM fields.

MCAA might easily be labeled "the little school that could." The school has only been in existence for eight years –the first two of which involved the struggle to define and refine its role as an elementary STEM school. At that time, STEM was not a well-known concept and information about STEM at the elementary level was practically non-existent. This lack of information and resources presented a challenge that MCAA's administrators and faculty met head-on—educating and training themselves at the most basic grassroots level and ultimately designing and implementing an award-winning elementary school STEM initiative. The STEM program this small group of dedicated educators developed has served as a model for other schools across the nation and has earned MCAA the distinction of becoming the first certified STEM school in the state of Georgia.

MCAA is the only one-to-one computing school in its district and one of the few in the state. Each year, the faculty participates in technology professional development course to incorporate current technology into meaningful, relevant learning experiences for their students.

In keeping with "the little school that could" theme, MCAA operates on a critically small budget, receiving no federal funds to aid in creating or sustaining its many innovative programs. To compensate for the lack of funding, the school's administrators and staff, as well as its parent and student community, collaborate to find creative solutions to this budgetary problem. MCAA has also built strong community partnerships that enhance and enrich its educational programs, including Lockheed-Martin Aeronautics, Southern Polytechnic University, Kennesaw State University, the American Society of Civil Engineers and Tech-Matters, all of whom help foster "learning without limits" for students.

Traditions and Milestones:

Although MCAA is only eight years old, it has already established a rich sense of tradition. These traditions and milestones include:

- Annual school-wide, overnight trip to Rock Eagle 4-H Center each fall to learn science in nature and to develop bonds between students, teachers, and parents

- Evening of the Arts—an annual STEAM showcase of the integration of the arts in STEM

- Daily STEM enrichment classes [Examples: "Thinking Inside the Box" (Packaging Engineering), "Elementary Entrepreneurs"(Economics and Engineering), "Schoolyard Ecology," "Breaking Barriers"(Adaptive Devices/Engineering), Educational Games, Inc. (Math and Engineering), "Exploring the Unknown" (STEM interdisciplinary)

- Digital Science Fair presentations using voice-thread versus a traditional cardboard tri-board

- Quarterly Town Hall meetings to recognize student achievement

- Family Engineering Night that engages students, families and community partners in engineering design challenges

- Engineering Expo that showcases the design challenges of students in a public venue, past locations include the Georgia Aquarium and Kennesaw State University

- STEM Days. A three-day event for school-wide STEM activities

- Multi-Age Clubs (Examples: Gardening, Enviro-Design, Scratch/Technology, Lego League, Ambassadors, Soap Box Derby, Environmental, Yearbook, Chess)

- Fifth Grade overnight field trip to Blue Ridge 4H Camp

- Fifth Grade End-of-Year Walk/Balloon Release signifying students' accomplishments and preparation to matriculate to middle school

Strengths and Accomplishments:

- One-to-one laptops for students

- Gifted certification required for all teachers

- Gifted students served daily in an interdisciplinary STEM resource model

- Strong community partnerships

- Collaboration with Kennesaw State University in the creation of STEM Endorsement classes at the Masters' Degree level

- 2012 First Georgia Department of Education STEM-Certified School

- 2012 SMART Showcase School Designation by SMART Technologies

- 2011 Georgia Student Achievement Platinum Award Winner

- 2010 Georgia School of Excellence in Student Achievement

- 2010 Lab School for the National Association of Gifted Children

- 2010 Georgia Student Achievement Platinum Award Winner

- 2009 Georgia Student Achievement Platinum Award Winner

- 2009 Georgia Library Media Exemplary Award Winner

- 2009 Georgia Department of Education - Superintendent's Distinguished Achievement Award

- 2008 Georgia Student Achievement Platinum Award Winner

- 2007 Georgia Student Achievement Gold Award Winner

- 2006 Bronze Award Winner for High Academic Performance

- The Atlanta Journal-Constitution ranks MCAA among the Top 10 Elementary Schools in Metro Atlanta and Georgia

- Recognized by Intel as a Technology Success Story

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In 2012, the Georgia Department of Education named Marietta Center for Advanced Academics (MCAA) the first STEM Certified School in the state. This incredible milestone is directly attributable to the high academic standards set by teachers, administrators, parents, and the community at-large. The high quality STEM education that supports students' advanced learning needs is directly linked to high academic achievement on the State of Georgia's Criterion Referenced Competency Tests (CRCT).

The Georgia Criterion-Referenced Competency Tests (CRCT) are taken at the end of each year to measure how well students acquired the skills and knowledge described in the state's Common Core adopted curriculum. The Georgia CRCT is scored on three levels; Does Not Meet (<800), Meets (800-849), and Exceeds (850 and above). Students are assessed in: Math, ELA, Reading, Science, and Social Studies. It is the expectation that all MCAA students score in the "Meets" category, and the school improvement plan focuses on increasing the number of students who "Exceed" the standard each year. Academic expectations are high in all content areas, and MCAA has continued to increase the percentage of students who "Exceed" standards each year.

These high achievements have resulted in MCAA being named a 2010 Georgia School of Excellence and a five-time, consecutive recipient of the Platinum Award for student achievement, which recognizes schools with a high percentage of students meeting and exceeding standards.

B. Results dating back from the 2007-2008 school year to the present indicate that in all grade levels, 100% of MCAA students have either met and/or exceeded the CRCT standards in reading and social studies. During this same time frame, 99% of all MCAA students have met or exceeded the CRCT standards in math, ELA, and science. It is the goal of the teachers, administrators, and school community that we move all students from the level of "Meets" to that of "Exceeds." Current data show that, as a school, there is a gap in reading and math within different grade levels and student subgroups reaching the "Exceeds" level.

To address these specific subgroup gaps at each grade level, the administration, along with the school's guidance counselor, met during the summer to analyze the most current student data: CRCT, IOWA, GRASP, STAR Math, STAR Reading, and report cards. We also reviewed interventions to address the needs of these subgroups to ensure that all students had access to rigorous course work. In addition, we discussed the impact these interventions had on achievement, attendance and behavior, and determined what recommendations would be necessary for the upcoming academic year.

After the data were analyzed, and teacher and school guidance counselor input evaluated, student schedules were designed to complement each student's learning style by pairing students with the grade-level team that could best address their academic and social needs. Data have been continuously collected and analyzed monthly throughout the school year to monitor this progress. Students who show academic deficiencies are given RtI (Response to Intervention) support. Through this program, interventions have been created to address the needs of students in the content areas in which they need additional support. This additional support is individually tailored for each student within the RtI program. Examples of support range from flexible grouping, small group instruction and individual or small group instruction, to before- and after-school tutoring. As a STEM curriculum-driven school, we are also developing a differentiated STEM class in each grade level to address the needs of our struggling students. As STEM leaders in elementary education, we are excited to be the first school of its kind to develop a differentiated STEM class that addresses the needs of all students, regardless of their ethnic group, socio-economic standing, or intellectual abilities.

As a SMART Showcase school, a 2010 Georgia School of Excellence, and a perennial Platinum Award-winning school for outstanding student achievement, MCAA understands the educational challenges we face not only in Georgia, but nationally, with the implementation of the Common Core curriculum and the new Teacher Keys Effectiveness System (TKES). Education is at a crossroads. As educators, administrators, and a school community, we need constantly to evolve and reinvent how we reach all of our students, regardless of ethnic group or socio-economic status. MCAA has always focused on the future, and continues to successfully meet the challenges of our 21st century learners.

2. Using Assessment Results:

Marietta Center for Advanced Academics uses a combination of assessments to provide teachers with the information they need to address all learners in the classroom. The school has implemented a universal screening process called GRASP, whose purpose is to help teachers determine if they need to focus or provide interventions in reading and math to maximize learning. The four screeners assess reading and math fluency, reading comprehension, and math concepts and applications. All students take the four screeners three times each year. After the first round of screening in September, the data team meets to analyze the results. If more than 20% of a class or grade level falls below the standard in a specific area, it indicates a need for a Tier 1 intervention for the class or grade level. If the percentage of students who fall below the cut score is less than 20%, students in this group are given Tier 2 interventions in addition to their regular class time instruction. These students are then monitored each week to track their growth.

In addition to GRASP, students take district unit assessments in English language arts, math, and science. These assessments are given over the course of the year and reflect completion of units on the district curriculum map in these subject areas. Once students complete a district unit assessment, the data team analyzes and prepares data for teachers to use in planning differentiated instruction. The data provide teachers with information such as the percentage of students who do not meet, meet, or exceed each standard assessed. An item analysis of incorrect student responses related to specific question types is also examined.

Another assessment tool is an online system called STAR, which provides a picture of learning pathways for how students typically progress and advance in math and reading. Students take the STAR math and reading assessment three times a year. The data gathered from the assessments assist teachers in bridging the gap between assessment and instruction. The assessments map prerequisite skills for both math and reading, allowing teachers to use the data to build a pathway and provide instructional resources specific to each student.

All of these assessments provide valuable information to drive school-wide, classroom, and individual student instruction. The school uses a systematic process to gather, analyze, use, and disseminate data from the above assessments. The data team uses this information to drive instruction as well as the Student Support Team process. After each round of GRASP screening or unit assessments, the team analyzes data and looks for trends. Spreadsheets and charts are then generated to help teachers maximize their planning time. Grade level meetings are held with the data team, at which possible Tier 1 and Tier 2 interventions are discussed and planned.

Data collected from GRASP, STAR, and unit assessments are shared with students, parents, and community members. Each year the principal presents the school's data scorecard to the board and community members. At this time, scores from the above assessments are presented and compared to other schools in the system.

To ensure data are used systematically, MCAA implements three collaborative data planning days for each grade level held in September, December, and March. These meetings provide each grade level with valuable time to analyze data and plan differentiated instruction. During these meetings, each grade level is asked to look at data carefully in order to identify skills or standards that are weak and to identify students who need enrichment or remediation. Each grade level then develops a plan for individualized

instruction for these students using multiple modes of resources, including State Frameworks Tasks, Study Island, tutoring, and small group pull outs.

Teachers use the data to provide parents with a complete picture of their child's progress and learning during fall and spring conferences and at other meetings throughout the year. In addition to providing results to parents, teacher web pages or newsletters provide information on how to best assist their child at home to make gains in areas in which they may struggle. By creating this home-school connection, students tend to take ownership of their learning. Teachers encourage this ownership by sharing assessment results with students so they are able to track their own data.

3. Sharing Lessons Learned:

As the first STEM (science, technology, engineering, and math) certified school in Georgia, Marietta Center for Advanced Academics (MCAA) has had the opportunity to lead professional development opportunities for several organizations and serve as a host site for schools and systems seeking a STEM instructional program in their school. Sharing successful strategies in STEM instruction, gifted instruction, creating an environment for 21st century students, and integrating technology have afforded MCAA the opportunity to lead the charge across the state and beyond in sharing best practices.

Based on MCAA's successful integration of technology in teaching and learning, the Georgia Partnership for Excellence in Education (GPEE) selected MCAA to be part of its state-wide bus tour. Approximately 90 visitors from across Georgia visited MCAA to hear a program overview, tour classrooms, speak to teachers, and have a Q and A session with the principal.

The Leadership Cobb program, sponsored by the Cobb, Georgia Chamber of Commerce, selected MCAA as a host school for its year I leadership class. Participants had the opportunity to meet with the principal and teachers and to tour STEM and other subject area classrooms.

MCAA has hosted the following school systems and organizations seeking to implement a model STEM program. The visits included an overview of the STEM program including technology used, leveraging partnerships, resources and funding, and developing a STEM program. Visitors toured STEM classes and had an opportunity to interact with teachers and students; toured the facility including science labs, engineering labs and organic garden; witnessed classroom instruction in all other subjects; and participated in a Q and A session with administration and the gifted STEM teacher leaders at the school.

- Durham City, North Carolina Schools (Superintendent and his cabinet)

- The Department of Defense Education Activity (Directors and 13 US Superintendents)

- Cherokee County, Georgia Schools (Assistant Superintendent, Directors and Principals)

- The Georgia Department of Education (STEM Director)

- Henry County, Georgia Schools (Directors and System Instructional Coaches)

- Savannah, Georgia Schools (Principal and Teachers)

- Carrollton City Schools, Georgia Schools (Principals and Teachers)

- Cobb County, Georgia Schools (Principals and Teachers)

- West Georgia RESA Organization that works with school systems in its region to support teachers and the effective delivery of instruction and assessment in the classroom.

Additionally, the school has had the opportunity to present at several conferences:

- National Association of the Gifted Conference: Teaching Gifted Students Through STEM; Advancing Potential in Gifted Through STEM Integration; STEM and Gifted Action Lab School

- National School Board Association: Building a STEM Program from the Ground Up

- National Science Teachers Association: Computer Gaming Collaboration with Southern Polytechnic State University

- Georgia Department of Education-Exploring STEM School Design

- West Georgia RESA-Elementary STEM Design

- Georgia PTA Convention-Building a Bridge for School Excellence

- Technology Association of Georgia-STEM Conference

- ITSE: Student Showcase: Using Web-Based Renzulli Learning to Increase Student Achievement

- T & L Conference: S.T.E.M. Education from the Ground Up: Moving Beyond State Standards to Meet the Demands of Future Trends in Society

- Georgia ETC Presentations: Digital Science Fair; Kicking it Up a Notch with Glogster; Google Lit Trips; Student Showcases: Digital Science Fair; Tech Club-Scratch and Movie Maker; Georgia Movie Academy

- Georgia Conference on Informational Literacy: Webquests

4. Engaging Families and Communities:

Marietta Center for Advanced Academics (MCAA) understands the importance of engaging parents and community members in supporting students' educational opportunities. It is essential that the school forge successful partnerships to increase involvement that will ultimately benefit student achievement.

Parents of children who attend the school sign a contract each year outlining the important factors and expectations for supporting students. As a result, parents are expected to support all facets of their student's academic efforts, including attending all parent conferences, Parent Teacher Student Association (PTSA) meetings, and curriculum events. We also request parents to volunteer 20 hours at the school by attending field trips, visiting the classroom, and being an active presence at the school.

Several initiatives have supported the strong sense of community at MCAA. For example, before the start of the school year, new families are invited to attend a new family night to meet the administration and teachers to welcome them to our school family. Additionally, at the beginning of each year, the entire school (all students/staff and many parents) attend an overnight educational fieldtrip to a 4H camp. This is a wonderful bonding experience for the homeroom classes, and also gives administrators, teachers, and families the opportunity to get to know each other on a much deeper level. The school also understands the importance of engaging families who do not speak English. The school counselor hosts monthly Spanish coffee talks in which Spanish-speaking families are encouraged to participate so they may ask questions about the school. This creates a comfortable environment in which they can communicate in their native language. Spanish-speaking families are also invited to dinners that are conducted completely in Spanish and translated to English for the school administration and staff.

The PTSA is actively involved with parents, spearheading committees in support of the school such as yearbook, fundraising, and health and wellness. Furthermore, each quarterly PTSA meeting is tied to an instructional focus to encourage parents to be actively involved in their children's education. Examples of events that coincide with PTSA meetings are: Family Engineering Night, Digital Science Fair, and Club Showcase, among others.

Additionally, many parents and community members come together to support students during MCAA's Annual Career Day Event. This event provides students with an opportunity to learn about a variety of career choices that may influence their future career goals. Fifth grade students write resumes and are interviewed by the 50+ participants of the career fair.

Community involvement is paramount to the success of any school. The active involvement of our community partners who enrich and extend learning opportunities for students is of significant value. MCAA has cultivated several formal community partnerships that enhance the STEM course offerings made available to students and that directly impact their achievement. For example:

- Lockheed Martin Aeronautics Corporation sends engineers to our classrooms to work with students on the design cycle and to teach them how to use 21st century skills, such as collaboration, community, and critical and creative thinking.

- The American Society of Civil Engineers (ASCE) works with students on their STEM class projects. Additionally, engineers work in the classroom on specific experiments like designing a water filtration system. The ASCE also participates in family engineering night events.

- Southern Polytechnic State University computer gaming students and Tech Matters collaborate with MCAA students to design and develop educational games that are tied to Common Core standards and can be deployed in elementary school classrooms. At the end of each year, the educational games are played in school classrooms.

- Kennesaw State University sends pre-service teachers to MCAA to learn how to incorporate STEM education into the elementary school curriculum, and MCAA teachers and KSU faculty are collaborating to design a Master's level concentration on STEM education at the elementary level. This collaboration will have the power to effect positive change for teachers and students across Georgia and beyond, preparing them to enter classrooms and teach STEM at the elementary level.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

MCAA uses the Common Core Curriculum to guide instruction. Because the school has varied types of learners, we streamline the framework standards for our population. All areas of instruction use data to drive instruction while formulating flexible groups to teach each student at his or her readiness level.

Our reading teachers use several tools to teach reading. Guided Reading, Junior Great Books, and extended text teach children structural elements of the text and how to discuss a story through inference and justifying their claims. Each year, students participate in a project called MCAA Reads. Students independently choose a theme, read books about the theme, and create a presentation to share with the class as an expert on their chosen theme.

Our school incorporates writing across the curriculum. Teachers use interactive notebooks in all subject areas to allow students the chance to express what they have learned and what they are wondering about. In preparation for the fifth grade state writing test, students are given the Write Score evaluation tool which generates data teachers can use to target their instruction. Saturday Writing Camps assist students in writing. Each student at MCAA participates in the Young Author's Fair writing competition. Students write stories independently in class and celebrate their writing at a Young Author's Tea.

Our approach to teaching math is steeped in hands-on experiences that help students master content. Data is used to drive instruction and form flexible groups. We monitor student growth carefully, taking into consideration the application of skills taught as well as student fluency in math. In each math class, teachers scaffold content to meet students' needs. Math is frequently enriched with application projects requiring students to use critical thinking and is infused into our daily STEM enrichment classes.

At MCAA, Social Studies is often taught through simulations which allow students to become part of history. Teachers use hallway displays to enhance instruction; for example, transforming the fourth grade hallway into an explorer ship. The walls were filled with teaching tools and student-generated work.

Each grade level is fortunate to have a science lab. In the labs you will find students engaged in hands-on activities through which they are discovering science. A yearly tradition at MCAA is the Digital Science Fair. Students use the scientific method to learn more about a grade level-specific science concept. Then, instead of the traditional cardboard tri-board, students create a digital presentation for their project. This digital project that every student creates contains their own voiceovers, as well as digital pictures and videos of them conducting their experiments. Students showcase their projects using Voicethread.

Technology is infused across the curriculum. Classroom wikis are used to present material and post student projects. Each teacher uses Edmodo to enhance their curriculum. Students can log onto Edmodo to take quizzes and turn in assignments. Projects are created in all subjects using web 2.0 tools such as Glogster, Voicethread, and Animoto. Students also use Study Island, the Georgia Online Assessment System, Xtra Math and other sites to remediate across the curriculum.

Each MCAA student attends a daily STEM class in which they learn to use the Engineering Design Process. The Engineering Design Process is also used throughout our curriculum, including art, music, and physical education. Students work collaboratively to solve real world problems through the Engineering Design Process. In February, our students participate in an Evening of the Arts showcase where they show their expertise in the visual and performing arts.

2. Reading/English:

Junior Great Books (JGB) is a program that focuses on high-quality literature and student-centered discussion by providing the teacher with a framework for teaching reading comprehension, critical thinking, and writing—all in the context of students sharing ideas about great literature. Junior Great Books includes outstanding works of literature by award-winning authors. Each story was carefully selected for its engaging, vivid writing and its ability to support more than one interpretation.

This program was implemented the first year we established MCAA. Since the state adoption of the new CCGPS standards, our belief in the program has only grown stronger. The new reading standards for students in Georgia focus on developing comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity. The standards ask students to begin to "anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences."

Instructional methods:

The JGB program employs a method of interpretive reading and discussion known as "Shared Inquiry" which creates a lively environment in which students acquire the habits and strategies of self-reliant thinkers, readers, and learners. The teacher serves as an inquiry partner as the class works together to discover meaning in each reading piece and to build individual interpretations.

Why this program was chosen:

JGB has been widely recognized as an exemplary program for its research base and positive effect on student achievement and interest level in reading.

How students acquire foundational reading skills:

MCAA provides instruction for students in grades 3 – 5, so many of the students already have several of the basic fundamental skills in place to decode and recognize words. However, teachers at the school understand the need to build on fundamental skills by expanding sight word recognition and using context to further students' reading strategies. Students are exposed to new grade-level appropriate words through various texts, increasing word recognition while acquiring new vocabulary. Furthermore, teachers model oral reading fluency and provide opportunities for students to increase their reading rate through shared readings, poetry, and other forms of literature. Students learn how to monitor their reading and build self-correction skills through this type of practice.

Efforts and progress the school is making to improve reading skills of students performing below and above grade level:

Students are given various assessments throughout the year to provide teachers with data on their reading skills. Teachers can use these data to identify strengths and weaknesses in each of their students, so that students with similar strengths and weaknesses can be grouped together and specific instruction in those areas of weakness can improve reading skills. Online practice can also be assigned to students to address the weaknesses identified in the assessments. Students who perform below grade level in the assessments can receive additional instruction and tutoring during the school day and outside regular school hours. Students who excel in reading are challenged as teachers recommend books that push above grade level into higher lexile reading.

3. Mathematics:

MCAA's math curriculum is based on the belief that all children learn best at their instructional level with opportunities for skill development, real-life application, and critical problem solving. Content mastery and "beyond" is the goal of MCAA's math program. Our curriculum is ever evolving to meet the needs of our student population and prepare them with skills required in the 21st century.

Our curriculum is driven by the Common Core Georgia Performance Standards, which were revised to align more closely with the National Council for Teachers of Mathematics standards. The Georgia Department of Education developed Frameworks Units which our school system—and our school in particular—have extended and modified to meet the needs of our students. The curriculum focuses on "hands-on" experiential concept development with skills embedded in an application process. Fact fluency has become an integral part of our math program as we strive to provide students with a solid math foundation that prepares them for the future.

Data drive our instruction and form the foundation for differentiated instruction. Math is differentiated by content, process, product, and environment. Flexible groups are formed to meet specific needs such as scaffolding skills, extending skills, and opportunities for "depth of knowledge" in problem-solving performance tasks. The use of tiered assignments and open-ended project menus allow students to apply math skills in a manner commensurate with their ability. Redelivery of instruction allows students multiple opportunities to master a skill or concept. Before- and after-school tutoring is provided to students who need assistance with specific skills. Content is delivered in a variety of methods, including interactive SMART lessons, centers with manipulatives, and online Internet sites. An advanced math class is offered to students who have identified concept and skill mastery at their current grade level.

To enhance our mathematics instruction, staff members have earned their math endorsement certificate and participated in the MSP (math/science partnership) with Kennesaw State University, bringing their best practices to MCAA's daily math instruction. Our highly trained and motivated staff infuses math across the curriculum into Science, Social Studies, and our STEM enrichment classes. Math journals provide students an opportunity to articulate their math understanding and demonstrate their knowledge using writing as their tool for communication.

Math instruction is not limited to the walls of our classroom. Students at MCAA have actively participated in Math Fest, a Georgia competition, and Science Olympiad, which requires application of math skills. Families have spent several evenings at school for Family Math Nights where students can apply what they have learned in math class. Our goal is math proficiency and excellence.

4. Additional Curriculum Area:

In keeping with its mission to provide students with an advanced academic experience with an emphasis on science, technology, engineering, and math, MCAA has developed daily STEM classes that emphasize STEM curricular areas in an interdisciplinary, thematic context. These classes give students the opportunity to explore and apply science, technology, engineering and math through hands-on experiences and real-world connections. In addition, opportunities for the extension and enrichment of curricular content standards are embedded within the interdisciplinary structure of each class. Examples of such classes include "Survival and Adaptation," "Aerodynamics," "Exploring the Unknown," "Schoolyard Ecology," "Enviro-design," "Elementary Entrepreneurs: Economics and Engineering" and "Roller Coaster Physics."

However, MCAA's STEM initiative is much broader than just "science, technology, engineering, and math." As the school's vision states, MCAA strives "to be a leader in STEM education; preparing and inspiring 21st century students to meet the challenges of our global society through innovation, collaboration, critical and creative thinking." With this in mind, each STEM class incorporates the Engineering Design Process in an Engineering Design Challenge. These challenges require students to apply content knowledge along with the skills of collaboration, communication, critical thinking, and creative thinking. Additionally, these challenges are open-ended enough to provide natural differentiation in process and product. Not only does the 21st Century workforce require more employees with strong backgrounds in the STEM areas, it also requires employees to have skills in the "4 C's:" communication, collaboration, critical thinking and creative thinking. With its STEM initiative, MCAA endeavors to create a total environment of "STEM Thinking" (the "4 C's") throughout its school community.

Ever evolving, MCAA's present goal is to design Engineering Design Challenges for each content area of the curriculum. These challenges provide real-world problem-solving and higher-order thinking opportunities that are directly related to the content standards, allowing students to demonstrate depth of knowledge. The school understands STEM education is a successful method of providing students with learning experiences that develop highly critical 21st century skills; therefore, the program emphasizes creating the problem solvers of tomorrow while using engineering concepts as a common thread throughout all disciplines.

5. Instructional Methods:

At MCAA, students are provided with differentiated instruction to ensure they are receiving the specialized education they need to reach their individualized goals. We support our students in this goal by offering flexible grouping, MILE/gifted enrichment, and partnering with both Kennesaw State University and Southern Polytechnic State University.

Students participate in flexible grouping throughout the instructional day with both content-area teachers and gifted support staff. In conjunction with our Partners in Education, KSU and SPSU, we are able to provide additional support through small-group instruction. We base our flexible groups on various district-wide assessments and classroom inventories and observations. Examples of these assessments are: GRASP, district unit assessments, STAR reading and math, as well as teacher observations and teacher-created tests. During flexible grouping, students have the opportunity to focus on specific target skills in terms of remediation or enrichment. The school implements frequent data meetings which give us the opportunity to make flexible groups very fluid in nature.

MCAA offers students daily STEM classes. STEM classes focus on the engineering design process while integrating math and science content. Based on students' needs, we are developing a STEM enrichment class that will emphasize skills in reading and math for students who have fallen below cut scores on multiple district and school-wide assessments. The STEM class will use board games and the engineering design process to target areas such as reading and math fluency, reading comprehension, and important math concepts.

Multiple modes of instructional resources enhance flexible grouping in the school. In third grade, iPads are integrated into content areas to instruct, assess, review, and document student learning. A fifth grade class is currently piloting a flipped classroom model wherein subject area content is posted digitally for students to review at night, freeing up valuable class time for discussion and collaborative projects. Study Island is another tool used to differentiate instruction. Students are assigned individualized activities based on content-area scores, school-wide assessments, and teacher observations. In keeping with the trend of social media, an online tool called Edmodo is the school's answer to 21st-century learning and is used by all teachers to support and enhance learning in their classrooms. Teachers are able to assign skill-specific tasks that range from math constructed responses, classroom polls and assessments, as well as providing a real-world writing platform.

6. Professional Development:

Marietta Center for Advanced Academics believes that engaging 21st century learners requires teachers to implement current technology practices, understand STEM and its infusion into the curriculum and lessons, and know how to use data effectively to drive best instructional practices. Professional development is the cornerstone of the awards and accolades we have garnered over the years.

As students continue to add new and advanced technology to their repertoire, Marietta Center for Advanced Academics will continue to create and implement professional development to address the needs of our 21st century learners. Currently, MCAA teachers create their own professional development plans for technology by working directly with the district's technology coach. During pre-planning for the upcoming school year, teachers decide what technology they would like to learn and implement in the

classroom to increase student engagement. Many teachers this year have become experts in creating and using wikis, blogs, Edmodo, Voicethread, Animoto, and Prezi in their classrooms.

As STEM became the school's instructional focus, the gifted teachers at MCAA were charged with researching the National STEM Initiative and creating a model of STEM education that fit the needs of our school demographics, student abilities, and content-area curricula. Since implementing STEM six years ago, qualified staff members continue to create and deliver STEM-based curriculum ideas to our teachers. They also provide training and assistance with writing units, developing STEM thinking as a school-wide concept, and incorporating the engineering design process into all content areas. MCAA teachers receive several hours of professional development in higher order thinking and using questioning techniques that can promote advanced skills. STEM is about the process, not the product; it is a way of thinking and a philosophy that drives our professional development in all areas.

Lastly, data drive instruction. MCAA teachers spend a considerable amount of time during the school year in professional learning classes focused on data interpretation. Department chairs work directly with administration in evaluating student data during the summer as members collaborate to create each department's student achievement goals for the upcoming academic year. This becomes the basis of our School Improvement Plan. During the school year, teachers meet monthly to evaluate current student data and determine if any interventions, such as flexible grouping, differentiation, and individual tutoring, are required to address academic needs. Currently, several MCAA teachers are working with the school district to create Common Core assessments to determine how to better prepare our students for the upcoming Common Core infused CRCT. We believe that through our data meetings and student interventions, we will continue to exceed standards.

7. School Leadership:

The school values collaborative decision making with all stakeholders. Several collaborative groups work together to make decisions about the school that align with its mission and vision to promote student achievement. While each group functions independently, the topics they discuss and make decisions about intersect with the other groups, creating a system of checks and balances where all stakeholders have input regarding decisions about the school.

For example, the Principal and Assistant Principal meet with the school leadership team once each month to analyze and discuss student achievement data, develop and discuss the school improvement plan, make decisions about instructional programs and professional learning, plan budget expenditures, and plan special events. This group consists of school administrators, gifted teachers and grade level team leaders, as well as the school's guidance counselor and media specialist.

The Principal is the co-chair of MCAA's School Governance Team (SGT) which also meets once each month. The meetings include discussions about student achievement data, feedback on the school improvement plan, plans to enhance stakeholder involvement, facility upgrade decisions, book studies on topics like grading practices, budgetary decisions, and any other school policy or practice decision. The SGT can take recommendations to the school board for consideration. This team comprises the school principal, three teacher elected positions, two parent elected positions (one parent elected position as co-chair), and one community member.

Team leaders at each grade level represent their cohort of teachers on the leadership team. They meet once per week to discuss student achievement, review data from school and system assessments and discuss items from the leadership meeting. Feedback and suggestions are relayed to the leadership group, allowing them to plan for events and programs specific to each grade level.

With the implementation of the common core, school leadership felt that the school needed additional support in the area of curriculum and instruction. Department leaders work with their respective departments (math/science and ELA/social studies) monthly to discuss instructional strategies for the

classroom, review subject area data, share strategies that are working in the classrooms, and conduct professional learning. .

Teachers assume leadership responsibilities in various aspects on curriculum and instruction that affect student achievement. For example, a teacher leads the school data team that looks at system assessment scores to present data to teachers; a teacher leads the Response to Intervention (RTI) process to ensure that students receive the needed interventions to be successful; a teacher leads the professional learning committee that focuses on improving student achievement through staff-led professional learning.

Since all activities (budgetary spending, professional learning, instructional scheduling) must have a direct correlation with the school improvement plan, there is always an acute focus on increasing student achievement. Shared leadership cultivates a sense of community and ownership and empowers all stakeholders to be actively involved in the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Annual Publication

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds Standards	99	99	100	100	99
Exceeds Standards	89	74	79	81	77
Number of students tested	91	88	71	70	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds Standards	100	100	100	100	97
Exceeds Standards	83	55	67	90	80
Number of students tested	18	22	18	20	30
2. African American Students					
Meets Plus Exceeds Standards	100	100	100	100	100
Exceeds Standards	97	57	73	81	76
Number of students tested	30	23	26	26	25
3. Hispanic or Latino Students					
Meets Plus Exceeds Standards	100	Masked	Masked	Masked	100
Exceeds Standards	80	Masked	Masked	Masked	82
Number of students tested	15	9	3	6	11
4. Special Education Students					
Meets Plus Exceeds Standards	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds Standards	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds Standards	100	97	100	100	100
Exceeds Standards	95	74	81	71	79
Number of students tested	21	38	26	21	34

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
There weren't any special education or ELL students tested.

13GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Annual Publisher

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds Standards	100	100	100	100	100
Exceeds Standards	88	86	77	71	74
Number of students tested	91	88	71	70	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds Standards	100	100	100	100	100
Exceeds Standards	72	77	50	65	63
Number of students tested	18	22	18	20	30
2. African American Students					
Meets Plus Exceeds Standards	100	100	100	100	100
Exceeds Standards	73	78	73	46	60
Number of students tested	30	23	26	26	25
3. Hispanic or Latino Students					
Meets Plus Exceeds Standards	100	Masked	Masked	Masked	100
Exceeds Standards	93	Masked	Masked	Masked	82
Number of students tested	15	9	3	6	11
4. Special Education Students					
Meets Plus Exceeds Standards	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds Standards	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds Standards	100	100	100	100	100
Exceeds Standards	95	87	73	81	82
Number of students tested	21	38	26	21	34
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. There weren't any special education or ELL students tested.					

13GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Annual Publisher

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	99	98	100	99	98
Exceeds	75	76	68	60	77
Number of students tested	92	85	87	88	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	96	95	100	96	100
Exceeds	62	68	58	59	45
Number of students tested	21	22	24	27	22
2. African American Students					
Meets Plus Exceeds	96	97	100	96	100
Exceeds	67	68	55	48	54
Number of students tested	24	31	29	27	28
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	Masked	100	100	Masked
Exceeds	Masked	Masked	75	60	Masked
Number of students tested	8	6	12	10	6
4. Special Education Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	67	82	70	77	81
Number of students tested	30	33	30	39	27

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
There weren't any special education or ELL students tested.

13GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia Criterion Referenced Competency Tests

Edition/Publication Year: Annual Publication

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	85	87	68	74	76
Number of students tested	92	85	87	88	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	81	73	63	70	82
Number of students tested	21	22	24	27	22
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	88	81	62	74	82
Number of students tested	24	31	29	27	28
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	Masked	100	100	Masked
Exceeds	Masked	Masked	58	80	Masked
Number of students tested	8	6	12	10	6
4. Special Education Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	87	91	70	74	81
Number of students tested	30	33	30	39	27

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
There weren't any special education or ELL students tested.

13GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5   Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Annual Publication

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	97	100	100	100	100
Exceeds	81	85	68	86	67
Number of students tested	81	84	92	81	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	92	100	100	100	100
Exceeds	56	55	67	90	53
Number of students tested	23	22	18	20	30
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	78	88	59	79	41
Number of students tested	27	25	34	29	27
3. Hispanic or Latino Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	70	69	38	100	82
Number of students tested	10	13	13	10	11
4. Special Education Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	83	84	79	89	72
Number of students tested	30	31	34	27	43
NOTES:					
There weren't any special education or ELL students tested.					

13GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5   Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Annual Publisher

Publisher: Georgia DOE/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	72	85	52	56	74
Number of students tested	79	84	92	81	72
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	52	77	50	65	43
Number of students tested	23	22	18	20	30
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	67	72	47	48	41
Number of students tested	27	25	34	29	27
3. Hispanic or Latino Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	73	85	46	50	64
Number of students tested	10	13	13	10	11
4. Special Education Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets Plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
6. White					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	70	90	59	70	58
Number of students tested	30	31	34	27	43
NOTES:					
There weren't any special education or ELL students tested.					

13GA3