

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, 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 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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. 7 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	30	30	60
1	18	22	40
2	18	22	40
3	20	22	42
4	15	25	40
5	20	21	41
6	15	29	44
7	10	17	27
8	14	18	32
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	160	206	366

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 7 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 6 % 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 2012 - 2013 year: 3%

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, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(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	295
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 22 %
 Total number students who qualify: 44

If this method is not 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.

Data provided by Greene County School Nutrition Program as of October 2, 2012. This data is collected every four years.

9. Students receiving special education services: 4 %
15 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.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 0 Emotional Disturbance | 7 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 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	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 18:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes No X

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

PART III – SUMMARY

A rural public charter school in Greensboro, Georgia, Lake Oconee Academy (LOA) is proud to offer another educational opportunity for the students of Greene County. Currently serving Kindergarten through 8th grade with an enrollment of 366 students, LOA is a college preparatory school promoting an atmosphere of high expectations and high achievement for all children. As the number of grades served expands into high school, all students will be expected to take honors classes with Advanced Placement courses available. Students are admitted through a lottery process as prescribed by Georgia and federal law. LOA also has a Georgia Bright from the Start PreK-4 program that serves 44 students.

The cornerstones of LOA are “Citizenship, Scholarship, and Community: preparing students for the global society in which we live, work, and play.”

The mission of LOA is to increase student achievement by building a culture of high expectations for all students. The Academy will incorporate common sense and proven principles, such as a research-based curriculum, high expectations for students, both academically and behaviorally, an emphasis on outstanding school leadership and faculty, and parental involvement. The culture of the Academy is built on these fundamental principles.

Lake Oconee Academy opened in 2007 with 11 kindergarten students housed in a local church. Attendance and demand for an exceptional educational experience has continued to increase, and in seven short years LOA has become one of the highest performing schools in the state. In 2013, LOA was the highest performing charter school in Reading and Math as rated by the Georgia Charter School Association and the third highest performing public elementary school in Georgia according the website schooldigger.com. LOA moved into its permanent campus at the beginning of the 2010-11 school year. Lake Oconee Academy serves under the direction of CEO, Dr. Otho Tucker.

During each of its years, LOA has performed in the top 4% or higher of Georgia schools. LOA has been recognized as a Bronze, Silver, Gold and Platinum School for Highest Percentage of Students Meeting or Exceeding Standards from the Governor’s Office of Student Achievement. LOA has met Platinum standards six out of the seven years but received Bronze and Gold status which is the highest level a first and second year school could attain due to required AYP data. LOA has exceeded all expectations and goals in the charter design while serving a county-wide student body. LOA delivers high quality college preparatory education that would normally be found in a metropolitan area to a rural community of approximately 17,000 residents in Central Georgia.

It is important to note that the LOA grading scale is 3 points higher than most schools (A: 93-100, B: 85-92, C: 77-84). A 76 or below is considered a lack of mastery and the lowest passing grade. Any student not attaining this grade level receives tutoring assistance and is not allowed to participate in extra-curricular activities until his or her grade is at or above a 77. The students understand this expectation and rise to meet the standard.

In 2011, LOA was honored by the Georgia Partnership for Excellence in Education as a stop on the 19th annual “Bus Trip Across Georgia” tour. LOA was nominated and then chosen as one of eight schools to be visited by a large contingent of educators, business, government, and community leaders from around the state. After a rigorous review, LOA was deemed to exemplify the theme of “Georgia’s Public Schools: Changing Culture, Building Community, and Reaching Excellence.” In 2013, LOA received full accreditation from the Southern Association of Colleges and Schools (SACS) and was awarded nine Level 4 ratings of “superior” during the external review visit. Due to the outstanding preparation for the review visit, the LOA SACS organizational team was invited to present to schools across the southeast at the National Advanced Education conference about their approach to organizing the data collected over two years and how they prepared for the external review visit.

In addition to fostering strong relationships in the community, LOA has developed external partnerships with Georgia College and State University (GC&SU) as well as Kennesaw State University (KSU). GC&SU directs student teachers to complete internships with the highly qualified educators at LOA. KSU and LOA were invited by the Georgia Department of Education to partner in a school leadership program designed to prepare the charter leaders of tomorrow. The partnership was created to prepare a cohort of 15 leaders to develop, operate, or oversee future charter schools. LOA has hosted numerous cohort retreats for KSU students and program leaders. LOA also hosted the first-ever Georgia Charter Schools Association Leadership Conference in January 2014.

LOA believes that all children can learn through a culture of high expectations both academically and behaviorally. By providing a well-taught, rigorous curriculum, as well as a strong focus on foreign language and the liberal arts, LOA will prepare a greater number of students from all socio-economic levels to enter, compete, and succeed in post-secondary educational opportunities and careers of their choice. While emphasizing academic excellence, LOA has created an outstanding culture of respect, kindness, and responsibility for students, faculty and parents alike. LOA is a family.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

State Assessments and Performance Indicators:

Lake Oconee Academy (LOA) administers the Criterion Referenced Competency Test (CRCT) developed by the Georgia Department of Education (DOE). It is mandated that all public schools administer this assessment to grades 3-8. Due to the yearly grade level expansion of LOA, the CRCT was given to the available and appropriate grade levels per year administered. The CRCT is administered in Reading, Language Arts, Math, Science, and Social Studies. The state of Georgia categorizes students' scores in the following ranges: does not meet (799 or below), meets (800-849) and exceeds (850 and above).

Georgia DOE has implemented a new performance index for rating schools based on achievement, progress, and achievement gaps. This performance index replaced the previously used AYP Report Card (Annual Yearly Progress). According to the College and Career Ready Performance Index (CCRPI), the state of Georgia sets the benchmark at 100% of all students assessed to meet and/or exceed expectations on all subtests. While the level of expectations is high, for the 2012-13 school year, LOA received an overall score of 99.3% of all students assessed to meet and/or exceed expectations on all subtests. During the 2012-13 school year the state of Georgia, as a whole, received an overall score of 86% of all students assessed, in grades 3-8, to meet and/ or exceed expectations on all subtests.

The CCRPI sets performance benchmark indicators for achievement on the each subtest of the CRCT. In order for school systems to earn all points for their school they must meet and/or exceed that benchmark indicator. The benchmark indicators are determined on a year-to-year basis. Once all data is compiled, schools are ranked accordingly. The benchmarks are pulled from the school that ranks at the 95th percentile. Therefore, if a school is exceeding the benchmark indicator, it is performing above the 95th percentile. During the 2012-13 school year LOA's 3rd – 5th grade students had 66.5% of students scoring within the "Exceeds" category, while the benchmark indicator was 65.7%. The state of Georgia had 37.7% exceed. During the 2012-13 school year, LOA's 6th – 7th grade students had 69.5% of students scoring within the Exceeds category, while the benchmark indicator was 59.1%. The state of Georgia had 35.5% exceed.

Analysis of School Performance Trends in Math and Reading:

When analyzing the performance trend over the past four years, LOA has continuously made gains in the area of students exceeding expectations on the state Criterion Referenced Competency Test (CRCT). For example, LOA grade 3 students have consistently performed in the 94 -100% range of students meeting expectations on the Mathematics portion of the CRCT. LOA strives to move those students from the Meets level into the Exceeds category. Research has shown that students who are performing within the Exceeds category are said to be ready for college level academics, which is the ultimate goal for all LOA students. Over the past four years LOA has moved from 47% of students exceeding expectations to 65-70% of students exceeding expectations. Over the last two years, Georgia has adopted the Common Core Georgia Performance Standards. Therefore, the test has changed to reflect those standards. Georgia has increased the rigor of the Mathematics curriculum; therefore LOA has focused professional development and training in this area. LOA has shifted to a more conceptual understanding of Mathematics and moved away from a basic skills level of understanding of Math. For example, LOA has seen an increasing percentage of students move from the "Meets" to "Exceeds" category in 4th grade Mathematics. In the 2010-11 school year, LOA had 67% of all students tested exceeding expectations and has increased that number to 85% in the year 2012-13. The trend is seen throughout all grade levels in the area of Mathematics.

In the area of Reading, LOA hovers between 60-70% of the total population exceeding expectations. When looking at the scores as a whole, LOA's total tested population in 2011 averaged a scale score of 852 in Reading. For example, LOA has increased the percentage of students exceeding expectations in grade 3 Reading throughout the four years of data collection. In 2010, 60% of students tested exceeded expectations. Since then LOA has seen consistent growth in the percentage of student exceeding expectations. In 2013,

83% of students in grade 3 exceeded expectations. Since 2011, LOA has increased that average scale score by 9 scale score points (861). The super-group at LOA began in 2011, with average scale score of 836 and has increased the average score earned by 18 points to 854.

Due to the number of students tested within a particular grade level the percentages can become misleading. One student can considerably affect the percentage; therefore when there is a slight loss in percentages throughout the data tables, this may not be statistically significant. The state of Georgia administers the following categories of the CRCT: does not meet (799 or below), meets (800-849), and exceeds (850 or above). Due to FERPA regulations LOA was unable to report out a super-group for individual grade levels, as students could be identified based on the size of the sample. LOA's super-group consists of the following: Latino or Hispanic, African-American, Asian, and two or more races. When looking at the data as a whole, LOA is consistently seeing gains within all students tested and the super-group. When looking at the scale scores, LOA has seen an increase overall throughout the last three years. LOA's Mathematics average scale score in 2011 was 852, which falls within the Exceeds category. By 2013, LOA had increased the mean scale score to 867 for all students. The super-group for LOA has increased from a 2011 scale score of 850 to a scale score of 861 in 2013, consistently performing above the "Exceeds" level of expectancy.

As stated earlier, LOA strives for all students to not only meet the standards being taught, but move into the "Exceeds" category toward college readiness. To accomplish this goal, LOA continues to look to professional development for best practice, research and standards-based reading support materials and program innovations.

2. Using Assessment Results:

Data Sources and How They Are Used:

Lake Oconee Academy utilizes a variety of formal and informal assessment tools throughout the academic year. To begin each year, LOA administers the Iowa Test of Basic Skills. The data from this assessment is used by teachers to help drive instruction, monitor the "summer slide," and differentiate instruction to meet the academic needs of each individual student. Throughout the year, LOA students participate in the following standardized assessments: Georgia Writing Assessments (grades 3, 5, and 8), Georgia Kindergarten Inventory of Developing Skills, and Georgia Criterion Referenced Competency Test (grades 3-8). All these standard scores are placed on the State Longitudinal Data System for teachers to access and use within the classroom. For example, if a teacher has concerns with a student's performance in math, the teacher has the ability to review that student's math scores, analyze the scores, and narrow it down to the domain or concept the student is having difficulty mastering. Along with standardized testing, teachers also use informal assessments such as unit assessments, AIMSweb (online benchmark and progress monitoring program), subject tests, checklist, and grade level entering/exiting expectations. Collectively, the data is used to help teachers prepare a rigorous, appropriate level of instruction for all students.

Informing Parents of Student Progress:

LOA staff keeps families informed of their students' progress through monthly progress reports sent home every 4 ½ weeks. Classroom teachers are in constant communication with parents through weekly newsletters, grade level websites, daily/weekly folders, quarterly progress reports, report cards, and regularly scheduled parent conferences. Parents have access to an online program, Infinite Campus Parent Portal, where they can check their student's grades at any given point. LOA ensures that grades are updated within a 10 day period. Throughout the year, LOA invites all parents and community members to attend annual Curriculum Night, Technology Night, "Meet and Greet" Open House, Math Night, Reading Night, and a variety of performing arts presentations. LOA's CEO presents annually to the LOA Board of Governors, the Greene County Board of Education, and community members a summation of the academic results for each grade for the year.

Data Analysis and Use For Program Evaluation:

Comparisons of year-to-year growth of the students in each grade level and cumulative school data are made allowing the faculty and administration to look for positive and negative trends assisting in program evaluation and school planning. In addition, LOA is supporting the graduate programs of several teachers by utilizing their action research projects and increased knowledge of assessment and evaluation, which in turn adds to the academic strength of the school.

3. Sharing Lessons Learned:

Lake Oconee Academy (LOA) strives to share best practices that will lead to success within other schools in the district, state, region and the nation. LOA's leadership teams and administrator also work through professional associations to disseminate information to educator regarding pedagogy, curriculum and leadership initiatives that have contributed significantly to the success of LOA.

Locally, the LOA Board of Governors and administration sponsored three collaborative "board retreats" in 2011-12 between the Greene County Schools (GCS) Board of Education, GCS Superintendent of Schools, principals and vice principals from other county elementary, middle and high schools. The purpose of these meetings was to foster an exchange of ideas about best practices from ALL schools in the county and how to work together as a unified school system.

The LOA Student Support Team (SST) has worked closely with GCS in sharing ideas of best practices in the area of Students with Disabilities (SWD). LOA shares resources with the GCS student support department (occupational therapist, speech therapist, vision impairment teacher) and has been active in refining systems for use by the entire county. LOA SST team designed an implementation plan to oversee the processes of the Response to Intervention (RTI) frameworks that was shared with GCS as well. Also, the LOA SST lead teacher along with GCS lead SWD teachers conducted Individualized Education Plan (IEP) training for GCS SST educators.

In 2013, LOA established a cohort of 20 educators in a graduate program through Kennesaw State University (KSU). LOA invited other Greene County educators to join LOA faculty members in working alongside each other earning graduate degrees and exploring best practices. The present and future teacher leaders will be completing their Masters, Specialist and Doctoral degrees in teacher leader programs. They will use these skills to improve curriculum, pedagogy, data analysis, and operational leadership in each of the GCS. The LOA CEO currently serves on the Greene County Chamber of Commerce Board as the Education Representative and also as the Chairman of the Board for the Georgia Charter Schools Association (GCSA).

LOA sees a responsibility to take best practices outside of just the local level and share it on a regional and national level. LOA opens its doors to other schools, educators, and college students for observation and communication with LOA administration and teachers. Teams of educators from Atlanta Neighborhood Charter School and Drew Charter School (Atlanta, Ga.) have visited classrooms on numerous occasions for observation and modeling purposes. Kennesaw State University (KSU) and LOA partnered to create a cohort of 15 leaders to develop, operate, or oversee future charter schools. KSU students and program leaders have spent time observing LOA teachers doing what they do best – educating students at the highest level. These visiting educators are looking at all aspects of the classroom – curriculum, pedagogical approaches, environment, and teacher/student interaction – that contribute to student success.

LOA has had the opportunity to reach educators across the state and the country. LOA was selected by the Georgia Partnership for Excellence in Education as a stop on the 19th annual "Bus Trip Across Georgia" tour in 2011. LOA was nominated and then chosen as one of eight schools to be visited by a diverse contingent of educators, business, state government, and community leaders from around the state. Visitors spent hours in classrooms observing and conversing with teachers and students to better understand how LOA fulfilled the 2011 bus tour theme of "Georgia's Public Schools: Changing Culture, Building Community, and Reaching Excellence."

In 2013, LOA received full accreditation from the Southern Association of Colleges and Schools (SACS). Due to the tremendous success of the external review visit, the LOA SACS organizational team was invited to present to schools across the southeast at the National Advanced Education conference about their approach to organizing the data collected over two years and how they prepared for the external review visit.

LOA and KSU leaders presented leadership practices gleaned from the leadership cohort that visited LOA as the school of excellence leadership model. The school/college collegial model that brought this cohort of exceptional leaders together was then presented at the National Charter School Conference in Atlanta in 2012 and in Washington, DC in 2013.

In January 2014, LOA became the first-ever school to host the Georgia Charter Schools Association Leadership Conference. Attendees had the opportunity to spend discussion time with LOA teachers, administration and the LOA Board, while also studying other successful leadership practices found across the state and nation. The conference was a tremendous success with an overflow crowd of approximately 300 leaders and board members from Georgia and the southeast. LOA prides itself in the work it has done to bring the highest quality education to Greene County, Georgia. However, the faculty, administration, and board of LOA have been keenly aware of their responsibility to disseminate best practices to the local school system, other education leaders, state organizations, and the nation. They have worked diligently at the completing this task while staying focused on the students they serve each day.

4. Engaging Families and Community:

LOA is committed to being a viable part of the Greensboro and Lake Oconee area – a true community within a community. The school has a very active and engaged parent population that supports the students in the classroom and in extracurricular activities. Parents are always welcome and take advantage of the opportunity for tutoring and classroom assistance, chaperoning field trips, or to join their child for lunch in the cafeteria. LOA's athletic programs (elementary basketball, middle school basketball, soccer and baseball) are managed and coached by parent volunteers. LOA also benefits from the time and talent of many community volunteers who provide support as tutors, guest speakers, readers and career coaches.

Communication is a key component for parent and student success. LOA uses multiple forms of communication with parents such as weekly parent emails, class newsletters, a private LOA Parents Facebook page, LOA website, and a text message service. Teachers are always available for tutoring and for parent meetings outside of the regular scheduled quarterly conferences. The CEO is readily accessible and maintains a strong relationship with parents and community stakeholders. Academic presentations such as Curriculum Night, Technology Night, Math Night, and Reading Night are well-attended by parents. LOA also hosted a College Preparedness presentation with a member of the College Board for LOA parents and community members.

With the challenge of a student population that grows each year as grade levels increase, LOA is determined to maintain the culture it has created for its student, staff and parents. The SACS evaluators commented on the unique quality and strength of the LOA culture of excellence. Based on interviews from parents, students and faculty, the evaluators praised LOA for its environment and general well-being of students and staff. Data collected from parent surveys confirms this observation (97.69% agree and strongly agree that the school's purpose statement is clearly focused on student success).

The LOA Foundation and Parent Association work together to organize fundraising and community events such as the annual Tees for Titans Golf Tournament, Denim & Diamonds Dinner and Auction, and the Lake Oconee Fall Fest & 5K Run. These events broaden LOA's reach into the community and fund extra projects to enhance the experience of every LOA student such as the construction of the baseball/softball field, addition of an upper elementary playground, sound and light system for the performing arts stage, and many more.

LOA has worked diligently to make its campus available to the community. Many organizations such as the Rotary Club, the Chamber of Commerce, church groups, county recreation, theater groups, the Oconee

Performing Arts Society, and others have found our facility open and inviting. LOA is establishing itself as a community partner as well as an excellent educational institution.

Research shows that the maximum amount of time a student can spend in front of a quality teacher is directly related to that student's success. LOA has a high expectation for student attendance, therefore excessive absences and tardies are not tolerated. LOA reports a 97% attendance record for the 2012-13 school year (an integration issue with LOA joining the county-wide reporting system Infinite Campus has resulted in a 100% report for the preceding years but the accurate number is approximately 97%).

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Lake Oconee Academy's (LOA) curriculum is designed to meet the students at their current academic level and advance their academic experience as they proceed through LOA. Through state mandate, LOA implements Common Core Performance Standards (CCPS) in the areas of Math, Reading, and Language Arts, and follows Georgia Performance Standards (GPS) in all other instructional areas. In order to help children establish strong foundations of knowledge, Core Knowledge (CK) curriculum is implemented school-wide beginning at the kindergarten level, which also serves to enhance the state standards. CK offers a solid foundation on which to build instruction. The CK sequence offers a comprehensible plan that scaffolds year by year; it helps prevent gaps in instruction. CK introduces topics in the early grades, which helps establish background knowledge. When students are presented with state standards, there is prior knowledge to build upon. CCGPS, GPS and CK are integrated across grade levels and across the curricula. For example, the sixth grade state standards in social studies include a unit on Latin America. Collaboration between the Spanish, Art, and Social Studies classes resulted in integration of the topic throughout multiple subject areas and a deeper understanding of Latin America. Reading teachers strive to incorporate nonfiction and fiction text related directly to the Science and Social Studies curriculum being taught at the same time. This allows for deeper conceptual understanding of the topic. For example, teachers read aloud texts two to three levels above grade level expectations, exposing students to higher level vocabulary.

Research-based instructional practices are used by teachers to engage all students and prepare them to be 21st century global learners. LOA teachers are encouraged to provide cooperative group learning situations for students in order to promote sharing, discovering and building a common knowledge base to support critical thinking skills. To assist with setting the direction for student learning, general learning objectives are shared with the students and they are encouraged to personalize these learning goals by identifying areas of interest to them. Rubrics are developed and used in order to assist with the mastery of learning objectives and to provide student feedback. Cross-curricular activities that stimulate in-depth learning and higher-order thinking skills are utilized in order to summarize and apply acquired knowledge. For example, the third grade students read "Alice in Wonderland", a Core Knowledge suggested reading; as a culminating activity the students partner with the Art and Drama departments to perform a stage production of the story.

The Georgia Department of Education has implemented 17 career clusters in grades 1-5. These clusters guide teachers in developing career awareness lessons, and guide the elementary students in exploring different career opportunities. Students learn about these areas through readings, guest speakers, field trips, and role playing. The fifth grade students create a portfolio addressing careers in which they are interested. The middle school students explore career options through interest inventories. Career strands are recommended based on their interests. Students are required to research and present on a career of their choice. At the end of the eighth grade, students, parents, and teachers develop a "graduation plan" addressing their academic pathways, career goals, and post-secondary options.

Technology is integrated throughout core content classes. Not only are students offered a technology curriculum that consists of instructing the students in the use of creating spreadsheets, word documents, computer based presentations, and programming, students are able to apply this knowledge cross-curricular. For example, students have created web pages, blogs, and online presentations. Teachers and students participate in online class discussions, maintain online calendars, post and submit assignments, and access instructional resources.

Foreign language (Spanish) instruction for LOA students begins in Pre-K4. Spanish instruction is accelerated in grade 7 so that students will enter high school (grade 9) next year with a Spanish I high school credit. Students regularly participate in the FLES (Foreign Language for Elementary Students) Elementary Spanish Competition and the FLAG (Foreign Language Association of Georgia) High School Competition. These annual events give students from across the state an opportunity to demonstrate their ability to use the target language in oral communication.

All students receive physical education at Lake Oconee Academy. The P.E. program and science program have teamed with the county food service program to eliminate unhealthy foods and beverages. As a result, Lake Oconee Academy has received a Bronze Level award from the Alliance for a Healthier Generation founded by the American Heart Association. LOA was a gold medal recipient of the Georgia SHAPE School which included the Governor's SHAPE Honor Roll. This was awarded due to the students building flower and vegetable gardens and outstanding performance on state mandated physical fitness assessments. The school received three thousand dollars which helped to fund our currently established soccer program. In addition to these acknowledgments, LOA had a 100% participation in Get Active, Get Fit Disney School Challenge, thus the students were granted a dance party from Radio Disney. The PE standards used are aligned with the Fitness Gram Curriculum.

2. Reading/English:

Lake Oconee Academy (LOA) has designed a unique reading curriculum based on the needs of the students for PreK – 8th grades that sets us apart from other schools. Instead of using traditional Basal reading programs as the primary source of instruction, our teachers have created a research-based, comprehensive and challenging learning experiences using curriculum maps that integrate all subject areas for reading instruction. The LOA curriculum combines an equal balance of Common Core Performance Standards (CCPS) with the rigorous Core Knowledge Sequence outlined in our Charter. All grade levels utilize a variety of instructional methods such as fluid grouping, the use of fiction and non-fiction novel-based studies for Social Studies and Science, genre studies, technology integration, and centers-based, hands-on small group instruction.

All teachers differentiate instruction based on the level and needs of the students in each classroom. In the primary grades, teachers use a balanced literacy approach combining phonemic awareness with whole language instruction. This is facilitated by having a two-teacher team throughout the school day. This allows innovative, Lexile-based differentiated grouping methods that help teachers reach all students at their ability levels. Small groups are pulled, as needed, by teachers who have been trained using the Orton-Gillingham method to help readers who may need additional phonemic awareness and phonological strategies. With the use of curriculum maps, reading instruction never ceases throughout the day as teachers incorporate reading using cross-curricular instructional methods.

For all grades, technology is integrated daily utilizing tools such as; SmartBoards, iPads, Nooks, and individual student devices (4th-8th grades) to access programs like Wordly Wise 3000, Study Island, Scholastic Reading programs, RAZ-Kids, and Moby Max. Research shows that reading non-fiction texts are essential for effective reading instruction and all classrooms put an emphasis on teaching Science and Social Studies content through reading lessons. The use of higher order, critical thinking questioning is a vital tool in every lesson, as is collaboration among grade levels as teachers help students transition from year to year. In conclusion, the use of curriculum maps to integrate and expand the teaching of reading into all curriculum areas, plus the use of personalized and varied instructional strategies and groupings, technology innovations, and teacher collaboration help make LOA a school of excellence.

3. Mathematics:

Lake Oconee Academy's (LOA) Mathematics department, Pre-K4 -8th grade, offers a rigorous curriculum beginning with Georgia's Bright from the Start Pre-K program extending into the Common Core State Standards and Core Knowledge Sequence. Instruction is embedded in the following five domains: Number Systems and Operations; Operations and Algebraic Thinking / Expressions and Equations; Ratios and Proportions; Geometry and Measurement; and Data / Statistics / Probability.

Daily instruction is delivered by highly qualified and motivated educators specializing in research based pedagogical methods. At the primary level co-teaching is of the highest importance because it allows for small group instruction for all levels of students. Consistent spiral preview and review enables the teacher to address each of the five domains on a weekly basis. Teachers assess foundational skills and differentiate instruction in order to meet individual developmental needs.

At the elementary level we utilize flexible scheduling which provides for extended time on the mathematics lesson to develop problem solving skills through the Common Core Frameworks and technology. This flexibility allows for grouping strategies that provide remediation, enrichment and acceleration. In the middle school students are heterogeneously and homogeneously grouped. This allows for student centered learning which provides appropriate content and addresses individual learning differences. Formative Assessment lessons are incorporated throughout the unit to enhance the development of real world problem solving and critical thinking skills and to inform teachers of the standards that need more work allowing students to master the mathematics over a period of time. The co-teaching model is incorporated in the classroom on a daily basis throughout Pre-K4 – 8th grade.

As stated in the LOA mission statement, extensive parental involvement and high academic and behavioral expectations play a key role in our success. Parental and community support is exhibited through mentoring and academic assistance during the school day. Curriculum Night, Math Night, Technology Night, My Big Campus Parent Portal, Infinite Campus Parent Portal, parent conferences with 100% participation, along with other forms of communication and parent / teacher partnerships lead to our very high student achievement.

4. Additional Curriculum Area:

Lake Oconee Academy (LOA) advocates the arts and currently offers a strong and unique liberal arts education to all students in grades Pre-K4 through 8. Offering art and music in the early years fosters an interest, a foundation of knowledge, and an appreciation for the arts. Research has proven that art and music are a foundation on which all other disciplines flourish. One of the goals of LOA is to offer all children the opportunity to explore and develop their artistic talents, which, in turn enhances their academic achievement.

The Georgia Bright from the Start Pre-K4 program at LOA provides a core curriculum that aligns with Georgia Early Learning and Development Standards (GELDS) and Core Knowledge Preschool Standards. The core curriculum includes: Movement and Coordination, Autonomy, Social Skills and Work Habits, Language and Literacy, Mathematical Reasoning and Number Sense, Orientation in Time, Orientation in Space, Scientific Reasoning and the Physical World, Music, and Visual Arts. Utilizing the core curriculum and GELDS we are providing our students with a strong foundation for success in the primary grades and beyond. Our print rich environment helps to foster early literacy skills. Art experiences in the classroom help the children to develop fine motor skills that are used in creating artwork and in writing. Art experiences allow Pre-K students the opportunity to develop their social skills by learning to make appropriate choices, to work independently and in a group, and to communicate and share materials. Discussion of art work fosters students' oral language by providing opportunities for them to hear and use descriptive vocabulary and express opinions. The studio art classroom experience establishes an environment that promotes development of higher-order thinking skills. The Pre-K program at LOA raises the awareness and understanding about the significance of the early years as the foundation for school success, lifelong learning, and the importance of the teacher's role in the process. We support early intervention by identifying and referring children with special needs.

The Pre-K4 and younger elementary students are introduced to music through group activities which foster physical development (playing small percussion instruments), emotional development (responding expressively to various genres of music), language development (expression preferences of instruments and sounds), social development (cooperative play and sharing), cognitive development (making choices, problem solving, finding patterns, remembering sequences), and musical development (integration of movement, language, emotions, social interaction, recognizing steady beats, singing, acquiring a beginning vocabulary for musical terms).

These concepts are taught and enhanced with age appropriate advancements through the progression of grade levels. The progression continues with 2nd and 3rd graders beginning to read music and play recorders and Orff instruments. Students in the 4th grade receive piano instruction in the school's piano lab (10 student pianos and one instructor piano), and 5th graders are assessed and fit with a suitable instrument

to meet their needs and offer opportunity for musical competency in the band program. Middle school students have the chance to select chorus, drama, piano, band and/or visual art depending on their preference and interest. Students have the opportunity to perform and experience teamwork as part of a group. Through learning the discipline of an instrument and performing as an individual, the student learns the connection of parts to a whole which is a concept transferable to core classes.

Young art students are introduced to art history, master artists, world cultures, and art skills and techniques. As they progress in their knowledge and competencies they learn more about the methods and terminology of the various arts becoming familiar with a wide range of artists and masterworks. Attaining a basic knowledge of the arts helps students to understand and appreciate works of art and also to communicate ideas and judgments to others.

Children are introduced to the three modes of knowledge; creative, historical and analytical with a special emphasis on creativity and active participation. Our Core Knowledge curriculum promotes respect for diversity in our population and is fostered by multicultural studies as planned in the grade level sequence. Special attention is also paid to specific classroom culture and instruction is planned to study and celebrate all of the diverse cultures represented. Older students are exposed to more in-depth art history which often evolves into an art project. Projects are presented as “problems” to solve and students are encouraged to ask questions, think critically, and work collaboratively and creatively throughout the art process. Self-evaluation and critique are routine steps in the art process where students have the chance to give and receive feedback from peers as well as from the instructor, placing an emphasis on solving problems, encouraging others, and improving techniques.

LOA stages two main theatrical performances each year. The 3rd grade class, with the assistance of the faculty, parents and community members, produce and perform “Alice in Wonderland” after completion of reading the novel. This process gives the students their first experience with theater and theater production. The LOA Drama Club for middle school students produces one major show a year. Last year, students presented “Princess and the Pea” and in 2014 they have selected “The Little Mermaid.” Students audition for parts, create teams for production, set design, lighting and sound, marketing, and advertising. The Drama Club is proud to stage this year’s show at The Plaza Arts Center in Eatonton, Ga. Our courses reflect our mission by teaching integrity, cooperation, encouragement, and teamwork leading our students to academic excellence.

5. Instructional Methods:

Lake Oconee Academy (LOA) provides and differentiates instruction to meet the diverse needs of students. Instruction is modified to ensure high levels of student learning and achievement. LOA demonstrates significant strengths in planning individualized instruction derived from a battery of “research-based” assessments. Data is thoroughly analyzed and specific strategies and interventions are put into place by teachers for all students. Both formative and summative assessments are ongoing. Examples of formative assessments are Brigance, GKIDS, ITBS, CRCT, GWA, and COGAT. Teachers also use informative assessments such as unit assessments, AIMS Web, tests, checklists, Study Island pre and post-tests, Scholastic Reading Inventory, and grade level entering/exiting expectations.

To ensure student success, teachers use assessments to arrange flexible learning groups that meet the individual instructional needs of students as needed. Data from formative and summative assessments identifies students that need remediation or acceleration, as well as assists teachers in the formation of learning groups within classrooms and grade levels. Students that fall below school and national norms are referred to the Student Support Team for further analysis and possible placement in the Response to Intervention (RTI) program. This three-tiered process targets individualized student interventions. Students that do not meet the level of growth expected after progressing through all three tiers are referred to the county for further evaluations. Within the classroom, students are challenged to reach their highest academic potential through differentiated assignments, projects, and classwork. Pre-tests are used to assess students’ current knowledge and develop specialized lesson plans for classroom learning groups.

LOA's technology vision revolves around the integration of technology in order to promote differentiated instruction in all subject areas. School-wide WiFi access, classroom computers, a media center computer lab, laptop carts, and integration of a Bring Your Own Device program provides equity of resources and access to technology for all students. LOA applied and obtained a grant from the Federal Government for the creation of a virtual desktop system. This system enables students and teachers to access all school programs anywhere WiFi is available. Technology also supports instruction in the classroom. Online programs such as MobyMax, Study Island, LearnZillion and Learning A-Z, help to differentiate learning while SMART boards and Student Response Systems engage and support 21st century learning in all classrooms.

6. Professional Development:

The vision and mission of LOA is to produce high quality instruction thus enhancing high academic success through the use of proven methods and research-based practices. We believe, that knowing WHAT to teach lies at the heart of good instruction. To meet this expectation, professional and support staff are trained in the evaluation, interpretation and use of data at the student level. To assist teachers throughout the school year, LOA has an appointed testing coordinator who, with the support of the CEO, compiles data for the faculty to review and provides ongoing curriculum support.

Trained by state officials in the interpretation and use of data for school improvement, the testing coordinator trains the faculty and, with assistance from the technology coordinator, finds and implements curriculum materials directly aligned to common core standards that will benefit the academic growth of students. This training program enables teachers to analyze their students' performance in comparison with their classroom, grade level, district, state, and nation.

Teachers regularly participate in professional development after they assess their students' needs as well as their professional growth needs. By combining these two factors, teachers improve their teaching skills, which in turn improves the learning potential of their students. LOA believes that the individual growth of the teacher will impact the collective growth of the class. Also aligning this training with the curriculum maximizes the impact on student achievement. All professional development must be directed at the improvement of student outcomes.

In theory, staff development can take one of two forms: (1) teaching strategies which focus on delivery systems and structure, or (2) academic content knowledge in a specific subject area. Recently, LOA teachers have received professional development to master the "Daily 5," a structure to help students develop the daily habits of reading, writing and working independently in small group settings. This methodology was used in reading and modified by LOA faculty for use in mathematics, lesson planning and implementation. LOA also sent a staff member to training in Orton-Gillingham reading instructional methods. These skills will be utilized in all reading classes to accentuate learning for typical readers, struggling readers, and students with disabilities.

For training to broaden subject area knowledge, LOA teachers received multiple visits from the Northeast Georgia Regional Education Service Agency (NEGA RESA) for the expressed purpose of understanding the Common Core mathematics principles. This training put LOA at least one year ahead of area schools because LOA was teaching Common Core math while the remainder of the state was still teaching the old GPS standards. The result was noticeable improvement in mathematical scores.

When teachers identify a need within their classroom and are given the tools to address those needs the result is a greater buy-in, a more cohesive faculty, and greater success for students.

7. School Leadership

Lake Oconee Academy (LOA) has established itself as an innovator and entrepreneur in the charter school sector of leadership. Not only has the school prospered but the leadership within the school has extended

beyond the day-to-day school leadership as a contributor to Charter School advancements at the state, regional and national levels.

The foundation for quality school leadership for any school comes from the board of governors. LOA is no different. After seven years of operation the founding board still remains stewards of the policy and financial well-being of the school. All decisions are made with thorough understanding of the vision and mission to be a high performing school meeting the needs of all students who enter the school. The board makes sound financial decisions by always placing the future of the students it is currently serving before the potential students that may attend. The board serves those in the school knowing those decisions will cause the school to prosper in the future.

Even though there is only one “administrator” the leadership of the school is a collegial cooperative effort of all the faculty and staff. Every person working at LOA brings expertise that is valued. This shared management model utilizes each staff member’s contribution to move our mission forward toward excellence. Ideas are welcomed, discussed, and implemented creating an environment that will help all students prosper.

The school has a central leadership team that is involved in major decisions of school operation. In addition, middle and primary grade teachers work as division level teams to focus on issues that pertain mainly to those age groups and grade level needs. Response to intervention teams, special education teams, and ad hoc committees such as the SACS team also work together to complete school-based initiatives. This cohesive team-leadership approach provides continuity across grade levels in all aspects of the educational process which in turn benefits students and parents.

LOA leadership goes beyond the school level by sharing their best practice and successful strategies with other educators. For example, the SACS team of LOA educators was invited to present at the National Advanced Education conference to highlight the extraordinary job they did preparing and presenting the school’s SACS accreditation proposal. LOA is also an approved Core Knowledge Visitation School.

LOA, as a model school and model leadership program, partnered with Kennesaw State University (KSU) to create a cohort of fifteen future school leaders who took classes at KSU and spent time at LOA learning leadership techniques that could be used in their present or future schools. Funding for this program came from a Federal Dissemination Grant from LOA and tuition remission from KSU. Segments of the leadership cohort practices were presented by LOA and KSU leaders at the National Charter School Conference in Atlanta in 2012 and in Washington, DC in 2013.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: GA Criterion Referenced Competency Test (CRCT)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Georgia Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	98	100	94	100	
% Exceeds	65	72	53	47	
Number of students tested	40	39	32	15	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	97	100	92	100	
% Exceeds	66	76	50	45	
Number of students tested	38	33	24	11	
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100	100		
% Exceeds	85	43	67		
Number of students tested	40	40	18		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100		
% Exceeds	91	42	71		
Number of students tested	33	31	14		
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	91	94		
% Exceeds	66	36	50		
Number of students tested	44	22	18		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100		
% Exceeds	69	41	47		
Number of students tested	35	17	15		
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100			
% Exceeds	50	41			
Number of students tested	22	22			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100			
% Exceeds	53	32			
Number of students tested	17	19			
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100				
% Exceeds	82				
Number of students tested	22				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100				
% Exceeds	79				
Number of students tested	19				
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: GA Criterion Referenced Competency Test (CRCT)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Georgia Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100	97	100	
% Exceeds	83	77	69	60	
Number of students tested	40	39	32	15	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100	100	
% Exceeds	81	82	76	64	
Number of students tested	37	33	25	11	
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	98	100		
% Exceeds	78	78	56		
Number of students tested	40	40	18		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100		
% Exceeds	79	81	64		
Number of students tested	33	31	14		
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100	94		
% Exceeds	52	50	61		
Number of students tested	44	22	18		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100		
% Exceeds	54	53	60		
Number of students tested	35	17	15		
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100			
% Exceeds	73	82			
Number of students tested	22	22			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100			
% Exceeds	76	79			
Number of students tested	17	19			
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Georgia Department of Education

Test: GA CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	100				
% Exceeds	64				
Number of students tested	22				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100				
% Exceeds	63				
Number of students tested	19				
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Super-group not identified due to small group numbers that would violate FERPA regulations. Within assessment write-up, super-group will be identified for grades 3 -7 as a whole.