

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Shonda M Shaw

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

Official School Name Elite Scholars Academy Charter School

(As it should appear in the official records)

School Mailing Address 5968 Maddox Road

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

City Morrow State GA Zip Code+4 (9 digits total) 30260-1327

County Clayton State School Code Number* _____

Telephone 770-472-2823 Fax 770-472-2837

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Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Luvenia Jackson E-mail: luvenia.jackson@clayton.k12.ga.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clayton County Public Schools Tel. 770-473-2700

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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):
- 37 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools
- 64 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. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	35	47	82
7	44	37	81
8	34	46	80
9	25	41	66
10	26	33	59
11	21	16	37
12	17	27	44
Total Students	202	247	449

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 90 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 2 % 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: 5%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	439
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 59 %
 Total number students who qualify: 265

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.

This number represents the last available data for free and reduced lunch. As of 2013-2014, all students in Clayton County Public Schools (as a result of a grant) receive free lunch.

9. Students receiving special education services: $\frac{1}{8}$ %
8 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.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 1 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 19:1

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	98%	98%	97%	97%	0%
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

Elite Scholars Academy Charter School is one of 66 schools (two of which are charter) within the Clayton County Public School System (CCPS), a district serving over 52,000 students from diverse backgrounds. Located in the heart of Morrow, Georgia, just south of Atlanta, Elite Scholars Academy serves students in grades 6-12. Students are selected annually via lottery from among highly motivated applicants from across Clayton County; there are no academic requirements to apply.

According to last year's data, approximately 52% of the academy's students are eligible for free or reduced lunch. While the school is small, serving fewer than 500 students, it has made a remarkable impact on student achievement since its inception in 2009. The faculty of Elite Scholars Academy is comprised of individuals devoted to the pursuit of excellence and dedicated to the mission and vision of Elite Scholars Academy, and who are 100% highly qualified in their content fields. The certified faculty of 20 females and 13 males (13 African American females, 7 African American males, 6 Caucasian females, 3 Caucasian males, 1 Asian, 1 Indian, 1 French, 1 Hispanic) represents a phenomenal group.

The mission of Elite Scholars Academy is to prepare and empower young learners to become highly competent, conscientious and compassionate global leaders and citizens by means of rigorous instruction, relevant curriculum, and meaningful relationships. Our motto is, "We Strive for Excellence in All Things." We rehearse our school's creed daily with our students, who are fully immersed in the school's positive culture.

At Elite Scholars we have embraced rigor, relevance, and relationships, and have been pleased with our results. In accordance with our message, Elite Scholars operates on a year-round calendar, utilizing a 60-minute, six-periods-per-day schedule. Academy course offerings include only honors courses in middle school, and honors and AP courses in high school. All students are required to take Latin and earn 26 Carnegie units to graduate. Our focus is college and career readiness and preparing our students as early as tenth grade for dual enrollment by requiring all eighth grade students to earn three high school credits. All grade levels (6-12) are required to participate in college tours as well as community service programs as part of their extended learning opportunities.

A part of the school creed for Elite Scholars centers on students serving the needs for their school, families and community; our students have participated in several community service projects throughout the year. Elite Scholars offers a range of programs, club, athletics, and activities for our students in accordance with our belief in educating the whole child.

Elite Scholars has consecutively met requirements for Adequate Yearly Progress when that standard was in place, and when the accountability measure changed to the College and Career Readiness Performance Indicator (CCRPI) during the 2011-2012 school year, Elite Scholars scored 100 at the middle school level and 85 at the high school level. Elite Scholars has been highlighted as a 2012 Georgia School of Excellence, and noted as a top performing school in the 14th Congressional District. Also, the school has been highlighted twice in the Atlanta Journal and Constitution and featured in Clayton Daily Magazine.

Students have consistently excelled in academics; they have represented the school at the state and regional levels in science and social studies fairs, and have received trophies at math competitions for their solid performances. Our students have won various local and national essay competitions. Two years ago 100 students from across the country were selected to participate in the Disney Dream Competition. Of the nine Georgia participants, two came from Elite Scholars Academy! Another student placed fifth in the nation at the Health Occupational Services Association's (HOSA) national convention. One of our sixth graders tied for first place in a nationwide math competition.

In other areas where our students have excelled towards global involvement, some have Skyped with classes in Turkey and with an educator in Egypt. High school students are being offered the opportunity to travel abroad as an extension of their World History class annually.

Elite Scholars prides itself on many things; however, the strength of our academic program and significant support from our families and community are paramount. We attribute the academic successes of our students at Elite Scholars Academy greatly to the genuine belief that it does indeed “take a village to raise a child.” Part of our culture—the core of parental involvement—is the expectation of service of our families to the needs of the school; each family commits to 20 hours of service upon enrolling their child.

At Elite Scholars Academy excellence is the standard for all stakeholders, not just the goal. They seem to agree: in a recent parent survey, 93% of our parents expressed satisfaction with the school and its performance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Elite Scholars Academy Charter School serves grades 6 - 12. Traditionally students at Elite Scholars Academy have performed well on state and local assessments (above the local and state average in most instances). Assessment data helps students, teachers, and parents gain insight on a student's strength and weaknesses and assist teachers with curricular discussions. Assessment results inform the school and the community on how the school is progressing towards outlined goal's and the state's accountability measure.

Elite Scholars Academy participates in the state's mandated assessments. The Criterion Referenced Competency Tests (CRCT) is administered to grades 6-8. The CRCT is designed to measure how well students are acquiring skills and knowledge on state content standards. Data can be found at the student, class, school, system, and state level. The performance levels of the CRCT include Does Not Meet which is a grade of 799 or below, Meets a grade of 800-849, and Exceeds which represents a score of 850-880. The goal for students at Elite Scholars Academy has always been to exceed the standard in each content area.

The End of Course Test (EOCT) is administered for specific courses at the high school level and for middle school students taking an EOCT course (s) for high school credit. The EOCT became Georgia's high school accountability assessment as part of the College and Career Ready Performance Index (CCRPI). The performance levels include Does Not Meet Standards which is indicated with a grade below 70, Meets Standards which is indicated with a grade of 70-89 and 90-100 which reflects Exceeds Standards. As with the CRCT, the expectation is for students at Elite Scholars Academy to exceed the standard on each state assessment given.

B: The performance trends at Elite Scholars have been consistent for the past 4 years. The percent of students meeting and exceeding the standard has increased 2.4 points since 2009-2010 from 97.6 percent to 100 per cent in the area of English/Language Arts. All subgroups have shown growth over the past four years. The Students with Disabilities (SWD) have demonstrated significant growth from 77.8 percent pass to 100 percent. The Hispanic, White, and Asian subgroups have maintained a 100 percent pass rate since 2009-2010.

In the area of Reading on the CRCT, the percent of students meeting and exceeding the standard has increased since 2009-2010 from 99.1 percent to 100 percent. All subgroups have all shown increases since 2009-2010. One hundred percent of the Hispanic, White, and Asian subgroups met or exceeded during all testing years. One hundred percent of each subgroup met or exceeded the standards during the 2012-2013 school year.

These gains can be contributed to the individualized instruction provided to students experiencing difficulties and extended learning opportunities such as morning or after school tutorials and differentiated instructional strategies used during the school day. The open communication with parents to reinforce and support the school's efforts is also most beneficial.

In the area of Math on the CRCT, the percent of all students meeting or exceeding the standards has increased since 2009-2010 from 85.6 to 96.6 percent, a gain of 11 points. All subgroups have increased since 2009-2010. One hundred percent of Hispanics, Whites, and Asian subgroups met or exceeded during the 2012-2013 school year.

The EOCT is administered for the 9th grade literature course. The 9th grade literature EOCT was first administered at Elite in 2010-2011. Since its first administration, the percent of students meeting or exceeding the standards has increased from 93.7 to 97.4 percent, a 3.7 gain. All subgroups experienced an increase over the past 3 years. During this time, Hispanic, White, and Asian experienced meeting and exceeding percentages of 100 percent. Economically disadvantaged and African American students experienced gains of 5.3 and 4.3 percent, respectively.

The Math I EOCT was only administered in 2010-2011 and 2011-2012. The percent of students meeting and exceeding the standards had an increase of 15.2 points from 66.6 percent to 81.8 percent. The Economically Disadvantaged (ED), SWD, Hispanics and African American subgroups have all shown increases since 2010-2011. 100 percent of the Hispanic subgroup met or exceeded during both testing years. The ED, SWD and African American subgroups increased their percent meeting and exceeding by more than half.

The Math II EOCT was only administered in 2011-2012 and 2012-2013. The percent of students meeting and exceeding the standards had an increase of 15.6 points from 68.4 to 84 percent. The ED, SWD, Hispanics, African American, and Asian subgroup have all shown increases from 2011 to 2013. SWD showed the greatest gains with 100 percent of the population meeting and exceeding the standards. Hispanic students maintained their performance rate of 100%. African American and Economically Disadvantaged students increased their pass percentages by more than 20 points.

The American Literature, and Coordinate Algebra EOCTs were administered for the first time in 2012-2013. The percent of students passing American Literature was 98 percent. The subgroups of Economically Disadvantaged, Hispanic, White and Asian that took the American Literature EOCT had a pass rate of 100 percent. SWD and African American subgroups had pass percentages of 75 and 97.6, respectively.

While White, Hispanic and Asian do not meet the minimum requirement to be considered a subgroup, we want to factor all students in our data analysis.

2. Using Assessment Results:

Teachers at Elite Scholars Academy utilize a variety of formal and informal assessments to monitor student growth and mastery. At the start of each school year teachers analyze previous years Criterion Referenced Competency Test (CRCT) data and End of Course Test (EOCT) data to gain insight into the academic needs of their students.

Armed with this information, teachers are able to develop Individual Instructional Plans (IIPs) for each student. In developing the IIP, teachers meet with students individually to discuss their CRCT and EOCT scores from the previous year and jointly develop goals for the current year. These plans are sent home to parents, so that parents can provide support at home. All teachers also maintain a data wall in their classrooms, which is updated regularly to show student performance and progress.

Beginning the first week of school until the last, all teachers offer a minimum of 1 hour per week of tutorial. In addition to using the standardized test scores from the previous school year, teachers administer diagnostic exams to assess where students are in their specific content areas. The results from these assessments serve as a guide for teachers to plan their units, as well as the activities that will be used during instruction. With these results, teachers also differentiate their instruction to meet the instructional needs of all students.

Several times during the school year, students take benchmark assessments to assess their preparedness for the state administered standardized tests. Through after school tutorial sessions and Saturday school, teachers provide additional instruction and support to students whose scores demonstrate a need. Teachers conference with parents throughout the school year regarding student progress and test scores.

Overall student achievement data is shared at the monthly Governance Council and PTSA meetings, which are open to all parents and community members. This data is also posted on the schools website as well as the Clayton County Public Schools website.

The results from these assessments are also used for targeted instruction on Fine Tune Fridays. On Friday of each week, students operate on a modified schedule where they only see their core teachers where they receive intensified instruction. As the time for the administration of the yearly standardized assessments nears, middle school teachers use the results from classroom formal and informal assessments, as well as the

results from benchmarks to conduct a CRCT Boot Camp, which is held during a school intercession (break) week. During this boot camp students whose tests scores and classroom performance demonstrate a need for additional instruction come to school and receive intensified instruction in the areas of deficit.

Throughout the school year the school counselors provide classroom guidance in areas such as test anxiety, test taking skills, and study habits. In addition, the counselors conduct parent workshops teaching parents how to help and support their students with studying and test taking. Teachers also refer students who may be struggling with test anxiety or other test related issues to the school counselors for support.

3. Sharing Lessons Learned:

All successful schools and teachers share information and Elite Scholars Academy is no different. We have been fortunate to employ teacher leaders who provide leadership not only on the county level but the school level as well.

Teachers at Elite Scholars Academy Charter School have delivered multiple professional development workshops throughout the county. Our gifted lead teacher has delivered sessions on the identification and instruction of gifted learners to primary and secondary teachers in Clayton County. She also works closely with the county gifted coordinator as an instructor for the county level gifted endorsement program.

Reading is often thought of as only the domain of the language arts and reading teachers. Research has shown that in order for any subject to be fully comprehended and understood, reading is an important component. The National Science Teachers Association (NSTA) has defined science literacy as “the ability to apply scientific principles and thoughts to everyday life”. While this goal seems unrelated to reading on the surface, literacy in any area requires both comprehension and synthesis skills. Because of the depth of science, textbook and trade book support is required for students to fully understand and develop their scientific literacy skills. But what if the student cannot read or reads (decodes) within understanding?

In 2014, an Elite Scholars Academy teacher presented a workshop to introduce middle school science teachers throughout the county and state to the importance of reading in the content area and how teachers can effectively incorporate reading within the content area.

Math teachers at Elite Scholars Academy have been used as model teachers for others in the district. Local schools have sent teachers for classroom observations to gain insight on instructional strategies. Last year Elite Scholars Academy was instrumental in sending instructional strategies used in social studies to the Georgia Department of Education per their request. Elite Scholars Academy has partnered with Clayton State University and provides two teachers who serve as mentor teachers in their teacher education program. Because of the work done at Elite Scholars Academy, Clayton State University is interested in expanding the partnership. The principal and assistant principal attend leadership meetings and professional development workshops where they are given the opportunity to share successful strategies from their local school.

4. Engaging Families and Community:

Studies show that “lack of parental involvement is the biggest problem facing public schools” (Rose, Gallup, & Elam, 1997, p.1). Indeed, “the more parents participate in schooling, in a sustained way, at every level...the better for student achievement” (Williams &Chavkin, 1989, p. 1). Knowing that, Elite Scholars Academy strives to engage our stakeholders in activities that foster student success and school improvement. One form of engagement we utilize on a regular basis is parent universities (offered through the counseling department). Providing timely information to parents based on needs assessments ensures that the discussions are fruitful and appropriate.

Subjects such as Dual Enrollment, GA College 411, SAT/ACT distinctions, Sexting, Bullying /Cyberbullying keep parents and students “in the know”. Parent Universities provide support for parents in the form of transition meetings (helping students/parents transition from elementary to middle school and

middle school to high school). Parent workshops provide the opportunity to address any concerns or issues and keep the lines of communication flowing and open. Offering various workshops at different times (mornings, afternoons, and evenings) also gives parents who otherwise would not be able to make a workshop, an option of attending.

Each family donates 20 hours of volunteer time which fosters true collaboration with the teachers, students, staff, and parents. Parents volunteer for various activities in and around the school, including attending field trips and overseeing community service projects with students and teachers. Even something seemingly as insignificant as parents volunteering to sell ice cream in the cafeteria during lunchtime allows for students to see that parents are present in the school; this reinforces the idea that a three-fold cord (parents, school, students) is not easily broken.

We, at Elite Scholars Academy pride ourselves on a strong communication base. Quarterly newsletters, Parent Connect, weekly email blasts, weekly calling posts, and our school website are just several ways that we keep the lines of communication open which further encourages parental support.

Yet another avenue that Elite Scholars Academy uses to foster family and community involvement are monthly Governance Council and PTSA meetings. These meetings include parents, community members, teachers, and staff. The monthly meetings provide stakeholders with a pulse on the Elite Scholars Academy inner workings. Governance Council meetings provide community members with a forum to contribute to school improvement and student success. Council members give parents the opportunity to have a voice, ask questions, and even make suggestions during the meetings.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Elite Scholars Academy is guided by the Common Core standards set forth by the state of Georgia. Common Core was designed to ensure Georgia's students are ready for college, on pace with other states and to increase academic rigor across the board. The essential elements of performance tasks, setting clear expectations, greater depth in problem solving and making connections are all a part of the Common Core Standards expectations.

In an effort for students to master outlined standards, teachers at Elite Scholars Academy Charter School use a variety of resources and strategies. An explicit lesson planning framework is implemented to ensure lesson plans are designed around standards and involves a series of scaffolds and supports where students are guided through the learning process with clear explanations and demonstrations supported by effective guidance and feedback. Formative as well as summative assessments are administered to monitor student progress and guide instruction. Remediation opportunities are also available for students who display a need for additional support in meeting the standards.

As a means to ensure knowledge and skills for students to be college and career ready, our district has outlined the following instructional priorities: critical thinking, integrated technology and literacy across the curriculum with an emphasis on explicit vocabulary instruction. Teachers are provided with on-going professional development opportunities to enhance their skills in preparing 21st century leaders.

Elite Scholars Academy operates a 6-period day of 60 minute classes. While all students do not qualify for gifted courses, only honors courses are taught at the middle school level along with the pre-AP curriculum (Springboard). In addition to core classes, middle school students are also eligible for health and PE courses, band, music appreciation and orchestra. Once they enter 8th grade, middle school students enroll in 3 high school level courses: environmental science, coordinate algebra and foreign language.

Elite Scholars Academy offers AP courses, as well as accelerated math courses, for high school students. High school math courses include Coordinate Algebra, Analytical Geometry, Math III and AP Statistics. English offerings include 9th grade Literature and Composition, World Literature, AP Literature and AP Language courses. To meet social studies requirements, students complete courses in AP World History, AP Government, US History and AP Economics. The science class offerings include Biology, AP Environmental Science, Chemistry and Physics. Fine Arts classes are also provided for students. Students may choose from band, orchestra, and art.

All students at Elite Scholars Academy are required to take 4 years of a foreign language and all students are exposed to Latin. In addition to Latin, students can take Spanish or French at the middle school and high school levels. Students must obtain twenty-six Carnegie units to meet graduation requirements.

In an effort to prepare students to be college and career ready, Elite Scholars Academy provides instructional preparation for the PSAT, ACT, SAT and AP Exams.

The former director of the National Endowment for the Arts, Jane Alexander, has said “when we teach a child to sing or play the flute, we teach her how to listen. When we teach her to draw, we teach her to see. When we teach a child to dance, we teach him about his body and about space, and when he acts on stage, he learns about character and motivation. When we teach a child design, we reveal the geometry of the world. When we teach children about the folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history.” The mission of Elite Scholars Academy is for our students to find their place in history and become leaders and contributors to the global society.

2. Reading/English:

Elite Scholars Academy utilizes academically challenging materials that require students to think critically. These materials include Springboard, on-line resources in addition to county adopted texts. The traditional instructional methods of lecture and class participation are used as needed and as content dictates; however, more focus is placed on project-based instruction, vocabulary in context, cross-curriculum projects, writing across the curriculum, monthly timed writing, student-led learning, and constructed response assessments.

All students are held to high standards of achievement and are expected to meet and exceed requirements on state mandated tests. A variety of methods and strategies are implemented daily to ensure the needs of all learners are addressed.

- Elite Scholars class sizes allow for teachers to know their students as individuals, including their interests, their attitudes about reading, and their school, home, and community experiences. An individual instructional plan is created by the teachers and the students at the beginning of the year to serve as a foundation for student learning and to guide instruction.
- A variety of literature and text types are provided to address individual student learning needs while helping to build student capacity and familiarity with texts on and above student levels, including fiction and non-fiction literature. Reading instruction is differentiated to meet the needs of each learner and to ensure mastery of the content standards.
- Teachers implement a variety of instructional strategies that include flexible grouping as well as individual instruction and focus on multiple instructional methods such as shared reading, guided reading, and literature discussion circles, as appropriate for their students. These methods provide multiple learning experiences for all students.
- Students are guided and encouraged to use effective reading strategies such as self-monitoring for meaning and self-correcting. Teachers provide specific feedback to students to support their reading and learning development.
- Teachers provide opportunities for students to read and respond to various topics across the content areas by engaging them in a variety of authentic literacy experiences.
- Rubrics are used to outline expectations for all tasks and assignments. Teachers provide commentary and immediate feedback to highlight areas of strength and address areas of need for each student. Students are provided multiple opportunities to reflect on their learning through conferencing to help increase student understanding and make corrections as needed. Ongoing support such as after school tutorial, additional student-teacher conferencing and Saturday School is provided to students who need additional assistance.

3. Mathematics:

ESA's mathematics curriculum and instruction begins with SpringBoard in 6th and 7th grade. SpringBoard is an Pre-AP curriculum that provides all students with mandatory skill sets for upcoming honors placement in high school math at Elite. SpringBoard was selected based on our charter's requirement of all Honors/AP classes for all students. ESA has witnessed annual growth for each grade level in math (6th – 12th). Students immediately continue with Coordinate Algebra in the 8th grade using Pearson resources.

ESA's instructional methods vary greatly depending on the student and the instructor. All math teachers at Elite Scholars Academy utilize strategies such as think-pair-share, group activities, student teaching and explicit instruction. Teachers create individualized instructional plans (IIP) for each student and these are used to drive instruction. Specifically in Analytic Geometry, this plan contains the number of weekly tutorials the students should attend, the number of EOCT Boot Camp classes the students should attend and the number of hours the students should spend studying mathematics.

Literacy is a major component of the success ESA has experienced with math. Students are required to provide commentary which illustrates mathematical processes with all projects. Teachers are able to easily identify mastery of concepts with the use of the commentary.

Students performing below grade level are provided with multiple opportunities for enrichment. Saturday School is offered throughout the year and after school tutoring sessions are held Monday through Thursday. Student assignments are created with individual skill levels in mind. ESA's math teachers provide motivational support and celebrate each student's success. Above grade level students are enriched with real life problem solving. Students are also prepared and encourage to compete in county/state wide math competitions. However, all students benefit from the high expectations set by ESA's math faculty.

Technology is used to foster mastery of mathematical concepts. High school level math classes require use of the TI 36-x Pro Calculator daily. Other technology used consists of multimedia, power points and online learning software such as Gizmo. Students complete Internet statistics labs where they experiment with parameters and draw conclusions. Gizmo is also a Math lab tool. Students see math in action and they realize the mechanisms behind math processes. Finally, all math teachers utilize Study Island and OAS programs. These programs provide immediate response and provide various opportunities for student learning. ESA educators pair these online programs with student clickers to foster student engagement.

4. Additional Curriculum Area:

The three areas we would like to expound upon are Science, Social Studies, and Visual Arts.

Through science literacy, students at Elite Scholars Academy learn how to think critically and independently and how to recognize and weigh alternative explanations of events. Because science is mandated curiosity, it is natural that the laboratory set up provide a large block of class time. At Elite Scholars Academy, students are taught by science teachers where explicit instruction as well as cooperative learning groups is an area of focus. In order to examine the major concepts of science, students carry out laboratory investigations and communicate their findings. Students engage in scientific problem-solving as they work through the process of the scientific method. They observe that the scientific method is fluid rather than a checklist of steps. Students have extended laboratory investigations carried out in class and design their own laboratory investigations. Through this process, many Elite Scholars Academy students have had the opportunity to represent Elite Scholars Academy at the Clayton County Regional Science Fair and the state Science and Engineering Fair. There has been a representative of the Elite Scholars Academy student body that has stood on the awards platform at the University of Georgia state Science and Engineering Fair for the past three years.

To combat apathy and increase the representation of minorities in science on the post-secondary level, Elite Scholars Academy has an active science club. Several high school members of the science club have started the STEM Superheroes program. The purpose of STEM Superheroes is to inform African American middle school students of the opportunities and advantages of participating in science and engineering activities and to inspire them to pursue STEM majors and careers in the future. STEM Superheroes presents the unique opportunity to expose middle school students to Elite Scholars Academy high school students, who have participated and excelled in various STEM activities. The high school students, with diverse experiences in STEM research, serve as role models to students who are close to their age and will encourage them to participate in STEM activities, while in middle school and beyond.

Social Studies teachers at Elite Scholars Academy employ the following strategies throughout the year. These strategies are used consistently in keeping with research based best practice. Teachers begin the year by teaching the enduring understandings or conceptual lens to guide content focus throughout the year. All lessons, activities, projects, and field trips are data driven and designed to specifically address the Georgia Performance and Common Core Standards. Teachers "speak" the "language of the standards" throughout the lessons and provide opportunities for students to engage in dialogue and written responses using the "language of the standards" as well. Students are grouped strategically according to the parameters and purpose of the project or assignment to ensure the appropriate level of challenge and an opportunity for success of all students. Vocabulary strategies, such as K.I.M. charts and Frayer Models, are used to help students acquire and learn needed content related vocabulary. Teacher driven and student focused word walls are displayed to help reinforce vocabulary acquisition. Students are also expected to use high tier, content related vocabulary in writing about and discussing the content. Study Island is used to reinforce

instruction and to address the need for individual student remediation. Georgia Online Assessment and test practice workbooks are used to review the standards for the state assessment. Videos, Webquests, and Online simulations: Teachers use videos, webquests, and online simulations to further engage student interest and knowledge of the content.

AP art polishes critical thinking skills because during the course students develop a college level portfolio based on their ideas, thoughts, and views on a range of topics. The students use journals to record and plan their artworks, which often times become an artwork in itself. These journals not only include visual pictures, but most importantly writing which contributes to the district and state initiative of writing across the curriculum. The report released by Obama's Committee on the Arts and the Humanities and called *Reinvesting in Arts Education: Winning America's Future Through Creative Schools* advocate that when teachers reinforce academic concepts with the arts, students learn more and score higher on standardized tests. This is evident at Elite Scholars since our test scores have improved each year that the arts have been introduced to the students. The reason why there is a correlation between art and improved learning is due to increasing critical thinking and problem solving skills. Aligning with Common Core, Elite Scholars Academy uses art to further develop critical thinking and problem solving skills to help prepare our young people to be leaders in their careers, families, and communities.

5. Instructional Methods:

Elite Scholars Academy understands that differentiated instruction is one of the major components for student achievement. Consequently, our teachers are continually involved in training that will provide them with the latest research-based strategies. Such training has prepared our teachers to be able to disseminate meaningful instruction and meet the diverse needs of students.

Benchmark assessments are utilized to help teachers decide which what type of homework to assign or how review packets look for each individual student. Teachers at Elite Scholars Academy plan their assignments according to each individual's strengths and weaknesses.

Elite Scholars Academy also employs a program called Fine Tune Friday and students are grouped in periods according to their need. Students only attend core classes and this allows for differentiation to take place on a whole group level. The students who need remediation will have their needs addressed and the students who need acceleration likewise will have their needs addressed.

Technology certainly plays an intricate role in student achievement. Elite Scholars Academy teachers have taken advantage of the students' love of "all things technology" and have incorporated the computer into their teaching style. For example, USA Test Prep offers Georgia testing preparation for all high school standardized tests (End-of the-Course test, Georgia High School Graduation Test). Study Island is utilized to provide online, individualized tutorial sessions for students in both our middle and high school. For students who tend to fare better on online tests, many teachers have incorporated online testing in order to provide students with another mode of test taking. The Georgia Online Assessment System is another test prep system that teachers embed into student's assignments. This system allows students who might need remediation or acceleration to work at his or her individual pace.

6. Professional Development:

The school's approach to professional development is to provide training and resources to teachers and staff to ensure they are prepared and provided with the support needed to effectively instruct and meet the needs of students. The professional development provided includes administrator and district selected topics, and teachers are also surveyed to determine areas of need.

The district's professional development activities cover many topics and areas, which include instruction, accessing and using student data, how to effectively communicate with parents, and how to interpret school data including test scores and student performance. In understanding how to interpret test scores and student and school data, teachers and staff can breakdown student performance and determine academic standards

that may or may not be met. Teachers can further breakdown information for individual students, and provide differentiated instruction to better address the needs of the students. The district provides early release days throughout the school year, and teachers and staff are given the opportunity to participate in staff development. The district also provides an extensive professional development catalog of courses available to staff.

The school's professional development activities provide teachers and staff with training and resources needed to be successful in the classroom and positively impact student growth and achievement. Our school offers technology based training to instruct teachers on the latest technology available for classroom use. These hands on training sessions allow teachers the opportunity to manipulate the equipment before attempting to use the technology in the classroom. Technology is vital to everyday life, so it is important for teachers to feel comfortable and knowledgeable with new forms of technology, as well as expose students to various forms of technology. Other school based professional development offered includes classroom management, differentiated instruction, training for content area teachers, and AP and gifted courses. The classroom management training provides teachers the opportunity to learn effective and helpful methods to manage student behavior in the classroom. The content based opportunities allow teachers the opportunity to enhance knowledge and skills for their area of expertise to better provide for the students. The school based professional development provided is centered around student achievement and success, and is designed to provide teachers with the support and tools necessary to effectively meet the needs of the students. This will ensure each student is receiving exceptional instruction.

7. School Leadership

The school leadership at Elite Scholars has several roles. The governing body protects and supports the autonomy of our school leadership to improve student learning and instruction. The governing body provides resources and support personnel in an effort to carry out the school's mission and meet our goals. The principal in her 4th year at Elite serves as the instructional leader. She is responsible for clearly articulating the mission and vision of the school and the philosophy that all students can be successful and that failure is not an option. While this school wide vision of commitment is established the principal must ensure that all stakeholders remain committed. The principal also works to cultivate leadership, monitor student growth and progress, gauge instructional climate through evaluating formal and informal walk-throughs, surveys, build a climate of support and trust, build a healthy, safe, orderly environment and maintain processes.

The school's mission and vision is revisited annually and surveys assess school satisfaction in carrying out the mission and vision of the school. The level of expectation is communicated to all stakeholders and continues to be communicated via website, newsletters, Governance Council meetings, conversations with stakeholders, the school creed recited daily, grade level meetings and parent meetings.

This work cannot be managed alone. The assistant principal in his 3rd year at Elite stands with the principal in supports and seeking ways to uphold the legacy of the school. His duties include conducting walk-throughs, reviewing data, echoing the mission and vision, reviewing current trends in education, maximizing talents, and being proactive. Shared leadership and consensus building is practiced at Elite through the leadership team. The leadership team meets regularly and serves as a liaison between the principal's administrative team and the school's faculty and staff. The leadership team consists of grade level chairs for all grades (6-12), the media specialist, and the Special Education Department representative. Grade level chairs and content area leads meet weekly to review data, discuss student progress, discuss curriculum and participate in professional development, as well as help coordinate and plan school-wide events. All leadership team members participate in the development of the school improvement plan which is written based on data and is used to guide our actions and to decide next steps. Grade level chairs report all stakeholders' concerns to the administrative team to ensure immediate and appropriate feedback is provided.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Math II EOCT

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
Meets plus Exceeds	84	68			
Exceeds	18	23			
Number of students tested	50	57			
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	79	56			
Exceeds	14	16			
Number of students tested	29	25			
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	85	64			
Exceeds	18	20			
Number of students tested	45	50			
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					
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: There were no Math II students prior to 2010 - 2011.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher:

Test: CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets plus Exceeds	98	98	82	83	
Exceeds	54	23	15	9	
Number of students tested	80	71	73	57	
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	85	88	77	83	
Exceeds	43	44	11	12	
Number of students tested	62	62	38	34	
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	98	97	83	82	
Exceeds	52	23	14	9	
Number of students tested	69	66	70	70	
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					
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: Data not available for 2008 - 2009 (school opened in July 2009).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher:

Test: 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	97	96	97	93	
Exceeds	44	45	31	48	
Number of students tested	77	73	74	75	
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	85	86	95	93	
Exceeds	33	39	30	28	
Number of students tested	49	49	37	46	
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	97	97	98	96	
Exceeds	43	45	29	46	
Number of students tested	72	69	65	67	
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					
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: Data not available for 2008 - 2009 (school opened in July 2009).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher:

Test: CRCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
Meets plus Exceeds	93	92	93	91	
Exceeds	38	19	27	34	
Number of students tested	74	78	70	74	
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	78	81	91	90	
Exceeds	32	20	30	20	
Number of students tested	47	47	46	40	
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	93	87	94	89	
Exceeds	37	17	27	32	
Number of students tested	71	69	66	63	
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					
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: Data not available for 2008-2009 (school opened in July 2009).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher:

Test: Math I EOCT
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	0	82	67		
Exceeds	0	30	19		
Number of students tested	2	66	63		
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	0	88	56		
Exceeds	0	29	11		
Number of students tested	2	42	27		
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	0	82	50		
Exceeds	0	31	13		
Number of students tested	2	61	63		
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					
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: There were no Math I students prior to 2010 -2011

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher:

Test: Coordinate Algebra EOCT
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	38				
Exceeds	1				
Number of students tested	145				
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	30				
Exceeds	0				
Number of students tested	87				
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	33				
Exceeds	1				
Number of students tested	133				
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					
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: 2012 - 2013 was the first year the Coordinate Algebra EOCT was administered in the state of Georgia.

The state's meets plus exceeds average was 37%. Elite Scholars Academy average was 38%.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher:

Test: American Literature EOCT
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	98				
Exceeds	54				
Number of students tested	48				
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	100				
Exceeds	42				
Number of students tested	24				
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	98				
Exceeds	54				
Number of students tested	41				
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					
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: There were no 11th grade students prior to 2012 - 2013 (no historical data).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test: CRCT
Edition/Publication Year: 2013

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	99	
Exceeds	59	36	34	17	
Number of students tested	80	69	74	66	
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	84	76	95	100	
Exceeds	49	23	24	12	
Number of students tested	62	62	38	34	
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	100	100	97	98	
Exceeds	61	39	34	16	
Number of students tested	69	66	71	57	
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					
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: Data not available for 2008 - 2009 (school opened in July 2009).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher:

Test: CRCT
Edition/Publication Year: 2013

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	99	99	96	
Exceeds	79	65	47	37	
Number of students tested	77	71	75	75	
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	86	88	97	93	
Exceeds	70	55	39	28	
Number of students tested	49	49	38	46	
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	100	99	98	96	
Exceeds	79	65	50	37	
Number of students tested	72	69	66	67	
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					
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: Data not available for 2008 - 2009 (school opened in July 2009)

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher:

Test: CRCT
Edition/Publication Year: 2013

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	99	97	
Exceeds	62	61	54	50	
Number of students tested	74	76	70	74	
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	83	92	98	97	
Exceeds	47	54	52	40	
Number of students tested	47	47	46	40	
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	100	98	100	97	
Exceeds	62	61	55	46	
Number of students tested	71	70	66	63	
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					
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: Data not available for 2008 - 2009 (school opened in July 2009).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher:

Test: 9th Literature - EOCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
Meets plus Exceeds	97	97	94		
Exceeds	56	51	38		
Number of students tested	78	61	63		
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	98	97	93		
Exceeds	51	56	11		
Number of students tested	49	39	27		
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	97	97	93		
Exceeds	48	49	34		
Number of students tested	75	59	60		
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					
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: There were no ninth graders prior to 2011 - 2012.