

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

[X] Public or [] Non-public

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

Name of Principal Dr. Cornellia Crum

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

Official School Name Wadsworth Magnet School for High Achievers

(As it should appear in the official records)

School Mailing Address 2084 Green Forrest Drive

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

City Decatur State GA Zip Code+4 (9 digits total) 30032-5901

County DeKalb County State School Code Number* 0309

Telephone 678-874-2402 Fax 678-874-2401

Web site/URL http://www.wadsworthes.dekalb.k12.ga.us E-mail Cornellia_Crum@fc.dekalb.k12.ga.us

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*Mr. Michael Thurmond E-mail: Michael_Thurmond@fc.dekalb.k12.ga.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name DeKalb County School District Tel. 678-676-1200

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 Dr. Melvin Johnson
(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):
- 77 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 22 High schools
 - 0 K-12 schools
- 118 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. 6 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	14	13	27
5	25	30	55
6	47	53	100
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	86	96	182

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 94 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 0 % 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	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	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	237
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 45 %
 Total number students who qualify: 82

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.

9. Students receiving special education services: $\frac{1}{3}$ %
 $\frac{3}{3}$ 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 | 3 Other Health Impaired |
| 0 Deaf-Blindness | 0 Specific Learning Disability |
| 0 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	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	97%	98%	98%	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

In August 2008, the DeKalb County Board of Education repurposed Wadsworth Elementary to Wadsworth Magnet School for High Achievers housing students in grades 4 through 6. Our building has been a part of the community for over 60 years. Wadsworth sits on 8.6 acres in the heart of the Green Forrest Community, near Columbia Drive and McAfee Road. The school is relatively small with thirty-one rooms built in a u-shape surrounding a beautiful courtyard. The courtyard contains ten vegetable gardens maintained by students. It provides the space for outdoor science and STEM activities in the spring.

The school tradition has always included a partnership with the community. The principal meets with the Green Forrest Home Owner's Association during their monthly meetings to keep the community abreast of the activities occurring at Wadsworth. There is a high percentage of parental involvement in the school which affects our high test scores and attendance rate. Our parents are active participants in school events such as Career Day. The community also rallies together in support of Wadsworth's campus beautification day held each spring. There has always been a positive relationship and mutual respect between the school and community.

Wadsworth Magnet School for High Achievers has reached many milestones. Our student population is unique in that all students are gifted or high achievers. Our staff has worked diligently to provide an effective rigorous, challenging curriculum and instruction that meets the learning needs of all students. All members of our staff presently hold gifted certification. They have witnessed our students becoming creative, life-long learners. Students support the staff in creating a positive and respectful school environment. Students often take the lead in helping others through conflict resolution. This school year, we had a higher percentage of students qualifying for our Honor Society. Our high standardized test scores also assure our staff that our students are reaching their academic potential.

Another milestone was providing a school curriculum that offers students the academic experiences needed to prepare them for their future careers. Recently, Wadsworth was recognized as a STEM school. STEM has provided students a greater focus on math, science, engineering and technology. All students take Spanish and participate in band or orchestra.

Wadsworth Magnet is a school of excellence that fosters high expectations and respect for all. A unique feature of our school is the Wadsworth leadership academy that allows students to create individualized action plans. Our leadership academy is one of the best in the county. Leadership opportunities are fostered through Beta Club, safety patrols, Science Olympiad, Character Club, peer mediators reading bowl, Art Club, STEM (science, technology, engineering and math) enrichment days, Robotics and Drama Club. We have a science lab for each grade level (apart from our classrooms) where students are provided with valuable hands-on experiences to master the standards in science, technology, engineering, and math. The following is a list of reasons why Wadsworth is worthy of National Blue Ribbon status:

Awards, Accolades and Accomplishments:

- We are a DeKalb County School System Region 5 – STEM school with a fully operational STEM lab servicing the entire student body.
- Our 6th grade middle school students ranked 1st in the state on the Career College Readiness Performance Index (CCRPI) and our fourth and fifth grade (elementary) ranked third in the state of Georgia.
- 99.4% of our fifth grade students met or exceeded standards on the 2013 Georgia Writing Assessment.
- 100% of our students met and exceeded the mathematics and reading/language arts standards on the 2013 Criterion Reference Competency Test (CRCT).
- Wadsworth Magnet is the recipient of the following awards from the Governor's Office of Student Achievement Single Statewide Accountability System (SSAS) Awards: Silver, Gold and Platinum for outstanding achievement on the CRCT in 2009, 2011 and 2012.
- Our fourth grade students had the highest core reading score in the state of Georgia in 2012.

- Our fourth and fifth grade placed first in the individual competition at Georgia Perimeter College Dunwoody Campus in 2012.
- Our band received a “SUPERIOR” rating at the Band Festival at McNair High School in 2013.
- 100% of students participate in band or orchestra.
- 74% of our students are gifted and all of our core teachers are gifted certified or in a gifted endorsement program.
- One (1) student won best in Show at the DeKalb County School System Social Studies Fair in 2014.

Eligibility at Wadsworth is based on test scores and GPA. The requirements for students to enter Wadsworth are as follows: ITBS (National Norm) total reading 75 percentile; total math 75 percentile or a composite score of 80 percent or higher. Additionally, the student must have a 3.0 or higher GPA. Students are selected through a lottery system conducted by the DeKalb School District Magnet Department.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Wadsworth Magnet administers the Criterion Referenced Competency Test (CRCT). The CRCT is an assessment that measures students' acquired skills and knowledge in reading, English/language arts, mathematics, science, and social studies. The Criterion Referenced Test is administered every spring. Every student is required to take this state mandated test. The CRCT is reported in scaled scores, which are categorized as follows:

Level 1- Scores below 800 indicate performance that Do Not Meet State minimum level of proficiency.

Level 2- Scores from 800-849 indicate level of performance that Meet Standards set for this test.

Level 3- Scores at or above 850 indicate a level of performance that Exceed Standards set for this test.

The performance levels for the standardized test are such that every child should show proficient and/or exemplary levels of performance based on the results on each assessment. It should be noted that Wadsworth Magnet School excels in exemplary and proficient levels based upon our students' performance on the CRCT. This performance is supported by high parental and teacher expectations, a rigorous curriculum, established teaching methods, goal setting, administrative support, and student motivation. Our students are expected to perform at a level that will accelerate their academic growth in all subject areas.

b. Testing is used to provide insight into the strengths and weaknesses of the school's student body. The CRCT is used to monitor Wadsworth Magnet students' progress over time to help identify academic areas of needs and strengths. At Wadsworth Magnet School teachers and administrators are consistently reviewing and reflecting upon ways to better help our students operate at the highest level possible. One way we do this is by evaluating performance trends in our data. The strengths of Wadsworth Magnet School for High Achievers are indicative of our spring CRCT results which are among the highest in the DeKalb County School System and the state of Georgia.

According to our data trend for the CRCT from 2008-2013 100% of our 4th grade students met and exceeded standards in Reading/ELA. For 2008-2009 98% of 4th grade students met and exceeded standards for math. From 2009-2013 100% of the students met and exceeded the standards in Math. The 2% gain in math represented in the data from 2008 to 2010 was a concerted effort by teachers to identify the weak areas of each student. The math teachers and instructional assistant principal collaborated in creating a systematic plan to focus on those standards that students needed to achieve growth in their CRCT score. Parents were included in the process of reinforcement through home enrichment activities. The last four years of consistent performance is attributed to the level of excellence in quality teaching, staff development, parental support, and administrative guidance.

The CRCT data for our 5th grade students in Reading/ELA shows 100% of the students meeting and exceeding the standards. This same trend can be found in the area of math as well. This five year trend of continued excellence is contributed to the strategies and teaching methods put in place by our teachers that support student success.

Our CRCT data for the 6th grade students reflects that 100% of our students met and exceeded the standards in the area of Reading/ELA. The results are the same in the area of math. The data proves that Wadsworth Magnet students consistently perform at the same high level. Our teachers, administrators, students, and parents work very hard to ensure every student is learning information that will allow them to do well on all standardized test and, be ready to meet the challenges of our ever changing society. Our data reinforces the fact that our students are ready to meet all of the academic challenges they will face once leaving Wadsworth Magnet School.

In 2011-2012 Georgia introduced the College and Career Readiness Performance Index as a way to measure achievement, progress, and identify achievement gaps. Each school was rated on a 100 point scale. Schools may earn up to 70 points in the area of achievement. 15 points may be earned for actual progress, and 15 points in the area of achievement gaps. Schools can also earn challenge points if they meet expectations and have a high number of English Language Learners, students with disabilities, or economically disadvantaged students that attend their school. Wadsworth Magnet School earned a score of 101.9 and was rated as number 1 in the state of Georgia. Our high score can be attributed to our student's performance on the CRCT.

2. Using Assessment Results:

Wadsworth Magnet School uses assessment data to understand, plan and improve student performance. The assessments are in direct alignment with the state and national standards. We use a variety of instructional strategies and materials to remediate and enrich our student body. The instructional strategies are research based and proven to be successful. The teachers at Wadsworth Magnet School use a wide range of assessments as a way to analyze and improve student and school performance. Teachers use formal and informal assessments such as CRCT, diagnostic testing at the beginning of the school year, benchmark testing, Universal Screener (Star Reading and Math), Online Assessment System (OAS), and unit pre and post test. Teachers are afforded the opportunity to plan, meet, and strategize during common planning time with the assistant principal of instruction. Students are provided with additional assistance as they are identified. Tutorials are provided during the school day. This extended learning time is built into the schedule.

An initial in-depth assessment of test results from the previous school year is evaluated during the summer. Teachers and administrators gather CRCT data from Reading/ELA and Math to analyze the scores. The team discusses any achievement gaps and areas of growth needed for the following school year. These identified areas become the baseline of data. This baseline of data becomes the starting point for enrichment, reinforcement, and intervention. All contributing members of the learning community are made aware of the data during pre-planning in August and again each week during grade level and school wide faculty meetings. Every teacher also administers a diagnostic test at the beginning of the year. The data is disaggregated and shared in grade level meetings.

Wadsworth is committed to using authentic assessments. We use informal and formal assessments in a variety of ways. Teachers use Benchmark testing (informal) throughout the year. Teachers are able to use this data to determine if students are maintaining or exceeding standards currently mandated by the state of Georgia. The results are used to guide, enrich, and reinforce the standards being taught. Students are also able to view results during one-on-one conferencing periods with the teacher and administrative team.

Students engage in universal screenings also known as Star Reading and Star Math (formal). These assessment tools provide immediate feedback to the students and teachers. Teachers can then use this as a conferencing tool to guide students in the right direction and adjust teaching strategies as needed. Tutoring is also used as an intervention strategy to provide immediate support to students.

At the beginning of every unit teachers administer a pre-test (informal) to evaluate prior knowledge and create a baseline. This data enables the teacher to see the students' knowledge base before creating lessons to teach the standards. This tier of instruction maximizes student growth in knowledge gained of the standards when the pre-test and post test (formal) are administered.

The learning community that consists of parents, students, and teachers are informed of academic achievement through various ways. Testing data such as the CRCT are posted on the state, county, and school websites. Parents and all other stakeholders are able to view current and past testing data. The data is also provided through home mailings, test summary sheets, parent-teacher conferences, newsletters, and PTA meetings. Parents are provided with the opportunity to thoroughly discuss their child's testing data and collaborate with the teacher to create a positive home-school connection. It is our goal and desire to provide

parents and the school community with a comprehensive view of testing data that will enable their participation to ensure the academic success of each child.

3. Sharing Lessons Learned:

Wadsworth Magnet School has shared successful strategies with other schools through district-wide meetings where information is shared with building principals and department heads. During the DeKalb County Summer Institute, principals working in smaller focus groups share their area of expertise with others. We receive media coverage from The Crossroads Newspaper, The Atlanta Journal Constitution and Decatur Neighbor. On a continuous basis, administrators have shared amazing lessons learned with our school council, PTA, All Pro Dads, community associations, and others. We have an open door policy allowing visitors to tour our facility, observe our classes, and meet with administrators to learn first-hand the characteristics of a high performing school.

Performing and visual arts programs at Wadsworth instill life values in students which include discipline, cooperation, social skills, and music history/appreciation. Our philosophy is that visual art fosters the creativity, imagination and energy of our children. For this reason, all students participate in band or orchestra at Wadsworth. Concerts include musical performances, displays of student artwork and dance performance. Wadsworth is also a major part of the DeKalb County Elementary Honor Orchestra every year. These programs help students develop self-discipline appreciate constructive feedback, and persevere to meet high standards.

The culminating event for our Wadsworth music students is our winter concert where students showcase their many talents. Wadsworth's music programs help students develop technical skills, knowledge and critical judgment. Students learn about the musical heritage from ancient to contemporary times and diverse cultures. Students learn to appreciate the characteristics of various styles and understand the context in which music is composed and performed. All music students of the Wadsworth are well versed in music appreciation, history, theory, and performance.

Upon graduating, we want our students to be able to:

- Recognize through aesthetic awareness that music is universal
- Acquire skills necessary for life-long music learning application
- Prepare and present a musically proficient
- Make knowledgeable and discriminating judgments about music
- Understand the relationship of music to other arts and non-arts disciplines
- Enjoy and appreciate musical performances within their historical and cultural context

It is evident that Wadsworth offers arts programs that are culturally enriching, stimulate creative expressions, build self-esteem and improve academic achievement. We believe that we are meeting the needs of the 'whole child' by developing well-rounded individuals who are well-prepared to succeed in the ever changing world of the 21st century.

4. Engaging Families and Community:

We pride ourselves on having a close knit, strong, supportive and engaged local community and the nucleus that holds it together is communication. Working together, keeping the lines of communication open, having an open door policy, valuing our relationships, sharing information as it relates to high academic achievement, extending invitations to attend school functions, fall and spring community cleanup days are all key efforts we have established within our village. Bridging the gap is what makes us stronger. In our community there is an increased sense of pride in our school. The more the community learns about our school and the way we function, the more they embrace and understand the educational process for their children here at Wadsworth. Our school website is informative and our teachers are in a continuous mode of updating information on a daily or weekly basis to inform our stakeholders.

We have a very active PTA and school council that meet on a regular basis. Our PTA is supportive of every aspect of our educational endeavors and our council is an advisory group for school governance and advocates for parental engagement activities in our school. There is a constant presence of All Pro Dads, a mentoring group providing dads the opportunity to participate in our annual fall and spring cleanups on campus.

In our continuing effort to provide optimal two-way communication of teachers and parents we hold parent/teacher conferences weekly. Communication is also enhanced by our on-going efforts of providing parents with ideas and suggestions on how to best help their children at home to be successful students. Community engagement is the inclusion of community members, district leaders, and partners in education taking part in school decisions, planning activities, sharing expertise and other related activities. We take great pride in our efforts thus enabling us to provide a richer educational experience and a stronger sense of cohesiveness and community involvement for the personal welfare of our students and their families.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Wadsworth Magnet School for High Achievers utilizes the rigorous curriculum of the DeKalb County School District philosophically based upon the Common Core State Standards. The curriculum is outlined to include standards with clearly identified essential content knowledge and skills that build upon one another and that are increasingly complex. The Common Core Literacy Standards are integrated into the curriculum for both core and non-core content areas.

The curriculum conveys a multi-faceted philosophy which includes the expectation of rigor, content mastery, development of digital Literacy, Media Literacy, and Global Literacy toward the end of College and Career Readiness. The successful implementation of the curriculum results in College and Career Readiness with students demonstrating independence; students building strong content knowledge; students responding to the varying demands of audience, task, purpose, and discipline; students comprehending as well as critiquing; students valuing evidence; students using technology and digital media strategically and capably; and students coming to understand other perspective and cultures.

The students at Wadsworth Magnet are immersed in an integrated model for literacy with standards divided into Reading, Writing, Speaking and Listening, and Language strands. Instructional methods are grounded in the expectation that students gather, comprehend, evaluate, synthesize, and report on information and ideas. Additionally, students are expected to conduct original research in order to answer questions and solve problems, and to analyze and use informational and narrative texts in a variety of formats.

Mathematics instruction at Wadsworth Magnet facilitates the ability of our students to demonstrate the Standards for Mathematical Practice as they acquire the essential content and related skills. Students are expected to make sense of problems, solve them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

Elementary students are expected to master content standards within the domains of Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. As students transition to the middle grades, they are instructed to master additional domains such as Ratios and Proportional Relationships, The Number System, Expressions and Equations, and Statistics and Probability. Wadsworth pre-assesses students in reading and math to ensure that all prior grade-level skill deficits are remediated as to not compromise the mastery of the current grade-level content standards.

All students at Wadsworth participate in health and physical education. The mission of this program is to enhance each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. The curriculum teaches the Georgia Performance Standards, content and skills necessary to exemplify good health.

The Nutrition Program at Wadsworth plays a key role in helping students develop healthy eating patterns. Healthy eating patterns are vital for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Wadsworth's cafeteria serves healthy meal daily to enhance students' overall health as well as their behavior and academic achievement.

Wadsworth offers students Spanish at each grade level. The mission of the Spanish program is to equip all students with lifelong skills that will allow them to communicate effectively, to collaborate, to think and to interact in a global society, and to appreciate other languages and cultures, as well as their own.

Wadsworth's second language also helps students to develop problem solving skills as well as critical thinking and inquiry skills.

The instructional methods in science utilized at Wadsworth Magnet are practical and proven to result in content mastery. Instructional strategies include the use of diverse approaches for identifying and understanding scientific knowledge, generating and testing hypotheses, and science labs.

Our Visual Arts Program enhances the intellectual, social, and emotional growth of every child at Wadsworth. The curriculum is designed to develop the unique mental capabilities which foster flexible, divergent, original, fluent, creative, and imaginative thinking. All students participate in band or strings.

The primary professional learning structures include the use of professional learning communities and peer coaching which are considered the most effective forms of job-embedded training. To move all teachers toward exemplary outcomes, Wadsworth Magnet's focus for professional learning includes professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environments, academically challenging environments, professionalism, and communication.

2. Reading/English:

Wadsworth's Reading curriculum aligns with the Common Core Georgia Performance Standards. The curriculum, which is rigorous, challenging, and project-based, allows teachers to differentiate in order to address each student's learning style and ultimately maximize student growth and success. Differentiated instruction has proven to be the most effective way to improve learning for gifted and high achieving students at Wadsworth Magnet School.

Teachers meet the needs of under- and over-performing students by providing a variety of activities. Extended learning time is built into the schedule for all grade levels. Students use this time to receive individualized help from teachers or work on independent projects. Students are placed in flexible groups and checkpoints are put in place to monitor student progress on assigned projects. Students who have difficulty meeting checkpoints are given extra teacher supervision, and they are required to have their work checked daily. Tutoring is also offered after school to support students in bridging the gaps in their reading skills. Students use websites such as Brain Pop, Destiny and Discovery Education to support their learning. Tutoring is also offered after school to support students in bridging the gaps in their reading skills.

Our reading program is designed to promote foundational reading skills through a differentiated instructional style that includes three components: content, process and products. The content requires under- and over-performing students to read both informational and literary texts from a variety of genres. Students become analytical readers by being exposed to a variety of authors' writing styles. Students use higher order thinking skills to comprehend more challenging texts.

The process component allows under- and over-performing students to work in settings such as flexible groups so they can strengthen their comprehension skills through an interchange of their peers' analytical ideas. Students may choose from a variety of topics to complete project-based and performance-based activities. Students are provided a grading rubric for projects so that they understand the expectations and how they will be assessed.

Wadsworth is making efforts to improve students' reading scores by helping teachers better understand the value of interpreting and using data to drive instruction. Students take diagnostic pre- and post-tests as well as the STAR reading assessment to determine their baseline reading skills and measure growth over a period of time. Students are taught how to interpret their reading scores to understand their reading strengths and areas in need of improvement.

3. Mathematics:

The math curriculum used at Wadsworth Magnet School aligns with the state of Georgia and DeKalb County's mathematics course description and the Common Core Georgia Performance Standards. All students at Wadsworth are considered gifted or high achievers. Students in grades four through six are provided with many opportunities to enrich their practical application of mathematics. To maximize student learning, common instructional strategies and differentiated lessons are planned to meet individual learning styles. This is accomplished through rigorous activities such as hands-on lab activities, inquiry-based learning, STEM project-based activities, and interdisciplinary investigations.

Teachers meet the needs of students performing above grade level through various avenues. Students qualify to take Accelerated Mathematics starting in the sixth grade. The Accelerated Math course is designed for students to take Algebra in the eighth grade. In order to qualify for the program, students must have scored 870 on CRCT and 95th percentile on ITBS during their fifth grade academic school year. In the Accelerated Mathematics course, students are taught sixth grade standards first semester and seventh grade standards during second semester. Students participate in rigorous hands-on lab and project based activities that allow them to showcase their individual creativity.

Teachers also meet the needs of students performing above grade level by differentiating instruction. Our math students actively develop their mathematical comprehension abilities through relevant context including ongoing problem solving, mental math, and writing for understanding. Math teachers use websites that provide all learners with access to instructional videos, practice activities, note taking skills, tests/quizzes, and academic math games that are made available to students at school and home. Interactive math notebooks are used to track student progress. Re-teaching, remediation, one-on-one instruction, cooperative learning, flexible grouping, peer buddies, independent study, and online resources are used to bridge academic gaps that may surface when students are learning new skills.

One instructional method that is consistently used successfully in all math classes is the Three Part Process (3PP). In the Problem section, students identify the question(s) to be addressed. The Show Work section requires students to justify their solutions using algorithmic thinking, illustrations, and/or written explanations. In the Solution section, students write a complete statement that addresses or answers the math question. This process allows students to dissect and systematically analyze word problems and mathematical concepts. Our math department's instructional strategies are effective in helping our high achievers building mathematical skills, critical thinking, reasoning and problem solving.

4. Additional Curriculum Area:

Wadsworth science curriculum aligns with the Georgia Performance Standards and provides gifted and high achieving students with the knowledge and skills necessary for success. The relationship between science, our environment, and our everyday world is presented to students through a differentiated format. Students are able to choose from variety topics to complete project-based assignments and performance-based activities to demonstrate mastery of the performance standards in science.

Students take advantage of the differentiated science curriculum to explore the solar system and current scientific views of the universe. Through project-based activities, students demonstrate an understanding of the relative positions of the earth, moon, and sun as they relate to the phases of the moon and the seasons of the year. These projects enable students to use higher levels of thinking as they explore how the earth's surface is formed.

Working in flexible groups, students investigate the composition of rocks and the relationship to minerals. They actively conduct comparative studies that allow them to compare and contrast the earth's crust, mantle and core. Utilizing technology and other available resources, students investigate how plate tectonics and other physical processes impact geological events as they relate to earth's changing surface and climate.

The science curriculum at Wadsworth teaches students to think analytically about how various sources of energy are used in our world today. Students strengthen their cognitive and critical thinking skills by working in pairs to discover why water is important in the events that shape the earth's surface. Through a variety of science labs, students demonstrate their understanding of how the arrangement of land and oceans on earth's surface influences the climate and weather. Students participate in experiments and conduct research to determine how the actions of mankind have impacted the earth's natural resources and how they can conserve these resources.

The STEM–Project Based Learning method has been adopted in the Wadsworth science classrooms to provide students with the knowledge and tools necessary to understand and address many real world

challenges. Through hands-on labs activities, students learn that science is a way of thinking and investigating knowledge about the natural world.

Wadsworth students explore various characteristics of science involving the complexity of in-depth knowledge of scientific processes related to: problem identification, formulating hypotheses, observations, analyzing, and drawing conclusions based on data. Students are encouraged to act like scientists to solve problems and connect their learning to the real world.

5. Instructional Methods:

Wadsworth's student population is made up of gifted and high achieving learners. In order to best meet their academic needs, teachers utilize a differentiated instructional style that is rigorous and challenging. It includes in-depth content and complex levels of process and product. Teachers act as facilitators in our student-centered classrooms and our students understand that they are responsible for their learning.

The core content consists of specific goals and objectives aligned with the Common Core Georgia Performance Standards. Differentiated instructional strategies assist students to become analytical thinkers and expose them to concepts and skills at and above their grade level. Students are actively engaged in authentic, hands-on projects that are enhanced through the use of supplementary materials that connect to the real world. Teachers promote deeper levels of learning through scaffolding, questioning strategies, and performance-based activities.

Differentiated instruction is supported through the use of a variety of supplementary activities. Students showcase their talents by creating Power Points presentations, flipbooks, conducting interviews, writing and conducting classroom plays and skits, and designing posters. These supplementary activities provide students with choices that allow them to take ownership of and enthusiasm for their learning.

Teachers use a variety of supplementary materials and technology to enhance the delivery of the curriculum. Teachers are becoming more adept at integrating video clips, web sources, and curriculum-based websites to reinforce learning. Students have opportunities for computer-based instruction when appropriate, specifically for online remediation and test preparation. Computers are used to access electronic libraries and catalogues to supplement and enhance students' academic research work. Teachers supplement the curriculum with classroom books, games, puzzles, music, exploratory field trips, and a host of other enrichment materials.

Wadsworth's STEM's curriculum supports broadening the integration of science, technology, engineer and math across the core content areas. Students not only participate in hands-on STEM activities and technology based projects in class, but they also participate in special STEM Days where they apply core content area knowledge to solve design problems.

Assessment is a fundamental part of Wadsworth differentiated instruction. Students use self-assessment tools such as rubrics, learning logs, narrative responses, pre- and post-diagnostic tests. By reviewing assessments results, students identify their strengths and weaknesses, monitor their progress, and make decisions about how to improve the quality of their work. Test results prove that our students are making great gains across content areas.

6. Professional Development:

Professional Development at Wadsworth is implemented in order to keep teachers abreast of the current trends and techniques in teaching gifted and high achieving students. We accomplish this through both formal and informal practices. Formal training is scheduled throughout the year to meet all mandated training in areas such as sexual harassment, child abuse, and bullying. Most professional development, however, focuses on teaching and learning. All teachers access IDMS, Integrated Data Management System, to select from a variety of professional development classes offered by the DeKalb County School System. IDMS courses are linked to standards, and each teacher selects classes to meet his or her individual needs

and goals. For example, Ed Media: PebbleGo, offered in IDMS, introduces teachers to an online resource that can be used to help students struggling with the research process and citation of sources. This directly supports the Common Core Georgia Performance Standard ELACC5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. In addition, all Wadsworth teachers take a yearlong series of classes in gifted education. This leads to the Gifted Endorsement and primes our teachers for success in meeting the unique challenges of teaching gifted and high achieving children.

Wadsworth teachers also learn from one another. Leading teachers in core areas attend district trainings and relay information to their core area teams. This creates a community of learners helping each other grow. All teachers exchange instructional strategies and confer about project based learning activities. Our teachers also acquire classroom management strategies and gather organizational ideas from their colleagues through informal observations and classroom visits.

This year Wadsworth has become a designated STEM school. We have refocused our professional development to have a greater emphasis on science, technology, engineering and math. All teachers at Wadsworth received training in implementing STEM strategies, and the school's STEM team attends regular trainings to extend our knowledge as a faculty in designing and delivering rigorous STEM instruction. The faculty put these strategies into practice by designing cross curricular STEM activities for a special STEM enrichment day.

Wadsworth Magnet Schools' professional development has a positive impact on teaching and learning every day. Our teachers continually seek out new ways to understand more clearly where their students are academically, and to ensure students move onward and upward.

7. School Leadership

The principal articulates the mission statement, core beliefs, and values of her school to all stakeholders. Her vision includes providing a safe learning environment that promotes academic and social achievement. She has established a school environment where students' self-esteem is enhanced through positive relationships and mutual respect between students and faculty. The principal promotes curriculum and instructional practices that align with the State Standards and Common Core Curriculum.

The principal has designed an effective learning organization with appropriate boundaries, clearly defined rules, policies and expectations. She supports various learning programs by providing and distributing the appropriate resources. These resources, used to improve student learning, include instructional materials and necessary equipment for STEM lab, Robotics Club, science lab, and computer lab. She also provides professional development for her teachers.

The principal uses a distributive leadership model where all stakeholders share the responsibility for supporting the school's mission. This leadership structure affords all stakeholders the opportunity to contribute to the continuous improvement process through avenues such as PTA, school council, Home Owners' Association and parent meetings. The principal empowers instructional leaders, which include the assistant principal, school counselor, and the core academic chairs.

The assistant principal evaluates the implementation of the school curriculum. She is the testing coordinator and assists teachers in using data to assess, measure and monitor student progress. The assistant principal encourages and monitors data board displays in classrooms that allow students to take ownership and responsibility for their individual progress. The assistant principal uses the results of staff performance evaluation to plan professional development activities. She provides an academic focus by promoting maximum use of instructional time and sets high expectations for student academic performance and behavior.

Chair teachers in the content areas meet regularly to discuss professional learning opportunities available and to provide grade level support. They draw upon their teaching experience to serve as expert resources

for their teams. Chair teachers help coworkers focus on best teaching practices and they possess good observational and analytical skills to support new teachers.

The school guidance counselor promotes social and personal well-being of all students. The counselor works with students one-on-one, in groups or in the classroom setting to improve studying and test-taking skills, set academic and behavior goals, and help students explore career pathways. The counselor also assists students in leading student-led conferences.

The leadership vision is clearly shared by all stakeholders. They are encouraged to take the lead in providing on-going school improvement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards plus % Exceeds Standards	100	100	100	100	98
% Exceeds Standards	72	81	75	77	70
Number of students tested	53	69	32	22	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards plus % Exceeds Standards	100	100			100
% Exceeds Standards	59	86			72
Number of students tested	22	36	6	3	29
2. Students receiving Special Education					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
3. English Language Learner Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
4. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1			1	1
5. African- American Students					
% Meets Standards plus % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	72	81	74	74	69

Number of students tested	46	68	31	19	62
6. Asian Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1		1	2	
7. American Indian or Alaska Native Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1				
9. White Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1			1
10. Two or More Races identified Students					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested	3				
11. Other 1: Other 1					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Assessment does not report on fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	84	68	72	84	91
Number of students tested	94	53	36	70	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	77	72	60	84	77
Number of students tested	47	18	10	31	13
2. Students receiving Special Education					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested			1		
3. English Language Learner Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested			1	1	1
5. African- American Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	83	65	71	83	90
Number of students tested	89	49	35	64	39
6. Asian Students					

% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1		2	3
7. American Indian or Alaska Native Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested		1			
9. White Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	2			1	
10. Two or More Races identified Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	2	2		2	
11. Other 1: Other 1					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Student Assessment does not report on fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	66	82	71	51	50
Number of students tested	85	87	78	71	72
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	76	86	70	39	64
Number of students tested	29	37	43	23	22
2. Students receiving Special Education					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
3. English Language Learner Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	5			
5. African- American Students					
% Meets Standards and % Exceeds Standards	100	100	98	100	99
% Exceeds Standards	68	81	69	47	50
Number of students tested	77	80	75	64	72
6. Asian Students					

% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1	1	3	
7. American Indian or Alaska Native Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1				
9. White Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
10. Two or More Races identified Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	5	1	1	1	
11. Other 1: Other 1					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Assessment does not report on fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	98	87	94	82	84
Number of students tested	53	69	32	22	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards and % Exceeds Standards	100	100			100
% Exceeds Standards	95	83			79
Number of students tested	22	36	6	3	29
2. Students receiving Special Education					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
3. English Language Learner Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
4. Hispanic or Latino Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1			1	1
5. African- American Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	98	87	94	79	85
Number of students tested	46	68	31	19	62
6. Asian Students					

% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1		1	2	
7. American Indian or Alaska Native Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1				
9. White Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1			1
10. Two or More Races identified Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	3				
11. Other 1: Other 1					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Student Assessments does not report on fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	75	76	75	74	58
Number of students tested	94	53	36	70	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	74	67	80	65	54
Number of students tested	47	18	10	31	13
2. Students receiving Special Education					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested			1		
3. English Language Learner Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested			1	1	1
5. African- American Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	73	73	77	73	54
Number of students tested	89	49	35	64	39
6. Asian Students					

% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested		1		2	3
7. American Indian or Alaska Native Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1			
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
9. White Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	2			1	
10. Two or More Races identified Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	2	2		2	
11. Other 1: Other 1					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Student Assessment does not report on fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Criterion Referenced Competency Test

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	95	92	86	79	86
Number of students tested	85	87	78	71	72
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	97	92	91	83	82
Number of students tested	29	37	43	23	22
2. Students receiving Special Education					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					1
3. English Language Learner Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	5	1	3	
5. African- American Students					
% Meets Standards and % Exceeds Standards	100	100	100	100	100
% Exceeds Standards	95	91	85	78	86
Number of students tested	77	80	75	64	72
6. Asian Students					

% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1	1	1	3	
7. American Indian or Alaska Native Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	1				
9. White Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
10. Two or More Races identified Students					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested	5	1	1	1	
11. Other 1: Other 1					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
% Meets Standards and % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

NOTES: Georgia Office of Student Assessment does not report on fewer than 10 students.