

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 61 Elementary schools
 (per district designation) 22 Middle/Junior high schools
18 High schools
0 K-12 schools
101 Total schools in district
2. District per-pupil expenditure: 8727

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	110	81	191
K	0	0	0		7	100	70	170
1	0	0	0		8	84	61	145
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								506

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
21 % Asian
12 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
58 % White
5 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2009	508
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%
 Total number of limited English proficient students in the school: 4
 Number of languages represented, not including English: 2
 Specify languages:

Turkish, Arabic and Urdu.

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 24

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

10. Percent of students receiving special education services: 6%
 Total number of students served: 32

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

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>37</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>6</u>	<u>5</u>
Total number	<u>52</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 14:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	98%	97%	98%	97%	97%
Teacher turnover rate	71%	81%	79%	83%	79%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

There are several reasons behind our teacher turnover rates.

As a start-up charter school while our annual staff survey results indicate high satisfaction, our salary schedule does not currently meet county salary rates. This year we have made significant increases in teacher salaries and, we are expecting high teacher retention.

Additionally, during the last nine years some of our teachers transferred to our sister charter schools in Georgia and Florida. This year our local elementary sister school opened and, several of our teachers moved there to assist with the challenges of being a first year school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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

PART III - SUMMARY

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FSA MS was established in 2002 with the mission to execute the instruction of the middle school math-science curriculum with the help of proven successful methods (CMP, Connected Mathematic Program by Michigan University for Math and FAST, Foundational Approach in Science Teaching by Hawaii University) in a stimulating and supportive environment to prepare the entire student body to meet their maximum potential. From then on FSA lived up to its mission by showing great success not only in the area of math and science but also in all aspects of students' life. FSA MS served as the model for two other local start-up sister schools; FSA HS and FSA ES and seven other charter schools in Florida.

Being a small school with 500 students and an active Parent Volunteer Organization, FSA traditionally provides a warm family environment to its community. It is not unusual for an FSA student to know almost everyone at the school by the name. The events organized by the faculty and parents throughout the school year unite the FSA community in many ways creating an environment for our students to flourish. Some of the events organized by our school are welcome picnics for all students and parents, new parents coffee and pizza night, grandparents day, Warm Hands & Warm Hearts event, career day, International Festival (10,000 people expected this year), NASA astronaut visit, FBI Agent cyber safety visit, Earth Week celebrations, etc.

Home visits and Principal breakfasts are just two of the ways our faculty builds a strong bond between school and families. Every year FSA teachers visit almost 50% the student body in their homes, which strengthens the partnership between school and families. During daily 1st semester Principal breakfasts, we meet with parents to update them about school issues and to listen to their individual needs, ideas and feedback.

Other FSA strengths include extracurricular activities, educational field trips and use of technology. Students benefit from over 40 different free weekly after school clubs and activities. Additionally, each teacher provides free after school and weekend tutoring. Field trips play a big role in enriching FSA students' first hand learning experience. FSA provides many field trips throughout the school year such as subject related classroom trips to nearby places like Chattahoochee Nature Center and Botanical Gardens, grade-wide semester field trips to places like Fern Bank Museum and Shakespeare Tavern, end of year field trips to Space Camp (Huntsville), Epcot Center (Orlando) and Tybee Island (Savannah) and international field trips to Costa Rica and Turkey. Thanks to the fundraising campaign conducted by parents four years ago, we were able to add SMARTBoards in all of our classrooms completing the customized online progress monitoring software (FSACConnect) programmed by our personnel members.

It is very unique that FSA is one of smaller public middle schools in the state but has some of the strongest academic teams in Georgia. One significant milestone influencing the spirit of FSA's success in academic teams comes from our second year where one of our science teachers working day and night with our students passed away. He was on his way to school on a Sunday to work with our Science Olympiad team students and was involved in a car accident. One week after this tragedy, that team won their first 1st place in the Regional Science Olympiad while cheering his name with their awards. Since that year our team has continued to progress each year, and for the last two years our students have qualified to represent Georgia in the National Science Olympiad. Some of our many academic team accomplishments are 1st place at 'Compute This' event at National Science Olympiad (Champagne, Illinois), Platinum Award (highest state award from Governor's Office of Student Achievement), gold medal in International ISWEEP Competition (Houston, Texas), gold medal in International Media Festival (Anaheim, California), 1st place in State Model United Nations competition (Savannah, Georgia), 1st place in State Science Fair, 1st place in State Social Studies Fair, 1st place in 7th and 8th grade State Math League competition, 2nd place in State Chess Tournament and 2nd place in State Future City competition. While Saturday is not an official school day, on any given Saturday, FSA hosts about 100 students who are preparing for various academic competitions.

One of the reasons FSA traditionally has a long waiting list of about 500 students is due to our consistently high assessment results. FSA students not only perform well on the state Criterion Referenced Competency Test, CRCT but also on nationally normed ITBS tests. On ITBS tests our students have earned 1st place in the county in all five subjects three years in a row.

It is our dream to receive the Blue Ribbon award to culminate 10 years of the hard work our students, teachers and parents have contributed towards our success.

School Video: <http://www.youtube.com/watch?v=AutPHZeHp18>

1. Assessment Results:

When analyzing FSA's assessment results over the past five years, there is an increasing trend with our students' scores. While, there are no significant losses either in meeting or exceeding the standards in math and reading, it is encouraging to see that there are significant gains especially in the area of 'exceeding standards' in the following areas: from 39% to 58% in 6th grade math, from 52% to 80% in 6th grade reading, from 41% to 74% in 7th grade math, from 36% to 61% in 7th grade reading, and from 28% to 59% in 8th grade reading.

According to 2009-2010 state assessment data, in 6th grade, there are no 10% achievement gaps in terms of meeting the standards between the test scores of all students and the subgroups in reading and math. However, we see a 10% or more achievement gap in terms of exceeding the standards between the test scores of all students and the subgroups of African American and Special Education Students in math and reading.

In 7th grade, there are no 10% achievement gaps in terms of meeting the standards between the test scores of all students and the subgroups in reading. However, we see a 10% or more achievement gap in math among the subgroups of African American and Special Education Students. In terms of exceeding standards, we see a 10% or more achievement gap between the test scores of all students and the subgroups of African American and Special Education Students in math and the Special Education Students in reading.

In 8th grade, there are no 10% achievement gaps in terms of meeting the standards between the test scores of all students and the subgroups in reading. However, we see a 10% or more achievement gap in Math among the subgroups of Hispanic or Latino Students and Special Education Students. In terms of exceeding standards, we see a 10% or more achievement gap between the test scores of all students and the subgroups of African American, Hispanic or Latino and Special Education Students in math as well as the subgroups of African American and Special Education Students in reading.

Based on the above information our school has implemented several strategies to close the achievement gaps within all of the identified subgroups. To begin with, we started offering the 'Breakfast Club' where students receive 150 minutes of weekly extra individualized subject specific review. Additionally, in our extended learning program we offer 'Math Lab', where students focus on building foundational math skills in a small group atmosphere. Furthermore, FSA teachers offer free daily after school tutoring and Saturday study programs in all subjects. In the area of reading, FSA uses the 'Comprehensive Reading Inventory' program to identify students who are struggling. These students are then placed in reading classes of 10 or less students. To specifically bridge the gap for Special Education Students, we offer a 'Study Skills' class during school hours where teachers work with students on everything from organizational skills to their individual academic needs. In this small environment, the teacher can easily recognize areas where students can potentially go off track and proactively address their challenges. The Study Skills club is offered to the general education population three times a week after school. FSA has integrated technology in the classroom as another way to help close the achievement gap for our subgroups. 'Study Island' and 'Online Assessment System' are two interactive practice tools where students can prepare for standardized assessments in a visual, fun and hands-on manner. 'Success-maker' is used in remedial math classes to provide hands-on practice and progress tracking. Quarterly benchmark tests are given in all subjects to simulate state assessments and to allow students, teachers and parents to measure progress and identify potential areas for improvement. Lastly, all students who exceed the standards or gain from their previous years scores are recognized and rewarded during a school assembly.

In Georgia, the state assessment (CRCT) is based on Georgia Performance Standards and includes three levels:

Performance Level 1 (Does not meet): 650 - 799

Performance Level 2 (Meets): 800 - 849

Performance Level 3 (Exceeds): 850 – 950

Detailed information on our state assessment results may be found at the link below:

<http://www.doe.k12.ga.us/ReportingFW.aspx?PageReq=102&SchoolId=21181&T=1&FY=2010>

2. Using Assessment Results:

At FSA Middle School, it is imperative that based on our students' classroom, state and national assessment data, we make decisions regarding teaching and learning that will continue to improve student knowledge and assessment performance.

An example of this is in our eighth grade Writing Test data from 2010. This data showed that 89% of our students met or exceeded standards. Based on 11% of students not meeting the standards, we understood that we needed to implement strategies to improve our eighth grade students' performance on this assessment. One strategy that we employed this year was giving a simulated writing test to sixth and seventh graders during the eighth grade test. This will not only allow upcoming eighth grade students to feel more comfortable with the writing test process but also give them needed practice. We also added enhancing writing performance to our school improvement plan. Additionally, we implemented a Writing Across the Curriculum program, and contracted with University of Georgia to assess writing samples from each of our students in all grades. Our goal is for this to help students pinpoint where they may have weaknesses on the actual writing assessment.

In our 2010 Criterion Referenced Competency Test results, FSA and surrounding middle schools all saw a gap between the sixth and seventh grade scores in science compared to the eighth grade science results. The sixth grade had 97% of students meeting or exceeding standards, the seventh grade had 100% in this category, whereas the eighth grade had 88% meeting or exceeding standards. Based on these results, we decided to implement several strategies to advance our students in this area. To begin with, our school hired a science lab teacher who plans and assists teachers with the set up and clean up of all science lab experiments. This allows science teachers to conduct even more hands on experiments and activities with students. We also began breakfast and weekend enrichment programs for students who need to improve their classroom grades and assessments in science.

In the early years of our school's development, our math assessment results showed room for improvement compared to other subject areas. Because of this, we identified that the main issue was that incoming students lacking foundational math skills such as decimals and fractions. To combat this, our school allocated 60 minutes of extended learning classes during school hours to assist students with their foundational math skills.

3. Communicating Assessment Results:

At FSA, assessment results and data are used to improve the overall learning and the academic success of each of our students. One of the most important tasks involving test results is reporting this data to students, parents, and the community in a manner that it is accurate, useful and understandable. FSA recognizes that it is imperative to determine the needs and background knowledge of the audience when reporting this data. To communicate assessment results to parents, FSA sends an individualized letter to each student's household that not only includes the student's performance on the standardized assessment, but also simplifies the overall meaning of these scores. Additionally, the letter explains in what area the student was assessed according to what standards. It gives a simplified breakdown of the goal parameters as well as how the student's performance compares to other students in the nation. The letter also explains

some of the terminology on the report and gives websites and contact information for the school administrator who can be of assistance should a parent have further questions.

Besides conveying assessment results to individual students and families, FSA also has a responsibility to present our assessment data to our school community and the public as a whole. We convey this information via our website. On the clearly labeled test results page, FSA outlines our school's various assessment results for the past eight years. This allows our community members to easily view our academic growth and achievement as well as areas where we can focus our improvement efforts. Furthermore, this page displays how FSA compares to other middle schools in the county in each area assessed.

When communicating academic student performance, FSA strives to constantly improve the means by which we impart this information. FSA provides a detailed individual progress report every four and half weeks. This progress report displays student grades in each subject area, and also includes individual grades categorized by assessment type, missing assignments, and how each specific assessment grade affects the student's overall average. This facilitates parents in identifying where their students are excelling and areas where they can improve within each subject. FSA students and parents also have access to our online progress monitoring system, 'FSAConnect', where they can see assessment results in real-time. They can also see upcoming assessments, missing assignments, previous progress reports, and a current real-time progress report at any point during the academic quarter.

4. Sharing Lessons Learned:

Since its opening in 2002, FSA has come a long way in its ability to provide superior education for the students in our community. FSA is a dynamic entity that is continually striving to enhance every aspect of our school environment. Over the past nine years, we have learned many valuable lessons that have helped us grow and change for the better. Whenever possible, we try to share these lessons with other schools through various outlets.

The monthly charter schools principals meeting is one way that our school is able to communicate the strategies and procedures we have found to be successful. At this meeting, our principal shares ideas and techniques that we find beneficial for our students and school. Because we are a charter middle school, we have some unique learning strategies that we are always glad to share. Our extended learning classes, academic teams and after school programs are some of the methods that have been adopted by other schools. We also have a distinct discipline and classroom management plan that we have shared and that have been implemented effectively at several other charter schools in Georgia and Florida.

Home visits and character education are aspects of FSA that contribute to the social growth of our school community. These programs allow our faculty to visit students and families in their home environment to get to know one another better. We have shared these ideas with several other schools that have also adopted these unique family-centered programs.

FSA has been visited on multiple occasions by other schools that are considering becoming charter schools. We are always pleased to share our experiences both positive and negative. It is very beneficial for these teachers and administrators to be able to ask questions regarding our procedures and policies, in order to get a better idea of how a charter school works and how it is different from a traditional school environment.

FSA Science Olympiad team has been extremely successful making it to National Science Olympiad for the past 2 years. For that reason, we organize and host an Invitational Science Olympiad allowing us to share our experiences as well as the strategies and methods that have earned us superior results.

FSA is also proud to be an Evergreen school. This program allows FSA to share our environmental teaching programs with other local schools in relation to our science curriculum.

1. Curriculum:

As a Fulton County Charter School, our school curriculum is essentially in alignment with Fulton County's Middle School curriculum. To provide an excellent middle school education as outlined in our mission statement we strive to enhance the basic Fulton County Schools curriculum wherever possible. The math and science curriculum are two major areas in which our curriculum differs from Fulton County. With these two subjects, we use two different innovative and exemplary programs entitled CMP and FAST. FSA curriculum consists of four major courses math, science, language arts/reading and social studies.

All of our math classes are investigation-based, problem-centered, and follow nationally acclaimed mathematics curricula. The Connected Mathematics Program (CMP2) was developed at Michigan State University. The College Preparatory Mathematics (CPM) curriculum was developed in California and has been featured by the National Council of Mathematics Teachers as an "Exemplary Mathematics Program." To provide every student the greatest chance for mathematical success, we offer a wide range of classes at every grade level including on-level, advanced and support-level classes. Among these courses, Advanced Math I and Accelerated Math I Carnegie Learning Series carry high school graduation credits when successfully completed.

FSA utilizes Foundational Approaches in Science Teaching (FAST) program. FAST is a physical science, ecology, and science and society that is designed both to develop understanding of the environmental concerns of our technological society and to provide the foundational tools for further study in the sciences. The principal objectives of the program are to develop thinking skills, laboratory skills, and a working knowledge of the foundational concepts of science. Students perform many of the activities that scientists commonly perform, as well as learn foundational skills, concepts, and methods of physical, biological, and earth science. The FSA science curriculum incorporates problem-solving activities, including the incorporation of math skills in physical science classes, internet activities and simulations, scientific inquiry questions, deep problem/dilemma solving, home and local community science activities, and long-term projects.

The FSA Language Arts curriculum is a broad course, which includes grammar, composition, and vocabulary on an increasingly challenging level from grades 6-8. A wide variety of literature is presented and students are expected to be active readers in order to analyze, interpret, and respond to works they read. Reading courses focus on developing an effective reading process and improving comprehension skills. Students use a variety of texts including fiction (novels, short stories and drama), nonfiction literature, content-area texts (social studies, science and mathematics) and real-life texts (newspapers, speeches, and persuasive essays).

The social studies curriculum is designed to prepare students to contribute to our democratic society. Through social studies, students should develop a lifelong interest in their society, a respect for the worth of all persons, and the skills needed to become responsible citizens. In 6th and 7th grade students focus on different continents and their culture, history and government. As 8th graders, FSA students explore local geography, history and culture for their home State of Georgia.

In Art classes at FSA emphasis is on the elements and principles of design as students create art. Information and activities are integrated from the disciplines of art production, art criticism and self-evaluation, art history, and aesthetics. Students learn an overall basic understanding of what makes up a piece of artwork and why we call it art. We work with a variety of materials including pencil, marker, tempera paint, pastels, watercolors and crayons. As students progress, they work with a variety of more advanced materials, both 2- and 3-dimensionally.

The Health and Physical Education curriculum cover many important topics, including personal hygiene, nutrition, mental health, safety, drugs and alcohol, tobacco, and sex education. Students participate in class discussions, group skits and presentations. Educational films are shown on various topics and models relating to alcohol and tobacco use. In Physical Education, students play a range of sports including cooperative games, basketball, soccer, floor hockey, volleyball, and handball. Students demonstrate good sportsmanship by encouraging and supporting teammates. Students also participate in the Presidential Fitness Award program.

The Foreign Language curriculum provides a strong introduction to both the Spanish and Turkish languages and cultures. We stress progressive acquisition of effective communication skills in the written and spoken language and an understanding of cultures. Students successfully completing two years of the same foreign language in 7th and 8th grade are able to listen and respond to spoken language on familiar topics, formulate personalized questions, describe people, places and events. These students are also able to understand how the target language culture influences the language and viewpoints of the native speakers. Students acquire understanding and appreciation for other cultures, as well as proficiency in reading and writing while primarily focusing on the development of speaking and listening skills. Additionally, FSA provides immersion international field trip opportunities to Turkey and Costa Rica to enrich student's language education.

2. Reading/English:

The FSA Language Arts curriculum is a broad course, which includes grammar, composition, and vocabulary on an increasingly challenging level from grades 6-8. A wide variety of literature is presented and students are expected to be active readers in order to analyze, interpret, and respond to works they read.

Sixth grade courses are designed to focus on the thematic approach allowing students and teachers to work collaboratively to explore literature, composition and research, develop the student's love of reading and appreciation for all literature in all genres. This curriculum encourages self-expression through writing; teaches the basic conventions of grammar, capitalization, spelling and punctuation; expands the student's vocabulary and encourages the use of new words in composition while developing the student's correct usage and application of technology in writing, presentation, and research paper process using MLA style.

Seventh grade courses include all the 6th grade objectives as well as the following additional goals: to continue to emphasize the integration of literature, media and technology; become increasingly analytical as students study the elements of the short story, novel, drama, poetry, essay, and autobiography; develop the understanding of characterization, plot, and point of view in literature; encourage self-expression through writing and oral presentations and develop skills in written response to literature using the five-paragraph essay.

Eighth grade courses include all the 6th and 7th grade objectives as well as the following goals: to develop skills for written response to literature using expanded essay format composed mainly for high school preparation; teach figurative language: simile, metaphor, personification, and irony; develop skills in public speaking, develop interviewing skills, produce multimedia presentations; emphasize strategic processing, critical thinking, and analytical reasoning continuing to prepare students for PSAT and SAT testing.

Our reading program focuses on developing an effective reading process such as fiction and nonfiction literature, content-area texts and real-life texts (newspapers, speeches, and persuasive essays). FSA uses the 'Comprehensive Reading Inventory' program to identify students who are struggling. These students are then placed in reading classes of 10 or less students. FSA teachers work to build their confidence and encourage success through the use of small group reading circles, role-playing and mastery of basics skills like comprehension, pronunciation and vocabulary.

3. Mathematics:

FSA uses Connected Mathematic Project 2 (CMP2), developed at Michigan State University and College Preparatory Mathematics (CPM), developed in California and featured by the National Council of Mathematics Teachers as an "Exemplary Mathematics Program." Both of these programs are inquiry based and aligned to meet Georgia state standards for math. Teachers at FSA travel to Michigan to receive training directly from the curriculum authors and creators on how to properly implement inquiry based math in their classrooms. Additionally, FSA hosts corporate trainers from CPM and Carnegie to provide small group training for our math department. Throughout the year all math teachers meet weekly to discuss best practices when applying math concepts in the classroom. Through teamwork and teacher guidance, students master and excel at middle school math.

At FSA we strive to place students in math classrooms that meet each student's individual needs. We have students that excel in math and take advanced level math classes including one and two grade levels ahead. We also have many programs geared towards students that need additional math support. To help struggling math students reach their full potential, we have smaller math classes with individualized teacher direction. Math teachers at FSA also offer free after school tutoring twice a week. In addition to smaller class sizes and tutoring we provide a Math Lab class to students that are below level in math. Math Lab is a thirty-minute class two days a week that focuses on basic math principles in small group settings. Success-maker interactive program is used both in Math Lab and in remedial math classes to provide hands-on practice and progress tracking. During Breakfast Club struggling math students work on a computer based instructional program that focuses on grade level math concepts while enjoying a healthy breakfast and building math skills through tutorial sessions, practice questions, practice tests, and games. One other opportunity we offer to both students that are on-level and below-level in math is Saturday CRCT preparation classes. For approximately six Saturdays in the spring students are invited to come to FSA and work on practice CRCT questions with one of the school's math teachers. This allows students to prepare for the type of math assessment they will encounter on the state test, review with math teachers about concepts they are still struggling with, and gain confidence in their ability to perform at their best on the Math CRCT.

4. Additional Curriculum Area:

FSA has a rigorous science curriculum structured around the National and Georgia Performance Standards. FSA uses both Foundational Approaches in Science Teaching (FAST) as its core curriculum in science and Glencoe Science Books to cover additional required topics. FAST is a physical science, ecology, and science and society program designed both to develop understanding of the environmental concerns of our technological society and to provide the foundational tools for further study in the sciences. FSA students are active participants and involved learners. Students perform many of the activities that scientists commonly perform, as well as learn foundational skills, concepts, and methods of physical, biological, and earth science. The FSA science curriculum incorporates problem-solving activities, including the incorporation of math skills in physical science classes, internet activities and simulations, scientific inquiry questions, deep problem/dilemma solving, home and local community science activities, and long-term projects.

Keeping in line with the school's mission to execute the instruction of the middle school science curriculum, we provide proven successful methods in a stimulating and supporting environment, to prepare the entire student body to their maximum potential in science. Students are placed in science classrooms based on their skills and individual needs as a means of tailoring the curriculum.

Challenging extra-curricular science activities is a big part of FSA's culture. Science fair participation is required for all 7th and 8th graders and offered to 6th graders as an option. FSA students typically perform very well at the regional and state level science fairs. FSA students also participate in international Science competitions such as ISWEEP and INEPO. They also have opportunities to take part in Clean Air Campaign activities, dissection club, and environmental club, Georgia State University Bio-Bus, NASA Astronaut Seminar and Space Camp in Huntsville, Alabama.

FSA has developed an exemplary Science Olympiad program, which covers a large spectrum of content areas including life science, earth science, physics, chemistry, and engineering. Students learn about interesting science related topics that are far beyond a typical middle school curriculum, such as Anatomy, Epidemiology, Ornithology, Forestry, Optics, Circuits, Fossils and Groundwater. They have the opportunity to use lab equipment that is not even introduced at the high school level. The FSA Science Olympiad team consistently wins 1st place in its region and finishes in the top 3 in the state tournament. Our team has also represented the state of Georgia three times in the National Science Olympiad tournament.

5. Instructional Methods:

Fulton Science Academy is an incredibly diverse school not only culturally, but cognitively as well. Our spectrum of students ranges from nationally recognized gifted students to challenged exceptional learners. Within our subgroups, we have students who exhibit diverse learning patterns. As a result, it is imperative that our teachers implement differentiated learning strategies.

Differentiated instruction is an educator's response to the needs of the individual student therefore, the planning of it is geared towards the diverse needs and various back grounds of each student. The differentiated learning styles utilized at FSA are applicable to all grades, content areas, and subgroups such as Talented and Gifted, Special Education, Remedial Learners, and English Language Learners, etc. to promote achievement in all of these areas as well.

In our classrooms, a variety of instructional strategies are implemented at varied degrees of complexity. Teachers use uniform basic skills to promote simplicity/concreteness for below level learners and abstractness/complexity for high level learners. All students are held to high standards and given the opportunity to make sense of the essential knowledge at a level that provides the appropriate degree of challenge. Teachers are clear on what students are supposed to learn and activities are geared towards helping all students to get the "big idea." In addition, our teachers use the backward design approach ensuring that all students have the same goal; they just use different paths to get there.

Students are assessed in various ways using rubrics that are created for students with different academic ability levels. Assessment is ongoing, diagnostic, and used to help teachers understand how to improve instruction. When assessing students, teachers allow them to display their knowledge through an array of projects so learning diversities are accounted for.

Examples of differentiated learning techniques implemented in our school include: tiered activities, tiered products, alternative assessments, graduated rubrics, learning stations, enrichment clusters, peer tutoring, and hands on lessons that are actively engaging. Teachers also meet with small groups to extend or re-teach curriculum. Reading materials at varying reading levels are offered. A real world based math curriculum is used with manipulatives. Differentiated instruction and lesson plans allow teachers to modify their curriculum based on the needs of the students in the subgroup. Culminating projects offer several choices for students to show application and mastery of knowledge through writing letters, dioramas, scrapbooks, presentations, posters, travel brochures, timelines, comic books, maps, and creating game boards/game shows.

6. Professional Development:

FSA administration and faculty are committed to ongoing professional development in order to continue to improve all aspects of student achievement. We believe that a broad spectrum of professional development courses allow our staff to better meet the individual needs of our students. Throughout the school year FSA teachers and staff participate in various continuing education classes and professional development programs, which are designed to advance their current teaching skills while meeting state standards.

At FSA professional development starts during summer by training our teachers in two major focus areas of our curriculum, CMP and FAST. Math teachers travel to the University of Michigan and are trained by the curriculum developer and the authors of the CMP program for five days. Science teachers participated in a two-week course given by FAST corporate trainer. These programs ensure successful implementation of these focus areas in the classroom.

During the pre-planning period FSA teachers and staff attended a three-day professional development conference focusing on the latest educational practices and instruction. Some of the break-out sessions attended by our teachers included Effective in School Assignment Center (ISAC) Practices, Unlocking the Mind for Interdisciplinary Instruction, Response to Intervention, Service Learning, and 21st Century Literacies. Teachers were able to bring the new skills and fresh ideas from these sessions into the start of the new school year.

Additionally, throughout the school year, FSA faculty attends in-house trainings, district and state provided professional development courses, as well as additional trainings offered by outside entities. FSA in-house trainings include: SMART Board, Discipline and Classroom Management, Cyber Safety, Talented and Gifted, Differentiated Instruction, Technology Integration into Classrooms, Constructivist Teaching Methods and Multiple Intelligence as well as state mandated courses such as Child Abuse and Restraint and Seclusion.

As a district start-up charter school, FSA faculty and staff have the opportunity to attend trainings provided by the district and the State such as Response to Intervention and the Talented and Gifted program to integrate new tools and techniques into our classes as well as ensuring the compliance with local and federal rules and guidelines.

The wide variety of trainings offered by outside entities such as universities and private companies provide invaluable continued learning opportunities for educators at FSA to keep up to date on the latest educational technology and academic advancements. For instance, our special education faculty benefited from the autism training offered by renowned Emory University's Autism Center.

7. School Leadership:

FSA's leadership philosophy values integrity, encourages open communication, embraces diversity, and sets high standards and high expectations for all in the school community with the goal of promoting our shared vision of educational excellence.

FSA Governing Board includes seven members made up of two parents and five founding board members. The Governing Board establishes the general policies of the school and monitors the implementation of these policies by the Principal. This board also helps to lay the groundwork for innovative ideas, ensure that the mission of the school continually moves forward and that our students and their families are satisfied with the service they are receiving. The day-to-day management of the school is the responsibility of the principal and includes planning, budgeting, facilities management, recruiting, supervision and evaluation of staff.

FSA's leadership includes the principal, two administrators for curriculum and discipline as well as grade team leaders and department chairs. FSA faculty and staff benefit from an open door policy that allows the administration to quickly and efficiently address their needs.

FSA leadership developed the home visit program with the overall goal of helping to strengthen relationships between FSA families and faculty. There are limits to what teachers can perceive about each student in the classroom, and home visits have been shown to be an effective way to let children know that their teachers have a vested interest in them, their learning and their success. Through home visits, closer cooperation between home and school are achieved. We believe that home visits have contributed to improved student behavior, respect of adults and increased attention in the classroom.

Our school's leadership strives to create a warm family atmosphere where students can flourish in an academically challenging and safe environment. Each day begins and ends with the principal welcoming students by name and escorting them to their cars in the afternoon. FSA embraces the idea of parents as partners and actively involves parents in education. Our school year starts with a new family welcome picnic and a new parent welcome coffee. Additionally, principal/parent breakfasts are held to communicate the status of the school's programs and future plans and provide us with parent feedback and ideas. With this open dialogue format, the parents are able to see the purpose of various programs and how they fit into the future school plans.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	99	97	92	91	94
Exceeds	58	55	38	56	39
Number of students tested	182	163	160	142	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds				93	95
Exceeds				29	5
Number of students tested	4	6	8	14	20
2. African American Students					
Meets/Exceeds	95	91	79	90	85
Exceeds	28	29	22	20	12
Number of students tested	18	21	23	20	26
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	9	2	6	7	6
4. Special Education Students					
Meets/Exceeds	100		62	88	84
Exceeds	24		5	47	15
Number of students tested	17	9	21	17	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	1	2	2
6. Caucasian					
Meets/Exceeds	99	96	93	91	97
Exceeds	56	53	33	58	42
Number of students tested	104	104	97	89	83
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	100	99	99	100	97
Exceeds	80	77	67	54	52
Number of students tested	182	163	160	142	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds				100	85
Exceeds				36	25
Number of students tested	4	6	8	14	20
2. African American Students					
Meets/Exceeds	100	100	100	100	85
Exceeds	67	71	43	15	27
Number of students tested	18	21	23	20	26
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	9	2	6	7	6
4. Special Education Students					
Meets/Exceeds	100		95	100	100
Exceeds	53		38	29	38
Number of students tested	17	9	21	17	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	1	2	2
6. Caucasian					
Meets/Exceeds	100	99	98	100	99
Exceeds	81	79	68	62	58
Number of students tested	104	104	97	89	83
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	97	97	97	97	93
Exceeds	74	64	65	54	41
Number of students tested	159	153	133	134	116
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds			100	86	86
Exceeds			36	7	10
Number of students tested	5	8	14	14	21
2. African American Students					
Meets/Exceeds	85	91	100	88	79
Exceeds	45	26	53	17	6
Number of students tested	20	23	19	24	33
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	7	5	6	3
4. Special Education Students					
Meets/Exceeds	82	87	92	93	
Exceeds	27	20	54	57	
Number of students tested	11	15	14	14	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	1	3
6. Caucasian					
Meets/Exceeds	99	97	97	99	98
Exceeds	73	67	67	63	55
Number of students tested	101	93	86	81	60
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	99	99	99	98	93
Exceeds	61	48	34	37	36
Number of students tested	159	153	134	134	116
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds			92	78	81
Exceeds			21	7	5
Number of students tested	5	8	14	14	21
2. African American Students					
Meets/Exceeds	95	96	95	87	79
Exceeds	55	26	16	8	18
Number of students tested	20	23	19	24	33
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	7	5	6	3
4. Special Education Students					
Meets/Exceeds	91	93	100	100	
Exceeds	18	13	7	29	
Number of students tested	11	15	14	14	8
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	1	3
6. Caucasian					
Meets/Exceeds	100	100	100	100	98
Exceeds	60	51	34	43	40
Number of students tested	101	93	87	81	60
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	97	99	99	95	88
Exceeds	53	53	45	51	53
Number of students tested	149	123	119	106	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		100		92	64
Exceeds		36		25	23
Number of students tested	9	11	9	12	22
2. African American Students					
Meets/Exceeds	90	100	100	83	69
Exceeds	20	27	5	14	15
Number of students tested	20	15	19	29	26
3. Hispanic or Latino Students					
Meets/Exceeds	85				
Exceeds	54				
Number of students tested	13	4	3	2	2
4. Special Education Students					
Meets/Exceeds	84	100	93		66
Exceeds	15	40	29		33
Number of students tested	13	10	14	9	12
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
6. Caucasian					
Meets/Exceeds	99	99	98	100	97
Exceeds	52	52	49	66	77
Number of students tested	89	79	75	53	44
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: CRCT

Edition/Publication Year: Reprinted each year Publisher: CTB-McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	100	100	100	99	95
Exceeds	59	70	59	40	28
Number of students tested	149	123	119	106	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		100		92	86
Exceeds		55		25	9
Number of students tested	9	11	9	12	22
2. African American Students					
Meets/Exceeds	100	100	100	97	89
Exceeds	30	27	21	14	4
Number of students tested	20	15	19	29	26
3. Hispanic or Latino Students					
Meets/Exceeds	100				
Exceeds	46				
Number of students tested	13	4	3	2	2
4. Special Education Students					
Meets/Exceeds	100	100	100		84
Exceeds	8	50	50		17
Number of students tested	13	10	14	9	12
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
6. Caucasian					
Meets/Exceeds	100	100	100	100	100
Exceeds	63	75	67	49	41
Number of students tested	89	79	75	53	44
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	98	97	96	94	92
Exceeds	62	58	49	54	43
Number of students tested	490	439	412	382	346
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	77	96	94	90	81
Exceeds	29	24	19	20	13
Number of students tested	18	25	31	40	63
2. African American Students					
Meets/Exceeds	90	93	92	86	78
Exceeds	31	27	26	16	11
Number of students tested	58	59	61	73	85
3. Hispanic or Latino Students					
Meets/Exceeds	92	100	86	92	90
Exceeds	60	46	36	31	40
Number of students tested	25	13	14	15	11
4. Special Education Students					
Meets/Exceeds	90	82	80	92	75
Exceeds	22	27	27	46	25
Number of students tested	41	34	49	40	33
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	5	3	1	0	0
6. Caucasian					
Meets/Exceeds	99	97	95	96	98
Exceeds	61	57	49	62	55
Number of students tested	294	276	259	223	187
NOTES:					

11GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	100	99	99	99	95
Exceeds	68	65	54	44	41
Number of students tested	490	439	413	382	346
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	94	94	94	94	84
Exceeds	32	38	29	23	13
Number of students tested	18	25	31	40	63
2. African American Students					
Meets/Exceeds	98	98	98	95	84
Exceeds	50	42	28	12	16
Number of students tested	58	59	61	73	85
3. Hispanic or Latino Students					
Meets/Exceeds	100	100	100	100	100
Exceeds	64	54	43	35	35
Number of students tested	25	13	14	15	11
4. Special Education Students					
Meets/Exceeds	98	94	98	99	86
Exceeds	29	22	33	26	27
Number of students tested	41	34	49	40	33
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested	5	3	1	0	0
6. Caucasian					
Meets/Exceeds	100	100	99	100	99
Exceeds	68	68	56	52	48
Number of students tested	294	276	259	223	187
NOTES:					

11GA3