

PART I - ELIGIBILITY CERTIFICATION

12GA2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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 34 Elementary schools (includes K-8)
 (per district designation): 13 Middle/Junior high schools
9 High schools
0 K-12 schools
56 Total schools in district
2. District per-pupil expenditure: 10961

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: 11
5. Number of students as of October 1, 2011 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	0	0	0
K	58	30	88		7	0	0	0
1	40	48	88		8	0	0	0
2	40	50	90		9	0	0	0
3	40	49	89		10	0	0	0
4	51	45	96		11	0	0	0
5	45	51	96		12	0	0	0
Total in Applying School:								547

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
22 % Asian
22 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
47 % 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 2010-2011 school year: 3%

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, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	547
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 77

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: 7%

Total number of students served: 43

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>43</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>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>1</u>
Total number	<u>48</u>	<u>10</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: 23:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award? Before 2007

Our mission at Britt David Magnet Academy is to provide educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and reach academic and personal potential. Our vision is a school in which: each student is given multiple opportunities to excel in his/ her academic, social, emotional, and physical development in a safe, nurturing environment. Well-prepared, responsible, and caring employees are committed to excellence in education. Parents, community members, staff and students, are full partners in the education of children.

We feel that we have been successful at accomplishing our mission and attaining our vision by providing a school that has a highly qualified and committed staff, strong and engaged leadership, involved and responsive parents and a highly motivated and hardworking student body. The strengths of Britt David Magnet Academy are indicated in Criterion Referenced Competency Test (CRCT) results. CRCT results for the past five years show that 98%-100% of our students have met or exceeded the standard for each grade level in all areas assessed, with the vast majority of grades and area assessed showing 100% of our students meeting or exceeding the standard. We have received the Georgia Platinum Award every year since 2005 when it was first given. Platinum Awards are presented to schools that show excellence in student achievement and/or progress in student achievement as measured by CRCT scores. To date, awards have included recognition banners for all schools. In addition, several schools earning awards through both great achievement gains and highest academic performance have received a personal visit from the State Superintendent of Schools and the Executive Director of the Governor's Office of Student Achievement. The Georgia Schools of Excellence Program honors schools from each of the state's 13 congressional districts. Elementary, middle, and high schools that are either academically superior or demonstrate dramatic gains in student achievement are awarded. These schools are honored at a recognition banquet in Atlanta, where they receive a plaque and gifts of appreciation. These schools serve as models for other schools throughout the state. We have earned this honor for the following years: 1998, 2003, 2004, 2006, and 2010. In 1998 and again in 2007 we were selected by the Georgia Department of Education as the number one elementary school in the state of Georgia. Our proudest accomplishments to date were in 1999 and 2004 when we were selected to be a National Blue Ribbon School.

Our school began in 1950 as Britt David Elementary. At that time the Muscogee County Board of Education purchased 18.366 acres of land from the J. Britt David estate. This land is located on the southwest corner of Armour and Britt David Roads in Columbus, Georgia. The construction of Britt David Elementary School began in 1955. The original Britt David School consisted of eleven classrooms, an office, clinic, library, teachers' lounge and a cafeteria. The first classes at Britt David School were held November 5, 1956. Before this time the faculty and 352 children, in kindergarten through the sixth grade, had their classes in double sessions at Rosemont School. In 1992 the Muscogee County board of Education voted to transform Britt David School into a computer magnet school for Muscogee County. The curriculum of Britt David Magnet Academy was revised to incorporate the computer as a tool for teaching. Teachers utilize computer technology to remediate, enhance and enrich students' education, while at the same time students are taught computer literacy skills.

Currently, our student population is drawn from all of Muscogee County. The school has no attendance zones, and all students must apply to the school for acceptance. At the present time we have 547 students enrolled in grades kindergarten through fifth grade with over 700 students on the waiting list. The school has four classes of each grade, and speech is the only special education service provided. One hundred forty three students in grades 1-5 attend the gifted program at St. Elmo one day per week. Twenty kindergarteners, who qualified, will be added the second semester. Fifty percent of our student body is female and fifty percent is male. Forty-seven percent of our student body is Caucasian and others (African American, Asian, Hispanic and Multi-racial) make up fifty-three percent of our student body. We have a little over fourteen percent of our students receiving free or reduced lunch. The student body of Britt

David Magnet Academy is very diverse and it is a goal of our school to have our students demonstrate knowledge and acceptance of human diversities. We have received the Brown vs. Board of Education Public School Award every year since 2004 for having a diverse student population. This award is given by a local organization, Columbus Forward. Our community involvement extends from our outstanding business partner, Synovus Financial, to a local church, Cascade Hills, as well as community partnerships with local businesses, such as: Chick-fil-a, Walmart, Target, Publix, Horace Mann, and Country's Barbeque. Our students benefit from a group of community members, teachers and administrators serving as our Local School Council. This council serves in an advisory capacity and helps to support our community involvement.

1. Assessment Results:

A. Britt David Magnet Academy administers the Muscogee County Accountability Plan (MAP), Georgia Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), the STAR reader test, the STAR Early Literacy test, and the Developmental Reading Assessment (DRA). The performance levels for the standardized tests are such that every child should show proficient and/or exemplary levels of performance as based on the results on each individual assessment.

David Magnet Academy maintains a Design Team devoted to curriculum needs. The role of the Design Team is to acutely analyze all data, such as: report cards, attendance rates, Muscogee County Accountability Plan (MAP) scores, Georgia Criterion Referenced Competency Test (CRCT) results, Iowa Test of Basic Skills (ITBS) performance, and STAR and AR reports, relating to student achievement and to stay abreast of current trends and topics in education that will help increase student achievement. The objective of Britt David Magnet Academy is to meet and/or exceed the standard in each data area.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the GPS, and to gauge the quality of education throughout Georgia. Scores on GPS-based CRCT assessments are generally structured to range from 650 to 900 or above. Scores at or above 850 indicate a level of performance that Exceeds the Standard set for the test. Scores from 800 to 849 indicate a level of performance that Meets the Standard set for the test. Scores below 800 indicate a level of performance that Does Not Meet the Standard set for the test (i.e., the state's minimum level of proficiency). Students performing at this level may need additional instructional support.

The MAP test is administered to students in first through fifth grades three times a year. Using the results, teachers meet with the administrators in grade level groups to assess results and plan instruction. Students scoring at a seventy percent or below are considered to be at risk and in need of additional academic assistance.

Report card grades, DRA results, STAR reading test results, STAR Early Literacy test results, running reading records, teacher observations, classroom checklists, benchmark checklists and rubrics are all used to assess student performance and to plan for student instruction.

B. The strengths of Britt David Magnet Academy are indicated in Criterion Referenced Competency Tests (CRCT) results. The performance trends found in the CRCT results for the past three years show that 98-100% of Britt David Magnet Academy students have met or exceeded the standard for each grade level in all areas assessed. With the vast majority of grades and areas assessed showing 100% of our students meeting or exceeding the standard. Our most recent Iowa Test of Basic Skills (ITBS) results indicate that our students are performing well on a national level. Our October 2011 results for the third grade show an average composite score of 94% and the fourth grade average composite is 93%.

All CRCT and ITBS results have been acutely analyzed and these results are available in our data room. The results from CRCT testing, which indicate that Britt David Magnet Academy students are performing at a level much greater than the state of Georgia results, are very encouraging and validate our School Improvement Plan goals and strategies. Results from CRCT and ITBS testing, along with other pertinent data, have contributed to Britt David Magnet Academy being presented the following awards: National Blue Ribbon School 1999 and 2004, Georgia School of Excellence 1998, 2004 and 2010, Georgia

Platinum SSAS Award 2005, 2006, 2007, 2008, 2009, 2010 and 2011, and Superintendent's Distinguished Achievement Award 2008, 2009, 2010 and 2011.

Our most recent results for the Fifth Grade Writing Assessment (Spring 2011) indicate that 14% of Britt David Magnet Academy fifth students produced writing that exceeded the standard, while 77% produced writing that met the standard and 9% produced writing that did not meet the standard. These scores are somewhat similar to our previous year's scores (Spring 2010). That year we had 20% exceed the standard, 74% meet the standard and 6% of students that did not meet the standard. Recent (Spring 2011) scores are fine scores; however, it is concerning that our scores seem to be dropping in this area. Particularly when compared to the scores of 2009 when 39% exceeded the standard, 61% met the standard and we didn't have any students not meeting the standard. We do feel that this is an area we can improve in and to help with that, teachers are receiving extensive training in the area of writing and all of our students are now participating in a daily writers' workshop as part of the Cornerstone Literacy Initiative.

When data, such as analyzed student work, conference logs, running records, placement level tests, portfolios, teacher-made assessments, on-line CRCT/GPS assessments, end-of-unit products, STAR and AR reports, scoring rubrics, teacher commentary, classroom observations, and report cards, suggests that a student is at-risk in any area, the teacher provides additional assistance to that student. The student is given extra time in the ILS lab and participates in our after school tutorial program. Additionally, these students are paired with Columbus State University (CSU) lab students who provide additional strategies and support to students in need. The pyramid of interventions is also used.

2. Using Assessment Results:

Britt David Magnet Academy teachers collaborate to design assessments aligned to GPS and instruction. Both formal and informal assessments are used to monitor student progress and form instructional practices. Formative assessment tools continually used to assess students are rubrics, standards checklists, running reading records, computer lab gains reports, AR reports, DRA results, MAP testing results, STAR reading testing results, STAR Early Literacy test results, progress reports, and student journals. Summative assessment tools used are end-of-course tests, Fifth Grade Writing Test, CRCT results, and ITBS results.

In an effort to improve the performance of individual students and the overall instructional program, all information gathered from standardized testing is carefully analyzed by teachers and administrators. An in-depth study of testing results is done each summer before school starts. Each summer Britt David Magnet Academy teachers and administrators meet to analyze information gathered from surveys and all data provided by CRCT and other standardized testing. Teachers work together in grade level groups to determine areas of strength and weaknesses and then use this information when planning for the upcoming school year. Teachers also assess student success by identifying and comparing individual test scores, grade level, class, and school scores. The results of the tests help to formalize strategies based on each student's performance and aid in their success. Throughout the school year, teachers work together in grade level groups analyzing information gained from MAP testing and other assessment tools. We further ensure success by making comparisons of this data at the district and state levels. Results are used for student support team (SST) meetings and to plan instruction.

All teachers maintain assessment notebooks that include CRCT scores, MAP scores, STAR reading test scores, STAR Early Literacy test results, computer lab reports, teacher observations, and AR reports. Teachers and administrators use these notebooks to conference with parents and to conference with other school educators in order to best monitor and enhance student/class progress. In our data/assessment notebooks, we make every effort to as much as possible, individualize assessment data and use this data to determine individual strengths and weaknesses in order to help students at-risk.

Britt David has three computer technology labs, which allow for additional student assessments. In the Integrated Learning System (ILS) Computer Lab student gains, as well as grade level placement, can be

determined for identification of a student's strength and weakness in the areas of reading, math, grammar and spelling. Reports that provide this and other information are regularly provided to teachers and parents by the computer lab manager.

The Accelerated Reader (AR) computer program is used to evaluate student reading comprehension for a particular book. All Britt David students participate in the AR program on a regular basis, and teachers and administrators print and evaluate the reports provided by this program. Student (AR) summary reports give an average score for all tests taken and indicate students at risk. The STAR reader program is a computerized reading assessment which depicts: instructional reading levels, percentile ranks, zone of proximal development, and grade equivalent for students. Students of Britt David Magnet Academy take the STAR reading test three times a year. Also, first and second grade students will take the STAR Early Literacy test three times a year and kindergarten students will take this test each month. This diagnostic computerized test identifies the reading level the learner is at. Levels are: Emerging Reader, Transitional Reader, and Probable Reader.

Students in the first through fifth grades participate in MAP testing three times a year. After MAP testing, teachers and administrators meet to evaluate the results and plan ways to help students in need. When any of these tools, as well as assessment tools from the classroom, such as report card grades, running reading records, teacher observations, rubrics and classroom checklists, indicate that a particular student is in need, extreme efforts will be made to help that child improve in the areas of need. Third and fifth grade students who have been identified as being at-risk will participate in our after school tutorial program in order to ensure students are meeting and/or exceeding the standard.

Britt David Magnet Academy will involve parents in an annual review and revision of the School Improvement Plan. Parents will be asked to complete surveys and questionnaires, and the information obtained will be used in evaluating our program. Parents will be encouraged to attend school meetings where assessment results and their interpretation will be shared. Teachers will meet with parents on an individual basis to discuss assessment data. These results will be sent home to each parent, and assessment results will also be posted on our school website.

3. Sharing Lessons Learned:

Britt David Computer Magnet Academy (BDMA) has shared successful strategies with other schools in various ways. BDMA teachers presented at district-wide meeting, strategies that were shared included school-wide initiatives, requirements, timelines, and tips that enable our students to not only meet the standards, but exceed them. Included in the presentation was the Millionaire book challenge, Vocabulary Word of the Week, our school wide plan that involves working with the parents, students, and other co-workers to develop individual student improvement plans and data driven activities, the CRCT Blitz for test preparation, and our after school tutorial program that is extended to students identified as "at risk." Each year BDMA students are encouraged to read a million words to become a "Millionaire". Once all BDMA students are "Millionaires" the principal, celebrates by performing at a school wide assembly a task based on our yearly "Millionaire" theme. Past examples are: kissing a pig, running an obstacle course, and kissing a frog. Students parade through the halls each May as vocabulary words to celebrate our "Vocabulary Word of the Week". BDMA teachers met with neighboring faculties to demonstrate administration and scheduling of the DRA reading program and to share grade level planning strategies. The BDMA media specialist presented to county wide media specialists, sharing reading themes that motivate readers and provided a Performance Plan. We participate in the Idea Fair which is an annual event for the Muscogee County School District. It consists of booths detailing ideas and strategies to use in the classroom and is open to all teachers and support specialists from Pre-K to 12th grade. Teachers shared strategies/ideas which engage students to learn at high levels, retain and transfer learned knowledge. Technology tools such as the camera, mobile computer labs, Smart Boards, and interactive websites are vital to student engagement and best practice strategies. We have shared the Britt David Data Room with various elementary schools in our county. This is a room dedicated to housing all data for Britt David students. Our school assigns each teacher a data/assessment notebook that is updated on a

regular basis with all current data for each student. This notebook has been shared with many schools in the county. Teachers on our faculty have served in many volunteer capacities, sharing their expertise. Examples include, but are not limited to, presenters at county wide conferences, curriculum and common assessment councils and committees.

4. Engaging Families and Communities:

One of the goals of Britt David Magnet Academy (BDMA) is to maintain the connection between schools, families, and the community. While this can be a complex task we have embraced these challenges and implemented strategies, which will help ensure each student is a successful learner. BDMA monitors the academic achievement of each student and believes communication is a key strategy to academic success. Teachers compile and maintain assessment notebooks on each student. Data that is collected include: STAR reports, AR reports, computer lab reports, MAP scores, DRA scores, and CRCT scores. This in-depth educational information allows teachers to share with parents the progress of their child throughout the school year in parent/teacher conferences. Students identified by the Students Support Team as “at risk” and needing additional instruction receive help from their teachers through additional tutoring, the media specialist and technology specialist.

A reading program for BDMA students and parents is offered every summer. BDMA maintains a web site providing a variety of information for parents and the community. In addition, each professional staff member has a website that allows parents and the community to access information on homework, spelling words and the most recent and future events for their classroom. BDMA has a “Connect Ed” system, which allows contact, via telephone, to parents simultaneously of current events, upcoming events, and any emergency that may exist (i.e. weather). Further communication strategies exist with classroom newsletters, the school newsletter (Thursday’s Thoughts), and a yearly calendar of events.

Working with the community empowers students with the knowledge they can help others and also increases their own self-esteem. When students feel good about themselves their academic achievement improves. There are several ways in which BDMA, parents, and students are involved with the community. Clothes are collected for the Sara Spano Clothing bank, food drives are conducted during the holidays for the homeless shelters, and contests are held to see which hallway can donate the most money for cancer research. In addition we do a walk for junior diabetes each year. BDMA has a very diverse student population and to celebrate this diversity we hold a Diversity Day celebration each year. Parents and community members are invited to contribute to and to attend this event.

BDMA is fortunate to be Partners in Education with Synovus, Columbus State University, and Premier Martial Arts. Volunteers from the community come in each week to read to the individual classes, Synovus sponsors a lunch for the teachers to start off the school year, and grants for karate lessons are provided to students.

1. Curriculum:

Britt David Magnet Academy (BDMA) utilizes the Georgia Performance Standards as the basic curriculum for all subject areas across all grade levels. The school is beginning to incorporate the Common Core Curriculum as our district elementary curriculum team makes it available to each local school. BDMA is an accelerated curriculum school. Students must meet certain academic criteria in order to attend, therefore rigor and relevance are integral components of the curriculum. Over one-third of the student body has been identified as gifted learners, and they attend the district school for gifted and talented one day each week.

The basic reading / language arts curriculum is enhanced by the use of research-based programs and best practices. Saxon Phonics is utilized in kindergarten and first grade, to establish and maintain a solid foundation in phonemic awareness and phonics. STAR and Early Literacy Assessments are used to determine reading levels and target individual learning needs. The Accelerated Reader (AR) program is implemented at a high level throughout the school, and students enthusiastically embrace the program. To enhance detailed reading and vocabulary development, BDMA has established a Non-Fiction Club. Also, the principal has a vocabulary-word-of-the-week, which students are encouraged to use in writing and conversation. The principal also selects four specific books that are read throughout the year at every grade level, with students engaging in cross-curricular activities. Students become “Millionaires” when they have read one million words, with a school-wide celebration occurring at the end of the school year. The Developmental Reading Assessment (DRA) is an important tool used to determine reading comprehension and fluency, with BDMA’s benchmarks being set at a higher level than the district requirements.

The Harcourt Brace math series correlates with state standards. Within this resource, there are activities to enrich and remediate. In the computer lab, students are challenged at their individual levels utilizing the Integrated Learning System program. The school is transitioning to the Classworks computer program, which will provide in-depth reports on individual student progress and allow families to access this program from home. Web-based programs are used in the Exploratory computer lab to work on additional math skills. Weekly timed tests on the basic math facts are given in first through third grades. At the fourth and fifth grade level, advanced students participate on a Math Team to challenge and broaden their math knowledge in higher order thinking with math puzzles and logical thinking. Columbus State University’s Math Collaborative program provides materials and instruction for teachers and students.

Science and Social Studies standards are heavily integrated within the language arts program. Hands-on experiences and projects enhance the basic curriculum. Students have participated in the Science Olympiad which is a competition among schools in the district. Science and Social Studies topics are often the subject of Media Festival Projects which won awards at the national and international levels.

The visual and performing arts are an important part of the school curriculum. The arts teachers coordinate with classroom teachers to design lessons that support academic learning in other subject areas. The music teacher incorporates individual instruction in the piano lab. The art teacher encourages students to participate in exhibits throughout the community.

The state of Georgia provides a physical education teacher to serve all elementary students in the third, fourth and fifth grades. The physical education teacher designs lessons based on state standards. All of our students in grades three through five participate in these lessons three times a week.

Technology is a driving force at BDMA, with technology being infused into every part of the curriculum. There are two computer labs, classroom computers, Smartboards, and a portable classroom set of laptops for students and teachers to use to individualize learning. Many web-based programs can be accessed by students at home.

2. Reading/English:

Britt David realizes that a student's reading success correlates with his or her academic achievement. As a data-driven campus, the focus on research in literacy and emphasizing the reading progress of each student is critical. Among the latest research is the effectiveness of the Cornerstone Framework. Britt David implements this framework, which includes crafting, composing, and reflecting in a workshop environment.

Britt David operates three computer labs. Among them is the Integrated Learning Systems (ILS) Lab and the data from student work provides information in reading. Differentiation is essential in the instruction at Britt David. The STAR reader program is an assessment tool that provides information on a child's instructional reading level, percentile rank, zone of proximal development, and grade equivalency. Students at Britt David take the STAR test three times a year. The computerized assessment affords the teacher information on whether the student is considered an Emerging Reader, a Transitional Reader, or a Probable Reader.

A student's reading comprehension is consistently measured through the Accelerated Reader (AR) program. After reading an AR book, a child takes a computerized test on the book. The results also guide teachers in their planning of reading instruction. Britt David offers a summer reading program. Teachers suggest that parents have their child take advantage of the opportunity. Students check out books and take Accelerated Reader (AR) tests.

Once the year begins, students in kindergarten and first grade are exposed to a regimen of phonics. Reading instruction at Britt David continues to be priority as pupils advance beyond first grade. The school created a Non-Fiction Reading Club to inspire students. They receive awards for reading 20, 40, 60, 80, and 100 non-fiction books.

Another program that promotes reading success among students is the Principal's Book of the Month. Every class reads the book, and works on a written and artistic project based on the text. In addition, Britt David has a Word of the Week. The intent is to expand the children's vocabulary.

The commitment to reading at Britt David is also evident in the partnership with the Rotary Club. Each classroom has a Club member who spends time with the students and reads to the class. Another example of the emphasis on reading is in the AR Buddies program. All lower grade classes join an upper grade class for AR Buddies.

3. Mathematics:

As a data-driven school, Britt David Magnet Academy decided as a faculty to begin focusing more on math standards by bringing in a plethora of resources and strategies into our instruction. To guide our instruction, we based our methods on the book, "Five Easy Steps to a Balanced Math Program" by Larry Hainsworth and Jan Christinson. The methods helped us reach all levels of students.

For children who are performing below grade level, we implemented several strategies. One successful program that we have been using is the After School Enrichment Program. Here, children are able to work in a smaller setting using both computers and individualized, data-driven instruction. In addition to the enrichment program, we employ retired elementary school teachers, current support staff members, and Columbus State University lab students for more one-on-one instruction. Being a technology magnet,

we are able to purchase programs using funds received for technology purposes. These include programs such as Education City, IXL, and Success Maker. Within the classroom setting, teachers are utilizing math manipulatives, SMART board lessons, daily math review and homework, CRCT practice workbooks, and math literature book bins from our Media Center.

For children who need more enrichment in math, we utilize several different resources. Many of our children attend the district-wide gifted program, St. Elmo. However, being that one Tuesday per month is Early Release Day for Elementary schools, the teachers from St. Elmo come to Britt David to teach their lessons to our entire classes. These lessons require higher-order thinking skills from the students. Therefore, are beneficial to all. Another benefit to our students is making use of Columbus State University's Math Collaborative team. This team of educators provides enriching lessons. Furthermore, our principal, Veronica Collins, does school-wide vocabulary words. She has begun implementing more mathematical words into the vocabulary. Teachers and administrators check for understanding of these words daily. Lastly, each year, every teacher is required to submit a media festival project. Several teachers incorporate math standards into their projects.

Since implementing various strategies from "Five Easy Steps," as well as our own methods, we have seen tremendous growth in math scores. Gains have been made each year as students accelerate from just "meeting" the standards to "exceeding" the standards. Our goal is to continue this trend in mathematical scores, while maintaining our gains in other subject areas as well.

4. Additional Curriculum Area:

The students at Britt David Magnet Academy make connections to other disciplines and the world around them through visual arts, music, and physical education. In visual arts, students describe, research, and apply subject matters and specific themes from the classroom to characteristics in art. This is intentional and not only enhances the understanding of other disciplines, but is also reflective in the production of well thought out art. For instance, fifth graders have a unit in Social Studies based on the Great Depression. In the art room we learn about Dorthea Lange, a famous photographer of the Great Depression. These photos were in black and white. We then research other photographers and meaning behind the images. The students choose a photograph of the Great Depression and draw it out on a grid using a grayscale (black and white). Their art work has direct connections to concepts that reach far beyond just learning standards in both disciplines.

As one of the Georgia Performance Standards in Music, students must be taught the relationships between music, the other arts, and disciplines outside the arts. Students do this in a variety of ways at Britt David Magnet Academy. For example, students discuss the various composers and the cultures, time periods, and struggles that they lived through. Folk songs and folk dances are also a part of the curriculum. Students learn about the different cultures that the songs and dances are from and how they compare to the society they live in. Students are also making constant connections to Mathematics. From Kindergarten to Fifth grade, students are counting rhythms as well as divisions of the beat. The complexity of the rhythms grows with the students. Literature is also incorporated into the music classroom. Students work together to create rhythmic and/or melodic motives, sound effects, and movements to enhance literature.

The physical education curriculum is based on activities, sports, and games that will assist the students in enjoying physical activity throughout their lifetime. The class combines numerous aspects of the child themselves by challenging their physical, mental, and social capacity. Basic math and literacy skills are incorporated along with rules/history of sports, dance culture, team sports, individual sports, and fitness/wellness topics to ensure that each student is ensured a well-rounded, diverse knowledge base. The knowledge gained will enable the students achieve a healthy, active lifestyle while empowering them to reach their personal potential.

5. Instructional Methods:

In the Britt David Magnet Academy classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Britt David teachers are flexible in their approach to teaching, adjusting the curriculum and presentation of information to their learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Teachers' lessons are standards-driven and provide student focused activities. Examples of differentiating activities include: (1) using tiered activities based on the same skills, but different levels of complexity; (2) providing centers based on classroom areas of weakness or strengths; (3) developing task lists that addresses student needs; (4) offering manipulatives; and (5) varying the length of time to complete a task (for struggling learners or advanced learner pursuing greater depth). Examples of differentiating projects include: (1) giving students choice (e.g., tic-tac-toe boards with varying products; diorama, mural, or book report); (2) using rubrics based on students' levels; and (3) allowing students to work alone or in groups.

Teachers provide a variety of activities utilizing technology to help students gain information, in all areas. Each year all Britt David Magnet Academy teachers have students participate in the Britt David Magnet Academy Media Festival with winners advancing to Muscogee County School District's Media Festival; and then winners advancing to the International Student Media Festival. Britt David Magnet Academy had 7 2011-2012 International Student Media Festival winners. In our Instructional Learning System (ILS) lab, all students complete individualized math and reading instruction on the computer. In the exploratory lab students work on keyboarding skills and they use a variety of software to create projects.

The student body of Britt David Magnet Academy is extremely diverse. In order to help students appreciate and respect all areas of diversity, teachers integrate diversity themes with social studies standards in the literacy block. Some of the books we use for the Principal's Book of the Month are multi-cultural books and teachers will continue to provide writing activities to go along with these books.

Through rigor, collaboration and differentiation of students' level of learning, students develop appropriate skills, concepts, and attitudes that involve their own learning in order to become independent, self-directed life-long learners who demonstrate and fully understand and accept the diversity of self and others.

6. Professional Development:

It is the intention of Britt David Magnet Academy to provide high-quality and ongoing professional learning for our teachers, principals, paraprofessionals, and other staff, to enable all students in the school to meet the State's student academic standards. Britt David offers a multitude of professional development opportunities to improve professional growth and student instruction which in the end promotes an increase in student achievement.

Teachers participate in professional development on a consistent basis to increase professional growth as an educator. Any professional development that teachers attend from the school district is brought back to Britt David and redelivered to the faculty and staff. Teachers are then required to implement some form of their learning in his or her classroom. In addition to district trainings, our teachers participate in the yearly Best Practice Workshops during the summer, book studies, Cornerstone Literacy trainings, WOW framework workshops, curriculum mapping (Rubicon) trainings, technology software workshops, and ongoing professional development to master the Georgia Performance Standards and the upcoming Common Core State Standards.

Teachers also participate in professional development that focuses on student instruction. Teachers engage in weekly grade level meetings. In these meetings, the teachers participate in collegial dialogue about instructional and assessment ideas that are beneficial to student achievement in the classroom.

Grade levels collaborate and create units and lesson plans that differentiate learning to meet the needs of all students at Britt David Magnet Academy. In addition to weekly grade level planning, teachers are required to participate in three peer observations throughout the school year. During these observations, there are specific criteria that teachers look for in a standards based classroom along with observing ideas that he or she may take back to their own classroom to increase student achievement.

In addition to embedded staff development opportunities from the district, teachers have been given the opportunities to receive their Gifted and ESOL endorsements. This has been a great advantage to our school due to the increase of gifted identified students and the culturally diverse students we serve daily. With these teachers trained and skilled in the above areas, many of our students will be able to be served and increase their achievement due to the knowledge their teachers have gained through professional development opportunities.

7. School Leadership:

Britt David Magnet Academy is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential. Leadership plays a valuable role in a systematic emphasis on student achievement.

Administrators seek to hire educators who are highly qualified. More than half of the current teachers at Britt David hold a Master's Degree and a Specialist's Degree. All teachers, regardless of experience, are teamed up with a veteran educator who has an exemplary background. The school maintains a collegial and encouraging work atmosphere.

Britt David's teachers and school leaders utilize several assessment tools to measure and monitor student performance. Grade level, teachers meet with administrators after testing to review the data and ascertain areas of deficiency. Britt David's leadership often meets with teachers to review their student assessment notebooks, analyze student strengths and weaknesses, and identify at-risk students. The collaborative efforts also involve the technology coordinator and media specialist. The sessions promote a thorough discussion of student performance and the necessary activities to help accelerate student achievement.

School administrators also offer support to teachers on each grade level. Educators meet with their colleagues once a week to facilitate planning across the grade-level curriculum. School leaders attend these meetings and offer input and feedback.

Administrators also ensure that teachers attend professional learning programs offered by the school district. The principal works to provide information from professional sessions on a "redelivery" basis. The meetings are offered after school and on early release days.

Communication is also a vital role of Britt David's administrators. The principal's weekly newsletter, "Thursday Thoughts," keeps students and parents up-to-date on school information. An additional type of communication comes in the form of teacher web pages, which are provided by the school. Educators post their class schedule, homework, calendars, standards, and links to helpful educational websites.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion-Referenced Competency Tests

Edition/Publication Year: published yearly

Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	99
Exceeds	92	79	70	79	79
Number of students tested	95	86	84	81	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	86	81	50	64	
Number of students tested	14	11	10	11	8
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	81	67	50	67	67
Number of students tested	27	21	20	24	21
3. Hispanic or Latino Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	3	4	4		1
4. Special Education Students					
Meets Plus Exceeds				100	
Exceeds				80	
Number of students tested	9	7	4	10	5
5. English Language Learner Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested				1	1
6. Asian					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	92	76	80	90	60
Number of students tested	12	21	10	10	10
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia Criterion Referenced Competency Tests

Edition/Publication Year: published yearly

Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	83	72	83	77	65
Number of students tested	96	98	92	88	88
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	70	73	77	58	56
Number of students tested	10	11	13	12	18
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	70	54	72	59	62
Number of students tested	23	26	29	22	29
3. Hispanic or Latino Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	4	6		2	
4. Special Education Students					
Meets Plus Exceeds			100	100	100
Exceeds			90	58	56
Number of students tested	5	6	10	12	18
5. English Language Learner Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	1			2	1
6. Asian					
Meets Plus Exceeds	100	100	100	100	
Exceeds	91	100	92	93	
Number of students tested	22	13	13	14	7
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia Criterion-Referenced Competency Tests

Edition/Publication Year: yearly published

Publisher: CTB McGraw

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	86	79	79	88	84
Number of students tested	96	96	92	88	88
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	80	64	77	92	78
Number of students tested	10	11	13	12	18
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	83	54	52	82	86
Number of students tested	23	26	29	22	29
3. Hispanic or Latino Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	4	6		2	
4. Special Education Students					
Meets Plus Exceeds			100		
Exceeds			80		
Number of students tested	5	6	10	5	3
5. English Language Learner Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	1			2	1
6. Asian					
Meets Plus Exceeds	100	100	100	100	
Exceeds	82	92	92	79	
Number of students tested	22	13	13	14	7
NOTES:					
Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia Criterion Referenced Competency Tests

Edition/Publication Year: published yearly

Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	83	93	76	59	77
Number of students tested	92	94	91	87	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	69		50	42	71
Number of students tested	16	9	12	12	17
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	75	93	67	53	69
Number of students tested	24	29	21	32	29
3. Hispanic or Latino Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	5		2		1
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	3	1	3	3	4
5. English Language Learner Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested			1	1	1
6. Asian					
Meets Plus Exceeds	100	100	100		100
Exceeds	100	100	76		83
Number of students tested	11	15	17	8	12
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Georgia Criterion Referenced Competency Tests

Edition/Publication Year: yearly published

Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	78	74	58	71	61
Number of students tested	92	94	91	87	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	63		50	58	71
Number of students tested	16	9	12	12	17
2. African American Students					
Meets Plus Exceeds	100	100	100	100	100
Exceeds	58	55	43	69	59
Number of students tested	24	29	21	32	29
3. Hispanic or Latino Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	3	1	3	3	4
5. English Language Learner Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested			1	1	1
6. Asian					
Meets Plus Exceeds	100	100	100		100
Exceeds	100	87	71		67
Number of students tested	11	15	17	8	12
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets and exceeds	100	100	100	100	100
exceeds	86	83	81	76	73
Number of students tested	283	278	267	256	259
Percent of total students tested	100	100	100	99	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 and exceeds	100	100	100	100	100
exceeds	75	55	71	62	51
Number of students tested	40	31	35	35	43
2. African American Students					
meets and exceeds	100	100	100	100	100
exceeds	77	72	71	66	61
Number of students tested	74	76	70	78	79
3. Hispanic or Latino Students					
meets and exceeds	100	100			
exceeds	0	0			
Number of students tested	12	10	6	2	2
4. Special Education Students					
meets and exceeds	100	100	100	100	100
exceeds	0	0	40	67	37
Number of students tested	17	14	22	25	27
5. English Language Learner Students					
meets and exceeds					
exceeds					
Number of students tested	1	0	1	4	3
6. Asian					
meets and exceeds	100	100	100	100	100
exceeds	93	95	87	65	61
Number of students tested	45	49	40	32	29
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

12GA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	100	100	100	100	99
Exceeds	85	77	69	79	74
Number of students tested	283	276	267	256	259
Percent of total students tested	100	100	100	99	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 and Exceeds	100	100	100	100	100
Exceeds	75	51	60	71	60
Number of students tested	40	31	35	35	43
2. African American Students					
Meets and Exceeds	100	100	100	100	100
Exceeds	74	57	48	72	71
Number of students tested	74	76	70	78	79
3. Hispanic or Latino Students					
Meets and Exceeds	100	100			
Exceeds	0	0			
Number of students tested	12	10	6	2	2
4. Special Education Students					
Meets and Exceeds	100	100	100	100	100
Exceeds	0	0	47	44	0
Number of students tested	17	14	17	18	12
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	0	1	4	3
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	89	83	80	62	48
Number of students tested	45	49	40	32	29
NOTES: Please note that when the number of students for a particular subgroup is 9 or below, a percent for students meeting or exceeding the standard is not available due to "too few students".					

12GA2