

PART I - ELIGIBILITY CERTIFICATION

12GA6

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 69 Elementary schools (includes K-8)
 (per district designation): 25 Middle/Junior high schools
16 High schools
4 K-12 schools
114 Total schools in district
2. District per-pupil expenditure: 7940

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
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 | 0 | 0 | 0 | | 7 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 0 | 0 |
| 2 | 57 | 63 | 120 | | 9 | 0 | 0 | 0 |
| 3 | 74 | 75 | 149 | | 10 | 0 | 0 | 0 |
| 4 | 93 | 44 | 137 | | 11 | 0 | 0 | 0 |
| 5 | 78 | 61 | 139 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 545 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
64 % Black or African American
15 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
17 % White
3 % 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: 29%
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. | 95 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 65 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 160 |
| (4) | Total number of students in the school as of October 1, 2010 | 545 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.29 |
| (6) | Amount in row (5) multiplied by 100. | 29 |

8. Percent of English Language Learners in the school: 7%
Total number of ELL students in the school: 38
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, French, Creole, Other African

9. Percent of students eligible for free/reduced-priced meals: 73%

Total number of students who qualify: 396

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: 15%

Total number of students served: 82

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>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>33</u> Specific Learning Disability |
| <u>12</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>7</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>32</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>15</u> | <u>2</u> |
| Paraprofessionals | <u>8</u> | <u>1</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>18</u> | <u>1</u> |
| Total number | <u>75</u> | <u>4</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:

17:1

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 | 97% | 97% | 97% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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: | <u>0</u> |
| Enrolled in a 4-year college or university | <u>0%</u> |
| Enrolled in a community college | <u>0%</u> |
| Enrolled in vocational training | <u>0%</u> |
| Found employment | <u>0%</u> |
| Military service | <u>0%</u> |
| Other | <u>0%</u> |
| Total | <u>0%</u> |

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?

Austell Intermediate School, serving grades 2-5, became independent of Austell Primary School in the fall of 2005 when the primary staff moved into a separate facility. Austell Intermediate School proudly carries on the name of Austell School which was originally established in the city of Austell, GA in 1939. The school campus is 30 acres in size and located in suburban Powder Springs, GA. Students and staff enjoy a modern building with 61 instructional classrooms; including a well-equipped music, art, science, computer and technology labs, as well as a spacious indoor play area. Strong ties with the community have been the norm for decades. Austell Intermediate continues to reassess the community's needs as demographics shift. Meeting the needs of the Austell/Powder Springs community is the top priority in the design of curriculum and community relations.

Faculty members at Austell Intermediate work closely together in order to support the school's goals, beliefs and mission statement. At Austell Intermediate, learning will be continuous and integrated in a developmental, student-centered, risk-free environment with everyone in the community exhibiting positive teamwork, which enables students to meet and/or exceed State Standards. Austell Intermediate students will be prepared to meet the demands of the 21st Century. Students will be respectful and responsible, and will have met or exceeded the 2nd-5th grade standards/skills needed to be successful in the middle school setting. Austell Intermediate beliefs encompass the following:

- The Austell Intermediate staff makes a difference in the lives of children.
- A positive school environment is enhanced by administrative support.
- Everyone has a right to be treated with respect.
- All children have the right to learn in a risk-free environment.
- Learning is a lifelong process for everyone in the school.
- Learning will challenge students to meet and/or exceed the State Standards.
- All students will become problem-solvers.
- Parents, teachers, and community members must work together for the good of the child.

Each morning, staff and students at Austell Intermediate begin the day by reciting the Austell Ram Code: I am respectful; I am responsible; I am prepared; I am here to learn; therefore I will do nothing to keep the teacher from teaching or anyone, myself included, from learning. I will cooperate with all school people. I will respect myself, others, and the environment. By acting in this way, I will be a responsible, contributing student at Austell Intermediate School.

Austell Intermediate's long range student achievement goals include students demonstrating proficiency in reading at or above grade level, and in number sense through problem solving and computation at or above grade level. In order to meet these goals, Austell Intermediate adheres to a standards-based educational model. Specific standards in language arts and mathematics have been set to effectively impact student learning. It is a priority for the school that our all of our students achieve in all academic areas. A balanced literacy program is taught through the workshop model and the mathematics program is based on findings of the Third International Mathematics and Science Study (TIMSS) and recent analysis of the National Assessment of Educational Progress (NAEP) data. Teachers analyze student data on an ongoing basis, and the data assists teachers in recognizing trends, creating short-term and long-term goals for improvement. Utilizing the findings, teachers collaborate to develop strategies to ensure increased student achievement. Additionally, two coaches are employed to provide support, collect data, and

organize staff development in order to bolster both student achievement and insure instruction of the highest quality.

As social and educational customs evolve, so must plans be developed to grow with those changes. Over the past decade, Austell Intermediate has experienced numerous changes, including the temporary housing of an additional elementary school within our walls. Due to a natural disaster in the fall of 2009, Clarkdale Elementary, grades 3-5, was forced to temporarily relocate within our facility until a new facility could be rebuilt. This has posed many challenges; however, we have remained relentless in efforts to stay focused on instruction and student achievement. Not only has Austell Intermediate met the requirements for Adequate Yearly Progress for the ninth consecutive year upon the close of the 2010-2011 school year, we have shown significant gains with each subsequent year. This is an outstanding accomplishment for any school, but especially among Title I schools and can be viewed as an indicator that strategies to meet the goals in language arts and mathematics have been worthwhile.

1. Assessment Results:

Students in grades 3-5 at Austell Intermediate School take the Georgia Criterion Referenced Competency Test (CRCT) in April of each school year. The test assesses student performance in Reading, English/Language Arts, Mathematics, Science, and Social Studies. The test is designed to determine levels of performance of the Georgia Performance Standards (GPS). Students are categorized into one of three areas based on their performance on the CRCT: Level 1, or Does Not Meet standards, Level 2 or Meets standards, and Level 3 or Exceeds Standards. The scale for Level 1 is 799 and below. The scale for Level 2 is 800-849. The scale for Level 3 is 850 and above. Students receive a scale score for each sub test.

The results of the CRCT show that student performance in Reading and Mathematics has steadily increased at Austell Intermediate during the past five years. Large percentages of students have moved from not meeting standards, Level 1, to meeting standards, Level 2. Additionally, a great number of students have moved into performing at Level 3. During this period of improvement, all subgroups of students have also shown positive growth. The faculty and staff are driven to continue to increase the number of students who meet and exceed standards on the CRCT.

In the area of Reading, about three quarters of students at Austell Intermediate School met or exceeded standards in reading in 2007. In 2011, that number grew to be over ninety percent. A greater illustration of the improvement of reading performance is seen in the growth of the number of students who exceeded standards. That number doubled in the five year span, from less than 20 percent in 2007 to nearly 40 percent in 2011.

In Mathematics, the pattern of growth is similar. While only 75 percent of students met or exceeded math standards on the 2007 CRCT, nearly 95 percent of students met or exceeded in 2011. More than half of the students at Austell Intermediate School scored in the Level 3 category in 2011. This remarkable statistic is rare among schools in the Cobb County School District or in the State of Georgia, and is something that makes our school stand out from others.

When taking a close look at the subgroups of students in our school, we can see that our Ethnicity subgroups perform well and match the same pattern of growth as the whole population of students. Our Hispanic population, White/Non-Hispanic population, as well as our African American population of students all average nearly 90 percent meeting or exceeding standards in math and in reading. A high concentration of students in these subgroups exceed standards.

One subgroup that has not grown in the same, consistent manner is the Special Education subgroup. While the Special Education subgroup has significantly improved its overall performance since 2007 (more than half of the number of students who did not meet standards in 2007 did meet standards in 2011), a gap does exist between students with disabilities and their non-disabled peers. A gap of about 20% exists and both math and reading.

The achievement gap that exists between special education students and non-disabled students can be contributed, in part, to the large and rapid increase in student achievement for all students at Austell Intermediate. In order to allow special education students to make a more substantial increase and “catch up,” teachers are using a variety of strategies and techniques. When possible and appropriate, students are served in the general education setting, exposing as many students as possible to the rigor of the general education curriculum. Students are provided accommodations and specialized instruction which allow them to be successful. By maximizing the amount of time students can spend in the general education

setting, we hope to continue to see improvement on the CRCT tests for special education students, as the CRCT measures performance on GPS curriculum standards.

2. Using Assessment Results:

Teachers and support staff at Austell Intermediate look at a variety of data to analyze student performance throughout the year. We have the shared belief that a menu of formative, summative, and diagnostic assessment strategies accurately inform teachers, students, and parents about student performance. Assessment results allow our teaching staff to determine student strengths, weaknesses, and gaps in achievement. The data that is collected at Austell is directly linked to Georgia Performance Standards.

Diagnostic data is taken in different ways. For reading, a complete reading assessment, the Developmental Reading Assessment, is performed for each student at least one time annually. This baseline assessment is used by teachers to begin a measurement of annual growth. Other, more frequent reading assessments, such as running records are taken throughout the year to check for reading accuracy and fluency.

All students, along with their classroom teacher, are always aware of their personal guided reading level on any given day. Student guided reading levels are kept using the Fountas and Pinnell scale (levels A-Z). A guided reading data wall is kept in the Literacy Lab. This data wall is a visual model to show that students are making appropriate progress in reading throughout the year. It is color coded to show students by grade level, and by (some) subgroup, making it easy to see if an individual student is falling behind the "on grade level" reading level.

Diagnostic data is taken in math by chunking the GPS standards and giving pretests to students. The baseline data that teachers collect for their groups of students at the beginning of a week or a unit allows teachers to know where the most time and most effort needs to be placed. In some instances, if all students have mastered a concept through previous experience, teachers may not need to spend time addressing that standard.

Teachers use summative data to determine what students have learned at a particular place and time. They periodically review state assessments such as the Georgia CRCT, or nationally-normed tests such as the ITBS to predict future performance. In the Cobb County School District, all teachers follow a quarterly pacing guide to ensure that students in neighboring schools teach the same standards at the same times during the year. At the end of each quarter, Austell students take a standards-aligned benchmark test in Reading/ELA, Math, and Science (beginning in 2011). The benchmark tests mimic the rigor level of the test items on the CRCT, and also help teachers predict future performance on the CRCT.

Locally created common assessments are most valuable for students and teachers. Teachers work collaboratively on grade level teams to create common assessments in all subject areas. Students typically take one common assessment in each subject area per week. Teachers get together to examine the results of the common assessments as part of a data team. The data teams make decisions about planning lessons for the coming days and week, and share instructional strategies that lead to successful learning in individual classrooms.

The collection of assessment results informs teaching within the classroom, and it informs supplemental programs. Data is the guide when deciding to provide additional support for students who are not performing up to expected levels. One program, called "safety net," involves several non-homeroom teachers and staff members. Once students who need the support are identified through the data analysis process and the data wall analysis, the staff members are assigned to work in the area of need. These staff members work with students every day for approximately 30 minutes. The same identification process is

used to invite students to after school tutoring. Some staff members pull students for extra help during lunch, and these students are also identified through the analysis of data.

Teachers share the results of common summative assessments with parents weekly. In order to provide parents with information that can help them support their children outside of school, parents are also provided conference feedback forms for reading and writing. The conference feedback forms are produced in duplicate so the teacher and parent each can have a copy.

The feedback forms show students and parents how the student is performing compared to the standard, and how the student can work to make improvement or progress toward meeting the standard.

3. Sharing Lessons Learned:

Teachers, academic coaches, and administrators from Austell Intermediate School have shared instructional practices with other teachers and educators in the Cobb County School District and beyond. The most frequent model for sharing is to welcome other educators into our school. Several teams of educators from other schools have visited Austell Intermediate to learn about the use of data wall and data team practices. The data walls that are used for guided reading and for math have earned the school a positive reputation within the school district. Consequently, multiple teams of teachers from other schools visit each month to see the data walls. Our teachers have become accustomed to welcoming teachers into their classrooms for classroom observations, followed by a debriefing session. During the debriefing, teachers from Austell and from the visiting schools share teaching and assessment practices. We believe that this model of sharing helps our teachers improve their craft as much as it does for our guests.

Many teachers on our faculty have been asked to present teaching practices in other schools and during professional learning days at the district level. Groups of teachers, often led by academic coaches, get together to share instructional strategies throughout the year. Most recently, schools in the district who have adopted the America's Choice Reform Model have collaborated to create a program called Math Task of the Month. One teacher from each of our grade levels participates in the group to create tasks that require students to solve complex math problems that integrate skills from other disciplines.

4. Engaging Families and Communities:

Austell Intermediate staff members place great value on effective, two-way communication about assessment results, teaching strategies, and curriculum with parents. In addition to sharing common assessment results with parents on a weekly basis, our staff invites parents into the school several times throughout the year.

On one night during each semester, the teachers from each grade level hold a "Making Connections" night for parents. On these nights, teachers share an overview of the curriculum for the semester with parents. Additionally, teachers show the parents how students will be expected to demonstrate performance in each area of the curriculum. Tips and strategies for improving student performance through home practice are offered to families during Making Connections nights.

Teachers conduct parent-teacher conferences during the fall semester each year. This time is used to explain assessment results, report card grades, and to offer ideas for improving student learning.

Academic Coaches and Professional School Counselors invite parents to visit the school to learn about other timely school topics, including CRCT Night to help parents prepare for state tests and Lunch & Learn events to share ideas for learning at home.

Families play a critical role in student success. Research indicates family engagement leads to improved social skills and behavior, as well as better student achievement. Family and community engagement activities at Austell Intermediate School focus on activities that are linked to children's learning at home, at school, and in the community. The "Book-in-the Bag" program has encouraged reading at home which significantly increased student achievement in reading. Math achievement has been impacted through Game Night Activities which provide parents the opportunity to practice math with their children within a fun atmosphere. The Making Connections programs have also provided parents and the community with opportunities to gain better understanding of the curriculum which enables them to provide homework and tutoring assistance to the students.

1. Curriculum:

Georgia's curriculum is standards based, with standards provided by the State Department of Education. The standards based curriculum is based on the Backward Design Model. It is a student centered curriculum, where the content does not overlap, thus requiring the students to have "enduring understanding" from one grade to the next. Student achievement data is reviewed and analyzed utilizing the SIP profile chart and data teams. The data assists teachers in recognizing learning trends, as well as creating short-term and long-term goals for improvement. Utilizing the findings, teachers collaborate to develop strategies to ensure increased student achievement at Austell Intermediate School.

Austell Intermediate's literacy curriculum is based on the Georgia Performance Standards. All classrooms follow a standards based educational model. This model promotes literacy through instruction in oral language, recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar skills. Reading and writing workshops allow students opportunities to read and write daily on a consistent basis. Teachers utilize the reading and writing workshop model to emphasize the importance of student engagement and the interaction between a reader and writer and a text. Within the model, research based best practices are implemented consistently. Students understand the standards, as well as instructional strategies that assist them in having an enduring understanding of each standard.

"Best Practices" coupled with the Georgia Performance Standards has increased the depth and rigor of mathematics instruction. Teachers utilize Van de Walle Math Strategies and Hands on Learning during math instruction. Math instruction is delivered through the Workshop Model, which has three components. Students consistently use mathematical language during problem solving. Problem solving at Austell Intermediate School integrates real world experiences as well as other content areas.

The science curriculum is based on Georgia Performance Standards and is designed to allow students the opportunity to learn through hands-on experiences. Austell Intermediate is fortunate to have two fully-equipped science labs, one designed to address primary standards, and the other to address intermediate standards. Instructional funds are used to provide a part-time certified teacher who serves as a science specialist.

The Social Studies content is woven throughout all areas of our curriculum. Students are encouraged to make connections between content areas on a daily basis, and additionally students learn to make connections between current events and history. The role of government is another key focus of instruction and is supported through a rich literature study of historical figures.

The Fine Arts curriculum is based on the Georgia Performance Standards which are designed around the National Standards for Arts Education. Our Music and Art teachers collaborate with classroom teachers to design instruction which supports all content areas, and provide opportunities for students to explore the fine arts curriculum in a variety of creative ways. Austell Intermediate hosts an annual Fine Arts Night which includes opportunities for our students to showcase our students' artwork, musical performances, as well as their creative writing pieces. We also have a chorus that performs at numerous community events including singing the National Anthem at a Hawks NBA game.

Students at Austell Intermediate School participate in physical education class at least 90 minutes per week. The physical education program is led by a full time, certified PE specialist and supported by a physical education paraprofessional. The physical education standards taught at Austell Intermediate are based on the philosophy that students are more successful in school when they are physically fit, have good balance, rhythm, and coordination. Students participate in activities that allow them to develop key

fitness components, including cardiovascular fitness, muscular strength, and flexibility. Student learn skills and play games that allow them to enjoy physical activity and learn appropriate sportsmanship. Health education is provided by homeroom teachers at all grade levels, and is part of a school wellness plan.

2. Reading/English:

Austell Intermediate's literacy curriculum is based on the Georgia Performance Standards. All classrooms follow a standards based educational model. This model promotes literacy through instruction in oral language, recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar skills. Reading and writing workshops allow students opportunities to read and write daily on a consistent basis. Teachers utilize the reading and writing workshop model to emphasize the importance of student engagement and the interaction between a reader and writer and a text. Within the model, research based best practices are implemented consistently. Students understand the standards, as well as instructional strategies that assist them in having an enduring understanding of each standard.

The Reading and writing workshop each contains three parts: a mini lesson, an independent reading time / independent writing time, and a sharing time. During the mini lesson, for 10-15 minutes, the teacher models best practices in reading or writing in an effort to develop the student's metacognitive skills. In the 45 minute Work Session the students complete a reading or writing task as well as read and write independently. During the work time, the teacher is meeting with guided reading or guided writing groups, as well as conferring with students regarding their reading or writing. Teachers utilize a conferencing notebook to record conference notes on each student. This assists them in differentiating their instruction to meet the needs of all of the students. The 10 minute sharing brings the students back together to share what they have learned that has helped them to become a better reader and writer.

At Austell Intermediate, programs are in place to meet all of the students learning needs. Students reading below the nine week benchmark level are provided with the opportunity to participate in extended day tutoring. During this time, a teacher meets with a small group of students and reviews specific reading strategies in a guided reading setting.

Austell also provides an opportunity to extend our students that are performing on grade level. Students that are performing on grade level are invited to participate in the Reading Honors' Academy. The Reading Honor's Academy meets after school for one hour two days a week. A teacher guides the students in reading above grade level texts and developing their vocabulary knowledge. This academy has proven effective with over 60% of participants exceeding standards on the state assessment.

Students that are reading above grade level become members of the Austell Reading Team. The team is facilitated by a teacher and the media specialist. The team reads high level text and competes in an annual reading competition. Last year, the Austell Ram Readers competed and came in 2nd place in the entire state of Georgia.

3. Mathematics:

"Best Practices" coupled with the Georgia Performance Standards has increased the depth and rigor of mathematics instruction. Teachers utilize Van de Walle Math Strategies and Hands on Learning during math instruction. Math instruction is delivered through the Workshop Model, which has three components, the opening, work-time, and the closing. The lessons are all problem-based, and students consistently use mathematical language during problem solving. Problem solving at Austell Intermediate School integrates real world experiences as well as other content areas.

The components of Math workshop an Opening, a Work Session, and a Closing are outlined below.

During the Opening, for 5-10 minutes, the teacher directs the learning experience, helping the class participate in common experiences that will develop common vocabulary for the mathematical exploration. In the 25-30 minute Work Session the students work in small groups, exploring and discovering mathematical solutions related to the standards. The 20-25 minute Closing brings the students back together to share what they learned as mathematicians. Selected students share strategies and solutions and discuss how they are alike or different, while also showing the relationship to the standard. The Closing is an integral portion of the lesson. They are student-led with the teacher as the facilitator. Students present their work to their peers, and are able to defend and justify their reasoning, as well as respond to arguments of others.

Teachers administer the County Math assessments to students twice during each nine week grading period. Data is analyzed to determine mastery of each Standard. Students receive instruction based on this analysis. Safety Net programs are provided for students performing below level. These Safety Net programs are in the form of after school tutoring, and intensive instruction focusing on the standards not mastered.

4. Additional Curriculum Area:

Science stimulates and excites students' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Our ability to generate new knowledge and use it innovative ways depends on having a scientifically literate population. Although people learn throughout their lives, good science education is a vital preparation for scientific literacy in later life. Because science links direct practical experience with ideas, it can engage learners at many levels. It is because of these things that we believe that the leadership team at Austell Intermediate School has decided to put extra emphasis on the science curriculum area.

The science curriculum is based on Georgia Performance Standards and is designed to allow students the opportunity to learn through hands-on experiences. Austell Intermediate is fortunate to have two fully-equipped science labs, one designed to address primary standards, and the other to address intermediate standards. Instructional funds are used to provide a part-time certified teacher who serves as a science specialist.

The science specialist meets with all students during their Specials' rotation. During this time students participate in a variety of hands-on AIMS activities that focus on many different science topics. Some of the topics included are matter, force and motion, energy, Earth Science and Biology.

In addition, Austell Intermediate provides multiple opportunities for students to participate in science based extensions beyond the regular school day. Our science specialist sponsors a science club that meets weekly with students who have expressed interest in deepening their understanding of various science topics. The school also has a Science Olympiad Team that competes throughout the county and has received numerous awards. A Science Night, with the support of our sister High School Beta Club, is another highlight of the year, featuring our annual Science Fair.

5. Instructional Methods:

In order to meet the school's needs, the comprehensive school-wide reform model, America's Choice was implemented at Austell Intermediate School in 2002-2003. This model promotes literacy through instruction, and teaching math developmentally using "Best Practices". Within "Best Practices", classroom teachers develop class profiles with available assessments, determine areas of weakness create short-term and long-term goals for improvement, and utilize pre/mid/posts tests. Austell works with a cohort group of former America's choice Schools to implement the state's Standards Based Educational

model. This model encompasses the formerly used America's Choice workshop components. The workshop components require teacher and student made reference charts which are displayed throughout the classroom.

Teachers integrate varying instructional styles in order to accommodate the learning needs of all students. Activities and materials are adjusted by difficulty, by topic, and by students' learning styles. Numerous strategies and tools are used to differentiate, for example, teachers use multiple means of presentation (oral, graphic, and hands-on), project based learning, and cooperative learning. Students are able to express themselves in many ways. This allows for creativity which challenges the gifted and talented student to find more way to express him or herself. It also allows students with special needs an avenue to succeed.

Arrays of strategies have been used to increase performance of low achievers. Most of these focus on teaching and reinforcing skills previously taught. This may include providing tutoring within the classroom setting, or providing a daily focus time on specific concepts.

Because diversity is also cultural, we also differentiate for second language learners. Some effective strategies used consist of creating safe risk free environment for learning, relating material and examples to students' experiences, and slowing students to express themselves nonverbally.

6. Professional Development:

Austell Intermediate's professional development plan is aligned with our School Strategic Plan and is supportive of the implementation of the Georgia Performance Standards (GPS). It is based on research, our students' needs as reflected in the data, and contributes to the academic improvement for all students. Goals have been established and/or continued to promote student achievement in reading, writing, and math based on the study of local and state test scores and results from parent, student and teacher surveys. Over the past eight years, the professional development program at Austell Intermediate has been focused on developing staff member's deeper understanding of research based best practices.

In efforts to create a professional learning community, teachers collaborate with the Literacy and Math Coaches to fully implement "Best Practices" in reading, writing and math. Academic coaches meet weekly with each grade level to introduce new instructional strategies, discuss student work, gather feedback of strategy implementation, as well as review data in order to make necessary instructional adjustments for student achievement. Academic coaches complete monthly classroom focus walks to determine next steps in the area of staff professional development. Academic coaches will complete monthly focus walks to monitor the implementation of the strategies introduced from the professional development. Lesson plans will be reviewed for the incorporation of the best practices that were introduced. Teachers will be asked to complete surveys following each session to determine the effectiveness of the session as well as the teacher's understanding of the content presented during the session.

Each quarter, grade levels meet with the academic coaches for a full day of collaboration which includes planning lessons aligned to the Georgia Performance Standards, reflecting and analyzing data and student work samples, developing and progressing towards professional learning goals, and designing a curriculum framework for each quarter of the school year.

For the past two years, the staff has attended a writing workshop provided by the Georgia Center for Assessment. The workshop included a detailed review of the genres of writing, writing prompt format, how to effectively use writing rubrics to impact student achievement, as well as an introduction of resources for classroom instruction. The trainer provided a question / answer session too in regards to the state writing assessment and the scoring of the prompts.

Austell Intermediate teachers are also part of a professional book study group. Teachers are given the choice of four professional texts which support our school improvement goals. Groups meet once a month to discuss their professional reading. At the conclusion of the book, each group creates a presentation to share with the staff on what they have learned and how they believe it can impact our school and help to increase student achievement.

7. School Leadership:

The school leadership at Austell Intermediate is comprised of the Principal, Assistant Principal, and two Academic Coaches who work together with the school's Design Team, made up of grade level and specialty area representatives. The leadership philosophy of the building is centered upon the core beliefs in shared leadership to form a strong professional learning community. The core leadership team consists of the Principal, Assistant Principal and two Academic Coaches. The school administrators work closely with the Academic Coaches to determine ways to best meet the needs of the school. They meet on a regular basis to discuss student performance data, as well as staff professional development needs directed at increasing student achievement. In addition, they conduct monthly focus walks to assess the implementation and effectiveness of classroom instructional strategies. The data collected from the walks is analyzed and then shared with teachers. Next, the Academic Coaches meet with the teachers to discuss areas of strengths and weaknesses to develop learning goals and drive professional development needs.

All staff members serve on various committees throughout the school. These committees include: Data Teams, Response to Intervention Teams, Grade Level Teams, Technology Committee, Writing Committee, Counselor Advisory Committee, School Council, and various other committees which are formed throughout the year as the need may arise. Each of these teams collaborate on a regular basis to focus their efforts on a specific area with the primary goal of increasing student achievement and maximizing growth in student performance.

The use of a distributive leadership model and a collaborative approach enables all staff members to share their talents and contribute to the great number of programs at Austell Intermediate School, making it the best possible place for students to learn and grow.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 89 | 87 | 78 | 67 | 81 |
| Exceeds | 47 | 55 | 43 | 25 | 18 |
| Number of students tested | 144 | 133 | 147 | 146 | 164 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 2 | 3 | 2 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 2 | 2 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 86 | 86 | 73 | 64 | 78 |
| Exceeds | 39 | 52 | 35 | 22 | 14 |
| Number of students tested | 104 | 108 | 105 | 105 | 105 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 88 | 88 | 75 | 66 | 82 |
| Exceeds | 50 | 56 | 44 | 19 | 17 |
| Number of students tested | 101 | 81 | 86 | 90 | 115 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 82 | 95 | 75 | 78 | 81 |
| Exceeds | 32 | 65 | 25 | 39 | 13 |
| Number of students tested | 22 | 23 | 20 | 23 | 16 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 73 | | 55 | 27 | 65 |
| Exceeds | 18 | | 11 | 0 | 15 |
| Number of students tested | 11 | 9 | 18 | 15 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | 80 | | | 66 | |
| Exceeds | 10 | | | 33 | |
| Number of students tested | 10 | 2 | 9 | 12 | 5 |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 100 | 79 | 82 | 63 | 63 |
| Exceeds | 35 | 45 | 41 | 30 | 14 |
| Number of students tested | 17 | 29 | 29 | 27 | 22 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 94 | 95 | 95 | 86 | 74 |
| Exceeds | 40 | 26 | 44 | 29 | 20 |
| Number of students tested | 144 | 142 | 131 | 129 | 164 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 100 |
| Number of students alternatively assessed | 2 | 2 | 2 | 3 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 2 | 2 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 95 | 98 | 88 | 93 | 66 |
| Exceeds | 28 | 25 | 17 | 21 | 15 |
| Number of students tested | 104 | 408 | 105 | 104 | 105 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 81 | 88 | 88 | 78 |
| Exceeds | 40 | 31 | 24 | 28 | 20 |
| Number of students tested | 101 | 96 | 86 | 90 | 115 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 95 | 100 | 90 | 82 | 50 |
| Exceeds | 33 | 26 | 10 | 14 | 6 |
| Number of students tested | 21 | 23 | 20 | 22 | 16 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 82 | | 50 | 60 | 65 |
| Exceeds | 9 | | 0 | 0 | 15 |
| Number of students tested | 11 | 9 | 18 | 15 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | 80 | | | 73 | |
| Exceeds | 10 | | | 0 | |
| Number of students tested | 10 | 2 | 9 | 11 | 5 |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 100 | 90 | 93 | 89 | 63 |
| Exceeds | 41 | 17 | 17 | 33 | 27 |
| Number of students tested | 17 | 29 | 29 | 27 | 22 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 93 | 88 | 71 | 59 | 70 |
| Exceeds | 58 | 47 | 26 | 9 | 13 |
| Number of students tested | 136 | 131 | 160 | 156 | 150 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 4 | 4 | 2 | 0 |
| Percent of students alternatively assessed | 2 | 3 | 3 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 93 | 85 | 64 | 52 | 66 |
| Exceeds | 57 | 39 | 20 | 9 | 9 |
| Number of students tested | 113 | 89 | 114 | 114 | 93 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 88 | 68 | 60 | 71 |
| Exceeds | 57 | 46 | 23 | 9 | 9 |
| Number of students tested | 83 | 82 | 101 | 109 | 91 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 100 | 90 | 67 | 44 | 63 |
| Exceeds | 69 | 30 | 25 | 13 | 16 |
| Number of students tested | 29 | 20 | 24 | 16 | 25 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | | 60 | 35 | 23 | 38 |
| Exceeds | | 30 | 0 | 6 | 7 |
| Number of students tested | 7 | 10 | 20 | 18 | 29 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | 1 | 7 | 9 | 5 | |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 91 | 83 | 80 | 62 | 79 |
| Exceeds | 50 | 54 | 33 | 5 | 18 |
| Number of students tested | 22 | 24 | 30 | 21 | 28 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 93 | 98 | 88 | 82 | 77 |
| Exceeds | 39 | 31 | 31 | 22 | 17 |
| Number of students tested | 138 | 131 | 158 | 156 | 150 |
| Percent of total students tested | 100 | 100 | 99 | 100 | 100 |
| Number of students alternatively assessed | 3 | 4 | 4 | 2 | 0 |
| Percent of students alternatively assessed | 2 | 3 | 3 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 92 | 96 | 85 | 78 | 73 |
| Exceeds | 37 | 20 | 25 | 19 | 11 |
| Number of students tested | 115 | 89 | 113 | 114 | 93 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 98 | 89 | 82 | 77 |
| Exceeds | 36 | 34 | 32 | 20 | 15 |
| Number of students tested | 84 | 82 | 101 | 109 | 91 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 100 | 100 | 73 | 75 | 72 |
| Exceeds | 48 | 10 | 23 | 19 | 12 |
| Number of students tested | 29 | 20 | 22 | 10 | 25 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | | 100 | 65 | 56 | 59 |
| Exceeds | | 10 | 0 | 6 | 7 |
| Number of students tested | 9 | 10 | 20 | 18 | 29 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | 1 | 7 | 7 | 5 | |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 87 | 96 | 93 | 86 | 86 |
| Exceeds | 39 | 29 | 30 | 29 | 25 |
| Number of students tested | 23 | 24 | 30 | 21 | 28 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 97 | 82 | 79 | 64 | 82 |
| Exceeds | 63 | 49 | 43 | 15 | 15 |
| Number of students tested | 134 | 153 | 156 | 170 | 152 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 4 | 4 | 2 | 2 | 1 |
| Percent of students alternatively assessed | 3 | 2 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 97 | 89 | 89 | 70 | 79 |
| Exceeds | 56 | 44 | 40 | 12 | 14 |
| Number of students tested | 93 | 119 | 127 | 113 | 103 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 97 | 83 | 82 | 65 | 79 |
| Exceeds | 64 | 47 | 46 | 12 | 15 |
| Number of students tested | 87 | 103 | 109 | 106 | 88 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 100 | 83 | 70 | 50 | 85 |
| Exceeds | 56 | 50 | 35 | 29 | 22 |
| Number of students tested | 18 | 18 | 17 | 24 | 27 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 85 | 55 | 39 | 47 | 65 |
| Exceeds | 54 | 10 | 17 | 0 | 4 |
| Number of students tested | 13 | 29 | 18 | 32 | 23 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | 3 | 4 | 4 | 5 | 5 |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 90 | 81 | 81 | 67 | 92 |
| Exceeds | 55 | 58 | 38 | 9 | 11 |
| Number of students tested | 20 | 31 | 21 | 33 | 27 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Georgia Department of Education

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 93 | 90 | 82 | 83 | 74 |
| Exceeds | 29 | 28 | 12 | 13 | 15 |
| Number of students tested | 136 | 153 | 154 | 169 | 152 |
| Percent of total students tested | 100 | 100 | 99 | 99 | 100 |
| Number of students alternatively assessed | 4 | 4 | 2 | 2 | 1 |
| Percent of students alternatively assessed | 3 | 3 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 96 | 97 | 93 | 87 | 67 |
| Exceeds | 22 | 21 | 10 | 13 | 12 |
| Number of students tested | 94 | 119 | 125 | 112 | 103 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 89 | 82 | 81 | 75 |
| Exceeds | 26 | 29 | 12 | 13 | 16 |
| Number of students tested | 89 | 103 | 109 | 106 | 88 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 100 | 89 | 87 | 78 | 81 |
| Exceeds | 33 | 22 | 13 | 22 | 19 |
| Number of students tested | 18 | 18 | 15 | 23 | 27 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 67 | 75 | 45 | 78 | 56 |
| Exceeds | 7 | 3 | 6 | 0 | 4 |
| Number of students tested | 15 | 29 | 18 | 32 | 23 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | 3 | 4 | 2 | 4 | |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 85 | 95 | 85 | 94 | 81 |
| Exceeds | 30 | 29 | 14 | 3 | 19 |
| Number of students tested | 20 | 31 | 21 | 33 | 27 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 92 | 85 | 75 | 63 | 77 |
| Exceeds | 55 | 50 | 37 | 16 | 15 |
| Number of students tested | 414 | 417 | 463 | 472 | 466 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 9 | 10 | 9 | 6 | 3 |
| Percent of students alternatively assessed | 2 | 2 | 2 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 91 | 86 | 75 | 61 | 74 |
| Exceeds | 50 | 45 | 31 | 14 | 12 |
| Number of students tested | 310 | 316 | 346 | 332 | 301 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 86 | 75 | 63 | 77 |
| Exceeds | 56 | 49 | 37 | 12 | 13 |
| Number of students tested | 271 | 266 | 296 | 305 | 294 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 94 | 89 | 70 | 58 | 75 |
| Exceeds | 53 | 49 | 27 | 28 | 17 |
| Number of students tested | 69 | 61 | 61 | 63 | 68 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 61 | 45 | 42 | 35 | 54 |
| Exceeds | 29 | 12 | 9 | 1 | 8 |
| Number of students tested | 31 | 48 | 56 | 65 | 72 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | 57 | 0 | 0 | 36 | 0 |
| Exceeds | 7 | 0 | 0 | 18 | 0 |
| Number of students tested | 14 | 13 | 22 | 22 | 10 |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 93 | 80 | 80 | 64 | 78 |
| Exceeds | 47 | 52 | 37 | 14 | 14 |
| Number of students tested | 59 | 84 | 80 | 81 | 77 |
| NOTES: | | | | | |

12GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets + Exceeds | 93 | 94 | 87 | 83 | 74 |
| Exceeds | 36 | 28 | 28 | 20 | 17 |
| Number of students tested | 418 | 426 | 443 | 454 | 466 |
| Percent of total students tested | 100 | 100 | 99 | 99 | 100 |
| Number of students alternatively assessed | 9 | 10 | 8 | 7 | 3 |
| Percent of students alternatively assessed | 2 | 2 | 2 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets + Exceeds | 94 | 97 | 88 | 85 | 68 |
| Exceeds | 29 | 23 | 17 | 17 | 12 |
| Number of students tested | 313 | 616 | 343 | 330 | 301 |
| 2. African American Students | | | | | |
| Meets + Exceeds | 92 | 88 | 86 | 83 | 76 |
| Exceeds | 34 | 31 | 22 | 19 | 17 |
| Number of students tested | 274 | 281 | 296 | 305 | 294 |
| 3. Hispanic or Latino Students | | | | | |
| Meets + Exceeds | 98 | 96 | 82 | 79 | 70 |
| Exceeds | 39 | 19 | 15 | 18 | 13 |
| Number of students tested | 68 | 61 | 57 | 55 | 68 |
| 4. Special Education Students | | | | | |
| Meets + Exceeds | 54 | 66 | 53 | 67 | 59 |
| Exceeds | 5 | 3 | 1 | 1 | 8 |
| Number of students tested | 35 | 48 | 56 | 65 | 72 |
| 5. English Language Learner Students | | | | | |
| Meets + Exceeds | 57 | 0 | 0 | 40 | |
| Exceeds | 7 | 0 | 0 | 0 | |
| Number of students tested | 14 | 13 | 18 | 20 | 5 |
| 6. White/Non-Hispanic | | | | | |
| Meets + Exceeds | 90 | 93 | 90 | 90 | 77 |
| Exceeds | 36 | 24 | 21 | 19 | 23 |
| Number of students tested | 60 | 84 | 80 | 81 | 77 |
| NOTES: | | | | | |

12GA6