

U.S. Department of Education September 2003

2003-2004 No Child Left Behind—Blue Ribbon Schools Program

Cover Sheet

Name of Principal Mr. James F. Thompson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name John S. Davidson Fine Arts Magnet School
(As it should appear in the official records)

School Mailing Address 615 Twelfth Street
(If address is P.O. Box, also include street address)

Augusta GA 30901-2188
City State Zip Code+4 (9 digits total)

Tel. (706) 823-6924 Fax (706) 823-4373

Website/URL www.davidsonfinearts.org E-mail jthompson@davidsonfinearts.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Name of Superintendent* Dr. Charles G. Larke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richmond County Tel. (706) 737-7200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board
 President/Chairperson Mr. Jeff M. Padgett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>49</u> | % White |
| <u>40</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| <u>5</u> | % Multi-Racial |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	697
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 18 %
125 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

____0____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____0____ Autism	____0____ Orthopedic Impairment
____0____ Deafness	____0____ Other Health Impaired
____0____ Deaf-Blindness	____1____ Specific Learning Disability
____0____ Hearing Impairment	____0____ Speech or Language Impairment
____0____ Mental Retardation	____0____ Traumatic Brain Injury
____0____ Multiple Disabilities	____0____ Visual Impairment Including Blindness

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)	____2____	____0____
Classroom teachers	____44____	____6____
Special resource teachers/specialists	____0____	____0____
Paraprofessionals	____0____	____0____
Support staff	____6____	____0____
Total number	____52____	____6____

12. Average school student-“classroom teacher” ratio: 1:17
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.49%	97.03%	97.05%	97.03%	96.96%
Daily teacher attendance	95.48%	96.80%	96.27%	96.28%	94.96%
Teacher turnover rate	8%	18%	6%	15.3%	9.6%
Student dropout rate	0	0	0	0	0
Student drop-off rate	4.6%	.4%	1.6%	-.8%	.7%

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	94
Enrolled in a 4-year college or university	99 %
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	1 %
Military service	%
Other (travel, staying home, etc.)	%
Unknown	%
Total	100 %

PART III—SUMMARY

Narrative Snapshot

John S. Davidson Fine Arts School is an inner-city public school for students in grades 6-12. Davidson seeks to provide an education in the field of fine arts, coupled with a demanding college preparatory education. The school focuses equally on academic and artistic education with an emphasis on self-discipline and community service.

Students must be Richmond County residents in order to audition for placement at Davidson Fine Arts. Students applying must have a minimum of an 80 or “B” average in each subject area on the last report card, along with satisfactory grades in conduct. Applicants audition in all five areas of the arts – dance, drama, music, visual arts, and creative writing. Acceptance is based on the following racial percentiles: 45% white, 45% African-American, and 10% other. Students successfully completing the audition must maintain a 75 or “C” average to remain at Davidson Fine Arts.

Davidson stresses the need for daily rehearsal and preparation, not only for the fine arts but also within the academic realm. Just as students must regularly practice their instruments in order to perform, so they must practice their writing, math and other academic skills for optimal performance. This focus on self-discipline and attention to detail has garnered Davidson the position of the number one high school in the state of Georgia for six years, beginning in 1996. S.A.T. scores consistently outpace both state and national levels.

Davidson’s unique focus on the fine arts allows teachers in all subject areas to incorporate the fine arts into their teaching methods. Projects in academic classes often encompass students’ fine arts interests by incorporating dance, drama, music or art. Students are encouraged to go beyond the usual formal report and function within higher cognitive levels by creating, refining and evaluating original presentations to further learning and comprehension.

Davidson’s highly individualized scheduling situation, coupled with a fourteen period day, allows beginning students to take a myriad of short, thirty-minute fine arts courses when they are sampling certain areas, yet allows for longer sixty-minute classes for students in advanced levels. At the close of each day, Davidson truly becomes a home away from home as many students spend long hours in rehearsal, perfecting their craft. Such long hours necessitate the involvement of parents who give their time in supervising, providing meals, assisting teachers, and providing late transportation. Students and parents sign an initial contract, spelling out the fact the Davidson’s activities are not confined to the eight-hour school day but require a commitment far

beyond that time frame. Furthermore, the commitment to academic excellence is never compromised by artistic endeavors. Students missing academic classes to perform or to take part in master classes must turn their work in early and schedule tests prior to their absence.

This dual focus on arts and academics readily encompasses Davidson's mission: to offer opportunities and encouragement to students with special talents in the arts to develop not only their artistic skills, but also their intellectual insights, moral character and sense of community responsibility by involving parents, teachers, and students in the process. Our accolades and waiting list are a testament that indeed, we are accomplishing our goals.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Davidson is a school encompassing grades 6-12. Consequently, a variety of standardized tests are given to each grade group. The following is a list of some of the tests and results:

The Criterion Referenced Competency Test (CRCT), Grades 6 and 8:

Data provided on student, class, school, system, and state levels.

This test measures how well students have mastered the skills and knowledge of the Georgia Quality Core Curriculum.

Davidson's results:

Sixth grade:

<i>Reading</i>	0 below standard, 6 on standard, 94 exceeding standard
<i>Language Arts</i>	1 below standard, 30 on standard, 69 exceeding standard
<i>Mathematics</i>	1 below standard, 27 on standard, 72 exceeding standard

Seventh grade:

<i>Reading</i>	0 below standard, 6 on standard, 94 exceeding standard
<i>Language Arts</i>	0 below standard, 19 on standard, 81 exceeding standard
<i>Mathematics</i>	0 below standard, 58 on standard, 42 exceeding standard

The Georgia Middle Grades Writing Assessment (GMWA), Grade 8:

This writing assessment consists of an evaluation based on a prompt and scored on the following domains; content/organization, style, sentence formation, usage, and mechanics. Davidson's results: 0 below target; 56 on target; 44 exceeding target

The Scholastic Assessment Test (SAT), High School

The SAT is designed to measure verbal and mathematical aptitude as it relates to academic performance at the college level. The combined scores may range from 400 to 1600. Davidson students consistently score above state and national averages. Last year's state and national averages were 984 and 1031. Davidson's SAT average was 1136.

The Georgia Graduation Test

Georgia law began requiring that all students pass the Georgia High School Graduation Test in order to receive a diploma. Students take the test for the first time in their junior year and are tested in the areas of English/Language Arts, Mathematics, Science, Social Studies, and Writing. Davidson has a 100% passing rate.

2. The School's Use of Assessment Data

Results from all standardized tests are first carefully studied by the guidance counselor and the assistant principal. Students with deficiencies may then be assigned to After-School Academy, where teachers can work with students on a one-on-one basis. Those students who are performing below grade level or who appear to have more severe problems will also receive direct parent contact so that the parent(s) may seek further assistance.

Individual test results, as well as school-wide patterns, are shared with teachers so that changes can be made at the instructional level. For instance, after seeing evidence that our incoming sixth graders were having academic difficulties, a semester-long study skills class and a semester-long writing skills class were put in place for all incoming sixth graders. Additionally, all incoming sixth graders are given a mathematics assessment test and those who do not score within an acceptable range are placed in a mathematics assistance class.

The relatively small size of our school, coupled with the middle school/high school aspect, allow us to study individual student trends across many years. This allows us to spot patterns and deficiencies within particular classes and create long-range plans for students, encompassing skill building from 6th grade through 12th. Davidson strives to create immediate, yearlong, and long-range change to meet the needs of our students.

3. Communicating Data

The guidance counselor communicates student performance to the students. The counselor visits language arts classes after major assessments to assist the students in understanding their results and to help them view their results in line with county and state norms. After these visits occur, test data is sent home to the parents and the guidance counselor meets with parents who have further questions. Parents are also called when students are having particular difficulties. The PTA newsletter, along with the local newspaper, also report overall school scores on standardized tests. The PTA also gives parents a weekly e-mail update, listing test dates and grades which will be taking the test.

The assistant principal meets with all rising 10th and 11th graders to review their PSAT scores and go over the expectations for completing the SAT. The assistant principal and the SAT coach set up individual meetings with students in grades 10-12 to discuss individual strengths and weaknesses and to monitor each student's progress in preparing for the SAT.

The guidance counselor also has yearly meetings with both the eighth grade parents and high school parents to go over anticipated tests and to inform parents of the unique aspects of their child's current educational situation. Davidson strives to inform and involve parents in all aspects of their student's education.

4. Sharing Our Success

Davidson readily opens its doors to schools wishing to learn more about our successes. This year, both The University of Georgia and the Bartow County, S.C. educational improvement team toured Davidson and spent the day visiting classrooms and talking to teachers about our program. Such sharing assists others in developing successful programs and allows us to see ourselves through other's eyes.

Teachers at Davidson Fine Arts also serve in many areas that affect county and state practice and policy. At least one person from each department serves on the county curriculum development team. Three teachers wrote the current county curriculum for the Study Skills course. Many of our teachers are also highly active in their fields of study. We have had presenters in major conferences, such as the Georgia Mathematics Conference, the National Science Teachers Conference, and currently, our staff is preparing to present at the National Magnet Schools of America conference in April. One of our current National Board Certified Teachers serves as the county's mentor to those currently pursuing national certification.

We realize that sharing our success works in many ways. Those that gain knowledge from our experience avoid the early pitfalls that prohibit success. On the other hand, when we share, it causes us to evaluate and name those things which do contribute to our success as well as critically evaluate what we are doing and why. We intend to continue to share our success and knowledge with other educators; opening our doors and sharing ideas.

PART V—CURRICULUM AND INSTRUCTION

1. The School's Curriculum

In the language arts department, middle and high school teachers work together closely to ensure a seamless instructional scope and sequence from grades six through twelve. All content is aligned with the state's Quality Core Curriculum (QCC), which must be documented in all lesson plans. Emphasis is also placed on Bloom's higher taxonomic levels, encouraging students to explore the full range of their creative potential in thinking, reading, writing, and speaking. A middle grades focus on organization and responsibility helps younger students learn how to study and maintain an orderly environment.

The main objective of the Social Studies program is to educate students to be active participants in government and to be perceptive to the diversity of a global framework. While the curriculum is based on Georgia's Quality Core Curriculum, each teacher in the Social Studies department ties his/her individual curriculum to a broader world scope, making the material more relevant to the lives of students. Emphasis is placed on the development of research-based writing, focusing on the examination of primary resources to develop analytical thinking skills. Through the use of hands on activities, student focused learning, and the infusion of the arts into the curriculum, the Social Studies department attempts to bring history to life.

Teachers in the mathematics department are in the mainstream of current national trends in effective mathematics instruction. The teachers give numerous problem-solving opportunities by using "Problems of the Day" and "Problems of the Week" in addition to a problem solving focus in each class on a daily basis. Students are given a daily warm-up activity in classes as a means of cyclic review, critical thinking practice, and test preparation. Effective implementation of a technology rich teaching environment includes utilizing graphing and scientific calculators, computers, and data collection devices such as CBRs and CBLs. Teachers are continuously involved in collegial sharing of topics and activities, which encourages cross-curricular integration. Enrichment lessons and projects are included dependent on student and teacher interests.

Physical Science, taught in the ninth grade, is used as a basis for both chemistry and physics and is also useful in preparing students for biology. This course teaches very basic concepts of the physical world such as atoms, electrons, chemical bonding, and laws of physics. Students are

first taught on grade level, and then challenged to excel beyond accepted standards. In all content areas, higher-level thinking is developed and used to understand concepts. In science, breaking down and manipulating concepts is important. Students are taught to use the basic platforms of science (patterns, facts, general laws, innovation) to solve problems, whether they are computational, reasoning, or designed-based.

Since Davidson is a fine arts school, the arts are interdisciplinary and infused in all subjects. Individual courses, unique to Davidson's curriculum, are offered in dance, drama, music, and visual arts, with placement based on each student's skill and talent. A concerted effort is made to ensure that the academic area does not play "second fiddle" to the fine arts.

In the foreign language department, the school aim toward incorporating group problem solving and manipulative activity has provided the foreign language classes with a complete kitchen in which cooking is taught, targeting specific nations. Here, the students must work in small groups and use only the target language as they read recipes, cut up their meats and vegetables, and cook everything they will eat. In addition, the foreign language department has a computer lab where all computers are connected to the internet. The students have their own e-mail accounts and use them to correspond with students in other countries. Spoken language is an integral part of the curriculum from the onset. Rather than depending upon drilled responses, lessons involve responses to real questions about students and their world.

2. English Language Curriculum

Ninth Grade Literature and Composition provides continuous practice in writing, including personal essays, expository writing, fiction, non-fiction, and poetry during the first semester, after which the focus shifts to analytical writing that introduces students to thesis statements, a variety of organizational patterns, and supporting details. Students read non-fiction, short stories, novels, plays, and poetry. The approach to literature is genre-based; the method is close reading and experimentation with other theoretical perspectives, such as archetypal, psychological, and feminist. Students develop their vocabulary using context clues as they read as well as studying etymology, roots, and affixes.

Tenth Grade Literature and Composition continues to provide practice with vocabulary development and a variety of types of reading and writing, but increasingly emphasizes analytical and argumentative approaches to literature and composition, including research papers and MLA conformation.

Eleventh Grade American Literature approaches literature from the perspective of literary history, and students read widely from selections provided in the textbook and from unabridged fiction and non-fiction. Students continue to build vocabulary both directly and indirectly through their reading and to write both analytical and argumentative essays as well as a variety of other genres.

Advanced Placement American Literature uses American literature to prepare students to take the Advanced Placement Literature and Composition Exam at the end of their senior year. The focus is entirely on analytical reading and writing skills that students need to make them successful on the exam.

Twelfth Grade English Literature approaches literature from the perspective of literary history, and students read widely from selections provided in the textbook and from unabridged fiction and non-fiction. Students continue to build vocabulary both directly and indirectly

through their reading and to write both analytical and argumentative essays as well as a variety of other genres.

Advanced Placement English Literature uses English literature to extend students' reading repertoire and vocabulary skills from Advanced American Literature. The goal is to prepare students to take the Advanced Placement Literature and Composition Exam at the end of their senior year. The focus is entirely on analytical reading and writing skills that students need to make them successful on the exam.

3. Additional Curriculum Area

The study of the fine arts at Davidson is the driving force behind the school's success. The arts are a body of knowledge and a set of experiences that are grounded in the senses and the cognitive. These two forces combine to enable Davidson students to be actively involved in the learning process, thereby stimulating connections that internalize learning. Through instruction in dance, drama, music, visual arts, and production arts, the essential skills of positive social interactions, critical thinking and revision, exploring a variety of ideas and choosing among them are reinforced. These skills allow the students at Davidson to develop discipline, to make cross-content curricula connections, and to understand the benefits of cooperative learning. The greatest gift that students, parents, and teachers receive in association with the fine arts activities at Davidson is the ability to recognize the beauty of their world and to have an appreciation for the people who share that world.

4. Different Instructional Methods

Davidson teachers appreciate the fact that there are many different learning styles represented in their classrooms, and strive to implement various instructional methods. Teachers are also aware of the fact that most students have a keen interest in the arts and therefore may be more engaged if the fine arts are integrated with other subjects. For instance, one of our science teachers teaches meiosis and mitosis with a songwriting activity. Another teacher has students act out functions of a cell by using pantomime. Such activities reach those students who might not benefit from a textbook and lecture.

Furthermore, students who continue to have learning difficulties are offered tutoring and After-School Academy classes where one-on-one attention is given to each student. Such individualized attention enables the teacher to discern a particular student's interests and make use of these interests in teaching problematic lessons.

Davidson is a school where teachers truly care about student success. Failure within this school may mean that a student is lost to us forever, so there is a strong need to cultivate success, as being indifferent, on either the student's or teacher's part, may mean the loss of placement within the school. Consequently, addressing student's needs and recognizing academic difficulties is an important responsibility of each teacher.

5. Professional Development Program

Over the past two years, Davidson's professional development plan has focused on integrating arts into the academic classrooms. Fine arts teachers have created classes where teachers get the opportunity to take part in the way that students participate and also brainstorm

and learn ways of taking the knowledge back into the classroom. Alternate methods of assessment, such as storyboards, dramatic interpretations, and artistic renderings are discussed, as well as scoring rubrics to ensure that all objectives for assessment are clearly developed and measurable. Academic teachers have been motivated to use alternative assessments and feel that they can turn to the fine arts teachers for assistance in creating such assessments.

Another focus of the school has occurred due to a system-wide goal to improve Advanced Placement (AP) test scores. We have been able to send most of our AP teachers to conferences conducted by the College Board for additional training, as well as some of our middle school teachers. Davidson believes in creating bridges within learning and having long-range goals for our students. Consequently, incorporating our middle school teachers into the long-range plan will help to foster channels to facilitate necessary critical thinking skills at a younger age.

At the end of the year, each teacher has a conference with the administration. Teachers are asked to write down a strength and a weakness. Each teacher devises a plan to work on that weakness for the following year. Teachers who the administration deems to be in need of additional help are put on a professional development plan to improve on designated areas of concern. The teachers are also encouraged to attend conferences in their skill area. This year alone, thirteen teachers have already attended conferences with more to follow in the spring.

Davidson takes pride in creating a versatile, student-centered educational approach and teacher training and innovation is both encouraged and celebrated.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6

Test Georgia Criterion Referenced Test

Edition/publication year Annual Publisher Measured Progress

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

Georgia Criterion Referenced Test—6th Grade Data Display Table for Reading

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	6%	11%	20%
% At Advanced	94%	89%	80%
Number of students tested	106	98	103
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	4%	2%	17%
% At Advanced	96%	98%	93%
Number of students tested	52	43	47
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	9%	16%	32%
% At Advanced	91%	84%	68%
Number of students tested	44	43	41
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	0%	6%	24%
% At Advanced	100%	94%	76%
Number of students tested	26	16	21
STATE SCORES			
% At or Above Basic	82%	80%	76%
State Mean Score			
% At or Above Proficient	36%	39%	42%
State Mean Score			
% At Advanced	46%	41%	35%
State Mean Score			

STATE CRITERION-REFERENCED TESTS, Continued

Georgia Criterion Referenced Test —6th Grade Data Display Table for Language Arts

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	99%	100%	100%
% At or Above Proficient	30%	20%	32%
% At Advanced	69%	80%	68%
Number of students tested	106	98	103
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	98%	100%	100%
% At or Above Proficient	29%	16%	30%
% At Advanced	69%	84%	70%
Number of students tested	52	43	47
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	32%	26%	40%
% At Advanced	68%	74%	60%
Number of students tested	44	43	41
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	23%	12%	29%
% At Advanced	77%	88%	71%
Number of students tested	26	16	21
STATE SCORES			
% At or Above Basic	68%	66%	64%
State Mean Score			
% At or Above Proficient	48%	45%	47%
State Mean Score			
% At Advanced	20%	21%	17%
State Mean Score			

STATE CRITERION-REFERENCED TESTS, Continued

Georgia Criterion Referenced Test —6th Grade Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	99%	100%	99%
% At or Above Proficient	27%	35%	48%
% At Advanced	72%	65%	51%
Number of students tested	106	98	103
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	21%	26%	43%
% At Advanced	79%	74%	57%
Number of students tested	52	43	47
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	98%	100%	98%
% At or Above Proficient	34%	40%	56%
% At Advanced	64%	60%	41%
Number of students tested	44	43	41
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	31%	31%	62%
% At Advanced	69%	69%	38%
Number of students tested	26	16	21
STATE SCORES			
% At or Above Basic	70%	69%	69%
State Mean Score			
% At or Above Proficient	45%	48%	52%
State Mean Score			
% At Advanced	25%	21%	17%
State Mean Score			

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test Georgia Criterion Referenced Test

Edition/publication year Annual Publisher Measured Progress

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

Georgia Criterion Referenced Test —8th Grade Data Display Table for Reading

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	100%	100%	99%
% At or Above Proficient	6%	5%	6%
% At Advanced	94%	95%	93%
Number of students tested	105	105	111
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	100%	98%
% At or Above Proficient	6%	5%	0%
% At Advanced	94%	95%	98%
Number of students tested	49	44	53
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	7%	7%	13%
% At Advanced	93%	93%	87%
Number of students tested	45	40	47
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	14%	0%	25%
% At Advanced	86%	100%	75%
Number of students tested	22	15	8
STATE SCORES			
% At or Above Basic	81%	80%	82%
State Mean Score			
% At or Above Proficient	35%	37%	32%
State Mean Score			
% At Advanced	46%	43%	50%
State Mean Score			

STATE CRITERION-REFERENCED TESTS, Continued

Georgia Referenced Criterion Test—8th Grade
Data Display Table for Language Arts

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	100%	99%	100%
% At or Above Proficient	19%	18%	30%
% At Advanced	81%	81%	70%
Number of students tested	105	105	111
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	98%	100%
% At or Above Proficient	16%	16%	26%
% At Advanced	84%	82%	74%
Number of students tested	49	44	53
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	22%	26%	36%
% At Advanced	78%	74%	64%
Number of students tested	45	40	47
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	18%	29%	50%
% At Advanced	82%	71%	50%
Number of students tested	22	15	8
STATE SCORES			
% At or Above Basic	75%	72%	68%
State Mean Score			
% At or Above Proficient	47%	48%	47%
State Mean Score			
% At Advanced	28%	24%	21%
State Mean Score			

STATE CRITERION-REFERENCED TESTS, Continued

Georgia Referenced Criterion Test —8th Grade Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	100%	100%	99%
% At or Above Proficient	58%	59%	70%
% At Advanced	42%	41%	29%
Number of students tested	105	105	111
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	61%	56%	67%
% At Advanced	39%	44%	33%
Number of students tested	49	44	53
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	98%
% At or Above Proficient	53%	65%	77%
% At Advanced	47%	35%	21%
Number of students tested	45	40	47
3. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	68%	53%	75%
% At Advanced	32%	47%	25%
Number of students tested	22	15	8
STATE SCORES			
% At or Above Basic	66%	66%	59%
State Mean Score			
% At or Above Proficient	51%	50%	48%
State Mean Score			
% At Advanced	15%	15%	10%
State Mean Score			

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test Georgia Middle Grade Writing Assessment

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

Georgia Middle Grade Writing Assessment—8th Grade Data Display Table for Reading

	2002-2003	2001-2002	2000-2001
Testing month (April)			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	56%	73%	56%
% At Advanced	44%	27%	44%
Number of students tested	98	99	110
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	45%	70%	48%
% At Advanced	55%	30%	52%
Number of students tested	42	44	50
2. <u>African-American</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	62%	76%	65%
% At Advanced	38%	24%	35%
Number of students tested	39	41	48
2. <u>Free/Reduced Lunch</u> (specify subgroup)			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	75%	67%	50%
% At Advanced	25%	33%	50%
Number of students tested	20	15	8
STATE SCORES			
% At or Above Basic	93%	89%	88%
State Mean Score			
% At or Above Proficient	74%	76%	75%
State Mean Score			
% At Advanced	19%	13%	13%
State Mean Score			

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th

Test Georgia High School Graduation Test (English)

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

Georgia High School Graduation Test
Data Display Table for Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month (March)					
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	1%	5%	3%	6%	4%
% At Advanced	99%	95%	97%	94%	96%
Number of students tested	94	93	96	78	81
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	2%	2%	0%	0%	0%
% At Advanced	98%	98%	100%	100%	100%
Number of students tested	51	46	44	38	40
2. <u>Black</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	0%	12%	9%	12%	3%
% At Advanced	100%	88%	91%	88%	97%
Number of students tested	27	34	35	35	32
3. <u>Free/Reduced Lunch</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	NA	NA
% At or Above Proficient	0%	100%	11%		
% At Advanced	100%	100%	89%		
Number of students tested	9	5	9		
STATE SCORES					
% At or Above Basic	95%	95%	94%	94%	94%
State Mean Score					
% At or Above Proficient	29%	35%	38%	37%	37%
State Mean Score					
% At Advanced	66%	60%	56%	57%	57%
State Mean Score					

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th

Test Georgia High School Graduation Test (Mathematics)

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

Georgia High School Graduation Test
Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month (March)					
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	100%	99%
% At or Above Proficient	4%	8%	15%	5%	15%
% At Advanced	96%	92%	85%	95%	84%
Number of students tested	94	93	96	78	81
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	4%	9%	11%	3%	10%
% At Advanced	96%	91%	89%	97%	90%
Number of students tested	51	46	44	38	40
2. <u>Black</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	99%
% At or Above Proficient	4%	9%	23%	9%	15%
% At Advanced	96%	91%	77%	91%	84%
Number of students tested	27	34	35	35	32
3. <u>Free/Reduced Lunch</u> (specify subgroup)					
% At or Above Basic	100%	100%	100%	NA	NA
% At or Above Proficient	0%	0%	22%		
% At Advanced	100%	100%	78%		
Number of students tested	9	5	9		
STATE SCORES					
% At or Above Basic	91%	91%	91%	90%	86%
State Mean Score					
% At or Above Proficient	39%	38%	44%	40%	45%
State Mean Score					
% At Advanced	52%	53%	47%	50%	41%
State Mean Score					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 12 Test SAT Verbal

Edition/publication year Year Administered Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? _____

Students choose to take the SAT on their own

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2002-2003	2001-2002	2000-2001
Testing month (October-March)			
SCHOOL SCORES	573	583	577
Total Score	1136	1150	1130
Number of students tested	92	97	76
Percent of total students tested	99%	99%	99%
Number of students excluded			
Percent of students excluded			
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)	601	618	620
Number of students tested	51	44	31
2. <u>Black</u> (specify subgroup)	548	527	544
Number of students tested	37	38	29
3. <u>Asian</u> (specify subgroup)	595	410	458
Number of students tested	4	6	4
4. <u>Multi-racial</u> (specify subgroup)	0	545	530
Number of students tested	0	9	1
5. <u>Free/Reduced Lunch</u> (specify subgroup)	545	556	511
Number of students tested	8	5	9

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	507	506	504
NATIONAL STANDARD DEVIATION	111	111	111

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 12 Test SAT Math

Edition/publication year Year Administered Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? _____

Students choose to take the SAT on their own

Scores are reported here as (check one): NCEs _____ Scaled scores X Percentiles _____

	2002-2003	2001-2002	2000-2001
Testing month (October-March)			
SCHOOL SCORES	563	567	553
Total Score	1136	1150	1130
Number of students tested	92	97	76
Percent of total students tested	99%	99%	99%
Number of students excluded			
Percent of students excluded			
SUBGROUP SCORES			
1. <u>White</u> (specify subgroup)	584	589	596
Number of students tested	51	44	31
2. <u>Black</u> (specify subgroup)	541	510	511
Number of students tested	37	38	29
3. <u>Asian</u> (specify subgroup)	573	520	538
Number of students tested	4	6	4
4. <u>Multi-racial</u> (specify subgroup)	410	580	610
Number of students tested	1	9	1
5. <u>Free/Reduced Lunch</u> (specify subgroup)	521	544	540
Number of students tested	8	5	9

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	519	514	516
NATIONAL STANDARD DEVIATION	115	113	114