

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

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

Official School Name: Edgewood Elementary School
(As it should appear in the official records)

School Mailing Address 3835 Forrest Road
(If address is P.O. Box, also include street address)

Columbus GA 31907-2646
City State Zip Code+4 (9 digits total)

Tel. (706) 569-2509 Fax (706) 569-2625

Website/URL www.mcsdedgewood E-mail mcassell@mcsdga.net

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. John Phillips
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muscogee County School District Tel. ( 706 ) 649-0685

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 Dr. Mary Sue Polleys
(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**

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**[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.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

33	Elementary schools
11	Middle schools
N/A	Junior high schools
8	High schools
9	Other-Instructional and extension programs supported by Full-Time Equivalents (FTE.)
<b>61</b>	<b>TOTAL</b>
  
2. District Per Pupil Expenditure: \$7204.66  
 Average State Per Pupil Expenditure: \$7279.82

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4.   1   Number of years the principal has been in her/his position at this school.  
  3   If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	35	39	<b>74</b>		<b>7</b>			
<b>1</b>	29	34	<b>63</b>		<b>8</b>			
<b>2</b>	44	35	<b>79</b>		<b>9</b>			
<b>3</b>	42	42	<b>84</b>		<b>10</b>			
<b>4</b>	39	28	<b>67</b>		<b>11</b>			
<b>5</b>	46	44	<b>90</b>		<b>12</b>			
<b>6</b>					Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>457</b>

6. Racial/ethnic composition of the students in the school:
- 25% % White
  - 66% % Black or African American
  - 2% % Hispanic or Latino
  - .4% % Asian/Pacific Islander
  - 0% % American Indian/Alaskan Native
  - 6% % Multiracial
  - 99.4% **Total**

7. Student turnover, or mobility rate, during the past year: 13.8 %

(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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	432
(5)	Subtotal in row (3) divided by total in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13.8

8. Limited English Proficient students in the school:  $\frac{0\%}{0}$  Total Number Limited English Proficient  
 Number of languages represented: 0 Specify languages: NA

9. Students eligible for free/reduced-priced meals: 79%

358 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: 0.114 %  
52 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>14</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  7</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>22</u> Speech or Language Impairment
<u>  7</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>  2</u> 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)	<u>  1</u>	<u>  1</u>
Classroom teachers	<u> 24</u>	<u>    </u>
Special resource teachers/specialists	<u>  7</u>	<u>  8</u>
Paraprofessionals	<u> 12</u>	<u>    </u>
Support staff	<u> 11</u>	<u>  2</u>
Total number	<u> 55</u>	<u> 11</u>

12. Average school student-“classroom teacher” ratio: 20:1

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	95.73	95.89	97.64	96.78	96.34
Daily teacher attendance	95.2	96.3	94.3	96.0	94.1
Teacher turnover rate	12	8.5	10.7	8	7.5
Student dropout rate	N/A	N/A	N/A	N/ A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

### **Part III - Summary**

Edgewood Elementary in Columbus, Georgia has provided a quality education to students since its establishment in 1941. Through innovative instructional techniques, special programs, and collaborative effort, the faculty and staff strive to meet the unique needs of Edgewood's diverse kindergarten through fifth grade student population. Although Edgewood has grown and changed greatly during 63 years, in many ways we still project the image of the neighborhood school. We are one of only two schools in the state to be awarded Georgia Pay For Performance every year for the past ten years. In recent years, numerous classrooms have received the Reading Renaissance Model Classroom Award. We were the first media center in the county to receive Model Library Status from Reading Renaissance. Our teacher for the Visually Impaired is a recipient of the National Helen Keller Humanitarian Award. One of our special education classes received an International Media Festival Award.

Edgewood celebrates a rich, diverse population. Our student body includes .4% Asian, 2% Hispanic/Latino, 25% Caucasian, 66% African American and 6% Multi-Racial. 79% of our students meet eligibility for free/reduced-priced meals. 41% of our students live in one-parent homes, 53% live in two-parent homes, and 5% live with grandparents as guardians and 1% live with foster families. We have been identified as a Title I school for the past two years. To best meet the needs of all students, Edgewood provides a learning disabilities class, self-contained mildly intellectually disabled classes, an interrelated resource class, and speech therapy. We are the magnet school for the visually impaired and also provide a Remedial Education Program, Early Intervention Program, Reading Recovery, and an afternoon tutorial program (Instructional Extension Program).

Edgewood's mission is "to prepare students...by providing an atmosphere of excellence in which children and adults are nurtured as individuals and challenged as risk takers in the learning process." This statement is the scaffold for building a strong student and professional community. The faculty and staff are driven by a mutually felt obligation to the students and are enthusiastic about teaching and learning. Our teachers are committed to their role as fundamental leaders of school instruction and have demonstrated this dedication by giving back to the school a significant amount of state teacher bonuses (Pay for Performance). An academic coach provides support for teachers and works closely with the administrators to implement programs, identify needs, plan staff development opportunities, and maintain a leveled book room along with many other resources for teachers. Our Muscogee County Accountability Plan (MAP) evaluates student progress three times during the school year. Teachers identify areas of weakness and meet bi-monthly to reevaluate their targeted objectives. Each grade level provides students with a two hour literacy block every day. To continue this focus, a designated "Book of the Month" is distributed monthly to all classrooms. Beginning with a response from the principal, school and classroom displays and activities are planned around this book.

To promote parent/school/community involvement, a parent coordinator plans monthly workshops and motivational activities for parents and students throughout the year. Family literacy night involves parents/guardians in their child's reading process and offers examples of how literature can be used in the classroom and at home. An annual literature celebration filled with guest authors, illustrators and presenters exposes our students to the latest in children's literature.

Our low performance students have the advantage of an Instructional Extension Program. Two days a week, certified teachers on our faculty tutor small groups of students. When budget cuts meant the program would be eliminated, our teachers volunteered to continue without compensation. Our morning announcements are broadcast on closed circuit television. This "Morning Broadcast" is written, produced and directed by our students. Wee Deliver, a school wide mail service, is also staffed and managed by students. In addition to an average of three computers per classroom, Edgewood maintains two computer labs. The Learning Lab individualizes instruction in Math and Reading. In our Production Lab, students use technology to reinforce skills across the curriculum and as a result our

students have won local, state and international Media Festival Awards.

## **Part IV – Indicators of Academic Success**

### **1. The meaning of our school’s assessment results.**

The state of Georgia utilizes both norm-referenced and criterion-referenced assessments to evaluate student performance. Criterion-referenced tests include the Georgia Kindergarten Assessment Program (GKAP), Georgia Criterion-Referenced Competency Test (GCRCT), Third Grade Writing Assessment, and Fifth Grade Writing Assessment. Norm-referenced tests administered include the Iowa Test of Basic Skills (ITBS) and Stanford Achievement Test, Ninth Edition (SAT-9).

First grade readiness is determined through the usage of the GKAP. Kindergarten teachers assess students’ literacy and mathematics skills, as well as their social/emotional development three times throughout the school year. An analysis of the past four years’ GKAP results indicates significant increases in all areas of the spring 2000 administration; this was, in part, due to a change in the literacy program and a renewed focus in Math.

The Third Grade Writing Assessment and Fifth Grade Writing Assessment assist in determining students’ developmental writing stage. Third grade teachers collect samples of students’ writing throughout the school year and categorize students based on state provided guidelines in one of six developmental writing stages. The Fifth Grade Writing Assessment evaluates students’ responses to an assigned prompt. Trained raters using a standardized scoring system evaluate the papers. Based on these evaluations fifth grade students, like third graders, are placed into one of the six developmental writing stages. Our results indicate students consistently perform within stages three through five which is an average to above average range.

Georgia began administering the GCRCT in spring of 2000 to measure students’ acquisition of skills and knowledge as set forth by Georgia’s Quality Core Curriculum. During the spring of 2000 and 2001 only fourth graders participated in testing. In 2002 first grade through fifth grade began taking the test as well. Due to an error made by the publisher of the GCRCT, fourth graders were the only students administered the test in spring 2003. Fourth grade students demonstrated an increase in meeting and exceeding criteria for reading and language arts. Also, a pattern of consistent growth in meeting math criteria was evident.

In spring of 2001 and 2002 Georgia decided to use the SAT-9 rather than the ITBS. In addition to the state-mandated grades, third and fifth, Muscogee County Schools also administer the test to first, second, and fourth grades. Even though students took the SAT-9 in 2001-2002, the scores were not provided to the district due to complications with the scoring company. During spring 2003 and fall 2003 Georgia reverted to using the ITBS to assess student achievement.

## **2. How we use assessment data to understand and improve student and school performance.**

Assessment is an ongoing process at Edgewood used to help develop and evaluate our school improvement plan. Data collected through standardized norm-referenced test and criterion-referenced tests drive the focus in our school. At the beginning of the school year teachers in each grade level meet to review the test scores of their students. This helps them to identify areas of strengths and weaknesses. Teachers then use this information when planning and providing instruction. Test scores help to determine which students will be served by the Early Intervention Program (EIP). Data is also gathered using the Georgia Writing Test (CBA), the Georgia Kindergarten Assessment Program (GKAP-R), the Title One Learning Lab and the Muscogee County Assessment Plan (MAP), which was implemented by the Muscogee County school district in 2002-2003. Under this plan students are tested 3 to 4 times a year. Each grade level meets to review the test data. The teachers choose 10 QCC objectives where students scored the lowest. Teachers then implement strategies to help students improve in these areas. This process is repeated after every MAP test. The STAR test is given at the beginning of the school year and then 2 to 3 more times a year. This helps teachers monitor their students' progress in reading. The Accelerated Reader program assesses reading comprehension and basic reading skills. Teachers can then implement strategies to help those students reading below grade level. To monitor progress in technology, Edgewood teacher's created a Technology Checklist to measure student competency at each grade level. Assessment data is also shared with parents. Test results are explained to the parents to help them understand their child's needs, and suggestions are made to parents on ways they can work with their child at home. With Edgewood's system of grade level and cross grade level meetings, faculty meetings and MAP planning days, we collaborate with colleagues, monitor progress and make changes when needed throughout the school year.

## **3. How Edgewood communicates student performance, including assessment data, to parents, students, and the community.**

Edgewood communicates student performance, including assessment data, to parents, students, and the community through the following:

- Newsletters from teachers/administrators
- Website
- Parent conferences including assessment data
- News media including televised monthly school board meetings
- Monthly grade level meetings
- Cross-grade level meetings
- School-wide celebrations
- Daily morning announcements
- Awards and recognitions
- Intrinsic rewards with verbal communication to students
- Displays of student work throughout the building from classroom and computer lab (changed regularly)
- Accelerated Reader- reading recognition-points posted weekly
- AR store- collected AR points are used to buy items of interest
- Book of the Month activities and responses displayed in/out of classroom
- Individual student reports sent home and placed in cum folders

- Local School Council monthly meetings which include parents and community members

#### **4. How Edgewood shares its successes with other schools.**

Edgewood shares its successes with other schools through the following:

- Assisting other schools with grant writing/ Pay For Performance consultations when called upon.
- Recognizing Edgewood for outstanding achievement at board meetings that are televised on the Public Broadcasting System (PBS).
- Featuring Edgewood in the district level newsletter, “The Lighthouse” for outstanding school performance
- Posting our awards, celebrations and special programs in the district’s monthly calendar.
- Current school website and district website.
- Collaborating with colleagues at SALT/Resource (MAP) teacher meetings.
- Administrator’s meetings monthly.
- Title I school representative monthly meetings.

## **Part V – Curriculum and Instruction**

### **1. Edgewood’s curriculum**

Edgewood’s curriculum is aligned with the state of Georgia’s Quality Core Curriculum (QCC) and the Muscogee County School District’s strategic goals and tactical plans. These guidelines help us as educators to emphasize important content and hold students to high standards. It is our understanding that these standards are not meant to hold us back, but provide a minimum or baseline from which to excel. Realizing this, we provide our students with as many academic and enrichment opportunities as possible in all subject areas. Our teachers provide ample learning experiences in small group settings, whole class and independent work. We have a wide range of ability levels in our school as a whole and in our individual classrooms. Edgewood recognizes our obligation to challenge all the students at their own level.

Language Arts and Mathematics have a high priority for parents and teachers. We strive to develop independent readers and writers and we incorporate these skills into our Social Studies and Science curriculum. School-wide programs like “Book of the Month” and journal writing assist us in achieving that goal. Mathematics and Problem Solving are addressed through a variety of activities and programs that incorporate manipulatives at all grade levels. A school-wide “Take Ten Campaign”, Reading Logs and Math Logs involve parents in ensuring our students have mastered the basic math facts and committed them to memory.

Character Education at Edgewood is a collaborative effort that integrates values lessons across the curriculum. A value of the month is reviewed every morning on the morning broadcast. Every teacher and staff member is encouraged to recognize and take advantage of teachable moments during the school day to foster these values. The character education committee assesses the needs of our students and selects activities that encourage internalization of character values by reinforcing positive choices. Intrinsic and Extrinsic rewards are used in programs like the “ICU Box” where incidental observations of good character choices are submitted and one is drawn at random for a reward. The “I Make A Difference Campaign” is an effort to recognize every student by the end of the year and demonstrate that every student makes a difference. A value of the month is reviewed every morning on the morning broadcast.

The Edgewood faculty has the same high expectations for our special education students as we do for the population as a whole. There is no discrimination because of their exceptionality. Special education classes are included in every area of the curriculum and are involved in all school-wide activities or programs. We celebrate our successes as a total school as well.

Students are involved in Music, Art, and Guidance classes each week and these disciplines are integrated into the other content areas of our curriculum. Students have many opportunities to display their work and showcase their talent through school and district level projects and competitions.

## **2. Edgewood’s reading curriculum and why we chose this approach.**

Edgewood’s K-5 reading program uses the district’s adopted series that includes an anthology and individual leveled book sets for independent reading. Included in the program is a wealth of other resources that were chosen based on research of Best Practices. K-2 teachers use Sing, Spell, Read and Write, a phonics program that uses music to provide a strong foundation for our early childhood readers. We use some components of the “Four Blocks” model such as the word wall, literacy groups and writing independently in journals every day. Reading Recovery and an Early Intervention Program are also part of the K-2 reading program. Our Wee-Deliver Postal Service was developed in order to promote letter writing within the total school community. Third through Fifth grade classes use literacy groups, novel units and response writing to develop reading and writing skills.

100% of Edgewood students take the Standardized Test to Assess Reading (STAR) after they have reached a vocabulary of one hundred sight words to determine their zone of Proximal Development (ZPD). All students participate in the Accelerated Reader Program, which develops basic reading comprehension skills. The entire student body utilizes the learning lab regularly to work on skills that focus on their individual needs. Our language arts curriculum has also included “At Home Reading Logs” and participation in the Reading Renaissance Model Classroom program.

Edgewood believes in order for students to achieve they must have a strong phonics base accompanied by a reading program that allows each student to begin their reading instruction on an independent level and progress from that point. Our program is rooted in the concept that reading and writing are reciprocal processes. Our students are given numerous opportunities across the curriculum to participate in both on a daily basis.

## **3. Edgewood’s curriculum area of choice and how it relates to essential skills and knowledge based on the school’s mission.**

Edgewood’s mission is ...to prepare students for the future...and challenge them as risk takers in the learning process. In conjunction with this mission, the Seven Correlates of Successful Schools aligned with our district goals and objectives to address the continuously increasing need for technological achievement by our students, the Edgewood faculty has targeted technology, as the area of concentration for all students, kindergarten to fifth grade.

Over the last six years Edgewood has used both lottery dollars, and other grant funds to purchase and install technology into all the classrooms. This is such an important initiative to our faculty that we have used our teacher bonuses (Pay for Performance) to help purchase needed technology. Each classroom now has an average of three computers, and are equipped with printers, laptops and Internet access, a mounted TV/VCR unit and a scan converter (Averkey). We have also equipped a production lab with 26 multi-media computers. Students have access to classroom computers daily and the production lab weekly. Technology projects are displayed throughout the building. The media center also houses editing equipment, video and digital cameras, digital video, scanners and a broadcast studio. Networking throughout the building has provided all the classrooms with multiple technological resources, which support the curriculum and instruction.

The faculty has been trained to use a variety of software and have integrated this software into all areas of the curriculum in order to prepare our students for a work-world laden with technology. To

stimulate interest, students can participate in special projects, the Media Festival, televised morning announcements and the Broadcast Club .

#### **4. Instructional methods used to improve student learning at Edgewood.**

Direct instruction is the most widely used method to improve student learning. This method is enhanced with technology by using correlated software, videos and the Internet. Manipulatives and hands-on activities are also used in cooperative, small, and whole group instruction to ensure mastery at all levels of ability. Students improve their learning through enhancement activities such as literacy groups, novel units, “Sing, Spell, Read and Write”, Accelerated Reader, daily journal writings, Wee Deliver, Book of the Month, the Pearson learning lab, the Take Ten Campaign and the St. Jude Mathathon.

Edgewood has an agreement with Columbus State University Education Department to host Lab Experiences for education majors. This collaboration benefits the lab students, our teachers and our children as it provides additional small group instruction for our students and brings current teaching strategies into our classrooms.

Curriculum aligned virtual and reality field trips broaden the learning experiences, especially for many of our free or reduced lunch students in the areas of Social Studies and Science. Character education is provided in weekly classes with the guidance councilor and is reinforced with special assemblies and incentive programs.

#### **5. Edgewood’s professional development program and its impact on improving student achievement.**

Edgewood’s professional development is a continuum of learning to enhance teaching and student learning. Professional development is offered through the GaDOE, RESA Centers, Muscogee County School District and on-site at Edgewood. The faculty continuously fosters a cooperative atmosphere through successful team building experiences. Our Title I/Staff Development Liaison/Resource teacher plans on-site professional development opportunities such as nationally known speakers on subjects that directly relate to the needs of our students and staff as determined by a needs assessment done annually. Faculty members are also allowed opportunities to attend professional workshops and conferences and then our leadership provides time in our faculty meetings to share the ideas and skills acquired from these experiences. Many of our faculty are members of professional organizations and subscribe to professional journals to keep abreast of new innovational instructional methods.

Monthly management team meetings, faculty meetings, teacher advisory meetings, curriculum council meetings, as well as on going staff development help to build our professional community.

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		92%		
At or Above Excellent (Exceeds)		41%		
<b>Number of Students Tested</b>		68		
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>		No Data Available		
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		21		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		86%		
At or Above Excellent (Exceeds)		48%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		42		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		96%		
At or Above Excellent (Exceeds)		36%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		90%		
At or Above Excellent (Exceeds)		47%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		86%		
At or Above Excellent (Exceeds)		43%		

**First Grade: Reading**

Test: **Criterion Referenced Test**

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**First Grade: Math**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		82%		
At or Above Excellent (Exceeds)		18%		
<b>Number of Students Tested</b>				
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		21		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		85%		
At or Above Excellent (Exceeds)		25%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		42		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		79%		
At or Above Excellent (Exceeds)		12%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		84%		
At or Above Excellent (Exceeds)		30%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		86%		
At or Above Excellent (Exceeds)		43%		

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Second Grade: Reading**

Test: **Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		90%		
At or Above Excellent (Exceeds)		50%		
<b>Number of Students Tested</b>		72		
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		25		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		88%		
At or Above Excellent (Exceeds)		60%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		46		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		91%		
At or Above Excellent (Exceeds)		43%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		86%		
At or Above Excellent (Exceeds)		43%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		84%		
At or Above Excellent (Exceeds)		44%		

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Second Grade: Math**

Test: **Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		89%		
At or Above Excellent (Exceeds)		43%		
<b>Number of Students Tested</b>				
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		25		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		92%		
At or Above Excellent (Exceeds)		56%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		46		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		87%		
At or Above Excellent (Exceeds)		35%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		84%		
At or Above Excellent (Exceeds)		25%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		83%		
At or Above Excellent (Exceeds)		26%		

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Third Grade: Reading**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		92%		
At or Above Excellent (Exceeds)		33%		
<b>Number of Students Tested</b>		74		
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		19		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		90%		
At or Above Excellent (Exceeds)		37%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		48		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		92%		
At or Above Excellent (Exceeds)		29%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		86%		
At or Above Excellent (Exceeds)		39%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		84%		
At or Above Excellent (Exceeds)		39%		

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Third Grade: Math**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		82%		
At or Above Excellent (Exceeds)		20%		
<b>Number of Students Tested</b>				
<b>Percent of Total Students Tested</b>		100%		
<b>Number of Students Excluded</b>		0		
<b>Percent of Students Excluded</b>		0%		
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)				
At or Above Proficient (Met)				
At or Above Excellent (Exceeds)				
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		19		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		79%		
At or Above Excellent (Exceeds)		42%		
<b>3. African American</b>				
<b>Number of Students Tested</b>		49		
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		83%		
At or Above Excellent (Exceeds)		12%		
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		79%		
At or Above Excellent (Exceeds)		18%		
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)		100%		
At or Above Proficient (Met)		82%		
At or Above Excellent (Exceeds)		23%		

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Fourth Grade: Reading**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	90 %	77%	65%	64%
At or Above Excellent (Exceeds)	54 %	37%	24%	16%
<b>Number of Students Tested</b>	78	68	78	78
<b>Percent of Total Students Tested</b>	100%	100%	100%	100%
<b>Number of Students Excluded</b>	0	0	0	0
<b>Percent of Students Excluded</b>	0%	0%	0%	0%
<b>Subgroup Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>1. Low Income/Free &amp; Reduced</b>	No Data Available	No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)	100%	*	*	*
At or Above Proficient (Met)	85%	*	*	*
At or Above Excellent (Exceeds)	71%	*	*	*
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>	14	24	29	29
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	100%	92%	76%	81%
At or Above Excellent (Exceeds)	79%	54%	28%	29%
<b>3. African American</b>				
<b>Number of Students Tested</b>	57	39	45	45
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	86%	66%	58%	54%
At or Above Excellent (Exceeds)	44%	28%	22%	8%
<b>System Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	90%	80%	69%	62%
At or Above Excellent (Exceeds)	47%	36%	26%	23%
<b>State Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	86%	79 %	65%	65%
At or Above Excellent (Exceeds)	43%	38%	28%	28%

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Fourth Grade: Math**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	81%	65%	41%	49%
At or Above Excellent (Exceeds)	19%	12%	5%	6%
<b>Number of Students Tested</b>	78	68	78	78
<b>Percent of Total Students Tested</b>	100%	100%	100%	100%
<b>Number of Students Excluded</b>	0	0	0	0
<b>Percent of Students Excluded</b>	0%	0%	0%	0%
<b>Subgroup Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>1. Low Income/Free &amp; Reduced</b>		No Data Available	No Data Available	No Data Available
At or Above Basic (Did Not Meet)	100%	*	*	*
At or Above Proficient (Met)	90%	*	*	*
At or Above Excellent (Exceeds)	30%	*	*	*
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>	14	24	29	29
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	93 %	92%	59%	71%
At or Above Excellent (Exceeds)	36 %	29%	7%	14%
<b>3. African American</b>				
<b>Number of Students Tested</b>	56	39	45	45
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	77 %	49%	28%	29%
At or Above Excellent (Exceeds)	14%	3%	5%	0%
<b>System Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	84%	66%	57%	62%
At or Above Excellent (Exceeds)	30%	11%	9%	9%
<b>State Scores</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	85%	66%	62%	62%
At or Above Excellent (Exceeds)	29%	13%	11%	11%

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Fifth Grade: Reading**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	93%	*	*
At or Above Excellent (Exceeds)	*	29%	*	*
<b>Number of Students Tested</b>	*	72	*	*
<b>Percent of Total Students Tested</b>	*	100%	*	*
<b>Number of Students Excluded</b>	*	0	*	*
<b>Percent of Students Excluded</b>	*	0%	*	*
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>	*	No Data Available	*	*
At or Above Basic (Did Not Meet)	*		*	*
At or Above Proficient (Met)	*		*	*
At or Above Excellent (Exceeds)	*		*	*
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		27		
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	96%	*	*
At or Above Excellent (Exceeds)	*	33%	*	*
<b>3. African American</b>				
<b>Number of Students Tested</b>		41		
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	91%	*	*
At or Above Excellent (Exceeds)	*	20%	*	*
<b>System Scores</b>				
<b>Total – Percent of Students</b>	*		*	*
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	83%	*	*
At or Above Excellent (Exceeds)	*	28%	*	*
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	82%	*	*
At or Above Excellent (Exceeds)	*	33%	*	*

**Criterion Referenced Competency Test (CRCT)  
Edgewood Elementary**

**Fifth Grade: Math**

**Test: Criterion Referenced Test**

<b>Testing Month – April</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>School Scores</b>	<b>Not Administered</b>		<b>Not Administered</b>	<b>Not Administered</b>
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	77%	*	*
At or Above Excellent (Exceeds)	*	15%	*	*
<b>Number of Students Tested</b>	*	72	*	*
<b>Percent of Total Students Tested</b>	*	100%	*	*
<b>Number of Students Excluded</b>	*	0	*	*
<b>Percent of Students Excluded</b>	*	0%	*	*
<b>Subgroup Scores</b>				
<b>1. Low Income/Free &amp; Reduced</b>		<b>No Data Available</b>		
At or Above Basic (Did Not Meet)	*	*	*	*
At or Above Proficient (Met)	*	*	*	*
At or Above Excellent (Exceeds)	*	*	*	*
<b>2 Hispanic</b>				
<b>Number of Students Tested</b>		27		
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	78%	*	*
At or Above Excellent (Exceeds)	*	22%	*	*
<b>3. African American</b>				
<b>Number of Students Tested</b>		41		
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	73%	*	*
At or Above Excellent (Exceeds)	*	7%	*	*
<b>System Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	72%	*	*
At or Above Excellent (Exceeds)	*	13%	*	*
<b>State Scores</b>				
<b>Total – Percent of Students</b>				
At or Above Basic (Did Not Meet)	*	100%	*	*
At or Above Proficient (Met)	*	77%	*	*
At or Above Excellent (Exceeds)	*	19%	*	*

### Curriculum Based Assessment - Third Grade Writing

Testing Month and Year SCHOOL PERCENTILE SCORES	April 2003	April 2002	April 2001	April 2000	April 1999
<b>DEVELOPMENTAL STAGES</b>					
Stage 1: The Emerging Writer	5.1%	1.8%	2.8%	0.0%	4.2%
Stage 2: The Developing Writer	35.4%	26.8%	12.5%	12.7%	12.7%
Stage 3: The Focusing Writer	41.8%	35.7%	41.7%	28.2%	43.7%
Stage 4: The Experimenting Writer	16.5%	25%	33.3%	38.0%	16.9%
Stage 5: The Engaging Writer	0.0%	8.9%	8.3%	19.7%	18.3%
Stage 6: The Extending Writer	0%	0.0%	0.0%	1.4%	2.8%
Percent Not Scorable	1.3%	1.8%	1.4%	0.0%	1.4%
<b>SYSTEM PERCENTILE SCORES</b>					
Stage 1: The Emerging Writer	6.3%	5.4%	8.7%	8.6%	7.8%
Stage 2: The Developing Writer	17.9%	17.7%	18.8%	19.7%	21.7%
Stage 3: The Focusing Writer	36.0%	34.7%	30.4%	31.7%	29.4%
Stage 4: The Experimenting Writer	24.6%	25.2%	26.2%	24.4%	22.5%
Stage 5: The Engaging Writer	11.8%	13%	11.9%	11.0%	12.0%
Stage 6: The Extending Writer	2.1%	2.8%	2.8%	3.2%	5.0%
Percent Not Scorable	1.3%	1.3%	1.3%	1.4%	1.7%
<b>STATE PERCENTILE SCORES</b>					
Stage 1: The Emerging Writer	5.0%	5.5%	5.8%	5.8%	5.7%
Stage 2: The Developing Writer	16.0%	16.9%	16.7%	16.6%	16.3%
Stage 3: The Focusing Writer	33.2%	32%	31.6%	30.4%	30.0%
Stage 4: The Experimenting Writer	28.3%	28.1%	27.3%	27.5%	27.5%
Stage 5: The Engaging Writer	12.8%	12.8%	13.2%	13.9%	14.2%
Stage 6: The Extending Writer	3.2%	3.1%	3.5%	3.9%	4.2%
<b>Percent Not Scorable</b>	1.6%	1.6%	1.8%	2.0%	2.2%

### Curriculum Based Assessment - Fifth Grade Writing

Testing Month and Year SCHOOL PERCENTILE SCORES	April 2003	April 2002	April 2001	April 2000	April 1999
<b>DEVELOPMENTAL STAGES</b>					
Stage 1: The Emerging Writer	0.0%	0.0%	0.0%	0.0%	0.0%
Stage 2: The Developing Writer	0.0%	0.0%	1.4%	0.0%	0.0%
Stage 3: The Focusing Writer	1.6%	26.8%	11.1%	14.7%	8.2%
Stage 4: The Experimenting Writer	48.4%	43.7%	54.2%	38.2%	40.8%
Stage 5: The Engaging Writer	40.6%	25.3%	30.6%	35.3%	32.7%
Stage 6: The Extending Writer	9.4%	1.4%	2.8%	11.8%	16.3%
Percent Not Scorable	0.0%	2.8%	0.0%	0.0%	2.0%
<b>SYSTEM PERCENTILE SCORES</b>					
Stage 1: The Emerging Writer	0.1%	0.2%	0.1%	0.2%	0.5%
Stage 2: The Developing Writer	0.9%	1.7%	1.2%	1.7%	1.5%
Stage 3: The Focusing Writer	9.1%	16.6%	17.0%	21.0%	23.0%
Stage 4: The Experimenting Writer	38.6%	41.8%	46.9%	45.4%	45.2%
Stage 5: The Engaging Writer	37.4%	29.3%	27.6%	25.4%	23.1%
Stage 6: The Extending Writer	13.9%	9.5%	6.9%	6.2%	6.4%
Percent Not Scorable	0.1%	0.9%	0.4%	0.1%	0.4%
<b>STATE PERCENTILE SCORES</b>					
Stage 1: The Emerging Writer	0.1%	0.2%	0.2%	0.2%	0.2%
Stage 2: The Developing Writer	0.6%	0.9%	0.9%	1.3%	1.2%
Stage 3: The Focusing Writer	7.1%	10.6%	14.0%	16.8%	16.3%
Stage 4: The Experimenting Writer	31.0%	36.6%	43.1%	42.1%	41.0%
Stage 5: The Engaging Writer	39.9%	34.8%	31.4%	29.0%	28.5%
Stage 6: The Extending Writer	20.9%	16.1%	10.0%	10.0%	12.2%
<b>Percent Not Scorable</b>	0.4%	0.9%	0.5%	0.6%	0.6%

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**

Season / Year Administered: **Fall 1999**

Percent ready for kindergarten: **92%**

Percent needing assistance in Kindergarten: **8%**

Total students tested: **64**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	64	27%	66%	8%	
L2. Holds print materials in correct position (left/right, top/bottom)	64	17%	45%	38%	
L3. Draws pictures and/or uses letters and phonetically spelled words	64	50%	48%	2%	
L4. Identifies upper and lower case letters out of sequence	64	13%	75%	13%	
L5. Blends sounds orally to make words	64	6%	59%	34%	
L6. Distinguishes between letters, words, and sentences					XX
L7. Responds to literal, inferential, and evaluative questions					XX
L8. Sequences pictures to tell a story and predicts logical outcome					XX
L9. Recognizes rhyming words					XX
L10. Verbalizes consonant sounds when shown letter					XX
L11. Associates sounds with letters					XX
L12. Blend sounds orally to make words					XX
L13. Reads selected sight words					XX
L14. Copies letters					XX
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	64	5%	2%	94%	
M2. Recognizes and selects the numerals for 0-10	64	19%	33%	48%	
M3. Identifies 6 basic geometric shapes	64	20%	59%	20%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	64	0%	3%	97%	
M5. Sorts geometric shapes					XX
M6. Continues simple patterns					XX
M7. Uses words indicating physical relationships (below, under, between)					XX
M8. Determines equivalence using physical models, establish 1 to 1 correspondence					XX
M9. Compares and describes lengths (longer, shorter, same as)					XX
M10. Counts the elements in a set and writes numeral (0-10)					XX
M11. constructs/interprets simple graphs using objects/pictures					XX
M12. Names coins (penny, nickel, dime, quarter) and dollar bill					XX
M13. Uses ordinal number to indicate first through fifth					XX
M14. Models, acts out, uses pictures to solve simple problems					XX
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	64	30%	38%	33%	
SE2. Treats others with respect					XX
SE3. Follows classroom rules					XX
SE4. Stays on task					XX

**Legend:**

**NE = No Evidence of accomplishment**

**IP = In Progress**

**AC = Accomplished**

**NA = Not Administered in the Fall**

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**  
Percent ready for grade 1: **98%**  
Total students tested: **62**

Season / Year Administered: **Spring 2000**  
Percent Not Ready: **0%**  
Percent Ready with IA: **2%**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	62	2%	3%	95%	
L2. Holds print materials in correct position (left/right, top/bottom)	62	0%	2%	98%	
L3. Draws pictures and/or uses letters and phonetically spelled words	62	0%	18%	82%	
L4. Identifies upper and lower case letters out of sequence	62	0%	8%	92%	
L5. Blends sounds orally to make words	62	2%	3%	95%	
L6. Distinguishes between letters, words, and sentences	62	0%	3%	97%	
L7. Responds to literal, inferential, and evaluative questions	62	0%	0%	100%	
L8. Sequences pictures to tell a story and predicts logical outcome	62	2%	0%	98%	
L9. Recognizes rhyming words	62	2%	3%	95%	
L10. Verbalizes consonant sounds when shown letter	62	3%	2%	95%	
L11. Associates sounds with letters	62	0%	5%	95%	
L12. Blend sounds orally to make words	62	5%	6%	89%	
L13. Reads selected sight words	62	6%	5%	89%	
L14. Copies letters	62	0%	6%	94%	
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	62	0%	0%	100%	
M2. Recognizes and selects the numerals for 0-10	62	0%	2%	98%	
M3. Identifies 6 basic geometric shapes	62	0%	5%	95%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	62	0%	0%	100%	
M5. Sorts geometric shapes	62	0%	2%	98%	
M6. Continues simple patters	62	0%	2%	98%	
M7. Uses words indicating physical relationships (below, under, between)	62	0%	2%	98%	
M8. Determines equivalence using physical models, establish 1 to 1 correspondence	62	0%	3%	97%	
M9. Compares and describes lengths (longer, shorter, same as)	62	2%	0%	98%	
M10. Counts the elements in a set and writes numeral (0-10)	62	2%	3%	95%	
M11. constructs/interprets simple graphs using objects/pictures	62	2%	2%	97%	
M12. Names coins (penny, nickel, dime, quarter) and dollar bill	62	0%	8%	92%	
M13. Uses ordinal number to indicate first through fifth	62	0%	3%	97%	
M14. Models, acts out, uses pictures to solve simple problems	62	0%	2%	98%	
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	62	0%	11%	89%	
SE2. Treats others with respect	62	0%	10%	90%	
SE3. Follows classroom rules	62	0%	6%	94%	
SE4. Stays on task	62	2%	15%	84%	

**Legend:**  
**NE = No Evidence of accomplishment**  
**IP = In Progress**  
**AC = Accomplished**  
**NA = Not Administered in the Fall**

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**

Season / Year Administered: **Fall 2000**

Percent ready for kindergarten: **93%**

Percent needing assistance in Kindergarten: **7%**

Total students tested: **58**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	58	24%	69%	7%	
L2. Holds print materials in correct position (left/right, top/bottom)	58	3%	41%	55%	
L3. Draws pictures and/or uses letters and phonetically spelled words	58	24%	74%	2%	
L4. Identifies upper and lower case letters out of sequence	58	12%	78%	10%	
L5. Blends sounds orally to make words	58	10%	59%	31%	
L6. Distinguishes between letters, words, and sentences					XX
L7. Responds to literal, inferential, and evaluative questions					XX
L8. Sequences pictures to tell a story and predicts logical outcome					XX
L9. Recognizes rhyming words					XX
L10. Verbalizes consonant sounds when shown letter					XX
L11. Associates sounds with letters					XX
L12. Blend sounds orally to make words					XX
L13. Reads selected sight words					XX
L14. Copies letters					XX
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	58	5%	5%	90%	
M2. Recognizes and selects the numerals for 0-10	58	14%	43%	43%	
M3. Identifies 6 basic geometric shapes	58	22%	41%	36%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	58	2%	9%	90%	
M5. Sorts geometric shapes					XX
M6. Continues simple patters					XX
M7. Uses words indicating physical relationships (below, under, between)					XX
M8. Determines equivalence using physical models, establish 1 to 1 correspondence					XX
M9. Compares and describes lengths (longer, shorter, same as)					XX
M10. Counts the elements in a set and writes numeral (0-10)					XX
M11. constructs/interprets simple graphs using objects/pictures					XX
M12. Names coins (penny, nickel, dime, quarter) and dollar bill					XX
M13. Uses ordinal number to indicate first through fifth					XX
M14. Models, acts out, uses pictures to solve simple problems					XX
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	58	29%	52%	19%	
SE2. Treats others with respect					XX
SE3. Follows classroom rules					XX
SE4. Stays on task					XX

Legend:

NE = No Evidence of accomplishment

IP = In Progress

AC = Accomplished

NA = Not Administered in the Fall

## Georgia Kindergarten Assessment Program – GKAP School Summary Report

Grade: **Kindergarten**  
 Percent ready for Grade I: **98%**  
 Total students tested: **58**

Season / Year Administered: **Spring 2001**  
 Percent Not Ready: **0%**  
 Percent Ready with IA: **2%**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	58	2%	10%	88%	
L2. Holds print materials in correct position (left/right, top/bottom)	58	0%	5%	95%	
L3. Draws pictures and/or uses letters and phonetically spelled words	58	0%	50%	50%	
L4. Identifies upper and lower case letters out of sequence	58	0%	3%	97%	
L5. Blends sounds orally to make words	58	0%	7%	93%	
L6. Distinguishes between letters, words, and sentences	58	5%	5%	90%	
L7. Responds to literal, inferential, and evaluative questions	58	0%	5%	95%	
L8. Sequences pictures to tell a story and predicts logical outcome	58	0%	3%	97%	
L9. Recognizes rhyming words	58	3%	10%	86%	
L10. Verbalizes consonant sounds when shown letter	58	0%	3%	97%	
L11. Associates sounds with letters	58	0%	3%	97%	
L12. Blend sounds orally to make words	58	10%	3%	86%	
L13. Reads selected sight words	58	10%	14%	76%	
L14. Copies letters	58	0%	10%	90%	
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	58	0%	0%	100%	
M2. Recognizes and selects the numerals for 0-10	58	3%	3%	93%	
M3. Identifies 6 basic geometric shapes	58	0%	10%	90%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	58	0%	0%	100%	
M5. Sorts geometric shapes	58	0%	10%	90%	
M6. Continues simple patterns	58	2%	0%	98%	
M7. Uses words indicating physical relationships (below, under, between)	58	0%	3%	97%	
M8. Determines equivalence using physical models, establish 1 to 1 correspondence	58	0%	9%	91%	
M9. Compares and describes lengths (longer, shorter, same as)	58	0%	5%	95%	
M10. Counts the elements in a set and writes numeral (0-10)	58	0%	10%	90%	
M11. constructs/interprets simple graphs using objects/pictures	58	3%	12%	84%	
M12. Names coins (penny, nickel, dime, quarter) and dollar bill	58	0%	3%	97%	
M13. Uses ordinal number to indicate first through fifth	58	2%	24%	74%	
M14. Models, acts out, uses pictures to solve simple problems	58	0%	0%	100%	
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	58	0%	2%	98%	
SE2. Treats others with respect	58	0%	0%	100%	
SE3. Follows classroom rules	58	0%	2%	98%	
SE4. Stays on task	58	0%	9%	91%	

Legend:  
 NE = No Evidence of accomplishment  
 IP = In Progress  
 AC = Accomplished  
 NA = Not Administered in the Fall

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**  
Percent ready for kindergarten: **88%**

Season / Year Administered: **Fall 2001**  
Percent needing assistance in Kindergarten: **12**

Total students tested: **69**

<b>Literacy Activities</b>	N	NE	IP	AC	NA
L1. Prints Name	69	22%	68% <sup>69</sup>	10%	
L2. Holds print materials in correct position (left/right, top/bottom)	69	22%	45%	33%	
L3. Draws pictures and/or uses letters and phonetically spelled words	68	26%	65%	9%	
L4. Identifies upper and lower case letters out of sequence	68	22%	62%	16%	
L5. Blends sounds orally to make words	67	0%	40%	60%	
L6. Distinguishes between letters, words, and sentences					XX
L7. Responds to literal, inferential, and evaluative questions					XX
L8. Sequences pictures to tell a story and predicts logical outcome					XX
L9. Recognizes rhyming words					XX
L10. Verbalizes consonant sounds when shown letter					XX
L11. Associates sounds with letters					XX
L12. Blend sounds orally to make words					XX
L13. Reads selected sight words					XX
L14. Copies letters					XX
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	69	3%	4%	93%	
M2. Recognizes and selects the numerals for 0-10	68	25%	31%	44%	
M3. Identifies 6 basic geometric shapes	69	12%	54%	35%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	69	1%	17%	81%	
M5. Sorts geometric shapes					XX
M6. Continues simple patterns					XX
M7. Uses words indicating physical relationships (below, under, between)					XX
M8. Determines equivalence using physical models, establish 1 to 1 correspondence					XX
M9. Compares and describes lengths (longer, shorter, same as)					XX
M10. Counts the elements in a set and writes numeral (0-10)					XX
M11. constructs/interprets simple graphs using objects/pictures					XX
M12. Names coins (penny, nickel, dime, quarter) and dollar bill					XX
M13. Uses ordinal number to indicate first through fifth					XX
M14. Models, acts out, uses pictures to solve simple problems					XX
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	69	49%	25%	26%	
SE2. Treats others with respect					XX
SE3. Follows classroom rules					XX
SE4. Stays on task					XX

Legend:  
NE = No Evidence of accomplishment  
IP = In Progress  
AC = Accomplished  
NA = Not Administered in the Fall

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**  
Percent Ready for Grade I: **94%**  
Total students tested: **72**

Season / Year Administered: **Spring 2002**  
Percent Not Ready: **3%**  
Percent Ready with IA: **3%**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	72	1%	1%	97%	
L2. Holds print materials in correct position (left/right, top/bottom)	72	1%	0%	99%	
L3. Draws pictures and/or uses letters and phonetically spelled words	72	1%	21%	78%	
L4. Identifies upper and lower case letters out of sequence	72	1%	8%	90%	
L5. Blends sounds orally to make words	72	3%	3%	94%	
L6. Distinguishes between letters, words, and sentences	72	4%	3%	93%	
L7. Responds to literal, inferential, and evaluative questions	72	4%	3%	93%	
L8. Sequences pictures to tell a story and predicts logical outcome	72	4%	7%	89%	
L9. Recognizes rhyming words	72	1%	11%	88%	
L10. Verbalizes consonant sounds when shown letter	72	4%	7%	89%	
L11. Associates sounds with letters	72	3%	10%	87%	
L12. Blend sounds orally to make words	72	7%	7%	86%	
L13. Reads selected sight words	72	8%	10%	82%	
L14. Copies letters	72	1%	8%	90%	
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	72	1%	0%	99%	
M2. Recognizes and selects the numerals for 0-10	72	1%	4%	94%	
M3. Identifies 6 basic geometric shapes	72	1%	6%	93%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	72	1%	6%	93%	
M5. Sorts geometric shapes	72	1%	6%	93%	
M6. Continues simple patterns	72	1%	3%	96%	
M7. Uses words indicating physical relationships (below, under, between)	72	3%	3%	94%	
M8. Determines equivalence using physical models, establish 1 to 1 correspondence	72	4%	3%	93%	
M9. Compares and describes lengths (longer, shorter, same as)	72	1%	1%	97%	
M10. Counts the elements in a set and writes numeral (0-10)	72	3%	4%	93%	
M11. constructs/interprets simple graphs using objects/pictures	72	1%	3%	96%	
M12. Names coins (penny, nickel, dime, quarter) and dollar bill	72	3%	4%	93%	
M13. Uses ordinal number to indicate first through fifth	72	6%	4%	90%	
M14. Models, acts out, uses pictures to solve simple problems	72	6%	3%	92%	
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	72	1%	15%	83%	
SE2. Treats others with respect	72	0%	11%	89%	
SE3. Follows classroom rules	72	1%	17%	82%	
SE4. Stays on task	72	4%	13%	83%	

Legend:

NE = No Evidence of accomplishment

IP = In Progress

AC = Accomplished

NA = Not Administered in the Fall

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**

Season / Year Administered: **Fall 2002**

Percent ready for kindergarten: **89%**

Percent needing assistance in Kindergarten: **11%**

Total students tested: **65**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	65	20%	66%	14%	
L2. Holds print materials in correct position (left/right, top/bottom)	65	6%	71%	23%	
L3. Draws pictures and/or uses letters and phonetically spelled words	64	28%	70%	2%	
L4. Identifies upper and lower case letters out of sequence	64	19%	73%	8%	
L5. Blends sounds orally to make words	65	25%	37%	38%	
L6. Distinguishes between letters, words, and sentences					XX
L7. Responds to literal, inferential, and evaluative questions					XX
L8. Sequences pictures to tell a story and predicts logical outcome					XX
L9. Recognizes rhyming words					XX
L10. Verbalizes consonant sounds when shown letter					XX
L11. Associates sounds with letters					XX
L12. Blend sounds orally to make words					XX
L13. Reads selected sight words					XX
L14. Copies letters					XX
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	65	3%	3%	94%	
M2. Recognizes and selects the numerals for 0-10	65	18%	45%	37%	
M3. Identifies 6 basic geometric shapes	65	17%	52%	31%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	65	2%	17%	82%	
M5. Sorts geometric shapes					XX
M6. Continues simple patterns					XX
M7. Uses words indicating physical relationships (below, under, between)					XX
M8. Determines equivalence using physical models, establish 1 to 1 correspondence					XX
M9. Compares and describes lengths (longer, shorter, same as)					XX
M10. Counts the elements in a set and writes numeral (0-10)					XX
M11. constructs/interprets simple graphs using objects/pictures					XX
M12. Names coins (penny, nickel, dime, quarter) and dollar bill					XX
M13. Uses ordinal number to indicate first through fifth					XX
M14. Models, acts out, uses pictures to solve simple problems					XX
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	65	35%	52%	12%	
SE2. Treats others with respect					XX
SE3. Follows classroom rules					XX
SE4. Stays on task					XX

Legend:

NE = No Evidence of accomplishment

IP = In Progress

AC = Accomplished

NA = Not Administered in the Fall

## Georgia Kindergarten Assessment Program – GKAP School Summary Report

Grade: **Kindergarten**  
 Percent ready for grade 1: **96%**  
 Total students tested: **55**

Season / Year Administered: **Spring 2003**  
 Percent Not Ready for Grade 1: **4%**

Literacy Activities	N	NE	IP	AC	NA
L1. Prints Name	55	2%	2%	96%	
L2. Holds print materials in correct position (left/right, top/bottom)	55	2%	2%	96%	
L3. Draws pictures and/or uses letters and phonetically spelled words	55	4%	18%	78%	
L4. Identifies upper and lower case letters out of sequence	55	2%	4%	95%	
L5. Blends sounds orally to make words	55	4%	2%	95%	
L6. Distinguishes between letters, words, and sentences	55	2%	7%	91%	
L7. Responds to literal, inferential, and evaluative questions	55	2%	4%	95%	
L8. Sequences pictures to tell a story and predicts logical outcome	55	4%	2%	95%	
L9. Recognizes rhyming words	55	4%	4%	93%	
L10. Verbalizes consonant sounds when shown letter	55	2%	4%	95%	
L11. Associates sounds with letters	55	4%	2%	95%	
L12. Blend sounds orally to make words	55	5%	9%	85%	
L13. Reads selected sight words	55	4%	13%	84%	
L14. Copies letters	55	2%	2%	96%	
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	55	0%	0%	100%	
M2. Recognizes and selects the numerals for 0-10	55	4%	5%	91%	
M3. Identifies 6 basic geometric shapes	55	2%	4%	95%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	55	2%	2%	96%	
M5. Sorts geometric shapes	55	4%	0%	96%	
M6. Continues simple patters	55	2%	2%	96%	
M7. Uses words indicating physical relationships (below, under, between)	55	4%	2%	95%	
M8. Determines equivalence using physical models, establish 1 to 1 correspondence	55	4%	0%	96%	
M9. Compares and describes lengths (longer, shorter, same as)	55	2%	0%	98%	
M10. Counts the elements in a set and writes numeral (0-10)	55	4%	0%	96%	
M11. constructs/interprets simple graphs using objects/pictures	55	4%	0%	96%	
M12. Names coins (penny, nickel, dime, quarter) and dollar bill	55	4%	2%	95%	
M13. Uses ordinal number to indicate first through fifth	55	5%	2%	93%	
M14. Models, acts out, uses pictures to solve simple problems	55	4%	4%	93%	
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	55	2%	20%	78%	
SE2. Treats others with respect	55	0%	16%	84%	
SE3. Follows classroom rules	55	0%	22%	78%	
SE4. Stays on task	55	2%	18%	80%	

Legend:

NE = No Evidence of accomplishment  
 IP = In Progress  
 AC = Accomplished  
 NA = Not Administered in the Fall

**Georgia Kindergarten Assessment Program – GKAP  
School Summary Report**

Grade: **Kindergarten**  
 Percent ready for kindergarten: **95%**  
 Total students tested: **66**

Season / Year Administered: **Fall 2003**  
 Percent needing assistance in Kindergarten: **5%**

<b>Literacy Activities</b>	<b>N</b>	<b>NE</b>	<b>IP</b>	<b>AC</b>	<b>NA</b>
L1. Prints Name	66	20%	70%	11%	
L2. Holds print materials in correct position (left/right, top/bottom)	66	12%	61%	27%	
L3. Draws pictures and/or uses letters and phonetically spelled words	66	12%	83%	5%	
L4. Identifies upper and lower case letters out of sequence	66	15%	79%	6%	
L5. Blends sounds orally to make words	64	9%	34%	56%	
L6. Distinguishes between letters, words, and sentences					XX
L7. Responds to literal, inferential, and evaluative questions					XX
L8. Sequences pictures to tell a story and predicts logical outcome					XX
L9. Recognizes rhyming words					XX
L10. Verbalizes consonant sounds when shown letter					XX
L11. Associates sounds with letters					XX
L12. Blend sounds orally to make words					XX
L13. Reads selected sight words					XX
L14. Copies letters					XX
<b>Mathematics Activities</b>					
M1. Counts by rote, 0-10	66	3%	5%	92%	
M2. Recognizes and selects the numerals for 0-10	66	26%	29%	45%	
M3. Identifies 6 basic geometric shapes	66	9%	47%	44%	
M4. Uses words indicating physical relationships (top, bottom, in, on, out)	65	2%	17%	82%	
M5. Sorts geometric shapes					XX
M6. Continues simple patterns					XX
M7. Uses words indicating physical relationships (below, under, between)					XX
M8. Determines equivalence using physical models, establish 1 to 1 correspondence					XX
M9. Compares and describes lengths (longer, shorter, same as)					XX
M10. Counts the elements in a set and writes numeral (0-10)					XX
M11. constructs/interprets simple graphs using objects/pictures					XX
M12. Names coins (penny, nickel, dime, quarter) and dollar bill					XX
M13. Uses ordinal number to indicate first through fifth					XX
M14. Models, acts out, uses pictures to solve simple problems					XX
<b>Social/Emotional Activities</b>					
SE1. Follows teachers directions	66	18%	77%	5%	
SE2. Treats others with respect					XX
SE3. Follows classroom rules					XX
SE4. Stays on task					XX

Legend:  
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 IP = In Progress  
 AC = Accomplished  
 NA = Not Administered in the Fall

**Stanford 9 Tests (SAT-9)**  
**Scores reported in percentiles**

Grade: **Third**

Test: **Stanford 9 Tests**

Edition / publication year: 9<sup>th</sup> - 2001

Publisher: Harcourt

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

<b>Testing Month and Year</b>	<b>2000-2001</b>
Number of students tested	72
Number of students excluded	None
Percent of students excluded	0%
<b>SCHOOL SCORES</b>	
Reading	34%
Mathematics	28%
<b>SYSTEM SCORES</b>	
Reading	36%
Mathematics	35%
<b>STATE SUBTEST SCORES</b>	
Reading	48%
Math	42%
<b>COMPLETE BATTERY</b>	
School	35%
System	39%
State	46%

**Stanford 9 Tests (SAT-9)**  
**Scores reported in percentiles**

Grade: **Fifth**

Test: **Stanford 9 Tests**

Edition / publication year: 9<sup>th</sup> - 2001

Publisher: Harcourt

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

<b>Testing Month and Year</b>	<b>2000-2001</b>
Number of students tested	76
Number of students excluded	100%
Percent of students excluded	0%
<b>SCHOOL SCORES</b>	
Reading	43%
Mathematics	50%
<b>SYSTEM SCORES</b>	
Reading	44%
Mathematics	45%
<b>STATE SUBTEST SCORES</b>	
Reading	50%
Math	51%
<b>COMPLETE BATTERY</b>	
School	47%
System	45%
State	50%

**Iowa Test of Basic Skills**  
Scores reported in percentiles

Third Grade  
Edition / Publication year: 1993

**Test: Iowa Test of Basic Skills**  
Publisher: Riverside  
\* No Data Provided

**Reading – 3<sup>rd</sup> Grade**

Testing Month and Year	2003-2004 November	2002-2003 March	2000-2001 March	1999-2000 March
<b>School Scores</b>			<b>Administered SAT-9</b>	
<b>Total – Percent of Students</b>				
<b>Reading</b>	57%	64	*	48%
<b>Math</b>	59%	74	*	53%
<b>Number of Students Tested</b>	88	78	*	72
<b>Percent of Total Students Tested</b>	100%	100%	*	100%
<b>Number of Students Excluded</b>	0	0	*	0
<b>Percent of Students Excluded</b>	0%	0%	*	0%
<b>District Scores</b>				
<b>Reading</b>	59%	52%	*	48%
<b>Math</b>	52%	57%	*	54%
<b>State Scores</b>				
<b>Reading</b>	<b>Unavailable</b>	52%	*	54%
<b>Math</b>	<b>Unavailable</b>	62%	*	62%

**Iowa Test of Basic Skills  
Scores reported in percentiles**

**Third Grade**

**Test: Iowa Test of Basic Skills**

\* No Data Provided

**ITBS Reading: November 2003-2004**

**Reading – 3<sup>rd</sup> Grade - Subgroups**

<b>November '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>25</b>	<b>56</b>	<b>49</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>184.8</b>	<b>176.3</b>	*
Grade Equivalent of Average SS	<b>3.8</b>	<b>3.2</b>	*
National Stanine of Average SS	<b>6</b>	<b>5</b>	*
Percentile Rank of Average SS	<b>68%</b>	<b>52%</b>	<b>59%</b>

**ITBS Reading: March 2002-2003**

**Reading – 3<sup>rd</sup> Grade - Subgroups**

<b>March '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>30</b>	<b>43</b>	<b>45</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>193.5</b>	<b>189.9</b>	*
Grade Equivalent of Average SS	<b>4.3</b>	<b>4.1</b>	*
National Stanine of Average SS	<b>6</b>	<b>6</b>	*
Percentile Rank of Average SS	<b>68 %</b>	<b>63%</b>	<b>61%</b>

**ITBS Reading: March 1999-2000**

**Reading – 3<sup>rd</sup> Grade - Subgroups**

<b>March '2000</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>No Data Available</b>	<b>SG 3</b>
Number of Students Tested	*	<b>No Data Available</b>	35
Percent of Total Students Tested	*		*
Average Standard Score SS	*		*
Grade Equivalent of Average SS	*		*
National Stanine of Average SS	*	*	*
Percentile Rank of Average SS	*	*	35%

**Iowa Test of Basic Skills  
Scores reported in percentiles**

**Third Grade**

**Test: Iowa Test of Basic Skills**

\* No Data Provided

**ITBS Math: November 2003-2004**

**Math – 3<sup>rd</sup> Grade - Subgroups**

<b>November '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>25</b>	<b>56</b>	<b>48</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>179.8</b>	<b>176.0</b>	*
Grade Equivalent of Average SS	<b>3.5</b>	<b>3.3</b>	*
National Stanine of Average SS	<b>6</b>	<b>5</b>	*
Percentile Rank of Average SS	<b>64%</b>	<b>55%</b>	58%

**ITBS Math: March 2002-2003**

**Math – 3<sup>rd</sup> Grade - Subgroups**

<b>March '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>29</b>	<b>42</b>	<b>45</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>195.8</b>	<b>191.9</b>	*
Grade Equivalent of Average SS	<b>4.5</b>	<b>4.3</b>	*
National Stanine of Average SS	<b>6</b>	<b>6</b>	*
Percentile Rank of Average SS	<b>76%</b>	<b>70%</b>	<b>69%</b>

**ITBS Math: March 1999-2000**

**Math – 3<sup>rd</sup> Grade - Subgroups**

<b>March '2000</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>No Data Available</b>	<b>SG 3</b>
Number of Students Tested	*	No Data Available	35
Percent of Total Students Tested	*		*
Average Standard Score SS	*		*
Grade Equivalent of Average SS	*		*
National Stanine of Average SS	*	*	*
Percentile Rank of Average SS	*	*	47%

**Iowa Test of Basic Skills**  
Scores reported in percentiles

**Fifth Grade**  
Edition / Publication year: 1993

**Test: Iowa Test of Basic Skills**  
Publisher: Riverside  
\* No Data Provided

<b>Testing Month and Year</b>	<b>2003-2004 November</b>	<b>2002-2003 March</b>	<b>2000-2001 March</b>	<b>1999-2000 March</b>
<b>School Scores</b>			<b>Administered SAT-9</b>	
<b>Total – Percent of Students</b>				
<b>Reading</b>	52%	49%	*	56%
<b>Math</b>	56%	51%	*	63%
<b>Number of Students Tested</b>	66	69	*	66
<b>Percent of Total Students Tested</b>	100%	100%	*	100%
<b>Number of Students Excluded</b>	0	0	*	0
<b>Percent of Students Excluded</b>	0%	0%	*	0%
<b>District Scores</b>	<b>2003-2004 November</b>	<b>2002-2003 March</b>	<b>2000-2001 March</b>	<b>1999-2000 March</b>
<b>Reading</b>	51%	48%	*	49%
<b>Math</b>	61%	53%	*	52%
<b>State Scores</b>				
<b>Reading</b>	*	51%	*	53
<b>Math</b>	*	59%	*	59

**Iowa Test of Basic Skills**  
Scores reported in percentiles

**5th Grade**

**Test: Iowa Test of Basic Skills**

\* No Data Provided

**ITBS Reading: November 2003-2004**

**Reading – 5<sup>th</sup> Grade - Subgroups**

<b>November '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>16</b>	<b>61</b>	<b>44</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>223.2</b>	<b>202.0</b>	*
Grade Equivalent of Average SS	<b>6.5</b>	<b>4.9</b>	*
National Stanine of Average SS	<b>6</b>	<b>5</b>	*
Percentile Rank of Average SS	<b>75%</b>	<b>44%</b>	51%

**ITBS Reading: March 2002-2003**

**Reading – 5<sup>th</sup> Grade - Subgroups**

<b>March '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>21</b>	<b>43</b>	<b>36</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>225.5</b>	<b>205.2</b>	*
Grade Equivalent of Average SS	<b>6.7</b>	<b>5.1</b>	*
National Stanine of Average SS	<b>6</b>	<b>5</b>	*
Percentile Rank of Average SS	<b>68%</b>	<b>41%</b>	<b>41%</b>

**ITBS Reading: March 1999-2000**

**Reading – 5<sup>th</sup> Grade - Subgroups**

<b>March '2000</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>No Data Available</b>	<b>SG 3</b>
Number of Students Tested	*	No Data Available	35
Percent of Total Students Tested	*		*
Average Standard Score SS	*		*
Grade Equivalent of Average SS	*		*
National Stanine of Average SS	*	*	*
Percentile Rank of Average SS	*	*	35%

**Iowa Test of Basic Skills**  
Scores reported in percentiles

**5th Grade**

**Test: Iowa Test of Basic Skills**

\* No Data Provided

**ITBS Math: November 2003-2004**

**Math- 5<sup>th</sup> Grade - Subgroups**

<b>November '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>16</b>	<b>61</b>	<b>44</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>214.4</b>	<b>204.3</b>	*
Grade Equivalent of Average SS	<b>5.8</b>	<b>5.1</b>	*
National Stanine of Average SS	<b>6</b>	<b>5</b>	*
Percentile Rank of Average SS	<b>66%</b>	<b>49%</b>	54%

**ITBS Math: March 2002-2003**

**Math - 5thGrade - Subgroups**

<b>March '03</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>SG 2</b>	<b>SG 3</b>
Number of Students Tested	<b>22</b>	<b>44</b>	<b>36</b>
Percent of Total Students Tested	<b>100%</b>	<b>100%</b>	*
Average Standard Score SS	<b>229.0</b>	<b>204.1</b>	*
Grade Equivalent of Average SS	<b>6.9</b>	<b>5.1</b>	*
National Stanine of Average SS	<b>6</b>	<b>4</b>	*
Percentile Rank of Average SS	<b>74%</b>	<b>38%</b>	40%

**ITBS Math: March 1999-2000**

**Math - 5th Grade - Subgroups**

<b>March '2000</b>	<b>Hispanic</b>	<b>African American</b>	<b>Free &amp; Reduced</b>
<b>Subgroup Scores</b>	<b>SG 1</b>	<b>No Data Available</b>	<b>SG 3</b>
Number of Students Tested	*	No Data Available	35
Percent of Total Students Tested	*		*
Average Standard Score SS	*		*
Grade Equivalent of Average SS	*		*
National Stanine of Average SS	*	*	*
Percentile Rank of Average SS	*	*	47%

