

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

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

Official School Name Kittredge Magnet School for High Achievers
(As it should appear in the official records)

School Mailing Address 2383 N. Druid Hills Rd.
(If address is P.O. Box, also include street address)

Atlanta, Georgia 30329-3126
City State Zip Code+4 (9 digits total)

Tel. (678) 874 - 6602 Fax (678) 874-6610

Website/URL Kittredgemagnet.com E-mail Gail_Humble@fc.dekalb.k12.ga.us

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* Johnny E. Brown, PhD.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name DeKalb County School System Tel. (678) 676-0010

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 Mrs. Sarah Copelin-Wood

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 _____

* _____

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.

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: 83 Elementary schools
 18 Middle schools
 _____ Junior high schools
 20 High schools
 18 Specialized centers
- 139 TOTAL

2. District Per Pupil Expenditure: \$7230.00
 3. Average State Per Pupil Expenditure: \$6979.00

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. 2 1/2 Number of years the principal has been in her/his position at this school.
2 years 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
K				7			
1				8			
2				9			
3				10			
4	67	68	135	11			
5	62	67	129	12			
6	78	66	144	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							408

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>39.0</u> % White |
| <u>45.4</u> % Black or African American |
| <u>11.0</u> % Hispanic or Latino |
| <u>1.7</u> % Asian/Pacific Islander |
| <u>2.9</u> % Multi racial |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 3.39 %

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	413
(5)	Subtotal in row (3) divided by total in row (4)	.03389
(6)	Amount in row (5) multiplied by 100	3.39

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: n/a

Specify languages:

9. Students eligible for free/reduced-priced meals 20.74 %

85 Total Number of 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: 2.66 %
11 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> 1 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 10 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </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> 2 </u>	<u> n/a </u>
Classroom teachers	<u> 30 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 2 </u>
Paraprofessionals	<u> 8 </u>	<u> </u>
Support staff	<u> 8 </u>	<u> </u>
Total number	<u> 56 </u>	<u> 3 </u>

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	98.3	97.8	98.6	97.1	97.2
Daily teacher attendance	98.0	98.0	98.0	98.0	98.0
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %

PART III - SUMMARY

Located outside the city limits of Atlanta, Georgia, Kittredge Magnet School for High Achievers is a part of the DeKalb County School System. Visitors to Kittredge comment on the dynamic interactions they observe between our creative, enthusiastic staff and our eager students. They don't just hear teaching taking place, they see learning happening. The norm at Kittredge is hands-on, participatory learning where students are actively engaged in questioning and exploration in a risk-free environment. Kittredge is a school where parent support is obvious as parents spend a minimum of eight hours per semester volunteering in order to support student learning.

Fourth through sixth grade students from the 83 DeKalb County Schools are chosen for Kittredge through an application and lottery process. When chosen, students must leave friends in their home schools to attend an initially unfamiliar school. The majority of our students spend 1 – 2 hours daily traveling on buses to attend Kittredge. However, after spending even a short time at Kittredge, the students and parents overwhelmingly comment on their satisfaction with the learning opportunities they find at Kittredge and the support of the staff. This is demonstrated in the students' level of motivation and dedication to their academic studies. Along with scholarly demonstrations towards everyday academic assignments, many students choose to engage in additional academic activities outside of the school day. Parents trust our experienced, knowledgeable and creative staff to make the students' long bus rides worthwhile each and every day.

The mission of Kittredge Magnet School for High Achievers is to develop creative life-long learners who excel to their individual potential and take responsibility for learning, enhanced by diversity and supported by collaborative efforts of school, parents and community. The staff, parents and community share the following beliefs:

- Students can excel to their individual potential.
- High expectations yield high achievement.
- Students have responsibility for their learning process.
- Challenging experiences lead to personal growth.
- A diverse school community broadens appreciation of individual differences.
- A safe, orderly environment is essential for learning.
- Creativity enhances learning.
- A low student-teacher ratio enhances learning.
- The learning experience is enhanced by the collaborative efforts of the school, community and family.

As a suburb of Atlanta, DeKalb County encompasses a very culturally and economically diverse area. This diversity creates wonderful opportunities for our students to grow personally. It also creates an academic challenge for the staff as the students come from a variety of school experiences and backgrounds. In order to meet the need to fill curriculum gaps and provide enrichment, Kittredge gained approval from the Georgia DOE to restructure classes in the fall of 2000 to implement an innovative Advanced Placement Model. All teachers took classes in order to receive gifted certification and class sizes were lowered. Through this model, we are able to address the individual differences and experience gaps more effectively. Since teachers have been trained in the use of best-practice strategies to enhance thinking skills, students not only gain knowledge more quickly, but they learn to think about what they are learning. We find that test scores increase as students progress through our program. Our high expectations of students are supported by constant monitoring of student progress, tutoring sessions before and after school, a highly developed study skills curriculum, the use of student daily agendas, website information for parents and students, formal and informal academic support sessions coordinated by our School Counselor, and on-going communication with parents.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

In the spring of 2000, the Georgia Criterion Referenced Competency Test (CRCT) was administered for the first time to all fourth grade students in Georgia public schools. Students were tested in the areas of reading, language arts, and math. In the years since the 2000 field test, testing has expanded to other grade levels and subject areas. For consistency of information and comparison of test scores, the testing information displayed in the assessment tables, shows fourth and sixth grade scores in the areas of reading, language arts and mathematics for the years 2000-2003. The CRCT is reported in scaled scores, which are categorized as follows:

Level 1 – (Below 300) Students do not meet expectations for performance.

Level 2 - (300 to 349) Students meet expectations for performance.

Level 3 – (350 to 450) Students exceed expectations for performance.

Nationally norm-referenced testing is also required by the State of Georgia in grades 3 and 5. The Iowa Tests of Basic Skills (ITBS) was used in DeKalb until 2001-02. The Stanford 9 was administered in the spring of 2001 and again in 2002. We have Stanford 9 results from 2001, but the Stanford 9 results from 2002 were not reported in Georgia due to complications with the scoring company. Kittredge also administered the ITBS in 2001 for program assessment and those results have been reported for a consistent comparison of ITBS results in the areas of Total Reading and Total Math. System-wide ITBS administration was continued in 2003.

Results from the CRCT and ITBS administrations show that Kittredge students scored well above system and state averages. Until 2001, the Georgia Public Policy Foundation ranked public schools in the state according to student performance. For four consecutive years, 1998-2001, Kittredge was ranked first in the state. In comparison with other Georgia elementary schools, Kittredge continues to score with or above other top performing schools as tested in all curriculum areas by the CRCT. Our students consistently meet and exceed expectations. It is our goal that students move from the “meets expectations” to “exceeds expectations”.

Use of Assessment Data

Kittredge uses assessment data to improve individual student achievement and to measure general school effectiveness. Test information is analyzed in staff meetings as well as in grade level, departmental, and leadership groups in order to guide school improvement planning. Test results are used to compare student performance with expected results. Although we celebrate performance that exceeds test predictions, we carefully look at discrepancies when we see performance below predicted levels.

Teachers use assessment data to monitor individual student progress and diagnose individual student strengths as well as areas for improvement. Assessment data provides a basis for choosing supplemental classroom materials and instructional strategies. Through careful analysis of the CRCT results, teachers are able to identify areas where the curriculum should be strengthened or expanded. Analysis of test data also provides direction for staff development. When an area is identified for improvement, research is used to determine how the staff can best be supported in helping students improve in the identified area. Staff development plans are then created and implemented. Comparison of test data in departmental meetings sometimes yields discussion on how one grade level has been able to elicit improved performance from their students, and teachers have learned strategies from each other and shared information. One of the strengths of Kittredge is the professionalism of the teachers. They are passionate about teaching and willing to share and learn from each other. The daily grade level planning time and the planned weekly grade level meetings facilitate this process.

Communication of Student Performance

Kittredge communicates test data with parents, students, and teachers on an ongoing basis. Assessment data is shared during staff meetings, PTA, and School Council Meetings, in the local newspapers and school newsletters. Test scores and interpretative information are shared with parents as soon as scores are available. Teachers conduct scheduled parent conferences periodically to discuss student performance and test data. Teachers make themselves readily available for phone calls, email discussions, and parent conferences. Administrators have an open door policy for teachers and parents in order to quickly address needs and share information.

Individual student progress is shared in our weekly courier to parents and every three weeks by either an informal progress report or a more formal report. At any time a child's grade drops below a "B" average, parents are contacted and plans for improvement are developed. Teachers also share general information on their individual web sites, which can be found through links to the Kittredgemagnet.com website.

The Georgia Department of Education publishes an annual report card on each public school, which is shared with parents and community. Parents can find test results for all schools across the state and school rankings. For the past three years, the DOE's Department of Educational Accountability provided schools and parents with disaggregated data indicating how schools performed on the CRCT. These reports allow the public to view information on all Georgia public schools.

How School Will Share Success

Kittredge Magnet School has always shared information about its success with other schools. Since its opening in January of 1988, Kittredge has been visited by many other schools from around the state whether to discuss the magnet concept, the use of a study skills curriculum, the plan we use for student support, classroom strategies that have yielded consistent student success or parent involvement. The school was included in the January 2004, Atlanta Magazine that featured an article about successful schools in the Metro Atlanta area. Our PTA works with area newspapers to feature information of interest, such as a recent story about a Kittredge teacher who is the Georgia Art Education Teacher of the Year. Kittredge was chosen this school year as a target school to be studied by the Georgia School Council Institute as they analyze teaching strategies and practices used by successful schools around the state. This information will be shared with all Georgia schools.

As a part of the DeKalb school system, Kittredge's success is reported in numerous comparisons prepared by the county. Various state and local agencies prepare profiles of schools, and Kittredge has a history of ranking at or near the top on all measures of student success.

PART V – CURRICULUM AND INSTRUCTION

At Kittredge Magnet School, we are committed to “leave no child behind” as students master the Quality Core Curriculum developed by the State of Georgia. Teachers differentiate the curriculum by moving students beyond grade-level standards through the use of learning strategies that provide depth, complexity and enrichment appropriate to the students’ abilities. The teachers are constantly analyzing various sources of information to help them determine student needs and the best teaching strategies to meet those needs. They use formal and informal test data, surveys, class observations, and anecdotal information. Kittredge teachers then develop and implement lesson plans to present the curriculum at a higher instructional level and a faster pace through the use of a variety of materials to meet the various learning styles and needs represented in their classes. Standards and different assessments used for each unit of study are communicated through a semester syllabus as well as through daily and weekly communication.

We have also implemented curriculum compacting as a strategy to enhance the curriculum. By analyzing pre-tests, the teachers are able to reduce the time students spend on the regular curriculum through focused instruction. Teachers develop higher order thinking skills through questioning strategies and the use of increasingly complex ideas. They foster creativity by encouraging fluency, flexibility, originality and elaboration in the development of classroom discussions and products.

Reading, language arts, math, social studies, science and German are all a part of Kittredge’s core curriculum. Students are taught in departmentalized classes with teachers who possess great enthusiasm and depth of knowledge regardless of their subject. This excitement is transferred to the students. We believe that the curriculum should be carefully integrated so that our students can benefit from comprehensive and enriching experiences in the arts. Students attend studio art and vocal music classes to learn the basic principles of art and music. All students play a musical instrument and attend either band or orchestra each day. They take part in daily physical education and health classes where they learn skills and information that will help keep them healthy and provide enjoyment for leisure time for the rest of their lives. Students learn about personal accountability and character education through the affective programs implemented by our school counselor. At Kittredge, the non-core curriculum areas are carefully integrated to provide extenuation and enrichment of the curriculum. Instructors teach techniques that the children are then able to practically apply directly to a stated goal. Students are taught to self-assess their performance based on individual objectives. The arts are a vital part of the rich curriculum we provide. Technology is an important part of the Kittredge experience as students use technology as a tool to learn as well as share what they have learned.

Social studies and science classes at Kittredge involve active learning, the relation of topics to the real world, and exploration of open-ended questions that challenge students’ thinking. Instruction involves reading, writing, observing, discussing and debating to ensure assimilation and synthesis of knowledge. Students work individually and in cooperative groups, making choices about role-plays, project-based learning activities, simulations and other activities. Students are actively involved as they make their way along the Oregon Trail, explore the ecology of a creek near the school or explore the environment of the Atlantic Coast on an extended field trip. They learn about ancient cultures as they mummify chickens and work through the scientific investigation process as they make ice cream. They discuss history using primary resources as Family History projects are completed. Many times students are asked to assess themselves along the way to their goal as they develop into independent, goal-directed learners.

We know that in order to be successful, our students must be good communicators. Our goal is to develop fluent readers and writers with a wide-ranging vocabulary. Explicit vocabulary instruction is extended through the use of the SAT Word Flash and Wordly Wise programs. German language classes place an emphasis on oral and aural language through the use of cross-curricular activities that target German vocabulary and forms of expression.

Reading

Reading instruction at Kittredge follows a balanced literacy approach. It is the philosophy of Kittredge teachers that in order to develop the verbal skills of our students (4th – 6th graders), they need the opportunity to go beyond the basal and the basic curriculum. Our teachers do this through the study of a variety of books that expose students to a rich vocabulary and stories that will stretch imaginations, challenge ideas, and open a whole new world of possibilities. Students read classic literature and a cross-section of genres chosen to stretch their thinking skills. Students are expected to read literature explicitly chosen for them through our Literary Guild program and also to make choices, which follow their personal interests. Teachers combine fiction with non-fiction text as they make cross-curricular connections in all subject areas. Students discuss their reading in large and small groups (literary circles) as they engage in reflection and critical thinking. Students develop comprehension skills and the ability to construct meaning with others.

Our fourth grade students are involved in the *Great Books Program* and the teachers' choices for guided reading comes from that program. The books provide the basis for shared inquiry discussions and various individual and group projects. Teachers in fifth and sixth grades choose books that support the curriculum and allow for the exploration of new ideas. As students build their literary experiences, they pass through various levels of the Kittredge Literary Guild. Students are recognized and celebrated school-wide for their accomplishments.

Teachers encourage the reading-writing connection through journal writing as students respond to what they have read. The standards aligned language arts curriculum is fused with the students' reading curriculum. Students read, write, discuss and create based on literature.

Additional Curriculum Area: Math

It is the Kittredge philosophy that the study of mathematics stimulates and increases student curiosity formulating and solving problems. Through this process, it is the teachers' goal that each student will experience the enjoyment of challenge and the excitement of success. We believe that every student should become mathematically powerful. Students explore, conjecture, reason logically and use a variety of mathematical methods effectively to solve non-routine problems. Teachers increase the rate of learning, increase the level of difficulty, allow students to engage in independent research, accelerate the content, and pre-test for content mastery. In the area of thinking skills, teachers plan for students to generate new and unique ideas, use flexible thinking, and examine and judge criteria. Opportunities are provided for students to acquire information independently; manipulate information with limited teacher direction, communicate information through writing, speaking, and visual presentations, and summarize and organize information.

Math instruction at Kittredge includes real world application through project-based learning. Students are involved in contests in which math skills are tested as they engage in higher order problem solving. They recognize PI day each year with a daylong math celebration. Students use technology to show information through graphs, tables, and charts. Teachers use open-ended problems with multiple-path solutions. Problem solving is the focus of math instruction.

Instructional Methods

- **Grade Level Planning Time:** Professional teachers plan instruction collaboratively and share information to support student success.
- **Curriculum Compacting:** Through pre-testing, teachers can better focus on instruction that targets needs and provides enrichment. Through the inclusion of Assessment, Placement and Support (APS) teachers, Kittredge is able to offer a more differentiated curriculum through curriculum compacting.
- **Hands-on, interactive learning in all subject areas.**
- **The use of guest speakers and field trips** to investigate areas of interest in more depth.
- **Trading Stories (Literacy Circles)** Small groups of students discuss literary work in depth. The circles encourage reflection and critical thinking.
- **Cooperative group work.**
- **Vocabulary Instruction.**
- **Academic Competitions:** Science Olympiad, Continental Math League, Knowledge Master Open, Spelling Bee, Geography Bee, Chess Club, MathCounts, PAGE Academic Bowl, Thinking Cap Quiz Bowl, Reading Bowl, Black History Quiz Bowl.
- **Participation in Vocal Music, Art and Instrumental Music.**
- **Use of simulations and role plays,**
- **Journal Writing;** Cutting Edge Science Journals
- **Brain-based learning strategies.**
- **Authentic learning experiences.**
- **Reflective assessment.**
- **Weekly after-school assistance and enrichment sessions.**

Professional Development

Teachers complete a Needs Assessment and Interest Survey each spring before plans for Staff Development are developed for the following school year. The surveys are analyzed by the Kittredge Staff Development Committee along with testing data to pinpoint areas of need and interest for the staff. Research is completed to find best-practice strategies or information to support teachers. Plans are made with the goal of improving student achievement, more effective delivery of the curriculum and expansion of student experiences. Teachers have recently received training in working with the underachieving student, Parents as Partners, brain-based learning strategies and technology to support classroom learning. Professional book study groups have been created. Periodic curriculum updates include information on DeKalb's numeracy and literacy initiatives. Teachers are trained in techniques to develop better student writers.

Teachers meet weekly to discuss student concerns, plan cross-curricular activities and projects, and problem-solve to meet school and student needs. These meetings encourage constant "action research" with a positive impact on student learning and the creation of a positive school environment.

Technology has been a constant staff development theme for the past three years at Kittredge. State required technology training has taken place on-site. Kittredge "experts" have provided modeling, demonstrations, and training on staff selected technology topics. This has increased the use of computers, digital cameras and various software programs as teachers infuse their curriculum with technology instruction.

Annual attendance at professional conferences and workshops are a part of the professional growth of our teachers. We encourage participation in conferences for the professional sessions as well as the networking opportunities teachers will have to share ideas with teachers from other schools.

Georgia Criterion-References Competency Test (CRCT)

Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education

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

Grade 4 Math	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	360	362	363	358
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level 11 and above	98%	100%	100%	99%
Exceeds Standards Level III	67%	71%	68%	68%
Number of students tested	132	129	117	156
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1. Economically Disadvantaged				
Does not meet standards Level 1 and above	100%	Not Available	Not Available	Not Available
Meet Standards Level 11 and above	86%	Not Available	Not Available	Not Available
Exceeds Standards Level III	89%	Not Available	Not Available	Not Available
2. African American				
Does not meet standards Level 1 and above	100%	100%	100%	Not Available
Meet standards Level II and above	93%	100%	100%	Not Available
Exceeds Standards Level III	41%	57%	48%	Not Available
3. White				
Does not meet standards Level 1 and above	100%	100%	100%	Not Available
Meet Standards Level II and above	100%	100%	100%	Not Available
Exceeds Standards Level III	78%	83%	73%	Not Available
State scores total	319	314	312	309
Does not Meet Standards Level I and above	100%	100%	100%	100%
Meet Standards Level II and above	71%	66%	63%	62%
Exceeds Standards Level III	19%	13%	12%	11%

Georgia Criterion-References Competency Test (CRCT)

Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education

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

Grade 4 English - LA	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	355	359	366	370
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level 11 and above	100%	100%	100%	100%
Exceeds Standards Level III	65%	70%	75%	83%
Number of students tested	132	129	117	156
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1 Economically Disadvantaged				
Does not meet standards Level I and above	100%	NA	NA	NA
Meets Standards Level II and above	100%	NA	NA	NA
Exceeds Standards Level III	41%	NA	NA	NA
2. African-American				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	61%	57%	70%	NA
3. White				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	65%	78%	70%	NA
State scores total	322	321	320	317
Does not Meet Standards Level I	100%	100%	100%	100%
Meet Standards Level II	74%	77%	74%	71%
Exceeds Standards Level III	15%	15%	16%	16%

Georgia Criterion-References Competency Test (CRCT)

Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education

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

Grade 4 Reading	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	396	396	395	396
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level II and above	100%	100%	100%	100%
Exceeds Standards Level III	94%	93%	95%	94%
Number of students tested	132	129	117	156
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1. Economically Disadvantaged				
Does not meet standards Level I and above	100%	NA	NA	NA
Meets Standards Level II and above	100%	NA	NA	NA
Exceeds Standards Level III	86%	NA	NA	NA
2. African American				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	93%	96%	91%	NA
3. White				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets standards Level II and above	100%	100%	100%	NA
Exceeds standards Level III and above	93%	95%	96%	NA
State scores total	339	339	330	319
Does not Meet Standards Level I	100%	100%	100%	100%
Meet Standards Level II	80%	79%	74%	65%
Exceeds Standards Level III	44%	38%	32%	28%

Georgia Criterion-References Competency Test (CRCT)

Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education

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

Grade 6 Math	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	382	374	362	373
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level II and above	100%	99%	99%	100%
Exceeds Standards Level III	94%	88%	70%	80%
Number of students tested	141	141	141	148
Percent of total students tested	100%	100%	99%	97%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1. Economically Disadvantaged				
Does not meet standards Level I and above	Information	Is not available for	this subgroup.	
Meets standards Level II and above				
Exceeds standards Level III				
II. African American				
Does not meet standards Level I and above	100%	97%	100%	NA
Meets standards Level II and above	100%	97%	100%	NA
Exceeds Standards Level III	89%	78%	92%	NA
III. White				
Does not meet standards Level I and above	100%	100%	98%	NA
Meets standards Level II and above	100%	100%	98%	NA
Exceeds standards Level III	94%	91%	74%	NA
State scores total	321	319	317	316
Does not Meet Standards Level I and above	100%	100%	100%	100%
Meet Standards Level II and above	70%	69%	69%	66%
Exceeds Standards Level III	25%	21%	17%	17%

Georgia Criterion-References Competency Test (CRCT)

Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education

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

Grade 6 English - Language Arts	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	363	381	368	364
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level 11 and above	100%	100%	100%	100%
Exceeds Standards Level III	77%	81%	80%	74%
Number of students tested	141	141	142	151
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1. Economically Disadvantaged	Information	Is not		
Does not meet standards Level I and above			Available for	This group.
Meets Standards Level II and above				
Exceeds Standards				
2. African American				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III and above	68%	66%	78%	NA
3. White				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	76%	91%	78%	NA
State scores total	316	317	314	310
Does not Meet Standards Level I	100%	100%	100%	100%
Meet Standards Level II	68%	67%	64%	66%
Exceeds Standards Level III	20%	21%	17%	16%

Georgia Criterion-References Competency Test (CRCT)
Edition/publication year 2000, 2001, 2002, 2003 Publisher Georgia Department of Education
What groups were excluded from testing? Why, and how were they assessed? None

Grade 6 Reading	April, 2003	April, 2002	April, 2001	April, 2000
School scores total	411	413	393	383
Does not meet standards Level I and above	100%	100%	100%	100%
Meet Standards Level 11 and above	100%	100%	100%	100%
Exceeds Standards Level III	99%	98%	94%	91%
Number of students tested	141	141	142	152
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Subgroup Scores				
1. Economically Disadvantaged	Information	Is not		
Does not meet standards Level I and above		Available for	This group.	
Meets Standards Level II and above				
Exceeds Standards Level III				
2. African American				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	100%	94%	92%	NA
3. White				
Does not meet standards Level I and above	100%	100%	100%	NA
Meets Standards Level II and above	100%	100%	100%	NA
Exceeds Standards Level III	99%	99%	94%	NA
State scores total	342	335	331	325
Does not Meet Standards Level I	100%	100%	100%	100%
Meet Standards Level II	82%	80%	77%	71%
Exceeds Standards Level III	46%	41%	35%	32%

Results for Iowa Test of Basic Skills

Grade: 5

Test: Iowa Test of Basic Skills

Edition: Form K (1998-2001) Form A (2003)

Norms 3/24/92

Publisher: Riverside Publishing

School year	2003	2001	2000	1999	1998
Testing month	May	March	March	March	March
School Scores					
Total Math	93%	91%	93%	92%	92%
Reading Comprehension	89%	88%	88%	85%	86%
Number of students tested	132	131	154	153	154
Percent Tested	100%	100%	100%	100%	100%

All students were tested unless absent. Test was not administered in 2001-02.