

REVISED 4-12-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

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

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

School Mailing Address: 3414 Drawdy Street
(If address is P.O. Box, also include street address)

Patterson Georgia 31557-0006
City State Zip Code+4 (9 digits total)

County Pierce School Code Number* 4050

Telephone (912) 647-5373 Fax (912) 647-5523

Website/URL pes@pierce.k12.ga.us E-mail: sjsmith@pierce.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* Dr. Joy Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pierce County Tel. (912) 449-2044

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Mark Dixon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$6,371.78
- Average State Per Pupil Expenditure: \$7,261.37

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. 4 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	21	19	40	7			
K	38	45	83	8			
1	35	38	73	9			
2	42	27	69	10			
3	28	40	68	11			
4	34	34	68	12			
5	41	37	78	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							479

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 85 | % White |
| 9 | % Black or African American |
| 6 | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	479
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 6 %
25 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 40 %
 Total number students who qualify: 193

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: $\frac{16}{79}$ % 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>0</u>
Classroom teachers	<u>26</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u> </u>
Support staff	<u>13</u>	<u> </u>
Total number	<u>59</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 19:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	94.79%	95.34%	95.02%	94.87%
Daily teacher attendance	96%	97%	95%	96%	95%
Teacher turnover rate	11%	14%	9%	12%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Located in rural Southeast Georgia, Patterson Elementary School is one of two elementary schools in the Pierce County School District. Since 1982 Patterson Elementary School has been providing students with a quality education. The faculty and staff strive to meet the individual needs of all students through unique strategies and programs that provide a strong foundation for learning. In 2001, PES was fully accredited by the Southern Association of Colleges and Schools. For the 2004-2005 school year our school has been recognized as a Distinguished Title I School and as a Georgia School of Excellence.

The school houses 486 students in grades pre-kindergarten through fifth grade. Approximately 87 percent of its students are white, with 11 percent African American and two percent Hispanic. About a third of its students (31%) live in a single guardian home. Due to a significant population of students who receive free or reduced-price lunch, Patterson Elementary was identified as a school-wide Title I school in 1996. This created an organization to restructure the distribution of school resources such as staff, space and time.

To meet the diverse needs of all students, the teachers of Patterson Elementary have implemented a number of programs, including inclusion for Special Education students in grade 3-5, parallel-block scheduling for grades 3-5, the Early Intervention Program, Reading Recovery, and an after-school tutoring program.

Patterson Elementary offers a wide range of instructional programs for students in all core academic areas – Reading/Language Arts, Mathematics, Science/Health, and Social Studies. The courses are taught by highly qualified teachers who work and collaborate with team members to plan for effective instruction that ultimately leads to improved student achievement. Our curriculum is aligned with the current Quality Core Curriculum (QCC) standards.

Patterson Elementary School’s mission is “to provide unique instructional practices that will enable students to become lifelong learners.” With our mission in mind, we strive to incorporate programs and strategies that enhance our students’ achievements. We have utilized several strategies and programs successfully. These include the Everyday Math program in grades K-5, Learning-Focused strategies, and small group guided reading instruction in grades K-5. After school programs such as our Science Club and Drama Club encourage our students to go above and beyond the norm.

The use of assessment as a tool for learning has become a focal point for our teachers. Benchmark assessments are used school-wide at the end of each six weeks to help the teachers plan for acceleration, instruction, and remediation.

Students at Patterson Elementary have several opportunities to participate in extra curricular activities. The student council sponsors a community food drive to promote community involvement and sponsors fundraisers school-wide to support the Southeast Cancer Unit. Activities include chorus, Science Olympiad, W.P.E.S. Broadcast, Fall Festival, Exceptional Children’s Day, Jump Rope for Heart, Field Day, CRCT Celebration, and the P.E.S. Talent Show. Volunteer Luncheons, Doughnuts for Dad, Mother’s Day Tea, and Breakfast with Grandparents are other activities that honor and recognize the school’s stakeholders.

Parental and community support is the foundation of PES. The school promotes community involvement by providing opportunities for community and parent volunteers to mentor students. Our staff believes that parent and community members are valuable resources to be utilized to the fullest extent in the teaching/learning process. Our open-door policy to the community and parents fosters a sense of family felt by all. Our annual Fall Festival and Patterson Proud Week are highly anticipated events that offer our “family” an opportunity to come together.

Our school has been a member of the Professional League of Schools in conjunction with the University of Georgia since 1990. Through this program we have had access to new and innovative opportunities for our school. We have also become involved in self-governance through an ESP (Excellent School Program) team. This ESP team includes representatives from all facets of our school. Monthly meetings and yearly round table discussions offer us the opportunity to discuss our managerial concerns and brainstorm for solutions. With this site-based management program, the entire staff has ownership in the life of Patterson Elementary School.

These unique approaches and programs mentioned above afforded us visible gains in student achievement. We are “Patterson Proud” and recognize the road to excellence as an ongoing process.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school's assessment results.

Patterson Elementary assesses student performance through a variety of measures. The school, in accordance with state and district requirements, administers both norm-referenced tests and criterion-referenced tests to students in various grades. Criterion-referenced tests administered include the Georgia Kindergarten Assessment Program (GKAP), Georgia Criterion-Referenced Competency Test (GCRCT), Third Grade Writing Assessment, and Fifth Grade Writing Assessment. The Iowa Test of Basic Skills (ITBS) is the norm-referenced test used to evaluate student performance.

The GKAP is administered three times each year to all kindergarten students. The test measures students' literacy and math skills, as well as their social/emotional development. Kindergarten teachers use the fall data to determine the level of readiness for kindergarten. The winter administration of the test is used to measure academic growth, and the spring administration measures students' readiness for first grade. An analysis of the past three years of test data indicates that the majority of the students are ready to enter first grade.

The Third and Fifth Grade Writing Assessment evaluates students' developmental writing abilities. Third grade teachers collect samples of students' writing throughout the school year. These samples are then scored by using state provided guidelines and ranked in one of six developmental writing stages. The Fifth Grade Writing Assessment evaluates students' responses to individually assigned prompts. Implementing a standardized scoring system, trained personnel evaluate and score the papers using the same developmental writing stages as used with the third graders. An analysis of the results indicate that third grade students consistently perform within stages two through five, while fifth grade students performed within stages three through six, which is within the average to above average range.

In 2000, Georgia schools began to test students' knowledge of the Georgia Quality Core Curriculum (QCC) by administering the Georgia Criterion-Referenced Competency Test (CRCT). In spring 2000 and 2001, only fourth grade students participated in the testing. In 2002 and 2004, first through fifth graders took the test. Based on the standards, students' scores are placed in one of three categories for each content area tested: **Does not meet standards (below 300)**, **Meets Standards (300-349)**, and **Exceeds Standards (at or above 350)**. Based on the test scores of fourth grade students, there continues to be an increase in the percentage of students who meet and exceed standards in reading and math. Three years of test data indicate a significant increase in the percentage of African-American students and students with disabilities meeting or exceeding standards in reading and math. The data indicate that the economically disadvantaged students scored better than African-American students and students with disabilities in reading and math. Information concerning state assessments was retrieved from the Georgia Department of Education School Report Card at <http://reportcard.gaosa.org>.

As mandated by the state, third and fifth grade students were administered the ITBS. However, first through third grade students participated in the testing in spring 2001. The norm-referenced test was used to assess student achievement.

2. How the school uses assessment data to understand and improve student and school performance.

Patterson Elementary uses test data to improve classroom instruction, to measure student progress, and to improve the overall performance of students and the school. At the beginning of each school year, teachers review students' test results from state and district assessments. The scores are used to identify areas of strengths and weaknesses in reading and math, to determine eligibility for intervention and special programs, and to help teachers plan and provide effective instruction. Assessment data is also used to evaluate the curriculum, teaching methods and student progress and performance.

At the beginning of each school year, teachers administer STAR and Lexia, computerized diagnostic reading assessments, to measure students' reading ability. The tests are given two to three more times during the school year to monitor students' progress. Teachers also administer STAR Math to measure students' math ability. Teachers use the data to plan and implement strategies to help students improve in the identified areas of improvement. Teachers meet regularly to identify specific areas of improvement in reading and math skills as a grade level, as well as individual classes. Data is used to help grade levels identify grade level goals in reading and math. Through teacher collaboration, assessment data is used to develop the school improvement action plan and school wide goals. The school improvement team meets regularly to monitor and evaluate student progress and to measure the progress and to discern current trends in education. Teachers and administrators use data to assist parents in understanding their child's academic performance, as well as their strengths and weaknesses. Teachers also use test data during parent-teacher conferences to show parents how their students are progressing in specific content areas.

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

Patterson Elementary uses a variety of traditional and non-traditional methods to inform parents and students of student progress and performance. In addition to issuing progress reports and report cards, there are several methods used to communicate student performance. Weekly newsletters are sent by all teachers. The school's website is readily available with information for the stakeholders to utilize. Students are informed by means of WPES with our televised morning announcements and through the display of student work throughout the school. Monthly school council meetings, PTO meetings, parent nights, parent conferences, and publication of school information in the local newspapers enable teachers to keep the parents and the community abreast of what is happening at Patterson Elementary. Presentations on relevant topics at Board of Education meetings, Chamber of Commerce meetings, and Exchange Club luncheons enable the school to maintain the public's awareness of student progress and performance. These various methods along with verbal communication between the teachers, students, parents, and community members play an important role in keeping every stakeholder informed.

4. How Patterson Elementary shares its successes with other schools.

Patterson Elementary shares its successes with other schools through a variety of methods. School administrators present the success of the school during monthly board meetings. In addition to monthly board meetings, the district shares schools' successes in the district newsletter. Patterson Elementary publishes its successes in the local newspapers, on the school's website, as well as on the Georgia Department of Education's website. School and district administrators' meetings give the administration an opportunity to share with leaders from other schools. Pre- and post planning meetings are times when colleagues can collaborate with each other on successes within their own schools. Our open-door policy welcomes other schools to visit and observe teachers implementing the curriculum and best practices. In addition to the methods described, Patterson Elementary will share its school's successes with other schools through *PAGE One*, a quarterly magazine of the Professional Association of Georgia Educators.

PART V – CURRICULUM AND INSTRUCTION

Patterson's curriculum is aligned with the Georgia Quality Core Curriculum (QCC) and the Pierce County School district's goals and improvement plan. The adopted school curriculum adopted helps to maintain high academic standards while aligning with the vision and mission of the school. The curriculum supports best practices and student achievement. The curriculum allows students to engage in research-based and best practices for improving student achievement. The school's curriculum focuses on student active engagement in the learning process that encourages and improves student learning.

The Language Arts and Mathematics curriculum drives instruction in other content areas. Our goal is to provide quality instruction in reading and math to develop skills that will help students become life long learners. Language Arts and math skills are integrated in our Science and Social Studies curriculum. In

grades kindergarten through second, Harcourt Brace is the adopted language arts curriculum. In grades three through five, Macmillan/McGraw-Hill is the adopted curriculum. To align with the school's mission and vision and to emphasize critical thinking skills, hands-on activities, and real-life application, the school implemented the Everyday Mathematics curriculum.

Our social studies and science curriculum is based on the Harcourt Brace series. In addition to the science series, the science curriculum is enhanced through involvement with discovery kits and portable exhibits sponsored by the Project Sense project of Georgia Southern University. Trained teachers transform classrooms into mini-laboratories where students can gain a deeper understanding of science principles that correlated with the state standards.

The school-wide writing program is Project W.R.I.T.E. This program is used to implement the writing process and journal writing. The writing program has been enhanced with other writing strategies from Power Writing and Learning-Focused Writing. The school participates in the Young Authors' Writing Contest. The competition recognizes exemplary writings of students in grades one through five.

Character Education is an important part of our curriculum. This is a program to motivate, encourage, and reward students who exemplify morals, values, and integrity. During the year students are taught various character qualities. The character education WOW (word of the week) is also part of the W.P.E.S. news program each morning. Puppet skits and stories are used to teach and reinforce a character word each week. Students are rewarded for showing these qualities each six weeks, at the end of the year, and periodically when caught demonstrating good character.

Enrichment projects are used to demonstrate students' knowledge and deepen their understanding across the curriculum. Enrichment activities include spelling bees, writing and poster contests, plays and musicals, music and art classes, Science Olympiad, Science Club, Election Day, Drama Club, manipulative exploration projects, and game show facts reviews. To introduce students to Spanish, labels are posted around the school written in both English and Spanish. During the televised morning announcements, students show, say and spell basic Spanish words each day. Physical education classes develop students' motor skills and physical fitness.

2. Patterson Elementary's Reading Curriculum

Patterson's reading program is one part of a comprehensive language arts program. The school uses the district's adopted series that addresses the various levels of instruction. The series also correlates with best practices that have been researched to improve student learning. Kindergarten through second grade uses Harcourt Brace, while grades three through five use Macmillan/McGraw-Hill. Both series include an anthology and leveled book sets for small group instruction and a strong assessment component that assists teachers in tracking and monitoring student progress. Kindergarten teachers also use Saxon-Phonics to increase phonemic awareness. In 2003-2004, Learning-Focused strategies were implemented as part of the school's initiative to improve student achievement.

Reading Recovery® continues to be a strong early intervention program that addresses the reading skills of low achieving first grade students. Reading Recovery® teachers also provide small group instruction through literacy groups for grades one, two, four, and five. A state-wide Early Intervention Program for reading is also a part of the reading curriculum. The Wee-Deliver Postal Service promotes letter writing across all grade levels.

All students take the Standardized Test to Assess Reading (STAR) at least three times each school year. The test assesses students' comprehension levels and determines their grade equivalencies in reading prior to participation in the Accelerated Reader (AR) Program. The program is designed to develop comprehension skills. The computer lab is available to all students. The lab allows students to utilize the A+ Learning System, a computer program that enables students to practice skills independently at their own pace.

The reading program implemented at Patterson Elementary is based on the concept that students need a strong phonics base to be successful readers, need to be exposed to good literature, need to be assessed on a regular basis, and need individualized instruction in order to maintain a proficient reading level.

3. Curriculum Area of Choice and how it relates to essential skills and knowledge based on the school's mission.

Patterson's mission is to provide unique instructional practices that will enable students to become lifelong learners. To align our curriculum with the vision and mission of our school, we adopted the scientifically research based Everyday Mathematics curriculum. This curriculum has afforded our students with a broad background and meaningful experiences in math. Within the content of the math curriculum, emphasis is placed on developing critical thinking skills by using a problem solving approach based on everyday situations. Everyday Mathematics provides frequent practice of basic skills through ongoing reviews and mathematical games, allows for regular revisits of topics to ensure understanding of the concepts, and provides students with opportunities to apply their basic fact skills to geometry, measurement and algebra. The continual increase in our math test scores is an indication as to how the math curriculum supports and reinforces the mission and vision of the school.

In addition to Everyday Mathematics, students in grades one through five practice basic math facts weekly. The development and implementation of "Mastery of Math Facts" was designed to increase students' mastery of basic math facts. Based on the analysis of test data, teachers at each grade level establish certain guidelines and criteria for each grade level to measure students' mastery of basic math facts.

4. Instructional Methods to Improve Student Achievement

Patterson Elementary employs a variety of strategies to assist in improving student achievement. Teachers initially provide individual assistance and consult with parents and other teachers to develop a plan leading to greater success. Small group instruction, whole group instruction, and Learning-Focused strategies are some of the strategies used to improve student learning. Students are actively engaged in learning through the use of manipulatives and hands-on activities.

A parallel-block scheduling model is being utilized in third and fourth grades. The extension lab teacher integrates reading and writing through the science curriculum. Students are provided opportunities to work with hands-on science modules as well as having access to multimedia computers with Internet access. This module allows homeroom teachers to provide accelerated and remedial instruction in a small group setting on a daily basis.

Extended learning is another method the school uses to improve student learning. Three weeks prior to the administration of the CRCT, the instructional lead teacher and the principal teach reading skills to third grade students who are at risk of scoring below standards on the reading portion of the CRCT. Other extended learning opportunities include morning tutoring two days each week for fifth grade students who continue to struggle in reading and math. The school also offers after school services in order to improve student learning. Students receive specific instruction in reading and math skills identified by the classroom teachers.

The entire school works collaboratively to improve student learning. One day each week, the gifted teacher provides small group math instruction to fifth grade students. Two days each week, special education and Reading Recovery teachers implement a parallel block schedule in fifth grade by taking half of a class to the computer lab to practice skills using the A+ Learning Systems, while the other half of the class remains in the classroom to receive acceleration and remediation.

Patterson works in conjunction with the high school to host high school students who are interested in becoming educators. Students work closely with teachers and students by providing additional small

group and one-on-one instruction to struggling students. Patterson is committed to using a variety of instructional methods to meet the instructional needs of all students.

5. Professional development and its impact on improving student achievement.

The professional development program at Patterson Elementary incorporates on-site and off-site professional growth activities. Professional development is a continuum of learning experiences designed to enhance teaching and increase student learning. Teachers participate in professional development activities offered through the Georgia Department of Education, Okefenokee RESA, and on-site activities developed by the instructional lead teacher and teachers who specialize in specific content areas.

As a means to analyze the instructional and organizational effectiveness of the school, faculty members completed a “Needs Assessment” survey to identify professional development activities to improve classroom instruction. The “What Works in School” survey provided valuable information that affected the instructional structure and organization of student learning. Professional development activities which were conducted and are on-going include: Learning-Focused strategies, Assessment for Learning, Differentiated Instruction, Performance-Based Assessments, and analyzing data.

Book studies and exploration of best practices are also shared at faculty meetings and grade level meetings. Several faculty members have pursued higher degrees to become more knowledgeable of best practices for improving student achievement. One faculty member is National Board Certified. Continual collaboration among teachers during faculty and grade level meetings, as well as professional workshops, contributes to improved student achievement, along with an improved professional community.

Subject: READING
Grade: 1ST

Test: Criterion Referenced Competency Test (CRCT)
Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	4		2	
% Meets Standard	96		98	
% Exceeds Standard	79		63	
Number of Students Tested	71		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		1	
Percent of students alternatively assessed	0		1.5	
SUBGROUP SCORES				
1. Black Students	Too Few			
% Did Not Meet Standard			0	
% Meets Standard			100	
% Exceeds Standard			30	
Number of students tested			10	
2. White Students				
% Did Not Meet Standard	5		0	
% Meets Standard	95		100	
% Exceeds Standard	80		77	
Number of students tested	61		47	
3. Students with Disabilities			Too Few	
% Did Not Meet Standard	18			
% Meets Standard	84			
% Exceeds Standard	53			
Number of students tested	17			
4. Students without Disabilities				
% Did Not Meet Standard	0		2	
% Meets Standard	100		98	
% Exceeds Standard	87		66	
Number of students tested	53		56	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	7			
% Meets Standard	93			
% Exceeds Standard	77			
Number of students tested	43			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	0			
% Meets Standard	100			
% Exceeds Standard	82			
Number of students tested	28			

STATE SCORES				
% Did Not Meet Standard	8		14	
% Meets Standard	92		86	
% Exceeds Standard	47		43	

Subject: ENGLISH/LANG. ARTS **Test: Criterion Referenced Competency Test (CRCT)**
Grade: 1ST **Edition/Publication Year: 2000** **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	6		3	
% Meets Standard	94		97	
% Exceeds Standard	73		65	
Number of Students Tested	71		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		1	
Percent of students alternatively assessed	0		1.5	
SUBGROUP SCORES				
1. Black Students	Too Few			
% Did Not Meet Standard			0	
% Meets Standard			100	
% Exceeds Standard			40	
Number of students tested			10	
2. White Students				
% Did Not Meet Standard	6		2	
% Meets Standard	93		97	
% Exceeds Standard	77		74	
Number of students tested	62		47	
3. Students with Disabilities				
% Did Not Meet Standard	22		Too Few	
% Meets Standard	78			
% Exceeds Standard	50			
Number of students tested	18			
4. Students without Disabilities				
% Did Not Meet Standard	0		2	
% Meets Standard	100		98	
% Exceeds Standard	81		71	
Number of students tested	53		56	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	9			
% Meets Standard	90			
% Exceeds Standard	67			
Number of students tested	43			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	0			
% Meets Standard	100			
% Exceeds Standard	82			
Number of students tested	28			
STATE SCORES				
% Did Not Meet Standard	14		15	
% Meets Standard	86		85	
% Exceeds Standard	38		29	

Subject: MATH
Grade: 1st

Test: Criterion Referenced Competency Test (CRCT)
Edition/Publication Year: 2000 **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	6		5	
% Meets Standard	95		95	
% Exceeds Standard	82		66	
Number of Students Tested	71		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		1	
Percent of students alternatively assessed	0		1.5	
SUBGROUP SCORES				
1. Black Students	Too Few			
% Did Not Meet Standard			0	
% Meets Standard			100	
% Exceeds Standard			30	
Number of students tested			10	
2. White Students				
% Did Not Meet Standard	6		2	
% Meets Standard	94		97	
% Exceeds Standard	84		74	
Number of students tested	62		47	
3. Students with Disabilities				
% Did Not Meet Standard	17		Too Few	
% Meets Standard	83			
% Exceeds Standard	61			
Number of students tested	18			
4. Students without Disabilities				
% Did Not Meet Standard	2		4	
% Meets Standard	98		97	
% Exceeds Standard	89		68	
Number of students tested	53		56	
5. Economically Disadvantaged				
% Did Not Meet Standard	9		No Data	
% Meets Standard	91			
% Exceeds Standard	79			
Number of students tested	43			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	0			
% Meets Standard	100			
% Exceeds Standard	86			
Number of students tested	28			
STATE SCORES				
% Did Not Meet Standard	10		15	
% Meets Standard	90		85	
% Exceeds Standard	40		29	

Subject: READING
Grade: 2nd

Test: Criterion Referenced Competency Test (CRCT)
Edition/Publication Year: 2000 **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
-----------------------	-----------	-----------	-----------	-----------

SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	3		11	
% Meets Standard	97		89	
% Exceeds Standard	69		57	
Number of Students Tested	64		72	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		2	
Percent of students alternatively assessed	0		2.7	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	20			
% Meets Standard	80			
% Exceeds Standard	20			
Number of students tested	10			
2. White Students				
% Did Not Meet Standard	0		8	
% Meets Standard	100		92	
% Exceeds Standard	73		61	
Number of students tested	52		62	
3. Students with Disabilities				
% Did Not Meet Standard	13		29	
% Meets Standard	88		71	
% Exceeds Standard	50		24	
Number of students tested	16		17	
4. Students without Disabilities				
% Did Not Meet Standard	0		6	
% Meets Standard	100		95	
% Exceeds Standard	75		69	
Number of students tested	48		54	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	7			
% Meets Standard	93			
% Exceeds Standard	62			
Number of students tested	29			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	0			
% Meets Standard	100			
% Exceeds Standard	74			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	14		15	
% Meets Standard	85		84	
% Exceeds Standard	50		44	

Subject: ENGLISH/LANG. ARTS

Test: Criterion Referenced Competency Test (CRCT)

Grade: 2nd

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	8		11	
% Meets Standard	93		89	

% Exceeds Standard	42		57	
Number of Students Tested	65		72	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		2	
Percent of students alternatively assessed	0		2.7	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	20			
% Meets Standard	80			
% Exceeds Standard	50			
Number of students tested	10			
2. White Students				
% Did Not Meet Standard	6		10	
% Meets Standard	95		90	
% Exceeds Standard	42		34	
Number of students tested	53		62	
3. Students with Disabilities				
% Did Not Meet Standard	24		29	
% Meets Standard	76		71	
% Exceeds Standard	35		24	
Number of students tested	17		17	
4. Students without Disabilities				
% Did Not Meet Standard	2		6	
% Meets Standard	98		94	
% Exceeds Standard	44		33	
Number of students tested	48		54	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	10			
% Meets Standard	90			
% Exceeds Standard	37			
Number of students tested	30			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	6			
% Meets Standard	95			
% Exceeds Standard	46			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	13		17	
% Meets Standard	86		83	
% Exceeds Standard	34		25	

Subject: MATH

Test: Criterion Referenced Competency Test (CRCT)

Grade: 2nd

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	5		11	
% Meets Standard	95		89	
% Exceeds Standard	49		34	
Number of Students Tested	65		72	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		2	

Percent of students alternatively assessed	0		2.7	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	10			
% Meets Standard	90			
% Exceeds Standard	30			
Number of students tested	10			
2. White Students				
% Did Not Meet Standard	4		10	
% Meets Standard	96		91	
% Exceeds Standard	53		37	
Number of students tested	53		62	
3. Students with Disabilities				
% Did Not Meet Standard	18		35	
% Meets Standard	82		65	
% Exceeds Standard	41		24	
Number of students tested	17		17	
4. Students without Disabilities				
% Did Not Meet Standard	0		4	
% Meets Standard	100		96	
% Exceeds Standard	52		38	
Number of students tested	48		55	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	7			
% Meets Standard	93			
% Exceeds Standard	40			
Number of students tested	30			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	3			
% Meets Standard	97			
% Exceeds Standard	57			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	13		16	
% Meets Standard	87		83	
% Exceeds Standard	32		26	

Subject: READING

Test: Criterion Referenced Competency Test (CRCT)

Grade: 3rd

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	1		12	
% Meets Standard	98		88	
% Exceeds Standard	57		37	
Number of Students Tested	68		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students	Too Few			

% Did Not Meet Standard			9	
% Meets Standard			91	
% Exceeds Standard			9	
Number of students tested			11	
2. White Students				
% Did Not Meet Standard	2		11	
% Meets Standard	99		88	
% Exceeds Standard	64		43	
Number of students tested	55		53	
3. Students with Disabilities				
% Did Not Meet Standard	5		7	
% Meets Standard	95		94	
% Exceeds Standard	35		27	
Number of students tested	20		15	
4. Students without Disabilities				
% Did Not Meet Standard	0		14	
% Meets Standard	100		86	
% Exceeds Standard	67		40	
Number of students tested	48		50	
5. Economically Disadvantaged				
% Did Not Meet Standard	0		No Data	
% Meets Standard	100			
% Exceeds Standard	36			
Number of students tested	33			
6. Not Economically Disadvantaged				
% Did Not Meet Standard	3		No Data	
% Meets Standard	97			
% Exceeds Standard	77			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	10		17	
% Meets Standard	90		84	
% Exceeds Standard	44		39	

Subject: ENGLISH/LANG. ARTS **Test: Criterion Referenced Competency Test (CRCT)**
Grade: 3rd **Edition/Publication Year: 2000** **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	6		12	
% Meets Standard	94		88	
% Exceeds Standard	31		37	
Number of Students Tested	68		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students				
	Too Few			
% Did Not Meet Standard			9	
% Meets Standard			91	
% Exceeds Standard			9	
Number of students tested			11	

2. White Students				
% Did Not Meet Standard	7		13	
% Meets Standard	93		87	
% Exceeds Standard	35		34	
Number of students tested	55		53	
3. Students with Disabilities				
% Did Not Meet Standard	20		27	
% Meets Standard	80		74	
% Exceeds Standard	15		27	
Number of students tested	20		15	
4. Students without Disabilities				
% Did Not Meet Standard	0		12	
% Meets Standard	100		88	
% Exceeds Standard	38		28	
Number of students tested	48		50	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	6			
% Meets Standard	94			
% Exceeds Standard	15			
Number of students tested	33			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	6			
% Meets Standard	95			
% Exceeds Standard	46			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	13		18	
% Meets Standard	87		82	
% Exceeds Standard	28		26	

Subject: MATH

Test: Criterion Referenced Competency Test (CRCT)

Grade: 3rd

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	3		11	
% Meets Standard	97		89	
% Exceeds Standard	47		32	
Number of Students Tested	68		65	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students	Too Few			
% Did Not Meet Standard			27	
% Meets Standard			73	
% Exceeds Standard			9	
Number of students tested			11	
2. White Students				
% Did Not Meet Standard	4		8	
% Meets Standard	96		93	
% Exceeds Standard	51		38	

Number of students tested	55		53	
3. Students with Disabilities				
% Did Not Meet Standard	10		33	
% Meets Standard	90		67	
% Exceeds Standard	25		20	
Number of students tested	20		15	
4. Students without Disabilities				
% Did Not Meet Standard	0		4	
% Meets Standard	100		96	
% Exceeds Standard	56		36	
Number of students tested	48		50	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	3			
% Meets Standard	97			
% Exceeds Standard	27			
Number of students tested	33			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	3			
% Meets Standard	97			
% Exceeds Standard	66			
Number of students tested	35			
STATE SCORES				
% Did Not Meet Standard	11		18	
% Meets Standard	90		82	
% Exceeds Standard	28		23	

Subject: READING

Test: Criterion Referenced Competency Test (CRCT)

Grade: 4th

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
% Did Not Meet Standard	8	14	22	36
% Meets Standard	92	86	78	65
% Exceeds Standard	52	41	41	34
Number of Students Tested	65	64	81	59
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Black Students	Too Few			Too Few
% Did Not Meet Standard		27	42	
% Meets Standard		72	58	
% Exceeds Standard		27	25	
Number of students tested		11	12	
2. White Students				
% Did Not Meet Standard	4	10	20	37
% Meets Standard	97	90	80	64
% Exceeds Standard	54	44	44	37
Number of students tested	56	52	66	49
3. Students with Disabilities				Too Few
% Did Not Meet Standard	10	14	60	
% Meets Standard	90	86	40	
% Exceeds Standard	30	36	13	

Number of students tested	10	14	15	
4. Students without Disabilities				
% Did Not Meet Standard	7	14	14	33
% Meets Standard	92	86	86	66
% Exceeds Standard	56	42	46	39
Number of students tested	55	50	65	51
5. Economically Disadvantaged			No Data	No Data
% Did Not Meet Standard	11	14		
% Meets Standard	89	86		
% Exceeds Standard	37	31		
Number of students tested	27	29		
6. Not Economically Disadvantaged			No data	No Data
% Did Not Meet Standard	5	14		
% Meets Standard	95	86		
% Exceeds Standard	63	49		
Number of students tested	38	35		
STATE SCORES				
% Did Not Meet Standard	22	20	20	26
% Meets Standard	79	80	79	74
% Exceeds Standard	42	44	38	32

Subject: ENGLISH/LANG. ARTS **Test: Criterion Referenced Competency Test (CRCT)**
Grade: 4th **Edition/Publication Year: 2000** **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
% Did Not Meet Standard	8	23	30	32
% Meets Standard	92	77	69	67
% Exceeds Standard	37	16	18	20
Number of Students Tested	65	64	82	59
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Black Students	Too Few			Too Few
% Did Not Meet Standard		27	42	
% Meets Standard		73	59	
% Exceeds Standard		9	17	
Number of students tested		11	12	
2. White Students				
% Did Not Meet Standard	5	21	28	33
% Meets Standard	94	79	71	67
% Exceeds Standard	39	17	19	24
Number of students tested	56	52	67	49
3. Students with Disabilities				Too Few
% Did Not Meet Standard	20	36	67	
% Meets Standard	80	64	34	
% Exceeds Standard	10	7	7	
Number of students tested	10	14	15	
4. Students without Disabilities				
% Did Not Meet Standard	5	20	23	29
% Meets Standard	95	80	77	71

% Exceeds Standard	42	18	21	24
Number of students tested	55	50	66	51
5. Economically Disadvantaged			No Data	No Data
% Did Not Meet Standard	11	28		
% Meets Standard	89	73		
% Exceeds Standard	19	14		
Number of students tested	27	29		
6. Not Economically Disadvantaged			No Data	No Data
% Did Not Meet Standard	5	20		
% Meets Standard	90	80		
% Exceeds Standard	50	17		
Number of students tested	38	35		
STATE SCORES				
% Did Not Meet Standard	16	22	23	26
% Meets Standard	84	78	77	74
% Exceeds Standard	27	18	15	16

Subject: MATH

Test: Criterion Referenced Competency Test (CRCT)

Grade: 4th

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
% Did Not Meet Standard	12	19	41	46
% Meets Standard	88	81	58	54
% Exceeds Standard	20	22	12	3
Number of Students Tested	65	64	82	59
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Black Students	Too Few			Too Few
% Did Not Meet Standard		36	50	
% Meets Standard		63	50	
% Exceeds Standard		18	0	
Number of students tested		11	12	
2. White Students				
% Did Not Meet Standard	11	15	39	49
% Meets Standard	89	85	61	51
% Exceeds Standard	21	23	15	4
Number of students tested	56	52	67	49
3. Students with Disabilities				Too Few
% Did Not Meet Standard	50	36	67	
% Meets Standard	50	64	33	
% Exceeds Standard	10	21	0	
Number of students tested	10	14	15	
4. Students without Disabilities				
% Did Not Meet Standard	5	14	36	39
% Meets Standard	95	86	63	61
% Exceeds Standard	22	22	15	4
Number of students tested	55	50	66	51
5. Economically Disadvantaged			No Data	No Data
% Did Not Meet Standard	19	24		

% Meets Standard	82	76		
% Exceeds Standard	4	21		
Number of students tested	27	29		
6. Not Economically Disadvantaged			No Data	No Data
% Did Not Meet Standard	8	14		
% Meets Standard	93	86		
% Exceeds Standard	32	23		
Number of students tested	38	35		
STATE SCORES				
% Did Not Meet Standard	24	26	34	38
% Meets Standard	76	74	66	63
% Exceeds Standard	18	19	13	12

Subject: READING

Test: Criterion Referenced Competency Test (CRCT)

Grade: 5th

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	15		30	
% Meets Standard	84		70	
% Exceeds Standard	26		26	
Number of Students Tested	65		61	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	36			
% Meets Standard	64			
% Exceeds Standard	9			
Number of students tested	11			
2. White Students				
% Did Not Meet Standard	12		20	
% Meets Standard	89		80	
% Exceeds Standard	31		33	
Number of students tested	52		45	
3. Students with Disabilities			Too Few	
% Did Not Meet Standard	25			
% Meets Standard	75			
% Exceeds Standard	25			
Number of students tested	12			
4. Students without Disabilities				
% Did Not Meet Standard	13		25	
% Meets Standard	86		75	
% Exceeds Standard	26		29	
Number of students tested	53		52	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	16			
% Meets Standard	84			
% Exceeds Standard	16			
Number of students tested	31			

6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	15			
% Meets Standard	85			
% Exceeds Standard	35			
Number of students tested	34			
STATE SCORES				
% Did Not Meet Standard	15		17	
% Meets Standard	85		82	
% Exceeds Standard	40		33	

Subject: ENGLISH/LANG. ARTS **Test: Criterion Referenced Competency Test (CRCT)**
Grade: 5th **Edition/Publication Year: 2000** **Publisher: GADOE/Riverside**

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES		Test Not Given		Test Not Given
% Did Not Meet Standard	22		33	
% Meets Standard	78		67	
% Exceeds Standard	12		15	
Number of Students Tested	65		61	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	36			
% Meets Standard	64			
% Exceeds Standard	0			
Number of students tested	11			
2. White Students				
% Did Not Meet Standard	19		27	
% Meets Standard	80		74	
% Exceeds Standard	15		16	
Number of students tested	52		45	
3. Students with Disabilities			Too Few	
% Did Not Meet Standard	50			
% Meets Standard	50			
% Exceeds Standard	8			
Number of students tested	12			
4. Students without Disabilities				
% Did Not Meet Standard	15		27	
% Meets Standard	85		73	
% Exceeds Standard	13		15	
Number of students tested	53		52	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	26			
% Meets Standard	75			
% Exceeds Standard	10			
Number of students tested	31			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	18			
% Meets Standard	83			
% Exceeds Standard	15			

Number of students tested	34			
STATE SCORES				
% Did Not Meet Standard	15		21	
% Meets Standard	85		79	
% Exceeds Standard	23		20	

Subject: MATH

Test: Criterion Referenced Competency Test (CRCT)

Grade: 5th

Edition/Publication Year: 2000

Publisher: GADOE/Riverside

Testing Month - April	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
		Test Not Given		Test Not Given
% Did Not Meet Standard	17		31	
% Meets Standard	83		69	
% Exceeds Standard	18		15	
Number of Students Tested	65		61	
Percent of total students tested	100		100	
Number of students alternatively assessed	0		0	
Percent of students alternatively assessed	0		0	
SUBGROUP SCORES				
1. Black Students			Too Few	
% Did Not Meet Standard	36			
% Meets Standard	64			
% Exceeds Standard	0			
Number of students tested	11			
2. White Students				
% Did Not Meet Standard	13		24	
% Meets Standard	86		76	
% Exceeds Standard	23		18	
Number of students tested	52		45	
3. Students with Disabilities			Too Few	
% Did Not Meet Standard	33			
% Meets Standard	67			
% Exceeds Standard	17			
Number of students tested	12			
4. Students without Disabilities				
% Did Not Meet Standard	13		23	
% Meets Standard	87		77	
% Exceeds Standard	19		15	
Number of students tested	53		52	
5. Economically Disadvantaged			No Data	
% Did Not Meet Standard	19			
% Meets Standard	81			
% Exceeds Standard	10			
Number of students tested	31			
6. Not Economically Disadvantaged			No Data	
% Did Not Meet Standard	15			
% Meets Standard	85			
% Exceeds Standard	26			
Number of students tested	34			
STATE SCORES				
% Did Not Meet Standard	17		23	
% Meets Standard	84		77	

% Exceeds Standard	19		19	
--------------------	----	--	----	--

Subject: Reading

Test: Iowa Test of Basic Skills (ITBS)

Grade: 3rd

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____

Scaled scores _____

Percentiles X

Testing Month and Year	2004-2005 September	2003-2004 September
SCHOOL SCORES		
Total Score	No Data	56
Number of Students Tested		71
Percent of total students tested		100
Number of students alternatively assessed		0
Percent of students alternatively assessed		0
SUBGROUP SCORES		
1. Black Students		28
Number of Students Tested		8
2. Hispanic Students		7
Number of Students Tested		34
3. White Students		59
Number of Students Tested		54

Subject: Language

Test: Iowa Test of Basic Skills (ITBS)

Grade: 3rd

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month and Year	2004-2005 September	2003-2004 September
SCHOOL SCORES		
Total Score	72	58
Number of Students Tested	67	71
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Black Students	64	24
Number of Students Tested	8	8
2. Hispanic Students	29	45
Number of Students Tested	4	7
3. White Students	70	60
Number of Students Tested	51	54

Subject: Mathematics

Test: Iowa Test of Basic Skills (ITBS)

Grade: 3rd

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month and Year	2004-2005	2003-2004
------------------------	-----------	-----------

	September	September
SCHOOL SCORES		
Total Score	70	56
Number of Students Tested	67	71
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Black Students	40	21
Number of Students Tested	8	8
2. Hispanic Students	33	45
Number of Students Tested	4	7
3. White Students	73	60
Number of Students Tested	51	54

Subject: Reading

Test: Iowa Test of Basic Skills (ITBS)

Grade: 5th

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month and Year	2004-2005 September	2003-2004 September
SCHOOL SCORES		
Total Score	No Data	58
Number of Students Tested		63

Percent of total students tested		100
Number of students alternatively assessed		0
Percent of students alternatively assessed		0
SUBGROUP SCORES		
1. Black Students		36
Number of Students Tested		11
2. Hispanic Students		-
Number of Students Tested		0
3. White Students		57
Number of Students Tested		51

Subject: Language

Test: Iowa Test of Basic Skills (ITBS)

Grade: 5th

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month and Year	2004-2005 September	2003-2004 September
SCHOOL SCORES		
Total Score	63	51
Number of Students Tested	78	63
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		

1. Black Students	23	36
Number of Students Tested	8	11
2. Hispanic Students	34	-
Number of Students Tested	4	0
3. White Students	60	48
Number of Students Tested	64	51

Subject: Mathematics

Test: Iowa Test of Basic Skills (ITBS)

Grade: 5th

Edition/Publication Year: Form A - 2001

Publisher: Riverside

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month and Year	2004-2005 September	2003-2004 September
SCHOOL SCORES		
Total Score	60	45
Number of Students Tested	78	63
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Black Students	23	28
Number of Students Tested	8	11
2. Hispanic Students	44	-
Number of Students Tested	4	0

3. White Students	55	45
Number of Students Tested	64	51

Subject: Writing

Test: Georgia Curriculum Based Assessment

Grade: 3rd

Edition/Publication Year:

Publisher: GADOE

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month - April	2004	2003	2002	2001	2000
SCHOOL SCORES					
Number of Students with scorable papers	67	58	62	79	59
Percent of total students with scorable papers	100	98.2	96.7	97.5	97
Students with Non-standard Accommodations (scorable and nonscorable)	0	0	0	-	0
DEVELOPMENTAL STAGES					
Stage 1: The Emerging Writer	0	1.7	3.2	5.1	5
Stage 2: The Developing Writer	26.9	22.4	27.4	17.7	30.5
Stage 3: The Focusing Writer	47.8	63.8	50.0	45.6	32
Stage 4: The Experimenting Writer	20.9	10.0	14.5	22.8	28.8
Stage 5: The Engaging Writer	4.5	0	1.6	6.3	0
Stage 6: The Extending Writer	0	0	0	0	0
Percent Not Scorable	0	1.7	3.2	2.5	3.4
SUBGROUP SCORES					

1. Black Students	No Data				
2. White Students	No Data				
3. Students with Disabilities	No Data				
4. Students without Disabilities	No Data				
STATE PERCENTILE SCORES					
Stage 1: The Emerging Writer		5.0	5.5	5.8	5.8
Stage 2: The Developing Writer		16.0	16.9	16.7	16.6
Stage 3: The Focusing Writer		33.2	32	31.6	30.4
Stage 4: The Experimenting Writer		28.3	28.1	27.3	27.5
Stage 5: The Engaging Writer		12.8	12.8	13.2	13.9
Stage 6: The Extending Writer		3.2	3.1	3.5	3.9
Percent Not Scorable		1.6	1.6	1.8	2.0

Subject: Writing

Test: Georgia Curriculum Based Assessment

Grade: 5th

Edition/Publication Year:

Publisher: GADOE

Scores are reported here as: NCEs _____ Scaled scores _____ Percentiles X

Testing Month - January	2004	2003	2002	2001	2000
SCHOOL SCORES					
Number of Students with scorable papers	64	80	53	55	53
Percent of total students with scorable papers	100	98.6	100	100	98.2
Students with Non-standard Accommodations (scorable and nonscorable)	0	0	0	0	0
DEVELOPMENTAL STAGES					
Stage 1: The Emerging Writer	0	0	0	0	0
Stage 2: The Developing Writer	0	0	2	0	1.8
Stage 3: The Focusing Writer	12	11.3	21	5.5	32.7
Stage 4: The Experimenting Writer	31	42.3	48	47.3	41.8
Stage 5: The Engaging Writer	42	23.9	21	38.2	18.2
Stage 6: The Extending Writer	11	21.1	7	9.1	3.6
Percent Not Scorable	0	0	0	0	1.8
SUBGROUP SCORES					
1. Black Students	No Data	No Data		No Data	No Data
Number of Students with scorable papers			8		
Stage 1: The Emerging Writer			0		
Stage 2: The Developing Writer			0		
Stage 3: The Focusing Writer			50		

Stage 4: The Experimenting Writer			38		
Stage 5: The Engaging Writer			12		
Stage 6: The Extending Writer			0		
2. White Students	No Data	No Data		No Data	No Data
Number of Students with scorable papers			45		
Stage 1: The Emerging Writer			0		
Stage 2: The Developing Writer			2		
Stage 3: The Focusing Writer			18		
Stage 4: The Experimenting Writer			49		
Stage 5: The Engaging Writer			22		
Stage 6: The Extending Writer			9		
3. Students with Disabilities	No Data	No Data		No Data	No Data
Number of Students with scorable papers			13		
Stage 1: The Emerging Writer			0		
Stage 2: The Developing Writer			8		
Stage 3: The Focusing Writer			15		
Stage 4: The Experimenting Writer			54		
Stage 5: The Engaging Writer			23		
Stage 6: The Extending Writer			0		
STATE PERCENTILE SCORES					
Stage 1: The Emerging Writer		0.1	0.2	0.2	0.2
Stage 2: The Developing Writer		0.6	0.9	0.9	1.3
Stage 3: The Focusing Writer		7.1	10.6	14.0	16.8
Stage 4: The Experimenting Writer		31.0	36.6	43.1	42.1
Stage 5: The Engaging Writer		39.9	34.8	31.4	29.0
Stage 6: The Extending Writer		20.9	16.1	10.0	10.0
Percent Not Scorable		0.4	0.9	0.5	0.6

Test: Georgia Kindergarten Assessment Program – Revised (GKAP-R)
Grade: Kindergarten

Publisher: GADOE

Testing Month - Spring	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
% Not Ready for 1 st Grade	0	1	0	2
% Ready for 1 st Grade with Extra Assistance	1	4	6	4
% Ready for 1 st Grade	99	94	94	95
Number of Students Tested	70	62	62	55
Percent of total students tested	100	100	100	100
SUBGROUP SCORES				
1. Black Students	No Data	Too Few	Too Few	Too Few
% Not Ready for 1 st Grade				
% Ready for 1 st Grade with Extra Assistance				
% Ready for 1 st Grade				
Number of students tested				
2. White Students	No Data			
% Not Ready for 1 st Grade		2	0	0
% Ready for 1 st Grade with Extra Assistance		3	5	6
% Ready for 1 st Grade		95	95	94
Number of students tested		58	57	51
3. Students with Disabilities	No Data			
% Not Ready for 1 st Grade		6	0	0
% Ready for 1 st Grade with Extra Assistance		13	17	9
% Ready for 1 st Grade		81	83	91
Number of students tested		16	12	11
4. Students without Disabilities	No Data			
% Not Ready for 1 st Grade		0	0	2
% Ready for 1 st Grade with Extra Assistance		2	4	4
% Ready for 1 st Grade		98	96	95
Number of students tested		52	56	55
5. Economically Disadvantaged	No Data		No Data	No Data

% Not Ready for 1 st Grade		3		
% Ready for 1 st Grade with Extra Assistance		8		
% Ready for 1 st Grade		90		
Number of students tested		39		
6. Not Economically Disadvantaged	No Data		No Data	No Data
% Not Ready for 1 st Grade		0		
% Ready for 1 st Grade with Extra Assistance		0		
% Ready for 1 st Grade		100		
Number of students tested		29		