

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Rita Bradley

Official School Name Freedom Park Elementary School

School Mailing Address 345 42nd Street, Building 43400

Fort Gordon _____ GA _____ 30905

County Richmond State School Code Number 0103

Telephone (706) 796-8428

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Website/URL www.freedompark.rcboe.org E-mail bradlri@boe.richmond.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 Mr. James Thompson

District Name Richmond County School System Tel. (706) 826-1000

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 Mr. Jimmy Atkins

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.

School Board 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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school years.
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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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: 37 Elementary schools
 10 Middle schools
 0 Junior high schools
 10 High schools
 3 Other
 60 TOTAL
2. District Per Pupil Expenditure: \$6455
 Average State Per Pupil Expenditure: \$7426

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. 5 Number of years the principal has been in her/his position at this school.
NA 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	12	8	20	7	NA	NA	NA
K	60	37	97	8	NA	NA	NA
1	43	34	77	9	NA	NA	NA
2	30	48	78	10	NA	NA	NA
3	37	36	73	11	NA	NA	NA
4	36	28	64	12	NA	NA	NA
5	28	25	53	Other	3	2	5
6	25	10	35				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							502

6. Racial/ethnic composition of the school: 42 % White
45 % Black or African American
10 % Hispanic or Latino
3 % Asian/Pacific Islander
NA % 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: 35 %

[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	92
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	84
(3)	Total of all transferred students [sum of rows (1) and (2)]	176
(4)	Total number of students in the school as of October 1	502
(5)	Total transferred students in row (3) divided by total students in row (4)	.35
(6)	Amount in row (5) multiplied by 100	35

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

Number of languages represented: 0
Specify languages: NA

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 229

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: 13 %
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>29</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>13</u>	<u>3</u>
Total number	<u>65</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	96%	95%
Daily teacher attendance	85%	NA	NA	NA	NA
Teacher turnover rate	* 32%	15%	21%	12%	6%

*Teacher Retirement and Middle Grades Certification (resulting in teachers not being Highly Qualified at the elementary level) resulting in higher teacher turn-over.

PART III - SUMMARY

Freedom Park Elementary, a state-recognized Distinguished School (Adequate Yearly progress the past five years) and Gold Award recipient (greatest gains in academic achievement in 2004-05 and 2005-06), is an accredited Richmond County public school located on Fort Gordon's military base. It was established in 2002 to accommodate students previously zoned for Terrace Manor Elementary School in 2001. Freedom Park is unique in two aspects. Only students living on Fort Gordon military installation are permitted to attend Freedom Park School and our school grade make-up now extends pre-kindergarten through sixth grade. Student enrollment fluctuates due to the transient nature of the community. The current student enrollment is 502.

The mission of Freedom Park is "to work together to create a safe and nurturing environment where all students are challenged to become lifelong learners and productive citizens." The beliefs are:

- All students can learn
- We should use a variety of instructional strategies to support different learning styles.
- Student learning must be promoted in a safe and secure environment.
- Teachers, administrators, parents, and the community share responsibility for educating all students.
- Students provided with a solid academic foundation will become self-directed learners.
- Students who are guided in the area of character development become confident, competent members of society.
- Technology is an integral part of the school's instructional program.

Our student population reflects the wonderful diversity of our community. We serve children who have lived all over the world along with children who have very special educational needs. Our educational program acknowledges this diversity and the staff incorporates this knowledge into the curriculum and instructional plan. Teachers use a variety of strategies, including differentiated instruction and research based best practices to address the diverse needs of the students. The Special Education staff serves Students With Disabilities in the least restrictive environment (inclusion to resource). Our school day is designed with blocks of uninterrupted instructional time to accommodate our language arts and math programs. Teachers monitor student progress through various forms of, and frequent assessment. We are flexible in accommodating the needs of ALL children.

Students are recommended for screening for our district's gifted and talented program using the Otis-Lennon School Ability Test results, teacher and/or parent recommendation. Our students who qualify for this program participate in an accelerated program one full school day per week. Students receive instruction and participate in enrichment projects and activities that are integrated across the curriculum.

Other supportive instructional programs include the Early Intervention Program (EIP) for grades K-5th. EIP students are identified through the previous year's CRCT scores in Reading/Math (scores indicating non-mastery of state standards) and teacher recommendations based on classroom performance.

Our school day begins with school-wide "Brain Gym" - research based exercises that increase brain function. We extend our learning day through the After School Academy program. ASA is offered three days a week, October through April, for an hour and a half daily. It is for any students experiencing difficulty in the classroom. This program is staffed by certified teachers and is designed to reinforce reading, language arts, and math skills.

Other school activities that support the development of the whole child (achievement and character)

include visits from authors and illustrators of children's books, writing across the curriculum and exploring other cultures through pen pal writing activities, participation in Red Ribbon -Drug Awareness Week, Read Across America Day, Children's Book Week, National TV Turnoff Week, 100th Day Celebrations, Safety Patrol, Peer Mediator program, WFPE news show (morning news program directed and broadcast by students), orchestra program, chorus, Accelerated Reader and Pizza Hut's Book-It Reading Program, Caldecott Club, and "Soaring Eagles" luncheons and Character Development Education program. In addition, yearly competitions include the school/county spelling bee and math competitions, science fair, chorus festival, Jump Rope for Heart, Battle of the Books, the county track meet, and field days. Instructional Field studies extend learning beyond the classroom and include trips to Fort Discovery Science Museum, Phinizy Swamp Nature Park, various theatre plays and Riverbanks Zoo.

School Council and serves as advisory boards for school improvement. The seven member team provides support for the school as a liaison between community and school. This school has an active PTA and volunteer program. Our Partners in Education include: T.G.I. Fridays Restaurant, Bojangles, Cici's Pizza, Bi-Lo grocery, Fort Gordon Credit Union, the Garrison Commander's office, various military units and the Men Making A Difference Mentoring Group.

Our mascot is the FPS Eagle representing staff, students, and the community efforts in encouraging everyone to SOAR to excellence! All of the educators and staff at "The Park" embrace this philosophy and work to this goal.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

GEORGIA CRCT – The Georgia Criterion Referenced Competency test is designed to measure how well students acquire knowledge and skills described in the Georgia Quality Core Curriculum (QCC) and most recently the Georgia Performance Standards (GPS). CRCT results from recent years are included in this application.

All students in Georgia in grades one through eight takes the CRCT. These tests measure how well the students have mastered the state curriculum. The assessment gives information on academic achievement at the student, class, system and state levels. All students take the CRCT test in Reading, English/Language Arts, and Math. Students in third, fourth and fifth grades are also tested in Social Studies and Science. Reading has four domains: Reading for Vocabulary Improvement, Reading for Locating and Recalling Information, Reading for Meaning, and Reading for Critical Analysis. English/Language Arts domains are: Sentence Construction and revision, Grammar and Mechanics, Paragraph Content and Organization, and Research Process/Source Materials. Math domains are: Number Sense and Numeration, Geometry and Measurement, Patterns and Relationships/Algebra, Statistics and Probability, Computation and Estimation, and Problem Solving.

Georgia CRCT results determine if a school or school district has made Adequate Yearly Progress (AYP). There are three levels of proficiency: Performance Level I and Does Not Meet Standard, Performance Level II and Meets Standard and Performance Level III and Exceeds Standard. Information on the Georgia Criterion Referenced Competency Test (CRCT) is available at <http://www.doe.k12.ga.us>.

Freedom Park Elementary School has had very successful CRCT Test scores over the last three years. Ninety-five percent or more of Freedom Park’s third graders have scored in the Meets or Exceeds category in Reading, English/Language Arts, and Math in the last three years. Ninety percent or more of fifth graders have scored in the Meets or Exceeds category in Reading, English/Language arts, and Math in the last three years. The State Department of Education recognized Freedom Park with the Gold Award (two consecutive years) which honors schools making the greatest gains in academic achievement on the statewide assessment. Freedom Park Elementary School has made Adequate Yearly Progress consecutively for the last five years.

In our efforts to ensure that every child is as successful as possible, we select and place students in fluid groups based on test data that change as students ‘proficiency increases (on grade level and across grade levels).

2. Using Assessment Results

All decision making is based on various test data collected from many sources of assessment. At the beginning of each year, grade level and subject specific teams share test data and make decisions regarding the data. Students’ test results are re-rostered through use of the Interactive Results Manager (IRM) system. The county provides the IRM software to analyze CRCT data. Teachers use this program to review and disaggregate data by ethnicity, gender, and social status. Individual plans are designed for identified weaknesses. Classroom strengths and weaknesses are reviewed, grade level goals and school-wide goals are determined.

The principal, data team, and teachers evaluate student success by identifying and comparing individual norm-referenced and criterion-referenced test scores. These identified goals are the focus of instruction

and improvement throughout the year. The School Improvement Plan is reviewed annually to adjust and set new goals. CRCT results are the major indicator for a successful instructional program at Freedom Park. The ITBS gives us a broader look at student standings nationally as opposed to statewide comparison.

Voyager Interactive Progress (VIP) is used by the school in grades K-3 to assess the steps of early literacy (letter naming fluency, initial sound fluency, nonsense word fluency, reading connected text, and retell fluency). Voyager provides a series of quick, reliable measures that allow regular monitoring of student's reading progress. Teachers also use informal testing options such as the Accelerated Reader (STAR diagnostic test), math benchmarking, rubrics, daily pop quizzes, projects, and tests.

The ability to analyze assessment data and apply best practice strategies to address the needs of ALL students and a focus on positive character development has helped Freedom Park to maintain a high level of achievement for ALL students.

3. Communicating Assessment Results

Communication is crucial to the success of Freedom Park's educational program. At our Open House, which is held at the beginning of the school year, teachers and administrators meet with parents to share expectations and district policies for student promotion as well as the assessment criterion used to determine a successful school - Adequate Yearly Progress indicators (academic performance, attendance and test participation). This information is also disseminated to the community through the Freedom Park School Council, a committee that looks at ways to help with school improvement. Parents are also encouraged to go to the Freedom Park website and link to the Georgia Department of Education site to view the Freedom Park Elementary School Report Card.

Voyager Reading meetings are held bi-monthly to disseminate and discuss Vital Indicators of Progress for kindergarten through third grade students. This information is provided not only to track student progress district-wide, but to also review how these results have impacted students' progress in the past. It also predicts how it will impact them in the future, so that necessary adjustments can be made.

Results from standardized and norm referenced testing are sent home throughout the year, with a pamphlet that provides guidance for interpreting test results. Teachers also use assessment results as information to discuss individual strengths and weaknesses of the students, with parents.

When teachers are given their class roster for the ensuing year, teachers use the computer to "re-roster" the students that will be in their classes based upon the previous year's test results. They use this data to rank, identify, and target specific strengths and weaknesses so that they can be addressed immediately when students return in the Fall. Teachers and administrators also examine the data across and on specific grade levels to determine if there are any trends or patterns regarding learning that we need to address school wide.

During the year, students participate in various "mock" and practice testing sessions. When these practice tests are done, computer reports are generated and shared with parents. Progress reports are completed and sent home mid-point each six-week grading period. Teachers also send home papers with students weekly to keep parents abreast of student progress. District-wide parent-teacher conferences are held twice a year; once in the Fall, and again in the Spring, to share test results and plan strategies to address student needs.

For students experiencing difficulties that negatively impact learning, Student Support Team conferences are held and current data discussed with a panel of involved parties (including teachers, counselor, psychologist, administrators and student's parents)

4. Sharing Success

Administrator meetings (principals, curriculum directors, the guidance and testing department, etc.) are held monthly. At these meetings, principals and their schools are applauded for their students' successes and various accomplishments. These accomplishments are also recognized and shared at school board meetings. The local news media usually attends the school board meetings and also publicizes school events.

At Freedom Park, we display banners from the Georgia Department of Education, make announcements at Parent Teacher Association and school council meetings, and use our school marquee, website and newsletters to communicate successes with the community.

On the military post where we are housed, we have the additional resource of attending their monthly "Community In Brief" meetings to share successes of the school. The officers in attendance share this information with the various units under their command.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The GA Quality Core Curriculum is being replaced by the GA Performance Standards (GPS) through a phase in model over a period of several years. The GA Performance Standards implementation requires the development of enduring learning concepts instead of students merely learning disconnected skills. This requires the teaching to include higher order thinking skills and researched strategies to ensure that students gain the enduring learning.

Freedom Park School's curriculum is guided by curriculum maps developed by the Richmond County School System. Developers included teachers from Freedom Park as well as district administrators. The curriculums are not only aligned with national and state standards but also identify standards into three categories: Essential-required critical concepts, Important and Compact-skills that can be taught in conjunction with important and or essential standards. This is especially useful for teachers who are new to the school as well as more experienced teachers.

Reading/Language Arts: GPS in this area is in full implementation at Freedom Park. In Kindergarten through Third grades, teachers use the Voyager Literacy Program to teach the concepts of phonological awareness, phonics, literacy, fluency, vocabulary and comprehension strategies. Writing and grammatical mechanics are developed through writings across the curriculum, journal writings, and extends to a variety of writing genre: to inform, narrative, persuasive, and responses to literature. Teachers guide students through the writing process by providing relevant commentary about writings. Writing portfolios are maintained to track student success.

Math: GPS standards are currently being implemented in grades 3-5. Math concepts are developed through hands on investigations and authentic problem-solving. This year at Freedom Park we were lucky to be included in a group project with GA Southern University, which provides intensive training in math instruction and facilitation of student learning. Math Domains include Numbers and Operations, Measurement, Geometry, Data Analysis, Probability, Process skills and Algebra. We also collaborated with another local school to develop a plan for GPS math implementation.

Social Studies: Strands in Social encourage the development of responsible and aware citizens. Through the study of historical events and their relationship to today, students prepare for decision making in the future. At Freedom Park the Student Council and Safety Patrol are student responsibilities that support the social studies curricular concepts. The social studies curriculum is composed of geographical, governmental, civic, economic, and historical concepts. GPS implementation will begin in 2007.

Science: Science standards implementation began this year. Standards are largely based on national science standards. Domains include: Earth, physical, and life sciences. The science curriculum focuses on hands on performance to acquire concepts. At Freedom Park we have created a science lab that is maintained by teacher and student scientists at the school. Teacher use video streaming to simulate actual field study. Annually, we host a huge science fair and a standards-based, community affair, called Science Night. Teachers and various community agencies (environmentalists, coroners, meteorologists, etc) come together at the school for a standards-based, investigative, and interactive event.

Quality support for the curriculum is also provided through our music and physical education program. String and chorus are also available for Freedom Park students.

2a. Reading

Teachers in grade k-3rd use the Voyager Literacy program for reading. It is a scripted program focusing on student phonemic awareness, fluency and comprehension. Voyager provides statistical data that drives the instruction of the students in those grades. Voyager's benchmark data - Indicators of Progress (VIP), is very specific in identifying student strengths and weaknesses. Teachers get recognition for achieving high percentages of student mastery of reading skills as indicated on the VIP results manager.

Students in the 4th-5th grades use Harcourt-Brace Reading program. Students are required to read 25 books and demonstrate mastery on various types of reading assessments. Teachers also use novels to teach reading.

The Accelerated Reader (AR) and Book-It Pizza Hut program programs supplement the reading program by providing students incentives and motivation to achieve reading goals. Each student receives recognition for achieving individual and group goals.

Parental support is a vital component of the reading program. Voyager packets are sent home for parents to time and work with students to develop reading fluency. Parents sign weekly reading logs to monitor and encourage reading at home.

At Freedom Park we believe that reading is the foundation for all academic achievement. To that end we encourage student participation in local competitions to hone reading skills. Teachers emphasize reading across the curriculum and use a multidisciplinary approach to achieve this goal.

3. Additional Curriculum Area: Math

Conceptual math is at the core of our mathematics curriculum. GPS Math Standards requires students to "think" math, not just find the right answer. Teachers incorporate daily math problem-solving activities. Calendar activities, multi-disciplinary uses of math computation and hands-on activities support the development of math concepts. Computation is supported through rote memorization after students understand the purpose for the math. Manipulating objects within the environment helps in this development of mathematical concepts.

Teachers in all grades use Mountain Math as a supplemental program to review and preview grade level math concepts throughout the year. It is based on actual application of skills to respond to questions. This is aligned with the GA performance standards. Teachers in kindergarten through second grades use the "Everyday Math" program to address math concepts through calendar activities. Support personnel such as EIP augmented and special education teachers go in and provide additional support for students identified as needing assistance to develop competency.

Students in all grade levels have are encouraged write about math. Teachers structure the learning so that students find that there are a variety of ways to solve problems. They are also encouraged to share the various strategies. This helps to develop confidence in the students.

Periodic benchmark testing, performance and formative assessments, responding to math task questions provides data that assists team to provide additional assistance or enrichment to students as needed.

4. Instructional Methods

High standards and high expectations for all students, kindergarten through fifth grade is the norm at

Freedom Park Elementary School. All teachers are dedicated to providing differentiated instruction to students and presenting lessons that engage students in higher order thinking skills.

Instruction at Freedom Park is data driven. Instructional decisions are based on identified needs of after thorough analysis of assessment data. Teachers use data from various assessments such as the Georgia Kindergarten Assessment Program, CRCT, ITBS, writing assessments, six week math assessments, Voyager Benchmark exams, and on-going formative classroom assessments. Teachers analyze the data and prioritize student needs based on performance. Teachers work collaboratively to implement productive activities to accomplish the performance standards with emphasis placed on differentiation of instruction and intervention support to either accelerate or enrich learning. The pacing of instruction is guided by curriculum maps provided by the county subject area coordinator. Teachers follow the suggested maps and pacing guides, but they adjust pacing to provide extra support or extension opportunities as needed.

To meet the educational needs of students, teachers use a variety of strategies. They use exemplary practices from Max Thompson's Learning Focused Strategies Notebook.

Teachers work collaboratively in grade level planning sessions to share ideas, strategies and successes as well as to share concerns about individual students. They value the professional advice of their peers as they brainstorm the best ways for individuals to master the standards.

Freedom Park Teachers and students strive for excellence in instruction and performance. Parent support is a vital component of student literacy at Freedom Park Elementary School. Teachers provide learning materials for the parents to use at home, suggestions about appropriate educational websites, and information about resources available in the community. Teachers also conduct parent help sessions, such as CRCT meetings, to share information about how they may assist their children. By establishing a working relationship early in the year with the parents, teachers maximize instructional opportunities for the students.

5. Professional Development

Professional development is provided at the school level as well as the district level. Professional development goals are set based on student performance results. Funding provided by both school and district is used to enhance teacher performance and increase student achievement. Administration also attends training that is provided by the state and district.

Our primary focus has been on the implementation of GA Performance standards and the use of Robert Marzano's best practice strategies to increase student achievement. Our school improvement plan includes strategies to ensure that students become independent thinkers, so we have teachers who are also attending classes on thinking maps. We use a train the trainer model. Teachers go and learn, then come back and redeliver information to colleagues. Teachers are currently participating in the Max Thompson's Learning Focused Schools training. New teachers are encouraged to observe at Freedom Park and at other local schools. One of our teachers attended training based upon the brain research now we use that research to stimulate the thought processes of students and staff daily – Brain Gym exercises.

In order to stay abreast of the research and new practices, teachers work in cooperative groups to share information. Collaborative time permits teacher to develop the strategies that they have learned. Team meetings are used to facilitate the process. Technology training is provided for teachers and paraprofessionals onsite. These classes are taught by the Media specialist. Employees do get professional learning units for this training that can be used towards recertification and licensure.

We believe some of our best resources for improved instruction are in the teachers at the “The Park.” Teachers serve on teams that support GA Performance standards at state and local levels. Several teachers have achieved higher educational degrees from local universities and on-line coursework. Professional development plans and spending is decided based on student as well as staff needs for success.

PART VII - ASSESSMENT RESULTS

Freedom Park Elementary School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 1

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	92	95	95
% "Exceeding" State Standards	52	49	58
Number of students tested	82	104	109
Percent of total students tested	100	95	95
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	97	96	98
% "Exceeding" State Standards	66	40	48
Number of students tested	29	57	60
White			
% "Meeting" plus "Exceeding" State Standards	91	100	94
% "Exceeding" State Standards	44	63	76
Number of students tested	34	30	33
Male			
% "Meeting" plus "Exceeding" State Standards	87	92	95
% "Exceeding" State Standards	49	45	53
Number of students tested	39	51	60
Female			
% "Meeting" plus "Exceeding" State Standards	98	98	96
% "Exceeding" State Standards	56	53	63
Number of students tested	43	53	49
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	95	98	96
% "Exceeding" State Standards	55	53	60
Number of students tested	76	95	102
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	87	*	97
% "Exceeding" State Standards	39	*	66
Number of students tested	31	*	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	96	95	95
% "Exceeding" State Standards	61	50	54
Number of students tested	51	101	74

* None or too few to report

**Freedom Park Elementary School Information
 ELA Criterion-Referenced Competency Test (CRCT) Grade 1**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	95	94	90
% "Exceeding" State Standards	39	53	52
Number of students tested	82	104	109
Percent of total students tested	100	95	95
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	97	95	92
% "Exceeding" State Standards	45	51	52
Number of students tested	29	57	60
White			
% "Meeting" plus "Exceeding" State Standards	97	97	88
% "Exceeding" State Standards	32	60	61
Number of students tested	34	30	33
Male			
% "Meeting" plus "Exceeding" State Standards	90	92	94
% "Exceeding" State Standards	38	53	55
Number of students tested	39	53	49
Female			
% "Meeting" plus "Exceeding" State Standards	100	96	94
% "Exceeding" State Standards	40	53	55
Number of students tested	43	53	49
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	98	97	93
% "Exceeding" State Standards	41	57	54
Number of students tested	76	95	102
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	91	*	88
% "Exceeding" State Standards	26	*	54
Number of students tested	31	*	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	98	94	90
% "Exceeding" State Standards	47	52	51
Number of students tested	51	101	74

* None or too few to report

**Freedom Park Elementary School Information
Math Criterion-Referenced Competency Test (CRCT) Grade 1**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	97	94	92
% "Exceeding" State Standards	65	52	49
Number of students tested	82	104	109
Percent of total students tested	100	95	95
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	100	95	95
% "Exceeding" State Standards	72	46	45
Number of students tested	29	57	60
White			
% "Meeting" plus "Exceeding" State Standards	97	100	85
% "Exceeding" State Standards	56	63	55
Number of students tested	34	30	33
Male			
% "Meeting" plus "Exceeding" State Standards	92	92	90
% "Exceeding" State Standards	64	57	43
Number of students tested	39	51	49
Female			
% "Meeting" plus "Exceeding" State Standards	100	96	94
% "Exceeding" State Standards	65	47	55
Number of students tested	43	53	49
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	99	96	92
% "Exceeding" State Standards	66	54	51
Number of students tested	76	95	102
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	90	*	92
% "Exceeding" State Standards	58	*	46
Number of students tested	31	*	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	100	94	92
% "Exceeding" State Standards	69	51	50
Number of students tested	51	101	74

* None or too few to report

**Freedom Park Elementary School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 2**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	89	82	77
% "Exceeding" State Standards	43	55	44
Number of students tested	74	100	95
Percent of total students tested	97	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	87	93	74
% "Exceeding" State Standards	45	48	42
Number of students tested	33	44	38
White			
% "Meeting" plus "Exceeding" State Standards	92	86	84
% "Exceeding" State Standards	46	66	48
28	28	41	42
Male			
% "Meeting" plus "Exceeding" State Standards	86	90	70
% "Exceeding" State Standards	38	55	36
Number of students tested	40	49	50
Female			
% "Meeting" plus "Exceeding" State Standards	94	86	84
% "Exceeding" State Standards	50	55	53
Number of students tested	34	51	45
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	90	90	80
% "Exceeding" State Standards	44	56	48
Number of students tested	70	95	82
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	90	95	73
% "Exceeding" State Standards	37	55	41
Number of students tested	19	20	22
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	89	86	78
% "Exceeding" State Standards	45	55	45
Number of students tested	55	80	73

* None or too few to report

Freedom Park Elementary School Information
 Reading Criterion-Referenced Competency Test (CRCT) Grade 2
 ELA

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	83	90	80
% "Exceeding" State Standards	19	36	27
Number of students tested	74	100	95
Percent of total students tested	97	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	85	91	74
% "Exceeding" State Standards	24	34	21
Number of students tested	33	44	38
White			
% "Meeting" plus "Exceeding" State Standards	82	93	83
% "Exceeding" State Standards	14	39	38
Number of students tested	28	41	42
Male			
% "Meeting" plus "Exceeding" State Standards	78	90	78
% "Exceeding" State Standards	13	41	22
Number of students tested	40	49	50
Female			
% "Meeting" plus "Exceeding" State Standards	88	90	82
% "Exceeding" State Standards	26	31	33
Number of students tested	34	51	45
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	83	91	81
% "Exceeding" State Standards	20	37	29
Number of students tested	70	95	82
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	63	90	82
% "Exceeding" State Standards	16	50	23
Number of students tested	19	20	22
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	89	90	80
% "Exceeding" State Standards	20	32	29
Number of students tested	55	80	73

* None or too few to report

**Freedom Park Elementary School Information
Math Criterion-Referenced Competency Test (CRCT) Grade 2**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	92	84	77
% "Exceeding" State Standards	26	20	13
Number of students tested	74	100	95
Percent of total students tested	97	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	94	81	71
% "Exceeding" State Standards	24	11	5
Number of students tested	33	44	38
White			
% "Meeting" plus "Exceeding" State Standards	93	85	85
% "Exceeding" State Standards	32	34	21
Number of students tested	28	41	42
Male			
% "Meeting" plus "Exceeding" State Standards	90	92	74
% "Exceeding" State Standards	25	22	18
Number of students tested	40	49	50
Female			
% "Meeting" plus "Exceeding" State Standards	94	77	80
% "Exceeding" State Standards	26	18	7
Number of students tested	34	51	45
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	93	84	79
% "Exceeding" State Standards	26	20	12
Number of students tested	70	95	82
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	95	90	54
% "Exceeding" State Standards	16	20	9
Number of students tested	19	20	22
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	91	82	84
% "Exceeding" State Standards	29	20	14
Number of students tested	55	80	73

* None or too few to report

Freedom Park Elementary School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 3

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	98	98	94
% "Exceeding" State Standards	28	53	52
Number of students tested	80	91	105
Percent of total students tested	100	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	97	95	92
% "Exceeding" State Standards	92	90	98
Number of students tested	35	42	48
Hispanic			
% "Meeting" plus "Exceeding" State Standards	91	*	93
% "Exceeding" State Standards	18	*	64
Number of students tested	11	*	14
White			
% "Meeting" plus "Exceeding" State Standards	100	100	97
% "Exceeding" State Standards	42	67	58
Number of students tested	31	36	33
Male			
% "Meeting" plus "Exceeding" State Standards	100	96	94
% "Exceeding" State Standards	22	45	59
Number of students tested	37	47	51
Female			
% "Meeting" plus "Exceeding" State Standards	96	100	94
% "Exceeding" State Standards	33	61	46
Number of students tested	43	44	54
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	97	100	95
% "Exceeding" State Standards	28	56	56
Number of students tested	71	82	99
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	98	*	92
% "Exceeding" State Standards	26	*	51
Number of students tested	39	*	37
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	97	98	96
% "Exceeding" State Standards	29	54	53
Number of students tested	41	82	68

* None or too few to report

Freedom Park Elementary School Information
ELA Criterion-Referenced Competency Test (CRCT) Grade 3

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	97	93	93
% "Exceeding" State Standards	28	23	28
Number of students tested	80	91	104
Percent of total students tested	100	100	99
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	92	90	98
% "Exceeding" State Standards	23	19	27
Number of students tested	35	42	48
Hispanic			
% "Meeting" plus "Exceeding" State Standards	100	*	79
% "Exceeding" State Standards	9	*	43
Number of students tested	11	*	14
White			
% "Meeting" plus "Exceeding" State Standards	100	97	91
% "Exceeding" State Standards	39	25	24
Number of students tested	31	36	33
Male			
% "Meeting" plus "Exceeding" State Standards	97	90	88
% "Exceeding" State Standards	19	13	28
Number of students tested	37	47	54
Female			
% "Meeting" plus "Exceeding" State Standards	85	98	98
% "Exceeding" State Standards	35	34	28
Number of students tested	43	44	54
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	96	98	95
% "Exceeding" State Standards	28	26	30
Number of students tested	71	82	98
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	95	*	92
% "Exceeding" State Standards	23	*	28
Number of students tested	39	*	36
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	97	94	94
% "Exceeding" State Standards	29	23	28
Number of students tested	41	82	68

* None or too few to report

**Freedom Park Elementary School Information
Math Criterion-Referenced Competency Test (CRCT) Grade 3**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	98	95	89
% "Exceeding" State Standards	38	26	28
Number of students tested	80	91	104
Percent of total students tested	100	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	94	90	80
% "Exceeding" State Standards	23	19	17
Number of students tested	35	42	46
Hispanic			
% "Meeting" plus "Exceeding" State Standards	100	*	86
% "Exceeding" State Standards	18	*	50
Number of students tested	11	*	14
White			
% "Meeting" plus "Exceeding" State Standards	100	100	100
% "Exceeding" State Standards	65	33	33
Number of students tested	31	36	33
Male			
% "Meeting" plus "Exceeding" State Standards	100	92	94
% "Exceeding" State Standards	51	28	30
Number of students tested	37	47	50
Female			
% "Meeting" plus "Exceeding" State Standards	96	100	83
% "Exceeding" State Standards	26	25	26
Number of students tested	43	44	54
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	97	97	89
% "Exceeding" State Standards	39	29	30
Number of students tested	71	82	98
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	97	*	83
% "Exceeding" State Standards	41	*	19
Number of students tested	39	*	36
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	97	96	91
% "Exceeding" State Standards	34	29	32
Number of students tested	41	82	68

* None or too few to report

Freedom Park Elementary School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 4

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	88	93	76
% "Exceeding" State Standards	44	42	39
Number of students tested	72	83	99
Percent of total students tested	100	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	87	91	83
% "Exceeding" State Standards	50	33	36
Number of students tested	30	33	59
White			
% "Meeting" plus "Exceeding" State Standards	91	96	76
% "Exceeding" State Standards	41	48	57
Number of students tested	34	29	21
Multiracial			
% "Meeting" plus "Exceeding" State Standards	*	81	*
% "Exceeding" State Standards	*	45	*
Number of students tested	*	11	*
Male			
% "Meeting" plus "Exceeding" State Standards	87	89	68
% "Exceeding" State Standards	36	40	32
Number of students tested	39	43	47
Female			
% "Meeting" plus "Exceeding" State Standards	91	97	84
% "Exceeding" State Standards	55	45	46
Number of students tested	33	40	52
Students with Disabilities			
% "Meeting" plus "Exceeding" State Standards	*	*	33
% "Exceeding" State Standards	*	*	8
Number of students tested	*	*	12
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	93	93	83
% "Exceeding" State Standards	48	44	44
Number of students tested	66	75	87
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	85	100	86
% "Exceeding" State Standards	27	50	46
Number of students tested	26	14	28

Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	91	92	73
% "Exceeding" State Standards	54	41	38
Number of students tested	46	69	71

* None or too few to report

Freedom Park Elementary School Information
ELA Criterion-Referenced Competency Test (CRCT) Grade 4

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	86	90	84
% "Exceeding" State Standards	46	30	27
Number of students tested	72	83	98
Percent of total students tested	100	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	83	85	87
% "Exceeding" State Standards	50	27	24
Number of students tested	30	33	59
White			
% "Meeting" plus "Exceeding" State Standards	88	97	85
% "Exceeding" State Standards	44	38	40
Number of students tested	34	29	20
Multiracial			
% "Meeting" plus "Exceeding" State Standards	*	91	*
% "Exceeding" State Standards	*	18	*
Number of students tested	*	11	*
Male			
% "Meeting" plus "Exceeding" State Standards	82	84	74
% "Exceeding" State Standards	44	33	15
Number of students tested	39	43	46
Female			
% "Meeting" plus "Exceeding" State Standards	90	98	93
% "Exceeding" State Standards	48	28	37
Number of students tested	33	40	52
Students with Disabilities			
% "Meeting" plus "Exceeding" State Standards	*	*	36
% "Exceeding" State Standards	*	*	9
Number of students tested	*	*	11
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	91	92	83
% "Exceeding" State Standards	50	32	44
Number of students tested	66	75	87
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	81	100	96
% "Exceeding" State Standards	27	43	32
Number of students tested	26	14	28

Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	90	89	78
% "Exceeding" State Standards	57	28	24
Number of students tested	46	69	70

* None or too few to report

Freedom Park Elementary School Information
Math Criterion-Referenced Competency Test (CRCT) Grade 4

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	86	80	66
% "Exceeding" State Standards	26	17	11
Number of students tested	72	83	98
Percent of total students tested	100	100	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	84	79	66
% "Exceeding" State Standards	27	3	8
Number of students tested	30	33	59
White			
% "Meeting" plus "Exceeding" State Standards	88	86	75
% "Exceeding" State Standards	29	34	20
Number of students tested	34	29	20
Multiracial			
% "Meeting" plus "Exceeding" State Standards	*	64	*
% "Exceeding" State Standards	*	9	*
Number of students tested	*	11	*
Male			
% "Meeting" plus "Exceeding" State Standards	85	79	65
% "Exceeding" State Standards	31	19	11
Number of students tested	39	43	46
Female			
% "Meeting" plus "Exceeding" State Standards	88	80	68
% "Exceeding" State Standards	21	15	12
Number of students tested	33	40	52
Students with Disabilities			
% "Meeting" plus "Exceeding" State Standards	*	*	27
% "Exceeding" State Standards	*	*	0
Number of students tested	*	*	11
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	91	82	90
% "Exceeding" State Standards	29	19	29
Number of students tested	66	75	87
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	81	92	68
% "Exceeding" State Standards	12	21	7
Number of students tested	26	14	28

Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	89	77	66
% "Exceeding" State Standards	35	16	13
Number of students tested	46	69	70

* None or too few to report

Freedom Park Elementary School Information
Reading Criterion-Referenced Competency Test (CRCT) Grade 5

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	93	92	83
% "Exceeding" State Standards	17	40	42
Number of students tested	63	73	81
Percent of total students tested	97	96	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	94	92	74
% "Exceeding" State Standards	15	28	36
Number of students tested	34	39	47
White			
% "Meeting" plus "Exceeding" State Standards	95	90	100
% "Exceeding" State Standards	32	57	56
Number of students tested	19	21	16
Hispanic			
% "Meeting" plus "Exceeding" State Standards	*	*	87
% "Exceeding" State Standards	*	*	40
Number of students tested	*	*	15
Male			
% "Meeting" plus "Exceeding" State Standards	95	94	80
% "Exceeding" State Standards	14	38	29
Number of students tested	36	34	41
Female			
% "Meeting" plus "Exceeding" State Standards	92	90	85
% "Exceeding" State Standards	22	41	55
Number of students tested	27	39	40
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	95	93	85
% "Exceeding" State Standards	18	41	44
Number of students tested	57	66	75
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	88	94	83
% "Exceeding" State Standards	19	47	49
Number of students tested	26	19	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	97	91	83
% "Exceeding" State Standards	16	37	37
Number of students tested	37	54	46

* None or too few to report

**Freedom Park Elementary School Information
 ELA Criterion-Referenced Competency Test (CRCT) Grade 5**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	94	89	81
% "Exceeding" State Standards	32	22	16
Number of students tested	63	73	81
Percent of total students tested	97	96	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	91	95	77
% "Exceeding" State Standards	29	13	13
Number of students tested	34	39	47
White			
% "Meeting" plus "Exceeding" State Standards	100	81	94
% "Exceeding" State Standards	37	33	19
Number of students tested	19	21	16
Hispanic			
% "Meeting" plus "Exceeding" State Standards	*	*	80
% "Exceeding" State Standards	*	*	20
Number of students tested	*	*	15
Male			
% "Meeting" plus "Exceeding" State Standards	92	89	83
% "Exceeding" State Standards	31	21	20
Number of students tested	36	34	41
Female			
% "Meeting" plus "Exceeding" State Standards	96	90	81
% "Exceeding" State Standards	33	23	13
Number of students tested	27	39	40
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	94	91	85
% "Exceeding" State Standards	33	21	17
Number of students tested	57	66	75
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	96	94	80
% "Exceeding" State Standards	27	26	17
Number of students tested	26	19	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	92	87	82
% "Exceeding" State Standards	35	20	15
Number of students tested	37	54	46

* None or too few to report

Freedom Park Elementary School Information
Math Criterion-Referenced Competency Test (CRCT) Grade 5

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
% "Meeting" plus "Exceeding" State Standards	96	90	85
% "Exceeding" State Standards	33	22	15
Number of students tested	63	72	81
Percent of total students tested	97	96	100
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	*	*	*
CRCT			
SUBGROUP SCORES			
African American			
% "Meeting" plus "Exceeding" State Standards	97	92	83
% "Exceeding" State Standards	26	8	15
Number of students tested	34	39	47
White			
% "Meeting" plus "Exceeding" State Standards	100	90	94
% "Exceeding" State Standards	53	33	25
Number of students tested	19	21	16
Hispanic			
% "Meeting" plus "Exceeding" State Standards	*	*	80
% "Exceeding" State Standards	*	*	7
Number of students tested	*	*	15
Male			
% "Meeting" plus "Exceeding" State Standards	97	92	91
% "Exceeding" State Standards	33	21	20
Number of students tested	36	34	41
Female			
% "Meeting" plus "Exceeding" State Standards	96	90	80
% "Exceeding" State Standards	33	23	10
Number of students tested	27	39	40
Students w/o Disabilities			
% "Meeting" plus "Exceeding" State Standards	99	91	89
% "Exceeding" State Standards	32	21	16
Number of students tested	57	66	75
Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	96	95	82
% "Exceeding" State Standards	23	21	11
Number of students tested	26	19	35
Not Economically Disadvantaged			
% "Meeting" plus "Exceeding" State Standards	98	89	87
% "Exceeding" State Standards	41	22	17
Number of students tested	37	54	46

* None or too few to report