

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

U.S. Department of Education

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

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

Official School Name International Studies Elementary Magnet School
(As it should appear in the official records)

School Mailing Address 2237 Cutts Drive
(If address is P.O. Box, also include street address.)

Albany Georgia 31705-3810
City State Zip Code+4 (9 digits total)

County Dougherty County State School Code Number* 5056

Telephone (229) 431-3384 Fax (229) 431-3381

Website/URL www.docoschool.org E-mail wmallard@docoschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sally Whatley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dougherty County Tel. (229) 431-3384

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. Michael Windom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

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 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 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: 15 Elementary schools
 6 Middle schools
 0 Junior high schools
 4 High schools
 2 Other

 27 TOTAL
2. District Per Pupil Expenditure: 7,416.95

 Average State Per Pupil Expenditure: 7,425.53

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. 9 Number of years the principal has been in her/his position at this school.
 N/A 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 | 2 | 2 | 4 | 7 | | | |
| K | 40 | 58 | 98 | 8 | | | |
| 1 | 41 | 42 | 83 | 9 | | | |
| 2 | 39 | 33 | 72 | 10 | | | |
| 3 | 36 | 27 | 63 | 11 | | | |
| 4 | 26 | 28 | 54 | 12 | | | |
| 5 | 26 | 36 | 62 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 436 |

6. Racial/ethnic composition of the school: 7 % White
83 % Black or African American
8 % Hispanic or Latino
1 % Asian/Pacific Islander
1 % 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: 15 %

[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 | 4 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 62 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 66 |
| (4) | Total number of students in the school as of October 1 | 436 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 15 |
| (6) | Amount in row (5) multiplied by 100 | 1500 |

8. Limited English Proficient students in the school: 5 %
22 Total Number Limited English Proficient
Number of languages represented: 3
Specify languages: Spanish, Chinese, and Ukrainian

9. Students eligible for free/reduced-priced meals: 74.2 %

Total number students who qualify: 338

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: 8 %
36 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> 0 </u> Orthopedic Impairment |
| <u> 0 </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> 0 </u> Deaf-Blindness | <u> 5 </u> Specific Learning Disability |
| <u> 3 </u> Emotional Disturbance | <u> 20 </u> Speech or Language Impairment |
| <u> 0 </u> Hearing Impairment | <u> 0 </u> Traumatic Brain Injury |
| <u> 5 </u> Mental Retardation | <u> 0 </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> 2 </u> | <u> </u> |
| Classroom teachers | <u> 21 </u> | <u> </u> |
| Special resource teachers/specialists | <u> 9 </u> | <u> 1 </u> |
| Paraprofessionals | <u> 13 </u> | <u> </u> |
| Support staff | <u> 4 </u> | <u> </u> |
| Total number | <u> 49 </u> | <u> 1 </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 20:1

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

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 97% | 97% | 97% | 96% |
| Daily teacher attendance | 97% | 96% | 97% | 95% | 94% |
| Teacher turnover rate | 26 % | 5% | 18% | 18% | 6% |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |
| | | | | | |

The 2005-2006 26% teacher turnover rate can best be explained by sharing the combined reasons for the turnover. Two teachers relocated to other cities, one teacher received a promotion to an administrative position in another county, one teacher resigned to be home with her young children, one teacher retired after thirty-three (33) years, and two teachers transferred to another elementary school in the district. One of these two teachers transferred in order to teach fifth grade. ISEMS had no vacancy in grades fifth through five.

PART III - SUMMARY

Summary

International Studies Elementary Magnet School (ISEMS) is located at 2237 Cutts Drive on the east side of the Flint River in Albany, Georgia. The school was established in 1965 as Mock Road Elementary to serve kindergarten through fifth grade students from the surrounding neighborhoods and the Marine Corp Logistics Base. As a result of two major floods, millions of dollars worth of damage, and displacement of population, neighborhoods around the school were drastically changed and this resulted in a change in the school's demographics. The district began looking for ways to remedy this trend. After reviewing results of a school system self-study, it was determined that Mock Road Elementary would become a designated magnet school. The school was renamed and the transition was started.

The school system needed to be able to provide a seamless transition for military children who had been exposed to an international based education and various other cultures through tours of military duty with their parents. The International Baccalaureate Organization's philosophy and methodology were chosen to give direction to the transition while providing military parents and citizens of Dougherty County with a different kind of educational choice for their children.

The school opened its doors for the first time as the International Studies Elementary Magnet School in August of the term 2004-05. Its mission is to develop high academic skills, an understanding of international ideas, cultural diversity, responsible citizenship, as well as, critical and compassionate thinking. Students enrolled in the school will become active, compassionate and life-long learners who understand and respect the differences of others. As a commitment to the mission, the vision to become an authorized IB Primary Years Program was born.

Once the model for the instructional program was decided, the design team, administrators, and curriculum specialists determined the staff needed to implement the program, and made recommendations to the superintendent and the board of education for approval.

During the 2004-05 school year, ISEMS petitioned the local and state boards of education for Charter School status. A goal of ISEMS is for every parent to feel a part of the educational process and to be active in the school. Charter Schools intentionally create a family-like atmosphere which encourages active parent participation in school planning, volunteering in classrooms, and assisting with a variety of school activities. The educational programs and extra-curricular activities were carefully planned to bring students, families, faculty, and the community together to support children's learning. The charter school petition was approved by the local and state boards of education in the spring of 2005, and ISEMS opened its doors as Dougherty County School System's first and only Conversion Charter School in the fall of the school year 2005-06.

After the implementation of the IBO pedagogy, and the integration of the Georgia Academic Performance Standards, student achievement significantly increased. For the past two years, ISEMS has been recognized by the Governor's Office of Student Achievement and the Georgia State Department of Education for "Greatest Gains" in meeting and exceeding standards. The "Silver" award was earned for achievement results for the 2004-05 school year and the "Bronze" award was earned for the achievement results for the 2005-06 school year. ISEMS is a Title I Distinguished School and has maintained this status for five years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Dougherty County School System (DCSS) participates in the Georgia state assessment program which uses the Criterion-Referenced Competency Test (CRCT) as its summative evaluation. The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS) and the Quality Core Curriculum (QCC). The results of the assessments provide information on academic achievement at student, class, school, system, and state levels. The test evaluates students in grades 1-5 in the areas of reading, language arts, and mathematics. Grades 3-5 are also tested in science and social studies. Student test results are categorized on three performance levels. Level one is not meeting standards. Level two is meeting standards. Level three is exceeding standards. The CRCT in reading and language arts is based on the Georgia Performance Standards. Scores below 800 are in level 1, not meeting standards. Scores from 800-849 are level 2, meeting standards. Scores at or above 850 are exceeding standards as shown in level 3. Tests in grades 1-5 on mathematics are based on the Quality Core Curriculum. Scores below 300 are in level 1, not meeting standards. Scores in level 2, meeting standards, are 300-349. Scores at or above 350, level 3, are exceeding standards. For the past three years, the International Studies Elementary Magnet School (ISEMS) has been successful in raising the percent of students meeting or exceeding state standards on the CRCT for reading and mathematics. The results are in the data display tables shown at the end of the application. The Georgia CRCT assessment information can be found at (www.doe.k12.ga.us/curriculum/testing/crct.asp).

The Georgia Department of Education requires norm-referenced testing of grades 3 and 5 using the Iowa Test of Basic Skills (ITSB). Scores are used to compare the performance of Georgia's students with the performance of students nationally. The results of the test are used for evaluation and instructional improvement for students by schools, local systems and the state of Georgia.

The DCSS curriculum in reading requires each student in kindergarten through fifth grade to be assessed for their reading level using the Developmental Reading Assessment (DRA). This tool is used by teachers at ISEMS to insure that students comprehend as they demonstrate fluency as readers.

As for mathematics, teachers of grades three, four, and five use the *Concord Balanced Assessment in Mathematics* (BAM) to assess student levels of critical thinking and problem-solving. Data from this assessment help teachers to differentiate instructional methods to benefit students with diverse learning styles.

The academic performance of ISEMS students greatly improved in comparison to the 2005 school year, evidenced by spring 2006 CRCT test results. First grade test scores improved in reading, English/language arts, and math, while our second grade scores in reading showed improvement. Additionally, third and fourth grade students showed improvement in reading, English/language arts, and math. Fifth grade students demonstrated 100% improvement in the area of math. ISEMS received the 2006 Bronze Award for greatest gain in meeting and exceeding academic standards. The Bronze Award represents the top 5% or 95th percentile within Georgia (with at least 20% exceeding standards).

2. Using Assessment Results: Assessment data serve as a very essential impetus for academic achievement at the International Studies Elementary Magnet School. Administrators, teachers, and support staff use all forms of data to drive instruction and make instructional decisions in our classrooms. These decisions are made to ensure that the academic needs of all of our students are met and insure closure of the achievement gap among all learners at ISEMS.

Teachers work in grade level groups and as a faculty to read and analyze the Criterion Referenced Competency Test (summative assessment) results in order to ascertain strengths and weaknesses in curriculum and/or instruction and set achievement goals for the current students in their classrooms. Teachers and administrators look at pretest results, formative assessment results, and summative assessment results each week during grade level collaboration time. In addition, the teachers discuss, share ideas, and strategies to address the students' performance in the classroom. Our students engage in self-assessment of their achievement to help build their portfolios. Students use portfolios to share their progression of knowledge with parents during student-led conferences.

The primary objective of the monthly faculty meetings is to provide opportunities for vertical dialogue. Comparisons are made of achievement and instructional trends to solidify and insure whole school movement toward the desired school improvement goals. Teachers complete reflection sheets that document their assessment data and submit them with their lesson plans each week. This communication helps teachers and administrators remain current with how well the students are achieving the desired academic goals.

3. Communicating Assessment Results: The importance of communicating or informing parents of student performance cannot be overemphasized. Students are informed of their performance through rubrics, test results and parent/teacher conferences. We keep parents informed of student performance by weekly take home folders, mid-grading period progress reports, report cards, parent/teacher conferences, and student-led conferences. Agendas are used daily for home- school communication.

The promotion policy and interpretation of standardized test results are explained at parent workshops, PTO, and parent/teacher conferences. Hard copies of student test results are sent home to parents. Criterion referenced and norm referenced assessment data are posted on the Georgia Department of Education website, results are published in local Dougherty County School System's website, and in the local newspaper, *The Albany Herald*.

4. Sharing Success: In an effort to insure that all schools and the community are informed and are aware of the academic successes in the Dougherty County School System (DCSS) there are several means of communication. On a daily basis, schools and community stakeholders can gather information about schools and student achievements from the DCSS website. The local newspaper and television stations share success of schools and their accomplishments to a broader school audience and community. Additionally, other means include a monthly Principal's Meeting, quarterly Leadership meetings, and Curriculum and Instruction meetings. The Superintendent, Executive Director of Curriculum, and principals share information about student performances based on data, programs, accomplishments and community concerns. During these meetings, the International Studies Elementary Magnet School principal has the opportunity to share with all elementary as well as secondary principals curriculum programs used at International Studies Elementary Magnet School.

ISEMS has hosted several meetings for other local educators. The school has also served as an observational site for surrounding schools in Southwest Georgia. The principal and several faculty members have presented at the Charter School Conference held in Atlanta, Georgia. During the conference, strategies were shared with educational professionals throughout the state of Georgia on how to educate diverse populations. Teachers in kindergarten through fifth grade have met with other teachers in Albany, Georgia to share, discuss, and develop lesson plans and Georgia Performance Standards units.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum and Instruction

Overview

Our curriculum provides a comprehensive program designed to align its content with all Georgia Performance Standards (GPS) in the areas of reading, language arts, mathematics, science, and social studies. Professional development is provided for all teachers with the purpose of familiarizing them with the GPS. Our teachers are in the process of transition from the instructional methods of Quality Core Curriculum to the performance based methods of GPS. Students are engaged in meaningful learning activities that are delivered through whole group, small group, and individualized instruction. Inquiry based approaches lead our students in actively researching the knowledge they wish to acquire. Literacy is taught across all content areas and provides a connection.

Reading

Research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers, students must have multiple opportunities to build essential skills. At ISEMS, our students demonstrate an understanding of the concepts of print, apply phonics skills to decode words, and strive to read fluently as a means of increasing comprehension and strengthening vocabulary. Assessment results are used to drive literacy instruction within the classroom and to meet the needs of all students.

Math

The math instruction at ISEMS is facilitated by the use of technology, manipulatives, and real life problem solving. Students work cooperatively to creatively provide solutions to conceptual problems. Investigation, data analysis and interpretation are evident in the regular flow of the lesson. Students collect and record data and use graphic organizers/charts to visually represent their findings.

Social Science

Students deepen their understanding of history, economics, geography, and the function of the world we live in through active research. Our students use their senses to make observations about the physical world around them. Concept questions focus our students in meeting their learning objectives. Inquiry-based instruction helps our students to own their learning and engages them in the subject matter conceptually for deeper understanding. Active learners produce work that requires a high level of thinking, followed by reflection of their progress. They are prepared to apply what is learned in a variety of settings.

Foreign Language and Art Instruction

In an effort to help our students to become the internationally minded student as described in the Primary Years Program (IBO), Spanish instruction is provided for grades K-5. The goal is to foster fluent dual language speakers. Grades K-3 attend Spanish classes twice a week for an hour. Fourth and fifth grade classes attend Spanish twice a week for an hour but receive an additional thirty minutes within their regular content areas. Students are encouraged to utilize their mother tongue and the additional languages interchangeably and this is greatly supported by our media resources and literature offerings.

The art instruction at ISEMS provides our students the opportunity to creatively express themselves in different forms. The art instructor is well trained to elicit the abstract responses from her students. The background knowledge of various artist and their contribution to society are made relevant to the students as they form their own views of what art is or isn't. Student work and collective displays fill the walls of our school environment.

2a. Reading: Our reading curriculum is based upon research compiled by the National Reading Panel. This scientifically based reading research states that children learn best through instruction that is delivered in an explicit and systematic fashion and centered around the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. To ensure that our children are reading proficiently by the end of third grade, our kindergarten through third grade students receive 120 minutes of uninterrupted reading instruction. The delivery of instruction is designed using the three tier model of instruction which consists of whole group instruction, small group instruction, and literacy centers. The core materials and all supplemental materials are scientifically researched based. The Reading First literacy coach models and provides professional development to our staff. Professional development in the form of book studies, summer academies, peer observations, and re-deliveries are used to aid teachers in meeting the individual needs of all students. Individualized instruction occurs in a small group setting. Needs based instruction is provided for those students requiring one-on-one intensive intervention determined from progress monitoring results. Teachers monitor students' progress using a palm pilot that has been programmed for Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Benchmark probes are administered three times a year and on-going progress monitoring is done by the classroom teacher. A reading specialist provides additional small group instruction for struggling readers in grades K-3. Our fourth and fifth grade students are engaged in reading instruction utilizing strategies gleaned from the reader and writer's workshop model. Teachers arrange students in cooperative groups according to areas of need while conferencing with individuals to address weaknesses and to enhance strengths. Students own their learning and pace themselves according to the task selected in each working station and self-assess their results.

3. Additional Curriculum Area: The International Baccalaureate Organization designed the Primary Years Program to ensure the development of the whole child in the classroom and in the world outside for ages 3 to 12. ISEMS has used this method of instruction to provide our students with multiple opportunities to learn and utilize critical thinking and problem-solving skills. The international student is created or enhanced by the identified learner profile and attitudes established within the guidelines of the Primary Years Program. The units of inquiry last six weeks and are learner-driven and facilitated by the teacher. Student research is focused on key concept questions that require in-depth thought and responses. Social, communication, research, self-management, and thinking are the transdisciplinary skills that students apply in all content areas. Our students are required to learn and become fluent in an additional language outside of their mother tongue. Students in grades K-5 attend Spanish classes twice a week for sixty minutes and those in grade 4 and 5 attend for an additional thirty minutes. Teachers and administrators have been intensely trained to foster this educational process and to accurately obtain authentic assessment results. Self-assessments and reflections are used to monitor and provide evidence that learning has taken place. Our students maintain student portfolios that chronicle their learning as it progresses. These portfolios are used by students in the student-led conferences in which they share their strengths and weaknesses and their personal goals.

4. Instructional Methods: The faculty and staff at ISEMS are committed to using a wide range of teaching methods to meet the needs of individual students within the school's population. Teachers plan developmentally appropriate activities that are centered around student interests. Inquiry-based practices are the primary modes of instructional delivery. The research proven method of *Understanding By Design* is used in all grades K-5. This method, which begins with the end result in mind, allows student input to be utilized in forming learning goals that are clearly communicated to all parties. During literature based instruction, students are actively engaged in read/think alouds, mini lessons, needs based grouping, guided reading, and reflective discussion. *Readers' Theatre* gives our students the opportunity to make reading come alive. Math instruction encourages creative problem-solving, as well as, the use of some drill and practice. Students are involved in investigating, questioning, discussing, and justifying math skills as they relate to every day life. The use of technology, manipulatives and the collection and

recording of data are evidenced by our students' ability to represent and display their results. Student understandings are deepened in social science as they participate in cooperative learning groups, carouseling, providing responses to research focused questions, and fostering the respect for multiple perspectives. Graphic organizers are used by the students to record and represent visually their road map for learning.

5. Professional Development: The professional development at ISEMS is aligned with the school improvement plan that drives our instructional focus. Intensive training is mandated by Reading First and the International Baccalaureate Organization. Explicit and systematic initial training for both philosophies is afforded to all educators at ISEMS. In an effort to maintain the integrity of both instructional frameworks, teachers are provided with ongoing re-delivery of updated information. Teachers participate in different models of professional learning activities. Monthly book studies give teachers opportunities to model best practices and implement them in their classrooms. The administrators, literacy coach, and IB coordinator facilitate and assess the effectiveness of this process. Another method of disseminating information and obtaining feedback occurs during our weekly grade level collaborations. Teachers analyze student data and share ideas for addressing concerns indicated by assessments and reflections. The six units of inquiry required in the Primary Years Program are written and revised during this time. Teachers attending conferences are encouraged to share pertinent information at faculty meetings. School visits are scheduled for teachers to observe and dialogue with other educators around the world who share similar professional goals. On-going professional learning keeps our educators abreast of current trends within the educational realm.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 1st Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 99 | 96 | 65 | NG | 81 |
| % "Exceeding" State Standards | 49 | 48 | 42 | NG | 36 |
| Number of students tested | 72 | 61 | 48 | NG | 67 |
| Percent of total students tested | 100 | 100 | 100 | NG | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 99 | 96 | 64 | NG | 80 |
| % "Exceeding" State Standards | 49 | 51 | 43 | NG | 40 |
| Number of students tested | 56 | 51 | 47 | NG | 58 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 100 | * | NG | 85 |
| % "Exceeding" State Standards | * | 17 | * | NG | 14 |
| Number of students tested | * | 6 | * | NG | 7 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject **Language Arts** Grade **1st** Test **Georgia Criterion-Referenced Competency Tests (CRCT)**

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 89 | 89 | 73 | NG | 76 |
| % "Exceeding" State Standards | 25 | 43 | 50 | NG | 57 |
| Number of students tested | 70 | 61 | 48 | NG | 67 |
| Percent of total students tested | 100 | 100 | 100 | NG | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 95 | 90 | 72 | NG | 76 |
| % "Exceeding" State Standards | 30 | 47 | 51 | NG | 62 |
| Number of students tested | 57 | 51 | 47 | NG | 58 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 100 | * | NG | 72 |
| % "Exceeding" State Standards | * | 17 | * | NG | 29 |
| Number of students tested | * | 6 | * | NG | 7 |
| | | | | | |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Mathematics Grade 1st Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 97 | 88 | 69 | NG | 83 |
| % "Exceeding" State Standards | 60 | 52 | 48 | NG | 61 |
| Number of students tested | 73 | 61 | 48 | NG | 67 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 90 | 88 | 68 | NG | 83 |
| % "Exceeding" State Standards | 63 | 57 | 49 | NG | 66 |
| Number of students tested | 57 | 51 | 47 | NG | 58 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 100 | * | NG | 86 |
| % "Exceeding" State Standards | * | 17 | * | NG | 43 |
| Number of students tested | * | 6 | * | NG | 7 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Reading Grade 2nd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 95 | 81 | 81 | NG | 76 |
| % "Exceeding" State Standards | 34 | 34 | 22 | NG | 43 |
| Number of students tested | 64 | 58 | 41 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 96% | 80% | 89% | NG | 71% |
| % "Exceeding" State Standards | 31% | 34% | 22% | NG | 43% |
| Number of students tested | 55 | 50 | 37 | NG | 47 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | 72 | NG | 10 |
| % "Exceeding" State Standards | * | * | 43 | NG | 10 |
| Number of students tested | * | * | 7 | NG | 10 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Language Arts Grade 2nd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 89% | 88% | 88% | NG | 71% |
| % "Exceeding" State Standards | 21% | 47% | 44% | NG | 54% |
| Number of students tested | 62 | 58 | 41 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 85% | 88% | 87% | NG | 76% |
| % "Exceeding" State Standards | 16% | 46% | 49% | NG | 51% |
| Number of students tested | 55 | 50 | 37 | NG | 47 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| | | | | | |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | 58% | NG | 10% |
| % "Exceeding" State Standards | * | * | 29% | NG | 10% |
| Number of students tested | * | * | 7 | NG | 10 |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Mathematics Grade 2nd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 94% | 86% | 87% | NG | 79% |
| % "Exceeding" State Standards | 28% | 62% | 63% | NG | 70% |
| Number of students tested | 65 | 58 | 41 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 92% | 84% | 87% | NG | 77% |
| % "Exceeding" State Standards | 25% | 62% | 68% | NG | 68% |
| Number of students tested | 55 | 50 | 37 | NG | 47 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | | | NG | |
| % "Exceeding" State Standards | | | | NG | |
| Number of students tested | | | | NG | |
| | | | | | |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | 58% | NG | 20% |
| % "Exceeding" State Standards | * | * | 29% | NG | 20% |
| Number of students tested | * | * | 7 | NG | 10 |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Reading Grade 3rd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 87% | 96% | 68% | NG | 51% |
| % "Exceeding" State Standards | 21% | 40% | 34% | NG | 39% |
| Number of students tested | 61 | 55 | 59 | NG | 49 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 83% | 98% | 68% | NG | 54% |
| % "Exceeding" State Standards | 21% | 44% | 38% | NG | 40% |
| Number of students tested | 61 | 48 | 53 | NG | 43 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 85 | 28% | NG | 0 |
| % "Exceeding" State Standards | * | 71% | 28% | NG | 10 |
| Number of students tested | * | 7 | 18 | NG | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Language Arts Grade 3rd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 90% | 91% | 67% | NG | 55% |
| % "Exceeding" State Standards | 18% | 71% | 53% | NG | 47% |
| Number of students tested | 61% | 55% | 59% | NG | 49% |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 90% | 92% | 66% | NG | 56% |
| % "Exceeding" State Standards | 18% | 71% | 55% | NG | 47% |
| Number of students tested | 61 | 48 | 53 | NG | 43 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 71% | 28% | NG | 0% |
| % "Exceeding" State Standards | * | 71% | 28% | NG | 0% |
| Number of students tested | * | 7 | 18 | NG | 10 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Mathematics Grade 3rd Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 98% | 89% | 75% | NG | 57% |
| % "Exceeding" State Standards | 28% | 73% | 63% | NG | 51% |
| Number of students tested | 61 | 55 | 59 | NG | 49 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 98% | 90% | 76% | NG | 56% |
| % "Exceeding" State Standards | 26% | 75% | 68% | NG | 49% |
| Number of students tested | 53 | 48 | 53 | NG | 43 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| | | | | | |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 57% | 28% | NG | 0% |
| % "Exceeding" State Standards | * | 43% | 28% | NG | 0% |
| Number of students tested | * | 7 | 18 | NG | 10 |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Reading Grade 4th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 92% | 85% | 52% | 56% | 75% |
| % "Exceeding" State Standards | 22% | 46% | 31% | 38% | 37% |
| Number of students tested | 54 | 59 | 52 | 50 | 60 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 92% | 85% | 50% | 57% | 78% |
| % "Exceeding" State Standards | 18% | 52% | 30% | 39% | 40% |
| Number of students tested | 50 | 52 | 46 | 44 | 48 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 14% | 17% | 15% | 10% |
| % "Exceeding" State Standards | * | 14% | 17% | 15% | 10% |
| Number of students tested | * | 7 | 18 | 13 | 10 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Language Arts Grade 4th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 94% | 88% | 63% | 62% | 71% |
| % "Exceeding" State Standards | 13% | 51% | 44% | 52% | 63% |
| Number of students tested | 54 | 59 | 52 | 50 | 60 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 96% | 89% | 61% | 61% | 77% |
| % "Exceeding" State Standards | 14% | 58% | 41% | 52% | 69% |
| Number of students tested | 50 | 52 | 46 | 44 | 48 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | * | * |
| % "Exceeding" State Standards | * | * | * | * | * |
| Number of students tested | * | * | * | * | * |
| | | | | | |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 14% | 22% | 8% | 0% |
| % "Exceeding" State Standards | * | 14% | 22% | 8% | 0% |
| Number of students tested | * | 7 | 18 | 13 | 10 |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Mathematics Grade 4th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 89% | 82% | 54% | 45% | 69% |
| % "Exceeding" State Standards | 11% | 68% | 46% | 39% | 57% |
| Number of students tested | 55 | 59 | 52 | 49 | 60 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 90% | 81% | 55% | 45% | 73% |
| % "Exceeding" State Standards | 10% | 71% | 48% | 40% | 60% |
| Number of students tested | 51 | 52 | 46 | 43 | 48 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | * | * |
| % "Exceeding" State Standards | * | * | * | * | * |
| Number of students tested | * | * | * | * | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 14% | 17% | 0% | 10% |
| % "Exceeding" State Standards | * | 14% | 17% | 0% | 10% |
| Number of students tested | * | 7 | 18 | 12 | 10 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Reading Grade 5th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 90% | 91% | 87% | NG | 57% |
| % "Exceeding" State Standards | 15% | 66% | 55% | NG | 37% |
| Number of students tested | 48 | 56 | 44 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 91% | 93% | 89% | NG | 55% |
| % "Exceeding" State Standards | 14% | 67% | 54% | NG | 37% |
| Number of students tested | 44 | 43 | 37 | NG | 51 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 80% | 85% | NG | 0% |
| % "Exceeding" State Standards | * | 80% | 64% | NG | 0% |
| Number of students tested | * | 10 | 14 | NG | 17 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Language Arts Grade 5th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 92% | 82% | 89% | NG | 55% |
| % "Exceeding" State Standards | 19% | 55% | 77% | NG | 48% |
| Number of students tested | 48 | 56 | 43 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 91% | 86% | 92% | NG | 53% |
| % "Exceeding" State Standards | 18% | 58% | 78% | NG | 45% |
| Number of students tested | 44 | 43 | 36 | NG | 51 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| | | | | | |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 60% | 77% | NG | 6% |
| % "Exceeding" State Standards | * | 60% | 77% | NG | 6% |
| Number of students tested | * | 10 | 13 | NG | 17 |
| | | | | | |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Mathematics Grade 5th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 100% | 68% | 69% | NG | 56% |
| % "Exceeding" State Standards | 23% | 54% | 64% | NG | 39% |
| Number of students tested | 48 | 56 | 44 | NG | 54 |
| Percent of total students tested | 100% | 100% | 100% | NG | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 | NG | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | NG | 0% |
| SUBGROUP SCORES | | | | | |
| 1. <u>Black</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | 100% | 72% | 68% | NG | 53% |
| % "Exceeding" State Standards | 20% | 58% | 65% | NG | 35% |
| Number of students tested | 44 | 43 | 37 | NG | 51 |
| 2. <u>White</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | * | * | NG | * |
| % "Exceeding" State Standards | * | * | * | NG | * |
| Number of students tested | * | * | * | NG | * |
| 3. <u>ESP</u> (specify subgroup) | | | | | |
| % "Meeting" plus "Exceeding" State Standards | * | 0% | 50% | NG | 6% |
| % "Exceeding" State Standards | * | 0% | 50% | NG | 6% |
| Number of students tested | * | 10 | 14 | NG | 17 |

*Fewer than 10 students tested.

NG- Not given- Due to issues at the state level with test group security, the CRCT was only Administered to fourth and sixth grade students in Georgia during the 2002-2003 school year. It was also not administered to other grades during the 2000-2001 school year.

Subject Reading Grade 3rd Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE ____ Scaled scores ____ Percentiles

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 50 | 55 | 25 | 30 | NG |
| Number of students tested | 67 | 46 | 58 | 49 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. <u>AA/B</u> (specify subgroup) | 41 | 53 | 35 | 31 | NG |
| Number of students tested | 54 | 35 | 50 | 41 | NG |
| 2. <u>C/W</u> (specify subgroup) | 84 | 71 | 17 | 22 | NG |
| Number of students tested | 4 | 7 | 3 | 3 | NG |
| 3. <u>Other</u> (specify subgroup) | | | 89 | 33 | NG |
| Number of students tested | | | 2 | 4 | NG |
| 4. <u>HIS/LAT</u> (specify subgroup) | 42 | | | | NG |
| Number of students tested | 7 | | | | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | 30 | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |

Subject Language Arts Grade 3rd Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE ____ Scaled scores ____ Percentiles

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 58 | 61 | 35 | 37 | NG |
| Number of students tested | 65 | 46 | 57 | 48 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. __AA/B (specify subgroup) | 58 | 58 | 39 | 35 | NG |
| Number of students tested | 53 | 36 | 49 | 41 | NG |
| 2. __C/W_ (specify subgroup) | 76 | 80 | 17 | 54 | NG |
| Number of students tested | 4 | 6 | 3 | 2 | NG |
| 3. __Other_ (specify subgroup) | | | | 33 | NG |
| Number of students tested | | | | 4 | NG |
| 4. __HIS/LAT (specify subgroup) | 55 | | 99 | | NG |
| Number of students tested | 7 | | 2 | | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |

Subject Mathematics Grade 3rd Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE ____ Scaled scores ____ Percentiles

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 69 | 57 | 31 | 35 | NG |
| Number of students tested | 66 | 45 | 57 | 49 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. <u>AA/B</u> (specify subgroup) | 68 | 54 | 40 | 33 | NG |
| Number of students tested | 54 | 35 | 49 | 41 | NG |
| 2. <u>C/W</u> (specify subgroup) | 80 | 64 | 23 | 33 | NG |
| Number of students tested | 4 | 7 | 3 | 3 | NG |
| 3. <u>Other</u> (specify subgroup) | | | 94 | 55 | NG |
| Number of students tested | | | 2 | 4 | NG |
| 4. <u>HIS/LAT</u> (specify subgroup) | 67 | | | | NG |
| Number of students tested | 7 | | | | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |

Subject Reading Grade 5th Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004, 2004, 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE Scaled scores Percentiles

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 52 | 38 | 22 | 36 | NG |
| Number of students tested | 51 | 60 | 44 | 55 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. <u>AA/B</u> (specify subgroup) | 48 | 37 | 35 | 34 | NG |
| Number of students tested | 47 | 48 | 38 | 50 | NG |
| 2. <u>C/W</u> (specify subgroup) | 98 | 64 | 37 | 71 | NG |
| Number of students tested | 1 | 7 | 6 | 3 | NG |
| 3. <u>Other</u> (specify subgroup) | | | | | NG |
| Number of students tested | | | | | NG |
| 4. <u>HIS/LAT</u> (specify subgroup) | 97 | 21 | | 24 | NG |
| Number of students tested | 1 | 3 | | 2 | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |

Subject Language Arts Grade 5th Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004 , 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 60 | 20 | 46 | 43 | NG |
| Number of students tested | 51 | 44 | 60 | 55 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. <u>AA/B</u> (specify subgroup) | 58 | 39 | 40 | 44 | NG |
| Number of students tested | 47 | 38 | 48 | 50 | NG |
| 2. <u>C/W</u> (specify subgroup) | 68 | 20 | 39 | 42 | NG |
| Number of students tested | 1 | 6 | 7 | 3 | NG |
| 3. <u>Other</u> (specify subgroup) | | | | | NG |
| Number of students tested | | | | | NG |
| 4. <u>HIS/LAT</u> (specify subgroup) | 66 | | | 16 | NG |
| Number of students tested | 1 | | | 2 | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |

Subject Mathematics Grade 5th Test Iowa Test of Basic Skills

Edition/Publication Year 2002, 2003, 2004, 2005, 2006 Publisher Riverside Publishing

Scores are reported here as (check one): NCE ____ Scaled scores ____ Percentiles X

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | September | September | September | March | NG |
| SCHOOL SCORES | | | | | |
| Total Score | 57 | 15 | 38 | 36 | NG |
| Number of students tested | 50 | 45 | 60 | 54 | NG |
| Percent of total students tested | 100% | 100% | 100% | 100% | NG |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | NG |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | NG |
| SUBGROUP SCORES | | | | | |
| 1. <u>AA/B</u> (specify subgroup) | 53 | 30 | 37 | 35 | NG |
| Number of students tested | 46 | 39 | 48 | 50 | NG |
| 2. <u>C/W</u> (specify subgroup) | 81 | 24 | 47 | 50 | NG |
| Number of students tested | 1 | 6 | 7 | 3 | NG |
| 3. <u>Other</u> (specify subgroup) | | | | | NG |
| Number of students tested | | | | | NG |
| 4. <u>HIS/LAT</u> (specify subgroup) | 92 | | 41 | 29 | NG |
| Number of students tested | 1 | | 3 | 2 | NG |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | NG |
| NATIONAL STANDARD DEVIATION | | | | | NG |