

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. Kathy Elrod
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name North Jackson Elementary
(As it should appear in the official records)

School Mailing Address 1880 Old Gainesville Highway
(If address is P.O. Box, also include street address.)
Talmo Georgia 30575-2309
City State Zip Code+4 (digits total)

County Jackson State School Code Number* 3050

Telephone (706)693-2246 Fax (706)693-4389

Web site/URL www.jackson.k12.ga.us E-mail kelrod@jackson.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.

See hard copy Date _____
(Principal's Signature)

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

District Name Jackson County Tel. (706)367-5151

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.

See hard copy Date _____ (Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Kathy Wilbanks
(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.

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

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: 7 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 1 Other
- 11 TOTAL
2. District Per Pupil Expenditure: \$6,067.71
- Average State Per Pupil Expenditure: \$6,234.02

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.
- 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 |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| Pre-K | 8 | 12 | 20 | 7 | | | |
| K | 44 | 31 | 75 | 8 | | | |
| 1 | 30 | 29 | 59 | 9 | | | |
| 2 | 26 | 29 | 55 | 10 | | | |
| 3 | 34 | 31 | 65 | 11 | | | |
| 4 | 23 | 22 | 45 | 12 | | | |
| 5 | 38 | 24 | 62 | Other | 7 | 0 | 7 |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 388 |

6. Racial/ethnic composition of the school: 75 % White
6 % Black or African American
17 % Hispanic or Latino
2 % Asian/Pacific Islander
0 % 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: 27 %

[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 | 58 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 47 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 105 |
| (4) | Total number of students in the school as of October 1 | 388 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.268 |
| (6) | Amount in row (5) multiplied by 100 | 27 |

8. Limited English Proficient students in the school: 6 %
25 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 223

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: 15 %
58 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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> | _____ |
| Classroom teachers | <u>22</u> | _____ |
| Special resource teachers/specialists | <u>4</u> | _____ |
| Paraprofessionals | <u>16</u> | _____ |
| Support staff | <u>5</u> | <u>3</u> |
| Total number | <u>49</u> | <u>3</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 18:1

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 | 96% | 96% | 96% | 95% | 96% |
| Daily teacher attendance | 96% | 95% | 95% | % | % |
| Teacher turnover rate | 9% | 11% | 8% | 13% | 10% |
| Student dropout rate (middle/high) | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate (high school) | N/A | N/A | N/A | N/A | N/A |

PART III - SUMMARY

North Jackson is a Pre-K through fifth grade elementary school located in the northern part of Jackson County. It is one of the smaller schools in the Jackson County School System with an enrollment of 388 students. It is located in the midst of two rural communities, Talmo and Pendergrass. Community activities offered to the area children include Jackson County Park and Recreation Programs, Boy Scouts, church youth groups, 4-H Club and a newly formed Boys and Girls Club. Each of the towns provides residents with small part-time libraries. A larger community library is located in the town of Jefferson and regional library facilities are approximately twenty miles away in the towns of Gainesville and Winder. Cultural amenities are somewhat limited. The school attempts to bridge the gap by scheduling field trips to events in the larger cities of Gainesville, Athens, and Atlanta and by producing musicals and plays at the school. Fourth and fifth are offered the opportunity to be members of the North Jackson Choral group. In addition, programs by national and regional authors and illustrators are annual events.

The socio-economic level of the population is considered low and the majority of our students qualifies for free or reduced meals. Much of the employment in the area is based on the poultry industry. A large number of poultry farms are located in the area. Wayne Farms and Pilgrims Pride have large poultry processing plants nearby and employ many local residents. Many Hispanic families tend to migrate to the area in search of employment in the poultry industry. Interstate 85 corridor is located five miles from the school and recent industrial growth along it has brought new opportunities for employment. Despite having this economic progress close to our school community, limited housing in the school attendance area has allowed for only minimal growth of the student population. Several subdivisions have been approved and are under construction within our attendance area. The school has not experienced growth from these building projects at this time. Present housing in the attendance area includes a large mobile home park and many individual rental units. These units have frequent residency turnovers. Families often relocate after finding more secure housing and employment. This rate of turnovers combined with the migrant population leads to a high number of transient students at North Jackson. This transient rate provides a challenge for teachers, due to the fact that these students often are behind in academic areas and require extra attention and support. Many of the students lack a stable home environment. Children come to us from households consisting of single parents, foster parents, and grandparents who function as the legal guardians of their grandchildren. North Jackson has an after school program to address the problem of dual income families who work outside the home. Funds derived from the program go directly back into its operation.

The mission of North Jackson Elementary is to create a positive climate for learning and provide quality-learning opportunities so that all students may develop academically, socially and physically at a rate consistent with their capabilities. The school creates an atmosphere that is conducive to learning and encourages student attendance. Teachers and staff strive to promote an environment that fosters respect for self and others and encourage students to establish appropriate values. Students are given opportunities to develop an appreciation of art and music and the critical thinking skills necessary to function in an ever-changing society. North Jackson is proud of our students' accomplishments and of our highly qualified staff. In the spring of 2006, North Jackson was recognized by the Governor's Office of Student Achievement in the State of Georgia as a Bronze Award Winner for our high percentage of students meeting and exceeding state standards. High expectations have been and will continue to be the driving force at North Jackson.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** All students in Georgia are required to take the Criterion-Referenced Competency Test in grades first through fifth. Students are tested on their skills and knowledge acquired from the Quality Core Curriculum and the Georgia Performance Standards in Reading, Language Arts, and Math for first and second grades and Reading, Language Arts, Math, Science, and Social Studies for third through fifth grades. Students receive a score of Level 1 (does not meet), Level 2 (meets), or Level 3 (exceeds) on the acquired state standards on the Criterion-Referenced Competency Test. A score of 2 or above interprets as passing the state standards. Students are expected to pass the reading section in third grade and the reading and math sections in fifth grade. Additional information can be gathered from the state website concerning further clarification of the Criterion-Referenced Competency Test. The website is: http://public.doe.k12.ga.us/ci_testing.aspx. In the application, test data for North Jackson Elementary students will be reported for 2003/2004 extending through the 2005/2006 school year. Georgia requires students in grades 3 and 5 to take the Iowa Test of Basic Skills, a norm-referenced test. This test compares our students to the performance of other students across the nation in Reading, Language Arts, Math, Social Studies, Science, and Sources of Information. In fifth grade, students take the Fifth Grade State Writing Test to assess writing skills acquired throughout their elementary career.

Results indicate that students at North Jackson Elementary on average out perform other students in grades first through fifth in the state of Georgia on the Criterion-Referenced Competency Test. North Jackson Elementary has been in the top three schools for our district for the past two years with the least number of students failing the third grade reading section and fifth grade reading and math sections. These two grades are critical for promotion and retention in the state of Georgia. On the Fifth Grade Writing Assessment, we have consistently out performed the system average in the top two stages for the past three years. As reflected in our test scores, all students are held to high expectations and standards.

2. **Using Assessment Results:** The academic needs for students at North Jackson are determined through a variety of assessment techniques. The most immediate feedback is provided through classroom assessment. Individual student progress is shown through basic literacy tests, running records, computer tests, unit assessments, portfolios, checklists, writing rubrics, and teacher observation of classroom performance. These help teachers modify their methods and provide flexible, ever-changing groups for instruction.

System wide assessments, based on state curriculum, are given each semester. Administrators and teachers utilize test information to indicate students in need of modifications. Students who are identified as at-risk are referred to the state funded Early Intervention Program to provide students smaller pupil-teacher ratio instruction. In addition, recommendations are made to refer students who are struggling to the after-school tutoring program.

State wide assessments are administered to determine competency. The Georgia Criterion-Referenced Competency Test is based on the state curriculum standards. The Georgia State Writing Assessment reflects proficiency in writing. Rubrics are used in assessing open ended questions in the writing compositions.

The Georgia Criterion-Referenced Competency Test and the Iowa Test of Basic Skills provide data to administrators and teachers to determine student achievement, create school improvement goals, and students' needs across grade levels. Staff Development courses are based on areas of need shown in test scores. These assessments are utilized within teams and curriculum committees to modify instruction in order to promote student learning.

3. **Communicating Assessment Results:** Student performance on the Criterion-Referenced Competency Test and the Iowa Test of Basic Skills are reported annually through the local paper to parents and community members. Additional information is communicated to parents through individual parent conferences, report cards, Parent Teacher Organization meetings, our quarterly Panther Pride Assemblies, and monthly newsletters. Translators and transportation services are furnished for parents to enable teachers to meet and share results with everyone. At the school level, different grade levels have achievement walls throughout the building. Kindergarten children are recognized for letter identification, sound recognition, and sight words using wall displays. First and second graders work hard to get their names on the Math Facts Wall. Student work is proudly displayed throughout the building. Monthly rewards are given to students who meet their Accelerated Reading Goals. Fifth graders enjoy their annual field trip celebration for their achievements in writing. The achievement walls are highly visible so parents and visitors can track achievement through the year. The local paper prints articles and pictures of students involved in current activities. We also publish an annual accountability report to share our accomplishments with the community.

4. **Sharing Success:** North Jackson Elementary is proud of our accomplishments. We take pride in sharing with schools in our system and other systems. Administrators meet monthly with other administrators to share positive achievements. North Jackson Elementary teachers have taught professional learning classes locally and at conferences. Our successes are often published in a Jackson County School System monthly publication. We were recently featured in *Living Jackson* for receiving the State Bronze award for academic excellence. Teachers are eager to share what works with other teachers through email, class visits, and meetings.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Students at North Jackson receive instruction in the areas of reading, English/language arts, math, social studies, science, art, music, physical education, and character education. Our curriculum is aligned with the state standards, Quality Core Curriculum and Georgia Performance Standards.

North Jackson strives to meet the needs of every learner through a variety of strategies. Students acquire the curriculum through multiple settings throughout the day whether through whole group, small group instruction, individual assistance, or after school tutoring.

North Jackson students receive instruction in a variety of approaches to help them maintain and retain their acquired skills. These include computer programs such as Success Maker and Everyday Math games. North Jackson continues to enhance learning for all through regularly planned author visits, illustrator appearances, wild life exhibitions, and similar activities. Extra support is provided to special needs students through inclusion, collaboration, and resource models. We also have peer and adult mentors that provide extra assistance to students struggling in reading and math.

To address student needs, teachers meet frequently to discuss student performance and to adjust student groups. Teachers are constantly seeking additional sources to address instructional needs. We monitor student growth through a computer adaptive reading test and data base, local district quarterly benchmarks, and district Basic Literacy Tests.

2. **(Elementary Schools) Reading:** North Jackson Elementary sets high expectations for student achievement in reading. In order to equip students with the necessary skills for success, the Four Blocks Reading Program has been implemented for North Jackson teachers in grades one through three. This program incorporates on a daily basis the different approaches to beginning reading. These include guided reading, self-selected reading, working with words, and writing workshop. Daily instruction in all four blocks provides numerous and varied opportunities for all children to learn to read and write. Using all four blocks takes into account the fact that all children do not learn in the same way and provides substantial instruction to support the students' learning styles. A variety of formats make each block as multilevel as possible, providing additional support for children who struggle, as well as additional challenges for those who catch on quickly. The Early Intervention Program teachers share teaching responsibilities in the areas of reading by serving small groups daily. This allows for more individual assistance to students. The fourth and fifth grade teachers at North Jackson adopted the Five Blocks Reading Program, which adds fluency as the additional block.

Each year, system-wide workshops are offered to train new faculty members (and any others requesting a refresher course) in the Four Blocks model. As additional support, the Jackson County Elementary Language Arts Coordinator is available for teacher consultations and to model lessons at each grade level.

3. **Additional Curriculum Area:** North Jackson emphasizes math skills among all students to help them develop the ability to think critically and make decisions as it relates to our school mission and beliefs. For the past three years, North Jackson has utilized Everyday Math to enhance student mathematical knowledge. Everyday Math encourages multiple ways for solving math problems, unlike the previous traditional programs. Math scores on the Criterion-Referenced Competency Test for North Jackson have consistently been higher than the state scores across grade levels. Test scores have indicated growth in mathematics of North Jackson students over the past three years.

As a school, we continuously meet to discuss ways to improve math facts and problem solving which are areas of concern for our school. We have identified these areas for the past two years as a focal point on

the School Improvement Plan. We address these needs through Math Facts in a Flash, Success Maker, word problems on morning announcements, Problems of the Day, After-School Tutoring, Learning Communities, and through the state funded intervention program.

4. Instructional Methods: The staff at North Jackson Elementary incorporates a variety of teaching methods to meet the needs of every student. Our school uses learning-focused strategies outlined by Dr. Max Thompson. These strategies include acquisition lessons, activating strategies, acceleration strategies, summarizing strategies, graphic organizers, extending and refining strategies, and rubric assessments. Our teachers offer differentiated instruction to ensure that individual needs are being met. For example, some first graders may know a lot about how a clock looks and keeps time, but some may be only able to recall that it is round with some numbers on it. The teacher will provide different activities to teach, remediate, and enrich. During guided reading students are taught based on their instructional level. Students also participate in shared reading activities in heterogeneous groups. For higher level reading students, some teachers create Literature Circles which works much like a “book talk”. Reading and writing are incorporated into all content areas. Peer tutoring, mentors, Early Intervention Program, and after school tutoring are implemented to help students at-risk. Extra cultural activities including a WWII veteran, author and illustrator visits, and field trips help to enhance student learning.

5. Professional Development: The North Jackson Elementary staff is dedicated to Professional Learning that is directly related to our School Improvement Plan. In the spring of each school year, the staff is asked for suggestions via survey for professional learning the following year. The staff is reminded to ask this question: “What does our school need to meet the school improvement plan goals?” The Assistant Principal is given a budget and must plan accordingly. Student achievement and the physical and emotional well-being of students is the focus. The Jackson County School System plans classes and training for the system. Our school provides professional learning based on the unique needs of our students and staff.

Recently, the state of Georgia began the implementation of Georgia Performance Standards, the revised state curriculum. As the curriculum is phased in, the staff is trained on the standards and the planning of units. The staff also participates in classes to prepare the implementation of newly adopted textbooks and programs, such as Everyday Math, Guided Reading, and Learning Focused Schools. North Jackson believes strongly that we must support new staff members by providing each with New Teacher Orientation (a two day class before pre-planning) and a year long mentor.

Learning Communities are formed by staff members interested in certain topics or needs. The learning communities meet bi-monthly to discuss recent readings. As a result of these meetings, some grade levels have set goals for students and agreed on a means of recognizing students for their successes.

We have also participated in book talks as a whole faculty and with smaller groups. Our most recent book talk has been on *What Great Teachers Do Differently* by Todd Whitaker.

PART VII - ASSESSMENT RESULTS

North Jackson Elementary

Georgia's State Criterion-Referenced Tests

Subject: Reading Grade: 1 Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 99 | 98 | 94 |
| % Exceeding State Standards | 55 | 60 | 47 |
| Number of Students Tested | 55 | 60 | 60 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 100 | 97 | 90 |
| % Exceeding State Standards | 50 | 45 | 40 |
| Number of Students Tested | 34 | 31 | 30 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 90 |
| % Exceeding State Standards | N/A | N/A | 10 |
| Number of Students Tested | N/A | N/A | 10 |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 80 |
| % Exceeding State Standards | N/A | N/A | 50 |
| Number of Students Tested | N/A | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Mathematics Grade: 1

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 93 | 99 | 96 |
| % Exceeding State Standards | 73 | 62 | 53 |
| Number of Students Tested | 55 | 60 | 60 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 92 | 97 | 93 |
| % Exceeding State Standards | 68 | 39 | 50 |
| Number of Students Tested | 34 | 31 | 30 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 100 |
| % Exceeding State Standards | N/A | N/A | 60 |
| Number of Students Tested | N/A | N/A | 10 |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 90 |
| % Exceeding State Standards | N/A | N/A | 50 |
| Number of Students Tested | N/A | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Reading Grade: 2 Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 92 | 95 | 93 |
| % Exceeding State Standards | 35 | 63 | 53 |
| Number of Students Tested | 65 | 59 | 60 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 87 | 97 | 90 |
| % Exceeding State Standards | 19 | 61 | 50 |
| Number of Students Tested | 37 | 33 | 30 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | 70 | N/A | N/A |
| % Exceeds State Standards | 40 | N/A | N/A |
| Number of Students Tested | 10 | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 100 |
| % Exceeding State Standards | N/A | N/A | 30 |
| Number of Students Tested | N/A | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Math

Grade: 2

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 95 | 96 | 97 |
| % Exceeding State Standards | 40 | 49 | 40 |
| Number of Students Tested | 65 | 59 | 60 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 92 | 100 | 96 |
| % Exceeding State Standards | 24 | 52 | 33 |
| Number of Students Tested | 37 | 33 | 30 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | 80 | N/A | N/A |
| % Exceeding State Standards | 40 | N/A | N/A |
| Number of Students Tested | 10 | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | 90 |
| % Exceeding State Standards | N/A | N/A | 40 |
| Number of Students Tested | N/A | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Reading

Grade: 3

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 98 | 98 | 96 |
| % Exceeding State Standards | 25 | 58 | 48 |
| Number of Students Tested | 51 | 62 | 58 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 97 | 97 | 94 |
| % Exceeding State Standards | 30 | 55 | 26 |
| Number of Students Tested | 30 | 33 | 31 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | 100 | N/A |
| % Exceeding State Standards | N/A | 40 | N/A |
| Number of Students Tested | N/A | 10 | N/A |

Georgia's State Criterion-Referenced Tests

Subject: Math

Grade: 3

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 100 | 94 | 93 |
| % Exceeding State Standards | 57 | 39 | 41 |
| Number of Students Tested | 51 | 62 | 58 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 100 | 91 | 87 |
| % Exceeding State Standards | 60 | 33 | 19 |
| Number of Students Tested | 30 | 33 | 31 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | 90 | N/A |
| % Exceeding State Standards | N/A | 30 | N/A |
| Number of Students Tested | N/A | 10 | N/A |

Georgia's State Criterion-Referenced Tests

Subject: Reading

Grade: 4

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 90 | 96 | 77 |
| % Exceeding State Standards | 27 | 62 | 47 |
| Number of Students Tested | 62 | 61 | 63 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 91 | 92 | 68 |
| % Exceeding State Standards | 19 | 36 | 38 |
| Number of Students Tested | 36 | 25 | 37 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | 77 | N/A | 90 |
| % Exceeding State Standards | 15 | N/A | 20 |
| Number of Students Tested | 13 | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Math

Grade: 4

Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 86 | 85 | 84 |
| % Exceeding State Standards | 25 | 16 | 27 |
| Number of Students Tested | 64 | 61 | 63 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 79 | 72 | 76 |
| % Exceeding State Standards | 16 | 16 | 19 |
| Number of Students Tested | 38 | 25 | 37 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | 77 | N/A | 70 |
| % Exceeding State Standards | 8 | N/A | 10 |
| Number of Students Tested | 13 | N/A | 10 |

Georgia's State Criterion-Referenced Tests

Subject: Reading Grade: 5 Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 98 | 95 | 90 |
| % Exceeding State Standards | 26 | 60 | 36 |
| Number of Students Tested | 62 | 62 | 50 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 97 | 92 | 86 |
| % Exceeding State Standards | 23 | 51 | 24 |
| Number of Students Tested | 31 | 37 | 29 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | 90 | N/A |
| % Exceeding State Standards | N/A | 20 | N/A |
| Number of Students Tested | N/A | 10 | N/A |

Georgia's State Criterion-Referenced Tests

Subject: Mathematics Grade: 5 Test: Criterion Referenced Competency Test

| | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month | April | April | April |
| SCHOOL SCORES | | | |
| % Meeting plus Exceeding State Standards | 100 | 100 | 92 |
| % Exceeding State Standards | 73 | 58 | 30 |
| Number of Students Tested | 62 | 62 | 50 |
| % of Students Tested | 100 | 100 | 100 |
| Number of Students Alternatively Assessed | N/A | N/A | N/A |
| % of Students Alternatively Tested | N/A | N/A | N/A |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % Meeting plus Exceeding State Standards | 100 | 100 | 90 |
| % Exceeding State Standards | 58 | 46 | 28 |
| Number of Students Tested | 31 | 37 | 29 |
| 2. Hispanic | | | |
| % Meeting plus Exceeding State Standards | N/A | N/A | N/A |
| % Exceeding State Standards | N/A | N/A | N/A |
| Number of Students Tested | N/A | N/A | N/A |
| 3. Students with Disabilities | | | |
| % Meeting plus Exceeding State Standards | N/A | 100 | N/A |
| % Exceeding State Standards | N/A | 20 | N/A |
| Number of Students Tested | N/A | 10 | N/A |