

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 64 Elementary schools
 21 Middle schools
 0 Junior high schools
 14 High schools

 99 TOTAL

2. District Per Pupil Expenditure: \$ 6405

 Average State Per Pupil Expenditure: \$6484

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. 7 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 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| K | | | | 7 | 263 | 258 | 521 |
| 1 | | | | 8 | 260 | 255 | 515 |
| 2 | | | | 9 | | | |
| 3 | | | | 10 | | | |
| 4 | | | | 11 | | | |
| 5 | | | | 12 | | | |
| 6 | 244 | 247 | 491 | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 1527 |

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|--------------------------------|
| <u>82.5%</u> | White |
| <u>2.0%</u> | Black or African American |
| <u>2.2%</u> | Hispanic or Latino |
| <u>11.3%</u> | Asia/Pacific Islander |
| <u>.0%</u> | American Indian/Alaskan Native |
| <u>2.0%</u> | Multi-Racial |

100% TOTAL

7. Student turnover, or mobility rate, during the past year: 6.3 %
 (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 45 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 54 |
| (3) | Subtotal of all transferred students [sum | 98 |
| (4) | Total number of students in the school as of October 1 | 1545 |
| (5) | Subtotal in row (3) divided by total in row (4) | .063 |
| (6) | Amount in row (5) multiplied by 100 | 6.3 |

8. Limited English Proficient students in the school: 2.3 %
36 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: Korean, Farsi, Chinese, Japanese, Serbian, Portuguese, and Hebrew

9. Students eligible for free/reduced-priced meals: 1.9 %

29 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10.3 %

158 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | | | |
|-------------|-----------------------|-----------|---------------------------------------|
| <u>5</u> | Autism | <u>57</u> | Orthopedic Impairment |
| <u>1</u> | Deafness | <u>74</u> | Other Health Impaired |
| <u> </u> | Deaf-Blindness | <u>17</u> | Specific Learning Disability |
| <u> </u> | Hearing Impaired | <u>0</u> | Speech or Language Impairment |
| <u> </u> | Mental Retardation | <u>0</u> | Traumatic Brain Injury |
| <u> </u> | Multiple Disabilities | <u>4</u> | Visual Impairment Including Blindness |
| | | | Emotional/ Behavior Disorders |

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> |
|---------------------------------------|------------------|------------------|
| Administrators | <u>4</u> | <u>1</u> |
| Classroom teachers | <u>69</u> | <u>3</u> |
| Special resource teachers/specialists | <u>41</u> | <u>1</u> |
| Paraprofessionals | <u>2</u> | <u>4</u> |
| Support staff | <u>19</u> | <u>2</u> |
| Total number | <u>135</u> | <u>11</u> |

12. Student-"classroom teacher" ratio: 22.1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

| | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Daily student attendance (%) | 96.0 | 96.1 | 96.2 | 95.5 | 96.0 |
| Daily teacher attendance (%) | 95.9 | 95.5 | 95.3 | 95.5 | 94.6 |
| Teacher turnover rate (%) | 10 | 20 | 15 | 19 | 15 |
| Student dropout rate | 0 | 0 | 0 | 0 | 0 |
| Student drop-off rate(%) | 13 | 14.6 | 13.6 | 13.6 | 13.5 |

PART III – SUMMARY

Dickerson Middle School in Marietta, Georgia, opened in February of 1980 for sixth, seventh, and eighth grade students. Currently Dickerson has a population of 1,527 students housed in a recently enlarged building and twenty portable classrooms. The student population remains fairly constant as over 85% of the students attend Dickerson for the duration of their middle school years. Transience has averaged 8% over the last five years. In addition, student attendance is consistently above the ninety-fifth percentile—among the highest in Cobb County and the nation. A staff of 114 certified teachers, 5 administrators and 28 support personnel actively focuses on developing and continuing a culture of high quality instruction and student performance. Three full-time counselors work with the students to enhance intellectual, social, and emotional development. Dickerson’s mission statement affirms that the school, together with the parents and community, will continue the tradition of academic excellence by creating a positive learning atmosphere that challenges each student to prepare for his or her future. Within a safe environment, each student will maximize his or her learning potential, practice civic awareness, and achieve the self-confidence that will empower him or her to succeed. In 1989, Dickerson was named a Georgia School of Excellence. In addition, Dickerson was named the number one middle school in the state of Georgia by the Georgia Public Policy Foundation for the 1997-1998, 1998-1999, and 1999-2000 school years.

Dickerson students participate in eight 50 minute classes each day—six academic and two electives chosen from a variety of fine arts, physical education, and technology offerings. The major focus for Dickerson is academics, yet a typical day extends far beyond the regular school hours. The school is alive at 7:15 each morning with a variety of activities ranging from academics to athletics to community service. Eighth grade students are offered a zero hour Latin I course for high school credit. Special education students, served through a learning lab staffed by the Special Education Department and students from a local high school, receive assistance in all academic areas. Teachers provide academic assistance to at-risk students in a state funded Extended Day program. Classroom teachers also offer study sessions or assistance as needed. Performing arts students are involved in extra rehearsals or practice time. PE teachers supervise intramural activities including basketball, volleyball, and team handball. The community outreach program plans and implements service opportunities to benefit those in need in the community, including adopting an at-risk elementary school. Students at Dickerson donated three carloads of school supplies in August, holiday presents for over 100 families, valentines and candy for every student, and over 1,500 books, which provided three or more summer reading books for each elementary student. In addition, the morning hours provide time for club meetings including the technology club that produces a weekly newscast, a cultural diversity club, student forum which assists the administration in school-sponsored activities and spirit days, an award-winning yearbook staff, and the Junior Great Books program. After the four o’clock dismissal, opportunities for student growth continue. Extended Day for at-risk students continues in all academic areas. A special reading program serves the ESOL students. Students participate in Science Olympiad and Odyssey of the Mind which focus on creative problem solving.

The total commitment of the Dickerson community is “lived out” each day through the active involvement of the PTSA and our business Partners-in-Education. Parental involvement in support of the school is validated when 98% of parents attend fall student conferences. The PTSA contributes time and funds to enhance Dickerson’s educational program. Over fifty different committees provide support in activities such as assisting staff, providing teacher grants, mentoring ESOL and at-risk students, equipping a computer lab, staffing book and health fairs, promoting drug awareness activities, writing parent newsletters, and countless other endeavors. A highlight of the year is the PTSA sponsored drama production that involves over 100 students. Publix, our most active Partner-in-Education, participates in student recognition and provides weekly treats for the staff. Each day, the staff, students, and community work together to ensure Dickerson’s place among the schools of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Three year assessment results

Dickerson Middle School follows state and district mandates with regard to standardized testing. Eighth grade students take three different assessments: the Georgia Criterion-Referenced Competency Test (CRCT); the Middle Grades Writing Assessment; and a nationally norm-referenced test such as the Iowa Test of Basic Skills or the Stanford Achievement Test. Sixth grade students take the Georgia CRCT and the national norm-referenced test. All students take required tests except for ESOL students who have been in the country for less than one year and may be deferred from testing due to state policy. Last year three students were deferred. The only other exclusion is students absent on the day tests are given and during make-up testing. The number excluded from absences constitutes less than 1% of the student population. Over time Dickerson students have scored very well on all assessments.

The GA CRCT measures student knowledge of the Georgia Quality Core Curriculum. Students are tested in core academic areas (reading, math and language arts) and receive scores demonstrating the degree to which the students have met required standards (does not meet standard, meets standard, exceeds standard). The majority of Dickerson students meets or exceeds standards; thus, the challenge for Dickerson's instructional program is to continually push students to a higher level of mastery (exceeds standard). Over the three year period from 2000 to 2002, Dickerson has increased the percentage of eighth graders scoring in the "Exceeds Standard" category by 22% in language, 16% in math, and 9% in reading. Similar increases can be seen in sixth grade scores. Longitudinally, cohort groups of Asian and special education students also show notable increases in the percentage of students "Exceeding Standard." Over the same three year period (2000-2002), 17% more Asian students exceeded standard in language, 16% more exceeded standard in reading, and 7% more exceeded in math. Special education students demonstrated increases in two areas: reading (24% more exceeded standard) and language (20% more exceeded standard). For special education in math, there was a 3% decrease in the "Exceeds Standard" category, but there was an overall increase in the percentage of students meeting or exceeding from 62% to 78%. Clearly, overall increases in Dickerson scores along with increases for selected subgroups reflect the high expectations for all students and the dedication of the staff to identify and address different learning needs of students.

The Middle Grades Writing Assessment is a ninety-minute test where students must write an essay on an undisclosed topic. The students' papers are scored in five domains – content and organization, style, sentence formation, usage, and mechanics. The scores are categorized in the same manner as the CRCT. A pattern similar to the CRCT has developed over the past three years. The percentage of students meeting or exceeding standard increased from 97% to 99%. Additionally, a 19% increase (from 41% to 60%) can be seen in the total population of students exceeding standard; Asian students increased by 26%, and special education students increased by 24%. Dickerson's performance reflected on this test is truly extraordinary as only 13% of the students statewide scored in the "Exceeds Standard" range.

Norm-referenced trends are more difficult to interpret due to circumstances beyond Dickerson's control. First, the state of Georgia changed from the Iowa Tests of Basic Skills (ITBS) to the Stanford Achievement Tests (SAT-9) during the 2000-01 school year. This change shifted norm comparisons from 1992 to 2000. Typically, percentile scores decrease when more recent norm comparisons are used. Secondly, eighth grade results from the SAT-9 for 2001-02 were declared invalid by the state due to scoring and norming issues. Regardless of these two facts, Dickerson scores have remained high when looking at reading, language, and mathematics. Overall percentile scores range between 79% and 90%.

While standardized test scores are not the only measure of a school's success, they certainly provide crucial information. While proud of accomplishments, Dickerson will continue to strive for excellence.

2. *Assessment Data*

Dickerson Middle School regards assessment data as a valuable resource to monitor progress and plan instruction for individual students as well as the general school population. When test scores arrive at the school, a committee consisting of the administration, subject area coordinators, and the instructional lead teacher carefully examine the data looking for trends as well as strengths and weaknesses. Comparing current data with that of previous years shows a clear picture of areas where instruction has been improved. When subgroup information is available, the data comparing the subgroups to the total population is also considered. Special attention is paid to areas where mastery of the material is not evident.

The principal presents the analysis of data to the entire staff so that all are knowledgeable about the general picture that the results indicate. Then, each subject area cohort uses the information to develop and implement strategies that will foster improved student performance school-wide. Individual students are identified who have not demonstrated sufficient mastery of the material, and those students are targeted for skill building programs including intervention math, math connections, remedial literacy, and Extended Day. Test data is also used to place high performing students in advanced classes through the gifted program. Finally, the school improvement team uses the assessment data to help select an area of focus for the school goal. As an example, working through this process, the school improvement team recommended the area of problem solving in math as the school goal for the last two years.

3. *Communication of student performance*

Dickerson is dedicated to making parents, students, and the community aware of the achievements, performance, and success of the school. This is accomplished through a variety of means. To keep parents aware of their child's performance in all areas of the curriculum, teachers hold parent conferences in the fall and then on an as-needed basis. These conferences focus on the child's strengths and weaknesses using available information including standardized test scores. Additionally, teachers meet with students individually to address areas of concern. Teams of teachers coordinate parent phone or e-mail contacts to ensure that everyone is working together to monitor student progress. Detailed progress reports are sent home every four and a half weeks to show parents the exact standing of their student in all academic areas. These are followed up at the nine-week grading period with a report card. When standardized test scores arrive during the school year, teachers work with their classes to explain, interpret, and discuss those test results. The Parent Teacher Student Association (PTSA) further enhances communication about student and school performance through a newsletter that is mailed to all Dickerson families. School test scores are made available to the local media and are thus published in newspapers for the community at large. This information along with the state's report card for the school is available on the Dickerson website. Dickerson hosts a Citizens' Advisory Committee that includes parents, business Partners-in-Education, other community members, administrators, and teachers. This is a tool for channeling information about academic performance. In addition, Dickerson administrators participate in a panel discussion with the area Chamber of Commerce to share with them news of Dickerson's academic success. As a result of all these measures, no parent student, or community member is left unaware of Dickerson's exceptional performance. Even a drive by the school provides a glimpse of students' successes that are proudly proclaimed on the school's marquee.

4. Sharing successes with other schools

The staff at Dickerson Middle School values collaboration with other educational professionals. Curriculum conversations, strategy sharing, authentic assessments, and understanding data are topics germane to school improvement for all children. If Dickerson is selected as a NCLB Blue Ribbon school, we look forward to sharing our program.

Communication with other schools would include:

- Web site links to share instructional strategies that teachers have successfully implemented
- Host visitations from other schools
- Scheduled visitation to other schools for training opportunities
- Mentor program
- Continued support of student-teacher programs
- Participation in curriculum development conferences
- Presentations at local, state, and national conferences
- Continue to host and teach district staff development classes
- Standardized test scores posted on the Georgia State Department of Education website

Sharing collaboratively is a reciprocal endeavor. We, as educators, can do more for students by sharing best practices than we can by working in isolation.

PART V – CURRICULUM AND INSTRUCTION

1. *School's curriculum, including foreign languages*

Dickerson's curriculum is built on high standards as evidenced by the activities that go on in its classrooms on a daily basis and by its standardized test scores. The curriculum is driven by the state's Quality Core Curriculum (QCC). At the sixth grade level, students take physical science, world cultures with a focus on the Western Hemisphere, general math or pre-algebra, reading, and an integrated approach to writing, literature, and grammar in language arts. Seventh grade students take classes in life science, world cultures focusing on the Eastern Hemisphere, pre-algebra, beginning algebra and geometry (BAG), or Algebra I, reading or foreign language, and language arts. At the eighth grade level, students take earth science, Georgia studies, BAG, Algebra I, or Euclidean geometry, language arts, and reading or foreign language. In addition to these academic classes, students take a variety of connections courses that address the fine and practical arts and classes in health and physical education. Nearly 1,000 students participate in the school's award winning band, orchestra, and choral programs. Art, general music, business, introduction to technology, and career connections provide practical arts classes that teach students valuable life skills. Health and physical education address the physical and social skills necessary for a healthy life style.

Dickerson offers services for the 37% of its population identified as gifted. The curriculum must meet QCC objectives based on the assessed needs of the students. This advanced content curriculum includes a more elaborate, complex, and in-depth study of major ideas, problems, and themes than would ordinarily be available in the regular classroom. Dickerson's gifted students are served daily by a gifted certified teacher in the academic classes in which they qualify—language arts, science, social studies, literacy, reading, and foreign language.

Several courses offered at Dickerson are high school courses that earn Carnegie units so that a student entering high school may have earned up to four Carnegie units toward graduation. These include the foreign language courses of French, Spanish, or Latin and the math courses of Algebra I and Euclidean geometry.

Approximately 10% of Dickerson students qualify for special education services. The majority of these students participate in inclusion classes that are available in all academic areas. While these students receive the benefit of having a special education teacher to monitor their progress and help them individually, they are required to meet the high standards of the regular students in homework, quizzes, tests, and projects. For the other special education students, an IEP might dictate placement in a small group for more individual help in some subject areas. All special education students have the option of receiving extra tutorial help in a learning lab. This lab is open before regular school hours and is staffed by special education teachers with additional help from high school student Teacher Cadets.

Students who do not qualify for special education but are at-risk in some academic areas also receive special services. For students with weaknesses in math, a class is offered during the exploratory hour that combines traditional instruction in math foundations with a computer tutorial program. At-risk students are also serviced twice a week in an Extended Day program either before or after regular school hours. This program in all subject areas offers opportunities through small group instruction for students to bridge the achievement gap. Dickerson's curriculum also addresses the needs of the ESOL students by serving them daily in the areas of reading and language arts through a certified ESOL teacher.

By addressing the needs of all segments of its populations, the curriculum offered at Dickerson ensures that each middle school student is served daily in a rich, content-based program.

2. *English language curriculum*

The English language curriculum at Dickerson is formulated around the state QCC's. Vertical teaming with teachers from the feeder elementary schools and the high school ensures that the curriculum is a seamless one with student expectations well delineated. The major focus of the curriculum is writing, yet attention is given to grammar and literature as well. Students focus on the five domains of writing: content and organization, style, sentence formation, usage, and mechanics. In each grade level, a student maintains a writing portfolio that contains specific genres of writing. Teachers at each grade level collaboratively plan a program that results in 99% of eighth grade students meeting or exceeding the standard on the Georgia Middle Grades Writing Assessment. The five language arts teachers at each grade level meet weekly during planning time to share ideas and plan effective strategies for engaging students in goal-oriented objectives. A computer lab staffed by a certified language arts teacher is available to support the English curriculum. All sixth grade students are involved in a reading class as a part of the core curriculum. In addition, seventh and eighth grade students who are reading below the 60%tile take a reading course. Students at all grade levels participate in a literacy class that focuses on reading, writing, and vocabulary skills. Students are placed in the literacy class according to their standardized test scores in reading. This type of grouping ensures that all students can receive instruction that targets their specific needs. Students whose standardized test scores indicate that they are significantly below grade level in reading are served through SOAR TO SUCCESS, a small-group reading intervention program. This scripted program uses authentic literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help accelerate their reading growth. Prior to beginning the literacy program, reading achievement at Dickerson mirrored that of the county at large and showed minimal growth. In the three years since the literacy program was instituted, there has been marked improvement in reading achievement scores. Overall, Dickerson's English language curriculum is well designed and prepares students for success at the next level.

3. *Math/problem solving curriculum*

Research suggests that middle school students are drawn toward mathematics if they find both challenge and support in the math classroom. In addition, ambitious expectations in algebra and geometry stretch the middle grades program beyond a preoccupation with numbers. Based on these two principles, Dickerson's math curriculum is a sequence of skill-based courses recognizing the child's developmental timetable. Classes are offered at the sixth grade in general math and pre-algebra. Realizing that some students enter middle school with weaknesses in the basic essential skills, Dickerson targets these identified students and places them in Intervention Math. The class is taught using teaching strategies that allow time for review and practice and interactive hands-on math activities while addressing the on-grade-level objectives of the general math course. Students completing intervention math or general math are well grounded in essential skills for their next two years of math. The seventh grade classes include pre-algebra, beginning algebra and geometry, and Algebra I. Eighth grade classes are beginning algebra and geometry, Algebra I, and Euclidean geometry. Students completing Algebra I and Euclidean geometry earn a Carnegie unit toward high school graduation. A review of classes indicates that in sixth grade 35% of the students take pre-algebra, in seventh grade 40% take Algebra I or beginning algebra and geometry, and 50% of the eighth grade students take Algebra I or Euclidean geometry. The increasing opportunities for students to take advanced courses in math as they become developmentally ready challenges students to stretch their potential, which is an essential skill in a technology rich world.

Problem solving in math is recognized as an essential skill. The knowledge of how to solve problems in all areas relates to the school's mission and goals of providing the opportunity for each student to prepare for his/her future. Working within a traditional framework, students learn various problem-solving techniques that are applicable beyond the math classroom. All academic teachers provide activities to

enhance thought provoking solutions to issues. This helps foster cooperation, teamwork, research, and respectful discussions in pursuit of accomplishments.

4. *Instructional strategies used to improve student learning*

Working within a traditional framework, Dickerson incorporates a myriad of instructional methods and grouping to improve student learning within all content areas. An emphasis on active learning strategies such as the use of graphic organizers, note taking, and summarizing skills empowers the student to become a more independent learner. Dickerson teachers design unit plans that follow the order of Bloom's taxonomy thus ensuring that the students move from simple knowledge to analysis and synthesis of information across all disciplines. In addition, students are taught questioning techniques using Bloom's levels. Many teachers pretest the students over the material contained in the unit in order to design instruction that will be most effective. Using the principles of differentiated instruction, every child in the class works on content specific to his/her needs.

The use of technology pervades the entire instructional program at Dickerson. The English teachers have a dedicated computer lab for writing staffed by a certified English teacher. Each student spends at least ten days in the lab engaged in research and writing activities. Math teachers use an individualized instructional approach in a math lab where software is used to pretest the skills, assign activities, and then post-test the skills. Social studies and science teachers make use of the portable laptop computer labs for research and creating student projects. Individual students or classes may use computers located in the media center. The use of instructional technology is a key ingredient to improving student learning at Dickerson.

5. *Professional development program*

Professional development is an integral part of Dickerson's commitment to excellence. In order to ensure the continued success of the school and student's performance, Dickerson teachers engage regularly in professional development courses and specialized training programs. During the 2001-2002 school year, the entire Dickerson staff participated in a 50 hour class that focused on reading and writing strategies within the content areas called Project CRISS (Creating Independence through Student-owned Strategies). Lesson plans were developed and strategies implemented in all curriculum areas. The impact of the course on student achievement can clearly be seen in the increased reading standardized test scores. At the sixth grade level, the percentage of students meeting or exceeding standards increased from 95% to 97%; the number of students at the eighth grade level meeting or exceeding standards remained constant at 98%. The use of "Best Practices" and teaching strategies learned through the professional development program will continue to be a focus of growth for the school.

In addition, Dickerson staff members routinely travel to county and state educational conferences, where they not only share many of Dickerson's instructional programs, but also gain valuable new methods and practices for classroom instruction including the use of instructional technology. Those teachers who participate then bring their knowledge back to Dickerson, and the new ideas are passed along to all staff members. To facilitate the sharing of ideas, the staff participates in weekly subject and grade level collaboration sessions focusing on ideas that result in student understanding and achievement. Funding for professional development activities is coordinated through the School Improvement Team with the emphasis on student achievement. Test data, curriculum standards, teacher-made assessments, surveys, and staff reviews are used when developing the professional development plan. Dickerson administrators, teachers, and staff place an extremely high priority on professional development, believing that continuous improvement in the method of instruction results in a high level of student performance.

Dickerson - Georgia State Criterion Reference Test

Eighth grade - Reading

| | 2001-2002 | 2000-2001 | 1999-2000 |
|---|-----------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 393 | 397 | 377 |
| TOTAL | | | |
| % Meeting Standards | 11 | 8 | 20 |
| % Meeting or Exceeding Standards | 98 | 98 | 98 |
| % Exceeding Standards | 87 | 90 | 78 |
| Number of students tested | 504 | 462 | 420 |
| Percent of total students tested | 98.4 | 98.5 | 99.3 |
| Number of students excluded (absent and non-standard) ** | 8 | 7 | 3 |
| Percent of students excluded (absent and non-standard) ** | 1.6 | 1.5 | .7 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 11 | 7 | 19 |
| % Meeting or Exceeding Standards | 99 | 98 | 98 |
| % Exceeding Standards | 88 | 91 | 80 |
| 2. Asian | | | |
| % Meeting Standards | 14 | 18 | 27 |
| % Meeting or Exceeding Standards | 96 | 95 | 89 |
| % Exceeding Standards | 82 | 77 | 62 |
| 3. Special Education | | | |
| % Meeting Standards | 43 | 24 | 58 |
| % Meeting or Exceeding Standards | 86 | 88 | 86 |
| % Exceeding Standards | 43 | 64 | 28 |
| STATE SCORES | | | |
| TOTAL | 108,204 | 103,792 | 98,883 |
| State Mean Score | 343 | 349 | 333 |
| % Meeting Standards | 37 | 32 | 37 |
| % Meeting or Exceeding Standards | 80 | 82 | 75 |
| % Exceeding Standards | 43 | 50 | 38 |

*Scores ranging from 300 to 350 represents meeting standards, 300 or higher represents meeting or exceeding standards, and 350 and higher represents exceeds.

**The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia State Criterion Reference Test

Eighth grade - Language Arts

| | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 372 | 355 | 351 |
| TOTAL | | | |
| % Meeting Standards | 22 | 39 | 43 |
| % Meeting or Exceeding Standards | 98 | 95 | 97 |
| % Exceeding Standards | 76 | 56 | 54 |
| Number of students tested | 505 | 459 | 419 |
| Percent of total students tested | 98.6 | 97.9 | 99.1 |
| Number of students excluded (absent and non-standard)** | 7 | 10 | 4 |
| Percent of students excluded (absent and non-standard)** | 1.4 | 2.1 | .9 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 20 | 39 | 43 |
| % Meeting or Exceeding Standards | 98 | 95 | 98 |
| % Exceeding Standards | 78 | 56 | 55 |
| 2. Asian | | | |
| % Meeting Standards | 24 | 30 | 50 |
| % Meeting or Exceeding Standards | 99 | 94 | 92 |
| % Exceeding Standards | 75 | 65 | 42 |
| 3. Special Education | | | |
| % Meeting Standards | 54 | 57 | 61 |
| % Meeting or Exceeding Standards | 83 | 77 | 72 |
| % Exceeding Standards | 29 | 20 | 11 |
| STATE SCORES | | | |
| TOTAL | 108,024 | 103,273 | 98,610 |
| State Mean Score | 324 | 319 | 314 |
| % Meeting Standards | 48 | 47 | 49 |
| % Meeting or Exceeding Standards | 72 | 68 | 65 |
| % Exceeding Standards | 24 | 21 | 16 |

*Scores of 350 or higher represent exceeding standards, 300 to 350 represents meeting standards, and 300 or higher represents meeting or exceeding standard

** The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia State Criterion Reference Test

Eighth grade - Mathematics

| | 2001- | 2000-2001 | 1999-2000 |
|--|---------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 356 | 340 | 345 |
| TOTAL | | | |
| % Meeting Standards | 36 | 53 | 51 |
| % Meeting or Exceeding Standards | 97 | 93 | 93 |
| % Exceeding Standards | 58 | 40 | 42 |
| Number of students tested | 506 | 459 | 417 |
| Percent of total students tested | 98.8 | 97.9 | 98.6 |
| Number of students excluded (absent and non-standard)** | 6 | 10 | 6 |
| Percent of students excluded (absent and non-standard)** | 1.2 | 2.1 | 1.4 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 61 | 54 | 52 |
| % Meeting or Exceeding Standards | 98 | 94 | 94 |
| % Exceeding Standards | 37 | 40 | 42 |
| 2. Asian | | | |
| % Meeting Standards | 14 | 36 | 35 |
| % Meeting or Exceeding Standards | 100 | 98 | 93 |
| % Exceeding Standards | 86 | 62 | 58 |
| 3. Special Education | | | |
| % Meeting Standards | 63 | 57 | 50 |
| % Meeting or Exceeding Standards | 78 | 68 | 61 |
| % Exceeding Standards | 15 | 11 | 11 |
| STATE SCORES | | | |
| TOTAL | 108,138 | 102,794 | 98,129 |
| State Mean Score | 315 | 308 | 305 |
| % Meeting Standards | 50 | 48 | 43 |
| % Meeting or Exceeding Standards | 65 | 59 | 54 |
| % Exceeding Standards | 15 | 10 | 11 |

*Scores of 350 or higher represent exceeding standards, 300 to 350 represents meeting standards, and 300 or higher represents meeting or exceeding standards.

** The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia State Criterion Reference Test

Sixth grade - Reading

| | 2001-2002 | 2000-2001 | 1999-2000 |
|---|-----------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 384 | 367 | 363 |
| TOTAL | | | |
| % Meeting Standards | 14 | 25 | 27 |
| % Meeting or Exceeding Standards | 97 | 95 | 95 |
| % Exceeding Standards | 83 | 70 | 68 |
| Number of students tested | 501 | 502 | 479 |
| Percent of total students tested | 98.6 | 99.4 | 98.4 |
| Number of students excluded (absent and non-standard)** | 7 | 3 | 8 |
| Percent of students excluded (absent and non-standard) ** | 1.4 | .6 | 1.6 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 12 | 24 | 25 |
| % Meeting or Exceeding Standards | 98 | 96 | 95 |
| % Exceeding Standards | 86 | 72 | 70 |
| 2. Asian | | | |
| % Meeting Standards | 21 | 33 | 32 |
| % Meeting or Exceeding Standards | 97 | 90 | 98 |
| % Exceeding Standards | 76 | 57 | 66 |
| 3. Special Education | | | |
| % Meeting Standards | 27 | 40 | 52 |
| % Meeting or Exceeding Standards | 80 | 75 | 71 |
| % Exceeding Standards | 53 | 35 | 19 |
| STATE SCORES | | | |
| TOTAL | 117,927 | 112,105 | 105,084 |
| State Mean Score | 338 | 331 | 325 |
| % Meeting Standards | 39 | 42 | 39 |
| % Meeting or Exceeding Standards | 80 | 77 | 71 |
| % Exceeding Standards | 41 | 35 | 32 |

*Scores of 350 and higher represent exceeds standards, 300 to 350 represents meeting standards, and 300 or higher represents meeting or exceeding standards.

** The numbers reflected in this category include students testing in a non-standard form and those who were absent.

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia State Criterion Reference Test

Sixth grade - Language Arts

| | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 358 | 352 | 342 |
| TOTAL | | | |
| % Meeting Standards | 35 | 35 | 42 |
| % Meeting or Exceeding Standards | 94 | 93 | 91 |
| % Exceeding Standards | 59 | 58 | 49 |
| Number of students tested | 502 | 497 | 477 |
| Percent of total students tested | 98.8 | 98.4 | 97.9 |
| Number of students excluded (absent and non-standard)** | 6 | 8 | 10 |
| Percent of students excluded (absent and non-standard)** | 1.2 | 1.6 | 2.1 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 35 | 34 | 41 |
| % Meeting or Exceeding Standards | 95 | 95 | 92 |
| % Exceeding Standards | 60 | 61 | 51 |
| 2. Asian | | | |
| % Meeting Standards | 38 | 37 | 32 |
| % Meeting or Exceeding Standards | 97 | 85 | 90 |
| % Exceeding Standards | 59 | 48 | 58 |
| 3. Special Education | | | |
| % Meeting Standards | 43 | 49 | 52 |
| % Meeting or Exceeding Standards | 69 | 65 | 61 |
| % Exceeding Standards | 26 | 16 | 9 |
| STATE SCORES | | | |
| TOTAL | 117,819 | 111,682 | 104,927 |
| State Mean Score | 317 | 314 | 310 |
| % Meeting Standards | 45 | 47 | 45 |
| % Meeting or Exceeding Standards | 66 | 64 | 61 |
| % Exceeding Standards | 21 | 17 | 16 |

*Scores of 350 or higher represent exceeding standards, 300 to 350 represents meeting standards, and 300 or higher represents meeting or exceeding standards.

** The numbers reflected in this category include students testing in a non-standard form and those who were absent

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia State Criterion Reference Test

Sixth grade - Mathematics

| | 2001-2002 | 2000-2001 | 1999-2000 |
|--|-----------|-----------|-----------|
| Testing month | May | May | May |
| SCHOOL SCORES (mean scores)* | 353 | 351 | 350 |
| TOTAL | | | |
| % Meeting Standards | 38 | 39 | 39 |
| % Meeting or Exceeding Standards | 95 | 95 | 93 |
| % Exceeding Standards | 57 | 56 | 54 |
| Number of students tested | 501 | 495 | 476 |
| Percent of total students tested | 98.6 | 98 | 97.7 |
| Number of students excluded (absent and non-standard)** | 7 | 10 | 11 |
| Percent of students excluded (absent and non-standard)** | 1.4 | 2 | 2.3 |
| SUBGROUP SCORES *** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 39 | 38 | 39 |
| % Meeting or Exceeding Standards | 96 | 95 | 94 |
| % Exceeding Standards | 57 | 57 | 55 |
| 2. Asian | | | |
| % Meeting Standards | 21 | 41 | 21 |
| % Meeting or Exceeding Standards | 97 | 95 | 100 |
| % Exceeding Standards | 76 | 54 | 79 |
| 3. Special Education | | | |
| % Meeting Standards | 52 | 52 | 44 |
| % Meeting or Exceeding Standards | 74 | 67 | 62 |
| % Exceeding Standards | 22 | 15 | 18 |
| STATE SCORES | | | |
| TOTAL | 117,957 | 111,272 | 104,725 |
| State Mean Score | 319 | 317 | 316 |
| % Meeting Standards | 48 | 52 | 49 |
| % Meeting or Exceeding Standards | 69 | 69 | 66 |
| % Exceeding Standards | 21 | 17 | 17 |

*Scores of 350 and higher represent exceeding standards, 300 to 350 represents meeting standards, and 300 or higher represents meeting or exceeding standards.

**No students are excluded from testing at Dickerson. Students not represented were absent from school.

***There are other ethnic groups, however there were not enough students for the data to be considered statistically sound.

Dickerson - Georgia Middle Grades Writing Assessment

| | 2001-2002 | 2000-2001 | 1999- |
|---|-----------|-----------|---------|
| Testing month | January | January | January |
| SCHOOL SCORES (mean scores) | 372 | 366 | 367 |
| TOTAL | | | |
| % Meeting Standards | 39 | 65 | 56 |
| % Meeting or Exceeding Standards | 99 | 98 | 97 |
| % Exceeding Standards | 60 | 33 | 41 |
| Number of students tested | 501 | 463 | 410 |
| Percent of total students tested | 97.9 | 98.7 | 96.9 |
| Number of students excluded (absent) * | 11 | 6 | 13 |
| Percent of students excluded (absent) * | 2.1 | 1.3 | 3.1 |
| SUBGROUP SCORES ** | | | |
| 1. Caucasian | | | |
| % Meeting Standards | 38 | 65 | 56 |
| % Meeting or Exceeding Standards | 100 | 99 | 99 |
| % Exceeding Standards | 61 | 34 | 43 |
| 2. Asian | | | |
| % Meeting Standards | 40 | 63 | 56 |
| % Meeting or Exceeding Standards | 98 | 100 | 88 |
| % Exceeding Standards | 58 | 38 | 32 |
| 3. Special Education | | | |
| % Meeting Standards | 70 | 87 | 73 |
| % Meeting or Exceeding Standards | 96 | 94 | 73 |
| % Exceeding Standards | 24 | 7 | 0 |
| 4. Male | | | |
| % Meeting Standards | 45 | 67 | 64 |
| % Meeting or Exceeding Standards | 99 | 96 | 95 |
| % Exceeding Standards | 54 | 29 | 31 |
| 5. Female | | | |
| % Meeting Standards | 34 | 63 | 47 |
| % Meeting or Exceeding Standards | 100 | 100 | 98 |
| % Exceeding Standards | 66 | 37 | 51 |
| STATE SCORES (mean score) | 358 | 358 | 356 |
| TOTAL | | | |
| % Meeting Standards | 76 | 75 | 62 |
| % Meeting or Exceeding Standards | 89 | 88 | 76 |
| % Exceeding Standards | 13 | 13 | 14 |

- * No students are excluded from testing at Dickerson. Students not represented were absent from school.
- ** There are other ethnic groups, but there were not enough students for the data to be considered statistically sound.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Eighth Grade – Reading

Grade 8th Test Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | * Stanford 9 | Stanford 9 | ITBS | ITBS | ITBS |
|---|---|------------|-----------|-----------|-----------|
| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | March | March | March | March | March |
| SCHOOL SCORES | | | | | |
| Total Score (%) | I N V A L I D S C O R E | 80 | 81 | 80 | 79 |
| Number of students tested | | 465 | 386 | 395 | 382 |
| Percent of total students tested | | 99.1 | 91.3 | 87.4 | 88.4 |
| Number of students excluded (absent)** | | 4 | 1 | 5 | 2 |
| Percent of students excluded (absent)** | | .9 | .2 | 1.1 | .5 |
| SUBGROUP SCORES | | | | | |
| 1. Caucasian | | 81 | 82 | 80 | 80 |
| 2. Asian | | 80 | 72 | 74 | 74 |
| 3. Special Education | | 59 | 53 | 41 | 54 |

| | | | | | |
|-----------|---|----|----|----|----|
| 4. Male | S | 80 | 81 | 80 | 80 |
| 5. Female | | 80 | 81 | 80 | 79 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford Achievement Test.

** The numbers reflected in this category represent students who were absent.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Eighth Grade – Language Arts

Grade 8th Test: Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | | * Stanford 9 | Stanford 9 | ITBS | ITBS | ITBS | |
|---|---|--------------|------------|-----------|-----------|-----------|----|
| | | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | |
| Testing month | | | March | March | March | March | |
| SCHOOL SCORES | I N V A L I D S C O R E | | | | | | |
| Total Score (%) | | | 85 | 87 | 88 | 84 | |
| Number of students tested | | | 461 | 386 | 374 | 379 | |
| Percent of total students tested | | | 98.3 | 91.3 | 82.7 | 87.7 | |
| Number of students excluded (absent)** | | | 8 | 1 | 26 | 5 | |
| Percent of students excluded (absent)** | | | 1.7 | .2 | 5.7 | 1.2 | |
| SUBGROUP SCORES | | | | | | | |
| 1. Caucasian | | | | 86 | 88 | 88 | 84 |
| 2. Asian | | | | 88 | 83 | 93 | 87 |
| 3. Special Education | | | | 64 | 53 | 50 | 55 |

| | | | | | |
|-----------|---|----|----|----|----|
| 4. Male | S | 83 | 84 | 86 | 81 |
| 5. Female | | 88 | 90 | 90 | 87 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford 9 Achievement Test.

**The numbers reflected in this category represent students who were absent.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Eighth Grade – Mathematics

Grade 8th Test: Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | * Stanford 9 | Stanford 9 | ITBS | ITBS | ITBS | |
|---|---|------------|-----------|-----------|-----------|--|
| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | |
| Testing month | March | March | March | March | March | |
| SCHOOL SCORES | | | | | | |
| Total Score (%) | I N V A L I D S C O | 79 | 89 | 88 | 87 | |
| Number of students tested | | 465 | 386 | 396 | 378 | |
| Percent of total students tested | | 99.1 | 91.3 | 87.6 | 87.5 | |
| Number of students excluded (absent)** | | 4 | 1 | 4 | 6 | |
| Percent of students excluded (absent)** | | .9 | .2 | .9 | 1.4 | |
| SUBGROUP SCORES | | | | | | |
| 1. Caucasian | | 79 | 88 | 88 | 89 | |
| 2. Asian | 89 | 89 | 91 | 92 | | |

| | | | | | |
|----------------------|-------------|----|----|----|----|
| 3. Special Education | R E S | 55 | 64 | 58 | 53 |
| 4. Male | | 82 | 89 | 90 | 90 |
| 5. Female | | 77 | 85 | 85 | 87 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford Achievement Test.

**The numbers reflected in this category represent students who were absent.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Sixth Grade – Reading

Grade 6th Test Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | *Stanford 9 | Stanford 9 | ITBS | ITBS | ITBS |
|---|-------------|------------|-----------|-----------|-----------|
| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES | | | | | |
| Total Score (%) | 83 | 80 | 82 | 79 | 82 |
| Number of students tested | 502 | 491 | 421 | 407 | 364 |
| Percent of total students tested | 98.8 | 97.2 | 86.4 | 90 | 90 |
| Number of students excluded (absent)** | 6 | 14 | 9 | 12 | 5 |
| Percent of students excluded (absent)** | 1.2 | 2.8 | 1.8 | 2.6 | 1.2 |
| SUBGROUP SCORES | | | | | |
| | | N O | | | |

| | | | | | |
|----------------------|----|--|----|----|----|
| 1. Caucasian | 84 | T A V A I L A B L E | 83 | 80 | 82 |
| 2. Asian | 80 | | 75 | 79 | 70 |
| 3. Special Education | 57 | | 47 | 57 | 60 |
| 4. Male | 84 | | 83 | 80 | 83 |
| 5. Female | 83 | | 81 | 78 | 81 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford 9 Achievement Test.

**The numbers reflected in this category represent students who were absent.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Sixth Grade – Language Arts

Grade 6th Test Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | * Stanford 9 2001-2002 | Stanford 9 2000-2001 | ITBS 1999-2000 | ITBS 1998-1999 | ITBS 1997-1998 |
|---|---------------------------|-------------------------|-------------------|-------------------|-------------------|
| Testing month | March | March | March | March | March |
| SCHOOL SCORES | | | | | |
| Total Score (%) | 82 | 79 | 90 | 86 | 83 |
| Number of students tested | 500 | 484 | 421 | 407 | 358 |
| Percent of total students tested | 98.4 | 95.8 | 86.4 | 90 | 88.4 |
| Number of students excluded (absent)** | 8 | 21 | 9 | 9 | 11 |
| Percent of students excluded (absent)** | 1.6 | 4.2 | 1.8 | 2.8 | 2.7 |
| SUBGROUP SCORES | | | | | |
| | | N O | | | |

| | | | | | |
|----------------------|----|--|----|----|----|
| 1. Caucasian | 82 | T A V A I L A B L E | 90 | 87 | 83 |
| 2. Asian | 82 | | 88 | 90 | 79 |
| 3. Special Education | 47 | | 52 | 62 | 44 |
| 4. Male | 79 | | 88 | 86 | 80 |
| 5. Female | 84 | | 91 | 87 | 86 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford 9 Achievement Test.

** The numbers reflected in this category represent students who were absent.

Iowa Test of Basic Skills / Stanford 9 Achievement Test

Sixth Grade – Mathematics

Grade 6th Test: Iowa Test of Basic Skills / Stanford 9 Achievement Test

Edition/publication year 1992 Publisher Riverside Publishing Company (ITBS)

Edition/publication year 2000 Publisher Harcourt, Inc. (Stanford 9)

What groups were excluded from testing? None

Why, and how were they assessed? N/A

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

| | * Stanford 9 | Stanford 9 | ITBS | ITBS | ITBS |
|---|--------------|------------|-----------|-----------|-----------|
| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | March | March | March | March | March |
| SCHOOL SCORES | | | | | |
| Total Score (%) | 82 | 82 | 86 | 85 | 86 |
| Number of students tested | 504 | 492 | 421 | 406 | 356 |
| Percent of total students tested | 99.2 | 97.4 | 86.4 | 89.8 | 87.9 |
| Number of students excluded (absent)** | 4 | 13 | 9 | 13 | 13 |
| Percent of students excluded (absent)** | .8 | 2.6 | 1.8 | 2.8 | 3.2 |
| SUBGROUP SCORES | | | | | |
| | | N O | | | |

| | | | | | |
|----------------------|----|--|----|----|----|
| 1. Caucasian | 82 | T A V A I L A B L E | 87 | 87 | 86 |
| 2. Asian | 89 | | 93 | 92 | 89 |
| 3. Special Education | 44 | | 51 | 58 | 55 |
| 4. Male | 84 | | 90 | 88 | 86 |
| 5. Female | 80 | | 85 | 84 | 86 |

*Beginning 2000-2001, The State of Georgia changed its testing program from the ITBS to the Stanford 9 Achievement Test.

** The numbers reflected in this category represent students who were absent.