

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

Official School Name David L. Rainer Elementary School
(As it should appear in the official records)

School Mailing Address 850 May Creek Drive
(If address is P.O. Box, also include street address.)

Kingsland Georgia 31548-5563
City State Zip Code+4 (9 digits total)

County Camden State School Code Number 0195

Telephone (912) 729-9071 Fax (912) 576-8991

Web site/URL <http://dlres.camden.k12.ga.us/> E-mail jlabelle@camden.k12.ga.us

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

(Principal's Signature) Date _____

Name of Superintendent Dr. Ann Proctor
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Camden County School System Tel. (912) 729-5687

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

(Superintendent's Signature) Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 9 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 2 Other
- 14 TOTAL
2. District Per Pupil Expenditure: \$4739.50
- Average State Per Pupil Expenditure: \$5083.93

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 9 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 9 | 11 | 20 | 7 | | | |
| K | 56 | 52 | 108 | 8 | | | |
| 1 | 49 | 42 | 91 | 9 | | | |
| 2 | 48 | 41 | 89 | 10 | | | |
| 3 | 50 | 36 | 86 | 11 | | | |
| 4 | 39 | 49 | 88 | 12 | | | |
| 5 | 45 | 46 | 91 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 573 |

PART III - SUMMARY

It is the mission of David L. Rainer Elementary School (DLRES) to not only provide instruction that will ensure academic success for our students, but to also provide opportunities that will enhance the social, emotional and physical well being of our students. Our teachers recognize the unique needs and developmental levels of our students and promote high achievement and responsible behavior. We have created a school atmosphere that embraces the differences in each child with an emphasis on planning instruction that best meets the individual learning styles of our students.

David L. Rainer Elementary School is located in Camden County, a historically rural county, in southeast Georgia. The average per capita income is \$24,231.00. Since the opening of Kings Bay Naval Submarine Base in the 1980s, the county has become one of the fastest growing areas in the United States. The population grew from 13,371 in 1980 to over 45,000 in 2006.

David L. Rainer Elementary is a public school serving a diverse lower to middle socioeconomic population of students in pre-kindergarten through fifth grades. The school accommodates 37 teachers and 573 students resulting in an average class size of 16 students. The ethnic make up of the school is 31% African American, 64% Caucasian and 5% other. Thirty-six per cent of the students are served in remedial programs, and 5% are in the gifted program. The school is eligible for school-wide Title I services with 53% of the students receiving free or reduced meals.

Our school design is aesthetically pleasing, boasting a unique wagon wheel design. A large commons area serves as the hub connecting the gym, computer laboratory, music classroom, cafeteria and Media Center to the academic wings. This design not only allows accessible viewing of all parts of the building from one central location, but also minimizes delays and disruptions during class changes.

DLRES' Parent Teacher Organization (PTO) is very instrumental in supporting our school. Each year the PTO holds fundraisers to raise monies to purchase playground equipment and instructional supplies and to host student and teacher recognition events.

To make for well rounded students, we provide opportunities that will enhance the social, emotional and physical well being of our students. Each year our students participate in the system wide Arts in Our Schools Program. This program provides many opportunities for students to see drama and musical performances presented by professional performers. This school year we added a strings program, offering violin instruction for fourth and fifth grade students. Students take part in drama productions, highlighted by the annual dinner theater presented by our fourth grade students every May. Our students also participate in educational fairs and competitions including the Helen Ruffin Reading Bowl, Young Georgia Authors, the Math Brain Bowl, science and social studies fairs and the annual Field Day.

The administrative staff of David L. Rainer Elementary School realizes numerous hours of focused, high quality professional development is essential to help teachers develop an optimal level of competency that results in improved student learning outcomes. Each year, our professional learning committee examines student test data, conducts needs assessments, and keeps abreast of current educational trends, as they plan meaningful professional learning opportunities for our faculty and staff. The Guided Reading /Math Library located in the Media Center is continually updated to provide our teachers with resources they may need to support instruction.

The dedication and hard work of our students, and faculty and staff, coupled with the support of our parents and community has resulted in continuous improvement in student performance. Our school has been recognized for these accomplishments by receiving the following accolades:

The 2006 Georgia Gold Award
2006 Title I Distinguished School Recognition
2006-2007 Nomination for NCLB - Blue Ribbon Schools Program

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Annually in April, David L. Rainer Elementary School's first through fifth grade students participate in the state-mandated Georgia Criterion-Referenced Competency Tests (CRCT). All students in these grade levels are assessed in the areas of reading, English/Language Arts and mathematics, while third through fifth grade students are also assessed in science and social studies.

Georgia reports individual student assessment results according to three performance levels. These performance levels are based on what Georgia educators expect students to know and be able to accomplish at the end of the school year, given the curriculum at that grade level. Students whose score **Exceeds** the Standard (scale scores of at or above 850 in reading and at or above 350 in math) consistently apply reading and mathematical skills and perform above the standard set for their respective grade level. Students whose score **Meets** the Standard (scale scores of 800-849 in reading and 300-349 in math) generally apply skills and perform to grade level expectations. Students whose score **Does Not Meet** the Standard (scale scores below 800 in reading and below 300 in math) indicate performance below the state's minimum level of proficiency based on the test. Students who score at this level may need some type of additional instructional support. Performance level descriptors for each grade level specifically define the student's test performance level in terms of what he/she has learned and can do.

Test results are disaggregated and reported by subgroup provided there is a minimum of ten students within the subgroup. Among the subgroups reported are gender, ethnicity, students with disabilities, limited English proficient students, and economically disadvantaged students. By reviewing the performance levels of students within specific subgroups, teachers can differentiate instruction according to students' academic strengths and weaknesses.

In Georgia, promotion to the next grade level is tied to CRCT performance in the gateway grades of 3 and 5 in the elementary schools. Students are tested in reading in the content skills areas of: (1) Reading for Literary Comprehension, (2) Reading for Information, (3) Reading Skills and Vocabulary Acquisition, and (4) Functional and Media Literacy. Students in grades 3 and 5 must score at Level 2 or above (Meets or Exceeds the Standard) in reading in order to be promoted. Content skills areas tested in math include: (1) Number Sense and Numeration, (2) Geometry and Measurement, (3) Patterns and Relationships/Algebra, (4) Statistics and Probability, (5) Computation and Estimation, and (6) Problem Solving. Students in grade 5 must score at Level 2 or above (Meets or Exceeds the Standard) in math in order to be promoted. All students in these grades, who score at Level 1 (Does Not Meet the Standard) are retained, offered the opportunity for remediation in summer school and allowed to take a CRCT Retest.

David L. Rainer Elementary School has made consistent gains in test performance over the past five years. In 2005, students in grades 1 through 5 outperformed students across the state in all grades and all subject areas tested. The school is particularly pleased with the gains made by students within the African American and Economically Disadvantaged subgroups. The school was recognized for being in the top 3% of schools in Georgia, falling in the 97th percentile for experiencing the greatest gain in the percentage of students Meeting and Exceeding Standards and for having at least 30% of the students tested Exceeding Standards. In 2006, the school experienced a slight increase in the percentage of students who did not meet state standards in reading and English/Language Arts. This fall off is attributed, in part, to the tests in these subject areas being rewritten to reflect the new Georgia Performance Standards (GPS) and the subsequent re-norming of these tests. This year teachers have focused heavily on skills practice and instruction based upon these new performance standards.

Information on the Georgia Criterion-Referenced Competency Test (CRCT) can be found on the Georgia Department of Education's website at www.doe.k12.ga.us. Under GaDOE Website Finder, click on Curriculum, click on Testing, and then under Primary Assessments, click on CRCT. CRCT scores for David L. Rainer Elementary and all other elementary and middle schools in Georgia may be accessed at the website for the Governor's Office of Student Achievement, www.gaosa.org.

2. Using Assessment Results:

The faculty and staff of David L. Rainer Elementary School use assessment data as they plan instruction to improve student performance. Annually when assessment results become available, the scores are disaggregated into subtests and subgroups and presented to the faculty and staff. The data collected comes from the following assessments: Georgia Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), Georgia Writing Test, Georgia Kindergarten Assessment Program (GKAP-R), Cognitive Abilities Test (CogAT), Evans Newton, Inc. (ENI) Benchmark Test and McMillan McGraw Hill Reading Assessment (MMH).

Activities and work sessions are scheduled to allow our teachers to review the assessment data to determine the students' strengths and weaknesses and plan effective instructional strategies to meet the individual needs of their students. This time also provides the teachers opportunities to create flexible student groups (based on needs) and find materials and supplies to support instruction. These planned activities and sessions include: collaborative planning times for all teachers each day, weekly collaborative meetings with the instructional lead teacher, Whole Faculty Study Groups (WFSG), whole day planning sessions organized by subject area, and system level work studies. During these various sessions, teachers are constantly reflecting on student work. Team members share student work with one another and protocols are in place for team members to provide feedback. This collaborative approach of sharing various balanced assessments helps our teachers determine the effectiveness of their instructional methods and provides opportunities to share ideas and strategies to target individual student needs and strengths. We believe in order to improve student and school performance, we must know what our students are expected to know and be able to do (curriculum), constantly evaluate student progress (assessments), and plan activities (instruction) that will help each child at David L. Rainer Elementary achieve at their maximum potential.

3 Communicating Assessment Results:

David L. Rainer Elementary School utilizes a variety of methods to communicate student performance to parents, students, and the community. Parent conferences are held throughout the year to communicate student progress and assessment results to parents. Report cards are issued quarterly and progress reports are issued at the midpoint of each nine-weeks grading period. A feature on the school system's website allows parents to view their children's assignments, grades and attendance. The school's Georgia School Council also provides an excellent avenue to share assessment results with community stakeholders. CRCT results from the previous spring are reported during the August school council meeting. The business members of the DLRES school council in turn share the results throughout the business community.

Upon receipt of standardized test results, the school guidance counselor holds classroom guidance sessions on interpreting test results prior to sending the score reports home with students. A cover letter to parents which accompanies the test reports encourages parents to call the counselor with any questions or to set up a conference to discuss test results. Students' score reports include an explanation of key terms and test-related concepts for easy interpretation of test results. In addition, the system level test coordinator and central office curriculum personnel furnish information on test results and test interpretation to the local media for dissemination to the public. A parent night is also scheduled to help parents interpret the test results.

4 Sharing Success:

We have many opportunities to share ideas and successes among the other schools in our school system. Every year when the results of the Georgia Criterion Referenced Test (CRCT) are returned, the system level test coordinator compiles the data and presents each school with comparison charts. This practice allows us to compare our performance with the other elementary schools in the school system and share the successful strategies and programs.

We have monthly administrative meetings and time is set aside for school principals to share ideas and their successes with the other principals. In the fall administrative meetings, we had the opportunity to share with other principals the successes of our Language Arts program, our extended day services, how we utilize flexible scheduling and our departmentalized model in fourth and fifth grades.

Each year our system level curriculum directors organize subject area committees that have teacher and administrative personnel representation from each school. The committees meet on a monthly basis to discuss strategies to improve instruction in their prospective subject areas. These regularly scheduled meetings have provided an excellent forum to analyze test and school performance data and allow our school representatives to share our successful instructional strategies with other school personnel.

Every summer our system holds a retreat for the school principals and system level administrators. The agenda for this team building event always includes a session for the individual schools to present their success stories to the system's administrators. This annual practice is very beneficial for all schools as it serves as an impetus for planning the instructional program for the upcoming school year. Our school is scheduled to present our experiences of being nominated as A Blue Ribbon School during the upcoming administrative summer retreat.

Finally, the collegial atmosphere that is present throughout our school system fosters the sharing of ideas and services among the school level principals. Through professional learning funds, we procure substitutes so that our teachers can visit other schools to demonstrate their instructional expertise. In December of 2006, our instructional lead teacher presented writing strategies to the fourth and fifth grade teachers of a neighboring elementary school. We also welcome educators from other schools to come and observe our teachers in action.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

David L. Rainer Elementary School uses Best Practices and Indicators of Achievement to guide our curriculum decisions. Our curriculum aligns directly with state and locally adopted standards. We use a standards-based curriculum to guide our instruction and assessment. Teachers develop lesson plans that are coded to the Georgia Performance Standards and Quality Core Curriculum. They post essential questions in their classrooms that communicate the curriculum standards, guide their instruction, and are answered by students. Learning activities and assessments are developed from the standards. In the classroom our teachers use the Learning Focused Teaching Model which includes: *Essential Questions* (standard in the form of a question); *Activating Strategies* (start student thinking, previews/teaches vocabulary); *Teaching Strategies* (students actively engaged, collaborative pairs, graphic organizers, direct and indirect instruction, content-driven vocabulary, writing in all content areas, reading comprehension strategies used in all content areas, real world activities); *Summarizing Strategies* (guided by essential question, all students participating, reflects student learning); and *Extending/Refining Strategies* (higher level thinking activities). Our curriculum is designed for depth, not breadth. We have unpacked the standards to make all certified personnel understand what they are expected to teach and what the students are expected to know and be able to do. We also use the Georgia Content Descriptors to help focus our level of instruction. We have guidelines for time allocations in each subject area (Language Arts/social studies Block= 2 hours and 30 minutes, math/science Block=2 hours and 30 minutes, Special Area Classes=50 minutes). Our teachers follow curriculum pacing maps which they helped develop. Teachers give Benchmark tests in the subject areas of reading, Language Arts, math, and science. These tests are given as a Pre-Mid-Post test and the results of these assessments as well as many other assessments help guide our instruction. Our teachers define and communicate the performance expectations and focus of the curriculum to both students and parents in advance. Curriculum guides with standards written in language students and parents can understand are given. Teachers send weekly/monthly newsletters home to communicate expectations. Student learning maps are posted in the classroom for each unit of study. Rubrics are given to students to make them aware of the requirements and expectations prior to a project. Students are expected to articulate performance expectations. Teachers are starting to use portfolios and hope that we will move in the direction of student-led conferences based on student work samples. All of our teachers and students have an opportunity to learn rigorous content. Teachers regularly collaborate with colleagues in vertical and horizontal articulation groups. These meetings give our teachers the time to plan, develop, and critique the curriculum. The learning objectives are consistent for all students, but we provide opportunities for each student to maximize their potential. Teachers use flexible grouping and differentiated instruction. Technology is used by the teachers to assess, enhance, and manage lessons/units. A structured process exists in our school system.

2. Reading:

David L. Rainer Elementary School follows the Georgia Performance Standards as well as our students' academic needs to guide our instructional decisions in reading. Reading teachers in grades K-5 in Camden County developed a Reading Curriculum Map which is used to keep teachers focused on what reading skills and strategies need to be taught. A timeline is also included to teach the reading standards. Our adopted reading textbook program is Macmillan-McGraw Hill. This, in addition to many other resources, is used to teach reading skills. Our goal is to teach our students the importance of becoming a fluent reader. We try to help them make the connection between learning to read and reading to learn. We want children to see reading as a life-long skill and to develop their love for reading. Teachers integrate reading in all content areas. They use books correlated with the Georgia Performance Standards in science, social studies, and math. Readers/Writer's Workshop and Accelerated Reading are both a big part of our reading program. The programs provide differentiation for our students based on their instructional levels and interest levels. We believe children need to be read to daily. We also believe it is

important for students to have independent reading time as well as guided reading time. These times are included in the teachers' daily instructional schedule.

Our school has chosen to use a variety of approaches to teach reading because we believe children learn in different ways. If we can find the strengths and weaknesses of each of our students, know what motivates the child to learn, and find ways to make learning meaningful and relevant to the child; we are on our way to leaving no child behind.

3. Additional Curriculum Area:

Recognizing the unique needs and developmental levels of our students, the faculty and staff of David L. Rainer Elementary School promotes high achievement and responsible behavior. This focus is our school's mission. With 53% of our student population receiving free and reduced lunch, our faculty and staff sees the need to provide our students with experiences that they may not receive outside of school. We feel in order to promote high achievement; our students need to have experiences beyond the scope of the regular classroom. Opportunities are provided to develop a repertoire of skills needed in the workplace and to become a productive member of society. One way that we have achieved this is by offering after school clubs based on students' choice and personal interests. Teachers volunteer their time to sponsor the various activities. Students extend and refine what they have learned in their classroom through the following clubs: school newspaper, Spanish, sewing, running, cheerleading, baton, etiquette, calligraphy, string (violin) lessons, chorus, reading team, academic enrichment camps and acceleration learning camps. We believe by expanding our curriculum through these instructional extension activities, we are putting our focus on teaching the whole child. Our goal is to help the students build confidence and improve their self-esteem by bringing out the uniqueness of each child and encouraging individual talents and strengths. These clubs also offer the students a chance to work together and take ownership in their work.

The administration, teachers and support personnel of David L. Rainer Elementary, believe that this curricular area—educating the whole child, promotes high achievement, responsible behavior, and enhances our students' opportunities for quality education!

4. Instructional Methods:

Instructional methods at David L. Rainer Elementary follow Best Practices and align with our standards-based curriculum and assessment. Our teachers routinely use instructional strategies such as: identifying similarities and differences, summarizing and note-taking, generating and testing hypotheses, using cues, graphic representations, essential questions, and advanced organizers. Our students are provided with real world learning opportunities. The students are expected to apply their learning in meaningful ways using investigation, decision making, and problem solving. Students extend their knowledge and understanding by participating in classroom activities which require the student to discuss the content with their teacher/peers, explain their thinking through writing, or justify a position. Our teachers provide a balance of whole-class, small group, and independent learning activities. Flexible grouping is used based on the strengths and needs of the students. Before the students are expected to work in a group, they are provided instruction on how to work effectively in small groups. Teachers maximize the use of instructional time. Schedules are made to allocate appropriate amounts of time for instruction. Teachers are expected to routinely differentiate instruction for individual students based on their progress toward learning goals, their interests, and their learning styles. The scope and pacing of the lessons should be appropriate to the students.

5. Professional Development:

The following quote made by Will Rogers, "Even if you're on the right track, you'll get run over if you just sit there," may summarize why faculty and staff of David L. Rainer Elementary believe Professional Development is so important. As our world is constantly changing, so is education. To be a successful educator one must be willing to change and realize that we can never stop learning or growing.

Our teachers are offered many opportunities to learn, reflect, and implement, in an effort to improve student achievement. We have been trained in and use the Whole Faculty Study Group Model, developed by Carlene Murphy. Based on the needs of our students, teachers form learning community groups in which they develop action plans to address specific areas of concern. These groups meet after school twice a month. The Blackboard Learning System is used to share what is going on in each group and everyone has the opportunity to read and respond. We have found that when a group can focus on a specific area of need, student achievement improves.

Another professional development opportunity our teachers have includes working with our school's Instructional Lead Teacher (academic coach). The lead teacher's work is tailored to the needs of the classroom teacher. Through the use of the Learning Focused Coaches' Model, the Lead Teacher helps teachers grow professionally which in turn improves their ability in the classroom. David L. Rainer teachers are also required to attend workshops provided at the system level such as: GPS training, Learning Focused Schools training, and content specific training. These workshops ensure that our teachers have the knowledge needed to teach the students. In addition to in-school and county-level professional development, our teachers are encouraged to attend workshops and presentations of interest to them. As teachers return from these professional development opportunities, the information gleaned from these workshops is redelivered to the faculty.

The students come to school with a variety of needs that often go beyond our training and resources. Professional Development Programs provide what teachers need so that they can meet the needs of the students they teach. When the teachers are educated, prepared, and ready to grow, the children will be given the opportunity for a successful education!

PART VII - ASSESSMENT RESULTS - READING

FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 1
 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
 Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 3 | 1 | 6 | ** | 5 |
| % Meets State Standards | 63 | 46 | 48 | ** | 53 |
| % Exceeds State Standards | 33 | 53 | 46 | ** | 42 |
| % Meets and Exceeds State Standards | 96 | 99 | 94 | ** | 95 |
| Number of students tested | 93 | 80 | 89 | ** | 85 |
| Percent of total students tested | 100 | 100 | 99 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 10 | 6 | 6 | ** | 16 |
| % Meets State Standards | 62 | 63 | 53 | ** | 53 |
| % Exceeds State Standards | 29 | 31 | 41 | ** | 32 |
| % Meets and Exceeds State Standards | 91 | 94 | 94 | ** | 85 |
| Number of students tested | 21 | 16 | 17 | ** | 19 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 0 | 0 | 18 | ** | 15 |
| % Meets State Standards | 73 | 63 | 55 | ** | 54 |
| % Exceeds State Standards | 27 | 38 | 27 | ** | 31 |
| % Meets and Exceeds State Standards | 100 | 100 | 82 | ** | 85 |
| Number of students tested | 11 | 8 | 11 | ** | 13 |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 5 | 2 | 7 | ** | *** |
| % Meets State Standards | 73 | 44 | 52 | ** | *** |
| % Exceeds State Standards | 23 | 53 | 40 | ** | *** |
| % Meets and Exceeds State Standards | 96 | 97 | 92 | ** | *** |
| Number of students tested | 40 | 43 | 42 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 7 | 2 | 7 | ** | 7 |
| % Meets State Standards | 60 | 49 | 44 | ** | 54 |
| % Exceeds State Standards | 33 | 49 | 49 | ** | 39 |
| % Meets and Exceeds State Standards | 93 | 98 | 93 | ** | 93 |
| Number of students tested | 45 | 41 | 45 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 0 | 0 | 5 | ** | 3 |
| % Meets State Standards | 67 | 44 | 52 | ** | 51 |
| % Exceeds State Standards | 33 | 56 | 43 | ** | 46 |
| % Meets and Exceeds State Standards | 100 | 100 | 95 | ** | 97 |
| Number of students tested | 48 | 39 | 44 | ** | 39 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Reading Grade 2
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 9 | 11 | 12 | ** | 8 |
| % Meets State Standards | 55 | 26 | 45 | ** | 35 |
| % Exceeds State Standards | 37 | 64 | 43 | ** | 57 |
| % Meets and Exceeds State Standards | 92 | 90 | 88 | ** | 92 |
| Number of students tested | 82 | 85 | 92 | ** | 86 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 0 | 13 | 29 | ** | 20 |
| % Meets State Standards | 80 | 25 | 64 | ** | 10 |
| % Exceeds State Standards | 20 | 63 | 7 | ** | 70 |
| % Meets and Exceeds State Standards | 100 | 88 | 71 | ** | 80 |
| Number of students tested | 15 | 16 | 14 | ** | 10 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 30 | * | 20 | ** | * |
| % Meets State Standards | 30 | * | 50 | ** | * |
| % Exceeds State Standards | 40 | * | 30 | ** | * |
| % Meets and Exceeds State Standards | 70 | * | 80 | ** | * |
| Number of students tested | 10 | * | 10 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 9 | 14 | 19 | ** | *** |
| % Meets State Standards | 61 | 27 | 49 | ** | *** |
| % Exceeds State Standards | 30 | 59 | 32 | ** | *** |
| % Meets and Exceeds State Standards | 91 | 86 | 81 | ** | *** |
| Number of students tested | 46 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 10 | 18 | 18 | ** | 5 |
| % Meets State Standards | 57 | 25 | 38 | ** | 36 |
| % Exceeds State Standards | 33 | 58 | 44 | ** | 59 |
| % Meets and Exceeds State Standards | 90 | 83 | 82 | ** | 95 |
| Number of students tested | 42 | 40 | 45 | ** | 44 |
| Female | | | | | |
| % Does not Meet State Standards | 8 | 4 | 6 | ** | 12 |
| % Meets State Standards | 53 | 27 | 51 | ** | 33 |
| % Exceeds State Standards | 40 | 69 | 43 | ** | 55 |
| % Meets and Exceeds State Standards | 93 | 96 | 94 | ** | 88 |
| Number of students tested | 40 | 45 | 47 | ** | 42 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Reading Grade 3
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 12 | 5 | 4 | ** | 19 |
| % Meets State Standards | 66 | 49 | 43 | ** | 49 |
| % Exceeds State Standards | 22 | 46 | 53 | ** | 32 |
| % Meets and Exceeds State Standards | 88 | 95 | 96 | ** | 81 |
| Number of students tested | 90 | 84 | 77 | ** | 103 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 14 | 8 | 11 | ** | 29 |
| % Meets State Standards | 82 | 67 | 67 | ** | 53 |
| % Exceeds State Standards | 5 | 25 | 22 | ** | 18 |
| % Meets and Exceeds State Standards | 87 | 92 | 89 | ** | 71 |
| Number of students tested | 22 | 12 | 18 | ** | 17 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | * | 13 | 19 | ** | * |
| % Meets State Standards | * | 88 | 56 | ** | * |
| % Exceeds State Standards | * | 0 | 25 | ** | * |
| % Meets and Exceeds State Standards | * | 88 | 81 | ** | * |
| Number of students tested | * | 8 | 16 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 13 | 3 | 7 | ** | *** |
| % Meets State Standards | 68 | 59 | 58 | ** | *** |
| % Exceeds State Standards | 19 | 38 | 35 | ** | *** |
| % Meets and Exceeds State Standards | 87 | 97 | 93 | ** | *** |
| Number of students tested | 47 | 37 | 43 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 15 | 7 | 5 | ** | 23 |
| % Meets State Standards | 53 | 58 | 55 | ** | 44 |
| % Exceeds State Standards | 33 | 35 | 40 | ** | 33 |
| % Meets and Exceeds State Standards | 86 | 93 | 95 | ** | 77 |
| Number of students tested | 40 | 43 | 40 | ** | 57 |
| Female | | | | | |
| % Does not Meet State Standards | 10 | 2 | 3 | ** | 15 |
| % Meets State Standards | 76 | 39 | 30 | ** | 54 |
| % Exceeds State Standards | 14 | 59 | 68 | ** | 30 |
| % Meets and Exceeds State Standards | 90 | 98 | 98 | ** | 84 |
| Number of students tested | 50 | 41 | 37 | ** | 46 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Reading Grade 4
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 17 | 9 | 17 | 8 | 12 |
| % Meets State Standards | 57 | 37 | 39 | 38 | 48 |
| % Exceeds State Standards | 26 | 54 | 44 | 54 | 39 |
| % Meets and Exceeds State Standards | 83 | 91 | 83 | 92 | 87 |
| Number of students tested | 89 | 79 | 84 | 108 | 97 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 31 | 14 | 36 | 17 | 27 |
| % Meets State Standards | 56 | 67 | 36 | 50 | 53 |
| % Exceeds State Standards | 13 | 19 | 27 | 33 | 20 |
| % Meets and Exceeds State Standards | 69 | 86 | 63 | 83 | 73 |
| Number of students tested | 16 | 21 | 11 | 30 | 15 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 36 | 26 | 42 | * | * |
| % Meets State Standards | 55 | 32 | 33 | * | * |
| % Exceeds State Standards | 9 | 42 | 25 | * | * |
| % Meets and Exceeds State Standards | 64 | 74 | 58 | * | * |
| Number of students tested | 11 | 19 | 12 | * | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 20 | 14 | 22 | 11 | *** |
| % Meets State Standards | 68 | 44 | 44 | 38 | *** |
| % Exceeds State Standards | 13 | 42 | 33 | 51 | *** |
| % Meets and Exceeds State Standards | 81 | 86 | 77 | 89 | *** |
| Number of students tested | 40 | 43 | 36 | 55 | *** |
| Male | | | | | |
| % Does not Meet State Standards | 21 | 10 | 17 | 17 | 25 |
| % Meets State Standards | 62 | 40 | 61 | 60 | 63 |
| % Exceeds State Standards | 17 | 50 | 22 | 23 | 13 |
| % Meets and Exceeds State Standards | 79 | 90 | 83 | 83 | 76 |
| Number of students tested | 42 | 42 | 41 | 65 | 48 |
| Female | | | | | |
| % Does not Meet State Standards | 13 | 8 | 21 | 5 | 10 |
| % Meets State Standards | 53 | 32 | 33 | 37 | 48 |
| % Exceeds State Standards | 34 | 59 | 47 | 58 | 42 |
| % Meets and Exceeds State Standards | 87 | 91 | 80 | 95 | 90 |
| Number of students tested | 47 | 37 | 43 | 43 | 48 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Reading Grade 5
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 8 | 1 | 6 | ** | 1 |
| % Meets State Standards | 58 | 54 | 41 | ** | 45 |
| % Exceeds State Standards | 33 | 45 | 54 | ** | 54 |
| % Meets and Exceeds State Standards | 91 | 99 | 95 | ** | 99 |
| Number of students tested | 72 | 84 | 106 | ** | 99 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 13 | 9 | 14 | ** | 4 |
| % Meets State Standards | 75 | 64 | 50 | ** | 63 |
| % Exceeds State Standards | 13 | 27 | 36 | ** | 33 |
| % Meets and Exceeds State Standards | 88 | 91 | 86 | ** | 96 |
| Number of students tested | 16 | 11 | 28 | ** | 24 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 8 | * | * | ** | * |
| % Meets State Standards | 75 | * | * | ** | * |
| % Exceeds State Standards | 17 | * | * | ** | * |
| % Meets and Exceeds State Standards | 92 | * | * | ** | * |
| Number of students tested | 12 | * | * | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 9 | 3 | 4 | ** | *** |
| % Meets State Standards | 68 | 65 | 47 | ** | *** |
| % Exceeds State Standards | 24 | 32 | 49 | ** | *** |
| % Meets and Exceeds State Standards | 92 | 97 | 96 | ** | *** |
| Number of students tested | 34 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 6 | 2 | 6 | ** | 0 |
| % Meets State Standards | 67 | 52 | 41 | ** | 46 |
| % Exceeds State Standards | 28 | 45 | 53 | ** | 54 |
| % Meets and Exceeds State Standards | 95 | 97 | 94 | ** | 100 |
| Number of students tested | 36 | 42 | 64 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 11 | 0 | 5 | ** | 2 |
| % Meets State Standards | 50 | 55 | 40 | ** | 45 |
| % Exceeds State Standards | 39 | 45 | 55 | ** | 53 |
| % Meets and Exceeds State Standards | 89 | 100 | 95 | ** | 98 |
| Number of students tested | 36 | 42 | 42 | ** | 53 |

*** Too Few to Report ** Test Not Given *** No Data Available**

PART VII - ASSESSMENT RESULTS-ENGLISH/LANGUAGE ARTS

PART VII - ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS

Subject English/Language Arts Grade 1
 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
 Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 8 | 10 | 15 | ** | 8 |
| % Meets State Standards | 67 | 43 | 48 | ** | 71 |
| % Exceeds State Standards | 26 | 47 | 37 | ** | 21 |
| % Meets and Exceeds State Standards | 93 | 90 | 85 | ** | 92 |
| Number of students tested | 93 | 79 | 89 | ** | 85 |
| Percent of total students tested | 100 | 99 | 99 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 5 | 19 | 12 | ** | 16 |
| % Meets State Standards | 81 | 50 | 59 | ** | 68 |
| % Exceeds State Standards | 14 | 31 | 29 | ** | 16 |
| % Meets and Exceeds State Standards | 95 | 81 | 88 | ** | 84 |
| Number of students tested | 21 | 16 | 17 | ** | 19 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 18 | * | 18 | ** | 15 |
| % Meets State Standards | 73 | * | 45 | ** | 85 |
| % Exceeds State Standards | 9 | * | 36 | ** | 0 |
| % Meets and Exceeds State Standards | 82 | * | 81 | ** | 85 |
| Number of students tested | 11 | * | 11 | ** | 13 |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 10 | 10 | 21 | ** | *** |
| % Meets State Standards | 75 | 48 | 50 | ** | *** |
| % Exceeds State Standards | 15 | 43 | 29 | ** | *** |
| % Meets and Exceeds State Standards | 90 | 91 | 79 | ** | *** |
| Number of students tested | 40 | 42 | 42 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 9 | 15 | 20 | ** | 11 |
| % Meets State Standards | 62 | 44 | 47 | ** | 74 |
| % Exceeds State Standards | 29 | 41 | 33 | ** | 15 |
| % Meets and Exceeds State Standards | 91 | 85 | 80 | ** | 89 |
| Number of students tested | 45 | 41 | 45 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 6 | 5 | 9 | ** | 5 |
| % Meets State Standards | 71 | 42 | 50 | ** | 67 |
| % Exceeds State Standards | 23 | 53 | 41 | ** | 28 |
| % Meets and Exceeds State Standards | 94 | 95 | 91 | ** | 95 |
| Number of students tested | 48 | 39 | 44 | ** | 39 |

* Too Few to Report

** Test Not Given

*** Data Not Available

**PART VII - ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject English/Language Arts Grade 2
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 7 | 6 | 9 | ** | 6 |
| % Meets State Standards | 63 | 60 | 68 | ** | 74 |
| % Exceeds State Standards | 29 | 34 | 23 | ** | 20 |
| % Meets and Exceeds State Standards | 92 | 94 | 91 | ** | 94 |
| Number of students tested | 82 | 85 | 92 | ** | 86 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| | | | | | |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 13 | 6 | 7 | ** | 10 |
| % Meets State Standards | 80 | 69 | 79 | ** | 80 |
| % Exceeds State Standards | 7 | 25 | 14 | ** | 10 |
| % Meets and Exceeds State Standards | 87 | 94 | 93 | ** | 90 |
| Number of students tested | 15 | 16 | 14 | ** | 10 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 30 | * | 0 | ** | * |
| % Meets State Standards | 30 | * | 90 | ** | * |
| % Exceeds State Standards | 40 | * | 10 | ** | * |
| % Meets and Exceeds State Standards | 70 | * | 100 | ** | * |
| Number of students tested | 10 | * | 10 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 9 | 11 | 13 | ** | *** |
| % Meets State Standards | 72 | 65 | 72 | ** | *** |
| % Exceeds State Standards | 20 | 24 | 15 | ** | *** |
| % Meets and Exceeds State Standards | 92 | 89 | 87 | ** | *** |
| Number of students tested | 46 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 7 | 8 | 11 | ** | 5 |
| % Meets State Standards | 60 | 62 | 67 | ** | 70 |
| % Exceeds State Standards | 33 | 30 | 22 | ** | 25 |
| % Meets and Exceeds State Standards | 93 | 92 | 89 | ** | 95 |
| Number of students tested | 42 | 40 | 45 | ** | 44 |
| Female | | | | | |
| % Does not Meet State Standards | 6 | 4 | 6 | ** | 7 |
| % Meets State Standards | 68 | 58 | 70 | ** | 79 |
| % Exceeds State Standards | 25 | 38 | 23 | ** | 14 |
| % Meets and Exceeds State Standards | 93 | 96 | 93 | ** | 93 |
| Number of students tested | 40 | 45 | 47 | ** | 42 |

* Too Few to Report ** Test Not Given* ** Data Not Available

**PART VII - ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject English/Language Arts Grade 3
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 12 | 8 | 8 | ** | 16 |
| % Meets State Standards | 67 | 56 | 60 | ** | 51 |
| % Exceeds State Standards | 21 | 36 | 32 | ** | 33 |
| % Meets and Exceeds State Standards | 88 | 92 | 92 | ** | 84 |
| Number of students tested | 90 | 84 | 77 | ** | 103 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 14 | 8 | 22 | ** | 6 |
| % Meets State Standards | 77 | 92 | 67 | ** | 59 |
| % Exceeds State Standards | 9 | 0 | 11 | ** | 35 |
| % Meets and Exceeds State Standards | 86 | 92 | | ** | 94 |
| Number of students tested | 22 | 12 | 18 | ** | 17 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | * | 0 | 19 | ** | * |
| % Meets State Standards | * | 80 | 75 | ** | * |
| % Exceeds State Standards | * | 20 | 6 | ** | * |
| % Meets and Exceeds State Standards | * | 100 | 81 | ** | * |
| Number of students tested | * | 10 | 16 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 15 | 5 | 9 | ** | *** |
| % Meets State Standards | 66 | 76 | 70 | ** | *** |
| % Exceeds State Standards | 19 | 19 | 21 | ** | *** |
| % Meets and Exceeds State Standards | 85 | 95 | 91 | ** | *** |
| Number of students tested | 47 | 37 | 43 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 10 | 14 | 8 | ** | 19 |
| % Meets State Standards | 65 | 60 | 73 | ** | 47 |
| % Exceeds State Standards | 25 | 26 | 20 | ** | 33 |
| % Meets and Exceeds State Standards | 85 | 86 | 93 | ** | 80 |
| Number of students tested | 40 | 43 | 40 | ** | 57 |
| Female | | | | | |
| % Does not Meet State Standards | 14 | 2 | 8 | ** | 11 |
| % Meets State Standards | 68 | 51 | 46 | ** | 57 |
| % Exceeds State Standards | 18 | 46 | 47 | ** | 33 |
| % Meets and Exceeds State Standards | 86 | 97 | 93 | ** | 90 |
| Number of students tested | 50 | 41 | 37 | ** | 46 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII - ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject English/Language Arts Grade 4
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 13 | 9 | 6 | ** | 10 |
| % Meets State Standards | 60 | 57 | 52 | ** | 65 |
| % Exceeds State Standards | 27 | 34 | 42 | ** | 25 |
| % Meets and Exceeds State Standards | 87 | 91 | 94 | ** | 90 |
| Number of students tested | 89 | 79 | 84 | ** | 97 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 31 | 14 | 18 | ** | 7 |
| % Meets State Standards | 44 | 76 | 73 | ** | 80 |
| % Exceeds State Standards | 25 | 10 | 9 | ** | 13 |
| % Meets and Exceeds State Standards | 69 | 86 | 82 | ** | 93 |
| Number of students tested | 16 | 21 | 11 | ** | 15 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 27 | 25 | 8 | ** | * |
| % Meets State Standards | 64 | 55 | 58 | ** | * |
| % Exceeds State Standards | 9 | 20 | 33 | ** | * |
| % Meets and Exceeds State Standards | 73 | 75 | 91 | ** | * |
| Number of students tested | 11 | 20 | 12 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 18 | 12 | 8 | ** | *** |
| % Meets State Standards | 63 | 65 | 61 | ** | *** |
| % Exceeds State Standards | 20 | 23 | 31 | ** | *** |
| % Meets and Exceeds State Standards | 83 | 88 | 92 | ** | *** |
| Number of students tested | 40 | 43 | 36 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 21 | 12 | 7 | ** | 13 |
| % Meets State Standards | 60 | 60 | 49 | ** | 63 |
| % Exceeds State Standards | 19 | 29 | 44 | ** | 25 |
| % Meets and Exceeds State Standards | 79 | 89 | 93 | ** | 88 |
| Number of students tested | 42 | 42 | 41 | ** | 48 |
| Female | | | | | |
| % Does not Meet State Standards | 6 | 5 | 5 | ** | 8 |
| % Meets State Standards | 60 | 54 | 56 | ** | 67 |
| % Exceeds State Standards | 34 | 41 | 40 | ** | 25 |
| % Meets and Exceeds State Standards | 94 | 95 | 96 | ** | 92 |
| Number of students tested | 47 | 37 | 43 | ** | 48 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII - ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject English/Language Arts Grade 5
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 3 | 0 | 5 | ** | 6 |
| % Meets State Standards | 54 | 62 | 65 | ** | 55 |
| % Exceeds State Standards | 43 | 38 | 30 | ** | 39 |
| % Meets and Exceeds State Standards | 97 | 100 | 95 | ** | 94 |
| Number of students tested | 72 | 84 | 106 | ** | 99 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 6 | 0 | 0 | ** | 17 |
| % Meets State Standards | 81 | 82 | 82 | ** | 67 |
| % Exceeds State Standards | 13 | 18 | 18 | ** | 17 |
| % Meets and Exceeds State Standards | 94 | 100 | 100 | ** | 84 |
| Number of students tested | 16 | 11 | 18 | ** | 24 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 0 | * | * | ** | * |
| % Meets State Standards | 67 | * | * | ** | * |
| % Exceeds State Standards | 33 | * | * | ** | * |
| % Meets and Exceeds State Standards | 100 | * | * | ** | * |
| Number of students tested | 12 | * | * | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 3 | 0 | 2 | ** | *** |
| % Meets State Standards | 65 | 76 | 70 | ** | *** |
| % Exceeds State Standards | 32 | 24 | 28 | ** | *** |
| % Meets and Exceeds State Standards | 97 | 100 | 98 | ** | *** |
| Number of students tested | 34 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 3 | 0 | 5 | ** | 7 |
| % Meets State Standards | 56 | 57 | 64 | ** | 59 |
| % Exceeds State Standards | 42 | 43 | 31 | ** | 35 |
| % Meets and Exceeds State Standards | 98 | 100 | 95 | ** | 94 |
| Number of students tested | 36 | 42 | 64 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 3 | 0 | 5 | ** | 6 |
| % Meets State Standards | 53 | 67 | 67 | ** | 51 |
| % Exceeds State Standards | 44 | 33 | 29 | ** | 43 |
| % Meets and Exceeds State Standards | 97 | 100 | 96 | ** | 94 |
| Number of students tested | 36 | 42 | 42 | ** | 53 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

PART VII - ASSESSMENT RESULTS - MATHEMATICS

PART VII - ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS

Subject Math Grade 1
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 5 | 1 | 11 | ** | 12 |
| % Meets State Standards | 46 | 53 | 56 | ** | 62 |
| % Exceeds State Standards | 48 | 46 | 33 | ** | 26 |
| % Meets and Exceeds State Standards | 94 | 99 | 89 | ** | 88 |
| Number of students tested | 93 | 80 | 90 | ** | 84 |
| Percent of total students tested | 100 | 100 | 100 | ** | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 10 | 0 | 6 | ** | 37 |
| % Meets State Standards | 52 | 88 | 88 | ** | 53 |
| % Exceeds State Standards | 38 | 12 | 6 | ** | 11 |
| % Meets and Exceeds State Standards | 90 | 100 | 94 | ** | 64 |
| Number of students tested | 21 | 16 | 17 | ** | 19 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 0 | * | 18 | ** | 38 |
| % Meets State Standards | 55 | * | 45 | ** | 54 |
| % Exceeds State Standards | 45 | * | 36 | ** | 8 |
| % Meets and Exceeds State Standards | 100 | * | 81 | ** | 62 |
| Number of students tested | 11 | * | 11 | ** | 13 |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 8 | 2 | 19 | ** | *** |
| % Meets State Standards | 48 | 60 | 63 | ** | *** |
| % Exceeds State Standards | 45 | 37 | 19 | ** | *** |
| % Meets and Exceeds State Standards | 93 | 97 | 82 | ** | *** |
| Number of students tested | 40 | 43 | 43 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 4 | 0 | 11 | ** | 20 |
| % Meets State Standards | 42 | 56 | 49 | ** | 61 |
| % Exceeds State Standards | 53 | 44 | 40 | ** | 20 |
| % Meets and Exceeds State Standards | 95 | 100 | 89 | ** | 81 |
| Number of students tested | 45 | 41 | 45 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 6 | 3 | 11 | ** | 3 |
| % Meets State Standards | 50 | 49 | 62 | ** | 63 |
| % Exceeds State Standards | 44 | 49 | 27 | ** | 34 |
| % Meets and Exceeds State Standards | 94 | 98 | 89 | ** | 97 |
| Number of students tested | 48 | 39 | 45 | ** | 38 |

* Too Few to Report ** Test Not Given *** No Data Available

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 2
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 2 | 5 | 9 | ** | 7 |
| % Meets State Standards | 73 | 71 | 64 | ** | 58 |
| % Exceeds State Standards | 24 | 25 | 27 | ** | 35 |
| % Meets and Exceeds State Standards | 97 | 96 | 91 | ** | 93 |
| Number of students tested | 82 | 85 | 92 | ** | 86 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 7 | 13 | 14 | ** | 20 |
| % Meets State Standards | 87 | 81 | 64 | ** | 60 |
| % Exceeds State Standards | 7 | 6 | 21 | ** | 20 |
| % Meets and Exceeds State Standards | 94 | 87 | 85 | ** | 80 |
| Number of students tested | 15 | 16 | 14 | ** | 10 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 10 | * | 20 | ** | * |
| % Meets State Standards | 80 | * | 60 | ** | * |
| % Exceeds State Standards | 10 | * | 20 | ** | * |
| % Meets and Exceeds State Standards | 90 | * | 80 | ** | * |
| Number of students tested | 10 | * | 10 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 2 | 8 | 15 | ** | *** |
| % Meets State Standards | 83 | 73 | 62 | ** | *** |
| % Exceeds State Standards | 15 | 19 | 23 | ** | *** |
| % Meets and Exceeds State Standards | 98 | 92 | 85 | ** | *** |
| Number of students tested | 46 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 0 | 8 | 11 | ** | 2 |
| % Meets State Standards | 79 | 68 | 53 | ** | 45 |
| % Exceeds State Standards | 21 | 25 | 36 | ** | 52 |
| % Meets and Exceeds State Standards | 99 | 93 | 89 | ** | 97 |
| Number of students tested | 42 | 40 | 45 | ** | 44 |
| Female | | | | | |
| % Does not Meet State Standards | 5 | 2 | 6 | ** | 12 |
| % Meets State Standards | 68 | 73 | 74 | ** | 71 |
| % Exceeds State Standards | 28 | 24 | 19 | ** | 17 |
| % Meets and Exceeds State Standards | 96 | 97 | 93 | ** | 88 |
| Number of students tested | 40 | 45 | 47 | ** | 42 |

* Too few to report ** Test Not Given *** No Data Available

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 3
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 3 | 6 | 4 | ** | 18 |
| % Meets State Standards | 70 | 67 | 58 | ** | 61 |
| % Exceeds State Standards | 27 | 27 | 38 | ** | 20 |
| % Meets and Exceeds State Standards | 97 | 94 | 96 | ** | 81 |
| Number of students tested | 90 | 84 | 77 | ** | 103 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 5 | 17 | 11 | ** | 24 |
| % Meets State Standards | 91 | 75 | 72 | ** | 76 |
| % Exceeds State Standards | 5 | 8 | 17 | ** | 0 |
| % Meets and Exceeds State Standards | 96 | 83 | 89 | ** | 76 |
| Number of students tested | 22 | 12 | 18 | ** | 17 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | * | 10 | 0 | ** | * |
| % Meets State Standards | * | 80 | 88 | ** | * |
| % Exceeds State Standards | * | 10 | 13 | ** | * |
| % Meets and Exceeds State Standards | * | 90 | 100 | ** | * |
| Number of students tested | * | 10 | 16 | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 4 | 8 | 5 | ** | *** |
| % Meets State Standards | 72 | 78 | 65 | ** | *** |
| % Exceeds State Standards | 23 | 14 | 30 | ** | *** |
| % Meets and Exceeds State Standards | 95 | 92 | 95 | ** | *** |
| Number of students tested | 47 | 37 | 43 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 3 | 7 | 3 | ** | 18 |
| % Meets State Standards | 57 | 72 | 60 | ** | 56 |
| % Exceeds State Standards | 40 | 21 | 38 | ** | 26 |
| % Meets and Exceeds State Standards | 97 | 93 | 98 | ** | 82 |
| Number of students tested | 40 | 43 | 40 | ** | 57 |
| Female | | | | | |
| % Does not Meet State Standards | 4 | 5 | 5 | ** | 20 |
| % Meets State Standards | 80 | 61 | 57 | ** | 67 |
| % Exceeds State Standards | 16 | 34 | 38 | ** | 13 |
| % Meets and Exceeds State Standards | 96 | 95 | 95 | ** | 80 |
| Number of students tested | 50 | 41 | 37 | ** | 46 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 4
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 13 | 20 | 20 | 15 | 25 |
| % Meets State Standards | 72 | 54 | 64 | 67 | 61 |
| % Exceeds State Standards | 15 | 25 | 15 | 19 | 14 |
| % Meets and Exceeds State Standards | 87 | 79 | 79 | 86 | 75 |
| Number of students tested | 87 | 79 | 84 | 108 | 97 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 25 | 48 | 27 | 13 | 47 |
| % Meets State Standards | 69 | 43 | 73 | 83 | 53 |
| % Exceeds State Standards | 6 | 10 | 0 | 3 | 0 |
| % Meets and Exceeds State Standards | 75 | 53 | 73 | 86 | 53 |
| Number of students tested | 16 | 21 | 11 | 30 | 15 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | 18 | 32 | 50 | * | * |
| % Meets State Standards | 73 | 58 | 42 | * | * |
| % Exceeds State Standards | 9 | 11 | 8 | * | * |
| % Meets and Exceeds State Standards | 82 | 69 | 50 | * | * |
| Number of students tested | 11 | 19 | 12 | * | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 18 | 28 | 28 | 16 | *** |
| % Meets State Standards | 80 | 51 | 61 | 69 | *** |
| % Exceeds State Standards | 3 | 21 | 11 | 15 | *** |
| % Meets and Exceeds State Standards | 83 | 72 | 72 | 84 | *** |
| Number of students tested | 40 | 43 | 36 | 55 | *** |
| Male | | | | | |
| % Does not Meet State Standards | 17 | 17 | 17 | 17 | 25 |
| % Meets State Standards | 68 | 57 | 61 | 60 | 63 |
| % Exceeds State Standards | 15 | 26 | 22 | 23 | 13 |
| % Meets and Exceeds State Standards | 83 | 83 | 83 | 83 | 76 |
| Number of students tested | 41 | 42 | 41 | 65 | 48 |
| Female | | | | | |
| % Does not Meet State Standards | 9 | 24 | 23 | 12 | 25 |
| % Meets State Standards | 76 | 51 | 67 | 77 | 60 |
| % Exceeds State Standards | 15 | 24 | 9 | 12 | 15 |
| % Meets and Exceeds State Standards | 91 | 75 | 76 | 89 | 75 |
| Number of students tested | 46 | 37 | 43 | 43 | 48 |

*** Too Few to Report ** Test Not Given *** Data Not Available**

**PART VII – ASSESSMENT RESULTS
FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 5
Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year Annually
Publisher Georgia Department of Education

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| % Does not Meet State Standards | 1 | 4 | 4 | ** | 2 |
| % Meets State Standards | 49 | 61 | 72 | ** | 58 |
| % Exceeds State Standards | 50 | 36 | 25 | ** | 40 |
| % Meets and Exceeds State Standards | 99 | 97 | 97 | ** | 98 |
| Number of students tested | 72 | 84 | 106 | ** | 99 |
| Percent of total students tested | 100 | 100 | 100 | ** | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | ** | 0 |
| SUBGROUP SCORES | | | | | |
| African American (Non Hispanic) | | | | | |
| % Does not Meet State Standards | 6 | 9 | 0 | ** | 0 |
| % Meets State Standards | 81 | 91 | 93 | ** | 79 |
| % Exceeds State Standards | 13 | 0 | 7 | ** | 21 |
| % Meets and Exceeds State Standards | 94 | 91 | 100 | ** | 100 |
| Number of students tested | 16 | 11 | 28 | ** | 24 |
| Students with Disabilities | | | | | |
| % Does not Meet State Standards | * | * | * | ** | * |
| % Meets State Standards | * | * | * | ** | * |
| % Exceeds State Standards | * | * | * | ** | * |
| % Meets and Exceeds State Standards | * | * | * | ** | * |
| Number of students tested | * | * | * | ** | * |
| Economically Disadvantaged | | | | | |
| % Does not Meet State Standards | 3 | 8 | 2 | ** | *** |
| % Meets State Standards | 56 | 73 | 81 | ** | *** |
| % Exceeds State Standards | 41 | 19 | 17 | ** | *** |
| % Meets and Exceeds State Standards | 97 | 92 | 98 | ** | *** |
| Number of students tested | 34 | 37 | 47 | ** | *** |
| Male | | | | | |
| % Does not Meet State Standards | 0 | 2 | 5 | ** | 0 |
| % Meets State Standards | 47 | 50 | 69 | ** | 54 |
| % Exceeds State Standards | 53 | 48 | 27 | ** | 46 |
| % Meets and Exceeds State Standards | 100 | 98 | 96 | ** | 100 |
| Number of students tested | 36 | 42 | 64 | ** | 46 |
| Female | | | | | |
| % Does not Meet State Standards | 3 | 5 | 2 | ** | 4 |
| % Meets State Standards | 50 | 71 | 76 | ** | 60 |
| % Exceeds State Standards | 47 | 24 | 21 | ** | 36 |
| % Meets and Exceeds State Standards | 97 | 95 | 97 | ** | 96 |
| Number of students tested | 36 | 42 | 42 | ** | 53 |

*** Too Few to Report ** Test Not Given *** Data Not Available**