

2005-2006 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 Ms. Penny E. Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Alexander II Magnet School
(As it should appear in the official records)

School Mailing Address 1156 College Street
(If address is P.O. Box, also include street address)

Macon Georgia 31201-1700
City State Zip Code+4 (9 digits total)

County Bibb State School Code Number* 1050

Telephone (478) 751-6708 Fax (478) 752-5249

Website/URL www.bibb.k12.ga.us/AlexII/Alex2-main.htm E-mail psmith.alex2@bibb.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* Mrs. Sharon Patterson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bibb County Tel. (478) 765-8501

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 Mrs. Susan Middleton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: 27 Elementary schools
 6 Middle schools
 — Junior high schools
 6 High schools
 5 Other

 44 TOTAL
2. District Per Pupil Expenditure: \$6,052 (FY05)

 Average State Per Pupil Expenditure: \$6,728 (FY04) – last available data

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. 1 Number of years the principal has been in her/his position at this school.
 5 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: (Count based on October 1, 2005 data)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	46	38	84	8			
1	47	39	86	9			
2	45	43	88	10			
3	42	44	86	11			
4	42	43	85	12			
5	31	53	84	Other			
6	25	40	65				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							578

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>50</u> | % White |
| <u>47</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	578
(5)	Total transferred students in row (3) divided by total students in row (4)	.047
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: 1%
 Total Number Limited English Proficient 4
 Number of languages represented: 3
 Specify languages: Gujarati, Marathi, Dutch

9. Students eligible for free/reduced-priced meals: 39%
 Total number students who qualify: 225

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

10. Students receiving special education services: $\frac{6}{33}$ %
33 Total Number of Students Served

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

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>26</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>47</u>	<u>8</u>

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

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	94%	97%	98%
Daily teacher attendance	97%	92%	94%	93%	95%
Teacher turnover rate	0%	0%	18%	21%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

In the movie, *A Perfect Storm*, elements of nature combined to create a storm as none other. Alexander II Magnet School, in many ways, is the antithesis of a perfect storm. As a three-time winner of Georgia's School of Excellence Award and most recently receiving state recognition through the Governor's Office of Student Achievement as a 2005 Silver Award Winner (awarded for greater than 96% of our students meeting or exceeding standards on the state competency tests), our school is a combination of the very best in life. An innovative instructional program addressing diverse needs of all learners, supportive parents who value education, a dedicated professional staff who constantly seek to study and implement research-based best practices, a community that supports our programs through their time and resources, a facility that combines the charm of a rich historic past with the demands of the future and a student population reflective of the whole of society combine to create an atmosphere where excellence is the norm.

As the state's first magnet school and one of the oldest schools in Georgia in continuous operation, we are proud of our rich history. Built in 1901 in the style of Greek Revival Architecture, our school is in the heart of Macon's historic district. An article in USA Today, on August 28, 2000, featured our school as a significant school for preservation by the National Trust for Historic Preservation. A community-based effort resulted in a 6.1 million dollar renovation and expansion of Alexander II, expanding it from a building that accommodated less than 300 students to a capacity of up to 600. Currently on the U.S. Department of Interior's National Register of Historic Places, our school received the 2005 Georgia Preservation Award for Excellence in Rehabilitation.

Alexander II is a school that serves the entire Bibb County area. In a community where desegregation in the 1970's led to an explosion of private schools and "white flight" from the public school system, Alexander II is a school where black families, white families, international families, those with great economic means and those in poverty apply en masse for the opportunity for their children to learn in a diverse and challenging environment. Annually we have more than 400 applications for approximately 100 openings. This deliberate choice results in a large contingency of parents who value education, maintain high expectations for their children and who support the programs within our school. Most parents and staff alike find that becoming a part of Alexander II is like gaining an extended family. In 2004-2005, our parents donated more than 15 hours per student in "their" school.

While our magnet program stresses a curriculum that is rich in math, science, and technology, we seek to motivate all students to become confident, self-directed lifelong learners in every area. Parents, teachers, administrators and the community share the responsibility of our mission and together set high expectations for students. Constantly seeking the most effective in best practices, our dedicated teachers (with an *average* of more than 14 years experience per teacher and with 72.5% possessing advanced degrees) focus on providing a hands-on, applicable approach to learning and develop programs that challenge all students regardless of their skill level.

Alexander II is fortunate to have tremendous community support and resources. Across the street from one of our city's finest parks and adjacent to the campus of Mercer University and a redeveloped historic neighborhood that serves as a national prototype for combining public housing along with single family homes, our location is ideal. We maintain a symbiotic relationship with Mercer University (as well as other local colleges) as we mentor student teachers, serve as guest presenters for student groups, teach night classes, collaborate with professors and share facility resources. Additionally, our school has a partnership with the Medical Center of Central Georgia and benefits from the generosity of local benefactors, such as the Elam Alexander Foundation, who has contributed approximately \$75,000 in the past four years alone.

Although our school has changed drastically over the past 104 years, our commitment to excellence has not. We are excited to be able to serve a larger portion of our community and are proud that, as our doors have opened wider, our students continue to excel in a warm, loving environment that has not lost that feeling of family.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The State of Georgia mandates a curriculum based on adopted state standards which are currently in transition from the Quality Core Curriculum Standards to the Georgia Performance Standards. The state assessment system requires the administration of the Criterion Referenced Competency Test (CRCT) in the spring of each year to all students in grades one through eight; however, Georgia administered the CRCT to only fourth and sixth grade students in 2001 and 2003. Overall student success is measured in terms of “Not Meeting Standards,” “Meeting Standards,” or “Exceeding Standards.” In order to meet standards, a student must score from 300 to 349; to exceed standards, a student’s score must be 350 or above. Students scoring below 300 do not meet standards. “Adequate Yearly Progress” (AYP) for Bibb County Schools is determined using attendance rate, percentage of test participation, and CRCT results for students in grades 3-6 in the areas of reading/language arts and mathematics.

Data from the past five years for Alexander II shows a consistent pattern of outstanding *overall* performance as well as outstanding performance in each identified subgroup. According to our 2005 AYP report, 97% of all students in AYP grades (3-6) met or exceeded standards in the areas of reading/language arts. There was only a 3.4% discrepancy between black and white students in this area with 95.3% of black students meeting/exceeding standards and 98.7% of white students meeting/exceeding standards. This margin was even less between all students and other subgroups with 93.9% of students who are economically disadvantaged meeting/exceeding standards (a difference of 3.1%) and 95.5% of students with disabilities meeting/exceeding standards (a difference of 1.5%). Remarkably, 57.3% of all students actually *exceeded* the standards in the area of reading/language arts.

In the area of mathematics, 96.2% of all students in AYP grades met or exceeded standards with a discrepancy of 6.2% between black and white students (99.1% of white students met/exceeded standards and 93.5% of black students met/exceeded standards). There was only a 2.8% difference in the total number meeting/exceeding and the number of economically disadvantaged students (93.4%) meeting/exceeding while 100% of students with disabilities met/exceeded standards in this area.

For AYP purposes, the state does not include first and second grade data; however, we are very proud of our progress in these areas. In first grade, 100% of our students met standards in the area of reading in 2002, while 95% met standards in 2004 and 99% in 2005. In both 2001 and 2004 71% of our first grade students *exceeded* standards in this area. The average number of first grade students who exceeded standards in reading in the state of Georgia was 46%. First grade math scores are comparable with 95% of students meeting/exceeding in 2002, 99% in 2004 and 97% in 2005. At first grade, there was a 10% difference in the number of black students and the number of white students who met or exceeded math standards and a 7% difference between males and females with a success rate for males at 93%. We feel this discrepancy may exist due to the developmental rate of boys at this young age and the high correlation between black students and economically disadvantaged students in our community, who often come with less vocabulary development and limited prior knowledge on which to build.

Ninety-eight percent of second grade students met or exceeded standards in reading as well as English/language arts in both 2004 and 2005. In the area of mathematics, 97% of second graders met/exceeded standards in 2005 with 95% meeting/exceeding in 2002 and 2004. There was only a 1% difference in the number of students meeting and exceeding standards in math among subgroups.

In summary, Alexander II has consistently exhibited the ability to teach students of varying genders, races, and socio-economic levels with little disparity among subgroups. Our success has been particularly noteworthy since our population has grown by almost 50% over the past 4 years. Our efforts are concentrated on continual improvement for all students with a focus on systemically and deliberately increasing the skills and knowledge of each child so that they not only *meet* standards, but *exceed* them.

Data for this section was taken from the Governor’s Office of Student Achievement and the AYP link at the Georgia Department of Education. The sites are as follows:

<http://reportcard2005.gaosa.org/k12/reports.aspx?TestType=QCC&ID=611:1050>

http://www.doe.k12.ga.us/reports/ayp_2005/performance.asp?SchoolID=611-1050-c-1-0-0-0-0-0-0-0-0

2. Using Assessment Results:

Our staff is well trained in disaggregating data and using that data to plan effective instructional activities designed to alleviate gaps in knowledge and prevent disparity of success among subgroups. Prior to beginning a new year with students, each teacher examines the test scores of individuals within the class, identifying common trends as to strengths and weaknesses. Teachers then analyze his or her personal performance based on the test scores of students taught the previous year. Once areas of weakness are identified and prioritized, teachers systemically develop an instructional calendar that ensures all skills are taught to mastery, with special attention placed on skills not yet mastered. Periodically, students are administered benchmark assessments, which are used diagnostically to further identify unmastered skills. Once these skills are identified, teachers revisit the instructional calendar, adding in daily focus mini-lessons which are taught prior to every class. Teachers use frequent mini assessments to check for understanding and use a variety of assessment methods. This constant cycle of “Plan, Do, Check, Act” is a collaborative effort involving teachers, parents, students and administrators.

A five year plan for improvement along with measurable goals in each curriculum area has been developed with yearly action steps to ensure attainment. These goals are in line with the expectations specified through the “No Child Left Behind” legislation. Additionally, we have developed target goals in every area to increase the number of students who not only *meet* expectations, but *exceed* expectations. Our goal is to focus on the maximum level of competency, not settle for the minimum level.

The specific needs of students (identified through numerous sources of data) are addressed in many ways. Teachers use a variety of methods to differentiate instruction, and identified students are offered tutoring through our guidance program, classroom teachers and math lab. Student teachers, interns and volunteers work diligently with individuals and small groups, while teachers schedule weekly remediation and enrichment sessions. Our after school enrichment program offers tutoring for attending students and has offered scholarships to struggling students who are unable to pay the after school tuition.

3. Communicating Assessment Results:

We eagerly inform parents, students and the community of student performance, including assessment data. The public has access to school data through the Georgia Department of Education Website where annual school report cards are published. The local newspaper, *The Macon Telegraph*, publishes school performance data and carries monthly features related to our schools. Our school website also includes much data. Additionally, the PTA publishes a monthly newsletter that highlights our tests results and accomplishments. Our School Council, consisting of business partners, parents, staff and the principal frequently study student performance and data results, offering suggestions for School Improvement initiatives. This type of information is presented at PTA meetings. An especially effective tool for getting information out to the public involves our national award winning student news team, who often conduct interviews related to student accomplishments. These programs are telecast several times each week on the local cable channel dedicated to our school system.

Parents are involved in every aspect of our plans for improvement and, consequently, are repeatedly informed as to our performance results. At the beginning of each year, teachers meet with each parent, discussing test results, giving them test profile sheets and offering ideas for how they may best help from home. Parents are provided periodic workshops on effective strategies for helping students in specific skill areas. Students who marginally met expectations or who did not meet expectations on the CRCT the previous year are identified school wide, and administrators meet individually with these students for “Test Talks.” Within these “Test Talks,” areas of strength are discussed as well as areas of difficulty. Strategies for improvement are developed and shared with parents and the classroom teachers.

Parents receive regular communication from teachers through weekly “signed papers,” published classroom newsletters and e-mail group lists. Additionally, parents have access to staff e-mail addresses; can check grades via the Internet through *Parent Connect*; and many teachers give out their home phone numbers. Benchmark results are shared with parents, and teachers encourage conferences to discuss areas of concern or clarify skills. Students who consistently experience difficulty are placed under the guidance of a Student Support Team, of which the parent is a member, meeting regularly to monitor progress.

4. Sharing Success:

Our school actively collaborates with other schools. As a leader in our system, we are often looked to for raising the bar of excellence for every school as we share our school improvement plans. In an effort to provide a seamless curriculum when students move within our system, we participate in vertical teaming meetings with other elementary schools as well as middle and high schools within our feeder zone. Within these discussions, we analyze the curriculum among grade levels to specifically detect areas where gaps may occur as well as share effective programs and strategies. Common concerns are noted and plans initiated for addressing these concerns. Many teachers on our staff have worked with other state and local school personnel in unpacking the new Georgia Performance Standards as well as developing related Benchmark assessments that are used system-wide.

Alexander II's staff leads the professional arena in Bibb County. As the only math and science magnet school, we readily share our expertise, materials, and facilities. We frequently organize and host district wide math workshops, which may range from supporting hands-on instruction in the regular classroom to training for Math 24. Our math lead teacher has been instrumental in securing on-line access to Math 24 for students throughout our county. For the last several years we have maintained a partnership with a Title I School, which was in "Needs Improvement" status. Our math lead teacher conducts workshops for them and collaborates with their teachers in order to improve math performance. Alexander II teachers often present at math and science conferences, teach workshops or classes for college students and lead district wide professional learning activities. Our lead teacher for gifted students has been trained at the College of William and Mary and serves as a trainer for other teachers of gifted, while counselors new to our system are trained by our school guidance counselor.

New teachers in our district are required to spend time visiting classrooms at a variety of schools. Teachers from throughout our county often ask to visit our building on these days. Veteran teachers, seeking to implement "best practices" within their own instructional programs, have also visited our school at the suggestion of their administrators or simply because of a personal desire for growth.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Georgia Department of Education provides our curriculum through state standards. Our state is currently transitioning from Quality Core Curriculum objectives (QCC) to Georgia Performance Standards (GPS). The state curriculum is the minimum of what teachers teach and what students learn.

Our reading/language arts curriculum was the first to transition from QCC objectives to GPS, with full implementation now in place. Beginning reading instruction concentrates on skills related to concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension. Students progress to the application of phonics to decode unfamiliar words, concentrating on fluency, vocabulary and comprehension. This is a critical point as students begin making the transition from learning to read to reading to learn. At the upper elementary levels, students expand and deepen their knowledge of reading, writing and speaking, as well as their understanding of the connections among different types of communication, using a variety of genres. Objectives for writing, speaking and listening skills are heavily stressed at each grade level with an emphasis on the conventions of language.

Our teachers are currently in the first transitional year between QCC objectives and GPS in the area of mathematics in grades K-2. According to QCC objectives, students at each level are taught skills in: geometry and spatial sense; measurement, number sense/numeration; fractions/decimals, patterns/relationships; algebra, problem solving, statistics/probability and whole number computation; estimation; and whole number operations. GPS standards provide a developmentally appropriate, ladder curriculum that builds on skills identified through the following strands: numbers and operations, measurement, geometry, data analysis and probability and process skills. The foundation of our math program is based on a hands-on approach to instruction, presenting concepts in multiple ways, with strong support through technology. Concepts are introduced and used in the context of real world phenomena, stressing application of skills and the ability for students to solve problems using higher order cognition. Students

in grades 3-6 who excel in math receive math instruction in our math lab daily. Our math lead teacher (a finalist for Georgia Teacher of the Year) collaborates and team teaches with all teachers in our building.

Scientific concepts and the inquiry method are woven into every area of our curriculum. Sixth grade has fully implemented GPS standards, while grades 3-5 are in the first transitional year between QCC objectives and GPS standards. Currently, K-2 students are taught objectives related to earth/space science, inquiry, life science and physical science. In grades 3-5 these are recurring, ladder concepts under GPS guidelines; however, inquiry is more heavily integrated. Third grade concentrates on these concepts as they relate to the state of Georgia, while the sixth grade curriculum focuses on earth science.

At the elementary level, social studies will be the last curriculum area to implement GPS standards. Within the QCC objectives, students in grades K-5 are taught concepts related to civics, core social studies skills, economics, geography and history. The curriculum for sixth grade includes geography and world cultures. As you walk through our school, evidence of our social studies curriculum abounds. Much of the assessment in this area is in the form of projects, group work and presentations.

Each child in our school actively participates in developmentally appropriate health and physical education activities. Our full time physical education instructor follows state standards concentrating on encouraging life-long habits that contribute to healthy bodies and promoting good choices.

State standards include fine arts objectives in the areas of dance, general music, theater arts and visual arts. Offering an integrated approach to curriculum provides numerous opportunities to include fine arts each day. Our visual arts program is enhanced by our After School program, which hires several art teachers from area high schools and students from Mercer University to provide art instruction. Many students participate in a yearly PTA sponsored *Reflections Program*, awarding students in creative writing, visual arts, original composition and photography. Our music program, led by a certified music instructor, offers general music for students in grades K-5 each week. Alexander II has a “superior rated” festival chorus as well as the system’s only elementary hand bell ensemble.

Foreign language instruction is taught in our After School Program.

2. Reading:

Our school adheres to a Balanced Literacy Approach to reading instruction for grades K-3. It is our belief that children learn to read best when they are immersed in a print-rich, child-centered classroom that provides many opportunities for real life reading and writing experiences. This, when combined with providing students the appropriate tools and experiences that will enable them to decode, comprehend, read with fluency, infer, make predictions, etc., ensures the success of every student as an independent reader and writer. The components of this program include reading aloud to students, whole class shared reading, small group guided reading, independent reading, modeled/shared writing, whole class interactive writing, small group/individual “Writer’s Workshop” and independent writing. While our students are still taught letters, phonics and word attack skills, listening and speaking are also emphasized in this integrated approach. Our school no longer uses a basal reader to drive reading instruction. The basal, along with novels and reading materials from all genres, are tools in our arsenal.

While our fourth through sixth grade teachers have not been trained in Balanced Literacy, they have learned many of the concepts through cross-grade level sharing with our K-3 teachers and, consequently, have begun implementation of various components within this program. Our fourth through sixth grade teachers, using standards as the driving force of their curriculum, choose from a variety of printed materials as they integrate the curriculum. Novel studies, projects, book reports, group activities and research activities related to other curriculum areas are a few of the strategies used at this level to foster a love of reading while also teaching reading skills for purpose.

Another important component to our reading program is the Accelerated Reader Program. At the beginning of each year, each grade level sets point goals for students. Those students reaching their goal by the end of the year attend a chauffeur driven limousine “Mystery Trip.” While students sometimes just begin reading to “earn their points,” they soon discover the “addiction” that reading can become. Often in the lunchroom, we have to remind students that they must eat before they can read!

3. Science:

As a science magnet school, it is critical that we offer students much more than the minimum in this area. Students are taught scientific skills and concepts, along with the inquiry method within the regular classroom, in our science lab, around our campus, and on scientific excursions. Each year fourth grade students visit Rock Eagle 4-H Camp for several days of scientific exploration, and our fifth grade students visit Jekyll Island off the coast of Georgia for outdoor seashore environmental studies. Our sixth grade students will visit the Smithsonian this spring. School enrollment seems to grow weekly as we watch our rabbits, finches, fish, mice, gerbils and guinea pigs multiply. When you include Jake the Snake, Iggy the Iguana and a flying sugar glider you really end up with a menagerie of true life opportunities for learning.

Before renovation, a garden and pond existed; however, it had to be demolished to allow for our building's expansion. Through the combined efforts of several community grants totaling more than \$25,000, our PTA and school funds, we are well on our way to creating a working garden area. This beautiful area is complete with a pond, a large fountain, a sundial, an outdoor classroom, sinks, teaching stations, planting areas and plants indigenous to Georgia (part of our new GPS standards). The layout and design have been developed with input from students, teachers, parents, our architect and an environmental landscaper. In fact, parents, teachers and students are donating much of the work.

Our science lead teacher works collaboratively with homeroom teachers, planning opportunities for students to experience outstanding demonstrations and experiments that would be more difficult to do in the regular classroom. Whether lighting up a pickle or dissecting frogs, students develop a life-long love of science and learn far more than the minimum expectations of state standards. Students begin learning the scientific process as soon as they enter our school and apply it as they complete science fair projects, study our animals or grow vegetables in the garden. Even our youngest students participate in science projects as teachers guide them through the processes and set up experimentation stations. Students in fourth through sixth grades are required to participate in the annual school science fair.

4. Instructional Methods:

At Alexander II, our teachers use a variety of instructional methods to effectively meet individual needs of students. Our curriculum and methods of delivery are designed around the concept that, while students learn differently, they learn best when actively engaged in activities that fit their unique learning styles. We provide an integrated curriculum in a print-rich environment supported by manipulatives, centers and hands-on learning activities, offering students numerous opportunities to fully master skills and concepts through differentiation of instruction, individualized attention and extra time on task. Higher order thinking and problem solving are integrated into every facet of our curriculum.

Special programs are available to address student needs both in the regular classroom through collaboration and team teaching and as separate instructional opportunities. Gifted students attend class for a full day each week, using a researched-based model from the College of William and Mary. Advanced math students in grades 4-6 receive daily instruction in our math lab, using a challenging, hands-on curriculum, focusing on application of higher order thinking skills in real life situations. Students in our special education program (with the exception of speech/language) are served within the regular classroom using a team teaching model with a regular education teacher and a special needs teacher. Our Early Intervention Program uses a combination of team teaching in the regular classroom and small group instruction. Parents, retired educators, area college students and community volunteers regularly assist in tutoring individuals and small groups of students. Our guidance counselor, lead teachers, after school staff and other staff members plan morning and afternoon tutoring sessions, and each grade level offers enrichment and remediation opportunities throughout the day.

Parent help sessions are offered to provide suggestions for assisting students at home. Sometimes these are held at night or in the afternoons after school, while at other times, we might send out special invitations to select parents inviting them to a "Lunch and Learn," where a teacher leads a lesson on how to practice a select skill at home, while students and parents enjoy a sack lunch.

Every minute is important! As students arrive early in the mornings or wait for rides in the afternoon, we providing supervised study sessions where students read, practice skills or play Math 24.

5. Professional Development:

Our state, system and school offer numerous professional development opportunities that result in improved learning activities for our students. Our staff is involved in the unpacking of the new Georgia Performance Standards while transitioning from Quality Core Curriculum objectives. The principal has recently participated in the Georgia Leadership Institute for School Improvement, a two-year process stressing best practices and designed to encourage continual growth. Training at all levels is based on research-based best practices including differentiation of instruction, brain-based research, planning for instruction using a backward design, closing gaps in achievement among subgroups, curriculum alignment and student assessment (including rubrics). Teachers and administrators in Bibb County have been trained extensively by nationally renowned practitioners Gerald Anderson and Patricia Davenport in their process of *Closing the Achievement Gap (2002)*.

In order to be Highly Qualified, teachers are required to complete staff development opportunities mandated and provided from the system level. While all teachers are expected to participate in some classes, such as *Framework for Understanding Poverty* (Payne, 1998), Analyzing Data, Technology Integration in the Classroom, Character Education and orientation to new textbooks, most opportunities are grade level or subject area specific. Teachers in Kindergarten through the third grade must be trained in Linking the Language, an integrated approach to teaching science and social studies using trade books; Balanced Literacy, Calendar Math; and Digi-Blocks, a hands-on approach to teaching math skills. Fourth and fifth grade teachers must also be trained in Digi-Blocks, Calendar Math, Middle Grades Reading, Middle Grades Writing, Middle Grades Literacy and Teaching Science through Inquiry. Sixth grade teachers who teach math or science must have concentrations in these areas in addition to the requirements for fourth and fifth grade teachers.

At the school level, we reserve each Monday to work as a staff in some way. On the first Monday of each month we have a large group staff meeting and discuss overall issues or share what we are doing at various grade levels. On the next Monday, we meet across grade levels, discerning strengths and weaknesses of our students and programs and analyzing the curriculum to ensure there are no gaps. On the third Monday, we again meet as a whole staff for professional learning, sharing information from conferences or book studies. The fourth Monday is reserved for our teachers to plan SST/504 meetings with parents. Since we have no funded planning time, we have creatively used our kindergarten paraprofessionals before school and for the first 30 minutes of each day to provide release time for teachers so that each grade level is able to have collaborative planning at least one hour, once a week. Most grade levels meet far more often, however, making the most of time before or after school.

PART VII - ASSESSMENT RESULTS

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	100%	100%	NG	93%	NG
% At Exceeds State Standards*	69%	71%	NG	71%	NG
Number of students tested	83	62	0	59	NG
Percent of total students tested	100%	100%	0%	100%	0%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	100%	100%	NG	93%	NG
% At Exceeds State Standards	42%	59%	NG	63%	NG
Number of students tested	31	22	NG	30	NG
2. White Students					
% At or Above Meets State Standards	100%	100%	NG	95%	NG
% At Exceeds State Standards	83%	78%	NG	91%	NG
Number of students tested	47	36	NG	23	NG
3. Male Students					
% At or Above Meets State Standards	100%	100%	NG	93%	NG
% At Exceeds State Standards	64%	70%	NG	63%	NG
Number of students tested	45	30	NG	27	NG
4. Female Students					
% At or Above Meets State Standards	100%	100%	NG	96%	NG
% At Exceeds State Standards	74%	72%	NG	83%	NG
Number of students tested	38	32	NG	30	NG
5. Students without Disabilities					
% At or Above Meets State Standards	100%	100%	NG	98%	NG
% At Exceeds State Standards	70%	71%	NG	75%	NG
Number of students tested	79	56	NG	53	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	100%	100%	NG	INA	NG
% At Exceeds State Standards	36%	58%	NG	INA	NG
Number of students tested	25	26	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	100%	NG	INA	NG
% At Exceeds State Standards	83%	81%	NG	INA	NG
Number of students tested	58	36	NG	INA	NG

INA – Information Not Available –Data was not collected by state

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004. 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	Not Given	March	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	96%	100%	NG	95%	NG
% At Exceeds State Standards*	57%	65%	NG	58%	NG
Number of students tested	83	62	NG	59	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	90%	96%	NG	93%	NG
% At Exceeds State Standards	39%	41%	NG	43%	NG
Number of students tested	31	22	NG	30	NG
2. White Students					
% At or Above Meets State Standards	100%	100%	NG	96%	NG
% At Exceeds State Standards	68%	78%	NG	74%	NG
Number of students tested	47	36	NG	23	NG
3. Male Students					
% At or Above Meets State Standards	93%	97%	NG	93%	NG
% At Exceeds State Standards	58%	63%	NG	63%	NG
Number of students tested	45	30	NG	27	NG
4. Female Students					
% At or Above Meets State Standards	100%	100%	NG	97%	NG
% At Exceeds State Standards	55%	66%	NG	57%	NG
Number of students tested	38	32	NG	30	NG
5. Students without Disabilities					
% At or Above Meets State Standards	97%	100%	NG	98%	NG
% At Exceeds State Standards	59%	64%	NG	62%	NG
Number of students tested	79	56	NG	53	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	96%	100%	NG	INA	NG
% At Exceeds State Standards	36%	50%	NG	INA	NG
Number of students tested	25	26	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	97%	97%	NG	INA	NG
% At Exceeds State Standards	66%	75%	NG	INA	NG
Number of students tested	58	36	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	Not Given	March	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	98%	NG	94%	NG
% At Exceeds State Standards*	82%	75%	NG	68%	NG
Number of students tested	74	84	NG	66	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	97%	95%	NG	97%	NG
% At Exceeds State Standards	77%	67%	NG	64%	NG
Number of students tested	30	43	NG	33	NG
2. White Students					
% At or Above Meets State Standards	100%	100%	NG	90%	NG
% At Exceeds State Standards	88%	84%	NG	74%	NG
Number of students tested	40	38	NG	31	NG
3. Male Students					
% At or Above Meets State Standards	97%	98%	NG	87%	NG
% At Exceeds State Standards	81%	70%	NG	56%	NG
Number of students tested	37	43	NG	32	NG
4. Female Students					
% At or Above Meets State Standards	100%	97%	NG	100%	NG
% At Exceeds State Standards	84%	80%	NG	79%	NG
Number of students tested	37	41	NG	34	NG
5. Students without Disabilities					
% At or Above Meets State Standards	99%	98%	NG	95%	NG
% At Exceeds State Standards	81%	76%	NG	70%	NG
Number of students tested	67	79	NG	63	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	96%	95%	NG	INA	NG
% At Exceeds State Standards	71%	65%	NG	INA	NG
Number of students tested	28	23	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	99%	NG	INA	NG
% At Exceeds State Standards	89%	79%	NG	INA	NG
Number of students tested	46	61	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004. 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	95%	NG	93%	NG
% At Exceeds State Standards*	49%	44%	NG	32%	NG
Number of students tested	74	84	NG	66	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0	NG	0	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	97%	91%	NG	94%	NG
% At Exceeds State Standards	30%	30%	NG	18%	NG
Number of students tested	30	43	NG	33	NG
2. White Students					
% At or Above Meets State Standards	98%	100%	NG	90%	NG
% At Exceeds State Standards	62%	61%	NG	45%	NG
Number of students tested	40	38	NG	31	NG
3. Male Students					
% At or Above Meets State Standards	95%	96%	NG	90%	NG
% At Exceeds State Standards	54%	49%	NG	31%	NG
Number of students tested	37	43	NG	32	NG
4. Female Students					
% At or Above Meets State Standards	100%	95%	NG	94%	NG
% At Exceeds State Standards	43%	39%	NG	32%	NG
Number of students tested	37	41	NG	34	NG
5. Students without Disabilities					
% At or Above Meets State Standards	97%	95%	NG	93%	NG
% At Exceeds State Standards	49%	44%	NG	30%	NG
Number of students tested	67	79	NG	63	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	96%	96%	NG	INA	NG
% At Exceeds State Standards	25%	43%	NG	INA	NG
Number of students tested	28	23	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	98%	95%	NG	INA	NG
% At Exceeds State Standards	63%	44%	NG	INA	NG
Number of students tested	46	61	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	99%	98%	NG	98%	NG
% At Exceeds State Standards*	60%	69%	NG	53%	NG
Number of students tested	75	80	NG	43	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	98%	100%	NG	94%	NG
% At Exceeds State Standards	44%	59%	NG	47%	NG
Number of students tested	41	41	NG	19	NG
2. White Students					
% At or Above Meets State Standards	100%	94%	NG	100%	NG
% At Exceeds State Standards	81%	77%	NG	59%	NG
Number of students tested	31	35	NG	22	NG
3. Male Students					
% At or Above Meets State Standards	100%	97%	NG	100%	NG
% At Exceeds State Standards	61%	58%	NG	55%	NG
Number of students tested	38	31	NG	20	NG
4. Female Students					
% At or Above Meets State Standards	97%	98%	NG	95%	NG
% At Exceeds State Standards	59%	76%	NG	50%	NG
Number of students tested	37	49	NG	22	NG
5. Students without Disabilities					
% At or Above Meets State Standards	98%	97%	NG	98%	NG
% At Exceeds State Standards	62%	69%	NG	50%	NG
Number of students tested	69	78	NG	40	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	96%	94%	NG	INA	NG
% At Exceeds State Standards	40%	47%	NG	INA	NG
Number of students tested	25	32	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	100%	NG	INA	NG
% At Exceeds State Standards	70%	83%	NG	INA	NG
Number of students tested	50	48	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	97%	95%	NG	95%	NG
% At Exceeds State Standards*	33%	45%	NG	35%	NG
Number of students tested	75	80	NG	43	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	95%	95%	NG	90%	NG
% At Exceeds State Standards	22%	37%	NG	16%	NG
Number of students tested	41	41	NG	19	NG
2. White Students					
% At or Above Meets State Standards	100%	94%	NG	100%	NG
% At Exceeds State Standards	48%	51%	NG	55%	NG
Number of students tested	31	35	NG	22	NG
3. Male Students					
% At or Above Meets State Standards	100%	90%	NG	95%	NG
% At Exceeds State Standards	42%	48%	NG	45%	NG
Number of students tested	38	31	NG	20	NG
4. Female Students					
% At or Above Meets State Standards	94%	98%	NG	95%	NG
% At Exceeds State Standards	24%	43%	NG	27%	NG
Number of students tested	37	49	NG	22	NG
5. Students without Disabilities					
% At or Above Meets State Standards	97%	96%	NG	95%	NG
% At Exceeds State Standards	33%	45%	NG	35%	NG
Number of students tested	69	78	NG	40	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	92%	91%	NG	INA	NG
% At Exceeds State Standards	28%	25%	NG	INA	NG
Number of students tested	25	32	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	98%	NG	INA	NG
% At Exceeds State Standards	36%	58%	NG	INA	NG
Number of students tested	50	48	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2001,2002,2003,2004,2005 (Revised Annually) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	99%	91%	90%	86%	91
% At Exceeds State Standards*	74%	61%	60%	43%	53
Number of students tested	84	69	47	44	45
Percent of total students tested	100%	100%	100%	100%	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	98%	85%	86%	83%	87%
% At Exceeds State Standards	60%	47%	38%	29%	32%
Number of students tested	47	32	21	24	22
2. White Students					
% At or Above Meets State Standards	100%	97%	91%	94%	96%
% At Exceeds State Standards	91%	71%	79%	63%	74%
Number of students tested	33	34	24	16	23
3. Male Students					
% At or Above Meets State Standards	100%	84%	96%	96%	96%
% At Exceeds State Standards	69%	55%	70%	48%	57%
Number of students tested	32	31	23	21	23
4. Female Students					
% At or Above Meets State Standards	98%	98%	83%	80%	86%
% At Exceeds State Standards	77%	66%	50%	40%	50%
Number of students tested	52	38	24	20	22
5. Students without Disabilities					
% At or Above Meets State Standards	98%	91%	89%	90%	91%
% At Exceeds State Standards	73%	61%	58%	45%	53%
Number of students tested	83	67	45	40	45
6. Economically Disadvantaged					
% At or Above Meets State Standards	97%	89%	76%	INA	INA
% At Exceeds State Standards	59%	41%	24%	INA	INA
Number of students tested	32	27	21	INA	INA
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	93%	100%	INA	INA
% At Exceeds State Standards	83%	74%	88%	INA	INA
Number of students tested	52	42	26	INA	INA

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2001,2002,2003,2004,2005 (Revised Annually) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	89%	85%	84%	91%
% At Exceeds State Standards*	37%	32%	32%	20%	26%
Number of students tested	84	69	47	44	43
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	90%	84%	86%	75%	80%
% At Exceeds State Standards	60%	47%	5%	17%	10%
Number of students tested	47	32	21	24	20
2. White Students					
% At or Above Meets State Standards	100%	97%	92%	100%	100%
% At Exceeds State Standards	91%	71%	54%	31%	39%
Number of students tested	33	34	24	16	23
3. Male Students					
% At or Above Meets State Standards	100%	84%	87%	90%	100%
% At Exceeds State Standards	69%	55%	35%	19%	27%
Number of students tested	32	31	23	21	22
4. Female Students					
% At or Above Meets State Standards	98%	97%	84%	80%	81%
% At Exceeds State Standards	77%	66%	29%	25%	24%
Number of students tested	52	38	24	20	21
5. Students without Disabilities					
% At or Above Meets State Standards	93%	88%	84%	88%	91%
% At Exceeds State Standards	36%	31%	31%	23%	26%
Number of students tested	83	67	45	40	43
6. Economically Disadvantaged					
% At or Above Meets State Standards	91%	78%	67%	INA	INA
% At Exceeds State Standards	16%	22%	10%	INA	INA
Number of students tested	32	27	21	INA	INA
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	94%	95%	100%	INA	INA
% At Exceeds State Standards	50%	38%	50%	INA	INA
Number of students tested	52	42	26	INA	INA

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	96%	94%	NG	94%	NG
% At Exceeds State Standards*	56%	54%	NG	51%	NG
Number of students tested	72	50	NG	47	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	91%	91%	NG	91%	NG
% At Exceeds State Standards	27%	39%	NG	26%	NG
Number of students tested	33	23	NG	23	NG
2. White Students					
% At or Above Meets State Standards	100%	96%	NG	96%	NG
% At Exceeds State Standards	81%	68%	NG	75%	NG
Number of students tested	37	25	NG	24	NG
3. Male Students					
% At or Above Meets State Standards	93%	100%	NG	96%	NG
% At Exceeds State Standards	61%	60%	NG	60%	NG
Number of students tested	31	25	NG	25	NG
4. Female Students					
% At or Above Meets State Standards	97%	88%	NG	91%	NG
% At Exceeds State Standards	51%	48%	NG	41%	NG
Number of students tested	41	25	NG	22	NG
5. Students without Disabilities					
% At or Above Meets State Standards	95%	93%	NG	93%	NG
% At Exceeds State Standards	54%	52%	NG	51%	NG
Number of students tested	70	46	NG	45	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	93%	85%	NG	INA	NG
% At Exceeds State Standards	34%	33%	NG	INA	NG
Number of students tested	32	21	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	97%	100%	NG	INA	NG
% At Exceeds State Standards	72%	69%	NG	INA	NG
Number of students tested	40	29	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

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

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	Not Given	April	Not Given
SCHOOL SCORES*					
% At or Above Meets State Standards*	99%	96%	NG	92%	NG
% At Exceeds State Standards*	35%	34%	NG	26%	NG
Number of students tested	72	50	NG	47	NG
Percent of total students tested	100%	100%	NG	100%	NG
Number of students alternatively assessed	0	0	NG	0	NG
Percent of students alternatively assessed	0%	0%	NG	0%	NG
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	97%	91%	NG	88%	NG
% At Exceeds State Standards	18%	9%	NG	9%	NG
Number of students tested	33	23	NG	23	NG
2. White Students					
% At or Above Meets State Standards	100%	96%	NG	96%	NG
% At Exceeds State Standards	51%	56%	NG	42%	NG
Number of students tested	37	25	NG	24	NG
3. Male Students					
% At or Above Meets State Standards	97%	96%	NG	96%	NG
% At Exceeds State Standards	32%	40%	NG	32%	NG
Number of students tested	31	25	NG	25	NG
4. Female Students					
% At or Above Meets State Standards	100%	92%	NG	86%	NG
% At Exceeds State Standards	37%	28%	NG	18%	NG
Number of students tested	41	25	NG	22	NG
5. Students without Disabilities					
% At or Above Meets State Standards	98%	93%	NG	91%	NG
% At Exceeds State Standards	34%	30%	NG	22%	NG
Number of students tested	70	46	NG	45	NG
6. Economically Disadvantaged					
% At or Above Meets State Standards	96%	90%	NG	INA	NG
% At Exceeds State Standards	12%	19%	NG	INA	NG
Number of students tested	32	21	NG	INA	NG
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	97%	NG	INA	NG
% At Exceeds State Standards	52%	45%	NG	INA	NG
Number of students tested	40	29	NG	INA	NG

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

Subject Reading Grade 6th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	94%	94%	95%	100%	100%
% At Exceeds State Standards*	72%	54%	64%	58%	87%
Number of students tested	40	35	36	43	23
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	90%	91%	100%	100%	100%
% At Exceeds State Standards	65%	36%	57%	44%	92%
Number of students tested	20	91	21	18	12
2. White Students					
% At or Above Meets State Standards	100%	100%	86%	100%	100%
% At Exceeds State Standards	83%	85%	73%	68%	80%
Number of students tested	18	13	15	22	10
3. Male Students					
% At or Above Meets State Standards	100%	94%	94%	100%	100%
% At Exceeds State Standards	72%	47%	53%	67%	100%
Number of students tested	18	17	17	18	11
4. Female Students					
% At or Above Meets State Standards	91%	94%	95%	100%	100%
% At Exceeds State Standards	73%	61%	74%	52%	75%
Number of students tested	22	18	19	25	12
5. Students without Disabilities					
% At or Above Meets State Standards	95%	94%	94%	100%	100%
% At Exceeds State Standards	71%	54%	63%	58%	87%
Number of students tested	38	35	35	43	23
6. Economically Disadvantaged					
% At or Above Meets State Standards	90%	87%	95%	INA	INA
% At Exceeds State Standards	52%	56%	60%	INA	INA
Number of students tested	21	16	20	INA	INA
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	100%	94%	INA	INA
% At Exceeds State Standards	95%	53%	69%	INA	INA
Number of students tested	19	19	16	INA	INA

INA – Information Not Available

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

GEORGIA CRITERION-REFERENCED TESTS RESULTS

Subject Mathematics Grade 6th Test Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year 2002,2004, 2005 (new publication each year) Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	91%	92%	100%	91%
% At Exceeds State Standards*	35%	40%	28%	53%	43%
Number of students tested	40	35	36	43	23
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Black Students					
% At or Above Meets State Standards	95%	91%	90%	100%	92%
% At Exceeds State Standards	20%	32%	19%	33%	33%
Number of students tested	20	22	21	18	12
2. White Students					
% At or Above Meets State Standards	100%	92%	93%	100%	90%
% At Exceeds State Standards	50%	54%	40%	68%	50%
Number of students tested	18	13	15	22	10
3. Male Students					
% At or Above Meets State Standards	94%	100%	88%	100%	100%
% At Exceeds State Standards	33%	41%	35%	61%	55%
Number of students tested	18	17	17	18	11
4. Female Students					
% At or Above Meets State Standards	100%	83%	95%	100%	83%
% At Exceeds State Standards	36%	39%	21%	48%	33%
Number of students tested	22	18	19	25	12
5. Students without Disabilities					
% At or Above Meets State Standards	97%	91%	91%	100%	91%
% At Exceeds State Standards	32%	40%	26%	53%	43%
Number of students tested	38	35	35	43	23
6. Economically Disadvantaged					
% At or Above Meets State Standards	95%	87%	90%	INA	INA
% At Exceeds State Standards	24%	38%	25%	INA	INA
Number of students tested	21	16	20	INA	INA
7. Not Economically Disadvantaged					
% At or Above Meets State Standards	100%	95%	94%	INA	INA
% At Exceeds State Standards	95%	42%	31%	INA	INA
Number of students tested	19	19	16	INA	INA

INA – Information Not Available

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