

(REVISED March 8, 2006) 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 Dr. Marvin L. Bynes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3 Watters Street
(If address is P.O. Box, also include street address)

Rome Georgia 30161-5568
City State Zip Code+4 (9 digits total)

County Floyd State School Code Number* 785-3052

Telephone (706) 295-7180 Fax (706) 235-4390

Website/URL www.rcs.rome.ga.us/main/ E-mail mbynes@rcs.rome.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. Gayland Cooper
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rome City Schools Tel. (706) 236-5050

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. Judy Sims
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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: 8 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 1 Other

 11 TOTAL
2. District Per Pupil Expenditure: \$6,894.66

 Average State Per Pupil Expenditure: \$6,092.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
 _ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	14	20	7	NA	NA	NA
K	33	19	52	8	NA	NA	NA
1	12	14	26	9	NA	NA	NA
2	17	17	34	10	NA	NA	NA
3	18	14	32	11	NA	NA	NA
4	13	17	30	12	NA	NA	NA
5	11	11	22	Other	NA	NA	NA
6	11	21	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							248

10. Students receiving special education services: $\frac{11}{29}$ % 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 13 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 7 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> 1 </u>	–
Classroom teachers	<u> 15 </u>	–
Special resource teachers/specialists	<u> 8 </u>	<u> 1 </u>
Paraprofessionals	<u> 6 </u>	–
Support staff	<u> 3 </u>	–
Total number	<u> 33 </u>	<u> 1 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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 %	96%	96%	95%
Daily teacher attendance	93%	95%	95%	95%	95%
Teacher turnover rate*	33%	29%	25%	41%	58%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

*Please see foot note at end of Application

PART III – SUMMARY

Main Elementary School is a public school in Rome, Georgia serving grades pre-k through sixth. The original school was a high school. Work began on a new elementary school in 1963. The school was built just down the hill from the site of the original and now defunct Main High School. The elementary school has recently gone through extensive renovations. The construction of a new wing with six new classrooms, a clinic, a parent waiting area, and administrative offices has helped make our entrance warm and inviting for students, parents, and visitors.

Main Elementary School is the realization of its vision which is incorporated in the school's following belief statements: Every person is unique and important. Every person should have a positive self-esteem. People rise to the level of expectation. People should respect others and be respected by others. Education is a partnership among educators, parents, students, and community. Motivation is an important aspect of the learning process. Education should meet the needs of the total person. The belief statements of the school are posted in a visible location for all to see and read when entering the school. The students proudly start their school day by reciting the Panther's Creed or mission statement, "I can learn. I will learn. I must learn. My mind is a pearl. I can learn anything in this world."

The majority of Main Elementary School's students are economically disadvantaged, due to the demographics of the school's location. Many students come from three public housing complexes or from impoverished-single-parent homes. Main Elementary School has ninety five percent (95%) of its students receiving free or reduced meals. Ninety-three percent (93%) of the student population is African-American, four percent (4%) White-American and three percent (3%) Latino-American.

Main Elementary School aspires to reach every child by utilizing an excellent community mentoring program which includes mentors from the Delta Sigma Theta Sorority members, Georgia Power Company employees, and Main High School alumni. Main Elementary School strives to maintain a close bond with the community. The annual Community Picnic, involving parents, elected officials/civic leaders, business partners, and other community members help support the idea of teamwork.

Main Elementary School implements various academic programs to challenge and meet the needs of all its students. Overall, the instructional practices and organizational conditions of the school are congruent with each other and are well aligned with the school's mission and beliefs. The school continues to fine tune a stronger systematic approach to monitor student achievement throughout the school year, and a stronger alignment of the school's instructional strategies and learning activities. A challenging curriculum, motivated teachers, and actively engaged students have made Main Elementary School make major gains in reading, mathematics, and writing as reflected by the school's achievement scores.

PART IV – INDICATORS OF ACADEMIC SUCCESS

QUESTION # 1. ASSESSMENT RESULTS

GEORGIA CRCT – The Georgia Criterion Referenced Competency Test was first implemented in the spring of 2000 and designed to measure how well students acquire skills and knowledge described in the Georgia Quality Core Curriculum (QCC). The assessments yield information on academic achievement at the student, class, system, and state levels. The information is used to determine individual student strengths and weaknesses as related to the instruction of the QCC and gauge the quality of education throughout Georgia. Areas of assessment include: Reading, English/Language Arts, and Mathematics. Assessments in Science and Social Studies are administered to students in grades 3 through 8. The

Georgia CRCT results determine if a school or school district has made Adequate Yearly Progress (AYP). A student score below 300 is at Performance Level I and Does Not Meet Standard. A student score between 300-349 is at Performance Level II and Meets Standard. A student score at or above 350 is at Performance Level III and Exceeds Standard. For further Georgia CRCT assessment information refer to (www.doe.k12.ga.us/curriculum/testing/crct.asp).

Main Elementary School has had very successful Georgia CRCT Test scores over the last three years. In 2005, one hundred percent of third and fifth graders scored at the meets or exceeds category on the Georgia CRCT. Main was the only school in the State of Georgia to accomplish this task. Since 2001, the school has been able to move many students out of level I to Levels II and III in reading and mathematics, especially in grades three and five. In some grade levels, the percentage of students scoring at Levels II and III at Main have been equal or higher than the local System and State percentages. As a result, Main Elementary School has made Adequate Yearly Progress consecutively for the last three years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

QUESTION # 2. USING ASSESSMENT RESULTS

The staff at Main Elementary School incorporates several assessment tools and strategies to monitor student performance and success. The principal and teachers assess student success by identifying and comparing individual norm-referenced and criterion-referenced test scores (e.g. ITBS, Georgia Writing Assessment, and Georgia CRCT) by class, grade level, and school. The school further ensures its students' success by making comparisons of this data at the district and state levels.

The school also uses local school assessments throughout the school year. For example, Screening to Enhance Equitable Placement (STEEP) is an assessment used to quickly assess all first through sixth grade students. This assessment is capable of returning results on the same day administered, and it helps the school identify students who are not achieving in line with expectations. STEEP is a universal screening instrument conducted by using curriculum-based measurement (CBM) probes in reading and math. Based on the results of the assessments, students at risk are provided with an instructional intervention (e.g. Direct Instruction, SAFE After School Reading/Math, or small group instruction). After the student begins intervention, progress monitoring immediately begins. Progress monitoring involves repeating the same type of assessment administered during screening. The STEEP assessment is repeated on a regular basis to monitor the success of the intervention strategies.

The Dynamic Indicators of Basic Early Literacy (DIBELS) is used by the school in grades K-3 to assess three of the five big ideas of early literacy (phonological awareness, alphabetic principle, and fluency with connected text). STEEP and DIBELS provide tables and charts at each grade level which reflect each student's progress. Teachers in grades 1-3 are also required to administer the Brigance Diagnostic Comprehensive Inventory of Basic Skills assessment instrument in math and reading in order to better prescribe an educational program for low performing students. In addition, the Accelerated Reader/STAR program depicts reading comprehension and reading level placements for all kindergarten through sixth grade students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

QUESTION # 3. COMMUNICATING ASSESSMENT RESULTS

Assessment data is communicated to the school's stakeholders in multiple ways. The results of the norm-referenced and criterion referenced assessments are sent home with a letter of explanation from the

principal. Main Fact, Main Elementary School's newsletter, is sent home to parents every nine weeks. The fall or winter edition of Main Fact includes information about assessment results and assessment instruments. The principal communicates the meaning of the data and standards for judgment at faculty meetings. At faculty meetings, teachers present and share their individual classroom results and the staff discusses trends or patterns in individual classrooms and grade levels. The principal presents and shares Main's Georgia CRCT results to the Rome Board of Education annually. Finally, the local newspaper publicizes activities and successes of Main Elementary School to the community throughout the school year.

Progress reports are sent home during the mid point of each nine week grading period. Rome City Schools require that all elementary schools have two parent conference days during the school year. Main Elementary School uses the parent conference days to meet individually with parents and discuss test results and student progress. The teachers write an Early Intervention Program (EIP) Plan for students scoring below 300 on the Georgia CRCT and for students retained the previous school year. During parent conferences, Main's teachers review EIP Plans and discuss with parents individual student assessment results as well as intervention strategies needed to promote academic growth for the student. A Student Support Team (SST), which includes teachers, parents, counselor, and psychologist, meet and develop or review instructional strategies for each student not performing on grade level every Monday afternoon.

PART IV – INDICATORS OF ACADEMIC SUCCESS

QUESTION # 4. SHARING SUCCESS

There are monthly principal meetings in Rome City Schools where principals share information about programs, student performance and accomplishments. Rome City Schools' superintendent has several focus group meetings with principals and central office staff. During these meetings, Main's principal has shared with other principals curriculum programs used at Main Elementary School.

Main Elementary School has hosted meetings for other schools in Rome City and Northwest Georgia to view programs implemented at Main. Teachers at different grade levels have met with other teachers in Rome City in order to share and discuss lesson plans and Georgia Performance Standards Units.

PART V – CURRICULUM AND INSTRUCTION

QUESTION # 1. CURRICULUM

Main Elementary School also implements various academic incentive programs. Several programs have been incorporated into the area of curriculum and instruction. The incorporation of SRA Reading Mastery in grades K-6 and Reading Renaissance Programs of Accelerated Reader serve to improve the reading performance of students. The Saxon Mathematics and Accelerated Math programs have been implemented in kindergarten through sixth grades to provide individualized math instruction. Computer software is used to strengthen the core writing skills in grades 3-6.

The staff has aligned and paced the math and reading curriculum. The staff uses its resources to ensure that our students are able to read well and independently by the end of third grade and maintain on grade level reading up to grade six. The school focuses on expanding the implementation of effective strategies in the classroom that stimulate critical thinking and the skill of learning to learn. All staff members are provided professional development that is aligned with effective strategies or best practices supported by research.

Main Elementary School's reading and mathematics programs are very rigorous. Fourth through sixth grade students have been departmentalized by subjects, and fifth through sixth grade teachers teach at least two subjects which they are highly qualified to teach according to their certification. All other grades have self-contained classes. The school provides 3 hours of reading instruction which includes guided reading, direct instruction, power writing, and self selected reading. Harcourt Trophies Reading is the adopted text for reading and language arts. The first through sixth grade students are given 60 minutes of math instruction, and fifth through sixth grade students are provided 90 minutes of math instruction. Kindergarten teachers use the SRA Direct Instruction Math program for at least 30 minutes. Special education teachers use SRA Direct Instruction in math and reading, and the inclusion model of instruction is used in all of the intermediate grades (4-6) and some inclusion is done in the primary grades (K-3). The math coach works with teachers in grades K-6 in developing performance standards lessons.

Students are offered opportunities to be engaged with science content in order to achieve at high levels of learning. The curriculum includes the science process skills of inquiry, the usage of reference sources, safety practices, and tools to analyze data. The science content is linked to other subjects by utilizing writing, mathematical calculations, and social science references. The social studies curriculum integrates cultural themes, history, and geography. The media center contains 15 computer stations with internet access for research and special projects, and the school has a 17 station computer lab also internet accessible which the math coach and teachers use to implement Accelerated Math and Accelerated Reader programs in order to reinforce basic skills.

Many of our content areas cross over in the fine arts program at Main Elementary School. The Panther Pride Dance Team is made up of girls and boys from grades 3-6. The dance teacher instructs the team members on different dance styles and forms. The Panther Pride Dance Team has performed at the Coosa Valley Fair, Boys and Girls Clubs Banquet, an Atlanta Braves game, and for the Governor of Georgia. Teachers incorporate creative art activities with their students at least once a week. The school has had several students with disabilities win art awards through the National Creative Society.

PART V – CURRICULUM AND INSTRUCTION

QUESTION # 2 ELEMENTARY READING

Our approach to reading is based on providing lessons and programs that develop comprehension, fluency, vocabulary, phonemic awareness, and motivation. When selecting reading programs or textbooks, the Rome City Schools Curriculum Director organizes a textbook adoption team of teachers from each of the 8 elementary schools to select reading materials to be used in all of the elementary schools. When selecting a system wide reading series, the textbook adoption team chooses resources that will give all students a balanced approach to literacy.

At Main Elementary School, the staff has implemented programs that will provide students with a strong basic skills foundation which is enhanced with activities that require students to think critically, interpret information, apply information, and analyze data. In order to do this, the school has implemented acquisition lessons, which include essential questions, activating strategies, summarizing, and graphic organizers. Teachers utilize the following teaching activities or programs: SRA Direct Instruction, SRA Corrective Reading, Harcourt Trophies Reading Series, Language for Learning, Language for Thinking, Guided Reading, and Self-selected Reading.

To foster written expression and vocabulary, teachers use a weekly writing prompt as part of their writing instruction. Power Writing strategies are used to help students organize thoughts as they write. Power Writing is also used as a summarizing technique. Accelerated Writer is also used to help students organize and refine their writing. With Accelerated Writer, students scan their rating practice card

through a scan machine. A TOPS report is printed and shows the student how they did on a particular practice. The next practice is printed based on the outcome of the previous practice. If intervention is needed, the computer will let the teacher know. Each student has a portfolio that keeps all of their assignments and writings in one place. Since each student is working independently, the teacher conferences with each student regularly.

PART V – CURRICULUM AND INSTRUCTION

QUESTION # 3. SCHOOL’S CHOICE MATHEMATICS, SCIENCE, ART, ETC.

At Main, the Math Coach plays an integral role in developing, modeling, and observing math lessons with the core math teachers. The Math Coach and the core math teachers discuss the work and progress of students as well as examine and monitor the scope and sequence of math lessons during weekly grade level meetings. Concerns for individual students expressed during these meetings are addressed in a small group setting with the math coach throughout the week. Needs identified by weekly vertical planning are addressed through the Math Connections Program which is designed to supplement classroom instruction with conceptual math activities that reinforce applied and basic skills taught in the regular math class. The Math Coach works with all students through the Math Connections Program on Fridays for a minimum of 45 minutes. Performance based materials offer all of Main’s students a friendly invitation to the world of mathematics and are used during Math Connections instruction to supplement our system’s adopted Saxon Math Program. Main also implements Accelerated Mathematics, an individualized computer math program, which quickly assesses student learning through benchmarks. The Math Resource Room is designed to house math resources that focus on mathematical observations, investigations, and patterns.

PART V – CURRICULUM AND INSTRUCTION

QUESTION # 4. INSTRUCTIONAL METHODS

Main Elementary School uses the Early Intervention Program Checklist, the Georgia CRCT and GKAP-R in the fall to identify at-risk students. In the classroom, teachers utilize flexible groups and differentiated instruction to better meet students’ instructional needs. Main Elementary School has a Literature Exploration Program designed to encourage our students to explore different types of literature at the students' grade level. The students visit the library at least twice a week for at least 25 minutes. The students explore literature materials with the media specialist. Each grade level selects two grade-level-appropriate books each month. The two books are discussed throughout the month by the teachers, students, media specialist, principal, and other staff members.

At-risk students at Main Elementary School are identified and diagnosed very early in the school year. These students are provided Early Intervention Program (EIP) instruction using a mixed-grouping model. Students who are at-risk are enrolled in the S.A.F.E. After school Reading and Math programs whereas certified teachers give the students 1 ½ hours of additional instruction. In addition, students are able to participate in our reading and math summer school program. Since third grade has been a very hard transition grade for the students at Main Elementary School, the principal hired a veteran teacher, part-time, to instruct third grade students in reading and language arts. Main’s third grade classes usually have three different reading levels (high middle, and low). By having the part-time teacher pull the middle level students from the third classes, the homeroom reading teachers are left with an average of 11 students which enables them to manage their SRA Direct Instruction groups and provide meaningful enrichment activities. The part-time teacher provides 3 hours of reading instruction for her students by using the same curriculum as the homeroom reading teachers. This method of grouping third grade

students and making the homeroom reading classes even smaller has helped Main have some of the highest third grade reading scores in Rome City Schools.

The Classroom Performance System program is used in the sixth grade classrooms. Sixth grade students use the program for test reviews and practice. The sixth grade students enjoy responding to questions with a remote control and the teachers are able to access immediate results from the students.

PART V – CURRICULUM AND INSTRUCTION

QUESTION # 5. PROFESSIONAL DEVELOPMENT

The staff at Main Elementary School believes that professional development is the cornerstone of school transformation. Teachers at all grade levels must understand literacy and mathematical development and its role in instruction. The teachers at Main Elementary are knowledgeable about scientifically-based-research practices and have the support of reading and math coaches who have demonstrated success in the teaching of reading and math. Professional development needs at Main Elementary School are viewed as regular opportunities for self-examination and reflection as well as ongoing support from colleagues and specialists who have demonstrated the ability to produce high levels of student achievement. Professional development is just not for teachers, but for all personnel who are directly involved in the instruction of children (e.g. administrators, tutors, and paraprofessionals). The professional development activities implemented have been based on the needs and qualities of adult learners as well as the developmental needs of students. The Main Elementary School staff has participated in the following professional development activities during the last three years: Student Support Team Review, Promotion/Retention Practices, Language Arts Curriculum, Balanced Literacy, Learning Focus School Model: Best Practices, SRA Direct Instruction, Georgia Performance Standards, Power Writing, Screening for Enhancing Equitable Placement (STEEP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and America’s Choice Math.

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 1 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	96%	95%	NT	85%	NT
% Exceeds State Standard-Level III	39%	26%	NT	22%	NT
Number of students tested	28	35	NT	27%	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	96%	95%	NT	85%	NT
% Exceeds State Standard-Level III	36%	28%	NT	17%	NT

Number of students tested	25	29	NT	24	NT
2. White/Non-Hispanic (specify subgroup)					
% Meets State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	91%	94%	NT	92%	NT
% Exceeds State Standard-Level III	27%	41%	NT	23%	NT
Number of students tested	11	17	NT	13	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	94%	NT	87%	NT
% Exceeds State Standard-Level III	47%	11%	NT	15%	NT
Number of students tested	17	18	NT	14	NT
6. Students With Disabilities					
% Meets State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 1 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	93%	91%	NT	66%	NT
% Exceeds State Standard-Level III	32%	11%	NT	11%	NT
Number of students tested	28	35	NT	27	NT
Percent of total student tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	92%	90%	NT	62%	NT
% Exceeds State Standard-Level III	28%	14%	NT	8%	NT
Number of students tested	25	29	NT	24	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	82%	100%	NT	85%	NT
% Exceeds State Standard-Level III	18%	12%	NT	8%	NT
Number of students tested	11	17	NT	13	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	83%	NT	46%	NT
% Exceeds State Standard-Level III	41%	11%	NT	15%	NT
Number of students tested	17	18	NT	14	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 1 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
School Scores: Levels II & III Combined	97%	94%	NT	62%	NT
% Meets or Exceeds State Standard-Level II	97%	94%	NT	63%	NT
% Exceeds State Standard-Level III	36%	17%	NT	11%	NT
Number of students tested	28	35	NT	27	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	96%	93%	NT	62%	NT
% Exceeds State Standard-Level III	32%	14%	NT	8%	NT

Number of students tested	25	29	NT	24	NT
2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	100%	NT	77%	NT
% Exceeds State Standards Level III	27%	12%	NT	0%	NT
Number of students tested	11	17	NT	13	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	94%	89%	NT	46%	NT
% Exceeds State Standard-Level III	41%	22%	NT	23%	NT
Number of students tested	17	18	NT	14	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 2 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	87%	89%	NT	80%	NT
% Exceeds State Standard-Level III	42%	37%	NT	40%	NT
Number of students tested	31	27	NT	43	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	85%	86%	NT	82%	NT
% Exceeds State Standard-Level III	35%	36%	NT	41%	NT
Number of students tested	26	22	NT	29	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	100%	NT	87%	NT
% Exceeds State Standard-Level III	60%	47%	NT	52%	NT
Number of students tested	15	15	NT	23	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	74%	77%	NT	72%	NT
% Exceeds State Standard-Level III	25%	25%	NT	21%	NT
Number of students tested	16	12	NT	20	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT- Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 2 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	90%	92%	NT	76%	NT
% Exceeds State Standard-Level III	32%	22%	NT	16%	NT
Number of students tested	31	27	NT	43	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	89%	95%	NT	79%	NT
% Exceeds State Standard-Level III	31%	18	NT	17%	NT
Number of students tested	26	22	NT	29	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	84%	NT	87%	NT
% Exceeds State Standard-Level III	47	27%	NT	26%	NT
Number of students tested	15	15	NT	23	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	80%	100%	NT	64%	NT
% Exceeds State Standard-Level III	19%	17%	NT	0%	NT
Number of students tested	16	12	NT	20	NT
6. Students With Disabilities					
% Does Not Meet Standard-Level I	*	*	NT	*	NT
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 2 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	97%	89%	NT	76%	NT
% Exceeds State Standard-Level III	23%	4%	NT	16%	NT
Number of students tested	31	27	NT	43	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	96%	91%	NT	73%	NT
% Exceeds State Standard-Level III	23%	5%	NT	21%	NT
Number of students tested	26	22	NT	29	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	94%	NT	81%	NT
% Exceeds State Standard-Level III	20%	7	NT	26%	NT
Number of students tested	15	15	NT	23	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	94%	83%	NT	71%	NT
% Exceeds State Standard-Level III	25%	0%	NT	0%	NT
Number of students tested	16	12	NT	20	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 3 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	93%	100%	NT	75%	NT
% Exceeds State Standard-Level III	31%	27%	NT	14%	NT
Number of students tested	26	33	NT	36	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	91%	100%	NT	74%	NT
% Exceeds State Standard-Level III	27%	29%	NT	13%	NT
Number of students tested	22	31	NT	31	NT

2. White/Non-Hispanic (specify subgroup)					
% Does Not Meet Standard-Level I	*	*	NT	*	NT
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	100%	NT	86%	NT
% Exceeds State Standard-Level III	27%	16%	NT	10%	NT
Number of students tested	15	19	NT	21	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	85%	100%	NT	64%	NT
% Exceeds State Standard-Level III	36%	43%	NT	20%	NT
Number of students tested	11	14	NT	15	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup ** Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 3 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	93%	85%	NT	64%	NT
% Exceeds State Standard-Level III	12%	18%	NT	11%	NT
Number of students tested	26	33	NT	36	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	91%	90%	NT	61%	NT
% Exceeds State Standard-Level III	9%	19%	NT	13%	NT
Number of students tested	22	31	NT	31	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	90%	NT	81%	NT
% Exceeds State Standard-Level III	20%	16%	NT	10%	NT
Number of students tested	15	19	NT	21	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	85%	79%	NT	46%	NT
% Exceeds State Standard-Level III	0%	21%	NT	13%	NT
Number of students tested	11	14	NT	15	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 3 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	100%	97%	NT	75%	NT
% Exceeds State Standard-Level III	8%	21%	NT	6%	NT
Number of students tested	26	33	NT	36	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	100%	NT	77%	NT
% Exceeds State Standard-Level III	0%	23%	NT	6%	NT
Number of students tested	22	31	NT	31	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	94%	NT	86%	NT
% Exceeds State Standard-Level III	7%	11%	NT	5%	NT
Number of students tested	15	19	NT	21	NT
5. Male (specify subgroup)					
% Meets State Standard-Level II	100%	100%	NT	63%	NT
% Exceeds State Standard-Level III	9%	36%	NT	7%	NT
Number of students tested	11	14	NT	15	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
 NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 4 Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard Level II	90%	72%	83%	65%	58%
% Exceeds State Standards-Level III	19%	43%	38%	36%	10%
Number of students tested	31	28	29	42	31
Percent of total students tested	100%	100%	100%	100	97%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	90%	65%	84%	69%	59%
% Exceeds State Standard-Level III	17%	35%	36%	45%	7%

Number of students tested	29	23	25	33	29
2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	94%	89%	81%	67%	55%
% Exceeds State Standard-Level III	12%	56%	56%	46%	5%
Number of students tested	17	18	16	25	20
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	86%	55%	84%	58%	60%
% Exceeds State Standard-Level III	29%	20%	15%	29%	20%
Number of students tested	14	10	13	17	11
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 4 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	90%	90%	86%	61%	78%
% Exceeds State Standards-Level III	13%	29%	7%	10%	0%
Number of students tested	31	28	29	41	32
Percent of total students tested	100%	100%	100%	98%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	90%	87%	84%	70%	77%
% Exceeds State Standard-Level III	14%	30%	8%	12%	0%

Number of students tested	29	23	25	33	30
2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	94%	100%	94%	67%	86%
% Exceeds State Standard-Level III	18%	39%	6%	17%	0%
Number of students tested	17	18	16	25	21
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	86%	79%	77%	55%	69%
% Exceeds State Standard-Level III	7%	10%	8%	0%	0
Number of students tested	14	10	12	16	11
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 4 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	78%	79%	82%	46%	56%
% Exceeds State Standards-Level III	13%	18%	7%	5%	0%
Number of students tested	31	28	28	41	32
Percent of total students tested	100%	100%	100%	98%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	80%	74%	79%	54%	53%
% Exceeds State Standard-Level III	14%	13%	4%	6%	0%
Number of students tested	29	23	24	33	30

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	83%	94%	81%	50%	57%
% Exceeds State Standard-Level III	12%	22%	6%	4%	0%
Number of students tested	17	18	16	25	21
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	72%	61%	83%	42%	55%
% Exceeds State Standard-Level III	14%	10%	8%	7%	0%
Number of students tested	14	10	12	16	11
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 5 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	89%	100%	NT	60%	NT
% Exceeds State Standards-Level III	11%	33%	NT	10%	NT
Number of students tested	36	21	NT	40	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	92%	100%	NT	58%	NT
% Exceeds State Standard-Level III	19%	28%	NT	10%	NT
Number of students tested	26	18	NT	29	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	100%	NT	57%	NT
% Exceeds State Standard-Level III	26%	20%	NT	0%	NT
Number of students tested	19	10	NT	15	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	77%	100%	NT	63%	NT
% Exceeds State Standard-Level III	29%	45%	NT	21%	NT
Number of students tested	17	11%	NT	25	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 5 Test: Georgia Criterion Referenced Competency Test
Edition/Publication Year: Measured Progress 2005 - 2000

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	83%	96%	NT	71%	NT
% Exceeds State Standards-Level III	25%	10%	NT	3%	NT
Number of students tested	36	21	NT	40	NT
Percent of total students tested	100%	100%	NT	100%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	89%	94%	NT	72%	NT
% Exceeds State Standard-Level III	27%	11%	NT	3%	NT
Number of students tested	26	18	NT	29	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	90%	91%	NT	80%	NT
% Exceeds State Standard-Level III	32%	0%	NT	7%	NT
Number of students tested	19	10	NT	15	NT
5. Male (specify subgroup)					
% Meets State Standard-Level II	76%	100%	NT	62%	NT
% Meets or Exceeds State Standard-Level II	18%	18%	NT	0%	NT
Number of students tested	17	11	NT	25	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
 NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 5 Test: Georgia Criterion Referenced Competency Test
 Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	83%	95%	NT	59%	NT
% Exceeds State Standards-Level III	19%	5%	NT	8%	NT
Number of students tested	36	21	NT	39	NT
Percent of total students tested	100%	100%	NT	98%	NT
Number of students alternatively assessed	0	0	NT	0	NT
Percent of students alternatively assessed	0	0	NT	0	NT
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	88%	95%	NT	61%	NT
% Exceeds State Standard-Level III	15%	6%	NT	11%	NT
Number of students tested	26	18	NT	28	NT

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT
4. Female (specify subgroup)					
% Meets State Standard-Level II	95%	100%	NT	52%	NT
% Exceeds State Standard-Level III	16%	0%	NT	7%	NT
Number of students tested	19	10	NT	15	NT
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	71%	90%	NT	66%	NT
% Exceeds State Standard-Level III	24%	9%	NT	11%	NT
Number of students tested	17	11	NT	24	NT
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	NT	*	NT
% Exceeds State Standard-Level III	*	*	NT	*	NT
Number of students tested	*	*	NT	*	NT

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
 NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Reading Grade: 6 Test: Georgia Criterion Referenced Competency Test
 Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	100%	79%	92%	79%	95%
% Exceeds State Standards-Level III	47%	55%	15%	11%	30%
Number of students tested	19	33	26	37	23
Percent of total students tested	100%	100%	100%	100%	96%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	82%	89%	78%	96%
% Exceeds State Standard-Level III	50%	52%	21%	7%	29%
Number of students tested	16	27	19	28	21

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	83%	93%	78%	100%
% Exceeds State Standard-Level III	40%	44%	13%	11%	38%
Number of students tested	10	18	15	20	13
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	74%	91%	79%	90%
% Exceeds State Standard-Level III	56%	67%	18%	6%	20%
Number of students tested	9	15	11	17	10
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
 NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: English/Language Arts Grade: 6 Test: Georgia Criterion Referenced Competency Test
 Edition/Publication Year: Measured Progress 2005 - 2000

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	94%	79%	70%	56%	79%
% Exceeds State Standards-Level III	26%	18%	8%	5%	4%
Number of students tested	19	33	26	37	24
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. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	72%	64%	61%	77%
% Exceeds State Standard-Level III	25%	19%	11%	4%	0%
Number of students tested	16	27	19	28	22

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	71%	58%	61%	85%
% Exceeds State Standard-Level III	10%	17%	13%	11%	0%
Number of students tested	10	18	15	20	13
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	88%	87%	82%	53%	73%
% Exceeds State Standard-Level III	44%	20%	0%	0%	9%
Number of students tested	9	15	11	17	11
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
 NT – Not Tested

GEORGIA CRITERION REFERENCED COMPETENCY TEST (CRCT)

Subject: Mathematics Grade: 6 Test: Georgia Criterion Referenced Competency Test
 Edition/Publication Year: Measured Progress 2005 - 2000

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
% Meets or Exceeds State Standard-Level II	95%	82%	73%	68%	92%
% Exceeds State Standards-Level III	42%	18%	19%	11%	21%
Number of students tested	19	33	26	37	24
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. African American (specify subgroup)					
% Meets or Exceeds State Standard-Level II	94%	78%	68%	64%	91%
% Exceeds State Standard-Level III	44%	11%	21%	7%	18%
Number of students tested	16	27	19	28	22

2. White/Non-Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. Hispanic (specify subgroup)					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*
4. Female (specify subgroup)					
% Meets or Exceeds State Standard-Level II	90%	71%	67%	64%	100%
% Exceeds State Standard-Level III	30%	11%	20%	11%	23%
Number of students tested	10	18	15	20	13
5. Male (specify subgroup)					
% Meets or Exceeds State Standard-Level II	100%	93%	82%	71%	83%
% Exceeds State Standard-Level III	56%	27%	18%	6%	18%
Number of students tested	9	15	11	17	11
6. Students With Disabilities					
% Meets or Exceeds State Standard-Level II	*	*	*	*	*
% Exceeds State Standard-Level III	*	*	*	*	*
Number of students tested	*	*	*	*	*

* None or too few to report as a subgroup Because of rounding, numbers may not total 100
NT – Not Tested

Foot Note: The city of Rome is located near the border of a state that has no tenure and has pinked slipped several teachers because of financial reasons. As a result of this, teachers cross the state line and are hired at Main or other Rome City Schools. The teachers work at Main or in Rome City for about a year or two and they return to their native state when their local school system can afford to rehire them. This has been going on for the last five years. Main has also had teachers retire after thirty years of service. The school's teacher turnover rate is attributed to these factors.