

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal: Mrs. Charlene S. Burger

Official School Name: Vanderlyn Elementary School

School Mailing Address: 1877 Vanderlyn Drive

Dunwoody, Georgia 30338-4300

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Website/URL:www.vanderlyn.com Email:CHARLENE\_S\_BURGER@fc.dekalb.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 \_\_\_\_\_

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

Name of Superintendent: Johnny E. Brown, Ph.D.

District Name: DeKalb County School System

Telephone: 678-676-1200

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. Frances Edwards

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 II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:      **83** Elementary schools  
    **16** Middle schools  
    **0** Junior high schools  
    **19** High schools
- 116** TOTAL

2. District Per Pupil Expenditure:      **\$7707.87**
- Average State Per Pupil Expenditure: **\$6978.87**

### **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. **4** Number of years the principal has been in her/his position at this school.

**N/A** If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	63	65	<b>128</b>	<b>7</b>			
<b>1</b>	69	72	<b>141</b>	<b>8</b>			
<b>2</b>	54	55	<b>109</b>	<b>9</b>			
<b>3</b>	49	61	<b>110</b>	<b>10</b>			
<b>4</b>	56	40	<b>96</b>	<b>11</b>			
<b>5</b>	41	47	<b>88</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>672</b>

6. Racial/ethnic composition of the students in the school:
- 82.4 % White**
  - 5.0 % Black or African American**
  - 2.0 % Hispanic or Latino**
  - 9.0 % Asian/Pacific Islander**
  - 1.6 % American Indian/Alaskan Native**

**100% Total**

7. Student turnover, or mobility rate, during the past year: **9.23%**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>31</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>31</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>62</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>672</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>.09226</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>9.23</b>

8. Limited English Proficient students in the school: **1%**  
**10 Total Number Limited English Proficient**

Number of languages represented: **5**

Specify languages: **Korean, Hebrew, Spanish, Japanese, Russian**

9. Students eligible for free/reduced-priced meals: **2%**

**16 Total Number Students Who Qualify**

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

10. Students receiving special education services: **18%**  
**120** Total Number of Students Served

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

___ Autism	<b>11</b>	Orthopedic Impairment
___ Deafness	<b>12</b>	Other Health Impaired
___ Deaf-Blindness	<b>10</b>	Specific Learning Disability
___ Hearing Impairment	<b>77</b>	Speech or Language Impairment
___ Mental Retardation	___	Traumatic Brain Injury
<b>3</b> Multiple Disabilities	___	Visual Impairment Including Blindness
	<b>2</b>	Emotional/Behavioral

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)	<b>2</b>	_____
Classroom teachers	<b>36</b>	_____
Special resource teachers/specialists	<b>9</b>	<b>2</b>
Paraprofessionals	<b>10</b>	_____
Support staff	<b>15</b>	<b>7</b>
Total number	<b>81</b>	_____

12. Student-“classroom teacher” ratio: **18.7 to 1**

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<b>94.8%</b>	<b>96.6%</b>	<b>96.8%</b>	<b>97.4%</b>	<b>98.6%</b>
Daily teacher attendance	<b>98%</b>	<b>97%</b>	<b>97%</b>	<b>98%</b>	<b>98%</b>
Teacher turnover rate	<b>1%</b>	<b>&lt;1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>

## **PART III – SUMMARY**

Vanderlyn Elementary, located in Dunwoody, Georgia, is a neighborhood K-5 school of approximately 680 students. A typical day at Vanderlyn begins with a bustle of energy as children enter classrooms, unpack their book bags, and prepare for morning announcements and the reciting of the Viking Code that signals the start of their day. Vanderlyn is indeed a happy school where everyone works together toward a common goal of student achievement.

The mission of Vanderlyn Elementary is to provide a curriculum that will develop the full potential of each child, ensuring that “No child is left behind.” Vanderlyn believes that the foundation of the mission lies in the following tenets:

- The learning process is as important as the final product and it is vital to engage all students in the use of higher level thinking skills.
- An elementary-age child requires balance when building spirit, mind, and body.
- Teachers and parents must work together to exemplify high expectations and support the learning process.
- Communication must occur throughout the school and community on a regular basis.

At the heart of Vanderlyn’s success lies master teachers and meaningful instruction, most having an advanced degree and/or Gifted Endorsement plus specialized training for working with students who are High-Achievers. Weekly lesson plans denote the differentiated instruction designed to provide enrichment and challenge in addition to providing focused lessons for reinforcement and remediation. It is not uncommon to find Vanderlyn teachers preparing lessons, planning activities, and organizing their rooms well after “closing time.”

The emphasis at Vanderlyn is on engaged learning and instruction designed with the learner in mind. At Vanderlyn one can see and hear learning daily, from the cell reproduction songs written by the fifth grade science teacher, to the fourth grade math fact cheers, to first grade “macaroni possessives.”

While teachers and instruction are at the heart of success, the parents and community members are the life support of the school. Vanderlyn parents and community members offer their time and assistance on a daily basis. The Vanderlyn PTA has approximately 60 standing committees designed to support instructional goals, aid new families, and conduct fund-raisers.

Communication is the bridge that pulls the school and community together. Vanderlyn provides on-going, regular communication in many different ways. Newsletters, weekly classroom work samples, web site, individual teachers’ home pages and the school marquis are links to the community. The teachers and administration at Vanderlyn consistently meet with parents to discuss student performance, upcoming activities, and ideas about learning.

The Vanderlyn community is dedicated to excellence. There is a positive focus on the individual child with his or her unique learning styles and abilities. Visitors to the school often mention the warmth of the community and the buzz of enthusiasm, joy, and friendship that permeates the school. As a result, “No child is left behind,” as Vanderlyn students go through the education process feeling valued, recognized for their own abilities, and in possession of their full powers to achieve.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Report the school’s assessment results in reading and mathematics for at least the last three years for all grades tested using either state or national tests.**

Vanderlyn follows testing protocol established by the Georgia Department of Education and the DeKalb County School System. Nationally normed testing of third and fifth grades is mandated by the State of Georgia. Until the 2000-2001 school year, the system tested every child in grades 1 through 5 using the Iowa Test of Basic Skills (ITBS).

During the 2000-2001 and 2001-2002 school years, Georgia opted to test students in grade 3 and 5 using the Stanford 9, rather than the ITBS. For continuity and data collection purposes, DeKalb Schools continued to administer the ITBS in grades 1, 2, and 4, with the ITBS optional for grades 3 and 5. Since more than 90% of the total population in grades 3 and 5 opted not to take the ITBS in 2000-2001, ITBS data for this year is not reported. The ITBS was not administered in 2001-2002. Even though students in grades 3 and 5 took the Stanford 9 in 2001-2002, the scores were not given to the system due to complications with the scoring company. Consequently, Stanford scores for 2001-2002 can not be reported in the appendices.

Georgia implemented statewide accountability testing during the 1999-2000 school year, with the introduction of the Georgia Criterion Referenced Competency Test (GCRCT). This was prior to the national “No Child Left Behind” Act. The first two administrations of the GCRCT were “pilot” years and only grade 4 was tested. The following year grades 1,2,3, and 5 were added. Consequently, only one year’s data are displayed.

Results from the Iowa Test of Basic Skills are reported for the last ten years to demonstrate that Vanderlyn has consistently maintained strong test results. Sub-groups were not reported because the numbers of students within each sub-group each year were not significant (less than ten students per year per group). Students exempt from testing are Limited English Proficient students with a one- year deferment. The assessment data tables are attached.

### **2. How does the school use assessment data to understand and improve student and school performance?**

Vanderlyn recognizes that assessment data is an essential tool in measuring general school effectiveness, individual student achievement, and alignment of curriculum content. These three principles guide the use of assessment data to improve student and school performance. The following points describe the specific use of assessment data to improve performance:

- Grade levels meet to analyze results in terms of strengths and weaknesses in the area of instructional effectiveness and content coverage. When possible, teachers do an in-depth analysis of student responses from released testing data and protocols.
- Teachers analyze individual student achievement and write action plans for students who are performing “below expectations.” The plans address areas of weakness and require regular parental communication and instructional modifications.
- Funding is provided annually to each grade level for the purchase of instructional resources. Teachers are required to show the correlation between the requested items and the area of needed improvement as determined by assessment data.
- Teachers plan the scope and sequence of the instructional content by analyzing assessment results. The expectation is that instruction will begin early with the content areas where students perform weakest and spiral throughout the year.

- Results from aptitude and achievement tests are compared to insure that students are performing to their potential. If there is a discrepancy, interventions such as referral to the student support team and instructional modifications are implemented.

### **3. How does the school communicate student performance, including assessment data, to parents, students, and the community?**

The school's success is celebrated throughout the community as a way to encourage parent participation and interest in general educational issues through the following:

- Grade level information meetings are conducted twice a year to let parents know how the grade level as a whole is performing academically and behaviorally.
- Teachers conduct parent conferences to discuss student performance, including assessment data.
- Administrators conduct meetings with individual and small groups of parents to explain the standardized testing process and interpret test data.
- The School Improvement Committee analyzes testing data and the school profile to formulate the School Improvement Plan.
- Teachers have web sites that share the content of the students' curriculum, and the Vanderlyn web site, [www.vanderlyn.com](http://www.vanderlyn.com), often has information concerning test performance and the school's state and system ranking.
- Assessment results are shared at faculty meetings, PTA meetings, and in the local newspapers. Local realtors share the successes of Vanderlyn with their clients and bring customers to the school for a tour and interview with the principal.
- A semi-annual publication, Vanderlyn Voices, highlights the literary work of Vanderlyn students.
- Individual student reports are sent home as a means of communicating results with both parents and students. The teachers also share and celebrate the school's success with their students through informal classroom communication.

### **4. How does the school share its success with other schools?**

As part of DeKalb County School System, Vanderlyn's success is reported in numerous comparisons prepared by the county. Various state and local agencies prepare profiles of the schools, and Vanderlyn has a history of ranking well on all measures of student success. Administrators from the local high school and all schools in the feeder pattern meet on a monthly basis to share ideas, concerns, and opportunities related to individual school success.

Classroom teachers and administrators often visit other schools that have implemented innovative programs. Many of these schools, in return, visit Vanderlyn because of our high test scores. Discussions center on "best practices" related to student achievement, school administration, classroom management, and parental involvement.

Vanderlyn parents, staff and community members attend the Dunwoody-Chamblee Parents' Council meetings, which include two area high schools, two area middle schools, and all elementary feeder schools. This meeting gives stakeholders the opportunity to share data and best practices, as well as common concerns and goals.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Describe the school’s curriculum, including foreign languages.**

Vanderlyn’s curriculum operates within the boundaries established by the State of Georgia’s Quality Core Curriculum (QCC), but it is a belief of the Vanderlyn community that the QCC represents a minimum level of requirement of academic knowledge. Children should not only acquire the knowledge set forth by the state, but instruction should press the upper limits of their ability (i.e. going beyond the grade level curriculum). The school’s philosophy is to meet each child where he or she is, whether at, below or above grade level. While Vanderlyn provides special services for struggling students, the real strength of the school lies in the ability to take children beyond the limits established by a set curriculum.

The school’s enrollment is nearly 680 students, with approximately 155 of those students qualifying for the Gifted and Talented program. In addition to the 225 minutes per week of gifted instruction required by the State; Vanderlyn has determined that these students, along with other high achieving students, need enriched instruction throughout their day, every day. To that end, approximately 80% of the classroom teachers have Gifted Certification.

Vanderlyn teachers and parents believe in the power of good literature to develop higher-level thinking, problem solving and comprehension skills. Teachers supplement the county’s reading series with chapter books that complement the reading experience. Parent volunteers are trained to implement the *Great Books* program, which emphasizes reading of classical literature. Parents conduct discussion groups with the students during lunchtime.

Vocabulary instruction is a priority at Vanderlyn since it is an indication of an educated individual. In addition to explicit vocabulary instruction, students are required to read from different genres each month and present a book report to their classmates. Teachers in the primary grades are required to maintain Word Walls and upper grades are encouraged to “write across the curriculum,” incorporating content area vocabulary.

At Vanderlyn, children are enriched and broadened by experiences through the arts and physical education. Students participate in music, art, and Spanish at least once per week. Parent volunteers come to school four mornings per week to reinforce, through the use of games, songs, and movement the Spanish lessons for kindergarten and first grade students.

Vanderlyn also recognizes that students will enter a world that is technologically driven, and that they must possess skills for working cooperatively, “open-endedly,” and with a multitude of solutions. Therefore a computer lab, with a full-time technology teacher, is available to help students and teachers integrate classroom instruction and technology.

Finally, Vanderlyn prepares students for life. Character development is the essence of a productive citizen, so the school strives to teach children through a character development program sponsored by the school’s partner-in-education, Chick-fil-A. Vanderlyn students begin each day by reciting the “Viking Code” to remind them of behavior expectations. All teachers emphasize “learning to learn,” and stress organization and study skills. Students as young as second grade, maintain assignment notebooks to help them be organized and responsible.

### **2. Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**



Vanderlyn uses Patricia Cunningham's "Four Block Method" of reading instruction, which is rooted in the belief that reading needs to be at a child's instructional level, that there should be adequate time to work in a small group with the teacher, and that there should be sufficient time to write. Vanderlyn teachers have established a leveled book lab so teachers can check out sets of books, at varying levels, for small group work. Teachers have developed reading units around these class book sets and these units encompass comprehension skills, phonics, and writing development.

The "Four Block Method" was chosen by the stakeholders after carefully and thoroughly reviewing various reading approaches, examining assessment data and determining the school's strengths and weaknesses. The "Four Block Method" seemed to best fit Vanderlyn because the school believes that children learn best in what Vygotsky refers to as "The Zone of Proximal Development." Vygotsky's theory states that children learn best when the content is neither too easy nor too difficult. The "Four Block Method" ensures that every learner has adequate time to read material that falls into his/her Zone of Proximal Development. The school also provides instruction in "common" materials to ensure that curriculum objectives are sufficiently addressed.

### **3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Vanderlyn's mission statement provides for student learning that incorporates higher order thinking skills. The Vanderlyn math program is quite sophisticated with regard to the school's mission because it not only meets learners on their ability level, but also strives to challenge students to learn to their highest potential – In essence, "No child is left behind." This is accomplished through the following:

- Math instructional content is centered on an approach called Compacting. This method requires that teachers administer a pre-test and then arrange math groups according to identified needs. The result is aimed at teaching each child at his or her ability level.
- Gifted teachers dedicate a portion of their schedule to the teaching of math Enrichment lessons. This is unique in that all students in a class receive the benefit of an enrichment lesson taught by a teacher with gifted endorsement rather than only offering this valuable opportunity to a small select group. While every child may not understand the lesson, there is evidence that all students benefit from exposure to higher-order thinking skills.
- Vanderlyn math teachers periodically use the computer lab to integrate learning math objectives with technology using *Kid Pix*, *Graph Club*, and *Excel*.
- Vanderlyn spends a portion of the Per Pupil Budget to provide teachers with resources, manipulatives and games that allow for more challenging lessons

### **4. Describe the different instructional methods the school uses to improve student learning.**

How the curriculum is delivered, or how students will be involved in the learning, is another essential aspect of improving student achievement. Teachers at Vanderlyn use a wide variety of techniques to engage children in their schoolwork. Research in the fields of child development, brain research, and multiple intelligences guide these techniques. Some of the instructional methods employed at Vanderlyn include:

- **Guided Reading**- Small group instruction for grades k-2 using leveled reading materials.
- **Literature Circles** – Grades 3-5 read chapter books in small groups. Each child is given a job (word finder, connector to the world, reader, etc.) This technique engages students in cooperative learning with each child being a teacher "expert" in an area.
- **Math Compacting** – Defined in question 3.

- **Movement, Manipulatives and Songs**
- **Meaningful Inquiry** – Children ask questions about a particular topic and plan how they will find answers. Teachers most often employ the KWL (what I **KNOW**, what I **WANT** to know, what I have **LEARNED**) strategy and graphic organizers (including software such as *Inspiration*).
- **Small Group Instruction** – Volunteers provide one-on-one student assistance under the guidance of the teacher. The upper grade teachers hold math and language labs before and after school for students needing additional help.
- **Writer’s Workshop**
- **Benchmarking** – The reading specialists administer a test at the beginning, middle and end of year to below level readers to determine student progress.

**5. Describe the school’s professional development program and its impact on improving student achievement.**

The teachers and staff members complete a Needs Assessment survey at the end of each year to determine areas of interest and the areas where they perceive that they, or their students, need growth. The school professional development committee analyzes the surveys and determines the goals for the upcoming school year. Opportunities for professional growth are then provided throughout the year, and the administrators conduct “walk-through” observations with reflective questioning to monitor that teachers are practicing the skills they are learning. Also, Vanderlyn staff members meet monthly in “Talk Teams” to discuss issues related to instruction and student achievement.

Offering Gifted Endorsement classes on-site has led to the majority of Vanderlyn teachers being gifted certified. Because the instructional techniques used for the brightest students are appropriate for all learners, this professional development program has led to higher expectations school-wide. Professional development programs have focused on interactive learning, use of fewer worksheets, and including more right-brained activities. Also, to continue the goal of offering an enriched curriculum, Vanderlyn has begun training staff members to implement the International Baccalaureate program.

In addition to State required training in the area of technology, Vanderlyn also conducts sessions to orient teachers to programs available locally. The school’s technology teacher acts as a liaison to assist teachers in using the technology lab to enrich regular instruction.

## Georgia Criterion Referenced Competency Test Results

Area: Math  
 Grade: First  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 41  
 Publisher: Georgia Department of Education

What groups were excluded from testing? All students were tested  
 \* Students only tested one year

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	370		
At or Above Basic	3		
At or Above Proficient	25		
At Advanced	83		
Number of Students Tested	111		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	332		
At or Above Basic	17,039		
At or Above Proficient	63,380		
At Advanced	32,301		
Number of Students Tested	112,720		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Math  
 Grade: Second  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 42  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? All students were tested.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	359		
At or Above Basic	0		
At or Above Proficient	40		
At Advanced	57		
Number of Students Tested	97		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	330		
At or Above Basic	18,118		
At or Above Proficient	64,442		
At Advanced	29,598		
Number of Students Tested	112,158		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Math  
 Grade: Third  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 43  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? All students were tested.

\* Test administered only 1 year

	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
<b>School Scores</b>			
Total Mean Score	364		
At or Above Basic	4		
At or Above Proficient	28		
At Advanced	75		
Number of Students Tested	107		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	327		
At or Above Basic	21,243		
At or Above Proficient	67,557		
At Advanced	26,415		
Number of Students Tested	115,215		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Math  
 Grade: Fourth  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 14 (99-00), Form 34 (00-01), Form 44 (01-02)  
 Publisher: Georgia State Department of Education

What students were excluded from testing? All Students were tested.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	355	355	364
At or Above Basic	6	3	2
At or Above Proficient	28	42	32
At Advanced	56	55	51
Number of Students Tested	90	100	85
Percent of Total Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
<b>State Scores</b>			
Total Mean Score	327	312	309
At or Above Basic	35,953	39,378	39,530
At or Above Proficient	56,284	53,425	53,168
At Advanced	13,742	12,181	11,032
Number of Students Tested	115,215	104,984	103,730

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Math  
 Grade: Fifth  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 45  
 Publisher: Georgia State Department of Education

What groups were excluded? All students were tested.

\* Test only administered one year

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	365		
At or Above Basic	0		
At or Above Proficient	27		
At Advanced	72		
Number of Students Tested	99		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	323		
At or Above Basic	27,107		
At or Above Proficient	67,320		
At Advanced	22,112		
Number of Students Tested	116,539		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Reading  
 Grade: First  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 41  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? All students were tested.

\* Test only administered one year.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	381		
At or Above Basic	1		
At or Above Proficient	15		
At Advanced	95		
Number of Students Tested	111		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	341		
At or Above Basic	15,340		
At or Above Proficient	48,427		
At Advanced	49,005		
Number of Students Tested	112,772		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**



## Georgia Criterion Referenced Competency Test Results

Area: Reading  
 Grade: Second  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 42  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? All students were tested.

\*Test only administered one year.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	377		
At or Above Basic	0		
At or Above Proficient	23		
At Advanced	74		
Number of Students Tested	97		
Percent of Total Students Tested	100%		
Number of Students Excluded	0		
Percent of Students Excluded	0%		
<b>State Scores</b>			
Total Mean Score	340		
At or Above Basic	17,281		
At or Above Proficient	45,175		
At Advanced	49,770		
Number of Students Tested	112,226		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Reading  
 Grade: Third  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 43  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? Students who do not speak English and have been in the United States for less than one year were not tested in Reading.

\*Test only administered one year.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	371		
At or Above Basic	4		
At or Above Proficient	22		
At Advanced	79		
Number of Students Tested	105		
Percent of Total Students Tested	99%		
Number of Students Excluded	2		
Percent of Students Excluded	1%		
<b>State Scores</b>			
Total Mean Score	337		
At or Above Basic	19,113		
At or Above Proficient	51,355		
At Advanced	44,658		
Number of Students Tested	115,126		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Reading  
 Grade: Fourth  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 14 (99-00), Form 34 (00-01), Form 44 (01-02)  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? Students who do not speak English and who have been in the United States for less than one year were not tested.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	386	377	375
At or Above Basic	3	1	1
At or Above Proficient	9	51	24
At Advanced	77	48	59
Number of Students Tested	89	100	84
Percent of Total Students Tested	99%	100%	99%
Number of Students Excluded	1	0	1
Percent of Students Excluded	1%	0%	1%
<b>State Scores</b>			
Total Mean Score	339	330	319
At or Above Basic	21,651	27,583	36,498
At or Above Proficient	43,663	43,822	38,768
At Advanced	40,644	34,067	28,737
Number of Students Tested	105,958	105,472	104,003

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**

## Georgia Criterion Referenced Competency Test Results

Area: Reading  
 Grade: Fifth  
 Test: Georgia Criterion Referenced Test  
 Edition: Form 45  
 Publisher: Georgia State Department of Education

What groups were excluded from testing? Students who do not speak English and who have been in the United States for less than one year were not tested.

\* Test only administered one year

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>School Scores</b>			
Total Mean Score	370		
At or Above Basic	1		
At or Above Proficient	18		
At Advanced	79		
Number of Students Tested	98		
Percent of Total Students Tested	99%		
Number of Students Excluded	1		
Percent of Students Excluded	1%		
<b>State Scores</b>			
Total Mean Score	332		
At or Above Basic	20,012		
At or Above Proficient	57,479		
At Advanced	38,951		
Number of Students Tested	116,442		

### Scaled Score Representation

**Level 1 (Basic) = Below 300**

**Level 2 (Proficient) = at or above 300 but below 350**

**Level 3 (Advanced) = at or above 350**



## Results for Iowa Test of Basic Skills

**Grade:** Third Math  
**Edition:** Form K  
**Norms:** 3/24/92  
**Publisher:** Riverside Publishing

**Test:** Iowa Test of Basic Skills

### What groups were excluded from testing? Why, and how were they assessed?

All students were tested unless absent. The test was optional in 00-01 for grade 5. Since less than 90% of the population opted to take the test, the results are not reported on this table. The test was not administered in 01-02.

### Scores are reported here as: Percentiles

School Year	99-00	98-99	97-98	96-97	95-96	94-95	93-94	92-93
Testing Month	March	March	March	March	March	March	March	March
SCHOOL SCORES								
<b>Percentile</b>	96	95	92	94	95	87	85	85
Number Tested	116	102	106	95	96	78	66	70
Percent Tested	100%	100%	100%	100%	100%	100%	100%	100%
Number Excluded	0	0	0	0	0	0	0	0
Percent Excluded								

## Results for Iowa Test of Basic Skills

**Grade:** Fourth Math  
**Edition:** Form K  
**Norms:** 3/24/92  
**Publisher:** Riverside Publishing

**Test:** Iowa Test of Basic Skills

### What groups were excluded from testing? Why, and how were they assessed?

All students were tested unless absent. Test was not administered in 01-02

### Scores are reported here as: Percentiles

School Year	00-01	99-00	98-99	97-98	96-97	95-96	94-95	93-94	92-93
Testing Month	March	March	March	March	March	March	March	March	March
SCHOOL SCORES									
<b>Percentile</b>	88	93	90	90	88	88	82	84	83
Number Tested	103	86	79	97	98	74	79	72	70









## Results for Iowa Test of Basic Skills

**Grade:** Fourth Reading **Test:** Iowa Test of Basic Skills  
**Edition:** Form K  
**Norms:** 3/24/92  
**Publisher:** Riverside Publishing

### What groups were excluded from testing? Why, and how were they assessed?

All students were tested unless absent.  
 Test was not administered in 01-02.

### Scores are reported here as: Percentiles

School Year	00-01	99-00	98-99	97-98	96-97	95-96	94-95	93-94	92-93
Testing Month	March	March	March	March	March	March	March	March	March
<b>SCHOOL SCORES</b>									
<b>Percentile</b>	83	87	84	85	88	84	82	80	80
Number Tested	103	86	79	97	98	74	79	72	70
Percent Tested	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number Excluded	0	0	0	0	0	0	0	0	0
Percent Excluded									

## Results for Iowa Test of Basic Skills

**Grade:** Fifth Reading **Test:** Iowa Test of Basic Skills  
**Edition:** Form K  
**Norms:** 3/24/92  
**Publisher:** Riverside Publishing

### What groups were excluded from testing? Why, and how were they assessed?

All students were tested unless absent. The test was optional in 00-01 for grade 5. Since less than 90% of the population opted to take the test, the results are not reported on this table.  
 The test was not administered in 01-02.

### Scores are reported here as: Percentiles

School Year	99-00	98-99	97-98	96-97	95-96	94-95	93-94	92-93
Testing Month	March	March	March	March	March	March	March	March
<b>SCHOOL SCORES</b>								
<b>Percentile</b>	79	78	80	83	80	76	75	76
Number Tested	71	83	94	71	80	78	67	72

**Grade:** Third **Test:** Stanford Achievement Test  
**Area:** Math  
**Edition:** Ninth  
**Norms:** Spring 2000  
**Publisher:** Harcourt Educational Measurement

**What groups were excluded from testing? Why and how were they assessed?**  
 All students were tested unless absent. Only third and fifth grades were tested.  
 No data is available for 01-02 because of errors made by the scoring company.

**Scores are reported here as: Percentiles**

<b>School Year</b>	<b>00-01</b>
<b>Testing Month</b>	<b>March</b>
<b>SCHOOL SCORES</b>	
<b><u>Percentile</u></b>	83
Number Tested	104
Percent Tested	100%
Number Excluded	0
Percent Excluded	0%

**Results for Stanford Achievement Test (SAT 9)**

**Grade:** Fifth **Test:** Stanford Achievement Test  
**Area:** Math  
**Edition:** Ninth  
**Norms:** spring 2000  
**Publisher:** Harcourt Educational Measurement

**What groups were excluded from testing? Why and how were they assessed?**  
 All students were tested unless absent. Only third and fifth grades were tested.  
 No data is available for 01-02 because of errors made by the scoring company.

**Scores are reported here as: Percentiles**

<b>School Year</b>	<b>00-01</b>
<b>Testing Month</b>	<b>March</b>
<b>SCHOOL SCORES</b>	
<b><u>Percentile</u></b>	91
Number Tested	78
Percent Tested	100%
Number Excluded	0
Percent Excluded	0%

# Results for Stanford Achievement Test (SAT 9)

**Grade:** Third **Test:** Stanford Achievement Test  
**Area:** Reading  
**Edition:** Ninth  
**Norms:** Spring 2000  
**Publisher:** Harcourt Educational Measurement

**What groups were excluded from testing? Why and how were they assessed?**  
All students were tested unless absent. Only third and fifth grades were tested.  
No data is available for 01-02 because of errors made by the scoring company.

## Scores are reported here as: Percentiles

<b>School Year</b>	<b>00-01</b>
<b>Testing Month</b>	<b>March</b>
<b>SCHOOL SCORES</b>	
<b><u>Percentile</u></b>	81
Number Tested	102
Percent Tested	100%
Number Excluded	0
Percent Excluded	0%

# Results for Stanford Achievement Test (SAT 9)

**Grade:** Fifth **Test:** Stanford Achievement Test  
**Area:** Reading  
**Edition:** Ninth  
**Norms:** Spring 2000  
**Publisher:** Harcourt Educational Measurement

**What groups were excluded from testing? Why and how were they assessed?**  
All students were tested unless absent. Only third and fifth grades were tested.  
No data is available for 01-02 because of errors made by the scoring company.

## Scores are reported here as: Percentiles

<b>School Year</b>	<b>00-01</b>
<b>Testing Month</b>	<b>March</b>
<b>SCHOOL SCORES</b>	
<b><u>Percentile</u></b>	87
Number Tested	78
Percent Tested	100%
Number Excluded	0