DOCUMENT RESUME

ED 452 251 TM 032 537

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|---|---|
| TITLE | Student Assessment Handbook, 2000-2001. Georgia Statewide Student Assessment Program. |
| INSTITUTION | Georgia State Dept. of Education, Atlanta. Office of Research, Evaluation, and Assessment. |
| PUB DATE | 2001-00-00 |
| NOTE | 342p. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) -- Numerical/Quantitative Data (110) |
| EDRS PRICE | MF01/PC14 Plus Postage. |
| DESCRIPTORS | *Academic Achievement; *Achievement Tests; *College Entrance Examinations; Elementary Secondary Education; Standardized Tests; *State Programs; Test Use; *Testing Programs |
| IDENTIFIERS | Georgia; *Georgia Statewide Testing Program |

ABSTRACT

This handbook contains information about the statewide testing programs in Georgia. These programs provide a comprehensive perspective on students' educational achievement from kindergarten through high school. This guide contains information on these statewide assessments: (1) the Georgia Kindergarten Assessment Program-Revised; (2) the Criterion-Referenced Competency Tests (In Development); (3) Writing Assessments; (4) Norm-Referenced Tests; (5) the Georgia High School Graduation Tests; (6) the Georgia High School Writing Test; (7) the Preliminary Scholastic Assessment Test; (8) Scholastic Assessment Tests; (9) Advanced Placement Examinations; and (10) the National Assessment of Educational Progress. Following an introduction, section 2 of this handbook describes each of these assessment programs. Section 3 discusses test procedures for administration and scoring, including provisions for students with disabilities. Section 4 outlines the responsibilities of administrators, including the school test coordinator, and system-wide personnel. Section 5 considers issues, concerns, and strategies that must be considered in testing, including the preparation of students. Nine appendixes contain supplementary information about test development and administration. A calendar of Georgia state testing activities is included. (SLD)

# Georgia





## Statewide Student Assessment Program

Georgia Kindergarten Assessment Program-Revised
Norm-Referenced Tests
Writing Assessments - Grades 3, 5, 8, 11
Georgia Basic Skills Tests
Georgia High School Graduation Tests
Georgia High School Writing Test
National Assessment of Educational Progress
Criterion-Referenced Competency Tests (In Development)

# 2000-2001
# STUDENT ASSESSMENT HANDBOOK



Georgia Department of Education
Linda C. Schrenko
State Superintendent of Schools

Office of Student Learning and Achievement
Research, Evaluation, and Testing Division

# STUDENT ASSESSMENT HANDBOOK

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## I. INTRODUCTION

A.

Georgia has established a statewide testing program with the primary aim of providing information to teachers, students, parents, concerned citizens, and educational policy-and decision-makers. Information is collected to answer questions regarding the extent to which students are acquiring knowledge and skills essential to further learning. The information is used to aid:

(a) Teachers and administrators in instructional planning.
(b) Students and their parents in personal decision-making.
(c) Educators and the general public in evaluating the effectiveness of educational programs.

Georgia's testing programs provide a comprehensive perspective of students' educational achievement from kindergarten through high school. School law code O.C.G.A. § 20-2-281, requires an assessment program that includes both norm-referenced and criterion-referenced instruments to determine educational effectiveness. As noted in the code, norm-referenced and criterion-referenced tests provide different types of information about student achievement.

The administration of nationally norm-referenced assessments provides students, teachers, and parents with grade equivalencies and percentile ranks whereas criterion-referenced tests yield results about learning and mastery of the Quality Core Curriculum (QCC) at the student, classroom, school, system, and state levels. The norm-referenced test given is the Stanford Achievement Test Series, Ninth Edition, criterion- referenced assessments include the Georgia High School Graduation Tests (GHSGT) and, the Criterion-Referenced Competency Tests (CRCT). Performance based assessments include the third and fifth grade writing assessments, Middle Grades Writing Assessment (MGWA), the Georgia High School Writing Test (GHSWT), and the Georgia Kindergarten Assessment Program-Revised (GKAP-R).

The Georgia High School Graduation Tests and the Georgia High School Writing Test have been revalidated to ensure alignment with the revised QCC in grades 9-12 and a third proficiency level has been created for the GHSGT. Criterion-Referenced Competency Tests are being developed to assess the teaching and learning of core courses taught via the QCC. The revision of the GKAP-R has been completed and is aligned with the kindergarten QCC. The GKAP-R will provide diagnostic information for the determination of first-grade readiness.

## Statewide Testing Dates 2001 – 2002

**2001**

| | |
|---|---|
| January 1-February 26 | Georgia Kindergarten Assessment Program - Revised (GKAP-R) Window 2 opens |
| January 2 | Grade 5 Writing Assessment and Middle Grades Writing Assessment (MGWA) materials shipped to systems |
| ***January 17*** | ***Georgia Alternate Assessment report forms shipped from TSARS to systems*** |
| January 22-26 | Grade 5 Writing Assessment administration<br>MGWA administration |
| January 29-February 2 | Grade 5 Writing Assessment administration answer documents to arrive at TSARS no later than February 2<br>MGWA administration answer documents to arrive at TSARS no later than February 2 |
| February 12-23 | NRT testing materials shipped to systems |
| ***February 14*** | ***Spring GHSWT materials shipped to systems*** |
| March 1 | Spring GHSGT Braille order form from systems to DOE |
| March 1 | GKAP-R Window 3 opens and should conclude no later than five weeks prior to the conclusion of the school year |
| March 5 | Spring GKAP-R scannables shipped to systems |
| March 6 | Spring GHSGT materials shipped to systems<br>Grade 3 Writing Assessment materials shipped to systems |
| March 6 | Spring GHSWT and BST-W administration |
| March 7 | Spring GHSWT and BST-W make-up |
| March 8-9 | Spring GHSWT and BST-W answer documents to arrive at TSARS no later than March 9 |
| March 12-April 6 | NRT administration – Grades 3, 5, and 8 |
| March 14 | Spring GHSGT Braille tests shipped from DOE to systems |
| March 23-April 13 | NRT answer documents shipped from systems to Harcourt no later than April 13 |

**2001 continued**

| | |
|---|---|
| ***March 26*** | ***CRCT materials shipped to systems for Spring 2001 operational administration*** |
| March 26-April 6 | Spring GHSGT and BST administration |
| March 26-April 18 | Grade 3 Writing Assessment evaluations |
| ***March 30-April 20*** | ***NRT secure materials shipped from systems to Harcourt no later than April 20*** |
| April 9-13 | Spring GHSGT answer documents to arrive at TSARS no later than April 13 |
| April 13 | Spring GHSWT results shipped to systems and DOE |
| April 16 | GKAP-R –Spring scannables to arrive at TSARS no earlier than April 16 and no later than five weeks prior to the end of the school year |
| April 16-May 4 | CRCT administration in Reading, English/Language Arts, and Mathematics in grades 4, 6, and 8 |
| ***April 25*** | ***CRCT material pickup from systems testing the week of April 16, 2001*** |
| April 25 | Grade 3 Writing Assessment answer documents to arrive at TSARS no later than April 25 |
| April 27 | MGWA results shipped to systems and DOE |
| ***May 2*** | ***CRCT material pickup from systems testing the week of April 23, 2001*** |
| May 7 | Spring GHSGT results shipped to systems and DOE<br>Grade 5 Writing Assessment results shipped to systems and DOE |
| ***May 7-June 18*** | ***GKAP-R kits and consumable replenishment packs shipped to systems*** |
| ***May 8*** | ***CRCT material pickup from systems testing the week of April 30, 2001*** |
| May 11 | Stanford 9 Phase 1 Interpretive Guides and Individual Reports shipped from Harcourt to systems |
| May 25 | Stanford 9 Phase 2 Summary Reports shipped from Harcourt to systems and DOE |
| May 25 | Grade 3 Writing Assessment evaluation results shipped to systems and DOE |

**2001 continued**

| | |
|---|---|
| May 29 | Systems receive CRCT results |
| June 1 | Georgia Alternate Assessment scannables from systems to TSARS no later than June 1 |
| June 15 | Stanford 9 Phase 3 Electronic Reports and Ready Reports Software shipped from Harcourt to systems and DOE |
| July 5 | Summer GHSGT and GHSWT materials shipped to systems |
| July 17 | Fall GKAP-R scannables shipped to systems |
| July 17 | Summer GHSWT and BST-W administration |
| July 18-20 | Summer GHSWT and BST-W answer documents to arrive at TSARS no later than July 20 |
| July 19-September 28 | GKAP-R – Assessment Window 1 opens – Begins on 1st student day and continues no later than two weeks after 1st student day |
| July 23-27 | Summer GHSGT and BST administration |
| July 30-31 | Summer GHSGT and BST answer documents to arrive at TSARS no later than July 31 |
| ***August 2-October 4*** | ***Fall GKAP-R baseline scannables from systems to arrive at TSARS no later than October 4*** |
| August 8 | Summer GHSGT and GHSWT results shipped to systems and DOE |
| August 15-October 17 | Fall GKAP-R reports shipped to systems |
| August 20 | Fall GHSGT materials shipped to systems |
| September 10-14 | Fall GHSGT and BST administration |
| September 12 | Fall GHSWT materials shipped to systems |
| September 17-19 | Fall GHSGT and BST answer documents to arrive at TSARS no later than September 19 |
| September 28 | 0201 Forms from systems to DOE |
| October 2 | Fall GHSWT administration |
| October 3 | Fall GHSWT make-up |
| October 4-10 | Fall GHSWT answer documents to arrive at TSARS no later than October 10 |
| October 9 | Fall GHSGT results shipped to systems and DOE |

**2001 continued**

| | |
|---|---|
| October 23 | Winter GHSGT materials shipped to systems |
| October 24 | GKAP-R system and state reports shipped from TSARS to systems and DOE |
| November 12-16 | Winter GHSGT and BST administration |
| November 19-21 | Winter GHSGT and BST answer documents to arrive at TSARS no later than November 21 |
| December 12 | Winter GHSGT and GHSWT results shipped to systems and DOE |

**2002**

| | |
|---|---|
| January 1-February 25 | GKAP-R Window 2 opens |
| January 2 | Grade 5 Writing Assessment and MGWA materials shipped to systems |
| January 8-February 1 | Grade 5 Writing Assessment and MGWA answer documents to arrive at TSARS no later than February 1 |
| January 16 | Georgia Alternate Assessment report forms shipped from TSARS to systems |
| January 21-25 | Grade 5 Writing Assessment and MGWA administration |
| February 11-22 | NRT testing materials shipped to systems |
| February 13 | Spring GHSWT materials shipped to systems |
| March 1 | GKAP-R Window 3 opens and should conclude no later than five weeks prior to the conclusion of the school year |
| March 5 | Spring GKAP-R scannables shipped from NCS to systems |
| March 5 | Spring GHSGT and Grade 3 Writing Assessment materials shipped to systems |
| March 5 | Spring GHSWT and BST-W administration |
| March 6 | Spring GHSWT and BST-W make-up |
| March 6-13 | Spring GHSGT Braille test materials from DOE to systems |
| March 7-13 | Spring GHSWT and BST-W answer documents to arrive at TSARS no later than March 13 |
| March 11-April 5 | NRT administration for grades 3, 5, and 8 |
| March 22-April 12 | NRT answer documents from systems to Harcourt no later than April 12 |
| March 25-April 5 | Spring GHSGT and BST administration |
| March 25-April 19 | Grade 3 Writing Assessment evaluations |
| March 29-April 19 | NRT secure materials shipped from systems to Harcourt to arrive no later than April 19 |

**2002 Continued**

| | |
|---|---|
| April 8-10 | Spring GHSGT answer documents from systems to TSARS no later than April 10 |
| April 12 | Spring GHSWT results shipped to systems and DOE |
| April 15 | GKAP-R - Spring scannables to arrive at TSARS no earlier than April 15 and no later than five weeks prior to the end of the school year |
| April 15-May 3 | CRCT administration in Reading, English/Language Arts and Mathematics for grades 1-8; Science and Social Studies grades 3-8 |
| April 24 | Grade 3 Writing Assessment answer documents to arrive at TSARS no later than April 24 |
| April 26 | MGWA results shipped to systems and DOE |
| May 3 | Grade 5 Writing Assessment results shipped to systems and DOE |
| May 6-June 17 | GKAP-R kits and consumable replacement packs shipped to systems |
| May 7 | Spring GHSGT results shipped to systems and DOE |
| May 10 | Stanford 9 Phase 1 Interpretive Guides and Individual Reports shipped from Harcourt to systems |
| May 24 | Grade 3 Writing Assessment results shipped to systems and DOE |
| May 24 | Stanford 9 Phase 2 Summary Reports shipped from Harcourt to systems and DOE |
| June 3 | Georgia Alternate Assessment scannables from systems to TSARS no later than June 3 |
| June 11 | Spring GKAP-R final system and state summary reports from TSARS to DOE and systems |
| June 14 | Stanford 9 Phase 3 Electronic Reports and Ready Reports Software shipped from Harcourt to systems and DOE |
| July 2 | Summer GHSWT and GHSGT materials shipped to systems |
| July 16 | GKAP-R scannables shipped to systems |
| July 17 | Summer GHSWT administration |
| July 17-24 | Summer GHSWT and BST-W answer documents to arrive at TSARS no later than July 24 |

**2002 Continued**

| | |
|---|---|
| July 18-September 27 | GKAP-R - Assessment Window 1 opens - Begins on 1st student day and continues no later than two weeks after 1st student day |
| July 22-26 | Summer GHSGT administration |
| July 29-31 | Summer GHSGT answer documents to arrive at TSARS no later than July 31 |

**2002 Projected**

| | |
|---|---|
| September 9-13 | Fall GHSGT and BST administration |
| October 1 | Fall GHSWT administration |
| October 2 | Fall GHSWT make-up |
| November 11-15 | Winter GHSGT administration |

***Note: Bold and Italicized text represents a change from the previous calendar.***

## II. STATEWIDE ASSESSMENTS

A. State Administered Tests

### Georgia Kindergarten Assessment Program-Revised (GKAP-R)

Overview Grade: Kindergarten

Georgia law (O.C.G.A., Section 20-2-151 and 20-2-281) of the Quality Basic Education Act requires that all children enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument or instruments adopted by the State Board of Education. To comply with state statute, the State Board of Education (Rule 160-3-1-.07) adopted the 1990 Georgia Kindergarten Assessment Program (GKAP) as the designated kindergarten assessment for all Georgia public schools. The Georgia Department of Education (GDOE) is charged with responsibilities to administer and establish guidelines for the kindergarten assessment program. GDOE significantly modified and improved the original assessment to implement the Georgia Kindergarten Assessment Program-Revised (GKAP-R) in Fall 1998.

Kindergarten Student

Georgia "kindergarten students" are defined by FTE status as students enrolled in public school kindergarten programs by March 1 of a school year. "Kindergarten" includes students who are enrolled in: first-time general education kindergarten classrooms, transitional kindergarten, first-grade classrooms as kindergarten students, special education services, and students who are repeating the kindergarten curriculum in a kindergarten setting. Instructions are included in the *GKAP-R Administration Manual* (p. 32) for students who enroll in a Georgia public kindergarten after March 1.

Student Participation in GKAP-R

All students participate in GKAP-R without accommodations or exemptions (*GKAP-R Administration Manual*, p. 33), unless specified in a written and approved Individual Education Program (IEP) or Individual Accommodation Plan (IAP). An assessment plan is developed for Limited English Proficient students who qualify for services through the English Speakers of Other Languages Program (*GKAP-R Administration Manual*, p. 107).

Grade Placement Decisions

State Board of Education Testing Rule 160-3-1-.07 and Georgia Code § 20-2-151(b)(2) require all Georgia school systems to make first-grade placement decisions on an individual basis, using GKAP-R results in concert with teacher recommendations and other relevant information. Local schools must document reasons, including GKAP-R student-performance results, for kindergarten retention and place the written documentation in individual students' cumulative records. The State Board Rule further

requires, "The local school system shall provide alternative, developmentally appropriate instruction to students who spend an additional year in kindergarten." No student may be enrolled in a Georgia public school kindergarten for more than two years.

Description

The primary purpose of GKAP-R is to provide cumulative evidence of a student's readiness for first grade, as reflected on kindergarten Georgia Quality Core Curriculum (QCC) content standards measured on GKAP-R assessment activities. GKAP-R is a 32-activity, performance-based assessment program continuously administered during the kindergarten year. Supplemental Supportive Skills Checklists are included for the areas of reading and writing.

Student performance on content standard activities is scored. Supportive Skills Checklists are not scored, but are utilized by the classroom teacher to provide additional information about student progress. Content Standards for kindergarten are assessed in three domains:

Literacy – 14 activities
Mathematics - 14 activities
Social/Emotional Development – four activities

GKAP-R Kit

A GKAP-R Kit is provided to every Georgia public school kindergarten classroom, every local school system central office, and each RESA. Kits are also available for use by special education teachers. Kits are to be housed in the classroom and should remain placed with a kindergarten unit at all times. The kit contains:

Administration Manual
32 Activity Sheets
Folders for Literacy, Mathematics, and Social/Emotional Domains
Folders for Activity Graphics and Student Performance Sheets
Activity Manipulatives
Reading and Writing Supportive Skills Checklists
Student Portfolios
Student Progress Profiles

The *GKAP-R Administration Manual* contains all information about administration and scoring of assessment activities. Detailed procedures and examples for each activity are in the manual. It is essential that teachers consult the manual prior to and during assessment and scoring activities. School administrators and systemwide test coordinators must understand the procedures outlined in the *GKAP-R Administration Manual.*

Most GKAP-R kit contents are permanent. GDOE annually replaces consumable activity performance sheets, the student Progress Profile, and Student Portfolio folders for each kit. New kits are furnished by GDOE for new kindergarten units and for replacement as required.

Administration

State Board of Education Rule 160-3-1-.07 specifies that only certified teachers of kindergarten or first grade students who have been trained in the use of the GKAP-R, shall administer the assessment. **Paraprofessionals** may not administer or score GKAP-R activities.

Activity administration occurs in a variety of one-on-one, small group, and large group classroom instructional settings. Recommended administration procedures are presented on every GKAP-R Activity Sheet. Teachers are provided administration assistance through "Helpful Hints" and "Cues and Prompts" found in the *GKAP-R Administration Manual.* Assessment of every GKAP-R activity continues for each student throughout the year until the student achieves "Accomplished," or until a final rating is given at the conclusion of the last of three opportunities and no later than the end of the month of April.

Windows of Assessment

GKAP-R assessment is administered during three Windows of Assessment (1, 2, and 3). Administration procedures are in the *GKAP-R Administration Manual.* Every student must be allowed up to three opportunities to achieve at the "Accomplished" level on each activity. Exceptions to the administration procedure are made only for students with IEP or IAP accommodations, or those who enter after March 1 of a school year.

GKAP-R Baseline Assessment shall occur during Assessment Window 1 in the first two to three weeks of the school year. All kindergarten students participate in and are rated on ten Baseline Assessment activities. Window 1 activities are designated in the *GKAP-R Administration Manual* and on the student *Progress Profile*. Baseline student results provide evidence of skill readiness for entering kindergarten students and may be used as indicators for needed special assistance through a variety of instructional programs.

Recommended Windows of Assessment guidelines appear in the *GKAP-R Administration Manual* and are as follows:

Window 1 August-September
- Beginning first two to three weeks of the school year
- Baseline Subset Administration–ten Baseline Activities
- Initial administration–First Opportunity
- All kindergarten students unless specified in an IEP or IAP
- Continue Window 1 reassessment and new activity assessment
- Record and submit baseline student report for scoring

Window 2 January–February
- Reassess remaining Window 1 activities not "Accomplished"
- Assess 14 new activities, if not already presented First Opportunity
- Reassess other previously administered activities not "Accomplished"
- Begin Window 3 activities if indicated for individual students

Window 3 March–April
- Reassess all remaining Window 1 and Window 2 activities not "Accomplished"
- Assess eight new activities, if not already presented First Opportunity
- Reassess all activities initiated in Window 3 and not "Accomplished"
- Complete third administration of all activities
- Record and submit individual ratings for scoring of all activities

Assessment of a QCC Content Standard discontinues, however, at any time during the school year when an individual student achieves "Accomplished" on an activity.

Student Performance Ratings

GKAP-R activity scoring procedures are in the current *GKAP-R Administration Manual* contained in every GKAP-R kit. Student performance ratings are guided by a progressive rubric developed for each QCC Content Standard. Performance assessment rubrics specifically define student progress and attainment for each activity, and appear on every GKAP-R Activity Sheet. Ratings for several activities are additionally guided by examples of actual student performance provided in the *GKAP-R Administration Manual.*

Student achievement is recorded in one of three rating areas for each administration for every Content Standard:

Not Evident–little to no evidenced skill as defined by the rubric
In Progress–developing skill with evidence of application as defined by the rubric
Accomplished–proficient skill development and application as defined by the rubric

All students will not attain at the "Accomplished" level on all activities. Reported spring performance ratings reflect actual student attainment at the third and final assessment for each Content Standard activity.

Student Performance Records

The Progress Profile is the classroom GKAP-R recording instrument. It reflects the progression of student attainment during the kindergarten year as determined by a specific activity rubric. Teachers use the Progress Profile to record ongoing GKAP-R performance levels and dates of administration for each student. The Progress Profile is included in the GKAP-R Kit. The Progress Profile enables teachers to document achievement on each Content Standard and for every activity as it is administered. In addition to a final GKAP-R Individual Student Report Form, the completed GKAP-R Progress Profile is filed by the assessing teacher into the permanent (cumulative) record for every kindergarten student at the conclusion of the kindergarten year. It remains in the cumulative record as documentation of kindergarten progress and evidence of first-grade readiness.

A final GKAP-R Individual Student Report for every kindergarten student is issued in the spring. The report documents the final student performance ratings for all 32 activities. Activity scores are listed by Domain and are scored as "Not Evident," "In Progress," or "Accomplished." Individual scale scores will be provided to constitute a first-grade readiness indicator. GKAP-R spring results are provided to parents of every kindergarten student on a Parent Report Form. Classroom, school, district, and state reports are distributed by GDOE.

Score Reporting

Specific reporting instructions and timelines are provided to systemwide test coordinators for communication to schools within each system. GKAP-R performance results are reported for scoring in the fall and spring. Teachers record Window 1 Baseline Subset scores on a scan form to submit to a GDOE-designated scoring service in late September. An Individual Student Baseline Report will be returned for every student. Baseline information will provide information about entering-kindergarten readiness levels for every student and will assist in determinations of needed assistance programs. Final GKAP-R results are reported to the scoring agency beginning April 15 and no earlier than five weeks prior to the conclusion of a school year, whichever comes first as determined by a school system's calendar. Spring results are submitted by schools to the systemwide test coordinator, and then to the scoring agency. Spring end-of-year reports will reflect first grade readiness and needs for instructional assistance for students entering the first grade. Results are tabulated within ten working days for return of the Individual Student Report and Parent Report to the system test coordinator and distribution to individual schools. Classroom, School, and District Reports follow, with the state report issued last.

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## CRITERION-REFERENCED COMPETENCY TESTS (CRCT)

Overview

Grades 4, 6, 8

The A+ Education Reform Act of 2000, §20-2-281, legislates the development of Criterion-Referenced Competency Tests (CRCT) to measure student acquisition of the knowledge and skills set forth in the revised Quality Core Curriculum (QCC). The law requires that the test be developed for administration to students in grades one through eight in the content areas of Reading, English/Language Arts, and Mathematics, and grades three through eight in Science and Social Studies.

Students in grades four, six, and eight began taking the CRCT in Reading, English/Language Arts, and Mathematics on an annual basis in spring 2000. Expansion of the CRCT (grades one, two, three, five, and seven in Reading, English/Language Arts, and Mathematics, and grades three through eight in Science and Social Studies) began in the summer of 2000. Piloting and field testing of the expansion grades will take place during the 2000 – 2001 school year with final (mandated) statewide implementation taking place in spring 2002.

Description

The CRCT is designed to measure student acquisition of the knowledge, concepts, and skills set forth in the QCC. *Only* the content standards outlined in the QCC will be assessed. The testing program serves a dual purpose – diagnosis of individual student and program strengths and weaknesses as related to instruction of the QCC, and a measure of the quality of education in the state. Assessments and reports yielding information on academic achievement at the student, class, building, system, and state levels will be produced by the CRCT.

CRCT Administration – Grades 4, 6, and 8

Students in grades four, six, and eight are required to take the CRCT in the content areas of Reading, English/Language Arts, and Mathematics. Each content area CRCT will consist of two forty-five to sixty minute sections for a maximum testing time of two hours per content area. A five-minute break is scheduled after the first section of each content area test. Total testing time for the Reading, English/Language Arts, and Mathematics CRCT is six hours. All test items are selected response (i.e., multiple choice), although a small number of constructed-response items will be field tested in 2001 and included in subsequent years (beginning in 2002).

To provide reliable measures as well as structure to the summative end-of-the-year assessments, the QCC strands and content standards have been grouped into domains based on similar content characteristics. Domains for Reading, English/Language Arts, and Mathematics are provided.

***Reading***

Reading for Vocabulary Improvement
Reading for Locating and Recalling Information
Reading for Meaning
Reading for Critical Analysis

***English/Language Arts***

Sentence Construction and Revision
Paragraph Content and Organization
Grammar and Mechanics
Research Process

***Mathematics***

Number Sense and Numeration
Geometry and Measurement
Patterns and Relationships/Algebra
Statistics and Probability
Computation and Estimation
Problem Solving

CRCT Development

Georgia law requires that the CRCT program expand to include the development and administration of grades one, two, three, five, and seven in the content areas of Reading, English/Language Arts, and Mathematics, and grades three through eight in the content areas of Science and Social Studies. Development began in the summer of 2000 with piloting and field testing of items and test forms taking place during the 2000-2001 school year. Each school system will be contacted and asked to participate in the pilot and field test once a schedule is finalized. The first statewide (mandated) administration of the expanded CRCT, all content areas and grade levels, will take place in the spring of 2002.

Additional Resources

The CRCT Content Descriptions, currently developed for Reading, English/Language Arts, and Mathematics, are provided to acquaint Georgia educators with the content scope and sequence of the CRCT. These materials are in ***no way*** intended as a substitute for the QCC but rather as a supplement for the QCC by providing more detailed, descriptive information about how information will be assessed. It is important to note that the CRCT Content Descriptions, by no means, suggest when concepts and skills should be introduced in the instructional sequence; rather, its purpose is to communicate when concepts and skills will be assessed on the CRCT. Educators are required, by law, to teach the content standards set forth in the state-adopted curriculum (i.e., the QCC). CRCT Content Descriptions for Science and Social Studies are scheduled to be developed during the 2000-2001 school year and will be mailed to school systems as soon as they are available.

The CRCT Item Banking System

The CRCT Item Banking System will contain a large number of test items. In fall of 2001, it is anticipated that the CRCT Item Banking System will be phased in beginning with Reading, English/Language Arts, and Mathematics items, grades one through eight. Anticipated availability of the Science and Social Studies items in grades three through eight is fall 2002. In efforts to encourage the integration of instruction and assessment, Georgia educators and students will have certain items available to them throughout the school year. Other items will be secured and used only on the summative assessments. Multiple item formats, including selected response (multiple choice), constructed response, performance assessments, and problem simulations will be banked.

Interactive web-based technology will be used to maintain and administer the CRCT Item Banking System, which will be comprised of three levels. Students will be granted access to a minimally secure level of the bank for self-assessment, remediation, and/or enrichment purposes. Another level will be secure and accessible to teachers for the creation of classroom tests to evaluate students as they complete instructional units or sequences of instruction. The highly secure third level, which can be accessed only during the testing window each year, will bank items used to create the mandated summative assessments. Paper-and-pencil versions of the mandated assessments will also be available. Only test results from the third level of the bank (i.e., the mandated assessments) will be reported to the state.

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## WRITING ASSESSMENTS

Overview

Grades: 3, 5, 8, 11

Georgia's performance-based writing assessments are administered to students in grades 3, 5, 8, and 11. Student writings are evaluated on a developmental stage scoring scale in grades 3 and 5 to provide diagnostic feedback to teachers, students, and parents about individual performance. The Georgia High School Writing Test (GHSWT) yields a scale score and percent passing rate. The Middle Grades Writing Assessment (MGWA) provides predictive information to eighth graders about their future writing performance in advance of taking the Georgia High School Writing Test required to receive a diploma.

Description

Georgia law (O.C.G.A., Section 20-2-281), requires that writing assessments be administered to students in grades 3, 5, 8, and 11.

The State Writing Assessment Advisory Council assisted the Georgia Department of Education in developing the writing component of the student assessment program. The council, consisting of educators with expertise in the instruction of writing skills and writing assessment, has a grades 3 and 5 committee and a grades 8 and 11 committee. The goal of the Writing Assessment Advisory Council and the Department of Education is to create developmentally appropriate assessment procedures to enhance statewide instruction in the language arts. Statewide writing assessment serves the purpose of improving writing and writing instruction.

In order to prepare for any writing assessment, students should have multiple opportunities to write, using some type of writing process. The Quality Core Curriculum (QCC) provides information about the writing process and various types of writing. The various *Writing Assessment and Instructional Guides* that have been distributed previously to systems also describe the writing process and its relationship to the scoring rubrics.

## Grade 3 Writing Assessment

The writing assessment for grade 3 consists of teacher evaluation of student writing using the Developmental Stage/Scoring Guidelines. The *Grades 3 and 5 Assessment and Instructional Guide* contains the Developmental Stage scoring rubric, types of writing required by the QCC (personal experience, imaginative story, responding to literature, and responding to QCC content), good practices for the instruction of writing, sample student papers, and ways to evaluate student writing. Using multiple samples of student writing, third-grade teachers are to use the holistic scoring rubric in the *Guide* to determine the representative stage of writing for each child in the classroom. This means that teachers provide many opportunities for students to produce the various types of writing throughout the year and collect samples. Forms for teachers to complete identifying each student's writing stage will be distributed in the spring. These are two-part carbonless forms, one copy to be given to parent(s)/guardian(s) and one copy to be retained in the student's record. The teacher completes a summary report for the class. This report should be sent to the test scoring and reporting contractor. School and system summary reports will be furnished to systems.

## Grade 5 Writing Assessment

The writing assessment for grade 5 consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic in one of two genres, imaginative story or personal narrative. Prompts are spiraled within classrooms. All schools with a fifth grade should have a copy of the *Grades 3 and 5 Assessment and Instructional Guide*. This document should assist teachers in their daily classroom instruction of writing.

The writing assessment will be administered in January. The testing dates have been set early in the year so that results can come back to teachers before the end of the school year. The testing time will include two forty-five-minute student writing sessions. One session is for planning and initial writing activities; the second session is for editing and completing the final paper. Students will be allowed to use their dictionaries during the editing phase. All student papers should be sent to the test scoring and reporting contractor for scoring. Student score reports will be furnished, as well as school and system summaries.

Papers are scored by trained raters using a standardized scoring system. A student's work is rated holistically. The reader balances all the features of the written piece in order to arrive at a single judgment of overall effectiveness based on the Developmental Stage/Scoring Guidelines. The papers are evaluated to determine the developmental stage that the writing represents. There are six development stages.

Middle Grades Writing Assessment (MGWA)

The writing assessment for grade 8 consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genre; narrative, expository or persuasive. Students are allowed approximately eighty minutes to write their essays. The assessment and makeup are administered in January during a one-week window. All student papers should be sent to the test scoring and reporting contractor for scoring.

Scoring domains and domain weights remain the same for the middle grades and are described in the *Middle Grades Assessment and Instructional Guide.* Individual, school, and system data are furnished at grade 8.

Raters who score the student compositions are trained to understand and use a standardized scoring system. Each paper is rated independently by each rater using the scoring system. Each of the five dimensions or domains of effective writing is evaluated. These qualities or domains of effective writing should be present in a composition regardless of the topic on which it is written. Although these domains are interrelated during the writing process, a strength or weakness is scored only once under a particular domain. A score of "1 to 4" is assigned to each domain by each reader. These scores represent a continuum of writing that ranges from inadequate to minimal to good to very good. Points on the continuum are defined by the scoring rubric for each domain. Each score point itself represents a range of papers.

Scores assigned to each domain are summed. Domain scores are combined to obtain a total score for each student. In combining the domain scores, the Content/ Organization score is given a weight of three, the Style score is given a weight of two, and the other domains of Sentence Formation, Usage, and Mechanics are given a score of one. The total score is then converted to a three-digit scaled score ranging from 300-400. There are performance levels represented: Not on target (NOT) with a scaled score range of 300-348; on target (OT) with a scaled score range of 349-367; and exceeds target (XT) with a scaled score range of 368-400.

Georgia High School Writing Test (GHSWT)

Students in the eleventh grade participate in the Georgia High School Graduation Writing Test. Students are asked to produce a response to one on-demand persuasive writing prompt. The writing test requires students to write a composition of no more than two pages on an assigned topic. The two-hour test administration includes ninety minutes of student writing time. The test is administered several times a year so that students have five opportunities to take the test before the end of the twelfth grade.

In November 1992, every high school received two copies of the *Georgia High School Writing Test Assessment and Instructional Guide.* An updated version of the document was disseminated to schools in fall 1993. The *Guide* contains the scoring rubric, describes the analytic scoring procedure, and includes sample student papers. It is

intended that this *Guide* assist teachers in their instruction of writing and in preparing students for the writing test.

Scoring for the GHSWT is done by a scoring and reporting contractor. An individual report is prepared for each student, and the results are summarized for each school and system.

See the Section on the GHSGT for additional information on the GHSWT.

Primary Writing Support Project

State trainers are available in Regional Educational Service Agencies (RESAs) and the larger local school systems to conduct Primary Writing Support Workshops as requested. The workshops are designed to help teachers assess writing more consistently across students and across writing activities.

Contact Will Rumbaugh *Sandra McCullough* at (404) 656-5975 or by e-mail at sandramc@doe.k12.ga.us for information concerning the writing assessments.

## NORM-REFERENCED TESTS (NRT)
## STANFORD ACHIEVEMENT TEST SERIES, NINTH EDITION (STANFORD 9)

Overview GRADES 3, 5, 8

Georgia law (O.C.G.A., Section 20-2-281), mandates that a nationally norm-referenced test be administered to students in grades 3, 5, and 8 in reading, mathematics, science, and social studies with results reported in percentile scores and grade equivalents. The purpose of the NRT is to obtain information about how the performance of Georgia students compares with that of students in a national sample. The State Board of Education has approved the Stanford Achievement Test Series, Ninth Edition (Stanford 9). Form T of this test will be administered in spring 2001. The test form (1996 copyright) will be scored using 2000 norms. Harcourt Educational Measurement of San Antonio, Texas is the publisher of the test.

Description

Students are required to take the complete battery. See the next page for a chart with the subtests to be administered. The sequence of the administration must follow the order of the chart. Testing time for the complete battery is 5 hours in 3rd grade; 5 hours, 25 minutes in 5th grade; and 5 hours, 20 minutes in 8th grade. All questions are in the multiple-choice format and have four or five options each. Students mark their answer choices on a separate answer folder by filling in a circle for each question. Individual student results, school results, and system results are returned to the system.

Score Reports

Three phases of reports will be shipped from Harcourt to system test coordinators.
May 11 – Phase 1 – Individual reports
May 18 – Phase 2 – Summary reports
June 15 – Phase 3 – Electronic test score results

Manuals

Teachers receive a *Directions for Administration* manual that gives specific administration directions, as well as an overview of test content, planning activities, required materials, and scheduling information. Several other manuals are available to aid the teacher and test coordinators. The *Guide for Classroom Planning* shows teachers how to use test results to prepare for the school year and to plan for and pace instruction. This guide also describes test scores and includes sample items and lists of skills tested. The *Guide for Organizational Planning* helps administrators use test results to measure achievement growth and plan instruction, to develop test result workshops, and to interpret scores for others.

Contact Jean Cohen at (404) 657-0251 or email at jcohen@doe.k12.ga.us

The administration sequence of the Stanford 9 must follow the order of the chart. Each subtest can be given at a separate sitting. No more than two subtests in one day can be given. Each subtest has an exact time limit that must be observed in order for the norms to be valid.

Testing times only include the scheduled time students take the subtest. Preparation time and breaks between subtests are not included.

***Stanford 9***

***Complete Battery – Multiple Choice***

| Grade | 3rd | | 5th | | 8th | |
|---|---|---|---|---|---|---|
| Test Level | Primary 3 | | Intermediate 2 | | Advanced 2 | |
| Subtest | # of Items | **Time** | # of Items | **Time** | # of Items | **Time** |
| Reading Vocabulary | *30* | **20** | *30* | **20** | *30* | **20** |
| Reading Comprehension | *54* | **50** | *54* | **50** | *54* | **50** |
| Mathematics: Problem Solving | *46* | **50** | *48* | **50** | *52* | **50** |
| Mathematics: Procedures | *30* | **30** | *30* | **30** | *30* | **30** |
| Spelling | *30* | **25** | *30* | **25** | *30* | **25** |
| Language | *48* | **45** | *48* | **45** | *48* | **45** |
| Study Skills | *0* | **0** | *30* | **25** | *30* | **20** |
| Science | *40* | **25** | *40* | **25** | *40* | **25** |
| Social Science | *40* | **25** | *40* | **25** | *40* | **25** |
| Listening (dictated) | *40* | **30** | *40* | **30** | *40* | **30** |
| Complete Battery | *358* | **300** | *390* | **325** | *394* | **320** |
| | | | | | | |
| Total Testing Time | 5 hrs | | 5 hrs 25 min | | 5 hrs 20 min | |
| | | | | | | |

(Revised August 31, 2000)

## GEORGIA HIGH SCHOOL GRADUATION TESTS: CONTENT AREAS (GHSGT) and GEORGIA HIGH SCHOOL WRITING TEST (GHSWT)

Overview Grades: 11, 12

Georgia law (O.C.G.A., 20-2-281) requires that curriculum-based assessments be administered in grade 11 for graduation purposes. The writing test is given in the fall and the four content areas in the spring of the junior year. Results of these tests are used to identify students who may need additional instruction in academic content considered essential for a high school diploma. 2000 legislation requires that GHSGT will be phased out and replaced by end of course assessments. The law further requires that the State Board of Education approve a timeline for this process by December 1, 2000.

The tests cover only a sample of the knowledge and skills that constitute a complete high school education. A Georgia high school graduate will have had opportunities to learn — and is expected to have mastered — much more than these tests can address. The knowledge and skills assessed on the graduation tests were selected by Georgia educators, including high school teachers and curriculum specialists. They are based on the content standards specified in the Quality Core Curriculum for grades 9-12, as established by the State Board of Education. The tests are administered several times a year so that students could have up to five opportunities to take each of the tests within their $11^{th}$-$12^{th}$ grade years. Administration of GHSGT will continue until all end of course tests are implemented.

Description - GEORGIA HIGH SCHOOL GRADUATION TESTS: CONTENT AREAS (GHSGT)

Detailed descriptions of all the standards which are included on each of the content area tests have been published and sent to every high school and district and are also available on the DOE web site http://www.doe.k12.ga.us. Following is a list of the knowledge and skills covered in each test:

English/Language Arts — Reading/Literature, Critical Thinking, Language/Writing
Mathematics — Number and Computation, Data Analysis, Measurement and Geometry, Algebra
Science — Process/Research/Safety Skills, Physical Science, Biology,
Social Studies — World Studies, U.S. History to 1865, U.S. History since 1865, Civics/Citizenship, Map and Globe Skills, Information Processing Skills

All the content area tests have a multiple choice format.

Description - GEORGIA HIGH SCHOOL WRITING TEST (GHSWT)

Students must write a persuasive essay on an assigned topic. Their essay is read by two or more trained professionals who independently judge each essay on four qualities or "domains" of effective writing: content/organization, style, conventions of written language, and sentence formation. The test administration will include ninety minutes of student writing time.

To Whom Do The GHSGT and GHSWT Apply?

Students who enter ninth grade

- after July 1, 1994, are required to pass all portions of the **GHSGT** and **GHSWT** to be eligible to receive a diploma. The **GHSGT** includes **English/Language Arts, Mathematics, Social Studies,** and **Science** tests.
- between July 1993 and July 1994 (i.e., most of the graduating class of spring 1997) are required to pass the **English/Language Arts, Mathematics, Writing, and Social Studies** tests to be eligible to receive a diploma.
- between July 1991 and July 1993 are required to pass the **English/ Language Arts, Mathematics,** and **Writing** tests to be eligible to receive a high school diploma.

When Should Students Take the Tests?

Students should take the GHSWT for the first time in the **fall** of their junior year; they should take the English/Language Arts, Mathematics, Social Studies and Science tests for the first time in the **spring** of their junior year. Students who are not classified as juniors (or eleventh graders), but are in their third year in high school (grades 9-12), have accumulated at least nine Carnegie units (or 12 Carnegie units if the school is operating a 4X4 block schedule in which students may earn 8 units per year) or 135 quarter hours and have not achieved a passing score on the graduation asessments are also allowed to take the GHSWT in the fall and the content area tests in the spring. Students have four additional testing opportunities (if needed) before high school graduation.

NOTE:

- Individuals who have left high school with a Certificate of Performance or a Special Education diploma are eligible for testing (or retesting) at any scheduled administration of the graduation tests.
- There may be re-enrolled students who have dropped out of school without having met all graduation assessments and have remained out of school for one academic year or more. If re-enrolled dropouts passed all the Georgia Basic Skills Tests (GBST) required prior to dropping out, they do not need to pass the GHSGT and the GHSWT. If they passed some, but not all, GBST they must now take the entire set of new graduation tests.

Testing Schedules

There are five testing administrations during the $11^{th}$ – $12^{th}$ grade years. The content tests (English/Language Arts, Mathematics, Social Studies, and Science) should be scheduled for different days during each one week test administration. Students are allowed ninety minutes for the GHSWT. This time may be extended for up to ten minutes. Students may have up to three hours to complete the content area tests on the GHSGT. It is expected, however, that most students will be able to complete these tests in the following times; English/Language Arts in 60 minutes, Mathematics in 60 minutes, Science in 90 minutes, and Social Studies in 90 minutes.

It is essential that proper procedures are followed for the administration of the GHSGT and GHSWT. Student scores can be rendered invalid for breaches in test protocol, including, but not limited to the following infractions:

1. test administrations outside the testing window;

2. multiple attempts by a student to take the same test during the same testing window and,

3. the lack of photo identification procedures when testing a student, who is not currently enrolled in the school.

There is a window for each GHSGT administration, which ranges from five days for the retests to two weeks for the spring main administration. (Systems should select one week for the main administration.) The GHSWT must be administered on the administration date.

Test Materials

Test Coordinators will receive a new set of materials for each test administration; including

- A *System Coordinator Manual*
- A *School Coordinator Manual*
- Separate *Examiner's Manuals* for Writing, and the content areas.

**Each manual contains important information that is unique to that administration.** It is essential that each edition of each *Manual* be read carefully before each test administration. The *Examiner's Manual* contains the most detailed information for administering the tests.

Additional Resources

The Department of Education has published and distributed the following documents to assist schools in preparing students to pass the graduation tests:

- Test Content Description for English/Language Arts (revised 2000)
- Test Content Description for Mathematics (revised 2000)
- Test Content Description for Social Studies (revised 2000)
- Test Content Description for Science (revised 2000)
- Georgia High School Graduation Tests brochure (revised 1999)
- Georgia High School Writing Test and Instructional Guide

The Test Content Descriptions are available on the Georgia Department of Education web site @ doe.k12.ga.us.

In November 1992, every high school received two copies of the *Georgia High School Writing Test Assessment and Instructional Guide*. An updated version of the document was disseminated to schools in fall 1993. The *Guide* contains the scoring rubric, describes the analytic scoring procedure, and includes sample student papers. It is intended that this guide assist teachers in their instruction of writing and in preparing students for the writing test.

Scoring and reporting

Georgia Department of Education has had a contract for scoring with Test Scoring and Reporting Services (TSARS) at the University of Georgia for the past seven years. The scoring protocol used by TSARS is rigorous and includes human inspection and scoring and re-scoring by two different computer systems. (For a complete description of the TSARS scoring protocol please see the *Student Assessment Handbook, pg. V-C-2*) In our review of hundreds of student answer documents during this time, we have not found a single error in their scoring of the GHSGT.

Our contracts with TSARS have never included "re-scoring by hand" services. For the GHSGT however, TSARS has accommodated requests for these services over the many years of our contract agreements without additional charge to GDOE. **Because the number of requests for re-scoring has dramatically increased we are no longer able to ask TSARS to continue to provide re-scoring services for the GHSGT and the GHSWT.**

There is a $25.00 (twenty-five dollar) fee for hand-scoring each content area of the GHSGT and a $60.00 (sixty dollar) fee for re-scoring the GHSWT. System Test Coordinators may make requests for special hand-scoring through Wanda Beard at TSARS (800/ 633-8948). **If an error is found in any test, the re-scoring fee will be refunded.** All other requests for hand-scoring must be sent to the appropriate GDOE assessment specialist.

Special Administration for the GHSGT and the GHSWT

If an administration is required for graduation and there are extenuating circumstances, a Special Administration may be requested by the test coordinator. The test coordinator should send a letter to Sharron Hunt, Assistant Director; Research, Evaluation and Testing, 1754 Twin Towers East, Atlanta, Georgia 30334. The letter should include

- a description of the extenuating circumstances which necessitates an off-schedule administration of the GHSGT or the GHSWT,
- the student's name, grade level, and the tests required, and the name, address, and telephone number of the person who will administer the test(s).

Contact *Lynn Plunkett* at (404) 657-0312 or by e-mail at lplunket@doe.k12.ga.us for information concerning GHSGT content area tests (English/Language Arts, Mathematics, Social Studies, and Science).

Contact *Sandra McCullough* at (404) 656-5975 or by e-mail at sandramc@doe.k12.ga.us for information concerning the Georgia High School Writing Test.

B. Other State Supported Tests

**Preliminary Scholastic Assessment Test (PSAT)**

The Preliminary Scholastic Assessment Test (PSAT) is published by The College Board as a tenth or eleventh grade practice instrument for students taking the Scholastic Assessment Test (SAT) in the eleventh and twelfth grades. The decision to participate in PSAT administration is made at the local school system level. Where the PSAT is administered, student participation varies from all students in a system's targeted grade level to voluntary student participation.

Beginning in 1997, the Georgia Department of Education provided free of charge to systems, a copy of the PSAT Summary of Answers document and funded the administration for 10th grade students. The Department also sponsors statewide PSAT interpretation and test utilization workshops with sessions directed to middle and high school teachers, counselors and administrators, central office curriculum and subject-area coordinators, and other school system leadership personnel. Improving student SAT performance through use of PSAT information, identifying individual student, school, and system-level PSAT strengths and weaknesses, and developing appropriate instructional improvement strategies are purposes of the workshops.

Contact *Lynn Plunkett* at (404) 657-0312 or e-mail at lplunket@doe.k12.ga.us for more information.

**Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test (SAT) is designed to measure verbal and quantitative reasoning skills, developed over many years of education, that are related to academic performance in college. SAT scores are intended primarily to help forecast the college academic performance of individual students. Because SAT scores are statistically controlled to maintain the same meaning from year to year, and because the SAT-taker population is relatively stable from year to year, this report can be used to:

- Interpret SAT Program scores of individual students within the broader context of data.
- Aggregate across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT Program Tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

The PSAT initiatives currently sponsored by the Department of Education are part of this effort.

Contact *Lynn Plunkett* at (404) 657-0312 or e-mail at lplunket@doe.k12.ga.us for more information.

## Advanced Placement (AP) Exams

The Advanced Placement (AP) program is designed to provide college credit and appropriate placement to secondary school students who have successfully mastered college-level course work. The College Board sponsors the AP program with technical operational services provided by Educational Testing Services (ETS) in Princeton, New Jersey. In response to educational leaders' requests for AP reports for their states, The College Board prepares an Annual Summary Report of data from state and national AP program administrations. Scores on the AP exams range from 1 to 5, with a "5" indicating that the examinee is "extremely well qualified." A score of "3" or higher is usually considered to be a qualifying score on the exams.

The 1997 Georgia legislature appropriated $700,000 to help offset the cost for students taking AP exams. The State Board of Education approved a plan to disburse these funds to qualifying students on a prorated basis for exams taken during the spring of 1997. In 1998 and again in 1999, qualified Georgia students received $1,608,000 in State funds to cover the total costs of AP exams. Low-income students received additional federal funding in the amount of $87,052 that was distributed for AP testing costs in 1998 and 1999. In 2000, Georgia students received $1,708,000 in state funds to pay for AP exam fees.

These funds made it possible for the state to offer, at no charge, AP tests to measure results of AP courses. By offering these exams free of charge, it is intended to stimulate an increase in the percentage of students taking AP courses and exams. Students taking more AP coursework and exams will be better prepared for post-secondary scholarships and will exempt more of the first-level courses in college.

Contact *Lynn Plunkett* at (404) 657-0312 or e-mail at lplunket@doe.k12.ga.us for more information.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

During selected years the National Assessment of Educational Progress conducts a limited number of assessment related activities in Georgia. These activities involve only randomly selected systems, schools, and students. NAEP represents what a variety of subject-matter experts agree that students reasonably might be expected to know and be able to do. Only group statistics are reported. No individual student or teacher, school, or system data are ever released. Randomly selected systems and schools are contacted directly by NAEP or by the NAEP state coordinator.

Contact *Jean Cohen* at (404) 657-0251 or by e-mail at jcohen@doe.k12.ga.us with questions regarding NAEP.

## III. PROCEDURES

A. Test Distribution and Storage

Test books, answer documents, examiner's manuals, and system and school coordinators' instructions are distributed to each school system up to three weeks prior to the test dates. Some test materials are reused and may remain in the school system. All tests must be stored in a secure central location. Each school system should implement an accounting system for each test administration. The superintendent and system test coordinator are responsible for test security.

The school test coordinator and school principal, in cooperation with the system test coordinator, are responsible for test storage and security once the tests are distributed to schools. Tests should be distributed to schools by grade and for the exact number of students (with a small surplus for emergencies). To facilitate this process, test materials are distributed to school systems in packages comparable to typical class sizes. The system test coordinator should distribute test materials to the school test coordinator allowing an appropriate amount of time before testing is to begin. During this period, teacher orientations or workshops should be conducted. Whenever tests or examiner's manuals are in classrooms, they must be stored in a secure, locked location. No student should have access to test booklets or questions prior to testing. Tests must be returned to the central location (system test coordinator) as soon as possible but no later than three days after all test administration has been completed. The system test coordinator must implement an accounting system between the central location and the school, then back to the central location.

All CRCT and NRT materials are required to be returned to the contractor following each administration. Other tests are destroyed after each administration and disposition forms are submitted to the Georgia Department of Education.

B. Test Administration

**Scheduling Considerations**

When scheduling tests, remember the following.

1. Mandated tests **must** be scheduled in accordance with GDOE testing dates.
2. Preferred testing times are Tuesday, Wednesday, and Thursday mornings.
3. Breaks should be scheduled so that an unhurried pace is maintained.
4. Testing immediately after students have had strenuous physical activity should be avoided.

Each school has the option of deciding whether students will be tested in their classrooms, in a large-group setting, or in some other setting. The classroom situation is strongly recommended, especially for elementary school students. However, if the large-group testing option is selected, make sure that all students can hear the test instructions, that a sufficient work space is provided for writing or marking test answer sheets, and that a sufficient number of proctors is available to assist students and monitor test security.

For all grades, the following procedures should be observed:

1. If testing is conducted in large groups, the examiner* must be assisted by proctors, at least one per 30 students in the testing room. One proctor per 15 students is recommended for groups consisting of very young children.

2. If testing is conducted in self-contained classrooms, it is suggested that the examiner* be someone other than the regular classroom teacher assigned to those classrooms. (Special education teachers may administer the tests to their students.) However, it is important that the examiner be someone with whom the children are familiar. A system/school may choose to establish testing teams within grade levels, may rotate same-grade teachers for testing purposes, or may use other appropriate professional personnel.

   The examiner must be assisted by a proctor. This person will aid the examiner in distributing and collecting materials, in systematically observing students and in responding to problems which may arise, particularly in testing younger students. For younger students, a proctor or assistant can speed up testing and help minimize confusion. The presence of a proctor also will assist in protecting the integrity of the testing situation.

3. The principal, assistant principal and/or designated central office staff should monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.

Seating arrangements should assure that each student has adequate workspace for test booklets and answer sheets, with sufficient space between students to discourage copying and to permit them to handle materials comfortably.

The rooms should have good lighting, adequate ventilation, comfortable temperature and freedom from interruption. Rooms should not be located near noisy areas such as band rooms or play areas. A "Testing -- Please Be Quiet" sign should be placed at all entrances of the building.

* The examiner must be a professionally certified staff person (e.g., teacher, lead teacher, assistant principal, counselor).

**Preparing for Testing**

1. Check necessary supplies and materials that must be available for testing. These include a sufficient number of test booklets, answer sheets, practice materials (if provided), instructions, pencils, pens for writing assessments, scratch paper, and a clock or stopwatch for any timed tests, and extra calculators as needed for GHSGT.

2. Write any needed identifying information on the chalkboard prior to beginning the testing session.

3. Decide ahead of time what students who finish early are to do and make this clear to them.

4. Take care of restroom needs. Teachers will want to be sure that students, especially younger children, have an opportunity to go to the restroom before the test begins. Also, there should be ample planned breaks in the testing schedule. In the interest of test security, restroom visits should be monitored.

5. Help students manage the test booklets and answer documents efficiently. On many tests, students will mark answers on answer sheets that are separate from the accompanying test booklets. Typically, right-handed students will find that it is efficient and comfortable to fold the test booklet to the appropriate page and place it on the left side of the desk or table. The answer sheet should then be placed on the right side. Left-handed students should reverse the placement of the booklet and answer sheet. By placing the answer sheet on the side closest to the writing hand, students avoid reaching over the test booklet each time they mark an answer.

   Students should be directed not to use the answer sheet as scratch paper or for doodling. Stray marks can make the answer sheet unscorable or cause it to be scored improperly.

6. Organize and monitor available test-taking time. Students should try to pace themselves during testing by working quickly while maintaining accuracy. They should be aware of the time allocated for the test as well as the number of items on the test, but should avoid clock watching. Test anxiety may be increased if

students are overly concerned about the time and glance at a watch or clock too frequently. Teachers should encourage students to review and check answers if time allows.

7. Encourage students to read all questions and answer choices. Teachers should instruct students to be sure they have read all choices before selecting an answer.

**Resources and Aids**

At grade five students are permitted and encouraged to use dictionaries for the writing assessment. At grades five, eight, and, if applicable, eleven, the use of calculators is permitted and strongly encouraged for the mathematics section of the NRTs, and the Georgia High School Graduation Tests.

NOTE: While calculator use is encouraged, it is NOT required for solving problems on the test. Fifth and eighth grade students may use their personal calculator if it is not the practice of the school to furnish calculators. Examiners should ensure that calculators used are simple, four-function instruments.

**Proctors**

Substitute teachers, teacher aides, and volunteers may serve as proctors. However, they will need orientation and other training. Parents, other relatives, and guardians who may be paraprofessionals or community volunteers must not proctor the class in which their child or a relative is a member. All proctors should have a thorough orientation to their duties (see p. IV-G-1) **prior** to testing.

**Makeup Sessions**

The system testing schedule **must** be established within the range of the state testing dates. Allowances should also be made for makeup sessions for students who are absent on the original administration date. Makeup sessions should be scheduled by the school test coordinator. For makeup test administration, it is best to have absentees from all classes per grade assembled in one room, separate from the regular classes. Students should attend the makeup sessions only for the tests (subtests) they have missed.

Other considerations may include students who become ill during the administration period and are unable to continue. Additionally, a child may be temporarily disabled (e.g., broken arm) and unable to take or complete a test. In such cases, these students also should be scheduled for makeup testing. If a student is still ill, absent, or temporarily disabled until after the scheduled makeup testing dates, he/she must wait until the next scheduled administration. If an administration is required for graduation and if there are extenuating circumstances, a special administration may be requested through the Research, Evaluation, and Testing Division of the GDOE.

C. Considerations for Testing Students with Disabilities

Students with disabilities, under the IDEA and Section 504, **must** be allowed to participate in statewide assessment activities. The following information is intended to provide general guidance regarding the participation of such students.

**Students With Disabilities under the IDEA (Students with IEPs)**

Background Information

The 1997 amendments to the Individuals With Disabilities Education Act (IDEA) mandate the provision of special education and related services, as appropriate, as a means of providing a free, appropriate public education to students with disabilities. Special education refers to specially designed instruction, at no cost to the parents, to meet the unique needs of a student with disabilities. Under the IDEA, a student with a disability is defined as a student with autism, deaf-blindness, emotional/behavioral disorder, deafness or hard of hearing, intellectual disability (mild to profound), learning disability, orthopedic impairment, other health impairment, significant developmental delay, speech or language impairment, traumatic brain injury, or visual impairment (including blindness). The Individualized Education Program (IEP) process determines the educational needs of a student with disabilities and the service or services required to meet the identified needs.

The IDEA mandates that all students with disabilities be included in state and district-wide assessments. IDEA also mandates that the IEP include a statement of participation and accommodations needed in the administration of state or district-wide assessments. If the IEP team determines that the student will not participate in a particular state or district-wide assessment, the team must provide a statement indicating **why** the assessment is not appropriate and **how** the student will be assessed. Each state will be required to develop an alternate assessment plan beginning 2000-2001 for those special education students who, even with appropriate accommodations, cannot participate meaningfully in state or district-wide assessments. Each state is also required to report the number and performance of students with disabilities who take statewide assessments, with or without accommodations and the number and performance of students who participate in alternative assessment.

For students who are receiving instruction based on Georgia's Quality Core Curriculum (QCC), the IEP team should consider full participation by the student in statewide assessments. The IEP team should also consider what accommodations, if any are needed by the student to facilitate his/her performance on the assessment. **It should also be remembered that any accommodations recommended by a student's IEP team should be consistent with the adaptations or accommodations used in the student's instructional program.**

For some students, the IEP team might determine that a student's participation in the statewide assessment(s), even with accommodations, is not appropriate. In such a case, the IEP team must document why the statewide assessment is not appropriate and state that the student will participate in the Georgia Alternative Assessment (GAA).

In addition, it is extremely important that the parent(s)/guardian(s) and the student(s) understand that, in the case of the Georgia High School Graduation Tests (GHSGT) and the Georgia High School Writing Test (GHSWT), participation in an alternate assessment will not satisfy the graduation requirements for a diploma with a college preparatory or technology/career education seal. Students taking an alternate assessment will be eligible to receive a special education diploma. The IEP should reflect a discussion with the parent(s)/guardian(s) and student about the requirements for the various diploma types and the recommendation of the type of diploma toward which the student will be working. The parent(s)/guardian(s) and the student, if appropriate, should also be informed that the decision regarding participation in statewide assessment will be reviewed during subsequent IEP team meetings.

The GDOE developed guidelines for the participation of students with disabilities in all of its assessment programs and provided training throughout the 1999/2000 school year. These guidelines are printed in the manual "Including Students with Disabilities in the Assessment Program" available from the GDOE. This manual was provided to teams from every local system in the state with permission to copy and duplicate for the purposes of training others in the system. Additionally, one manual was mailed to each school in the state. (Please contact the Division for Exceptional Students at 404-656-3963 for additional copies of the manual).

Procedures

In order for the Georgia Department of Education (GDOE) to satisfy the IDEA requirement for reporting the number and performance of students with disabilities participating in statewide assessment, including alternate assessment measures, school systems must properly code every student with an IEP. Specific directions are provided with the examiner's materials for each statewide test. However, the following provides a general overview of relevant issues which apply to the GKAP-R, the CRCT, the NRT, the Grade 3 Writing Assessment, the Grade 5 Writing Assessment, the MGWA, the GHSGT and the GHSWT. **Any information about nonstandard formats does not apply to the GHSGT or the GHSWT.**

Students with disabilities who have an IEP recommending participation in statewide assessments with no accommodations or with accommodations that result in a standard test format should participate in the assessment like all other students. In order to enable the GDOE to develop an accurate report of the number and performance of students with disabilities, the student's test protocol must indicate the code to designate him/her as a student with an IEP taking a standard format of the test. The specific codes and directions for this are provided with the actual testing materials.

Students with disabilities who have an IEP recommending participation in statewide assessments with accommodations that result in a nonstandard test format should participate in the assessment with the designated accommodations. Again, to enable the GDOE to develop an accurate report of the number and performance of students with disabilities, the student's test protocol must indicate the code to designate him/her as a student with an IEP taking a **nonstandard** test format. The specific code and directions are provided with the actual testing materials.

Students with disabilities whose IEP recommends **nonparticipation** in statewide assessments must have the Georgia Assessment identified in his/her IEP. IEPs in effect after July 1, 2000 must utilize the GAA as the alternate or state mandated assessments as identified in the IEP. The specific directions and coding for the GAA will be provided with the GAA testing materials.

Summary

Under the IDEA, all students with disabilities must be considered for participation in all statewide assessments. The decisions regarding the participation of students with disabilities in statewide assessment must be made, on a case-by-case basis, by each student's IEP team. The IEP team should (a) consider the purpose of the assessment, (b) consider the feasibility of the student's participation, (c) determine what accommodation(s), if any, the student will need and document this in the student's IEP, and (d) document in the IEP the decision for the student to participate in the assessment or for the student not to participate. If the student's IEP team recommends that she/he not participate in the statewide assessment, then the IEP must (1) document the reason the student will not participate, and (2) identify participation in the GAA. The IEP should be completed early enough to permit adequate preparation and to allow sufficient time to order materials.

**Section 504 Students** (Students with a disability not in special education)

Section 504 of the Rehabilitation Act of 1973 is a comprehensive civil rights law which addresses the rights of persons with a disability, indicating that "no otherwise qualified [disabled] individual shall, solely by reason of his/her [disability], be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This law applies to agencies and organizations, including public school systems. The definition of a person with a disability under Section 504 is much broader in scope than that of the IDEA. Under Section 504, the term disability refers to a person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such impairment. Students with a disability under Section 504 are entitled to reasonable accommodations to allow their participation in the school programs, activities, and procedures in which their nondisabled peers participate. Therefore, Section 504 students must be included in state and district-wide assessment procedures with reasonable accommodations, if any, that may be necessary to allow participation in the assessment.

As indicated above, no student identified as having a disability under Section 504 shall "solely by reason of his/her [disability] be excluded from the participation in, be denied the benefits of, or be subject to discrimination." Thus, students who have been identified as having a disability **only** under the Section 504 guidelines should be included in statewide assessments. In Georgia, the Student Support Team (SST) satisfies certain 504 requirements with respect to determining the appropriate educational needs of a student. As a result, some students with disabilities under Section 504 may have an SST plan and others may have a Section 504

accommodation plan to address the educational needs of the Section 504 student. The following provides a general overview of issues relevant to statewide assessment for the Section 504 student. These apply to the GKAP-R, the CRCT, the NRT, the Grade 3 Writing Assessment, the Grade 5 Writing Assessment, the MGWA, the GHSGT and the GHSWT. Any information about nonstandard formats does not apply to the GHSGT or the GHSWT.

Section 504 students who have either an SST plan or a 504 accommodation plan which recommends participation in statewide assessments with no accommodations or with accommodations which result in a standard test format should participate in the assessment like all other students.

Section 504 students who have either an SST plan or a 504 accommodation plan which recommends participation in statewide assessments with accommodations which result in a nonstandard test format should participate in the assessment with the designated accommodations. The test protocols for such students should be coded to designate that she/he is a Section 504 student and that the test administration was nonstandard. As previously stated, the specific code and directions for this are provided with the actual testing materials.

**Accommodations for IDEA and Section 504 Students**

***What is meant by "standard" and "nonstandard" test administration? (These designations do not refer to the GHSWT nor the GHSGT.)***

**Standard administration** refers to testing conditions in which the procedures and directions included in the administration manual are followed ***exactly***. Examples: (1) large-print test (2) a small-group setting.

**Nonstandard administration** refers to testing conditions in which the procedures and directions included in the administration manual are *not* followed exactly. Examples: (1) read test to student (2) use of a word processor.

***In order for a student to be administered a test in a nonstandard format, the student must have an IEP (if she/he is a special education student) or a 504 Plan (if she/he is a Section 504 student only) which specifies special accommodations. See "Accommodations" section below. Not all statewide tests have a nonstandard administration. For example, the Georgia High School Graduation Tests and the Georgia High School Writing Test do not have a nonstandard administration. Any accommodations specified in the student's IEP or 504 plan and not considered a standard accommodation according to the test manual must be brought before the State Board of Education in a waiver request.***

Standard and nonstandard administrations vary according to each test. Refer to the specific administrations manual for more information. Whether a standard or a nonstandard administration is given, the recommended accommodation(s) identified in the student's IEP or 504 plan must be provided. The students' test protocols must be coded to reflect a standard or non-standard test administration and to provide data of

the number and performance of students with disabilities under the IDEA.

**Examples of Types of Accommodations (refer to the specific test manual for additional information)**

Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their 504 Plan.

The selection of specific accommodations for individual students participating in statewide assessments is made by the IEP team. IEP teams should consider:

- Is this accommodation *required* for the student to participate?
- Will this accommodation allow the student to demonstrate knowledge or skill? If this accommodation were not used, accurate assessment of student knowledge or skill would not occur.
- Are the recommended accommodations *consistent* with those used in the classroom instruction and assessment activities? Providing accommodations that are unfamiliar to the student will decrease student performance rather than allowing the student to demonstrate knowledge.
- Accommodations *do not alter the integrity* of the test. Accommodations recommended allow the student to demonstrate knowledge or skill and do not change the content of the assessment.

*Setting Accommodations*:
Accommodations to the setting in which the testing normally occurs may be helpful to students with disabilities. The following are examples of accommodations to the test setting:
Individual testing
Small-group testing
Study carrel
Special lighting
Adaptive or special furniture
Special acoustics

*Timing/Scheduling Accommodations:*
Accommodations that adjust the time allowance or distribution for a test are considered timing or scheduling accommodations. The following are examples of timing/scheduling accommodations:
Extended time
Flexible schedule
Frequent breaks during testing
Frequent breaks during selected subtests
Specific time of day
Subtests in different sequence

*Presentation Accommodations:*
Accommodations that alter the manner in which the test materials and/or the test directions are provided to the student are considered presentation accommodations. The following are examples of presentation accommodations:
Audio tape
Braille edition of test
Fewer items per page
Key words or phrases in directions highlighted
Sign language directions to student
Read directions to student
Provision of additional examples
Templates to reduce visible print

*Response Accommodations:*
Accommodations that allow for alternate answering modes for the student are considered response accommodations. The following are examples of response accommodations:
Student marking in test booklet
Student use of Brailler
Use of word processor (not for writing assessments)
Use of communication device (not for writing assessments)

Summary: Students with disabilities (as identified under the IDEA or under Section 504) may need testing accommodations in order to participate in statewide assessments. The specific accommodations needed should be identified in the student's IEP (for special education students under the IDEA) or in the 504 or SST Plan. However, the accommodations recommended **should be consistent with the adaptations or accommodations used in the student's ongoing instructional program.**

**Special Considerations Related to Accommodations For the Georgia High School Graduation Tests and the Georgia High School Writing Test**

A passing score on the Georgia High School Graduation Tests (English/Language Arts, Science, Social Studies, and Mathematics) and the Georgia High School Writing Test is required for a Georgia High School diploma. Some accommodations that students with disabilities may require are allowed on this test as specified by the test manual. In order to assure that **all** students take the **same** graduation test, some types of accommodations are **not** allowed. These are accommodations that modify the test items such that the test is changed and test results are invalid. Examples are interpreting, clarifying, or rewording test items. IEP and 504 Plan committees should be aware that some accommodations, which may be regular classroom instructional practice, may not be used for the GHSGT or the GHSWT. Rule 160-3-1-.07 in Appendix B gives some types of accommodations that may not be used. Students with IEPs or 504 Plans requiring accommodations that may invalidate test results may apply to the State Board of Education for a waiver of these rules. For further information about waiver procedures, see Appendix B.

## The Georgia Alternate Assessment (GAA)

A major component of the IDEA requires that "...the state or local educational agency develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in state and district-wide assessment programs. The state and local agency develops and, beginning not later than July 1, 2000, conducts those alternate assessments."

The Georgia Alternate Assessment (GAA) is an IEP based assessment that reports progress toward achievement of targeted goals for each student. IEP teams for students identify five targeted goals and curriculum domains. As the IEP is implemented, student achievement is noted. At the end of the IEP implementation period, student progress is converted to a rating level (initial, emerging, progressing or functional) for each of the targeted areas and reported. The first reports to the state will be due June 1, 2001. Systems must use the GAA for those students who are not participating in state mandated grade level assessments. For the district-wide assessments that are not state mandated, systems must provide an alternate. They may either use the GAA for those or design their own alternate assessment procedures.

D. Collection and Scoring

**Return of Test Materials**

Specific information related to the collection and scoring of tests can be found in system-level, school-level and examiner materials which are distributed along with the testing materials. For security purposes all examiner's handbooks, test booklets, answer documents, and scratch paper should be returned to the school test coordinator, then to the system test coordinator immediately after tests have been administered. **All** materials must be accounted for by the system test coordinator.

Immediately after testing has been completed, the following should be done by appropriate personnel (see Section IV, Responsibilities).

1. Check **All** coding of identifying information and form numbers, where applicable.

2. Count the answer documents to ensure you have the appropriate number. Check to make sure there are no answer documents left in the test booklets.

3. Prepare the answer documents as follows:

   Be sure that every student has recorded the correct information in the proper manner. All errors in gridding student identification information must be corrected. Make certain that answer sheets for LEP students and students with disabilities have been properly coded in the State Required Code (SRC) area according to directions in the accompanying handbooks or manuals. Erase all stray pencil marks and smudges from the answer sheets. Make sure that **NOTHING** has been written on the answer sheets except in areas designated for recording information.

4. Answer documents must be returned for all students. When partial tests are submitted they will not be scored if fewer than the specified number of items are answered on each subtest/section. The timely return of answer documents ensures a timely return of scores. When answer documents are not returned by the stated deadline, the return of student scores statewide will be delayed.

5. Completed answer documents (including writing assessments) should not be hand scored or reproduced in any form. Unnecessary handling of documents that are to be scanned contributes to scanning problems.

**Transferring Student Test Scores**

It is the responsibility of local school systems to ensure that test scores become a part of students' records as soon as possible after testing, and that such records follow students to their new schools. Grade placement and high school graduation may be delayed because test scores are unavailable. Students who expect to receive a regular diploma from a Georgia public high school must have proof of passing scores on all five of the required sections of the Georgia High School Graduation Tests and the Georgia High School Writing Test. A copy of State Board of Education Rule 160-5-1-.14,

TRANSFER OF STUDENT RECORDS, is found in Appendix B.

NOTE: If a student's records are unavailable or do not show test scores, contact the system test coordinator in the student's previous school system and/or the principal of the school from which the student is transferring to verify test scores. Names and telephone numbers for test coordinators are included in Appendix H.

**Transferring Special Education Records**

If a student's special education record, including his/her IEP, is unavailable, contact the system test coordinator, the system special education director in the student's previous school system, or the principal of the former school to verify special education placement, testing modifications, and requirements specified in the IEP. Every effort should be made to receive such information prior to testing a student with disabilities.

E. Dissemination of Test Information

**State Dissemination of Scores**

The QBE Act requires that results of the statewide testing program be reported to the citizens of Georgia. This is accomplished in several ways. The DOE website, *www.doe.k12.ga.us* reports the State Report Card each year. Results of all state tests can be found on this web site by test, system, and school. Also see Appendix I

**Retention of the Files of Test Results**

Many questions arise about how long to retain test results. The document *Managing Public Records, Common Records Retention Schedule for School Systems, Student Services 83-730,* defines test files and specifies the retention schedule for school test score reports.

Criterion-Referenced Test Results Files 83-730

Documents relate to administering criterion-referenced tests and include student forms and school forms showing individual student test results and school system comparative summaries. They are usually arranged chronologically by school year.

RETENTION
Record copy: System data summaries - retain ten years
Remainder - retain four years

This information implies that any criterion-referenced reports containing summary data for schools or systems are retained ten years. Reports such as class lists, achievement rosters, diagnostic summaries, etc., fall into the four-year category. This retention schedule should be used for score reports for the GKAP-R and writing assessments. Reports that extend beyond the retention dates should be destroyed. Individual student reports may be destroyed if there are records of scores in the student's permanent record (e.g., on labels).

Standardized Achievement Test File 83-736

Documents relate to administering tests and comparing results and student performance. Includes procedures for administering the test, summary data for each school and system. Also included may be briefing materials such as overhead transparencies. Usually arranged chronologically by year of test administration.

RETENTION

Record copy: System data summaries - retain permanently for historical purposes
Remainder - retain four years

**Local System Dissemination of Scores**

Dissemination of scores is an important component of the imperative that systems inform the public concerning testing. The QBE Act requires that each local school system annually inform the citizens residing within its area concerning the collective achievement of enrolled students by school and system. Publishing in the newspaper is one of the best ways to disseminate the information. A sample news release may be found in Appendix F.

Media help shape public opinion; therefore, educators need to work closely with media representatives to provide the public with accurate and complete information about schools. An example of going beyond simply reporting results is to provide an explanation of how the results will be used to improve instruction. Putting the results in this context goes beyond the numbers and focuses on the implications for learning, which in turn emphasizes the purpose for giving the assessment tests - to promote student learning.

**Suggestions About Reporting Scores**

Releasing the results of the student-testing program to the news media, parents/guardians, and the community can be made easier if good communication has been established with these groups. Following are some suggestions that might help you with reporting scores as well as training those who will report scores.

**To The News Media**

- At the beginning of school, schedule a briefing for the news media to explain your testing program, especially if there is a change in the program.

- Give the media a written report explaining the tests, what they measure, when they will be administered and to which grades. Also, let them know approximately when results can be expected.

- When results are in, hold a news conference or briefing to explain the results. If possible, this conference should be held when it will be most convenient for the media in your area. For example, keep in mind the deadline for the weekly paper in your area.

- Appropriate personnel should preside over the news conference and explain system scores. The system test coordinator should also be available to answer technical questions.

- Prepare a news release to hand out at the news conference, as well as background information such as charts and graphs, sample test questions and school summaries.

- When explaining your scores, avoid testing jargon. Use everyday words and keep your report as general as you can. It is not necessary to use four paragraphs to explain a stanine or percentile. What the public wants to know is what the results mean. Are the students performing better or worse than the state or national average? Are students doing better this year than last?

- Prepare simple graphs and charts that are easy to interpret. Make sure they are accurate. Do not try to cover too much information on one chart.

- Explain that the test scores are not the only measure of a student's or school's progress. If your scores are low, explain what you are doing to improve instruction in your schools. You can use this as an opportunity to get support for your instructional programs.

- Develop an action plan for improving instruction in your system next year. Involve lay citizens when appropriate.

- Explain what is required to graduate from your high school in addition to passing the Georgia High School Graduation Tests and the Georgia High School Writing Test.

**To Parent(s)/Guardian(s)**

- Do not depend on students to let parent(s)/guardian(s) know about the testing program. Written information should be mailed to parent(s)/guardian(s) or given at a parent-teacher conference. The information should explain simply what tests are being given, how the tests differ from last year, what they measure and when the tests will be given. An explanation of the purpose of the testing program, how the test results will be used, and how the scores are interpreted should be included in this information.

- Use simple language - no jargon - to explain the results. If you use terms like stanine, percentile or grade equivalent, be sure the parent(s)/guardian(s) understand(s) what you mean.

- Try to find something positive about a child's test results. Emphasize the child's strengths before you talk about weaknesses.

- If a child's scores are low, explain what will be done to help improve skills. This will reassure not only the parent(s)/guardian(s) but the student.

**To Others**

- Be sure teachers and other school staff understand the testing program.
- Do not forget to communicate with school board members, city officials and legislators about your testing program.

## IV. RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires many individuals at the local level working in concert. These persons and their general responsibilities are described below. More detailed responsibilities are listed on the following pages.

The local superintendent, in cooperation with the local system test coordinator, school principals, and/or school test coordinators, has the responsibility of implementing the statewide testing program in the local school system, assuring conformity to the required policies and procedures and disseminating results to the public. Verification forms must be completed and signed by the responsible individuals (see Appendix D). The local superintendent assumes ultimate responsibility for testing security at the system level.

System test coordinators serve as liaisons between the Local Unit of Administration (LUA) and the GDOE for all statewide testing administration activities. System test coordinators should be knowledgeable of all aspects of test administration and reporting procedures. They should keep superintendents informed of all issues relating to the testing program and inform school test coordinators about the testing program and test administration procedures. System test coordinators assume responsibility for orienting/training all personnel involved in test administration. Additionally, system test coordinators are responsible for maintaining tests in secure locations and returning materials for scoring.

System special education coordinators work with the system test coordinators in implementing all procedures associated with the testing of students with disabilities.

Principals are responsible for all test materials and testing activities in their schools. They are responsible for maintaining test materials in a secure location and administering tests according to GDOE guidelines. Principals assume ultimate responsibility for testing security at the local building level.

School test coordinators consult with the system test coordinator and principal on issues related to test administration and organize administration activities within their schools.

Examiners/proctors receive instructions from principals and/or school test coordinators regarding their specific roles in administering the tests.

**NOTE:** The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. See page IV-H-1 for additional information on the reporting of testing irregularities.

A. Superintendent

1. Has overall responsibility for all testing activities within the local school system.
2. Appoints the system test coordinator.
3. Supervises principals and system test coordinator to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with system test coordinator to become thoroughly informed of all testing activities.
5. Conducts investigation of reported testing irregularities (e.g., student cheating, unethical professional conduct.) Reports unethical professional conduct to the Professional Practices Section of the Professional Standards Commission.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the Georgia Board of Education and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate local personnel attend GDOE workshops concerning state assessment programs.
9. Reviews and returns verification forms to the Research, Evaluation, and Testing Division of the GDOE by the due date.
10. Annually informs the citizens residing within the local system's area concerning the collective achievement of enrolled students by school and system.
11. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and following academic year.

B. System Test Coordinator

1. Coordinates all test administration activities within the school system.
2. Serves as liaison between the Local Unit of Administration (LUA) and the GDOE for all test administration activities.
3. Is responsible for carrying out the approved plan for administration of all tests.
   a. Furnishes all information and submits all forms required by the GDOE (Forms DE 0385, DE 0201, DE 1008) by specified dates.
   b. Orders special format tests (Braille or large print).
   c. Receives test materials from GDOE at designated time and place and maintains them in a secure location.
   d. Is thoroughly familiar with examiner's manuals, administrator's role and proctor's role.
   e. Adheres to test dates, time schedule and specified instructions set by the GDOE.
   f. Provides training for all school test coordinators, examiners and proctors.
   g. Ensures that each test setting (room) is suitable, has an assigned examiner and has the appropriate number of proctors.
   h. Accounts for all test materials delivered to LUAs and for the disposition of specific materials.
4. Attends statewide testing program conferences.
5. Arranges schedule for LUA or GDOE staff to monitor schools during testing sessions.
6. Orients/trains all system/school personnel involved in test administration. This includes school test coordinators, examiners, proctors, and any others who have responsibilities related to testing and/or testing materials. For students with disabilities under Section 504, discusses the GHSGT and the GHSWT with the parents/guardians prior to the student's ninth grade year. Discusses with the student and parents/guardians the skills the student is expected to have mastered for the GHSGT and the GHSWT. Informs them of the importance of the tests and the role of the Student Support Team in identifying test accommodations, if any, the student may require in order to participate. Recommended accommodations, if any, should be indicated on the student's SST or 504 Plan.
7. Maintains a portfolio of all training session materials and roster of attendees.
8. Is accessible to all school test coordinators and principals to answer questions or make decisions regarding testing.
9. Ensures that school test coordinators account for all students in terms of testing requirements.
10. Maintains strict test security.
11. Reports to superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
12. Communicates to the Research, Evaluation and Testing Division when testing irregularities lead to necessity for re-testing.
13. Distributes test results to the superintendent and to the schools in a timely manner and ensures that students are informed of the expected date for the return of the test results.
14. Interprets test results to school personnel and appropriate others.
15. Ensures that local calendars are planned so that all tests are administered according

to the state-published testing calendar that provides testing dates for the current and following academic year.

16. Ensures that students, parents, and the general public have access to information concerning all test administrations and utilization of test results.

C. System Special Education Coordinator

1. Is thoroughly knowledgeable of the statewide testing program, including the content of the special education section of this handbook (Section III-C).
2. Is thoroughly knowledgeable of the IDEA, state rules and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers in test administration.
4. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.
5. Ensures that appropriate documentation is maintained for all students with disabilities.
6. Ensures that students with disabilities have test-taking experience prior to taking the tests.
7. Informs system test coordinator of the number of special format tests (Braille or large print) needed to test students with disabilities during the subsequent test administration.
8. Informs the system test coordinator of the number of students who must receive each accommodation allowed by state regulations.
9. Ensures that the following activities are completed by Special Education personnel in preparation for GHSGT and GHSWT:

- Discuss the GHSGT and the GHSWT with the students, parents/guardians.

- For IDEA students at the IEP review prior to the ninth grade (or at the IEP transition meeting when the student is 14 years old) discuss the skills the student is expected to have mastered for the GHSGT and GHSWT. Inform participants of the importance of the tests and the role of the IEP team in identifying test accommodations, if any, the student may require in order to participate.

- For students with disabilities under Section 504, discuss the GHSGT and the GHSWT with the parents/guardians prior to the student's ninth grade year. Discuss with the student and parents/guardians the skills the student is expected to have mastered for the GHSGT and the GHSWT. Inform them of the importance of the tests and the role of the Student Support Team in identifying test accommodations, if any, the student may require in order to participate. Recommended accommodations, if any, should be indicated on the student's SST or 504 Plan.

- Discuss with the student and parents/guardians the consequences of the student not passing the GHSGT and the GHSWT. Such a discussion should include the state rule (i.e., must pass all portions of the GHSGT and the GHSWT to receive a regular diploma) and relevant local policy, if any. Document the occurrence of this discussion.

D. Principal

1. Responsible for all testing activities in his or her school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student work space, proper lighting, good ventilation, sufficient number of desks in good repair, and all students facing the examiner.
4. Ensures that the test accommodations identified in students' IEPs, 504 plans, or SST plans are provided for each student as specified.
5. Ensures that testing sites are free of interruptions during test administration; for example, intercom messages, visitors, wandering students.
6. Recommends a school test coordinator to coordinate the testing program.
7. Arranges for appropriate scheduling of students who will not take the tests.
8. Assigns personnel to serve as examiners and proctors.
9. Arranges appropriate schedules for teachers who will be proctors and examiners and for those who will be teaching other students not involved in testing.
10. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Section V, Testing Issues, Concerns and Strategies for suggested tips on preparation of students).
11. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
12. Advises school test coordinator, examiners, and proctors if emergency situations arise.
13. Monitors the administration of tests.
14. Supervises all testing activities to ensure strict test security.
15. Maintains test materials in a secure location.
16. Notifies system test coordinator of testing irregularities and provides explanation of circumstances.
17. Assumes ultimate responsibility for test security at the local building level.
18. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and following academic year.
19. Monitors test preparation activities to ensure that secure testing materials are not misused.

E. School Test Coordinator

1. Receives test materials from system test coordinator and verifies numbers received.
2. Determines the number of test booklets to be assigned to each test room and accounts for material distribution and return.
3. Is responsible for the preparation of all test rooms.
4. Assists principal in assigning examiner(s).
5. Assigns each proctor the responsibility for 30 or fewer students.
6. Accounts for the security of all test materials during the time the materials are in the building.
7. Conducts orientation and training sessions for examiners and proctors.
8. Adheres to testing schedule.
9. Distributes test materials to and collects them from each examiner on the testing days.
10. Gives examiners extra #2 pencils, pens for writing test, and scratch paper.
11. Accounts for all students in terms of testing requirements.
12. Notifies principal and system test coordinator of any emergency situation and helps to decide what action needs to be taken.
13. Coordinates inspection of all answer sheets before delivering them to the system test coordinator.
14. Counts materials returned from examiners and accounts for all materials distributed.
15. Packages and returns materials to system test coordinator according to directions and time line.
16. Notifies principal of any testing irregularities and provides explanation of circumstances.
17. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and following academic year.
18. For the GHSGT and GHSWT - maintains dated student sign-in sheets for each test administration.
19. Ensures that students have one and only one opportunity to test during each window.
20. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
    a. Contact students home school for verification of test eligibility.
    b. Require photo ID and maintain photo-copy record.

    (The decision to test out-of-district students is a local one. The burden of identification, establishment of eligibility, and record-keeping to ensure score reports are returned to the home school must be borne by the administering school/system.)

F. Examiner

1. Participates in orientation/training.
2. Is thoroughly familiar with the examiner's manual or test administration manual.
3. Counts materials prior to testing to verify that nothing is missing.
4. Ensures the security and safety of test booklets while they are in the testing room before, during, and after testing.
5. Wears soft-sole shoes to minimize noise distraction.
6. Has supply of #2 pencils, erasers, scratch paper, and pens for writing test.
7. Follows procedures for testing as given in examiner's manual, including reading all directions to students word-for-word.
8. Maintains control of testing situation and keeps students on task.
9. Allows no student to leave the test room unless there is an emergency.
10. Assists proctors in counting booklets prior to dismissing students.
11. Inspects answer sheets for stray marks after they are collected.
12. Completes or verifies student information answer sheets.
13. Appropriately codes answer sheets to reflect special education students, Section 504 students, and LEP students according to the directions provided in the manual.
14. Maintains a dated student sign-in sheet that records the receipt and return of all testing materials.
15. Returns all test material to school test coordinators immediately, including special format tests such as Braille or large print.
16. Ensures that no content-related instructional materials are displayed in the testing room. Charts, diagrams, and posters should not be visible. Chalkboards should be free of any writing except for test procedure information.

G. Proctor

1. Participates in orientation training.
2. Is responsible for no more than 30 students during testing.
3. Is responsible for a specific area if a large testing site is used.
4. Wears soft-sole shoes to minimize noise distraction.
5. Assists examiner in preparing test materials for distribution to students on days of testing.
6. Ensures that desks are clear of everything except #2 pencils and test materials.
7. Assists in distributing test materials.
8. Walks among students while examiner is explaining how to fill in student identification grids to see that the information is filled in correctly.
9. Answers questions regarding test procedures. Does not explain items or answer any questions regarding the content of the test.
10. Remains in test room during entire testing time.
11. Observes during test to see that students are: (1) marking answers dark enough; (2) choosing only one answer per item; (3) marking answers which have the same number as the corresponding item number in the booklet; (4) using only specified test materials (e.g., no reference books or "white-out"); (5) not using calculators unless permitted on specific subtests; (6) using appropriate materials such as correct test forms, answer sheets, and (7) using pen or pencil as appropriate during writing assessments.
12. Checks to see that left-handed students have appropriate seating with placement of answer sheets on the left and booklets on right.
13. Reports any unusual circumstances to examiner immediately; e.g., suspicion of cheating.
14. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
15. Does not stand by a student's desk too long or touch a student as this may be distracting.
16. Is aware of students with disabilities who may require closer observation than other students or need special assistance.
17. Collects booklets and answer sheets according to directions in examiner's manual.
18. Assists examiner in accounting for all test materials.
19. Assists examiner in completing and double checking special coding.
20. Assists the examiner in maintaining strict test security.

## H. System-Wide Personnel

It is the responsibility of the local system to follow protocol as they become aware of testing irregularities. Testing irregularities can have long-reaching impact on students, schools, and systems as well as upon any personnel who might be responsible for causing or contributing to any circumstance of a testing irregularity. Examples of testing irregularities might include, but are not limited to, missing test booklets, copying of (by machine or in handwriting) or verbal communication about test content, contamination of the test environment (e.g., relevant teaching aids visible by students during the test session), teachers assisting students with answers during the test session, actual or cloned test items presented to students before, during, or after the test session, test session disruption for any reason, and student cheating.

If any system personnel becomes aware of a testing irregularity within the testing window, the Research, Evaluation, and Testing (RET) Division contact person should be called to determine immediately if the test session can/should be continued. If the decision is made to discontinue the testing process, RET personnel will assist system personnel with re-scheduling and/or re-testing, if appropriate. If the irregularity is revealed following the scheduled testing window, RET personnel should be contacted to determine if the scores on the affected tests can be validated.

System superintendents are responsible for reporting all testing irregularities on the DE 0385 form. If the irregularity involves possible unethical conduct by system personnel, the system should notify the Professional Practices Section of the Professional Standards Commission (PSC) with a copy sent to RET. If the system does not forward appropriate notification to the PSC, the Research, Evaluation, and Testing Division will make that report to the PSC.

Occasionally, persons from the general public will contact RET with allegations of classroom/school/system testing irregularities. In these cases, the RET staff person taking that call will contact the system test coordinator, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to PSC with a copy to RET, and report the incident on the DE 0385 form.

Because the circumstances surrounding possible testing irregularities tend to be unique to a specific situation, any system experiencing such circumstances should contact the Research, Evaluation, and Testing Division staff for assistance and resolution.

# V. TESTING ISSUES, CONCERNS, AND STRATEGIES

## A. Preparation of Students

One of the purposes of the testing program is to collect information regarding the extent to which students are acquiring knowledge and skills in order to identify instructional strengths and weaknesses and modify instruction appropriately. The GDOE publishes brochures, documents and instructional resource guides to help familiarize educators with the testing program and to provide teachers with assistance in delivering the instructional program. Copies of these documents are sent to local systems. Teachers should be aware of the existence of such materials and familiarize themselves with them. They should review their curriculum and lesson plans to be sure the QCC content standards are included as a part of their instructional program. Despite the appropriateness of this process, many questions arise concerning "teaching the test" or "coaching," and what is appropriate preparation for students.

### Practicing Test-Taking Skills vs. Teaching the Test

Practice on questions or problems developed from curriculum standards to be taught is acceptable and desirable, provided such activities are a part of a varied program of instructional strategies. These questions and problems should be generated by teachers and other instructional personnel. Additionally, the use of practice tests and reinforcement materials developed by test and textbook publishers **may** be appropriate. However, practice test activities should be **a very limited part** of the instructional program.

Teacher-made test items that have structural similarity to statewide test items also can be used to assess the results of classroom instruction. However, when the "instruction" consists of repeated administrations of multiple forms of items similar to those on statewide tests, then instruction becomes **coaching**, and coaching obscures students' needs and attainments. Item banks constructed to mirror statewide test items can easily be misused as coaching tools. Overuse of such items is improper and damaging to students' best interests.

The statewide tests do not measure all skills and objectives across the curriculum. Therefore, teaching only to the tests limits the kind of instruction that is desirable and necessary for an adequate instructional program. The instructional program should be designed so that the skills and objectives of the tests are included as a part of the curriculum. Instructional activities, including classroom teaching, should go well beyond the skills measured on a particular test.

## Inappropriate Use of Test Materials

Unacceptable activities that violate appropriate test preparation include the following:

1. Specific items from the GHSGT, the GHSWT, the grades 3 and 5 writing assessments, MGWA, Stanford 9, and the GKAP-R must not be taught to students prior to the test. This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item or making a vocabulary list which includes most words used on a test, to manually or mechanically copying actual test items.

2. A test item from any form of the statewide tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any practice form, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedure. Item security and validity can be destroyed if practice items are constructed to reflect the situations, options, or conditions of the original question.

3. Tests must not be copied or distributed. All statewide mandated tests given in Georgia are secured. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying machine) or distributed violate test security and render the results of the test useless.

4. Old or formerly used test forms from the statewide testing program should not be used as practice materials.

The activities listed here reflect unethical professional conduct and may result in official action taken against the offending staff person. The local superintendent, the local board of education and/or the Professional Practices Section of the Professional Standards Commission may take such action.

## Recommended Test Preparation

Although specific test items must not be taught, students should be acquainted with the format of standardized tests so they will feel comfortable when taking them. In order to foster interest rather than anxiety, teachers should use activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. These activities include practice on the following:

1. Encourage studying throughout the year. Studying regularly is important when preparing for tests throughout the year. Parents/guardians and teachers should encourage students to set and follow a daily or weekly study schedule.

2. Practice test-taking strategies. Students should practice test-taking strategies such as the process of elimination. If a student recognizes a wrong answer or answers, he or she should immediately disregard them and concentrate only on the remaining answers.

3. Incorporate timed activities and wise use of time. Throughout the school year, teachers will want to require students to finish certain assignments and tests within a specified period of time. It is important that students do not always have an unlimited amount of time to complete classwork. If students develop work habits which include completing assignments later in the afternoon or at home, a standardized testing situation with time limitations may be frustrating since regular education students are not allowed extended testing time on most standardized tests.

4. Design practice classroom tests to parallel standardized test formats. Students may experience difficulty with a multiple-choice test if they are unfamiliar with the format. Throughout the school year, teachers will want to expose their students to a variety of multiple-choice test and also acclimate them to completing writing assignments. With such exposure, students should find the statewide tests similar to routine work throughout the school year.

5. Use answer sheets. Marking answer sheets appropriately is an important test-taking skill. Students who seldom or never mark answer sheets may experience more anxiety than students who mark answer sheets throughout the year on both standardized tests and classroom assignments.

6. Practice following directions. Students need practice throughout the year in following various types of directions-not just those in standardized tests. One of the causes of low scores on tests is the failure of students to follow directions. For this reason, students need to practice following directions so they will not be penalized for carelessness during statewide testing. When taking a test, students should read the directions and/or listen as the test administrator reads the directions. Teachers should emphasize to students that if they hear directions that are unclear, they should ask for clarification immediately. Teachers should repeat the directions exactly as given in the *Examiner's Manual or Directions for Administration*. Teachers will want to be sure that, during practice, students understand and look for key words and phrases, such as "opposite," "same meaning as," "base word," "the word spelled correctly," "the word spelled incorrectly," etc.

**Notification of Students and Parent(s)/Guardian(s)**

Students and parent(s)/guardian(s) should be notified of test dates and times. Knowledge of the testing dates may deter students from staying up late the evening before the test. Students and parents/guardians should be encouraged to adhere to normal routines.

Students and parent(s)/guardian(s) should also be told the purpose of the test, how the results will be used, and how the tests are relevant to them personally. Students should not feel undue anxiety about taking a standardized test but should be aware that they need to perform to the best of their ability. Students should understand that it is useful for teachers to know more about how much their students know and how well they can use what they have learned in school.

A careful explanation of the purpose of testing and the usefulness of test results in furthering a child's progress can help parents see the value of testing for their child. However, some parent(s)/guardian(s) expect more from a child than is reasonable, contributing to the child's anxiety. Parent(s)/guardian(s) should understand that extreme test anxiety will impair their child's performance. Parent(s)/guardian(s) can contribute to good test performance by ensuring that their child gets plenty of rest, eats breakfast, gets to school on time, and especially feels the support and encouragement of the parent(s)/guardian(s).

B. Strategies/Tips to Prepare Students for Taking Tests

Test taking is a skill that can be developed. Following are some tips that will help prepare students, parent(s)/guardian(s) and teachers for the tests. School systems may wish to duplicate the following pages to use as suggestion sheets for students and parent(s)/guardian(s).

**Tips for Students**

Before the Test

1. Prepare yourself emotionally for taking the test. If you are overly anxious about taking the test, much of your energy and potential will be sapped by the anxiety, and you will not do as well as you should. It frequently helps to reduce anxiety if you know more about the test, such as what type of test you are taking, what subject areas are tested, and what is the purpose of the test.

2. Follow normal routines. Interruption of normal routines may affect your performance. The night before the test you should not stay up later than usual since fatigue may lead to poor test performance. The day of the test you should eat a normal breakfast and lunch. Skipping meals or overeating before taking a test may adversely affect your performance.

At Test Time

1. Concentrate. Do not allow yourself to be distracted by noises or movements around you.

2. Read instructions or directions carefully before marking any answer. If you do not understand the directions, raise your hand and ask for help.

3. Follow instructions. Pay close attention to the sample exercises. They are on the test to help you understand what the items on the test will be like and how to mark your answer sheet properly.

4. Keep your test booklet and answer sheet together. This saves time and lessens the chance of marking answers in the wrong place.

5. Read the entire question and all answer choices. You need to read each item and all answer choices before marking your answers.

6. Make an educated guess. An educated guess is when you are able to eliminate one or more choices. For example, if there are four choices and you do not know which choice is correct, but do know that two choices are incorrect, then you have a 50-50 chance of choosing the correct answer.

You should also remember that **there is no pattern of correct answers**. For example, if the last three correct answer choices were "D," the next correct answer may be A, B, C, or D.

7. Place your answer correctly on the answer sheet. While taking tests, you should match the number on the answer sheet to the item number in the test booklet. This is especially important if you skip questions and go back to them later. You should mark only one answer for each item. If two answers are marked for the same item, the item will be counted as incorrect. If you erase an item, you should be sure it is erased completely and carefully so as not to rub holes in the answer sheet.

8. Answer the easier questions first. Come back to the hard ones and make your best guess on the ones you do not know. Try to answer every question.

9. Keep track of the time. Since most statewide tests have a time limit, be aware of the amount of time allocated to each section. Pace yourself so that you will be able to complete the section within the time limit.

10. Use all of the time allocated. Persistence pays off. If you finish a section of the test early, reread the test items, and check your answers.

**Tips for Parent(s)/Guardian(s)**

1. Make sure your child attends school regularly. Remember that tests reflect the overall achievement of your child. The more often the child is in a learning situation, the more likely he/she will do well on tests.

2. Give your child encouragement. Praise him/her for the things done well throughout the year. A child who is afraid of failing is more likely to make a mistake.

3. See that your child has a well-rounded diet. A healthy body leads to a healthy, active mind.

4. See that your child completes homework assignments. Homework supports classroom instruction and can help your child increase his/her comprehension of the classroom work.

5. Meet with your child's teacher(s) as often as possible to discuss your child's progress. Parents and teachers should work together to benefit the child.

6. Ask the teacher(s) to suggest activities for you to do at home with your child. Such activities can help your child improve his/her understanding of school work.

7. Make sure your child is well rested on school days. Children who are tired are less likely to pay attention in class or to handle the demands of classwork and tests.

8. Try not to be overly anxious about test scores. Too much emphasis on test scores can be upsetting to children.

9. Find out which tests your child will take and for what purposes. The school principal or counselor should provide you with a schedule of testing for the year and explain the use of the tests.

10. Make sure your child arrives on time for school.

11. See that your child dresses comfortably. Students should wear clothes which are comfortable and appropriate for the weather.

12. If your child wears a hearing aid and/or glasses, be sure he/she remembers to bring it/them and wear it/them during all testing sessions.

C. Understanding the Georgia High School Graduation Tests

**Content Validity**

The question of what a student should know or be able to do in order to graduate is inextricably tied to questions of what to teach and what to test. In Georgia, we started answering these questions long before the first test was constructed.

The Georgia High School Graduation Tests (GHSGT) were conceived in 1991 as a means of determining whether or not Georgia high school students had mastered essential skills listed in the state-mandated, Quality Core Curriculum (QCC). Teachers in every Georgia high school were sent a copy of all the QCC objectives and asked to indicate which objectives should be included on the graduation test. The teacher responses were used to create a blueprint for the tests, which describes the objectives, the relative emphases, and the appropriate level of cognitive difficulty for test items for the various QCC objectives. The question of "what to test" had been answered. The next issue was test development.

> From the blueprint through the development of each test, the GDOE has been guided by legal precedent and psychometric principles related to this type of high-stakes testing. The United States Court of Appeals (Fifth Circuit) ruled on May 4, 1981 that: "The State may not deprive its high school seniors of the economic and educational benefits of a high school diploma until it has demonstrated that the SSATII (the Florida minimum competency test) is a fair test of that which is taught in its classrooms." (*Debra P. v. Turlington* 474 F. Supp. 244 (M.D. Fla., 1981)). This precedent established the concepts of curricular and instructional validity and in the process, the court ruled the following conditions must be met:

1. Students must be told the specific objectives on the test.
2. Students must be given instruction in these objectives.
3. Instruction must be rational, orderly, and cumulative.
4. Students must be given time to master these objectives.
5. Student progress should be monitored.
6. Students must be afforded opportunities for remediation.

In short, to be valid, a test must test that which is taught. Toward this end the GDOE has

- published and distributed the *GHSGT Content Descriptions*,
- required that committees of practicing teachers approve all test items prior to inclusion on the GHSGT, and
- conducted a series of "opportunity-to-learn" surveys for the GHSGT.

The efforts at GDOE to create good tests have been paralleled by the work of Georgia teachers to prepare students for their challenge.

In the spirit of "it takes a whole village to raise a child", all Georgians are responsible for helping students to meet the standard of the GHSGT. Parents can encourage their children to choose a rigorous academic program. Community members can monitor their schools' performance on the State Report Card. Educators can participate in school, system, and state-level initiatives aimed at improving student achievement.

If you have an interest in learning more about the GHSGT or the QCC standards on which the test is based, please contact Dr. Lynn Plunkett, Research, Evaluation and Testing at 404/657-0312, or the following Curriculum and Reading, Education Program Specialists; Dr. Bob Moore, Science at 404/656-0913, Dr. Pam Adamson, Mathematics at 404/651-7273, Mr. Gerald Boyd, English/Language Arts at 404/656-0476, or Dr. Eddie Bennett, Social Studies at 404/651-7271.

**Scoring**

The Department of Education has contracted with Test Scoring and Reporting Services (TSARS) at The University of Georgia for scoring of the GHSGT since the tests' inception in 1993. TSARS is responsible for all components of the process, including; document pick-up, document intake, pre-editing, cutting, scanning, data verification and reporting. TSARS has had yearly performance reviews and has maintained its contract with DOE because of the high quality of its product.

The following is a summary of the quality control procedures used for the GHSGT:

1. TSARS provides a pick-up by UPS to each Georgia school system. All billing is sent directly to TSARS by UPS.
2. TSARS employees use a check-in sheet at document in-take to verify the following:
   - number of boxes received
   - contents of each box
   - date of receipt
   - The packing slip from each shipment is used to generate a *System Tracking Sheet,* which follows the documents from intake through report generation.
3. TSARS completes a 'pre-edit' on the transmittal form and the demographic section of the response documents which includes verification of;
   - school name and code
   - number of response documents *(If there are discrepancies between the number of documents reportedly sent and the number received, the response documents are removed from further processing until the discrepancy can be resolved. Resolution is typically obtained via a document recount or a call to the system test coordinator.)*
   - record of student name (The pre-edit clerk will bubble in the name if the field is incomplete.)
4. TSARS employees use a checklist for splitting response documents and stacking them for scanning.

5. TSARS uses two high-speed scanners: one uses reflective scanning (about 7,000 forms/hour), the other is a transoptic scanner (about 4,000 forms/hour). The scanning process includes;
   - A sample run of a small number of systems to verify performance.
   - All response documents are scanned by both scanners and the data from each scan is recorded on a computer hard drive. The resulting data sets are compared to determine if one scanner recorded a different answer from the other scanner on any question on the test. If a discrepancy is found, a full report is printed out and checked. Any documents containing discrepancies are pulled and scored by hand.
5. The final step prior to reporting scores is to verify the accuracy of selected critical data. This is accomplished by running frequency distributions for variables like; system code, school code, amount of missing item response data, and number of multiple responses. The system and school document counts are compared to the *System Tracking Sheet* to ensure that records have not been "lost." If there are discrepancies the response documents are pulled and examined by hand.

***In seven years of scoring more than 700,000 answer documents, there has never been an instance in which a re-scored test was found to have an error.***

# APPENDIX A

## QUALITY BASIC EDUCATION ACT (QBE) SECTION

## INVOLVING STATEWIDE TESTING
## §20-2-281 (O.C.G.A)

## GENERAL AND CAREER EDUCATION PROGRAMS
## §20-2-151 (O.C.G.A)

**20-2-281 G**
**CODE SECTION**

(a) The State Board of Education shall adopt a student assessment program consisting of instruments, procedures, and policies necessary to implement the program and shall fund all costs of providing and scoring such instruments, subject to appropriation by the General Assembly. Nationally norm-referenced instruments in reading, mathematics, science, and social studies shall be administered to students in grades three, five, and eight. The State Board of Education shall review, revise, and upgrade the quality core curriculum. Following the adoption of this revised curriculum, the State Board of Education shall contract for development of criterion-referenced tests to measure the quality core curriculum and such tests shall be administered to students in three grades not lower than grade three. This action shall be completed within two years. A curriculum-based assessment shall be administered in grade eleven for graduation purposes. Writing assessments shall be administered to students in grades three, five, eight, and eleven. The writing assessments shall provide students and their parents with performance outcome measures resulting from the administration of such tests.

(b) The nationally normed assessments provided for in subsection (a) of this Code section shall provide students and their parents with grade equivalencies and percentile ranks which result from the administration of such tests. Criterion-referenced tests and the high school graduation test provided for in subsection (a) of this Code section shall provide for results that reflect student achievement at the individual student, classroom, school, system, and state levels. The State Board of Education shall participate in the National Assessment of Educational Progress (NAEP). The results of such testing shall be provided to the Governor, the General Assembly, and the State Board of Education and shall be reported to the citizens of Georgia. Further, the state board shall adopt a school readiness assessment for students entering first grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of Code Section 20-2-151. One of the components in both the comprehensive evaluation pursuant to Code Section 20-2-282 and the awarding of salary supplements as part of a pay for performance or related plan pursuant to Code Section 20-2-213 or other Code sections under this article may be assessments of student achievement.

(c) The State Board of Education shall have the authority to condition the awarding of a high school diploma to a student upon achievement of satisfactory scores on instruments or tests adopted and administered by the state board pursuant to subsection (a) of this Code section. The state board is authorized and directed to adopt regulations providing that any disabled child, as defined by the provisions of this article, shall be afforded opportunities to take any test adopted by the state board as a condition for the awarding of a high school diploma. Said regulations shall further provide for appropriate accommodations in the administration of such test. Said regulations shall further provide for the awarding of a special education

diploma to any disabled student who is lawfully assigned to a special education program and who does not achieve a passing score on said test or who has not completed all of the requirements for a high school diploma but who has nevertheless completed his or her Individualized Education Program.

(d) Subject to appropriations by the General Assembly, the State Board of Education, in addition to the assessment program provided for in subsection (a) of this Code section, shall provide each local school system funds to be used for additional assessment as deemed necessary and appropriate by the local school system. The additional funds shall be calculated based on the number of FTE student counts reported for the preceding school year.

(e) Teachers in grades three through twelve shall participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers on curriculum alignment related to tests, disaggregated student test data to identify student academic weaknesses by subtests, and other appropriate applications as determined by the State Board of Education.

**20-2-151 G**
**CODE SECTION**

(a) The primary purpose for the general and career education programs is to provide the children and youth of Georgia with a quality opportunity to master student competencies adopted by the State Board of Education through instruction which is based upon the uniformly sequenced core curriculum.

(b) The following general and career education programs are authorized for purposes of funding under this article:

(1)(A) All local school systems shall offer a full-day kindergarten program. For purposes of this subsection, the term "full-day basis" means a student is provided classroom instruction for a minimum of four and one-half hours daily for a 180-day school year; and

(B) It is the policy of this state that the purposes of the kindergarten program shall be to provide all children with an equal opportunity to become prepared for a successful first grade experience and to acquire the foundation for academic progress throughout the students' educational careers. To be eligible for enrollment in a state supported kindergarten program, a child must attain the age of five by September 1, except as otherwise provided by subsection (b) of Code Section 20-2-150.

(2) It is the policy of this state that the purpose of the primary grades program shall be mastery by enrolled students of the essential basic skills and knowledge which will enable them to achieve more advanced skills and knowledge offered at the higher grade levels. For purposes of funding under this article, the primary grades program shall include grades one, two, and three. To be eligible for enrollment in the first grade of a state supported primary grades program, a child must attain the age of six by September 1, except as otherwise provided by subsection (b) of Code Section 20-2-150. The State Board of Education shall adopt an instrument or instruments, procedures, and policies necessary to assess the first grade readiness of children enrolled in Georgia's public school kindergarten programs pursuant to Code Section 20-2-281. Readiness information obtained by the instrument or instruments adopted by the state board shall be used by local school systems in concert with teacher recommendations and other relevant information to make appropriate student grade placement decisions. The Department of Education shall develop guidelines for utilization of the instrument or instruments in grade placement decisions and shall provide such guidelines to local school systems. The guidelines shall include information pertinent to consideration of the placement of students who have been identified as being disabled or limited-English-proficient. Whenever the decision is made not to promote a child to the first grade, the local school system shall document the reasons for the decision not to promote, according to guidelines established by the board. The State School Superintendent shall annually provide a report summarizing the results of the readiness of first grade Georgia public school kindergarten children. No student shall remain in kindergarten for more than two years.

(3) It is the policy of this state that the primary purposes of the middle grades program shall be assuring the mastery of essential basic skills and knowledge, assisting students in the transition from childhood to adolescence, and preparing students for the selection of programs and courses consistent with their abilities and interests when they enter high school, as well as providing an opportunity for mastery of essential but more advanced skills and knowledge. For purposes of funding under this article, the middle grades program shall include grades four, five, six, seven, and eight.

(4)(A) It is the policy of this state that the primary purposes of the high school programs shall be to prepare students for the continuation of their education beyond high school and for entry into their chosen career fields as well as to prepare them to take their places in society as young adults. The following high school programs for grades nine, ten, eleven, and twelve are authorized for purposes of funding under this articles:

(i) The high school education program which includes general, vocational, and college preparatory classes;
(ii) The nonvocational high school laboratory program; and
(iii) The vocational laboratory program.

(B) As a reflection of the reduced teacher-student ratios and more extensive material and equipment needed for effective laboratory courses compared to courses with no or only limited laboratory experiences, the nonvocational high school laboratory and vocational laboratory programs shall be funded at higher levels than the high school general education program. The state board shall adopt criteria which courses must meet in order to quality for either the nonvocational high school laboratory or the vocational laboratory program.

# APPENDIX B

## GEORGIA BOARD OF EDUCATION RULES

## INVOLVING STATEWIDE TESTING §20-2-281 (O.C.G.A.)

160-3-1-.07 Testing Programs - Student Assessment. Amended

160-1-3-.09 Waivers of High School Graduation Assessments

160-4-5-.02 Language Assistance: Program for Limited English Proficient (LEP) Students. Amended

160-5-1-.14 Transfer of Student Records

160-4-2-.46 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 1997-98 School Year and Subsequent Years

**160-3-1-.07 TESTING PROGRAMS -STUDENT ASSESSMENT.**

(1) **DEFINITIONS.**

(a) **Norm-referenced test (NRT)** - a test designed to provide information on how well students perform in comparison to an external reference group or norm group.

(b) **National Assessment of Educational Progress (NAEP)** - a federally funded assessment program, the results of which are used to compare student achievement among states.

(c) **Individualized education program (IEP)** - the planned program prepared for a student with disabilities by his or her IEP committee using procedures consistent with applicable federal and state statutes.

(d) **Kindergarten student** - a student who is reported to the department as a kindergartner in accordance with Rule 160-5-1-.07 Pupil Enrollment and Attendance for FTE Purposes: Data Collection. This includes students who were retained and placed in transitional or readiness programs.

(e) **Third-grade student** - a student who is reported to the department as a third grader in accordance with Rule 160-5-1-.07 Pupil Enrollment and Attendance for FTE Purposes: Data Collection.

(f) **Fifth-grade student** - a student who is reported to the department as a fifth grader in accordance with Rule 160-5-1-.07 Pupil Enrollment and Attendance for FTE Purposes: Data Collection.

(g) **Eighth-grade student** - a student who is reported to the department as an eighth grader in accordance with Rule 160-5-1-.07 Pupil Enrollment and Attendance for FTE Purposes: Data Collection.

(h) **Eleventh-grade student** - a student who is reported to the department as an eleventh grader in accordance with Rule 160-5-1-.07 Pupil Enrollment and Attendance for FTE Purposes: Data Collection.

(i) **Student with disabilities** - a student who is classified as disabled according to Rule 160-4-7-.01 Categories of Eligibility and/or according to Section 504 of the 1973 Rehabilitation Act [34 CFR 104.33 (a)].

(j) **Limited English Proficient student (LEP)** - a student whose native language is not English, and who is eligible for services in accordance with Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) Students.

(k) **Acceptable performance** - a score at or above minimum performance level on the state-required assessments as set by the state board-adopted criterion-setting procedure in paragraph (l).

(l) **Criterion-setting procedure** - for all instruments, tests, and assessment programs requiring a criterion or passing score, the department shall convene one or more committees to review test material for appropriateness of content and data and to recommend to the department the adoption of a criterion. The state board has authority to permit the department to adopt criteria other than committee recommendations. Committees shall consist of local units of administration (LUA) and other personnel with training and experience relevant to the content of the test or assessment program.

(2) **GEORGIA STUDENT ASSESSMENT PROGRAM REQUIREMENTS.** Each local system shall assess, using state-board designated assessment instruments, all students in grades as required by the following.

(a) **FIRST GRADE READINESS ASSESSMENT: THE GEORGIA KINDERGARTEN ASSESSMENT PROGRAM (GKAP) REQUIREMENTS.**

1. The local school system shall assure that the following requirements are met.

(i) All kindergarten students defined in (1)(d), except those students exempted by criteria specified in their IEPs, shall be assessed using the **GKAP-R** during their kindergarten year. Students entering kindergarten prior to March 1 shall be assessed with the entire **GKAP-R**. Students entering on or after March 1 shall be assessed with as much of the **GKAP-R** as the local school system determines is appropriate.

(ii) Only certified teachers of kindergarten and/or first grade students and who have been trained in the use of the **GKAP-R** shall administer the assessment.

(iii) All children shall be administered the **GKAP-R** according to the established guidelines and procedures found in the **GKAP-R Administration Manual**, including supplements and assessment correspondence.

2. The local system shall make placement decisions on an individual student basis. Documentation that supports an individual retention decision shall be on file in the student's permanent record. The information obtained by the **GKAP-R** shall be used as part of the required written documentation. The student's parent/guardian shall

be notified of the final placement decision. The local school system shall provide alternative, developmentally appropriate instruction to students who spend a second year in kindergarten.

(b) **THIRD GRADE ASSESSMENT.** Local systems shall assess all third-grade students with the complete battery of the appropriate level of a state-board approved norm-referenced test, and with the Georgia-developed Grade 3 Writing Assessment.

(c) **FIFTH GRADE ASSESSMENT.** Local systems shall assess all fifth-grade students with the complete battery of the appropriate level of a state-board approved norm-referenced test, and with the Georgia-developed Grade 5 Writing Assessment.

(d) **EIGHTH GRADE ASSESSMENT.** Local systems shall assess all eighth-grade students with the complete battery of the appropriate level of a state-board approved norm-referenced test, and with the Georgia-developed Grade 8 Writing Assessment..

(e) **GRADUATION ASSESSMENT REQUIREMENTS.**

1. The local school system shall assess all students who entered ninth grade after July 1, 1991, with the state graduation assessment as one requirement for receiving a regular high school diploma. The graduation assessment shall measure English language arts, writing, mathematics, science and social studies skills, as well as process and application skills as assessed in a range of academic content, and may provide for specific performance measures. Students shall demonstrate skills in all tested areas in English.

(i) All students entering grade nine after July 1, 1991, shall be required to post passing scores on the English language arts test, mathematics test and the writing test as one requirement for earning a high school diploma.

(ii) Students entering grade nine after July 1, 1993, shall also be required to pass the social studies test to be eligible to receive a diploma.

(iii) Students entering grade nine after July 1, 1994, shall also be required to pass the science test to be eligible to receive a diploma.

2. The graduation assessment shall be administered according to the guidelines and procedures in the **Examiners' Manual(s)** and the **Student Assessment Handbook.**

3. The local system shall assess the following students if they are enrolled in school or present themselves for testing.

(i) All students classified by the local system as 11th graders who have not achieved minimum competence scores on the graduation assessments. Exceptions may be made for certain students identified in (i)1 (Students with Disabilities) and (i)2 (Limited English Proficient Students).

(ii) All students who are enrolled for the third year in high school (grades 9-12), have accumulated at least nine Carnegie units (or 12 Carnegie units if the school is operating a 4x4 block schedule in which students may earn 8 units per year) or 135 quarter hours and have not achieved a passing score on the graduation assessments. Exceptions may be made for certain students identified in (i)1 (Students with Disabilities) and (i)2 (Limited English Proficient Students).

(iii) All 11th- and 12th-grade students covered by Rules 160-4-2-.30 High School Graduation Requirements, 160-4-2-.06 High School Graduation Requirements, 160-4-2-.36 High School Graduation Requirements, and 160-4-2-.46 High School Graduation Requirements who have not achieved passing scores on the graduation assessment and former students who have met all graduation requirements except passing the graduation assessments. This group shall include 11th- and 12th-grade students transferring into a Georgia school system from private schools, home study programs, other states or countries. Such students shall be under the same requirements as their graduating class.

(I) Students who have dropped out of school without having met all of the assessment and other graduation requirements and have returned without having been enrolled in any Georgia public school for one academic year or more. Such students shall meet the graduation assessment criteria for passing in effect for the class in which they reenroll.

(II) Students who have dropped out of school having met all graduation assessment requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the graduation assessment requirements in effect for the class in which they reenroll.

(III) Students who have graduated with a special education diploma or a certificate of performance and who have met all graduation requirements for a regular high school diploma except passing the graduation assessments shall meet the passing criteria in effect at the time of their graduation. Such students shall be eligible to take the graduation assessments during the regularly scheduled administration dates.

4. There shall be no limit to the number of times a student may retake the assessment until he or she meets the passing criteria. Upon meeting these criteria, students who have met all other graduation requirements shall be eligible to receive a regular diploma.

5. School systems shall be responsible for notifying students and parents/guardians of the requirements for obtaining a high school diploma and for ensuring that no student is denied the opportunity to seek a diploma, in accordance with federal law (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Vocational Rehabilitation Act of 1973).

(f) **BASIC SKILLS TESTS: GRADUATION REQUIREMENTS.**

1. The local school system shall test all students who entered ninth grade prior to July 1, 1991, with the Georgia High School Basic Skills Tests (BSTs) as one requirement for receiving a regular high school diploma. Students shall achieve a state board-established criterion score on each test: reading, mathematics, and writing.

2. The BSTs shall be administered according to the guidelines and procedures in the **Examiners' Manual(s)** and the **Student Assessment Handbook.**

3. The local system shall test all individuals covered by Rule 160-4-2-.30 High School Graduation Requirements who have met all graduation requirements except passing the BSTs if they are enrolled in school or present themselves for testing.

(i) Students who have dropped out of school without having met all of the Basic Skills Tests and other graduation requirements and have returned without having been enrolled in any Georgia public school for one academic year or more. Such students shall meet the graduation test criteria for passing in effect for the class in which they reenroll.

(ii) Students who have dropped out of school having met all graduation test requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the graduation assessment requirements in effect for the class in which they reenroll.

(iii) Students who have graduated with a special education diploma or a certificate of performance and who have met all graduation requirements for a regular high school diploma except passing the graduation tests shall meet the passing criteria in effect at the time of their graduation. Such students shall be eligible to take the BSTs during the regularly scheduled administration dates.

4. There shall be no limit to the number of times a student may retake the tests. Upon passing the BSTs, students who have met all other graduation requirements shall be eligible to receive a regular diploma.

5. School systems shall be responsible for notifying students and parents/guardians of the requirements for obtaining a high school diploma and for ensuring that no student is denied the opportunity to seek a diploma, in accordance with federal law (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Vocational Rehabilitation Act of 1973).

(g) **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) REQUIREMENTS.** Local school systems shall participate in the NAEP assessment programs when included in the state's sample.

(h) **CRITERION-REFERENCED COMPETENCY TESTS.** The Georgia Department of Education shall develop criterion-referenced competency tests for the core courses required of all Georgia students. These tests shall be administered periodically as students complete units of study. The results shall be individually reported to be used for diagnostic, remedial and enrichment purposes.

(i) **ADDITIONAL STUDENT ASSESSMENT RESPONSIBILITIES.**

1. **STUDENTS WITH DISABILITIES.** Local school systems shall provide students with disabilities the opportunity to participate in the state assessment program. Decisions related to participation of an individual student with disabilities and identification of any needed modifications in administration shall be made and documented during the individualized education program (IEP) review. Students who have been identified and placed as disabled and have IEPs shall participate in the testing program in a manner consistent with their IEPs. Students with disabilities shall be coded as disabled on the test answer sheets if modifications are made in test administration. If a student is served through section 504 and not through the Individuals with Disabilities Education Act, written documentation of a student's disability must be on file with the school system. Instructional modifications necessary to provide free and appropriate education shall be documented. Testing modifications consistent with other instructional modifications shall be documented. Testing modifications shall be made only when appropriate documentation is on file.

(i) Decisions of the IEP committee regarding test administration, including designation of modifications, if any, shall be included in or attached to the IEP report. The decision to exclude a student with disabilities shall be stated in writing with justification. When this exclusion involves the BSTs or graduation assessment, the signature of a parent or legal guardian and/or the student, if 18 years old or older, shall be required. Documentation of this decision shall become a part of the student's record. It shall be explained to all parties that this decision may be reversed for future graduation assessment administrations.

(ii) In certain situations, individual needs of students with disabilities may warrant modifications specific to writing assessments (as contrasted to multiple choice format tests). These allowances shall be restricted to the conditions indicated and shall be permitted only when necessary. In all cases, modifications shall be consistent with the student's primary form of written communication in his or her instructional program and shall be in accordance with the designated modifications selected by the IEP committee. Students who are unable to provide a handwritten response due to a physical impairment may use a typewriter, word processor, or other communication device which results in a written product. Dictation shall not be allowed. Physically impaired students include those with orthopedic or other health impairments involving adequate motor control for writing, or those who fatigue easily when writing and who are, therefore, unable to complete a handwritten response within the constraints of the testing situation. Use of typewriters, word processors, or other such communication devices by learning disabled students shall not be permitted unless the disability involves visual-motor coordination to such an extent that the IEP committee determines that handwriting is extremely laborious or illegible. Students with visual impairments may be permitted to use a typewriter or word processor or may compose responses in Braille when deemed necessary by the IEP committee. Students who have composed their original responses in Braille may read those responses to a scribe. Because of the effects on test validity, text editing programs such as spelling and grammar checkers shall not be permitted when a word processor is used during testing by a student.

(iii) If a student has no means of written communication sufficient to complete the graduation writing assessment due to a severe physical handicap disability, that student shall be eligible for exemption from only the writing portion of the graduation assessment. An exemption for this reason shall not affect that student's eligibility for a regular high school diploma. Any decision to exempt a student from the graduation writing assessment shall be clearly justified and documented in the student's IEP and permanent record.

2. **LIMITED ENGLISH PROFICIENT STUDENTS.** Local school systems shall offer all students who have been identified as Limited English Proficient (LEP) the opportunity of taking tests in order to have the test information available for diagnostic and instructional planning.

(i) LEP students shall participate in all state assessments unless the school and the parent(s) or guardian(s) agree it is not in the best interest of the student to participate at this time. The decision to exclude an LEP student shall be stated in writing with justification. Administration of the assessments shall be according to established guidelines and procedures in the **Examiners' Manual(s)** and the **Student Assessment Handbook.**

(ii) LEP students shall participate in the graduation assessment unless the school and parent(s) or guardian(s) agree it is not in the best interest of the student to participate in the current administration. The decision not to test shall be reviewed before each administration period. The decision to exclude an LEP student shall be stated in writing with justification. When this exclusion involves the graduation assessment, the signature of a parent or legal guardian and/or the student, if 18 years old or older, shall be required. Documentation of this decision shall become a part of the student's record. However, the LEP student shall pass the graduation assessment in order to be eligible for a regular high school diploma.

3. **TESTING POLICIES AND PROCEDURES.** Local school systems shall adhere to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results and department testing dates established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s), Examiners' Manual(s), Assessment Guides,** and assessment supplements and correspondence.

(i) The local system shall ensure that individual student assessment scores become a part of students' records as soon as possible after testing and that records follow students to their new schools when requested as specified in Rule 160-5-1-.14 Transfer of Student Records.

(ii) Scores for an individual student shall be made available only to said student, to appropriate personnel within the school system in which the student is enrolled and to the parent(s) or legal guardian(s) of each student as provided by law.

(iii) Procedures shall be followed in compliance with O.C.G.A. § 19-7-5, Reporting of Child Abuse and O.C.G.A. § 16-10-50, Hindering Apprehension and Punishment of a Criminal, for reporting individual writing assessments which fall under the designated situations.

(3) **STAFF DEVELOPMENT**

(a) Teachers in grades three through 12 shall participate annually in a staff development program on the use of tests to improve students' academic achievement. This program shall instruct teachers on curriculum alignment related to tests, disaggregated student test data to identify student weaknesses by subtests, and other appropriate applications as determined by the State Board of Education.

Authority O.C.G.A. § 16-10-50; 19-7-5; 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151; 20-2-154(a); 20-2-240(a); 20-2-242; 20-2-281; 20-2-282; 50-18-70.

**Adopted: March 11, 1999** **Effective: April 5, 1999**

## 160-1-3-.09 WAIVERS OF HIGH SCHOOL GRADUATION ASSESSMENTS.

### (1) DEFINITIONS.

(a) Substantial hardship - a significant, unique, and demonstrable economic, technological, legal, or other type of deprivation to the individual requesting a variance or waiver.

(b) Variance - a decision to grant a modification to all or part of the literal requirements of a rule to a person who is subject to the rule

(c) Waiver - a decision not to apply all or part of a rule to a person who is subject to the rule

### (2) REQUIREMENTS.

(a) Requests for waiver or variance of a high school graduation test shall be filed with the local school superintendent by the student, parent(s), or guardian. The request shall specify the following.

1. The rule(s) and requirement(s) being waived or varied, including the specific provisions and wording,

2. The specific facts which would justify a variance or waiver for the student,

3. What will be accomplished in lieu of the rule requirement(s),

4. The reason why the variance or waiver requested would serve the purpose of the underlying requirement, and

5. Permission for department staff to receive all records—including special education—pertinent to the request.

(b) Upon receipt of a request for waiver/variance, the local school superintendent shall submit within three weeks the following information to the state superintendent of schools.

1. School records, including official student transcript, current schedule/status of the student, the student's program of study, high school attendance records, and high school graduation test reports;

2. Plans of accommodations made for the student in the instructional program, including minutes of student support team meeting(s) and other action plans, if any;

3. Special education records (where applicable), including evaluation reports, eligibility reports, legible individual education plans, classroom modifications that have been implemented, test administration addenda and strategies;

4. A statement giving the number of attempts the student has made to pass the test(s) for which the waiver or variance is requested, including an explanation of extenuating circumstances known to the school if the student did not take advantage of each testing opportunity;

5. If applicable, accommodations made with regard to the test(s) in question;

6. A statement describing any extraordinary opportunities provided by the school to assist the student in preparing for the test(s), including remediation classes, tutoring sessions, etc. and the participation of the student in such activities (student or parent may have additional information);

7. A statement setting forth the superintendent's or local board of education's position with respect to the request; and

8. Any other relevant information, including a copy of the request from the student, parent(s), or legal guardian.

**Authority** O.C.G.A. § 20-2-240; 50-13-9.1.

**Adopted: November 12, 1998** **Effective: December 2, 1998**

## 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

(1) **DEFINITIONS.**

(a) **Allowable service delivery models** - the provision of English language assistance provided through a pull-out program, a cluster center to which students are transported, a resource center/English to Speakers of Other Languages (ESOL) laboratory, a scheduled class period or an alternative approved in advance by the department.

(b) **Eligible limited English proficient students** - those students, whose native language/home language/first language is other than English, having so much difficulty speaking, reading, writing, or understanding the English language that they cannot successfully participate in classrooms where the language of instruction is English.

(c) **ESOL curricula** - plans of instruction which are adapted to the English language proficiency of students and are designed to develop the English language skills of listening, speaking, reading and writing and American cultural concepts which students need to participate in regular classroom instruction.

(2) **REQUIREMENTS.**

(a) **Assessment.**

1. Eligible limited English proficient students shall receive ESOL services when they have an English-language proficiency score below the 25$^{th}$ percentile on the *Language Assessment Battery (LAB).* Two forms of the *LAB* shall be used in determining performance: *Form A* in even calendar years and *Form B* in odd calendar years.

2. Students who score at or above the 25$^{th}$ percentile on the *LAB* shall be administered a norm-referenced achievement test in reading or reading comprehension. Students who score at or above the 40$^{th}$ percentile on this reading/reading comprehension test are considered English proficient. Therefore, these students are not eligible for ESOL services and shall be mainstreamed with monitoring.

3. Students who score below the 40$^{th}$ percentile on the reading/reading comprehension test shall be reviewed in a Language Assessment Conference attended by the student's classroom teacher(s), ESOL teacher, and other concerned parties.
160-4-5-.02 (Continued)

Length of time English language assistance services have been received and classroom performance may be considered in placement decisions for these students.

4. All students receiving ESOL services shall be assessed annually following assessment requirements specified in paragraphs (2)(a)1, (2)(a)2, and (2)(a)3.

(b) **ESOL Curricula**. The curriculum used to provide instruction to ESOL students shall be based on the ESOL Quality Core Curriculum.

(c) **Funding**.

1. To apply for grant funds, local units of administration (LUAs) shall submit applications to the department at times to be announced by the department. The applications shall include a statement signed by the authorized representative of the LUA assuring that only eligible students are served and that they are receiving at least five segments per week (or the yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models.

(i) The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

(ii) The teacher shall have the ESOL endorsement issued by the Georgia Professional Standards Commission.

2. For purposes of categorical funding, K-3 eligible students shall be counted for a maximum of one segment; grades 4-8 students for a maximum of two segments; and grades 9-12 students for a maximum of five segments.

Authority O.C.G.A. § 20-2-156.

**Adopted: August 12, 1999** **Effective: September 9, 1999**

## 160-5-1-.14 TRANSFER OF STUDENT RECORDS.

(1) **DEFINITION.**

(a) **Student records** - information about students recorded or collected in any format by local school systems or individual schools that may include educational/psychological assessments, school attendance records, personal data, health information, disciplinary actions, and/or academic progress.

(2) **REQUIREMENTS.**

(a) After receiving a written request for student records from a public or private school, including schools operated by the Department of Juvenile Justice, the local school system or school from which the records are requested shall mail or otherwise deliver within a period of no more than 10 calendar days a copy of all requested student records to the school system or school to which a student has transferred. Additional requirements for transfer of records of students in special education programs are specified in Rules 160-4-7 Special Education.

1. Schools and school systems shall not withhold any student record because of nonpayment of fees.

(b) Schools or school systems receiving the transferred record shall notify the parent(s)/guardian(s) of students in grades seven through 12 that the record has been received.

(c) Each school system or school from which the records are requested shall maintain copies of all student records for the minimum period of time required by the *Common Records Retention Schedules for School Systems* or the local board of education records retention plan.

Authority O.C.G.A. § 20-2-240; 20-2-670; 49-4A-12; 50-18-90; 50-18-95.

**Adopted: June 10, 1999** **Effective: July 6, 1999**

# 160-4-2-.46 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 1997-98 SCHOOL YEAR AND SUBSEQUENT YEARS.

(1) **PURPOSE.** This rule specifies programs of study that shall be offered by local boards of education. This rule becomes effective for students enrolling in the ninth grade for the first time in the 1997-1998 School Year and for subsequent years.

(2) **DEFINITIONS.**

(a) **Applied Mathematics I** - a hands-on laboratory course defined by QCC objectives that utilizes the content of units A, B, C, and 1-15, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(b) **Applied Mathematics II** - a hands-on laboratory course defined by QCC objectives that utilizes the content of units 16-33, the related materials, and the methodologies developed by the Center for Occupational Research and Development (CORD).

(c) **Carnegie unit** - one unit of credit awarded for a minimum of 150 clock hours of instruction.

(d) **Carnegie unit, summer school** - one unit of credit awarded for a minimum of 120 clock hours of instruction.

(e) **Center for Occupational Research and Development (CORD)** - a consortium of states, including Georgia, formed to develop educational materials in science and mathematics.

(f) **College Preparatory (CP) Program** - a program of study requiring 22 Carnegie units as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory Seal.

(g) **College Preparatory with Distinction (CP+) Program** - a program of study requiring 24 Carnegie units and a grade-point average in the core courses of 3.0 or above on a four-point scale or 80 numeric grade-point average or above as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory Seal of Distinction.

(h) **Core Area of Study for Carnegie unit credit** - one of the 10 identified sections from which courses may be selected to count as one of the 22 Carnegie unit requirements for the College Preparatory (CP) program of study or one of the 24 Carnegie unit requirements for the College Preparatory with Distinction (CP+) program of study or one

of the 22 Carnegie unit requirements for the Technology/Career-preparatory (TC) program of study or one of the 24 Carnegie unit requirements for the Technology/Career-preparatory (TC+) program of study.

(i) **Core Courses (c)** - courses chosen from English/language arts, mathematics, science, social studies and foreign language for a high school diploma. For a Technology/Career-preparatory program of study, four Technology/Career-preparatory units are also considered to be core courses.

(j) **Core Technology/Career/prep Courses (tc)** - courses chosen from Technology/Career-preparatory to be used to meet requirements for the Technology/Career-preparatory or Technology/Career-preparatory with Distinction Programs of study.

(k) **Early admissions** - a program in which a high school student enrolls as a full-time postsecondary student and pursues a postsecondary degree in lieu of a high school diploma.

(l) **Elective course (e)** - a course that a student may select beyond the core requirements to fulfill the Carnegie unit requirements for graduation.

(m) **Joint enrollment** - an arrangement between a local board of education and a regionally accredited postsecondary public or private institution wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and hours for postsecondary credit.

(n) **Postsecondary Options** - a joint enrollment program between public schools and public postsecondary institutions wherein a student enrolls in postsecondary classes and earns Carnegie units of credit that count toward high school graduation requirements and postsecondary credit hours.

(o) **Programs of study** - the courses needed to complete the Technology/Career-preparatory (TC) or the Technology/Career-preparatory with Distinction (TC+) and/or the College Preparatory (CP) or the College Preparatory with Distinction (CP+) requirements.

(p) **Required course (r)** - a specific course that each student in a program of study shall pass to graduate from high school.

(q) **Seal** - an attachment placed on a high school diploma indicating the successful completion of one or more programs of study.

(r) **Secondary School Credential** - a document awarded to students at the completion of the high school experience.

1. **The High School Diploma** - the document with appropriate seal(s) awarded to students certifying that they have satisfied attendance requirements, Carnegie unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment. When a student has satisfied the educational requirements for the Technology/Career-preparatory or Technology/Career-preparatory with Distinction and/or College Preparatory and/or College Preparatory with Distinction Program(s), the high school diploma with appropriate seal(s) will be issued.

2. **The High School Certificate** - the document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

3. **The Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).

(s) **Technology/Career-preparatory (TC) Program** - a program of study requiring 22 Carnegie units as specified by the State Board of Education. Completion of this program is signified by a high school diploma with a Technology/Career-preparatory Seal.

(t) **Technology/Career-preparatory with Distinction(TC+) Program** - a program of study requiring 24 Carnegie units and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average as specified by the State Board of Education. Completion of this program is signified by a high school diploma with a Technology/Career-preparatory Seal.

(3) **REQUIREMENTS.**

(a) Local boards of education shall provide secondary school curriculum, instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

(b) Local boards of education shall base local graduation requirements on this rule, shall submit copies of their locally adopted policies to the Georgia Department of Education and shall have on file letters from the state superintendent of schools or designee stating that the local policies meet all state requirements.

160-4-2-.46 (Continued)

(c) Each local board of education shall develop policies on postsecondary enrollment as referenced in Rule 160-4-2-.34 Postsecondary Options and for joint enrollment and early admission programs not included in 160-4-2-.34 Postsecondary Options. The policies shall include the criteria for:

1. Non-Technology/Career-preparatory courses as follows:

(i) Minimum Scholastic Aptitude Test scores of 970 on combined verbal and mathematics sections;

(ii) Minimum cumulative high school grade point average of 3.0 on a four point scale in academic subject.

(iii) Written verification by high school principal of student's eligibility and intended enrollment;

(iv) Written consent of parent or guardian (if the student is a minor);

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary course. Credit for participation in fewer than seven and one-half (7.5) quarter hours or five (5) semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

2. Technology/Career-preparatory courses as follows:

(i) Technology/Career-preparatory courses offered in area technical schools or colleges;

(ii) Inclusion of technical school or college courses in which students are participating;

(iii) Written consent of parent or guardian (if the student is a minor);

(iv) Written verification by high school principal of student's eligibility and intended enrollment;

(v) The awarding of six Carnegie units of credit for each 45 quarter hours or 30 semester hours or one Carnegie unit for each seven and one-half (7.5) quarter hours or five (5) semester hours successfully completed by a student in an approved postsecondary

course. Credit for participation in fewer than seven and one-half (7.5) quarter hours or five (5) semester hours shall be determined by using the same ratio stated above.

(vi) Written agreement for joint enrollment between the local school system and postsecondary institution.

(d) Local boards of education shall require that

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. Students who enroll in the ninth grade for the first time in the 1997-98 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

(e) Local boards of education shall include attendance, a passing score on the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment and Carnegie units of credit as requirements for graduating from any Georgia high school that receives public funds.

1. Attendance.

(i) Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

2. State assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

(i) Students shall meet state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment to be eligible for a diploma.

(ii) A student who has no means of written communication due to a severe physical disability shall not be required to take the writing portion of the state assessment requirements as specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

**3. CARNEGIE UNITS.**

(i) All state-supported high schools shall make available to all students the programs of study for the required College Preparatory, College Preparatory with Distinction, Technology/Career-preparatory and Technology/Career-preparatory with Distinction programs of study.

(ii) A course shall count only once for satisfying any Carnegie unit requirement for graduation. The same course cannot be used to satisfy a Carnegie unit requirement in more than one core area of study. See the following chart.

| (iii) **CORE AREAS OF STUDY** | **CP** | **CP+** | **TC** | **TC+** |
|---|---|---|---|---|
| (I) English/Language Arts* | 4 | 4 | 4 | 4 |
| (II) Mathematics* | 4 | 4 | 3** | 3** |
| (III) Science* | 3 | 3 | 3 | 3 |
| (IV) Social Studies* | 3 | 3 | 3 | 3 |
| (V) Health and Physical Education | 1 | 1 | 1 | 1 |
| (VI) Computer Technology and/or Fine Arts and/or Technology/Career-preparatory and/or Foreign Language | 1 | 1 | 1 | 1 |
| (VII) Foreign Language* | 2 | 2 | 0 | 0** |
| (VIII)Technology/Career-preparatory units*** (From core Technology/Career-preparatory courses) | 0 | 0 | 4 | 4 |
| (IX) Locally required or elective units | 4 | 4 | 3** | 4** |
| (X) State Electives from Core Courses- (Courses with a single asterisk) and/or Fine Arts | 0 | 2 | 0 | 1 |
| (iv) TOTAL UNITS (MINIMUM) | 22 | 24 | 22 | 24 |

*Core Courses

**Technology/Career-preparatory students may want to utilize an elective unit as Foreign Language or as a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia institution. Determination of the appropriate number of mathematics units for each Technology/Career-preparatory program of study shall be determined by the local board of education. BY THE YEAR 2001, STUDENTS ENTERING A UNIVERSITY SYSTEM OF GEORGIA INSTITUTION MUST HAVE 4 UNITS OF MATHEMATICS.

***Technology/Career-preparatory includes Junior Reserve Officer Training Corps (JROTC).

Note: Students who wish to be eligible for the HOPE Scholarship Program should check with their counselor regarding current HOPE Scholarship requirements.

4. **REQUIRED/CORE/ELECTIVE CREDIT.**

(i) Carnegie unit credit for graduation shall be awarded only for courses that include concepts and skills based on the Quality Core Curriculum (QCC) or those approved by the State Board of Education.

160-4-2-.46 (Continued)

(ii) Carnegie unit credit for core courses shall be awarded only for courses that include concepts and skills based on the QCC for grades 9-12. For example, a student who takes Algebra I in the eighth grade that meets 9-12 QCC requirements shall be awarded Carnegie unit credit. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core Carnegie unit credit.

(iii) Only elective course credit or no course credit may be awarded for courses in which instruction is based on the QCC for grades K-8.

5. **AREAS OF STUDY.**

(i) Courses that shall earn Carnegie unit credit in English/language arts, mathematics, science, social studies, health/physical education, foreign languages, military science, music, visual arts, dance, drama, computer science, education, humanities, personal/interpersonal/ social skills and Technology/Career-preparatory are listed in Rule 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses.

(ii) Any student in the Technology/Career-preparatory (TC), Technology/Career-preparatory with Distinction (TC+), College Preparatory (CP), or College Preparatory with Distinction (CP+) programs of study may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They **must** be taken and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core Carnegie unit requirements. Courses identified as "tc" will count as one of the four core Technology/Career-preparatory courses for a TC or TC+ program of study. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the Carnegie unit requirements.

(I) **English/Language Arts**: For the College Preparatory, College Preparatory with Distinction, Technology/Career-preparatory and Technology/Career-preparatory with Distinction programs of study, at least one-half Carnegie unit of credit in American literature/composition shall be required. This course shall be taught a minimum of two quarters or one semester. All the courses that may satisfy the remaining Carnegie units of credit for a College Preparatory, College Preparatory with Distinction, Technology/Career-preparatory or Technology/Career-preparatory with Distinction program are identified with a "c." The other courses identified with an "e" are electives. Grammar/composition shall be a component of all courses and shall be integrated into the course of study, not isolated.

(II) **Mathematics:** For the College Preparatory (CP) and College Preparatory with Distinction programs of study, four Carnegie units of credit of approved mathematics will be required. The student record shall show credit or equivalency for each of the core courses of Algebra I (27.061); Euclidean

Geometry (27.063) or Informal Geometry (27.062); and Algebra II (27.064) and an additional course listed in the College Preparatory Mathematics (27.06) or Advanced Mathematics (27.07) categories. For the student who takes Applied Mathematics I (27.445) and Applied Mathematics II (27.446), the record shall show credit for Applied Mathematics I (27.445), Applied Mathematics II (27.446), Euclidean Geometry (27.063) **or** Informal Geometry (27.062), and Algebra II (27.064).

The Technology/Career-preparatory (TC) and Technology Career-preparatory with Distinction programs of study require that a student earn three Carnegie units of mathematics which shall include, as a minimum, Algebra I or its equivalent. To meet the requirements for Algebra I or its equivalent, a student shall earn a Carnegie unit in (1) Algebra I, **or** (2) Fundamentals of Algebra, **or** (3) a locally developed course equivalent to Algebra I that has been approved by the State Board of Education, **or** (4) earn two Carnegie units by passing both Applied Mathematics I and II.

(III) **Science**: Students receiving the College Preparatory (CP) or the College Preparatory (CP+) with Distinction and/or the Technology/Career-preparatory (TC) or Technology/Career-preparatory with Distinction (TC+) shall earn three (3) Carnegie units in science. Students earning the College Preparatory (CP) or College Preparatory with Distinction seal shall pass a physical science and a life science course.

Students earning the Technology/Career-preparatory (TC) or Technology/Career-preparatory with Distinction (TC+) seal shall meet the requirements for the College Preparatory (CP) or College Preparatory with Distinction seal or shall pass any three units of science including one physical science, one life science or two units of applied biology/chemistry.

Science courses that meet the science requirement for graduation shall be year-long courses with the exception of the third Carnegie unit. All courses meeting the science requirements for graduation must be laboratory-based.

(IV) **Social Sciences:** Three Carnegie units of credit shall be required in social studies for the College Preparatory (CP), College Preparatory (CP+), Technology/Career-preparatory or Technology/Career-preparatory with Distinction (TC+) seal(s). One Carnegie unit shall be required in United States history. One Carnegie unit shall be required from the world studies area, e.g., world history or world geography. World history shall be required for the College Preparatory and College Preparatory with Distinction seals. One quarter or one semester of citizenship education (government) shall be required. One quarter or one semester of Principles of Economics/Business/Free Enterprise shall be required. Systems organized on the quarter system shall add one other one-quarter social studies course from the political science/government area or from the economics area or from the international relations area to the Citizenship Education and Principles of Economics/Business/Free Enterprise courses to complete the Carnegie unit requirement.

(V) **Health and Physical Education:** For each program of study, one Carnegie unit of health and physical education is required. Students shall combine two semesters or three quarters of Health (17.011), Health and Personal Fitness (36.041), or Advanced Personal Fitness (36.051) to satisfy this requirement. Health and physical education courses may be taken as electives for all programs of study. Courses in physical education shall be taken to enhance lifelong fitness and physical activities rather than development of athletic performance.

(VI) **Foreign Language**: Two Carnegie units of the same foreign language shall be required for the College Preparatory (CP) and College Preparatory with Distinction (CP+) programs of study. Students whose native language is not English may be considered to have met the foreign language requirement by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available. Any course or combination of courses listed below may be selected to earn Carnegie unit credit to satisfy the requirements in foreign language for Core Area of Study VI. Any of the courses may be used to satisfy the elective unit requirements.

For a student who is hearing impaired, American Sign Language may be taken as an elective or as a core course to fulfill the requirements of the College Preparatory (CP) or College Preparatory with Distinction (CP+) seal. If American Sign Language is to be used to fulfill the college preparatory requirement of two years of the same foreign language, adherence to the requirements in the following paragraph is required.

For the purpose of fulfilling the foreign language requirement for a College Preparatory (CP) or College Preparatory with Distinction (CP+) seal, a demonstrated proficiency in American Sign Language shall be accepted as a foreign language if it is determined that a deaf student has a hearing loss which significantly impacts upon the student's ability to

learn a foreign language. The Individualized Education Program (IEP) Committee shall determine if American Sign Language is to be substituted for the foreign language requirement. The IEP Committee shall state in the IEP that American Sign Language is substituting for the foreign language and that two years of American Sign Language must be taken to complete the requirement.

For students who are not hearing impaired, American Sign Language may be taken for one unit of elective credit or for the third unit of foreign language credit.

(VI) Any of the courses may be used to satisfy the elective unit requirements.

**(VII) Technology/Career-preparatory**: To receive only the Technology/Career-preparatory (TC) or Technology/Career-preparatory with distinction seal, a student shall complete at least four Technology/Career-preparatory units, three of which must be concentrated in one occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

To receive both the College Preparatory (CP) or College Preparatory with Distinction (CP+) and the Technology/Career-preparatory (TC) or Technology/Career-preparatory with Distinction (TC+) seal, a student shall complete at least four units from Technology/Career-preparatory courses. Any course or combination of courses may be selected to earn Carnegie unit credit to satisfy the Core Area of Study VI.

Any of the courses may be used to satisfy the elective unit requirements.

6. **REQUIRED PROCEDURES FOR AWARDING CARNEGIE UNITS OF CREDIT.**

(i) A Carnegie unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year or a minimum of 120 clock-hours of instruction in summer school.

(ii) Carnegie units of credit for graduation shall be awarded to high school students participating in any joint enrollment program using the ratio referenced in Rule 160-4-2-.34 Postsecondary Options.

7. **LOCAL AUTHORITIES AND RESPONSIBILITIES.**

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following.

(I) A continuous guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Authority O. C. G. A. § 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151(a), (b); 20-2-154(a); 20-2-160; 20-2-161.1; 20-2-161.2; 20-2-281(a), (c).

**Adopted: July 9, 1998** **Effective: August 3, 1998**

# APPENDIX C

## STANDARDS

### STANDARD NUMBER A 2 - PUBLIC AWARENESS AND INFORMATION

### STANDARD NUMBER I 17.1 - ADMINISTRATION OF STATEWIDE TESTS

### STANDARD NUMBER I 17.2 - PROMOTION AND DIPLOMA REQUIREMENTS

### STANDARD NUMBER I 17.3 - NOTIFICATION OF TEST RESULTS

| | |
|---|---|
| **STANDARD NUMBER:** | A 2 |
| **VALIDATION LEVEL:** | System |
| **BROAD CLASSIFICATION:** | School District Organization |
| **SUBAREA CLASSIFICATION:** | Public Awareness and Information |
| **AUTHORITY:** | O.C.G.A. 20-2-242, 20-2-282 |
| | GBOE Rule 160-3-1-.07 [II] |

## STANDARD STATEMENT

Information is distributed to the public on a continuing basis relative to the costs, quality and performance of the system's elementary and secondary schools.

## INDICATORS OF LEGAL ADHERENCE

1a. Information is reported to the public at least annually describing the performance (collective achievement of students enrolled) by system and school.

1b. A current copy of the Georgia Public Education Report Card is maintained at the central office.

1c. A copy of the Report Card for each system and for each school within the system is provided to the legal organ or a widely circulated local newspaper.

| | |
|---|---|
| **STANDARD NUMBER:** | I 17.1 |
| **VALIDATION LEVEL:** | System |
| **BROAD CLASSIFICATION:** | Instructional Programs |
| **SUBAREA CLASSIFICATION:** | Administration of Statewide Tests |
| **AUTHORITY:** | O.C.G.A. 20-2-281<br>GBOE Rule 160-3-1-.07 [II], 160-5-1-.02 [AF] |
| **REFERENCE:** | Student Assessment Handbook<br>System and School Test Coordinators' Manual(s)<br>Examiners' Manual(s)<br>Assessment Guides |

**STANDARD STATEMENT**

The state assessment program is conducted according to schedules and procedures established by the DOE.

**INDICATOR OF LEGAL ADHERENCE**

1a. State-mandated tests are administered according to the guidelines prescribed by the DOE.

| | |
|---|---|
| **STANDARD NUMBER:** | I 17.2 |
| **VALIDATION LEVEL:** | School/Special Entity |
| **BROAD CLASSIFICATION:** | Instructional Programs |
| **SUBAREA CLASSIFICATION:** | Promotion and Diploma Requirements |
| **AUTHORITY:** | O.C.G.A. 20-2-151, 20-2-281<br>GBOE Rule 160-3-1-.07 [II], 160-4-2-.06 [IHF(2)], 160-4-2-.36 [IHF(3)], ***160-4-2-.46 [IHF(4)]*** |
| **REFERENCE:** | Student Assessment Handbook<br>System and School Test Coordinators' Manual(s)<br>Examiners' Manual(s)<br>Assessment Guides |

## STANDARD STATEMENT

The graduation assessment requirements and the kindergarten readiness assessment requirement are implemented as required by state law and the GBOE.

## INDICATORS OF LEGAL ADHERENCE

1a. Students who have received a high school diploma have passed the appropriate state graduation assessment on either the initial test or a retest, unless exempted.

1b. No student remains for more than two years in a program earning kindergarten FTE funds.

1c. The Georgia Kindergarten Assessment Program (GKAP-R) is administered only by certified teachers who have been trained as required by the department.

1d. Placement decisions for kindergarten students are supported as follows.
1. Documentation that supports an individual retention decision is on file in the student's permanent record.
2. Information obtained by the GKAP-R is used as part of the required written documentation.
3. Parents/Guardians are notified of the final placement decision.
4. The student receives developmentally appropriate instruction through an alternative program during the second year spent in kindergarten.

| | |
|---|---|
| **STANDARD NUMBER:** | I 17.3 |
| **VALIDATION LEVEL:** | School/Special Entity |
| **BROAD CLASSIFICATION:** | Instructional Programs |
| **SUBAREA CLASSIFICATION:** | Notification of Test Results |
| **AUTHORITY:** | O.C.G.A. 20-2-281<br>GBOE Rule 160-3-1-.07 [II] |
| **REFERENCE:** | Student Assessment Handbook |

## STANDARD STATEMENT

Students, parents and appropriate school personnel are provided information as to the results of the student assessment program.

## INDICATORS OF LEGAL ADHERENCE

1a. School personnel provide copies of individual score reports to students and parents.

1b. Individual assessment scores are made a part of each student's official permanent records to provide accessibility for appropriate school personnel and for schools to which students may transfer.

# APPENDIX D

## SAMPLE FORMS REQUIRED BY THE STUDENT ASSESSMENT PROGRAM

**SAMPLE**

**Georgia Department of Education**
**Research, Evaluation, and Testing Division**
**Superintendent's Certification**
**Adherence to Prescribed Test Administration Procedures**

Check the appropriate response. Give a full explanation for all items for which the response was "NO". Attach the explanation on an additional sheet.

| YES | NO | |
|---|---|---|
| [ ] | [ ] | 1. Test materials were properly inventoried and stored in a secure location prior to test administration. |
| [ ] | [ ] | 2. A building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building. |
| [ ] | [ ] | 3. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results and department testing dates established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s), Assessment Guides**, and assessment supplements and correspondence. |
| [ ] | [ ] | 4. If any possible unethical behavior occurred regarding testing policies and procedures, the Professional Practices Section of the Professional Standards Commission has been notified. |
| [ ] | [ ] | 5. The system superintendent reviewed and approved system testing administration plans. |
| [ ] | [ ] | 6. Building level personnel were oriented to appropriate administration procedures. |
| [ ] | [ ] | 7. Students with disabilities received accommodations in accordance with their IEPs or IAPs. |
| [ ] | [ ] | 8. All students appropriately participated in the Statewide Student Assessment Program. |
| [ ] | [ ] | 9. System and/or building administrative personnel monitored testing sites. |
| [ ] | [ ] | 10. The system has accounted for and disposed of testing materials in accordance with **instructions in the Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides.** |

System _____ Code _____

System Superintendent _____ Date _____

System Test Coordinator _____ Date _____

Return this completed form by
**November 30, 2000**, to:

**Millard Clark**
Georgia Department of Education
Research, Evaluation, and Testing
1754 Twin Towers East
Atlanta, Georgia 30334-5030

**Form DE 0385**
**Revised July 2000**

**SAMPLE**

GEORGIA DEPARTMENT OF EDUCATION
RESEARCH, EVALUATION AND TESTING DIVISION
2000-2001 STATEWIDE TESTING SYSTEM INFORMATION
(PLEASE COMPLETE OR CORRECT ALL INFORMATION REQUESTED.)

SYSTEM NAME: _____ SYSTEM CODE: _____

SUPERINTENDENT: _____

SYSTEMWIDE TEST COORDINATOR: _____

COORDINATOR'S ADDRESS: _____

_____

_____

SHIPPING ADDRESS: (If Different)_____

(Not a P.O. Box) _____

_____

TELEPHONE NUMBER: _____(EXT)_____

(AREA CODE)

FAX NUMBER: _____

E-MAIL ADDRESS: _____

SYSTEM ENROLLMENT AND TESTING NEEDS

THE FOLLOWING NUMBERS SHOULD REFLECT YOUR ACTUAL ENROLLMENTS. INCLUDE IN YOUR TOTAL ENROLLMENT NUMBERS ALL STUDENTS WHO WILL BE PARTICIPATING IN THE TESTING PROCESS. DO NOT INFLATE THESE NUMBERS AS THE DEPARTMENT WILL ADJUST FOR GROWTH AND REASONABLE ADDITIONAL MATERIALS.

| | # of Students | # of Classrooms | # of Braille Tests | # of Large Print Tests |
|---|---|---|---|---|
| Kindergarten | | | | |
| Grade 3 | | | | |
| Grade 4 | | | | |
| Grade 5 | | | | |
| Grade 6 | | | | |
| Grade 7 | | | | |
| Grade 8 | | | | |
| Grade 11 | | | | |

**Form DE 0201 – 1 of 2**
**Revised July 2000**

**TESTS MUST BE ADMINSTERED WITHIN THE TESTING WINDOWS. PLEASE SPECIFY YOUR SYSTEM'S EXACT ADMINISTRATION DATES, WHERE REQUIRED.**

| | FALL | WINTER | SPRING | SUMMER |
|---|---|---|---|---|
| ***Writing Assessments*** | | | | |
| ***Grade 3*** | | | March 26-April 18 | |
| ***Grade 5*** | | January 22-26 | | |
| ***Grade 8*** | | January 22-26 | | |
| ***GHSWT*** | | | | |
| **Oct** | Oct 2 | | | |
| **Oct (makeup)** | Oct 3 | | | |
| **March** | | | March 6 | |
| **March (makeup)** | | | March 7 | |
| **July** | | | | July 17 |
| ***GHSGT*** | | | | |
| **Sept** | September 11-15 | | | |
| **Nov** | | November 13-17 | | |
| **3/26 – 4/6 – Select one week for administration** | | | | |
| **July -** | | | | July 23-27 |
| ***CRCT – 4/16 – 5/4 - Select one week for administration*** | | | | |
| ***NRT – 3/12 – 4/6 Select 5-8 administration days within two consecutive weeks*** | | | | |

SO THAT MATERIALS WILL NOT BE DELIVERED TO YOUR SYSTEM DURING WINTER OR SPRING BREAKS, PLEASE LIST THOSE DATES BELOW.

WINTER BREAK _____

SPRING BREAK _____

PLEASE COMPLETE AND MAIL ALL COPIES OF THE FORM IN THE ENCLOSED ENVELOPE NO LATER THAN SEPTEMBER 29, 2000.

RETURN TO: MILLARD CLARK
RESEARCH, EVALUATION, AND TESTING DIVISION
GEORGIA DEPARTMENT OF EDUCATION
1754 TWIN TOWERS EAST
ATLANTA, GA 30334-5030

**Form DE 0201 – 2 of 2**

**SAMPLE**

**GEORGIA DEPARTMENT OF EDUCATION**
***(Insert Date)***
**MATERIALS DISPOSITION**
**GEORGIA HIGH SCHOOL GRADUATION TESTS**

System Name: _____ Code:_____

Number of Language Arts test books received: _____

Number of Language Arts test books destroyed: _____

Number of Language Arts test books not accounted for:* _____

---

Number of Math test books received: _____

Number of Math test books destroyed: _____

Number of Math test books not accounted for:* _____

---

Number of Science test books received: _____

Number of Science test books destroyed: _____

Number of Science test books not accounted for:* _____

---

Number of Social Studies test books received: _____

Number of Social Studies test books destroyed: _____

Number of Social Studies test books not accounted for:* _____

---

*If there are discrepancies or irregularities, please attach a full explanation.

**Form DE 1008**

**SAMPLE**

I hereby certify that I have personally destroyed, or witnessed the destruction of all Georgia High School Graduation Test materials in our system.

_____
(Signature) Test Coordinator

_____
Date

Return this completed form by *(Insert Date)* to:

Millard Clark
Research, Evaluation and Testing Division
Georgia Department of Education
1754 Twin Towers East
Atlanta, Georgia 30334-5030

**SAMPLE**

**GEORGIA DEPARTMENT OF EDUCATION**
***(Insert Date)***
**MATERIALS DISPOSITION**
**GEORGIA HIGH SCHOOL WRITING TEST**

System Name: _____ Code:_____

Number of GHSWT Writing topics received: _____

Number of GHSWT Writing topics destroyed: _____

Number of GHSWT Writing topics not accounted for:* _____

---

*If there are discrepancies or irregularities, please attach a full explanation.

I hereby certify that I have personally destroyed, or witnessed the destruction of all Georgia High School Writing Test and materials in our system

_____
(Signature) Test Coordinator

_____
Date

Return this completed form by *(Insert Date)* to:

Millard Clark
Research, Evaluation and Testing Division
Georgia Department of Education
1754 Twin Towers East
Atlanta, Georgia 30334-5030

**Form DE 1008**

**GEORGIA DEPARTMENT OF EDUCATION**
***(Insert Date)***
**MATERIALS DISPOSITION**
**GEORGIA GRADE 5 WRITING AND MGWA**

**SAMPLE**

System Name: _____ Code:_____

Number of Grade 5 Writing topics received: _____

Number of Grade 5 Writing topics destroyed: _____

Number of Grade 5 Writing topics not accounted for:* _____

---

Number of Grade 8 Writing topics received: _____

Number of Grade 8 Writing topics destroyed: _____

Number of Grade 8 Writing topics not accounted for:* _____

---

*If there are discrepancies or irregularities, please attach a full explanation.

I hereby certify that I have personally destroyed, or witnessed the destruction of all Georgia Grade 5 Writing Test and MGWA materials in our system

_____
(Signature) Test Coordinator

_____
Date

Return this completed form by *(Insert Date)* to:

Millard Clark
Research, Evaluation and Testing Division
Georgia Department of Education
1754 Twin Towers East
Atlanta, Georgia 30334-5030

**Form DE 1008**

# APPENDIX E

## EXAMPLES OF SYSTEM PROCEDURES FOR TEST ADMINISTRATION

ANY COUNTY SCHOOLS

Examiner's Certification

Adherence to Prescribed Test Administration Procedures

(Insert Date – Test)

Check appropriate response and explain any problems relating to security or administration procedures which may have occurred. Use an additional sheet as necessary.

| YES | NO | | |
|---|---|---|---|
| ( ) | ( ) | 1. | The *Examiner's Manual* was thoroughly reviewed prior to the first testing session. |
| ( ) | ( ) | 2. | All Testing Materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved. |
| ( ) | ( ) | 3. | All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy or make a conscious mental note of any testing item, answer documents and/or student responses. |
| ( ) | ( ) | 4. | All procedures for testing as given in the *Examiner's Manual,* including reading of all directions to students word for word, were followed |
| ( ) | ( ) | 5. | No student left the room during a testing session. If an emergency situation did necessitate a student's leaving, an explanation can be found on the back of this sheet. |
| ( ) | ( ) | 6. | Proper classroom control was maintained and students were on task during the testing period. |
| ( ) | ( ) | 7. | While students were assisted with procedural aspects of the test, no assistance was offered which could have influenced a student's response to any test item. |
| ( ) | ( ) | 8. | All answer sheets were inspected. Bubbling was darkened and erasures completed where needed, any stray marks were removed and all demographic information was completed as required. |
| ( ) | ( ) | 9. | The use of reference materials was not allowed unless specified in the examiner's manual. |
| ( ) | ( ) | 10 | A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test. |
| ( ) | ( ) | 11. | All testing materials issued were returned to the test coordinator. |

Examiner's_____ Date_____

| | LA | Math | Sci | Soc Stud |
|---|---|---|---|---|
| # Booklets Returned | | | | |
| # Booklets Returned | | | | |
| # Booklets Returned | | | | |
| # Booklets Returned | | | | |

# Georgia High School Graduation Test Roster

Teacher_____School _____Date_____

| Last Name, First Name | Student Number | LA | | Math | | Sci | | SS | | Answer Documents Turned In | Coding |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
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# APPENDIX F

## EXAMPLE OF NEWS RELEASE

**Georgia Department of Education**
**Office of the State Superintendent of Schools**
**Twin Towers East**
**Atlanta, Georgia 30334-5001**
**(404) 657-0517 FAX (404) 651-5210**
**http://www.doe.k12.ga.us**

**ay 27, 1998**

**nda C. Schrenko**
***ate Superintendent of Schools***

# Schrenko and Isakson Declare "ITBS Scores Validate Reading Is Indeed First"

**)R IMMEDIATE RELEASE**

**For More Information Call**
**Pat Sandor (404) 657-0517**

TLANTA - State Superintendent of Schools Linda Schrenko announced today that statewide results of the Iowa st of Basic Skills (ITBS) indicate that Georgia's educational priorities are in the right place.

:cording to Schrenko, "Georgia is exceeding the national average in almost every academic area measured by the BS, and we are tracking steady, measurable gains which clearly demonstrate year-to-year improvement.

)ne of our most encouraging results this year is the reading improvement of the same group of students across ne. As third graders in 1996 these students' reading scores were in the 51st percentile. Today, as fifth graders :se same students scored in the 53rd percentile. This steady, measurable improvement is exactly what we want continue seeing for all of Georgia's students," Schrenko added.

ate Board of Education Chairman Johnny Isakson added, "Education has clearly become Georgia's top priority 'er the last several years and our State Superintendent and her staff clearly deserve accolades for steering our ite toward these ongoing improvements. These ITBS scores make me even more confident that we will attain ir goal of an average statewide SAT score of 1,000 by the year 2001."

BS results are measured against the national average which falls at the 50th percentile. Georgia's students ored as follows:

)98 **Third-Grade Math - eleventh percentile above the national average** with a score of 61; e result of a five-year positive trend.

)98 **Third-Grade Reading - third percentile above the national average** with a score of 53; e result of a three-year positive trend.

)98 **Fifth-Grade Math - eighth percentile above the national average** with a score of 58; e result of a five-year positive trend.

)98 **Fifth-Grade Reading - third percentile above the national average** with a score of 53; ie percentile improvement over the 1997 score.

-MORE-

**8 Eighth-Grade Math - fifth percentile above the national average** a score of 55; result of a four-year positive trend.

**8 Eighth-Grade Reading - second percentile below the national average** a score of 48; change over the last three years.

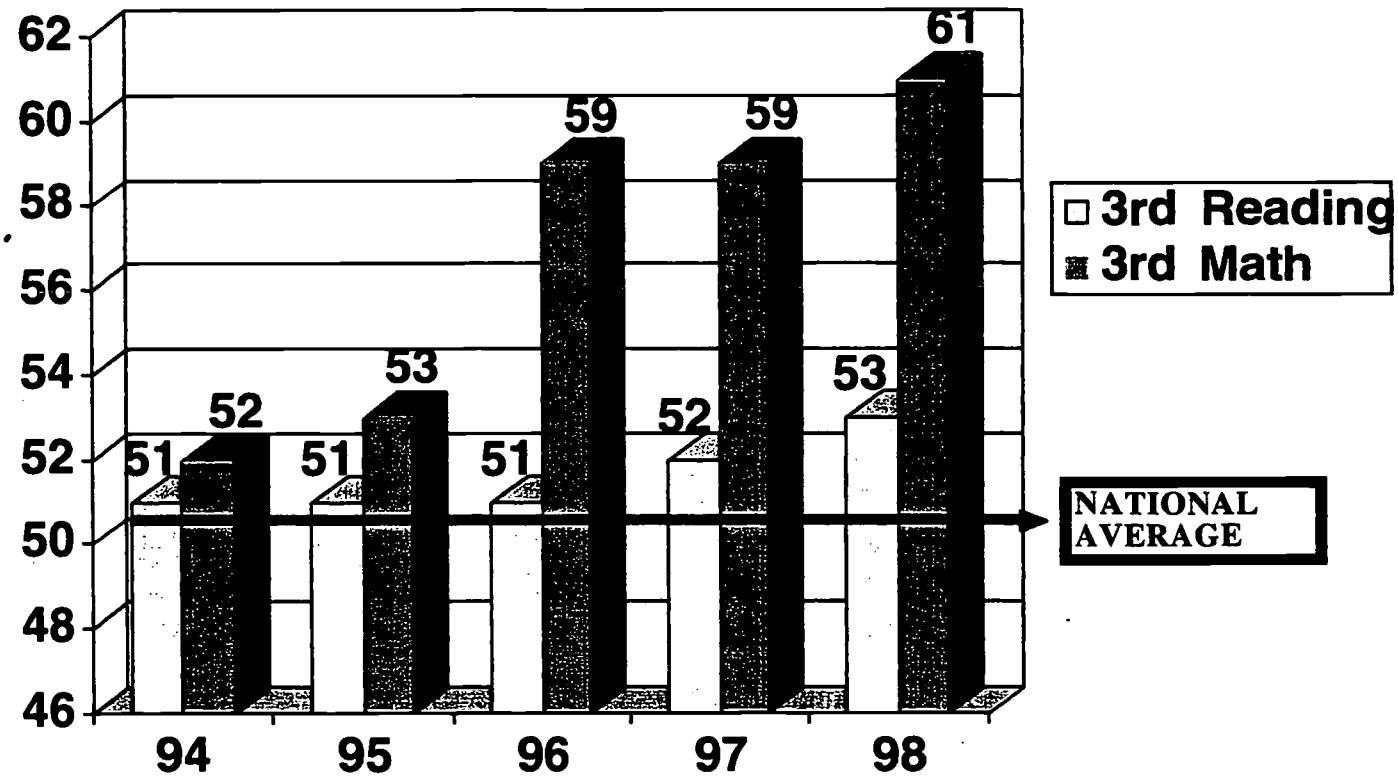
the one area which shows a deficiency (eighth-grade reading), we are already executing plans for a middle ool after-school remedial reading program. We are putting our education dollars where they are needed most . this means we expect continued improvement in years to come," Schrenko concluded.

3S was traditionally administered in grades three, five, and eight in reading and math only. Beginning in the ing of 1997, the administration required a complete battery of subtests including: language, social studies, ence, and sources of information.

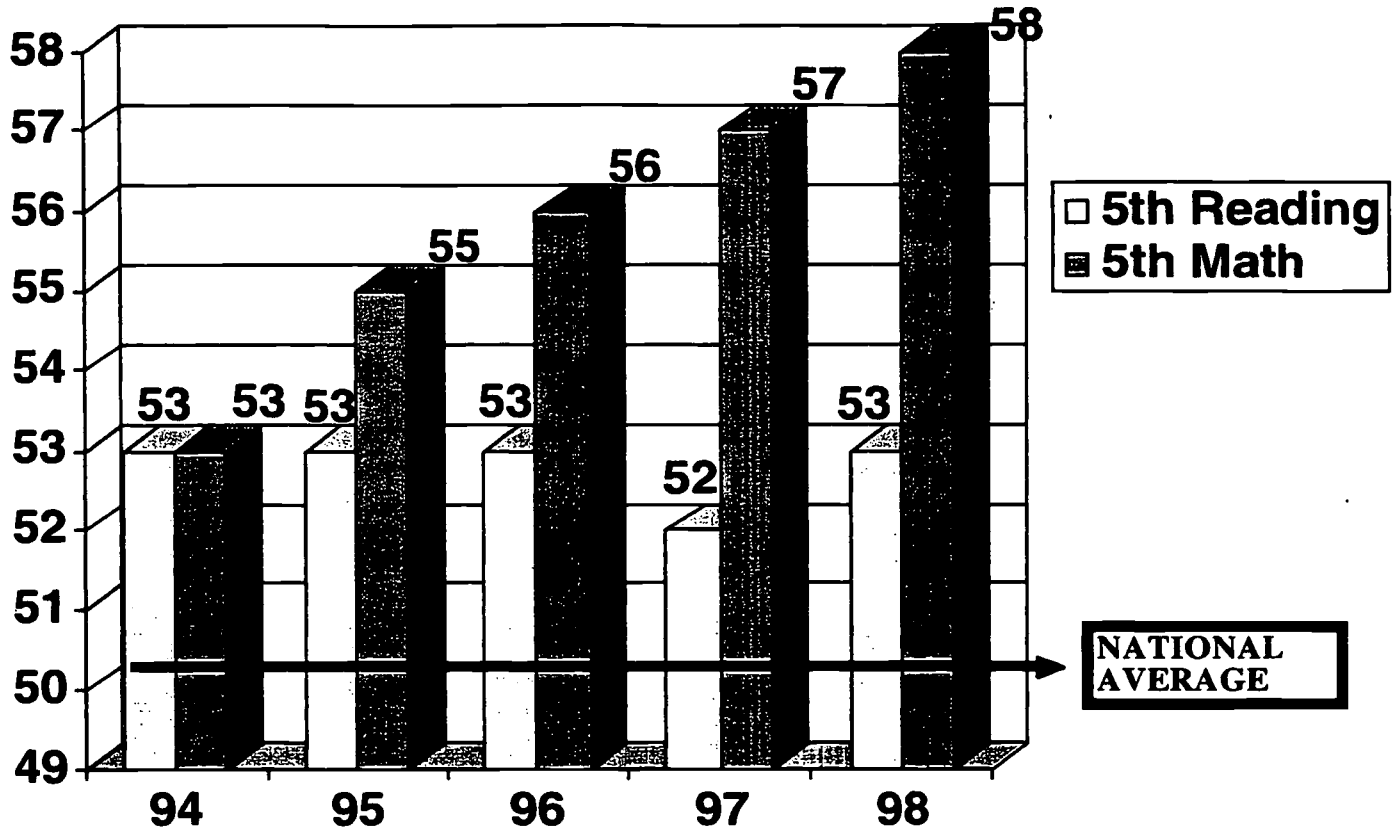
mplete batteries for language, social studies, science, and sources of information will be available next week.

ny local school systems are currently receiving their local ITBS scores and state summaries will be released t al systems next week.

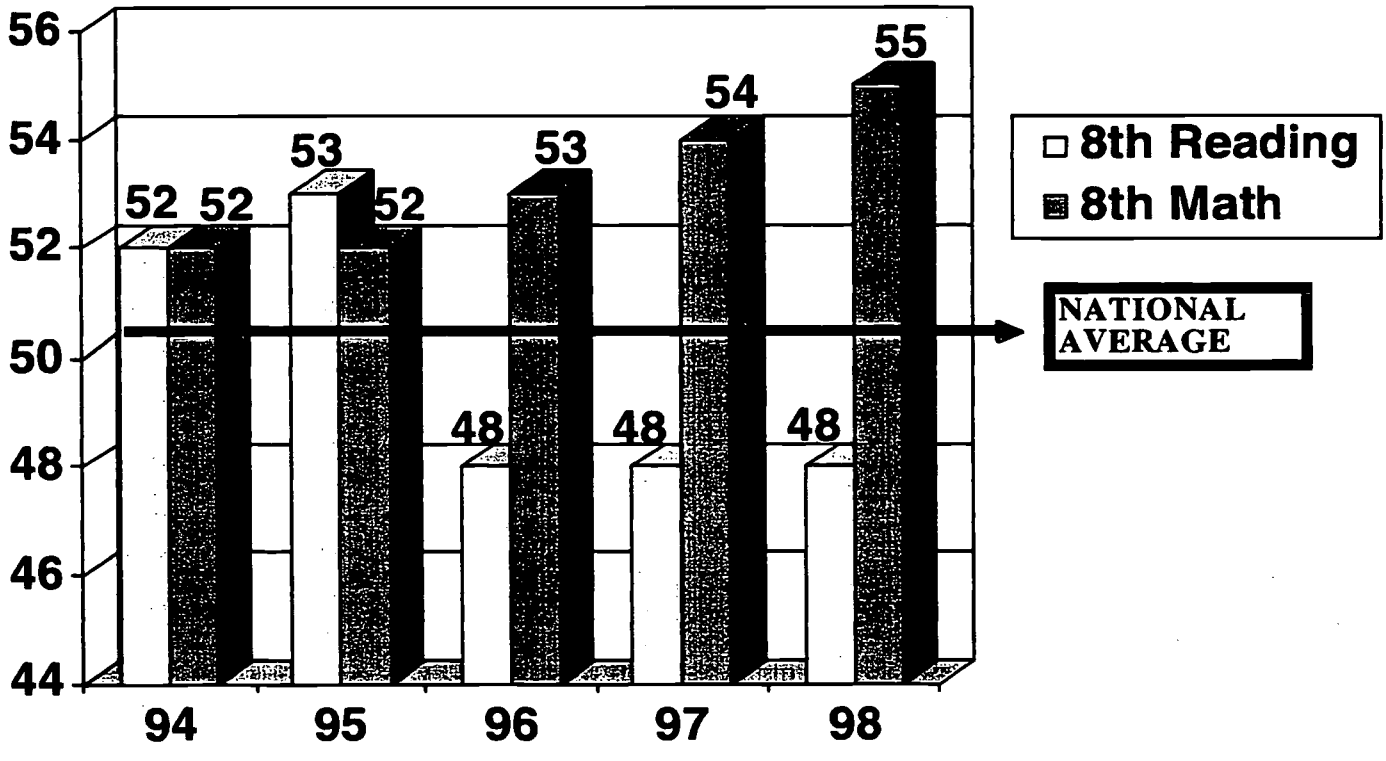
## hird-Grade Reading Comprehension and Math ITBS



## fth-Grade Reading Comprehension and Math ITBS




## ighth-Grade Reading Comprehension and Math ITBS




or more information on the Georgia Public Education Report Card please refer to the DOE web site:
tp://www.doe.k12.ga.us XXXXX

# APPENDIX G

# GLOSSARY AND ACRONYMS

## GLOSSARY

**achievement test:** A test that measures the extent to which a student has acquired certain information or mastered certain skills.

**content validity:** The extent to which a test matches the curriculum objectives and subject content of a given program.

**educational significance:** Judgment that test performance, or the difference in test performance by separate groups, is meaningful or important in practical terms. This term is often contrasted with statistical significance.

**empirical norm dates:** The actual dates on which a test publisher tested the students in the norm group. Publishers recommend these dates to schools as the dates that should be used for administering the tests. Testing at times other than the empirical norm dates means that students may have received more or less instruction than the norm group.

**error of measurement:** A statistical estimate of the difference between an observed score and the corresponding "true" score (the score that would be obtained if the assessment were perfectly reliable).

**field testing:** Trying out a test or item with a large number of students prior to using it operationally.

**grade equivalent score (GE):** A score expressed in years and months which represents the average performance of students at that given level. A second grader who scores 4.0 on a test intended for second graders is not doing fourth grade work. Such a score indicates that the student is performing at a superior level for a second grader.

**item analysis:** The process of evaluating individual test items to assure their quality with respect to certain characteristics. Item analysis involves determining such factors as the difficulty value and discriminating power of the item. All such characteristics are then used to judge the overall quality of the item.

**item banks:** Collections of assessment items. Generally, these are used for constructing tests that measure selected learning objectives. With sufficient numbers of items, multiple test forms that assess the same objectives can be constructed.

**normal curve equivalent (NCE):** A measurement scale developed for the Title I (Chapter 1) evaluation requirements. The scale ranges from 1 to 99, with units equal in size across the score range. The equivalence of units makes it possible to average scores across groups and aggregate results across tests.

**norm group:** The sample of students to whom a test has been given in order to estimate how well the student population in general would perform on the measure. A norm group should be as representative as possible of the variation expected within the general population. Key

dimensions to be represented in a norm group include ethnicity, socioeconomic status, size of school system, location of system (urban, rural or suburban), public vs. nonpublic schools and geographical regions of the country.

**norm-referenced test (NRT):** A test that is designed to provide information on how well a student performs in comparison to other students. The scores on a norm-referenced test have meaning in terms of their relation to the scores made by an external reference group (see norm group).

**norm tables:** Tables presented in test handbooks or available from test publishers that show the relationship of different types of scores to one another (e.g., raw scores to percentiles). Tables are usually provided for each test level and time of testing (norms dates) as well as by grade level of the student tested.

**out-of-level testing:** Administering a test at a level below or above the one generally recommended for a student based on his or her grade level. Such testing is done to accommodate the ability levels of students who are either much above or below the average of students their age and thus would not be able to demonstrate the knowledge and skills they possess.

**p value:** An index which signifies the percentage of examinees who answered a test item correctly.

**percentile rank:** An indication of a student's standing in comparison with all students in the norm group who took the same test. Percentile ranks range from a low of 1 to a high of 99. A percentile rank stands for the percentage of students who obtained scores equal to or less than a given score.

**pilot testing:** Trying out a test or item with a small number of students to see if it works before giving it to a large group of students.

**raw score:** The number of test items answered correctly by a student. Because different tests have different numbers of items, raw scores cannot be compared from one test to another.

**reliability:** The extent to which a test can be depended upon to provide consistent, unambiguous information. Reliability is usually reported as a correlation coefficient, with the closer the coefficient to +1.00, the higher the reliability.

**scaled score:** A score that expresses the results of a particular test for all forms and levels on a single common scale. Scaled scores allow comparisons to be made from grade to grade or level to level of a test and from year to year with the same test.

**standard score:** A general term referring to any of the several types of "transformed" scores. Raw scores are expressed in terms of standard scores for reasons of convenience, comparability and ease of interpretation. For example, the raw scores of two tests can be expressed in comparable terms by using standard scores.

**standardized (or uniform) assessment procedure:** A clearly described assessment procedure (for example, a test) with administration directions which were developed so that

everyone will administer the procedure in the same way. Student performance will not vary, for example, because administrators give different directions or allow differing lengths of time.

**standardized test:** A commercially published test designed to provide a systematic sample of individual performance. The test is administered according to prescribed directions, scored in conformance with definite rules and interpreted in reference to certain normative information.

**stanine:** Score bands which have nine intervals. Stanines of 1, 2 or 3 indicate below-average performance. Stanines of 4, 5 or 6 indicate average performance, while stanines of 7, 8 or 9 indicate above-average performance.

**Stanford 9:** The Stanford Achievement Test Series, Ninth Edition

**statistical significance:** A judgment, based on the application of statistical calculation, that a certain test score or the difference in scores between separate groups are "really" different, that is, not just apparently different because of chance fluctuations. While statistical significance gives the appearance of scientific truth, it must be understood that results of statistical analyses are very dependent on the number of students tested. The smaller the number of scores analyzed, the bigger the difference required for it to be statistically significant. For this reason, many persons talk about both statistical and educational significance when referring to test scores.

**test specifications:** Descriptions of the distribution of items for a test. These distributions are frequently used during test construction to specify the number or percent of items that assess various content categories.

**validity:** The characteristic of a test that refers to whether the items in the instrument are a fair measure of the content or construct the test says it is measuring. There are various types of validity. Content validity is of major importance in achievement tests; predictive validity is a critical characteristic of aptitude or ability tests; and construct validity is a requirement for many psychological tests.

## ACRONYMS

| | | |
|---|---|---|
| AP | - | Advanced Placement |
| CRCT | - | Criterion-Referenced Competency Test |
| EIP | - | Early Intervention Program |
| EPD | - | Educational Planning District |
| ESOL | - | English to Speakers of Other Languages |
| GAA | - | Georgia Alternate Assessment |
| GDOE | - | Georgia Department of Education |
| GHSGT | - | Georgia High School Graduation Tests |
| GHSWT | - | Georgia High School Writing Test |
| GKAP-R | - | Georgia Kindergarten Assessment Program-Revised |
| IAP | - | Individualized Accommodation Plan |
| IDEA | - | Individuals with Disabilities Education Act |
| IEP | - | Individualized Education Program |
| LEP | - | Limited English Proficient |
| LUA | - | Local Unit of Administration |
| MGWA | - | Middle Grades Writing Assessment |
| NRT | - | Norm-referenced Test |
| O.C.G.A. | - | Official Code of Georgia Annotated |
| PSAT | - | Preliminary Scholastic Assessment Test |
| QBE | - | Quality Basic Education |
| QCC | - | Quality Core Curriculum |
| RFP | - | Request for Proposals |
| SAA | - | Structured Assessment Activity |
| SAT | - | Scholastic Assessment Test |
| SIA | - | Special Instructional Assistance |
| SRC | - | State Required Code |
| SST | - | Student Support Team |

# APPENDIX H

## Test Coordinator Names and Telephone Numbers

# Systems

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| APPLING COUNTY SCHOOLS | Sellers, Janice R. | (912) 367-8600 | |
| ATKINSON COUNTY SCHOOLS | Wall, Joan | (912) 422-7373 | |
| BACON COUNTY SCHOOLS | Mclean, Elsie | (912) 632-7363 | |
| BAKER COUNTY SCHOOLS | Folsom, Ginger L. | (912) 734-5346 | |
| BALDWIN COUNTY SCHOOLS | Blair, Sandy | (912) 457-3321 | |
| BANKS COUNTY SCHOOLS | Holloman, Linda | (706) 677-2224 | |
| BARROW COUNTY SCHOOLS | Rojek, Kathleen | (770) 867-4358 | |
| BARTOW COUNTY SCHOOLS | Morgan, Victor | (770) 606-2022 | |
| BEN HILL COUNTY SCHOOLS | Dorminy, Edna Lu | (912) 426-5500 | |
| BERRIEN COUNTY SCHOOLS | Simpson, Betty Jean | (912) 686-2081 | |
| BIBB COUNTY SCHOOLS | Gillion, Annie | (912) 765-8601 | |
| BLECKLEY COUNTY SCHOOLS | Corbett, Pansy | (912) 934-2821 | |
| BRANTLEY COUNTY SCHOOLS | Carter, Read | (912) 462-6176 | |
| BROOKS COUNTY SCHOOLS | Clemons, Owen | (912) 263-8606 | |
| BRYAN COUNTY SCHOOLS | Oliver, John P. | (912) 653-4381 | |
| BULLOCH COUNTY SCHOOLS | Josey, Glenn | (912) 764-1605 | |
| BURKE COUNTY SCHOOLS | Thompson, Howell | (706) 554-5101 | |
| BUTTS COUNTY SCHOOLS | Fagan, Dr. Steve | (770) 504-2300 | |
| CALHOUN COUNTY SCHOOLS | Sanders, Andy | (912) 725-4891 | |
| CAMDEN COUNTY SCHOOLS | Van Blarcum, Arthur | (912) 729-4817 | |
| CANDLER COUNTY SCHOOLS | Norton, Dr. Nancy | (912) 685-5713 | |
| CARROLL COUNTY SCHOOLS | Henson, Diana | (770) 832-3568 | |
| CATOOSA COUNTY SCHOOLS | Smith, Billie | (706) 965-6067 | |
| CHARLTON COUNTY SCHOOLS | Arthur, Dr. Linda | (912) 496-2596 | |
| SAVANNAH-CHATHAM CO. SCHOOLS | Lafiosca, Gina | (912) 201-7678 | |
| CHATTAHOOCHEE COUNTY SCHOOLS | Austin, Jan | (706) 989-3678 | |
| CHATTOOGA COUNTY SCHOOLS | Bolton, Emily | (706) 857-3447 | |
| CHEROKEE COUNTY SCHOOLS | Hamrick, Dr. Janice R. | (770) 479-1871 | |

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| CLARKE COUNTY SCHOOLS | Davis-Beck,Ginger | (706) 354-0446 | |
| CLAY COUNTY SCHOOLS | Hartley, George | (912) 768-2232 | |
| CLAYTON COUNTY SCHOOLS | Blakely, Dr. Ray | (404) 608-2549 | |
| CLINCH COUNTY SCHOOLS | Moylan, Henry | (912) 487-5321 | |
| COBB COUNTY SCHOOLS | Peck, Cheryl | (770) 426-3407 | |
| COFFEE COUNTY SCHOOLS | Zeigler, Ree | (912) 384-2086 | |
| COLQUITT COUNTY SCHOOLS | Littleton, Coe | (912) 890-6234 | |
| COLUMBIA COUNTY SCHOOLS | Blanchard, Kay D. | (706) 868-3725 | |
| COOK COUNTY SCHOOLS | Hargett, Jere Anna | (912) 896-2294 | |
| COWETA COUNTY SCHOOLS | Smith, Lillie | (770) 254-2826 | |
| CRAWFORD COUNTY SCHOOLS | Hunt, Cindy | (912) 836-3126 | |
| CRISP COUNTY SCHOOLS | Gibbs, Annette | (912) 276-3400 | |
| DADE COUNTY SCHOOLS | Duncan, Joan | (706) 657-7517 | |
| DAWSON COUNTY SCHOOLS | Robinson, Marsha L. | (706) 265-3246 | |
| DECATUR COUNTY SCHOOLS | Johnson, Susan H. | (912) 248-2200 | |
| DEKALB COUNTY SCHOOLS | McMillan, Vivian / Watki | (404) 297-2317 | |
| DODGE COUNTY SCHOOLS | Moore, Leola | (912) 374-6489 | |
| DOOLY COUNTY SCHOOLS | Carr, Margie | (912) 268-4761 | |
| DOUGHERTY COUNTY SCHOOLS | Griffin, Dr. Rho | (912) 431-3457 | |
| DOUGLAS COUNTY SCHOOLS | Morse, Dana | (770)-920-4091 | |
| EARLY COUNTY SCHOOLS | Middleton, Patricia | (912) 723-8353 | |
| ECHOLS COUNTY SCHOOLS | Banks, Jill D. | (912) 559-5413 | |
| EFFINGHAM COUNTY SCHOOLS | Arnsdorff, Gregory | (912) 754-5627/ 5626 | |
| ELBERT COUNTY SCHOOLS | Wiley, Janet K. | (706) 283-3140 | |
| EMANUEL COUNTY SCHOOLS | McLeod, Jack | (912) 237-6674 | |
| EVANS COUNTY SCHOOLS | Hammack, Dee Ann | (912) 739-3544 | |
| FANNIN COUNTY SCHOOLS | Nichols, William | (706) 632-3771 | |
| FAYETTE COUNTY SCHOOLS | Reeves, Larry | (770) 460-3990 x121 | |
| FLOYD COUNTY SCHOOLS | Drennon, Kay | (706) 234-1031 | |
| FORSYTH COUNTY SCHOOLS | Thorton, Judy | (770) 887-2461 | |

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| FRANKLIN COUNTY SCHOOLS | Maxwell, Melissa | (706) 384-4554 | |
| FULTON COUNTY SCHOOLS | Maggert, Connie | (404) 305-2160 | |
| GILMER COUNTY SCHOOLS | Martin, Mrs. Julie | (706) 276-5000 | |
| GLASCOCK COUNTY SCHOOLS | Carney, Claudia | (706) 598-2121 | |
| GLYNN COUNTY SCHOOLS | McCracken, Leslie | (912) 267-4100 | |
| GORDON COUNTY SCHOOLS | Macbeth, Ann | (706) 629-7366 | |
| GRADY COUNTY SCHOOLS | Bearden, Twila | (912) 377-3701 | |
| GREENE COUNTY SCHOOLS | Stewart, Bonnie | (706) 453-7688 | |
| GWINNETT COUNTY SCHOOLS | Mitchell, Linda | (770) 513-6641 | |
| HABERSHAM COUNTY SCHOOLS | Forbes, Judy C. | (706) 754-4725 | |
| HALL COUNTY SCHOOLS | Parks, Mary | (770) 534-1080 | |
| HANCOCK COUNTY SCHOOLS | Hellyer, Rick | (706) 444-5775 | |
| HARALSON COUNTY SCHOOLS | Griffith, Beleta | (770) 646-3882 | |
| HARRIS COUNTY SCHOOLS | Andrews, Susan C. | (706) 628-4206 | |
| HART COUNTY SCHOOLS | Clark, Nancy T. | (706) 376-5141 | |
| HEARD COUNTY SCHOOLS | Miller, B. Thomas | (706) 675-3320 | |
| HOUSTON COUNTY SCHOOLS | Haselden, Dr. Betty | (912) 988-6200 | |
| IRWIN COUNTY SCHOOLS | Davis, Dr. Troy | (912) 468-9510 | |
| JACKSON COUNTY SCHOOLS | Leuzinger, Dr. Mary | (706) 367-5151 | |
| JASPER COUNTY SCHOOLS | Jordan, Mary Lou | (706) 468-6350 | |
| JEFF DAVIS COUNTY SCHOOLS | McBride, Martha | (912) 375-6705 | |
| JEFFERSON COUNTY SCHOOLS | Rabun, Cindy | (912) 625-7626 | |
| JENKINS COUNTY SCHOOLS | Whiters, Emma | (912) 982-4305 | |
| JOHNSON COUNTY SCHOOLS | Thomas, Rebecca | (912) 864-3302 | |
| JONES COUNTY SCHOOLS | Mitchell, Cecile | (912) 986-3032 | |
| LAMAR COUNTY SCHOOLS | Greenwood, Norma | (770) 358-1159 | |
| LANIER COUNTY SCHOOLS | Herndon, Ms. Wynn | (912) 482-3966 | |
| LAURENS COUNTY SCHOOLS | Deal, Holly | (912) 272-4767 | |
| LEE COUNTY SCHOOLS | Hamlin, Adrienne | (912) 759-6102 | |
| LIBERTY COUNTY SCHOOLS | Quinn, Chris | (912) 368-2090 | |

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| LINCOLN COUNTY SCHOOLS | Willis, Joe W. | (706) 359-3742 | |
| LONG COUNTY SCHOOLS | Reynolds, Jerri | (912) 545-2056 | |
| LOWNDES COUNTY SCHOOLS | Flythe, Sharon | (912) 245-2250 | |
| LUMPKIN COUNTY SCHOOLS | Rutledge, Kay Ellen | (706) 864-3611 X222 | |
| MACON COUNTY SCHOOLS | Jones, Dennis L. | (912) 472-8188 | |
| MADISON COUNTY SCHOOLS | Fitzpatrick, Jane | (706) 795-2191 | |
| MARION COUNTY SCHOOLS | Dews, Charles E. | (912) 649-3582 | |
| MCDUFFIE COUNTY SCHOOLS | Pounds, Priscilla | (706) 595-1918 | |
| MCINTOSH COUNTY SCHOOLS | Hodge, Mrs. Marcia | (912) 437-6645 | |
| MERIWETHER COUNTY SCHOOLS | Bowden, Dr. Maggie | (706) 672-4297 | |
| MILLER COUNTY SCHOOLS | Cobb, Paula | (912) 758-5592 | |
| MITCHELL COUNTY SCHOOLS | Jenkins, Ms. Lure | (912) 336-2109 | |
| MONROE COUNTY SCHOOLS | Doster, Dr. Priscilla G. | (912) 994-2039 | |
| MONTGOMERY COUNTY SCHOOLS | Brantley, Johnny | (912) 583-2301 | |
| MORGAN COUNTY SCHOOLS | DeJarnett, Dr. Stanley W | (706) 342-0752 | |
| MURRAY COUNTY SCHOOLS | Duncan, Lynn | (706) 695-5678 | |
| MUSCOGEE COUNTY SCHOOLS | Bradshaw, Carol | (706) 649-0846 | |
| NEWTON COUNTY SCHOOLS | Whatley, R. Steven | (770) 787-1330 | |
| OCONEE COUNTY SCHOOLS | Grossman, Joan D. | (706) 769-5685 | |
| OGLETHORPE COUNTY SCHOOLS | Broome, Ellen T. | (706) 743-8128 | |
| PAULDING COUNTY SCHOOLS | Clouse, Ken | (770) 443-8000 | |
| PEACH COUNTY SCHOOLS | Wilkinson, Doris | (912) 825-5322 | |
| PICKENS COUNTY SCHOOLS | Reeves, Susan | (706) 253-1700 | |
| PIERCE COUNTY SCHOOLS | Murray, Brenda | (912) 449-2044 | |
| PIKE COUNTY SCHOOLS | Owen, Gwen | (770) 567-8489 | |
| POLK COUNTY SCHOOLS | Rhoades, Dr. Jean | (770) 748-3821 | |
| PULASKI COUNTY SCHOOLS | Hilliard, Jane | (912) 892-9191 | |
| PUTNAM COUNTY SCHOOLS | Holder, Dr. Caroline | (706) 485-8070 | |
| QUITMAN COUNTY SCHOOLS | Upshaw, Emella | (912) 334-4298 | |
| RABUN COUNTY SCHOOLS | Coleman, Patricia | (706) 746-5376 | |

| SYSTEM | TEST COORD | PHONE | email |
|---|---|---|---|
| RANDOLPH COUNTY SCHOOLS | Nichols, Annette | (912) 732-3601 | |
| RICHMOND COUNTY SCHOOLS | Rountree, Carol | (706) 731-8770 | |
| ROCKDALE COUNTY SCHOOLS | Ross, Elizabeth | (770) 860-4241 | |
| SCHLEY COUNTY SCHOOLS | York, William Carey | (912) 937-5031 | |
| SCREVEN COUNTY SCHOOLS | Roberts, Lenwood | (912) 564-7114 | |
| SEMINOLE COUNTY SCHOOLS | Hornsby, Jackie K. | (912) 524-5135 | |
| GRIFFIN-SPALDING COUNTY SCHOOLS | Pyron, Walter | (770) 229-3700 | |
| STEPHENS COUNTY SCHOOLS | Keffer, Dr. Ron | (706) 886-9415 | |
| STEWART COUNTY SCHOOLS | Fort, Floyd P. | (912) 838-4280 | |
| SUMTER COUNTY SCHOOLS | Lowrey, Robin | (912) 931-2613 | |
| TALBOT COUNTY SCHOOLS | Sauners, Tannette | (706) 665-8528 | |
| TALIAFERRO COUNTY SCHOOLS | Stewart, Stephanie | (706) 456-2575 | |
| TATTNALL COUNTY SCHOOLS | Oliver, Denna A. | (912) 557-3337 | |
| TAYLOR COUNTY SCHOOLS | Callier, Tom | (912) 862-3383 | |
| TELFAIR COUNTY SCHOOLS | Rutherford, Stan | (912) 868-6096 | |
| TERRELL COUNTY SCHOOLS | Nicholson, Martha | (912) 995-4726 | |
| THOMAS COUNTY SCHOOLS | Quigg, Jean | (912) 225-4380 | |
| TIFT COUNTY SCHOOLS | Wilson, Sue | (912) 386-6500 | |
| TOOMBS COUNTY SCHOOLS | Brantley, Kendall | (912) 526-3141 | |
| TOWNS COUNTY SCHOOLS | Plott, Keith | (706) 896-4131 | |
| TREUTLEN COUNTY SCHOOLS | Smith, Cherrie | (912) 529-4127 | |
| TURNER COUNTY SCHOOLS | Hall, Virginia C. | (912) 567-3338 | |
| TWIGGS COUNTY SCHOOLS | Smith, Theodore D. | (912) 945-3127 | |
| UNION COUNTY SCHOOLS | Smith, Becky | (706) 745-2216 X116 | |
| THOMASTON-UPSON CO. SCHOOLS | Allen, Doyle | (706) 647-9621 | |
| WALKER COUNTY SCHOOLS | Johnson, Dr. Robert W. | (706) 638-1240 | |
| WALTON COUNTY SCHOOLS | Crim, Dr. Roger | (770) 267-6544 | |
| WARE COUNTY SCHOOLS | Vinson, Dianne | (912) 283-8656 | |
| WARREN COUNTY SCHOOLS | Chapman, Dr. Marion | (706) 465-3383 | |
| WASHINGTON COUNTY SCHOOLS | Anderson, Dr. Loyce | (912) 552-3915 | |

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| WAYNE COUNTY SCHOOLS | Szoke, Jane | (912) 427-1000 | |
| WEBSTER COUNTY ELEMENTARY | Davis, Brenda | (912) 828-3365 | |
| WHEELER COUNTY SCHOOLS | Futral, Eileene | (912) 568-7166 | |
| WHITE COUNTY SCHOOLS | Gallagher, Dianne | (706) 865-2255 | |
| WHITFIELD COUNTY SCHOOLS | Gray, Dorothy | (706) 278-8070 | |
| WILCOX COUNTY SCHOOLS | Mulkey, Lowell G. | (912) 467-2141 | |
| WILKES COUNTY SCHOOLS | Edmunds, Mary Grace | (706) 678-2718 | |
| WILKINSON COUNTY SCHOOLS | Jackson, Ginger | (912) 946-2451 | |
| WORTH COUNTY SCHOOLS | Washington, Bruce | (912) 776-8600 | |
| ATLANTA CITY SCHOOLS | Brooks, Margaret G. | (404) 827-8088 | |
| BREMEN CITY SCHOOLS | Campbell, Mike | (770) 537-4352 | |
| BUFORD CITY SCHOOLS | Bay, Fran | (770) 945-5035 | |
| CALHOUN CITY SCHOOLS | Neal, Judy | (706) 629-2900 | |
| CARROLLTON CITY SCHOOLS | Low, Wina | (770) 834-1868 | |
| CARTERSVILLE CITY SCHOOLS | Dixon-Anderson, Kathy | (770) 387-7481 | |
| CHICKAMAUGA CITY SCHOOLS | Ligon, Jim | (706) 375-3189 | |
| COMMERCE CITY SCHOOLS | McWilliams, Dennis | (706) 335-5500 | |
| DALTON CITY SCHOOLS | Weaver, William B. | (706) 278-8766 | |
| DECATUR CITY SCHOOLS | McElroy, Patricia D. | (404) 370-4405 | |
| DUBLIN CITY SCHOOLS | O'Neal, Lojuanna | (912) 272-3440 x221 | |
| GAINESVILLE CITY SCHOOLS | Beasley, Judith | (770) 536-5275 | |
| JEFFERSON CITY SCHOOLS | Rooks, Dr. Patty | (706) 367-2883 | |
| TROUP COUNTY SCHOOLS | Contorna, Tanya | (706) 812-7920 | |
| MARIETTA CITY SCHOOLS | Price, Dr. Patrick C. | (770) 427-4631 | |
| PELHAM CITY SCHOOLS | Marshall, Odessa | (912) 294-6041 | |
| ROME CITY SCHOOLS | Palmer, Jane | (706) 236-5050 | |
| THOMASVILLE CITY SCHOOLS | McIntire, Hugh | (912) 225-2600 | |
| TRION CITY SCHOOLS | Trosclair, Dennis | (706) 734-7316 | |
| VALDOSTA CITY SCHOOLS | Benson, Aretha | (912) 333-8500 | |
| VIDALIA CITY SCHOOLS | Claroni, Lucy | (912) 537-3089 | |

| SYSTEM | TEST_COORD | PHONE | email |
|---|---|---|---|
| GA. ACAD. FOR THE BLIND | Hudgins, Betty | (912) 751-6085 | |
| MOUNTAINBROOK SCHOOL | Velez, Ann | (706) 272-2140 | |
| BURWELL PSY ED CTR | Jenkins, Frieda | (706) 812-7920 | |
| CLAYTON CO. REHAB | Blakely, Dr. Ray | (404) 608-2549 | |
| CLAY / FLINT RIVER CTR | Blakely. Dr. Ray | (404) 608-2549 | |
| ALPINE PSYCH. ED.PROGRAM | Adams, Shirley J. | (770) 532-9981 | |
| GEORGIA SCHOOL FOR THE DEAF | Keefer, Helen | (404) 777-2238 | |
| DHR OUTDOOR THERAPEUTIC | James, Shelly | (706) 865-3141 | |
| FD ROOSEVELT WILDERNESS CAMP | Ruzycki, Judy | (706) 655-5915 | |
| DEPT. OF JUEVENILE JUSTICE | Satterfield, Coy | (404) 463-8798 | |
| SOCIAL CIRCLE CITY SCHOOLS | Goetze, Greg | (770) 464-2611 | |
| ATLANTA AREA SCH. FOR THE DEAF | Mullins, Cathy | (404) 296-7101 | |
| HENRY COUNTY SCHOOLS | Pickett, Tony | (770) 957-6601 | |
| CHATHAM-EFFINGHAM CENTER | Lafiosca, Gina | (912) 201-7678 | |
| ECKERD WILDERNESS EDUC. SYS. | Leviness, Elaine | (912) 723-3629 | |
| SOUTH METRO PSYCH ED CTR | Blakely. Dr. Ray | (404) 362-2020 | |
| ADVANCED ACADEMY OF GEORGIA | Ward, Jo Anne | 770-836-4449 | |
| | | | |
| ECKERD WILDERNESS EDU SYS | Wedemeyer, Jane | (706)-747-1481 | |
| SAVANNAH YDC | Perry, Carolyn | (912) 652-3884 | |
| | | | |
| ADVANCED ACADEMY | Ward, Joann | (770) 836-4449 | |

# APPENDIX I

## State Summary Data Tables

## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED
## MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE BY SYSTEM -- SPRING, 2000

| SYSTEM | READINESS SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| APPLING COUNTY | 187 | 0 | 3 | 97 |
| ATKINSON COUNTY | 179 | 13 | 6 | 81 |
| ATLANTA CITY | 181 | 5 | 10 | 85 |
| BACON COUNTY | 187 | 1 | 2 | 97 |
| BAKER COUNTY | 195 | 3 | 0 | 98 |
| BALDWIN COUNTY | 186 | 2 | 7 | 91 |
| BANKS COUNTY | 190 | 1 | 4 | 95 |
| BARROW COUNTY | 190 | 0 | 4 | 95 |
| BARTOW COUNTY | 189 | 1 | 3 | 96 |
| BEN HILL COUNTY | 186 | 1 | 6 | 93 |
| BERRIEN COUNTY | 189 | 2 | 2 | 96 |
| BIBB COUNTY | 182 | 3 | 8 | 88 |
| BLECKLEY COUNTY | 187 | 1 | 6 | 93 |
| BRANTLEY COUNTY | 185 | 2 | 7 | 92 |
| BREMEN CITY | 186 | 1 | 4 | 95 |
| BROOKS COUNTY | 182 | 5 | 7 | 88 |
| BRYAN COUNTY | 190 | 1 | 3 | 95 |
| BUFORD CITY | 187 | 2 | 5 | 93 |
| BULLOCH COUNTY | 185 | 2 | 7 | 92 |
| BURKE COUNTY | 185 | 3 | 5 | 92 |
| BUTTS COUNTY | 182 | 1 | 11 | 87 |
| CALHOUN CITY | 184 | 5 | 8 | 86 |
| CALHOUN COUNTY | 179 | 11 | 6 | 83 |
| CAMDEN COUNTY | 187 | 1 | 5 | 94 |
| CANDLER COUNTY | 181 | 4 | 10 | 86 |
| CARROLL COUNTY | 184 | 1 | 6 | 93 |
| CARROLLTON CITY | 183 | 2 | 7 | 91 |
| CARTERSVILLE CITY | (Assessment not administered) | | | |
| CATOOSA COUNTY | 188 | 1 | 3 | 96 |
| CHARLTON COUNTY | 187 | 2 | 7 | 91 |
| CHATHAM COUNTY | 186 | 2 | 6 | 93 |
| CHATTAHOOCHEE COUNTY | 191 | 0 | 4 | 96 |
| CHATTOOGA COUNTY | 181 | 0 | 10 | 90 |
| CHEROKEE COUNTY | 189 | 1 | 3 | 96 |
| CHICKAMAUGA CITY | 192 | 1 | 4 | 94 |
| CLARKE COUNTY | 181 | 2 | 9 | 89 |
| CLAY COUNTY | (Incomplete data reported) | | | |
| CLAYTON COUNTY | 183 | 2 | 6 | 92 |
| CLINCH COUNTY | 186 | 1 | 8 | 91 |
| COBB COUNTY | 187 | 1 | 4 | 95 |
| COFFEE COUNTY | 185 | 3 | 6 | 91 |
| COLQUITT COUNTY | 188 | 1 | 6 | 93 |
| COLUMBIA COUNTY | 188 | 1 | 3 | 96 |
| COMMERCE CITY | 189 | 0 | 4 | 96 |
| COOK COUNTY | 190 | 1 | 3 | 96 |
| COWETA COUNTY | 189 | 1 | 4 | 95 |
| CRAWFORD COUNTY | 186 | 3 | 6 | 91 |

## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED
## MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE BY SYSTEM -- SPRING, 2000

| SYSTEM | READINESS SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| CRISP COUNTY | 187 | 1 | 5 | 94 |
| DADE COUNTY | 189 | 0 | 6 | 94 |
| DALTON PUBLIC | 185 | 3 | 5 | 92 |
| DAWSON COUNTY | 187 | 0 | 2 | 97 |
| DECATUR CITY | 187 | 2 | 5 | 94 |
| DECATUR COUNTY | 188 | 1 | 5 | 94 |
| DEKALB COUNTY | 184 | 2 | 6 | 91 |
| DODGE COUNTY | 188 | 2 | 4 | 94 |
| DOOLY COUNTY | 180 | 9 | 7 | 84 |
| DOUGHERTY COUNTY | 188 | 1 | 5 | 94 |
| DOUGLAS COUNTY | 189 | 1 | 4 | 95 |
| DUBLIN CITY | 185 | 3 | 6 | 91 |
| EARLY COUNTY | 180 | 5 | 9 | 86 |
| ECHOLS COUNTY | 187 | 2 | 9 | 89 |
| EFFINGHAM COUNTY | 189 | 1 | 3 | 96 |
| ELBERT COUNTY | 183 | 2 | 8 | 90 |
| EMANUEL COUNTY | 185 | 1 | 6 | 93 |
| EVANS COUNTY | 189 | 0 | 2 | 98 |
| FANNIN COUNTY | 185 | 0 | 6 | 94 |
| FAYETTE COUNTY | 191 | 1 | 2 | 98 |
| FLOYD COUNTY | 186 | 1 | 4 | 95 |
| FORSYTH COUNTY | 192 | 1 | 2 | 98 |
| FRANKLIN COUNTY | 188 | 1 | 5 | 93 |
| FULTON COUNTY | 188 | 1 | 4 | 95 |
| GAINESVILLE CITY | 178 | 5 | 14 | 81 |
| GILMER COUNTY | 187 | 1 | 7 | 92 |
| GLASCOCK COUNTY | 188 | 0 | 0 | 100 |
| GLYNN COUNTY | 182 | 1 | 9 | 89 |
| GORDON COUNTY | 186 | 2 | 6 | 92 |
| GRADY COUNTY | 186 | 1 | 6 | 94 |
| GREENE COUNTY | 189 | 1 | 3 | 96 |
| GWINNETT COUNTY | 186 | 1 | 5 | 93 |
| HABERSHAM COUNTY | 188 | 3 | 5 | 93 |
| HALL COUNTY | 185 | 2 | 6 | 92 |
| HANCOCK COUNTY | 180 | 3 | 17 | 80 |
| HARALSON COUNTY | 182 | 1 | 10 | 89 |
| HARRIS COUNTY | 189 | 1 | 3 | 97 |
| HART COUNTY | 189 | 2 | 6 | 92 |
| HEARD COUNTY | 186 | 1 | 7 | 93 |
| HENRY COUNTY | 188 | 0 | 3 | 97 |
| HOUSTON COUNTY | 186 | 1 | 5 | 94 |
| IRWIN COUNTY | 183 | 4 | 6 | 90 |
| JACKSON COUNTY | 189 | 1 | 3 | 96 |
| JASPER COUNTY | 180 | 7 | 7 | 86 |
| JEFF DAVIS COUNTY | 185 | 1 | 4 | 95 |
| JEFFERSON CITY | 190 | 2 | 4 | 94 |

## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED
## MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE BY SYSTEM -- SPRING, 2000

| SYSTEM | READINESS SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| JEFFERSON COUNTY | 185 | 1 | 5 | 94 |
| JENKINS COUNTY | 184 | 5 | 4 | 91 |
| JOHNSON COUNTY | 182 | 1 | 14 | 85 |
| JONES COUNTY | 188 | 2 | 4 | 94 |
| LAMAR COUNTY | 187 | 2 | 6 | 92 |
| LANIER COUNTY | 188 | 0 | 1 | 99 |
| LAURENS COUNTY | 187 | 3 | 6 | 92 |
| LEE COUNTY | 193 | 0 | 2 | 98 |
| LIBERTY COUNTY | 183 | 4 | 7 | 89 |
| LINCOLN COUNTY | 188 | 4 | 5 | 91 |
| LONG COUNTY | 186 | 3 | 5 | 92 |
| LOWNDES COUNTY | 189 | 1 | 5 | 94 |
| LUMPKIN COUNTY | 183 | 1 | 8 | 92 |
| MACON COUNTY | 179 | 6 | 8 | 85 |
| MADISON COUNTY | 187 | 1 | 4 | 95 |
| MARIETTA CITY | 187 | 1 | 5 | 94 |
| MARION COUNTY | 181 | 4 | 7 | 88 |
| MCDUFFIE COUNTY | 185 | 2 | 6 | 92 |
| MCINTOSH COUNTY | (Assessment not administered) | | | |
| MERIWETHER COUNTY | 182 | 1 | 9 | 89 |
| MILLER COUNTY | 182 | 7 | 9 | 84 |
| MITCHELL COUNTY | 189 | 4 | 3 | 93 |
| MONROE COUNTY | 187 | 0 | 4 | 96 |
| MONTGOMERY COUNTY | 188 | 1 | 4 | 95 |
| MORGAN COUNTY | 188 | 2 | 4 | 94 |
| MURRAY COUNTY | 187 | 4 | 5 | 91 |
| MUSCOGEE COUNTY | 185 | 2 | 6 | 92 |
| NEWTON COUNTY | 183 | 2 | 8 | 89 |
| OCONEE COUNTY | 190 | 1 | 3 | 96 |
| OGLETHORPE COUNTY | 184 | 4 | 5 | 91 |
| PAULDING COUNTY | 190 | 1 | 2 | 97 |
| PEACH COUNTY | 179 | 4 | 8 | 88 |
| PELHAM CITY | 184 | 2 | 6 | 92 |
| PICKENS COUNTY | 183 | 3 | 7 | 91 |
| PIERCE COUNTY | 192 | 0 | 4 | 96 |
| PIKE COUNTY | 184 | 1 | 7 | 92 |
| POLK COUNTY | 186 | 4 | 6 | 90 |
| PULASKI COUNTY | 182 | 2 | 10 | 88 |
| PUTNAM COUNTY | 182 | 2 | 4 | 94 |
| QUITMAN COUNTY | 197 | 0 | 0 | 100 |
| RABUN COUNTY | 186 | 2 | 4 | 93 |
| RANDOLPH COUNTY | 187 | 0 | 9 | 91 |
| RICHMOND COUNTY | 185 | 2 | 6 | 92 |
| ROCKDALE COUNTY | 189 | 1 | 4 | 95 |
| ROME CITY | 186 | 2 | 6 | 92 |
| SCHLEY COUNTY | 185 | 0 | 2 | 98 |

## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED
## MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE BY SYSTEM -- SPRING, 2000

| SYSTEM | READINESS SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| SCREVEN COUNTY | 182 | 2 | 7 | 91 |
| SEMINOLE COUNTY | 183 | 3 | 9 | 88 |
| SOCIAL CIRCLE CITY | 186 | 2 | 7 | 91 |
| SPALDING COUNTY | 184 | 3 | 9 | 89 |
| STEPHENS COUNTY | 183 | 1 | 7 | 91 |
| STEWART COUNTY | 188 | 3 | 7 | 90 |
| SUMTER COUNTY | 185 | 2 | 7 | 91 |
| TALBOT COUNTY | 170 | 12 | 22 | 66 |
| TALIAFERRO COUNTY | 186 | 0 | 8 | 92 |
| TATTNALL COUNTY | 183 | 3 | 7 | 90 |
| TAYLOR COUNTY | 176 | 8 | 19 | 73 |
| TELFAIR COUNTY | 186 | 2 | 4 | 95 |
| TERRELL COUNTY | 189 | 1 | 5 | 94 |
| THOMAS COUNTY | 186 | 1 | 4 | 96 |
| THOMASVILLE CITY | 182 | 3 | 13 | 84 |
| TIFT COUNTY | 187 | 2 | 4 | 93 |
| TOOMBS COUNTY | 185 | 2 | 6 | 92 |
| TOWNS COUNTY | 180 | 4 | 7 | 88 |
| TREUTLEN COUNTY | 186 | 2 | 8 | 90 |
| TRION CITY | 187 | 0 | 4 | 96 |
| TROUP COUNTY | 187 | 1 | 5 | 94 |
| TURNER COUNTY | 178 | 7 | 9 | 83 |
| TWIGGS COUNTY | 180 | 3 | 12 | 85 |
| UNION COUNTY | 192 | 2 | 1 | 97 |
| UPSON COUNTY | 183 | 4 | 6 | 90 |
| VALDOSTA CITY | 186 | 2 | 4 | 94 |
| VIDALIA CITY | 181 | 4 | 12 | 85 |
| WALKER COUNTY | 185 | 1 | 5 | 94 |
| WALTON COUNTY | 187 | 2 | 4 | 94 |
| WARE COUNTY | 184 | 2 | 9 | 89 |
| WARREN COUNTY | 176 | 5 | 15 | 79 |
| WASHINGTON COUNTY | 190 | 0 | 2 | 98 |
| WAYNE COUNTY | 191 | 1 | 2 | 97 |
| WEBSTER COUNTY | 181 | 0 | 8 | 93 |
| WHEELER COUNTY | 185 | 1 | 7 | 91 |
| WHITE COUNTY | 186 | 1 | 6 | 93 |
| WHITFIELD COUNTY | 187 | 2 | 5 | 93 |
| WILCOX COUNTY | 185 | 4 | 5 | 90 |
| WILKES COUNTY | 183 | 2 | 7 | 91 |
| WILKINSON COUNTY | 178 | 1 | 12 | 88 |
| WORTH COUNTY | 186 | 2 | 5 | 93 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 1: LARGE SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CHEROKEE COUNTY | 189 | 1 | 3 | 96 |
| COBB COUNTY | 187 | 1 | 4 | 95 |
| COLUMBIA COUNTY | 188 | 1 | 3 | 96 |
| FAYETTE COUNTY | 191 | 1 | 2 | 98 |
| FORSYTH COUNTY | 192 | 1 | 2 | 98 |
| GWINNETT COUNTY | 186 | 1 | 5 | 93 |
| HENRY COUNTY | 188 | 0 | 3 | 97 |
| PAULDING COUNTY | 190 | 1 | 2 | 97 |
| COMPARISON GROUP | 188 | 1 | 4 | 95 |
| GROUP 2: LARGE SYSTEMS WITH 25% TO 42% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BARTOW COUNTY | 189 | 1 | 3 | 96 |
| CARROLL COUNTY | 184 | 1 | 6 | 93 |
| COWETA COUNTY | 189 | 1 | 4 | 95 |
| DOUGLAS COUNTY | 189 | 1 | 4 | 95 |
| FLOYD COUNTY | 186 | 1 | 4 | 95 |
| FULTON COUNTY | 188 | 1 | 4 | 95 |
| GLYNN COUNTY | 182 | 1 | 9 | 89 |
| HALL COUNTY | 185 | 2 | 6 | 92 |
| HOUSTON COUNTY | 186 | 1 | 5 | 94 |
| NEWTON COUNTY | 183 | 2 | 8 | 89 |
| ROCKDALE COUNTY | 189 | 1 | 4 | 95 |
| WHITFIELD COUNTY | 187 | 2 | 5 | 93 |
| COMPARISON GROUP | 187 | 1 | 5 | 94 |
| GROUP 3: LARGE SYSTEMS WITH MORE THAN 48% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| ATLANTA CITY | 181 | 5 | 10 | 85 |
| BIBB COUNTY | 182 | 3 | 8 | 88 |
| CHATHAM COUNTY | 186 | 2 | 6 | 93 |
| CLARKE COUNTY | 181 | 2 | 9 | 89 |
| CLAYTON COUNTY | 183 | 2 | 6 | 92 |
| DEKALB COUNTY | 184 | 2 | 6 | 91 |
| DOUGHERTY COUNTY | 188 | 1 | 5 | 94 |
| LIBERTY COUNTY | 183 | 4 | 7 | 89 |
| MUSCOGEE COUNTY | 185 | 2 | 6 | 92 |
| RICHMOND COUNTY | 185 | 2 | 6 | 92 |
| SPALDING COUNTY | 184 | 3 | 9 | 89 |
| TROUP COUNTY | 187 | 1 | 5 | 94 |
| COMPARISON GROUP | 184 | 3 | 7 | 90 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 4: MID-SIZED SYSTEMS WITH FEWER THAN 32% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BARROW COUNTY | 190 | 0 | 4 | 95 |
| CALHOUN CITY | 184 | 5 | 8 | 86 |
| CATOOSA COUNTY | 188 | 1 | 3 | 96 |
| DAWSON COUNTY | 187 | 0 | 2 | 97 |
| EFFINGHAM COUNTY | 189 | 1 | 3 | 96 |
| JONES COUNTY | 188 | 2 | 4 | 94 |
| LEE COUNTY | 193 | 0 | 2 | 98 |
| OCONEE COUNTY | 190 | 1 | 3 | 96 |
| PIKE COUNTY | 184 | 1 | 7 | 92 |
| COMPARISON GROUP | 189 | 1 | 4 | 95 |
| GROUP 5: MID-SIZED SYSTEMS WITH 34% TO 38% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BRYAN COUNTY | 190 | 1 | 3 | 95 |
| CAMDEN COUNTY | 187 | 1 | 5 | 94 |
| CARTERSVILLE CITY | (Assessment not administered) | | | |
| DADE COUNTY | 189 | 0 | 6 | 94 |
| GORDON COUNTY | 186 | 2 | 6 | 92 |
| HABERSHAM COUNTY | 188 | 3 | 5 | 93 |
| HARRIS COUNTY | 189 | 1 | 3 | 97 |
| LOWNDES COUNTY | 189 | 1 | 5 | 94 |
| LUMPKIN COUNTY | 183 | 1 | 8 | 92 |
| PICKENS COUNTY | 183 | 3 | 7 | 91 |
| STEPHENS COUNTY | 183 | 1 | 7 | 91 |
| WALTON COUNTY | 187 | 2 | 4 | 94 |
| WHITE COUNTY | 186 | 1 | 6 | 93 |
| COMPARISON GROUP | 187 | 2 | 5 | 93 |
| GROUP 6: MID-SIZED SYSTEMS WITH 39% TO 45% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CARROLLTON CITY | 183 | 2 | 7 | 91 |
| FANNIN COUNTY | 185 | 0 | 6 | 94 |
| FRANKLIN COUNTY | 188 | 1 | 5 | 93 |
| GILMER COUNTY | 187 | 1 | 7 | 92 |
| HARALSON COUNTY | 182 | 1 | 10 | 89 |
| HART COUNTY | 189 | 2 | 6 | 92 |
| JACKSON COUNTY | 189 | 1 | 3 | 96 |
| MADISON COUNTY | 187 | 1 | 4 | 95 |
| MONROE COUNTY | 187 | 0 | 4 | 96 |
| MORGAN COUNTY | 188 | 2 | 4 | 94 |
| MURRAY COUNTY | 187 | 4 | 5 | 91 |
| OGLETHORPE COUNTY | 184 | 4 | 5 | 91 |
| POLK COUNTY | 186 | 4 | 6 | 90 |
| RABUN COUNTY | 186 | 2 | 4 | 93 |
| UNION COUNTY | 192 | 2 | 1 | 97 |
| COMPARISON GROUP | 186 | 2 | 5 | 93 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 7: MID-SIZED SYSTEMS WITH 46% TO 55% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BALDWIN COUNTY | 186 | 2 | 7 | 91 |
| BANKS COUNTY | 190 | 1 | 4 | 95 |
| BERRIEN COUNTY | 189 | 2 | 2 | 96 |
| BLECKLEY COUNTY | 187 | 1 | 6 | 93 |
| BRANTLEY COUNTY | 185 | 2 | 7 | 92 |
| BULLOCH COUNTY | 185 | 2 | 7 | 92 |
| BUTTS COUNTY | 182 | 1 | 11 | 87 |
| CHATTOOGA COUNTY | 181 | 0 | 10 | 90 |
| COLQUITT COUNTY | 188 | 1 | 6 | 93 |
| CRAWFORD COUNTY | 186 | 3 | 6 | 91 |
| DALTON PUBLIC | 185 | 3 | 5 | 92 |
| DECATUR CITY | 187 | 2 | 5 | 94 |
| ELBERT COUNTY | 183 | 2 | 8 | 90 |
| GRADY COUNTY | 186 | 1 | 6 | 94 |
| HEARD COUNTY | 186 | 1 | 7 | 93 |
| JEFF DAVIS COUNTY | 185 | 1 | 4 | 95 |
| LAMAR COUNTY | 187 | 2 | 6 | 92 |
| LAURENS COUNTY | 187 | 3 | 6 | 92 |
| MARIETTA CITY | 187 | 1 | 5 | 94 |
| MCDUFFIE COUNTY | 185 | 2 | 6 | 92 |
| PIERCE COUNTY | 192 | 0 | 4 | 96 |
| THOMAS COUNTY | 186 | 1 | 4 | 96 |
| TIFT COUNTY | 187 | 2 | 4 | 93 |
| UPSON COUNTY | 183 | 4 | 6 | 90 |
| VIDALIA CITY | 181 | 4 | 12 | 85 |
| WALKER COUNTY | 185 | 1 | 5 | 94 |
| WAYNE COUNTY | 191 | 1 | 2 | 97 |
| COMPARISON GROUP | 186 | 2 | 6 | 92 |
| GROUP 8: MID-SIZED SYSTEMS WITH 57% TO 64% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| APPLING COUNTY | 187 | 0 | 3 | 97 |
| BEN HILL COUNTY | 186 | 1 | 6 | 93 |
| CHARLTON COUNTY | 187 | 2 | 7 | 91 |
| COFFEE COUNTY | 185 | 3 | 6 | 91 |
| COOK COUNTY | 190 | 1 | 3 | 96 |
| DECATUR COUNTY | 188 | 1 | 5 | 94 |
| DODGE COUNTY | 188 | 2 | 4 | 94 |
| DUBLIN CITY | 185 | 3 | 6 | 91 |
| GAINESVILLE CITY | 178 | 5 | 14 | 81 |
| PEACH COUNTY | 179 | 4 | 8 | 88 |
| ROME CITY | 186 | 2 | 6 | 92 |
| VALDOSTA CITY | 186 | 2 | 4 | 94 |
| WARE COUNTY | 184 | 2 | 9 | 89 |
| WORTH COUNTY | 186 | 2 | 5 | 93 |
| COMPARISON GROUP | 185 | 2 | 6 | 91 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 9: MID-SIZED SYSTEMS WITH 65% TO 70% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CRISP COUNTY | 187 | 1 | 5 | 94 |
| EARLY COUNTY | 180 | 5 | 9 | 86 |
| EMANUEL COUNTY | 185 | 1 | 6 | 93 |
| EVANS COUNTY | 189 | 0 | 2 | 98 |
| PUTNAM COUNTY | 182 | 2 | 4 | 94 |
| SCREVEN COUNTY | 182 | 2 | 7 | 91 |
| TATTNALL COUNTY | 183 | 3 | 7 | 90 |
| THOMASVILLE CITY | 182 | 3 | 13 | 84 |
| TOOMBS COUNTY | 185 | 2 | 6 | 92 |
| TURNER COUNTY | 178 | 7 | 9 | 83 |
| WASHINGTON COUNTY | 190 | 0 | 2 | 98 |
| COMPARISON GROUP | 184 | 2 | 6 | 91 |
| GROUP 10: MID-SIZED SYSTEMS WITH MORE THAN 74% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BROOKS COUNTY | 182 | 5 | 7 | 88 |
| BURKE COUNTY | 185 | 3 | 5 | 92 |
| GREENE COUNTY | 189 | 1 | 3 | 96 |
| JEFFERSON COUNTY | 185 | 1 | 5 | 94 |
| MACON COUNTY | 179 | 6 | 8 | 85 |
| MERIWETHER COUNTY | 182 | 1 | 9 | 89 |
| MITCHELL COUNTY | 189 | 4 | 3 | 93 |
| SUMTER COUNTY | 185 | 2 | 7 | 91 |
| TWIGGS COUNTY | 180 | 3 | 12 | 85 |
| COMPARISON GROUP | 184 | 3 | 7 | 90 |
| GROUP 11: SMALL SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BREMEN CITY | 186 | 1 | 4 | 95 |
| CHICKAMAUGA CITY | 192 | 1 | 4 | 94 |
| TRION CITY | 187 | 0 | 4 | 96 |
| COMPARISON GROUP | 188 | 0 | 4 | 96 |
| GROUP 12: SMALL SYSTEMS WITH 33% TO 43% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BUFORD CITY | 187 | 2 | 5 | 93 |
| COMMERCE CITY | 189 | 0 | 4 | 96 |
| JEFFERSON CITY | 190 | 2 | 4 | 94 |
| SOCIAL CIRCLE CITY | 186 | 2 | 7 | 91 |
| TOWNS COUNTY | 180 | 4 | 7 | 88 |
| COMPARISON GROUP | 187 | 2 | 5 | 93 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 13: SMALL SYSTEMS WITH 47% TO 59% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BACON COUNTY | 187 | 1 | 2 | 97 |
| ECHOLS COUNTY | 187 | 2 | 9 | 89 |
| GLASCOCK COUNTY | 188 | 0 | 0 | 100 |
| LINCOLN COUNTY | 188 | 4 | 5 | 91 |
| MILLER COUNTY | 182 | 7 | 9 | 84 |
| WILCOX COUNTY | 185 | 4 | 5 | 90 |
| WILKES COUNTY | 183 | 2 | 7 | 91 |
| COMPARISON GROUP | 185 | 3 | 5 | 92 |
| GROUP 14: SMALL SYSTEMS WITH 60% TO 67% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CANDLER COUNTY | 181 | 4 | 10 | 86 |
| CLINCH COUNTY | 186 | 1 | 8 | 91 |
| JASPER COUNTY | 180 | 7 | 7 | 86 |
| LANIER COUNTY | 188 | 0 | 1 | 99 |
| MARION COUNTY | 181 | 4 | 7 | 88 |
| MCINTOSH COUNTY | (Assessment not administered) | | | |
| MONTGOMERY COUNTY | 188 | 1 | 4 | 95 |
| PULASKI COUNTY | 182 | 2 | 10 | 88 |
| SCHLEY COUNTY | 185 | 0 | 2 | 98 |
| SEMINOLE COUNTY | 183 | 3 | 9 | 88 |
| TREUTLEN COUNTY | 186 | 2 | 8 | 90 |
| WILKINSON COUNTY | 178 | 1 | 12 | 88 |
| COMPARISON GROUP | 183 | 3 | 7 | 90 |
| GROUP 15: SMALL SYSTEMS WITH 68% TO 73% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CHATTAHOOCHEE COUNTY | 191 | 0 | 4 | 96 |
| JENKINS COUNTY | 184 | 5 | 4 | 91 |
| JOHNSON COUNTY | 182 | 1 | 14 | 85 |
| LONG COUNTY | 186 | 3 | 5 | 92 |
| PELHAM CITY | 184 | 2 | 6 | 92 |
| TAYLOR COUNTY | 176 | 8 | 19 | 73 |
| TELFAIR COUNTY | 186 | 2 | 4 | 95 |
| WHEELER COUNTY | 185 | 1 | 7 | 91 |
| COMPARISON GROUP | 183 | 3 | 8 | 89 |

**GEORGIA KINDERGARTEN ASSESSMENT PROGRAM--REVISED**
**MEAN READINESS SCORE AND PERCENT READY FOR GRADE ONE -- SPRING, 2000**
**BY SYSTEM WITHIN DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT READY | PERCENT READY W/ SIA | PERCENT READY |
|---|---|---|---|---|
| **GEORGIA** | **186** | **2** | **6** | **92** |
| GROUP 16: SMALL SYSTEMS WITH 75% TO 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| ATKINSON COUNTY | 179 | 13 | 6 | 81 |
| BAKER COUNTY | 195 | 3 | 0 | 98 |
| CLAY COUNTY | (Incomplete data reported) | | | |
| DOOLY COUNTY | 180 | 9 | 7 | 84 |
| HANCOCK COUNTY | 180 | 3 | 17 | 80 |
| IRWIN COUNTY | 183 | 4 | 6 | 90 |
| RANDOLPH COUNTY | 187 | 0 | 9 | 91 |
| STEWART COUNTY | 188 | 3 | 7 | 90 |
| TALBOT COUNTY | 170 | 12 | 22 | 66 |
| WARREN COUNTY | 176 | 5 | 15 | 79 |
| WEBSTER COUNTY | 181 | 0 | 8 | 93 |
| COMPARISON GROUP | 181 | 6 | 9 | 85 |
| GROUP 17: SMALL SYSTEMS WITH MORE THAN 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CALHOUN COUNTY | 179 | 11 | 6 | 83 |
| QUITMAN COUNTY | 197 | 0 | 0 | 100 |
| TALIAFERRO COUNTY | 186 | 0 | 8 | 92 |
| TERRELL COUNTY | 189 | 1 | 5 | 94 |
| COMPARISON GROUP | 187 | 3 | 5 | 92 |

Table 3a

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| 601 APPLING | 3.8 | 52 | 4.4 | 66 | 3.8 | 54 | 4.0 | 57 | 4.0 | 58 | 4.0 | 59 | 3.9 | 57 |
| 602 ATKINSON | 3.5 | 45 | 4.5 | 70 | 3.9 | 57 | 3.3 | 41 | 3.2 | 37 | 3.7 | 51 | 3.7 | 48 |
| 761 ATLANTA CITY | 3.6 | 48 | 4.1 | 60 | 3.7 | 50 | 3.5 | 44 | 3.5 | 44 | 3.5 | 45 | 3.6 | 47 |
| 603 BACON | 3.6 | 48 | 4.3 | 64 | 4.0 | 60 | 3.8 | 53 | 3.5 | 46 | 3.8 | 54 | 3.8 | 54 |
| 604 BAKER | 3.5 | 45 | 4.1 | 59 | 3.6 | 46 | 3.4 | 42 | 3.3 | 40 | 3.6 | 48 | 3.5 | 44 |
| 605 BALDWIN | 3.8 | 54 | 4.4 | 67 | 4.1 | 64 | 4.1 | 61 | 4.1 | 63 | 3.8 | 56 | 4.0 | 61 |
| 606 BANKS | 4.0 | 59 | 4.4 | 68 | 4.1 | 63 | 4.5 | 69 | 4.1 | 61 | 4.1 | 61 | 4.1 | 63 |
| 607 BARROW | 3.8 | 54 | 4.0 | 57 | 4.0 | 63 | 4.2 | 62 | 4.0 | 60 | 4.0 | 60 | 3.9 | 58 |
| 608 BARTOW | 4.0 | 58 | 4.4 | 66 | 4.3 | 68 | 4.2 | 65 | 3.9 | 56 | 4.1 | 62 | 4.0 | 62 |
| 609 BEN HILL | 3.3 | 39 | 3.6 | 48 | 3.4 | 39 | 3.5 | 46 | 3.5 | 43 | 3.3 | 37 | 3.4 | 40 |
| 610 BERRIEN | 3.5 | 45 | 4.2 | 63 | 3.7 | 50 | 3.6 | 49 | 3.6 | 48 | 3.6 | 48 | 3.7 | 49 |
| 611 BIBB | 3.6 | 49 | 4.4 | 67 | 3.9 | 59 | 3.7 | 51 | 3.9 | 54 | 3.8 | 56 | 3.9 | 56 |
| 612 BLECKLEY | 3.9 | 56 | 4.4 | 68 | 4.1 | 65 | 4.2 | 63 | 4.0 | 58 | 4.0 | 59 | 4.0 | 61 |
| 613 BRANTLEY | 4.0 | 57 | 4.3 | 63 | 4.0 | 61 | 4.0 | 57 | 3.6 | 50 | 4.0 | 59 | 3.9 | 57 |
| 763 BREMEN CITY | 4.4 | 67 | 5.4 | 84 | 4.7 | 79 | 5.1 | 79 | 4.8 | 76 | 4.5 | 73 | 4.6 | 77 |
| 614 BROOKS | 3.3 | 37 | 3.8 | 53 | 3.5 | 43 | 3.2 | 37 | 3.1 | 33 | 3.3 | 38 | 3.4 | 39 |
| 615 BRYAN | 4.1 | 60 | 4.4 | 68 | 4.2 | 67 | 4.5 | 68 | 4.0 | 60 | 4.2 | 67 | 4.1 | 65 |
| 764 BUFORD CITY | 4.4 | 67 | 4.6 | 73 | 4.3 | 70 | 5.0 | 77 | 4.7 | 74 | 4.3 | 68 | 4.4 | 72 |
| 616 BULLOCH | 3.8 | 55 | 4.4 | 65 | 4.1 | 63 | 4.2 | 65 | 3.9 | 55 | 4.1 | 62 | 4.0 | 60 |
| 617 BURKE | 3.4 | 43 | 3.7 | 51 | 3.6 | 47 | 3.6 | 47 | 3.6 | 48 | 3.7 | 51 | 3.6 | 46 |
| 618 BUTTS | 3.3 | 39 | 3.6 | 48 | 3.5 | 40 | 3.3 | 40 | 3.4 | 41 | 3.5 | 43 | 3.4 | 40 |
| 619 CALHOUN | 3.3 | 36 | 3.9 | 56 | 3.4 | 36 | 3.0 | 34 | 3.2 | 36 | 3.3 | 39 | 3.3 | 36 |
| 765 CALHOUN CITY | 3.8 | 55 | 4.3 | 64 | 4.1 | 64 | 4.5 | 68 | 4.0 | 59 | 3.9 | 59 | 4.0 | 61 |
| 620 CAMDEN | 3.9 | 56 | 4.8 | 78 | 4.2 | 67 | 4.2 | 65 | 3.9 | 55 | 4.1 | 61 | 4.1 | 63 |
| 621 CANDLER | 3.5 | 46 | 4.1 | 58 | 3.9 | 57 | 3.6 | 48 | 3.5 | 46 | 3.8 | 54 | 3.8 | 50 |
| 622 CARROLL | 3.5 | 43 | 3.7 | 49 | 3.6 | 48 | 3.6 | 47 | 3.3 | 40 | 3.5 | 43 | 3.5 | 44 |
| 766 CARROLLTON CITY | 3.7 | 50 | 3.7 | 50 | 3.5 | 44 | 3.6 | 50 | 3.4 | 42 | 3.5 | 44 | 3.6 | 45 |
| 767 CARTERSVILLE CITY | 4.3 | 64 | 4.6 | 73 | 4.5 | 75 | 4.5 | 69 | 4.2 | 64 | 4.2 | 65 | 4.3 | 68 |
| 623 CATOOSA | 4.0 | 57 | 4.4 | 65 | 4.0 | 63 | 4.1 | 61 | 4.1 | 61 | 4.0 | 60 | 4.0 | 60 |
| 624 CHARLTON | 3.6 | 48 | 3.8 | 54 | 3.9 | 55 | 4.0 | 57 | 3.8 | 53 | 3.8 | 53 | 3.8 | 54 |
| 626 CHATTAHOOCHEE | 3.4 | 41 | 3.7 | 52 | 3.7 | 50 | 3.6 | 47 | 3.4 | 42 | 3.6 | 46 | 3.6 | 45 |
| 627 CHATTOOGA | 3.8 | 53 | 3.5 | 45 | 3.7 | 53 | 3.9 | 54 | 3.8 | 53 | 3.7 | 52 | 3.7 | 50 |
| 628 CHEROKEE | 4.3 | 65 | 4.7 | 75 | 4.5 | 75 | 4.8 | 74 | 4.3 | 67 | 4.3 | 70 | 4.4 | 71 |
| 769 CHICKAMAUGA CITY | 4.1 | 61 | 4.4 | 69 | 3.9 | 59 | 4.1 | 60 | 4.2 | 64 | 4.0 | 60 | 4.1 | 62 |
| 629 CLARKE | 3.6 | 48 | 3.6 | 49 | 3.8 | 53 | 3.7 | 51 | 3.6 | 47 | 3.7 | 52 | 3.6 | 48 |

Table 3a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **3.8** | **54** | **4.4** | **65** | **4.0** | **62** | **4.0** | **59** | **3.9** | **55** | **3.9** | **58** | **3.9** | **58** |
| 630 CLAY | 2.7 | 22 | 3.3 | 37 | 3.2 | 30 | 2.8 | 26 | 2.8 | 24 | 3.0 | 27 | 2.9 | 25 |
| 631 CLAYTON | 3.5 | 43 | 4.0 | 58 | 3.7 | 50 | 3.5 | 46 | 3.5 | 45 | 3.7 | 49 | 3.6 | 47 |
| 632 CLINCH | 3.8 | 52 | 4.2 | 61 | 4.0 | 62 | 4.2 | 64 | 3.8 | 54 | 3.6 | 47 | 3.9 | 56 |
| 633 COBB | 4.2 | 63 | 4.5 | 71 | 4.3 | 71 | 4.5 | 69 | 4.1 | 62 | 4.2 | 67 | 4.2 | 67 |
| 634 COFFEE | 3.6 | 48 | 4.2 | 61 | 3.9 | 59 | 3.9 | 55 | 3.6 | 48 | 3.7 | 52 | 3.8 | 53 |
| 635 COLQUITT | 3.8 | 53 | 4.4 | 66 | 4.0 | 60 | 4.2 | 64 | 3.9 | 56 | 4.0 | 60 | 4.0 | 59 |
| 636 COLUMBIA | 4.3 | 66 | 4.7 | 76 | 4.5 | 75 | 4.9 | 75 | 4.5 | 69 | 4.5 | 73 | 4.4 | 73 |
| 771 COMMERCE CITY | 4.2 | 62 | 4.9 | 79 | 4.3 | 69 | 4.5 | 68 | 4.0 | 59 | 4.3 | 68 | 4.3 | 67 |
| 637 COOK | 3.6 | 47 | 4.4 | 65 | 3.8 | 53 | 3.9 | 54 | 3.6 | 49 | 3.7 | 50 | 3.8 | 53 |
| 638 COWETA | 4.0 | 59 | 4.2 | 61 | 4.2 | 67 | 4.2 | 64 | 4.1 | 60 | 4.1 | 62 | 4.0 | 61 |
| 639 CRAWFORD | 3.6 | 48 | 4.0 | 57 | 3.7 | 49 | 3.6 | 48 | 3.5 | 46 | 3.6 | 46 | 3.6 | 47 |
| 640 CRISP | 3.5 | 46 | 4.1 | 58 | 3.9 | 56 | 3.8 | 53 | 3.5 | 45 | 3.6 | 45 | 3.7 | 48 |
| 641 DADE | 3.6 | 48 | 4.2 | 61 | 3.7 | 50 | 3.6 | 48 | 3.5 | 45 | 3.8 | 53 | 3.7 | 50 |
| 772 DALTON CITY | 3.8 | 53 | 4.0 | 58 | 3.9 | 58 | 4.0 | 58 | 3.6 | 48 | 3.7 | 52 | 3.8 | 53 |
| 642 DAWSON | 4.2 | 62 | 4.6 | 72 | 4.2 | 67 | 4.7 | 72 | 4.5 | 71 | 4.2 | 65 | 4.3 | 69 |
| 643 DECATUR | 3.8 | 55 | 4.6 | 74 | 4.0 | 63 | 4.5 | 68 | 4.0 | 59 | 4.1 | 63 | 4.1 | 63 |
| 773 DECATUR CITY | 4.0 | 58 | 4.0 | 57 | 4.2 | 66 | 4.1 | 61 | 4.0 | 58 | 4.0 | 60 | 4.0 | 60 |
| 644 DEKALB | 3.6 | 48 | 4.4 | 65 | 4.0 | 62 | 3.7 | 51 | 3.7 | 51 | 3.7 | 52 | 3.8 | 54 |
| 645 DODGE | 4.0 | 57 | 4.7 | 76 | 4.1 | 64 | 4.2 | 63 | 4.1 | 60 | 4.2 | 67 | 4.1 | 65 |
| 646 DOOLY | 3.2 | 36 | 4.4 | 65 | 3.5 | 42 | 3.1 | 36 | 3.2 | 35 | 3.6 | 45 | 3.4 | 41 |
| 647 DOUGHERTY | 3.5 | 44 | 4.2 | 61 | 3.7 | 53 | 3.6 | 49 | 3.6 | 50 | 3.7 | 49 | 3.7 | 50 |
| 648 DOUGLAS | 4.0 | 57 | 4.4 | 67 | 4.0 | 62 | 4.2 | 62 | 4.0 | 59 | 4.0 | 60 | 4.0 | 60 |
| 774 DUBLIN CITY | 3.6 | 48 | 4.0 | 58 | 3.8 | 55 | 3.6 | 48 | 3.4 | 42 | 3.8 | 53 | 3.7 | 48 |
| 649 EARLY | 3.4 | 42 | 4.2 | 61 | 3.9 | 55 | 4.5 | 69 | 3.9 | 56 | 3.6 | 46 | 3.9 | 55 |
| 650 ECHOLS | 3.6 | 49 | 4.2 | 61 | 3.8 | 55 | 3.7 | 50 | 3.9 | 54 | 3.6 | 49 | 3.8 | 51 |
| 651 EFFINGHAM | 4.0 | 58 | 4.1 | 59 | 4.2 | 66 | 4.4 | 66 | 4.0 | 60 | 4.1 | 63 | 4.0 | 61 |
| 652 ELBERT | 3.8 | 52 | 4.4 | 68 | 3.8 | 55 | 3.8 | 53 | 3.6 | 49 | 3.8 | 55 | 3.8 | 54 |
| 653 EMANUEL | 3.7 | 51 | 3.8 | 55 | 3.9 | 56 | 4.1 | 61 | 3.7 | 51 | 3.6 | 48 | 3.8 | 53 |
| 654 EVANS | 3.3 | 36 | 3.4 | 39 | 3.5 | 44 | 3.1 | 36 | 3.1 | 31 | 3.3 | 39 | 3.3 | 35 |
| 655 FANNIN | 4.2 | 63 | 4.2 | 61 | 4.0 | 62 | 4.2 | 63 | 3.9 | 56 | 4.1 | 62 | 4.0 | 60 |
| 656 FAYETTE | 4.5 | 69 | 4.6 | 74 | 4.7 | 80 | 4.8 | 74 | 4.4 | 69 | 4.4 | 72 | 4.4 | 73 |
| 657 FLOYD | 3.9 | 57 | 4.2 | 61 | 4.0 | 60 | 4.1 | 61 | 4.0 | 59 | 3.9 | 58 | 4.0 | 59 |
| 658 FORSYTH | 4.3 | 66 | 4.7 | 75 | 4.5 | 74 | 4.7 | 72 | 4.2 | 66 | 4.4 | 71 | 4.4 | 71 |
| 659 FRANKLIN | 3.9 | 57 | 4.4 | 65 | 3.9 | 57 | 4.0 | 58 | 4.0 | 58 | 4.0 | 59 | 3.9 | 58 |

Table 3a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| | System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| | GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| 660 | FULTON | 4.2 | 62 | 4.6 | 73 | 4.4 | 72 | 4.3 | 65 | 4.0 | 60 | 4.3 | 68 | 4.2 | 67 |
| 776 | GAINESVILLE CITY | 4.0 | 60 | 4.4 | 65 | 4.2 | 66 | 4.5 | 69 | 3.9 | 55 | 4.1 | 62 | 4.1 | 63 |
| 661 | GILMER | 3.7 | 52 | 4.0 | 57 | 3.8 | 54 | 4.0 | 57 | 3.9 | 57 | 3.8 | 56 | 3.9 | 55 |
| 662 | GLASCOCK | 3.8 | 54 | 4.3 | 63 | 4.0 | 63 | 4.8 | 73 | 3.9 | 57 | 4.1 | 62 | 4.0 | 62 |
| 663 | GLYNN | 3.5 | 46 | 3.7 | 50 | 3.7 | 49 | 3.6 | 48 | 3.6 | 46 | 3.6 | 48 | 3.6 | 47 |
| 664 | GORDON | 3.8 | 53 | 4.2 | 60 | 4.0 | 61 | 4.0 | 58 | 3.9 | 54 | 4.0 | 59 | 3.9 | 57 |
| 665 | GRADY | 3.7 | 50 | 3.9 | 55 | 4.0 | 62 | 4.0 | 60 | 3.7 | 52 | 3.8 | 54 | 3.8 | 54 |
| 666 | GREENE | 3.5 | 45 | 4.5 | 70 | 3.9 | 57 | 3.6 | 48 | 3.6 | 48 | 3.7 | 52 | 3.9 | 55 |
| 726 | GRIFFIN-SPALDING | 3.6 | 47 | 3.8 | 54 | 3.6 | 48 | 3.6 | 50 | 3.6 | 47 | 3.7 | 50 | 3.6 | 48 |
| 667 | GWINNETT | 4.3 | 66 | 5.0 | 80 | 4.5 | 75 | 4.6 | 71 | 4.3 | 67 | 4.4 | 72 | 4.4 | 72 |
| 668 | HABERSHAM | 4.0 | 58 | 4.4 | 65 | 4.2 | 66 | 4.3 | 65 | 4.1 | 61 | 3.9 | 58 | 4.0 | 61 |
| 669 | HALL | 3.9 | 57 | 4.0 | 57 | 4.0 | 63 | 4.1 | 61 | 3.9 | 57 | 3.9 | 58 | 3.9 | 58 |
| 670 | HANCOCK | 3.6 | 49 | 4.4 | 66 | 3.9 | 55 | 3.3 | 40 | 3.5 | 44 | 3.6 | 47 | 3.7 | 50 |
| 671 | HARALSON | 3.6 | 50 | 3.7 | 51 | 3.9 | 56 | 3.9 | 55 | 3.8 | 53 | 3.7 | 51 | 3.8 | 52 |
| 672 | HARRIS | 4.3 | 65 | 4.7 | 76 | 4.5 | 75 | 5.0 | 78 | 4.4 | 68 | 4.3 | 69 | 4.5 | 74 |
| 673 | HART | 3.8 | 55 | 4.5 | 70 | 4.1 | 64 | 4.1 | 61 | 4.1 | 61 | 4.1 | 62 | 4.0 | 61 |
| 674 | HEARD | 3.9 | 56 | 4.2 | 61 | 3.9 | 59 | 4.1 | 61 | 4.0 | 58 | 3.8 | 55 | 3.9 | 58 |
| 675 | HENRY | 3.8 | 55 | 4.4 | 65 | 4.0 | 60 | 4.1 | 60 | 4.0 | 59 | 4.1 | 62 | 4.0 | 60 |
| 676 | HOUSTON | 4.0 | 58 | 4.4 | 67 | 4.2 | 67 | 4.5 | 68 | 4.1 | 63 | 4.1 | 63 | 4.1 | 64 |
| 677 | IRWIN | 3.6 | 47 | 3.6 | 48 | 3.7 | 53 | 4.0 | 56 | 3.6 | 49 | 3.7 | 50 | 3.6 | 48 |

Table 3a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| 678 JACKSON | 4.0 | 57 | 4.4 | 67 | 4.2 | 66 | 4.2 | 63 | 4.0 | 57 | 4.1 | 61 | 4.0 | 61 |
| 679 JASPER | 3.8 | 52 | 4.2 | 62 | 3.6 | 47 | 3.8 | 52 | 3.8 | 52 | 3.7 | 51 | 3.8 | 52 |
| 680 JEFF DAVIS | 3.6 | 49 | 4.1 | 60 | 3.8 | 53 | 3.8 | 53 | 3.7 | 51 | 3.7 | 49 | 3.8 | 52 |
| 681 JEFFERSON | 3.3 | 39 | 3.8 | 53 | 3.6 | 46 | 3.3 | 40 | 3.2 | 36 | 3.5 | 44 | 3.4 | 41 |
| 779 JEFFERSON CITY | 3.8 | 54 | 4.5 | 70 | 4.0 | 61 | 4.0 | 59 | 3.9 | 57 | 4.0 | 59 | 4.0 | 59 |
| 682 JENKINS | 3.4 | 41 | 3.6 | 46 | 3.9 | 59 | 3.7 | 51 | 3.6 | 49 | 3.6 | 48 | 3.7 | 48 |
| 683 JOHNSON | 3.3 | 38 | 3.4 | 39 | 3.5 | 43 | 3.3 | 40 | 3.2 | 34 | 3.1 | 33 | 3.3 | 37 |
| 684 JONES | 4.0 | 59 | 4.1 | 59 | 4.0 | 63 | 4.0 | 57 | 3.9 | 56 | 3.9 | 58 | 3.9 | 57 |
| 685 LAMAR | 3.5 | 45 | 3.8 | 54 | 3.6 | 48 | 3.7 | 50 | 3.6 | 46 | 3.6 | 47 | 3.6 | 48 |
| 686 LANIER | 3.4 | 43 | 4.1 | 59 | 3.8 | 54 | 4.0 | 56 | 3.9 | 54 | 3.7 | 50 | 3.8 | 53 |
| 687 LAURENS | 3.8 | 55 | 4.5 | 70 | 4.0 | 62 | 4.0 | 59 | 3.9 | 56 | 4.1 | 63 | 4.0 | 60 |
| 688 LEE | 4.0 | 60 | 5.3 | 82 | 4.2 | 66 | 4.5 | 68 | 4.2 | 64 | 4.3 | 68 | 4.3 | 68 |
| 689 LIBERTY | 3.5 | 43 | 3.8 | 54 | 3.7 | 50 | 3.5 | 46 | 3.6 | 49 | 3.7 | 49 | 3.6 | 47 |
| 690 LINCOLN | 3.7 | 50 | 4.1 | 59 | 3.7 | 52 | 3.9 | 55 | 3.9 | 54 | 3.7 | 50 | 3.8 | 52 |
| 691 LONG | 3.4 | 43 | 3.6 | 48 | 4.0 | 61 | 3.8 | 53 | 3.5 | 45 | 3.8 | 53 | 3.6 | 48 |
| 692 LOWNDES | 4.1 | 61 | 4.7 | 75 | 4.4 | 72 | 4.7 | 72 | 4.1 | 63 | 4.2 | 66 | 4.3 | 68 |
| 693 LUMPKIN | 4.0 | 60 | 4.5 | 70 | 4.1 | 64 | 4.4 | 66 | 4.0 | 60 | 4.0 | 60 | 4.1 | 63 |
| 694 MACON | 2.9 | 28 | 3.5 | 43 | 3.4 | 38 | 3.1 | 35 | 3.2 | 34 | 3.1 | 30 | 3.2 | 33 |
| 695 MADISON | 3.7 | 52 | 4.2 | 61 | 3.9 | 55 | 4.0 | 57 | 3.9 | 56 | 3.8 | 56 | 3.9 | 55 |
| 781 MARIETTA CITY | 4.0 | 57 | 4.6 | 73 | 4.2 | 67 | 4.3 | 65 | 4.0 | 58 | 4.1 | 63 | 4.1 | 64 |
| 696 MARION | 3.5 | 47 | 4.2 | 60 | 3.9 | 57 | 4.3 | 66 | 3.9 | 54 | 3.9 | 58 | 3.9 | 57 |
| 697 MCDUFFIE | 3.7 | 50 | 4.4 | 67 | 4.0 | 61 | 4.0 | 58 | 3.7 | 51 | 3.8 | 56 | 3.9 | 57 |
| 698 MCINTOSH | 3.4 | 40 | 3.5 | 43 | 3.7 | 49 | 3.5 | 46 | 3.3 | 37 | 3.4 | 39 | 3.4 | 40 |
| 699 MERIWETHER | 3.0 | 30 | 3.5 | 42 | 3.3 | 35 | 3.1 | 34 | 3.1 | 31 | 3.3 | 38 | 3.2 | 33 |
| 700 MILLER | 3.5 | 45 | 4.2 | 60 | 4.3 | 71 | 6.0 | 88 | 4.2 | 65 | 4.1 | 63 | 4.3 | 69 |
| 701 MITCHELL | 3.0 | 31 | 3.7 | 50 | 3.4 | 36 | 3.6 | 49 | 3.2 | 36 | 3.3 | 38 | 3.3 | 38 |
| 702 MONROE | 3.7 | 51 | 3.7 | 50 | 3.7 | 50 | 3.8 | 53 | 3.6 | 49 | 3.8 | 56 | 3.7 | 50 |
| 703 MONTGOMERY | 3.3 | 39 | 3.5 | 43 | 3.4 | 40 | 3.1 | 36 | 3.1 | 34 | 3.3 | 37 | 3.3 | 35 |
| 704 MORGAN | 3.6 | 50 | 4.2 | 62 | 3.9 | 59 | 4.0 | 60 | 3.9 | 56 | 3.8 | 56 | 3.9 | 56 |
| 705 MURRAY | 3.7 | 52 | 4.2 | 62 | 3.9 | 58 | 3.9 | 54 | 3.6 | 48 | 3.8 | 56 | 3.8 | 54 |
| 706 MUSCOGEE | 3.6 | 48 | 4.0 | 58 | 3.8 | 54 | 3.6 | 49 | 3.6 | 47 | 3.7 | 50 | 3.7 | 50 |
| 707 NEWTON | 3.8 | 53 | 4.4 | 65 | 4.0 | 63 | 3.9 | 55 | 3.9 | 54 | 3.8 | 56 | 3.9 | 57 |
| 708 OCONEE | 4.3 | 64 | 4.5 | 70 | 4.5 | 74 | 4.6 | 71 | 4.1 | 63 | 4.3 | 68 | 4.3 | 69 |
| 709 OGLETHORPE | 4.0 | 58 | 4.2 | 61 | 4.0 | 62 | 4.1 | 62 | 3.8 | 52 | 4.0 | 60 | 4.0 | 58 |
| 710 PAULDING | 3.9 | 56 | 4.2 | 62 | 3.9 | 57 | 4.0 | 60 | 3.9 | 55 | 4.0 | 59 | 3.9 | 57 |

Table 3a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| | System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| | GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| 711 | PEACH | 3.5 | 44 | 3.6 | 48 | 3.6 | 47 | 3.4 | 43 | 3.5 | 43 | 3.6 | 45 | 3.5 | 44 |
| 784 | PELHAM CITY | 3.9 | 56 | 4.6 | 73 | 4.4 | 73 | 4.2 | 64 | 3.8 | 53 | 4.3 | 68 | 4.1 | 64 |
| 712 | PICKENS | 3.6 | 48 | 4.0 | 57 | 3.7 | 51 | 4.0 | 57 | 3.9 | 54 | 3.7 | 51 | 3.8 | 52 |
| 713 | PIERCE | 3.8 | 55 | 4.0 | 57 | 3.9 | 58 | 4.1 | 61 | 3.8 | 52 | 3.9 | 57 | 3.9 | 56 |
| 714 | PIKE | 3.7 | 51 | 4.2 | 62 | 3.9 | 59 | 3.9 | 54 | 3.9 | 56 | 3.9 | 58 | 3.9 | 56 |
| 715 | POLK | 3.6 | 47 | 3.7 | 50 | 3.7 | 53 | 3.8 | 52 | 3.6 | 48 | 3.6 | 49 | 3.6 | 48 |
| 716 | PULASKI | 3.8 | 52 | 4.3 | 64 | 3.9 | 59 | 3.6 | 50 | 3.7 | 51 | 3.7 | 52 | 3.8 | 54 |
| 717 | PUTNAM | 3.7 | 51 | 4.1 | 59 | 4.0 | 60 | 3.8 | 53 | 3.6 | 48 | 3.9 | 58 | 3.8 | 53 |
| 718 | QUITMAN | 3.0 | 29 | 3.4 | 38 | 3.4 | 36 | 3.0 | 33 | 3.0 | 27 | 3.0 | 29 | 3.2 | 31 |
| 719 | RABUN | 4.5 | 70 | 4.8 | 78 | 4.7 | 80 | 5.1 | 79 | 4.5 | 69 | 4.5 | 75 | 4.5 | 76 |
| 720 | RANDOLPH | 3.2 | 35 | 3.6 | 47 | 3.5 | 43 | 2.9 | 30 | 2.9 | 25 | 3.1 | 32 | 3.2 | 33 |
| 721 | RICHMOND | 3.5 | 43 | 3.8 | 55 | 3.7 | 50 | 3.6 | 49 | 3.6 | 47 | 3.7 | 50 | 3.6 | 48 |
| 722 | ROCKDALE | 4.2 | 64 | 4.6 | 74 | 4.3 | 70 | 4.7 | 72 | 4.2 | 66 | 4.3 | 68 | 4.3 | 69 |
| 785 | ROME CITY | 3.8 | 54 | 4.4 | 65 | 4.0 | 61 | 4.2 | 62 | 4.0 | 60 | 3.9 | 59 | 4.0 | 59 |
| 625 | SAVANNAH-CHATHAM | 3.7 | 51 | 4.1 | 58 | 3.9 | 57 | 3.8 | 53 | 3.6 | 49 | 3.8 | 54 | 3.8 | 52 |
| 723 | SCHLEY | 3.6 | 48 | 4.4 | 67 | 4.0 | 61 | 4.0 | 57 | 3.9 | 55 | 3.9 | 57 | 3.9 | 57 |
| 724 | SCREVEN | 3.4 | 42 | 3.9 | 56 | 4.0 | 62 | 3.6 | 49 | 3.2 | 37 | 3.6 | 46 | 3.6 | 47 |
| 725 | SEMINOLE | 3.4 | 41 | 3.7 | 53 | 3.5 | 41 | 3.3 | 41 | 3.3 | 39 | 3.6 | 46 | 3.4 | 41 |
| 786 | SOCIAL CIRCLE CITY | 3.5 | 46 | 4.1 | 60 | 3.6 | 48 | 4.0 | 59 | 3.6 | 50 | 3.6 | 45 | 3.8 | 50 |
| 727 | STEPHENS | 4.0 | 59 | 4.4 | 66 | 4.3 | 69 | 4.2 | 64 | 4.1 | 61 | 4.1 | 64 | 4.1 | 64 |
| 728 | STEWART | 3.2 | 36 | 4.2 | 60 | 3.7 | 50 | 3.5 | 43 | 3.9 | 55 | 3.5 | 44 | 3.6 | 47 |
| 729 | SUMTER | 3.4 | 41 | 4.2 | 60 | 3.5 | 43 | 3.5 | 45 | 3.3 | 41 | 3.5 | 44 | 3.5 | 44 |
| 730 | TALBOT | 2.8 | 24 | 2.8 | 25 | 3.2 | 30 | 2.7 | 26 | 3.0 | 29 | 3.0 | 29 | 2.9 | 25 |
| 731 | TALIAFERRO | 2.9 | 28 | 3.3 | 37 | 3.6 | 47 | 3.4 | 42 | 3.1 | 31 | 3.3 | 37 | 3.2 | 33 |
| 732 | TATTNALL | 3.6 | 49 | 4.3 | 64 | 3.8 | 54 | 3.7 | 50 | 3.5 | 43 | 3.7 | 50 | 3.7 | 50 |
| 733 | TAYLOR | 3.3 | 36 | 3.6 | 48 | 3.5 | 42 | 3.1 | 35 | 3.2 | 35 | 3.5 | 43 | 3.3 | 37 |
| 734 | TELFAIR | 3.6 | 49 | 4.1 | 59 | 3.8 | 54 | 5.1 | 78 | 4.3 | 67 | 3.8 | 55 | 4.0 | 61 |
| 735 | TERRELL | 3.2 | 36 | 4.1 | 60 | 3.4 | 39 | 3.1 | 36 | 3.2 | 36 | 3.6 | 45 | 3.4 | 40 |
| 736 | THOMAS | 3.8 | 53 | 4.5 | 70 | 4.0 | 62 | 4.2 | 64 | 3.9 | 55 | 4.1 | 61 | 4.0 | 61 |
| 745 | THOMASTON-UPSON | 3.6 | 48 | 4.2 | 62 | 3.7 | 52 | 3.7 | 50 | 3.6 | 47 | 3.7 | 50 | 3.7 | 50 |
| 789 | THOMASVILLE CITY | 3.5 | 46 | 4.4 | 68 | 3.8 | 54 | 3.6 | 50 | 3.5 | 44 | 3.8 | 53 | 3.8 | 51 |
| 737 | TIFT | 3.6 | 50 | 4.3 | 64 | 4.1 | 65 | 4.1 | 61 | 3.7 | 51 | 3.9 | 57 | 3.9 | 58 |
| 738 | TOOMBS | 4.0 | 57 | 4.4 | 66 | 4.0 | 62 | 4.2 | 64 | 4.1 | 61 | 4.1 | 62 | 4.0 | 61 |
| 739 | TOWNS | 4.3 | 65 | 4.9 | 79 | 4.3 | 70 | 4.5 | 70 | 4.1 | 63 | 4.1 | 63 | 4.3 | 69 |

Table 3a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| 740 TREUTLEN | 3.4 | 43 | 4.0 | 57 | 3.9 | 57 | 3.5 | 44 | 3.5 | 43 | 3.7 | 51 | 3.6 | 48 |
| 791 TRION CITY | 4.5 | 70 | 4.7 | 76 | 4.3 | 71 | 5.0 | 78 | 4.5 | 70 | 4.5 | 73 | 4.5 | 74 |
| 741 TROUP | 3.8 | 52 | 4.2 | 62 | 3.9 | 57 | 4.0 | 58 | 3.9 | 55 | 3.8 | 54 | 3.9 | 56 |
| 742 TURNER | 3.8 | 53 | 5.2 | 81 | 4.6 | 77 | 4.0 | 57 | 4.1 | 61 | 4.1 | 61 | 4.2 | 66 |
| 743 TWIGGS | 3.1 | 35 | 3.6 | 48 | 3.5 | 44 | 3.1 | 36 | 3.1 | 32 | 3.3 | 37 | 3.3 | 36 |
| 744 UNION | 4.5 | 68 | 4.7 | 76 | 4.5 | 74 | 4.6 | 70 | 4.4 | 68 | 4.2 | 67 | 4.3 | 70 |
| 792 VALDOSTA CITY | 3.4 | 42 | 4.3 | 64 | 3.7 | 51 | 3.5 | 46 | 3.5 | 44 | 3.6 | 49 | 3.7 | 49 |
| 793 VIDALIA CITY | 3.6 | 49 | 3.8 | 55 | 3.8 | 54 | 3.7 | 52 | 3.6 | 50 | 3.8 | 54 | 3.8 | 51 |
| 746 WALKER | 3.8 | 52 | 4.1 | 58 | 4.0 | 62 | 4.2 | 64 | 4.0 | 58 | 3.8 | 53 | 3.9 | 57 |
| 747 WALTON | 3.8 | 53 | 4.2 | 61 | 3.8 | 55 | 4.0 | 59 | 3.8 | 53 | 3.8 | 54 | 3.9 | 55 |
| 748 WARE | 3.9 | 57 | 4.5 | 70 | 4.1 | 65 | 4.0 | 59 | 3.9 | 55 | 4.0 | 60 | 4.0 | 60 |
| 749 WARREN | 3.0 | 30 | 3.5 | 44 | 3.3 | 32 | 2.8 | 27 | 3.0 | 30 | 3.3 | 37 | 3.1 | 30 |
| 750 WASHINGTON | 3.5 | 46 | 4.1 | 60 | 3.6 | 47 | 3.9 | 54 | 3.4 | 41 | 3.8 | 54 | 3.7 | 49 |
| 751 WAYNE | 3.8 | 54 | 4.3 | 64 | 3.9 | 57 | 4.0 | 59 | 4.0 | 58 | 4.1 | 61 | 3.9 | 58 |
| 752 WEBSTER | 3.1 | 32 | 3.7 | 53 | 3.5 | 42 | 3.5 | 44 | 3.3 | 40 | 3.5 | 44 | 3.4 | 41 |
| 753 WHEELER | 4.1 | 61 | 4.4 | 67 | 3.9 | 57 | 4.2 | 65 | 4.1 | 61 | 3.8 | 53 | 4.0 | 59 |
| 754 WHITE | 4.1 | 61 | 4.2 | 62 | 4.2 | 67 | 4.3 | 65 | 4.1 | 62 | 4.1 | 63 | 4.1 | 63 |
| 755 WHITFIELD | 3.6 | 50 | 3.9 | 56 | 3.9 | 59 | 3.9 | 55 | 3.6 | 49 | 3.7 | 52 | 3.8 | 52 |
| 756 WILCOX | 3.7 | 50 | 4.2 | 62 | 4.3 | 68 | 4.1 | 62 | 3.9 | 54 | 3.7 | 52 | 3.9 | 57 |
| 757 WILKES | 3.3 | 38 | 3.9 | 56 | 3.7 | 51 | 3.6 | 47 | 3.5 | 43 | 3.6 | 45 | 3.6 | 45 |
| 758 WILKINSON | 3.5 | 45 | 4.0 | 58 | 3.9 | 55 | 4.0 | 56 | 3.6 | 50 | 3.6 | 46 | 3.8 | 51 |
| 759 WORTH | 3.6 | 48 | 3.7 | 49 | 3.6 | 48 | 3.6 | 47 | 3.5 | 46 | 3.7 | 51 | 3.6 | 47 |

Table 4a

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 1: Large systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 628 CHEROKEE | 4.3 | 65 | 4.7 | 75 | 4.5 | 75 | 4.8 | 74 | 4.3 | 67 | 4.3 | 70 | 4.4 | 71 |
| 633 COBB | 4.2 | 63 | 4.5 | 71 | 4.3 | 71 | 4.5 | 69 | 4.1 | 62 | 4.2 | 67 | 4.2 | 67 |
| 636 COLUMBIA | 4.3 | 66 | 4.7 | 76 | 4.5 | 75 | 4.9 | 75 | 4.5 | 69 | 4.5 | 73 | 4.4 | 73 |
| 656 FAYETTE | 4.5 | 69 | 4.6 | 74 | 4.7 | 80 | 4.8 | 74 | 4.4 | 69 | 4.4 | 72 | 4.4 | 73 |
| 658 FORSYTH | 4.3 | 66 | 4.7 | 75 | 4.5 | 74 | 4.7 | 72 | 4.2 | 66 | 4.4 | 71 | 4.4 | 71 |
| 667 GWINNETT | 4.3 | 66 | 5.0 | 80 | 4.5 | 75 | 4.6 | 71 | 4.3 | 67 | 4.4 | 72 | 4.4 | 72 |
| 675 HENRY | 3.8 | 55 | 4.4 | 65 | 4.0 | 60 | 4.1 | 60 | 4.0 | 59 | 4.1 | 62 | 4.0 | 60 |
| 710 PAULDING | 3.9 | 56 | 4.2 | 62 | 3.9 | 57 | 4.0 | 60 | 3.9 | 55 | 4.0 | 59 | 3.9 | 57 |
| Comparison Group | 4.2 | | 4.6 | | 4.4 | | 4.5 | | 4.2 | | 4.3 | | 4.3 | |
| Comparison Group 2: Large systems with 25% to 42% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 608 BARTOW | 4.0 | 58 | 4.4 | 66 | 4.3 | 68 | 4.2 | 65 | 3.9 | 56 | 4.1 | 62 | 4.0 | 62 |
| 622 CARROLL | 3.5 | 43 | 3.7 | 49 | 3.6 | 48 | 3.6 | 47 | 3.3 | 40 | 3.5 | 43 | 3.5 | 44 |
| 638 COWETA | 4.0 | 59 | 4.2 | 61 | 4.2 | 67 | 4.2 | 64 | 4.1 | 60 | 4.1 | 62 | 4.0 | 61 |
| 648 DOUGLAS | 4.0 | 57 | 4.4 | 67 | 4.0 | 62 | 4.2 | 62 | 4.0 | 59 | 4.0 | 60 | 4.0 | 60 |
| 657 FLOYD | 3.9 | 57 | 4.2 | 61 | 4.0 | 60 | 4.1 | 61 | 4.0 | 59 | 3.9 | 58 | 4.0 | 59 |
| 660 FULTON | 4.2 | 62 | 4.6 | 73 | 4.4 | 72 | 4.3 | 65 | 4.0 | 60 | 4.3 | 68 | 4.2 | 67 |
| 663 GLYNN | 3.5 | 46 | 3.7 | 50 | 3.7 | 49 | 3.6 | 48 | 3.6 | 46 | 3.6 | 48 | 3.6 | 47 |
| 669 HALL | 3.9 | 57 | 4.0 | 57 | 4.0 | 63 | 4.1 | 61 | 3.9 | 57 | 3.9 | 58 | 3.9 | 58 |
| 676 HOUSTON | 4.0 | 58 | 4.4 | 67 | 4.2 | 67 | 4.5 | 68 | 4.1 | 63 | 4.1 | 63 | 4.1 | 64 |
| 707 NEWTON | 3.8 | 53 | 4.4 | 65 | 4.0 | 63 | 3.9 | 55 | 3.9 | 54 | 3.8 | 56 | 3.9 | 57 |
| 722 ROCKDALE | 4.2 | 64 | 4.6 | 74 | 4.3 | 70 | 4.7 | 72 | 4.2 | 66 | 4.3 | 68 | 4.3 | 69 |
| 755 WHITFIELD | 3.6 | 50 | 3.9 | 56 | 3.9 | 59 | 3.9 | 55 | 3.6 | 49 | 3.7 | 52 | 3.8 | 52 |
| Comparison Group | 3.9 | | 4.2 | | 4.0 | | 4.1 | | 3.9 | | 3.9 | | 3.9 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 3: Large systems with more than 48% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 761 ATLANTA CITY | 3.6 | 48 | 4.1 | 60 | 3.7 | 50 | 3.5 | 44 | 3.5 | 44 | 3.5 | 45 | 3.6 | 47 |
| 611 BIBB | 3.6 | 49 | 4.4 | 67 | 3.9 | 59 | 3.7 | 51 | 3.9 | 54 | 3.8 | 56 | 3.9 | 56 |
| 629 CLARKE | 3.6 | 48 | 3.6 | 49 | 3.8 | 53 | 3.7 | 51 | 3.6 | 47 | 3.7 | 52 | 3.6 | 48 |
| 631 CLAYTON | 3.5 | 43 | 4.0 | 58 | 3.7 | 50 | 3.5 | 46 | 3.5 | 45 | 3.7 | 49 | 3.6 | 47 |
| 644 DEKALB | 3.6 | 48 | 4.4 | 65 | 4.0 | 62 | 3.7 | 51 | 3.7 | 51 | 3.7 | 52 | 3.8 | 54 |
| 647 DOUGHERTY | 3.5 | 44 | 4.2 | 61 | 3.7 | 53 | 3.6 | 49 | 3.6 | 50 | 3.7 | 49 | 3.7 | 50 |
| 726 GRIFFIN-SPALDING | 3.6 | 47 | 3.8 | 54 | 3.6 | 48 | 3.6 | 50 | 3.6 | 47 | 3.7 | 50 | 3.6 | 48 |
| 689 LIBERTY | 3.5 | 43 | 3.8 | 54 | 3.7 | 50 | 3.5 | 46 | 3.6 | 49 | 3.7 | 49 | 3.6 | 47 |
| 706 MUSCOGEE | 3.6 | 48 | 4.0 | 58 | 3.8 | 54 | 3.6 | 49 | 3.6 | 47 | 3.7 | 50 | 3.7 | 50 |
| 721 RICHMOND | 3.5 | 43 | 3.8 | 55 | 3.7 | 50 | 3.6 | 49 | 3.6 | 47 | 3.7 | 50 | 3.6 | 48 |
| 625 SAVANNAH-CHATHAM | 3.7 | 51 | 4.1 | 58 | 3.9 | 57 | 3.8 | 53 | 3.6 | 49 | 3.8 | 54 | 3.8 | 52 |
| 741 TROUP | 3.8 | 52 | 4.2 | 62 | 3.9 | 57 | 4.0 | 58 | 3.9 | 55 | 3.8 | 54 | 3.9 | 56 |
| Comparison Group | 3.6 | | 4.0 | | 3.8 | | 3.6 | | 3.6 | | 3.7 | | 3.7 | |
| Comparison Group 4: Mid-sized systems with fewer than 32% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 607 BARROW | 3.8 | 54 | 4.0 | 57 | 4.0 | 63 | 4.2 | 62 | 4.0 | 60 | 4.0 | 60 | 3.9 | 58 |
| 765 CALHOUN CITY | 3.8 | 55 | 4.3 | 64 | 4.1 | 64 | 4.5 | 68 | 4.0 | 59 | 3.9 | 59 | 4.0 | 61 |
| 623 CATOOSA | 4.0 | 57 | 4.4 | 65 | 4.0 | 63 | 4.1 | 61 | 4.1 | 61 | 4.0 | 60 | 4.0 | 60 |
| 642 DAWSON | 4.2 | 62 | 4.6 | 72 | 4.2 | 67 | 4.7 | 72 | 4.5 | 71 | 4.2 | 65 | 4.3 | 69 |
| 651 EFFINGHAM | 4.0 | 58 | 4.1 | 59 | 4.2 | 66 | 4.4 | 66 | 4.0 | 60 | 4.1 | 63 | 4.0 | 61 |
| 684 JONES | 4.0 | 59 | 4.1 | 59 | 4.0 | 63 | 4.0 | 57 | 3.9 | 56 | 3.9 | 58 | 3.9 | 57 |
| 688 LEE | 4.0 | 60 | 5.3 | 82 | 4.2 | 66 | 4.5 | 68 | 4.2 | 64 | 4.3 | 68 | 4.3 | 68 |
| 708 OCONEE | 4.3 | 64 | 4.5 | 70 | 4.5 | 74 | 4.6 | 71 | 4.1 | 63 | 4.3 | 68 | 4.3 | 69 |
| 714 PIKE | 3.7 | 51 | 4.2 | 62 | 3.9 | 59 | 3.9 | 54 | 3.9 | 56 | 3.9 | 58 | 3.9 | 56 |
| Comparison Group | 4.0 | | 4.4 | | 4.1 | | 4.3 | | 4.1 | | 4.1 | | 4.1 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **3.8** | **54** | **4.4** | **65** | **4.0** | **62** | **4.0** | **59** | **3.9** | **55** | **3.9** | **58** | **3.9** | **58** |
| Comparison Group 5: Mid-sized systems with 34% TO 38% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 615 BRYAN | 4.1 | 60 | 4.4 | 68 | 4.2 | 67 | 4.5 | 68 | 4.0 | 60 | 4.2 | 67 | 4.1 | 65 |
| 620 CAMDEN | 3.9 | 56 | 4.8 | 78 | 4.2 | 67 | 4.2 | 65 | 3.9 | 55 | 4.1 | 61 | 4.1 | 63 |
| 767 CARTERSVILLE CITY | 4.3 | 64 | 4.6 | 73 | 4.5 | 75 | 4.5 | 69 | 4.2 | 64 | 4.2 | 65 | 4.3 | 68 |
| 641 DADE | 3.6 | 48 | 4.2 | 61 | 3.7 | 50 | 3.6 | 48 | 3.5 | 45 | 3.8 | 53 | 3.7 | 50 |
| 664 GORDON | 3.8 | 53 | 4.2 | 60 | 4.0 | 61 | 4.0 | 58 | 3.9 | 54 | 4.0 | 59 | 3.9 | 57 |
| 668 HABERSHAM | 4.0 | 58 | 4.4 | 65 | 4.2 | 66 | 4.3 | 65 | 4.1 | 61 | 3.9 | 58 | 4.0 | 61 |
| 672 HARRIS | 4.3 | 65 | 4.7 | 76 | 4.5 | 75 | 5.0 | 78 | 4.4 | 68 | 4.3 | 69 | 4.5 | 74 |
| 692 LOWNDES | 4.1 | 61 | 4.7 | 75 | 4.4 | 72 | 4.7 | 72 | 4.1 | 63 | 4.2 | 66 | 4.3 | 68 |
| 693 LUMPKIN | 4.0 | 60 | 4.5 | 70 | 4.1 | 64 | 4.4 | 66 | 4.0 | 60 | 4.0 | 60 | 4.1 | 63 |
| 712 PICKENS | 3.6 | 48 | 4.0 | 57 | 3.7 | 51 | 4.0 | 57 | 3.9 | 54 | 3.7 | 51 | 3.8 | 52 |
| 727 STEPHENS | 4.0 | 59 | 4.4 | 66 | 4.3 | 69 | 4.2 | 64 | 4.1 | 61 | 4.1 | 64 | 4.1 | 64 |
| 747 WALTON | 3.8 | 53 | 4.2 | 61 | 3.8 | 55 | 4.0 | 59 | 3.8 | 53 | 3.8 | 54 | 3.9 | 55 |
| 754 WHITE | 4.1 | 61 | 4.2 | 62 | 4.2 | 67 | 4.3 | 65 | 4.1 | 62 | 4.1 | 63 | 4.1 | 63 |
| Comparison Group | 4.0 | | 4.4 | | 4.1 | | 4.3 | | 4.0 | | 4.0 | | 4.1 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 6: Mid-sized systems with 39% TO 45% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 766 CARROLLTON CITY | 3.7 | 50 | 3.7 | 50 | 3.5 | 44 | 3.6 | 50 | 3.4 | 42 | 3.5 | 44 | 3.6 | 45 |
| 655 FANNIN | 4.2 | 63 | 4.2 | 61 | 4.0 | 62 | 4.2 | 63 | 3.9 | 56 | 4.1 | 62 | 4.0 | 60 |
| 659 FRANKLIN | 3.9 | 57 | 4.4 | 65 | 3.9 | 57 | 4.0 | 58 | 4.0 | 58 | 4.0 | 59 | 3.9 | 58 |
| 661 GILMER | 3.7 | 52 | 4.0 | 57 | 3.8 | 54 | 4.0 | 57 | 3.9 | 57 | 3.8 | 56 | 3.9 | 55 |
| 671 HARALSON | 3.6 | 50 | 3.7 | 51 | 3.9 | 56 | 3.9 | 55 | 3.8 | 53 | 3.7 | 51 | 3.8 | 52 |
| 673 HART | 3.8 | 55 | 4.5 | 70 | 4.1 | 64 | 4.1 | 61 | 4.1 | 61 | 4.1 | 62 | 4.0 | 61 |
| 678 JACKSON | 4.0 | 57 | 4.4 | 67 | 4.2 | 66 | 4.2 | 63 | 4.0 | 57 | 4.1 | 61 | 4.0 | 61 |
| 695 MADISON | 3.7 | 52 | 4.2 | 61 | 3.9 | 55 | 4.0 | 57 | 3.9 | 56 | 3.8 | 56 | 3.9 | 55 |
| 702 MONROE | 3.7 | 51 | 3.7 | 50 | 3.7 | 50 | 3.8 | 53 | 3.6 | 49 | 3.8 | 56 | 3.7 | 50 |
| 704 MORGAN | 3.6 | 50 | 4.2 | 62 | 3.9 | 59 | 4.0 | 60 | 3.9 | 56 | 3.8 | 56 | 3.9 | 56 |
| 705 MURRAY | 3.7 | 52 | 4.2 | 62 | 3.9 | 58 | 3.9 | 54 | 3.6 | 48 | 3.8 | 56 | 3.8 | 54 |
| 709 OGLETHORPE | 4.0 | 58 | 4.2 | 61 | 4.0 | 62 | 4.1 | 62 | 3.8 | 52 | 4.0 | 60 | 4.0 | 58 |
| 715 POLK | 3.6 | 47 | 3.7 | 50 | 3.7 | 53 | 3.8 | 52 | 3.6 | 48 | 3.6 | 49 | 3.6 | 48 |
| 719 RABUN | 4.5 | 70 | 4.8 | 78 | 4.7 | 80 | 5.1 | 79 | 4.5 | 69 | 4.5 | 75 | 4.5 | 76 |
| 744 UNION | 4.5 | 68 | 4.7 | 76 | 4.5 | 74 | 4.6 | 70 | 4.4 | 68 | 4.2 | 67 | 4.3 | 70 |
| Comparison Group | 3.9 | | 4.2 | | 4.0 | | 4.1 | | 3.9 | | 3.9 | | 3.9 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 7: Mid-sized systems with 46% TO 55% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 605 BALDWIN | 3.8 | 54 | 4.4 | 67 | 4.1 | 64 | 4.1 | 61 | 4.1 | 63 | 3.8 | 56 | 4.0 | 61 |
| 606 BANKS | 4.0 | 59 | 4.4 | 68 | 4.1 | 63 | 4.5 | 69 | 4.1 | 61 | 4.1 | 61 | 4.1 | 63 |
| 610 BERRIEN | 3.5 | 45 | 4.2 | 63 | 3.7 | 50 | 3.6 | 49 | 3.6 | 48 | 3.6 | 48 | 3.7 | 49 |
| 612 BLECKLEY | 3.9 | 56 | 4.4 | 68 | 4.1 | 65 | 4.2 | 63 | 4.0 | 58 | 4.0 | 59 | 4.0 | 61 |
| 613 BRANTLEY | 4.0 | 57 | 4.3 | 63 | 4.0 | 61 | 4.0 | 57 | 3.6 | 50 | 4.0 | 59 | 3.9 | 57 |
| 616 BULLOCH | 3.8 | 55 | 4.4 | 65 | 4.1 | 63 | 4.2 | 65 | 3.9 | 55 | 4.1 | 62 | 4.0 | 60 |
| 618 BUTTS | 3.3 | 39 | 3.6 | 48 | 3.5 | 40 | 3.3 | 40 | 3.4 | 41 | 3.5 | 43 | 3.4 | 40 |
| 627 CHATTOOGA | 3.8 | 53 | 3.5 | 45 | 3.7 | 53 | 3.9 | 54 | 3.8 | 53 | 3.7 | 52 | 3.7 | 50 |
| 635 COLQUITT | 3.8 | 53 | 4.4 | 66 | 4.0 | 60 | 4.2 | 64 | 3.9 | 56 | 4.0 | 60 | 4.0 | 59 |
| 639 CRAWFORD | 3.6 | 48 | 4.0 | 57 | 3.7 | 49 | 3.6 | 48 | 3.5 | 46 | 3.6 | 46 | 3.6 | 47 |
| 772 DALTON CITY | 3.8 | 53 | 4.0 | 58 | 3.9 | 58 | 4.0 | 58 | 3.6 | 48 | 3.7 | 52 | 3.8 | 53 |
| 773 DECATUR CITY | 4.0 | 58 | 4.0 | 57 | 4.2 | 66 | 4.1 | 61 | 4.0 | 58 | 4.0 | 60 | 4.0 | 60 |
| 652 ELBERT | 3.8 | 52 | 4.4 | 68 | 3.8 | 55 | 3.8 | 53 | 3.6 | 49 | 3.8 | 55 | 3.8 | 54 |
| 665 GRADY | 3.7 | 50 | 3.9 | 55 | 4.0 | 62 | 4.0 | 60 | 3.7 | 52 | 3.8 | 54 | 3.8 | 54 |
| 674 HEARD | 3.9 | 56 | 4.2 | 61 | 3.9 | 59 | 4.1 | 61 | 4.0 | 58 | 3.8 | 55 | 3.9 | 58 |
| 680 JEFF DAVIS | 3.6 | 49 | 4.1 | 60 | 3.8 | 53 | 3.8 | 53 | 3.7 | 51 | 3.7 | 49 | 3.8 | 52 |
| 685 LAMAR | 3.5 | 45 | 3.8 | 54 | 3.6 | 48 | 3.7 | 50 | 3.6 | 46 | 3.6 | 47 | 3.6 | 48 |
| 687 LAURENS | 3.8 | 55 | 4.5 | 70 | 4.0 | 62 | 4.0 | 59 | 3.9 | 56 | 4.1 | 63 | 4.0 | 60 |
| 781 MARIETTA CITY | 4.0 | 57 | 4.6 | 73 | 4.2 | 67 | 4.3 | 65 | 4.0 | 58 | 4.1 | 63 | 4.1 | 64 |
| 697 MCDUFFIE | 3.7 | 50 | 4.4 | 67 | 4.0 | 61 | 4.0 | 58 | 3.7 | 51 | 3.8 | 56 | 3.9 | 57 |
| 713 PIERCE | 3.8 | 55 | 4.0 | 57 | 3.9 | 58 | 4.1 | 61 | 3.8 | 52 | 3.9 | 57 | 3.9 | 56 |
| 736 THOMAS | 3.8 | 53 | 4.5 | 70 | 4.0 | 62 | 4.2 | 64 | 3.9 | 55 | 4.1 | 61 | 4.0 | 61 |
| 745 THOMASTON-UPSON | 3.6 | 48 | 4.2 | 62 | 3.7 | 52 | 3.7 | 50 | 3.6 | 47 | 3.7 | 50 | 3.7 | 50 |
| 737 TIFT | 3.6 | 50 | 4.3 | 64 | 4.1 | 65 | 4.1 | 61 | 3.7 | 51 | 3.9 | 57 | 3.9 | 58 |
| 793 VIDALIA CITY | 3.6 | 49 | 3.8 | 55 | 3.8 | 54 | 3.7 | 52 | 3.6 | 50 | 3.8 | 54 | 3.8 | 51 |
| 746 WALKER | 3.8 | 52 | 4.1 | 58 | 4.0 | 62 | 4.2 | 64 | 4.0 | 58 | 3.8 | 53 | 3.9 | 57 |
| 751 WAYNE | 3.8 | 54 | 4.3 | 64 | 3.9 | 57 | 4.0 | 59 | 4.0 | 58 | 4.1 | 61 | 3.9 | 58 |
| Comparison Group | 3.8 | | 4.2 | | 3.9 | | 4.0 | | 3.8 | | 3.9 | | 3.9 | |
| Comparison Group 8: Mid-sized systems with 57% TO 64% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 601 APPLING | 3.8 | 52 | 4.4 | 66 | 3.8 | 54 | 4.0 | 57 | 4.0 | 58 | 4.0 | 59 | 3.9 | 57 |
| 609 BEN HILL | 3.3 | 39 | 3.6 | 48 | 3.4 | 39 | 3.5 | 46 | 3.5 | 43 | 3.3 | 37 | 3.4 | 40 |
| 624 CHARLTON | 3.6 | 48 | 3.8 | 54 | 3.9 | 55 | 4.0 | 57 | 3.8 | 53 | 3.8 | 53 | 3.8 | 54 |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **3.8** | **54** | **4.4** | **65** | **4.0** | **62** | **4.0** | **59** | **3.9** | **55** | **3.9** | **58** | **3.9** | **58** |
| 634 COFFEE | 3.6 | 48 | 4.2 | 61 | 3.9 | 59 | 3.9 | 55 | 3.6 | 48 | 3.7 | 52 | 3.8 | 53 |
| 637 COOK | 3.6 | 47 | 4.4 | 65 | 3.8 | 53 | 3.9 | 54 | 3.6 | 49 | 3.7 | 50 | 3.8 | 53 |
| 643 DECATUR | 3.8 | 55 | 4.6 | 74 | 4.0 | 63 | 4.5 | 68 | 4.0 | 59 | 4.1 | 63 | 4.1 | 63 |
| 645 DODGE | 4.0 | 57 | 4.7 | 76 | 4.1 | 64 | 4.2 | 63 | 4.1 | 60 | 4.2 | 67 | 4.1 | 65 |
| 774 DUBLIN CITY | 3.6 | 48 | 4.0 | 58 | 3.8 | 55 | 3.6 | 48 | 3.4 | 42 | 3.8 | 53 | 3.7 | 48 |
| 776 GAINESVILLE CITY | 4.0 | 60 | 4.4 | 65 | 4.2 | 66 | 4.5 | 69 | 3.9 | 55 | 4.1 | 62 | 4.1 | 63 |
| 711 PEACH | 3.5 | 44 | 3.6 | 48 | 3.6 | 47 | 3.4 | 43 | 3.5 | 43 | 3.6 | 45 | 3.5 | 44 |
| 785 ROME CITY | 3.8 | 54 | 4.4 | 65 | 4.0 | 61 | 4.2 | 62 | 4.0 | 60 | 3.9 | 59 | 4.0 | 59 |
| 792 VALDOSTA CITY | 3.4 | 42 | 4.3 | 64 | 3.7 | 51 | 3.5 | 46 | 3.5 | 44 | 3.6 | 49 | 3.7 | 49 |
| 748 WARE | 3.9 | 57 | 4.5 | 70 | 4.1 | 65 | 4.0 | 59 | 3.9 | 55 | 4.0 | 60 | 4.0 | 60 |
| 759 WORTH | 3.6 | 48 | 3.7 | 49 | 3.6 | 48 | 3.6 | 47 | 3.5 | 46 | 3.7 | 51 | 3.6 | 47 |
| Comparison Group | 3.7 | | 4.2 | | 3.8 | | 3.9 | | 3.7 | | 3.8 | | 3.8 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 9: Mid-sized systems with 65% TO 70% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 640 CRISP | 3.5 | 46 | 4.1 | 58 | 3.9 | 56 | 3.8 | 53 | 3.5 | 45 | 3.6 | 45 | 3.7 | 48 |
| 649 EARLY | 3.4 | 42 | 4.2 | 61 | 3.9 | 55 | 4.5 | 69 | 3.9 | 56 | 3.6 | 46 | 3.9 | 55 |
| 653 EMANUEL | 3.7 | 51 | 3.8 | 55 | 3.9 | 56 | 4.1 | 61 | 3.7 | 51 | 3.6 | 48 | 3.8 | 53 |
| 654 EVANS | 3.3 | 36 | 3.4 | 39 | 3.5 | 44 | 3.1 | 36 | 3.1 | 31 | 3.3 | 39 | 3.3 | 35 |
| 717 PUTNAM | 3.7 | 51 | 4.1 | 59 | 4.0 | 60 | 3.8 | 53 | 3.6 | 48 | 3.9 | 58 | 3.8 | 53 |
| 724 SCREVEN | 3.4 | 42 | 3.9 | 56 | 4.0 | 62 | 3.6 | 49 | 3.2 | 37 | 3.6 | 46 | 3.6 | 47 |
| 732 TATTNALL | 3.6 | 49 | 4.3 | 64 | 3.8 | 54 | 3.7 | 50 | 3.5 | 43 | 3.7 | 50 | 3.7 | 50 |
| 789 THOMASVILLE CITY | 3.5 | 46 | 4.4 | 68 | 3.8 | 54 | 3.6 | 50 | 3.5 | 44 | 3.8 | 53 | 3.8 | 51 |
| 738 TOOMBS | 4.0 | 57 | 4.4 | 66 | 4.0 | 62 | 4.2 | 64 | 4.1 | 61 | 4.1 | 62 | 4.0 | 61 |
| 742 TURNER | 3.8 | 53 | 5.2 | 81 | 4.6 | 77 | 4.0 | 57 | 4.1 | 61 | 4.1 | 61 | 4.2 | 66 |
| 750 WASHINGTON | 3.5 | 46 | 4.1 | 60 | 3.6 | 47 | 3.9 | 54 | 3.4 | 41 | 3.8 | 54 | 3.7 | 49 |
| Comparison Group | 3.6 | | 4.2 | | 3.9 | | 3.8 | | 3.6 | | 3.7 | | 3.8 | |
| Comparison Group 10: Mid-sized systems with more than 74% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 614 BROOKS | 3.3 | 37 | 3.8 | 53 | 3.5 | 43 | 3.2 | 37 | 3.1 | 33 | 3.3 | 38 | 3.4 | 39 |
| 617 BURKE | 3.4 | 43 | 3.7 | 51 | 3.6 | 47 | 3.6 | 47 | 3.6 | 48 | 3.7 | 51 | 3.6 | 46 |
| 666 GREENE | 3.5 | 45 | 4.5 | 70 | 3.9 | 57 | 3.6 | 48 | 3.6 | 48 | 3.7 | 52 | 3.9 | 55 |
| 681 JEFFERSON | 3.3 | 39 | 3.8 | 53 | 3.6 | 46 | 3.3 | 40 | 3.2 | 36 | 3.5 | 44 | 3.4 | 41 |
| 694 MACON | 2.9 | 28 | 3.5 | 43 | 3.4 | 38 | 3.1 | 35 | 3.2 | 34 | 3.1 | 30 | 3.2 | 33 |
| 699 MERIWETHER | 3.0 | 30 | 3.5 | 42 | 3.3 | 35 | 3.1 | 34 | 3.1 | 31 | 3.3 | 38 | 3.2 | 33 |
| 701 MITCHELL | 3.0 | 31 | 3.7 | 50 | 3.4 | 36 | 3.6 | 49 | 3.2 | 36 | 3.3 | 38 | 3.3 | 38 |
| 729 SUMTER | 3.4 | 41 | 4.2 | 60 | 3.5 | 43 | 3.5 | 45 | 3.3 | 41 | 3.5 | 44 | 3.5 | 44 |
| 743 TWIGGS | 3.1 | 35 | 3.6 | 48 | 3.5 | 44 | 3.1 | 36 | 3.1 | 32 | 3.3 | 37 | 3.3 | 36 |
| Comparison Group | 3.2 | | 3.8 | | 3.5 | | 3.3 | | 3.3 | | 3.4 | | 3.4 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 11: Small systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 763 BREMEN CITY | 4.4 | 67 | 5.4 | 84 | 4.7 | 79 | 5.1 | 79 | 4.8 | 76 | 4.5 | 73 | 4.6 | 77 |
| 769 CHICKAMAUGA CITY | 4.1 | 61 | 4.4 | 69 | 3.9 | 59 | 4.1 | 60 | 4.2 | 64 | 4.0 | 60 | 4.1 | 62 |
| 791 TRION CITY | 4.5 | 70 | 4.7 | 76 | 4.3 | 71 | 5.0 | 78 | 4.5 | 70 | 4.5 | 73 | 4.5 | 74 |
| Comparison Group | 4.3 | | 4.8 | | 4.3 | | 4.7 | | 4.5 | | 4.3 | | 4.4 | |
| Comparison Group 12: Small systems with 33% TO 43% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 764 BUFORD CITY | 4.4 | 67 | 4.6 | 73 | 4.3 | 70 | 5.0 | 77 | 4.7 | 74 | 4.3 | 68 | 4.4 | 72 |
| 771 COMMERCE CITY | 4.2 | 62 | 4.9 | 79 | 4.3 | 69 | 4.5 | 68 | 4.0 | 59 | 4.3 | 68 | 4.3 | 67 |
| 779 JEFFERSON CITY | 3.8 | 54 | 4.5 | 70 | 4.0 | 61 | 4.0 | 59 | 3.9 | 57 | 4.0 | 59 | 4.0 | 59 |
| 786 SOCIAL CIRCLE CITY | 3.5 | 46 | 4.1 | 60 | 3.6 | 48 | 4.0 | 59 | 3.6 | 50 | 3.6 | 45 | 3.8 | 50 |
| 739 TOWNS | 4.3 | 65 | 4.9 | 79 | 4.3 | 70 | 4.5 | 70 | 4.1 | 63 | 4.1 | 63 | 4.3 | 69 |
| Comparison Group | 4.0 | | 4.6 | | 4.1 | | 4.4 | | 4.1 | | 4.1 | | 4.2 | |
| Comparison Group 13: Small systems with 47% TO 59% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 603 BACON | 3.6 | 48 | 4.3 | 64 | 4.0 | 60 | 3.8 | 53 | 3.5 | 46 | 3.8 | 54 | 3.8 | 54 |
| 650 ECHOLS | 3.6 | 49 | 4.2 | 61 | 3.8 | 55 | 3.7 | 50 | 3.9 | 54 | 3.6 | 49 | 3.8 | 51 |
| 662 GLASCOCK | 3.8 | 54 | 4.3 | 63 | 4.0 | 63 | 4.8 | 73 | 3.9 | 57 | 4.1 | 62 | 4.0 | 62 |
| 690 LINCOLN | 3.7 | 50 | 4.1 | 59 | 3.7 | 52 | 3.9 | 55 | 3.9 | 54 | 3.7 | 50 | 3.8 | 52 |
| 700 MILLER | 3.5 | 45 | 4.2 | 60 | 4.3 | 71 | 6.0 | 88 | 4.2 | 65 | 4.1 | 63 | 4.3 | 69 |
| 756 WILCOX | 3.7 | 50 | 4.2 | 62 | 4.3 | 68 | 4.1 | 62 | 3.9 | 54 | 3.7 | 52 | 3.9 | 57 |
| 757 WILKES | 3.3 | 38 | 3.9 | 56 | 3.7 | 51 | 3.6 | 47 | 3.5 | 43 | 3.6 | 45 | 3.6 | 45 |
| Comparison Group | 3.6 | | 4.2 | | 4.0 | | 4.3 | | 3.8 | | 3.8 | | 3.9 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **3.8** | **54** | **4.4** | **65** | **4.0** | **62** | **4.0** | **59** | **3.9** | **55** | **3.9** | **58** | **3.9** | **58** |
| Comparison Group 14: Small systems with 60% TO 67% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 621 CANDLER | 3.5 | 46 | 4.1 | 58 | 3.9 | 57 | 3.6 | 48 | 3.5 | 46 | 3.8 | 54 | 3.8 | 50 |
| 632 CLINCH | 3.8 | 52 | 4.2 | 61 | 4.0 | 62 | 4.2 | 64 | 3.8 | 54 | 3.6 | 47 | 3.9 | 56 |
| 679 JASPER | 3.8 | 52 | 4.2 | 62 | 3.6 | 47 | 3.8 | 52 | 3.8 | 52 | 3.7 | 51 | 3.8 | 52 |
| 686 LANIER | 3.4 | 43 | 4.1 | 59 | 3.8 | 54 | 4.0 | 56 | 3.9 | 54 | 3.7 | 50 | 3.8 | 53 |
| 696 MARION | 3.5 | 47 | 4.2 | 60 | 3.9 | 57 | 4.3 | 66 | 3.9 | 54 | 3.9 | 58 | 3.9 | 57 |
| 698 MCINTOSH | 3.4 | 40 | 3.5 | 43 | 3.7 | 49 | 3.5 | 46 | 3.3 | 37 | 3.4 | 39 | 3.4 | 40 |
| 703 MONTGOMERY | 3.3 | 39 | 3.5 | 43 | 3.4 | 40 | 3.1 | 36 | 3.1 | 34 | 3.3 | 37 | 3.3 | 35 |
| 716 PULASKI | 3.8 | 52 | 4.3 | 64 | 3.9 | 59 | 3.6 | 50 | 3.7 | 51 | 3.7 | 52 | 3.8 | 54 |
| 723 SCHLEY | 3.6 | 48 | 4.4 | 67 | 4.0 | 61 | 4.0 | 57 | 3.9 | 55 | 3.9 | 57 | 3.9 | 57 |
| 725 SEMINOLE | 3.4 | 41 | 3.7 | 53 | 3.5 | 41 | 3.3 | 41 | 3.3 | 39 | 3.6 | 46 | 3.4 | 41 |
| 740 TREUTLEN | 3.4 | 43 | 4.0 | 57 | 3.9 | 57 | 3.5 | 44 | 3.5 | 43 | 3.7 | 51 | 3.6 | 48 |
| 758 WILKINSON | 3.5 | 45 | 4.0 | 58 | 3.9 | 55 | 4.0 | 56 | 3.6 | 50 | 3.6 | 46 | 3.8 | 51 |
| Comparison Group | 3.5 | | 4.0 | | 3.8 | | 3.7 | | 3.6 | | 3.7 | | 3.7 | |
| Comparison Group 15: Small systems with 68% TO 73% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 626 CHATTAHOOCHEE | 3.4 | 41 | 3.7 | 52 | 3.7 | 50 | 3.6 | 47 | 3.4 | 42 | 3.6 | 46 | 3.6 | 45 |
| 682 JENKINS | 3.4 | 41 | 3.6 | 46 | 3.9 | 59 | 3.7 | 51 | 3.6 | 49 | 3.6 | 48 | 3.7 | 48 |
| 683 JOHNSON | 3.3 | 38 | 3.4 | 39 | 3.5 | 43 | 3.3 | 40 | 3.2 | 34 | 3.1 | 33 | 3.3 | 37 |
| 691 LONG | 3.4 | 43 | 3.6 | 48 | 4.0 | 61 | 3.8 | 53 | 3.5 | 45 | 3.8 | 53 | 3.6 | 48 |
| 784 PELHAM CITY | 3.9 | 56 | 4.6 | 73 | 4.4 | 73 | 4.2 | 64 | 3.8 | 53 | 4.3 | 68 | 4.1 | 64 |
| 733 TAYLOR | 3.3 | 36 | 3.6 | 48 | 3.5 | 42 | 3.1 | 35 | 3.2 | 35 | 3.5 | 43 | 3.3 | 37 |
| 734 TELFAIR | 3.6 | 49 | 4.1 | 59 | 3.8 | 54 | 5.1 | 78 | 4.3 | 67 | 3.8 | 55 | 4.0 | 61 |
| 753 WHEELER | 4.1 | 61 | 4.4 | 67 | 3.9 | 57 | 4.2 | 65 | 4.1 | 61 | 3.8 | 53 | 4.0 | 59 |
| Comparison Group | 3.5 | | 3.9 | | 3.8 | | 3.9 | | 3.6 | | 3.7 | | 3.7 | |

Table 4a, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 3

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 3.8 | 54 | 4.4 | 65 | 4.0 | 62 | 4.0 | 59 | 3.9 | 55 | 3.9 | 58 | 3.9 | 58 |
| Comparison Group 16: Small systems with 75% TO 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 602 ATKINSON | 3.5 | 45 | 4.5 | 70 | 3.9 | 57 | 3.3 | 41 | 3.2 | 37 | 3.7 | 51 | 3.7 | 48 |
| 604 BAKER | 3.5 | 45 | 4.1 | 59 | 3.6 | 46 | 3.4 | 42 | 3.3 | 40 | 3.6 | 48 | 3.5 | 44 |
| 630 CLAY | 2.7 | 22 | 3.3 | 37 | 3.2 | 30 | 2.8 | 26 | 2.8 | 24 | 3.0 | 27 | 2.9 | 25 |
| 646 DOOLY | 3.2 | 36 | 4.4 | 65 | 3.5 | 42 | 3.1 | 36 | 3.2 | 35 | 3.6 | 45 | 3.4 | 41 |
| 670 HANCOCK | 3.6 | 49 | 4.4 | 66 | 3.9 | 55 | 3.3 | 40 | 3.5 | 44 | 3.6 | 47 | 3.7 | 50 |
| 677 IRWIN | 3.6 | 47 | 3.6 | 48 | 3.7 | 53 | 4.0 | 56 | 3.6 | 49 | 3.7 | 50 | 3.6 | 48 |
| 720 RANDOLPH | 3.2 | 35 | 3.6 | 47 | 3.5 | 43 | 2.9 | 30 | 2.9 | 25 | 3.1 | 32 | 3.2 | 33 |
| 728 STEWART | 3.2 | 36 | 4.2 | 60 | 3.7 | 50 | 3.5 | 43 | 3.9 | 55 | 3.5 | 44 | 3.6 | 47 |
| 730 TALBOT | 2.8 | 24 | 2.8 | 25 | 3.2 | 30 | 2.7 | 26 | 3.0 | 29 | 3.0 | 29 | 2.9 | 25 |
| 749 WARREN | 3.0 | 30 | 3.5 | 44 | 3.3 | 32 | 2.8 | 27 | 3.0 | 30 | 3.3 | 37 | 3.1 | 30 |
| 752 WEBSTER | 3.1 | 32 | 3.7 | 53 | 3.5 | 42 | 3.5 | 44 | 3.3 | 40 | 3.5 | 44 | 3.4 | 41 |
| Comparison Group | 3.2 | | 3.8 | | 3.5 | | 3.2 | | 3.2 | | 3.4 | | 3.4 | |
| Comparison Group 17: Small systems with more than 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 619 CALHOUN | 3.3 | 36 | 3.9 | 56 | 3.4 | 36 | 3.0 | 34 | 3.2 | 36 | 3.3 | 39 | 3.3 | 36 |
| 718 QUITMAN | 3.0 | 29 | 3.4 | 38 | 3.4 | 36 | 3.0 | 33 | 3.0 | 27 | 3.0 | 29 | 3.2 | 31 |
| 731 TALIAFERRO | 2.9 | 28 | 3.3 | 37 | 3.6 | 47 | 3.4 | 42 | 3.1 | 31 | 3.3 | 37 | 3.2 | 33 |
| 735 TERRELL | 3.2 | 36 | 4.1 | 60 | 3.4 | 39 | 3.1 | 36 | 3.2 | 36 | 3.6 | 45 | 3.4 | 40 |
| Comparison Group | 3.1 | | 3.7 | | 3.5 | | 3.1 | | 3.1 | | 3.3 | | 3.3 | |

Table 3b

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **6.0** | **53** | **6.7** | **64** | **6.2** | **59** | **6.4** | **60** | **6.0** | **56** | **6.2** | **59** | **6.1** | **58** |
| 601 APPLING | 5.9 | 53 | 6.6 | 63 | 5.8 | 54 | 6.7 | 63 | 6.0 | 56 | 6.2 | 59 | 6.1 | 57 |
| 602 ATKINSON | 5.3 | 44 | 6.1 | 55 | 5.4 | 42 | 5.5 | 47 | 5.1 | 40 | 5.2 | 44 | 5.3 | 43 |
| 761 ATLANTA CITY | 5.7 | 49 | 6.5 | 61 | 5.6 | 49 | 5.5 | 47 | 5.8 | 51 | 5.6 | 50 | 5.7 | 50 |
| 603 BACON | 5.1 | 41 | 5.3 | 41 | 5.3 | 42 | 5.6 | 49 | 5.1 | 39 | 5.3 | 45 | 5.2 | 41 |
| 604 BAKER | 4.8 | 35 | 6.3 | 58 | 5.2 | 38 | 5.3 | 43 | 4.5 | 29 | 5.2 | 43 | 5.1 | 39 |
| 605 BALDWIN | 6.0 | 53 | 6.9 | 65 | 6.5 | 63 | 6.3 | 59 | 6.0 | 56 | 6.1 | 56 | 6.1 | 58 |
| 606 BANKS | 5.8 | 50 | 5.5 | 47 | 5.6 | 47 | 5.7 | 50 | 5.7 | 51 | 5.6 | 48 | 5.5 | 46 |
| 607 BARROW | 6.0 | 54 | 6.5 | 61 | 6.5 | 64 | 6.9 | 65 | 6.2 | 60 | 6.2 | 58 | 6.2 | 60 |
| 608 BARTOW | 5.8 | 50 | 6.6 | 62 | 6.2 | 59 | 6.3 | 59 | 5.6 | 49 | 5.9 | 54 | 6.0 | 55 |
| 609 BEN HILL | 5.1 | 39 | 5.9 | 52 | 5.3 | 41 | 5.7 | 51 | 5.3 | 43 | 5.3 | 45 | 5.3 | 43 |
| 610 BERRIEN | 5.4 | 46 | 6.3 | 57 | 5.6 | 48 | 5.8 | 51 | 5.8 | 51 | 5.5 | 47 | 5.6 | 48 |
| 611 BIBB | 5.8 | 50 | 7.2 | 67 | 5.9 | 55 | 5.6 | 49 | 5.8 | 53 | 6.1 | 56 | 6.0 | 55 |
| 612 BLECKLEY | 6.0 | 55 | 7.4 | 70 | 6.7 | 68 | 7.1 | 68 | 6.7 | 65 | 6.3 | 59 | 6.6 | 64 |
| 613 BRANTLEY | 5.9 | 53 | 6.5 | 60 | 5.6 | 50 | 6.1 | 57 | 5.7 | 50 | 5.7 | 51 | 5.8 | 52 |
| 763 BREMEN CITY | 6.8 | 66 | 7.2 | 67 | 6.7 | 68 | 8.5 | 79 | 7.2 | 70 | 7.2 | 69 | 7.1 | 71 |
| 614 BROOKS | 5.5 | 46 | 6.6 | 63 | 6.0 | 56 | 5.9 | 53 | 5.5 | 47 | 5.6 | 49 | 5.8 | 52 |
| 615 BRYAN | 6.1 | 56 | 6.6 | 63 | 6.3 | 61 | 7.1 | 68 | 6.1 | 57 | 6.3 | 60 | 6.2 | 60 |
| 764 BUFORD CITY | 6.2 | 56 | 6.6 | 63 | 6.5 | 64 | 7.0 | 67 | 6.2 | 59 | 6.2 | 58 | 6.2 | 60 |
| 616 BULLOCH | 6.2 | 57 | 7.4 | 69 | 6.7 | 67 | 7.2 | 69 | 6.3 | 61 | 6.7 | 65 | 6.6 | 65 |
| 617 BURKE | 5.0 | 39 | 5.6 | 48 | 5.5 | 46 | 5.1 | 41 | 5.1 | 37 | 5.1 | 41 | 5.1 | 39 |
| 618 BUTTS | 5.2 | 41 | 6.2 | 56 | 5.4 | 43 | 5.3 | 42 | 4.9 | 35 | 5.6 | 48 | 5.2 | 42 |
| 619 CALHOUN | 5.3 | 44 | 6.3 | 57 | 5.6 | 49 | 5.3 | 44 | 5.1 | 40 | 5.2 | 43 | 5.3 | 43 |
| 765 CALHOUN CITY | 6.4 | 59 | 7.7 | 74 | 6.7 | 67 | 7.5 | 72 | 6.5 | 62 | 6.6 | 63 | 6.8 | 67 |
| 620 CAMDEN | 6.0 | 55 | 7.5 | 72 | 6.6 | 67 | 6.5 | 61 | 6.2 | 59 | 6.4 | 61 | 6.4 | 62 |
| 621 CANDLER | 5.5 | 46 | 5.9 | 52 | 5.8 | 54 | 6.0 | 55 | 5.5 | 47 | 5.6 | 49 | 5.6 | 48 |
| 622 CARROLL | 5.6 | 48 | 6.2 | 56 | 5.6 | 47 | 5.9 | 54 | 5.6 | 48 | 5.7 | 51 | 5.6 | 49 |
| 766 CARROLLTON CITY | 6.2 | 57 | 7.4 | 69 | 6.5 | 65 | 6.6 | 62 | 6.1 | 57 | 6.6 | 63 | 6.4 | 62 |
| 767 CARTERSVILLE CITY | 6.6 | 62 | 7.4 | 69 | 7.2 | 74 | 7.5 | 72 | 7.1 | 68 | 6.7 | 65 | 7.0 | 69 |
| 623 CATOOSA | 6.2 | 58 | 7.3 | 68 | 6.3 | 60 | 7.2 | 68 | 6.9 | 66 | 6.7 | 64 | 6.6 | 64 |
| 624 CHARLTON | 5.2 | 42 | 5.3 | 42 | 5.6 | 49 | 5.5 | 49 | 5.3 | 43 | 5.1 | 41 | 5.2 | 42 |
| 626 CHATTAHOOCHEE | 5.2 | 43 | 6.3 | 57 | 5.7 | 50 | 6.4 | 60 | 5.8 | 53 | 6.0 | 55 | 5.8 | 52 |
| 627 CHATTOOGA | 5.7 | 49 | 5.9 | 53 | 5.3 | 42 | 5.6 | 49 | 5.6 | 49 | 5.7 | 51 | 5.5 | 47 |
| 628 CHEROKEE | 6.4 | 60 | 7.7 | 73 | 6.7 | 69 | 7.6 | 72 | 7.0 | 68 | 6.9 | 67 | 7.0 | 69 |
| 769 CHICKAMAUGA CITY | 6.4 | 60 | 6.7 | 63 | 6.4 | 62 | 7.4 | 71 | 7.0 | 68 | 6.3 | 60 | 6.6 | 64 |
| 629 CLARKE | 5.7 | 49 | 6.2 | 55 | 5.8 | 54 | 5.9 | 54 | 5.5 | 47 | 5.9 | 54 | 5.7 | 50 |

Table 3b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| 630 CLAY | 4.9 | 37 | 5.7 | 50 | 5.4 | 42 | 6.8 | 64 | 6.0 | 55 | 5.3 | 44 | 5.6 | 48 |
| 631 CLAYTON | 5.4 | 45 | 6.2 | 56 | 5.5 | 46 | 5.4 | 46 | 5.4 | 45 | 5.6 | 48 | 5.4 | 45 |
| 632 CLINCH | 5.3 | 43 | 6.5 | 61 | 5.7 | 51 | 5.2 | 42 | 5.3 | 44 | 5.5 | 47 | 5.4 | 46 |
| 633 COBB | 6.4 | 60 | 7.5 | 72 | 6.8 | 70 | 7.2 | 69 | 6.7 | 64 | 6.9 | 67 | 6.8 | 67 |
| 634 COFFEE | 5.5 | 46 | 6.5 | 61 | 6.0 | 57 | 6.2 | 58 | 5.8 | 53 | 6.0 | 55 | 5.9 | 54 |
| 635 COLQUITT | 6.0 | 54 | 7.3 | 67 | 5.8 | 53 | 6.4 | 60 | 6.0 | 55 | 6.1 | 56 | 6.1 | 57 |
| 636 COLUMBIA | 6.6 | 62 | 7.5 | 71 | 6.7 | 68 | 7.6 | 72 | 7.1 | 69 | 7.0 | 68 | 7.0 | 69 |
| 771 COMMERCE CITY | 6.5 | 61 | 7.7 | 74 | 7.2 | 73 | 7.7 | 74 | 6.5 | 63 | 7.3 | 71 | 7.1 | 70 |
| 637 COOK | 5.3 | 44 | 6.0 | 54 | 5.1 | 37 | 5.8 | 52 | 5.3 | 44 | 5.3 | 45 | 5.4 | 44 |
| 638 COWETA | 6.1 | 56 | 6.6 | 61 | 6.5 | 64 | 7.2 | 68 | 6.4 | 62 | 6.5 | 61 | 6.4 | 62 |
| 639 CRAWFORD | 6.0 | 53 | 6.6 | 63 | 6.1 | 59 | 6.7 | 63 | 6.0 | 56 | 6.6 | 63 | 6.1 | 59 |
| 640 CRISP | 5.3 | 44 | 6.0 | 54 | 5.8 | 53 | 5.9 | 54 | 5.1 | 39 | 5.4 | 46 | 5.4 | 46 |
| 641 DADE | 6.0 | 54 | 6.6 | 63 | 6.1 | 58 | 6.3 | 59 | 6.0 | 56 | 6.6 | 63 | 6.1 | 58 |
| 772 DALTON CITY | 5.6 | 49 | 6.3 | 57 | 5.8 | 53 | 5.9 | 54 | 5.8 | 52 | 5.8 | 52 | 5.7 | 51 |
| 642 DAWSON | 6.1 | 56 | 6.5 | 60 | 5.8 | 54 | 6.8 | 65 | 6.2 | 60 | 6.0 | 55 | 6.1 | 58 |
| 643 DECATUR | 5.8 | 52 | 6.6 | 63 | 6.0 | 57 | 6.4 | 60 | 5.8 | 53 | 6.1 | 56 | 6.0 | 55 |
| 773 DECATUR CITY | 7.2 | 69 | 7.5 | 71 | 7.1 | 72 | 7.3 | 69 | 6.8 | 65 | 7.4 | 72 | 7.1 | 70 |
| 644 DEKALB | 5.6 | 48 | 6.6 | 63 | 6.0 | 57 | 5.7 | 51 | 5.7 | 51 | 6.1 | 56 | 5.9 | 53 |
| 645 DODGE | 6.6 | 62 | 8.4 | 79 | 6.6 | 66 | 7.3 | 70 | 6.5 | 63 | 6.9 | 67 | 6.9 | 69 |
| 646 DOOLY | 4.6 | 34 | 6.0 | 54 | 5.5 | 45 | 4.8 | 32 | 4.5 | 29 | 5.1 | 40 | 4.9 | 36 |
| 647 DOUGHERTY | 5.2 | 42 | 5.8 | 51 | 5.5 | 45 | 5.3 | 45 | 5.1 | 40 | 5.6 | 48 | 5.3 | 43 |
| 648 DOUGLAS | 6.1 | 55 | 7.3 | 68 | 6.4 | 62 | 6.7 | 64 | 6.3 | 60 | 6.5 | 62 | 6.3 | 61 |
| 774 DUBLIN CITY | 5.7 | 49 | 6.3 | 57 | 6.2 | 60 | 5.6 | 49 | 5.2 | 41 | 5.6 | 50 | 5.6 | 49 |
| 649 EARLY | 5.4 | 45 | 6.9 | 66 | 5.3 | 42 | 7.0 | 67 | 5.7 | 50 | 5.8 | 51 | 5.9 | 54 |
| 650 ECHOLS | 6.0 | 54 | 6.3 | 57 | 6.5 | 65 | 6.4 | 60 | 6.2 | 58 | 6.1 | 55 | 6.0 | 56 |

Table 3b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| 651 EFFINGHAM | 6.0 | 55 | 6.4 | 58 | 6.6 | 66 | 6.7 | 63 | 6.0 | 56 | 6.3 | 60 | 6.1 | 58 |
| 652 ELBERT | 5.6 | 48 | 6.8 | 65 | 5.8 | 53 | 6.3 | 58 | 5.9 | 54 | 5.8 | 52 | 5.9 | 54 |
| 653 EMANUEL | 5.6 | 48 | 6.4 | 59 | 5.7 | 50 | 6.5 | 61 | 6.1 | 57 | 5.9 | 52 | 5.9 | 53 |
| 654 EVANS | 5.1 | 41 | 5.2 | 39 | 5.6 | 47 | 5.5 | 49 | 5.2 | 41 | 5.2 | 44 | 5.2 | 41 |
| 655 FANNIN | 6.3 | 58 | 6.5 | 60 | 6.3 | 61 | 7.0 | 67 | 6.5 | 63 | 6.5 | 62 | 6.3 | 61 |
| 656 FAYETTE | 6.9 | 66 | 7.7 | 73 | 7.6 | 78 | 7.7 | 73 | 7.2 | 69 | 7.4 | 72 | 7.3 | 73 |
| 657 FLOYD | 6.0 | 55 | 6.5 | 60 | 5.9 | 55 | 6.5 | 61 | 6.1 | 58 | 6.0 | 55 | 6.0 | 57 |
| 658 FORSYTH | 6.7 | 65 | 8.0 | 76 | 7.0 | 71 | 7.7 | 74 | 7.2 | 70 | 7.3 | 71 | 7.3 | 72 |
| 659 FRANKLIN | 6.0 | 54 | 6.3 | 57 | 6.2 | 59 | 6.5 | 61 | 6.3 | 60 | 5.9 | 54 | 6.0 | 56 |
| 660 FULTON | 6.4 | 60 | 7.7 | 74 | 7.0 | 71 | 7.1 | 68 | 6.7 | 65 | 7.1 | 69 | 6.9 | 69 |
| 776 GAINESVILLE CITY | 6.0 | 54 | 6.7 | 63 | 6.0 | 57 | 6.0 | 55 | 6.0 | 55 | 6.4 | 61 | 6.1 | 59 |
| 661 GILMER | 6.0 | 54 | 6.3 | 57 | 5.9 | 55 | 6.3 | 59 | 6.2 | 58 | 6.0 | 55 | 6.0 | 55 |
| 662 GLASCOCK | 6.8 | 65 | 7.8 | 75 | 7.1 | 72 | 7.5 | 71 | 6.3 | 61 | 6.9 | 67 | 6.9 | 69 |
| 663 GLYNN | 5.7 | 49 | 5.9 | 53 | 6.1 | 58 | 6.2 | 58 | 6.0 | 56 | 5.9 | 54 | 5.9 | 53 |
| 664 GORDON | 6.1 | 56 | 7.3 | 68 | 6.2 | 60 | 7.1 | 68 | 6.5 | 62 | 6.4 | 61 | 6.4 | 62 |
| 665 GRADY | 5.9 | 52 | 6.4 | 59 | 6.4 | 63 | 6.3 | 59 | 5.6 | 49 | 6.2 | 57 | 6.0 | 57 |
| 666 GREENE | 5.2 | 42 | 6.3 | 57 | 5.3 | 41 | 5.0 | 38 | 4.8 | 32 | 5.0 | 39 | 5.2 | 42 |
| 726 GRIFFIN-SPALDING | 5.5 | 46 | 6.3 | 57 | 5.4 | 42 | 5.8 | 52 | 5.4 | 45 | 5.8 | 52 | 5.6 | 48 |
| 667 GWINNETT | 6.6 | 63 | 7.8 | 75 | 7.0 | 71 | 7.4 | 70 | 6.9 | 66 | 7.2 | 70 | 7.1 | 70 |
| 668 HABERSHAM | 6.4 | 60 | 7.6 | 72 | 6.5 | 64 | 7.2 | 68 | 6.8 | 65 | 6.7 | 65 | 6.7 | 66 |
| 669 HALL | 6.0 | 55 | 6.1 | 54 | 6.3 | 60 | 6.6 | 62 | 6.1 | 58 | 6.2 | 57 | 6.0 | 57 |
| 670 HANCOCK | 5.4 | 45 | 6.4 | 59 | 5.7 | 50 | 5.1 | 39 | 5.1 | 37 | 5.7 | 50 | 5.4 | 45 |
| 671 HARALSON | 5.7 | 49 | 5.9 | 52 | 5.6 | 47 | 6.1 | 56 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 |
| 672 HARRIS | 6.3 | 59 | 6.6 | 63 | 6.5 | 65 | 7.0 | 67 | 6.4 | 62 | 6.6 | 63 | 6.4 | 63 |
| 673 HART | 6.0 | 54 | 7.4 | 69 | 6.4 | 62 | 6.7 | 64 | 6.0 | 56 | 6.4 | 61 | 6.2 | 60 |
| 674 HEARD | 5.8 | 50 | 5.8 | 52 | 5.6 | 47 | 7.1 | 68 | 5.8 | 52 | 5.7 | 51 | 5.8 | 52 |
| 675 HENRY | 6.0 | 54 | 6.8 | 65 | 6.1 | 59 | 6.3 | 59 | 6.2 | 60 | 6.4 | 61 | 6.1 | 59 |
| 676 HOUSTON | 6.0 | 54 | 6.7 | 64 | 6.3 | 60 | 6.8 | 64 | 6.5 | 63 | 6.5 | 62 | 6.3 | 61 |
| 677 IRWIN | 5.5 | 46 | 6.3 | 57 | 6.5 | 65 | 5.9 | 54 | 5.5 | 47 | 5.8 | 51 | 5.7 | 51 |
| 678 JACKSON | 5.9 | 53 | 6.2 | 55 | 6.2 | 59 | 6.3 | 59 | 6.0 | 55 | 6.1 | 56 | 6.0 | 55 |

Table 3b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **6.0** | **53** | **6.7** | **64** | **6.2** | **59** | **6.4** | **60** | **6.0** | **56** | **6.2** | **59** | **6.1** | **58** |
| 679 JASPER | 5.8 | 52 | 7.1 | 67 | 5.6 | 49 | 5.8 | 51 | 5.4 | 45 | 6.4 | 60 | 5.9 | 53 |
| 680 JEFF DAVIS | 5.5 | 47 | 6.1 | 54 | 5.7 | 52 | 6.1 | 57 | 5.7 | 51 | 5.7 | 50 | 5.7 | 51 |
| 681 JEFFERSON | 4.9 | 38 | 5.5 | 46 | 5.5 | 46 | 5.5 | 47 | 5.0 | 37 | 5.1 | 42 | 5.1 | 40 |
| 779 JEFFERSON CITY | 6.3 | 58 | 7.5 | 71 | 6.8 | 70 | 7.5 | 71 | 6.3 | 61 | 7.1 | 69 | 6.8 | 67 |
| 682 JENKINS | 5.6 | 48 | 5.9 | 53 | 5.9 | 56 | 6.0 | 55 | 5.7 | 50 | 5.8 | 52 | 5.7 | 50 |
| 683 JOHNSON | 5.2 | 42 | 5.8 | 51 | 6.0 | 57 | 5.3 | 42 | 4.9 | 34 | 5.7 | 50 | 5.4 | 46 |
| 684 JONES | 6.0 | 55 | 6.3 | 58 | 6.2 | 60 | 6.3 | 59 | 5.9 | 54 | 6.1 | 56 | 6.0 | 56 |
| 685 LAMAR | 5.3 | 44 | 5.5 | 46 | 5.3 | 42 | 5.5 | 48 | 5.3 | 44 | 5.3 | 45 | 5.3 | 42 |
| 686 LANIER | 5.5 | 47 | 6.3 | 56 | 5.7 | 52 | 6.1 | 56 | 5.6 | 49 | 5.9 | 52 | 5.7 | 51 |
| 687 LAURENS | 5.8 | 52 | 6.7 | 64 | 5.7 | 52 | 6.5 | 61 | 5.9 | 54 | 6.2 | 57 | 6.0 | 56 |
| 688 LEE | 6.0 | 55 | 7.9 | 75 | 6.6 | 66 | 7.0 | 67 | 6.4 | 62 | 6.6 | 64 | 6.6 | 65 |
| 689 LIBERTY | 5.5 | 47 | 6.3 | 57 | 5.8 | 53 | 5.8 | 52 | 5.6 | 49 | 6.0 | 55 | 5.7 | 50 |
| 690 LINCOLN | 5.9 | 52 | 6.7 | 63 | 5.9 | 55 | 6.4 | 60 | 6.1 | 58 | 6.1 | 56 | 6.0 | 56 |
| 691 LONG | 5.1 | 40 | 4.9 | 37 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 | 5.4 | 45 | 5.2 | 41 |
| 692 LOWNDES | 6.2 | 57 | 7.5 | 71 | 6.6 | 67 | 7.4 | 71 | 6.8 | 66 | 6.6 | 63 | 6.8 | 66 |
| 693 LUMPKIN | 6.2 | 57 | 7.4 | 70 | 6.7 | 67 | 7.3 | 69 | 6.7 | 65 | 6.6 | 64 | 6.7 | 66 |
| 694 MACON | 4.5 | 31 | 5.9 | 53 | 5.3 | 39 | 4.6 | 30 | 4.4 | 27 | 4.8 | 34 | 4.8 | 33 |
| 695 MADISON | 6.2 | 58 | 7.4 | 70 | 6.4 | 62 | 7.1 | 67 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| 781 MARIETTA CITY | 6.2 | 57 | 7.3 | 67 | 6.7 | 69 | 6.6 | 62 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| 696 MARION | 5.7 | 49 | 5.3 | 41 | 5.0 | 36 | 5.9 | 52 | 5.0 | 36 | 5.1 | 41 | 5.1 | 40 |
| 697 MCDUFFIE | 5.5 | 47 | 6.4 | 58 | 5.5 | 45 | 6.1 | 57 | 5.6 | 48 | 5.7 | 51 | 5.7 | 49 |
| 698 MCINTOSH | 4.8 | 36 | 4.6 | 32 | 5.3 | 42 | 5.1 | 40 | 4.9 | 34 | 4.6 | 32 | 4.8 | 33 |
| 699 MERIWETHER | 5.0 | 39 | 5.7 | 48 | 5.3 | 40 | 4.9 | 37 | 4.9 | 34 | 5.1 | 40 | 5.0 | 37 |
| 700 MILLER | 5.6 | 48 | 5.8 | 51 | 5.6 | 50 | 6.8 | 64 | 5.6 | 49 | 5.9 | 53 | 5.7 | 51 |
| 701 MITCHELL | 4.6 | 33 | 5.6 | 47 | 4.8 | 33 | 4.9 | 37 | 4.3 | 26 | 5.0 | 38 | 4.8 | 33 |
| 702 MONROE | 5.8 | 50 | 5.7 | 50 | 5.5 | 45 | 5.9 | 54 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 |
| 703 MONTGOMERY | 5.4 | 46 | 6.0 | 53 | 5.6 | 49 | 5.7 | 50 | 5.6 | 48 | 5.7 | 51 | 5.5 | 47 |
| 704 MORGAN | 6.6 | 62 | 8.7 | 82 | 7.0 | 71 | 7.7 | 73 | 7.6 | 74 | 7.3 | 71 | 7.3 | 73 |
| 705 MURRAY | 5.8 | 50 | 6.7 | 64 | 5.7 | 52 | 6.1 | 56 | 5.8 | 52 | 5.9 | 53 | 5.9 | 53 |
| 706 MUSCOGEE | 5.7 | 49 | 6.1 | 54 | 5.7 | 52 | 6.1 | 56 | 5.8 | 53 | 6.0 | 55 | 5.8 | 52 |

Table 3b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| 707 NEWTON | 5.8 | 52 | 6.5 | 61 | 6.3 | 60 | 6.2 | 58 | 6.1 | 57 | 5.9 | 54 | 6.0 | 56 |
| 708 OCONEE | 6.9 | 66 | 7.6 | 72 | 6.9 | 70 | 7.7 | 74 | 7.2 | 70 | 7.3 | 70 | 7.2 | 71 |
| 709 OGLETHORPE | 6.2 | 57 | 7.4 | 70 | 6.7 | 69 | 6.7 | 62 | 6.0 | 55 | 6.4 | 61 | 6.4 | 62 |
| 710 PAULDING | 6.0 | 53 | 6.5 | 61 | 5.8 | 54 | 6.4 | 60 | 5.8 | 52 | 6.2 | 57 | 6.0 | 55 |
| 711 PEACH | 5.4 | 45 | 5.7 | 50 | 5.4 | 43 | 5.5 | 47 | 5.3 | 44 | 5.5 | 47 | 5.4 | 44 |
| 784 PELHAM CITY | 5.2 | 41 | 6.4 | 59 | 5.3 | 42 | 5.9 | 54 | 5.6 | 48 | 5.7 | 51 | 5.6 | 48 |
| 712 PICKENS | 6.0 | 55 | 6.7 | 64 | 6.3 | 61 | 6.8 | 64 | 6.2 | 59 | 6.4 | 61 | 6.2 | 60 |
| 713 PIERCE | 6.1 | 55 | 6.3 | 57 | 6.1 | 58 | 6.1 | 56 | 5.3 | 44 | 6.0 | 55 | 5.8 | 52 |
| 714 PIKE | 5.9 | 53 | 6.5 | 61 | 5.7 | 52 | 5.8 | 52 | 5.6 | 48 | 5.9 | 53 | 5.8 | 53 |
| 715 POLK | 5.9 | 52 | 6.3 | 58 | 6.1 | 58 | 6.4 | 60 | 6.0 | 56 | 6.2 | 57 | 6.0 | 56 |
| 716 PULASKI | 5.8 | 52 | 7.4 | 69 | 6.5 | 63 | 7.9 | 76 | 5.6 | 49 | 6.2 | 59 | 6.4 | 62 |
| 717 PUTNAM | 5.7 | 49 | 6.2 | 56 | 5.7 | 51 | 6.1 | 56 | 5.6 | 48 | 6.1 | 56 | 5.7 | 52 |
| 718 QUITMAN | 3.8 | 21 | 4.4 | 26 | 4.3 | 20 | 4.0 | 21 | 4.6 | 31 | 4.3 | 27 | 4.2 | 22 |
| 719 RABUN | 6.5 | 61 | 6.4 | 59 | 6.1 | 58 | 6.9 | 66 | 6.4 | 61 | 6.4 | 61 | 6.2 | 60 |
| 720 RANDOLPH | 4.8 | 35 | 5.1 | 39 | 5.2 | 38 | 4.2 | 26 | 4.2 | 24 | 4.6 | 31 | 4.5 | 28 |
| 721 RICHMOND | 5.4 | 44 | 6.2 | 56 | 5.6 | 48 | 5.7 | 50 | 5.4 | 46 | 5.9 | 53 | 5.6 | 47 |
| 722 ROCKDALE | 6.7 | 64 | 7.7 | 74 | 6.9 | 70 | 7.6 | 72 | 7.0 | 68 | 7.2 | 70 | 7.1 | 70 |
| 785 ROME CITY | 6.1 | 56 | 7.2 | 67 | 6.5 | 63 | 6.7 | 64 | 6.3 | 61 | 6.4 | 60 | 6.4 | 62 |
| 625 SAVANNAH-CHATHAM | 5.7 | 49 | 6.3 | 58 | 5.7 | 53 | 5.9 | 53 | 5.6 | 48 | 5.9 | 54 | 5.7 | 51 |
| 723 SCHLEY | 6.0 | 53 | 7.0 | 66 | 6.2 | 59 | 6.1 | 57 | 6.0 | 56 | 5.9 | 53 | 6.0 | 56 |
| 724 SCREVEN | 5.3 | 44 | 6.1 | 54 | 5.9 | 56 | 5.1 | 40 | 4.9 | 34 | 5.1 | 40 | 5.3 | 42 |
| 725 SEMINOLE | 5.4 | 45 | 6.6 | 61 | 5.5 | 46 | 5.6 | 49 | 5.1 | 39 | 5.7 | 51 | 5.5 | 47 |
| 786 SOCIAL CIRCLE CITY | 5.6 | 48 | 5.8 | 51 | 5.8 | 53 | 5.9 | 52 | 5.3 | 44 | 5.8 | 51 | 5.6 | 48 |
| 727 STEPHENS | 5.8 | 50 | 6.6 | 62 | 5.7 | 50 | 6.3 | 59 | 6.1 | 58 | 6.1 | 56 | 6.0 | 56 |
| 728 STEWART | 5.0 | 38 | 6.5 | 59 | 6.0 | 56 | 4.9 | 37 | 5.0 | 36 | 5.1 | 41 | 5.3 | 43 |
| 729 SUMTER | 4.9 | 38 | 5.7 | 49 | 5.2 | 39 | 4.9 | 35 | 4.7 | 32 | 5.0 | 38 | 4.9 | 35 |
| 730 TALBOT | 4.0 | 24 | 4.3 | 25 | 4.8 | 33 | 4.0 | 22 | 4.1 | 22 | 4.2 | 25 | 4.1 | 21 |
| 731 TALIAFERRO | 4.3 | 30 | 4.5 | 30 | 4.7 | 29 | 4.4 | 27 | 3.9 | 18 | 4.8 | 35 | 4.3 | 24 |
| 732 TATTNALL | 5.0 | 39 | 5.7 | 50 | 5.4 | 43 | 5.7 | 51 | 5.0 | 37 | 5.2 | 42 | 5.2 | 41 |
| 733 TAYLOR | 5.1 | 40 | 5.5 | 47 | 5.4 | 42 | 6.1 | 55 | 5.5 | 46 | 5.3 | 45 | 5.4 | 43 |

Table 3b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **6.0** | **53** | **6.7** | **64** | **6.2** | **59** | **6.4** | **60** | **6.0** | **56** | **6.2** | **59** | **6.1** | **58** |
| 734 TELFAIR | 5.7 | 49 | 6.6 | 62 | 5.6 | 49 | 5.5 | 49 | 5.6 | 48 | 5.7 | 51 | 5.7 | 50 |
| 735 TERRELL | 4.8 | 35 | 6.3 | 56 | 5.1 | 37 | 4.8 | 34 | 5.0 | 36 | 5.6 | 48 | 5.1 | 39 |
| 736 THOMAS | 5.4 | 46 | 7.3 | 68 | 5.6 | 49 | 5.9 | 53 | 5.7 | 50 | 6.0 | 55 | 5.9 | 53 |
| 745 THOMASTON-UPSON | 5.9 | 52 | 7.3 | 67 | 5.9 | 55 | 6.1 | 57 | 5.8 | 53 | 6.2 | 57 | 6.0 | 56 |
| 789 THOMASVILLE CITY | 5.4 | 45 | 6.8 | 64 | 5.7 | 50 | 5.6 | 49 | 5.3 | 44 | 5.7 | 50 | 5.6 | 49 |
| 737 TIFT | 5.6 | 49 | 6.4 | 59 | 5.9 | 55 | 5.9 | 53 | 5.6 | 49 | 5.6 | 48 | 5.7 | 50 |
| 738 TOOMBS | 5.8 | 52 | 6.8 | 64 | 6.0 | 57 | 6.7 | 64 | 6.2 | 59 | 6.1 | 56 | 6.1 | 58 |
| 739 TOWNS | 6.3 | 59 | 6.8 | 65 | 6.3 | 61 | 7.1 | 68 | 6.6 | 64 | 6.2 | 58 | 6.4 | 62 |
| 740 TREUTLEN | 5.4 | 45 | 6.5 | 59 | 5.7 | 51 | 6.7 | 63 | 5.2 | 40 | 5.3 | 45 | 5.7 | 50 |
| 791 TRION CITY | 7.2 | 69 | 9.7 | 88 | 7.2 | 74 | 7.5 | 71 | 6.7 | 65 | 7.3 | 71 | 7.4 | 75 |
| 741 TROUP | 5.7 | 49 | 6.4 | 59 | 5.7 | 51 | 6.0 | 54 | 5.7 | 50 | 5.9 | 53 | 5.7 | 51 |
| 742 TURNER | 5.8 | 50 | 6.8 | 65 | 6.5 | 65 | 5.9 | 54 | 5.4 | 46 | 5.5 | 47 | 5.9 | 53 |
| 743 TWIGGS | 5.0 | 39 | 5.6 | 47 | 5.5 | 46 | 5.1 | 38 | 5.0 | 36 | 5.0 | 38 | 5.0 | 38 |
| 744 UNION | 6.3 | 59 | 6.7 | 64 | 6.7 | 67 | 7.0 | 66 | 6.5 | 63 | 6.2 | 57 | 6.4 | 62 |
| 792 VALDOSTA CITY | 5.1 | 40 | 5.9 | 52 | 5.6 | 47 | 5.1 | 38 | 5.1 | 39 | 5.3 | 44 | 5.2 | 41 |
| 793 VIDALIA CITY | 6.2 | 57 | 6.7 | 64 | 6.5 | 63 | 6.6 | 62 | 6.0 | 57 | 6.5 | 61 | 6.2 | 60 |
| 746 WALKER | 5.6 | 48 | 6.3 | 58 | 5.8 | 54 | 6.5 | 61 | 6.0 | 55 | 6.2 | 57 | 6.0 | 55 |
| 747 WALTON | 5.7 | 50 | 6.3 | 57 | 5.9 | 56 | 6.2 | 58 | 5.8 | 53 | 5.9 | 54 | 5.9 | 53 |
| 748 WARE | 6.0 | 54 | 7.2 | 67 | 6.5 | 65 | 6.1 | 57 | 5.8 | 53 | 6.3 | 59 | 6.1 | 58 |
| 749 WARREN | 4.5 | 31 | 5.5 | 47 | 4.6 | 28 | 4.0 | 21 | 4.2 | 24 | 4.6 | 31 | 4.4 | 26 |
| 750 WASHINGTON | 5.4 | 45 | 6.5 | 61 | 5.7 | 50 | 5.7 | 50 | 5.3 | 44 | 5.8 | 52 | 5.6 | 48 |
| 751 WAYNE | 5.8 | 51 | 6.3 | 58 | 5.9 | 55 | 6.0 | 55 | 5.9 | 54 | 5.9 | 53 | 5.9 | 53 |
| 752 WEBSTER | 5.4 | 44 | 6.6 | 62 | 5.5 | 44 | 6.1 | 56 | 5.1 | 38 | 5.1 | 40 | 5.4 | 46 |
| 753 WHEELER | 5.5 | 46 | 6.4 | 58 | 5.9 | 56 | 5.9 | 53 | 5.8 | 52 | 5.7 | 50 | 5.7 | 50 |
| 754 WHITE | 6.5 | 60 | 6.9 | 65 | 6.6 | 66 | 7.0 | 66 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| 755 WHITFIELD | 5.6 | 49 | 6.3 | 57 | 6.0 | 57 | 6.3 | 59 | 6.0 | 55 | 6.1 | 55 | 5.9 | 54 |
| 756 WILCOX | 5.8 | 51 | 6.7 | 64 | 6.1 | 59 | 5.9 | 53 | 5.5 | 46 | 5.7 | 51 | 5.8 | 52 |
| 757 WILKES | 5.6 | 48 | 6.5 | 60 | 5.8 | 53 | 5.9 | 54 | 5.7 | 50 | 5.9 | 52 | 5.7 | 51 |
| 758 WILKINSON | 5.4 | 46 | 6.3 | 57 | 6.1 | 58 | 6.3 | 58 | 5.6 | 49 | 5.6 | 50 | 5.8 | 52 |
| 759 WORTH | 5.5 | 47 | 5.7 | 50 | 5.5 | 47 | 5.5 | 49 | 5.4 | 45 | 5.5 | 47 | 5.4 | 45 |

Table 4b

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 1: Large systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 628 CHEROKEE | 6.4 | 60 | 7.7 | 73 | 6.7 | 69 | 7.6 | 72 | 7.0 | 68 | 6.9 | 67 | 7.0 | 69 |
| 633 COBB | 6.4 | 60 | 7.5 | 72 | 6.8 | 70 | 7.2 | 69 | 6.7 | 64 | 6.9 | 67 | 6.8 | 67 |
| 636 COLUMBIA | 6.6 | 62 | 7.5 | 71 | 6.7 | 68 | 7.6 | 72 | 7.1 | 69 | 7.0 | 68 | 7.0 | 69 |
| 656 FAYETTE | 6.9 | 66 | 7.7 | 73 | 7.6 | 78 | 7.7 | 73 | 7.2 | 69 | 7.4 | 72 | 7.3 | 73 |
| 658 FORSYTH | 6.7 | 65 | 8.0 | 76 | 7.0 | 71 | 7.7 | 74 | 7.2 | 70 | 7.3 | 71 | 7.3 | 72 |
| 667 GWINNETT | 6.6 | 63 | 7.8 | 75 | 7.0 | 71 | 7.4 | 70 | 6.9 | 66 | 7.2 | 70 | 7.1 | 70 |
| 675 HENRY | 6.0 | 54 | 6.8 | 65 | 6.1 | 59 | 6.3 | 59 | 6.2 | 60 | 6.4 | 61 | 6.1 | 59 |
| 710 PAULDING | 6.0 | 53 | 6.5 | 61 | 5.8 | 54 | 6.4 | 60 | 5.8 | 52 | 6.2 | 57 | 6.0 | 55 |
| Comparison Group | 6.5 | | 7.4 | | 6.7 | | 7.2 | | 6.8 | | 6.9 | | 6.8 | |
| Comparison Group 2: Large systems with 25% to 42% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 608 BARTOW | 5.8 | 50 | 6.6 | 62 | 6.2 | 59 | 6.3 | 59 | 5.6 | 49 | 5.9 | 54 | 6.0 | 55 |
| 622 CARROLL | 5.6 | 48 | 6.2 | 56 | 5.6 | 47 | 5.9 | 54 | 5.6 | 48 | 5.7 | 51 | 5.6 | 49 |
| 638 COWETA | 6.1 | 56 | 6.6 | 61 | 6.5 | 64 | 7.2 | 68 | 6.4 | 62 | 6.5 | 61 | 6.4 | 62 |
| 648 DOUGLAS | 6.1 | 55 | 7.3 | 68 | 6.4 | 62 | 6.7 | 64 | 6.3 | 60 | 6.5 | 62 | 6.3 | 61 |
| 657 FLOYD | 6.0 | 55 | 6.5 | 60 | 5.9 | 55 | 6.5 | 61 | 6.1 | 58 | 6.0 | 55 | 6.0 | 57 |
| 660 FULTON | 6.4 | 60 | 7.7 | 74 | 7.0 | 71 | 7.1 | 68 | 6.7 | 65 | 7.1 | 69 | 6.9 | 69 |
| 663 GLYNN | 5.7 | 49 | 5.9 | 53 | 6.1 | 58 | 6.2 | 58 | 6.0 | 56 | 5.9 | 54 | 5.9 | 53 |
| 669 HALL | 6.0 | 55 | 6.1 | 54 | 6.3 | 60 | 6.6 | 62 | 6.1 | 58 | 6.2 | 57 | 6.0 | 57 |
| 676 HOUSTON | 6.0 | 54 | 6.7 | 64 | 6.3 | 60 | 6.8 | 64 | 6.5 | 63 | 6.5 | 62 | 6.3 | 61 |
| 707 NEWTON | 5.8 | 52 | 6.5 | 61 | 6.3 | 60 | 6.2 | 58 | 6.1 | 57 | 5.9 | 54 | 6.0 | 56 |
| 722 ROCKDALE | 6.7 | 64 | 7.7 | 74 | 6.9 | 70 | 7.6 | 72 | 7.0 | 68 | 7.2 | 70 | 7.1 | 70 |
| 755 WHITFIELD | 5.6 | 49 | 6.3 | 57 | 6.0 | 57 | 6.3 | 59 | 6.0 | 55 | 6.1 | 55 | 5.9 | 54 |
| Comparison Group | 6.0 | | 6.7 | | 6.3 | | 6.6 | | 6.2 | | 6.3 | | 6.2 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 3: Large systems with more than 48% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 761 ATLANTA CITY | 5.7 | 49 | 6.5 | 61 | 5.6 | 49 | 5.5 | 47 | 5.8 | 51 | 5.6 | 50 | 5.7 | 50 |
| 611 BIBB | 5.8 | 50 | 7.2 | 67 | 5.9 | 55 | 5.6 | 49 | 5.8 | 53 | 6.1 | 56 | 6.0 | 55 |
| 629 CLARKE | 5.7 | 49 | 6.2 | 55 | 5.8 | 54 | 5.9 | 54 | 5.5 | 47 | 5.9 | 54 | 5.7 | 50 |
| 631 CLAYTON | 5.4 | 45 | 6.2 | 56 | 5.5 | 46 | 5.4 | 46 | 5.4 | 45 | 5.6 | 48 | 5.4 | 45 |
| 644 DEKALB | 5.6 | 48 | 6.6 | 63 | 6.0 | 57 | 5.7 | 51 | 5.7 | 51 | 6.1 | 56 | 5.9 | 53 |
| 647 DOUGHERTY | 5.2 | 42 | 5.8 | 51 | 5.5 | 45 | 5.3 | 45 | 5.1 | 40 | 5.6 | 48 | 5.3 | 43 |
| 726 GRIFFIN-SPALDING | 5.5 | 46 | 6.3 | 57 | 5.4 | 42 | 5.8 | 52 | 5.4 | 45 | 5.8 | 52 | 5.6 | 48 |
| 689 LIBERTY | 5.5 | 47 | 6.3 | 57 | 5.8 | 53 | 5.8 | 52 | 5.6 | 49 | 6.0 | 55 | 5.7 | 50 |
| 706 MUSCOGEE | 5.7 | 49 | 6.1 | 54 | 5.7 | 52 | 6.1 | 56 | 5.8 | 53 | 6.0 | 55 | 5.8 | 52 |
| 721 RICHMOND | 5.4 | 44 | 6.2 | 56 | 5.6 | 48 | 5.7 | 50 | 5.4 | 46 | 5.9 | 53 | 5.6 | 47 |
| 625 SAVANNAH-CHATHAM | 5.7 | 49 | 6.3 | 58 | 5.7 | 53 | 5.9 | 53 | 5.6 | 48 | 5.9 | 54 | 5.7 | 51 |
| 741 TROUP | 5.7 | 49 | 6.4 | 59 | 5.7 | 51 | 6.0 | 54 | 5.7 | 50 | 5.9 | 53 | 5.7 | 51 |
| Comparison Group | 5.6 | | 6.3 | | 5.7 | | 5.7 | | 5.6 | | 5.9 | | 5.7 | |
| Comparison Group 4: Mid-sized systems with fewer than 32% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 607 BARROW | 6.0 | 54 | 6.5 | 61 | 6.5 | 64 | 6.9 | 65 | 6.2 | 60 | 6.2 | 58 | 6.2 | 60 |
| 765 CALHOUN CITY | 6.4 | 59 | 7.7 | 74 | 6.7 | 67 | 7.5 | 72 | 6.5 | 62 | 6.6 | 63 | 6.8 | 67 |
| 623 CATOOSA | 6.2 | 58 | 7.3 | 68 | 6.3 | 60 | 7.2 | 68 | 6.9 | 66 | 6.7 | 64 | 6.6 | 64 |
| 642 DAWSON | 6.1 | 56 | 6.5 | 60 | 5.8 | 54 | 6.8 | 65 | 6.2 | 60 | 6.0 | 55 | 6.1 | 58 |
| 651 EFFINGHAM | 6.0 | 55 | 6.4 | 58 | 6.6 | 66 | 6.7 | 63 | 6.0 | 56 | 6.3 | 60 | 6.1 | 58 |
| 684 JONES | 6.0 | 55 | 6.3 | 58 | 6.2 | 60 | 6.3 | 59 | 5.9 | 54 | 6.1 | 56 | 6.0 | 56 |
| 688 LEE | 6.0 | 55 | 7.9 | 75 | 6.6 | 66 | 7.0 | 67 | 6.4 | 62 | 6.6 | 64 | 6.6 | 65 |
| 708 OCONEE | 6.9 | 66 | 7.6 | 72 | 6.9 | 70 | 7.7 | 74 | 7.2 | 70 | 7.3 | 70 | 7.2 | 71 |
| 714 PIKE | 5.9 | 53 | 6.5 | 61 | 5.7 | 52 | 5.8 | 52 | 5.6 | 48 | 5.9 | 53 | 5.8 | 53 |
| Comparison Group | 6.2 | | 7.0 | | 6.4 | | 6.9 | | 6.3 | | 6.4 | | 6.4 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 5: Mid-sized systems with 34% TO 38% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 615 BRYAN | 6.1 | 56 | 6.6 | 63 | 6.3 | 61 | 7.1 | 68 | 6.1 | 57 | 6.3 | 60 | 6.2 | 60 |
| 620 CAMDEN | 6.0 | 55 | 7.5 | 72 | 6.6 | 67 | 6.5 | 61 | 6.2 | 59 | 6.4 | 61 | 6.4 | 62 |
| 767 CARTERSVILLE CITY | 6.6 | 62 | 7.4 | 69 | 7.2 | 74 | 7.5 | 72 | 7.1 | 68 | 6.7 | 65 | 7.0 | 69 |
| 641 DADE | 6.0 | 54 | 6.6 | 63 | 6.1 | 58 | 6.3 | 59 | 6.0 | 56 | 6.6 | 63 | 6.1 | 58 |
| 664 GORDON | 6.1 | 56 | 7.3 | 68 | 6.2 | 60 | 7.1 | 68 | 6.5 | 62 | 6.4 | 61 | 6.4 | 62 |
| 668 HABERSHAM | 6.4 | 60 | 7.6 | 72 | 6.5 | 64 | 7.2 | 68 | 6.8 | 65 | 6.7 | 65 | 6.7 | 66 |
| 672 HARRIS | 6.3 | 59 | 6.6 | 63 | 6.5 | 65 | 7.0 | 67 | 6.4 | 62 | 6.6 | 63 | 6.4 | 63 |
| 692 LOWNDES | 6.2 | 57 | 7.5 | 71 | 6.6 | 67 | 7.4 | 71 | 6.8 | 66 | 6.6 | 63 | 6.8 | 66 |
| 693 LUMPKIN | 6.2 | 57 | 7.4 | 70 | 6.7 | 67 | 7.3 | 69 | 6.7 | 65 | 6.6 | 64 | 6.7 | 66 |
| 712 PICKENS | 6.0 | 55 | 6.7 | 64 | 6.3 | 61 | 6.8 | 64 | 6.2 | 59 | 6.4 | 61 | 6.2 | 60 |
| 727 STEPHENS | 5.8 | 50 | 6.6 | 62 | 5.7 | 50 | 6.3 | 59 | 6.1 | 58 | 6.1 | 56 | 6.0 | 56 |
| 747 WALTON | 5.7 | 50 | 6.3 | 57 | 5.9 | 56 | 6.2 | 58 | 5.8 | 53 | 5.9 | 54 | 5.9 | 53 |
| 754 WHITE | 6.5 | 60 | 6.9 | 65 | 6.6 | 66 | 7.0 | 66 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| Comparison Group | 6.1 | | 7.0 | | 6.4 | | 6.9 | | 6.4 | | 6.5 | | 6.4 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 6: Mid-sized systems with 39% TO 45% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 766 CARROLLTON CITY | 6.2 | 57 | 7.4 | 69 | 6.5 | 65 | 6.6 | 62 | 6.1 | 57 | 6.6 | 63 | 6.4 | 62 |
| 655 FANNIN | 6.3 | 58 | 6.5 | 60 | 6.3 | 61 | 7.0 | 67 | 6.5 | 63 | 6.5 | 62 | 6.3 | 61 |
| 659 FRANKLIN | 6.0 | 54 | 6.3 | 57 | 6.2 | 59 | 6.5 | 61 | 6.3 | 60 | 5.9 | 54 | 6.0 | 56 |
| 661 GILMER | 6.0 | 54 | 6.3 | 57 | 5.9 | 55 | 6.3 | 59 | 6.2 | 58 | 6.0 | 55 | 6.0 | 55 |
| 671 HARALSON | 5.7 | 49 | 5.9 | 52 | 5.6 | 47 | 6.1 | 56 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 |
| 673 HART | 6.0 | 54 | 7.4 | 69 | 6.4 | 62 | 6.7 | 64 | 6.0 | 56 | 6.4 | 61 | 6.2 | 60 |
| 678 JACKSON | 5.9 | 53 | 6.2 | 55 | 6.2 | 59 | 6.3 | 59 | 6.0 | 55 | 6.1 | 56 | 6.0 | 55 |
| 695 MADISON | 6.2 | 58 | 7.4 | 70 | 6.4 | 62 | 7.1 | 67 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| 702 MONROE | 5.8 | 50 | 5.7 | 50 | 5.5 | 45 | 5.9 | 54 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 |
| 704 MORGAN | 6.6 | 62 | 8.7 | 82 | 7.0 | 71 | 7.7 | 73 | 7.6 | 74 | 7.3 | 71 | 7.3 | 73 |
| 705 MURRAY | 5.8 | 50 | 6.7 | 64 | 5.7 | 52 | 6.1 | 56 | 5.8 | 52 | 5.9 | 53 | 5.9 | 53 |
| 709 OGLETHORPE | 6.2 | 57 | 7.4 | 70 | 6.7 | 69 | 6.7 | 62 | 6.0 | 55 | 6.4 | 61 | 6.4 | 62 |
| 715 POLK | 5.9 | 52 | 6.3 | 58 | 6.1 | 58 | 6.4 | 60 | 6.0 | 56 | 6.2 | 57 | 6.0 | 56 |
| 719 RABUN | 6.5 | 61 | 6.4 | 59 | 6.1 | 58 | 6.9 | 66 | 6.4 | 61 | 6.4 | 61 | 6.2 | 60 |
| 744 UNION | 6.3 | 59 | 6.7 | 64 | 6.7 | 67 | 7.0 | 66 | 6.5 | 63 | 6.2 | 57 | 6.4 | 62 |
| Comparison Group | 6.1 | | 6.8 | | 6.2 | | 6.6 | | 6.2 | | 6.3 | | 6.2 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 7: Mid-sized systems with 46% TO 55% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 605 BALDWIN | 6.0 | 53 | 6.9 | 65 | 6.5 | 63 | 6.3 | 59 | 6.0 | 56 | 6.1 | 56 | 6.1 | 58 |
| 606 BANKS | 5.8 | 50 | 5.5 | 47 | 5.6 | 47 | 5.7 | 50 | 5.7 | 51 | 5.6 | 48 | 5.5 | 46 |
| 610 BERRIEN | 5.4 | 46 | 6.3 | 57 | 5.6 | 48 | 5.8 | 51 | 5.8 | 51 | 5.5 | 47 | 5.6 | 48 |
| 612 BLECKLEY | 6.0 | 55 | 7.4 | 70 | 6.7 | 68 | 7.1 | 68 | 6.7 | 65 | 6.3 | 59 | 6.6 | 64 |
| 613 BRANTLEY | 5.9 | 53 | 6.5 | 60 | 5.6 | 50 | 6.1 | 57 | 5.7 | 50 | 5.7 | 51 | 5.8 | 52 |
| 616 BULLOCH | 6.2 | 57 | 7.4 | 69 | 6.7 | 67 | 7.2 | 69 | 6.3 | 61 | 6.7 | 65 | 6.6 | 65 |
| 618 BUTTS | 5.2 | 41 | 6.2 | 56 | 5.4 | 43 | 5.3 | 42 | 4.9 | 35 | 5.6 | 48 | 5.2 | 42 |
| 627 CHATTOOGA | 5.7 | 49 | 5.9 | 53 | 5.3 | 42 | 5.6 | 49 | 5.6 | 49 | 5.7 | 51 | 5.5 | 47 |
| 635 COLQUITT | 6.0 | 54 | 7.3 | 67 | 5.8 | 53 | 6.4 | 60 | 6.0 | 55 | 6.1 | 56 | 6.1 | 57 |
| 639 CRAWFORD | 6.0 | 53 | 6.6 | 63 | 6.1 | 59 | 6.7 | 63 | 6.0 | 56 | 6.6 | 63 | 6.1 | 59 |
| 772 DALTON CITY | 5.6 | 49 | 6.3 | 57 | 5.8 | 53 | 5.9 | 54 | 5.8 | 52 | 5.8 | 52 | 5.7 | 51 |
| 773 DECATUR CITY | 7.2 | 69 | 7.5 | 71 | 7.1 | 72 | 7.3 | 69 | 6.8 | 65 | 7.4 | 72 | 7.1 | 70 |
| 652 ELBERT | 5.6 | 48 | 6.8 | 65 | 5.8 | 53 | 6.3 | 58 | 5.9 | 54 | 5.8 | 52 | 5.9 | 54 |
| 665 GRADY | 5.9 | 52 | 6.4 | 59 | 6.4 | 63 | 6.3 | 59 | 5.6 | 49 | 6.2 | 57 | 6.0 | 57 |
| 674 HEARD | 5.8 | 50 | 5.8 | 52 | 5.6 | 47 | 7.1 | 68 | 5.8 | 52 | 5.7 | 51 | 5.8 | 52 |
| 680 JEFF DAVIS | 5.5 | 47 | 6.1 | 54 | 5.7 | 52 | 6.1 | 57 | 5.7 | 51 | 5.7 | 50 | 5.7 | 51 |
| 685 LAMAR | 5.3 | 44 | 5.5 | 46 | 5.3 | 42 | 5.5 | 48 | 5.3 | 44 | 5.3 | 45 | 5.3 | 42 |
| 687 LAURENS | 5.8 | 52 | 6.7 | 64 | 5.7 | 52 | 6.5 | 61 | 5.9 | 54 | 6.2 | 57 | 6.0 | 56 |
| 781 MARIETTA CITY | 6.2 | 57 | 7.3 | 67 | 6.7 | 69 | 6.6 | 62 | 6.3 | 61 | 6.7 | 65 | 6.5 | 64 |
| 697 MCDUFFIE | 5.5 | 47 | 6.4 | 58 | 5.5 | 45 | 6.1 | 57 | 5.6 | 48 | 5.7 | 51 | 5.7 | 49 |
| 713 PIERCE | 6.1 | 55 | 6.3 | 57 | 6.1 | 58 | 6.1 | 56 | 5.3 | 44 | 6.0 | 55 | 5.8 | 52 |
| 736 THOMAS | 5.4 | 46 | 7.3 | 68 | 5.6 | 49 | 5.9 | 53 | 5.7 | 50 | 6.0 | 55 | 5.9 | 53 |
| 745 THOMASTON-UPSON | 5.9 | 52 | 7.3 | 67 | 5.9 | 55 | 6.1 | 57 | 5.8 | 53 | 6.2 | 57 | 6.0 | 56 |
| 737 TIFT | 5.6 | 49 | 6.4 | 59 | 5.9 | 55 | 5.9 | 53 | 5.6 | 49 | 5.6 | 48 | 5.7 | 50 |
| 793 VIDALIA CITY | 6.2 | 57 | 6.7 | 64 | 6.5 | 63 | 6.6 | 62 | 6.0 | 57 | 6.5 | 61 | 6.2 | 60 |
| 746 WALKER | 5.6 | 48 | 6.3 | 58 | 5.8 | 54 | 6.5 | 61 | 6.0 | 55 | 6.2 | 57 | 6.0 | 55 |
| 751 WAYNE | 5.8 | 51 | 6.3 | 58 | 5.9 | 55 | 6.0 | 55 | 5.9 | 54 | 5.9 | 53 | 5.9 | 53 |
| Comparison Group | 5.8 | | 6.6 | | 5.9 | | 6.3 | | 5.8 | | 6.0 | | 5.9 | |
| Comparison Group 8: Mid-sized systems with 57% TO 64% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 601 APPLING | 5.9 | 53 | 6.6 | 63 | 5.8 | 54 | 6.7 | 63 | 6.0 | 56 | 6.2 | 59 | 6.1 | 57 |
| 609 BEN HILL | 5.1 | 39 | 5.9 | 52 | 5.3 | 41 | 5.7 | 51 | 5.3 | 43 | 5.3 | 45 | 5.3 | 43 |
| 624 CHARLTON | 5.2 | 42 | 5.3 | 42 | 5.6 | 49 | 5.5 | 49 | 5.3 | 43 | 5.1 | 41 | 5.2 | 42 |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| 634 COFFEE | 5.5 | 46 | 6.5 | 61 | 6.0 | 57 | 6.2 | 58 | 5.8 | 53 | 6.0 | 55 | 5.9 | 54 |
| 637 COOK | 5.3 | 44 | 6.0 | 54 | 5.1 | 37 | 5.8 | 52 | 5.3 | 44 | 5.3 | 45 | 5.4 | 44 |
| 643 DECATUR | 5.8 | 52 | 6.6 | 63 | 6.0 | 57 | 6.4 | 60 | 5.8 | 53 | 6.1 | 56 | 6.0 | 55 |
| 645 DODGE | 6.6 | 62 | 8.4 | 79 | 6.6 | 66 | 7.3 | 70 | 6.5 | 63 | 6.9 | 67 | 6.9 | 69 |
| 774 DUBLIN CITY | 5.7 | 49 | 6.3 | 57 | 6.2 | 60 | 5.6 | 49 | 5.2 | 41 | 5.6 | 50 | 5.6 | 49 |
| 776 GAINESVILLE CITY | 6.0 | 54 | 6.7 | 63 | 6.0 | 57 | 6.0 | 55 | 6.0 | 55 | 6.4 | 61 | 6.1 | 59 |
| 711 PEACH | 5.4 | 45 | 5.7 | 50 | 5.4 | 43 | 5.5 | 47 | 5.3 | 44 | 5.5 | 47 | 5.4 | 44 |
| 785 ROME CITY | 6.1 | 56 | 7.2 | 67 | 6.5 | 63 | 6.7 | 64 | 6.3 | 61 | 6.4 | 60 | 6.4 | 62 |
| 792 VALDOSTA CITY | 5.1 | 40 | 5.9 | 52 | 5.6 | 47 | 5.1 | 38 | 5.1 | 39 | 5.3 | 44 | 5.2 | 41 |
| 748 WARE | 6.0 | 54 | 7.2 | 67 | 6.5 | 65 | 6.1 | 57 | 5.8 | 53 | 6.3 | 59 | 6.1 | 58 |
| 759 WORTH | 5.5 | 47 | 5.7 | 50 | 5.5 | 47 | 5.5 | 49 | 5.4 | 45 | 5.5 | 47 | 5.4 | 45 |
| Comparison Group | 5.7 | | 6.4 | | 5.9 | | 6.0 | | 5.6 | | 5.8 | | 5.8 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 9: Mid-sized systems with 65% TO 70% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 640 CRISP | 5.3 | 44 | 6.0 | 54 | 5.8 | 53 | 5.9 | 54 | 5.1 | 39 | 5.4 | 46 | 5.4 | 46 |
| 649 EARLY | 5.4 | 45 | 6.9 | 66 | 5.3 | 42 | 7.0 | 67 | 5.7 | 50 | 5.8 | 51 | 5.9 | 54 |
| 653 EMANUEL | 5.6 | 48 | 6.4 | 59 | 5.7 | 50 | 6.5 | 61 | 6.1 | 57 | 5.9 | 52 | 5.9 | 53 |
| 654 EVANS | 5.1 | 41 | 5.2 | 39 | 5.6 | 47 | 5.5 | 49 | 5.2 | 41 | 5.2 | 44 | 5.2 | 41 |
| 717 PUTNAM | 5.7 | 49 | 6.2 | 56 | 5.7 | 51 | 6.1 | 56 | 5.6 | 48 | 6.1 | 56 | 5.7 | 52 |
| 724 SCREVEN | 5.3 | 44 | 6.1 | 54 | 5.9 | 56 | 5.1 | 40 | 4.9 | 34 | 5.1 | 40 | 5.3 | 42 |
| 732 TATTNALL | 5.0 | 39 | 5.7 | 50 | 5.4 | 43 | 5.7 | 51 | 5.0 | 37 | 5.2 | 42 | 5.2 | 41 |
| 789 THOMASVILLE CITY | 5.4 | 45 | 6.8 | 64 | 5.7 | 50 | 5.6 | 49 | 5.3 | 44 | 5.7 | 50 | 5.6 | 49 |
| 738 TOOMBS | 5.8 | 52 | 6.8 | 64 | 6.0 | 57 | 6.7 | 64 | 6.2 | 59 | 6.1 | 56 | 6.1 | 58 |
| 742 TURNER | 5.8 | 50 | 6.8 | 65 | 6.5 | 65 | 5.9 | 54 | 5.4 | 46 | 5.5 | 47 | 5.9 | 53 |
| 750 WASHINGTON | 5.4 | 45 | 6.5 | 61 | 5.7 | 50 | 5.7 | 50 | 5.3 | 44 | 5.8 | 52 | 5.6 | 48 |
| Comparison Group | 5.4 | | 6.3 | | 5.8 | | 6.0 | | 5.4 | | 5.6 | | 5.6 | |
| Comparison Group 10: Mid-sized systems with more than 74% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 614 BROOKS | 5.5 | 46 | 6.6 | 63 | 6.0 | 56 | 5.9 | 53 | 5.5 | 47 | 5.6 | 49 | 5.8 | 52 |
| 617 BURKE | 5.0 | 39 | 5.6 | 48 | 5.5 | 46 | 5.1 | 41 | 5.1 | 37 | 5.1 | 41 | 5.1 | 39 |
| 666 GREENE | 5.2 | 42 | 6.3 | 57 | 5.3 | 41 | 5.0 | 38 | 4.8 | 32 | 5.0 | 39 | 5.2 | 42 |
| 681 JEFFERSON | 4.9 | 38 | 5.5 | 46 | 5.5 | 46 | 5.5 | 47 | 5.0 | 37 | 5.1 | 42 | 5.1 | 40 |
| 694 MACON | 4.5 | 31 | 5.9 | 53 | 5.3 | 39 | 4.6 | 30 | 4.4 | 27 | 4.8 | 34 | 4.8 | 33 |
| 699 MERIWETHER | 5.0 | 39 | 5.7 | 48 | 5.3 | 40 | 4.9 | 37 | 4.9 | 34 | 5.1 | 40 | 5.0 | 37 |
| 701 MITCHELL | 4.6 | 33 | 5.6 | 47 | 4.8 | 33 | 4.9 | 37 | 4.3 | 26 | 5.0 | 38 | 4.8 | 33 |
| 729 SUMTER | 4.9 | 38 | 5.7 | 49 | 5.2 | 39 | 4.9 | 35 | 4.7 | 32 | 5.0 | 38 | 4.9 | 35 |
| 743 TWIGGS | 5.0 | 39 | 5.6 | 47 | 5.5 | 46 | 5.1 | 38 | 5.0 | 36 | 5.0 | 38 | 5.0 | 38 |
| Comparison Group | 5.0 | | 5.8 | | 5.4 | | 5.1 | | 4.9 | | 5.1 | | 5.1 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 11: Small systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 763 BREMEN CITY | 6.8 | 66 | 7.2 | 67 | 6.7 | 68 | 8.5 | 79 | 7.2 | 70 | 7.2 | 69 | 7.1 | 71 |
| 769 CHICKAMAUGA CITY | 6.4 | 60 | 6.7 | 63 | 6.4 | 62 | 7.4 | 71 | 7.0 | 68 | 6.3 | 60 | 6.6 | 64 |
| 791 TRION CITY | 7.2 | 69 | 9.7 | 88 | 7.2 | 74 | 7.5 | 71 | 6.7 | 65 | 7.3 | 71 | 7.4 | 75 |
| Comparison Group | 6.8 | | 7.9 | | 6.8 | | 7.8 | | 7.0 | | 6.9 | | 7.0 | |
| Comparison Group 12: Small systems with 33% TO 43% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 764 BUFORD CITY | 6.2 | 56 | 6.6 | 63 | 6.5 | 64 | 7.0 | 67 | 6.2 | 59 | 6.2 | 58 | 6.2 | 60 |
| 771 COMMERCE CITY | 6.5 | 61 | 7.7 | 74 | 7.2 | 73 | 7.7 | 74 | 6.5 | 63 | 7.3 | 71 | 7.1 | 70 |
| 779 JEFFERSON CITY | 6.3 | 58 | 7.5 | 71 | 6.8 | 70 | 7.5 | 71 | 6.3 | 61 | 7.1 | 69 | 6.8 | 67 |
| 786 SOCIAL CIRCLE CITY | 5.6 | 48 | 5.8 | 51 | 5.8 | 53 | 5.9 | 52 | 5.3 | 44 | 5.8 | 51 | 5.6 | 48 |
| 739 TOWNS | 6.3 | 59 | 6.8 | 65 | 6.3 | 61 | 7.1 | 68 | 6.6 | 64 | 6.2 | 58 | 6.4 | 62 |
| Comparison Group | 6.2 | | 6.9 | | 6.5 | | 7.0 | | 6.2 | | 6.5 | | 6.4 | |
| Comparison Group 13: Small systems with 47% TO 59% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 603 BACON | 5.1 | 41 | 5.3 | 41 | 5.3 | 42 | 5.6 | 49 | 5.1 | 39 | 5.3 | 45 | 5.2 | 41 |
| 650 ECHOLS | 6.0 | 54 | 6.3 | 57 | 6.5 | 65 | 6.4 | 60 | 6.2 | 58 | 6.1 | 55 | 6.0 | 56 |
| 662 GLASCOCK | 6.8 | 65 | 7.8 | 75 | 7.1 | 72 | 7.5 | 71 | 6.3 | 61 | 6.9 | 67 | 6.9 | 69 |
| 690 LINCOLN | 5.9 | 52 | 6.7 | 63 | 5.9 | 55 | 6.4 | 60 | 6.1 | 58 | 6.1 | 56 | 6.0 | 56 |
| 700 MILLER | 5.6 | 48 | 5.8 | 51 | 5.6 | 50 | 6.8 | 64 | 5.6 | 49 | 5.9 | 53 | 5.7 | 51 |
| 756 WILCOX | 5.8 | 51 | 6.7 | 64 | 6.1 | 59 | 5.9 | 53 | 5.5 | 46 | 5.7 | 51 | 5.8 | 52 |
| 757 WILKES | 5.6 | 48 | 6.5 | 60 | 5.8 | 53 | 5.9 | 54 | 5.7 | 50 | 5.9 | 52 | 5.7 | 51 |
| Comparison Group | 5.8 | | 6.4 | | 6.0 | | 6.4 | | 5.8 | | 6.0 | | 5.9 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 14: Small systems with 60% TO 67% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 621 CANDLER | 5.5 | 46 | 5.9 | 52 | 5.8 | 54 | 6.0 | 55 | 5.5 | 47 | 5.6 | 49 | 5.6 | 48 |
| 632 CLINCH | 5.3 | 43 | 6.5 | 61 | 5.7 | 51 | 5.2 | 42 | 5.3 | 44 | 5.5 | 47 | 5.4 | 46 |
| 679 JASPER | 5.8 | 52 | 7.1 | 67 | 5.6 | 49 | 5.8 | 51 | 5.4 | 45 | 6.4 | 60 | 5.9 | 53 |
| 686 LANIER | 5.5 | 47 | 6.3 | 56 | 5.7 | 52 | 6.1 | 56 | 5.6 | 49 | 5.9 | 52 | 5.7 | 51 |
| 696 MARION | 5.7 | 49 | 5.3 | 41 | 5.0 | 36 | 5.9 | 52 | 5.0 | 36 | 5.1 | 41 | 5.1 | 40 |
| 698 MCINTOSH | 4.8 | 36 | 4.6 | 32 | 5.3 | 42 | 5.1 | 40 | 4.9 | 34 | 4.6 | 32 | 4.8 | 33 |
| 703 MONTGOMERY | 5.4 | 46 | 6.0 | 53 | 5.6 | 49 | 5.7 | 50 | 5.6 | 48 | 5.7 | 51 | 5.5 | 47 |
| 716 PULASKI | 5.8 | 52 | 7.4 | 69 | 6.5 | 63 | 7.9 | 76 | 5.6 | 49 | 6.2 | 59 | 6.4 | 62 |
| 723 SCHLEY | 6.0 | 53 | 7.0 | 66 | 6.2 | 59 | 6.1 | 57 | 6.0 | 56 | 5.9 | 53 | 6.0 | 56 |
| 725 SEMINOLE | 5.4 | 45 | 6.6 | 61 | 5.5 | 46 | 5.6 | 49 | 5.1 | 39 | 5.7 | 51 | 5.5 | 47 |
| 740 TREUTLEN | 5.4 | 45 | 6.5 | 59 | 5.7 | 51 | 6.7 | 63 | 5.2 | 40 | 5.3 | 45 | 5.7 | 50 |
| 758 WILKINSON | 5.4 | 46 | 6.3 | 57 | 6.1 | 58 | 6.3 | 58 | 5.6 | 49 | 5.6 | 50 | 5.8 | 52 |
| Comparison Group | 5.5 | | 6.3 | | 5.7 | | 6.0 | | 5.4 | | 5.6 | | 5.6 | |
| Comparison Group 15: Small systems with 68% TO 73% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 626 CHATTAHOOCHEE | 5.2 | 43 | 6.3 | 57 | 5.7 | 50 | 6.4 | 60 | 5.8 | 53 | 6.0 | 55 | 5.8 | 52 |
| 682 JENKINS | 5.6 | 48 | 5.9 | 53 | 5.9 | 56 | 6.0 | 55 | 5.7 | 50 | 5.8 | 52 | 5.7 | 50 |
| 683 JOHNSON | 5.2 | 42 | 5.8 | 51 | 6.0 | 57 | 5.3 | 42 | 4.9 | 34 | 5.7 | 50 | 5.4 | 46 |
| 691 LONG | 5.1 | 40 | 4.9 | 37 | 5.6 | 49 | 5.6 | 50 | 5.6 | 48 | 5.4 | 45 | 5.2 | 41 |
| 784 PELHAM CITY | 5.2 | 41 | 6.4 | 59 | 5.3 | 42 | 5.9 | 54 | 5.6 | 48 | 5.7 | 51 | 5.6 | 48 |
| 733 TAYLOR | 5.1 | 40 | 5.5 | 47 | 5.4 | 42 | 6.1 | 55 | 5.5 | 46 | 5.3 | 45 | 5.4 | 43 |
| 734 TELFAIR | 5.7 | 49 | 6.6 | 62 | 5.6 | 49 | 5.5 | 49 | 5.6 | 48 | 5.7 | 51 | 5.7 | 50 |
| 753 WHEELER | 5.5 | 46 | 6.4 | 58 | 5.9 | 56 | 5.9 | 53 | 5.8 | 52 | 5.7 | 50 | 5.7 | 50 |
| Comparison Group | 5.3 | | 6.0 | | 5.7 | | 5.8 | | 5.6 | | 5.7 | | 5.6 | |

Table 4b, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 5

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 6.0 | 53 | 6.7 | 64 | 6.2 | 59 | 6.4 | 60 | 6.0 | 56 | 6.2 | 59 | 6.1 | 58 |
| Comparison Group 16: Small systems with 75% TO 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 602 ATKINSON | 5.3 | 44 | 6.1 | 55 | 5.4 | 42 | 5.5 | 47 | 5.1 | 40 | 5.2 | 44 | 5.3 | 43 |
| 604 BAKER | 4.8 | 35 | 6.3 | 58 | 5.2 | 38 | 5.3 | 43 | 4.5 | 29 | 5.2 | 43 | 5.1 | 39 |
| 630 CLAY | 4.9 | 37 | 5.7 | 50 | 5.4 | 42 | 6.8 | 64 | 6.0 | 55 | 5.3 | 44 | 5.6 | 48 |
| 646 DOOLY | 4.6 | 34 | 6.0 | 54 | 5.5 | 45 | 4.8 | 32 | 4.5 | 29 | 5.1 | 40 | 4.9 | 36 |
| 670 HANCOCK | 5.4 | 45 | 6.4 | 59 | 5.7 | 50 | 5.1 | 39 | 5.1 | 37 | 5.7 | 50 | 5.4 | 45 |
| 677 IRWIN | 5.5 | 46 | 6.3 | 57 | 6.5 | 65 | 5.9 | 54 | 5.5 | 47 | 5.8 | 51 | 5.7 | 51 |
| 720 RANDOLPH | 4.8 | 35 | 5.1 | 39 | 5.2 | 38 | 4.2 | 26 | 4.2 | 24 | 4.6 | 31 | 4.5 | 28 |
| 728 STEWART | 5.0 | 38 | 6.5 | 59 | 6.0 | 56 | 4.9 | 37 | 5.0 | 36 | 5.1 | 41 | 5.3 | 43 |
| 730 TALBOT | 4.0 | 24 | 4.3 | 25 | 4.8 | 33 | 4.0 | 22 | 4.1 | 22 | 4.2 | 25 | 4.1 | 21 |
| 749 WARREN | 4.5 | 31 | 5.5 | 47 | 4.6 | 28 | 4.0 | 21 | 4.2 | 24 | 4.6 | 31 | 4.4 | 26 |
| 752 WEBSTER | 5.4 | 44 | 6.6 | 62 | 5.5 | 44 | 6.1 | 56 | 5.1 | 38 | 5.1 | 40 | 5.4 | 46 |
| Comparison Group | 4.9 | | 5.9 | | 5.4 | | 5.1 | | 4.8 | | 5.1 | | 5.1 | |
| Comparison Group 17: Small systems with more than 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 619 CALHOUN | 5.3 | 44 | 6.3 | 57 | 5.6 | 49 | 5.3 | 44 | 5.1 | 40 | 5.2 | 43 | 5.3 | 43 |
| 718 QUITMAN | 3.8 | 21 | 4.4 | 26 | 4.3 | 20 | 4.0 | 21 | 4.6 | 31 | 4.3 | 27 | 4.2 | 22 |
| 731 TALIAFERRO | 4.3 | 30 | 4.5 | 30 | 4.7 | 29 | 4.4 | 27 | 3.9 | 18 | 4.8 | 35 | 4.3 | 24 |
| 735 TERRELL | 4.8 | 35 | 6.3 | 56 | 5.1 | 37 | 4.8 | 34 | 5.0 | 36 | 5.6 | 48 | 5.1 | 39 |
| Comparison Group | 4.6 | | 5.4 | | 4.9 | | 4.6 | | 4.7 | | 5.0 | | 4.7 | |

Table 3c

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **8.7** | **49** | **10.3** | **62** | **9.3** | **57** | **9.4** | **56** | **9.3** | **54** | **9.7** | **58** | **9.4** | **57** |
| 601 APPLING | 8.4 | 47 | 10.1 | 61 | 10.0 | 62 | 9.7 | 59 | 8.9 | 52 | 9.2 | 54 | 9.2 | 55 |
| 602 ATKINSON | 7.8 | 41 | 8.9 | 52 | 8.3 | 45 | 8.0 | 43 | 7.4 | 38 | 8.1 | 44 | 7.9 | 41 |
| 761 ATLANTA CITY | 6.9 | 33 | 8.1 | 44 | 8.1 | 43 | 7.3 | 35 | 7.6 | 40 | 7.7 | 41 | 7.6 | 38 |
| 603 BACON | 7.6 | 38 | 9.3 | 55 | 8.7 | 51 | 10.9 | 66 | 7.9 | 43 | 8.7 | 50 | 8.7 | 50 |
| 604 BAKER | (no data) | | | | | | | | | | | | | |
| 605 BALDWIN | 8.4 | 47 | 10.5 | 63 | 10.3 | 64 | 8.7 | 49 | 8.6 | 49 | 9.3 | 55 | 9.1 | 54 |
| 606 BANKS | 8.8 | 52 | 10.2 | 61 | 9.4 | 58 | 10.7 | 65 | 10.0 | 60 | 10.3 | 62 | 10.0 | 61 |
| 607 BARROW | 8.9 | 52 | 10.1 | 61 | 9.7 | 60 | 10.0 | 60 | 9.4 | 56 | 10.1 | 60 | 9.7 | 59 |
| 608 BARTOW | 8.4 | 47 | 10.5 | 63 | 9.6 | 59 | 9.3 | 56 | 9.2 | 54 | 9.5 | 56 | 9.4 | 57 |
| 609 BEN HILL | 8.0 | 42 | 9.5 | 56 | 9.3 | 57 | 10.8 | 65 | 9.2 | 54 | 9.2 | 54 | 9.1 | 54 |
| 610 BERRIEN | 8.0 | 43 | 9.3 | 55 | 8.6 | 50 | 8.9 | 52 | 8.2 | 45 | 8.2 | 45 | 8.6 | 48 |
| 611 BIBB | 7.9 | 42 | 10.3 | 62 | 8.6 | 49 | 8.4 | 45 | 8.4 | 46 | 8.7 | 50 | 8.7 | 49 |
| 612 BLECKLEY | 9.4 | 56 | 12.3 | 73 | 10.8 | 69 | 10.1 | 61 | 9.8 | 59 | 10.3 | 62 | 10.3 | 64 |
| 613 BRANTLEY | 8.6 | 49 | 9.9 | 59 | 9.5 | 58 | 9.2 | 55 | 9.4 | 55 | 9.4 | 55 | 9.2 | 55 |
| 763 BREMEN CITY | 10.8 | 67 | 12.0 | 71 | 11.9 | 75 | 12.0 | 72 | 11.3 | 68 | 12.1 | 73 | 11.9 | 73 |
| 614 BROOKS | 7.6 | 38 | 9.6 | 57 | 9.4 | 57 | 8.2 | 44 | 8.7 | 50 | 8.4 | 47 | 8.5 | 48 |
| 615 BRYAN | 9.4 | 57 | 11.2 | 67 | 10.0 | 62 | 10.1 | 61 | 9.9 | 60 | 10.2 | 61 | 10.1 | 62 |
| 764 BUFORD CITY | 8.8 | 51 | 11.6 | 69 | 10.6 | 67 | 10.0 | 60 | 9.2 | 54 | 9.1 | 53 | 9.8 | 60 |
| 616 BULLOCH | 8.5 | 48 | 10.3 | 62 | 9.3 | 57 | 9.0 | 53 | 8.8 | 51 | 9.7 | 58 | 9.2 | 55 |
| 617 BURKE | 7.3 | 36 | 8.7 | 50 | 9.5 | 58 | 7.6 | 39 | 8.0 | 43 | 8.3 | 45 | 8.2 | 43 |
| 618 BUTTS | 7.8 | 41 | 8.9 | 52 | 7.8 | 40 | 8.2 | 44 | 7.6 | 41 | 8.4 | 46 | 8.2 | 43 |
| 619 CALHOUN | 6.5 | 29 | 9.1 | 54 | 8.2 | 43 | 6.3 | 27 | 7.1 | 35 | 7.3 | 37 | 7.3 | 35 |
| 765 CALHOUN CITY | 9.3 | 56 | 12.6 | 76 | 10.6 | 66 | 11.5 | 69 | 10.6 | 64 | 11.0 | 66 | 11.2 | 68 |
| 620 CAMDEN | 9.2 | 55 | 10.7 | 64 | 9.8 | 61 | 10.0 | 60 | 9.8 | 59 | 10.3 | 62 | 10.0 | 61 |
| 621 CANDLER | 7.6 | 38 | 9.0 | 52 | 8.5 | 48 | 8.9 | 52 | 8.3 | 46 | 8.5 | 48 | 8.4 | 47 |
| 622 CARROLL | 8.2 | 44 | 9.7 | 57 | 8.6 | 49 | 8.7 | 50 | 8.4 | 47 | 8.8 | 51 | 8.7 | 50 |
| 766 CARROLLTON CITY | 9.3 | 56 | 11.8 | 70 | 9.7 | 60 | 10.4 | 63 | 10.0 | 61 | 10.7 | 65 | 10.3 | 63 |
| 767 CARTERSVILLE CITY | 9.8 | 60 | 12.2 | 73 | 11.9 | 75 | 10.6 | 64 | 10.2 | 62 | 10.8 | 65 | 11.2 | 68 |
| 623 CATOOSA | 8.9 | 52 | 10.4 | 63 | 9.4 | 57 | 9.5 | 57 | 9.7 | 58 | 10.2 | 61 | 9.5 | 58 |
| 624 CHARLTON | 7.8 | 41 | 9.4 | 55 | 8.1 | 43 | 7.8 | 41 | 8.3 | 45 | 8.5 | 48 | 8.4 | 45 |
| 626 CHATTAHOOCHEE | 8.1 | 44 | 9.7 | 58 | 10.6 | 67 | 8.8 | 51 | 8.4 | 47 | 9.8 | 59 | 9.1 | 54 |
| 627 CHATTOOGA | 8.4 | 46 | 9.5 | 56 | 8.2 | 44 | 8.8 | 51 | 8.6 | 50 | 8.9 | 52 | 8.7 | 49 |
| 628 CHEROKEE | 10.3 | 63 | 12.3 | 73 | 10.5 | 66 | 11.2 | 67 | 10.6 | 64 | 11.4 | 68 | 11.3 | 68 |
| 769 CHICKAMAUGA CITY | 9.2 | 55 | 11.3 | 67 | 9.7 | 59 | 10.6 | 64 | 10.4 | 63 | 10.3 | 62 | 10.2 | 63 |
| 629 CLARKE | 8.0 | 43 | 9.2 | 54 | 8.4 | 47 | 8.5 | 47 | 8.7 | 50 | 8.9 | 52 | 8.7 | 49 |

Table 3c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| 630 CLAY | (no data) | | | | | | | | | | | | | |
| 631 CLAYTON | 7.8 | 41 | 9.7 | 58 | 8.5 | 48 | 8.4 | 46 | 8.4 | 47 | 9.0 | 53 | 8.6 | 49 |
| 632 CLINCH | 7.6 | 39 | 9.9 | 60 | 8.8 | 52 | 7.6 | 39 | 7.7 | 41 | 8.2 | 45 | 8.4 | 46 |
| 633 COBB | 10.3 | 64 | 12.3 | 73 | 10.7 | 68 | 11.3 | 68 | 11.2 | 67 | 11.5 | 69 | 11.5 | 70 |
| 634 COFFEE | 7.3 | 36 | 10.1 | 61 | 8.5 | 48 | 8.6 | 48 | 8.6 | 48 | 9.0 | 52 | 8.7 | 49 |
| 635 COLQUITT | 7.9 | 42 | 8.5 | 47 | 8.0 | 42 | 8.7 | 50 | 8.4 | 46 | 8.5 | 48 | 8.2 | 44 |
| 636 COLUMBIA | 10.0 | 62 | 12.0 | 71 | 11.3 | 71 | 11.7 | 70 | 10.6 | 64 | 11.5 | 69 | 11.4 | 70 |
| 771 COMMERCE CITY | 9.6 | 59 | 10.2 | 62 | 11.5 | 72 | 9.9 | 60 | 10.4 | 63 | 10.5 | 64 | 10.3 | 63 |
| 637 COOK | 8.6 | 49 | 11.4 | 68 | 9.3 | 57 | 9.4 | 57 | 8.8 | 51 | 8.7 | 51 | 9.1 | 55 |
| 638 COWETA | 9.3 | 56 | 10.1 | 61 | 9.3 | 57 | 9.8 | 59 | 9.8 | 59 | 9.9 | 59 | 9.6 | 59 |
| 639 CRAWFORD | 8.7 | 49 | 11.3 | 67 | 10.5 | 66 | 9.2 | 55 | 9.8 | 59 | 9.9 | 59 | 9.8 | 60 |
| 640 CRISP | 7.6 | 38 | 9.1 | 53 | 8.7 | 51 | 8.0 | 43 | 8.4 | 47 | 8.6 | 49 | 8.4 | 45 |
| 641 DADE | 9.4 | 57 | 12.0 | 71 | 9.6 | 59 | 10.1 | 61 | 9.7 | 58 | 10.2 | 61 | 10.0 | 61 |
| 772 DALTON CITY | 8.4 | 46 | 9.4 | 55 | 8.9 | 54 | 9.4 | 57 | 9.4 | 56 | 9.4 | 55 | 9.0 | 54 |
| 642 DAWSON | 9.2 | 54 | 11.4 | 68 | 9.2 | 56 | 10.1 | 61 | 9.5 | 57 | 10.3 | 62 | 9.9 | 61 |
| 643 DECATUR | 8.8 | 51 | 11.7 | 69 | 9.2 | 56 | 9.6 | 58 | 9.6 | 57 | 10.3 | 62 | 9.6 | 59 |
| 773 DECATUR CITY | 10.7 | 66 | 12.1 | 72 | 11.4 | 72 | 11.4 | 69 | 11.6 | 70 | 12.1 | 72 | 11.7 | 72 |
| 644 DEKALB | 7.9 | 42 | 9.8 | 58 | 8.6 | 50 | 8.5 | 46 | 8.6 | 50 | 8.8 | 51 | 8.7 | 49 |
| 645 DODGE | 8.7 | 50 | 12.4 | 74 | 8.8 | 52 | 10.7 | 65 | 9.5 | 56 | 10.3 | 62 | 10.1 | 61 |
| 646 DOOLY | 6.1 | 25 | 8.0 | 43 | 7.8 | 40 | 7.2 | 35 | 6.5 | 30 | 7.1 | 35 | 7.0 | 32 |
| 647 DOUGHERTY | 7.4 | 37 | 8.7 | 50 | 8.3 | 45 | 7.9 | 42 | 8.0 | 43 | 8.2 | 45 | 8.0 | 42 |
| 648 DOUGLAS | 9.1 | 54 | 11.1 | 66 | 9.7 | 59 | 10.3 | 62 | 9.6 | 57 | 10.3 | 62 | 10.1 | 62 |
| 774 DUBLIN CITY | 8.6 | 48 | 10.9 | 65 | 9.6 | 59 | 9.3 | 55 | 9.7 | 58 | 10.1 | 61 | 9.5 | 58 |
| 649 EARLY | 7.4 | 37 | 9.4 | 56 | 7.9 | 40 | 9.1 | 54 | 8.8 | 51 | 7.9 | 42 | 8.6 | 48 |
| 650 ECHOLS | 8.2 | 44 | 11.0 | 65 | 8.7 | 51 | 9.2 | 55 | 9.0 | 53 | 9.7 | 58 | 9.1 | 54 |
| 651 EFFINGHAM | 9.0 | 53 | 10.0 | 60 | 9.3 | 57 | 9.3 | 56 | 9.0 | 53 | 10.2 | 61 | 9.3 | 57 |
| 652 ELBERT | 8.4 | 47 | 9.7 | 58 | 8.6 | 49 | 9.4 | 56 | 8.8 | 51 | 8.9 | 52 | 8.8 | 51 |
| 653 EMANUEL | 7.4 | 37 | 8.5 | 48 | 8.6 | 50 | 8.0 | 43 | 7.6 | 40 | 8.2 | 45 | 8.0 | 42 |
| 654 EVANS | 7.9 | 42 | 8.7 | 50 | 10.4 | 65 | 8.7 | 49 | 7.6 | 39 | 8.4 | 46 | 8.5 | 47 |
| 655 FANNIN | 9.4 | 57 | 9.8 | 59 | 9.3 | 57 | 10.6 | 64 | 9.5 | 57 | 9.5 | 57 | 9.5 | 58 |
| 656 FAYETTE | 10.7 | 66 | 12.5 | 75 | 11.6 | 73 | 12.1 | 72 | 12.0 | 73 | 12.3 | 74 | 12.0 | 74 |
| 657 FLOYD | 9.4 | 57 | 11.5 | 68 | 9.9 | 61 | 10.5 | 63 | 10.0 | 60 | 10.4 | 63 | 10.3 | 63 |
| 658 FORSYTH | 9.8 | 61 | 12.4 | 74 | 10.5 | 66 | 10.9 | 66 | 10.7 | 65 | 11.5 | 69 | 11.3 | 68 |

Table 3c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **8.7** | **49** | **10.3** | **62** | **9.3** | **57** | **9.4** | **56** | **9.3** | **54** | **9.7** | **58** | **9.4** | **57** |
| 659 FRANKLIN | 8.7 | 50 | 9.5 | 56 | 10.3 | 64 | 9.6 | 58 | 8.7 | 50 | 8.8 | 51 | 9.2 | 55 |
| 660 FULTON | 9.8 | 60 | 11.8 | 70 | 10.3 | 65 | 10.7 | 65 | 10.3 | 62 | 11.2 | 67 | 10.9 | 66 |
| 776 GAINESVILLE CITY | 8.5 | 48 | 9.8 | 59 | 9.6 | 59 | 9.2 | 55 | 9.2 | 54 | 9.4 | 56 | 9.2 | 55 |
| 661 GILMER | 8.8 | 51 | 9.2 | 54 | 9.2 | 56 | 9.2 | 55 | 9.4 | 56 | 9.4 | 56 | 9.3 | 56 |
| 662 GLASCOCK | 8.5 | 48 | 10.8 | 65 | 11.0 | 70 | 9.2 | 55 | 7.5 | 39 | 8.5 | 48 | 9.1 | 54 |
| 663 GLYNN | 8.5 | 47 | 9.8 | 59 | 8.8 | 52 | 9.1 | 54 | 8.7 | 50 | 9.2 | 54 | 9.0 | 54 |
| 664 GORDON | 9.0 | 53 | 10.3 | 62 | 9.3 | 57 | 9.7 | 58 | 10.0 | 60 | 9.9 | 60 | 9.6 | 59 |
| 665 GRADY | 8.4 | 46 | 10.1 | 61 | 9.7 | 60 | 8.9 | 52 | 9.0 | 53 | 9.1 | 54 | 9.1 | 55 |
| 666 GREENE | 7.8 | 41 | 11.8 | 70 | 10.5 | 66 | 7.9 | 42 | 8.4 | 47 | 9.2 | 54 | 8.9 | 53 |
| 726 GRIFFIN-SPALDING | 7.9 | 42 | 9.5 | 57 | 8.3 | 46 | 8.6 | 48 | 8.5 | 48 | 9.1 | 54 | 8.7 | 49 |
| 667 GWINNETT | 10.0 | 62 | 12.1 | 72 | 10.8 | 68 | 11.9 | 71 | 11.2 | 67 | 11.7 | 70 | 11.5 | 70 |
| 668 HABERSHAM | 9.1 | 54 | 9.8 | 58 | 9.0 | 54 | 9.9 | 60 | 9.0 | 53 | 9.2 | 54 | 9.2 | 55 |
| 669 HALL | 9.1 | 54 | 10.1 | 61 | 9.4 | 58 | 9.8 | 59 | 9.3 | 55 | 9.7 | 58 | 9.5 | 58 |
| 670 HANCOCK | 7.3 | 36 | 10.2 | 62 | 8.4 | 47 | 7.0 | 34 | 7.2 | 36 | 8.7 | 50 | 8.0 | 42 |
| 671 HARALSON | 8.1 | 43 | 9.7 | 58 | 8.3 | 46 | 9.3 | 56 | 8.3 | 46 | 8.7 | 50 | 8.7 | 49 |
| 672 HARRIS | 9.5 | 57 | 11.1 | 66 | 9.8 | 61 | 9.7 | 59 | 10.3 | 62 | 10.3 | 62 | 10.1 | 62 |
| 673 HART | 8.8 | 51 | 10.1 | 61 | 10.1 | 62 | 9.9 | 60 | 9.0 | 53 | 9.4 | 55 | 9.4 | 57 |
| 674 HEARD | 9.0 | 53 | 10.0 | 60 | 8.7 | 52 | 9.4 | 56 | 8.9 | 52 | 9.4 | 55 | 9.2 | 55 |
| 675 HENRY | 8.7 | 50 | 10.2 | 61 | 9.2 | 56 | 9.3 | 56 | 9.6 | 57 | 10.2 | 61 | 9.4 | 58 |
| 676 HOUSTON | 9.0 | 53 | 10.6 | 64 | 9.8 | 60 | 10.2 | 61 | 9.6 | 57 | 10.2 | 62 | 9.9 | 60 |
| 677 IRWIN | 8.6 | 49 | 12.2 | 73 | 10.6 | 67 | 9.3 | 56 | 8.7 | 50 | 9.5 | 56 | 9.6 | 59 |
| 678 JACKSON | 9.3 | 56 | 10.2 | 62 | 10.2 | 63 | 10.6 | 64 | 9.7 | 58 | 9.9 | 59 | 10.0 | 61 |
| 679 JASPER | 8.1 | 43 | 8.9 | 52 | 8.0 | 42 | 8.5 | 47 | 8.4 | 46 | 8.3 | 46 | 8.3 | 44 |
| 680 JEFF DAVIS | 9.4 | 57 | 12.1 | 72 | 10.2 | 63 | 10.7 | 65 | 10.2 | 62 | 10.2 | 61 | 10.3 | 63 |
| 681 JEFFERSON | 7.4 | 37 | 8.5 | 48 | 8.0 | 42 | 7.7 | 40 | 7.4 | 39 | 8.0 | 43 | 7.6 | 39 |
| 779 JEFFERSON CITY | 9.3 | 56 | 12.3 | 73 | 11.9 | 75 | 10.5 | 63 | 10.0 | 60 | 9.8 | 59 | 10.5 | 65 |
| 682 JENKINS | 7.9 | 42 | 11.9 | 70 | 10.6 | 67 | 8.9 | 53 | 8.3 | 46 | 8.9 | 52 | 9.2 | 55 |
| 683 JOHNSON | 7.2 | 35 | 8.0 | 43 | 9.1 | 56 | 7.5 | 38 | 6.8 | 33 | 7.3 | 38 | 7.8 | 40 |
| 684 JONES | 9.3 | 55 | 10.5 | 63 | 9.1 | 56 | 9.5 | 58 | 9.3 | 55 | 10.1 | 61 | 9.5 | 58 |
| 685 LAMAR | 7.4 | 37 | 8.2 | 45 | 7.9 | 40 | 8.3 | 45 | 7.6 | 41 | 7.7 | 41 | 7.8 | 41 |
| 686 LANIER | 7.9 | 42 | 9.8 | 58 | 9.0 | 54 | 10.0 | 60 | 8.6 | 49 | 8.5 | 48 | 8.8 | 52 |
| 687 LAURENS | 8.3 | 45 | 10.4 | 63 | 9.1 | 55 | 8.6 | 48 | 8.8 | 51 | 9.6 | 57 | 9.0 | 53 |
| 688 LEE | 8.9 | 52 | 11.9 | 70 | 10.6 | 66 | 9.4 | 56 | 9.7 | 58 | 9.7 | 58 | 10.1 | 62 |

Table 3c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **8.7** | **49** | **10.3** | **62** | **9.3** | **57** | **9.4** | **56** | **9.3** | **54** | **9.7** | **58** | **9.4** | **57** |
| 689 LIBERTY | 8.5 | 48 | 9.8 | 58 | 8.7 | 51 | 8.8 | 51 | 9.0 | 53 | 9.6 | 57 | 9.0 | 53 |
| 690 LINCOLN | 8.1 | 43 | 8.7 | 50 | 10.1 | 62 | 10.4 | 63 | 8.6 | 49 | 8.4 | 46 | 8.8 | 51 |
| 691 LONG | 7.7 | 40 | 8.5 | 47 | 8.3 | 46 | 8.3 | 45 | 8.1 | 44 | 8.6 | 49 | 8.2 | 43 |
| 692 LOWNDES | 9.2 | 55 | 11.8 | 70 | 9.8 | 60 | 10.3 | 63 | 9.7 | 58 | 10.6 | 64 | 10.2 | 63 |
| 693 LUMPKIN | 10.0 | 62 | 12.1 | 72 | 11.4 | 72 | 11.2 | 67 | 10.5 | 63 | 11.0 | 66 | 11.2 | 68 |
| 694 MACON | 6.4 | 28 | 8.6 | 49 | 7.2 | 32 | 6.7 | 30 | 7.1 | 35 | 7.1 | 35 | 7.2 | 33 |
| 695 MADISON | 8.5 | 48 | 9.6 | 57 | 8.6 | 51 | 8.7 | 49 | 9.0 | 53 | 9.3 | 55 | 8.9 | 53 |
| 781 MARIETTA CITY | 8.5 | 48 | 10.2 | 61 | 9.1 | 56 | 9.1 | 54 | 8.9 | 52 | 9.5 | 56 | 9.2 | 55 |
| 696 MARION | 7.6 | 39 | 9.1 | 53 | 8.1 | 42 | 8.7 | 50 | 8.1 | 44 | 8.7 | 50 | 8.3 | 44 |
| 697 MCDUFFIE | 8.3 | 46 | 10.9 | 65 | 9.7 | 60 | 9.1 | 54 | 8.9 | 52 | 8.8 | 51 | 9.1 | 54 |
| 698 MCINTOSH | 6.9 | 33 | 7.1 | 34 | 9.1 | 55 | 7.5 | 38 | 7.6 | 40 | 7.3 | 38 | 7.6 | 38 |
| 699 MERIWETHER | 6.9 | 33 | 9.3 | 55 | 8.6 | 49 | 7.6 | 39 | 7.2 | 36 | 7.7 | 42 | 7.7 | 40 |
| 700 MILLER | 9.1 | 54 | 11.2 | 67 | 11.0 | 70 | 10.3 | 63 | 9.0 | 53 | 10.0 | 60 | 10.0 | 61 |
| 701 MITCHELL | 6.1 | 25 | 7.5 | 39 | 7.7 | 39 | 6.5 | 29 | 6.3 | 30 | 7.1 | 35 | 6.8 | 29 |
| 702 MONROE | 8.4 | 46 | 9.5 | 56 | 8.7 | 51 | 9.1 | 54 | 8.8 | 51 | 8.9 | 52 | 8.8 | 52 |
| 703 MONTGOMERY | 8.2 | 44 | 10.6 | 64 | 8.2 | 44 | 9.3 | 56 | 9.0 | 53 | 9.2 | 54 | 8.9 | 52 |
| 704 MORGAN | 8.9 | 52 | 12.0 | 71 | 9.2 | 56 | 9.3 | 56 | 9.6 | 57 | 10.1 | 61 | 9.7 | 60 |
| 705 MURRAY | 8.8 | 51 | 10.5 | 63 | 9.0 | 54 | 10.9 | 66 | 9.7 | 58 | 9.5 | 57 | 9.7 | 60 |
| 706 MUSCOGEE | 8.0 | 43 | 9.1 | 54 | 8.7 | 51 | 8.5 | 47 | 8.5 | 48 | 8.9 | 52 | 8.6 | 48 |
| 707 NEWTON | 8.4 | 46 | 9.4 | 55 | 9.1 | 56 | 8.7 | 49 | 8.6 | 49 | 9.2 | 54 | 8.8 | 52 |
| 708 OCONEE | 10.7 | 66 | 12.6 | 77 | 11.5 | 73 | 11.8 | 71 | 11.6 | 69 | 12.0 | 71 | 11.9 | 73 |
| 709 OGLETHORPE | 8.8 | 51 | 11.0 | 65 | 9.8 | 61 | 10.3 | 62 | 9.0 | 52 | 9.7 | 58 | 9.5 | 58 |
| 710 PAULDING | 8.9 | 52 | 9.8 | 58 | 9.5 | 58 | 10.0 | 60 | 9.3 | 55 | 9.7 | 58 | 9.4 | 57 |
| 711 PEACH | 8.1 | 43 | 9.6 | 57 | 9.3 | 57 | 8.7 | 49 | 9.0 | 52 | 9.3 | 55 | 8.8 | 52 |
| 784 PELHAM CITY | 7.9 | 42 | 9.6 | 57 | 8.5 | 48 | 8.3 | 45 | 8.5 | 48 | 8.6 | 49 | 8.5 | 48 |
| 712 PICKENS | 8.8 | 51 | 10.1 | 61 | 9.1 | 55 | 9.6 | 58 | 9.5 | 56 | 9.5 | 56 | 9.3 | 56 |
| 713 PIERCE | 8.7 | 51 | 10.4 | 63 | 9.2 | 56 | 9.3 | 56 | 8.6 | 49 | 10.5 | 63 | 9.3 | 56 |
| 714 PIKE | 8.7 | 50 | 9.7 | 58 | 9.1 | 55 | 8.9 | 52 | 9.3 | 55 | 9.1 | 53 | 9.0 | 54 |
| 715 POLK | 8.3 | 45 | 8.7 | 51 | 8.7 | 51 | 8.8 | 51 | 8.5 | 48 | 8.9 | 52 | 8.6 | 48 |
| 716 PULASKI | 7.8 | 41 | 10.2 | 62 | 9.3 | 57 | 9.1 | 54 | 9.1 | 53 | 9.6 | 57 | 9.3 | 56 |
| 717 PUTNAM | 8.1 | 44 | 9.4 | 55 | 8.9 | 53 | 8.5 | 47 | 8.9 | 52 | 8.8 | 51 | 8.7 | 49 |
| 718 QUITMAN | (no data) | | | | | | | | | | | | | |
| 719 RABUN | 9.1 | 54 | 10.2 | 61 | 9.5 | 59 | 9.2 | 54 | 9.1 | 53 | 9.2 | 54 | 9.3 | 56 |
| 720 RANDOLPH | 6.6 | 31 | 8.4 | 46 | 8.3 | 45 | 6.2 | 27 | 6.4 | 30 | 7.5 | 40 | 7.3 | 35 |

Table 3c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| 721 RICHMOND | 8.0 | 42 | 9.8 | 58 | 8.5 | 48 | 8.7 | 50 | 8.4 | 47 | 9.2 | 54 | 8.7 | 51 |
| 722 ROCKDALE | 9.1 | 54 | 11.1 | 66 | 10.4 | 66 | 10.0 | 60 | 9.9 | 60 | 10.6 | 64 | 10.2 | 63 |
| 785 ROME CITY | 8.5 | 48 | 10.9 | 65 | 9.8 | 61 | 10.6 | 64 | 9.5 | 57 | 10.4 | 62 | 10.1 | 61 |
| 625 SAVANNAH-CHATHAM | 7.2 | 35 | 8.8 | 52 | 8.3 | 45 | 7.7 | 40 | 7.9 | 43 | 8.5 | 48 | 8.2 | 43 |
| 723 SCHLEY | 8.1 | 44 | 11.7 | 69 | 9.6 | 59 | 9.2 | 55 | 8.6 | 49 | 8.6 | 48 | 9.1 | 54 |
| 724 SCREVEN | 8.0 | 42 | 9.1 | 53 | 9.0 | 54 | 8.0 | 43 | 7.9 | 42 | 7.8 | 42 | 8.2 | 44 |
| 725 SEMINOLE | 7.7 | 40 | 9.5 | 56 | 9.2 | 56 | 8.0 | 43 | 8.0 | 43 | 8.6 | 49 | 8.4 | 47 |
| 786 SOCIAL CIRCLE CITY | 9.0 | 54 | 10.4 | 63 | 9.3 | 57 | 9.8 | 60 | 9.3 | 55 | 9.4 | 56 | 9.4 | 57 |
| 727 STEPHENS | 9.9 | 61 | 11.8 | 70 | 10.5 | 66 | 11.2 | 67 | 10.6 | 64 | 10.5 | 63 | 10.7 | 66 |
| 728 STEWART | 6.6 | 30 | 8.2 | 45 | 8.3 | 45 | 7.5 | 37 | 8.4 | 46 | 7.4 | 39 | 7.6 | 39 |
| 729 SUMTER | 6.7 | 31 | 9.0 | 53 | 8.3 | 47 | 7.7 | 40 | 7.5 | 39 | 8.5 | 48 | 8.1 | 42 |
| 730 TALBOT | 5.2 | 17 | 6.4 | 28 | 6.5 | 23 | 5.9 | 23 | 5.7 | 23 | 6.5 | 29 | 6.0 | 21 |
| 731 TALIAFERRO | (no data) | | | | | | | | | | | | | |
| 732 TATTNALL | 8.6 | 48 | 10.3 | 62 | 9.6 | 59 | 11.9 | 71 | 8.9 | 52 | 9.3 | 55 | 9.5 | 58 |
| 733 TAYLOR | 7.1 | 34 | 8.5 | 47 | 8.3 | 46 | 9.5 | 57 | 8.1 | 44 | 8.3 | 46 | 8.5 | 48 |
| 734 TELFAIR | 8.7 | 50 | 10.3 | 62 | 10.3 | 65 | 11.5 | 69 | 8.9 | 52 | 9.5 | 56 | 9.7 | 59 |
| 735 TERRELL | 5.8 | 22 | 7.4 | 37 | 7.0 | 29 | 6.0 | 24 | 6.3 | 29 | 6.6 | 31 | 6.3 | 25 |
| 736 THOMAS | 8.3 | 45 | 10.5 | 63 | 9.5 | 59 | 8.8 | 51 | 9.2 | 54 | 9.4 | 55 | 9.2 | 55 |
| 745 THOMASTON-UPSON | 8.7 | 51 | 11.5 | 68 | 9.2 | 56 | 9.5 | 57 | 8.9 | 52 | 9.6 | 57 | 9.4 | 58 |
| 789 THOMASVILLE CITY | 7.8 | 41 | 9.5 | 56 | 8.6 | 49 | 7.9 | 42 | 8.9 | 52 | 8.8 | 51 | 8.6 | 48 |
| 737 TIFT | 8.2 | 44 | 8.7 | 51 | 9.1 | 55 | 8.7 | 50 | 8.7 | 50 | 9.3 | 55 | 8.7 | 50 |
| 738 TOOMBS | 9.1 | 54 | 12.3 | 73 | 9.4 | 58 | 9.7 | 59 | 9.5 | 56 | 10.6 | 64 | 10.1 | 62 |
| 739 TOWNS | 9.4 | 57 | 9.4 | 56 | 10.2 | 64 | 9.4 | 57 | 10.4 | 63 | 9.6 | 57 | 9.8 | 60 |
| 740 TREUTLEN | 8.2 | 44 | 8.7 | 50 | 9.3 | 57 | 8.5 | 47 | 7.9 | 43 | 8.6 | 49 | 8.4 | 46 |
| 791 TRION CITY | 9.8 | 60 | 12.4 | 74 | 10.7 | 67 | 10.7 | 65 | 9.3 | 55 | 10.4 | 62 | 10.5 | 65 |
| 741 TROUP | 8.1 | 43 | 9.7 | 58 | 9.2 | 56 | 9.0 | 53 | 8.6 | 48 | 9.1 | 53 | 8.9 | 52 |
| 742 TURNER | 7.3 | 36 | 9.8 | 59 | 8.9 | 53 | 7.7 | 41 | 8.3 | 45 | 8.9 | 52 | 8.4 | 47 |
| 743 TWIGGS | 6.8 | 32 | 8.5 | 47 | 7.5 | 36 | 7.4 | 37 | 7.0 | 34 | 7.5 | 40 | 7.3 | 35 |
| 744 UNION | 8.8 | 52 | 8.7 | 50 | 8.1 | 43 | 8.8 | 51 | 8.9 | 52 | 8.8 | 51 | 8.6 | 49 |
| 792 VALDOSTA CITY | 7.6 | 39 | 9.1 | 53 | 8.6 | 49 | 8.0 | 43 | 8.4 | 46 | 8.7 | 50 | 8.4 | 45 |
| 793 VIDALIA CITY | 9.6 | 59 | 10.6 | 64 | 9.6 | 59 | 9.7 | 58 | 9.4 | 55 | 10.0 | 60 | 9.7 | 59 |
| 746 WALKER | 7.9 | 42 | 9.3 | 55 | 8.6 | 50 | 8.7 | 50 | 8.4 | 47 | 8.8 | 51 | 8.7 | 49 |
| 747 WALTON | 8.2 | 44 | 9.7 | 58 | 9.0 | 55 | 8.9 | 52 | 8.9 | 52 | 9.4 | 55 | 9.0 | 53 |

Table 3c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed Alphabetically Spring 1999
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| 748 WARE | 8.5 | 48 | 10.3 | 62 | 9.8 | 60 | 9.1 | 54 | 8.9 | 52 | 9.8 | 59 | 9.3 | 56 |
| 749 WARREN | 5.4 | 18 | 7.4 | 38 | 7.0 | 30 | 6.3 | 28 | 6.4 | 30 | 6.8 | 33 | 6.4 | 26 |
| 750 WASHINGTON | 8.3 | 45 | 11.5 | 68 | 9.6 | 59 | 10.0 | 60 | 8.6 | 49 | 9.6 | 57 | 9.6 | 59 |
| 751 WAYNE | 8.7 | 49 | 9.2 | 54 | 9.3 | 57 | 9.3 | 56 | 8.7 | 50 | 9.4 | 56 | 8.9 | 53 |
| 752 WEBSTER | 7.6 | 39 | 10.1 | 61 | 8.9 | 53 | 10.1 | 61 | 8.8 | 51 | 9.2 | 54 | 8.9 | 53 |
| 753 WHEELER | 6.9 | 33 | 8.3 | 46 | 8.2 | 44 | 7.5 | 37 | 7.6 | 40 | 8.1 | 44 | 7.6 | 38 |
| 754 WHITE | 9.5 | 58 | 11.3 | 67 | 9.8 | 60 | 11.1 | 67 | 10.0 | 60 | 10.4 | 63 | 10.4 | 64 |
| 755 WHITFIELD | 8.5 | 48 | 10.1 | 61 | 8.9 | 54 | 9.6 | 58 | 8.9 | 52 | 9.1 | 53 | 9.1 | 54 |
| 756 WILCOX | 8.4 | 46 | 10.2 | 61 | 9.3 | 57 | 10.1 | 61 | 8.7 | 50 | 8.5 | 48 | 9.0 | 54 |
| 757 WILKES | 8.4 | 47 | 10.5 | 63 | 10.4 | 66 | 10.0 | 60 | 9.2 | 54 | 9.5 | 57 | 9.5 | 58 |
| 758 WILKINSON | 7.9 | 42 | 8.7 | 51 | 10.2 | 63 | 8.2 | 44 | 8.1 | 44 | 8.5 | 48 | 8.4 | 46 |
| 759 WORTH | 7.5 | 38 | 8.4 | 46 | 8.5 | 48 | 7.7 | 40 | 8.0 | 43 | 8.1 | 44 | 7.9 | 42 |

Table 4c

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 1: Large systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 628 CHEROKEE | 10.3 | 63 | 12.3 | 73 | 10.5 | 66 | 11.2 | 67 | 10.6 | 64 | 11.4 | 68 | 11.3 | 68 |
| 633 COBB | 10.3 | 64 | 12.3 | 73 | 10.7 | 68 | 11.3 | 68 | 11.2 | 67 | 11.5 | 69 | 11.5 | 70 |
| 636 COLUMBIA | 10.0 | 62 | 12.0 | 71 | 11.3 | 71 | 11.7 | 70 | 10.6 | 64 | 11.5 | 69 | 11.4 | 70 |
| 656 FAYETTE | 10.7 | 66 | 12.5 | 75 | 11.6 | 73 | 12.1 | 72 | 12.0 | 73 | 12.3 | 74 | 12.0 | 74 |
| 658 FORSYTH | 9.8 | 61 | 12.4 | 74 | 10.5 | 66 | 10.9 | 66 | 10.7 | 65 | 11.5 | 69 | 11.3 | 68 |
| 667 GWINNETT | 10.0 | 62 | 12.1 | 72 | 10.8 | 68 | 11.9 | 71 | 11.2 | 67 | 11.7 | 70 | 11.5 | 70 |
| 675 HENRY | 8.7 | 50 | 10.2 | 61 | 9.2 | 56 | 9.3 | 56 | 9.6 | 57 | 10.2 | 61 | 9.4 | 58 |
| 710 PAULDING | 8.9 | 52 | 9.8 | 58 | 9.5 | 58 | 10.0 | 60 | 9.3 | 55 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group | 9.8 | | 11.7 | | 10.5 | | 11.1 | | 10.7 | | 11.2 | | 11.0 | |
| Comparison Group 2: Large systems with 25% to 42% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 608 BARTOW | 8.4 | 47 | 10.5 | 63 | 9.6 | 59 | 9.3 | 56 | 9.2 | 54 | 9.5 | 56 | 9.4 | 57 |
| 622 CARROLL | 8.2 | 44 | 9.7 | 57 | 8.6 | 49 | 8.7 | 50 | 8.4 | 47 | 8.8 | 51 | 8.7 | 50 |
| 638 COWETA | 9.3 | 56 | 10.1 | 61 | 9.3 | 57 | 9.8 | 59 | 9.8 | 59 | 9.9 | 59 | 9.6 | 59 |
| 648 DOUGLAS | 9.1 | 54 | 11.1 | 66 | 9.7 | 59 | 10.3 | 62 | 9.6 | 57 | 10.3 | 62 | 10.1 | 62 |
| 657 FLOYD | 9.4 | 57 | 11.5 | 68 | 9.9 | 61 | 10.5 | 63 | 10.0 | 60 | 10.4 | 63 | 10.3 | 63 |
| 660 FULTON | 9.8 | 60 | 11.8 | 70 | 10.3 | 65 | 10.7 | 65 | 10.3 | 62 | 11.2 | 67 | 10.9 | 66 |
| 663 GLYNN | 8.5 | 47 | 9.8 | 59 | 8.8 | 52 | 9.1 | 54 | 8.7 | 50 | 9.2 | 54 | 9.0 | 54 |
| 669 HALL | 9.1 | 54 | 10.1 | 61 | 9.4 | 58 | 9.8 | 59 | 9.3 | 55 | 9.7 | 58 | 9.5 | 58 |
| 676 HOUSTON | 9.0 | 53 | 10.6 | 64 | 9.8 | 60 | 10.2 | 61 | 9.6 | 57 | 10.2 | 62 | 9.9 | 60 |
| 707 NEWTON | 8.4 | 46 | 9.4 | 55 | 9.1 | 56 | 8.7 | 49 | 8.6 | 49 | 9.2 | 54 | 8.8 | 52 |
| 722 ROCKDALE | 9.1 | 54 | 11.1 | 66 | 10.4 | 66 | 10.0 | 60 | 9.9 | 60 | 10.6 | 64 | 10.2 | 63 |
| 755 WHITFIELD | 8.5 | 48 | 10.1 | 61 | 8.9 | 54 | 9.6 | 58 | 8.9 | 52 | 9.1 | 53 | 9.1 | 54 |
| Comparison Group | 8.9 | | 10.5 | | 9.5 | | 9.7 | | 9.4 | | 9.8 | | 9.6 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 3: Large systems with more than 48% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 761 ATLANTA CITY | 6.9 | 33 | 8.1 | 44 | 8.1 | 43 | 7.3 | 35 | 7.6 | 40 | 7.7 | 41 | 7.6 | 38 |
| 611 BIBB | 7.9 | 42 | 10.3 | 62 | 8.6 | 49 | 8.4 | 45 | 8.4 | 46 | 8.7 | 50 | 8.7 | 49 |
| 629 CLARKE | 8.0 | 43 | 9.2 | 54 | 8.4 | 47 | 8.5 | 47 | 8.7 | 50 | 8.9 | 52 | 8.7 | 49 |
| 631 CLAYTON | 7.8 | 41 | 9.7 | 58 | 8.5 | 48 | 8.4 | 46 | 8.4 | 47 | 9.0 | 53 | 8.6 | 49 |
| 644 DEKALB | 7.9 | 42 | 9.8 | 58 | 8.6 | 50 | 8.5 | 46 | 8.6 | 50 | 8.8 | 51 | 8.7 | 49 |
| 647 DOUGHERTY | 7.4 | 37 | 8.7 | 50 | 8.3 | 45 | 7.9 | 42 | 8.0 | 43 | 8.2 | 45 | 8.0 | 42 |
| 726 GRIFFIN-SPALDING | 7.9 | 42 | 9.5 | 57 | 8.3 | 46 | 8.6 | 48 | 8.5 | 48 | 9.1 | 54 | 8.7 | 49 |
| 689 LIBERTY | 8.5 | 48 | 9.8 | 58 | 8.7 | 51 | 8.8 | 51 | 9.0 | 53 | 9.6 | 57 | 9.0 | 53 |
| 706 MUSCOGEE | 8.0 | 43 | 9.1 | 54 | 8.7 | 51 | 8.5 | 47 | 8.5 | 48 | 8.9 | 52 | 8.6 | 48 |
| 721 RICHMOND | 8.0 | 42 | 9.8 | 58 | 8.5 | 48 | 8.7 | 50 | 8.4 | 47 | 9.2 | 54 | 8.7 | 51 |
| 625 SAVANNAH-CHATHAM | 7.2 | 35 | 8.8 | 52 | 8.3 | 45 | 7.7 | 40 | 7.9 | 43 | 8.5 | 48 | 8.2 | 43 |
| 741 TROUP | 8.1 | 43 | 9.7 | 58 | 9.2 | 56 | 9.0 | 53 | 8.6 | 48 | 9.1 | 53 | 8.9 | 52 |
| Comparison Group | 7.8 | | 9.4 | | 8.5 | | 8.4 | | 8.4 | | 8.8 | | 8.5 | |
| Comparison Group 4: Mid-sized systems with fewer than 32% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 607 BARROW | 8.9 | 52 | 10.1 | 61 | 9.7 | 60 | 10.0 | 60 | 9.4 | 56 | 10.1 | 60 | 9.7 | 59 |
| 765 CALHOUN CITY | 9.3 | 56 | 12.6 | 76 | 10.6 | 66 | 11.5 | 69 | 10.6 | 64 | 11.0 | 66 | 11.2 | 68 |
| 623 CATOOSA | 8.9 | 52 | 10.4 | 63 | 9.4 | 57 | 9.5 | 57 | 9.7 | 58 | 10.2 | 61 | 9.5 | 58 |
| 642 DAWSON | 9.2 | 54 | 11.4 | 68 | 9.2 | 56 | 10.1 | 61 | 9.5 | 57 | 10.3 | 62 | 9.9 | 61 |
| 651 EFFINGHAM | 9.0 | 53 | 10.0 | 60 | 9.3 | 57 | 9.3 | 56 | 9.0 | 53 | 10.2 | 61 | 9.3 | 57 |
| 684 JONES | 9.3 | 55 | 10.5 | 63 | 9.1 | 56 | 9.5 | 58 | 9.3 | 55 | 10.1 | 61 | 9.5 | 58 |
| 688 LEE | 8.9 | 52 | 11.9 | 70 | 10.6 | 66 | 9.4 | 56 | 9.7 | 58 | 9.7 | 58 | 10.1 | 62 |
| 708 OCONEE | 10.7 | 66 | 12.6 | 77 | 11.5 | 73 | 11.8 | 71 | 11.6 | 69 | 12.0 | 71 | 11.9 | 73 |
| 714 PIKE | 8.7 | 50 | 9.7 | 58 | 9.1 | 55 | 8.9 | 52 | 9.3 | 55 | 9.1 | 53 | 9.0 | 54 |
| Comparison Group | 9.2 | | 11.0 | | 9.8 | | 10.0 | | 9.8 | | 10.3 | | 10.0 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 5: Mid-sized systems with 34% TO 38% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 615 BRYAN | 9.4 | 57 | 11.2 | 67 | 10.0 | 62 | 10.1 | 61 | 9.9 | 60 | 10.2 | 61 | 10.1 | 62 |
| 620 CAMDEN | 9.2 | 55 | 10.7 | 64 | 9.8 | 61 | 10.0 | 60 | 9.8 | 59 | 10.3 | 62 | 10.0 | 61 |
| 767 CARTERSVILLE CITY | 9.8 | 60 | 12.2 | 73 | 11.9 | 75 | 10.6 | 64 | 10.2 | 62 | 10.8 | 65 | 11.2 | 68 |
| 641 DADE | 9.4 | 57 | 12.0 | 71 | 9.6 | 59 | 10.1 | 61 | 9.7 | 58 | 10.2 | 61 | 10.0 | 61 |
| 664 GORDON | 9.0 | 53 | 10.3 | 62 | 9.3 | 57 | 9.7 | 58 | 10.0 | 60 | 9.9 | 60 | 9.6 | 59 |
| 668 HABERSHAM | 9.1 | 54 | 9.8 | 58 | 9.0 | 54 | 9.9 | 60 | 9.0 | 53 | 9.2 | 54 | 9.2 | 55 |
| 672 HARRIS | 9.5 | 57 | 11.1 | 66 | 9.8 | 61 | 9.7 | 59 | 10.3 | 62 | 10.3 | 62 | 10.1 | 62 |
| 692 LOWNDES | 9.2 | 55 | 11.8 | 70 | 9.8 | 60 | 10.3 | 63 | 9.7 | 58 | 10.6 | 64 | 10.2 | 63 |
| 693 LUMPKIN | 10.0 | 62 | 12.1 | 72 | 11.4 | 72 | 11.2 | 67 | 10.5 | 63 | 11.0 | 66 | 11.2 | 68 |
| 712 PICKENS | 8.8 | 51 | 10.1 | 61 | 9.1 | 55 | 9.6 | 58 | 9.5 | 56 | 9.5 | 56 | 9.3 | 56 |
| 727 STEPHENS | 9.9 | 61 | 11.8 | 70 | 10.5 | 66 | 11.2 | 67 | 10.6 | 64 | 10.5 | 63 | 10.7 | 66 |
| 747 WALTON | 8.2 | 44 | 9.7 | 58 | 9.0 | 55 | 8.9 | 52 | 8.9 | 52 | 9.4 | 55 | 9.0 | 53 |
| 754 WHITE | 9.5 | 58 | 11.3 | 67 | 9.8 | 60 | 11.1 | 67 | 10.0 | 60 | 10.4 | 63 | 10.4 | 64 |
| Comparison Group | 9.3 | | 11.1 | | 9.9 | | 10.2 | | 9.9 | | 10.2 | | 10.1 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 6: Mid-sized systems with 39% TO 45% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 766 CARROLLTON CITY | 9.3 | 56 | 11.8 | 70 | 9.7 | 60 | 10.4 | 63 | 10.0 | 61 | 10.7 | 65 | 10.3 | 63 |
| 655 FANNIN | 9.4 | 57 | 9.8 | 59 | 9.3 | 57 | 10.6 | 64 | 9.5 | 57 | 9.5 | 57 | 9.5 | 58 |
| 659 FRANKLIN | 8.7 | 50 | 9.5 | 56 | 10.3 | 64 | 9.6 | 58 | 8.7 | 50 | 8.8 | 51 | 9.2 | 55 |
| 661 GILMER | 8.8 | 51 | 9.2 | 54 | 9.2 | 56 | 9.2 | 55 | 9.4 | 56 | 9.4 | 56 | 9.3 | 56 |
| 671 HARALSON | 8.1 | 43 | 9.7 | 58 | 8.3 | 46 | 9.3 | 56 | 8.3 | 46 | 8.7 | 50 | 8.7 | 49 |
| 673 HART | 8.8 | 51 | 10.1 | 61 | 10.1 | 62 | 9.9 | 60 | 9.0 | 53 | 9.4 | 55 | 9.4 | 57 |
| 678 JACKSON | 9.3 | 56 | 10.2 | 62 | 10.2 | 63 | 10.6 | 64 | 9.7 | 58 | 9.9 | 59 | 10.0 | 61 |
| 695 MADISON | 8.5 | 48 | 9.6 | 57 | 8.6 | 51 | 8.7 | 49 | 9.0 | 53 | 9.3 | 55 | 8.9 | 53 |
| 702 MONROE | 8.4 | 46 | 9.5 | 56 | 8.7 | 51 | 9.1 | 54 | 8.8 | 51 | 8.9 | 52 | 8.8 | 52 |
| 704 MORGAN | 8.9 | 52 | 12.0 | 71 | 9.2 | 56 | 9.3 | 56 | 9.6 | 57 | 10.1 | 61 | 9.7 | 60 |
| 705 MURRAY | 8.8 | 51 | 10.5 | 63 | 9.0 | 54 | 10.9 | 66 | 9.7 | 58 | 9.5 | 57 | 9.7 | 60 |
| 709 OGLETHORPE | 8.8 | 51 | 11.0 | 65 | 9.8 | 61 | 10.3 | 62 | 9.0 | 52 | 9.7 | 58 | 9.5 | 58 |
| 715 POLK | 8.3 | 45 | 8.7 | 51 | 8.7 | 51 | 8.8 | 51 | 8.5 | 48 | 8.9 | 52 | 8.6 | 48 |
| 719 RABUN | 9.1 | 54 | 10.2 | 61 | 9.5 | 59 | 9.2 | 54 | 9.1 | 53 | 9.2 | 54 | 9.3 | 56 |
| 744 UNION | 8.8 | 52 | 8.7 | 50 | 8.1 | 43 | 8.8 | 51 | 8.9 | 52 | 8.8 | 51 | 8.6 | 49 |
| Comparison Group | 8.8 | | 10.0 | | 9.2 | | 9.6 | | 9.1 | | 9.4 | | 9.3 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| **GEORGIA** | **8.7** | **49** | **10.3** | **62** | **9.3** | **57** | **9.4** | **56** | **9.3** | **54** | **9.7** | **58** | **9.4** | **57** |
| Comparison Group 7: Mid-sized systems with 46% TO 55% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 605 BALDWIN | 8.4 | 47 | 10.5 | 63 | 10.3 | 64 | 8.7 | 49 | 8.6 | 49 | 9.3 | 55 | 9.1 | 54 |
| 606 BANKS | 8.8 | 52 | 10.2 | 61 | 9.4 | 58 | 10.7 | 65 | 10.0 | 60 | 10.3 | 62 | 10.0 | 61 |
| 610 BERRIEN | 8.0 | 43 | 9.3 | 55 | 8.6 | 50 | 8.9 | 52 | 8.2 | 45 | 8.2 | 45 | 8.6 | 48 |
| 612 BLECKLEY | 9.4 | 56 | 12.3 | 73 | 10.8 | 69 | 10.1 | 61 | 9.8 | 59 | 10.3 | 62 | 10.3 | 64 |
| 613 BRANTLEY | 8.6 | 49 | 9.9 | 59 | 9.5 | 58 | 9.2 | 55 | 9.4 | 55 | 9.4 | 55 | 9.2 | 55 |
| 616 BULLOCH | 8.5 | 48 | 10.3 | 62 | 9.3 | 57 | 9.0 | 53 | 8.8 | 51 | 9.7 | 58 | 9.2 | 55 |
| 618 BUTTS | 7.8 | 41 | 8.9 | 52 | 7.8 | 40 | 8.2 | 44 | 7.6 | 41 | 8.4 | 46 | 8.2 | 43 |
| 627 CHATTOOGA | 8.4 | 46 | 9.5 | 56 | 8.2 | 44 | 8.8 | 51 | 8.6 | 50 | 8.9 | 52 | 8.7 | 49 |
| 635 COLQUITT | 7.9 | 42 | 8.5 | 47 | 8.0 | 42 | 8.7 | 50 | 8.4 | 46 | 8.5 | 48 | 8.2 | 44 |
| 639 CRAWFORD | 8.7 | 49 | 11.3 | 67 | 10.5 | 66 | 9.2 | 55 | 9.8 | 59 | 9.9 | 59 | 9.8 | 60 |
| 772 DALTON CITY | 8.4 | 46 | 9.4 | 55 | 8.9 | 54 | 9.4 | 57 | 9.4 | 56 | 9.4 | 55 | 9.0 | 54 |
| 773 DECATUR CITY | 10.7 | 66 | 12.1 | 72 | 11.4 | 72 | 11.4 | 69 | 11.6 | 70 | 12.1 | 72 | 11.7 | 72 |
| 652 ELBERT | 8.4 | 47 | 9.7 | 58 | 8.6 | 49 | 9.4 | 56 | 8.8 | 51 | 8.9 | 52 | 8.8 | 51 |
| 665 GRADY | 8.4 | 46 | 10.1 | 61 | 9.7 | 60 | 8.9 | 52 | 9.0 | 53 | 9.1 | 54 | 9.1 | 55 |
| 674 HEARD | 9.0 | 53 | 10.0 | 60 | 8.7 | 52 | 9.4 | 56 | 8.9 | 52 | 9.4 | 55 | 9.2 | 55 |
| 680 JEFF DAVIS | 9.4 | 57 | 12.1 | 72 | 10.2 | 63 | 10.7 | 65 | 10.2 | 62 | 10.2 | 61 | 10.3 | 63 |
| 685 LAMAR | 7.4 | 37 | 8.2 | 45 | 7.9 | 40 | 8.3 | 45 | 7.6 | 41 | 7.7 | 41 | 7.8 | 41 |
| 687 LAURENS | 8.3 | 45 | 10.4 | 63 | 9.1 | 55 | 8.6 | 48 | 8.8 | 51 | 9.6 | 57 | 9.0 | 53 |
| 781 MARIETTA CITY | 8.5 | 48 | 10.2 | 61 | 9.1 | 56 | 9.1 | 54 | 8.9 | 52 | 9.5 | 56 | 9.2 | 55 |
| 697 MCDUFFIE | 8.3 | 46 | 10.9 | 65 | 9.7 | 60 | 9.1 | 54 | 8.9 | 52 | 8.8 | 51 | 9.1 | 54 |
| 713 PIERCE | 8.7 | 51 | 10.4 | 63 | 9.2 | 56 | 9.3 | 56 | 8.6 | 49 | 10.5 | 63 | 9.3 | 56 |
| 736 THOMAS | 8.3 | 45 | 10.5 | 63 | 9.5 | 59 | 8.8 | 51 | 9.2 | 54 | 9.4 | 55 | 9.2 | 55 |
| 745 THOMASTON-UPSON | 8.7 | 51 | 11.5 | 68 | 9.2 | 56 | 9.5 | 57 | 8.9 | 52 | 9.6 | 57 | 9.4 | 58 |
| 737 TIFT | 8.2 | 44 | 8.7 | 51 | 9.1 | 55 | 8.7 | 50 | 8.7 | 50 | 9.3 | 55 | 8.7 | 50 |
| 793 VIDALIA CITY | 9.6 | 59 | 10.6 | 64 | 9.6 | 59 | 9.7 | 58 | 9.4 | 55 | 10.0 | 60 | 9.7 | 59 |
| 746 WALKER | 7.9 | 42 | 9.3 | 55 | 8.6 | 50 | 8.7 | 50 | 8.4 | 47 | 8.8 | 51 | 8.7 | 49 |
| 751 WAYNE | 8.7 | 49 | 9.2 | 54 | 9.3 | 57 | 9.3 | 56 | 8.7 | 50 | 9.4 | 56 | 8.9 | 53 |
| Comparison Group | 8.6 | | 10.1 | | 9.3 | | 9.3 | | 9.0 | | 9.4 | | 9.2 | |
| Comparison Group 8: Mid-sized systems with 57% TO 64% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 601 APPLING | 8.4 | 47 | 10.1 | 61 | 10.0 | 62 | 9.7 | 59 | 8.9 | 52 | 9.2 | 54 | 9.2 | 55 |
| 609 BEN HILL | 8.0 | 42 | 9.5 | 56 | 9.3 | 57 | 10.8 | 65 | 9.2 | 54 | 9.2 | 54 | 9.1 | 54 |
| 624 CHARLTON | 7.8 | 41 | 9.4 | 55 | 8.1 | 43 | 7.8 | 41 | 8.3 | 45 | 8.5 | 48 | 8.4 | 45 |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| 634 COFFEE | 7.3 | 36 | 10.1 | 61 | 8.5 | 48 | 8.6 | 48 | 8.6 | 48 | 9.0 | 52 | 8.7 | 49 |
| 637 COOK | 8.6 | 49 | 11.4 | 68 | 9.3 | 57 | 9.4 | 57 | 8.8 | 51 | 8.7 | 51 | 9.1 | 55 |
| 643 DECATUR | 8.8 | 51 | 11.7 | 69 | 9.2 | 56 | 9.6 | 58 | 9.6 | 57 | 10.3 | 62 | 9.6 | 59 |
| 645 DODGE | 8.7 | 50 | 12.4 | 74 | 8.8 | 52 | 10.7 | 65 | 9.5 | 56 | 10.3 | 62 | 10.1 | 61 |
| 774 DUBLIN CITY | 8.6 | 48 | 10.9 | 65 | 9.6 | 59 | 9.3 | 55 | 9.7 | 58 | 10.1 | 61 | 9.5 | 58 |
| 776 GAINESVILLE CITY | 8.5 | 48 | 9.8 | 59 | 9.6 | 59 | 9.2 | 55 | 9.2 | 54 | 9.4 | 56 | 9.2 | 55 |
| 711 PEACH | 8.1 | 43 | 9.6 | 57 | 9.3 | 57 | 8.7 | 49 | 9.0 | 52 | 9.3 | 55 | 8.8 | 52 |
| 785 ROME CITY | 8.5 | 48 | 10.9 | 65 | 9.8 | 61 | 10.6 | 64 | 9.5 | 57 | 10.4 | 62 | 10.1 | 61 |
| 792 VALDOSTA CITY | 7.6 | 39 | 9.1 | 53 | 8.6 | 49 | 8.0 | 43 | 8.4 | 46 | 8.7 | 50 | 8.4 | 45 |
| 748 WARE | 8.5 | 48 | 10.3 | 62 | 9.8 | 60 | 9.1 | 54 | 8.9 | 52 | 9.8 | 59 | 9.3 | 56 |
| 759 WORTH | 7.5 | 38 | 8.4 | 46 | 8.5 | 48 | 7.7 | 40 | 8.0 | 43 | 8.1 | 44 | 7.9 | 42 |
| Comparison Group | 8.2 | | 10.3 | | 9.2 | | 9.2 | | 9.0 | | 9.4 | | 9.1 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 9: Mid-sized systems with 65% TO 70% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 640 CRISP | 7.6 | 38 | 9.1 | 53 | 8.7 | 51 | 8.0 | 43 | 8.4 | 47 | 8.6 | 49 | 8.4 | 45 |
| 649 EARLY | 7.4 | 37 | 9.4 | 56 | 7.9 | 40 | 9.1 | 54 | 8.8 | 51 | 7.9 | 42 | 8.6 | 48 |
| 653 EMANUEL | 7.4 | 37 | 8.5 | 48 | 8.6 | 50 | 8.0 | 43 | 7.6 | 40 | 8.2 | 45 | 8.0 | 42 |
| 654 EVANS | 7.9 | 42 | 8.7 | 50 | 10.4 | 65 | 8.7 | 49 | 7.6 | 39 | 8.4 | 46 | 8.5 | 47 |
| 717 PUTNAM | 8.1 | 44 | 9.4 | 55 | 8.9 | 53 | 8.5 | 47 | 8.9 | 52 | 8.8 | 51 | 8.7 | 49 |
| 724 SCREVEN | 8.0 | 42 | 9.1 | 53 | 9.0 | 54 | 8.0 | 43 | 7.9 | 42 | 7.8 | 42 | 8.2 | 44 |
| 732 TATTNALL | 8.6 | 48 | 10.3 | 62 | 9.6 | 59 | 11.9 | 71 | 8.9 | 52 | 9.3 | 55 | 9.5 | 58 |
| 789 THOMASVILLE CITY | 7.8 | 41 | 9.5 | 56 | 8.6 | 49 | 7.9 | 42 | 8.9 | 52 | 8.8 | 51 | 8.6 | 48 |
| 738 TOOMBS | 9.1 | 54 | 12.3 | 73 | 9.4 | 58 | 9.7 | 59 | 9.5 | 56 | 10.6 | 64 | 10.1 | 62 |
| 742 TURNER | 7.3 | 36 | 9.8 | 59 | 8.9 | 53 | 7.7 | 41 | 8.3 | 45 | 8.9 | 52 | 8.4 | 47 |
| 750 WASHINGTON | 8.3 | 45 | 11.5 | 68 | 9.6 | 59 | 10.0 | 60 | 8.6 | 49 | 9.6 | 57 | 9.6 | 59 |
| Comparison Group | 8.0 | | 9.8 | | 9.1 | | 8.9 | | 8.5 | | 8.8 | | 8.8 | |
| Comparison Group 10: Mid-sized systems with more than 74% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 614 BROOKS | 7.6 | 38 | 9.6 | 57 | 9.4 | 57 | 8.2 | 44 | 8.7 | 50 | 8.4 | 47 | 8.5 | 48 |
| 617 BURKE | 7.3 | 36 | 8.7 | 50 | 9.5 | 58 | 7.6 | 39 | 8.0 | 43 | 8.3 | 45 | 8.2 | 43 |
| 666 GREENE | 7.8 | 41 | 11.8 | 70 | 10.5 | 66 | 7.9 | 42 | 8.4 | 47 | 9.2 | 54 | 8.9 | 53 |
| 681 JEFFERSON | 7.4 | 37 | 8.5 | 48 | 8.0 | 42 | 7.7 | 40 | 7.4 | 39 | 8.0 | 43 | 7.6 | 39 |
| 694 MACON | 6.4 | 28 | 8.6 | 49 | 7.2 | 32 | 6.7 | 30 | 7.1 | 35 | 7.1 | 35 | 7.2 | 33 |
| 699 MERIWETHER | 6.9 | 33 | 9.3 | 55 | 8.6 | 49 | 7.6 | 39 | 7.2 | 36 | 7.7 | 42 | 7.7 | 40 |
| 701 MITCHELL | 6.1 | 25 | 7.5 | 39 | 7.7 | 39 | 6.5 | 29 | 6.3 | 30 | 7.1 | 35 | 6.8 | 29 |
| 729 SUMTER | 6.7 | 31 | 9.0 | 53 | 8.3 | 47 | 7.7 | 40 | 7.5 | 39 | 8.5 | 48 | 8.1 | 42 |
| 743 TWIGGS | 6.8 | 32 | 8.5 | 47 | 7.5 | 36 | 7.4 | 37 | 7.0 | 34 | 7.5 | 40 | 7.3 | 35 |
| Comparison Group | 7.0 | | 9.1 | | 8.5 | | 7.5 | | 7.5 | | 8.0 | | 7.8 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 11: Small systems with fewer than 22% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 763 BREMEN CITY | 10.8 | 67 | 12.0 | 71 | 11.9 | 75 | 12.0 | 72 | 11.3 | 68 | 12.1 | 73 | 11.9 | 73 |
| 769 CHICKAMAUGA CITY | 9.2 | 55 | 11.3 | 67 | 9.7 | 59 | 10.6 | 64 | 10.4 | 63 | 10.3 | 62 | 10.2 | 63 |
| 791 TRION CITY | 9.8 | 60 | 12.4 | 74 | 10.7 | 67 | 10.7 | 65 | 9.3 | 55 | 10.4 | 62 | 10.5 | 65 |
| Comparison Group | 9.9 | | 11.9 | | 10.8 | | 11.1 | | 10.3 | | 10.9 | | 10.9 | |
| Comparison Group 12: Small systems with 33% TO 43% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 764 BUFORD CITY | 8.8 | 51 | 11.6 | 69 | 10.6 | 67 | 10.0 | 60 | 9.2 | 54 | 9.1 | 53 | 9.8 | 60 |
| 771 COMMERCE CITY | 9.6 | 59 | 10.2 | 62 | 11.5 | 72 | 9.9 | 60 | 10.4 | 63 | 10.5 | 64 | 10.3 | 63 |
| 779 JEFFERSON CITY | 9.3 | 56 | 12.3 | 73 | 11.9 | 75 | 10.5 | 63 | 10.0 | 60 | 9.8 | 59 | 10.5 | 65 |
| 786 SOCIAL CIRCLE CITY | 9.0 | 54 | 10.4 | 63 | 9.3 | 57 | 9.8 | 60 | 9.3 | 55 | 9.4 | 56 | 9.4 | 57 |
| 739 TOWNS | 9.4 | 57 | 9.4 | 56 | 10.2 | 64 | 9.4 | 57 | 10.4 | 63 | 9.6 | 57 | 9.8 | 60 |
| Comparison Group | 9.2 | | 10.8 | | 10.7 | | 9.9 | | 9.9 | | 9.7 | | 10.0 | |
| Comparison Group 13: Small systems with 47% TO 59% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 603 BACON | 7.6 | 38 | 9.3 | 55 | 8.7 | 51 | 10.9 | 66 | 7.9 | 43 | 8.7 | 50 | 8.7 | 50 |
| 650 ECHOLS | 8.2 | 44 | 11.0 | 65 | 8.7 | 51 | 9.2 | 55 | 9.0 | 53 | 9.7 | 58 | 9.1 | 54 |
| 662 GLASCOCK | 8.5 | 48 | 10.8 | 65 | 11.0 | 70 | 9.2 | 55 | 7.5 | 39 | 8.5 | 48 | 9.1 | 54 |
| 690 LINCOLN | 8.1 | 43 | 8.7 | 50 | 10.1 | 62 | 10.4 | 63 | 8.6 | 49 | 8.4 | 46 | 8.8 | 51 |
| 700 MILLER | 9.1 | 54 | 11.2 | 67 | 11.0 | 70 | 10.3 | 63 | 9.0 | 53 | 10.0 | 60 | 10.0 | 61 |
| 756 WILCOX | 8.4 | 46 | 10.2 | 61 | 9.3 | 57 | 10.1 | 61 | 8.7 | 50 | 8.5 | 48 | 9.0 | 54 |
| 757 WILKES | 8.4 | 47 | 10.5 | 63 | 10.4 | 66 | 10.0 | 60 | 9.2 | 54 | 9.5 | 57 | 9.5 | 58 |
| Comparison Group | 8.3 | | 10.2 | | 9.9 | | 10.0 | | 8.6 | | 9.0 | | 9.2 | |

Table 4c, continued

ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000
Grade 8

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 14: Small systems with 60% TO 67% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 621 CANDLER | 7.6 | 38 | 9.0 | 52 | 8.5 | 48 | 8.9 | 52 | 8.3 | 46 | 8.5 | 48 | 8.4 | 47 |
| 632 CLINCH | 7.6 | 39 | 9.9 | 60 | 8.8 | 52 | 7.6 | 39 | 7.7 | 41 | 8.2 | 45 | 8.4 | 46 |
| 679 JASPER | 8.1 | 43 | 8.9 | 52 | 8.0 | 42 | 8.5 | 47 | 8.4 | 46 | 8.3 | 46 | 8.3 | 44 |
| 686 LANIER | 7.9 | 42 | 9.8 | 58 | 9.0 | 54 | 10.0 | 60 | 8.6 | 49 | 8.5 | 48 | 8.8 | 52 |
| 696 MARION | 7.6 | 39 | 9.1 | 53 | 8.1 | 42 | 8.7 | 50 | 8.1 | 44 | 8.7 | 50 | 8.3 | 44 |
| 698 MCINTOSH | 6.9 | 33 | 7.1 | 34 | 9.1 | 55 | 7.5 | 38 | 7.6 | 40 | 7.3 | 38 | 7.6 | 38 |
| 703 MONTGOMERY | 8.2 | 44 | 10.6 | 64 | 8.2 | 44 | 9.3 | 56 | 9.0 | 53 | 9.2 | 54 | 8.9 | 52 |
| 716 PULASKI | 7.8 | 41 | 10.2 | 62 | 9.3 | 57 | 9.1 | 54 | 9.1 | 53 | 9.6 | 57 | 9.3 | 56 |
| 723 SCHLEY | 8.1 | 44 | 11.7 | 69 | 9.6 | 59 | 9.2 | 55 | 8.6 | 49 | 8.6 | 48 | 9.1 | 54 |
| 725 SEMINOLE | 7.7 | 40 | 9.5 | 56 | 9.2 | 56 | 8.0 | 43 | 8.0 | 43 | 8.6 | 49 | 8.4 | 47 |
| 740 TREUTLEN | 8.2 | 44 | 8.7 | 50 | 9.3 | 57 | 8.5 | 47 | 7.9 | 43 | 8.6 | 49 | 8.4 | 46 |
| 758 WILKINSON | 7.9 | 42 | 8.7 | 51 | 10.2 | 63 | 8.2 | 44 | 8.1 | 44 | 8.5 | 48 | 8.4 | 46 |
| Comparison Group | 7.8 | | 9.4 | | 8.9 | | 8.6 | | 8.3 | | 8.6 | | 8.5 | |
| Comparison Group 15: Small systems with 68% TO 73% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 626 CHATTAHOOCHEE | 8.1 | 44 | 9.7 | 58 | 10.6 | 67 | 8.8 | 51 | 8.4 | 47 | 9.8 | 59 | 9.1 | 54 |
| 682 JENKINS | 7.9 | 42 | 11.9 | 70 | 10.6 | 67 | 8.9 | 53 | 8.3 | 46 | 8.9 | 52 | 9.2 | 55 |
| 683 JOHNSON | 7.2 | 35 | 8.0 | 43 | 9.1 | 56 | 7.5 | 38 | 6.8 | 33 | 7.3 | 38 | 7.8 | 40 |
| 691 LONG | 7.7 | 40 | 8.5 | 47 | 8.3 | 46 | 8.3 | 45 | 8.1 | 44 | 8.6 | 49 | 8.2 | 43 |
| 784 PELHAM CITY | 7.9 | 42 | 9.6 | 57 | 8.5 | 48 | 8.3 | 45 | 8.5 | 48 | 8.6 | 49 | 8.5 | 48 |
| 733 TAYLOR | 7.1 | 34 | 8.5 | 47 | 8.3 | 46 | 9.5 | 57 | 8.1 | 44 | 8.3 | 46 | 8.5 | 48 |
| 734 TELFAIR | 8.7 | 50 | 10.3 | 62 | 10.3 | 65 | 11.5 | 69 | 8.9 | 52 | 9.5 | 56 | 9.7 | 59 |
| 753 WHEELER | 6.9 | 33 | 8.3 | 46 | 8.2 | 44 | 7.5 | 37 | 7.6 | 40 | 8.1 | 44 | 7.6 | 38 |
| Comparison Group | 7.7 | | 9.4 | | 9.2 | | 8.8 | | 8.1 | | 8.6 | | 8.6 | |

Table 4c, continued

**ITBS Grade Equivalent and Percentile Rank Scores by System, Listed by Demographic Comparison Group Spring 2000**
**Grade 8**

| System | Reading | | Language Arts Total | | Mathematics | | Science | | Social Studies | | Sources of Information | | Composite | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile | Grade Equiv | %ile |
| GEORGIA | 8.7 | 49 | 10.3 | 62 | 9.3 | 57 | 9.4 | 56 | 9.3 | 54 | 9.7 | 58 | 9.4 | 57 |
| Comparison Group 16: Small systems with 75% TO 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 602 ATKINSON | 7.8 | 41 | 8.9 | 52 | 8.3 | 45 | 8.0 | 43 | 7.4 | 38 | 8.1 | 44 | 7.9 | 41 |
| 604 BAKER | (no data) | | | | | | | | | | | | | |
| 630 CLAY | (no data) | | | | | | | | | | | | | |
| 646 DOOLY | 6.1 | 25 | 8.0 | 43 | 7.8 | 40 | 7.2 | 35 | 6.5 | 30 | 7.1 | 35 | 7.0 | 32 |
| 670 HANCOCK | 7.3 | 36 | 10.2 | 62 | 8.4 | 47 | 7.0 | 34 | 7.2 | 36 | 8.7 | 50 | 8.0 | 42 |
| 677 IRWIN | 8.6 | 49 | 12.2 | 73 | 10.6 | 67 | 9.3 | 56 | 8.7 | 50 | 9.5 | 56 | 9.6 | 59 |
| 720 RANDOLPH | 6.6 | 31 | 8.4 | 46 | 8.3 | 45 | 6.2 | 27 | 6.4 | 30 | 7.5 | 40 | 7.3 | 35 |
| 728 STEWART | 6.6 | 30 | 8.2 | 45 | 8.3 | 45 | 7.5 | 37 | 8.4 | 46 | 7.4 | 39 | 7.6 | 39 |
| 730 TALBOT | 5.2 | 17 | 6.4 | 28 | 6.5 | 23 | 5.9 | 23 | 5.7 | 23 | 6.5 | 29 | 6.0 | 21 |
| 749 WARREN | 5.4 | 18 | 7.4 | 38 | 7.0 | 30 | 6.3 | 28 | 6.4 | 30 | 6.8 | 33 | 6.4 | 26 |
| 752 WEBSTER | 7.6 | 39 | 10.1 | 61 | 8.9 | 53 | 10.1 | 61 | 8.8 | 51 | 9.2 | 54 | 8.9 | 53 |
| Comparison Group | 6.8 | | 8.9 | | 8.2 | | 7.5 | | 7.3 | | 7.9 | | 7.6 | |
| Comparison Group 17: Small systems with more than 90% of students eligible for Free/Reduced Price Lunch | | | | | | | | | | | | | | |
| 619 CALHOUN | 6.5 | 29 | 9.1 | 54 | 8.2 | 43 | 6.3 | 27 | 7.1 | 35 | 7.3 | 37 | 7.3 | 35 |
| 718 QUITMAN | (no data) | | | | | | | | | | | | | |
| 731 TALIAFERRO | (no data) | | | | | | | | | | | | | |
| 735 TERRELL | 5.8 | 22 | 7.4 | 37 | 7.0 | 29 | 6.0 | 24 | 6.3 | 29 | 6.6 | 31 | 6.3 | 25 |
| Comparison Group | 6.2 | | 8.2 | | 7.6 | | 6.2 | | 6.7 | | 7.0 | | 6.8 | |

Table 3: Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| APPLING COUNTY | 543 | 97 | 534 | 91 | 519 | 82 | 514 | 76 | 524 | 88 |
| ATKINSON COUNTY | 532 | 91 | 520 | 85 | 506 | 63 | 505 | 61 | 517 | 81 |
| ATLANTA CITY | 534 | 90 | 526 | 85 | 515 | 77 | 511 | 70 | 521 | 85 |
| BACON COUNTY | 540 | 94 | 528 | 93 | 514 | 80 | 506 | 64 | 524 | 93 |
| BALDWIN COUNTY | 537 | 91 | 520 | 83 | 512 | 73 | 506 | 62 | 522 | 86 |
| BANKS COUNTY | 545 | 95 | 536 | 94 | 518 | 82 | 511 | 73 | 530 | 96 |
| BARROW COUNTY | 547 | 97 | 534 | 95 | 521 | 86 | 513 | 81 | 526 | 92 |
| BARTOW COUNTY | 541 | 96 | 532 | 93 | 516 | 83 | 509 | 72 | 522 | 88 |
| BEN HILL COUNTY | 537 | 89 | 527 | 85 | 515 | 74 | 504 | 60 | 521 | 87 |
| BERRIEN COUNTY | 540 | 92 | 532 | 93 | 514 | 79 | 509 | 72 | 517 | 81 |
| BIBB COUNTY | 539 | 94 | 525 | 85 | 514 | 76 | 504 | 55 | 527 | 90 |
| BLECKLEY COUNTY | 544 | 96 | 535 | 92 | 516 | 79 | 513 | 70 | 531 | 93 |
| BRANTLEY COUNTY | 536 | 95 | 524 | 85 | 512 | 79 | 505 | 62 | 520 | 82 |
| BREMEN CITY | 556 | 100 | 549 | 98 | 528 | 97 | 518 | 94 | 530 | 98 |
| BROOKS COUNTY | 542 | 92 | 526 | 85 | 515 | 78 | 505 | 60 | 531 | 97 |
| BRYAN COUNTY | 550 | 98 | 542 | 98 | 525 | 90 | 515 | 80 | 531 | 94 |
| BUFORD CITY | 552 | 96 | 539 | 92 | 524 | 91 | 518 | 86 | 528 | 90 |
| BULLOCH COUNTY | 539 | 92 | 532 | 88 | 519 | 80 | 510 | 69 | 524 | 92 |
| BURKE COUNTY | 530 | 91 | 529 | 91 | 514 | 76 | 504 | 56 | 517 | 84 |
| BUTTS COUNTY | 542 | 95 | 531 | 91 | 522 | 84 | 509 | 68 | 522 | 85 |
| CALHOUN CITY | 551 | 97 | 544 | 95 | 527 | 88 | 517 | 78 | 534 | 98 |
| CALHOUN COUNTY | 531 | 95 | 518 | 90 | 505 | 64 | 499 | 44 | 521 | 95 |
| CAMDEN COUNTY | 543 | 93 | 531 | 88 | 519 | 84 | 512 | 74 | 524 | 86 |
| CANDLER COUNTY | 537 | 89 | 529 | 88 | 521 | 81 | 509 | 68 | 518 | 83 |
| CARROLL COUNTY | 541 | 94 | 530 | 91 | 516 | 83 | 516 | 81 | 524 | 91 |
| CARROLLTON CITY | 545 | 96 | 536 | 92 | 523 | 86 | 514 | 75 | 527 | 89 |
| CARTERSVILLE CI | 549 | 96 | 545 | 96 | 521 | 86 | 516 | 84 | 536 | 97 |
| CATOOSA COUNTY | 545 | 96 | 532 | 92 | 517 | 83 | 513 | 76 | 529 | 92 |
| CHARLTON COUNTY | 532 | 88 | 525 | 85 | 512 | 70 | 506 | 57 | 512 | 68 |
| CHATHAM COUNTY | 539 | 95 | 529 | 89 | 516 | 79 | 507 | 64 | 523 | 88 |

Table 3, cont=d Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| CHATTOOGA COUNT | 536 | 91 | 525 | 85 | 515 | 72 | 509 | 64 | 521 | 87 |
| CHEROKEE COUNTY | 552 | 99 | 545 | 98 | 526 | 93 | 518 | 84 | 533 | 95 |
| CHICKAMAUGA CIT | 553 | 99 | 541 | 100 | 529 | 94 | 516 | 88 | 530 | 97 |
| CLARKE COUNTY | 547 | 95 | 540 | 92 | 526 | 88 | 515 | 75 | 528 | 88 |
| CLAYTON COUNTY | 541 | 96 | 534 | 94 | 521 | 86 | 509 | 69 | 527 | 92 |
| CLINCH COUNTY | 538 | 94 | 531 | 90 | 515 | 81 | 506 | 57 | 512 | 74 |
| COBB COUNTY | 550 | 98 | 546 | 96 | 529 | 92 | 519 | 84 | 534 | 96 |
| COFFEE COUNTY | 540 | 95 | 530 | 92 | 516 | 78 | 508 | 69 | 524 | 91 |
| COLQUITT COUNTY | 537 | 92 | 527 | 86 | 516 | 77 | 508 | 68 | 526 | 93 |
| COLUMBIA COUNTY | 551 | 98 | 545 | 97 | 531 | 94 | 520 | 87 | 536 | 98 |
| COMMERCE CITY | 549 | 100 | 534 | 97 | 521 | 91 | 510 | 69 | 528 | 93 |
| COOK COUNTY | 546 | 98 | 531 | 92 | 521 | 86 | 517 | 79 | 524 | 92 |
| COWETA COUNTY | 547 | 98 | 538 | 96 | 524 | 89 | 512 | 77 | 528 | 94 |
| CRAWFORD COUNTY | 540 | 93 | 532 | 89 | 516 | 76 | 509 | 70 | 527 | 96 |
| CRISP COUNTY | 544 | 98 | 536 | 93 | 517 | 84 | 512 | 72 | 523 | 87 |
| DADE COUNTY | 550 | 100 | 538 | 96 | 524 | 92 | 515 | 77 | 525 | 90 |
| DALTON PUBLIC | 551 | 95 | 546 | 97 | 525 | 88 | 517 | 81 | 534 | 93 |
| DAWSON COUNTY | 539 | 95 | 528 | 90 | 517 | 83 | 508 | 66 | 521 | 87 |
| DECATUR CITY | 550 | 92 | 539 | 88 | 525 | 83 | 517 | 72 | 531 | 94 |
| DECATUR COUNTY | 540 | 95 | 530 | 92 | 517 | 82 | 509 | 68 | 525 | 92 |
| DEKALB COUNTY | 543 | 96 | 535 | 92 | 522 | 86 | 509 | 69 | 526 | 90 |
| DODGE COUNTY | 545 | 96 | 539 | 97 | 527 | 90 | 515 | 79 | 534 | 97 |
| DOOLY COUNTY | 530 | 91 | 515 | 69 | 507 | 68 | 496 | 40 | 510 | 73 |
| DOUGHERTY COUNT | 535 | 93 | 526 | 84 | 513 | 75 | 506 | 61 | 519 | 86 |
| DOUGLAS COUNTY | 543 | 95 | 536 | 92 | 519 | 83 | 512 | 75 | 524 | 90 |
| DUBLIN CITY | 543 | 89 | 534 | 85 | 525 | 83 | 513 | 72 | 529 | 89 |
| EARLY COUNTY | 533 | 91 | 523 | 82 | 515 | 77 | 508 | 62 | 517 | 74 |
| ECHOLS COUNTY | 546 | 94 | 528 | 91 | 513 | 81 | 507 | 69 | 537 | 97 |
| EFFINGHAM COUNT | 546 | 98 | 539 | 96 | 523 | 90 | 513 | 79 | 526 | 93 |
| ELBERT COUNTY | 539 | 93 | 528 | 86 | 513 | 78 | 506 | 67 | 518 | 88 |

Table 3, cont=d Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| EMANUEL COUNTY | 545 | 98 | 532 | 96 | 520 | 88 | 511 | 73 | 521 | 83 |
| EVANS COUNTY | 540 | 90 | 531 | 93 | 514 | 82 | 506 | 71 | 523 | 86 |
| FANNIN COUNTY | 542 | 96 | 530 | 90 | 519 | 86 | 512 | 72 | 528 | 96 |
| FAYETTE COUNTY | 557 | 99 | 554 | 99 | 532 | 96 | 522 | 91 | 540 | 98 |
| FLOYD COUNTY | 547 | 97 | 535 | 95 | 521 | 89 | 514 | 80 | 529 | 94 |
| FORSYTH COUNTY | 551 | 98 | 542 | 98 | 525 | 93 | 516 | 85 | 532 | 96 |
| FRANKLIN COUNTY | 541 | 97 | 535 | 93 | 517 | 79 | 512 | 72 | 519 | 89 |
| FULTON COUNTY | 552 | 98 | 547 | 95 | 532 | 93 | 517 | 81 | 537 | 96 |
| GAINESVILLE CIT | 541 | 91 | 533 | 86 | 520 | 78 | 511 | 70 | 526 | 83 |
| GILMER COUNTY | 546 | 97 | 537 | 91 | 520 | 84 | 513 | 76 | 524 | 86 |
| GLASCOCK COUNTY | 543 | 90 | 526 | 86 | 518 | 81 | 505 | 62 | 526 | 88 |
| GLYNN COUNTY | 545 | 97 | 539 | 96 | 523 | 86 | 512 | 77 | 532 | 92 |
| GORDON COUNTY | 544 | 93 | 531 | 93 | 514 | 80 | 510 | 73 | 526 | 92 |
| GRADY COUNTY | 537 | 92 | 528 | 88 | 515 | 75 | 507 | 61 | 525 | 90 |
| GREENE COUNTY | 527 | 80 | 522 | 79 | 509 | 68 | 500 | 46 | 514 | 72 |
| GWINNETT COUNTY | 549 | 97 | 552 | 97 | 527 | 91 | 515 | 81 | 535 | 96 |
| HABERSHAM COUNT | 550 | 99 | 537 | 97 | 525 | 94 | 512 | 77 | 534 | 95 |
| HALL COUNTY | 543 | 95 | 533 | 92 | 518 | 86 | 510 | 71 | 524 | 91 |
| HANCOCK COUNTY | 527 | 86 | 512 | 71 | 504 | 61 | 496 | 44 | 515 | 71 |
| HARALSON COUNTY | 544 | 97 | 525 | 89 | 516 | 81 | 509 | 69 | 525 | 93 |
| HARRIS COUNTY | 537 | 89 | 529 | 88 | 517 | 79 | 508 | 65 | 521 | 84 |
| HART COUNTY | 543 | 96 | 532 | 93 | 519 | 84 | 512 | 72 | 524 | 90 |
| HEARD COUNTY | 539 | 90 | 528 | 89 | 515 | 79 | 509 | 71 | 516 | 81 |
| HENRY COUNTY | 546 | 97 | 541 | 95 | 521 | 87 | 514 | 79 | 533 | 96 |
| HOUSTON COUNTY | 547 | 97 | 540 | 94 | 524 | 88 | 515 | 80 | 531 | 95 |
| IRWIN COUNTY | 536 | 93 | 528 | 94 | 513 | 83 | 506 | 65 | 524 | 91 |
| JACKSON COUNTY | 543 | 95 | 533 | 94 | 518 | 86 | 512 | 80 | 522 | 86 |
| JASPER COUNTY | 538 | 98 | 531 | 89 | 515 | 82 | 508 | 63 | 523 | 88 |
| JEFF DAVIS COUN | 544 | 96 | 535 | 93 | 523 | 88 | 512 | 74 | 522 | 88 |

Table 3, cont=d Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| JEFFERSON CITY | 555 | 97 | 539 | 90 | 525 | 90 | 516 | 81 | 538 | 100 |
| JEFFERSON COUNT | 527 | 88 | 518 | 80 | 506 | 57 | 499 | 44 | 514 | 78 |
| JENKINS COUNTY | 541 | 94 | 531 | 95 | 519 | 86 | 509 | 62 | 529 | 94 |
| JOHNSON COUNTY | 539 | 95 | 536 | 94 | 513 | 73 | 506 | 62 | 524 | 84 |
| JONES COUNTY | 544 | 98 | 532 | 95 | 520 | 86 | 513 | 74 | 527 | 93 |
| LAMAR COUNTY | 531 | 90 | 525 | 83 | 513 | 67 | 504 | 54 | 523 | 87 |
| LANIER COUNTY | 538 | 93 | 531 | 95 | 515 | 76 | 509 | 64 | 524 | 95 |
| LAURENS COUNTY | 536 | 89 | 522 | 82 | 516 | 78 | 506 | 64 | 524 | 87 |
| LEE COUNTY | 548 | 97 | 540 | 95 | 525 | 90 | 517 | 86 | 530 | 94 |
| LIBERTY COUNTY | 539 | 93 | 525 | 87 | 515 | 77 | 505 | 58 | 523 | 88 |
| LINCOLN COUNTY | 537 | 91 | 525 | 87 | 511 | 69 | 504 | 54 | 513 | 71 |
| LONG COUNTY | 539 | 98 | 524 | 92 | 513 | 81 | 505 | 58 | 523 | 97 |
| LOWNDES COUNTY | 546 | 98 | 541 | 96 | 525 | 90 | 514 | 83 | 528 | 96 |
| LUMPKIN COUNTY | 546 | 99 | 537 | 93 | 522 | 88 | 514 | 83 | 531 | 97 |
| MACON COUNTY | 528 | 87 | 518 | 76 | 509 | 67 | 496 | 38 | 519 | 78 |
| MADISON COUNTY | 546 | 97 | 535 | 93 | 521 | 86 | 513 | 76 | 529 | 92 |
| MARIETTA CITY | 545 | 96 | 538 | 93 | 523 | 86 | 512 | 75 | 533 | 94 |
| MARION COUNTY | 540 | 95 | 524 | 90 | 513 | 80 | 506 | 65 | 524 | 92 |
| MCDUFFIE COUNTY | 537 | 90 | 527 | 88 | 514 | 73 | 508 | 63 | 524 | 90 |
| MCINTOSH COUNTY | 535 | 96 | 524 | 85 | 510 | 73 | 508 | 72 | 515 | 81 |
| MERIWETHER COUN | 524 | 84 | 517 | 77 | 505 | 62 | 498 | 41 | 513 | 73 |
| MILLER COUNTY | 543 | 97 | 533 | 94 | 517 | 86 | 510 | 76 | 525 | 89 |
| MITCHELL COUNTY | 530 | 90 | 519 | 81 | 510 | 69 | 503 | 58 | 524 | 92 |
| MONROE COUNTY | 545 | 94 | 535 | 92 | 518 | 79 | 509 | 66 | 528 | 88 |
| MONTGOMERY COUN | 541 | 96 | 528 | 89 | 523 | 87 | 509 | 65 | 526 | 93 |
| MORGAN COUNTY | 542 | 97 | 533 | 90 | 520 | 83 | 512 | 74 | 520 | 85 |
| MURRAY COUNTY | 540 | 96 | 526 | 89 | 516 | 79 | 506 | 56 | 521 | 88 |
| MUSCOGEE COUNTY | 539 | 95 | 527 | 86 | 516 | 80 | 505 | 60 | 523 | 88 |
| NEWTON COUNTY | 542 | 96 | 536 | 95 | 521 | 85 | 512 | 78 | 529 | 91 |

Table 3, cont=d Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| OCONEE COUNTY | 556 | 100 | 550 | 99 | 532 | 98 | 526 | 93 | 539 | 98 |
| OGLETHORPE COUN | 544 | 97 | 537 | 93 | 520 | 85 | 513 | 71 | 522 | 88 |
| PAULDING COUNTY | 546 | 98 | 537 | 94 | 523 | 88 | 513 | 78 | 529 | 94 |
| PEACH COUNTY | 539 | 93 | 529 | 86 | 514 | 74 | 506 | 65 | 523 | 87 |
| PELHAM CITY | 538 | 99 | 531 | 99 | 514 | 85 | 507 | 60 | 524 | 92 |
| PICKENS COUNTY | 545 | 98 | 531 | 93 | 524 | 90 | 510 | 78 | 526 | 94 |
| PIERCE COUNTY | 541 | 92 | 529 | 90 | 515 | 78 | 507 | 69 | 526 | 92 |
| PIKE COUNTY | 543 | 94 | 536 | 93 | 517 | 78 | 511 | 70 | 527 | 92 |
| POLK COUNTY | 542 | 95 | 534 | 91 | 518 | 84 | 514 | 79 | 525 | 89 |
| PULASKI COUNTY | 540 | 93 | 533 | 88 | 517 | 79 | 508 | 69 | 527 | 94 |
| PUTNAM COUNTY | 538 | 92 | 528 | 91 | 514 | 77 | 508 | 71 | 521 | 87 |
| RABUN COUNTY | 547 | 99 | 537 | 97 | 521 | 86 | 516 | 82 | 534 | 96 |
| RANDOLPH COUNTY | 521 | 79 | 510 | 63 | 502 | 56 | 494 | 37 | 511 | 68 |
| RICHMOND COUNTY | 538 | 93 | 528 | 89 | 517 | 79 | 505 | 61 | 523 | 88 |
| ROCKDALE COUNTY | 549 | 98 | 541 | 97 | 527 | 92 | 516 | 83 | 532 | 95 |
| ROME CITY | 547 | 96 | 540 | 92 | 520 | 81 | 517 | 78 | 530 | 96 |
| SCREVEN COUNTY | 535 | 87 | 535 | 92 | 519 | 78 | 511 | 70 | 519 | 80 |
| SEMINOLE COUNTY | 541 | 98 | 527 | 86 | 520 | 86 | 510 | 70 | 526 | 88 |
| SOCIAL CIRCLE C | 548 | 99 | 531 | 94 | 523 | 91 | 511 | 83 | 519 | 96 |
| SPALDING COUNTY | 540 | 91 | 530 | 84 | 518 | 78 | 512 | 70 | 522 | 82 |
| STEPHENS COUNTY | 545 | 94 | 535 | 89 | 519 | 84 | 512 | 75 | 524 | 85 |
| STEWART COUNTY | 518 | 83 | 514 | 72 | 497 | 37 | 488 | 25 | 505 | 65 |
| SUMTER COUNTY | 533 | 91 | 519 | 76 | 511 | 65 | 503 | 54 | 515 | 78 |
| TALBOT COUNTY | 525 | 81 | 511 | 69 | 499 | 50 | 490 | 26 | 518 | 87 |
| TATTNALL COUNTY | 537 | 92 | 530 | 92 | 514 | 77 | 508 | 72 | 524 | 92 |
| TAYLOR COUNTY | 539 | 94 | 519 | 80 | 512 | 76 | 508 | 69 | 521 | 87 |
| TELFAIR COUNTY | 536 | 94 | 523 | 87 | 511 | 74 | 501 | 51 | 521 | 84 |
| TERRELL COUNTY | 527 | 90 | 513 | 72 | 501 | 50 | 496 | 40 | 512 | 78 |
| THOMAS COUNTY | 541 | 97 | 536 | 93 | 519 | 83 | 511 | 75 | 529 | 92 |

Table 3, cont=d Georgia High School Graduation Test Scores
Based on Grade 11 Regular Program First-time Examinees
Content Areas, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| THOMASVILLE CIT | 539 | 94 | 525 | 81 | 516 | 80 | 507 | 62 | 528 | 87 |
| TIFT COUNTY | 542 | 94 | 533 | 91 | 519 | 78 | 511 | 72 | 527 | 90 |
| TOOMBS COUNTY | 540 | 97 | 529 | 94 | 516 | 79 | 509 | 61 | 523 | 85 |
| TOWNS COUNTY | 549 | 100 | 538 | 100 | 522 | 98 | 514 | 80 | 534 | 98 |
| TREUTLEN COUNTY | 543 | 95 | 526 | 91 | 517 | 86 | 505 | 59 | 524 | 92 |
| TRION CITY | 549 | 100 | 538 | 100 | 531 | 97 | 514 | 77 | 537 | 99 |
| TROUP COUNTY | 540 | 94 | 533 | 91 | 519 | 80 | 511 | 69 | 527 | 88 |
| TURNER COUNTY | 548 | 95 | 536 | 90 | 520 | 84 | 522 | 86 | 530 | 90 |
| TWIGGS COUNTY | 529 | 88 | 520 | 81 | 510 | 71 | 497 | 45 | 514 | 79 |
| UNION COUNTY | 546 | 100 | 536 | 96 | 526 | 91 | 514 | 80 | 527 | 93 |
| UPSON COUNTY | 541 | 93 | 537 | 92 | 520 | 82 | 514 | 75 | 528 | 94 |
| VALDOSTA CITY | 543 | 97 | 534 | 90 | 521 | 85 | 511 | 71 | 526 | 93 |
| VIDALIA CITY | 550 | 96 | 545 | 95 | 529 | 93 | 517 | 84 | 526 | 93 |
| WALKER COUNTY | 545 | 96 | 533 | 92 | 519 | 87 | 509 | 76 | 526 | 92 |
| WALTON COUNTY | 543 | 96 | 536 | 94 | 521 | 88 | 512 | 78 | 531 | 97 |
| WARE COUNTY | 546 | 97 | 534 | 92 | 519 | 86 | 511 | 77 | 524 | 90 |
| WARREN COUNTY | 538 | 90 | 527 | 92 | 512 | 81 | 494 | 37 | 517 | 80 |
| WASHINGTON COUN | 535 | 88 | 525 | 83 | 513 | 70 | 506 | 59 | 520 | 85 |
| WAYNE COUNTY | 541 | 92 | 531 | 89 | 516 | 75 | 509 | 66 | 524 | 89 |
| WHEELER COUNTY | 534 | 90 | 527 | 80 | 512 | 67 | 505 | 62 | 513 | 74 |
| WHITE COUNTY | 549 | 98 | 536 | 95 | 521 | 86 | 512 | 77 | 529 | 95 |
| WHITFIELD COUNT | 545 | 95 | 533 | 93 | 519 | 84 | 511 | 72 | 528 | 90 |
| WILCOX COUNTY | 542 | 90 | 541 | 89 | 517 | 75 | 513 | 68 | 521 | 85 |
| WILKINSON COUNT | 543 | 96 | 535 | 90 | 523 | 86 | 505 | 70 | 523 | 88 |
| WORTH COUNTY | 540 | 97 | 530 | 91 | 517 | 81 | 507 | 61 | 521 | 90 |

Table 4: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 1: LARGE SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| CHEROKEE COUNTY | 552 | 99 | 545 | 98 | 526 | 93 | 518 | 84 | 533 | 95 |
| COBB COUNTY | 550 | 98 | 546 | 96 | 529 | 92 | 519 | 84 | 534 | 96 |
| COLUMBIA COUNTY | 551 | 98 | 545 | 97 | 531 | 94 | 520 | 87 | 536 | 98 |
| FAYETTE COUNTY | 557 | 99 | 554 | 99 | 532 | 96 | 522 | 91 | 540 | 98 |
| FORSYTH COUNTY | 551 | 98 | 542 | 98 | 525 | 93 | 516 | 85 | 532 | 96 |
| GWINNETT COUNTY | 549 | 97 | 552 | 97 | 527 | 91 | 515 | 81 | 535 | 96 |
| HENRY COUNTY | 546 | 97 | 541 | 95 | 521 | 87 | 514 | 79 | 533 | 96 |
| PAULDING COUNTY | 546 | 98 | 537 | 94 | 523 | 88 | 513 | 78 | 529 | 94 |
| Comparison Group | 550 | 98 | 548 | 97 | 528 | 92 | 517 | 83 | 534 | 96 |
| GROUP 2: LARGE SYSTEMS WITH 25% TO 42% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BARTOW COUNTY | 541 | 96 | 532 | 93 | 516 | 83 | 509 | 72 | 522 | 88 |
| CARROLL COUNTY | 541 | 94 | 530 | 91 | 516 | 83 | 516 | 81 | 524 | 91 |
| COWETA COUNTY | 547 | 98 | 538 | 96 | 524 | 89 | 512 | 77 | 528 | 94 |
| DOUGLAS COUNTY | 543 | 95 | 536 | 92 | 519 | 83 | 512 | 75 | 524 | 90 |
| FLOYD COUNTY | 547 | 97 | 535 | 95 | 521 | 89 | 514 | 80 | 529 | 94 |
| FULTON COUNTY | 552 | 98 | 547 | 95 | 532 | 93 | 517 | 81 | 537 | 96 |
| GLYNN COUNTY | 545 | 97 | 539 | 96 | 523 | 86 | 512 | 77 | 532 | 92 |
| HALL COUNTY | 543 | 95 | 533 | 92 | 518 | 86 | 510 | 71 | 524 | 91 |
| HOUSTON COUNTY | 547 | 97 | 540 | 94 | 524 | 88 | 515 | 80 | 531 | 95 |
| NEWTON COUNTY | 542 | 96 | 536 | 95 | 521 | 85 | 512 | 78 | 529 | 91 |
| ROCKDALE COUNTY | 549 | 98 | 541 | 97 | 527 | 92 | 516 | 83 | 532 | 95 |
| WHITFIELD COUNT | 545 | 95 | 533 | 93 | 519 | 84 | 511 | 72 | 528 | 90 |
| Comparison Group | 547 | 97 | 540 | 94 | 525 | 88 | 514 | 78 | 531 | 93 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 3: LARGE SYSTEMS WITH MORE THAN 48% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| ATLANTA CITY | 534 | 90 | 526 | 85 | 515 | 77 | 511 | 70 | 521 | 85 |
| BIBB COUNTY | 539 | 94 | 525 | 85 | 514 | 76 | 504 | 55 | 527 | 90 |
| CHATHAM COUNTY | 539 | 95 | 529 | 89 | 516 | 79 | 507 | 64 | 523 | 88 |
| CLARKE COUNTY | 547 | 95 | 540 | 92 | 526 | 88 | 515 | 75 | 528 | 88 |
| CLAYTON COUNTY | 541 | 96 | 534 | 94 | 521 | 86 | 509 | 69 | 527 | 92 |
| DEKALB COUNTY | 543 | 96 | 535 | 92 | 522 | 86 | 509 | 69 | 526 | 90 |
| DOUGHERTY COUNT | 535 | 93 | 526 | 84 | 513 | 75 | 506 | 61 | 519 | 86 |
| LIBERTY COUNTY | 539 | 93 | 525 | 87 | 515 | 77 | 505 | 58 | 523 | 88 |
| MUSCOGEE COUNTY | 539 | 95 | 527 | 86 | 516 | 80 | 505 | 60 | 523 | 88 |
| RICHMOND COUNTY | 538 | 93 | 528 | 89 | 517 | 79 | 505 | 61 | 523 | 88 |
| SPALDING COUNTY | 540 | 91 | 530 | 84 | 518 | 78 | 512 | 70 | 522 | 82 |
| TROUP COUNTY | 540 | 94 | 533 | 91 | 519 | 80 | 511 | 69 | 527 | 88 |
| Comparison Group | 539 | 94 | 530 | 89 | 518 | 81 | 508 | 66 | 524 | 89 |
| GROUP 4: MID-SIZED SYSTEMS WITH FEWER THAN 32% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BARROW COUNTY | 547 | 97 | 534 | 95 | 521 | 86 | 513 | 81 | 526 | 92 |
| CALHOUN CITY | 551 | 97 | 544 | 95 | 527 | 88 | 517 | 78 | 534 | 98 |
| CATOOSA COUNTY | 545 | 96 | 532 | 92 | 517 | 83 | 513 | 76 | 529 | 92 |
| DAWSON COUNTY | 539 | 95 | 528 | 90 | 517 | 83 | 508 | 66 | 521 | 87 |
| EFFINGHAM COUNT | 546 | 98 | 539 | 96 | 523 | 90 | 513 | 79 | 526 | 93 |
| JONES COUNTY | 544 | 98 | 532 | 95 | 520 | 86 | 513 | 74 | 527 | 93 |
| LEE COUNTY | 548 | 97 | 540 | 95 | 525 | 90 | 517 | 86 | 530 | 94 |
| OCONEE COUNTY | 556 | 100 | 550 | 99 | 532 | 98 | 526 | 93 | 539 | 98 |
| PIKE COUNTY | 543 | 94 | 536 | 93 | 517 | 78 | 511 | 70 | 527 | 92 |
| Comparison Group | 547 | 97 | 537 | 95 | 522 | 87 | 515 | 80 | 529 | 93 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 5: MID-SIZED SYSTEMS WITH 34% TO 38% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BRYAN COUNTY | 550 | 98 | 542 | 98 | 525 | 90 | 515 | 80 | 531 | 94 |
| CAMDEN COUNTY | 543 | 93 | 531 | 88 | 519 | 84 | 512 | 74 | 524 | 86 |
| CARTERSVILLE CI | 549 | 96 | 545 | 96 | 521 | 86 | 516 | 84 | 536 | 97 |
| DADE COUNTY | 550 | 100 | 538 | 96 | 524 | 92 | 515 | 77 | 525 | 90 |
| GORDON COUNTY | 544 | 93 | 531 | 93 | 514 | 80 | 510 | 73 | 526 | 92 |
| HABERSHAM COUNT | 550 | 99 | 537 | 97 | 525 | 94 | 512 | 77 | 534 | 95 |
| HARRIS COUNTY | 537 | 89 | 529 | 88 | 517 | 79 | 508 | 65 | 521 | 84 |
| LOWNDES COUNTY | 546 | 98 | 541 | 96 | 525 | 90 | 514 | 83 | 528 | 96 |
| LUMPKIN COUNTY | 546 | 99 | 537 | 93 | 522 | 88 | 514 | 83 | 531 | 97 |
| PICKENS COUNTY | 545 | 98 | 531 | 93 | 524 | 90 | 510 | 78 | 526 | 94 |
| STEPHENS COUNTY | 545 | 94 | 535 | 89 | 519 | 84 | 512 | 75 | 524 | 85 |
| WALTON COUNTY | 543 | 96 | 536 | 94 | 521 | 88 | 512 | 78 | 531 | 97 |
| WHITE COUNTY | 549 | 98 | 536 | 95 | 521 | 86 | 512 | 77 | 529 | 95 |
| Comparison Group | 545 | 96 | 536 | 93 | 521 | 87 | 513 | 77 | 528 | 92 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 6: MID-SIZED SYSTEMS WITH 39% TO 45% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| CARROLLTON CITY | 545 | 96 | 536 | 92 | 523 | 86 | 514 | 75 | 527 | 89 |
| FANNIN COUNTY | 542 | 96 | 530 | 90 | 519 | 86 | 512 | 72 | 528 | 96 |
| FRANKLIN COUNTY | 541 | 97 | 535 | 93 | 517 | 79 | 512 | 72 | 519 | 89 |
| GILMER COUNTY | 546 | 97 | 537 | 91 | 520 | 84 | 513 | 76 | 524 | 86 |
| HARALSON COUNTY | 544 | 97 | 525 | 89 | 516 | 81 | 509 | 69 | 525 | 93 |
| HART COUNTY | 543 | 96 | 532 | 93 | 519 | 84 | 512 | 72 | 524 | 90 |
| JACKSON COUNTY | 543 | 95 | 533 | 94 | 518 | 86 | 512 | 80 | 522 | 86 |
| MADISON COUNTY | 546 | 97 | 535 | 93 | 521 | 86 | 513 | 76 | 529 | 92 |
| MONROE COUNTY | 545 | 94 | 535 | 92 | 518 | 79 | 509 | 66 | 528 | 88 |
| MORGAN COUNTY | 542 | 97 | 533 | 90 | 520 | 83 | 512 | 74 | 520 | 85 |
| MURRAY COUNTY | 540 | 96 | 526 | 89 | 516 | 79 | 506 | 56 | 521 | 88 |
| OGLETHORPE COUN | 544 | 97 | 537 | 93 | 520 | 85 | 513 | 71 | 522 | 88 |
| POLK COUNTY | 542 | 95 | 534 | 91 | 518 | 84 | 514 | 79 | 525 | 89 |
| RABUN COUNTY | 547 | 99 | 537 | 97 | 521 | 86 | 516 | 82 | 534 | 96 |
| UNION COUNTY | 546 | 100 | 536 | 96 | 526 | 91 | 514 | 80 | 527 | 93 |
| Comparison Group | 543 | 96 | 533 | 92 | 519 | 83 | 512 | 73 | 525 | 90 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 7: MID-SIZED SYSTEMS WITH 46% TO 55% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BALDWIN COUNTY | 537 | 91 | 520 | 83 | 512 | 73 | 506 | 62 | 522 | 86 |
| BANKS COUNTY | 545 | 95 | 536 | 94 | 518 | 82 | 511 | 73 | 530 | 96 |
| BERRIEN COUNTY | 540 | 92 | 532 | 93 | 514 | 79 | 509 | 72 | 517 | 81 |
| BLECKLEY COUNTY | 544 | 96 | 535 | 92 | 516 | 79 | 513 | 70 | 531 | 93 |
| BRANTLEY COUNTY | 536 | 95 | 524 | 85 | 512 | 79 | 505 | 62 | 520 | 82 |
| BULLOCH COUNTY | 539 | 92 | 532 | 88 | 519 | 80 | 510 | 69 | 524 | 92 |
| BUTTS COUNTY | 542 | 95 | 531 | 91 | 522 | 84 | 509 | 68 | 522 | 85 |
| CHATTOOGA COUNT | 536 | 91 | 525 | 85 | 515 | 72 | 509 | 64 | 521 | 87 |
| COLQUITT COUNTY | 537 | 92 | 527 | 86 | 516 | 77 | 508 | 68 | 526 | 93 |
| CRAWFORD COUNTY | 540 | 93 | 532 | 89 | 516 | 76 | 509 | 70 | 527 | 96 |
| DALTON PUBLIC | 551 | 95 | 546 | 97 | 525 | 88 | 517 | 81 | 534 | 93 |
| DECATUR CITY | 550 | 92 | 539 | 88 | 525 | 83 | 517 | 72 | 531 | 94 |
| ELBERT COUNTY | 539 | 93 | 528 | 86 | 513 | 78 | 506 | 67 | 518 | 88 |
| GRADY COUNTY | 537 | 92 | 528 | 88 | 515 | 75 | 507 | 61 | 525 | 90 |
| HEARD COUNTY | 539 | 90 | 528 | 89 | 515 | 79 | 509 | 71 | 516 | 81 |
| JEFF DAVIS COUN | 544 | 96 | 535 | 93 | 523 | 88 | 512 | 74 | 522 | 88 |
| LAMAR COUNTY | 531 | 90 | 525 | 83 | 513 | 67 | 504 | 54 | 523 | 87 |
| LAURENS COUNTY | 536 | 89 | 522 | 82 | 516 | 78 | 506 | 64 | 524 | 87 |
| MARIETTA CITY | 545 | 96 | 538 | 93 | 523 | 86 | 512 | 75 | 533 | 94 |
| MCDUFFIE COUNTY | 537 | 90 | 527 | 88 | 514 | 73 | 508 | 63 | 524 | 90 |
| PIERCE COUNTY | 541 | 92 | 529 | 90 | 515 | 78 | 507 | 69 | 526 | 92 |
| THOMAS COUNTY | 541 | 97 | 536 | 93 | 519 | 83 | 511 | 75 | 529 | 92 |
| TIFT COUNTY | 542 | 94 | 533 | 91 | 519 | 78 | 511 | 72 | 527 | 90 |
| UPSON COUNTY | 541 | 93 | 537 | 92 | 520 | 82 | 514 | 75 | 528 | 94 |
| VIDALIA CITY | 550 | 96 | 545 | 95 | 529 | 93 | 517 | 84 | 526 | 93 |
| WALKER COUNTY | 545 | 96 | 533 | 92 | 519 | 87 | 509 | 76 | 526 | 92 |
| WAYNE COUNTY | 541 | 92 | 531 | 89 | 516 | 75 | 509 | 66 | 524 | 89 |
| Comparison Group | 541 | 93 | 531 | 89 | 518 | 80 | 510 | 69 | 525 | 90 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 8: MID-SIZED SYSTEMS WITH 57% TO 64% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| APPLING COUNTY | 543 | 97 | 534 | 91 | 519 | 82 | 514 | 76 | 524 | 88 |
| BEN HILL COUNTY | 537 | 89 | 527 | 85 | 515 | 74 | 504 | 60 | 521 | 87 |
| CHARLTON COUNTY | 532 | 88 | 525 | 85 | 512 | 70 | 506 | 57 | 512 | 68 |
| COFFEE COUNTY | 540 | 95 | 530 | 92 | 516 | 78 | 508 | 69 | 524 | 91 |
| COOK COUNTY | 546 | 98 | 531 | 92 | 521 | 86 | 517 | 79 | 524 | 92 |
| DECATUR COUNTY | 540 | 95 | 530 | 92 | 517 | 82 | 509 | 68 | 525 | 92 |
| DODGE COUNTY | 545 | 96 | 539 | 97 | 527 | 90 | 515 | 79 | 534 | 97 |
| DUBLIN CITY | 543 | 89 | 534 | 85 | 525 | 83 | 513 | 72 | 529 | 89 |
| GAINESVILLE CIT | 541 | 91 | 533 | 86 | 520 | 78 | 511 | 70 | 526 | 83 |
| PEACH COUNTY | 539 | 93 | 529 | 86 | 514 | 74 | 506 | 65 | 523 | 87 |
| ROME CITY | 547 | 96 | 540 | 92 | 520 | 81 | 517 | 78 | 530 | 96 |
| VALDOSTA CITY | 543 | 97 | 534 | 90 | 521 | 85 | 511 | 71 | 526 | 93 |
| WARE COUNTY | 546 | 97 | 534 | 92 | 519 | 86 | 511 | 77 | 524 | 90 |
| WORTH COUNTY | 540 | 97 | 530 | 91 | 517 | 81 | 507 | 61 | 521 | 90 |
| Comparison Group | 542 | 95 | 532 | 90 | 519 | 81 | 510 | 70 | 525 | 90 |
| GROUP 9: MID-SIZED SYSTEMS WITH 65% TO 70% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| CRISP COUNTY | 544 | 98 | 536 | 93 | 517 | 84 | 512 | 72 | 523 | 87 |
| EARLY COUNTY | 533 | 91 | 523 | 82 | 515 | 77 | 508 | 62 | 517 | 74 |
| EMANUEL COUNTY | 545 | 98 | 532 | 96 | 520 | 88 | 511 | 73 | 521 | 83 |
| EVANS COUNTY | 540 | 90 | 531 | 93 | 514 | 82 | 506 | 71 | 523 | 86 |
| PUTNAM COUNTY | 538 | 92 | 528 | 91 | 514 | 77 | 508 | 71 | 521 | 87 |
| SCREVEN COUNTY | 535 | 87 | 535 | 92 | 519 | 78 | 511 | 70 | 519 | 80 |
| TATTNALL COUNTY | 537 | 92 | 530 | 92 | 514 | 77 | 508 | 72 | 524 | 92 |
| THOMASVILLE CIT | 539 | 94 | 525 | 81 | 516 | 80 | 507 | 62 | 528 | 87 |
| TOOMBS COUNTY | 540 | 97 | 529 | 94 | 516 | 79 | 509 | 61 | 523 | 85 |
| TURNER COUNTY | 548 | 95 | 536 | 90 | 520 | 84 | 522 | 86 | 530 | 90 |
| WASHINGTON COUN | 535 | 88 | 525 | 83 | 513 | 70 | 506 | 59 | 520 | 85 |
| Comparison Group | 539 | 93 | 530 | 90 | 516 | 79 | 509 | 68 | 522 | 85 |
| GROUP 10: MID-SIZED SYSTEMS WITH MORE THAN 74% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BROOKS COUNTY | 542 | 92 | 526 | 85 | 515 | 78 | 505 | 60 | 531 | 97 |
| BURKE COUNTY | 530 | 91 | 529 | 91 | 514 | 76 | 504 | 56 | 517 | 84 |
| GREENE COUNTY | 527 | 80 | 522 | 79 | 509 | 68 | 500 | 46 | 514 | 72 |
| JEFFERSON COUNT | 527 | 88 | 518 | 80 | 506 | 57 | 499 | 44 | 514 | 78 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| MACON COUNTY | 528 | 87 | 518 | 76 | 509 | 67 | 496 | 38 | 519 | 78 |
| MERIWETHER COUN | 524 | 84 | 517 | 77 | 505 | 62 | 498 | 41 | 513 | 73 |
| MITCHELL COUNTY | 530 | 90 | 519 | 81 | 510 | 69 | 503 | 58 | 524 | 92 |
| SUMTER COUNTY | 533 | 91 | 519 | 76 | 511 | 65 | 503 | 54 | 515 | 78 |
| TWIGGS COUNTY | 529 | 88 | 520 | 81 | 510 | 71 | 497 | 45 | 514 | 79 |
| Comparison Group | 530 | 88 | 521 | 81 | 510 | 67 | 501 | 49 | 517 | 80 |
| GROUP 11: SMALL SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BREMEN CITY | 556 | 100 | 549 | 98 | 528 | 97 | 518 | 94 | 530 | 98 |
| CHICKAMAUGA CIT | 553 | 99 | 541 | 100 | 529 | 94 | 516 | 88 | 530 | 97 |
| TRION CITY | 549 | 100 | 538 | 100 | 531 | 97 | 514 | 77 | 537 | 99 |
| Comparison Group | 553 | 100 | 543 | 99 | 529 | 96 | 516 | 87 | 532 | 98 |
| GROUP 12: SMALL SYSTEMS WITH 33% TO 43% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BUFORD CITY | 552 | 96 | 539 | 92 | 524 | 91 | 518 | 86 | 528 | 90 |
| COMMERCE CITY | 549 | 100 | 534 | 97 | 521 | 91 | 510 | 69 | 528 | 93 |
| JEFFERSON CITY | 555 | 97 | 539 | 90 | 525 | 90 | 516 | 81 | 538 | 100 |
| SOCIAL CIRCLE C | 548 | 99 | 531 | 94 | 523 | 91 | 511 | 83 | 519 | 96 |
| TOWNS COUNTY | 549 | 100 | 538 | 100 | 522 | 98 | 514 | 80 | 534 | 98 |
| Comparison Group | 551 | 98 | 536 | 94 | 523 | 92 | 514 | 80 | 529 | 95 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 13: SMALL SYSTEMS WITH 47% TO 59% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| BACON COUNTY | 540 | 94 | 528 | 93 | 514 | 80 | 506 | 64 | 524 | 93 |
| ECHOLS COUNTY | 546 | 94 | 528 | 91 | 513 | 81 | 507 | 69 | 537 | 97 |
| GLASCOCK COUNTY | 543 | 90 | 526 | 86 | 518 | 81 | 505 | 62 | 526 | 88 |
| LINCOLN COUNTY | 537 | 91 | 525 | 87 | 511 | 69 | 504 | 54 | 513 | 71 |
| MILLER COUNTY | 543 | 97 | 533 | 94 | 517 | 86 | 510 | 76 | 525 | 89 |
| WILCOX COUNTY | 542 | 90 | 541 | 89 | 517 | 75 | 513 | 68 | 521 | 85 |
| Comparison Group | 541 | 93 | 532 | 92 | 514 | 79 | 508 | 66 | 522 | 86 |
| GROUP 14: SMALL SYSTEMS WITH 60% TO 67% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| CANDLER COUNTY | 537 | 89 | 529 | 88 | 521 | 81 | 509 | 68 | 518 | 83 |
| CLINCH COUNTY | 538 | 94 | 531 | 90 | 515 | 81 | 506 | 57 | 512 | 74 |
| JASPER COUNTY | 538 | 98 | 531 | 89 | 515 | 82 | 508 | 63 | 523 | 88 |
| LANIER COUNTY | 538 | 93 | 531 | 95 | 515 | 76 | 509 | 64 | 524 | 95 |
| MARION COUNTY | 540 | 95 | 524 | 90 | 513 | 80 | 506 | 65 | 524 | 92 |
| MCINTOSH COUNTY | 535 | 96 | 524 | 85 | 510 | 73 | 508 | 72 | 515 | 81 |
| MONTGOMERY COUN | 541 | 96 | 528 | 89 | 523 | 87 | 509 | 65 | 526 | 93 |
| PULASKI COUNTY | 540 | 93 | 533 | 88 | 517 | 79 | 508 | 69 | 527 | 94 |
| SEMINOLE COUNTY | 541 | 98 | 527 | 86 | 520 | 86 | 510 | 70 | 526 | 88 |
| TREUTLEN COUNTY | 543 | 95 | 526 | 91 | 517 | 86 | 505 | 59 | 524 | 92 |
| WILKINSON COUNT | 543 | 96 | 535 | 90 | 523 | 86 | 505 | 70 | 523 | 88 |
| Comparison Group | 539 | 95 | 529 | 89 | 517 | 81 | 507 | 66 | 522 | 88 |

Table 4, continued: System High School Graduation Test Scores by Demographic Comparison Group
Content Area Scores, Spring 2000; Writing, Fall 1999

| System | Language Arts | | Mathematics | | Social Studies | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass | Scaled Score | Percent Pass |
| **GEORGIA** | **544** | **95** | **536** | **92** | **521** | **85** | **512** | **73** | **528** | **91** |
| GROUP 15: SMALL SYSTEMS WITH 68% TO 73% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| JENKINS COUNTY | 541 | 94 | 531 | 95 | 519 | 86 | 509 | 62 | 529 | 94 |
| JOHNSON COUNTY | 539 | 95 | 536 | 94 | 513 | 73 | 506 | 62 | 524 | 84 |
| LONG COUNTY | 539 | 98 | 524 | 92 | 513 | 81 | 505 | 58 | 523 | 97 |
| PELHAM CITY | 538 | 99 | 531 | 99 | 514 | 85 | 507 | 60 | 524 | 92 |
| TAYLOR COUNTY | 539 | 94 | 519 | 80 | 512 | 76 | 508 | 69 | 521 | 87 |
| TELFAIR COUNTY | 536 | 94 | 523 | 87 | 511 | 74 | 501 | 51 | 521 | 84 |
| WHEELER COUNTY | 534 | 90 | 527 | 80 | 512 | 67 | 505 | 62 | 513 | 74 |
| Comparison Group | 538 | 95 | 527 | 89 | 514 | 78 | 506 | 60 | 523 | 88 |
| GROUP 16: SMALL SYSTEMS WITH 75% TO 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| ATKINSON COUNTY | 532 | 91 | 520 | 85 | 506 | 63 | 505 | 61 | 517 | 81 |
| DOOLY COUNTY | 530 | 91 | 515 | 69 | 507 | 68 | 496 | 40 | 510 | 73 |
| HANCOCK COUNTY | 527 | 86 | 512 | 71 | 504 | 61 | 496 | 44 | 515 | 71 |
| IRWIN COUNTY | 536 | 93 | 528 | 94 | 513 | 83 | 506 | 65 | 524 | 91 |
| RANDOLPH COUNTY | 521 | 79 | 510 | 63 | 502 | 56 | 494 | 37 | 511 | 68 |
| STEWART COUNTY | 518 | 83 | 514 | 72 | 497 | 37 | 488 | 25 | 505 | 65 |
| TALBOT COUNTY | 525 | 81 | 511 | 69 | 499 | 50 | 490 | 26 | 518 | 87 |
| WARREN COUNTY | 538 | 90 | 527 | 92 | 512 | 81 | 494 | 37 | 517 | 80 |
| Comparison Group | 529 | 87 | 517 | 76 | 506 | 64 | 498 | 45 | 515 | 77 |
| GROUP 17: SMALL SYSTEMS WITH MORE THAN 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | | | | |
| CALHOUN COUNTY | 531 | 95 | 518 | 90 | 505 | 64 | 499 | 44 | 521 | 95 |
| TERRELL COUNTY | 527 | 90 | 513 | 72 | 501 | 50 | 496 | 40 | 512 | 78 |
| Comparison Group | 528 | 92 | 514 | 77 | 502 | 54 | 497 | 41 | 515 | 83 |

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **112174** | **5.8** | **16.6** | **30.4** | **27.5** | **13.9** | **3.9** |
| APPLING COUNTY | 264 | 7.6 | 13.6 | 25.0 | 26.1 | 15.5 | 11.4 |
| ATKINSON COUNTY | 126 | 6.3 | 7.1 | 22.2 | 20.6 | 28.6 | 11.1 |
| BACON COUNTY | 123 | 5.7 | 15.4 | 28.5 | 27.6 | 17.1 | 3.3 |
| BAKER COUNTY | 39 | 15.4 | 20.5 | 23.1 | 17.9 | 15.4 | 2.6 |
| BALDWIN COUNTY | 495 | 4.2 | 15.6 | 31.5 | 28.1 | 14.1 | 5.7 |
| BANKS COUNTY | 185 | 4.9 | 15.1 | 26.5 | 33.0 | 13.0 | 3.8 |
| BARROW COUNTY | 703 | 3.0 | 16.6 | 35.8 | 28.2 | 14.1 | 1.3 |
| BARTOW COUNTY | 746 | 6.4 | 20.4 | 29.6 | 24.3 | 9.8 | 6.3 |
| BEN HILL COUNTY | 260 | 5.4 | 19.2 | 26.9 | 25.0 | 14.2 | 5.4 |
| BERRIEN COUNTY | 220 | 9.1 | 21.8 | 33.2 | 21.8 | 10.5 | 0.9 |
| BIBB COUNTY | 2119 | 8.0 | 21.6 | 33.8 | 20.9 | 10.7 | 3.0 |
| BLECKLEY COUNTY | 174 | 5.7 | 13.2 | 31.6 | 37.9 | 9.8 | 0.0 |
| BRANTLEY COUNTY | 255 | 3.1 | 13.3 | 31.8 | 35.7 | 10.2 | 5.5 |
| BROOKS COUNTY | 254 | 7.1 | 31.5 | 36.6 | 18.5 | 5.1 | 0.8 |
| BRYAN COUNTY | 352 | 4.0 | 8.8 | 36.9 | 33.2 | 13.6 | 2.8 |
| BULLOCH COUNTY | 649 | 5.5 | 21.9 | 37.0 | 21.6 | 12.6 | 0.6 |
| BURKE COUNTY | 375 | 1.3 | 9.3 | 38.1 | 36.8 | 10.9 | 0.5 |
| BUTTS COUNTY | 253 | 7.9 | 25.7 | 40.3 | 16.6 | 6.7 | 0.0 |
| CALHOUN COUNTY | 58 | 27.6 | 24.1 | 41.4 | 6.9 | 0.0 | 0.0 |
| CAMDEN COUNTY | 713 | 4.3 | 17.3 | 32.5 | 28.6 | 14.6 | 1.5 |
| CANDLER COUNTY | 159 | 3.1 | 13.8 | 28.9 | 27.7 | 17.0 | 4.4 |
| CARROLL COUNTY | 940 | 8.3 | 17.9 | 29.3 | 26.5 | 13.3 | 3.5 |
| CATOOSA COUNTY | 821 | 6.2 | 18.9 | 41.8 | 23.8 | 8.0 | 1.0 |
| CHARLTON COUNTY | 166 | 8.4 | 36.7 | 23.5 | 12.0 | 10.8 | 8.4 |
| CHATHAM COUNTY | 2866 | 6.5 | 16.2 | 32.0 | 24.8 | 14.1 | 4.8 |
| CHATTAHOOCHEE COUNTY | 59 | 18.6 | 37.3 | 16.9 | 13.6 | 5.1 | 0.0 |
| CHATTOOGA COUNTY | 214 | 1.4 | 5.1 | 25.7 | 30.8 | 23.8 | 10.3 |
| CHEROKEE COUNTY | 2016 | 4.9 | 19.8 | 36.9 | 26.4 | 9.7 | 1.0 |
| CLARKE COUNTY | 850 | 11.9 | 21.1 | 29.1 | 20.1 | 11.3 | 3.4 |
| CLAY COUNTY | 39 | 23.1 | 51.3 | 23.1 | 0.0 | 0.0 | 0.0 |

Note: Nonscorable responses are not represented in these figures.

GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 112174 | 5.8 | 16.6 | 30.4 | 27.5 | 13.9 | 3.9 |
| CLAYTON COUNTY | 3669 | 7.7 | 19.4 | 32.6 | 24.1 | 10.1 | 3.7 |
| CLINCH COUNTY | 113 | 5.3 | 31.0 | 29.2 | 21.2 | 9.7 | 2.7 |
| COBB COUNTY | 7450 | 2.2 | 10.9 | 29.2 | 33.6 | 17.9 | 4.2 |
| COFFEE COUNTY | 612 | 4.9 | 19.0 | 31.4 | 25.7 | 14.1 | 3.8 |
| COLQUITT COUNTY | 594 | 10.8 | 25.9 | 25.4 | 21.4 | 13.3 | 2.5 |
| COLUMBIA COUNTY | 1408 | 2.1 | 9.7 | 27.4 | 35.0 | 20.3 | 4.6 |
| COOK COUNTY | 248 | 9.3 | 16.1 | 29.4 | 25.0 | 12.5 | 6.5 |
| COWETA COUNTY | 1235 | 5.2 | 17.0 | 32.6 | 23.7 | 16.0 | 3.8 |
| CRAWFORD COUNTY | 166 | 4.2 | 33.1 | 33.7 | 22.3 | 4.8 | 1.8 |
| CRISP COUNTY | 368 | 6.8 | 22.8 | 31.3 | 26.4 | 10.6 | 1.9 |
| DADE COUNTY | 210 | 3.8 | 15.2 | 22.9 | 26.2 | 22.4 | 8.6 |
| DAWSON COUNTY | 232 | 4.7 | 12.1 | 31.0 | 31.0 | 14.7 | 4.7 |
| DECATUR COUNTY | 453 | 8.8 | 33.1 | 32.2 | 19.0 | 4.6 | 1.3 |
| DEKALB COUNTY | 7380 | 6.8 | 17.4 | 26.2 | 24.8 | 15.4 | 6.5 |
| DODGE COUNTY | 297 | 7.7 | 22.2 | 27.6 | 21.5 | 11.4 | 6.7 |
| DOOLY COUNTY | 124 | 0.8 | 7.3 | 35.5 | 29.8 | 21.8 | 0.0 |
| DOUGHERTY COUNTY | 1370 | 8.5 | 21.2 | 31.9 | 23.0 | 10.4 | 3.6 |
| DOUGLAS COUNTY | 1333 | 5.3 | 15.0 | 28.4 | 28.2 | 15.5 | 5.5 |
| EARLY COUNTY | 206 | 6.8 | 18.0 | 25.2 | 31.6 | 13.6 | 3.4 |
| ECHOLS COUNTY | 48 | 12.5 | 12.5 | 33.3 | 18.8 | 12.5 | 6.3 |
| EFFINGHAM COUNTY | 628 | 3.0 | 17.5 | 33.1 | 26.6 | 16.2 | 2.9 |
| ELBERT COUNTY | 271 | 10.7 | 18.1 | 27.3 | 26.2 | 12.9 | 3.3 |
| EMANUEL COUNTY | 310 | 22.6 | 31.3 | 19.0 | 14.8 | 8.7 | 2.6 |
| EVANS COUNTY | 149 | 10.7 | 36.9 | 30.9 | 16.8 | 0.7 | 1.3 |
| FANNIN COUNTY | 221 | 6.8 | 15.8 | 29.0 | 21.7 | 15.8 | 10.0 |
| FAYETTE COUNTY | 1405 | 2.8 | 11.3 | 28.4 | 34.3 | 17.2 | 4.5 |
| FLOYD COUNTY | 841 | 2.3 | 18.4 | 31.6 | 32.5 | 10.2 | 3.6 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 112174 | 5.8 | 16.6 | 30.4 | 27.5 | 13.9 | 3.9 |
| FORSYTH COUNTY | 1387 | 2.2 | 12.0 | 30.6 | 33.7 | 15.8 | 4.1 |
| FRANKLIN COUNTY | 286 | 2.4 | 19.9 | 35.3 | 26.9 | 11.5 | 2.1 |
| FULTON COUNTY | 5204 | 5.6 | 12.8 | 27.7 | 30.8 | 16.5 | 4.2 |
| GILMER COUNTY | 292 | 13.0 | 26.4 | 28.8 | 18.8 | 8.6 | 0.3 |
| GLASCOCK COUNTY | 36 | 2.8 | 2.8 | 13.9 | 52.8 | 25.0 | 0.0 |
| GLYNN COUNTY | 880 | 6.0 | 17.4 | 28.0 | 22.4 | 18.5 | 6.5 |
| GORDON COUNTY | 496 | 5.4 | 19.8 | 30.2 | 24.2 | 12.3 | 6.0 |
| GRADY COUNTY | 373 | 2.4 | 13.1 | 36.7 | 32.7 | 13.9 | 0.8 |
| GREENE COUNTY | 163 | 6.7 | 31.3 | 35.0 | 17.8 | 8.6 | 0.0 |
| GWINNETT COUNTY | 8240 | 1.5 | 7.0 | 25.8 | 41.0 | 18.8 | 4.2 |
| HABERSHAM COUNTY | 439 | 5.5 | 12.8 | 23.2 | 29.4 | 15.7 | 9.6 |
| HALL COUNTY | 1635 | 5.9 | 16.9 | 28.6 | 24.1 | 16.2 | 4.4 |
| HANCOCK COUNTY | 139 | 12.2 | 23.0 | 26.6 | 18.0 | 15.1 | 5.0 |
| HARALSON COUNTY | 276 | 8.3 | 16.3 | 23.2 | 27.2 | 19.9 | 3.6 |
| HARRIS COUNTY | 342 | 8.2 | 13.7 | 31.0 | 29.8 | 14.6 | 2.0 |
| HART COUNTY | 289 | 6.2 | 20.1 | 26.6 | 29.4 | 11.8 | 3.1 |
| HEARD COUNTY | 189 | 2.6 | 9.0 | 22.2 | 29.6 | 16.9 | 15.3 |
| HENRY COUNTY | 1857 | 2.6 | 13.8 | 34.4 | 29.2 | 14.7 | 3.8 |
| HOUSTON COUNTY | 1541 | 6.2 | 19.2 | 33.3 | 26.2 | 12.5 | 1.4 |
| IRWIN COUNTY | 141 | 22.7 | 22.7 | 21.3 | 19.9 | 12.1 | 0.7 |
| JACKSON COUNTY | 386 | 3.6 | 20.7 | 46.9 | 21.0 | 7.5 | 0.3 |
| JASPER COUNTY | 160 | 6.9 | 15.0 | 33.1 | 27.5 | 11.9 | 1.3 |
| JEFF DAVIS COUNTY | 183 | 3.8 | 9.3 | 28.4 | 29.0 | 18.0 | 10.9 |
| JEFFERSON COUNTY | 294 | 5.1 | 24.8 | 37.1 | 19.7 | 6.8 | 4.1 |
| JENKINS COUNTY | 148 | 3.4 | 32.4 | 29.1 | 17.6 | 10.8 | 4.1 |
| JOHNSON COUNTY | 100 | 11.0 | 31.0 | 36.0 | 20.0 | 1.0 | 0.0 |
| JONES COUNTY | 356 | 3.7 | 9.0 | 32.3 | 36.5 | 11.8 | 5.3 |
| LAMAR COUNTY | 216 | 12.5 | 20.4 | 27.8 | 19.0 | 11.6 | 6.0 |

Note: Nonscorable responses are not represented in these figures.

GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 112174 | 5.8 | 16.6 | 30.4 | 27.5 | 13.9 | 3.9 |
| LANIER COUNTY | 81 | 7.4 | 17.3 | 39.5 | 14.8 | 13.6 | 7.4 |
| LAURENS COUNTY | 446 | 6.1 | 20.2 | 31.2 | 25.1 | 12.6 | 3.8 |
| LEE COUNTY | 385 | 1.8 | 5.5 | 19.7 | 39.0 | 26.2 | 7.0 |
| LIBERTY COUNTY | 874 | 6.6 | 20.9 | 34.6 | 22.4 | 8.5 | 3.2 |
| LINCOLN COUNTY | 124 | 1.6 | 20.2 | 37.1 | 21.8 | 13.7 | 5.6 |
| LONG COUNTY | 147 | 17.7 | 28.6 | 30.6 | 12.9 | 6.1 | 1.4 |
| LOWNDES COUNTY | 691 | 5.1 | 17.8 | 37.3 | 24.7 | 11.1 | 2.6 |
| LUMPKIN COUNTY | 308 | 6.2 | 24.0 | 31.8 | 22.1 | 9.7 | 3.6 |
| MACON COUNTY | 201 | 18.4 | 20.4 | 23.4 | 19.9 | 16.4 | 0.5 |
| MADISON COUNTY | 339 | 4.7 | 15.3 | 27.1 | 28.6 | 16.8 | 5.3 |
| MARION COUNTY | 117 | 12.8 | 29.1 | 20.5 | 23.9 | 9.4 | 4.3 |
| MCDUFFIE COUNTY | 344 | 8.1 | 21.2 | 23.8 | 27.0 | 14.0 | 4.7 |
| MCINTOSH COUNTY | 171 | 8.8 | 21.6 | 43.9 | 18.1 | 5.3 | 0.0 |
| MERIWETHER COUNTY | 294 | 7.5 | 26.2 | 34.7 | 18.4 | 8.8 | 0.3 |
| MILLER COUNTY | 106 | 10.4 | 13.2 | 34.0 | 25.5 | 14.2 | 1.9 |
| MITCHELL COUNTY | 215 | 10.2 | 38.1 | 29.3 | 10.2 | 3.3 | 0.0 |
| MONROE COUNTY | 282 | 6.7 | 23.0 | 33.0 | 21.6 | 8.9 | 3.9 |
| MONTGOMERY COUNTY | 105 | 9.5 | 28.6 | 31.4 | 19.0 | 7.6 | 0.0 |
| MORGAN | 265 | 6.4 | 17.7 | 32.1 | 22.3 | 17.4 | 3.0 |
| MURRAY COUNTY | 546 | 4.9 | 18.9 | 34.8 | 25.5 | 11.5 | 0.4 |
| MUSCOGEE COUNTY | 2442 | 8.6 | 19.7 | 31.7 | 24.4 | 11.0 | 3.2 |
| NEWTON COUNTY | 891 | 5.4 | 16.6 | 28.6 | 29.1 | 17.1 | 2.8 |
| OCONEE COUNTY | 396 | 1.8 | 8.6 | 23.2 | 33.6 | 21.0 | 9.8 |
| OGLETHORPE COUNTY | 175 | 3.4 | 26.3 | 37.7 | 19.4 | 12.0 | 0.0 |
| PAULDING COUNTY | 1307 | 3.1 | 14.8 | 30.3 | 35.7 | 12.2 | 3.1 |
| PEACH COUNTY | 327 | 6.7 | 19.0 | 39.4 | 26.9 | 5.8 | 0.6 |
| PICKENS COUNTY | 296 | 8.4 | 23.3 | 32.4 | 25.7 | 7.4 | 0.7 |

Note: Nonscorable responses are not represented in these figures.

GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 112174 | 5.8 | 16.6 | 30.4 | 27.5 | 13.9 | 3.9 |
| PIERCE COUNTY | 266 | 5.6 | 25.6 | 39.8 | 17.3 | 4.5 | 5.3 |
| PIKE COUNTY | 202 | 5.9 | 19.8 | 26.7 | 24.8 | 15.3 | 5.9 |
| POLK COUNTY | 550 | 4.4 | 20.9 | 41.1 | 21.8 | 8.7 | 1.3 |
| PULASKI COUNTY | 128 | 13.3 | 26.6 | 34.4 | 17.2 | 7.0 | 1.6 |
| PUTNAM COUNTY | 202 | 3.5 | 21.3 | 45.5 | 23.3 | 5.0 | 0.5 |
| QUITMAN COUNTY | 34 | 14.7 | 55.9 | 17.6 | 11.8 | 0.0 | 0.0 |
| RABUN COUNTY | 156 | 1.9 | 12.2 | 28.8 | 34.6 | 17.3 | 3.8 |
| RANDOLPH COUNTY | 90 | 8.9 | 20.0 | 30.0 | 24.4 | 13.3 | 2.2 |
| RICHMOND COUNTY | 2817 | 5.0 | 17.9 | 32.8 | 24.8 | 14.0 | 4.4 |
| ROCKDALE COUNTY | 1056 | 3.1 | 12.1 | 26.7 | 32.4 | 18.2 | 6.2 |
| SCHLEY COUNTY | 68 | 0.0 | 8.8 | 38.2 | 36.8 | 10.3 | 2.9 |
| SCREVEN COUNTY | 269 | 3.7 | 21.2 | 40.5 | 23.8 | 7.4 | 2.2 |
| SEMINOLE COUNTY | 143 | 16.1 | 21.7 | 18.9 | 23.8 | 15.4 | 2.8 |
| SPALDING COUNTY | 829 | 5.9 | 12.8 | 26.2 | 27.4 | 19.3 | 7.2 |
| STEPHENS COUNTY | 358 | 1.1 | 16.2 | 39.4 | 29.9 | 11.2 | 2.0 |
| STEWART COUNTY | 56 | 12.5 | 30.4 | 33.9 | 16.1 | 5.4 | 0.0 |
| SUMTER COUNTY | 458 | 10.7 | 26.4 | 37.8 | 18.8 | 3.7 | 0.0 |
| TALBOT COUNTY | 70 | 15.7 | 28.6 | 22.9 | 11.4 | 11.4 | 2.9 |
| TALIAFERRO COUNTY | 20 | 5.0 | 0.0 | 20.0 | 35.0 | 40.0 | 0.0 |
| TATTNALL COUNTY | 244 | 7.8 | 21.3 | 29.9 | 18.9 | 11.9 | 7.0 |
| TAYLOR COUNTY | 145 | 22.8 | 11.0 | 26.9 | 22.1 | 13.8 | 0.7 |
| TELFAIR COUNTY | 127 | 14.2 | 31.5 | 32.3 | 12.6 | 5.5 | 1.6 |
| TERRELL COUNTY | 126 | 7.9 | 27.8 | 35.7 | 19.0 | 8.7 | 0.8 |
| THOMAS COUNTY | 378 | 6.1 | 24.1 | 36.5 | 21.7 | 10.1 | 1.6 |
| TIFT COUNTY | 520 | 2.1 | 9.8 | 33.7 | 31.5 | 15.8 | 5.4 |
| TOWNS COUNTY | 76 | 0.0 | 10.5 | 34.2 | 26.3 | 14.5 | 14.5 |
| TREUTLEN COUNTY | 102 | 6.9 | 22.5 | 29.4 | 16.7 | 20.6 | 3.9 |
| TROUP COUNTY | 902 | 7.5 | 16.2 | 31.2 | 24.4 | 15.1 | 4.2 |

Note: Nonscorable responses are not represented in these figures.

GRADE 3 WRITING TEST DEVELOPMENTAL STAGES SPRING 2000
PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **112174** | **5.8** | **16.6** | **30.4** | **27.5** | **13.9** | **3.9** |
| TURNER COUNTY | 129 | 12.4 | 27.9 | 27.1 | 17.1 | 11.6 | 0.8 |
| TWIGGS COUNTY | 163 | 8.0 | 19.6 | 22.1 | 23.3 | 9.8 | 6.7 |
| UNION COUNTY | 190 | 3.7 | 13.2 | 33.2 | 29.5 | 15.8 | 0.5 |
| UPSON COUNTY | 380 | 11.8 | 18.9 | 32.1 | 18.4 | 10.5 | 3.2 |
| WALKER COUNTY | 744 | 5.4 | 12.2 | 33.1 | 28.0 | 16.4 | 3.6 |
| WALTON COUNTY | 771 | 4.0 | 13.9 | 32.4 | 28.1 | 15.8 | 3.5 |
| WARE COUNTY | 522 | 5.0 | 16.7 | 29.5 | 25.5 | 15.3 | 5.2 |
| WARREN COUNTY | 76 | 44.7 | 32.9 | 18.4 | 3.9 | 0.0 | 0.0 |
| WASHINGTON COUNTY | 337 | 6.2 | 20.5 | 33.2 | 28.5 | 9.5 | 0.6 |
| WAYNE COUNTY | 403 | 3.7 | 16.6 | 33.0 | 26.8 | 12.4 | 3.7 |
| WEBSTER COUNTY | 37 | 2.7 | 18.9 | 35.1 | 18.9 | 16.2 | 5.4 |
| WHEELER COUNTY | 90 | 4.4 | 14.4 | 33.3 | 24.4 | 20.0 | 2.2 |
| WHITE COUNTY | 271 | 2.6 | 12.5 | 24.0 | 26.6 | 23.2 | 7.0 |
| WHITFIELD COUNTY | 946 | 7.4 | 19.9 | 32.8 | 25.9 | 9.2 | 2.9 |
| WILCOX COUNTY | 97 | 17.5 | 32.0 | 24.7 | 12.4 | 8.2 | 3.1 |
| WILKES COUNTY | 150 | 8.0 | 24.7 | 30.7 | 18.0 | 16.7 | 0.7 |
| WILKINSON COUNTY | 130 | 8.5 | 14.6 | 31.5 | 24.6 | 16.2 | 2.3 |
| WORTH COUNTY | 336 | 8.3 | 29.8 | 31.8 | 19.6 | 8.9 | 0.6 |
| ATLANTA CITY | 5353 | 8.6 | 19.3 | 31.4 | 25.0 | 10.8 | 2.4 |
| BREMEN CITY | 101 | 16.8 | 22.8 | 21.8 | 23.8 | 12.9 | 1.0 |
| BUFORD CITY | 178 | 6.2 | 18.5 | 28.1 | 28.7 | 10.1 | 5.6 |
| CALHOUN CITY | 187 | 8.0 | 16.0 | 35.3 | 25.7 | 9.6 | 0.0 |
| CARROLLTON CITY | 291 | 8.9 | 16.8 | 26.8 | 29.2 | 12.0 | 1.7 |
| CARTERSVILLE CITY | 242 | 19.8 | 20.2 | 29.3 | 18.6 | 9.9 | 0.0 |
| CHICKAMAUGA CITY | 80 | 2.5 | 13.8 | 26.3 | 33.8 | 15.0 | 7.5 |
| COMMERCE CITY | 94 | 2.1 | 11.7 | 28.7 | 25.5 | 18.1 | 6.4 |
| DALTON PUBLIC | 406 | 6.2 | 21.9 | 25.6 | 22.4 | 16.7 | 4.2 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 1 LARGE SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CHEROKEE COUNTY | 2016 | 4.9 | 19.8 | 36.9 | 26.4 | 9.7 | 1.0 |
| COBB COUNTY | 7450 | 2.2 | 10.9 | 29.2 | 33.6 | 17.9 | 4.2 |
| COLUMBIA COUNTY | 1408 | 2.1 | 9.7 | 27.4 | 35.0 | 20.3 | 4.6 |
| FAYETTE COUNTY | 1405 | 2.8 | 11.3 | 28.4 | 34.3 | 17.2 | 4.5 |
| FORSYTH COUNTY | 1387 | 2.2 | 12.0 | 30.6 | 33.7 | 15.8 | 4.1 |
| GWINNETT COUNTY | 8240 | 1.5 | 7.0 | 25.8 | 41.0 | 18.8 | 4.2 |
| HENRY COUNTY | 1857 | 2.6 | 13.8 | 34.4 | 29.2 | 14.7 | 3.8 |
| PAULDING COUNTY | 1307 | 3.1 | 14.8 | 30.3 | 35.7 | 12.2 | 3.1 |
| COMPARISON GROUP | 25070 | 2.3 | 10.8 | 29.1 | 35.4 | 17.0 | 3.9 |
| GROUP 2 LARGE SYSTEMS WITH 25% TO 42% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BARTOW COUNTY | 746 | 6.4 | 20.4 | 29.6 | 24.3 | 9.8 | 6.3 |
| CARROLL COUNTY | 940 | 8.3 | 17.9 | 29.3 | 26.5 | 13.3 | 3.5 |
| COWETA COUNTY | 1235 | 5.2 | 17.0 | 32.6 | 23.7 | 16.0 | 3.8 |
| DOUGLAS COUNTY | 1333 | 5.3 | 15.0 | 28.4 | 28.2 | 15.5 | 5.5 |
| FLOYD COUNTY | 841 | 2.3 | 18.4 | 31.6 | 32.5 | 10.2 | 3.6 |
| FULTON COUNTY | 5204 | 5.6 | 12.8 | 27.7 | 30.8 | 16.5 | 4.2 |
| GLYNN COUNTY | 880 | 6.0 | 17.4 | 28.0 | 22.4 | 18.5 | 6.5 |
| HALL COUNTY | 1635 | 5.9 | 16.9 | 28.6 | 24.1 | 16.2 | 4.4 |
| HOUSTON COUNTY | 1541 | 6.2 | 19.2 | 33.3 | 26.2 | 12.5 | 1.4 |
| NEWTON COUNTY | 891 | 5.4 | 16.6 | 28.6 | 29.1 | 17.1 | 2.8 |
| ROCKDALE COUNTY | 1056 | 3.1 | 12.1 | 26.7 | 32.4 | 18.2 | 6.2 |
| WHITFIELD COUNTY | 946 | 7.4 | 19.9 | 32.8 | 25.9 | 9.2 | 2.9 |
| COMPARISON GROUP | 17248 | 5.6 | 15.9 | 29.3 | 27.9 | 15.1 | 4.2 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 3 LARGE SYSTEMS WITH MORE THAN 48% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| ATLANTA CITY | 5353 | 8.6 | 19.3 | 31.4 | 25.0 | 10.8 | 2.4 |
| BIBB COUNTY | 2119 | 8.0 | 21.6 | 33.8 | 20.9 | 10.7 | 3.0 |
| CHATHAM COUNTY | 2866 | 6.5 | 16.2 | 32.0 | 24.8 | 14.1 | 4.8 |
| CLARKE COUNTY | 850 | 11.9 | 21.1 | 29.1 | 20.1 | 11.3 | 3.4 |
| CLAYTON COUNTY | 3669 | 7.7 | 19.4 | 32.6 | 24.1 | 10.1 | 3.7 |
| DEKALB COUNTY | 7380 | 6.8 | 17.4 | 26.2 | 24.8 | 15.4 | 6.5 |
| DOUGHERTY COUNTY | 1370 | 8.5 | 21.2 | 31.9 | 23.0 | 10.4 | 3.6 |
| LIBERTY COUNTY | 874 | 6.6 | 20.9 | 34.6 | 22.4 | 8.5 | 3.2 |
| MUSCOGEE COUNTY | 2442 | 8.6 | 19.7 | 31.7 | 24.4 | 11.0 | 3.2 |
| RICHMOND COUNTY | 2817 | 5.0 | 17.9 | 32.8 | 24.8 | 14.0 | 4.4 |
| SPALDING COUNTY | 829 | 5.9 | 12.8 | 26.2 | 27.4 | 19.3 | 7.2 |
| TROUP COUNTY | 902 | 7.5 | 16.2 | 31.2 | 24.4 | 15.1 | 4.2 |
| COMPARISON GROUP | 31471 | 7.4 | 18.5 | 30.6 | 24.2 | 12.7 | 4.3 |
| GROUP 4 MID-SIZED SYSTEMS WITH FEWER THAN 32% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BARROW COUNTY | 703 | 3.0 | 16.6 | 35.8 | 28.2 | 14.1 | 1.3 |
| CALHOUN CITY | 187 | 8.0 | 16.0 | 35.3 | 25.7 | 9.6 | 0.0 |
| CATOOSA COUNTY | 821 | 6.2 | 18.9 | 41.8 | 23.8 | 8.0 | 1.0 |
| DAWSON COUNTY | 232 | 4.7 | 12.1 | 31.0 | 31.0 | 14.7 | 4.7 |
| EFFINGHAM COUNTY | 628 | 3.0 | 17.5 | 33.1 | 26.6 | 16.2 | 2.9 |
| JONES COUNTY | 356 | 3.7 | 9.0 | 32.3 | 36.5 | 11.8 | 5.3 |
| LEE COUNTY | 385 | 1.8 | 5.5 | 19.7 | 39.0 | 26.2 | 7.0 |
| OCONEE COUNTY | 396 | 1.8 | 8.6 | 23.2 | 33.6 | 21.0 | 9.8 |
| PIKE COUNTY | 202 | 5.9 | 19.8 | 26.7 | 24.8 | 15.3 | 5.9 |
| COMPARISON GROUP | 3910 | 4.0 | 14.5 | 32.7 | 29.2 | 14.7 | 3.7 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 5 MID-SIZED SYSTEMS WITH 34% TO 38% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BRYAN COUNTY | 352 | 4.0 | 8.8 | 36.9 | 33.2 | 13.6 | 2.8 |
| CAMDEN COUNTY | 713 | 4.3 | 17.3 | 32.5 | 28.6 | 14.6 | 1.5 |
| CARTERSVILLE CITY | 242 | 19.8 | 20.2 | 29.3 | 18.6 | 9.9 | 0.0 |
| DADE COUNTY | 210 | 3.8 | 15.2 | 22.9 | 26.2 | 22.4 | 8.6 |
| GORDON COUNTY | 496 | 5.4 | 19.8 | 30.2 | 24.2 | 12.3 | 6.0 |
| HABERSHAM COUNTY | 439 | 5.5 | 12.8 | 23.2 | 29.4 | 15.7 | 9.6 |
| HARRIS COUNTY | 342 | 8.2 | 13.7 | 31.0 | 29.8 | 14.6 | 2.0 |
| LOWNDES COUNTY | 691 | 5.1 | 17.8 | 37.3 | 24.7 | 11.1 | 2.6 |
| LUMPKIN COUNTY | 308 | 6.2 | 24.0 | 31.8 | 22.1 | 9.7 | 3.6 |
| PICKENS COUNTY | 296 | 8.4 | 23.3 | 32.4 | 25.7 | 7.4 | 0.7 |
| STEPHENS COUNTY | 358 | 1.1 | 16.2 | 39.4 | 29.9 | 11.2 | 2.0 |
| WALTON COUNTY | 771 | 4.0 | 13.9 | 32.4 | 28.1 | 15.8 | 3.5 |
| WHITE COUNTY | 271 | 2.6 | 12.5 | 24.0 | 26.6 | 23.2 | 7.0 |
| COMPARISON GROUP | 5489 | 5.5 | 16.4 | 31.8 | 27.0 | 13.8 | 3.7 |
| GROUP 6 MID-SIZED SYSTEMS WITH 39% TO 45% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CARROLLTON CITY | 291 | 8.9 | 16.8 | 26.8 | 29.2 | 12.0 | 1.7 |
| FANNIN COUNTY | 221 | 6.8 | 15.8 | 29.0 | 21.7 | 15.8 | 10.0 |
| FRANKLIN COUNTY | 286 | 2.4 | 19.9 | 35.3 | 26.9 | 11.5 | 2.1 |
| GILMER COUNTY | 292 | 13.0 | 26.4 | 28.8 | 18.8 | 8.6 | 0.3 |
| HARALSON COUNTY | 276 | 8.3 | 16.3 | 23.2 | 27.2 | 19.9 | 3.6 |
| HART COUNTY | 289 | 6.2 | 20.1 | 26.6 | 29.4 | 11.8 | 3.1 |
| JACKSON COUNTY | 386 | 3.6 | 20.7 | 46.9 | 21.0 | 7.5 | 0.3 |
| MADISON COUNTY | 339 | 4.7 | 15.3 | 27.1 | 28.6 | 16.8 | 5.3 |
| MONROE COUNTY | 282 | 6.7 | 23.0 | 33.0 | 21.6 | 8.9 | 3.9 |
| MORGAN | 265 | 6.4 | 17.7 | 32.1 | 22.3 | 17.4 | 3.0 |
| MURRAY COUNTY | 546 | 4.9 | 18.9 | 34.8 | 25.5 | 11.5 | 0.4 |
| OGLETHORPE COUNTY | 175 | 3.4 | 26.3 | 37.7 | 19.4 | 12.0 | 0.0 |
| POLK COUNTY | 550 | 4.4 | 20.9 | 41.1 | 21.8 | 8.7 | 1.3 |
| RABUN COUNTY | 156 | 1.9 | 12.2 | 28.8 | 34.6 | 17.3 | 3.8 |
| UNION COUNTY | 190 | 3.7 | 13.2 | 33.2 | 29.5 | 15.8 | 0.5 |
| COMPARISON GROUP | 4544 | 5.7 | 19.2 | 33.2 | 24.8 | 12.4 | 2.4 |
| GROUP 7 MID-SIZED SYSTEMS WITH 46% TO 55% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BALDWIN COUNTY | 495 | 4.2 | 15.6 | 31.5 | 28.1 | 14.1 | 5.7 |
| BANKS COUNTY | 185 | 4.9 | 15.1 | 26.5 | 33.0 | 13.0 | 3.8 |
| BERRIEN COUNTY | 220 | 9.1 | 21.8 | 33.2 | 21.8 | 10.5 | 0.9 |
| BLECKLEY COUNTY | 174 | 5.7 | 13.2 | 31.6 | 37.9 | 9.8 | 0.0 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| BRANTLEY COUNTY | 255 | 3.1 | 13.3 | 31.8 | 35.7 | 10.2 | 5.5 |
| BULLOCH COUNTY | 649 | 5.5 | 21.9 | 37.0 | 21.6 | 12.6 | 0.6 |
| BUTTS COUNTY | 253 | 7.9 | 25.7 | 40.3 | 16.6 | 6.7 | 0.0 |
| CHATTOOGA COUNTY | 214 | 1.4 | 5.1 | 25.7 | 30.8 | 23.8 | 10.3 |
| COLQUITT COUNTY | 594 | 10.8 | 25.9 | 25.4 | 21.4 | 13.3 | 2.5 |
| CRAWFORD COUNTY | 166 | 4.2 | 33.1 | 33.7 | 22.3 | 4.8 | 1.8 |
| DALTON PUBLIC | 406 | 6.2 | 21.9 | 25.6 | 22.4 | 16.7 | 4.2 |
| DECATUR CITY | 208 | 5.3 | 16.8 | 42.3 | 21.6 | 10.6 | 2.9 |
| ELBERT COUNTY | 271 | 10.7 | 18.1 | 27.3 | 26.2 | 12.9 | 3.3 |
| GRADY COUNTY | 373 | 2.4 | 13.1 | 36.7 | 32.7 | 13.9 | 0.8 |
| HEARD COUNTY | 189 | 2.6 | 9.0 | 22.2 | 29.6 | 16.9 | 15.3 |
| JEFF DAVIS COUNTY | 183 | 3.8 | 9.3 | 28.4 | 29.0 | 18.0 | 10.9 |
| LAMAR COUNTY | 216 | 12.5 | 20.4 | 27.8 | 19.0 | 11.6 | 6.0 |
| LAURENS COUNTY | 446 | 6.1 | 20.2 | 31.2 | 25.1 | 12.6 | 3.8 |
| MARIETTA CITY | 649 | 3.2 | 15.9 | 31.6 | 25.4 | 12.3 | 6.6 |
| MCDUFFIE COUNTY | 344 | 8.1 | 21.2 | 23.8 | 27.0 | 14.0 | 4.7 |
| PIERCE COUNTY | 266 | 5.6 | 25.6 | 39.8 | 17.3 | 4.5 | 5.3 |
| THOMAS COUNTY | 378 | 6.1 | 24.1 | 36.5 | 21.7 | 10.1 | 1.6 |
| TIFT COUNTY | 520 | 2.1 | 9.8 | 33.7 | 31.5 | 15.8 | 5.4 |
| UPSON COUNTY | 380 | 11.8 | 18.9 | 32.1 | 18.4 | 10.5 | 3.2 |
| VIDALIA CITY | 203 | 25.6 | 28.1 | 22.2 | 14.3 | 3.4 | 5.9 |
| WALKER COUNTY | 744 | 5.4 | 12.2 | 33.1 | 28.0 | 16.4 | 3.6 |
| WAYNE COUNTY | 403 | 3.7 | 16.6 | 33.0 | 26.8 | 12.4 | 3.7 |
| COMPARISON GROUP | 9384 | 6.3 | 18.1 | 31.6 | 25.3 | 12.8 | 4.1 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 8 MID-SIZED SYSTEMS WITH 57% TO 64% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| APPLING COUNTY | 264 | 7.6 | 13.6 | 25.0 | 26.1 | 15.5 | 11.4 |
| BEN HILL COUNTY | 260 | 5.4 | 19.2 | 26.9 | 25.0 | 14.2 | 5.4 |
| CHARLTON COUNTY | 166 | 8.4 | 36.7 | 23.5 | 12.0 | 10.8 | 8.4 |
| COFFEE COUNTY | 612 | 4.9 | 19.0 | 31.4 | 25.7 | 14.1 | 3.8 |
| COOK COUNTY | 248 | 9.3 | 16.1 | 29.4 | 25.0 | 12.5 | 6.5 |
| DECATUR COUNTY | 453 | 8.8 | 33.1 | 32.2 | 19.0 | 4.6 | 1.3 |
| DODGE COUNTY | 297 | 7.7 | 22.2 | 27.6 | 21.5 | 11.4 | 6.7 |
| DUBLIN CITY | 226 | 8.0 | 15.0 | 25.7 | 20.4 | 21.2 | 8.8 |
| GAINESVILLE CITY | 285 | 6.7 | 20.7 | 31.6 | 22.5 | 10.5 | 2.5 |
| PEACH COUNTY | 327 | 6.7 | 19.0 | 39.4 | 26.9 | 5.8 | 0.6 |
| ROME CITY | 448 | 7.1 | 18.1 | 24.1 | 24.1 | 16.3 | 6.5 |
| VALDOSTA CITY | 598 | 10.0 | 19.6 | 25.9 | 26.4 | 13.4 | 1.7 |
| WARE COUNTY | 522 | 5.0 | 16.7 | 29.5 | 25.5 | 15.3 | 5.2 |
| WORTH COUNTY | 336 | 8.3 | 29.8 | 31.8 | 19.6 | 8.9 | 0.6 |
| COMPARISON GROUP | 5042 | 7.3 | 21.0 | 29.1 | 23.5 | 12.5 | 4.4 |
| GROUP 9 MID-SIZED SYSTEMS WITH 65% TO 70% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CRISP COUNTY | 368 | 6.8 | 22.8 | 31.3 | 26.4 | 10.6 | 1.9 |
| EARLY COUNTY | 206 | 6.8 | 18.0 | 25.2 | 31.6 | 13.6 | 3.4 |
| EMANUEL COUNTY | 310 | 22.6 | 31.3 | 19.0 | 14.8 | 8.7 | 2.6 |
| EVANS COUNTY | 149 | 10.7 | 36.9 | 30.9 | 16.8 | 0.7 | 1.3 |
| PUTNAM COUNTY | 202 | 3.5 | 21.3 | 45.5 | 23.3 | 5.0 | 0.5 |
| SCREVEN COUNTY | 269 | 3.7 | 21.2 | 40.5 | 23.8 | 7.4 | 2.2 |
| TATTNALL COUNTY | 244 | 7.8 | 21.3 | 29.9 | 18.9 | 11.9 | 7.0 |
| THOMASVILLE CITY | 240 | 9.6 | 26.7 | 33.3 | 20.8 | 7.1 | 1.3 |
| TURNER COUNTY | 129 | 12.4 | 27.9 | 27.1 | 17.1 | 11.6 | 0.8 |
| WASHINGTON COUNTY | 337 | 6.2 | 20.5 | 33.2 | 28.5 | 9.5 | 0.6 |
| COMPARISON GROUP | 2454 | 9.0 | 24.2 | 31.5 | 22.7 | 8.9 | 2.2 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 10 MID-SIZED SYSTEMS WITH MORE THAN 74% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BROOKS COUNTY | 254 | 7.1 | 31.5 | 36.6 | 18.5 | 5.1 | 0.8 |
| BURKE COUNTY | 375 | 1.3 | 9.3 | 38.1 | 36.8 | 10.9 | 0.5 |
| GREENE COUNTY | 163 | 6.7 | 31.3 | 35.0 | 17.8 | 8.6 | 0.0 |
| JEFFERSON COUNTY | 294 | 5.1 | 24.8 | 37.1 | 19.7 | 6.8 | 4.1 |
| MACON COUNTY | 201 | 18.4 | 20.4 | 23.4 | 19.9 | 16.4 | 0.5 |
| MERIWETHER COUNTY | 294 | 7.5 | 26.2 | 34.7 | 18.4 | 8.8 | 0.3 |
| MITCHELL COUNTY | 215 | 10.2 | 38.1 | 29.3 | 10.2 | 3.3 | 0.0 |
| SUMTER COUNTY | 458 | 10.7 | 26.4 | 37.8 | 18.8 | 3.7 | 0.0 |
| TWIGGS COUNTY | 163 | 8.0 | 19.6 | 22.1 | 23.3 | 9.8 | 6.7 |
| COMPARISON GROUP | 2417 | 7.9 | 24.5 | 34.1 | 21.2 | 7.7 | 1.2 |
| GROUP 11 SMALL SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BREMEN CITY | 101 | 16.8 | 22.8 | 21.8 | 23.8 | 12.9 | 1.0 |
| CHICKAMAUGA CITY | 80 | 2.5 | 13.8 | 26.3 | 33.8 | 15.0 | 7.5 |
| TRION CITY | 102 | 2.0 | 10.8 | 26.5 | 25.5 | 28.4 | 5.9 |
| COMPARISON GROUP | 283 | 7.4 | 15.9 | 24.7 | 27.2 | 19.1 | 4.6 |
| GROUP 12 SMALL SYSTEMS WITH 33% TO 43% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BUFORD CITY | 178 | 6.2 | 18.5 | 28.1 | 28.7 | 10.1 | 5.6 |
| COMMERCE CITY | 94 | 2.1 | 11.7 | 28.7 | 25.5 | 18.1 | 6.4 |
| JEFFERSON CITY | 102 | 2.9 | 15.7 | 36.3 | 22.5 | 15.7 | 4.9 |
| SOCIAL CIRCLE CITY | 99 | 2.0 | 15.2 | 36.4 | 29.3 | 11.1 | 3.0 |
| TOWNS COUNTY | 76 | 0.0 | 10.5 | 34.2 | 26.3 | 14.5 | 14.5 |
| COMPARISON GROUP | 549 | 3.3 | 15.1 | 32.1 | 26.8 | 13.3 | 6.4 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 13 SMALL SYSTEMS WITH 47% TO 59% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BACON COUNTY | 123 | 5.7 | 15.4 | 28.5 | 27.6 | 17.1 | 3.3 |
| ECHOLS COUNTY | 48 | 12.5 | 12.5 | 33.3 | 18.8 | 12.5 | 6.3 |
| GLASCOCK COUNTY | 36 | 2.8 | 2.8 | 13.9 | 52.8 | 25.0 | 0.0 |
| LINCOLN COUNTY | 124 | 1.6 | 20.2 | 37.1 | 21.8 | 13.7 | 5.6 |
| MILLER COUNTY | 106 | 10.4 | 13.2 | 34.0 | 25.5 | 14.2 | 1.9 |
| WILCOX COUNTY | 97 | 17.5 | 32.0 | 24.7 | 12.4 | 8.2 | 3.1 |
| WILKES COUNTY | 150 | 8.0 | 24.7 | 30.7 | 18.0 | 16.7 | 0.7 |
| COMPARISON GROUP | 684 | 8.2 | 19.4 | 30.4 | 22.7 | 14.8 | 2.9 |
| GROUP 14 SMALL SYSTEMS WITH 60% TO 67% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CANDLER COUNTY | 159 | 3.1 | 13.8 | 28.9 | 27.7 | 17.0 | 4.4 |
| CLINCH COUNTY | 113 | 5.3 | 31.0 | 29.2 | 21.2 | 9.7 | 2.7 |
| JASPER COUNTY | 160 | 6.9 | 15.0 | 33.1 | 27.5 | 11.9 | 1.3 |
| LANIER COUNTY | 81 | 7.4 | 17.3 | 39.5 | 14.8 | 13.6 | 7.4 |
| MARION COUNTY | 117 | 12.8 | 29.1 | 20.5 | 23.9 | 9.4 | 4.3 |
| MCINTOSH COUNTY | 171 | 8.8 | 21.6 | 43.9 | 18.1 | 5.3 | 0.0 |
| MONTGOMERY COUNTY | 105 | 9.5 | 28.6 | 31.4 | 19.0 | 7.6 | 0.0 |
| PULASKI COUNTY | 128 | 13.3 | 26.6 | 34.4 | 17.2 | 7.0 | 1.6 |
| SCHLEY COUNTY | 68 | 0.0 | 8.8 | 38.2 | 36.8 | 10.3 | 2.9 |
| SEMINOLE COUNTY | 143 | 16.1 | 21.7 | 18.9 | 23.8 | 15.4 | 2.8 |
| TREUTLEN COUNTY | 102 | 6.9 | 22.5 | 29.4 | 16.7 | 20.6 | 3.9 |
| WILKINSON COUNTY | 130 | 8.5 | 14.6 | 31.5 | 24.6 | 16.2 | 2.3 |
| COMPARISON GROUP | 1477 | 8.5 | 20.9 | 31.4 | 22.5 | 11.9 | 2.6 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 3 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000
## PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 15 SMALL SYSTEMS WITH 68% TO 73% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CHATTAHOOCHEE COUNTY | 59 | 18.6 | 37.3 | 16.9 | 13.6 | 5.1 | 0.0 |
| JENKINS COUNTY | 148 | 3.4 | 32.4 | 29.1 | 17.6 | 10.8 | 4.1 |
| JOHNSON COUNTY | 100 | 11.0 | 31.0 | 36.0 | 20.0 | 1.0 | 0.0 |
| LONG COUNTY | 147 | 17.7 | 28.6 | 30.6 | 12.9 | 6.1 | 1.4 |
| PELHAM CITY | 150 | 6.0 | 12.0 | 27.3 | 32.0 | 15.3 | 4.0 |
| TAYLOR COUNTY | 145 | 22.8 | 11.0 | 26.9 | 22.1 | 13.8 | 0.7 |
| TELFAIR COUNTY | 127 | 14.2 | 31.5 | 32.3 | 12.6 | 5.5 | 1.6 |
| WHEELER COUNTY | 90 | 4.4 | 14.4 | 33.3 | 24.4 | 20.0 | 2.2 |
| COMPARISON GROUP | 966 | 12.1 | 23.8 | 29.5 | 19.8 | 10.0 | 2.0 |
| GROUP 16 SMALL SYSTEMS WITH 75% TO 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| ATKINSON COUNTY | 126 | 6.3 | 7.1 | 22.2 | 20.6 | 28.6 | 11.1 |
| BAKER COUNTY | 39 | 15.4 | 20.5 | 23.1 | 17.9 | 15.4 | 2.6 |
| CLAY COUNTY | 39 | 23.1 | 51.3 | 23.1 | 0.0 | 0.0 | 0.0 |
| DOOLY COUNTY | 124 | 0.8 | 7.3 | 35.5 | 29.8 | 21.8 | 0.0 |
| HANCOCK COUNTY | 139 | 12.2 | 23.0 | 26.6 | 18.0 | 15.1 | 5.0 |
| IRWIN COUNTY | 141 | 22.7 | 22.7 | 21.3 | 19.9 | 12.1 | 0.7 |
| RANDOLPH COUNTY | 90 | 8.9 | 20.0 | 30.0 | 24.4 | 13.3 | 2.2 |
| STEWART COUNTY | 56 | 12.5 | 30.4 | 33.9 | 16.1 | 5.4 | 0.0 |
| TALBOT COUNTY | 70 | 15.7 | 28.6 | 22.9 | 11.4 | 11.4 | 2.9 |
| WARREN COUNTY | 76 | 44.7 | 32.9 | 18.4 | 3.9 | 0.0 | 0.0 |
| WEBSTER COUNTY | 37 | 2.7 | 18.9 | 35.1 | 18.9 | 16.2 | 5.4 |
| COMPARISON GROUP | 937 | 14.3 | 21.0 | 26.3 | 18.4 | 14.5 | 3.1 |
| GROUP 17 SMALL SYSTEMS WITH MORE THAN 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CALHOUN COUNTY | 58 | 27.6 | 24.1 | 41.4 | 6.9 | 0.0 | 0.0 |
| QUITMAN COUNTY | 34 | 14.7 | 55.9 | 17.6 | 11.8 | 0.0 | 0.0 |
| TALIAFERRO COUNTY | 20 | 5.0 | 0.0 | 20.0 | 35.0 | 40.0 | 0.0 |
| TERRELL COUNTY | 126 | 7.9 | 27.8 | 35.7 | 19.0 | 8.7 | 0.8 |
| COMPARISON GROUP | 238 | 13.4 | 28.6 | 33.2 | 16.4 | 8.0 | 0.4 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 88547 | 0.2 | 1.3 | 16.8 | 42.1 | 29.0 | 10.0 |
| APPLING COUNTY | 181 | 0.0 | 1.1 | 21.0 | 36.5 | 32.6 | 8.8 |
| ATKINSON COUNTY | 79 | 0.0 | 5.1 | 32.9 | 44.3 | 15.2 | 2.5 |
| BACON COUNTY | 111 | 0.9 | 4.5 | 37.8 | 35.1 | 18.9 | 2.7 |
| BAKER COUNTY | 49 | 0.0 | 0.0 | 30.6 | 46.9 | 18.4 | 4.1 |
| BALDWIN COUNTY | 360 | 0.0 | 1.7 | 19.4 | 45.8 | 25.8 | 5.8 |
| BANKS COUNTY | 154 | 0.0 | 0.7 | 21.4 | 44.8 | 29.2 | 3.9 |
| BARROW COUNTY | 553 | 0.2 | 0.4 | 12.8 | 42.0 | 34.9 | 9.8 |
| BARTOW COUNTY | 585 | 0.0 | 0.7 | 16.9 | 53.2 | 23.1 | 6.0 |
| BEN HILL COUNTY | 265 | 0.4 | 4.2 | 31.3 | 44.2 | 18.1 | 1.9 |
| BERRIEN COUNTY | 241 | 0.0 | 2.5 | 26.6 | 42.3 | 25.3 | 3.3 |
| BIBB COUNTY | 1783 | 0.1 | 0.7 | 19.5 | 45.8 | 27.3 | 5.3 |
| BLECKLEY COUNTY | 141 | 0.0 | 4.3 | 22.7 | 36.9 | 23.4 | 12.8 |
| BRANTLEY COUNTY | 208 | 0.0 | 1.4 | 26.4 | 48.1 | 20.2 | 3.9 |
| BROOKS COUNTY | 172 | 0.0 | 1.2 | 23.3 | 48.3 | 19.8 | 7.0 |
| BRYAN COUNTY | 394 | 0.0 | 1.3 | 17.0 | 43.9 | 30.5 | 7.1 |
| BULLOCH COUNTY | 519 | 0.0 | 1.3 | 12.3 | 41.8 | 32.8 | 10.6 |
| BURKE COUNTY | 359 | 0.6 | 3.1 | 22.3 | 51.0 | 17.5 | 5.3 |
| BUTTS COUNTY | 252 | 0.0 | 1.2 | 24.6 | 51.2 | 18.6 | 4.0 |
| CALHOUN COUNTY | 55 | 0.0 | 0.0 | 30.9 | 41.8 | 21.8 | 1.8 |
| CAMDEN COUNTY | 726 | 0.6 | 2.2 | 18.0 | 43.4 | 27.1 | 8.7 |
| CANDLER COUNTY | 105 | 1.0 | 2.9 | 26.7 | 33.3 | 25.7 | 10.5 |
| CARROLL COUNTY | 774 | 0.8 | 1.8 | 22.7 | 46.5 | 22.7 | 5.0 |
| CATOOSA COUNTY | 686 | 0.0 | 1.0 | 17.3 | 41.3 | 31.0 | 9.2 |
| CHARLTON COUNTY | 150 | 0.0 | 0.7 | 22.7 | 52.7 | 22.0 | 2.0 |
| CHATHAM COUNTY | 2417 | 0.0 | 1.1 | 20.3 | 46.8 | 25.5 | 6.3 |
| CHATTAHOOCHEE COUNTY | 30 | 0.0 | 0.0 | 33.3 | 36.7 | 26.7 | 0.0 |
| CHATTOOGA COUNTY | 174 | 0.0 | 1.7 | 26.4 | 44.3 | 20.7 | 6.9 |
| CHEROKEE COUNTY | 1797 | 0.2 | 0.6 | 10.0 | 36.8 | 39.3 | 12.9 |
| CLARKE COUNTY | 655 | 0.2 | 0.8 | 17.9 | 37.4 | 30.4 | 12.4 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **88547** | **0.2** | **1.3** | **16.8** | **42.1** | **29.0** | **10.0** |
| CLAY COUNTY | 44 | 2.3 | 11.4 | 22.7 | 36.4 | 22.7 | 4.6 |
| CLAYTON COUNTY | 3053 | 0.2 | 1.4 | 16.9 | 44.9 | 28.3 | 7.5 |
| CLINCH COUNTY | 111 | 0.0 | 7.2 | 27.0 | 50.5 | 13.5 | 1.8 |
| COBB COUNTY | 6284 | 0.2 | 0.6 | 10.8 | 37.8 | 35.0 | 14.9 |
| COFFEE COUNTY | 527 | 0.0 | 2.7 | 19.2 | 41.8 | 28.6 | 7.2 |
| COLQUITT COUNTY | 462 | 0.2 | 0.9 | 21.6 | 47.2 | 24.9 | 5.0 |
| COLUMBIA COUNTY | 1349 | 0.0 | 0.6 | 10.2 | 40.5 | 35.4 | 13.3 |
| COOK COUNTY | 236 | 0.0 | 2.1 | 25.0 | 46.2 | 24.1 | 2.1 |
| COWETA COUNTY | 1102 | 0.0 | 0.9 | 18.1 | 43.6 | 28.5 | 8.5 |
| CRAWFORD COUNTY | 130 | 0.0 | 0.8 | 17.7 | 48.5 | 27.7 | 5.4 |
| CRISP COUNTY | 301 | 0.3 | 2.3 | 26.3 | 43.2 | 21.6 | 6.3 |
| DADE COUNTY | 183 | 0.0 | 0.6 | 21.3 | 48.6 | 24.6 | 4.9 |
| DECATUR COUNTY | 381 | 0.3 | 0.8 | 13.9 | 46.7 | 31.0 | 7.4 |
| DEKALB COUNTY | 350 | 0.3 | 1.7 | 23.7 | 44.6 | 26.3 | 2.3 |
| DODGE COUNTY | 221 | 0.5 | 2.7 | 24.9 | 42.1 | 20.8 | 9.1 |
| DOOLY COUNTY | 127 | 0.0 | 2.4 | 35.4 | 45.7 | 15.0 | 0.0 |
| DOUGHERTY COUNTY | 1123 | 0.5 | 1.9 | 25.4 | 47.5 | 20.2 | 4.0 |
| DOUGLAS COUNTY | 1110 | 0.0 | 0.5 | 11.8 | 44.5 | 35.1 | 8.1 |
| EARLY COUNTY | 199 | 0.0 | 1.5 | 15.6 | 48.7 | 28.6 | 5.5 |
| ECHOLS COUNTY | 35 | 0.0 | 0.0 | 17.1 | 42.9 | 34.3 | 5.7 |
| EFFINGHAM COUNTY | 559 | 0.0 | 2.3 | 19.1 | 46.0 | 25.8 | 6.8 |
| ELBERT COUNTY | 268 | 0.0 | 5.2 | 22.4 | 42.2 | 23.9 | 6.3 |
| EMANUEL COUNTY | 277 | 0.0 | 0.0 | 18.8 | 53.8 | 23.8 | 3.6 |
| EVANS COUNTY | 125 | 0.0 | 6.4 | 28.0 | 43.2 | 20.0 | 2.4 |
| FANNIN COUNTY | 202 | 0.5 | 1.0 | 13.9 | 39.1 | 34.2 | 10.9 |
| FAYETTE COUNTY | 1333 | 0.1 | 0.4 | 7.7 | 35.3 | 39.3 | 17.3 |
| FLOYD COUNTY | 705 | 0.6 | 1.0 | 14.3 | 46.2 | 31.3 | 6.0 |
| FORSYTH COUNTY | 1208 | 0.0 | 0.3 | 9.8 | 38.3 | 36.2 | 15.2 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **88547** | **0.2** | **1.3** | **16.8** | **42.1** | **29.0** | **10.0** |
| FRANKLIN COUNTY | 249 | 0.0 | 4.8 | 24.1 | 40.2 | 22.9 | 8.0 |
| FULTON COUNTY | 4410 | 0.1 | 1.7 | 13.2 | 37.1 | 30.6 | 15.2 |
| GLASCOCK COUNTY | 31 | 3.2 | 3.2 | 16.1 | 54.8 | 19.3 | 3.2 |
| GLYNN COUNTY | 796 | 0.0 | 1.8 | 21.5 | 43.0 | 24.8 | 7.5 |
| GORDON COUNTY | 361 | 0.0 | 0.6 | 12.2 | 48.5 | 26.0 | 12.7 |
| GRADY COUNTY | 308 | 0.3 | 0.3 | 14.0 | 45.8 | 32.5 | 7.1 |
| GREENE COUNTY | 142 | 1.4 | 2.1 | 23.9 | 55.6 | 13.4 | 3.5 |
| GWINNETT COUNTY | 7045 | 0.1 | 0.4 | 5.5 | 29.1 | 38.8 | 25.5 |
| HABERSHAM COUNTY | 345 | 0.0 | 0.6 | 7.5 | 42.9 | 34.8 | 13.9 |
| HALL COUNTY | 1288 | 0.4 | 1.3 | 20.8 | 43.4 | 26.7 | 6.6 |
| HANCOCK COUNTY | 110 | 0.0 | 0.9 | 10.0 | 59.1 | 25.5 | 4.6 |
| HARALSON COUNTY | 261 | 0.0 | 2.3 | 25.7 | 42.5 | 26.0 | 3.1 |
| HARRIS COUNTY | 306 | 0.0 | 0.3 | 19.0 | 45.4 | 27.5 | 7.8 |
| HART COUNTY | 217 | 0.0 | 0.9 | 15.2 | 49.8 | 28.6 | 5.5 |
| HEARD COUNTY | 156 | 0.6 | 3.2 | 32.1 | 38.5 | 18.6 | 6.4 |
| HENRY COUNTY | 1567 | 0.1 | 0.4 | 10.3 | 40.8 | 37.1 | 11.2 |
| HOUSTON COUNTY | 1405 | 0.4 | 0.8 | 13.0 | 40.3 | 34.0 | 11.5 |
| IRWIN COUNTY | 107 | 0.0 | 4.7 | 21.5 | 42.1 | 27.1 | 4.7 |
| JACKSON COUNTY | 370 | 0.0 | 1.1 | 18.1 | 42.2 | 29.7 | 8.9 |
| JASPER COUNTY | 121 | 0.0 | 3.3 | 28.9 | 57.9 | 9.9 | 0.0 |
| JEFF DAVIS COUNTY | 178 | 1.1 | 1.1 | 20.8 | 41.0 | 28.1 | 7.9 |
| JEFFERSON COUNTY | 238 | 0.4 | 2.9 | 39.9 | 36.1 | 18.1 | 2.1 |
| JENKINS COUNTY | 130 | 0.0 | 3.9 | 32.3 | 39.2 | 18.5 | 6.2 |
| JOHNSON COUNTY | 88 | 0.0 | 3.4 | 21.6 | 43.2 | 25.0 | 6.8 |
| JONES COUNTY | 299 | 0.3 | 0.3 | 14.1 | 47.2 | 29.1 | 8.4 |
| LAMAR COUNTY | 207 | 0.0 | 2.9 | 20.3 | 47.8 | 23.2 | 4.8 |
| LANIER COUNTY | 83 | 0.0 | 1.2 | 8.4 | 50.6 | 30.1 | 9.6 |
| LAURENS COUNTY | 391 | 0.3 | 0.8 | 20.2 | 44.0 | 25.3 | 9.2 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **88547** | **0.2** | **1.3** | **16.8** | **42.1** | **29.0** | **10.0** |
| LEE COUNTY | 404 | 0.0 | 0.3 | 17.8 | 46.5 | 25.5 | 9.9 |
| LIBERTY COUNTY | 747 | 0.0 | 2.5 | 27.3 | 44.2 | 19.5 | 5.8 |
| LINCOLN COUNTY | 119 | 0.0 | 0.0 | 10.9 | 57.1 | 26.9 | 5.0 |
| LONG COUNTY | 129 | 0.8 | 8.5 | 34.9 | 29.5 | 20.9 | 3.1 |
| LOWNDES COUNTY | 620 | 0.3 | 1.8 | 17.7 | 40.2 | 28.7 | 10.3 |
| MACON COUNTY | 177 | 0.0 | 4.5 | 42.4 | 36.7 | 15.3 | 0.6 |
| MADISON COUNTY | 305 | 0.0 | 0.7 | 11.8 | 41.3 | 33.4 | 11.8 |
| MARION COUNTY | 121 | 0.0 | 3.3 | 24.0 | 46.3 | 21.5 | 5.0 |
| MCDUFFIE COUNTY | 300 | 0.3 | 6.3 | 26.7 | 42.7 | 17.7 | 5.7 |
| MCINTOSH COUNTY | 148 | 0.7 | 6.8 | 37.2 | 38.5 | 14.2 | 1.3 |
| MERIWETHER COUNTY | 267 | 0.4 | 1.1 | 30.3 | 46.1 | 16.5 | 4.9 |
| MILLER COUNTY | 83 | 0.0 | 0.0 | 16.9 | 57.8 | 18.1 | 7.2 |
| MITCHELL COUNTY | 154 | 0.0 | 3.9 | 33.8 | 42.2 | 13.6 | 4.6 |
| MONROE COUNTY | 226 | 0.0 | 2.2 | 30.5 | 46.9 | 17.3 | 3.1 |
| MONTGOMERY COUNTY | 107 | 0.0 | 0.9 | 17.8 | 49.5 | 27.1 | 4.7 |
| MORGAN COUNTY | 184 | 0.0 | 0.0 | 16.8 | 46.2 | 23.9 | 13.0 |
| MURRAY COUNTY | 483 | 0.0 | 1.0 | 15.5 | 43.1 | 30.6 | 9.1 |
| MUSCOGEE COUNTY | 2154 | 0.2 | 1.7 | 21.0 | 45.4 | 25.4 | 6.2 |
| NEWTON COUNTY | 740 | 0.0 | 1.0 | 15.0 | 41.0 | 33.4 | 8.8 |
| OCONEE COUNTY | 410 | 0.2 | 1.0 | 15.1 | 31.0 | 32.2 | 20.2 |
| OGLETHORPE COUNTY | 152 | 0.0 | 2.0 | 20.4 | 38.8 | 28.3 | 10.5 |
| PAULDING COUNTY | 1164 | 0.1 | 0.8 | 10.7 | 43.5 | 36.3 | 8.6 |
| PEACH COUNTY | 306 | 1.3 | 1.3 | 16.7 | 48.7 | 23.5 | 7.2 |
| PICKENS COUNTY | 253 | 0.0 | 2.8 | 22.5 | 49.4 | 20.5 | 4.4 |
| PIERCE COUNTY | 205 | 0.5 | 1.5 | 28.8 | 43.9 | 21.0 | 3.9 |
| PIKE COUNTY | 186 | 0.0 | 1.6 | 14.5 | 44.6 | 32.8 | 6.5 |
| POLK COUNTY | 477 | 0.2 | 0.6 | 19.3 | 49.7 | 25.4 | 4.6 |
| PUTNAM COUNTY | 179 | 0.6 | 1.7 | 21.8 | 49.7 | 20.1 | 6.2 |
| QUITMAN COUNTY | 33 | 0.0 | 6.1 | 57.6 | 33.3 | 3.0 | 0.0 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 88547 | 0.2 | 1.3 | 16.8 | 42.1 | 29.0 | 10.0 |
| RANDOLPH COUNTY | 105 | 1.0 | 5.7 | 52.4 | 32.4 | 6.7 | 1.0 |
| RICHMOND COUNTY | 2492 | 0.3 | 1.9 | 24.3 | 47.0 | 22.6 | 3.8 |
| ROCKDALE COUNTY | 935 | 0.0 | 0.2 | 9.8 | 37.9 | 37.9 | 13.8 |
| SCHLEY COUNTY | 61 | 0.0 | 6.6 | 27.9 | 42.6 | 19.7 | 3.3 |
| SCREVEN COUNTY | 220 | 0.5 | 4.1 | 21.8 | 42.3 | 24.1 | 7.3 |
| SEMINOLE COUNTY | 125 | 0.0 | 0.0 | 20.8 | 44.0 | 23.2 | 12.0 |
| SPALDING COUNTY | 712 | 0.1 | 1.3 | 14.8 | 47.1 | 30.5 | 6.2 |
| STEPHENS COUNTY | 306 | 0.0 | 0.3 | 19.9 | 44.4 | 31.0 | 3.9 |
| STEWART COUNTY | 59 | 3.4 | 0.0 | 49.2 | 35.6 | 8.5 | 3.4 |
| SUMTER COUNTY | 411 | 1.0 | 1.7 | 28.7 | 47.9 | 15.8 | 2.9 |
| TALBOT COUNTY | 54 | 5.6 | 14.8 | 38.9 | 37.0 | 3.7 | 0.0 |
| TALIAFERRO COUNTY | 26 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 |
| TATTNALL COUNTY | 221 | 0.5 | 1.4 | 22.2 | 43.9 | 26.2 | 4.5 |
| TAYLOR COUNTY | 107 | 0.0 | 2.8 | 37.4 | 38.3 | 16.8 | 4.7 |
| TELFAIR COUNTY | 121 | 0.0 | 0.0 | 19.8 | 48.8 | 24.0 | 5.0 |
| TERRELL COUNTY | 106 | 0.0 | 2.8 | 14.2 | 60.4 | 18.9 | 3.8 |
| THOMAS COUNTY | 305 | 0.0 | 1.3 | 19.7 | 46.2 | 24.3 | 8.2 |
| TIFT COUNTY | 529 | 0.2 | 0.8 | 15.7 | 48.2 | 28.0 | 7.0 |
| TOOMBS COUNTY | 130 | 0.0 | 2.3 | 13.9 | 50.0 | 27.7 | 6.2 |
| TOWNS COUNTY | 74 | 0.0 | 1.3 | 16.2 | 47.3 | 25.7 | 9.5 |
| TREUTLEN COUNTY | 94 | 2.1 | 3.2 | 35.1 | 36.2 | 17.0 | 4.3 |
| TROUP COUNTY | 794 | 0.1 | 2.8 | 23.4 | 45.0 | 22.7 | 5.2 |
| TURNER COUNTY | 125 | 0.0 | 2.4 | 23.2 | 41.6 | 27.2 | 4.8 |
| TWIGGS COUNTY | 119 | 2.5 | 8.4 | 40.3 | 34.5 | 12.6 | 1.7 |
| UPSON COUNTY | 291 | 0.0 | 1.0 | 14.1 | 46.7 | 30.2 | 7.6 |
| WALKER COUNTY | 603 | 0.0 | 1.5 | 21.6 | 45.1 | 22.5 | 9.0 |
| WALTON COUNTY | 652 | 0.0 | 1.1 | 18.4 | 48.2 | 25.9 | 6.3 |
| WARE COUNTY | 366 | 0.0 | 0.3 | 16.4 | 47.3 | 28.7 | 6.8 |

Note: Nonscorable responses are not represented in these figures.

GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GEORGIA | 88547 | 0.2 | 1.3 | 16.8 | 42.1 | 29.0 | 10.0 |
| WARREN COUNTY | 69 | 0.0 | 2.9 | 29.0 | 59.4 | 5.8 | 0.0 |
| WASHINGTON COUNTY | 292 | 0.7 | 4.1 | 32.5 | 45.6 | 14.4 | 1.7 |
| WAYNE COUNTY | 330 | 0.0 | 0.6 | 8.8 | 39.7 | 42.1 | 8.5 |
| WEBSTER COUNTY | 33 | 0.0 | 0.0 | 27.3 | 39.4 | 27.3 | 6.1 |
| WHEELER COUNTY | 70 | 0.0 | 4.3 | 30.0 | 48.6 | 15.7 | 1.4 |
| WHITE COUNTY | 246 | 0.0 | 0.4 | 21.5 | 41.5 | 28.5 | 7.7 |
| WHITFIELD COUNTY | 777 | 0.0 | 0.9 | 14.7 | 46.3 | 30.0 | 8.0 |
| WILCOX COUNTY | 78 | 0.0 | 7.7 | 46.2 | 25.6 | 18.0 | 2.6 |
| WILKES COUNTY | 127 | 0.0 | 4.7 | 28.3 | 50.4 | 13.4 | 2.4 |
| WILKINSON COUNTY | 127 | 0.0 | 0.8 | 19.7 | 51.2 | 23.6 | 4.7 |
| WORTH COUNTY | 333 | 0.0 | 2.4 | 26.7 | 46.9 | 20.1 | 3.3 |
| ATLANTA CITY | 4177 | 0.4 | 2.0 | 19.8 | 47.7 | 23.6 | 6.2 |
| BREMEN CITY | 92 | 0.0 | 1.1 | 7.6 | 30.4 | 43.5 | 17.4 |
| BUFORD CITY | 142 | 0.0 | 0.7 | 29.6 | 49.3 | 16.2 | 4.2 |
| CALHOUN CITY | 172 | 0.0 | 0.6 | 8.7 | 50.6 | 27.9 | 12.2 |
| CARROLLTON CITY | 209 | 1.0 | 3.4 | 16.8 | 44.5 | 28.7 | 5.3 |
| CARTERSVILLE CITY | 235 | 0.0 | 0.0 | 14.5 | 43.8 | 33.6 | 8.1 |
| CHICKAMAUGA CITY | 86 | 0.0 | 0.0 | 15.1 | 65.1 | 17.4 | 2.3 |
| COMMERCE CITY | 65 | 0.0 | 1.5 | 21.5 | 38.5 | 27.7 | 10.8 |
| DALTON PUBLIC | 280 | 0.0 | 3.9 | 31.4 | 43.9 | 15.0 | 5.7 |
| DECATUR CITY | 175 | 0.6 | 0.6 | 10.3 | 35.4 | 33.1 | 19.4 |
| DUBLIN CITY | 200 | 0.0 | 1.5 | 20.5 | 47.0 | 26.5 | 3.5 |
| GAINESVILLE CITY | 194 | 0.0 | 2.1 | 16.0 | 42.3 | 27.8 | 10.8 |
| JEFFERSON CITY | 95 | 0.0 | 0.0 | 3.2 | 55.8 | 28.4 | 12.6 |
| MARIETTA CITY | 426 | 0.0 | 0.0 | 8.9 | 41.6 | 36.9 | 12.7 |
| PELHAM CITY | 126 | 1.6 | 4.8 | 31.0 | 43.7 | 13.5 | 4.0 |
| ROME CITY | 333 | 0.0 | 1.2 | 16.5 | 42.6 | 28.2 | 11.1 |
| SOCIAL CIRCLE CITY | 102 | 0.0 | 2.0 | 22.5 | 48.0 | 22.5 | 4.9 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY SYSTEM--SPRING, 2000

### PERCENTAGE OF STUDENTS AT EACH WRITING STAGE

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| **GEORGIA** | **88547** | **0.2** | **1.3** | **16.8** | **42.1** | **29.0** | **10.0** |
| THOMASVILLE CITY | 232 | 0.0 | 1.3 | 22.8 | 30.6 | 28.9 | 15.5 |
| TRION CITY | 83 | 0.0 | 0.0 | 2.4 | 16.9 | 50.6 | 30.1 |
| VALDOSTA CITY | 465 | 0.0 | 1.3 | 24.1 | 42.4 | 26.9 | 5.0 |
| VIDALIA CITY | 177 | 0.0 | 4.0 | 28.8 | 40.7 | 20.9 | 5.7 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 1 LARGE SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CHEROKEE COUNTY | 1797 | 0.2 | 0.6 | 10.0 | 36.8 | 39.3 | 12.9 |
| COBB COUNTY | 6284 | 0.2 | 0.6 | 10.8 | 37.8 | 35.0 | 14.9 |
| COLUMBIA COUNTY | 1349 | 0.0 | 0.6 | 10.2 | 40.5 | 35.4 | 13.3 |
| FAYETTE COUNTY | 1333 | 0.1 | 0.4 | 7.7 | 35.3 | 39.3 | 17.3 |
| FORSYTH COUNTY | 1208 | 0.0 | 0.3 | 9.8 | 38.3 | 36.2 | 15.2 |
| GWINNETT COUNTY | 7045 | 0.1 | 0.4 | 5.5 | 29.1 | 38.8 | 25.5 |
| HENRY COUNTY | 1567 | 0.1 | 0.4 | 10.3 | 40.8 | 37.1 | 11.2 |
| PAULDING COUNTY | 1164 | 0.1 | 0.8 | 10.7 | 43.5 | 36.3 | 8.6 |
| COMPARISON GROUP | 21747 | 0.1 | 0.5 | 8.7 | 35.5 | 37.2 | 17.6 |
| GROUP 2 LARGE SYSTEMS WITH 25% TO 42% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BARTOW COUNTY | 585 | 0.0 | 0.7 | 16.9 | 53.2 | 23.1 | 6.0 |
| CARROLL COUNTY | 774 | 0.8 | 1.8 | 22.7 | 46.5 | 22.7 | 5.0 |
| COWETA COUNTY | 1102 | 0.0 | 0.9 | 18.1 | 43.6 | 28.5 | 8.5 |
| DOUGLAS COUNTY | 1110 | 0.0 | 0.5 | 11.8 | 44.5 | 35.1 | 8.1 |
| FLOYD COUNTY | 705 | 0.6 | 1.0 | 14.3 | 46.2 | 31.3 | 6.0 |
| FULTON COUNTY | 4410 | 0.1 | 1.7 | 13.2 | 37.1 | 30.6 | 15.2 |
| GLYNN COUNTY | 796 | 0.0 | 1.8 | 21.5 | 43.0 | 24.8 | 7.5 |
| HALL COUNTY | 1288 | 0.4 | 1.3 | 20.8 | 43.4 | 26.7 | 6.6 |
| HOUSTON COUNTY | 1405 | 0.4 | 0.8 | 13.0 | 40.3 | 34.0 | 11.5 |
| NEWTON COUNTY | 740 | 0.0 | 1.0 | 15.0 | 41.0 | 33.4 | 8.8 |
| ROCKDALE COUNTY | 935 | 0.0 | 0.2 | 9.8 | 37.9 | 37.9 | 13.8 |
| WHITFIELD COUNTY | 777 | 0.0 | 0.9 | 14.7 | 46.3 | 30.0 | 8.0 |
| COMPARISON GROUP | 14627 | 0.2 | 1.2 | 15.2 | 41.6 | 30.3 | 10.5 |

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 3 LARGE SYSTEMS WITH MORE THAN 48% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| ATLANTA CITY | 4177 | 0.4 | 2.0 | 19.8 | 47.7 | 23.6 | 6.2 |
| BIBB COUNTY | 1783 | 0.1 | 0.7 | 19.5 | 45.8 | 27.3 | 5.3 |
| CHATHAM COUNTY | 2417 | 0.0 | 1.1 | 20.3 | 46.8 | 25.5 | 6.3 |
| CLARKE COUNTY | 655 | 0.2 | 0.8 | 17.9 | 37.4 | 30.4 | 12.4 |
| CLAYTON COUNTY | 3053 | 0.2 | 1.4 | 16.9 | 44.9 | 28.3 | 7.5 |
| DEKALB COUNTY | 350 | 0.3 | 1.7 | 23.7 | 44.6 | 26.3 | 2.3 |
| DOUGHERTY COUNTY | 1123 | 0.5 | 1.9 | 25.4 | 47.5 | 20.2 | 4.0 |
| LIBERTY COUNTY | 747 | 0.0 | 2.5 | 27.3 | 44.2 | 19.5 | 5.8 |
| MUSCOGEE COUNTY | 2154 | 0.2 | 1.7 | 21.0 | 45.4 | 25.4 | 6.2 |
| RICHMOND COUNTY | 2492 | 0.3 | 1.9 | 24.3 | 47.0 | 22.6 | 3.8 |
| SPALDING COUNTY | 712 | 0.1 | 1.3 | 14.8 | 47.1 | 30.5 | 6.2 |
| TROUP COUNTY | 794 | 0.1 | 2.8 | 23.4 | 45.0 | 22.7 | 5.2 |
| COMPARISON GROUP | 20457 | 0.2 | 1.6 | 20.6 | 46.0 | 25.0 | 6.0 |
| GROUP 4 MID-SIZED SYSTEMS WITH FEWER THAN 32% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BARROW COUNTY | 553 | 0.2 | 0.4 | 12.8 | 42.0 | 34.9 | 9.8 |
| CALHOUN CITY | 172 | 0.0 | 0.6 | 8.7 | 50.6 | 27.9 | 12.2 |
| CATOOSA COUNTY | 686 | 0.0 | 1.0 | 17.3 | 41.3 | 31.0 | 9.2 |
| EFFINGHAM COUNTY | 559 | 0.0 | 2.3 | 19.1 | 46.0 | 25.8 | 6.8 |
| JONES COUNTY | 299 | 0.3 | 0.3 | 14.1 | 47.2 | 29.1 | 8.4 |
| LEE COUNTY | 404 | 0.0 | 0.3 | 17.8 | 46.5 | 25.5 | 9.9 |
| OCONEE COUNTY | 410 | 0.2 | 1.0 | 15.1 | 31.0 | 32.2 | 20.2 |
| PIKE COUNTY | 186 | 0.0 | 1.6 | 14.5 | 44.6 | 32.8 | 6.5 |
| COMPARISON GROUP | 3269 | 0.1 | 1.0 | 15.8 | 42.8 | 30.0 | 10.3 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 5 MID-SIZED SYSTEMS WITH 34% TO 38% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BRYAN COUNTY | 394 | 0.0 | 1.3 | 17.0 | 43.9 | 30.5 | 7.1 |
| CAMDEN COUNTY | 726 | 0.6 | 2.2 | 18.0 | 43.4 | 27.1 | 8.7 |
| CARTERSVILLE CITY | 235 | 0.0 | 0.0 | 14.5 | 43.8 | 33.6 | 8.1 |
| DADE COUNTY | 183 | 0.0 | 0.6 | 21.3 | 48.6 | 24.6 | 4.9 |
| GORDON COUNTY | 361 | 0.0 | 0.6 | 12.2 | 48.5 | 26.0 | 12.7 |
| HABERSHAM COUNTY | 345 | 0.0 | 0.6 | 7.5 | 42.9 | 34.8 | 13.9 |
| HARRIS COUNTY | 306 | 0.0 | 0.3 | 19.0 | 45.4 | 27.5 | 7.8 |
| LOWNDES COUNTY | 620 | 0.3 | 1.8 | 17.7 | 40.2 | 28.7 | 10.3 |
| PICKENS COUNTY | 253 | 0.0 | 2.8 | 22.5 | 49.4 | 20.5 | 4.4 |
| STEPHENS COUNTY | 306 | 0.0 | 0.3 | 19.9 | 44.4 | 31.0 | 3.9 |
| WALTON COUNTY | 652 | 0.0 | 1.1 | 18.4 | 48.2 | 25.9 | 6.3 |
| WHITE COUNTY | 246 | 0.0 | 0.4 | 21.5 | 41.5 | 28.5 | 7.7 |
| COMPARISON GROUP | 4627 | 0.1 | 1.2 | 17.3 | 44.7 | 28.2 | 8.3 |
| GROUP 6 MID-SIZED SYSTEMS WITH 39% TO 45% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CARROLLTON CITY | 209 | 1.0 | 3.4 | 16.8 | 44.5 | 28.7 | 5.3 |
| FANNIN COUNTY | 202 | 0.5 | 1.0 | 13.9 | 39.1 | 34.2 | 10.9 |
| FRANKLIN COUNTY | 249 | 0.0 | 4.8 | 24.1 | 40.2 | 22.9 | 8.0 |
| HARALSON COUNTY | 261 | 0.0 | 2.3 | 25.7 | 42.5 | 26.0 | 3.1 |
| HART COUNTY | 217 | 0.0 | 0.9 | 15.2 | 49.8 | 28.6 | 5.5 |
| JACKSON COUNTY | 370 | 0.0 | 1.1 | 18.1 | 42.2 | 29.7 | 8.9 |
| MADISON COUNTY | 305 | 0.0 | 0.7 | 11.8 | 41.3 | 33.4 | 11.8 |
| MONROE COUNTY | 226 | 0.0 | 2.2 | 30.5 | 46.9 | 17.3 | 3.1 |
| MORGAN COUNTY | 184 | 0.0 | 0.0 | 16.8 | 46.2 | 23.9 | 13.0 |
| MURRAY COUNTY | 483 | 0.0 | 1.0 | 15.5 | 43.1 | 30.6 | 9.1 |
| OGLETHORPE COUNTY | 152 | 0.0 | 2.0 | 20.4 | 38.8 | 28.3 | 10.5 |
| POLK COUNTY | 477 | 0.2 | 0.6 | 19.3 | 49.7 | 25.4 | 4.6 |
| COMPARISON GROUP | 3335 | 0.1 | 1.5 | 18.7 | 44.0 | 27.7 | 7.7 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 7 MID-SIZED SYSTEMS WITH 46% TO 55% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BALDWIN COUNTY | 360 | 0.0 | 1.7 | 19.4 | 45.8 | 25.8 | 5.8 |
| BANKS COUNTY | 154 | 0.0 | 0.7 | 21.4 | 44.8 | 29.2 | 3.9 |
| BERRIEN COUNTY | 241 | 0.0 | 2.5 | 26.6 | 42.3 | 25.3 | 3.3 |
| BLECKLEY COUNTY | 141 | 0.0 | 4.3 | 22.7 | 36.9 | 23.4 | 12.8 |
| BRANTLEY COUNTY | 208 | 0.0 | 1.4 | 26.4 | 48.1 | 20.2 | 3.9 |
| BULLOCH COUNTY | 519 | 0.0 | 1.3 | 12.3 | 41.8 | 32.8 | 10.6 |
| BUTTS COUNTY | 252 | 0.0 | 1.2 | 24.6 | 51.2 | 18.6 | 4.0 |
| CHATTOOGA COUNTY | 174 | 0.0 | 1.7 | 26.4 | 44.3 | 20.7 | 6.9 |
| COLQUITT COUNTY | 462 | 0.2 | 0.9 | 21.6 | 47.2 | 24.9 | 5.0 |
| CRAWFORD COUNTY | 130 | 0.0 | 0.8 | 17.7 | 48.5 | 27.7 | 5.4 |
| DALTON PUBLIC | 280 | 0.0 | 3.9 | 31.4 | 43.9 | 15.0 | 5.7 |
| DECATUR CITY | 175 | 0.6 | 0.6 | 10.3 | 35.4 | 33.1 | 19.4 |
| ELBERT COUNTY | 268 | 0.0 | 5.2 | 22.4 | 42.2 | 23.9 | 6.3 |
| GRADY COUNTY | 308 | 0.3 | 0.3 | 14.0 | 45.8 | 32.5 | 7.1 |
| HEARD COUNTY | 156 | 0.6 | 3.2 | 32.1 | 38.5 | 18.6 | 6.4 |
| JEFF DAVIS COUNTY | 178 | 1.1 | 1.1 | 20.8 | 41.0 | 28.1 | 7.9 |
| LAMAR COUNTY | 207 | 0.0 | 2.9 | 20.3 | 47.8 | 23.2 | 4.8 |
| LAURENS COUNTY | 391 | 0.3 | 0.8 | 20.2 | 44.0 | 25.3 | 9.2 |
| MARIETTA CITY | 426 | 0.0 | 0.0 | 8.9 | 41.6 | 36.9 | 12.7 |
| MCDUFFIE COUNTY | 300 | 0.3 | 6.3 | 26.7 | 42.7 | 17.7 | 5.7 |
| PIERCE COUNTY | 205 | 0.5 | 1.5 | 28.8 | 43.9 | 21.0 | 3.9 |
| THOMAS COUNTY | 305 | 0.0 | 1.3 | 19.7 | 46.2 | 24.3 | 8.2 |
| TIFT COUNTY | 529 | 0.2 | 0.8 | 15.7 | 48.2 | 28.0 | 7.0 |
| UPSON COUNTY | 291 | 0.0 | 1.0 | 14.1 | 46.7 | 30.2 | 7.6 |
| VIDALIA CITY | 177 | 0.0 | 4.0 | 28.8 | 40.7 | 20.9 | 5.7 |
| WALKER COUNTY | 603 | 0.0 | 1.5 | 21.6 | 45.1 | 22.5 | 9.0 |
| WAYNE COUNTY | 330 | 0.0 | 0.6 | 8.8 | 39.7 | 42.1 | 8.5 |
| COMPARISON GROUP | 7593 | 0.1 | 1.7 | 19.6 | 44.3 | 26.4 | 7.5 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 8 MID-SIZED SYSTEMS WITH 57% TO 64% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| APPLING COUNTY | 181 | 0.0 | 1.1 | 21.0 | 36.5 | 32.6 | 8.8 |
| BEN HILL COUNTY | 265 | 0.4 | 4.2 | 31.3 | 44.2 | 18.1 | 1.9 |
| CHARLTON COUNTY | 150 | 0.0 | 0.7 | 22.7 | 52.7 | 22.0 | 2.0 |
| COFFEE COUNTY | 527 | 0.0 | 2.7 | 19.2 | 41.8 | 28.6 | 7.2 |
| COOK COUNTY | 236 | 0.0 | 2.1 | 25.0 | 46.2 | 24.1 | 2.1 |
| DECATUR COUNTY | 381 | 0.3 | 0.8 | 13.9 | 46.7 | 31.0 | 7.4 |
| DODGE COUNTY | 221 | 0.5 | 2.7 | 24.9 | 42.1 | 20.8 | 9.1 |
| DUBLIN CITY | 200 | 0.0 | 1.5 | 20.5 | 47.0 | 26.5 | 3.5 |
| GAINESVILLE CITY | 194 | 0.0 | 2.1 | 16.0 | 42.3 | 27.8 | 10.8 |
| PEACH COUNTY | 306 | 1.3 | 1.3 | 16.7 | 48.7 | 23.5 | 7.2 |
| ROME CITY | 333 | 0.0 | 1.2 | 16.5 | 42.6 | 28.2 | 11.1 |
| VALDOSTA CITY | 465 | 0.0 | 1.3 | 24.1 | 42.4 | 26.9 | 5.0 |
| WARE COUNTY | 366 | 0.0 | 0.3 | 16.4 | 47.3 | 28.7 | 6.8 |
| WORTH COUNTY | 333 | 0.0 | 2.4 | 26.7 | 46.9 | 20.1 | 3.3 |
| COMPARISON GROUP | 4158 | 0.2 | 1.7 | 20.7 | 44.6 | 26.0 | 6.3 |
| GROUP 9 MID-SIZED SYSTEMS WITH 65% TO 70% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CRISP COUNTY | 301 | 0.3 | 2.3 | 26.3 | 43.2 | 21.6 | 6.3 |
| EARLY COUNTY | 199 | 0.0 | 1.5 | 15.6 | 48.7 | 28.6 | 5.5 |
| EMANUEL COUNTY | 277 | 0.0 | 0.0 | 18.8 | 53.8 | 23.8 | 3.6 |
| EVANS COUNTY | 125 | 0.0 | 6.4 | 28.0 | 43.2 | 20.0 | 2.4 |
| PUTNAM COUNTY | 179 | 0.6 | 1.7 | 21.8 | 49.7 | 20.1 | 6.2 |
| SCREVEN COUNTY | 220 | 0.5 | 4.1 | 21.8 | 42.3 | 24.1 | 7.3 |
| TATTNALL COUNTY | 221 | 0.5 | 1.4 | 22.2 | 43.9 | 26.2 | 4.5 |
| THOMASVILLE CITY | 232 | 0.0 | 1.3 | 22.8 | 30.6 | 28.9 | 15.5 |
| TOOMBS COUNTY | 130 | 0.0 | 2.3 | 13.9 | 50.0 | 27.7 | 6.2 |
| TURNER COUNTY | 125 | 0.0 | 2.4 | 23.2 | 41.6 | 27.2 | 4.8 |
| WASHINGTON COUNTY | 292 | 0.7 | 4.1 | 32.5 | 45.6 | 14.4 | 1.7 |
| COMPARISON GROUP | 2122 | 0.2 | 2.4 | 23.0 | 44.3 | 23.7 | 5.8 |
| GROUP 10 MID-SIZED SYSTEMS WITH MORE THAN 74% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BROOKS COUNTY | 172 | 0.0 | 1.2 | 23.3 | 48.3 | 19.8 | 7.0 |
| BURKE COUNTY | 359 | 0.6 | 3.1 | 22.3 | 51.0 | 17.5 | 5.3 |
| GREENE COUNTY | 142 | 1.4 | 2.1 | 23.9 | 55.6 | 13.4 | 3.5 |
| JEFFERSON COUNTY | 238 | 0.4 | 2.9 | 39.9 | 36.1 | 18.1 | 2.1 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| MACON COUNTY | 177 | 0.0 | 4.5 | 42.4 | 36.7 | 15.3 | 0.6 |
| MERIWETHER COUNTY | 267 | 0.4 | 1.1 | 30.3 | 46.1 | 16.5 | 4.9 |
| MITCHELL COUNTY | 154 | 0.0 | 3.9 | 33.8 | 42.2 | 13.6 | 4.6 |
| SUMTER COUNTY | 411 | 1.0 | 1.7 | 28.7 | 47.9 | 15.8 | 2.9 |
| TWIGGS COUNTY | 119 | 2.5 | 8.4 | 40.3 | 34.5 | 12.6 | 1.7 |
| COMPARISON GROUP | 2039 | 0.6 | 2.8 | 30.5 | 45.2 | 16.2 | 3.7 |
| GROUP 11 SMALL SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BREMEN CITY | 92 | 0.0 | 1.1 | 7.6 | 30.4 | 43.5 | 17.4 |
| CHICKAMAUGA CITY | 86 | 0.0 | 0.0 | 15.1 | 65.1 | 17.4 | 2.3 |
| TRION CITY | 83 | 0.0 | 0.0 | 2.4 | 16.9 | 50.6 | 30.1 |
| COMPARISON GROUP | 261 | 0.0 | 0.4 | 8.4 | 37.6 | 37.2 | 16.5 |
| GROUP 12 SMALL SYSTEMS WITH 33% TO 43% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BUFORD CITY | 142 | 0.0 | 0.7 | 29.6 | 49.3 | 16.2 | 4.2 |
| COMMERCE CITY | 65 | 0.0 | 1.5 | 21.5 | 38.5 | 27.7 | 10.8 |
| JEFFERSON CITY | 95 | 0.0 | 0.0 | 3.2 | 55.8 | 28.4 | 12.6 |
| SOCIAL CIRCLE CITY | 102 | 0.0 | 2.0 | 22.5 | 48.0 | 22.5 | 4.9 |
| TOWNS COUNTY | 74 | 0.0 | 1.3 | 16.2 | 47.3 | 25.7 | 9.5 |
| COMPARISON GROUP | 478 | 0.0 | 1.0 | 19.7 | 48.5 | 23.0 | 7.7 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 13 SMALL SYSTEMS WITH 47% TO 59% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| BACON COUNTY | 111 | 0.9 | 4.5 | 37.8 | 35.1 | 18.9 | 2.7 |
| ECHOLS COUNTY | 35 | 0.0 | 0.0 | 17.1 | 42.9 | 34.3 | 5.7 |
| GLASCOCK COUNTY | 31 | 3.2 | 3.2 | 16.1 | 54.8 | 19.3 | 3.2 |
| LINCOLN COUNTY | 119 | 0.0 | 0.0 | 10.9 | 57.1 | 26.9 | 5.0 |
| MILLER COUNTY | 83 | 0.0 | 0.0 | 16.9 | 57.8 | 18.1 | 7.2 |
| WILCOX COUNTY | 78 | 0.0 | 7.7 | 46.2 | 25.6 | 18.0 | 2.6 |
| WILKES COUNTY | 127 | 0.0 | 4.7 | 28.3 | 50.4 | 13.4 | 2.4 |
| COMPARISON GROUP | 584 | 0.3 | 3.1 | 26.0 | 46.4 | 20.0 | 3.9 |
| GROUP 14 SMALL SYSTEMS WITH 60% TO 67% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CANDLER COUNTY | 105 | 1.0 | 2.9 | 26.7 | 33.3 | 25.7 | 10.5 |
| CLINCH COUNTY | 111 | 0.0 | 7.2 | 27.0 | 50.5 | 13.5 | 1.8 |
| JASPER COUNTY | 121 | 0.0 | 3.3 | 28.9 | 57.9 | 9.9 | 0.0 |
| LANIER COUNTY | 83 | 0.0 | 1.2 | 8.4 | 50.6 | 30.1 | 9.6 |
| MARION COUNTY | 121 | 0.0 | 3.3 | 24.0 | 46.3 | 21.5 | 5.0 |
| MCINTOSH COUNTY | 148 | 0.7 | 6.8 | 37.2 | 38.5 | 14.2 | 1.3 |
| MONTGOMERY COUNTY | 107 | 0.0 | 0.9 | 17.8 | 49.5 | 27.1 | 4.7 |
| SCHLEY COUNTY | 61 | 0.0 | 6.6 | 27.9 | 42.6 | 19.7 | 3.3 |
| SEMINOLE COUNTY | 125 | 0.0 | 0.0 | 20.8 | 44.0 | 23.2 | 12.0 |
| TREUTLEN COUNTY | 94 | 2.1 | 3.2 | 35.1 | 36.2 | 17.0 | 4.3 |
| WILKINSON COUNTY | 127 | 0.0 | 0.8 | 19.7 | 51.2 | 23.6 | 4.7 |
| COMPARISON GROUP | 1203 | 0.3 | 3.2 | 25.3 | 45.6 | 20.1 | 5.1 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 15 SMALL SYSTEMS WITH 68% TO 73% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CHATTAHOOCHEE COUNTY | 30 | 0.0 | 0.0 | 33.3 | 36.7 | 26.7 | 0.0 |
| JENKINS COUNTY | 130 | 0.0 | 3.9 | 32.3 | 39.2 | 18.5 | 6.2 |
| JOHNSON COUNTY | 88 | 0.0 | 3.4 | 21.6 | 43.2 | 25.0 | 6.8 |
| LONG COUNTY | 129 | 0.8 | 8.5 | 34.9 | 29.5 | 20.9 | 3.1 |
| PELHAM CITY | 126 | 1.6 | 4.8 | 31.0 | 43.7 | 13.5 | 4.0 |
| TAYLOR COUNTY | 107 | 0.0 | 2.8 | 37.4 | 38.3 | 16.8 | 4.7 |
| TELFAIR COUNTY | 121 | 0.0 | 0.0 | 19.8 | 48.8 | 24.0 | 5.0 |
| WHEELER COUNTY | 70 | 0.0 | 4.3 | 30.0 | 48.6 | 15.7 | 1.4 |
| COMPARISON GROUP | 801 | 0.4 | 3.9 | 30.0 | 40.8 | 19.5 | 4.4 |
| GROUP 16 SMALL SYSTEMS WITH 75% TO 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| ATKINSON COUNTY | 79 | 0.0 | 5.1 | 32.9 | 44.3 | 15.2 | 2.5 |
| BAKER COUNTY | 49 | 0.0 | 0.0 | 30.6 | 46.9 | 18.4 | 4.1 |
| CLAY COUNTY | 44 | 2.3 | 11.4 | 22.7 | 36.4 | 22.7 | 4.6 |
| DOOLY COUNTY | 127 | 0.0 | 2.4 | 35.4 | 45.7 | 15.0 | 0.0 |
| HANCOCK COUNTY | 110 | 0.0 | 0.9 | 10.0 | 59.1 | 25.5 | 4.6 |
| IRWIN COUNTY | 107 | 0.0 | 4.7 | 21.5 | 42.1 | 27.1 | 4.7 |
| RANDOLPH COUNTY | 105 | 1.0 | 5.7 | 52.4 | 32.4 | 6.7 | 1.0 |
| STEWART COUNTY | 59 | 3.4 | 0.0 | 49.2 | 35.6 | 8.5 | 3.4 |
| TALBOT COUNTY | 54 | 5.6 | 14.8 | 38.9 | 37.0 | 3.7 | 0.0 |
| WARREN COUNTY | 69 | 0.0 | 2.9 | 29.0 | 59.4 | 5.8 | 0.0 |
| WEBSTER COUNTY | 33 | 0.0 | 0.0 | 27.3 | 39.4 | 27.3 | 6.1 |
| COMPARISON GROUP | 836 | 0.8 | 4.1 | 31.6 | 44.4 | 16.0 | 2.5 |

Note: Nonscorable responses are not represented in these figures.

## GRADE 5 WRITING TEST DEVELOPMENTAL STAGES BY COMPARISON GROUP, SPRING 2000

### PERCENTAGE OF STUDENTS AT THESE WRITING STAGES

| SYSTEM NAME | N | EMERGING | DEVELOPING | FOCUSING | EXPERIMENTING | ENGAGING | EXTENDING |
|---|---|---|---|---|---|---|---|
| GROUP 17 SMALL SYSTEMS WITH MORE THAN 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | | | | |
| CALHOUN COUNTY | 55 | 0.0 | 0.0 | 30.9 | 41.8 | 21.8 | 1.8 |
| QUITMAN COUNTY | 33 | 0.0 | 6.1 | 57.6 | 33.3 | 3.0 | 0.0 |
| TALIAFERRO COUNTY | 26 | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 |
| TERRELL COUNTY | 106 | 0.0 | 2.8 | 14.2 | 60.4 | 18.9 | 3.8 |
| COMPARISON GROUP | 220 | 0.0 | 2.3 | 29.1 | 50.5 | 15.0 | 2.3 |

Note: Nonscorable responses are not represented in these figures.

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES BY SYSTEM

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| APPLING COUNTY | 354 | 26 | 68 | 6 |
| ATKINSON COUNTY | 350 | 39 | 60 | 1 |
| ATLANTA CITY | 351 | 41 | 52 | 7 |
| BACON COUNTY | 353 | 27 | 68 | 5 |
| BALDWIN COUNTY | 352 | 36 | 57 | 7 |
| BANKS COUNTY | 358 | 17 | 71 | 12 |
| BARROW COUNTY | 356 | 19 | 72 | 9 |
| BARTOW COUNTY | 356 | 18 | 73 | 9 |
| BEN HILL COUNTY | 353 | 36 | 51 | 13 |
| BERRIEN COUNTY | 349 | 49 | 50 | 1 |
| BIBB COUNTY | 355 | 24 | 66 | 9 |
| BLECKLEY COUNTY | 362 | 19 | 49 | 32 |
| BRANTLEY COUNTY | 356 | 24 | 62 | 14 |
| BREMEN CITY | 361 | 13 | 56 | 31 |
| BROOKS COUNTY | 344 | 68 | 30 | 2 |
| BRYAN COUNTY | 359 | 11 | 72 | 17 |
| BUFORD CITY | 359 | 16 | 63 | 21 |
| BULLOCH COUNTY | 351 | 37 | 56 | 7 |
| BURKE COUNTY | 349 | 44 | 53 | 3 |
| BUTTS COUNTY | 350 | 43 | 50 | 7 |
| CALHOUN CITY | 361 | 14 | 56 | 30 |
| CALHOUN COUNTY | 347 | 57 | 43 | 0 |
| CAMDEN COUNTY | 356 | 20 | 70 | 11 |
| CANDLER COUNTY | 351 | 47 | 43 | 10 |
| CARROLL COUNTY | 354 | 28 | 61 | 11 |
| CARROLLTON CITY | 360 | 12 | 65 | 23 |
| CARTERSVILLE CITY | 357 | 19 | 62 | 20 |
| CATOOSA COUNTY | 356 | 17 | 72 | 11 |
| CHARLTON COUNTY | 356 | 19 | 70 | 11 |
| CHATHAM COUNTY | 353 | 34 | 60 | 6 |
| CHATTAHOOCHEE COUNTY | 350 | 51 | 41 | 7 |
| CHATTOOGA COUNTY | 356 | 25 | 59 | 16 |
| CHEROKEE COUNTY | 358 | 17 | 64 | 19 |
| CHICKAMAUGA CITY | 357 | 13 | 78 | 8 |
| CLARKE COUNTY | 356 | 30 | 52 | 18 |

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES BY SYSTEM

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| CLAYTON COUNTY | 353 | 33 | 58 | 9 |
| CLINCH COUNTY | 345 | 55 | 42 | 3 |
| COBB COUNTY | 360 | 12 | 64 | 24 |
| COFFEE COUNTY | 354 | 28 | 63 | 8 |
| COLQUITT COUNTY | 354 | 27 | 62 | 11 |
| COLUMBIA COUNTY | 359 | 14 | 66 | 20 |
| COMMERCE CITY | 357 | 15 | 69 | 15 |
| COOK COUNTY | 355 | 22 | 73 | 5 |
| COWETA COUNTY | 355 | 24 | 65 | 11 |
| CRAWFORD COUNTY | 354 | 27 | 68 | 5 |
| CRISP COUNTY | 354 | 32 | 60 | 9 |
| DADE COUNTY | 355 | 26 | 64 | 10 |
| DALTON PUBLIC | 352 | 36 | 55 | 9 |
| DECATUR CITY | 362 | 9 | 62 | 28 |
| DECATUR COUNTY | 356 | 26 | 61 | 14 |
| DEKALB COUNTY | 354 | 32 | 53 | 15 |
| DODGE COUNTY | 352 | 38 | 55 | 7 |
| DOOLY COUNTY | 350 | 41 | 53 | 6 |
| DOUGHERTY COUNTY | 352 | 35 | 60 | 5 |
| DOUGLAS COUNTY | 356 | 20 | 69 | 12 |
| DUBLIN CITY | 357 | 26 | 55 | 20 |
| EARLY COUNTY | 352 | 37 | 57 | 6 |
| ECHOLS COUNTY | 355 | 30 | 53 | 17 |
| EFFINGHAM COUNTY | 355 | 23 | 69 | 8 |
| ELBERT COUNTY | 351 | 38 | 53 | 9 |
| EMANUEL COUNTY | 352 | 34 | 59 | 7 |
| EVANS COUNTY | 354 | 30 | 63 | 7 |
| FANNIN COUNTY | 355 | 25 | 65 | 10 |
| FAYETTE COUNTY | 360 | 11 | 67 | 22 |
| FLOYD COUNTY | 358 | 18 | 66 | 16 |

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES BY SYSTEM

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| GEORGIA | 356 | 24 | 62 | 14 |
| FORSYTH COUNTY | 363 | 10 | 56 | 35 |
| FRANKLIN COUNTY | 354 | 27 | 65 | 8 |
| FULTON COUNTY | 360 | 15 | 61 | 24 |
| GAINESVILLE CITY | 350 | 45 | 43 | 13 |
| GLASCOCK COUNTY | 355 | 34 | 58 | 8 |
| GLYNN COUNTY | 355 | 26 | 59 | 14 |
| GORDON COUNTY | 352 | 34 | 57 | 10 |
| GRADY COUNTY | 357 | 16 | 72 | 12 |
| GREENE COUNTY | 351 | 32 | 65 | 3 |
| GWINNETT COUNTY | 361 | 11 | 61 | 28 |
| HABERSHAM COUNTY | 356 | 19 | 68 | 13 |
| HALL COUNTY | 355 | 23 | 67 | 11 |
| HANCOCK COUNTY | 351 | 41 | 55 | 4 |
| HARALSON COUNTY | 351 | 41 | 51 | 8 |
| HARRIS COUNTY | 359 | 13 | 70 | 17 |
| HART COUNTY | 353 | 33 | 60 | 8 |
| HEARD COUNTY | 354 | 23 | 70 | 7 |
| HENRY COUNTY | 358 | 15 | 70 | 15 |
| HOUSTON COUNTY | 359 | 16 | 64 | 20 |
| IRWIN COUNTY | 359 | 18 | 58 | 24 |
| JACKSON COUNTY | 353 | 36 | 49 | 15 |
| JASPER COUNTY | 352 | 34 | 59 | 7 |
| JEFF DAVIS COUNTY | 357 | 21 | 60 | 20 |
| JEFFERSON CITY | 361 | 15 | 57 | 28 |
| JEFFERSON COUNTY | 351 | 38 | 56 | 6 |
| JENKINS COUNTY | 360 | 18 | 53 | 30 |
| JOHNSON COUNTY | 349 | 50 | 48 | 3 |
| JONES COUNTY | 356 | 24 | 61 | 14 |
| LAMAR COUNTY | 351 | 35 | 61 | 4 |
| LANIER COUNTY | 353 | 25 | 71 | 4 |
| LAURENS COUNTY | 353 | 36 | 52 | 12 |
| LEE COUNTY | 358 | 20 | 60 | 19 |
| LIBERTY COUNTY | 354 | 27 | 65 | 9 |
| LINCOLN COUNTY | 351 | 41 | 51 | 7 |
| LONG COUNTY | 349 | 49 | 45 | 6 |

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES BY SYSTEM

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| LOWNDES COUNTY | 357 | 17 | 70 | 13 |
| MACON COUNTY | 348 | 47 | 51 | 2 |
| MADISON COUNTY | 357 | 24 | 59 | 17 |
| MARIETTA CITY | 356 | 24 | 61 | 15 |
| MARION COUNTY | 346 | 61 | 38 | 1 |
| MCDUFFIE COUNTY | 356 | 21 | 67 | 12 |
| MCINTOSH COUNTY | 352 | 38 | 54 | 7 |
| MERIWETHER COUNTY | 353 | 31 | 63 | 6 |
| MILLER COUNTY | 358 | 16 | 59 | 24 |
| MITCHELL COUNTY | 349 | 44 | 53 | 2 |
| MONROE COUNTY | 352 | 36 | 57 | 8 |
| MONTGOMERY COUNTY | 353 | 30 | 58 | 11 |
| MORGAN COUNTY | 359 | 10 | 69 | 21 |
| MURRAY COUNTY | 354 | 25 | 66 | 9 |
| MUSCOGEE COUNTY | 353 | 31 | 63 | 6 |
| NEWTON COUNTY | 352 | 35 | 57 | 8 |
| OCONEE COUNTY | 363 | 12 | 55 | 33 |
| OGLETHORPE COUNTY | 353 | 31 | 63 | 6 |
| PAULDING COUNTY | 358 | 13 | 72 | 14 |
| PEACH COUNTY | 355 | 26 | 62 | 12 |
| PELHAM CITY | 352 | 32 | 62 | 6 |
| PICKENS COUNTY | 357 | 20 | 67 | 13 |
| PIERCE COUNTY | 356 | 25 | 58 | 16 |
| PIKE COUNTY | 351 | 39 | 55 | 6 |
| POLK COUNTY | 352 | 34 | 60 | 6 |
| PUTNAM COUNTY | 354 | 23 | 67 | 10 |
| RANDOLPH COUNTY | 344 | 65 | 33 | 2 |
| RICHMOND COUNTY | 354 | 27 | 65 | 8 |
| ROCKDALE COUNTY | 358 | 17 | 65 | 17 |
| ROME CITY | 359 | 19 | 61 | 21 |
| SCHLEY COUNTY | 350 | 49 | 47 | 4 |
| SCREVEN COUNTY | 354 | 37 | 47 | 16 |
| SEMINOLE COUNTY | 352 | 34 | 59 | 7 |
| SOCIAL CIRCLE CITY | 357 | 17 | 68 | 15 |
| SPALDING COUNTY | 351 | 38 | 56 | 6 |

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES BY SYSTEM

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| GEORGIA | 356 | 24 | 62 | 14 |
| STEPHENS COUNTY | 357 | 21 | 65 | 15 |
| STEWART COUNTY | 351 | 41 | 55 | 4 |
| SUMTER COUNTY | 348 | 55 | 42 | 3 |
| TALBOT COUNTY | 348 | 44 | 56 | 0 |
| TATTNALL COUNTY | 354 | 25 | 66 | 9 |
| TAYLOR COUNTY | 346 | 54 | 44 | 2 |
| TELFAIR COUNTY | 352 | 34 | 59 | 7 |
| TERRELL COUNTY | 350 | 41 | 57 | 2 |
| THOMAS COUNTY | 355 | 24 | 70 | 6 |
| THOMASVILLE CITY | 353 | 33 | 57 | 9 |
| TIFT COUNTY | 355 | 24 | 66 | 11 |
| TOOMBS COUNTY | 348 | 47 | 49 | 4 |
| TOWNS COUNTY | 361 | 10 | 64 | 25 |
| TREUTLEN COUNTY | 352 | 36 | 55 | 9 |
| TRION CITY | 357 | 18 | 72 | 10 |
| TROUP COUNTY | 353 | 33 | 57 | 10 |
| TURNER COUNTY | 353 | 33 | 58 | 9 |
| TWIGGS COUNTY | 350 | 34 | 63 | 3 |
| UPSON COUNTY | 355 | 25 | 62 | 13 |
| VALDOSTA CITY | 352 | 30 | 66 | 5 |
| VIDALIA CITY | 355 | 24 | 66 | 10 |
| WALKER COUNTY | 353 | 29 | 64 | 7 |
| WALTON COUNTY | 355 | 25 | 64 | 11 |
| WARE COUNTY | 356 | 19 | 68 | 13 |
| WARREN COUNTY | 344 | 72 | 26 | 2 |
| WASHINGTON COUNTY | 354 | 25 | 66 | 9 |
| WAYNE COUNTY | 354 | 29 | 62 | 9 |
| WEBSTER COUNTY | 353 | 23 | 68 | 9 |
| WHEELER COUNTY | 350 | 49 | 42 | 8 |
| WHITE COUNTY | 354 | 30 | 63 | 7 |
| WHITFIELD COUNTY | 352 | 35 | 57 | 8 |
| WILCOX COUNTY | 351 | 43 | 53 | 5 |
| WILKES COUNTY | 355 | 22 | 69 | 9 |
| WILKINSON COUNTY | 353 | 30 | 66 | 4 |
| WORTH COUNTY | 352 | 32 | 64 | 5 |

**MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000**
**MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES**
**BY SYSTEM WITHIN COMPARISON DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| GROUP 1: LARGE SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CHEROKEE COUNTY | 358 | 17 | 64 | 19 |
| COBB COUNTY | 360 | 12 | 64 | 24 |
| COLUMBIA COUNTY | 359 | 14 | 66 | 20 |
| FAYETTE COUNTY | 360 | 11 | 67 | 22 |
| FORSYTH COUNTY | 363 | 10 | 56 | 35 |
| GWINNETT COUNTY | 361 | 11 | 61 | 28 |
| HENRY COUNTY | 358 | 15 | 70 | 15 |
| PAULDING COUNTY | 358 | 13 | 72 | 14 |
| COMPARISON GROUP 1 | 360 | 12 | 64 | 24 |
| GROUP 2: LARGE SYSTEMS WITH 25% TO 42% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BARTOW COUNTY | 356 | 18 | 73 | 9 |
| CARROLL COUNTY | 354 | 28 | 61 | 11 |
| COWETA COUNTY | 355 | 24 | 65 | 11 |
| DOUGLAS COUNTY | 356 | 20 | 69 | 12 |
| FLOYD COUNTY | 358 | 18 | 66 | 16 |
| FULTON COUNTY | 360 | 15 | 61 | 24 |
| GLYNN COUNTY | 355 | 26 | 59 | 14 |
| HALL COUNTY | 355 | 23 | 67 | 11 |
| HOUSTON COUNTY | 359 | 16 | 64 | 20 |
| NEWTON COUNTY | 352 | 35 | 57 | 8 |
| ROCKDALE COUNTY | 358 | 17 | 65 | 17 |
| WHITFIELD COUNTY | 352 | 35 | 57 | 8 |
| COMPARISON GROUP 2 | 357 | 21 | 63 | 16 |
| GROUP 3: LARGE SYSTEMS WITH MORE THAN 48% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| ATLANTA CITY | 351 | 41 | 52 | 7 |
| BIBB COUNTY | 355 | 24 | 66 | 9 |
| CHATHAM COUNTY | 353 | 34 | 60 | 6 |
| CLARKE COUNTY | 356 | 30 | 52 | 18 |
| CLAYTON COUNTY | 353 | 33 | 58 | 9 |
| DEKALB COUNTY | 354 | 32 | 53 | 15 |
| DOUGHERTY COUNTY | 352 | 35 | 60 | 5 |
| LIBERTY COUNTY | 354 | 27 | 65 | 9 |
| MUSCOGEE COUNTY | 353 | 31 | 63 | 6 |
| RICHMOND COUNTY | 354 | 27 | 65 | 8 |
| SPALDING COUNTY | 351 | 38 | 56 | 6 |
| TROUP COUNTY | 353 | 33 | 57 | 10 |
| COMPARISON GROUP 3 | 353 | 33 | 59 | 8 |

**MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000**
**MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES**
**BY SYSTEM WITHIN COMPARISON DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| GROUP 4: MID-SIZED SYSTEMS WITH FEWER THAN 32% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BARROW COUNTY | 356 | 19 | 72 | 9 |
| CALHOUN CITY | 361 | 14 | 56 | 30 |
| CATOOSA COUNTY | 356 | 17 | 72 | 11 |
| EFFINGHAM COUNTY | 355 | 23 | 69 | 8 |
| JONES COUNTY | 356 | 24 | 61 | 14 |
| LEE COUNTY | 358 | 20 | 60 | 19 |
| OCONEE COUNTY | 363 | 12 | 55 | 33 |
| PIKE COUNTY | 351 | 39 | 55 | 6 |
| COMPARISON GROUP 4 | 357 | 20 | 65 | 15 |
| GROUP 5: MID-SIZED SYSTEMS WITH 34% TO 38% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BRYAN COUNTY | 359 | 11 | 72 | 17 |
| CAMDEN COUNTY | 356 | 20 | 70 | 11 |
| CARTERSVILLE CITY | 357 | 19 | 62 | 20 |
| DADE COUNTY | 355 | 26 | 64 | 10 |
| GORDON COUNTY | 352 | 34 | 57 | 10 |
| HABERSHAM COUNTY | 356 | 19 | 68 | 13 |
| HARRIS COUNTY | 359 | 13 | 70 | 17 |
| LOWNDES COUNTY | 357 | 17 | 70 | 13 |
| PICKENS COUNTY | 357 | 20 | 67 | 13 |
| STEPHENS COUNTY | 357 | 21 | 65 | 15 |
| WALTON COUNTY | 355 | 25 | 64 | 11 |
| WHITE COUNTY | 354 | 30 | 63 | 7 |
| COMPARISON GROUP 5 | 356 | 21 | 67 | 13 |
| GROUP 6: MID-SIZED SYSTEMS WITH 39% TO 45% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CARROLLTON CITY | 360 | 12 | 65 | 23 |
| FANNIN COUNTY | 355 | 25 | 65 | 10 |
| FRANKLIN COUNTY | 354 | 27 | 65 | 8 |
| HARALSON COUNTY | 351 | 41 | 51 | 8 |
| HART COUNTY | 353 | 33 | 60 | 8 |
| JACKSON COUNTY | 353 | 36 | 49 | 15 |
| MADISON COUNTY | 357 | 24 | 59 | 17 |
| MONROE COUNTY | 352 | 36 | 57 | 8 |
| MORGAN COUNTY | 359 | 10 | 69 | 21 |
| MURRAY COUNTY | 354 | 25 | 66 | 9 |
| OGLETHORPE COUNTY | 353 | 31 | 63 | 6 |
| POLK COUNTY | 352 | 34 | 60 | 6 |
| COMPARISON GROUP 6 | 354 | 29 | 60 | 11 |

**MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000**
**MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES**
**BY SYSTEM WITHIN COMPARISON DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| GROUP 7: MID-SIZED SYSTEMS WITH 46% TO 55% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BALDWIN COUNTY | 352 | 36 | 57 | 7 |
| BANKS COUNTY | 358 | 17 | 71 | 12 |
| BERRIEN COUNTY | 349 | 49 | 50 | 1 |
| BLECKLEY COUNTY | 362 | 19 | 49 | 32 |
| BRANTLEY COUNTY | 356 | 24 | 62 | 14 |
| BULLOCH COUNTY | 351 | 37 | 56 | 7 |
| BUTTS COUNTY | 350 | 43 | 50 | 7 |
| CHATTOOGA COUNTY | 356 | 25 | 59 | 16 |
| COLQUITT COUNTY | 354 | 27 | 62 | 11 |
| CRAWFORD COUNTY | 354 | 27 | 68 | 5 |
| DALTON PUBLIC | 352 | 36 | 55 | 9 |
| DECATUR CITY | 362 | 9 | 62 | 28 |
| ELBERT COUNTY | 351 | 38 | 53 | 9 |
| GRADY COUNTY | 357 | 16 | 72 | 12 |
| HEARD COUNTY | 354 | 23 | 70 | 7 |
| JEFF DAVIS COUNTY | 357 | 21 | 60 | 20 |
| LAMAR COUNTY | 351 | 35 | 61 | 4 |
| LAURENS COUNTY | 353 | 36 | 52 | 12 |
| MARIETTA CITY | 356 | 24 | 61 | 15 |
| MCDUFFIE COUNTY | 356 | 21 | 67 | 12 |
| PIERCE COUNTY | 356 | 25 | 58 | 16 |
| THOMAS COUNTY | 355 | 24 | 70 | 6 |
| TIFT COUNTY | 355 | 24 | 66 | 11 |
| UPSON COUNTY | 355 | 25 | 62 | 13 |
| VIDALIA CITY | 355 | 24 | 66 | 10 |
| WALKER COUNTY | 353 | 29 | 64 | 7 |
| WAYNE COUNTY | 354 | 29 | 62 | 9 |
| COMPARISON GROUP 7 | 354 | 28 | 61 | 11 |
| GROUP 8: MID-SIZED SYSTEMS WITH 57% TO 64% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| APPLING COUNTY | 354 | 26 | 68 | 6 |
| BEN HILL COUNTY | 353 | 36 | 51 | 13 |
| CHARLTON COUNTY | 356 | 19 | 70 | 11 |
| COFFEE COUNTY | 354 | 28 | 63 | 8 |
| COOK COUNTY | 355 | 22 | 73 | 5 |
| DECATUR COUNTY | 356 | 26 | 61 | 14 |
| DODGE COUNTY | 352 | 38 | 55 | 7 |
| DUBLIN CITY | 357 | 26 | 55 | 20 |
| GAINESVILLE CITY | 350 | 45 | 43 | 13 |
| PEACH COUNTY | 355 | 26 | 62 | 12 |
| ROME CITY | 359 | 19 | 61 | 21 |
| VALDOSTA CITY | 352 | 30 | 66 | 5 |
| WARE COUNTY | 356 | 19 | 68 | 13 |
| WORTH COUNTY | 352 | 32 | 64 | 5 |
| COMPARISON GROUP 8 | 354 | 28 | 62 | 11 |

MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000
MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES
BY SYSTEM WITHIN COMPARISON DEMOGRAPHIC COMPARISON GROUP

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| GROUP 9: MID-SIZED SYSTEMS WITH 65% TO 70% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CRISP COUNTY | 354 | 32 | 60 | 9 |
| EARLY COUNTY | 352 | 37 | 57 | 6 |
| EMANUEL COUNTY | 352 | 34 | 59 | 7 |
| EVANS COUNTY | 354 | 30 | 63 | 7 |
| PUTNAM COUNTY | 354 | 23 | 67 | 10 |
| SCREVEN COUNTY | 354 | 37 | 47 | 16 |
| TATTNALL COUNTY | 354 | 25 | 66 | 9 |
| THOMASVILLE CITY | 353 | 33 | 57 | 9 |
| TOOMBS COUNTY | 348 | 47 | 49 | 4 |
| TURNER COUNTY | 353 | 33 | 58 | 9 |
| WASHINGTON COUNTY | 354 | 25 | 66 | 9 |
| COMPARISON GROUP 9 | 353 | 33 | 58 | 9 |
| GROUP 10: MID-SIZED SYSTEMS WITH MORE THAN 74% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BROOKS COUNTY | 344 | 68 | 30 | 2 |
| BURKE COUNTY | 349 | 44 | 53 | 3 |
| GREENE COUNTY | 351 | 32 | 65 | 3 |
| JEFFERSON COUNTY | 351 | 38 | 56 | 6 |
| MACON COUNTY | 348 | 47 | 51 | 2 |
| MERIWETHER COUNTY | 353 | 31 | 63 | 6 |
| MITCHELL COUNTY | 349 | 44 | 53 | 2 |
| SUMTER COUNTY | 348 | 55 | 42 | 3 |
| TWIGGS COUNTY | 350 | 34 | 63 | 3 |
| COMPARISON GROUP 10 | 349 | 45 | 52 | 3 |
| GROUP 11: SMALL SYSTEMS WITH FEWER THAN 22% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BREMEN CITY | 361 | 13 | 56 | 31 |
| CHICKAMAUGA CITY | 357 | 13 | 78 | 8 |
| TRION CITY | 357 | 18 | 72 | 10 |
| COMPARISON GROUP 11 | 358 | 15 | 70 | 15 |
| GROUP 12: SMALL SYSTEMS WITH 33% TO 43% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BUFORD CITY | 359 | 16 | 63 | 21 |
| COMMERCE CITY | 357 | 15 | 69 | 15 |
| JEFFERSON CITY | 361 | 15 | 57 | 28 |
| SOCIAL CIRCLE CITY | 357 | 17 | 68 | 15 |
| TOWNS COUNTY | 361 | 10 | 64 | 25 |
| COMPARISON GROUP12 | 359 | 15 | 64 | 21 |

**MIDDLE GRADES WRITING ASSESSMENT -- WINTER, 2000**
**MEAN SCALED SCORE AND PERCENT WITHIN TARGET ZONES**
**BY SYSTEM WITHIN COMPARISON DEMOGRAPHIC COMPARISON GROUP**

| SYSTEM | SCALED SCORE | PERCENT NOT ON TARGET | PERCENT ON TARGET | PERCENT EXCEEDING TARGET |
|---|---|---|---|---|
| **GEORGIA** | **356** | **24** | **62** | **14** |
| GROUP 13: SMALL SYSTEMS WITH 47% TO 59% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| BACON COUNTY | 353 | 27 | 68 | 5 |
| ECHOLS COUNTY | 355 | 30 | 53 | 17 |
| GLASCOCK COUNTY | 355 | 34 | 58 | 8 |
| LINCOLN COUNTY | 351 | 41 | 51 | 7 |
| MILLER COUNTY | 358 | 16 | 59 | 24 |
| WILCOX COUNTY | 351 | 43 | 53 | 5 |
| WILKES COUNTY | 355 | 22 | 69 | 9 |
| COMPARISON GROUP 13 | 354 | 30 | 60 | 10 |
| GROUP 14: SMALL SYSTEMS WITH 60% TO 67% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CANDLER COUNTY | 351 | 47 | 43 | 10 |
| CLINCH COUNTY | 345 | 55 | 42 | 3 |
| JASPER COUNTY | 352 | 34 | 59 | 7 |
| LANIER COUNTY | 353 | 25 | 71 | 4 |
| MARION COUNTY | 346 | 61 | 38 | 1 |
| MCINTOSH COUNTY | 352 | 38 | 54 | 7 |
| MONTGOMERY COUNTY | 353 | 30 | 58 | 11 |
| SCHLEY COUNTY | 350 | 49 | 47 | 4 |
| SEMINOLE COUNTY | 352 | 34 | 59 | 7 |
| TREUTLEN COUNTY | 352 | 36 | 55 | 9 |
| WILKINSON COUNTY | 353 | 30 | 66 | 4 |
| COMPARISON GROUP 14 | 351 | 40 | 54 | 6 |
| GROUP 15: SMALL SYSTEMS WITH 68% TO 73% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CHATTAHOOCHEE COUNTY | 350 | 51 | 41 | 7 |
| JENKINS COUNTY | 360 | 18 | 53 | 30 |
| JOHNSON COUNTY | 349 | 50 | 48 | 3 |
| LONG COUNTY | 349 | 49 | 45 | 6 |
| PELHAM CITY | 352 | 32 | 62 | 6 |
| TAYLOR COUNTY | 346 | 54 | 44 | 2 |
| TELFAIR COUNTY | 352 | 34 | 59 | 7 |
| WHEELER COUNTY | 350 | 49 | 42 | 8 |
| COMPARISON GROUP 15 | 351 | 40 | 50 | 9 |
| GROUP 16: SMALL SYSTEMS WITH 75% TO 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| ATKINSON COUNTY | 350 | 39 | 60 | 1 |
| DOOLY COUNTY | 350 | 41 | 53 | 6 |
| HANCOCK COUNTY | 351 | 41 | 55 | 4 |
| IRWIN COUNTY | 359 | 18 | 58 | 24 |
| RANDOLPH COUNTY | 344 | 65 | 33 | 2 |
| STEWART COUNTY | 351 | 41 | 55 | 4 |
| TALBOT COUNTY | 348 | 44 | 56 | 0 |
| WARREN COUNTY | 344 | 72 | 26 | 2 |
| WEBSTER COUNTY | 353 | 23 | 68 | 9 |
| COMPARISON GROUP 16 | 350 | 41 | 52 | 7 |
| GROUP 17: SMALL SYSTEMS WITH MORE THAN 90% OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH | | | | |
| CALHOUN COUNTY | 347 | 57 | 43 | 0 |
| TERRELL COUNTY | 350 | 41 | 57 | 2 |
| COMPARISON GROUP 17 | 349 | 45 | 53 | 1 |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# NOTICE

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