

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mr. Christopher Rafanelli
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 170 Liberty School Road
(If address is P.O. Box, also include street address.)

Petaluma CA 94952-1074
City State Zip Code+4 (9 digits total)

County Sonoma State School Code Number* 4970797-6051833

Telephone (707) 795-4380 Fax (707) 795-6468

Web site/URL libertysd.org E-mail crafanelli@libertysd.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Christopher Rafanelli
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Liberty School District Tel. (707) 795-4380

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Geraldine Johnston

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
- 1 TOTAL
2. District Per Pupil Expenditure: 6,772
- Average State Per Pupil Expenditure: 6,919

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	15	13	28	8			
1	17	16	33	9			
2	13	13	26	10			
3	18	10	28	11			
4	15	17	32	12			
5	12	15	27	Other			
6	11	14	25				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							199

10. Students receiving special education services: 6%
12 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>9</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>19</u>
Support staff	<u>2</u>	<u>8</u>
Total number	<u>12</u>	<u>28</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	94%	95%	95%	96%
Daily teacher attendance	99%	99%	98%	97%	97%
Teacher turnover rate	10%	0%	0%	0%	30%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

“You always know when a Liberty kid comes in. They stand out from the rest.”
Jr. High School Teacher

Liberty School is nestled in the rural dairy ranching area of Petaluma, fifty miles north of San Francisco. A community with deep roots, its rolling hills still scattered with dairy ranches and poultry farms also looks to the future with a technology-based business sector that is growing and flourishing. Founded in 1857, Liberty School is amongst the oldest schools in Sonoma County. As Liberty reaches its sesquicentennial it remains the hub of the entire community, where families meet neighbors and build relationships, requiring little urging to get involved in the life of their school. The life of the school reflects that feeling of warmth and family, from the first day when you pull up to have your car door opened and be kindly greeted, through yearly traditions such as the Veterans Day program honoring our local heroes, the annual fourth grade overnight trip where students act as crew on the tall ship Balclutha, the 6th Grade Appreciation Day, where school staff serve the 6th graders ice cream sundaes and tell them how much they appreciate and will miss them. These special events provide important landmarks in the development of each student, lifting life at Liberty above the bells and schedules, making it a thriving and unique place to learn.

The vision of Liberty School is clearly expressed in our mission statement, which was developed and is reviewed annually through a collaborative process involving staff, the Board of Trustees, parents and community members. It states, “Each student will be successful in school and will reach his or her highest potential as one individual in a community of learners.” Our mission statement emphasizes both academic skills and character development as current research and practice have shown both to be vital in the development of the whole child. This statement is a living document utilized when setting goals, implementing standards, and assessing progress. It is in the front of our Parent and Student Information Handbook (Handbook) also translated into Spanish, appears in our Single School Plan for Student Achievement (SSP), is reviewed by our School Site Council (SSC) annually, is at the front of the Board of Trustees binder and guides our annual goal setting session. In addition, we make every effort to engage parents in helping students reach the goals. At Back to School Night, teachers provide parents an overview of what students should know, understand, and be able to demonstrate at each grade level. A “parent friendly” state standards pamphlet is distributed. Our high expectations are reinforced through weekly “go-home” folders, phone calls, notes home, conferences, report cards, weekly Wednesday Bulletins, and a monthly newsletter.

Our well regarded reputation in Sonoma County is due to a high level of academic achievement in English-Language Arts (ELA) and Mathematics and for providing students with a well-rounded standards-based education in science, history-social science, physical education (PE), and visual and performing arts. This reputation has led to our current interdistrict transfer rate of 38%.

The high level of parent involvement adds the essential finishing touch to our successful program at Liberty, as the whole community joins the hardworking and dedicated staff to ensure our children are safe, fulfilled and prepared for the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: In order to monitor student progress, California created a new student accountability program. The Standardized Testing and Reporting (STAR) Program was unveiled and implemented in 1997. The Standardized Testing and Reporting Program was designed to provide schools with data to measure students progress towards attaining proficiency with the California Learning Standards. Originally, the Stanford Achievement Test 9th Edition (SAT 9) was used to assess student performance in ELA and Mathematics in grade 2-11. In recent years, California Standards Tests (CST) were created and administered along with the SAT 9 yearly, to provide schools with student achievement and accountability data. All school districts receive annual individual student reports, school reports with grade level data, and district summaries (<http://star.cde.ca.gov>).

Each school's performance on the STAR tests is summarized with an Academic Performance Index (API) which is a score between 200-1,000. Schools considered to be meeting state expectations should receive a score of 800 or above. Liberty Elementary School prides itself on exceeding the state expectations and receiving an API score of over 800 the first year the index was reported. Our API scores have remained well above 800 in the years that followed (820- 925) (<http://api.cde.ca.gov/reports.asp>).

At Liberty School, 77.2% of students scored at or above Proficient on the Language Arts CST's. Similarly, 82% of Liberty School students are considered Proficient or Advanced in Mathematics. We are very proud of our English Language Learners (ELL) who have significantly outscored other ELL students across California with a 62.5% Proficient or Advanced score in Language Arts and an 81.2% Proficient or Advanced score in Mathematics.

We examine the reports we receive from the state to determine where the students score in the following categories; Far Below Basic, Below Basic, Basic, Proficient, and Advanced in English Language Arts (grades 2-6), Mathematics (grade 2-6), Writing (4th), and Science (5th). The state of California would like all students to receive scores at the Proficient or Advanced level in each area examined. We are proud that most of our students are performing at Proficient or Advanced levels in English Language Arts and Mathematics. Analyzing this information allows us to develop and improve our curriculum to meet the needs of our entire school population. As a result of further assessment and intervention, we are able to provide each individual with the tools needed to allow them to progress from Far Below, Basic and Basic levels to Proficient.

The Liberty Staff work as a close knit team always focused on “what is best for the kids”, working to create an educational program that not only meets the needs of all students but also raises student levels of accomplishment beyond expectations.

2. Using Assessment Results: Assessment greatly attributes to our success and is an essential building block for student achievement. The entire teaching staff meets at the beginning of each year to study the results of the CST. We look closely at any gaps in our instruction and/or curriculum and develop school wide goals to target any area that needs extra support. Plans are developed for students who scored Basic, Below Basic, or Far Below Basic in ELA or Mathematics. In addition, teachers meet in primary and upper grade teams, three times a year to evaluate individual grade level assessments and student progress. The goals of these meetings are to gain a better understanding of student needs, guide instructional planning, and provide individual teacher support.

As well as meeting the State Standards, each grade level has its own set of “Liberty Standards” to be met by students. Liberty student progress is continually being monitored through the use of various ELA assessments including Houghton Mifflin Reading Assessment, SRA Skill books, Benchmark Reading Books and accompanying Literacy Skills Tests, STAR Reading Assessments, and Accelerated Reader Program quizzes. In math, we monitor our student achievement through the use of multiple grade level assessments, implementing intervention when necessary. Four to six assessments are used per grade level including chapter tests, Edusoft-created tests, Accelerated Math tests (ACM), STAR math, and Standards Based Assessments in Math (SAM). Although a major focus is on ELA and Mathematics we also teach to standards and assess for progress in science, social studies, PE, health, visual and performing arts, and English Language Development (ELD).

All assessment results are recorded on a Multiple Measures spreadsheet each year which is passed on to the next grade level teacher, along with writing samples and the CST results. This allows teachers the ability to identify students that need help meeting standards. Appropriate interventions are set into action based on the continual monitoring of the assessments. Classroom teachers, the principal, and the Resource Specialist Program (RSP) teacher work closely together to examine at risk students and evaluate how each is progressing to reach expectations and standards. One year of growth is expected in all areas. However, classroom routines and curriculum are modified to best suit the needs of ELL, special needs, and low social-economic students. The progress of these students is carefully monitored weekly.

All Liberty School students receive an outstanding education that is aligned with the state standards in all academic areas.

3. Communicating Assessment Results: Liberty School prides itself on providing regular, clear communication to parents, students, and our community. Liberty communicates student performance, including assessment data, in several ways. Student classroom assessment results are communicated to parents, in their primary language, through conferences, report cards, weekly go home folders and reports, phone calls, and notes home. Before each school year begins, student assessment results on the California State Standards Tests are mailed home to each family with a letter from the Principal that explains the report. School wide results are also available through our School Accountability Report Card and SSP which are posted on our website, available in the office and explained in our parent monthly newsletter. The Principal at Liberty School writes a detailed monthly newsletter which is sent home to all Liberty families and community. Each issue contains information on standards, assessment, and accountability, as well as advice to parents on ways to help their child succeed.

Within the first several weeks of school, Back to School Night is held. At this time, academic and social expectations, including standards and homework, are communicated to the parents. Grade level standards are distributed and discussed. Teachers contact any parents unavailable to attend Back to School Night to review the information provided.

Our standards-based report cards clearly outline individual standards at each grade level. Each year, this report card is updated to ensure the clearest communication between school and home. Prepared each trimester, it informs parents whether their child is exceeding, meeting, progressing towards, or not meeting standards in all academic areas. In addition, it reports on the social development and work ethic of each student. Parent teacher conferences at the end of the first trimester provide additional time to discuss the standards-based report card with parents. During each conference teachers share in-depth details of each assessment and how each child is

progressing towards the standards. To ensure constant communication, teachers provide each student with weekly progress reports. Any concerns from the teacher are explained clearly on the weekly report and are followed up with a phone call or meeting if needed.

Liberty School communicates overall assessment results of our students by sending out our School Accountability Report Card (SARC) during the school year. The SARC includes essential information such as student performance on the California Standards Test, No Child Left Behind expectations, and school budget data. Performance standards and current assessment results are discussed through formal meetings. These meetings include staff meetings, School Site Council, Liberty School Foundation, and Liberty School Board of Trustees.

4. Sharing Success: At Liberty School we understand the importance of sharing our success with other schools. We regularly collaborate with schools throughout our county and beyond. Some of the ways we share our knowledge with others include collective data management through Houghton Mifflin's Edusoft pilot program, in-service trainings and shadow days for teachers and administrators, joint 6th grade camp with our sister schools, technology curriculum support with other schools and facilitation of county and area intervention training. Our after-school primary reading intervention program is highly regarded throughout Sonoma County. Representatives from the Sonoma County Office of Education and numerous schools have observed and implemented many of the strategies used in this very successful program. Recently, we shared our math intervention ideas with another school that was struggling with raising student achievement.

We are an integral part of the Petaluma Small Schools Consortium which has united to explore best strategies for student achievement and success. Our principal participates in several county-wide collaborative groups that review best practices with 26 other school districts. Liberty School has been commended for our high academic achievement in Sonoma County newspaper and television stories. As professional educators, we welcome any opportunity to share best teaching practices and curriculum with other schools and districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: All Liberty School students receive an outstanding education that is aligned with the California state standards in all academic areas. State approved curriculum materials have been adopted by our district and are being utilized effectively in grades K-6. Instruction is driven by these standards-aligned materials, as well as by current research and best teaching practices.

Reading/Language Arts: Liberty School utilizes the Houghton Mifflin reading program in order to ensure that all students are receiving balanced and comprehensive instruction in language arts and reading. In addition to this core curriculum, Liberty staff use research-based supplemental materials and practices to support all of our students in meeting the rigorous standards. Teachers collaborate to set expectations for curriculum delivery based on student needs and school benchmarks. They also develop and/or adapt assessments for measuring student progress toward the standards.

Mathematics: All grade levels at Liberty School use state and district adopted materials. To best meet student needs, different math programs are instituted. For grades K-3 the Houghton Mifflin math program is used to establish foundation math concepts. Saxon Math is used in grades 4-6 because it is better able to differentiate instruction at each grade level, allowing us to both support struggling students and challenge those more capable. These curricula offer lessons in all key content areas such as basic computation, critical thinking, and problem solving strategies.

Social Science: Liberty uses the Houghton Mifflin reading program as the primary student social science text for grades K-3, as it integrates social science concepts and standards within the curriculum. In addition, field trips are scheduled that align to the curriculum in order to further strengthen student understanding of topics presented in class. Teachers supplement social science with map skills, geography studies, current events, and local/state history with the standards as the goal. In grades 4-6 McGraw Hill is the adopted curriculum as it provides students with practice reading expository text and ideas for required projects. To bring history to life, supplemental field trips are used. These curricula provide a foundation for students to meet California state academic standards and to face an increasingly interdependent society.

Science: The science program at Liberty School is taught by specialized instructors in conjunction with classroom teachers. The curriculum emphasizes direct instruction and a hands-on learning approach utilizing the Full Option Science System (FOSS), Harcourt Brace Science and supplemental materials to meet state standards. At each grade level students are provided opportunities to hypothesize and prove their results through exercises, experiments, graphing, charts, maps, data analysis, projects, and oral presentations. In addition field trips, school assemblies, and classroom speakers provide real-world experiences to further strengthen student understanding.

Art: All students at Liberty School are provided numerous opportunities to express themselves through visual and performing arts which are integrated within all subject areas. On a weekly basis, students in grades K-3 receive teacher-guided instruction while students in grades 4-6 receive exposure to art history and opportunities to create unique forms of art with an art

specialist. A music instructor teaches each class songs, reading music, rhythm, harmony, melody, and history. Throughout the school year, band, chorus, and drama students showcase their abilities with presentations for the school, parents, and the community.

Physical Education: Classroom teachers, in conjunction with a PE specialist for upper grades, provide regular instruction in physical education using the California Department of Education Physical Education Framework. Students are encouraged through the physical education program to keep their bodies fit and strong. Fifth grade students take the California Physical Fitness Test and 67% of our students met standards in 2006 as compared to 25% statewide. Health Education begins in kindergarten and continues through 6th grade. In 2006, Liberty School developed and implemented a School Wellness Policy that emphasizes healthy food choices for daily living and school celebrations.

2. Reading Curriculum: The reading curriculum adopted by Liberty School comes from the state approved lists for materials and was previewed by a community of parents, teachers, specialists, and administrators before purchasing. We have adopted Houghton Mifflin to support our reading program. Combined with Liberty's own standards in reading excellence, this K-6 program offers all children the opportunity to master all grade-level standards through a systematic, explicit, and direct teaching approach that introduces new skills and concepts in both language arts and reading comprehension. At the primary grade levels, students are taught a sequentially planned curriculum that includes sight words, sound units, phonemic awareness, and word families. This curriculum ensures that students meet reading readiness, fluency, and comprehension standards by the end of third grade. In addition to the state adopted text, intermediate teachers utilize Read Naturally, Accelerated Reader, and AR Literacy Tests to support achievement throughout the curriculum focusing on reading comprehension and fluency in all subjects.

There are many support structures and intervention strategies used to improve student performance. These include after school tutoring for students in grades K-3, small group language instruction for English Language Learners, small group and 1:1 tutoring by classroom aides, cross-age tutors, before/after school tutoring/homework clubs and assistance in the RSP through our site-based program.

Our multimedia library and computer lab resources support our curriculum, and are managed by well-trained staff and volunteers. Within the library there is a wide variety of fiction, non-fiction, and reference materials, spanning reading levels pre-K to 12th grade. Over 4,000 books are clearly labeled for easy access to support our Accelerated Reader Program (ACR). ACR is a computer-based program used schoolwide to help students monitor, evaluate, and adjust personal reading levels. Additionally, it provides immediate comprehension and literacy skill feedback to the student and teacher.

This overall reading/language arts program has proven extremely effective in developing avid, confident readers who continue to meet and exceed district and state standards.

3. Additional Curriculum Area; (Mathematics): Liberty School has adopted two state approved textbooks for its mathematics curriculum. The programs were chosen after careful

examination by a committee of parents, teachers, and administrators to ensure that they met all state standards and provided a variety of learning activities for all students. These programs incorporate vocabulary development as well as computation and critical thinking skills. In addition, each student in grades 1-6 is responsible for mastering a certain number of math facts per minute. Math skills are assessed through daily math fact tests, journals, projects, standards-based assessments (SAM, textbook tests) and teacher observation.

Using the Houghton Mifflin tests and numerous supplemental materials at the primary grade levels, the curriculum emphasizes basic math concepts and vocabulary that includes counting, money, time, addition, subtraction, measurement and graphing. This basic foundation ensures math success and confidence in the intermediate grades. Students in grades 4-6 use Saxon Math in conjunction with Accelerated Math. ACM is a computer-based program that challenges students as they work independently on specific math objectives correlated to skills and standards on which they are working in their regular math program. Advancement occurs as objectives are mastered or more practice and assessment takes place. Over 100,000 ACM problems were worked in the 2005-2006 school year. Combining both programs allows students to be challenged and tracked at their achievement level and acquaints them with higher-level mathematics.

A variety of programs are used to improve student performance. There is small group math vocabulary instruction for English Language Learners, small group and 1:1 tutoring by classroom aides, after school tutoring/homework club, and assistance in RSP through our site-based program.

Liberty's math curriculum ensures that students meet district and state standards, become mathematically empowered, and transition smoothly to more complex mathematics.

4. Instructional Methods: The teachers at Liberty School utilize a wide variety of research-based instructional methods and techniques to ensure the success of all students. Teachers provide diverse learning opportunities by differentiating instructional groups: students in total class, small group, and individual instruction. Liberty emphasizes direct teaching of skills and basic concepts with teachers modeling and providing students numerous opportunities to practice. Frequent and authentic assessment allows teachers to place students into flexible groups for the instruction of core curriculum.

Teamwork is a major component of Liberty's teaching methodology. Primary and intermediate grade level teams collaborate to develop structured, consistent, and sequential core curriculum instructional strategies.

With each curriculum assessment, teachers determine a proficiency level for each student and develop appropriate plans for interventions or additional challenges as necessary. Students who are struggling to meet academic standards are supported in numerous ways. These students receive individual and small group instruction with classroom aides, peer tutors, parent volunteers, or a school-based coordinated program if they do not qualify for Special Education services. For students with an IEP, the RSP teacher works closely with the classroom teacher to ensure access to and success with the regular classroom curriculum. Classroom routines and

curriculum are modified to best suit the needs of Students with Disabilities (SWD) and Full Inclusion students. English Language Learners are instructed using the core curriculum with Specifically Designed Academic Instruction in English (SDAIE) as needed. When necessary, cross-grade instruction/curriculum modification is implemented until a student gains sufficient skills to achieve success at grade level. English Language Learners also receive daily English language development through a standards-aligned skill development program including regular and effective instruction in speaking and listening skills.

Liberty uses its small size to its advantage, supporting standards-aligned curriculum. Teachers collaborate frequently, students are personally known and actively supported by all staff as they progress through the grades, and the principal is knowledgeable of and has direct contact with all students and staff.

5. Professional Development: Professional development is a high priority, with staff given opportunities to attend workshops to further individual development and work collaboratively with peers to support and enhance the learning environment. The principal and Board encourage professional development for all certificated and classified staff based on the needs of our students. The principal oversees all professional development courses and workshops, and offers guidance based on the needs of our students as well as teachers' individual needs and interests. As a result of the professional development teachers have received while working at Liberty, all teachers have been deemed "Highly Qualified Teachers" based on the No Child Left Behind (NCLB) Act and have met CLAD certification requirements. New teachers participate in the two-year Beginning Teacher Support and Assessment program and are mentored by on-site veteran teachers and overseen by the principal. Each year one Buy Back Day is devoted to reviewing multiple grade-level assessments and state test results from the previous year. Subsequently, a collaborative discussion takes place to formulate school-wide goals for staff development that focus on student achievement. Targeted areas are those in which students have not reached proficiency on the state tests, or have not met standards from the grade-level multiple assessments. The principal researches and presents information on workshops and seminars available to address the areas generated from this session for both classified and certificated staff which may be funded by the Professional Development Block Grants. Teachers and the administrator enrich their own professional development by pursuing additional degrees, taking courses that support personal goals and academic interests, and attending workshops that enhance Liberty's curriculum. The RSP teacher regularly attends workshops and meetings to meet the changing curriculum and guidelines of the Special Education Program. The information gathered at these meetings is shared with the administrator and teachers so everyone is apprised of the changes and laws under the Individual Disability Education Act. Aides are trained in classroom and state adopted core curriculum through workshops and by classroom teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Language Arts Grade 2 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	76	73	88
% Advanced	21	29	42
Number of students tested	29	34	26
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Language Arts Grade 3 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	72	92	76
% Advanced	36	50	28
Number of students tested	33	26	25
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Language Arts Grade 4 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	78	85	73
% Advanced	67	52	33
Number of students tested	27	27	30
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Language Arts Grade 5 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	84	80	74
% Advanced	42	50	44
Number of students tested	26	30	27
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Language Arts Grade 6 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	76	71	56
% Advanced	43	30	16
Number of students tested	30	27	25
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Math Grade 2 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	76	79	88
% Advanced	48	50	58
Number of students tested	29	34	26
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Math Grade 3 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	85	96	92
% Advanced	61	81	67
Number of students tested	33	26	30
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Math Grade 4 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	78	86	70
% Advanced	52	67	20
Number of students tested	27	27	30
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Math Grade 5 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	84	87	74
% Advanced	69	67	33
Number of students tested	26	30	27
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			

Subject Math Grade 6 Test CST

Edition/Publication Year 2003-2006 Publisher ETS

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or above Proficient	87	89	52
% Advanced	40	52	24
Number of students tested	30	27	25
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
No Reportable Subgroups			