

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

Official School Name Appling County Primary School
(As it should appear in the official records)

School Mailing Address 678 Blackshear Highway
(If address is P.O. Box, also include street address.)

Baxley Georgia 31513-6709
City State Zip Code+4(9 digits total)

County Appling State School Code Number* 601-0277

Telephone (912) 367-8642 Fax (912) 367-8141

Web site/URL http://www.appling.k12.ga.us/ACPS2/ E-mail scopeland@appling.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Dr. Charles Webb
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Appling Tel. (912) 367-8600

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Joyce Tillman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 9095
 Average State Per Pupil Expenditure: _____ 8428

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	85	68	153	7			0
K	92	94	186	8			0
1	107	77	184	9			0
2	70	81	151	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							674

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 33 | % Black or African American |
| 15 | % Hispanic or Latino |
| 51 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 18 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	85
(2)	Number of students who transferred from the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	121
(4)	Total number of students in the school as of October 1	674
(5)	Total transferred students in row (3) divided by total students in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 5 %
- | | |
|----|---|
| 34 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 82 %

Total number students who qualify: 554

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

10. Students receiving special education services: $\frac{22}{151}$ %
 Total Number of Students Serve

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>0</u>	Autism	<u>3</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>8</u>	Specific Learning Disabilit
<u>8</u>	Emotional Disturbanc	<u>40</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Special resource teachers/specialist	<u>2</u>	<u>1</u>
Paraprofessionals	<u>40</u>	<u>0</u>
Support Staff	<u>18</u>	<u>3</u>
Total number	<u>101</u>	<u>4</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 $\frac{17}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	93 %
Daily teacher attendance	94 %	94 %	93 %	93 %	92 %
Teacher turnover rate	1 %	2 %	1 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Appling County Primary School (ACPS) is located in a small, rural town named Baxley, Georgia, which is the seat of Appling County. ACPS is one of four elementary schools in the area. In October 2006, total student enrollment was 674. Of this number, 82 percent of students were considered economically disadvantaged.

The number of highly qualified teachers at ACPS equals thirty nine. ACPS also houses forty paraprofessionals. These paraprofessionals have received training on Guided Reading in which they serve as instructional facilitators in a small group reading setting. There are two administrators and twenty support personnel on board as well. Among the support personnel are two physical education teachers, one music teacher, one art teacher, one computer lab teacher, and special education personnel. The school is also fortunate to have one Registered Nurse who is employed full-time. Our school has two counselors serving students through classroom guidance, individual, and group counseling. They are also available to interpret test scores, as well as work with parents and corresponding agencies. Finally, we have an Instructional Support Specialist to assist with effective teaching strategies in the classroom and tutor our most at-risk students.

During the 2006-2007 school year, ACPS adopted its current vision, mission, and beliefs which provided a focus and direction for all learning and school improvement. The vision of Appling County Primary School is as follows: Appling County Primary will be a school of excellence for all learners. As our mission, we are committed to educate all students to their highest potential, encourage social responsibility, and promote life long learning. The vision of the school is reflected in the focus on student needs and achievement. While focusing on these statements, staff members review and implement research based strategies and practices to promote student success and school improvement. The vision, mission, and beliefs are communicated and explained to stakeholders through faculty meetings, Parent Teacher Association meetings, School Council Meetings, and local media as well.

Teachers, parents, businesses, and the local community have collectively joined to intensify the learning process for all grades, pre-kindergarten through second grade. The school's vision, mission, and beliefs remain the central guide for student learning and curriculum decision making.

The policies and procedures for a meaningful learning environment include collaboration among the administrators, faculty, school council, and the local school board. School administrators guide all functions of the school including the overall effectiveness of instruction and the provision of appropriate resources. Administrators ensure that curriculum is effectively presented through the communication of staff expectations as well as through the use of formal and informal observations. Faculty and staff participate in the decision making process of the school through weekly grade level meetings, collaboration meetings, and staff meetings.

Assessment and evaluation are vital components of the school's curriculum. ACPS uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction. Comprehensive data is systematically updated and analyzed. The school collects, examines, and utilizes comprehensive data throughout the school improvement process. Information collected and utilized includes school demographics, population characteristics, student performance data, stakeholder perspectives, and overall strengths and limitations of the school. Student performance data is examined by various subgroups; and, results are used for assessment, evaluation and instructional planning. Specifically for instruction, information from assessments is disaggregated and utilized for remediation.

A variety of programs and strategies are utilized to ensure that students are successful and the school is effective. Students with special needs are served in resource or self-contained special education settings. Migrant Education, Special Education, English as a Second Language, Gifted Education, After-School Programs, and Summer School are available to students for additional academic support.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

First and Second Grade students at Appling County Primary School are assessed using the Criterion-Referenced Competency Test (CRCT). All students in grades first and second must be assessed using the CRCT unless a student's Individualized Education Plan for special education indicates that he/she will be assessed with the Georgia Alternate Assessment (GAA). Only one percent of the total school population can be assessed on the GAA. Both assessments are based on Georgia Performance Standards appropriate for specific grade levels. This allows students to be assessed on the specific standards which are taught in the classroom. On the CRCT, students are assessed in the areas of Reading, English/Language Arts, and Mathematics. Scores of 799 or below are considered as 'Did Not Meet' the standard for the grade level. Students scoring from 800 to 849 are determined to 'Meet' the standard for the grade level. Finally, students scoring at or above 850 are considered 'Exceeding' the standard for the grade level. Scores based on Quality Core Curriculum measures are as follows for all academic areas: Scores of 299 and below are considered 'Did Not Meet'; scores of 300 to 349 are categorized as 'Meet', and scores of 350 and above are considered 'Exceeding'.

In the area of Reading, significant growth can be seen in the school wide percentage of students meeting and exceeding standards. In first grade, 96 percent of students taking the CRCT met and exceeded state standards. Of these students, 80 percent were considered economically disadvantaged. In second grade, 98 percent of students met and exceeded standards. Of these students, 69 percent were considered economically disadvantaged. In English/Language Arts and Mathematics, student growth is also evident. When reviewing test data from the past four consecutive years, the following gains were noted: first grade English/Language Arts gain of eight percentage points, second grade English/Language Arts gain of four percentage points, first grade Mathematics gain of three percentage points, second grade Mathematics gain of three percentage points.

The four major subgroups noted in part seven are economically disadvantaged students, special education students, African American students, and Hispanic students. In reading, overall scores of economically disadvantaged students from 2007 reflect a current gain of eight percentage points for first graders and thirteen percentage points for second graders from 2004 test data. In English/Language Arts, this subgroup gained eleven points for first graders and four points for second graders from 2004 test data. Mathematic scores for these students indicate gains as well. Special education students have evidence of gains too. In the area of reading, first graders saw a gain of thirty percentage points from 2004 test data. Second grade special education students gained 24 points from April 2004. In English/Language Arts, first grade special education scores increased by 23 points. Second graders evidenced gains as well. African American students demonstrated gains in the following areas: first grade Reading gain of ten points, second grade Reading gain twelve points, first grade English/Language Arts gain of eleven points, second grade English/Language Arts gain of three points, first grade Mathematics gain of four points. Hispanic students made gains as follows: first grade Reading gain of one point, second grade Reading gain of 26 points, first grade English/Language Arts gain of six points, second grade English/Language Arts gain of 23 points, first grade Mathematics gain of six points, and second grade Mathematics gain of 23 points.

In looking at data over the past four years, the total number of economically disadvantaged students assessed using the CRCT was at its' highest in 2007. In continuing to assess the data trends, scores at ACPS have consistently soared to academic excellence.

2. **Using Assessment Results:**

All students in grades kindergarten through second are assessed using the Curriculum Benchmark Assessments (CUBS) each nine weeks. These benchmark assessments indicate student performance as it relates to Georgia Performance Standards (GPS) taught during each nine weeks grading period. Data obtained from benchmark assessments has proved to be an effective indicator of student performance on the Criterion-Referenced Competency Test (CRCT). The principal reviews the system wide CUBS scores in a faculty meeting. Administrators then present grade level CUBS results in their respective collaboration meetings. Teachers utilize data from these assessments also to specifically tailor student instruction for individuals, groups, and/or total class. Specific remediation plans are developed and placed on a CUBS Action Plan which addresses classroom GPS items. Specific strategies are also formulated and implemented for individual students who are having difficulty with standards. These CUBS Action Plans are reviewed and signed by administrators. Administrators then follow-up by observing in teacher's

classrooms for the use of these new strategies to reach all learners. Kindergarten teachers use both the CUBS system as well as Georgia Kindergarten Assessment Program-Revised (GKAP-R) for grade, class, and individual student remediation.

The CRCT is given to first and second grade students. Students are assessed in the areas of Reading, English/Language Arts, and Mathematics. Teachers use data from the assessment to gauge student strengths and weaknesses in each area. Special education students who are not assessed using the CRCT or GKAP-R are administered the Georgia Alternate Assessment (GAA) as outlined by an Individualized Education Plan (IEP). GAA also pinpoints, remediates, and documents specific GPS items and student growth.

At Appling County Primary School, learning is an active process in which data is constantly reviewed and utilized for student and school improvement. Data at each grade level is reviewed on a systematic and consistent basis for remediation and improvement of instruction.

3. Communicating Assessment Results:

Appling County Primary School communicates assessment results through a variety of ways. Parents receive information on student scores for Curriculum Benchmark System (CUBS), Criterion Referenced Test (CRCT), Georgia Kindergarten Assessment Program-Revised (GKAP-R), Georgia Alternate Assessment (GAA), subject area assessments, and other local and state mandated tests. CUBS reports are sent home to inform parents of student progress on specific Georgia Performance Standards each nine weeks. These CUBS reports state specific standards and elements assessed during the nine weeks time frame. Items needing remediation are noted on the CUBS reports to the parent. These items are then remediated by the teacher during the next nine weeks marking period. Teachers send weekly progress reports to update parents on student progress.

Criterion Referenced Competency Test (CRCT) reports are also sent home via hard copy in student report cards. These reports come from the Georgia State Department yearly and analyze student strengths and weaknesses for parents. The CRCT criteria states specific domains in Reading, Mathematics, and English/Language Arts. These domains, such as vocabulary, comprehension, grammar, number sense and numeration, are shown with bar graph data indicating percent correct. A scale score is given for each domain and explained in the parent report.

GAA yearly results are summarized from the state department and then given to the local schools. These assessments are sent home in individual folders to inform parents. A letter from the School Test Coordinator and Principal accompanies all reports being sent home to parents. The letter explains the results of the test and encourages parents to schedule a conference with the School Test Coordinator concerning interpretation if needed. Overall school results are communicated via parent letters and the local media. Our media resources include the Baxley News Banner, MyBaxley.com internet site, and WBZY Radio. These results are also provided on our Appling County Schools websites, the Georgia Department of Education website, and the Governor's Office of Student Achievement website. In addition, information is also provided regarding school assessment results and overall school performance through the Parent-Teacher Association (PTA) and the Appling County Primary School Council.

4. Sharing Success:

Schools within Appling County work together collaboratively on a variety of efforts including the following: Benchmark Assessment revisions and improvements, alignment of Georgia Performance Standards (GPS) with curriculum, testing updates, professional development initiatives, instructional decision-making and strategies, and overall school and system success. Benchmark curriculum alignment developed by all of Appling County Schools was sought after by our Regional Educational Services Agency (RESA) due to inquiry from numerous surrounding schools. As a result, our RESA consultant met collaboratively with our local teachers and administrators and reviewed this document of improvement. Copies were made for this consultant to redeliver to other schools in other counties as a springboard for curriculum alignment of our Quality Core Curriculum (QCC) and GPS. Appling Counties success with our local Benchmarking system became a useful tool for surrounding school systems too.

Benchmark data generated each nine weeks is shared on a system level between the schools. This information provides results for each school in the system. It also allows schools within the system to compare data. Within this report, school grade level data is reported in the following subject areas: Reading, English/Language Arts, and Mathematics.

The media is also utilized to share success. The Baxley Newsbanner, MyBaxley.com, Appling County School System website, and WBYZ Radio Station are our major sources for other schools to tap into concerning our achievements and accomplishments.

Schools work together in much the same way as grade levels collaborate. Ideas and strategies are generated to improve both system and school performance. In addition, Appling County Primary School has hosted other schools who were interested in reviewing our programs.

Our school system also pursued District Accreditation in 2007. The Peer Review Team was on sight for three days to review our documentation and conduct exit reviews. During this time, they held discussion panels with teachers, parents, community representatives, and administrators. As a result, Appling County School System was one of few who pursued and achieved district accreditation.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Appling County Primary School (ACPS) has made great strides in developing and enhancing the curriculum. The school's mission, vision, and beliefs remain the central guide for student learning and curriculum decision making. In addition, curriculum and school decision making is correlated and aligned with the Georgia Performance Standards (GPS) and Appling County's System Benchmark and Aligning system. Data analysis is another crucial component which guides our curriculum. Teachers, parents, businesses, and the local community have collectively joined to intensify the learning process for all grades, pre-kindergarten through second grade.

The curriculum spirals to ensure a balanced learning approach. A pacing calendar (Curriculum map) is used to ensure that all objectives or standards are taught during the year. Benchmark and GPS assessments are given each nine weeks to identify areas of strengths and weaknesses. Data from these instruments are used school wide. Areas of weaknesses are targeted for re-teaching and re-assessment, during class time for students, as well as, during the after school program. ACPS's after school program offers extra assistance in the areas of Reading, Language Arts, and Mathematics.

Opportunities for diversity in individuals and abilities are also provided. Special education, English as a Second Language (ESOL), and Migrant education are all taught during the course of the day. These special services provide progress reports which specifically state goals and objectives addressed and mastered. In addition, staff members address student equity, respect for diversity, and student recognition. Opportunities for students to improve upon identified weaknesses as well as build upon strengths are provided within the classrooms.

All classroom teachers use the system adopted text of Harcourt Reading to teach GPS standards and objectives. Direct Instruction (DI) strategies have been implemented as a tool for students with reading difficulties. Leveled Readers, basal texts, and teaching supplements are used to enhance teaching strategies. Language for Learning is used in pre-kindergarten to enhance the curriculum and improve reading achievement. Manipulatives are used liberally across the curriculum in all academic areas, especially Mathematics. Thematic units and technology are incorporated into the curriculum on a daily basis. Each grade level teacher has an activboard installed in their classroom which greatly expands our abilities to tap into resources which support our curriculum. Physical education, health, music, art, and computer lab are provided for students as extra resource. Extracurricular activities serve to promote and enhance school goals and objectives. Other vital components of the curriculum at ACPS include: multicultural awareness, character education, extracurricular activities, and modification plans for students needing additional support.

ACPS curriculum ensures that all learners achieve to their maximum potential. ACPS has highly qualified professional to meet the needs of all learners. Summer school is also available to provide specific students additional academic support. ACPS curriculum procedures and policies are communicated through the schools Primacode, Parent Teacher Association meetings, newsletter, School Council Meetings, conferences, and the local media.

2a. (Elementary Schools) Reading:

Teachers at ACPS have access to a variety of reading instructional programs. Teachers implement effective teaching and research-based reading strategies geared to respective grade levels. Kindergarten through second grade teachers use Harcourt Reading as the system adopted text. Teachers use the Harcourt Reading basal, independent readers, and other strategies as reading tools to implement the Georgia Performance Standards. Thematic units using various readers and texts are utilized to support the reading curriculum. Essential questions, sight words, and story vocabulary, are posted in each classroom which encourages students to articulate, demonstrate, and apply performance standards. Saxon Phonics is also used to provide extra instruction in phonics and phonemic awareness. Adventures in Language and Reading Mastery are learning tools used to supplement and differentiate instruction for all learners. Pre-kindergarten teachers utilize Bright from the Start Curriculum as well as Language for Learning to implement reading strategies to their learners.

Students needing extra reading assistance are provided with an additional reading instructional segment during the school day. The first reading exposure is taught in their homeroom classes and the second

reading, using Direct Instruction, (Reading Mastery), is taught in a resource classroom based on the child's individual level of learning. An Early Intervention Pull-out Program (EIP) is used to address areas of weaknesses and strengths of individual students. Special Education resource teachers teach students using Reading Mastery, as well. All of these reading programs are researched based. Students receive one and one-half hours of reading instruction in the morning and 1 hour of afternoon guided reading instruction. Georgia Performance Standards are taught across the curriculum by incorporating Science and Social Studies into Reading as well.

3. Additional Curriculum Area:

Appling County Primary School teachers use the Georgia Performance standards and the system wide Math Benchmark and alignment system, to guide the Math Instruction. Teachers use the system adopted Harcourt Mathematics text to implement effective teaching strategies that engage important skills and objectives. Math manipulatives are used to enhance the real life hands-on mathematics instruction. In addition, Distar Math and Connecting Math concepts are used to supplement teaching in special education resource classrooms and in Early Intervention Programs used daily at the school. Cross curriculum instruction is used through technology, reading, science, and mathematics. Harcourt provides computer based resources for teachers and these activities are used frequently in the classrooms. The school computer lab uses a web-based program called 'Compass Math.' This program incorporates interactive math skills and is paced to meet each students own individual plan of instruction. Teachers take great pride in using these extra computerized mathematics resources.

Thematic mathematics units are developed and implemented to support instruction as well. Student math portfolios are utilized to document student progress and are used frequently at parent-teacher conferences. Teachers incorporate strategies in their daily mathematics lessons which accommodate diverse learners. Remediation and enrichment are provided as identified by student performance. Resources such as active boards, internet, dry-erase boards, and others are used to enhance the mathematics lessons and to engage student attention. Math instruction occurs for one and one-half hours. Many teachers surpass this allotment, teaching skills necessary for a strong mathematical foundation.

4. Instructional Methods:

Appling County Primary School employs instructional strategies and provides services that facilitate learning for all students. Instruction is aligned with the school's mission statement. The mission statement serves as a central focus for all school improvement. Overall school climate provides an atmosphere that promotes learning and success while addressing individual student needs.

Appling County Primary School utilizes a variety of programs and strategies to ensure that its students are successful and that the school is effective. These programs include, but are not limited to the following: Harcourt Reading and Mathematics, Saxon Phonics, Reading Mastery, Language for Learning, Direct Instruction, Distar Math, Connecting Math Concepts, Computer- based Programs, and others. Teachers are trained to promote active involvement of students using higher order thinking skills while implementing these strategies in weekly lesson plans.

Benchmark assessments are administered in math and reading at the end of each nine weeks reporting period. The benchmark results are analyzed in-depth and feedback is provided to the entire staff by the administration and then delivered to each grade level during their respective collaboration meetings. Teachers use benchmark results to pinpoint both strengths and weaknesses throughout their class. A Curriculum Benchmark Action Plan (CUBS) is then utilized to address weaknesses with individual students in order to remediate instruction. These plans are housed with the teacher's lesson plans and the administration assesses each teacher's CUBS Action Plan. The administration then observes in each teacher's classroom to view the new strategies listed which should improve academic achievement in the areas targeted.

Collaborative grade level meetings are held weekly to reflect on strategies and activities for more productive learning. An environment conducive to teaching and student learning is provided. Daily planning requires a minimum of one and one-half hours for small group reading, one-half hour of whole group language arts, 1 hour of afternoon guided reading for additional curriculum requirements (GPS: Social Studies, Science), and one and one-half hours for math instruction. Other curriculum requirements include physical education, health, art, music, computer lab and a fifteen minute period of unstructured

play. An additional one and one-half hours is available for review of skills taught.

5. Professional Development:

Appling County Primary school provides professional development training for all teachers with the opportunity to develop instructional strategies that will enable teachers to improve student achievement. Many teachers at the Primary are trained in Effective Teaching strategies, Direct Instruction, Harcourt text and resource computer programs. These programs guide the reading instruction and, therefore, promote quality teaching for all learners. The Six Elements of Math Instruction provides training for administration of effective math teaching strategies.

In-tech Computer training was required for all Appling Primary teachers to excel in computer techniques with their students. Activboard training was conducted once the school had active boards installed for all classrooms.

Teachers respond to a needs survey to depict staff development that provides quality learning each year. These needs are addressed by providing workshops to fit each school as well as system needs. State requirements are met as well, to provide training for teachers professionally. Georgia Performance Standards were implemented over the past few years. Therefore, teachers were required to take training on each of these standards from, Reading, Mathematics, Language Arts, Science and Social Studies. New teachers to the district are provided an instructional behavioral management training to ensure success in the classroom. Each year pre-kindergarten teachers are required to attend Bright from the Start professional development training. The special education teachers as well, take required trainings to update Georgia Alternate Assessment (GAA) requirements and any special needs in speech, English as a Second Language (ESOL), Migrant Education, physical therapy, Severely Developmentally Delayed (SDD), Moderately/Mildly Intellectually Disabled (MID) and Other Health Impaired (OHI).

Summer professional learning is available and teachers can choose from a variety of topics. Teacher surveys have also been conducted to determine areas in which further development is needed. After these trainings take place, the administration is responsible for observing these newly acquired skills in the classrooms and providing feedback. This allows for the greatest growth in student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 1 Test Criterion Referenced Competency Test

Edition/Publication Year 2007 Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	96	89	94	90	
% "Exceeding" State Standards					
Exceeds Standards	41	38	52	45	
Number of students tested	188	161	183	175	
Percent of total students tested	98	99	98	99	
Number of students alternatively assessed	2	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	95	87	94	88	
% "Exceeding" State Standards					
Exceeds Standards	34	30	43	37	
Number of students tested	151	108	122	113	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	93	91	97	63	
% "Exceeding" State Standards					
Exceeds Standards	16	17	41	4	
Number of students tested	31	23	27	27	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	100	85	94	90	
% "Exceeding" State Standards					
Exceeds Standards	27	27	42	34	
Number of students tested	56	55	60	64	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	93	86	74	92	
% "Exceeding" State Standards					
Exceeds Standards	19	27	32	50	
Number of students tested	31	22	19	12	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	93	86	82	90	
% "Exceeding" State Standards					
Exceeds Standards	33	37	29	28	
Number of students tested	146	164	176	169	
Percent of total students tested	98	99	100	97	
Number of students alternatively assessed	1	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	92	82	79	86	
% "Exceeding" State Standards					
Exceeds Standards	28	30	15	22	
Number of students tested	100	117	106	104	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	67	61	54	63	
% "Exceeding" State Standards					
Exceeds Standards	21	19	6	18	
Number of students tested	24	31	31	22	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	85	89	75	86	
% "Exceeding" State Standards					
Exceeds Standards	16	30	10	9	
Number of students tested	51	54	60	44	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	100	77	94	77	
% "Exceeding" State Standards					
Exceeds Standards	32	27	27	18	
Number of students tested	22	22	15	17	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	98	93	88	89	
% "Exceeding" State Standards					
Exceeds Standards	58	43	43	50	
Number of students tested	146	164	176	169	
Percent of total students tested	98	99	100	97	
Number of students alternatively assessed	1	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	98	91	87	85	
% "Exceeding" State Standards					
Exceeds Standards	54	32	32	39	
Number of students tested	100	117	106	104	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	92	74	64	68	
% "Exceeding" State Standards					
Exceeds Standards	21	26	19	27	
Number of students tested	24	31	31	22	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	96	96	86	84	
% "Exceeding" State Standards					
Exceeds Standards	53	39	28	27	
Number of students tested	51	54	60	44	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	96	86	87	70	
% "Exceeding" State Standards					
Exceeds Standards	41	27	47	41	
Number of students tested	22	22	15	17	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	92	86	86	88	
% "Exceeding" State Standards					
Exceeds Standards	38	32	34	33	
Number of students tested	146	164	176	169	
Percent of total students tested	98	99	100	97	
Number of students alternatively assessed	1	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	90	82	83	86	
% "Exceeding" State Standards					
Exceeds Standards	30	22	21	24	
Number of students tested	100	117	106	104	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	59	58	61	54	
% "Exceeding" State Standards					
Exceeds Standards	17	19	6	18	
Number of students tested	24	31	31	22	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	82	94	84	79	
% "Exceeding" State Standards					
Exceeds Standards	29	20	17	18	
Number of students tested	51	54	60	44	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	100	63	80	77	
% "Exceeding" State Standards					
Exceeds Standards	36	18	40	24	
Number of students tested	22	22	15	17	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	90	84	87	82	
% "Exceeding" State Standards					
Exceeds Standards	30	27	39	29	
Number of students tested	188	161	183	175	
Percent of total students tested	98	99	98	99	
Number of students alternatively assessed	2	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	89	78	83	78	
% "Exceeding" State Standards					
Exceeds Standards	25	19	33	20	
Number of students tested	151	108	122	113	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	71	52	74	48	
% "Exceeding" State Standards					
Exceeds Standards	3	13	26	4	
Number of students tested	31	23	27	27	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	91	80	80	80	
% "Exceeding" State Standards					
Exceeds Standards	16	24	33	19	
Number of students tested	56	55	60	64	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	81	73	63	75	
% "Exceeding" State Standards					
Exceeds Standards	13	9	21	17	
Number of students tested	31	22	19	12	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April 07	April 06	April 05	April 04	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets plus Exceeds Standards	92	95	93	89	
% "Exceeding" State Standards					
Exceeds Standards	32	37	44	33	
Number of students tested	188	161	183	175	
Percent of total students tested	98	99	98	99	
Number of students alternatively assessed	2	1	2	0	
Percent of students alternatively assessed	1	1	1	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	89	94	92	88	
% "Exceeding" State Standards					
Exceeds Standards	25	32	36	20	
Number of students tested	151	108	122	113	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	68	78	89	71	
% "Exceeding" State Standards					
Exceeds Standards	16	26	37	4	
Number of students tested	31	23	27	27	
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	88	95	89	84	
% "Exceeding" State Standards					
Exceeds Standards	18	24	32	14	
Number of students tested	56	55	60	64	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Meets plus Exceeds Standards	94	95	89	100	
% "Exceeding" State Standards					
Exceeds Standards	13	27	26	17	
Number of students tested	31	22	19	12	