

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 Dr. Melanie Castelle

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

Official School Name Livsey Elementary School

(As it should appear in the official records)

School Mailing Address 4137 Livsey Road

(If address is P.O. Box, also include street address.)

Tucker

City

Georgia

State

30084-2599

Zip Code+4(9 digits total)

County DeKalb County

State School Code Number* 1061

Telephone (678) 874-3302

Fax (678) 874-3310

Web site/URL http://www.dekalb.k12.ga.us/livseyes

E-mail Melanie_D_Castelle@fc.dekalb.k1

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.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Crawford Lewisnone

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

District Name KeKalb County School System

Tel. (678) 676-1200

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.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Ms. Lynn Cherry Grant

(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.

Date _____

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

**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: _____ 86 Elementary schools
 _____ 20 Middle schools
 _____ 0 Junior High Schools
 _____ 21 High schools
 _____ 20 Other
 _____ 147 TOTAL
2. District Per Pupil Expenditure: _____ 8905
 Average State Per Pupil Expenditure: _____ 2642

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. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ 0 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	16	9	25	7	0	0	0
K	25	30	55	8	0	0	0
1	29	27	56	9	0	0	0
2	27	23	50	10	0	0	0
3	36	31	67	11	0	0	0
4	27	18	45	12	0	0	0
5	19	21	40	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							338

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 7 | % Asian or Pacific Islander |
| 25 | % Black or African American |
| 4 | % Hispanic or Latino |
| 64 | % 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 8 %

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	11
(2)	Number of students who transferred from the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	317
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 2 %
- | | |
|---|---|
| 6 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 3

Specify languages: Spanish
Russian
Vietnamese

9. Students eligible for free/reduced-priced meals 12 %

Total number students who qualify: 42

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: $\frac{14}{46}$ %
 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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>3</u>	Emotional Disturbanc	<u>24</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>7</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>20</u>	<u>0</u>
Special resource teachers/specialist	<u>7</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support Staff	<u>10</u>	<u>4</u>
Total number	<u>46</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	97 %	97 %	96 %	96 %	96 %
Daily teacher attendance	96 %	97 %	95 %	0 %	0 %
Teacher turnover rate	13 %	9 %	9 %	4 %	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

A difference of 9% to 13% in teacher turnover rate might be perceived as a rise, however this percentage includes only one teacher difference from the previous two years (three teachers left in 06-07, as compared to two teachers in the two previous years). One teacher was promoted to an Assistant Principal position, one teacher resigned to be a 'stay at home moe' and one teacher transferred to a school closer to home.

PART III - SUMMARY

Livsey School, which opened in 1971, is a neighborhood pre-kindergarten through 5th grade school located in the city of Tucker, Georgia, and is part of the DeKalb County School System. Livsey School was built on land deeded by James McEvaney Livsey around the turn of the twentieth century. Livsey stands as a tribute to his belief in the importance of formal education. Although Livsey is in a suburb of a large urban city, small town values and active community involvement are still evident today.

Livsey's overall strengths can easily be summarized as student achievement, staff commitment, parent involvement, and shared governance. The stability of the community and school population, the achievement test scores, the involvement of parents in the school and community, and the high expectations of all its stakeholders make Livsey an outstanding school. These factors also contribute to maximizing opportunities for positive change. The 2004 summary from the Report of the Peer Review Team from the Southern Association of Colleges and Schools accreditation review team states, 'The peer review team found Livsey School exemplary. Strong community ties and parental involvement are evident. The collaboration and communication between stakeholders strengthens the mission and beliefs of the school. The administration, faculty, and staff work together to analyze data, identify needs, and plan instruction accordingly. The committee believes all stakeholders work diligently to maintain and improve the quality of Livsey School.'

Livsey has an exemplary trend of high achievement. Livsey students consistently exceed system and state scores on all tests, in all content areas, at every grade level, every year. The Governor's Office of Student Achievement under Georgia's Single Statewide Accountability System awarded Livsey with the Gold Award in 2005, the Platinum Award in 2006, and the Gold Award again in 2007, all for the highest percentage of students meeting and exceeding standards. In 2007, Livsey was named a 2007 Georgia School of Excellence for Academic Achievement. Livsey was also named a National PTA Parent Involvement School of Excellence, earned the 2007 Healthy DeKalb Healthy School Award, and was recognized by PEDS with a 2007 Golden Shoe Award for Livsey's efforts in making the area around Livsey safer for students to walk/bike to school. In addition, the principal was recognized at the state level with the 2007 Advocate of the Year Award by the Georgia Association of Health, Physical Education, Recreation and Dance for her support of student health and wellness. Even with this impressive trend, the teachers, administrators, and parents strive to always improve and not to just maintain the status quo. Teachers investigate different teaching techniques and assessment techniques; they make sure they are differentiating instruction; they always keep their expectations for their students high; they have even higher expectations for their own performance.

The mission of Livsey School is for all stakeholders to work collaboratively to maximize students' social and academic potential in a safe, supportive, and stimulating environment, preparing them to compete in a global society. Our vision is 'Livsey School - Doing whatever it takes to meet and exceed the standard for excellence through unity and purpose.' Livsey is a school that, although small in size, thinks big when it comes to providing the very best for its students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students who attend public schools in Georgia are required to take the Georgia Criterion-Referenced Competency Test (CRCT) in grades one through five. Students are tested on their acquired knowledge and skills from the Quality Core Curriculum (QCC) in social studies, and the Georgia Performance Standards (GPS) in reading, language arts, math, and science. Starting with the 2008-2009 school year, students will be tested on the Georgia Performance Standards in social studies also, and the Quality Core Curriculum will be completely phased out. Students in first and second grades are tested in reading, language arts, and math. Students in third through fifth grades are tested in reading, language arts, math, science, and social studies. Georgia has designated third and fifth grades as retention/promotion years. Students in third grade must pass the reading portion of the CRCT in order to be promoted to the next grade, and students in fifth grade must pass both the reading and the math portions to be promoted.

The CRCT has three performance levels: Exceeds (Level 3), Meets (Level 2), and Did Not Meet (Level 1). The scores for the performance levels are:

Exceeds- Level 3 (QCC: at or above 350 GPS: at or above 850)

Meets- Level 2 (QCC: 300-349 GPS: 800-849)

Did Not Meet- Level 1 (QCC: below 300 GPS: below 800)

Results indicate that Livsey students out perform other students in the state and the district in grades one through five every year. Livsey School was recognized for its academic achievements by being named a 2007 Georgia School of Excellence. Under the No Child Left Behind legislation, and as mandated by state law, Georgia is required to develop a Single Statewide Accountability System (SSAS) which includes awards and consequences. Livsey has been awarded the Gold Award twice (2005 and 2007) and the Platinum Award once (2006), all in the category of Highest Percentage of Students Meeting and Exceeding Standards. Award-winning schools must meet the following criteria, which are based on the results of the most recent Criterion Referenced Competency Test (CRCT) (grades 1-8 in reading, English/language arts, math, social studies, and science). Criteria are based on Full Academic Year (FAY) students.

Gold Award criteria : AYP for 2 consecutive years, 30% of students exceed standards, 97% or more meet and exceed standards.

Platinum Award criteria: AYP for 3 consecutive years, 35% of students exceed standards, 98% or more meet and exceed standards.

Additional information regarding the CRCT, GPS, QCC, and the performance of students across the state, in DeKalb County, and for Livsey School can be found on the Georgia Department of Education website: http://public.doe.k12.ga.us/ci_testing.aspx and www.doe.k12.ga.us.

2. Using Assessment Results:

Assessment data related to measures of the quality of the work of students is collected on a daily basis. Information on student progress is collected through a variety of means, including but not limited to, student work, basic literacy tests, running records, computer tests, unit and benchmark tests, portfolios, checklists, projects, rubrics, and teacher observation. Data is used to increase student achievement by determining flexible groupings, compacting groups, tutoring needs, acceleration needs, identifying specific interventions, and diagnosing learning concerns. Teachers post Standards and Elements from the Georgia Performance Standards in their classroom and discuss with the students expectations for learning. Through the use of checklists and rubrics, students are aware of performance expectations. Teachers often have conferences with students to assist them in planning, setting goals, and discuss progress and areas in need of improvement. Teacher commentary and specific feedback on student work assist students in mastering standards.

Teachers also meet on grade level in Professional Learning Communities on a weekly basis to discuss assessment data and progress of the students in their grade level. Teachers implement strategies using Livsey's Pyramid of Interventions to support students who are identified as at-risk or in need of more challenges. Differentiation of instruction, as indicated by a student's assessment results, may be implemented. Some of these strategies include consideration of multiple intelligences, learning styles, questioning, shared inquiry, Bloom's Taxonomy, student choice, and individualized performance based assessments.

Results on district and state assessments are used to determine school wide areas of strengths and weaknesses, individual student's needs, changes that are needed in the curriculum, and program needs. It is used to identify patterns of weakness in domains/concepts in a grade level, for a specific student, a specific teacher, or school wide. Data is also used to modify school wide action plans to increase student achievement.

3. Communicating Assessment Results:

Student performance on the Georgia Criterion-Referenced Competency Test (CRCT) and the Iowa Test of Basic Skills (ITBS) are reported annually through various means. Individual student CRCT score results are sent to or picked up by parents. CRCT school results are communicated through the school's website, Livsey's monthly parent newsletter, posted on our 'School Data' board in our lobby, and announced during PTA and School Council meetings. Individual letters with Iowa Test of Basic Skills results and instructions for interpretation are sent home once the results are received by the school. The instructions for interpretation are clearly articulated and parents are offered the opportunity to have a conference with the teacher if they need or desire further explanation. Awards earned by the school in recognition of outstanding student performance are communicated to the community through local newspaper articles, Livsey's and DeKalb County Schools' websites, announcements on the school's outdoor marquee, and displayed on banners, flags, and signs around the school campus.

Student performance in other areas is communicated during parent-teacher conferences, weekly home-school couriers, progress reports and report cards, student displays of work in the classroom and hallways, during Awards Day ceremonies, and in the local newspaper. Morning announcements are another avenue that is used to communicate student performance and achievements. These morning announcements are heard by the entire student body and any visiting community members and parents.

4. Sharing Success:

DeKalb County schools share a strong bond, and successes at individual schools are celebrated by all. Our superintendent announced awards and achievements earned by Livsey School at monthly Administrators' Meetings, where principals and administrators from the entire school system were present. The superintendent also shared Livsey School's accomplishments at DeKalb County Schools Board of Education monthly meetings, inviting the principal to be in attendance to be recognized in front of the Board. The school system is divided into regions and clusters. A cluster consists of the attendance area high school, feeder middle school, and all the feeder elementary schools. Livsey's cluster is the Tucker Cluster and Tucker Parent Council meetings are held on a regular basis. Parents, staff, and administrators from all the cluster schools are present at these meetings. Positive achievements by Livsey School were announced during these meetings. Teachers and parents are so proud of all our accomplishments that they will often share successes at Livsey with community members and neighbors through email, church gatherings, and at extra-curricular activities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All public schools in Georgia align their curriculums with the Georgia Performance Standards (GPS). The Georgia Performance Standards provide clear expectations for assessment, instruction, and student work. The GPS isolate and identify the skills and knowledge needed to problem solve, reason, communicate, and make connections with other information.

Livsey School's curriculum is aligned with the GPS. The English/Language Arts strand consists of reading, writing, conventions, and a strand for listening, speaking, and viewing. Each performance standard has four components: a content strand, illustrative tasks, examples of student work, and a commentary for teachers. At Livsey School, all students have English/Language Arts and reading instruction for two and a half hours each day.

Performance standards for mathematics have been designed to achieve a balance among concepts, skills and problem solving. Students are encouraged to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines. Livsey School students receive one hour of mathematics instruction daily.

Livsey School's social studies curriculum, aligned with the Quality Core Curriculum this year, is designed so that students understand their past and how that past influences the present day and the future. This curriculum develops informed Georgia citizens and their place in an ever increasing interconnected world. The GPS science curriculum has a large emphasis on the process of science. The school's and the state's goal is for students to 'Do Science, not View Science.' Students must experience science in order for learning to be meaningful and mastered.

Livsey School strives to meet the needs of all learners by presenting instruction through a variety of strategies and approaches, employing teachers for grades one through five who have or are in the process of acquiring Gifted Endorsement to their certifications, and implementing Livsey's Pyramid of Interventions. Our gifted students are supported by a pull-out model. Since teachers in grades one through five have Gifted Endorsement, they are able to extend the curriculum for all students on a daily basis. Support to our special needs students is provided through inclusion, collaboration, and resource models. Tutors are available for students who are struggling in reading and/or mathematics. Teachers on each grade level meet to collaborate and coordinate on instructional plans, student assessment, and to discuss student needs and progress. The fine arts teacher, music teacher, and the drama sponsor collaborate with classroom teachers in order to integrate grade level content into theatrical and musical performances, and student art work.

2a. (Elementary Schools) Reading:

Livsey School holds high expectations for all students in reading. In order to develop independent readers, articulate writers and speakers, and able listeners and viewers, the school has implemented the Scott Foresman Reading program to support students. This program meets all the objectives of the Georgia Performance Standards for English/ Language Arts which is implemented by Livsey School. This program aligns to the five critical areas of instruction identified by Reading First: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension. The literature selections take into account where children are and where they need to go. All the selections were chosen based on a scope and sequence that aligns with national assessments, state guidelines, and research-based criteria. It provides the phonics and comprehension support needed to develop successful, fluent, and independent readers at every grade level.

In addition, teachers use the Junior Great Books program. This program employs the Shared Inquiry method of learning that helps students learn to read, think, and write better using critical-thinking skills. The Developmental Reading Assessment is used to determine the exact level of each student so that teachers know where a student is on the reading continuum. Differentiation in reading in each class is crucial to Livsey's program. Since most teachers are endorsed to teach gifted students, as well as those who are struggling, finding many flexible reading groups that address the multiple learning styles is common. Students who have been identified as needing the Early Intervention Program receive differentiated instruction in the regular education classroom as well.

All Livsey students participate in the Accelerated Reader (AR) program. Students are encouraged to read for fluency and comprehension, as they select the appropriate level of book determined by previous successful test results. The students culminate their AR reading by taking a comprehension test online.

3. Additional Curriculum Area:

Livsey encourages all students to develop their math skills, helping them to become 'mathematically powerful.' Students who are mathematically powerful think and communicate, draw on mathematical ideas, and use mathematical tools and techniques. Teachers provide experiences for students that help them to make connections, use reasoning and develop proofs, problem-solve, create representations, and communicate ideas. To that end, this year Livsey is using both of Houghton Mifflin's Math Expressions and Math Georgia as resources for instruction. Using a three-part lesson format, the students and teacher together make the lesson effective. The three parts are: before engage prior knowledge before learning; during monitor and assess work during learning; and after apply new information after the learning. While our math scores have always been higher than the state or county on the Criterion-Referenced Competency Test, this new resource presents a different focus for the teachers. Teachers feel that making sure all students understand how to use the language of math and well as developing the skill of writing about their math is crucial to their mathematical development. This series provides mathematical writing prompts as well as a math talk component which reinforces those concepts.

In addition, students in second grade must pass a formal addition and subtraction timed test and third grade students must pass a multiplication facts timed test. These ensure that students can solve basic math problems for their grade level. Teachers provide flexible grouping so that students can develop conceptual understanding related to their experiences and knowledge.

4. Instructional Methods:

Livsey School teachers implement an instructional framework that is a compilation of best practices taken from several research-based resources. Consideration of the Constructivist Theory of Learning has students integrating new information with existing knowledge. Students are motivated to discuss and interact among themselves, and they are encouraged to accept, respect, and use their own ideas as well as the ideas of others.

Using responsive teaching methods, teachers develop the knowledge base of how students learn, apply, and demonstrate learning. They use strategies to support learning by having students practice the strategies while doing meaningful tasks within a three-part lesson framework (before, during, and after the learning). Responsive teaching sets up the students' environment to work in ways that promote understanding and active engagement, and balances the needs of students who need one-on-one instruction and those who need small-group instruction. Responsive teachers strive to meet the individual needs of their students while allowing them to take ownership for their learning by recognizing Vygotsky's Zone of Proximal Development (ZPD). ZPD allows teachers to be cognizant of the difference between a child's capacity to solve problems on his own and his capacity to solve them with assistance.

Livsey School teachers use accelerating and compacting of the curriculum to offer opportunities for all students to maximize their learning. Accelerating and compacting focuses on the level of rigor. Teacher in grades one through five at Livsey School all have Gifted Endorsements on their certification, and are well able to provide a level of rigor that is based on the content-specific level of the student. Differentiation is implemented on a daily basis and throughout the day. In differentiating instruction, teachers at Livsey teach the same standard to students who have a range of abilities by using a variety of teaching and learning modes that include multiple intelligences, learning styles, providing materials and tasks at varied levels of difficulty, varying degrees of scaffolding, multiple instructional groups, and with time variations.

5. Professional Development:

Livsey's Consolidated School Improvement Plan guides professional learning for all the staff. Data is used from CRCT, ITBS, and other informal and formal student assessments, in order to guide our decisions regarding professional learning and how to best meet the needs of our students. Teachers also use the Georgia Assessment for Performance on School Standards (GAPSS) as a tool to survey the needs of the school. One of the components of this document is an assessment of professional learning at Livsey and the direction it should take each year. Using the results of this survey and student data, has helped Livsey formulate our plans to be sure we are meeting all the needs of our students for success. The school is given a budget and our Professional Development Liaison carefully plans for classes and training for the

staff.

The state of Georgia Department of Education has recently put into practice the Georgia Performance Standards. As a result the staff has spent a great deal of time being trained on the standards and planning the units. The staff also has learned the implementation of the newly adopted textbooks received in the last two years Scott Foresman reading series and Houghton Mifflin math series. Livsey continues to believe in supporting new teachers by providing each a mentor for the entire year.

During the last three years, teachers have been instructed on Writer's Workshop, Junior Great Books, Touch Math, the Diagnostic Reading Assessment, and integrating technology into the curriculum. Kay Burke, author of From Standards to Rubrics in Six Steps, trained teachers on using rubrics and checklists in their classrooms. We are also planning to set up learning communities to participate in book studies and book talks in small groups according to interest in certain topics or needs.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 1 Test Georgia Criterion Referenced Test (CRCT)
 Edition/Publication Year 2003-2006 and Publisher Riverside Publishing Company and McGraw

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	97	98	98	
% "Exceeding" State Standards	81	71	88	82	
Number of students tested	43	69	43	45	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		62			
Number of students tested		13			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		70			
Number of students tested		10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	99	98	96	
% "Exceeding" State Standards	58	75	86	82	
Number of students tested	43	69	43	45	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		69			
Number of students tested		13			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		60			
Number of students tested		10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	98	95	100	
% "Exceeding" State Standards	82	70	84	70	
Number of students tested	67	44	44	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	80				
Number of students tested	15				
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	100	95	98	
% "Exceeding" State Standards	61	57	77	72	
Number of students tested	67	44	44	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	47				
Number of students tested	15				
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	50	50			
Number of students tested	10	10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	97	100	100	
% "Exceeding" State Standards	63	79	79	79	
Number of students tested	48	38	38	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100		100		
% "Exceeding" State Standards	55		46		
Number of students tested	11		13		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	97	100	100	
% "Exceeding" State Standards	58	79	66	60	
Number of students tested	48	38	38	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100		100		
% "Exceeding" State Standards	36		38		
Number of students tested	11		13		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	100	98	96	
% "Exceeding" State Standards	74	64	77	76	
Number of students tested	39	33	44	49	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard			92		
% "Exceeding" State Standards			62		
Number of students tested			13		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	97	91	98	
% "Exceeding" State Standards	49	27	36	43	
Number of students tested	39	33	44	49	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard			77		
% "Exceeding" State Standards			23		
Number of students tested			13		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	98	100	
% "Exceeding" State Standards	45	37	80	80	
Number of students tested	31	43	45	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		15			
Number of students tested		13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98	98	97	
% "Exceeding" State Standards	58	53	42	50	
Number of students tested	31	43	45	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard		92			
% "Exceeding" State Standards		23			
Number of students tested		13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					