



## **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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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:        69   Elementary schools  
                                                            16   Middle schools  
                                                             0   Junior high schools  
                                                            14   High schools  
                                                             2   Other (Briefly explain)
- 101  TOTAL

2. District Per Pupil Expenditure:       \$8,816.00
- Average State Per Pupil Expenditure:  \$6,484.00

**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.   10   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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	16	26	<b>42</b>	<b>7</b>			
<b>1</b>	16	25	<b>41</b>	<b>8</b>			
<b>2</b>	22	15	<b>37</b>	<b>9</b>			
<b>3</b>	21	32	<b>53</b>	<b>10</b>			
<b>4</b>	23	25	<b>48</b>	<b>11</b>			
<b>5</b>	26	26	<b>52</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>273</b>

6. Racial/ethnic composition of the students in the school:
- |              |                                  |
|--------------|----------------------------------|
| <u>0</u>     | % White                          |
| <u>99</u>    | % Black or African American      |
| <u>&lt;1</u> | % Hispanic or Latino             |
| <u>0</u>     | % Asian/Pacific Islander         |
| <u>0</u>     | % American Indian/Alaskan Native |
| <b>100%</b>  | <b>Total</b>                     |

7. Student turnover, or mobility rate, during the past year: **46%**

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	79
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	125
<b>(4)</b>	Total number of students in the school as of October 1	274
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.46
<b>(6)</b>	Amount in row (5) multiplied by 100	46

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

Number of languages represented: 1  
Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: 98 %  
268 Total Number Students Who Qualify

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

10. Students receiving special education services: 7 %  
19 Total Number of Students Served

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

<u>  0  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  2  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u>  0  </u> Hearing Impairment	<u> 13 </u> Speech or Language Impairment
<u>  0  </u> Mental Retardation	<u>  0  </u> Traumatic Brain Injury
<u>  0  </u> Multiple Disabilities	<u>  0  </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  1  </u>	_____
Classroom teachers	<u> 19 </u>	_____
Special resource teachers/specialists	<u>  7  </u>	<u>  8  </u>
Paraprofessionals	<u>  3  </u>	_____
Support staff	<u>  7  </u>	_____
Total number	<u> 37 </u>	<u>  8  </u>

12. Average school student-“classroom teacher” ratio:  1:15 

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1	96.1	95.4	95.8	93.5
Daily teacher attendance	95.8	95.8	97.0	98.0	96.7
Teacher turnover rate	11%	11%	11%	11%	11%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Capitol View Elementary School is located in the southwest quadrant of Atlanta, Georgia. The school has served the community for more than 70 years. The Capitol View community is comprised of homeowners, apartment dwellers, and those who rent their homes. Residents in the school's community include white-collar professionals, blue-collar workers, and families that receive public assistance.

The current enrollment is 274. The current student population includes 99% African-American and <1% Hispanic. Approximately 98% of the students receive free or reduced price meals. The school's mobility index last year was .46. Our students walk to and from school or they are driven in private vehicles. However, there is one school bus that provides transportation for those students who have special permission to attend Capitol View as a result of the No Child Left Behind Act.

The instructional staff consists of dedicated educators who work diligently to realize the school's vision of focusing their talents and resources on ensuring that Capitol View students are fully prepared for success in school and in life. Therefore, the Core Knowledge curriculum was selected as the school's reform model to eliminate any gaps and unnecessary repetition in student learning. Capitol View is also a school-wide Title I site. Each week the instructional staff plans collaboratively to implement lessons that allow all students the opportunity to develop their higher-order thinking skills. The instructional staff manages to keep abreast of the best practices for teaching elementary school students by participating in monthly in-services, by reading professional journals, and by attending local and national conferences.

To further ensure that Capitol View students are fully prepared for success in school and in life, parents and the community are included in the school's instructional plan. PTA meetings are used as a catalyst to showcase students' mastery of concepts and also as an opportunity to share with parents the different activities they can use at home to help their children succeed in school. The school's business partner releases its employees from their responsibilities to tutor and mentor Capitol View students. This partnership, between Capitol View and its business partner, has won three awards from the Atlanta Partners in Education for their dedicated collaboration.

Students are given opportunities throughout the school year to engage in a variety of non-traditional mathematics and reading activities. The literacy activities that engage Capitol View students include: the Accelerated Reader program, spelling bees, Dr. Seuss' birthday celebration, and storybook character celebrations. The science and social studies curriculum is infused into reading lessons to provide students with meaningful passages. Two annual Math Expos are sponsored so that each class can present applied mathematics concepts in the form of games, skits, etc. Our weekly "estimation jar" provides students an opportunity to hone their skills at estimation by guessing the approximate number of items in the jar. Every morning, teachers begin the instructional day with students solving the Math Problem of the Day. Each month students participate in a quiz bowl that showcases how much the students have mastered their grade level's curriculum.

Capitol View has been a recipient of honors and awards. In the spring of 2003, the Core Knowledge Foundation recognized Capitol View as the first Official Core Knowledge School in

our school system. In October 2002 and 2003, Capitol View was recognized by its district superintendent for achieving 100% its academic targets. This honor included the fourth grade students' outstanding performance on the Georgia Criterion Referenced Competency Test. Also in October 2003, Capitol View was recognized by its district superintendent for ranking among the top 5% of the elementary schools in the state of Georgia for academic achievement.

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

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- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

Our assessment results in reading and mathematics are indicative of the high levels of proficiency attained by students. The results were derived through use of scientifically-based instructional strategies. Such strategies include developing an enriched curriculum that merges Georgia's Quality Core Curriculum with Core Knowledge Curriculum content. Rather than providing literacy instruction exclusively through a publisher's reading program, our observations and action research guided us to teach reading and other literacy skills through social studies and science content at grades 3 – 5. We believe that this approach to literacy instruction will broaden our students' experiences and reinforce the point that skills developed in these key areas must be applied beyond the "reading Block" and to everything they read. Results reflect that in teaching literacy skills all teachers provide students experiences that involve functional reading (charts, recipes, schedules), textbook reading, as well as literature (including poetry).

Assessment results indicate a school-wide emphasis on reading. Results demonstrate an ongoing school-wide effort to get all students to embrace reading as a "fun and pleasurable" activity that should be part of everyone's daily ritual. Our daily participation in the Accelerated Reading (AR) Program for a minimum of thirty minutes is surely reflected in our assessment results. During this 30-minute period, all teachers engage students in reading books. Moreover, teachers guide the experience by asking questions that require students to apply selected reading skills, including vocabulary terms, to literature. The opportunity to gain AR points further stimulates students to read recreationally. Additionally, all students are required to read at home each evening for a given number of minutes ranging from 30 – 60 minutes. Our research reveals that students who read for at least 30 minutes a day become proficient and, when tested, perform to acceptable standards. AR helps our students perform at acceptable levels.

Results in mathematics indicate the power of similar instructional practices. Twice yearly math fairs, the development of math projects and other activities have yielded a good result for our students. At all grades and in all classes, lessons include requirements that students develop certain concepts to the application level of Bloom's Taxonomy. At this level, students are required to apply critical thinking skills, to manipulate and think through information in order to successfully complete tasks. Resulting products may include games that reinforce concepts, structures built to specifications, musical compositions, or sports statistics, among others.

Our assessment results indicate the advisability of integrating disciplines, as we blend mathematics and music, physical education and science, reading, writing and social studies, so that students have multiple opportunities to practice and master critical skills in a variety of contexts.

**2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Soon after assessment data arrive at our school, we analyze results by discipline, gender, ethnicity and homeroom. We identify areas in which students have performed well, as well as those where student performance is mediocre and poor. We use the findings to inform instructional practices. When we develop our yearlong plans, our assessments results drive skill emphases. All lessons taught during each week are drawn from yearlong plans for each grade. Yearlong plans are based on state's Quality Core Curriculum and Core Knowledge content. Weekly lesson plans seek to teach the curriculum using strategies that bridge the gaps noted in previous results. Teacher-made weekly assessment instruments are intended to measure student progress on all skills taught, including areas of deficits.

Weekly assessment results are analyzed in a manner like that described for use with state assessments. Likewise, the results are used to inform instruction. Further, assessment results are used to identify students in need of remediation and those in need of enrichment. Enrichment students are assigned tasks that will afford them opportunities to work to deepen their understanding of key skills and concepts through research-based projects, PowerPoint presentations and other activities that they can share with the class as a whole. Remedial students are invited to participate in early morning tutorials and after-school tutorials. Early morning tutorials are offered Monday through Friday at 7:30 A.M. After-school sessions are held on Mondays, Wednesdays, and Thursdays from 2:45-4:00. All remedial sessions offer students instruction based on assessed needs. Further assessment is on going.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

At our annual open house, assessment results from the previous year are shared with our parent body and community. Progress is noted and areas of concern/deficiency are highlighted. Parents receive a copy of their child's results and are offered conference sessions at which results may be explained or clarified. The CVES Parent Newsletter, a quarterly publication, reports assessment results to parents, business partners and the community.

Homeroom teachers present and explain individual results to students assigned to them. During these conferences, teachers highlight strengths as well as areas that must be strengthened. Assessment data are also presented to our local school council, composed of two parents, two teachers, two business partners and the school's principal. Since the purpose of this body is to advise the principal on strategies to improve student performance, input into plans for improvement is solicited and incorporated into our School Achievement Plan.

Further, at each grade level, results from weekly assessments are posted in each classroom in order to promote improvement. Banners celebrating school-wide success on state assessments are displayed in our hallways.

**4. Describe in one-half page how the school will share its successes with other schools.**

Our school is involved in monthly Core Knowledge meetings with other Atlanta district Core Knowledge schools. These meetings include a segment designed to allow each school to share its successes and innovations. At monthly principals' meetings, principals share effective practices in efforts to provide impetus for positive change. The Atlanta Public Schools publications include one that highlights successful practices at schools, and schools are permitted to contribute to this publication. Likewise, our school system produces a monthly broadcast, "Making the Grade," that highlights effective practices and innovations at local schools. This provides another means of sharing our successes.

Our school serves as a demonstration site for the Consortium on Reading Excellence, C.O.R.E. In this capacity, our staff affords other schools in our district opportunities to observe reading instruction and note strategies that may be used to improve the quality of instruction at their sites.

Our participation in Core Knowledge Foundation activities has allowed us to serve as a visitation site for other schools throughout the state in the past. Currently, we are scheduled to make a presentation at the Core Knowledge national convention this March. These and similar activities should continue to allow us to share our successes.

## PART V – CURRICULUM AND INSTRUCTION

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- 1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

Core Knowledge is an academically rich curriculum that provides students and teachers with a solid, coherent foundation of learning. Core Knowledge consists of language arts, mathematics, American history, world history, science, visual arts, and music. Capitol View Elementary School began adopting the Core Knowledge curriculum in August of 1998, by adopting only the language arts and mathematics areas. In October of 2003, Capitol View Elementary became an official Core Knowledge School through teaching 80% of the Core Knowledge Curriculum. The instructional staff of our school chose the Core Knowledge curriculum as our reform model because it allowed us to infuse specific, rich, and exciting content into our state standards. Core Knowledge eliminates the gaps and unnecessary repetitions in student learning. It constantly provides our students with an important foundation for future learning. It promotes fairness and excellence for all students and gives them equal access to knowledge. Since August 2003, we have continuously revisited and revised our yearlong plans to ensure that our state standards, as well as the Core Knowledge content have been taught. The Core Knowledge content has been infused with the state of Georgia’s Quality Core Curriculum in the areas of language arts, reading, mathematics, science, social studies, art, music, and foreign language. Our teachers work closely with our enrichment team (art, music, and French teachers) to develop lessons based on the Georgia QCC’s and Core Knowledge. This curriculum allows students access to acquire “content-specific” knowledge that goes beyond the state’s requirements.

The language arts/reading Core Knowledge curriculum begins by enhancing students’ writing, and grammar skills. Students are exposed to various forms of writing and mechanics. Core Knowledge allows students to increase their knowledge base through the use of idiomatic expressions and rich content. For example, first grade students experience the early civilizations through virtual trips to Mesopotamia and Ancient Egypt.

The mathematics curriculum consists of students gaining knowledge with higher order problem solving skills while continuously acquiring fluency in fundamental concepts.

The American and world history sections of Core Knowledge are the crux of the curriculum. These sections have been infused into the language arts/reading block of our school day. Students are able to “read” and apply reading skills to valuable content such as the history of Ancient Greece and the history of American westward expansion for second graders.

Visual arts and music as these relate to the Core Knowledge curriculum, allow our students many opportunities to learn about the methods and terminology of the different artists as well as musicians and to become familiar with an even greater range of noted artists and acknowledged masterworks.

The faculty and staff of Capitol View Elementary School are committed to providing students with a hands-on, intriguing, motivating, life-long educational experience.

**2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Our reading program is based on Patricia Cunningham’s Four Blocks model. Strategies included in this approach are supported by effective instructional practices identified by the Consortium on Reading Excellence (C.O.R.E.). We chose this model because we believe that the communication skills – reading, writing, speaking and listening – must be developed in conjunction with each other. The Four Blocks model provides strategies to develop these skills simultaneously on a daily basis through varied, center-based learning experiences. Center activities address writing, independent reading, vocabulary development and others that impact empowerment through literacy.

Our reading model is supported by a print-rich classroom environment that includes classroom libraries of 200-300 books on varied reading and interest levels, published student writings in various genres, and other artifacts of student learning. Teachers read to students daily as a means of creating excitement about reading and encouraging recreational reading. Our participation in the Accelerated Reader (AR) Program is school-wide. Each student is assigned an AR goal each quarter, and teachers post points earned in order to encourage continued participation.

The reading curriculum at grades K-2 includes an emphasis on phonics, phonemic awareness, high frequency words, and basic comprehension strategies and opportunities to apply these strategies to meaningful reading material. At grades 3-5, these emphases continue and are applied to higher level reading materials. Additionally, science and social studies textbooks are used in place of a reading series at grades 3, 4 and 5. This allows teachers to guide students in developing reading skills that are applicable across the curriculum as opposed to confining the teaching of reading to literature exclusively.

**3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.**

Capitol View Elementary School chose the elementary French foreign language program during the 1995-1996 school year. Research tells us that students who are able to master a foreign language will have a definite advantage over students who enter middle school without it. Exposing students to a foreign language in the elementary years is an important step in laying the groundwork for future education. It allows reinforcement and mastery of a student’s native language. The elementary school years embrace a critical period for acquiring language. Therefore giving students a strong foundation in a foreign language at the elementary level will allow them the opportunity to be motivated and eager to learn more once they reach the middle school and high school years.

The foreign language teachers meet with classroom teachers on a weekly basis. During this time, the classroom teacher is able to explain the week’s skills and objectives. The foreign language teacher then explains to the classroom teacher what foreign language skills can be applied to the content taught by the classroom teacher. This planning session allows both the classroom teacher and the foreign language teacher an opportunity to integrate all subjects. For example, a first grade class is studying a unit on Ancient Egypt. The classroom teacher knows that she will teach the students several terms such as mummification, delta, scribes, and pyramids. The French teacher can begin by translating these terms into French terms and applying the same concepts to the French culture. Our foreign language programs is applied through not only social

studies but also reading, mathematics, science, art, and music to ensure that all content and skills are being reinforced through a second language.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

The instructional methods our teachers use are research-based and include hands-on approaches in all subject areas. Our goal in every subject is to foster mastery of content by providing students activities that require application, analysis, synthesis and evaluation. By completing learning tasks that force students to think critically about information, we believe that mastery will follow. Our teachers monitor the progress of students as they work so that missteps and misunderstandings may be corrected soon after they occur. Teachers display completed products so that these may serve as constant reminders of the learning associated with them.

Our teachers utilize the services of representatives from our business partnership to serve as tutors in reading, mathematics and technology for individual and small groups of students. Teachers make use of peer tutoring strategies in order to reinforce skills and concepts for the tutor as he provides services to his tutee. Our teachers remain abreast of students' achievement levels, and sometimes provide independent tasks for advanced students so that more individual or small group instruction may be provided for lower achievers.

Additionally, our research indicated that separating boys and girls for instruction might enhance student achievement. This year we have established some single gender classes. Teachers have involved high achieving people from the work-a-day world in sharing their accomplishments with students in these classes. Teachers in these classes select reading materials and activities that appeal to the gender they teach. We will continue to collect data on the academic progress of students in these classes.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

Professional development at Capitol View is designed to address assessed needs and to assure that the instructional staff remains abreast of innovations and new information that is relevant to teaching. Teachers with fewer than three years of teaching experience are assigned a mentor teacher whose duty it is to help them become acclimated to our profession and our school culture. This form of staff development helps new teachers plan effective class management as well as effective instruction. Effective instruction is further enhanced by the weekly collaborative planning sessions in which each team of teachers participates. These sessions allow teachers to plan lessons that have the benefits of the best thinking of all teachers on each grade level.

Each month teachers participate in in-service sessions designed to improve their levels of expertise in Core Knowledge content. Consultants for these sessions have taught teachers how to include classical music, art, history and literature across the curriculum. Each month teachers participate in in-service sessions based on assessed needs in reading and mathematics instruction. Since we use reading instructional strategies derived from the national reading panel, C.O.R.E. strategies are often presented in collaborative planning sessions. Likewise, effective strategies for teaching mathematics are presented to the staff in both small and large groups. These presentations are followed up with instructional observations and, sometimes, peer coaching.

Finally, our staff development includes a social studies initiative wherein selected teachers attend sessions at local universities on a monthly basis in order to enhance their knowledge of world history. Content from these sessions is shared with the total staff. This helps teachers in providing a clearer explanation of historical events and their significance in students' lives.

## **PART VII - ASSESSMENT RESULTS**

### **Public Schools**

In a letter to the U.S. Secretary of Education accompanying the list of nominated schools, the CSSO of each state certifies that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels” or for being in the top 10 percent of schools in the state. The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. States must rely on the state accountability system to identify schools for submission to the Secretary.

Based on state data, the CSSO certifies that the submitted schools meet one of two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school's demographics, achievement in the top 10 percent of schools in the state as measured by state tests of reading (language arts or English) and mathematics or in the top 10 percent in the state on assessments referenced against national norms in at least the last grade tested.

“Dramatically improved” is defined by the CSSO of each state based on the state's definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at least at the 55th percentile on state assessments in the highest grade tested even if the school makes AYP.

A student from a “disadvantaged background” is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO using the state accountability system. If the state uses only assessments referenced against national norms at a particular grade, the school should explain how these tests measure the depth and breadth of the state's academic content standards. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. For

these tests, schools must use national norms. The national school norms for the 90<sup>th</sup> and 55<sup>th</sup> percentiles can be found on the U.S. Department of Education’s Web site. If fewer than 90 percent take a particular test, do not report the data. If the PSAT, PLAN, SAT, or ACT are not an official part of the state accountability system, schools should not report the data.

The school must disaggregate the data for socioeconomic groups that comprise sufficient numbers to be a part of the state’s assessment reports. If it is not possible to disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups if they comprise sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

### **Private Schools**

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in at least the past three years in reading (language arts or English) and mathematics, and are achieving at high levels.

A student from a “disadvantaged background” is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. “Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement in at least the last grade tested at or above the 55<sup>th</sup> percentile (5 percentage points above the mean) on assessments referenced against national norms at a particular grade, or at or above the 55<sup>th</sup> percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms or in the top 10 percent in its state as measured by a state test in at least the last grade tested.

Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments or, if the school does not administer state tests, for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should include the data, unless students take state assessments. In the case where all private secondary school students participate in state assessments, do not report the data from the PSAT, PLAN, SAT, or ACT.

The school must disaggregate the data for students eligible for free or reduced-priced meals if that cohort of students comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. If the school does not collect family income data and cannot disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups that comprise 10 percent or more of the student body of the school. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

**GEORGIA CRITERION-REFERENCED TESTS**

Grade   4  

Test   Georgia Criterion Referenced Competency Test  

Edition/publication year   2000-2001 through 2002-2003  

Publisher   Riverside Publishing Company  

Number of students in the grade in which the test was administered       53      

Number of students who took the test       53      

What groups were excluded from testing? Why, and how were they assessed?       None      

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Number excluded   0   Percent excluded   0%  

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state’s categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at “basic,” 69% are at “proficient,” and 42% are at “advanced.”

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

**GEORGIA CRITERION-REFERENCED TESTS, Continued**  
**Data Display Table for Reading, English/Language Arts, and Mathematics**

**Disclaimer: Interpretation of scores:**

*Did Not Meet = student scored less than 300 on the state assessment*

*Meets = student scored between 300 – 349 on the state assessment*

*Exceeds = student scored between 350 – 450 on the state assessment*

Testing month	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
April					
<b>SCHOOL SCORES</b>					
<b>1. Reading</b>					
% Exceeding Standard	<b>81</b>	<b>49</b>	<b>38</b>		
% Meeting, or Exceeding Standard	<b>96</b>	<b>90</b>	<b>81</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
School Mean Score	<b>375</b>	<b>348</b>	<b>335</b>		
Number of students tested	<b>53</b>	<b>63</b>	<b>54</b>		
Percentage of students tested	<b>100%</b>	<b>100%</b>	<b>100%</b>		
<b>2. English/Language Arts</b>					
% Exceeding Standard	<b>53</b>	<b>24</b>	<b>11</b>		
% Meeting, or Exceeding Standard	<b>98</b>	<b>94</b>	<b>78</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
School Mean Score	<b>349</b>	<b>334</b>	<b>320</b>		
Number of students tested	<b>53</b>	<b>63</b>	<b>54</b>		
Percentage of students tested	<b>100%</b>	<b>100%</b>	<b>100%</b>		
<b>3. Mathematics</b>					
% Exceeding Standard	<b>58</b>	<b>22</b>	<b>8</b>		
% Meeting, or Exceeding Standard	<b>96</b>	<b>87</b>	<b>70</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
School Mean Score	<b>348</b>	<b>332</b>	<b>313</b>		
Number of students tested	<b>53</b>	<b>63</b>	<b>54</b>		
Percentage of students tested	<b>100%</b>	<b>100%</b>	<b>100%</b>		
<b>STATE SCORES</b>					
<b>1. Reading</b>					
% Exceeding Standard	<b>44</b>	<b>38</b>	<b>32</b>		
% Meeting, or Exceeding Standard	<b>80</b>	<b>79</b>	<b>74</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
State Mean Score	<b>335</b>	<b>337</b>	<b>333</b>		
<b>2. English/Language Arts</b>					
% Exceeding Standard	<b>18</b>	<b>15</b>	<b>16</b>		
% Meeting, or Exceeding Standard	<b>78</b>	<b>77</b>	<b>74</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
State Mean Score	<b>322</b>	<b>320</b>	<b>322</b>		
<b>3. Mathematics</b>					
% Exceeding Standard	<b>19</b>	<b>13</b>	<b>12</b>		
% Meeting, or Exceeding Standard	<b>74</b>	<b>66</b>	<b>63</b>		
% Not Meeting, Meeting, or Exceeding Standard	<b>100</b>	<b>100</b>	<b>100</b>		
State Mean Score	<b>319</b>	<b>312</b>	<b>314</b>		

**Disclaimer:** *The Capitol View population does not lend itself to disaggregate information by socio-economic status or ethnicity. The racial/ethnic composition of our students, other than the African American students is less than 1%, and there is not enough data to divide our students based on socio-economic status.*

**Georgia Kindergarten Assessment Program**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
<b>SCHOOL SCORES</b>					
% Ready for 1 <sup>st</sup> Grade or Ready for 1 <sup>st</sup> Grade with extra instruction asst.	<b>83</b>	<b>88</b>	<b>92</b>		
% Ready for 1 <sup>st</sup> Grade with extra instruction asst.	<b>13</b>	<b>10</b>	<b>2</b>		
% Not ready for 1 <sup>st</sup> Grade, Ready for 1 <sup>st</sup> Grade with extra instruction asst., or Ready for 1 <sup>st</sup> Grade	<b>100</b>	<b>100</b>	<b>100</b>		

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

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