

Revised March 24, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name **Gramercy Elementary School**
(As it should appear in the official records)

School Mailing Address **601 East Second Street**
(If address is P.O. Box, also include street address)

Gramercy **LA** **70052-5610**
city State Zip Code+4 (9 digits total)

County **St. James** School Code Number* **047002**

Telephone **(225) 869-3001** Fax **(225) 869-3107**

Website/URL **www.stjames.k12.la.us/gramercy** E-mail **ehoover@stjames.k12.la.us**

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

(Principal's Signature) Date _____

Name of Superintendent* **Dr. P. Edward Cancienne**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **St. James** Tel. **(225) 869-5375**

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

(Superintendent's Signature) Date _____

Name of School Board **Mr. Willis Octave, Board President**
President/Chairperson

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

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

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

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 8 Elementary schools
 Middle schools
 Junior high schools
 2 High schools
 1 Other

 11 TOTAL

2. District Per Pupil Expenditure: \$ 8394

 Average State Per Pupil Expenditure: \$3411

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. 6 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
PreK	24	24	48	7	NA	NA	NA
K	18	21	39	8	NA	NA	NA
1	22	22	44	9	NA	NA	NA
2	15	24	39	10	NA	NA	NA
3	23	28	51	11	NA	NA	NA
4	28	20	47	12	NA	NA	NA
5	18	28	46	Other	9	5	14
6	22	29	51				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							380

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| <u>35 %</u> | White |
| <u>64 %</u> | Black or African American |
| <u>1 %</u> | Hispanic or Latino |
| <u>0 %</u> | Asian/Pacific Islander |
| <u>0 %</u> | American Indian/Alaskan Native |
| 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: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	380
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

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: 78 %

Total number students who qualify: 297

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: 18 %
69 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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>19</u> Developmental Delay

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>49</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 19:1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	96 %	95 %	N/A	N/A
Daily teacher attendance	96%	95%	96%	N/A	N/A
Teacher turnover rate	25%	24%	22%	N/A	N/A

PART III - SUMMARY

With the mission statement, “GES strives for educational success,” Gramercy Elementary School leads St. James Parish in student academic achievement. Located in the town of Gramercy, a rural parish in the southeastern part of Louisiana, Gramercy Elementary serves approximately three hundred and eighty students in pre-school through sixth grade. Gramercy Elementary remains a “neighborhood school,” with a large percentage of students living within walking distance of the school, churches, post office, and Main Street. The original school building was completed in 1972, and it has provided a quality education for the students, parents, and grandparents of our community. As a result of our high academic standards and caring staff, Gramercy Elementary proudly services pre-school through sixth grade including all east bank non-categorical pre-school handicapped and severe-profound students.

Gramercy Elementary has been recognized as a “School of Exemplary Academic Growth” by the Louisiana State Accountability system. This recognition included monetary rewards that were used to purchase materials for tutoring and to increase technology in the classroom to continue our academic growth. Gramercy Elementary has also received a “School Performance Score” of two stars, which is quite remarkable considering the fact that 78% of our students qualify for free or reduced lunch.

Gramercy Elementary prides itself in maintaining a great relationship with the community. Business partners provide much needed financial support for our Parent Teacher Organization which allows the school to purchase materials so that each student can have the necessary workbooks, supplies, and tutoring materials to increase achievement on standardized tests. The local fire department and police department are actively involved with the school, creating a positive school environment. Local clergy visit the school on Thursday mornings to deliver positive messages. Business leaders often visit the school to talk about career opportunities.

Gramercy Elementary has strong support from parents. Many parents volunteer for a wide range of activities in which our school is involved. Gramercy Elementary has an “open door” policy, which invites parents to visit classrooms often. Workshops are held for reading, math, science, and LEAP to inspire parents to learn about the curriculum that is offered and practical ideas are given for helping students at home.

Gramercy Elementary School has a staff of energetic teachers who are highly qualified and relentless in the pursuit of academic excellence. Teachers go the extra mile to ensure that all students succeed. Teachers communicate expectations, concerns, and praise so that parents know how their child is progressing. Parents appreciate the open door policy and the communication they receive from the teachers.

In pursuit of excellence, Gramercy Elementary has both Title I and Reading First funds that assist in the education of all students. In addition, teachers implement a Grade Level Expectation based curriculum for all core content areas. To achieve our mission, “GES strives for educational success,” it takes teachers who care, parents and community members who are really involved, and children who believe in working hard to do their best.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Gramercy Elementary School is committed to multi-faceted assessment practices to improve student performance as well as its instructional strategies. In addition to the Louisiana Educational Assessment Program (LEAP) and the Iowa Test of Basic Skills (ITBS), we are currently utilizing Dynamic Indicators of Basic Literacy Skills (DIBELS) and Lightspan Assessment published by PLATO Learning, Inc. to determine the effectiveness of our curriculum. Individual departments also use developmentally appropriate instruments to carry on specific assessments at specific grade levels.

Presently all students in kindergarten through third grade are assessed three times a year using the DIBELS. This assessment system measures the five components of reading, which include phonological awareness, phonics, comprehension, fluency, and vocabulary. Its instructional recommendations identify levels of achievement including intensive intervention, strategic intervention, and benchmark. Classroom teachers and interventionists utilize these results to profile students and design instructional practices to meet individual needs. Students are re-evaluated at three-week intervals to determine if modifications are

needed.

The Lightspan Assessment, administered to second, third, fourth, fifth, and sixth grade students, gives classroom formative and district benchmark assessments with powerful reports based on state standards in reading and math. This standards-driven assessment provides data management tools that disaggregate test data by gender, ethnicity, and socioeconomic status. This test generates data targeting school needs to positively affect the outcome of the Louisiana Educational Assessment Program.

The high-stakes test given in Louisiana is the Louisiana Educational Assessment Program for the 21st century better known as the LEAP. (This test was designed to stop social promotion and to give students who may not have learned basic curriculum more time, attention, and resources to succeed in school and in life.) A practice test is given in the fall and winter, and the complete test is given in early spring to fourth grade students. This test measures student achievement in language arts, math, science, and social studies. Scores are grouped according to five levels of proficiency: Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced. This year, students must attain the Basic Level on the LEAP in math and language arts and in either science or social studies in order to be promoted to fifth grade. Students who are unsuccessful are given the opportunity to be retested after attending remediation classes (See www.doe.state.la.us).

The Iowa Test of Basic Skills is administered each spring to students in second, third, fifth, and sixth grades. This norm-referenced assessment measures language arts, math, science and social studies skills. Teachers utilize the data to see individual and class performance. Instructional decisions are made based on this data. Iowa test results are also used to report progress to families and to provide a bridge between classroom instruction and our after-school tutorial program. To close the achievement gap in test scores, we provide intervention through Reading First, after school tutoring and inclusion for special education students. Beginning next year, our preschool students with IEP's will also participate in inclusion in our four year old program.

Assessment is an ongoing process to ensure that “no child is left behind.”

2. Using Assessment Data. Gramercy Elementary School continuously uses assessment data to understand students and school performance. Results from DIBELS, Lightspan, LEAP, and ITBS are analyzed after each application to determine curriculum decisions, instructional strategies, student placement, and remediation programs.

The DIBELS assessment helps us to determine the strengths and weaknesses of individual students in the five components of reading defined by Reading First. Instructional recommendations classify students into benchmark, strategic, or intensive categories. Students who are classified in the strategic or intensive groups receive intervention provided by trained interventionists. These students are continuously progress monitored to determine if instruction is effective, and children who become proficient are released from the program.

Both Lightspan and ITBS results are used to identify areas of concern for students who will be preparing to take LEAP. “At risk” students qualify for both in-school and after-school tutorial programs. Classroom teachers analyze class profiles to make adjustments in the curriculum.

LEAP results are analyzed and specific areas are targeted for improvement. For example, comprehension was an overall weakness for our students. To address this deficiency, we conducted faculty studies on implementing graphic organizers into our curriculum. After administering the practice LEAP in the fall semester, the data is analyzed and “at risk” students are assigned after school LEAP tutoring tailored to meet their needs.

3. Communication of Results. *Reaching for Results* publishes an annual “School Report Card” which contains the Louisiana School Accountability System results for Gramercy Elementary. The report card includes our School’s Performance Score, which is determined by the yearly calculation of three items: LEAP 21 Assessment, Iowa Test of Basic Skills, and attendance. It shows how well our school is performing and how much it has improved. The School Report also shows how Gramercy Elementary compares to other schools within our district, state, and nation. Our local newspapers also publish the results annually.

Teachers receive LEAP 21 and ITBS results. The results are reviewed with students, and individual student reports are sent home for parents to review. Overall results are also discussed with parents during the monthly Parent Teacher Organization meetings. Our fourth grade parents attend an annual meeting prior to testing to familiarize them with LEAP concepts and format.

Parents are also informed of student performance during nine-week assessment periods by progress reports and report cards. Additionally, parents of kindergarten, first, second, and third grade students receive benchmark and progress monitoring reports from Reading First. Teacher-parent conferences are also scheduled to discuss student performance.

4. **Sharing Success.** Gramercy Elementary School shares its successes with other schools through monthly principals' meetings, parish-wide staff development programs, the News Examiner, and the St. James Parish website.

Our principal has shared many successful experiences of our school with other administrators. He has elaborated on the "Good Party" which was designed to encourage and reward students for commendable behavior. Our after-school tutoring program, which offers free remediation services provided by staff members, is also remarked upon during principal meetings. The "Morning Glory" program, which promotes good character development for all students, is another aspect of our school that is often shared. Additionally he has explained to fellow administrators the effectiveness of providing extra curricular activities for our youth, such as basketball, Girl Scouts, Boy Scouts, dance team, Beta Club, Student Council, and 4-H.

Many of our faculty members have served as presenters during our parish-wide staff development programs. Lesson plan design, Reading First intervention, Grade Level Expectations, special education inclusion, and curriculum modifications are just a few areas that have been expounded upon.

The Reading First Team will make a presentation on parental involvement at the state meeting, which will be held in February. We will share our ideas and activities to engage parents in their children's reading experiences.

Innovative teachers' ideas have been shared on Cox Communications Network to acquaint the educational community as well as the general public on what is happening at Gramercy Elementary School.

We hope to celebrate our No Child Left Behind – Blue Ribbon School award by inviting community leaders, business affiliates, parents, students and educators to our Blue Ribbon Award program. This event will be publicized in The Morning Advocate, Times Picayune, and News Examiner.

PART V – CURRICULUM AND INSTRUCTION

1. Gramercy Elementary School is an exemplary school due to the dedication of its faculty and staff working together to ensure the successful performance of all students. The students are challenged on a daily basis regarding the curriculum mandated by the state. The teachers collaborate horizontally and vertically to ensure that the curriculum is aligned.

Gramercy Elementary is a Reading First school, meeting all the federally mandated guidelines. The Scott Foresman series, which we are currently using, aligns to the scientifically based research of Reading First. Accountability is built into every part of the reading program to ensure every child's success. The reading and math curriculums are aligned with the Louisiana Grade Level Expectations. Classroom teachers incorporate center activities, reading corners, and reading incentives into their core-reading program to ensure all students are actively involved and to address individual learning styles. As a motivational tool, we use the Accelerated Reader program, which improves students' critical-thinking skills and builds an intrinsic love of reading. It also provides teachers with an easy and effective way to monitor all forms of guided reading practice. Teachers get more detailed, objective data to target instruction and ensure success for every student, regardless of instructional level. Daily Oral Language is also an integral part of our curriculum, which reviews and reinforces basic skills in the areas of spelling, capitalization, punctuation, grammar, and usage. In addition, the program gives students repeated opportunities to develop and practice oral language and proofreading skills. It is used to maintain skills throughout the school year and to diagnose problem areas for remedial attention. The lessons treat key topics from geography, history, science, the arts, literature, mythology, and multicultural studies, so they can be used as springboards for activities across the entire curriculum.

In math, we are using the Scott Foresman – Addison Wesley series, which strives to challenge students with relevant learning that is aligned with state standards. It recognizes the real-life needs and concerns of students and is supported by research. The book is divided into meaningful sections of organizational patterns, which focus on key concepts, allowing students time to learn, while teachers monitor their understanding. Teachers also use Problem of the Day, which involves students in divergent, mathematical

thinking, by using various strategies to solve problems. Daily Oral Math is also an essential part of our curriculum. It provides review of essential skills, emphasizes high order thinking skills, and encourages creative approaches to problem solving. For example, on certain problems, one student might use paper and pencil, another the calculator, and still another, mental mathematics, so that the students realize that multiple approaches are acceptable to solve a problem.

Our science and social studies curriculum have been aligned to the Louisiana Grade Level Expectations. In science, all teachers begin by introducing their students to the scientific method, which enables them to explore the world of science through investigations and “hands-on” experimentation. Teachers use a variety of resources including literature books that correlate with the unit of study. We also involve parents by inviting them to the Science and Math Fun Night. Parents are allowed to complete integrated science and math activities with their children.

Students in fourth, fifth, and sixth grades are required to participate in the science or social studies fair. To accentuate the social studies curriculum, we conduct mock elections, assign current event projects, plan field trips that coordinate with lessons, and design programs to encourage awareness of multicultural differences among students. Our students participate in various activities sponsored by our local VFW and Historical Society.

To meet the needs of our students, our physical education teacher creates a curriculum based on the Louisiana Physical Education Content Standards. All physical education classes participate in “Jump Rope for Heart” to raise money for the American Heart Association, and students compete for recognition in the President’s Challenge Physical Fitness Awards program. During our Red Ribbon Week, our students participate in activities aimed at educating our students on the dangers of drug abuse.

2. Reading. Gramercy Elementary kindergarten, first, second, and third grade classes utilize Scott Foresman as its comprehensive reading program. The scope and sequence is followed as prescribed by the publisher. This program is in compliance with the St. James Parish and Louisiana Department of Education applications for Reading First monetary awards administered through the *No Child Left Behind Act*. All students receive ninety minutes of daily reading instruction in this core program, which addresses phonological awareness, phonics, vocabulary, fluency, and comprehension. Students who are identified by DIBELS as needing strategic or intensive remediation receive additional reading instruction with Reading First interventionists. Students in intervention also make use of supplemental materials based on individual needs. Periodic testing occurs to monitor students and evaluate their progress toward benchmark goals. In fourth, fifth, and sixth grades, students are grouped within the class according to ability and placed in the district selected Scott Foresman basal reading program. The students are given nine weeks assessments provided through the basal. The state’s grade level expectations are assessed three times a year using tests provided by Plato Learning Company. To enhance our reading curriculum, Accelerated Reader is also implemented into each classroom in grades one through six. Units based on novels are also integrated into the reading curriculum in grades three through six.

Project Read is used as a supplemental program to address the needs of our “at risk” students, especially those identified as dyslexic. The series teaches the fundamental skills of language. Once these skills are mastered, they become the bridge to independent application and transfer to other curriculum areas. The practices of Project Read are based on three educational principles: direct instruction of concepts and skills of language, concepts presented in their dependent order, and the use of multisensory strategies, materials, and activities.

3. Technology. At Gramercy Elementary, technology is an important part of our curriculum. Each teacher has successfully completed INTECH training, and each classroom has computers for the students’ and teachers’ use. A computer lab with approximately twenty-five computers is made available for student and teacher use. Our students are well prepared to meet the standards of computer knowledge.

The teachers at Gramercy Elementary present lessons through technology in a variety of ways. PowerPoint presentations created by teachers are used for anticipatory sets, guided practice, and closure. Through the use of custom animation and sound effects, the students are actively engaged in learning. Students in the upper grades have also helped create some PowerPoint presentations. Rather than writing on the boards, many teachers at GES use Microsoft Word, which is shown on a large screen television that is connected to a computer or through the use of a laptop, projector, and screen.

With the various software programs utilized by teachers, our students are able to produce different types of work. From the reading classroom to the math and social studies classes, students can be found organizing information using the computer. Using Graph Master, students create bar graphs, pie charts, line

graphs, and pictographs to organize data. Through the use of Timeliner 5.0, Gramercy's students develop visually appealing timelines by browsing for clip art or actual images from the Internet to incorporate within their creations. A large range of graphic organizers from Inspiration 7.5 allows our students to better visualize their thoughts and information.

Besides learning through educational software, students at GES frequently use Microsoft Word and the Internet. Students often type their short stories and poems, changing font styles, text colors, and adding in clip art. During centers or other alternative performance-based assessments, our children use various search engines for specific topics related to the lesson. Our students use the Scott Foresman website, along with other interactive online games, to reinforce skills in language arts and mathematics. Most teachers have desktop shortcuts in order for students to easily access commonly used websites. This method truly engages the students in fast-paced, higher order thinking techniques. By participating in online games, students have fun while mastering skills. Another way the students utilize the computers is through Accelerated Reader, a computer-based reading incentive program geared to students' independent reading abilities.

At Gramercy Elementary, we know that in order to prepare our students for the future, we must allow them to explore, learn from, and master the use of technology.

4. Instructional Methods. Gramercy Elementary is committed to the continuous improvement of instruction. There is shared responsibility for improving teaching and learning throughout the school as teachers and the administrator schedule regular opportunities to plan, work and learn with one another. Methods of instruction are based on the rigorous vertically and horizontally aligned grade level curriculum and are specified by the results of frequent assessments such as DIBELS, nine weeks district level standards-based tests, Lightspan Assessment, teacher made tests as well as Louisiana Education Assessment Program (LEAP, CRT tests) and IOWA (norm referenced tests). Teachers implement a variety of strategies to meet student needs that include: use of graphic organizers in all content areas, meaningful display of content and students' work throughout the school, differentiated instruction, small group instruction, intervention strategies provided by highly skilled reading interventionists focusing on early detection and remedy of reading problems, extended time for learning by way of after- school tutoring programs, in-school tutoring for high risk students, use of manipulatives to develop concepts, as well as implementing technology in lessons, and an emphasis on making content relevant and personal. Gramercy Elementary is excited about its full time instructional specialist whose major responsibility is to help teachers improve instructional delivery by way of providing teachers with group and individual training, specific teaching suggestions, classroom monitoring, demonstration lessons, and team teaching. She researches new and innovative methods of addressing academic and instructional issues and shares pedagogy with the staff. The specialist assists the principal and teachers with analysis of test data and uses the results to create action plans that enhance instruction. Gramercy Elementary recognizes that curriculum without dynamic, implicit, meaningful instruction is inadequate.

5. Professional Development. Gramercy Elementary faculty and staff maintain a common purpose that is rooted in a deep understanding of the strengths and needs of their students. The continual growth of that purpose is the basis of all staff development. Each school year begins with a full day of staff development. School issues, identified through analysis of students' test scores and teacher data, are outlined on that first day and are addressed through study group meetings (horizontal alignment of content and instruction) that are held on a monthly basis throughout the year. Gramercy Elementary's administrator takes great pains to schedule grade-level teachers' planning periods at the same time block. This allows grade level conferencing (vertical alignment of content and instruction) to discuss teaching strategies and content, plan projects and integrated lessons, and solve problems or concerns that arise. The principal and instructional specialist play significant roles in all staff development by facilitating meetings to assure that concerns are data driven, and solutions are reached by consensus and reflect current research. Additionally, teachers annually attend five (5) days of district-wide staff development that focus on a district initiative derived from the district's needs assessment. The school administrator and instructional specialist reinforce all content and strategies presented, and provide additional support and follow-up training. Demonstration lessons and peer monitoring are used regularly to reinforce the practices discussed and developed in study groups, grade level meetings, and district staff development into daily teaching. Teachers apply procedures and strategies learned during professional development to their instructional practices. Pre and Post test are given to evaluate the effectiveness of the strategies.

PART VII – ASSESSMENT RESULTS

LEAP 21

English Language Arts Grade 4

Testing Year	2003-04	2002-03	2001-02	2000-01	1999-00
SCHOOL SCORES					
% At or Above Basic	84	50	43	55	39
% At or Above Proficient	38	3	11	4	9
% At or Above Advanced	6	0	0	0	0
Number of students tested	32	58	53	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American / Black					
% At or Above Basic	72	48	N/A	N/A	N/A
% At or Above Proficient	17	0	N/A	N/A	N/A
% At Advanced	0	0	N/A	N/A	N/A
Number of students tested	18	22	N/A	N/A	N/A
2. White					
% At or Above Basic	100	54	N/A	N/A	N/A
% At or Above Proficient	62	7	N/A	N/A	N/A
% At Advanced	15	0	N/A	N/A	N/A
Number of students tested	13	23	N/A	N/A	N/A
3. Economically Disadvantaged					
% At or Above Basic	76	53	35	N/A	N/A
% At or Above Proficient	24	3	0	N/A	N/A
% At Advanced	0	0	0	N/A	N/A
Number of students tested	21	38	29	N/A	N/A
STATE SCORES					
% At or Above Basic	62	58	57	60	55
% At or Above Proficient	22	14	18	15	16
% At Advanced	3	1	3	1	2

~ indicates less than 10 students tested

LEAP 21

Math Grade 4

Testing Year	2003-	2002-	2001-	2000-	1999-
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	04	03	02	01	00
SCHOOL SCORES					
% At or Above Basic	66	47	38	41	53
% At or Above Proficient	31	10	11	2	13
% At or Above Advanced	3	2	4	0	2
Number of students tested	32	60	53	49	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% At or Above Basic	50	37	N/A	N/A	N/A
% At or Above Proficient	0	0	N/A	N/A	N/A
% At Advanced	0	0	N/A	N/A	N/A
Number of students tested	18	22	N/A	N/A	N/A
2. White					
% At or Above Basic	85	60	N/A	N/A	N/A
% At or Above Proficient	69	20	N/A	N/A	N/A
% At Advanced	8	3	N/A	N/A	N/A
Number of students tested	13	23	N/A	N/A	N/A
3. Economically Disadvantaged					
% At or Above Basic	52	40	24	N/A	N/A
% At or Above Proficient	14	3	0	N/A	N/A
% At Advanced	0	0	0	N/A	N/A
Number of students tested	21	38	29	N/A	N/A
STATE SCORES					
% At or Above Basic	57	57	51	53	62
% At or Above Proficient	17	16	13	13	22
% At Advanced	2	3	2	2	3

~ indicates less than 10 students tested

ITBS – Iowa Test of Basic Skills

(Data is reported for two years since ITBS was under new norms in 03.)

Reported in Percentiles

	Grade 3		Grade 5		Grade 6	
	2004	2003	2004	2003	2004	2003
	53	69	52	51	42	42
Total Students Tested	47	35	50	52	54	42

Subgroup Data Grade 3

Subgroup	Reading		Language		Math	
	2004	2003	2004	2003	2004	2003
Black	39	42	45	73	45	47
White	58	73	75	91	67	83
Free	40	42	48	72	49	47
Reduced	53	72	67	91	58	83

Subgroup Data Grade 5

Subgroup	Reading		Language		Math	
	2004	2003	2004	2003	2004	2003
Black	33	35	62	51	50	40
White	43	56	57	69	55	68
Free	33	37	55	53	48	41
Reduced	46	51	67	66	59	64

Subgroup Data Grade 6

Subgroup	Reading		Language		Math	
	2004	2003	2004	2003	2004	2003
Black	27	25	46	41	38	31
White	47	44	59	53	62	52
Free	27	28	46	41	39	34
Reduced	51	42	58	53	64	50