

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Susan L. Bates

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

Official School Name Buckeye Elementary School

(As it should appear in the official records)

School Mailing Address P. O. Box 529 642 Highway 1207

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

Deville

Louisiana

71328-0529

City

State

Zip Code+4(9 digits total)

County Rapides

State School Code Number* 040010

Telephone (318) 466-3233

Fax (318) 466-3288

Web site/URL www.rapides.k12.la.us

E-mail batessu@rapides.k12.la.us

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

Date _____

Principal's Signature

Name of Superintendent Dr. Gary L. Jones

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

District Name Rapides Parish

Tel. (318) 487-0888

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 Mr. E.L. Paulk

(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: _____ 29 Elementary schools
 _____ 3 Middle schools
 _____ 4 Junior High Schools
 _____ 11 High schools
 _____ 5 Other
 _____ 52 TOTAL
2. District Per Pupil Expenditure: _____ 7251
 Average State Per Pupil Expenditure: _____ 7669

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	64	55	119	7			0
K	64	70	134	8			0
1	85	60	145	9			0
2	75	85	160	10			0
3	61	78	139	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							697

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
 _____ % Black or African American
 _____ % Hispanic or Latino
 100 % 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 _____ 12 %

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	46
(2)	Number of students who transferred from the school after October 1 until the end of the year	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	697
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: _____ 0 %
 _____ 0 Total Number Limited English Proficient

Number of languages represented _____ 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals _____ 56 %

Total number students who qualify: _____ 343

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: 10 %
71 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>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>6</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>26</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>1</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>36</u>	<u>0</u>
Special resource teachers/specialist	<u>8</u>	<u>1</u>
Paraprofessionals	<u>21</u>	<u>0</u>
Support Staff	<u>11</u>	<u>0</u>
Total number	<u>78</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of 19 : 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	95 %	95 %	93 %	94 %	96 %
Daily teacher attendance	96 %	95 %	96 %	96 %	96 %
Teacher turnover rate	16 %	9 %	14 %	20 %	13 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The teacher turnover rate is attributed to high number of retiring teachers and relocation to other districts due to spouse's employment.

PART III - SUMMARY

If you follow the rivers, streams, and bayous to the northeast corner of Rapides Parish you will find the Buckeye community. Our roots go back to 1939, when a large field of Buckeye trees was cleared to build the first school in this area. As the community grew and flourished, the elementary students were moved into a new school built across the road in 1974. Continued growth necessitated the building of another school next to the elementary school to house fourth through sixth grades. These three schools are the heart and soul of this community.

At Buckeye Elementary, we follow the principle of *lagniappe*, a Cajun word for always something extra, always something more. Our teachers go the extra mile by providing above and beyond the standard in our mission to increase student achievement. Well seasoned, creative, energetic, and dedicated teachers work diligently to meet the academic needs of all students while ensuring that our focus is aligned with Rapides Parish School Board's motto of 'Every Child, Every Day, Whatever It Takes.'

The growth of our school and community has not affected the small town flavor. Many of our faculty and staff were once students themselves at Buckeye. We are proud to say that we have many third-generation students at our school. New families to our community are often amazed by the atmosphere and spirit that we express towards them as well as our students.

Presently, our school has an enrollment of 697 students in Prekindergarten through third grade, a faculty of 44 Highly Qualified educators, and a support staff of 33. The needs of all students are addressed through a variety of resource personnel. A guidance counselor is employed to assist in the social and emotional needs of children. Children with special needs are provided services by a full time speech therapist, an adaptive Physical Education teacher, and Special Education classes such as inclusion, resource, and self-contained and a part-time teacher for the Gifted and Talented students.

At the heart of our success is the sense of ownership and responsibility each member of the school family has toward the students. Custodians and cafeteria workers greet students by first names. Home visits and help with family emergencies are common practice at this school. Uniforms and supplies are provided to those in need through the donations of teachers and community members. We take care of one another just like families should.

Even though our priority is educating children, we honor our small town traditions. The Mardi Gras Parade, Gumbo Night, Fall into Reading Night, Spring Carnival and grade level dramas and musicals are just a few of our celebrations. Football season in Buckeye would not be complete without the annual 'Squirrel Bowl.' This game is always scheduled on the opening weekend of squirrel hunting season. Students and faculty alike dress in camouflage to show support and school spirit.

Another ingredient that contributes to our school's success is the support we enjoy from the community and parents. The Parent/Teacher Club is actively engaged in volunteer and fund raising activities. This group has helped accommodate the continued growth of our school by purchasing instructional resources, building a new playground, and funding a new parking lot. Parents and grandparents volunteer countless hours to our school by tutoring, reading to children, and working in the library.

Buckeye Elementary is a school driven by a group of educators motivated and dedicated to their profession and committed to the children of this community. We continue our learning by staying abreast of trends in education through research, book studies, team meetings, and staff development opportunities. Teachers eagerly accept the challenges of meeting the needs of 'Every Child, Every Day, Whatever It Takes.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Schools in Louisiana receive a School Performance Score (SPS) each year based on assessment results and attendance. Ten percent of the school's SPS comes from attendance while assessment results account for ninety percent of the score. Because we are a Prekindergarten through third grade school, our SPS is derived solely from third grade iLEAP and our attendance rate. Louisiana has set the SPS of 120 as the goal for all schools to achieve in the year 2014. Our Growth SPS for 2006-07 was 115.4 showing a gain of 14.7 points from the previous year. We were recognized as having the most growth of any school in Rapides Parish.

Under the Louisiana Accountability System, schools also receive a performance label based on academic growth. Buckeye Elementary has earned the highest honor of School of Exemplary Growth for the past three years. Schools earning this label must have met their growth target and the Students with Disabilities and Economically Disadvantaged subgroups make Adequate Yearly Progress (AYP) as defined by the mandates of No Child Left Behind (NCLB).

Although test results are only one measure of student achievement, they have become increasingly important in assessing student learning. In 2005-06, the NRT (Iowa) test administered in grade three was replaced with the iLEAP tests. The iLEAP combines items from the Iowa test (norm-referenced) and standards based items (criterion-referenced). Results show the level of proficiency a student demonstrates in each of the subject areas tested. Students are rated at one of five levels: advanced, mastery, basic, approaching basic, and unsatisfactory. Louisiana's minimum requirement is for students to score at the basic level in ELA and Math. Additional information about Louisiana's Accountability System may be found at <http://www.louisianaschools.net/lda/index.html>.

Our third grade students have consistently scored at high levels while making steady gains in achievement. Data from 2006-07 iLEAP shows that 89% of our students scored at or above Basic in ELA and 88% scored at or above basic in Math. Scores from our socioeconomic subgroup showed that 80% met or exceeded the state standards in both ELA and Math. This subgroup makes up 50% of our school population. A lack of disparity in subgroup scores is attributed to teachers meeting the individual needs of all students through differentiated instruction.

The Iowa test is administered to all first and second grade students. While this is not part of the state assessment program, the results serve as a valuable tool for informing instructional decisions. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are administered at the beginning, middle, and end of each school year for students in grades Kindergarten through third grade. DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Our students show marked improvement with each testing period.

Our mission of providing a strong foundation to every child begins upon a student's entrance into the doors of our school. We pride ourselves in being a family of learners where learning is everyone's responsibility. Students are not seen as being members of 'subgroups' but as being an important part of our community.

2. Using Assessment Results:

Different tools and techniques for assessment are essential when addressing the instructional needs of students. Understanding and applying the knowledge gained from disaggregating the data is imperative to planning effective instruction. Teachers analyze Iowa and iLEAP results as soon as they arrive in May to identify overall strengths and weaknesses. Grade levels then meet to examine ways to realign curriculum and instruction.

At the beginning of each year, teachers study the Iowa Individual Profile Sheets on each student in their class in order to tailor an instructional program to address strengths and weaknesses. Students' progress is closely monitored both formally and informally. All assessment data is recorded on individual data cards that are kept in the students' cumulative folder for the current teacher to review.

DIBELS, Star Reading Assessment, and state benchmark tests are reviewed and discussed in grade level meetings and with the principal. Areas of concern are addressed through development of specific skill

lessons and implemented in whole group, small group, and individual sessions. Intense interventions, small group, and individual tutoring by paraprofessionals are prescribed for students falling below grade level.

All students below grade level as determined from DIBELS are provided intense interventions that are documented and reviewed by an assessment team. Students that continue to make minimal progress are referred to the School Building Level Committee (SBLC) where a diagnostician provides specialized testing. It is our goal to have all students reading on or above grade level by the time they are in third grade.

Collaboration between and among grade levels is vital to the success of our school. Vertically aligned teams share expectations and necessary skills students must possess as they progress through the grades. All members of our team share the responsibility of each student's learning.

3. Communicating Assessment Results:

Children do best when parents are involved in their education. We believe at Buckeye Elementary that communication has been and is an essential part in maintaining our high levels of performance. Parents are invited to an 'Open House' before school actually begins. Students and parents meet the teachers, pick up schedules, lunch forms, bus routes and tour the school helping to alleviate some of the first day jitters that students (and teachers) may feel. Teachers have available classroom expectations, school policies, and other pertinent information.

Every Tuesday, all students take home a 'Red Folder' containing weekly grades, calendars, conduct reports, and messages from their teacher. Newsletters from the principal keep parents informed on school issues affecting everyone and on the successes the school has made. Bulletin board displays throughout the school highlight students having perfect attendance and Accelerated Reader (AR) achievements. Report cards are sent home every six weeks with progress reports going home between grading periods. Two parent/teacher conference nights are scheduled each year; however, we encourage parents to schedule conferences any time they feel necessary.

When official Iowa and iLEAP results are released, the local newspaper and television station publicize each school's results. Additional information can be found on our parish and state website. School report cards and an interpretation guide provided by the State Department of Education are sent home with each student at the beginning of the school year.

An Award's Program is held in May for students, parents, and stakeholders to recognize and honor student achievements and efforts. Trophies and ribbons are given for honor roll, perfect attendance, most improved in each classroom, citizenship, and AR.

4. Sharing Success:

Buckeye Elementary has grown accustomed to outside visitors in our school observing teachers, viewing students working, seeking to learn what makes us successful. Teachers don't miss a beat as teams of educators from other parishes observe them. We eagerly show our southern hospitality by sharing resources, lesson plans, and instructional strategies that have worked for us.

This year, the Louisiana State Department of Education named our school a Pacesetter School for maintaining exemplary status for three consecutive years. We were invited to participate in a summit to provide tools and research-based strategies for schools struggling academically. Our school was then paired with two high need schools from other parishes to network and collaborate in order to improve academic achievement. Both schools brought teams to our campus to find ways to emulate our success.

We also share our success through teacher training programs at three local colleges and universities. Master teachers at our school mentor student teachers and interns allowing them to hone their instructional skills and techniques. Many of our teachers serve on district wide committees that include textbook adoption and pupil progression, provide in-services at the district level, and assist in developing standards based assessments.

Our principal serves on the District Leadership Development Committee that is responsible for mentoring aspiring leaders. She has also served as a mentor for several new principals and provided training at the district level for new administrators. Her position on the executive committee of Southern Association of Schools and Colleges allows networking opportunities for sharing our success with schools throughout

the southern region of the United States.

Sharing our success comes naturally. We are proud of our school and its accomplishments and eagerly desire to help others achieve the success we have enjoyed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Louisiana Department of Education provides the Comprehensive Curriculum to every district in the state. The curriculum is aligned with state content standards, as defined by Grade Level Expectations (GLEs), statements of what all students should know or be able to do by the end of each grade level in ELA, math, science, and social studies. A timeline is provided for addressing the GLEs. Our district provides monthly and bi-monthly GLE assessments to assess skill mastery. These are used as a tool to adjust, modify, and re-teach according to individual student needs.

Our primary focus at Buckeye Elementary is literacy. We believe that success in literacy development is achievable for every student with appropriate instruction. Teachers use a variety of resources to provide a balanced approach in language arts including the basal, trade books, and leveled readers. Our reading program includes the five essential components of literacy development: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The first 90 minutes of the school day is dedicated, uninterrupted time for systematic, explicit instruction in reading. A total of 120 minutes is devoted to reading and language. An additional 20 minutes of reading is included in the school day for AR. Writing is an integral part of our day. Teachers have been trained in using the Four Square method in teaching writing. Writing instruction begins at the PreK level and builds as students progress through the grades. Thinking maps and graphic organizers are used to help students brainstorm ideas and organize thoughts. Our halls are decorated with products of their writing activities. It is not unusual to see our first graders writing two and three paragraph stories by midterm. Each grade builds on the foundation laid by the previous year helping our students emerge as competent writers by third grade.

Math is a major focus in our district. We devote ninety minutes each day to this subject. Teachers use the basal and Charism, which is a math program aligned with Louisiana Content Standards. Prekindergarten and Kindergarten use EveryDay Calendar Math, while first through third grade use Drops in the Bucket as additional resources. Both of these programs provide a spiraling effect where skills are continually revisited.

Social studies and science are integrated across the curriculum in Prekindergarten through third grade. Themed-based units and project-based learning are utilized to pique students' interest and involvement. Emphasis is placed on Louisiana history in third grade in preparation for the iLEAP. Parent participation is extremely high when students work on home learning projects.

Our performing and visual arts program fosters the development of the whole child. Grade level musicals and drama presentations are standing room only performances. Two performances are scheduled for each presentation to accommodate the large number of attendees. Our award winning art program emphasizes creativity and self-expression while building children's confidence, familiarity, and skill in working with a wide variety of materials.

The library is the hub of the school. The librarian prepares standards based lessons utilizing quality children's literature. She also serves as the school's Instructional Mentor and Coach (IMAC) providing assistance, resources, and help with instructional needs.

Bi-monthly grade level meetings set the course for curriculum planning and foster a culture of collaboration. Teachers study assessment scores and analyze students' work to fine tune instruction and create activities to teach faltering skills for maximizing student learning. Shared leadership plays an important role in advancing our curriculum allowing teachers flexibility and creativity while still maintaining high standards and expectations.

2a. (Elementary Schools) Reading:

Someone once said: 'The greatest gift you can give a child is the passion to read.' It is our desire at Buckeye Elementary that every child that passes through these halls develops a passion for reading. To say our focus is on reading is an understatement. Students at our school are at the most crucial stage for learning to read. We know as a faculty that if a child leaves our school reading below grade level or not reading at all, that his chances of being successful are greatly diminished. We understand and take this responsibility seriously.

Assessment based literacy classrooms drive the curriculum. Teachers gather information about students in

order to plan the types of teaching activities she will provide to help students continue to progress. Continuous assessment assists the teacher in making instructional decisions about students' literacy growth.

An emphasis is placed on pre-reading skills through literacy centers in Prekindergarten and kindergarten to ensure readiness. Teachers follow the Comprehensive Curriculum teaching to the GLEs by supplementing with Spalding, Scott Foresman, Accelerated Reading Program, trade books, and leveled readers.

The Accelerated Reading Program allows teachers to set goals with students, to monitor their individual reading levels, and to increase comprehension by achieving an average score of 85% on AR quizzes. After students are assessed, the teacher receives information that is used to motivate readers, monitor progress, and target instructional needs. Additional reading times are included in the schedule to encourage independent reading. The library is also open to all students before school and during the last twenty minutes of the school day for checking out and returning books and taking AR quizzes. We believe that the key to creating fluent readers is to show children how to enjoy reading. Teachers read with and to children daily in our hope to inspire them to develop a love for reading that will last a lifetime.

3. Additional Curriculum Area:

Increasing student achievement in mathematics is a local, state, and national concern. Mathematics helps children make sense of their world outside of school. The goal of our math program is to provide curriculum and teaching practices that strengthen children's problem solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.

Our success in math is attributed to the staff's ability to blend the best of all available curriculums through integrated, comprehensive lessons that build on one another. Teachers plan activities where students are engaged in exploring, inference, and thinking rather than only rote learning of rules and procedures. School-wide, we use a combination of Charism Math, a Louisiana authored program emphasizing higher order thinking skills, and problem solving ability and Harcourt, the state adopted text, which is more rooted in basic skills. By seeing the connections and becoming fluent in the language, Charism serves our students not only on high stakes tests but much more importantly, in life skills.

Additional supplementation comes from Drops in the Bucket, a daily math program that reinforces basic concepts and skill. All teachers follow grade appropriate morning routines that increase math proficiency ranging from calendar skills in Prekindergarten to Problems of the Day in third. The integration of these research based programs directly correlate with our continuing emphasis on literacy development. These types of problems presented throughout the curriculum foster children's abilities to relate skills to real life situations.

4. Instructional Methods:

According to research the most important factor affecting student learning is the teacher. At Buckeye Elementary, we continually update our storehouse of instructional strategies to increase our effectiveness as educators. New strategies are carefully researched before training and implementation occurs. These strategies guide classroom practice in such a way to maximize the possibility of enhancing student achievement. Grade level teams collaborate in designing lesson's that incorporate these strategies into instruction. Teachers use Bloom's Taxonomy to ensure well-framed questions that accelerate the learner's movement into critical thinking.

Our faculty uses Kagan strategies in all disciplines. These are creative grouping strategies that increase student engagement by promoting positive interdependence, individual and group accountability and group reflection and discussion. Thinking Maps and graphic organizers are other strategies used across the curriculum to increase higher order thinking and comprehension skills. By third grade all thinking maps have been introduced and mastered so that students have the ability to select the map that best suits the instructional task.

Strategies and methods we've adopted are cross-curricular ensuring that the same thought processes are taught at each grade level thus creating a strong foundation and commonality for our students as they transition between each grade level. Our goal is to enhance our instruction with strategies that address all learning styles and provide maximum engagement of the learners.

5. Professional Development:

Buckeye Elementary is a learning community for our teachers as well as our students. Our staff embraces change and looks forward to opportunities to grow. We recognize that improving our effectiveness will directly relate to an increase in student learning.

Our district has formed a partnership with the Rapides Foundation, a local non-profit organization, in developing a comprehensive plan for district change that will result in improved classroom instruction and student achievement. The goals of the Rapides Systemic Initiative (RSI) are: 1) to build a foundation for change through team-based training and collaboration that will result in improved student achievement in literacy and mathematics and 2) to insure that teachers are well-trained and school leaders are capable of being effective instructional leaders. The RSI has provided staff development for our teachers in Rick Dufour's work with Professional Learning Communities (PLCs), Differentiated Instruction, and data disaggregating. Funding from this initiative has afforded us the opportunity to train the entire faculty in a two-day workshop in Kagan Strategies by a national consultant. We are convinced that the training we received has enabled us to meet the individual needs of our children.

Teachers are encouraged to visit other high performing schools to glean from them ideas for improving our school. Teachers attend local, state, and national conventions and return to in-service the faculty. Our principal also participates in professional growth opportunities. She has completed the Educational Leadership Academy, the Advanced Leadership Initiative, and Phil Schlechy's Principal's Academy.

We recognize that the single most important factor affecting student achievement is the teacher. Our goal is to continually grow as professionals seeking to be the best we can be in our efforts to reach 'Every Child, Every Day, Whatever It Takes.'

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test iLEAP

Edition/Publication Year _____ Publisher Louisiana Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic or above	89	75			
% "Exceeding" State Standards					
Mastery and above	43	22			
Number of students tested	128	145			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic or above	80	64			
% "Exceeding" State Standards					
Mastery and above	34	8			
Number of students tested	59	62			
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	March	March	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic or above	88	85			
% "Exceeding" State Standards					
Mastery and above	44	33			
Number of students tested	128	145			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic or above	80	79			
% "Exceeding" State Standards					
Mastery and above	26	31			
Number of students tested	59	62			
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					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year 03/09 Publisher Riverside

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			76	66	68
Number of students tested			131	125	115
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (ELA) Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year 03/09/2000 Publisher Riverside

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			76	70	73
Number of students tested			131	125	115
Percent of total students tested			100	100	100
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					