

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Gari Lee Lynn Ed.D.

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

Official School Name Lawrenceburg Public Elementary School

(As it should appear in the official records)

School Mailing Address 600 Prosser Road

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

Lawrenceburg

Tennessee

38464-4701

City

State

Zip Code+4(9 digits total)

County Lawrence

State School Code Number\* 0045

Telephone (931) 762-3282

Fax (931) 766-5605

Web site/URL www.lcss.us

E-mail lps\_principal@lcss.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. Bill Heath Ed.D.

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

District Name Lawrence

Tel. (931) 762-3581

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 Mrs. Kay Dotson

(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

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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: \_\_\_\_\_ 8 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 3 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 13 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 6894  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 7794

### 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 area  
 Rural
4. \_\_\_\_\_ 15 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                                        | 12         | 8            | 20          | 7     |            |              | 0           |
| K                                            | 30         | 26           | 56          | 8     |            |              | 0           |
| 1                                            | 34         | 38           | 72          | 9     |            |              | 0           |
| 2                                            | 33         | 31           | 64          | 10    |            |              | 0           |
| 3                                            | 27         | 24           | 51          | 11    |            |              | 0           |
| 4                                            | 23         | 20           | 43          | 12    |            |              | 0           |
| 5                                            | 27         | 25           | 52          | Other | 4          | 1            | 5           |
| 6                                            | 31         | 21           | 52          |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | <b>415</b>  |

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 2  | % Asian or Pacific Islander        |
| 4  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 93 | % 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 9 %

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

|              |                                                                                              |      |
|--------------|----------------------------------------------------------------------------------------------|------|
| <b>( 1 )</b> | Number of students who transferred to the school after October 1 until the end of the year   | 23   |
| <b>( 2 )</b> | Number of students who transferred from the school after October 1 until the end of the year | 16   |
| <b>( 3 )</b> | Total of all transferred students [sum of rows (1) and (2)]                                  | 39   |
| <b>( 4 )</b> | Total number of students in the school as of October 1                                       | 415  |
| <b>( 5 )</b> | Total transferred students in row (3) divided by total students in row (4)                   | 0.09 |
| <b>( 6 )</b> | Amount in row (5) multiplied by 100                                                          | 9    |

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

Number of languages represented: 1

Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 218

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 %  
42 Total Number of Students Served

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>1</u> | Autism                | <u>4</u>  | Orthopedic Impairment                 |
| <u>0</u> | Deafness              | <u>9</u>  | Other Health Impairment               |
| <u>0</u> | Deaf-Blindness        | <u>14</u> | Specific Learning Disability          |
| <u>3</u> | Emotional Disturbance | <u>28</u> | Speech or Language Impairment         |
| <u>0</u> | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                |
| <u>0</u> | Mental Retardation    | <u>1</u>  | Visual Impairment Including Blindness |
| <u>5</u> | Multiple Disabilities |           |                                       |

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

|                                       | <b>Number of Staff</b> |                   |
|---------------------------------------|------------------------|-------------------|
|                                       | <u>Full-time</u>       | <u>Part-time</u>  |
| Administrator(s)                      | <u>1</u>               | <u>          </u> |
| Classroom teachers                    | <u>21</u>              | <u>          </u> |
| Special resource teachers/specialists | <u>9</u>               | <u>          </u> |
| Paraprofessionals                     | <u>14</u>              | <u>1</u>          |
| Support Staff                         | <u>11</u>              | <u>1</u>          |
| Total number                          | <u>56</u>              | <u>2</u>          |

12. Average school student-classroom teacher ratio, that is, the number of 20 : 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 rates.

|                                     | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 95 %      | 95 %      | 95 %      | %         | %         |
| Daily teacher attendance            | 91 %      | 95 %      | 92 %      | %         | %         |
| Teacher turnover rate               | 13 %      | 3 %       | 6 %       | %         | %         |
| Student drop out rate (middle/high) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |

Please provide all explanations below

We had an unusually large teacher turnover rate for our school for the 2006-2007 school year. It was 13% for this year, and it usually averages 4-5%. The reason was that we had three of our teachers retire at the same time.

## PART III - SUMMARY

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Lawrenceburg Public School is a Pre K-6 elementary school located in southern Middle Tennessee seventy-five miles south of Nashville. We are also located on the southern edge of Lawrenceburg, a small town of approximately 10, 000 people. We have 415 students and most of them come from hardworking middle class families.

Originally built in 1912, the 'Old Lawrenceburg Public' was a three story building that housed 245 students, grades 1-8. Over the years the building became over crowded, and due to its age, it became hard to maintain. In December, 1985, a 'New Lawrenceburg Public' was erected on its current site, and it still stands here today.

The present building consists of twenty-nine classrooms, four rooms for special populations, a music room, a fully automated library, an office complex, a faculty lounge and restrooms, a kitchen with a 200 seat cafeteria, a 500 seat gymnasium, a twenty-five station computer lab and an outdoor classroom. Lawrenceburg Public is fully accredited by the State of Tennessee and the Southern Association of Schools and Colleges.

Environmental and safety conditions are important at our school. All teachers have an Emergency Management Quick Reference Guide. Fire, tornado and intruder plans are practiced on a regular basis. The School received a 98 score on its last maintenance report from the State Department in the fall of 2007.

The teacher academic year is composed of 200 days of which 175 are instructional. The length of the school day is 414 minutes.

All teachers are teaching in their area of certification. The faculty of Lawrenceburg Public school includes a mixture of veteran and new teachers. Over 50% of the faculty has taught fifteen years or more and over 60% of the faculty has taught for ten years or more. Of the twenty-nine faculty members, 70% have their Master's Degree or above with two holding a Doctorate in Education. We also have at least three student teachers who do their student teaching with us each year. They come from either Middle Tennessee State University or Martin College.

At Lawrenceburg Public, our primary focus is academic, but we try to educate the whole child. Our curriculum is aligned to the state standards, but we have a before, during and after school tutoring program for struggling students. Our Instructional Coach is heavily involved with the tutoring, and she is assisted by our activity teachers, teacher assistants and parent volunteers.

Technology plays an important role in our instructional day. Students have at least thirty minutes in our Computer Lab each week, and we have a variety of remedial and enrichment activities they can use. The Accelerated Reader Program is an integral part of our school reading curriculum, and students may take tests in the Computer Lab, library or the classroom. Each classroom teacher has at least four computers to assist with instruction.

Concerning extra curricular activities, we have a softball, basketball, tennis and jump rope team for the athletic minded. We also have a knowledge bowl team for the academic minded, and we have an Arts Festival every May for the artistic and music minded students. We also have an after school program at our school that is state accredited. These students receive individual tutoring when needed.

We have a very active PTO that has been a great help in supporting our programs, and we have two local businesses that have adopted us. They also have been very helpful in supporting our school.

The mission of Lawrenceburg Public School is to provide an appropriate environment where all students will master academic and life skills enabling them to lead fulfilling and successful lives. Our vision statement is for all students, faculty and staff in the Lawrenceburg Public

School community to exhibit qualities that will facilitate and enhance high levels of success in all pursuits. To best serve our children, we believe our community must be part of our school and our school must be a part of our community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Starting in 2004-2005 the state of Tennessee raised its accountability standards in reading/language arts and math. This was to satisfy the accountability provision of the Federal No Child Left Behind Act. Student benchmarks for the years 2005, 2006 and 2007 were 83% proficiency in reading/language arts and 79% proficiency in math. This meant that 83% of your students had to score at proficient or advanced level of the Criterion Reference portion of the Tennessee Comprehensive Assessment Program known as TCAP. In math, 79% of your students had to score at the proficient or advanced level of the test.

In recording the results in 2005 of all students in grades 3-6 in reading/language arts, we increased from 90% to 96% proficient an increase of six points. That places us thirteen points above the benchmark. In the category of economically disadvantaged students, we were 92% proficient which was a nine point increase over the previous year, and it placed us nine points above the state benchmark. In the area of students with disabilities, we improved from 59% to 84% proficient. Extra tutoring classes were the main reason for the big improvement. In looking at the Writing Assessment as part of the reading/language arts on the TCAP for 2005, we received a 4.5 out of 6.0 good enough for an A on our school report card.

In math for all students, we went from 88% to 94% proficient an increase of six points. This put us fifteen points above the state standard. In the area of economically disadvantaged, we improved from 77% to 96% proficient an increase of nineteen points. In the category of students with disabilities, we improved from 53% to 94% proficient an increase of forty-one points. Again, extra tutoring of these students paid big dividends.

In 2006 reading/language arts for all students, we improved one point from 96% to 97% proficient. This placed us fourteen points above the state benchmark. In the area of economically disadvantaged students, we went from 92% to 95% proficient an increase of three points. In the area of students with disabilities, we decreased from 84% to 81% proficient placing us two points below the state benchmark. Our writing assessment scores improved to 4.7 putting us .6 above the state average of 4.1.

In math for all students, we increased from 94% to 95% proficient. This placed us sixteen points above the state standard. In the category of economically disadvantaged students, we decreased from 96% to 92%, but we were still thirteen points above the state standard. In the area of students with disabilities, we fell from 94% to 65% proficient placing us fourteen points below the state standard. We would have to work harder to reach the state benchmark again.

In 2007 reading/language arts for all students, we improved two points from 97% to 99% proficient. This placed us sixteen points above the state standard. In the category of economically disadvantaged students, we improved one point from 95% to 96% proficient. In the area of disabilities, we improved eleven points from 81% to 92% proficient. Our writing scores were at 4.7 again which gave us another A on the school report card.

In math for all students, we increased four points from 95% to 99% proficient. This placed us twenty points above the state benchmark. In the category of economically disadvantaged students we increased five points from 92% to 97% proficient. In the area of students with disabilities, we increased twenty-six points from 65% to 91% proficient.

If we look at the last three years of data, our students have increased three points in reading/language arts and five points in math. Economically disadvantaged students have increased four points in reading/language arts and eight points in math. Students with disabilities have increased eight points in reading/language arts and decreased three points in math. We were above the state standard for all students in both reading/language arts and math. We were also above the state standard in both subjects for economically disadvantaged students and students with disabilities. We are very proud of what we have accomplished the past three years.

The Tennessee State Website for state assessment information is:  
[www.state.tn.us/education](http://www.state.tn.us/education) (click on TDOE Report Card)

## 2. Using Assessment Results

Each summer when the data from the TCAP test is published, we analyze how we did on the Criterion reference section of the test (Proficiency Section), the achievement section and the value added part for grades 3-6. Value added deals with how much improvement students and schools make from one year to the next. After thoroughly analyzing each section, these results are shared with the Instructional Coach, Donna Wells.

We go over each section in great detail looking for trends or patterns in the scores. We look at each grade level, sub group and classroom. We try to determine who is proficient advanced or below proficient on the Criterion reference section on the test. We analyze which group of students or individuals improved, stayed the same or went down on the value added portion of the test. We then determine which group of students or individuals increased, stayed the same or decreased on the achievement section of the test.

We then share these results with our teachers in grade level meetings. We let them know who did well, and who needs to improve. We then formulate teaching strategies with the teachers to help improve the scores of certain sub groups or individuals.

During the school year, we give an assessment each nine weeks to monitor student progress. Each teacher has a pacing guide, and they are suppose to cover a certain number of state standards that are assessed on the TCAP. Each student's scores are analyzed, and they are given a prescription of skills they need to work on before the next assessment.

For grades kindergarten through three, we give the DIBELS assessment. This test assesses such things as phonemic awareness, reading fluency, and vocabulary. This assessment is also given each nine weeks, and it gives feedback on how each student is doing. Our Instructional Coach shares the results with the teachers. She then gets together with the teachers at grade level meetings, and they formulate strategies to help those students who did not meet their benchmark

## 3. Communicating Assessment Results

Report cards are sent out every nine weeks. The honor roll for grades 3-6 is published in the local newspaper each nine weeks. Last year our PTO took out a full page ad in one of the local newspapers congratulating our school on making straight A's on our value added test scores.

Concerning the TCAP, our students and parents receive an individualized report on each student which shows whether they are proficient in reading/language arts, math, science and social studies. These results are passed out at the beginning of each school year, so students and parents can see how each student did on the TCAP the previous year.

Each parent, student and the community has access to the State Web Site which publishes each year the results of the Tennessee Schools Report Cards. Also we have a banner on display in front of our school this year that congratulates our students on making straight A's in every subject area on the state report card.

We also have parent-teacher conferences twice a year in which parents are encouraged to attend to discuss their child's progress. Parents are encouraged to come in and talk before school begins, during teacher planning time, or at the end of the day concerning their child's progress. One of our school beliefs is that open communication between parent and school is vital for student success.

We also have Parent School Wide Title meetings periodically to promote open communication between parents and teachers. We feel these have helped to open the communication lines between parent and teacher to discuss student performance.

## 4. Sharing Success:

We have Professional Learning Communities in our district, and each school is considered to be its own PLC. Since we are a small rural county, many of the teachers and administrators know each other personally. We do not hesitate to call or talk to each other about common problems or successes we are having.

Our central office staff encourages such communication, and when we do have a principal's meeting, certain schools are sometimes recognized for doing well in a particular area.

Our Instructional Coaches from the different schools meet once a month in the district, and they share with each other successes they may be having or problems they are experiencing.

Administrators and Instructional Coaches are encouraged by our central office to go to other successful schools, and see what they are doing to be successful. This is another good opportunity for our administrators, coaches and teachers to get together and share successes or problems whichever may be the case.

Our central office has also provided money for our administrators and coaches to go to conferences together. This is another excellent opportunity for us to share successes or problems.

It has also been discussed for grade levels from different schools to get together at a common site and make common assessments for each subject. This is another feature of a Professional Learning Community, and we are trying to implement common assessments as soon as possible.

In summary, we try to work collaboratively with the other schools in our district, and we try to share our problems as well as our successes. It is all about helping for the greater good, and that is doing all we can to maximize our student's potential.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Curriculum and instruction are of the highest priority at Lawrenceburg Public School. Instructional lessons are aligned with standards from the Tennessee Curriculum Standards and the Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum. Scope and Sequence maps for all grades K-6 core academic subjects were developed by Lawrence County teachers and are used as a pacing guide. We are consistently striving to meet the needs of every student through differentiated instruction. K-6 teachers use GoPlans, an on-line lesson planning template, to help with lesson planning and as a tracking device to ensure that Student Performance Indicators are being taught to students. The Tennessee Academic Vocabulary developed by Robert Marzano is incorporated into all core subjects as well.

Reading/language Arts and writing are taught in an integrated manner and provide the foundation for all other content areas. The reading curriculum includes the content standards, learning expectations and accomplishments necessary for development of language skills. The Five Major Components of Reading: Phonemic awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension, are incorporated into the reading lessons. Teachers use guided reading, group reading and shared reading groups to facilitate learning. Four Blocks writing used in the lower grades naturally leads into 6+1 Trait writing for upper grades.

The mathematics curriculum includes the five content standards as outlined in the Tennessee Curriculum Standards and the Lawrence County Scope and Sequence Map. They are: number and operations, algebra, geometry, measurement, and data analysis and probability. Math is incorporated in the other subject areas, so as not to be taught in isolation. Problem-solving, reasoning, communications and higher-order thinking skills are incorporated in the math curriculum.

The social studies curriculum includes the standard of communication, data analysis, historical awareness, and acquiring information. Students also cover the content standards of culture, economics, geography, government and civics, history, individuals, groups and interactions. Social studies is integrated into other areas of the curriculum and is often taught through the use of thematic units.

Science curriculum includes learning and understanding about the earth and its place in the universe, biological changes, living things and environment, energy, heredity and reproduction, earth features and scientific experiments and research. Science instruction is integrated into other content areas through the use of thematic units. Hands-on activities are practiced in the Outdoor Classroom located on the LPS campus.

Computer technology curriculum includes teaching keyboarding and computer literacy to grades K-6. Students are taught about displaying responsible behavior when accessing the Internet. Students have scheduled computer lab classes in which they utilize the computers for grade and subject level computer software, sites provided by the adopted textbook companies, the Internet, Internet4Classrooms, RiverDeep, Study Island and the Accelerated Reader Program (ACR). Teachers incorporate technology in their classroom in every subject.

Specialty teachers conduct classes in the music, library and physical education curriculums. The regular classroom teachers follow up by teaching art and incorporating music, library activities, and physical education in other curriculum areas. We have a teacher who comes in once a week to work with our gifted students. A private art teacher was employed to instruct all students in painting techniques.

Art activities are conducted all year with a culmination coming in the spring with the Arts Festival. Students receive opportunities to develop and showcase their creative talents at this time. Students also perform for other students, and parents, at PTO meetings, special events and the annual Christmas program.

Physical education helps students understand that physical activity gives an opportunity for enjoyment, interaction with others, many challenges, fitness training, sportsmanship, and game or sports knowledge.

The library/media center instills in students a love of books and reading. Skills taught in the library include: Identifying parts of a book, developing listening skills, distinguishing among a variety of literacy genres, learning how and when to use reference materials, and listening and responding to a variety of media.

**2a. (Elementary Schools) Reading:**

The foundation of the reading curriculum includes reading, writing and elements of language.

The three standards are taught in an integrated manner, providing the foundation for all other content areas. The school uses the McGraw-Hill reading series. K through grade two students use a Balanced Literacy Approach for reading, phonemic awareness, writing and language arts. They use the Four Blocks framework-Guided Reading, Self-Selected Reading, Writing, and Working with Words which represent four different approaches to teaching young children to read. Daily instruction in all Four Blocks provides students numerous and varied opportunities to learn to read and to write. Not all children learn in the same way. Four Blocks provides substantial instruction to support the learning personality of each child. Grades three through six also use the McGraw-Hill reading series. Teachers use a variety of groupings to accommodate different levels of reading. Group reading, guided reading, leveled groups, literature circles, and Reader's Theater are used to ensure opportunities for all students to succeed in reading. Teachers use high quality literature novels and nonfiction books to supplement the reading program and integrate other content areas. First grade through sixth grade uses the Accelerated Reading Program to enhance individual reading. Grammar, writing and spelling are integrated for a total approach to language arts.

**3. Additional Curriculum Area:**

The Mathematics curriculum includes the five content standards as outlined in the Tennessee Curriculum Standards and the Lawrence County Scope and Sequence Map. Number and operations, algebra, geometry, measurement, and data analysis and probability are taught using the Houghton-Mifflin math series. Saxon math is used as a supplement for the math program because of the continuous practice of concepts to help students achieve fluency and automatic recall of basic math facts. Teachers stress higher-order thinking skills, enabling students to excel in problem solving, and critical thinking. The mathematics curriculum is designed to activate prior knowledge, provide guided and independent practice, show relevance to real life situations, and provide frequent checkpoints for the instructor.

**4. Instructional Methods:**

All of the current adopted textbooks in use at LPS are research-based. Differentiated instruction or intervention is practiced in all grade levels by providing high quality instruction and intervention matched to student need. Frequent progress monitoring helps to make decisions about changes that are needed for instruction. Inclusion is practiced in all grade levels and carefully monitored.

The Three Tier Model for reading is used in grades K-2 after screening with DIBELS. Response Intervention (RTI) is important at Lawrenceburg Public School because we believe all students can learn. Early intervention is vital, use of research and scientifically based instruction, progress monitoring, technology, individual instruction, and use of data-based decision making is important for the success of all students.

Students in grades 3-6 are given formative assessment each nine weeks. Areas of weakness, remediation, and enrichment are addressed for each student after the testing. Extended contracts allow for some teachers to tutor students in grades 3-6 after school

hours. Additional tutoring times are set up at the beginning and end of each school day for remediation groups. TCAP Achievement Test scores are used to plan for instruction, remediation, and enrichment. Riverdeep, Study Island, and Internet4Classrooms provide on-line practice of basic skills. Study Island and Internet4Classrooms can be accessed at home for additional practice for some students. Teachers use hands-on activities, projects, cooperative learning groups and manipulative in order to reach all modalities of learning.

**5. Professional Development:**

Lawrence County School System provides opportunities during the summer months for professionals and paraprofessionals to train on computer applications to used as instructional tools. All professional staff is required to complete ten days of staff development each year. 'Train the Trainers' sessions have been conducted using Go Tags and Ruby Payne's Framework for Understanding Poverty. Teachers received training in using Robert Marzano's Academic Vocabulary in the classroom. Research based instructional training has been give to accommodate diverse learning styles. The school faculty and staff have received training to implement differentiated instruction and inclusion in the classroom.

During the school year, teachers are allowed professional leave time in order to attend conferences and workshops. Information gained at these meetings is brought back and shared with other teachers. Kindergarten and first grade teachers have attended grade level conferences. Math, science, social studies, and reading teachers have attended workshops to gain new ideas on instructional strategies. Staff development is planned each year to meet the goals of the School Improvement Plan

Grade level and across the grade level meetings are held regularly during the school year so that teachers can collaborate with their colleagues and share ideas on teaching methods, techniques and materials. The school faculty and staff have access to professional books, material, and magazines located in the Title I class and at the Teacher Resource Center. When necessary, teachers are afforded the opportunity to visit other classrooms and schools to gain help on teaching strategies and classroom management ideas.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test TCAP

Edition/Publication Year Edition R / 2007 Publisher McGraw-Hill

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 96        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 37        | 64        | 43        |           |           |
| Number of students tested                      | 41        | 50        | 56        |           |           |
| Percent of total students tested               | 100       | 100       | 98        |           |           |
| Number of students alternatively assessed      | 0         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 0         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 94        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 12        | 46        | 42        |           |           |
| Number of students tested                      | 17        | 28        | 31        |           |           |
| 2.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 96        | 98        | 91        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 59        | 62        | 26        |           |           |
| Number of students tested                      | 49        | 52        | 53        |           |           |
| Percent of total students tested               | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 94        | 96        | 76        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 39        | 46        | 18        |           |           |
| Number of students tested                      | 18        | 28        | 17        |           |           |
| 2.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 96        | 98        | 98        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 53        | 71        | 43        |           |           |
| Number of students tested                      | 49        | 52        | 53        |           |           |
| Percent of total students tested               | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 89        | 96        | 94        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 33        | 50        | 12        |           |           |
| Number of students tested                      | 18        | 28        | 17        |           |           |
| 2.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 95        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 72        | 75        | 45        |           |           |
| Number of students tested                      | 47        | 56        | 60        |           |           |
| Percent of total students tested               | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 0         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 93        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 57        | 40        | 21        |           |           |
| Number of students tested                      | 21        | 20        | 29        |           |           |
| 2. SWD                                         |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   |           | 100       | 58        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     |           | 30        | 0         |           |           |
| Number of students tested                      |           | 10        | 12        |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 95        | 98        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 85        | 73        | 58        |           |           |
| Number of students tested                      | 47        | 56        | 60        |           |           |
| Percent of total students tested               | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 0         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 90        | 97        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 71        | 50        | 48        |           |           |
| Number of students tested                      | 21        | 20        | 29        |           |           |
| 2. SWD                                         |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   |           | 70        | 92        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Proficient plus % Advanced                   |           | 0         | 25        |           |           |
| Number of students tested                      |           | 10        | 12        |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 89        | 94        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 57        | 51        | 41        |           |           |
| Number of students tested                      | 47        | 65        | 63        |           |           |
| Percent of total students tested               | 98        | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 79        | 85        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 44        | 24        | 15        |           |           |
| Number of students tested                      | 16        | 34        | 26        |           |           |
| 2. SWD                                         |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   |           | 50        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     |           | 0         |           |           |           |
| Number of students tested                      |           | 10        |           |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 98        | 89        | 93        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 68        | 49        | 51        |           |           |
| Number of students tested                      | 47        | 65        | 63        |           |           |
| Percent of total students tested               | 98        | 100       | 100       |           |           |
| Number of students alternatively assessed      | 1         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 2         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 94        | 79        | 81        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 56        | 29        | 19        |           |           |
| Number of students tested                      | 16        | 34        | 26        |           |           |
| 2. SWD                                         |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   |           | 40        |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     |           | 10        |           |           |           |
| Number of students tested                      |           | 10        |           |           |           |
| 3.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |
| 4.                                             |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|                                                | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | April     | April     | April     |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 96        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 51        | 66        | 55        |           |           |
| Number of students tested                      | 41        | 50        | 57        |           |           |
| Percent of total students tested               | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed      | 0         | 1         | 1         |           |           |
| Percent of students alternatively assessed     | 0         | 2         | 2         |           |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. ED                                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % Proficient plus % Advanced                   | 100       | 100       | 97        |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| % Advanced                                     | 41        | 50        | 47        |           |           |
| Number of students tested                      | 17        | 28        | 32        |           |           |
| 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                      |           |           |           |           |           |