2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I [ ] Magnet   [ ] Choice

Name of Principal   Mrs. Lynda Vowell Tremaine
_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Wrights Mill Road Elementary School
_____
(As it should appear in the official records)

School Mailing Address   807 Wrights Mill Rd.
_____
(If address is P.O. Box, also include street address.)

Auburn   Alabama   36830-6847
City   State   Zip Code+4(9 digits total)

County   USA   State School Code Number* 0070

Telephone (334) 887-1990   Fax   (334) 887-4180

Web site/URL http://www.auburnschools.org/wrights   E-mail   ltremaine@auburnschools.org

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. James Terry JenkinsEd.D.
_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Auburn City Schools   Tel. (334) 887-2100

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. Laura Cooper
_____
(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:

6	Elementary schools
1	Middle schools
1	Junior High Schools
1	High schools
	Other
9	TOTAL

2. District Per Pupil Expenditure: 8603

    Average State Per Pupil Expenditure: 7729

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
    [X]   Small city or town in a rural area
    [   ]   Rural

4.   10   Number of years the principal has been in her/his position at this school.

         0   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		7			0
K			0		8			0
1	29	39	68		9			0
2	35	43	78		10			0
3	53	33	86		11			0
4	36	43	79		12			0
5	42	37	79		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								390

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
7	% Asian or Pacific Islander
23	% Black or African American
2	% Hispanic or Latino
68	% 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 ___11___ %

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	12
(2)	Number of students who transferred from the school after October 1 until the end of the year	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	381
(5)	Total transferred students in row (3) divided by total students in row	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: ___8___ %

    ___33___ Total Number Limited English Proficient

    Number of languages represented: ___6___

    Specify languages: German
                        Portuguese
                        Chinese
                        Spanish
                        Korean
                        Russian

9. Students eligible for free/reduced-priced meals: ___24___ %

    Total number students who qualify: ___92___

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: ___12___ %

                                                    ___47___ 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.

1	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impairment
0	Deaf-Blindness	11	Specific Learning Disability
0	Emotional Disturbance	29	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	21	0
Special resource teachers/specialists	13	0
Paraprofessionals	4	0
Support Staff	8	2
Total number	48	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 ___18___ **: 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	99 %	98 %	98 %	97 %	98 %
Daily teacher attendance	97 %	97 %	97 %	96 %	97 %
Teacher turnover rate	6 %	8 %	8 %	6 %	9 %
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

PART III - SUMMARY

At Wrights Mill Road Elementary School our motto is 'Your Future . . .Our Passion.' It is true. We are passionate in our quest to provide each child with a quality education, and we make sure the necessary elements are in place for that to happen. Whether our children arrive by foot, by bus, or by Suburban, they know they belong to our school family. The smiles of the principal and teachers who daily greet them let them know that they are in a safe, nurturing place where learning is enjoyed and they are valued. The school's colorful learning environment encourages a sense of pride - sprinkled with a little sense of 'What will we do today?' excitement. We have created a professional learning community climate where parents, teachers, and students feel appreciated and respected. It is only when these intricate bonds are formed that true learning can take place.

As a first through fifth grade school, WMR offers more than the typical elementary curriculum. While there is a strong emphasis on reading, mathematics and sciences, students also benefit from music, P.E., art, computer, counseling, and academic enrichment classes. Our state-of-the-art media center provides students the opportunity to collaborate in small groups, utilizing the latest technologies. All of the subjects are taught with a healthy combination of technological innovation, hands-on applications, and a strong adherence to the state and national standards. For example, a student may begin the day working the digital mixer in the school broadcast studio and may end the day rehearsing the latest composition in Honor Choir. Another student might begin the school day with a reading tutor as he eats breakfast and finish the day creating a virtual world in Computer Club.

Our school vision states that 'WMR faculty aspires to provide a professional learning community where all students are given every opportunity to be productive 21st century citizens through academic, physical, and social development.' To help fulfill the vision, the faculty is always looking for ways to improve instruction and motivate students. After analyzing data and identifying each child's strengths and challenges, the faculty works collaboratively to meet each student's needs. For those children identified as needing even more support, faculty members volunteer to mentor at-risk students. These students may also receive free tutoring from our after-school program or work one-on-one with our many community volunteers. Whether a student has high scholastic ability or is struggling academically, we try to find creative ways for him to shine through a variety of enrichment programs, taught by teachers and parent volunteers. Our student body, diverse in backgrounds and experiences, challenges us to meet a myriad of needs.

'Community' is defined as a body of people living in the same place under the same rules, but our school community far surpasses the definition. WMR is more than a building on a campus. We are a group of adults and children who teach and learn from each other on a daily basis. If you were to come to our school, you might choose to take a self-guided walking tour created by students utilizing iPods. You would see students working in small groups during the day, as well as faculty and staff meeting and discussing curriculum and student progress. You could see a retired university professor teaching poetry to a small group of 5th grade boys or college students helping our students build hot air balloons for the Science Olympiad competition. You could walk into our garden and pick pumpkins with the after-school teacher/naturalist. You could see the Salvation Army truck pulling up to pick up the collected canned goods or the local Humane Society here to collect pet food. You could see members of our active PTA tutoring students, filing/copying, beautifying our grounds, or re-shelving books in our media center. Educators from around the state could be touring, as we share our use of technology. You might find an empty classroom because those students are outside on our nature trail, identifying watersheds for our city or taking samples of creek water to test its quality. Our passion is palpable to those who visit. We know the importance of the role we play in the lives of our students and our community. In turn, we have been recognized by our community as a school of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

WMR's reputation of academic excellence for all students creates an atmosphere where exemplary achievement is expected. The school's disaggregated data reveals sustainable, high achievement for all sub-populations of students. A data culture exists that permeates from the administrator/teacher level to the unique understanding by students of their own individual data. Students at WMR not only meet academic standards on state/national assessments, but consistently exceed standards in both reading and math. The attached data charts reflect exemplary success with 98% of all students meeting or exceeding state criterion reference standards at the 5th grade level in 2007. We are extremely proud to note that in the black and poverty subgroups, 100% of our 5th graders met or exceeded standards for proficiency. This evidence supports WMR's motto 'Your Future...Our Passion.' In 5th grade, math scores are 92.8% or greater, and all subgroup areas meet or exceed standards for proficiency. A proficient student (meeting standard) or advanced proficient (exceeding standard) is considered a level 3 or 4 student on a 4-point proficiency scale of measuring student attainment of mastery of state standards. The data proves that achievement gaps that exist at any grade level are closed by the time the students exit WMR. The intense focus on data-driven instruction coupled with innovative approaches to educating students of the 21st century results in a minimal disparity or absence of disparities of subgroups after the impact of a 1st through 5th grade education experience.

WMR's academic standing at the national assessment level, SAT10, is equally impressive. Our students in grades 3-5 consistently achieve at or above the 75th percentile in both reading and math on the nationally normed Stanford Achievement Test, 10th Edition. This means that WMR students are performing better than 75 percent of those students that participate in this national assessment. Attached data charts, depicting a 5- year span of SAT 10 results, provide evidence that students in all sub-groups are achieving at phenomenal levels. The data charts also reflect the success of WMR in efforts to close the achievement gap. National assessment data, also reflective in state assessment data, show remarkable mastery of standards by the end of 5th grade. Students at this level scored at the 93rd percentile in math and 84th percentile in reading on the SAT10 nationally-normed assessment. Achievement gaps are narrow among student subgroups.

The remarkable and sustainable academic achievement at WMR exists because of the faculty's expectations of excellence for all students. 'Status quo' is not an option at WMR; therefore, students' learning is elevated for success in our competitive, global society. WMR serves as a model and a catalyst for transforming learning for all students in attaining high academic standards for success.

To access testing data: http://www.alsde
Choose: Accountability Reporting
Click here to begin Accountability Reporting System
(Select System: Auburn City)

2. **Using Assessment Results**

Our instructional methods and student achievement prove that the staff embraces the data culture. We recognize that we must look at each individual student and plan accordingly to meet his/her needs. To create a successful learning community, we improved our daily schedule to provide common planning and uninterrupted instruction time. Weekly grade level meetings provide an opportunity to share and discuss student data. School administrators, special education teachers, our Title I teacher, and our school's reading coach are active participants. The data meetings enable teacher groups to collaborate and devise ways to assist in developing the potential of every student. These discussions have proven to be powerful. There is sharing of ideas and a true spirit of collegiality. Every teacher feels committed to the success of every student in our school. Just as we strive to instill self-efficacy in our students, we hold the same ideals as teachers. At the beginning of the school year, the newly assigned homeroom rosters include charts of testing information from the previous year in order to give the teachers a preview of their new students' abilities.   Assessment is ongoing in each classroom, whether it is

through teacher observation or informal/formal testing. Whole group, small group, and one-on-one instruction are used once student need is determined. Individual student achievement is analyzed from the data, and areas of concern are addressed, while student effort and gains are celebrated.

3. **Communicating Assessment Results**

   High student performance is paramount to everything we do. Parents receive report cards at the end of each nine-week grading period and Progress Reports at the mid-point of the nine weeks. Three Parent/Teacher Conference days are built into the school's calendar. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test results are reported to parents three times per year along with an explanation of the results. Recognizing that the students are the major stakeholders, we think it is important for them to know and take ownership of their results. Each student meets with the principal, assistant principal, counselor, or reading coach to view and discuss the results of SATs taken the previous spring. These CHATS (Charting Higher Achievement Talks) focus on positive feedback, encouragement, and constructive suggestions for improving the scores. Prior to the administration of SATs, the school's counselor includes in the monthly PTA newsletter ways that additional help from home can help students to be 'test ready.' After parents receive copies of their child's results, they are offered the opportunity to meet with the counselor to learn how to interpret the results and how to better assist their child in school. Our test results are also available on three websites: WMR, Auburn City Schools, and Alabama State Department of Education. Parents receive a yearly printed report card from the state that details our school's test results. The local newspaper also publishes school test results.

4. **Sharing Success:**

   WMR has been an Alabama Reading Initiative School for seven years. Visitors from across the state come to observe reading instruction and learn successful teaching strategies that help students become better readers. We are charter members of the Alabama Best Practices Center's 21st Century Learning Initiative, which includes only 11 schools in the state. At the quarterly meetings, participants meet with educators from across the state. During these sessions we are able to share and learn with other schools and engage in discussions led by national leaders in school reform. As active participants for three years, we have utilized Elluminate, which enables us to converse with educational leaders around the world with real time web conferencing. The principal serves on the Alabama Best Practices Center Key Leaders Committee, which focuses on closing the achievement gap, increasing collaboration, and communicating results with all stakeholders. The principal also serves on the Alabama Best Practices Center's Advisory Committee, which advises staff and consultants on the curriculum for the upcoming year. We have hosted visitors from Gateway, Microsoft, and Intel who wanted to see the infusion of technology throughout the curriculum. Along with being selected to be a SMART Showcase School, Microsoft selected WMR as one of its 29 'Innovative Schools' in the country. The trip to Microsoft headquarters enabled us to share our successes with others from across the U.S. Many of our teachers hold leadership positions in our system. One teacher created and leads a mentoring program for all new teachers in Auburn. As part of that program, the new teachers have the opportunity to hear successful strategies used in our classrooms. Other teachers chair system-wide vertical teams and host teachers from other schools who want to see their teaching methods. Our website features teachers' weekly lesson plans and is available to anyone. Our dedicated faculty willingly shares our successful strategies and results with others.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   WMR recognizes the importance of planning for lessons that inspire and motivate our students. Reading and writing are integrated into every subject. Hands-on materials and supplementary books abound in our classrooms, which are equipped with technology including SMART boards, iPods, and Pinnacle Movie Making software that foster a positive learning experience and enhance student achievement for the 21st century learner. In our school, the curriculum of language arts, which includes speaking, listening, spelling, and writing, is viewed as an important tool in communicating, evaluating, and responding to ideas. Teachers utilize all subject areas to garner practice in language arts. Our students are asked to conduct research, write reports, make speeches, give presentations, and evaluate projects throughout the year. Effective writing skills are emphasized daily. Whether the lesson focuses on descriptive, expository, or narrative writing, our students receive instruction that encourages writing skills that will last a lifetime. Our fifth graders have scored the highest in our school system for the last four years on the Alabama 5th Grade Writing Assessment.

   Our mathematics curriculum emphasizes problem solving and the ability to apply mathematics concepts to real-life situations. Our focus is on engaging students by providing them with lessons that use a variety of resources and supplemental materials. Manipulatives and interactive technologies provide teachers with hands-on materials that enrich their lessons and provide a balance of practice with basic concepts in real-world settings. For three years WMR teachers have been active participants in TEAM-Math (Transforming East Alabama Mathematics), a partnership with Auburn University, Tuskegee University, and other public schools in East Alabama. This program has provided intensive professional development on engaging students in making sense of mathematics through 'inquiry-based' teaching methods.

   The social studies curriculum is wide and varied, with lower grades studying communities and geography while the upper grades focus on various aspects of American history. Our greatest tool is our children's imagination, and every method we use is designed to capture and excite their wonder about the world in which they live. The creative arts are used extensively in our classrooms. For instance, fifth grade students study famous Americans and become that famous person in the school's wax museum. Theatre groups abound in classes, and PowerPoints and other graphic presentations allow students to share their reports with others. Books on historic events and famous people enrich the classroom textbooks, and field trips are made to nearby historic places.

   Our students are actively engaged in a hands-on, inquiry-based approach to science. Students ask questions, make observations, perform experiments, draw conclusions, and write their data in science notebooks as they record and monitor their learning. Our natural world and the teaching of science are brought together with the WMR nature trail and school garden, guest speakers such as presenters for the Southeastern Raptor Center, and local and regional field trips.

   WMR is an elementary school that believes the whole child is reached best by integrating the arts throughout the curriculum. All of the teachers enjoy displaying the visual work done by their students on bulletin boards that line the hallways. Reader's Theatre is a successful method used to blend reading, drama, and interesting topics into the children's day. We have full-time art and music teachers who provide both whole-class as well as small-group instruction. The school offers an Art Guild and Honor Choir that provide students with after-school activities. During these activities, the children are provided a variety of cultural topics ranging from contemporary artists to playing various musical instruments. School-wide programs for parents, the PTA, and students offer an assortment of entertainment outlets with the use of seasonal themes throughout the school year. The talents of all of our students are recognized, encouraged, and supported.

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

We have been an active Alabama Reading Initiative Demonstration site for seven years. By embracing this initiative, we focus on the three cueing systems that good readers use. These include the systems of meaning, language, and print from which the students create meaning from written words. Directly related to these cueing systems are five components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We recognize the importance of early intervention and the use of a comprehensive and balanced approach to instruction. Along with the utilization of a core reading program we make use of trade books and cross- curricular reading materials. Reading is taught in small groups in grades one through five. With the use of the DIBELS reading assessment, which measures early literacy development three times per year, and teacher observation, students are grouped with others who have similar interferences and are taught in flexible small groups based on needs. Because research shows that students who struggle need additional instructional time, we have adopted the three-tier model of instruction, providing core instruction to our entire population, additional intervention to targeted students, and a triple dose to students in need of intensive instruction. We understand that children's acquisition of spelling skills is closely allied with word recognition abilities. Therefore, authentic writing activities are incorporated throughout the school day. The school's reading coach works with both students and teachers. She models lessons for teachers and leads discussions about ways to plan for lessons that best meet the needs of each child. Our schedule reflects our commitment as each grade level has uninterrupted instruction time. We further emphasize reading by offering a Reading Cafe, a 'Caught Reading' program, Word of the Week, and a media center that provides open access. In order to develop a love of reading, students must be read to daily, must be exposed to quality literature, and must experience success with their reading. This happens daily at WMR.

3. **Additional Curriculum Area:**

An important focus of our school for the past five years, as well as one of our current SACS goals, has been the curriculum area of technology. We recognize the importance of providing our students with a strong technological foundation and strive to stay abreast of the latest technology tools for instruction. Each school day begins with a live school-wide telecast from the in-school broadcasting studio. The 'Wright News' is written, directed, and produced by 5th graders. The school's Media Center is wireless, enabling all students to use laptops for research and assigned or self-directed projects. Every classroom is equipped with at least two computers and an interactive white board (SMART board). The school's computer lab has 26 computers and an interactive white board that affords the students formal technology instruction. Teachers use technology to remediate as well as enrich. Our school's Title One and special education students benefit from its integration as well. Much of our classroom instruction is delivered with the assistance of the SMART boards, and students are actively engaged as never before. Small groups of students in each class work on inquiry-based projects resulting in end products including PowerPoints, podcasts, Voice Threads, Blogs, Photo Stories, Wikis, web quests, and self-made movies. Recognizing the responsibilities that go along with 'cyber citizenship,' a group of our 5th graders developed a movie to teach others online safety, ethical behavior, and etiquette. Through our professional development in the Alabama Best Practices 21st Century Learning Initiative and other programs, such as our school system workshops, teachers have embraced the use of technology in all curriculum areas. It is especially exciting to see how our music and art programs have been enhanced by the integration of technology. Our students see the 'cool tools' not just as entertainment, but as a means to facilitate their learning and to express mastered content.

4. **Instructional Methods:**

WMR teachers incorporate a myriad of teaching methods to improve student learning. We strive to reach all students' needs and maximize their potential. The special education teachers work with the homeroom teachers to plan lessons for students who qualify for Special Education services. Students with IEPs are taught in the regular education setting

and also receive individualized instruction. Those students who have high scholastic or creative talents are targeted to attend enrichment with the school's Venture Program (for challenging hands-on math and science), the Art and Music small groups, and the Junior Great Books program. All 3rd, 4th, and 5th graders take part in the yearly Geography Bee, Spelling Bee, and, if they choose, Science Olympiad, Chess Club, Art Guild, Honor Choir, and Computer Club. Resource and classroom teachers use a variety of teaching methods, including individualized instruction, small group instruction, literature groups, think-pair-share methods, cooperative learning, self-directed study, and inquiry- based and teacher-led whole-group instruction. The children at WMR are encouraged to be comfortable public speakers by taking part in our many music productions, making oral presentations, sharing and reciting poetry, and explaining different strategies used for completing assignments. Guest speakers, field trips, and the use of the outdoors are regular highlights of every school year. The WMR teachers are encouraged to use researched-based teaching methods, to incorporate technology in their lessons, and to stay up-to-date with innovative ideas and teaching skills that motivate their students.

5. **Professional Development:**

Our continuous quest is to provide the best instruction; therefore the staff and faculty of WMR take advantage of every opportunity to be exposed to new and improved methods of teaching. Much of the knowledge gained comes from the collaboration within our own school walls. Tech Tuesdays, Grade Level Meetings, Data Meetings, Vertical Team, Cross-Grade, BBSST (Building Based Staff Support Team), and informal collaborations provide opportunities for our faculty to share, learn, grow, and celebrate successes. We continually search for meaningful workshops and give freely of our time outside of regular school hours to improve instruction. Our site-base budget includes an allowance for teacher participation in professional development opportunities that become available. We take advantage of the wide range of topics of interest provided by East Alabama Regional In-Service Center at Auburn University. The staff is also active in the professional development that is offered through our partnerships with the Alabama Reading Initiative and TEAM-Math. We attend many weeklong workshops in the summer and attend Saturday workshops during the school year. As a three-year member of the Alabama Best Practices 21st Century Learning Initiative, both on-line and on-site programs provide knowledge of the latest technology and are led by renowned speakers on school reform. Seven professional development days are included in our school calendar. Guest speakers present information on topics such as meeting the needs of children of poverty and motivating the reluctant learner, and we are given time to collaborate with our peers. Our professional library is constantly updated to provide valuable resources that lead to lively book discussions on pertinent topics. Knowledge acquired through our professional development leads to powerful conversations. We constantly share ideas, reflect on our challenges and successes, set goals, implement new programs, and evaluate according to our specific needs.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year Yearly-2005-20   Publisher Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting-Level III, Exceeding-Level IV	91	94	90		
% "Exceeding" State Standards					
Exceeding-Level IV	76	64	70		
Number of students tested	70	78	71		
Percent of total students tested	100	100	96		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	3		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	80	84	72		
% "Exceeding" State Standards					
Exceeding-Level IV	46	44	33		
Number of students tested	13	25	18		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	80	83	80		
% "Exceeding" State Standards					
Exceeding-Level IV	47	42	40		
Number of students tested	15	24	20		
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					

Subject   Reading (LA)   Grade   4   Test   Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year   Yearly-2005-20   Publisher   Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Exceeding-Level IV, Meeting-Level III	96	95	95		
% "Exceeding" State Standards Exceeding-Level IV	83	79	74		
Number of students tested	76	73	86		
Percent of total students tested	100	97	97		
Number of students alternatively assessed	0	2	0		
Percent of students alternatively assessed	0	3	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard Meeting-Level III, Exceeding-Level IV	87	90	86		
% "Exceeding" State Standards Exceeding-Level IV	65	43	45		
Number of students tested	23	21	22		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard Meeting-Level III, Exceeding-Level IV	86	91	83		
% "Exceeding" State Standards Exceeding-Level IV	57	50	50		
Number of students tested	21	22	18		
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					

Subject   Reading (LA)   Grade 5   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year   Yearly-2005-20   Publisher   Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting-Level III, Exceeding-Level IV	98	95	95		
% "Exceeding" State Standards Exceeding-Level IV	78	72	73		
Number of students tested	64	87	77		
Percent of total students tested	98	98	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	1	1	3		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard Meeting-Level III, Exceeding-Level IV	100	88	81		
% "Exceeding" State Standards Exceeding-Level IV	43	38	31		
Number of students tested	14	24	16		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard Meeting-Level III, Exceeding-Level IV	100	83	79		
% "Exceeding" State Standards Exceeding-Level IV	47	33	36		
Number of students tested	15	18	14		
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					

Subject Math   Grade 3   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year   Yearly-2005-20   Publisher   Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting-Level III, Exceeding-Level IV	87	85	90		
% "Exceeding" State Standards					
Exceeding-Level IV	63	59	78		
Number of students tested	70	78	72		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	3		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	54	56	67		
% "Exceeding" State Standards					
Exceeding-Level IV	31	32	44		
Number of students tested	13	25	18		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	53	58	75		
% "Exceeding" State Standards					
Exceeding-Level IV	40	38	55		
Number of students tested	15	24	20		
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					

Subject Math   Grade 4   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year Yearly-2005-20   Publisher Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting-Level III, Exceeding-Level IV	91	93	91		
% "Exceeding" State Standards					
Exceeding-Level IV	63	71	74		
Number of students tested	76	73	86		
Percent of total students tested	100	97	97		
Number of students alternatively assessed	0	2	0		
Percent of students alternatively assessed	0	3	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	70	76	68		
% "Exceeding" State Standards					
Exceeding-Level IV	22	38	41		
Number of students tested	23	21	22		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	71	77	72		
% "Exceeding" State Standards					
Exceeding-Level IV	24	45	44		
Number of students tested	21	22	18		
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					

Subject Math   Grade 5   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year Yearly-2005-20   Publisher   Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting-Level III, Exceeding-Level IV	98	94	96		
% "Exceeding" State Standards					
Exceeding-Level IV	88	84	86		
Number of students tested	64	87	76		
Percent of total students tested	98	98	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	1	1	3		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	93	79	88		
% "Exceeding" State Standards					
Exceeding-Level IV	57	50	63		
Number of students tested	14	24	16		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	93	72	93		
% "Exceeding" State Standards					
Exceeding-Level IV	67	56	71		
Number of students tested	15	18	14		
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					

Subject Math   Grade 5   Test Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year Yearly-2005-20   Publisher Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting-Level III, Exceeding-Level IV	98	94	96		
% "Exceeding" State Standards					
Exceeding-Level IV	88	84	86		
Number of students tested	64	87	76		
Percent of total students tested	98	98	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	1	1	3		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	93	79	88		
% "Exceeding" State Standards					
Exceeding-Level IV	57	50	63		
Number of students tested	14	24	16		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Meeting-Level III, Exceeding-Level IV	93	72	93		
% "Exceeding" State Standards					
Exceeding-Level IV	67	56	71		
Number of students tested	15	18	14		
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					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

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 4   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	75	84	79	73	73
Number of students tested	76	74	86	84	86
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	2	0	1	1
Percent of students alternatively assessed	0	3	0	1	1
SUBGROUP SCORES					
1. Black	47	57	48	43	40
Number of students tested	23	21	48	19	23
2. Poverty	46	68	48	52	44
Number of students tested	21	22	48	18	21
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

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	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0

Subject Reading (LA)   Grade 3   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	79	66	66	69	66
Number of students tested	70	78	71	79	81
Percent of total students tested	100	100	96	100	99
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. Black	56	41	32	50	32
Number of students tested	13	25	32	20	19
2. Poverty	59	42	32	43	34
Number of students tested	15	24	32	16	16
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 (LA)   Grade 4   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	79	78	81	80	74
Number of students tested	76	74	86	84	86
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	2	0	1	1
Percent of students alternatively assessed	0	3	0	1	1
SUBGROUP SCORES					
1. Black	58	54	55	44	37
Number of students tested	23	21	55	19	23
2. Poverty	56	60	55	51	45
Number of students tested	21	22	55	18	21
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 (LA)   Grade 5   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	84	80	79	75	77
Number of students tested	64	87	77	74	74
Percent of total students tested	98	98	100	100	96
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	3	0	0
SUBGROUP SCORES					
1. Black	63	56	36	37	55
Number of students tested	14	24	36	17	21
2. Poverty	67	49	36	46	46
Number of students tested	15	18	36	13	21
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 Math   Grade 3   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	72	65	79	71	70
Number of students tested	70	78	72	79	82
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. Black	37	36	44	40	40
Number of students tested	13	25	44	20	20
2. Poverty	44	41	44	37	41
Number of students tested	15	24	44	16	17
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 Math   Grade 5   Test Stanford Achievement Test

Edition/Publication Year 10th Edition   Publisher Harcourt Assessment, Inc.

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	93	88	91	85	83
Number of students tested	64	87	77	74	74
Percent of total students tested	98	98	100	100	96
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	3	0	0
SUBGROUP SCORES					
1. Black	80	68	66	53	67
Number of students tested	14	24	66	17	21
2. Poverty	85	62	66	59	56
Number of students tested	15	18	66	13	21
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					