

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Tonya Griffith Wood

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

Official School Name East Central Elementary School

(As it should appear in the official records)

School Mailing Address 1502 Dean Avenue

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

Rome,

Georgia

30161-7104

City

State

Zip Code+4(9 digits total)

County Floyd

State School Code Number* 785-0275

Telephone (706) 232-8310

Fax (706) 234-5374

Web site/URL www.rcs.rome.ga.us/ec

E-mail twood@rcs.rome.ga.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. Gayland Cooper

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

District Name Rome City Schools

Tel. (706) 236-5050

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. Judy Sims

(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: _____ 8 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 11 TOTAL
2. District Per Pupil Expenditure: _____ 8183
 Average State Per Pupil Expenditure: _____ 5485

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 4 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			0	7			0
K	34	36	70	8			0
1	36	37	73	9			0
2	35	34	69	10			0
3	36	30	66	11			0
4	31	29	60	12			0
5	33	24	57	Other	2	2	4
6	28	21	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL							448

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 32 | % Black or African American |
| 10 | % Hispanic or Latino |
| 54 | % 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 14 %

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	28
(2)	Number of students who transferred from the school after October 1 until the end of the year	33
(3)	Total of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	448
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 6 %
28 Total Number Limited English Proficient

Number of languages represented 3
 Specify languages: Spanish, Chinese, Korean

9. Students eligible for free/reduced-priced meals 42 %
 Total number students who qualify: 188

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: $\frac{7}{32}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	4	Specific Learning Disabilit
3	Emotional Disturbanc	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	1	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	27	0
Special resource teachers/specialist	10	3
Paraprofessionals	4	0
Support Staff	3	0
Total number	46	3

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 $\frac{17}{1}$: 1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	98 %	97 %
Daily teacher attendance	97 %	97 %	97 %	97 %	98 %
Teacher turnover rate	14 %	12 %	9 %	12 %	3 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

East Central Elementary is one of eight elementary schools in the Rome City School System. Each of these elementary schools serves a specific neighborhood in the city of Rome, Georgia. The school was constructed in 1975 and completed for students to begin the 1975-1976 school year. In 1985, there was a renovation and several classrooms were added. A new building was constructed in 2001 consisting of the fifth and sixth grade wing. A complete renovation was done to the entire facility this year with new tile floors, ceilings, cabinets, doors, and paint.

Students at East Central have consistently received a quality education. The school has been accredited by the Southern Association of Colleges and Schools for more than twenty-five years. East Central's reputation is supported by its selection as a Georgia School of Excellence in 1999 and again in 2007, a Georgia Public Policy foundation 'No Excuses' winner in 2000, and a recipient of pay for performance for five years. East Central was ranked the number one elementary school in Northwest Georgia, and forty-third statewide, according to the Georgia Public Policy Foundation Data 2000. During the 2006-2007 school year we received an award from the governor recognizing us as a 'Platinum School' for the greatest gains in CRCT scores on the 2006 tests. Due to the numerous awards and continued success, the community views our school as high-performing.

East Central has strong support from our stakeholders- parents, volunteers, students, faculty, staff, and community. We have many excellent parent volunteers who are willing to work at the school daily with teachers and students. Parents also work on special fund-raising projects for the school. The teachers at East Central are a great representation of a professional learning community. The majority of the faculty have earned higher education degrees (Masters, Ed.S), as well as, being constantly involved in professional learning. Academic coaches at East Central conduct site-based professional learning almost daily and are available for help with any issue a teacher may have with instruction or planning. The academic coaches also work with teachers to analyze student work and individual student data to improve instruction. Teachers effectively monitor student growth by providing continuous formal and informal assessments. Collaborative planning enables teachers to focus on providing differentiated instruction to meet the needs of every child. The faculty uses student data to identify weaknesses and provide interventions to improve student learning allowing each child to reach his or her maximum potential. This strong support enables East Central Elementary to effectively realize our vision which is to provide optimal learning experiences in a safe environment empowering students to acquire the knowledge to reach their full potential as confident, life-long learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Georgia CRCT ' The Georgia Criterion Referenced Competency Test was first implemented in the spring of 2000 and designed to measure how well students acquire skills and knowledge described in Georgia Quality Core Curriculum (QCC). It is currently being revised in staggering stages, by grade level and subject to measure the new Georgia curriculum described in the Georgia Performance Standards (GPS). The information is used to determine individual student strengths and weaknesses as related to the instruction of the QCC or GPS and gauge the quality of education throughout Georgia. Areas of assessment include: Reading, English/Language Arts, and Mathematics. Assessments in Science and Social Studies are administered to students in grades 3 through 8. The Georgia CRCT results determine if a school or school district has made Adequate Yearly Progress (AYP). A student score below 300 (QCC) or 800 (GPS) is at Performance Level I and Does Not Meet Standard. A student score between 300 and 349 (QCC) or 800 and 849 (GPS) is at Performance Level II and Meets Standard. A student score at or above 350 (QCC) or 850 (GPS) is at Performance Level III and Exceeds Standard. A more in-depth explanation may be found by going to the Georgia Department of Education website at <http://doe.k12.ga.us>.

East Central Elementary has consistently been successful with Georgia CRCT Test scores and Adequate Yearly Progress for each year our students have taken the tests. In 2006, East Central was awarded the 'Platinum Award' by the governor based on 'greatest gains in meeting and exceeding' CRCT scores. To be eligible for the Platinum Award a school must be in the top 2% of schools in Georgia for gains on the CRCT and have a minimum of 35% of our students exceeding the standard.

At East Central, we are very proud of the number of students exceeding the standard in all subject areas and constantly strive to move students from Level II Meeting the Standard to Level III Exceeding the Standard. Though scores in 1st grade reading dipped slightly from 98% in 05-06 to 93% in 06-07, our students still outperformed the state average. In addition, the number of students exceeding the standard in 1st grade went from 41% in 05-06 to 54% in 06-07.

In 2nd grade we saw declines in scores in reading, English, and math from the 05-06 to the 06-07 school year. We attribute these declines to a variety of factors. Enrollment numbers necessitated personnel shifts in our second grade during the school year. In addition, the new math curriculum and assessment changed drastically with the full implementation of the Georgia Performance Standards. Our teachers had to revise instructional strategies and expectations for student performance. On a positive note for second grade, the number of students exceeding in reading was our highest overall at 57% for the 06-07 school year.

The single digit declines in math scores from the 05-06 year to the 06-07 year in 3rd, and 4th grades may be attributed to the fact that we are in the process of implementing the new math curriculum, going from QCC based instruction to standards based instruction using a 'math workshop' model. We also were using the state adopted text book that was coordinated with the old QCC standards and did not adopt a new standards based math textbook until this year for the 07-08 school year. As we continue to refine our instructional strategies and focus on utilization of benchmark assessments in math, we anticipate continued growth in student achievement.

We are proud to say that the number of students exceeding the standard overall in grades 1-6 in math increased from 27% in 05-06 to 39% in 06-07. We feel that these increases can be directly linked to the new math curriculum and the implementation of math workshop. Student scores should only improve this year with the new math textbook adoption in which materials are more closely aligned with the curriculum.

In 5th grade reading, our percentage of students meeting the standard fell 7% from the 05-06 school year, but the number of students exceeding in that area increased by 17% for the 06-07 school year. You will also note that in 5th grade, 100% of our Black/Non-Hispanic subgroup met the standard in English and in math.

The cumulative effect of numerous years of preparation at East Central Elementary is shown in the scores of our 6th grade students for the 06-07 school year. These students scored 100% in reading, 100% in English, and 98% in math. Not only are we extremely pleased with these scores, but 50% of these students exceeded the standard in reading. We also saw increases in the number of students exceeding

the standard in English and math from the 05-06 school year to the 06-07 school year by at least 10%. We are very proud of these results! We hope that with continued emphasis on benchmark tests, formative assessments in math, and Dibels assessments that our scores will continue to improve. Our goal is for 100% of our students to meet or exceed the standard in every content area at every grade level.

ITBS - The Iowa Test of Basic Skills is a Georgia required standardized norm-referenced test given to students in grades 3 and 5 during the fall or spring. The ITBS provides an in depth assessment of student achievement of important educational objectives. Subtests in Reading, Language Arts, Mathematics, and Information Sources yield reliable and comprehensive information about the development of student skills and their ability to think critically. The scores allow teachers to identify student strengths and weaknesses in various areas of achievement.

2. Using Assessment Results:

The staff at East Central Elementary incorporates several assessment tools and strategies to monitor student performance and success. Administrators, academic coaches, and teachers extensively analyze Georgia CRCT scores and the Georgia Writing Assessment results by individual, class, grade level, and school to identify strengths and weaknesses. The school further ensures student success by making comparisons of this data at the district and state levels.

East Central uses the Georgia Online Assessment System (OAS) to develop benchmark tests in the areas of Reading, English/Language Arts, and Mathematics. The students are assessed three times each year to monitor progress and identify weaknesses. Based on these results, small focus groups are developed to further instruct students in the areas of weakness to insure success with the Georgia Performance Standards.

The Dynamic Indicators of Basic Early Literacy (DIBELS) is used by the school in all grades to assess and monitor progress in early literacy. Benchmarks are developed for each grade level to be sure students have the necessary skills to become successful readers. In addition, the Accelerated Reader/STAR program depicts reading comprehension and reading level placements for all kindergarten through sixth grade students. Incorporated with our Accelerated Reader incentive system, students are motivated and encouraged to read a minimum of 1,000,000 words each school year to progress at a sufficient rate.

3. Communicating Assessment Results:

Assessment data is communicated to the school's stakeholders in multiple ways. The results of the norm referenced and criterion referenced assessments are sent home with a letter of explanation from the principal. Newsletters are sent home monthly to parents notifying them of all upcoming assessments and results. Administrators communicate the meaning of the data and standards at faculty meetings. During faculty and grade level meetings, teachers present and share their individual classroom results and the staff discusses trends or patterns in individual classrooms and grade levels. The principal shares all assessment data with the School Council which consists of parent, community, and teacher representatives. The principal also presents and shares East Central's Georgia CRCT results at a Rome Board of Education meeting annually. Finally, the local newspaper publicizes activities and successes of East Central Elementary to the community throughout the school year.

Students scoring at Level I- Does Not Meet Standard; below 300 (QCC) or 800 (GPS) on the Georgia CRCT in 3rd grade reading and 5th grade reading and math are sent a letter to notify them of failure to meet the standard. These students are given the opportunity to attend a 20 day intervention which includes the opportunity to retake the test. Parents of students scoring at Level I 'Does Not Meet Standard in other subjects and grade levels are notified during conferences and meetings throughout the course of the school year. A plan is developed by the parents and grade level teachers for these students to address the specific weaknesses shown in assessment results. Intervention strategies are implemented and progress is monitored throughout the year and information is relayed to parents. A Student Support Team (SST), which may include teachers, parents, counselor, and psychologist, is formed for students who have not made progress in a specific area.

4. Sharing Success:

Monthly principal meetings are held in Rome City Schools for principals and central office personnel to share information about programs, student performance and accomplishments. The superintendent also schedules focus group meetings with administrators. During these meetings, East Central's principal shares with other principals the successful strategies and curriculum programs used at East Central Elementary.

System meetings are hosted at each school in the Rome City System to view programs implemented at each school including East Central Elementary. Coaches and teachers at different grade levels from East Central meet with other teachers in the system to share and discuss Georgia Performance Standards, Benchmark test results, DIBELS results, units, and lesson plans.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

East Central's core curriculum is the Georgia Performance Standards for reading, English/language arts, math, science, and social studies. The faculty has done a wonderful job of implementing the 3 year old curriculum. The teachers and staff use a variety of resources to ensure that the students are able to read well and independently. The school focuses on expanding the implementation of effective strategies in the classroom that stimulate critical thinking and the skill of learning to learn. All staff members are provided professional development that is aligned with effective strategies or best practices supported by research. Three on-site academic coaches provide job embedded professional development.

East Central Elementary School's reading and mathematics programs are rigorous. The first through sixth grade students receive a minimum of 60 minutes of math instruction daily. Reading comprehension strategies are emphasized throughout all curricular areas. Grades four through six are departmentalized by subjects, and each teacher teaches at least two subjects for which they are highly qualified. All other grades are self-contained. At-risk students receive SRA Direct Instruction in conjunction with their daily reading lesson. Small group reading instruction is emphasized in grades K-2. The basic reading text is Harcourt Reading Series. The teachers use leveled texts to supplement the basal series. Students are expected to select additional outside reading selections for enjoyment.

Students are offered opportunities to be engaged with science content in order to achieve at high levels of learning. The curriculum includes the science process skills inquiry, the usage of reference sources, safety practices, and tools to analyze data. The science content is linked to other subjects by utilizing writing and math. GYSTC (Georgia Youth Science and Technology Centers) assists East Central in planning and implementing high-quality science instruction. The social studies curriculum integrates culture, history, global citizenship, and geography. Character Education is vital to a healthy, productive community. Student character and community service is stressed in all content areas. International Day at East Central is celebrated by many different cultures and is made possible by parent involvement. The media center contains 10 computer stations with internet access for research and special projects. The school has 25 computer stations in the computer lab. Teachers are able to provide tremendous learning opportunities to the students via the internet. Our Parent Teacher Organization has enabled us to purchase numerous projectors and Smartboards which further enables us to integrate technology in instruction.

The Challenge Program at East Central Elementary School is respected throughout the community. In addition to its rigorous academic tasks, the program provides students with the opportunity to take environmental trips. These trips enable students to experience life away from home, develop personally and academically. In the spring of 2007, East Central's 6th grade Thinking Cap Quiz Bowl Team placed 4th out of 42 teams around the Southeast. They placed 5th among the 107 fifth and sixth grade teams that entered. Speeches are written by Challenge students and presented to parents each year. Fifth and Sixth graders participate in an oration competition sponsored by the Modern Woodmen of America. Students learn to play Chess and compete for a seat in a yearly tournament. Community service projects are conducted each year to support local and national organizations.

Physical education and fine arts are necessary in developing the whole child. Fine arts and physical education enhance other content areas by building confidence, teamwork, self-esteem, critical thinking skills, athletic skills, sportsmanship, and problem solving skills. East Central's students participate in the Presidential Physical Fitness Competition, State Honor's Chorus, and community-based theatre groups. Our students also have the opportunity to participate in an award winning band program.

2a. (Elementary Schools) Reading:

At East Central, we use a multi-faceted approach to teaching reading. We selected a traditional basal program, Harcourt, because it utilizes a strong literature base that includes complete selections that are written by well-known authors as the reading component each week. Each selection has a grammar (skills) component, spelling, and vocabulary to accompany it. Teachers use the basal as one resource with which to meet the Georgia Performance Standards. They also utilize trade books for their Read-alouds to teach comprehension. Novel studies play a large part in the reading curriculum as well, especially in the upper grades.

To meet the individual needs of students, K-2 teachers form flexible needs-based skills groups. Other ways

that East Central strives to meet needs of individual students in reading is through the use of Direct Instruction groups and Road to the Code instructional groups. Instruction is guided by results of DIBELS testing and progress monitoring, the OAS Benchmark test results, teacher-made tests, and teacher observations.

A strong component of the reading program stems from the Georgia 'Twenty-five Books' standard; however, our students are expected to far exceed that standard for reading on their independent reading levels. We use the Accelerated Reader Program with graduated incentives given to further encourage our students to read widely.

An important part of our reading instruction is incorporating the teaching of writing through Writer's Workshop. East Central teachers keep in mind the idea that, to teach children to read, you have them write, and to teach children to write they must read. The teachers utilize touchstone texts to teach the elements of the Georgia Performance Standards. Students and teachers read narrative texts while writing narrative pieces to reiterate how reading and writing go hand in hand. Touchstone texts are used to teach children how to incorporate craft into their own writing as modeled by the published author. Also, the Response to Literature standard involves the integrated processes of reading and writing.

This multi-faceted approach provides East Central teachers with tools and strategies for a well-rounded program that meets the needs of our particular population of students. Teachers here are constantly striving to improve our teacher skills and our array of resources to continue to meet those ever-changing needs.

3. Additional Curriculum Area:

East Central has adopted the Georgia Performance Standards for Mathematics as outlined by the Georgia Department of Education. The students in grades K-6 receive standards-based instruction through the Math Workshop Instructional Model. Math Workshop, a student centered approach to learning, provides students the opportunity to learn, practice, and apply the mathematic skills to solve real-world problems. Students must collaborate with peers, reason, argue, justify, revise, and make connections between mathematics and other disciplines. The process skills of reasoning, communicating, justifying, problem solving and the use of multiple representations are interwoven into all lessons. Real-life performance tasks are the vehicle of learning. Students are taught to see the patterns, relationships and connections in math. The mathematics knowledge and problem solving skills learned in math are the problem solving skills that will help them be successful throughout their lifetime.

4. Instructional Methods:

At-risk students at East Central Elementary School are identified and diagnosed early in the school year. Identification is made by using the Early Intervention Program Checklist, the Georgia CRCT, GKAP-R, DIBELS, Benchmark Testing, and formative and summative classroom assessment. To meet these identified weaknesses, classroom teachers utilize small focus groups, flexible groups, and differentiated instruction to meet students' needs. Programs which support the regular classroom curriculum include: SRA Direct Instruction, Special Education Inclusion, individualized tutoring, paraprofessional support and community volunteers. Low student to teacher ratio allows for more individualized attention. The computer lab and software creates opportunities for remediation and enrichment. East Central's lab is completely updated with 25 computer stations and a projection system that allows for individualized as well as whole group instruction. The computer software is constantly evaluated and updated to address student needs. Students identified as English Language Learners receive additional support through the ELL Pull-Out Program. Students with severe and profound cognitive and orthopedic disabilities receive individualized standards-based instruction.

5. Professional Development:

The faculty at East Central Elementary believes that professional development is the key ingredient to keeping current with research-based best practices. The faculty participates in yearly needs-assessment to identify group and individual topics for study. Staff development addressing best practices and effective use of instructional materials is embedded in training sessions planned by academic coaches. Teachers actively participate in daily horizontal grade level instructional planning. Teachers participate in cross grade level vertical meetings monthly to identify and discuss academic strengths and weaknesses based on student performance data and plan activities to improve student achievement. Teachers must understand literacy

and mathematical development and its role in instruction. East Central's Literacy Coaches and Math Coach plan and lead training to enhance instruction and student achievement. Administrators and paraprofessionals also receive professional development in current curriculum and instructional practices. The East Central faculty has participated in the following professional development activities during the last few years: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Response to Intervention (RTI), Math Workshop, Writing Workshop, Georgia Performance Standards (Reading, Math, ELA, Science, Social Studies), Study Groups (Data Analysis, Reading Workshop, Direct Instruction, Student-Focused Math), Smartboard Technology. As a direct result of professional development activities, students have received quality instruction and made steady gains in statewide criterion-referenced testing.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 1 Test Criterion Competency Referenced Test

Edition/Publication Year 2003-2007 Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	98	92	98	
% "Exceeding" State Standards	54	41	63	65	
Number of students tested	65	56	75	66	
Percent of total students tested	100	100	99	100	
Number of students alternatively assessed	0	1	1	0	
Percent of students alternatively assessed	0	2	2	0	
SUBGROUP SCORES					
1. Black/Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	83	95	95	100	
% "Exceeding" State Standards	18	29	40	35	
Number of students tested	17	21	20	23	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	81	94	82	97	
% "Exceeding" State Standards	27	26	41	42	
Number of students tested	26	27	32	38	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	86	89	89	
% "Exceeding" State Standards	37	21	51	61	
Number of students tested	65	56	76	66	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	1	0	
Percent of students alternatively assessed	0	2	2	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	88	86	90	83	
% "Exceeding" State Standards	12	14	35	35	
Number of students tested	17	21	20	23	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	88	77	81	81	
% "Exceeding" State Standards	19	7	33	39	
Number of students tested	26	27	33	38	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	91	91	94	
% "Exceeding" State Standards	48	48	46	55	
Number of students tested	65	56	76	66	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	1	0	
Percent of students alternatively assessed	0	2	2	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	77	81	90	91	
% "Exceeding" State Standards	12	19	10	26	
Number of students tested	17	21	20	23	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	85	85	82	89	
% "Exceeding" State Standards	23	26	21	39	
Number of students tested	26	27	33	38	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	97	86	88	
% "Exceeding" State Standards	57	54	64	49	
Number of students tested	61	67	64	65	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	2	3	2	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	77	95	76	82	
% "Exceeding" State Standards	36	19	29	27	
Number of students tested	22	21	21	22	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	90	96	75	73	
% "Exceeding" State Standards	40	25	41	27	
Number of students tested	30	28	29	26	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	84	96	92	83	
% "Exceeding" State Standards	15	21	41	39	
Number of students tested	61	67	64	64	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	2	3	2	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	69	90	90	86	
% "Exceeding" State Standards	5	10	19	18	
Number of students tested	22	21	21	22	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	77	96	83	77	
% "Exceeding" State Standards	10	14	24	15	
Number of students tested	30	28	29	26	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	79	97	92	89	
% "Exceeding" State Standards	11	37	38	37	
Number of students tested	61	67	64	65	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	2	3	2	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	64	95	86	91	
% "Exceeding" State Standards	5	14	19	23	
Number of students tested	22	21	21	22	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	77	93	90	85	
% "Exceeding" State Standards	7	25	24	12	
Number of students tested	30	28	29	26	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	82	84	97	98	
% "Exceeding" State Standards	40	40	59	62	
Number of students tested	65	70	59	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	0	0	
Percent of students alternatively assessed	3	2	0	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	59	56	100	100	
% "Exceeding" State Standards	9	4	38	43	
Number of students tested	22	23	16	14	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	71	75	94	96	
% "Exceeding" State Standards	14	17	27	43	
Number of students tested	28	36	19	23	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	84	93	98	
% "Exceeding" State Standards	23	26	27	34	
Number of students tested	65	70	59	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	0	0	
Percent of students alternatively assessed	3	2	0	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	82	61	94	100	
% "Exceeding" State Standards	5	4	0	21	
Number of students tested	22	23	16	14	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	82	72	85	96	
% "Exceeding" State Standards	11	8	11	17	
Number of students tested	28	36	19	23	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	97	95	98	
% "Exceeding" State Standards	32	37	32	51	
Number of students tested	65	70	59	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	0	0	
Percent of students alternatively assessed	3	2	0	0	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	87	91	94	100	
% "Exceeding" State Standards	5	4	19	29	
Number of students tested	22	23	16	14	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	79	95	90	95	
% "Exceeding" State Standards	11	17	16	17	
Number of students tested	28	36	19	23	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	95	95	87	89
% "Exceeding" State Standards	30	37	62	69	56
Number of students tested	56	57	60	71	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	85	100	100	73	84
% "Exceeding" State Standards	0	13	46	50	44
Number of students tested	13	16	13	22	25
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	94	94	67	84
% "Exceeding" State Standards	0	13	39	38	47
Number of students tested	22	16	18	24	30
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	89	95	94	85
% "Exceeding" State Standards	38	38	43	62	17
Number of students tested	56	56	60	71	53
Percent of total students tested	100	98	100	100	96
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	85	87	100	86	79
% "Exceeding" State Standards	0	20	23	41	13
Number of students tested	13	15	13	22	24
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	87	87	94	87	75
% "Exceeding" State Standards	5	20	22	29	14
Number of students tested	22	15	18	24	28
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	86	93	93	89	85
% "Exceeding" State Standards	29	23	27	18	30
Number of students tested	56	56	60	70	54
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	2	0	0	2	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	69	93	92	86	79
% "Exceeding" State Standards	23	13	23	14	13
Number of students tested	13	15	13	22	24
2.					
% "Meeting" plus % "Exceeding" State Standard	73	87	94	75	76
% "Exceeding" State Standards	18	7	11	8	17
Number of students tested	22	15	18	24	29
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	84	91	92	89	
% "Exceeding" State Standards	21	38	65	50	
Number of students tested	57	55	77	62	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	1	1	
Percent of students alternatively assessed	0	0	2	2	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	79	83	82	83	
% "Exceeding" State Standards	0	17	36	40	
Number of students tested	14	12	28	30	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	72	79	81	83	
% "Exceeding" State Standards	5	11	33	32	
Number of students tested	21	19	27	37	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	96	91	87	
% "Exceeding" State Standards	39	45	49	30	
Number of students tested	57	55	77	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	1	
Percent of students alternatively assessed	0	0	2	2	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	79	81	
% "Exceeding" State Standards	29	42	25	26	
Number of students tested	14	12	28	31	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	95	95	74	81	
% "Exceeding" State Standards	24	26	15	18	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	95	95	87	
% "Exceeding" State Standards	56	71	32	27	
Number of students tested	57	55	77	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	1	
Percent of students alternatively assessed	0	0	2	2	
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	92	86	84	
% "Exceeding" State Standards	50	67	14	26	
Number of students tested	14	12	28	31	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	84	89	81	
% "Exceeding" State Standards	48	47	11	13	
Number of students tested	21	19	27	38	
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	96	90	84	84
% "Exceeding" State Standards	50	51	56	56	57
Number of students tested	46	71	50	73	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	2	3	2	0	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard		92	95	69	82
% "Exceeding" State Standards		20	50	31	39
Number of students tested		25	22	36	28
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	86	85	73	76
% "Exceeding" State Standards	40	10	37	30	38
Number of students tested	10	21	27	44	29
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	94	90	78	77
% "Exceeding" State Standards	54	44	42	37	33
Number of students tested	46	71	50	73	57
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	2	3	2	0	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard		88	91	67	67
% "Exceeding" State Standards		20	32	14	11
Number of students tested		25	22	36	27
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	81	85	68	63
% "Exceeding" State Standards	40	19	22	18	19
Number of students tested	10	21	27	44	27
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	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	87	94	75	67
% "Exceeding" State Standards	39	27	48	30	29
Number of students tested	46	71	50	73	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	2	3	2	0	0
SUBGROUP SCORES					
1. Black Non-Hispanic					
% "Meeting" plus % "Exceeding" State Standard		72	91	58	54
% "Exceeding" State Standards		4	36	8	14
Number of students tested		25	22	36	28
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	90	67	93	62	55
% "Exceeding" State Standards	30	5	26	14	14
Number of students tested	10	21	27	44	29
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					