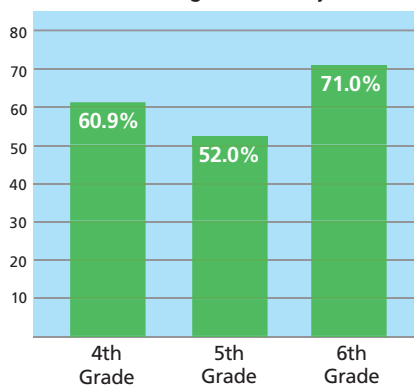


Five Points Elementary, AL

FIVE POINTS (AL) STUDENTS' MATH ARMT,
STANFORD 10 SCORES RISE BY 5% OR MORE

"At-Risk" Students Meeting Proficiency



"Classworks has really worked. I was a little leery at first; I had to be convinced. But it has proven itself. I especially like the detailed reports that show students' areas of advancement and the areas where they still need help."

— Lou Ella Guthridge
Principal, Five Points Elementary School
Dallas County School District (AL)

Challenge: Five Points Elementary School (AL) is 100% minority and has a high proportion of students who had not met proficiency levels for either the Alabama Reading & Math Test (ARMT) or the Stanford 10 (SAT 10) test in 2005-06.

Goal:

- Provide intensive remediation, especially in Math, to raise the scores of these "At-Risk" students to meet state proficiency levels.
- Fulfill their Technology Implementation Plan to increase the rigor of classroom and computer activities, differentiate instruction for low- and high-performing students, and track student results.
- Maintain and exceed a 70%+ passing rate.

Action Plan:

These students – in all grade levels – were assigned to work in Classworks at least 45 minutes per day. Initially, they received an individualized learning plan based on their ARMT scores. Once they completed this, they were transitioned to on-grade level content. They also received Classworks instruction in class and in the literacy labs.

Results:

- Of the targeted students who did not meet proficiency the previous year, 61% of 4th-graders improved from a Level 1 or 2 score in 2005-06 to a Level 3 or 4 score in 2006-07.
- Other grades at Five Points also performed well. Following their year on Classworks, 52% of the targeted 5th-graders and 71% of the low-achieving 6th-graders reached Level 3 or 4 and met or exceeded proficiency standards.