



# 2016 Monitoring and Evaluation Survey

An assessment of 100 library donations in China.

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# Letter from the Founder

Dear Reader,

Firstly, thank you for taking the time to read through The Library Project's Monitoring and Evaluation Brief. As the Executive Director and Founder of the organization, I am personally very proud of the accomplishments and levels of outreach achieved through our library donations. The organization has now grown and donated a number of libraries from which we can now access the impact of our work. This brief provides an overview of The Library Project's performance and achievements to date as well as areas for future improvement.

**This brief represents the results of a set of 100 library donations, from November 2014 to November 2015.**

Each of the 100 library donations consisted of a wide range of local language children's books including history, science, short stories, fairy tales, books for very young readers, children's dictionaries, children's reference books, an assortment of comic books and a full set of children's encyclopedias for older and younger students. Attention was also to the furniture found in each of our library donations. Colorful tables, chairs and bookshelves establish a learning environment that ignites children's imaginations and thirst for knowledge.

I normally speak about our library successes that are highlighted throughout this report, such as; 94% have scored an A or B overall, 93% of our libraries enjoy daily to weekly usage, 69% of students read ten or more books annually, 38% of students read 20 or more books annually, and 87% of schools conduct daily to weekly reading activities in their library. I normally talk at length about these kinds of outputs. This year I'd like to highlight the teachers.

The simple fact is this: teachers are the single factor that determines if a library will be used when our team leaves. Teachers matter, their comfort level with understanding what this new tool is in their school matters, how this new tool is going to help them educate the children they work with every day matters, and how this tool fits into the national education system is critical matters. When reviewing our past Monitoring & Evaluation (M&E) reports you will see a clear coloration to teachers and library success. For that reason we spent the past years updating our focus on teacher training at each and every one of our library donations.

A well-maintained library is a well-used library. Four years ago when we conducted our first M&E we noticed that there were no schools that scored "A" that didn't keep a well-maintained library. This implies that a well-kept and well-organized library is a library that gets used. Who maintains libraries at a rural primary school? Teachers. A few simple facts are teachers in rural primary schools are (arguably) overworked, underpaid and taking on more than just a teaching role at the schools they work at. We needed to empathize with the enormity of a teacher's every day challenges and that they might not view this library through the same eyes as we do. For that reason we changed.

Specifically, we spent thousands of hours refocusing our teacher-training component on Library Management. On "day one" we wanted to provide the teachers the tools necessary to manage their library effectively. This has translated into results that we could not of imagined four years ago. 100% of our schools scoring "A" "B" and "C" have a well-maintained library. 100% of schools that scored "A" maintained checkout records, and 87% of schools conduct daily to weekly reading activities. Also, not one school scored "F" this year; we only had one "D".

Once again, on behalf of the organization and our entire team, thank you for reading this brief analysis. Our work would not be possible without our valued donors, staff members, volunteers, local teachers, and the greater community that sets access to education as a priority.

Thankfully,



Tom Stader  
Founder of The Library Project

# Organization Background

Founded in 2006, The Library Project is a non-profit charity organization that donates libraries to the under-financed schools, orphanages and community centers in Asia. They believe education is the key motivator to breaking the cycle of poverty that exists in the developing world. Up to now, The Library Project has established over 2000 rural primary school libraries in China and Vietnam. They've put more than 1,000,000 local language children's books into the hands of eager young readers. Over 700,000 children now have access to improved educational infrastructure. The Library Project is a registered 501(c)3 charity in the United States, is a charity partner of the China Population Welfare Foundation - a non-profit charity organization approved by the China Ministry of Civil Affairs Registry, and is a registered non-profit organization in Hong Kong. All donations are tax-deductible in the USA, Mainland China and Hong Kong.

To continue to grow and enhance the organization's impact, The Library Project monitors and evaluates past donations to identify areas of improvement and opportunities for greater impact.

# Overview

This brief is an overview of in-depth information collected by The Library Project’s Monitoring and Evaluation Team. The data was then assessed and put in context by Ms. Emma Yang, The Library Project’s Post Assessment Specialist.

This brief is focused on finding out the overall effectiveness of The Library Project’s donation efforts, defining circumstances of schools in terms of resources, capacity, and challenges, as well as identifying key factors to success and opportunities for improvement.

Overall, The Library Project has achieved great results and created many successful libraries. In order to continue this success, it is important that donors understand how evaluation indicators are measured across different types of schools.

## Methodology

In surveying the 100 selected schools, The Library Project’s Post Assessment Team conducted physical visits with observations and interviews, detailed emailed questionnaires, and telephone conversations. Given various types of schools receiving donations, the report categorizes schools by size and developed a weighted scoring system.

### School Classifications

Looking at the 100 schools surveyed, the main issue faced in creating a scoring system was to ensure that the system allowed for a generalized grading system that fairly represents each school within the proper context, and allows for a meaningful analysis. Larger schools usually have somewhat more robust infrastructures, stronger financial support, and consequently more staff. If one school has a staff of 20 teachers compared to a school with 1 teacher, we can hypothesize that the larger school would have more time and staff to support a library versus the school with one teacher. Comparing these two schools on an un-weighted list would unfairly favor the larger schools and skew the results.

Therefore, for evaluation purposes, the libraries have been divided into 3 distinct categories based on the number of students enrolled. The table below illustrates the divisions:

School Size	Student Number	Number of Schools
Small school	1-99 students	26
Medium school	100-399 students	65
Large school	> 400 students	9

## Grading Scale

Typically, larger schools have more staff members with the ability to support a library. Therefore, the data collected from schools is also weighted according to school classification. By using a weighted scale, The Library Project is able to evaluate school's performance equally regardless of resources.

Taking the weighted system into account, each school is given a score for each evaluation indicator on the following scale; A – F.

Score	Grade	Interpretation
90% - 100%	A	"A" stands for a perfect operation and management status of the library. The students frequently use the library in a very efficient way and benefit from reading activities held using the library. School staff keeps a good record on the library management.
80% - 89%	B	"B" is a passing grade. There are areas that need improving, but the library is functioning independently.
70% - 79%	C	"C" means there are areas that improvement is needed and The Library Project team will work directly with the school to bring their grade from C to an A or B rating within one year.
60% - 69%	D	"D" is a failing grade. The Library Project team will work directly with the school to bring their grade from D to an A or B rating within one year.
Below 60%	F	"F" is a failing grade. The Library Project team will work directly with the school to bring their grade from F to an A or B rating within one year. In addition, The Library Project will address this failing grade with the school board or central school.

Among the survey questions, six were selected as primary indicators of a library's success. These questions measured each library's frequency of use, frequency of reading activities, books read by students annually, teachers' ability to guide students in book selection, maintenance of check out records, and maintenance of book classification and registration.

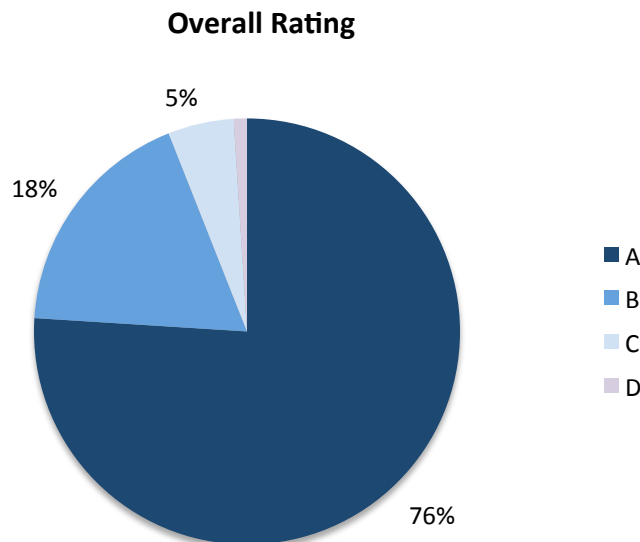
# Overall Ratings

As we depict from the following chart, libraries with an “A” or “B” rating comprise 94% of all the libraries donated. Libraries with a passing score of “C” and above comprise 99% of all donations.

The average score of all donated libraries is 92.3%, a solid “A” on the grading scale. This indicates that a large number of the 100 libraries surveyed are running very well. The highest rating was a 100% and the lowest was 65%.

The general scores show without a doubt the benefits of The Library Project’s efforts, the majority of donated libraries receiving a “C” grade or higher. The monitoring and evaluation team further analyzed the data against various factors including frequency of use, books read annually, check-out records, and book classification and registration.

These indicators revealed that schools that had a high frequency of library use were more successful in the overall grading system. Libraries that were used more often were better able to maintain organization and encourage more reading annually. In addition, schools that efficiently utilized their libraries also kept better records and classification systems.



## Key Takeaways from the General Analysis

- The scoring system is weighted to take into account real-life differences in school size and locations.
- The average of the 100 schools surveyed was an “A” rating according to the indicators of success.
- Schools that reported regular use of the libraries also performed well in every aspect of library management.
- The schools in which teachers used library materials to assist in carrying out lessons and find it useful tend to have higher ratings.
- More training is needed across all schools, to achieve greater results and build capacity.



# A Further Look

## Who Does The Library Project Donate To?

Despite rapid growth, much of China’s population still lives in the countryside. Due to the development of the production industry, many farmers migrate to large cities to work. Even in rural areas, low-income families sometimes have to pay out-of-pocket to cover the cost of uniforms and textbooks. In some rural areas, children must travel long distances each day or live in boarding houses away from family.

The lack of incentive to live in rural areas has resulted in inequality between the urban and rural education system. For example, rural teachers are often paid very little, poorly trained, and overworked. This is where The Library Project aims to have the most impact as these schools receive less funding in comparison to their urban counterparts and libraries can make a world of difference.

## Three Different School Sizes

Different sized schools have different challenges and strengths; student numbers, educational funding, staff and staff quality, etc. For this reason as mentioned earlier, The Library Project categorizes schools into three separate profiles.

### Small School Profile

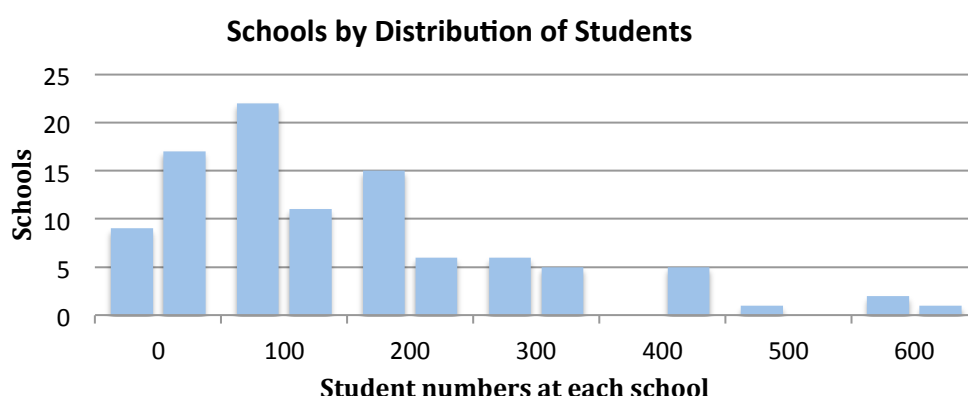
For the purposes of monitoring and evaluating The Library Project’s efforts, schools classified as “small” are those with less than 100 students enrolled. These schools typically only have one to three teachers for the whole student population and very little resources. Thirty-two percent of the schools included in this brief are categorized as “small.”

### Medium School Profile

In contrast, schools with over 100 students but less than 400 are classified as “medium” in The Library Project’s scoring system. Medium schools are able to employ more staff members and provide students with a variety of extracurricular activities and learning resources. Medium-sized schools make up the majority of all library donations at fifty-eight percent.

### Large School Profile

Large schools with over 400 students encompass a very small percentage of donations at only nine percent. These schools are much better staffed than both small and medium schools and usually have an even wider array of resources to provide to students, however reading material is often inadequate for a quality education and literate culture.



## Keys to Success: Library Maintenance and Record Keeping

Introducing a new classroom resource to schools with already limited manpower and training is no easy feat. According to the monitoring and evaluation reports conducted, The Library Project has identified two key factors that contribute to a donation’s success rate; initial classification and regular maintenance of the library and regular record keeping of book borrowing activity.

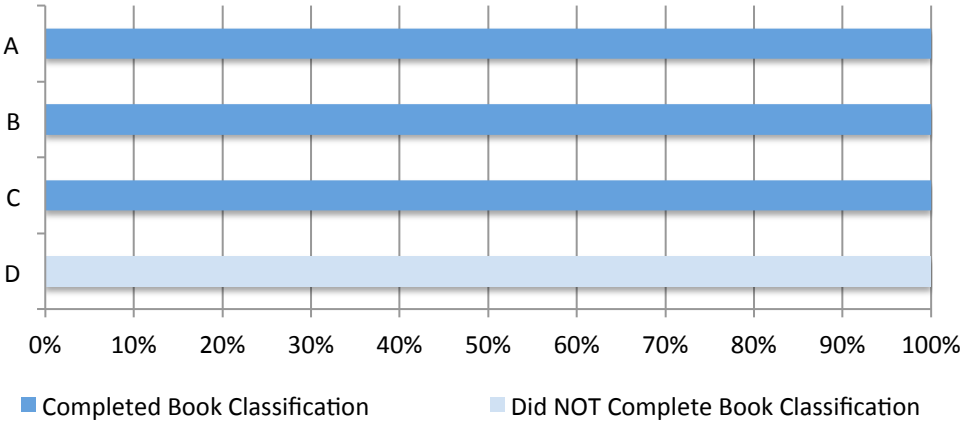
### Key Factor 1: Library Organization and Maintenance

When a school receives a donation, The Library Project staff conducts a training session on how to classify the books (according to China’s national book classification system) and best practices for maintaining the library. Schools carry out the classification and set-up independently after the initial donation.

Of the hundred schools surveyed, 99% were successful in the first stages of establishing their library as well as maintaining a standard of organization. The only school that received a “D” rating did not complete its book classification and maintenance criteria. This implies that a well-maintained library is an indicator to a library receiving a passing score.

For this reason our team has spent a lot of time supporting teachers and administrators in the maintenance and usage of book classification records at all library donations occurring in the 2015 calendar year.

**Book Classification and Maintenance by School Rating**



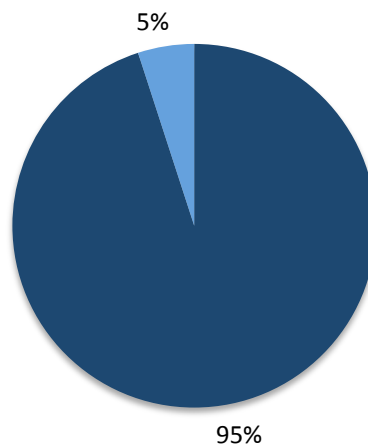
## Key Factor 2: Record Keeping

A second key factor to the success of donations is the schools' ability to maintain up-to-date records. Keeping regular book checkout records hold librarians and teachers accountable for how often a library is used. By keeping records of books borrowed and read, teachers are better informed of students' interests and reading habits. This will allow them to better integrate reading activities in daily or weekly lessons.

Schools that kept accurate records of their students' book borrowing consistently achieved higher ratings, with 100% of schools scoring "A" maintaining check out records. Schools that did not keep these records made up the percentage of schools labeled as needing improvement.

### Maintains Check Out Records

■ Maintains check out records    ■ Does not maintain check out records



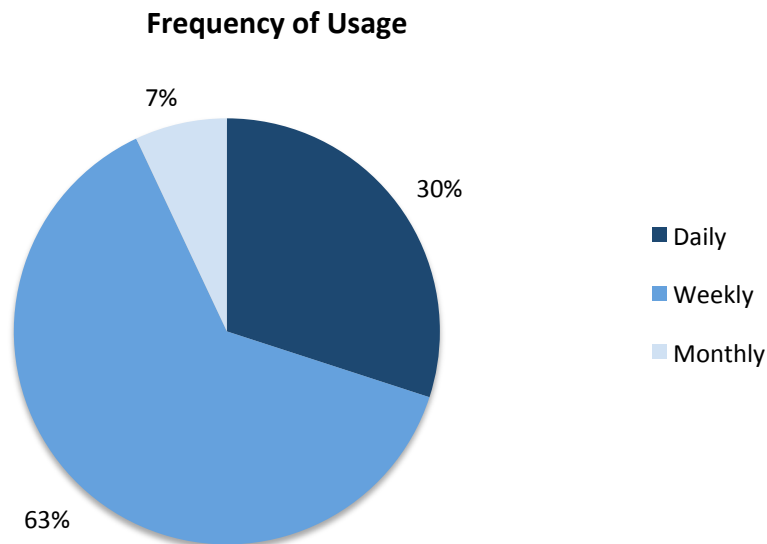
Given that schools unable to achieve high ratings in regards to library performance do not necessarily imply students' reading habits have not increased since the library donation, rather only that the library is not being managed as effectively as it could be.



## Are Libraries Used?

Driving economic change through education is at the core of The Library Project's mission. This is the reason behind not only tracking organizational performance of the libraries, but also the usage. Reading for pleasure is not common in many parts of rural China.

A quick glance at the schools needing improvement – those failing in areas of organization and maintenance – might give the impression that those libraries are not being used. However, a deeper look into the evaluation criteria indicates otherwise. This is a testament to teachers' dedication, to provide a better future for their students and communities.



The Library Project's goal is for their libraries to be used on a weekly basis. 93% of the schools surveyed after one-year use their new libraries on a daily to weekly basis. This is a 1% increase from the previous year's results.



## Are Students Reading?

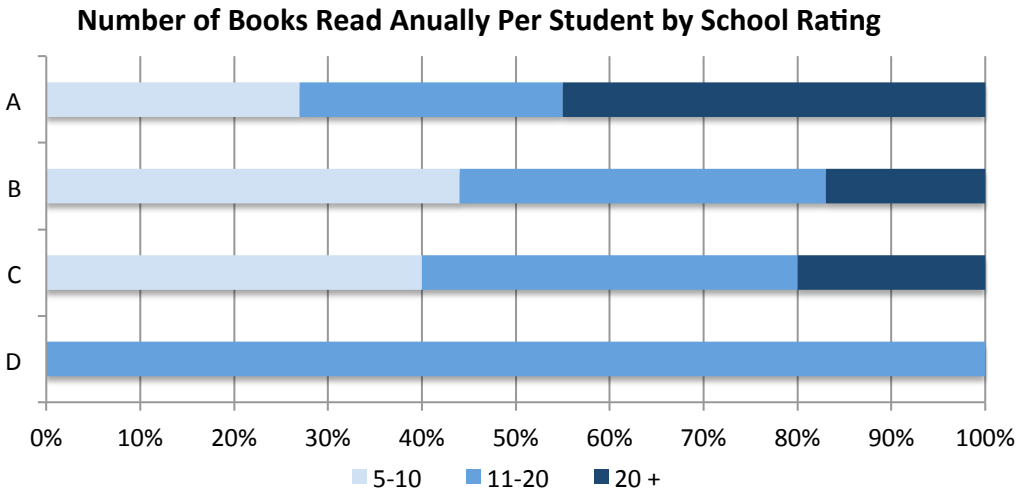
This question can be answered with an astounding YES. All schools, regardless of performance score, reported that students indeed are reading books from the library. Of the schools surveyed, 38% of students read 20 or more books annually, 31% reported reading rates of over 11-19 books per student, and another 31% reading 5-10 books annually per student. This is a 15% improvement over the previous year.

### High Performing Schools

Schools that received high performance ratings showed a range of different usage amounts. This most likely is because of the various school sizes and number of resources. Large and medium size schools may use the library less often in comparison with small schools because they have other options to offer their students during free time. Large and medium schools may also have the advantage of having more staff members able to maintain the library, and therefore might also be able to provide more reading activities. Small schools might use libraries more often simply because it is one of the few resources they have. Teachers managing libraries in remote areas, in particularly small schools might feel protective over the books and prefer students to read while at school, resulting in lower numbers of books borrowed. This criterion varies and does not correlate with other data factors; rather it is highly dependent on the individual school and assigned librarian or teacher.

### Schools Needing Improvement

Interestingly, even schools rated as needing improvement, that is – schools that did not complete book classification, maintain library organization, or keep check out records, also reported high numbers of books read annually. In some cases, lower scoring schools had higher rates of books read.

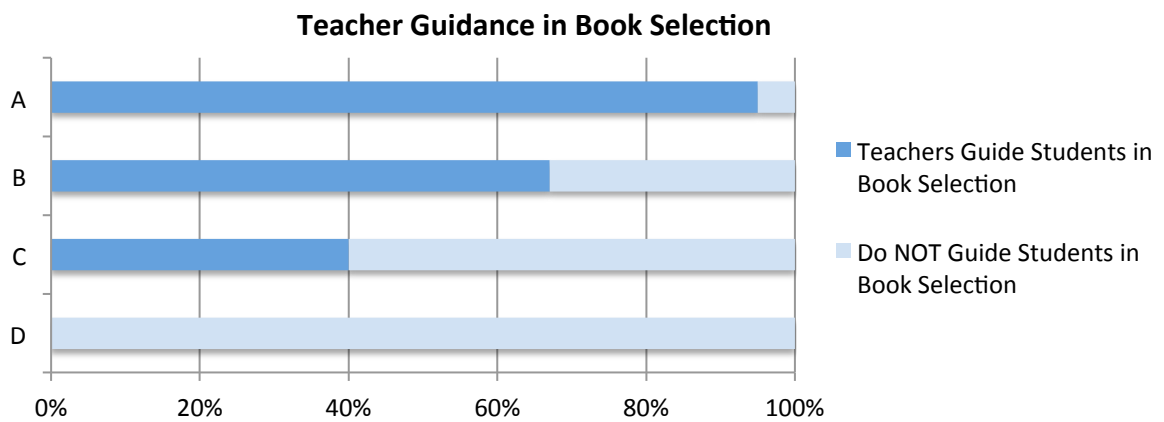


## Establishing a Reading Culture

The Library Project aims to ignite change through education. To do so, the efforts of the organization must go beyond simply donating resources. The Library Project hopes to foster a culture of reading in all communities receiving book donations thereby creating sustainable, lasting impact.

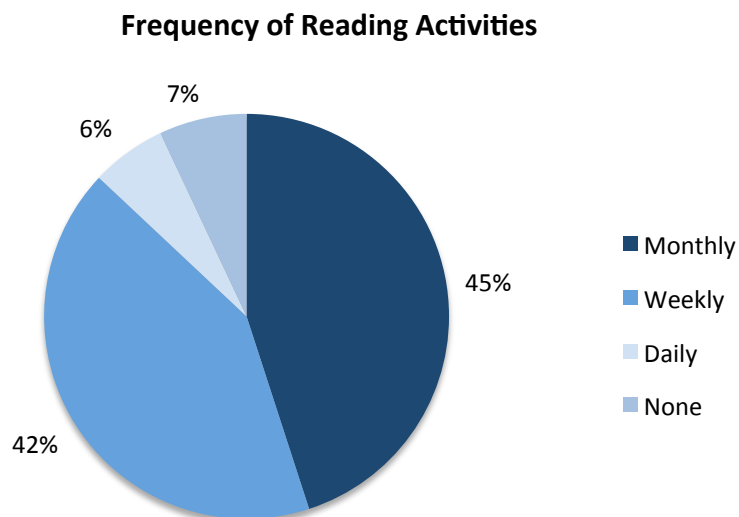
### Teachers/Librarian Competency

Teachers and librarians are responsible for maintaining the library's organization. Therefore they serve as yet another resource for students, able and ready to guide students' selection of reading material and assist with the check out process. Across all school sizes, 86% responded that teachers have carried out this responsibility. This is a 5% improvement over the previous year. 95% of schools that score A and 67% of schools that score B have teachers that guide students in the selection of books. This implies that schools that have teachers that guide students in the selection of books have higher performing libraries.



### Implementing Reading Activities in the Classroom

Establishing a reading culture requires teachers to be supportive and provide students with the opportunity to read. The Library Project inquired how often teachers included reading activities during class time. 48% all schools surveyed reported holding reading activities on a daily to weekly basis. 43% of smaller schools, 51% of medium schools, and 44% of large schools, held daily to weekly reading activities.



Medium schools were able to hold reading activities on a more regular basis most likely, as mentioned previously, due to higher numbers of staff in comparison to smaller schools, but having less educational infrastructure for teachers to balance in larger schools. Small schools possess the largest percent ratio of not holding any activities, again most likely due to fewer, and at times, only one staff member. However, this number does not represent the majority and does not indicate a critical component to a library's success.

Still wanting to go further to benefit the whole recipient community, The Library Project is currently working to improve the Librarian Training Program. This training program will empower teachers, giving them the basic skills needed to utilize libraries to the fullest extent regardless of resources.

# Five Excellent Libraries

Looking beyond the six key assessment criteria that make up our grading system we have found details worth mentioning. Of the 100 schools in this assessment, we would like to spotlight five schools and their excellent library management.

**Shan Zui Tou Elementary School, Hebei Province**

**Ban Cang Elementary School, Henan Province**

**Dong Gang Elementary School, Henan Province**

**Yang Mo Elementary School, Ningxia Autonomous Region**

**He Zuo Elementary School, Sichuan Province**

## Shan Zui Tou Elementary School

### Solid Library Management

Shan Zui Tou Elementary School make great effort to manage their library for creating a very comfortable and quiet reading space for their students and teachers. The teachers started the classifications and recording for the children's and teacher's books right after the library donation day.

图书分类注册登记表

学校名称		河北省保定市阜平县(区)阜平镇小南关小学		受捐日期	2015.5.7	
序号	分类标签号	图\书名称	作者	册数	图书架号	图书摆放层数位置
785	J001	《如何成为高效教师》	黄绍毅 莫露丝 编	1	4	3
786	J002	《油漆通》	胡正刚	1	4	3
787	J003	《儿童学画1》	胡正刚	1	4	3
788	J004	《儿童学画2》	胡正刚	1	4	3
789	J005	《儿童学画3》	胡正刚	1	4	3
790	J006	《儿童学画4》	胡正刚	1	4	3
791	J007	《儿童学画5》	胡正刚	1	4	3
792	J008	《儿童学画6》	胡正刚	1	4	3
793	J009	《儿童学画7》	胡正刚	1	4	3
794	J010	《儿童学画8》	胡正刚	1	4	3
795	J011	《儿童学画9》	胡正刚	1	4	3
796	J012	《儿童学画10》	胡正刚	1	4	3
797	J013	《儿童学画11》	胡正刚	1	4	3
798	J014	《儿童学画12》	胡正刚	1	4	3
799	J015	《儿童学画13》	胡正刚	1	4	3
分类标签说明		请说明书籍标签分类方法和对应的内容含义,同类书注册登记时集中在一起,便于学生和教师查询。				



## Ban Cang Elementary School

### Inspiring the Students

Ban Cang Elementary School has clear library management guidelines that support borrowing and lending of the books. This helps by providing a detailed process for young children in this school on how to borrow and return books. Meanwhile, the teachers make good use of the library book resources to conduct a variety of reading activities for inspiring kids' interests in reading. This has enabled teachers to reward students that take advantage of the library.



## Dong Gang Elementary School

### Reading Notes

Dong Gang Elementary School focuses on helping students build good habits of reading. Teachers put tips on the blackboard encouraging students to make reading notes on vocabulary and phrases while they are reading books. This good reading habit supports improved writing skills, as well as students in lower grades now love reading, which is so inspiring to the teachers.



## Yang Mo Elementary School

### Reading Records

Teachers at Yang Mo Elementary School encourage students to read books and keep reading records from Grade one, which is an important age for kids to begin reading. The reading records show the reading journey for each student. Students find this inspiring and promote their life-long interests in reading.

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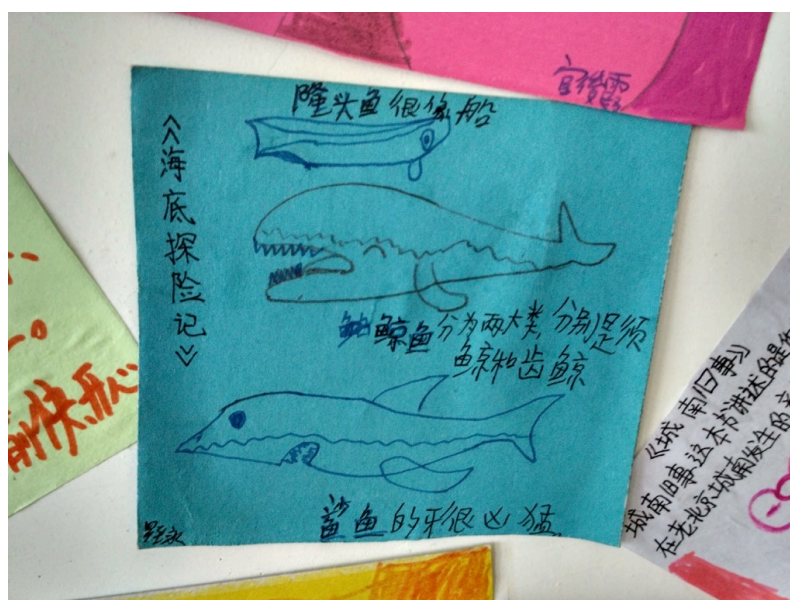
借阅管理员: 董慧      借阅地点: 图书室      登记月份: 2015.6

序号	班级	学生姓名	图书名称	标签编码	借阅用途		借书日期	归还日期
					完成作业	个人兴趣		
1	一年级	张希杰	我要的是哥哥	G-153	✓	✓	6.24	7.4
2	一年级	杨隆龙	看招吧, 怪兽	G-152	✓	✓	6.24	7.4
3	一年级	杨桂桐	妈妈最爱讲的故事	G-320	✓	✓	6.24	7.5
4	一年级	张凯	寻找水晶星	I-053	✓	✓	6.24	7.4
5	一年级	李康宁	小鸡快快跑	G-154	✓	✓	6.24	7.6
6	一年级	杨园王	狐假虎威	G-150	✓	✓	6.24	7.6
7	一年级	徐凯政	亡羊补牢	G-151	✓	✓	6.24	7.6
8	一年级	王博昊	爱心故事	G-298	✓	✓	6.24	7.3
9	一年级	张鹏子	一千零一夜	G-322	✓	✓	6.24	7.3
10	一年级	李家厦	学前30字	G-045	✓	✓	6.24	7.2
11	一年级	席耀辉	游戏本	G-149	✓	✓	6.24	7.3

## He Zuo Elementary School

### Creativity and Reading

He Zuo Elementary School encourages the importance of creativity when students read books. The teacher and administrators have made an open environment for students to read and be creative. They have made many interesting and well-designed reading cards and write down their thoughts after reading books.



# Looking Ahead

The Library Project plans to continue to monitor and evaluate these schools and further develop and improve existing programs. At the forefront of development is the librarian-training program and resources provided to schools. From the detailed report, librarian training and understanding indicates a key factor in a library's success.

## Current Focus Areas

Over the next year we will be focus on three improvements based on this report and its results.

### **Goal 1: Improve Book Classification and Registration Results**

There is a close link to the usage of a library and how it is managed. A well-organized library is used much more often. For this reason, during our 2016 calendar year, we have placed a clear focus on Book Classification and Registration of books at each of our library donations. We expect to see an improvement in the following year's results because of this.

### **Goal 2: Improve Keeping Checkout Records Results**

Schools that keep quality Checkout Records perform much higher than schools that do not. This is closely linked to the first goal, but it presents a different challenge in that it needs constant support from teachers and administration. We have updated our teacher-training program to emphasize the importance of quality Checkout Records and expect to see improved results this year.

### **Goal 3: Increase the Average Annual Reading Amount**

This is an ongoing goal of ours, but because of reports like this we are able to see trends in library usage. We will be working on ways to measure the Average Annual Reading Amount in the coming year.gr

## Conclusion

The Library Project is proud of the results achieved thus far and hopes to continue efforts of igniting change through education. They could not have accomplished so much without the dedication of their team, the local community, and their much-appreciated donors.

As of today, The Library Project has established over 2,000 primary school libraries. The organization has put more than 1,000,000 local language children's books into the hands of eager young readers. Over 700,000 children now have access to improved educational infrastructure. Together they are changing the world, one book at a time.

# School List and Grades

School name	Chinese name	Location	Grade
Dong Liu Elementary School	保家镇东流完小	Chongqing Province, Pengshui County	<b>A</b>
Feng Ming Elementary School	汉藎街道凤鸣小学		<b>A</b>
Li Jia Cun Elementary School	走马乡李家村小学		<b>A</b>
Zhu Fo Si Elementary School	诸佛乡诸佛寺小学		<b>A</b>
Xin Nan Elementary School	崎岭乡新南小学	Fujian Province, Zhanzhou City, Pinghe County	<b>A</b>
Fu Tian Elementary School	九峰镇福田小学		<b>A</b>
Shuang Feng Elementary School	芦溪镇双峰小学 (双丰小学)		<b>A</b>
Xiu Lu Elementary School	平和县秀芦小学		<b>A</b>
Kong Tang Elementary School	连麦镇孔塘学校		Guangdong Province, Zhaoqing City, Huaiji County
Wen Gang Elementary School	连麦镇文岗小学	<b>A</b>	
Li Dong Elementary School	洽水镇丽洞小学	<b>A</b>	
Xiu Lin Elementary School	大岗镇秀林小学	<b>A</b>	
Shan Ju Tou Elementary School	平阳镇山咀头小学	Hebei Province, Baoding City, Fuping County	
Fu Min Elementary School	王林口乡辛庄富民小学		<b>A</b>
Nan Wan Elementary School	王林口乡南湾小学		<b>B</b>
Tian Ye Hope School	王林口乡田野希望小学		<b>A</b>
Shao Guo Ying Elementary School	荒地乡烧锅营小学		Hebei Province, Chengde City, Longhua County
Tou Dao Ying Elementary School	隆化镇头道营小学	<b>B</b>	
Er Dao Ying Elementary School	隆化镇二道营学校	<b>A</b>	
Pi Ying Elementary School	山湾乡皮营小学	<b>A</b>	
Dong Jia Zhuang Central Primary School	窝洛沽镇东贾庄中心小学	Hebei Province, Tangshan City, Yutian	
Shi Jiu Elementary School	石臼窝镇石臼小学		<b>A</b>

Zhi Ma Wo Elementary School	石臼窝镇芝麻窝小学	County	<b>A</b>
Wo Luo Gu Central Primary School	窝洛沽中心小学		<b>C</b>
Liu Chu Zhuang Central Primary School	窝洛沽镇刘厨庄中心小学		<b>A</b>
Xing Zhuang Elementary School	鸦鸿桥镇邢庄小学		<b>A</b>
Dongjiuhu Central Primary School	大安镇东九户中心小学		<b>B</b>
Chewangzhuang Elementary School	鸦鸿桥乡车王庄小学		<b>B</b>
Zhushuwu Central Primary School	虹桥镇珠树坞中心小学		<b>C</b>
Dawanliushu Elementary School	虹桥镇大湾柳树小学		<b>A</b>
Hujialou Elementary School	大安镇胡家楼小学		<b>B</b>
Yuchuanwo Central Primary School	玉船窝中心小学		<b>A</b>
Liu Lou Elementary School	大河屯镇刘楼小学	Henan Province,Nanyang City,Tanghe County	<b>B</b>
Sheng Chong Elementary School	大河屯镇申冲小学		<b>A</b>
Dong Gang Elementary School	少拜寺镇董岗小学		<b>A</b>
Zao Zhuang Elementary School	少拜寺镇枣庄小学		<b>A</b>
Hao Chang Zhuang Elementary School	少拜寺镇郝常庄小学		<b>A</b>
Sun Zhuang Elementary School	祁仪乡孙庄小学		<b>A</b>
Ban Cang Elementary School	祁仪乡板仓小学		<b>A</b>
Xing Li Zhuang Elementary School	大河屯镇邢李庄小学		<b>A</b>
Hao Ma Zhuang Elementary School	大河屯镇郝马庄小学		<b>A</b>
Da Tian Zhuang Elementary School	少拜寺镇大田庄小学		<b>A</b>
Shang Chong Elementary School	祁仪乡尚冲小学		<b>A</b>
Luo Shan Elementary School	祁仪乡罗山小学		<b>B</b>
Guan Yuan Elementary School	桐河乡官园小学		<b>A</b>
Chen Zhuang Elementary School	桐河乡陈庄小学		<b>A</b>
Tong He Xiang Elementary School	桐河乡中心小学		<b>A</b>

Tong He Xiang Elementary School	桐河乡高级小学		<b>A</b>
Liu Huo Elementary School	桐河乡刘伙小学		<b>A</b>
Li Si Zhuang Elementary School	桐河乡李司庄小学		<b>A</b>
Wu Zhuang Elementary School	桐河乡吴庄小学		<b>A</b>
Guo Zhuang Elementary School	桐河乡郭庄小学		<b>A</b>
Yuanping Elementary School	黑龙镇袁坪小学		<b>A</b>
Xizhangzhuang Elementary School	黑龙镇西张庄小学		<b>A</b>
Chen Pai Wan Elementary School	苍台镇陈排湾小学		<b>B</b>
Zhi Qing Elementary School	苍台镇知青小学		<b>A</b>
Zhu Li Wan Elementary School	苍台镇朱李湾小学		<b>B</b>
Chang Zhai Elementary School	苍台镇常寨学校		<b>C</b>
Yue Shan Elementary School	白莲河乡月山小学	Hubei Province,Huanggang City,Luotian County	<b>B</b>
Shuang Miao Elementary School	三里畈镇双庙小学		<b>B</b>
Er Lang Miao Elementary School	白莲河乡二郎庙小学		<b>B</b>
Mao Li Zhou Elementary School	白莲河乡茅栗洲小学		<b>A</b>
Hu Nan Po Elementary School	马路镇湖南坡小学	Hunan Province,Yiyang City,Anhua County	<b>B</b>
Jiang Jun Elementary School	南金乡将军完小		<b>A</b>
Tianxin Elementary School	龙塘乡天心小学		<b>A</b>
Baixi Elementary School	龙塘乡柏溪小学		<b>A</b>
Mei Gang Elementary School	万和镇梅岗小学	Jiangxi Province,Ji'an City,Taihe County	<b>A</b>
Hua Gai Shan Elementary School	万和镇华盖山小学		<b>B</b>
Da Peng Elementary School	万和镇大鹏小学		<b>C</b>
Zhong Bu Elementary School	万和镇中埠小学		<b>A</b>
Ping Shan Elementary School	万合镇坪上小学		<b>A</b>
Shang Mo Elementary School	上模镇上模中心小学		<b>A</b>

Gao Yuan Elementary School	上模乡高荒小学		<b>A</b>
Xiao Long Zheng Elementary School	小龙镇学校		<b>B</b>
Jin Shan Elementary School	平岗镇金山小学	Liaoning Province, Tieling City, Xifeng County	<b>B</b>
Shi Chang Elementary School	柏榆镇世昌小学		<b>A</b>
Yu Lan Elementary School	天德镇玉兰小学		<b>A</b>
Ya Ran Elementary School	天德镇雅然小学		<b>D</b>
Cheng Ping Central Primary School	成平满族乡中心小学		<b>A</b>
Guang Cai Elementary School	成平满族乡光彩小学		<b>A</b>
Diao Yu Central Primary School	钓鱼镇中心小学		<b>A</b>
Ju Ying Central Primary School	明德乡巨英中心小学		<b>A</b>
Ming De Elementary School	明德满族乡明德小学		<b>B</b>
Jin Xing Central Elementary School	金星满族乡中心小学		<b>A</b>
Yu Cai Elementary School	安民镇育才小学		<b>A</b>
He Long Central Elementary School	和隆满族乡中心小学		<b>A</b>
Qian Zhuang Elementary School	观庄乡前庄小学	Ningxia Province, Guyuan City, Longde County	<b>A</b>
Yang Mo Elementary School	观庄乡杨磨小学		<b>A</b>
Xi Wang Elementary School	华山镇西王小学	Shaanxi Province, Weinan City, Huayin County	<b>A</b>
Wu Qi Ying Elementary School	罗敷镇桃下武旗营小学		<b>A</b>
Tao Xia Central Primary School	罗敷镇桃下中心小学		<b>A</b>
Da Tong Elementary School	两河镇大同村校	Sichuan Province, Neijiang City, Weiyuan County	<b>C</b>
Si Fang Elementary School	向义镇共华小学四方村校		<b>A</b>
Yong Jie Elementary School	新店镇永民小学校永结村小		<b>A</b>
Ji Xiang Elementary School	越溪镇永建小学校吉祥村小		<b>A</b>
He Zuo Elementary School	镇西镇合作小学		<b>A</b>

Zheng Feng Elementary School	镇西镇正风小学		<b>A</b>
Quan Yi Elementary School	球溪镇泉宜小学	Sichuan Province, Neijiang City, Zizhong County	<b>A</b>
Gaodianzi Elementary School	球溪镇高店子村小		<b>A</b>
Da Po Elementary School	嵩明街道大坡完全小学	Yunnan Province, Kunming City, Songming County	<b>A</b>