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
[ ] Charte [X] Title I [ ] Magnet [ ] Choice

Name of Principal Dr. Marlo Merritt Barber Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Frank Lebby Stanton Elementary School
(As it should appear in the official records)

School Mailing Address 1625 Martin Luther King Jr. Drive
(If address is P.O. Box, also include street address.)

Atlanta	Georgia	30314-2242
City	State	Zip Code+4(9 digits total)

County Fulton State School Code Number* 5566

Telephone (404) 756-8677 Fax (404) 756-8689

Web site/URL www.atlanta.k12.ga.us E-mail mmbarber@atlanta.k12.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. Beverly L. HallEd.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Atlanta Public School System Tel. (404) 802-3500

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. LaChandra Butler Burks
(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:
   - 59 Elementary schools
   - 16 Middle schools
   - 0 Junior High Schools
   - 10 High schools
   - 11 Other
   - 96 TOTAL

2. District Per Pupil Expenditure: 12762

   Average State Per Pupil Expenditure: 8428

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

   [X] 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. 5 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	20	19	39		**8**			0
1	34	31	65		**9**			0
2	25	20	45		**10**			0
3	31	28	59		**11**			0
4	19	31	50		**12**			0
5	23	20	43		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								301

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
	% Asian or Pacific Islander
100	% Black or African American
	% Hispanic or Latino
	% 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 yea 25 %

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	40
(2)	Number of students who transferred from the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	66
(4)	Total number of students in the school as of October 1	262
(5)	Total transferred students in row (3) divided by total students in row	0.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 98 %

Total number students who qualify: 272

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: 7 %

19 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.

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impairment
0	Deaf-Blindnes	5	Specific Learning Disabilit
1	Emotional Disturbanc	8	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	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	18	
Special resource teachers/specialist	1	0
Paraprofessionals	2	0
Support Staff	1	0
Total number	24	0

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 — 16 **: 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	98	%	96	%	97	%	96	%	97	%
Daily teacher attendance	95	%	98	%	96	%	97	%	95	%
Teacher turnover rate	10	%	15	%	22	%	5	%		%
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

Teacher turn-over rate for year 2002-2003 is not provided, as the current principal began in 2003-2004.

PART III - SUMMARY

Academic excellence, quality teaching, differentiated instruction, staff commitment, teamwork, extracurricular enrichment, student-centered classrooms, authentic project-based learning, real world connections, technological applications, high achievements, and spirit of perseverance. These are all things that come to our minds when speaking about our school, Frank L Stanton Elementary, as we take educating the whole child very seriously.

Our mission at Frank L. Stanton is to ensure that all students promoted from F. L. Stanton School possess a knowledge-base that will enable them to be successful citizens and life-long learners. It is our goal to ensure students possess the skills necessary to pursue careers that accentuate their talents, as they become productive members of the community. We create a safe and disciplined environment for all members of the school community and utilize necessary resources such as community partners and parents to achieve our mission.

Our vision is to create a rich environment through collaborative planning and professional development that is research-based and data-driven in order to promote student achievement. Students learn skills necessary to be life-long learners who will develop their talents and become productive community members.

The historic F. L. Stanton Elementary School, named for Frank Lebby Stanton, the first newspaper columnist for the Atlanta Journal Constitution Newspaper, sits majestically atop a hill overlooking the legendary Mozley Park. Its current population consists of 301 African-American students in grades K-5. The teacher-student ratio is approximately 1:16, which allows teachers to work with small groups of students to better meet their individual needs.

As you walk through the colorful hallways and classrooms at F. L. Stanton School, you will see wall-to-wall quality student work. Each classroom at F. L. Stanton School functions as a locomotive destined for success, while teachers serve as conductors guiding students toward the goal of academic excellence.

There are several programs in place at Stanton that assist with our success. In 2002-2003, we adopted Co-nect as our Comprehensive School Reform Model (its name has since changed to Pearson Achievement). Pearson has developed a sustainable, standards-based approach to teaching and learning that is supported by technology. Its focus is not only on the fundamentals, such as literacy and core math skills, but also on applying academic content to authentic problems that require critical thinking skills. Pearson offers a proven methodology that combines a flexible benchmarking system to help us set goals for both organizational change and academic results, to measure our progress, and helps our school implement standards-based approaches to assessment.

Another program at F. L. Stanton is Helping One Student to Succeed (H.O.S.T.S), a mentoring and tutoring-based program that focuses on 'Helping One Student to Succeed.' Students experiencing life and/or academic challenges are paired with college mentors/tutors. These trained mentors assist students with academic assignments and focus on building positive self-esteem with the students whom they serve. This has been instrumental in helping to move students from one quartile to the next.

An additional factor that plays a major roll in the success of Frank L. Stanton School is our Title I Parenting Center that is designed for parents to use at any time during the school day and after school hours. It has a variety of media resources and information that assist parents with parenting skills so they can help their children with homework and class assignments, hands-on activities, effective use of technology, and project-based coursework. Consequently, our vision is shared by staff, students, parents, and community partners, which is the reason Frank L. Stanton is, 'A Place Where Believers Achieve and Succeed!'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Public schools in Georgia participate in statewide assessment. The state assessment system for elementary grade students includes the Criterion-Referenced Competency Tests (CRCT). The CRCT are designed to measure students' knowledge of concepts and skills set forth in the state-mandated curriculum. They assess how well students know and are able to perform each of the various concepts, skills, and abilities at their grade level. The testing program serves a dual purpose: diagnosis of individual student and program strengths and weaknesses related to instruction of the curriculum and measurement of the quality of education in the state. Assessments and reports yield information on academic achievement at the student, class, local school, district, and state levels. Georgia law requires that students be assessed annually in grades 1-8 in the content areas of Reading, English/Language Arts, and Mathematics, and in grades 3-8 in Science and Social Studies. The website for additional assessment information is www.doe.k12.ga.us.

There are three performance levels for the CRCT: Does Not Meet (scores below 800), Meets Standard (scores between 800 and 849), Exceeds Standard (scores 850 and above). Scores required to meet standards in grades 3-5 are: in Reading and English / Language Arts, a score of 800; in Mathematics, a score of 300. Third grade students must perform at grade level (Meets or Exceeds Categories) on the Reading CRCT in order to be promoted to fourth grade. Fifth grade students must perform at grade level in both reading (Meets or Exceeds Categories) and mathematics (Meets or Exceeds Categories) in order to be promoted to the sixth grade.

Our 2007 CRCT results show that of the 40 third grade students who were tested, in Reading, ninety percent or thirty six students exceeded standard, ten percent or four students meet standard, and no students were in the Does Not Meet Standard category. In English/Language Arts, 73% or 29 students exceeded standard, 25% or 10 students met standard and 3% of 1 student did not meet standard. In Mathematics, 43% or17 students exceeded standard, 53% or21 students met standard, and 5% or 2 students did not meet standard.

Of the 39 fourth grade students who were tested, in Reading, 44% or 17 students exceeded standard, 49% or 19 students met standard, and 8% or 3 students did not meet standard.. In English/Language Arts, 56% or 22 exceeded standard, 36% or 14 students met standard, and 8% or 3 students did not meet standard; in Mathematics, 26% or 10 students exceeded standard, 56% or 22 students met standard and 18% or 7 students did not meet standard.

Of the 57 fifth grade students who were tested, in Reading, 72% or 41 students exceeded standard, 26% or 15 students met standard while 2% or 1 student did not meet standard; in English/ Language Arts, 67% or 38 students exceeded standard, 28% or 16 students met standard, and 5% or 3 students did not meet standard; in Mathematics, 82% or 47 students exceeded standard, 16% or 9 students met standards and 2% or 1 student did not meet standard.

2. **Using Assessment Results:**

Based on student performance / needs as defined by a vast range of indicators such as CRCT, pre and post assessments, theme tests, CORE assessments, weekly assessments, teacher and system-wide benchmark tests, and teacher observations, students' strengths and weaknesses are analyzed to determine appropriate instruction in order for students to achieve at the highest proficiency level (exceed expectations).

Information obtained from these assessment sources help to identify students who need practice on a skill, need additional instruction, or need extension activities to help enhance their grasp and mastery of skills. Differentiated Instruction is used as an instructional strategy to respond to student needs. Instruction is delivered to meet the needs of students performing on different levels through tiered lessons, peer teaching, independent study, and direct instruction. Strategies also used are whole group instruction, small group instruction, peer tutoring, teacher tutoring, mentoring, use of learning centers, cooperative learning, skill-based learning, individualized learning, teacher feedback, homework and practice, questioning cues, graphic organizers, and note-taking.

Assessment data are also used to identify students who are involved with the tutoring pull-out model. During the school day, students work with retired teachers on skill-based instruction in small groups within

classrooms, as well as one-to-one instruction. Also, students are identified to be involved with Extended Day Learning activities with their teachers after school.

Based on CRCT data and nine week assessments, a 'hot list' is generated indicating students' weaknesses. Based on these weaknesses, students receive additional support through the pull-out model and tutorial sessions.

Additionally, Model Teacher Leaders assist individual classroom teachers with improving their skill levels that are indicated as weaknesses based on CRCT data. Whole faculty staff development is scheduled when the need is identified from CRCT results, as well as from specific teacher needs.

3. **Communicating Assessment Results:**

The school communicates results from various assessments and student performance in several ways. Students are kept abreast of their performance by continual teacher'student communication and conferences in the classroom. Teachers conference with individual students to share their test and assessment results. Students are made aware of their levels of performance and their strengths and weaknesses daily. Before an assignment is given, students and teachers develop rubrics as another method of measurement, as well as student ownership of high expectations and quality work.

To keep parents abreast of students' daily progress, weekly progress reports are sent home and performance is shared during parent-teacher conferences and end-of-semester awards programs each semester. The school sends results from state-wide assessments home to parents. School-wide performance, especially test scores, are shared with parents during P.T.A. meetings, Local School Council meetings, and posted on school bulletin boards for their perusal. Parents are also notified of teachers' credentials if requested to ensure their students are being taught by highly qualified teachers.

The community is kept abreast by sharing school performance with school business partners, such as Equifax, Inc., Kaufman Realty Group, Morehouse and Spelman Colleges, Clark Atlanta University, and St. Paul's Episcopal Church, during meetings that occur quarterly. Accolades and accomplishments such as 'Georgia School of Excellence' are also posted on the marquee at the front of the school.

Before statewide results are shared with other stakeholders, the Administrative and Leadership Teams reviews and analyzes the results to be certain explanation to students, parents, and the community is clear, concise, and accurate.

4. **Sharing Success:**

The school is always anxious to share its successes with others, especially with other schools. We want to be sure others know what we do that works for us. Hopefully, others can get ideas from our experiences that will help them in some way, just as we get ideas from our visits to other schools. Our school is always open for observations by other educators.

Faculties from schools are invited to our school especially during our end of-unit showcases that occur twice per school year. These showcases are school-wide culminating activities that truly demonstrate the depth that lessons are taught during the execution of our Curriculum-based Units. School officials are encouraged to visit, ask questions, and make suggestions. Other school staffs are also invited to the school for other specialty activities that allow them to experience what makes our school successful in all aspects of education.

Our successes are also shared during our Professional Learning Communities that are composed of staffs from various schools. In addition, information about our school is shared on the Atlanta Public Schools website, 'In the News', and during informal conversations with staffs from other schools. During principals' meetings, both system-wide and School Reform Team (SRT -4), our successes are often shared and discussed.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Reading/Language Arts - The core content covers the Georgia Performance Standards in the areas of Reading, Fluency, Vocabulary, Writing, Conventions, Listening/Speaking. Reading, writing, speaking, and listening are necessary tools for effective communication. Students are developing an understanding of the structure of the English language and the ability to apply this understanding to text. The mastery of these skills is essential for enrichment and lifelong learning. Teachers provide systematic, research-based, differentiated instruction in each area that allows students to develop their skills. Ninety minutes to two-hour literacy blocks are scheduled daily for Reading/Language Arts instruction. Whole-class and small-group instruction allow teachers to reach all students using explicit instruction both on grade level and reading instructional levels of students. Art, Music and Physical Education are integral parts of Reading/Language Arts.

Mathematics - The core content in Mathematics encompasses the Georgia Performance Standards in the areas of Numbers and Operations, Measurement, Geometry, Algebra, Process Skills, Data Analysis and Probability. The essentials of Mathematics are to develop a balance between students' natural solution methods and introducing effective procedures; to develop a solid conceptual foundation and establish procedures for solving problems; sharpen mathematical reasoning; collaborate with other students to investigate math situations while developing communication skills and enhancing their social awareness consequently allowing them to find their own voices in order to connect real-world experiences to mathematical concepts. To develop these skills, teachers engage students in inquiry-based experiences to promote thinking and questioning; utilize effective questioning to draw out students' conceptual understanding of the mathematics content; transition students through the three stages of learning ' concrete to pictorial to abstract; use multiple ways of representation for mathematics ideas, such as models, pictures, charts, graphs, graphic organizers and songs (Art, Music and Physical Education are integral parts of Mathematics); immerse students in rich problem solving experiences; and use flexible grouping.

Science - The core content areas for Science as included in the Georgia Performance Standards are Inquiry, Life Science, Physical Science, Earth Science, and Ecology. These areas are presented at varying levels of difficulty according the each grade level. Since these areas constitute natural parts of life, it is essential that students master skills in these areas of science in order to be able to function in everyday life. Students are provided hands-on activities to help them imprint an understanding and applicability of the content knowledge and skills they are acquiring, thus building for transfer to real life experiences. They are also encouraged to link concepts thus eliminating learning skills or concepts in isolation. Multiple Intelligences form a foundation for instruction in any of the domains. Art, Music and Physical Education are integral parts of Science.

Social Studies - The core content of Social Studies is reflected in the Georgia Performance Standards (GPS) in the areas of Geography, History, Economics, and Government/Civics. The essentials of Social Studies are to develop informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world. It is essential that students understand their past and how that past influences the present day and the future. To accomplish the goal of creating informed citizens, teachers: bridge essential understanding about the past to contemporary events; assist students in understanding the nature of historical inquiry and the role of primary and secondary sources; encourage the consideration of multiple perspectives on events; engage students in speculation about the known and unknown motives and actions of historic figures; integrate the strands of Social Studies. Art, Music and Physical Education are integral parts of Social Studies.

Art - A discipline-based approach to art education is emphasized throughout all core subjects. The art curriculum combines experiences from four disciplines: Art History, Art Criticism, Aesthetic Awareness, and Production. Art content is developed through the use of inquiry-based instruction. Critical thinking skills are promoted by using sequential art criticism components, including description, analysis, interpretation, and judgement. Students are involved in hands-on studio experiences, which promote natural inquisitiveness and enthusiasm for learning. Art is relevant to daily life. Connections to other subjects give purpose and meaning to why students are creating and engaging in art. We believe that art can truly be the core of education and our teaching strategies are essential to student engagement. Consequently, our chosen school reform model, Pearson Achievement, formerly known as Co-nect, has assisted us with emphasizing the importance of the arts. Using key concepts, higher order inquiry, content curriculum mapping, constructivist methods, and collaboration with classroom teachers make it possible to integrate disciplines

and develop students' critical thinking skills.

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

Frank L. Stanton Elementary School uses the textbook series along with its ancillary materials provided by the school system to assist in providing reading instruction to students. Students are introduced to stories and skills in the whole class and are then broken into small groups to address differentiation of learning.

Reading is the pivotal subject for Language Arts and therefore other Language Arts subjects such as vocabulary, grammar, and spelling are integrated into reading instruction. Leveled books related to the story topic are used to supplement reading instruction.

Students use reading centers to sharpen their skills whether for remediation, practice to maintain skills or for enhancement. These centers are used to help develop skills that were introduced in large group and are important to the center cycle that allow teachers to work with small groups. Students rotating to these centers are being provided additional instruction in order to provide smaller, more manageable settings where more individual needs of students are addressed. Membership in these groups is flexible and is determined by the progress students make in mastering specific skills.

Students and classes participate in Concept-based Units (CBUs) that also integrate all subject areas using Reading as the pivotal subject. Students gain a better understanding of the importance of Reading when they can clearly see how the subject is needed in order to facilitate learning and mastery of skills.

3. **Additional Curriculum Area:**

The curriculum area of mathematics is especially important to every student. In order for students to develop into productive members of the community, they must have mastery of the area of mathematics. Mathematics is an integral part of our everyday lives. Not only is it intertwined in all other subject areas being taught, it is an integral part of our everyday lives. It is necessary in order to function in society or everyday life.

Students are involved in a plethora of activities, both in school and out of school, that require them to be comfortable with the subject of mathematics. Students at F. L. Stanton School are participating in a mathematics competition that involves competing with elementary students throughout the state of Georgia. The One Academic Fair includes conducting Mathematics research projects and using mathematics to develop technology projects in addition to using mathematics to execute Social Studies and Science projects.

Three of the extracurricular activities in which students participate are Boys-to-Men Club, Ambience for girls, and O Ambassadors Club. Several of the activities require that these students count money, take inventory, count musical notes and dance beats. Students must build on content knowledge in order to develop essential skills. Having a command of mathematics is imperative in order for students to function in everyday society.

4. **Instructional Methods:**

Based on student performance/needs as defined by a range of indicators such as CRCT, ITBS McGraw-Hill Assessments (pre and post), McGraw-Hill Theme Tests, CORE assessments, teacher-made and school system benchmark tests, and teacher observations, students' strengths and weaknesses are analyzed to determine the appropriate instruction in order that students can achieve at the highest proficiency level. Differentiated instruction is provided based on student needs.

During the first two weeks of school, students are identified as having the potential to enter the highest proficiency level, will be assigned to small groups and provided individualized instruction based on skills not mastered. Throughout the school year, targeted students are engaged in open-ended, project-like activities that (a) promote higher order thinking skills, (b) promote application of problem-solving using real-life situations (c) promote learning how to research information (d) develop the skill of comparing and contrasting different types of literature and (e) conduct and design complex research reports. These activities occur using a mix of classroom organizational arrangements including individualized learning,

interest groups and paired groups.

In order for students to get full benefit from instruction, every lesson must include six critical elements: Every lesson must be accompanied by appropriate and easily communicated instructional objectives; instructional activities must be aligned to state-content standards; active student learning must be apparent; questions must require students to think beyond recall; student assessment and feedback are administered weekly; and lesson closure brings students back to lesson objective and preview tomorrow's lesson.

5. **Professional Development:**

Teachers and staff receive assistance from the Principal and Instructional Specialist through informal and formal classroom observations and follow-up conferences. The Principal designates faculty meeting time for professional development activities. Teachers receive individual professional development as needed and indicated on their observation results. Scheduled workshops help teachers plan and execute instruction that teach to the state standards and meet objectives of the school plan.

Teacher-led professional development sessions allow teachers to learn from their colleagues. They do presentations on what is effective and works for them. Follow-ups from these presentations are often in the form of teachers observing within each other's classrooms to get a more in-depth understanding of the topic presented.

Teachers also receive professional development done specifically for their grade levels. Each grade level has two-hour, weekly grade level planning periods. Professional development is often incorporated into their planning periods in order to get grade-specific knowledge and skills.

Also to sharpen teachers' skills, teachers are encouraged to attend school system-level professional development in addition to seminars, conferences and professional development within the city or in other locations. Attendance at these sessions allows teachers to keep abreast of new and innovative teaching strategies along with interacting with teachers from other schools within our school system and across the state and country.

When teachers understand and feel confident with what they are being asked to teach, they do a better job of teaching that skill or content by teaching it more thoroughly and effectively. This results in students gaining a better understanding of the lesson that allows them to experience success and academic achievement. Our CRCT results, school-wide and system-wide benchmark testing, weekly assessments, and pre and post-assessments, indicate professional development seems to have a positive impact on student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 1 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	95	85	93	78	
% "Exceeding" State Standards Exceeding	32	24	32	33	
Number of students tested	38	49	56	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

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

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	85	81	81	69	
% "Exceeding" State Standards Exceeding	11	18	27	24	
Number of students tested	38	49	56	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 1 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	90	94	89	88	
% "Exceeding" State Standards Exceeding	24	29	25	24	
Number of students tested	38	49	56	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 2 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	82	84	77	64	
% "Exceeding" State Standards Exceeding	33	25	42	34	
Number of students tested	49	44	52	47	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 2 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	80	88	83	67	
% "Exceeding" State Standards Exceeding	29	18	35	19	
Number of students tested	49	44	52	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 2 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	67	95	83	67	
% "Exceeding" State Standards Exceeding	18	27	27	15	
Number of students tested	49	44	52	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 3 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	100	57	82	75	
% "Exceeding" State Standards Exceeding	90	18	29	28	
Number of students tested	40	44	58	47	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 3 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	98	59	74	71	
% "Exceeding" State Standards Exceeding	73	18	19	28	
Number of students tested	40	44	58	47	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	96	77	77	72	
% "Exceeding" State Standards Exceeding	43	7	10	19	
Number of students tested	40	44	58	47	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 4 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	93	80	91	52	
% "Exceeding" State Standards Exceeding	44	15	62	20	
Number of students tested	39	54	58	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	92	83	85	62	
% "Exceeding" State Standards Exceeding	56	11	33	8	
Number of students tested	39	54	58	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	82	71	69	58	
% "Exceeding" State Standards Exceeding	26	6	12	7	
Number of students tested	39	54	58	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 5 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	98	74	73	72	
% "Exceeding" State Standards Exceeding	72	6	27	22	
Number of students tested	57	53	63	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	95	88	79	78	
% "Exceeding" State Standards Exceeding	67	30	25	20	
Number of students tested	57	53	63	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Georgia Criterion-Referenced Competency Test

Edition/Publication Year *See Chart Publisher Georgia Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meeting and Exceeding	98	87	69	72	
% "Exceeding" State Standards Exceeding	82	21	13	8	
Number of students tested	57	53	63	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					