2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal : Mrs. Jacquelyn M. Zeigler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mary B. Austin Elementary School
(As it should appear in the official records)

School Mailing Address: 150 Provident Lane

Mobile	Alabama	36608-1418
City	State	Zip Code+4 (9 digits total)

County _Mobile_____State School Code Number*__0049_____

Telephone (251)221-1015/1016 Fax (251) 221-1018

Website/URL austin.mce.schoolinsites.com E-mail jzeigler@mcpss.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Harold W. Dodge_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mobile County Public School System Tel. (251) 221-4394

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson : Mr. Lonnie C. Parsons_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

PART I - ELIGIBILITY CERTIFICATION

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
__60_ Elementary schools
__21_ Middle schools
_____ Junior high schools
__14_ High schools
___7_ Other

__102_TOTAL

2. District Per Pupil Expenditure: __$ 6340.00___

Average State Per Pupil Expenditure: __$ 6482.00___

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

4. _7_____ Number of years the principal has been in her/his position at this school.

n/a____ 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
PreK				**7**			
K	35	36	**71**	**8**			
1	22	47	**69**	**9**			
2	36	42	**78**	**10**			
3	38	37	**75**	**11**			
4	31	27	**58**	**12**			
5	35	42	**77**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					428

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

45____% White
53____% Black or African American
_1____% Hispanic or Latino
1____% Asian/Pacific Islander
0____% American Indian/Alaskan Native
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: ___5____%

[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.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	416
(5)	Total transferred students in row (3) divided by total students in row (4)	.052
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: __1___%
__3____Total Number Limited English Proficient

Number of languages represented: __2_____
Specify languages: German and Vietnamese

9. Students eligible for free/reduced-priced meals: ___46____%

Total number students who qualify: __198___

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: ___10___%
___44___Total Number of Students Served

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

__1_Autism	____Orthopedic Impairment
____Deafness	__1_Other Health Impaired
____Deaf-Blindness	_14_Specific Learning Disability
____Emotional Disturbance	_28_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____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)	___1____	_____
Classroom teachers	__21 ___	_____
Special resource teachers/specialists	__10___	_____
Paraprofessionals	__ 4___	_____
Support staff	__12___	_____
Total number	__48___	_____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: _14:1__

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	98%	98%	98%
Daily teacher attendance	86%	82%	84%	89%	87%
Teacher turnover rate	0%	3%	2%	0%	3%
Student dropout rate (middle/high)					
Student dropout rate (high school)					

PART III - SUMMARY

Mary B. Austin Elementary School is a public school located in Mobile, Alabama. Austin houses 428 students and provides educational services for kindergarten through fifth grade students. The school serves a student body of racial, economic and cultural diversity. The Southern Association of Colleges and Schools has accredited Austin since 1981. Our mission is to provide a safe environment where each child can become a successful, independent learner. Additionally, teachers, staff, students, parents and partners will work together to meet or exceed all academic performance standards for all students at all grade levels. This will be accomplished by continuously improving the quality of their performance as compared to similar schools of excellence.

Austin is located in the midst of a suburban neighborhood. Because the surrounding neighborhood is one of stability, the pool of potential students has dwindled along with that aging process. At one time, Austin was able to fill its classrooms from the neighborhood alone. Now with the passage of time, that pool has shrunk. Because of our school's solid reputation of consistently producing high test scores, many parents have sought and gained transfers to Austin thus keeping the enrollment numbers adequate to maintain our present level of staffing. At present, 80% of our students are at Austin on a transfer basis, thus our students reside in communities throughout Mobile County. The median income of our parents is between $ 30,000 - $ 60,000 with seventy-seven (77) percent of the students residing in a two-parent home with an average household size of 4.2. Of the Austin families, 74% have lived at their present residence for five or more years.

The racial ethnic groups represented in our student population have remained fairly stable over the past five years. We presently have 53% African American, 45% Caucasian, 1% Asian and the other 1% is Hispanic. Forty six (46) percent of our students are eligible for free or reduced lunch thus eliminating us from securing any Title I funds.

Austin presently has 44 students who are eligible for Special Education services. These exceptionalities include: Developmentally Delayed, Specific Learning Disabled, Autism, Speech/Language Impairment and Other Health Impaired. We have one SLI teacher and one collaborative teacher on staff along with three paraprofessionals. We are following the inclusion plan established for our school as well as implementing differentiated instruction. The progress seen by our special needs students is very encouraging.

There have been between two to five students eligible to receive ESL services during the past few years. Presently we have three students being served in the ESL program.

Austin is truly blessed to have parents and community members who are very involved in supporting the instructional aspect of our school by providing tutors, Rolling Readers and supplementing our instructional program. Parents and volunteers are a constant presence on our campus and are warmly welcomed. Our faculty makes the most from our volunteers. Their strengths are channeled in the proper direction for the greatest return for our students. The total involvement of faculty, staff, parents, students and community allows for the best environment for everyone involved.

In order to obtain an accurate understanding of the internal elements within our school, input was gathered from faculty, staff, students and parents. In addition, disaggregating data from our standardized and criterion reference test results along with observing student performance in the classroom was gathered and reviewed. It became evident that there was a real need to address the students who were struggling in the academic setting. What the faculty unanimously agreed to do was to apply for a state grant since we do not receive any federal Title I funding. We were very lucky and blessed to be selected to participate in the statewide reading initiative. Therefore, this is the first year of implementation of the Alabama Reading Initiative (ARI) into our instructional program. The goal of ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative training for teachers helps them teach reading in proven and effective ways. The training is intensive and on going to provide support to the faculty during implementation. The data thus far is showing wonderful gains across the grade levels and even with our special needs students. We are all truly excited about the future impact that this program and other changes may have on the overall academic achievement of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:
The word assessment is an integral part of our vocabulary at Austin. Reading and mathematic data is quickly disaggregated so we can get a realistic understanding of what the test results are indicating. Our minimum assessment targets are the Alabama Direct Assessment of Writing (ADAW), Alabama Reading and Mathematics Test (ARMT), Stanford-10, Dynamic Indicators of Basic Early Learning Skills (DIBELS) and our quarterly Criterion Reference Test (CRTs). These tests give us valuable information in the areas of reading, writing and mathematics. The grade levels range from Kindergarten to third grade for DIBELS, fifth grade only for the ADAW, third through fifth for the SAT-10 and ARMT while the CRTs are given to all students in kindergarten through fifth grade.

We participate in the state of Alabama's assessment process for the ADAW, DIBELS and ARMT. The state uses achievement levels to determine proficiency. Level I indicate that the participant did not meet academic content standards. Level II indicates partially meeting of academic content standards. Level III meets academic content standards while Level IV exceeded academic content standards. Information about the state's assessment system as well as data on each school in the state can be found at: www.alsde.edu. You must click on the accountability reporting button to take you to the site where you can download each school's state report card and assessment data results on all state testing requirements.

It is quite apparent that we have a sufficient amount of data to make some solid decisions about the best way to meet the needs of all of our students. *No Child Left Behind* has brought to the forefront the importance of drilling down one's data to get to the bottom line of what student needs what interventions. At one time, a "clear" status was enough to give a school, or system, a false read on their students' achievement standing. One would breathe a huge sigh of relief and feel that all was good with our students. Not so. Drilling down our data would quickly reveal that our clear status was not so clear and we definitely had some great needs. Breaking the surface to get to the real meat and bones of our data was the best thing that happened to our school. We were forced by NCLB to look at each child individually, not as a whole school. Suddenly we were looking at students in a whole different light. We were seeing the total child. We were seeing the exact impediments that were blocking the way of success. We were seeing that additional time and exact intervention strategies were a necessity if success for all students was to be attained.

The disparities among our NCLB subgroups have been reduced particularly in the area of black and students of poverty. We were recognized by the State of Alabama this year as a "Gap Closer School" because we showed success in decreasing the achievement gap that existed between students in generally low performing demographics, including but not limited to minorities, poor students and special needs students. The State recognized our efforts of improving test scores by awarding money and recognition that we have not only successfully closed some gaps but also made the most progress so far. Needless to say, we were thrilled by the recognition and it has spurred us on to close the gap with the rest of the subgroups!

2. Using Assessment Results:

Assessment data is worthless until it is drilled down and looked at critically so one can determine what the results are specifically telling us. We determined that the best way to look at and understand our data was to meet on a weekly basis for data driven meetings with each of the grade levels. We have established a master schedule where upon each grade level has an hour block of time (by scheduling back to back library with computer lab for instance or back to back PE and counseling) each week designed so each teacher can meet on grade level along with the principal and reading coach. These meetings have an agenda so that time is protected and utilized for a specific purpose. Without an agenda it was quickly discovered that discussion got off topic and the purpose of the meeting wasn't being met. We now maintain accurate documentation of each meeting with minutes and feedback from all participants.

We begin by having each teacher download the assessment results off the state's website or using TestTrax. TestTrax is a copyrighted and licensed service of EduTrax, Incorporated. Mobile County School System has a contract with EduTrax to provide the schools and all its teachers the availability of test data that has been disaggregated by various subgroups: ethnicities, poverty, gender, special education and ESL. This forum has greatly reduced the amount of time teachers and administrators have to drill down their own data because it is done for them. Once the data is obtained, then we meet to assess the success of each of the subgroups. It is important to have the teachers involved in this process and to understand why we are drilling down. During the meeting, the process is modeled for them with questions that elicit a response based on information gathered from the data. The beginning of the process takes longer until the teachers master the skill of data assessment and how to process the information. By the end of first quarter, we have become masters of the technique and then hone in on how to utilize the data for the betterment of our students. Data meetings move from looking at the data during one meeting to establishing some problem areas and how to address them in the next meeting. The follow up meeting has us look at the success of the intervention techniques and whether to continue on the same track or step back and look for alternative means. By working as a team, we are able to brainstorm ideas and what strategies have worked and what have not. In addition, it makes the playing field equal and removes the barriers that classroom teacher sometime erect in the effort to stay to themselves. Team effort and team focus is what helps ensure the success of students at Austin. We constantly ask ourselves, " Is this in the best interest of the student(s)?" If the answer is an honest affirmative response, we can truly feel we are keeping our student as our top priority.

Our data meetings have created a positive spin-off effect by providing teachers a viable tool for communicating specific achievement information to our parents. The professional presentation of each child's assessment results with complete break down of information only reinforces the information that the teacher is providing to the parents. During our home-school conferences that include the parent, classroom teacher and the student, the result of all data is provided and fully explained to everyone's understanding. The student is given the full picture along with his parents at this meeting. When you can provide detailed results of state norms and/or national norms, the parents are given the data that reinforces their child's standing on these assessments. There is little a parent, or the student, can say when the hard cold facts are presented. The data states the facts. Once understood and absorbed, then the school and home can bring improvement by working as a team and focusing on what is most important, success for the child.

The state of Alabama, along with our school system, has done an excellent job in presenting to the community and community leaders all the data results from each of the schools. Information is sent to the local newspaper as well as easy to access website that also displays the important aspects that any citizen may wish to know. The State issues a yearly report card for each school system and each school that relates the pertinent information such as attendance, suspensions, district and state per pupil expenditure, AYP status, etc. Company executives who may wish to move to our area may view the information and

then make sound decisions on location of buying a home or purchasing a business. Our school has a dashboard on the main wall in the school that lays out in a clear format how our students do on assessments, along with ADA and suspension results. We share our vision and beliefs as well as our professional development plan for the academic year for all who come to visit our campus. We always have felt that the more knowledge and information people have, then the more accurate decisions can be made.

Austin School has always had and, hopefully will continue to have a wonderful relationship with the parents, students, alumni and community of Mobile. We have always stressed the thought that if we don't brag on ourselves, no one else will. On that adage we have forged a very good rapport with our local newspaper and television reporters. Our open door policy of sharing our good news and successes has brought us accolades from the community and support of our instructional program. Our name is synonymous with an outstanding reputation and we proudly acknowledge our success. We have held our students to very high standards both in academics and behavior. We have built a home for our students and we stress the importance of our Austin family. Guests and visitors alike have shared their feeling of warmth and welcome once they cross the threshold. Our mission of "building roots to success" is one that we live on a daily basis and model for all to see. Come visit and see for yourselves!

Part V – Curriculum and Instruction

1. Curriculum:

Curriculum is a constantly evolving program based on research, teacher and community contributions, and state and federal mandates. It is a goal of our curriculum to create thinking, literate adults who can function effectively in a modern world. Curriculum is the "What" of instruction. The elements of curriculum are sequence and continuity, scope, and balance. Sequence is the ordering of learning experiences, and continuity is the length or duration of such experiences. Scope is the range of learning experiences to be offered. Balance is the degree and amount of topics, subjects, and learning experiences that adequately prepare students. Our curriculum is developed by deciding: (1) What should students learn? (2) What is the order of content for the student to follow? (3) How is the learning to be evaluated? And (4) How is instruction to be delivered?

A Five-Year Strategic Plan for the Mobile County Public School System of which Austin is a part, has been developed to chart the course toward educational improvement. As a part of this strategic planning effort, reading benchmarks have been implemented. Criterion reference tests have been developed to determine students' mastery of state mandated objectives. Local pacing guides and curriculum guides for all academic areas have been aligned to the State Course of Study and distributed to all teachers. Financial resources have been aligned to support curriculum and instruction needs. And, classrooms have been monitored for implementation and effectiveness of instruction.

Music and fine arts education has been expanded into all elementary classrooms. Children are now given the opportunity to experience the joy of music under the direction of trained teachers. In addition, we have a matching grant with the Mobile Symphony to enhance our fine arts program by hiring an additional music teacher who comes on a weekly basis to provide instruction in music theory, instrument education and hands-on experiences. Our violin program with students in grades 3-5 is also a component of this grant. Our students work with a first string violinist from the Mobile Symphony on a weekly basis from beginning instruction up to advanced. This grant has been in existence for the last 6 years and the benefits have far exceeded our expectations!

Science education in the Mobile County Public School System is becoming lab-based to reflect the changes in the State Course of Study. Our students experience hands-on science instruction through the use of inquiry based science modules beginning with our kindergarten students and going up to the fifth graders.

With the new focus on writing being placed by the State of Alabama Department of Education, it has becoming necessary to realign the language arts curriculum to better assist teachers in the teaching of writing. A Writing Coach has been added to our staff to provide on-site modeling of writing instruction with students in grades 1-5 with emphasis placed on the knowledge necessary to score proficiently on the state writing assessment given each February. Our writing scores have risen from our placement of 33 out of 60 elementary schools up to number 8 last year. We can't wait until we reach #1 this year!

Collaborative projects between system departments have resulted in development of criterion reference tests and the TRIP site for teachers. This collaboration allows us to continue to improve instructional resources and the collection of data that is necessary to drive instruction.

It is important that our curriculum is designed to improve student performance, and to create thinking, literate adults who can function effectively in a modern world. This is an ever-changing challenge in an ever-changing world. The challenge to "Leave No Child Behind" must be adopted not only by the school, the school system but also by the Mobile community.

2. Reading

Austin implements a literacy instruction that focuses and builds on students' strengths to foster academic growth. Implementing literacy instruction that promotes thoughtful reading and writing empowers students to be responsible, independent and productive learners. Powerful instruction begins with assessment focusing on individual student learning to expand reading and writing capabilities. All benchmarks and content standards are acceptable criteria that measure a student's progress in literacy development and establish a firm foundation for continuing success in the next level of learning. The basis for these benchmarks is the Alabama Course of Study, Alabama Reading Initiative, *No Child Left Behind* and Stanford Achievement Test, Tenth Edition.

Austin incorporates the philosophies of the Alabama Reading Initiative (ARI) along with the literacy instruction to build a comprehensive reading program that addresses the needs of all our students. This is our first year of implementation and the impact that the initiative has had on our at-risk and low performing students is amazing. The faculty unanimously voted to use ARI because we knew that some of our struggling students were having difficulty and not mastering the objectives needed to make them successful readers. This pulling together for the good of the order is indicative of our faculty. They are quick to step up to the plate and do what is needed for our students. Research has shown that students in need of reading intervention benefit from a comprehensive and balanced classroom literacy program. Research also has indicated that struggling readers need to have additional small group time in which they are provided the instruction that targets specific skills and knowledge that have the highest impact on learning to read that is attuned to their specific reading difficulties. With this research to back up the reading initiative, we have quickly discovered that our teachers can plan data driven instruction that is highly specialized and matches the needs of individual struggling readers. The results of the interventions are reviewed and discussed at our data meetings. We have seen much progress but are never satisfied with the status quo so we raise the bar higher and push forward. Success for every student is truly heartfelt.

3. Fine Arts

Research is abundant on the impact that fine arts have on student achievement. It has been well documented with data on how student achievement improves when the use of music and art are an intricate part of the school's curriculum. "Music activates and synchronizes neural networks which increase the brain's ability to reason spatially, think creatively and perform in generalized mathematics." (Jensen, 2001) "National SAT scores from 1990-1995 give credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills. (College Board, 2000)

By ascribing to this theory that is backed up by research, Austin School has taken strides to increase the allocated amount of music and art provided by the school system. The system provides instruction in art for one semester for grades 3-5 and then music instruction for the second semester. To increase this allotment, Austin has a matching grant with the Mobile Symphony to provide the Preludes Program to our students. The Preludes brings in a master musician from the Symphony who works weekly in our school providing music theory, movement, and rhythm along with playing various musical instruments. In addition the Symphony provides concerts that highlight jazz, opera, blue grass and other various means to share with the students. Austin also provides violin instruction to students in grades 2-5 with a first string violinist from the Symphony. Weekly lessons allow for students to progress from the beginner's stage up to advanced. Our students have worked with the Artist in Residence program whereupon they created a musical piece and then performed the piece along with the Symphony on a Saturday evening for the arts patrons of Mobile. What an experience that has been for everyone!

Our tests scores support our theory of integrating the arts into the curriculum has proven beneficial for our students. Even our students of poverty have increased their reading and math scores. Playing musical instruments, listening to varying pieces of music are all examples of classroom activities that address Gardner's multiple intelligences theory as well. A win-win situation for all!

4. Instructional Methods

Austin utilizes a variety of instructional methodologies in order to maximize our effectiveness in the classroom. Our student learning is based on a delivery that bests addresses the learning styles of our students. We use scaffolding, curriculum compacting, cooperative learning/reciprocal learning, differentiated instruction, visualization as well as project based instruction. The teachers at Austin understand that students of the same age aren't all alike when it comes to learning. There are many things that are similar among the students but the differences are what determines their character as human beings. It makes us unique individuals. By acknowledging those unique differences, it is imperative that we employ varying techniques and instructional methods so we can best meet the needs of our students to promote learning and ensure success. Exemplary teachers have always known that active engagement of students is not a luxury but a necessity if students are to acquire and retain information and content. This is a skill necessary not only for school but as a life skill. Learning styles theories (visual, auditory, kinesthetic, tactile) call for student engagement. Howard Gardner's theory of multiple intelligences (1983) appears to correlate with the way the brain learns best by addressing the various dominant strengths of human beings. By incorporating the various instructional methodologies, we were able to discover that when students are given the opportunity to actively engage their brains, then wonderful things began to occur that naturally improve comprehension and higher order thinking.

5. Professional Development

Austin's professional development program is designed to effectively and efficiently improve student learning through a comprehensive, on going professional learning opportunities. Our focus, along with

the system's focus, is to ensure quality professional development that is a continuous process, not just a one-time event. We have embraced the philosophy that professional development must be job-embedded and delivered in a systematic matter. Professional learning impacts student learning and must be continually refined as data is disaggregated. Data drives all major decisions at Austin.

Austin's main focus this year has been the implementation of the Alabama Reading Initiative. Faculty instructional meetings on Monday afternoons have reinforced workshop and summer training sessions along with addressing needs and concerns that have arisen. Focus topics include: phonemic awareness, vocabulary, and comprehension along with technological support services. Technology support includes hands-on training using portable keyboards (The Writers), Kidspiration (graphic organizers) as well as utilizing websites such as: enchantedlearning.com and myschoolhouse.com to name a few. We are continuing to master our understanding of Marzano's Classroom Instruction that Work and Ruby Payne's A Framework for Understanding Poverty via study groups. We have embraced this vehicle for professional development in the past when we studied Gurian's Boys and Girls Learn Differently! and Gloria Ladsen-Billings' Dreamkeepers. By doing our own research we have come to the critical understanding that professional development must encompass more than a one time training session or workshop. Rather it must be an ongoing process over a period of time so that it can be fully understood and implemented. Too many times good information remains on one's bookshelf because it was briefly presented without follow up and the availability of an on-site expert to be available for questions and implementation. By creating a professional development plan that is to be implemented over a period of time that avails itself of materials to support it and personnel to assist then the likelihood of success is much greater. Austin has seen this methodology work well for our students and us.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% At or Above Meets State Standards*	94				
% At Exceeds State Standards*	53				
Number of students tested	64				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Black (specify subgroup)	Black				
% At or Above Meets State Standards	93				
% At Exceeds State Standards	44				
Number of students tested	41				
2.Free/Reduced (specify subgroup)	Free /Reduced				
% At or Above Meets State Standards	90				
% At Exceeds State Standards	45				
Number of students tested	33				

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% At or Above Meets State Standards*	95				
% At Exceeds State Standards*	84				
Number of students tested	64				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Black (specify subgroup)	Black				
% At or Above Meets State Standards	95				
% At Exceeds State Standards	80				
Number of students tested	41				
2.Free/Reduced (specify subgroup)	Free /Reduced				
% At or Above Meets State Standards	93				
% At Exceeds State Standards	72				
Number of students tested	33				

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April			
SCHOOL SCORES*					
% At or Above Meets State Standards*	90	79			
% At Exceeds State Standards*	59	46			
Number of students tested	78	54			
Percent of total students tested	100	94			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black (specify subgroup)	Black	Black			
% At or Above Meets State Standards	95	68			
% At Exceeds State Standards	80	34			
Number of students tested	41	48			
2.Free/Reduced (specify subgroup)	Free /Reduced	Free/ Reduced			
% At or Above Meets State Standards	93	65			
% At Exceeds State Standards	72	36			
Number of students tested	33	40			

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April			
SCHOOL SCORES*					
% At or Above Meets State Standards*	89	81			
% At Exceeds State Standards*	63	57			
Number of students tested	78	54			
Percent of total students tested	100	94			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black (specify subgroup)	Black	Black			
% At or Above Meets State Standards	90	73			
% At Exceeds State Standards	56	47			
Number of students tested	48	31			
2.Free/Reduced (specify subgroup)	Free /Reduced	Free/ Reduced			
% At or Above Meets State Standards	89	73			
% At Exceeds State Standards	87	50			
Number of students tested	40	28			

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% At or Above Meets State Standards*	95				
% At Exceeds State Standards*	72				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Black (specify subgroup)	Black				
% At or Above Meets State Standards	91				
% At Exceeds State Standards	58				
Number of students tested	33				
2.Free/Reduced (specify subgroup)	Free /Reduced				
% At or Above Meets State Standards	93				
% At Exceeds State Standards	63				
Number of students tested	25				

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama began this form of criterion referenced testing for fourth grade students only in the Spring of 2004. The state then picked up third and fifth graders along with fourth grade to be tested in the Spring of 2005. Even though the data does not cover the required span of 3 years, we thought you may wish to review it.

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

Edition/Publication Year: 2004 Publisher: Harcourt & Brace, Inc.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*					
% At or Above Meets State Standards*	96				
% At Exceeds State Standards*	58				
Number of students tested	60				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Black (specify subgroup)	Black				
% At or Above Meets State Standards	94				
% At Exceeds State Standards	45				
Number of students tested	33				
2.Free/Reduced (specify subgroup)	Free /Reduced				
% At or Above Meets State Standards	96				
% At Exceeds State Standards	52				
Number of students tested	25				

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade: 3 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	64	53	53		
Number of students tested	64	78	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	57	40	38		
Number of students tested	41	47	31		
2.Free/Reduced(specify subgroup)	54	41	41		
Number of students tested	29	39	31		
3.Male (specify subgroup)	59	49	56		
Number of students tested	31	37	31		
4.Female (specify subgroup)	67	55	50		
Number of students tested	33	41	34		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Math Grade: 3 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	79	57	64		
Number of students tested	64	78	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	76	49	49		
Number of students tested	41	47	31		
2.Free/Reduced(specify subgroup)	67	50	48		
Number of students tested	29	39	31		
3.Male (specify subgroup)	77	51	63		
Number of students tested	31	37	31		
4.Female (specify subgroup)	77	59	59		
Number of students tested	33	41	34		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade: 4 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	69	60	60		
Number of students tested	78	59	80		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	60	48	44		
Number of students tested	48	31	40		
2.Free/Reduced (specify subgroup)	62	46	41		
Number of students tested	40	28	34		
3.Male (specify subgroup)	66	64	55		
Number of students tested	36	28	38		
4.Female (specify subgroup)	72	55	62		
Number of students tested	42	29	42		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Math Grade: 4 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	71	63	62		
Number of students tested	78	59	80		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	64	57	46		
Number of students tested	48	31	40		
2.Free/Reduced (specify subgroup)	61	48	43		
Number of students tested	40	28	34		
3.Male (specify subgroup)	64	61	58		
Number of students tested	36	28	38		
4.Female (specify subgroup)	74	61	61		
Number of students tested	42	29	42		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	73	68	73		
Number of students tested	60	70	76		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	61	56	58		
Number of students tested	33	36	32		
2.Free/Reduced (specify subgroup)	65	55	56		
Number of students tested	25	28	23		
3.Male (specify subgroup)	64	67	73		
Number of students tested	44	32	45		
4.Female (specify subgroup)	79	69	72		
Number of students tested	31	38	31		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Math Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: Edition 10 Publisher:Harcourt & Brace, Inc.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles: X

* The state of Alabama began giving the SAT-10 version in the Spring, 2003, rather than using the 9th edition. We did not include data from the SAT-9 version so a more precise interpretation of our data will be possible.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	69	72	65		
Number of students tested	60	70	76		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Black (specify subgroup)	60	57	54		
Number of students tested	33	36	32		
2.Free/Reduced (specify subgroup)	57	53	49		
Number of students tested	25	28	23		
3.Male (specify subgroup)	68	67	65		
Number of students tested	44	32	45		
4.Female (specify subgroup)	67	72	61		
Number of students tested	31	38	31		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

STATE CRITERION-REFERENCED TESTS DATA

The state of Alabama only tests fifth, seventh and eleventh grade students in this area. We have included the data for the writing assessment for the last 4 years.

Subject: Writing Grade: 5 Test: Alabama Direct Assessment of Writing

Edition/Publication Year: 2004 Publisher: State Of Alabama.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	February	February	February	February	
SCHOOL SCORES*					
% At or Above Meets State Standards*	64	49	29	35	
% At Exceeds State Standards*	13	6	0	1	
Number of students tested	60	67	73	52	
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.Black (specify subgroup)	Black	Black	Black	Black	
% At or Above Meets State Standards	64	47	15	31	
% At Exceeds State Standards	6	0	0	0	
Number of students tested	33	34	33	26	
2.Poverty (specify subgroup)	Free/Reduced	Free/Reduced	Free/Reduced	Free/Reduced	
% At or Above Meets State Standards	59	37	27	29	
% At Exceeds State Standards	7	0	0	0	
Number of students tested	31	27	22	23	

Dynamic Indicators of Basic Early Literacy Skills ®
Kindergarten Summary Report

District: Mobile County
School Austin Elementary 2005-2006

	Beginning	Middle	End
ISF	Goal: 8 initial sounds	Goal: 25 initial sounds	
Students Tested	89	70	
Mean (SD)	9.9 (8.4)	37 (17.7)	
	51% Low Risk	77% Established	
	21% Some Risk	19% Emerging	
	28% At Risk	4% Deficit	
LNF	Goal: 8 letter names	Goal: 27 letter names	Goal: 40 letter names
Students Tested	89	70	0
Mean (SD)	22.6 (15.6)	41.6 (13.4)	
	75% Low risk	90% Low risk	
	17% Some risk	7% Some risk	
	8% At risk	3% At risk	
PSF		Goal: 18 phonemes	Goal: 35 phonemes
Students Tested		70	0
Mean (SD)		33.2 (18)	
		73% Low Risk	
		17% Some Risk	
		10% At Risk	
NWF		Goal: 13 letter sounds	Goal: 25 letter sounds
Students Tested		70	0
Mean (SD)		29.1 (16.9)	
		89% Low Risk	
		7% Some Risk	
		4% At Risk	
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

Dynamic Indicators of Basic Early Literacy Skills ®

First Grade Summary Report

District: Mobile County
School Austin Elementary 2005-2006
Austin

	Beginning	Middle	End
LNF	Goal: 37 letter names		
Students Tested	70		
Mean (SD)	47 (16.2)		
	74% Low risk		
	17% Some risk		
	9% At risk		
PSF	Goal: 35 phonemes	Goal: 35 phonemes	Goal: 35 phonemes
Students Tested	70	69	0
Mean (SD)	43.4 (12.5)	57.5 (14)	
	91% Established	94% Established	
	3% Emerging	3% Emerging	
	6% Deficit	3% Deficit	
NWF	Goal: 24 letter sounds	Goal: 50 letter sounds	Goal: 50 letter sounds
Students Tested	70	69	0
Mean (SD)	38.1 (23)	79.9 (34.8)	
	69% Low Risk	90% Established	
	23% Some Risk	6% Emerging	
	9% At Risk	4% Deficit	
ORF		Goal: 20 words per minute	Goal: 40 words per minute
Students Tested		69	0
Mean (SD)		53.6 (35.4)	
		87% Low Risk	
		9% Some Risk	
		4% At Risk	
RTF		Goal:	Goal:
Students Tested		0	0
Mean (SD)			
20th Percentile			
40th Percentile			

Dynamic Indicators of Basic Early
Literacy Skills ® Second Grade Summary Report

District: Mobile County
School : Austin Elementary 2005-2006

	Beginning	Middle	End
NWF	Goal: 50 letter sounds		
Students Tested	79		
Mean (SD)	72.5 (29.3)		
	77% Established		
	16% Emerging		
	6% Deficit		
ORF	Goal: 44 words per minute	Goal: 68 words per minute	Goal: 90 words per minute
Students Tested	79	78	0
Mean (SD)	56.9 (26.6)	86.5 (29.5)	
	65% Low Risk	81% Low Risk	
	29% Some Risk	14% Some Risk	
	6% At Risk	5% At Risk	
RTF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

Dynamic Indicators of Basic Early Literacy Skills ®
Third Grade Summary Report

District: Mobile County
School: Austin Elementary
Date: 2005-2006

	Beginning	Middle	End
ORF	Goal: 77 words per minute	Goal: 92 words per minute	Goal: 110 words per minute
Students Tested	76	75	0
Mean (SD)	90.1 (32.9)	107.6 (30.2)	
	64% Low Risk	65% Low Risk	
	18% Some Risk	29% Some Risk	
	17% At Risk	5% At Risk	
RTF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			