

2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

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

Official School Name Morris Brandon Elementary School
(As it should appear in the official records)

School Mailing Address 2741 Howell Mill Road, NW
(If address is P. O. Box, also include street address)

Atlanta Georgia 30327
City State Zip Code+4 (9 digits total)

Tel. (404) 350-2153 Fax (404) 350-2826

Website/URL http://www.atlanta.k12.ga.us E-mail jrobblee@atlanta.k12.ga.us

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.

(Principal's Signature) Date March 28, 2003

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Beverly L. Hall

District Name Atlanta Public Schools Tel. (404) 827-8000

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.

(Superintendent's Signature) Date March 28, 2003

Name of School Board
President/Chairperson Mr. Emmett Johnson
(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.

(School Board President's/Chairperson's Signature) Date March 28, 2003

PART II – DEMOGRAPHIC DATA

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

1. Number of schools in the district
- | | |
|-------|---------------------|
| 77 | Elementary schools |
| 16 | Middle schools |
| 0 | Junior high schools |
| 11 | High schools |
| <hr/> | |
| 104 | TOTAL |
2. District Per Pupil Expenditure: \$8816
- Average State Per Pupil Expenditure \$6484

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
- Suburban
- Small city or town in a rural area
- Rural
4. 2.75 Number of years the principal has been in her/his position at this school.
- 10.0 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	50	54	104		7			
1	49	42	91		8			
2	54	48	102		9			
3	35	37	71		10			
4	52	45	97		11			
5	41	33	74		12			
6					Other	6	3	9
TOTAL STUDENTS IN THE APPLYING SCHOOL								548

6. Racial/ethnic composition of the students in the school:	<u>91.3</u>	% White
	<u>6.8</u>	% Black or African American
	<u>0.7</u>	% Hispanic or Latino
	<u>0.6</u>	% Asian/Pacific Islander
	<u>0.6</u>	% American Indian/Alaskan Native
	<u>100</u>	% Total

7. Student turnover, or mobility rate, during the past year: 4.12 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	510
(5)	Subtotal in row (3) divided by total in row (4)	0.041176
(6)	Amount in row (5) multiplied by 100	4.12

8. Limited English Proficient students in the school: .7 %
4 Total Number of Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish; Russian

9. Students eligible for free/reduced-priced meals: 4.3 %
22 Total Number Students Who Qualify

If this method is not a reasonable accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7.3}{37}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u>	Autism	<u>7</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>5</u>	Other Health Impaired
<u> </u>	Deaf-Blindness	<u>48</u>	Specific Learning Disability
<u> </u>	Hearing Impairment	<u> </u>	Speech or Language Impairment
<u>9</u>	Mental Retardation	<u> </u>	Traumatic Brain Injury
<u> </u>	Multiple Disabilities	<u> </u>	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>6</u>	<u>9</u>
Total number	<u>60</u>	<u>13</u>

12. Student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students. The student drop-off 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.8	96.4	96.9	96.6	96.3
Daily teacher attendance	94.4	95.2	96.5	96.1	95.9
Teacher turnover rate	18.0	19.0	25.0		
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Morris Brandon Elementary School, Atlanta, Georgia, is located in the North Atlanta area and is part of the Atlanta Public School system. It currently has 540 students, with 34 students on administrative transfer (5 children of staff members) and 9 students assigned to a self-contained special education class. There are twenty-nine classroom teachers, two Early Intervention Program (EIP) teachers, and twenty specialist teachers on the staff. Because the enrollment is over 500, the administrative staff consists of a full-time Principal, Assistant Principal, Instructional Liaison Specialist, and Counselor.

Over its fifty-five year history, the school has experienced times when neighborhood families chose to send their children to the private schools in the area, which resulted in an increased level of transfer students in order to maintain the size of the student body. About thirteen years ago neighborhood parents decided to enroll their children at Morris Brandon and invest time, effort, and money in to the school to create a high performing neighborhood school.

Because of this sustained parent support and teacher commitment, Brandon has steadily improved the quality of its program and level of student achievement. Last year, the Georgia Public Policy Foundation listed Brandon as the second highest-ranking public elementary school in the state, just after a magnet school in a nearby county.

More recently, Brandon has undergone a transition in its surrounding neighborhoods. As older residents leave the neighborhood, families with young children buy and renovate those houses. These young parents identify where they want to live based solely on the neighborhood school and test scores. They have the financial resources to send their children to private school but choose this neighborhood because of the school's performance. Understandably, there is intense pressure for Brandon to maintain high standards and compete with the private schools in the area. At this time, parents have decided to send their children to Brandon, which ironically has caused the school to become overcrowded. Because of this sudden growth, the system is building an addition to support the school's increased enrollment.

Even as the pressure for excellence and the enrollment increases, the parents, teachers, and community create a true partnership to support this public school. The PTA has fifty-nine standing committees and 100% membership. Every day parents are in the school volunteering in the classrooms, chairing committees, coordinating activities, or providing support for school-wide initiatives.

Brandon is the realization of its mission statement, which states:

The mission of Morris Brandon Elementary School is
to emphasize academic excellence, responsibility,
and a lifelong love of learning through a challenging
curriculum enriched by family involvement.

As you enter the front lobby, painted on the wall is the motto: "Bee all you can bee". That is the essence of Brandon. Together parents, teachers, students, and community partners work everyday to make Morris Brandon the best school it can be.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Essay 1: Assessment results in reading (language arts or English) and mathematics for the last three years using the criteria determined by the CSSO for the state accountability system.

In the spring of 2000, the Georgia Criterion Referenced Competency Test (CRCT) was administered for the first time to all fourth grade students in public schools. The test specifically assessed mastery of the standards of the Georgia Quality Core Curriculum in the content areas of reading, language arts, and mathematics. Scores ranged from 250 up to 450. Students scoring between 250-300 did not meet standards. Students scoring between 300-350 met standards. Students exceeded standards if they scored between 350 -450.

That same year (Spring, 2000) the Iowa Test of Basic Skills (ITBS), the state-mandated norm referenced test was administered to all third and fifth grade public school students. Students were assessed in reading, language arts, spelling, math, science, and social studies. The next year, the Stanford Nine Achievement Test was given to all students in third and fifth grade. In 2002, a version of the SAT-9 was administered to the third and fifth grade students. However, after many months of delay, it was determined that the scores could not be validated due to correlation issues with the normed group. As a result these scores were recalled. Due to the inconsistency in the norm referenced testing, there are no consistent data as to the performance of Brandon students. Results from the Spring 2000 ITBS testing and the Spring 2001 SAT-9 testing have been included in the appendices to reflect the consistently high level of student performance.

Over the last three years the CRCT has gradually been phased in across the state at all grade levels. In the spring of 2002, students in grades first, second, third, and fifth took the test for the first time. It was the third year that the fourth grade had taken the test. In order to show the consistently high level of performance of Brandon's fourth grade students, the results of the last three years have been included in the first part of the appendix. Also, included are the results of the other grade levels, which show how consistently our students meet and exceed standards, even during the first year of testing. These results are included later in the appendix.

Essay 2: Assessment data is used to understand and improve student/school performance.

Morris Brandon utilizes test assessment data to understand and improve student and school performance. As part of the Atlanta Public School system, the school has had targets (performance goals) for the past three years. These targets focus on increasing the percent of students performing in the highest quartile in reading, language arts, and mathematics on standardized and state-mandated tests as well as decreasing the percent of students performing in the lowest quartile. Teachers complete a test analysis each year to determine specific areas of strength and weakness of each student. They identify instructional interventions, which address those conceptual areas. Classroom teachers as well as specialists develop High Expectations Plans that identify strategies, which will be implemented to strengthen the instructional program in those particular areas.

In the spring of 2000, the fourth grade students at Brandon took the Georgia Criterion Referenced Competency Tests (CRCT) for the first time. They were tested in the content areas of reading, language arts, and mathematics. Fourth grade students have now taken that state-mandated test for three years. Last spring was the first time for students in first, second, third, and fifth grade to be assessed by the CRCT. When results of the CRCT arrive, an item analysis is performed by grade level teams. This analysis provides the classroom teachers with specific information as to exactly what percent of students missed each question, what responses were selected, and which domain of the Georgia Quality Core Curriculum was involved. Through this in-depth analysis, teachers are able to pinpoint specific standards that need to be addressed, clarified, or reviewed.

Test data are used in the development of the School Achievement Plan (SAP). The SAP is designed to address the four components: differentiation, maximizing instructional time, focusing on instruction, and supporting the classroom teachers. The SAP includes strategies that will strengthen the

instructional program in those specific areas. To ensure its relevance the SAP is revised and updated to ensure that the instructional program addresses current areas of weakness.

Over the last three years the Iowa Test of Basic Skills (ITBS) [2000] and Stanford Achievement Test-9 (SAT-9) [2001] have been given to third and fifth grade students. Last year the SAT-9 (2002) results were recalled due to statistical, validity issues.

Essay 3: The school communicates student performance, including assessment data, to parents, students, and the community.

Morris Brandon communicates student performance, including assessment data, to parents, students, and the community on an ongoing basis. At the classroom level teachers provide parents with packets of graded student work. Teachers hold conferences with parents and students throughout the year to discuss student performance and send home report cards every nine weeks. If a student is experiencing academic problems, deficiency reports are sent home during the last half of the grading period. Teachers communicate using weekly newsletters, e-mail, phone calls, and www.morrisbrandon.com, the school website. When the results of standardized and state-mandated tests are received, the school sends individual student reports home.

The PTA publishes a weekly newsletter called the *Brandon Bee*, which includes articles about the different tests that are administered, test results, and school targets. When the school administered the Stanford-9 test for the first time, a parent workshop was conducted to explain standardized testing, the types of questions, and different areas assessed. Last fall, the school organized a fourth grade parents' meeting to discuss student performance, the fourth grade curriculum, and teacher expectations.

Outside the front office school testing results are displayed. At different times they have shown state rankings based on content area test results and the percentile of students meeting or exceeding standards in the different subject areas within the system.

The Georgia Department of Education (DOE) publishes an annual report card on each public school, which is shared with parents. The DOE website provides parents with test results for all schools specific school performance across the state as well as school rankings. For the past two years the Office of Educational Accountability has provided systems, schools, and parents with disaggregated data indicating how schools have performed. These reports provide longitudinal data and allow educators and the public to track the performance of every school in Georgia.

Essay 4: Describe how the school will share its successes with other schools.

Morris Brandon has and will continue to share its successes with other schools. There are monthly meetings of the North Atlanta Parents of Public Schools. At these meetings the six principals share information about programs, projects, and accomplishments. The PTA publicity chairperson publicizes activities and successes at Brandon in the local newspapers. The many different activities going on in the school are publicized through the school website (morrisbrandon.com) as well as the weekly newsletter, the *Brandon Bee*. The Atlanta Public Schools newsletter, *FOCUS*, recognizes schools in the system for their accomplishments.

The Brandon chorus, Jump Rope for Heart Program, the Optimist's Oratorical Contest, and Science Fair, and school chorus are ways that students display their skills and hard work at other schools and locations. For three years there has been an outreach program to Blalock Elementary School, an at risk elementary school in the system. Twice a year, Brandon students have donated school supplies, mittens/socks/ hats/coats, and 'gently used' books to these students. Brandon students are volunteering to read at local libraries and childcare centers. Currently there are classes that have pen pals, both international and stateside, so that students communicate with other students around the world about different activities at Brandon.

Teachers at Brandon participate in graduate courses and professional workshops. These are opportunities when our staff shares the successes of Brandon. The foreign language teachers have presented workshops at the Foreign Language Association of Georgia state conference. The Atlanta Public School system requires school site visits of model lead teachers, curriculum coordinators, and executive directors. During these school tours, programs and student projects are highlighted and shared.

With the school's participation in the training for the International Baccalaureate Organization's (IBO) Primary Years Program (PYP), our teachers share information about Brandon with teachers from around the world. As the school seeks the PYP endorsement, staff members are visiting PYP schools. This has been an effective way to share the Brandon "experience" and to gather ideas that will improve our instructional program. Once Brandon officially earns the PYP endorsement, the school will become a model site for other schools to visit.

PART V – CURRICULUM AND INSTRUCTION

Essay 1: Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.

As stated in our school mission, Brandon “emphasize[s] academic excellence, responsibility, and a lifelong love of learning through a challenging curriculum enriched by family involvement.” Our instructional program is based on the Georgia Quality Core Curriculum (QCC). To extend and enrich the instructional program all teachers utilize the QCC Content Descriptors, which elaborate and extend the state standards. Quality student work is displayed on bulletin boards throughout the school with a template describing the activity, standard(s) addressed, rubric (if applicable), and level of thinking.

The school has worked toward continued growth and improvement of all student learning. Through the use of test data analysis, needs assessments, surveys, and professional reflection, the staff has targeted areas needing improvement. As a result, we have increased cross-curricular integration and transdisciplinary skills throughout the school. Our School Achievement Plan (SAP) has four major components: differentiation, focus on instruction, maximizing instructional time, and support for classroom teachers. The selection of the Primary Years Program (PYP) of the International Baccalaureate Organization (IBO) as our comprehensive school reform model has significantly enhanced and focused teacher training on developing a challenging program of instruction at all grade levels. This reform model incorporates research-based best practices, such as inquiry-based learning, performance-based assessments, student initiated learning with a global perspective, higher order/critical thinking skills, teacher and student reflection, character education, and service learning.

Lesson plans in all curricular areas are designed to address state standards and higher order/critical thinking skills. These plans indicate the standards being taught, teaching strategies, student activities, and performance assessment. Lesson plans are reviewed on an ongoing basis by administration using a checklist developed and revised by staff.

Students are challenged through individual and group activities to take a more active role in their learning. Increasingly, performance-based assessments are used to evaluate student learning. Teachers are trained to utilize rubrics, which explicitly demonstrate how students can exceed standards in their work. Hands-on learning through the use of math manipulatives, technology, and science provides students with multidimensional methods of learning. This learning process increases metacognition and ensures student accountability for learning. Our curriculum is designed to meet the needs of the whole child as well as move all children to the next level of learning.

Our specialists’ instructional programs strengthen the core curricular content areas. French, our selected foreign language program, is taught to all classes. Other specialists include science, writing, physical education, music, art, study skills, computer, media, band, orchestra, the gifted program (Challenge), and the Early Intervention Program (state-mandated program for accelerated learning). A full-time Computer Technology Associate (CTA) collaborates with classroom teachers to integrate technology into daily instruction and provides bi-weekly lessons to all students in our PTA funded computer lab. The media specialist plays an integral role in supporting the instructional program by collaboratively planning units with classroom teachers and specialists. The Challenge teachers extend the concepts being taught in the classroom. Another key element is the collaboration between special education and regular classroom teachers. The inclusion model is used with both the inter-related students as well as students, who are in a self-contained special education classroom.

Parents and community support permeates every aspect of our school from the funding of staff positions to providing student tutoring, educational resources, cultural arts activities, staff development, instructional materials, and extensive volunteer involvement. The parent/school/community partnership creates a school with a climate of high expectations. Students, teachers, and parents alike have been formally recognized for a variety of “personal best” accomplishments. The success of Morris Brandon is a result of the commitment of all its stakeholders.

Essay 2: Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

The foundation of the reading curriculum at Morris Brandon is the Scholastic Reading Series, which was selected by the Atlanta Public Schools system in 1997. The teachers utilize this series to teach the Quality Core Curriculum, the state mandated standards for instruction.

A balanced literacy-based program is implemented at all grade levels and integrated into all content areas in order to build a strong language arts foundation for all students. To better meet the needs of our students and to increase student achievement, reading instruction is supplemented by Saxon Phonics (K & 1), the Accelerated Reader Program, guided reading with trade books, Wordly Wise, Literature Circles, and the use of content specific non-fiction materials. These programs are funded using media funds, PTA resources, and the K-3 Statewide Reading Program.

Additional reading programs addressing specific students’ needs include the Early Intervention Program, the Orton-Gillingham Multisensory Method, the Program for Exceptional Children, as well as teacher and parent volunteer tutors. Classes developed by the writing and study skills specialists support reading across the curriculum. The French program is considered part of the language arts/reading curriculum. While students participate in the gifted program, classroom teachers provide standards-aligned language arts enrichment to the other students.

To promote independent reading and strengthen reading comprehension, Brandon participates in an annual reading contest, “Let’s Read with Georgia Tech,” which the school has won for the last five years. Brandon students also participate in the *Read to Feed* Program, sponsored by Heifer International.

Selected fourth and fifth grade students participate in Literary Leaders, a *Junior Great Books* program, facilitated by PTA volunteers. Fifth grade students also publish the *Kid Buzz*, which involves students in writing, editing, and developing the layout for this quarterly newspaper.

Other supplementary curriculum activities include Poetry Phonics (K), Biography Day (1st), Poetry Tea (2nd), Spelling Club (3rd), Writers’ Workshop (4th), and the Optimist Oratorical Contest (5th). School and classroom newspapers help to further strengthen our language arts program.

Essay 3: Describe one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Our mathematics curriculum is designed to support the school’s mission of “emphasiz[ing] academic excellence, responsibility, and a lifelong love of learning” through diverse teaching models. The math program is based on the developmental needs of students. Instruction is provided in self-contained groups in kindergarten and first grade, transitioning to flexible grouping in grades two through five. Two years ago the staff selected the Harcourt Brace math series. All grade levels supplement this series with developmentally appropriate initiatives. To further strengthen problem-solving and higher order thinking skills across the curriculum, we have incorporated *Math Their Way* (K), *Calendar Math* (K-1st), *Figure it Out* (1st & 2nd), *Mountain Math* (2nd), and *Sunshine Math* (K-5th).

Beginning in second grade, students are grouped based on strengths and weaknesses as determined by beginning and mid-year assessments. Third through fifth grade teachers implement “math compacting,” which provides flexible student grouping. This model recognizes that children vary in their mathematical strengths, weaknesses, and knowledge base, and allows students to work at different levels throughout the year. After pre-testing each of the skill strands, students in each group are taught the same skills for 6-9 weeks using a differentiated approach. Post-tests determine student mastery and application of the specific standards addressed during that unit.

Many additional resources support the math program. The Early Intervention Program teachers provide remedial support for the students with individual, small, and whole group instruction through collaboration with classroom teachers. The Program for Exceptional Children teachers collaborate with classroom teachers in building essential skills. The PTA supports our math program by providing tutors and an extensive math resource center. The math resource center contains a vast selection of math manipulatives, which teachers use to provide hands-on learning of essential concepts.

Technology is incorporated into the mathematics curriculum at all grade levels. Electronic resources include the Georgia Criterion Referenced Test Item Bank, the Georgia Learning Connection, the LightSpan website, and a variety of software accessible in the computer lab, classroom, and at home.

Essay 4: Different instructional methods the school uses to improve student learning.

Brandon utilizes a variety of instructional methods to improve student learning. Calendar Math, Accelerated Reader, First Friday Book Club, Literature Circles, and Writers' Workshop serve as examples. Also included are math manipulatives, sets of fiction and nonfiction books for curriculum-aligned guided reading, science kits, and hands-on experiments. All these educational methods strengthen Brandon's instructional program and heighten student learning. Curriculum-aligned field trips and assemblies enhance experiential learning. The Science Fair and theme events, such as our "Colonial Banquet", "Poetry Tea", "Roaring Twenties Day", and Biography Day" are examples of summative activities, which provide authentic assessment of student learning. Teachers and the media specialists plan collaborative and interdisciplinary units. PTA sponsored consultants provide students with instruction in hands-on science, writing, illustrating, and social studies, to name a few.

Programs like the Junior Great Books/Literary Leaders, Math and Spelling Clubs, Model United Nations, Writers' Workshop, Kid Buzz (school newspaper), the annual school musical, the Atlanta Opera Choral Project, and the Jump Rope Demonstration Team (sponsored by the American Heart Association) extend and enrich our instructional day. One-on-one and small group instruction provided by our Program for Exceptional Children, Early Intervention Program teachers, volunteer tutors and classroom teachers, address specific student needs thereby increasing student learning.

In the classroom teachers utilize flexible groups and differentiation to better meet students' instructional needs. Specialists provide daily lessons, which incorporate student-focused activities at all grade levels. These daily specialists' lessons reinforce the instructional program in the classroom. The Gifted and Talented program and the classroom enrichment program extend and deepen learning. Technology resources that promote student learning include bi-weekly instruction in the computer lab, teacher technology assistance, a mobile laptop cart, computer programs such as the Accelerated Reader Literacy Skills tests and websites, including the Georgia Learning Connection and the Georgia Criterion Referenced Test Item Bank. Teachers utilize a vast selection of computer programs in the classroom to improve student learning.

Essay 5: Describe the school's professional development program and its impact on improving student achievement.

Professional development is structured around a three-pronged approach, which focuses on enhancing student performance. By providing teacher training on standards based instruction and release time to develop year-long programs of instruction, students receive a more consistent and comprehensive instructional program. As a result of test analysis training, teachers identify specific areas of student weakness and adjust their instructional programs accordingly. The selection of the International Baccalaureate Organization's (IBO) Primary Years Program (PYP) reform model provides teachers with training to develop inquiry units that teach the standards, provide student focused learning, and effectively assess student mastery of the concepts. As teachers are trained in developing the PYP units of inquiry, they are incorporating these and other research based "best practices" into their instructional program.

Professional development at Morris Brandon is multi-tiered, providing training to the entire staff, specific grade levels, and individual teachers. Throughout the year the staff receives training on research-based concepts that are proven to improve instruction. Teachers receive on-site professional training, attend professional workshops that address specific areas of weakness, and participate in PYP training. Thanks to \$12,000 provided by the PTA, teachers participate in workshops on differentiation, writing, math problem solving, guided reading, and grade level specific training. For teachers to attend outside workshops, they must complete a rationale form that explains the purpose of attending and how they will implement and share what was learned during the training. These workshops expand teacher skills, which improves student performance.

Another aspect of professional development involves building learning communities within the school. Through the use of Teacher Rounds, grade level teams have been provided with half or full day release time to analyze test results, design curriculum maps, develop inquiry-based units for PYP, and focus on student performance. Also, teachers have daily collaborative planning time during which they plan, share materials, and discuss pertinent issues. This time is also used to update teachers on system initiatives and focused training. This year an early morning book study group meets and reads about differentiation of instruction.

	2001-2002	2000-2001	1999-2000	1998-1999*	1997-1998*
Number of students tested	43	41	39		
3. ASIAN/PACIFIC ISLANDER	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
4. AFRICAN AMERICAN					
Does Not Meet Standards	0	0	25		
Met Standards	40	60	38		
Exceeded Standards	60	40	38		
Number of students tested	5	10	16		
5. HISPANIC	**				
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
6. NATIVE AMERICAN/ ALASKAN NATIVE	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
7. WHITE/NON-HISPANIC					
Does Not Meet Standards	1	0	1		
Met Standards	3	7	24		
Exceeded Standards	96	93	75		
Number of students tested	70	61	72		
8. MULTIRACIAL	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
9. SPECIAL EDUCATION	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
10. SECTION 504	**	**	**		
Does Not Meet Standard					
Met Standards					
Exceeded Standards					
Number of students tested					
11. LIMITED ENGLISH PROFICIENT	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					

	2001-2002	2000-2001*	1999-2000*	1998-1999*	1997-1998*
12. STATE SCORES					
Does Not Meet Standards	20	26	35		
Met Standards	41	42	37		
Exceeded Standards	38	32	28		
Number of students tested	105,958	105,472	104,003		

Note. Does Not Meet Standards, Scale Score below 300; Met Standards, Scale Score from 300-349; Exceeded Standards, Scale Score 350 or higher.

* Test not given.

**None or too few to report.

Georgia Criterion-Referenced Competency Tests (CRCT)

Morris Brandon Elementary School

Grade 4th Test English/Language Arts

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? None were excluded;

however, LEP students enrolled in U.S. schools for the first time were eligible for a one-year deferment.
Special education students not receiving instruction based on the state curriculum were assessed using the
Georgia Alternate Assessment.

Scores are reported here as (check one): NCEs Scaled scores Percentiles
x Performance level

Number excluded Percent excluded

	2001-2002	2000-2001	1999-2000	1998-1999*	1997-1998*
Testing month					
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards	0	0	2		
Met Standards	34	33	34		
Exceeded Standards	66	67	64		
Number of students tested	79				
Percent of total students tested	100	73	91		
Number of student excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
1. FEMALE					
Does Not Meet Standards	0	0	2		
Met Standards	44	32	27		
Exceeded Standards	56	68	71		
Number of students tested	34	31	52		
2. MALE					
Does Not Meet Standards	2	0	3		
Met Standards	23	32	44		
Exceeded Standards	74	68	54		
Number of students tested	43	41	39		
3. ASIAN/PACIFIC ISLANDER	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
4. AFRICAN AMERICAN					
Does Not Meet Standards	0	0	0		
Met Standards	40	80	56		

	2001-2002	2000-2001	1999-2000	1998-1999*	1997-1998*
Exceeded Standards	60	20	44		
Number of students tested	5	10	16		
5. HISPANIC					
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
6. NATIVE AMERICAN/ ALASKAN NATIVE	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
7. WHITE/NON-HISPANIC					
Does Not Meet Standards	1	0	1		
Met Standards	30	25	28		
Exceeded Standards	69	75	71		
Number of students tested	70	61	72		
8. MULTIRACIAL	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
9. SPECIAL EDUCATION	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
10. SECTION 504	**	**	**		
Does Not Meet Standard					
Met Standards					
Exceeded Standards					
Number of students tested					
11. LIMITED ENGLISH PROFICIENT	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					

	2001-2002	2000-2001*	1999-2000*	1998-1999*	1997-1998*
12. STATE SCORES					
Does Not Meet Standards	23	26	29		
Met Standards	62	58	55		
Exceeded Standards	15	16	16		
Number of students tested	105,966	105,339	104,003		

Note. Does Not Meet Standards, Scale Score below 300; Met Standards, Scale Score from 300-349; Exceeded Standards, Scale Score 350 or higher.

* Test not given.

**None or too few to report.

Georgia Criterion-Referenced Competency Tests (CRCT)

Morris Brandon Elementary School

Grade 4th Test Mathematics

Edition/publication year Annual Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? None were excluded;

however, LEP students enrolled in U.S. schools for the first time were eligible for a one-year deferment.
Special education students not receiving instruction based on the state curriculum were assessed using the
Georgia Alternate Assessment.

Scores are reported here as (check one): NCEs Scaled scores Percentiles
x Performance level

Number excluded Percent excluded

	2001-2002	2000-2001	1999-2000	1998-1999*	1997-1998*
Testing month					
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards	3	0	7		
Met Standards	44	47	58		
Exceeded Standards	53	53	35		
Number of students tested	79	73	91		
Percent of total students tested	100				
Number of student excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
1. FEMALE					
Does Not Meet Standards	3	0	4		
Met Standards	62	52	60		
Exceeded Standards	35	48	37		
Number of students tested	34	31	52		
2. MALE					
Does Not Meet Standards	2	0	10		
Met Standards	33	41	56		
Exceeded Standards	65	59	33		
Number of students tested	43	41	39		
3. ASIAN/PACIFIC ISLANDER	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
4. AFRICAN AMERICAN					
Does Not Meet Standards	0	0	0		
Met Standards	100	80	56		

	2001-2002	2000-2001	1999-2000	1998-1999*	1997-1998*
Exceeded Standards	0	20	44		
Number of students tested	5	10	16		
5. HISPANIC	**	*	*		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
6. NATIVE AMERICAN/ ALASKAN NATIVE	**	*	*		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
7. WHITE/NON-HISPANIC					
Does Not Meet Standards	3	0	3		
Met Standards	41	39	58		
Exceeded Standards	56	61	39		
Number of students tested	70	61	72		
8. MULTIRACIAL	**				
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
9. SPECIAL EDUCATION	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					
10. SECTION 504	**	**	**		
Does Not Meet Standard					
Met Standards					
Exceeded Standards					
Number of students tested					
11. LIMITED ENGLISH PROFICIENT	**	**	**		
Does Not Meet Standards					
Met Standards					
Exceeded Standards					
Number of students tested					

	2001-2002	2000-2001*	1999-2000*	1998-1999*	1997-1998*
12. STATE SCORES					
Does Not Meet Standards	34	38	38		
Met Standards	53	51	51		
Exceeded Standards	13	12	11		
Number of students tested	105,979	104,984	103,730		

Note. Does Not Meet Standards, Scale Score below 300; Met Standards, Scale Score from 300-349; Exceeded Standards, Scale Score 350 or higher.

* Test not given.

**None or too few to report.