

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Brent Zessin

Official School Name: WS Harlan Elementary School

School Mailing Address:
1641 Mohegan Street
P. O. Box 267
Lockhart, AL 36455-0267

County: Covington State School Code Number*: 0090-10

Telephone: (334) 858-3294 Fax: (334) 858-3866

Web site/URL: www.cov.k12.al.us E-mail: brent.zessin@cov.k12.al.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Sharon Dye

District Name: Covington County Tel: (334) 222-7571

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Clark

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

(School Board President's/Chairperson's Signature) Date _____

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| 2 | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 7391

Average State Per Pupil Expenditure: 8403

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

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	2	4	7			0
K	37	14	51	8			0
1	25	26	51	9			0
2	20	20	40	10			0
3	17	15	32	11			0
4	28	13	41	12			0
5	16	19	35	Other			0
6	17	19	36				
TOTAL STUDENTS IN THE APPLYING SCHOOL							290

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 15 % Black or African American
 2 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 83 % White
 _____ % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	264
(5)	Total transferred students in row (3) divided by total students in row (4).	0.076
(6)	Amount in row (5) multiplied by 100.	7.576

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 212

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 free and reduced-price school meals 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: 6 %

Total Number of Students Served: 16

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>25</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	95%	96%	96%	97%
Daily teacher attendance	95%	94%	94%	94%	95%
Teacher turnover rate	5%	0%	13%	19%	0%

Please provide all explanations below.

The ninety-four percent rate from 2004-2007 of teachers was due to maternity leaves of absence and sickness.

During the 2004-2005 school year, four teachers were hired. We needed to replace three teacher transfers and hire a counselor.

During the 2005-2006 school year, three teachers were hired. Due to an increase in enrollment, we hired a full-time librarian, a kindergarten teacher and replaced one transfer.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

W.S. Harlan Elementary School is a rural public school in South Central Alabama that serves an average of three hundred students in grades kindergarten through six. Established in 1924, the school serves students from the communities of Lockhart and Florala, as well as those in outlying areas of southern Covington County.

Many of the students who attend W.S. Harlan are generational students whose parents and grandparents attended the same original facility. However, changing demographics in the area have brought with it many new students who are quickly assimilated into our student population. This year, much like the last several years, we have accepted a sizeable number of students after October 1. The student population of W.S. Harlan has fluctuated between the two hundred nineties and the low three hundreds.

In the early 1900s, the town of Lockhart, Alabama was a thriving lumber town. The Jackson Lumber Mill employed over 1,000 workers, it was once the leading producer of Longleaf Yellow Pine in the world. With such a unique history as a community icon, students see our elementary school as a place to continue the legacy of their historic community. As a testament to this group of people, our school is fortunate to have numerous parent and area volunteers that invest in the education of W.S. Harlan's students.

Due in part to rural economic conditions in the area, the number of students who qualify for free or reduced lunches has continued to increase significantly to seventy three percent of the student population. W.S. Harlan Elementary School continues to meet or exceed annual academic achievement expectations under the No Child Left Behind Act of 2001. Because of these academic accomplishments in the face of adversity, our school was awarded The Alabama Torchbearer School Award in the 2006-2007 school year. In addition, we were a recipient of the 2006, 2007, and 2008 State Rewards Program and received a total amount of \$61,000.00 in award money. W. S. Harlan Elementary was also chosen as one of the top ten high-performing rural public schools in 2008.

Standard academic assessments such as the Alabama Writing Assessment, Stanford Achievement Tests, Alabama Reading and Mathematics Test, and DIBELS have consistently been average or above average for W.S. Harlan Elementary over the years. In order to maintain this level of educational achievement, the faculty of W.S. Harlan elected to seek the establishment of a Continuous Improvement Plan for the school year 2008-2009. The faculty have worked diligently serving on various committees and implementing programmatic strategies to address all areas of the curriculum.

Technology is a key component at W.S. Harlan Elementary. In order to ensure that our students are technologically competent, we focus on various programs that encourage an understanding of basic skills while providing students opportunities to interact with current technological equipment. Students are able to participate in programs such as Compass Learning, Kids College, STAR Sportsmanship, Accelerated Reader, and Accelerated Math, Microsoft Power Point, and Alabama Virtual Library by accessing our state of the art library media center or one of our computer labs (stationary and wireless rolling labs). All of these programs are used to enhance and augment classroom instruction.

W. S. Harlan Elementary is also fortunate to be involved with the Alabama Best Practices 21st Century Learning Initiative Grant. The program provides funding for teachers, supplies, and travel expenses for field trips. It also provides students with an opportunity to receive tutoring and exposure to arts education in an extended day program and attendance at a Kids College Program at a local community college during the summer months. We encourage our students to participate in these academic enrichment programs throughout the year.

Our school's mission is to "enable each child to develop personally, socially, mentally, and physically, strengthening skills that are necessary for daily life." It is our core philosophy to create a learning atmosphere at

W. S. Harlan Elementary School that is made up of three components. First, there is a genuine "loving relationship" for all students. As a faculty, we don't mind giving hugs and high-fives for a job well done. Second, we are consistent in discipline. We believe that children want and need daily structure in order to succeed in their endeavors. Third, we faithfully teach by the Alabama State Courses of Study. When we add these three components together, it makes for an exceptional place for children to learn and grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

W.S. Harlan students participate in the state assessment system for the Alabama Reading and Mathematics Test (ARMT), the Stanford Achievement Test, Tenth Edition (SAT-10), the Alabama Direct Assessment of Writing (ADAW), and the Dynamic Indicators of Basic Early Literacy Skills (DIDELS). Students in grades 3-5 take the ARMT and the SAT-10 assessments. DIBELS is administered to students in grades kindergarten-3 at the beginning, middle, and end of each school year. Students in grade 5 also are assessed with the ADAW and the Alabama Science Assessment (ASA).

Reading and mathematic data is disaggregated quickly to provide a realistic understanding of students' test results. The assessment system for the State of Alabama uses achievement levels to determine proficiency and Annual Yearly Progress (AYP). Level I indicates that the student did not meet academic content standards. Level II indicates that the student partially met standards. Level III students meet academic standards, and Level IV students exceed academic content standards. Assessment data is provided by the Alabama State Department of Education on the web at www.alsde.edu. Click on Accountability Reporting; to download assessment results and the state report card.

ARMT assessment results for Spring 2008 indicate that ninety-four percent of third grade students met or exceeded standards in reading, and ninety-five percent; met or exceeded standards in math. Fourth grade scores show ninety-seven percent met or exceeded standards in reading, and eighty-seven percent met or exceeded standards in math. Ninety-five percent of fifth grade students met or exceeded standards in reading, and ninety-seven met or exceeded standards in math. Sixth grade students' scores show one-hundred percent met or exceeded standards in reading, and eighty-two percent met or exceeded standards in math.

Fifth grade students also piloted the Alabama Science Assessment Eighty-seven percent of fifth grade students met or exceeded standards in science.

DIBELS scores from May of 2008 indicate that eighty-six percent of first grade students, seventy-two percent of second grade students, and seventy-six percent of third grade students were at benchmark for the oral reading fluency subtest ninety-eight percent of first grade students were at benchmark on the phoneme segmentation fluency subtest, and ninety-five percent were at benchmark on the nonsense word fluency subtest eighty-six percent of kindergarten students were established at benchmark on the phoneme segmentation fluency subtest.

The faculty and staff at W.S. Harlan recognize that we must look at each individual student and plan to meet his/her needs. We have updated our daily schedule to provide uninterrupted instruction time and provide common planning. Weekly grade level meetings provide an opportunity to discuss student data. School administration, resource teacher, and our schools reading coach are active participants in data assessment and data meetings. Every teacher at W.S. Harlan feels committed to the success of every student in our school. The ultimate goal of teachers at W.S. Harlan Elementary is to foster a sense of accomplishment and success for our students.

2. **Using Assessment Results:**

At the beginning of each school year, state assessment results are analyzed and reviewed. The data is then disaggregated and interpreted by WSH teachers. Teachers also review the scores of previous students to look for gaps in the curriculum.

Throughout the year, weekly grade level meetings are held to discuss changes in individual student plans and group plans. The reading coach has regularly scheduled data meetings with Kindergarten through third grade. Resource teachers, aides, and other staff members are utilized for additional intervention instruction.

Students in grades first through third are given a placement test for reading. The students place below, on, or above grade level. The students are grouped for reading instruction according to their placement. By utilizing the resource teacher and the librarian, we are able to have three reading groups per grade level first through third grade.

We also use DIBELS results to place students in intervention. Students who do not benchmark are placed in an additional thirty minute reading intervention in the afternoons. To accomplish this, we utilize the resource teacher and instructional aides.

3. Communicating Assessment Results:

Working together, parents and teachers develop personal educational goals for each student. Students, parents, and teachers meet when registering for the coming year. Vital information is conveyed at this time. Letters are mailed to parents as well as highlighted in the local paper informing parents about registration. Hours are extended to accommodate working parents. Parents review how their child concluded the previous year and discuss successful strategies for the approaching school year. Students, parents, and teachers sign a contract, each committing to strategies to ensure success. This is reexamined throughout the year so students and parents are aware if their progression is leading to success.

Parents receive report cards at the end of each nine week grading period and progress reports at the mid-point of the nine weeks. Graded papers, books read, and other valuable data is sent home weekly. The local paper and a marquee in front of the school keep parents informed of testing schedules, academics, and school related information.

Parent conferences are scheduled. Teachers keep documentation notebooks which guide their instruction and are used as a tool to keep parents informed of progress.

Student work is displayed throughout the school. Each student has a personal aim line. Teachers provide positive feedback, encouragement, and suggestions to ensure a student reach their maximum potential.

SAT, Alabama Direct Writing Assessment, and DIBELS results are given and clarified to parents. During PTO and various meetings throughout the year, parents are given tips such as attendance and test taking strategies to help their child be more successful. Working as a team, parents and the school can focus on what is important--the success of the child.

4. Sharing Success:

W.S. Harlan has made great progress over the last several years, and we are committed to sharing our success story with other schools in the district and throughout the state. Our school has been recognized by the Alabama State Department of Education for exceeding the challenge. During the 2006-07 school year, we received the prestigious Torchbearer School Award.

W.S. Harlan has been an Alabama Reading Initiative school for four years. Visitors from across the state have come to observe instruction and learn successful teaching strategies. The Center for Rural Alabama: Connecting Ideas with Opportunity conducted a study of W.S. Harlan's performance on student assessment and the school's success on closing the achievement gap. This was a great honor to recognize teachers who go above and beyond the perceived difficulties. Teachers at W.S. Harlan know that educating a child is invaluable.

We have hosted several academic reading coaching communities and county-wide professional development institute days. During these sessions, we are able to share and collaborate with other schools in our district and throughout the state.

Teachers at W.S. Harlan meet weekly for common planning. At this time data is evaluated, needs are identified, and successes are celebrated. A weekly newsletter is sent to parents sharing individual and school accomplishments. Parents are welcomed, encouraged, and invited into the school. This is attained through Open House and PTO meetings, as well as monthly Family Literacy Night, which is a part of the 21st Century Learning Initiative. In addition to celebrating smaller milestones, the school culminates the year with a school-wide awards program, which parents and community members are invited to attend.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at W. S. Harlan Elementary School is research-based, data driven, and student-centered. Using the Alabama Course of Study as our guide, expectations for student learning are clearly defined. The rigorous academic program offered at W. S. Harlan supports best practices in education.

Local pacing guides and curriculum guides for all academic areas have been aligned to the State Course of Study. Financial resources have been aligned to support curriculum and instructional needs. Classrooms have also been monitored for implementation and effectiveness of instruction. On-going monitoring is accomplished through monthly walk-throughs, data meetings, and system-wide walk-throughs. During the walk-throughs, the assessment team monitors to make sure the program is being implemented with fidelity.

As an Alabama Reading Initiative (ARI) School, the core reading program is (SRA) Reading Mastery Signature reading series for grades K-2 and the Reading Street series for grades 3-5. This reading program has had a high level of success for our students due to direct and explicit instruction, especially in phonics. Through the use of routine and structure, the teacher has multiple opportunities to model the strategies that good readers use. Students practice and apply the strategies. Students learn to make sense of language. Instruction is differentiated, and small group practice is critical. W. S. Harlan teachers have received extensive professional development through the Alabama Reading Initiative. We understand the framework of explicit instruction, have the skills needed to implement the core reading program, and provide the specific interventions our struggling readers need. Programs are not solely responsible for teaching children how to read and comprehend. It is the knowledge and expertise of the teacher that move students.

The philosophy of our math curriculum is to build problem solvers. Our goal is for students to think and reason independently, and then apply what they know. W. S. Harlan teachers use the Renaissance program Accelerated Math, Odyssey program, and Compass Learning to help supplement the course of study. Teachers learn new student-centered teaching methods that provide the opportunity for all students to understand and use the mathematics needed in the new millennium. Our students learn math concepts, not just memorize procedures.

With the focus on writing being placed by the State of Alabama Department of Education, it has become necessary to realign the language arts curriculum to better assist teachers in the area of writing. Our writing curriculum focuses on teaching the Narrative, Descriptive, and Expository modes. A Writing Curriculum has been added to our staff to provide on-site modeling of writing instruction with students in grades 1-6 with emphasis placed on the knowledge necessary to score proficiently on the state writing assessment given each February.

W. S. Harlan is an elementary school that believes the whole child is reached best by integrating the arts throughout the curriculum. In order to develop a well-rounded student, our school offers a number of activities: choir, honor's club, piano and guitar lessons, pee wee sports, "Release Time," a Character Education Program, plays, 4-H Club, fifth and sixth grade band and field trips. School-wide programs for parents, the PTO, and students offer an assortment of entertainment outlets with the use of seasonal themes throughout the school year. The talents of all of our students are recognized, encouraged, and supported.

2a. (Elementary Schools) Reading:

W.S. Harlan has participated in the Alabama Reading Initiative (ARI) since 2005-2006. Teachers and administrators went through extensive training and instruction to successfully implement this program. We were also fortunate to receive a reading coach who works with the students and supports the teachers on a daily basis. In 2008, we were able to purchase the Reading Mastery Signature series for grades K-2 and the Reading Street

series for grades 3-5 through the Covington County School District. In grades K-3 each class has an uninterrupted reading block ranging from ninety minutes to two and a half hours. The students are all ability grouped during this time so that the teachers can individualize the instruction for each student. Our reading program addresses the five components of reading. These components are phonemic awareness, phonics, fluency, comprehension, and vocabulary. Through the use of documentation notebooks, the teachers constantly monitor the progress of each student. This helps the teacher monitor their individual needs. The notebooks and other assessments are the driving force behind our individualized reading approach. In addition to our regular reading program, our school also implements a successful intervention program. To determine the students that need intervention, we use several assessments including the scores from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and each student's score from the STAR Reader assessment. The classroom teachers, reading coaches, teacher's aids, librarian, and special education teacher all teach these crucial thirty minute intervention sessions.

Our school also has many other programs and activities that complement our reading program. These include an Accelerated Reader program that encourages students to make at least eighty-five percent proficiency on comprehension. Also, we have an extended day program where the students receive help with homework and reading assignments. We have two computer based reading programs, Compass Learning and Kids College, which are used to increase student learning. In 2007, we were part of a Pacers project called Read, Write, and Place. This allowed us to purchase award winning books for our classroom libraries, as well as required our students to read and complete projects based on these books. These and other programs are an important part of our reading success.

3. Additional Curriculum Area:

We strive to enrich all areas of curriculum with hands-on and technological methods.

Science -- In the spring we hold a science fair. In the past students have demonstrated everything from the effects of fertilizer on plants to the dynamics of Newton's Laws on a baseball swing.

Social Studies – The last two years we have focused intently on the Social Studies curriculum. Two exciting areas we covered included a Pacers Project and the historic 2008 election. Students from 3rd-6th grades worked diligently on a Pacers program entitled, “Read, Write, and Place.” Following is an excerpt summarizing the project. It was read by student Katharine White at the Pacers Convention in Montgomery. “...the Place portion of the project, this was the most in-depth portion of the project. Our researchers traveled to the Florala Public Library. The librarian pulled folders full of articles about the history of Lockhart. Our researchers worked and sorted through years and years of history. They took notes and kept folders of all the history they were recording. These folders are also on display today. Students have taken pictures all over Lockhart. These self-taught photographers have been able to document locations of old historic landmarks. Finally, we took all the mounds of history we learned and wrote a short skit documenting our history lesson. Several students became actors and starred in our short historical documentary. Our 4th-6th grades focused intently on the election process, culminating with a school-wide election. Students were involved in every aspect of the procedure from poll workers to actual voters.

Math – Students in the 3-6 grade have the opportunity to try out for their grade level math team. Grade level teams and individual students consistently place in the Covington County Math Tournament. We also have the Renaissance program, Accelerated Math. Teachers use this program to motivate their students to accomplish math objectives that promote their math skills.

Finally every student has access to Kids College and Compass Learning. These are scientifically based programs that help develop all areas of curriculum.

4. Instructional Methods:

W. S. Harlan Elementary faculty and staff incorporate a variety of methods and instructional strategies to ensure student success. We strive to reach students with all types of learning styles (visual, auditory, kinesthetic, and tactile). Since our approach to learning is student centered, we use various learning activities including learning centers, whole group instruction, conferencing, enrichment, manipulatives, small group instruction, and peer tutoring. We tailor these processes to the individual needs of our students.

Our faculty believes that the basic needs of our students must be met in order for academic and overall success in life. Many of our students face daily obstacles including little to no parental involvement and economic hardships. Due to these factors, we feel a personal responsibility to meet those needs so that we can effectively teach. Our teaching methods are a direct reflection of our willingness to adapt to the ever changing needs of our students.

W. S. Harlan Elementary teachers have been trained in the practices outlined by the Alabama Reading Initiative since 2005. One of the main principles that we adhere to is to teach a student based on his/her ability level regardless of his/her grade level. Test results show that teaching a student on his/her instructional level allows the student the opportunity for success. Students can then build upon this success, thrusting; them into reading proficiency.

All of these unique and diverse instructional methods combine to provide our students with the best opportunities for success. We are committed to continually adapting our teaching methods for the benefit of the students.

5. Professional Development:

The key to successful professional development is the enthusiastic implementation of strategies and techniques learned. After exposure to each professional development opportunity, our teachers and faculty return to W.S. Harlan Elementary with an eagerness to put new practices and ideas to work. Students can feel the excitement in the classrooms and are encouraged to attempt new methods.

By attending professional development in the core areas of reading, math, social studies, science, and technology, we ensure that our students receive the most effective instruction to guarantee that state standards are being mastered. Our teachers also receive training on data assessment and management so that we can focus on the specific skills that need to be taught to a level of mastery. Armed with these tools, W.S. Harlan Elementary teachers can incorporate new methods of effective instruction into the classrooms.

While many developmental opportunities are provided by our local school district, our school also receives a large percentage of our professional development opportunities from the Alabama State Department of Education through the Alabama Reading Initiative. Teachers are strongly encouraged to take advantage of any local, state, and/or national conferences that would enhance student performance. W.S. Harlan faculty and staff actively seek out chances to expand the repertoire of educational training available to effectively better our students; chances at academic success.

In addition to workshops, conferences, and district level in-services, our faculty continuously assesses school performance through weekly grade level meetings and faculty meetings. At these meetings, each educator shares ideas for student motivation, strategies for student success based on state standards, and inspirational messages to encourage not only the students but the faculty as well. As a whole, the teachers of W.S. Harlan Elementary discuss, on a daily basis, ways to keep the focus on student mastery of concepts as outlined in the Alabama State Courses of Study in ways that are appealing and meaningful for our students.

6. School Leadership:

Our schools mission is to enable each child to develop personally, socially, mentally, and physically, strengthening skills that are necessary for daily life. It is our core philosophy to create a learning atmosphere at W. S. Harlan Elementary School that is made up of three components. First, there is a genuine, loving relationship; for all students. As a faculty, we don't mind giving hugs and high-fives for a job well done. Second, we are consistent in discipline. We believe that children want and need daily structure in order to succeed in their endeavors. Third, we faithfully teach by the Alabama State Courses of Study. When we add these three components together, it makes; an exceptional place for children to learn and grow.

The leadership role of the principal is evident at W. S. Harlan in many ways. First, his role begins as the instructional leader of our school. Some of his many tasks include leading data meetings, walk-throughs, and professional development meetings on a regular basis. He is also charged with providing teachers and students the materials, technology equipment, funding and daily scheduling to make W. S. Harlan one of the top schools in the state of Alabama. Second, our principal takes the time daily to be involved in the students' lives. Our principal gives hugs and; high-fives on a daily basis, calls students by their names--not just a number, puts on band-aids, and helps students make wise choices when deciding between ;right and wrong. Finally, our principal's day does not end at the 3:00 bell. Being involved in the community that he grew up in is very important. He coaches pee wee football and basketball teams, officiates games, drives the bus on field trips, and serves as a youth leader in a local church to name a few.

Our principal, as well as many of the teachers is the product of the very school he leads. What that means is that we have a leader and; staff that truly believes in the educational process at W. S. Harlan Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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

Edition/Publication Year: Yearly 2006-2007 Publisher: Harcourt Assessment, Inc

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	95	100	94	85	
Exceeding-Level IV	75	100	69	64	
Number of students tested	40	38	36	28	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	1	
Percent of students alternatively assessed	0	3	0	3	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	96	100	92		
Exceeding-Level IV	76	100	69		
Number of students tested	30	30	26		
2. Racial/Ethnic Group (specify subgroup): African-American					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*The Alabama Reading and Mathematics Test was only given four years at (W.S.H.).

SUBJECT: Math GRADE: 3 TEST: Stanford Achievement Test (SAT)

EDITION/PUBLICATION YEAR: 10TH Edition PUBLISHER: Harcourt Assessment. Inc.

SCORES ARE REPORTED HERE AS: Percentiles

•		07-08	06-07	05-06	04-05	03-04
• TESTING MONTH		April	April	April	April	April
• TOTAL SCORES		78	84	76	65	66
• # of students tested		40	37	38	36	28
• % of students tested		100	100	100	100	100
• # of alternatively tested		0	1	0	1	0
• % of alternatively tested		0	3	0	3	0
• SUBGROUP SCORES						
• 1.) Poverty		76	77	73	58	59
• # of students tested		40	37	33	32	22

Subject: Reading

Grade: 3

Test: Reading (LA)

Edition/Publication Year: Yearly 2007-2008

Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meeting-Level III,Exceeding-Level IV	98	100	97	90	
Exceeding-Level IV	88	78	78	61	
Number of students tested	40	37	36	28	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	1	
Percent of students alternatively assessed	0	3	0	3	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III,Level IV	96	100	96		
Exceeding-Level IV	80	71	77		
Number of students tested	33	20	25		
2. Racial/Ethnic Group (specify subgroup): African-American					
Meeting-Level III, Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*The Alabama Reading and Mathematics Test was only given for four years in 3-grade

*The number we had in each grade at testing time was not enough to yield data in the 2.) Racial/Ethnic Group (African-American) category. On our test data report, it prints an asterisk. We do have an overall population of 15% black this year, but that includes kindergarten, first and second grade children also. These children do not test.

* Due to the configuration of our software we were unable to put the SAT data in table form.

SUBJECT: Reading GRADE: 3 TEST: Stanford Achievement Test (SAT)

EDITION/PUBLICATION YEAR: 10TH Edition PUBLISHER: Harcourt Assessment. Inc.

SCORES ARE REPORTED HERE AS: Percentiles

•		07-08	06-07	05-06	04-05	03-04
• TESTING MONTH		April	April	April	April	April
• TOTAL SCORES		74	81	72	60	61
• # of students tested		40	37	36	28	35
• % of students tested		100	100	100	100	100
• # of alternatively tested		0	1	0	0	1
• % of alternatively tested		0	3	0	0	3

SUBGROUP SCORES

• 1.) Poverty		71	73	70	54	55
• # of students tested		33	20	31	24	27

Subject: Mathematics

Grade: 4 Test: Alabama Reading and Mathematics Test (AMRT)

Edition/Publication Year: Yaerly 2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	89	97	93	82	75
Exceeding-Level IV	71	79	54	31	47
Number of students tested	35	38	28	35	33
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	3	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	93	95	89		
Exceeding-Level IV	60	81	42		
Number of students tested	18	29	19		
2. Racial/Ethnic Group (specify subgroup): African-American					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Alabama Reading and Mathematics Test (AMRT)

Edition/Publication Year: Yearly 2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Exceeding-Level IV, Meeting-Level III	97	95	93	83	78
Exceeding-Level IV	80	79	79	60	31
Number of students tested	35	38	28	35	33
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	3	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	100	90	90		
Exceeding-Level IV	67	81	74		
Number of students tested	18	29	19		
2. Racial/Ethnic Group (specify subgroup): BLACK					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Subject: Mathematics

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

Edition/Publication Year: Yearly-2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	97	93	80	73	
Exceeding-Level IV	80	59	34	30	
Number of students tested	35	27	35	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	3	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	95	89	83		
Exceeding-Level IV	80	39	29		
Number of students tested	24	22	24		
2. Racial/Ethnic Group (specify subgroup): African-American					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Subject: Reading

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

Edition/Publication Year: Yearly 2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	94	93	72	76	
Exceeding-Level IV	80	78	49	30	
Number of students tested	35	27	35	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	3	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	90	89	75		
Exceeding-Level IV	85	78	50		
Number of students tested	24	22	24		
2. Racial/Ethnic Group (specify subgroup): BLACK					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*The Alabama Reading and Mathematics Test was only given for four years in the grade-5..

Subject: Mathematics

Grade: 6 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year: Yearly-2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	82	82	65	80	68
Exceeding-Level IV	43	35	22	26	28
Number of students tested	28	35	37	40	40
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	75	82	60		
Exceeding-Level IV	31	36	8		
Number of students tested	21	28	25		
2. Racial/Ethnic Group (specify subgroup): African-American					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Alabama Reading and Mathematics Test (ARMT)

Edition/Publication Year: Yearly 2006-2007 Publisher: Harcourt Assessment, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting-Level III, Exceeding-Level IV	100	88	84	90	83
Exceeding-Level IV	93	59	43	64	68
Number of students tested	28	34	37	40	40
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting-Level III, Exceeding-Level IV	100	91	80		
Exceeding-Level IV	94	68	36		
Number of students tested	21	27	25		
2. Racial/Ethnic Group (specify subgroup): BLACK					
Meeting-Level III, Exceeding-Level IV					
Exceeding-Level IV					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: