

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

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

Official School Name Mountain Park Elementary (As it should appear in the official records)

School Mailing Address 11895 Mountain Park Road (If address is P.O. Box, also include street address)

Roswell Georgia 30075-1818 City State Zip Code+4 (9 digits total)

Tel. (770) 552-4530 Fax (770) 643-3331

Website/URL www.mountainparkelementary.com Email moore@fulton.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

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

Name of Superintendent Dr. Thomas M. Payne (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fulton County Tel. (404) 768-3600

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

Name of School Board President/Chairperson Mrs. Katie Reeves (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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 50 Elementary schools
 15 Middle schools
 0 Junior high schools
 13 High schools
- 78 TOTAL

2. District Per Pupil Expenditure: \$8,147
 Average State Per Pupil Expenditure: \$6,979

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 Number of years the principal has been in her/his position at this school.
17 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	67	55	122	7	0	0	0
1	73	61	134	8	0	0	0
2	67	57	124	9	0	0	0
3	64	64	128	10	0	0	0
4	59	56	115	11	0	0	0
5	76	62	138	12	0	0	0
6	0	0	0	Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							761

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>89</u> | % White |
| <u>6</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 11.8 %

(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.	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	41
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	721
(5)	Subtotal in row (3) divided by total in row (4)	.1180
(6)	Amount in row (5) multiplied by 100	11.80

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 2.6 %

21 Total Number Students Who Qualify

If this method is not a reasonably 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: 18 %
135 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>6</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>10</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>28</u>	Specific Learning Disability
<u>1</u>	Hearing Impairment	<u>70</u>	Speech or Language Impairment
<u>1</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Multiple Disabilities	<u>2</u>	Visual Impairment Including Blindness
<u>2</u>	Emotional Behavioral Disorders	<u>15</u>	Significant Developmental Delay

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>2</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>20</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff	<u>12</u>	<u>9</u>
Total number	<u>79</u>	<u>29</u>

12. Student-“classroom teacher” ratio : 21:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	94%	95%	97%	94%	95%
Teacher turnover rate	12%	11%	12%	9%	11%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III – SUMMARY

Mountain Park Elementary School, located in historic Roswell, Georgia, is home to 775 students in grades pre-kindergarten to fifth grade. Our school community consists of high-performing students, quality staff, dedicated parents, and supportive business partners who strive collaboratively to create an ambitious and safe learning environment. Our student population is multicultural with a racial/ethnic composition of 2% Asian, 3% Hispanic, 6% African American, and 89% White. Thirty-four percent of our students receive academic assistance for various exceptionalities, such as learning disabilities, speech impairment, behavioral or emotional disturbances, developmental delays, gifted, and autism. Our school serves as a center school for a special needs pre-school and special needs kindergarten.

Mountain Park Elementary School’s mission is “to provide a trusting, creative, dynamic learning environment in which students, faculty, staff and community strive to achieve their individual best - together.” This statement provides a framework for every endeavor. We believe that all students are unique and can learn, achieve and succeed in different ways. We believe that all students should receive challenging instruction that actively engages them in a successful learning process. We believe that students, teachers, parents and community should strive to maintain a safe and comfortable learning environment that promotes mutual respect.

The vision of our school is that “Mountain Park Elementary is a place where all children learn to their full potential in a safe, nurturing environment supported by involved and committed staff, families, and community in helping to prepare them for a successful future.” Our school is a place where our students learn beyond what is already known. Here, students prepare to become inventors of new knowledge, solvers of challenging problems, and continual learners in an ever-changing, global society.

All decisions are made with input from the total school community. The Mountain Park School Council, consisting of educators, parents and community partners, along with the School Leadership Team, meets to discuss issues and to advise the principal. Never satisfied with the status quo, these teams are constantly seeking innovative ways to improve the organizational structure of the school, as well as our instructional delivery.

Mountain Park Elementary uses a practical model for infusing “high end learning” into local school efforts while simultaneously challenging all students. A focus on developing student creativity and higher level thinking skills incorporates a hands-on approach to learning that includes student interests and learning styles. Through enrichment teaching and learning, the school focuses on curriculum compacting, curriculum alignment, differentiated instruction, extension of gifted pedagogy to *all* students, development of interdisciplinary units, using higher level thinking skills, and team teaching between regular, gifted, and special education teachers.

Mountain Park Elementary’s environment is a positive one in which students come ready to learn and teachers come eager to teach. This is a school of quality where all individuals, students and staff alike, are dedicated to self-improvement and betterment little by little, day by day.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. Results from the Georgia Criterion Referenced Competency Tests (CRCT) show that Mountain Park Elementary students, as a whole, are consistently performing better than both our school system and state in all areas of grade levels tested. The CRCT, introduced in 2000, measures how well students are learning the Georgia Quality Core Curriculum in reading, English/language arts, math, science and social studies. All students in Grades one through eight take the CRCT in the areas of reading, English/language arts and mathematics. In the spring of 2002, the full battery of the CRCT was administered for the first time in elementary Grades 1, 2, 3, and 5 and for the third time in Grade 4.

The CRCT is reported in scale scores, which are categorized as Levels I, II and III, in a range of 150 to 450. Level 1 (300 or below) indicates students do not yet meet expectations. Level 2 (300 to 349) comprises the state's expectation of being on grade level. Level 3 (350 and above) indicates that students have exceeded expectations.

Data display tables show Mountain Park Elementary Grade 4 results on the CRCT in the areas of reading and math. This is the only grade level that was administered the same criterion referenced test or norm referenced test for at least the last three years. During this period, our fourth grade scores rose from 89% to 99% of students meeting and exceeding expectations in reading, while 95% to 98% of students met and exceeded expectations in math. Our special education students' scores rose dramatically from 70% to 93% of students meeting and exceeding expectations in reading. These learning-disabled students also achieved at high levels in math as scores improved from 87% to 92% meeting and exceeding expectations for the three-year period. Our non-white students showed the most significant gain in reading as their scores increased from 43% to 100% of students meeting and exceeding expectations in reading, as well as 67% to 82% meeting and exceeding expectations in math. Our male fourth grade students rose from 87% to 99% in reading and 95% to 100% in math as they met and exceeded expectations in both of these subjects.

The most recent CRCT results prove that Mountain Park Elementary continually strives for all students to achieve to their individual best. A few testing highlights for Mountain Park Elementary on the 2002 CRCT are:

- In Grade 2 math we were the only elementary school in our school district to have 100% of our students meet and exceed standards.
- We were the only school in our school district to have 100% of its 4th and 5th grade students meet and exceed standards in English/language arts.
- We were one of two schools in our district to have 100% of its 4th graders meet and exceed standards in science.
- All of our Grade 4 students met and exceeded standards in social studies.

Mountain Park Elementary students are acquiring knowledge, concepts, and skills set forth in our state's Quality Core Curriculum as we strive to leave no child behind.

2. Our Vision and Beliefs statement provide an anchor and a compass for us as we seek to meet the needs of every student. Assessment helps us distinguish between teaching and learning using a collection of multiple sources of evidence or data gathered on each student. In order to fulfill our mission, we use a variety of assessment tools to assure that the needs of all students are being met. Authentic assessment sources such as curriculum-based assessments, anecdotal records, portfolio reviews, interest surveys, teacher-made assessments, rubrics, checklists, projects, and student conferences as well as criterion and norm-referenced tests are used to determine flexible instructional grouping and appropriate teaching strategies for each student. The methods chosen are appropriate for the varying developmental levels of students and accurately measure the learning objectives in the curriculum.

It is recognized by our faculty that students benefit from specific strategies that can improve their performance on academic tasks. Curriculum mapping techniques assist students with making connections, cognitive reading strategies boost comprehension, brainstorming techniques enhance idea generation, and mnemonics assist retention and recall. By providing students with criteria and models of excellence, higher quality student products and performance are achieved.

3. Assessment data is reported to parents at regular intervals throughout the school year. A variety of reporting methods is used to ensure that students and parents in our school community are informed about progress. Methods used include parent/teacher conferences, telephone calls, written notes, e-mail, progress reports and report cards. Consistent feedback to parents and students from each individual classroom teacher is provided twice monthly through a set of work samples with specific feedback outlining the students' strengths and weaknesses within the current units of study.

Information is also shared via web pages, School Council, reports of the School-Based Planning and Evaluation Team, both the PTA weekly newsletter and quarterly publication, town meetings with school board members, and local media outlets such as radio, TV and newsprint. The principal gives a "state of the school" presentation annually to faculty, parents and community members.

Standardized test results are mailed to parents and are accompanied by interpretive guides. School personnel are available to discuss assessments with parents. At parent/teacher conferences, teachers review individual student's previous year's criterion and norm-referenced test results as well as authentic assessment results with every parent. We believe that parents are a major factor in assuring student academic success.

4. Mountain Park Elementary is proud and most willing to share our successes with other schools. We reflect our dedication to a mission that compels us to work together to provide an environment that promotes excellence.

In an effort to share our successes, we have presented seminars at a number of state and national organizations' conferences, including The National Association for Gifted Children, The Georgia Association for Gifted Children, The National Board for Professional Teaching Standards, The Super Computing Conference, The International Space Station Educators Conference, and The National Staff Development Conference.

We often host on-site visits from teachers and schools from throughout the country. We train teachers from other schools on our successful Schoolwide Enrichment Model. Additionally,

teachers on our staff regularly teach county staff development courses based on best practice in their classrooms.

We share our accomplishments at a number of meetings at both the state and county level. These include cluster meetings, curriculum support teacher meetings, Board of Education meetings, and countywide administrative meetings. We are featured on the Fulton County Web Page on a regular basis. Many of our teachers are returning to school to earn advanced degrees. According to the 2001-2002 Georgia Public Education Report Card, 59% of our teachers have obtained their masters degree or higher, exceeding the state average by 10%. Fourteen percent of our teachers pursued advanced degrees over the course of the past year thus affording them the opportunity to share their instructional successes with others from across the state.

PART V – CURRICULUM AND INSTRUCTION

1. The Mountain Park Curriculum is designed to meet the diverse needs of every student, K-5. Our curriculum, which incorporates National Curriculum Standards and the Georgia Quality Core Curriculum, consists of high academic standards in each of the content areas.

Our language arts curriculum focuses on reading, writing, speaking and listening, and on the skills and strategies needed to develop competence in each of these areas. Through our language arts program, the students enjoy, appreciate, and evaluate language in all its forms. We require that students listen, read, and think critically and speak effectively. The successful writing practices of prewriting, drafting, revising, and editing are applied in a variety of formal and informal styles.

We believe that our school must assume responsibility for empowering students with the mathematical skills necessary for functioning in and contributing to today's complex society. Each grade level includes mathematics instruction in the following topic areas: estimation, numbers and numeration, statistics and probability, fractions and decimals, relations and functions, whole number operations, geometry and spatial sense, patterns and relationships, whole numbers computation, measurement, and problem solving.

We embrace the philosophy and premise of the Georgia Department of Education and the National Science Education Standards. At each grade level, the science curriculum has four major strands: Science as Inquiry, Physical Science, Earth and Space Science, and Life Science. There is a strong emphasis on "doing" science and a wide variety of hands-on activities as the primary vehicles for learning.

The purpose of our social studies curriculum is to prepare students to become citizens who participate in a democratic society in an increasingly interdependent world. These ten interrelated themes present a holistic framework for state and local curriculum standards: 1) Culture; 2) Time, Continuity, and Change; 3) People, Places, and Environments; 4) Individual Development and Identity; 5) Individuals, Groups, and Institutions; 6) Power, Authority, and Governance; 7) Production, Distribution, and Consumption; 8) Science, Technology, and Society; 9) Global Connections; and 10) Civic Ideals and Practices.

If education is to be defined as the development of the total individual, we believe that the arts are an essential component of the education process. The study of both music and art is important to one's aesthetic, emotional, academic, physical and social growth, and is a significant part of the cultural heritage of all peoples. A developmental, sequential, and productive music education program encourages self-directed learning and creativity. Students participate in general music, band, orchestra, chorus and music therapy. The study of art provides students with opportunities to nourish higher-level thinking. Cultural diversity, interdisciplinary connections, and technology are integrated fully into our art curriculum. To accommodate the needs of all students, both general art and art therapy classes are part of our curriculum.

2. Mountain Park recognizes the importance of deliberate instruction in phonological processing and development of phonemic awareness in the early grades. Our Promoting Early Reading Success program, K-2, actively involves students in systematic instruction in phonics and decoding strategies. Students at every level are provided opportunities to read, discuss, interpret, and analyze passages through guided reading instruction at the appropriate level using invaluable instructional materials, an excellent Media Center and a school-wide commitment to literacy attainment.

As part of our Schoolwide Enrichment Model, a variety of literature selections and genre related to the science and social studies content areas are integrated into our units of study to foster interest and motivation to read for a variety of purposes. Frequent opportunities to write are woven throughout reading instruction at every level.

For two consecutive years, Mountain Park Elementary has been a recipient of a reading initiative grant that has provided means for adding literature selections to our classrooms and Media Center as well as designing staff development for faculty members. Research has shown that education and professional development for all involved in literacy instruction is a vital component of an effective reading program in schools today. Our faculty has been involved in a series of workshops including Effective Reading Strategies, Promoting Early Reading Success, Strategies for Working with Struggling Readers, and Developing Higher-Level Thinking Skills, K-5. It is our intention to leave no child behind.

3. It is Mountain Park's mission to provide a creative learning environment for all students. According to Joseph Renzulli, developer of The Schoolwide Enrichment Model, "Schools should not be places where young people merely learn what is already known. Rather, they should aspire to a higher calling that includes creating a learning environment in which present knowledge is viewed as stepping stones to the creation of new knowledge, to the solutions of unsolved problems, and to invention, artistic production, and examination of ways to improve life on Earth." We heartily endorse this philosophy.

The Schoolwide Enrichment Model at Mountain Park Elementary is a practical model for infusing "high-end learning" into local school efforts while simultaneously challenging all students. The model involves comprehensive collaborative planning by teachers, specialists, administrators, and parents to develop curriculum-based unit of study focusing on science and social study objectives. The enrichment program is unique to our school, based on our student population, faculty strengths and talents, and community resources. Engaging all students in meaningful activities to enhance the existing curriculum is the key to the success of our Schoolwide Enrichment Model.

4. Mountain Park Elementary is a community of dedicated teachers, staff, parents, and business partners who are committed to providing a variety of instructional learning experiences to promote student achievement. Our faculty recognizes that students have individual needs, learn differently, and their interests vary. Through differentiated instruction, the teachers actively engage all children in every area of the curriculum.

As you travel to the third grade wing, you will find a co-taught classroom of students engaged in an activity designed to develop higher level thinking skills. Such activities reflect collaborative planning and teaching among general education, special education and gifted education teachers. For example, third-graders may create a Venn diagram comparing and contrasting rocks and minerals during a unit of study.

Furthermore, we incorporate focus activities, sponge activities, graphic organizers, cooperative learning groups, role-playing, learning centers and structured or open-ended projects. Through flexible grouping, students participate in brainstorming activities, problem-based learning, creative problem solving, curriculum mapping, and activities that expand inductive and deductive reasoning. Investing in training and constant commitment to differentiated instruction has paved the way to continuous improvement in student learning.

5. One of the goals outlined in Mountain Park Elementary School's Strategic Plan states that teachers should be actively involved in the decision-making process for staff development in the school. Our principal recognizes the faculty as a community of professional learners who come together with the purpose of determining the area(s) of need with regard to professional development for effective delivery of the curriculum. The faculty was surveyed to gather data for developing a Professional Growth Program at Mountain Park. Input from each teacher led to the creation of workshops on Developing Higher-Level Thinking Skills, Integrating Technology into the Classrooms, Inclusion, National Board Certification, Power Writing, and Strategies for Struggling Readers. Staff members with advanced levels of training in these areas facilitate these workshops.

The faculty values on-going, meaningful staff development that will pave the way for improvement in the area of student achievement through a creative delivery of the curriculum. This, in turn, provides students with the opportunity to develop their interests, learning styles, thinking skills, and achievement levels.

GEORGIA CRITERION-REFERENCED COMPETENCY TESTS MATHEMATICS–GRADE 4

	2001-2002	2000-2001	1999-2000
Testing month	4/02	4/01	4/00
MOUNTAIN PARK SCORES			
TOTAL STUDENTS ENROLLED	137	119	153
Did not meet standards	2%	5%	5%
Met standards	40%	45%	55%
Exceeded standards	58%	50%	40%
Number of students tested	137	118	150
Percent of total students tested	100%	99%	98%
Number of students excluded	0	1 absent	3 absent
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Special Ed Total Students	14	15	23
Did not meet standards	7%	27%	13%
Met standards	71%	67%	61%
Exceeded standards	21%	7%	26%
2. Non-White Total Students	11	8	11
Did not meet standards	18%	13%	33%
Met standards	27%	38%	50%
Exceeded standards	55%	50%	17%
3. Males Total Students	75	55	68
Did not meet standards	0%	4%	4%
Met standards	31%	42%	51%
Exceeded standards	69%	55%	44%
STATE OF GEORGIA SCORES			
Did not meet standards	34%	38%	38%
Met standards	53%	51%	51%
Exceeded standards	13%	12%	11%

Grade 4

Test Georgia Criterion-Referenced Competency Test

Edition/publication years 2000, 2001, 2002

Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded

Number excluded 0

Percent excluded 0

Totals may not equal 100 % due to rounding.

GEORGIA CRITERION-REFERENCED COMPETENCY TESTS READING–GRADE 4

	2001-2002	2000-2001	1999-2000
Testing month	4/02	4/01	4/00
MOUNTAIN PARK SCORES			
TOTAL STUDENTS ENROLLED	137	119	153
Did not meet standards	1%	3%	12%
Met standards	19%	27%	33%
Exceeded standards	80%	71%	56%
Number of students tested	137	119	153
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Special Ed Total Students	14	16	26
Did not meet standards	7%	6%	31%
Met standards	57%	50%	62%
Exceeded standards	36%	44%	8%
2. Non-White Total Students	11	8	12
Did not meet standards	0%	0%	57%
Met standards	27%	63%	14%
Exceeded standards	73%	38%	29%
3. Males Total Students	75	56	70
Did not meet standards	1%	4%	13%
Met standards	16%	29%	36%
Exceeded standards	83%	68%	51%
STATE OF GEORGIA SCORES			
Did not meet standards	20%	26%	35%
Met standards	41%	42%	37%
Exceeded standards	38%	32%	28%

Grade 4

Test Georgia Criterion-Referenced Competency Test

Edition/publication years 2000, 2001, 2002

Publisher Georgia Department of Education

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded

Number excluded 0

Percent excluded 0

Totals may not equal 100 % due to rounding.