

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: Dr. Viola B. Blackshear

Official School Name: Carter Godwin Woodson Elementary School

School Mailing Address:
1605 Donald Lee Hollowell Pkwy NW
Atlanta, GA 30318

County: Fulton State School Code Number*: 5569

Telephone: (404) 802-7350 Fax: (404) 792-5761

Web site/URL: www.atlanta.k12.ga.us E-mail: vbbblackshear@atlanta.k12.ga.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Beverly L. Hall

District Name: Atlanta Public Schools Tel: (404) 802-2820

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. LaChandra Butler Burks

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.

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

**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:
- | | |
|------------|---------------------|
| 57 | Elementary schools |
| 17 | Middle schools |
| 0 | Junior high schools |
| 19 | High schools |
| 15 | Other |
| 108 | TOTAL |

2. District Per Pupil Expenditure: 11155

Average State Per Pupil Expenditure: 7816

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	15	30	7			0
K	37	25	62	8			0
1	34	40	74	9			0
2	20	33	53	10			0
3	28	29	57	11			0
4	26	30	56	12			0
5	19	28	47	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							379

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
99 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % 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: 38 %

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.	78
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	93
(3)	Total of all transferred students [sum of rows (1) and (2)].	171
(4)	Total number of students in the school as of October 1.	446
(5)	Total transferred students in row (3) divided by total students in row (4).	0.383
(6)	Amount in row (5) multiplied by 100.	38.341

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

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English

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

Total number students who qualify: 371

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: 7 %

Total Number of Students Served: 27

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>12</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>25</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>47</u>	<u>6</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 17 :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	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	94%	95%
Teacher turnover rate	10%	14%	23%	21%	14%

Please provide all explanations below.

Woodson suffered attrition due to the following reasons: Teach for America teachers fulfilled their two year requirements for the program and returned to graduate school, teachers received promotions, and another set of teachers left due to various, personal reasons.

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	0	
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

At Carter G. Woodson Elementary School, we seek to cultivate high academic achievers. We expect for our students to complete a post-secondary education. Our school's mission is: "Educating student scholars and leaders to graduate from colleges and universities". As we work to close the achievement gap, we instill in our students that it is their responsibility to become contributing members of society. Woodson opened in 1970, and is an urban school located two miles west of downtown Atlanta, Georgia. We have 379 students in grades pre-K through five. Woodson Elementary is 99% African American, 1% Hispanic, and 98% of our students are eligible for free/reduced lunch. Our school mobility rate is 38%.

Woodson is located in the 30318 zip code, which has the highest representation of residents in Georgia state prisons (AJC 12/04). Many of our students have parents and/or relatives that are incarcerated, which subject them to "at-risk" lifestyles even as young children. Many of our students are being raised by someone other than their parents, such as grandparents, foster parents, other relatives and guardians. An astonishing 45% of residents within our attendance zone have not earned a high school diploma. This is particularly alarming because research shows that children of illiterate parents face an even greater risk of illiteracy than do their counterparts.

Research also indicates that uncorrected "at-risk" behaviors such as truancy, school drop-out, under-achievement, and illiteracy inevitably lead to long-term consequences. In order to combat some of these statistics, we embrace the adage, "it takes the village to raise a child". We are a successful school because of the support we receive from parent involvement, parent volunteers, and community partners in education.

Woodson is a safe-haven and storehouse of knowledge for students. We commit our talents, skills, and love for children as we seek to educate the "whole child". We build bridges for student success through high quality instruction via "3-Rs: Rigor, Relevance, and Relationships." We understand that competition in a global society requires preparation and an impenetrable foundation in core subjects. Professional learning communities are integral to our school and efforts to close the achievement gap. To maximize learning, Woodson classrooms are set up according to a theme. Some themes include: Garden of Learning; Future Scholars; Future Leaders; National Association for Student Achievement (NASA); and Sea of Learning. The themed environments encourage students to set goals, work collaboratively with their peers, and strive to be future leaders. We have also adopted the PAWS (be **P**repared, **A**ct responsibly, **W**ork hard and **S**how respect) positive behavior model, which is instrumental in building strong student character.

It is pertinent that we provide our students with every educational opportunity possible. We achieve this through a multi-faceted approach, including: "Backwards Design" planning and implementation; Inclusion program, where students with disabilities, such as Emotional Behavior Disorder (EBD) are instructed in a regular classroom setting with assistance from a Special Education Teacher; five afterschool programs; tutorials; and cultural exposure through museums and exhibitions.

To optimize teaching, learning, and exposure opportunities, each school year we provide an opportunity for every student to participate in an out-of-state educational excursion. We have traveled to: Williamsburg, Yorktown, and Jamestown, Virginia; Gettysburg, Hershey, and Philadelphia, Pennsylvania; St. Louis, Missouri; and Disney World! This coming May, we will travel to Cincinnati, Ohio to investigate the Underground Railroad and other historical landmarks associated with our "Passage to Freedom" theme. With these experiences, our students are able to explore historical events by connecting the curriculum to hands-on experiences.

We at Woodson embrace the "No Child Left Behind" initiative, and consistently promote "Every Student, Every Day, a Scholar and Leader".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

There are three performance levels for the Georgia Criterion Referenced Competency Test (CRCT): Does Not Meet (which indicates a total score below 800), Meets (which indicates a total score of 800-849), and Exceeds (which indicates a total score of 850 and above). Third grade students must receive a score of 800 in Reading to be considered for promotion to the next grade level. Fifth grade students must achieve a score of at least 800 in both Reading and Mathematics to be considered for promotion to the sixth grade.

Carter G. Woodson Elementary School's test scores show a trend of steady increases in student achievement over a five year period on the Georgia Criterion Referenced Competency Test (CRCT) in grades 3-5. During the transition from the Quality Core Curriculum (QCC's) to Georgia Performance Standards (GPS), Woodson showed a slight decrease on the state assessment, but demonstrated enough success to make AYP (Annual Yearly Progress).

It is vital to note that during the 2004-2005 school year, Woodson Elementary School began its full Inclusion program which had a positive impact on test scores. During the 2005-2006 school year, the state transitioned the curriculum standards to the Georgia Performance Standards (GPS), which were reflected on the state test. During this year, we experienced a drop in test scores. However, each subsequent year, grade levels have made gains since the inception of the GPS in reading.

3rd Grade

In third grade, Reading results indicated a 20% increase from 2005-2008. Additionally, test scores for students in the subgroups indicate similar gains. In Mathematics, gains remained constant until the inception of the GPS curriculum in 2007-2008 which reflected a statewide decline in Mathematics results.

4th Grade

In fourth grade, there was a 27% gain in Reading from 2003-2004. As a result of the GPS inception a sharp decline was noted from 2005-2006. However, there has been over a 30% increase over the past three years, with nearly 90% of the students meeting or exceeding state standards.

In Mathematics, test results indicate that over the past five years 62% of fourth graders met or exceeded the standards.

5th Grade

Over the past five years, data reveals a 33% gain in reading for fifth graders. Additionally, in 2007-2008, 99% of the students met or exceeded state standards on the Spring CRCT in Reading.

Since 2003-2004, the number of fifth grade students meeting or exceeding state standards in Mathematics has remained above 80%.

Similar gains were noted by the subgroups in each academic category for grades 3-5.

Further information on Carter Godwin Woodson Elementary School's data may be obtained from <http://www.doe.k12.ga.us>.

2. Using Assessment Results:

Data drives our instructional plan and strategies for CRCT testing. The Leadership Team and the Effective Team monitor all data throughout the year and give input and recommendations. Differentiated instruction is implemented based on the results from the CRCT, Iowa Test of Basic Skills, DIBELS, Stepping Stones, Benchmarks, Teacher Inventories, and teacher input. This is carried out with the use of flexible ability grouping, cooperative heterogeneous groups, student choice, and varied delivery of instruction. The instructional leadership and other support personnel monitor the implementation of the above listed assessments to ensure standards are mastered. Student needs are addressed in our Core Reading Program, SFA, as identified by appropriate diagnostic testing (Roots Assessment, Fast Track Phonics, Scholastic Reading Inventory, Need-Based). Students are grouped and regrouped into homogeneous reading levels according to diagnostic data and classroom performance throughout the Core Reading Program.

3. Communicating Assessment Results:

At Woodson Elementary School we believe it takes a collaborative effort between the community, parents, and the school in order to effectively close the achievement gap of our students. We ensure that effective communication takes place between the school, our parents and business partners through our Leadership Team, Local School Council, and Solutions Network Team. These teams work together to analyze data for the entire school, determine the appropriate scope and focus for interventions, and review interventions on a quarterly basis. This data includes: assessment data, attendance data, and schoolwide behavior. A data wall is used to publicly display disaggregated assessment results.

Quarterly parent meetings are held to discuss the data, academic successes and strategies for parents and the community to assist the school with ensuring student academic success. These quarterly meetings include: Muffins with Moms, Donuts for Dads, and Strategies for Success on Standardized Assessments.

For our Hispanic families, we provide translated flyers and a Spanish translator to communicate data, successes and areas of improvement for the school. Oral translations are provided by our Spanish teacher and our school psychologist.

4. Sharing Success:

We are proud of the academic successes of our students and staff at Woodson Elementary School. We continue to share our success stories through school newsletters, the Atlanta Public Schools (APS) website, and notices on our marquee. In the event that Woodson Elementary School is awarded the Blue Ribbon School status, we will have a celebration of success. Invited guests will include members of the Atlanta Board of Education, APS Superintendent and Cabinet Members, surrounding schools within our region, parents, local business partners, and community leaders.

In addition to academic achievement, our students have also demonstrated great improvement in their character. Our students have become positive ambassadors for the school and are continuously complimented on their behavior, especially on field trips. Some students have shown scholastic improvement because they have made early college decisions and career aspirations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum is implemented based on Georgia Performance Standards and the school system's 26 Best Practices. Woodson is a Reading First Reform School, which focuses on five components of reading for grades K – 3: comprehension; phonics; vocabulary; fluency and phonemic awareness. While Reading First focuses on grades K-3, our core reading program, Success For All (SFA), focuses on grades K-5.

Reading/ELA /Writing

SFA reading skills align with Georgia Performance Standards (GPS). SFA uses strategies of clarification, summarization, predicting, and questioning to build life-long learners. Teachers in grades K-5 utilize the writing process on a weekly basis to develop writing proficiency in order to move students to the highest writing level. All grade levels teach the four genres of writing in response to literature (narrative, persuasive, informational, and response). Schoolwide writing takes place twice per quarter. All compositions are scored according to the state-mandated writing rubric. The writing curriculum focuses on the necessary tools needed to be a successful communicator: writing; conventions; and listening/speaking.

Mathematics, Science and Social Studies

During instruction of core subjects, students are teamed according to the following criteria: Differentiated Instruction, cooperative learning, gender, and flexible tier-instructional groups. Students perform tasks to meet and exceed expectations through the use of GPS teacher-designed learning activities and appropriate manipulatives to accommodate the various student learning modalities. CRCT data and other school-based data help to determine our student needs. Concept Based Units are another of our strategies.

Mathematics:

To assist the students in meeting and exceeding expectations on the mathematics section of standardized assessments, Woodson infuses critical thinking strategies by solving the “problem of the day,” higher-level questioning, and participation in the academic fair. Participation in such activities prepare our students for real-world experiences as they approach the Georgia Performance Standards through inquiry. The school also employs some of Marilyn Burns' strategies for building essential mathematical concepts through problem solving.

Science:

In science, teachers utilize cooperative groups and partner activities during daily instruction to assist students who are below level readers and enrichment opportunities for students who are on and above level. Students are encouraged to investigate and discover the answers to Essential Questions and Enduring Understandings. Science is taught each morning for 30 minutes. This ensures consistency of instruction and provides for a hands-on inquiry-based approach to collaborative learning. We spiral through the following areas: Life Science, Physical Science, Earth Science, and Inquiry.

Social Studies:

In carrying out our mission to prepare student leaders to graduate from colleges/universities and to become productive citizens, we build our core subjects around the Georgia Performance Standards through our Concept Based units. These Concept Based units are the focal points for implementing performance tasks pinpointed on the essential domains in the core area for success in social studies: Geography; History; Economics; and Government/Civics. We relate instruction to real-life situations and current events.

Specialty Curriculum

Our students receive instruction in the specialty curriculum content areas of Art, Music, Foreign Language – Spanish, and Physical Education. These classes help to reinforce student learning that takes place in homerooms.

For example, the Spanish alphabet is used as a phonics mechanism to support English language. In physical education, math and science “Problems of the Day,” are implemented at the beginning of each class and aligns with physical learning activities. Skip-counting and other mathematical skills are reinforced in music. During art, students learn a wealth of information related to math, particularly geometry. Students are always eager to come to specials because of the fun learning environments and exciting hands-on activities.

2a. (Elementary Schools) Reading:

Due to our school mobility rate, Woodson chose a research-based core reading program, Success for All (SFA). Students begin the program at their current proficiency level, and after mastery, move on to reading at higher levels. Reading is the cornerstone for student achievement at Carter G. Woodson Elementary School. We ensure that student needs are met through appropriate diagnostic testing (i.e. Roots Assessment, Fast Track Phonics, Scholastic Reading Inventory, Stepping Stones, DIBELS and the Peabody). Students are grouped and regrouped into homogeneous reading levels according to diagnostic data and classroom performance. SFA takes place during a 90 minute, uninterrupted reading block each day.

In addition to the SFA model, we implement the Reading First curriculum, which targets students in grades K-3. We also have a needs-based reading block for an additional 30 minutes each day. Needs-based reading instruction in grades K-3 is used to address any reading deficiencies for students who are intensive, benchmarked, and strategic as indicated by DIBELS test data.

The DIBELS and Peabody assessments are also used to drive instruction during our needs-based reading block. Students that need support in the area of phonics are provided extra help through SFA “Fast Track Phonics”. Other reading instruction during this time is provided through “read-aloud” activities, partner reading, literacy centers, and utilizing technology, such as www.starfall.com and fluency software. Re-teaching activities are based on the results of diagnostics that assess students in eight-week intervals, grade summary forms, and bi-weekly phonics assessments.

3. Additional Curriculum Area:

Technology integration is crucial to providing a twenty-first century education. Our teachers utilize the following technology to connect students to subject content: Promethean boards; LCD projectors; overhead projectors; listening stations; DVD players; Flashmasters, classroom computers; the computer lab; books on tape; trade books; videos and digital cameras. When applicable, teachers create opportunities to use external presenters that support the integration of technology into their daily work as related to core subjects.

In addition to the foregoing, teachers utilize web-based programs such as Earobics, Georgia Online Assessment, and United Streaming videos to enhance instruction. Students are also exposed to basic word processing software to complete writing and data assignments, including Microsoft Office, Word and PowerPoint.

All lessons are differentiated based on students’ needs identified by assessments and teacher observations. Social studies and science-based projects reinforce Language Arts and Mathematics instruction. In implementing GPS, technology is integrated as part of the rubric and is aligned to the state’s curriculum. On-going teacher commentary helps to ensure that technology continuously relates to our school vision and mission.

Based on the results of the semi-quarterly common assessments, students are recruited for our five afterschool programs. The progress of these students is communicated to homeroom teachers and adjustments are made in daily and after school instruction. All students have the opportunity to participate in Wednesday tutorial sessions that are specifically designed to meet their identified needs. Teachers simultaneously target students who perform at least one semester below grade level. A second targeted group of students are those who may exceed expectations on the CRCT. These students participate in the Fernbank, Botanical Gardens, and/or High Museum

Enrichment Programs. These programs require students to use hands-on inquiry-based lessons to discover the worlds of science and social studies.

4. Instructional Methods:

Students in kindergarten through fifth grades who perform below grade level utilize think-pair-share, partner reading, cooperative grouping, and learning centers as peer reinforced skills for mastery. Students in first grade through third grades receive individual assistance via the SFA tutorial component implemented by paraprofessionals and reading intervention specialists. These students are tutored for 20-30 minutes daily. Kindergarten students receive additional small group/individual skill reinforcement from the homeroom teachers and paraprofessionals during Learning Labs. First and second grade students are assisted by the grandparent program tutors. These volunteers reinforce phonics, phonemic awareness, vocabulary, comprehension, and fluency skills through one-on-one sessions using SFA materials. Students served in the Special Education Program are mainstreamed according to their Individual Education Plan (IEP). All students are allowed to participate in our Wednesday tutorial program, held one hour after the regular school day. Students who score one semester below on the Scholastic Reading Inventory and Roots Assessment are identified, as well as students who scored ten points below "meets expectations" on the CRCT. These students are recruited to participate in our Teaching, Learning, and Character Academy (TLC, a grant-funded after school program), starting the first semester. A highly qualified staff is hired to work after school and provides additional instruction in Reading and Mathematics as part of the TLC Academy. In addition to the Wednesday tutorial, and the TLC tutorial, third through fifth grade students who are ten points away from exceeding expectations on the CRCT are invited to participate in the four-week Fernbank, High Museum, and/or Botanical Gardens After-School Programs. All students receive hands-on higher level reading, writing, mathematics, science instruction, critical thinking skills and exposure to non-traditional careers.

5. Professional Development:

After careful analysis of the data collected from common assessments, daily lesson plans, and daily administrative observations, professional development is centered around differentiated instruction to enhance strategies for student achievement. Specific staff development includes Reading First Reform, examining student work for rigor and preparing students for standardized tests. The Model Teacher Leaders, SFA Facilitator, Reading First Literacy Coach, Instructional Specialist, Principal, and highly qualified teachers conduct these workshops.

Professional development activities are held in the form of Professional Learning Communities (PLCs). This has been one of our most powerful tools in transforming Woodson into a School of Excellence. During our PLCs, teachers work collaboratively to examine the data, as well as, practices and procedures to ensure the mission of the school (educating children) is being carried out.

During the closing of each PLC teachers set specific measurable goals/targets established by the teachers to ensure that student achievement occurs.

6. School Leadership:

The leadership structure at Woodson is inclusive and allows for professional growth and development opportunities. The staff retreat is one example. During the 2003-2004 school-year, staff feedback did not indicate assumed responsibility for student achievement, which pointed to the need for a staff retreat. We read research-based literature, including *The Framework for Understanding Poverty*, by Ruby Paine, state and APS system goals, an article about the black and white achievement gap as it relates to the wealth factor, and statistics of our 30318 zip code. As a result of our collaborative findings, in a leadership effort, the staff devised our mission, vision, and action plan. We were moved to re-tool our resources (Title I and general funds budgets) that lead to student achievement. We began to write grants to help us realize our mission.

Another resource resulting from leadership endeavors that has helped increase student achievement has been after-school programs. Our after-school programs have over 150 students, which focus on homework, (with a certified teacher), academics, active sports and fitness. We established a preschool classroom to address the influx of kindergarten students who were not school-ready.

The principal and instructional leadership team conduct regular, focused classroom observations. Constructive feedback is given to teachers. Grade level leaders and the instructional leadership team monitor the implementation of GPS, scope and sequence charts, and hard and soft data. The principal is the “glue” that keeps our many school programs together. She is a mentor leader who lives the belief that all children should be loved unconditionally. The principal serves as a facilitator who empowers teachers to keep children at the center of all endeavors and she continuously demonstrates how to lead a solutions-focused school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CRCT

Edition/Publication Year: 2000/2005

Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	38	77	72	81	72
Exceeds	10	16	18	19	11
Number of students tested	61	62	61	77	44
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	37	78	73	83	75
% Advanced	9	13	19	20	19
Number of students tested	58	52	59	76	27
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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
Edition/Publication Year: 2000/2005

Grade: 3 Test: CRCT
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	85	76	65	91	77
Exceeds	23	21	21	61	27
Number of students tested	61	62	61	77	44
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	84	77	64	91	77
% Advanced	22	17	22	62	33
Number of students tested	68	52	59	76	27
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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: Mathematics
Edition/Publication Year: 2000/2005

Grade: 4 Test: CRCT
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	68	71	62	85	64
Exceeds	32	12	17	23	10
Number of students tested	50	58	71	48	67
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	68	70	61	85	63
% Advanced	32	14	17	23	15
Number of students tested	50	50	70	47	40
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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
Edition/Publication Year: 2000/2005

Grade: 4 Test: CRCT
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	88	84	53	92	65
Exceeds	34	17	11	73	19
Number of students tested	50	58	71	48	67
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	88	86	54	91	68
% Advanced	34	18	11	74	18
Number of students tested	50	50	70	47	40
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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: Mathematics
Edition/Publication Year: 2000/2005

Grade: 5 Test: CRCT
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	90	85	84	87	68
Exceeds	32	45	35	26	6
Number of students tested	62	65	49	72	47
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	85	84	87	62
% Advanced	34	46	35	27	9
Number of students tested	59	56	49	70	34
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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
Edition/Publication Year: 2000/2005

Grade: 5 Test: CRCT
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets plus Exceeds	99	82	65	89	56
Exceeds	26	34	10	51	11
Number of students tested	62	65	49	72	47
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	98	83	65	88	53
% Advanced	27	38	10	51	12
Number of students tested	59	56	49	70	34
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
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: