

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Elizabeth Fogartie, Ed.S.

Official School Name: Webb Bridge Middle

School Mailing Address:
4455 Webb Bridge Rd
Alpharetta, GA 30005-9008

County: Fulton State School Code Number*: 660

Telephone: (770) 667-2940 Fax: (770) 667-2948

Web site/URL: http://www2.fulton.k12.ga.us/school/webbbridge/ E-mail: fogartie@fultonschools.org

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. Cindy Loe

District Name: Fulton County Schools Tel: (404) 786-3600

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. Linda Bryant

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

60	Elementary schools (includes K-8)
21	Middle/Junior high schools
18	High schools
	K-12 schools
99	TOTAL

2. District Per Pupil Expenditure: 9468

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. 13 Number of years the principal has been in her/his position 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			0	6	237	206	443
K			0	7	243	192	435
1			0	8	217	238	455
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							1333

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
19 % Asian
12 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
3 % 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: 3 %

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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1.	1333
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.926

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 15

Number of languages represented: 6

Specify languages:

Portuguese, Korean, Hebrew, Amharic, Telugu, Hindi

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 106

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: 93

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>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>59</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>81</u>	<u>2</u>
Special resource teachers/specialists	<u>18</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>25</u>	<u>0</u>
Total number	<u>134</u>	<u>3</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 13 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	7%	5%	9%	19%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The majority of the teacher turnovers have been due to pregnancy and subsequently staying home with small children and teachers moving out of state or moving closer to their homes.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Just as Atlanta's arms welcomed the world for the Olympics in 1996, Webb Bridge Middle School's doors opened with a mission, a vision, and a commitment to nurturing the growth of the whole student. Throughout the last 14 years, Webb Bridge has kept that aim and has remained a leader in academic achievement in the state. Founded on a belief in the ability of all people to learn, Webb Bridge has sought ways to increase academic achievement and success for all students through a strong combination of people, pedagogy, and programs.

The positively-minded pedagogical leaders at Webb Bridge are unstoppable as they pursue excellence for students, and their tireless work is a tradition. They plan and collaborate every day and participate in professional development programs that create cornerstones of student academic success. They spend planning periods together discussing student concerns, instructional ideas, common assessments, and how best to meet classroom and school-wide goals. In terms of professional development, the teachers' consistent use of the 8-Step Instructional process, the Georgia Performance Standards, as well as Learning-Focused Schools, differentiated instruction, and writing across the curriculum methods allow the school to meet the needs of all students. Valuing the people who reach students and giving those people time for collaboration and growth have always been traditions at Webb Bridge. Two other groups of people, parents and business partners, are also valuable parts of the school's success. The faculty recognizes that its work is rich because of the wealth of support from the "home front" and through the active encouragement of the PTA, whose members are a constant championing presence. Finally, Webb Bridge Middle School's wonderful awards programs, such as High Five for 25, are indebted to its community business partners, who provide enthusiastic support for students' and teachers' success.

Another tradition is the school's commitment to providing outstanding programs for its students. Because all students at Webb Bridge are viewed as growing contributors to the school's success, providing them with support, guidance, and challenge is a consistent goal. Students find academic support through teachers' help sessions, and through the Student Support Team (S.S.T.), Working Lunch, Academic Contract for Excellence (A.C.E.), and Motivational Academic Plan (M.A.P.) initiatives. In addition, students discover social help through the PATHWAY mentoring program and the WATT's Up advisement periods. Students also consistently find productive challenges to help them blossom. Hands-on, authentic performance tasks are part of teachers' daily lesson plans, and they are woven into the academic tapestry as large inter-disciplinary units. These units include Georgia Heritage Day, Student Election Convention, S.T.A.R.BOOKS, Olympics, and Desktop Stores; they each uniquely showcase the learning styles reflected in the diverse student body.

Another wonderful tradition at Webb Bridge Middle School is celebrating success. Through awards ceremonies, Citizenship and Honor Roll breakfasts, and Webster Awards, students are applauded for their achievements. Additionally, student work lines the hallways and classrooms in a daily celebration of exemplary effort. Teachers and staff enjoy shining the spotlight on students as they take steps towards bright futures.

Webb Bridge's accomplishments have come as a result of its exemplary people, pedagogy, and programs. In 2002, the school was named a Georgia Public School of Excellence and, in 2006, was named a Lighthouse School to Watch and redesignated in 2009. Lastly, the principal, Elizabeth Fogartie, was honored as the National Middle School Association's 2009 Distinguished Educator of the Year for her years of service to the students, teachers, and stakeholders of Webb Bridge.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Webb Bridge Middle School participates in national and state assessment systems through the Iowa Test of Basic Skills (ITBS) and the Criterion-Referenced Competency Test (CRCT), respectively. Each September, eighth grade students take the ITBS, which assesses them in basic reading, language, math, science, and social studies skills. Every April, students in sixth, seventh, and eighth grades participate in the CRCT, which assesses them in the Georgia curriculum standards in reading, English/Language Arts, math, science, and social studies. For each content area, a specific scale score (650-950) and performance level (1, 2, or 3) indicate if a student “does not meet the standard” (level 1 or 650-799), “meets the standard” (level 2 or 800-849), or “exceeds the standard” (level 3 or 850-950). Additional information can be found about the CRCT at:

http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_CRCT.

In terms of the math and reading totals on the ITBS from 2004-2009, there are several important noteworthy items. In math, while the number of 8th grade students tested has increased by 51 students, the National Percentile Rank has remained at 82 percentile. There is also evidence of similar improvements for individual subgroups. The number of 8th grade African American students tested has grown by seven students, and the NPR for that group has grown by 11 points in five years. In reading, the same growth is evident: an 11 point gain for that particular subgroup. The faculty of Webb Bridge, in its annual examination of the ITBS results, has noticed a consistent disparity, or gap, in the achievement levels of its African American population and the rest of the student body. Specifically, in 2009, there was a 27 point differential between the Asian and African American students in reading and a 38 point differential in math. In addition, the school’s special education students also perform at levels below the school’s averages.

Likewise, the CRCT results from 2004-2009 also reveal critical information. In the area of math, it is first important to note that the Georgia Performance Standards were implemented in the sixth grade in 2006, the seventh grade in 2007, and the eighth grade in 2008, and with each implementation, there was a drop in the number of students exceeding the standards. However, within each year after the implementation, there were gains. While the overall percentage of students meeting or exceeding the standard has been consistently in the 90th percentile for Webb Bridge, there are differences in the subgroups. For instance, in 2009, 75% of African American students met the standard and 16% exceeded it –while 25% of Asian American students met the standard and 75% exceeded it. This direct contrast between certain subgroups is evident each year. In reading, the gap between the subgroups remains to a certain extent –with an overall drop in scores in the 7th grade for all groups. In 2009, for instance, 60% of the sixth grade African Americans met the standard and 40% exceeded it –while 11% of sixth grade Asian Americans met the standard and 89% exceeded it. However, when one examines the results in a cohort fashion, one can see the gap close from 6th to 8th grade. For example, from 2006 to 2008, the percentage of African American students exceeding the standard in reading increased by 8 points (after falling 5 points when those students were 7th graders). While this cohort view of the results does illustrate promise in closing the achievement gap, the faculty acknowledges that a great deal of hard work remains. As a result, the school’s leadership team has created an “Achievement Gap” focus group to take a proactive, action research-based approach to this undeniable disparity.

2. Using Assessment Results:

The faculty and staff of Webb Bridge Middle School know that they must both understand and utilize students’ assessment results for sustained growth to occur. Accurately measuring how well students are progressing is essential to the school’s mission, vision, and goals.

Before the school year even begins, assessment results are analyzed and disaggregated to promote more effective teaching and learning. In July, when the student scores arrive from the state's Criterion-Referenced Competency Test (CRCT), the school's leadership team spends countless hours pouring over them in an effort to determine areas of need for the upcoming school year. During pre-planning, those results are shared with the faculty, who then spend time deciding on the goals that need to be established and the pedagogical steps need to be taken to reach them. From this dialogue comes direction for the year. Specifically, this critical conversation gives rise to the school's School Improvement Plan and 8-Step Instructional Focus calendar, two blueprints for student success in every content area.

Throughout the year, the faculty and staff continue to use assessment results. In content area meetings teachers create common formative and summative assessments, analyze the results from those assessments, and discuss what needs to be done instructionally. They also access the Student Assessment Management System (S.A.M.S.) for vital data about students, including their results on formative school system assessments called Checkpoints and summative statewide assessments, such as the CRCT, ITBS, and Georgia Writing Assessment. They then meet as teams to discuss how best to teach each student based on that data, as well. The school's counselors, administrators, Student Support Team chairperson, and Graduation Coach also examine S.A.M.S. on a regular basis to ascertain assessment information about individual students as well as the entire student body in order to gauge the school's trajectory towards its goals.

3. Communicating Assessment Results:

Ensuring that students, parents, and stakeholders are aware of assessment results is critical for success at Webb Bridge. Therefore, the school uses various strategies to communicate results to the community. The first line of communication comes in the form of student responsibility and the student agenda, a calendar that students use to write down assignments and information. Parents and teachers also write in them to maintain communication between home and school. This dialogue is further supported by face-to-face conferences, email, and ParentConnect, a computer-based tool that parents use to see their children's results.

Test Talks are another powerful method for sharing assessment results. These guidance sessions are conducted by counselors and administrators with whole classes, during which students are taught how to understand their standardized test results, and how to set smart goals and strategies in preparation for the CRCT. Those results, goals, and strategies then go home for parents to review and discuss. Because of the Test Talk initiative, students and parents are more aware of, more interested in, and more confident about standardized assessments. To extend upon this success, Lunch and Learn sessions about Test Talks are held for parents, and the eighth grade administrative team reaches out to families of certain students and invites them to attend one-on-one Test Talk conferences, so their assessment results can be shared and explained.

Finally, assessment results are shared with the Webb Bridge community through critical documents and meetings. The School Improvement Plan is developed at the beginning of the year with the Local School Advisory Council and is shared during the State of the School address with the Local School Advisory Council and PTA, after which it is published on the school website. The school also published a "Value-Added" report on its website to provide assessment information to interested parents and stakeholders.

4. Sharing Success:

When Webb Bridge Middle School received the prestigious Georgia Lighthouse Schools to Watch and Georgia School of Excellence awards, the faculty also accepted the significant responsibility of being a role model for other schools –and for individual educators--that pursue excellence for all. Webb Bridge opens its doors to any other school or visitor who wants to learn about its tradition of excellence. The principal has fielded countless inquiries about the school's success and has invited visitors from as near as North Georgia College and Georgia College and State University and from as far as Great Britain and New Zealand to visit the school.

In addition, the success of Webb Bridge has been shared through conference presentations. Specifically, the Webb Bridge administrative team presented at National Schools to Watch conferences in June 2007 and 2009 and at the International Model Schools Conference in July 2007. Those in attendance at the presentations were greeted with essential school information as well as CD-ROMs containing handouts, PowerPoints, schedules, and other pieces of support to take back to their schools. Teachers and other school representatives also shared what the school does to maintain excellence at the Lighthouse Schools Summit at Lake Blackshear, Georgia in 2007 and 2008. At the Georgia Middle School Association's annual conference in 2007, inclusion classroom teachers shared their successful techniques with fellow educators, as well. In addition, WBMS teacher leaders shared their most successful instructional strategies at a Best Practices conference held in Atlanta in June 2009. Finally, the team of teachers who created and implemented the WATT'S UP advisement program shared that program's success at state and national conferences and publicly posted the program's lesson plans. In fact, one teacher-architect of WATT'S UP wrote an article about the program, which was published by the National Middle School Association.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Webb Bridge, curricula are driven by the Georgia Performance Standards. Instruction is grounded in best practices adapted from Learning-Focused Schools, which include unit planning, active engagement, essential questions, cognitive teaching strategies, summarizing, graphic organizers, high-level thinking, vocabulary development, and rubrics.

The Language Arts curriculum integrates reading, writing, listening, and speaking, and students routinely experience collaborative groups, writing workshop, and literature circles. In addition, during S.T.A.R.Books (“Sit Together and Read Books”) sixth graders share their voices with peers, parents, and community members by reading from their published books.

The math curriculum, which is organized into strands (Numbers and Operations, Algebra, Measurement, Geometry, and Data Analysis and Probability), also includes process standards that emphasize problem solving, reasoning, representation, connections and communication. Instruction and assessment include the use of manipulatives and appropriate technology. Originating in math class, *Desk Top Stores* is an interdisciplinary unit during which students take products from idea to conception and then market and sell them. This authentic project requires students to apply for licenses, submit prototypes, and create marketing campaigns. In math, students calculate inventory costs, net profit and loss, and make important decisions related to price points.

The science curriculum features Earth, life, and physical sciences. In Earth science, sixth graders learn about the following: Earth’s structures, formations, composition, and solar system; the universe’s evolution; hydrology, oceanography, and meteorology; and conservation of energy. Seventh graders study life science, which includes the structure and functions of cells, tissues, organs, and organ systems; and interdependence, traits, evolutionary survival, and diversity of organisms and environments. In physical science, eighth graders explore matter; the forms and transformations of energy; force, mass, and motion of objects; sound; electromagnetic radiation; gravity; electricity; and magnetism. Students also participate in the science fair every year.

The social studies curriculum increases students’ knowledge of the world community and promotes ethnic, cultural, economic and political diversity. The sixth and seventh grade curricula examine the history, geography, government, economics, and culture of selected regions. Sixth graders study Europe, Latin America, Canada, Australia, and Oceania. Seventh grade students explore Africa, the Middle East, and Asia. Eighth graders study Georgia’s history, geography, state government and economic development in the context of United States history. Students participate in the social studies fair, the Student Council Election Convention, the Geography Bee, Georgia Heritage Day, the Inaugural Ball, and Mock the Vote.

The world languages curriculum includes Chinese, French, and Spanish for sixth, seventh, and eighth graders. Many students receive high school world language credit by completing year-long courses, while others participate in nine-week connections courses that emphasizing communication, culture, and connections. Students become proficient in presentational, interpersonal, and interpretive communication in a variety of real-world scenarios; they converse with peers with more confidence; and they more adeptly understand spoken language in a variety of media.

The art and music programs infuse production, history, aesthetics and criticism. In Fine Art classes, students produce, discuss, and write about their own and others’ artwork and create portfolios to develop art skills, techniques, and concepts. Through practice, students understand visual arts through drawing, clay and

painting. Music students perform, apply aurally, and interpret music notation, musical terms and ensemble concepts.

The career and technology curriculum focuses on investigating budding career options through the use of technology in Family and Consumer Science, Video Journalism, and Business and Consumer Science classes. Students learning in these classes are propelled by the real-world tasks and hands-on assignments.

The health and physical education curriculum emphasizes skill development, healthy physical activity, improved physical fitness, improved judgment, and stress reduction. The annual Olympics festival showcases students' skills in a variety of competitions and nurtures positive attitudes toward fitness, sportsmanship, and fair play.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English Language Arts curriculum encompasses many different facets including both oral and written language. The curriculum also includes reading in different genres and instruction in Standard English conventions, which are taught daily in mini-lessons as well as during writing and reading lessons. Students immerse themselves in oral language through presentations, role playing, performances, readers' theater, and speeches. Students perform pieces written by authors and their original works. Additionally, the curriculum promotes student participation in verbal interactions between student and teacher, student and student, and in group discussions. All students experience writing in a variety of genres, too. Students write fictional or personal narratives, persuasive and expository essays, and responses to literature. Each grade level also uses research and technology to support writing.

Reading includes pieces from the student anthology, novels, and teacher selected materials. Students read an array of genres including realistic, historical, and science fictions, biography and autobiography, drama, poetry, folk tales, and nonfiction.

The needs of students reading below grade level are addressed in several ways. The Extended Learning Program provides assistance to students after school with intensive reading instruction. Additionally, the school utilizes software programs with the struggling reader in mind. Study Island, an interactive software program that targets specific reading skills, allows students to work at their own pace on specific skills. SOLO for Reading and Writing is available to students; it addresses the needs of those working below grade level. Also, as a part of Test Talks, all students are made aware of their lexile scores and are taught specific reading strategies. Finally, students are challenged to read 25 books each year through the school's High Five for 25 reading program and to participate in its March Madness Reading Tournament, which makes reading a fun, team activity for all teachers and students.

3. Additional Curriculum Area:

The social studies curriculum prepares students to become active participants in a democratic society within a diverse, interdependent world. Students analyze issues and data and develop problem-solving techniques, while forming connections between past and present ideas and events that will promote cooperative and constructive solutions to real-life problems and issues.

Students are taught and encouraged to become active community members as both United States and world citizens. As they advance through middle school, students learn about their place in the global society in which we live by participating in mock elections, student government, community-based projects, and the study of national and world wide social issues. Dynamic events include the social studies fair, the Student Council Election Convention, the Geography Bee, Georgia Heritage Day, the Inaugural Ball, and Mock the Vote.

The annual Student Council Election Convention embodies the ideals of the mission statement in that students are charged with becoming “responsible, contributing members of society.” Every fall, eighth graders play the role of election convention delegates, participating in a convention that rivals the national party conventions in terms of excitement, enthusiasm, and colorful drama. The election convention is not all fanfare, however, in that students have prepared for the culminating activity of the social studies unit for weeks. By the day of the convention, students have already narrowed the field of candidates by participating in primary elections, researched and discussed relevant issues, and acted in the roles of candidates, campaign managers, or concerned constituents. They understand the importance of the vote, and their responsibility to elect a peer who will represent them well for his or her term of office. By the end of this interactive and relevant unit, students know they have taken an active role in fulfilling their responsibility as contributing citizens of the school.

4. Instructional Methods:

The challenges faced by today’s increasingly diverse student population necessitates comprehensive and creative approaches in the classroom. Given diverse backgrounds, learning styles, cultures, and families, teachers are more flexible when approaching learning and achievement. At Webb Bridge, the faculty realizes that classrooms should be places where each member of its diverse student body has ownership and voice in his or her learning. They should also be places where teachers use best practices and sound methods to differentiate each student’s quest for success. Time and dialogue make that kind of classroom possible. In teams, teachers spend time discussing students and sharing pedagogical ways to reach them. They utilize the Student Achievement Management System (S.A.M.S.), which provides data about each student, so they can tailor instruction and customize learning. The team discussions continue into content area and vertical team meetings, during which teachers examine how instructional methods and goals are aligned to promote success for all students. Teachers also use content area meetings to analyze results from common assessments, so they can differentiate instruction more.

Teachers also differentiate how student success is measured. All content areas are taught using the Georgia Performance Standards, which incorporate performance assessments to evaluate student learning. Performance assessments can be individualized, allowing students to apply content concepts in unique ways. Additionally, Webb Bridge students excel by learning in classes that meet their individual needs, such as advanced courses in most content areas; ESOL classes in language arts and reading; and Talented and Gifted and Special Education (inclusion and resource) classes in all content areas. For additional differentiation, students are invited to attend teacher help sessions, Working Lunch with the Graduation Coach, or Lunch Bunch with counselors. It is definitely a tradition at Webb Bridge to meet the needs of all students and help all students be successful.

5. Professional Development:

In the same way that Webb Bridge differentiates instruction for its students, it also differentiates professional development for the faculty. Based on teacher input and then developed and facilitated by teachers and administrators, innovative professional development provides a foundation for excellence in the classroom. Through “Learning Matters” early release days, for instance, time is provided for essential pedagogical growth and educational conversation. To develop learning sessions for these days, the faculty first shares its staff development needs; then resources are provided, community partnerships are established, and site-based experts are asked to present about the topics. That developmental process has helped sustain the shared vision, empower the faculty voice, and create outstanding professional development. Teachers and staff have enjoyed sessions about the following: GPS, professional learning communities, Best Practices, Learning Focused Schools, integrating technology into the curriculum, vertical teaming, data analysis and action research, book studies, closing the achievement gap, inclusion teaching, truth in grading, and content development for world language and connection teachers. This list represents merely a sampling of the professional development offerings that the Webb Bridge faculty has enjoyed on Learning Matters Days.

Due to its unflappable pursuit of excellence for all students, the faculty actually engages in professional development sessions every day. Teachers at Webb Bridge, the true experts in action, meet and share their best practices and ideas with each other –and grow professionally from that sharing on a daily basis. Every instructional initiative that is communicated between colleagues is an effort to help all students succeed. As aforementioned, that spontaneous and generous professional development happens because time is provided in the master schedule for all teachers to collaborate and connect. Thus, a simple scheduling mechanism is part of another cherished tradition at Webb Bridge that maintains its aim towards excellence.

6. School Leadership:

Internal and external stakeholders have leadership and decision-making roles at Webb Bridge because everything is possible. WBMS is on the move –never satisfied with the status quo. If there are opportunities to participate, improve, or be challenged, Webb Bridge steps forward. Leadership roles are clearly understood throughout the community, yet nobody says, “It’s not my job.” A primary role of the principal, for example, is to set the overall tone of the school, yet Ms. Fogartie’s leadership does more than merely set the tone at Webb Bridge. Three assistant principals with strong teaching backgrounds share administrative and instructional leadership responsibilities with the principal. These dedicated APs work collaboratively with staff and community members.

Other stakeholders have responsibilities that vary from making day-to-day decisions to setting long-range goals. They include the leadership team – an internal clearinghouse and decision-making body that meets weekly; grade level chairs –coordinators for activities at assigned grades; content area chairs –curriculum experts who keenly watch assessment results and instructional strategies; local school advisory council (LSAC) –a group of parents, business representatives, teachers, and the principal that make decisions focusing on student learning; and Student Council – elected student leaders who bring requests and issues to the leadership team.

All of these groups meet to ensure that policies, programs, relationships and resources focus on improving student achievement. The administrative team meets each Monday morning, for instance, and the leadership team meets each Monday afternoon to make certain that the school’s short and long range goals are being met. In addition, the school’s stakeholders are collaborative decision makers in the areas of the school’s mission/beliefs, strategic planning, school improvement plan, professional development, curriculum, technology, co-curricular opportunities, policies/procedures, and initiative implementations. Prior to any decision at Webb Bridge, the question is asked and answered: “How will this decision affect students?”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & exceeds	96	93	92	88	97
% exceeds	47	40	50	37	71
Number of students tested	441	451	467	429	417
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & exceeds	87	71	68	67	81
% exceeds	71	58	54	60	42
Number of students tested	31	24	37	43	31
2. African American Students					
% meets & exceeds	91	74	75	68	84
% exceeds	16	11	16	12	33
Number of students tested	160	153	147	133	121
3. Hispanic or Latino Students					
% meets & exceeds	88	93	74	76	83
% exceeds	38	36	22	12	50
Number of students tested	54	62	72	75	54
4. Special Education Students					
% meets & exceeds	62	50	63	56	61
% exceeds	3	12	20	12	35
Number of students tested	39	26	35	43	23
5. Limited English Proficient Students					
% meets & exceeds				59	81
% exceeds				17	36
Number of students tested				12	11
6. Largest Other Subgroup					
% meets & exceeds	100	99	99	97	99
% exceeds	75	60	75	60	81
Number of students tested	240	237	232	197	171

Notes: 5. There were too few students to report results in some school years.

6. The largest "other" subgroup is Asian. During the 2005-2006 school year, the math curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 6th grade.

Subject: Reading

Grade: 6

Test: Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & % exceeds	98	100	98	97	98
% exceeds	66	69	57	49	86
Number of students tested	439	448	462	428	417
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & % exceeds	94	96	95	95	84
% exceeds	29	29	31	21	65
Number of students tested	31	24	36	42	31
2. African American Students					
% meets & % exceeds	100	100	98	96	88
% exceeds	40	33	49	21	62
Number of students tested	57	46	51	53	39
3. Hispanic or Latino Students					
% meets & % exceeds	94	100	95	96	92
% exceeds	56	57	33	38	68
Number of students tested	16	14	21	24	25
4. Special Education Students					
% meets & % exceeds	85	96	94	86	82
% exceeds	18	46	20	23	52
Number of students tested	39	26	35	43	23
5. Limited English Proficient Students					
% meets & % exceeds				55	63
% exceeds				0	36
Number of students tested				11	11
6. Largest Other Subgroup					
% meets & % exceeds	100	100	98	92	96
% exceeds	89	75	67	61	86
Number of students tested	83	73	85	62	72

Notes:

5. Some years had too few students to report results. 6. The largest "other" subgroup is Asian. During the 2005-2006 school year, the reading curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 6th, 7th, and 8th grades.

Subject: Mathematics

Grade: 7

Test: Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & % exceeds	97	96	94	96	96
% exceeds	71	62	58	60	59
Number of students tested	455	466	428	422	387
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & % exceeds	90	80	82	83	84
% exceeds	54	56	68	60	71
Number of students tested	28	41	28	35	31
2. African American Students					
% meets & % exceeds	91	90	89	80	85
% exceeds	37	38	20	17	26
Number of students tested	44	60	51	53	39
3. Hispanic or Latino Students					
% meets & % exceeds	91	80	81	96	89
% exceeds	50	30	31	33	21
Number of students tested	22	21	26	25	25
4. Special Education Students					
% meets & % exceeds	68	78	58	65	69
% exceeds	20	26	14	15	21
Number of students tested	25	31	36	26	29
5. Limited English Proficient Students					
% meets & % exceeds	80		63		
% exceeds	60		18		
Number of students tested	10		11		
6. Largest Other Subgroup					
% meets & % exceeds	100	100	96	96	100
% exceeds	85	86	77	81	87
Number of students tested	74	84	87	62	72

Notes:

5. There were too few students to report results in some school years. 6. The largest "other" subgroup is Asian. During the 2006-2007 school year, the math curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 7th grade.

Subject: Reading

Grade: 7 Test: Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & % exceeds	98	99	98	96	98
% exceeds	46	35	38	32	79
Number of students tested	453	465	428	422	387
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & % exceeds	89	97	93	85	81
% exceeds	18	7	14	11	39
Number of students tested	28	41	28	35	31
2. African American Students					
% meets & % exceeds	92	98	98	81	91
% exceeds	20	8	16	5	50
Number of students tested	44	59	51	40	34
3. Hispanic or Latino Students					
% meets & % exceeds	95	100	96	100	79
% exceeds	19	5	31	22	26
Number of students tested	21	21	26	27	18
4. Special Education Students					
% meets & % exceeds	92	96	86	77	93
% exceeds	4	6	11	19	38
Number of students tested	25	31	36	26	29
5. Limited English Proficient Students					
% meets & % exceeds			91		
% exceeds			0		
Number of students tested			11		
6. Largest Other Subgroup					
% meets & % exceeds	99	99	97	97	100
% exceeds	55	49	60	43	90
Number of students tested	73	84	70	72	60

Notes:

5. Some years had too few students to report results.

6. The largest "other" subgroup is Asian.

During the 2005-2006 school year, the reading curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 6th, 7th, and 8th grades.

Subject: Mathematics

Grade: 8

Test: Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & % exceeds	97	90	98	96	95
% exceeds	70	51	67	61	56
Number of students tested	452	430	425	410	345
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & % exceeds	91	86	100	84	76
% exceeds	57	75	56	56	52
Number of students tested	35	28	27	39	25
2. African American Students					
% meets & % exceeds	93	90	90	90	83
% exceeds	43	17	33	33	25
Number of students tested	60	48	46	40	48
3. Hispanic or Latino Students					
% meets & % exceeds	94	82	100	74	76
% exceeds	47	25	54	17	38
Number of students tested	17	28	24	23	13
4. Special Education Students					
% meets & % exceeds	85	72	74	83	74
% exceeds	48	6	13	78	13
Number of students tested	27	35	23	29	25
5. Limited English Proficient Students					
% meets & % exceeds		72		61	
% exceeds		29		23	
Number of students tested		14		13	
6. Largest Other Subgroup					
% meets & % exceeds	100	94	100	99	97
% exceeds	84	82	88	83	74
Number of students tested	81	78	76	63	72

Notes: 5. Some years had too few students to report scores. 6. The largest "other" subgroup is Asian. During the 2007- 2008 school year, the math curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 8th grade.

Subject: Reading

Grade: 8 Test: Criterion Reference Competency Test (CRCT)

Edition/Publication Year: 2000/2002

Publisher: GA Dept. of Educ.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% meets & % exceeds	100	100	100	98	97
% exceeds	68	56	46	41	83
Number of students tested	452	428	423	409	344
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% meets & % exceeds	100	100	100	90	84
% exceeds	40	26	30	16	52
Number of students tested	35	27	27	38	25
2. African American Students					
% meets & % exceeds	100	100	95	97	94
% exceeds	45	29	28	13	65
Number of students tested	60	48	46	40	48
3. Hispanic or Latino Students					
% meets & % exceeds	100	89	100	82	77
% exceeds	53	43	33	17	23
Number of students tested	17	28	24	23	13
4. Special Education Students					
% meets & % exceeds	96	100	82	97	72
% exceeds	48	17	9	14	36
Number of students tested	27	35	23	29	25
5. Limited English Proficient Students					
% meets & % exceeds		100		59	
% exceeds		8		17	
Number of students tested		12		12	
6. Largest Other Subgroup					
% meets & % exceeds	100	100	100	97	97
% exceeds	74	70	58	46	82
Number of students tested	81	76	74	63	39

Notes:

5. Some years had too few students to report results.

6. The largest "other" subgroup is Asian. During the 2005-2006 school year, the reading curriculum changed from a QCC (quality core curriculum) to a GPS (Georgia Performance Standards) format for the 6th, 7th, and 8th grades.