

PART I - ELIGIBILITY CERTIFICATION

12GA1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

1. Number of schools in the district 77 Elementary schools (includes K-8)
 (per district designation): 19 Middle/Junior high schools
22 High schools
0 K-12 schools
118 Total schools in district
2. District per-pupil expenditure: 7650

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	81	64	145
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	67	70	137		11	0	0	0
5	70	67	137		12	0	0	0
Total in Applying School:								419

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
15 % Asian
23 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
57 % White
4 % 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 2010-2011 school year: 0%

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, 2010 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2010	415
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 58

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 2

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>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>43</u>	<u>1</u>

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

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	98%	97%	98%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

Located just outside the city limits of Atlanta, Georgia, Kittredge Magnet School is a part of the DeKalb County School District. Visitors to Kittredge comment on the dynamic interactions they observe between our creative, enthusiastic staff and our eager students. They don't just hear teaching taking place, they see learning happening. The norm at Kittredge is hands-on, participatory learning where students are actively engaged in questioning and exploration in a risk-free environment. Kittredge is a school where parent support is seen and felt as parents spend a minimum of 16 hours per year volunteering in support of student learning.

Fourth through sixth grade students from the 77 DeKalb elementary schools are chosen for Kittredge through an application and lottery process. When chosen, students must leave friends in their home schools to attend an initially unfamiliar school. The majority of our students spend 1 - 2 hours daily traveling on buses to attend Kittredge. However, after spending even a short time here, the students and parents overwhelmingly comment on their satisfaction with the learning opportunities they find at Kittredge and the support of the staff. This is demonstrated in the students' level of motivation and dedication to their academic studies. Along with scholarly demonstrations towards everyday academic assignments, many students choose to engage in additional academic activities outside of the school day. Parents trust our experienced, knowledgeable and creative staff to make the students' long bus rides worthwhile each and every day. From the day students are initiated into the Kittredge family through a welcoming assembly at the beginning of their entering year to the day they leave us as we celebrate their transition to the next school level, Kittredge students become a part of a 24 year tradition of excellence. Teachers define the standard for "Kittredge Quality Work" for each classroom.

Kittredge is a school where respect for all is the expectation for anyone who enters the building, adult or child. As a staff initiative, we created a "house" organization for all students three years ago. Students new to the school learn about houses during their school initiation ceremony. The meeting of "houses" is one of the activities on each club day. We hold club days six times each year as enrichment classes for students and an opportunity for them to mix with students of other grade levels and get to know teachers outside their grade level. As the first activity of the day, students assemble in house groups that include members of all grade levels and are facilitated by teachers from all grade levels. Students are given opportunities for leadership through these meetings. Activities for the meetings center around and reinforce the respect for all theme of the school. Students comment that high expectations and well-defined standards of behavior help them produce quality work.

The mission of Kittredge Magnet School is to develop creative life-long learners who excel to their individual potential and take responsibility for learning, by providing challenging experiences in a dynamic, safe, nurturing environment, enhanced by diversity and supported by collaborative efforts of school, parents and community. The staff, parents and community share the following beliefs:

Students can excel to their individual potential.

High expectations yield high achievement.

Students have responsibility for their learning process.

Challenging experiences lead to personal growth.

A diverse school community broadens appreciation of individual differences.

A safe, orderly environment is essential for learning.

Creativity enhances learning.

A low student-teacher ratio enhances learning.

The learning experience is enhanced by the collaborative efforts of the school, community and family.

The content of the curriculum is reflected in the mission of the school and clearly supports the desired performance standards as the content is flexible and appropriate for the development of skills necessary to function in a global society. Students have opportunities to problem solve, make decisions and set goals. Students are challenged to think critically. Meaningful homework enriches and supports the learning objectives identified in the classroom. There is clear rationale for methodologies used in planning and instruction.

We believe in providing leadership opportunities for our students through Beta Club, Student Council and in everyday activities in band, orchestra, PE and the classroom. Students have opportunities for after school activities that enrich the curriculum in Writing Club where students can create essays for entry in various competitions, math club, art club, radio club, robotics, science olympiad, academic bowl, reading club, science night among other opportunities for growth.

As a suburb of Atlanta, DeKalb County encompasses a very culturally and economically diverse area. This diversity creates wonderful opportunities for our students to grow personally. It also creates an academic challenge for the staff as students come from a variety of school experiences and backgrounds. In order to meet the need to fill curriculum gaps and provide challenge and enrichment, Kittredge reorganized several years ago to require all core curriculum teachers to gain gifted certification, lower pupil teacher ratio to fit a state approved model of gifted services which allows a higher percentage of gifted students with non-gifted in the classroom. Through this model, we are better able to address individual differences and experience gaps more effectively. Since teachers have been trained in the use of best-practice strategies to develop thinking skills, students not only gain knowledge more quickly, but they learn to think about what they are learning and how to use that information. We find test scores increase as students progress through our program. Our high expectations of students are supported by constant monitoring of student progress, an emphasis on student self evaluation, tutoring sessions before and after school, highly developed study skills practices embedded in the curriculum, the use of student daily agendas, website information for parents and students, formal and informal academic support sessions coordinated by our school counselor and on-going communication with parents.

1. Assessment Results:

In the spring of 2000, the Georgia Criterion Referenced Competency Test (CRCT) was administered for the first time to all fourth grade students in Georgia public schools. Since that time, testing has expanded to other grade levels and subject areas to meet the requirements of No Child Left Behind. Fourth, fifth and sixth grade test scores are shown in our tables in the areas of reading and math. The CRCT is reported in scaled scores, which are categorized as follows:

Level 1 - Scores below 800 indicate a level of performance that Does Not Meet the state's minimum level of proficiency.

Level 2 - Scores from 800 to 849 indicate a level of performance that Meets Standards set for the test.

Level 3 - Scores at or above 850 indicate a level of performance that Exceeds the Standards set for the test.

Nationally norm-referenced testing is also required by the State of Georgia in grades 3, 5 and 8. The Iowa Tests of Basic Skills (ITBS) is used in DeKalb. Kittredge fifth grade students score in the upper ranges on these tests.

A comparison of our students' CRCT scores are included with this report. Test results are carefully analyzed by teachers in various group settings in the spring when scores are returned in preliminary planning for the coming school year and then again in greater detail over the summer and early fall. Scores are used as the basis for developing school improvement plans, professional learning, and budgeting.

Results from the CRCT and ITBS administrations show that Kittredge students score well above system and state averages. In the Fall, 2011 administration of the ITBS, our fifth grade students scored 95% in Total Reading, 95% Total Math and 98% Complete Composite. Kittredge consistently scores at the very top or in the first three or four top scoring schools in the state in all areas for the grade levels we serve. Kittredge has been named by the Georgia Governor's Office of School Accountability as a Platinum School for scoring in the top 10% of schools since that award was instituted. We were named a Georgia School of Excellence and a National Blue Ribbon School in 2004 and again a Georgia School of Excellence in 2008. Our students consistently "meet" and "exceed" expectations. It is always our goal to raise our percentage of students who score in the "exceeds" category.

2. Using Assessment Results:

Kittredge teachers use assessment data to improve individual student achievement and to measure general school effectiveness. Test information is analyzed in staff meetings, grade level meetings and in grade level "subject pair" meetings in order to guide school improvement planning and daily instruction. Test results are used to compare student performance with expected results. Although we celebrate performance that exceeds test predictions, we carefully look at discrepancies when we see performance below predicted levels. Analysis of data begins in late spring of each year as soon as testing information is returned to the school. Initial planning begins for the following school year. Determinations are made as to areas where intensified focus of the curriculum might need to be developed. Teachers begin to identify students who will need more support or enrichment. This process continues during the summer and when teachers return to the school in the fall when plans are finalized.

Teachers use assessment data to monitor individual student progress and diagnose individual student strengths as well as areas for improvement. Assessment data provides a basis for choosing supplemental classroom resources, materials and instructional strategies. Through careful analysis of the CRCT, ITBS and teacher benchmarking, teachers are able to identify areas where the curriculum should be strengthened and expanded. This analysis occurs in weekly grade level meetings, weekly subject pair meetings, departmental meetings and periodic sessions with administrators to benchmark student progress and determine school direction, needs and focus. As teachers prepare for periodic meetings with administrators, they are given a set of questions upon which to reflect. As they present, each grade level subject pair details for administrators both group and individual student trends. They use all available data to document student progress in mastering standards. Discussions are centered on strategies for students they are trying to move from the "meets" category to "exceeds" and how they are challenging students in the top tiers of their "exceeds" groups. Teachers must detail how they are providing individual support for any students of concern. Teachers are asked to identify any resources they might need and to talk about how the administration can support them in their task.

Teachers use student subgroup data to help them identify trends also. They initially target groups at the beginning of each year based on this data for more intensified instruction. However, as they see student work in the classroom and review portfolios teachers will build an analysis of individual and group strengths and needs. They will base the use of flexible grouping or individual help on this analysis. Teachers will also use portfolios as a tool for student self-assessment.

Analysis of test data also provides direction for professional learning. When an area is identified for improvement, best practice research is used to determine how the staff can be supported in helping students improve in the identified area. Professional development plans are then created and implemented. Comparison of test data in departmental meetings sometimes yields sharing of successful strategies to show how improved performance has been achieved. One of the strengths of Kittredge is the professionalism of the teachers. They are passionate about teaching their subject and willing to share and learn from each other to make their own classroom better and their students more successful. The daily grade level planning time, professional learning time, and the planned weekly grade level meetings facilitate this process.

Kittredge communicates test data with parents, students and teachers on an ongoing basis. Assessment data is shared during staff meetings, PTA and School Council meetings, in the local newspapers and in school newsletters (e-letters). Test scores and interpretative information are shared with parents as soon as scores are available. Teachers conduct scheduled parent conferences periodically to discuss student performance and test data. Individual student conferences are held to discuss students' test scores, strengths and weaknesses for each subject area. Student led conferences are scheduled during the year for fifth and sixth grade students. During the conferences, students present a portfolio of work for their parents that shows their progress toward mastering the curriculum standards for that semester. Fourth grade students present a "success night" for their parents to show off a portfolio of work that chronicles their successful mastering of standards.

Teachers make themselves readily available through conferencing, phone calls and email to talk with parents about student progress. If a teacher feels that a student is not making the progress needed or their grade point average falls below an "82", they will call the parent to set up a conference. The administration has an open door policy for teachers and parents. Parents can check their child's grades at any time through the school district's "Parent Portal." All teachers keep an updated website with assignments and pertinent information available through Kittredgemagnet.com.

The Georgia DOE publishes an annual report card for each public school which is shared with parents and community. Parents can find test results for all schools across the state and school rankings. Since 2001, the DOE's Department of Educational Accountability has provided schools and parents with disaggregated data indicating how schools performed on the CRCT.

3. Sharing Lessons Learned:

Kittredge Magnet has always shared information about its success with other schools. Since opening in January of 1988, Kittredge has been visited by many other schools from around the state whether to discuss the magnet concept, the use of a study skills infused curriculum, curriculum compacting, classroom strategies that have yielded consistent student success or parent involvement. We have worked with other school systems as they have set up magnet schools to be available by phone, email or for school visits. We have been featured frequently in Atlanta Magazine as a successful metro area school.

Kittredge was chosen as a target school to be studied by the Georgia School Council Institute as they analyzed teaching strategies and practices used by successful schools around the state. Teachers on our staff have recently been asked or voluntarily created presentations at various state conferences to feature art programs, math strategies, ideas for teaching German in the elementary setting and ideas for hands-on science. Our art teacher chaired the arts committee for our state's most recent curriculum update. She works continuously at the district level to support art teachers. A sixth grade social studies teacher also worked at the state level to develop curriculum. A sixth grade math teacher who has presented at math conferences at the state level, was highlighted in the district for her use of technology in the classroom and has presented at the district level workshops for other teachers. A sixth grade science teacher has also been active in presenting at the district level with the use of technology.

The Kittredge Principal and Assistant Principal have presented at Summer Leadership workshops for district administrators to share ideas on strategies for developing rigorous instruction and collection, analysis and use of data.

4. Engaging Families and Communities:

Kittredge teachers and administrators are committed to the success of our students. We know that in order to achieve that success, we must build strong, trusting partnerships with our parents. We embrace and routinely recognize parents' importance in their children's success. We start by opening up our school for several Thursday mornings in the spring for prospective parent tours. The principal and assistant principal talk with parents about the school, answer questions and take the groups on walking tours. Once students are chosen for the school through a lottery process, we encourage families to visit the school over the summer, bring them in for an Open House before school starts and an Ice Cream Social the day before students enter the classrooms for the year. We provide meetings and printed information about the school in the beginning weeks for our new parents to help them become more familiar and comfortable. We ask that parents volunteer 16 hours per year to the school. The volunteer time can be earned in many ways.

We believe that good communication provides the basis for a solid partnership. Our teachers provide a syllabus for each class with classroom routines and procedures information as well as curriculum details. Each teacher maintains an up to date website with homework and pertinent information for easy access by parents or students. We send information home by hard copy once a week in our weekly courier. We also send out newsletters and weekly updates electronically to parents with reminders of events and other timely information. While we hold regular parent conference evenings, we also let parents know they can schedule a conference at any time by just contacting the teacher. The administration has an open door policy. We believe that the sooner we can resolve a concern, the sooner everyone can place their attention on student learning.

We have a standing invitation for parent visitation and teachers plan special events during the year which require parent support in order to provide enough hands to carry out the activities. For example, our fifth grade science teachers provide many lab opportunities for students including starfish and frog dissections. Parents volunteer to help supervise these investigations. "Dezemberfest" provides a day of German cultural activities and again parent volunteers are welcomed. Other subject celebration days such as World Day, Career Day, Poetry Tea, Art Night and Pi Day bring many parent volunteers to our

building. Parents come in to our building to help and leave as vocal advocates for the wonderful learning opportunities they have experienced.

We have a very active PTA and School Council. The PTA provides opportunities for social events to support parent interaction and help to build a sense of community for a school that serves 77 elementary schools across the district. Our school council serves as an advisory group for school governance and a sounding board for ways we can increase parent participation and support for our school and students. Both parent groups serve as advisors as we go through our annual school improvement process and planning.

We believe in encouraging parents to participate in our school activities and visit as often as possible. Building trust with a community that encompasses the entire district is challenging. The more parents can be a part of what we do, the more support we can encourage they give their children, the more opportunities we have to build strong partnerships and the more successful *our* students will become.

1. Curriculum:

At Kittredge Magnet School, we are committed to leading all students to exceed expectations as students master the Georgia Performance Standards. Teachers differentiate the curriculum by moving students beyond grade-level standards through the use of learning strategies that provide depth, complexity and enrichment appropriate to the students' abilities. The teachers are constantly analyzing various sources of information to help them determine student needs and the best teaching strategies to meet those needs. They use formal and informal test data, surveys, class observations, and anecdotal information. Kittredge teachers then develop and implement lesson plans to present the curriculum at a higher instructional level and a faster pace through the use of a variety of materials to meet the various learning styles and needs represented in their classes. Standards and different assessments used for each unit of study are communicated through a semester syllabus as well as through daily and weekly communication.

We have also implemented curriculum compacting as a strategy to enhance the curriculum. By analyzing pre-tests, the teachers are able to reduce the time students spend on the regular curriculum through focused instruction. Teachers develop higher order thinking skills through questioning strategies and the use of increasingly complex ideas. They help students scaffold information to build comparison, analysis and evaluation skills. They foster creativity by encouraging fluency, flexibility, originality and elaboration in the development of classroom discussions and products. We have challenged ourselves in the past few years to lead students to the highest form of assessment, self-assessment. Teachers will ask students to reflect upon their own work through the use of rubrics, portfolio assessment, conferencing or discussions designed to lead to evaluation of their work.

Reading, language arts, math, social studies, science and German are all a part of Kittredge's core curriculum. Students are taught in departmentalized classes with teachers who possess great enthusiasm and depth of knowledge for their subject area. This excitement is transferred to the students. We believe that the curriculum should be carefully integrated so that our students can benefit from comprehensive and enriching experiences in the arts. Students attend studio art and instrumental classes daily. All students play a musical instrument as a part of either band or orchestra. They take part in daily physical education and health classes where they learn skills and information that will help keep them healthy and provide enjoyment for leisure time for the rest of their lives. Students learn about personal accountability, character education and mediation through the affective programs implemented by our school counselor. At Kittredge, the non-core curriculum areas are carefully integrated to provide extension and enrichment of the curriculum. Instructors teach techniques that the children are then able to practically apply directly to a stated goal or standard. The arts are a vital part of the rich curriculum we provide. Technology is an important part of the Kittredge experience as students use technology as a tool to help them learn, process work and create products that reflect standards and share what they have learned.

Social studies and science classes at Kittredge are taught daily and involve active learning, the relation of topics to the real world, and exploration of open-ended questions that challenge students' thinking. Instruction involves reading, writing, observing, discussing and debating to ensure assimilation and synthesis of knowledge. Students work individually and in cooperative groups, making choices about role-plays, project-based learning activities, simulations and other activities. Students are actively involved as they make their way along the Oregon trail, explore the ecology of the beach or piedmont area on an extended field trip. They learn to create Lego robots, build models to explore the ocean floor, develop science process skills as they participate in dissection labs and make use of a variety of resources. Many times students are asked to assess themselves along the way to their goal as they develop into independent, goal-directed learners.

We know that in order to be successful, our students must be good communicators. Our goal is to develop fluent readers and writers with a wide-ranging vocabulary. Our students participate in

completing the Kittredge developed Literary Guild Alpha, Beta, Gamma and Literary Scholar levels as they read a variety of books from various genres at advanced reading levels. Language Arts teachers engage the students in novel studies and use of the related vocabulary as well as participating in the Word Masters program. Teachers use the program for explicit vocabulary development and use it also to provide competition at the national level. Our students place well in the various competitions.

German language classes place an emphasis on oral and aural language through the use of cross-curricular activities that target German vocabulary and forms of expression. Our teachers begin in fourth grade with immersion as students learn basic vocabulary in a classroom where very little English is spoken. The spiraling curriculum picks up in fifth grade with basic vocabulary and very quickly moves to role play conversations and writing in more complex sentences. By sixth grade students engage in conversations and writing short essays. Through all grades, there is also an emphasis on learning about German culture.

2. Reading/English:

Kittredge's approach to Language Arts and Reading is to present a complex, integrated curriculum based on advanced concepts and cross disciplines in an appropriate method of instruction to teach higher level thinking skills and construction of meaning.

Reading instruction at Kittredge follows a balanced literacy approach. It is the philosophy of Kittredge teachers that in order to develop the verbal skills of our students, they need the opportunity to go beyond the basal and the basic curriculum. Our teachers do this through the study of a cross-section of genres that expose students to a rich vocabulary and stories that stretch imaginations and thinking skills, challenge ideas, and open a whole new world of possibilities. Students are also expected to read literature explicitly chosen for them through our Literary Guild program and to make choices. Teachers combine fiction with non-fiction text as they make cross-curricular connections in all subject areas. Students discuss their reading in large and small groups as they engage in reflection and critical thinking. Students develop comprehension skills and the ability to construct meaning with others. Books are chosen by teachers in support of the curriculum and allow for exploration of new ideas. These experiences provide the basis for shared inquiry discussions and various individual and group projects. As students build their literary experiences, they pass through various levels of the Kittredge Literary Guild. Students are recognized and celebrated school-wide for their accomplishments. Our school librarian hosts a blog as a medium for student discussion of their reading.

Teachers teach conventions of writing through an integrated approach with a variety of resources including basal, novels, literary magazines and other supportive materials. They pre and post test as they work through the standards in order to pinpoint progress and provide opportunities for either more practice or enrichment. Individual conferences are held to provide feedback on writing progress. Georgia requires a fifth grade writing assessment and we have added a fourth grade assessment also to give more standardized feedback.

As we prepare for the implementation of Common Core Standards, we are focusing on more technical writing. We are working across subject areas to ask students to provide more detail to answers and to reflect critical thinking. We have had a part time writing teacher who reinforces teacher instruction in creating the "perfect paragraph" and then moves to research writing that is controlled so that students are forced to learn to create in their own words. We find that leading students, even at this early age, to reflect their own analysis of information is a critical skill. Advanced reading comprehension and writing are taught by all subject area teachers in this cross curricular emphasis.

3. Mathematics:

It is the Kittredge philosophy that the study of mathematics stimulates and increases student curiosity by formulating and solving problems. Through this process, it is the teachers' goal that each student will experience the challenge and the excitement of success. We believe that every student should become

mathematically powerful. Students explore, conjecture, reason logically and use a variety of mathematical methods effectively to solve non-routine problems. Teachers increase the rate of learning, increase the level of difficulty, allow students to engage in independent research, and accelerate the content. We pre and post test for mastery. As with language arts, this allows the teacher to pinpoint strengths and weaknesses and structure each student's learning activities according to needs and abilities. More able/experienced students are given additional challenges to sharpen their skills. In the area of thinking skills, teachers plan for students to generate new and unique ideas, use flexible thinking, and examine and judge criteria. Opportunities are provided for students to acquire information independently; manipulate information with limited teacher direction, communicate information through writing, speaking, and visual presentations. Teachers provide multiple hands-on activities to give students real world practice. Technology plays an important part of instruction as ready access to the internet and visual presentations add knowledge through use of interactive boards. At the end of each experience, students are asked to summarize and organize information. Technology is also utilized as students show information through graphs, tables and charts. We believe that technology should be incorporated as it is in the real world, as a support tool.

Math instruction at Kittredge includes real world application through project-based learning. Students are also involved in contests where math skills are tested as they engage in higher order problem solving. Students participate in Continental Math League competitions and our school is recognized in the southeast region each year with top performing students. We have a PI day each year as a day long math celebration. Pumpkin Days celebrate measurement in many forms. Through these activities students view math in a different way. While we all agree that acquisition of basic skills are key to the success of students, that acquisition is truly the floor on which to build the activities teachers create for students. In all activities, teachers use open-ended problems with multiple-path solutions. Opportunities are provided daily for students to acquire information independently, manipulate information with limited teacher direction and communicate information through writing, speaking, and visual presentations. Problem solving and the development of critical thinking skills is the focus of math instruction.

4. Additional Curriculum Area:

It is difficult to choose just one additional curriculum for focus in order to reflect instruction at Kittredge. All are important and valued as a part of the development of the whole child.

Even in difficult financial times with cutbacks in personnel in all schools, we firmly believe in the inclusion of arts instruction to provide enriching experiences that enhance instruction in all academic areas. Students attend studio art in order to learn the basic principles of art and design. The opportunities for creativity must be given based on a platform of skills taught in order for students to create an expression of their own feelings and knowledge and to have that expression valued. The path for creativity can be taught along with criteria for development, discipline needed for creation and the acquisition of self-assessment. Art is a record of history and by participating in the arts, the students are reinforcing their own specific place in history as they use similar mediums and techniques that humans have used since prehistoric times. The skills learned in art transfer to everyday living as students move through life. The skills and techniques learned in the arts class transfer directly by giving students the skills and abilities to enrich their lives on both practical and esthetic levels. Many of our students have been recognized through contests at the local and state levels for their creative expressions. Our art teacher networks with all grade levels in the building to find ways to build upon classroom knowledge or find ways to tie in artistic expressions of that knowledge. When teachers use art projects to enrich a lesson, the skills the student uses in the creation taps into areas of the brain that allow expanded thinking of divergent ways to approach the subject.

Our fine arts program includes band and orchestra instruction. Each child in the school plays a musical instrument and participates in instruction daily. Discipline is needed for the acquisition of skills. The experience provides another avenue for students to be successful and to begin to realize the extent to which they are capable of learning. They must work together as a musical group in order to create an enjoyable product. The students delve into music theory, history and learn about dynamics of music.

Opportunities are given for performances each year. The feeling of success they gain is transferable to other areas of learning. Students participate in regional "festivals" or large group evaluations. Our groups are recognized for performing well beyond the level expected for their age. Students can also participate in such evaluations as individuals or small group ensembles. Again, most students and/or groups are recognized for outstanding performances. We have sixth graders who participate in middle school level district and state honor bands. This is a rare accomplishment for sixth grade students.

Our commitment to the arts is based on the combined knowledge our experiences in working with children have given us and the research that tells us standardized test scores of students who participate in the arts are higher than those who do not. Students gain a lifelong appreciation for and understanding of music and art.

5. Instructional Methods:

At Kittredge, we believe in active, participatory learning. Content cannot be delivered, students must be actively involved in the learning process in order for successful transfer of learning to take place. Our goal is to provide a rigorous program of study with rich experiences that will broaden students' horizons and give them the global competencies they will need in order to begin to begin thinking about well-informed career decisions. Teachers have been trained in the use of best practice strategies to enhance thinking skills. This model allows students to gain knowledge at an accelerated pace and a deeper level with the goal of metacognition. We want our students to take responsibility for their own learning on their way to becoming autonomous learners. Teachers stress critical thinking, problem-solving skills and the use of student self-assessment along with a strong teacher assessment component. Teachers are experienced in curriculum compacting and differentiation of instruction. Through constant formal and informal data analysis, teachers are aware of individual student progress. Teachers' analysis and reflection on classroom practice and progress helps them see patterns within their own classes and as we meet as pairs, grade level and departmentally translate that knowledge into trends of student groups. We know our economically disadvantaged group scores lower than all groups as the students tend to come from schools with the weakest experiences. We know we must give those students more opportunities to learn. That may mean a difference in the way teachers work with the whole class, with groups of students or plans for individuals. It may mean the development of flexible grouping within the classroom or across the grade level for focus on specific skills acquisition. Teachers plan with this knowledge in order to move every child to the next level. While the Georgia Performance Standards are the backbone of all planning, the teachers investigate in greater depth and supply broad enrichment of the standards. Our lowered class size helps teachers give individualized attention to students. After school tutorials, lunch and learns and before school help are given to students who want more help and provided by invitation for targeted students. Teachers meet frequently to discuss students needs and plan collaboratively to strengthen curriculum implementation, enrichment and differentiation.

Discussions of math and language arts have been included in another section. Through social studies, students develop skills in acquiring information and manipulating data, developing and presenting policies, arguments and stories, constructing new knowledge and participating in groups. Learning builds on prior knowledge of their lives, communities and the world. Students learn about sustainable societies by building their own. Authentic experiences, role playing, simulations and field trips are interwoven into the program for each grade. Teachers provide many opportunities for students to bridge essential understandings about the past to contemporary and global events. In science, students explore habitats and ecosystems in order to see the similarities and differences of all organisms. In hands-on activities they explore the ocean floor and the universe. They will study comparative classification, anatomy and learn dissection skills with starfish and frogs. How do machines work? Our students learn by working with simple machines and developing knowledge of principles firsthand. Concepts are brought to life as students model scientific principles. German instruction allows students to become better attuned to global concerns and participation in a world language. As a root language for English, German provides foundation instruction support for the acquisition of vocabulary and grammatical structure. Students gain acceptance of others through awareness of cultural similarities and differences of another culture.

We have very high expectations of our students. Along with those expectations, we provide strong student support. Our teachers are committed to the success of their students and show that through careful lesson planning, thoughtful assessments and the many ways in which they create enrichment for their classrooms.

6. Professional Development:

The choice of Professional Learning activities is driven by our analysis of data and development of student needs profiles. Along with survey information, areas of need and interest of the staff are identified. Plans are made with the goal of improving student achievement, more effective delivery of the curriculum and expansion of student experiences.

Teachers meet weekly in professional learning communities during grade level common planning time to discuss student concerns, plan cross-curricular activities and projects, and problem-solve to meet school and student needs. "Subject-area pairs" at each grade level meet during their planning time aside from the regular grade level meetings to have the same types of discussions and make subject specific plans for their students. Teachers participate in departmental meetings across all grade levels periodically during staff meeting times. These meetings encourage constant "action research" with a positive impact on student learning and the creation of a positive school environment. They provide the opportunities for professional growth as teachers talk about the best practice strategies they have used to overcome difficult situations or provide feedback on ideas for the best ways to teach a concept. Teachers discuss assessment and develop ways to document individual student progress as students master standards.

Through all of these discussions, teachers and administration identify areas of interest or need to be developed through book study, staff led professional development sessions, attending district level professional learning, attending conferences or sessions outside the district or through the use of invited "experts." We have touched on many topics through recent years learning about best practice strategies, the use of technology including computers or interactive board, the underachieving gifted child, co-teaching, developing a rigorous curriculum, higher-order thinking skills, reading and writing across the curriculum, best practices in the use of assessment, curriculum compacting and various book studies.

The increased use of technology, networking by teachers across the school to use more advanced applications of computer software or interactive boards, identification through lesson planning of increased co-teaching, inclusion of reading and writing skill development across the curriculum, observation of best practice strategies in use in classrooms as well as acknowledgement of the use of many other areas of growth have all resulted in classroom success for our students.

Attendance at professional conferences and workshops are a part of professional growth encouraged for all teachers. Funds are made available to support teachers' interests and needs. We encourage participation in conferences for professional development as well as the networking opportunities teachers have to share ideas with teachers from other schools.

We are a staff that believes in the value of constant personal growth and development as a part of our commitment to develop an excellent school.

7. School Leadership:

Kittredge Magnet administrators believe in shared leadership and governance. As a school with very committed and highly competent teachers, everyone is expected to have a voice in the decisions that may make a difference in the success of our students. We periodically discuss our vision and goals to clarify who we are as a school.

We have many groups within the school structure that have input into the daily and long-range decision making process. Grade level meetings are held weekly as teachers make decisions about the direction of instruction and governance of their grade level. Plans are made that will support and extend student learning. Teachers will discuss scheduling issues and student management concerns. Ideas are shared and plans made. Minutes of meetings that document discussions are shared with administration weekly. Each grade level chair and a representative from all other staff groups attend a weekly Leadership Team meeting with the administrators. Decisions that affect all grade levels or cross reference groups across the school are made during these meetings. Information that affects the school is shared. Requests are made by the administration for input into decisions. Some of the most serious discussions have centered around personnel changes as we have lost or added positions. Input is sought as to staff's thoughts on which positions we can close down, how we shift remaining personnel through the Leadership Team representatives. Final decisions are made by administration, but insight gained from all members of the staff is considered. There are many committees such as a discipline committee that filter information and ideas from teachers and make suggestions to the administration as to changes that might be made in the way teachers and administrators address student management issues. Continuous school improvement goals are developed and periodically analyzed for progress through departmental meetings and leadership meetings.

Ideas for initiatives or changes may come from many sources. The principal is a part of the PTA Board which meets once a month. Discussions are held concerning ways students and parents can be informed and supported. Many of the decisions made are carried out by the PTA, however, some discussions center around topics that may bring about school or staff changes in procedures as the principal interacts with parents to hear ideas and concerns. School Council is a governance advisory group and many discussions center around ways to improve our school. Through a School Council suggestion, the council is currently working on a pamphlet that will support new parents. The principal and assistant principal regularly bring information that directly affects student success to the council for their input. The focus for a recently hired half time writing teacher was in part formulated through discussions with our parents on the council as they thoughtfully considered students' needs and how best to meet those needs from the parents' and business leaders' perspective.

Shared decision making is used to determine wishes and needs for professional learning. As teachers are involved in the analysis and goal setting of many areas, there is an accompanying realization of the need for personal or group improvement in some of these areas or the desire to add an initiative that requires more knowledge or skill. When our teachers are a part of determining the focus, the desire and interest to participate has already been formed whether it is to gain more training in the area of teaching writing or how to use the active votes as a part of the integration of the interactive board in their daily routines.

The administration believes in encouraging "out of the box" thinking as we work with our group of highly motivated and creative students. The teachers who work every day with the students have first hand knowledge of unique needs that the administration might not see or recognize. Our school belief is that everything we do must be for the benefit of our students and that we must constantly seek ways to reinvent our school to stay fresh and relevant.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia CRCT

Edition/Publication Year: Georgia DOE Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	94	92	91	74	87
Number of students tested	136	135	132	135	136
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	90	81	87	65	78
Number of students tested	21	16	15	26	18
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	88	78	80	62	80
Number of students tested	32	37	46	50	45
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	96	97	97	75	95
Number of students tested	72	75	69	64	59
NOTES:					

12GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia CRCT - Reading

Edition/Publication Year: Georgia DOE/Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	94	90	88	93	89
Number of students tested	135	135	132	135	136
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	90	88	93	96	89
Number of students tested	21	16	15	26	18
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	91	84	78	90	89
Number of students tested	37	32	37	46	50
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	94	95	93	95	90
Number of students tested	72	72	75	69	64
NOTES:					

12GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia CRCT

Edition/Publication Year: Georgia DOE/Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	93	90	91	83	69
Number of students tested	135	136	133	132	134
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	88	76	87	50	68
Number of students tested	16	17	23	14	22
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	89	80	88	70	77
Number of students tested	35	46	43	44	70
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	99	96	91	88	88
Number of students tested	76	71	65	58	42
NOTES:					

12GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: CRCT Reading

Edition/Publication Year: Georgia DOE/Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	99	82	79	93	89
Number of students tested	135	136	133	132	134
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	100	47	76	50	64
Number of students tested	16	17	23	14	22
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	100	67	70	64	60
Number of students tested	35	46	43	44	70
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	99	93	80	86	77
Number of students tested	76	71	65	58	43
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Georgia CRCT

Edition/Publication Year: Georgia DOE/Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	78	65	73	53	84
Number of students tested	144	144	141	146	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	52	52	47	52	79
Number of students tested	21	27	15	23	34
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	62	45	58	36	76
Number of students tested	47	44	50	74	70
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					100
Exceeds					92
Number of students tested					12
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	88	67	76	68	91
Number of students tested	77	67	58	50	54
NOTES:					

12GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Georgia CRCT

Edition/Publication Year: Georgia DOE/Annually Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	97	92	91	90	77
Number of students tested	144	144	141	146	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	95	96	87	91	82
Number of students tested	21	27	15	23	34
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	96	91	80	84	79
Number of students tested	47	44	50	74	70
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					100
Exceeds					92
Number of students tested					12
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets + Exceeds	100	100	100	100	100
Exceeds	96	93	97	96	78
Number of students tested	77	67	58	50	54
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	88	81	84	69	80
Number of students tested	415	415	406	413	416
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	75	66	75	56	75
Number of students tested	58	60	53	63	74
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	77	67	74	52	77
Number of students tested	114	127	139	168	185
3. Hispanic or Latino Students					
Meets + Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets + Exceeds	0	0	0	0	100
Exceeds	0	0	0	0	92
Number of students tested	0	0	0	0	12
5. English Language Learner Students					
Meets + Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets + Exceeds	100	100	100	100	100
Exceeds	94	87	88	77	91
Number of students tested	225	213	192	172	155
NOTES:					

12GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets + Exceeds	100	100	100	100	100
Exceeds	96	88	86	91	84
Number of students tested	414	415	406	413	416
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	94	79	83	83	78
Number of students tested	58	60	53	63	74
2. African American Students					
Meets + Exceeds	100	100	100	100	100
Exceeds	95	80	76	80	74
Number of students tested	119	122	130	164	190
3. Hispanic or Latino Students					
Meets + Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets + Exceeds	0	0	0	0	100
Exceeds	0	0	0	0	92
Number of students tested	0	0	0	0	12
5. English Language Learner Students					
Meets + Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets + Exceeds	100	100	100	100	100
Exceeds	96	93	89	92	82
Number of students tested	225	210	198	177	161
NOTES:					

12GA1