

Walton County Public Schools

Elementary School Profile

Elementary School Profile

Fall 2007

System: Walton County **School:** Atha Road Elementary

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Major Initiatives:

List major initiatives or reform efforts that have been implemented in the last three years. (Examples are Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, etc.)

School Year	Initiative or Reform Effort
2005- Present	Crisis Communication
2005- Present	A+ Learning
2005- Present	MOD: Men of Distinction for 4 th and 5 th Grade
2005- Present	Collegial Observations
2007- Present	Departmentalization 4 th Grade
2007-Present	Academy of Reading
2007-Present	Academy of Math
2007 –Present	Implementation of Best Practices
2007-Present	Implementation of GPS
2007-Present	Instructional Leadership Team
2007-Present	Implementation of Academic Team
2007-Present	Implementation of Extracurricular Activities for students (Safety Patrol, Student Council, BETA Club, Chorus, Band, Yearbook Staff, Art Club, Morning News Crew)
2007-Present	Implementation of Drop Everything and Read (D.E.A.R)
2007-Present	Implementation of Pyramid of Intervention (POI)
2007-Present	Implementation of monthly literacy activities (Book Parade, Books and Breakfast, etc.)

2007-Present	Implementation of Ruby Payne's <i>Understanding Poverty</i>
2007-Present	RESA Writing Initiative
2007-Present	Implementation of Investigations Math
2007-Present	RESA – Cognitively Guided Instruction (K-2)
2007-Present	Implementation of Georgiastandards.org
2007- Present	Implementation of Guided Reading Program
2008	Implementation of the 25 Book Club
2008	Camp Invention
2008	GKIDS- new Kindergarten Assessment
2008	Implementation of Saturday School
2007-Present	Student Mentoring Program
2008-2009	Ladies of Distinction
2008-2009	Second Step

Elementary School Data Review:

Student Data:

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female
2008-2009	752	23%	68%	4%	.008%	.001%	4%	51%	49%
2007-2008	785	25%	68%	4%	.05%	.01%	3%	50%	50%
2006-2007	1208	18%	76%	3%	1%	0%	2%	52%	48%
2005-2006	1266	20%	73%	3%	.07%	.06%	3%	52%	48%

Number and Percent of Student Population	2008-2009 #	2008-2009 %	2007-2008 #	2007-2008 %	2006-2007 #	2006-2007 %	2005-2006 #	2005-2006 %
Free / Reduced Lunch	401	51	401	51	300	30%	452	36%
Special Education	81	11%	94	12%	135	11.2%	150	11.8%
ESOL	0	0	16	2.4%	14	1.2%	12	.9%
Gifted Education	37	5%	41	4.6%	106	9%	92	7.2%

No Title I Program	Targeted-Assistance Title I Program	Schoolwide Title I Program
X		
X		
X		
X		
X		

Retention Rates: Percents should reflect the number of the retained students compared to the total number of students in each category/grade.

Retention Rates	Total Numbers	% K	% 1st	% 2nd	% 3rd	% 4th	% 5th
2007-2008	6	.8%	0%	.7%	1.5%	.8%	.9%
2006-2007	18	3%	3%	.5%	17%	0%	12%
2005-2006	105	6%	3%	.6%	18%	2%	23%

Retention Rates	% White	% Black	% Hispanic	% Other	% Male	% Female
2007-2008	66%	34%	0%	0%	66%	34%
2006-2007	63%	32%	5%	0%	64%	36%
2005-2006	58.3%	36.1%	5.6%	0%	58.3%	41.7%

Attendance:		% Absent More Than 15 Days										
	All Students	% Black	% White	% Hispanic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% LEP	% SES
2007-2008	110	8%	15%	13%	0%	16%	N/A	14%	14%	20%	6%	10%
2006-2007	44	3.4%	6.8%	10%	0%	6.7%	N/A	6.7%	7.6%	11.9%	0%	9.9%
2005-2006	24	4.2%	3.1%	0%	0%	20%	N/A	5.8%	6.3%	4.6%	0%	5.1%

Faculty/Staff Data:

Attrition Rate* of Teachers	Number	Percent of Teacher Population	Grade or Subject with Greatest Turn-over
2007-2008	10	18%	Special Areas
2006-2007	38	51%	1st
2005-2006	6	9%	1st

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

Attrition Rate* of Administrators	Number	Percent of Administrator Staff
2007-2008	0	0
2006-2007	3	100
2005-2006	0	0
2004-2005	0	0

*Attrition Rate of administrators is defined as the percentage of administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

Highly Qualified Teachers

Number of Certified Teachers	Percent of Highly Qualified Teachers Teaching in Field for Entire Day	Number of Core Teachers Teaching Out of Field for One or More Periods During the Day
66	100%	0

If you have one or more in column 3, add an explanation of your actions to highly qualify the core teacher(s).

AYP Report:

Current Report:	Mathematics	English Language Arts
Met 95% participation	Yes	Yes
Met AMO for all students without second look	Yes	Yes
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Met AMO for all subgroups without second look	Yes	Yes
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Did Not meet AMO for the following subgroup(s)	N/A	N/A
Met second indicator for all students	Yes	Yes
Previous Year Report:	Mathematics	English Language Arts
Met 95% participation	Yes	Yes
Met AMO for all students without second look	Yes	Yes
Met AMO for all students with second look (confidence interval, multiyear average, safe harbor)	Yes	No
Met AMO for all subgroups without second look	Yes	Yes
Met AMO for all subgroups with a second look (confidence interval, multiyear average, safe harbor)	Yes	Yes
Did Not meet AMO for the following subgroup(s)	N/A	N/A
Met second indicator for all students	Yes	Yes

Student Achievement:

Reading:		% Meeting/Exceeding Standard on CRCT in 2007-2008							
Grade Level	Lowest Domain	All Students	White	Black	Hispanic	Other	SWD	SES	LEP
Grade 1	Comprehension	85%	90%	71%	N/A	N/A	75%		N/A
Grade 2	Comprehension	91%	95%	83%	N/A	N/A	80%		N/A
Grade 3	Reading for information	83%	86%	76%	N/A	N/A	70%		N/A
Grade 4	Information and media literacy	84%	84%	89%	N/A	N/A	36%		N/A
Grade 5	Information and media literacy	85%	91%	72%	N/A	N/A	33%		N/A

Reading:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2007-2008	2006-2007	2005-2006
Grade 1		85%	90%	91%
Grade 2		91%	94%	92%
Grade 3		83%	82%	82%
Grade 4		84%	90%	87%
Grade 5		85%	89%	79%

Language Arts:		% Meeting/Exceeding Standard on CRCT in 2007-2008							
Grade Level	Lowest Domain	All Students	White	Black	Hispanic	Other	SWD	SES	LEP
Grade 1	Research	77%	81%	68%	N/A	N/A	58%		N/A
Grade 2	Grammar/Phonics	80%	84%	71%	N/A	N/A	60%		N/A
Grade 3	Research and Writing Process	79%	80%	79%	N/A	N/A	60%		N/A
Grade 4	Research and Writing Process	84%	84%	93%	N/A	N/A	36%		N/A
Grade 5	Grammar and Sentence Construction	86%	91%	68%	N/A	N/A	33%		N/A

Language Arts:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2007-2008	2006-2007	2005-2006
Grade 1		77%	83%	85%
Grade 2		80%	88%	84%
Grade 3		79%	84%	78%
Grade 4		84%	86%	84%
Grade 5		86%	89%	79%

Math:		% Meeting/Exceeding Standard on CRCT in 2007-2008							
Grade Level	Lowest Domain	All Students	White	Black	Hispanic	Other	SWD	SES	LEP
Grade 1	Measurement	77%	82%	72%	N/A	N/A	59%		N/A
Grade 2	Measurement	82%	90%	63%	N/A	N/A	67%		N/A
Grade 3	Geometry	66%	67%	54%	N/A	N/A	30%		N/A
Grade 4	Geometry	67%	70%	72%	N/A	N/A	28%		N/A
Grade 5	Measurement	68%	77%	43%	N/A	N/A	27%		N/A

Math:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2007-2008	2006-2007	2005-2006
Grade 1		77%	86%	94%
Grade 2		82%	86%	91%
Grade 3		66%	92%	91%
Grade 4		67%	90%	75%
Grade 5		68%	91%	87%

Science:		% Meeting/Exceeding Standard on CRCT in 2007-2008							
Grade Level	Lowest Domain	All Students	White	Black	Hispanic	Other	SWD	SES	LEP
Grade 3	Earth science	61%	64%	48%	N/A	N/A	20%		N/A
Grade 4	Earth science	67%	74%	61%	N/A	N/A	21%		N/A
Grade 5	Physical science	56%	66%	25%	N/A	N/A	13%		N/A

Science:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2007-2008	2006-2007	2005-2006
Grade 3		61%	70%	85%
Grade 4		67%	78%	92%
Grade 5		56%	64%	87%

Social Studies:		% Meeting/Exceeding Standard on CRCT in 2007-2008							
Grade Level	Lowest Domain	All Students	White	Black	Hispanic	Other	SWD	SES	LEP
Grade 3	History / Economics	78%	79%	70%	N/A	N/A	60%		N/A
Grade 4	Economics	89%	89%	93%	N/A	N/A	50%		N/A
Grade 5	Economics / Core Skills	84%	87%	71%	N/A	N/A	40%		N/A

Social Studies:		% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level		2007-2008	2006-2007	2005-2006
Grade 3		78%	87%	87%

Grade 4	89%	89%	91%
Grade 5	84%	87%	87%

Grade 5 Writing Assessment: Percent of 5th graders in each category

Categories of Scaled Scores	2005-2006	2004-2005	2003-2004
Stage 1: The Emerging Writer	0%	0%	1%
Stage 2: The Developing Writer	0%	1%	1%
Stage 3: The Focusing Writer	4%	11%	9%
Stage 4: The Experimenting Writer	31%	32%	40%
Stage 5: The Engaging Writer	51%	38%	36%
Stage 6: The Extending Writer	14%	18%	15%

Categories of Scaled Scores	2007-2008
Exceeds	69%
Meets	10%
Does Not Meet	21%

Course Pass Rates

List **English Language Arts and Reading Courses** offered with enrollment and pass rates for each during the 2007-2008 school year: (Add rows if needed)

Course	Enrollment	Pass rates
Reading	785	N/A
Language Arts	785	N/A

List **Mathematics Courses** offered with enrollment and pass rates for each during the 2007-2008 school year: (Add rows if needed)

Course	Enrollment	Pass rates
Math	785	N/A

Professional Learning

List the professional learning activities taken by school staff members in the past two years that were focused on school improvement and attended by a **minimum of ten people**. Include the number in attendance and where the activities were offered.

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Writing Across the Curriculum with RESA	2006-2007 2007-2008	91	On-Site
Math Investigations Workshops	2007-2008	91	On-Site
Pyramid of Interventions	2007-2008	91	On-Site
Integrating Technology in the Classroom	2007-2009	91	On-Site
Data Analysis	2007-2008	91	On-Site
Guided Reading	2007-2008	91	On-Site
Vocabulary Strategies Workshops	2007-2008	91	On-Site
State Website Instruction (Georgiastandards.org)	2007-2009	91	On-Site
<i>Understanding Poverty</i> Book Study	2008-2009	61	On-Site
Second Step	2008-2009	61	On-Site
GKIDS	2007-2008	6	State Workshop
Best Practices		61	On-Site
Cognitive Guided Instruction – Math		6	RESA
State Writing Training		61	On-Site
Math Initiatives with RESA		61	On-Site
Examining Student Work		61	On-Site
Conceptual Understanding of Children’s Mathematics Course		61	On-Site
New Teacher Workshop		9	On-Site

Leadership Perception of School

Strengths:

- School of Distinction status
- 88% of students met or exceeded standards in Reading/Lang.Arts
- 77% of students met or exceeded standards in Mathematics
- Stakeholders are active and have created a student centered, parent friendly, learning environment.
- 100 % Highly Qualified Teachers are recruited and employed.

Opportunities for improvement/ Areas of need:

- Closing the Achievement gap among subgroups.
- Achieving a progressive yearly increase in the number of students meeting standards on the CRCT as prescribed by the No Child Left Behind Law.
- Moving towards becoming more standard based in classroom instruction and assessments
- Improve thinking and reasoning skills of students

Describe the current governance structure/decision-making process of the school.

The school has established an Instructional Leadership Team that meets monthly to review school related data and concerns and to make decisions. The team is comprised of school administrators, grade level chairs, the In School Special Education Coordinator, the School Counselor, and the Instructional Coach. We have also established the following committees: Media, Technology, SACS, Crisis Intervention, PTO, School Council, Awards and Contests, Gifted, Key Communicators, AST, SST, and the Sunshine committee.

Describe the procedures used for collaborative planning for instruction within the school.

Teachers have a 50 minute collaborative planning period twice a week. One of these periods is held with the instructional coach. Teachers meet once a week for staff development during their common planning time. Teachers are given four extended planning periods throughout the year, in which they develop learning focused units. Uniformity in planning is achieved through the use of uniform planning documents.

Describe how you plan to integrate Technology across the curriculum.

We integrate technology through the use of a computer lab in which teachers utilize programs such as: the Academy of Reading, A+ Learning Systems, Accelerated Reading, Star Reading, Microsoft Word, Internet, and Web Safari. We are also working to open an additional lab in our school. We have purchased additional LCD projectors and computers for classrooms. Our teachers are involved in professional learning to develop strategies to integrate technology into the curriculum.

The Walton County Public Schools Department of Exceptional Children will continue to provide support for students who can benefit from assistive technology. This will be done on a case by case basis as determined by the student's Individualized Educational Plan.

Describe your plan to notify parents of each student enrolled in the school in a language that the parents can understand.

Currently, we have seven (7) ESOL students who are currently being served by a part-time ESOL teacher. Our translator is available on an as needed basis. TRANACT is a computer based program that is utilized to translate documents as needed. Also, the county employs an ESOL Teacher on Assignment who supports the ESOL teacher as needed.

In summary, we anticipate a smooth transition with new leadership, a continuous focus on high achievement, and high expectations for superior performance.