U.S. Department of Education   November 2002

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

Name of Principal   Sharon Angel
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</small>

Official School Name   Kinder Elementary School
<small>(As it should appear in the official records)</small>

School Mailing Address   536 E. Central Ave.
<small>(If address is P.O. Box, also include street address)</small>

Miamisburg   Ohio   45342-2811
City   State   Zip Code+4 (9 digits total)

Tel. (937   )   866-4461   Fax (937   )   866-4070

Website/URL   http://www.miamisburgcityschools.org   Email   Sangel@miamisburg.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
 (Principal's Signature)

Private Schools: If the information requested is not applicable, write NIA in the space.

Name of Superintendent   Dr. Gary Schomburg
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

District Name   Miamisburg City Schools   Tel. (937   )   866-3381

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
  (Superintendent's Signature)

Name of School Board
President/Chairperson   Ms. Kathy Bates
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
  (School Board President's/Chairperson's Signature)

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that Includes grades K-12.

2. The school has been in existence for five full years.

3. 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.

4. The 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.

5. 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.

6. 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

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

1. Number of schools in the district:

7	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
9	TOTAL

2. District Per Pupil Expenditure: $7421

    Average State Per Pupil Expenditure: $8073

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
X	Small city or town in a rural area
	Rural

4.   4   Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	16	17	33		7			
1	20	9	29		8			
2	17	12	29		9			
3	17	19	36		10			
4	27	28	55		11			
5	16	26	42		12			
6					Other			
					TOTAL STUDENTS IN THE APPLYING SCHOOL			224

6. Racial/ethnic composition of the students in the school:

95.2	% White
nc	% Black or African American
nc	% Hispanic or Latino
nc	% Asian/Pacific Islander
nc	% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: <u>33.4</u>%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 1 00.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	42
(2)	Number of students who Transferred from the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	75
(4)	Total number of students in the school as of October 1	224
(5)	Subtotal in row (3) divided by total in row (4)	.334
(6)	Amount in row (5) multiplied by 100	33.4

8. Limited English Proficient students in the school: <u>0</u>   %

<u>0</u>   Total Number Limited English Proficient

Number of languages represented: <u>0</u>
Specify languages:

9. Students eligible for free/reduced-priced meals: <u>45.9</u> %

<u>103</u> Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: <u>13</u>   %

<u>28</u>   Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____	Autism	____	Orthopedic Impairment
____	Deafness	2	Other Health Impaired
____	Deaf-Blindness	14	Specific Learning Disability
____	Hearing Impairment	7	Speech or Language Impairment
4	Mental Retardation	1	Traumatic Brain Injury
____	Multiple Disabilities	____	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	13	
Special resource teachers/specialists	5	4
Paraprofessionals	3	3
Support staff		5
Total number	25	

12 Student-"classroom teacher" ratio: **17.2**

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.1	95.1	95.6	95.5	95.9
Daily teacher attendance	95.3	95.9	97.5	97.5	95.7
Teacher turnover rate	.08%	0%	25% *	.08%	.08%
Student dropout rate					
Student drop-off rate					

* 1999-2000 The District opened a new school and teachers were transferred from all buildings to the new school.

III.   **SUMMARY**

Kinder Elementary is a K-5 neighborhood school in the small city of Miamisburg, Ohio.   All students walk to the school, which is often the same school attended by their parents and grandparents. Parents routinely gather on the playground, morning and afternoon, informally interacting with the "Kinder Family". Within its walls, you will find broad hallways, wooden floors, and spacious classrooms. In its ninety-six year history, Kinder has served a socioeconomically diverse population with a strong Appalachian heritage.   On average, over forty-five percent of its students are on the free or reduced lunch program and are identified as low income, at-risk children. Single-parent households are prevalent and thirty to fifty percent of the student body has never attended pre-school. The goals of Kinder Elementary are to enable at-risk students to benefit from mainstream accelerated education, to close the test score gap between at-risk and average students, to prevent grade level retention, and to enable all students to progress and achieve beyond the grade school level.

Ten years ago, Kinder was perceived as a school of low-achieving students. In 1994-95 the staff began a search to improve Kinder Elementary and make it a school of excellence. Research indicated that the Kinder profile fit the Accelerated Schools model, which focused on three premises: 1. Unity of Purpose (the whole school community has a unified purpose); 2. Empowerment with Responsibility (the entire school community makes important educational decisions and takes responsibility for them); 3. Building on Strengths (the strengths of the entire school community are used as a foundation upon which to build). Accelerated Schools proponents believe all students can benefit from Best Practice teaching strategies, which treat all students as gifted.

Kinder Elementary implemented the Accelerated Schools model eight years ago. This strategic plan brought many changes to Kinder. Curricular and instructional changes connected academic material with students' daily lives and emphasized higher order thinking skills. Instruction focused on mixed-ability and flexible groupings, active learning, peer tutoring, hands-on science and math activities, thematic units and cooperative learning. Student projects were designed to promote independence, self-reliance and self-esteem. The Accelerated Schools process empowered the staff as a whole to guide and coordinate school programs. The Kinder Bill of Rights and Responsibilities guarantees a safe and positive learning environment for each and every child. Kinder launches a new building theme each year and at the end of the school year, celebrates its successes with activities for the entire Kinder family.

The Kinder community, which includes students, parents, staff, and community members, has a role in the decision-making process. This process was used to develop the Kinder Vision which focused on a safe nurturing environment, best teaching practices, an engaging curriculum that meets diverse learning needs, and involvement of all Kinder family members. Everyone, including the custodians and cafeteria aides is part of the Kinder family and contributes to the success of the school.   This support staff attends the annual retreat and this year suggested Kinder's building theme of "Soar to New Heights". The decision-making process is driven by the steering committee and cadres. The steering committee, made up of parents, community members, and staff, meets six times a year to discuss issues and provide feedback to the cadres. Cadres are committees that use an Inquiry Process to identify problem areas within the school and develop solutions grounded in research for the targeted concerns. Kinder's efforts have proven effective through the honors they have received: State of Ohio School Improvement Award, Brad Tillson School of Excellence Award, and OASCD's Best Practice Award.

The vision continues to be a driving force at Kinder School. There is a commitment to utilize techniques that will allow all students to achieve. Kinder is a school where all parents and community members are welcome.   A unified partnership has been forged with parents, local businesses, government, and service providers to meet the needs of Kinder's children. There is ongoing staff development established through clear systematic assessments. Kinder is a center of learning for students, teachers, and parents. Best Practice is the norm in the classrooms where learning is active and meaningful. Special services, such as tutors, mentors, etc. are provided for students along with enriching cultural experiences. Pass through the doors of Kinder and you enter an environment "dedicated to educate, motivate, and challenge lifelong learners." (Kinder's Vision)

IV   INDICATORS OF SUCCESS

1.   a. Description of the State Test

Ohio's Fourth Grade Proficiency Tests is a criterion-referenced test, which measures student proficiency in Writing, Reading, Mathematics, Citizenship and Science. The test questions in each academic area are derived from the Ohio Academic Standards for each subject. The test measures students' ability to use critical thinking skills to comprehend and solve problems. The proficiency tests were field-tested in 1995 and based on those results, a passing rate of 200 was designated. This passing score was increased twice, and in 1998, the passing score was finally established at 217 in reading and 218 in math. At this level, students are considered proficient. To be deemed advanced proficient, a student has to receive a score of at least 250. In 2001-2002, the state added a third category of basic, with the required score of 198. This means that while a student may not be proficient, he/she is not so lacking in skills that he/she needs to be retained. The state expects 75% of all students to pass the test at the proficient level.

When the Ohio Fourth Grade Proficiency Test was implemented in 1995 Kinder students did not perform at the level the state demanded, only 53% of its students passed reading and 64% passed math. The Accelerated School Model was adopted at the end of the 1996-1997 school year and 1998-1999, full implementation of Powerful Learning (see Part V. 4) began in all classrooms. This is the same year the state raised the passing score from 210 to 217, yet Kinder increased the reading passage rate for its students from 53% to 86%. In 2000-2001, the reading test scores dropped to 79%, which still exceeded the state's expectations of 75% passing. Kinder staff took this drop seriously and reviewed the item analysis to determine what changes needed to occur. It is interesting to note that reading test scores across the entire state also dropped during that school year. The following year 2001-02, Kinder's passing rate in reading soared to 93%.   During the 2000-01 school year the percent of Kinder students that passed the Math test increased from 84% to 90%.

b.   Students excluded from the testing program

Students excluded from the proficiency test have individual education plans in place. Students on an IEP have gone through an extensive intervention assistance process to determine if there is significant cognitive impairment or severe learning disabilities. If either of these conditions is found to exist, then a team of teachers, education specialists and parents write an individual education plan. Each academic area is considered to determine whether or not a student takes the test in that specific area. An individual student might not take the reading test, but with modifications such as a reader would be able to take the science test. Those students who do not take the Proficiency Test are assessed according to their IEP goals, which are based on regular education content standards. To reach compliance with "No Child Left Behind" the state of Ohio has made changes so that all students now either take the proficiency test or an alternative assessment. In Ohio, students on an IEP who took the test could be exempted from the consequences of the proficiency test. This means that IEP students could take the test, but their scores would not be calculated in the scores of the entire school. Typically all Kinder students on an IEP take the test with accommodations and many pass. For example of the five students whose scores were excluded from the 2001 reading test, three students passed. Kinder teachers review the results of the test for these individual students and make changes in curriculum and instruction as needed

c. Reason for disparity among subgroups.

Looking at the data it is evident that passing rates for students in the free and reduced lunch sub group are comparable to the passing rates of the building as a whole. This is true for the Fourth Grade Proficiency Test as well as the off-grade tests given at each grade level. The data illustrates that Kinder's philosophy of treating all students as gifted, using best practices and following the tenets of the Accelerated Schools Model have produced a successful learning program for all students at Kinder School.

2.   How the school uses assessment data to understand and improve student and school performance

In reading, individual student performance is evaluated throughout the school year using reading comprehension probes and running records in conjunction with classroom assessments. Each child who scores below the average on curriculum-based assessments has an intervention portfolio. Teachers graph the student performance before and after specific interventions have been implemented, looking for the best way to improve the student's progress. These portfolios travel with the student through grade five and more data is added each year. If the student continues to struggle, the teacher meets with an intervention assistance team. The team studies student performance graphs, observations, and other data and assists the teacher in making a decision on how to proceed. The child may be given more intense intervention or referred for an evaluation by the School Psychologist. The team, parents, and teacher make this decision. In other curricular areas, teachers monitor student progress and understanding using classroom discussions, projects, hands-on activities, formal assessments (unit tests), and student performances. Re-teaching, using alternative methods, is implemented to improve student performance when needed.

The staff also assesses school performance by reviewing the test results of Ohio's Fourth, Sixth, and Off Grade Proficiency Tests. The item analysis of each test is used to identify areas of academic weakness. These then become the challenge areas, which provide the impetus for teachers to adjust content and teaching strategies. In addition, an Inquiry Cadre (Committee), made up of staff members, administrators and parents, researches data, brainstorms solutions, and makes recommendations to the staff on schoolwide change for the challenge areas.

3.   How the school communicates assessment data to students, parents, and community

Kinder School believes it is important to share performance information with students, parents, and community. Formal and informal assessment data from teacher-made tests, standardized tests, and the Ohio Proficiency tests is relayed to each group through various means.

Information is provided to the students and parents through individual conferencing, assessment scores, weekly student reports, interim reports, and quarterly report cards. Results from standardized tests are also sent to the parents along with an analysis of the performance data. Conferences are scheduled, as needed, for further explanations of the information. Counselors also meet with parents to help them understand their child's assessment data. Kinder also has a "Family Room" that provides resource material and information for parents.

Building performance is also shared with the community. Kinder utilizes the local newspapers, board meetings, the State Report Card, as well as building and district publications to communicate this information.

4. The school has a coherent and reasonable plan for communicating its successes.

As a Blue Ribbon school, Kinder will continue to use a coherent plan to share its successes. The Accelerated Schools network provides many opportunities to share research-driven ideas with educators across the nation. Kinder's doors are open to principals and teachers to observe Powerful Learning lessons taking place within the classrooms. Last year alone, over fifty educators visited the building. Kinder hosts Powerful Learning Labs, where teachers from across the state work side-by-side with the staff to plan, teach, and reflect upon lessons as they are taught to Kinder students. Monthly Accelerated Schools meetings are held at the University of Dayton to discuss and receive updated school improvement information. Finally, Kinder shares its successes with professional education organizations such as Phi Delta Kappa.

Kinder staff shares strategies with other educators through district grade-level meetings and presentations at the local, state, and national level. For example, Kinder teachers presented Peer Coaching and Family Day workshops at the National Accelerated Schools conferences. In conjunction with Sinclair Community College and Miamisburg High School, Kinder welcomes high school students to observe and participate in the strategies and methods used by the staff. Finally, successes are shared with education majors from area universities as they observe the teachers as part of their coursework.

In the event Kinder wins this award, the school will continue to promote its strengths. Articles will be provided to local, regional, and national newsletters as well as professional journals for publications. Student reporters will communicate Kinder's success story with the community through "Burg's Eye View", a student-produced television program.

V.   CURRICULUM AND INSTRUCTION

1.   The core curriculum in place at Kinder is based on the content common to all schools in the State of Ohio and on the State of Ohio Fourth and Sixth grade Proficiency outcomes and District courses of study. Courses of study are developed by teachers and administrators and are tied to the Ohio Curriculum Models. Kinder's curriculum includes the basics of Reading, Writing, Math, Social Studies, and Science. While the school district has adopted programs for the major curriculum areas, Kinder teachers are encouraged to develop lesson plans using the course of study and proficiency outcomes rather than tables of contents in textbooks. Various resources are then gathered that best help students learn the objectives. Resources include an assortment of books, hands-on material, and computer software programs, which make the learning goals authentic to the students. Experiences, such as Revolutionary War speakers, are designed to provide students with real world connections to the content being studied. All curricula are spiraling, with content and skills continually building on previous subject matter. A list of common vocabulary words has been developed, spoken and taught to students at all grade levels. This allows for internalization of the words and their meaning. Students are, therefore, knowledgeable when faced with these words on assessments. (i.e. reading selection versus reading story).

Writing incorporates grade level rubrics in grades 1through 5 which are shared with students and parents and used to assess student writing. The writing process, which includes prewriting, drafting, editing, and publishing, is taught to all students beginning in first grade and is reinforced throughout all grade levels. All students are encouraged to publish writing based on teacher-generated prompts. Students routinely write in journals across the curriculum, so that writing is seen as an integral part of all learning. They also answer short and extended response questions on all classroom assessments. The school librarian makes real world connections through visiting authors like Rick Sowash, who met with students to discuss writing techniques and introduced the students to "juicy words" to use in their writing.

Social studies includes historical events, government, economics, map skills, and citizenship. It also encompasses goals, such as enabling students to interpret and gather information, explain how people cope with challenges of existence, and examine issues from multiple perspectives. It is particularly interesting to listen to kindergartners discuss factors of production. Kinder students are also taught to work with others, make informed judgments and decisions, and act in accordance with democratic processes. It too is a spiraling curriculum that begins in kindergarten with students learning how to abide by the rules and to work cooperatively. This continues through fifth grade where students are involved in student council, peer mediation, safety patrol, and community service projects. Field trips are designed to reinforce content and provide students with experiences that are not provided by many families. Our students visit the State Capital, city government offices, farms, and local historical sites.

Math encompasses all six standards (number sense; measurement; geometry; patterns, functions, and algebra; data analysis; and mathematical processes) as identified by the National Council of Teachers of Mathematics. At all grade levels, teachers use manipulatives to help students understand content. Geoboards, unifix cubes, etc. are common to all classrooms. Problem solving is an integral part of all math instruction and routinely includes open-ended word problems and investigation of mathematical situations. Math incorporates language arts by having students support or explain answers. Students routinely justify their thinking and explain their solution in writing. Mathematical concepts are reinforced throughout other content areas, i.e., students must apply the knowledge they've attained from math class in order to interpret results in science experiments.

Special area teachers collaborate with classroom teachers to integrate art, music, physical education, library and keyboarding into the academic curriculum. For example the art teacher instructs students in symmetry and in the art of various cultures. The P.E. teacher incorporates health and fitness and ties it to health and science taught in the regular classroom. Library instruction includes research skills, computer software applications, and information skills. The librarian collaborates with classroom teachers so that library activities will reinforce and enhance classroom content. In summary Kinder's curriculum focuses on standards-based outcomes, best practice instruction, and authentic student learning.

2. Reading

Kinder's philosophical approach treats every student as gifted and believes that all children can learn to read. This is evident in Kinder's approach to reading. Look into a Kinder reading class and find students immersed in a literature-rich environment. There are multiple sets of trade books at various reading levels and high interest books about real-world events that students like to explore. Students are actively engaged in reading through self-selected books, guided reading groups, literature circles and partner reading. The nearby pubic library and a constantly growing school library provide unique literary experiences for students and especially for those who come from literacy poor homes. Resources provided to students include books, magazines, and computer software that include both fiction and nonfiction.

Kinder's reading curriculum incorporates three strands. *Structure* includes phonics, vocabulary, language, literary components, and purpose. *Comprehension* includes summarizing, retelling, and interpreting. Students are taught to extend meaning through inferring, contrasting, predicting, and applying knowledge. *Application* includes a student's ability to select appropriate material, gain a love for reading, and use reading skills for life-long learning. "Touchstone Novels" help build a common literary foundation for all students in the district. These novels are assigned to each grade level (i.e. fourth grade, Shiloh) . Students' reading levels are assessed monthly through the use of reading probes, running records, computer software and other curriculum-based assessments. This enables teachers to provide the individual student with appropriate reading material, and it also helps identify at-risk children. These children are the recipients of a variety of research-based instruction and intervention. At-risk students in Grade One receive Reading Recovery services and in Grade Two receive Title I services in order to bring students to an average level of reading as quick as possible.

3. Chosen curriculum area - Science

To improve Kinder's weakest curriculum area, a coordinated effort was made across grade levels to improve the teaching and learning of science. First, through curriculum mapping, content areas were adjusted based on the grade level science requirements listed in the State Academic Standards. The use of the scientific method for investigations now begins in kindergarten, and topics have been realigned to meet proficiency outcomes. A common language of legitimate science terms is used K-5. Hands on activities are almost exclusively practiced to teach and reinforce scientific concepts because science is something you do, not just read about. Higher level thinking skills, such as predicting, analyzing, and assessing the validity of experimental results, are used in all grades.

In addition to efforts within the classroom, programs have been implemented outside the science classroom. For the past three years, a summer science camp has been offered to forty to fifty Kinder students. During this weeklong class, students are actively engaged in sophisticated thinking through the use of the scientific method with hands on activities. Kinder also created a Family Science Night during which students and their families actively participate in a variety of science experiments. Application of the scientific method continues with 100% student participation from grades 3-5 in Kinder's Science Fair.

Kinder has been able to bring real life scientific experiences to its students through assemblies and field trips. Programs featuring wild animals, yo-yo physics, and electricity broaden the students' exposure to the world of science. Unique field trips such as visiting the same nature setting three times per year allows students to observe change over time. Kinder teachers and students have also received training at the community science center. For example, fifth grade teachers received ideas and materials for 20 new lessons about water.

Through these efforts, Kinder has generated an excitement about science and has enabled the students to better understand science concepts, which has resulted in improved student performance.

4. There is a variety of instructional methods for Improving Student Learning

Teachers at Kinder base their instructional strategies on the philosophy of Powerful Learning. Powerful Learning provides a common language for understanding, thinking, and discussing learning both in terms of the classroom and throughout the school. In all Powerful Learning classrooms lessons are designed to be: Authentic, Interactive, Learner Centered, Inclusive, and Continuous.

Literature circles, guided reading groups, hands-on science and math, learning centers, and peer tutoring are all ways that our students interact with each other and share their expertise in the classroom. Authentic experiences inside and outside the classroom help build real-world connections. For example students use a TV guide or movie schedule to learn elapsed time. For those students who lack experiences, various speakers and programs are brought to Kinder. Students' experiential bases are continually broadened by field trips outside of school.

Learning in the classroom is often learner-centered by using the students' prior knowledge and interests. Student exploration with a variety of materials creates an interactive environment. All students are included and have access to learning. Differentiated activities help our students demonstrate their learning in a variety of ways.

Cross-curricular teaching and cross-grade level planning achieve continuous learning for the students. Students connect learning from subject to subject, as well as from grade to grade. Teachers continually reflect and demonstrate a sense of efficacy by asking themselves, whether or not students have achieved the objectives. Future lessons are determined by this reflective approach which assures that the content has been learned by all students.

5. Coherent, ongoing professional development program

Kinder School has a comprehensive, on-going, professional development program. Staff development time is built into the schedule through a 40-minute early release time one day a week. During that time staff members meet together to discuss grade level and cross grade level issues, attend in-house workshops, and conduct research. Staff development opportunities are specifically tailored to support teachers as they grow professionally. Students are directly effected as teachers implement research-based strategies. These opportunities include workshops, university course work, retreats, study groups, and peer collaboration. Every teacher completes at least 21 hours of staff development annually. Seventy-percent of the staff are working towards or have already completed their Masters studies. Kinder's certified Reading Recovery teachers update their skills quarterly. Finally, new staff members participate in a Mentor/Mentee program where veteran teachers support entry-year teachers.

Through the Accelerated School network, the staff has extensive, specialized training. All teachers are trained in the components of Powerful Learning. Thirteen teachers are trained as Coaches who are in-house experts in Kinder's school improvement process provided by Accelerated Schools.

The key to successful staff development at Kinder School is collaboration and reflection. Staff members share new information on the latest research through grade-level and cross grade-level planning. All teachers participate in peer coaching opportunities, which provide forums for reflection and sharing. Three times a year every teacher is observed by a team of his/her peers and receive feedback for ways to improve student learning.. The annual teacher evaluation procedure also includes reflection as a part of the process. The Kinder staff collaborates through bimonthly cadre meetings where they focus on ways to improve student achievement.

Finally, Kinder teachers obtain new information regarding teaching techniques, which directly affect student performance during annual summer retreats, monthly staff meetings, and the Accelerated Schools National Conference. Kinder's devotion to staff development, collaboration, and reflection is one of the many reasons that students succeed in and out of the classroom.

Ohio Fourth Grade Proficiency Criterion Referenced Test Scores   **Riverside Publishing**

READING	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
March Proficiency Test Scores					
SCHOOL TOTAL SCORES	93.2%	79%	87.5%	86.1%	52.8%
at or above basic	100%	N/A	N/A	N/A	N/A
at or above proficient	93.2%	79%	87.5%	86.1%	52.8%
at advanced	16%	8%	13%	6%	11%
Number of students tested	51	44	32	40	36
Percent of total students	100%	100%	100%	90%	88%
Number of students excluded*	8	5	6	11	4
Percent of students excluded	16%	11%	19%	28%	11%
Students who did not attempt test	0	0	4	4	4
SUBGROUP SCORES					
Free and Reduced Lunches					
Number of 4th graders on F/R	19	12	8	8	16
Percent on F/R lunches	37%	32%	25%	20%	44%
at or above basic	84%	N/A	N/A	N/A	N/A
at or above proficient	88%	92%	86%	100%	
at advanced	12%	8%	14%	0%	
STATE SCORES TOTAL	64%	56%	58%	59%	47%
at or above basic	N/A	N/A	N/A	N/A	N/A
at or above proficient	64%	56%	58%	59%	47%
at advanced	7%	7%	6%	4%	4%

*Excluded students are those who are special education identified on IEP's. Some excluded students took the test "off-line" and some did not attempt.   We have shown this break-down in We have shown this Break-down in the data table.

Ohio Fourth Grade Proficiency Criterion Referenced Test Scores   **Riverside Publishing**

MATH	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
March Proficiency Test Scores					
SCHOOL TOTAL SCORES	88.4%	90%	84.4%	94.4%	63.9%
at or above basic	N/A	N/A	N/A	N/A	N/A

at or above proficient	88.4%	90%	84.4%	94.4%	63.9%
at advanced	30%	29%	44%	39%	19%
Number of students tested	51	44	34	40	36
Percent of total students tested	110%	100%	100%	90%	88%
Number of students excluded*	8	1	6	11	4
Percent of students excluded	16%	2%	18%	28%	11%
Students who did not attempt test	1	0	3	4	4
SUBGROUP SCORES					
Free and Reduced Lunches					
Number of 4th graders on F/R	19	12	7	6	10
Percent on F/R lunches	37%	32%	22%	15%	28%
at or above basic	N/A	N/A	N/A	N/A	N/A
at or above proficient	63%	83%	100%	83%	
at advanced	26%	33%	14%	16%	
STATE SCORES TOTAL	63%	59.4%	49%	50.6%	42%
at or above basic					
at or above proficient	63%	59.4%	49%	50.6%	42%
at advanced	17%	16%	11%	12%	7%

*Excluded students are those who are special education identified on IEP's. Some excluded students too the test "off-line" and some did not attempt. We have shown this break-down in the data table.