

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

Name of Principal Dr. Julie A. Sherrill  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Granville Middle School  
(As it should appear in the official records)

School Mailing Address 210 New Burg Street  
(If address is P.O. Box, also include street address)

Granville OH 43023-1099  
City State Zip Code+4 (9 digits total)

Tel. ( 740 ) 587-7554 Fax ( 740 ) 587-8194

Website/URL www.granville.k12.oh.us Email jsherrill@laca.org

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

*Private Schools: If the information requested is not applicable, write N/A in the space.*

Name of Superintendent Mrs. Kathleen Lowery  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Granville Exempted Village Schools Tel. ( 740 ) 587-0332

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. Lewis Mollica  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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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

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

1. Number of schools in the district:        1        Elementary schools  
      1        Middle schools  
      1        Junior high schools  
      1        High schools  
      3        TOTAL
2. District Per Pupil Expenditure:        \$7956    
     Average State Per Pupil Expenditure:        \$7028

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   3   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
<b>K</b>				<b>7</b>	87	60	147
<b>1</b>				<b>8</b>	86	86	172
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>	80	53	133	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>452</b>



10. Students receiving special education services:   10  %  
  45   Total Number of Students Served

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

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  4  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u> 36 </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>  4 </u> Speech or Language Impairment
<u>      </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>  1 </u> Visual Impairment Including Blindness

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)	1	
Classroom teachers	25	
Special resource teachers/specialists	2	1
Paraprofessionals		1
Support staff	2	1
Total number	<u>  31  </u>	<u>   3  </u>

12. Student-“classroom teacher” ratio:   18.5  

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.

(in percentages)	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.3	95.7	96.2		
Daily teacher attendance	96.4	96.2	96.5		
Teacher turnover rate	0.03	0.645	0		
Student dropout rate	0	0	0		
Student drop-off rate	0.4	0.3	0.5		

## **PART III - SUMMARY**

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Granville Middle School is located in Granville, Ohio, a small rural community that is home to Denison University and 35 miles east of our state capital, Columbus. Since its inception, Granville Middle School has housed grades 6, 7 and 8 and strives to meet the unique needs of each child. At GMS, “each person, student, staff member, teacher is encouraged to grow and mature.” To do so, we believe we must create a building community that feels and behaves like family. We embrace our challenges and work on them together; we celebrate successes and don’t worry about who receives credit; we argue about important issues because we know the end-result will be all the more beneficial due to the discourse; we work hard; we go the extra mile; we remind students on a daily basis that they’re the reason we’re here - through words of encouragement, extra individual time during and after school, and positive approaches to re-thinking early adolescent decisions!

The culture we create is grounded in a community and family network of high expectations and support. From teacher instructional grants via the district’s educational foundation to a middle school parent organization that works diligently to provide enhanced opportunities for our students and teachers, we are fortunate to have a very engaged, supportive, and interested community.

The heart of Granville Middle School is the teaching staff. Of the 25 staff members, four are Nationally Board Certified. In addition, numerous other staff members have been recognized locally and state wide for outstanding contributions to the profession. Staff members range from two years of teaching experience to over thirty. Many have raised families in the community and had their own children attend school in the district. Whether chaperoning the annual Washington D.C. trip, a Saturday night dance, a mountain-climbing trip, or attending the spring drama production, teachers enthusiastically interact with our students in and out of the classroom.

Given the demographics of the community, one might assume that it would be easy to sit back and just work with the raw materials that come our way. That is simply not the case. With Ohio’s adoption of new state curriculum models and teaching standards, the GMS teaching staff works diligently to audit our own curriculum and ensure that we’re teaching the skills – and collecting evidence that students are learning the skills – needed to be successful academically.

Granville Middle School is a very special place and we’re pleased to provide the following detailed information that depicts our daily work with students.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. In Ohio, student performance on the 6<sup>th</sup> grade state proficiency tests is categorized as below proficient, proficient, and advanced. Students need to make the minimum score set by the Ohio Department of Education for each subject area in order to be considered proficient. The state department also determines a score above the proficient range, that if achieved by the student, identifies them as advanced. Granville Middle School students have consistently scored far above the 75 percent passage rate determined by Ohio. In fact, scores in reading and writing have consistently been above the 90<sup>th</sup> percentile for the past three years. Scores in math have ranged from the high 80<sup>th</sup> percentile to low 90<sup>th</sup> percentile during that same time period. The following charts depict the scores and break them down into gender specific categories.

### **SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade Sixth Test Ohio Proficiency Test

Edition/publication year 2002 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed?

The families of two students opted to remove their children from the testing program during the 2000-2001 school year. These were the only exclusions noted in the past three years.

Number excluded \_\_\_\_\_

Percent excluded \_\_\_\_\_

**TABLE A – WRITING AND READING PROFICIENCY RESULTS**

Subject	Reading	Reading	Reading	Reading
	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March
<b>SCHOOL SCORES (in percentages)</b>				
<b>TOTAL</b>				
At or Above Basic	n/a	n/a	n/a	
At or Above Proficient	84.4	92.1	87.0	83
At Advanced	43	53	40	
Number of students tested	134	139	158	
Percent of total students tested	100	99.99	100	
Number of students excluded	0	2	0	
Percent of students excluded	0	.01	0	
<b>SUBGROUP SCORES</b>				
1. <u>MALE</u> (specify subgroup)				
At or Above Basic				
At or Above Proficient	87.7	95.0	79.0	
At Advanced				
2. <u>FEMALE</u> (specify subgroup)				
At or Above Basic				
At or Above Proficient	80.0	91.0	79.0	
At Advanced				
3. <u>STUDENTS WITH DISABILITIES</u> (specify subgroup)				
At or Above Basic				
At or Above Proficient	76.9			
At Advanced				
<b>STATE SCORES</b>				
<b>TOTAL</b>				
At or Above Basic				
State Mean Score	n/a			
At or Above Proficient				
State Mean Score	58.2			
At Advanced				
State Mean Score	n/a			

The chart above designates the percentage of Granville Middle School students who scored at or above the proficiency level in reading, as well as those who were identified as advanced. For the past three years, at least 40% of our students have been identified as advanced on the Ohio Proficiency Exam.

**TABLE B – MATHEMATICS PROFICIENCY RESULTS**

Subject	Mathematics	Mathematics	Mathematics	Mathematics
	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March
SCHOOL SCORES (in percentages)				
TOTAL				
At or Above Basic	n/a	n/a	n/a	n/a
At or Above Proficient	87.5%	92.1%	84.0%	
At Advanced	19%	33%	16%	
Number of students tested	134	139	158	
Percent of total students tested	100	99.99	100	
Number of students excluded	0	2	0	
Percent of students excluded	0	.01	0	
SUBGROUP SCORES				
1. MALE (specify subgroup)				
At or Above Basic				
At or Above Proficient	65	72	61	
At Advanced	14	28	11	
2. FEMALE (specify subgroup)				
At or Above Basic				
At or Above Proficient	52	56	72	
At Advanced	11	18	14	

The chart above designates the percentage of Granville Middle School students who scored at or above the proficiency level in math, as well as those who were identified as advanced. Regardless of skill level of students coming into the middle school, they continue to achieve at a level exceeding the state requirement. The information provided with the gender breakdown represents actual numbers rather than percentages.

2. At GMS, assessment data are utilized significantly, recognizing that there are other pieces of information that are also important in designing a plan for a student’s academic success. Classroom teachers use pre and post tests in their respective areas to analyze student skills and knowledge base so instruction can be tailored to fit students’ needs. Competency test results are discussed by grade level teams, as well as with teachers in lower and upper grade levels to better understand strengths and deficiencies. This work also leads to modifications and adjustments in classroom instructional techniques. A tangible example of such work is the development of a school-wide writing rubric by the language arts teachers. Discussions that raised concerns across grade levels about student writing ability led to the targeted professional development activity that resulted in the rubric. Students now clearly understand the expectations. Samples of middle school student writing were scored by high school teachers and vice versa during the first year of implementation. The rubric continues to be fine-tuned and improved.

Assessment data also provide us with information on how to better assist either students who are struggling academically or students who are achieving beyond the grade level expectation. Whether through accelerated courses, intervention opportunities with classroom teachers, or individually tailored materials, the data point us in an appropriate direction to meet student needs.

Finally, because the state proficiency tests are based on the model curriculum and state standards (that we've utilized to audit our own district curriculum), we can use the testing information to help us improve our instruction. If we see, for instance, that students struggled with the estimating portion of the math proficiency, we can return to the curriculum that is key to those specific student-learning outcomes. We can analyze where there may be gaps in instruction or needed improvement in how students demonstrate their acquired skills.

3. Annual building report cards are distributed to families and the community. The report cards display assessment information related to the state proficiency exams, as well as pertinent demographic data related to attendance, teacher certification and attendance, and special needs populations. In addition to the report cards, parents of the students taking the 6<sup>th</sup> grade proficiency tests are mailed individual results with an accompanying explanation of the data. The school also provides an electronic newsletter on a monthly basis that contains assessment updates. When the new language arts rubric was developed, samples were sent home for parents to review, together with exemplary writing examples to help parents see the expectations that were being set for their children. An annual Learning Fair is sponsored by the district which provides students and community members with an opportunity to visit school sites and examine student work.

4. Granville Middle School was recently selected (September 02) as one of only two middle schools from the southeast region of Ohio to participate in the inaugural pilot year of Making Middle Grades Work. Our high school is also part of the High Schools That Work program. The grant dollars associated with these programs have allowed us to share across all district buildings as we continually try to strengthen and align our curriculum, instruction, and assessment programs. The Making Middle Schools Work programs also provides an excellent opportunity for networking with middle school professional across the state and beyond. Granville middle school teachers have also frequently presented at National Middle School Association conferences, as well as more subject matter focused meetings and workshops on a local, regional, state and national basis.

## PART V – CURRICULUM AND INSTRUCTION

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1. Granville Middle School students are required to complete a blocked language arts course, and courses in math, science, social studies, health, physical education, art, and music. In addition, students are encouraged to take a foreign language (Spanish or French) and are given one year of prerequisite high school credit if they successfully complete two years in middle school. The 5 C's of the National Standards for Foreign Languages: Communication, Cultures, Connections, Comparisons and Communities guide the two-year curriculum. A variety of electives are also offered including Industrial Technology Education, Work and Family Life, Art II, choir, orchestra, and band. The curriculum is supported by a strong guidance program that integrates career education and the development of an individualized career plan in 7<sup>th</sup> and 8<sup>th</sup> grade.

High standards are reinforced through curriculum integration, collaboration, the application of critical thinking skills, application of inquiry methodology, regular reviews of courses and articulation with other grade levels, the alignment and surpassing of state requirements, and finally, significant writing and reading across the curriculum. For example, students are required to read the equivalent of 20 books across the curriculum, including fiction and non-fiction. Across all curriculum areas, students are required to complete writing assignments of 1-3 pages at least once a week for a grade.

By virtue of assignments given, students are required to read outside of school a minimum of one hour per day. Students are also required to complete a comprehensive research paper at each grade level. As an example, in 7<sup>th</sup> grade, the social studies and language arts teachers collaborate on a country research paper.

Students become proficient with scientific calculators and some students complete algebra and geometry by the end of grade eight. Problem solving techniques are emphasized through practical applications. Technical writing has become an integral part of all math classes.

In science, students read science-related articles and complete lab reports on scientific investigations at least once a week. All students are required to take a test that is predominantly in essay format at least once a week.

GMS teachers are very proficient in technology and integrate the use of computers through their own instruction and through assignments required of students. All students have a minimum of a nine-week experience in industrial technology where graphic communications, robotics, material processing, and CAD are covered.

2. The language arts curriculum is delivered in a blocked and integrated approach with two full-time teachers assigned to each grade level. Areas of focus include writing, reading, listening, and speaking skills. Students practice and show evidence of proficiency in expository, narrative, descriptive, persuasive, journal, autobiographical, and response to

literature writing assignments. From their writing portfolios, students select a written piece for a GMS writing contest. Selections are judged by the entire staff. Writing conventions (punctuation, sentence structure, etc.), grammar, spelling, and vocabulary are taught. Instruction builds upon prior knowledge and reinforces what kids know. Student reading assignments range from classic novels to individual choices. Genres covered include myths, fables, novels, plays, poetry, short stories, biographies, book/film analysis, and essays. Teachers assist students whose reading skills are below grade level by promoting independent reading geared to their reading levels. As other ways of assisting, teachers employ reading strategies, tutoring, inclusion classes, and targeted intervention (i.e. English as a Second Language, computer programs that allow students to return to foundational skill areas that need to be strengthened and should have been mastered at earlier grade levels).

3. The Granville Middle School math curriculum matches the Ohio Standards and NCTM recommendations. Students and parents select from three basic course offerings at each grade level based on performance, work ethic, and personal goals. The math classes span several grade levels with 6-8<sup>th</sup> graders at times mixed with each other. Advanced students move to Granville High School for geometry classes when needed. Problem solving techniques are emphasized as students work through learning basic skills, applying the skills in activities and projects, and demonstrating skill mastery through a variety of assessment techniques. All students develop their logical/mathematical thinking to complement and integrate with their other multiple intelligences.
4. Teachers employ varied instructional strategies that engage students in challenging, complex assignments. The following are specific examples of such activities: cooperative groups; use of technology (computers/calculators); application of skills to real-world problems; open-ended problem solving; analysis and representation of data in tables, charts, and graphs; class discussions (small and large group); oral presentations (can be multi-media), use of math manipulatives; field trips; use of multiple written assessments; informational speakers; provisions for student-initiated learning such as inquiry-based work in science classes; awareness of teaching to different learning styles (Gardner's work); service learning; requirements for students to use scientific and logical reasoning; and performance-based learning (students demonstrate their expertise through contests, performances, mock trials, Math Counts, Power of the Pen, etc.)
5. Professional development is designed so that three important areas are considered: individual teacher growth, strength in the specific discipline/content knowledge, and work towards building improvement goals. Each staff member has an individualized professional development plan on file with our district's local professional development committee. Each plan is developed with a five-year time span that moves each individual towards constant professional growth and renewal and ultimately the re-certification/licensure of the teaching staff member. Professional development activities are embedded in the life of the school through team planning opportunities, early dismissal days geared to current needs identified by the teaching staff, subject matter

department meetings, and staff meetings designed to incorporate teacher sharing of expertise and experiences. A mentoring program is also in place so that experienced teachers trained in Pathwise work with entry-year level teachers during their first two years of employment.

Teachers attend National Middle School Association conferences, funds are provided for workshops/classes, and graduate credit opportunities are offered within the district in areas targeted for building/district improvement goals

The impact of such professional development results in a direct relationship between increased knowledge of teachers and what they present in the classroom. Grant money helps us introduce new activities and new materials that enhance student learning. For example, we were recently selected as one of two middle schools in the southeast region of Ohio to be in a pilot program for Making Middle Grades Work. Course work keeps teachers abreast of current practices and research that impacts student learning. Teachers continuing their own education provides a good model demonstrating to students that learning, indeed, never ends.