

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

Name of Principal Mr. Charles H. Kolb (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Tiffin Elementary (As it should appear in the official records)

School Mailing Address 145 South Bridge St. (If address is P.O. Box, also include street address)

Chillicothe Ohio 45601-6405 City State Zip Code+4 (9 digits total)

Tel. (740-774-2321) Fax (740-774-9465)

Website/URL NA Email ckolb@mail.gsn.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.

(Principal's Signature) Date 3/31/03

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

Name of Superintendent Dr. Dennis Leone (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chillicothe City Schools

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 Mr. Mark Gray (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.

Date

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: 6 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 9 TOTAL
2. District Per Pupil Expenditure: \$6,789
 Average State Per Pupil Expenditure: \$6,911

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.
NA 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	23	20	43	7			
1	23	16	39	8			
2	22	21	43	9			
3	16	21	37	10			
4	26	22	48	11			
5	15	17	32	12			
6	-	-	-	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							242

6. Racial/ethnic composition of the students in the school:
- 90.7 % White
 - 03.8 % Black or African American
 - 00.0 % Hispanic or Latino
 - 01.4 % Asian/Pacific Islander
 - 00.0 % American Indian/Alaskan Native
 - 04.1 % Multiracial
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 30.4%

(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 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	86
(4)	Total number of students in the school as of October 1	282
(5)	Subtotal in row (3) divided by total in row (4)	.304
(6)	Amount in row (5) multiplied by 100	30.4

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 56 % 12

136 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.

Page 5

10. Students receiving special education services: 12.3 %

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

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 24 Specific Learning Disability |
| 0 Hearing Impairment | 17 Speech or Language Impairment |
| 5 Mental Retardation | 0 Traumatic Brain Injury |
| 0 Multiple Disabilities | 0 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)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>18</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 1:22

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	93.4	93.9	94.2	94.2	94.5
Daily teacher attendance	95.8	96.6	96.4	96.7	97
Teacher turnover rate	41*	35*	35*		
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

**Teacher turnover is the result of district downsizing, reduction in force, and redistribution.*

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

See Narrative, page 7

PART 111- SUMMARY

Tiffin school is located in the small industrial city of Chillicothe, in south-central Ohio. Chillicothe's population is about 23,000, and losing school-age numbers to adjacent county districts. With a current enrollment of 242 children in grades K through 5, it serves a fairly diverse population of mostly blue-collar families. A strongly Appalachian flavor is noted in this region, and 56 % of the school's population qualifies for free or reduced-price meals. Children attending this school come from a variety of sub-communities, including the immediate neighborhood, several trailer parks, and a rural, hilly area south of town. A significant number of families live in rental housing, causing a high rate of transience.

The school was built in 1952-53 in the shadow of the Mead Corporation paper mill. The building shows signs of aging, with repairs and modern updates needed to its infrastructure.

Children are distributed in grades Kindergarten through five, with two classes of each through grade four, and one of grade five. A resource room exists to serve children in intermediate-level Developmentally-Handicapped and Learning Disabilities programs, and another for primary-level Learning Disabilities. Classrooms also exist for the art and music programs, and for Title 1 programs.

With these demographic and cultural factors, our mission of Tiffin School is "to do whatever it takes to help ALL students learn and master the basic core of knowledge, academics, and life skills." To this end, the entire staff works collaboratively and with tremendous gusto to dispel the myth that children from disadvantaged backgrounds are unable to learn what is expected of all. Dedication to our mission and applying the belief that ALL children can learn has made this school a source of pride to the community it serves.

Use of Assessment Data

Teams of teachers in the district developed quarterly assessments for Reading, Writing, and Mathematics for each grade level. These assessments reflect Ohio Content Standards and benchmarks, a district pacing chart for the delivery of instruction, and Bloom's Taxonomy. Assessments include an array of multiple-choice, short answer, and extended-response questions that reflect higher-order thinking skills.

Teachers score their class assessments. The responses are then linked to the standards by the principal, who identifies areas of both strength and need for the whole class and for individual students. An intervention specialist prepares a graphical analysis for each class, and grade, and the results are discussed and strategies for intervention are developed in grade-level team meetings. These meetings include the principal, the teachers at that grade level, the intervention specialist, and Title 1 staff.

Communication of Student Performance

Student and school performance is communicated periodically to parents and to the community. The Ohio Department of education provides both individual-school and district-level performance data through an annual Report Card, which is mailed to all households in each district. Additionally, this information is released to local media.

Quarterly assessment data and other indicators of student performance are discussed with parents at regularly- scheduled parent/teacher conferences. Student successes are celebrated after the end of each grading quarter with an Honors and Awards Assembly, with parents, grandparents, and members of the community invited to attend. Included in this recognition are high academic achievement, attendance, and citizenship and attitude awards. Parent bulletins and newsletters also include mention of our progress.

Student and whole-school success is also provided by the school to the local media for publication and broadcast.

Sharing Our Success

Tiffin School will share its success in a variety of ways. Results of our State Proficiency Testing Program from the Ohio Department of Education have been noticed by schools in other districts, and teams of teachers have already visited our school site, observed teachers in their classrooms, and conferred with our staff. This practice will continue, as it also provides a benefit to our own students: when teachers and students are aware of their success, they continue to internalize and fine-tune the strategies that bring positive results that are also modeled to others. Instructional strategies that have been used here have been, and will continue to be, shared with other teachers in other schools seeking help in the improvement process. The district's web site has included information about Tiffin School's success. Several of the staff members have been willing to provide workshops and inservice training to the staffs of other schools. The principal has been asked to speak to other principals at the Ross County education Service Center, which includes other principals from the surrounding six districts in Ross County.

Curriculum

The curriculum in our district for all core academic subjects is based on state content standards. These core curricular areas are published and provided to all teachers in the form of the Chillicothe City Schools Graded Course of Study. Like the other five elementary schools in this district, we also include physical education, art, music, and technology instruction for all children; instrumental music/strings becomes available at the fourth and fifth-grade levels.

Course objectives contained in the Graded Course of Study are allocated throughout the year with a pacing chart. Quarterly assessments track and monitor student and classroom progress in achieving our curricular goals. Lessons are then modified and structured according to the results of these assessments, with interventions by regular classroom teachers, Title 1 teachers, and volunteers who serve the school.

Parents receive brochures at the beginning of each school year, or at the time of registration, which describe the learner outcomes for the grade level in each major subject area, including descriptions of curriculum-based field trips, media/computer competencies, and the assessments used to measure them.

The Reading Curriculum

A balanced approach to reading instruction is used at Tiffin School. This approach was affirmed for its effectiveness by the National reading Panel. A study team attended by our staff researched this panel. Further training for the staff has been provided by the Ohio region 111 Comprehensive Center, which focused on reading instruction.

After preparing the Reading Graded Course of Study, a district committee, which included Tiffin teachers, the Houghton- Mifflin Basal Series was chosen as the primary basis for its reading program because of its close correlation to the Ohio Content Standards for reading. Other districts using the same series had seen gains in achievement as reflected on their State Report Cards. Teachers in those districts also favored the scope and sequence provided by a broad range of strategies for all students.

Three of our teachers are trained in Reading Recovery, and provide continuous support and expertise to other teachers in the building. Elements and strategies used in the Reading Recovery program are evident in regular instruction in all classrooms. A variety of techniques have permeated our classrooms and provide consistency in instruction throughout the school. Shared and guided reading across all grade levels helps to develop fluency. A Foster Grandparent Program, the Ohio Reads corps of trained volunteers, and other volunteers among our parents and community enable our children to have ample opportunities to practice reading skills on an individual basis with the benefits of close, supportive contact. These situations do not occur in many of the homes.

Accelerated Reader has been implemented in all classrooms to augment the basal program, correlating the use of technology with immediate positive, and meaningful feedback at each child's instructional level. Children's responses have been quite enthusiastic. The motivational attributes of this program have been a significant asset to the literacy levels of the children in the school, and a bridge to parents' support of reading.

Another Curricular Area of Interest

The Tiffin school mission statement contains the phrase, “do whatever it takes” to ensure that all students learn and master the basic core of knowledge, a well-developed hierarchy of academic thinking skills, effective verbal and written expression, responsible citizenship and attitudes, and the acquisition of essential life skills. Science is an area that incorporates this broad combination of skills across the curriculum. Included are informational reading, the knowledge and application of mathematical concepts and formulas, higher-order thinking skills, and the written and oral expression of observations, discoveries, and hypotheses.

We also stress the importance of respect and personal responsibility as children work in teams to explore develop their knowledge of new concepts and principles in science. Effective student teamwork involves the exchange of ideas, listening to various theories and evaluating them critically, and sharing freely new information in collaborative groups.

A Combination of Instructional Strategies

Collegiality is an attribute more available to smaller schools such as Tiffin. Staff members are not only willing to share successful strategies, in-service and off-site training, and information exchanged in our team meetings, but also derive the intrinsic satisfaction of knowing that being a community of educators under one roof improves the whole school's chances of success and achieving its mission. Common threads in our approach to teaching and learning also promotes consistency and articulation across grade levels from year to year.

We believe that a combination of strategies creates the greatest benefit for the greatest number of children. We apply the liberal use of paraprofessionals and volunteers to provide close-contact instructional support where needed. Tiffin School is data-driven, and children are identified for intervention on the basis of their individual performances in our periodic assessments. We are a Title 1 Schoolwide Project, and further benefit from the use of highly-trained reading specialists to offer in-class and pull-out support to identified children. This is accomplished in both small-group and larger-group settings. Title 1 reading specialists collaborate with other staff to connect their efforts with those provided in the regular classrooms. Individual Assistance Teams formed from various elements of the school's staff respond to the unique needs, either academic or behavioral, of children who are referred for a closer focus.

Extensive effort is given to display student work in all area of the school, which creates visual emphasis to the importance we share for a strong learning ethic, and the pride we all share in each other. Tiffin School fosters the idea of children (and adults) working in teams. Reading instruction and discussion related to literature are consistently conducted in a "seminar" style, where much of the classroom looks more like a living room, replete with sofas, rocking chairs, and cushions on the floor. The informality and friendliness of this atmosphere seems to stimulate better response, less inhibition, and a more fluent exchange of ideas and reactions, without the constraints of traditional desks in rows and files.

Professional Development

Tiffin School's professional development activities are driven by needs which have been developed at both the district and building level. Our school's LPDC—Local Professional development Committee—consists of staff members who volunteer to examine student academic performance data, attendance figures and trends, and behavioral data. Training is then planned according to the needs and their priorities derived from this data.

Renaissance Learning is the source for our Accelerated Reader training. Teachers were involved in an introductory session, and their training has been monitored and enhanced by consultants at the building site.

A trained Literacy Coach is assigned to the school part-time to assist in identifying effective techniques for children who have experienced difficulties, as identified from our quarterly assessments. The coach also provides an on-going resource, helping classroom teachers to implement instruction prescriptively by identifying specific instructional objectives which had not been mastered.

“Children of Poverty” was provided as an inservice by Ruby Payne to give our staff insights and recommendations for dealing with children of impoverished backgrounds. We serve a population which contains a high number of low-income families, as indicated by 56% eligibility for free/reduced-price lunches. Teachers have made obvious and positive shifts in their interactions with children and parents as a result of this inservice training.

Strategies for promoting improved student responsibility and better student discipline were developed at the school as a result of inservice training by Mr. Henry Spencer and Mr. Thomas Knestrict.. Principles derived from their presentations have been incorporated into our policies, procedures, and assimilated into our school culture.

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 4

Test Ohio 4th Grade

Edition/publication year 2002 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed? All students took the test on the 2000-01 and 2001-02 years.

Number excluded *

Percent excluded *

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the result.

* Students in test years 1999-2000 and previous years were not tested if exempted by I.E.P.s. In the years ending in 01 and 02, however, ALL students were tested, but their scores were exempted by the state in the percentages shown in the State report card. However, with ALL test scores included- *including* those for students in DH and LD programs- Tiffin School *nonetheless* achieved a proficient percentage (75% or better) of its students passing in all 5 of the test areas: Reading, Writing, Mathematics, Science, and Citizenship.

READING

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
TOTAL	100%	76.3%	78.9%	56%	
At or Above Basic	100%	-			
At or Above Proficient	100%	76.3%	78.9%	56%	
At Advanced	19.2%	5.3%	7.9%	04%	
Number of students tested	34*	37*			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
SUBGROUP SCORES					
1. Free/reduced Lunch (specify subgroup)	100%				
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	18.2%				
2. Full-Price Lunch (specify subgroup)	100%				
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	23.1%				
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	67.7 %	56%	58.2%	59.2%	47.1%
At or Above Basic	91.4%	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	67.7%	56%	58.2%	59.2%	47.1%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	7%	7%	6%	4%	4%
State Mean Score	NA	NA	NA	NA	NA

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

* Students in test years 1999-2000 and previous years were not tested if exempted by I.E.P.s. In the years ending in 01 and 02, however, ALL students were tested, but their scores were exempted by the state in the percentages shown in the State report card. However, with ALL test scores included- *including* those for students in DH and LD programs- Tiffin School *nonetheless* achieved a proficient percentage (75% or better) of its students passing in all 5 of the test areas: Reading, Writing, Mathematics, Science, and Citizenship.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
TOTAL	100%	92.1%	82.9%	56%	
At or Above Basic	NA	NA	NA	NA	
At or Above Proficient	100%	92.1%	82.9%	56%	
At Advanced	40.7%	31.6%	31.7%	14%	
Number of students tested	34*	37*			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0	0			
SUBGROUP SCORES					
1. <u>Free/Reduced Lunches</u> (specify subgroup)					
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	45.5%				
2. <u>Full-Price Lunches</u> (specify subgroup)					
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	46.2%				
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	62.9	59.4	48.9	50.6	41.7
At or Above Basic					
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	62.9	59.4	48.9	50.6	41.7
State Mean Score	NA	NA	NA	NA	NA
At Advanced	17	16	11	12	7
State Mean Score	NA	NA	NA	NA	NA

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (c) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

* Students in test years 1999-2000 and previous years were not tested if exempted by I.E.P.s. In the years ending in 01 and 02, however, ALL students were tested, but their scores were exempted by the state in the percentages shown in the State report card. However, with ALL test scores included- *including* those for students in DH and LD programs- Tiffin School *nonetheless* achieved a proficient percentage (75% or better) of its students passing in all 5 of the test areas: Reading, Writing, Mathematics, Science, and Citizenship.