

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

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

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

School Mailing Address 408 North Street (If address is P.O. Box, also include street address)

Steubenville Ohio 43952 City State Zip Code+4 (9 digits total)

Tel. (740) 282-1651 Fax (740) 283-8937

Website/URL http://steubenville.k12.oh.us Email myoung@steubenville.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

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

Name of Superintendent Mr. Richard Lucci (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Steubenville City Schools Tel. (740) 283-3767

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 Mrs. Ruth Anne Bruzzese (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

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
1 Middle schools
 Junior high schools
1 High schools

8 TOTAL
2. District Per Pupil Expenditure: \$6,783

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.

 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				7			
1	12	9	21	8			
2	9	12	21	9			
3	8	17	25	10			
4	26	14	41	11			
5	14	11	25	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							133

6. Racial/ethnic composition of 72 % White
 the students in the school: 28 % Black or African American
0 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 0 %

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	133
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

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: 40 %
53 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: $\frac{9}{12}$ % 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	___ Other Health Impaired
___ Deaf-Blindness	<u>1</u> Specific Learning Disability
___ Hearing Impairment	<u>11</u> Speech or Language Impairment
___ Mental Retardation	___ 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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>8</u>	_____
Special resource teachers/specialists	<u>1</u>	_____
Paraprofessionals	_____	<u>1</u>
Support staff	_____	<u>2</u>
Total number	<u>10</u>	<u>3</u>

12. Student-“classroom teacher” ratio: 14.7

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	96.3%	95.7%	96.6%	96.7%	96.5%
Daily teacher attendance	96.9%	*91.6%	94.8%	92.7%	94.2%
Teacher turnover rate	0%	**14%	0%	0%	0%
Student dropout rate					
Student drop-off rate					

*Parental leave for one teacher

**Teacher Retirement

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.

Wells Parental School of Choice, in Steubenville, Ohio, was created in 1989 in answer to requests by parents and the community for curriculum specialization. The emphasis at Wells focuses on technology and fine arts.

When originally formed, students were selected to attend Wells using the lottery system. Today, the program includes grades 1-5, and selection methods have remained the same. Students who attend Wells receive 150 minutes of computer instruction per week in the Tech Lab in addition to the basic curriculum.

All students are involved in a fine arts program which includes computer design, art, music, dance, and drama.

The student population at Wells School is very diverse. Since students are selected through the lottery system, the enrollment is representative of the entire school district. The population at Wells is 28% minority, 40% qualify for free and reduced lunch, 20% come from homes where at least one parent has a college degree and 20% come from homes where at least one parent has not graduated from high school. 100% of the families that sent their children to Wells School have a vision and a dream for their children.

The focus of learning at Wells School is a learner-centered approach. Students are encouraged to be independent thinkers and decision-makers. Students often work on group projects using cooperative learning techniques, complete independent studies above or below grade level, and use technology to supplement instruction.

Emphasis is placed on a strong basic skills curriculum in grades 1-5. The curriculum is designed around the Ohio Models and includes strands from the Ohio Proficiency Test. Once students have met the minimum standards for a grade, they are taken beyond this level through group projects and independent studies. Technology is utilized as a tool to expand the curriculum and give students methods to enrich the curriculum on each level. The extensive fine arts program at Wells gives students another dimension to work with. Communication skills, social skills, public speaking, integration of skills and methods, and self-expression are all developed and polished through this program. Students take part in distance learning programs through their partnership with Steubenville High School, located a block away from Wells.

Vision

The Wells Parental School of Choice community believes that every child can learn, but that we learn in different ways and at different rates. This belief is the foundation of our learning practice and is reflected in all of our education decisions. Knowing, using, and practicing the arts disciplines and technology domains are fundamental to the healthy development of children's minds and spirits. The role of our school is to prepare students to live and work in the twenty-first century and foster lifelong learning for our entire community.

Mission

Reflecting the needs of society, the Wells Parental school of Choice community provides a school that empowers the students to acquire information, concepts and skills to communicate effectively in both the arts and technology. We cultivate the whole child by using arts education to gradually build many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Through technological instruction the students foster independent self-actualized learning which moves the students in to the twenty-first century. Wells Parental School of Choice connects technology and the arts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 Percent of the students in the appropriate classes take the SAT or ACT, do not report the data. Limit the narrative to one page.

The Ohio Fourth Grade Proficiency Tests for Reading and Math required scaled scores of 217 and 218, respectfully, to be proficient. A scaled score 250 is the advanced proficient score. Beginning with the March 2002 test for reading a scale score from 198-216 indicates a basic score. The fourth (4th) grade test were given for the first in March 1995.

The last three years all of the Wells fourth graders have passed the Reading and Math proficiency test. The goal that we are continuing to work on is increasing the percentage of students receiving advanced scores. (See attachment 1 and 2)

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

In a learner-centered classroom, assessment implies multiple indicators and sources of evidence taken over time rather than one-time, one-format method of judging skills. At Wells School, assessment involves traditional testing methods, but, also interviews, surveys projects, portfolios, writing journals, and checklists. We are attempting to measure significant learner performances, and eliminate the anxiety of test taking associated with standardized tests.

The formal assessments used are the Ohio Proficiency Test in grade 4 and the off year Proficiency Test in grades 1, 3 and 5. The California Achievement Test is given in grade 2. These tests assist us in working with students to master basic competency skills and meet the minimum standards. They are good benchmarks for our students and parents. These test give the teachers a starting point of instruction. Results are studied to identify weak skill areas in curricular standards. Changes are made in the curriculum according to need.

The Vision of Wells School states that "we believe that every child can learn, but, that they learn indifferent ways and at different rates" is reinforced thorough the type of assessment completed at each grade level. Teachers are striving to assess what students have mastered and how they are using that information to be successful in completing assignments, group projects, and in the ways they communicate with each other.

Assessment is a very necessary component of the total learning process. We use all types of assessment results to move students through the curriculum and to provide each child with the proper reinforcement.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and community.

At Wells School, individual conferences are held with each parent to review test results, student progress, and skill development. 98% of the parents attend parent conferences during the school year. If a parent is unable to attend, special arrangements are made to make certain they understand their child's progress. This individual contact allows the teacher to answer any questions the parent may have, and to ensure that the parents understand the standards for judgment and meaning of the data.

In Ohio, the school report card is sent to parents and community groups each year. The report card indicated test results on a district and building level, so that the community can follow the academic success of each school and school district. It compares our results to similar districts and state results. Wells communicates overall achievement levels through their newsletter, "Wells Word", which is published monthly and also uses District publications.

4. Describe in one-half page how the school will share its successes with other schools.

Wells School is committed to sharing its successes with other schools. The school will:

- Wells staff will continue to present information to the parents, community and other schools.
- Wells will participate in distant learning opportunities to showcase the school and students.
- Wells will continue to host visits from school districts to share our instructional techniques.
- The staff of Wells will also be available for seminars, inservice and state and federal visits to be a catalyst for change in other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Wells School emphasis strong basic skills in math, reading, writing, science, and social studies. The Wells School of Choice has supplemented these areas with a strong technology program, physical education, and fine arts. In the Wells classrooms you see less information being transmitted from teacher to student and more experimental, inductive, hands-on-learning. Although our learning atmosphere is orderly, you do not find straight rows of desks and totally quiet children. Instead, you find teachers coaching and students talking and collaborating in small groups. Basic skills are taught by having children use the information they have before them, not just memorization. You find fewer ditto sheets at Wells and more original writing journals and small groups of students studying topics of interest. There is more choice at Wells, instead of every child always working at the same pace on the same lesson. Through the integration of technology and fine arts students are encouraged to be creative with their lessons and produce final products that follow a theme from grade level to grand level across the curriculum.

Emphasis is placed on helping children develop specific types of thinking that our civilization values: analytical reasoning, interpretation, creativity, categorization, drawing inferences and modeling.

We view our school as an educational community. Each classroom is a model community where students are taught to live and work together as good citizens. Beginning at the lowest grade level, good citizenship qualities are woven into the basic curriculum through classroom rules, reminders when rules re broken conflict resolution practices, rewards, and collaboration. Beyond the classroom students take part in several community service project each year. Currently our students are donating supplies for the troops in the middle east. Through these projects, our children learn that they must always give something back to their community to keep it alive and thriving.

Learning for the children at Wells School includes opportunities for reflection, not just stimulus-response situations. Through our studies, we concluded that children must have time to master skills and time to reflect back on what they have learned so that they can truly use the information throughout their lives. The fine arts program is an important part of the total learning process because it gives students the opportunity to express themselves through acting, role-playing, drawing, and social interactions. Collaborative learning throughout the day is an important component in the success of the Wells program. Whether it be small groups of children writing their own play and deciding on the main characters, or a group of children working with team members. The collaboration allows our children to receive feedback from each other and gain good social skills.

Technological skills are an integral part of the total academic program at Wells. Students apply basic skills they have mastered in the classroom as they correspond with students in other states using E-mail, research topics over the Internet, or participate in the Telecommunity Distance Learning Programs.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The literacy team from Wells school choose to use the Success for All reading program.

This comprehensive approach was chosen because it ensures that every child including the high-risk child learns how to read. High ability readers are accelerated. To accomplish the goal of reading success the Success for All approach has eight key components. They are:

- a reading curriculum designed to provide at least 90 minutes of daily instruction in classes regrouped across age lines according to reading performance.
- continual assessment of student progress
- one to one volunteer reading tutors
- an emphasis on cooperative learning as a key teaching strategy.
- a family support team to encourage parent support and involvement as well as to address problems at home.
- a building facilitator to provide mentoring, counseling, and support to the school as needed.
- staff support teams that assist teachers.
- training and technical assistance provided by Success for All Staff on such topics as reading assessment, classroom management, and cooperative learning.

The main goal of Success for All is to ensure success in reading. Secondary goals include reducing the number of referrals to special education, reducing the number of students being retained, increasing daily attendance and addressing family needs.

3. Describe in one-half one page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Wells Parental School of Choice is unique in having a curriculum for grades 1-5 that is interwoven with a state-of-the-art fine arts program. Work in the regular classroom is often extended into the fine arts classroom. Teachers work cooperatively to design a program that places emphasis on fine arts in each content area. If the classroom teacher is studying the Rain Forest, this is reinforced in fine arts by drawings and dramatizations. Throughout the school year students collaborate in developing group art projects, participate in the performing arts both in the classroom and onstage. Through these methods, students learn interpersonal skills. The following indicators of success have been developed for the elementary level fine arts program:

Learning to Master Skills:

- Students demonstrate self-discipline and perseverance through practicing and refining a musical, dramatic, or dance performance.
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Expanding and Integrating Knowledge:

- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
- Students identify similarities and differences in the meanings of common terms used in the various arts.

Communication Skills:

- Students present their own works of art to peers and community groups.

Thinking and Reasoning:

- Students can describe various purposes of recreating works of art.
- Students describe how people's experiences influence the development of specific art works.
- Students demonstrate an understanding that there can be a variety of responses to artwork.
- Students create a short play or dance using a theme.
- Students demonstrate and understand that preferences of works of art, held by others, may differ

from your own.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The core subjects of language arts, math, science, social studies and the arts are the basis of student learning. It is the belief of Wells School that basic skills development must be sound for each child to be successful. To ensure that this happens, teachers at Wells monitor student progress individually through checklist and computer management programs. Most importantly students monitor their own progress and can relate to their own strengths and weaknesses in each area. Other methods used include:

- A Buddy Program, which match 5th grade students with 1st grade students to set positive role models for younger children and allowing the 5th grade students the opportunity to mentor.
- An Elementary Social Worker who works with students who are having difficulty in school.
- Band and Orchestra instruction for 4th and 5th graders.
- One-on-one tutoring in math and reading for students below grade level.
- After school Homework Help
- School-Age childcare with a tutoring component.
- Enrichment activities for acceleration.
- Volunteer Program.

5. Describe in one-half page the school's professional development program its impact on improving student achievement.

The professional community at Wells Parental School of Choice is a community of life-long learners continuously working to perfect the teaching/learning process so that all children can be guided towards meeting their full potential. The teachers at Wells School have high professional standards. Staff development and staff renewal processes are part of the total plan for the school each year. Teachers learn separately through course work and seminars and collectively through staff development. Over the past five years, Wells teachers have been involved in over 2500 hours of inservice staff development programming.

Being a small school community gives teachers daily contact with each other. They know each other on a personal basis and also know the special talents and strengths that need to be shared to make the total school program effective. Valuable time is also spent reflecting on the effectiveness of projects and sharing new ideas gained as teachers implement a project in their own classrooms.

When teachers are secure in their teaching methods, they will make the learning process more natural for the students. To be truly a learner-centered school, the staff must be confident in what they are doing as facilitators. With proper training, practice, and collaboration with other professional, teachers stay on task and focused to get the most from their students.

STATE CRITERION-REFERENCED TESTS, ContinuedData Display Table for Reading Ohio 4th Grade Proficiency Testing

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month March					
SCHOOL SCORES					
TOTAL	100%	100%	100%	76%	84%
At or Above Basic	100%	NC	NC	NC	NC
At or Above Proficient	100%	100%	100%	76%	84%
At Advanced	9%	22%	23%	8%	8%
Number of students tested	23	22	24	25	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for Free & Reduced Lunch (specify subgroup)					
At or Above Basic	100%	100%	100%	NC	NC
At or Above Proficient	100%	100%	100%	NC	NC
At Advanced	10%	20%	20%		
2. African/American (specify subgroup)					
At or Above Basic	100%	100%	100%	NC	NC
At or Above Proficient	100%	100%	100%	NC	NC
At Advanced	13%	15%	34%		
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	27%	NC	NC	NC	NC
State Mean Score					
At or Above Proficient	64%	56%	58%	59%	47%
State Mean Score					
At Advanced	7%	7%	6%	4%	4%
State Mean Score					

NC = Not Calculated

Ohio has a long history of using statewide testing for accountability purposes. In the elementary grades, annual proficiency testing has been implemented since 1995 (4th grade). For 4th grade reading only, cumulative percentages that include multiple administrations are provided for 2001-02 school year.

STATE CRITERION-REFERENCED TESTS, ContinuedData Display Table for Mathematics Ohio 4th Grade Proficiency Test

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month March					
SCHOOL SCORES					
TOTAL	100%	100%	75%	100%	100%
At or Above Basic					
At or Above Proficient	100%	100%	75%	76%	50%
At Advanced	53%	55%	4%	10%	4%
Number of students tested	23	22	24	25	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for Free & Reduced Lunch (specify subgroup)					
At or Above Basic	100%	100%	100%	NC	NC
At or Above Proficient	100%	100%	100%	NC	NC
At Advanced	38%	30%	25%	NC	NC
2. African/American (specify subgroup)					
At or Above Basic	100%	100%	100%	NC	NC
At or Above Proficient	100%	100%	100%	NC	NC
At Advanced	50%	43%	25%	NC	NC
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	63%	60%	49%	51%	41%
State Mean Score					
At Advanced	17%	16%	11%	12%	7%
State Mean Score					

NC = Not Calculated

Ohio has a long history of using statewide testing for accountability purposes. In the elementary grades, annual proficiency testing has been implemented since 1995 (4th grade). For 4th grade reading only, cumulative percentages that include multiple administrations are provided for 2001-02 school year.