

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Dawson-Bryant Elementary School
(As it should appear in the official records)

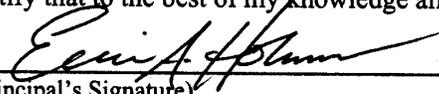
School Mailing Address 4503 State Route 243
(If address is P.O. Box, also include street address)

Ironton Ohio 45638-8831
City State Zip Code+4 (9 digits total)

Tel. (740) 532-6898 Fax (740) 534-5582

Website/URL http://www.dbelem.db.k12.oh.us E-mail eholmes@scoca-k12.org

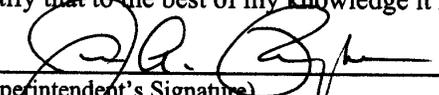
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

 Date FEBRUARY 8, 2004
(Principal's Signature)

Name of Superintendent* Dr. James A. Payne
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

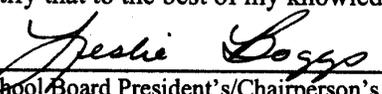
District Name Dawson-Bryant Local School District Tel. (740) 532-6451

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 FEBRUARY 8, 2004
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Leslie Boggs
(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 Feb 8, 2004
(School Board President's/Chairperson's Signature)

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

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. The school has been in existence for five full years, that is, from at least September 1998.
4. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
6. 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.
7. 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

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)

 3 TOTAL
2. District Per Pupil Expenditure: \$7,015
 Average State Per Pupil Expenditure: \$8,441

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. 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:

2002–2003

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	51	33	84	7			
1	46	41	87	8			
2	49	50	99	9			
3	51	53	104	10			
4	54	44	98	11			
5	47	57	104	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							576

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>99.5%</u> White |
| <u>0.5%</u> Black or African American |
| <u>0.0%</u> Hispanic or Latino |
| <u>0.0%</u> Asian/Pacific Islander |
| <u>0.0%</u> American Indian/Alaskan Native |
| 100.0% Total |

7. Student turnover, or mobility rate, during the past year: 13.47%

(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.)

2002–2003

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	579
(5)	Subtotal in row (3) divided by total in row (4)	.134715
(6)	Amount in row (5) multiplied by 100	13.4715

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: 61.31%
355 Total Number Students Who Qualify

If this method does not produce 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: 20%
116 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> 2 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 2 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 45 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 40 </u> Speech or Language Impairment
<u> 18 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 5 </u> Multiple Disabilities	<u> 2 </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)	<u> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 30 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 1 </u>
Paraprofessionals	<u> 1 </u>	<u> 0 </u>
Support staff	<u> 4* </u>	<u> 0 </u>
*number does not include cooks and custodians		
Total number	<u> 47 </u>	<u> 0 </u>

12. Average school student-“classroom teacher” ratio: 19.3:1 (579/30)

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.0%	93.0%	93.9%	94.4%	94.3%
Daily teacher attendance	96.4%	96.0%	96.3%	96.8%	96.5%
Teacher turnover rate	1	2	0	1	0
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

NOT APPLICABLE

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

How did a poor, rural school in Ohio Appalachia progress from the lower echelons of student achievement to status as one of the best schools in Ohio? Dawson-Bryant Elementary, a K–5 school in rural southern Ohio, has had an economically disadvantaged student population since the economic downturn several decades ago. No longer a thriving industrial valley, jobs are scarce, especially high-paying jobs. Poor student performance at Dawson-Bryant Elementary has been the status quo, and at times the problems of educating students there seemed insurmountable. Through a series of prudent education decisions and a coordinated effort, all administrators, teachers, and staff members as well as many parents collaborated to make significant changes in the school’s curriculum and instructional practices during the 2000–2001 school year, and the reform continues.

The school’s mission is to help each student reach his or her full potential regardless of limiting influences, such as socioeconomic status or disabilities. The staff has realized its vision of a first-class education for all students much sooner than expected. Over the past three years, scores on the Ohio Proficiency Tests in reading and mathematics (potent indicators of a school’s overall educational quality), rose dramatically. In 2002–2003, the school received an Excellent rating, the highest of five designations.

To what do we attribute this surprising improvement after years of struggle? The teaching staff has agreed that five major positive changes coalesced over the three years to bring about the transformation of the school: a newly structured administrative team, improved teacher attitude and enthusiasm, curriculum changes, effective interventions, and a significant increase in parent and community involvement.

Leadership. In 2000–2001, the coordinated leadership of the principal and assistant principal brought the entire staff together into a cohesive group willing to collaborate and spend the time it took to revamp the curriculum; improve teaching strategies through coordinated, relevant professional development; and implement an array of interventions.

Teacher Enthusiasm and Buy-In. Once they realized that the changes they were implementing were beginning to affect student achievement, the teaching staff grew even closer and worked even harder. In just three years, they have aligned and mapped the core curriculum for grades K–5 and are using the results to guide instruction. They use the data provided by the school’s assessment program to determine student needs and plan accordingly, making use of the school’s excellent intervention system. This already experienced staff has become highly successful because they have become empowered.

Curriculum Changes. The new curriculum, aligned with the new Ohio Academic Standards, is highly effective because the teachers meet weekly to plan instruction that corresponds to each strand and standard. They have selected classroom materials that closely relate to the standards and use a variety of instructional techniques to engage students.

Interventions. The Dawson-Bryant Elementary intervention program includes classroom help (peer tutoring, volunteer tutoring, a teacher who helps with individual education plans for mainstreamed special education students), an After-School Mall (before- and after-school tutoring and enrichment activities); and an Intervention Assistance Team that meets often to assure the best possible course of action for students who need academic assistance or family services.

Parent/Community Involvement. For the past three years, the staff at Dawson-Bryant Elementary has encouraged parents to become involved in their children’s education by offering monthly family workshops and recruiting and training them to work as volunteers at the school. In addition, retired teachers help in the classroom and the After-School Mall. This cadre of helpers has grown exponentially since 2000–2001, and they provide a presence that underscores the school’s unspoken message to all of the school’s 574 students: *We care about you, and we want you to learn and grow while you are here.*

PART IV—INDICATORS OF ACADEMIC SUCCESS

What Do Assessment Results Indicate about Dawson-Bryant Elementary's Progress?

Over the last three years, Dawson-Bryant Elementary School has undergone a major transformation—in school policy, in curriculum, in instruction, in the use of assessment data to monitor student progress, and in the use of resources. The results of this transformation are evident from Table 1 below, which charts the school's proficiency test scores over the last eight years. In 1999–2000, the school had made negligible progress toward meeting state standards. In 2002–2003, it received a rating of Excellent, Ohio's highest.

Table 1. Summary of Dawson-Bryant Elementary's Proficiency Scores

Test	Average Proficiency Percentage							
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	2001–2002	2002–2003
Citizenship	25.8	54.7	45.3	57.6	38.7	52.9	62.4	90.3
Mathematics	11.5	38.7	38.8	35.9	33.3	72.1	63.1	96.8
Reading	17.7	47.4	29.5	59.3	38.0	55.9	91.8	88.2
Writing	27.4	61.3	44.7	70.3	75.0	73.5	87.1	81.7
Science	11.3	36.0	45.3	47.3	28.0	64.7	69.4	93.5
Average of all scores	18.7	47.6	42.7	54.1	42.6	63.8	74.8	90.1

State Standards: 75% proficiency in each of the core areas.

Reading

Table 1 illustrates the 1999–2000 baseline levels from which Dawson-Bryant Elementary's teachers worked during the three-year implementation of the improved curriculum. Only 38 percent of the students that year demonstrated proficiency in reading. The state minimum standard is 75 percent proficiency in all core areas. The reading scores improved by 147 percent in 2000–2001 (38.0 percent to 55.9 percent reading proficiency), then by another 164 percent in 2001–2002. Reading scores for 2002–2003 dropped by 4 percent to 88.2 percent proficiency, a likely result of the state's requirement to include some formerly exempted students with disabilities in the calculations. Even at that, reading proficiency was 13.2 percent above the state standard and 42.2 percent above the state proficiency of 46.0% for 2003.

Students have shown similar reading improvement on tests that are part of the school's comprehensive assessment program.

Mathematics

Progress in students' mathematics proficiency is another success story. The 1999–2000 baseline proficiency percentage was 33.3. In 2000–2001, the percentage climbed to 72.1, a 216 percent improvement. Then after a slight setback in 2001–2002 (63.1 percent proficiency), mathematics proficiency scores in 2002–2003 surpassed the state minimum standard of 75 percent by 21.8 percent with 96.8 percent proficiency. This represents a 154 percent improvement over the previous year. The 2002–2003 mathematics scores also reflected the inclusion of students with disabilities who were previously exempted. No accurate comparison with the 2002–2003 state proficiency percentage for mathematics is possible because mathematics scores were included in a figure of 58.0 percent for all tests exclusive of reading. (See <http://www.ode.state.oh.us/proficiency/results.asp>.)

As with reading assessments, other mathematics tests that are part of Dawson-Bryant Elementary's continuous monitoring program have indicated comparable progress.

How Does the School Use Assessment Data to Improve Student Performance?

Administrators and teachers at Dawson-Bryant Elementary School use assessment data to accomplish the activities listed below. The wisdom of using student data to plan instructional content and strategies is evident in the increased state proficiency test scores in all five academic areas over the past three years. The following strategies—all of them based on the results of assessment—have proven effective in helping students improve their performance.

- **Curriculum alignment.** Over the past several years, Dawson-Bryant teachers and administrators have aligned the reading, mathematics, writing, science, and social studies curricula to meet new Ohio Academic Standards for grades K–5. Alignment also assures there is continuity between grade levels.
- **Curriculum mapping.** Teachers within each grade level coordinate a “map” of the content, requisite skills, and instructional strategies for each subject during the year. This helps them avoid gaps in the continuity of student learning in each classroom and assures that all teachers are engaged in collaborative planning.
- **Ongoing assessment and monitoring.** Dawson-Bryant Elementary’s assessment program assures that teachers are aware of individual student needs and areas of instruction that need special attention. Currently the program includes (a) a readiness test administered prior to entrance to kindergarten; (b) curriculum-based measurements administered to kindergarten and first-grade students three times each year; (c) a diagnostic and prescriptive system that helps Dawson-Bryant Elementary teachers prepare our students for success on the third grade Ohio Reading Achievement test and the fourth grade Ohio Proficiency Tests, (d) cognitive abilities tests administered in grade 3, and (e) item analysis of diagnostic/achievement/proficiency tests.
- **Grade-level meetings.** All teachers at each grade level meet weekly for planning, resolving problems, and sharing. Sometimes the teachers participate in special professional development activities.
- **Vertical meetings.** Once each grading period, at least one representative from each grade level participates in a coordinating and planning meeting to help institutionalize the concept of continuity of instruction from grade to grade.

How Does Dawson-Bryant Elementary Share Information about Student Performance?

Administrators and teachers at Dawson-Bryant Elementary work very hard to create and maintain ties to the community through regular communication with students’ parents (a monthly family workshop series, weekly classroom newsletters, personal contact, a school Web page, and a homework hotline).

Attendance at **workshops** is high, and the presenters make them both fun and informative (e.g., “Family Math Night: Munching Into Math” and “Getting Ready for Kindergarten”). Each teacher in the school publishes a 1–2 page **newsletter** for parents and students each week. Newsletters are individually designed and contain information about what students will be studying in the coming week, upcoming events, book reviews, target skills, spelling words, and more. The school also encourages parents to make **personal contacts** with school staff. Parents can call any teacher or administrator at any time or request a face-to-face meeting to discuss problems or ideas. Each staff member keeps a log of the dates and content of calls and visits and tries to resolve problems personally. In rare cases, he or she may bring it to the table at a regular teachers’ meeting. In addition to the district Website, Dawson-Bryant Elementary has its own **Website**, which contains teacher-generated interactive learning activities, homework information, student project reports, and other information for the school community. Students and parents can also link to Websites generated by individual teachers. Finally, parents and students can call the **homework hotline** for any classroom for an update on assignments, homework help, and story time for several subjects.

Other more formal lines of communication are (a) two scheduled and publicized **parent–conference days** each year; (b) a **parent survey** every spring to find out what parents like and do not like about the school and how they would like to see the school’s budget allocated; (c) an annually updated **student–parent handbook** that contains school policies and procedures; (d) a letter to parents explaining the state proficiency scores, timed to arrive with the state’s distribution of the school’s Annual Report Card; (e) **interim grade reports** at 4.5 weeks; and (f) **regular report cards** every nine weeks.

How Does Dawson-Bryant Elementary Disseminate Information about Its Successes?

The faculty and staff at Dawson-Bryant Elementary are extremely proud of the strides we have made toward excellence over the past four years. Some of the ways we spread the word include

- **Newspaper publicity.** Two local newspapers, *The Ironton Tribune* and *The Herald-Dispatch*, willingly publish all press releases and articles Dawson-Bryant Elementary or school organizations submit. This is enormously helpful in publicizing achievement and proficiency scores and school honors and accomplishments.
- **Educational meetings:**
 - ☞ Monthly county superintendent and principal meetings sponsored by the Lawrence County Educational Service Center.
 - ☞ Monthly meetings of the Ohio University Leadership Project cohort groups. The project provides specialized professional development for separate cohorts of superintendents, principals, and treasurers. Both Dawson-Bryant Elementary administrators attend the principal cohort meetings.
 - ☞ Presentations at education conferences (2003 Ohio Department of Education Schools of Promise Conference and the spring conference of the Ohio Association of Administrators of State and Federal Education Programs scheduled for March, 2004).
- **Direct communication with other educational institutions:**
 - ☞ Collaborating with Head Start and other preschool programs to assure their students a smooth transition to kindergarten at Dawson-Bryant Elementary.
 - ☞ Hosting at least one visit each month from teachers and administrators from other districts who want first-hand information about our program.

PART V—CURRICULUM AND INSTRUCTION

An Overview of Dawson-Bryant Elementary's Curriculum

The staff at Dawson-Bryant Elementary has worked hard for the past three years to align the curriculum for reading, writing, mathematics, science, and social studies so that it meets district and state academic content standards. Information about the state standards at each grade level, benchmarks, alignment tools, and teaching resources is at http://www.ode.state.oh.us/academic_content_standards/.

Following are general descriptions of the core curriculums taught in grades K–5. Students must meet high standards in order to fulfill the requirements of each subject area.

Reading. From kindergarten through fifth grade, students move from basic to advanced levels of the following skills: K–3—phonemic awareness, word recognition, and fluency; K–5—acquisition of vocabulary, the reading process, reading applications (informational, technical, and persuasive text), and reading applications (literary text).

Writing. From kindergarten through fifth grade, students move from basic to advanced levels of the following skills: writing processes, writing applications, writing conventions, research, and communication (oral and visual).

Mathematics. From kindergarten through fifth grade, students move from basic to advanced levels of the following skills: Numbers, number sense, and operations; measurement; geometry and spatial sense; patterns, functions, and algebra; data analysis and probability; and mathematical processes.

Science. From kindergarten through fifth grade, students move from basic to advanced levels of the following skills and content areas: earth and space sciences, life sciences, physical science, science and technology, scientific inquiry, and scientific ways of knowing.

Social Studies. From kindergarten through fifth grade, students move from basic to advanced levels of the following skills and content areas: history, people in societies, geography, economics, government, citizenship rights and responsibilities, and social studies skills and methods.

Benchmarks (what each student should be able to do) for each strand of the standards are at http://www.ode.state.oh.us/academic_content_standards/word/ELA_by_Grade-Level_Word.doc. Teachers at Dawson-Bryant Elementary use these benchmarks not only to assess whether students are learning what they need to know, but also to assess the quality of their instruction.

Dawson-Bryant Elementary also has an arts program that includes arts and crafts, music, drama, pottery, piano, and calligraphy. Arts program activities are often extended to the After-School Mall so that children may participate in enrichment activities before and after school.

During their planning sessions, the teaching staff at each grade level makes decisions about uniform time allocations for the different core subjects. This assures that teachers at each grade level give all subjects an equitable amount of time. Of course, the allocations may be different when they teach interdisciplinary units, but the intention is to spend an optimum amount of time on each subject area.

Dawson-Bryant Elementary's Reading Curriculum

The general reading curriculum described in the previous section is just the skeleton of the curriculum as it is implemented at Dawson-Bryant Elementary. Teachers start in kindergarten to lay the foundation for good reading skills by using scope and sequence to provide continuity in students' acquisition of reading skills. They organize the class into flexible groupings that change for various tasks and as students' skill levels change. They continue this general organization throughout the five grades. The teachers focus primarily on the following skills:

Phonemic awareness	Speaking	Research and study skills
Phonics	Listening	Technology literacy
Oral language	Viewing	Independent reading
Vocabulary	Writing	Fiction and nonfiction
Decoding words	Sequencing events	Fact and opinion
Using illustrations to derive meaning	Grammar usage	Cause and effect
Reading comprehension	Mechanical skills	Inference

In their words: "The reason we chose this approach to reading is the close correlation to state standards and national testing. We want our students to have a strong phonetic background, but we also provide appropriate instruction for sight readers as well."

Dawson-Bryant Elementary's Mathematics Curriculum

The Dawson-Bryant Elementary mathematics curriculum includes all the topics described on the previous page. The mathematics teachers across grades particularly focus on number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. The curriculum is directly tied to Ohio's state standards, which are driven by the standards of the National Council of Teachers of Mathematics.

In the early grades, math instruction is hands-on to provide concrete learning experiences and to engage students. Students learn to solve problems in groups. This group exploration and learning mode carries through all the grades. By the time they are ready to make the transition to middle school, students have developed solid mathematical skills upon which to build, and they are ready to move on to more abstract mathematical thinking.

As an integral part of mathematics instruction, students regularly use computers for such tasks as graphing, data analysis, probability problems, spreadsheets, and information retrieval.

Instruction at Dawson-Bryant Elementary

Teachers at Dawson-Bryant Elementary use a variety of instructional methods to assure that all their students get the particular help they need for optimal learning. The classrooms are inclusive and teaching strategies are geared toward the multiple intelligences of students. Classes primarily feature individual and small group instruction. Currently, six retired teachers spend four to six hours each day assisting with small group instruction and providing structured tutoring based on diagnostic, normed, or proficiency tests for individual students who need extra help. Parent volunteers are also on hand to assist the teachers, and student volunteers provide peer tutoring. In addition, a high school intern works with students for three hours every day of the school year.

Children at Dawson-Bryant Elementary use technology as an integral part of their learning. Students use the computers to work on projects, hone writing skills, and develop an understanding of math and science concepts. Each classroom has five computers, and two computer labs serve entire classes of students throughout the day.

To make sure that children get the individualized instructional services they need, an Intervention Assistance Team meets monthly (or more often when necessary) to develop intervention plans for students who are performing below expected levels. Through the strategies in the intervention plans, many students catch up and become successful so that there is no need to test them for special education services. However, Dawson-Bryant Elementary classes are inclusive and mainstream special education students. Grades 3, 4, and 5 benefit from having a co-teacher with a special education background who helps the K–5 teachers implement those students' IEPs (Individual Education Plans).

The After-School Mall, established with funding from a federal 21st Century Schools grant, is an important asset to the instructional program at Dawson-Bryant Elementary. Retired teachers, parents, and others receive stipends to provide before- and after-school tutoring as well as enrichment activities such as music, drama, pottery making, calligraphy, arts and crafts, and piano lessons. The entire school, including the computer labs and gymnasium, is open for the After-School Mall. An important feature of the program is that all student participants receive a nutritious hot snack after school. During the past year, 58.8 percent of the student body uses the mall's service on a regular basis.

Professional Development at Dawson-Bryant Elementary

Dawson-Bryant Elementary's professional development program is comprehensive, yearlong, and focused on improved student performance. Together, the teachers and administrators plan an annual program that involves informal peer training experiences and more formal workshop experiences for teachers of selected grades or curriculum areas as well as some training for the total faculty. They keep the program flexible so that they can add additional topics as needed throughout the year. All teachers who plan to renew certificates must create an individual professional development plan that must be approved by a district professional development committee.

Peer training that makes use of in-house expertise includes grade-level staff meetings, shared planning, collaborative curriculum alignment and mapping, and vertical teaming. The professional staff of 41 has an average of 14.4 years of teaching experience, and 20 hold master's degrees, so they have much to share. In addition, Dawson-Bryant local district provides a number of training opportunities each year. Finally, teachers at the elementary school can choose from many external resources available for delivering the right professional development at the right time, among them (a) an excellent summer teacher academy at Ohio University Southern Campus; (b) curriculum alignment and mapping assistance and special workshops at the South Regional Professional Development Center; (c) the Pilasco-Ross Special Education Regional Resource Center's one-on-one training, workshops, and resource materials; (d) teaching materials and special assistance from the Lawrence County Educational Service Center; and (e) special assistance from the Ohio Department of Education. The school also has an entry year support program for new teachers, and all teachers have opportunities to attend educational conferences and visit exemplary schools.

PART VI—PRIVATE SCHOOL ADDENDUM

This section is not applicable to our proposal.

PART VII—ASSESSMENT RESULTS

REPORT OF STATE CRITERION-REFERENCED TESTING READING

Dawson-Bryant Elementary

Grade 4 Test Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 93

Number of students who took the test 93

What groups were excluded from testing? Why, and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the 2002-2003 school year, Ohio required 4th, 6th, and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks, and grade-level indicators.

For the 2002-2003 school year, reading scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Reading		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	9.3%
At or above proficient	217 and higher	66.3%
At or above basic	198 and higher	90.6%
Below basic	below 198	9.4%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

**REPORT OF STATE CRITERION-REFERENCED TESTING (CONTINUED)
READING**

Table 2. Data Display for Fourth Grade Reading Proficiency—Dawson-Bryant Elementary

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Basic	99.0	N/A	N/A
% At or Above Proficient	88.2	91.8	55.9
% At Advanced	40.9	18.0	2.9
Number of students tested	93	90	68*
Percent of total students tested	100	99	N/A
Number of students excluded	0	1	N/A
Percent of students excluded	0	1	N/A
SUBGROUP SCORES			
1. <u>Students eligible for free and reduced meals</u>			
	55	41	48
% At or Above Basic	92.7	87.8	81.2
% At or Above Proficient	83.3	65.9	43.8
% At Advanced	18.1	7.3	2.0
Number of students tested	55	41	48
2. <u>Students not eligible for free and reduced meals</u>			
	41	62	44
% At or Above Basic	100.0	96.8	81.8
% At or Above Proficient	94.9	91.3	47.7
% At Advanced	46.3	30.6	2.2
Number of students tested	41	62	44
STATE SCORES*			
% At or Above Basic	90.6	N/A	N/A
State Mean Score			
% At or Above Proficient	66.3	67.7	56.0
State Mean Score			
% At Advanced	9.3	7.0	7.0
State Mean Score			

* The number of students tested did not include students who passed the test as third graders.

NOTE In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002–2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two changes may cause the data from the 2002–2003 school year to appear markedly different from the data from previous years for some schools.

**REPORT OF STATE CRITERION-REFERENCED TESTING
MATHEMATICS**

Dawson-Bryant Elementary

Grade 4 Test Ohio Fourth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 93

Number of students who took the test 93

What groups were excluded from testing? Why, and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio’s academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks, and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Mathematics		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	14.6%
At or above proficient	218 and higher	58.6%
At or above basic	208 and higher	70.4%
Below basic	below 208	29.6%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

**REPORT OF STATE CRITERION-REFERENCED TESTING (CONTINUED)
MATHEMATICS**

Table 3. Data Display for Fourth Grade Mathematics Proficiency—Dawson-Bryant Elementary

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Basic	98.9	NA	NA
% At or Above Proficient	96.8	63.1	72.1
% At Advanced	46.2	9.5	8.8
Number of students tested	93	90	68*
Percent of total students tested	100	98	N/A
Number of students excluded	0	2	N/A
Percent of students excluded	0	2.0	N/A
SUBGROUP SCORES			
1. <u>Students eligible for free and reduced meals</u>			
	55	41	48
% At or Above Basic	98.1	43.9	62.5
% At or Above Proficient	94.4	26.8	52.1
% At Advanced	40.0	0.0	4.0
Number of students tested	93	90	92
2. <u>Students not eligible for free and reduced meals</u>			
	41	62	44
% At or Above Basic	97.6	77.4	68.1
% At or Above Proficient	100.0	75.8	54.5
% At Advanced	58.5	25.8	11.3
Number of students tested	93	90	92
STATE SCORES			
% At or Above Basic	70.4	N/A	N/A
State Mean Score			
% At or Above Proficient	58.6	62.9	59.4
State Mean Score			
% At Advanced	14.6	17.0	16.0
State Mean Score			

* The number of students tested did not include students who passed the test as third graders.

NOTE In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002–2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two changes may cause the data from the 2002–2003 school year to appear markedly different from the data from previous years for some schools.