

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

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

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

School Mailing Address P.O. Box 249 160 West Clay Street (If address is P.O. Box, also include street address)

Fredericksburg Ohio 44627-0249 City State Zip Code+4 (9 digits total)

Tel. (330) 695-2741 Fax (330) 695-2116

Website/URL www.southeast.k-12.oh.us/fredrcks E-mail soea_parnold@tccsa.net

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

Name of Superintendent* Steve Sayers (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Southeast Local School District Tel. (330) 698-3001

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 Sue Williams (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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. 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.
6. 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.
7. 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.
8. 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: ___ 4 ___ Elementary schools
 ___ 1 ___ Middle schools
 ___ ___ Junior high schools
 ___ 1 ___ High schools
 ___ ___ Other (Briefly explain)
- ___ 6 ___ TOTAL
2. District Per Pupil Expenditure: \$8,214.08
 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. 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	19	11	30	7	3	5	8
1	25	14	39	8	2	3	5
2	20	9	29	9			
3	9	18	27	10			
4	10	8	18	11			
5	12	93	15	12			
6	18	6	24	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							195

6. Racial/ethnic composition of the students in the school: 99.5% % White
0.5% % Black or African American
_____% Hispanic or Latino
_____% Asian/Pacific Islander
_____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 2.5%

(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.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	200
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5%

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: 52.2%

105 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: 14.9%
29 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> 1 </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 15 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> 7 </u> Multiple Disabilities | <u> </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> 1 </u>	<u> </u>
Classroom teachers	<u> 12 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 12 </u>	<u> </u>
Total number	<u> 33 </u>	<u> 1 </u>

12. Average school student-“classroom teacher” ratio: 20:1

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	<u>95.4</u>	<u>96.1</u>	<u>96.4</u>	<u>93</u>	<u>95.6</u>
Daily teacher attendance	<u>97.9</u>	<u>96.2</u>	<u>95.8</u>	<u>96.1</u>	<u>97.3</u>
Teacher turnover rate	<u>6.1</u>	<u>18.18</u>	<u>9.1</u>	<u>9.1</u>	<u>0</u>
Student dropout rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student drop-off rate	NA	NA	NA	NA	NA

Part III – Summary

Fredericksburg Elementary School (ES) is located in the village of Fredericksburg, Ohio, in Wayne County. This community is located in the 16th Federal Congressional District, which is in the southern most section of northeastern Ohio and is adjacent to the designated Appalachia Region. Fredericksburg ES is part of the Southeast Local School District whose median income is \$27,050. Fredericksburg ES enrollment is 195 students in kindergarten through eighth grade, housed in a 113 year-old facility. Our strengths are founded in a rural atmosphere that supports the learning community of the school and a dedicated staff, all being Highly Qualified, committed to increasing student achievement.

Fredericksburg ES has a diverse and culturally blended enrollment of which 42% is from the Amish culture. Many of our students begin their education with a pre-school experience and some have none. Students enter into our educational process with a huge variation in knowledge, and in experience. Each classroom reflects a diversity of student interests, culture, and family expectations that are brought to the learning process.

Fredericksburg ES school's mission statement is "*a united commitment to learning: united effort, united responsibility, and united success.*" Each school day begins with the staff, students, parents, and community being challenged to fulfill their roles as active members in our learning environment. To facilitate the mission statement, we have created six values: we believe that all children can learn; we believe that being fair does not mean the same for everyone; we believe that students need to take ownership of their learning and their classroom; we believe that educating a child is a partnership with the students, parents, and community; we believe that teacher instruction should meet different learning styles; and we believe that success needs to be celebrated. These values are listed separately, but are interrelated.

United effort is demonstrated by the increase in the number of students completing their daily homework and participating in our Homework Heroes Program (45% to 72% in a three year period). Over 85% of our students receive passing grades each nine weeks. Each classroom has implemented consistent building rules and a discipline system. Parents assist with homework when needed, support the school in discipline situations, and support our annual auction fundraiser. The 98% attendance rate at our fall parent-teacher conferences demonstrates their effort. During the school year, 100% of the staff attends professional development to promote growth in initiatives at the district and building levels.

United responsibility is seen each day as our students take ownership of their learning through goal setting. The staff works to create meaningful lessons that engage and challenge students. Parents are involved in the educational process at all levels. They are encouraged to read to their children nightly as well as to sign assignment books and homework folders. The number of parent volunteers has increased from four (4) three years ago to over 30. The PTO sponsors an annual auction that generates over \$25,000 to supplement the educational process. These additional dollars support extra programs implemented for student success. They also provide classroom supplies and equipment, such as amplification systems, which enhance the educational process.

United success is celebrated daily to provide continued momentum for increased student achievement. Recognition of classroom and individual goals is accomplished through the local newspaper, daily announcements, special incentive programs (Homework Heroes and students receiving all A's have lunch with the principal), wall of retired classroom goals, our learning basket for individual goals, phone calls home to share success, and congratulatory notes sent home.

Our continued commitment to achieve excellence in all facets of the educational process qualifies Fredericksburg Elementary School for recognition as a No Child Left Behind-Blue Ribbon School.

Indicators Of Academic Success

Fredericksburg Elementary School participates in Ohio's Proficiency Tests (OPT), at the fourth and sixth grade levels. The OPT applies to the five following content areas: reading, writing, math, science, and citizenship. These tests are administered each March with the exception of the fourth-grade reading test. This test is administered twice, once in October and again in March. The OPT levels of proficiency are basic, proficient, and advanced at each content area. The "basic level" was added in 2002-2003 to accommodate the scores of students having IEP's (special education students), who prior to 2002-2003 had been exempted from the OPT testing. Students with multi disabilities are administrated an "alternative assessment" in lieu of the OPT. The State of Ohio has set a 75% proficiency rate as a passage indicator for each content area. It is our goal for all students to obtain the proficient and advanced level.

A five year review of the 4th grade OPT scores shows for Fredericksburg ES an increase in the reading scores at the combined proficient and advanced levels of 11.3% and in math an increase of 25.8%. The advanced level alone has shown an increase of 16.7% in reading and an increase in math of 4.7% over the five-year period. The OPT scores for the economically disadvantaged subgroup in both the reading and math content areas—combined proficient and advanced levels— shows an increase of 12.5%

A five-year review of the 6th grade OPT scores shows an increase in the reading scores at the combined proficient and advanced levels of 35.2% and in math an increase of 42.3%. The advanced level alone has shown an increase of 46.7% in reading and an increase in math of 38.5% over the five-year period. The OPT scores for the economically disadvantaged subgroup in reading shows an increase of 13.1% and math 5.4% respectively.

Four students—three in 4th grade and one in 6th grade—were excluded from the administration of the OPT testing because they are special education students identified as multiple handicapped. These four students were given alternate assessments in both reading and math aligned with their IEP goals.

The summary of this data, points out our steady increase in student achievement in the reading and math content areas. The data provides evidence that our economically disadvantaged students within the general population have demonstrated academic improvement.

There was a significant increase from 2000-2003, which in part might be attributed to be an 18.18% teacher turnover rate in the building that brought new perspective to the mind set of the staff, and in the implementation of the Quality Education Improvement initiative which gave students ownership of their learning.

STATE CRITERION-REFERENCED TEST

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 15

Number of students who took the test 15

What groups were excluded from testing? Why, and how were they assessed? Under IDEA '97 guidelines, multi handicapped students are excluded because of special education identification and are administered alternative assessment.

Number excluded 3 Percent excluded 16.7%

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).

Ohio Fourth-Grade Reading Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	16.7	N/A	N/A	N/A	N/A
% At or Above Proficient	66.6	66.7	65.2	52.4	72
% At Advanced	16.7	0	13	4.8	0
Number of students tested	15	15	20	21	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. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	0	NA	NA	NA	NA
% At or Above Proficient	75	33.3	51.7	66.7	87.5
% At Advanced	25	33.3	28.5	33.3	0
Number of students tested	8	3	7	7	8
2. (specify subgroup)					
% At or Above Basic		NA	NA	NA	NA
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	90.6%	N/A	N/A	N/A	N/A
% At or Above Proficient	66.3%	67.7%	56.0%	58.2%	59.2%
% At Advanced	9.3%	7.0%	7.0%	6.0%	4.0%

* 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.

STATE CRITERION-REFERENCED TEST

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 15

Number of students who took the test 15

What groups were excluded from testing? Why, and how were they assessed? Under IDEA '97 guidelines, multi handicapped students are excluded because of special education identification and are administered alternative assessment.

Number excluded 3 Percent excluded 16.7%

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).

Ohio Fourth-Grade Mathematics Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	5.6	N/A	N/A	N/A	N/A
% At or Above Proficient	61.1	46.7	82.6	38.1	40
% At Advanced	16.7	20	13	23.8	12
Number of students tested	15	15	20	21	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. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	0	NA	NA	NA	NA
% At or Above Proficient	75	33.3	51.7	83.3	87.5
% At Advanced	25	33.3	28.5	16.7	0
Number of students tested	8	3	7	7	8
2. (specify subgroup)					
% At or Above Basic		NA	NA	NA	NA
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	70.4%	N/A	N/A	N/A	N/A
% At or Above Proficient	58.6%	62.9%	59.4%	48.9%	50.6%
% At Advanced	14.6%	17.0%	16.0%	11.0%	12.0%

* 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.

STATE CRITERION-REFERENCED TEST

Grade 6 Test Ohio Sixth-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 23

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? Under IDEA '97 guidelines, multi handicapped students are excluded because of special education identification and are administered alternative assessment.

Number excluded 1 Percent excluded 4.2%

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 sixth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Sixth-Grade Reading		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	26.1%
At or above proficient	222 and higher	65.0%
At or above basic	201 and higher	82.7%
Below proficient	below 201	17.3%

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).

Ohio Sixth-Grade Reading Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	3.8	N/A	N/A	N/A	N/A
% At or Above Proficient	38.5	59.1	38.5	58.8	50
% At Advanced	53.8	40.9	26.9	23.5	7.1
Number of students tested	23	22	26	20	13
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. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	0	NA	NA	NA	NA
% At or Above Proficient	61.5	62.5	37.5	50	71.4
% At Advanced	23	0	37.5	16.7	0
Number of students tested	13	8	8	6	7
2. (specify subgroup)					
% At or Above Basic		NA	NA	NA	NA
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	82.7%	N/A	N/A	N/A	N/A
% At or Above Proficient	65.0%	58.2%	58.3%	53.2%	52.1%
% At Advanced	26.1%	22.0%	23.0%	15.0%	18.0%

* 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.

STATE CRITERION-REFERENCED TEST

Grade 6 Test Ohio Sixth-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 23

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? Under IDEA '97 guidelines, multi handicapped students are excluded because of special education identification and are administered alternative assessment.

Number excluded 1 Percent excluded 4.2%

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 sixth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Sixth-Grade Mathematics		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	6.3%
At or above proficient	200 and higher	52.8%
At or above basic	190 and higher	64.6%
Below basic	below 190	35.4%

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).

Ohio Sixth-Grade Mathematics Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	3.8	N/A	N/A	N/A	N/A
% At or Above Proficient	53.8	63.6	57.7	35.3	50
% At Advanced	38.5	36.4	19.2	35.3	0
Number of students tested	23	22	26	22	13
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. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	0	NA	NA	NA	NA
% At or Above Proficient	61.5	87.5	37.5	16.7	71.4
% At Advanced	15.3	0	37.5	50	0
Number of students tested	13	8	8	6	7
2. (specify subgroup)					
% At or Above Basic		NA	NA	NA	NA
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	64.6%	N/A	N/A	N/A	N/A
% At or Above Proficient	52.8%	61.7%	61.1%	54.4%	51.4%
% At Advanced	6.3%	9.0%	12.0%	8.0%	7.0%

* 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.

Assessment Data Use

At Fredericksburg Elementary School, we use assessment results to identify students not achieving at their ability/grade level, to identify gifted students, and identify specific curriculum objectives that are not being mastered. The following assessments are used: Stanford Achievement Test, Otis-Lennon Ability Test and the Ohio Proficiency Tests (4th & 6th grade). The test scores are used to identify overall weaknesses and strengths in the classroom, which assist teachers in making the appropriate interventions to improve each student's achievement.

An intervention based assistance team (IBA Team) provides assistance to students not achieving academic or behavioral success in the classroom. This collaborative team is comprised of the classroom teacher, parents, and support staff, which provide interventions to promote student success in the classroom. The IBA Team meets on a monthly basis.

Classroom assessments are reviewed each spring to determine our building's strengths and weaknesses. To assure alignment, we compare our building results to the district's strengths and weaknesses. We then identify possible areas for improvement, select a building goal, and redefine our goal each year. For example, our building goal for the past two years has been to improve student achievement in mathematics. We will continue to focus on this goal for a minimum of three years in order to obtain a sufficient amount of data to determine our progress and future direction.

The building's student achievement committee reviews the assessment results annually to insure that our curriculum and instruction are aligned and no weaknesses exist. Proper measures are then implemented to improve the areas of need. Student progress is monitored through classroom assessment, district testing, and state testing. Monthly team meetings provide a continual forum for dialogue to monitor the progress of the yearly goals. These meetings provide an opportunity for the teachers to reflect and share ideas.

Student Performance Communication

In keeping with the values of our mission statement, providing information to all the stakeholders of our learning community not only demonstrates our partnership with the stakeholders, but also gives our students ownership of their learning.

The State of Ohio Department of Education compiles an annual local report card (LRC) for each district in the state of Ohio. Hard copies of this LRC are mailed directly to all school district residents and an electronic copy is posted to be the Ohio Department of Education website, www.ode.state.oh.us.

The Wooster Daily Record, Wayne County's largest newspaper regularly publishes proficiency test scores of schools within the county that allows readers to view and to compare school performance at the fourth and sixth grade levels. *The Akron Beacon Journal*, the region's largest newspaper provides region wide comparison results of the Ohio Proficiency testing.

The Southeast Local School District publishes a quarterly district newsletter that provides the information from the assessment results to the community along with explanations. Results from the Stanford Achievement Test, Otis-Lennon Ability Test and Ohio Proficiency Tests are sent to our parents at the conclusion of each school year. Parent-Teacher conferences provide an opportunity for the staff to share and to discuss test results with our community. Fourth and sixth grade teachers explain the results from the Ohio Proficiency Tests to each fourth and sixth grade student individually.

School Success Shared With Other Schools

The entire staff of Fredericksburg ES shares its successes on a daily basis through a variety of avenues. We submit news releases to *The Wooster Daily Record*, Wayne County's largest newspaper for publication. These articles discuss academic and instructional initiatives, student achievements, and community activities. The Tri-County Educational Service Center provides a forum for our staff to participate in on going professional development and to share best practices and our local initiatives with other schools in the tri-county area.

As a School of Promise in the State of Ohio, a team of teachers from Fredericksburg ES will share strategies and initiatives that have led to our success with improving student achievement at the Ohio School of Promise Conference in the fall of 2004. Fredericksburg ES will extend an open invitation to school districts in surrounding counties to visit our building and observe our programs. In June 2004 a team of primary teachers will present our program of success at a Quality Improvement Academy. The presentation will focus on how the tenets of the Quality Education Initiative have given students ownership of their learning and have led to significant student achievement. Members of our staff also share and facilitate professional development opportunities during our district's annual inservice.

Upon being recognized as a No Child Left Behind-Blue Ribbon Award School, we will gladly share our strategies of success with other schools, meet with school personnel, provide needed information that is requested, and share the journey of our learning community because we value celebrating success.

Curriculum and Instruction

Core Curriculum

Our core curriculum is standards driven. Our teaching staff has examined the State of Ohio Academic Content Standards in the areas of language arts, math, science, and social studies and has aligned our local curriculum. We have identified the necessary skills needed to reach the indicators and benchmarks in each of the content areas in grades K-8, and have introduced, developed and mastered these skills at each level.

As a team the staff has developed curriculum maps of the content areas of language arts and math. These curriculum maps contain the content standard, indicators, necessary skills, necessary materials, as well as specific assessment methods to demonstrate student understanding of the standards. Knowledge is connected to other content areas and real-life on a daily basis in an attempt to increase student understanding of what they are learning.

Our instructional staff refers to these standards when writing their lesson plans for language arts, math, science, and social studies. Weekly lesson plans are required to have an objective, procedure, and evaluation.

We utilize our Title I staff to reduce classroom size and to create co-teaching environments. Students are placed in heterogeneous and homogenous groups; each situation is viewed individually and arranged to provide optimum student success.

The 4-Block literacy framework is used to implement the language arts curriculum. Each block: guided reading, working with words, writing, and self-selected reading, focuses on the best practices of language arts instruction. This framework allows for differentiated instruction to occur. Differentiated instruction allows the classroom teacher to increase student achievement at all individual ability levels. Volunteers and staff provide additional reinforcement to meet specific individual needs, practicing vocabulary words, or reviewing key concepts. Demonstrating that instruction can meet the needs of our students by addressing their individual learning styles. This result being that all children can and do learn.

Math content is built sequentially from year to year. The staff is focusing on measurement, fractions, and geometry across all grade levels to improve student success in the Ohio Proficiency Test and the Stanford Achievement Test. Weekly timed tests on math facts are given in grades 1-6 to increase students' computational abilities, allowing students to focus on higher level problem-solving skills.

Ohio Academic Content Standards guide the science and social studies curriculum. Instruction within these content areas emphasizes higher level thinking skills and integrates language arts and mathematics, utilizing a variety of instructional methods.

Technology is integrated at all levels of instruction and is used as a tool to enhance the learning process. Computers are provided in the classrooms and in a lab setting. This technology allows students to utilize programs to practice specific skills, create written compositions, and create projects that demonstrate their knowledge to be assessed by the classroom teacher.

Reading Curriculum

Our reading curriculum is delivered through the 4-Block framework. To teach reading, we use the Harcourt Collection reading series and supplemental materials. This collection incorporates the language arts content areas of reading, writing, and spelling and supports the Ohio Academic Content Standards in language arts.

We believe that daily practice in reading, writing, and spelling are crucial components for student success. Within the district, we are one of four elementary schools; we strive to be consistent in all curriculum areas. As a district, we chose this format because it incorporates best practices and is research-based. This allows us to provide a common curriculum for students as they enter into one middle school.

The 4-Block framework allows the classroom teacher to teach grade level skills, but also to challenge the higher-ability reader and to provide success for the at-risk reader.

Students receive daily language arts instruction in the following manner: guided reading- provides reading skills at grade level and below grade level; self-selected reading- students choose books at their reading ability level and interest to read with the teacher, who conferences with them on a regular basis; working with words- students practice common grade level vocabulary in all learning modalities; and writing- students participate in the writing process with the teacher modeling and providing specific grade level skills.

Building Blocks, a kindergarten adopted version of the 4-Block framework is used in our full day, every day kindergarten program. Building Blocks provides a smooth transition into the first grade 4-Block framework.

Math Curriculum

Improving student achievement in mathematics has been our building goal for the past two years. This goal was selected because math was identified through test data as a weak area in our building and district. Our commitment to *united* effort, *united* responsibility, and *united* success has driven us to setting this goal for improving student achievement.

The staff chose to focus on the following academic weaknesses in math: measurement, fractions, geometry, and timed tests. Each classroom in grades 1-6 participates in weekly timed tests in an effort to improve student knowledge of math computation. Other resources provided to help teachers improve student learning are: *Aims*, a hands-on activity magazine focused on math activities; educational journal articles provide the best practices in math; and *Mind Benders*, a supplemental activity book for kindergarten through eighth grade to develop problem solving skills.

Harcourt Brace Math Advantage is the series used to teach our math curriculum. The staff utilizes all of the learning modalities in teaching the math curriculum. A list of all available math manipulatives was compiled and distributed to the staff. This resource enables staff to provide activities that address all learning modalities, thus improving student achievement. This is done through teaching patterns, hands-on activities, games, and application to real-life.

The classroom teachers use technology to enhance student learning. The computer lab is utilized for this component of our math instruction. Students can participate in drill programs for math, as well as problem-solving activities involving the application of math skills.

Instructional Methods To Improve Student Learning

The belief of our staff is that recognizing and addressing different learning styles is one of the keys to increasing student achievement. Therefore, they use a variety of methodologies including verbal instruction, hands-on learning, inquiry, written information, computer assisted instruction, reading buddies, cooperative groups, group investigation, and other strategies to insure student participation

Teachers observe student needs and select the method(s), which will provide the optimum student engagement and result in successful learning. The following are examples that are practiced at Fredericksburg ES. Computer-based programs and applications are provided to enhance the learning process. By providing students with a technology program, students can practice math facts or create a power point presentation on character traits in reading class. Project-based instruction is a great technique to engage students and to integrate different content areas. Hands-on learning enables students to better understand specific science or social studies concepts, as well as exploration and investigation techniques.

Data collection is essential in order to improve student achievement. A cumulative file of individual student data is passed on from teacher to teacher that provides a reference to determine the instructional needs of each student. Classroom teachers also collect baseline data at the beginning of the school year through teacher observations, informal and formal assessments, including state and district assessments. The baseline information is then used to develop an action plan to maximize student achievement through daily classroom instruction.

Professional Development Program

The Fredericksburg ES teachers participate in a professional development program at both the district level and the building level. The components of which are aimed at creating growth in the teaching staff to continually improve the learning process for both our teachers and our students.

At the building level, assessment results are discussed yearly with the staff. It is through this dialogue that ideas are generated and interest is expressed to look at new strategies for delivering classroom instruction. These discussions drive the professional development for the upcoming year. They also drive the type of workshops or conferences the staff selects to attend during the school year. Differentiated instruction, for example, is being investigated in our building this year. Teachers are attending conferences and workshops on the topic of differentiate instruction to gain more knowledge.

Monthly staff meetings address specific topics, such as differentiated instruction through a book study and viewing videos with learning activities. Monthly team meetings provide dialogue to discuss concerns and provide a time to bring in professional assistance. There is also a common planning time to provide for collaboration and discussion among the primary staff. Educational journal articles focused on current issues and topics are provided to the staff on a regular basis. Daily e-mails provide an avenue to communicate specific ideas and needs.

Professional development at the district level is spearheaded by two entities, administration and the district staff development committee. These entities also collaborate to improve student achievement. Profession development is delivered on two levels, at the building level and the district level. An effort is made to build upon the common initiatives being implemented within the district. Continuing to provide staff development with the 4-Block framework is a direct result of this professional development. Our district-wide grade level meetings provide a time for teachers to discuss best practices and to review possible needs. It is through this *united* responsibility and *united* effort that the staff grows professionally, developing techniques to improve student achievement.