

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address: 8781 Co. Rd. 1
(If address is P.O. Box, also include street address.)

South Point Ohio 45680-8964
City State Zip Code+4(9digits total)

County: Lawrence State School Code Number* 004317

Telephone: (740) 894-4230 Fax: (740) 894-4201

Web site/URL <http://www.southpoint.k12.oh.us/be.html> E-mail hkitchen_sp@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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kenneth H. Cook
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: South Point Local School District Tel. (740) 377-4315

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

(Superintendent's Signature) Date _____

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

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$7,888.00
 Average State Per Pupil Expenditure: \$9,356.00

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. 0.5 Number of years the principal has been in her/his position at this school.
 8 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	NA	NA	NA	7	NA	NA	NA
K	29	23	52	8	NA	NA	NA
1	25	24	49	9	NA	NA	NA
2	24	17	41	10	NA	NA	NA
3	18	21	39	11	NA	NA	NA
4	22	18	40	12	NA	NA	NA
5	30	25	55	Other	NA	NA	NA
6	NA	NA	NA				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							276

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 84 % White
 - 15 % Black or African American
 - NC % Hispanic or Latino
 - 0.4 % Asian/Pacific Islander
 - NC % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	69
(4)	Total number of students in the school as of October 1	265
(5)	Total transferred students in row (3) divided by total students in row (4)	0.2603773
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 63%

Total number students who qualify: 175

If this method does not produce an 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: 22%
61 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>13</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>16</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>7</u>	<u>3</u>
Total number	<u>33</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	94%	94%	95%	95%	95%
Teacher turnover rate	4%	2%	1%	1%	1%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

It is the mission of Burlington Elementary School, a catalyst of change for a caring community, to educate, motivate, and graduate all students with Spirit, Pride, and Respect -- preparing them for a successful and productive life. *Our vision Statement is: Through these doors, step our future.*

Burlington Elementary is a K-5 community-oriented school with approximately 300 students located in rural Southern Ohio. The school is part of South Point Local School District which is comprised of two K-5 elementary buildings, one 6th-8th middle school, and one high school. The district as a whole maintains an average poverty rate of approximate 50 percent, while the rate at Burlington Elementary is slightly higher. In fact, Burlington Elementary supplies approximately 63 percent of their students with free or reduced price meals daily. The school provides special education services to approximately 22 percent of its students in various programs. The ratio of boys and girls remains consistent at approximately 50/50. The school has a modest amount of cultural diversity with approximately 15 percent of the student body classified as minority. Burlington Elementary is located on the borders of both Kentucky and West Virginia in what is called the "Tri-State Area" which makes it conducive to a higher transient rate.

In spite of the potential barriers associated with low socioeconomic status, the high transient rate, the relatively high ratio of special education students, and the high poverty rate, Burlington Elementary students have been quite successful. The school has received numerous awards on both the state and national levels. In 2000 the school received the Governor's \$25,000 School Improvement Incentive Award for achieving dramatic improvement on state-mandated tests. For the past four years (2002-2003, 2003-2004, 2004-2005, and 2005-2006) Burlington Elementary has received the State Superintendent's School of Promise Award. This award is given to schools that surpass the state's required passage rate on state mandated tests in all student population sub-groups, including economically disadvantaged, and minority groups. Only five schools in the state of Ohio have the distinction of receiving this award four consecutive years. Also, Burlington Elementary received the National Title One Distinguished School Award for the 2003-2004 school year. This award was only given to one elementary school in the state of Ohio and only 38 schools in the entire United States. The criterion for this award/recognition was based on, "closing the achievement gap between student sub-groups." The teachers and staff at Burlington are very proud of the students' accomplishments and plan to add many more awards to the "Recognition Wall."

Parents are routinely involved in the decision making process at Burlington Elementary. Parents serve on the building level Continuous Improvement Plan Committee and participated in the recent Math Audit. Parents are also encouraged to participate in activities such as Literacy Night, Science Night, and Parents Take Achievement Test Night. We have also developed several partnerships with area businesses. Wal-Mart Corporation donated five hundred dollars to our science lab last year and served as our community partner for an Ohio Reads grant. Lowe's provided the money and labor to refurbish the playground last summer. We also have a productive and interactive partnership with Hatcher's Greenhouse and others.

Burlington Elementary is blessed with a conscientious and caring staff that is willing to go that extra mile to get the job done. Teachers meet regularly to review current best practices and determine the viability of potentially successful instructional methods. All staff members work together to help each child reach his or her potential while also striving to meet the challenges mandated by the No Child Left Behind Act. If asked for a one-word explanation to summarize the successes at Burlington Elementary, it would be teamwork.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Burlington Elementary has a relatively high percentage of economically-disadvantaged families, yet student test results have dramatically improved and remained high over the past five years. Both the staff and students at Burlington Elementary work hard to understand and improve their performance on state assessments. Before students begin the kindergarten curriculum, they participate in a screening/placement process. With data gleaned from the Ohio Kindergarten Readiness Assessment, teachers gain a better understanding of each child's pre-kindergarten level. All students in grades Kindergarten through first are given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment. This assessment is used to select students for a pull-out reading intervention program. During the school year, a variety of assessments are used to measure student knowledge. All students are given Short-Cycle Assessment tests at regular intervals to help monitor progress and tailor instruction. All third grade students are given the CTB McGraw-Hill Inview Cognitive Abilities Test as an initial screening tool for gifted identification. Diagnostic tests in reading, writing and math are also given to all first and second grade students.

In the mid 1990's Ohio established a testing regiment which has gradually transitioned away from proficiency testing in the fourth grade (OPT) to the current achievement test format (OAT) in grades three through five at the elementary level. The current levels of performance from lowest to highest are: limited, basic, proficient, accelerated, and advanced. At least 75 percent of all students who participate in a tested area are expected to pass (proficient or above) for the school to achieve a passing grade for that particular indicator on the state report card. The percentages earned by students on each portion of the OPT or OAT, at all grade levels, are reported to parents and the community through the building and district report card provided by the Ohio Department of Education. These annual results are also posted on the department's website. Individual student scores rank each child's performance and are reported directly to the parents.

Scores from the past five years demonstrate that Burlington Elementary students continue to improve in all content areas. Ninety-three percent of Burlington's fourth graders scored at or above proficient on the OAT for 2005-2006. That's a 40% increase as compared to the 2001-2002 OPT. Likewise, 93% of the fourth graders scored proficient or above on the math portion of the 2005-2006 OAT which is an increase of 54% as compared to the 2001-2002 OPT. The third grade reading achievement test scores were equally impressive with 97% of the students scoring proficient or above and 89% of the students scoring proficient or above on the mathematics portion of the OAT. In addition, 94% of the fifth grade students scored at or above the proficient level in reading on the 2005-2006 OAT with 89% scoring at or above proficient on the math portion. Burlington Elementary students have exceeded the state average with a significant number of students scoring at or above the accelerated and advanced level.

No students are excused from testing due to a disability. Appropriate accommodations are implemented during testing as indicated on a student's Individual Education Plan (IEP). These students' scores are reported on the building and district report card as required by the No Child Left Behind Act. Burlington Elementary's test results show that all sub-groups have scored above the state minimum of 75 percent for the past five years.

2. Using Assessment Results: At Burlington Elementary School, we use a variety of assessment instruments to evaluate student and school performance, and guide instructional decisions and intervention strategies. These assessment instruments, both formative and summative, include kindergarten assessments, short-cycle assessments, quarterly assessments, diagnostic test assessments, and statewide achievement testing.

When we receive state assessment data, we conduct detailed analyses of the results. The state provides detailed test item analyses of each achievement test area. These data report how our students performed on specific subject strands and benchmarks. They also provide a detailed profile of each student's performance which includes strengths and weaknesses and suggestions for improvement. This test data also gives us a yearly account of individual students' scores so we are able to monitor achievement across each grade level. We use all of this information to plan our curriculum goals for the next school year, as well as make any necessary adjustments to our instructional and/or intervention practices.

We look forward to utilizing the new state data reporting instrument (Value Added) which will make the information obtained from state tests more useful. This new tool will allow our staff the opportunity to receive concrete data directly related to each student's growth/gain instead of merely viewing a "snapshot" of their current academic level on test day.

3. Communicating Assessment Results: Burlington Elementary School communicates student performance to parents, students and the community in a number of ways. Teachers communicate expectations of student performance during Open House Night held each year on the evening before the first day of school. Teachers suggest ways to help students reach their potential and try to establish a method of communication through e-mail, phone, or notes home.

Teachers report student progress to parents quarterly through a Student Progress Report which includes specific areas of weakness. They also communicate progress to parents through two parent-teacher conference opportunities, one in late November and the other in mid-February. Some teachers include students in these conferences, but most prefer that only the parents attend.

Since Burlington Elementary teachers believe that assessment *for* learning is just as critical to student achievement as assessment *of* learning, dialogue between student and teacher about student performance is a common occurrence in classrooms. Teachers at Burlington Elementary take a methodical approach to learning and instruction. They use pre-assessment to guide instruction, assessment to evaluate student progress, and ongoing revision of instruction/curriculum to guide future practices.

We send state assessment data home in individual student reports both in the fall for third grade and for grades three through five in the spring. We tailor these reports to show not only how each child performed overall in reading and math, but also to show how well students performed in each standard within the reading and math content areas. We also make this data available to the community at large through the State Report Card mailed directly to all parents of school-aged children and available at https://webapp2.ode.state.oh.us/reportcard/archives/rc_county.asp?county=Lawrence.

4. Sharing Success: Burlington Elementary has shared every aspect of the school's operations with all who have called, e-mailed, and/or visited. The principal and district curriculum coordinator presented a power point presentation at the 2003-2004 State Superintendent's "School of Promise" award ceremony and workshop. The principal presented "Successful Practices of a School of Promise" at the 2004-2005 Ohio School Boards Association Conference in Columbus, Ohio. Both presentations were well received and were rated very useful on audience evaluations.

The school has also hosted a visitor workshop arranged jointly by the Ohio Department of Education and The Lawrence County Education Service Center. Several administrators and teachers came from across southern and central Ohio to tour the school, visit classrooms, and interview staff. The participants reported that they enjoyed their visits and gained useful information that would be beneficial to their schools and districts.

Burlington Elementary also hosted a small group of educational research reporters from Ohio State University who were contracted by the Ohio Department of Education to conduct a case study of our school and staff. The researchers interviewed the principal, teachers, aides, parents, and students. The study was quite comprehensive and explains many of the dynamics of our school. It can be found at: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=123&Content=24107>.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The curriculum at Burlington Elementary is dictated primarily by the state academic content standards and past achievement test information. Our curriculum is designed to ensure that all students master core concepts and engage in higher-level thinking. The curriculum was recently aligned both laterally and vertically to provide instructional clarity and continuity for the teachers at each grade level. Our teachers now have a specific and sequential format to follow from kindergarten through fifth grade. Instructional strategies vary greatly but are adjusted routinely based on data from various sources. We rely heavily on the disaggregated data analysis from previous tests to help us adjust our instructional methods to the particular classroom and/or student. Diagnostic tests are also given each nine-week period so our teachers can pinpoint specific areas of weakness. However, our most important and valuable instructional asset is undoubtedly our abundance of intervention and test-readiness opportunities. We provide before and after school tutoring and homework classes for all students. In addition, we provide intervention for targeted “at-risk” students during school hours. All fourth grade students are offered six weeks of after-school achievement preparation prior to testing. Summer school is also provided (including transportation) for all K-5 students who are willing to spend approximately four weeks of their summer attending school.

All students, regardless of disability, ethnicity, and socioeconomic status, receive the same opportunities for intervention and other services. Recognizing that student experience and academic levels vary, our teaching staff uses the Ohio Academic Content Standards as a basic starting point in designing a rigorous, spiraling, differentiated curriculum that is designed to engage students in content at their instructional level. Our reward and incentive programs are structured so that all students have an equal chance to achieve success and receive rewards. Students identified with disabilities who have a current IEP constitute a population targeted for intervention. These students are included in regular education classrooms most of the day, and the intervention specialist team-teaches with the regular classroom teacher to provide individualized instruction. This ensures that our students with disabilities have high expectations and strive for the same goals as their peers. The staff at Burlington Elementary has clear and challenging expectations for all learners. Our collaborative nature of planning, creating, and providing meaningful learning experiences is the key to our curriculum development.

A comprehensive physical education and technology program are also part of the learning structure for students at Burlington Elementary. Students are provided with physical education instruction that emphasizes fitness-oriented exercise and recreational skill development. Additionally, technology is viewed as both a curriculum and a method for delivering curriculum. Our students have regular instruction on how to use technology throughout their elementary experience. At the elementary level, students are introduced to basic technology operations, keyboarding, word processing, draw/paint capabilities, internet usage, research tools, and basic multimedia.

Gifted students receive challenging and enriching instruction through a variety of methods facilitated by the Talented and Gifted (TAG) instructor. Primary students who have been identified as gifted students are pulled from their regular classroom one hour per week to work with the gifted intervention instructor. The instructor also provides additional advanced materials to these students’ “regular” teachers to engage them when they complete regularly assigned classroom assignments. Intermediate students are pulled from their regular classrooms one day per week to work with the gifted intervention instructor.

Science curriculum is organized around our state standards. These science standards investigate the following areas of science: earth and space, life, physical, science and technology, and science inquiry. Organized units used to engage students in developmentally appropriate interactive experiences across the

elementary grade levels serve as the core of the science curriculum. These inquiry-based units are aligned with benchmarks encompassed in state standards. Classroom instruction is supplemented with literature, poetry, Internet activities and research, trade books, and games. Science is taught through a hands on approach with many demonstrations, experiments and manipulatives.

Social Studies at Burlington Elementary is aligned to the Ohio Academic Content Standards that provide a set of clear and rigorous expectations for all students. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. It is our goal to develop in all students the ability to make informed decisions not only for themselves but also for the common good. Our students are engaged in activities throughout the year that connect the study of history, people in societies, geography, citizenship, rights and responsibilities, and economics to real life. Students participate in additional learning experiences such as Veteran's Day and Constitution Day projects, Social Studies Fair, and plays and activities to help our students learn about our country. The academic curriculum is also enriched through field trips, which provide our students with life experiences that many are lacking.

Burlington Elementary's art curriculum is based on Ohio's Academic Content Standards for the fine arts. Art, music, and drama are routinely integrated into the core content areas at all grade levels. In addition, a specialized music teacher instructs all students each week in a large group pull-out format. The music teacher also works with various student groups who participate in dramatic productions, perform in the school chime choir, and perform in the school chorus. These groups routinely perform for other schools, parents, and local nursing homes. These students genuinely enjoy expressing themselves and performing for others.

2. Reading: Burlington Elementary's reading curriculum is designed within the framework of a balanced literacy program that promotes the development of competent, fluent, life-long readers. This curriculum has been carefully aligned to ensure that the Ohio Standards are met. By emphasizing the essential elements of scientific-based research, phonemic awareness, phonics, fluency, vocabulary and comprehension, teachers ensure that every child, including our at-risk students, will learn how to read. We have chosen a balanced literacy program because it gives both teachers and children the best opportunity for success by incorporating a wide variety of strategies that help meet the needs of individual students.

Guided by the philosophy of making the classroom teacher the first line of intervention, the staff uses a more differentiated and diagnostic approach to reading in which the best teaching is based on assessment of student strengths and weaknesses. To identify the strengths and weaknesses of individual children, teachers implement processing and decoding, strategy use and comprehension to identify appropriate text levels and needs for instruction. Using all components of comprehensive literacy---read aloud, shared reading, guided reading, and independent reading---teachers design instruction based upon student needs in relationship to the Ohio English Language Content Standards.

Ongoing collaboration between classroom teachers and intervention staff provides the scaffolding necessary for struggling readers to succeed. This support includes individual, small group and team teaching in the classroom. Time is provided for the classroom teacher and intervention teacher to monitor student progress and plan for future instruction.

Learning is organized around the direct instruction of skills and reading from actual texts. Supported by researched reading structures, primary level students engage in experiences that encourage the use of multiple decoding strategies and emphasize making meaning from increasingly difficult text. The balance between direct-basic skill instruction and an immersion in literature and writing are designed to ensure learners' success. Intermediate level students apply secure decoding skills to interact with progressively more complex materials. Direct instruction in the essential components of vocabulary, fluency, and text analysis support students as they achieve the ultimate goal of reading instruction—solid comprehension.

Leveled readers, basal readers, and intervention text are combined in order to meet the multilevel and diversified learning styles of our intermediate level students. In addition, Accelerated Reader supplements reading instruction at all grade levels.

Teachers use leveled and trade book sets to differentiate learning and reinforce specific skills. Sustained independent reading is provided regularly to improve students' reading and background knowledge by independently applying both developing and mastered skills to material at appropriate reading levels.

Because of the reciprocal nature of reading and language arts, writing is integrated into the reading experience to increase literacy skills. Writing, spelling, research, and grammar activities connect to the text being read. Emphasis is placed upon the writing process, which includes spelling, listening, oral communication skills, grammar, and composition through the utilization of daily journal writing and individual writing portfolios. Our students read and write in a variety of genres, including both nonfiction and fiction. Writing and reading skills are combined to work toward student use of extended responses. Daily writing and editing activities augment the communications aspect of language arts.

Using a variety of ongoing data assessment, which include teacher-made pre and post assessments and benchmark tests, classroom instruction is based on student levels and learning styles. Using this assessment data teachers determine a student's strengths and weaknesses in literacy. Diagnostic testing data is used to lay the groundwork for differentiated instruction. This diagnostic approach has proven to be successful. Star and Early Star Literacy tests are given at the beginning and end of the year and at the end of each nine week grading period. Also, the staff uses information gathered from the state diagnostic and achievement tests that are given each year in the fall and spring. As the needs of the students are determined, teachers will use many different techniques to find what works best for each student.

Some of the different strategies that are used at Burlington Elementary are: guided reading and writing, shared reading and writing, and self-selected reading. To provide students with extra practice we use Study Island and Accelerated Reader software. A dedicated staff of Title I teachers provide support in many areas, incorporating both in-class and pull-out settings. Ohio Reads volunteers provide students with much needed one-on-one tutoring.

Our success in reading at Burlington Elementary is the result of a combination of high-quality teaching, solid research-based intervention, and special education services that are all combined to form an integral component of our curriculum.

3. **Math:** The mathematics curriculum at Burlington Elementary incorporates the Ohio Academic Content Standards which include number, number sense, and operations; measurement; geometry and spatial sense; patterns, functions, and algebra; data analysis and probability; and mathematical processes. Each strand is addressed throughout all grade levels in a manner that builds and extends concept understanding. Goals of the mathematics curriculum are aimed at providing students opportunities to value mathematics, become confident in their own abilities, become problem solvers, communicate and reason mathematically and understand and apply basic mathematical skills.

Students learn the underpinnings of mathematics processes, along with computational fluency, through guided experiences, focused discussions, and regular reinforcement. Language, communication, and manipulatives all play important roles in helping students acquire skills. Teachers also complement math skill instruction with Calendar Math each day. Experiences students have include analyzing data, examining patterns, exploring mathematical relationships, and communicating their thoughts. Mathematics instruction includes whole group, flexible small group, partner, and individual activities. Students are encouraged to discuss their mathematical thinking verbally as well as in written form. By facilitating this expression of mathematical ideas, students' capacity to think mathematically improves.

Activities are balanced between teacher-directed instruction and opportunities for hands-on explorations, along with on-going practice. To better promote understanding, teachers emphasize the use of mathematical language and terminology, based on state standards and achievement tests, by students' in class discussions and within students' written responses. Each lesson incorporates cooperative learning, direct instruction, teamwork, exploration, and independent work. Particular focus and supplementary experiences are provided in the areas of number sense, computation, and problem solving to support students' mastery of foundational concepts and proficient application. Mathematical concepts are introduced using manipulatives and are examined in many ways including verbal, pictorial, and symbolic to address students of different experience levels.

Students are encouraged to ask questions and evaluate and try new problem solving strategies. Students are always asked, "Can you think of another way to solve the problem?" After the topic has been revisited many times, students have significant experience with efficient methods and have mastered the concept. Grade level teachers hold weekly component meetings to discuss issues and to provide support and training. Short Cycle Assessment data is used to set quarterly goals and intervention strategies that address classroom and individual weaknesses. Tutors and parent volunteers provide individual and small group math help during and after school. Students and teachers also use computer assisted instructional programs, which compliment the math curriculum. The strength of the school's math curriculum lies in the continual emphasis on students viewing themselves as mathematicians and understanding that math exists all around them in their daily lives. Students are taught to recognize this relationship between math skills and the practical application of these skills in their daily life tasks.

4. Instructional Methods: Burlington Elementary uses a variety of instructional methods in order to meet the diverse needs of its student population. Decision making in all areas of instruction is based on regular, on-going, pre and post assessments of the grade level indicators defined by the Ohio Academic Content Standards. Our small school size allows the teachers and administrators to operate as a team. Together they determine the most effective and meaningful methods and strategies of instruction based on the findings of the assessments and students' backgrounds. Instructional activities are then designed using the standards and assessments as guidelines. Understanding that students learn in different ways, teachers plan instruction accordingly.

Several instructional formats, including whole group, small group, partners, and individual, are utilized to provide students with appropriate structures for specific learning needs so that students are given every opportunity for success. Re-teaching students who have not mastered requisite concepts occurs in small group structures directed by classroom teachers and supported by instructional paraprofessionals. Students at all levels are active participants in their own learning and learn to take risks and develop responsibility for their learning under the guidance of the teacher.

The staff works together to design instruction that integrates our core curriculum in language arts, math, science, social studies, and technology. Instruction may include extension activities, enrichment activities, intervention activities, and activities that reflect all levels of Bloom's Taxonomy, while continually providing for the distinctive needs of all our students. Teachers are free to pull from a variety of resources, which support and extend the core curriculum in order to effectively teach the grade level indicators to each student.

Three intervention specialists work with IEP students. These teachers provide a continuum of services both in the resource room and in the regular classroom. Students in grade one through three who have been identified as non-readers or reading below grade level are enrolled in an early intervention reading program where they receive an extra 45 minutes of reading intervention daily which is tailored to individual student's needs. Through standardized testing (CTB McGraw-Hill Inview Cognitive Abilities

Test) gifted students are identified for services. These students have individualized Written Education Plans (WEP's) and receive weekly instruction from a certified gifted teacher. Both classroom enrichment and pull-out classes are offered.

Students in grades four and five benefit from looping. Each content area teacher has the students for both grades four and five. The teachers know exactly what the students have been taught and their level of mastery. Time on-task is increased because students already know classroom rules and expected behavior. Teachers have common planning times daily to meet as grade level teams, including special education and gifted education teachers, to discuss students' needs and ensure that all students are being challenged to reach their full potential.

5. Professional Development: Burlington Elementary aspires to engage in professional development that is high quality, continuous, and supportive to improve student achievement. We feel that professional development directly impacts the achievement and success of students and is extremely important to maintaining high quality instruction. Administrators, teachers, and support staff receive highly-qualified professional development throughout the school year and during the summer months. This includes growth-promoting processes such as study groups and book studies.

Team-structured data analysis of student assessment results leads to the identification of professional development goals that are outcome-defined. Additionally, we routinely schedule opportunities to explore and implement promising practices in our school calendar. Student assessment outcomes are considered as evaluative criteria for these professional learning efforts. Examples of this effort to engage in effective professional development includes item analysis and understanding of students' secure skill data, curriculum mapping that delineates where targeted skills are embedded into the scope and sequence of the curriculum, instructional methods to integrate math and science, Six Trait Writing, strategies for math manipulatives, and expanding the instructional options to assist with differentiation to challenge all students.

Additionally, our professional development efforts explore standards across grade levels to provide staff with a comprehensive knowledge of skill development. This expanded knowledge supports an understanding of expected proficiencies as students enter a grade level, and what skills will be required as they progress through the academic year.

When new textbooks are adopted, proper staff development and follow-up is provided. Ongoing cross-grade-level conversations provide the forum to reinforce a school-wide understanding of skills required to be successful students. Teachers are exposed to new instructional methods that strengthen their teaching repertoires and deepen subject matter learning which resulting in bolstered classroom activities. The staff has also participated in differentiated instruction training which addresses various student needs including both high and low level performance.

Also, experienced teachers are trained to be mentor teachers and are assigned to entry-year teachers to assist them throughout the year by offering encouragement and support. Both entry-year and mentor teachers participate in the County Entry/Mentoring Program. This program provides training in essential teaching skills taught through the Pathwise Program. This program is considered useful and successful by all involved.

PART VII – ASSESSMENT RESULTS

* **Note:** Scores are not reported for subgroups with fewer than 10 students.

Subject: Reading	Grade: 3rd		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept. of Education					
School Year (March Testing)					
Achievement Test					
No Test Given					
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	97%	90%	84%	No Test	No Test
% At or Above Accelerated	82%	68%	63%	No Test	No Test
% At Advanced	45%	49%	42%	No Test	No Test
# students tested	38	41	43		
percent of total students tested	100%	100%	100%		
# students alternatively assessed	0	0	0		
percent of students alternatively assessed	0	0	0		
Subgroup Scores					
2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	
Economically Disadvantaged					
% At or Above Proficient	95%	87%	90%	No Test	No Test
% At or Above Accelerated	75%	65%	62%	No Test	No Test
% At Advanced	40%	45%	38%	No Test	No Test
# students tested	20	31	21		
Students with Disabilities					
% At or Above Proficient	NC	92%	NC	No Test	No Test
% At or Above Accelerated	NC	69%	NC	No Test	No Test
% At Advanced	NC	38%	NC	No Test	No Test
# students tested	<10	13	<10		

Subject: Mathematics	Grade: 3rd	Test: Ohio Achievement Test			
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	Achievement Test		No Test Given		
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	89%	76%	No Test	No Test	No Test
% At or Above Accelerated	39%	41%	No Test	No Test	No Test
% At Advanced	24%	10%	No Test	No Test	No Test
# students tested	38	41			
percent of total students tested	100%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0	0			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	90%	74%	No Test	No Test	No Test
% At or Above Accelerated	35%	39%	No Test	No Test	No Test
% At Advanced	20%	6%	No Test	No Test	No Test
# students tested	20	31			
Students with Disabilities					
% At or Above Proficient	NC	85%	No Test	No Test	No Test
% At or Above Accelerated	NC	54%	No Test	No Test	No Test
% At Advanced	NC	8%	No Test	No Test	No Test
# students tested	<10	13			

Subject: Reading	Grade: 4th	Test: Ohio Proficiency Test			
Edition/Publication Year: 2003-2004					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	No Test Given		Proficiency Test		
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	No Test	86%	86%	53%
% At Advanced	No Test	No Test	12%	16%	7%
# students tested			43	43	59
percent of total students tested			100%	100%	100%
# students alternatively assessed			0	0	0
percent of students alternatively assessed			0	0	0
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	No Test	No Test	80%	83%	43%
% At Advanced	No Test	No Test	7%	10%	3%
# students tested			15	29	37
Students with Disabilities					
% At or Above Proficient	No Test	No Test	85%	77%	20%
% At Advanced	No Test	No Test	8%	8%	0%
# students tested			13	13	15

Subject: Reading	Grade: 4th	Test: Ohio Achievement Test			
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	Achievement Test		No Test Given		
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	93%	89%	No Test	No Test	No Test
% At or Above Accelerated	45%	43%	No Test	No Test	No Test
% At Advanced	16%	3%	No Test	No Test	No Test
# students tested	44	35			
percent of total students tested	100%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0	0			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	93%	89%	No Test	No Test	No Test
% At or Above Accelerated	40%	39%	No Test	No Test	No Test
% At Advanced	17%	0%	No Test	No Test	No Test
# students tested	30	18			
Students with Disabilities					
% At or Above Proficient	86%	NC	No Test	No Test	No Test
% At or Above Accelerated	29%	NC	No Test	No Test	No Test
% At Advanced	14%	NC	No Test	No Test	No Test
# students tested	14	<10			

Subject: Mathematics	Grade: 4th	Test: Ohio Proficiency Test			
Edition/Publication Year: 2004-2005					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	No Test	Proficiency Test			
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	94%	91%	77%	39%
% At Advanced	No Test	46%	37%	21%	0%
# students tested		35	43	43	59
percent of total students tested		100%	100%	100%	100%
# students alternatively assessed		0	0	0	0
percent of students alternatively assessed		0	0	0	0
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	No Test	89%	87%	21%	38%
% At Advanced	No Test	39%	20%	10%	0%
# students tested		18	15	29	37
Students with Disabilities					
% At or Above Proficient	No Test	NC	92%	77%	7%
% At Advanced	No Test	NC	23%	8%	0%
# students tested		<10	13	13	15

Subject: Mathematics	Grade: 4th	Test: Ohio Achievement Test			
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	Achievement	No Test Given			
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	93%	No Test	No Test	No Test	No Test
% At or Above Accelerated	68%	No Test	No Test	No Test	No Test
% At Advanced	27%	No Test	No Test	No Test	No Test
# students tested	44				
percent of total students tested	100%				
# students alternatively assessed	0				
percent of students alternatively assessed	0				
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	93%	No Test	No Test	No Test	No Test
% At or Above Accelerated	67%	No Test	No Test	No Test	No Test
% At Advanced	27%	No Test	No Test	No Test	No Test
# students tested	30				
Students with Disabilities					
% At or Above Proficient	86%	No Test	No Test	No Test	No Test
% At or Above Accelerated	71%	No Test	No Test	No Test	No Test
% At Advanced	43%	No Test	No Test	No Test	No Test
# students tested	14				

Subject: Reading	Grade: 5th		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	Achievement		No Test Given		
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	94%	76%	No Test	No Test	No Test
% At or Above Accelerated	27%	12%	No Test	No Test	No Test
% At Advanced	18%	8%	No Test	No Test	No Test
# students tested	33	49			
percent of total students tested	100%	100%			
# students alternatively assessed	0	1			
percent of students alternatively assessed	0	100%			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	79%	68%	No Test	No Test	No Test
% At or Above Accelerated	21%	12%	No Test	No Test	No Test
% At Advanced	16%	8%	No Test	No Test	No Test
# students tested	19	25			
Students with Disabilities					
% At or Above Proficient	90%	53%	No Test	No Test	No Test
% At or Above Accelerated	10%	7%	No Test	No Test	No Test
% At Advanced	0%	7%	No Test	No Test	No Test
# students tested	10	15			

Subject: Mathematics	Grade: 5th	Test: Ohio Achievement Test			
Edition/Publication Year: 2005-2006					
Publisher: Ohio Dept of Education	School Year (March Testing)				
	Achievement	No Test Given			
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	82%	No Test	No Test	No Test	No Test
% At or Above Accelerated	30%	No Test	No Test	No Test	No Test
% At Advanced	15%	No Test	No Test	No Test	No Test
# students tested	33				
percent of total students tested	100%				
# students alternatively assessed	0				
percent of students alternatively assessed	0				
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	84%	No Test	No Test	No Test	No Test
% At or Above Accelerated	32%	No Test	No Test	No Test	No Test
% At Advanced	11%	No Test	No Test	No Test	No Test
# students tested	19				
Students with Disabilities					
% At or Above Proficient	60%	No Test	No Test	No Test	No Test
% At or Above Accelerated	10%	No Test	No Test	No Test	No Test
% At Advanced	0%	No Test	No Test	No Test	No Test
# students tested	10				