

# 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. Elizabeth Johnson**

Official School Name **Eastport Avenue Elementary**

School Mailing Address **1200 Eastport Avenue**

**Uhrichsville**  
City

**Ohio**  
State

**44683-2188**  
Zip Code + 4 (9 digits total)

County: **Tuscarawas**

State School Code Number: **009688**

Telephone **(740) 922-4641**

Fax **(740) 922-7428**

Web site/URL: [www.claymont.k12.oh.us](http://www.claymont.k12.oh.us)

E-mail: [ejohnson@claymont.k12.oh.us](mailto:ejohnson@claymont.k12.oh.us)

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent: **Mr. Gary Hunter**

District Name: **Claymont City School District**

Tel.: **(740) 922-5478**

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. Charles Grandison**

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**

**[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 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

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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  |
| 0 | Middle schools      |
| 1 | Junior high schools |
| 1 | High schools        |
| 0 | Other               |
| 6 | TOTAL               |
2. District Per Pupil Expenditure:       \$8,024
- Average State Per Pupil Expenditure:       \$9,356

**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.       7       Number of years the principal has been in her/his position at this school.
- N/A       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					7			
K	29	34	63		8			
1	29	39	68		9			
2	36	33	69		10			
3	39	37	76		11			
4	38	33	71		12			
5	1	1	2		Other			
6								
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>349</b>

**[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 students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 95                | % White                          |
| 5                 | % Black or African American      |
| 0.5               | % Hispanic or Latino             |
|                   | % Asian/Pacific Islander         |
|                   | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 28 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	54
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	44
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	98
<b>(4)</b>	Total number of students in the school as of October 1	352
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.28
<b>(6)</b>	Amount in row (5) multiplied by 100	28

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented:  
Specify languages:

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 189

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:  $\frac{22}{76}$  %  
 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</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>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>34</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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	95%	96%	94%	97%	94%
Teacher turnover rate	0%	8%	0%	0%	9%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

## **PART III – SUMMARY**

“We work hard to learn and never settle for less than our best!” is the Eastport Avenue Elementary mission statement. In addition to a building mission statement, each classroom has one too. All children know both the building and their classroom mission statements.

Eastport Avenue Elementary is one of four elementary schools in the Claymont City School District in Tuscarawas County, Ohio. The total kindergarten through fourth grade enrollment for the 2006-2007 school year is 349. Our students are greeted each day by a caring and experienced staff. We provide free and reduced price breakfast and lunch for our students who come from economically challenged backgrounds. For the 2006-2007 school year, 54% of our students’ families are economically disadvantaged and qualify for free or reduced breakfast and lunch.

### ***Programs***

Eastport Avenue Elementary provides many excellent educational programs for its students. We use many computer-based programs that help students develop needed skills: Accelerated Math, Accelerated Reading, Study Island and Math Facts in a Flash. Students in third and fourth grades benefit from our gifted program in Math and Language arts, while second through fourth graders incorporate the Classroom Performance System (CPS) into their curriculum. The CPS is a wireless student response system to any type of multiple choice or true-false activity. Feedback is instantaneous, which helps the teacher correct misunderstandings in a timely manner. The Distance Learning program uses technology to connect students to such places as the Columbus Zoo and the Cleveland Metroparks Zoo/Rainforest without leaving the school. This program engages all students in many subject areas. Our all day, everyday kindergarten and after-school tutoring have been tremendous benefits to our students’ success.

### ***Community Volunteers***

We are fortunate to have many community volunteers. Members of the Big Brothers/Big Sisters program run our after school Homework Club for students who have difficulty completing homework. We are part of the Ohio Reads initiative and the COAD (Corporation for Ohio Appalachian Development) Foster Grandparent Program. Members of our high school basketball team and Future Teachers of America come to the school weekly to assist students. Additionally, a church in the community has adopted our school and helps us with various activities throughout the year.

### ***Parents***

We involve our parents with educational activities such as Reading, Math and Science Family Nights. Every parent also participates in student-led conferences where the student facilitates a conference among him/herself, the parent(s), and the teacher. The parents are kept informed of academic progress and activities through Progress Book (an online grade book, attendance, and information program for parents) and newsletters. Our Parent-Teacher Organization raises funds, which enable us to schedule educational programs and to purchase materials to enhance learning.

### ***Students***

Our students take responsibility for their success at school. Students have data folders in which they track their daily behavior, monthly personal and classroom goals, test scores, homework and achievements. Each student presents the data folder to his or her parents at our student-led conferences. Student achievements are announced to the entire school once goals have been met. Students who achieve a designated number of goals in a nine-week grading period are able to attend a celebration held at the end of each term.

### ***Staff***

Our teachers have many staff development opportunities related to differentiated instruction and others that focus on increasing student achievement. Teachers collaborate weekly within their own grade level.

The entire staff accomplishes various tasks through committee work, such as “Right-To-Read Week,” monthly dress-up days, nine-weeks grading period celebrations, planning assemblies, and data collection. In our Boomerang Program staff members nominate students for recognition when they are observed exhibiting positive character traits; the premise being that “Good deeds will come back to you.”

We believe learning is for a lifetime and that every child can learn. We strive for excellence.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### ***Assessment Results***

Eastport Avenue Elementary uses Ohio state diagnostic tests from kindergarten through fourth grade to determine the individual needs of the students. In addition, the school has developed grade level building tests that are given at the beginning, middle and end of the year to help monitor student progress. Eastport Avenue Elementary fourth grade students participated in the state proficiency criterion-referenced tests that were started in the mid 1990s. The Ohio Proficiency Tests assessed students in reading, writing, math, science and citizenship. Students were ranked as Below Basic, Basic, Proficient or Advanced. The fourth grade Ohio Proficiency Tests have been phased out and replaced with the Ohio Achievement Tests. The new fourth grade Ohio Achievement Tests assesses state standards in writing, reading and mathematics. At the third grade level the Achievement Tests began in the 2003-2004 school year and assess reading and mathematics. Students apply critical thinking skills to comprehend and solve problems in the main content areas. The Ohio Achievement tests include five rankings: Limited, Basic, Proficient, Accelerated and Advanced.

The Third Grade Reading Achievement Test is given to all third graders in October and March. Students who do not score at the Proficient level or above must attend summer school and retake the test in July.

The state of Ohio has established the expectation that 75% of all students in a building or district should earn a Proficient score or higher on each section of the Ohio Achievement Tests. This would enable the building or district to meet the testing indicator on the state report card, which is issued annually by the Ohio Department of Education. Parents and community members receive the report card through the mail. Annual results are also posted on the department’s website at: [http://webapp1.ode.state.oh.us/proficiency\\_reports/data/csvtoasp.asp?filename=OCT\\_06\\_G3\\_PUBLIC\\_DITRICTS.csv&county=tuscarawas](http://webapp1.ode.state.oh.us/proficiency_reports/data/csvtoasp.asp?filename=OCT_06_G3_PUBLIC_DITRICTS.csv&county=tuscarawas) . Individual student scores rank the child’s performance and are reported directly to the school and parents.

Eastport Avenue Elementary is one of four elementary buildings in the Claymont City School District. This building has numerous economically disadvantaged families, yet test results have continuously and steadily improved over the past three years. Eastport Avenue Elementary tests regular education students as well as learning disabled/cognitive delayed (LD/CD) students. The LD/CD students’ scores are disaggregated in the building and district report card as required by the No Child Left Behind Act. Our test results show that both regular education and LD/CD student groups are achieving well above the state minimum of 75%. In addition, Eastport Avenue Elementary houses a multi-handicapped unit and these students have successfully participated in alternate assessments since their implementation in 2004-2005. These students’ scores improved dramatically by reaching the Advanced and/or Accelerated levels in 2005-2006.

Performance on past tests indicated students were performing well below state standards in all areas until the 2003-2004 school year. During that particular school year, fourth grade students met indicators on the state report card in all areas with a 90% or better passage rate, except mathematics (in which 64% scored Proficient or above). The following school year, 2004-2005, continued growth was evident as students

passed the state standard of 75% on all five tests. During the 2005-2006 school year, even greater improvements were demonstrated, as the Math Achievement Test was given for the first time in March of 2005 and reflected a 92% passage rate.

Student achievement at Eastport Avenue Elementary can be attributed to several factors. The Baldrige Initiative started the staff towards the Quality Process, where students have become accountable for their own progress and behavior by setting goals and tracking their achievement. Teachers have been given weekly common planning time for collaboration of curriculum and use of data, through scheduling changes and the school day has been adjusted by the district to give 30 additional minutes of instruction time. After-school tutoring occurs prior to Ohio Achievement Test Week, which enables struggling students to receive additional assistance in tested subject areas. The academic success of Eastport Avenue Elementary students has not only increased morale, but has encouraged the students to attend school regularly and do their best everyday.

### ***Using Assessment Results***

Eastport Avenue Elementary uses data to align teaching practices with the state standards. Students in kindergarten through fourth grade are assessed in order to find those who need extra assistance. As students enter kindergarten, we administer the Ohio Department of Education Kindergarten Readiness Assessment in Literacy. The first grade students are assessed with the First Grade Ohio Department of Education Diagnostic Test. Second graders take the Otis-Lennon School Ability Test and the Stanford Achievement Test. Short cycle assessments are given in each grade level, once every nine weeks grading period, in the areas of reading and math to address specific student academic strengths and weaknesses. Intervention is provided to at-risk students by Ohio Reads tutors, Homework Club volunteers, Foster Grandparents, and our Schoolwide Title I teachers. Additionally, after school tutoring sessions begin approximately 10 weeks before actual testing takes place.

Although the state of Ohio requires that the Third Grade Reading Achievement Test be administered in October and March, Eastport Avenue Elementary also gives the previous year's Third Grade Math Achievement Test each fall. (Previous tests are available to the public on the Ohio Department of Education website.) Test results are analyzed for the purpose of gaining student information and further instruction is adapted to fill in any gaps. Fourth grade students practice for Achievement Tests by taking previous years' tests in small groups and discussing answers. The Title I teachers also use the testing results to identify those students who need further intervention.

Using prior assessment results, Eastport Avenue Elementary teachers incorporate Bloom's Taxonomy to differentiate instruction. This differentiated instruction serves as a bridge to familiarize students with standards based language and performance tasks. When at-risk students are identified, our teachers use the knowledge, comprehension and application activities as building blocks to promote a strong foundation for learning. The success gained from these activities motivates the students to pursue more difficult tasks at the higher levels.

### ***Communicating Assessment Results***

At Eastport Avenue Elementary communication is an ongoing priority. Parents are informed of their child's progress by teachers' newsletters, the principal's monthly newsletter, academic nights, student-led conferences, midterm reports, report cards and data folders. Parents receive a booklet at the beginning of the year, entitled "A Standards Guide for Families," which explains the Ohio academic content standards. Our students participate in the Accelerated Reader Program (a computer based comprehension quiz for books that students read for pleasure), which gives students and parents immediate feedback on their reading comprehension. The students set individual and classroom reading goals each month, and those who meet their goals participate in nine-weeks celebration activities (ice cream social, movie, luau, etc.). All students take a computerized STAR or STAR Early Literacy test several times throughout the school

year to show parents their child's reading progress. Students have planning notebooks that are sent home daily to provide a structured communication tool between home and school. Technology has also increased communication with parents; grades and daily homework can be accessed by parents via Progress Book (an online grading program), teacher voice mail and/or email.

In Ohio, the school report card is sent annually to parents, community groups and the local media. This data enables the community to follow the academic success of each school and district.

### ***Sharing Success***

Eastport Avenue Elementary frequently welcomes, and serves as host to, administrators and teachers from surrounding areas. As our guests browse our hallways and visit classrooms, they interact with our students and staff. Our students proudly share their mastered goals and successes via their data notebooks. Teachers are available to answer questions and provide additional information as needed. Our staff is eager to share teaching practices with other teachers, parents and professionals. We take part in the Tuscarawas Carroll Harrison Educational Service Center share program, through which teachers from area schools meet, share ideas and brainstorm ways to improve teaching throughout the school year. We also have district grade level meetings to share ideas and practices as well as gain insights from our colleagues. We are open to students who are considering entering the teaching profession: both high school and college students have spent numerous hours observing our teachers.

Eastport Avenue Elementary staff has been asked to participate in state and local inservices and a national conference. Teachers welcome the opportunity to share successes with other educators, and answer any questions as to how we have turned our building into the thriving building it is.

Classrooms and individual students who have met goals are announced each morning. Students who have successfully achieved predetermined goals have been given the opportunity to "slime" our principal, Mrs. Johnson. She has also been duct taped to the wall of the gym, milked a cow, eaten bugs, and even dunked numerous times while on a dunking machine, all to motivate students to work hard to reach educational goals and create a spirit of cohesiveness and teamwork among students and staff.

Opening our doors to visitors, participating in and presenting at various conferences, and motivating students to work together are methods we use to share our success with others. We take pride in our students and the goals they master in their days at Eastport Avenue Elementary.

## **PART V – CURRICULUM AND INSTRUCTION**

With the current No Child Left Behind Act, our staff is dedicated to writing lesson plans with differentiated instruction to meet all students' needs. The staff is 100% highly qualified in their respective teaching fields, and currently two-thirds hold masters' degrees.

At the beginning of each school year, the teachers at each grade level meet to develop and review a monthly pacing guide listing the indicators to be taught. The teachers develop effective lessons aligning the district curriculum with the Ohio Content Standards.

Eastport Avenue Elementary teachers use a variety of teaching methods, including computer software, on-line technology and resources, to help meet the grade level indicators. Guided Reading has been implemented in the kindergarten through fourth grade language arts program to improve literacy. Reading Rods (an interactive and hands-on piece of equipment that helps improve early reading skills) are used in our kindergarten classes to develop reading readiness. The second, third and fourth grade teachers are using the CPS (classroom performance system) to engage, monitor and assess student learning in real

time. Study Island, an online practice for the Ohio Achievement Tests, and Accelerated Math, an individualized math program, have also been implemented at the third and fourth grade levels. These programs not only assist with intervention, but also offer enrichment. Students work to improve their reading comprehension through Accelerated Reader by setting personal goals. Eastport Avenue Elementary offers all day, every day kindergarten; a Kindergarten Jump Start Program (a two week program held right before school opens in August to help students get acclimated to the routine of the school year) and summer school to better prepare our students for success. Through our schoolwide Title I program, all students are afforded assistance when needed. Additionally, our visual/performing arts staff incorporates classroom standards into their own standards through various modalities, such as drawing, painting, chalking, use of clay, singing, playing piano and various other instruments.

Effective assessment strategies are necessary to leave no child behind. Eastport Avenue Elementary teachers have created short-cycle assessments to monitor each student's progress in the objectives taught in each nine-week grading period. This is an efficient and effective way to identify students who need intervention on specific grade level indicators.

The Eastport Avenue Elementary staff expects students to be responsible and accountable for their learning and school behavior. Our school has implemented the Quality Initiative where students set learning and behavior goals and chart them daily. At the conclusion of each nine-week period, students are recognized for exhibiting excellent behavior and consistently completing homework with goal celebrations. Our school's Boomerang Program stresses good character traits around the premise that good deeds always come back to you. If a child is caught doing something to help another student, a teacher, or the school, a paper boomerang listing the child's name and reason for the boomerang is filled out and put into the "Boomerang Box". Students receiving a boomerang are listed each month and a drawing is held for a small prize. Making students more accountable and recognizing positive behaviors has had a huge impact on student achievement. Students know what types of behaviors are expected and rewarded at Eastport Avenue Elementary.

Parental involvement is essential to our school's success. Communication is crucial and accomplished through several methods. Progress Book is an online grade book that offers 24 hour access for parents to view student assignments and grades. Eastport Avenue Elementary teachers frequently send home newsletters that keep parents current on classroom information and our principal sends home monthly newsletters highlighting school activities. At the end of each nine-week grading period, students take home their data folders to share with their parents. This folder shows the students' achievements in classroom behavior, homework habits and progress in core subjects. Staff, parents and students working together is stressed as each party signs an individual Staff/Student/Parent compact each fall during student-led conferences.

### ***Reading***

Eastport Avenue Elementary's reading curriculum is designed within the framework of a balanced literacy program. 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.

Teachers determine a student's strengths and weaknesses by utilizing a variety of different techniques. We use the STAR and STAR Early Literacy diagnostic tool (a computer generated assessment), given at the beginning, middle, and end of the school year. We also use 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 techniques to find what works best for each student.

Some of the different strategies that are used at Eastport Avenue Elementary include guided reading, power writing, shared reading and writing and self-selected reading. To provide students with extra practice, we use Study Island (a computer generated program that asks questions in a similar way as the Ohio Achievement Tests) and Accelerated Reader programs. We have a dedicated staff of Title I teachers who provide us support in many areas, incorporating both in-class and pull out settings. Volunteers come into the school one hour per week and work with individual students in reading, through a program entitled Ohio Reads. A large part of our success lies in the cooperative efforts of our staff and their willingness to devote additional time to their regular teaching schedule. We have many activities that require after school hours, such as Family Academic Nights and after-school tutoring, and staff members do not hesitate to volunteer for these things.

Our success in reading at Eastport is the result of a combination of high-quality teaching, solid research-based intervention, and special education that is an integral part of our curriculum.

### ***Mathematics***

At Eastport Avenue Elementary, we utilize many strategies to help our children “never settle for less than their best.” One area of our focus is Math. The use of curriculum mapping and short-cycle assessments help ensure all the Ohio Academic Content Standards are being taught.

Eastport Avenue Elementary has a building-wide goal to increase mastery of basic math facts. We give a building wide fact assessment and a building wide problem solving assessment at the end of every nine weeks grading period. We chart our progress in the main hallway so every student can see our growth as a building. This reinforces our mission statement.

Eastport Avenue Elementary utilizes technology into our math curriculum. We use computer software programs such as, Accelerated Math, Math Facts in a Flash, Study Island and the Classroom Performance System to enhance our math program.

To give our students the best opportunity to succeed, we provide our fourth graders with an additional half hour math class each day for basic math fact mastery. The year before we implemented this program 69% of our fourth graders scored at least “Proficient” on the Ohio Achievement Test. The following year, 92% of our fourth graders scored at least “Proficient.” We hosted a Family Math Night to keep the success going by using parent involvement. We had well over 100 families attend this event. Some activities included board games, math facts and a computer demonstration of our math programs.

As a result of using these programs, our third and fourth graders have shown tremendous growth in not only ability, but confidence as well!

### ***Instructional Methods***

At Eastport Avenue Elementary, the staff has encouraged student growth and learning with a focus towards the individual child. Each student comes to the building with unique life experiences, which amplify the diversity of our school. It is the responsibility of the educators to identify and recognize the students’ prior knowledge in order to motivate, inspire, and connect those past experiences to new material.

The staff functions as a team when working towards improving student learning. Our Quality Initiative has students and teachers working together to create both long and short-term goals for all subject areas, behavior and the arts. The staff also recognizes that a vital part of quality education involves targeting the needs of the individual student. This requires differentiating instruction to improve student levels of performance and challenging each child to his or her full potential. Diagnostic assessments during the first

part of the year, progress reports at midterms and short-cycle assessments are among the many forms of evaluation techniques utilized to monitor student progress and redirect student learning, if necessary.

Computer programs, such as Accelerated Reader, Accelerated Math, the Classroom Performance System and Study Island, not only provide an exciting learning experience for children, they reflect a framework similar to that of the Ohio Achievement Tests and they allow for immediate feedback. These programs sustain differentiated instruction in the forms of visual, auditory and kinesthetic learning. Teachers provide manipulative devices for students such as reading rods, math lines and guided reading materials.

Collaboration is a key component at the building when working to improve student learning. Intervention Specialists and Title I teachers are constantly in communication with one another, as well as the general education teachers. Title I services utilize a whole-class model, while targeting small groups and individual students. Twenty-two percent of students at Eastport Avenue Elementary currently have an Individualize Education Plan and collaboration among the staff provides the opportunity for those students to learn in a productive inclusion setting. Finally, Eastport strives to provide the most effective learning environment for each child as he/she grows in all areas of development.

### ***Professional Development***

Both the Eastport Avenue Elementary staff and the administration of Claymont City Schools place a high priority on continual teacher learning. Knowing that educated and motivated teachers better assist students in achieving and working to their full potential, professional development at Eastport Avenue Elementary is a combination of collective teacher learning and collaborative small group planning. District teachers participate in workshops, topical small group in-services and grade-level meetings. Additionally, the district has been granted four waiver days by the state each school year for staff development. Competence in areas such as working with at-risk students, technology, and discipline are focused. Teachers choose specific sessions to attend, making staff development pertinent and beneficial for individual needs.

Training in Study Island, Accelerated Math and Reading, Reading Rods, Progress Book, Guided Reading, and Reading and Math curriculum adoptions has collectively assisted the Eastport Avenue Elementary staff. Since over one-fifth of our students have Individualized Education Plans (IEPs), our special education staff has had numerous trainings about formulating computer generated IEPs that are in compliance with the standards established in IDIEA.

Sharing teaching strategies and learning from successful teachers is valued at Eastport Avenue Elementary. Trained mentor teachers assist entry-year teachers by offering encouragement and answering questions that arise. Opportunities for district wide grade-level collaboration are included in our waiver days. District-wide short-cycle quarterly assessments provide on-going evaluations and they provide a resource for teachers to monitor student progress on educational benchmarks. District-wide grade level strategy sessions occur several times a year that focus on potential problem areas and address issues common to the group. Ongoing professional development and collaboration with district staff members have contributed to the success of our students.

## **PART VII – ASSESSMENT RESULTS**

### **STATE CRITERION-REFERENCED TESTS**

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Achievement Test</b>						
<b>Publisher: Ohio Department of Education</b>		2005-2006				
<b>GRADE LEVEL</b>		3RD				
<b>SUBJECT</b>		READING				
		<b>SCHOOL YEAR (March Testing)</b>				
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		89%	91%	85%	No Test	No Test
% At or Above Accelerated		61%	74%	61%	No Test	No Test
% At Advanced		32%	42%	24%	No Test	No Test
# Students Tested		76	66	74		
% Total Students Tested		100%	100%	100%		
# Students Alternatively Assessed		0	0	0		
% Students Alternatively Assessed		0%	0%	0%		
<b>SUBGROUP SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		95%	88%	85%	No Test	No Test
% At or Above Accelerated		60%	73%	69%	No Test	No Test
% At Advanced		33%	33%	31%	No Test	No Test
# students tested		43	33	26		
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		90%	80%	70%	No Test	No Test
% At or Above Accelerated		75%	67%	30%	No Test	No Test
% At Advanced		40%	33%	0%	No Test	No Test
# students tested		20	15	10		

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Achievement Test</b>						
<b>Publisher: Ohio Department of Education</b>		2005-2006				
<b>GRADE LEVEL</b>		3RD				
<b>SUBJECT</b>		MATHEMATICS				
		<b>SCHOOL YEAR (March Testing)</b>				
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		92%	82%	No Test	No Test	No Test
% At or Above Accelerated		49%	36%	No Test	No Test	No Test
% At Advanced		29%	18%	No Test	No Test	No Test
# Students Tested		76	66			
% Total Students Tested		100%	100%			
# Students Alternatively Assessed		0	0			
% Students Alternatively Assessed		0%	0%			
<b>SUBGROUP SCORES</b>						
		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		91%	85%	No Test	No Test	No Test
% At or Above Accelerated		49%	27%	No Test	No Test	No Test
% At Advanced		30%	15%	No Test	No Test	No Test
# students tested		43	33			
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		95%	67%	No Test	No Test	No Test
% At or Above Accelerated		45%	20%	No Test	No Test	No Test
% At Advanced		35%	7%	No Test	No Test	No Test
# students tested		20	15			

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Achievement Test</b>						
<b>Publisher: Ohio Department of Education</b>		2005-2006				
<b>GRADE LEVEL</b>		4TH				
<b>SUBJECT</b>		READING				
		<b>SCHOOL YEAR (March Testing)</b>				
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		88%	93%	No Test	No Test	No Test
% At or Above Accelerated		42%	42%	No Test	No Test	No Test
% At Advanced		6%	1%	No Test	No Test	No Test
# Students Tested		66	72			
% Total Students Tested		100%	100%			
# Students Alternatively Assessed		0	0			
% Students Alternatively Assessed		0%	0%			
<b>SUBGROUP SCORES</b>						
		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		88%	92%	No Test	No Test	No Test
% At or Above Accelerated		35%	38%	No Test	No Test	No Test
% At Advanced		3%	0%	No Test	No Test	No Test
# students tested		34	26			
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		69%	93%	No Test	No Test	No Test
% At or Above Accelerated		25%	40%	No Test	No Test	No Test
% At Advanced		13%	0%	No Test	No Test	No Test
# students tested		16	15			

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Achievement Test</b>						
<b>Publisher: Ohio Department of Education</b>		2005-2006				
<b>GRADE LEVEL</b>		4TH				
<b>SUBJECT</b>		MATHEMATICS				
<b>SCHOOL YEAR (March Testing)</b>						
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		92%	No Test	No Test	No Test	No Test
% At or Above Accelerated		64%	No Test	No Test	No Test	No Test
% At Advanced		33%	No Test	No Test	No Test	No Test
# Students Tested		66				
% Total Students Tested		100%				
# Students Alternatively Assessed		0				
% Students Alternatively Assessed		0%				
<b>SUBGROUP SCORES</b>						
		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		97%	No Test	No Test	No Test	No Test
% At or Above Accelerated		65%	No Test	No Test	No Test	No Test
% At Advanced		18%	No Test	No Test	No Test	No Test
# students tested		34				
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		75%	No Test	No Test	No Test	No Test
% At or Above Accelerated		25%	No Test	No Test	No Test	No Test
% At Advanced		19%	No Test	No Test	No Test	No Test
# students tested		16				

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Proficiency Test</b>						
<b>Publisher: Ohio Department of Education</b>		2003-2004				
<b>GRADE LEVEL</b>		4TH				
<b>SUBJECT</b>		READING				
		<b>SCHOOL YEAR (March Testing)</b>				
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		No Test	No Test	78%	70%	63%
% At Advanced		No Test	No Test	14%	11%	2%
# Students Tested				81	66	65
% Total Students Tested				100%	100%	100%
# Students Alternatively Assessed				0	0	0
% Students Alternatively Assessed				0%	0%	0%
<b>SUBGROUP SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		No Test	No Test	80%	47%	47%
% At Advanced		No Test	No Test	9%	5%	0%
# Students Tested				35	19	19
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		No Test	No Test	57%	NC	33%
% At Advanced		No Test	No Test	0%	NC	0%
# Students Tested				14	<10	15

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.

<b>SCHOOL NAME</b>		EASTPORT AVENUE ELEMENTARY				
<b>Test: Ohio Proficiency Test</b>						
<b>Publisher: Ohio Department of Education</b>		2003-2004				
<b>GRADE LEVEL</b>		4TH				
<b>SUBJECT</b>		MATHEMATICS				
		<b>SCHOOL YEAR (March Testing)</b>				
<b>SCHOOL SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Proficient		No Test	68%	64%	55%	53%
% At Advanced		No Test	26%	20%	9%	9%
# Students Tested		No Test	72	81	66	64
% Total Students Tested			100%	100%	100%	100%
# Students Alternatively Assessed			0	0	0	0
% Students Alternatively Assessed			0%	0%	0%	0%
<b>SUBGROUP SCORES</b>		<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Proficient		No Test	58%	57%	42%	33%
% At Advanced		No Test	19%	20%	0%	6%
# Students Tested			26	35	19	18
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Proficient		No Test	40%	36%	NC	21%
% At Advanced		No Test	7%	0%	NC	7%
# Students Tested			15	14	<10	14

Scores are not reported for African American/Black students, Hispanic students, Asian/Pacific Islander students, American Indian/Native Alaskan students, Multiracial students, and Limited English Proficient students because our school has fewer than ten (10) students in each of these subgroups.