

# 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 **Mr. Peter L. Morabito**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address **6194 South Salem-Warren Road, P. O. Box 88**  
(If address is P.O. Box, also include street address.)

Ellsworth Ohio 44416-0088  
City State Zip Code+4 (9 digits total)

County **Mahoning** State School Code Number\* **IRN-010298**

Telephone **(330) 538-3663** Fax **(330) 547-9302**

Web site/URL **www.westernreserve.k12.oh.us** E-mail **wres\_plm@access-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. Charles W. Swindler**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Western Reserve Local School District** Tel. **(330) 547-4100**

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. Brian E. Gatrell**  
(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)

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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:       1   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
    Other
- 3   TOTAL
2. District Per Pupil Expenditure:        7,416
- 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.   1   Number of years the principal has been in her/his position at this school.
- 2   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	18	28	46	8			
1	28	21	49	9			
2	32	25	57	10			
3	39	28	67	11			
4	33	26	59	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>278</b>



10. Students receiving special education services: 12 %  
36 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>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>6</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>1</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>13</u>	<u>    </u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>19</u>	<u>6</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 18:1

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%	95%	96%	95%	96%
Daily teacher attendance	98%	98%	97%	98%	97%
Teacher turnover rate	0%	11%	0%	0%	0%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## PART III – SUMMARY

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Ellsworth Elementary School is the only elementary building in the Western Reserve School District which is comprised of two communities; Ellsworth and Berlin Center. The district is located in a rural setting in northeast Ohio that covers 50 square miles. While a majority of the income historically came from agriculture and blue collar careers, there has been a shift toward more white collar professions due to Western Reserve graduates from postsecondary educational facilities returning to the area.

The population of our kindergarten through fourth grade building has grown over the past three years and currently has an enrollment of 278 students. Ellsworth Elementary School accepts open enrollment students from other districts. Nineteen students are open enrollment at the elementary school at this time. Parents transport their students up to 40 miles to receive the excellent education and caring, supportive environment provided by the Ellsworth Elementary School team.

Our mission statement reflects the school's personal, welcoming, and nurturing climate. Our goal is to educate every child to his/her potential.

“At Ellsworth Elementary School, the staff, students, parents, and community members are committed to teaching and learning excellence. As a school, we will provide instructional opportunities for diverse learning styles so that all students will acquire the skills that enable them to make decisions, work cooperatively, and become active learners. As teachers, we will promote quality learning through intense professional development and sound networking with other educators and schools of excellence. As a team, we accept the challenge to assist all students in developing self-esteem, pride, and a lifelong love of learning.”

Our character education program uses developmental activities which encourage students to be knowledgeable, self-directed, lifelong learners and ethical, responsible citizens. A colorful bulletin board in the main hallway teaches monthly character traits and new words are introduced each week to support the monthly theme. Students take turns being the *character coach* for the week. Coaches are responsible for acknowledging peers who exhibit the word of the week. The fourth graders are also given the opportunity to demonstrate and develop their leadership and social skills through the buddy program. Ellsworth Elementary hosts a senior citizen luncheon each year. Community members are invited to come and enjoy a specially prepared lunch, tour the school, and talk with the students about the exciting learning that is happening while the students learn about the local history as the senior citizens share memories of their school experiences at Ellsworth.

The teachers, counselor, and administration all work together to provide the most optimal learning plan for all students. Creative scheduling allows for common planning time for grade level teachers, special education teachers and tutors. Teachers work cooperatively to share instructional methods, address individual student needs, modify strategies, and assessment practices. Our school has a comprehensive Intervention Assistance Team based on best practices. When a child is considered academically, behaviorally, or socially at risk a child study team consisting of the parent, student, staff, administration and any other support people necessary works together to diagnose the problem and prescribe an intervention plan with goals and target dates. The team reconvenes to evaluate progress every 30 days. This team's impact has reduced the number of Special Education referrals.

We have a very supportive, active and productive parent and teacher organization. They work cooperatively with the administration, staff, and community to provide opportunities to enhance and extend learning. Some of the programs and activities they sponsor through funding, planning, or time include: Teacher Web internet service so teachers and parents are connected 24 hours a day, family literacy programs, Special Person Lunch, Field Day, Meet the Teachers, Kindergarten Orientation, Open

House as well as pay for extended learning experiences.

Ellsworth Elementary School has met the goals of No Child Left Behind by achieving an **Excellent** rating for five consecutive years. Through the dedication and team work between the school, families and community Ellsworth Elementary provides a safe, positive, and nurturing environment where all students have the opportunity to become successful life long learners.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Over the past eleven years the State of Ohio has utilized both State Proficiency tests (OPT) and State Achievement tests (OAT) to measure students' academic performance. The phasing in of the State Achievement tests began during the 2003-2004 school year, as a result of Ohio's adoption of academic content standards. These newer tests replaced the State Proficiency tests which were administered for the last time during the 2004-2005 school year in the subject areas of fourth grade mathematics, citizenship and science. During the 2005-2006 school year, students attending Ellsworth Elementary school participated in State Achievement tests in both grades three and four. Third-grade students are tested in reading and mathematics, and fourth-graders are tested in reading, writing, and mathematics. Like its predecessor before it, the OPT, the State OAT is also a criterion-referenced test and is administered during the month of March. The OPT levels of proficiency are categorized as advanced, proficient, and basic, while the OAT levels are from highest to lowest, as advanced, accelerated, proficient, basic, and limited. In order to meet the state standard a student must score proficient, or higher. The state report card standard for passing is 75% in each content area.

The OAT is aligned to the Ohio Academic Content Standards. Additional information can be found at [http://www.ode.state.oh.us/proficiency/Diagnostic Achievement/achievement-default.asp](http://www.ode.state.oh.us/proficiency/Diagnostic%20Achievement/achievement-default.asp).

Since the inception of the OAT during the 2003-2004 school year, Ellsworth Elementary has shown consistent improvement in each subject area tested. For example, during the 2005-2006 school year in third grade reading, 40.4 percent of our students scored in the advanced category, 29.8 percent in the accelerated category, 21.1 percent in the proficient area, 8.8 percent in the basic category, and 0.0% in the limited category. The total number of students scoring proficient or higher for this respective year is 96.2 percent. This, in turn, can be compared to the 2003-2004 school year in which the total number of students scoring proficient or higher as 87.5 percent. This is an increase of 8.7 percent in Reading over the past three years.

Data from Ohio's testing is also disaggregated to give more information regarding students from different subgroups including those with Cognitive and Learning Disabilities. Special Education students at Ellsworth Elementary traditionally perform at a proficient level given appropriate accommodations as indicated in their respective Individual Education Plan.

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades three and four. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level below advanced. This creates a scale of 120 points with 100 being the goal. Looking at the Performance Index Score over time indicates trends in school achievement.

Ellsworth Elementary School's Performance Index increased from 103 during the 2003-2004 school year to 107 during the 2005-2006 school year. This is a significant increase of 4 points. Ellsworth Elementary Performance Index Score is reflective of 97% of the students scoring at advanced, accelerated, or proficient levels in all subject areas assessed.

**2. Using Assessment Results:** As educators, we are using our assessment results in a critically constructive manner in regards to remediation, the alignment of our curriculum to the State academic content standards, and as an indication of student growth. The assessment data collected from previous years aids the teachers and administration in the understanding and improvement of student performance. Through item analysis gaps in student learning and curriculum are identified. This provides teachers, specialists, and administrators the information necessary to refine the curriculum and develop strategies to meet student needs. As a result, students are receiving more targeted instruction designed to help them meet Ohio's academic content standards. Based on OAT results, cross grade level instructional teams, comprised of teachers and administrators, design intervention plans that address strengths and weaknesses of all students. Student growth is measured by comparing current data to the previous year's data. Teachers then work collaboratively with one another, other school district administrators, and others to improve student performance. Monitoring data over time allows the instructional team the opportunity to collect student data and make corrective changes to our systems of instruction and curriculum.

**3. Communicating Assessment Results:** There are a number of ways in which students' assessment results are communicated to the students, parents, and the community. When the results arrive at our school, each individual student who participated in the assessment is called into either the guidance office or the administrative office to review his/her results. Students are given time to have their results interpreted, as well as, to ask questions in regards to their respective scores. Students are also given a copy of their results once their session is over. The State of Ohio also has contracted the services of the American Institute of Research which prepares for the families of our students a Student/Family Report. This report contains an introductory letter to the parents about the assessment, bar graphs and performance charts of the student's results, and an in-depth, easy to understand explanation of the results and their significance. Parents, as well as, the community at large can also access a copy of the District Report Card of assessment results either on the school district's web site, ([www.westernreserve.k12.oh.us](http://www.westernreserve.k12.oh.us)), or the Ohio Department of Education's website, ([www.ode.state.oh.us](http://www.ode.state.oh.us)). Assessment results are also made available in a hard copy version to members of the community. They are always readily available in the main office of each building for anyone in the community requesting one. The results are also published local newspaper known as The Community Round-Up. Each of these publications is sent to every resident in the community with a mailing address free of cost.

**4. Sharing Success:** There are a number of ways in which our school system shares our successes with other school systems throughout our county, as well as, the state. We have and will continue to host visitations from other districts as well as travel to other districts to share our message. Hosting visiting school district representatives allows them the opportunity to witness firsthand how our educational process unfolds. To truly impact and improve student learning, we have to go beyond analyzing student achievement scores and move towards identifying student progress. In doing so, we are sharing our successes, strategies, and ideas with other districts and opening our minds to different concepts and techniques. In working with other school districts throughout the State in a collaborative effort we are empowering the educational process for the best interest of all students.

We are also sharing our ideas by networking with the local media and through our school website, <http://www.westernreserve.k12.oh.us>. The local media allows an opportunity for our local newspaper to come to our school and report on the successful experiences our students are having. Our school website is constantly updating the current strides occurring in our school. Our teachers attend Teacher Liaison meetings held at the county office and then share strategies and demonstrate lessons for other educators. Our elementary school also serves as a site for local colleges, such as Youngstown State University, which allows future teachers to satisfy their requirements for observation, and allows our staff members to actively participate in the student teaching mentoring program. Also, every year our Kindergarten staff members share their expertise with Preschool teachers from within our surrounding area through a program known as the Kindergarten Connection. This program allows for our Kindergarten instructors to inform and prepare local Pre-School teachers in Kindergarten readiness skills.

Teachers are also encouraged to travel to other districts to learn and to share effective skills, methods, and strategies.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** An integrated curriculum has been implemented in the Kindergarten through fourth grade elementary program so that all students engage in a meaningful learning experience. Ohio Academic Content Standards are aligned with Ellsworth's curriculum. Using scientifically based resources and materials, teachers provide instruction that meets the needs of all students.

Based on Ohio's Academic Content Standards, our school's math curriculum builds an understanding of numbers so they can be used for application, problem solving, measurement, geometry and spatial awareness to develop decision-making techniques for communicating ideas, patterns, functions and algebra. We use an eclectic student-centered, standards-based math program which employs a variety of strategies to understand and develop math concepts. A differentiated instructional approach is used so that all learners, tactile, auditory, and visual have the optimum environment in which to fully understand the math concept. Students are encouraged to use multiple methods to solve problems throughout the day as math is integrated into various other activities.

The elementary reading curriculum is based on the Ohio Academic Standards. An eclectic approach to reading instruction combines phonemic awareness and whole language so that all students have the opportunity to build the skills necessary for optimal reading development. Fiction and non-fiction selections are read during guided reading, self-selected reading, basal reading books, trade books, and a variety of other materials. A balanced reading program forms the foundation of our program.

Language Arts skills are developed through a variety of experiences across the curriculum. Various writing styles are taught and then applied within the content areas. Reading and writing skills and strategies are practiced and applied in all content areas. Students become effective communicators through the writing process provided at Ellsworth.

The science curriculum for Kindergarten through fourth grade provides students with the opportunity to develop the scientific skills of wondering, questioning, investigation, and communicating. Each year builds upon the science skills developed in the previous year and from the child's experiences. Classroom instruction is supplemented with our own greenhouse, utilizing the Mill Creek Metro Park activities, visits from the Green Team who conduct meaningful science lessons and exploring own butterfly garden and surrounding area. Students have increasing opportunities to explore and develop skills of observation, various science concepts, and continue to safely conduct investigations, format conclusions, and communicate their findings.

The social studies curriculum begins in Kindergarten by developing an understanding of themselves and their place in their family and community. Each following year builds on the prior years' concepts so that by the end of fourth grade the students have an understanding of themselves, their community, and their state's government. Students apply their learning through real life situations such as; classroom elections, entrepreneur projects, Mahoning Valley Historical Society, and visits with local community members. Through research, students learn how the past has affected their current world.

Our physical education, art, and music teachers do an excellent job connecting their daily lessons with content taught in the classroom. Art lessons are an extension of the instruction from the classroom. For example when first graders learn the concept of time, students create their own clock with moving hands to reinforce this skill. Community maps are designed while third graders are learning about their community. Collaboration between core content teachers and special content teachers extend and enhance student learning to the fullest potential.

**2. Reading:** Ellsworth Elementary School adopted a new reading series in 2005. The Harcourt reading program was chosen because it is correlated with the Ohio Language Arts Content Standards. It also provides resources for differentiated instruction. Teachers use leveled books and workbooks for whole group, small group, and one-on-one instruction. This reading program focuses on the five essential strategies in effective reading instruction: phonics, phonemic awareness, vocabulary development, comprehension, and fluency.

Teachers in grade Kindergarten through second grade use the results from diagnostic assessments to identify student's strengths and weaknesses. Title One tutors, parent helpers, regular education teachers, and special education teachers provide small group intervention which emphasize fluency, word attack skills, comprehension, grammar, and phonemic awareness, and vocabulary development.

Students are involved in literature circles. This research-based activity allows students to practice authentic reading behaviors. This activity invites students to actively participate in sharing their ideas and building meaning from what they read. It also dramatically changes students' attitudes towards books and reading. Students understand themselves and others through personal connections made with characters and story themes.

At the beginning of the year, students are assessed using an Informal Reading Inventory to determine their independent, instructional, and frustration reading level. Teachers use this information to place students in reading groups during guided reading. Teachers use the website [Reading A-Z](#) for leveled books and Sundance leveled books to use during guided reading instruction. Emergent readers use [www.starfall.com](http://www.starfall.com) writing journals and the online reading series to strengthen their understanding of letter sound relationships, decode short and long vowel sound and to practice digraphs, blends, word families, and improve writing skills.

In conclusion, our reading program was adapted to reach all students at their current level. Teachers use additional reading resources to help those students struggling and more advanced activities to challenge those who need it.

**3. Additional Curriculum Area: Mathematics:** The staff of Ellsworth Elementary School believes that our math curriculum is an area of strength due to the positive, research-based changes we have been willing to make over the years. The high-stakes testing required by the state also challenged us to adapt our methods and activities to allow the students to demonstrate their knowledge and skills to meet Ohio expectations.

About ten years ago, our math curriculum consisted mostly of drill and memorization with little use of manipulatives or hands-on methods to promote active learning. This year we are in transition to adapt a new text book. We are favoring one with many opportunities for hands-on learning and the use of manipulatives. Currently teachers are blending the Harcourt-Brace program, Scott Foresman and Investigations programs to accommodate the spectrum of student needs and abilities. The Everyday Counts theory is put into practice in Kindergarten through Second Grade. Math and literature is integrated by the using the Math Start literature series and the Math Matters series which help children make the connection between the math they are learning in school and their everyday world. In addition, we have continued to adapt our teaching strategies in conjunction with Ohio's recent adoption of state standards in math. We now use activities and methods to allow students to work cooperatively at times, thus developing interpersonal skills that will assist students in being successful in a workforce where one must often work as part of a team and make group decisions.

We use manipulatives, especially in the initial teaching of elementary math concepts, as a way to enable students with different learning styles to be actively involved in the learning process, leading to better

understanding of concepts, self-esteem, and pride. Math is interwoven with all other subjects and we promote or use this connection whenever possible to make math learning authentic so that students see its use in the real world. Some of the ways that we make math come to life are: classroom stores- which involve counting money and making change; creating pumpkin globes- that target measuring circumference, diameter, and longitude and latitude; baking applesauce- utilizes measurement skills; and creating classroom quilts- which allow the students to engage in fractions, area, perimeter and measuring. Problem-solving strategies are taught and used throughout all math content standards and not just in problems involving basic computation. We recognize more than one solution or method of solving a problem, and we encourage the students to share with one another how they solve problems. This leads students to think independently, creatively, and critically.

**4. Instructional Methods:** Ellsworth Elementary uses many different instructional methods to facilitate learning. Our teachers attend workshops and take classes to stay current on educational trends. We implement hands-on instruction, games, and activities to create a positive learning environment for all students. We provide our students with certified tutors who provide small group instruction and encourage learning for students who are at risk. The Mahoning County Educational Service Center also provides our school with a gifted intervention specialist to assist us in providing a challenging learning environment for students to reach a higher level of thinking.

Children have such a wide range of interests, abilities, and learning styles, it is important to not use a “one-size-fits-all” curriculum. Differentiating the content or topic, the process of activities, or by manipulating the environment are the main ways that we differentiate instruction. We have learned that students are more involved in learning when they enjoy what they are doing. In this way, we teach through the use of games like Jeopardy or Memory. We use cooperative learning activities through the use of literature circles in reading and social studies. We also incorporate multiple intelligences. We may do an art project in science or sing a song to learn about decimals in math. Because we are cross-curricular teachers, when we teach about timelines in social studies, we also teach math concepts.

In conclusion, our schools work diligently to create a stimulating learning environment for all of our students. We incorporate current theories and trends, and we endeavor to challenge all of our students in creative ways.

**5. Professional Development:** Ellsworth Elementary is a school that places a great deal of emphasis on professional development in a quest to improve student achievement and create the best possible learning environment. We provide our staff members with a variety of opportunities to grow and develop as educators.

Each staff member, for example, serves as a liaison for math, language arts, social studies, or science. They attend meetings at the Mahoning County Educational Service Center during which they are able to discuss strategies and concepts with fellow teachers and obtain new materials and ideas to satisfy every type of learner. These meetings also allow our teachers a chance to reflect on existing methods and modify them to better serve our students. After each meeting, the attending teacher provides the information to the other staff members so they, too, can utilize it to aid in student learning.

Another avenue in our professional development at Ellsworth Elementary is the many workshops we attend at area colleges and educational outlets. One such workshop focuses on Intervention Assistance Team Training. Our building has an Intervention Assistance Team that helps classroom teachers with intervention both academically and socially. Our team, which consists of special education and classroom teachers, our guidance counselor, and our principal, attend workshops that help us to better assist the students serviced by this team.

In our district, teachers at all of our buildings attend four waiver days per year that center on professional development. During the waiver days our staff works on curriculum mapping, assessment practices, differentiated instruction strategies and best practices. Collaboration between the administrators and county consultants leads to the determination of needs and objections of the waiver days. The county provides the updated, research based information to teach our staff on the best practices. We also discuss alternative programs that help all of our teachers to better assist every type of learner. Weekly meetings during a common planning allow our educators to discuss teaching methods and strategies and to create links among grade levels. Teachers use their own strengths, knowledge, and experiences gained from in-services, workshops, or graduate classes to assist their fellow co-workers.

## PART VII - ASSESSMENT RESULTS

**Subject: Reading**  
**Edition/Publication Year: 2005-2006**

**Grade: 3<sup>rd</sup>**  
**Test: Ohio Achievement Test**  
**Publisher: Ohio Department of Education**

	<b>School Year (March Testing)</b>				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>School Scores</b>					
% At or Above Proficient	96%	96%	88%	No Test	No Test
% At or Above Accelerated	77%	73%	65%	No Test	No Test
% At Advanced	45%	40%	29%	No Test	No Test
# students tested	53	45	45		
percent of total students tested	100	100	100		
# students alternatively assessed	0	0	0		
percent of students alternatively assessed	0	0	0		
<b>Subgroup Scores</b>	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>Economically Disadvantaged</b>					
% At or Above Proficient	92%	NC	NC	No Test	No Test
% At or Above Accelerated	50%	NC	NC	No Test	No Test
% At Advanced	25%	NC	NC	No Test	No Test
# students tested	12	<10	<10		

\*Scores are not reported for other subgroups with fewer than 10 students.

**Subject: Mathematics**  
**Edition/Publication Year: 2005-2006**

**Grade: 3<sup>rd</sup>**  
**Test: Ohio Achievement Test**  
**Publisher: Ohio Department of Education**

School Scores	School Year (March Testing)				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	96%	91%	No Test	No Test	No Test
% At or Above Accelerated	64%	29%	No Test	No Test	No Test
% At Advanced	28%	13%	No Test	No Test	No Test
# students tested	53	45			
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	92%	NC	No Test	No Test	No Test
% At or Above Accelerated	33%	NC	No Test	No Test	No Test
% At Advanced	0%	NC	No Test	No Test	No Test
# students tested	12	<10			

\*Scores are not reported for other subgroups with fewer than 10 students.

**Subject: Reading**  
**Edition/Publication Year: 2005-2006**

**Grade: 4<sup>th</sup>**  
**Test: Ohio Achievement Test**  
**Publisher: Ohio Department of Education**

School Scores	School Year (March Testing)				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	96%	98%	No Test	No Test	No Test
% At or Above Accelerated	45%	86%	No Test	No Test	No Test
% At Advanced	6%	20%	No Test	No Test	No Test
# students tested	47	49			
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
Students with Disabilities					
% At or Above Proficient	NC	90%	No Test	No Test	No Test
% At or Above Accelerated	NC	60%	No Test	No Test	No Test
% At Advanced	NC	10%	No Test	No Test	No Test
# students tested	<10	10			

\*Scores are not reported for other subgroups with fewer than 10 students.

**Subject: Mathematics**  
**Edition/Publication Year: 2005-2006**

**Grade: 4<sup>th</sup>**  
**Test: Ohio Achievement Test**  
**Publisher: Ohio Department of Education**

School Scores	School Year (March Testing)				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	98%	No Test	No Test	No Test	No Test
% At or Above Accelerated	74%	No Test	No Test	No Test	No Test
% At Advanced	28%	No Test	No Test	No Test	No Test
# students tested	47				
percent of total students tested	100				
# students alternatively assessed	0				
percent of students alternatively assessed	0				

\*Scores are not reported for other subgroups with fewer than 10 students.

**Subject: Reading**  
**Edition/Publication Year: 2003-2004**

**Grade: 4<sup>th</sup>**  
**Test: Ohio Proficiency Test**  
**Publisher: Ohio Department of Education**

School Scores	School Year (March Testing)				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	No Test	93%	96%	85%
% At Advanced	No Test	No Test	34%	26%	8%
# students tested			67	54	62
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	NC	NC	73%
% At Advanced	No Test	No Test	NC	NC	0%
# students tested			<10	<10	11
Students with Disabilities					
% At or Above Proficient	No Test	No Test	NC	90%	NC
% At Advanced	No Test	No Test	NC	10%	NC
# students tested			<10	10	<10

\*Scores are not reported for other subgroups with fewer than 10 students.

**Subject: Mathematics**  
**Edition/Publication Year: 2004-2005**

**Grade: 4<sup>th</sup>**  
**Test: Ohio Proficiency Test**  
**Publisher: Ohio Department of Education**

School Scores	School Year (March Testing)				
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	100%	75%	83%	60%
% At Advanced	No Test	67%	30%	20%	6%
# students tested		49	67	54	62
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	NC	NC	NC	45%
% At Advanced	No Test	NC	NC	NC	0%
# students tested		<10	<10	<10	11
Students with Disabilities					
% At or Above Proficient	No Test	100%	NC	60%	NC
% At Advanced	No Test	80%	NC	0%	NC
# students tested		10	<10	10	<10

\*Scores are not reported for other subgroups with fewer than 10 students.