

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Ms. Rebecca Lenora Norris

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

Official School Name Frazeysburg Elementary School

(As it should appear in the official records)

School Mailing Address 120 E. 3rd Street PO Box 250

(If address is P.O. Box, also include street address.)

Frazeysburg

City

Ohio

State

43822-9227

Zip Code+4(9 digits total)

County Muskingum

State School Code Number\* 012419

Telephone (740) 828-2781

Fax (740) 828-9227

Web site/URL www.tvschools.org

E-mail rnorris@tvschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Charles Douglas Spade

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tri-Valley Local Schools

Tel. (740) 754-1442

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Cindy Cameron

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 5 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 7 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7456  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9343

### 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 are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 2 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
Pre K	7	1	8	7			0
K	26	17	43	8			0
1	22	39	61	9			0
2	32	23	55	10			0
3	24	31	55	11			0
4	26	21	47	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>269</b>

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian or Pacific Islander  
1 % Black or African American  
 \_\_\_\_\_ % Hispanic or Latino  
99 % White

**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 11 %

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 to the school after October 1 until the end of the year	16
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	14
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	30
<b>( 4 )</b>	Total number of students in the school as of October 1	269
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.11
<b>( 6 )</b>	Amount in row (5) multiplied by 100	11

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 132

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: 16 %  
43 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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>3</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>26</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>5</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>3</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b>Full-time</b>	<b>Part-time</b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>19</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 24 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	93 %	95 %	95 %	92 %
Teacher turnover rate	7 %	7 %	7 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Not applicable

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Frazeysburg Elementary School is one of three kindergarten through fourth grade buildings in the Tri-Valley Local School District. Tri-Valley also has one kindergarten through sixth grade building and one fifth -sixth grade building. We are located in Muskingum County in Southeastern Ohio, which is part of the lower Appalachian region. The school district covers 330 square miles. Our students come from primarily rural and small towns in the surrounding communities of Adamsville, Frazeysburg, and Dresden, which is home of Longaberger Baskets. Currently we have 279 students, 49% of whom participate in the free and reduced lunch program.

The Frazeysburg instructional staff is an exceptional group of professionals. The level of collaboration and child centeredness is evidenced by daily interactions, but also by the extra steps that are taken to meet students' academic, social, and emotional wellness. Things like the autistic first grader being in a reading group with three gifted second graders or the third grader who struggles with reading and does not qualify for IDEA, receiving reading services from the Intervention Specialists. Every child in our school has his/her name on charts in the teachers' lounge. Beside each name is a dot, with the initials of a teacher, aide, custodian, cook, or secretary, who make an effort to touch base with the child, so that each one knows he/she is important and noticed.

Frazeysburg School uses Search Institutes', 40 Developmental Assets as the structure for our character education program. Developmental Assets are the skills and values youth need to be successful. This program fits perfectly into our mission of creating a positive, safe and caring environment that builds character and promotes academic excellence in the development of life-long learners. Each month we focus on an asset category; with one asset each week. A team of teachers established the asset schedule and a grade level introduces the asset category in an assembly for the rest of the school. Some have put on skits, some sing, and the second graders made a power point presentation of school activities to 'catch others being good.'

An end of each grading period an Awards' Assembly is held and students are recognized for academic accomplishments, outstanding attendance, and Super Scottie awards, which acknowledge citizenship. At the middle and end of the quarter, teachers choose Princi'Pals'. These students are chosen for using kind words, making good choices, and being respectful. They have lunch with the principal on the stage, use linen table cloth and napkins, and get to go to recess early. Not big rewards by some standards, but very important in our school culture of respect.

Frazeysburg Elementary works to involve parents and community members in the children's programs. We currently have 15 mentors in the Kids' Hope USA program, which provides one mentor for one child, one hour each week. These 15 children were carefully selected by the staff as our most needy. We also have a cadre of 21 Senior Reading Volunteers, who come in weekly to read with students, as directed by the homeroom teachers. Last year, our Parent Volunteer Program recorded over 1,400 hours of time parents gave to the school in various capacities, including monitoring learning centers, preparing / copying materials, or supervising lunch time.

All teachers at Frazeysburg are highly qualified under NCLB, but they are even more highly qualified as caring dedicated educators, who spend many extra hours sponsoring after school activities. They differentiate instruction so every child learns with dignity and knows that he/she can be successful, and are successful, as evidenced by our Achievement Test scores each and every year.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

During the past 11 years, Ohio has maintained a mandated testing program. First, the Ohio Proficiency Test (OPT), a criterion referenced test was given to all fourth graders in math, reading, citizenship, science and writing. During 2003 -2004, Ohio began the move to the Ohio Achievement Test (OAT), which is given to all third through eighth graders in the State. Third graders take the OAT in reading and math, and fourth graders take the OAT in reading, math and writing.

The current program, the Ohio Achievement Test scores students in five categories: limited, basic, proficient, accelerated and advanced. To be an effective school, at least 75% of students within a building must earn a ranking of proficient. A proficient score means students are performing at the expected grade level. In the 2006-2007 school year, 88.9% of all third grade students scored proficient or above in reading and 100 % of third grade students were proficient or above in math. For the same year, 93.9 % of fourth graders scored proficient or above in reading, 87.8% scored proficient or above in math, and 91.8% scored proficient or above in writing. This meant that Frazeyburg Elementary School met all of the state indicators, thus earning the rating of Excellent. Frazeyburg Elementary has earned the rating of Excellent on Ohio's Tests for the past four out of five years, and a rating of Effective the other year.

Ohio Schools are also given a Performance Index Score. This is a weighted average of students' scores in the five categories mentioned above:

Limited Score 0.3 points  
Basic Score 0.6 Points  
Proficient Score 1.0 Points  
Accelerated Score 1.1 Points  
Advanced Score 1.2 Points

Frazeyburg's Performance Rating has continued to increase over the Ohio Achievement Testing Program from a 100.6 in 2004-2005, to 103.4 in 2005-2006, and 103.7 in 2006-2007. This growth in the performance index demonstrates a positive trend for the students at Frazeyburg Elementary School.

More information is available at [www.ode.state.oh.us](http://www.ode.state.oh.us); click on accountability on the left side of the Ohio Department of Education's home page.

In the Kindergarten through second grades, other State assessments are administered. Our Kindergarten students take the Kindergarten Readiness Assessment, which is given within 30 days before the start of school. The first and second graders are given reading, math, and writing screeners throughout the year to determine which students are 'on track' or need further assessment. These scores serve as the initial determination for intervention services.

### 2. Using Assessment Results

Tri-Valley School District dedicates one of the staff development work days as our 'Data Day', with two partial days as 'follow up.' This valuable time is spent analyzing the Ohio Achievement Test data from the previous spring and current quarterly assessment data. Frazeyburg's grade level teams study item analysis, frequency distribution, and individual student reports to ascertain the strengths and concern areas in the curriculum, based on student performance. Teachers complete a goal / summary sheet to identify what caused the difficulty and list corrective actions to address the areas of weakness. Item content is compared with content power indicators to review the appropriateness of the indicator's placement in the curriculum map. Once these components have been examined, building goals are written and strategies to achieve those goals are identified. Intervention support for at risk students is established so that math and reading instruction meets the needs of our learners.

The key to our success in utilizing assessment results is to ensure that targeted indicators are embedded in the students' daily instruction. We strongly believe that once we know what areas

need to be addressed, and design instruction to provide scaffold support for challenged students, enrichment for others, with daily opportunities to practice concepts in various formats of higher order thinking questions, our students will and do succeed.

To determine ongoing success throughout the year, a variety of quarterly assessments are administered. Released Ohio Achievement / Practice Tests and benchmark tests from the web based program, Study Island, and District assessments are used to address differentiation and enrichment activities so that all students will achieve. The data from all of these assessments is used to make ongoing instructional decisions. In addition, all third graders are given the Stanford 10 and Otis Lenon tests in the January norming period as an identifier for our Gifted Program.

### **3. Communicating Assessment Results**

Communication with parents makes teamwork with parents and is a focus for Frazeyburg. Student progress is reported to parents in multiple formats throughout the school year. The Ohio Achievement Test scores are published in local newspapers and on our District and school websites. The State of Ohio issues these results through a School Report Card, which clearly states the school's Achievement Test results, students' attendance and staff qualifications. The State also generates individual student reports for parents, which show the child's strengths and areas of concern. The school sends these reports home and later addresses the information in valuable conversations with parents about enrichment and intervention programs available for students.

Throughout the year, teachers communicate grade level expectations using the student hand book, Standards' Guides for Families, Open House and parent information nights. Grade reports are distributed in an interim progress report and an end of the quarter report card. Two parent teacher conferences are scheduled for all schools, one in the fall and the second in the spring.

The District Office sends out a quarterly newsletter, The News and Views. The principal does monthly newsletters, activity calendars and letters of upcoming events. The teachers send weekly newsletters. Student agendas are provided for every second, third, and fourth grade parent for daily written communication and homework assignments. Every child in Frazeyburg gets a 'Responsibility Folder' which goes home every night with information from the teacher and / or homework.

An Awards Assembly is held at the end of each quarter. Students' efforts in academics, attendance, and character are recognized. The key to successful communication is celebrating all parts of the program, no matter the size, it's important to those involved.

### **4. Sharing Success:**

The Frazeyburg Elementary teachers collaborate during weekly grade level common planning time. This gives our staff a chance to refine instructional strategies, discuss upcoming units, and reflect on current assessment data. Once a quarter, all grade level teachers in the District meet to share instructional methods / strategies, research and discuss best practices, with support from our Curriculum Director. District representatives serve as liaisons by attending county, regional and state level meetings and bringing back new ideas and strategies to demonstrate for their colleagues. Any teacher who attends a workshop outside of our immediate educational support system facilitates a mini-workshop upon returning for his/her building teams.

Frazeyburg has served as host for our work with the 40 Developmental Assets. The principal and two teachers are Search Institute Trained facilitators for Building Developmental Assets in School Communities. The principal has also presented our character education program at two conferences for the Muskingum County Care Team Collaborative. A local workshop was given by one of the teachers and the principal at our Educational Service Center. Other schools are eager to see how we have married our school academic success and our character education success into a seamless program for students and staff.

Specific school activities are designed to share success. Our reading program's success is shared in May with Camp Read-A-Lot, where all K-4 students are invited to spend the night participating in fun games, crafts, and other activities. Family Math night celebrates our math

program, and each grade performs one music program each year, while all students share their art or music in the District's Celebration of the Arts, which is held on a Friday night in April. The local newspaper is invited to attend school celebrations and is very receptive to publishing these events.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Frazeyburg Elementary is aligned with all of Ohio's Academic Content Standards. Programs to deliver the curriculum are chosen with input from the teaching staff. The Curriculum Director makes the initial contact with the top publishers, brings samples in for review, and then meets with all grade levels to examine the material based upon set criteria from the curriculum maps, assessments, and content standards for the that content area.

The language arts, math, social studies and science Ohio Academic Content Standards' indicators have all been mapped into four quarters, identifying the power indicators for instruction. Common assessments for all subjects have been developed by grade level teams.

The reading curriculum is delivered through Pinnell's Balanced Literacy model, which ensures students are taught on their instructional level in small groups and are being challenged to progress at a quick pace.

Daily writing is embedded in students' activities in all content areas. The Four Block Writing model is utilized in the primary classes' writers' workshop. The third and fourth grades use more of the Six Traits model to practice multiple genres and question format.

The math curriculum is also based on the state grade level indicators, which show what every student should know and be able to do. It is delivered through the Everyday Math Program, which spirals math skills and concepts. It ensures all students are engaged with the home connection component, math boxes, which are shown as secure skills or developing skills, games and active student participation.

Social Studies and Science curriculum have been mapped into four quarters like our other content areas. Teachers have developed common assessments to continually monitor student progress in these areas. These are not tested content areas in the Ohio Achievement Test Program, but the vertical alignment of the indicators and identifying the Big Ideas (essential knowledge and skills that build students' capacity to be successful at a grade level and beyond to improve student performance) in third and fourth grades are critical to the success of the fifth grade testing program in these subjects. This is part of our shared accountability plan, the children belong to all of us, and we are responsible for all of them.

The visual arts are incorporated into the academic curriculum through collaboration between the art and music teachers and the classroom teachers. Core content mappings are shared with the visual arts teachers so discussion can focus on integrating both academic and visual arts indicators to develop acquisition of essential of vocabulary, utilize constructive response assessments and to model strategies that will result in increased student performance. Programs with math themes and social studies themes have been presented to the public.

Technology has become an integral part of the curriculum delivery at Frazeyburg. Each classroom has a Smart board installed, which gives students unlimited opportunities to utilize online resources with just a tap. Teachers also have valuable instructional materials at their fingertips to assist students in become worldly learners so they can become competitive in our 'flat world.' The school has a computer lab with 30 stations, in addition to each classroom having four student stations for instruction. The Ohio Technology grade level indicators mandate what students need to know and be able to do with technology. Classroom computers are also used as learning centers to access our researched based programs, Success Maker for first and second grades, and Study Island for third and fourth grades. These programs were specifically picked to support students' progress on their grade level content indicators to help them prepare to meet the requirements of No Child Left Behind.

**2a. (Elementary Schools) Reading:**

Frazeysburg uses Balanced Literacy to teach the reading curriculum. This researched based program incorporates reading and writing into daily classroom lessons. Students read to, with, and for someone everyday. Differentiated instruction in small group settings allows the team of reading teachers to work with all seven primary classrooms for 30 minutes each day and third and fourth grades for 40 minutes each. All focus on the curriculum map indicators for that quarter. Reading teams meet two times a month to discuss students, and move them as needed based on current data. The trade books and novels used in the program are leveled according to a consistent standard.

Reading instruction, shared reading time, writing process instruction, and daily oral language lessons focus on the mechanics and read aloud component of the program. Cut off levels for reading and writing have been established as goals for each grade level and a Diagnostic Reading Assessment (DRA) is given to every child at the end of the school year to ensure that the goal has been met. Summer intervention is provided for students who have not successfully completed their goals.

SRA's Reading Mastery and Correcting Reading is being used as our reading intervention program. Five staff members have been trained in this research based direct instruction program. Identified students are given four 30 minute lessons in addition to their guided reading lesson, to support their reading needs. We also have a Reading Recovery teacher available to work with first graders recommended by the classroom teachers. Reading Recovery is a one on one intervention 18 week intensive program designed to get first graders to grade level.

Further opportunities are offered after school in the form of Homework Club and Stars (Students Taking Achievement Results Seriously). Students are invited to participate based on current assessment data.

**2b. (Secondary Schools) English:**

**3. Additional Curriculum Area:**

The Social Studies Curriculum begins with the kindergarten students understanding their community and extends to the four graders understanding their role as citizens of the United States. We utilize a hands on approach which incorporates projects and activities for active, engaged student participation. Our mission is to create a positive caring environment that builds character and excellence for children to be life long learners. To be a life learner, a child must understand his/her role in society and how to find information, process that information and become a problem solver. The essential skills in the social studies curriculum directly parallel the mission statement. Children learn best when they feel safe and valued.

Teachers are provided with either National Geographic or Time for Kids to address the current events' needs of the Social Studies curriculum. The classroom Smart Boards give instant news and resources as needed for lessons. The Harcourt Brace textbook is only one tool of this multifaceted program. Content is reflected in other areas of the program. For example, Ohio History was the topic of last year's third and fourth grades' music show; complete with costume, props, and songs to show Frazeysburg's connection to the Ohio 'Erie Canal. It also provided an opportunity for community interaction, and gave us a chance to share this successful curriculum area.

**4. Instructional Methods:**

Frazeysburg teachers intentionally use instructional methods to address all learning styles. Differentiated instruction, small group instruction, and visual support are our three pillars of teaching. Every classroom teacher has organized her class on the pyramid of interventions. Each level of the pyramid has specific strategies and interventions. Teachers complete IAT (Intervention Assistance Team) form for students in the bottom 10-12% of their classes, so that the team can offer ideas of teaching strategies to make every learner as successful as he/she can be.

Small group instruction provides focus for teachers and students in our math and reading groups. The second, third, and fourth graders are organized into three math groups per grade level, which is designed to meet students at their knowledge level. The same indicators are taught in all three groups, yet the necessary scaffolding support is differentiated. The primary literacy groups are small groups organized by students' guided reading level. Appropriately leveled books are used to meet students at their instructional reading level, and allowing them to take familiar text home each night to read with their families. The home connection is an important instructional best practice that is utilized school wide. The reading teachers use word rings, visual organizers, and games to make reading fun for children. Music and movement are also critical in our Phonics Dance, which is the tool used to get our youngest learners to recognize the letter sounds.

The Smart boards provide the visual support in the Everyday Math program. Students are randomly called upon to complete activities at the overhead or to lead the math game, which mandates active participation.

Teachers have the weekly collaborative planning time built into the master schedule to share successes and challenges. This collaborative sharing of resources and creative ideas ensures that we get the 'biggest bang' in our lessons.

#### 5. **Professional Development:**

Frazeysburg's professional development plan has several levels. One level is provided by the District at grade level meetings, usually one half day a quarter, facilitated by the Curriculum Director. The focus is on going training and implementation of District adopted programs, such as Balanced Literacy and Everyday Math. Another focus is to revisit content area mappings and key vocabulary lists to analyze District and building student data to plan instruction. These areas of focus are necessary to evaluate the effectiveness of teaching and learning and to make changes / additions as needed, which makes our curriculum a living document, sensitive to the needs of all students.

Another level of professional development is the monthly staff meetings. The goal of every meeting is that the teachers walk out with a new strategy they can immediately use in their classrooms. Examples include Question Answer Relationship, how to make a Sociogram, and an Excitement Bar graph for a literature study. One current focus for professional development is learning how to embed Developmental Assets, as defined by Search Institute, into the daily program.

Teachers also attend outside workshops and upon returning to school, conduct a mini-workshop on what they learned. This allows us to stay on the cutting edge of educational tricks of the trade.

Professional Development impacts student achievement daily in the classroom, cafeteria, and even on the playground. Analyzing test results is important, having highly motivated teachers is important, adjusting instruction to meet the needs of individual learners is important, communicating with parents is important, but loving to teach and being glad to see those smiling faces in the morning is the reason Frazeysburg Elementary School's teachers show up each and every day.

## PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	March	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	89	91	84	84	
% "Exceeding" State Standards					
Accelerated	71	76	59	66	
Number of students tested	45	46	44	61	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	94	95			
% "Exceeding" State Standards					
Accelerated	75	71			
Number of students tested	16	21			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	90			77	
% "Exceeding" State Standards					
Accelerated	60			46	
Number of students tested	10			13	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	89	91	84	83	
% "Exceeding" State Standards					
Accelerated	71	77	59	65	
Number of students tested	44	43	44	60	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	No Test	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	83	71		
% "Exceeding" State Standards					
Accelerated	63	44	34		
Number of students tested	46	46	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	76			
% "Exceeding" State Standards					
Accelerated	47	29			
Number of students tested	17	21			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100				
% "Exceeding" State Standards					
Accelerated	46				
Number of students tested	11				
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	84	71		
% "Exceeding" State Standards					
Accelerated	64	47	31		
Number of students tested	45	43	44		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient				91	85
% "Exceeding" State Standards					
Advanced				18	9
Number of students tested				44	53
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient					64
% "Exceeding" State Standards					
Advanced					0
Number of students tested					11
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient				91	85
% "Exceeding" State Standards					
Advanced				18	10
Number of students tested				44	52
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient			88	88	77
% "Exceeding" State Standards					
Advanced			41	47	13
Number of students tested			64	43	53
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient			73		46
% "Exceeding" State Standards					
Advanced			27		0
Number of students tested			11		11
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient			87	88	77
% "Exceeding" State Standards					
Advanced			40	47	12
Number of students tested			63	43	52
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	No Test	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	94	85	89		
% "Exceeding" State Standards					
Accelerated	41	50	44		
Number of students tested	49	46	64		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	96		100		
% "Exceeding" State Standards					
Accelerated	26		27		
Number of students tested	23		11		
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	94	85	89		
% "Exceeding" State Standards					
Accelerated	44	50	43		
Number of students tested	46	46	63		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	No Test	No Test	No Test
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	88	98			
% "Exceeding" State Standards					
Accelerated	49	74			
Number of students tested	49	46			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91				
% "Exceeding" State Standards					
Accelerated	35				
Number of students tested	23				
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	87	98			
% "Exceeding" State Standards					
Accelerated	50	74			
Number of students tested	46	46			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (E) Grade 4 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
Number of students tested					
2. White					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Math Grade 3 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					