

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 Mrs. Martha Harmon

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

Official School Name McGuffey Elementary School

(As it should appear in the official records)

School Mailing Address 130 Green Wave Drive

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

Newark

Ohio

43055-2715

City

State

Zip Code+4(9 digits total)

County Licking

State School Code Number* 023572

Telephone (740) 349-2382

Fax (740) 328-2172

Web site/URL www.newarkcityschools.org

E-mail mharmon@laca.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. Keith Richards

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

District Name Newark City Schools

Tel. (740) 670-7000

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. Karen Kreager

(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

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: _____ 8 Elementary schools
 _____ 3 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 12 TOTAL
2. District Per Pupil Expenditure: _____ 8699
 Average State Per Pupil Expenditure: _____ 9380

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 are
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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			0	7			0
K	36	42	78	8			0
1	44	40	84	9			0
2	24	32	56	10			0
3	31	38	69	11			0
4	29	26	55	12			0
5	29	29	58	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							400

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| | % American Indian or Alaska Native |
| | % Asian or Pacific Islander |
| 2 | % Black or African American |
| | % Hispanic or Latino |
| 98 | % 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 26 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	52
(2)	Number of students who transferred from the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	92
(4)	Total number of students in the school as of October 1	360
(5)	Total transferred students in row (3) divided by total students in row (4)	0.26
(6)	Amount in row (5) multiplied by 100	26

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

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 58 %

Total number students who qualify: 253

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: $\frac{20}{79}$ % Total Number of Students Serve

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>8</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>28</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>18</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>10</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>8</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/specialist	<u>11</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>30</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of $\frac{25}{22}$: 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	96 %	96 %
Daily teacher attendance	96 %	97 %	98 %	97 %	96 %
Teacher turnover rate	14 %	4 %	8 %	4 %	16 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

McGuffey Elementary is dedicated to offering a diverse education to a diverse population and to ensuring a quality education for all students to become productive citizens in a global society. To accomplish this, we provide superior resources, rigorous and relevant programs, and a highly skilled and caring staff in partnership with students, parents, and community members. The word 'citizen' is a term that all of our stakeholders hear many times every day. The staff expects students to learn to be productive citizens who give back to the community instead of only being consumers who take from the community. McGuffey begins every day with staff greeters at the door who ask students as they enter, 'Why are you here today?' The expected response from students is, 'I am here to learn!' Each morning after reciting 'The Pledge of Allegiance,' the staff and students recite this affirmation: 'I am a McGuffey citizen. I am good. I am smart, and today, I will do my part.' Students are reminded constantly of what this affirmation means and looks like as they participate in their learning.

Every student is highly valued at McGuffey Elementary. Our purpose is to help every child be a successful learner. In the month of January alone, we will be conducting 36 Intervention Assistance Team (IAT) meetings for individual students to meet academic success. During these meetings teams of teachers, parents, support staff, a counselor, and an administrator will document scientifically based interventions that will help optimize each child's learning experience.

McGuffey also has wonderful partnerships with Denison University, located in nearby Granville, with the Ohio State University-Newark, with local agencies, with the PTO (our parent group) that all spend numerous hours giving additional time, resources, and attention to our students. We have learning stations set up in our hallways, and at any time of the day, you can observe students working with volunteers to practice skills to succeed in school and in life. Students understand that learning is important for their future.

Our Title I staff plans parent/community nights to help children and parents appreciate the joys of reading together. Recently, we had a pancake supper/craft night, and the participation of the community was amazing. We are a building of approximately 400 students and our attendance at the event exceeded 400. The participation of staff giving their time for the evening was better than 90 percent. Staff members flipped pancakes, visited with families, read books, took pictures, assisted students in making crafts, and handed out free books to all children in attendance.

All staff members understand their roles in helping our children meet success. Examples of this would be: Our secretary refers students to our counselor (social worker) and attendance officer if and when she sees our children struggling with attendance/tardy issues or when she sees children upset when they arrive at school. The custodian in our building helps comb our younger students' hair. Every student is focused on as an individual who is valuable and whose success at school and in life matters to all adults.

Our staff and students embrace those who are diverse learners. We have two multiple-handicapped units in our building, and we include all those students in regular instruction with non-handicapped students. One of our multiple-handicapped students does our morning announcements and students look forward to hearing about the weather and sports each day from him.

McGuffey is truly a unique building where students and visitors know that excellence in learning is an expectation as soon as they walk in the doors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

In the state of Ohio, new Academic Content Standards were adopted in 2002. Proficiency tests were phased out and achievement tests phased in. As you will see in section 7 of this application, McGuffey's results for 3rd grade reading show only the last four years; results for 3rd grade math show only the last three years. Results for 4th grade include both proficiency tests and achievement tests. In 2007 ' 2008, Newark City Schools reorganized so that its elementary buildings became configured as PreK ' 5 or K ' 5. This school year is the first year McGuffey has included 5th grade, so no previous test results for 5th grade at McGuffey exist. 2008 will be the first year for 5th grade results at McGuffey.

Ohio's state assessment system has five different performance levels for each test. Those five levels are: Limited, Basic, Proficient, Accelerated, and Advanced. In order to reach the standard, students must score at the Proficient or above levels. At Limited, students are considered below grade level, and do not yet have some of the most rudimentary skills in a subject area. At Basic, a student has achieved some of the grade-level knowledge and skills, but still needs teacher support and prompting. Proficient performance indicates a student has the knowledge and skills expected at the grade level s/he is being tested and requires minimal teacher support at that level. Accelerated indicates that the student consistently performs at grade level on an independent basis and at times somewhat above grade level with minimal or limited teacher support. Advanced shows that a student has a thorough and cohesive grasp of the knowledge and skills at their grade level and often goes beyond grade-level material with little or no teacher support. [Additional information about the Ohio state assessment system can be found at www.ode.state.oh.us. On the left side of the home page, click on Testing and Assessments.]

McGuffey Elementary has shown remarkable progress in raising scores and improving the performance levels of its students in Reading and Math in the last five years while maintaining a rate of 58% of its students on free and reduced lunch. Over the past five years, not only has McGuffey's percentage of all students passing the Ohio Proficiency and Achievement Tests increased steadily, the performance level of its students has improved dramatically. For instance, in reading in 2002, only 1.6% of its 4th grade students scored above proficient, while in math, only 3.2% of its students scored at the Accelerated or Advanced Performance levels. By 2007, 55.6% of 4th grade students scored at the Accelerated or Advanced levels in reading and 44.4% scored above proficient in math. In 3rd grade, 69.2% of students scored in the Accelerated or Advanced ranges in reading in 2007 while 70.7% of 3rd graders performed above proficient.

McGuffey's only subgroup of more than 10 is its Economically Disadvantaged students. In the last year, the gains of Economically Disadvantaged student in both reading and math at the Accelerated and Advanced Performance Levels have been substantial: In 2003, not a single McGuffey student in this subgroup scored at the Accelerated or Advanced Levels in reading. That has grown until 2007 when 59.7% of all Economically Disadvantaged students scored in the Accelerated or Advanced Performance Level. Also in 2003, only 6.5% of Economically Disadvantaged students scored at the Accelerated or Advanced Levels in math. By 2007, a noteworthy 51.4% of this subgroup received Accelerated or Advanced scores in math.

McGuffey's results, both for all students and for its major subgroup of students, show that it is on the path of continuous improvement, and the school more than deserves the Excellent rating the state has awarded it for three of the last five years.

2. Using Assessment Results:

Teachers are data-driven in their approach to student learning. We conduct 2-hour late-arrival sessions each month during which staff examine data in order to differentiate instruction. Literacy Collaborative coaches work with individual teachers to meet students' needs at various reading levels. In math, students are grouped for classroom instruction and after-school interventions according to short-cycle assessment data. We formally assess reading and math three times a year (as well as informally assessing students throughout the year) using short-cycle assessments and use that data to adjust instruction and provide intervention for students who may be falling behind. Students are also formally assessed using the Ohio Achievement Tests in reading and math in April of each school year.

Each classroom teacher meets with the building principal on a regular basis to discuss the progress of each child. Two half-time building literacy coordinators meet with classroom teachers weekly to discuss

the use of literacy data, and how instruction should proceed to insure the success of each child. The district provides an item analysis of the short-cycle math assessments showing each child's achievement along with the achievement for subgroups of students, particularly economically disadvantaged and IEP students. When a student is not progressing adequately, teachers are able to plan for after-school intervention to support him/her. McGuffey has been allotted at least 400 hours of after-school tutoring of students in reading and math so that they will be well prepared for the state achievement tests.

Students also set goals for their own learning and discuss these goals with their teachers and parents. Incentives are given to children who meet their goals each month. Many teachers require students to keep their own data notebooks which chart their progress as they are meeting their reading and math goals.

Data is also collected on behavior and attendance. The staff understands that students need to be present in order to make the necessary progress. McGuffey sends letters home when students are experiencing attendance problems, and the district attendance officer, principal, and building social worker conduct home visits to discuss how to help students with poor attendance. For students with behavior issues, goals are set and behavior plans are written, in concert with the parents, in order to improve behavior, thus improving the ability to learn and achieve.

3. Communicating Assessment Results:

Communication with parents and the community about McGuffey's positive achievements is critical. Every Tuesday, the building sends a newsletter to parents, including information on upcoming events, ways that parents can help students achieve, and how our students are learning and progressing. Additionally, every Sunday, our local newspaper devotes a page to the school district; each building contributes 250 words each week, informing the community about assessment results and other things going on in the school.

On a more individual basis, teachers keep a communication log of daily contacts they make with parents and community members, making special note of each positive contact. In all classrooms, teachers send a weekly classroom newsletter home to inform parents of events and learning opportunities as well as assessment results.

Reading and math assessment data are shared with parents at least once a month through different formats: interim reports, the quarterly report card, and parent-teacher conferences. Parents also can access information on student progress through a secure, password-protected on-line grade book, checking for their child's missing assignments, low test or project grades, or additional work which needs to be completed. A Homework Hotline informs parents about each day's assignments.

We try never to miss an opportunity to talk with parents about how well students are doing. We hold conference calls if parents cannot come to school; we send home 'Bobcat Cards' with students when we want to praise a child's positive actions or learning, and each day we announce the names of students who deserve to be recognized for good citizenship.

4. Sharing Success:

During this school year, we have the opportunity to examine our successes through Site Planning, which is part of the district's overall Strategic Plan. We have a strong team of 15 members, including licensed staff, classified staff, community members, parents, and district employees who are looking at the last three years of assessment data in order to plan for the future and to accomplish our mission, objectives, and strategies.

The building principal shares ideas with other district principals at least twice monthly in elementary principals' meetings and administrative team meetings. She frequently facilitates staff development with her peers, especially in the area of math. She has been involved for several years with the development of the 4th Grade Math Achievement test on the Ohio Department of Education's 4th Grade Math Content Committee. She works with groups of teachers in data collection and what needs to be done to change instruction to meet the needs of children across the state.

The principal of McGuffey Elementary serves on the Math Development Committee for the state achievement tests and has provided staff development on expectations and language contained in the test to principals and teachers across the district. For instance, recently, her work on the committee looked at the way probability is used on the test and how the vocabulary might challenge students in a

new way. By sharing this information with teachers and principals, they were able to help students prepare for the math tests and be able to demonstrate their knowledge and skills more clearly. Additionally, the principal is an unofficial 'ombudsperson' for math questions from principals and teachers around the district. Other districts recognize her expertise and have called on her to provide staff development for their teachers in the area of math and in helping students succeed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Scrupulously following Ohio's Operating Standards, which call for a Comprehensive Curriculum, and Ohio's Academic Content Standards which delineate what should be taught at every grade level, McGuffey offers a rich educational learning environment for its students K ' 5.

Literacy McGuffey follows the district lead in making literacy instruction the heart of its entire instructional program. All teachers use and embrace the Literacy Collaborative® framework for teaching reading and writing. This framework, which has won Scientifically-Based designation, was developed at the Ohio State University (see <http://www.lcosu.org/>). Teachers devote a minimum of 2½ hours to literacy instruction every day and strive to integrate as many other content areas as possible into their literacy instruction. The framework includes guided reading and writing, word study and phonics, and independent reading and writing every day. Teachers have been well-resourced with books and materials, and professional development occurs during the work day several times a year. Two half-time literacy coordinators work with teachers and students every day. McGuffey also has the equivalent of two full-time Title 1 reading teachers to help struggling readers, and has two half time Reading Recovery teachers who work one-on-one with students who are reading in the bottom quartile of first grade students and are not eligible for special education services. Several McGuffey teachers have been trained in Leveled Literacy Intervention which uses the principles of Reading Recovery with groups of three children in grades K - 2 to address the needs of special education students and the most delayed readers in the school who are not served by Reading Recovery. Finally, the Intervention Specialists who work with students with disabilities have all been trained in the Orton-Gillingham phonics system in order to ensure that students who are struggling with reading have the basics which are necessary to succeed.

Math The math program at McGuffey is Everyday Math, which was developed by the National Science Foundation and endorsed as one of the top five elementary math programs in the country by Project 2061. Teachers are held accountable for devoting 1½ hours a day to math instruction. Worksheets and too much focus on lower level math problems are strongly discouraged in favor of the program's games and problem-solving.

Science The science program is a combination of textbook reading and acquisition of knowledge and hands-on activities. After disappointing scores across the district in science a few years ago, the curriculum director researched what districts with similar demographics used for science and whether or not the districts were primarily hands-on or primarily textbook-based. The districts which scored better than Newark City Schools all had a mix of use of a textbook and use of a hands-on program. The district follows the Ohio Academic Content Standards and uses a clearly delineated pacing guide. The first state test in Science at 5th grade was administered in 2006 ' 2007; science is not tested at 3rd or 4th grades by the state. Therefore, McGuffey has not yet established a history of results for science at this time.

Social Studies McGuffey adheres to the Ohio Academic Content Standards in social studies. In third grade, students study the local community; in fourth grade, they study Ohio; and in fifth grade they study North America. One asset of living in Newark, Ohio is that we have one of the wonders of the archaeological world located here: Moundbuilders Earthworks, which is a set of Pre-Historic mounds built by Native Americans during the Woodlands period. It is an outstanding asset to our social studies instruction, especially in grades 3 ' 5 and an opportunity to provide a real-life example of history in the students' own back yard.

Health and Physical Education Ohio has no adopted Health or physical education standards, but the district has a course of study for both areas. Classroom teachers implement the Health curriculum K ' 5 and two PE teachers serve the students, including one who is licensed in Adaptive PE for multiple-handicapped students.

Fine Arts McGuffey students take art and music in every grade from K ' 5, following the Ohio Academic Content Standards. Art students meet once a week for 40 minutes with a licensed art teacher; the music teachers meet twice a week for 80 minutes with all students with an emphasis on appreciation of music and an understanding of musical concepts. Strings instruction is elective beginning in the 4th grade; students may elect to take band beginning in the 5th grade.

2a. (Elementary Schools) Reading:

The philosophy behind Literacy Collaborative® is strongly driven by the National Reading Panel Report. There is an emphasis on phonics and phonemic awareness, especially in Grades K ' 3, following the Ohio Academic Content Standards. Vocabulary, fluency, and comprehension are emphasized. Students are formally assessed on these elements three times a year: in the fall, for baseline information; in January, for mid-year information and planning for intervention; and in May to gauge end of year progress and evaluate the program. Informal assessments occur regularly throughout the year in order to move students up in their reading level and to address deficiencies or provide interventions.

The building's two half-time literacy coordinators have been trained extensively, through the Ohio State University and by two full-time district Literacy Coordinators. The building literacy coordinators teach 1½ hours in a classroom during the literacy block every day and coach other teachers and direct the building's literacy program during the remainder of the day. They also plan at least four late-arrival staff development sessions for their teachers and plan parts of three other professional days throughout the year. On a district level, they are involved in training new teachers and leading Collaboration Days, three a year at each grade level, in which ideas are shared, strategies introduced or refined, and book study is conducted, along with other professional pursuits.

McGuffey is part of the Literacy Collaborative program because it was a district initiative and because it represents Best Practices in instruction and professional development. It is also a close match in alignment to the Ohio Academic Content Standards. It contains no basal; each student is regularly assessed to ensure that they are working in texts at the appropriate independent or guided reading level; the philosophy of Literacy Collaborative is based on the work of Vygotsky and provides constant scaffolding for students to continue to reach higher levels of proficiency. Additionally, there are a variety of safety nets in the building available for struggling students, including Reading Recovery, Title 1 small group instruction, and Leveled Literacy Intervention, which is a specialized program are taught in groups of 3, developed by the inventors of Literacy Collaborative for grades K ' 2 struggling readers.

3. Additional Curriculum Area:

Following the lead of the district, McGuffey adopted the Everyday Math program in 2002. At the time, Martha Harmon, principal of McGuffey, was working as Assistant Curriculum Director and shepherded the adoption process, from its inception to its final adoption by the board. She was and remains convinced that Everyday Math provides the best alignment with the Ohio Academic Content Standards and the best chance for Newark City Schools students to achieve at the highest possible levels in math. Since its adoption, McGuffey and the district's math scores have improved dramatically.

Everyday Math's curriculum is based on spiral levels of understanding from simple explorations to advanced understanding of concepts and skills. Students are asked to explain how they got the answers as well as being encouraged to find another way to get the same answer. Daily routines, discussion, year-long projects, group and dyad activities, extensive use of games to learn 'math facts,' and manipulatives are main features of the program, which has built in home-school partnerships.

An anecdotal story shortly following the adoption of the program best illustrates the power of Everyday Math in Newark City Schools. A high school geometry teacher had a son in 2nd grade the first year of the program's implementation. She reports she was very skeptical of the program initially because it was not traditional; it did not teach math as she learned it or had learned to teach it. By the second grading period, she was a complete convert to the program, stating, 'My second grader is working with more complex geometric concepts than I am teaching my 10th grade students ' and he has no problem understanding them!' Repeatedly, teachers express surprise and amazement at the advanced concepts students at their grade level are able to understand and master. The daughter of the Math Curriculum Coach for grades 7 ' 10 attended McGuffey from K - 4, and he was delighted with the program, frequently promising his colleagues how well-prepared students would be in the next few years when these students, schooled in Everyday Math, landed in their middle and high school classrooms.

4. Instructional Methods:

'Whatever it takes . . .' If McGuffey Elementary teachers and staff had a motto, it might very well be 'Whatever it takes.' Teachers, aides, instructional support staff, and everyone who walks through the door

knows that it is important to do whatever it takes to help children be successful and improve their academic achievement. For this reason, Best Practices are implemented across the school, and students are highly engaged in hands-on, meaningful, and enjoyable learning. Teachers use a combination of whole-group, small-group, paired, and individualized activities to reach every learner. Instruction is differentiated both for struggling learners as well as for those who are gifted. The Ohio Academic Content Standards, because of its spiraling structure, allow for any lesson that is truly standards-based to be easily differentiated. McGuffey teachers utilize this structure to best serve all students.

Additionally, staff members know that learning is not a one-size-fits-all proposition. Different students need different approaches, especially when considering their learning styles. Many students are visual/verbal learners, while others are oral/auditory learners, and still others learn best through a kinesthetic approach. Again, 'whatever it takes,' is the 'rallying cry' for McGuffey staff. Sometimes this takes the form of using state-approved lesson plans that align with the Ohio Academic Content Standards which provide opportunities for differentiation within them; sometimes this involves seeking out new and innovative sources and strategies and seeking the input and help from colleagues and experts.

Teachers are not satisfied with simply teaching students at the Knowledge and Comprehension levels of Bloom's Taxonomy. They are constantly striving to find ways for students to extend their knowledge and apply what they have learned to life situations or to new learning opportunities. Another important tool which helps promote thinking skills and moves students up the taxonomy towards analysis, synthesis, and evaluation is the use of graphic organizers. Whether students complete graphic organizers or even create their own, their use has a huge impact on student learning and achievement.

Finally, a major tool in the repertoire of the staff at McGuffey Elementary is the After-School Intervention program. All students, and particularly struggling students, are afforded the opportunity to participate in after school tutoring with McGuffey staff, particularly in reading and math. For those students who need additional time or respond to a one-on-one or small group setting, they have the opportunity to extend their learning with a teacher they know well and have developed a relationship with.

5. Professional Development:

It has been said that in any professional development event, there are three kinds of people: 'Learners, Vacationers, and Prisoners.' At McGuffey, there are no prisoners (no one who feels forced to participate in staff development), and few, if any vacationers (those who are glad to be there but have no desire to learn). McGuffey is a staff of Learners who are voracious about the professional learning they can absorb in their staff development opportunities. At McGuffey, the focus of professional development is nearly always reading and math. Four two-hour late arrival sessions throughout the year are wholly devoted to Literacy and are facilitated by the two half-time Literacy Coordinators. Additionally, three of the nine Late Arrival sessions are devoted to math, usually looking at quarterly assessment results student by student and in disaggregated subgroups of students, in order to plan how interventions and lessons can better reach students who have not yet mastered the standards.

Another area McGuffey has focused on in staff development has been increasing the use of technology in the classroom. Using the Ohio Academic Content Standards in Technology and in the other academic areas, the district's technology integration specialist comes to the building to help teachers plan a lesson integrating new technology. She begins by modeling the lesson, then watches the teacher as s/he implements the lesson into his/her classroom, then provides guided support for teachers to continue to use the technology to captivate students and to enrich the lesson planning.

Having an expert in the building to meet with teachers, model lessons in the classroom, and provide coaching and support as teachers implement new instructional strategies and techniques is the model the building embraces most frequently in its professional development.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Ohio Achievement Test

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	86	89	89	97	
% "Exceeding" State Standards	65	73	63	76	
Number of students tested	65	55	62	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	78	88	85	100	
% "Exceeding" State Standards	66	71	62	63	
Number of students tested	32	34	29	29	
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard	58	50	40	100	
% "Exceeding" State Standards	8	13	20	0	
Number of students tested	12	8	5	1	
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		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	87	86		
% "Exceeding" State Standards	67	57	48		
Number of students tested	65	55	62		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	85	85		
% "Exceeding" State Standards	63	55	42		
Number of students tested	32	34	26		
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard	83	25	40		
% "Exceeding" State Standards	25	0	40		
Number of students tested	12	8	5		
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	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	80	71	79	85
% "Exceeding" State Standards	52	21	31	13	4
Number of students tested	63	84	35	75	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	90	71	63	73	75
% "Exceeding" State Standards	50	9	25	15	58
Number of students tested	40	44	16	33	26
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard	78	64	25	33	56
% "Exceeding" State Standards	17	7	20	0	0
Number of students tested	18	14	5	15	9
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					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	89	86	86	81	80
% "Exceeding" State Standards	43	37	37	48	24
Number of students tested	63	84	35	75	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	90	78	88	73	50
% "Exceeding" State Standards	48	18	38	42	8
Number of students tested	40	44	16	33	26
2. IEP Students					
% "Meeting" plus % "Exceeding" State Standard	78	79	50	40	33
% "Exceeding" State Standards	22	29	0	7	11
Number of students tested	18	14	4	15	9
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					