

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Courtney Spatar

Official School Name: Central Primary Elementary School

School Mailing Address:  
501 East Main Street  
Logan, OH 43138-1119

County: Hocking State School Code Number\*: 000387

Telephone: (740) 385-4083 Fax: (740) 385-5588

Web site/URL: www.loganhocking.k12.oh.us E-mail: cspatar@loganhocking.k12.oh.us

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

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

Name of Superintendent\*: Mr. Steve Stirn

District Name: Logan Hocking Local School District Tel: (740) 385-8517

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

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

Name of School Board President/Chairperson: Mr. Ed Penrod

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 6        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>8</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8863

Average State Per Pupil Expenditure: 10565

### 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. 2 Number of years the principal has been in her/his position at this school.

1 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	0	0	0	7	0	0	0
K	40	47	87	8	0	0	0
1	46	40	86	9	0	0	0
2	38	24	62	10	0	0	0
3	29	39	68	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other			0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							303

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
4 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1.	280
(5)	Total transferred students in row (3) divided by total students in row (4).	0.157
(6)	Amount in row (5) multiplied by 100.	15.714

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: 69 %

Total number students who qualify: 210

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 34

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

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>14</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>19</u>	<u>8</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	97%	98%	96%	96%	97%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

## PART III - SUMMARY

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Central Primary Elementary, located in Logan, Ohio, has a current enrollment of 303 pupils in grades Kindergarten through Grade 3. Our school is in a unique situation of educating Grades K-3 at Central Primary and Grades Four and Five at Central Intermediate. Our community is eagerly awaiting the opening of a new Central Elementary in the spring of 2010. Grades PreK through Four will attend the new school.

The mission of Logan Hocking Schools is to “Motivate, Educate, and Graduate”. Central Primary embraces this mission with emphasis on academics, student recognition, parent involvement, differentiation, and respect and responsibility.

Central Primary strives to reach out to parents and build a community within the school. Currently, 69% of our students qualify for free/reduced lunch plans and several families receive public assistance. To help build a “school community” our school has hosted Family Literacy Nights, movie nights, family dances, book fairs, after school enrichment opportunities, as well as linking ourselves to social agencies in the community. In addition, teachers keep constant contact with families through parent/teacher communication folders and student data folders.

The staff at Central Primary Elementary consists of fourteen classroom teachers grades Kindergarten through Three, two Title teachers, 1.5 Intervention Specialists, and 2.5 educational aides. As a result of their dedication to children, Central Primary has earned an Excellent rating on the Ohio Report Card four consecutive years. In addition, teachers have taken the initiative to write grants for literacy materials with huge success. This past year, our Kindergarten teachers were awarded an \$11,000 Martha Holden Jennings grant for literacy development.

Intense collaboration, student data folders, data driven instruction, and a community of respectful learners are what make Central Primary a unique and successful place of learning. Literacy and math instruction is broken into intense segments that include built in differentiation. Primary Literacy Reading Program instruction and Math clusters that include team teaching are two of the instructional methods utilized to achieve success. Additional reading incentive programs, research based intervention reading programs, ongoing assessment and reteaching planning as well as student tracking of success are the ingredients we use to embrace our mission.

Our building begins each day with a respect pledge. Students learn what respect looks like as all classroom management plans are linked to our daily respect pledge. Grade 2 and Grade 3 students sign a respect contract and are responsible for tracking their behavior on the contract. Quarterly “I Have Respect” parties are held to honor our students. As a staff we are often complimented for the manners and respectful behaviors our students demonstrate daily.

Our staff, students and families work together to continuously and consistently “raise the bar” The dedication of improving the educational excellence of all the students at Central Primary Elementary qualifies our school for the recognition as a No Child Left Behind/Blue Ribbon School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Ohio Achievement Test (OAT) is administered to students in Grade 3 at Central Primary Elementary. Students are assessed in October and April in the area of Reading and in Math during the April assessment window. A score of 400 determines a student to be proficient on both assessments.

In order to be an Excellent school, Central Primary must have at least 75% of the students perform proficient or better in the area of math and reading as well as attain at least a 93% attendance rate and meet Adequate Yearly Progress (AYP) with designated subgroups. An Excellent status can also be obtained by earning at least 100 Performance Index points and meeting AYP. Additional performance index points are earned when students score above proficient.

The following data was reported on the State of Ohio School Report Card for Central Primary Elementary. Copies of this report are communicated on-line at [www.ode.state.oh.us/reportcard](http://www.ode.state.oh.us/reportcard), in the local newspaper, at board meetings, as well as distributed to parents of children who took the Ohio Achievement Test.

Central Primary Elementary has been deemed an Excellent school four consecutive years. During the last three years, there has been a steady increase in the percent of students who score at the accelerated and advanced levels in reading and math. As a result, Central Primary's performance index has grown from 102.6 in 2004-2005 to 114.7 in 2007-2008. This growth indicates that more students are scoring above the proficient level in both reading and math.

Since 2004-2005, students at Central Primary also exceeded the 75% passage rate in reading and math. In the area of reading, assessment results show a jump from 77% in 2005-2006 to 100% passing the reading section of the Ohio Achievement Test last year. In the area of math, a growth pattern from 2006-2007 to the following year was also evident. 100% of students at Central Primary passed the math section of the OAT last year.

Although Central Primary does not have 30 students to make up an IEP subgroup, all students identified as having a disability passed the OAT in 2007-2008. Assessment results indicate a steady increase of students with disabilities passing the test.

Central Primary must meet Adequate Yearly Progress with the students who qualify in the subgroup Economically Disadvantaged. During the 2007-2008 school year, 63.9% of the school's population qualified under this category. This was almost an increase of 7% from the previous year. Beginning in 2004-2005, this AYP group consisted of 36.2% of the school's population. As this population of students has continued to increase, so has the percent of students who earn proficient or higher in the areas of reading and math.

### 2. Using Assessment Results:

Teachers at Central Primary Elementary use assessment data to guide instruction. Quarterly Diagnostic Reading Assessments in Grades One and Two as well as DIBELS assessment in Grades Kindergarten through Grade 2 form reading groups, target students for Voyager and Wilson Reading groups as well as help determine key points for instruction. In addition, quarterly short cycle assessments in the areas of math and reading are used to assess student mastery of grade level indicators and reteaching plans. Based on student performance on assessment, classroom performance, and teacher recommendation, math cluster groups,

reading groups, and individual tutoring plans are developed. We are in the process of developing a quarterly writing assessment which will also relate to a social studies indicator.

All assessments including the Grade 3 Ohio Achievement Test are analyzed at district grade level meetings as well as during collaboration within our school. Percent of students answering questions correctly as well as incorrectly are analyzed. The goal is to identify patterns and trends among indicators that our students have not mastered and develop a plan to teach these indicators in another way. The item analysis from our assessment results are used to strengthen instruction, form intervention learning groups, and target focus indicators for reteaching lessons.

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

Assessment data is reported to parents, students, and the community through communication from our school, the district, our city, and state.

Through the use of data folders, students collect samples related to quarterly indicators. The most valuable piece of information for the parents and students is the quarterly success chart. Reading and Math indicators for the quarter have been rewritten in kid friendly terms. As teachers review quarterly assessments with their students, the students chart their success on the chart for each indicator. The charts are sent home for parent review. We have begun to collect a resource of at home activities for parents to assist their child at home on indicators their child did not meet on the quarterly assessment.

Weekly newsletters from teachers, nightly reading communication logs, as well as monthly newsletters from the principal keep the parents informed and engaged in the educational process. Parents are given the opportunity to learn about the Ohio Achievement Test through an informational meeting. Students are encouraged to “raise the bar” by becoming part of the elite club. Students earn this status by scoring above proficient on the OAT. Names are recognized on a plaque. Parents and students are also given the opportunity to enrich their learning, through an after school “Are you Smarter Than Your Principal?” Club that focuses on OAT preparation.

Monthly, our district publishes a “Schools in Session” report that highlights activities in the buildings, as well as upcoming events and information. Our local television also hosts a monthly “Schools in Session” broadcast that is hosted by building administrators.

The State of Ohio mails an annual school and district report card for each child in which the principal sends to all parents. The report card is also presented at an open board meeting for the board of education and district residents.

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

Central Primary Elementary is thrilled to have the opportunity to share its successes. Many teachers are invited to present classroom instruction strategies at our district inservices. Through the grants we have received, teachers are required to report strategies and assessment results to grant committees.

As other buildings in the district continue to build their Primary Literacy Program, teachers observe our reading program as a building block for their programs.

Through professional conferences, teachers network with one another and share our successes. As a result, Ohio University, as well as Tri-County Vocational School, places several education students in our classrooms for field experience opportunities.

This school year we offered a literacy night for parents to experience a reading group mirrored after their child's PLP reading instruction. Parents learned how to picture walk, make predictions, develop reading strategies, and the making words lessons. We plan to extend this next year to several opportunities for parents to attend.

Several teachers serve on grade level committees throughout the district. The goal is to communicate success, share ideas, and discuss teaching strategies.

Central Primary has been invited to attend the Title I National Conference in February of 2009. Ms. Spatar will be presenting on a panel of administrators at this conference. Our school would be thrilled to host visitors with the goal of increasing student achievement and school climate.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Curriculum at Central Primary Elementary is centered on quarterly pacing charts that reflect Ohio Department of Education standards. Teachers track their lessons and use weekly collaboration to plan, discuss progress, and develop re-teaching activities. Students are actively involved in tracking their success by using indicator posters for reading and math as well as the use of data folders. Indicator posters are kid friendly, using language young students understand. Teachers refer to these at the beginning of each lesson to introduce the purpose of the lesson. Throughout the lesson, students sign their names by each indicator they are working towards mastering, providing students with instant feedback and boosting confidence. As they continue to use this tool, students converse with teachers about what and why they are learning the content. Data folders consist of indicator success charts completed by students and shared with parents, daily behavior calendars, Accelerated Reader progress, and quarterly writing assessment.

All students are involved in at least 120 minutes of Language Arts daily. Students are engaged in a variety of activities that incorporate reading, writing, and oral expression. Lessons developed are indicator rich and cross disciplines. Kindergarten staff received an \$11,000 Martha Holden Jennings Grant to purchase literacy materials. Students in grades one and two receive instruction through the Primary Literacy Program. The Primary Literacy Program involves Title and classroom teachers collaborating and developing reading groups based on reading assessments. Grades 2 and 3 also use the Scott Foresman Reading Series. Teachers have adapted this program to meet our students' diverse needs by collaborating and creating additional teacher resources. All grade level teachers use Write Source as a teaching resource and several teachers have been trained in Step Up to Writing and Write Track. Through professional development and teachers teaching teachers, we have been able to streamline programs to create a rich writing environment. Accelerated Reader, Ticket to Read, Voyager, and Wilson Reading are also key components in our curriculum. A walk through our classrooms would demonstrate a print rich environment.

Our district began using the Everyday Math series in 1998. Many teachers increased knowledge of this program by attending a two-day summer workshop in 2006. Students are engaged in Everyday Math instruction for 60-90 minutes daily. Our school program included four lessons a week with an additional day to re-teach, enrich, utilize math games critical to the program, and use additional teaching resources. Grade level meetings were used to align Everyday Math lessons with Ohio Content Standards on an easy to read indicator-pacing chart. During math instruction students are divided into math clusters. Grades one through three have an enrichment cluster, on track cluster, and intervention cluster. Our intervention cluster is co-taught by a classroom teacher and intervention specialist. Students are regrouped quarterly based on assessment data.

Science/Health and Social Studies are taught in a combination of 60 minutes daily or five hours a week. Many teachers designed instruction to rotate between a Science Unit and a Social Studies Unit. Write Source, Step Up to Writing, and Write Track instruction is used heavily in Science/Social Studies units. Our goal is to write across the curriculum as we continue to incorporate more writing into these two areas. Grade 3 has begun a Focus curriculum to supplement instruction for Science and Social Studies. This program provides a vast amount of nonfiction reading material on a specific topic. The beauty of this program is that the reading level can be adjusted to meet the diverse needs of learners.

Students participate in Physical Education, Music, and Art one day a week. Specialty area teachers also track grade level indicators through the Sports, Play, and Active Recreation for Kids curriculum, Music and Me series, and Kinderart.com They collaborate with classroom teachers to plan lessons that parallel classroom instruction.

Central Primary students also benefit from social and emotional growth programs. Youth Experiencing Success in Schools provides additional support to students and families. EAGER (Elementary, Activities for Growth and Encouragement of Responsibility) meets with students during a six-week cycle to provide self-esteem small group sessions. In addition, student success is celebrated daily and our school is built upon our respect pledge:

I have respect for  
myself  
my teachers  
my friends  
my family  
my elders  
my school

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

Students receive at least 120 minutes of literacy instruction daily. Write Source, Step Up to Writing, and the Kindergarten program “No More Letter of the Week” provide many writing opportunities. The majority of Kindergarten students end the year on a Level 3 to Level 5, based on Diagnostic Reading Assessment scores. First and second grade students receive instruction based on the Primary Literacy Program, which closely resembles Literacy Collaborative. Reading groups are organized based on Dibels and quarterly Diagnostic Reading Assessment data. Intense instruction focuses on guided reading, making words, and writing. The goal is for first grade students to read on level 16 by year end and second grade students, on level 28. Last year over 70% accomplished this goal. Last year Dibels data indicated 9% of Kindergarten students on track in September and by May 81% of Kindergarten students demonstrated on track performance.

Grades two and three also use Scott Foresman Reading series. Grade 2 developed writing prompts to accompany the stories and emphasize sight words and phonic lessons provided with this series. Grade 3 rewrote reading assessments to create a selection test focusing on problem solving, written responses, vocabulary development, and questions that mirror the Ohio Achievement Test.

Grades K-3 students actively read for Accelerated Reader. The student’s reading level is determined by a computer STAR assessment. All books in our library are color coded for students, colors that match STAR assessments. Throughout the grading period, students read books on their level and take comprehension and vocabulary tests on the computer. Students earn a ticket when they achieve 80% on the test and are able to track their progress throughout the grading period. Last year 73% met their goals and 5710 tickets were collected.

Our second tier of reading instruction is the Voyager reading program. All students, regardless of receiving Voyager instruction, use the Ticket to Read Program, a component of Voyager. Students who struggle with reading find great success with this program. Progress monitoring occurs after every ten lessons. The top tier of reading instruction for our most challenged students is the Wilson Reading Program.

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

This question is for secondary schools only

### **3. Additional Curriculum Area:**

The math curriculum at Central Primary Elementary School is the Everyday Math program, adopted by the district in 1998. Many teachers renewed their commitment to this program two years ago by attending a two day workshop in the summer.

Through the use of pacing charts, teachers have aligned Everyday Math lessons with the Ohio Content Standards in the areas of Number Sense, Measurement, Geometry, Algebra, and Data Analysis. The pacing charts are divided into quarterly target indicators. The indicator, corresponding Everyday Math lesson, and supplemental resources are listed for each grade level indicator.

Teachers instruct math for at least 90 minutes a day. Through the use of assessment data, students are grouped into math clusters during this period of instruction. Within each cluster, there is a variety of levels; however, extreme skill levels are avoided. As a result, intervention and enrichment are delivered daily in instruction. The intervention math cluster is co-taught with an intervention specialist and classroom teacher.

The math instruction is chunked into four days of Everyday Math lessons and one day of additional instruction. This freedom allows ample time for numerous methods of instruction, math games to provide students with basic skill practice, open-ended, hands-on exploration, and on-going practice. Many teachers incorporate math centers into their weekly routine to provide intervention and enrichment opportunities.

Teacher assessments, Homelinks, Unit Checklists, teacher observations, math boxes, and quarterly short cycle assessments are tools for data that drive instruction and math cluster groupings.

### **4. Instructional Methods:**

The success of students at Central Primary Elementary has been facilitated by the wide range of teaching strategies. A typical classroom uses direct instruction, centers, ability group learning clusters, exploration, hands-on learning, incentive based reading programs, as well as integration across curriculum learning areas, to enhance student learning.

Instruction is centered on quarterly pacing charts, student needs, and differentiated instruction. Within planning, tiered instruction is developed. For example, all students in grades one and two are instructed through an intense Primary Literacy Program for reading. However, within this program, students are grouped based on reading needs. In addition, a second tier of instruction, which involves researched based reading intervention, is implemented for struggling readers. Kindergarten students are also instructed in small groups for reading and have adopted a new reading program called “No More Letter of the Week”. Students in Grade 3 also use reading clusters to instruct students in intense reading strategies for 60 minutes daily. Struggling readers are in groups of 8-10 students. In return, our high achieving readers are using higher level thinking skills during daily enrichment in literacy. The teacher is a facilitator with this select group of students.

Instructional methods in other content areas are based around the same premise. Students in Grades 1 through 3 are clustered for 60-90 minutes of math instruction using the Everyday Math curriculum. However, within that instruction, tiered instruction through the use of supplements is used to remediate and enrich students’ math abilities and problem solving skills.

Science and Social Studies are integrated into our literacy teaching minutes with the use of the Focus curriculum and the continuous development of nonfiction books in our bookrooms. The Focus curriculum allows science and social studies indicators to be taught on three different levels of reading. We are continuing to develop writing across the curriculum. Many teachers have incorporated Science and Social studies concepts into their block of writing instruction. It is exciting to see students write about indicators

such as natural resources in their morning free write journals.

## **5. Professional Development:**

All teachers at Central Primary Elementary have developed an Individual Professional Development Plan. In addition, four staff members have begun the process for National Boards. Several teachers in our building have been trained to mentor entry year teachers.

New teachers complete an Entry Year Teacher program. On site mentoring, as well as mentoring through our coordinator, provides several opportunities for instruction, observations, and best practices discussions.

In addition to built-in professional development days, grade level teachers meet twice a year. The goal is to review assessment data and evaluate quarterly assessments as well as curriculum pacing charts. Our school is successful because we are constantly revisiting and rewriting as well as adding pieces to our strong foundation.

Two years ago several teachers attended an intense Everyday Math workshop during the summer to renew their commitment and gain additional tools for our adopted math curriculum. Due to this commitment, our district scores have been higher on every math question on the Ohio Achievement Test than the state average.

During last school year, our data showed that our bubble students increased their achievement through the Voyager reading program. However, our students identified as having a disability did not demonstrate anticipated progress. After researching programs, a staff member became trained in Wilson Reading over the summer. We now use this program with our IEP population of students and our data shows that this multi-sensory approach to learning is increasing student achievement.

Central Primary has also implemented full inclusion during a 60-90 minute block of math instruction. Monthly inclusion planning meetings are scheduled to provide additional time for collaboration and planning of instruction. During this time, all teachers who instruct students with special needs meet with the intervention specialists for support, differentiation discussion, and review of student progress. This is a fabulous forum for teachers to teach teachers.

## **6. School Leadership:**

The leadership at Central Primary is centered around collaboration and data driven decision making. Weekly collaboration among grade level teachers and the principal provides the opportunity for ongoing discussion in regards to what are we teaching, how are we teaching it, how are we differentiating the instruction, how and when will we assess and what are we going to do with the assessment results? At the conclusion of collaboration, the team has a written plan for student learning.

The goal for our February inservice is to initiate vertical collaboration among grade levels. A representative from each grade level will bring success, assessment data, and trends in the grade level assessment data. The goal of the planning committee will be to target areas of need across grade levels.

School Leadership at Central Primary is active and visible. Classroom walk throughs are completed daily to pinpoint instruction. Observations of teacher instruction is used to plan lunch learning activities for all grades and after school club activities for Grade 3 students. School climate is centered on respect and responsibility. Student contracts, teacher and student accountability, staff and student recognition, and team building are rampant in our building. Students feel successful and are often heard saying “I am proud of myself” when

asked how their body feels. Our favorite saying is “Kiss Your Brain”.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Mathematics

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
<b>SCHOOL SCORES</b>					
% at or above proficient	100	91	93	79	
% accelerated and advanced	90	61	42	58	
Number of students tested	60	70	57	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	0	
Percent of students alternatively assessed	3	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% at or above proficient	100	60	27	71	
% accelerated and advanced	94	17	21	44	
Number of students tested	34	33	30	34	
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% at or above proficient	100	71	79	46	
% accelerated and advanced	100	24	0	31	
Number of students tested	7	18	14	13	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 3 students did not take the Ohio Achievement Test prior to 2004-2005

Subject: Reading  
Edition/Publication Year: 2007-2008

Grade: 3 Test: Ohio Achievement Test  
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
<b>SCHOOL SCORES</b>					
% at or above proficient	100	82	77	88	
% accelerated and advanced	90	61	51	73	
Number of students tested	60	71	57	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	0	
Percent of students alternatively assessed	3	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% at or above proficient	100	74	67	79	
% accelerated and advanced	85	50	40	59	
Number of students tested	34	34	30	34	
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% at or above proficient	100	61	50	62	
% accelerated and advanced	71	44	36	0	
Number of students tested	7	18	14	13	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in Grade 3 did not take the Ohio Achievement Test prior to the school year 2004-2005.

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