

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Emily Funston

Official School Name: Fredericktown Elementary School

School Mailing Address:  
111 Stadium Drive  
Fredericktown, OH 43019-9801

County: Knox    State School Code Number\*: 012443

Telephone: (740) 694-2781    Fax: (740) 694-0956

Web site/URL: www.fredericktownschools.com    E-mail: Emily\_Funston@knoxnet.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.

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

Name of Superintendent\*: Mr. Jim Peterson

District Name: Fredericktown Local School District    Tel: (740) 694-2956

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.

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

Name of School Board President/Chairperson: Mr. Tom Seymour

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.

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 1        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 0        | High schools                      |
| 0        | K-12 schools                      |
| <b>2</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 8502

**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. 14 Number of years the principal has been in her/his position 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	6			0
K	32	52	84	7			0
1	52	40	92	8			0
2	43	50	93	9			0
3	40	44	84	10			0
4	54	49	103	11			0
5	44	43	87	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							543

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
2 % 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: 8 %

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.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1.	533
(5)	Total transferred students in row (3) divided by total students in row (4).	0.081
(6)	Amount in row (5) multiplied by 100.	8.068

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

No LEP students are enrolled in Fredericktown Elementary during the 09-10 school year, nor were there any during the 08-09 school year.

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 212

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: 14 %

Total Number of Students Served: 74

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	<u>1</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>22</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>36</u>	<u>0</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 23 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	95%	96%	97%
Daily teacher attendance	90%	94%	91%	90%	93%
Teacher turnover rate	6%	3%	6%	11%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The percentages in the "Teacher Attendance" row include absences for illness, professional development and personal days, and reflect accurately whether or not the teacher was present in the classroom, regardless of the reason.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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>	0	%

## PART III - SUMMARY

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The Fredericktown Local School District is the heart of our community. We share a campus setting with the local community-built public library, ball fields and a village park. Our new school building is a source of pride for Fredericktown, and facilities are used by community members in many ways including the Knox County Hospital (Wellness Center), the Central Ohio Technical College (classrooms) and local seniors (Senior Center). Classrooms are also provided for Knox County preschool and MH (low-incidence) students. During this 2009-2010 school year, grades four and five were added to this building which had formerly been a K-3 building.

Our District Mission Statement, “Every day, everyone working together to learn and improve,” is repeated daily by our students and reinforced by an emphasis on Character Education. The faculty and staff of our school have developed a building mission statement, “Through vertical and horizontal Professional Learning Communities, the Fredericktown Elementary Staff will implement best practices using data driven instruction, quality assessments and intervention strategies to maximize student learning.”

The community members who volunteer regularly in our school help to accomplish the work needed in a school district. Parents and seniors volunteer in classrooms, help with athletic events and populate the Elementary PTO, Academic, Music, and Athletic Booster groups. A senior volunteer sorts the mail every day, the Elementary PTO recently provided funds for an elementary playground and Interactive White Boards, and the Band, Athletic and Academic Boosters provide funds and equipment for students in our system. Recently a group of community members have begun an effort to replace the bleachers and press boxes for the football, band, and track programs.

The superintendent and board of education have continually demonstrated their support of programs that have helped to support the education of all students. A full-time special teacher for talented and gifted students is employed as well as three full-time reading teachers. The programs made possible because of these special teachers include Reading Recovery, and as a result, every first grade student who scores below average in Reading is supported with one-on-one attention/tutoring for 12 – 20 weeks during first grade.

Our faculty and staff are committed to the educational success of each student, and a concentrated effort is made to not blame parents, the economy, etc when students are not doing well, but to find a program or person who will provide assistance. Other tools which have been available to us include the technology programs of Fast ForWord, Head Sprout, Accelerated Reader, and the Wilson Reading program. Our entire staff has been trained in and uses the Intervention Team approach when students are struggling. Teams meet regularly about students who are showing at-risk behavior or performance to brainstorm needed assistance from parents, staff and the student involved. Notes from these meetings are recorded and used as data and evidence if further testing of a student is needed.

Additional support is provided by a full-time certified elementary librarian and a technology coordinator. Both work diligently to ensure that we continue to remain current in the use and practice of research and technology.

Recent successes on the part of our football, basketball, cross country and band programs have provided an energy and excitement to our school and community. Although elementary students are too young to participate in many of these programs, they look forward to future participation.

It may seem trite, but our school is truly a source of family and community pride. We are not perfect, and there is always room for improvement, but we are proud of our accomplishments and work hard to ensure a continued emphasis on excellence.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The data from the annual administration of the Ohio Achievement Tests in third grade reading and math indicates a steady improvement for Fredericktown students. Individual students' scores are reported as standard scores ranging from 259 to 497. They are divided into Advanced (432 – 497), Accelerated (415 – 431), Proficient (400 – 414), Basic (385 – 399) and Limited (259 – 384). Scores in the Proficient, Accelerated, and Advanced levels are considered to be passing scores. Students with serious learning issues are given an Alternate Assessment and evaluated by portfolio documentation of progress toward their individual goals. These students are less than 1% of our population.

During the last five years, we have seen a steady increase in student scores. Reading scores have increased from a passing rate of 88% (2004) to 97% (2009), and math scores have increased from 79% (2005) to 96% (2009). There are two measurable sub-groups, Students With Disabilities and Economically Disadvantaged. While these populations score slightly lower than the general student population, their gains have been more significant and have helped to improve our overall scores.

Factors that contribute to the successful scores include a very low teacher /administrator turnover rate, an experienced faculty and staff, and a commitment of the administration to provide the necessary support of teachers of special education, reading, and gifted students. There is a deeply embedded use of the Intervention Team process, and we are committed to following both the letter and spirit of special education and gifted rules and regulations.

The teachers and staff understand the importance of teaching the Ohio Academic Content Standards, rather than following any particular commercial curriculum or textbook series. Our curriculum has been carefully mapped by classroom teachers, and the maps are regularly updated. Teachers work together in vertical and horizontal Professional Learning Communities to discuss common problems and successes. Common formative and summative assessments are developed and regularly given. Results are shared so that deficit areas can be addressed. The teachers' bargaining unit and the administration have worked together to ensure that there is a one half hour period each morning before school and common planning time during the day during which teachers can meet regularly among themselves to analyze data from every possible source and plan appropriate instruction.

The data used in this Blue Ribbon application comes from the results of the Ohio Achievement Tests taken by third grade students. This school year (2009-2010) is a transition year as our District has been re-configured from a grades K-3 and 4-8 scheme to a K-5 and 6-8 configuration. Additional information about the Ohio state assessment system may be found on the Ohio Department of Education website [www.success.ode.state.oh.us](http://www.success.ode.state.oh.us). This web site will allow the reader to see questions from prior tests, and to read more about Ohio's Academic Content Standards and the assessment system which measures the mastery of those standards.

### 2. **Using Assessment Results:**

Assessment data is used in many ways. Data from the Ohio Achievement Tests is received during the summer. The data is distributed to the principal and teachers who use the data to plan for future instruction. Programs and strategies are evaluated. Teachers look for areas of weakness and strength. Individual student data is provided to current and former teachers.

Specifically, the Curriculum Team looks at the big picture for long-range planning for needed inservice and curriculum development. Ohio Improvement Process goals were embedded in the CCIP plan for the

expenditure of federal funds. Grade level and subject area Professional Learning Communities look for trends and use the data for effective curriculum mapping, pacing, and for the development of common formative and summative assessments. Classroom teachers use data for planning purposes in IEP's, WEP's, and Intervention Team meetings. Data used includes that from the Ohio Achievement Tests, DIBELS testing, STAR reader quarterly assessments, Reading Recovery data, running records, individual student observation, health data, and the scores on formative and summative tests, as well as more informal and anecdotal evaluation of both students and programs.

In many cases, students are encouraged to graph and analyze their own data about things such as behavior, spelling grades, books read, etc. This personal record keeping is a real-life use of data that leads to deeper understanding of the meaning of graphs and charts and translates to some success on tests about reading charts and graphs.

In some cases, it may seem as if there is almost too much data. We are very aware that the critical factor in providing an excellent education is the experience and professionalism of our faculty and staff, coupled with their ability to motivate students and engage them in their own learning.

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

There are a number of ways of communicating with our varied audiences. The Ohio Department of Education provides an excellent four page brochure for each student that clearly communicates each child's scores on the Ohio Achievement Tests, and demonstrates to parents how his/her child's scores relate to other scores in our school, similar districts and the state. Additionally, each student and his/her parents receive specific information about areas of strength and weakness which need to be addressed. This data, and other information is communicated to parents during parent conferences, during IT meetings, and through informal comments written in students' agendas (day planners carried by all students in grade three and above).

Similar brochures are provided to each classroom teacher, building principal and superintendent. Grade level aggregates are provided to administrators. All of the raw data is provided electronically to districts on spreadsheets. The tech coordinator manipulates and sorts the data, color codes it and places it into packets for the use of professional staff members. Specific data is used frequently in Intervention Assistance Team meetings where student scores on the Achievement tests, DIBELS, STAR, and running record scores are documented and tracked including information from the reading teachers and formative and summative data from classroom teachers. Based on all of this data, decisions are made about necessary interventions, including further student testing if necessary.

Community members receive information from local newspapers, from informational radio talk shows on which administrators are able to speak and answer phone-in questions, from our District newsletter which is received by every resident of the district and on our school website. An effort is made to communicate all of this information in language easily understood by the audience.

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

Sharing good news is one of the great joys of our profession. The challenging part is sharing the good news in a way that is helpful to an audience who may have similar demographics and/or challenges that we have met and conquered. Our Curriculum Team works to ensure that our curriculum is aligned to the state Academic Content Standards, communicated clearly to staff, community and parents, and taught in a meaningful way by teachers working cooperatively. We cooperate closely with consultants from our local Educational Service Center as we work through the Ohio Improvement Process. This process can be shared with other districts similarly involved in the OIP.

Often there are opportunities to present or share information at conferences and workshops at the state and local levels. Information can be shared about the use and distribution of data, successful programs and the mapping of curriculum.

One key element in working together successfully is the alignment of district mission, building mission, and professional staff members' LPDC plans. This strategic planning involves multiple layers of staff and administration, and is more time-consuming and painful than one would think at the outset of the process. The results are presented formally and informally to any interested party, with a strong emphasis on the value of the results in spite of the hard work. A major factor in any presentation is the importance of the involvement of many staff members including the informal as well as the formal networks that exist in every school system.

Staff members of other districts are always welcome to attend our Curriculum Team, OIP, LPDC, and general staff meetings to view and participate in the processes.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

What is taught in our school has changed significantly since the advent of the Ohio Academic Content Standards. While curricular decisions used to be made by textbook companies and workbook publishers and sprinkled with nuggets of every elementary teacher's favorite unit, decisions are now made by committees of professional teachers working at the local, district and state levels.

Ohio is part of the process. We are moving inexorably toward a national curriculum, and states are working hard to align their standards with national ones. International standards may be on the horizon.

This continues to have huge implications for individual classroom teachers. The Ohio Academic Content Standards have become the Bible of curriculum committees. Decisions about what is taught and when, are made carefully to ensure that all standards are covered, in the right order and at the right time. Professional Learning Communities work diligently to ensure that not only are standards taught, but that they are mastered. Plans are made for intervention when some students have not grasped all of the information needed to move on.

Crucial to this process is the teaching of reading. In the primary grades, three Reading teachers and two Intervention teachers work closely with students. Every child in first grade who scores below average in Reading receives individual attention. Our recent textbook selection involved careful scrutiny of the material at every grade level to be sure our selection matched most closely the Ohio Academic Content Standards. Even with a good match, the framework of what is taught is determined by teachers, and based on Ohio Standards. This means that textbook materials, technology programs, teacher-created materials and strategies are all utilized in the planning processes.

Curriculum Maps are developed in all of the major content areas and are revised annually. Rubrics are developed and used by teachers and students to evaluate class work. Formative and summative assessments are developed, continually refined, and used to evaluate and refine instruction. Our Reading and Intervention teachers are an integral part of the teaching and learning in the primary grades, and are regular members of our Intervention Teams.

With the help of our Knox County ESC, all but one of our returning teachers has received IMPACT training, providing content and practice information to nearly every teacher who teaches math. While the content standards are very specific, we are seeing the necessity for our teachers to receive additional inservice in the area of mathematics. The teachers are very positive about these classes, and, in some cases, have returned to school and have re-taught some material and revised evaluation strategies.

In the primary grades, science and social studies information is embedded in the instruction of reading and mathematics. We are especially fortunate to have professional staff who invest much time and effort into the development of an Outdoor Learning Lab between two wings of our school. Progress is being made toward gardening, instruction about weather, bird and butterfly observation, tree planting, and conservation. We are about to embark on a composting project with the help of our high school FFA students. A greenhouse, blown down by recent winds is being replaced. Our social studies curriculum is enhanced by grant writing and a partnership with Chautauqua presentations by a nearby restored theatre, the oldest in Ohio. Period music accompanies the activities. Our art, music and physical education teachers work closely with the grade level and subject area Professional Learning Committees as they plan their lessons to ensure the integration of instruction.

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

(This question is for elementary schools only)

Our school's reading curriculum is based on the Ohio Academic Content Standards. During our recent textbook/material selection, three publishers' series were piloted for one school year to help us determine which series best fit both the Ohio standards and our philosophy of the integration of Reading, language, spelling, grammar, punctuation and penmanship.

Our chosen program presents different skills on a weekly basis, and continually spirals back to include previously learned skills. It has an excellent technology component. We believe that this integrated approach, with continual re-teaching of material, best helps us to ensure student achievement in reading. We further believe that all other subject areas are dependent on the primary teachers' success in ensuring that every child is taught to read well. Many of the reading selections at this primary level are informational, supporting the content standards in science, social studies and mathematics.

We also rely on support from our Intervention Specialists and three Reading teachers who provide Reading Recovery classes, and some small pull-out and push-in teaching groups on a daily basis. Our special (art, music, physical ed) teachers work with classroom teachers to supplement and enrich what is taught.

Data from the Reading teachers, summative and formative assessments, and DIBELS and STAR scores is used to help us make decisions, and struggling readers may receive help from Fast ForWord, Head Sprout, the Wilson Reading program or Stevenson Reading, according to their needs.

The Elementary library has a rich collection of books for student enjoyment as well as teacher collections based on Ohio Academic Content Standards. Library lessons provide motivation and a love of reading.

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

Mathematics is everywhere in our school. Understanding everything from the recent magazine sale statistics to the penny drive for earthquake relief in Haiti to graphs in science and social studies depends on an intuitive understanding of math concepts and critical thinking.

With one exception, all of our returning teachers have recently taken IMPACT training, which increases their mathematical knowledge base and their understanding of how mathematics is taught to primary children and how their understanding is evaluated. While our curriculum is based on the Ohio Academic Content Standards, emphasis is placed on critical thinking with problem solving as the most important tool.

A basic knowledge of facts, number sense, and relationships, integrated with frequent writing exercises to emphasize the understanding of the "why" element of math develops a balance between knowledge and application. The writing element of math also helps students to see relationships among reading, writing, math, science, and social studies as related parts of their school life rather than as separate entities. The addition of our Outdoor Learning Lab and Weather Bug Station have given us many "real" situations in which to develop our math and science understanding.

Data and data collection are used to document student achievement. Individual student progress is tracked to facilitate and formulate improvement plans where needed.

## **4. Instructional Methods:**

Classroom teachers use a wide variety of materials, methods and strategies to deliver instruction in ways that make it possible for all children to learn. In addition to the materials, methods and strategies, classroom teachers utilize the skills and expertise of paraprofessionals, Intervention Specialists, Reading teachers, parent

volunteers, student teachers, observers, the Speech/Hearing consultant, the Special Ed coordinator, the guidance counselor, the librarian, school nurse, tech coordinator, and administrators. Each individual has the potential to put one more puzzle piece in place to help us reach our goal of success for every student.

Every effort is made to include all students in regular instruction. These efforts are especially made possible with the help of Intervention teachers, Reading teachers and paraprofessionals. Each one of these individuals is interested in the education of all of our students, not just students with IEP's or 504 plans. Special programs such as Reading Recovery, Fast ForWord, Head Sprout, Wilson and Stevenson Reading, and tutoring by high school students are in place to help to avoid or delay placement into formal special education programs.

A myriad of data including OAT scores, Terra Nova scores, DIBELS and STAR reading scores, Reading Recovery assessments, classroom formative and summative assessments, ETR and IEP data and other more informal assessments are continually used to monitor teaching and learning. We have also developed a culture of "spiral" instruction wherein previous lessons are re-visited from time to time to ensure mastery and understanding of relationships.

Differentiated instruction provides classroom opportunities for every child to learn at his/her own ability level. Pull-out instruction is utilized when necessary for the instruction of particular lessons, but all students are assessed with the same formative and summative criteria. Necessary modifications/accommodations of the assessments are made by teachers as needed.

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

We have developed a Curriculum Team to oversee not only our curriculum, but also staff development. Although it has taken us a number of years, we have worked with our administrators, the professional bargaining unit, and the Fredericktown Professional Development Committee to ensure that each educator's professional development goals are aligned with his/her building and District mission statements. While this has not been an easy task, it has helped us to develop a relevant SMART goal during each of the last six years. For example, one of the recent SMART goals was to embed the teaching of graph/chart reading into all subject areas at all grade levels. We learned from our data that this was a weakness in our OAT/OGT and other standardized test scores.

This yearlong goal was implemented and had a positive impact on both instruction and the ensuing data. The improvement emphasized the necessity of our yearly goals.

We are learning that often our best professional development comes during our regularly scheduled vertical and horizontal Professional Learning Community meetings, and the need for further staff development frequently comes from those meetings as well. We work hard to ensure that staff development is aligned with our District, building and professional development goals, rather than just providing random inservice meetings that look interesting.

#### **6. School Leadership:**

One of the key elements of our success is consistency. In the last 20 years, there have been only three principals of our school. Time and experience allow the building administrator the luxury of knowing his/her staff and students, and more importantly having the time to develop common goals and visions of how a school works.

We do not, all of us, agree on every detail every day of how the goal should be accomplished. We do, however, share the same goal—student success—for every student in our care. Toward that end, teachers are professional individuals. They need the flexibility and freedom to take risks—to try something new once in a while, and then to evaluate whether or not it was a good idea.

Our principal's role is varied. She protects the school from some of the demands placed on it from the outside and encourages the growth and development of all staff members. She allows other staff members to do their best at what they do without constantly questioning their abilities. Fair and reasonable evaluations of performance go a long way to provide this stability. Responsibilities for committees and activities are shared among all staff members so that all have a chance to be excellent in at least one area and develop leadership skills. Everyone in our building, from the nighttime sweeper to the principal and/or superintendent has a role to play in student success; a little recognition and thanks go a long way!

It is our philosophy that principals need to lead with their eyes open for oncoming opportunity and danger, and to lead with their hearts so that staff and students feel secure and safe enough to take educational risks. It's how we learn to improve!

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: Revised annually

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	93	93	78	0
% Advanced	72	69	63	44	0
Number of students tested	103	85	73	87	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	87	86	74	
% Advanced	61	61	50	26	
Number of students tested	33	23	22	27	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Less than 10 students in 06-07	94	75		56	
Less than 10 students in 06-07	44	44		22	
Number of students tested	18	16		18	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

In the 2006-2007 school year, less than 10 SWD were tested in mathematics in third grade. Third grade students were not assessed in mathematics in 2004-2005.

During this school year (2009-2010) grades four and five were added to the school. Prior to this year, the school was a Kindergarten through third grade building. This (K-3) data is provided above.

Subject: Reading

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: Updated yearly

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Highest three of five Ohio categories	97	98	95	89	89
Highest two of five Ohio categories	82	74	86	44	55
Number of students tested	104	85	73	87	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Highest three of five Ohio categories	91	91	91	85	90
Highest two of five Ohio categories	82	74	86	44	55
Number of students tested	34	23	22	27	20
<b>2. African American Students</b>					
Highest three of five Ohio categories					
Highest two of five Ohio categories					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Highest three of five Ohio categories					
Highest two of five Ohio categories					
Number of students tested					
<b>4. Special Education Students</b>					
Highest three of five Ohio categories	95	100		78	69
Highest two of five Ohio categories	84	75		22	38
Number of students tested	19	16		18	16
<b>5. Limited English Proficient Students</b>					
Highest three of five Ohio categories					
Highest two of five Ohio categories					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Highest three of five Ohio categories					
Highest two of five Ohio categories					
Number of students tested					

Notes:

In the 2006-2007 school year, less than 10 SWD were tested in reading in third grade.

During this school year (2009-2010) grades four and five were added to the school. Prior to this year, the school was a Kindergarten through third grade building. This (K-3) data is provided above.