

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Scott Hardwick

Official School Name: Cardington-Lincoln Elementary School

School Mailing Address: 121 Nichols Street
 Cardington, OH 43315-1121

County: Morrow State School Code Number: 004879

Telephone: (419) 864-6692 E-mail: scott.hardwick@cardingtonschools.org

Fax: (419) 864-8701 Web URL: http://www.cardington.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. Brian Petrie Superintendent e-mail: brian.petrie@cardingtonschools.org

District Name: Cardington-Lincoln Local District Phone: (419) 864-3691

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. Chuck Jones

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

110H11

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

110H11

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 9476

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	15	5	20		6	0	0	0
K	45	47	92		7	0	0	0
1	40	50	90		8	0	0	0
2	53	44	97		9	0	0	0
3	44	31	75		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								374

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
3 % 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 2009-2010 school year: 13%
 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, 2009 until the end of the school year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1, 2009	359
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 39%
 Total number of students who qualify: 148

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 25%
 Total number of students served: 94

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>20</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>17</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>30</u>	<u>3</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: 17:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	96%	95%
Teacher turnover rate	3%	3%	0%	3%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

11OH11

Cardington Elementary School is home town America. We pride ourselves in our agricultural heritage and the hard work that goes into being an agricultural community. We believe in taking care of each other, working hard together, and providing for our next generation of Cardington Pirates. With this pride resonating through our community, several of our staff members at Cardington Elementary choose to move to the community because it is a great place to raise a family and establish lifelong friendships.

Morrow County is the poorest county in the state of Ohio. Our free and reduced lunch rates each year average between 35 - 40% annually. In addition to low social economic students, our percent of special education students is 20 - 25% annually.

At Cardington Elementary, our mission is best summarized in one simple word, "Excellence". We encourage staff to strive to make every day they have to work with children better than the day before, and every year better than the one just completed. The staff strives for excellence, and fully commits to the belief that every child can succeed and great things will be accomplished with our learners. We are very proud that on the state Achievement Assessments, we have reached the distinction of "Excellent" each of the past five years on the district report card. This distinction is only possible through the hard work and dedication of a committed staff and wonderful parental partners. It takes a village to raise a child and the staff members, community support members, and parents embrace this idea and the children greatly benefit as a result. This thought is very important to us as we are raising tomorrow's leaders. By committing ourselves to their success only ensures a stronger tomorrow for all of us. We believe this deeply and make it our mission each day to make a difference in the lives of our Cardington Pirates.

The strengths of our educational family at Cardington Elementary are hard work, compassion, dedication, and a willingness to save lives. We see our jobs as a calling where we provide love, nurturing, and instruction that could change the lives of our learners. By changing the lives of our learners, we could be providing guidance for our next president, CEO, or doctor. Each of the staff members believe strongly in this pursuit and our students benefit greatly as a result.

Worth is a relative term and is defined in different ways by different people. As a group of professionals, our worth is defined by the achievement of our learners. Annually, we welcome a group of learners that comes from poverty and we mold their minds and their skills to reach an "Excellent" status by their third grade Achievement Assessment. I could speak of the strengths of each wonderful professional in this building, but our results paint a picture that could never be reflected with my written words.

1. Assessment Results:

Reading is the foundation of all learning. As a result of this truth, the staff at Cardington - Lincoln Elementary spends a great deal of time focusing much attention on assisting our students achieve great gains in the area of reading. Over the past five years, as measured on the state Achievement Assessments, our students have seen gains from a 72.8% passage rate to 96.1% passage rate during the 2009 - 10 school year. During this span, our passage rate on the state Achievement Assessment dropped below 90% only during the 2007 - 08 school year thus resulting in a passage rate of 83.9 % that year. Other than the 2007 - 08 school year, our passage rate has continued to improve as well as our performance index. During the same reporting period, our performance index has improved 14.2% for our entire tested population.

As mentioned, Morrow County is the poorest county in the state of Ohio. As a result, a large percentage of our learners (approximately 40% annually) come from impoverished conditions. In addition, approximately 20% of our student body meets the requirements to receive special education services through their Individual Education Plans. Given our student body, we focus a great deal of attention on our Students with Disabilities and Economically Disadvantaged subgroups. Since 2005 -06, we are proud that we have realized great gains in both sub groups. During the school year 2005- 06, the percent of students that passed the Ohio Achievement Assessments from the Economically Disadvantaged subgroup was 66.7%. During the school year 2009 - 10, we are proud to report that 94.4% of our Economically Disadvantaged students passed. During the same reporting period, our Students with Disabilities passage rate went from 50% to 85.7%.

During the 07- 08 reporting period, our special education passage rate was at its lowest during this five year data period. We realized that both sub groups struggled with fluency, and this directly impacted the material they were able to comprehend as well. With this knowledge, the K - 3 excellence team convened to discuss potential solutions for this situation. The resolve was to increase interventions at the younger grades so to reduce the number of students who struggled with fluency and comprehension. The answer came in the form of a reading tutor in the second grade level. Through the gathering of data during our benchmark periods, the second grade staff members identified students who were at risk and began providing additional reading interventions to assist with fluency and comprehension. As a result of this additional reading assistance, our assessment results improved the following year by approximately 30 percentage points in math and 20 percentage points in reading. These improvements were the direct result of closely looking at the grade level data trends and providing continued intervention through grade 2 so that those who were at risk did not realize a gap in secondary instruction from grades K / 1 to 2.

In the area of mathematics, our students have realized great gains as well. From the school year 2005 - 06 to the 2009-10 school year, our student scores, according to the Ohio Achievement Assessment, went from 80.2% passage to 94.8% passage. During this reporting period, our students with disabilities made great gains as well. The students with disabilities scores went from 68.4% to 85.7%. The economically disadvantaged sub group went from 80.8% to 97.2%. The performance index for Cardington - Lincoln Elementary increased from 95.2 to 109.4. The greatest intervention that positively impacted the growth in both percent passage and performance index was the commitment to double the amount of math instruction that our students received on a daily basis while involving reading as our primary means to bring about understanding.

Below is a listing of the achievement levels for the Ohio Achievement Assessments. Should you need additional information, please access the full report data at:

http://webapp2.ode.state.oh.us/reportcard/archives/rc_county.asp?county=Morrow

Advanced (432 and up) - Students go beyond understanding what they read to explain what they like or do not like about a story.

Accelerated (415 - 431) - Students understand what they read (e.g., fairy tales, folk tales, poetry) and compare stories with other stories.

Proficient (400 - 414) - Students understand what they read. They try to list important ideas in the texts they read. Students must reach at least this level to meet state standards.

Basic (385 - 399) - Students understand some of what they read. They use strategies (e.g., clues in sentences and paragraphs, knowledge of word parts) to learn new words.

Limited (265 - 384) - Students may struggle with simple reading tasks (e.g., fairy tales, folk tales, poetry).

2. Using Assessment Results:

As a building, we believe that data must drive the decision making process of improving our teaching and learning. From the time that our kindergartners enter our building, until they leave us following their third grade year, the staff at Cardington Elementary takes great pride in the collection of data and the implementation of changes as a result of said data. The following highlights the data collection process for the staff at Cardington Elementary:

At the beginning of the kindergarten school year, we administer the KRA - L assessment to all of our incoming students. We use the KRA-L data to inform our parents of the beginning levels of understanding for all of our kindergartners.

The data collection tool for our building is known as the performance portfolio. The performance portfolio is the snapshot of all formative and summative assessments given to each student each year. The performance portfolio travels with the students each year thus providing a great deal of background information for each student. With the summative information located in one portfolio, staff members use the data to differentiate instruction for the students beginning the first day of school. Time is very valuable and we use our performance portfolio data to guide our instruction beginning on day one and we add to the data as the year progresses always evolving the instruction to best meet the needs of all of our learners.

The items found in the performance portfolios are: KRA - L, DIBELS, DRA, AIMSweb, Off Grade Achievement Assessments, and the Third Grade Achievement Assessments. In addition to assessment results, the performance portfolio also shows intervention programs attended, and any special education information needed to guide instruction.

Third grade students chart their monthly AIMSweb achievement results and place the results in the performance portfolios, making the students responsible for their own learning.

Performance grade reports from each year of attendance are located in the performance portfolio for reference to mastered skills since entering our program. Benchmark assessments are completed three times per year and the results are shared with the parents. In addition to the sharing of the results, the teams use the data to guide their instruction and modify the curriculum to meet the needs of our learners.

As is evident by the data collected and the manner in which it is used, we believe strongly in this process. This process has played a major role in our success and will continue to guide our teaching.

3. Communicating Assessment Results:

The staff at Cardington Elementary School believes strongly in assessments and the data that it yields. Data plays a significant role in our instruction, but one point that is yet to be spoken about is the role that our parents play in this process. We believe strongly in the creation of a learning team with our parents. By sharing these assessments results, involving them from the beginning as partners, we as a team are able to chart our course, check along the way, and determine success achieved through the efforts by all.

Beginning each school year, we conduct an open house, inviting parents into the school to discuss student performance as well as establish successful student learning goals for the year to come. We provide examples of our data information sheets, explain the different assessment tools that are used at each grade level, and provide suggestions on how parents can help their students be successful.

During the first month of every school year, students go through an assessment process. Once completed, we share the results with parents so they are well aware of the strengths and weaknesses of their learner. Most of the time results are sent home with students, accompanied by a descriptive guide. For some parents, we make the distinct effort to meet personally either before or after school.

At the end of the first quarter, we complete the assessments again for data for the grade reports. Once finished, we send the results home to the parents and schedule parent - teacher conferences, providing face-to-face contact to review the results.

At the end of the first semester, we complete winter bench mark assessments, tracking progress following the first 18 weeks of instruction. Once results are tallied, we send the information home to our parents and schedule meetings for those that have identified academic concerns.

When the third grading term is completed, we conduct the assessments again, scheduling parent / teacher conferences to plan for final quarter interventions.

We conduct final year assessments to complete the fourth quarter grade reports.

Throughout the school year, the staff at Cardington - Lincoln Elementary communicates constantly through emails, personal notes, weekly classroom news letters, building news letters, teacher web sites and a district web site.

4. Sharing Lessons Learned:

Information in our school system is shared through collaborative professional development. Over the past 5 years, our district has participated in several sessions, led mostly by our educational service center focusing on improvement for both district's and building's performances. Some of our staff have presented at these meetings, sharing the strategies that have yielded our success. We have furnished copies of our assessments and the data performance folders created for each student. We have collaborated on how we structure our day, work to achieve the high level of parental involvement, and find new ways to intervene with the struggling learners. We have been approached by our curriculum consultant and educational service center to volunteer and do a team presentation at one of the state conferences. We are hoping to share our success in a statewide venue in the near future.

As a small community of professionals, we work very hard to share best practices across grade levels to make sure that everyone has knowledge of effective strategies. In addition to the sharing of best practices, the district leadership team meets on a monthly basis to discuss district level initiatives as well as plan for further professional development sessions. Within the elementary building, each grade level team meets on a weekly basis to discuss grade level content and to plan consistent lessons for all of our learners. In addition to weekly team meetings, we also meet monthly to present and discuss new educational topics of interest, continuing our growth as a professional learning community.

As a result of being part of a low social economic county, the local school systems must support each other through the learning process. Our county superintendents meet on a regular basis to make sure support is as efficient as possible. We often collaborate with respect to special education services and strive to work together to provide quality professional development in our county.

1. Curriculum:

As reading is the foundation to learning, so our core curriculum revolves around this truth. To engage our learners in higher level thinking skills, we incorporate as many writing activities as possible to further reading comprehension. Not only do we write in the classrooms, we also have all 4 grade levels using the computer lab on a regular basis to teach the fundamentals of research and word processing skills. Many of our projects are displayed throughout the building to show quality student work. This plays a critical role in our instruction as we desire for our learners to be proud of the products that they produce. To speak of our curriculums we employ, we use the following programs to help our students access their core curriculum:

Reading and Language Arts:

Every reader at Cardington - Lincoln Elementary is practicing his/her fluency and expression while listening to other readers, especially teachers. The environment that is created at Cardington - Lincoln Elementary is one that promotes the practicing of student oral reading skills for the purpose of creating confident readers. Confidence goes a long way in the area of reading because the more comfortable the readers are with their skills, the more they will desire to read. Through this oral reading, teachers use "teachable moments" to initiate higher level thinking skills. While listening or reading, comprehension plays an important role in our literature discussions. We desire to develop not only fluency skills in our readers, but to also help them make the transition from learning to read to reading to learn. Some of the reading curriculums that are used to accomplish these goals are Zoo phonics, Houghton Mifflin Basal Reading Series, Reading A to Z, Success Maker, SOAR to Success, Read Naturally, EdMark Reading Series, Zaner Blouser Hand Writing Series, and various web tutorials to further practice in game formats. Small group instruction (Center approach in the K / 1 programs, SOAR to success, Read Naturally, Reading A to Z, Zoo Phonics, Hubbard's Cupboard, Gear Up, EdMark, Ohio Reads, etc...) plays a very important role in a tiered approach to instruction for our sub groups and our students that are at risk. These programs and the instruction that ensue aid the staff and students with additional strategies to enhance the learning that is taking place in every classroom.

Mathematics:

Several picture books have been identified and used to introduce math lessons or to further discussions about topics to be learned. In addition to a language rich environment, the staff at Cardington - Lincoln Elementary implements the Every Day Math series throughout the building. The Every Day Math series does a wonderful job of providing practice of previously learned skills, skills currently being discussed, and skills that will be introduced in lessons to come. In addition to our Every Day Math Series, we employ Rocket Math, Holey Cards, Success Maker, and various web tutorials to further the instruction that is being presented in each classroom.

Science:

All academic content standards are met through the use of nonfiction literature. The staff at Cardington - Lincoln Elementary believes in reading and as a result, we cover our science standards through such resources as Reading A - Z, National Geographic, and web resources.

Social Studies:

The staff at Cardington - Lincoln Elementary covers our standards through many different media. As is consistent with Science, we use Reading A - Z, National Geographic, and web resources. We also bring in guest speakers as well as visit our local village office to further the students understanding of government through meetings with the mayor and the village council.

Visual and Performing Arts:

Our visual arts program incorporates picture books and web resources to encourage creativity. In addition to literature, our visual arts program uses a vocabulary rich environment that encourages students to use language that they will see on the Ohio Achievement Assessments. One such activity that our students enjoy involves the comic strip program on Mac computers where the students use technology to create the comic strip and creative coloring or painting to illustrate their story line.

Physical Education:

Despite our limited resources in the area of physical education, our shared PE teacher work hard to encourage students to exercise regularly and eat healthy. In addition to these words of encouragement, our PE program is also helpful in the area of mathematics. On a regular basis, our physical education teacher incorporates various forms of counting as our pirates are warming up, or participating in their physical education activities. It is common to hear the students counting by 2s, 5s, and 10s during physical education lessons.

2. Reading/English:

Reading is the foundation of all learning pursuits. Since the entire staff at Cardington - Lincoln Elementary believe this, we use a variety of methods to engage all learners. We make it a point to read to or read with all of our children on a daily basis, thus to create a literature rich environment.

First and foremost, whole class instruction provides an essential platform for the essence of reading. Every reader at Cardington - Lincoln Elementary is practicing his/her fluency and expression while listening to other readers, especially teachers. The environment that is created at Cardington - Lincoln Elementary is one that promotes the practicing of student oral reading skills for the purpose of creating confident readers. Confidence goes a long way in the area of reading because the more comfortable the readers are with their skills, the more they will desire to read. Through this oral reading, teachers use "teachable moments" to initiate higher level thinking skills. While listening or reading, comprehension plays an important role in our literature discussions. We desire to develop not only fluency skills in our readers, but to also help make the transition from learning to read to reading to learn.

In addition to the above philosophy about reading practices, we also employ the following strategies to further develop reading skills for our students that are at risk: daily language practice documents to develop sight words, language / reading concepts, and the proper spelling of frequently used words in our literature, paired reading of choice literature to encourage our learners to share in the joy of reading, small group instruction (Center approach in the K / 1 programs, SOAR to success, Read Naturally, Reading A to Z, Zoo Phonics, Hubbard's Cupboard, Gear Up, EdMark, and Ohio Reads in the higher grades). Aimsweb, Dibels, DRA assessment tools to monitor student progress at least 5 times per school year and Success Maker Math and Reading intervention to incorporate technology into our curriculum as often as possible.

3. Mathematics:

Five years ago the Cardington Lincoln Elementary adopted the Everyday Mathematics series. The focus of this curriculum is real-life problem solving, emphasizing both whole class and individual-directed learning options. There is a strong communication component with family to support cooperation and partnership. Technology is also an integral element in this program. Number skills and mathematical concepts are not presented in isolation. They are linked to situations that are relevant to applications used in our students' lives every day. Suggestions are also provided to incorporate math concepts into daily class routines as well as other content subject areas. The Every Day Math series does a wonderful job of providing practice of previously learned skills, skills currently being discussed, and skills that will be introduced in lessons to come. The Daily Home Links as well as the Math Boxes and the math games provide different methods for basic skill review encouraging family members to be involved with their student.

To fully incorporate this program into our curriculum, the staff at Cardington - Lincoln Elementary doubled the amount of time spent in the area of math instruction from 45 to 90 minutes every day. Several picture books have also been identified and used to introduce math lessons or to further discussions about topics to be learned. Rocket Math and Holey Cards help students to fine tune their understanding of basic math facts. To assess progress to these vital mathematical skills, we use the Aimsweb math assessments to ensure that everyone is progressing. Should we find that students are struggling with math facts, we pair the students with a volunteer parent to provide for further practice of these necessary skills. We also provide after school math intervention - 2 nights a week for 50 minutes - where students who need additional assistance are in small groups with our teachers working on math concepts that are grade level appropriate.

In addition to the above mentioned curriculums, the staff at Cardington Lincoln Elementary creates time for all of our students to participate in the Success Maker math program to provide a technological approach to practice fact and concept skills. The students enjoy this approach, as the format is a game configuration that disguises the learning.

4. Additional Curriculum Area:

Social Studies provides an opportunity to further develop our students' understanding of the world around them. With reading being our primary building focus, we teach all Ohio Academic Content Standards in the areas of Social Studies through the use of non-fiction trade materials. The Reading A - Z on-line program provides wonderful resources for the staff to create lessons that meet state standards in a format that furthers our emphasis on reading. In addition to Reading A - Z, our staff creates lessons using National Geographic subject specific books, Weekly Readers, and web resources. Students participate in computer lab projects to extend their learning of materials as well as incorporate 21st Century skills. These projects allow our learners to research Social Studies topics for the purpose of creating reports, graphs, charts, or presentations to be hung in the hallway and shared with families and fellow students.

Children love technology. In an attempt to enrich our Social Studies learners with 21st century skills, we employ the use of computers as a method to increase interest and understanding of available technology. It is wonderful to see our students complete projects, such as researching governmental offices, creating a booklet about village history, studying inventors and biographers, and employing the use of smart board technology. Using our computer lab is exciting for our students because many of our students do not have technology in their homes. As we recognize that our community is economically disadvantaged, we continue to place more emphasis in using the computer lab so our learners will be prepared to use the tools they will be required to use in the world around them. It is truly exciting to see kindergarten students use computers for the first time, and the staff at Cardington - Lincoln Elementary is extremely proud to be able to provide this opportunity for our learners.

5. Instructional Methods:

The essence of our instructional approach and methodology is to assess our learners and determine their current performance level. Once established, the staff will create the learning plan and move forward. Data drives all of our academic decisions. As a result of this belief, our students participate in many different instructional methods.

Within every classroom, there is time for whole group instruction to introduce themes, concepts, and lesson objectives. To accomplish this first instructional method, staff members begin themes by reading picture books to our learners to activate their thinking and prepare them for the future lessons.

Small group instruction is implemented following the introduction of the concept. In the lower grades, learning centers are a viable approach. Center instruction allows the students to meet with the teacher in a small group while the rest of the learners are practicing previously learned skills to bring these skills to automaticity. The staff members are able to modify the curriculum so that when meeting with each group, the curriculum is on the appropriate instructional level of each respective small group.

As the group, or individuals within the group, progress, reestablishment takes place to continually give the students what they need in the way of leveled materials.

Individual instruction is provided for learners who need a third level of support. Individual instruction takes place in the form of meetings with the teacher, intervention specialists as a response to intervention, Ohio Reads volunteers, and Reading Recovery instructors.

Should the aforementioned strategies need a fourth level, we provide pull out services in the form of intervention classrooms. These programs further differentiate the curriculum, creating materials that will provide practice to allow the learners' skills to improve, resulting in personal success for each student.

With the support of our parent organization, students have materials and supplies they are allowed to take home to assist with their learning. Knowing that our school community has many economically disadvantaged families, we provide educational games and materials to students, both as a way to encourage parental partnership as well as provide quality activities for families.

We use data to begin the building process for all our learners. In addition to believing in data, we refuse to allow students not to succeed. With this unwavering belief, much success is had by all of our learners. This is due to a wonderful staff culture that believes we will do whatever is necessary to create successful young children.

6. Professional Development:

The Cardington-Lincoln Elementary's professional development plan has been an ongoing process. We began five years ago with a 5 day training on Assessments for Learning, looking at our K-3 curriculum and creating quality assessments for all benchmarks, objectives, and essential questions. These assessments also have student data pages where the students themselves can assess their own progress, and thereby, taking ownership in their own personal learning. These assessment cover pages provide accurate, quality data to share with parents at conferences and become part of their personal data portfolio.

With the current, upcoming shift to the new Common Core standards, we are again looking to realign our curriculum and assessment work with the new proposed guidelines. We have already had two half-day professional development presentations, and our educational resource center is providing more opportunities for evening and day presentations. As a staff, we are developing a science and social studies curriculum for K-3, since currently published materials are very limited in this area. Having identified the subject matter that needs to be covered, we have reviewed non-fiction materials that will address these subject areas and have created activities to further support learning throughout the school year in these two curriculum areas.

At the beginning of this school year, the elementary staff completed a survey, asking for input on what subject areas for professional development were most pressing. Based on those survey results, we have had presentations on teaching students of poverty, how to positively deal with the issue of homework and grading, how to use effective questioning to engage students, the Response to Intervention program and how to incorporate it at the elementary level, and how to create quality assessments. Training has also been provided in making effective use of technology, and this topic will continue to be addressed. Next school year, one of the main topics will be differentiated instruction.

With the structure of our building, we constantly address issues of professional development as they arise. Through our weekly grade level meetings, our monthly staff meetings, the building Excellence Team meetings, we stay abreast of current topics and issues. Our staff is dedicated to helping each other and we have very capable teachers who research new trends and topics in education and share with the entire staff. We are a true professional learning community. We believe the gains we have witnessed with our students these past five years speaks for itself with regard to our dedicated, hard work and building-wide commitment to improve student achievement.

7. School Leadership:

The Collins' book "Good to Great" speaks of level 5 leadership. Level 5 leadership is rooted in professional learning communities in the fact that a level 5 leader will empower the educators to strive forward, in a common direction, for the betterment of their learners. We believe strongly in this empowerment. We work to establish a common theme of making our purpose to be the best that we can be for our students and their families. Through this belief, and regular meetings with building level excellence team, the teachers are now empowered to be great for their students. They make it their desire to leave no child behind with the belief that everyone can learn and succeed.

The measure of a professional is not necessarily in the end results, rather the steps taken along the journey. The staff at Cardington - Lincoln Elementary has taken this to a high level by ensuring that their learners can achieve and it is their responsibility to make sure that this happens. Excuses are easy to ponder and justify, but a professional learning community will push past such variables to still be the best that they can be for their learners. On a regular basis, staff members are here late into the evening and on weekends to make sure that their lessons will meet the needs of all of their learners. Summer months are spent studying best practices so that every year that passes will be better than the one before. As these best practices are established, they are shared amongst the professional learning community so that everyone can benefit from the knowledge gained by each staff member.

The principal's role in this program is that of supporter and encourager. He must be a resource for those that have questions, a listening ear for new ideas, a compassionate shoulder for those that feel beat down and frustrated, and a rock for all to lean on as we strive for "Excellence". We are truly a team, maybe even a family in the fact that we care deeply for the wellbeing of all of our family members. When problems arise, we pull together, as a professional learning community, to find solutions that benefit our students. The success at Cardington - Lincoln Elementary is the result of the professional learning community that has been nurtured, guided, and now firmly established.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-10 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient & above	95	94	88	94	80
Accelerated and advance	65	64	57	53	40
Number of students tested	77	103	93	81	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & above	97	90	85	95	81
Accelerated and advance	56	50	50	46	50
Number of students tested	36	38	34	37	26
2. African American Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
4. Special Education Students					
Proficient & above	86	86	53	75	68
Accelerated and advance	62	48	7	25	21
Number of students tested	21	21	15	16	19
5. English Language Learner Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
6.					
Proficient & above					
Accelerated and advance					
Number of students tested					
NOTES:					

11OH11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-10 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient & above	96	90	84	90	73
Accelerated and advance	83	79	62	73	54
Number of students tested	77	103	93	81	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & above	95	82	79	84	67
Accelerated and advance	78	71	62	68	44
Number of students tested	36	38	34	37	27
2. African American Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
4. Special Education Students					
Proficient & above	86	76	53	75	50
Accelerated and advance	71	57	27	56	30
Number of students tested	21	21	15	16	20
5. English Language Learner Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
6.					
Proficient & above					
Accelerated and advance					
Number of students tested					
NOTES:					

11OH11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient & above	95	94	88	94	80
Accelerated and advance	65	64	57	53	40
Number of students tested	77	103	93	81	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & above	97	90	85	95	81
Accelerated and advance	56	50	50	46	50
Number of students tested	36	38	34	37	26
2. African American Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
4. Special Education Students					
Proficient & above	86	86	53	75	69
Accelerated and advance	62	48	7	25	21
Number of students tested	21	21	15	16	19
5. English Language Learner Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
6.					
Proficient & above					
Accelerated and advance					
Number of students tested					
NOTES:					

11OH11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
Proficient & above	96	90	84	90	73
Accelerated and advance	83	79	62	73	54
Number of students tested	77	103	93	81	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & above	94	82	80	84	67
Accelerated and advance	78	71	62	68	44
Number of students tested	36	38	34	37	27
2. African American Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
4. Special Education Students					
Proficient & above	86	76	53	75	50
Accelerated and advance	71	57	27	56	30
Number of students tested	21	21	15	16	20
5. English Language Learner Students					
Proficient & above					
Accelerated and advance					
Number of students tested					
6.					
Proficient & above					
Accelerated and advance					
Number of students tested					
NOTES:					

11OH11