2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

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

Official School Name Wells Elementary School
(As it should appear in the official records)

School Mailing Address 408 North Fourth Street
(If address is P.O. Box, also include street address)

Steubenville Ohio 43952-1812
City State Zip Code+4 (9 digits total)

Tel. (740) 282-1651 Fax (740) 283-8937

Website/URL http://steubenville.k12.oh.us E-mail myoung@steubenville.k12.os.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent* Mr. Richard Ranallo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Steubenville City Schools Tel. (740) 283-3767

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

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. William Hendricks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
   __6___ Elementary schools
   __1___ Middle schools
   _____ Junior high schools
   __1___ High schools
   _____ Other (Briefly explain)

   __8___ TOTAL

2. District Per Pupil Expenditure: __$6,382._____

   Average State Per Pupil Expenditure: __$8,441._____

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
   [x] Small city or town in a rural area
   [ ] Rural

4. __4____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	9	10	**19**		**7**			
1	12	14	**26**		**8**			
2	11	7	**18**		**9**			
3	10	14	**24**		**10**			
4	9	16	**25**		**11**			
5	31	16	**47**		**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						159

6. Racial/ethnic composition of the students in the school:

70.7 % White
29.3 % Black or African American
0 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 0 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	159
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 49.1 %

78 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.0 %
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the

Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__1__Specific Learning Disability
____Hearing Impairment	_10__Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	__1____	_____
Classroom teachers	___8____	_____
Special resource teachers/specialists	___1____	_____
Paraprofessionals	_____	___1____
Support staff	_____	___2____
Total number	__10____	___3____

12. Average school student-"classroom teacher" ratio: __19.875_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.6%	96.3%	95.7%	96.6%	96.7%
Daily teacher attendance	**95.2%	96.9%	**91.6%	94.8%	92.7%
Teacher turnover rate	0%	0%	*14%	0%	0%
Student dropout rate					
Student drop-off rate					

*Parental leave for one teacher
**Teacher Retirement

PART III – SUMMARY

Wells Parental School of Choice, in Steubenville, Ohio, was created in 1989 in answer to requests by parents and the community for curriculum specialization. The emphasis at Wells focuses on technology and fine arts.

When originally formed, students were selected to attend Wells using the lottery system. Today, the program includes grades K-5, and selection methods have remained the same. (Kindergarten was added 2003-2004 school year) Students who attend Wells receive 150 minutes of computer instruction per week in the Tech Lab in addition to the basic curriculum. All students are involved in a fine arts program which includes computer design, art, music, dance, and drama.

The student population at Wells School is very diverse. Since students are selected through the lottery system, the enrollment is representative of the entire school district. The population at Wells is 37.4% minority, 37.4% qualify for free and reduced lunch, 20% come from homes where at least one parent has a college degree and 20% come from homes where at least one parent has not graduated from high school. 100% of the families that send their children to Wells School have a vision and a dream for their children.

The focus of learning at Wells School is a learner-centered approach. Students are encouraged to be independent thinkers and decision-makers. Students often work on group projects using cooperative learning techniques, complete independent studies above or below grade level, and use technology to supplement instruction.

Emphasis is placed on a strong basic skills curriculum. The curriculum is designed around the Ohio Models and includes strands from the Ohio Proficiency Test. Once students have met the minimum standards for a grade, they are taken beyond this level through group projects and independent studies. Technology is utilized as a tool to expand the curriculum and give students methods to enrich the curriculum on each level. The extensive fine arts program at Wells gives students another dimension to work with. Communication skills, social skills, public speaking, integration of skills and methods, and self-expression are all developed and polished through this program. Students take part in distance learning programs through their partnership with Steubenville High School, located a block away from Wells.

Vision

The Wells Parental School of Choice community believes that every child can learn, but that we learn in different ways and at different rates. This belief is the foundation of our learning practice and is reflected in all of our education decisions. Knowing, using, and practicing the arts disciplines and technology domains are fundamental to the healthy development of children's minds and spirits. The role of our school is to prepare students to live and work in the twenty-first century and foster lifelong learning for our entire community.

Mission

Reflecting the needs of society, the Wells Parental school of Choice community provides a school that empowers the students to acquire information, concepts and skills to communicate effectively in both the arts and technology. We cultivate the whole child by using arts education to gradually build many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Through technological instruction the students foster independent self-actualized learning which moves the students into the twenty-first century. Wells Parental School of Choice connects technology and the arts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Clear Assessment Results

The Ohio Fourth-Grade Proficiency Tests for reading and math required scaled scores of 217 and 218, respectfully, to be proficient. A scaled score of 250 is the advanced proficient score. Beginning with the March 2002 test for reading a scaled score from 198-216 indicates a basic score. The fourth (4^{th}) grade tests were given for the first time in March 1995.

The last three years all of the Wells fourth graders have passed the reading proficiency test. For math 97% have passed 2002-2003, 100% for 2001-2002 and 2000-2001. The goal that we are continuing to work on is increasing the percentage of students receiving advanced scores. (See attachment 1 and 2)

Assessment Data Use

In a learner-centered classroom, assessment implies multiple indicators and sources of evidence taken over time rather than a one-time, one-format method of judging skills. At Wells School, assessment involves traditional testing methods, but also interviews, survey projects, portfolios, writing journals, and checklists. We are attempting to measure significant learner performances, and eliminate the anxiety of test taking associated with standardized tests.

The formal assessments used are the Ohio Proficiency Test in grade 4 and a variety of off year testing in grades K, 1, 3 and 5. The California Achievement Test is given in grade 2. These tests assist us in working with students to master basic competency skills and meet the minimum standards. They are good benchmarks for our students and parents. These tests give the teachers a starting point of instruction. Results are studied to identify weak skill areas in curricular standards. Changes are made in the curriculum according to need.

The vision of Wells School states that "we believe that every child can learn, but, that they learn in different ways and at different rates" is reinforced through the type of assessment completed at each grade level. Teachers are striving to assess what students have mastered and how they are using that information to be successful in completing assignments, group projects, and in the ways they communicate with each other.

Assessment is a very necessary component of the total learning process. We use all types of assessment results to move students through the curriculum and to provide each child with the proper reinforcement.

Communication of Student Performance

At Wells School, individual conferences are held with each parent to review test results, student progress, and skill development. 98% of the parents attend parent conferences during the school year. If a parent is unable to attend, special arrangements are made to make certain they understand their child's progress. This individual contact allows the teacher to answer any questions the parent may have, and to ensure that the parents understand the standards for judgment and meaning of the data.

In Ohio, the school report card is sent to parents and community groups each year. The report card indicates test results on a district and building level, so that the community can follow the academic success of each school and school district. It compares our results to similar districts and state results. Wells communicates overall achievement levels through their newsletter, "Wells Word", which is published monthly and also uses district publications.

Sharing Success

Wells School is committed to sharing its successes with other schools. The school will:

- Wells staff will continue to present information to the parents, community and other schools.
- Wells will participate in distant learning opportunities to showcase the school and students.
- Wells will continue to host visits from school districts to share our instructional techniques.
- The staff of Wells will also be available for seminars, inservice and state and federal visits to be a catalyst for change in other schools.

PART V – CURRICULUM AND INSTRUCTION

Core Curriculum

Wells School emphasizes strong basic skills in math, reading, writing, science, and social studies. The Wells School of Choice has supplemented these areas with a strong technology program, physical education, and fine arts. In the Wells classrooms you see less information being transmitted from teacher to student and more experimental, inductive, hands-on-learning. Although our learning atmosphere is orderly, you do not find straight rows of desks and totally quiet children. Instead, you find teachers coaching and students talking and collaborating in small groups. Basic skills are taught by having children use the information they have before them, not just memorization. There is more choice at Wells, instead of every child always working at the same pace on the same lesson. Through the integration of technology and fine arts students are encouraged to be creative with their lessons and produce final products that follow a theme from grade level to grade level across the curriculum.

Emphasis is placed on helping children develop specific types of thinking that our civilization values: analytical reasoning, interpretation, creativity, categorization, drawing inferences and modeling.

We view our school as an educational community. Each classroom is a model community where students are taught to live and work together as good citizens. Beginning at the lowest grade level, good citizenship qualities are woven into the basic curriculum through classroom rules, reminders when rules are broken, conflict resolution practices, rewards, and collaboration. Beyond the classroom students take part in several community service projects each year. Through these projects, our children learn that they must always give something back to their community to keep it alive and thriving.

Learning for the children at Wells School includes opportunities for reflection, not just stimulus-response situations. Through our studies, we concluded that children must have time to master skills and time to reflect on what they have learned so that they can truly use the information throughout their lives. The fine arts program is an important part of the total learning process because it gives students the opportunity to express themselves through acting, role-playing, drawing, and social interactions. Collaborative learning throughout the day is an important component in the success of the Wells program. Whether it be small groups of children writing their own play and deciding on the main characters, or a group of children working with team members, the collaboration allows our children to receive feedback from each other and gain good social skills.

Technological skills are an integral part of the total academic program at Wells. Students apply basic skills they have mastered in the classroom as they correspond with students in other states using E-mail, research topics over the Internet, or participate in the Telecommunity Distance Learning Programs.

Reading Curriculum

The literacy team from Wells school chose to use the Success for All reading program. This comprehensive approach was chosen because it ensures that every child including the high-risk child learns how to read. High ability readers are accelerated. To accomplish the goal of reading success the Success for All approach has eight key components. They are:

- a reading curriculum designed to provide at least 90 minutes of daily instruction in classes regrouped across age lines according to reading performance.
- continual assessment of student progress
- one to one volunteer reading tutors
- an emphasis on cooperative learning as a key teaching strategy.
- a family support team to encourage parent support and involvement as well as to address problems at home.
- a building facilitator to provide mentoring, counseling, and support to the school as needed.
- staff support teams that assist teachers.
- training and technical assistance provided by Success for All staff on such topics as reading assessment, classroom management, and cooperative learning.

The main goal of Success for All is to ensure success in reading. Secondary goals include reducing the number of referrals to special education, reducing the number of students being retained, increasing daily attendance and addressing family needs.

Other Curriculum Area

Wells Parental School of Choice is unique in having a curriculum for grades K-5 that is interwoven with a state-of-the-art fine arts program. Work in the regular classroom is often extended into the fine arts classroom. Teachers work cooperatively to design a program that places emphasis on fine arts in each content area. If the classroom teacher is studying the Rain Forest, this is reinforced in fine arts by drawings and dramatizations. Throughout the school year students collaborate in developing group art projects and participate in the performing arts both in the classroom and onstage. Through these methods, students learn interpersonal skills. The following indicators of success have been developed for the elementary level fine arts program:

Learning to Master Skills:

- Students demonstrate self-discipline and perseverance through practicing and refining a musical, dramatic, or dance performance.
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Expanding and Integrating Knowledge:

- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.
- Students identify similarities and differences in the meanings of common terms used in the various arts.

Communication Skills:

- Students present their own works of art to peers and community groups.

Thinking and Reasoning:

- Students can describe various purposes of recreating works of art.
- Students describe how people's experiences influence the development of specific art works.
- Students demonstrate an understanding that there can be a variety of responses to artwork.
- Students create a short play or dance using a theme.
- Students demonstrate and understand that preferences of works of art, held by others, may differ from your own.

Instructional Methods

The core subjects of language arts, math, science, social studies and the arts are the basis of student learning. It is the belief of Wells School that basic skills development must be sound for each child to be successful. To ensure that this happens, teachers at Wells monitor student progress individually through checklist and computer management programs. Most importantly students monitor their own progress and can relate to their own strengths and weaknesses in each area. Other methods used include:

- A Buddy Program, which match 5th grade students with 1st grade students to set positive role models for younger children and allow the 5th grade students the opportunity to mentor.
- An Elementary Social Worker who works with students who are having difficulty in school.
- Band and Orchestra instruction for 4th and 5th graders.
- One-on-one tutoring in math and reading for students below grade level.
- After-school Homework Help
- School-Age childcare with a tutoring component.
- Enrichment activities for acceleration.
- Volunteer Program.

Professional Development

The professional community at Wells Parental School of Choice is a community of life-long learners continuously working to perfect the teaching/learning process so that all children can be guided towards meeting their full potential. The teachers at Wells School have high professional standards. Staff development and staff renewal processes are part of the total plan for the school each year. Teachers learn separately through course work and seminars and collectively through staff development. Over the past five years, Wells teachers have been involved in over 2500 hours of inservice staff development programming.

Being a small school community gives teachers daily contact with each other. They know each other on a personal basis and also know the special talents and strengths that need to be shared to make the total school program effective. Valuable time is also spent reflecting on the effectiveness of projects and sharing new ideas gained as teachers implement a project in their own classrooms.

When teachers are secure in their teaching methods, they will make the learning process more natural for the students. To be truly a learner-centered school, the staff must be confident in what they are doing as facilitators. With proper training, practice, and collaboration with other professional, teachers stay on task and focused to get the most from their students.

PART VII - ASSESSMENT RESULTS

Attachment I

STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading Ohio 4th Grade Proficiency Testing

	2002-2003	2001-202	2000-2001	1999-2000	1998-1999
Testing Month March					
SCHOOL SCORES					
At or Above Basic	100%	100%	NC	NC	NC
At or Above Proficient	100%	100%	100%	76%	76%
At Advanced	32%	9%	22%	23%	86%
Number of students tested	40	23	22	24	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for Free & Reduced Lunch (specify subgroup)					
At or Above Basic	100%	100%	NC	NC	NC
At or Above Proficient	100%	100%	100%	100%	NC
At Advanced	46%	10%	20%	20%	NC
2. African/American (specify subgroup)					
At or Above Basic	100%	NC	NC	NC	NC
At or Above Proficient	100%	100%	100%	100%	NC
At Advanced	22%	13%	15%	34%	NC
3._____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	90.6%	NC	NC	NC	NC
State Mean Score					
At or Above Proficient	66.3%	67.7%	56%	58.2%	59.2%
State Mean Score					
At Advanced	9.3%	7%	7%	6%	4%
State Mean Score					

NC = Not Calucated

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency test in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed on standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, reading scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Reading		
Category	**Scaled Scores**	**2002-2003 State Percentage**
At Advanced	250 and higher	9.3%
At or above proficient	217 and higher	66.3%
At or above basic	198 and higher	90.6%
Below basic	Below 198	9.4%

Performance standards were established by the State Board of Education based on recommendations or standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

STATE CRITERION-REFERENCED TESTS

Data Display Table for Mathematics Ohio 4th Grade Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month March					
SCHOOL SCORES					
At or Above Basic	100%	NC	NC	NC	NC
At or Above Proficient	97%	100%	100%	75%	100%
At Advanced	57%	53%	55%	4%	10%
Number of students tested	40	23	22	24	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for Free & Reduced Lunch (specify subgroup)					
At or Above Basic	100%	NC	NC	NC	NC
At or Above Proficient	100%	100%	100%	100%	NC
At Advanced	78%	38%	38%	25%	NC
2. African/American (specify subgroup)					
At or Above Basic	100%	NC	NC	NC	NC
At or Above Proficient	100%	100%	100%	100%	NC
At Advanced	68%	50%	43%	25%	NC
3._____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
At or Above Basic	70.4%	NC	NC	NC	NC
State Mean Score					
At or Above Proficient	58.6%	63%	60%	49%	51%
State Mean Score					
At Advanced	14.6%	17%	16%	11%	12%
State Mean Score					

NC = Not Calucated

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency test in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed on standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Reading		
Category	**Scaled Scores**	**2002-2003 State Percentage**
At Advanced	250 and higher	14.6%
At or above proficient	218 and higher	58.6%
At or above basic	208 and higher	70.4%
Below basic	Below 208	29.6%

Performance standards were established by the State Board of Education based on recommendations or standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).