

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 1333 Brick School Road
(If address is P.O. Box, also include street address.)

Gallipolis Ohio 45631-8782
City State Zip Code+4 (9 digits total)

County Gallia State School Code Number* 000141

Telephone (740) 367-7283 Fax (740) 367-5004

Web site/URL http://www.gallialocal.org/schoolAddaville.aspx?id=4 E-mail gl_sjohnson@seovec.org

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Charla C. Evans
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gallia County Local Schools Tel. (740)446-7917

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.

(Superintendent's Signature) Date _____

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

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.

(School Board President's/Chairperson's Signature) Date _____

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 _____ Junior high schools
 2 High schools
 _____ Other
- 8 TOTAL
2. District Per Pupil Expenditure: \$9,177
 Average State Per Pupil Expenditure: \$9,356

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. 9 Number of years the principal has been in her/his position at this school.
 NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	2	3	7			
K	22	27	49	8			
1	17	23	40	9			
2	20	23	43	10			
3	19	17	36	11			
4	18	19	37	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							208

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| 100 | % White |
| 0 | % Black or African American |
| 0 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

[This rate should be 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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	208
(5)	Total transferred students in row (3) divided by total students in row (4)	.0865
(6)	Amount in row (5) multiplied by 100	9

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

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 113

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

10. Students receiving special education services: $\frac{11}{22}$ %
22 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>10</u>	_____
Special resource teachers/specialists	<u>2</u>	_____
Paraprofessionals	<u>1</u>	_____
Support staff	<u>3</u>	<u>2</u>
Total number	<u>17</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94 %	94 %	93 %	93 %	96 %
Daily teacher attendance	92 %	90 %	95 %	96 %	90 %
Teacher turnover rate	0%	8%	8%	8%	16 %
Student dropout rate (middle/high)	NA %				
Student drop-off rate (high school)	NA %				

PART III - SUMMARY

Addaville Elementary School serves 208 kindergarten through grade four students in the northeast corner of the Gallia County Local School District. The school district is completely rural, covering over 400 square miles and serving 2,521 students. It might be noted that while a turnover rate of 16% is listed for the 2001-2002 school year, this represents two teachers who chose remain in education but to transfer to the district's middle school program which had openings from retirements the previous year. Addaville Elementary School has established itself as a leader in the district's quest for excellence for all students. The school is ranked as "Excellent" by the Ohio Department of Education; this is the highest possible ranking in the state's accountability system for schools and districts. Addaville has been named a "State Superintendent's School of Promise" three times and designated a "School of Distinction" for the 2005-2006 school year. To be considered a "School of Promise" a school must have greater than 40% of students eligible for free and reduced meal, and 75 percent of all students, including economically disadvantaged and minority students, must score proficient or above on all state assessment tests in reading or mathematics. To be considered for the "School of Distinction" program, 75 percent of all students, including students with disabilities, must score proficient or above on the 2005-2006 achievement tests in reading and mathematics.

It is the mission of Addaville Elementary School to "Help ALL students to achieve more." To reach this goal the entire school community has joined together to provide a program of instruction and activities designed to support the strengths and needs of each child enrolled in the school. Planning for each student commences with a parent's decision to select Addaville as their child's elementary school. Entering kindergarteners complete a screening designed to provide a picture of each student's strengths and needs. Staff reviews the results with parents and begins to develop a collaborative plan for each child. Each student works with a teacher to develop his/her own "Student Education Plan" (SEP). The Student Education Plan defines annual and quarterly goals for each student based on diagnostic assessments ranging from state assessments to district developed short cycle assessments. The SEP belongs to the student, is focused on the student's strengths and needs, and is designed to drive each student's learning program.

Addaville Elementary School has an array of partners working to support the school staff as they strive to achieve excellence for all children. The school's Parent Teacher Organization is very active in supporting the academic goals of the school and sponsors quarterly academic recognition awards. The PTO is also the primary source of school volunteers supporting the instructional program as teacher aides, reading tutors, and activity helpers. The school also has a number of collaborative partnerships focused on "non-academic barriers to learning." These partnerships result in the provision of "WrapAround" services for children and families who show evidence of problems that impede a student's learning. The school also partners with Ohio University's "Y.E.S.S." (Youth Experiencing School Success) program to provide on-site therapeutic counseling for the student as well as follow-up in the student's home. The school has seen tremendous success with these programs in mitigating non-academic barriers to students' learning.

The Gallia County Local School District, in partnership with the Gallia-Vinton Educational Service Center and supported by a 21st Century Community Learning Center grant, provides a program of "after-school" services for the students at Addaville Elementary School. Four days each week, students receive intervention tutorials from licensed teachers after school that are directly connected to classroom instruction. In addition, students have the opportunity to select cultural and interest activities ranging from instrumental music to rock clubs to bowling and golf for math related activities.

The staff and administration at Addaville Elementary work with the district to insure that students have the opportunity to be recognized for their good citizenship, community service and academic achievement. Each quarter a student is selected by the school staff to be recognized as the "Addaville Elementary Student of the Quarter" at the regular meeting of the Gallia County Local Schools Board of Education. The student receives a commendation from the Superintendent and is featured in a district display for that quarter.

While not all inclusive, these activities are designed to insure that no child is left behind at Addaville.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Ohio began the transition from “Proficiency” testing to “Achievement” testing during the 2003-2004 school year, as the state adopted its first academic content standards. Both tests are criterion referenced instruments developed “in-state” with the involvement of classroom teachers, college/university subject area specialists, state department staff and testing company supervisors. The transition to “Achievement” testing for all students grades three through eight and ten was completed during 2005-2006. All Ohio Achievement Tests (OATs) are aligned with the Ohio Academic Content Standards

Students in grades three complete the Ohio Achievement Tests (OAT) in reading and mathematics; fourth grade students complete the tests in reading, writing and mathematics. In order for schools to attain an indicator on the “School Report Card” issued by the Ohio Department of Education, at least 75% of students taking the OAT must score “proficient” or above on the test. Addaville Elementary School’s 2005-2006 School Year Report included six “indicators.” Two of these indicators were academic reflecting student performance on the Third Grading Achievement Tests in reading and mathematics. Three indicators were the results of student performance in the Fourth Grade Achievement Tests in reading, writing and mathematics. The sixth indicator was a report of student attendance. The state requirement for meeting the attendance indicator is 93%; Addaville Elementary School’s student attendance for the year was 94%. Students’ performance is ranked at five levels: at third grade “Limited” results from a scale score below 385 and identifies a student for intensive intervention. Students with limited scores on the Third Grade Reading Achievement Test may also be retained in third grade. Students receive a “Basic” score with scale scores between 385 and 399. These students are also identified for intervention, but they may be passed to the fourth grade. Students with a scale score of 400-414 achieve a “Proficient” score, and their scores count toward the school’s required passing percentage. Students scoring between 415 and 431 receive an Accelerated score, and “Advanced” scores range above a scale score of 432. Additional information regarding the testing program can be accessed at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1327&ContentID=19379&Content=21282>

All third and fourth grade students at Addaville Elementary School participate in the state testing. Students with Individual Education Plans (IEPs) participate with appropriate and allowable accommodations. Addaville Elementary School’s student performance over time on the Ohio Proficiency Test and Ohio Achievement Test at grades three and four has demonstrated a steady improvement trend. Students passing the Fourth Grade Reading Proficiency Test increased seven percent in three years from 69% to 76%. Those same students increased their passage rate of the Fourth Grade Proficiency Test by nine percent from 85% in the 2004-05 academic year to 94% in 2005-06. The improvement in math was even more dramatic with an increase of 14% from 2001 until 2005. The Fourth Grade Achievement Math Tests showed a 19% gain from the 2004-05 academic year to the 2005-06 year. We believe that the reason for this improvement is vested in the work that staff has done with students and their families to more fully understand the aligned system of instruction and assessment used by the Gallia County Local Schools and Addaville Elementary.

2. Using Assessment Results: Staff at Addaville Elementary School have grown in their expertise with using available assessment data in planning for student learning. Over the past five years the school district has developed an aligned system of instruction and assessment that utilizes both locally developed and state standardized assessment. As mentioned previously staff begin to plan for students prior to the

first day of kindergarten based on the new students' kindergarten screening. Additional work to enlighten those results is done using the state kindergarten literacy diagnostic, *Kindergarten Readiness Assessment-Literacy* (KRA-L). In the spring staff uses state diagnostic reading and math assessment to determine the acquisition of skills in these two curricular areas. From these results teachers intervene with students who have not met benchmarks identified for kindergarten. Students in grades one through four are assessed quarterly using locally developed short-cycle assessments designed to mirror the format of the state standardized assessments and linked directly to the district instructional maps.

Results of the assessments are recorded in each student's portfolio along with other pertinent data. The student portfolio is in daily use in the classroom with the student reviewing his/her own performance as well as being reviewed by the teacher. It also serves as primary tool for the student-led parent-teacher conference. Included in the portfolio are student goals, at least quarterly reading levels (using the Rigby Benchmark Kit and Scholastic Reading Inventory), short-cycle assessment data, state assessment data, attendance and behavior records, and the Student Education Plan (SEP). The Student Education Plan is a proprietary tool developed by the Gallia County Local Schools to insure that each student has an instruction-learning plan correlated to his/her strengths and needs. The goal of using a student portfolio is to place the student in the center of the instructional process and help him/her to become responsible for his/her own learning. Addaville Elementary's intervention program is designed around the results of student performance on various assessments. All those involved with the student's learning program know exactly when, where and how that student will receive targeted intervention.

3. Communicating Assessment Results: Addaville Elementary uses a variety of strategies to communicate student performance with parents. It is district and school practice to immediately share the results of entering kindergartners' screening with their parents. The purpose of this "sharing" is to provide focused input to parents regarding what they can do to prepare their child for kindergarten. Addaville has a quarterly "honors" assembly recognizing student academic achievement, and district staff report school performance results on a regular basis at meetings of the Board of Education. Each student's portfolio is open daily for family review, and it is also the basis for "student-led parent teacher conferences" which are scheduled quarterly.

The school district and school adopted a quarterly standards-based report card aligned with the district's instructional maps. Families can readily determine their child's progress on learning benchmarks with this reporting tool. Information about student achievement is also regularly shared on the district/school website at <http://www.gallialocal.org/schoolAddaville.aspx?id=4>. Parents annually receive a report of the school's progress on the school report card issued by the Ohio Department of Education. This report card includes the results of student performance on state standardized assessments and attendance. Archives of this report card can be found at http://webapp2.ode.state.oh.us/reportcard/archives/RC_IRN.ASP?irn=065680. These strategies have been thoughtfully devised to insure not only that instruction and assessment is aligned with each student's strengths and needs but to provide for the ultimate involvement of all stakeholders needed to support the Student's Education Plan (SEP).

4. Sharing Success: Addaville Elementary is one of eight schools in the Gallia County Local School District. Because the district has a history of collaboration, administration and staff are often called upon to share successes with other schools in the district as well as other schools in our region. Addaville Elementary was the first school in our county to have students meet required fourth grade proficiency indicators (at least 75% of students passing reading, writing, math, science, and citizenship). As a result of this, administration and staff have had visitors from other schools seeking to view strategies used by the school. District and school staff have served as presenters at regional, state and national meetings focused on school improvement and quality. The local newspaper is a very "education friendly" publication and regularly prints good news from Addaville Elementary whether it is about students' achievement on a state standardized assessment or students' achievements during the annual "Right to

Read Week.” Addaville Elementary has a collaborative relationship with the University of Rio Grande benefiting both pre-service teachers and professional staff. The university has recognized the school as a positive training ground for “teachers-in-training.” In an effort to begin each school year from a position of strength, Addaville Elementary hosts an annual “New School’s Eve” celebration where families, students, teachers, principal and support staff come together to celebrate the previous year and lay ground for the new year.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Curriculum at Addaville Elementary and in the entire school district is driven by the Ohio Academic Content Standards. The Ohio Academic Content Standards can be reviewed at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=305>. District teachers collaborate at grade level meetings to develop instructional maps aligned with the academic content standards to insure that all grade level indicators are addressed each year. Teachers use their curriculum maps to guide instruction, but differentiate based on students' Student Education Plans. We recognize that not all students learn in the same way at the same time. Teachers use multiple teaching strategies to accomplish a single purpose in order to honor each student's strengths.

The school integrates the use of computer technology utilizing both a school computer lab and computers, SmartBoards, and a variety of software in individual classrooms. The entire district operates on a blocked schedule that provides an uninterrupted 120 minute language arts instructional period, an 80 minute mathematics, science and social studies instructional periods. Addaville is organized into self-contained classrooms at K-4th grades with all teachers instructing language arts during the early part of the morning followed by mathematics.

The language arts curriculum utilizes a Four BlockTM Literacy Model. The McGraw Hill Reading series is the core instructional tool in the reading program supplemented by a systematic phonics program and a collection of leveled books. In addition all grades use the Rigby Benchmark kit to level students on at least a quarterly basis. The intervention program utilizes HeadSproutTM and The Academy of ReadingTM both of which utilize computer technology.

The mathematics curriculum is taught using the Everyday MathTM series as the primary instructional tool. Students are challenged to master grade level indicators through the application of learning in solving real life simulations. All classrooms have a wide variety of math manipulatives in an attempt to challenge each student to continue to improve as much and as quickly as possible. All classrooms also use a supplemental math facts program designed to give students a foundation in number sense, mental math, and computation. The combination of these program assures that both critical thinking and basic math skills are met.

Addaville Elementary's science curriculum is centered on science concepts, processes, and ways of thinking. The curriculum encourages development of the student's understanding of science ideas by incorporating scientific inquiry with math reasoning analysis and language skills. Science in the lower grades is inquiry based and taught through "hands-on" standards aligned activities.

The social studies curriculum is taught using the McGraw Hill social studies series as a primary instructional tool. All classes complete a project based on the National History Day annual theme for the district Academic Festival. It is the goal of the school to provide students with opportunities to acquire knowledge and skills to be able to make thoughtful decisions that will serve them well as they take their places as contributing citizens in a democratic society.

While art, music and physical education/movement are taught by individual licensed instructors, the goal of the curriculum is to provide a balanced program of fine arts activities to stretch the abilities of all students. It is critical that these instructors differentiate their instruction to provide for the needs and strengths of all students. We believe that it is imperative that the fine arts program allow students to gain a appreciation for various forms of art and music and build a foundation for a healthy lifestyle that will serve them well through their school career into later life.

2. **(Elementary Schools) Reading:** The reading curriculum is based on the state standards, benchmarks and indicators. Teachers at Addaville use ongoing data to inform instruction in reading. Kindergarten

uses the Building Blocks™ Literacy Model. First through fourth grade instruction is centered on the Four Block™ Literacy Model. This balanced approach allows for vocabulary development, indicator instruction in writing and reading and independent reading at each student's reading level. A systematic phonics program is used during the "working with words" block. "Working with words" consists of primarily of phonemic awareness/phonics, sight word recognition, and vocabulary. This program was chosen because research indicates that a systematic approach to phonics is most effective in schools with a high population of economically disadvantaged students. Leveled readers, basal readers and intervention workbooks and computer programs are combined in order to meet the multilevel and diversified learning styles of students. Direct guided reading, read alouds, silent sustained reading, peer reading and Scholastic Reading Counts are some of the ways reading instruction is enhanced. Classroom teachers have attended numerous workshops to improve reading instruction. The State Institute for Reading Instruction (an Ohio professional development program devoted literacy instruction in phonemic awareness/phonics, acquisition of vocabulary, reading processes, and reading applications in literary and informational text), Four Blocks™ Training offered through the district and Regional School Improvement Team have been the basis for most professional development.

3. Mathematics: To attain Addaville Elementary's Mission, "Helping All Students to Achieve More," teachers use a variety of resources, materials and instructional strategies aimed at developing lifelong problem solving and math skills in our students. Our minimum goal is to provide the knowledge and skills that students need to become at least proficient in the Ohio Academic Content Standards for Mathematics as measured by the Ohio Achievement Test for Mathematics.

Our district staff selected Everyday Math™ as the basis for our math program because it presents students with hands-on learning opportunities that can be differentiated for various learning styles and abilities. The program is presented through an approach where students are offered a variety of strategies to solve the same problem, thus accommodating different students' skill levels and learning styles. Even though we believe that this program offers the best alternative as a core math instructional tool, we recognize that students above first grade might already have gaps in their learning. Thus, we selected Math Academy™ as a computer based intervention tool that will help close these gaps. We also use Study Island™ as an intervention tool for both underachieving and gifted students as they prepare for the Ohio Achievement Test.

All teachers use a math facts program focused on providing students the practice needed to master basic math facts. We elected to integrate this program into our curriculum because research states that there is a high correlation between a mastery of math facts and success in higher mathematics. We believe that "balance" is a key to the success that our students are realizing in mathematics. We attempt to provide a program that addresses the needs and strengths of all students in an attempt to help all students be more successful in mathematics, because we recognize that acquisition of math knowledge is key to higher education and life success for our students.

4. Instructional Methods: Central to the instructional process is the school's use of the Baldrige in Education framework that guides us in making aligned decisions based on data and input from our stakeholders. Teachers at Addaville Elementary do not believe in random acts of improvement. We know that our students have produced higher achievement results because we have changed the way we do business. All of our instructional decisions are data based. We begin our decision making process with an analysis of diagnostic assessments that students complete. The district has developed diagnostic, short-cycle assessments based on the Ohio Content Standards and district instructional maps created by grade-level teachers. Following the administration of the first quarter short-cycle assessments, staff analyze the results and set aside time to meet with each student to revise and/or update the Student Education Plan (SEP) that was developed during the first week of school. Because we understand that all students may learn differently, we use the SEPs and all that we know about each student to guide our plan of instruction; we place the student in the center of the teaching learning process. Long ago we moved

our teachers from a position of “I taught that” to one of “Did my student learn?” Our basic instructional program is enhanced by the district’s support of gifted education, special education, after-school programming linked to the day program, and curricular linked field trips designed to open the walls of the classroom to the world. The district supports the “Children of High Ability Model Program” (CHAMP) designed by the school district to provide intervention for primary grade children in grades one through three who have been identified with exceptional ability. An itinerant teacher with “gifted licensure” visits the school one day each week to work with teachers of these children as well as the children in “cluster groups.” Special educators and regular classroom teachers team to use the most appropriate instructional strategies for each identified special education student. The district instructional team developed a schedule of field trips linked to various grade level study areas. For example, when kindergartners are working to develop an understanding of “community” their field trip includes a visit to the fire station, airport and library. Fourth graders travel sixty miles to the first capitol of Ohio as they complete their study of Ohio history.

5. **Professional Development:** The school district has been engaged in a focused program of professional development over the past four years designed to provide teachers with the tools they need to meet the differentiated needs of all students. All staff are trained in the philosophy and application of the Baldrige in Education framework. Additional training is provided for all staff in utilizing “quality tools” to acquire and analyze data meaningful to the instructional process. Recognizing the importance of an integrated language arts program, the district adopted and provides extended professional development in the Four Blocks™ Literacy Model. The Board of Education supports six early release days for professional development during the school year as well as summer inservice to complement the two days of professional development required by the State of Ohio. Staff at Addaville Elementary uses this time to meet together to consider the data gathered and make decisions for instruction.

Because we have a significant low income population, we train all of the school staff in the Ruby Payne “Framework for Understanding Poverty.” This training helps teachers in understanding why parents in poverty make particular decisions and why their children may need different instructional strategies to maximize learning.

The district also provided a series of staff trainings designed to assist teachers in differentiating to meet the needs of all students in their classrooms. We have embarked on the path of inclusion for all of our students with Individual Education Plans (IEPs) and regular classroom teachers and special education teachers learn to work together to make appropriate accommodations for special education students. This work results in staff using a different planning tool when creating lesson plans. When the district adopted new software programs for intervention and the new standards-based report card, teacher trainers from Addaville were trained and in turn provided on-site professional development for their colleagues. Recognizing the importance of Charlotte Danielson’s work and Ohio’s adaptation of it in the *Pathwise* training, we recently trained additional teachers so that they can not only be introspective about their own professional practice but better assist new teachers entering the teaching profession.

PART VII – ASSESSMENT RESULTS

Subject: Reading	Grade: 3 rd		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006			Publisher: Ohio Department of Education		
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	89%	94%	86%	No Test	No Test
% At or Above Accelerated	71%	80%	83%	No Test	No Test
% At Advanced	37%	46%	47%	No Test	No Test
# students tested	35	35	36		
percent of total students tested	100%	100%	100%		
# students alternatively assessed	NC	NC	NC		
percent of students alternatively assessed	NC	NC	NC		
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	84%	94%	89%	No Test	No Test
% At or Above Accelerated	68%	78%	84%	No Test	No Test
% At Advanced	32%	33%	37%	No Test	No Test
# students tested	19	18	19		

Subject: Mathematics	Grade: 3 rd		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006			Publisher: Ohio Department of Education		
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	91%	80%	No Test	No Test	No Test
% At or Above Accelerated	57%	40%	No Test	No Test	No Test
% At Advanced	46%	20%	No Test	No Test	No Test
# students tested	35	35			
percent of total students tested	100%	100%			
# students alternatively assessed	NC	NC			
percent of students alternatively assessed	NC	NC			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	89%	72%	No Test	No Test	No Test
% At or Above Accelerated	47%	33%	No Test	No Test	No Test
% At Advanced	32%	11%	No Test	No Test	No Test
# students tested	19	18			

*** Scores are not reported for other subgroups with fewer than 10 students.**

Subject: Reading	Grade: 4th		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006			Publisher:Ohio Department of Education		
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	94%	85%	No Test	No Test	No Test
% At or Above Accelerated	57%	42%	No Test	No Test	No Test
% At Advanced	3%	12%	No Test	No Test	No Test
# students tested	35	33			
percent of total students tested	100%	100%			
# students alternatively assessed	NC	NC			
percent of students alternatively assessed	NC	NC			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	91%	81%	No Test	No Test	No Test
% At or Above Accelerated	50%	19%	No Test	No Test	No Test
% At Advanced	0%	0%	No Test	No Test	No Test
# students tested	22	16			

Subject: Mathematics	Grade: 4th		Test: Ohio Achievement Test		
Edition/Publication Year: 2005-2006			Publisher:Ohio Department of Education		
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	91%	No Test	No Test	No Test	No Test
% At or Above Accelerated	71%	No Test	No Test	No Test	No Test
% At Advanced	40%	No Test	No Test	No Test	No Test
# students tested	35				
percent of total students tested	100%				
# students alternatively assessed	NC				
percent of students alternatively assessed	NC				
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	91%	No Test	No Test	No Test	No Test
% At or Above Accelerated	68%	No Test	No Test	No Test	No Test
% At Advanced	36%	No Test	No Test	No Test	No Test
# students tested	22				

*** Scores are not reported for other subgroups with fewer than 10 students.**

Subject: Reading	Grade: 4th		Test: Ohio Proficiency Test		
Edition/Publication Year: 2003-2004			Publisher: Ohio Department of Education		
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	No Test	No Test	76%	65%	69%
% At Advanced	No Test	No Test	29%	15%	19%
# students tested			29	55	36
percent of total students tested			100%	100%	100%
# students alternatively assessed			NC	NC	NC
percent of students alternatively assessed			NC	NC	NC
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	No Test	No Test	76%	56%	67%
% At Advanced	No Test	No Test	29%	12%	13%
# students tested			21	25	24
Students with Disabilities					
% At or Above Proficient	No Test	NC	36%	NC	NC
% At Advanced	No Test	NC	14%	NC	NC
# students tested		<10	14	<10	<10

Subject: Mathematics	Grade: 4th		Test: Ohio Proficiency Test			
Edition/Publication Year: 2004-2005			Publisher: Ohio Department of Education			
	School Year (March Testing)					
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	
% At or Above Proficient	No Test	73%	76%	60%	60%	
% At Advanced	No Test	33%	37%	15%	20%	
# students tested		33	49	55	35	
percent of total students tested			100%	100%	100%	
# students alternatively assessed			NC	NC	NC	
percent of students alternatively assessed			NC	NC	NC	
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	
Economically Disadvantaged						
% At or Above Proficient	No Test	75%	67%	48%	57%	
% At Advanced	No Test	19%	29%	12%	17%	
# students tested		16	21	25	23	
Students with Disabilities						
% At or Above Proficient	No Test	NC	43%	NC	NC	
% At Advanced	No Test	NC	7%	NC	NC	
# students tested		<10	14	<10	<10	

*** Scores are not reported for other subgroups with fewer than 10 students.**