

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 Mrs. Harriet (Happy) Bengston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 1069 Elno Avenue
(If address is P.O. Box, also include street address.)

Kent OH 44240-3399
City State Zip Code+4 (9 digits total)

County Portage State School Code Number* 021311

Telephone (330) 676-8350 Fax (676) 677-6198

Web site/URL kent.k12.oh.us/kcs/campus/longcoy.php E-mail ke_hbengston@kentschools.net

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. Marc Crail
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kent City Schools Tel. (330) 676-7630

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. John Flynn
(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

[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 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
 0 Junior high schools
 1 High schools
 0 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$10,835

 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. 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 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				7			
K	24	19	43	8			
1	26	31	57	9			
2	21	35	56	10			
3	33	32	65	11			
4	23	21	44	12			
5	33	33	66	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							331

[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:
- | | |
|--|------------------------------------|
| | 76 % White |
| | 21 % Black or African American |
| | 1 % Hispanic or Latino |
| | 2 % 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: 18%

[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	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	331
(5)	Total transferred students in row (3) divided by total students in row (4)	.184
(6)	Amount in row (5) multiplied by 100	18%

8. Limited English Proficient students in the school: 2%
6 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Vietnamese, German, Malay, and Nepali

9. Students eligible for free/reduced-priced meals: 43%
 Total number students who qualify: 151

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: 17%
55 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</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>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>24</u>	<u>9</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 22:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	97%	95%	96%	95%	95%
Teacher turnover rate	16%	16%	15%	10%	12%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The primary focus of Longcoy Elementary School is to increase student achievement by engaging students in meaningful work that leads to mastery of the Ohio Academic Content Standards. This statement is part of our school's mission. Longcoy is one of five elementary schools in the Kent City School District. The school serves 331 students in grades kindergarten through five. There is significant diversity in our school population. Approximately 13 percent of our students are African American and eight percent Multiracial. Students with disabilities comprise 17 percent of our population and eight percent of our students have been identified as gifted. Although Longcoy is part of the Akron suburban area, it resembles an urban school with 43% of the students qualifying for free and reduced lunch and a transient rate of nearly 20 percent each year. Teacher attrition rates are a result of teacher retirements, relocations, and non-renewals due to changes in enrollment and performance.

Demographics alone provide a limited view of this special school. The heart of Longcoy Elementary is the extraordinary commitment of the teaching staff coupled with the students' desire to meet the high academic expectations that have been set for them by their teachers and parents. Achievement is bolstered through a rigorous instructional program that focuses on the academic content standards and strong teacher/student relationships. Over half of our staff members volunteer to teach in our after-school Reading and Math Intervention Tutoring Program, including the physical education teacher who teaches a variety of fitness activities and test taking strategies. Relationships are built as teachers greet students at their doors each day, attend students' sporting events and play performances on weekends, and participate in evening school events such as "Family Dance Night" where entire families and staff members take the dance floor together. Teachers encourage students to grow and lead through our Character Counts program, Safety Patrol, Orff Musical Orchestra, Longcoy Chorus, Band, Orchestra, Peace Club, Drama Club, and Student Council. Each spring, the Student Council sponsors the Longcoy Family Picnic that is funded through our aluminum can recycling project.

Kent City Schools is committed to professional development and allocates time and resources to support the ongoing learning of our staff. We believe that the key to success for every child is a highly trained teacher in every classroom. The staff of Longcoy Elementary has made learning about the latest research in the areas of literacy, mathematics, technology, assessment and data analysis a priority in order to better meet student needs through differentiated instruction. Over the past five years, the district has focused upon several key initiatives including: the Standard-Bearer process and the work of Dr. Philip Schlechty; goal setting focused upon student achievement as outlined in Mike Schmoker's book, Results; and Rick Stiggins' research in assessment for learning versus assessment of learning.

Through our Standard-Bearer process, we focus on designing quality work for students that is both engaging and authentic. We foster a "leader of leaders" philosophy by providing a variety of teacher leadership opportunities that include: mentoring and coaching new teachers, presenting at faculty meetings, facilitating collaboration meetings, and serving as grade level chairpersons for the district. Our work in the areas of data analysis and assessment for learning enables us to focus on intervention for students who have not mastered the standards. We analyze student assessment results individually, by grade level, and building. We also use on-going, short cycle assessments to inform every classroom teacher's instruction on a daily basis. At Longcoy School we embrace the idea that improving teaching, and ultimately learning, is the collective responsibility of the entire staff. Collaboration is both a valued and shared resource between teachers and administrators and is inherent in our school culture.

Another part of Longcoy's mission speaks to the value of a family, school, community partnership that supports the growth and development of each learner into a responsible citizen. Our parent organization, the Longcoy School Association, meets monthly. They provide assemblies, finance field trips, and organize monthly after-school events to connect our families and school. Parents volunteer in our classrooms, read with students as part of the state OHIOREADS program, and work at home with their children on activities and projects that help them meet achievement goals. Longcoy Elementary School strives to create a passion for life-long learning in every child, each and every day. We embrace "No Child Left Behind" not as a federal mandate, but as a description of our commitment to the children we serve.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The student test data included in this report is a combination of state “proficiency” test results and state “achievement” test results. The Ohio Department of Education began assessing fourth grade students using criterion referenced “proficiency” tests in the early 1990s and has now moved to standards-based “achievement” tests at grades three through eight. Students score at one of five levels in reading and mathematics: limited, basic, proficient (meets standard), accelerated, or advanced. The state of Ohio uses a performance index that assigns a weighted score to each level. The higher levels have greater weighted scores. Over the past three years, Longcoy’s performance index level has increased from 93.4 in 2003-2004 to 102.8 in 2005-2006. These gains indicate that increased numbers of Longcoy students are not only proficient with the academic content standards but many are also mastering skills and concepts at levels beyond what is expected.

This year, Longcoy Elementary was recognized by the Ohio Department of Education as a “School of Promise” for significant improvement in our students’ performance on Ohio’s Achievement Tests. Schools earning this recognition must have a minimum of 40 percent of their student population identified as economically disadvantaged. At least 75 percent of the total students in this subgroup and 65 percent of the students at each tested grade level in this subgroup must be proficient on state achievement tests in both reading and mathematics in order to receive the award.

There has been a positive pattern of improvement on state mandated tests in reading and mathematics for Longcoy Elementary students. For the 2005-2006 school year, the general school population scored well above Ohio’s target passage rate of 75 percent in both areas; students in the economically disadvantaged subgroup did as well. Passage rates on Ohio’s Reading Tests for the economically disadvantaged subgroup have grown as follows: five percentage points for grade three, 39 percentage points for grade four, and 28 percentage points for grade five. In the area of mathematics, our fourth grade passage rate for the economically disadvantaged subgroup increased 58 percentage points from a low of 36% in 2002-2003 to 94% in 2005-2006.

We attribute our students’ success to several key instructional practices and programs that begin in kindergarten and continue through grade five. An Assess-Plan-Teach model helps us tailor instruction to the needs of the learner. In reading, the K-RAL (Kindergarten Readiness Assessment in Literacy) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments have been used to evaluate our kindergarten students’ pre-reading skills and to identify students for intervention. These students participate in the extended day kindergarten program. First grade students found to be at-risk have Reading Recovery, Title I in-class support, and small guided reading groups to target areas of need. Intervention and support continue in grades two through five with ongoing assessment and small group guided reading for differentiated instruction.

Student focus in mathematics is on developing a deep understanding of mathematical processes through a variety of investigations. Students utilize mathematical tools and materials such as interlocking cubes, pattern blocks, geoblocks, and technology as they work with numbers, play mathematical games, solve problems, investigate patterns, represent the results of surveys, etc. There is a purposeful allocation of time for students to develop and share problem-solving strategies using pictures, numbers, and words. The teaching staff has worked diligently to align daily instruction with Ohio’s math standards. Our staff offers further support during our after-school tutoring program. Eight-week sessions are available for third, fourth, and fifth grade students. Students are given additional time to master the content standards in a small group setting where a variety of teaching strategies are employed. Teachers also use grade level collaboration meetings to discuss student progress on the content standards and to develop individual student intervention plans. Additional information on Ohio’s state testing program can be found at www.success.ode.state.oh.us.

2. Using Assessment Results: Longcoy School uses student assessment data to identify areas of strength and areas of need for our building, grade levels, and individual students. We analyze the results of our state diagnostic tests, our state achievement tests, our nationally normed achievement tests and the standards-based common assessments used in Reading, Writing, and Math at each grade level. We utilize teacher in-service days and staff meetings to analyze these data. Each staff member is given a summary of identified areas of strength and need for each grade level. Individual student data are also shared. Then at building level collaboration meetings, teachers meet by grade level to focus on specific areas of need. Action plans are developed that include: student achievement goals linked to the specific content standard and indicator, instructional strategies/activities to increase student achievement, and short cycle assessments. The progress of individual students is also monitored at collaboration meetings. Individual student action plans are developed for at-risk students through our Intervention Assistance Team Meetings that are held weekly.

Assessment results are not only used to improve student achievement; they are also used to design professional development. This year, for example, we are focusing on improving student writing, both writing to communicate and writing to learn. Teachers requested staff development in this area in response to our fourth grade Ohio Writing Achievement Test results for 2005-2006 and to the analysis of student performance on extended response questions in reading and mathematics.

3. Communicating Assessment Results: Communication of student performance occurs in a variety of ways. First, specific feedback is given to students on a daily basis by the teaching staff. Feedback is both oral and written. It informs students of the specific achievement targets they have met and those that they must continue to strive to meet. Other examples include: interim progress reports and report cards that are sent home quarterly, parent teacher conferences held in the fall for all students and on an as-needed basis throughout the rest of the school year, and student work samples sent home on a daily and/or weekly basis. Individual student performance reports for Ohio Achievement Tests and the Otis Lennon/Metropolitan Achievement Tests are sent to parents as soon as the results are received. Student performance on district grade level, Standards Based Assessments in Reading, Writing, and Math are sent home at the end of each school year. Longcoy Elementary's building performance, as defined by the Ohio Department of Education, is outlined in the Report Card that is sent to all Kent community members. Other student performance communication tools include the semimonthly Longcoy Newsletter, our superintendent's monthly letter to parents and quarterly newsletter to residents, presentations at our Longcoy School Association's (parent organization) monthly meetings, and an annual report at the Board of Education Meeting.

4. Sharing Success: Kent City Schools holds nine elementary grade level meetings per school year. These meetings provide time for teachers from all five elementary schools who teach the same grade level to collaborate on district-wide goals for language arts and mathematics. Goals are determined by analyzing data from our district Standards Based Assessments and state achievement tests. At these meetings, Longcoy teachers have the opportunity to share specific teaching strategies and activities they have used to help their students master the OACS.

Longcoy welcomes visits from teachers and students from within and outside the district. For example, one of our second grade classes has participated in a pen pal program with the kindergarten students from the Child Development Center (CDC) at Kent State University. The CDC students and their teachers spend the day learning with our students each spring. The Longcoy staff member and CDC staff member co-teach most of the day. Educators have also visited our fourth grade team classroom where two teachers and an inclusion intervention specialist share responsibility for and co-teach 44 fourth graders each day.

Kent City Schools is also a member of the Six-District Educational Compact. Periodically, teachers from these six school districts meet to design common assessments and review instructional materials. At these meetings, Longcoy teachers share their expertise with colleagues. Frequently, this results in teachers from other schools requesting copies of our materials, assessments, and reporting forms. Kent City

Schools is also one of five “Partnership Districts” with Kent State University. Teachers from these five districts work with College of Education professors not only to design professional development, but also to volunteer their classrooms as learning sites for pre-service teachers. Longcoy classrooms consistently serve as learning sites where successes are shared with a wide audience.

Collaboration on curriculum writing and the development of Standards Based Assessments with colleagues from 19 school districts served by the Summit County Educational Service Center is another way our staff members share their expertise. Recently, common Science assessments were developed for the four units of study at each grade level. Longcoy teachers were active contributors in this process. Two Longcoy staff members are trained SIRI (State Institutes for Reading Improvement) presenters and have taught summer workshops. At the administrative level, the building principal has shared instructional strategies and the professional learning communities concept with other district administrators at semimonthly Adequate Yearly Progress (AYP) Meetings. She also serves as the mentor for two Entry-Year Principals. This role provides multiple opportunities to share success strategies.

We will continue to make collaboration with other teachers a priority and we will welcome other students and educators to visit our school. Our focus is on learning and sharing strategies and activities that will help our students succeed with the Ohio Academic Content Standards.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Kent City Schools Courses of Study are aligned with the Ohio Academic Content Standards for Language Arts, Mathematics, Science, Social Studies, Technology, Library, and Fine Arts. Members of the Longcoy staff have served on a number of district-wide committees designed to align our curriculum with the state standards. The standards were adopted by the Ohio Department of Education from 2001-2004.

***Language Arts:** The English Language Arts standards “represent a research based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.” Longcoy students participate in a balanced literacy program. On-going assessment enables teachers to form small flexible guided reading groups. During group time, students learn reading strategies they can apply when reading across the curriculum. They also participate in read alouds, shared reading, and independent reading time. A Writer’s Workshop approach is used to increase students’ writing skills. Writing targets are clearly articulated for our students in our grade level rubrics.

***Mathematics:** Proficiency in mathematics includes “understanding of mathematical concepts, facility with mathematical skills, and application of concepts and skills to problem-solving situations.” Emphasis is upon making connections within mathematics and between mathematics and other disciplines. Whenever possible, our students learn mathematics through investigations of real-world problems that include practical applications, real data, and numbers they encounter in daily life. They work in small groups with a variety of math tools to discover and communicate their mathematical thinking.

***Science:** Ohio’s science standards identify essential concepts, processes, and ways of thinking. Scientific inquiry, during which students “describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge and communicate their ideas to others”, is encouraged. Each grade level has four units of study. Each unit addresses a portion of the grade level indicators found in the state standards. We maintain a partnership with Kent Parks and Recreation that provides our students with environmental experiences that feature area natural resources such as the Cuyahoga River and Kent Bog.

***Social Studies:** Ohio’s social studies standards “define a balanced program of knowledge and skills necessary for active citizenship.” Students learn social studies in real-world contexts by examining artifacts, reading primary source materials, engaging in authentic experiences, and taking field trips. Our Social Studies curriculum provides a multitude of opportunities for students to connect to the Kent community at-large, the state of Ohio, and the United States of America. Students study city and state government/history and the regions of the United States. They take their learning outside the classroom walls on field trips such as the tour of the city of Kent, Hale Farm and Village (1800’s farming community), and the McKinley Museum. In this way our students make connections between new learning and their own experiences.

***Fine Arts:** The fine arts standards include the disciplines of dance, drama/theatre, music and visual art in which our students receive weekly instruction. Students use the essential knowledge and skills in the arts to express themselves and communicate with others. They participate in Band, Orchestra, Chorus, and Orff. They attend performances of ballet, opera, and symphony. Our fifth graders visit an area art museum. Each year, every child performs in a musical concert and has his/her artwork displayed in the Art Show. Connections between core themes and topics in other disciplines are made when learning in the arts.

***Library:** Instruction in information and technology skills is provided through the library media program, ensuring that students are able to use them effectively. Through this program students are able to access, evaluate, and use information critically and competently. The Longcoy Library contains books, periodicals, and computer work stations. Students utilize print and non-print materials to complete research projects.

***Technology:** The technology academic content standards address a broad range of technology experiences with application in computer and multimedia literacy. Goals for students include use of hardware, software, multimedia tools, etc., information literacy (acquisition, interpretation and dissemination of information),

and technological literacy (abilities needed to participate in a technological world where mathematics, science and technology intersect). Each classroom has five computer stations all with Internet access. In addition, a mobile computer lab with 25 laptop computers, digital cameras, printer, and a projection machine is utilized in classrooms to support and extend student learning. Students create timelines, PowerPoint presentations, compositions, and reports on our laptops. Our fourth graders use Study Island to practice reading and mathematics skills.

2. Reading: Longcoy Elementary uses a balanced literacy approach to meet the needs of our students. Reading, writing, speaking and listening are all critical components of the program. Read-alouds, shared reading, guided reading, and independent reading are a part of daily instruction. The core of our program is small-group, guided reading using leveled fiction and non-fiction text. Students learn and practice the language arts indicators at their instructional reading levels during small-group guided reading. Longcoy has an extensive leveled book collection that is used for small group instruction. Students read a variety of genre and nonfiction texts. Teachers periodically assess students' reading fluency, word accuracy, use of strategies, and comprehension using the Rigby Benchmark Assessments, Rasinski and Padak's Three-Minute Assessment, and the Developmental Reading Assessment. Using the results of these assessments, teachers then select appropriate reading materials and research-based strategies for small group instruction. Groups are flexible and change based upon students' needs. This method of teaching reading was adopted in order to differentiate instruction for our students and focus upon the specific skills a particular group of students need to become better readers. Teachers are better able to observe students' use of reading strategies and reading behaviors in a small group versus whole group setting.

Other specialized programs that are used to meet our students' literacy needs include: Reading Recovery, Wilson, Orton-Gillingham, Ladders to Literacy, and Read Naturally. Regular classroom teachers receive support from our building Reading Consultant, Title 1 tutors, and our two Special Education Intervention Specialists in implementing activities and/or strategies from these programs.

3. Mathematics: With our Investigations mathematics program, our students develop a deep understanding of mathematical concepts. As early as kindergarten and first grade, students are encouraged to show their thinking using pictures, numbers, and words. Students move from the physical stage of mathematics to the logical stage. Throughout the elementary grades, our students discover and utilize strategies for problem solving rather than memorize algorithms that have no meaning for them. They master concepts in the six key content standards recommended by the National Council of Teachers of Mathematics (NCTM) and outlined under "Curriculum". The teaching staff has developed supplements to the Investigations program for mathematics standards that are not addressed as fully as necessary for our students to master the standard.

At the beginning of each school year our students complete an Investigations unit called "Mathematical Thinking". Teachers introduce a variety of games and activities that will be used in subsequent units of instruction to promote the students' understanding of mathematical concepts and use of multiple problem-solving strategies. As the year unfolds, students regularly work in small groups using manipulatives and discussion to solve problems collaboratively. Emphasis is upon learning with and from each other. Opportunities are also provided for the whole class to share multiple solutions to any one problem. In this way, students learn alternative ways to solve a problem and conceptual understanding of mathematical concepts is deepened.

Our teaching staff is committed to understanding the target, identifying each student's level of performance (where s/he is now in relation to the target), and to creating instructional strategies and activities that will help each student achieve and meet the target. One of our mission statements is "We believe it is the responsibility of the school, home, and community to meet individual students' academic, social, and emotional needs." This statement speaks to a rigorous academic program in every subject area tailored to individual students' needs. In mathematics, it is critically important that our students develop a true understanding of the concepts presented at each grade level in order to be successful mathematicians at the higher levels.

4. Instructional Methods: We believe that our students construct their own understanding of the world in which they live and that it is our responsibility to empower our students to ask questions, seek answers and apply their learning to new situations. We value our students' point of view and help them inquire responsibly. A balanced literacy approach with a focus upon guided reading, mathematical investigations that move children from the concrete to abstract using manipulatives and real world situations, Writer's Workshop, flexible small group instruction, the use of technology as a tool for learning, cooperative learning groups, and inquiry based science experiments are a few of the instructional methods used at Longcoy Elementary.

In addition, we are implementing the use of team teaching at the fourth grade level. In this classroom, two teachers and a special education intervention specialist co-teach 44 students. This approach allows for small, flexible groups to help students master the indicators or to extend learning of the indicator.

Literacy support for at risk students is provided through Extended Day Kindergarten, Reading Recovery, Title I in-class intervention, and OhioReads (volunteers read with students on a weekly basis). We have two special education intervention specialists who work with small groups of special needs students and/or co-teach with regular classroom teachers. In addition, three educational assistants provide inclusion support for special needs students in the regular education setting. An after school Intervention Tutoring program for students in grades three through five provides additional opportunities for students to master reading and mathematics indicators at their level. Ohio Achievement Tests and short cycle assessments are used to identify areas of need for each student during the tutoring sessions.

"Professional Learning Community" could just be a "buzz phrase", but at Longcoy it exists in the day-to-day work of the staff. Teachers inspire each other to do their best work for our students. Staff members mentor each other, change grade level teaching assignments, write grants for additional educational resources, develop pilot programs such as team teaching, help design interventions for students other than those assigned to them, and lead staff development. Our teachers focus on increasing student achievement by supporting each other in the use of best practices in the classroom.

5. Professional Development: There is a three-pronged approach to professional development at Longcoy Elementary: district, building, and individual. At the district level, training is provided when research warrants a change in instructional practice or when a change in curriculum occurs. For example, when the district moved to guided reading, professional development sessions were held for all teachers at each grade level. Then the building reading consultant worked with teachers to plan guided reading lessons and modeled and co-taught guided reading with staff members in their classrooms. This embeds staff development into the teachers' work in the classroom. Recent staff development initiatives have also included: Rigby Benchmark and Three Minute Assessment training, technology integration into curriculum areas, Standards-Based Writing Assessments, Assessment for Learning (Rick Stiggins), and Investigations in mathematics-development of number sense as it relates to subtraction. Kent City Schools often partners with Kent State University to provide staff development opportunities. Currently, three Longcoy staff members are participating in the Ohio Mathematics Academy Project funded by the Ohio Department of Education.

Building level professional development initiatives include a focus upon writing to communicate and writing to learn (2006-2007), data analysis (2005-2006), and literacy/guided reading (2004-2005). Staff book studies of Professional Learning Communities at Work (DuFour and Eaker) and Classroom Instruction That Works (Marzano) have been an important part of teacher growth. These book studies have helped create a high level of staff commitment to our monthly building grade level collaboration meetings.

Finally, staff members have the opportunity to attend workshops based upon individual need. Examples include the National Reading Recovery Conference, John Carroll University's Mathematical Investigations summer workshop, the Kent State University Reading Conference, State Institutes for Reading Improvement, and Cleveland State's Professional Learning Communities. Our special area teachers also regularly attend the state conferences held in their respective areas (i.e. Technology, Music, Physical Education, Guidance, etc.) in order to continue to provide a high quality, comprehensive education program for Longcoy students.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Reading	Grade: 3rd		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	87%	92%	86%	No Test	No Test
% At or Above Accelerated	70%	74%	68%	No Test	No Test
% At Advanced	40%	47%	39%	No Test	No Test
# students tested	63	38	57		
% of total students tested	100%	100%	100%		
# students alternatively assessed	0	0	0		
percent of students alternatively assessed	0%	0%	0%		
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	79%	NC	74%	No Test	No Test
% At or Above Accelerated	58%	NC	52%	No Test	No Test
% At Advanced	29%	NC	17%	No Test	No Test
# students tested	24	<10	23		
Students with Disabilities					
% At or Above Proficient	50%	NC	50%	No Test	No Test
% At or Above Accelerated	40%	NC	20%	No Test	No Test
% At Advanced	20%	NC	0%	No Test	No Test
# students tested	10	<10	10		
African American/Black					
% At or Above Proficient	NC	NC	64%	No Test	No Test
% At or Above Accelerated	NC	NC	55%	No Test	No Test
% At Advanced	NC	NC	9%	No Test	No Test
# students tested	<10	<10	11		
*Scores are not reported for Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

Subject: Mathematics	Grade: 3rd		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	84%	87%	No Test	No Test	No Test
% At or Above Accelerated	44%	45%	No Test	No Test	No Test
% At Advanced	30%	29%	No Test	No Test	No Test
# students tested	63	38			
percent of total students tested	100%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0%	0%			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	79%	NC	No Test	No Test	No Test
% At or Above Accelerated	29%	NC	No Test	No Test	No Test
% At Advanced	21%	NC	No Test	No Test	No Test
# students tested	24	<10			
Students with Disabilities					
% At or Above Proficient	40%	NC	No Test	No Test	No Test
% At or Above Accelerated	10%	NC	No Test	No Test	No Test
% At Advanced	10%	NC	No Test	No Test	No Test
# students tested	10	<10			
*Scores are not reported for African American/Black, Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

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	90%	84%	No Test	No Test	No Test
% At or Above Accelerated	48%	49%	No Test	No Test	No Test
% At Advanced	8%	5%	No Test	No Test	No Test
# students tested	40	63			
percent of total students tested	100%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0%	0%			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	82%	70%	No Test	No Test	No Test
% At or Above Accelerated	24%	30%	No Test	No Test	No Test
% At Advanced	0%	0%	No Test	No Test	No Test
# students tested	17	20			
African American/Black					
% At or Above Proficient	NC	64%	No Test	No Test	No Test
% At or Above Accelerated	NC	36%	No Test	No Test	No Test
% At Advanced	NC	0%	No Test	No Test	No Test
# students tested	<10	14			
*Scores are not reported for Students with Disabilities or Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

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	82%	75%	64%
% At Advanced	No Test	No Test	16%	10%	4%
# students tested			51	52	50
percent of total students tested			100%	100%	100%
# students alternatively assessed			0	0	0
percent of students alternatively assessed			0%	0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	No Test	No Test	67%	59%	43%
% At Advanced	No Test	No Test	6%	5%	0%
# students tested			18	22	14
African American/Black					
% At or Above Proficient	No Test	No Test	50%	NC	NC
% At Advanced	No Test	No Test	10%	NC	NC
# students tested			10	<10	<10
*Scores are not reported for Students with Disabilities or Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

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	98%	No Test	No Test	No Test	No Test
% At or Above Accelerated	60%	No Test	No Test	No Test	No Test
% At Advanced	28%	No Test	No Test	No Test	No Test
# students tested	40				
percent of total students tested	100%				
# students alternatively assessed	0				
percent of students alternatively assessed	0%				
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	94%	No Test	No Test	No Test	No Test
% At or Above Accelerated	53%	No Test	No Test	No Test	No Test
% At Advanced	12%	No Test	No Test	No Test	No Test
# students tested	17				
*Scores are not reported for Students with Disabilities or African American/Black, Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

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	75%	75%	48%	56%
% At Advanced	No Test	25%	35%	8%	4%
# students tested		63	51	52	52
percent of total students tested		100%	100%	100%	100%
# students alternatively assessed		0	0	0	0
percent of students alternatively assessed		0%	0%	0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	No Test	55%	50%	36%	40%
% At Advanced	No Test	10%	11%	5%	0%
# students tested		20	18	22	15
African American/Black					
% At or Above Proficient	No Test	43%	40%	NC	NC
% At Advanced	No Test	7%	20%	NC	NC
# students tested		14	10	<10	<10
*Scores are not reported for Students with Disabilities or Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

Subject: Reading	Grade: 5th		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	97%	85%	No Test	No Test	No Test
% At or Above Accelerated	49%	36%	No Test	No Test	No Test
% At Advanced	30%	9%	No Test	No Test	No Test
# students tested	61	55			
percent of total students tested	98%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0%	0%			
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	95%	67%	No Test	No Test	No Test
% At or Above Accelerated	32%	22%	No Test	No Test	No Test
% At Advanced	18%	11%	No Test	No Test	No Test
# students tested	22	18			
African American/Black					
% At or Above Proficient	NC	55%	No Test	No Test	No Test
% At or Above Accelerated	NC	9%	No Test	No Test	No Test
% At Advanced	NC	0%	No Test	No Test	No Test
# students tested	<10	11			
*Scores are not reported for Students with Disabilities or Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

Subject: Mathematics	Grade: 5th		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	90%	No Test	No Test	No Test	No Test
% At or Above Accelerated	48%	No Test	No Test	No Test	No Test
% At Advanced	21%	No Test	No Test	No Test	No Test
# students tested	62				
percent of total students tested	100%				
# students alternatively assessed	0				
percent of students alternatively assessed	0%				
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Proficient	78%	No Test	No Test	No Test	No Test
% At or Above Accelerated	39%	No Test	No Test	No Test	No Test
% At Advanced	0%	No Test	No Test	No Test	No Test
# students tested	23				
*Scores are not reported for Students with Disabilities or African American/Black, Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient students because our school has fewer than 10 students in each of these subgroups.					

The tables above reflect Ohio’s assessment categories and terminology. NC in Part VII-assessment results “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Limited English Proficient, IEP, American Indian, Asian/Pacific Islander, Hispanic and Multi-Racial, do not comprise sufficient numbers to be included in the state assessment report.