

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Marianne W. Sweetwood

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

Official School Name Blue Ash Elementary School

(As it should appear in the official records)

School Mailing Address 9541 Plainfield Rd.

(If address is P.O. Box, also include street address.)

Cincinnati

City

Ohio

State

45236-1007

Zip Code+4(9 digits total)

County Hamilton

State School Code Number* 002998

Telephone (513) 686-1710

Fax (513) 792-0305

Web site/URL www.sycamoreschools.org

E-mail sweetwoodm@sycamoreschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Adrienne C. James Ed.D.

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

District Name Sycamore Community Schools

Tel. (513) 686-1700

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. J. Kenneth Richter

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 7 TOTAL
2. District Per Pupil Expenditure: _____ 13025
 Average State Per Pupil Expenditure: _____ 9586

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 are
 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
Pre K			0	7			0
K	46	36	82	8			0
1	51	42	93	9			0
2	47	53	100	10			0
3	57	38	95	11			0
4	61	41	102	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							472

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 17 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 3 | % Hispanic or Latino |
| 77 | % White |

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 10 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	472
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 12 %
- | | |
|----|-----------------------------------------|
| 57 | Total Number Limited English Proficient |
|----|-----------------------------------------|

Number of languages represented: 19

Specify languages: Manipuri, Romanian, Tamil, Chinese, Korean, Kannada, Spanish, Konkani, Russian, Hindi, Armenian, Marathi, Japanese, Gujarati, Greek, Mandarin, Telugu, Burmese, Dutch

9. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 76

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: $\frac{10}{49}$ %
 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>14</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>15</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>9</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>2</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>1</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>17</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support Staff	<u>1</u>	<u>4</u>
Total number	<u>54</u>	<u>5</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	97 %	97 %
Daily teacher attendance	97 %	96 %	97 %	98 %	98 %
Teacher turnover rate	7 %	5 %	9 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Sycamore Community Schools serves 5,655 students in suburban Hamilton County near Cincinnati, Ohio, and is comprised of seven schools including four elementary schools, one intermediate, one junior high and one high school. Blue Ash Elementary School is one of the four Kindergarten through fourth grade elementary schools within our district, primarily serving the residents of the suburban city of Blue Ash. Our current enrollment is 472 students with a leadership team consisting of one principal and one half time assistant principal. We are fortunate to have students from many countries attending our school, and our demographic make-up reflects the economic and cultural diversity within our community.

The City of Blue Ash has a rich educational history beginning with the original two-room Blue Ash School built in 1892. In 2002, in a unique educational partnership, our current building was constructed on the grounds of Raymond Walters College ' a regional campus of the University of Cincinnati. A shared wing in our building is used during the day for Sycamore staff development and other district meetings and is used as instructional space for Raymond Walters' students in the evening. Our proximity to Raymond Walters allows for a wealth of collaborative and mutually beneficial educational experiences between our students and Raymond Walters' students and faculty.

At Blue Ash, we believe that ALL students can learn and succeed. Our school's mission, through a shared partnership with parents and community, is to prepare each student for success in a global society by providing rigorous instruction in a mutually respectful environment. This mission is supported by a child-centered philosophy embraced by all staff members. Our dedicated and caring teachers focus their efforts collaboratively to meet the needs of every child at our school. Staff development is a high priority in our district, and all staff including our educational assistants and other classified staff, benefit from intensive training. Our teachers participate in district-wide meetings to develop curriculum and assessments that help to ensure consistency of quality instruction throughout our district. This collaborative model extends into our school as we meet in grade level teams to discuss student progress, analyze data and formulate action plans based on the State Standards which comprise our curriculum.

Our school is supported by an active and dedicated PTA. This wonderful organization provides educational assemblies, hands-on learning activities and family-oriented evening activities that bring together the many diverse groups in our school community. For example, our Multicultural Extravaganza is an evening event filled with food and entertainment from the many cultures represented at our school. Volunteers also assist throughout our school in classrooms, our Media Center, cafeteria and playground. PTA volunteers initiated a Fitness Flyers program that promotes exercise and healthy habits during our students' lunch recess. The School for Scholars program sponsored by our PTA offers multiple choices of educational and social activities after the school day. Our PTA has provided funds for technology, school improvements, materials and many other items that serve to enrich our educational program.

Students have multiple opportunities for recognition for their accomplishments. Our ALL STARS (All Students Trying and Reaching Success) program recognizes students from all grade levels on a monthly basis for their demonstration of positive character traits and academic achievement. Teachers select up to three students per month to have lunch with the principals and receive a special star pin to wear. At the lunch, we discuss the students' personal goals and the reason behind their nomination for this award. All students in the school have the opportunity to earn this award.

Blue Ash Elementary is an excellent example of the principles of No Child Left Behind. Our entire staff of caring and dedicated individuals works diligently every day to provide the most successful educational experience for each child at our school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The meaning of Blue Ash Elementary School's assessment results:

The staff, students, parents and community are justifiably proud of our students' academic achievement. Assessment occurs regularly within the classroom in a variety of forms, and, as a district, we are developing and piloting monthly authentic assessments that evaluate students' understanding and application of the content taught. Our ongoing assessments drive our instruction and allow us to provide a differentiated learning experience for each child.

Our third and fourth graders take the Ohio Achievement Tests in the spring of each year. The Ohio Achievement Tests measure students' understanding of grade level indicators that are based on content standards developed by the Ohio Department of Education. Achievement testing occurs at many grade levels in order to ensure students' successful mastery of the content standards throughout their academic career. The goal is that school wide all students will achieve above the 75 percent 'proficient' level. Third graders are assessed in Reading and Mathematics, while fourth graders are assessed in Reading, Mathematics and Writing. More information about Ohio's assessment is available at: www.ode.state.oh.us .

The state reports scores that are broken down into sub group information based on our demographic data. Sub group data is calculated and reported if there are ten or more students in a specific category at each grade level. At Blue Ash, our goal is to ensure that each student achieves maximum growth each year. Trends indicate increased achievement over the past three years in the areas of reading and mathematics on the Ohio Achievement Tests at both third and fourth grades, with significant gains made by students with disabilities in nearly all areas. Our 2007 Ohio Achievement Test data shows third and fourth grade scores far above the expected standard in both subject areas. Disaggregated subgroup data indicates that students in subgroup categories are achieving at comparable levels as students in the aggregate. For example, our 2007 results indicate that at third grade in the area of mathematics, 99% of all students were proficient or above. There were four reported subgroups at third grade: Economically Disadvantaged Students, Students with Disabilities, Asian/Pacific Islander Students and Limited English Proficient Students. 100% of all students in these subgroups scored at the proficient level or above. Our strong focus on the standards, teaching the format and language of the test, and a 'mock test' prior to testing week all help to ensure success for our students. Our before school FOCUS program (Focus on Students Understanding Skills) enables at risk students to sharpen and practice their skills.

2. Using Assessment Results

How Blue Ash Elementary uses assessment results to inform student learning:

Assessment results drive our instruction at Blue Ash. Assessments are both formative and summative in nature and occur before, during and after instruction in our regular education classrooms. When we receive the assessment data from the Ohio Achievement Tests, our grade level teams conduct an item analysis to determine areas of strength, areas of need and to determine action plans based on this analysis. These plans are grade level specific, but are shared vertically so that all grade level and special area teachers understand the needs of our students and the focus for the coming year. The data for each child is analyzed to determine how to differentiate instruction within the regular classroom and which students need further supports to achieve grade level standards. Information from other assessments including DIBELS (Dynamic Indicators of Basic Early Literacy Skills), the DRA (Developmental Reading Assessment), state diagnostics, curriculum probes, authentic quarterly assessments and other assessments assist us as we plan appropriate instruction for each student. Ongoing collaborative dialogue about student achievement allows us to maximize progress for every child.

Our school uses an Intervention Based Services (IBS) process that draws on data and team planning to determine levels of support for each at-risk student. Classroom supports may be enough to resolve a concern. However, if the supports within the classroom are not enough,

team members (including parents) meet to share information about the student's strengths, previously attempted interventions, and the student's response to these interventions. A new Intervention Plan is then developed using a problem-solving process, and this data documents the student's Response to Intervention (RTI). We are fortunate to have three intervention teachers on our staff who provide support to students in the regular education program either within the classroom or in a small group setting. Decisions about changes in supports are based on progress monitoring and intervention outcome data. If the child's progress remains limited relative to grade level expectations, eligibility for special education programming may be considered in order to ensure success. Students who need additional support are encouraged to attend our extended day program FOCUS (Focus on Children Understanding Skills) in the spring and our summer school program in August.

3. Communicating Assessment Results

How Blue Ash Elementary communicates assessment results to all shareholders: parents, students and the community:

The academic success of our school is a reflection of our TEAM philosophy (Together Everyone Achieves More) including all staff, students, parents and the community. Communication to all shareholders is the foundation of our success. Our district website contains a wealth of information, and provides our community and visitors to our website with critical information about the success of our students and their achievement. Our district goals and plans are also highlighted on our website. Our quarterly district newsletter, The Pilot, is sent to every home in our district and contains detailed information that is shared with our entire community.

Specific assessment results are shared in a variety of ways at Blue Ash. Students are part of the assessment process as they use rubrics and checklists to evaluate their own work. Student-teacher conferences encourage children to set goals, and reach the next level of success. Diagnostic assessment results are shared with parents during individual conferences where educational programming is discussed and goal setting and parent involvement is planned. Grade level specific booklets that describe the standards and indicators are provided by the State of Ohio and are distributed and discussed at Curriculum Preview in the fall.

Ohio Achievement Test results for third and fourth grade students are sent home to parents along with a letter of explanation. Our school report card, generated by the Ohio Department of Education, is sent home attached to our bi-monthly newsletter, and is available in our lobby area for visitors. Our school website also provides information as well as copies of all newsletters. A general explanation of the school report card is in our newsletter, and parents are referred to the Ohio Department of Education website for additional information. The principal presents assessment results and goals at our PTA meetings, Board of Education meetings and for other parent groups. As the time for the formal state testing approaches, parents are provided with strategies and materials to enable their children to achieve to their fullest on the assessment.

4. Sharing Success:

How Blue Ash Elementary shares strategies for success with other schools:

Teachers and staff at Blue Ash are open, collaborative and eager to share strategies for student success with others. Our district administrative team meets bi-monthly, and a large portion of our meeting time is spent discussing student achievement and sharing strategies as expectations change or increase. Teachers from all four elementary schools in the district meet regularly to discuss best practices and collaboratively design assessments to measure progress.

Last spring, our elementary administrative team, other district principals, central office administrators, teachers and union leaders attended the Change Leadership Group at Harvard University in Cambridge, Massachusetts. Administrators, teachers and educational leaders from around the world attended. This was a wonderful forum to exchange ideas and best practices and gain insight into creating a collaborative environment where an open exchange of ideas leads to increased student achievement. This spring the Blue Ash Principal will return with a team of teachers and our assistant principal.

During our staff meetings, teachers share information from conferences and workshops that they have attended. They openly share ideas with colleagues in professional organizations and local colleges. Our collaboration with Raymond Walters College enables us to share information with students taking courses in the field of education. These students often observe at our school and

come away with ideas and strategies that serve them well in their future careers.

The Blue Ash Principal attended a Best Practices Summit in January that included representatives from five school districts across the State of Ohio. The goal of the summit was to share information, discuss challenges and collaborate with colleagues from other districts in order to increase success for our most challenged students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Blue Ash Elementary's curriculum: student engagement based on content standards:

At Blue Ash Elementary, the four core areas of curriculum, Language Arts, Mathematics, Science and Social Studies are guided by The Ohio Content Area Standards, our Board-adopted curriculum. The Fine Arts also use the Ohio Content Area Standards as a guide for programming and curriculum. These state standards are modeled after the National standards and include standards, benchmarks and indicators to help teachers determine what students should know and be able to do. Foreign Language instruction, while not part of the formal elementary curriculum, is taught as an enrichment program open to children who choose to participate after school.

Language Arts instruction at Blue Ash focuses on a comprehensive approach to literacy instruction. Students are engaged daily with the five areas of literacy including: phonemic awareness, phonics, vocabulary, comprehension and fluency. Additionally, students are provided with direct instruction in the writing process and in the structure of words and the English language. All the instruction is guided by the standards, benchmarks and indicators from the Ohio Content Area Standards for Language Arts. Teachers have developed an Assessment Map in Language Arts and use this map to assess each indicator for mastery. Teachers use traditional and authentic assessments to guide instruction and measure student growth.

In Mathematics, teachers teach the Ohio Content Area Standards for Math using a core program entitled Math Trailblazers. This math program presents a 'spiral' approach to the development of math concepts. Children learn new math concepts through exploration, concrete representations and manipulatives. Blue Ash Elementary students are immersed in real-life applications of math concepts through investigation and problem-solving. Math Trailblazers is aligned to National Math Standards. Through systematic analysis, teachers have determined areas in which Math Trailblazers is not fully aligned with the Ohio Content Area Standards, and have collaboratively selected and designed supplemental materials to ensure that all indicators and content standards are fully addressed.

Science instruction is organized into three broad content areas of study: Life Science, Earth Science and Physical Science. The Ohio Content Area Standards for Science also include three science processes standards: Scientific Ways of Knowing, Scientific Inquiry and Science and Technology. Blue Ash Elementary teachers use the Ohio Content Area Standards to guide their year-long emphasis in these six areas. Teachers develop lessons that take children through the inquiry process in science, as well as understanding how scientists investigate and use data. The complexity and the scope of the curriculum increases as students move from early grades, (K-2) where the focus is on foundational skills and concepts to more depth of science concepts in grades 3 and 4.

Social Studies instruction at Blue Ash takes children through a continuum of understanding as outlined in the Ohio Content Area Standards for Social Studies. For example, students in Kindergarten gain an understanding about the importance of rules, responsibility and decision-making, and how these rules impact their daily lives. When students enter fourth grade, they learn about how citizens participate in and contribute to local government. Children gain an understanding of their place in the larger community. Teachers use many methods that help social studies 'come alive' at each grade level. Some of these methods include simulations of the way children lived in the past to interactive reports based on interviews.

The Fine Arts are taught in a vibrant and inclusive way at Blue Ash Elementary. Students are immersed in art and music each week for a total of 140 minutes. Teachers use a comprehensive and sequential approach to fine arts education that helps children deeply understand the role of art in peoples' lives and appreciate the artistic achievements of various cultures and societies, both past and present. Teachers in the Fine Arts have fully aligned their curriculum to the State Academic Content Area Standards. Performance and display also play an important role in the assessment of the Fine Arts.

Technology is integrated into all curricular areas, including Fine Arts. At Blue Ash, we have a twenty five computer lab, six classrooms that contain InterWrite interactive whiteboards, and a twelve laptop portable lab. Individual classrooms contain three computers as well as a teacher workstation.

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

Reading:

The reading curriculum at Blue Ash Elementary School is aligned to the Ohio Content Area Standards in Language Arts which have been adopted by the Sycamore Board of Education. Teachers have been involved in a two-year process of mapping all the indicators in Language Arts and creating assessment maps. The maps provide monthly essential understandings, focus indicators and authentic assessments. This process ensures that all indicators are taught in a deep and meaningful way for all learners.

Blue Ash Elementary uses many research-based resources to teach the indicators including, the Rigby Books, Harcourt Anthologies, Classroom Leveled Libraries from various publishers, the Write Source Program and the Lucy Calkins Early Primary Writing Kit. Students in grades K-4 are taught reading and writing through a comprehensive approach. This means that there is daily direct instruction in each of the five areas of literacy, phonemic awareness, phonics, fluency, comprehension, vocabulary and spelling. Additionally, the students are regularly immersed in a 'writing workshop.'

The rationale for this comprehensive approach to Language Arts instruction is supported by research as well as by the Report of the National Reading Panel, 2000. At Blue Ash Elementary, we believe that the ability to read well is essential for academic and economic success. Teachers in the early grades play an integral role in making sure that students are proficient in reading and writing and that they carry these skills into adulthood.

3. **Additional Curriculum Area:**

Science instruction ' essential skill development for success in a global society:

Teachers at Blue Ash Elementary use an inquiry approach to Science instruction, combining scientific content knowledge with the scientific processes. We use the Ohio Academic Content Area Standards, benchmarks and indicators to guide our year-long study of science in each grade level. One over-arching goal of Science instruction in grades Kindergarten through fourth grade is to immerse children in as many inquiry investigations as possible and teach the content in a comprehensive way--going deeper with content, so that all students can demonstrate mastery of each science indicator. Students learn investigational strategies and are able to apply them to other learning opportunities. As our students prepare to take their place in our global society, the ability to problem solve, make connections, work collaboratively and learn new information quickly will be critical to their success.

This past summer, third and fourth grade teachers from Blue Ash participated in a two week science course designed to enhance their science knowledge in Life Science, Physical Science and Earth Science. Sponsored by the Southwest Ohio Science Institute, this innovative professional development opportunity brought together teachers from around the state to investigate these three standards in-depth. The teachers heard experts in each field talk about such things as the importance of studying fossils as a way of understanding changes to the Earth over time, or how the physics of collision can help car makers build safer cars. The teachers used the knowledge they gained over the summer to help their grade levels map the year's science instruction, plan for investigations and use assessment in summative and formative ways to measure student learning and mastery. They are also continuing their professional science dialogue and growth by participating in an on-line course through Miami University of Ohio during this academic year. This summer, the teachers will participate in a week long advanced course, furthering their knowledge of content and pedagogy.

4. **Instructional Methods:**

Diverse instructional strategies to meet the needs of all learners:

At Blue Ash, we evaluate each child's progress and determine the appropriate instructional strategies needed for success. Within the regular education classroom, teachers use diagnostic assessment data to flexibly group students in order to provide differentiated learning opportunities to meet individual needs. For example, teachers may 'tier' assignments for groups of students or individuals to ensure that all students are challenged at their level. Students achieving at top levels are provided with gifted programming options and enrichment within the regular education classroom. At risk students receive additional supports both within the classroom and in small group settings according to need. Collaboration is the key to our success. Our teams meet regularly to discuss student progress with our intervention staff, gifted teacher, ELL (English Language Learner) teacher and special education teachers. Teachers think 'out of the box' to design special and unique programming to meet the needs of groups of students or individuals.

Cooperative learning models are employed to facilitate development of critical thinking and problem solving skills. This instructional method also gives small groups of students the opportunity to appreciate others' strengths as they learn to work collaboratively to reach instructional goals. Personal goal setting is a priority as students learn to take responsibility for their own learning. Students learn to use rubrics and checklists to analyze and evaluate their own work as they make progress toward their personal goals.

As part of our district-wide staff development, Margaret Searle, a nationally respected consultant, has met with grade level teams of teachers and administrators to map assessments and aid in development of common authentic assessments. Through this work, our teachers have expanded their ability to assess students' readiness to learn a concept and have learned how to use results of formative and summative assessments to inform our instruction.

5. **Professional Development:**

Professional Development:

Teachers at Blue Ash Elementary are engaged in on-going professional development that supports the District's overarching goal: We will determine what students must know and be able to do, determine how we will assess their learning, and determine what we will do for our students who do not meet the standards. In order to meet the challenges inherent in this goal, teachers must be engaged in collaboration focusing on the elements of good instruction. Namely, teachers need to be clear and explicit about what is to be learned and assessed; they need to use assessments to evaluate a lesson's effectiveness; they need to be able to be able to conduct a check for understanding at certain points in a lesson; and they need to extend all learners by having them read for higher-order purposes and write regularly. Finally, they need to seek ways to intentionally teach the essential understandings of the content.

At Blue Ash, this collaborative work is accomplished through weekly grade-level collaboration meetings, during monthly early release time and in quarterly district meetings that are horizontal and vertical in their collaborative nature. Teachers identify essential understandings, map indicators according to when they are assessed and develop authentic assessments to evaluate mastery of the indicators. Teachers collaborate together and with several consultants during the course of the school year.

Designated time for internal staff development is incorporated into our building calendar. A Team Leader group representing all facets of our school meets monthly with building administrators to design internal staff development based on identified needs from grade level teams or departments. Administrators pull together the requests, and design programs and supports that address the needs of the teams.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	March	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Proficient	96	92	95	92	
% "Exceeding" State Standards					
% At or Above Accelerated	90	79	75	76	
Number of students tested	103	95	110	102	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	1	0	2	
Percent of students alternatively assessed	3	1	0	2	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	94		100	75	
% "Exceeding" State Standards					
% At or Above Accelerated	89		70	75	
Number of students tested	18		10	12	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	92		78	33	
% "Exceeding" State Standards					
% At or Above Accelerated	77		44	28	
Number of students tested	13		18	12	
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100		88	100	
% "Exceeding" State Standards					
% At or Above Accelerated	100		82	82	
Number of students tested	10		17	11	
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100				
% "Exceeding" State Standards					
% At or Above Accelerated	100				
Number of students tested	11				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	No Test	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Proficient	99	97	87		
% "Exceeding" State Standards					
% At or Above Accelerated	81	68	65		
Number of students tested	103	95	110		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	1	0		
Percent of students alternatively assessed	3	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100		80		
% "Exceeding" State Standards					
% At or Above Accelerated	72		30		
Number of students tested	18		10		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100		61		
% "Exceeding" State Standards					
% At or Above Accelerated	62		16		
Number of students tested	13		18		
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100		100		
% "Exceeding" State Standards					
% At or Above Accelerated	90		88		
Number of students tested	10		17		
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100				
% "Exceeding" State Standards					
% At or Above Accelerated	73				
Number of students tested	11				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	No Test	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Proficient	97	94	93		
% "Exceeding" State Standards					
% At or Above Accelerated	71	57	61		
Number of students tested	98	117	110		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	2	1	1		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	90	86	64		
% "Exceeding" State Standards					
% At or Above Accelerated	40	29	46		
Number of students tested	10	14	11		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	80	82	81		
% "Exceeding" State Standards					
% At or Above Accelerated	40	35	38		
Number of students tested	10	17	16		
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient		88			
% "Exceeding" State Standards					
% At or Above Accelerated		38			
Number of students tested		16			
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	91				
% "Exceeding" State Standards					
% At or Above Accelerated	55				
Number of students tested	11				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	No Test	No Test	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Proficient	96	93			
% "Exceeding" State Standards					
% At or Above Accelerated	69	69			
Number of students tested	98	117			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	1			
Percent of students alternatively assessed	2	1			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	100	93			
% "Exceeding" State Standards					
% At or Above Accelerated	40	57			
Number of students tested	10	14			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	90	67			
% "Exceeding" State Standards					
% At or Above Accelerated	50	33			
Number of students tested	10	18			
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient		94			
% "Exceeding" State Standards					
% At or Above Accelerated		81			
Number of students tested		16			
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	90				
% "Exceeding" State Standards					
% At or Above Accelerated	73				
Number of students tested	11				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At or Above Proficient				89	85
% "Exceeding" State Standards % At Advanced				39	13
Number of students tested				100	91
Percent of total students tested				100	100
Number of students alternatively assessed				2	0
Percent of students alternatively assessed				2	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient					67
% "Exceeding" State Standards % At Advanced					8
Number of students tested					12
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient				50	
% "Exceeding" State Standards % At Advanced				20	
Number of students tested				10	
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient				64	73
% "Exceeding" State Standards % At Advanced				46	13
Number of students tested				11	15
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient					65
% "Exceeding" State Standards % At Advanced					6
Number of students tested					17

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At or Above Proficient			87	94	85
% "Exceeding" State Standards % At Advanced			51	47	44
Number of students tested			110	99	91
Percent of total students tested			100	100	100
Number of students alternatively assessed			1	2	0
Percent of students alternatively assessed			1	2	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient			82		67
% "Exceeding" State Standards % At Advanced			36		25
Number of students tested			11		12
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient			75		
% "Exceeding" State Standards % At Advanced			38		
Number of students tested			16		
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient				100	80
% "Exceeding" State Standards % At Advanced				64	40
Number of students tested				11	15
4. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient					71
% "Exceeding" State Standards % At Advanced					41
Number of students tested					17