

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 Ms. Jane M. Ramsay

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

Official School Name Learwood Middle School

(As it should appear in the official records)

School Mailing Address 340 Lear Road

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

Avon Lake

Ohio

44012-2002

City

State

Zip Code+4(9 digits total)

County Lorain

State School Code Number* 048124

Telephone (440) 933-8142

Fax (440) 933-8406

Web site/URL avonlakecityschools.org

E-mail jane.ramsay@avonlakecityshools.

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 Mr. Robert Scott

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

District Name Avon Lake City Schools

Tel. (440) 933-6210

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. Charles Froehlich

(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: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 7 TOTAL
2. District Per Pupil Expenditure: _____ 9693
 Average State Per Pupil Expenditure: _____ 5565

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 are
 Rural
4. _____ 8 Number of years the principal has been in her/his position at this school.
 _____ 0 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	0	7	154	154	308
K			0	8	151	132	283
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							591

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 0 | % Hispanic or Latino |
| 98 | % 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 2 %

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	7
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	591
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 0 %

Total number students who qualify: 0

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: $\frac{0}{0}$ % Total Number of Students Serve

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support Staff	<u>3</u>	<u>3</u>
Total number	<u>45</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	95 %	96 %
Daily teacher attendance	96 %	95 %	95 %	96 %	96 %
Teacher turnover rate	3 %	6 %	1 %	0 %	0 %
Student drop out rate (middle/hig	%	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

'Children First' is more than a catch phrase for The Avon Lake City School District; it's the pinnacle on which all decisions are based in this system located eighteen miles west of Cleveland on the shores of Lake Erie. This suburban town, of about 20,000 residents, is the home of Learwood Middle School which houses the district's approximately 545 seventh and eighth graders. Learwood is the bridge between the elementary child and the high school students of our community, a job that, at best, can be as challenging as the emotional landscapes of our adolescent charges. Incorporating the student's emotional, physical, and social needs into our educational objectives is imperative for success; therefore, Learwood's focus, is to acquire critical skills and knowledge, as well as to promote positive, personal and social growth.

Learwood Middle School's mission is to challenge our students to develop individual goals through community partnerships, resources, and technologies which will produce responsible and compassionate citizens. The halls of Learwood reflect the dedication to excellence for which all staff and students are held accountable. Banners hang in the halls to emphasize personal excellence, doing one's best, and the importance of community as a daily reminder of encouraged personal goals. Learwood's steadfast values are reflected in and continually reinforced throughout the facility: Students respectfully remove hats upon entering the building, walk the halls in a cooperative, polite, and purposeful manner, and are required to be on task and prepared upon entering the classroom. High expectations for student behavior, individual responsibility, and academically are a part of the Learwood experience. Keeping standards high for both the students and staff is key to ensuring a safe and productive learning environment. Learwood students know they can expect the best of their school environment and that their personal best is expected in return.

It is often said that 'Life is good at the Wood', and in innumerable ways this is illuminated in the accomplishments of the school. Our test scores are exemplary, our course selection commendable, our fine arts accomplishments extensive, and our student population happy and empowered; Our perpetual drive to be better in all areas of student, staff, and curriculum development is what makes 'Life Good at the Wood.' Annually, after reflection and evaluation on the part of all staff, courses are added, modified, or discontinued to best meet the needs of the students. Methods of instruction reflect the ever changing landscape of community and country. A few of these changes made in recent years include: Additional levels of instruction in mathematics, an integration of content for gifted students, high school credit opportunities for foreign language classes, evolution of our Industrial Arts program into a state of the art technology lab, Activboards and video equipment to enhance instruction and new intramural activities add to an already impressive list of social and physical opportunities. A revised schedule provides daily opportunities for small student/teacher ratios to meet student academic needs with well developed intervention and individualized attention. Big changes like these are not always easy, but evolution is crucial to maintaining a competitive and inspiring academic environment.

Learwood Middle School is honored to be considered for the distinction of a NCLB-Blue Ribbon School. We are proud of our students, grateful to our community and parents for their strong and faithful support, and dedicated to the continuous pursuit of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Learwood Middle School, as an Ohio public school, is an Ohio Achievement Test participant. Formerly named, The Ohio Proficiency Test, the OAT, is used to assess student understanding in grades 3-8. At the high school level assessment is achieved through the OGT, or Ohio Graduation Test. Assuring student success on the OAT exams through eighth grade makes for a smooth transition into passage of the OGT at the high school supporting the state of Ohio's ultimate goal; to ensure that all Ohioans graduating from high school have a base line ability level in the five main content areas of reading, writing, mathematics, social studies, and science. Both state assessments are designed to meet, and exceed, the requirements of the federal, No Child Left Behind Act of 2001.

Beginning in the 2004-2005 school year, seventh and eighth students were tested in the area of mathematics. Eighth graders were first tested in reading that same year, however, seventh grade students did not receive OAT testing in reading until the following school year, 2005-2006. By the 2006-2007 school year, seventh grade testing in writing was instituted as was science and social studies for eighth graders. Additional information on the development, administration, and results of the OAT test visit www.ode.state.oh.us.

All Ohio schools are accountable for ensuring that every student, including special education students and English language learners, acquire the knowledge and skills expected at each grade level. Therefore, all students in Ohio take statewide achievement tests, and schools are accountable to all of the results.

Learwood's scores on the OAT have placed them in the top ten percent of Ohio schools an achievement commendable to all, but rare for a middle school. Our seventh graders were assessed by the state in writing for the first time this past year and earned a respectable 96%. In addition to having enviable scores, Learwood students have shown growth over the three years the OAT has been given.

Over ninety percent of all Learwood's middle school students were proficient or above in the area of reading every year the test has been given. The number of students with disabilities scoring at or above proficient in 7th grade has been at or above 70% for the past three years. 8th graders in the same subgroup had a 22% increase in the past year and have also shown an increase in the number reaching accelerated for three years straight.

In the area of math, 8th grade students have achieved the ninety percentile score all three years. Our 7th grade has improved their scores by a whole 10% since last year placing them in the 90th percentile as well. The 7th grade disabilities group has increased their rate of proficiency steadily the past three years, and the number of 8th graders in this subgroup has consistently ranked greater than the 70th percentile for two of the three years.

Learwood was nominated, as only one of fourteen schools in all of Ohio, for the 2008 No Child Left Behind -Blue Ribbon Award due to testing performance. As proud as the staff and students of Learwood are of this achievement, in keeping with our stated overall mission, the goal is to do even better. OAT results paired with innovative classroom assessments are used as a tool for both student and staff development of student goals. Success is a team sport, reliant on the efforts and support of educators, students, and their parents. Although assessments, such as the OAT, are a valid and beneficial means to determine student achievement levels, our focus, as a staff, remains on the development and execution of quality, standards based instruction driven by the needs of each individual child we have the privilege to serve. Quality curriculum paired with quality educators and a supportive community equals quality results.

2. Using Assessment Results:

In order to plan, modify, and enrich curricula, all educators must know and use a variety of assessment tools to keep up with the demands of their continuously changing classrooms. Learwood Middle School teachers employ a wide range of evaluations to help them in daily decision-making regarding individualized-student progress to yearly planning of course selections.

Summative data is collected and distributed by Ohio Department of Education concerning student achievement on statewide testing. Teachers use grade level diagnostics to assess strengths and weaknesses for their particular grade level indicators. Students are required to pass a minimum percentage to verify or prove their ability to meet the indicator. Re-teaching concepts in an individualized

or small group environment takes place until mastery is achieved. Periodic quizzes, questioning techniques, hands-on activities, exit questions and rubrics are a few of the strategies used to check student understanding. Teaching teams communicate anecdotal information across grade levels and discuss strategies to adjust for individual needs and curriculum.

Data from standardized tests is one piece of the eligibility formula for the school's Gifted and Talented Program. Students requiring a more structured approach to intervention and reading skills are referred to the Ohio Achievement Test Intervention Program taught by a certified reading instructor. This instructor also schedules in-class or small group blocks to provide intervention for those who require intervention in math. Special Education relies on multi-factored evaluations, classroom observations, and researched based-interventions to write goals in which students will have access to and participation in the regular education environment with the necessary accommodations or modifications.

Teachers continuously use assessment data as a means to improve student performance and understanding, as well as to enhance their own instructional methods and performances. Working together in teams allows collegiate support for the purpose of instructional planning and implementation. Thus, teachers can create challenging expectations and experiences for all students.

3. Communicating Assessment Results:

Learwood educators are keeping pace with the technological explosion of receiving and disseminating performance and assessment information to students, parents and the community in an efficient manner. Learwood was the first school in the district to pilot and adopt an on-line grade book program that gives immediate feedback to students and parents regarding quantifiable data on a variety of classroom modalities. Every day, students and parents are able to view up-to date grades, complete with personalized notations and automatic email capabilities. Teachers are able to communicate the passage of grade level indicators, or the necessity of further instruction and evaluation. When utilizing this program, immediate feedback is delivered on quizzes and tests, homework, projects and other measures of student performance and assessment. This program is revolutionizing traditional parent-teacher conferences that are formally held twice a year. Meaningful discourse pertaining to celebrating strengths and bolstering weaknesses replaces ordinary explanations about stand-alone grades. In addition, the grade book program offers numerous, internet functions such as websites, assignment pages and downloads for class activities and handouts, which promotes frequent dialogue between student, parent and educator.

Considering that parents are the backbone of our educational community, the district is committed to a variety of exchanges, both formal and informal. Reports are mailed to parents from the school, which thoroughly explains scoring for grade level benchmarks and indicators. Bar graphs and written explanations reveal individual students compared with their peer group in the state and nation. The staff also considers face- to- face conferences just as important as emails and telephone calls. The PTA Newsletter keeps parents abreast of current classroom achievements.

Community updates are realized through monthly Board of Education meetings, PTA meetings and community focus groups. Local newspapers and district wide calendars explain pertinent data for the entire community.

4. Sharing Success:

Learwood actively pursues, and eagerly participates in, a variety of opportunities designed to allow for communication and collaboration. On the district level, school administrators meet bi-weekly with the superintendent and monthly with all administrative representatives in the district. Beyond the district, Learwood has several active networks to share and receive constructive and valuable feedback from. Once a month, our principal meets with seven other middle school principals from schools involving two local counties. Meeting locations rotate among the schools providing an opportunity to not only share information and ideas, but also an opportunity to witness good practices in action.

Collaborative efforts are not; however, limited to this comparison group. A monthly connection and regular visits between all middle schools in Lorain County is another important avenue for communication. Regular opportunities for face-to-face discussion builds personal relationships between districts that allow for trusted support and mediation of advise as needed. One such connection with a bordering district, Avon Schools, has resulted in a program titled Boost at the seventh grade level and Connections in the eighth grade. This program allows for a sharing of students between the schools in order to provide specialized and individualized placement for students at risk. This program has resulted

in a lower dropout rate and higher overall achievement for both districts. At the state level, Learwood has benefitted from the Ohio Middle School Association as well as other content related connections like the Ohio Music Education Association. Nationally, Learwood representatives have participated in both the National Middle School Conference and the annual Association for Supervision and Curriculum Development conference. At an international level, in the summer of 2006, Jane Ramsay, principal for Learwood Middle School participated in the Chinese Bridge for American Schools program sponsored by the Ohio Education Association. Experiencing the schools of China first hand and conversing about Chinese classrooms and culture as well as interactions with her fellow travelers, Ms. Ramsay returned with a more global perspective on how to prepare our students for the future. As a result, a mini course in Chinese language, culture, and food is now an opportunity for Learwood students. Learwood not only views collaborative initiatives as opportunities, but they are welcomed as avenues of growth.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum for the Avon Lake City Schools is based heavily on the Ohio State Standards. Vertical alignment is achieved through collaborative curriculum teams representing all thirteen grade levels. Curriculum teams, led by an educator that is degreed in the subject area, develop the curriculum and follow through with textbook and materials adoption; providing a smooth transition as well as ensuring that similar materials are available at all grade levels for continuity. Bridge meetings between high school educators and our fifth and sixth grade colleagues allow for on going vertical articulation. Course development is heavily influenced by the demands of the high school curriculum. Learwood has structured its schedule to ensure ample opportunity for horizontal articulation as well. Core subject area teachers meet at least once a week as a grade level group and again in disciplines to develop units, plan, and share. Our goal is to equip all of our students with the same skills and opportunities.

Mathematics: A spiraling of Numbers, number sense and operations; measurement; geometry, spatial sense, patterns, functions, algebra, data analysis and probability occurs in a three tiered ability structure taught through: deductive reasoning, problem solving, and the use of technology.

Science: Along with the strands of Scientific Ways of Knowing, Earth & Space Sciences, Life Sciences, Physical Sciences, and Science Technology, this content area focuses heavily on Scientific Inquiry. Exploration, discovery, and problem solving skills are utilized.

Social Studies: 7th graders focus on ancient civilization through the global age and 8th grade's focus is U.S. Studies(colonization through Reconstruction). Students learn that historic events are shaped by geographical setting, culture, economic conditions, governmental decisions, and citizen action. Re-enactments, virtual experiences, and a trip to Washington D.C. aid in instruction.

Language Arts: The content encompasses reading, writing, vocabulary, research skills, and writing conventions. (Refer to section 2 for a more detailed description.)

Art: Students produce original art incorporating elements and principals of design and technical skills. Verbal and written self evaluations are used to foster expression and appreciation.

Computer/Technology: Students are introduced to a variety of computer technologies used in business today in one course and problem-solving strategies, self directed team skills, and craftsmanship through computer simulated programs in the other.

Family and Consumer Science: Students develop life skills in the area of sewing and food preparation. Connections to everyday living and reasoning skills are emphasized.

Foreign Language: French and Spanish are part of the 8th grade experience for which high school credit can be earned. This experience centers on communication, culture, connections, comparisons, and communities. Students learn to speak, write, read, and understand the language while developing an appreciation of a new culture preparing them for a global world.

Guidance: This 9 week course focuses on career preparation, study skills and appropriate interpersonal relationships. Bullying is also a topic of priority.

Music: Students interpret and perform literature vocally and instrumentally while increasing their ability to read musical notation at sight. (Refer to section 3 for a more detailed description.)

Health/Physical Education: Positive choices in regards to character, abusive substances, and safe practices as well as an awareness of one's strengths and weaknesses supports developing patterns of personal behavior that ensure a healthy living style.

2b. (Secondary Schools) English:

The Language Arts curriculum is fashioned from Ohio State Standards by a team of teachers and administrators who ensure that concepts are fluent across grade levels. The curriculum's focus is reading processing and application, oral and visual communication as well as vocabulary acquisition, research, and writing process, application, and conventions. At the building level, standards are condensed into specific indicators for purpose of common assessment developed by core teachers that reflect state standards. If a student does not achieve mastery of an indicator, continued instruction, differentiation, and modification of materials are used to support individual student growth and meet the curriculum requirements. Indicators are revisited in a variety of ways to ensure mastery by all students.

Student reading levels are assessed at the fall of seventh grade and in the spring. Students, as well as parents, are given their results and encouraged to use them to set reading goals and for guidance in independent reading selections. Students are also serviced through inclusion, remediation, OAT intervention classes, and accelerated program offerings.

In Language Arts classes, students are given opportunities to grow their literary skills through traditional methods including short stories, an anthology text, poetry, and novels. Students are required to read on a regular basis to increase competency and instill a life long relationship with print. Our integrated approach to language learning is both interactive and engaging.

At this level, writing genres include narratives, literature response, informational reports, and persuasive essays. Writing and oral communication skills, are vital to the future success of our students and are therefore heavily emphasized. Integration of all the areas makes for the most engaging and effective standards management. In both seventh and eighth grade, students work with professional actors to study conflict in drama as well as hone their skills of oral presentation. In the seventh grade this experience is followed by a student presenting of 'A Christmas Carol'. Every student has ownership in the performance making it an impactful and productive event. At the eighth grade level integration of research writing and oral presentation skills compliment a Washington D.C. class trip directly connecting the curriculum to an impactful life event.

Reading and writing instruction is not sequestered to the Language Arts department. Instruction occurs not only in the core content areas, but is emphasized and enforced in music, art, and even physical education. The focus is on creating life long learners through exposure to literacy in all its forms, integration of technology, and provision of real life experiences across all curricular lines.

3. **Additional Curriculum Area:**

Learwood's music program is exemplary for awarded successes, student participation, and content integration. Thrice recognized as one of the Best 100 Communities for Music Education in America by the National Association for Music Education, annual superior ratings in 7th Grade Mixed and Concert Choir at the Ohio Music Educators Association Districts and invitations to perform at the OMEA State/Regional and the OCDA State Conference are a few of our proudest accolades. Anywhere between 50 and 100 students enter the OMEA Solo and Ensemble competition yearly, more than many middle school choirs can claim overall. This year 400 of our 590 students participates in the choral music program and 161 are involved in band or strings programs. Excellence in musical performance and professional presentation at the local, state, and national level by all groups is well documented in the trophy cases found throughout Learwood Middle School.

Musical prowess of this magnitude is nurtured through a sequential curriculum on voice/instrument development as well as cognitive musical intelligence. Interpretation of musical literature, connections to culture, genre of the text, and time period of composition add educational background and a Language Arts connection. As with all content areas, Learwood believes that all students are capable of learning. Research has proven that musical skill and knowledge are not fixed traits. Education in the physical coordination necessary for singing and the listening skills relevant to analysis of pitch, form, and style facilitates well rounded musicians just as similarly structured curriculum in all areas, sequentially and consistently integrated, results in well educated students.

Through the inspiration of our 8th graders' poetry, a nationally recognized composer has twice written and conducted the LMS students on an original piece. Another collaborative effort between English, Spanish, and Choir classes focused on the opera Carmen. Docents of the Cleveland Opera engaged students in an interactive performance prior to attending a professional performance. Drama opportunities with professional actors are part of the Language Arts program as an additional performing arts piece supporting all three learning modalities making for a win-win investment in the education of all students.

4. Instructional Methods:

Gauging the learning outcomes of one's learning environment and responding to individualized needs of students is a continual work in progress at Learwood. Grade level teams communicate daily to plan lessons based on a collection of data from standardized assessments to grade level diagnostic evaluations. Classroom teachers employ a continuum of instructional techniques and devices to aid them in enrichment and intervention for all students. Each 7th and 8th team has instituted student watch programs to identify those at risk in academic achievement, attendance, and organizational matters. Teacher mentors work with individuals or small groups to address educational concerns. Progress is tracked and communicated in grade level team meetings. Parents are informed of the same tools students use at home such as on-line, text book supports, Study Island (internet OAT preparation) and school help sessions so that they may have a role in supporting the staff and their child in the on-going pursuit of educational excellence. Students understand themselves and their learning styles from student surveys and assessments which describe their unique learning, personality, skills, and aptitude styles.

Several methodologies are used to actively engage student learning. Topping this list are the following: inquiry-research based lessons, hands-on activities, scaffolding, continual review and spiraling, chunking concepts, collaboration and co-teaching efforts with special educators and intervention specialist. Incorporating the use of a learning, hierarchy model links thinking and questioning techniques directly to student cognition. These efforts ensure that all students are accessing, participating and being assessed in an educational environment which promotes the highest possible standards for all.

Integrated technologies such as computer, pod-casts, distance learning, web-based interactive learning lessons, Activeboards and specialized software for specials education students are used daily. These technologies encourage all students to become critical thinkers, better problems solvers and self-directed learners.

5. Professional Development:

Professional staff development plays a necessary and vital role in preparing teachers to be leaders in their fields. Since the goals of professional development are to increase student achievement and instill life-long learning for the professional staff, Learwood offers yearly and varied opportunities for professional development. For example, the district's Professional Evaluation Program, based on the work of Charlotte Danielson and the four domains of teaching responsibility, encourages staff with provisions for professional enhancement. The district has committed itself to bring forth current, state -of-the art, research-based in-service programs for the professional community. Highlighting the list of quality classes, in-services and workshops are: Formula-Writing and Passing Ohio Proficiency, Adolescent Literature, Using Bloom's Taxonomy to Write Effective Lesson Plans, Differentiated Instruction, Understanding by Design, Promethean 'Activboard Training, Writing Across the Curriculum and The Master Schedule-How to Build a Successful Schedule. In addition, the district has instituted Professional Learning Communities guided by the work of authors DuFour, Eaker and Karhanek based on their 'Whatever It Takes,' philosophy. These offerings have enhanced the learning environments by teachers becoming more adept in questioning techniques and assessing student learning on a daily basis. This has been applied to practice by keeping students involved in their learning experience with hands-on activities, while providing feedback in a timely fashion.

The impact of professional development is unmistakably quantified in student scores on the Ohio State Achievement Tests. Learwood students demonstrate continuous growth and improvement each year these tests are administered. Over half the student body has earned honor roll, receiving grade point averages of 3.0 or higher and close to 70% of the students have earned the President's Award for Educational Excellence. The Learwood staff exhibits a skilled knowledge base in their abilities to wed traditional and modern instructional techniques in order to produce self-sufficient and independent thinkers.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 7 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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	94	94	0	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	89	82	0	0	0
Number of students tested	279	237	0	0	0
Percent of total students tested	99	89	0	0	0
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	78	91	0	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	39	30	0	0	0
Number of students tested	28	23	0	0	0
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	74	77	0	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	4	19	0	0	0
Number of students tested	23	26	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	93	83	85	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	60	55	44	0	0
Number of students tested	271	237	261	0	0
Percent of total students tested	97	89	100	0	0
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	76	83	70	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	24	0	10	0	0
Number of students tested	29	23	10	0	0
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	93	83	85	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	60	55	44	0	0
Number of students tested	271	237	261	0	0
Percent of total students tested	97	89	100	0	0
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	76	83	70	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	24	0	10	0	0
Number of students tested	29	23	10	0	0
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	54	53	45	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	4	22	7	0	0
Number of students tested	24	26	31	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	98	92	94	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	87	99	83	0	0
Number of students tested	248	262	260	0	0
Percent of total students tested	1	98	98	0	0
Number of students alternatively assessed	2	2	2	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	96	80	82	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	55	50	72	0	0
Number of students tested	23	20	11	0	0
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	85	63	64	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	37	31	27	0	0
Number of students tested	27	32	22		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	94	91	91	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	59	69	74	0	0
Number of students tested	248	262	261	0	0
Percent of total students tested	1	99	98	0	0
Number of students alternatively assessed	2	2	2	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91	70	91	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	35	30	54	0	0
Number of students tested	23	20	11	0	0
2. Students With Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	70	63	77	0	0
% "Exceeding" State Standards					
Advanced/Accelerated	26	19	27	0	0
Number of students tested	27	32	22	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					