

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

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

School Mailing Address 700 E. Prospect Street  
(If address is P.O. Box, also include street address.)

Girard Ohio 44420-2020  
City State Zip Code+4(9 digits total)

County Trumbull State School Code Number\* 009159

Telephone (330) 545-3854 Fax (330) 545-2597

Web site/URL www.girardcityschools.org E-mail joanne.carmello@neomin.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.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Mr. Joseph R Jeswald  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Girard City Schools Tel. (330) 545-2596

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Dr. Paul Rich  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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

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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: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 4 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7196  
 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 area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 17 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	0	7			0
K	68	64	132	8			0
1	82	67	149	9			0
2	66	66	132	10			0
3	56	72	128	11			0
4			0	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>541</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 89 | % 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 13 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	42
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	28
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	70
<b>( 4 )</b>	Total number of students in the school as of October 1	548
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.13
<b>( 6 )</b>	Amount in row (5) multiplied by 100	13

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: 50 %

Total number students who qualify: 278

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: 13 %  
69 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>        </u>	Orthopedic Impairment
<u>2</u>	Deafness	<u>        </u>	Other Health Impairment
<u>        </u>	Deaf-Blindness	<u>14</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>34</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>10</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities	<u>        </u>	

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>24</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support Staff	<u>2</u>	<u>3</u>
Total number	<u>39</u>	<u>4</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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	95 %	96 %	95 %	96 %
Teacher turnover rate	0 %	0 %	0 %	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

Teacher turnover rate:  
 2002-03 = .03%  
 2003-04 = .07%  
 2004-05 = .07%

2005-06 = .03%  
2006-07 = .07%


## PART III - SUMMARY

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Prospect Elementary School is located in the Girard City School District. The school district is low wealth with 51% of Prospect's students receiving free/reduced lunch. Demographic figures from 2004 identify Girard's median household income at \$37,608, which is \$7,000 less than the state's median income. Nearly 40% of the households in Girard had an annual income of less than \$30,000. Prospect offers a challenging curriculum that promotes student achievement and lifelong learning in a safe environment. The mission of the school is to develop responsible, critical thinkers who will make productive contributions to their community. We provide rigorous and relevant academics integrated with real-life discovery, awareness, and application. In order to accomplish these goals a learning family of staff, students, parents, and community has been established.

Prospect is a School Wide Title I building that focuses on individual growth and development in a kindergarten through third grade configuration. The school services approximately 550 students in six heterogeneously grouped classrooms per grade level with special needs resource rooms and inclusion formats. The revenue from the numerous state/federal assistance programs and grants provide additional personnel, professional development, supplemental materials, intervention services, student incentives, and family/community activities. 100% of the staff are highly qualified. They participate in a variety of professional development opportunities, which address meeting the needs of the children intellectually, emotionally, socially, and physically.

Our framework for professional practice includes planning, preparation, classroom management, instruction, assessments, intervention, grade level and special education transitions, parent and community involvement, and professional responsibilities. The staff strives to continually incorporate a multitude of related instructional resources and a variety of effective teaching methods that engage and motivate students. In addition, differentiated instruction is implemented according to the students' developmental stages, abilities, and learning styles. A comprehensive and diversified instructional format is accomplished via the coordination of various district consolidated programs (CCIP), monitoring of student progress, needs assessments, parent and staff surveys, testing data reviews, the Continuous Improvement Plan, and staff collaboration. As a result, numerous research-based educational programs and a variety of targeted interventions during and after school are strategically utilized to afford all student groups the opportunity to succeed.

The school day centers around an enriched grade level curriculum aligned with Ohio's Academic Content Standards in an inclusive approach for student achievement. Research-based instruction includes Precision Teaching that strengthens reading and math fluency, Direct Instruction that emphasizes decoding and comprehension skills, Guided Reading and Reading A to Z that offer flexible ability groupings, Reading Laboratories that develop individual skill levels, Otter Creek Math that reinforces math computation, Study Island that provides test taking achievement practice, Math Their Way that involves hands-on experimentation, AIMS an integrated math and science approach, and STEM a science, technology, engineering, and mathematics initiative. Prospect also incorporates cooperative learning opportunities that promote peer assisted learning, inquiry-based instruction, critical thinking, problem solving, and real-life discovery. The students' learning modalities are expanded to include the integration of science, health, social studies, technology, art, music, and physical education. Prospect also offers numerous supplemental programs that enhance the learning environment such as character education, positive behavior support, academic enrichments, land lab exploration, wellness activities, fine arts experiences, and career awareness. In addition, Prospect Elementary maintains various district and community partnerships with Girard High School, Youngstown State University, Girard Library, the Parent - Teacher Organization, the fire and police departments, area preschools, and local businesses that generously donate their time and talents to our various school presentations, orientations, volunteer tutorial programs, and family/community nights.

Prospect Elementary has been recognized four consecutive years as an 'Excellent School', two years as an 'Ohio School of Promise', named a 'State Superintendent's School of

Distinction', selected as a 'National Title I Distinguished School for Exceptional Student Performance', and six years as a 'Buckeye Best Healthy School'. Prospect is proud of its accomplishments and strives to continually improve for the betterment of all students and the advancements of the school, the district, and the community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The third grade Ohio Reading and Mathematics Achievement Tests measure student progress toward the end-of-the-year Ohio Academic Content Standards. Ohio has established mathematical scores for each test and denoted five levels of student performance ' the Limited and Basic ratings indicate that the student performed below the proficient level and did not meet the standards, the Proficient Level indicates that the student met the grade level standards, and the Accelerated and Advanced Levels indicate that the student exceeded the Proficient Level and performed at a higher level. The state also assigns weighted points to each level that is calculated to a performance index score for the school and district. In addition, prior years of results are utilized to determine Adequate Yearly Progress.

Prospect Elementary School has earned Ohio Excellent ratings for the last four years. During this time period our overall student performance continually has met or exceeded the state standards. In 2006 ' 2007 Prospect achieved its highest percentage scores. In both reading and mathematics, 99% of all students performed at or above the proficient level and maintained a 95.2% attendance rate. The scores were 21 and 15 percentage points respectively above the state average in reading and mathematics. Furthermore, our Performance Index Score was 112.7; all subgroups were at or above the proficient level, and Adequate Yearly Progress was obtained. In addition, both the average reading score of 426 and the average mathematics score of 443 were in the mid accelerated range per student performance ratings. The average Prospect student performance score exceeded the state average of 416 in reading and 424 in mathematics.

Over the years the school's performance by content standards has been monitored. The reading performance by content standards ranks from highest to lowest as follows:

#1 Reading Process, #2 Literary Text, #3 Acquisition of Vocabulary, and #4 Informational Text. The school's mathematics performance by content standards ranks from highest to lowest as follows: #1 Geometry and Spatial Sense, #2 Number, Number Sense and Operation, #3 Measurement, #4 Data Analysis and Probability, and #5 Patterns, Functions and Algebra.

The superintendent, principal, teacher, and families receive reports that include charts, graphs, and narratives that assist with the interpretation of the assessment results and helpful suggestions/ recommendations. More information concerning statewide testing is available online [www.success.ode.oh.us](http://www.success.ode.oh.us). This site provides actual test questions, more information on Ohio's Academic Content Standards, the assessment system, and additional resources. Furthermore, our school district's website [www.girardcityschools.org](http://www.girardcityschools.org) contains a link to the Ohio Department of Education's home page and assessment sites that provide a summary of student achievement on Ohio's Achievement Tests.

### 2. Using Assessment Results:

Prospect Elementary uses a variety of assessment data to measure individual progress, ascertain student needs, determine the appropriate interventions, improve school instruction, and promote student achievement. Informal assessments such as student daily performance, grades on quizzes and tests, scores on rubrics, fluency charts, skill checklists, teacher observations, interim reports, progress reports, and grade level exit outcome learning goals are utilized. In addition, Ohio Screeners, Ohio Diagnostic Tests, Dial ' 3, K-RAL, Iowa Test of Basic Skills, Cognitive Abilities Test, and the Ohio Achievement Test results are used to identify needs, formulate instruction, create assessments, and develop reinforcement activities. The fall Third Grade Reading Achievement Test results are extremely valuable. The data is utilized as a pretest for the spring Ohio Reading Achievement Test. Also, teacher observations during the test help to determine the students' study skills and test taking abilities that are helpful for the preparation of the spring Reading and Mathematics Achievement Tests.

Initially, the principal and classroom teachers review the data. Then, spreadsheets are compiled with various student data. Grade Level Assistance Team meetings are held periodically throughout the school year with the teachers, principal, guidance counselor, and special needs

personnel to discuss student progress. Specific categories on the standardized tests and basic skill development are reviewed. The student's strengths, weaknesses, and progress are discussed and intervention strategies and educational programs are revised or developed accordingly. For example, numerous research-based educational programs have been implemented such as, Precision Teaching that develops reading and math fluency; Direct Instruction that builds decoding, vocabulary, and comprehension skills; Bloom's Taxonomy Learning Centers that provide higher level problem solving activities; and Ohio Classroom Instructional Solutions that offer a wealth of test taking reading and math materials that are incorporated into the instructional delivery system for student utilization. In addition, staff planning meetings and professional development have been provided on an as needed basis. Also, differentiated instruction has increased along with additional intervention sessions during and after school to emphasize various grade level content standards for all students.

In summation, curriculum adaptations, instructional modifications, the type and degree of intervention services, and the concentration across the content areas are based on student performance on each content standard and testing indicator. All students receive the appropriate form of intervention from challenging activities, to reinforcement exercises, to remediation sessions to reach their potential.

### **3. Communicating Assessment Results:**

Prospect Elementary communicates assessment results in a variety of ways. The principal shares data with the superintendent and board of education through reports, spreadsheets, and during administrative meetings. Teachers share assessment data at grade level staff meetings with the principal, guidance counselor, special needs personnel, and academic intervention specialists. Parents receive specific data information through grade level academic content outlines, interims, progress reports, exit outcome learning goals, home folders, and portfolios.

Initially, parents are invited to attend an informational meeting regarding Ohio's Grade Level Standards, Diagnostic Testing, and Achievement Testing. Another scheduled meeting deals with school intervention programs and effective home strategies to promote student success. These meetings provide the parents with an opportunity to gain educational insights, become aware of the grade level curriculum expectations, understand the Ohio mandated testing format, and acquire helpful suggestions for supporting his/her child through the learning process. Teachers review student portfolios, grade level exit outcome learning goals, progress reports, and cumulative folders with parents during conferences. Family Score Reports are also sent home which outline the individual achievement data and offer suggestions for assistance. Telephone conversations, memos, e-mails, and notes are other forms of communication between the school and the home. On an as needed basis Building Level Assistance Team Meetings are held with parents to discuss a child's individual progress, intervention options, and plan of action.

We also communicate through school newsletters, staff bulletins, area newspapers, local media, community newsletters, Parent-Teacher Meetings, Board Meetings, Trumbull County Educational Service Center Reports, and Awards Ceremonies. Ohio's Local School and District Report Cards outline Prospect's and the Girard City School District's student performance. In addition, various school recognition banners, plaques, and letters of commendation are proudly displayed throughout the school. Our building marquee states our accomplishments and assessment data is also provided on the Girard City School District's website.

### **4. Sharing Success:**

Prospect's success, its innovative educational programs, and research-based strategies have been shared with area schools during Trumbull County Educational Service Center Elementary Principal's meetings and Administrative Leadership Conferences. Power point presentations have been utilized and related handouts have been distributed regarding the value of assessments, the importance of student data, effective teaching techniques, research-based instructional strategies, and various intervention materials and programs. Prospect staff has also opened the school to visitations and discussion sessions upon request. In addition, information has been shared via telephone conversations and e-mails. Recently, the principal has participated on a Principal's Leadership Distinguished School Panel - at the National Title I Conference that addressed improving student learning and obtaining high standards of student performance through creative educational techniques. Furthermore, the Prospect staff shared its

success nationally through articles, student work posters, and information provided at the Title I Conference in Nashville. In addition, the superintendent, board of education, community, and local media have publicly recognized and honored Prospect Elementary School by outlining its accomplishments. Prospect is also looking forward to participating in the Ohio Association of Administrators of State and Federal Education Programs Spring Conference. As a result, Prospect is evolving into an educational reference contact on county, state, and national levels.

Prospect Elementary and the school district are committed to the advancements of the educational process to empower learners and provide a quality education for all students. As a result, professional dialogue and involvement is welcomed to improve our instructional format and offer assistance to others. These sessions and the professional networking that occurs allows our staff the opportunity to teach other educators to replicate our success and at the same time, to learn from them. Therefore, our educational format will continue to be shared with fellow educators, parents, and community members through various forms of communication and local media.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Prospect's curriculum is based on the Ohio Academic Content Standards that are the fundamental framework of our instruction. Standards are composed of language arts, mathematics, science, social studies, technology, fine arts, and health/physical education. The staff has developed curriculum maps at each grade level providing an outline of concepts and skills. Vertical alignment has also been established to ensure maximum congruency between the planned curriculum and the enacted curriculum. The learning objectives for each grade level build cumulatively toward student accomplishments in all curriculum areas.

An integrated curriculum with multi-sensory approaches to the teaching of various content areas has been developed. The instructional style establishes high expectations for student performance and achievement in a student centered learning environment. Benchmarks in each grade level provide the model and are interwoven into the instructional format. The curriculum strands are correlated and cross referenced when developing instructional plans.

Our students are introduced to various basic skills and concepts that allow them to reach their developmental potential. Language arts includes the reading/writing process, reading/writing application, research, and communication. Students become fluent readers through informational, technical, persuasive, and literary text. They read in choral class readings, round table readings, 'buddy reading', guided reading, skits and plays, presentations, and independently. This reading process is guided through critical thinking exercises that use literal, inferential, and evaluative questions. Students use a variety of writing tools, conventions, research, resources, and organizational strategies such as brainstorming, lists, webs, and Venn diagrams in their writing process that produces extended responses, essays, stories, letters, poems, skits, tall tales, and reports. Mathematics instruction includes number sense and operation, measurement, geometry, patterns, functions, data analysis, and probability. Students initially acquire mathematical language and symbols leading to the understanding and computation of various mathematical operations. In the areas of measurements, geometry, and patterning the students utilize a variety of manipulatives and technology to explore the concepts in class and small group settings. Teachers utilize physical models, pictures, diagrams, outlines of data, timelines, and graphs for data analysis and probability. Instruction in science includes earth and space, life, physical, technology, and scientific inquiry. Students have an opportunity to research, observe, investigate, explore, compare, contrast, classify, describe, and predict through various hands-on experiments and projects. Class and group modeling, illustrating, demonstrating, and technology simulating are also incorporated. Students have opportunities to design, develop, and create through the application of scientific inquiry, technology, knowledge, and personal ideas. Students are also immersed in technology during the school day as outlined in our Technology Plan. Classrooms are equipped with overhead projectors, CD players, tape players, DVDs, televisions, computers, alpha smarts, and smart boards that are incorporated into the teacher's instruction and the students' interaction of content areas. Computer and multi-media sessions are also scheduled weekly. Furthermore, the district's STEM initiative has created various opportunities for the students to integrate science, math, technology, and engineering through grade level programs.

Social studies includes history, communities, people/careers in society, citizenship, and methods. Our students explore various aspects of the standards through their reading units, supplemental materials, library bundles, websites, weekly publications, visual aides, and guest speakers. Periodically, the students' research and exploration is climaxed with a specific theme day that provides an opportunity to gain an understanding of cultures and traditions on a personal level. The disciplines of fine arts have five related content standards: historical, cultural and social contexts; creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connection, relationships and applications. The students gain experiences in the fine arts areas with daily class sessions that present the various content standards and tap into the individual student's abilities. Our various plays, skits, sing alongs, musical performances, art displays,

art projects, and art fairs demonstrate the children's talents. Many of the skills are incorporated into classroom activities as the students complete a multitude of projects that involve art, music, drama, and motion. In the last two years, the district has also increased health and physical education instruction, provided students with additional time for physical fitness activities, and integrated nutrition and healthy eating into the curriculum according to the Wellness Plan.

As a result, the classroom teachers and the specialists coordinate their efforts and collaborate to design grade level thematic units, activities, projects, programs, and field trips. Instructional adaptations are also determined to meet the individual needs of the students while covering the grade level curriculum. The staff strives to build positive attitudes and perceptions to instill the desire and the confidence to learn in children.

This interactive curriculum approach relates the concepts to real world experiences. Cross-curricular connections with standards and disciplines evolve from the experiences. It is a comprehensive curriculum format that assesses student performance, fosters productivity, and promotes achievement for all students.

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

Research relating to how children learn supports an interdisciplinary curriculum. Research shows that learning is believed to occur faster and more thoroughly when presented in a meaningful context that is connected to real-world situations, with an experiential component and instruction responsive to student learning modalities. (Educational Research Service) Therefore, our instructional reading approach is integrated in nature and utilizes a wealth of supplemental materials and instructional strategies across various subject areas according to the Ohio Academic Content Standards. Literacy practices include teaching reading for authentic meaning ' making literacy experiences for pleasure, to be informed, and to perform a task. We use high quality literature that integrates a comprehensive word study into the reading instruction with multiple texts that link and expand concepts. We strive to balance teacher and student led discussions as students work in whole class, group, and one-on-one settings. Techniques are designed that incorporate direct instruction, guided instruction, and independent learning. The instructional format includes specific skill development, part to whole and whole to part teaching models, cooperative learning experiences, and independent study. Each grade level has developed various age appropriate thematic units that provide a vast amount of learning experiences. As a result, the learning is interactive and interrelated with numerous opportunities to read daily in school and at home.

Our instructional reading emphasizes phonemic awareness, word recognition, and fluency. Rhyming exercises, listening centers, word families, and timed repeated readings provide opportunities for individual skill development. Vocabulary acquisition is developed through exposure to numerous enriched language experiences. The reading process is formulated through the concepts of print, comprehension strategies, and self-monitoring strategies that assist students in the interpretation of information and literary texts. Students are also exposed to a variety of literary forms and authors that expand their vocabulary and comprehension. The concept of reading application is dealt with through the utilization of informational, technical, persuasive text, and literary text. The main objectives are for students to be able to read well, converse with others, become good listeners, understand the concepts and meanings of different types of printed materials, explain and critique different kinds of written materials, organize and interpret results through collecting data to answer questions and solve problems. The teachers use a variety of assessment techniques to inform instruction and provide the appropriate intervention that makes reading a continuous learning process. In addition to classroom teachers and instructional paraprofessionals, we use parent/community volunteers and high school juniors and seniors to maximize the time we focus on reading instruction.

#### **3. Additional Curriculum Area:**

The school's mission is to develop responsible, critical thinkers who will make productive contributions to their community as lifelong learners. We strive to accomplish this through rigorous and relevant academics integrated with real-life discovery, awareness, and application. The mathematics curriculum provides an array of essential skills and knowledge for life experiences and is an integral part of society and the work place. The students use number sense and number skills for counting, paper and pencil calculations, calculators, and computers. The concept of measurement is emphasized through the accurate measuring of objects using the appropriate tools, terms and technology. Geometry and spatial sense is developed through identifying, classifying, and analyzing dimensional objects, understanding their properties and using knowledge to solve problems. Patterns, functions, and algebra is developed through recognizing and understanding patterns, using manipulatives, creating patterns, using tables, graphs, and symbols. Data analysis and probability is formulated through active inquiry, collecting data, organizing, and interpreting results to answer questions, show relationships, solve problems, and make predictions.

The mathematical process applies calculating, problem solving and reasoning skills to communicating mathematical concepts and ideas. Emphasis is on mathematical meanings of ideas, concepts, and skills connected in multiple ways to other mathematical entities in a logically consistent manner. We strive to motivate students and enhance learning of content by making our instruction relevant with situations that students face or will face at home and/or at school. Research has shown the more connections a student makes between the 'real world' and the mathematical content that is being taught, the greater the students' motivation, understanding, and retention of the content. Therefore, through the application of technical skills, knowledge, learning processes, and critical thinking skills our students will become capable problem solvers and creative thinkers who are prepared to adapt to changing environments, educational challenges, and career opportunities. We strive to integrate mathematics across our curriculum and do so through a variety of hands-on activities that include, but are not limited to fine arts activities, supplemental activities, technology activities, health and nutrition activities, land lab activities, and STEM activities.

#### **4. Instructional Methods:**

Prospect's instructional methods evolve from a continuous cycle of monitoring and evaluating student progress, determining student needs, and utilizing assessment data. We design the instruction to include multiple means of representation, to give learners various ways of acquiring information and knowledge; multiple means of expression, to provide learners alternatives for demonstrating understanding; and multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

Various instructional approaches are embedded in the presentation of the grade level curriculum. For example, the staff incorporates thematic integrated units, differentiated instruction, inclusion, outcome-based instruction, applied learning centers, student presentations and projects, multimedia presentations, experiential learning activities, flexible student groupings, class projects, role playing, home related assignments and activities, and community guest speakers into the instructional format.

In addition, numerous research-based instructional strategies are utilized accordingly throughout the course of the school day. For example, Precision Teaching strengthens reading and math fluency, Direct Instruction emphasizes decoding and comprehension skills, Guided Reading offers flexible ability groupings, Reading Laboratories develop individual skill levels, Otter Creek Math reinforces math computation, Study Island provides test taking achievement practice, A ' Z Reading provides leveled readers, Math Their Way involves hands-on experimentation, and AIMS integrates math and science in a cooperative learning setting.

The staff also adapts the curriculum to ensure all students learn and achieve by adjusting the delivery for special needs students and gifted students. The teachers design highly motivating lessons that engage the students through modeling, demonstrating, illustrating, and simulating. Cooperative learning activities, paired readings, teaming, learning centers, hands-on activities, and field trips give the children an opportunity to reinforce, expand, and explore skills in various content areas.

To reinforce and build upon daily instruction, we implement an array of during and after

school intervention services utilizing teachers, academic intervention specialists, peer mentors, Girard High School tutors, and parents/community volunteers. Prospect has also established partnerships with Youngstown State University and Girard Library who provide tutoring, educational programs, and reading sessions. As a result, there is a shared responsibility for improving instruction, promoting learning, and acquiring student achievement throughout our school.

#### 5. **Professional Development:**

Professional development is an ongoing process that meets the needs of our educators by responding to the needs of the students. In addition, professional development is essential to meet and maintain the requirements of highly qualified teachers and paraprofessionals. Feasibility, frequency, relevancy, coordination, collaboration, integration, and follow-ups are key factors in our effective professional development practices. Through school and district performance data, staff surveys, and research our professional development is aligned with the goals of the CIP, CCIP, Professional Development Plan, and our school/district mission. Professional development is approached systematically and involves researching, planning, implementing, reflecting, and maintaining the process. We analyze our instructional practice, review our productivity, and examine school related data to determine the focus and content of the professional development. Our general objective is to improve teaching skills, expand understandings, increase the effectiveness of teacher performance, and ultimately promote student achievement.

Our staff also has opportunities to become mentors by sharing their insights and pedagogy during common planning periods, early release days, building level assistance meetings, and parent in-services. In addition, special needs teachers, academic intervention specialists, volunteers, GHS tutors, speech/language teachers, audiologists, occupational therapists, school nurse, guidance counselor, school psychologist, and county/NEOSERRC personnel collaborate with staff members on an as needed basis to address specific concerns and assist with the implementation of the appropriate service/training. Furthermore, reading/ math/science consultants train teachers on the effective utilization of instructional materials, coordination of the academic content standards/ benchmarks, appropriate assessments, supplemental resources, and intervention opportunities. As a result, during the teacher observations the implementation of newly acquired instructional strategies are noted.

Girard City School District strives to ensure our educators continue to develop the skills and knowledge needed to meet the increasing demands of the teaching profession and enable students to perform at the highest levels of achievement. Furthermore, related parent in-services are also scheduled throughout the year to share pertinent information and provide the parents with strategies that may be utilize at home to assist/support their child's progress and address individual needs. Professional development provides the tools for the instructional advancement within the classroom by broadening the learning base in a cohesive manner. Prospect credits our 'Excellent' rating for four consecutive years to the effectiveness of our instructional format, the commitment to meeting the needs of all students, and the dedication to the teaching profession.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2006-07 Publisher Ohio Dept. of Educ.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Accelerated, Advanced	99	84	94	83	
% "Exceeding" State Standards					
Accelerated, Advanced	88	72	80	75	
Number of students tested	104	122	120	111	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Race - black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	100				
% "Exceeding" State Standards					
Accelerated, Advanced	90				
Number of students tested	10				
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	98	75	92	75	
% "Exceeding" State Standards					
Accelerated, Advanced	85	59	77	65	
Number of students tested	52	63	48	63	
3. Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	100	88	87	33	
% "Exceeding" State Standards					
Accelerated, Advanced	81	77	83	25	
Number of students tested	16	17	23	12	
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	March	March	N/A	N/A
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Accelerated, Advanced	99	94	90		
% "Exceeding" State Standards					
Accelerated, Advanced	68	62	58		
Number of students tested	104	122	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Race - black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	100				
% "Exceeding" State Standards					
Accelerated, Advanced	40				
Number of students tested	10				
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	100	91	83		
% "Exceeding" State Standards					
Accelerated, Advanced	64	52	44		
Number of students tested	52	63	48		
3. Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Accelerated, Advanced	100	65	78		
% "Exceeding" State Standards					
Accelerated, Advanced	56	35	39		
Number of students tested	16	17	23		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test Ohio Achievement

Edition/Publication Year 2006-07 Publisher Ohio Dept. of Educ.

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	N/A	N/A
<b>SCHOOL SCORES*</b>					
Total Score	99	94	90		
Number of students tested	104	122	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	100	91	83		
Number of students tested	52	63	83		
2. Students with Disabilities	100	65	83		
Number of students tested	16	17	83		
3. African American/Black	100				
Number of students tested	10				
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2006-07 Publisher Ohio Dept. of Educ.

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	N/A
<b>SCHOOL SCORES*</b>					
Total Score	99	84	94	83	
Number of students tested	104	122	120	111	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	98	75	92	75	
Number of students tested	52	63	92	63	
2. Students with Disabilities	100	88	92	33	
Number of students tested	16	17	92	12	
3. African American/Black	100				
Number of students tested	10				
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading (LA) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2006-07 Publisher Ohio Dept. of Educ.

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	N/A
<b>SCHOOL SCORES*</b>					
Total Score	99	84	94	83	
Number of students tested	104	122	120	111	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	98	75	92	75	
Number of students tested	52	63	92	63	
2. Students with Disabilities	100	88	92	33	
Number of students tested	16	17	92	12	
3. African American/Black	100				
Number of students tested	10				
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					