

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 Mr. Steven Matos

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

Official School Name South Range Elementary School

(As it should appear in the official records)

School Mailing Address 11836 South Avenue

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

North Lima

Ohio

44452-8557

City

State

Zip Code+4(9 digits total)

County Mahoning State School Code Number* 026211

Telephone (330) 549-5578

Fax (330) 549-3430

Web site/URL www.southrange.k12.oh.us

E-mail sran_srm@access-k12.org

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

Date _____

Principal's Signature

Name of Superintendent Mr. Dennis Dunham

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

District Name South Range Local Schools

Tel. (330) 549-5226

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. John Fromel

(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: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 9478
 Average State Per Pupil Expenditure: _____ 9586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	42	28	70	8			0
1	51	35	86	9			0
2	52	51	103	10			0
3	52	43	95	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							354

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| | % 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 4 %

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	6
(2)	Number of students who transferred from the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	383
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

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

Number of languages represented _____

Specify languages:

9. Students eligible for free/reduced-priced meals 19 %

Total number students who qualify: 71

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: 10 %
38 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>1</u>	Autism	<u>1</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>1</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>1</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>1</u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u>1</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>1</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialist	<u>2</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support Staff	<u>2</u>	<u>14</u>
Total number	<u>27</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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 %	96 %	96 %
Daily teacher attendance	95 %	95 %	95 %	95 %	95 %
Teacher turnover rate	2 %	0 %	1 %	1 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

We show a 0% Teacher turnover rate for the 2005-2006 school year and for the 2002-2003 school year because our teaching staff did not change from the previous school years.

PART III - SUMMARY

South Range Elementary School is the only elementary building in the district housing kindergarten through third grade. We are located in North Lima, Ohio, about 18 miles south of Youngstown. The school district covers 50 square miles with the population mainly divided between the towns of North Lima and Greenford. The South Range School District is a blended rural area, composed of single upper, middle and low income housing, inclusive of motels and trailer parks, from which we draw our students. We presently have 361 students enrolled for the 2007-08 school year. Our kindergarten program is an all-day, everyday program. In addition to regular classroom instruction, we provide interventions for our low achieving students through our special education program, our federally funded Title I Reading and Math Program and with Response to Intervention tutoring that focuses on early literacy and math skills.

Our mission statement at South Range Elementary reflects the belief that all children can learn and that effective schools and teachers do make a difference. The staff has made a commitment toward excellence by having high expectations for the mastery of skills in all academic areas, providing a positive and orderly learning environment, fostering a sense of responsibility and citizenship along with promoting parental and community involvement. The knowledge, skills, and attitude which children acquire and develop in school should enable them to become responsible, productive citizens and life-long learners.

The character education program at South Range Elementary focuses on a variety of character themes throughout the year. Each month students are introduced to a different character education theme such as honesty, respect and discipline. Materials are provided for the school and for all students through the Chick-Fil-A Character Education Program. The monthly Character Education themes are highlighted in the South Range Elementary Newsletter. Daily announcements include reminders of the theme with accompanying stories highlighting each theme. Posters are hung in the classrooms displaying the various positive character traits we wish our children to possess and cards are sent home with questions and ideas for families to discuss. Students who display the various character traits each month are nominated by their teacher as the 'Student of the Week.' These students are visited by the principal every Monday morning where they are congratulated with a handshake and given a 'Kindness Coin', which are redeemed at lunch for an ice-cream treat.

The South Range School District has been a leader in academic excellence. The teachers, counselor, and administration all work together to provide the best education for all students. Our scheduling allows for common planning time for grade level teachers and staff meetings are used to discuss instructional strategies and curriculum issues. Teachers work cooperatively to share instructional methods, address individual student needs, modify strategies, and assessment practices. Our school has an Intervention Assistance Team that meets to discuss when a child is considered academically, behaviorally, or socially at risk. The team consists of the parent, teacher, administration and other support staff who have been trained to diagnose concerns and prescribe an intervention plan with goals and target dates. Students may begin receiving research-based interventions through our Response to Intervention program or a multi-factored evaluation may be conducted to see if the student has a learning, behavioral, social or emotional disability.

We have a very supportive, active and productive Parent-Teacher Organization. They work with the administration, staff, and community to provide opportunities to enhance each child's learning. Some of the programs and activities they sponsor through funding, educational resources, planning, and time include: Kindergarten and New Student Orientation, Open House, Christmas Play, Dinner with Dad, Grandparents' Day, Evening with Mom, Field Day and their annual auction.

South Range Elementary School has met the goals of No Child Left Behind by achieving an Excellent rating for eight consecutive years. Through dedication and team work, South Range Elementary provides a safe, positive, and nurturing environment where all students have the opportunity to succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

For over 10 years the state has utilized both the Ohio Proficiency Tests (OPT) and the Ohio Achievement Tests (OAT) to measure students' academic performance. The Ohio Proficiency Tests were criterion-referenced tests that assessed fourth, sixth and ninth grade students in reading, writing, mathematics, science, and citizenship. As a result of Ohio's adoption of academic content standards and the requirements of No Child Left Behind, the state began phasing out the OPT and phasing in the Ohio Achievement Tests during the 2003-2004 school year. The OAT is a criterion-referenced test that is aligned to Ohio's academic content standards and is administered in reading and mathematics to all students in grades three through eight.

Third grade students at South Range Elementary began taking the Reading Achievement Test during the 2003-2004 school year and then added the Math Achievement Test during the 2004-2005 school year. The Ohio Achievement Test is a criterion-referenced test and has traditionally been administered during the month of March. Beginning with the 2006-2007 school year, the testing month was moved to late April and/or early May. The Ohio Achievement Test includes five rankings: Advanced, Accelerated, Proficient, Basic, and Limited. In order to meet the state standard a student must score proficient, or higher. The state of Ohio expects that each student will score proficient or higher and that 75 percent of all students in a building or district will earn a proficient score or higher on each subject area tested by the OAT. Building, district, and statewide results on the OAT are reported by the Ohio Department of Education through the Local Report Card. Additional information can be found at <http://www.ode.state.oh.us>.

Trends from the past four years show that South Range Elementary students continue to improve in both reading and math. Third grade reading scores have risen from 96 % proficient students in 2003-2004 to 100 % proficient students in 2006-2007. Math scores also increased from 89% proficient students in 2004-2005 to 99 % proficient students in 2006 -2007. The steady rise in scores is the result of focused professional development centered on Ohio's Academic Content Standards, diagnostic testing starting in kindergarten and continuous progress monitoring throughout the grades. Information gathered from assessments is used to help guide instruction and to provide timely interventions for all students.

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of both reading and math tests in third grade. The most weight is given to the advanced students (1.2), followed by accelerated students (1.1), proficient students (1.0), basic students (0.6) and limited students (0.3). This creates a scale of 120 points with 100 being the goal. South Range Elementary's Performance Index has risen from 112.2 in 2003-04 to 113.4 in 2006-07. This was the highest Performance Index of any kindergarten through third grade school within Mahoning, Trumbull and Columbiana Counties.

At South Range Elementary, the teachers and staff believe that all students can and will learn. On the state assessments the data gains are a direct result of this belief. Information from Ohio's testing is also disaggregated to give additional insight regarding students from various subgroups. This is used to drive instruction in both the regular classroom and the resource room. Teachers and administrators also work with the Mahoning County Educational Service Center to strategically provide instruction. Throughout the year, individual students are formatively assessed and results are used to ensure that each student is on track to make at least a year of academic progress. Our special education students traditionally perform at a proficient level or above given appropriate accommodations. During the 2005-2006 and 2006-2007 school years, South Range Elementary School has been recognized by Ohio's State Superintendent as a School of Distinction. The award recognizes schools that have at least 75% of their students, including their special education population, proficient in reading and mathematics on the Ohio Achievement Tests.

2. Using Assessment Results:

South Range Elementary uses both formative and summative assessment data daily to drive instruction and improve student and school performance. Before the start of the school year, the Continuous Improvement Team meets to discuss assessment results on the Ohio Achievement Test and End-of-the-Year Tests. The team develops goals for the year, identifies staff responsible for carrying out the action plans for each goal and how the goals will be evaluated. Professional development activities are created to support the Continuous Improvement Plan and are offered during the year at professional in-service days.

Through a collaborative learning process, teachers also engage in conversations about student data, for instance, grade level end-of-the-year assessments, third grade achievement scores and on-going diagnostic results in reading, writing and math. At the beginning of the new school year students are given a variety of diagnostic tests to determine the levels of achievement within the class and to identify students who need interventions. All students are assessed using universal school-wide screenings in early literacy, reading fluency, reading comprehension, early numeracy, math computation and written expression. Students are monitored three times during the year using the Aims Web Progress Monitoring System. Using data from the universal screenings, along with other classroom and/or diagnostic assessments, students may receive additional and increasingly more intense interventions through the Response to Intervention initiative. Response to Intervention is a process of providing research-based interventions early in a student's academic career. The progress of students receiving interventions is evaluated weekly and/or monthly to see if the interventions are effective. If the interventions prove to be effective, the students may exit the Response to Intervention program and continue to receive the core instruction in the classroom. If, through progress monitoring, a student is not responding to the intervention, other interventions may be put in place. Intervention Assistance Team meetings provide an opportunity to get input from the teacher, parents, support staff, psychologist and building administrator to help establish appropriate interventions or agree to complete a multi-factored evaluation. Students are given opportunities to monitor their own progress and are taught to graph their progress in various content areas.

3. Communicating Assessment Results:

The academic success of South Range Elementary students is a reflection of the commitment to excellence and partnership among South Range students, staff and parents. Each student's performance is discussed with parents throughout the school year. South Range conducts two scheduled parent teacher conferences, sends home four interim reports and four report cards for every student. Teachers communicate with parents by way of classroom newsletters, phone calls, e-mail messages, student planners, written notes, and Teacher Web. The principal's monthly newsletter is used to keep parents notified of upcoming events and information about test dates, test-taking suggestions and results of our scores on Achievement Tests.

Parent generated assessment reports are provided by the State and sent home from the school. This Student/Family Report contains an introductory letter to the parents about the assessment, bar graphs and performance charts of the student's results, and an in-depth, easy to understand explanation of the results and their significance. Anyone may access the District Report Card which contains information regarding all indicators that have contributed to the Academic Excellence of the District either on the school district's web site, (www.southrange.k12.oh.us), or the Ohio Department of Education's website, (www.ode.state.oh.us). In addition to these websites, a newsletter is sent to every household within the school community reporting assessment results.

4. Sharing Success:

At South Range Elementary we have a collaborative relationship with colleagues within our school as well as within the district. Professional development opportunities are scheduled during the year where all elementary teachers discuss best practices to promote high achievement for all students. Teacher liaisons to the Mahoning County Educational Service Center share written information and demonstrate lessons during common planning times and at staff meetings.

We maintain a positive relationship with Kent State University and Youngstown State University and have served as a site for Youngstown State University's Teacher Education Center. This program gives teachers in training the opportunity to observe classrooms and to plan lessons under the direction of university instructors and South Range teachers. Several of these students have become teachers or tutors within the elementary. In addition, various staff members mentor student teachers during the school year. University students from several local colleges visit our school as part of their teacher observation requirements.

The staff collaborates and models best teaching practices for teachers and administrators in other school districts as well. Educators from other districts visit South Range Elementary to observe the effective practices implemented by our staff, particularly in our Resource Room, Title I program and how we use our tutors and aides to meet the individual needs of all students. In addition to visits from other schools, several staff members have traveled to neighboring schools to share ideas and conduct workshops on literacy strategies, Response to Intervention, and the Reading Counts Management System.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

An integrated curriculum has been implemented in the kindergarten through third grade elementary program so that all students engage in a meaningful learning experience. Our curriculum consists of using scientifically based resources and materials that allow us to provide instruction to meet the needs of our students. Teachers differentiate instruction to meet the needs of all learners in every subject area that is aligned to the Ohio Academic Content Standards. Technology is incorporated into all core subjects. South Range Elementary has a computer lab as well as access to computers in each classroom. All of these previous components prepare students to meet the requirements necessary for success at each grade level.

Language Arts: The Ohio Academic Content Standards for Language Arts form the basis of South Range Elementary's approach to literacy development. The standards encourage writing as a process and provide expectations for students to become confident and effective communicators. Fiction and non-fiction selections form the foundation of our program and are drawn from a variety of sources including basal reading books, read aloud books, trade books, the Time for Kids/Weekly Reader magazines and various technology resources. Language Arts instruction is supplemented with the Scholastic Reading Inventory, Reading Counts Management System, Guided Reading and Literature Circles. Instruction is delivered utilizing whole groups, small groups, guided reading lessons and one-on-one conferences. These versatile, multi-sensory programs were chosen to support our reading curriculum in the general education, intervention and special needs classrooms, resulting in excellent scores on state-wide achievement tests.

Mathematics: Students have many opportunities to use and develop mathematical skills in the following Ohio Content Standards: number, number sense, and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability and mathematical processes. These standards provide a comprehensive foundation for all students to think, reason and write mathematically. This approach to instruction follows our mission statement where the staff has a commitment towards excellence by having high expectations for the mastery of skills in all academic areas. Manipulatives are utilized to help students develop a deeper conceptual understanding of math processes. Students are introduced to mathematical concepts throughout the day and are encouraged to use multiple strategies for problem solving.

Science: The science curriculum for kindergarten through third grade provides students with the opportunity to develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They learn how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others. Classroom instruction is supplemented with our own land lab, by utilizing the Mill Creek Metro Park activities, with the Great Lakes Science Center traveling planetarium, from the Green Team who conduct meaningful science lessons and by a partnership with Hiram College using Matt Sorrick, who develops and teaches lessons using our science content standards.

Social Studies: The social studies curriculum is modeled after the Ohio Academic Content Standards. Social Studies Alive is a resource that provides hands-on exposure to real-life situations. Our students are engaged in activities throughout the year that connect to the study of history, people in societies, geography, citizenship, rights and responsibilities, and economics. The project-based approach allows for students to experience social studies through research, presentations and building their own projects. These hands-on activities integrate art, music, math and language arts into our social studies curriculum. Resources include: Classroom Elections, Entrepreneur Project, Mahoning County Farm Bureau, Bullying Prevention, Character Education and visits from local community members including firefighters, trustees and business owners.

Fine Arts: Collaboration between fine arts teachers influence and enhance student learning to the fullest potential. Teachers follow the Ohio Academic Content Standards as they integrate physical education, art and music in their daily lessons taught in the classroom. Our fine arts curriculum is an integral part of all parent programs throughout the school year that corresponds with our mission statement to promote parental and community involvement. The Butler Institute of Art is a valuable resource utilized by parents, students and teachers.

2a. (Elementary Schools) Reading:

South Range Elementary School uses the Harcourt reading program. This was chosen because it is correlated with the Ohio Language Arts Content Standards. It also provides resources for differentiated instruction by using leveled books and workbooks for whole group, small group, and one-on-one instruction. This reading program focuses on the five essential strategies in effective reading instruction from the National Reading Panel: phonics, phonemic awareness, vocabulary development, comprehension, and fluency.

Teachers in grade kindergarten through third grade use the results from diagnostic assessments to identify student's strengths and weaknesses. Title I, Response to Intervention tutors, parent helpers, regular education teachers, and special education teachers provide small group interventions which emphasize fluency, word attack skills, comprehension, grammar, phonemic awareness, and vocabulary development.

Teachers guide reading instruction within the classroom in both whole class and small group settings. Direct guided reading, read alouds, silent sustained reading, peer reading, Reading Counts, and literature circles are some of the ways we broaden reading instruction. Vocabulary and spelling are taught contextually as well as independently. Daily writing and editing activities expand the communications aspect of language arts. Children receive regular feedback on their abilities as well as instruction that attempts to nurture writing development toward district standards and benchmarks.

In conclusion, our reading program was adapted to reach all students at their current level. Teachers provide interventions to help struggling students and formulate activities to challenge students and promote higher level thinking through differentiated instruction.

3. **Additional Curriculum Area:**

The Ohio Mathematics Academic Content Standards provide a comprehensive foundation for all students to think and reason mathematically in their daily lives. The six standards include number, number sense and operations; measurement; geometry and spatial sense, patterns, functions and algebra; data analysis and probability; and mathematical processes. The math standards are taught using a variety of materials and instructional strategies.

Harcourt-Brace is the basis of our math program along with other resources and materials aimed at developing life long math skills in our students. Harcourt-Brace is a researched-based program aligned with the National Math Standards, however South Range Elementary teachers customize lessons that are correlated to the state standards. Teachers also complement math skill instruction with Everyday Counts Calendar Math. Students are exposed to analyzing data, examining patterns, exploring mathematical relationships, and communicating their thoughts. The variety of activities, such as math centers, encourage students to reason mathematically, to develop problem solving strategies, and to communicate their thinking using numbers and words within models, diagrams, graphs and journals.

To help students become life long learners and responsible citizens, teachers utilize cooperative learning communities where students can be found working together to solve problems and communicating their thoughts and answers to their peers. In this way, teachers are able to guide students in achieving the school's mission of having high expectations for the mastery of skills in all academic areas.

4. **Instructional Methods:**

Decision making in all areas of instruction is based on regular, on-going pre and post assessments of the grade level indicators derived from the Ohio Academic Content Standards. South Range Elementary uses many different instructional methods to facilitate learning. Our teachers attend workshops and take classes to stay current on educational trends. We implement hands-on instruction, games, and activities to create a positive learning environment for all students. We provide our students with certified, Response to Intervention tutors who provide small group instruction and encourage learning for students who are at risk. For the majority of children, the classroom teacher is the interventionist who diagnostically determines strengths and weaknesses and then appropriately selects materials and research-based strategies to teach in small groups to increase student learning. As a safety net to high-quality diagnostic classrooms, Title I, which is a federally funded program, is used to support and supplement core instruction. Additionally, the school's special education teachers were trained in research-based techniques and interventions and are required to utilize the same assessments, materials and approaches used by classroom teachers. This combination of high-quality diagnostic teaching, solid

research-based early intervention and special education that matches classroom practices has resulted in increased achievement for all students.

Classroom instruction may include extension, enrichment, and intervention activities, while incorporating multiple intelligences and all levels of Bloom's Taxonomy. Teachers are free to pull from a variety of resources which support and extend the core curriculum in order to effectively teach the grade level indicators. Daily instruction is enhanced through United Streaming and academic field trips. In conclusion, our school works diligently to create a stimulating learning environment for all students.

5. Professional Development:

South Range Local Schools and South Range Elementary consider professional development a critical component of ensuring student achievement. We believe teachers should be active members of the learning community. To underscore this importance, the district has made considerable investments of time and resources to further the education of staff members through professional development and the return on this investment significantly impacts the bottom line of student achievement.

Professional development has been centered on the implementation of the Ohio Academic Content Standards for all curriculum and instruction in English/Language Arts, mathematics, social studies, science and fine arts. Additional teacher in-services are developed through data collected from state achievement test results, requests from teachers and the needs of our students. All teachers are trained in essential teaching skills taught through the Pathwise Program. This evaluation for teachers includes a system in which they are assessed in four domains: organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning and teacher professionalism. County consultants meet with building principals to help enhance professional practice and determine the academic needs of each building. Teachers engage in book study groups, work on county curriculum committees, attend workshops, and enroll in college courses. Weekly team meetings, monthly staff meeting, and professional development days focus on areas such as assessment practices, learning materials and best teaching practices. The principal and county consultants build in follow up sessions to support learning and to provide time to reflect on new practices. Teachers attend state and local conferences in literacy and mathematics, and serve as liaisons to county curriculum meetings. Release time is given to work on curriculum mapping, assessment construction, rubric grading and construction of instructional materials.

South Range teachers model the life long learning practices that we desire for our students and are encouraged to share best practices with their team members and with other elementary teachers within the building.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Ohio Achievement Test

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98	99	96	
% "Exceeding" State Standards	94	98	86	86	
Number of students tested	100	100	100	100	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	2	2			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	95	96	
% "Exceeding" State Standards	96	82	65	87	
Number of students tested	26	17	20	23	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100	93	92	92	
% "Exceeding" State Standards	86	79	75	85	
Number of students tested	14	14	12	13	
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	May	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	98	89		
% "Exceeding" State Standards	74	70	56		
Number of students tested	100	100	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	2	2			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	100	70		
% "Exceeding" State Standards	58	71	25		
Number of students tested	26	17	20		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100	100	58		
% "Exceeding" State Standards	21	57	25		
Number of students tested	14	14	12		
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					