2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Mrs. Sallie M. Weisgerber
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 7840 Thomas Drive
(If address is P.O. Box, also include street address.)

Cincinnati	Ohio	45243-1928
City	State	Zip Code+4(9 digits total)

County Hamilton State School Code Number* 0243985

Telephone (513) 985-6080 Fax (513) 985-6082

Web site/URL www.madeiracityschools.org E-mail sweisgerber@madeiracityschools.

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

District Name Madeira City Schools Tel. (513) 985-6070

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. Pasquale Gentile
(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
0	Junior High Schools
1	High schools
0	Other
3	TOTAL

2. District Per Pupil Expenditure: 10318

   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
[X] Suburban
[ ] Small city or town in a rural are
[ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

   11 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	51	39	90	**7**	0	0	0
K	52	51	103	**8**	0	0	0
1	46	41	87	**9**	0	0	0
2	60	50	110	**10**	0	0	0
3	50	51	101	**11**	0	0	0
4	55	53	108	**12**	0	0	0
5	0	0	0	**Other**	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							599

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
4 %	Asian or Pacific Islander
2 %	Black or African American
2 %	Hispanic or Latino
91 %	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 yea 3 %

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	468
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 3 %

8 Total Number Limited English Proficient

Number of languages represented 2

Specify languages: Spanish, German

9. Students eligible for free/reduced-priced meals 5 %

Total number students who qualify: 18

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: 9 %

44 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.

8	Autism	0	Orthopedic Impairment
2	Deafness	8	Other Health Impairment
0	Deaf-Blindnes	8	Specific Learning Disabilit
0	Emotional Disturbanc	11	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
3	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	22	2
Special resource teachers/specialist	10	4
Paraprofessionals	0	0
Support Staff	4	22
Total number	37	28

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 17 **: 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	97	%	97	%	96	%	97	%	96	%
Daily teacher attendance	97	%	98	%	95	%	95	%	97	%
Teacher turnover rate	3	%	6	%	2	%	2	%	3	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Madeira Elementary School is one of three schools in the Madeira City School District and serves students in preschool through the fourth grade. The total enrollment of the preschool is 99 and there are 503 students in kindergarten through the fourth grade. The employees of the school believe that the mission 'Where learning is personalized and success is ensured.' is attainable. All curricular, budget and administrative decisions are geared toward the accomplishment of this shared mission. Madeira Elementary has been given an Excellent rating on the Ohio Department of Education report card for the past eight years.

Preschool classes are offered on site. Ninety seven percent of the children completing the preschool program enter the Madeira Elementary kindergarten program. We believe the strong partnership between the preschool and the elementary enable our students to enter kindergarten well prepared with an understanding of the school climate and high expectations. The preschool curriculum is based on the Ohio Early Learning Content Standards and the students are celebrated as young writers.

The school offers half-day kindergarten to four classes of students with 22 students in each class and an all day program for 28 students. There are five sections of each of the grades one through four with class size averaging 22. Every student is expected to succeed and reach rigorous standards. This includes students who qualify for special education services and are mainstreamed at every opportunity. Every child and staff member holds responsibility for maintaining high academic standards and a positive school climate. For the second year in a row, Madeira Elementary School received the Ohio Superintendent's School of Distinction Award for successfully meeting the needs of students with special needs.

The current building is newly constructed and opened for the 2006-2007 school year. There are seven wings and each is designated as a 'continent.' Murals, which depict animals and plants natural to the area, are painted on the walls in each hallway by one of our talented parents. Multi-cultural exposure is extensive not only through literature and social studies but in the children's every day experiences. There is great appreciation for diversity and opportunities for students to understand world cultures are valued.

Our teachers are motivated to be leaders and are passionate about their students' success. Our core leadership team consisting of grade level teachers and specialists meet with the building principal biweekly to make curricular and administrative decisions. In addition, a team of staff members constitute the committee called We Care. This team meets biweekly and regularly discusses school climate and methods to support the emotional well being of both the students and the staff. Every classroom teacher serves on a grade level team and also a vertical curricular team for the implementation of school wide instructional strategies.

A highly involved parent support group is affiliated with the National PTA organization. This group provides numerous volunteers for classrooms as well as financial support for enrichment resources including curriculum related materials, assemblies and speakers. Two examples of enrichment programs sponsored by the PTA are the semiannual Around the World celebration and the 'Got Art?' Week, which were developed to promote diversity and understanding of world cultures.

Teachers prepare their lessons based on the Ohio Academic Content Standards and the needs of their students. Teachers assess students daily using both formal and informal methods. Teachers utilize both published and teacher developed diagnostic measures to gauge instruction in core subject areas. Results of assessment are used to drive instruction. Knowing the academic levels of students allows teachers to vary instructional methods by targeting the needs of the students in the classroom.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Ohio Achievement Tests are required assessments that measure students' performance in mathematics, reading, science, social studies and writing. These assessments are administered to students in third through eighth grades. The tests are aligned to Ohio's Academic Content Standards and specify what students are expected to know and be able to do. Student's test results correspond to one of the following performance levels.

Reading performance levels:
Advanced (432-517) Students thoroughly understand what is stated in and suggested by text. They make judgments about what they read.

Accelerated (415-431) Students understand what is stated in and suggested by the text. They know how texts are organized, which helps their understanding.

Proficient (400-414) Students understand what is stated in texts. They use clues in texts to learn the meaning of new words.

Basic (385-399) Students are learning to use clues in texts to understand the meaning of new words. They sometimes understand what is stated in texts.

Limited (255-384) Students identify new words but do not understand their meaning in texts. They struggle to understand what is stated in texts.

Mathematics performance standards:
Advanced (432-517) Students apply what they know about math to new, challenging situations. They explain their reasoning clearly using correct language and symbols.

Accelerated (415-431) Students can bring together several math ideas to solve problems. They explain their reasoning clearly.

Proficient (400-414) Students can solve familiar problems. They explain their thinking.

Basic (385-399) Students can recall and recognize math terms and ideas. They carry out common tasks and solve simple problems.

Limited (255-384) Students may recall math terms and ideas. They struggle with common tasks and simple problems.

Students must meet the Proficient level of performance, with a score of 400 or higher to meet the performance standard. A complete description of each level can be found at the ODE website in the section, Testing and Assessments:
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1142&ContentID=15606&Content=40999

During the past school year, 97% of our third grade students scored at or above the proficient level in reading; 67% scored at the highest level of performance (Advanced); and 89% scored in the Accelerated range. In math, 98% of third grade students scored at or above the proficient level; 32% scored at the highest Advanced level; and 63% scored in the Accelerated range. Similar or better scores were attained the last (two, three, four?) years in both areas.

Likewise, 96% of our fourth graders this past year scored at or above proficient levels in reading; 20% scored in the highest Advanced level; and 71% scored in the Accelerated range. Similar or better scores were attained in the past (two, three, four?) years. Overall, third and fourth grade students demonstrated consistent, superior performance in both areas of the Ohio Achievement Tests.

Teachers present information in a variety of ways to meet the needs of diverse learners. Early interventions by classroom teachers and specialists have allowed high expectations to be met by all students. Minimal disparities are shown among subgroups. Limited English proficient and special education students, and other subgroup populations are addressed through interventions and a tiered model of supports

2. **Using Assessment Results:**

Madeira Elementary School educators use assessment results to plan instruction, intervention, and enrichment activities to meet the needs of the students and to evaluate the effectiveness of instruction and materials. Within the first days of school, teachers utilize diagostic tools to assess all children. Knowing students' instructional levels allows teachers to plan lessons that target the needs of our students. To meet State assessment requirements, the Kindergarten Readiness Assessment ' Literacy (KRA-L) and the Ohio Achievement Tests in Reading, Writing and Mathematics are administered annually. The results of these assessments, as well as the Developmental Reading Assessment, Dynamic Indicators of Early Literacy Skills (DIBELS), running records, diagnostic assessments, teacher created quality assessments, observations, and quizzes are used to design instruction.

Data from the spring-administered Ohio State Achievement Tests are reported at school, class, and individual levels. Teachers use data to gain information to meet the needs of incoming students and evaluate instructional methods and materials. Results of standardized achievement and ability tests are also used to help determine remedial or enrichment needs of students. Test results following state guidelines are used for identification and placement in the Enrichment Experience (E2) program.

Professional development based on Richard Stiggins work, Classroom Assessment for Student Learning, provides teacher education for analyzing assessments in content areas. Teachers learn to involve students in the assessment process and provide descriptive and specific feedback to students. Subsequently, grade level teacher teams, meet during scheduled training to create quality assessments and analyze results to drive instruction. Teachers use student results, recorded on data sheets to analyze individual intervention needs and overall classroom instruction. Data sheets are created and used to determine materials and plan and modify lessons. This ongoing assessment process continues to play a vital role in increasing student achievement and teacher understanding of the learning process. Close to the close of the school year, teachers share the results of assessments with the next year's teachers to assure that transitions are smooth and instructional time is optimized.

3. **Communicating Assessment Results:**

At Madeira Elementary we look for opportunities to share our success with parents, students and community members. Parents know to review the 'blue folder' contents every Wednesday afternoon. This folder includes a teacher newsletter with curriculum and assessment information, weekly learning goals and enrichment and remediation suggestions. A monthly newsletter called the 'Messenger' incorporates assessment results, current school events, study tips and parenting information. The PTA holds monthly meetings where the superintendent and principal each give reports to the parents. These presentations often include updates on the professional development focus, assessment data, curriculum information and current intervention practices.

Mom's Breakfast and Dad's Breakfast are popular events that are held each semester in the media center before school for parents. These informal meetings give the principal an opportunity to discuss school assessment practices, test results and their implications with parents. Senior coffees are held twice a year where the superintendent shares the results of our assessments with the senior citizens of our community. Reports related to assessment data are also shared at our Board of Education meetings and our district Foundation meetings. Results of the statewide assessments are shared via the internet to community members who sign on to our 'listservs'.

Parents and students have passwords to access our school's online grade book called 'Progress Book' which communicates upcoming assignments, assessment descriptions and assessment results. As teachers complete their grading, they post student results and comments. Parents and students can log on to this information as often as they like and also leave messages for the teachers that can be answered electronically.

When the Ohio Achievement Parent Reports are sent to the school in early June, the principal sends an email on a parent listserv. Parents then come to the school to pick up the results and have the opportunity to personally review them with the principal. This allows for confidentiality and a discussion that also includes suggestions for implementing remedial help at home for identified areas of weakness.

4.Sharing Success:

Teachers from Madeira Elementary School have presented at local, state and national conferences to share their knowledge and the teaching strategies proven successful in the school. Grants have been successfully written and awarded and their implementation has been shared at local, state and national forums.

The district is part of a consortium called High Aims (High Achievement in Math and Science) that has allowed elementary teachers to have extensive professional development in math and science with neighboring school districts. At these professional gatherings, teachers learn and share with colleagues, instructional methods for hands on learning.

The successful passage rate of students in the special education program has prompted interest from other Ohio schools. In the spring of last year the Intervention Specialists hosted teachers from the New Albany School District. The guest teachers observed classes, received materials, learned instructional techniques, discussed data collection for assessment, and gathered information on grouping.

Teachers have been involved with SIRI (State Institute for Reading Instruction). This has enabled staff to receive training while sharing information in the area of early literacy. Three Madeira Elementary staff members have recently been on the faculty at Xavier University, Miami University, and the University of Cincinnati. These contacts have led to collegial relationships for professional discussions based on the topic of student achievement.

Teachers at Madeira Elementary School take pride in sharing their instructional strategies with others. We believe in a team approach and all share responsibility for the success of all of the children. Teachers recently visited the Lakota Local School District in West Chester, Ohio to observe and share information regarding the implementation of the math Investigations program. This was a mutually rewarding professional exchange of information that benefited both school districts. In addition, a team of teachers visited Loveland City Schools to share and learn methods of incorporating additional technology that supports the curriculum in the school day.

Opportunities to share with others have enabled us to build relationships in the educational community and strengthen our own practices.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The foundation of all curricula is based upon the Ohio Academic Standards and high expectations established by national professional organizations.

Reading/Language Arts: The Language Arts program is rigorous and integrated across all content areas. The scientifically based reading program is a core program with a strong literature component. All students receive instruction at their instructional level; students needing remediation or enrichment receive additional services. Kindergarten Readiness Assessments, Developmental Reading Assessments, Dynamic Indicators of Early Reading Assessments, and developmental spelling inventories drive differentiated instruction. Further extensions include public library visits, Ohio Reads Tutors, Accelerated Reader, and Pet Therapy Reading. High expectations at all grade levels exist for nightly reading practice. Students likewise participate in daily writing workshops. A school post office inspires letter writing. Students create poetry, narratives, informational pieces, music lyrics, and journal writing. The school publishing center motivates students to participate in the complete writing process.

Mathematics: Critical components of mathematics instruction are comprised of hands-on experiences with manipulative materials, inquiry, problem solving, and computation skills. With curriculum spiraling within the Investigations program, students move from concrete to abstract reasoning. Data-driven instruction is based on individual assessment for units studied. Differentiation occurs within the curriculum; the remedial math tutor and gifted coordinator provide further instruction. Math curriculum is integrated across all subject areas including music, art, technology, and physical education. Technical support with Smart Boards is also utilized.

Social Studies: The curriculum builds progressively from self to becoming a responsible community, then world member. Utilizing read-alouds, nonfiction collections, textbooks, research opportunities, and related field trips, students learn the importance of responsible citizenship. Supplemental resources include various types of maps and use of technology. Appreciation for public servants is encouraged through assemblies in commemoration of Firefighters and Police Day and Veterans Day. Guest speakers further extend learning with their real life experiences. Social awareness is promoted by the We Care committee, which fosters character education. The Around the World Day program supports appreciation of cultural differences and knowledge of geography.

Science: Students study curriculum through Full Option Science System (FOSS) units, which involve active student engagement. Children learn the scientific process through hands-on, inquiry-based experiments. Supplemental nonfiction selections further extend concepts. Learning is also enhanced through an on-site butterfly garden and bird sanctuary. Students have additional opportunities for curriculum-related field trips, assemblies and travel exhibits from COSI (Columbus Center of Science and Industry).

Visual/Performing Arts: Specialists teach music, art, technology, physical education, and library classes. The arts and technology promote literacy, math, science, and social studies concepts. Classroom teachers and specialists coordinate instructional planning to integrate curricula. Students have unique opportunities in art classes to explore the art of other cultures; topics for musical productions reflect all curricular studies. Physical education classes promote literacy through movement. Students are further enriched with visits from Art Reach productions, symphony, opera, and PTA sponsored programs.

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

Madeira Elementary School's reading curriculum consists of a research-based core reading program, which serves as the base for reading instruction. Supported by state standards, assessment-driven, individualized instruction, rich literate environments, and National Reading Panel research, the program was chosen because children deserve effective programs with hope that achievements can be made. Moreover, such instruction allows teachers to meet students' individual needs, guaranteeing success and a lifelong passion for reading.

Additionally, teachers provide daily, engaging read-alouds, conduct guided reading groups, foster reading/writing connections, encourage fluency with repeated readings, readers' theater, poetry, and choral reading, to explicitly teach essential comprehension strategies. Teachers use both fiction and nonfiction selections to teach needed strategies. An additional emphasis upon content area literacy prepares students for managing information. Science, social studies, and math curriculums are integrated, allowing

students to engage in research from multiple sources.

Classroom instruction focuses upon scientifically based research practices in phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension. The desire to serve students with the most effective and current research techniques has driven the staff to engage in ongoing professional development; subsequently, teachers utilize the 'assess-plan-teach' cycle to determine each child's reading level/performance and plan differentiated instruction. Students demonstrating performance below grade-level, are consistently monitored by the reading specialist and receive additional reading instruction. Also, the librarian, knowledgeable of all students' reading levels, extends individual growth through appropriate book selection.

At Madeira Elementary School, reading curriculum and instruction have proven to be a vital part of students' academic and personal success. Through a core reading program, strengthened by various means of instruction and materials, teachers offer a broad spectrum of opportunities to expand each students' capabilities. Each teacher contributes to the literacy development of the students by extending individual growth and cultivating a love for reading.

3. **Additional Curriculum Area:**

Madeira Elementary School provides a challenging mathematics curriculum whereby students acquire a foundation of essential skills and knowledge necessary for success and achievement in mathematical thinking. Instruction is driven by the Ohio Academic Content Standards of number sense, measurement, geometry, patterns, data analysis and probability. The Investigations program published by Pearson Learning Group is the primary program and the core of our curriculum. Our teachers integrate ongoing assessment practices and provide challenging, individualized learning opportunities. Instructional differentiation for ongoing remediation and enrichment ensures that students will reach their full academic potential. Students are engaged in a positive classroom environment where they build a deeper understanding of mathematics.

The mathematics curriculum is a balanced and integrated program that strives to meet the needs of all learners through their varied learning styles. Hands-on, activity-based instructional techniques encourage the development of creative thinking and problem-solving strategies. Reinforcement of mathematical concepts and skills is achieved through extended practice and engaging activities.

A pervasive component of this curriculum is its strong connection to language arts, another essential skill. Critical thinking and problem-solving skills are acquired and developed as they read, write, listen, and speak about mathematical concepts. Students utilize these components as they gain understanding and make mathematical decisions through the use of real-world examples. A key feature of this integration is that students are expected to 'explain their thinking,' rather than just provide an answer. Individuals and groups are encouraged to share and present their problem solving strategies in small and large group settings. This cooperative work enables students to hear the thought processes of their classmates. They are exposed to multiple, student-driven, problem solving methods from which they can determine a strategy that is meaningful to them. This provides students with a risk-free yet rigorous learning environment in which all strategies and math thought processes are embraced.

4. **Instructional Methods:**

Madeira Elementary School teachers utilize a variety of instructional methods to meet students' learning needs. Teachers rely upon direct instruction as well as inquiry, cooperative, experiential, and kinesthetic learning techniques to reach all students. Teachers believe that learning is social; authentic discussions, interactive games, simulations and discovery support instruction. Learning targets are clearly communicated to students so that they understand what they are learning and why. Students also have opportunities to determine their own learning goals for research and classroom inquiries. Meaningful classroom assignments allow student ownership. Students acquire relevant strategies through carefully scaffold learning and direct, explicit instruction. Students likewise respond to high expectations established by teachers.

In addition to the variety of approaches used by teachers, thoughtfully selected resources contribute to meeting children's preferred learning styles. For example, quality fiction and nonfiction collections, hands-on science and math experiences, student projects and performances, relevant websites and online simulations, support the core curriculum. Various forms of technology such as LCD projectors, software,

Smart Boards, and accessibility to classroom laptop carts, further extend instruction. Writing opportunities are built-in across the curriculum Teachers provide opportunities for students to learn content across the curriculum. Art, music, gym, technology, and library teachers also promote knowledge acquisition and contribute to multi-modal learning.

Moreover, curriculum and assessment, aligned with the Ohio Academic Content Standards, determines instruction. As a result of a district-wide professional development emphasis, the staff utilizes assessment to guide instruction. Formative assessments gauge student progress and learning. Likewise, assessment results enable teachers to purposefully group students for learning in different ways. Whole class and small, flexible groups are used across the curriculum. Differentiation abounds; students receive gifted and remedial support outside the classroom. The special education staff works closely with children and teachers to make appropriate accommodations and modifications for students.

5. **Professional Development:**

Professional development is an integral part of the Madeira Elementary School culture. Educators strive for ongoing growth from both internal and external resources. The staff has incorporated the Foss Science program and Investigations in Number, Data, and Space, to encourage students to use inquiry and investigation in science and math. Additionally, staff attended Math Solutions summer workshops, to improve standard-based instruction and maintained membership in the High Aims Consortium. As a result, students scores on the Ohio Achievement Test in Mathematics have risen annually. Staff also attended the State Institute for Reading Instruction (SIRI). Taught by staff reading specialists, teachers gained a better understanding of Ohio Language Arts standards, current research methods, and training in assessment measures to guide literacy development. MES technology specialists provide ongoing professional development as well.

Moreover, MES staff welcomes specialists to ensure current instructional methodology. Dr. Carter, Hamilton County Educational Specialist, provides professional development for teachers in math instruction and leads training in Assessment for Learning. Teacher created assessments are written before instruction begins and the lessons are targeted to the goals. In addition, language arts consultant, Susan Provost, provided training for MES staff on the Developmental Reading Assessment. Teachers utilize this assessment tool to determine instruction. Also, Janice Kristo, University of Maine literacy professor and author of Nonfiction in Focus, trained teachers to improve children's nonfiction reading and writing. A monthly book study extended learning. The Children's Hospital Kelly O'Leary Center supports the special education staff. Representative psychiatrist, Dr. Foti-Hoff, provides support and resources for special needs children.

Furthermore, the MES staff, firmly dedicated to furthering staff education, has ongoing professional development plans in place for utilizing the newly adopted core reading program for the 2008-2009 school year. Student success is demonstrated by the Ohio Achievement Test's high performance scores in both reading and math. Likewise, OAT middle school science scores, some of the highest in the State of Ohio, reflect cumulative science knowledge.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 4 Test Ohio Achievement Test

Edition/Publication Year 2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	no test	no test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient	96	99	96		
% "Exceeding" State Standards Accelerated	71	64	64		
Number of students tested	97	110	114		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient		91			
% "Exceeding" State Standards		46			
Number of students tested		11			
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					

Subject Math Grade 4 Test Ohio Achievement Test/Ohio Proficiency Test

Edition/Publication Year 2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	no test	no test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient	97	97	97		
% "Exceeding" State Standards Accelerated	56	70	61		
Number of students tested	97	110	114		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	1		
Percent of students alternatively assessed	0	0	1		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient		91			
% "Exceeding" State Standards Accelerated		27			
Number of students tested		11			
2. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient		93			
% "Exceeding" State Standards Accelerated		50			
Number of students tested		14			
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					

Subject Reading (E) Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	March	no test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient	97	99	99	95	
% "Exceeding" State Standards Accelerated	89	90	93	89	
Number of students tested	107	94	102	108	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	3	1	1	
Percent of students alternatively assessed	2	3	1	1	
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard	92	91	92	91	
% "Exceeding" State Standards	77	73	83	82	
Number of students tested	13	11	12	11	
2.					
% "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					

Subject Math Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	March	March	no test	no test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient	98	98	91		
% "Exceeding" State Standards Accelerated	63	65	55		
Number of students tested	107	94	102		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	1		
Percent of students alternatively assessed	2	3	1		
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient	92	100	67		
% "Exceeding" State Standards Accelerated	46	82	25		
Number of students tested	13	11	12		
2.					
% "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					