

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 1780 Barrington Road  
(If address is P.O. Box, also include street address)

Upper Arlington OH 43212-3839  
City State Zip Code+4 (9 digits total)

County Franklin State School Code Number- IRN: 001644

Telephone ( 614 ) 487-5180 Fax ( 614 ) 487-5189

Website/URL http://school.uaschools.org/barrington/ E-mail: pyoder@uaschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent- Dr. William F. Schaefer, III  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Upper Arlington Schools Tel. ( 614 ) 487-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Name of School Board: Upper Arlington Board of Education  
President/Chairperson: Dr. Robert M. Arkin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

## **PART I - ELIGIBILITY CERTIFICATION**

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:    \_\_5\_\_ Elementary schools  
   \_\_2\_\_ Middle schools  
   \_\_0\_\_ Junior high schools  
   \_\_1\_\_ High schools  
   \_\_1\_\_ Other  
   \_\_9\_\_ TOTAL
2. District Per Pupil Expenditure:    \_\_\$11,359\_\_  
     Average State Per Pupil Expenditure:  \_\_\$9,028\_\_

### SCHOOL

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.   5   Number of years the principal has been in her/his position at this school.  
  NA   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
PreK				7			
K	59	51	110	8			
1	50	50	100	9			
2	50	50	100	10			
3	57	48	105	11			
4	59	42	101	12			
5	54	52	106	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>622</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>100</u> % White                        |
| <u>0</u> % Black or African American      |
| <u>0</u> % Hispanic or Latino             |
| <u>0</u> % Asian/Pacific Islander         |
| <u>0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

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: 0 %

[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 <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	3
<b>(4)</b>	Total number of students in the school as of October 1	622
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.005
<b>(6)</b>	Amount in row (5) multiplied by 100	1

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

Number of languages represented: 1  
Specify languages: Cambodian

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

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{5}{29}$  %  
29 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>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  4  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability
<u>  2  </u> Emotional Disturbance	<u> 14  </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>  1  </u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 27  </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  7  </u>	<u> 17  </u>
Paraprofessionals	<u>  1  </u>	<u>  2  </u>
Support staff	<u> 19  </u>	<u>  4  </u>
Total number	<u> 56  </u>	<u> 25  </u>

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

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	100%	96%	96%
Daily teacher attendance	97%	97%	96%	96%	97%
Teacher turnover rate	6%	6%	2%	16%	6%

## PART III - SUMMARY

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The mission of the Upper Arlington City Schools is to provide each student with an innovative and superior education that instills integrity and promotes personal achievement in an ever-changing society. To fulfill this mission, the Barrington Elementary Staff is committed to ensuring that every student is working to his/her optimal learning potential. Our Vision is:

*Excellence in education  
Diversity in teaching philosophies and practices,  
Unity in trust and respect.*

Barrington Elementary School is a neighborhood school and is one of five kindergarten through fifth grade schools in the Upper Arlington City School District, a suburb of Columbus, Ohio. Since its opening in 1939 as Upper Arlington's first elementary school, Barrington has consistently fostered both excellence in education and pride in its community. Additionally, for more than 30 years, the UA City School District has provided educational choice to parents by offering two instructional approaches for the delivery of our curriculum. By allowing parents to choose the delivery system for their child, we can successfully accommodate a child's learning style and the parent's educational philosophy. Our staff constantly strives to effectively increase student learning and achievement.

Both contemporary and informal instructional delivery systems follow the same curriculum and assessment standards. They both assess student progress through common state and district standards and criteria, provide intervention and gifted services to identified students, and share responsibility with parents for student learning and behavior. Each contemporary teacher is diverse in his or her philosophy of teaching and learning; students are placed in single grade classrooms. Informal teachers implement a consistent philosophy of teaching and learning based on Progressive Education principles; student placement varies by age and grade, and includes multi-age and looping configurations.

The Barrington learning community recognizes that students learn differently and celebrates the various teaching styles of our quality professional staff. The evidence of our success is reflected in our high student achievement and supportive parent community.

One goal of both the contemporary and informal programs is to engage parents and the community in partnerships that promote active participation in the life of the school and involvement with students. Barrington Elementary students are individuals who accept responsibility for their learning, decisions and actions. They also contribute to a safe and respectful academic environment. Our students believe in themselves and take pride in their achievements. This is evidenced by the service learning opportunities that are integrated into our already rich curriculum and into the community at large.

The Barrington learning community believes that valuable learning experiences are possible both during and after school. Students participate in enrichment activities that include Explorers Club, Spelling Bee, and Thinking Cap Quiz bowl, in addition to the After-school Enrichment program run by the Parent Teacher Organization. The staff at Barrington Elementary believes in developing leaders by providing opportunities for students to take an active part in the school community through Student Council, Cafeteria Workers, Safety Patrol, and our award winning school newspaper, *The Barrington Times*.

Classroom and special area teachers work together to identify destinations outside of the school building that will enhance the content and curriculum taught daily. Both informal and contemporary classes engage in field trips that offer real life learning opportunities to the students. Through these off campus experiences, teachers connect the Ohio academic content standards to the real world and encourage hands-

on learning.

Each skilled and dedicated staff member of Barrington Elementary School believes that all children can and will learn at consistently high levels. We hold ourselves accountable to the Ohio state content standards and to the local benchmarks for student progress. Our district mission and Barrington Elementary School's vision focuses on teaching students *how* to learn.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Since the mid 1990s the Ohio Department of Education has been assessing students based on criterion-referenced Ohio Proficiency Tests (OPT) in the fourth, sixth and ninth grades in reading, writing, citizenship, science and mathematics. Students' ability to use critical thinking skills to comprehend and solve problems is the emphasis of the OPT. Currently, the State of Ohio is changing to a standards-based Ohio Achievement Test (OAT) in grades three through eight for reading and mathematics. On the grade four OPT there are *four categories* into which students are ranked: Below Basic, Basic, Proficient, and Advanced. On the newer OAT students are ranked into *five categories*: Limited, Basic, Proficient, Accelerated, and Advanced. The students who score below Proficient on either test are not meeting the standards. The State of Ohio also disaggregates data into ethnic, racial and disability subgroups. To receive subgroup reports, a school must have at least ten students in the subgroup per test, which we do not. Even though these subgroups are not reported in our data, we value and analyze individual student data. More information about the OPT and OAT tests can be found on the Ohio Department of Education website (<http://www.ode.state.oh.us/proficiency>).

In addition to Ohio Proficiency Test and Ohio Achievement Test data, Barrington historically has administered normative assessments. Students in the first, third and fifth grades take the Iowa Test of Basic Skills (ITBS) and CogAT tests. These assessments provide valuable classroom data on students' achievement and cognitive levels as well as Gifted identification. In combination with formative classroom assessment data and state assessments, the ITBS and CogAT data provide the Barrington teachers with constructive information to identify students' individual needs.

We use all our data to drive classroom instruction. For example, in 2004 - 2005 the reading OAT test was administered at the beginning of the third grade year and we identified nineteen students not achieving at state expectations. As a result of these data, extensive intervention plans were developed and implemented for these individual students in the area of reading. The data from the final administration of the reading OAT in March showed an average gain for all students of 23 points, with all but three students passing the state benchmark.

Teachers provide the last layer of assessment data used at Barrington. At each grade level the Developmental Writing Assessment (DWA) and Developmental Reading Assessment (DRA), nationally recognized assessment measures for reading and writing and developed in part by Barrington staff members, are used to assess individual students' needs and to make instructional decisions. Math assessments at each level from Everyday Math, a Chicago-based math program, are also employed. Classroom teachers in collaboration with intervention staff use these data to differentiate instruction to help students reach their greatest potential.

Trends from Barrington's assessment data attest to the strong academic program and the commitment to excellence made by Barrington's staff. While we have a talented student population, the commitment of the Barrington staff allows *every* student to work to his/her maximum potential. The school has met and exceeded all reading and mathematic standards from the ODE and consistently scores a full standard deviation above the aggregated mean on nationally normed ITBS tests each year. Most importantly, the data provide evidence that our identified at-risk students have demonstrated continued progress and academic growth.

All assessment data are reviewed annually to determine our areas of strengths and areas for improvement. Identifying these areas and aligning them with district data are the basis for the development of our



building goals. The building planning team, which is comprised of staff and parents, take shared responsibility in monitoring the progress toward achieving our goals and providing each child a high quality learning experience.

## **2. Using Assessment Results:**

At Barrington Elementary School, assessment is a key component of the total learning process. We have a comprehensive system for assuring success for all students. Assessment data are used to measure individual student progress, to identify students not achieving grade level indicators, to identify gifted students, and to identify curriculum objectives that are not being mastered. These data help us provide support for all students that include components of both prevention and intervention. In addition to state and district standardized testing, teachers use scientifically based assessments such as, Key Math and SuccessMaker, as well as teacher self-reflection and various ongoing and embedded classroom assessments. We use data to determine whether students are struggling or achieving at levels different from the past. We compare their current outcomes with past performance and evaluate whether existing curriculum and instruction adequately prepare students to demonstrate proficiency.

We continue to work toward a collaborative culture that uses data to improve teaching and learning. We use several structures to identify and address individual student's needs. At the beginning of the school year, fourth and fifth grade teachers meet to analyze assessment data and create intervention plans for each student who did not meet the standards. A building literacy coordinator meets with grade level literacy teams quarterly. This meeting provides rich discussion about individual students and intervention strategies that could be employed to meet their needs. Additionally, our student assistance team, which is comprised of intervention staff, counselors, elementary instructional specialist, and the principal, meet weekly and work collaboratively with classroom teachers and parents to look at individual students who are having academic, social, or emotional concerns. Teachers have an opportunity to share their concerns, receive feedback from their colleagues, and plan new strategies to implement in their classroom.

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

At Barrington Elementary School, we believe that maintaining a partnership with parents and community members that promotes active participation in the life of the school and involvement with students is the foundation of our academic success. The key to this educational partnership is a commitment to open and ongoing communication among all stakeholders. We have established two-way communication systems that keep parents informed regarding student performance, education goals, and school-wide initiatives.

Teachers communicate grade level expectations to parents through parent information nights and classroom open houses, and to students through daily classroom instruction. The Barrington Learning Community places a great emphasis on *how* to learn, instructional goals and assessment practices. Parents are encouraged to play an active role in the education of their child and to monitor their child's academic performance. They are given ways to work as partners with the school to emphasize the importance of education and lifelong learning. These opportunities include volunteering in the classroom, implementing after-school enrichment and recess alternative programs and supporting cultural arts activities.

Throughout the year, ongoing communication is achieved through a parent/student handbook, building and classroom newsletters, email, parent meetings and numerous conferences. Barrington's unique neighborhood setting allows for informal parent and teacher dialogue. Most parents bring their children to school and feel comfortable stopping to talk to their child's teacher any time throughout the school year. Because we are a school of choice, we provide numerous opportunities to visit classrooms during the educational day, to attend parent information sessions, and to meet with the principal.

The Ohio Department of Education issues district report cards each year that reflect building and district achievement results on the criterion-referenced state OPT and the standards-based OAT. These releases are mailed to all families in the district. Individual student results, which are also mailed directly to parents, rank the student based on their performance on the test. These local report cards are available in the school or on the Ohio Department of Education website. The Upper Arlington City School District also reports these results in a district publication, "Good as Gold", that is mailed to every household in the community on a yearly basis. Local newspapers also publish these results.

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

The Barrington learning community has consistently fostered both an excellence in education and a shared pride in high achievement through collaboration with colleagues. Inside the school walls, teachers share instructional strategies, discuss and support each other's successes and failures, and work collaboratively to promote a climate of continuous improvement. Going outside the school affords the staff opportunities to network with colleagues at other elementary buildings, to refine and enhance instructional strategies and data analysis.

On a regular basis, teachers and administrators from other districts visit our classrooms to observe our innovative instructional and assessment practices. Several Barrington staff members have been instrumental in developing and field-testing assessment tools such as the Developmental Reading Assessment and the Developmental Writing Assessment. They value the opportunity to share their expertise both in and out of the district.

Barrington teachers constantly share their professional growth and expertise with other educators by presenting and being featured speakers at conferences such as the Ohio State Literature Conference, the Upper Arlington/Worthington Summer Institute, and the Ohio Reading Recovery Conference. Additionally, Barrington has been recognized for having the district's Teacher of the Year for three of the past five years. Teachers are nominated by their peers for their outstanding teaching ability and commitment to excellence in education. A large majority of the Barrington staff has or is working on post-graduate degrees.

Each semester, surrounding universities request placement of their student teachers in our classrooms to observe and work with our students, staff and parents. This partnership with higher education always brings positive benefits to the growth and learning in the classroom. In addition, Barrington staff members eagerly participate in research studies to help demonstrate the effectiveness of teaching strategies that impact student achievement. Our principal is also an adjunct professor for Ashland University instructing graduate students in curriculum, instruction, and administration.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The curriculum at Barrington Elementary is rich and continuously improving. Students and teachers engage in learning that is child-centered as well as focused on meeting the Ohio academic content standards and indicators. These standards are enriched by student interest and need. Art, music, drama, and service learning are integrated into the core content areas. The staff at Barrington Elementary has clear and challenging expectations for all learners. The collaborative nature of planning, creating, and providing meaningful learning experiences is the key to Barrington’s curriculum development.

Reading instruction begins in kindergarten where students are assessed in reading comprehension and decoding of words. Assessment data are pulled from standardized testing results, daily records, and teacher observations. Immediately, at the kindergarten level, individual student needs are identified and curricular modifications are made within the classroom setting. Intervention specialists also work collaboratively with teachers to provide services to students. As children progress to the next grade levels they are continually assessed to monitor their decoding and comprehension skills. Students who are in need of small group or one-on-one intervention are provided those services through teacher referral to the student assistance team and the literacy team. These two teams support teachers with reading instruction ideas and brainstorm the next steps in facilitating student success in reading.

The philosophy of Barrington Elementary is to prevent students from becoming deficient in the important reading skills. Intervention is available through the fifth grade and provides essential support to classroom reading instruction. Barrington staff believes that all children can read and all children can enjoy meaningful literacy experiences regardless of age.

The reading curriculum is not segregated from other literacy components. Our Reading Language Arts curriculum integrates reading, writing, grammar, and spelling. Reading and writing are considered to be the building blocks for communication and understanding in all content areas and in our ever-changing society. Teachers select methods and create lessons that insure all students are literate. Teachers balance direct instruction of skills, thoughtful questioning, and student-led activities to foster higher-level thinking.

Barrington uses an inquiry based, hands-on approach to teaching science. Teachers utilize the Full Option Science System and other resource materials to deliver authentic instruction. Science units integrate math and reading language-arts. When teachers design science lessons they begin with specific grade level indicators as a primary focus and use other content area indicators to support and build onto their lessons. This allows for student input and discovery to guide the learning process. Students are provided with materials to design and test their hypotheses through scientific inquiry. These experiences ensure success and provide skills that will enable achievement in our ever-changing society. The science curriculum encourages discussion of ethical issues and implications of scientific research and technology both now and in the future.

## **2. Reading:**

Barrington Elementary School’s reading instruction is provided within a balanced literacy framework based on research and best practice. It includes the following components: reading aloud, shared reading, guided reading, independent reading and phonic instruction, as well as shared writing, guided writing, and independent writing. The classroom teacher is the first line of intervention. All children receive differentiated instruction incorporating a wide range of strategies that support the individual needs of students. This differentiated and diagnostic approach is based on the assessment of student strengths and

weaknesses. Classroom teachers administer assessments to more clearly identify the strengths and weaknesses of individual children. Assessments include phonemic awareness, comprehension and text level, fluency, processing, decoding, and strategy use.

In lieu of basal reading texts, our teachers use a wide range of quality fiction and non-fiction literature. This approach provides opportunities for meaningful writing experiences that support our district courses of study. Integral in our balanced literacy approach to instruction is the reciprocity of the reading and writing process.

Ongoing collaboration between classroom teachers and intervention staff provide the scaffolding necessary for struggling readers to succeed. This support includes individual, small group and team teaching in the classroom. Time is provided for the classroom teacher and intervention teacher to monitor student progress and plan for future instruction.

For the past few years, staff development opportunities have been designed to support professional growth in the area of literacy. These opportunities have included modeling, coaching, observation, action research projects, as well as college level classes. Fundamental to all of our professional development is its responsiveness to student assessment data and the collective needs of our teachers; therefore providing the best opportunity to meet the needs of our students through quality instruction.

This research-based, balanced literacy approach was pursued by Barrington Elementary School in order to create a more individualized approach to reading instruction that is based on the assessed needs of each child. A large part of the success of our program lies in the collaborative efforts of our staff and parents and the level of expertise we possess. Our staff is highly qualified by virtue of Reading Recovery training, reading endorsements, and on-going, embedded staff development opportunities.

### **3. Mathematics:**

We have decided as a staff that mathematics deficits are as significant as deficits in reading. Together, we decided that all students must develop thinking strategies and number sense to be successful in today's technological society. Next, we determined, through research, which concepts provide the foundation for future learning.

These essential early number concepts provide the framework for teachers to plug in the district mathematics course of study and align our adopted math program, Everyday Math, to the state standards. A deeper understanding of these foundational concepts and an appreciation of their significance impacts instruction across the grade levels.

Instructional strategies based on research of how children learn best are incorporated into daily instruction. Teachers facilitate a lesson by beginning with a whole group discussion. Students then break into cooperative learning groups where they are actively engaged in discussion, choosing manipulatives, and using calculators, mini-clocks, rulers, or other materials when appropriate. The whole group reconvenes to share their solutions and strategies. Students are encouraged to ask questions and evaluate and try new strategies. Students are always asked, "Can you think of another way to solve the problem?"

Students who are having difficulty are supported in various ways. Instructional specialists work collaboratively with teachers to analyze the assessment data and develop strategies to differentiate the curriculum for these students. Teachers modify lessons, work with small groups, and use computer software that diagnoses gaps in math concepts and provides extra practice outside the regular instructional math time.

Teachers are supported in their growth and learning through staff collaboration, college course offerings on site, fee waivers, and being encouraged to attend workshops and conferences. Most recently, teachers have been working collaboratively with integrating writing in math and science that promotes higher-level thinking in children.

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

Barrington Elementary teachers develop lessons based on research-based instructional methods for best practices to implement into their classrooms. Teachers use these methods to guide classroom practice in such a way as to maximize the possibility of enhancing student achievement. They provide multiple approaches to content, process, and product in a blend of whole class, group, and individual instruction. At Barrington there is a shared responsibility for learning. Teachers educate students to think for themselves, accept significant responsibility for their learning, and develop a sense of pride in what they do. This occurs in single grade classrooms and multi-age and looping configurations.

There are several instructional methods used by the Barrington learning community. Classroom and special area teachers strive to collaboratively create interdisciplinary units of study that integrate all areas of the curriculum. Teachers differentiate instruction and curriculum and provide inquiry-based learning opportunities to explore concepts. Students use a constructivist/hands-on approach to solve problems and gain a conceptual understanding of the world around them.

Technology is embedded in the curriculum to enhance instruction and is also used by students to access information and to create products. Because we believe in seeing students as individuals Barrington teachers choose instructional methods that are responsive to student needs.

The students at Barrington feel a profound connection between the classroom and the “real world”. Service learning is a method of instruction that helps students relate real world experiences to the Ohio academic content standards, fosters relationships with the community, and reinforces problem-solving skills in the students.

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

Barrington’s professional development is on a continuum that links individual teacher’s goals to building goals, to the District Strategic Plan, and to the Ohio Department of Education through the Local Professional Development Committee (LPDC). Teachers develop a yearly work-plan that is tied to their Individual Professional Development Plan (IPDP). Teacher evaluations are linked to this work-plan and renewal of their five-year state teaching license is based on progress towards goals on their IPDP. This process assures that all of our teachers are highly qualified, and provides a framework for professional development that is flexible to meet the needs of individual staff members. Our goal is to continue to build a culture that supports innovation, experimentation and collegial support, while also ensuring that all educators acquire the knowledge and skills necessary to produce higher levels of learning for all students.

Professional development directly impacts the achievement and success of students and is extremely important to maintaining high quality instruction. The professional development program has a variety of opportunities for teachers to choose from ranging from action research to building/district initiatives to college courses. Staff members also participate in daily, job-embedded, professional development within the building or at other locations in the district. Teachers engage in collaborative planning with grade level teams and meet to align Ohio academic content standards and indicators to units of study and lesson plans. Teachers collectively analyze assessment data, make decisions for instruction, and brainstorm strategies to foster achievement in individual students. The school’s administration encourages professional leave to attend and present at workshops and conferences.

In the past several years, we have convened several workshops and study groups to address staff development needs based on our assessment results. These workshops have included topics such as college level courses in brain research and math intervention, Six Traits Writing, Developmental Reading Assessment (DRA), Developmental Writing Assessment (DWA), Everyday Math and Touchphonics.

Barrington's professional development supports educators who are life-long learners. Teachers seek opportunities to learn more innovative practices and instructional strategies to help children at Barrington continue to grow academically, socially and emotionally. It is everyone's job to learn at Barrington Elementary.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3<sup>rd</sup> Test: Ohio Achievement  
 Edition/Publication Year 2004-2005 Publisher: Ohio Department of Education  
 Scores reported here as (check one): NCE'S \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles: X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	Achievement tests were not administered prior to the 2003-2004 school year.		
<b>SCHOOL SCORES</b>					
% At or above Below Basic	100	100			
% At or above Basic	99	100			
% At or above Proficient	97	99			
% At or below Accelerated	60	82			
% At Advanced	34	45			
Number of students tested	100	99			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. White					
% At or above Below Basic	100	100			
% At or above Basic	100	100			
% At or above Proficient	98	98			
% At or below Accelerated	61	81			
% At Advanced	34	43			
Number of students tested	99	95			
<b>STATE SCORES</b>					
% At or above Below Basic	100	100			
% At or above Basic	89	90			
% At or above Proficient	77	78			
% At or below Accelerated	56	59			
% At Advanced	31	33			

Other subgroups do not compromise sufficient number (10 or more) to be part of the state's assessment report.

**STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics Grade: 3<sup>rd</sup> Test: Ohio Achievement  
 Edition/Publication Year 2004-2005 Publisher: Ohio Department of Education  
 Scores reported here as (check one): NCE'S \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles: X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	Achievement tests were not administered prior to the 2004-2005 school year.			
<b>SCHOOL SCORES</b>					
% At or above Below Basic	100				
% At or above Basic	99				
% At or above Proficient	97				
% At or below Accelerated	68				
% At Advanced	19				
Number of students tested	100				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. White					
% At or above Below Basic	100				
% At or above Basic	99				
% At or above Proficient	97				
% At or below Accelerated	68				
% At Advanced	19				
Number of students tested	99				
<b>STATE SCORES</b>					
% At or above Below Basic	100				
% At or above Basic	89				
% At or above Proficient	70				
% At or below Accelerated	34				
% At Advanced	14				

Other subgroups do not compromise sufficient number (10 or more) to be part of the state's assessment report.



**STATE CRITERION-REFERENCED TESTS**

Subject: Reading Grade: 4<sup>th</sup> Test: Ohio Achievement/Proficiency  
 Edition/Publication Year 2004-2005 Publisher: Ohio Department of Education  
 Scores reported here as (check one): NCE'S \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles: X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	99	99	99	100	97
% At or above Proficient	94	89	84	84	78
% At or below Accelerated	60	N/A	N/A	N/A	N/A
% At Advanced	49	17	15	22	8
Number of students tested	102	112	116	119	105
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. White					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	99	99	99	100	97
% At or above Proficient	94	89	85	86	77
% At or below Accelerated	58	N/A	N/A	N/A	N/A
% At Advanced	46	17	14	23	7
Number of students tested					
<b>STATE SCORES</b>					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	89	92	91	90	87
% At or above Proficient	77	71	66	65	54
% At or below Accelerated	36	N/A	N/A	N/A	N/A
% At Advanced	6	15	9	6	6

Other subgroups do not compromise sufficient number (10 or more) to be part of the state's assessment report.

**STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics Grade: 4<sup>th</sup> Test: Ohio Achievement/Proficiency  
 Edition/Publication Year 2004-2005 Publisher: Ohio Department of Education  
 Scores reported here as (check one): NCE'S \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles: X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	99	96	93	94	94
% At or above Proficient	95	92	91	91	86
% At Advanced	49	49	27	42	37
Number of students tested	102	112	116	119	105
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. White					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	99	96	93	94	94
% At or above Proficient	95	92	91	91	86
% At Advanced	49	49	24	42	36
Number of students tested	97	112	111	114	102
<b>STATE SCORES</b>					
% At or above Below Basic	100	100	100	100	100
% At or above Basic	74	77	70	73	70
% At or above Proficient	65	66	59	60	57
% At Advanced	26	26	15	16	16

Other subgroups do not compromise sufficient number (10 or more) to be part of the state's assessment report.

**STATE CRITERION-REFERENCED TESTS**

Subject: Reading Grade: 5<sup>th</sup> Test: Ohio Achievement  
 Edition/Publication Year 2004-2005 Publisher: Ohio Department of Education  
 Scores reported here as (check one): NCE'S \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles: X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	Achievement tests were not administered prior to the 2004-2005 school year.			
<b>SCHOOL SCORES</b>					
% At or above Below Basic	100				
% At or above Basic	97				
% At or above Proficient	93				
% At or below Accelerated	42				
% At Advanced	32				
Number of students tested	110				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. White					
% At or above Below Basic	100				
% At or above Basic	97				
% At or above Proficient	93				
% At or below Accelerated	42				
% At Advanced	32				
Number of students tested	110				
<b>STATE SCORES</b>					
% At or above Below Basic	100				
% At or above Basic	87				
% At or above Proficient	77				
% At or below Accelerated	23				
% At Advanced	8				

Other subgroups do not compromise sufficient number (10 or more) to be part of the state's assessment report.