

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

Official School Name Emerson World Languages and Cultures Elementary Magnet School
(As it should appear in the official records)

School Mailing Address 44 North Vine Street
(If address is P.O. Box, also include street address)

Westerville OH 43081-1530
City State Zip Code+4 (9 digits total)

County Franklin State School Code Number 010504

Telephone (614) 797-7080 Fax (614) 797-7081

Website/URL http://www.westerville.k12.oh.us/emerson_es.htm E-mail goodb@westerville.k12.oh.us

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

District Name Westerville City School District Tel. (614) 797-5700

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
President/Chairperson Mrs. Cindy Crowe
(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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 16 Elementary schools
 4 Middle schools
 0 Junior high schools
 3 High schools
 0 Other
 23 TOTAL
2. District Per Pupil Expenditure: \$8,356.00
 Average State Per Pupil Expenditure: \$9,028.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
 N/A 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	N/A	N/A	N/A	7	N/A	N/A	N/A
K	N/A	N/A	N/A	8	N/A	N/A	N/A
1	26	19	45	9	N/A	N/A	N/A
2	29	23	52	10	N/A	N/A	N/A
3	26	26	52	11	N/A	N/A	N/A
4	22	22	44	12	N/A	N/A	N/A
5	24	24	48	Other	N/A	N/A	N/A
6	N/A	N/A	N/A				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							241

6. Racial/ethnic composition of the students in the school: 82 % White
8 % Black or African American
5 % Hispanic or Latino
5 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
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: 3 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	241
(5)	Total transferred students in row (3) divided by total students in row (4)	.025
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
<10 Total Number Limited English Proficient
Number of languages represented: 6
Specify languages: Bulgarian, Spanish, Arabic, Bansa and French, East African English

9. Students eligible for free/reduced-priced meals: 8 %
Total number students who qualify: 19

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: 6 %
14 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> 1 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> 0 </u> Emotional Disturbance	<u> 10 </u> Speech or Language Impairment
<u> 0 </u> Hearing Impairment	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Mental Retardation	<u> 0 </u> Visual Impairment Including Blindness
<u> 0 </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 10 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 6 </u>
Paraprofessionals	<u> </u>	<u> 1 </u>
Support staff	<u> </u>	<u> 3 </u>
Total number	<u> 11 </u>	<u> 10 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	95%	93%	96%
Teacher turnover rate	13%	13%	13%	14%	0%
Student dropout rate (middle/high)	N/A %	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY

Westerville City School District meets the needs of 85,000 residents in a culturally and economically diverse, 52-square mile area in northeastern Franklin County and southern Delaware County. The district is comprised of 23 schools, including 16 elementary buildings, four middle schools, and three high schools. At the end of the 2004-2005 school year, enrollment in Ohio's ninth largest school district was more than 14,000 pupils.

Emerson World Languages and Cultures Elementary Magnet School is part of the Westerville Magnet Program which is designed for students in grades one through five who have an international interest and desire to experience education through a focused curriculum in a small school setting. The total enrollment of the school is 241 students, including children who are Caucasian, Hispanic/Latino, African-American, and Asian. Kindergarten does not participate in the magnet program, and therefore students are selected by a lottery drawing from schools throughout the entire district. The lottery is held in the spring at the conclusion of a child's kindergarten experience. Parents elect to register their children in the lottery. There are no academic requirements or testing necessary for a student to be enrolled in the program. There is an effort to maintain gender equality by keeping an equal number of boys and girls in each class.

Emerson's focus is world languages and cultures, and the school's mission is to *improve student achievement by challenging children to think deeply and creatively and to enhance learning by exposure to other languages and cultures*. Children naturally want to learn about cultures different from their own, and they are quick to pick up a second language. Children at Emerson receive Spanish language instruction twice a week based on concepts in the core content areas. Additionally, the Emerson staff provides a cultural context in which the core content areas are taught. There is a high level of teacher ownership of the program at Emerson which, in turn, fosters teachers' renewed commitment to increase student achievement.

Emerson has international and local partnerships. Introduced through the local Rotary, Emerson staff and students partner with a school in San Jose de Buenos Aires, a tiny rural school in the Andes Mountains of South America. We also work with a government school in Hong Kong, and with a school in Kawaguchi City, Saitama, Japan. The latter partnership was arranged through a program at the Ohio Department of Education. Locally, we work with a bookstore that arranges for our "young authors" to read aloud their original written work at four events held at the bookstore throughout the year. Another partnership with a local bank provides the opportunity for Emerson students to open and manage their own checking accounts.

Technology is an important learning tool for Emerson students. Students learn about cultures via the web, use computers to create original written work, and improve math and reading with such programs as *Headsprouts*, *Accelerated Reader*, and *Yearly Progress Pro*. Walking the hallways of the school, one finds groups of students working on a variety of projects and activities from designing web pages to a delivering a bilingual weather forecast.

Emerson's small size promotes a sense of community because teachers get to know all the students and parents. In the Emerson community, parents are a significant resource. Parents work in the media center and in the classroom. They coordinate extra-curricular clubs and are team players who organize co-curricular programs that complement classroom instruction. Our strong and active PTA is also committed to providing funds for field trips, supplementary learning materials, technology, and playground equipment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Current results are based on the State of Ohio’s Third Grade Reading and Mathematics Achievement Tests, Ohio’s Fourth Grade Reading Achievement and Proficiency Tests and Mathematics Proficiency Test, and Ohio’s Fifth Grade Reading Achievement Test. Ohio’s tests were administered to all students in grades three, four, and five. In reading, 98% of third graders, 98% of fourth graders, and 94% of fifth graders scored at or above the proficient level, exceeding the federal Adequate Yearly Progress (AYP) goal. In mathematics, 98% of third graders scored at or above proficient on the achievement test. Fourth graders exceeded the federal AYP goal with 89% of students scoring at or above the proficient level. In Ohio, schools are rated by the Performance Index Score which reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades three and four. The most weight is given to students scoring at the advanced level, and the weights decrease for each subsequent performance level. This creates a scale of zero to 120 points with 100 being the goal. There are five performance levels: Limited/Below Basic, Basic, Proficient, Accelerated, and Advanced.

Third-grade Reading Achievement Test Cut Scores	Fourth-grade Reading Achievement Test Cut Scores	Fourth-grade Mathematics Proficiency Test Cut Scores
<ul style="list-style-type: none"> Limited/ below basic: 385 Basic: 385-399 Proficient: 400-414 Accelerated: 415-431 Advanced: 432 and above 	<ul style="list-style-type: none"> Below Basic: 197 and below Basic: 198-216 Proficient: 217-249 Advanced: 250 and above 	<ul style="list-style-type: none"> Below Basic: N/A Basic: below 218 Proficient: 218-249 Advanced: 250 and above

Emerson Magnet School’s Performance Levels

Performance Index Score Calculations for the 2004-2005 School Year						
Grades 3, 4, 5, 6, 7, 8 and 10 for All Tested Subjects	Performance Level Across All Tested Grades (includes all students in the school for a full academic year)	Percentage	x	Weight	=	Points
Calculation	Untested	0	x	0.0	=	0.0
	Limited/ Below Basic	1.8	x	0.3	=	0.5
	Basic	4.3	x	0.6	=	2.6
	Proficient	32.2	x	1.0	=	32.2
	Accelerated	20.4	x	1.1	=	22.4
	Advanced	41.3	x	1.2	=	49.6
Your School's Performance Index Score						107.3
Performance Index Score Over Time		2004–2005	2003–2004 ^b	2002–2003 ^a		
		107.3	107.3	95		

^aBased on grades 3, 4 and 6 only. ^bBased on grades 4 and 6 only.

Data regarding Emerson’s 2004-2005 academic performance can be found at the following website: <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/010504.pdf>. Additional information on Ohio’s assessment system may be found at: http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp for third, fourth and fifth grade reading grade achievement tests and www.ode.state.oh.us/proficiency/standards.asp for fourth grade mathematics proficiency tests. For additional information about Emerson’s program, the reader may visit our web site at: http://www.westerville.k12.oh.us/emerson_es.htm which provides a direct link to our local school report card containing recent assessment data.

2. Using Assessment Results

Emerson Magnet School has implemented a continuous assessment approach to monitor and improve academic performance for all students. At the beginning of each school year, the teaching staff meets with the building principal to collaboratively analyze the previous year's test results. From this analysis skill areas are identified that need to be addressed instructionally. Intervention plans are developed for all students performing below grade level expectations in each content area. These plans provide the basis for supplemental instruction to address specific skill deficiencies and are shared with parents at parent-teacher conferences. Throughout the school year, both formal and informal quarterly assessments in reading, writing, and mathematics are given to each student. These periodic assessments allow teachers to monitor student progress toward grade level standards and provide appropriate interventions.

Additionally, trend data on student mean scores provide the teaching staff with a longitudinal picture of student performance in all content areas. Improving overall student mean scores indicate academic performance for all students is increasing each year. Over the past three years, trend lines in reading have shown a continued, steady, positive direction. The number of students attaining advanced scores in the achievement and proficiency tests is also analyzed. Our goal is, and has been, to increase the number of students at the advanced level as opposed to simply being satisfied with basic proficiency-level performances. In order to achieve this goal, item analyses of test results on the various tests are reviewed to determine how students, in general, are performing in various levels of both learning objectives and skills. An analysis of second grade TerraNova scores also provides an indicator of how well students are positioned to perform on the Third Grade Achievement Tests, Fourth Grade Achievement and Proficiency Tests, and Fifth Grade Achievement Tests. Thus, assessment is used proactively to identify areas for possible intervention early in each child's instructional program.

3. Communicating Assessment Results

The use of several successful venues provides the opportunity to communicate student performance. A critical element to communication between school and home is the establishment of a common language and explanation of grade-level expectations. This is done early in the school year at our Curriculum Night. During this event, teachers explain, in detail, the grade-level content standards and how they will be assessed for competency. Parents are given a copy of the grade-level content standards printed in their first language. All standardized tests administered to a student, whether district or state initiated, include a parent report. This report contains results of the child's academic performance with an explanation of these results as they relate to grade-level benchmarks. Upon receipt of the report, parents can discuss their child's academic performance with teachers and/or the principal. Scheduled parent-teacher conferences also offer parents a time to discuss student performance. At these conferences, teachers present samples of student work in the various content areas so that parents have an opportunity to view the progress their child is making toward the appropriate grade-level benchmarks. Finally, mid-way through the year, parents are invited to a student-led conference during which students review with parents their progress to date and set goals for the rest of the year.

Student feedback is essential to increasing student achievement. At Emerson, students play a vital role in the assessment process by helping to develop rubrics which assist them in giving direction regarding what is expected at different levels of student performance. They also use software and web-based programs that monitor and assess students' reading and math progress providing immediate feedback to the learner. Students and teachers monitor student progress in reading and mathematics throughout the school year.

4. Sharing Success

As part of Westerville's magnet school program, Emerson has had, as part of its charge, to implement research-based instructional practices to improve student achievement. Teachers selected for Emerson have agreed to be actively involved in sharing the successes of our program. Several of our teachers serve as district math, reading, and writing teacher leaders. In their leadership roles, teachers provide grade-level workshops for peers and assist in developing curriculum foundations and instructional methods to bring Ohio's Academic Content Standards to Westerville's children. Moreover, Emerson's teachers have applied for and received several state and local grants to provide unique opportunities to further student achievement.

Recently Emerson teachers were involved in the Asian Odyssey at the Cleveland Museum of Art. Known for its collection of Asian art, the Museum invited selected teachers to visit and learn about the Japanese and Chinese cultures. Participants developed ten model lessons incorporating Asian culture and art into Ohio's Content Standards and, therefore, into daily instruction. Emerson teachers' lessons are posted on the Cleveland Museum of Art's website at:

<http://www.cma.org/educef/asianodyssey/html/LessonPlans.html>.

Our experiences in showcasing our programs have also been enriching for our school community. Often we learn more about ourselves and improve our teaching-learning processes as we prepare to share with others. If selected as a NCLB Blue Ribbon School, Emerson would welcome the opportunity to share our successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Emerson’s core curriculum includes reading and language arts, mathematics, science, social studies, art, music, physical education, and Spanish. Each content area is aligned with Ohio’s Academic Content Standards. Our global focus sets the stage for integrating content with international themes. Teachers align their instruction and instructional materials with the Standards to ensure that all students are engaged and involved in rigorous content. There is concentrated attention to developing critical thinking skills. Classrooms are rich in print materials that accent the importance of reading and writing.

Language arts instruction pervades the curriculum and instruction at Emerson. Direct instruction, guided reading, literature circles and a variety of differentiated activities presented in multiple intelligences keep all students actively engaged in learning. Students become familiar with a variety of genres, styles, and eras. Teachers assess fluency and comprehension while conferencing with students. The writing process develops writers, and writing across the curriculum provides students an opportunity to use writing process skills.

The Harcourt Mathematics Series has been adopted for grades three, four, and five, while children in the primary grades learn from *MathLand*. Both series provide manipulative-rich activities, and teachers use the series as a starting point for mathematics instruction while providing additional opportunities to develop critical thinking skills. Problem solving that develops into short and extended written responses to mathematics problems are important skills for children to explain their thinking on the Ohio’s Mathematics Achievement Tests.

The science textbook (Scott Foresman) is a resource, but teachers rely heavily on the Ohio’s Academic Content Standards and the district’s curriculum maps to identify topics and units for instruction. Arranged in cooperative work groups, students learn to cooperate, develop responsibility, and understand the need for accountability. Guest speakers and field trips link science to the real world.

In social studies the curriculum progresses from the study of local areas in the primary grades to the study of Ohio and the nation in the intermediate grades. Instruction for all students is based on Ohio’s Social Studies Content Standards with differentiated activities organized for the achievement of all ability levels. A social studies highlight is the Junior Achievement program that complements the curriculum. Community volunteers and parents work with students on specific grade-level topics from the Junior Achievement program that align with Ohio’s Standards.

Our art, music, and PE teachers collaborate with classroom teachers to identify ways to integrate instruction. Teachers address Ohio’s Fine Arts Academic Content Standards including the disciplines of dance, drama, music and visual art. Our art teacher provides art foundations and opportunities for students to express themselves in a variety of media. At the Wexner Center for the Arts Emerson students explore the link between the visual arts and one of five themes: home, identity, places and spaces, or environment. Our music teacher provides a variety of opportunities for students to be engaged in the performing arts. Our proximity to Columbus allows Emerson students to attend concerts and plays and visit art museums. We also have strings classes for interested Emerson fifth graders to learn to play a stringed instrument of the student’s own choosing.

The Spanish teacher regularly collaborates with classroom teachers to present appropriate content in Spanish. Students are reading, writing, and speaking in and listening to Spanish. Students have Spanish instruction twice a week, and they entertain parents with Latino songs and folk dances.

2. Reading

The evolving magnet school program in Westerville provides the opportunity to continually develop fresh and original programming. When Emerson started as a magnet school in 1989, the focus was language arts and technology. At the time, the program at Emerson incorporated cutting edge, research-based instructional delivery systems in reading and writing. It was a model for the district. Emerson staff disseminated their successful program throughout the district, and by the mid-1990s, the instructional strategies, while still successful, were no longer unique. The local community expressed an interest in a foreign language program. Emerson teachers were eager to initiate a cultural focus and foreign language into their instruction while retaining the elements of the successful reading and technology program. Emerson teachers have always been, first and foremost, teachers of reading. They use opportunities in every content area to improve students' reading skills. With the wide range of reading levels found in every Emerson classroom, teachers do not rely on a single reading strategy. Rather, teachers employ an individualized approach to reading instruction based on the assessed needs of each child.

Emerson uses a literature-based approach to reading instruction. This instructional method emphasizes the use of literature (trade books) rather than basal reading texts. The approach was selected by the Emerson staff because it exposes students to quality children's literature and provides opportunities for meaningful writing experiences that support the core curriculum. Our international focus exposes students to a variety of non-fiction materials immediately upon entering the program. Learning to read non-fiction requires students to acquire different reading strategies than one would use with fictional materials. Early and continuous exposure to non-fiction reading coupled with good literature provides Emerson students with a rich variety of reading experiences, and thus, they are prepared for all types of content assessments. Instruction in phonics is used for emerging readers to provide them with a foundation for word attack skills. "Reading Logs" and "Books-in-a-Bag" for home reading are used to develop reading fluency. Writing also plays a vital role in helping students in the reading process by providing opportunities to learn how written language is used to communicate. Westerville Reads, a volunteer community reading program, provides tutoring for first grade students. Also, for struggling first graders, Emerson has a half-time reading teacher. All students improve reading skills on the *Accelerated Reader* computer program.

3. Mathematics

The Emerson mission is to *improve student achievement by challenging children to think deeply and creatively and to enhance learning by exposure to other languages and cultures* in all content areas. Emerson's global focus suggests to some parents that our curriculum is limited, even though all schools must teach Ohio's Mathematics Content Standards. Parents who are new to Emerson frequently ask us whether we teach mathematics. Because of this parental concern, the Emerson staff engages in concerted efforts to ensure that mathematics are a strength of our students. In addition to teaching the mathematics content standards, teachers provide opportunities for students to improve critical mathematics reasoning skills.

This year the district adopted a new mathematics series for grades three, four, and five. Emerson teachers have been involved in professional development to implement this new series.

This is our first year to involve students in a web-based mathematics program, *Yearly Progress Pro* (YPP), for students to practice mathematics skills at their own pace. Using YPP, students can easily chart their progress on skills directly related to Ohio's Mathematics Content Standards.

Sensitive to parents' concerns, Emerson's PTA collaborates with teachers to provide a family-oriented mathematics event. It is the goal of such an event to clearly demonstrate to all parents that their children are learning mathematics concepts, a fact that is confirmed when parents see their children's success on Ohio's mathematics tests.

Finally, and in keeping with our cultural and foreign language focus, mathematics provides solid skills that are taught successfully in Spanish as well as English. For example, students learn one- and two-dimensional shapes in both languages, they learn to count in both languages, and they learn to measure in both languages.

4. Instructional Methods

Emerson's small school atmosphere and design allow teachers and the administrator the opportunity to function as a learning team. Many of our learning activities are the result of total team planning. The staff has numerous opportunities to observe all students in a variety of learning settings. This allows for quality interaction among teachers when addressing student-learning concerns. As a staff, we believe in providing active and engaged learning situations. The ability for a child to construct knowledge is important and is an excellent assessment of student progress. Displays of student work throughout the building reflect our students' creativity in all content areas, and clearly communicate to the entire community the positive impact of our approach to teaching and learning at Emerson.

Other strategies Emerson teachers use to improve student achievement include:

- Collaborative learning
 - Literature circles
 - Book clubs
 - Computer lab groups
 - Cross-grade-level buddies
- Inquiry learning for developing greater depth and understanding
- Student-led conferences to highlight successes and to identify goals
- Classroom vision and mission statements
- Student data books so that students can monitor their own progress
- Student Pareto and Fishbone charts

5. Professional Development

Professional development is a critical component to our success at Emerson. Teachers are involved in professional development at three levels: district, school, and individual.

Each year the district provides professional development opportunities to meet student needs and close the identified education gaps. All teachers attend these workshops and grade level meetings to gain an understanding of district expectations for student learning at each grade level. In addition, during the past two years, the Emerson staff has benefited from monthly early release days provided by the district.

These two-hour blocks of time have provided essential opportunities for teachers to work on strategies to improve student achievement.

At the building level, all staff members know that in employing a common theme in our professional development program, we can positively impact the academic performance of our students. We hold annual professional development workshops to analyze student performance and to set goals for the year. In the past, we have met to improve our technology skills and to increase our understanding of I.D.E.I.A. We have aligned our units of instruction with Ohio's Content Standards. We have analyzed our instructional methods and compared them with research-based practices. This year we have set aside time to learn about the International Baccalaureate Program and to begin to train teachers to implement this internationally recognized program.

At Emerson, most of our students are performing at or above proficient levels. However, if Emerson students are to continue to increase the performance index score as well as its AYP, it is critical that students continue to move beyond proficient to the advanced level. Recognizing this need, our professional growth focus, as a school, is to assist teachers in adding new instructional tools to their toolbox so that students' critical thinking skills are maximized.

Finally, all district teachers are required by contract to complete a professional growth activity once every three years. This activity is completed under the supervision of the building principal. Emerson teachers have used this opportunity to strengthen their teaching skills.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject Reading Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2004 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	100%	100%	N/A	N/A	N/A
% At or above Basic	100%	97%	N/A	N/A	N/A
% At or above Proficient	98%	97%	N/A	N/A	N/A
% At or above Accelerated	94%	95%	N/A	N/A	N/A
% At or above Advanced	60%	25%	N/A	N/A	N/A
Number of students tested	46	44	N/A	N/A	N/A
Percent of students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
Percent of students alternatively assessed	0%	100%	N/A	N/A	N/A
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	100%	100%	N/A	N/A	N/A
% At or above Basic	99%	98%	N/A	N/A	N/A
% At or above Proficient	96%	98%	N/A	N/A	N/A
% At or above Accelerated	91%	95%	N/A	N/A	N/A
% At or above Advanced	59%	70%	N/A	N/A	N/A
Number of students tested	37	40	N/A	N/A	N/A
STATE SCORES					
% At or above Below Basic	100%	100%	N/A	N/A	N/A
% At or above Basic	89%	90%	N/A	N/A	N/A
% At or above Proficient	77%	78%	N/A	N/A	N/A
% At or above Accelerated	56%	59%	N/A	N/A	N/A
% At or above Advanced	31%	33%	N/A	N/A	N/A

Achievement tests were not administered in third grade prior to 2003-2004.

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject Reading Grade 4 Test Ohio Achievement Test

Edition/Publication Year 2004 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	100%	N/A	N/A	N/A	N/A
% At or above Proficient	98%	N/A	N/A	N/A	N/A
% At or above Accelerated	73%	N/A	N/A	N/A	N/A
% At or above Advanced	16%	N/A	N/A	N/A	N/A
Number of students tested	44	N/A	N/A	N/A	N/A
Percent of students tested	100%	N/A	N/A	N/A	N/A
Number of students alternatively assessed	0	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	0%	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	100%	N/A	N/A	N/A	N/A
% At or above Proficient	98%	N/A	N/A	N/A	N/A
% At or above Accelerated	73%	N/A	N/A	N/A	N/A
% At or above Advanced	18%	N/A	N/A	N/A	N/A
Number of students tested	40	N/A	N/A	N/A	N/A
STATE SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	89%	N/A	N/A	N/A	N/A
% At or above Proficient	77%	N/A	N/A	N/A	N/A
% At or above Accelerated	36%	N/A	N/A	N/A	N/A
% At or above Advanced	6%	N/A	N/A	N/A	N/A

Achievement tests were not administered in fourth grade prior to 2004-2005

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TEST

Subject Reading Grade 4 Test Ohio Proficiency Test

Edition/Publication Year 2000 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	N/A	100%	100%	100%	100%
% At or above Basic	N/A	100%	100%	100%	100%
% At or above Proficient	N/A	95%	74%	97%	97%
% At or above Advanced	N/A	32%	35%	17%	39%
Number of students tested	N/A	19	23	65	64
Percent of students tested	N/A	100%	100%	100%	100%
Number of students alternatively assessed	N/A	0	0	0	0
Percent of students alternatively assessed	N/A	0%	0%	0%	0%
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	N/A	100%	100%	100%	100%
% At or above Basic	N/A	100%	100%	100%	99%
% At or above Proficient	N/A	93%	71%	97%	96%
% At or above Advanced	N/A	33%	33%	17%	39%
Number of students tested	N/A	15	21	59	61
STATE SCORES					
% At or above Below Basic	N/A	100%	100%	100%	100%
% At or above Basic	N/A	92%	90%	89%	87%
% At or above Proficient	N/A	71%	66%	64%	54%
% At or above Advanced	N/A	15%	9%	6%	6%

Proficiency tests were not administered in reading to fourth graders in 2004-2005.

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION –REFERENCED TEST

Subject Reading Grade 5 Test Ohio Achievement Test

Edition/Publication Year 2004 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	94%	N/A	N/A	N/A	N/A
% At or above Proficient	35%	N/A	N/A	N/A	N/A
% At or above Accelerated	35%	N/A	N/A	N/A	N/A
% At or above Advanced	0%	N/A	N/A	N/A	N/A
Number of students tested	17	N/A	N/A	N/A	N/A
Percent of students tested	100%	N/A	N/A	N/A	N/A
Number of students alternatively assessed	0	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	0%	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	100%	N/A	N/A	N/A	N/A
% At or above Proficient	92%	N/A	N/A	N/A	N/A
% At or above Accelerated	23%	N/A	N/A	N/A	N/A
% At or above Advanced	0%	N/A	N/A	N/A	N/A
Number of students tested	13	N/A	N/A	N/A	N/A
STATE SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	87%	N/A	N/A	N/A	N/A
% At or above Proficient	77%	N/A	N/A	N/A	N/A
% At or above Accelerated	23%	N/A	N/A	N/A	N/A
% At or above Advanced	8%	N/A	N/A	N/A	N/A

Achievement tests were not administered in fifth grade prior to 2004-2005.

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject Mathematics Grade 3 Test Ohio Achievement Test

Edition/Publication Year 2004 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	100%	N/A	N/A	N/A	N/A
% At or above Proficient	99%	N/A	N/A	N/A	N/A
% At or above Accelerated	69%	N/A	N/A	N/A	N/A
% At or above Advanced	43%	N/A	N/A	N/A	N/A
Number of students tested	46	N/A	N/A	N/A	N/A
Percent of students tested	100%	N/A	N/A	N/A	N/A
Number of students alternatively assessed	0	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	0%	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	100%	N/A	N/A	N/A	N/A
% At or above Proficient	97%	N/A	N/A	N/A	N/A
% At or above Accelerated	73%	N/A	N/A	N/A	N/A
% At or above Advanced	49%	N/A	N/A	N/A	N/A
Number of students tested	37	N/A	N/A	N/A	N/A
STATE SCORES					
% At or above Below Basic	100%	N/A	N/A	N/A	N/A
% At or above Basic	89%	N/A	N/A	N/A	N/A
% At or above Proficient	70%	N/A	N/A	N/A	N/A
% At or above Accelerated	34%	N/A	N/A	N/A	N/A
% At or above Advanced	14%	N/A	N/A	N/A	N/A

Achievement tests were not administered in third grade prior to 2004-2005

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION –REFERENCED TEST

Subject Mathematics Grade 4 Test Ohio Proficiency Test

Edition/Publication Year 2000 Publisher Ohio Department of Education

Scores are reported here as (check one): NCEs Scaled Scores Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or above Below Basic	100%	100%	100%	100%	100%
% At or above Basic	90%	94%	91%	99%	100%
% At or above Proficient	69%	89%	74%	97%	97%
% At or above Advanced	43%	68%	13%	65%	61%
Number of students tested	44	19	23	65	64
Percent of students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. White (specify subgroup)					
% At or above Below Basic	100%	100%	100%	100%	100%
% At or above Basic	98%	94%	90%	98%	100%
% At or above Proficient	88%	87%	71%	96%	97%
% At or above Advanced	53%	67%	14%	64%	61%
Number of students tested	40	15	21	59	61
STATE SCORES					
% 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 or above Advanced	26%	26%	15%	16%	16%

Subgroups, namely African American, Hispanic, Asian, American Indian, economically disadvantaged, students with disabilities, and limited English proficient do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.