

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

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

School Mailing Address 885 Evening Street  
(If address is P.O. Box, also include street address)

Worthington Ohio 43085-3079  
City State Zip Code+4 (9 digits total)

County Franklin County State School Code Number 010868

Telephone (614) 883-2850 Fax (614) 883-2860

Website/ULR www.worthington.k12.oh.us E-mail ccollaros@worthington.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. Melissa Conrath  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Worthington City Schools Tel. (614) 883-3000

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 Mr. Gary Tyack  
(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:
- |    |                     |
|----|---------------------|
| 12 | Elementary schools  |
| 4  | Middle schools      |
| 0  | Junior high schools |
| 3  | High schools        |
| 0  | Other               |
| 19 | TOTAL               |

2. District Per Pupil Expenditure: \$ 10,162.00

Average State per Pupil Expenditure: \$ 9,028.00

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. 1 Number of years the principal has been in her/his position at this school.  
 14 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
<b>PreK</b>	0	0	<b>0</b>	<b>7</b>			
<b>K</b>	24	30	<b>54</b>	<b>8</b>			
<b>1</b>	33	27	<b>60</b>	<b>9</b>			
<b>2</b>	23	27	<b>50</b>	<b>10</b>			
<b>3</b>	27	35	<b>62</b>	<b>11</b>			
<b>4</b>	27	35	<b>62</b>	<b>12</b>			
<b>5</b>	21	32	<b>53</b>	<b>Other</b>			
<b>6</b>	32	33	<b>65</b>				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>406</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| <u>92%</u>  | White                          |
| <u>1%</u>   | Black or African American      |
| <u>1%</u>   | Hispanic or Latino             |
| <u>5%</u>   | Asian/Pacific Islander         |
| <u>1%</u>   | American Indian/Alaskan Native |
| <b>100%</b> | <b>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: 3%

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	13
<b>(4)</b>	Total number of students in the school as of October 1	406
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.032
<b>(6)</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: NC %  
 < 10 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %  
 Total number students who qualify: 14

10. Students receiving special education services:  $\frac{7}{28}$  %  
28 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |   |   |
|---|---|
| <u>2</u> Autism<br>___ Deafness<br>___ Deaf-Blindness<br>___ Emotional Disturbance<br>___ Hearing Impairment<br>___ Mental Retardation<br>___ Multiple Disabilities | ___ Orthopedic Impairment<br><u>4</u> Other Health Impaired<br><u>11</u> Specific Learning Disability<br><u>11</u> Speech or Language Impairment<br>___ Traumatic Brain Injury<br>___ Visual Impairment Including Blindness |
|---|---|

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)	1	0
Classroom teachers	18	2
Special resource teachers/specialists	6	9
Paraprofessionals	0	0
Support staff	5	4
Total number	30	15

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

- 13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96%	94%	96%	95%	95%
Teacher turnover rate	24%	14%	23%	41%	38%
Student dropout rate (middle/high)	NA %	NA %	NA %	NA%	NA%
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

### **PART III: SUMMARY**

Evening Street Elementary School serves over 400 children in grades kindergarten through six as one of twelve elementary buildings in a district serving approximately 8,500 students. Evening Street is located in a northwest suburb of Columbus, Ohio. About 50% of our students are walkers living within 1½ miles of the school while others who live beyond this distance are provided transportation. Evening Street's primary classrooms average 20 students while at the intermediate level, 24 students per classroom is the norm. Kindergarten offers both a full-day and half-day program.

The Evening Street staff members are dedicated professionals, bound together by a desire to help children succeed at high levels both academically and socially. In addition to classroom teachers, staff members include specialists in art, music, library/media, physical education, reading, instrumental band and strings. There are also specialists for academically talented students, and those students served under special education, guidance, speech and language.

Evening Street's record of academic achievement is second to none as measured by end of year summative data (see attached data tables). As a district, the Worthington City Schools have been rated as Excellent for the past five school years, a feat unmatched by any Ohio school district of its size. Evening Street's achievement reflects this high standard. Evening Street students consistently perform well above state standards, and their scores routinely surpass those which are anticipated for them in all content areas. As measured by the state designed Performance Index, an index used to illustrate to what degree schools and districts are moving their students into high levels of academic achievement beyond the state standard, Evening Street's score has increased each of the past two years since the inception of this benchmark in the 2002-2003 school year.

At Evening Street, we use technology as a teaching and learning tool to enrich and differentiate instruction for students across all curriculum areas as well as to motivate students at risk. We have four computers in every classroom, a computer room, a mobile computer lab, and five interactive SMART boards.

Parents and community members are an integral part of our school. Volunteers assist teachers in all aspects of learning and are active in every classroom. Volunteers are also reading coaches in our Ohio READS Program which utilizes trained volunteers to provide reading intervention for identified at risk students. Our families are dedicated to the education of all learners at Evening Street and actively support the learning process.

During the 2003-2004 and 2004-2005 school years, staff worked collaboratively using a continuous improvement model to craft a new mission statement and vision that will serve as a guide over the next several years. Evening Street's mission is to *help children soar today and into the future*. Evening Street's vision statement encompasses four facets of the educational process:

*Curriculum* must be innovative, developmentally appropriate, reflect the district's graded course of study and state standards, and provide the foundation for lifelong learning. It must be relevant, based on high expectations and high standards, and adapted to students' needs.

*Instruction and Choice of Supplemental Materials* will address individual needs by being flexible and varied, engaging students in learning, and building on students' prior knowledge.

*Assessment* must guide instruction and evaluate learning. Assessment(s) will be on-going, authentic, varied, and reflective of high expectations and high standards of the curriculum.

*The school community* will promote and provide a safe, clean and respectful environment where children feel challenged to do their best while being accepted and supported. We will celebrate uniqueness and help students develop acceptance while we providing engaging and relevant opportunities for individual learning.

The staff developed two school-wide goals for the 2005-2006 school year: 1) to improve open-ended, written student responses on state assessments and 2) to provide a climate of school-wide respect for all the Evening Street community. This balance between the academic and social needs of our children helps prepare Evening Street children for successful student learning and ultimately for positive participation as citizens in our democracy. We achieve this balance through staff members working as a team and partnering with parents and community members.

## **PART IV: ASSESSMENT RESULTS**

### **1. Assessment Results**

In an Excellent school district under our state assessment accountability system for the past five years, a feat unmatched by any other school district of its size in Ohio, Evening Street Elementary School has consistently been among the top performing schools in the district. Over the past five years, in response to No Child Left Behind's (NCLB's) mandate to demonstrate Adequate Yearly Progress for all children in reading and math in grades three through eight, Ohio has moved from administering proficiency tests in five content areas in grades four and six to administering achievement tests in reading, writing, and math in grades three through eight. These tests align with Ohio's Academic Content Standards, which in turn serve as the basis for the Worthington School's Graded Courses of Study.

The Ohio Achievement Tests rank children in reading and math in one of five categories: Accelerated, Advanced, Proficient, Basic, or Below Basic. The state standard in both content areas is for 75% of all students to be proficient or above with similar targets for each subgroup. Subgroups such as ethnicity, socio-economic status, students with disabilities, and students with Limited English Proficiency are small enough to not be included in Evening Street's data or to be tracked through NCLB's data. Data for the overall school population, in general, is very high (results available at [www.ode.state.oh.us](http://www.ode.state.oh.us)). For the 2004-2005 school year:

- 90% of third grade students scored at the Accelerated or Advanced level in reading while 60% did so in math. 96% of third grade students were rated as *Proficient* or better in reading and math.
- 61% of fourth grade students scored at the Accelerated or Advanced level in reading while 62% scored at the Advanced level in math (Accelerated was not a category in 2004-05 in 4<sup>th</sup> grade math). 95% of fourth grade students were rated as Proficient or better in reading and 93% in math.
- 54% of fifth grade students scored at the Accelerated *or* Advanced level in reading with 98% of all students rated as Proficient or higher.
- 64% of sixth grade students scored at the Advanced level in reading (no category for Accelerated in 2004-2005 for sixth grade reading) while 95% of all students met the state standard of Proficient or higher. 38% of sixth grade students scored at the Advanced level in mathematics (no category for Accelerated in 2004-2005 for sixth grade math) while 95% of all students met the state standard of Proficient or higher.

Perhaps the most telling data related to assessment results can be found in Evening Street's *Performance Index*, a weighted average of assessment results across all tested grades and all subjects

based on performance results where schools are rewarded for moving students from proficient to advanced, advanced to accelerated, and so on. At Evening Street, this score has risen the past three years indicating that more and more students are not only clearing the state bar, but are performing at levels well above the state minimum level.

## **2. Using Assessment Results**

Each fall, we analyze end of year results on state achievement tests and other forms of assessment (i.e. Terra Nova administered in grades two through six) in an attempt to identify students in need of intervention. We organize the results of these tests to show how well each subgroup performed and to see which academic content standards in each discipline may be in need of professional development to enable staff to improve student learning. While state achievement tests provide information on how well subgroups are performing on the standards within each discipline, other testing compares how well students perform with respect to anticipated performance based on national norms. Both types of assessments provide valuable feedback. In addition to end of year summative assessments, ongoing formative assessments, such as the Developmental Reading Assessment (DRA), help teachers individualize reading instruction.

Through summative and formative assessments, we can make instructional decisions regarding how students are flexibly grouped, which instructional strategies are best employed, and which content areas may need to be more fully addressed. We identify students at various grade levels who have not attained the required benchmarks for academic intervention, and we provide instruction to build their knowledge and strengthen their understanding. In addition, we invite them to attend after-school intervention programs, which begin in January of each year. End of year assessments provide documentation for parents and teachers when summer school is needed for remediation or enrichment.

The school's reading specialist assesses all incoming first grade students and then works intensively with those students identified as needing supplemental reading instruction. At Evening Street, we use the Reading Recovery Program, a rich, data-driven program headquartered at the Ohio State University and supported by the Ohio Department of Education. In addition to her work with first grade students, the reading specialist supports regular classroom teachers in grades two through four with students identified as needing intervention.

## **3. Communicating Assessment Results**

Evening Street Elementary School communicates student performance to parents, students and the community in a number of ways, both traditional and non-traditional. Teachers communicate expectations of student performance during Curriculum Nights held at each grade level in the fall. Staff suggests ways to help students increase their performance during Literacy Nights for primary parents.

Quarterly, teachers report student progress to parents through the Student Progress Report, recently revised to reflect progress on the Ohio Academic Content Standards as well as the Worthington Schools' Graded Courses of Study. They also formally communicate progress to parents through two parent-teacher conference opportunities, one in late November and the other in mid-February. Some teachers include students in these conferences.

Since Evening Street teachers believe that assessment *for* learning is just as critical to student success as assessment *of* learning, dialogue between student and teacher about student performance is a common occurrence in classrooms. Teachers take a cyclical approach to learning and instruction, using pre-assessment to guide instruction, assessment to evaluate progress and student understanding, and ongoing instructional revision as needed.



We send state assessment data home in individual student reports both in the fall (for those grade levels who administer state assessments in the fall) and again in the spring. We tailor these reports to show not only how each child performed overall in reading and math, but also to show how well students performed in each standard within the reading and math content areas. We also make this data available to the community at large through the State Report Card mailed directly to all parents of school-aged children and available at [www.ode.state.oh.us](http://www.ode.state.oh.us). We also report results in local newspapers.

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

Sharing successful practices is a part of the culture at both Evening Street Elementary School and the Worthington School District. Staff members participate on both building and district teams where best practices, instructional strategies, and techniques are shared. At Evening Street, two literacy teams (one primary and one intermediate) meet on a monthly basis to share ideas and resources for the delivery of instruction in language arts. Each team is led by a staff member designated as the primary or intermediate literacy leader. These two representatives meet monthly with like staff members from the other 11 elementary buildings in the district under the direction of the district's Coordinator of Language Arts. The district-wide nature of the Literacy Team format allows teachers across the district to share ideas on a regular, ongoing basis.

Twice a year, our district holds an in-house institute where staff members share best practices in all content areas. Evening Street teachers have been involved in the presentation of workshops for these institutes, which teachers throughout the district attend. Workshops led by Evening Street staff members have included the areas of reading, music, and technology.

Throughout the 2005-2006 school year, Evening Street members have been studying the work of Jay McTighe and Grant Wiggins (Understanding by Design) and have begun implementing many of the components related to this framework for lesson and unit planning. Partnerships are emerging with at least one other school whose teachers and principal are undergoing the same study. In this way, and through the avenues described above, Evening Street will continue to learn and share successes with others.

### **PART V: CURRICULUM AND INSTRUCTION**

#### **1. Curriculum**

Evening Street's curriculum is based upon the Worthington School's Graded Courses of Study which, in turn, are directly based upon the Ohio Academic Content Standards (OACS) and national standards for each core curricular area and art, music, and physical education. Our curriculum focuses on educating the whole child, which includes the physical, emotional, and intellectual aspects of learning. State standards serve as our foundation; however, Evening Street staff develops a rich and engaging curriculum. As stated earlier, assessment is a key component of curriculum development. As a result for the 2004-2005 school year, Evening Street students in grades three through six participated in end of year, state-mandated assessments tied to the academic content standards in reading and/or mathematics. These results serve as the basis for the State of Ohio Report Card that designates the level of achievement each building obtains. By the 2006-2007 school year, this will grow to include writing, science, and social studies. For the 2004-2005 school year, Evening Street Elementary School was designated at the very highest level by the state of Ohio as an Excellent school.

The English language arts curriculum emphasizes the following standards: phonemic awareness, word recognition and fluency; acquisition of vocabulary; reading process including concepts of print,

comprehension strategies, and self-monitoring strategies; reading applications for informational, technical, and persuasive text as well as literary text; writing process; writing applications; writing conventions; research; and communication, both oral and visual.

The mathematics curriculum incorporates not only the Ohio Academic Content Standards but also the National Council of Teachers of Mathematics: Principles and Standards for School Mathematics. The OACS include number, number sense, and operations; measurement; geometry and spatial sense; patterns, functions and algebra; data analysis and probability; and mathematical processes. Goals of the mathematics curriculum are aimed at providing students opportunities to value mathematics, become confident in their own abilities, become problem solvers, communicate and reason mathematically, and understand and apply basic mathematical skills.

The social studies curriculum incorporates the National Standards for History, Geography for Life-National Geography Standards, National Standards for Civics and Government, National Content Standards in Economics, Expectations of Excellence-Curriculum Standards for Social Studies, and the Ohio Academic Content Standards. The OACS include history, people in societies, geography, economics, government, citizenship rights and responsibilities, and social studies skills and methods. Goals of the social studies curriculum include providing meaningful learning opportunities for each student to acquire knowledge and skills integral to the core disciplines of social studies.

The science curriculum is based upon the Ohio Academic Content Standards which include the study of earth and space sciences; life sciences, physical sciences, and science and technology. Goals of the science curriculum include enabling each student to acquire scientific knowledge to understand the natural world; learn and use scientific processes to explore phenomena, resolve issues, solve problems, and explain how things work; understand the delicate balance of nature and the responsibility of human beings to be wise stewards; implement safety precautions; and become aware of the many career opportunities in the field of science.

The fine arts curriculum, currently under revision, will be using the Ohio Academic Content Standards for Fine Arts as its framework. The OACS in Fine Arts include creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connections, relationships, and applications in the areas of dance, drama/theatre, music, and the visual arts.

## **2. Reading**

The Ohio Academic Content Standards for Language Arts serve as the framework for Evening Street Elementary School's reading curriculum. Teachers use a strategic and balanced literacy process to enhance all students' ability to read and write effectively in deep and meaningful contexts. Current research shows that children need explicit, systematic and strategic instruction in phonics, comprehension strategies, language development and writing within a context of meaning. In addition they need exposure to rich literature both fiction and nonfiction. Furthermore, research indicates that skills taught, practiced, and tested in isolation are not used effectively and consistently by students and that children's interest and pleasure in reading and writing must, at times, be as much of a focus as skill development. Evening Street's reading programs fully supports this research.

The strategic balanced literacy approach at Evening Street School includes: best practices from both literature-based and skills-based approaches; reading and writing *to*, *with*, and *by* children; and instructional strategies that guide students from a high level of teacher support to independence. Common components of this approach include reading aloud to students, shared reading with students, guided reading instruction, and independent reading. Reading aloud to students helps them to develop listening skills and vocabulary, models fluent reading, exposes them to literary language, and helps them

gain insight into the craft of writing. During shared reading, students match spoken words to print, practice moving across lines of text, and become familiar with a variety of reading strategies. During guided reading, students practice specific reading strategies, develop fluency, and deepen comprehension through discussion with other students and the teacher. Through independent reading, children investigate a variety of genre, self-select texts, enrich personal interests and knowledge, and develop an automaticity of skills through reading.

Early intervention at Evening Street is supported through Reading Recovery, a program designed for struggling first graders based on the work of Marie Clay, noted educational researcher. Reading Recovery works to help children increase their skills in letter identification, reading vocabulary, concepts about print, writing vocabulary, hearing and recording sounds (phonemic awareness and letter-sound relationship), and text reading.

### **3. Writing**

Throughout the 2003-2004 and 2004-2005 school year, the Evening Street principal and staff engaged in a continuous improvement model based on the work of Victoria Bernhardt and chronicled in *The School Portfolio Toolkit (2002)*. As part of this process, a mission statement and vision for the future of Evening Street emerged (see Part III; Summary). A significant part of this process involved the examination of data which revealed a need for Evening Street students to improve their effectiveness in crafting open-ended written responses like those required on end of year state assessments. As a result, a specific school improvement goal was written to address this curricular area.

The writing curriculum, embedded within the larger language arts framework and based on the Ohio Academic Content Standards, has been a focus for instruction in every classroom during the past few years. The Ohio Writing Standards concentrate on the writing process (including fiction, nonfiction, and informational writing) and writing applications. In addition, teachers incorporate the Collins Writing Program, which addresses writing in the content areas, into their instructional plans. Two years ago, the district adopted the Sitton Spelling Program. The program emphasizes word study, vocabulary, word derivation, mechanics, proof reading, and spelling in the context of writing. The combination of these instructional approaches, along with the study of the qualities of good literature, encourages students to “write as readers and read as writers”.

### **4. Instructional Methods**

Instructional methods at Evening Street are varied and backed by solid, research based practices. Teachers have opportunities to be lifelong learners and remain current with regard to instructional methods. Bloom’s Taxonomy is a focus of our instructional methods encouraging students to move from recall and memorization to higher level thinking such as analyzing and synthesizing. Gardner’s Theory of Multiple Intelligences provides a way for students to learn according to their individual learning style.

Student centered activities and lessons are keys to learning at Evening Street. Students at all levels are active participants in their own learning and learn to take risks and develop responsibility for their learning under the guidance of the teacher. Teachers employ differentiated learning strategies to meet the needs of the individual child. Differentiation may include having some students dig more deeply into a topic while others may be learning basic skills about a given concept.

Hands on, interactive lessons are an important part of our instructional methods in math, science and social studies. In math, students use manipulatives, and exploration is key to building understanding. In science, while scientific methods are explicitly taught, they are practiced with hands on, experiential labs and investigations. In social studies, in the intermediate grades, the History Alive™ materials provide

experiential activities that help students develop empathy for and understanding of the early settlers of our country.

To support language arts instruction, Evening Street uses our district's adopted Collins Writing Program. This program focuses on five types of writing from brainstorming and quick responses (Type 1) to edited and published work (Type 5). Sitton Spelling encourages students to know commonly used words and to use them regularly in their writing. Evening Street feels this is more important than learning words just for the Friday spelling test! Students are responsible for editing their writing regularly for spelling errors. Reading instruction is a strategic and balanced literacy process (see reading section of Part IV).

## **5. Professional Development**

Professional development at Evening Street is essential to the implementation of our school's vision and goals. As we work with the school improvement process, we build a common knowledge base of current research and trends. We meet and discuss how we might use this knowledge to guide our instructional program. We also analyze student performance to direct our professional growth. Some of the staff development opportunities have included Gary Collins Writing Workshop, Differentiated Instruction, Thoughtful Conversations, SIRI (State Institute for Reading Instruction), Understanding by Design, Assessment for Learning, and technology application and integration.

Our professional development is embedded in the staff's daily work. Our literacy meetings are an example of this approach. We hold monthly literacy meetings where we read and discuss a book. With the increased knowledge the teachers implement the strategies and then share with each other.

Professional development also occurs outside of the school setting. Staff members have attended graduate classes, which furthers their understanding of curriculum and instruction. Sixty-three percent of the staff holds Master's degrees. Two staff members are Nationally Board Certified. Staff members recognize the need for professional development and often seek outside funding to cover the cost of equipment and training.

While professional development is most often guided by student performance, a staff member's interest can initiate professional development. The teacher can then incorporate her learning into curriculum and instruction. For example, one teacher participated in the Fulbright Memorial Fund Teacher Program and spent three weeks in Japan learning about the schools, government and culture of Japan. Based upon this teacher's experience, a world tour was created for the whole school to experience a bit of Japan as well as other countries. The students were greatly impacted by this experience.

**STATE CRITERION – REFERENCED TEST**

Subject: Math                      Grade: 3rd                      Test: Ohio Achievement Test\*

Edition/Publication Year: 2005                      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
<b>EVENING STREET SCORES*</b>					
% 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	58	N/A	N/A	N/A	N/A
% At Advanced	32	N/A	N/A	N/A	N/A
Number of students tested	62	N/A	N/A	N/A	N/A
Percent of total 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
<b>SUBGROUP SCORES**</b>					
1. White					
% 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	61	N/A	N/A	N/A	N/A
% At Advanced	33	N/A	N/A	N/A	N/A
Number of students tested	58	N/A	N/A	N/A	N/A
<b>STATE SCORES</b>					
% 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 Advanced	14	N/A	N/A	N/A	N/A

\*No state testing prior to the 2004-2005 school year in 3<sup>rd</sup> Grade Math.

\*\*Other NCLB subgroups did not have sufficient data to report.

## STATE CRITERION – REFERENCED TEST

Subject: Reading                      Grade: 3rd                      Test: Ohio Achievement Test\*

Edition/Publication Year: 2005                      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
<b>EVENING STREET SCORES*</b>					
% At or Above Below Basic	99	100	N/A	N/A	N/A
% At or Above Basic	99	99	N/A	N/A	N/A
% At or Above Proficient	96	94	N/A	N/A	N/A
% At or Above Accelerated	90	83	N/A	N/A	N/A
% At Advanced	58	63	N/A	N/A	N/A
Number of students tested	62	64	N/A	N/A	N/A
Percent of total 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	0	N/A	N/A	N/A
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below basic	99	100	N/A	N/A	N/A
% At or Above Basic	99	99	N/A	N/A	N/A
% At or Above Proficient	96	95	N/A	N/A	N/A
% At or Above Accelerated	89	88	N/A	N/A	N/A
% At Advanced	60	67	N/A	N/A	N/A
Number of students tested	58	57	N/A	N/A	N/A
<b>STATE SCORES</b>					
% 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 Advanced	31	33	N/A	N/A	N/A

\*No state testing prior to the 2003-2004 school year in 3<sup>rd</sup> Grade Reading.

\*\*Other NCLB subgroups did not have sufficient data to report.

**STATE CRITERION – REFERENCED TEST**

Subject: Math

Grade: 4<sup>th</sup>

Test: Ohio Proficiency Test (2001-2005)

Edition/Publication Year: 2005

Publisher: Ohio Department of Education

Edition/Publication Year: 2004

Edition/Publication Year: 2003

Edition/Publication Year: 2002

Edition/Publication Year: 2001

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
<b>EVENING STREET SCORES</b>					
% At or Above Below Basic	99	100	100	100	97
% At or Above Basic	96	93	99	98	93
% At or Above Proficient	93	89	92	88	89
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	62	47	41	46	43
Number of students tested	61	55	59	72	72
Percent of total students tested	100	100	100	N/C	N/C
Number of students alternatively assessed	0	0	0	N/C	N/C
Percent of students alternatively assessed	0	0	0	N/C	N/C
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below Basic	100	100	100	99	97
% At or Above Basic	96	92	98	96	94
% At or Above Proficient	94	88	93	87	90
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	65	45	40	45	44
Number of students tested	55	51	57	66	70
<b>STATE SCORES</b>					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	75	77	71	74	70
% At or Above Proficient	66	66	59	61	58
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	26	26	15	16	16

\*Not a category on State Testing in 4<sup>th</sup> Grade Math

\*\*Other NCLB subgroups did not have sufficient data to report

NC = not calculated (no data reported)

## STATE CRITERION – REFERENCED TEST

Subject: Reading                      Grade: 4th                      Test: Ohio Achievement Test (2004-2005)  
Ohio Proficiency Test (2001-2004)

Publisher: Ohio Department of Education

Edition/Publication Year: 2005 (Ohio Achievement Test)

Edition/Publication Year: 2001-2004 (Ohio Proficiency Test)

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
<b>EVENING STREET SCORES</b>					
% At or Above Below Basic	100	100	100	100	97
% At or Above Basic	97	100	98	100	97
% At or Above Proficient	95	94	90	90	86
% At or Above Accelerated*	61	N/A	N/A	N/A	N/A
% At Advanced	16	44	32	14	17
Number of students tested	62	54	59	72	72
Percent of total students tested	100	98	100	N/C	N/C
Number of students alternatively assessed	0	0	0	N/C	N/C
Percent of students alternatively assessed	0	0	0	N/C	N/C
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below Basic	100	100	100	100	97
% At or Above Basic	97	100	99	100	97
% At or Above Proficient	97	94	90	91	87
% At or Above Accelerated*	68	N/A	N/A	N/A	N/A
% At Advanced	18	46	32	14	17
Number of students tested	56	50	57	66	70
<b>STATE SCORES</b>					
% At or Above Below Basic	100	100	99	99	100
% At or Above Basic	89	92	90	89	87
% At or Above Proficient	77	71	66	64	54
% At or Above Accelerated*	36	N/A	N/A	N/A	N/A
% At Advanced	6	15	9	6	6

\*Not a category on State Testing prior to 2004-2005 in 4<sup>th</sup> Grade Reading

\*\*Other NCLB subgroups did not have sufficient data to report

NC = not calculated (no data reported)



**STATE CRITERION – REFERENCED TEST**

Subject: Reading Grade: 5th Test: Ohio Achievement Test 2005

Edition/Publication Year: 2005 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
<b>EVENING STREET SCORES*</b>					
% At or Above Below Basic	100	N/A	N/A	N/A	N/A
% At or Above Basic	98	N/A	N/A	N/A	N/A
% At or Above Proficient	96	N/A	N/A	N/A	N/A
% At or Above Accelerated*	54	N/A	N/A	N/A	N/A
% At Advanced	35	N/A	N/A	N/A	N/A
Number of students tested	52	N/A	N/A	N/A	N/A
Percent of total 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
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below Basic	100	N/A	N/A	N/A	N/A
% At or Above Basic	98	N/A	N/A	N/A	N/A
% At or Above Proficient	96	N/A	N/A	N/A	N/A
% At or Above Accelerated*	53	N/A	N/A	N/A	N/A
% At Advanced	37	N/A	N/A	N/A	N/A
Number of students tested	49	N/A	N/A	N/A	N/A
<b>STATE SCORES</b>					
% 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 Advanced	8	N/A	N/A	N/A	N/A

\*No State Testing prior to the 2001-2005 school year in 5<sup>th</sup> Grade Reading

\*\*Other NCLB subgroups did not have sufficient data to report

# STATE CRITERION – REFERENCED TEST

Subject: Math                      Grade: 6<sup>th</sup>                      Test: Ohio Proficiency Test (2001-2005)  
 Edition/Publication Year: 2001-2005                      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
<b>EVENING STREET SCORES</b>					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	96	95	94	97	100
% At or Above Proficient	96	92	94	93	98
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	38	46	14	16	43
Number of students tested	64	74	74	77	77
Percent of total students tested	100	100	100	N/C	N/C
Number of students alternatively assessed	0	0	0	N/C	N/C
Percent of students alternatively assessed	0	0	0	N/C	N/C
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	95	96	94	96	100
% At or Above Proficient	95	93	94	93	98
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	37	45	14	17	44
Number of students tested	62	67	70	70	71
2. Students with disabilities					
% At or Above Below Basic	N/C	N/C	N/C	N/C	100
% At or Above Basic	N/C	N/C	N/C	N/C	100
% At or Above Proficient	N/C	N/C	N/C	N/C	90
% At or Above Accelerated*	N/C	N/C	N/C	N/C	N/A
% At Advanced	N/C	N/C	N/C	N/C	10
Number of students tested	N/C	N/C	N/C	N/C	10
<b>STATE SCORES</b>					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	72	75	65	69	69
% At or Above Proficient	63	66	53	59	58
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	16	13	6	9	11

\*Not a category on State Testing in 6<sup>th</sup> Grade Math

\*\*Other NCLB subgroups did not have sufficient data to report

NC = not calculated (no data reported)

# STATE CRITERION – REFERENCED TEST

Subject: Reading                      Grade: 6th                      Test: Ohio Proficiency Test (2001-2005)  
 Edition/Publication Year: 2001-2005                      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
<b>EVENING STREET SCORES</b>					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	98	100	99	97	99
% At or Above Proficient	95	92	92	80	96
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	64	47	46	44	69
Number of students tested	64	74	74	77	77
Percent of total students tested	100	100	100	N/C	N/C
Number of students alternatively assessed	0	0	0	N/C	N/C
Percent of students alternatively assessed	0	0	0	N/C	N/C
<b>SUBGROUP SCORES**</b>					
1. White					
% At or Above Below Basic	100	99	100	100	100
% At or Above Basic	99	99	99	97	100
% At or Above Proficient	96	92	95	83	98
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	65	46	49	46	68
Number of students tested	62	67	70	70	71
2. Students with disabilities					
% At or Above Below Basic	N/C	N/C	N/C	N/C	100
% At or Above Basic	N/C	N/C	N/C	N/C	100
% At or Above Proficient	N/C	N/C	N/C	N/C	80
% At or Above Accelerated*	N/C	N/C	N/C	N/C	N/A
% At Advanced	N/C	N/C	N/C	N/C	10
Number of students tested	N/C	N/C	N/C	N/C	10
<b>STATE SCORES</b>					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	87	85	83	75	78
% At or Above Proficient	70	65	65	55	56
% At or Above Accelerated*	N/A	N/A	N/A	N/A	N/A
% At Advanced	30	23	26	20	21

\*Not a category on State Testing in 6<sup>th</sup> Grade Reading  
 \*\*Other NCLB subgroups did not have sufficient data to report  
 NC = not calculated (no data reported)

